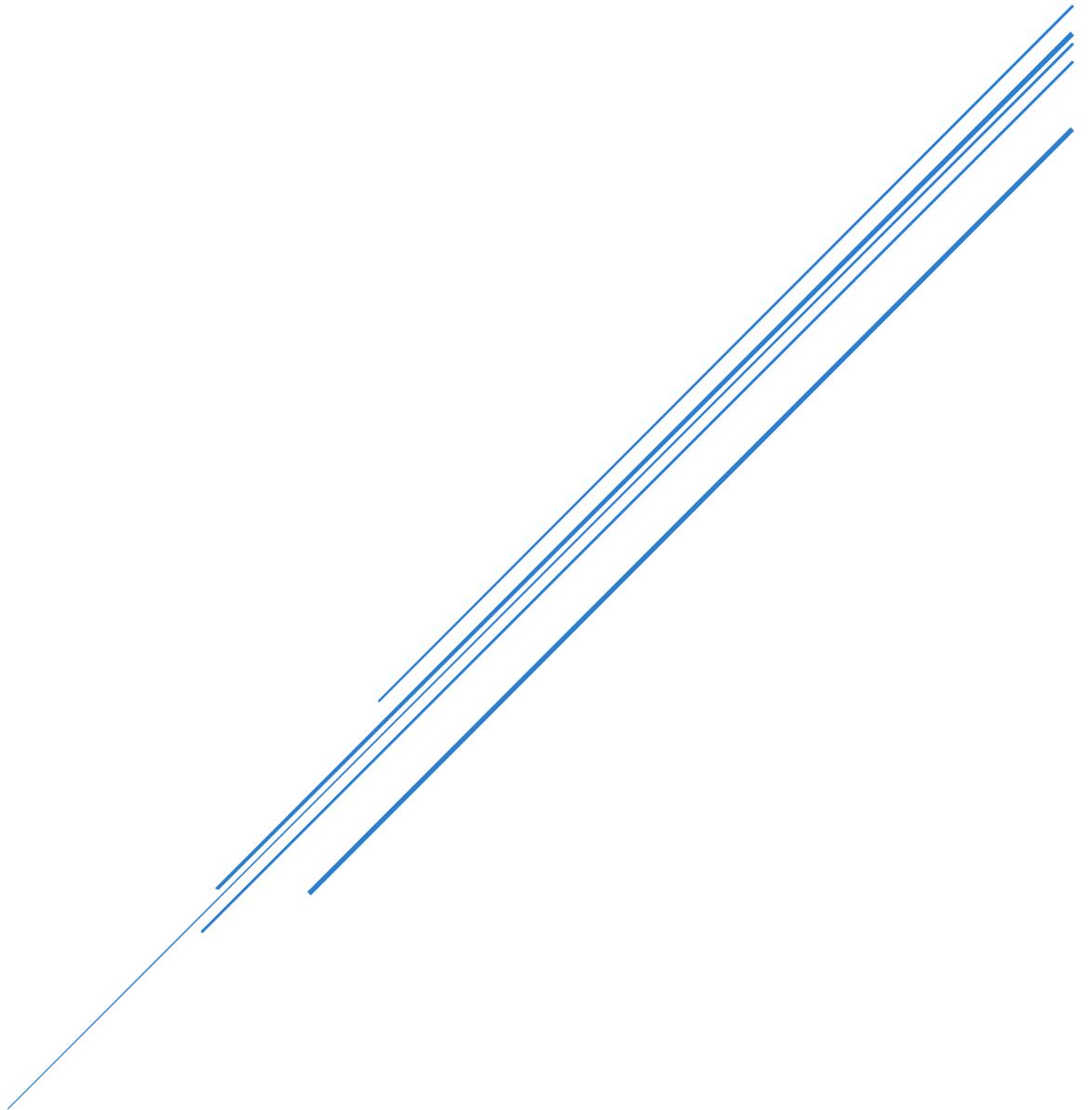


COLOURFUL STEPS PROGRAMME

Social Return on Investment Evaluation Report



Prepared by Duygu Güner

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Colourful Steps Programme Social Return on Investment Evaluation Report

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Signed

Mr Ben Carpenter
Chief Executive Officer
Social Value International



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This report presents an evaluative Social Return on Investment analysis of the second phase of the Colourful Steps Programme, implemented by Deęiřtiren Adımlar Derneęi (Steps That Change Association). The analysis was independently conducted by Duygu Gner on a voluntary basis, in line with Social Value International’s principles and assurance requirements.



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List of Abbreviations

CSO → Civil Society Organisation

ÇYDD (Çağdaş Yaşamı Destekleme Derneği) → The Association for Supporting Contemporary Life

DA (Değiştiren Adımlar Derneği) → Steps that Change Association

SROI → Social Return on Investment

Executive Summary

This report is the evaluative SROI analysis of the second phase of the Colourful Steps Programme conducted by Değiştiren Adımlar Derneği (Steps That Change Association).

Steps That Change Association is a non-profit civil society organisation founded in September 2018 to empower young people, support their personal development and prepare them for the future. The association's primary goal is to foster an inclusive and innovative living culture where diversity is embraced. Its core values are inclusiveness, a rights-based approach, sincerity, open-mindedness, and stakeholder involvement. Alongside this, it also promotes empowerment, equal opportunities, sustainable development, and participation in civil society. In practice, the association prioritizes creating environments where young people from diverse backgrounds can meet, collaborate, and create together.

The Colourful Steps Programme aims to support high school students in Istanbul, both from public and private schools, enabling them to interact with peers from different educational and socio-economic backgrounds. The programme's objectives are to foster social responsibility, raise awareness of diversity and inclusion (particularly regarding disability), and encourage active citizenship. The programme lasted a total of eight weeks, including the final week dedicated to evaluation and graduation. Each week's activities took place in a different venue. The diversity of venues was selected to align with the programme's objectives. For example, in some weeks the programme was delivered on university campuses, while in others it took place in the premises of civil society organisations, public community houses, or youth centres. The programme is designed to broaden perspectives and support informed choices about future education and careers.

The second phase of the programme was implemented in Istanbul with 21 participants over seven weekends in November and December 2022. This report is evaluative rather than forecast, and its independence is ensured by the fact that the assessment was carried out voluntarily, with no financial relationship between the assessor and the association.

Impact was measured over the medium term using both qualitative and quantitative methods, with all stakeholders engaged before, during and after the process. Participants reported positive changes such as developing a rights-based perspective on diversity, making more informed academic and career choices, adopting a social value-oriented mindset, and improving social skills. Some negative outcomes, such as feelings of loneliness, were also observed.

The project team reported positive outcomes including learning to work effectively with high school groups, acquiring new knowledge from the modules, improved organisational and teamwork skills, and greater capacity for delegation. However, increased stress and anxiety levels were also noted. Trainers highlighted positive changes such as satisfaction from contributing to young people's lives, learning from the participants themselves, and developing more inclusive facilitation practices. As these outcomes could not be quantified, they were excluded from valuation, resulting in underestimation of the programme's total social value.

The overall SROI ratio for the programme is presented below:

SROI Ratio = Present Value / Value of Investment

(Total Present Value (PV))	229,530.62 TL
Net Present Value (PV minus the investment)	109,076.06 TL
Social Return (Value per amount invested)	1.91

As a result of the SROI analysis, the ratio we identified is 1.91. It was determined that a social return of 1.91 TL was obtained for every 1 TL investment. The sensitivity analysis revealed a range for the SROI ratio. Three different simulations showed that the **SROI ratio varied between 1.65 and 2.35**. The fact that these different ratios are relatively close to each other is evidence that the calculation is consistent and rational.

The Colourful Steps Programme has demonstrated that even within a short timeframe, significant changes can be achieved among high school students from diverse backgrounds who did not know each other beforehand. Over seven weekend sessions, participants increased their knowledge and awareness on multiple issues. While workshops and sessions played an important role, the inclusive composition of the organising team, the involvement of visually impaired volunteers, and the socially conscious choice of venues deepened the overall impact.

The association also runs the Colourful Campus Programme and continues to grow with such initiatives. Sharing this impact report with young participants and stakeholders is recommended, and the programme team has already committed to publishing the report on their website after presenting it internally on 10 September 2025. A dedicated presentation to the board is also expected to contribute to organisational learning, particularly in preparation for the university-level version of the programme.

Overall, this report is intended to inform future decisions about the programme, provide evidence-based insights to potential investors, and support the association in building new partnerships. Finally, the association's commitment to impact measurement and its collaborative, patient approach are expected to serve as an inspiration for other small- and medium-sized civil society organisations in Türkiye.

Background and Purpose of SROI Analysis

Steps That Change Association (Değiřtiren Adımlar Derneđi)

Steps That Change Association is a non-profit, non-governmental organisation founded in September 2018 to empower young people, support their personal development, and prepare them for the future.

The main goal of the association is to foster an innovative, evolving, and inclusive culture of living where diversity is embraced. Inclusiveness, a rights-based approach, sincerity, open-mindedness, and stakeholder engagement are the core values defined by the association. The association also stated that it supports the empowerment of individuals, equal opportunities, the promotion of sustainable development, and participation in civil society organizations, and that these are included as secondary objectives in its projects.

The association states that its primary goal is to create environments where young people from different cultures, backgrounds, genders, sexual orientations, ethnic origins, and with disabilities come together and have the opportunity to create and collaborate.

The association operates on the basis of volunteering. The founding members support the participation of young people both in its activities and in the management of the association. The following statement on the association’s website illustrates that it has a structure that works with young people and for young people:

“Steps That Change Association draws its energy from young people and those who feel young within its alumni and volunteer network, who are ready to change the world. Since the establishment of the association, there has been a system of work based entirely on volunteerism in all processes. University students carry out the activities of the association in areas such as social media, resource development, human resources, and within teams of the association. They also design and implement projects such as Colourful Campus, Colourful Steps, Career Meetings, and Summer Camps. The majority of the members of the Board of Directors and the Board of Auditors are also young people who work for a more egalitarian and free world.”

The Colourful Steps Project (Renkli Adımlar): Project’s Theory of Change

General Information about the project

The Colourful Steps Project is derived from the Colourful Campus Project, one of the most established projects of the association. The Colourful Campus project aims to support university students in becoming socially responsible leaders who are committed to pursuing equality and justice. It offers a 13-week training programme and pairs them with a CSO to develop projects.

Similar to its predecessor, the Colourful Steps Project seeks to support high school students in building a responsible and conscious future. By bringing together young people from different high schools, who do not know each other and who have diverse backgrounds, the project aims to facilitate students' decision-making when choosing undergraduate programmes, to foster a rights-based perspective on diversity, and to encourage thinking with a focus on social benefit. The Colourful Steps Project runs for seven weekends, followed by an additional weekend dedicated to a graduation celebration.

The Impact Management Journey of the Project

The impact management journey of the Colourful Steps Project dates back to the early months of 2022. In March 2022, Pınar Gürpınar, Chair of the Board of the DA, asked me to provide training on social impact measurement and management with the aim of strengthening the institutional capacity of the association. At that time, the first implementation of the Colourful Steps Project was taking place, between 26 March and 29 May 2022. The association's intention was to build its own capacity in social impact management and to embed this into its project implementation processes. They also wanted to consolidate this newly developed capacity by working on the Colourful Steps Programme.

The social impact management and measurement training was carried out concurrently with the Colourful Steps Programme. The training, delivered online, consisted of more than ten sessions. During the training and consultancy process, the Theory of Change of the Colourful Steps Project was developed, outcome mapping was conducted, and participants were introduced to stakeholder analysis and data collection tools. Both young volunteers involved in the Colourful Steps Project and association managers took part in the training. Among them were young people who acted as mentors in the project. These young people were also former participants of a project previously designed by the association for university students, with content very similar to that of Colourful Steps. Their involvement provided us with valuable insights into the needs and expectations of young people who had once been beneficiaries of the project and who were very close to the target group of Colourful Steps. Together with the association members participating in the training, the Theory of Change of the Colourful Steps Project was produced, and outcome mapping was carried out.

Following the training, I provided consultancy support to the programme team on qualitative and quantitative data collection. This support started in April 2022 and continued until June 2022. At the end of the project, association members who had participated in the training collected data from various stakeholders in order to understand its impact. Due to Covid, all data – both qualitative and quantitative – was collected online. I took part in some of the data collection process to monitor and support the project volunteers. Sometimes I simply observed the focus group discussions, while at other times I facilitated them. This involvement aimed to support the project team in learning by doing and to strengthen their data collection skills. I also provided consultancy in the analysis of the data once it had been collected.

The project team analysed the data they had gathered and presented their findings within the association's internal governance structures, but they did not produce an external report. Instead, they chose to keep the report internal, using the data to understand the short- and medium-term

impacts on young people and to inform the management of impact in future projects. During the interviews, the team sought to identify the changes experienced by stakeholders, to understand their own contribution, and to assess the relative importance of different changes from the stakeholders' perspective. However, they did not collect data on attribution, drop-off, or duration of change.

This experience, which gave me an in-depth understanding of the project, encouraged me to analyse the Colourful Steps Project using the SROI methodology. I shared my intention with the project team to measure the impact of the programme's next cycle through an SROI analysis, and they agreed. My familiarity with the project, my knowledge of the association, the availability of qualitative data from the previous cycle, and the existence of a previously developed Theory of Change all played a significant role in this decision. Being able to speak the same language as the team was also an important factor in facilitating the process.

For these reasons, I decided to conduct an SROI analysis of the second implementation of the Colourful Steps Programme, which took place between November and December 2022.

In summary, the *Colourful Steps Programme* is a two-month-long initiative that takes place twice a year. This report presents the SROI analysis of the programme's second implementation period. At the end of the first implementation, qualitative data were collected, which facilitated the identification of the changes observed in this analysis.

Theory of Change of the Second Implementation Period of the Colourful Steps Programme

The changes created by the second implementation period of the Colourful Steps Programme among different stakeholders were analysed using the SROI methodology. While the activities and implementation conditions of the first cycle of the programme differed from those of the Autumn 2022 cycle – which is the focus of this SROI analysis – these differences were taken into account at the start of the evaluation process.

