

AÇEV Child and Family Centers' Programs in Earthquake Affected Region

Social Return on Investment Analysis Report

Prepared by:
Ayşegül Taşitman



SOCIAL VALUE

INTERNATIONAL

Statement of Report Assurance

Social Value International certifies that the report

**AÇEV Child and Family Centers' Programs in Earthquake
Affected Region Social Return on Investment Analysis Report**

satisfies the requirements of the assurance process.

The assurance process seeks to assess whether or not a report demonstrates a satisfactory understanding of, and is consistent with, the Principles of Social Value. Reports are independently reviewed by qualified assessors and must demonstrate compliance with the Social Value report assurance standard in order to be certified. The Social Value report assurance standard can be downloaded from the website socialvalueint.org.

Assurance here is against the Principles of Social Value only and does not include verification of stakeholder engagement, report data and calculations.

Awarded 20/01/2026



Signed

Mr Ben Carpenter
Chief Executive Officer
Social Value International



Social Value International is the global network focused on social impact and social value. We are the global network for those with a professional interest in social impact and social value. We work with our members to increase the accounting, measuring and managing of social value from the perspective of those affected by an organisation's activities, through the standardised application of the Principles of Social Value. We believe in a world where a broader definition of value will change decision making and ultimately decrease inequality and environmental degradation.

Disclaimer: Social Value International will not be responsible for any actions that an organisation takes based upon a report that has been submitted for assurance. An assured report does not grant Accredited Practitioner status to the author/authors of the report unless it is part of a full application for Accredited Practitioner status.

This report was prepared between March - December 2024 and is based on research conducted through literature review, desk research, online and face to face interviews and surveys with AÇEV beneficiary target groups and programs stakeholders in the earthquake area.



Photo: From AÇEV archive

“What matters is patience — waiting. I’ve learned to look through the door instead of the window! I used to look through a small window, but now it has become a door.”
(Adiyaman, female participant of the POWER Programme)

“We are here too, and we also need to be well.”
(Hatay, female participant of the Mother Support Program)

CONTENTS

1. Executive Summary	5
2. Purpose of the Social Return of Investment and Analysis	7
2.1 Background	7
2.2 Mother Child Education Foundation	14
2.3 Details and Objectives of the Programmes	15
2.4 Scope of Analysis	25
3. Methodology	26
3.1 Risks and Limitations	36
4. Stakeholders	39
4.1. Activities and Descriptions	44
5. Inputs and Outputs	48
5.1 Inputs	48
5.2 Outputs	50
6. Understand What Changes: Mapping Material Outcomes	51
6.1 Identification of Outcomes	52
7. Changes to Outcomes: Understanding Scale, Amount of Change, and Causality of the Outcomes Experienced by Stakeholders	63
7.1 Stakeholder: Mothers	65
7.2 Stakeholder: Fathers	77
7.3 Stakeholder: Children	83
7.4 Stakeholder: Women who participated in POWER Programme	91
7.5 Stakeholder: Young Women who participated in POWER Programme for Young Women	100
7.6 Stakeholder: Teachers Who Worked in AÇEV Centers	106
7.7 Stakeholder: Adult Trainers (Women Programs)	112
7.8 Stakeholder: Volunteer Trainers (Father Program)	119
7.9 Stakeholder: Center Managers/Coordinators	125
7.10 Stakeholder: AÇEV İstanbul Team	130
7.11 Other Stakeholders: Civil Society Organizations (CSO)	137
7.12 Other Stakeholders: Public Institutions	140
8. Outcome Valuation	149
8.1 Determining Financial Proxies	153
9. Impact Calculation	184

10. SROI Rate Calculation	195
11. Sensitivity Analysis	202
12. Verification	210
13. Responsiveness and Recommendations	212
REFERENCES	216
Annex 1	218
Annex 2	221
Focus Group Discussions - Sample questions (Mother Support Program)	221
Annex 3	222
Survey 1- Mother/Women Programs	222
Survey 2- Father Programs	254
Survey 3- Volunteer Trainers for Father Programs	271
Survey 4- Trainers for Mother/Women Programs	285
Survey 5- POWER Program for Young Women	296
Survey 6- AÇEV Employees Working in İstanbul	303
Survey 7- Teachers	317
Survey 8- Center Managers or Coordinators	332

1. Executive Summary

The report provides an in-depth analysis of the social impact of the programs implemented by the Mother and Child Education Foundation (AÇEV) in its centers in the earthquake affected region between June 2023 and August 2024. Prepared using qualitative and quantitative research methods within the framework of Social Value International's Social Value Principles, this analysis reveals the transformative impact of the programs on various stakeholders in qualitative and quantitative terms and presents the social value of this impact and the social return on investment.

According to the analysis results, it was determined that **AÇEV generated 6.82 TL of social value (SROI ratio 1:6.82) for every 1 TL of resources invested in the program.**

Present Value <i>(Total Present Value (PV))</i>	679,012,512.89
Net Present Value <i>(Present value excluding investment)</i> Net Present Value (PV minus the investment)	579,492,793.23
Social Return on Investment <i>(Value per amount invested)</i> Social Return (Value per amount invested)	6.82

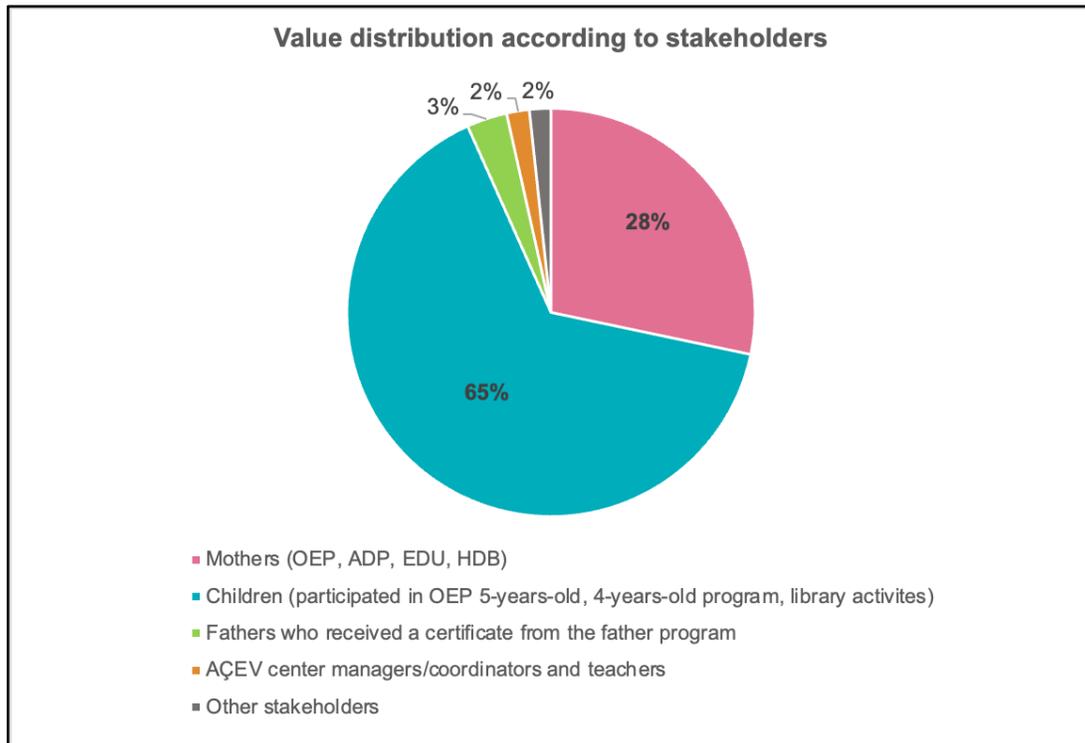
The Social Return on Investment (SROI) approach aims to reveal the social value experienced by stakeholders by expanding the analytical perspective to quantitatively address less tangible effects that are often overlooked in existing economic analyses.

Unlike the rigid economic (efficiency) returns (direct or indirect) offered by cost-benefit analyses, the SROI approach captures more by considering **all impacts (both tangible and intangible) that stakeholders themselves consider valuable.** Such an

approach allows for the expression of typically qualitative outcomes in quantitative terms, enabling the identification of issues such as **psychological recovery in the post-traumatic process, increased confidence as a parent, and the defense of women's rights.**

The SROI approach complements and integrates the findings of AÇEV's 2005 report, *“Cost-Benefit Analysis of Preschool Education in Turkey,”* providing a more comprehensive picture. In this context, the fact that the interventions addressed the stakeholders in the aftermath of the post-traumatic experience of the earthquake, adds another dimension to early childhood and parental empowerment. Programs targeting early childhood, as mentioned in the literature, have been proven to achieve critical goals such as reducing post-disaster trauma and accelerating the normalization process (UNICEF, 2011; PreventionWeb). The results of the prepared SROI report also demonstrate that these goals have been achieved.

The graph-1 below shows the percentage of value created for all stakeholder groups.



The distribution of this total social value clearly demonstrates that the program has achieved its primary objectives. 65% of the total value was experienced by children participating in early childhood education programs, indicating that this group experienced the most change in their cognitive, social, and emotional development. The second group of stakeholders experiencing the most change was mothers. While 28% of the total value represents the changes experienced by mothers, the third group experiencing the most change, at 3%, was fathers who received certificates from the father program.

The analysis reveals that among stakeholders with high participation levels, significant outcomes were observed, particularly in terms of “psychological well-being,” going beyond the AÇEV's main area of work on children education. These findings are consistent with scientific evidence (Shonkoff et al., 2012; PMC) that early childhood education and care services provide psychological and cognitive protection by buffering the negative impacts of trauma on neurodevelopment in children exposed to trauma.

The report identified some negative changes experienced by employees (decreased socialization, psychological fatigue, less hope for the future) and showed that supporting employees in post-disaster environments is a critical area of learning. In light of these findings, it is recommended that AÇEV Child and Family Centers be seen as a fundamental investment in post-disaster recovery and, considering the high value they create, be prioritized for scaling in future recovery and development plans.

2. Purpose of the Social Return of Investment and Analysis

2.1 Background¹

The Context of Early Childhood Education in Turkey

Education is a broad concept that begins within the family and encompasses a variety of learning processes across multiple domains starting from the moment a baby enters the world. Preschool education, which targets children in the early childhood period between 36 and 72 months, helps children begin school equipped with the necessary skills for successful learning. In other words, early childhood education (ECE) not only supports developmental progress between 36 and 72 months but also provides long-term benefits by improving educational outcomes in later years. Carneiro and Heckman (2004) argue that the substantial public and private investments made in preschool education yield significant long-term economic returns, making them among the most profitable social investments. Data from the World Bank (2009) corroborates this view, highlighting that the foundational skills underpinning adult life are primarily developed during the early years of life, especially from birth to six years of age. Conversely, children who fall behind in their personal, social, or economic development during the 36–72-month period face greater difficulties in growing and developing in harmony with their peers, leading to increased costs to compensate for these disparities.

In Turkey, various governmental and non-governmental institutions deliver Early Childhood Education (ECE) services, including the Ministry of National Education, the Social Services and Child Protection Agency, the Ministry of Labor, local authorities, and universities. Alongside these state actors, several civil society organizations such as the Mother Child Education Foundation (AÇEV), the Foundation for the Support of Women's Work (KEDV), and the Association for Supporting Contemporary Life

¹ All institutional abbreviations are presented with their English descriptions followed by their Turkish acronyms.

(ÇYDD), as well as international organizations like the World Bank and UNICEF, also provide ECE services (Kılıç, 2010).

Early childhood education has been recognized both as a service and as a human right, and significant progress has been made globally to expand access to preschool education. In Turkey, early childhood education has also been prioritized; however, according to UNESCO's *Education for All (EFA) Global Monitoring Report (2013)*, while Turkey has made notable strides in improving enrollment rates in primary and secondary education and in addressing gender disparities in education, it remains among the countries that have not yet achieved the target of at least 70% preschool enrollment by 2015.

According to the World Bank's 2015 report, approximately 2.7 million children in Turkey lack access to early childhood education and care services. It is estimated that 42,388 new childcare facilities would be needed to reach the OECD average of 80.6% preschool enrollment. The report also reveals that in metropolitan areas, the number of early childhood education centers is insufficient to meet the demand of the growing child population. Parents widely believe that preschool education before primary school leads to visible improvements in both children's development and the family's social conditions, including progress in cognitive, fine motor, learning, literacy, musical, artistic, communication, and self-sufficiency skills, as well as greater self-confidence, language development, adaptation to working mothers' schedules, sharing, discipline, equal opportunity, classroom adaptation, peer socialization, and reduced maternal caregiving burden.

Impact of Crises on Early Childhood and AÇEV's Foundational Research

Crises emerging after natural disasters disrupt not only children's cognitive development but also their psychosocial well-being. These crisis conditions (whether direct or indirect) can adversely affect a child's overall development. Neutralizing these negative "risk factors" through preschool education programs is possible by reducing their impact on the child's life and strengthening the protective factors that support development (Pala, 2022).

Investments in early childhood education particularly benefit those most at risk, for instance, children from families with low income levels or low parental education. Although significant progress has been made in Turkey in the past decade regarding early childhood education, participation remains limited and unevenly distributed. Compared to countries with similar GDP levels, such as Bulgaria and Belarus, Turkey's preschool enrollment rate remains low (around 30%), and the rate for children from low-income families falls below that of both wealthier families and the national average.

The earthquakes that struck Kahramanmaraş on February 6, 2023, and subsequently affected Hatay and other provinces, disrupted education for children at multiple levels from preschool to primary school. Psychosocial support activities played a critical role in filling the educational gaps created by post-disaster crises. The rapid reestablishment of educational programs in container cities was instrumental in

helping children return to a daily routine resembling their pre-disaster lives and supporting their adaptation within a short period. During this process, high-quality early childhood programs contributed positively to children's cognitive and socio-emotional development.

In *Turkey and Syria Earthquake Crisis: 100 Days*, Save the Children (2023) reported that the crisis was far from over and that children's evolving needs for well-being continued to diversify. The report underlined the increasing need for civil society support in education, health, and psychosocial assistance. In response to these needs, the Turkish Ministry of National Education (MoNE) implemented a series of initiatives to restore educational continuity and provide psychosocial support.

The foundations of AÇEV were laid between 1982 and 1986, through one of the first comparative research studies conducted with 3–5-year-old children and their mothers living in low-income urban neighborhoods. Findings from this study revealed that children who attended preschool institutions and whose mothers participated in the *Mother Child Education Program* demonstrated higher IQ scores and academic achievement compared to those who received no education at all (Pala, 2022). Moreover, mother education programs have long-term impacts, they not only enhance the overall development of the child but also empower mothers, who are key figures within the family, thereby improving family well-being and fostering multiple positive transformations (Kağıtçıbaşı, Sunar, & Bekman, 2001). Especially in socioeconomically disadvantaged households that cannot provide sufficient developmental support, parental education can be critical for long-term developmental outcomes (Kağıtçıbaşı, Sunar, & Bekman, 2001). Research shows that providing high-quality early childhood education, through either mother education, preschool institutions, or both, yields positive effects on children's overall development, with impacts lasting into young adulthood (Kağıtçıbaşı et al., 2009).

In 2009, AÇEV launched the *First Step to the Future* project, which included the *Child Education Program (ÇEP)* developed for children aged 60–72 months to prepare them for primary school. The program supported children's acquisition of cognitive and behavioral skills such as number recognition, spatial orientation, sequencing, matching, comprehension, and story structuring. These findings are consistent with the indicators observed in the 2024 social impact assessment conducted by KUSIF for AÇEV, which identified improvements in children's fine motor development; including pencil control, attention and concentration, coloring, counting, reading, library use, writing skills, and overall academic progress.

Educational Inequalities, Language Development, and Field-Level Impacts

As demonstrated in the *Education Reform Initiative* report (2009), social inequalities have a substantial impact on access to preschool education. In Turkey, the positive correlation between income level and accessibility to preschool education has deepened existing social disparities, leading to unequal cognitive and psychomotor development among children from different socioeconomic backgrounds. The only way to address these disparities is to make preschool education universally accessible

to all children. Research has shown that even participation in a one-year preschool program significantly improves academic achievement.

For instance, AÇEV's *Summer Preschools Project* (a three-month summer school program) was found to positively influence children's cognitive development, early literacy and numeracy skills, and particularly their language development. Similarly, one of the most prominent child-centered findings in our social impact research is related to changes in language development, specifically improvements in speech abilities. Mothers described this transformation as follows: "*After the earthquake, my child was affected — became aggressive, couldn't speak, but then started speaking again and learned how to express themselves.*"

In the academic literature, programs such as *First Step to the Future* and *ECE Summer Preschools*, as well as other studies, emphasize the importance of language development during preschool years. They further note that children learning a second language (in addition to their mother tongue) often experience significant progress in social adaptation, socio-emotional regulation, and physical development.

Another notable transformation observed in the fieldwork involves improvements in children's self-care habits. According to impact studies conducted in Hatay, Adiyaman, and Gaziantep, AÇEV's programs encouraged children who had received at least one year of preschool education to develop regular hygiene and nutrition routines such as washing hands and faces and brushing teeth, while also fostering essential life skills like eating independently, using the toilet, and dressing themselves. Mothers interviewed under the *First Step to the Future* project similarly reported that the programs not only improved fine motor skills (e.g., holding a toothbrush properly) but also helped children adopt and sustain positive daily habits.

At AÇEV's symposium "*Being a Child in the Age of Disasters and Crises*", one of the main recommendations focused on designing systematic and sustainable services that support early childhood development. These services should encompass environmental, psychological, social, and cognitive factors while providing developmentally supportive space design, materials, and educational programs. In such sustainable learning environments, peer groups who learn together also develop friendship and social bonds, which nurture both emotional and cognitive growth. Through preschool education, children begin to learn responsibility, self-advocacy, and respect for others' rights and responsibilities. As a result, when they reach adulthood, they are more likely to understand and internalize the norms of the society they live in, developing a strong sense of trust. This process reduces shyness and enhances social adaptability (Ergüden et al., 2020).

Findings from AÇEV's impact assessment, including indicators such as compliance with rules, sharing, maintaining order, and positive relationships with siblings and peers, show that these social-emotional developments strengthen children's psychosocial, verbal, and cognitive skills both in preschool and during their transition to primary school. Among the child-centered *change chains* identified in the research, one of the most striking is how improvements in speech, self-confidence,

socio-emotional development, self-care, and motor skills are interlinked all culminating in school readiness as the ultimate developmental outcome.

Family-Level Transformations and Parental Empowerment

Participation in preschool programs triggers change not only in the child but also within the entire family system, including mothers, fathers, and other caregivers. The programs implemented in Hatay, Adiyaman, and Gaziantep which simultaneously targeted children and parents, have demonstrated the most widespread effects among mothers and fathers in areas such as psychological well-being, self-care, and awareness of their rights.

Similar outcomes were observed in AÇEV's earlier initiatives. Mothers who participated in these programs reported a series of positive transformations (Bekman & Koçak, 2011). They expressed that, compared to the past, they now evaluated themselves more positively, feeling more valuable, courageous, and self-confident as women, and becoming more proactive in striving for personal change. The programs also enhanced mothers' social lives by increasing their interactions with peers; some participants even expressed a desire to continue their education or start working, illustrating the broader empowerment effects of the programs (Kağıtçıbaşı, Sunar, Bekman, & Cemalcılar, 2005).

The short-term changes observed in these mothers have shown long-term impacts. A more recent study found that children whose mothers participated in AÇEV's education programs and who attended preschool were more likely to start work later in life and to hold higher-status jobs (Pala, 2022).

Beyond individual transformations, mothers emphasized that AÇEV's programs helped them recognize their children as individuals, fundamentally transforming the mother-child relationship. They reported changing their behavior and communication styles, leading to a significant reduction in the use of negative discipline methods. Mothers described themselves as calmer and more patient toward their children. This strengthened the mother-child bond, increasing mothers' confidence in their parenting abilities. These positive changes also improved spousal relationships, as mothers felt more comfortable expressing themselves to their partners. The personal empowerment achieved through these programs thus strengthened women both in their roles as mothers and within the family dynamic.

Participants of the Mother Support Program (ADP) reported that they continued their children's education at home through various activities, providing cognitively and emotionally supportive learning environments. Interviews conducted during the research revealed that mothers' attitudes toward their children changed significantly as a result of the program. They reduced their use of harsh or negative disciplinary methods and adopted calmer, more patient approaches. In other words, mothers who participated in the ADP replaced negative communication patterns such as shouting or hitting with positive parenting practices like explaining reasons, using verbal communication more effectively, and relying less on punishment.

Mothers' observations of their spouses revealed parallel positive changes in fathers' behavior. Fathers were initially influenced indirectly by their partners' participation in AÇEV programs, as they observed and supported the application of the methods learned by mothers. Over time, fathers became more involved in caregiving and educational activities, showing increased awareness, emotional closeness, and engagement with their children and spouses. Improvements were noted in reducing negative discipline practices, providing children with choices, preparing supportive environments, and establishing clear household rules. Collectively, these behavioral changes enhanced overall family communication and cohesion.

The transmission of parental characteristics to children, and how these influence the child's development as an individual, depends on multiple family-related factors, including socioeconomic and sociocultural conditions, intra-family relationships, child-rearing attitudes, parental role modeling, and educational awareness. For this reason, childrearing must not be left to chance but instead guided intentionally within supportive and informed family environments (Üstünoğlu, 1991; Mollahüseynoğlu, 2019). Organizing adult education programs and support groups for families not only strengthens the capacities of all actors involved in the child's education but also enhances collaboration between families, teachers, and students. Family participation ensures that the objectives of educational programs are correctly understood and effectively implemented within a framework of family-teacher cooperation. Consequently, children's attitudes toward school, their sense of belonging, and their psychological well-being improve (Çamlıbel Çakmak, 2010).

Parental participation in children's education aims to equip parents with the knowledge and skills required for effective childrearing. As parents become more informed about the various dimensions of parenting, they experience increased awareness of their rights and responsibilities and a higher level of personal self-confidence. One of the central goals of family education is also to actively involve fathers in educational processes (Gür & Kurt, 2011).

Compared to the numerous programs developed for mothers and children, there are relatively few educational programs designed specifically for fathers, both in Turkey and globally. The Father Support Program (BADEP) was created in 1996 by Prof. Dr. Sevda Bekman and Prof. Dr. Çiğdem Kağıtçıbaşı in response to this gap and to the expressed demand from mothers who had participated in the *Mother-Child Education Program* (Kartal, 2005). The program was developed based on the understanding that fathers, when provided with suitable learning environments, can also experience positive transformations in themselves, their families, and their communities.

BADEP offers fathers, who often lack spaces to discuss fatherhood roles and share their experiences, an environment for mutual exchange and problem-solving. It is a scientifically grounded program developed to enable fathers in Turkey to take on a more active and positive role in their children's development. Interviews conducted with fathers who participated in AÇEV's *Parental Support Program (EDU)* revealed several positive behavioral and emotional changes aligned with the program's objectives, including improvements in psychological well-being, greater paternal

responsibility, enhanced family bonding, and increased appreciation for family relationships.

Improved communication between fathers and their spouses was one of the significant findings in AÇEV's social impact research. Fathers exhibited more positive attitudes toward their children, partners, and themselves. Other studies comparing fathers' behavior before and after participation confirmed an increase in open and effective communication, highlighting the program's long-term contribution to family harmony and emotional resilience.

Summary and Relevance for the SROI Framework

The extensive body of research and field evidence accumulated through AÇEV's programs demonstrates that early childhood education and family empowerment initiatives produce both short and long term impacts across multiple dimensions of individual and community well-being. These outcomes align strongly with internationally recognized frameworks for social return of investment of AÇEV's work as a clear contributor to measurable social value creation.

At the child level, the organization's interventions, particularly in post-disaster contexts such as the 2023 Kahramanmaraş and Hatay earthquakes, have yielded observable improvements in cognitive, motor, linguistic, and socio-emotional development, as well as school readiness. By fostering learning environments that promote communication, self-expression, and social cohesion, AÇEV helps children rebuild psychological security and resilience following traumatic experiences. These developmental gains represent long-term social value by reducing future costs associated with education, social adaptation, and health services.

At the family level, AÇEV's *Mother-Child Education Program*, *Mother Support Program*, and *Father Support Program* contribute to measurable behavioral and psychosocial transformations among parents. Mothers report increases in self-efficacy, self-worth, and emotional stability, while fathers demonstrate enhanced involvement, communication, and positive discipline within the household. These outcomes foster improved family dynamics, reduced domestic stress, and greater gender equality in caregiving responsibilities, generating indirect benefits that extend beyond the immediate household to the broader community.

At the community and systems level, AÇEV's initiatives address structural inequalities in access to early education, especially for families in socioeconomically disadvantaged or crisis-affected regions. By closing opportunity gaps in early childhood and supporting parental engagement, AÇEV strengthens the social fabric and lays the foundation for more equitable development. These systemic outcomes correspond to high social return on investment (SROI) ratios, as they reduce long-term dependence on remedial services and contribute to the development of human capital essential for sustainable growth.

The organization's consistent alignment with global standards and evidence-based practice as reflected in literature from the World Bank (2009, 2015), UNESCO (2013), and leading scholars such as Kağıtçıbaşı, Bekman, and Sunar situates AÇEV's work within the global movement advocating for early childhood development as a fundamental human right and a strategic investment.

In conclusion, AÇEV's comprehensive, multi-level programming (integrating child development, parental education, and community resilience) demonstrates significant and enduring social value. The evidence presented through decades of research, coupled with recent post-earthquake interventions, illustrates that the organization's impact extends well beyond educational outcomes. It contributes to psychosocial well-being, social cohesion, gender equality, and long-term societal resilience, all of which are critical dimensions of an effective Social Return on Investment analysis.

2.2 Mother Child Education Foundation

Since its establishment in 1993, the **Mother Child Education Foundation (AÇEV)** has been working to ensure that every child, from the earliest years of life, grows up safe, healthy, and happy. AÇEV develops and implements scientifically grounded educational programs for children, parents, and young women in need across Turkey. Keeping children at risk at the center of its work, the Foundation aims to minimize the negative effects of poverty, social inequality, disasters, and migration factors that significantly undermine children's well-being and development.

Guided by this core approach, AÇEV continues its efforts in all disaster situations that have profound adverse impacts on children's development and well-being. The organization works to ensure that children remain safe and that their development and learning environments are supported. That's why, immediately after the earthquakes centered in Kahramanmaraş on 6 February 2023, which affected 11 provinces, AÇEV launched humanitarian-focused activities across much of the disaster-affected region. At the same time, it began to observe local conditions from a child-focused perspective, examining the services and opportunities available for children.

Through interviews with children, families, public officials, and civil-society organizations operating in various sectors, AÇEV conducted on-site assessments to understand the circumstances facing children. Building on these findings, the Foundation initiated detailed studies to determine what kinds of support could be provided to children and parents in temporary accommodation areas, taking steps to identify the most suitable intervention model. Drawing on both its field research and decades of institutional experience, AÇEV established Child and Family Centers within temporary housing sites in the earthquake-affected region.

Under a cooperation protocol with the Ministry of Family and Social Services, three AÇEV Child and Family Centers were established at different locations:

- Nur 1 Temporary Accommodation Center in Nurdağı, Gaziantep
- K-1 (Altınşehir) Temporary Accommodation Center in Adiyaman
- Orhanlı Temporary Accommodation Center in Hatay.

Within the Child and Family Centers the following programs are implemented:

1. **Early Childhood Education Program:** Developed by AÇEV specialists for five-year-old children, this program aims to support all areas of child development, particularly language, social, emotional, and cognitive skills to ensure children are ready to start school. The program's design is based on scientific principles such as age appropriateness and comprehensive coverage of all developmental domains.
2. **Book and Toy Libraries:** Each center includes a library space where children aged 3 to 14 can participate in age-appropriate play and learning activities, including scheduled reading times. These activities help children spend quality time with peers, develop social interaction skills, and establish regular reading habits. The same spaces also function as study rooms for children aged 7 to 14, offering a safe and supportive environment for homework and exam preparation.
3. **Mobile Learning Unit:** Through a specially equipped mobile vehicle, AÇEV reaches children and women who do not have access to the fixed centers, delivering educational and psychosocial support directly to remote or underserved areas.

Believing that parents play a decisive role in children's development and well-being, AÇEV also recognizes the need to support parents living under post-disaster conditions. Accordingly, the Foundation has implemented the **Parental Support Program**, designed to strengthen post-disaster parenting skills, alongside a localized version of the **Mother Support Program** adapted to the specific needs of the affected regions.

In addition, aiming to empower and improve the well-being of women living in temporary housing, AÇEV has revised its existing **POWER Programme** to suit the earthquake context. The program focuses on women aged 18 and above, supporting the development of life skills, resilience, and psychosocial well-being. For adolescent girls aged 14 to 18, AÇEV implements a complementary program titled **POWER Programme for Young Women**, designed to foster empowerment, social connection, and emotional support during recovery.

2.3 Details and Objectives of the Programmes

Following the earthquakes centered in Kahramanmaraş on February 6, 2023, which affected 11 provinces, AÇEV focused its efforts on observing the conditions of children in the affected regions and analyzing the services and opportunities available for them. Through consultations with relevant stakeholders, and after assessing the prevailing circumstances, particularly for children and parents, AÇEV decided to

provide targeted support programs for children and families living in temporary accommodation areas.

Building on its extensive institutional experience, AÇEV established **Child and Family Centers** in temporary accommodation sites across the earthquake-affected region.

The programs implemented at these Child and Family Centers are structured under two main domains: **Child Programs and Adult Programs:**

1. Child Programs and Activities
 - **Early Childhood Education Program (OEP) for 5-year-old** (*summer and winter terms*)
 - **4-year-old Program**
 - **Toy and Book Library Activities**
 - **Mobile Learning Unit Workshops**

2. Adult Programs and Activities
 - **Mother Support Program (ADP)**
 - **Parental Support Program (EDU)**
 - **Mother Support Program**
 - **Father Support Program**
 - **Women's Programs**
 - **POWER Programme (HBD)**
 - **POWER Programme for Young Women (GHBD)**

The social impact assessment conducted by KUSIF focused on the outcomes experienced by each program and its stakeholders, including beneficiaries, direct and indirect participants, program facilitators and coordinators, civil society organizations operating in temporary accommodation centers, and other related stakeholders. Within this framework, and with the support of AÇEV program implementers, a separate Theory of Change has been developed for each program to capture and evaluate its specific pathways of change and impact mechanisms.

AÇEV Programmes: Theory of Change

To measure the impact of the programs implemented in its centers, AÇEV developed a distinct Theory of Change (ToC) for each program designed for different target groups. The process of formulating these theories of change enabled the Foundation to clearly define the purpose of each activity and to identify the specific outcomes objectives required to achieve that purpose. This stage holds a critical place within the overall impact measurement framework.

The ToC represents a critical thinking approach to program design, observation, and evaluation. Described as “*a roadmap, a plan, a locomotive for change, a theory of action, and more,*” it maps the fundamental building blocks of a project and the relationships between them, illustrating how long-term goals can be achieved. In

other words, the ToC outlines the impact pathway by linking activities, outputs, and intended outcomes. While showing what a program aims to achieve and how it plans to reach that goal, the Theory of Change also establishes the causal relationships between activities and the final intended impact. The Theory of Change provides three key benefits:

- It helps to understand the types of outcomes generated by the program.
- It clarifies the connections between the expected outcomes that lead to impact.
- It enables stakeholders to visualize progress toward the ultimate goal.²

In October 2024, with the facilitation of the research team and with the contribution of AÇEV program implementers, two online workshops were held to develop draft theories of change for each program. While preparing AÇEV's Theory of Change, two workshops were held with the AÇEV team. The first workshop provided information about ToC. During the workshop, questions such as what the theory of change is, how it is prepared, and what purpose it serves were discussed in order to ensure that all employees were on the same page. Subsequently, a separate ToC was prepared for each program at the centers operating in the earthquake affected region. The coordinators or employees of each program participated in these activities. Following these sessions, the researcher finalized the individual ToCs. Through this work, the positive outcomes planned to be achieved with the programmes, and its impact goal were defined. The detailed ToCs presented below define the intended positive transformations and impact goals that AÇEV aims to achieve through the programs implemented at its Child and Family Centers.

Including AÇEV staff/team in the development of the ToC is critically important to the reliability and depth of social value analysis. Those workshops are not merely a technical preparation process, but also a strategic learning space where the organization collectively defines its own goals, expected impact, and priorities. Discussing and clarifying the desired outcomes before the analysis begins, makes the underlying logic of the programs visible and ensures that the social values to be measured are based on the experiences of stakeholders. Furthermore, this collaborative process contributes to the SROI report becoming not just an analysis but a tool for organizational learning and continuous improvement.

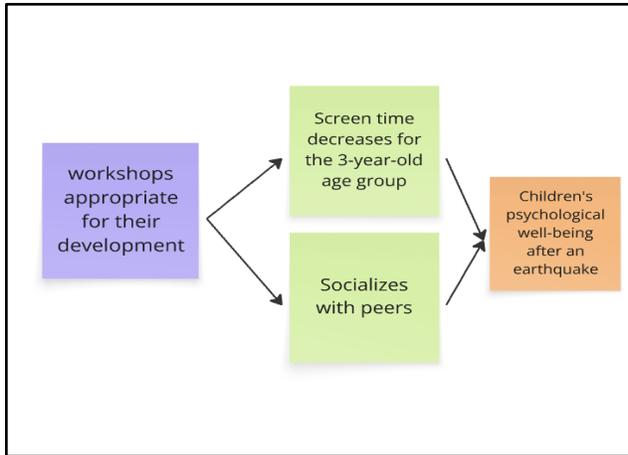
The flow of the report aims to present the process, the ToC's presented below were developed based on the insights from the organizations, therefore they were presenting only intended positive outcomes. In the following chapters, the outcome mapping with stakeholders will be presented and in the chapter where the outcomes are quantified the final chains created on all the insights are being presented. The reason for this flow is to present the process and highlight the possible difference between what is expected and what is really happening.

1. Child Programs and Activities

² <https://kusif.ku.edu.tr/wp-content/uploads/2023/03/MaximiseYourImpact-1.pdf>

Detailed outcome goals have been defined for each program (*OEP the 5-year-old, the 4-year-old Program, the Library Activities, and the Mobile Learning Workshops*), taking into account the respective age groups and program activities.

Figure-1: Outcome goals of library activities for 3 year-old group



The outcomes intended in the Library Activities for 3-year-olds implemented in the earthquake-specific centers are illustrated in the diagram in Figure-1.

For this age group, activities are designed in line with their developmental needs and include movement-based games, art and storytelling activities, and free play sessions.

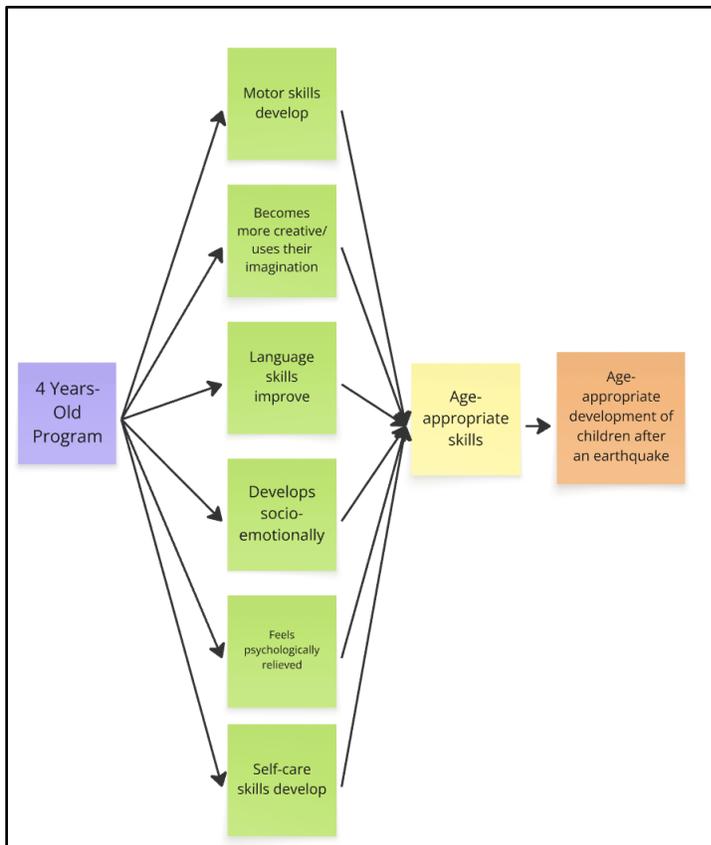


Figure-2: Outcome goals for 4 year-old program

The Library Activities for 4-year-old aim to support the core socio-emotional development of children in this age group.

The diagram in Figure-2 presents the intended outcomes planned for children participating in the 4-year-old program.

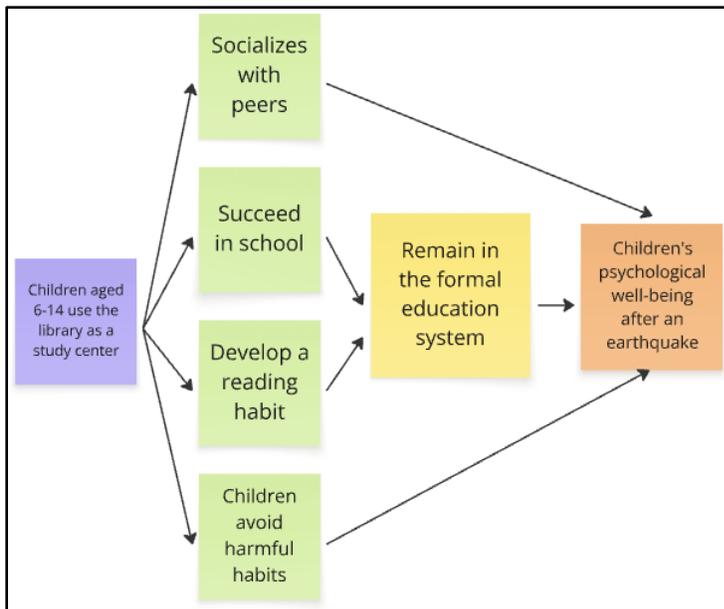


Figure-3: Outcome goals of library activities for 6-14 ages

Children aged 6 to 14 benefit from the library activities. In each center, library schedules are organized according to the specific needs of the container settlements, with different time slots allocated for each age group. Within the libraries, children participate in activities such as doing homework, reading books, and playing age-appropriate board games with their peers. Further details are presented in Figure-3.

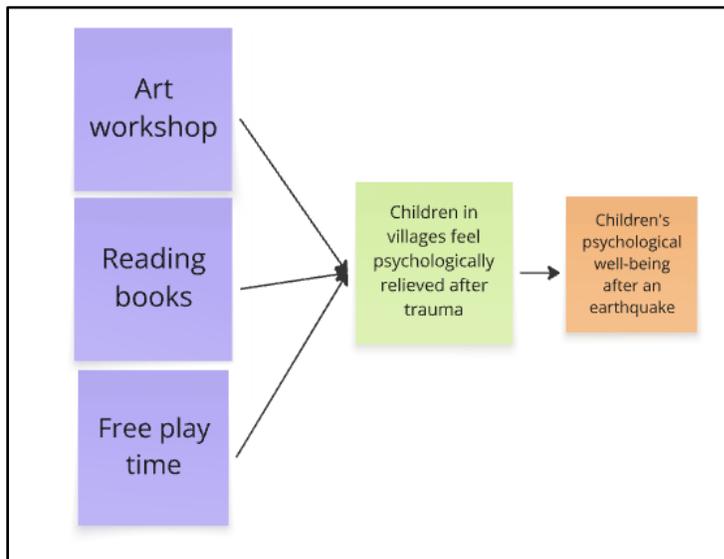


Figure-4: Outcome goals of mobile learning workshops

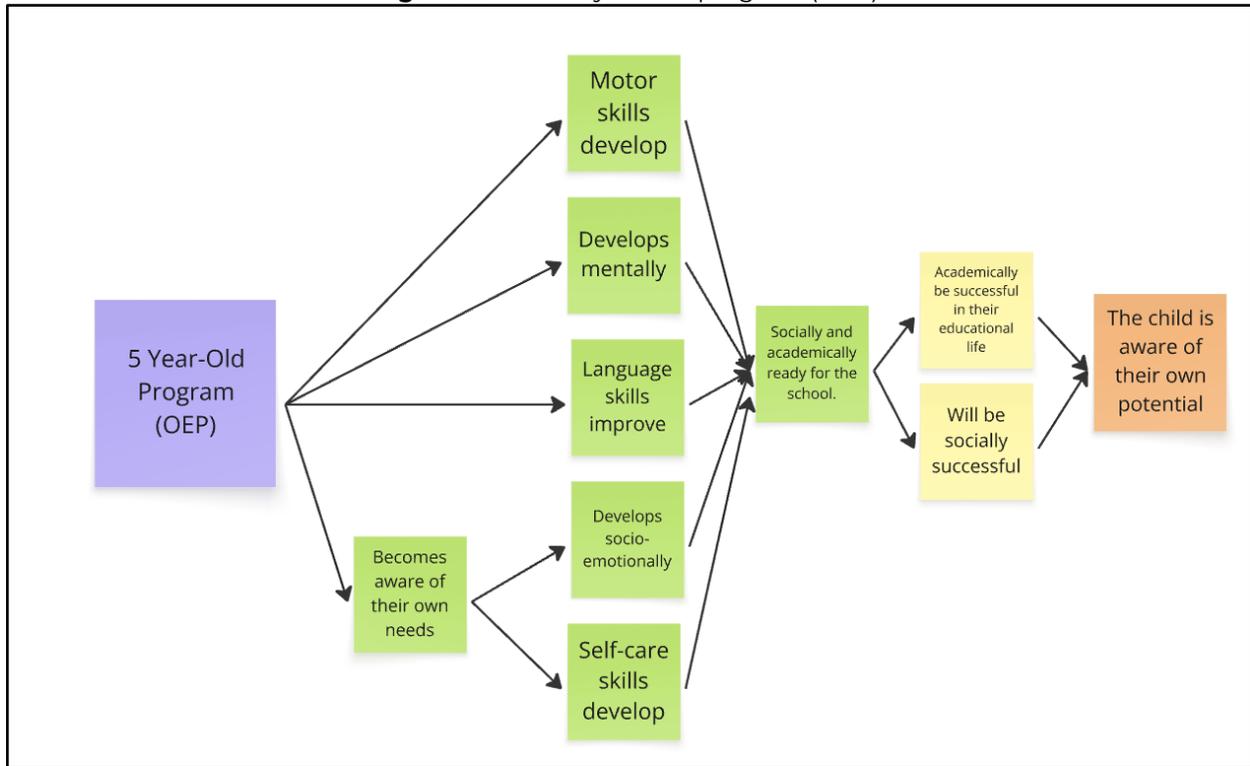
The diagram in Figure-4 presents the intended outcomes planned for children within the scope of the Mobile Learning Unit Workshops.

The initial phase of this program was implemented in villages affiliated with Nurdağı, Gaziantep.

Theory of Change: 5 Year-Old Program (OEP)

The outcome goals for each program were identified in collaboration with the program facilitators. Below is the ToC for the Early Childhood Education Program designed for 5-year-old children.

Figure-5: ToC of 5 year-old program (OEP)



Ultimate Goal: The long-term ultimate goal of AÇEV’s Early Childhood Education Program (OEP) is defined as “*enabling the child to realize their full potential.*” The core need that guided the identification of this ultimate goal is ensuring that the child can achieve academic and social success, particularly throughout their educational journey. The program is implemented in two seasonal formats (the summer and winter) during the respective terms.

Impact Goal: The impact goal of the program for preschool-aged children is defined as “*children’s social and academic readiness for primary school.*” Both versions of the program aim to reach five-year-old children who have limited or no access to preschool education, supporting their core developmental domains (such as social emotional, cognitive, and language development) and their school readiness. Accordingly, the key areas of outcomes identified to assess progress toward this impact goal include physical, cognitive, linguistic, social-emotional development, and self-care skills, all contributing to the overall readiness of the child for formal education.

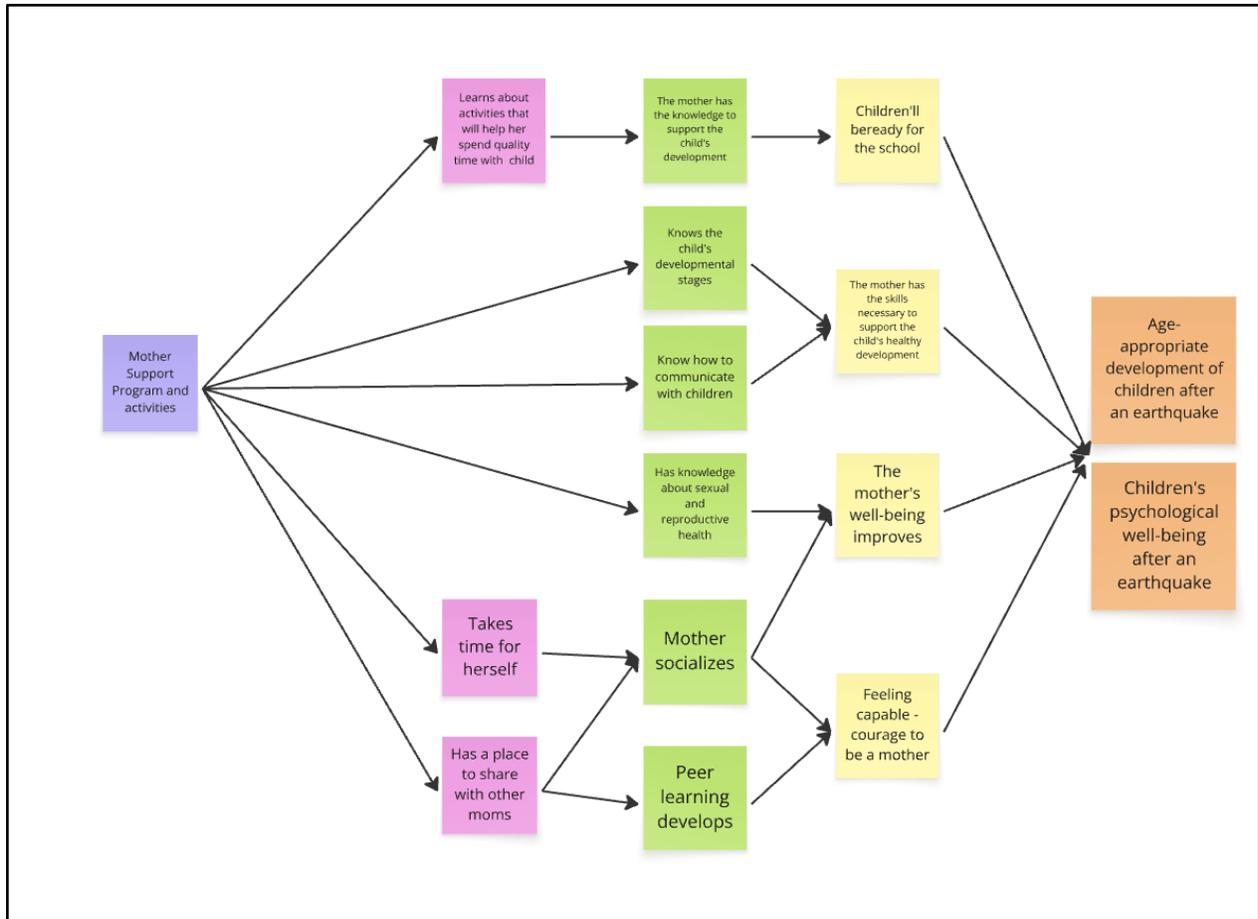
2. Adult Programs and Activities

Theory of Change: Mother Support Program

The Mother Support Program, which began implementation in the fall term of 2023 across all three centers, is a parent education program delivered once a week for 1.5

hours over a 26-week period. It is designed for mothers whose children attend the Early Childhood Education Program at the centers.

Figure-6: ToC - Mother Support Program (ADP)



Ultimate Goal: The ultimate goal of AÇEV's Mother Support Program, is defined as *"the healthy development and well-being of children after the earthquake."* Through this program, it is aimed for mothers to gain the knowledge and skills necessary to support both their own well-being and their children's healthy development.

Impact Goal: Two separate impact goals have been identified, one for mothers and another for children (indirectly). The impact goal related to children is defined as *"the mother having the necessary skills to support her child's healthy development."* Within this scope, the program focuses on mothers who possess up-to-date knowledge and awareness of child development. On the other hand, the impact goal related to mothers themselves is defined as *"the mother's state of well-being,"* which is closely linked to her sense of competence and confidence in motherhood. In the analysis, the outcomes experienced by mothers (both in their personal lives and in their interactions with their children) will be taken into consideration to assess progress toward these impact goals.

caregivers (mothers and/or fathers) will be examined in relation to both their personal lives and their interactions with their children. At this stage, outcomes within the family environment will also be identified and included in the overall analysis.

Theory of Change: POWER Programme and POWER Programme for Young Women

The POWER Programme, designed for women and girls, began implementation in the summer term of 2023 as weekly 1.5-hour sessions over five weeks. By the fall term of 2023, the program had also been extended to villages reached by the mobile learning unit.

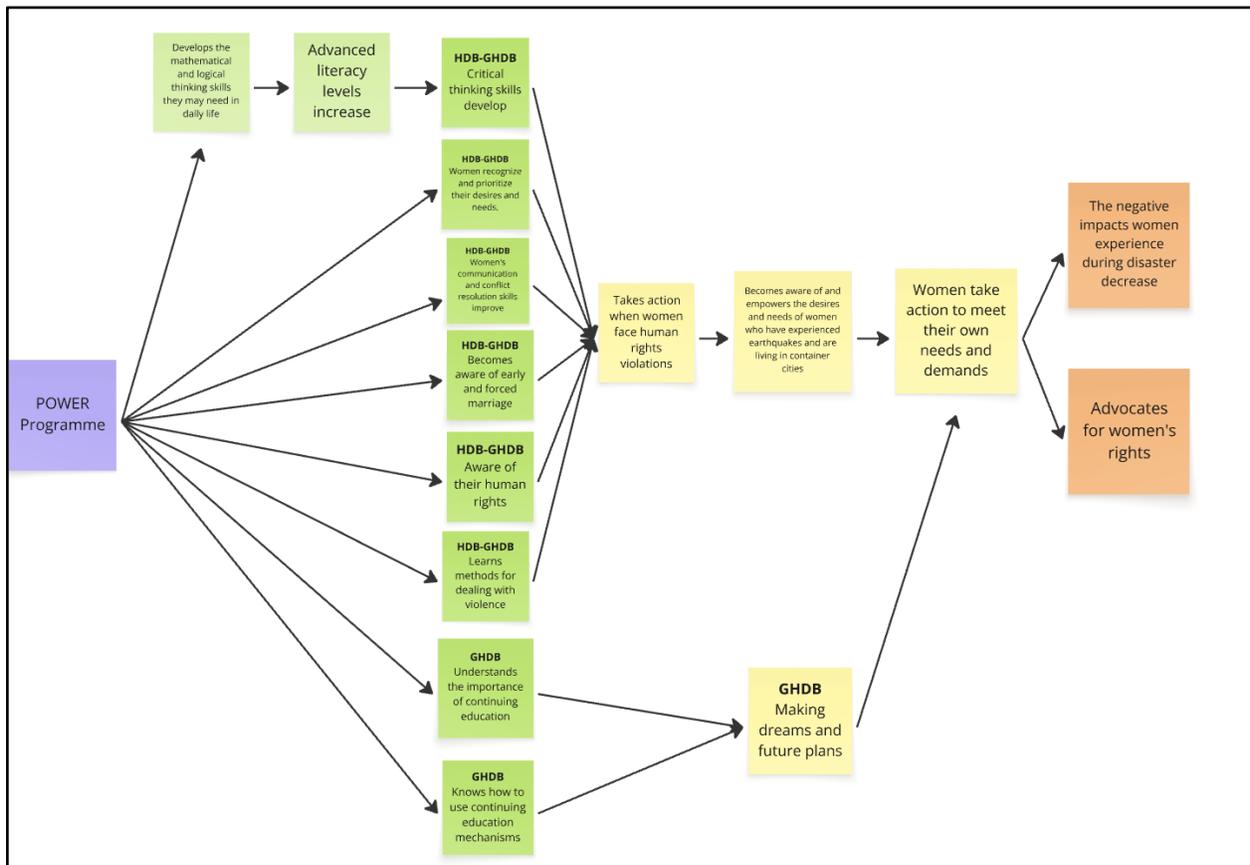
The POWER Programme for Young Women, targets girls aged 14–18 and aims to empower adolescent girls. It consists of six sessions, each lasting two hours, and was launched in 2024.

Ultimate Goal of POWER Programme: The ultimate goal of AÇEV's POWER Programme for women is defined as *“women taking action to meet their own needs and demands.”*

Impact Goal of POWER Programme: The impact goal of the program for women is defined as *“women who have experienced earthquakes and are living in container settlements becoming aware of their needs and rights, and feeling empowered.”*

The impact goal of the POWER Programme for Young Women differs. It aims for girls aged 14–18 to experience change by the end of the program, specifically by *“developing the ability to dream and plan for the future regardless of their current circumstances.”*

Figure-8: ToC - POWER Programme (HDB) and POWER Programme for Young Women (GHDB)



At the beginning of the impact analysis, focus group discussions were conducted directly with stakeholders (target groups) to understand whether the anticipated outcomes, and any other positive or negative outcomes beyond those identified had actually occurred.

Following these discussions, it was observed that while many of the outcomes experienced by the target groups aligned with the initial expectations, new and unplanned outcomes had also emerged. In other words, the focus group analyses provided an opportunity to compare the outcomes outlined in the overarching ToC with those prioritized by stakeholders themselves.

This comparison revealed that some outcomes envisioned by AÇEV's program design did not fully overlap with the experiences of direct beneficiaries, and that stakeholders identified new types of outcome they considered more meaningful and valuable from their own perspectives.

2.4 Scope of Analysis

Time → The Social Return on Investment (SROI) analysis assesses the activities of the AÇEV programs for the period June 2023 - August 2024.

Program activities → The program activities evaluated within the scope of the analysis are as follows:

1. Child Program and Activities
 - Early Childhood Education Program for 5-year-old (OEP - *summer and winter terms*)
 - 4-year-old Program
 - Toy and Book Library Activities
 - Mobile Learning Unit Workshops

2. Adult Programs and Activities
 - Mother Support Program
 - Parental Support Program
 - Mother Support Program
 - Father Support Program
 - Women's Programs
 - POWER Programme
 - POWER Programme for Young Women

Purpose of the Analysis → The main purpose of the SROI analysis conducted is to understand and evaluate the impacts and social value created for stakeholders through the activities of the AÇEV program in the Family and Child Centers'. Based on the data and assessments obtained from the analysis carried out in 2023-2024 periods, a baseline reference point has been established. The SROI analysis will contribute to planning the program, which will continue in subsequent years. When planning for future years, it will be possible to set impact targets by referring to this reference point, and subsequently, the success of the program can 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

The SROI analysis was conducted by applying the Social Value Principles.³

Table 1: Social Value Principles

Social Value Principles	
Involve stakeholders	When we talk about impact, we refer to the changes that occur on people and the environment which means on stakeholders. When measuring and managing these changes, it is essential to identify and involve your stakeholders in the process. Stakeholders are the individuals or organizations that experience change as a result of your activities, and they are undoubtedly the ones best positioned to describe that change. This principle emphasizes that both the definition of value and the way it is measured should be informed by those who are affected by or who influence the activity. Therefore, stakeholders should be identified, informed, and actively included in all stages of the planning and implementation processes related to your target groups or beneficiaries.
Understand what changes	Under this principle, we seek to understand how change occurs, evaluating it by examining not only positive and negative changes, but also intended and unintended ones. Different types of change may lead to different impacts for different stakeholders. The changes experienced by stakeholders can be either positive or negative. This principle focuses on understanding how the changes expressed and evidenced by stakeholders actually take place, emphasizing the importance of their perspectives and lived experiences in defining impact.

³ The Principles of Social Value - Social Value International. <https://www.socialvalueint.org/principles>

Value the things matter	Value refers to the relative importance of different changes. This principle emphasizes focusing on the changes that your stakeholders consider most important. If you know your stakeholders well (meaning you have involved them throughout all stages of the process) you can identify which of the various changes are most significant from their perspective. However, there will always be changes that you may not be able to anticipate. That's why it is essential to always ask your stakeholders what matters most to them!
Only include what is material	Determine what information and evidence should be included in your sources to conduct an impact assessment of your products, services, and activities and present an impact framework to your stakeholders. One of the most important decisions to be made is which changes to include and which to exclude in your impact table/framework.
Do not overclaim	It is important to determine the value of the change that has occurred as a direct result of the activities for which the program is responsible. This principle emphasizes the need to identify other individuals or organizations that may have also contributed to the observed changes. By doing so, it helps to avoid making unrealistic or exaggerated claims of impact beyond what the program has actually achieved.
Be transparent	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. Being transparent is not limited to financial accountability; it also includes being open and accountable about the impact created. This principle requires that every decision taken and every action implemented be clearly explained and thoroughly documented.
Verify result	Ensure that the appropriate verification of results is 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.
Be responsive	Pursue optimum social value based on timely decision-making and support by appropriate accounting and reporting.

The social impact analysis aimed to reveal the impact of AÇEV's programs implemented in centers operating in earthquake-affected regions on different target and participant groups. In this study, focus group interviews were conducted first to identify the changes experienced by the stakeholders. Then, surveys were conducted with various stakeholder groups to understand the extent of the changes experienced.

Interviews were conducted face-to-face in the field with the mothers, fathers, women and girls who benefited from the support programmes. AÇEV headquarters employees and center managers/coordinators participated in the interviews online. Online interviews were conducted through the Zoom platform. Before the face to face focus group interviews, the AÇEV team and coordinators of Centers 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. Only three sessions were conducted without recording, as permission for recording was not granted by the participants.

Focus Group Interviews: Focus group interviews were planned for each target group. Stakeholders who benefited from the programs provided under the earthquake disaster (mothers, fathers, women, young women), employees of civil society organizations were interviewed. A total of 154 participants from three provinces were interviewed. Following the field visits, online focus group discussions continued. Teachers, adult trainers, managers/coordinators of centers, supervisors, employees of other civil society organizations and public institutions and also AÇEV teams working in İstanbul - a total of 67 people - participated in interviews. **Total 221 people participated in interviews with stakeholders.**

The research team⁴ visited the centers in Adıyaman, Gaziantep, and Hatay on September 19-20th and 24th and conducted focus group interviews with program participants at the centers. The focus group interviews aim to reveal the impact of activities on different participant groups during the implementation periods of AÇEV education programs. The interviews were conducted face-to-face at AÇEV centers. Before the focus group interviews, AÇEV center managers informed the participants by phone. At the beginning of the focus group discussions, the purpose of the study was explained, recordings were made with the participants' consent, and detailed notes were taken while listening to the participants. Two members of the KUSIF team participated in each interview. The interviews proceeded using open-ended questions and a semi-structured interview method. Some of the participants did not give permission for the interviews to be recorded, so 5 of the interviews could not be recorded.

Focus group discussions were conducted both in person and online with stakeholders who participated in the activities. During these sessions, participants were asked a series of questions designed to capture their experiences with AÇEV's educational programs and activities.

The questions addressed the following topics:

- **Participation:** details about how the stakeholder was involved in the activities
- **Change:** questions aimed at discovering what changed for the stakeholder as a result of the activities; a separate question was asked about unplanned and negative outcomes

⁴ Field research for the focus group interviews and surveys was supported by the KUSIF team.

- **Other stakeholders:** whether there were other people affected by the activities
- **Counterfactual:** what would have happened if they had not participated in the activities
- **Attribution:** Attribution by other institutions/people to the changes they experienced
- **Duration:** how long the changes will last
- **General feedback** about the activities

The interviews conducted in the three provinces are presented in Table-2 below.

Table-2: Data collection tool - focus group interviews

Date Collection Tool: Focus Group Interviews		
City	Stakeholder group	Number of people interviewed
Nurdağı / Gaziantep	Mothers of OEP	6
	ADP Mothers	5
	EDU Mothers	12
	EDU Fathers	7
	POWER Programme	12
	POWER Programme for Young Women	5
	NGO representatives	2
	Total	49
Adiyaman	Mothers of OEP	11
	ADP Mothers	15
	EDU Mothers	8
	EDU Fathers	6
	POWER Programme	9

	Total	49
Hatay	Mothers of OEP	6
	ADP Mothers	10
	EDU Mothers	11
	EDU Fathers	4
	POWER Programme	17
	POWER Programme for Young Women	6
	NGO representatives	1
	Volunteer trainers for the Father Support Program	1
	Total	56
From all three cities	Teachers of OEP (Class)	15
From all three cities	Teachers of library	7
Nurdağı ve Hatay	Teacher of Mobile Learning Unit	5
İstanbul	Supervisors	3
From all three cities	Adult trainers for the Mother Support Program	3
From all three cities	Volunteer trainers for the Father Support Program	4
From all three cities	NGO representatives	6
From all three cities	Public institutions representatives	13
From all three cities	AÇEV center	3

	managers/coordinators	
İstanbul	AÇEV İstanbul Team	8
Total		208

Field Visit 1: Gaziantep/Nurdağı - September 19, 2024

During this visit, the research team held meetings with parents whose children participated in the Early Childhood Education Program, mothers who participated in the Mother Support Program, mothers and fathers who participated in the Parental Support Program, and women and young women that participated in the Women’s Programs. These meetings included discussions with **participants who actively participated in the programs, as well as those who participated less frequently or dropped out** of the process. In addition, representatives from two civil society organizations collaborating with the center were also included in the discussions.

Field Visit 2: Adiyaman - September 20, 2024

During this visit, the research team held meetings with parents of children participating in the Early Childhood Education Program, mothers who participated in the Mother Support Program, mothers and fathers who participated in the Parental Support Program, and women and young women participating in the Women’s Programs. These interviews included discussions with **participants who actively participated in the programs, as well as those who participated less frequently and dropped out** of the process.

Field Visit 3: Hatay/Defne - September 24, 2024

During this visit, the research team held meetings with parents of children participating in the Early Childhood Education Program, mothers who participated in the Mother Support Program, mothers and fathers participating in the Parental Support Program, and women and young women who participated in the Women’s Programs. These meetings included discussions with **participants who actively participated in the programs, as well as those who participated less frequently or dropped out** of the process. In addition, one representative from a civil society organization collaborating with the center and one adult educator providing fatherhood training were also included in the interviews.

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. Since similar changes were observed

in the target groups in all three provinces and the central city, the findings from field observations and interviews in general are shared below:

- Upon entering the AÇEV Children and Family Centers in Adıyaman, Nurdağı, and Hatay, the overall layout, arrangement, cleanliness, and staff leave a very positive impression. The centers are designed with a child-centered approach, and the play areas prepared especially for children aged 3-6 immediately reveal the center's sensitivity as a preschool institution.
- As it was not possible to interview the children⁵ participating in the OEP program, interviews were conducted with the mothers of the children participating in the program. Most of the mothers who participated in the interviews stated that they also participated in the ADP.
- The changes experienced by children participating in the program have generally been related to areas of development that will ensure the child is socially and academically ready for school. Mothers have stated that the program contributes to the development of children's motor, mental, and language skills. In particular, mothers have stated that children who had difficulty speaking due to the trauma they experienced have gradually begun to speak.
- Mothers who stated that their children had learned to share noted that their children's relationships with their siblings and friends had improved and that the container environment had been forgotten. For children who were reluctant to communicate and unable to socialize with their peers, the center became a living space where they learned about the outside world. It has been observed that children have begun to become more organized and responsible for what they have learned from the program.
- In general, interviews frequently mentioned that the OEP program prepares children for first grade and thus provides positive changes in terms of the child's readiness for school life. For example, mothers shared that they observed positive developments in many areas, such as their children's skills in holding a pencil, coloring, speaking, self-care, and social-emotional development. Overall, it was emphasized that children did not experience difficulties in the process of adapting to school. Finally, mothers have stated that their children's motivation to attend school has increased and also they want to attend school by enrolling in future programs.
- The changes experienced by mothers who participated in ADP and EDU can generally be summarized as learning the information needed for their child's healthy development. In particular, it was shared that communication with their children "normalized" and that they learned to be calmer and more patient as mothers. Mothers who stated that they had increased their knowledge about child development indicated that they had filled in their gaps

⁵ Details for child participation will be explained in the next sections.

and realized that some of what they thought was correct was actually incorrect.

- Mothers mentioned who experienced positive changes emphasized that they felt good and safe, and that the program and coming together had improved them psychologically. Mothers in Adıyaman, in particular, said that they had overcome their fears and that coming together and sharing their experiences had been very good for them and, indirectly, for their children and spouses. It has been observed that the weekly 1.5-hour conversations are considered a social space that women set apart for each other. Some women became friends after the program and continue to meet even though they live in different places.
- The changes experienced by women participating in HDB differ from those participating in ADP and EDU in terms of knowledge and awareness regarding the content of the programs. Women who stated that they learned to set apart time for themselves indicated that they experienced an increase in their level of knowledge, particularly regarding women's rights, violence against women, and the mechanisms available to them to fight violence. A woman who participated in the HDB in Adıyaman shared her experience and the process she witnessed in the fight against violence towards women. The participant, who witnessed her neighbor being subjected to violence, shared that she contacted Mor Çatı Women's Shelter Foundation⁶ and other relevant organizations, rescued her neighbor from violence, and referred her to a shelter. Similarly, in Nurdağı, another participant who informed her neighbor about violence against women later ensured that her neighbor also participated in the program.
- Women who participated in the program stated that they experienced changes in their level of knowledge and awareness regarding early aged marriages. Some participants specifically mentioned that they realized they were among the women who had been forced into early marriages and that the example stories shared in the lessons were similar to their own stories. Additionally, those with daughters emphasized that they would fight for their daughters in this regard. Women who participated in the programs in Adıyaman and Hatay, in particular, shared detailed experiences on this subject. Women from Nurdağı who joined HDB stated that they learned to form a community together, and some promised to stand behind each other for the sake of their own daughters.
- The young women who participated in the program shared that they experienced increased self-confidence and felt valued. Women have reported an increase in confidence in speaking within the community and expressing themselves thanks to the program. Learning to say no to others is also among the changes women experience. Young HDB participants stated that their outlook on life had changed and they had made new decisions, particularly regarding their desired career paths. Young women who reported having

⁶ For more details: <https://morcati.org.tr/>

discussions (positive) with their mothers about career choices indicated that they had gained awareness about the need to choose the field they wanted to work in themselves.

- An unexpected negative effect of the Youth HDB training has been that young people have been arguing more with their families. However, these arguments are an indication that young women have experienced positive change in terms of personal empowerment, gaining knowledge and awareness.
- Family members and relatives (mother-daughter, sister-in-law, aunt-niece, etc.) have participated in the program. This participation has strengthened the bonds between women and enabled them (including those from different age groups) to learn from each other and develop a sense of solidarity in the face of difficulties.
- In general, it was observed that father participation in EDU training was low in all three provinces. The most noticeable change experienced by fathers participating in the EDU program was an increase in the communication they established with their children and the time they devoted to them. Some fathers stated that they had started reading books to their children. Fathers who reflected on their experiences with their own fathers during their education stated that they often used the phrase “I won't be like my father” in their relationships with their own children. Fathers who shared that the environment of communication and dialogue within their families had changed emphasized that the training had brought about positive changes in their knowledge and sense of responsibility.

The fact that all teachers and adult educators in the training programs were friendly and did their jobs well increased participants' attendance at the programs. The trainers' follow-up made participants feel that they and their children were valued, and they stated that the AÇEV center was like a family/home to them.

Social Impact Assessment Survey: Within the scope of the impact assessment study of the programmes provided under the AÇEV Mother and Child Center, a questionnaire was applied to the beneficiaries, including mothers, fathers, women, teachers and managers/coordinators of the Centers and AÇEV İstanbul team, regarding the changes they have experienced.

Separate question forms were prepared for each target group. In the questionnaires, the target groups were asked about the change in knowledge, awareness, and skill levels they experienced before and after receiving the support. Survey questions consisted of outcome indicators allowing collection of data on, the scale, depth, and duration of outcomes along with questions on their causality and relative importance of the changes. Some data was collected face-to-face using Qualtrics. The survey forms were completed by students and parents with the help of the researcher. Details are shared below in Table-3.

Table-3: Data collection tool – questionnaire

Data Collection Tool: Questionnaire	
Stakeholder group	Number of people participating in the survey
Mother / Women of Programs participants	108
Father Program participants	5
AÇEV center managers/coordinators	3
AÇEV İstanbul team	8
Adult trainers for women, mothers	3
Volunteer trainers for father	4
Class teachers	23
Teachers of Mobile Learning Unit	6
POWER Programme for the Young Women participants	15

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 a similar post-disaster context. 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. Lastly, in the stage of the impact calculation and reviewing the research findings was also supported and compared with the existing literature.

In summary, within the scope of the impact analysis of the AÇEV programs, qualitative and quantitative methods were used. Prior to data collection, an initial meeting was conducted with the AÇEV team to gain a detailed understanding of the 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 of analysis, short evaluation meetings were held with the team. The team

of AÇEV continuous and frequent contact, communication, and regular data sharing played an important role in increasing the reliability and impact of the research.

A total of **114 surveys** were conducted with **mother/woman participants**, of which **108 were included in the analysis**. The reasons for excluding six surveys are listed below:

- 1 survey was not completed due to language barriers (the participant was Syrian and could not understand the Turkish questions).
- For 2 participants, the programs they reported attending did not match the participation data provided by the AÇEV team.
- 1 participant was excluded because she had joined programs that started in the fall 2024 term, beyond the research scope.
- For 2 participants, duplicate surveys were recorded. In one case, a mother later reported that she had participated in a second program. In the other, the mother later mentioned that her child had also participated in an ongoing program. To avoid missing data, additional surveys were created for both mothers, and during analysis, the duplicate responses were merged into a single survey for each participant.

The **survey prepared for fathers** was made available both in-person and online. A total of **8 fathers** accessed the survey, but only **5 surveys** that were **fully completed (100%)** were included in the analysis.

POWER Programme for Young Women, 1 survey was completed in person, and 22 surveys were completed online. Out of these 23 surveys, 5 were excluded for being less than 70% complete. Additionally, 2 participants completed the survey more than once; therefore, only their most recent responses were included in the analysis. As a result, a total of **15 surveys** were included in the final analysis.

3.1 Risks and Limitations

Social impact analysis enables organisations to identify the potential impact risks associated with their operations and take quick action in their planning by recognising them. This includes risks related to stakeholder relations, human rights issues, and environmental concerns. In the table below, explanations of possible risk scenarios related to the social value principles considered during the research are shared. In Table-4, the potential effects of the considered risk topics on the analysis results are given.

Table-4: Risks and limitations

Social Value Principles	Risk	Description	Possible impact on SROI analysis results
Involve stakeholders	Selection bias	<p>Due to data protection regulations, the AÇEV 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 and online. Online interviews limited the interaction with stakeholders. However, frequent site visits were made to ensure trust in the participants.</p>	Due to the data collection limitations, the risk of recording only positive outcomes is present.
Understand what changes	Identification of the outcomes	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.	Stakeholders have been involved in every stage of the analysis. However, there is always a margin for error in identifying well-defined outcomes for stakeholders. In this report, the risk has been minimized.
Only include what is material	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.	<p>The low risk of under/over calculation of the SROI ratio present.</p> <p>Due to differences between the outcome goals of AÇEV's programs and the outcomes prioritized by</p>

			the target groups, some of AÇEV's expected institutional outcome goals were not being evaluated as they were not expressed by the beneficiaries.
Do not overclaim	Sample size	Sample sizes are relatively small, but in most cases evaluated as sufficient to draw conclusions.	The low risk of under/over calculation of the SROI ratio present.
	Data rigour/ Reliability	Estimates of the amount of change, counterfactuality, and attribution are based on stakeholders' self-reported data.	Estimates of the size (scale and depth), duration, and causality of changes may be inaccurate, influencing judgements about the materiality of change, resulting in under- or overestimates of the SROI. This risk has been managed by collecting qualitative data specifically from all stakeholder groups. The collected data is information that the organization will use in its decision-making processes. It is only necessary to consider data risks according to different types of decisions (strategic, operational). For the sake of transparency in the report, all data-based risks have been shared with the organization.
Verify results		The final results of the analyses have not yet been validated by stakeholders. Part of the	The low risk of under/over calculation of the SROI ratio present.

		findings and assumptions were verified during the Value Game.	
--	--	---	--

4. Stakeholders

Understanding and analyzing social impact helps organizations identify and engage with various stakeholder groups. These groups include beneficiaries, employees, civil society actors, local communities, and others who are directly or indirectly affected by the organization’s activities. An organization that manages its social impact by involving stakeholders in all institutional processes can build stronger and more effective relationships.

The stakeholder map of the programs was prepared first with the support of the AÇEV Team. Then, during the focus groups, new stakeholders who might be impacted by the programs were 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 AÇEV Programs are as follows:

- Children participating in Early Childhood Education Program for 5-year-old; OEP is implemented as two separate programs: summer and winter program. The program, which began in the summer of 2023, continued with winter 2023 and summer 2024. Children who participated in the program during all three periods were included in the impact analysis.
- Children participating in the 4-year-old program; The first term of the 4-year-old program began in the centers in the fall of 2023 and ended in February 2024. These children switched places with the 4-year-old group at the library. The second term began in February 2024 with the children who moved from the library to the classroom and ended in June 2024. Children who participated in the program during these periods were evaluated as part of the analysis.
- Children participating in library activities; Programs at toy and book libraries in earthquake zone centers began in October 2023. Children of women visiting the libraries for the 3-year-old, 4-year-old, Parent Support Program, and POWER Programme (mixed age groups) and elementary and middle school students aged 6-14 benefit from these libraries. The analysis evaluated children who benefited from library activities and their mothers.
- Mothers participating in the Mother Support Program; The mothers are those whose children are enrolled in the 5-year-old winter program at the centers and who participated in the parent education program for 26 weeks. Mothers who

participated in the winter 2023 (long) and summer 2024 (short) programs were included in the analysis. Participants in fall 2024 were not included in the evaluation; only the 2023-2024 continuation status of participants was examined.

- Mothers participating in the Parental Support Program: These are mothers who participated in a five-session educational program for mothers of children in the 4-year-old classes at the centers. Mothers who participated in the fall 2023 and spring 2024 were evaluated.
- Fathers participating in the Parental Support Program: Participants prepared for fathers whose children participate in child programs have been included in the analysis. In the period of the analysis of 4 groups lasting 6 weeks were opened in the fall 2023 with 50 participants receiving certificates. During the spring 2024 5 groups were run with a total of 54 participants receiving certificates.
- Women and young women participating in the POWER Programme: In the centers, a 5-session POWER Programme adapted and shortened for the earthquake zone was implemented for women over the age of 18. A 6-session programme, also adapted and shortened for the earthquake zone, was implemented for girls aged 14-18. Women and girls who participated in the fall and summer of 2023 and spring and summer of 2024 were evaluated.
- Children and women participating in the Mobile Learning: Mobile learning unit workshops held in Hatay and Gaziantep continue at 6-week intervals. Children aged 4-6 mostly participate in these workshops, but depending on the situation in the village/container city, children of older or younger age groups may also participate. In Gaziantep, POWER Programme applications are carried out with women via mobile learning.
- Class teachers: They are teachers who educate children for one term at each of the three centers in the preschool education program. Therefore, they are the people who follow the children's development most closely, apart from their families. All teachers who teach in the classrooms at the centers have been evaluated.
- Mobile learning teachers: These are teachers who travel to villages to conduct workshops for preschool-aged children every six weeks for children who can not come to the centers in Hatay and Gaziantep. There are four teachers in Hatay and two teachers in Gaziantep who work as mobile learning teachers, all of whom have been evaluated.
- Library teachers: Teachers are responsible for children participating in library activities in the 3 and 4 age groups. These teachers sometimes swap places with class teachers, all teachers at the centers have been evaluated as part of the analysis.

- Adults trainers: They are responsible for the training provided to mothers and fathers as part of parent support programs. In addition, female trainers also run programs for women and girls. Three trainers for the mother/women program and four trainers for the fathers program were involved in the analysis. Some of these trainers have also been active in AÇEV's work in previous periods as AÇEV volunteer trainers.
- AÇEV center managers/coordinators: They are the individuals who coordinate the programs and ensure the overall operation of the centers. Three women responsible for each of the three centers were included in the analysis.
- AÇEV Istanbul team: A team of eight people, including the general manager, director, program specialists, and unit manager, ensured the coordination and implementation of the central programs.
- Supervisors: AÇEV staff members monitor all programs implemented with children at the centers and provide feedback to teachers by observing classroom activities. They were included in the qualitative analysis for data collection but were not included in the quantitative analysis.
- Civil society organizations: These are CSO and representatives that collaborate with AÇEV centers in the earthquake zone on various issues and primarily provide psychosocial support to program beneficiaries. Data was collected by including them in the qualitative analysis, but they were not included in the quantitative analysis process.
- Public and local institutions: Public institutions and representatives are needed to collaborate so that AÇEV can continue its activities at its centers in the earthquake zone.

A summary of stakeholders and their engagement is presented in Table-5.

Table-5: Stakeholder summary and engagement

Stakeholder	Inclusion/Exclusion	Stakeholder involvement method	Number of people	Reason for inclusion/exclusion
Participants of Women/mother programs (Mother Support and POWER Programme) 1143 women	Included	-Focus group interviews (132) -Survey (108)	240	Main target group of the activity

Participants of POWER Programme for young women 67 young women	Included	-Focus group interviews (11) -Survey (18)	29	Main target group of the activity
Participants of father program 107 father	Included	-Focus group interviews (17) -Survey (5)	23	Main target group of the activity
Children for 5-year-old program 921 child	Included	Data on this group has been collected through focus groups and surveys conducted with parents.	-	Main target group of the activity
Children for 4-year-old programme 127 child	Included	Data on this group has been collected through focus groups and surveys conducted with parents.	-	Main target group of the activity
Library activities 551 child / teenage	It was included in the qualitative assessment but not in the quantitative analysis process.	Data on this group has been collected through focus groups and surveys conducted with parents.	-	Target group of the activity
Class teachers 23 teachers	Included	-Focus group interviews	23	The group implementing the training programs

		(22) -Survey (23)		and directly affected by the activities
Mobile learning unit teachers 6 teachers	Included	-Focus group interviews (5) -Survey (6)	6	The group implementing the training programs and directly affected by the activities
Adult trainers (for mother/women) 3 trainers	Included	-Focus group interviews (3) -Survey (3)	3	The group implementing the training programs and directly affected by the activities
Volunteer trainers (for father) 5 trainers	Included	-Focus group interviews(4) -Survey (4)	4	The group implementing the training programs and directly affected by the activities
AÇEV center coordinators 3 employee	Included	-Focus group interviews (3) -Survey (3)	3	The team managing all needs at the centers in the earthquake zone and coordinating center activities
AÇEV İstanbul team 8 employee	Included	-Focus group interviews (8) -Survey (8)	8	The team managing AÇEV's central programs
Supervisors 3 employee	It was included in the qualitative assessment but not in the quantitative analysis process.	-Focus group interviews (3)	3	AÇEV staff responsible for monitoring and following up on teachers implementing educational programs, indirectly affected group

Civil society organizations (6 NGO – 6 employee)	Included	-Focus group interviews (6)	6	The group that works directly with the main beneficiary group of AÇEV programs at AÇEV centers, but is indirectly affected by AÇEV center programs
Public institutions (8 institutions - 13 employee)	Included	-Focus group interviews (8) -One-to-one interview (5)	13	The group that works directly with the main beneficiary group of AÇEV programs at AÇEV centers, but is indirectly affected by AÇEV center programs

4.1. Activities and Descriptions

At AÇEV’s centers in the earthquake-affected region, **various educational programs and activities** are carried out for **different target groups**. Having launched its operations rapidly in the aftermath of the earthquake, **AÇEV began implementing its first programs in the summer of 2023**. Detailed descriptions of all programs and their respective target groups are provided below.

Children Programmes and Activities

Early Childhood Education Programs (OEP) 5-Year-Old Program

Implemented in both summer and fall terms as the summer OEP and winter OEP, the program aims to reach 5-year-old children who have limited or no access to preschool education. It supports children’s core developmental areas such as social, emotional, cognitive, physical, and language development, and strengthens their readiness for primary school. The summer OEP is a 10-week program that offers an accelerated preschool education opportunity for children who will start primary school following the summer term. The Winter OEP, on the other hand, is a 34-week, two-term program designed to support 5-year-old children throughout the academic year.

In general, the program follows a half-day schedule consisting of the following structured activities:

- Preparation for the Day and Large Group Time
- Hygiene and Breakfast Time
- Child Education Program Time
- Pre-Reading Time
- Planning – Play – Recall Time
- Music and Movement Time
- Outdoor/Garden Time
- Reading Time

The summer OEP was implemented for the first time in AÇEV centers during the summer term of 2023, followed by the Winter OEP, which began in the fall term of 2023. As part of AÇEV's OEP monitoring and evaluation studies, children's progress was tracked across key developmental areas to assess the extent to which program outcomes were achieved. The report on performance, skill, and metric comparisons of the target group against predefined developmental standards served as a benchmark for KUSIF's impact assessment analysis,

4-Year-Old Program

The 4-Year-Old Program, designed to support children's core socio-emotional development, is a play- and art-based program implemented over 16 weeks. In the summer term of 2023, the program was conducted exclusively in Hatay, across three classrooms. Beginning in the fall term of 2023, it was expanded to all three centers.

The 4-Year-Old Program follows a half-day schedule that includes the following activities:

- Welcome and Free Play
- Start of the Day
- Story Time
- Outdoor/Garden Time
- Snack Time
- Art Activity
- Movement Activity
- End-of-Day Reflection

Developed with a play-based learning approach, the program aims to provide children with a safe environment where they can spend time with peers and be supported in all areas of development, with a particular focus on socio-emotional growth.

Book, Toy and Library Activities

Activities at AÇEV's centers in the earthquake-affected region began in the summer term of 2023. The libraries serve children aged 3, 4, and 6–14. Depending on the needs of each container settlement, the library schedules in every center are arranged so that different age groups attend at different time slots.

Each library operates four sessions per day:

- One session for 3-year-old children
- One session for 4-year-old children
- One session for the children of women attending the Parental Support Application (EDU) and POWER Programme
- One session for primary and middle school students.

With the 3- and 4-year-old groups, AÇEV teachers conduct activities tailored to their developmental stages, including movement-based games, art activities, and storytelling/reading sessions.

Mobile Learning Unit

The Mobile Learning Unit Workshops were first implemented in 2023 in villages located in Nurdağı, Gaziantep. As of 2024, the workshops have also been introduced in villages connected to central Hatay as well as in container settlements.

The program follows a three-hour session flow, consisting of the following activities:

- First Movement Activity
- Art Workshop
- Second Movement Activity
- Storytelling Time
- Free Play and Closing Activities

Adult Programs and Activities

Mother Support Program (ADP)

The Mother Support Program (ADP) was launched in all three centers during the fall term of 2023. It is a parent education program designed for mothers whose children attend the Early Childhood Education Program (OEP) at the centers and is implemented weekly over a 32-week period. The program consists of thematic sessions covering topics such as parental well-being, child development, family resilience, communication with children, child protection, woman solidarity and motherhood, family attitudes, empathy and emotions, promoting positive behavior and preventing challenging behaviors in children, children and play, fostering responsibility in children, and sexual education.

Parental Support Program (EDU) for Mother and Father

The Parental Support Program (EDU) was implemented for parents for the first time in the summer term of 2023 as a six-week parent education program. The main objective of EDU is to strengthen the well-being of mothers and fathers separately, thereby enhancing child development, family communication, and family resilience.

POWER Programme and POWER Programme for Young Women

The programme, designed for women and girls aged 14–18, began implementation in the summer term of 2023. It consists of weekly 1.5-hour sessions over five weeks for women and six weeks for girls. The primary goal of the program is to contribute to the well-being and empowerment of women who have experienced earthquakes and are living in container settlements.

Additionally, since the fall term of 2023, the program has also been implemented in villages around Gaziantep, reached via the mobile learning unit. Through this approach, AÇEV aims to reach women in rural areas who do not have the opportunity to travel to the centers.

WhatsApp Groups

Three WhatsApp groups established by AÇEV field trainers were actively used to coordinate the Programs. Beyond coordination, these groups served as platforms for solidarity, information sharing, and as a resource library. Participation levels among group members varied. During qualitative interviews, some participants stated that beyond coordination purposes, the WhatsApp group serves as a communication tool that facilitates information sharing and contributes to the socialization of mothers and fathers.

Psychosocial Support Provided at the Centers with TARDE Assistance

At AÇEV centers, psychosocial support services have been provided by TARDE specialists to children, families, and women benefiting from the center's activities. These services are offered by appointment, based on the needs and requests of the participants.

5. Inputs and Outputs

5.1 Inputs

Total input cost of the activities between June 2023 and August 2024 is **99.519.719,66 TRY** and this total cost was included into SROI calculation. The scope of the remaining budget is as follows:

Table-6: Inputs

Budget Item	Cost
Setup cost for 3 centers <i>(Construction, furniture, materials, etc.)</i>	₺26.568.350,24
Expenses/costs incurred to implement the centers' activities for the period June 2023 – August 2024 <i>(all consumables, including stationery, expenses incurred to operate and provide services, kitchen expenses, electricity and water expenses, if any, cleaning expenses, technological equipment, etc.)</i>	₺18.234.185,90
The HR cost for AÇEV headquarters staff, central staff, and teachers for the period June 2023 – August 2024	₺42.856.940,62
Costs for purchasing mobile vehicles/vans and personnel passenger vehicles and Nurdağı personnel service	₺10.960.951,69
Consulting services obtained to improve the content of activities	₺899.291,21

Cost/contribution per stakeholder/institution

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

Table-7: Stakeholder and input description

Stakeholder groups	Entered	Input value	Description
Mothers (OEP mother, ADP, EDU ve POWER Programme)	Time	0 TRY	The main target group of the programmes were free to decide whether to participate.
Fathers who receive the participation certificate	Time	0 TRY	The main target group of the programmes were free to decide whether to participate.
Child who participated in OEP 5-Year-Old Program, 4-Year-Old Program and library activities	Time	0 TRY	The main target group of the programmes were free to decide whether to participate.
Women from POWER Programme	Time	0 TRY	The main target group of the programmes were free to decide whether to participate.
Young women from POWER Programme	Time	0 TRY	The main target group of the programmes were free to decide whether to participate.
Teachers working at AÇEV centers and in mobile learning unit	Time	-	It is included in AÇEV's total input cost.
Adults trainers (women programme)	Time	-	It is included in AÇEV's total input cost.
Volunteer trainers (father programme)	Time	-	It is included in AÇEV's total input cost - the trainers were receiving fees covering their transportation and related

			expenses.
Coordinators of the Centers	Time	-	It is included in AÇEV's total input cost.
AÇEV İstanbul team	Time	-	It is included in AÇEV's total input cost.
AÇEV	Coordinating and managing the budget for Family and Children's Centers	99.519.719,66 TRY	All input costs were provided by various funding sources, including AÇEV.

5.2 Outputs

A summary of the activities carried out within the scope of AÇEV programs and activities between June 2023 – August 2024, which are the subject of the analysis, is presented in Table 8.

Table-8: Activity summaries June 2023 - August 2024

City	Activity	Number of activities * Provinces	Number of participants
All three provinces	OEP 5 Year-Old Program	2*3	921
	4 Year-Old Program	2*3	127
	Library Activities	3*3	551
	Mobile Learning Workshops	2*2	The workshops were conducted with the children present and records are not available.
	Mother Support Program (ADP)	1*3	372

	Parental Support Program for Mothers (EDU)	2*3	316
	Parental Support Program for Fathers (EDU)	2*3	104
	POWER Programme	2*3	411
	POWER Programme for Young Women	2*2	67

6. Understand What Changes: Mapping Material Outcomes

Materiality is a core social value concept that must be evaluated in any social impact analysis. Understanding materiality helps organizations prioritize and focus on the most significant outcomes within their social impact, both for the institution itself and for its stakeholders. Therefore, the most important outcomes experienced and prioritized by stakeholders are taken into consideration. At this stage, the analysis begins to move beyond the Theory of Change, focusing instead on mapping and linking specific outcomes, and delving deeper into the relationships among them. **This section presents the priority outcomes identified from the stakeholders’ perspective, while the subsequent sections analyze these identified outcomes in greater depth.**

One of the most important judgments at this stage is determining which outcomes will be included in the evaluation and which will fall outside its scope. This decision is made with the understanding that numerous outcomes may occur among stakeholders, and that it is not feasible for an organization to manage or report on all of them. Therefore, the aim is to understand which organizational activities have led to which stakeholder changes.

It is essential to focus on the changes that are most important to stakeholders. If the principle of materiality is not observed, the organization risks focusing on activities that do not generate meaningful change. In some cases, these outcomes may even be negative, meaning that an activity could destroy more value than it creates. To minimise this risk, the analysis must consider the outcomes that stakeholders themselves experience and perceive as important.

In this context, **to understand the outcomes created by AÇEV’s educational activities on its stakeholders, qualitative data were collected between September and November 2024.**

The questions addressed the following topics:

- **Participation:** details about how the stakeholder was involved in the activities
- **Change:** questions aimed at discovering what changed for the stakeholder as a result of the activities; a separate question was asked about unplanned and negative outcomes
- **Other stakeholders:** whether there were other people affected by the activities
- **Counterfactual:** what would have happened if they had not participated in the activities
- **Attribution:** Attribution by other institutions/people to the changes they experienced
- **Duration:** how long the changes will last
- **General feedback** about the activities

6.1 Identification of Outcomes

Outcome chains were developed based on how the stakeholders expressed outcomes during the focus group interviews. 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 categorized, 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 outcome chains and applied one-to-one mostly in the field.

During the qualitative data collection and analysis process, it was determined that there were **some positive and negative unintended outcomes** expected by the stakeholders. An indirect impact was also recorded as both mothers/women and fathers have created a positive impact on their family members, neighbors, and the social circles in which they interact. However, these indirect impacts have not been quantified 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 changes experienced by mothers and women have been mapped and categorized by segments. The results of the focus group discussions revealed that mothers/women participating in the training programs and children enrolled in the

early childhood education program predominantly experienced **positive changes** associated with the center’s activities.

The short, medium, and long-term outcomes experienced by stakeholders and assumptions were verified with the qualitative outcome descriptions from engaged stakeholders and supported by the literature review.

Three well-defined outcome chains were identified based on the qualitative data collected from mothers: **psychological well-being, defending women's rights, feeling adequate and confident as a mother.**

Outcome chain: Mother Programs				
Participate in the ADP and EDU programs implemented at AÇEV centers in container cities	Knowing women's rights	Defending women's rights		
	Know your own worth	Psychological well-being		
	Take care of yourself			
	Socialization			
	Learning to control anger and be patient/calm	Better communication with her spouse	Feeling adequate and confident as a mother	
		Better communication with her child		
		Spending quality time with children		

The changes experienced by women participating in the POWER Programme (HDB), which share similar outcomes goals, are categorized below. What distinguishes HDB participants from those in the other adult programs is their emphasis on increased self-confidence. Three well-defined outcome chains were identified from women who joined the POWER Programme: **psychological well-being, increased self-confidence and defending women's rights.**

Outcome chain: POWER Programme			
Participate in the POWER Programme implemented at AÇEV centers and villages	To fight for their needs	Feeling valuable	Increased self-confidence
	Being part of a women's community	Take care of yourself	Psychological well-being
	Knowing women's rights	Defending women's rights	

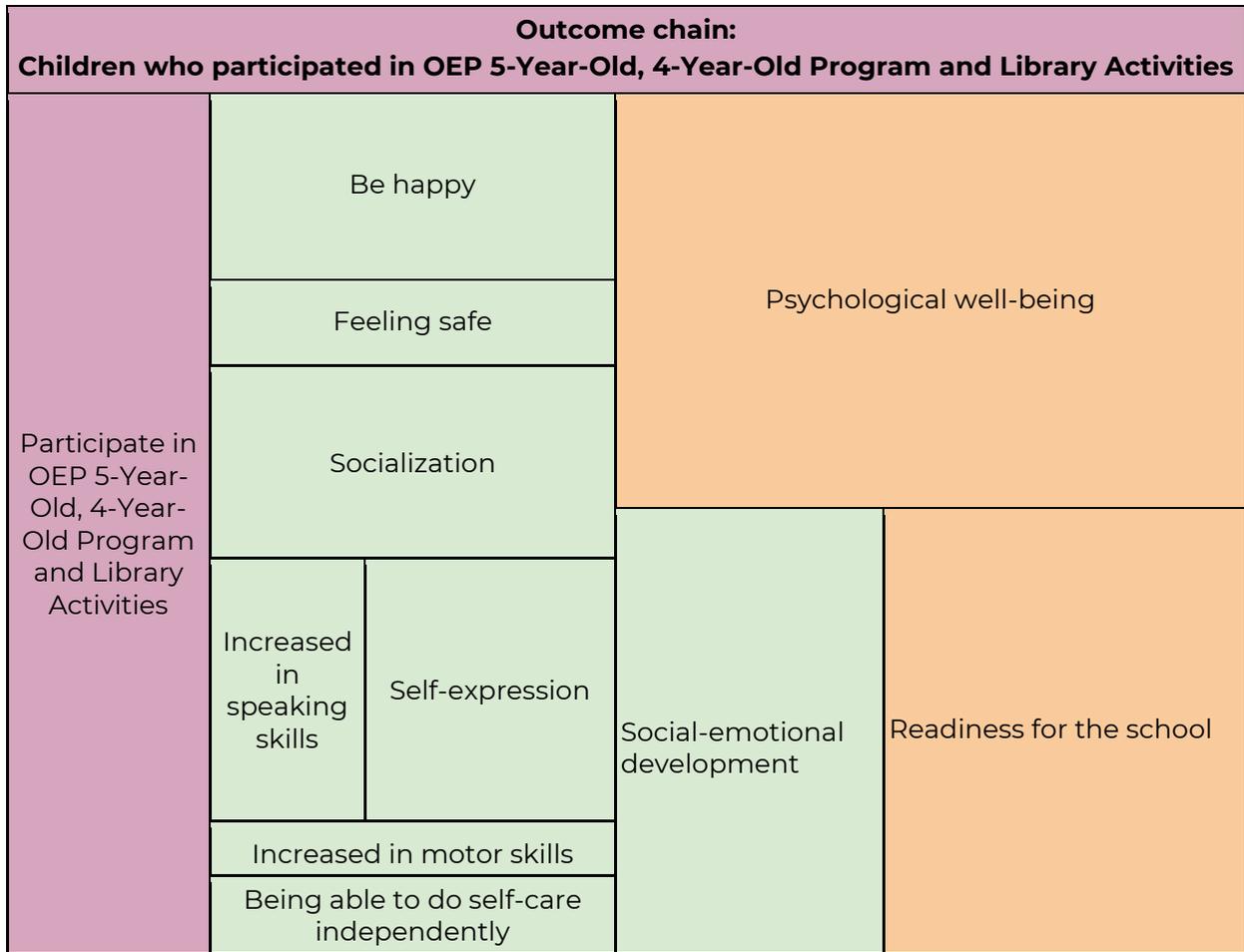
Finally, the outcomes identified based on interviews with young women who joined the POWER Programme are presented in a separate table. While knowledge and awareness regarding women’s rights were similar to those observed among other participants, the most distinctive and prioritized outcomes among girls were related to self-confidence and socialization. Two well-defined outcome chains were identified from women who joined the POWER Programme for Young Women: **increased self-confidence** and **defending women's rights**.

Outcome chain: POWER Programme for Young Women		
Participate in the POWER Programme implemented at AÇEV centers and villages	Socialization	Increased self-confidence
	To express herself easily	
	Knowing women’s rights	Defending women’s rights

The changes experienced by fathers have been mapped by segments. Two well-defined outcome chains were identified and focused on from fathers: **psychological well-being** and **being a responsible father**.

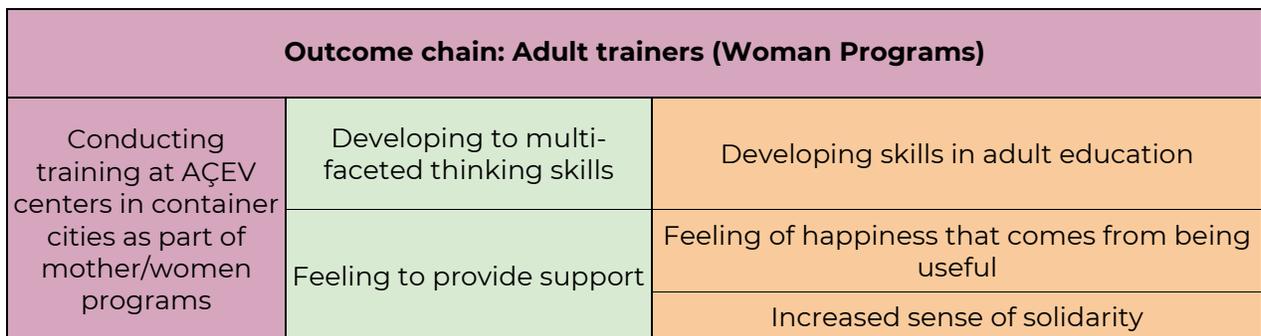
Outcome chain: Father Programs			
Participate in the Father Programs implemented at AÇEV centers in container cities	Socialization	Feeling relax/unwind	Psychological well-being
	Developing communication skills	To communicate well with children and spouse	Being a responsible father
	Spending quality time with children and family		

Additionally, in the interviews with the parents, questions about their children were asked and their opinions and observations about their children were obtained. In a similar way, teachers were also asked about their opinions and observations about the children in the centers. Thus, it was possible to evaluate the changes experienced by the children as well from the parents' and teachers' perspective. The changes experienced by children participating in the 5-year-old (OEP), 4-year-old Program, and Library Activities were identified based on parents' and teachers' observations. Two well-defined outcome chains were identified and focused on: **psychological well-being**, and **readiness for the school**.



When examining the changes experienced by the trainers implementing the adult programs, it was observed that trainers of both the Mother and Father programs shared common outcomes related to gaining professional teaching skills, while their individual-level outcomes differed from one another.

Three positive well-defined outcomes and two negative unplanned well-defined outcome chains were identified and focused on from adult trainers of women programs: **increased sense of solidarity, feeling of happiness from being useful, developing skills in adult education, feeling inadequate and helpless (inability to manage needs), feeling psychologically exhausted and decreased socialization.**



	Feel supported	
	Decreased in socialization	
	Unable to manage needs, feeling inadequate and helpless	Feeling psychologically exhausted

Three positive well-defined outcomes and one negative well-defined outcome chain were identified and focused on from volunteer trainers of fathers: **positive outlook for the future, being in solidarity (learning together), developing skills in adult education and feeling psychologically exhausted.**

Outcome chain: Volunteer trainers (Father Programs)			
Conducting training at AÇEV centers in container cities as part of father programs	Feeling hopeful that change is possible in that region	Positive outlook for the future	
	Increased in knowledge level regarding gender equality		
	Be patient and calm	Learning to listen to the others and empathize	Being in solidarity (learning together with other fathers)
	Developing skills in adult education		
	Increased sense of responsibility	Unable to manage needs, feeling inadequate and helpless	Feeling psychologically exhausted

Feeling inadequate and helpless in the face of existing needs and experiencing psychological fatigue emerged as unexpected negative changes reported by trainers in both groups. Among female trainers, a decrease in socialization was identified as another negative change, while among male trainers, there was a heightened sense of responsibility that was perceived negatively.

Supervisors can also be considered part of the AÇEV team, and it was observed that they experienced positive and negative outcomes. But they were excluded as stakeholders because they did not experience any direct change as a result of the activity.

Outcome chain: Supervisors		
Supervising to teachers at AÇEV centers in container cities as part of children programs	Feeling useful	Positive outlook for the future
	Developing communication skills	Changes in one's teaching approach and skills
	Being able to empathize better with teachers	
	Increased sense of helplessness	

Based on qualitative data analysis, the changes experienced by teachers were listed, and well-defined outcome chains were created by indicating cause-effect relationships. The identified outcomes were categorized according to segments. Among the **positive outcomes** were a **positive outlook for the future, developing the ability to work with different age groups**, and **being aware of inequalities**. It was found that teachers experienced three **negative outcomes**: *not being able to make time for oneself, feeling exhausted and helpless*, and the end of the change chain was **psychological fatigue**. The table below shows the changes experienced by all teachers. The only difference among mobile learning unit teachers was that they **became aware of inequalities as a result of confronting the realities of rural life**.

Outcome chain: Teachers Working in Class and Mobile Learning Units				
Being teacher at AÇEV centers in container cities for children	Increased work motivation as a teacher	Feeling useful	Psychological well-being	Positive outlook for the future
		Economic empowerment		
		Learning together with other teachers at the center		
	Developing the ability to work with different age groups			
	Facing the realities of rural life	Awareness of inequality		
Not enough time for oneself	Feeling less fatigued and helpless	Psychological fatigue		

To understand the changes experienced by the AÇEV team, separate interviews were conducted with the coordinators of the Centers in three cities and with the team in Istanbul. The interviews with the Istanbul team were divided into two parts: separate interviews were held with managers and with specialists coordinating separate

projects and programs. During these interviews, questions were asked about both individual and organizational changes, with a focus on the individual changes experienced while creating the chain of change.

Outcome Chain: AÇEV Center Managers/Coordinators				
Coordination of activities carried out at AÇEV centers in container cities	Prioritizing employee motivation	Increased team management skills	Improved ability to conduct field operations	Feeling satisfied with the work
	Developing to multi-faceted thinking skills	Developing the ability to communicate with different stakeholders		
	Developing convenience skills			
	Thinking in a solution-oriented	Increased ability to operate during crises		
	Feeling beneficial to the region			

Outcome Chain: AÇEV İstanbul Team				
Providing the coordination and management of AÇEV centers in container cities	Developing a view of flexibility	Increased team management skills		
	Developing of conflict resolution skills			
	Increased awareness about the conditions of the earthquake zone	Feeling in solidarity	Feeling useful	Being hopeful about the future
		Developing empathy skills		
	Spending less time with family	Psychological fatigue	Learning to manage one's emotions	Realizing the importance of taking good care of yourself psychologically
	Feeling worn out while providing support			
Having difficulty adapting to their own work				

While some of the changes experienced by the centers and Istanbul teams were common, it was observed that some changes differed when the dynamics of the groups were taken into account.

Outcome Chain: Public Institutions				
Collaborating with AÇEV centers in container cities	Improved coordination with AÇEV centres	Increased trust in AÇEV as a reliable service provider		With the decrease in demand for services, public institutions' resources can be reallocated to other individuals in need of services or to different activities
	Reduced caseload related to psychosocial support	Improved efficiency in service delivery	Increased capacity to respond to other vulnerable groups	
	Reallocation of financial and logistical resources	Reallocation of staff time		

The outcome chain for public institutions illustrates how collaborating with AÇEV centers in container cities leads to stronger coordination, reduced psychosocial caseloads, and increased institutional trust in AÇEV as a reliable service provider. These improvements enhance service delivery efficiency and expand institutions' capacity to respond to other vulnerable groups, while freeing both financial/logistical resources and staff time. Ultimately, this pathway results in a meaningful institutional-level change: as the demand for certain services decreases, public institutions are able to reallocate their resources to other individuals in need or to different priority activities.

Materiality analysis

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 AÇEV programs and activities were evaluated as relevant/appropriate. Relevancy of the outcomes was evaluated based on the qualitative data and the summary is presented in the chart below.

These stakeholders were included in the quantitative data collection process to assess the scale and significance of the changes they experienced. These stakeholders were involved in the quantitative data collection process to assess the scale and significance of the changes they experienced. In addition, interviews were conducted with parents to understand the changes experienced by children, and parents were asked questions about their children in surveys to examine the scale of the changes in depth.

Table-8: Stakeholders and data collection process

Stakeholders	Quantitative data collection (survey): Included/Excluded
Mothers/Women	Included
Fathers	Included
Young women	Included
Teachers (class and mobile learning)	Included
Adult trainers (mothers/fathers)	Included
AÇEV center managers/coordinators	Included
AÇEV İstanbul team	Included
Supervisors	One person from this group also entered the trainer category/AÇEV employee category. The other two individuals were excluded as stakeholders because they did not experience any direct change as a result of this activity.
NGO organizations	Excluded - the changes experienced at the organizational level are explained in detail in the qualitative analysis but the causality does not indicate directly to the AÇEV's activities and the judgement was made to

	exclude them from the quantification.
NGO employees	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.
Public institutions employees	Excluded - no individual material level outcomes related to the program activities were identified.
Public institutions	Included - the quantitative data collection revealed the changes in organizational capacity. The qualitative data provided enough information to include the outcome in the SROI calculation.

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 organizations 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 organization

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 AÇEV team for the all programs 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 their experience as a chain of events. This process was already expressed in detail in 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 specificity 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 AÇEV programs. In addition to these statements, the attribution, counterfactual, 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 center to be representative were submitted to the field coordinator and AÇEV team. The coordinators and adult trainers again like in the case of the qualitative research, announced from the WhatsApp groups the face-to-face survey in each city, and called mothers/women and fathers 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 city which increased the reliability of the field observations reflected in the research analysis and professional judgements made.

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 AÇEV programs, a social impact assessment survey was conducted on the outcomes experienced by all participants, and AÇEV employees.

Quantitative data on relevant outcomes experienced by stakeholders were collected using online surveys (via Qualtrics) during September - October 2024. Separate surveys were developed for each stakeholder. The sample sizes as shown in Table 9 adequately represented the outcomes experienced by each group and increased the reliability of the analysis.

Table-9: Stakeholder group size and sample information

Stakeholder group	Group size	Number of completed surveys	Sample %	Sample size risk	Note
Women who participated in mother/women programs (<i>participated in at least 1 program</i>)	669 ⁷	68	10%	The sample statistically represents this population with a 11% margin of error and 95% confidence level.	
Women who participated in POWER Programme (<i>participated in at least once</i>)	474	40	8,5%	The sample statistically represents this population with a 15% margin of error and 95% confidence level.	
Fathers who participated in the Father	104	5	5%	The sample size does not provide sufficient representation of the	Taking into account the potential risks arising from the small sample

⁷When examining the participation data for the mother programs provided by AÇEV, it was found that the group size of individuals who attended at least one mother program once was 688 participants. However, this number does not represent the exact count of unique beneficiaries who participated in the programs. According to the data collected by KUSIF, among the 68 mothers who completed the survey, 19 had participated in two different mother programs. Therefore, while defining the scope of the impact analysis, the research population was adjusted by subtracting these 19 duplicate participants, resulting in a total of 669 participants instead of 688. It is also assumed that some participants within this group of 669 may have attended multiple programs, meaning repetitions among beneficiaries still exist. As a result, the exact number of unique users (single participants) who took part in the mother programs could not be determined.

Programs (participated in at least once)				changes experienced by this group.	size, the data and analysis regarding the changes experienced by this group are presented in the report.
Young women who participated in POWER Programme for Young Women	67	14	21%	The sample size adequately represents the outcomes experienced by this group.	
5-year-old Program (OEP), 4-Year-Old Program and library activities	1048	74		The sample statistically represents this population with a 11% margin of error and 95% confidence level.	To understand the scale of the changes experienced by children, mothers and fathers who participated in the adult programs were asked about the outcomes observed in their children who attended AÇEV programs.
Library activities fall 2023/2024	551	-	-	While collecting qualitative data, it was observed that this group experienced positive outcomes resulting from their participation in the library activities. However, these activities were less structured and more flexible compared to the classroom-based programs. As a result, the data collected from mothers did not provide sufficiently detailed descriptions of the outcomes, making it impossible to quantify this positive impact.	
Class teachers	23	23	100%	The whole population was included in the data collection process.	
Mobile learning unit teachers	6	6	100%	The whole population was included in the data collection process.	
Adult trainers (Mother/women programS)	3	3	100%	The whole population was included in the data	

				collection process.	
Volunteer trainers (<i>Father program</i>)	5	4	80%	The sample size adequately represents the outcomes experienced by this group.	
AÇEV Center managers/ coordinators	3	3	%100	The whole population was included in the data collection process.	
AÇEV İstanbul team	8	8	%100	The whole population was included in the data collection process.	

7.1 Stakeholder: Mothers

In 2023, at AÇEV's Child and Family Centers located in container settlements in Adiyaman, Gaziantep, and Hatay, various parenting education programs were implemented for the mothers of children participating in the 5-Year-Old Early Childhood Education Program (OEP), the 4-Year-Old Program, and the Library Activities. AÇEV's goal is to reach all mothers of children enrolled in these programs, although participation is not mandatory. **Most of the participating mothers are not professionally employed. Among those who withdrew or did not continue, the most common reasons for non-participation included relocation, duty of care (for children or elderly family members), and professional work obligations.**

Participants who attended **at least 70% of the sessions** were **eligible to receive a certificate of completion**. The **scale and depth of outcomes** observed vary **across these different participant segments**.

Table-10 summarizes participation in the activities evaluated within the scope of the report. It should be noted that the total figures presented may include multiple counts of the same participant, and therefore, the table does not represent the number of unique users.

Table-10: City, participation and number of women

City of residence	Number of mothers who participated in at least one session	At least 70% and more participation in one mother program	Mothers who continued in the program at least 70% or above (%)
Adiyaman	268	55	21

Gaziantep Nurdağı	279	90	32
Hatay Defne	141	51	36
Total	688	196	28

Segment evaluation

Women who participated in ADP and EDU programs between June 2023 - August 2024 were invited to focus group interviews on the qualitative data collection process according to the following characteristics. Those women were participants, low participants and dropouts. Thus, it was tested whether these characteristics were important for the analysis:

- City of residence
- Participation level (more than one program)
- Qualifying for a certificate
- Number of child

In this way, it was tested whether these characteristics had any significance for the analysis. During the collection of **qualitative data, no clear differences** were observed in relation to these characteristics. However, it was decided to collect data according to these variables during the quantitative data collection phase. In the **quantitative analysis, certificate attainment** and **level of participation** (such as attending more than one program) were identified as **significant variables**.

Within the scope of the study, most of the interviewed mothers had participated in more than one program.

- Some mothers were invited to participate in multiple programs because their single child attended different programs over two years.
- Others were invited because they had more than one child, each enrolled in a different mother program.
- Additionally, some mothers participated in one parent program as well as in the POWER Programme.

Based on the evaluations, the segments of mothers who represent one of the main stakeholder groups, were defined as follows:

- **Mothers who participated in one mother program (ADP or EDU) – 30 women**
- **Mothers who participated in one or more mother programs (ADP or EDU) and in the POWER Programme (HDB) – 38 women**

As a result of the quantitative data analysis, the segments described above were identified. According to the quantitative findings, there was no statistically significant

difference between mothers who participated in one or two mother programs if they also attended the POWER Programme. One mother who attended two mother programs but not POWER Programme was included in the second segment listed above. **During the analysis period (June 2023 – August 2024), most mothers participated in more than one program, and since the core content of these programs was highly similar, it was not possible to conduct a meaningful program-based analysis.** The organization was willing to understand the impact of the separate programs. This information disclaims that due to participation of many mothers in more than one programs with similar content, instead of the analysing the impact program based, all the activities of AÇEV that the person participated in the year of the analysis were considered.