The impact assessment work began ten days before the programme activities started. The first step was to revise the Theory of Change, which we had developed together with the project team at the beginning of the previous cycle. Although the association had knowledge of the Theory of Change from the previous year, the majority of the project team had changed, and when planning for the second cycle they had not consulted the Theory of Change. For this reason, I scheduled a meeting with the project team before the activities commenced. In this meeting, we first discussed the lessons learned from the previous cycle and then revised the Theory of Change. During the revision, I facilitated the matching of the planned activities for Autumn 2022 with the objectives outlined in the Theory of Change. In this way, it became possible for the activities to be carried out in alignment with the Theory of Change. Ensuring consistency between the

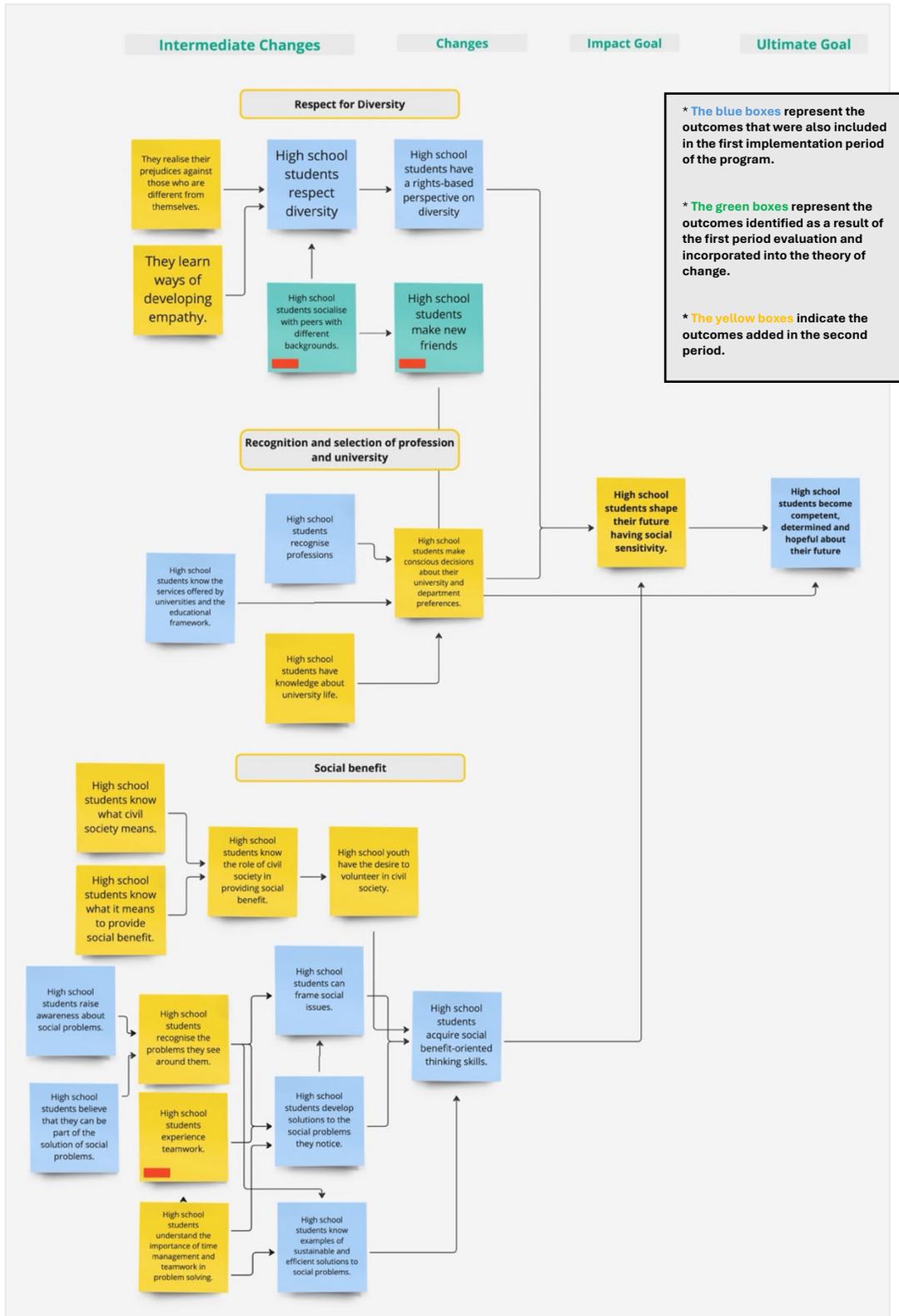
planned activities and the Theory of Change, and revising it together, also helped the volunteer team supporting the second cycle of the project to be on the same page.

There were various differences between the first and second cycles of the programme. The most significant difference was that the impact of Covid had passed, allowing activities to take place face-to-face. All activities were conducted in person and across different venues. Another difference was that, although the aims of the programme remained the same, the activities carried out with young participants, the external trainers, and the workshops differed. A further difference was the absence of teams paired with volunteers and young mentors. Although volunteers participated in the activities, they did not provide regular, one-to-one mentoring support to the young participants. The preference for these different methods of implementation was shaped both by the change in conditions following Covid and by the data and evaluation findings obtained during the previous cycle. The feedback of participants also influenced the implementation processes of the second cycle.

Taking all these differences between the first and second cycles into consideration, I focused on understanding what kinds of changes the project created. Throughout the preparation phase, implementation, and completion of the second cycle, I maintained close communication with the project implementation team while conducting the impact assessment.

In the section entitled *Understand What Changes*, I will explain in detail which changes from the first implementation were included in the chain of change during the Autumn 2022 cycle and which were not. The Theory of Change of the 2022 Autumn term programme of the project, for which we will conduct the SROI analysis, is given below.

Theory of Change of the Colourful Steps Programme



In the table above, you can see that the Theory of Change is represented using three different colours. The blue post-its symbolise the changes identified during the first implementation of the Colourful Steps Project. These changes were maintained in the same way during the second cycle. The yellow post-its were added after the first cycle, mainly to better represent the chains of change. The green post-its were included based on the qualitative data gathered during the previous implementation period. A detailed explanation of which changes from the first cycle were retained, why and how certain changes were added, is provided in the section entitled *Understand What Changes*.

As can be seen, the ultimate goal of the project is for high school students to become competent, determined, and hopeful about their future, while the impact goal is for students to shape their future with social sensitivity. The sub-goals of the project aim for high school students preparing for university to gain knowledge about different professions before deciding on their chosen fields and, at the same time, to develop a sense of social responsibility as they shape their futures. Social responsibility in this context includes recognising problems in their surroundings, being willing to find solutions, understanding the role of civil society organisations in addressing social issues, and participating voluntarily in civil society. The project team prioritises not only the well-being of young people as they make decisions about their futures but also the well-being of society. Therefore, emphasis has been placed on developing young people's ability to live with diversity and to cultivate empathy.

Special attention was given to selecting young participants who:

- come from different socio-economic backgrounds,
- grew up in different neighbourhoods across the city (socio-economic diversity),
- attend different types of schools, such as public or private high schools,
- have physical disabilities

Reaching young people with these characteristics was important because it was assumed that bringing together diverse youths would foster respect for differences. Accordingly, care was taken to ensure gender balance among participants and to include students from different types of schools. During weekend meetings, activities with young people, or team-based exercises, the aim was for these young people to engage in joint activities, get to know each other, and for students from public and private schools, with or without disabilities, to form friendships beyond their own worlds, participate in life, and build new social networks.

The venues for the activities were also selected in line with the project objectives. To increase young people's knowledge about professions and support informed decision-making regarding university choices, the project team paid close attention to the locations of the activities. Consequently, some activities were held on university campuses. To support the goal of introducing participants to civil society and fostering social awareness, some activities took place at the premises of a civil society organisation or a publicly operated social service centre. One activity was held at a Culinary Arts Academy to introduce the profession of cooking and to illustrate an alternative career path.

The Colourful Steps Project (Renkli Adımlar): Project's Activities

The project consisted of a total of eight weekends, with seven dedicated to programme activities and the eighth for project evaluation and the graduation ceremony, held across different locations in the city. The details of the project activities are presented in the table below.

Date	The Programme	Location
5 th of Nov. 2022	*Welcome to Colourful Steps *Our diversity is our richness”, presentation of Prof. Nezih Orhon. *Istanbul University Presentation	Istanbul University
12 th of Nov. 2022	*”Social Entrepreneur-ship and Accessibility” workshop by the CSO Erişilebilir Her Şey (Everything Accessible) working on accessibility for people having any kind of disability. Workshop by Selim Yarar, *Icebreaker activity *Istanbul Technical University Presentation	Istanbul Technical University
19 th of Nov. 2022	*Workshop on Gender Equality by trainers from The Association for Supporting Contemporary Life (Çağdaş Yaşamı Destekleme Derneği- ÇYDD), workshop by Tuğçe Serin	ÇYDD Beylikdüzü Branch
26 th of Nov. 2022	*Culinary Arts Academy (Mutfak Sanatları Akademisi) Workshop presentation *Exploration of different flavours and textures	Culinary Arts Academy Building
3 rd of Dec. 2022	*What does it mean civil society? What is volunteering in CSOs by ÇYDD and DA *Presentation and visit of a municipality-affiliated neighbourhood house in Istanbul, which provides educational services to increase solidarity in the neighbourhood	Örnektepe Neighbourhood house
10 th of Dec. 2022	* Climate Change Workshop by Resul Huseynzade *Presentation of Çağaloğlu Youth Center, run by Istanbul Metropolitan Municipality	Çağaloğlu Youth Center
17 th of Dec. 2022	* Developing solutions in teams to the problems we find in neighbourhood houses *Scenario creation on sustainability by screenwriter and artist Etem Caner Karaiç	Istanbul Kultur University
24 th of Dec. 2022	*Impact Evaluation Session of the project *Celebration for the graduation of the program.	Yıldız Parc, Beşiktaş

As shown in the table above, a total of eight sessions were held. Seven of these included seminars, workshops and institutional visits, while the eighth session consisted of an impact assessment and a graduation ceremony. The activities were carried out as follows:

First week: An introductory session was organised with the young people enrolled in the programme. This first meeting took place on the campus of Istanbul University. Following the introductions, Prof. Nezih Orhon delivered a workshop entitled “Our Diversity is Our Richness.” This interactive session addressed how diversity of characteristics enriches the experience of living together. Towards the end of the day, both a graduate and an academic introduced Istanbul University to the participants and guided a tour of the campus.

Second week: The civil society organisation Erişilebilir Her Şey (“Everything Accessible”), which works to enhance the participation of different disability groups in social and professional life, delivered a session on accessibility and disability. Subsequently, a presentation was made to introduce Istanbul Technical University to the participants, followed by a short guided car tour of the campus.

Third week: The Association for Supporting Contemporary Life (ÇYDD), which works particularly on ensuring girls’ continued education, providing scholarships, and fostering scientific competencies, delivered a training session on gender equality. This activity was designed to align with the programme’s aim of strengthening participants’ rights-based perspectives and raising their awareness of social issues in society.

Fourth week: The activity took place at the Culinary Arts Academy. Unlike the university campus visits, this workshop introduced the culinary profession as an example of an alternative career path. Chefs provided participants with the opportunity to experience different tastes and aromas and conducted a hands-on cooking workshop. In addition, a short debate session was organised by the Colourful Steps volunteer team.

Fifth week: The DA and the ÇYDD delivered presentations to the young participants on topics such as the role of civil society, its functions within society, and the meaning of volunteering. Following the workshop, participants were introduced to the Neighbourhood Houses operated by the Istanbul Metropolitan Municipality, which provide various social services in socio-economically disadvantaged districts and promote community solidarity. The session took place at the Örnektepe Neighbourhood House. This activity aimed to enhance participants’ knowledge and awareness of social issues, improve their problem-solving skills in addressing these issues, and increase their willingness to participate in civil society.

Sixth week: The activities took place at the Cağaloğlu Youth Centre, operated by the Istanbul Metropolitan Municipality. The session focused on climate change and aimed to increase participants’ knowledge and awareness of this issue.

Seventh week: The event was held at Istanbul Kültür University. The main activity of the day was a team-based workshop in which participants developed solutions to a social issue they had observed during the fifth week’s visit. The topic of the workshop was sustainability. Following the session, a university tour was conducted.

Eighth week: The final week comprised the programme evaluation and graduation ceremony. Participants who had attended at least five of the seven programme sessions received certificates of participation. In addition, a survey and a verbal group evaluation of the programme were conducted by me. This final session took place in a hall within Yıldız Park, a large park located in the city centre.

It was observed that the young people who participated in the programme were reached through various channels. All participants joined the programme on a voluntary basis. The association reached young people through the following means:

→ The association issued a call to young people via the communication network of the ÇYDD, both through its Beylikdüzü Branch in Istanbul and its central office.

→ The association reached young people who had attended events organised by Istanbul Volunteers, a platform under the Istanbul Metropolitan Municipality. In particular, visually impaired young people who had benefited from these activities voluntarily joined the programme through this channel. Announcements were also made through the Neighbourhood Houses affiliated with the Istanbul Metropolitan Municipality.

→ The association mobilised its own communication network to reach young people. Graduates and mentors of the Colourful Campus projects, as well as graduates of the first cycle of the Colourful Steps Project, helped disseminate the call for applications. In addition, the association's volunteers promoted the project within their own personal networks.

In assessing applications, attention was given to gender balance, disability status, socio-economic background, and the type of schools attended. Care was taken to ensure overall balance, and it was concluded that the applications reflected the intended diversity. The applications were then reviewed by the Board of Directors. Following this, the young applicants were invited to interviews, the purpose of which was to get to know them and to assess their suitability for the programme.

During the interviews, applicants were asked to introduce themselves, to explain their motivation for applying to the programme, and to share their expectations. They were also invited to describe a moment in which they had felt successful, to identify the qualities they most and least appreciated in themselves, and to confirm whether they would be able to commit fully to the programme. Finally, applicants were asked about their views on teamwork, on collaborating with individuals from different backgrounds, and on civil society. They were also given the opportunity to provide feedback on the application form, including any elements they found lacking or particularly valuable.

No applicants were excluded during the application process. A total of 26 young people began the programme, of whom 21 successfully graduated. The graduation requirement was attendance at a minimum of five out of the seven weeks of the programme. Although participation in group work and completion of post-module surveys were also set as criteria, in practice only the attendance requirement was applied.