It was observed that the mothers included in the data analysis had developed long-term engagement both with the AÇEV Center and with the communities formed through the programs. Although the programs repeated similar content, mothers continued to actively participate and remain involved in these community spaces. For this reason, the analysis measured the overall impact of the activities conducted over the one-year period on the participating mothers, rather than evaluating each program separately. **Among the 89 women who participated in AÇEV’s adult women’s programs between June 2023 and August 2024 and who completed the impact survey, 59 continued to take part in the new programs launched in September 2024.** Details by city are as follows:

- Adiyaman: 24 out of 29 participants continued
- Hatay: 21 out of 35 participants continued
- Gaziantep–Nurdağı: 14 out of 28 participants continued

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

Outcome chains

Quantitative data were collected in relation to the following three outcome chains:

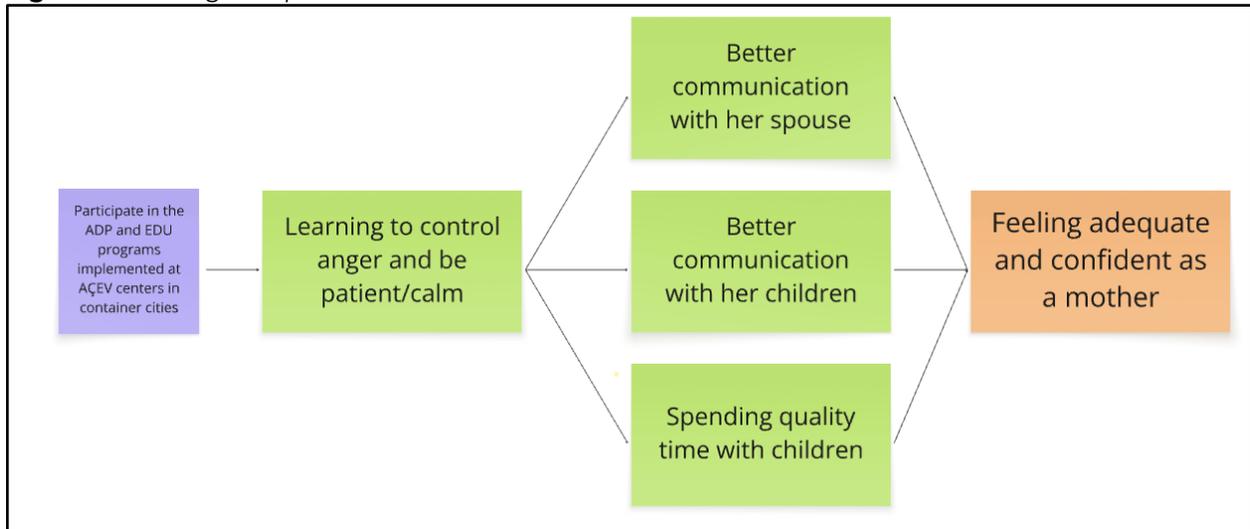
1. “Feeling adequate and confident as a mother”

The mothers who participated in the mother programmes stated that they experienced the outcome of **“feeling adequate and confident as a mother”** as the last step of the following outcome chain. For these mothers, the outcome of **“learning to control anger and be patient/calm”** has created three intermediate chains:

- **Better communication with her spouse**
- **Better communication with her child**
- **Spending quality time with children**

After the intermediate outcomes in the chain, the mothers experienced the outcome of **“feeling adequate and confident as a mother”** at the end of the chain.

Figure-9: “Feeling adequate and confident as a mother” outcome chain



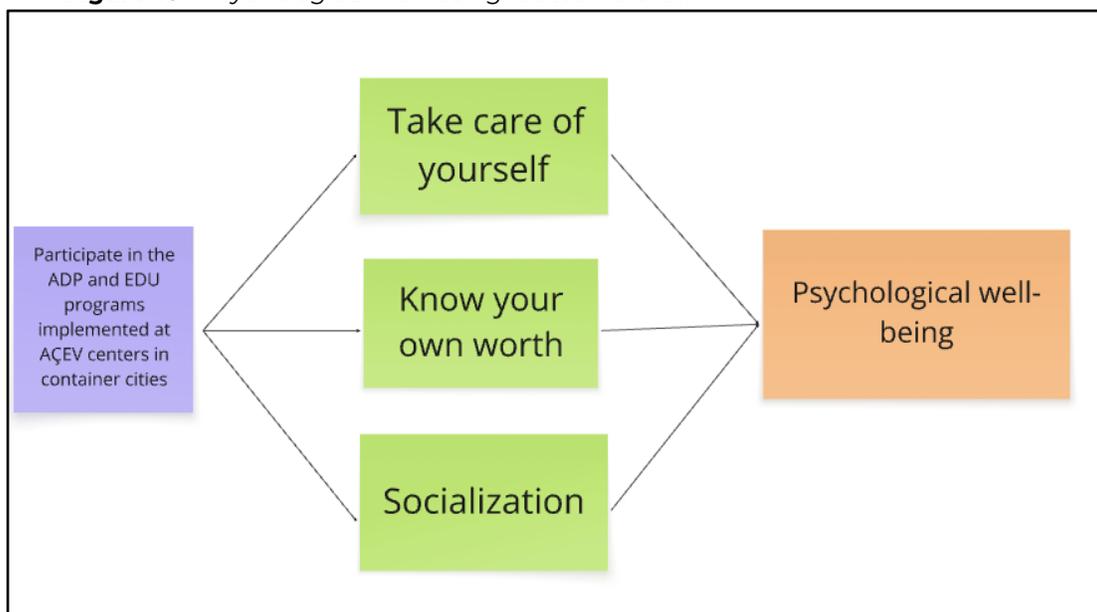
2. **“Psychological well-being”**

The mothers who participated in the programmes stated that as the last step of the following three outcome chains, they experienced the outcome of **“psychological well-being”**:

- **Take care of yourself**
- **Know your own worth**
- **Socialization**

In the last chain, after the intermediate outcomes, at the end of the chain, they experienced the outcome of **“psychological well-being.”**

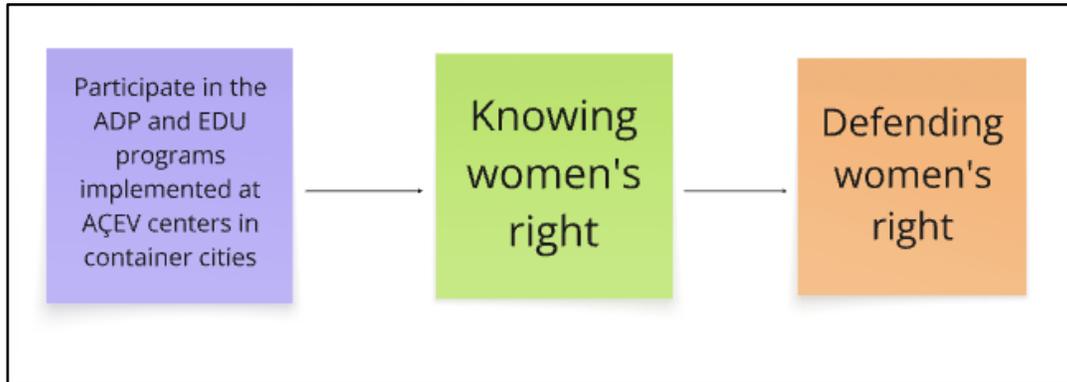
Figure-10: “Psychological well-being” outcome chain



3. “Defending women’s rights”

Mothers who participated in the mother programmes experienced the outcome of **“knowing women’s rights,”** followed by the change of **“defending women’s rights”** inadequate” at the end of the chain.

Figure-11: “Defending women’s rights” outcome chain



Explanation of the survey questions and dissemination process

Based on the data expressed by mother participants during focus group interviews, three outcome chains emerged, and the survey included questions to understand changes linked to these chains. A single survey was administered to women participating in the programs conducted at AÇEV centers. The survey first asked participants about their city of residence, number and ages of children, number of children attending AÇEV programs, the specific mother/women’s program they participated in, and whether they had received a certificate from any program. If the participant had attended one of the mother programs, she was also asked questions related to her children. However, if the participant indicated that she had only attended the POWER Programme, she was not asked questions related to the mother programs or her children, but instead responded only to questions about the program.

In the survey, women participants evaluated 13 statements on a 5-point Likert scale, guided by the instructions *“before participating in the programs”* and *“after participating in the programs.”* In addition to these statements, questions addressed the attribution, contribution, counterfactuals, duration, and relative importance of the outcomes they experienced.

Since the survey content was quite comprehensive and considering the literacy level of the target group, the interviewer visited the AÇEV centers and container settlements to administer the survey in person (face-to-face). The survey forms were disseminated and analyzed using the tool (Qualtrics) employed by Koç University.

Measuring well-defined outcomes

Table-11 below shows the well-defined outcomes and indicators used in the quantitative analysis.

Table-11: Well-defined outcomes and indicators

Well-defined Outcome	Indicators
<p>“Feeling adequate and confident as a mother”</p>	<p>Participants evaluated 7 statements related to the outcome chain "feeling adequate and confident as a mother" as asked in the survey. They evaluated their own situation before and after participating in the mother programmes through the following statements:</p> <ul style="list-style-type: none"> - Making eye contact while talking: Do you make eye contact when speaking with your child? - Communication with spouse - Ability to communicate well with child and spouse: Do you think you are able to communicate well with your child and your spouse? - Playing with your child: How often do you play with your child? - Frequency of reading books: How often do you read books to your child? - Spending quality time with your child - Maternal competence and confidence: Please evaluate the following statement, <i>“My relationship with my child makes me feel competent and confident as a mother.”</i>
<p>“Psychological well-being”</p>	<p>Participants evaluated 5 statements related to the outcome chain "psychological well-being" as asked in the survey:</p> <ul style="list-style-type: none"> - Socialization: How often do you meet with people whose company you enjoy? - Taking time for yourself: When you think about your daily routine, how much time do you dedicate to yourself? - Anger management: When you are angry, do you express your anger openly toward the other person? - Stress level: How stressed do you feel in your daily life?

	<ul style="list-style-type: none"> - Psychological well-being: Please evaluate your overall sense of psychological well-being.
“Defending women’s rights”	<p>Participants evaluated 2 statements related to the outcome chain "defending women’s rights" as asked in the survey:</p> <ul style="list-style-type: none"> - Knowledge of women’s rights: Please evaluate your level of knowledge regarding women’s rights. - Defending women’s rights: Please evaluate the following statement, “<i>As a woman, I stand up for my rights whenever necessary.</i>”

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 mothers’ self-assessment. A descriptive Likert scale was used to answer the questions to minimize data risks.

Amounts of outcomes 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

In the table below, with the amount of change by segment, only those with a difference of 1-4 in the amount of change, i.e., significant changes, are included.

Table-12: Amounts of change according to segments of "mothers"

Outcome	Stakeholder segment	Number of people experiencing change	Percentage of those experiencing change in the population	The average amount of changes experienced (on a 5-point scale)	Counterfactual	Attribution
Feeling adequate and confident as a mother	Mothers who have participated in 1 educational program 30 mothers	25	83%	Before - 2.7 After - 4.8 Difference - 2.1	15%	5%
	Mothers who have participated in one or more mother programs and POWER programme 38 women	30	79%	Before - 2.8 After - 4.7 Difference - 1.9	5%	5%
Psychological well-being	Mothers who have participated in 1 educational program 30 mothers	24	80%	Before - 2.3 After - 4.3 Difference - 2	5%	10%
	Mothers who have participated in one or more mother programs and POWER programme 38 women	36	95%	Before - 2.1 After - 4.3 Difference - 2.2	10%	15%
Defending women's rights	Mothers who have participated in 1 educational program 30 mothers	23	77%	Before - 2.7 After - 4.7 Difference - 2	20%	10%
	Mothers who have	31	82%	Before - 2.3	15%	10%

	participated in one or more mother programs and POWER programme 38 women			After - 4.6 Difference - 2.3		
--	--	--	--	---------------------------------	--	--

Negative outcomes

During the qualitative data collection phase, no negative changes were reported by the mothers. However, during the quantitative data collection, within the segment of “mothers who participated in one or more mother programs and the POWER programme”, only one mother indicated experiencing a negative change in the variable “feeling competent and confident as a mother.” Before participating in the program, she rated this variable as 5 on the scale, and 4 after the program. She explained this change by saying, “*I became aware of my shortcomings.*” Although the analysis technically classifies this as a negative change, it can also be interpreted as a sign of self-awareness and personal growth. By participating in AÇEV programs, this participant recognized her own development needs, which suggests that the change is not necessarily negative in nature.

Similarly, the intermediate change variable “spending quality time with the child” was also rated slightly lower by the same mother (from 5 before to 4 after the program). In contrast, she reported a positive change in “frequency of playing with the child,” and no change in “frequency of reading books.” For the other key change indicators, “psychological well-being” and “defending women’s rights,” her scores increased positively by 3 and 1 points, respectively.

Counterfactuality and contribution - 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/program, he/she would still have experienced that change in any way. If the participant answers yes to this question, an auxiliary question is asked as “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 what their contribution to the change they experienced was in percentage terms.

Table-13: Counterfactuality and attribution according to the segment of mothers

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
Feeling adequate and confident as a mother	Mothers who have participated in 1 educational program 30 mothers	5 women	7.4	2 women - 55%
	Mothers who have participated in one or more mother programs and POWER programme 38 women	3 women	4	3 women - 50%
Psychological well-being	Mothers who have participated in 1 educational program 30 mothers	2 women	5.5	4 women - 40%
	Mothers who have participated in one or more mother programs and POWER programme 38 women	4 women	7	9 women - 50%
Defending women's rights	Mothers who have participated in 1 educational program 30 mothers	5 women	7.4	4 women - 50%
	Mothers who have participated in one or more mother programs and POWER programme 38 women	6 women	5.5	4 women - 50%

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 mothers, all three well-defined outcomes meet the relevance/significance criterion: “Feeling adequate and confident as a mother”, “Psychological well-being” and “Defending women's rights”.

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

Table-14: Significance assessment of outcomes according to the mothers

Outcome	Stakeholder group	Materiality (relevance and significance)
Feeling adequate and confident as a mother	Mothers who have participated in 1 educational program 30 mothers	Relevant/ Significant
	Mothers who have participated in one or more mother programs and POWER programme 38 women	Relevant/ Significant
Psychological well-being	Mothers who have participated in 1 educational program 30 mothers	Relevant/ Significant
	Mothers who have participated in one or more mother programs and POWER programme 38 women	Relevant/ Significant
Defending women's rights	Mothers who have participated in 1 educational program 30 mothers	Relevant/ Significant
	Mothers who have participated in one or more mother programs and POWER programme 38 women	Relevant/ Significant

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.

Within the scope of the study, the population size for mothers was defined as 669 individuals, representing those who attended at least one session of the mother programs. **During the analysis, particularly in the evaluation of quantitative data, the level of participation in the programs (attending one or more programs) was identified as an important variable.** Two levels of participation were assessed:

1. **Attending more than one program**
2. **Attending at least 70% of any program’s sessions and earning a certificate of completion**

The first variable (attending more than one program) was treated as a sub-segment variable for the mothers. The second variable (attending at least 70% of a program and receiving a certificate) along with the number and percentage of mothers within the study population who met this criterion (attending at least 70% of sessions), are presented in Table 15:

Table-15: Mothers - population and sample

Explanation	Population	Sample	Percentage of the sample in population
Number of women who participated in at least one session of the mother programs	669	68	10%
Number of mothers who achieved 70% attendance in the mother program they participated in and received a certificate	196	48	24%
Percentage of certificate receivers among total participants	29%	70%	-

A significant part of the mothers included in the data collection had participated in both more than one program and had also received certificates from the programs they attended. Therefore, these mothers can be considered among those who experienced the highest degree of outcomes. However, generalizing the findings from this group to the entire population (669 participants) would be quite risky and could be interpreted as an overclaim. **Nonetheless, since 24% of the certified participants (196 individuals) are included in the sample, the representativeness achieved by extending the findings to this subgroup is much more reliable.** Further details are presented in Table 16.

Table-16: Extrapolating from the number of mothers to the population

Outcome	Stakeholder group	Number of people experiencing change	Percentage of those experiencing change in the population	Extrapolation the number of those experiencing change to include 196 certificate receivers (number of people)
Feeling adequate and confident as a mother	Mothers participating in the program (68)	55	81%	159
Psychological well-being	Mothers participating in the program (68)	60	88%	172
Defending women's rights	Mothers participating in the program (68)	54	79%	155

Based on **qualitative data**, it is assumed that **participants who did not receive certificates (470 mothers)** may also have **experienced positive changes**. However, within the **sample**, only **20 mothers** had **not received a certificate** from the mother programs. Therefore, there are **no conclusive findings** regarding the **extent or level of change** experienced by **non-certified mothers**.

7.2 Stakeholder: Fathers

During the fall 2023 term, a total of four groups were opened, two in Adiyaman Center, one at a public school in Adiyaman, and one in Nurdağı Center. A total of 50 participants received certificates. In the Spring term, five Father Support Programme groups were conducted by volunteer trainers: two in Adiyaman Center in January, one in Hatay Center in February, one at a public school in Samandağ, Hatay in March, and one in Nurdağı Center in May. A total of 54 participants received certificates during this period. In total, 104 fathers successfully completed the program and received certificates.

The research team conducted qualitative interviews with 7 fathers in Gaziantep, 6 in Adiyaman, and 4 in Hatay. During the quantitative data collection, it was challenging to reach fathers since most of them were employed. As a result, only three fathers in Adiyaman completed the survey in person, while one father from Gaziantep–Nurdağı and one from Adiyaman completed it online. Therefore, the quantitative data are

based on a very small sample size. Data from these five respondents were analyzed, but the risks associated with the small sample size must be taken into consideration when interpreting the results.

In addition, no sub-segments were identified among fathers during the qualitative interviews. Since the quantitative data were also represented by a small sample, no sub-segments emerged at that stage either.

Outcome chain

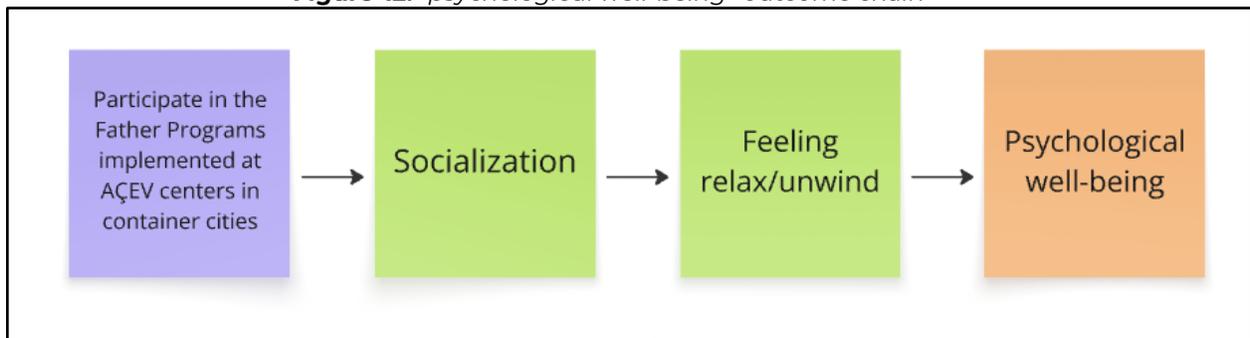
Quantitative data were collected in relation to the following two outcome chains:

1. "Psychological well-being"

The fathers who participated in the programme mentioned that as the last step of the following outcome chains, they experienced "**psychological well-being.**"

After the intermediate outcomes of "**socialization**" and "**feeling relax/unwind**" the fathers experienced the well-defined outcome "**psychological well-being**" in the last outcome chain.

Figure-12: "psychological well-being" outcome chain



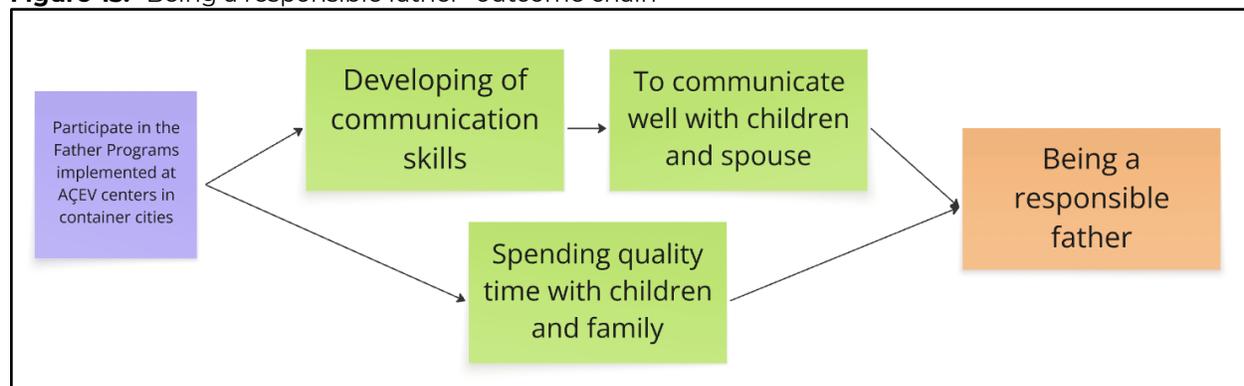
2. "Being a responsible father"

The fathers who participated in the programme stated that as the last step of the following outcome chains, they experienced "**being a responsible father.**"

After the intermediate outcomes of "**developing communication skills**" and then "**to communicate well with children and spouse**" the fathers experienced the well-defined outcome "**being a responsible father**" in the first outcome chain.

In the second chain, after the fathers experienced the intermediate outcomes of "**spending quality time with children and family**" and at the end of the chain they experienced the well defined outcome of "**being a responsible father.**"

Figure-13: “Being a responsible father” outcome chain



Explanation of the survey questions and dissemination process

According to the qualitative data collected from the fathers during the focus group discussions, two positive outcome chains emerged, and the questionnaire was designed to understand the well-defined outcome related to the identified outcome chain. The quantitative data was collected by the interviewer through questionnaires applied during one-on-one meetings with fathers. The survey first asked participants about their city of residence, number and ages of children, number of children attending AÇEV programs, spouses' participation in mother programs and whether fathers had received a certificate from any program. Questions were also directed to fathers about their children participating in programs at the AÇEV center.

In the survey, fathers evaluated 9 statements on a 5-point Likert scale, guided by the instructions "*before participating in the programmes*" and "*after participating in the programmes.*" In addition to these statements, questions addressed the attribution, contribution, counterfactuals, duration, and relative importance of the outcomes they experienced.

Since the survey content was quite comprehensive and considering the literacy level of the target group, the interviewer visited the AÇEV centers and container settlements to administer the survey in person (face-to-face). The survey forms were disseminated and analyzed using the tool (Qualtrics) employed by Koç University.

Measuring well-defined outcomes

Table-17 below shows the well-defined outcomes and indicators used in the quantitative analysis.

Table-17: Well-defined outcomes and indicators

Well defined outcome	Indicators
	Participants evaluated seven statements related to the

<p>“Being a responsible father”</p>	<p>“being a responsible father” outcome chain included in the survey. They assessed their own situations before and after participating in the programs based on the following statements:</p> <ul style="list-style-type: none"> - Making eye contact while talking: Do you make eye contact when speaking with your child? - Communication with spouse - To communicate well with child and spouse: Do you think you are able to communicate well with your child and your spouse? - Playing with your child: How often do you play with your child? - Frequency of reading books: How often do you read books to your child? - Spending quality time with family - Taking responsibility as a father: Please evaluate the following statement, “<i>As a father, I take responsibility for matters related to my child.</i>”
<p>“Psychological well-being”</p>	<p>In the survey, fathers evaluated two statements related to “psychological well-being”:</p> <ul style="list-style-type: none"> - Socialization: How often do you meet with people you enjoy spending time to relax and unwind? - Psychological well-being: Please evaluate your overall sense of psychological well-being.

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 fathers’ self-assessment.

Amounts of change

During the evaluation of the outcomes, the differences in the fathers’ responses before/after the AÇEV programs 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-18 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.

Table-18: Fathers - amounts of change

Outcome	Stakeholder segment	Number of people experiencing change	Percentage of those experiencing change in the population	The average amount of changes experienced (on a 5-point scale)	Counterfactual	Attribution
Being a responsible father	Fathers who have received a certificate from the father program 5 fathers	4	80%	Before - 3.5 After - 4.7 Difference - 1.2	0%	0%
Psychological well-being		4	80%	Before - 2.5 After - 4.5 Difference - 2	0%	15%

Counterfactual and attribution - evaluation and explanation

Fathers were asked counterfactual and attribution questions about the changes they experienced. These questions were directed only to fathers who reported experiencing positive outcomes.

Table-19: Fathers - 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 their percentage in the sample	Average probability of change (out of 10 points)	Attribution - person and % average
Being a responsible father	Fathers who have received a certificate from the father program 5 fathers	0	-	0
Psychological well-being		0	-	1 father - 40%

Significance analysis

Considering the qualitative and quantitative data collected from the fathers, both two outcomes, "being a responsible father" and "psychological well-being" are found relevant and significant.

The summary of the relevance/significance assessment of the outcomes are shown in Table-20, where the relevant and significant outcome is added to the value map.

Table-20: Fathers - significance assessment of outcomes

Outcome	Stakeholder group	Materiality (relevance and significance)
Being a responsible father	Fathers who have received a certificate from the father program	Relevant/ Significant
Psychological well-being	5 fathers	Relevant/ Significant

Extrapolating the findings from the sample to the population

The number of fathers who participated in and received certificates from the father programs is 104. However, due to missing data regarding registration and levels of participation, it is highly risky to make a professional estimation about the actual population size. Nonetheless, taking into account the data collected from 17 fathers who participated in the qualitative interviews, and in line with the "do Not overclaim" principle, it was estimated that the number of fathers who experienced change corresponds to between 25% and 50% of the total number of graduates. The analysis and calculations were conducted based on this estimation.

Table-21: Extrapolating from the number of fathers to the population

Outcome	Stakeholder group	Number of people experiencing change	Percentage of those experiencing change in the population	Extrapolation the percentage of those experiencing change to include 104 certificate receivers (25%-50% - number of people)
Being a responsible father	Fathers who have received a certificate from the father program 104 fathers	4	80%	26 - 52
Psychological well-being		4	80%	26 - 52

7.3 Stakeholder: Children

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 within the scope of the AÇEV programmes and activities, interviews and questionnaires were conducted with parents who participated in different programs/activities, and they were asked to evaluate the outcomes that children experienced. In addition, the parents of the children participating in the programmes 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.

At the AÇEV Child and Family Centers located in the container settlements, the programs implemented for children, namely the 5-Year-Old Early Childhood Education Program (OEP), the 4-Year-Old Program, and the Library Activities were included in the analysis.

Other library-based activities (such as study sessions and play groups) were excluded from the scope, as they were less structured and systematic compared to the classroom-based 5-Year-Old (OEP) and 4-Year-Old programs. However, according to qualitative data, both parents and youth participants shared that the library had a strong positive impact, effectively meeting the needs of children living in container settlements that include play spaces, study areas, and opportunities for socialization. During the fall 2023/2024 term, a total of 551 children and young people participated in the library activities.

Since it was not possible for 4- and 5-year-old children to articulate the changes they experienced themselves, these changes were identified based on the

observations shared by teachers who worked closely with them and the parents who knew them best. In the context of the activity, when dealing with the trauma of the earthquake, it was decided not to include the children to avoid further traumatization. The activities were conducted in the temporary settlements for the people who lost their houses, former lives and often members of the families. The author has an experience in collecting data in the post-earthquake context but with the young people from age to 10 and more. In this report, the youth was involved as it was decided that they will be able to cope with the questions that in this context always touch upon what was before the earthquake. The process was emotional and difficult for the adults/parents recollecting the trauma and how their children were affected. The risk of bringing back the trauma considering the children age 4-5 was considered too high and potential negative outcomes of the data collection process resulted in the decision of using proxies.

On the other hand, when planning the data collection the social workers, psychologists, and public health experts advised against including children after the trauma. Teachers who work with children also mentioned not to interview because the children now had a routine (which is very important for children of this age) and they have no idea about the research or the author. **For this reason, and in line with the consistent guidance of trauma specialists, child psychologists, and the teachers working directly with the children, the author made a conscious decision not to interview (even if the method has a child friendly speech) children.** Engaging them in interviews risked disrupting their newly established sense of routine and safety both essential components of post-trauma recovery. Therefore, out of ethical responsibility and to avoid any possibility of re-triggering distress, children were not included in direct data collection.

In addition, when evaluating the changes expressed by parents and teachers during qualitative interviews, no sub-segments were identified among the children. Table-22 presents the city-based participation numbers for the classroom programs implemented for 4- and 5-year-old children between June 2023 and August 2024.

Table-22: Distribution of children by city and program

City	OEP 5 Year Summer 2023	OEP 5 Year Fall 2023	OEP 5 Year Summer 2024	4 Year Program Fall 2023	Total number of children participating
Adiyaman	124	112	102	29	367
Gaziantep-Nurdağı	125	100	133	63	421
Hatay - Defne	31	82	112	35	260
Total number of children participating	280	294	347	127	1048

Outcome change

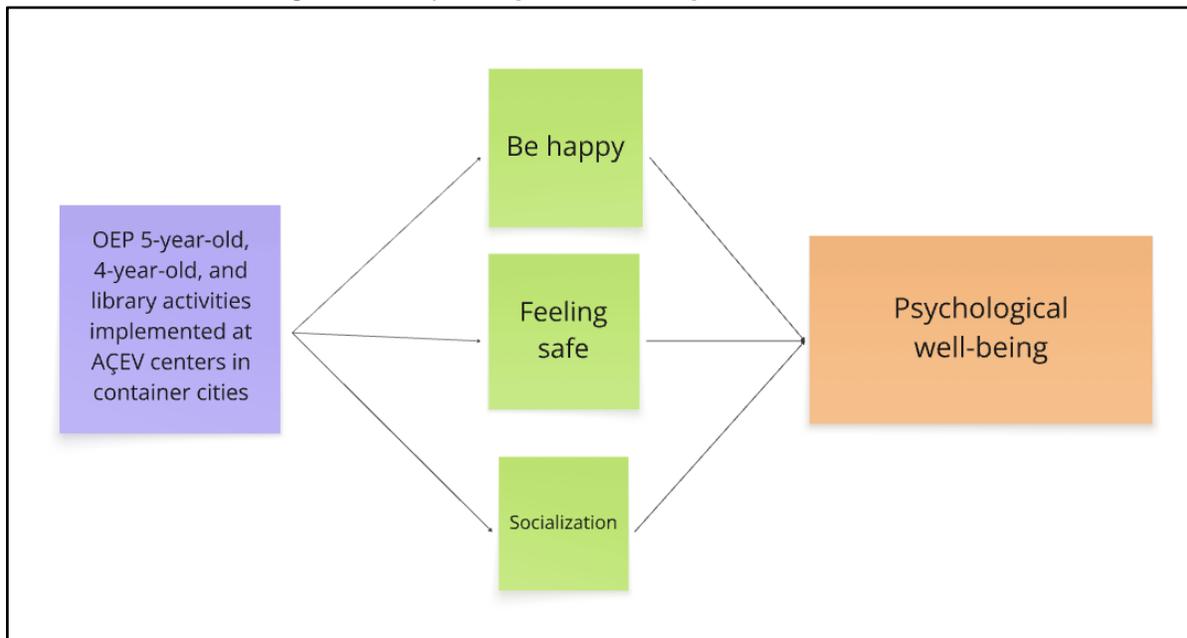
Quantitative data from parents and teachers were collected in relation to the following two outcome chains:

1. “Psychological well-being”

The parents and teachers of children who participated in the programme mentioned that as the last step of the following outcome chains, they experienced **“psychological well-being.”**

After the intermediate outcomes of **“be happy”**, **“feel safe”** and **“socialization”** the children experienced the well-defined outcome **“psychological well-being”** in the last outcome chain.

Figure-14: “Psychological well-being” outcome chain



2. “Readiness for the school”

The parents and teachers stated that the children experienced the outcome of **“readiness for the school”** as the last step of the following outcome chains.

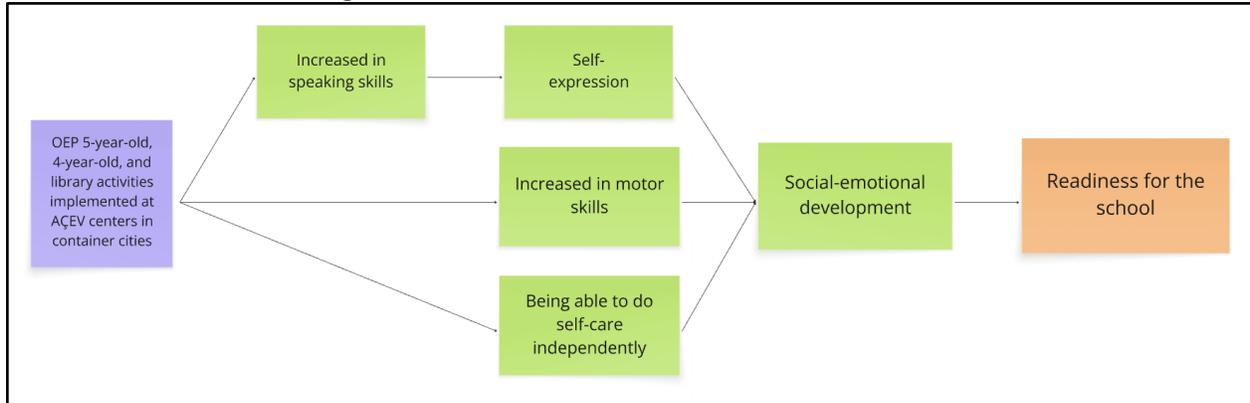
After the intermediate outcomes of **“increase in speaking skills”**, **“self-expression”** and **“social-emotional development”** in the first chain, the parents and teachers stated for the children, the outcome "readiness for the school" at the end of the chain.

In the second chain, the children first experienced the intermediate outcome of **“increase in motor skills”** and **“social-emotional development.”** Then they

experienced the outcome of "readiness for the school" at the end of the outcome chain.

In the last chain leading to the same main outcome, the children who participated in the programs experienced intermediate outcomes such as **"being able to do self-care independently"** and **"social-emotional development"**, which ultimately led to the change of being ready for the school.

Figure-15: "Readiness for the school" outcome chain



Explanation of the survey questions and dissemination process

According to the data expressed by the mothers and fathers of the child during the focus group discussions, 2 outcome chains emerged, and questions were asked in the questionnaire to understand the outcomes related to these outcome chains.

Quantitative data regarding children were collected from 69 mothers and 5 fathers. In the survey, parents evaluated 10 statements, each representing an indicator of outcome, on a 5-point Likert scale, according to the instructions "before my child participated" and "after my child participated" in the programs implemented for children at AÇEV programmes. In addition to these statements, parents were also asked about the attribution, contribution, counterfactuals, and duration of the changes they observed.

Since the survey content was quite comprehensive and considering the literacy level of the target group, the interviewer visited the AÇEV centers and container settlements to administer the survey in person (face-to-face). The survey forms were disseminated and analyzed using the tool (Qualtrics) employed by Koç University.

The parents (74 people) who responded to the questions about changes related to their children had a total of 89 children (60 people had one child enrolled in an AÇEV center program, 13 people had two children, and 1 had three children). Since the survey questions were extensive and therefore lengthy, parents with more than one child enrolled in AÇEV programs did not complete a separate survey for each child.

Instead, a single survey was completed by these parents, and they were instructed to respond by considering their children in general. For this reason, although there were 89 children in total, the number of surveys administered was 74.

Measuring well-defined outcomes

Table-23 below shows the well-defined outcomes and indicators used in the quantitative analysis.

Table-23: Well-defined outcomes and indicators

Well-defined Outcome	Indicator
<p>“Psychological well-being”</p>	<p>In the survey, parents evaluated 3 statements related to the “psychological well-being” outcome chain. They assessed their children’s situation before and after participating in the programs based on the following statements:</p> <ul style="list-style-type: none"> - Socialization: Please evaluate your child’s level of socialization. - Following the rules: Do you think your child generally follows rules? - Psychological state: How would you evaluate your child’s overall psychological condition?
<p>“Readiness for the school”</p>	<p>In the survey, parents evaluated 7 statements related to “school readiness.” They assessed their children’s situation before and after participating in the programs based on the following statements:</p> <ul style="list-style-type: none"> - Speaking and language development: Please evaluate your child’s ability to speak and their language development. - Self-expression: Do you think your child can express themselves and comfortably share their excitement, distress, and/or happiness? - Self-care skills: To what extent can your child meet their self-care needs independently? - Motor skills: How would you evaluate your child’s motor skills? - Social-emotional development: How would you evaluate your child’s level of social-emotional development (appropriate to their age and peers)? - School readiness and adaptation: Do you think your child will be ready for school and able to

	adapt easily when it's time to start primary education?
--	---

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 observed from parents. 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 children experienced from the programmes 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-24 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.

Table-24: Childs - 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 well-being	Children participating in OEP 5-year-old, 4-year-old programs, and library activities 74 childs	59	80%	Before - 2.8 After - 4.6 Difference - 1.8	10%	10%
Readiness for the school		66	89%	Before - 2.4 After - 4.6 Difference - 2.2	5%	10%

Counterfactual and attribution - evaluation and explanation

Parents were asked counterfactual and contribution/attribution questions related to the changes experienced by their children. These questions were directed only to parents who indicated that their children had experienced either positive or negative changes. Further details are presented in Table 25.

Table-25: Childs - 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 their percentage in the sample	Average probability of change (out of 10 points)	Attribution - person and % average
Psychological well-being	Children participating in OEP 5-year-old, 4-year-old programs, and library activities 74 child	6 child	5.5	7 child - 50%
Readiness for the school		7 child	7.1	5 child - 50%

Significance analysis

Considering the qualitative and quantitative data collected from the parents about their children, the two main outcomes meet the relevance/significance criterion ("psychological well-being" and "readiness for the school").

The summary of the relevance/significance assessment of the outcomes is shown in table-26. The relevant and significant outcomes in this table have been added to the value map.

Table-26: Childs - materiality assessment of outcomes

Outcome	Stakeholder group	Materiality (relevance and significance)
Psychological well-being	Children participating in OEP 5-year-old, 4-year-old programs, and library activities 74 childs	Relevant / Significant
Readiness for the school		Relevant / Significant

Extrapolating the findings from the sample to the population

The total enrollment and attendance data for children participating in the 5-Year-Old (OEP) and 4-Year-Old programs were analyzed by experts to generalize the findings to the overall population. Table 27 presents the attendance status of the fall 2023 programs.

Table-27: Childs - distribution of students across programs based on their enrollment status

Program attendance rate	5 Year-Old (OEP) 2023 Fall		4 Year-Old Program + 4 Year-Old Library 2023-24	
	Percentage of children participating	Number of children participating	Percentage of children participating	Number of children participating
Providing continuity up to 50%	13	37	18	23
Providing more than 50% continuity	87	257	82	104
Providing more than 70% continuity	76	223	66	84

Based on these data, it was calculated that 692-796 children out of the total 1048 participants maintained attendance above the 70% threshold during the overall analysis period. The reason for providing this range is that attendance data for the summer OEP 2023 and summer OEP 2024 programs were not available, only the number of enrolled students was known. Therefore, the range of 692–796 was estimated by applying the attendance rates from the Winter 5-Year-Old (OEP) and 4-Year-Old + 4-Year-Old Library 2023-24 programs to the total number of 1048 enrolled children. According to these data, the findings have been generalized to the population as shown in Table 28:

Table-28: Extrapolating from the number of children to the population

Outcome	Stakeholder group	Number of people experiencing change	Percentage of those experiencing change in the sample	Extrapolation the percentage of those experiencing change to children with 70% attendance (692 - 796 / number of people)
Psychological well-being	Children participating in (OEP) 5-year-old, 4-year-old programs, and library activities 74 child	59	80%	554 - 637
Readiness for the school		66	89%	616 - 708

7.4 Stakeholder: Women who participated in POWER Programme

The POWER Programme (HDB), implemented for women at the AÇEV Child and Family Centers located in the container settlements, was included in the analysis.

In Adiyaman and Hatay–Defne, the POWER Programme sessions were conducted within the AÇEV Child and Family Centers, whereas in Gaziantep–Nurdağı, they were implemented both at the center and through the Mobile Learning Unit activities carried out in the villages of Nurdağı.

While analyzing the qualitative data related to the POWER Programme, the assumption that there might be differences between the programs conducted in centers and those held in villages was evaluated. However, it was found that no significant differences in the types of changes experienced were observed between participants from the villages and those from the centers. Similarly, when evaluating the quantitative data, no statistically significant difference was found based on this assumption.

The city-based numbers of women who attended at least one POWER Programme session between June 2023 and August 2024 are presented in Table 29:

Table-29: POWER Programme - Distribution by city and program

City	Summer 2023	Fall 2023/ Spring 2024	Summer 2024	Total
Adiyaman	23	101	0	124
Gaziantep-Nurdağı (mobile learning unit included)	35	132	51	218

Hatay - Defne	39	81	12	132
Total number of women participating	97	314	63	474

The two change chains (*psychological well-being* and *defending women's rights*) overlap across the POWER programme and other mother programs. In addition, participants of the POWER programme experience a third outcome chain, "increased self-confidence". In the analysis, three outcome chains were evaluated specifically for women who participated only in the POWER programme.

Among the 108 women included in the quantitative data collection process, 78 participated in the POWER programme. Of these, 40 women attended only the POWER programme, while 38 women attended both at least one mother program and the POWER programme. However, 8 of the 38 women indicated in their surveys that they had participated only in the mother programs, and therefore they were asked only the questions related to the mother programs, not those about the POWER programme. After cross-checking with the participation data provided by the AÇEV team, it was confirmed that these 8 women had also attended the POWER programme. Nonetheless, since they did not report this during the survey, quantitative data related to the "increased self-confidence" outcome chain were missing for these 8 participants.

As a result, the "increased self-confidence" outcome chain was evaluated for 30 participants instead of 38 within this segment. Therefore, the analysis was conducted based on two segments:

- 1. Women who participated only in the POWER programme (40 participants)**
- 2. Women who participated in one or more mother programs and the POWER programme (30 participants)**

The table presented under the heading "amount of outcome by segment" in the following pages has been prepared in accordance with this segmentation.

Outcome chains

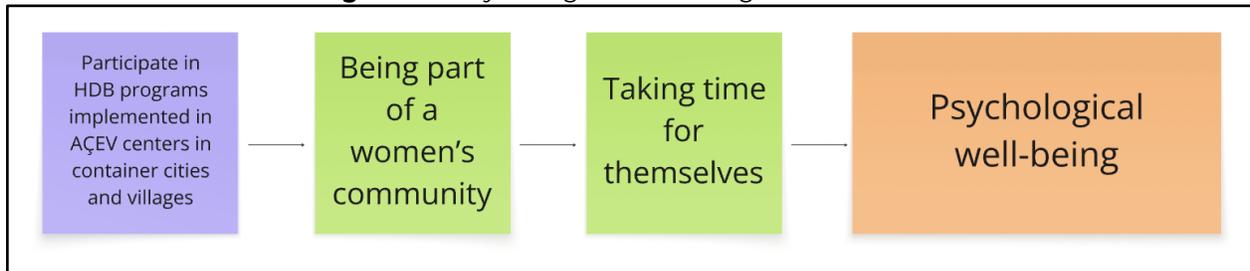
Quantitative data were collected about the following three outcome chains:

- 1. "Psychological well-being"**

Women who participated in the program reported that as the last step of the following outcome chains, they experienced the outcome of "**psychological well-being**".

These women stated that after experiencing the intermediate outcomes of "**being part of a women's community**," and "**taking time for themselves**" they ultimately experienced the outcome of "**psychological well-being**" as the last step of the chain.

Figure-16: "Psychological well-being" outcome chain

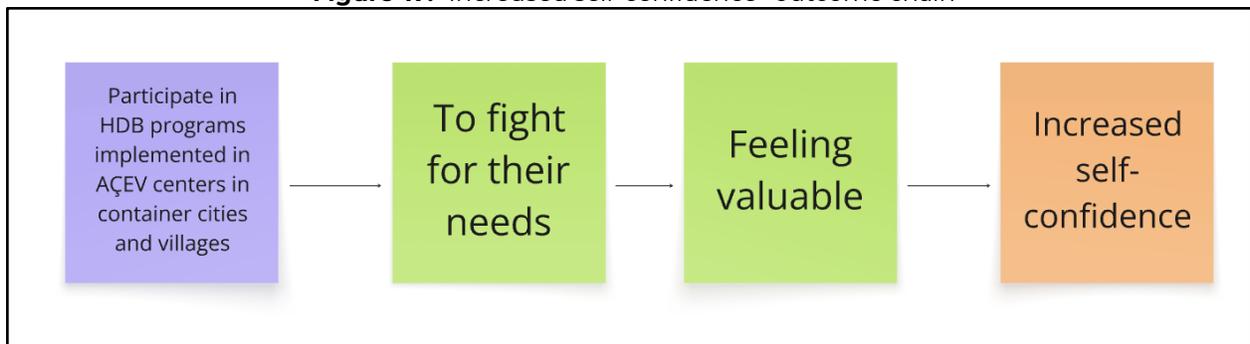


2. "Increased self-confidence"

Women who participated in the program reported that as the last step of the following outcome chains, they experienced the outcome of "**increased self-confidence**".

These women stated that after experiencing the intermediate outcomes of "**to fight for their needs**" and "**feeling valuable**" they ultimately experienced the outcome of "**increased self-confidence**" as the last step of the chain.

Figure-17: "Increased self-confidence" outcome chain

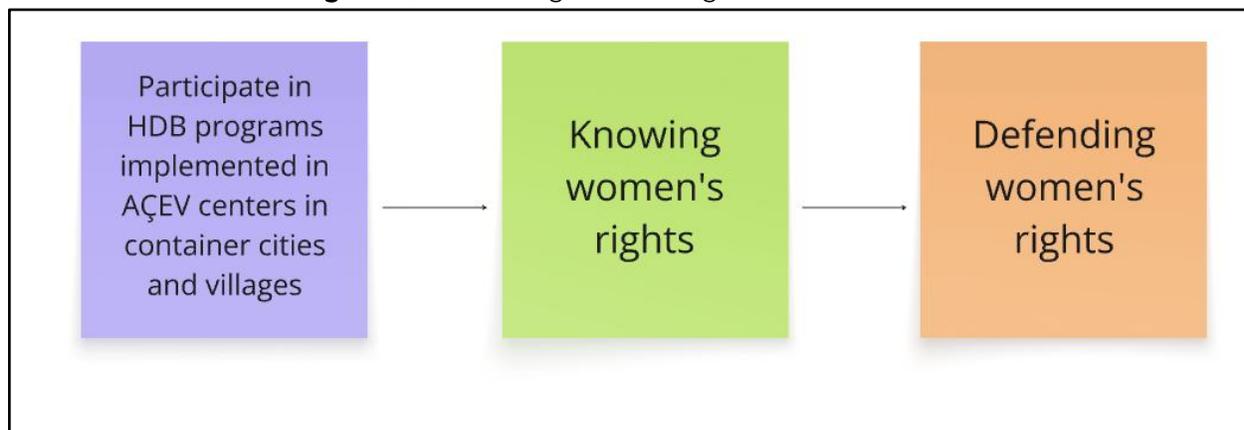


3. "Defending women's rights"

Women who participated in the program reported that as the last step of the following outcome chains, they experienced the outcome of "**defending women's rights**".

These women stated that after experiencing the intermediate outcomes of "**to know women rights**", they experienced the outcome of "**defending women's rights**" as the last step of the chain.

Figure-18: "Defending women's rights" outcome chain



Explanation of the survey questions and dissemination process

According to the data expressed by the POWER programme participants during the focus group discussions, three outcome chains emerged, and questions were asked in the questionnaire to understand the outcomes related to these outcome chains.

Quantitative data were collected from 70 women. In the survey, women evaluated 9 statements, each representing an indicator of outcome, on a 5-point Likert scale, according to the instructions “before participating in the programme” and “after participating in the programme”. In addition to some statements, the attribution, counterfactuality, duration, and relative importance of the changes they experienced were also asked.

Since the survey content was quite comprehensive and considering the literacy level of the target group, the interviewer visited the AÇEV centers and container settlements to administer the survey in person (face-to-face). The survey forms were disseminated and analyzed using the tool (Qualtrics) employed by Koç University.

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
	In the survey, women evaluated 3 statements related to the “psychological well-being” outcome chain. They assessed their own situation before and after participating in the programme based on the following

<p>“Psychological well-being”</p>	<p>statements:</p> <ul style="list-style-type: none"> - Taking time for oneself: When you think about your daily routine, how much time do you dedicate to yourself? - Feeling part of a women’s community: Please evaluate the statement “I feel that I am part of a women’s community.” - Feeling psychologically well
<p>“Increased self-confidence”</p>	<p>In the survey, women evaluated 4 statements related to the “increased self-confidence” outcome chain. They assessed their situation before and after participating in the programs based on the following statements:</p> <ul style="list-style-type: none"> - Ability to express oneself comfortably: Please evaluate how comfortably you can express yourself in different settings. - Ability to stand up for one’s needs: Please evaluate the statement “I can fight for the things I want.” - Feeling valued: Please evaluate the statement “I believe that I am a valuable person.” - Self-confidence: Please evaluate your level of self-confidence by considering your situation before and after participating in the program.
<p>“Defending women's rights”</p>	<p>In the survey, women evaluated 4 statements related to the “defending women’s rights” outcome chain.</p> <ul style="list-style-type: none"> - Knowledge of women’s rights: Please evaluate the statement “As a woman, I know my rights.” - Defending women’s rights: Please evaluate the statement “I stand up for my rights whenever necessary.”

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 the women's self-assessment. To minimize 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 women 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-31 below, which shows the change amounts according to segments, those between 1 and 4, significant positive changes, are included.

Table-31: Women who participated in POWER Programme - 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 well-being	Women who have participated in the POWER Program 40 women	34	85%	Before - 2 After - 4 Difference - 2	10%	5%
Increased self-confidence	Women who have participated in the POWER Program 40 women	29	73%	Before - 2.6 After - 4.4 Difference - 1.8	10%	5%
	Mothers who have participated in 1 or more mother programs and POWER programme 30 women	25	83%	Before - 3 After - 4.6 Difference - 1.6	5%	10%
Defending women's rights	Women who have participated in the POWER Program 40 women	29	73%	Before - 2.5 After - 4.6 Difference - 2.1	10%	10%

Counterfactual and attribution - evaluation and explanation

Women were asked counterfactual and attribution questions about the outcomes they experienced. These questions were asked only of those experiencing the positive or negative outcomes. Detailed information shared in Table 32.

Table-32: Women who participated in POWER programme - counterfactual 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 their percentage in the sample	Average probability of change (out of 10 points)	Attribution - person and % average
Psychological well-being	Women who have participated in the POWER Program 40 women	5 women	4.5	4 women - 50%
Increased self-confidence	Women who have participated in the POWER Program 40 women	4 women	7.5	2 women - 50%
	Mothers who have participated in 1 or more mother programs and POWER programme 30 women	2 women	6.5	4 women - 50%
Defending women's rights	Women who have participated in the POWER Program 40 women	4 women	4.7	4 women - 50%

Significance analysis

In the light of the qualitative and quantitative data collected from women, all three well-defined outcomes meet the relevance/significance criterion ("psychological well-being", "increased self-confidence", and "defending women's rights").

The summary of the relevance/significance assessment of the outcomes is shown in Table-33. The relevant and significant outcomes in this table have been added to the value map.

Table-33: Women who participated in POWER programme - materiality assessment of outcomes

Outcome	Stakeholder group	Materiality (relevance and significance)
Psychological well-being	Women who have participated in the POWER Program 40 women	Relevant / Significant
Increased confidence	Women who have participated in the POWER Program 40 women	Relevant / Significant
	Mothers who have participated in 1 or more mother programs and POWER programme 30 women	Relevant / Significant
Defending women's rights	Women who have participated in the POWER Program 40 women	Relevant / Significant

Extrapolating the findings from the sample to the population

Participation data for women who attended the POWER programme are available. During the **2023–2024 period** (excluding the summer 2024 term), a total of **411 women** participated in the program. Among them, **166 women (40%)** attended **more than 70% of the sessions**, thereby earning the **right to receive a certificate**.

Table-34: Women who participated in POWER programme - enrollment status

City	Number of women who attended at least one session of HDB 23/24 (excluding summer 2024)	Number of women graduating from HDB in 2023/2024 (excluding summer 2024)	Percentage of graduates
Adiyaman	124	37	30
Nurdağı	167	72	43
Hatay	120	57	48
Total	411	166	40

The generalisation of the findings was based on this group:

Table-35: Extrapolating from the number of women to the population

Outcome	Stakeholder group	Number of people experiencing change	Percentage of those experiencing change in the sample	Extending the percentage of those experiencing change to women with 70% attendance (166)
Psychological well-being	Women who have participated in the POWER Program 40 women	34	85%	141
Increased self-confidence	Women who have participated in the POWER Program 40 women	29	73%	121
Defending women's rights	Women who have participated in the POWER Program 40 women	29	73%	121

7.5 Stakeholder: Young Women who participated in POWER Programme for Young Women

The POWER Programme for Young Women (GHDB) program, implemented for girls aged 14–18 at the AÇEV Child and Family Centers located in the container settlements, was included in the analysis. The GHDB program was conducted in Adiyaman, Hatay–Defne, and Gaziantep–Nurdağı at AÇEV’s Child and Family Centers. The number of participants who attended at least one GHDB session between June 2023 and August 2024 is presented in Table 36.

Table-36: Young women - Distribution by city and program

City	GHDB Fall 2023	GHDB Summer 2024	Total
Adiyaman	14	0	14
Gaziantep-Nurdağı	23	8	31
Hatay - Defne	11	11	22
Total number of graduates	48	19	67

The 14 people included in the analysis represent 21% of the population.

Outcome chains

Quantitative data were collected about the following two outcome chains:

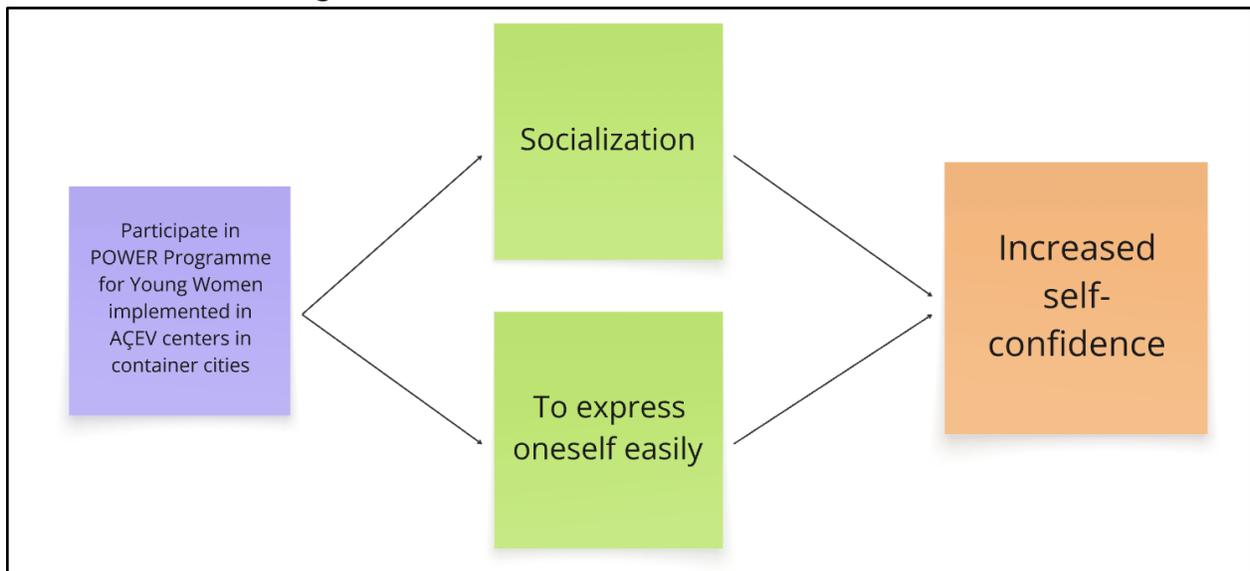
1. “Increased self-confidence”

Young women who participated in the program reported that as the last step of the following outcome chains, they experienced the outcome of **“increased self-confidence”**.

These young women stated that after experiencing the intermediate outcomes of **“socialization”**, they experienced the outcome of **“increased self-confidence”** as the last step of the chain.

In the second chain, young women experienced **“to express oneself easily”** followed by **“increased self-confidence”** at the end of the chain.