To facilitate the participation of the young people in the programme, the association provided a shuttle service with a designated driver. The shuttle collected participants from several agreed pick-up points and transported them to the activity venues.

The Colourful Steps Project Fall 2022: Scope of the evaluation

This report covers the SROI analysis of a single cycle of the Colourful Steps Project, which is held twice a year during the school terms and runs over seven weeks. The data collected are intended to assess the impact of the project within this single cycle and do not measure the cumulative effects of multiple iterations of the programme.

The preparation of the data collection plan, as well as the data collection and analysis processes, were conducted in an active and participatory manner together with the project team. As described in the section *The Project's Impact Journey*, my engagement with the association began during the first implementation phase of the project, while the SROI analysis focused on the second cycle. The qualitative data collected from stakeholders during the first implementation phase were utilised in the subsequent cycle, providing a strong framework for understanding the overall changes.

The impact assessment process and SROI methodology was as follows:

The primary purpose of employing the SROI methodology is to measure and account for the social value generated in the lives of stakeholders as a result of project activities by assigning a monetary equivalent. This approach enables the comparison of the social value created with the resources invested. The SROI evaluation is structured around the following stages:

1. Defining the scope and identifying relevant stakeholders
2. Mapping intended and observed outcomes
3. Collecting evidence of outcomes and assigning them financial value
4. Determining the net impact
5. Calculating the SROI ratio
6. Reporting findings and utilising the data to guide future decisions

This report positions itself as an Evaluative SROI report and has applied the Social Value Principles¹ required for SROI analysis. The following outlines how each of the Social Value Principles was adhered to throughout the various stages of this study:

- **Principle 1: Involve Stakeholders** → From the development of the Theory of Change to the data collection processes, efforts were made to involve the project team and key stakeholders. Particular attention was given to maintaining stakeholder diversity.
- **Principle 2: Understand What Changes** → Qualitative data were collected to understand the types of changes experienced by different stakeholders. Multiple methods were employed to enhance the reliability of the data and to better capture the nature of the changes. Relationships between changes were also mapped.

¹ Accessed www.socialvalueuk.org, 08/04/2024

- **Principle 3: Value the Things That Matter** → The qualitative data allowed us to understand what had changed and to ask stakeholders about the significance of these changes from their perspectives. For each change experienced, I asked those affected to indicate how significant these changes were for them and encouraged them to explain their reasoning.
- **Principle 4: Only Include What Is Material** → Materiality analysis was conducted for both changes and stakeholders. We determined which information and evidence needed to be included in the accounts to provide a true and fair representation.
- **Principle 5: Do Not Overclaim** → We relied on the data as it was presented to us. Since data were collected from almost all stakeholders who experienced change, the risk of overclaiming was minimised. In fact, the value of one stakeholder's (trainers) changes had to be assigned lower than it might have deserved in the outcome valuation, as their data could not be included in the SROI calculation. Besides, for each change included in the accounts, I asked stakeholders about attribution and deliberately valued changes at the lower bound to avoid overclaiming. In assessing the duration of change, I considered the perspectives of stakeholders, and in estimating drop-off, I exercised judgement by taking into account both individual and societal changes.
- **Principle 6: Be Transparent** → From the outset of the programme evaluation, I introduced myself to project stakeholders and clearly communicated my purpose in participating in the activities. From the first meeting with programme participants, I explained my role, introduced myself to trainers and the project team, and emphasised my impartiality. While collecting data, I clarified why each question was asked, my objectives, and the intended use of the data. During the assessment, when making judgements between outcomes or decisions in valuation, I aimed to provide transparent reasoning for each choice. Finally this report has been shared with the programme team, and their contributions and feedback have been incorporated into the final version.
- **Principle 7: Verify the Result** → The *Verification* section at the end of the report details how this principle was upheld throughout the process. In general, the accuracy of the data used to identify changes created by the Colourful Steps Project was verified through multiple data collection methods. This included combining qualitative methods (such as participating in the programme, conducting face-to-face group evaluation sessions, and holding focus group discussions) with quantitative methods, collecting data at different stages of the programme, and gathering observations from different stakeholders about each other (for example, the project team's views on participating youth or observations reported by randomly contacted families regarding their children).
- **Principle 8: Be Responsive** → All qualitative data collected were shared with the project team within the same week. During programme implementation, these shared insights helped to adapt and improve the project to better meet participants' needs. The SROI analysis focused on the second cycle of the project, using data obtained from the first implementation. However, the SROI report was developed over a two-year period, and the analysis was carried out only two years after the programme's implementation. Although the SROI report covers a two-year period, the analysis was conducted two years after the programme implementation. The findings were subsequently shared with the project team on 10 September, 2025, contributing to the development of this and similar programmes, with feedback incorporated into the report.

Risks and Limitations

During the evaluation and analysis of the second implementation period of the Colourful Steps Programme, several risks and limitations were encountered. To address these, various strategies were developed to mitigate risks and overcome constraints.

Consent and data security: The foremost issue arose from the fact that programme participants were under the age of 18 and therefore legally minors. This required careful planning of each step of the data collection process and the prior acquisition of parental consent. Once the necessary permissions were secured, the participants' contact information was shared with me. All qualitative data collected through face-to-face and online interviews, as well as quantitative data from surveys, were recorded securely with participants' consent and accessed only when required for reporting. Access to the records was restricted exclusively to myself as the evaluation specialist.

Challenges in Data-Driven Stakeholder Segmentation: In the preparatory phase, the project team had anticipated segmenting participants into those from socio-economically disadvantaged neighbourhoods and those from more advantaged areas. It was assumed that participants from different socio-economic backgrounds might experience varying levels of change. However, during data collection, it became evident that accurately measuring participants' socio-economic conditions was highly challenging. Collecting the necessary data—such as family assets, income, household possessions, and parental education levels—would have required intrusive questions and presented serious difficulties in ensuring data reliability. Consequently, participants were not asked questions about socio-economic indicators, nor was such data collected during the application process. Nevertheless, to reach disadvantaged young people, the association drew upon its own networks and those of other organisations and institutions working with young people from such profiles. It is worth noting that the majority of participants from state schools resided in districts of Istanbul generally characterised by middle-to-lower socio-economic levels. However, given the size of these districts and the heterogeneous composition of individual neighbourhoods, this factor must be interpreted with caution. In summary, while it can be stated that participants represented different socio-economic backgrounds, the supporting evidence remains limited.

The following risks were identified related to the analysis and the SROI ratio calculated:

Social Value Principle	Risk and Risk Level	Explanation	Possible effect on the SROI analysis results
Involve stakeholders	Decision on materiality – very low risk	To assess the impact of the programme, 20 out of the 21 graduates completed the survey. The positive and negative changes experienced by the single remaining participant were not included in the	Under valuation of SROI ratio

	SROI calculation.		
Involve stakeholders	Medium risk	Changes were observed for both trainers; however, when I attempted to follow up to collect information on the relative significance of these changes, attribution, and duration, I was unable to reach them. Consequently, their changes were not included in the SROI calculation.	Under valuation of SROI ration
Understand what changed	Probable exclusion of certain potential positive or negative changes Medium level	A participant who graduated from the programme but did not attend the final two weeks could not be directly interviewed. Information regarding this participant was obtained from programme volunteers. According to their reports, the participant comes from a conservative background, and the programme team observed reactions against discussions framing LGBTI rights as human rights and against critiques of the current administration’s promotion of hate speech towards LGBTI individuals. This may indicate a potential negative impact. However, in the absence of a direct interview, any possible positive or negative changes could not be included in the analysis. Additionally, as I had not previously met this participant and had not obtained consent for an interview, a direct discussion was not possible.	Although there is a potential risk of over-valuation in the SROI calculation, any possible positive or negative changes experienced by this participant were not included in the analysis.
Understand what changes	Probable exclusion of certain potential positive or negative changes Low risk	During the collection of qualitative data, interviews were conducted with willing participants. However, as eight out of the twenty graduates were engaged in these discussions, a high level of representation was achieved, and consequently, the risk of overlooking any changes is considered very low.	Under or over valuation of SROI ratio

Be responsive	Medium level risk	Regular feedback exchanges were conducted with the association’s organisational team, who continue to hold active responsibilities. The SROI report was most recently presented to the team responsible for the programme on 10 September 2025, during which recommendations as well as positive aspects and areas for improvement were discussed. A similar meeting has not yet been held with programme participants, trainers, or other stakeholders, but it is planned.	Under or over valuation of SROI ratio
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The Methodology of the Evaluation

For the SROI analysis of the Colourful Steps Programme, I employed a combination of qualitative and quantitative data collection tools. In addition to the programme participants, I conducted a focus group discussion and survey with the volunteer organisational team. Furthermore, I interviewed nearly all of the trainers, one randomly selected participant who had discontinued the programme, and three parents representing different socio-economic backgrounds. The methods used and the purposes for which data were collected are detailed below. I also joined the programme’s WhatsApp group, which was used for sharing organisational processes. This allowed me to monitor conversations—though very limited—and to post announcements regarding my data collection activities.

Expectation Assessment: Prior to the start of the programme, I conducted preliminary interviews with four participants. This was held as a focus group on the Zoom platform on 4 November 2022. During this session, we discussed the participants’ expectations from the programme, their views on the planned changes, the perceived causal links between these changes and the planned activities, and which changes were most important to them. We also talked about matters that could facilitate their participation throughout the project. I shared the findings from this focus group immediately with the programme team, which contributed to shaping the programme content. From the outset, I acted in line with the “be responsive” principle.

Participant Observation: I attended the fourth-week session of the programme, which took place at the Culinary Arts Academy. During the sessions, I observed the participating young people, introduced myself to the programme beneficiaries, engaged in informal conversations about the programme, and explained the data collection activities I would undertake at the end of the programme to assess impact. The intention behind this was to ensure that the young people

understood why the data were being collected, to build trust, and to encourage them to provide candid responses, thereby enhancing the effectiveness of future programmes.

During this visit, I also observed the Academy's team, who conducted presentations throughout the day, demonstrated culinary skills, and simultaneously prepared meals, and I engaged in discussions with them.

Face-to-Face Closing Evaluation and Supervised Survey Completion: My second face-to-face engagement with the participants took place during the final week, i.e., the 8th week of the programme. I attended the programme's closing session, where participation certificates were awarded. This session, held on 24 December and attended by programme volunteers, began with a breakfast and a general welcome. Following this, I proceeded with the data collection process. I was assisted by a university student whom I had reached through my own network. She was a young woman studying sociology and supported me throughout the data collection activities that day.

The first step involved a group verbal evaluation with all participants. To ensure that the young people could share openly and honestly without feeling influenced, I requested that the volunteers responsible for the programme and the attending parent (one parent) leave the room. Only I and my note-taking assistant remained with the participants. Since I had already met the young people during Week 4, everyone remembered me, which facilitated more relaxed and candid sharing.

After introducing my assistant to the participants, we began the group verbal evaluation. I observed that the young people felt comfortable, and there were no objections to my requests for note-taking and audio recording. During this evaluation, participants sat in a circle, facing each other. I asked each participant, in turn, to complete and share at least three out of five sentences I presented to them. These five sentences were as follows:

- "In this programme, I learned ..."
- "I am glad that ... happened"
- "I wish ... had/ had not happened"
- "An unforgettable moment: ..."
- "I would like to say ..."

Following approximately 45 minutes of verbal reflection, participants proceeded to complete the survey. All participants opted to complete the survey online using their mobile devices. The online survey was designed to be accessible for visually impaired participants. During the survey completion, I remained in the room at all times and verbally clarified any questions; participants were able to ask for explanations if they did not understand a particular item.

Finally, I inquired whether any participants would be willing to engage in follow-up discussions based on their survey responses. Several young people indicated that they would voluntarily take part in these online follow-up discussions. Certificates of participation were then distributed to the participants.

Qualitative Data Collection from the Beneficiary Group at Programme End

At the conclusion of the programme, I conducted online focus group discussions for evaluation purposes on 12 and 14 January 2023. I held three separate focus group sessions with eight young participants who volunteered to take part. All participants consented to the sessions being recorded. During these discussions, I placed particular emphasis on unplanned changes and questions regarding the relative importance of the changes experienced.

Qualitative and Quantitative Data Collection from the Voluntary Project Team

Additionally, on 9 January 2023, I conducted a session with the voluntary project team. This session involved a general programme evaluation, during which aspects requiring improvement, elements that were positive, and areas for further development were discussed. The changes experienced by the voluntary team were also explored. However, an in-depth identification of the changes experienced collectively by the voluntary project team was conducted in a Zoom session on 2 February 2025. Four members of the project team, who had been volunteering during that period, attended the session. After recalling the period in detail, the team clearly described the positive and negative changes they had experienced.

Within the following 15 days, the team completed a survey consisting of open- and closed-ended questions regarding the depth of the changes they had identified, attribution and contribution, deadweight, the relative importance of the changes, their duration, and the market value of the changes.

Data Collection via Telephone Interviews

Approximately two years after the programme implementation, I also conducted interviews with other stakeholders who could have been affected by the programme, namely parents, participants who started but did not continue, and trainers. On 21 October 2024, I conducted individual telephone interviews with all trainers, three parents, and three participants who had discontinued their participation in the programme.

Telephone Interviews with Trainers: The trainers involved in the programme facilitated workshops with students ranging from 2 to 5 hours each. In total, five trainers participated in the programme from outside the association. On 21 October 2024, each instructor was contacted individually and asked about the changes they observed during the second term of the Colourful Steps programme, which took place in November–December 2022. However, a second follow-up interview intended to capture additional details—such as the depth of change, relative importance, attribution, contribution, and duration—could not be conducted, as the trainers were not reachable. Consequently, the social value calculated in the SROI analysis may appear lower than the actual value generated.

Telephone Interviews with Parents: To understand whether parents themselves had experienced any change, I randomly selected and contacted the parents of three young participants: one parent of a visually impaired student, one parent of a student attending a state high school, and one parent of a student attending a private school. I successfully reached all three parents, who represented these groups. The parents shared their observations regarding the changes they had noticed in their children, and these corresponded with the findings we had

gathered directly from the young people. This alignment particularly supported the principle of “verifying the results.” Parents were also asked whether the programme had had any effect on them personally or brought about any changes in their own lives; however, no positive responses were received in this regard.

Telephone Interviews with Young People Who Discontinued the Programme

I attempted to contact three young people who had started but not continued with the programme. I was unable to reach two of them: one did not answer, and the other’s phone was out of service. I did manage to conduct an interview with one young person who had dropped out of the programme.

The interview guides and survey questionnaires used in these conversations are included in the annex. A summary table below outlines the data collection methods, the dates on which they took place, and the groups from whom data were collected.

Data Collection Method	From whom was the data collected?	How and for what purpose was the data collected?	When was the data collected?	Where and how was it used?
Online focus group discussion – Zoom platform	Potential programme participants	Conducted with four young people prior to the start of the programme to understand their expectations.	Just before the programme started: 4 November 2022	The notes from these discussions were shared with the project team prior to the programme. The findings were also included in the report.
Expectation Survey	Programme participants	A survey was conducted to understand the expectations of the young participants before the start of the programme. Fifteen young people completed the survey.	On the first day of the programme: 5 November 2022	The notes from this survey were shared with the project team prior to the programme. The findings were also included in the report.
Field Visit – Observation and Informal Conversations	Programme participants (young people), trainers, and the project team	During the fourth week, I attended the session, observed the activities, and had informal conversations with	Midway through the programme implementation: 26 November 2022	The insights from the field visit informed the preparation of the final evaluation questions, contributed to the

		many young participants individually or in pairs and small groups. I asked for their general impressions of the programme in a non-structured setting.		development of the change pathway, and helped identify negative changes. In addition, the observations enabled me to provide recommendations to the project team to improve the effectiveness of subsequent sessions.
Verbal Group Evaluation	Programme participants	On the final day, 20 out of 21 graduating participants took part in a collective verbal evaluation of the programme. Each participant spoke in turn, sharing their views on the programme, addressing both positive and negative aspects.	Final day of the programme: 24 December 2022	This verbal evaluation prepared the young people for the survey. It also helped check whether any changes had occurred that were not captured elsewhere in the impact assessment process.
Survey	Programme participants	On the final day, following the verbal group evaluation, participants completed an online survey.	Final day of the programme: 24 December 2022	The survey results served as a key data source for the SROI analysis.
	Project team	Following the focus group discussion, volunteers completed an online survey to provide detailed input on the changes they experienced and observed.	5-15 February 2025	The survey data was incorporated into the SROI calculation.

Online Focus Group Discussions	A total of 8 young programme participants	Three separate online focus group sessions were conducted to explore unplanned changes and the relative significance of observed changes.	12 and 14 January 2023	The data was included in the SROI analysis.
	Project Team	A focus group session was held at the end of the programme to evaluate its implementation. The project team primarily reflected on the experiences of the programme participants and discussed what they would do differently in future sessions. The meeting concluded with a plan to discuss the changes experienced by the team at a later date.	9 January 2023	The findings contributed to developing recommendations for the next programme cycle and were included in the SROI analysis. However, as some data was incomplete, an additional follow-up session was conducted two years later.
	Project Team	A focus group session was conducted with the project team to identify the changes they experienced themselves.	2 February 2025	The data was included in the SROI analysis.
Telephone Interview	Parents of programme participants – three parents were contacted	To explore whether any changes had occurred among the parents	21 October 2024	The data was reviewed; no changes were observed for this stakeholder, and it was therefore not included in the SROI calculation.

	One programme participant who started but did not continue (two others could not be reached)	To understand any changes experienced by this group	21 October 2024	The data was reviewed; however, no material outcomes were identified, and it was therefore not included in the SROI calculation.
	Four external trainers (one trainer could not be reached)	To identify changes experienced by the trainers during the programme	21 October 2024	The data was reviewed; changes were identified, but not all information required for the SROI calculation could be obtained, so it was not included in the SROI analysis.

Stakeholder Involvement

In identifying the stakeholders, the first step was to ask the association members who designed and implemented the programme, as well as the project team, which groups they believed might experience change during the programme. Their responses indicated that the key stakeholders were the programme participants, association members, and the participants' peers. This question was asked both at the beginning and at the end of the programme during evaluation meetings with the project team.

On 2 November 2025, I also contacted the trainers to ask which stakeholders they believed were affected by the programme. I received one response, in which the trainer stated that, based on the session they facilitated, the relevant stakeholders were the programme participants and the project team.

I further asked the same question to the programme participants — the target group of the programme — through the still-active WhatsApp group on 2 November 2025. Based on their responses, the young participants identified the programme participants themselves, the trainers, and the organising team as stakeholders. One participant additionally mentioned that families and society could be indirectly affected. Here, “society” can be understood as their immediate social environment.

Moreover, some time after the completion of the programme, I also reached out to parents to ask whether they had experienced any change themselves and whether other stakeholders had been affected by the changes their children experienced.

Taking into account all the responses received, as well as a broader possible stakeholder universe, I provide detailed explanations below. I identify which groups experienced change based on qualitative and quantitative data, as well as my own observations, and explain which of these groups were included in this report.

The primary target group of the programme comprises the young participants. In the programme's Theory of Change, all stakeholders expected to experience change are the participating young people. Additionally, stakeholders directly affected by the programme include the volunteer programme team organising the activities and the instructors, while those indirectly affected may include parents or the social networks of the young people.

Information about each stakeholder group within the programme and their inclusion in the SROI methodology is provided below:

- **Program participants:** These are the youths benefiting from the programme. They are the group for whom the change phase is targeted at the end of the seven-week programme.

The participant group consists of high school students. Their characteristics, such as gender, school type, grade level, and prior experience with volunteering in civil society, can influence

certain outcomes across different sub-segments. The characteristics of the 21 graduates are as follows:

- 6 are boys, 15 are girls.
- 9 are in the 11th grade, 12 are in the 10th grade.²
- 5 are visually impaired; the remaining participants have no physical disabilities.
- 6 attend private schools, while 15 attend public schools; of the latter, 4 attend vocational and technical high schools.
- 8 have previous volunteering experience or have participated in activities organised by civil society organisations.

The young participants reside across 11 districts. The majority of those attending public schools live in socio-economically disadvantaged neighbourhoods of Istanbul.

Residential Districts

Bakırköy	1 Participant
Başakşehir	1 Participant
Beşiktaş	3 Participants
Beylikdüzü	4 Participants
Esenyurt	4 Participants
Eyüpsultan	1 Participant
Küçükçekmece	1 Participant
Sarıyer	1 Participant
Ümraniye	1 Participant
Ünalan-Üsküdar	1 Participant
Yenibosna	3 Participants

*Data Collection from Stakeholders: Qualitative and quantitative data were collected from programme participants before, during, and at the conclusion of the programme. The changes observed among these young participants were incorporated into the SROI valuation.

Data on Participants' Expectations: Prior to the start of the programme, the expectations of the young participants were collected through two separate methods. First, an online focus group was conducted with four randomly selected participants. During this session, the discussion centred on the participants' expectations from the programme and their motivations for joining. Three of the four participants indicated that their primary goal in joining the programme was to gain self-awareness and to become more informed about their career choices. One participant, attending a private school, expressed two objectives: firstly, to gain self-awareness and overcome

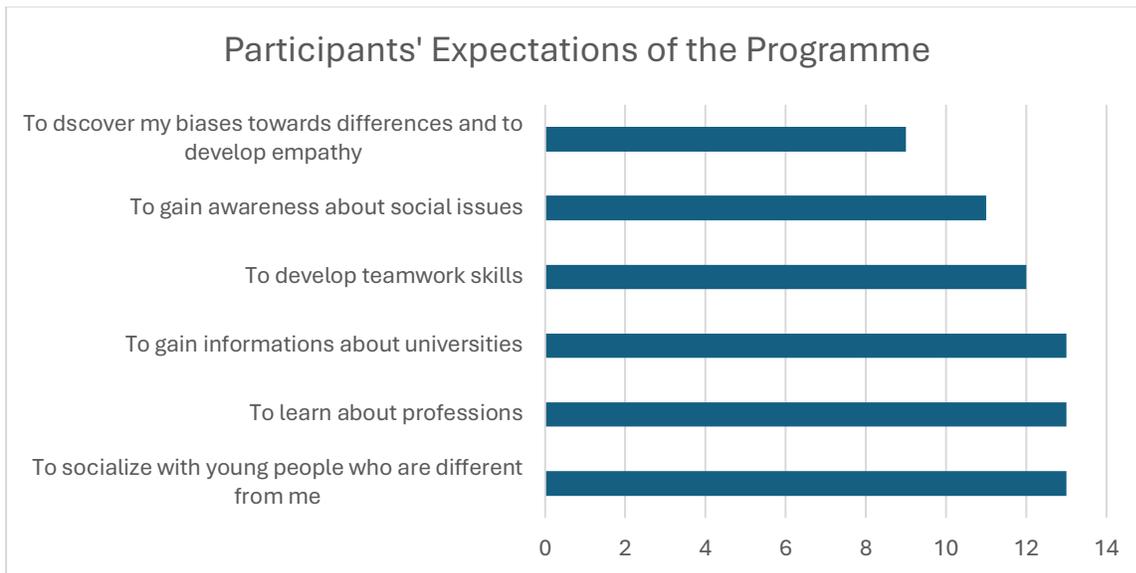
² In Turkey, high school concludes with the 12th grade. Therefore, the young participants were attending either the 10th or 11th grade at the time of the programme, prior to their university entrance examinations.

uncertainty about career decisions, and secondly, to enhance her chances of admission to universities abroad through involvement in volunteer activities.

While all participants expressed curiosity about meeting new people, engaging with diversity, and raising awareness of social issues, these were not cited as their primary expectations from the programme. One participant, who was already familiar with the Changing Steps Association and its objectives, stated that socialisation and developing awareness of societal issues were more important to her than career-related goals.

It was also observed that the young people obtained information about the programme through secondary sources, such as the communication channels of organisations they were members of or from their families. Based on the information conveyed to them, it is likely that activities related to career guidance and university orientation were emphasised more prominently.

In addition to the focus group, an online survey was administered on 5 November 2022 during the first meeting, in which 15 participants completed the survey. The survey offered multiple-choice options covering various programme goals. The responses indicate that participants' expectations broadly aligned with the programme objectives. When comparing the responses, it is evident that most participants anticipated greater benefits in terms of socialisation and gaining knowledge about university and career opportunities than in other areas.



Based on the table above, it can be concluded that the participants' expectations of the programme broadly aligned with its stated objectives. All of these findings were shared promptly with the programme team to ensure that they were aware of the young people's expectations and could implement activities in line with these expectations.

Participants who started but did not continue the programme: A total of 26 young people began the programme, of whom 21 successfully graduated. Five participants did not continue with the programme: two attended only the first week, two attended only the first two weeks, and one attended the first two weeks as well as the fifth week. During the early weeks, information was gathered regarding those who did not continue, with particular attention to whether non-participation was linked to negative experiences or outcomes. The programme team reported that one participant was unable to continue due to a weekend course clash, another due to health issues, and that they had no information regarding the reasons for the remaining three participants.

Four of the participants who started but did not continue with the programme were contacted at random; however, two of them could not be reached. The young people we did reach reported that their non-participation was not due to experiencing negative changes, but rather logistical or scheduling difficulties. For example, one participant explained that their weekend schedule was too busy and, as they lived on the Asian side of the city, the long journey made it difficult to continue attending the programme.

Because I lived on the European side, and it was very far, I had to stop attending. However, when I did attend, I had a very enjoyable experience, learned a lot, and made wonderful friendships. I still keep in touch with some of them. It was fun and informative for me. As I said, it was just the journey that exhausted me, so I had to stop.

From the focus groups I conducted, I learned that some participants were friends with those who left the programme. The young people reported that they did not observe any negative changes related to their friends' non-participation. As these participants attended a maximum of two sessions and only two could be reached, they were not included in the SROI calculation.

Project Team: The programme was supported by an organisational team composed of association volunteers. This team planned the programme, oversaw all content preparation and logistical arrangements, engaged directly with the young participants, took part in the sessions, and managed the overall team dynamics. The core organising team consists of four members. Although one or two volunteers occasionally assisted during sessions, the responsibility for the programme's organisation rested consistently with these four individuals. Volunteers providing occasional support attended only a single day of the programme.

Within the organising team, two young people had previously participated in the association's similar "Colourful Campus Project" targeting university students. These two individuals transitioned from beneficiaries to active volunteer supporters, contributing to the implementation of the programme. This can be considered an example of the association's sustainability practices. Additionally, these two volunteers have different levels of hearing and visual impairments.

*Data collection from this stakeholder: At the conclusion of the programme, I conducted a general evaluation meeting with the project team. In this session, we discussed the changes they had experienced, as well as the overall programme and considerations for the next iteration. Two years later, I conducted a follow-up focus group with the same individuals. After identifying the

positive and negative changes they had experienced, they completed a survey assessing the duration, valuation, relative importance, and depth of each change, which was subsequently included in the SROI calculation.

Trainers: Trainers consist of experts and representatives from civil society organisations who lead specific sessions and provide content support. A total of five trainers participated in the programme. They contributed voluntarily. Considering the possibility that trainers themselves may have experienced changes during their involvement, they were included in the data collection process.

Trainer	Expertise – CSO Affiliation
Nezih Orhon	Academic, Faculty of Communication
Serim Yazar	Founding member, Everything Accessible Association (<i>Erişilebilir Her Şey Derneği</i>)
Tugce Serin	Education Projects Coordinator, The Association for Supporting Contemporary Life (ÇYDD)
Resul Huseynzade	Climate Justice Advocate
Etem Caner Karaiüç	Screenwriter and artist

*Data Collection from Trainers: In October 2024, I contacted each trainer individually and was able to reach all except one. During the phone calls, I reminded them of the programme and inquired whether they had experienced any changes as a result of their participation. Two out of the four trainers reported having experienced changes. When I attempted to follow up for a more in-depth understanding of these changes, I was unable to reach them. Consequently, while their reported changes were included in the qualitative analysis, they could not be incorporated into the SROI calculation.

Civil Society Organisations: Support for the programme’s content and access to young people was provided by ÇYDD. The association delivered educational support on climate change and gender equality. To observe examples of local solidarity and social support, visits were made to Örnektepe Community House³ and Cağaloğlu Youth Centre. During these visits, interactions were limited, but participating young people gained some awareness of these organisations. Civil society organisations also provided venues for programme activities.