Figure-19: “Increased self-confidence” outcome chain

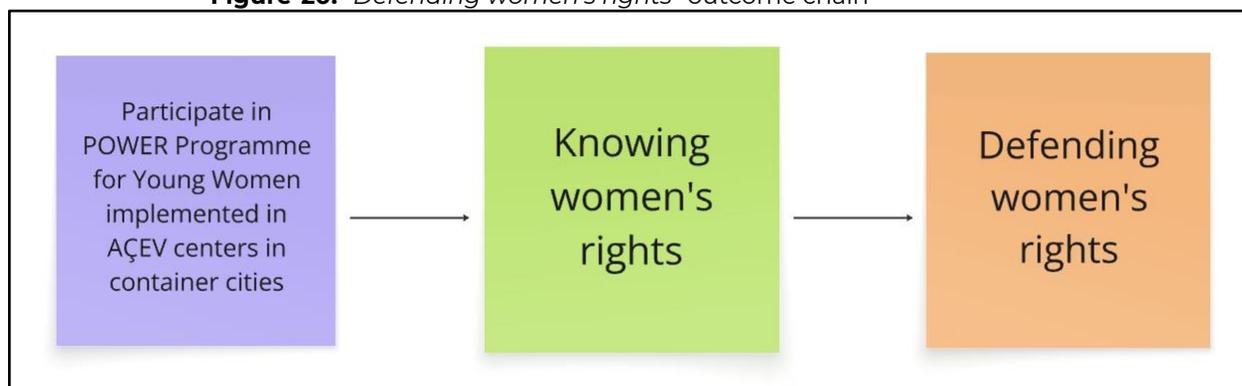


2. “Defending women’s rights”

Young women who participated in the program reported that as the last step of the following outcome chains, they experienced the outcome of **“defending women’s rights”**.

These young women stated that after experiencing the intermediate outcomes of **“to know women rights”**, they experienced the outcome of **“defending women’s rights”** as the last step of the chain.

Figure-20: “Defending women’s rights” outcome chain



Explanation of the survey questions and dissemination process

According to the data expressed by the POWER programme for Young Women participants during the focus group discussions, two outcome chains emerged, and questions were asked in the questionnaire to understand the outcomes related to these outcome chains.

Quantitative data were collected from 14 young women. In the survey, young women evaluated 6 statements, each representing an indicator of outcome, on a 5-point Likert scale, according to the instructions “before participating in the programme” and “after participating in the programme”. In addition to some statements, the attribution, counterfactual, duration, and relative importance of the changes they experienced were also asked.

Since the survey content was quite comprehensive and considering the literacy level of the target group, the researcher visited the AÇEV centers and container settlements to administer the survey in person (face-to-face). The survey forms were disseminated and analyzed using the tool (Qualtrics) employed by Koç University.

Measuring well-defined outcomes

Table 37 below shows the well-defined outcomes and indicators used in the quantitative analysis.

Table-37: Well-defined outcomes and indicators

Well-defined outcome	Indicator
"Increased self-confidence"	<p>In the survey, young participants evaluated four statements related to the "increased self-confidence" outcome chain. They assessed their situation before and after participating in the program based on the following statements:</p> <ul style="list-style-type: none">- Ability to express oneself easily: Please evaluate how comfortably you can express yourself in different environments.- Taking action: Please evaluate the statement "I take action to put into practice the things I want to do."- Socialization: Please evaluate the statement "I meet new people and engage in social activities with them."- Self-confidence: Please evaluate your level of self-confidence by considering your situation before and after participating in the program.
"Defending women's rights"	<p>In the survey, young participants evaluated four statements related to the "defending women's rights" outcome chain.</p> <ul style="list-style-type: none">- Knowledge of women's rights: Please evaluate the statement "As a woman, I know my rights."- Defending one's rights: Please evaluate the statement "I stand up for my rights whenever necessary."

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 the young women's 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 women 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 38 below, which shows the change amounts according to segments, those between 1 and 4, significant positive changes, are included.

Table-38: Young women - 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
Increased self-confidence	Girls aged 14-18 who participated in the young program 14 young women	9	60%	Before - 2.7 After - 4.4 Difference - 1.7	10%	15%
Defending women's rights	Girls aged 14-18 who participated in the young program 14 young women	11	73%	Before - 2.8 After - 4.4 Difference - 1.6	20%	10%

Counterfactual and attribution - evaluation and explanation

Young women who participated in the POWER programme for young girls 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-39: Young women- 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 their percentage in the sample	Average probability of change (out of 10 points)	Attribution - person and % average
Increased self-confidence	Girls aged 14-18 who participated in the young program 14 young women	2 young women	7	6 young women - 30%
Defending women's rights	Girls aged 14-18 who participated in the young program 14 young women	6 young women	5	2 young women - 50%

Significance Analysis

In the light of the qualitative and quantitative data collected from young women aged 14-18, all two well-defined outcomes meet the relevance/significance criterion ("Increased self-confidence" and "defending women's rights").

The summary of the relevance/significance assessment of the outcomes is shown in Table 40. The relevant and significant outcomes in this table have been added to the value map.

Table-40: Young women - materiality assessment of outcomes

Outcome	Stakeholder group	Materiality (relevance and significance)
Increased self-confidence	Girls aged 14-18 who participated in the young program 14 young women	Relevant / Significant
Defending women's rights	Girls aged 14-18 who participated in the young program 14 young women	Relevant / Significant

Extrapolating the findings from the sample to the population

Participation data for young women who attended the POWER programme for young women are available. The sample of young women represents 20% of the

population. This representation sufficiently ensures data accuracy, allowing the findings to be generalized to the population.

The generalisation of the findings was based on this group:

Table-41: Extrapolating from the number of young women to the population

Outcome	Stakeholder group	Number of people experiencing change	Percentage of those experiencing change in the sample	Extrapolation the percentage of those experiencing change to young women (67 young women)
Increased self-confidence	Girls aged 14-18 who participated in the young program 14 young women	9	60%	40
Defending women's rights		11	73%	49

7.6 Stakeholder: Teachers Who Worked in AÇEV Centers

Teachers working at the AÇEV Child and Family Centers and in the mobile learning units located in the container settlements were included in the analysis. Although teachers 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.

A total of 29 female teachers participated in the quantitative data collection process. 23 of those teachers were working at the centers and 6 of them working in the mobile learning units.

Outcome chain

Quantitative data were collected about the following three outcome chains:

1. "Positive outlook for the future"

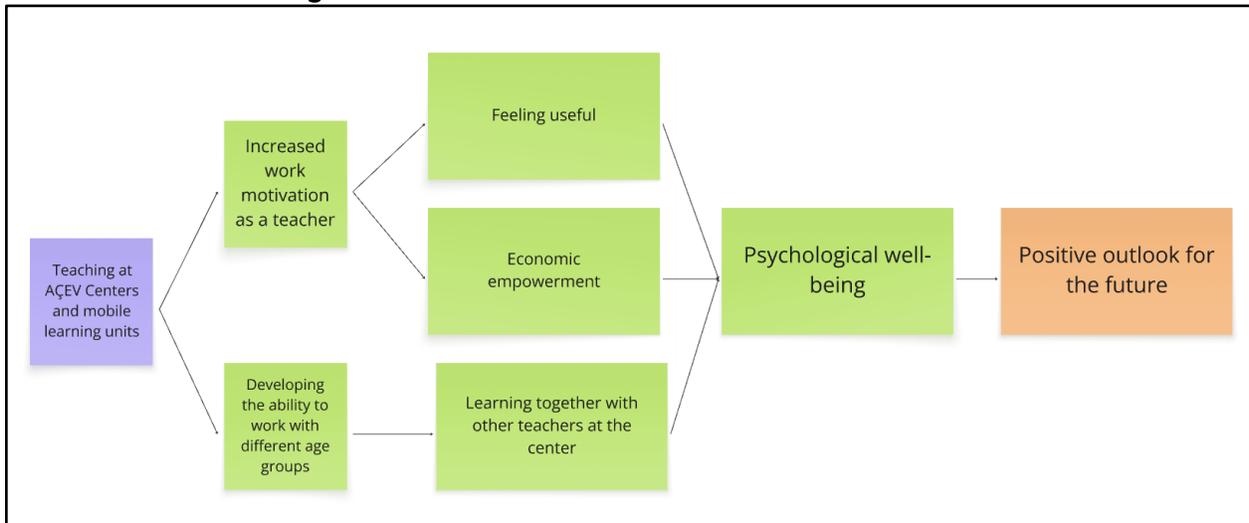
Teachers stated that they experienced the outcome of **"positive outlook for the future"** as the last step of the following outcome chains.

Within the scope of the programs, the teachers reported experiencing a sequence of intermediate outcomes in the following order; **"increased work motivation as a**

teacher", followed by "feeling useful", "economic empowerment", and subsequently "psychological well-being". At the end of this first outcome chain, teachers experienced the change of "positive outlook for the future".

In the last chain, the teachers after the intermediate outcomes of "developing the ability to work with different age groups", "learning together with other teachers at the center", and "psychological well-being", experienced the outcome of "positive outlook for the future" at the end of the chain.

Figure-21: "Positive outlook for the future" outcome chain

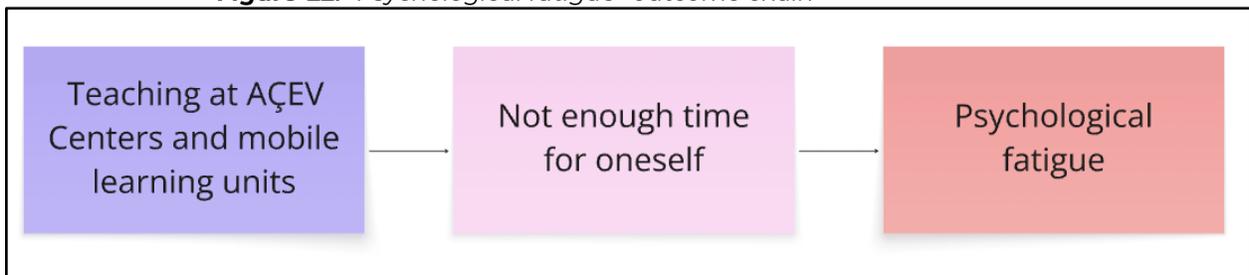


2. "Psychological fatigue"

Some of the teachers stated that as the last step of the following outcome chains, they experienced the negative outcome of "psychological fatigue" but others also expressed that they experienced this change positively.

These teachers stated that after experiencing the intermediate outcome of "not enough time for oneself", they experienced the outcome of "psychological fatigue" as the last step of the chain.

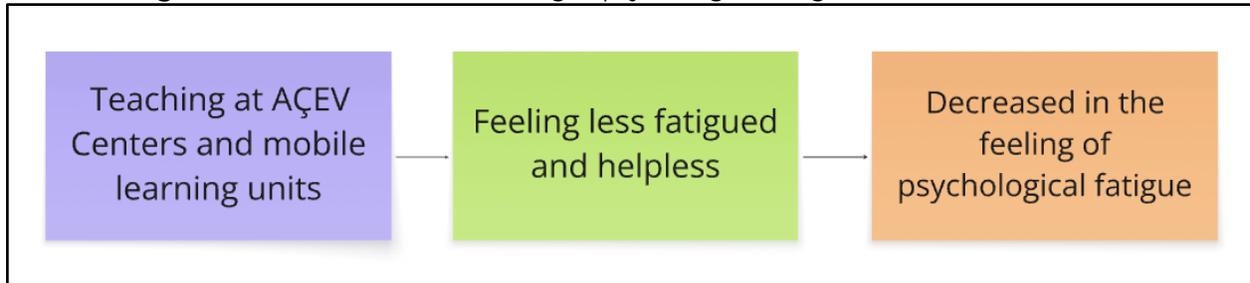
Figure-22: "Psychological fatigue" outcome chain



Some of the teachers stated that as the last step of the following outcome chains, they experienced the outcome of "decreased feeling of psychological fatigue." These

teachers stated that after experiencing the intermediate outcome of **"feeling less fatigued and helpless"** they experienced the outcome of **"decreased in the feeling of psychological fatigue"** as the last step of the chain.

Figure-23: "Decreased in the feeling of psychological fatigue" outcome chain

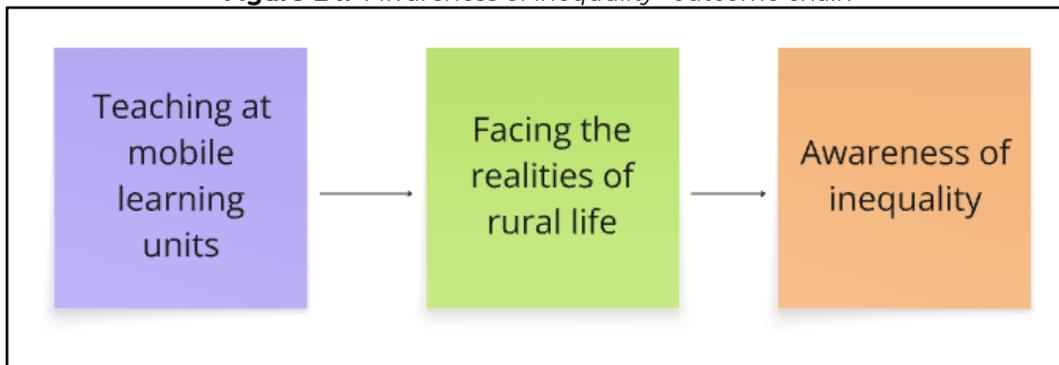


3. ***"Awareness of inequality"***

This outcome chain is experienced **exclusively by the teachers working in the mobile learning units**. The teachers stated that as the last step of the following outcome chains, they experienced the outcome of **"awareness of inequality"**.

These teachers stated that after experiencing the intermediate outcome of **"facing the realities of rural life"**, they experienced the outcome of **"awareness of inequality"** as the last step of the chain.

Figure-24: "Awareness of inequality" outcome chain



Explanation of the survey questions and dissemination process

According to the data expressed by the teachers 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

A total of **29 female teachers** completed the survey anonymously. All teachers filled the questionnaire online and evaluated 10 statements indicating each outcome on a 5-point Likert scale according to the instructions "before working for AÇEV" and "after

working for AÇEV". 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 survey concerned the province in which they work and the specific program they are involved in.

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

Measuring well-defined outcomes

Table 42 below shows the well-defined outcomes and indicators used in the quantitative analysis.

Table-42: Well-defined outcomes and indicators

Well-defined Outcome	Indicator
"Positive outlook for the future"	<p>In the survey, teachers evaluated six statements related to the "positive outlook for the future" outcome chain. They assessed their situation based on the following statements:</p> <ul style="list-style-type: none"> - Please evaluate your motivation to work as a teacher. - Please evaluate your ability to work with different age groups. - Please evaluate your sense of being useful through your teaching profession. - Please evaluate your economic situation. - Please evaluate your psychological well-being. - Please evaluate your sense of having a positive outlook for the future.
"Psychological fatigue"	<p>In the survey, teachers evaluated three statements related to the "psychological fatigue" outcome chain. They assessed their situation based on the following statements:</p> <ul style="list-style-type: none"> - Please evaluate the amount of time you dedicate to yourself. - Please evaluate how often you feel helpless in the work you do. - Please evaluate your level of psychological fatigue in the work you do.
"Awareness of inequality"	<p>In the survey, teachers evaluated one statement related to the "awareness of inequalities" outcome chain:</p>

	- Please evaluate your awareness of the inequalities you have encountered in rural life.
--	--

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. 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 teacher worked for AÇEV 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 43 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. They were taken to the value map as one segment.

Table-43: Teachers - 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
Positive outlook for the future	Teachers working at AÇEV Centers and in mobile	26	90%	Before - 2.6 After - 4.5 Difference - 1.9	15%	10%
Psychological fatigue		16	55%	Before - 2.2 After - 3.9 Difference - 1.7	15%	5%

Decreasing the feeling of psychological fatigue	learning unit 29 teachers	9	31%	Before - 3.3 After - 1.7 Difference - 1.6	30%	0%
Awareness of inequality	Teachers working in mobile learning unit 6 teachers	6	100%	Before - 3.3 After - 4.8 Difference - 1.5	30%	20%

Counterfactual and attribution - evaluation and explanation

The questions on the counterfactuality and attribution of the changes experienced by teachers were asked. These questions were only asked of the teachers who stated that they experienced positive or negative changes.

Table-44: Teachers - 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 their percentage in the sample	Average probability of change (out of 10 points)	Attribution - person and % average
Positive outlook for the future	Teachers working at AÇEV Centers and in mobile learning unit 29 teachers	4 teachers	8	3 teachers - 10%
Psychological fatigue		6 teachers	6	2 teachers - 5%
Decreasing the feeling of psychological fatigue		3 teachers	7.6	0
Awareness of inequality	Teachers working in mobile learning unit 6 teachers	2 teachers	9	2 teachers - 30%

Significance Analysis

Considering the qualitative and quantitative data collected from the teachers, the three main outcomes meet the relevance/significance criterion (“Positive outlook for the future”, “psychological fatigue”, “decreasing feeling of psychological fatigue” and “awareness of inequality”).

The summary of the relevance/significance assessment of the outcomes is shown in Table 45. The relevant and significant outcomes in this table have been added to the value map.

Table-45: Teachers – Materiality assessment of outcomes

Outcome	Stakeholder group	Materiality (relevance and significance)
Positive outlook for the future	Teachers working at AÇEV Centers and in mobile learning unit 29 teachers	Relevant / Significant
Psychological fatigue		Relevant / Significant
Decreased in feeling of psychological fatigue		Relevant / Significant
Awareness of inequality	Teachers working in mobile learning unit 6 teachers	Relevant / Significant

7.7 Stakeholder: Adult Trainers (Women Programs)

Adult trainers working in the women’s programs at the AÇEV Child and Family Centers located in the container settlements were included in the analysis. Although the trainers are not part of AÇEV’s primary target group, their inclusion was deemed appropriate as they are directly involved in the interventions and serve as a relevant and significant stakeholder group contributing to the implementation of the activities.

A total of three adult trainers worked in the women’s programs, and all three were included in both the qualitative and quantitative data collection processes.

Outcome chains

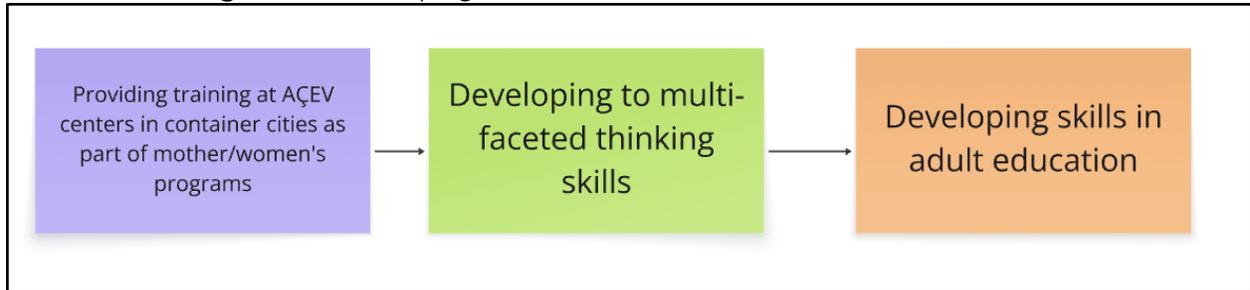
Quantitative data were collected about the following five outcome chains:

1. **“Developing skills in adult education”**

The adult trainers stated that as the last step of the following outcome chains, they experienced the outcome of **“developing skills in adult education”**.

These trainers stated that after experiencing the intermediate outcome of **“developing to multi-faceted thinking skills”**, they experienced the outcome of **“developing skills in adult education”** as the last step of the chain.

Figure-25: “Developing skills in adult education” outcome chain



2. **“Feeling of happiness that comes from being useful”**

The adult trainers stated that as the last step of the following outcome chains, they experienced the outcome of **“feeling of happiness that comes from being useful”**.

These trainers stated that after experiencing the intermediate outcome of **“feeling to provide support”**, they experienced the outcome of **“feeling of happiness that comes from being useful”** as the last step of the chain.

Figure-26: “Feeling of happiness that comes from being useful” outcome chain



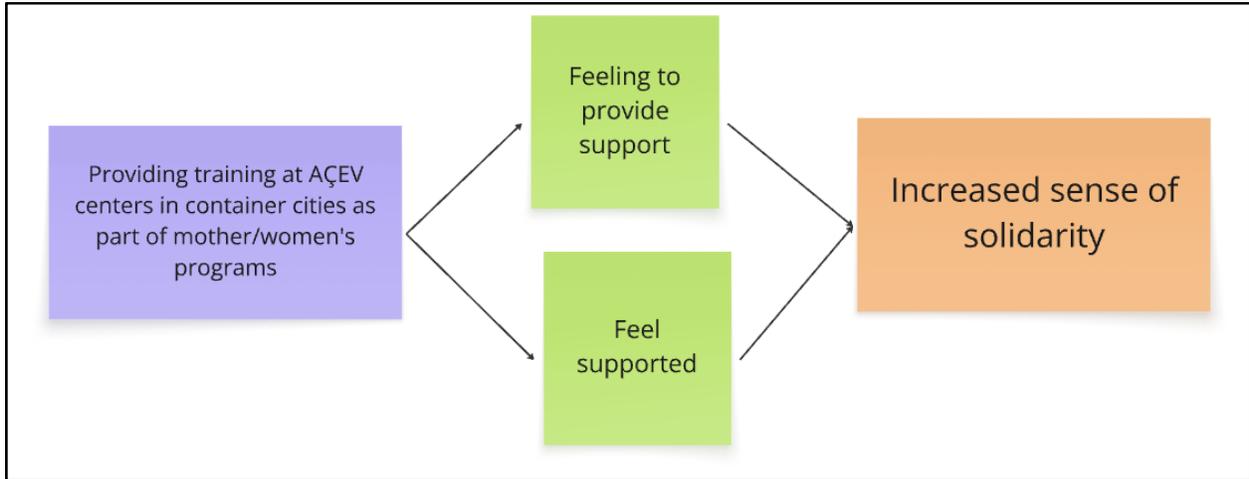
3. **“Increased sense of solidarity”**

The adult trainers of women programs stated that as the last step of the following outcome chains, they experienced the outcome of **“increased sense of solidarity”**.

After the intermediate outcome of **“feeling to provide support”** in the first chain, adult trainers experienced **“increased sense of solidarity”** at the end.

After the intermediate outcome of **“feel supported”** in the second chain, the adult trainers experienced **“increased sense of solidarity”** at the end of the chain.

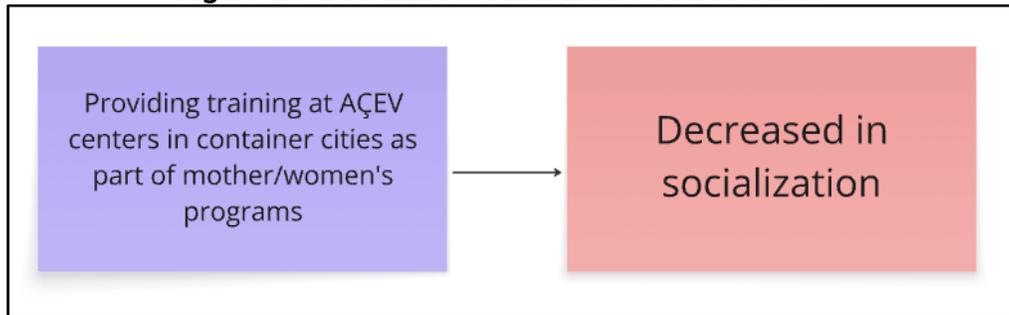
Figure-27: *“Increased sense of solidarity”* outcome chain



4. “Decreased in socialization”

The adult trainers of women programs stated that as the last step of the following outcome chains, they experienced the negative outcome of **“decreased in socialization”**.

Figure-28: *“Decreased in socialization”* outcome chain

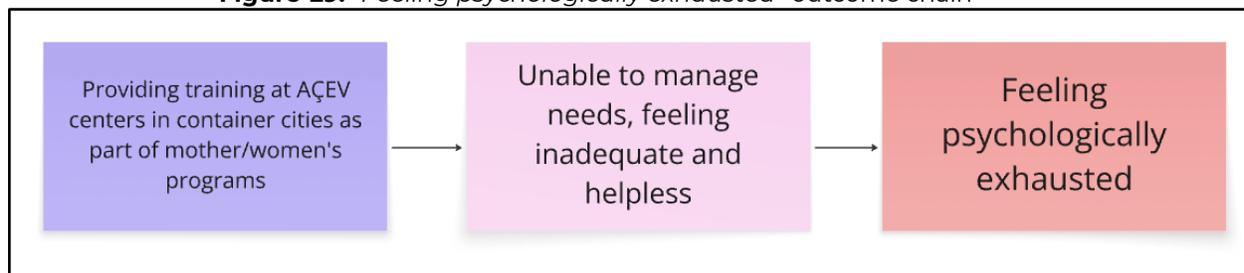


5. “Feeling psychologically exhausted”

The adult trainers of women programs stated that as the last step of the following outcome chains, they experienced the negative outcome of **“feeling psychologically exhausted”**.

After the intermediate outcome of **“feeling to provide support”** in the first chain, adult trainers experienced **“unable to manage needs, feeling inadequate and helpless”** at the end.

Figure-29: "Feeling psychologically exhausted" outcome chain



Explanation of the survey questions and dissemination process

According to the data expressed by the adult trainers for women programs during the focus group discussions, 3 positive and 2 negative outcome chains emerged, and questions were asked in the questionnaire to understand the outcomes related to these outcome chains.

3 of the adult trainers filled the questionnaire online and evaluated 7 statements indicating each outcome on a 5-point Likert scale according to the instructions "before taking part in AÇEV training" and "after taking part in AÇEV training". 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 survey concerned the province in which they work and the specific program they are involved in. Survey forms were prepared and administered using the tool used by Koç University (Qualtrics).

Measuring well-defined outcomes

Table 46 below shows the well-defined outcomes and indicators used in the quantitative analysis.

Table-46: Well-defined outcomes and indicators

Well-defined Outcome	Indicator
"Developing skills in adult education"	In the survey, trainers evaluated 1 statement related to the "developing skills in adult education" outcome chain: <ul style="list-style-type: none"> - Please evaluate your ability to provide adult education.
"Feeling of happiness that comes from being useful"	In the survey, trainers evaluated 2 statements related to the "feeling of happiness that comes from being useful" outcome chain: <ul style="list-style-type: none"> - Please evaluate your ability to show empathy.

	<ul style="list-style-type: none"> - Please evaluate your sense of being useful as a result of the activities you carry out.
“Increased sense of solidarity”	<p>In the survey, trainers evaluated 1 statement related to the “increased sense of solidarity” outcome chain:</p> <ul style="list-style-type: none"> - Please evaluate your sense of being in solidarity with others.
“Decreased in socialization”	<p>In the survey, trainers evaluated 1 statement related to the “decreased in socialization” outcome chain:</p> <ul style="list-style-type: none"> - Please evaluate your level of socialization.
“Feeling psychologically exhausted”	<p>In the survey, trainers evaluated 2 statements related to the “feeling psychologically exhausted” outcome chain:</p> <ul style="list-style-type: none"> - Please evaluate how often you feel helpless in the work you do. - Please evaluate your level of psychological exhaustion in the work you do.

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 adult trainers’ 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 adult trainers 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 47 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-47: Adult trainers - 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
Developing skills in adult education	Adult trainers (woman program) 3 women	3	100%	Before - 3 After - 4.3 Difference - 1.3	20%	25%
Feeling of happiness that comes from being useful		2	67%	Before - 2.5 After - 5 Difference - 2.5	50%	0%
Increased sense of solidarity		2	67%	Before - 2 After - 4 Difference - 2	20%	30%
Decreased in socialization		2	67%	Before - 4 After - 3 Difference - (-1)	0%	0%
Feeling psychologically exhausted		2	67%	Before - 2,5 After - 4 Difference - 1,5	50%	50%

Counterfactual and attribution - evaluation and explanation

Adult trainers 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-48: Adult trainers (woman programs)- 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 their percentage in the sample	Average probability of change (out of 10 points)	Attribution - person and % average
Developing skills in adult education	Adult trainers (woman program) 3 women	1 woman	5	3 women - 25%
Feeling of happiness that comes from being useful		1 woman	5	0
Increased sense of solidarity		1 woman	5	1 woman - 50%
Decreased in socialization		0	-	0
Feeling psychologically exhausted		2 women	5.5	1 woman - 75%

Significance Analysis

In the light of the qualitative and quantitative data collected from adult trainers, all five well-defined outcomes meet the relevance/significance criterion ("developing skills in adult education", "feeling of happiness that comes from being useful", "increased sense of solidarity", "decreased in socialization" and "feeling psychologically exhausted").

The summary of the relevance/significance assessment of the outcomes is shown in Table 49. The relevant and significant outcomes in this table have been added to the value map.

Table-49: Adult trainers- materiality assessment of outcomes

Outcome	Stakeholder group	Materiality (relevance and significance)
Developing skills in adult education	Adult trainers (woman program) 3 women	Relevant / Significant
Feeling of happiness that comes from being useful		Relevant / Significant
Increased sense of solidarity		Relevant / Significant
Decreased in socialization		Relevant / Significant
Feeling psychologically exhausted		Relevant / Significant

7.8 Stakeholder: Volunteer Trainers (Father Program)

Volunteer trainers working in the father programs at the AÇEV Child and Family Centers located in the container settlements were included in the analysis. Although the trainers are not part of AÇEV's primary target group, their inclusion was deemed appropriate as they are directly involved in the interventions and serve as a relevant and significant stakeholder group contributing to the implementation of the activities.

A total of five volunteer trainers worked in the father's program, and four were included in both the qualitative and quantitative data collection processes.

Outcome chains

Quantitative data were collected about the following four outcome chains:

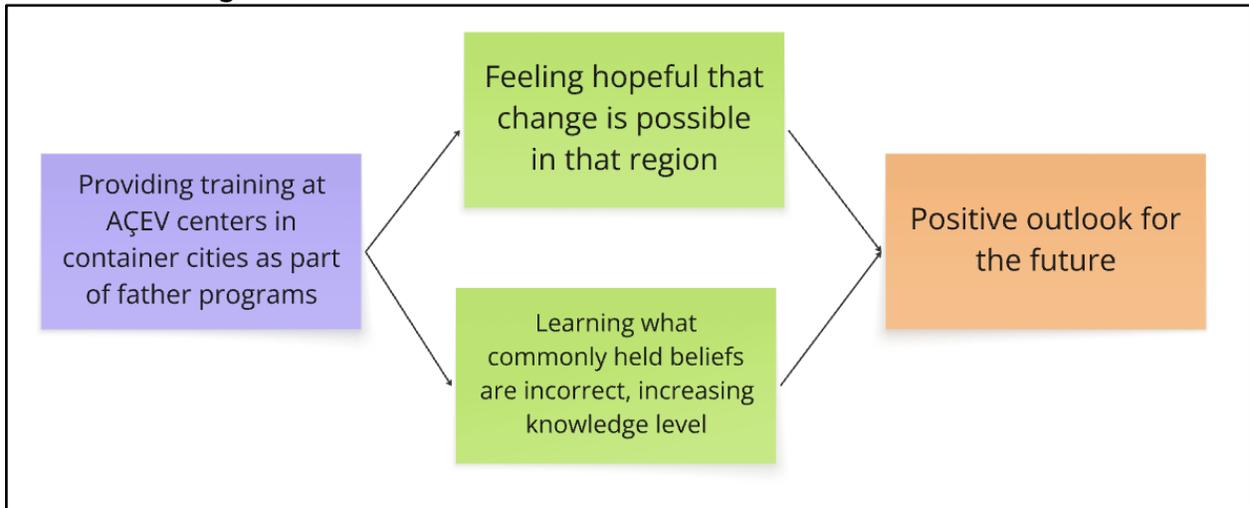
1. "Positive outlook for the future"

The volunteer trainers of the father program stated that as the last step of the following outcome chains, they experienced the outcome of **"positive outlook for the future"**.

In the first chain, the volunteer trainers first experienced the intermediate outcome of **"feeling hopeful that change is possible in that region"**, followed by **"positive outlook for the future"** at the end of the chain.

In the second chain, the volunteer trainers first experienced **"learning what commonly held beliefs are incorrect, increasing knowledge level"** followed by **"positive outlook for the future"** at the end of the chain.

Figure-30: “Positive outlook for the future” outcome chain

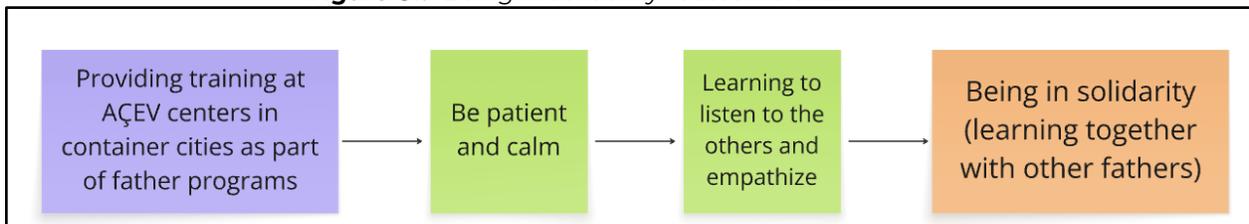


2. “Being in solidarity (learning together with other fathers)”

The volunteer trainers of the father program stated that as the last step of the following outcome chains, they experienced the outcome of **“being in solidarity (learning together with other fathers)”**.

In the first chain, the volunteer trainers first experienced the intermediate outcome of **“be patient and calm”**, and **“learning to listen to the others and empathize”** followed by **“being in solidarity (learning together with other fathers)”** at the end of the chain.

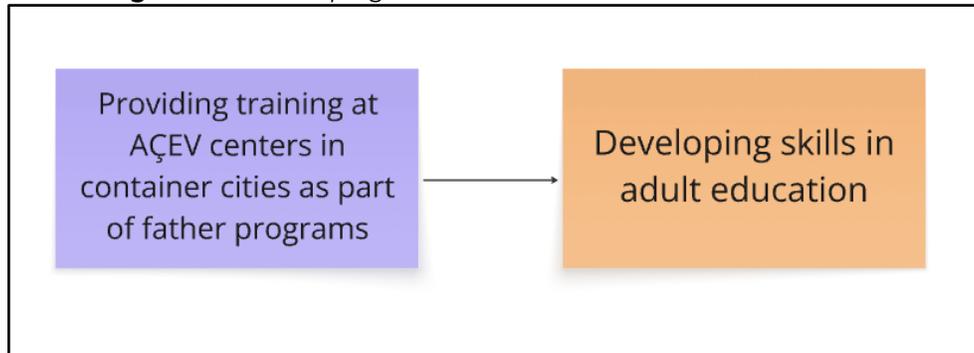
Figure-31: “Being in solidarity” outcome chain



3. “Developing skills in adult education”

The volunteer trainers of the father program stated that as the last step of the following outcome chains, they experienced the outcome of **“developing skills in adult education”**.

Figure-32: “Developing skills in adult education” outcome chain

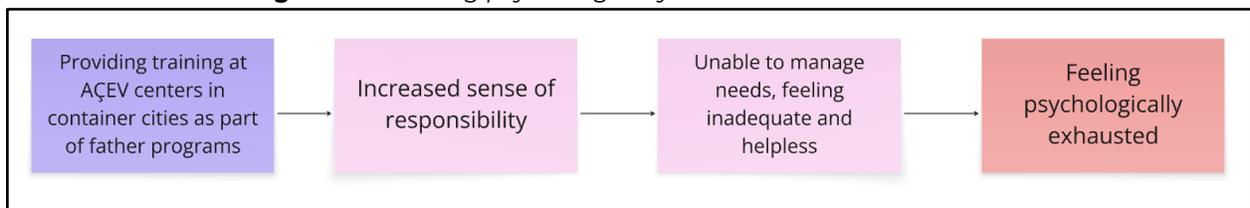


4. “Feeling psychologically exhausted”

The volunteer trainers of the father program stated that as the last step of the following outcome chains, they experienced the negative outcome of **“feeling psychologically exhausted”**.

In the first chain, the volunteer trainers first experienced the intermediate outcome of **“increased sense of responsibility”**, and **“unable to manage needs, feeling inadequate and helpless”** followed by **“feeling psychologically exhausted”** at the end of the chain.

Figure-33: “Feeling psychologically exhausted” outcome chain



Explanation of the survey questions and dissemination process

According to the data expressed by the volunteer trainers for the father program during the focus group discussions, 3 positive and 1 negative outcome chains emerged, and questions were asked in the questionnaire to understand the outcomes related to these outcome chains.

4 of the volunteer trainers filled the questionnaire online and evaluated 7 statements indicating each outcome on a 5-point Likert scale according to the instructions "before taking part in AÇEV training" and "after taking part in AÇEV training". 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 survey concerned the province in which they work and the specific program they are involved in. Survey forms were prepared and administered using the tool used by Koç University (Qualtrics).

Measuring well-defined outcomes

Table 50 below shows the well-defined outcomes and indicators used in the quantitative analysis.

Table-50: Well-defined outcomes and indicators

Well-defined Outcome	Indicator
Developing skills in adult education	<p>In the survey, volunteer trainers evaluated 1 statement related to the “developing skills in adult education” outcome chain:</p> <ul style="list-style-type: none"> - Please evaluate your ability to provide adult education.
Positive outlook for the future	<p>In the survey, volunteer trainers evaluated 2 statements related to the “positive outlook for the future” outcome chain:</p> <ul style="list-style-type: none"> - Belief in cultural change in the region: Please evaluate your belief that cultural change is possible in your region. - Positive outlook for the future: Please evaluate your overall sense of having a positive outlook for the future.
Being in solidarity	<p>In the survey, volunteer trainers evaluated 2 statements related to the “being in solidarity” outcome chain:</p> <ul style="list-style-type: none"> - Please evaluate your ability to show empathy. - Please evaluate your sense of being in solidarity with others.
Feeling psychologically exhausted	<p>In the survey, volunteer trainers evaluated 2 statements related to the “feeling psychologically exhausted” outcome chain:</p> <ul style="list-style-type: none"> - Sense of responsibility: Please evaluate your sense of responsibility. - Psychological fatigue: Please evaluate your level of psychological fatigue in the work you do.

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 volunteer trainers' 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 adult trainers 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 51 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-51: Volunteer trainers - 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
Developing skills in adult education	Volunteer trainers (father program) 4 men	3	75%	Before - 3.3 After - 4.3 Difference - 1	0%	20%
Positive outlook for the future		3	75%	Before - 3 After - 4 Difference - 1	0%	0%
Being in solidarity		2	50%	Before - 3.5 After - 5 Difference - 1.5	50%	30%
Feeling psychologically exhausted		2	50%	Before - 3.5 After - 4.5 Difference - 1	40%	25%

Counterfactual and attribution - evaluation and explanation

Volunteer trainers 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-52: Volunteer trainers - 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 their percentage in the sample	Average probability of change (out of 10 points)	Attribution - person and % average
Developing skills in adult education	Volunteer trainers (father program) 4 men	0	-	3 men - 20%
Positive outlook for the future		0	-	0
Being in solidarity		1 man	10	1 man - 60%
Feeling psychologically exhausted		1 man	8	1 man - 50%

Significance Analysis

In the light of the qualitative and quantitative data collected from volunteer trainers, all four well-defined outcomes meet the relevance/significance criterion ("developing skills in adult education", "positive outlook for the future", "being in solidarity" and "feeling psychologically exhausted").

The summary of the relevance/significance assessment of the outcomes is shown in Table 53. The relevant and significant outcomes in this table have been added to the value map.

Table-53: Volunteer trainers - materiality assessment of outcomes

Outcome	Stakeholder group	Materiality (relevance and significance)
Developing skills in adult education	Volunteer trainers (father program) 4 men	Relevant / Significant
Positive outlook for the future		Relevant / Significant
Being in solidarity		Relevant / Significant
Feeling psychologically exhausted		Relevant / Significant

7.9 Stakeholder: Center Managers/Coordinators

Center managers/coordinators working at the AÇEV Child and Family Centers located in the container settlements were included in the analysis. Although the managers/coordinators are not part of AÇEV's primary target group, their inclusion was deemed appropriate as they are directly involved in the interventions and serve as a relevant and significant stakeholder group contributing to the implementation of the activities.

A total of three managers/coordinators worked in the centers, and three of them were included in both the qualitative and quantitative data collection processes.

Outcome chains

Quantitative data were collected about the following two outcome chains:

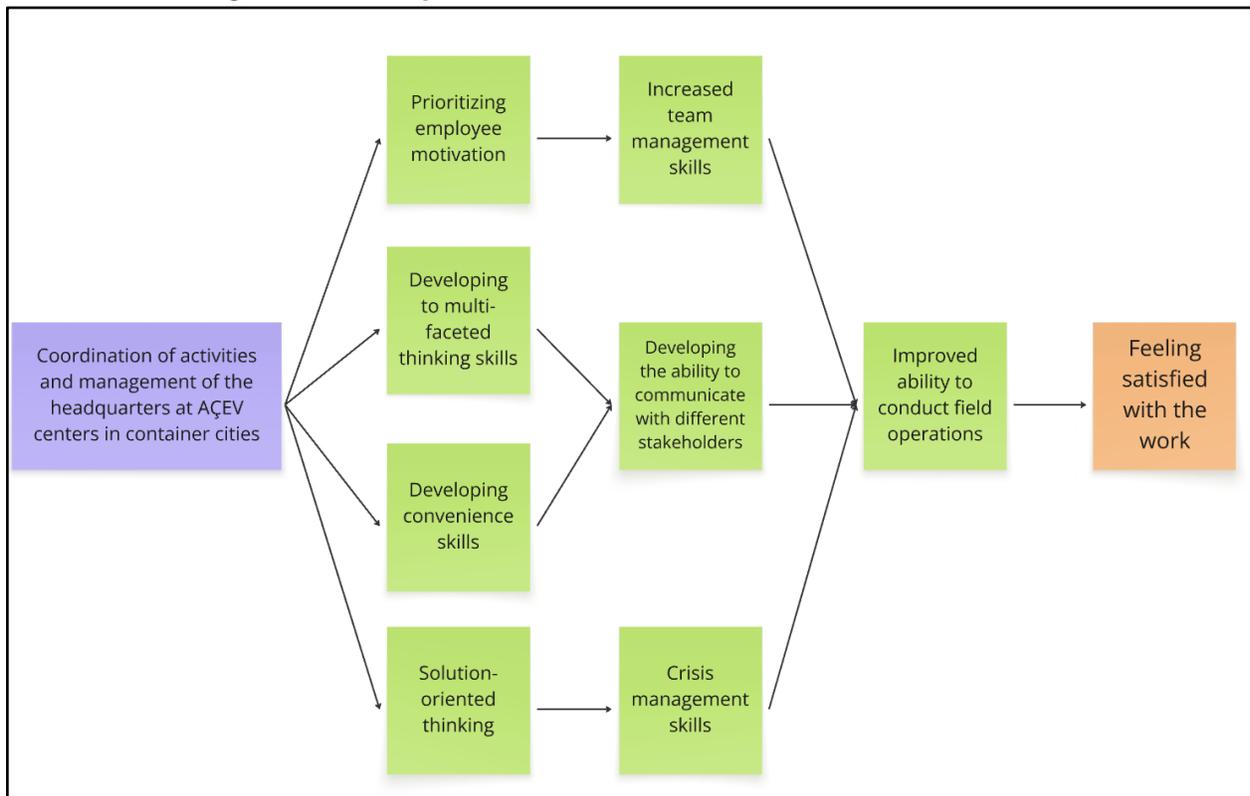
1. "Feeling satisfied with the work"

The people responsible for coordinating and managing centers stated that as the last step of the following outcome chains, they experienced the outcome of **"feeling satisfied with the work"**.

In the first chain, the managers/coordinators first experienced the intermediate outcome of **"prioritizing employee motivation"**, **"increased team management skills"** and **"improved ability to conduct field operations"** followed by **"feeling satisfied with the work"** at the end of the chain.

In the second chain, the managers/coordinators first experienced **"developing to multi-faceted thinking skills"**, **"developing convenience skills"**, **"developing the ability to communicate with different stakeholders"** and **"improved ability to conduct field operations"** followed by **"feeling satisfied with the work"** at the end of the chain.

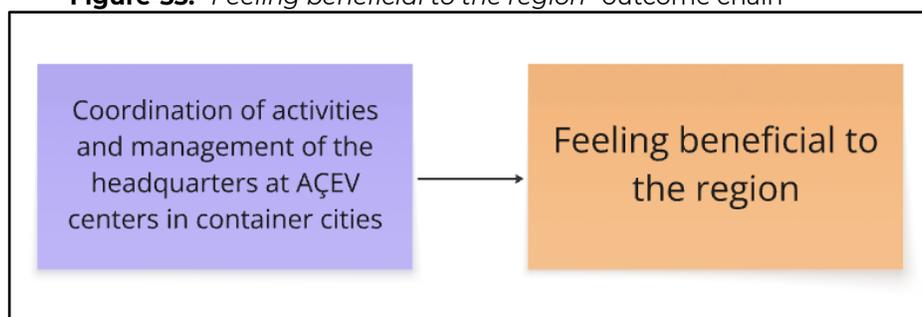
Figure-34: “Feeling satisfied with the work” outcome chain



2. “Feeling beneficial to the region”

The people responsible for coordinating and managing centers stated that as the last step of the following outcome chains, they experienced the outcome of **“feeling beneficial to the region”**.

Figure-35: “Feeling beneficial to the region” outcome chain



Explanation of the survey questions and dissemination process

According to the data expressed by the center managers/coordinators 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.

All 3 managers/coordinators filled the questionnaire online and evaluated 7 statements indicating each outcome on a 5-point Likert scale according to the instructions "before working in AÇEV Centers" and "after working in AÇEV Centers". 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 survey concerned the province in which they work and the specific program they are involved in.

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

Measuring well-defined outcomes

Table 54 below shows the well-defined outcomes and indicators used in the quantitative analysis.

Table-54: Well-defined outcomes and indicators

Well-defined Outcome	Indicator
"Feeling satisfied with the work"	They evaluated 6 statements asked in the questionnaire about "feeling satisfied with the work": <ul style="list-style-type: none"> - Importance given to employee motivation: Please evaluate the importance you place on employee motivation. - Team management skills: Please evaluate your ability to manage a team. - Ability to communicate with different stakeholders: Please evaluate your ability to communicate with different stakeholders. - Crisis management skills: Please evaluate your crisis management skills. - Field operation skills: Please evaluate your field operation skills. - Job satisfaction: Please evaluate your level of satisfaction with your work.
"Feeling beneficial to the region"	They evaluated 1 statement asked in the questionnaire about "feeling beneficial to the region": <ul style="list-style-type: none"> - Feeling useful: Do you feel that your role at the AÇEV Center contributes to local development?

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 the AÇEV center managers/coordinators' 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 adult trainers 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 55 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-55: Center managers/coordinators - 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 satisfied with the work	Center managers / coordinators 3 women	2	67%	Before - 3.5 After - 5 Difference - 1.5	0	10%
Feeling beneficial to the region		2	67%	Before - 2 After - 5 Difference - 3	50%	10%

Counterfactual and attribution - evaluation and explanation

The Center managers/coordinators 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-56: Center managers/coordinators - 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 their percentage in the sample	Average probability of change (out of 10 points)	Attribution - person and % average
Feeling satisfied with the work	Center managers / coordinators 3 women	0	-	2 women - 10%
Feeling beneficial to the region		1 woman	5	1 woman - 20%

Significance Analysis

In the light of the qualitative and quantitative data collected from the center managers and coordinators, all two well-defined outcomes meet the relevance/significance criterion ("feeling satisfied with the work", "feeling beneficial to the region").

The summary of the relevance/significance assessment of the outcomes is shown in Table 57. The relevant and significant outcomes in this table have been added to the value map.

Table-57: Center managers/coordinators - materiality assessment of outcomes

Outcome	Stakeholder group	Materiality (relevance and significance)
Feeling satisfied with the work	Center managers / coordinators 3 women	Relevant / Significant
Feeling beneficial to the region		Relevant / Significant

7.10 Stakeholder: AÇEV İstanbul Team

AÇEV team who are working for the AÇEV Child and Family Centers coordination in İstanbul general office were included in the analysis. Although the İstanbul team are not part of AÇEV's primary target group, their inclusion was deemed appropriate as they are directly involved in the interventions and serve as a relevant and significant stakeholder group contributing to the implementation of the activities.

A total of eight employees working in İstanbul were included in both the qualitative and quantitative data collection processes.

Outcome chains

Quantitative data were collected about the following 3 outcome chains:

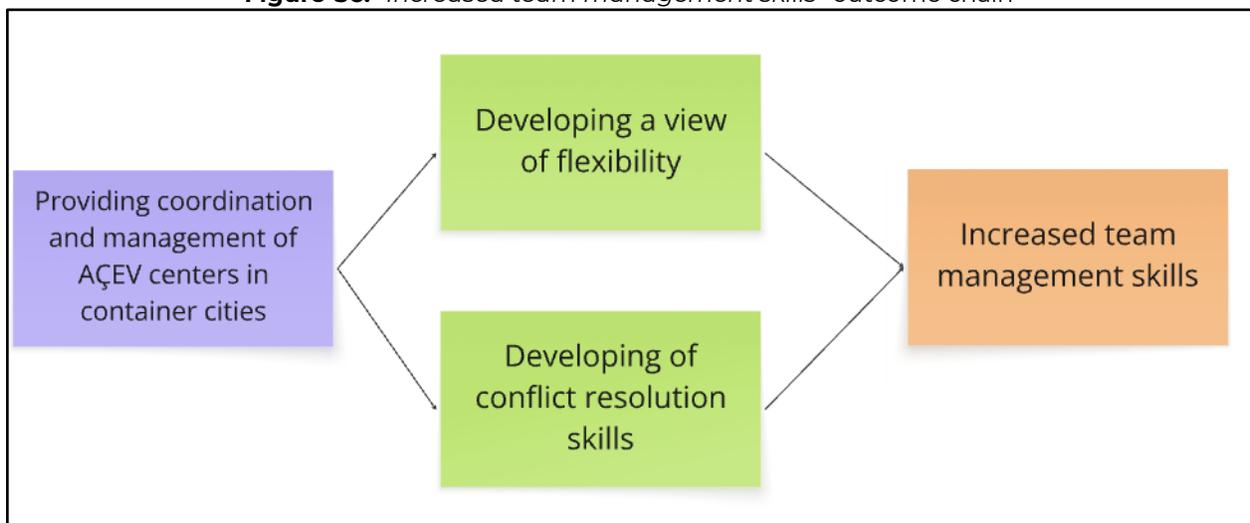
1. ***"Increased team management skills"***

The employees working in the İstanbul team mentioned that as the last step of the following outcome chains, they experienced the outcome of **"increased team management skills"**.

In the first chain, the employees first experienced the intermediate outcome of **"developing a view of flexibility"** followed by **"increased team management skills"** at the end of the chain.

In the second chain, employees first experienced **"developing of conflict resolution skills"** followed by **"increased team management skills"** at the end of the chain.

Figure-36: "Increased team management skills" outcome chain



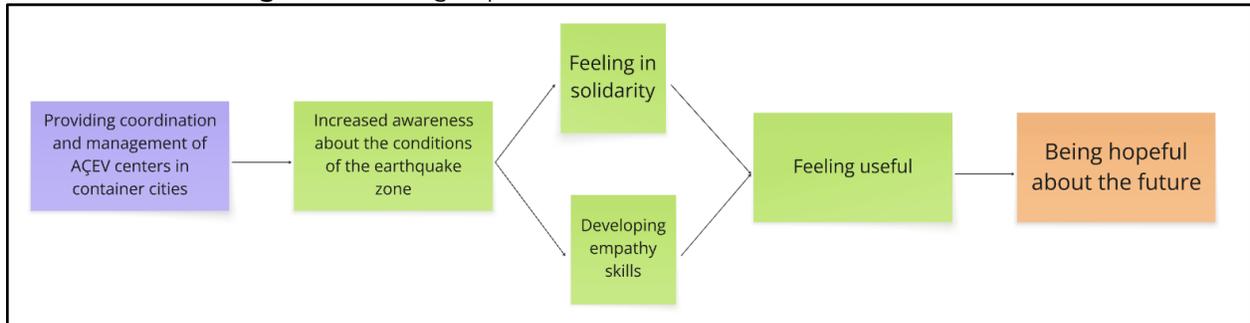
2. **“Being hopeful about the future”**

The employees working in the İstanbul team mentioned that as the last step of the following outcome chains, they experienced the outcome of **“being hopeful about the future”**.

In the outcome chain, the employees first experienced the intermediate outcome of **“increased awareness about the conditions of the earthquake zone”** and **“feeling in solidarity”** then **“developing empathy skills”**, **“feeling useful”** followed by **“being hopeful about the future”** at the end of the chain.

Two employees have experienced negative outcomes. In the second outcome chain, the employees first experienced the intermediate outcome of “increased level of knowledge about disaster situations,” “feeling in solidarity”, and **“developing empathy skills”**, **“feeling useful”** followed by **“being hopeful about the future”** at the end of the chain.

Figure-37: “Being hopeful about the future” outcome chain



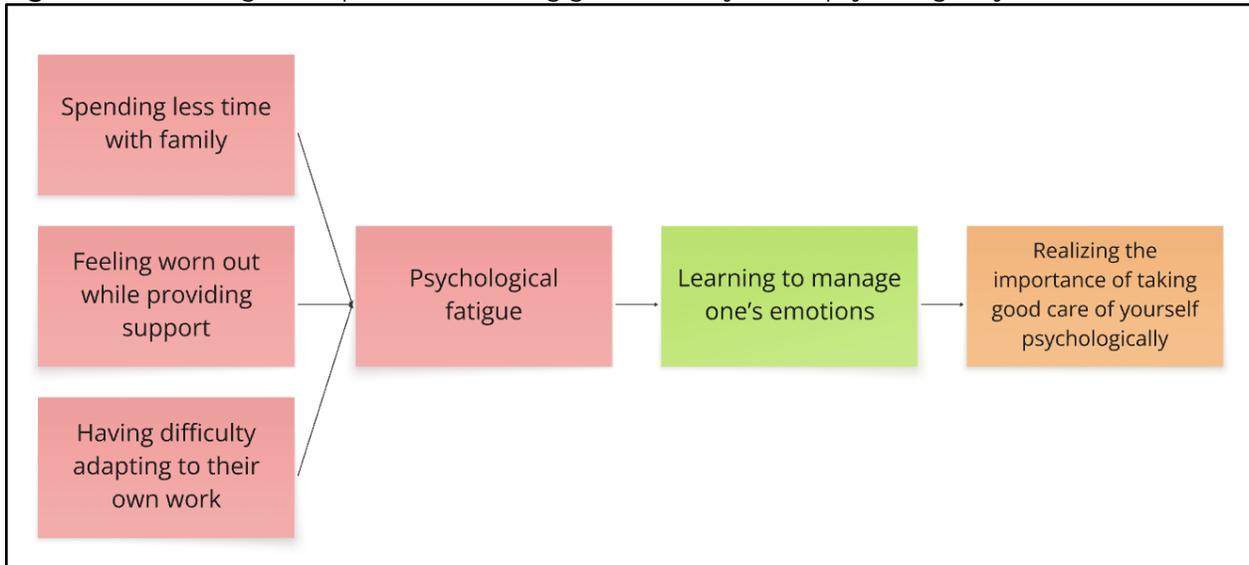
3. **“Realizing the importance of taking good care of yourself psychologically”**

The employees working in the İstanbul team mentioned that as the last step of the following outcome chains, they experienced the outcome of **“realizing the importance of taking good care of yourself psychologically”**.

The İstanbul employees of AÇEV experienced the negative intermediate outcomes of **“spending less time with family,” “feeling worn out while providing support,”** and **“having difficulty adapting to their own work,”** followed by the negative outcomes of **“psychological fatigue.”**

Up to this point, the chain developed negatively; however, it then transitioned into a **positive intermediate outcome “learning to manage one’s emotions”** and ultimately concluded with the final change of **“realizing the importance of taking good care of yourself psychologically.”**

Figure-38: “Realizing the importance of taking good care of yourself psychologically” outcome chain



Explanation of the survey questions and dissemination process

According to the data expressed by the AÇEV İstanbul employees 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.