*Impact for this stakeholder group is expected to remain at the level of trainers representing the organisations, and the measurable effect on the institutions themselves is very limited. Consequently, this stakeholder group was not included in the SROI assessment. When considering the tenth impact question—“Is this change valuable enough to measure and manage?”—together with the programme implementers, it was concluded that it was not, due to the extremely limited interaction with the institutions.

Parents of Programme Participants: These are the parents of the young people who took part in the programme activities. It was acknowledged that changes experienced by the participating

³ A local community centre in Istanbul that provides social, educational, and cultural activities for residents, particularly children and youth. It serves as a space for community engagement, learning, and social support.

youth could create indirect effects within their families. Approximately two years after the programme concluded, a parent of a youth with a disability, a parent of a youth attending a private school, and a parent of a youth attending a public school were randomly selected and contacted by phone.

*The parents of participant youth were not included in the SROI evaluation, as no changes were identified among the families contacted.

Venues: As indicated in the weekly programme schedule, meetings with the youth took place at different venues each week. These included university campuses, civil society organisation (CSO) centres, local community centres, and the building of the Culinary Arts Academy. At the university campuses and local community centres, interactions with the venue staff were brief, with staff primarily providing introductions to the facilities.

During programme days held at CSO centres, a representative of the organisation also acted as a trainer in the programme and was therefore included as a stakeholder in the evaluation.

The Culinary Arts Academy also functioned as a venue stakeholder on one programme day. On that day, several chefs volunteered in an open kitchen, preparing meals which were simultaneously displayed on television screens. However, it was observed that the programme had not been pre-planned to accommodate visually impaired participants. During the cooking session, the trainers attempted to provide descriptions for the visually impaired youth. Following the cooking, participants were able to taste the prepared dishes, and the chefs introduced the profession of cooking and career pathways within the field.

I also conducted observations during this session. At the end of the day, in a discussion with the chefs, they acknowledged that they had been unprepared to present to visually impaired participants but had gained awareness through the experience. During this conversation, I suggested ways to reduce reliance on visual elements and to implement “blind tastings” to ensure all participants could be included. This discussion prompted the chefs to reflect on how to make their presentations more inclusive.

* Based on my observations, it is highly unlikely that venue staff experienced any meaningful change. At local community centres and university campuses, venue staff did not spend substantial time with the youth. At civil society organisations (such as ÇYDD), the venue was also the organisation to which the trainer was affiliated, and therefore any change was captured under the trainer stakeholder category.

At the Culinary Arts Academy, while multiple trainers were present, the chefs functioned primarily as presenters rather than trainers. Their interaction with the youth was limited, and in conversations conducted through participant observation, no relevant change was identified. Consequently, these venue staff have not been included in the SROI assessment.

* However, during the presentation of this report to the project team on 10 September 2025, the volunteer team mentioned that, through repeated interactions, they sometimes raised awareness among venue staff, security personnel at X-ray checkpoints, and floor attendants. They noted

that, particularly when conducting multiple activities at the same venues, some staff had adapted their behaviour to better accommodate the needs of visually impaired participants, even though no permanent changes were made to the buildings. While this was not observed in the second cycle of the Colourful Steps Programme, it is recommended that in future cycles, venue staff be included in the impact assessment.

Social circles / peer networks of participating young people: This stakeholder group can be considered as potentially experiencing indirect impact. Young people who benefited from the programme may have gained awareness and experienced changes in their social interactions, which could, in turn, have had a positive effect on the communities they engage with, particularly their peer groups. To explore this, at the end of the programme, I asked participants in the focus group discussions whether they thought their experiences might have influenced their friends. The young people indicated that while the changes they themselves experienced had begun to positively affect their own relationships, they did not perceive that their peers had undergone any change. In other words, participants did not believe that their own changes had caused changes among their friends.

* Based on the statements provided by the participating young people, it was decided, with the approval of the programme team, not to collect data from their peer networks. In addition, the difficulty of accessing this group was a factor taken into account in making this decision. As the peers are also under 18, reaching them would have required contacting their parents and obtaining consent. For these reasons, collecting data from this group would have required substantial time and effort and posed practical obstacles. Furthermore, the programme participants themselves indicated that their peers were unlikely to experience any change. Consequently, no data was collected from this group, and it was not included in the SROI evaluation.

Shuttle Driver: During the programme, the shuttle driver transported the young people from designated meeting points to the activity venues each week and returned them to the same points at the end of the sessions. He interacted regularly with the young people over the eight-week programme. One of the driver's children had previously participated in the Association's Colourful Campus Project, which involved university students. This previous engagement may have influenced the driver's involvement in the programme. According to the volunteer programme team, the driver's prior knowledge of the Association and the programme, his child's participation in a previous project, and his willingness to work at a favourable rate for the additional weekend work all contributed positively to the programme.

* He was not included in the SROI assessment, as it was not deemed necessary to collect detailed data; during an informal conversation with him on the programme's final day, he stated that he had not experienced any personal change as a result of working on this project. However, he did provide feedback on the programme and expressed that he considered it important for the young participants.

Material stakeholders:

In SROI analysis, material stakeholders are identified based on the **significance and magnitude of the impact**. Once all potential stakeholders have been identified, only those who **genuinely contribute to meaningful social value are included** in the analysis.

This assessment is both an analytical and an ethical process — unnecessary information is excluded, while ensuring that those who are truly affected are not overlooked.

Stakeholder	Material?	Included in SROI	Explanation
Programme participants	✓	✓	They are the primary beneficiaries and the group experiencing the greatest impact from the programme.
Project team	✓	✓	These volunteers designed and implemented the programme and spent the most time with participants. Their experiences influence the development of future projects, so their impact extends beyond this programme.
Trainers	✓	✗	Trainers were consulted, and some changes were reported. However, data required for SROI calculation could not be collected.
Civil society organisations	✗	✗	These organisations may have been indirectly affected via trainers or site visits, but their likelihood of experiencing significant change was considered low, so they were excluded from the analysis.
Parents of programme participants	✗	✗	Parents were consulted, and no change was observed.
Venues	✗	✗	Based on observations, the likelihood of change for venues or venue managers was very low, and the programme's impact on them was minimal.
Social circles of programme participants	✗	✗	Participants may have indirectly influenced their social circles. However, data collection was not feasible due to legal constraints.
Shuttle driver	✗	✗	The driver providing regular transport to participants was consulted, but no meaningful change was observed.

Inputs and Outputs

The calculation of inputs includes the direct costs of project activities, the voluntary contributions of trainers, and the support provided by association volunteers.

Given the depreciation of the Turkish Lira during the implementation period, all expenditures are presented alongside their USD equivalents at the exchange rates published by the Central Bank of the Republic of Türkiye at the time.

For clarity, inputs have been divided into two categories. The first consists of actual expenditures covered directly by the association. These include:

- **Venue costs:** Payments made for the use of Istanbul Technical University facilities during the program and for the final day event held at the venue in Yıldız Park.
- **Catering costs:** Breakfast and lunch expenses provided during program activities.
- **Stationery costs.**
- **Transportation costs:** Fees for shuttle drivers and fuel expenses, covering the transfer of participants and volunteer organizers to and from activity venues.
- **Trainer-related expenses:** Transportation and small gifts of appreciation provided to trainers in recognition of their voluntary contributions.

In addition to these monetary expenditures, contributions and voluntary support also played a crucial role in making the program possible. These non-financial inputs are detailed below, with their estimated monetary equivalents provided.

Trainer Fees:

In the first week, **Prof. Dr. Nezih Orhon** facilitated a three-hour workshop with young participants on “living together with differences” and adopting a rights-based approach to diversity. For a trainer of his academic standing and expertise, the market rate for such a session in December 2022 was no less than USD 120. On the date of the event, 5 November 2022, the exchange rate published by the Central Bank (as of 1 November 2022⁴) was 18.62 TL per USD. Accordingly, Prof. Orhon’s daily fee has been calculated as **2,234.40 TL**.

In the second week of the program, **Selim Yarar**, a board member of the association *Erişilebilir Her Şey* (Everything Accessible) and a former beneficiary of another Steps That Change Association project, facilitated a two-to-three-hour workshop on accessibility. In the following weeks, similar sessions of comparable length were delivered by individuals with equivalent levels of expertise.

⁴ Access date 20 August 2025

<https://www.tcmb.gov.tr/wps/wcm/connect/TR/TCMB+TR/Main+Menu/Istatistikler/Doviz+Kurlari/Gosterge+Niteligindeki+Merkez+Bankasi+Kurlarii/>

For all trainers who conducted these workshops on a voluntary basis, the equivalent trainer fee has been valued at **USD 90** per session. At the beginning of the program week, the official exchange rate announced by the Central Bank of the Republic of Türkiye was **1 USD = 18.62 TL**. Based on this, the monetary equivalent is calculated as **USD 90 × 18.62 = 1,675.8 TL** per trainer.

In the second, third, fifth, sixth, and seventh weeks, trainers contributed on a voluntary basis. For five trainers in total, the equivalent value amounts to **1,675.8 TL × 5 = 8,379 TL**.

Accordingly, the combined contribution of all trainers to the program corresponds to an estimated **10,613.4 TL** volunteer support.

Venue Costs:

First Week: The venue for the first week was Istanbul University, which both hosted the program session and allowed participants to tour the campus. The provision of this venue constituted a volunteer contribution, as no fee was charged. Its estimated value was calculated based on the fee paid to Istanbul Technical University (ITU) the following week for a comparable venue. For that session, the association paid **2,360 TL (including VAT)**⁵. This same valuation method has been applied to all other weeks except for Week Four. In those weeks, similar events were held in comparable venues such as public social service centers, university campuses, or training halls within associations.

Accordingly, the total venue costs consist of the **actual cash payment of 2,360 TL** to ITU and the estimated contributions for five additional venues, amounting to **2,360 TL × 5 = 11,800 TL**. The combined total is therefore **14,160 TL**.

Fourth Week: The fourth-week event took place at the Culinary Arts Academy (MSA), which designed and delivered a tailor-made program for participants. During the session, professional chefs shared their career journeys, prepared meals throughout the event, explained cooking techniques, and led a tasting session for all participants. This workshop was specially designed for the Colourful Steps Programme.

To estimate the value of MSA's free of charge contribution, an official quotation was obtained for a comparable external event for **24 participants** (21 youth participants and 3 organizers). The quotation, dated 05.09.2025, was **4,400 TL + 10% VAT (4,840 TL)** per person. This equals approximately **USD 117.3** at the quoted date. Adjusting for the purchasing power of the USD on 1 November 2022, the equivalent value is **USD 106.2**⁶, which corresponds to **1,976 TL** per participant at the official Central Bank exchange rate.

⁵ Invoice in appendice.

⁶ Using data retrieved from the Bureau of Labor Statistics, the calculation is based on adjusting 117.3 by the change in the Consumer Price Index for All Urban Consumers (CPI-U), from 292.495 in November 2022 to 323.048 in July 2025.

Thus, the total free of charge contribution for 24 participants is calculated as **1,976 TL × 24 = 47,424 TL (including VAT)**. This stands out as one of the largest single free of charge contributions recorded within the program’s inputs.

Volunteer Program Coordination Team

Throughout the program, four volunteers actively supported its implementation. While the team participated in many of the activities, their main contribution was to the organizational and operational aspects of the program. The program could not have been realized without their coordination, effort, and networks. Their contribution was critical to the successful delivery of the activities. Among these four, one volunteer—also a founding member of the association and an experienced member—took on greater responsibility than the others. The scope of this individual’s work was equivalent to **14 full working days**. In other words, at least one person would have needed to be formally employed for 14 days to deliver the program. These responsibilities included attending all eight activity days, managing six days of preparation (liaising with venues and trainers, making announcements, conducting interviews with participants, and arranging transportation and logistics ahead of each session).

The value of this volunteer’s contribution is calculated as follows: the official minimum daily gross wage for the July–December 2022 period was **215.70 TL**. Using a slightly higher benchmark of **250 TL per day**, the total equivalent value amounts to **250 TL × 14 days = 3,500 TL**.

The remaining three volunteers did not participate in every activity. According to the program attendance records, on average, two volunteers (other than the board member mentioned above) were present at each event on a rotating basis. Using the same daily benchmark of **250 TL**, the equivalent value is calculated as **8 days × 2 volunteers × 250 TL = 4,000 TL**.

Total estimated contribution of volunteer human resources: 7,500 TL.

Stakeholder Group	What they did?	Input	Input Value	Justification
Volunteer Trainers	Experts conducted seminars or workshops on their areas of expertise throughout the program. They carried out these activities on a voluntary basis, with only their expenses being reimbursed.	Time	₺10.613,40	If these experts had conducted such a workshop or seminar externally, they would have received at least 90 USD according to market rates. The half-day instructor fee for a professor was calculated as 120 USD. The total in-kind contribution provided by all of them was added to the input value based on the exchange rate at that time.

				External trainers: Prof. Dr. Nezih Orhon, Serim Yazar, Tugce Serin, Resul Huseynzade, Etem Caner Karauc
Project Team	<p>During the program, four volunteers closely followed the activities and participated in many of them, providing the most support in the program's organizational operations. One of these four volunteers contributed more days during the program preparation. The remaining three volunteers did not attend every activity. On average, excluding the board member, two volunteers participated in each activity on a rotational basis.</p> <p>The minimum gross daily wage for the period of July–December 2022 was 215.70 TRY. For calculation purposes, we used a daily rate of 250 TRY: $8 \text{ days} \times 2 \text{ volunteers} \times 250 \text{ TRY}$</p>	Time	£4.000,00	These three individuals played a critical role in supporting the implementation of the program, keeping the youth engaged, and coordinating their transportation. For calculation purposes, their contribution was valued at the equivalent of a daily wage.
Project team leader	<p>During the program, one individual volunteered for a total of 14 days over the 8-week duration. The minimum gross daily wage for the period of July–December 2022 was 215.70 TRY. For calculation purposes, we used a daily rate of 250 TRY: $250 \text{ TRY} \times 14 \text{ days} = 3,500 \text{ TRY}$.</p>	Time	£3.500,00	At least one person would have needed to be employed full-time for 14 days to implement this program. Participation in all 8 days of activities, coordinating with venues and trainers during the 6-day program preparation, managing announcements, conducting interviews with students, and completing participants' transportation and

				program preparations prior to meeting days were among the tasks involved.
Culinary Arts Academy (MSA) Daily Tasting Program	A price quote was obtained from the Culinary Arts Academy for a culinary tasting and cooking introduction event organized for the participants of the Program. The cost was 1,976 TRY per person, including VAT, X 24 participants.	Training and food	₺47.424,00	MSA, which normally charges for external events and organizes activities very similar to the quoted event, provided this activity free of charge as an in-kind contribution at that time. An independent price quote was obtained from MSA in September 2025.
Venues	Universities, businesses, and non-governmental organizations provided their venues as in-kind support for the implementation of the program. The monetary value of the venue rental was equated with the rent requested and paid by Istanbul Technical University (ITU) at that time: 2,360 TRY × 6 venues.	Venue	₺14.160,00	For the activities held across different venues over the total 8 weeks, one week was paid in cash. For the event at the Culinary Arts Academy, the in-kind contribution of both the venue and the instructor was calculated together, as shared above.
Total monetary value of in-kind contributions			₺79.697,40	
Venue Rent	Throughout the program, meetings were held in 8 different venues; however, venue rental costs were incurred only during the second week at Istanbul Technical University.	Paid	₺2.360,00	
Meal expenses	Throughout the program, breakfast and lunch expenses were provided for all participants.	Paid	₺12.441,00	
Stationery expenses	Costs of stationery and other materials	Paid	₺340,00	
Supplies	Trainers' gifts and transportation expenses	Paid	₺580,00	

Shuttle and fuel expenses	For each event, students were picked up and dropped off at designated main stops by shuttle services. The driver's fee and fuel expenses were covered under the program.	Paid	₺23.600,00
Public transportation of program participants	Time and transport cost. Although the participants used the shuttle service arranged by the association, they used either public transportation or their families' cars to travel from the common meeting points to their homes. Therefore, the total amount spent for round trips has been calculated based on the distance covered with a single ticket, as $3.74 \text{ TL} \times 2 \times 8$ (7 training days+1 graduation day) meeting days x 21 participants	Paid by participants	₺1.256,64
Public transportation of organising team	Each week, max 3 members of the organizing team participated in activities or organisational tasks. They arranged their own transportation. Therefore, the calculation was made based on a single-use, one-way public transport fare: $3.74 \text{ TL} \times 2 \times 8 \text{ days} \times 3 \text{ people} = 179,52$	Paid by organising team	₺179,52
Total actual expenditures			₺40.757,16
ALL TOTAL			₺120.454,56

Understand what Changes

First Step of Mapping Outcomes

In order to describe the program's outcomes, it is important to begin with the period when these outcomes were first identified—during the initial implementation of the program—drawing on the data collected at that time and the outcome chains that emerged.

The program was first implemented between **26 March and 29 May 2022**. (Details of this collaboration are provided in the section entitled “*Project Impact Management Journey*”.) In the first implementation, the analysis focused exclusively on qualitative data to identify the changes experienced by the young participants. This study primarily provided insights to association members about the effects of the program and helped them gain experience in data collection. In the interviews, young people were asked what they had experienced through the program and what had changed in their lives. These insights were then used as a foundation for planning the next round of the program.

During the second implementation of the Colourful Steps Programme, the overall objective and main intended changes remained the same, but there were some differences in the delivery of activities and in intermediate outcomes. For example, in the first program, activities included both face-to-face and online sessions (six in-person and two online). In addition, young participants worked in teams and were paired with two NGOs, for which they developed small-scale projects. Throughout this project development process, they also received mentorship: two young mentors supported the volunteer teams. However, this component was removed in the second round. Feedback from participants and the partner NGOs indicated that there was insufficient time to design and implement a project that could effectively address a social problem. As a result, the project component was replaced by workshop-based activities in the second implementation. In summary, the outcome chains analyzed in the SROI were updated together with the program team to reflect the revised activities of the second round.

Below, we present the outcome chains identified in the first round of the program. These were collected as qualitative data from both representatives of participating NGOs and the young participants themselves. Out of 20 youth participants, at least 12 took part in focus group discussions.

The guiding questions used in these discussions were designed to explore not only the causal links between activities and outcomes but also the causal links among intermediate outcomes. The open-ended question framework was prepared in a semi-structured manner, allowing focus groups to progress as natural conversations. These discussions formed the basis for mapping the initial outcome chains.

The outcome chain of the Program for program participants in Spring 2022			
Intermediate Outcome →	Intermediate Outcome →	Outcome →	Well-Defined outcome
Increased awareness of civil society	Awareness of considering different people and groups	Belief in being part of the solution	Motivation to take action in civil society
	Gained experience in addressing social issues / Developing a social value-oriented mindset		
	Acquired skills in time management and teamwork*		
Meeting new people	Socializing	Making new friends	
Increased awareness of disability	Respect for diversity	Gaining a rights-based perspective on differences	
Future literacy	Ability to adapt to the future		
Increased knowledge about professions	Greater awareness in career and university choices		
Gained knowledge about universities			

* Time management and teamwork were identified by the program team as belonging to the same group of changes. However, these are in fact two distinct outcomes. The outcome chain continued primarily from the experience of teamwork. While the young participants reported that they did not experience a significant change in time management, some of them stated that they did observe changes in relation to teamwork.

As seen above, while some outcome chains consist of several stages, others are completed in fewer steps. At the same time, it was observed that some of the intended outcomes included in the initial outcome chain at the beginning of the program did not occur at all. Based on this experience, the theory of change was revised, and the updated version is presented at the beginning of this report.

In the focus group discussions, participants were asked to evaluate all the changes they mentioned—both positive and negative—in terms of their importance to them personally. They were then asked to rank these changes in order of importance. Notably, in the original theory of change that we co-developed with the project team at the start of the program, “socializing and making new friends” were not included as outcomes. However, in the focus groups, the majority of young participants emphasized that making new friends and socializing were among the most important changes they experienced.

Below is the relative importance ranking of outcomes as expressed by program participants:

1. Making new friends
2. Belief in being part of the solution
3. Social value-oriented thinking
4. Taking responsibility for social issues
5. Time management and teamwork
6. Gaining a rights-based perspective on diversity
7. Acquiring knowledge about universities and professions
8. Future literacy

Changes from the First to the Second Round of the Programme

In the feedback we received, the most frequently mentioned and most highly valued change expressed by young participants was **socialization**. Looking at the relative importance of changes, the outcome ranked highest by the youth was making new friends. Participants shared that they had met new people, formed new friendships, and wished to maintain these friendships beyond the programme. It is worth noting that this outcome had not originally been planned by the programme team. However, in the second round of implementation, which is the focus of the SROI analysis, this outcome was recognized as a planned and managed outcome.

Prior to the programme, young people had experienced a prolonged period of limited social interaction due to COVID-19 restrictions. All schools and universities in Türkiye shifted to online education for at least a year (March 2020–June 2021), followed by a hybrid model alternating between online and face-to-face teaching depending on case numbers. As a result, participants, like many of their peers, had very few opportunities to socialize during this time. The programme therefore became a highly effective opportunity for social interaction, arriving at a moment when in-person activities were only just resuming. In the interviews, young people explained that they struggled to focus and engage during online activities but felt energized and happy to socialize during face-to-face sessions. This created a significant, though unintended, outcome: the programme had a profound effect on socialization. Moreover, the importance attributed to socialization was not limited to the immediate impact of the pandemic. When the second round was held a few months later—at a time when pandemic restrictions had already lifted—socialization was again identified as one of the most valued outcomes. This confirmed that, for this particular group profile, socialization is a critical outcome in its own right.

In the focus groups, participants also noted that being paired with NGOs to develop small projects motivated them to believe they could be part of solving social problems, but they emphasized that they needed more time for this process. In other words, for the projects to be meaningful contributions to NGOs, the programme would have to run over a longer period. When the project team reviewed this feedback, they realized that some of the original outcome chains were overly ambitious. For example, the aim of fostering respect for diversity and developing a rights-based approach to differences was designed around a single focus on disability. As a result, young people reported little to no significant change in this area. The only examples they provided concerned physical accessibility limitations at one venue, and the presence of participants with visual impairments, which triggered some awareness among their peers. Thus, awareness around disability was the most concrete example of this intended outcome.

The focus group discussions from the first round guided the design of the second round, which took place in Fall 2022. Based on these insights and the programme team's internal reflections, the curriculum was revised. One of the most significant changes was the removal of online activities; the programme was delivered entirely face-to-face. Another major change was the discontinuation of the NGO project component. Instead of having participants develop projects with mentors, two sessions in consecutive weeks were dedicated to problem-solving workshops. Finally, the outcome goals related to future literacy and future adaptation were not included in the Fall 2022 programme. This decision was made because very few participants reported changes in this area during the first round, and in the relative importance ranking, it was consistently placed at the bottom.

Programme Analysed in the Report: Colourful Steps Programme – Second Round, Outcomes Mapping

In the first implementation of the programme, the initial qualitative data on outcomes collected through focus groups enabled me to identify the first outcome chains. I took into account the outcome chains derived from the 2022 data and, together with the programme team, matched the intended changes with the revised activities. For example, “socialization” was added to the outcome chain, and the theory of change was updated with the programme team before the second round began.

Throughout the programme, I regularly monitored the relationship between activities and outcomes. My observations during the fourth week, when I attended one of the sessions and had informal conversations with the participants, helped me to verify the connections within the outcome chains.

While the first round had relied primarily on qualitative data, in the second round—on which the SROI analysis is based—I enriched the qualitative dataset by incorporating my own observations and informal conversations with participants. At the programme’s closing session, I conducted both a collective verbal evaluation and a survey with the youth participants. To further deepen the survey findings, capture experiences that could not be expressed in the questionnaires, and enrich the report with anecdotes, I facilitated three additional focus groups. These focus groups allowed me to confirm the outcome chains, to gather more detailed insights on unintended negative changes, and to trace outcomes that might become more visible after the programme ended.

In evaluating the programme, I also investigated potential negative effects that had not emerged during the first round. For this, I relied on my observations and unstructured conversations during the programme visit, as well as survey questions asking participants whether they had experienced any negative changes. The data revealed that some young participants reported feelings of loneliness and tension, which were subsequently integrated into the outcome chain. Finally, in the focus groups I asked participants to reflect on the relative importance of these negative changes from their perspective.

How Did I Gather Information About the Outcomes?	
Negative outcomes	The first insights were obtained through observation and semi-structured conversations: I attended the fourth-week session, observed the participants, and held individual conversations with at least eight young people. I asked them about the changes they had experienced, including any negative experiences. Through this process, I identified that while not observed in the previous year (though anticipated by the team), a sense of loneliness was reported by some participants.

	<p>Following this, I included an open-ended question on negative outcomes in the survey completed by all participants. The findings confirmed that loneliness was reported only by those I had previously observed (all of the visually impaired participants), and that one participant also reported experiencing a sense of tension.</p> <p>Finally, in the focus groups I conducted with eight young people, I explored the depth and relative importance of these negative outcomes.</p>
Positive outcomes	<ul style="list-style-type: none"> • Qualitative data from the previous year • My own observations • Collective verbal evaluation at the final session • Participant survey • Three additional focus groups <p>By combining data from all these methods, I was able to identify both the outcomes themselves and the outcome chains connecting them.</p>

Based on the methodological data collection approaches described above, I present below the outcome chains of the second round of the Colourful Steps Programme, as measured through the SROI methodology.

The outcome chain of the Program for program participants in Fall 2022				
Intermediate Outcomes				Well-defined Outcome
1	Respecting diversity	Acting with empathy		Developing a rights-based perspective on diversity
	Becoming aware of their own prejudices towards others			
	Gaining knowledge about how to build empathy			
2	Exploring different professions			Making more informed decisions about university and profession choices
	Gaining knowledge about educational opportunities and services offered at universities			
	Gaining knowledge about university life			
3	Understanding the role of civil society in generating social value	Belief in their ability to be part of the solution	Developing a desire to volunteer or take action within civil society	Being able to think with a social benefit-oriented mindset.
	Developing awareness of social issues			

4	Making new friends	Increase in social skills	
	Socializing with peers from diverse backgrounds		
	Expressing ideas within a group		
	Understanding the importance of time management and teamwork in problem-solving		
5	Discovering new places		
6	Gaining self-confidence	Setting personal goals	Decrease in anxiety about the future
7	Building friendships	Increase in self-confidence	Increased participation in school lessons
8	Increased interest in studying in a different city		
9	Feeling lonely		
10	Feeling tense		

Materiality and Understanding Scale, Amount of Change, and Causality of the Outcomes Experienced by Stakeholders

Materiality Analysis of Outcomes

The **materiality judgement** was made regarding three aspects of the analysis:

- ⇒ identifying material stakeholders
- ⇒ the relevance of the outcomes based on the qualitative data collected in the first and the second stage of the programme
- ⇒ the significance of the outcomes based on the quantitative data

Listed above are all the changes expressed by young participants during the second round of the programme. Each change included in the SROI valuation has been subjected to a materiality analysis. In the following section, it will be explained which of these changes were assessed as **relevant** and which as **significant**.

The first four changes correspond to outcomes already included in the programme's theory of change, and which had previously been evidenced through qualitative data collected at the end of the first round. These changes are considered important both for the association and for the young participants. In this analysis, the depth of these outcomes was assessed using both qualitative and quantitative data, and they were found to be both relevant and significant. When evaluating the number of young people who reported experiencing these changes, only those who indicated an increase of **at least 2 points on a 10-point scale** were counted. In other words, participants who reported an increase of just 1 point were grouped together with those who reported no change at all. The reason for this threshold is that a 1-point increase was considered too minor, and thus a **2-point increase was set as the benchmark**.