All 8 employees filled the questionnaire online and evaluated 11 statements indicating each outcome on a 5-point Likert scale according to the instructions "before taking on responsibilities related to AÇEV's centers in the earthquake-affected region" and "after taking on responsibilities related to AÇEV's centers in the earthquake-affected region". In addition to some statements, the attribution, counterfactual, duration, and relative importance of the changes they experienced were also asked.

At the beginning of the survey, participants were asked only about their roles within AÇEV. The questionnaire forms were prepared and administered through the tool used by Koç University (Qualtrics).

Measuring well-defined outcomes

Table 58 below shows the well-defined outcomes and indicators used in the quantitative analysis.

Table-58: Well-defined outcomes and indicators

Well-defined Outcome	Indicator
<p>"Increased team management skills"</p>	<p>They evaluated 3 statements asked in the questionnaire about "increased team management skills":</p> <ul style="list-style-type: none"> - Flexibility: Please evaluate your ability to be flexible in work-related situations (to find quick and effective solutions and adapt in complex or uncertain circumstances). - Team management skills: Please evaluate your team management skills. - Disaster knowledge: Please evaluate your level of knowledge about disasters.
<p>"Being hopeful about the future"</p>	<p>They evaluated 4 statements asked in the questionnaire about "being hopeful about the future":</p> <ul style="list-style-type: none"> - Sense of solidarity: Please evaluate your sense of being in solidarity with others. - Empathy: Please evaluate your ability to show empathy. - Feeling useful: Please evaluate your sense of contributing positively to society through the activities you carry out. - Hope and positive outlook for the future: Please evaluate your sense of looking to the future with hope and positivity.
<p>"Realizing the importance of taking good care of yourself psychologically"</p>	<p>They evaluated 4 statements asked in the questionnaire about "realizing the importance of taking good care of yourself psychologically":</p> <ul style="list-style-type: none"> - Time spent with family: Please evaluate the amount of time you dedicate to your family. - Psychological exhaustion: Please evaluate your level of psychological exhaustion in the work you do. - Emotion management: Please evaluate the statement <i>"I am able to manage my emotions when faced with difficult situations."</i> - Taking care of one's psychological well-being: Please evaluate the statement <i>"I have realized the importance of taking care of my own psychological well-being."</i>

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 AÇEV İstanbul employee' 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 59 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-59: İstanbul employees - 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
Increased team management skills	AÇEV İstanbul team 8 employees	5	63%	Before - 3.2 After - 4.4 Difference - 1.2	25%	10%
Being hopeful about the future (experiencing positive change)		2	25%	Before - 2.5 After - 4 Difference - 1.5	0	0
Being hopeful about the future (experiencing negative change)		2	25%	Before - 3.5 After - 2 Difference - 1.5	40%	40%
Realizing the importance of taking good care of yourself psychologically		5	%63	Before - 3.2 After - 4.6 Difference - 1.4	20%	0

Counterfactual and attribution - evaluation and explanation

The employees working in İstanbul 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-60: İstanbul employees working in İstanbul - 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 their percentage in the sample	Average probability of change (out of 10 points)	Attribution - person and % average
Increased team management skills	AÇEV İstanbul team 8 employees	2 employee	5.5	1 employee - 50%
Being hopeful about the future (experiencing positive change)		0	-	0
Being hopeful about the future (experiencing negative change)		2 employee	4	2 employee - 40%
Realizing the importance of taking good care of yourself psychologically		2 employee	5.5	0

Significance Analysis

In the light of the qualitative and quantitative data collected from AÇEV employees working in İstanbul, all three well-defined outcomes meet the relevance/significance criterion (“increased team management skills”, “being hopeful about the future” and “realizing the importance of taking good care of yourself psychologically”).

The summary of the relevance/significance assessment of the outcomes is shown in Table 61. The relevant and significant outcomes in this table have been added to the value map.

Table-61: İstanbul employee - materiality assessment of outcomes

Outcome	Stakeholder group	Materiality (relevance and significance)
Increased team management skills	AÇEV İstanbul team 8 employees	Relevant / Significant
Being hopeful about the future (experiencing positive change)		Relevant / Significant
Being hopeful about the future (experiencing negative change)		Relevant / Significant
Realizing the importance of taking good care of yourself psychologically		Relevant / Significant

7.11 Other Stakeholders: Civil Society Organizations (CSO)

Representatives of **civil society organizations (CSOs)** working at or collaborating in various ways with the **AÇEV Child and Family Centers** located in the container settlements were included in the qualitative analysis phase of the impact assessment. Although CSOs were indirectly involved in the activities implemented at the AÇEV centers, the changes expressed by their representatives during focus group discussions were analyzed qualitatively. The analysis of qualitative data revealed that the outcomes articulated by CSO representatives were relevant to the activities carried out at AÇEV centers; however, these were institutional-level outcomes rather than individual-level. For this reason, no quantitative data were collected regarding these institutional changes.

A total of **six CSO representatives**, all of whom work with similar target groups but in different areas with AÇEV, participated in the focus group discussions. The organizations were considered in the evaluation of the attribution. Their field of work is different as none of them provide the similar activities - they were targeting the population living in the same contemporary settlements as the AÇEV's centers. The organizations represented included: **Turkish Refugee Council (SENED), Community Volunteers Foundation (TOG), Association for Trauma and Disaster Mental Health Studies (TARDE), Foundation for the Support of Women's Work (KEDV), Suna'nın Kızları, Welthungerhilfe (WHH)**

A detailed analysis of the interviews with CSO representatives allowed the content to be categorized under the following key themes:

- **Physical space and environment of trust**
- **Close communication and collaboration**
- **Operational capacity in the field**
- **Ecosystem partnership and co-creation of solutions**

One of the first aspects emphasized by all CSO representatives was the **quality of AÇEV's physical facilities and the trust-based environment** created within them. The centers' spacious and well-designed areas, including child play areas and consultation rooms, enabled organizations to use AÇEV centers effectively for their activities. Having dedicated and appropriate spaces for psychosocial support sessions with children and adults positively influenced the quality and professionalism of their work. Representatives also highlighted that AÇEV's visibly recognizable yellow centers were easily accessible and trusted spaces for residents of the container settlements.

"The AÇEV center was located in an area that people living in the container settlements could reach quickly and easily. This was a great advantage. I was particularly impressed by the details inside—the physical space was more than adequate, especially for those of us working on child protection. It contributed greatly to the region and was designed inclusively so that no one was left out." (CSO representative)

"Two psychologists from our organization use two of the counseling rooms every day of the week for individual and family sessions. Having access to such a space benefits everyone." (CSO representative)

The recognition and credibility of AÇEV made it easier for other organizations to operate within container settlements. The trust placed in AÇEV encouraged individuals to engage with other organizations under its umbrella, increasing participation and accessibility.

"When a pharmaceutical company visited our area, I deliberately took them to AÇEV. I told them they could use it as a model for future projects. They were impressed and expressed their admiration. Thanks to our close and collaborative relationship with AÇEV staff, we established a safe and trusting partnership. AÇEV truly adds great value to Adıyaman." (CSO representative)

"We used the space as actively as possible. It was a huge advantage for us because people had great trust in AÇEV. Simply saying we were using AÇEV's facilities automatically created a sense of trust. This made our work much easier since our organization was not widely known in the region. Once we began our activities there, everything became smoother. Everyone knew the yellow prefab center—it was easy to find." (CSO representative)

"Finding a space there — a place to carry out activities together, a safe area — was quite difficult at first. So initially, we tried to create our own spaces, but AÇEV's facilities were much more professional. We quickly established coordination in the field and began conducting our psychosocial support activities and group sessions for women and mothers in AÇEV's safe spaces." (CSO representative)

The physical accessibility of the AÇEV centers and the trust in the institution encouraged CSOs to not only carry out their own activities but also to **develop new**

joint initiatives with AÇEV. Focus group participants emphasized that this **close communication and collaboration strengthened institutional partnerships** and enhanced the overall impact of their work.

“We share a common purpose with AÇEV. We implement early childhood education programs for children aged 3–6, and in addition, we conduct women’s empowerment and employment initiatives. In Nurdağı, we discussed what else we could do together. AÇEV created opportunities for us to introduce our organization to parents and to collaborate effectively.” (CSO representative)

“I think we achieved a highly effective collaboration around family protection needs for families with children aged 3–6. It became part of a more holistic and multi-dimensional community center model—an important partnership that filled a major gap.” (CSO representative)

CSO representatives also shared that **they benefited personally and professionally** by participating in AÇEV’s sessions and activities.

“Colleagues from my organization attended AÇEV sessions, and I followed them closely. I even joined the fatherhood training sessions myself. Later, I contributed as part of the collaboration.” (CSO representative)

Another key theme emphasized by participants was the **development of field operation skills** among CSO staff, supported by AÇEV’s center personnel. Representatives reported that the AÇEV team’s practical guidance and logistical support were instrumental in strengthening their own capacity during post-disaster operations.

“We often needed logistical support. For example, we had a simple but urgent issue related to sanitation, and AÇEV helped us solve it immediately. Their assistance saved us a lot of time and stress.” (CSO representative)

“Thanks to AÇEV’s guidance, we were able to access all the resources and spaces we needed. During the first two months, when we had no facilities of our own, they were a tremendous support.” (CSO representative)

Finally, CSO representatives emphasized the ecosystem partnership they developed with AÇEV, noting that they had begun to co-create solutions for similar target groups. This **collective and collaborative approach** enabled them to respond more effectively and rapidly to the needs of their beneficiaries.

“We see the ecosystem surrounding beneficiaries as very valuable, it could include a colleague, a father, or anyone in their network. We received strong support from AÇEV in reaching these ecosystems. For example, we conducted several activities for fathers there, which made access much easier and led to joint solutions.” (CSO representative)

“When behavioral problems were identified in classrooms, addressing them with both teachers and families led to much better results. This collaborative approach, involving AÇEV staff, teachers, and psychologists,

helped us manage cases effectively and develop long-term support plans.” (CSO representative)

This qualitative analysis aligns with the **SROI principle of “Involve Stakeholders,”** as it captures the **experiences and perspectives** of partner organizations that, while not direct beneficiaries, contribute to and are affected by AÇEV’s interventions. **The findings demonstrate institutional-level outcomes, such as enhanced collaboration, shared resource use, improved operational capacity, and strengthened community trust, which represent collective social value within the broader post-disaster recovery ecosystem.**

7.12 Other Stakeholders: Public Institutions

Representatives from public institutions that developed institutional collaborations with the AÇEV Child and Family Centers located in the container settlements were included in the qualitative analysis phase of the impact assessment. Public institutions were included because they were indirectly involved in the activities carried out at AÇEV centers and/or contributed to the implementation processes of these activities. Therefore, focus group discussions and individual interviews conducted by phone were held with institutional representatives. The outcomes expressed by these representatives (most of them institutional) were evaluated through qualitative analysis. Based on this analysis, the outcomes experienced by this group were interpreted as **relevant and significant** to the overall impact assessment.

In social impact and social value studies, engaging with public institutions and their representatives is of great importance for several key reasons. This section first presents the rationale for including public institutions within the scope of the study. It then outlines the views of institutional representatives regarding AÇEV’s centers and activities developed in the earthquake-affected regions, describes the collaboration processes, and explores both the individual and institutional outcomes expressed by these representatives. Finally, it discusses the contributions of AÇEV’s activities to public institutions and their reflections on the outcomes that occurred as a result of this collaboration.

Public institutions are the entities that possess the most up-to-date knowledge regarding current policies, regulations, and legal frameworks. Therefore, they play a critical role, particularly during disaster and crisis periods, in assessing the **legal compliance** and **practical applicability** of rapidly implemented programs and interventions. In this regard, public institutions operating in the earthquake-affected region, such as the provincial and district directorates of relevant ministries and local governments, emphasized that AÇEV’s centers and activities were both legally compliant and practically feasible within the existing legal framework. At the same time, local public institutions possess valuable practical knowledge and experience regarding field implementation and regional dynamics. Collaborations established at this level ensure that the programs developed and implemented in the region are both applicable and sensitive to local conditions. Through these partnerships, AÇEV was able to benefit from local expertise, making its center activities adaptable,

contextually relevant, and responsive to the needs, conditions, and available resources in the field.

Public institutions and their representatives occupy decision-making positions that enable them to establish and implement centers and programs like AÇEV's, which were founded and operated to meet significant needs during times of crisis and disaster. Therefore, the early involvement of such institutions in the process is crucial for enhancing the impact of the centers and their activities, as well as for ensuring that policy recommendations derived from these efforts are more likely to be accepted. At this stage, AÇEV maintained continuous engagement with decision-makers, a point that was frequently emphasized by public institution representatives during the interviews. Furthermore, the inclusion of public institutions strengthens stakeholder participation, thereby enhancing the transparency of both the activities carried out and the subsequent impact reporting, while also promoting a participatory approach. Moreover, this inclusive and transparent collaboration helps to build trust among the target groups and other stakeholders

Finally, public institutions not only provide access to the infrastructure and logistical support necessary for the implementation of center activities but also facilitate access to data that can be utilized during the social impact research process. Such collaborations therefore enhance both the quality and scope of the center's activities and the research itself. For the impact study and its results to have long-term outcomes, it is essential that **public institutions take ownership** of the process. Their engagement serves as a foundation for **sustainable policy changes** and the development of action plans that can extend beyond the duration of the project. For this reason, public institutions and their representatives were included in the research alongside other stakeholder groups. Engaging with public institutions and involving them in the process is not only a matter of data collection, it is also a crucial step toward making the research **effective, applicable, and transformative** in achieving **institutional outcome goals**.

Focus group discussions were conducted with 13 representatives from 8 different public institutions that carry out different activities with the target groups of the programs implemented at AÇEV centers. The participating public institutions included: ***Nurdağı Municipality Project Department, Hatay Provincial Directorate of National Education, Hatay Provincial Directorate of Family and Social Services, Civil Society Organizations Unit, Hatay Provincial Directorate of Family and Social Services, Kahramanmaraş Provincial Directorate of Family and Social Services, Defne Orhanlı Temporary Shelter Center District Governorship, R&D Unit, Hatay Provincial Directorate of National Education, Adıyaman Provincial Directorate of Family and Social Services.***

The interviews conducted with institutional representatives were analyzed in detail, the content could be categorized under the following themes:

- **Effective collaboration and joint decision-making**
- **Responsiveness to needs, competence, and sustainability**
- **A reliable and alternative educational space**

- **A replicable and applicable model**
- **Adequacy and accessibility of physical conditions**

The first issue emphasized by public institutions regarding AÇEV's centers and the activities carried out within them was the effectiveness of the collaboration and the functionality of joint decision-making processes established with AÇEV. During times of disaster and crisis, while public institutions take swift action to manage the process effectively, civil society organizations simultaneously begin to mobilize efforts aimed at humanitarian aid and support in the region. For these initiatives to progress meaningfully and efficiently, the guidance of public institutions, which possess deep knowledge of local conditions and regional dynamics, becomes essential.

At this point, **AÇEV played a facilitating role by maintaining close communication not only with public institutions and local governments but also with other civil society organizations**, thereby strengthening institutional collaborations across the region. Meetings and consultations that included public institutions, such as needs analyses and feasibility studies, enabled all actors to make joint decisions and to take coordinated action within their periodic action plans. Public institution representatives praised AÇEV's open, sincere, and direct communication approach, noting that this style of interaction positively influenced joint decision-making processes and helped to build **effective and productive cooperation** between AÇEV and public institutions. Moreover, during interviews, representatives often compared AÇEV with other NGOs conducting similar work and stated that many other organizations still have room for improvement, particularly when it comes to collaborative and participatory decision-making. Some key points from the interviews are presented below:

"Decisions are made together in meetings with AÇEV. We don't act alone, we carry out joint work with the organization."

"They had the necessary permissions from the Ministry or the Governorship. We established a good partnership. They could express their requests freely, and we did the same. It was a productive collaboration."

"During the earthquake response, AÇEV played a very supportive role with the Ministry. Structured training programs were developed and implemented together."

"We opened the center together, and even before that, we were already in close communication and following their work. The K1 area was our main site—our teams initially worked side by side there, and we could also use the same facility. There were no problems with reporting, information flow, or the services provided."

"We've seen many projects that started with big promises but ended up poorly executed. AÇEV, on the other hand, worked exactly as discussed, and even went beyond expectations. Their ability to continue and implement their existing programs was highly effective."

“We’ve worked with many NGOs, and when an organization does things properly, it sets an example for others. In the field, we’ve also seen NGOs that work only to secure funding, and some even caused problems for us. The K1 area was very important for us, and AÇEV’s establishment there was beneficial. We collaborated at every stage. In disaster situations, having NGOs in the field is essential, some things can’t be resolved solely through formal mechanisms. Bureaucratic hierarchy and decision-making processes can be slow, but AÇEV’s field-level coordination and responsiveness were very fast and effective.”

Some representatives of public institutions stated that, due to the effective collaboration established with AÇEV, they experienced **both institutional and individual development and capacity building**. Several interview participants noted that, through joint work and close collaboration, they involved AÇEV’s educational activities and experienced increased knowledge and awareness regarding working with disadvantaged and vulnerable groups.

“We had a meeting with AÇEV together with the Deputy Provincial Director. We were very satisfied with the meeting, and they asked how we could collaborate further. At that time, our primary needs were related to in-kind support, such as meeting children’s basic needs but later the focus shifted toward education. The training provided to staff within our provincial directorate were also much needed. Those working in the field received ‘training of trainers’ programs, which were extremely beneficial. Our staff applied what they learned in the field. It had a great impact, especially since the community we serve is so vulnerable. The quality of their communication and approaches during meetings has improved significantly.”

“We hadn’t worked this closely with AÇEV before. Our collaboration began after the earthquake. During this period, we discussed what we could do together, and it was very beneficial for us. It also contributed to me personally. You benefit from the training content as well, it changes your perspective. You start looking at things through AÇEV’s lens. Children are the most vulnerable group, and it makes a big difference to work with a professional organization like AÇEV.”

“[Institutional contribution] It strengthened our work in the field. When we planned activities with children, we referred to their programs. Their educational sessions that children could attend in their free time were great. They maintained structured and consistent activities, and the ADP and EDU programs progressed very well. This strengthened our institutional capacity. In K1, around 120 children go there regularly. When we plan to implement a program and need to identify which children are suitable, AÇEV’s teachers assist us, they help define our target group.”

The positive and ongoing collaboration established with public institutions provides significant contributions to the region and to the activities carried out there both at a strategic and practical level. In this sense, AÇEV’s **effective cooperation with public institutions is not only important for the direct beneficiary groups but also for ensuring the continuity of institutional work in the region**. The quality and reliability of the initiatives implemented contribute not only to individual empowerment but also to regional development. Therefore, for these successful and

exemplary collaborations to remain sustainable, it is crucial that both public institutions and qualified civil society organizations like AÇEV continue to operate with a shared working culture and collective sensitivity. Below are excerpts from participants' reflections on this topic:

"In the very early stages after the earthquake, was this model applicable? No. In chaotic environments, people's needs are focused primarily on basic necessities. But over time, I saw how beneficial this model became. When children are disconnected from education, they lose awareness of their own development. I believe that increasing the number of these centers through a protocol between AÇEV and our Ministry would make a significant contribution. When a child cannot attend school and remains in a chaotic setting, these centers prepare them for education, which is an enormous benefit."

"People are able to build trust with the centers and open up more easily. These are difficult things to measure, but having such community-based centers within container settlements is extremely valuable, a place where people can seek help, contributing to their well-being. Public institutions cannot reach everywhere, so having an established organization like AÇEV in the field truly enhances people's sense of well-being. We might not capture this through data, but you can see it in practice. AÇEV provides a clean, calm, and safe environment, and even that alone contributes to people's overall sense of well-being. Without it, none of this would have been possible."

It has been observed that through the institutional collaborations established by AÇEV and its professional organizational competencies, the organization has successfully addressed a major need in the earthquake-affected region. Public institutions are key actors, particularly at the local level, as they possess a deep understanding of the conditions, needs, and sensitivities of target groups, and they strive to manage these as effectively as possible. However, during crisis and disaster periods, times characterized by rapid developments and the need for immediate, large-scale responses, public institutions may not always be able to intervene adequately.

In such cases, there is a vital need for civil society organizations that can respond to emerging needs, manage processes efficiently, and when necessary, intervene directly. AÇEV distinguished itself from other NGOs through its ability to meet needs in the earthquake region, to deliver services with qualified and expert personnel, and to ensure the sustainability of its activities. From the perspective of public institution representatives, **AÇEV has built a system that effectively meets needs**, provides **educational and psychosocial support** through the centers it established in the earthquake-affected areas, and delivers sustainable services to target groups through its **institutional structure and staff expertise**.

"I always see the AÇEV center full. It has become a meeting point for the local residents, almost like a community center for the neighborhood. I don't know how long these centers will remain, but if they close, I believe there will be a significant gap. Children say they're going to school or to participate in activities when they go there. They've really embraced it. The centers fill an important void."

“Of course, activities in the cities would eventually be completed somehow. If AÇEV weren’t here, another NGO or a state institution would be. But here, professionalism makes the real difference. Without AÇEV, things wouldn’t have been this effective, nor would the process have progressed this smoothly. They operate with a highly efficient and professional working method.”

“We have a reporting system via WhatsApp, and we constantly receive needs and requests. We have to plan where to direct our limited resources and which institution to involve. When we decide that AÇEV is the best fit, it’s because we truly believe the need is genuine. When we can’t direct support there, we often find ourselves saying, ‘I wish AÇEV were available.’ They have the capacity and the strength to respond.”

“They have protocols in place at the ministerial level, and the existing structure must be maintained. I’m not sure how long the AÇEV centers will remain, as the container settlements are gradually closing down. But the need for sustainability, and for continuing work with families, still exists. AÇEV is carrying out this work remarkably well.”

“It will take time to create social spaces like these. I would like to see an effective NGO remain permanently active in the Maraş area. I believe we have an excellent partnership with AÇEV. Under AÇEV’s leadership, even more permanent spaces could be developed, focused on addressing social problems and aligned with their areas of expertise.”

Moreover, some public institution representatives, recognizing the professional skills of AÇEV employees, reported that they **personally referred their own relatives, children, and women from their communities** to AÇEV’s educational programs. During the interviews, it was also noteworthy that many representatives described AÇEV using expressions such as “lightening the load,” “carrying the burden,” “meeting the need,” and “filling the gap.” The fact that public institutions referred individuals to AÇEV for services that they themselves could not deliver, due to limited time or staff capacity, clearly illustrates the high level of trust placed in AÇEV by public authorities.

“I learned about AÇEV after starting work at the Ministry and thought their staff were highly competent. As an institution and as employees, we even direct our own children to AÇEV.”

“There’s a national disaster plan in Türkiye that outlines NGO–public cooperation. I’ve known AÇEV since the Elazığ and Pazarcık earthquakes. It would not have been possible to achieve this work through public resources alone. AÇEV’s contribution and capacity were essential. After moving from tent settlements to container cities, reaching people was easier, but while psychological first aid is manageable, public staff’s capacity after triage is limited. In Adıyaman, we referred all individuals classified under red and orange codes to AÇEV. When you find a center that truly supports disaster-affected people, you feel relief on behalf of your community.”

“Without AÇEV, there would have been a major gap. As the Ministry, we established certain psychosocial support points, but there were times we were left on our own. We referred families and children to AÇEV to help lighten our workload.”

“We would have been limping along without them. It was valuable that everyone was able to contribute in some way.”

“My expectations from AÇEV were high, and they were met. There are four to five container settlements in that region, and AÇEV provided active services there. They also met the psychological support needs through TARDE’s psychologist. AÇEV greatly helped us by taking on the burden of those four to five container settlements. Instead of sending six or seven of our staff, sending just two or three was enough. Their expertise in mother and child programs made a real difference and was highly functional. The fact that they also reached neighborhoods and other container settlements through mobile activities was excellent.”

One interviewee, who described experiencing a significant personal change, shared that AÇEV’s work helped break their prejudice against NGOs, a perspective considered meaningful and worth including in this report:

“Honestly, I used to have a prejudice against NGOs, but seeing the quality and impact of their work during this earthquake completely changed my view.”

It has been observed that the activities carried out at AÇEV’s centers are regarded by public institution representatives as reliable and alternative learning environments, and as an **exemplary implementation model** for service delivery in container settlements across the earthquake-affected region. The fact that AÇEV’s programs were both need-based and feasible under challenging conditions led representatives to view the replication and expansion of this model as highly valuable. As is well known, public institutions frequently participate in various meetings related to post-earthquake efforts, where they share updates on ongoing activities in container settlements. During these meetings, the AÇEV model, including both the centers and their operational structure, was cited by public representatives as an exemplary approach for other stakeholders. High-quality, needs-driven civil initiatives that maintain active collaboration with public institutions play a critical role in ensuring that their work is meaningful, replicable, and sustainable. For this reason, **public actors** can be positioned as **strategic stakeholders** in all types of social impact works.

“After seeing AÇEV’s center in Orhanlı, I took photos, with Ms. Ebru’s permission, to show as an example for another center we plan to open elsewhere. AÇEV made a significant difference. At the beginning, when we discussed team allocation, we were trying to divide responsibilities strategically. We told AÇEV we needed support in rural areas, and they did excellent work with their mobile unit. After AÇEV, other organizations also started using mobile vans, but none were as effective. In my opinion, both the van and the center were very functional and inspiring.”

“We were trying to manage coordination across a large area, and we were in a position to do so. AÇEV was consistently reliable. If we were to establish a new center in the future, we would use AÇEV as a model. It served as a blueprint for the family counseling center we want to create. Among the examples we discussed, AÇEV centers are always included. At times, we even felt like NGO staff ourselves, and that’s thanks to AÇEV’s influence.”

“AÇEV has a very specialized intervention model. There’s simply no other resource working at this level of expertise.”

*“Having AÇEV present in those areas was a huge advantage, it meant we didn’t need to send five or ten people each time. We had staff assigned from outside the province, but we didn’t always know where to place them effectively. AÇEV filled that gap perfectly. We could then reassign our personnel elsewhere. It’s always difficult to reach adult men and adolescents, both in cities and in rural areas, they’re the least engaged groups. When you work with mothers and children, you gain access to them as well. By establishing such centers and ensuring continuity, we are able to reach these groups and address multiple issues simultaneously. In the future, if a disaster like this occurs again, we’ll refer to AÇEV’s model and say, ‘Do something like this, it works.’ The work in Orhanlı truly touched families one by one. We, as public authorities, represent an institution of power. No matter what, we are seen as authority figures. NGOs like AÇEV are different, they are **needs-oriented, non-hierarchical**, and provide services that **bridge the gap between citizens and institutions**.”*

As the above example illustrates, AÇEV’s center model inspired other civil society organizations and was adopted by public institutions with strategic authority.

The reasons behind this trust -AÇEV’s effective social intervention during the disaster, its sustained post-disaster efforts, and the professionalism and reliable reputation of its staff- prompted public institutions to refer their own target groups to AÇEV.

This referral process clearly demonstrates the significant impact of AÇEV’s work, while simultaneously highlighting existing service capacity gaps within the public institutions themselves.

Finally, one of the key aspects highlighted by public institution representatives was the adequacy and accessibility of the physical conditions of AÇEV centers. The center’s size, hygiene standards, and the availability of private meeting areas directly enabled institutions to refer their target groups to AÇEV with confidence. Following the earthquake, as access to services for all residents came to a near standstill due to adverse conditions, a strong need emerged for systematic, long-term programs. At this critical stage, the role of centers became vital, as the physical environment significantly enhances individual well-being and fosters trust. Spaces that are accessible, hygienic, inclusive, and compliant with basic safety and quality standards strengthen users’ sense of trust and belonging.

From this perspective, the AÇEV centers established in the earthquake region can be considered crucial spaces for ensuring humane conditions, given their fitness for purpose, alignment with recognized standards, functionality, and particular sufficiency in technical and infrastructural aspects.

Below are several reflections from public institution representatives regarding the physical environment of AÇEV centers:

“There was a very good relationship between AÇEV and the Ministry. Physically, the center established in Hatay was the best one. Resources were limited in the field, and we coordinated the positioning of NGOs.”

“We’re pleased to see the center so active and full. It would be wonderful if, when we want to organize an event ourselves, there were additional clean and well-maintained rooms available for us to use.”

“After the disaster, we were living in chaos, and it felt like hope was gone. But when a center like this was established and activities began in such an organized way, it made me feel that, yes we can do something, we can make a difference.”

“To improve people’s well-being, we need to take action, we need to get them out of the containers and bring them to centers like those designed by AÇEV.”

During the interviews with public institution representatives, several key recommendations regarding AÇEV’s centers were highlighted.

Primarily, there was a particular emphasis on integrating AÇEV’s educational programs for 4–5-year-old children into the Ministry of National Education (MoNE) system. Interview participants widely recognized that many children receive their preschool education at AÇEV centers before transitioning to primary school. However, representatives lacked clear information on whether these children were formally reported to MoNE. Therefore, they stressed the importance of establishing formal protocols between AÇEV and the Ministry to ensure proper coordination and record-keeping. Secondly, one participant noted that if the temporary living centers established within the temporary shelter areas were to be converted into permanent buildings, it would pave the way for long-term and sustainable collaborations between AÇEV and public institutions.

The inclusion of public institutions as stakeholders in the SROI analysis was based on the principle that organizational capacity improvements lead to measurable social value through better service delivery and more efficient resource allocation.

Specifically, the institutional outcome was included because it represents a meaningful and verifiable contribution to the total social value generated by AÇEV’s interventions. **Public institutions experienced a change in their capacity, creating value because the decrease in service demand allowed resources to be reallocated to other individuals or activities in need.**

While public institutions were not direct beneficiaries, their enhanced capacity, improved coordination, and optimized resource distribution reflect system-level outcomes. These outcomes align with SROI’s emphasis on capturing both direct and indirect value creation within an ecosystem. Therefore, public institutions were included in the analysis only with respect to institutional capacity development, as this dimension demonstrated a significant and measurable contribution to the overall social value produced by AÇEV’s activities.

Outcome	Stakeholder group	Amounts of change
With the decrease in demand for services, public institutions can reallocate their resources to other individuals in need of services or to different activities.	Public institutions	5 institutions - 3 employees total 15 employees, July 2023 - 2024

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 1 to 10, where 10 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-62: Stakeholder group and relative importance of outcomes

Outcome	Stakeholder Group	Relative Importance (on a scale of 1- 10)
Feeling adequate and confident as a mother	Mothers who participated in 1 educational program <i>30 women</i>	9,6
	Mothers who participated in one or more woman programs and POWER programme <i>38 women</i>	9,8
Psychological well-being	Mothers who participated in 1 educational program <i>30 women</i>	9,4
	Mothers who participated in one or more woman programs and POWER programme <i>38 women</i>	9,1
Defending women's rights	Mothers who participated in 1 educational program <i>30 women</i>	9,5
	Mothers who participated in one or more woman programs and POWER programme <i>38 women</i>	9,3
Being a responsible father	Fathers who received a certificate from the EDU program	9,2
Psychological well-being	<i>5 father</i>	9,2
Psychological well-being	Children who participated in OEP 5-year-old program, 4 year-old program and library programs	10 ⁹
Readiness for the school		10

⁹The relative importance of an outcome is determined by the stakeholder experiencing the change. However, changes in children were assessed based on their parents' impressions. Therefore, parents were not asked about the relative importance values of their children's changes. Since these two outcomes are critically important for children in that age group, the research team rated them as 10 points.

	<i>74 children⁸</i>	
Psychological well-being	Women who participated in the POWER Program <i>40 women</i>	9,5
Increased self-confidence	Women who participated in the POWER Program <i>40 women</i>	9,6
	Mothers who participated in one or more woman programs and POWER programme <i>30 women</i>	9,8
Defending women's rights	Women who participated in the POWER Program <i>40 women</i>	9,7
Increased self-confidence	14-18 aged women who participated in the POWER for young women <i>14 young women</i>	9
Defending women's rights		9,4
Positive outlook for the future		9,2
Psychological fatigue	Teachers working in AÇEV center and mobile learning units <i>29 teachers</i>	6,7
Decreasing the feeling of psychological fatigue		9,2
Awareness of inequality	Teachers working in mobile learning units <i>6 teachers</i>	9,8

⁸Given the ethical concerns and expert guidance regarding post-trauma engagement with young children, no direct value-elicitation or outcome-ranking exercises were conducted with the children. Trauma specialists, psychologists, public health experts and the teachers working daily with the children strongly advised against interviewing them, noting that the children had only recently re-established a sense of routine and safety, both of which are critical for recovery. Any external questioning could have disrupted this fragile process. While the exclusion of children from direct data collection may introduce some limitations to the SROI analysis, the risk is mitigated by a robust evidence base on early childhood development and by AÇEV's long-established expertise. Lack of involvement of children increases the risk on the SROI ratio, however, the extensive body of research on pre-school education and its effect on the children, backed by previous experience of the organization/research conducted limit the risks of assigning the value to the outcome. AÇEV is the leading organization in Türkiye in the field of early childhood education, with decades of scientifically grounded program development, field implementation, and impact research. Their previous evaluations, longitudinal studies, and programmatic experience provide strong validation for identifying "school readiness" and related developmental gains as material outcomes for children, even without direct interviewing.

Developing skills in adult education	Adult trainers (woman programs) <i>3 women</i>	9,3
Feeling of happiness that comes from being useful		10
Increased sense of solidarity		9
Decreased in socialization		6,5
Feeling psychologically exhausted		8
Developing skills in adult education	Volunteer trainers (father program) <i>4 men</i>	7,3
Positive outlook for the future		7,3
Being in solidarity (learning together with other fathers)		9,5
Feeling psychologically exhausted		7,5
Feeling satisfied with the work	Center managers/coordinators <i>3 women</i>	9,5
Feeling beneficial to the region		10
Increased team management skills	AÇEV İstanbul employees <i>8 employees</i>	8,8
Being hopeful about the future (Those who experienced positive changes)		9,5
Being hopeful about the future (Those who experienced negative changes)		7,5
Realizing the importance of taking good care of yourself psychologically		8,2

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 mothers, teachers and center managers/coordinators. When determining the financial proxy of the well-defined outcome they experienced, the financial proxy of stakeholders who experienced the same outcome was taken as a reference. The financial proxies identified during the interviews with mothers were also used in the calculations of the value of the outcomes experienced by fathers and children with further explanation provided in the report.

The "**revealed preference**" method was used to determine the financial proxies for the outcomes experienced by adult trainers and AÇEV İstanbul employees. It was also used for the sensitivity analysis simulation regarding financial proxies for the outcomes experienced by the fathers and children participated in all programs. 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. Revealed preference examines the ways in which people express their preferences for goods or services through market production and consumption, as well as the explicit or implicit prices assigned to those goods. To determine the value of changes experienced by individuals, these changes are compared to goods or services that could produce a similar effect, that is, substitute prices are used as a reference point.

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.

In this report, the Value Game is a key valuation method that captures the relative importance of the outcomes experienced by stakeholders and the value they personally attribute to these changes. Since many social outcomes do not have a direct market price, the Value Game enables practitioners to answer the question, "**How valuable is this change to you?**" using stakeholders' own real-life preferences. This allows abstract social outcomes to be translated into financial equivalents

grounded in lived experience. One of the core principles of SROI is that value should be defined by the stakeholder. The Value Game reveals which changes stakeholders genuinely consider important, how these changes fit into their lives, and how they compare them with other goods or services they are familiar with.

On the other hand, social outcomes such as psychological well-being, increased self-confidence, improved parenting skills, or school readiness do not have obvious market prices. The Value Game enables stakeholders to compare these outcomes with products or services that do have monetary values, making financial valuation possible. When monetary values are assigned solely by the analyst, the process inherently carries a risk of subjectivity. The Value Game minimizes this risk by basing valuation on what stakeholders say they would choose or prioritize in their own lives. This ensures that the estimated social value reflects the real preferences and lived experiences of those affected.

Mothers

Two separate “Value Game” exercises were conducted with mothers participating in the programs. Both sessions were held online via Zoom. This method was carried out online using the visual boards in the Miro application. The first session included six mothers who had participated in one or more mother programs, while the second session included twelve mothers, each of whom had participated in only one mother program from the three centers. In total, eighteen mothers took part in the two Value Game exercises.

As part of the Value Game exercise, participants were first asked the question: **“Have you experienced those changes?”** The outcomes listed on the board reflected the changes that mothers/women themselves had expressed during the qualitative interviews. Each participant placed a check mark next to the outcomes they personally experienced. As shown in the board, all participants confirmed once again that they had experienced every outcome identified in the qualitative phase.

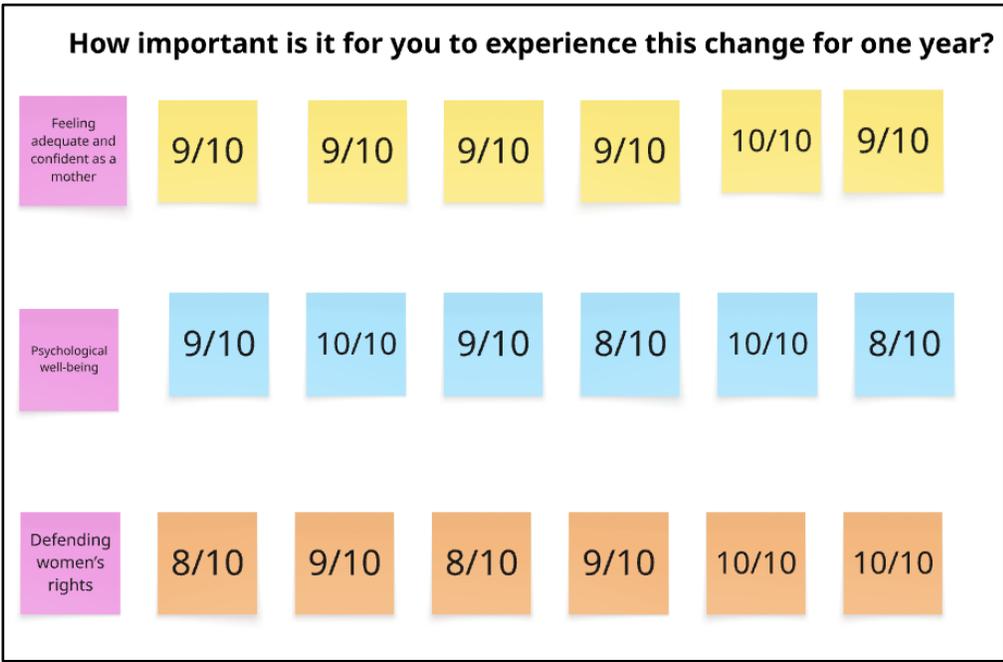


Group -1: Mothers from Gaziantep who participated in one or more mother programs

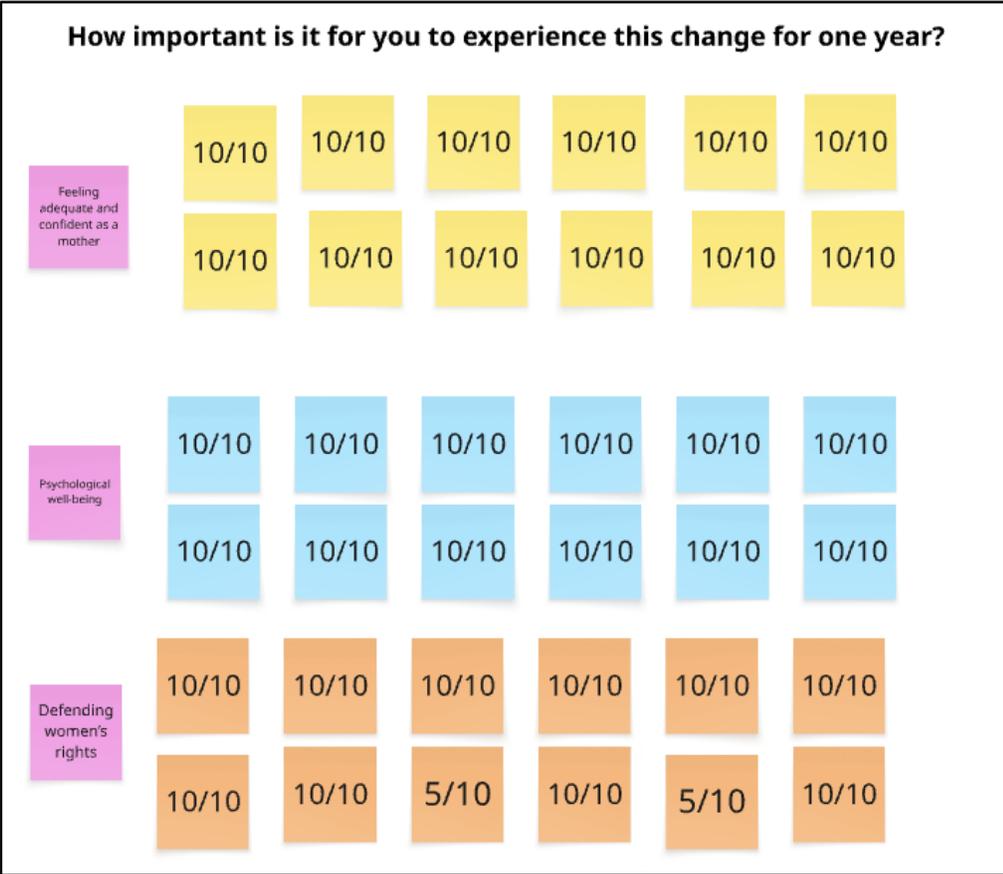


Group -2: Mothers participated in only one mother program from the three centers

After participants selected the outcomes they had experienced, the next step was to understand how important each outcome was from the stakeholder’s perspective. To do this, participants were asked: **“How important is it for you to experience this amount of change for one year?”** They were then asked to rate each outcome on a scale from 1 to 10, indicating the relative importance they attributed to each outcome. Understanding the importance of outcomes is a crucial component of the Value Game, as SROI methodology emphasizes valuing what truly matters to stakeholders.



Group -1:
 Mothers from Gaziantep who participated in one or more mother programs



Group -2:
 Mothers participated in only one mother program from the three centers

After this step, participants were asked to list the wishes or hopes they would like to achieve/make within one year. Each participant wrote approximately 3 to 5 wishes. While discussing these wishes, they were described in ways that could be assigned a clear monetary value whenever possible. Identifying wishes that have a monetary equivalent is a fundamental part of the Value Game, because these items serve as reference points for valuing intangible social outcomes. By comparing the importance of an outcome to the cost of a concrete, desirable item, stakeholders are able to express how much the outcome is valued in financial terms.

Wish list

<ol style="list-style-type: none"> 1. Open a business (women's underwear/pajamas - requires at least 500.000,00 TL in center of Nurdağı, Gaziantep) 2. Enroll a child in a tutoring center for 1 year 3. Country house (detached, single-story, 2 rooms would be sufficient, Nurdağı center or villages) 4. Go on a pilgrimage to Mecca 5. Black Sea tour (2 weeks) 	<ol style="list-style-type: none"> 1. Move into my own home (detached, with a garden, 4 bedrooms in central Gaziantep) 2. Start my own business (set up a knitting workshop to generate income for housewives, ~300.000,00 TL) 3. Private school for my child (elementary school for 4 years) 4. Own a car (mid-range ~500.000,00TL) 5. Go on vacation (1 week trip abroad) 	<ol style="list-style-type: none"> 1. A house (single-story with garden, 3 bedrooms, 1 year lease) 2. Tutoring support for my daughter - 1 year 3. Building a house in the village (small 2-bedroom house) 4. A car (SUV style) 5. Going on the Umrah pilgrimage
<ol style="list-style-type: none"> 1. A House (own apartment, in Nurdağı) 2. A car (Megane) 3. Private school for my child (elementary school) 4. Vacation (beach vacation in Antalya, all inclusive hotel for 1 week) 	<ol style="list-style-type: none"> 1. Psychological support for myself and my daughter for one year 2. A home (3-bedroom apartment within a complex, in Nurdağı) 3. Own a jeep-SUV 4. Get a driver's license 5. Open a tailor shop (at least 500.000,00 TL, shop rent, machines, etc.) 	<ol style="list-style-type: none"> 1. A nice house (Nurdağı, detached, 3 bedrooms) 2. A car 3. A workplace (restaurant)

Group -1: Mothers from Gaziantep who participated in one or more mother programs

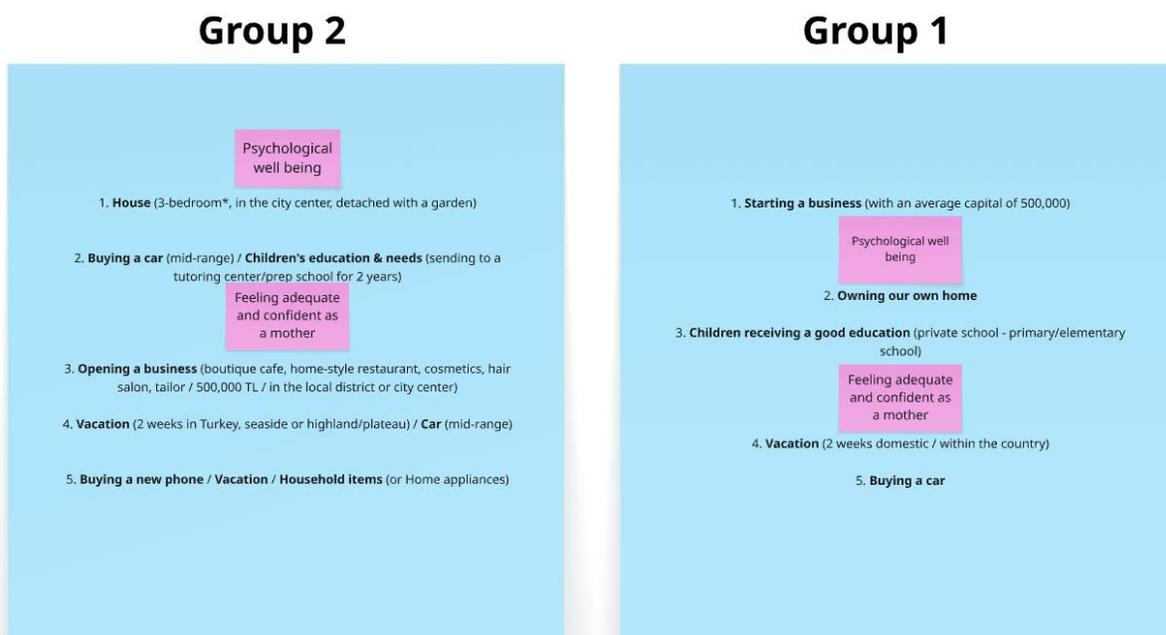
Wish list

<ol style="list-style-type: none"> 1. A week vacation in Bali 2. A house 3. Taking language course 	<ol style="list-style-type: none"> 1. A new house 2. A new car 3. Building a mosque or school 4. Taking a vacation 	<ol style="list-style-type: none"> 1. A nice and new house 2. A new car 3. Vacation 4. Buy new things for my house 	<ol style="list-style-type: none"> 1. Household items 2. A battery-powered car for my son, roller skates for my daughter, 3. A tablet for both of them 4. My children's personal needs
<ol style="list-style-type: none"> 1. A week-long vacation in a bungalow, Bodrum 2. A gray Ford Fiesta car 3. A spacious house with a private garden 4. A new mobile phone 	<ol style="list-style-type: none"> 1. Open own business 2. Buy a house 3. Buy a car 4. Children's needs 	<ol style="list-style-type: none"> 1. Upgrade your phone 2. Take a one-year vacation in Switzerland 3. Own a villa 4. New car 	<ol style="list-style-type: none"> 1. Buy a new house 2. Special education for children 3. Going on a vacation 4. Buy a car
<ol style="list-style-type: none"> 1. Buy a new car 2. Buy a house 3. One week vacation in Bodrum 4. A new mobile phone 	<ol style="list-style-type: none"> 1. Buy a new house 2. Tutoring for the child 3. Going on vacation 4. A new car 	<ol style="list-style-type: none"> 1. Buy a house 2. Open an own business 3. Enroll a child to the private school 4. Buy a new car 	<ol style="list-style-type: none"> 1. Buy a new house 2. Private school for the child 3. Open an own business 4. Buy a car

Group -2: Mothers participated in only one mother program from the three centers

Finally, participants were asked to consolidate their individual wish lists into a single group list. After a group discussion, the wishes were collectively prioritized and ranked from 1 to 5. These prioritized wishes were then compared with the outcomes participants had experienced. The researcher facilitating the Value Game asked participants to insert each experienced outcome into the final ranked list. In this way, the monetary value of each outcome was determined. By placing outcomes alongside real-life wishes with known or estimable financial costs, participants reveal the relative economic value they attribute to the changes they experienced. This ensures that the financial proxies used in the SROI calculation are grounded not in researcher assumptions, but in the stakeholders' own prioritization and real-world decision-making processes.

In the next step mothers discussed their individual wish lists to create a joint list that all agreed upon. In the final steps mothers were asked to collectively decide where on the list to place the outcomes experienced. The two lists are being presented below with the two outcomes positioned among items with market values. Based on the lists the professional judgement was made to use the financial proxy defined by the lower value of the cost of a one year rent of a 3-bedroom house in Adıyaman/Nurdağı or Hatay, while the upper value was specified as the cost of opening one's own business in Adıyaman/Nurdağı/Hatay (500,000.00 TL).



After analyzing the lists generated during these sessions, financial equivalents for the identified changes were determined based on reference prices of comparable market goods or services, reflecting what participants were willing to pay or considered to have market value.

Table 63 below provides financial proxies for the outcomes experienced by mothers:

Table-63: Financial proxies of outcomes experienced by mothers

Outcome	Relative importance	Financial proxy	Value (TRY)	Valuation method
Psychological well-being	9,25	A value has been given between opening an own business in Adiyaman, Nurdağı, Hatay and the cost of renting a 3+1 house for one year in Adiyaman, Nurdağı, Hatay.	350.000,00	<p>During the Value Game, this outcome was placed between two mother requests with market value. The lower value was specified as the cost of renting a 3+1 house for one year in Adiyaman/Nurdağı/Hatay, while the upper value was specified as the cost of opening one's own business in Adiyaman/Nurdağı/Hatay (500,000.00 TL).</p> <p>During the analysis, this value was determined through deliberation, supported by desk research.</p> <p>In 2024, there are significant differences in the rental prices of 3+1 detached houses in the cities of Gaziantep Nurdağı, Adiyaman, and Hatay. Gaziantep Nurdağı stands out as the most affordable city, with monthly rents ranging from 6,000 TL to 10,000 TL, due to its location in the district and more affordable housing prices. Rental prices in Adiyaman are slightly higher; especially in homes close to the center and new homes, rents generally start at 12,000 TL and can go up to 16,000 TL. Hatay has the highest rents among these three cities, with rents for 3+1 detached houses in central and popular areas starting at 18,000 TL per month and reaching up to 25,000 TL. Based on this information, the average annual rent is estimated at</p>

				<p>200,000.00 TL.</p> <p>References:</p> <p>Gaziantep Nurdağı 3+1 detached house rental prices:</p> <ul style="list-style-type: none">● https://www.endeksa.com/tr/analiz/turkiye/gaziantep/nurdagi/endeks/kiralik/konut● https://www.endeksa.com/tr/analiz/turkiye/gaziantep/endeks/kiralik/konut <p>General rental price information for Gaziantep:</p> <ul style="list-style-type: none">● https://www.emlakjet.com/kiralik-daire/gaziantep <p>Adiyaman 3+1 detached house rental prices:</p> <ul style="list-style-type: none">● https://www.emlakjet.com/kiralik-konut/adiyaman-adiyaman-merkez● https://www.emlakjet.com/kiralik-konut/adiyaman● https://www.inceleremlak.com/adiyaman-kiralik-konut-daire <p>General rental price information for Adiyaman:</p> <ul style="list-style-type: none">● https://www.emlakjet.com/kiralik-daire/adiyaman <p>Hatay 3+1 detached house rental prices:</p> <ul style="list-style-type: none">● https://www.emlakjet.com/kiralik-daire/hatay● http://www.iskenderundilek.emlak.com/kiralik/mustakil-ev/ilanlari/075105114097108196177107
--	--	--	--	--

Feeling adequate and confident as a mother	9,7	Anchor value: 350.000,00 TRY ("Psychological well-being" financial proxy)	367.027,00	Value anchoring: The value of the change "psychological well-being", whose value was determined by the "Value Game", was used as an "anchor", and the value of the change "feeling adequate and confident as a mother" was determined according to the relative importance of the changes.
Defending women's rights	9,4	Anchor value: 350.000,00 TRY ("Psychological well-being" financial proxy)	355.675,00	Value anchoring: The value of the change "psychological well-being", whose value was determined by the "Value Game", was used as an "anchor", and the value of the change "defending women's rights" was determined according to the relative importance of the changes.

Teachers working in AÇEV centers and mobile learning units

Two separate "Value Game" exercises were conducted with teachers involved in the programs. Both sessions were held online via Zoom. The first session included seven teachers working at the AÇEV Child and Family Centers, while the second session included five teachers working in the mobile learning units. In total, twelve teachers participated in the two Value Game exercises.

As part of the Value Game exercise, teachers were first asked the question: **"Have you experienced these changes?"** The outcomes listed on the board reflected the changes that teachers themselves had expressed during the qualitative interviews. Each teacher placed a check mark next to the outcomes they personally experienced. As shown in the board, most teachers confirmed that they had experienced every outcome identified in the qualitative phase.

Have you experienced these changes?

Positive outlook for the future	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Psychological fatigue	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

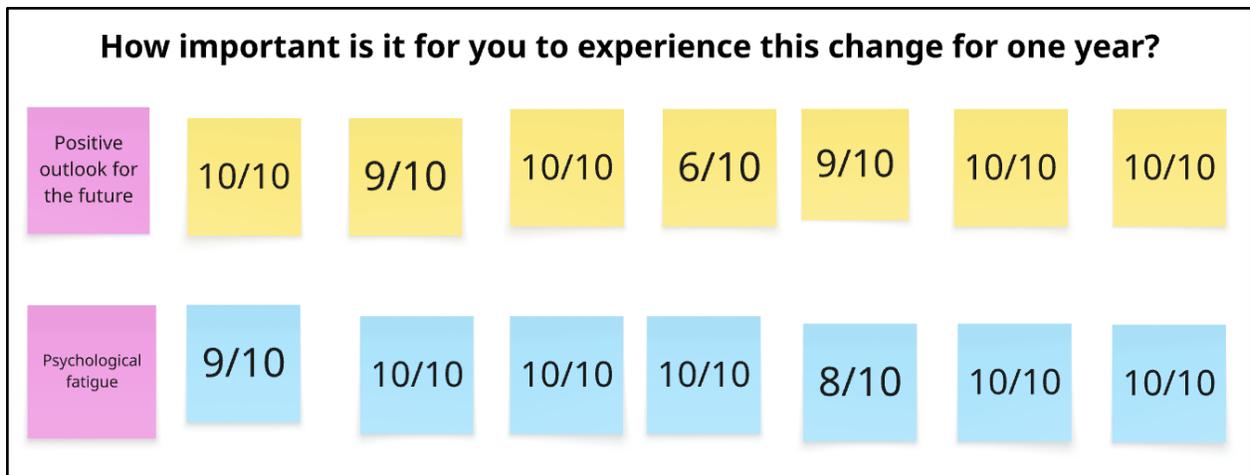
Group -1: Teachers working at AÇEV centers

Have you experienced these changes?