In the section below, all the changes experienced by participants are analyzed in terms of **relevance** and **significance**. In addition, attribution, deadweight, duration of change, and other factors are also discussed. For the outcomes examined in greater depth, we also considered whether participants with different characteristics experienced these changes at different levels. Based on this, the stakeholder segmentation applied in the analysis is as follows:

- Students from private schools: **6**
- Youth affiliated with the **Association for the Support of Contemporary Living (ÇYDD)**: **5**
- Visually impaired youth: **4**
- Gender: Male participants: **5**

The total analysis is based on data collected from **20 young people**. While 21 participants graduated from the programme, only 20 were included in the analysis. Given the small size of the overall dataset (n=20) and the relatively small subgroup sizes (n=4–6), statistical inferences could not be made. A p-value could not be calculated for meaningful comparison. Therefore, when comparing the averages of the general participant group with those of the segmented subgroups, a **difference of 2 points** was accepted as a meaningful difference.

Outcomes Experienced by the Programme Participants

Outcome 1: Developing a Rights-Based Perspective on Diversity

	Intermediate Outcome	Intermediate Outcome 2	Well-defined Outcome
1	Respecting diversity	Acting with empathy	Developing a rights-based perspective on diversity
	Becoming aware of their own prejudices towards others		
	Gaining knowledge about how to build empathy		

A rights-based perspective on diversity means recognising the needs of those who differ from the majority, not from a sense of pity but from the principle of equality and access to fundamental human rights.

In the first week of the programme, a workshop was held that aimed to foster change in attitudes towards living together with differences. Moreover, the entire programme was designed to bring together young people from diverse socio-economic backgrounds and with varying physical abilities. Most participants reported that their vision of respecting differences had broadened, that they had become aware of their own prejudices throughout the programme, and that they had gained knowledge about how to build empathy. These shifts were also reflected in their behaviours. Ultimately, the change pathway demonstrated that they had developed a rights-based perspective on diversity.

“I used to judge people straight away — by how they spoke or how they moved, I’d think, ‘they must be this or that’. Then, once I actually started talking to them, I realised I was being prejudiced. I experienced this once during these activities. After speaking to someone, I saw that my assumption was wrong, and that stayed with me. The way they explained diversity was very good, too. I remember at the start there was a really good talk: ‘Our differences are our richness’. I really liked that. And later, I think it was the third module, we had discussions on women’s rights and sexual orientation, which I also found very valuable.” (Programme participant no. 21, visually impaired, girl, state school, Year 10 student, no volunteering experience)

Survey responses showed that not all young people experienced every stage of this change pathway. At the end of the programme, during the in-person group evaluation meeting, we asked the young participants an open-ended question. They were asked to share their thoughts about the programme by using at least three of the following five sentences:

- (“In this programme, I learned ...”
- “I am glad that ... happened”
- “I wish ... had/ had not happened”
- “An unforgettable moment: ...”
- “I would like to say ...”

Using these prompts, 8 out of 20 participants mentioned that they had realised their own prejudices during the programme.

“This programme helped me the most with my prejudices. Because I don’t like making friends at all.” (Data kept anonymous, Participant 5)

“In the programme, I experienced the biggest change regarding prejudice. We had some really full and meaningful weeks.” (Data kept anonymous, Participant 6)

“When I heard most of my friends’ thoughts, I realised there were people who thought that way too. I’m so glad I came here and met the people here. There were many people I was prejudiced against at first, but as we worked together as a team, I got to know them better and they left a much better impression on me.” (Data kept anonymous, Participant 12)

“The greatest change I experienced in the programme was about empathy and prejudice. Because I’m a very prejudiced person — I really approach people that way. I’m so glad I was here and that I became part of this environment.” (Data kept anonymous, Participant 17)

Some reported that they did not experience the stage of “becoming aware of their own prejudices towards others”. Looking more closely, these tended to be young people who were already volunteers with CYDD or those who were visually impaired. Focus group discussions revealed that both groups already had a higher level of awareness about diversity prior to the programme. This was further reflected in the quantitative data: the increase in the outcome “rights-based perspective on diversity” was significantly smaller (by two points) for CYDD volunteers compared to the other participants.

At the same time, young people attending private schools experienced greater progress than their peers: their scores in “respecting differences” increased by three points more on average, and their scores in “developing a rights-based perspective on diversity” increased by two points more. Students in private schools generally spend time in more homogenous environments, surrounded by peers who are not socio-economically disadvantaged and who share similar income levels, lifestyles, and cultural backgrounds. This limits their opportunities to be exposed to different life experiences. The opportunity to interact and socialise with peers from more

disadvantaged socio-economic backgrounds through the programme may have been a key factor supporting this stronger shift.

The mother of one private school participant observed that her daughter had stepped outside of her own bubble through the programme, spending time with young people very different from her school friends, and that this had increased her empathy:

“They live almost in a kind of bubble, in a closed environment. I saw really positive growth in her; she will be part of society, stepping out from under our wings, and I felt she will be able to manage delicate balances. She joined the programme with enthusiasm, alongside young people from very different backgrounds. If we as parents had tried to create this, it would have been artificial — it was wonderful that she was able to experience it in her own way, and at exactly the right age.” (Parent of participant no. 7, private school student, girl)

Another segment in which participants showed different levels of progress was gender. Among boys, the only area where the increase was noticeably higher was in “knowledge of how to build empathy,” where their scores rose by 2.5 points more on average compared with others.

In the value map, the endpoint of this change pathway was taken into account, and the calculation was made on the basis of 19 participants. Below, the average increase is presented for all young people who experienced this change.

Statements from the survey measuring the chain of change	Number of participants who reported change (out of 20)	Average increase among those who experienced change (out of 10)
During the programme, my level of respect for diversity increased by ... out of 10.	13 participants	8,2
During the programme, my awareness of having prejudices against others increased by ... out of 10.	15 participants	6
During the programme, my knowledge of how to build empathy increased by ... out of 10.	18 participants	6,4
During the programme, my ability to empathise and turn that empathy into action increased by ... out of 10.	18 participants	6,5
During the programme, my rights-based perspective on diversity increased by ... out of 10.	19 participants	5,8

In this chain of change, the extent to which outcomes occurred was primarily assessed through the following indicators:

- **Respect for diversity:** 13 out of 20 participants stated that they experienced a positive change, with those reporting change indicating an average increase of **8.2 out of 10** in their level of respect for diversity.
- **Awareness of personal bias (prejudice):** 15 out of 20 participants reported experiencing change, with those who did so indicating an average increase of **6 out of 10** in their awareness of personal prejudice.
- **Knowledge of how to build empathy:** 18 out of 20 participants stated that they experienced change, with those reporting change indicating an average increase of **6.4 out of 10** in their knowledge levels.
- **Ability to empathise and turn empathy into action:** 18 out of 20 participants reported experiencing a change, with those who did so indicating an average increase of **6.5 out of 10** in their ability levels.
- **Developing a rights-based perspective on diversity:** Out of 20 participants, 19 reported an increase in their rights-based perspective at the end of the chain of change, with an average improvement of **5.8 out of 10**.

Additionally, during the in-person group evaluation conducted at the end of the programme, 13 out of 20 participants stated that they had become more aware of their own prejudices and had gained new perspectives by meeting people different from themselves. These direct statements from participants support the indicators reflected in the survey data.

The indicators gathered through the survey have been incorporated into the value map.

When looking at both the number of participants who experienced change and the depth of that change, the proportion of young people reporting an increase in their “respect for diversity” is lower compared to the other areas of change. Out of the 20 young people from whom survey data was collected, only 13 – that is, 65% – indicated that they had experienced change in this area. The main reason for this appears to be their already high level of awareness prior to the programme. Some young people who stated that their awareness of diversity was already high before the programme expressed that, thanks to the programme, their knowledge of how to translate this awareness into action had increased.

“I honestly thought we would be visiting universities throughout the programme. I didn’t know we would have a module where we would discuss people’s differences. I had no prior knowledge about it... I am already someone who places great importance on issues related to diversity. In middle school, I had a friend with differences, and perhaps because of that I already had a sense of empathy and care. When I started this module, that increased even more. I now know better how to act.” (Programme participant no: 2, Year 10, state school, female, no prior volunteering experience)

“Honestly, yes, there were people with differences. But the best part was that when we were talking to them and interacting, we actually forgot about these differences. Not in a negative way – we realised that these differences don’t matter in that sense. I already had some awareness of these issues before, but this programme made it easier to learn how to communicate with individuals who are different, and how to approach them more

appropriately.”(Programme participant no: 16, partially sighted and hearing impaired, Year 11, private school, female, with volunteering experience)

Those who reported an increase in their “respect for diversity” experienced a comparatively high depth of change across the other areas of change. The average increase among these participants was 8.2 out of 10. Overall, this change group demonstrated a chain of change progressing from awareness to behaviour and finally to a rights-based perspective.

Participants Who Did Not Experience Change: Among the young people who completed the survey, one participant reported no change in this well-defined outcome within any chain of change. This individual noted that their level of awareness was already high before joining the programme and that any development in their “rights-based approach to diversity” had occurred through programmes previously attended at ÇYDD. The participant also took part in the focus group discussion and confirmed that their pre-programme level in respect for diversity, empathy, and rights-based perspective was already high, and the programme did not provide them with new gains in these areas.

Attribution : Of the 19 participants who did experience change, 11 responded positively to the question, “In the changes you experienced regarding rights-based approach to diversity and respect for differences, did any other institutions or individuals contribute besides the Colourful Steps Programme?” Schools, peers, and voluntary involvement in civil society organisations were cited most frequently. On average, these other individuals or institutions contributed 43% to the achievement of this outcome, with the remaining proportion attributed to the Colourful Steps Programme. For example, one participant who cited their school and social environment stated:

“(The change I experienced) would not have been as effective as that gained through Colourful Steps, but through the individual and social projects I have undertaken, I could have increased it by approximately 35%.” (Programme participant no: 18, male, Year 10, private school, no volunteering experience)

Among those who made attributions, participants who were volunteers at ÇYDD credited a significant portion of their change to ÇYDD. Some participants attributed part of their development to teachers, family, or friends. Overall, averaging across the 19 participants, 35% of the attribution for gaining a rights-based approach to diversity is assigned to other institutions, while 65% is attributed to the Colourful Steps Programme.

Segmentation: The depth of change experienced by young participants within this outcome group drew attention to potential relationships with certain participant characteristics. When examining these relationships, the following observations emerged:

- Among students attending private schools, (67%) 4 out of 6 attributed part of their change in developing a rights-based perspective on diversity to their schools.
- Among those who had previously volunteered with civil society organisations, (63%) 5 out of 8 attributed their change to the organisation they had volunteered with.

- Participants who reported experiencing limited change often indicated that their pre-existing awareness was already high. Some of those who did not experience change in awareness within the chain of change did, however, report developments in behaviour and rights-based approach.

Deadweight: When asked whether they would have experienced similar change without participating in the programme, young people noted that they would have experienced some change due to other stakeholders they engaged with. Specifically, they indicated that school-based projects or participation in civil society organisations would have contributed to their development. Among the 19 participants who reported experiencing change, 7 (37%) answered positively to this question, assigning an average probability of 28% that the change would have occurred anyway. The remaining participants indicated that the change would not have happened without the programme. Overall, 63% of participants stated that the change would not have occurred in the absence of the programme. **Considering all survey respondents, the average probability of change occurring regardless of the programme was 9%.** In other words, participants estimated that, without the Colourful Steps Programme, there was a 9% likelihood of experiencing positive change in adopting a rights-based approach to diversity.

Given the highly subjective nature of these changes, it was challenging to identify existing research that could directly inform the deadweight estimates. However, as outlined in detail in the *Sensitivity Analysis* section, an increasingly authoritarian climate in Türkiye has resulted in a gradual erosion of rights-based language and everyday rights-based practices. Pressures on civil society have intensified, and judicial independence has steadily weakened. For this reason, any project aimed at fostering a rights-based approach has particular value, as initiatives in this area are diminishing and societal engagement with rights-based thinking is declining. Consequently, had this programme not taken place, the likelihood of young people experiencing this change—unless they were already personally inclined or connected to such topics—would have been low.

It can be concluded that prior civil society volunteering and being a private school student influenced both attribution and deadweight. For example, a participant attending a public school with no prior volunteering experience noted:

"If I had not participated in this programme, I could still have experienced about 30% of the change because I was planning to join another organisation." (Programme participant no:12, female, Year 10, public school)

Another participant, attending a private school and beginning volunteering at ÇYDD, commented:

"My approach was not very different already; it could have improved by about 15% in terms of being clearer and rights-based, and that would have been through school projects." (Programme participant no:7, female, private school student and ÇYDD volunteer)

Duration: Participants were asked how long they expected the change experienced within this chain of change to last. The question was posed as a multiple-choice item, repeated for each type

of change. Responses were as follows, with the majority view representing 65% of participants. **For the purpose of the value map calculations, outcome was assumed to last up to five years after the end of the programme.**

Duration of change in rights-based perspective on diversity	
Change does not continue	0 participant
Continues for 6 months	1 participant (5%)
Continues for 1 year	0 participant
Continues for 2-3 years	0 participant
Continues for my lifetime	13 participants (%65)
Don't know.	6 participants (%30)

Drop-off: The drop-off rate was determined based on judgement, taking into account the nature of the change and insights from qualitative data. Developing a rights-based perspective on diversity alters a person's outlook and perception, and is likely to persist over a long period. To move away from this perspective, strong external factors—such as major societal changes—would be required. For example, rising homophobic, discriminatory, or ultra-nationalist rhetoric in the country could influence people's views. Although the participants indicated that this change would last a lifetime, considering the increase in discriminatory discourse in Turkey, there is a possibility that the effect may diminish over time. Taking into account the participants' responses and the risk posed by rising discriminatory rhetoric, it was judged **that the drop-off rate would be 30%.**

Outcome 2: Making more informed decisions about university and profession choices

One of the main objectives of the programme is to enable students, who will be choosing their fields and courses prior to university entrance exams, to make informed decisions. As noted earlier, this change was also reflected in the participants' expectations of the programme. Three intermediate outcomes occur on the way to achieving this outcome: acquiring knowledge about different careers, gaining information on services and education offered by universities, and understanding university life.

	Intermediate Outcome	Well-defined Outcome
2	Exploring different professions	

	Gaining knowledge about educational opportunities and services offered at universities	Making more informed decisions about university and profession choices
	Gaining knowledge about university life	

Key activities aligned with this chain of change included university visits. Career presentations covered a limited number of professions and were generally confined to those featured during the presentations of different university departments. The programme at the Culinary Arts Academy, on the other hand, introduced participants to the profession of cooking and the various steps involved in pursuing a career in this field.