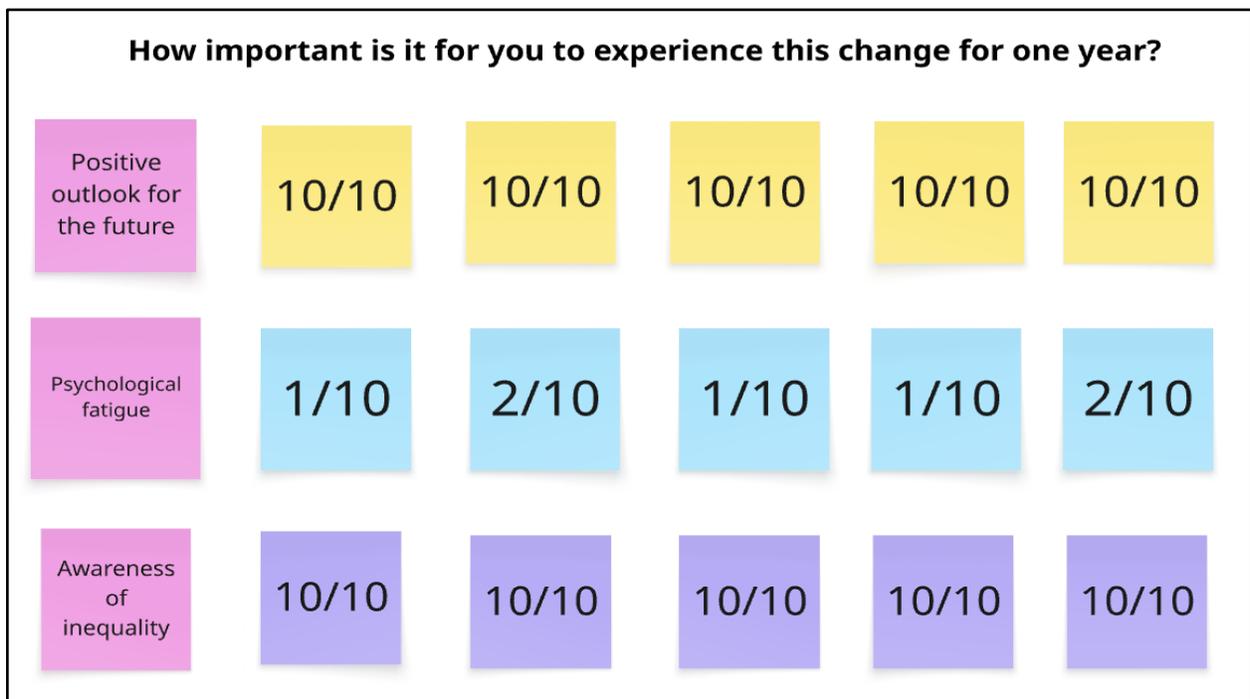
Positive outlook for the future	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Psychological fatigue	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Awareness of inequality	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Group -2: Teachers working in mobile learning units

After teachers selected the outcomes they had experienced, the next step was to understand how important each outcome was from the stakeholder’s perspective. To do this, teachers were asked: **“How important is it for you to experience this amount of change for one year?”** Teachers were then asked to rate each outcome on a scale from 1 to 10, indicating the relative importance they attributed to each outcome.



Group -1: Teachers working at AÇEV centers



Group -2: Teachers working in mobile learning units

After this step, teachers were asked to list the wishes or hopes they would like to achieve/make within one year. Each participant wrote approximately 3 to 5 wishes. While discussing these wishes, they were described in ways that could be assigned a clear monetary value whenever possible.

Wish list

1. Vacation abroad (Italy, 2 weeks)
2. Attending a language course (English course, 1 year in Hatay)
3. Opening own business (3 million TL)
4. Buying a car (Volkswagen/Polo)

1. Have a long vacation (1 month, in Turkey - in the mountains)
2. Buying books to read (200-250 books - personal development, novels).
3. Buying mountain house (detached, Black Sea)
4. Buying a van for vacation (towable van).

1. Vacation abroad (Thailand, Bali for 1 month)
2. Buying a house (3+1 house in central Hatay)
3. A library filled with books (1000 books)
4. Moto-van
5. One month paid leave

1. Buying a car (Toyota Yaris 2025).
2. Buying a house (3+1 apartment in Adiyaman center).
3. Domestic travel (Bolu Abant Yedigöller with 1 week hotel stay)
4. International travel (Europe, Asia, Middle East for 1-1.5 months visiting specific countries)
5. Education (Master's degree - Koç University)

1. A house in Adiyaman (3+1 apartment in the center)
2. Vacation (forest-seaside for 1 week)
3. Buying a car (mid-range)
4. Traveling in a camper (renting and traveling, 1 month, abroad or in Turkey)

1. House with a garden (in Hatay, Aşağıokçular)
2. High-limit shopping voucher (50.000 TL)
3. Mercedes CLA 180 car
4. Cyprus Vacation (20 days - 1 month, all-inclusive at Cratos)
5. Three babysitters

1. Buying a car (Cherry)
2. Villa with pool
3. Overseas vacation to Canada (1 month in Toronto)

Group -1: Teachers working at AÇEV centers

Wish list

1. A house on the island of Grid (a villa with a pool)
2. A beautiful boat (a large boat, big enough for my loved ones to fit)
3. A school I had built in my name (for 300 students, in Antep, for kindergarten and elementary school students)

1. A 2025 model Mercedes car
2. A house in Italy (a house with a garden, a duplex)
3. A clothing store (with a capital of 5 million)

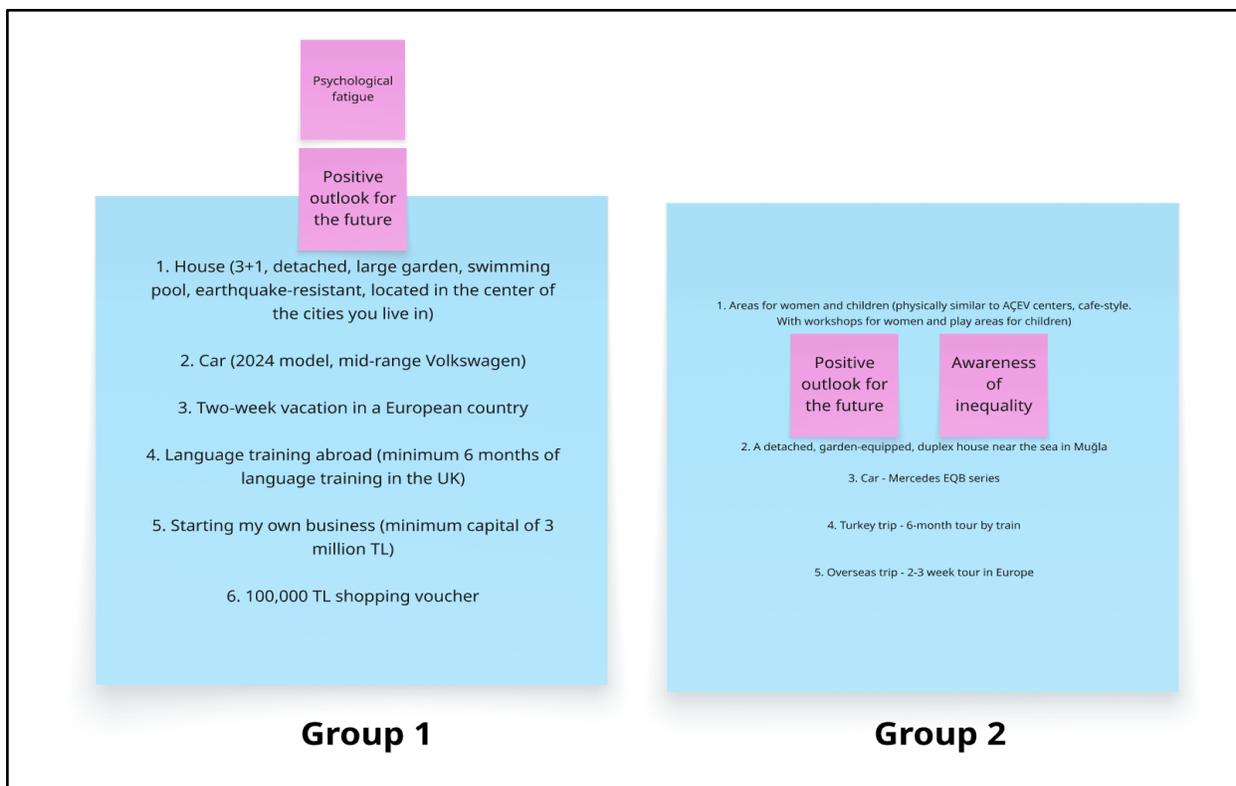
1. Traveling around Turkey (traveling by train, 6 months)
2. Opening the first hotel of an international hotel chain (in the Mediterranean)
3. Playgrounds for children and spaces for women in rural areas (entrepreneurship-capital, \$2-3 thousand)

1. Buying a van
2. A Mini Cooper car (model/year doesn't matter)
3. A spacious detached house (detached, near the sea in Arsuz)
4. A house abroad (a duplex house in Dubai)
5. Opening a cafe (for both children and women—land and a container/prefabricated structure on top)

1. Traveling around Europe (visiting 4-5 cities, 2-3 weeks)
2. A summer house in the Aegean (in Muğla, detached)
3. Audi car
4. Traveling on the Eastern Express (to Kars - travel only)

Group -2: Teachers working in mobile learning units

Finally, teachers were asked to consolidate their individual wish lists into a single group list. After a group discussion, the wishes were collectively prioritized and ranked from 1 to 5. These prioritized wishes were then compared with the outcomes participants had experienced. The researcher facilitating the Value Game asked participants to insert each experienced outcome into the final ranked list.



After analyzing the lists generated during these sessions, financial equivalents for the identified changes were determined based on reference prices of comparable market goods or services, reflecting participants' perceived willingness to pay or market-based valuations for those changes.

Table 64 below provides financial proxies for the changes experienced by teachers:

Table-64: Financial proxies of outcomes experienced by teachers

Outcome	Relative importance	Financial proxy	Value (TRY)	Valuation method
Positive outlook for the future	9,2	During the Value Game, the center-based teachers assigned a higher value to this change than to owning a 3+1 detached house with a large garden, swimming pool, and earthquake resistant structure	500.000,00	During the Value Game, teachers working in centers assigned a higher value to this outcome than a 3+1 detached house with a large garden, swimming pool, and earthquake resistance in Adiyaman/Nurdağı/Hatay, and no ceiling value was specified. For this outcome, mobile learning unit teachers valued a cafe with workshop/play areas

		<p>located in Adiyaman, Nurdağı, or Hatay.</p> <p>No upper value limit (ceiling value) was determined by the center teachers during the exercise.</p> <p>The mobile unit teachers, on the other hand, valued this change between a café with workshop and play areas for women and children and a detached, duplex house with a garden near the seaside in Muğla.</p>	<p>for women and children and a detached, garden-equipped, duplex house near the sea in Muğla.</p> <p>During the analysis, with the support of desk research, a value of 500,000.00 TL was determined through deliberation.</p> <p>In 2024, the average monthly rent for 3+1, detached, spacious garden, and pool houses in the centers of Adiyaman, Hatay, and Nurdağı was approximately 50,000 TL.</p> <p>Average Rent Calculation</p> <p>Adiyaman: 30,000 - 50,000 TL Hatay: 35,000 - 100,000 TL Nurdağı: 25,000 - 45,000 TL</p> <p>The approximate value was obtained by taking the average of the price ranges given in these cities. The fact that the houses in these three regions are private and newly built, especially with pools and gardens, raises this average. In Muğla, the rental prices for a detached duplex house with a garden near the sea in 2023-2024 have varied widely. Depending on the area, location, and amenities of the house (pool, furniture, garden size, etc.), monthly rental prices have ranged from an average of 20,000 TL to 70,000 TL. In popular areas such as Bodrum, Fethiye, and Marmaris, monthly rents for luxury villas can exceed 100,000 TL.</p>
--	--	---	---

				<p>References:</p> <ul style="list-style-type: none"> • https://www.emlakjet.com/kiralik-mustakil-ev/mugla • https://www.airbnb.com.tr/mugla-turkiye/stays • https://www.airbnb.com.tr/mugla-region-turkiye/stays • https://www.airbnb.com.tr/s/elimiyet-turkiye/stays/patio • https://www.emlakjet.com/kiralik-konut/mugla • https://tekce.com.tr/emlak-turkiye/mugla-fethiye?type=ev&page=4 • https://www.era.com.tr/mugla-kiralik/mustakil-ev • https://www.emlakjet.com/satilik-mustakil-ev/mugla • 9.http://cb.com.tr/mugla/mustakil-ev?pager_p=2
Psychological fatigue	9,6*	<p>Anchor value: 500.000,00 TRY ("Positive outlook for the future" financial proxy)</p>	-521.739,13	<p>Value anchoring:</p> <p>The value of the change "positive outlook for the future", whose value was determined by the "Value Game", was used as an "anchor", and the value of the change "psychological fatigue" was determined according to the relative importance of the changes.</p>
Decreasing the feeling of psychological fatigue	9,2	<p>Anchor value: 350.000,00 TRY ("Psychological well-being" financial proxy)</p>	500.000,00	<p>Value anchoring:</p> <p>The value of the change "psychological well-being", whose value was determined by the "Value Game", was used as an "anchor", and the value of the change "decreasing the feeling of psychological fatigue" was determined according to the relative importance of the</p>

				changes.
Awareness of inequality	9,8	Anchor value: 500.000,00 TRY ("Positive outlook for the future" financial proxy)	532.608,69	Value anchoring: The value of the change "psychological well-being", whose value was determined by the "Value Game", was used as an "anchor", and the value of the change "awareness of inequality" was determined according to the relative importance of the changes.

*Data collected in a survey conducted by teachers working at the centers regarding the relative importance of this outcome, when compared to the value indicated in the Value Game application, showed that this outcome was considered much more important during the Value Game. Seven out of 23 teachers working at the centers participated in the Value Game application. The surveys were completed online by the teachers. The Value Game, on the other hand, was conducted with the teachers via the Zoom application, and one-on-one communication was established. Therefore, the data collected during the Value Game was found to be more reliable, and the relative importance data shared during this application was included in the scope of the analysis.

In addition, the Value Game application was carried out with 5 out of 6 people working in mobile learning units. In the first stage of the Value Game, teachers were asked again whether they had experienced this change. Only 1 out of 5 teachers stated that they had experienced the change. After this stage, when asked about the relative importance of the outcome, all 5 teachers indicated that the relative importance of this outcome was low (1 and 2 out of 10). Therefore, a consistent result was obtained because they did not experience the change, and this outcome was excluded from the scope specifically for mobile learning unit teachers.

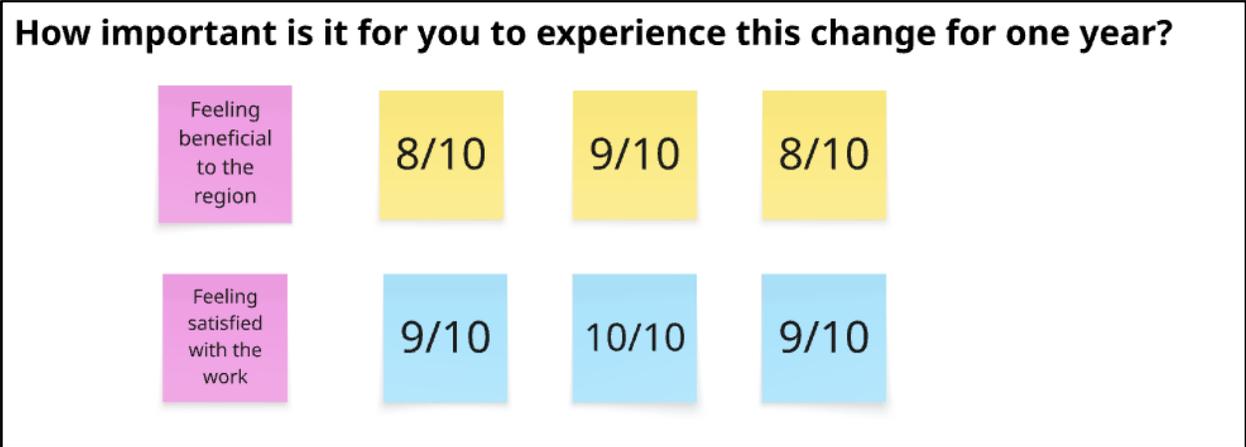
Center managers/coordinators

A "Value Game" exercise was conducted with center managers/coordinators responsible for coordinating and managing the centers. This exercise was conducted online via Zoom, and a total of three center managers participated in the exercise.

As part of the Value Game exercise, center managers/coordinators were first asked the question: **"Have you experienced these changes?"** The outcomes listed on the board reflected the changes that managers/coordinators themselves had expressed during the qualitative interviews. Each participant placed a check mark next to the outcomes they personally experienced. As shown in the board, all center managers and coordinators confirmed that they had experienced every outcome identified in the qualitative phase.



After center managers/coordinators selected the outcomes they had experienced, the next step was to understand how important each outcome was from the stakeholder’s perspective. To do this, coordinators were asked: **“How important is it for you to experience this amount of change for one year?”** Center managers/coordinators were then asked to rate each outcome on a scale from 1 to 10, indicating the relative importance they attributed to each outcome.



After this step, center managers/coordinators were asked to list the wishes or hopes they would like to achieve or make within one year. Each participant wrote approximately 3 to 5 wishes. While discussing these wishes, they were described in ways that could be assigned a clear monetary value whenever possible.

Wish list

1. Buying a car (mid-range)
2. Overseas trip (Egypt - 1 week)
3. Language school (English - 1-year language school in Canada)
4. Paying off my debts (600,000 TL)
5. Completing my master's degree (requires 45,000 TL for 3 semesters)

1. One-year language training abroad (USA or UK)
2. Buying a car (Mercedes)
3. Owning a house (detached, Hatay, duplex)
4. Studying at a good university in another department (Bachelor's degree, state university - 4-year living costs. Rent will be included.)

1. Argentina trip (2 weeks, visiting a friend, no accommodation costs)
2. Buying a tablet (iPad drawing tablet)
3. Italy trip (1 week-10 days, visiting friends, no accommodation)
4. Business partnership (requires 200,000 TL in capital)
5. Buying an olive grove (near Milas, about 4 acres/joint venture with brother. Cost is 2 acres)

Finally, center managers/coordinators were asked to consolidate their individual wish lists into a single group list. After a group discussion, the wishes were collectively prioritized and ranked from 1 to 5. These prioritized wishes were then compared with the outcomes participants had experienced.

Feeling satisfied with the work

Feeling beneficial to the region

1. Overseas travel (10 days on average)
2. Owning a home/buying olive trees
3. Language education (1 year)
4. Cash (1 million TL for various purposes)

After analyzing the listings made in these exercises, financial equivalents were determined by referring to market price requests for outcomes.

Table 65 below provides financial proxies for the outcomes experienced by teachers:

Table-65: Financial proxies of outcomes experienced by center managers/coordinators

Outcome	Relative importance	Financial proxy	Value (TRY)	Valuation method
Feeling beneficial to the region	10	During the Value Game, managers or coordinators assigned a higher value to this outcome than to a 10-day trip to Europe.	67.000,00	<p>During the Value Game, managers or coordinators assigned a higher value to this change than a 10-day trip to Europe, and no ceiling value was specified.</p> <p>For 2024, the total cost per person for a 10-day mid-range trip to Europe, including passport and Schengen visa fees, averages between €1,400 and €2,300. Based on this range, an equivalent value of 67,000.00 TL has been determined for an average cost of 2,000 euros (assuming an exchange rate of 33.5 TRY per euro).</p> <p>References:</p> <p>Cost of Schengen visa (2024):</p> <ul style="list-style-type: none"> • https://www.nkolay.com/blog/kultur-yasam/2024-vize-ucretleri-schengen-vizesi-ucreti <p>Cost of Passport (2024):</p> <ul style="list-style-type: none"> • https://www.onedu.com.tr/guncel-pasaport-harc-ve-defter-bedelleri/ • https://pavaedu.com/pasaport-nasil-alinir-ve-2024-guncel-pasaport-ucretleri-ne-kadar/ <p>Cost of Europe travelling (2024):</p> <ul style="list-style-type: none"> • https://www.tourbalance.com.tr/otobusle-avrupa-turune-kadara-mal-olur/

				<ul style="list-style-type: none"> • https://yandex.com.tr/yacev/ap/c/seyahat/q/avrupa-turu-kac-gun-surer-ve-ne-kadara-mal-olur-2396420081
Feeling satisfied with the work	9,5	Anchor value: 500.000,00 TRY ("feeling beneficial to the region" financial proxy)	63.650,00	Value anchoring: The value of the change "feeling beneficial to the region", whose value was determined by the "Value Game", was used as an "anchor", and the value of the change "feeling satisfied with the work" was determined according to the relative importance of the changes.

Fathers

During the data collection process, it was challenging to reach fathers and ensure their participation in the research. Therefore, when determining the financial proxies of the outcomes experienced by fathers, the Value Game findings from mothers were used as proxy values. The father sample and survey data is weak and it is considered as a risk to the SROI ratio calculation. Due to the low sample, the number of fathers that was included in the qualitative and quantitative stage was considered. The judgements were made based on the qualitative and quantitative engagements of not only fathers, but also mothers and trainers who highlighted the changes and similarities. Therefore, based on the context, the qualitative data analysis and limited quantitative data the judgement of using the mothers as proxy was made along with including only the number of fathers that were involved in the data collection.

In particular, the changes experienced by fathers such as “psychological well-being” and “being a responsible father”, show strong similarities to the changes experienced by mothers, including “psychological well-being” and “feeling competent and confident as a mother.” **Using mothers’ data as a financial proxy carries a risk of overestimating the value of the outcomes.** These potential risks were addressed and evaluated through sensitivity analysis and are presented transparently in the report.

Table 66 below provides financial proxies for the outcomes experienced by teachers:

Table-66: Financial proxies of outcomes experienced by fathers

Outcome	Relative importance	Financial proxy	Value (TRY)	Valuation method
Psychological well-being	9,2	A value has been given between opening an own business in Adiyaman, Nurdağı, Hatay and the cost of renting a 3+1 house for one year in Adiyaman, Nurdağı, Hatay.	350.000,00	<p>During the Value Game, this outcome was placed between two mother requests with market value. The lower value was specified as the cost of renting a 3+1 house for one year in Adiyaman/Nurdağı/Hatay, while the upper value was specified as the cost of opening one's own business in Adiyaman/Nurdağı/Hatay (500,000.00 TRY).</p> <p>During the analysis, this value was determined through deliberation, supported by desk research.</p> <p>In 2024, there are significant differences in the rental prices of 3+1 detached houses in the cities of Gaziantep Nurdağı, Adiyaman, and Hatay. Gaziantep Nurdağı stands out as the most affordable city, with monthly rents ranging from 6,000 TRY to 10,000 TRY, due to its location in the district and more affordable housing prices. Rental prices in Adiyaman are slightly higher; especially in homes close to the center and new homes, rents generally start at 12,000 TRY and can go up to 16,000 TRY. Hatay has the highest rents among these three cities, with rents for 3+1 detached houses in central and popular areas starting at 18,000 TRY per month and reaching up to 25,000 TRY. Based on this information, the average annual rent is estimated at</p>

				<p>200,000.00 TRY.</p> <p>References:</p> <p>Gaziantep Nurdağı 3+1 detached house rental prices:</p> <ul style="list-style-type: none">● https://www.endeksa.com/tr/analiz/turkiye/gaziantep/nurdagi/endeks/kiralik/konut● https://www.endeksa.com/tr/analiz/turkiye/gaziantep/endeks/kiralik/konut <p>General rental price information for Gaziantep:</p> <ul style="list-style-type: none">● https://www.emlakjet.com/kiralik-daire/gaziantep <p>Adiyaman 3+1 detached house rental prices:</p> <ul style="list-style-type: none">● https://www.emlakjet.com/kiralik-konut/adiyaman-adiyaman-merkez● https://www.emlakjet.com/kiralik-konut/adiyaman● https://www.inceleremlak.com/adiyaman-kiralik-konut-daire <p>General rental price information for Adiyaman:</p> <ul style="list-style-type: none">● https://www.emlakjet.com/kiralik-daire/adiyaman <p>Hatay 3+1 detached house rental prices:</p> <ul style="list-style-type: none">● https://www.emlakjet.com/kiralik-daire/hatay● http://www.iskenderundilek.emlak.com/kiralik/mustakil-ev/ilanlari/075105114097108196177107
--	--	--	--	---

Being a responsible father	9,2	Anchor value: 350.000,00 TRY ("psychological well-being" financial proxy)	350.000,00	Value anchoring: The value of the change "psychological well-being", whose value was determined by the "Value Game", was used as an "anchor", and the value of the change "being a responsible father" was determined according to the relative importance of the changes.
----------------------------	-----	--	------------	--

Children

Since the children were of preschool age, the financial proxies of the outcomes they experienced were assessed using qualitative and quantitative data collected from parents and teachers. Different methods were considered to determine the equivalents. Revealed preference was considered - however, due to the nature of the method, the risk of undervaluation was considered as very high. One of the sensitivity analysis scenarios includes the consideration of the financial proxy identified through the revealed preference method. In general, the analysis preferred valuation methods that involved stakeholders in the process whenever possible. Since it was not possible for the children participating in the activity to determine the financial value for themselves due to their very young age, it was reasoned that the value mothers gave to the change in "psychological well-being" they experienced could be used as a financial value for the outcome in "psychological well-being" experienced by the children, and this was applied as follows.

Table 67 below provides financial proxies for the outcomes experienced by children:

Table-67: Financial proxies of outcomes experienced by children

Outcome	Relative importance	Financial proxy	Value (TRY)	Valuation method
Psychological well-being	10	A value has been given between opening an own business in Adiyaman, Nurdağı, Hatay and the cost of renting a 3+1 house for one year in Adiyaman, Nurdağı, Hatay.	350.000,00	The financial proxy determined for the outcome in "psychological well-being" through the Value Game method applied with mothers was also used as the financial proxy for the change experienced by children.

Readiness for the school	10	A value has been given between opening an own business in Adiyaman, Nurdağı, Hatay and the cost of renting a 3+1 house for one year in Adiyaman, Nurdağı, Hatay.	350.000,00	The financial proxy determined for the outcome in “psychological well-being” through the Value Game method applied with mothers was also used as the financial proxy for the change experienced by children.
--------------------------	----	--	------------	--

Women Participated in POWER Programme

The women participating in the Power Programme were located in different areas/villages making it difficult to bring them together and have limited internet literacy. Therefore, as in person or online application of Value Game was not possible due to these difficulties, the judgement was made to use the revealed preference valuation method.

Table 68 below provides financial proxies for the outcomes experienced by women:

Table-68: Financial proxies of outcomes experienced by women

Outcome	Relative importance	Financial proxy	Value (TRY)	Valuation method
Psychological well-being	9,5	Five times 1.5-hour sessions with a psychologist	9.000,00	According to market research conducted, adult psychologist session fees in Adiyaman, Nurdağı and Hatay were examined for the 2023-2024 period, and it was found that the average fees ranged between 1000.00 and 1200.00 TRY. In this analysis, the session fee was set at 1,200.00 TL, and since POWER programme activities lasted 5 weeks, the number of sessions was also set at 5.
Increased self-confidence	9,7	Anchor value: 9.000,00 TRY ("Psychological	9.189,47	Value anchoring: The value of the change

		well-being" financial proxy)		"psychological well-being", whose value was determined by the "revealed preference", was used as an "anchor", and the value of the change "increased self-confidence" was determined according to the relative importance of the changes.
Defending women's rights	9,7	Anchor value: 9.000,00 TRY ("Psychological well-being" financial proxy)	9.189,48	Value anchoring: The value of the change "psychological well-being", whose value was determined by the "revealed preference", was used as an "anchor", and the value of the change "defending women's rights" was determined according to the relative importance of the changes.

Young Women Participated in POWER Programme

Financial proxies for women who participated in the POWER Program for Young Women were based on the proxies determined for POWER program participants. Since both programs had a similar focus, were delivered by the same trainers, and the changes experienced were comparable. The participants of the Young Women in Power programme experienced two well-defined outcomes and they did not experience the change in their psychological well-being. The decision was made to use as the financial proxy the value of the "defending women's rights" outcome. The decision was based on the similarity of the outcome expressed (supported by the qualitative data) and very close value of the relative importance expressed by the two groups: 9,7 in case of adults and 9,4 in case of young participants. The value of the financial proxy was used as an anchor value to identify "increase in self-confidence" outcome.

Table 69 below provides financial proxies for the outcomes experienced by young women:

Table-69: Financial proxies of outcomes experienced by young women

Outcome	Relative importance	Financial proxy	Value (TRY)	Valuation method
Defending women's rights	9,4	"Defending women's rights" experienced by women participated in POWER Programme financial proxy	9.189,48	The financial proxy was determined by using the financial proxies identified for the women in the adult Power programme. The two groups expressed two similar outcomes and defending women's rights has been given very similar relative importance by two groups. Therefore, the value of this outcome in the adult group is used as a financial proxy in the young women group.
Increased self-confidence	9	Anchor value: 9.189,48 TRY ("Defending women's rights" experienced by young women participated in POWER Programme financial proxy)	8.798,43	Value anchoring: The value of the change "defending women's rights", whose value was determined by the "Revealed Preference", was used as an "anchor", and the value of the change "increased self-confidence" was determined according to the relative importance of the changes.

Adult Trainers (Woman Programs)

Based on the evaluation of the outcomes experienced by the adult trainers for women programs, the judgement was made that the "revealed preference" method would be suitable to identify the financial proxies. "Developing skills in adult education" was selected as a suitable outcome to identify the financial proxy that could provide the credible data and serve also as an anchor value for the rest of the well-defined outcomes experienced by the stakeholder.

Table 70 below provides financial proxies for the outcomes experienced by adult trainers who worked in the woman programs:

Table-70: Financial proxies of outcomes experienced by adult trainers (woman programs)

Outcome	Relative importance	Financial proxy	Value (TRY)	Valuation method
Developing skills in adult education	9,3	Educator training fee	20.000,00	<p>The "Revealed Preference" method was used to determine the value of change.</p> <p>Educational training in the corporate field was researched. The fees for training provided by different institutions vary according to the duration, scope, and target audience of the training. It is noteworthy that training fees vary widely: training courses ranging from 2,640.00 to 70,000 TRY are available on the market.</p> <p>The duration of the stakeholder group's participation in the activity was also evaluated, and the equivalent value of the change in "developing skills in adult education" was determined to be TRY 20,000.00.</p>
Feeling of happiness that comes from being useful	10	Anchor value: 20.000,00 TRY ("developing skills in adult education" experienced by adult trainers who worked with women financial proxy)	21.505,37	Value anchoring: The value of the change "developing skills in adult education", whose value was determined by the "Revealed Preference", was used as an "anchor", and the value of the change "feeling of happiness that comes from being useful" was determined according to the relative importance of the changes.
Increased sense of solidarity	9	Anchor value: 20.000,00 TRY ("developing skills in adult education" experienced by	19.354,84	Value anchoring: The value of the change "developing skills in adult education", whose value was

		adult trainers who worked with women financial proxy)		determined by the "Revealed Preference", was used as an "anchor", and the value of the change "increased sense of solidarity" was determined according to the relative importance of the changes.
Decreased in socialization	6,5	Anchor value: 20.000,00 TRY ("developing skills in adult education" experienced by adult trainers who worked with women financial proxy)	-13.978,50	Value anchoring: The value of the change "developing skills in adult education", whose value was determined by the "Revealed Preference", was used as an "anchor", and the value of the change "decreased in socialization" was determined according to the relative importance of the changes.
Feeling psychologically exhausted	8	Anchor value: 20.000,00 TRY ("developing skills in adult education" experienced by adult trainers who worked with women financial proxy)	-17.204,30	Value anchoring: The value of the change "developing skills in adult education", whose value was determined by the "Revealed Preference", was used as an "anchor", and the value of the change "feeling psychologically exhausted" was determined according to the relative importance of the changes.

Volunteer Trainers (Father Program)

Based on the evaluation of the outcomes experienced by the volunteer trainers for father programs, the judgement was made that the "revealed preference" method would be suitable to identify the financial proxies. "Developing skills in adult education" was selected as a suitable outcome to identify the financial proxy that could provide the credible data and serve also as an anchor value for the rest of the well-defined outcomes experienced by the stakeholder.

Table 71 below provides financial proxies for the outcomes experienced by volunteer trainers who worked in the father program:

Table-71: Financial proxies of outcomes experienced by volunteer trainers (father program)

Outcome	Relative importance	Financial proxy	Value (TRY)	Valuation method
Developing skills in adult education	9,5	Educator training fee	20.000,00	<p>The "Revealed Preference" method was used to determine the value of change.</p> <p>Educational training in the corporate field was researched. The fees for training provided by different institutions vary according to the duration, scope, and target audience of the training. It is noteworthy that training fees vary widely: training courses ranging from 2,640.00 to 70,000 TRY are available on the market.</p> <p>The duration of the stakeholder group's participation in the activity was also evaluated, and the equivalent value of the change in "developing skills in adult education" was determined to be TRY 20,000.00.</p>
Being in solidarity (learning together with other fathers)	7,3	Anchor value: 20.000,00 TRY ("developing skills in adult education" experienced by adult trainers who worked with women financial proxy)	15.368,42	Value anchoring: The value of the change "developing skills in adult education", whose value was determined by the "Revealed Preference", was used as an "anchor", and the value of the change "being in solidarity " was determined according to the relative importance of the changes.
Positive outlook for the future	7,3	Anchor value: 20.000,00 TRY ("developing skills in adult education" experienced by	15.368,42	Value anchoring: The value of the change "developing skills in adult education", whose value was

		adult trainers who worked with women financial proxy)		determined by the "Revealed Preference", was used as an "anchor", and the value of the change "positive outlook for the future" was determined according to the relative importance of the changes.
Feeling psychologically exhausted	7,5	Anchor value: 20.000,00 TRY ("developing skills in adult education" experienced by adult trainers who worked with women financial proxy)	-15.789,47	Value anchoring: The value of the change "developing skills in adult education", whose value was determined by the "Revealed Preference", was used as an "anchor", and the value of the change "feeling psychologically exhausted" was determined according to the relative importance of the changes.

AÇEV İstanbul Team

Based on the evaluation of the outcomes experienced by the AÇEV İstanbul Team, the judgement was made that the "revealed preference" method would be suitable to identify the financial proxies. "Realizing the importance of taking good care of yourself psychologically" was selected as a suitable outcome to identify the financial proxy that could provide the credible data and serve also as an anchor value for the rest of the well-defined outcomes experienced by the stakeholder.

Table 72 below provides financial proxies for the outcomes experienced by AÇEV employees who working in İstanbul general center:

Table-72: Financial proxies of outcomes experienced by AÇEV İstanbul employees

Outcome	Relative importance	Financial proxy	Value (TRY)	Valuation method
Realizing the importance of taking good care of yourself psychologically	8,2	One therapy session per month for 12 months	24.000,00	According to market research conducted, the session fees for adult therapists or life coaches in İstanbul were examined for the 2023-2024 period, and it was found that the average fees ranged from 750.00 to 3,600.00 TRY.

				In this analysis, the session fee was set at 2,000.00 TRY, and the number of sessions was determined to be once a month for 12 months.
Being hopeful about the future (Those who experienced positive change)	9,5	Anchor value: 24.000,00 TRY ("Realizing the importance of taking good care of yourself psychologically" experienced by employees financial proxy)	27.804,87	Value anchoring: The value of the change "realizing the importance of taking good care of yourself psychologically", whose value was determined by the "Revealed Preference", was used as an "anchor", and the value of the change "being hopeful about the future " was determined according to the relative importance of the changes.
Being hopeful about the future (Those who experienced negative change)	-7,5	Anchor value: 24.000,00 TRY ("Realizing the importance of taking good care of yourself psychologically" experienced by employees financial proxy)	-21.951,21	Value anchoring: The value of the change "realizing the importance of taking good care of yourself psychologically", whose value was determined by the "Revealed Preference", was used as an "anchor", and the value of the change "being hopeful about the future " was determined according to the relative importance of the changes.
Increased team management skills	8,8		25.756,00	Value anchoring: The value of the change "realizing the importance of taking good care of yourself psychologically", whose value was determined by the "Revealed Preference", was used as an "anchor", and the value of the change "increased

				team management skills" was determined according to the relative importance of the changes.
--	--	--	--	---

Public Institutions

The cost-based method was used to calculate the value of the change in capacity of the public institutions. Based on the data provided by the public organizations, the financial proxy was calculated as a yearly salary of the specialist/public officer.

Table 73 below provides financial proxies for the outcomes experienced by public institutions:

Table-73: Financial proxies of outcomes experienced by public institutions

Outcome	Financial proxy	Value (TRY)	Valuation method
With the decrease in demand for services, public institutions' resources can be reallocated to other individuals in need of services or to different activities.	The annual salary of a university graduate working as a specialist in a public institution for the period July 2023-July 2024	329.268,00	According to desk research, the salary of an expert who graduated from the university in a public institution during the period July 2023-July 2024 has been calculated as 329,268.00 TRY. References: <ul style="list-style-type: none"> https://www.aa.com.tr/tr/ekonomi/zamli-memur-maaslari-belli-oldu/3098975

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 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. The question was asked in both stages - in qualitative the vast majority clearly stated that very little change would happen. This supported the data collected in the quantitative phase. The quantitative data was used in the analysis. The detailed data on the

counterfactual and attribution calculation is presented in chapter 7 on outcome quantification.

Counterfactual	<ol style="list-style-type: none"> 1. What would have happened if you did not join the program? 2. Is there any chance of finding other similar programs?
Contribution / attribution	<ol style="list-style-type: none"> 1. Do you receive similar support from any other institution/place? If yes, which institutions? 2. 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:

Counterfactual	<ol style="list-style-type: none"> 1. If you had not benefited from AÇEV programs, would you still have experienced the change we asked about above? <ul style="list-style-type: none"> • Yes • No 2. If yes, how likely would this change be? Please tick the probability of the change happening on a scale of 1-10.
Contribution / attribution	<ol style="list-style-type: none"> 1. If you have experienced the above change after benefiting from AÇEV programs, did people/institutions other than AÇEV contribute to your experience of this change? <ul style="list-style-type: none"> • Yes • No 2. Please indicate the persons/institutions other than AÇEV that contributed to this change and express their contribution in %. For example, "X institution contributed 10%, Y institution contributed 5%".

For each outcome added to the value map, counterfactual and contribution/attribution data were evaluated. The question was asked in both stages - in qualitative the vast majority clearly stated that very little change would happen. This supported the data collected in the quantitative phase. The quantitative data was used in the analysis. All the calculations and averages of the amount of the counterfactual and contributions are presented respectively for each of the

stakeholder groups in chapter 7 on outcome quantification. The attribution and contribution according to the center managers/coordinators is presented below as an example in Table 74:

Table-74: 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 %
Feeling satisfied with the work	Center managers / coordinators 3 women	2	67%	0	0	10%
Feeling beneficial to the region		2	67%	33%	50%	10%

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. The 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:

Duration	<p>How long do you think the change you are experiencing will continue?</p> <ul style="list-style-type: none"> ● During that time, I continued to the programs ● 6-12 months after the end of the program ● More than 2 years after the end of the program ● More than 3 years after the end of the program (long-term) ● Other
-----------------	--

The final results presented in the table 75 were compiled by analysis of the data on duration of the outcomes provided by stakeholders (the frequency of the answer was evaluated - the answers with the highest frequency were used; the tendency was also evaluated, for example if the second most frequent answer was indicating shorter duration to the most frequent it was also included into the evaluation informing the final judgement).

The drop-off evaluation was based on the qualitative data and triangulated with the previous experience and the nature of the outcome (for the changes in the aspect of well-being higher drop-off rates were required.).

Below all stakeholders' evaluation of the duration and drop-off rate is presented in Table 75:

Table-75: Duration of outcome and drop-off rate assessment

Outcome	Stakeholder Group	Duration of Outcome	Drop-off	Description	Relative Importance
Feeling adequate and confident as a mother	Mothers who participated in 1 mother program <i>30 women</i>	2 years	50%	23 women from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and considering the mixed answers the judgement was made to estimate the duration as 2 years.	9,6
	Mothers who participated in 1 or more than 1 mother programs and POWER programme <i>38 women</i>	2 years	50%	23 women from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and considering the mixed answers the judgement was made to estimate the duration as 2 years.	9,8
Psychological well-being	Mothers who participated in 1 mother program <i>30 women</i>	1 year	50%	14 women from this segment responded that the outcome would take longer than 3 years, and 6 women responded during the program. Due to the nature of the outcome and considering the mixed answers the judgement was made to estimate the duration as 1 year.	9,4

	Mothers who participated in 1 or more than 1 mother programs and POWER programme <i>38 women</i>	1 year	50%	14 women from this segment responded that the outcome would take longer than 3 years, and 6 women responded during the program. Due to the nature of the outcome and considering the mixed answers the judgement was made to estimate the duration as 1 year.	9,1
Defending women's rights	Mothers who participated in 1 mother program <i>30 women</i>	2 years	30%	21 women from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and considering the mixed answers the judgement was made to estimate the duration as 2 years.	9,5
	Mothers who participated in 1 or more than 1 mother programs and POWER programme <i>38 women</i>	2 years	30%	27 women from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and considering the mixed answers the judgement was made to estimate the duration as 2 years.	9,3
Being a responsible father	Those who received a certificate from the Father Program	3 years	30%	3 fathers from this segment responded that the outcome would take longer than 3 years. Due to the outcome which is about being awareness the judgement was made to estimate the duration as 3 years.	9,2
Psychological well-being	<i>5 fathers</i>	1 year	50%	2 fathers from this segment responded that the outcome would take longer than 3 years, and 1 father responded during the program. Due to the nature of the outcome and considering the mixed answers the judgement was made to estimate the duration as 1 year.	9,2

Psychological well-being	Children who participated in OEP 5-year-old program, 4 year-old program and library activities <i>74 children</i>	1 year	50%	36 parents from this segment responded that the outcome would take longer than 3 years. However when the change and the conditions of the children are evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	10
Readiness for the school		2 years	50%	40 parents from this segment responded that the outcome would take longer than 2-3 years, and 5 parents responded more than 3 years. However when the change and the conditions of the children are evaluated, it has been concluded, through professional judgment, that this period will be at most 2 years.	10
Psychological well-being	Women who participated in POWER program <i>40 women</i>	1 year	50%	22 women from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and considering the mixed answers the judgement was made to estimate the duration as 1 year.	9,5
Increased self-confidence	Women who participated in POWER program <i>40 women</i>	1 year	50%	25 women from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and the conditions of the women evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	9,6
	Mothers who participated in 1 or more than 1 mother programs and POWER programme <i>30 women</i>	2 year	30%	22 women from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and the conditions of the women evaluated (and also participated in more than one program), it has been concluded, through professional judgment, that this period will be at most 2 years.	9,8

Defending women's rights	Women who participated in POWER program <i>40 women</i>	1 year	30%	25 women from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and the conditions of the women evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	9,7
Increased self-confidence	Young women who participated in POWER program for 14-18 aged girls	1 year	30%	3 young women from this segment responded that the outcome would take longer than 3 years, and 3 young women responded during the program. Due to the nature of the outcome and considering the mixed answers the judgement was made to estimate the duration as 1 year.	9
Defending women's rights	<i>14 young women</i>	2 years	30%	8 young women from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and the conditions of the young women evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	9,4
Positive outlook for the future	Teachers working in centers and mobile learning units	1 year	50%	12 teachers from this segment responded that the outcome would take 2-3 years. Due to the nature of the outcome and the conditions of the teachers evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	9,2
Psychological fatigue	<i>29 teachers</i>	1 year	50%	No consensus was identified among the teachers in this segment within the specified timeframes. Due to the nature of the outcome and the conditions of the teachers evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	6,7

Decreasing the feeling of psychological fatigue		1 year	50%	5 teachers from this segment responded that this change would continue as long as their duties at headquarters continued. Due to the nature of the outcome and the conditions of the teachers evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	9,2
Awareness of inequality	Teachers working in just mobile learning units <i>6 teachers</i>	3 years	10%	4 teachers from this segment responded that the outcome would take longer than 3 years. Due to the outcome which is about being aware the judgement was made to estimate the duration as 3 years.	9,8
Developing skills in adult education	Adult trainers (woman programs) <i>3 women</i>	3 years	10%	2 adult trainers from this segment responded that the outcome would take longer than 3 years. Due to the outcome which is about developing skills the judgement was made to estimate the duration as 3 years.	9,3
Feeling of happiness that comes from being useful		1 year	50%	1 adult trainer from this segment responded that the outcome would take longer than 3 years, and 2 adult trainers responded during her duty. Due to the nature of the outcome and considering the mixed answers the judgement was made to estimate the duration as 1 year.	10
Increased sense of solidarity		1 year	50%	2 adult trainers from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and considering the mixed answers the judgement was made to estimate the duration as 1 year.	9

Decreased in socialization	Volunteer trainers (father program) <i>4 fathers</i>	1 year	50%	1 adult trainer from this segment responded that the outcome would continue during her duty. Due to the nature of the outcome and the conditions of the trainers evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	6,5
Feeling psychologically exhausted		1 year	50%	2 adult trainers from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and the conditions of the trainers evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	8
Developing skills in adult education		3 years	10%	2 volunteer trainers from this segment responded that the outcome would take longer than 3 years. Due to the outcome which is about developing skills the judgement was made to estimate the duration as 3 years.	7,3
Positive outlook for the future		1 year	50%	2 volunteer trainers from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and the conditions of the volunteer trainers evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	7,3
Being in solidarity (learning together with other fathers)		1 year	50%	1 volunteer trainer from this segment responded that the outcome would take longer than 3 years, and 1 volunteer trainer responded 6-12 months after the end of his duty. Due to the nature of the outcome and the conditions of the volunteer trainers evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	9,5

Feeling psychologically exhausted		1 year	50%	1 volunteer trainer from this segment responded that the outcome would take longer than 2 years, and 1 volunteer trainer responded 6-12 months after the end of his duty. Due to the nature of the outcome and the conditions of the volunteer trainers evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	7,5
Feeling satisfied with the work	Center managers / coordinators	2 years	50%	2 managers from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and the conditions of the volunteer trainers evaluated, it has been concluded, through professional judgment, that this period will be at most 2 years.	9,5
Feeling beneficial to the region	3 women	2 years	50%	2 managers from this segment responded that the outcome would take longer than 3 years. Due to the nature of the outcome and the conditions of the volunteer trainers evaluated, it has been concluded, through professional judgment, that this period will be at most 2 years.	10
Increased team management skills	AÇEV İstanbul Employees	3 years	10%	2 employees from this segment responded that the outcome would take longer than 3 years, and 2 employees responded 2 years. Due to the outcome which is about developing skills the judgement was made to estimate the duration as 3 years.	8,8
Being hopeful about the future (Those who experienced positive changes)	8 employees	1 year	50%	1 employee from this segment responded that the outcome would take longer than 3 years, and 1 employee responded while working for AÇEV. Due to the nature of the outcome and the conditions of the volunteer trainers evaluated, it has been concluded, through professional judgment, that this period will be at most 1 year.	9,5

Being hopeful about the future (Those who experienced negative changes)		3 years	30%	2 employees from this segment responded that the outcome would take longer than 3 years. Since negative changes generally take longer to decrease or turn positive, it has been deemed appropriate to set this period at 3 years.	7,5
Realizing the importance of taking good care of yourself psychologically		3 years	10%	2 employees from this segment responded that the outcome would take longer than 3 years. Due to the outcome which is about being aware the judgement was made to estimate the duration as 3 years.	8,2

Displacement

Displacement occurs when the benefits of an activity for one stakeholder group come at the expense of another stakeholder group, or when a problem is moved rather than solved. 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 literature review also does not indicate a risk of displacement in similar contexts. In the context of the organization, the activities were not moved from other contexts/regions to the temporary settlements but with the support of the funders, new investment was made.

Double counting

In Social Return on Investment (SROI), **double counting** is a common error where the same social benefit is counted multiple times under different labels, leading to an artificially inflated SROI ratio. The double counting risk was carefully considered in the analysis from two perspective:

- Outcome chains: the cause-effect relations between the outcomes in the outcome chains were carefully examined to avoid repetition and situations where similar outcomes are being valued or the same people are being counted twice.

For example, the two outcome chains expressed by participants in the POWER programme and mother programs, “psychological well-being” and “defending women's rights”. As there was a group of mothers who also attended the POWER programme, the number of mothers was identified and deducted from the number

of the POWER programme participants. The recommendations regarding user oriented participation data keeping was also expressed to avoid such a situation in future. Therefore, for participants in both programs, these two chains were included only in the assessment of the chains of change experienced by mothers. Data on “increased self-confidence,” identified only among POWER programme participants, included data from participants in both POWER and mother programs. The detailed explanation is available in the 7.4 chapter.

- Valuing the same outcomes for two stakeholder groups: The occurrence of such a situation was not identified.

10. SROI Rate Calculation

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

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

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

The social value calculation of the outcome of "psychological well-being" experienced by the children who participated in OEP 5-years-old program, 4-years-old program, and library activities is presented below as an example:

$$\text{Total outcome 554 children x 350 000,00 = 193.900.000,00}$$

$$\text{30\% Counterfactual: 1-10\%} \Rightarrow \text{0,90*193.900.000,00 = 174.510.000,00}$$

$$\text{10\% Attribution: 1-10\%} \Rightarrow \text{0,90 *174.510.000,00 = 157.059.000,00}$$

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-76: Total values of outcomes

Stakeholder group	Outcome	Scale of change (Quantity)	Financial proxy (TRY)	Counterfactual	Attribution	Impact (Total value of each outcome) TRY	Impact (Value experienced per outcome per person)
Mothers (OEP, ADP, EDU, and HDB)	Feeling adequate and confident as a mother	159	367.027,03	15%	5%	47.123.517,57	296,374.32
	Psychological well-being	172	350.000,00	5%	5%	54.330.500,00	315,875.00
	Defending women's rights	155	355.675,68	5%	10%	47.135.918,92	304,102.70
Fathers who received a certificate from the father program	Psychological well-being	26	350.000,00	0%	0%	9.100.000,00	350,000.00
	Being a responsible father	26	350.000,00	0%	15%	7.735.000,00	297,500.00

Children participated in OEP 5 years-old, 4-years-old program, and library activities	Psychological well-being	554	350.000,00	10%	10%	157.059.000,00	283,500.00
	Readiness for the school	616	350.000,00	5%	10%	184.338.000,00	299,250.00
Women participated in POWER programme	Psychological well-being	141	9.000,00	10%	5%	1.084.995,00	7,695.00
	Increased self-confidence	121	9.189,47	10%	5%	950.697,00	7,857.00
	Defending women's rights	121	9.189,47	10%	10%	900.660,32	7,443.47
Young women participated in POWER programme for 14-18 ages	Increased self-confidence	40	8.526,32	10%	15%	269.232,21,26	6,522.63
	Defending women's rights	49	8.905,26	20%	10%	324 204,85.177,68	6,411.79

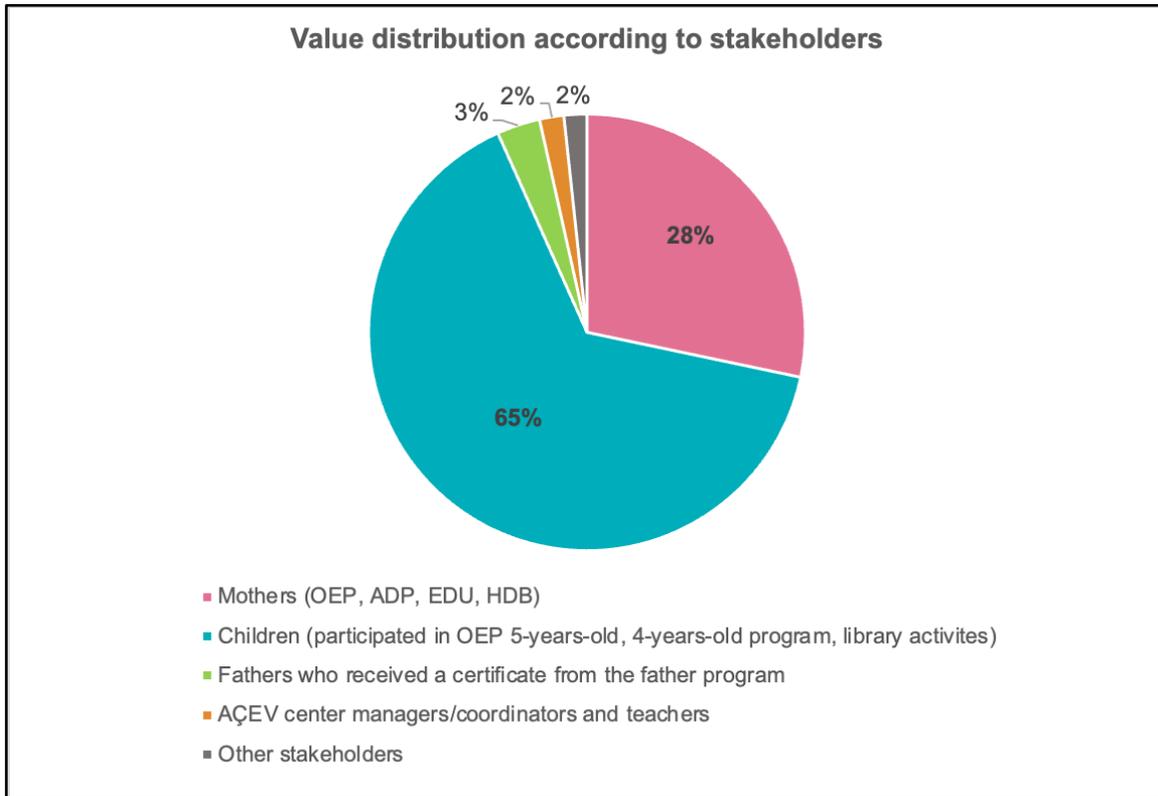
Teachers working in centers (class) and mobile learning units	Positive outlook for the future	26	500.000,00	15%	10%	9.945.000,00	382,500.00
	Psychological fatigue	13	-521.739,13	15%	5%	-5.476.956,52	-421,304.35
	Decreasing the feeling of psychological fatigue	9	500.000,00	30%	0%	3.150.000,00	350,000.00
	Awareness of inequality	6	532.608,70	30%	20%	1.789.565,22	298,260.87
Adult trainers (woman programs)	Developing skills in adult education	3	20.000,00	20%	25%	36.000,00	12,000.00
	Feeling of happiness that comes from being useful	2	21.505,38	50%	0%	21.505,38	10,752.69
	Increased sense of solidarity	2	19.354,84	20%	30%	21.677,42	10,838.71

	Decreased in socialization	2	-13.978,49	0%	0%	-27.956,99	-13,978.49
	Feeling psychologically exhausted	2	-17.204,30	50%	50%	-8.602,15	-4,301.08
Volunteer trainers (father programs)	Positive outlook for the future	3	15.368,42	0%	20%	36.884,21	12,294.74
	Being in solidarity (learning together with other fathers)	3	15.368,42	0%	0%	46.105,26	15,368.42
	Developing skills in adult education	2	20.000,00	50%	30%	14.000,00	7,000.00
	Feeling psychologically exhausted	2	-15.789,47	40%	25%	-14.210,53	-7,105.26
Center managers / coordinators	Feeling satisfied with the work	2	63.650,00	0%	10%	114.570,00	57,285.00

	Feeling beneficial to the region	2	67.000,00	50%	10%	60.300,00	30,150.00
AÇEV employees working in İstanbul	Increased team management skills	5	25.756,10	25%	10%	86.926,83	17,385.37
	Being hopeful about the future (experienced positive changes)	2	27.804,88	0%	0%	55.609,76	27,804.88
	Being hopeful about the future (those who experienced negative changes)	2	-21.951,22	40%	40%	-15.804,88	-7,902.44
	Realizing the importance of taking good care of yourself psychologically	5	24.000,00	20%	0%	96.000,00	19,200.00
	With the decrease in demand for services, public institutions' resources can be reallocated to other individuals in need of services or to different activities.	15	329.628,00	0%	0%	4.944.420,00	329,628.00
Public institutions							

Additionally, the distributions given in Table 76 are presented in Graph below:

Graph-2: Value distribution - stakeholders



When examining the **stakeholder-based value distribution chart** presented above, it is observed that the **highest proportion of value** during the analyzed period was created for **children participating in the OEP 5-Year-Old and 4-Year-Old programs**. The value generated for children accounts for **65% of the total social value created**.

The **second largest group** in terms of social value creation consists of **mothers** who participated in the programs implemented at AÇEV centers (ADP, EDU, and HDB). The value generated for mothers represents **28% of the total value created**. The **third group** with notable value creation includes **fathers** who received certificates from the **EDU Father Program**, accounting for **3% of the total social value**. The size of these three groups significantly influences the overall social value generated. Overall, the **impacts resulting from the programs implemented at AÇEV centers** are perceived by the stakeholders who experienced them as **highly meaningful and important**.

Although some **negative effects** were observed among certain stakeholder groups (particularly among staff), these findings collectively indicate that the programs implemented in the centers represent **well-designed and effective interventions**. The data presented above provide valuable **insights for maximizing impact** among these key stakeholder groups.

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.

Simulation according to the outcome of expanding the population:

The sensitivity analysis revealed a range for the SROI ratio. This showed the AÇEV program's core social value is strong. **When the counterfactual rates for the three main beneficiary groups are increased to 85%, the SROI ratio decreases to 1:1.2.** 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. So, when increased of 70% from 15 to 85 the ratio decreased to 1:1,2 - sensitivity analysis simulation.

Stakeholder Segment	Outcome	Counterfactual	SROI Ratio	Sensitivity Analysis Simulation	SROI Ratio	Description
Mothers (OEP, ADP, EDU, and HDB)	Feeling adequate and confident as a mother	15%	1:6,34	85%	1:1,2	If the counterfactual rates, initially expressed by the three main stakeholder groups in the 0–15% range, are increased to 85%, the SROI ratio decreases to 1:1.2. When the counterfactual rates for each specific change are increased to 70–85%, a reduction in the
	Psychological well-being	5%				
	Defending women's rights	5%				

Fathers who received a certificate from the father program	Psychological well-being	0%		85%		overall SROI ratio is observed. This analysis indicates that counterfactual rates have a low sensitivity in the SROI calculation, meaning they have a limited impact on the overall ratio.
	Being a responsible father	0%		85%		
Children participated in OEP 5 years-old, 4-years-old program, and library activities	Psychological well-being	10%		85%		
	Readiness for the school	5%				

In line with the social value principle of “Do Not Overclaim” and considering the representativeness of the sample, the extrapolation to the overall population was based only on mothers who received participation certificates (i.e., those who attended at least 70% of the sessions). However, some mothers who did not receive a participation certificate reported during data collection that they had experienced positive changes. Therefore, during the sensitivity analysis, a simulation was conducted assuming that some of the mothers without certificates had also experienced change. There are 492 mothers who attended at least one session but did not meet the 70% attendance threshold.

Similarly, when assessing the representativeness of the sample for fathers participating in the fatherhood programs, the number of fathers identified as having experienced change was kept conservatively low due to the limited amount of data collected. In the sensitivity analysis, the number of fathers who experienced change was increased by 50%.

For children’s participation and attendance in activities conducted at the centers, calculations were based on the assumption that between 692 and 796 of the 1,048 children attended at least 70% of the sessions. While the main analysis was conducted

using the lower figure (692 children), a simulation using 796 children was included in the sensitivity analysis.

Stakeholder Segment	Outcome	Number of individuals experiencing change extrapolated to the population based solely on the percentage of those who obtained certification	SROI Ratio	Increased number of people in sensitivity analysis simulation	SROI Ratio	Description
Mothers (OEP, ADP, EDU, and HDB)	Feeling adequate and confident as a mother	159	1:6,34	254	1:8,27	If the number of individuals experiencing change within the three main beneficiary groups is increased, the SROI ratio rises from 1:6.34 to 1:8.27.
	Psychological well-being	172		267		
	Defending women's rights	155		250		
Fathers who received a certificate from the father program	Psychological well-being	26		52		

	Being a responsible father	26		52		
Children participated in OEP 5 years-old, 4-years-old program, and library activities	Psychological well-being	554		637		
	Readiness for the school	616				

The valuation methods used in the analysis were carefully evaluated. The Value Game method was applied with mothers participating in the programs, as well as with teachers and center coordinators, and their responses were used to derive financial proxies. For other stakeholder groups, the Revealed Preference method was used. Among the main beneficiaries, the children’s outcome of “psychological well-being” was considered a well-defined outcome, and its financial proxy was determined based on the value expressed by mothers for a similar change.

Another outcome experienced by children, “readiness for the school,” was also assessed, and the Revealed Preference method was deemed appropriate for determining its equivalent value. To estimate this, the existing market opportunities that could enable children to experience such changes without participating in the AÇEV activities were reviewed. However, **using these outcomes as an anchor value was found to be risky for two main reasons:**

1. When applying the Revealed Preference method, beneficiaries who experienced the outcome were not directly involved in the valuation process, which carries a risk of underrepresenting the actual social value.
2. During the measurement period, “readiness for the school” was identified as the final outcome in the children’s outcome chain. However, it was later concluded that this outcome is likely to lead to further positive outcomes over time (for example, children who become ready for school may subsequently experience improved academic achievement).

In accordance with the **“Do Not Overclaim” social value principle, a sensitivity analysis simulation was conducted to test how the financial equivalent assigned to “school readiness” influenced the SROI ratio.**

The table below presents the simulation of the SROI ratio where the valuation of the well-defined outcomes of 3 stakeholder groups experiencing the most value were exchanged with the financial proxies identified by using the revealed preference methodology. In this case the ratio drops to 1:1,56.

The detailed results of this test are presented in the table below.

Table-77: Simulation based on changes in the financial proxy assigned to children’s outcomes

Stakeholder Segment	Outcome	Financial proxy	SROI Ratio	Sensitivity Analysis Simulation	SROI Ratio	Description
Children participated in OEP 5 years-old, 4-years-old program, and library activities	Psychological well-being	350.000,00	1:6,34	70.000,00	1:1,56	<p>In the analysis, the financial proxy of the “psychological well-being” was used as the anchor value.</p> <p>In the sensitivity analysis, however, the financial proxy of the “readiness for the school” was determined using the Revealed Preference method.</p> <p>A market analysis was conducted for the 2023–24 period to estimate the 10-month cost of private</p>

	Readiness for the school	350.000,00		70.000,00	<p>preschools in Adiyaman, Nurdađı, and Hatay. The average monthly cost across these three cities was calculated as 7,000 TRY, resulting in a total annual cost of 70,000 TRY for a 10-month program.</p> <p>If the financial proxy of “readiness for the school” is used as the anchor value, the SROI ratio decreases from 1:6.34 to 1:1,56.</p>
Mothers (OEP, ADP, EDU, and HDB)	Feeling adequate and confident as a mother	367.027,03	1:6,34	80.536,22	<p>The financial proxy identified during the Value Game sessions were replaced with the financial proxy identified through “revealed preference” by evaluating what other activities could result in the similar outcome. The psychological well-being outcome could be achieved by receiving the psychological support in the length comparable to the length of the program.</p> <p>According to market research conducted, adult</p>

	Psychological well-being	350.000,00		76.800,00	<p>psychologist session fees in Adıyaman, Nurdağı and Hatay were examined for the 2023-2024 period, and it was found that the average fees ranged between 1000.00 and 1200.00 TRY.</p> <p>The length of the women program was 32 weeks so the same length was used. 32 weeks x 2 hours x 1200 TRY - the financial proxy identified with this method is 76 800 TRY.</p>
	Defending women's rights	355.675,68		78.045,41	
Fathers who received a certificate from the father program	Psychological well-being	350.000,00		38.400,00	<p>The financial proxy identified during the Value Game sessions for mothers were replaced with the financial proxy identified through "revealed preference" by evaluating what other activities could result in the similar outcome. The psychological well-being outcome could be achieved by receiving the psychological support in the length comparable to the length of the program.</p> <p>According to market</p>

	Being a responsible father	350.000,00		38.400,00	<p>research conducted, adult psychologist session fees in Adiyaman, Nurdağı and Hatay were examined for the 2023-2024 period, and it was found that the average fees ranged between 1000.00 and 1200.00 TRY.</p> <p>The length of the fathers program was 6 weeks with the communication/meetings extended beyond that period - approximately 16 weeks. 16 weeks x 2 hours x 1200 TRY - the financial proxy identified with this method is 38 400 TRY</p>
--	----------------------------	------------	--	-----------	---

As a result, depending on the different simulation scenarios, the SROI ratio was found to range between 1:1.2 and 1:8.27.

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 AÇEV Family and Children Centers' beneficiary target groups and program 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 parents) were also asked to the teachers, parents and other involved stakeholders 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 beneficiary target groups and program stakeholders provided quantitative data to measure the scale and amount of change. Surveys for the mothers and fathers 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 parents were also asked about the outcomes they observed in their children to provide data and test the assumptions. Additionally, even though it was a long survey, participants did not have any difficulty or hesitation to answer the questions, often expressing in their own words the chain of outcomes that was the subject of the questions asked. 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.

Field Observation and Contextualization

The research process incorporated insights gained from field observations within the AÇEV Family and Children Centers. 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 three stakeholder segments (mothers, teachers, center coordinators). This specific activity allowed for iterative refinement and consensus-building on the valuation of outcomes.

Peer Review

The results and data were discussed and consulted with experts from the KUSIF team experienced in conducting SROI providing the peer-review.

Meeting with the AÇEV Team

An online meeting with the AÇEV team was organized in February 2025 to share the findings of the report, to get the 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. 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 mothers and teachers in particular. 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 organization 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 organization's activities in achieving the set strategic objectives. Therefore, data sharing contributes to the transparency and accountability of the impact and value created by organizations' activities.

The analysis was completed in a very detailed manner in a short period; the data and insights collected were shared and discussed with the AÇEV team throughout the process.

- The Social Return on Investment (SROI) analysis of AÇEV's Child and Family Centers Program in the earthquake-affected region resulted in **a ratio of 1:6.34, indicating that for every 1 TRY invested in the program, 6.34 TRY of social value was created.**

This ratio clearly demonstrates that the program is highly efficient in terms of resource utilization and exhibits strong cost-effectiveness. Achieving such a level of return even under challenging and unpredictable post-disaster conditions provides solid evidence of the resilience and effectiveness of the program model implemented by AÇEV. However, while the SROI ratio serves as a key indicator of success, it should not be viewed as a final result. Rather, it demonstrates that the program has made targeted investments in the right areas at the right time, and that the social benefits generated, such as child development and parental well-being, have a strong monetary proxy. This outcome highlights that the program holds strategic value and provides a robust justification for its long-term sustainability.

Delivering the programs in the post-earthquake region in the temporary settlements required significant investment in infrastructure and equipment and these costs added up to the 38% of the total costs of the operation of the centers in the first year. As the centers continued to deliver the same programs in the 2024/2025 period, the simulation was made with the same number of beneficiaries with reduction of the initial infrastructure investment made in the first year of operation resulting in the **SROI ratio of 1:10,18**. Considering the significant costs of investment, the long term planning and continuation of the operation can significantly increase the social value created.

- **Upon entering the AÇEV Children and Family Centers in Adıyaman, Nurdağı, and Hatay, the overall layout, arrangement, cleanliness, and staff leave a very positive impression.** The centers are designed with a child-centered approach, and the play areas prepared especially for children aged 3-6 immediately reveal the center's sensitivity as a preschool institution.
- Throughout the implementation process of programs, aligning project objectives with activities and designing the content of activities in line with these objectives is crucial for impact-focused project management. First and foremost, after completing the strategic planning of the programs, designing each program in the form of a theory of change strengthens the results-oriented approach. As the researcher, together with the AÇEV team, we established the link between the impact goals and activities in the theory of change, reminding the goals of each activity throughout the training programs. **It is recommended that the activity-change relationship be strengthened and an outcome-focused approach be adopted for similar programs in the future. Otherwise, the risk of determining output indicators increases, leading to a shift from outcome-focused impact measurement to activity monitoring.**
- It is remarkable that the gains described in the programs developed for stakeholder groups, especially mothers and women program participants and children, were largely expressed during the qualitative data collection phase. During the quantitative data analysis phase, it was determined that these gains, which were heard while collecting qualitative data, were transformed into meaningful outcomes.
- The depth of impact experienced as a result of participation in activities has been significantly evident in the target groups, particularly among adults. Most women participating in mother and women's programs are women who are not professionally employed and have caregiving responsibilities. **It has been observed that these women establish longer and more meaningful relationships with the AÇEV Child and Family Center rather than participating in a program once and ending their relationship with the center.** Although the program content was similar, it was noteworthy that they continued to participate in different programs. The weekly 1.5-hour conversations were seen as a space for socialization among the women. Some women became friends after the program and continue to meet even though they live in different places. Therefore, it is recommended that even after the programs end, AÇEV brings the women together at regular intervals and creates spaces for them to share their experiences. **It was observed that being part of an important social network was provided for stakeholders who had been disconnected from their social environment due to the earthquake, and that this positively affected the stakeholders' recovery process and psychological well-being.** On the other hand, it was found that participating in multiple mother support programs with similar content helped internalize the information provided and the awareness raised.

- AÇEV has significant experience and expertise in child and mother programs that are currently highly effective. **One of the key findings of this analysis is that the targeted outcomes for these groups are not only within AÇEV's areas of expertise but also specifically promote “psychological well-being.”** During qualitative interviews, many women mentioned that participating in the programs run at the centers provided them with solidarity, socialization, and time for themselves, and contributed to their psychological well-being after the earthquake.
- The counterfactual and contribution/attribution ratios were evaluated using data collected from stakeholders who experienced change. **Participants in adult programs largely attributed both the changes they experienced and those experienced by their children to AÇEV activities.** They also stated that if they had not participated in these interventions, the likelihood of experiencing these changes would have been very low. Some of the negative outcomes experienced by employees were also attributed to external factors and stakeholders.
- All stakeholders in the programs have been involved in every stage of impact measurement and management. **Focusing on the outcomes expressed and experienced by stakeholders to achieve the desired impact and value is meaningful data for the organization's future policies.**
- The analysis found no negative impacts created by the programs conducted for the main beneficiaries, namely children, mothers, women, and fathers. **However, negative changes experienced by employees in particular (“inability to manage needs”, “feeling inadequate and helpless”, “feeling psychologically exhausted”) were noteworthy.** The concept of “compassion fatigue,” which is generally experienced by healthcare workers but can also be seen in people working in traumatic post-disaster environments, is described in the literature as being experienced negatively, while the concept of “compassion satisfaction” is described as being experienced positively. A person may feel both fatigue and satisfaction at the same time. It is recommended to take these emotional states and their effects on individuals into consideration.
- It was also observed that some stakeholders did not experience any change during the analysis. When we looked at the pre- and post-assessments of these individuals, we saw that they had already assigned high/positive values to the changes beforehand.
- In general, employees play a key role in all activities carried out. **It has been determined through both qualitative and quantitative data that the well-being of these stakeholders (center managers/coordinators, teachers, adult trainers) cannot be maintained, particularly due to the intense pace of work.** Therefore, it is recommended that the well-being of these stakeholders, who play such an important role in the implementation and progress of

activities, be taken into account and that support mechanisms be established to reduce this negative impact and turn them into positive ones.

- When analyzing the institutional outcomes expressed by NGO representatives, it was found that AÇEV centers had a facilitating effect on the activities carried out by other institutions operating in container cities. This enabled NGOs to use their material and moral resources more efficiently and to save money.
- Based on the changes and data identified in the analysis, it is recommended that thresholds and targets be set for each change when planning for the coming year.
- When collecting data from those wishing to participate in training programs in the future, it is recommended that certain questions be included in the participant profile data to gather preliminary information for inclusion in the impact analysis. These data can then be taken into account as a basis for the subsequent analysis.
- **It has been observed that AÇEV collects very detailed and comprehensive activity data related to the programs carried out at the centers. However, user/beneficiary-based data is not kept. Therefore, it is difficult to determine the number of individual users (single users) participating in the activities.** The assumption that individuals participating in more than one program may have been counted twice is quite strong. **This leads to the social impact and social value created being shown as greater than it actually is.** In order to better understand and manage social impact/value, it is recommended that data be kept specifically on the individuals receiving the service. This method makes it easier to monitor and track which activities a person participates in after contacting the institution, how long they continue the activity, and whether they participate in other programs. During the analysis, participation in activities and the participation status of children or spouses were identified and analyzed only for those who participated in quantitative data collection. Keeping data in this way for each stakeholder who contacts the centers will help to obtain more detailed data that can support decisions.
- **AÇEV Family and Children's Centers in temporary shelters established after disasters is critically important for both adults and children, and it is recommended that this well-functioning model be maintained for as long as the temporary shelters remain open.** Parents, especially those who did not want to be separated from their children due to fear of destruction, expressed their trust in AÇEV centers and stated that they felt comfortable leaving their children there during qualitative interviews conducted with several mothers. Consequently, parents who left their children at the center were able to find time for themselves or easily participate in parent programs. Therefore, multifaceted benefits were identified for different stakeholders.

Consequently, based on the finding that the OEP provides children readiness for the school and increases parents' trust in the center, this model should be expanded not only while temporary shelters remain open but also in a way that integrates into the region's normalization process.

REFERENCES

Bekman, S., & Koçak, A. A. (2011). Beş Ülkeden Anneler Anlatıyor I: Anne-Çocuk Eğitim Programı Kimler İçin ve Neden Etkili?. *Eğitim ve Bilim*, 36(160).

Carneiro, P. ve Heckman, J. (2003), "Human Capital Policy", Inequality in America: What Role for Human Capital Policies? kitabında, Heckman, J. ve Krueger, A. (eds.), Massachusetts: The MIT Press, pp.77-239.

Cömert, D., & Güleç, H. (2004). Okulöncesi eğitim kurumlarında aile katılımının önemi: öğretmen-aile-çocuk ve kurum.

Çakmak, Ö. Ç. (2010). Okul öncesi eğitim kurumlarında aile katılımı. *Bolu Abant İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 10(1), 1-18.

Ergüden, N., Doğan, A., & Hastaoğlu, Z. Ş. (2020). Aile katılımının okul öncesi dönem çocuklarının benlik saygısı ve sosyal duygusal uyumu üzerindeki etkileri. *Nesne*, 8(17), 297-309.

Gür, B. S., & Kurt, A. G. D. T. (2011). Türkiye'de ailelerin eğitim ihtiyaçları. *Sosyal Politika Çalışmaları Dergisi*, 27(27).

Kartal, H. (2005). Erken çocukluk eğitimi programlarından anne-çocuk eğitim programının 6 yaş grubundaki çocukların bilişsel gelişimlerine etkisi.

Kagıtcıbası, C., Sunar, D., Bekman, S., Baydar, N., & Cemalcılar, Z. (2009). Continuing effects of early enrichment in adult life: The Turkish Early Enrichment Project 22 years later. *Journal of Applied Developmental Psychology*, 30(6), 764-779.

Kılıç, Ç. (2010). Aile eğitim programları ve Türkiye'deki örnekleri. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 10(1), 99-111.

Love, J. M., Kisker, E. E., Ross, C. M., Schochet, P. Z., Brooks-Gunn, J., Paulsell, D., ... & Brady-Smith, C. (2002). Making a Difference in the Lives of Infants and Toddlers and their Families: The Impacts of Early Head Start. Volumes I-III: Final Technical Report [and] Appendixes [and] Local Contributions to Understanding the Programs and Their Impacts.

Mollahüseyinođlu, G. (2019). *Aile destek eđitim programının annelerin ocuklarıyla olan iliřkilerine ve ocuklarının sosyal davranıř denetimlerine etkisi* (Master's thesis, Eđitim Bilimleri Enstitüsü).

Üstünođlu, Ü. (1991). Okulöncesi dönemdeki aile eđitiminde benimsenebilecek farklı yaklařımlar. *Anadolu Üniversitesi Eđitim Fakültesi Dergisi*, 4(1-2), 121-133.

Zill, N., Resnick, G., Kim, K., McKey, R. H., Clark, C., Pai-Samant, S., ... & D'Elio, M. A. (2001). Head Start FACES: Longitudinal Findings on Program Performance. Third Progress Report.

Nicholls, J., E. Lawlor, E. Neitzert, and T. Goodspeed., A Guide to Social Return on Investment., Cabinet Office, U.K., 2009, updated in 2012
<http://www.socialvalueuk.org/resources/sroi-guide/>

Social Value International; <https://www.socialvalueint.org/principles>

The benefits of investing in Early Child Development: An SROI analysis of the Responsive Parenting Program; https://www.nef-consulting.co.uk/wp-content/uploads/2014/09/ChildFund_Full-report.pdf

Türkiye'de Okulöncesi Eđitimin Fayda-Maliyet Analizi Raporu;
https://www.acev.org/wp-content/uploads/2017/11/turkiyede_okuloncesi_egitiminin_-fayda_maliyet_analizi.pdf

Early Childhood and Disaster Risk Reduction;
https://www.preventionweb.net/files/61523_earlychildhoodanddrrr2abriefsummary.pdf?startDownload=true

The Lifelong Effects of Early Childhood Adversity and Toxic Stress;
https://www.researchgate.net/publication/51925442_The_Lifelong_Effects_of_Early_Childhood_Adversity_and_Toxic_Stress

Annex 1

Social Value International Glossary

Account of Social Value: Data, analysis, assessment and models of Social Value developed for the purpose of optimising.

Account of Value: Data, analysis, assessment and models of all types of value developed for the purpose of optimising.

Aspects of wellbeing: Identifiable human needs (subjective and objective, psychological or physical) necessary for the purpose of accounting for wellbeing and optimising Social Value.

Attribution: An assessment of how much of the outcome was caused by the contribution of other organisations or people. It is unlikely that our activities are the only thing in a person's life that helps them to change.

Deadweight: A measure of the amount of outcome that would have happened even if the activity had not taken place. For example, there is often the chance the people could have experienced the same changes by working with another organisation, or even without the support from anyone.

Discounting: The process by which future financial costs and benefits are recalculated to present-day values.

Discount rate: The interest rate used to discount future costs and benefits to a present value.

Displacement: An assessment of how much of the outcome has displaced other outcomes. For example, if our activities prevent people experiencing the same changes somewhere else we should take account of this.

Drop-off: The deterioration of an outcome over time.

Duration: How long (usually in years) an outcome lasts after the intervention, such as the length of time a participant remains in a new job.

Financial proxy: A financial proxy is a monetary representation of the value of an outcome

Impact: The difference between the outcome for participants, taking into account what would have happened anyway, the contribution of others and the length of time the outcomes last.

Indicator: Indicators are measures that provide information on how much of an outcome is expected to happen or has happened. They can be based on information provided by those experiencing the outcome or from other sources.

Inputs: The contributions made by each stakeholder that are necessary for the activity to happen.

Impact Management: Systems and Processes for decision making to optimise social value.

Materiality: Information is material if its omission has the potential to affect the readers' or stakeholders' decisions.

Net present value: The value in today's currency of money that is expected in the future minus the investment required to generate the activity

Net social return ratio: Net present value of the impact divided by total investment.

Outcome(s): The changes resulting from an activity. The main types of change from the perspective of stakeholders are unintended (unexpected) and intended (expected), positive and negative changes. For example, this could be an increase in someone's mental wellbeing, or a reduction in loneliness.

Outputs: The summary of activities in numbers. These are the easiest things to count. For example, the number of training classes attended, or the quantity of a product grown.

Optimising Social Value: Decision making that recognises positive and negative changes in social value and balances trade-offs between groups in order to achieve the highest possible amount of social value for all people affected.

Ranking: Putting outcomes in order of importance from lowest to highest, from the perspective of the stakeholders experiencing the changes. Ranking can be considered a form of equal weighting.

Revealed Preference: Value is assessed by looking at people's choices and behaviour in actual markets - eg, housing market.

Scope: The activities, timescale, boundaries and type of SROI analysis.

Sensitivity analysis: Process by which the sensitivity of an SROI model to changes in different variables is assessed.

Social Value: Social value is the quantification of the relative importance that people place on the changes they experience in their lives. Some, but not all of this value is captured in market prices. It is important to consider and measure this social value from the perspective of those affected by an organisation's work.

Social Value Report: Presentation of Social Value Accounts and Social Value Accounting Processes including explanatory notes and analysis of risk for the different audiences and decisions.

Social Return on Investment (SROI): Framework for accounting for value relative to investment.

Social return ratio: Total present value of the impact divided by total investment.

Stakeholders: People, organisations or entities that experience change, whether positive or negative, as a result of the activity that is being analysed.

Stated Preference: Stated preference refers to economic evaluation methods that directly ask individuals about their preferences, valuations, or choices.

Types of Value: Including, but not limited to, 'Financial', 'Economic', 'Fiscal', 'Environmental' and 'Social' Value.

Valuation: Outcomes can be more or less important to the stakeholders that experience them. Valuation is a process that assesses relative importance. Financial measures are used as a proxy for value and allow for comparisons to be made between different changes. Sometimes these proxies will relate to actual amounts of money but this is not necessary.

Wellbeing: State of being where subjective and objective, psychological or physical human needs are met in varying degrees.

Weighting: Giving outcomes a weighting (e.g. on a scale of 1 to 10) to allow comparisons to be made about relative importance. For example, an outcome with a weighting of 6 out of 10 would be considered three times as important as an outcome with a weighting of 2 out of 10.

Well-defined outcome(s): The specific aspects of wellbeing that provide the best opportunities to increase or decrease overall state of wellbeing.

Annex 2

Focus Group Discussions¹⁰ - Sample questions (Mother Support Program)

About what?	Questions
Activity	We know that you participate in the program(s). Apart from participating in programs, have you actively participated in the community in any other way? For example, did you actively use the Center?
About participation	Participation to the programs
Change	<ul style="list-style-type: none"> - What kind of changes have you experienced after participating in the Mother Support Program and activities? Has anything changed in your private life, social life, or perspective on life after receiving the support? What are these? What have you started to do differently? - When you think about the expectations you had when you participated in this program, have you experienced a change from them? - Were all the changes you experienced positive or favourable? Did you experience anything negative? - What happened as a result of this change? What happened afterwards? How did these changes affect you? - What could be the indicator of this change?
Other stakeholders	<ul style="list-style-type: none"> - Do you think other people and organisations have been affected by these activities, i.e., the work organised by AÇEV? Or have they experienced change?
Deadweight	<ul style="list-style-type: none"> - What would have happened if you had not joined AÇEV Mother Support Program? - Any chance of finding other similar activities?
Citation and contribution	<ul style="list-style-type: none"> - Are there any similar programs that you can participate in? - Have other institutions or organisations contributed to the changes you have experienced? If so, whose contribution?
Duration	<ul style="list-style-type: none"> - How long did the change last for (or do you think the change will last)?

¹⁰The questions presented are the core list that is being used with all stakeholders, with some changes as the interview is semi-structured. But in all interviews the questions are asked in a similar manner, as it is the standard set of SVI's.

	- Will these changes continue after 2 years?
Valuation	- Which of the changes you have experienced is most important to you?
General feedback	- What can be done to improve the Mother Support Program / create more change?

Annex 3

Survey 1- Mother/Women Programs

Q1 Hello,

I am measuring the social impact of the programs implemented by AÇEV in centers in the earthquake zone. This survey aims to understand the changes experienced by women benefiting from the OEP, ADP, EDU, and HDB education programs implemented by AÇEV and to measure the extent of these changes. Therefore, I am reaching out to you and sincerely requesting your feedback. The changes I ask about in the survey below are the changes you expressed in our focus group interviews.

Completing the survey will take approximately 15 minutes. Thank you in advance for your support. The data collected in the survey will be stored and reported anonymously.

Q2 Your name and surname

Q3 Your city

- Adiyaman (1)
- Gaziantep-Nurdağı (2)
- Hatay-Defne (3)

Q4 How many children do you have? How old are your children?

- Child 1 (1) _____
- Child 2 (2) _____
- Child 3 (3) _____
- Child 4 (4) _____
- Child 5 (5) _____
- Other (6) _____

Q5 Which programs of AÇEV do your child or children participate in?

- OEP - 5-year-old program (1)
- OEP - summer program for 5-year-olds (5)
- 4-year-old class (2)
- 4 year old library (6)
- Toys and library (3)
- Other (4) _____

Q6 Which of the programs run by AÇEV have you benefited from?

- ADP (long 22 weeks) (1)
- EDU - Mother Program (short 6 weeks) (2)
- HDB (3)
- Other (6) _____

Q7 Have you received any certificates of participation from the programs you attended?

- Yes (1)
- No (2)

Q8 Which program did you receive your certification from?

- ADP (1)
- EDU (2)
- HDB (3)
- Other (5) _____

Q9 In this section, we ask about outcomes and related indicators. We ask them to evaluate their situation before and after participating in the program.

Indicator 1: Socialization

How often do you meet people you enjoy spending time with?

	1 - I never see each other / 5 - I see each other all the time				
	(5) I see you all the time (1)	(4) I see you often (2)	(3) I see you occasionally (3)	(2) I rarely see each other (4)	(1) I never see each other (5)

Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Indicator 2: Don't take time for yourself

When you think about your daily schedule, how much time do you spend on yourself?

	1 - I never make time / 5 - I always make time				
	(5) I always take time for myself (1)	(4) I often take time for myself (2)	(3) I take time for myself from time to time (3)	(2) I rarely take time for myself (4)	(1) I never take time for myself (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Indicator 3: Anger management

When you are angry, do you show it to the other person (child, spouse, etc.) in an angry way?

	1 - I never show my anger / 5 - I always show my anger				
	(5) I always show my anger (1)	(4) I often show my anger (2)	(3) I show my anger occasionally (3)	(2) I rarely show my anger (4)	(1) I never show my anger (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Indicator 4: Stress level

How stressed do you think you are in your daily life?

	1 - I'm not stressed at all / 5 - I'm very stressed				
	(5) I'm very stressed (1)	(4) I'm stressed (2)	(3) I am neither stressed nor not stressed (3)	(2) I am rarely stressed (4)	(1) I am not stressed at all (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Outcome: Psychological well-being

Please evaluate your psychological well-being by taking into account your situation before and after participating in the program?

	1 - I don't feel well at all / 5 - I feel very well				
	(5) I feel very good psychologically. (1)	(4) I feel psychologically well (2)	(3) I feel neither good nor bad (3)	(2) I don't feel well psychologically (4)	(1) I don't feel well psychologically at all. (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After joining the program (2)



Q14 If you experienced the change mentioned above (psychological well-being) after participating in the program, did any other people/institutions other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q15 Please indicate the individuals/institutions other than AÇEV that you believe contributed, and express their contribution as a percentage. (For example, "10% contribution from X institution, 5% from Y institution.")

Q16 If you had not participated in the program, would you still have experienced the change in psychological well-being that we asked about above?

- Yes (1)
- No (2)

Q17 In this case, what would be the likelihood of change in psychological well-being?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q18 How long do you think the change you are experiencing in terms of psychological well-being will last?

- During the time I continue with the programs/trainings (1)

- Maximum 6 months after completion of the program (2)
- 6-12 months after program completion (3)
- 2 years after completion of the program (4)
- More than 3 years after completing the program (long term) (5)
- Other (6) _____

Q19 Indicator 1: Level of awareness of women's rights

Please evaluate your level of knowledge about women's rights by taking into account your situation before and after participating in the program.

	1 - I don't know my rights at all / 5 - I know my rights very well				
	(5) I know my rights very well (1)	(4) I know my rights well (2)	(3) I neither know nor know my rights (3)	(2) I don't know my rights very well. (4)	(1) I don't know my rights at all (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Outcome: Advocating for women's rights

"As a woman, I will defend my rights to the end when necessary."

Evaluate your behavior in advocating for women's rights by taking into account your situation before and after participating in the program.

	1 - I never defend my rights / 5 - I always defend my rights				
	(5) I always defend my rights (1)	(4) I usually/often defend my rights (2)	(3) I sometimes defend my rights (3)	(2) I rarely defend my rights (4)	(1) I never defend my rights (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After
joining the
program (2)



Q21 If you experienced the change mentioned above (advocating for women's rights) after participating in the program, did any other people/institutions other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q22 Please indicate the individuals/institutions other than AÇEV that you believe contributed, and express their contribution as a percentage. (For example, "10% contribution from X institution, 5% from Y institution.")

Q23 If you had not participated in the program, would you still have experienced the change in advocating for women's rights that we asked about above?

- Yes (1)
- No (2)

Q24 In this case, what would be the possibility of change in advocating for women's rights?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q25 How long do you think the change you have experienced in defending your rights as a woman will continue?

- During the time I continue with the programs/trainings (1)
- Maximum 6 months after completion of the program (2)
- 6-12 months after program completion (3)
- 2 years after completion of the program (4)

- More than 3 years after completing the program (long term) (5)
- Other (6) _____

Q26 We ask them to evaluate their situation before and after participating in the program.

Indicator 1: Making eye contact while speaking

Do you make eye contact when talking to your child?

	1 - I never set it / 5 - I always set it				
	(5) I always make eye contact (1)	(4) I usually make eye contact (2)	(3) I sometimes make eye contact (3)	(2) I rarely make eye contact (4)	(1) I never make eye contact (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 Indicator 2: Good communication with the spouse

Do you feel like your conversations with your partner are getting longer and more enjoyable?

	1 - I don't enjoy it at all / 5 - I enjoy it a lot				
	(5) Our conversations are very long, we always chat with pleasure. (1)	(4) Our conversations often last longer and we chat with pleasure. (2)	(3) I neither enjoy nor do I enjoy our conversations. (3)	(2) Our conversations rarely last long, we rarely chat with pleasure. (4)	(1) Our conversations never last long, we never chat with pleasure. (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28 Change: Ability to communicate well with children and spouse

Do you think you can communicate well with your child and spouse?

	1 - Our communication is not good at all / 5 - Our communication is very good				
	(5) I communicate very well. (1)	(4) I communicate well (2)	(3) I am neither good nor bad at communicating. (3)	(2) I can't communicate well (4)	(1) I can never communicate well (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29 If you experienced the change mentioned above after participating in the program (being able to communicate well), did other people/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q30 Please indicate the individuals/institutions other than AÇEV that you believe contributed, and express their contribution as a percentage. (For example, "10% contribution from X institution, 5% from Y institution.")

Q31 If you had not participated in the program, would you still have experienced the change in your ability to communicate well that we asked about above?

- Yes (1)
- No (2)

Q32 In this case, what would be the possibility of change in terms of good communication?



- 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 have experienced in communicating well with your child and spouse will last?

- During the time I continue with the programs/trainings (1)
- Maximum 6 months after completion of the program (2)
- 6-12 months after program completion (3)
- 2 years after completion of the program (4)
- More than 3 years after the program completion (long term) (5)
- Other (6) _____

Q34 Indicator 1: Playing with the child

How often do you play games with your child?

	1 - I never play / 5 - I always play				
	(5) I always play (1)	(4) I often play games (2)	(3) I play games sometimes (3)	(2) I rarely play games (4)	(1) I never play (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-------------------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Q35 Indicator 2: Frequency of reading books

How often do you read to your child?

	1 - I never read books / 5 - I read books every day				
	(5) I read books every day (1)	(4) I often read books (2)	(3) I read books occasionally (3)	(2) I rarely read books (4)	(1) I never read books (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 Change: Spending quality time with the child

Please evaluate your ability to spend quality time with your child by taking into account your life before and after joining the program.

	1 - I don't spend any quality time / 5 - I definitely spend quality time				
	(5) I always spend quality time (1)	(4) I usually spend quality time (2)	(3) I spend quality time occasionally (3)	(2) I rarely spend quality time (4)	(1) I never spend quality time (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q37 If you experienced the change mentioned above (spending quality time) after participating in the program, did any other people/institutions other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q38 Please indicate the individuals/institutions other than AÇEV that you believe contributed, and express their contribution as a percentage. (For example, "10% contribution from X institution, 5% from Y institution.")

Q39 If you had not participated in the program, would you still have experienced the change in quality time that we asked about above?

- Yes (1)
- No (2)

Q40 In this case, what would be the possibility of change regarding spending quality time?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q41 How long do you think the change you are experiencing regarding spending quality time will continue?

- During the time I continue with the programs/trainings (1)
- Maximum 6 months after completion of the program (2)
- 6-12 months after program completion (3)
- 2 years after completion of the program (4)
- More than 3 years after the program completion (long term) (5)
- Other (6) _____

Q42 Outcome: Courage as a mother

"My relationship with my child makes me feel competent and confident as a mother."

Please evaluate your agreement with the statement above by taking into account your feelings before and after the program.

	1 - I don't feel at all competent and confident / 5 - I feel very competent and confident				
	(5) I feel very competent and confident. (1)	(4) I feel competent and confident (2)	(3) I neither feel nor do I feel competent and confident. (3)	(2) I do not feel competent and confident. (4)	(1) I never feel competent or confident. (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43 If you experienced the change mentioned above after participating in the program (feeling self-sufficient and self-confident), did any other people/institutions other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q44 Please indicate the individuals/institutions other than AÇEV that you believe contributed, and express their contribution as a percentage. (For example, "10% contribution from X institution, 5% from Y institution.")

Q45 If you had not participated in the program, would you still have experienced the change in feeling competent and confident that we asked about above?

- Yes (1)
- No (2)

Q46 In this case, what would be the likelihood of change in feeling competent and confident?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q47 How long do you think the change you are experiencing in feeling competent and self-confident will last?

- During the time I continue with the programs/trainings (1)
- Maximum 6 months after completion of the program (2)
- 6-12 months after program completion (3)
- 2 years after completion of the program (4)
- More than 3 years after the program completion (long term) (5)
- Other (6) _____

Q48 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 being not important at all – 10 being the most important)

	10 - most important / 1 - not important at all									
	10 (1)	9 (2)	8 (3)	7 (4)	6 (5)	5 (6)	4 (7)	3 (8)	2 (9)	1 (10)
Psychological well-being (1)	<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"/>

Defending your rights as a woman (2)	<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"/>
Ability to communicate well with children and spouse (3)	<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"/>
Spending quality time with the child (4)	<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 self-sufficient and self-confident (5)	<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"/>

Q49 In this section, we ask about changes and related indicators. We ask mothers to evaluate the changes their children experienced before and after participating in the program.

Indicator 1: Socialization

Would you evaluate your child's socialization status (making new friends, participating in school activities, spending time with friends)?

	1 - Doesn't socialize at all / 5 - Socializes very often				
	(5) Socializes very often (1)	(4) Socializes Often (2)	(3) Neither socializing nor not socializing (3)	(2) He rarely socializes (4)	(1) He never socializes (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After joining the program (2)

Q50 Indicator 2: Following the rules

Do you think your child generally obeys the rules? (You can consider it at home or at school.)

1 - Never follows the rules / 5 - Always follows the rules

	(5) Always obey the rules (1)	(4) Generally follows the rules (2)	(3) Warn occasionally (3)	(2) He rarely follows the rules (4)	(1) Never follows the rules (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q51 Outcome: Social-emotional development

Can you evaluate your child's level of social and emotional development (appropriate for his/her age and peers)?

1 - I don't think he's improved at all / 5 - I definitely think he's improved

	(5) Very good development/Very good development (1)	(4) Good development (2)	(3) Development is neither good nor bad (3)	(2) His/her development is not good/he/she is not showing any development (4)	(1) His/her development is not good at all/He/she is not showing any development at all (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After
joining
the
progra
m (2)



Q52 If your child experienced the change mentioned above (social emotional development) after participating in the program, did any other people/institutions other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q53 Please indicate the individuals/institutions other than AÇEV that you believe contributed, and express their contribution as a percentage. (For example, "10% contribution from X institution, 5% from Y institution.")



Q54 If your child had not participated in the program, would he/she still have experienced the changes in social emotional development we asked about above?

- Yes (1)
- No (2)

Q55 In this case, what would be the likelihood of change in social emotional development?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q56 How long do you think the change in social emotional development will continue?

- During the time I continue with the programs/trainings (1)
- Maximum 6 months after completion of the program (2)

- 6-12 months after program completion (3)
- 2 years after completion of the program (4)
- More than 3 years after the program completion (long term) (5)
- Other (6) _____

Q57 Indicator 1: Being able to speak, opening the language

What do you think about your child's speech and language development?

	1 - He has a lot of difficulty speaking / 5 - He has no difficulty speaking				
	(5) He has no difficulty in speaking. (1)	(4) He has no difficulty in speaking. (2)	(3) He neither has difficulty nor does he have difficulty in speaking. (3)	(2) He has difficulty speaking (4)	(1) He has great difficulty in speaking. (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q58 Indicator 2: Ability to express oneself

Do you think your child can express himself/herself and share his/her excitement, distress and/or happiness easily?

	1 - He can't express it well at all / 5 - He expresses it very well				
	(5) He can express himself very well. (1)	(4) Able to express himself/herself (2)	(3) What can and cannot express itself? (3)	(2) He cannot express himself (4)	(1) He can't express himself at all (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After joining the program (2)

Q59 Indicator 3: Decrease in stubbornness

When your child wants to get his way and you don't do it, does he resist you? (does he pull away from you?)

	1 - No resistance / 5 - Always resistance				
	(5) He always resists and moves away from me. (1)	(4) He usually shows resistance, he usually moves away from me (2)	(3) Sometimes he resists, sometimes he moves away from me (3)	(2) He rarely resists, he rarely walks away from me (4)	(1) He never resists, he never moves away from me (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q60 Outcome: Psychological well-being

How would you evaluate your child's psychological condition?

	1 - Not good at all / 5 - Very good				
	(5) Psychologically very good (1)	(4) Psychologically well (2)	(3) Psychologically neither good nor bad (3)	(2) Not well psychologically (4)	(1) Psychologically not good at all (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After
joining
the
progra
m (2)



Q61 If your child experienced the change mentioned above (psychological well-being) after participating in the program, did any other people/institutions other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q62 Please indicate the individuals/institutions other than AÇEV that you believe contributed, and express their contribution as a percentage. (For example, "10% contribution from X institution, 5% from Y institution.")



Q63 If your child had not participated in the program, would he or she still have experienced the changes in psychological well-being we asked about above?

- Yes (1)
- No (2)

Q64 In this case, what would be the likelihood of change in psychological well-being?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q65 How long do you think the change in psychological well-being will last?

- During the time I continue with the programs/trainings (1)
- Maximum 6 months after completion of the program (2)
- 6-12 months after program completion (3)
- 2 years after completion of the program (4)
- More than 3 years after the program completion (long term) (5)
- Other (6) _____

Q66 Indicator 1: Self-care skills

How well can your child meet his/her own needs regarding self-care (dressing, hygiene and toilet habits, nutrition, etc.)?

	1 - He can never afford it himself / 5 - He can definitely afford it himself				
	(5) He can take care of his own self-care very well. (1)	(4) Can take care of his/her own care (2)	(3) Can partially meet his/her own self-care (3)	(2) He is less able to take care of his own self-care. (4)	(1) He can't take care of his own self at all (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q67 Indicator 2: Development of motor skills

Do you evaluate your child's motor skills (holding a pencil, painting, using scissors, focusing, etc.)?

	1 - Not at all / 5 - Definitely have				
	(5) Very good motor skills (1)	(4) Good motor skills (2)	(3) Motor skills are neither good nor bad (3)	(2) Poor motor skills (4)	(1) Very poor motor skills (5)

Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q68 Outcome: School readiness, starting school in harmony (this question may require clarification depending on the child's age - more appropriate for children who have completed the PEP)

Do you think your child will be ready and adapt easily when it is time to start school?

	1 - I don't think he's ready at all / 5 - I definitely think he's ready				
	(5) My child is very ready for school (1)	(4) My child is ready for school (2)	(3) My child is partially ready for school (3)	(2) My child is not ready for school (4)	(1) My child is not ready for school at all (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q69 If your child experienced the change mentioned above (readiness for school) after participating in the program, did any other people/institutions other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q70 Please indicate the individuals/institutions other than AÇEV that you believe contributed, and express their contribution as a percentage. (For example, "10% contribution from X institution, 5% from Y institution.")

Q71 If your child had not participated in the program, would he or she still have experienced the changes in school readiness we asked about above?

- Yes (1)
- No (2)

Q72 What would be the likelihood of change in school readiness in this situation?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q73 How long do you think the change in school readiness will continue?

- During the time I continue with the programs/trainings (1)
- Maximum 6 months after completion of the program (2)
- 6-12 months after program completion (3)
- 2 years after completion of the program (4)
- More than 3 years after the program completion (long term) (5)
- Other (6) _____

Q74 In this section, we ask about changes and related indicators. We ask them to evaluate their situation before and after participating in the program.

Indicator 1: Ability to express oneself comfortably

"I can express myself comfortably in different environments (home, relatives, friends..)."

Please evaluate your agreement with the statement above by taking into account your experience before and after joining the program.

	1 - Never / 5 - Always				
	(5) I can always express myself easily (1)	(4) I can often express myself easily. (2)	(3) I can express myself sometimes. (3)	(2) I can rarely express myself easily. (4)	(1) I can never express myself easily (5)
Before joining the program (1)	○	○	○	○	○

After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-------------------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

Q75 Indicator 2: Ability to fight for one's desires

"I can fight to get the things I want."

Please evaluate your agreement with the statement above by taking into account your experience before and after joining the program.

	1 - Never / 5 - Always				
	(5) I always struggle (1)	(4) I often struggle (2)	(3) I struggle occasionally (3)	(2) I rarely struggle (4)	(1) I can never fight (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q76 Indicator 3: Feeling valued

"I believe that I am a valuable person."

Please evaluate your agreement with the statement above by taking into account your experience before and after joining the program.

	1 - I don't think I'm a valuable person at all / 5 - I think I'm a very valuable person				
	(5) I think I am a very valuable person. (1)	(4) I think I am a valuable person (2)	(3) Dear person, what do I think and what do I not think? (3)	(2) I don't think I'm a valuable person. (4)	(1) I don't think I'm a valuable person at all (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q77 Outcome: Self-confidence

Evaluate your self-confidence by considering your situation before and after participating in the program.

	1 - I don't feel confident at all / 5 - I feel very confident				
	(5) I feel very confident (1)	(4) I feel confident (2)	(3) What do I feel and what do I not feel? (3)	(2) I don't feel confident (4)	(1) I don't feel confident at all (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q78 If you experienced the change mentioned above (feeling more self-confident) after participating in the program, did any other people/institutions other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q79 Please indicate the individuals/institutions other than AÇEV that you believe contributed, and express their contribution as a percentage. (For example, "10% contribution from X institution, 5% from Y institution.")

Q80 If you had not participated in the program, would you still have experienced the change in feeling confident that we asked about above?

- Yes (1)
- No (2)

Q81 In this situation, what would be the likelihood of the change you experienced regarding feeling confident?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q82 How long do you think the change you are experiencing in terms of feeling self-confident will last?

- During the time I continue with the programs/trainings (1)
- Maximum 6 months after completion of the program (2)
- 6-12 months after program completion (3)
- 2 years after completion of the program (4)
- More than 3 years after the program completion (long term) (5)
- Other (6) _____

Q83 Indicator 1: Don't take time for yourself

When you think about your daily schedule, how much time do you spend on yourself?

	1 - Never / 5 - Always				
	(5) I always take time for myself (1)	(4) I often take time for myself (2)	(3) I take time for myself from time to time (3)	(2) I rarely take time for myself (4)	(1) I never take time for myself (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q84 Indicator 2: Feeling within the female community

"I feel like I belong in the female community."

Please evaluate your agreement with the statement above by considering your experiences before and after joining the program.

	1 - I don't feel it at all / 5 - I definitely feel it				
	(5) I feel so much (1)	(4) I feel (2)	(3) What do I feel and what do I not feel? (3)	(2) I don't feel it (4)	(1) I don't feel it at all (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q85 Outcome: Feeling psychologically well

How do you feel psychologically?

	1 - I don't feel well at all / 5 - I feel very well				
	(5) I feel very good psychologically. (1)	(4) I feel psychologically well (2)	(3) I feel neither good nor bad (3)	(2) I don't feel well psychologically (4)	(1) I don't feel well psychologically at all. (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q86 If you experienced the change mentioned above (feeling psychologically better) after participating in the program, did any other people/institutions other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q87 Please indicate the individuals/institutions other than AÇEV that you believe contributed, and express their contribution as a percentage. (For example, "10% contribution from X institution, 5% from Y institution.")

Q88 If you had not participated in the program, would you still have experienced the psychological well-being change we asked about above?

- Yes (1)
- No (2)

Q89 In this case, what would be the likelihood of the change you experienced regarding your psychological well-being occurring?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q90 How long do you think the change you are experiencing in terms of feeling psychologically well will last?

- During the time I continue with the programs/trainings (1)
- Maximum 6 months after completion of the program (2)
- 6-12 months after program completion (3)
- After completing the program 2 (4)
- More than 3 years after completing the program (long term) (5)
- Other (6) _____

Q91 Outcome: Level of knowledge of women's rights "I know my rights as a woman."

Please evaluate your agreement with the statement above by taking into account your experience before and after joining the program.

	1 - I don't know at all / 5 - I know very well				
	(5) I know my rights very well (1)	(4) I know my rights (2)	(3) I neither know nor do I know (3)	(2) I know little about my rights (4)	(1) I don't know my rights at all (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q92 If you experienced the change mentioned above after participating in the program (knowing your rights), did any other people/institutions other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q93 Please indicate the individuals/institutions other than AÇEV that you believe contributed, and express their contribution as a percentage. (For example, "10% contribution from X institution, 5% from Y institution.")

Q94 If you had not participated in the program, would you still have experienced the change in your knowledge of your rights that we asked about above?

- Yes (1)
- No (2)

Q95 In this case, what would be the possibility of the change you experienced regarding knowing your rights as a woman?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q96 How long do you think the change you are experiencing regarding knowing your rights as a woman will continue?

- During the time I continue with the programs/trainings (1)
- Maximum 6 months after completion of the program (2)
- 6-12 months after program completion (3)
- After completing the program 2 (4)
- More than 3 years after completing the program (long term) (5)
- Other (6) _____

Q97 Outcome: Defending your rights

"I will defend my rights until the end when necessary."

Please evaluate your agreement with the statement above by taking into account your experience before and after joining the program.

	1 - I never defend / 5 - I always defend				
	(5) I always defend my rights (1)	(4) I often defend my rights (2)	(3) I occasionally defend my rights (3)	(2) I rarely defend my rights (4)	(1) I never defend my rights (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q98 If you experienced the change mentioned above (advocating for your rights) after participating in the program, did any other people/institutions other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q99 Please indicate the individuals/institutions other than AÇEV that you believe contributed, and express their contribution as a percentage. (For example, "10% contribution from X institution, 5% from Y institution.")

Q100 If you had not participated in the program, would you still have experienced the change in defending your rights that we asked about above?

- Yes (1)
- No (2)

Q101 In this case, what would be the possibility of the change you experienced regarding defending your rights?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q102 How long do you think the change you are experiencing regarding defending your rights will continue?

- During the time I continue with the programs/trainings (1)
- Maximum 6 months after completion of the program (2)
- 6-12 months after program completion (3)
- After completing the program 2 (4)
- More than 3 years after completing the program (long term) (5)
- Other (6) _____

Q103 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 being not important at all – 10 being the most important)

	10 - most important / 1 - not important at all									
	10 (1)	9 (2)	8 (3)	7 (4)	6 (5)	5 (6)	4 (7)	3 (8)	2 (9)	1 (10)
Feeling self-confident (1)	<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 well-being (2)	<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"/>
Knowing your rights as a woman (3)	<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"/>
Defending your rights as a woman (4)	<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"/>

Survey 2- Father Programs

Q1 Hello,

I am measuring the social impact of the programs implemented by AÇEV in centers in the earthquake zone. This survey aims to understand the changes experienced by fathers benefiting from the EDU programs implemented by AÇEV and to measure the extent of these changes. Therefore, I am reaching out to you and sincerely requesting your feedback. The changes I ask about in the survey below are the changes you expressed in our focus group interviews.

Completing the survey will take approximately 15 minutes. Thank you very much in advance for your support in completing the survey. The data we collect in the survey will be stored and reported anonymously.

Q2 Your first and last name

Q3 Your city

- Adiyaman
- Gaziantep-Nurdağı
- Hatay-Defne

Q4 Which of the programs run by AÇEV have you benefited from?

- EDU - Fatherhood
- Other _____

Q5 Did you receive any certificates of participation from the programs you attended?

- Yes
- No

Q6 How many children do you have? How old are your children?

- Child 1 _____
- Child 2 _____
- Child 3 _____
- Child 4 _____
- Child 5 _____
- Other _____

Q7 Which AÇEV programs do your child or children participate in?

- OEP - 5-year-old program
- 4-year-old program
- Toys and library
- I don't know
- Other _____

Q8 Which AÇEV programs does your spouse participate in (if applicable)?

- ADP - Motherhood Long Programme
- EDU - Motherhood Short Program
- Lively Encounters
- I don't know
- Other _____

Q9 In this section we ask about the changes and the indicators that are associated with it. We ask them to assess their status before and after joining the program.

Indicator 1: Socializing

How often do you meet with people you enjoy to distract your head and discharge?

1 - I never meet/5 - I see you all the time

	(5) I always meet	(4) I see you often	(3) I see you occasionally	(2) I rarely see each other	(1) I never meet
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Outcome: Psychologically well

Evaluate your feeling of being psychologically well taking into account your situation before and after joining the program?

	1 - I don't feel good at all/ 5 - I feel very good				
	(5) I feel very good psychologically	(4) I feel good psychologically	(3) I feel neither good nor bad	(2) I don't feel well psychologically	(1) I don't feel good at all psychologically
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 If you experienced the above change after participating in the program (psychological well-being), was there any contribution from other persons/institutions other than ACEV in experiencing this change?

- Yes
- No

Q12 Indicate the persons/institutions that you consider to have contributed outside the ACEV and express their contribution as%. (For example, "10% of X institutions contributed, 5% of Y institutions".)

Q13 If you did not participate in the program, would you still experience the change related to being psychologically good that we asked above?

- Yes
- No

Q14 In this case, what would be the chances of the change in relation to being well psychologically?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q15 How long do you think the change you are experiencing in terms of being well psychologically will last?

- During the time that I continue the programs/trainings
- Up to 6 months after program completion
- 6-12 months after program completion
- After completion of the program 2
- More than 3 years after completing the program (long-term)
- Other _____

Q16 Indicator 2: Good communication with spouse

Do you feel that your conversations with your partner are prolonged and that you enjoy chatting?

	1 - I don't enjoy it at all/5 - I enjoy it a lot				
	(5) Our chats are too long, we always chat pleasure	(4) Our conversations often get longer, we chat with pleasure	(3) What I enjoy our conversations and what I don't	(2) Our conversations rarely get long, we rarely chat with pleasure	(1) Our conversations are never long, we never chat with pleasure
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 Indicator 1: Playing with a child

How often do you play with your child?

	1 - I never play/5 - I always play				
	(5) I play all the time	(4) I often play games	(3) I play games occasionally	(2) I rarely play games	(1) I never play
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 Indicator 2: Book reading frequency

How often do you read books to your child?

	1 - I never read a book/5 - I read a book every day				
	(5) I read books every day	(4) I read books often	(3) I read books occasionally	(2) I rarely read books	(1) I don't read any books
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 Outcome: Being able to communicate well with the child and spouse

Do you think you can communicate well with your child and partner?

	1 - Our communication is not good at all/ 5 - Our communication is very good				
	(5) I communicate very well	(4) I communicate well	(3) I communicate neither good nor bad	(2) I can't communicate well	(1) I can't communicate well
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 If you experienced the above change after participating in the program (ability to communicate well), did other persons/institutions other than AÇEV contribute to your experience of this change?

- Yes
- No

Q21 Indicate the persons/institutions that you consider to have contributed outside the AACEV and express their contribution as%. (For example, "10% of X institutions contributed, 5% of Y institutions".)

Q22 If you did not participate in the program, would you still experience the change related to the ability to communicate well that we asked above?

- Yes
- No

Q23 In this case, what would be the chances of the change occurring in relation to being able to communicate well?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q24 How long do you think the change you are experiencing about being able to communicate well with the child and partner will last?

- During the time that I continue the programs/trainings
- Up to 6 months after program completion
- 6-12 months after program completion
- 2 years after completion of the program
- More than 3 years after program completion (long-term)

○ Other _____

Q25 Indicator: Spending quality time with family

Do you think you have quality time with your family?

	1 - I don't spend any useful time/ 5 - I definitely have useful time				
	(5) I always spend quality time	(4) I usually spend quality time	(3) I spend quality time occasionally	(2) I rarely spend quality time	(1) I never spend quality time
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 Outcome: Taking responsibility as a father

“As a father, I take responsibility for issues related to my child.”

Assess your participation in the above statement taking into account your feelings before and after the program.

	1 - I take no responsibility at all/ 5 - I take a lot of responsibility				
	(5) I take a lot of responsibility	(4) I take responsibility	(3) I take responsibility occasionally	(2) I take no responsibility	(1) I take no responsibility
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q27 If you experienced the above change after participating in the program (taking responsibility), did other persons/institutions other than AÇEV contribute to you in experiencing this change?

- Yes
- No

Q28 Indicate the persons/institutions that you consider to have contributed outside the ACEV and express their contribution as%. (For example, "10% of X institutions contributed, 5% of Y institutions".)

Q29 If you did not participate in the program, would you still experience the change related to taking responsibility that we asked above?

- Yes
- No

Q30 In this case, what would be the chances of a change in taking responsibility?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q31 How long do you think the change you have experienced in terms of taking responsibility will continue?

- During the time that I continue the programs/trainings

- Up to 6 months after program completion
- 6-12 months after program completion
- 2 years after completion of the program
- More than 3 years after program completion (long-term)
- Other _____

Q32 Assess how important the following changes are to you by considering how much you have changed, and give it a score of 1-10. (1 is not important — 10 is the most important)

	10 - the most important/1 - does not matter at all									
	10	9	8	7	6	5	4	3	2	1
Being well psychologically	<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"/>
Taking responsibility	<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"/>
Being able to communicate well with the child and spouse	<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"/>

Q33 In this section we ask about the changes and the indicators associated with it. From the perspective of fathers, we ask children to evaluate the changes they have experienced before and after joining the program.

Indicator 1: Socialization

Would you assess your child's socialization status (making new friends, attending school activities, spending time with friends)?

	1 - Not socializing at all/ 5 - Socializing too often				
	(5) He socializes very often	(4) Socializing Often	(3) Neither socializing nor not socializing	(2) He rarely socializes	(1) Not socializing at all

Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 Indicator 2: Compliance with rules

Do you think your child generally follows the rules? (You can think about this at home and at school)

	1 - Never follows the rules/ 5 - Always follows the rules				
	(5) Always follow the rules	(4) Usually follows the rules	(3) Fits occasionally	(2) Rarely follows the rules	(1) Never follows the rules
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q35 Outcome: Social-emotional development

Would you assess the level of development of your child socially emotionally (appropriate for his age and peers)?

	1 - I don't think you're improving at all/ 5 - I think you're definitely improving				
	(5) Its development is very good/It is developing very well	(4) Development is good	(3) Its development is neither good nor bad	(2) Not developing well/Not developing	(1) Its development is not good at all/It does not improve at all
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 If your child experienced the above-mentioned change (social-emotional development) after participating in the program, did any other individuals/institutions besides AÇEV contribute to this change?

- Yes
- No

Q37 Indicate the persons/institutions that you consider to have contributed outside the AACEV and express their contribution as%. (For example, "10% of X institutions contributed, 5% of Y institutions".)

Q38 If your child did not participate in the program, would he still experience the change related to social emotional development that we asked above?

- Yes
- No

Q39 In this case, what would be the chances of the change in relation to social emotional development taking place?

	0 (0) 1 (1) 2 (2) 3 (3) 4 (4) 5 (5) 6 (6) 7 (7) 8 (8) 9 (9) 10 (10)
---	---

Q40 How long do you think the change he is experiencing regarding social emotional development will continue?

- During the time that I continue the programs/trainings
- Up to 6 months after program completion
- 6-12 months after program completion
- 2 years after completion of the program
- More than 3 years after program completion (long-term)
- Other _____

Q41 Indicator 1: Ability to speak, language development

What are your thoughts on your child's speech and language development?

	1 - He has a lot of trouble talking/5 - He doesn't have a hard time talking at all				
	(5) No difficulty speaking	(4) Not having a hard time talking	(3) He neither struggles nor has difficulty when speaking	(2) He has difficulty speaking	(1) Having a lot of trouble talking
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42 Indicator 2: Self-expression

Do you think that your child is able to express himself, that he can easily share his excitement, distress and/or happiness about him?

	1 - He can't express it well at all/ 5 - He expresses it very well				
	(5) She can express herself very well	(4) He can express himself	(3) What he expresses himself and	(2) Unable to express himself	(1) He can't express himself at all
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

				what he cannot		
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43 Indicator 3: Decrease in stubbornness

When your child wants to get him to do what he wants and you don't, does he resist you? (Does it move away from you?)

	1 - Shows no resistance / 5 - Always shows resistance				
	(5) He always resists and distances himself from me	(4) Often resists, usually moves away from me	(3) Occasionally resists, sometimes moves away from me	(2) Rarely resists, rarely moves away from me	(1) Does not resist at all, does not move away from me
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44 Outcome: Psychological well-being

How do you assess the situation of your child psychologically?

	1 - Not good at all/ 5 - Very good				
	(5) Very good psychologically	(4) Psychologically good	(3) Psychologically good or bad	(2) Not psychologically good	(1) Not at all psychologically good

Before joining the program



After participating in the program



Q45 If your child experienced the above change after participating in the program (psychological well-being), was there any contribution from other persons/institutions other than ACEV in experiencing this change?

- Yes
- No

Q46 Indicate the persons/institutions that you consider to have contributed outside the AACEV and express their contribution as%. (For example, "10% of X institutions contributed, 5% of Y institutions".)

Q47 If your child did not participate in the program, would he still experience the change related to psychological well-being that we asked above?

- Yes
- No

Q48 In this situation, what would be the likelihood of a change occurring in terms of psychological well-being?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q49 How long do you think the change he is experiencing in relation to well-being will last?

- During the time that I continue the programs/trainings
- Up to 6 months after program completion
- 6-12 months after program completion
- 2 years after completion of the program
- More than 3 years after program completion (long-term)
- Other _____

Q50 Indicator 1: Self-care skills

How much can your child meet their self-care needs (dressing, hygiene and toilet habits, nutrition, etc.) on their own?

	1 - He can never afford it/5 - He can definitely afford it himself				
	(5) Being able to afford self-care very well	(4) Able to take care of himself/herself	(3) Can partially cover their own self-care	(2) Unable to afford their own self-care	(1) Can't afford his own self-care at all
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q51 Indicator 2: Development of motor skills

Can you assess your child's motor skills? (holding a pen, drawing, counting, focusing, etc.)

	1 - Do not have at all/ 5 - Definitely have				
	(5) Motor skills are very good	(4) Motor skills are good	(3) Motor skills are good or bad	(2) Poor motor skills	(1) Motor skills are very bad

Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q52 Outcome: School readiness, adaptive start to school

(This question may require clarification based on the child's age - more suitable for children who have completed the OEP). When it's time for your child to start school, if so, do you think they are ready and will adapt easily?

	1 - I don't think you're ready at all/ 5 - I think you're definitely ready				
	(5) My child is already ready for school	(4) My child is ready for school	(3) My child is partially ready for school	(2) My child is ready for school	(1) My child is not ready for school at all
Before joining the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q53 If your child experienced the above change after participating in the program (readiness for school), was there any contribution from other persons/institutions other than AÇEV to experience this change?

- Yes
- No

Q54 Indicate the persons/institutions that you consider to have contributed outside the AACEV and express their contribution as%. (For example, "10% of X institutions contributed, 5% of Y institutions".)

Q55 If your child did not participate in the program, would they still experience the change related to school readiness that we asked above?

- Yes
- No

Q56 In this situation, what would be the likelihood of a change occurring regarding school readiness?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q57 How long do you think the change in school readiness will continue?

- During the time that I continue the programs/trainings
- Up to 6 months after program completion
- 6-12 months after program completion
- 2 years after completion of the program
- More than 3 years after program completion (long-term)
- Other _____

Survey 3- Volunteer Trainers for Father Programs

Q1 Hello,

I am measuring the social impact of the programs implemented by AÇEV in centers in the earthquake zone. This survey aims to understand the changes experienced by volunteer trainers for EDU fatherhood programs implemented by AÇEV and to measure the extent of these changes. Therefore, I am reaching out to you and sincerely requesting your feedback.

The changes I ask about in the survey below are the changes you expressed in our focus group interviews.

Completing the survey will take approximately 15 minutes. Thank you very much in advance for your support in completing the survey. The data we collect in the survey will be stored and reported anonymously.

Q2 In which city do you work?

- Adiyaman
- Gaziantep/Nurdağı
- Hatay/Defne

Q3 Have you previously worked in a similar role (adult tutoring)?

- Yes
- No, this is my first time teaching
- Other _____

Q4 In this section, I ask about the individual changes you, the trainers who provide EDU training within AÇEV's adult education programs, have experienced. I kindly request that you consider all questions by reflecting on your situation before and after starting the training programs that AÇEV conducts in its centers in the earthquake zone.

Outcome: Adult education skills

Evaluate your adult education skills by considering your performance before and after participating in the training programs that AÇEV conducted in its centers in the earthquake zone.

	(1) I have no skills - (5) I have very good skills				
	(1) I have no skills	(2) My skills are limited	(3) My skill is at an intermediate level	(4) My skills are good	(5) My skills are very good

Before taking on duties related to AÇEV's centers in the earthquake zone

After taking on tasks related to AÇEV's centers in the earthquake zone

Q5 If you experienced the above change (adult education skills) after starting work at the center, did other individuals/institutions besides AÇEV contribute to this change?

Yes

No

Q6 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q7 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the change regarding adult education skills that we asked about above?

Yes

No

Q8 In this scenario, what would be the likelihood of change occurring regarding adult education skills?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q9 How long do you think the change you're experiencing regarding adult education skills will continue?

- As long as the programs at the center continue
- After the programs at the center are finished, a maximum of 6 months
- 6-12 months after the programs at the center are finished
- Two years after the programs at the center are finished
- More than 3 years after the programs at the center are finished
- Other _____

Q10 Indicator: Belief in cultural change in geography

We kindly request that you share your thoughts on the possibility or impossibility of change in the region where you live, considering the period before and after the tasks you undertook within the scope of AÇEV's work in the earthquake zone .

	(1) I have no hope - (5) I have a lot of hope				
	(1) I have no hope	(2) My hope is low	(3) My hope is moderate	(4) I have hope	(5) I have a lot of hope

Before taking on duties related to AÇEV's centers in the earthquake zone

After taking on tasks related to AÇEV's centers in the earthquake zone

Q11 Outcome: Looking to the future with hope and positivity.

Evaluate your positive outlook on the future by considering your experiences before and after undertaking the tasks you undertook within the scope of AÇEV's work in the earthquake-stricken regions.

(1) I don't have a positive outlook - (5) I have a very positive outlook

(1) I am not optimistic about the future.

(2) I look to the future with little positivity and hope.

(3) I am moderately positive about the future.

(4) I look to the future with hope and positivity.

(5) I look to the future with great positivity and hope.

Before taking on duties related to AÇEV's centers in the earthquake zone

After taking on tasks related to AÇEV's centers in the earthquake zone

Q12 If you experienced the above change (looking positively towards the future) after starting work at the center, did other individuals/institutions besides AÇEV contribute to this change?

Yes

No

Q13 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q14 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the positive outlook on the future that we asked about above?

Yes

No

Q15 In this situation, what would be the likelihood of a shift towards a positive outlook on the future?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q16 How long do you think this change in your positive outlook on the future will last?

As long as the programs at the center continue

After the programs at the center are finished, a maximum of 6 months

6-12 months after the programs at the center are finished

- Two years after the programs at the center are finished.
- More than 3 years after the programs at the center are finished
- Other _____

Q17 Outcome: Gender equality knowledge level

We kindly ask you to assess your level of knowledge regarding gender equality and fatherhood by considering your situation before and after participating in the training programs conducted by AÇEV in its centers in the earthquake zone.

You can view learning about gender equality as a way to address common misconceptions.

	(1) I have no knowledge - (5) My knowledge level is very high				
	(1) I have no knowledge	(2) My knowledge level is low	(3) My knowledge level is intermediate	(4) My knowledge level is high	(5) My knowledge level is very high
Before taking on duties related to AÇEV's centers in the earthquake zone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 Indicator: Ability to empathize

Evaluate your ability to empathize by considering your situation before and after participating in the training programs that AÇEV conducts in its centers in the earthquake zone.

Think of empathy as increased sensitivity to a wide variety of needs.

	(1) I have no skills - (5) I have very good skills

	(1) I have no skills	(2) My skills are limited	(3) My skill is at an intermediate level	(4) My skills are good	(5) My skills are very good
Before taking on duties related to AÇEV's centers in the earthquake zone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19 Outcome: A sense of solidarity.

Please evaluate your sense of solidarity by considering both the period before and after the tasks you undertook within the scope of AÇEV's work in the earthquake-stricken centers. *You can think of it as learning and experiencing together with fathers, in a way that fosters solidarity.*

	(1) I never feel - (5) I always feel				
	(1) I never feel in solidarity	(2) I rarely feel in solidarity	(3) I sometimes feel in solidarity	(4) I often feel in solidarity	(5) I always feel in solidarity
Before taking on duties related to AÇEV's centers in the earthquake zone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After taking on tasks related to AÇEV's centers in the earthquake zone

Q20 If you experienced the above-mentioned change (sense of solidarity) after starting work at the center, did other individuals/institutions besides AÇEV contribute to this change?

- Yes
- No

Q21 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q22 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the change in the sense of solidarity we asked about above?

- Yes
- No

Q23 In this situation, what would be the likelihood of a change occurring regarding the feeling of solidarity?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q24 How long do you think this change in your sense of solidarity will last?

- As long as the programs at the center continue
- After the programs at the center are finished, a maximum of 6 months
- 6-12 months after the programs at the center are finished
- Two years after the programs at the center are finished.
- More than 3 years after the programs at the center are finished
- Other _____

Q25 Outcome: A sense of responsibility

We kindly ask you to evaluate your sense of responsibility by considering your situation before and after starting the training programs that AÇEV conducts in its centers in the earthquake zone.

You can think of responsibility as the duties and responsibilities you have as a man/father regarding your home and family life.

	(1) I feel no responsibility at all - (5) My sense of responsibility is very high				
	(1) I feel no responsibility	(2) I have little sense of responsibility	(3) My sense of responsibility is moderate.	(4) I have a high sense of responsibility	(5) My sense of responsibility is very high.
Before taking on duties related to AÇEV's centers in the earthquake zone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After taking on tasks related to AÇEV's centers in the earthquake zone



Q26 If you experienced the above change (sense of responsibility) after starting work at the center, did other individuals/institutions besides AÇEV contribute to this change?

Yes

No

Q27 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q28 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the change in your sense of responsibility that we asked about above?

Yes

No

Q29 In this situation, what would be the likelihood of a change occurring regarding the sense of responsibility?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q30 How long do you think this change in your sense of responsibility will last?

- As long as the programs at the center continue
- After the programs at the center are finished, a maximum of 6 months
- 6-12 months after the programs at the center are finished
- Two years after the programs at the center are finished.
- More than 3 years after the programs at the center are finished
- Other _____

Q31 Outcome: Psychological fatigue

We ask that you evaluate your level of psychological fatigue in your daily life by considering your state before and after starting the training programs that AÇEV conducts in its centers in the earthquake zone.

	(1) I don't feel tired - (5) I feel very tired				
	(1) I don't feel tired	(2) I don't feel tired	(3) I feel moderately tired	(4) I feel tired	(5) I feel very tired
Before taking on duties related to AÇEV's centers in the earthquake zone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q32 If you experienced the above change (psychological fatigue) after starting work at the center, did any other individuals/institutions besides AÇEV contribute to this change?

Yes

No

Q33 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q34 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the changes related to psychological fatigue that we asked about above?

Yes

No

Q35 In this situation, what would be the likelihood of a change occurring 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)

Q36 How long do you think the changes you're experiencing related to psychological fatigue will continue?

As long as the programs at the center continue

After the programs at the center are finished, a maximum of 6 months

6-12 months after the programs at the center are finished

Two years after the programs at the center are finished

More than 3 years after the programs at the center are finished

Other _____

Q37 Considering how much you have changed, rate how important the following changes are to you and give a score between 1 and 10. (1 is not important at all – 10 is most important)

	1 - not important at all / 10 - most important									
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)
Looking to the future with hope and positivity. (1)	<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"/>
Adult education skills (6)	<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"/>
Level of knowledge about gender equality (2)	<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"/>
Being in a state of solidarity (3)	<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"/>
sense of responsibility (4)	<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 (5)	<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"/>

Survey 4- Trainers for Mother/Women Programs

Q1 Hello,

I am measuring the social impact of the programs that AÇEV is running in its centers in the earthquake zone. This survey aims to understand and measure the extent of the changes you, the trainers, have experienced within the scope of the training conducted by AÇEV in its centers in the earthquake zone. Therefore, I am reaching out to you and kindly requesting that you share your views honestly. The outcomes I am asking about in the survey below are the changes you expressed in our focus group discussions.

Completing the survey will take approximately 10 minutes. Thank you so much in advance for your support in completing the survey. The data we collect in this survey will be stored and reported anonymously.

Q2 In which city do you work?

- Adiyaman (4)
- Gaziantep/Nurdağı (5)
- Hatay/Defne (6)

Q3 Have you previously worked in a similar role (adult tutoring)?

- Yes (1)
- No, this is my first time teaching. (2)
- Other (4) _____

Q4 In this section, we ask about the individual changes you, the trainers who provide ADP, EDU, HDB, and Genç HDB training within AÇEV's adult education programs, have experienced. We kindly request that you consider all questions by reflecting on your situation before and after starting the training programs that AÇEV conducts in its centers in the earthquake zone.

Outcome: Adult education skills

Evaluate your adult education skills by considering your performance before and after participating in the training programs that AÇEV conducted in its centers in the earthquake zone.

	(1) I have no skills - (5) I have very good skills				
	(1) I have no skills (1)	(2) My skills are limited (2)	(3) My skill is at an intermediate level (3)	(4) My skills are good (4)	(5) My skills are very good (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 If you experienced the above change (adult education skills) after starting work at the center, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q6 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q7 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the change regarding adult education skills that we asked about above?

- Yes (1)
- No (2)

Q8 In this scenario, what would be the likelihood of change occurring regarding adult education skills?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q9 How long do you think the change you're experiencing regarding adult education skills will continue?

- As long as the programs at the center continue (1)
- After the programs at the center are finished, a maximum of 6 months (2)
- 6-12 months after the programs at the center are finished (3)
- Two years after the programs at the center are finished. (4)
- More than 3 years after the programs at the center are finished (5)
- Other (6) _____

Q10 Indicator: Ability to empathize.

Evaluate your ability to empathize by considering your situation before and after participating in the training programs that AÇEV conducts in its centers in the earthquake zone.

Think of empathy as increased sensitivity to a wide variety of needs.

(1) I have no skills - (5) I have very good skills					
(1) I have no skills (1)	(2) My skills are limited (2)	(3) My skill is at an intermediate level (3)	(4) My skills are good (4)	(5) My skills are very good (5)	

Before taking on duties related to AÇEV's centers in the earthquake zone (1)

After taking on tasks related to AÇEV's centers in the earthquake zone (2)

Q11 Outcome: The feeling of being useful

Please evaluate your feeling of usefulness resulting from your activities by considering your situation before and after starting the training programs that AÇEV conducts in its centers in the earthquake zone.

(1) I don't feel useful - (5) I feel very useful

	(1) I don't feel useful (1)	(2) I feel less useful (2)	(3) I feel moderately helpful (3)	(4) I feel useful (4)	(5) I feel very useful (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 If you experienced the change described above (a feeling of being useful) after starting work at the center, did other individuals/organizations besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q13 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q14 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the change in your sense of usefulness that we asked about above?

- Yes (1)
- No (2)

Q15 In this situation, what would be the likelihood of a change occurring regarding the feeling of usefulness?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q16 How long do you think this change you've experienced regarding being helpful will last?

- As long as the programs at the center continue (1)
- After the programs at the center are finished, a maximum of 6 months (2)
- 6-12 months after the programs at the center are finished (3)
- Two years after the programs at the center are finished. (4)
- More than 3 years after the programs at the center are finished (5)
- Other (6) _____

Q17 **Outcome: A sense of solidarity**

Please evaluate your sense of solidarity by considering both the period before and after the tasks you undertook within the scope of AÇEV's work in the earthquake-stricken centers. You can think of being in solidarity as both giving and receiving support.

	(1) I never feel - (5) I always feel				
	(1) I never feel in solidarity (1)	(2) I rarely feel in solidarity (2)	(3) I sometimes feel in solidarity (3)	(4) I often feel in solidarity (4)	(5) I always feel in solidarity (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 If you experienced the above-mentioned change (sense of solidarity) after starting work at the center, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q19 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q20 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the change in the sense of solidarity we asked about above?

- Yes (1)
- No (2)

Q21 In this situation, what would be the likelihood of a change occurring regarding the feeling of solidarity?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q22 How long do you think this change in your sense of solidarity will last?

- As long as the programs at the center continue (1)
- After the programs at the center are finished, a maximum of 6 months (2)
- 6-12 months after the programs at the center are finished (3)
- Two years after the programs at the center are finished. (4)
- More than 3 years after the programs at the center are finished (5)
- Other (6) _____

Q23 Outcome: Socialization

Consider your socialization situation before and after starting the educational programs conducted by AÇEV in its centers in the earthquake zone.

	(1) I don't socialize at all - (5) I socialize a lot				
	(1) I don't socialize at all. (1)	(2) I rarely socialize (2)	(3) I sometimes socialize (3)	(4) I socialize frequently (4)	(5) I socialize a lot (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After taking on tasks related to AÇEV's centers in the earthquake zone (2)



Q24 If you experienced the above-mentioned change (socialization) after starting work at the center, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q25 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q26 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the socialization changes we asked about above?

- Yes (1)
- No (2)

Q27 In this situation, what would be the likelihood of a change occurring regarding socialization?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q28 How long do you think the changes you're experiencing regarding socialization will continue?

- As long as the programs at the center continue (1)
- After the programs at the center are finished, a maximum of 6 months (2)

- 6-12 months after the programs at the center are finished (3)
- Two years after the programs at the center are finished. (4)
- More than 3 years after the programs at the center are finished (5)
- Other (6) _____

Q29 Indicator: Feeling of helplessness

Evaluate how often you feel helpless in your work by considering your situation before and after starting the training programs that AÇEV conducts in its centers in the earthquake zone.

	(1) I never feel - (5) I always feel				
	(1) I never feel helpless (1)	(2) I rarely feel helpless (2)	(3) Sometimes I feel helpless (3)	(4) I often feel helpless (4)	(5) I always feel helpless (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30 Outcome: Psychological fatigue

We kindly ask you to evaluate your level of psychological fatigue in your work by considering your state before and after starting the training programs that AÇEV conducts in its centers in the earthquake zone.

	(1) I don't feel tired - (5) I feel very tired				
	(1) I don't feel tired (1)	(2) I feel slightly tired (2)	(3) I feel moderately tired. (3)	(4) I feel tired (4)	(5) I feel very tired (5)

Before taking on duties related to AÇEV's centers in the earthquake zone (1)

After taking on tasks related to AÇEV's centers in the earthquake zone (2)

Q31 If you experienced the above change (psychological fatigue) after starting work at the center, did any other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q32 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q33 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the changes related to psychological fatigue that we asked about above?

- Yes (1)
- No (2)

Q34 In this situation, what would be the likelihood of a change occurring 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)

Q35 How long do you think the changes you're experiencing related to psychological fatigue will continue?

- As long as the programs at the center continue (1)
- After the programs at the center are finished, a maximum of 6 months (2)
- 6-12 months after the programs at the center are finished (3)
- Two years after the programs at the center are finished. (4)
- More than 3 years after the programs at the center are finished (5)
- Other (6) _____

Q36 Considering how much you have changed, rate how important the following changes are to you and give a score between 1 and 10. (1 is not important at all – 10 is most important)

	1 - not important at all / 10 - most important									
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)
Adult education skills (1)	<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"/>
The feeling of being useful. (2)	<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"/>
Being in a state of solidarity (3)	<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"/>

Socialization (4)	<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 (5)	<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"/>

Survey 5- POWER Program for Young Women

Q1 Hello,

I am measuring a social impact measurement of the programs implemented by AÇEV in centers in the earthquake zone. This survey aims to understand and measure the extent of the changes experienced by women who have benefited from AÇEV's Young HDB training program. Therefore, we are reaching out to you and asking you to honestly share your views. The changes we are asking about in the survey below are those you have described in our focus group interviews.

Completing the survey will take approximately 15 minutes. Thank you very much in advance for your support in completing the survey. The data we collect in the survey will be stored and reported anonymously.

Q1 Your first and last name

Q2 Your city

- Adiyaman (1)
- Gaziantep-Nurdağı (2)
- Hatay-Defne (3)

Q3 Has anyone in your family benefited from AÇEV's programs?

- Yes (1)
- No (2)

Q4 Which programs did he/she benefit from?

- ADP (1)
- EDU - Mother Education (2)
- EDU - Father Education (3)
- HDB (4)
- Young HDB (5)
- OEP - 5-year-old program (6)
- 4-year-old program (7)
- Toys and library (8)

Q5 Did you receive a certificate of participation from the program you attended (Young HDB)?

- Yes (1)
- No (2)

Q6 In this section, we ask about the changes and associated indicators. We ask them to evaluate their situations before and after participating in the program.

Indicator 1: Ability to express oneself comfortably

"I can express myself comfortably in different settings (home, relatives, friends, etc.)."

Please evaluate your participation in the above statement by considering your experience both before and after joining the program.

	1 - Never / 5 - Always				
	(5) I can always express myself comfortably. (1)	(4) I can often express myself easily. (2)	(3) I can express myself freely from time to time. (3)	(2) I can rarely express myself easily. (4)	(1) I can never express myself freely (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After joining the program (2)

Q7 Indicator 2: Take action

"I take action to make my goals a reality."

Please evaluate your participation in the above statement by considering your experience both before and after joining the program.

1 - Never / 5 - Always

	(5) I always take action (1)	(4) I often take action (2)	(3) I take action from time to time (3)	(2) I rarely take action (4)	(1) I can never take action (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Outcome: Self-confidence

Evaluate your self-confidence by considering your state before and after joining the program.

1 - I don't feel confident at all / 5 - I feel very confident

	(5) I feel very confident (1)	(4) I feel confident (2)	(3) What I feel and what I don't feel (3)	I don't feel confident. (4)	(1) I don't feel confident at all (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 If you experienced the change described above (feeling more confident) after participating in the program, did any other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q10 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q11 If you hadn't participated in the program, would you still have experienced the change in feeling more confident that we asked about above?

- Yes (1)
- No (2)

Q12 In this situation, what would be the likelihood of a change in your feeling of self-confidence occurring?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q13 How long do you think the change you're experiencing regarding feeling confident will last?

- During the time I continued with the programs/trainings (1)
- A maximum of 6 months after the program is completed. (2)
- 6-12 months after program completion (3)
- 2 years after the program is completed (4)
- More than 3 years after the program is completed (long term) (5)
- Other (6) _____

Q14 **Indicator 1: Socialization**

"I meet new people and do social activities with them."

Please evaluate your participation in the above statement by considering your experience both before and after joining the program.

	1 - I never do it / 5 - I always do it				
	(5) I always do social activities (1)	(4) I often engage in social activities (2)	(3) I occasionally engage in social activities. (3)	(2) I rarely do social activities (4)	(1) I don't do any social activities (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 Outcome: Level of knowledge about women's rights

"As a woman, I know my rights."

Please evaluate your participation in the above statement by considering your experience both before and after joining the program.

	1 - I don't know at all / 5 - I know very well				
	(5) I know my rights very well. (1)	(4) I know my rights (2)	(3) I neither know nor do I not know (3)	(2) I know my rights very little. (4)	(1) I don't know my rights at all. (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 If you experienced the change described above (knowing your rights) after joining the program, did any individuals/organizations other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q17 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q18 If you hadn't participated in the program, would you still have experienced the change regarding your rights that we asked about above?

- Yes (1)
- No (2)

Q19 In this situation, what would be the likelihood of a change occurring in your understanding of your rights as a woman?



- 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've experienced regarding knowing your rights as a woman will continue to last?

- During the time I continued with the programs/trainings (1)
- A maximum of 6 months after the program is completed. (2)
- 6-12 months after program completion (3)
- After the program is completed 2 (4)
- More than 3 years after completing the program (long term) (5)
- Other (6) _____

Q21 **Outcome: Defending your rights**

"I will defend my rights to the fullest extent if necessary."

Please evaluate your participation in the above statement by considering your experience both before and after joining the program.

1 - I never defend it / 5 - I always defend it

	(5) I will always defend my rights (1)	(4) I often defend my rights (2)	(3) I defend my rights from time to time. (3)	(2) I rarely defend my rights (4)	(1) I never defend my rights (5)
Before joining the program (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After joining the program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 If you experienced the change described above (standing up for your rights) after joining the program, did any individuals/institutions other than AÇEV contribute to this change?

- Yes (1)
- No (2)

Q23 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q24 If you hadn't participated in the program, would you still have experienced the change related to defending your rights that we asked about above?

- Yes (1)
- No (2)

Q25 In this situation, what would be the likelihood of a change occurring in your experience regarding defending your rights as a woman?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q26 How long do you think the change you've experienced regarding defending your rights will continue?

- During the time I continued with the programs/trainings (1)
- A maximum of 6 months after the program is completed. (2)
- 6-12 months after program completion (3)
- After the program is completed 2 (4)
- More than 3 years after completing the program (long term) (5)
- Other (6) _____

Q27 Considering how much you have changed, rate how important the following changes are to you on a scale of 1-10. (1 is not important at all – 10 is most important)

	10 - most important / 1 - not important at all									
	10 (1)	9 (2)	8 (3)	7 (4)	6 (5)	5 (6)	4 (7)	3 (8)	2 (9)	1 (10)
Feeling confident (1)	<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"/>
Knowing your rights as a woman (2)	<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"/>
Defending your rights as a woman (3)	<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"/>

Survey 6- AÇEV Employees Working in İstanbul

Q1 Hello,

I am measuring the social impact of the programs that AÇEV is running in its centers in the earthquake zone. This survey aims to understand and measure the extent of the changes experienced by you, the İstanbul headquarters team (managers, program coordinators, specialists, etc.), within the scope of the programs/activities that AÇEV conducts in its centers in the earthquake zone. Therefore, I am reaching out to you and kindly requesting that you share your views honestly. The outcomes we are asking about in the survey below are the changes you expressed in our focus group discussions.

Completing the survey will take approximately 15 minutes. Thank you very much in advance for your support in completing the survey. The data we collect in the survey will be stored and reported anonymously.

Q2 Could you share your role at AÇEV?

Q3 In this section, we ask about the individual changes and related indicators you have experienced as AÇEV employees. We kindly request that you consider all questions in light of your situation before and after starting the activities and programs that AÇEV is carrying out in its centers in the earthquake zone.

Indicator 1: Understanding of flexibility

Evaluate your flexibility in work-related situations (your ability to find quick and effective solutions/adapt to complex and uncertain situations) by considering your experiences before and after undertaking the tasks you assumed within the scope of AÇEV's work in the earthquake-affected region.

	(1) I am not flexible - (5) I am very flexible				
	(1) I am not flexible (1)	(2) I am not very flexible (2)	(3) I am moderately flexible (3)	(4) I am flexible (4)	(5) I am very flexible (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 Outcome: Team management skills

Evaluate your team management skills by considering your performance before and after AÇEV began its activities and programs at its centers in the earthquake zone.

	(1) I have no skills - (5) I have very good skills				
	(1) I have no skills (1)	(2) My skills are limited (2)	(3) My skill is at an intermediate level (3)	(4) My skills are good (4)	(5) My skills are very good (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 If you experienced the above change (team management skills) after starting to take on roles related to the centers, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q6 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q7 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the change in team management skills we asked about above?

- Yes (1)
- No (2)

Q8 In this situation, what would be the likelihood of a change occurring regarding team management skills?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q9 How long do you think the changes you're experiencing regarding your team management skills will continue?

- As long as the activities at the center continue (1)
- A maximum of 6 months after the activities at the center are completed. (2)
- 6-12 months after the activities at the center are completed (3)
- Two years after the activities at the center are finished. (4)
- More than 3 years after the activities at the center ended (5)
- Other (6) _____

Q10 Outcome: Disaster preparedness

Evaluate your level of disaster knowledge by considering your experiences before and after undertaking tasks within the scope of AÇEV's work at its centers in the earthquake zone.

	(1) I have no knowledge - (5) My knowledge level is very high				
	(1) I have no knowledge (1)	(2) My level of knowledge is low (2)	(3) My knowledge level is intermediate (3)	(4) My knowledge level is high (4)	(5) My knowledge level is very high (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After taking on tasks related to AÇEV's centers in the earthquake zone (2)



Q11 Outcome: The ability to empathize

Evaluate your empathy skills by considering your experiences before and after undertaking the tasks you undertook within the scope of AÇEV's work in the earthquake-stricken regions. Think of empathy as increased sensitivity to a wide variety of needs.

	(1) I have no skills - (5) I have very good skills				
	(1) I have no skills (1)	(2) My skills are limited (2)	(3) My skill is at an intermediate level (3)	(4) My skills are good (4)	(5) My skills are very good (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Outcome: A sense of solidarity

Please evaluate your sense of solidarity by considering both the period before and after the tasks you undertook within the scope of AÇEV's work in the earthquake-stricken centers. You can think of being in solidarity as both giving and receiving support.

	(1) I never feel - (5) I always feel				
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	(1) I never feel in solidarity (1)	(2) I rarely feel in solidarity (2)	(3) I sometimes feel in solidarity (3)	(4) I often feel in solidarity (4)	(5) I always feel in solidarity (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Outcome: Feeling useful

Evaluate your sense of contributing to society through your activities by considering both your experiences before and after undertaking the roles you assumed within the scope of AÇEV's work in earthquake-affected centers.

	(1) I don't feel useful - (5) I feel very useful				
	(1) I don't feel useful (1)	(2) I don't feel less useful (2)	(3) What do I feel is moderately helpful? (3)	(4) I feel useful (4)	(5) I feel very useful (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After taking on tasks related to AÇEV's centers in the earthquake zone (2)

-
-
-
-
-

Q14 If you experienced the above change (feeling beneficial) after starting to take on tasks related to the centers, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q15 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q16 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the change in feeling that it was helpful, as we asked above?

- Yes (1)
- No (2)

Q17 In this situation, what would be the likelihood of a change occurring regarding feeling useful?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q18 How long do you think the change you experienced regarding feeling useful will last?

- During my time working at the center (1)
- After my assignment at the headquarters ends, a maximum of 6 months (2)
- 6-12 months after my assignment at the headquarters ends (3)
- After my assignment at the headquarters ended, 2 years (4)
- More than 3 years after my assignment at the headquarters ended. (5)
- Other (6) _____

Q19 Outcome: Looking to the future with hope and positivity

Evaluate your positive outlook on the future by considering your experiences before and after undertaking the roles you assumed within the scope of AÇEV's work in the earthquake-stricken regions.

	(1) I don't have a positive outlook - (5) I have a very positive outlook				
	(1) I am not optimistic about the future. (1)	(2) I look to the future with little positivity and hope. (2)	(3) I have a moderately positive outlook for the future. (3)	(4) I look to the future with hope and positivity. (4)	(5) I look to the future with great hope and positivity. (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 If you experienced the above change (looking positively towards the future) after you started taking on responsibilities related to the centers, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q21 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q22 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the positive outlook on the future that we asked about above?

- Yes (1)
- No (2)

Q23 In this situation, what would be the likelihood of a shift towards a positive outlook on the future?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q24 How long do you think this change you've experienced, this optimistic and hopeful outlook on the future, will last?

- During my time working at the center (1)
- After my assignment at the headquarters ends, a maximum of 6 months (2)
- 6-12 months after my assignment at the headquarters ends (3)
- After my assignment at the headquarters ended, 2 years (4)
- More than 3 years after my assignment at the headquarters ended. (5)
- Other (6) _____

Q25 Indicator 1: Time spent with family

When spending time with your family, consider the time before and after your involvement in AÇEV's work at its centers in the earthquake zone.

(1) I can't find time at all - (5) I always find time

	(1) I can't spare any time (1)	(2) I rarely find time (2)	(3) Sometimes I can make time (3)	(4) I can often make time (4)	(5) I can always make time (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q26 Change: Psychological fatigue

Evaluate your level of psychological fatigue in your work by considering your experiences before and after undertaking the tasks you undertook within the scope of AÇEV's work in the earthquake-stricken regions.

	(1) I don't feel tired at all - (5) I feel very tired				
	(1) I don't feel tired at all. (1)	(2) I feel slightly tired (2)	(3) I feel moderately tired. (3)	(4) I feel tired (4)	(5) I feel very tired (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After taking on tasks related to AÇEV's centers in the earthquake zone (2)

-
-
-
-
-

Q27 If you experienced the above change (psychological fatigue) after starting to take on duties related to the centers, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q28 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q29 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the changes related to psychological fatigue that we asked about above?

- Yes (1)
- No (2)

Q30 In this situation, what would be the likelihood of a change occurring 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)

Q31 How long do you think the changes you're experiencing related to psychological fatigue will continue?

- During my time working at the center (1)
- After my assignment at the headquarters ends, a maximum of 6 months (2)
- 6-12 months after my assignment at the headquarters ends (3)
- After my assignment at the headquarters ended, 2 years (4)
- More than 3 years after my assignment at the headquarters ended. (5)
- Other (6) _____

Q32 Indicator 1: Emotion management

Considering the period before and after the tasks you undertook within the scope of AÇEV's work in the earthquake-stricken centers, we kindly ask you to evaluate the following statement. **"I am able to manage my emotions in difficult situations."**

	(1) I cannot manage - (5) I can manage very well				
	(1) I cannot manage my emotions (1)	(2) I manage my emotions poorly (2)	(3) I can manage my emotions at a moderate level. (3)	(4) I can manage my emotions (4)	(5) I can manage my emotions very well. (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 Outcome: Taking good care of yourself psychologically

Considering the period before and after the tasks you undertook within the scope of AÇEV's work in the earthquake-stricken centers, we kindly ask you to evaluate the following statement.

"How important is taking good care of yourself psychologically for you?"

	(1) It doesn't matter at all - (5) It's very important				
	(1) Taking good care of myself is not important to me (1)	(2) Taking good care of myself is of little importance to me. (2)	(3) Taking good care of myself is moderately important to me. (3)	(4) Taking good care of myself is important to me (4)	(5) Taking good care of myself is very important to me. (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 If you experienced the above change (psychological self-care) after starting to take on responsibilities related to the centers, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q35 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q36 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the psychological change regarding self-care that we asked about above?

- Yes (1)
- No (2)

Q37 In this situation, what would be the likelihood of a change occurring in terms of psychological self-care?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q38 How long do you think the psychological changes you've experienced regarding self-care will last?

- During my time working at the center (1)
- After my assignment at the headquarters ends, a maximum of 6 months (2)
- 6-12 months after my assignment at the headquarters ends (3)
- After my assignment at the headquarters ended, 2 years (4)
- More than 3 years after my assignment at the headquarters ended. (5)
- Other (6) _____

Q39 Considering how much you have changed, rate how important the following changes are to you and give a score between 1 and 10. (1 is not important at all – 10 is most important)

	1 - not important at all / 10 - most important									
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)
Team management skills (1)	<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"/>

Disaster information (2)	<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 useful (4)	<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"/>
Being in a state of solidarity (7)	<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 hope and positivity. (6)	<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 (5)	<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"/>
Taking good care of yourself psychologically. (3)	<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"/>

Survey 7- Teachers

Q1 Hello,

I am measuring the social impact of the programs that AÇEV is running in its centers in the earthquake zone. This survey aims to understand and measure the extent of the changes you, the teachers, have experienced within the scope of the programs that AÇEV is conducting in its centers in the earthquake zone. Therefore, I am reaching out to you and kindly requesting that you share your views honestly. The outcomes we are asking about in the survey below are the changes you expressed in our focus group discussions.

Completing the survey will take approximately 15 minutes. Thank you very much in advance for your support in completing the survey. The data we collect in the survey will be stored and reported anonymously.

Q1 In which city do you work as a teacher?

- Adiyaman (1)
- Gaziantep/Nurdağı (2)
- Hatay/Defne (3)

Q2 In which AÇEV program do you teach?

- OEP 4 years old (1)
- OEP 5 years old (2)
- Library (3)
- Mobile vehicle (4)

Q3 In this section, we ask about the individual changes and related indicators you experienced as teachers at AÇEV. We kindly request that you consider all questions by reflecting on your situation before and after starting the programs that AÇEV runs in its centers in the earthquake zone.

Indicator: Motivation to work as a teacher

Evaluate your motivation for working as a teacher by considering your situation before and after participating in AÇEV's programs in the earthquake-affected region.

	(1) I have no motivation - (5) My motivation is very high				
	(1) I have no motivation to work (1)	(2) My motivation to work is low (2)	(3) My work motivation is moderate. (3)	(4) My work motivation is high (4)	(5) My work motivation is very high. (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	○	○	○	○	○
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	○	○	○	○	○

Q4 Outcome: The ability to work with different age groups

Evaluate your ability to work with different age groups by considering your situation before and after starting the programs that AÇEV runs in its centers in the earthquake zone.

	(1) I have no skills - (5) I have very good skills				
	(1) I have no skills (1)	(2) My skills are limited (2)	(3) My skill is at an intermediate level (3)	(4) My skills are good (4)	(5) My skills are very good (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Outcome: Feeling useful

Evaluate your sense of usefulness as a teacher by considering both your experience before and after taking on this role within the scope of AÇEV's work in the earthquake-stricken areas.

	(1) I don't feel useful - (5) I feel very useful				
	(1) I don't feel useful (1)	(2) I don't feel less useful (2)	(3) I feel moderately helpful (3)	(4) I feel useful (4)	(5) I feel very useful (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After taking on tasks related to AÇEV's centers in the earthquake zone (2)



Q6 If you experienced the above change (feeling beneficial) after you started teaching in the programs, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q7 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q8 If you hadn't worked as a teacher in AÇEV's centers in the earthquake zone, would you still have experienced the change we asked about above regarding feeling that you were helping someone?

- Yes (1)
- No (2)

Q9 In this situation, what would be the likelihood of a change occurring regarding feeling useful?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q10 How long do you think the change you experienced regarding feeling useful will last?

- During my time working at the center (1)
- After my assignment at the headquarters ends, a maximum of 6 months (2)
- 6-12 months after my assignment at the headquarters ends (3)
- After my assignment at the headquarters ended, 2 years (4)

- More than 3 years after my assignment at the headquarters ended. (5)
- Other (6) _____

Q11 Indicator: Economic situation

Please evaluate your economic situation by considering both your circumstances before and after starting the training programs that AÇEV conducts in its centers in the earthquake zone.

	(1) Very bad - (5) Very good				
	(1) My economic situation is very bad (1)	(2) My economic situation is bad (2)	(3) My economic situation is moderate (3)	(4) My economic situation is good (4)	(5) My economic situation is very good (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Change: Psychological well-being

Evaluate your psychological well-being by considering your experiences before and after undertaking the tasks you undertook within the scope of AÇEV's work at its centers in the earthquake zone.

	(1) I don't feel well - (5) I feel very well				
	(1) I do not feel psychologically well (1)	(2) I feel psychologically less well (2)	(3) I feel moderately well psychologically (3)	(4) I feel psychologically well (4)	(5) I feel very good psychologically (5)

Before taking on duties related to AÇEV's centers in the earthquake zone (1)

After taking on tasks related to AÇEV's centers in the earthquake zone (2)

Q13 If you experienced the above-mentioned change (psychological well-being) after starting your work at the centers, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q14 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q15 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the psychological well-being change we asked about above?

- Yes (1)
- No (2)

Q16 In this situation, what would be the likelihood of a change occurring in terms of psychological well-being?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q17 How long do you think the changes you're experiencing regarding your psychological well-being will last?

- During my time working at the center (1)
- After my assignment at the headquarters ends, a maximum of 6 months (2)
- 6-12 months after my assignment at the headquarters ends (3)
- After my assignment at the headquarters ended, 2 years (4)
- More than 3 years after my assignment at the headquarters ended. (5)
- Other (6) _____

Q18 Outcome: Looking to the future with hope and positivity

Evaluate your positive outlook on the future by considering your experiences before and after undertaking the roles you assumed within the scope of AÇEV's work in the earthquake-stricken regions.

	(1) I don't have a positive outlook - (5) I have a very positive outlook				
	(1) I am not optimistic about the future. (1)	(2) I look to the future with little positivity and hope. (2)	(3) I have a moderately positive outlook for the future. (3)	(4) I look to the future with hope and positivity. (4)	(5) I look to the future with great positivity and hope. (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After taking on tasks related to AÇEV's centers in the earthquake zone (2)



Q19 If you experienced the above change (looking positively towards the future) after you started taking on responsibilities related to the centers, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q20 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)



Q21 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the positive outlook on the future that we asked about above?

- Yes (1)
- No (2)

Q22 In this situation, what would be the likelihood of a change occurring regarding having a positive outlook on the future?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q23 How long do you think this change in your positive outlook on the future will last?

- During my time working at the center (1)
- After my assignment at the headquarters ends, a maximum of 6 months (2)
- 6-12 months after my assignment at the headquarters ends (3)
- After my assignment at the headquarters ended, 2 years (4)

- More than 3 years after my assignment at the headquarters ended. (5)
- Other (6) _____

Q24 Outcome: Recognizing inequalities

Evaluate your awareness of the inequalities you encounter in rural life by considering your experiences before and after undertaking the tasks you undertook within the scope of AÇEV's work in the earthquake-affected areas.

	(1) I have no awareness - (5) My awareness is at a very good level				
	(1) I have no awareness (1)	(2) My awareness is low (2)	(3) My awareness level is moderate. (3)	(4) My awareness level is good (4)	(5) My awareness level is very good. (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 If you experienced the above change (becoming aware of inequalities) after you started taking on responsibilities related to the centers, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q26 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q27 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the change in your awareness of the inequalities we asked about above?

- Yes (1)
- No (2)

Q28 In this situation, what would be the likelihood of a change occurring regarding the awareness of inequalities?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q29 How long do you think the change you experienced regarding your awareness of inequalities will continue?

- During my time working at the center (1)
- After my assignment at the headquarters ends, a maximum of 6 months (2)
- 6-12 months after my assignment at the headquarters ends (3)
- After my assignment at the headquarters ended, 2 years (4)
- More than 3 years after my assignment at the headquarters ended. (5)
- Other (6) _____

Q30 Indicator 1: Taking time for yourself

Use the time you set aside for yourself to reflect on the period before and after the tasks you undertook within the scope of AÇEV's work in the earthquake-stricken centers.

(1) I can never find time - (5) I can always find time

	(1) I cannot find time for myself (1)	(2) I rarely have time for myself (2)	(3) I can sometimes take time for myself (3)	(4) I can often find time for myself (4)	(5) I can always find time for myself (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31 Outcome: A feeling of helplessness

We ask that you evaluate how often you feel helpless in your work, considering both the period before and after you took on the tasks within the scope of AÇEV's work in the earthquake-stricken regions.

	(1) I never feel helpless - (5) I always feel helpless				
	(1) I never feel helpless (1)	(2) I rarely feel helpless (2)	(3) Sometimes I feel helpless (3)	(4) I often feel helpless (4)	(5) I always feel helpless (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After taking on tasks related to AÇEV's centers in the earthquake zone (2)

Q32 Outcome: Psychological fatigue

Evaluate your level of psychological fatigue in your work by considering your experiences before and after undertaking the tasks you undertook within the scope of AÇEV's work in the earthquake-stricken regions.

	(1) I don't feel tired - (5) I feel very tired				
	(1) I don't feel tired (1)	(2) I feel slightly tired (2)	(3) I feel moderately tired. (3)	(4) I feel tired (4)	(5) I feel very tired (5)
Before taking on duties related to AÇEV's centers in the earthquake zone (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After taking on tasks related to AÇEV's centers in the earthquake zone (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q33 If you experienced the above change (psychological fatigue) after starting to take on duties related to the centers, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q34 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q35 If you hadn't taken on a role related to AÇEV's centers in the earthquake zone, would you still have experienced the changes related to psychological fatigue that we asked about above?

- Yes (1)
- No (2)

Q36 In this situation, what would be the likelihood of a change occurring regarding psychological fatigue?

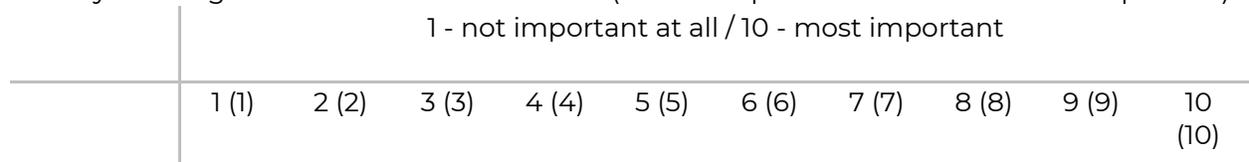


- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q37 How long do you think the changes you're experiencing related to psychological fatigue will continue?

- During my time working at the center (1)
- After my assignment at the headquarters ends, a maximum of 6 months (2)
- 6-12 months after my assignment at the headquarters ends (3)
- After my assignment at the headquarters ended, 2 years (4)
- More than 3 years after my assignment at the headquarters ended. (5)
- Other (6) _____

Q38 Considering how much you have changed, rate how important the following changes are to you and give a score between 1 and 10. (1 is not important at all – 10 is most important)



Ability to work with different age groups (2)	<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 useful (4)	<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 well-being (7)	<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 hope and positivity. (6)	<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"/>
A feeling of helplessness (1)	<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 (5)	<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"/>

Q39 Considering how much you have changed, rate how important the following changes are to you and give a score between 1 and 10. (1 is not important at all – 10 is most important)

1 - not important at all / 10 - most important

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)
Ability to work with different age groups (2)	<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 useful (4)	<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 well-being (7)	<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 hope and positivity. (6)	<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"/>
Awareness of inequalities (8)	<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"/>
A feeling of helplessness (1)	<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 (5)	<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"/>

Survey 8- Center Managers or Coordinators

Q1 Hello,

I am measuring the social impact of the programs that AÇEV is running in its centers in the earthquake zone. This survey aims to understand and measure the extent of the changes you, as center/field managers, have experienced due to the tasks you have undertaken within the scope of AÇEV's activities in the earthquake zone. Therefore, we are reaching out to you and kindly requesting that you share your views honestly. The outcomes we are asking about in the survey below are the changes you expressed in our focus group discussions.

Completing the survey will take approximately 10 minutes. Thank you so much in advance for your support in completing the survey. The data we collect in this survey will be stored and reported anonymously.

Q2 In which city do you work?

- Adiyaman (1)
- Gaziantep/Nurdağı (2)
- Hatay/Defne (3)

Q3 Have you worked in a similar role before?

- Yes (1)
- No, this is the first time I've taken on such a role. (2)

Q4 In this section, we ask about the individual changes and related indicators you have experienced as an AÇEV center employee. We kindly request that you consider all questions by reflecting on your situation before and after starting your role at the AÇEV center. Evaluate the importance you place on employee motivation.

	(1) It doesn't matter at all / (5) It's very important				
	(1) It doesn't matter at all (1)	(2) It doesn't matter (2)	(3) What is important and what is not important (3)	(4) Important (4)	(5) Very important (5)
Before starting work at AÇEV center (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After I started working at the AÇEV center (2)

Q5 Outcome: Team management skills

Please evaluate your team management skills by considering your performance before and after starting your role at the AÇEV center

(1) I have no skills / (5) I have very good skills

	(1) I have no skills (1)	(2) My skills are limited (2)	(3) My skill is at an intermediate level (3)	(4) My skills are good (4)	(5) My skills are very good (5)
Before starting work at AÇEV center (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After I started working at the AÇEV center (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 Outcome: Job satisfaction

Please evaluate your level of job satisfaction by considering your situation before and after starting your role at the AÇEV center.

(1) I am not satisfied / (5) I am very satisfied

	(1) I am not satisfied (1)	(2) I am somewhat satisfied (2)	(3) I am moderately satisfied (3)	(4) I am satisfied (4)	(5) I am very pleased (5)
Before starting work at AÇEV center (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After I started working at the AÇEV center (2)



Q7 If you experienced the above change (job satisfaction) after starting work at the center, did any other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q8 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q9 If you weren't working at the AÇEV center, would you still experience the change in job satisfaction we asked about above?

- Yes (1)
- No (2)

Q10 In this situation, what would be the likelihood of a change occurring regarding job satisfaction?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q11 How long do you think the change you're experiencing regarding job satisfaction will continue?

- During my time working at the center (1)
- After my assignment at the headquarters ends, a maximum of 6 months (2)
- 6-12 months after my assignment at the headquarters ends (3)
- After my assignment at the headquarters ended, 2 years (4)

- More than 3 years after my assignment at the headquarters ended. (5)
- Other (6) _____

Q12 Change: Feeling useful

We kindly ask you to consider the following question by reflecting on your situation before and after starting your role at AÇEV. Do you feel that your role at AÇEV contributes to local development?

	(1) I don't feel useful / (5) I feel very useful				
	(1) I don't feel useful (1)	(2) I feel less useful (2)	(3) I feel moderately helpful (3)	(4) I feel useful (4)	(5) I feel very useful (5)
Before starting work at AÇEV center (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After I started working at the AÇEV center (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 If you experienced the above change (feeling beneficial) after starting work at the center, did other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q14 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q15 If you hadn't worked at the AÇEV center, would you still have experienced the change we asked about above regarding feeling useful?

- Yes (1)
- No (2)

Q16 In this situation, what would be the likelihood of a change occurring regarding feeling useful?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q17 How long do you think the change you experienced regarding feeling useful will last?

- During my time working at the center (1)
- After my assignment at the headquarters ends, a maximum of 6 months (2)
- 6-12 months after my assignment at the headquarters ends (3)
- After my assignment at the headquarters ended, 2 years (4)
- More than 3 years after my assignment at the headquarters ended. (5)
- Other (6) _____

Q18 We kindly ask you to consider the following questions by reflecting on your situation before and after starting your role at the AÇEV center.

Indicator 1: Ability to communicate with different stakeholders

Please evaluate your ability to communicate with different stakeholders, taking into account your situation before and after starting your role at the AÇEV center.

	(1) I have no skills / (5) I have very good skills				
	(1) I have no skills (1)	(2) My skills are limited (2)	(3) My skill is at an intermediate level (3)	(4) My skills are good (4)	(5) My skills are very good (5)
Before starting work at AÇEV center (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After I started working at the AÇEV center (2)

Q19 Indicator 2: Crisis management skills

Evaluate your crisis management skills by considering your situation before and after starting your role at AÇEV.

	(1) I have no skill / (5) I have very good skill				
	(1) I have no skills (1)	(2) My skills are limited (2)	(3) My skill is at an intermediate level (3)	(4) My skills are good (4)	(5) My skills are very good (5)
Before starting work at AÇEV center (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After I started working at the AÇEV center (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q20 Change: Field operations skills

Please evaluate your field operations skills by considering your experience before and after starting your role at the AÇEV center.

	(1) I have no skills / (5) I have very good skills				
	(1) I have no skills (1)	(2) My skills are limited (2)	(3) My skill is at an intermediate level (3)	(4) My skills are good (4)	(5) My skills are very good (5)
Before starting work at AÇEV center (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After I started working at the AÇEV center (2)



Q21 If you experienced the above change (field operations skills) after starting work at the center, did any other individuals/institutions besides AÇEV contribute to this change?

- Yes (1)
- No (2)

Q22 In addition to AÇEV, please list the individuals/organizations you believe contributed and express their contribution as a percentage. (For example; "10% was contributed by organization X, 5% by organization Y".)

Q23 If you hadn't worked at the AÇEV headquarters, would you still have experienced the change in field operations skills we asked about above?

- Yes (1)
- No (2)

Q24 In this scenario, what would be the likelihood of a change occurring regarding field operations skills?



- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)
- 9 (9)
- 10 (10)

Q25 Considering how much you have changed, rate how important the following changes are to you and give a score between 1 and 10. (1 is not important at all – 10 is most important)

1 - not important at all / 10 - most important

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)
Team management skills (1)	<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"/>
Job satisfaction (2)	<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 useful (4)	<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"/>
Field operation skills (3)	<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"/>