In Turkey, students in non-vocational high schools typically choose their field of study in the second year of high school (Year 10). This choice represents the first step in determining which university programmes they will later pursue. For instance, a student aspiring to study medicine or engineering would select the “science” track in Year 11, while a student interested in political science, psychology, or law would choose the “equal-weighted” track. Year 12 is the final year of high school, and the university placement exam takes place at the end of this year. Of the 21 students who participated in the programme, 12 had already made their field selection before starting the programme. Three students attended vocational and technical high schools and followed the career paths prescribed by their schools, while the remaining six had not yet made a selection. **Although it was considered that the depth of change in this chain might differ between those who had chosen their field and those who had not, survey responses and focus group discussions indicated no significant difference in the programme’s impact between these two groups.**

The data collected shows that university visits increased students’ understanding and imagination of university life, and helped them gain information about services and educational offerings at universities. However, knowledge about different professions remained limited. This was primarily due to the relatively few career presentations within the programme and the limited diversity of professions introduced. Nevertheless, participants were able to reinforce the changes they experienced regarding university and career choices by asking the programme team questions about the professions that interested them. Among the 20 students from whom data was collected, 17 (85%) reported having been introduced to new professions, while 19 (95%) stated that they had gained knowledge about what university life is like and the services and educational opportunities offered there. At the end of this chain of change, 85% of the students felt more informed about their university and programme choices. In terms of the magnitude of change, the increase in knowledge about professions was relatively lower than other changes, with an average increase of 5.2 out of 10.

When examining potential differences between student profiles, some variation was observed, but most differences were less than 2 points and therefore not considered statistically significant. Given the small population size, only differences of at least 2 points were treated as meaningful. Accordingly, only male students reported an increase in knowledge about university life that was 2 points higher than the overall average.

Statements from the survey measuring the chain of change	Number of participants who reported change (out of 20)	Average increase among those who experienced change (out of 10)
During the programme, my knowledge of different professions increased by ... out of 10.	17 participants	5,2
During the programme, my knowledge of the services and educational framework offered by universities increased by ... out of 10.	19 participants	6,9
During the programme, my knowledge of university life increased by ... out of 10.	18 participants	6,3
If I were to choose a university and a department, I believe I would make a more informed decision by ... out of 10.	17 participants	6,1

In this chain of change, the extent to which outcomes occurred was primarily assessed through the following indicators:

- **Exploring different professions:** 17 out of 20 participants stated that they experienced a positive change, with those reporting change indicating an average increase of **5.2 out of 10**.
- **Gaining knowledge about educational opportunities and services offered at universities):** 19 out of 20 participants reported experiencing change, with those who did so indicating an average increase of **6,9 out of 10** in their level of knowledge.
- **Gaining insights into university life:** 18 out of 20 participants stated that they experienced change, with those reporting change indicating an average increase of **6.3 out of 10**.
- **Making more informed decisions about university and profession:** Out of 20 participants, 17 reported an increase in their capacity to make more informed university and career choices , with an average improvement of **6,1 out of 10**.

Additionally, during the in-person group evaluation held at the end of the programme, **2 out of 20 participants referred to the university visits**. Although the young people were not initially prompted to speak specifically about this change, two of them highlighted the university visit as an aspect that particularly influenced them. Furthermore, **8 out of 20 participants** mentioned the session held at the Culinary Arts Academy—designed both as a profession-introduction activity and an inclusion event—as a positive and memorable experience. This indicates that, rather than the professional information itself, the time spent in the venue and the overall experience were more significant and memorable for the young people. The data obtained from the focus groups and surveys provided a clearer understanding of the depth of change experienced in this area.

The indicators gathered through the survey have been incorporated into the value map.

Looking at the depth of change among all participating youth, the most pronounced change was in their knowledge about universities. 95% of the programme participants stated that their knowledge of services and educational offerings at universities increased by an average of 6.9 out of 10 during the programme.

The fact that some programme sessions took place at universities, with visits providing information about faculties, enabled young people to gain a clearer understanding of university life. In Turkey, access to universities is not unrestricted. Security measures and general restrictions on visits limit young people's ability to learn about universities. Nevertheless, students can visit universities through events organised by their high schools, although the frequency of such events varies by school. Free university fairs aimed at students are also organised, but the participation of public universities may be limited. In this context, simply entering universities through the programme contributed significantly to young people forming an idea of university life.

In addition to campus visits, the programme also provided presentations about universities in the classroom setting. However, during focus groups with participants, young people noted that walking through university corridors and hearing explanations on site was far more instructive and inspiring.

"I really enjoyed the introduction at Istanbul University. Because they showed us around, pointing out different places—here is the Rectorate, here is this department—we at least saw a general overview. At Istanbul Technical University, however, we just sat in a conference hall while they explained the university to us. Later, they drove us around and only gave us a superficial view. We couldn't really see where anything was."

(Programme participant no:4, female, public school 10th grade student, ÇYDD volunteer)

*"At Kültür University, there was both a formal introduction and a student from the university who spent time with us and talked to us, which I really liked. Speaking one-on-one with a student, rather than only through a presentation, was very enjoyable. Afterwards, we also toured the campus. Personally, I think I liked Kültür University more. From an introduction perspective, they tried to show us the places we could visit. Otherwise, just sitting through a presentation can be boring, and we could also look up the information online. **Even small glimpses of the campus were valuable. Or, if they could assign a student to spend a day with us, I think that would be even better.**"*

(Programme participant no:19, visually impaired, female, public school 11th grade student, no prior volunteering experience)

"I've been in the same profession for about 3–4 years. I even added a few extra elements here and there. (...) The same thing happened to me at Istanbul Technical University. If I need to mention this, you really experience that perfect feeling. When you enter the environment and breathe in the atmosphere, it feels wonderful." (Programme participant no:18, male, private school 10th grade student, no volunteering experience)

Some participants had already decided on their profession before joining the programme, while others had only chosen a field and remained uncertain about specific careers. By the end of the programme, some young people reported having eliminated certain career options from the groups they could pursue, while keeping others under consideration. Others noted that their confidence had increased, enabling them to feel more certain about the professions they wanted to pursue.

“I chose the Equal Weight track (Social Sciences & Math track), but my mind was always leaning towards the Science track. It’s still like that to some extent. But it’s not that I regret my choice. There are subjects I enjoy in the Science track, but my goal was clear, so I chose Equal Weight. I am very happy with that. During this programme, I became even more confident in my choice. The main reason I chose Equal Weight track was because I wanted to study law, and my visual impairment would have made Science track subjects more difficult. This programme increased my self-confidence, and my law goal became even clearer. Therefore, my decision to choose Equal Weight track was reinforced.” (Programme participant no:16, partially visually and hearing impaired, private school 11th grade female student, with volunteering experience)

For a participant considering studying gastronomy, the activity at the Culinary Arts Academy had a positive effect on their decision-making process.

“During our first week visit to Istanbul University, Sefer Abi was reading about space and astronomy and shared his knowledge. That’s when I realised: I enjoy researching this as a hobby, not as a career. I understood that this would not be the right career choice for me. (...) I had three or four career options in mind but didn’t have detailed knowledge about them. I knew a little and did some research online. I wanted to study gastronomy, as my friends also saw at the Culinary Arts Workshop. I was so excited on the way there, and I tried to engage in everything—talk to everyone, try everything, see everything. The chefs sharing their real-life experiences in the profession with me was wonderful. I thought, “Yes, this is exactly what I want to do.”” (Programme participant no:4, female, public school 10th grade student, ÇYDD volunteer)

Despite these positive changes, it should be noted that only a small number of professions were introduced throughout the programme. University visits focused more on faculties and departments than on specific careers, and these were mostly numerically oriented fields. Considering the time constraints of the programme, it is recommended to provide information about the professions participants are curious about. If, at the start of the programme, young people are asked which careers they are interested in and the content is planned accordingly, they can gain knowledge about their preferred professions, and their ability to make informed decisions regarding university and department choices may be positively enhanced.

“It would have been useful for me to learn about the subjects I was most curious about. For example, I was interested in psychology. If I could have received information about that, it would have been very helpful.” (Programme participant no:21, visually impaired, female, public school 10th grade student, no prior volunteering experience)

Stakeholders who did not experience the end of the chain of change (well-defined outcome):

Among the 20 respondents, three young people reported that although their knowledge about professions, university life, and services offered at universities increased, they did not experience a change in making more informed decisions about their university or department choice. Discussions with these participants revealed that they had largely already made decisions about their field and profession prior to the programme, and while they were exposed to new careers, the content did not influence their choices.

“I just made my “track” choice recently, so there (the programme) wasn’t much change for me. I had already decided on Science track. That was certain for me. The programme only helped in choosing a profession. For example, we saw the professions associated with Science fields. Some of them interested me. We looked at everything, but they were difficult. I’m not sure about them. The track is fine for me, but the profession is still a bit complicated.” (Programme participant no:2, 10th grade student, public school, female, no prior volunteering experience)

It is evident from this participant’s statements that by the end of the programme she still had questions regarding professions:

“Perhaps I could have spoken to a dietitian because I want to be a dietitian. I told my family I wanted to be a dietitian. They say, “Where will you work? You need your own place,” and it confuses me. I am thinking whether to be a biology teacher or a dietitian. I spoke to teachers about teaching. They say, “Will you deal with children? The salary is this much, it’s difficult, it’s hard to teach, you have to study hard,” and it made me even more confused”. (Programme participant no:2)

Providing information in advance about guided professions and incorporating this into the programme content would be particularly beneficial for visually impaired participants. They would gain support in understanding which professions they could pursue at university and which universities facilitate education for visually impaired students.

“Before joining this programme, my profession was already decided. I am in the Quantitative stream, but my desired professions were more aligned with Equal Weight. At the universities we visited, the focus was more on Quantitative subjects. I really loved Istanbul Technical University, but my desired professions were not represented there, which was disappointing. I wanted to become a child psychologist or a lawyer focusing on women and children’s rights, so in that sense, the Çağdaş Yaşamı Destekleme Derneği (Association for Supporting Contemporary Life) contributed to my understanding. I really liked it. Apart from that, I didn’t receive much information about universities related to my chosen professions.” (Programme participant no:19, visually impaired, female, public school 11th grade student, no prior volunteering experience)

Another visually impaired participant also noted that the career presentations and universities visited during the programme did not cover professions they could realistically pursue.

"I wanted to go to Istanbul University. I also learned a bit about its history and gathered some information. There wasn't a profession there that I could pursue. I was thinking either law or psychology, and I'm still undecided about both. That's how it is."

(Programme participant no:21, visually impaired, female, public school 10th grade student, no prior volunteering experience)

Looking at the average of the three participants' intermediate outcomes just before the well-defined outcome, **their average increase in knowledge about professions and universities was 5.4 out of 10.**

Attribution: Participants were asked, "In the change you experienced in recognising professions and universities, did any other institutions or individuals contribute besides the Colourful Steps Programme?" Half of the respondents (50%) answered positively. Those who responded attributed varying proportions of their change to their schools, families, and some to their own research. Common examples included career days organised by schools, field visits, and relevant conferences. On average, these three sources contributed about 50% of the change for those participants.

When considering all participants, **the 19 young people who experienced the well-defined outcome attributed 77% of their change to the Colourful Steps Programme.**

Deadweight: Participants were also asked whether they would have experienced this change even if they had not joined the programme. Twenty-one percent answered positively. These respondents estimated that they could achieve an average of 73% of the change through similar school activities or internships. Considering all 19 participants who experienced an increase in making more informed decisions about university and department choice, **it was estimated that without the Colourful Steps Programme, they would have a 15% likelihood of experiencing this change.**

Career-related presentations are also conducted by school guidance services. However, university visits are generally organized at the initiative of the school, involve transportation costs, and are relatively uncommon in schools attended primarily by students from lower-middle-class families. Therefore, the deadweight effect is expected to be particularly low among public high school students.

External evidence and research for this outcome is limited, as practices within the Turkish Ministry of National Education (MEB) change frequently. For example, a portal introducing careers was implemented under the previous MEB president but was discontinued when a new minister took office. Moreover, there are variations between schools; nevertheless, it is generally known that such activities are conducted in school

Duration: Participants were asked in the survey how long they expected this change to last. The responses were as follows: nearly half of the young people stated that they did not know, while 35% indicated that the impact of this change would last throughout their lives. Considering that many participants will choose their profession within two to three years and will take the university entrance exam, it can be assumed that the change will continue for 2–3 years, after

which this knowledge and awareness may take on different forms. In Turkey, high school lasts until Grade 12, and students sit the university entrance exam at the end of Grade 12. Therefore, for a 10th-grade student, the change could continue for three years, while for an 11th-grade student, it would last approximately two years. Of course, if students who do not gain admission decide to retake the exam the following year, the change may continue.

To adopt a conservative approach and avoid overstating the duration, the change has been assumed to last for two years. As shown in the value map, the SROI calculation has been made on the basis that **the change will not continue beyond two years.**

Duration of change in Making more informed decisions about university and profession choices	
Change does not continue	0 participant
Continues for 6 months	1 participant (5%)
Continues for 1 year	0 participant
Continues for 2-3 years	3 participants
Continues for my lifetime	7 participants (35%)
Don't know.	9 participants (40%)

Drop-off: The change in knowledge of professions and universities, and the ability to make more informed decisions, will diminish after participants have made their university and career choices. However, during this period, university and career decisions remain one of the top priorities for high school students. Schools provide presentations on these topics—especially in the final year—some organise university visits, and many public institutions hold free fairs introducing universities and programmes.

As a result, the likelihood that this change will be reinforced and that attribution may shift to other activities over the long term is high. This means that the drop-off is not expected until students are admitted to university. Considering the possibility that other activities beyond this programme could continue to support the change, the **drop-off rate has been set at 50%.**

Outcome 3: Being able to think with a social benefit-oriented mindset

	Intermediate Outcome 1	Intermediate Outcome 2	Intermediate Outcome 3	Well-defined Outcome
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3	Understanding the role of civil society in generating social value	Belief in their ability to be part of the solution	Developing a desire to volunteer or take action within civil society	Being able to think with a social benefit-oriented mindset.
	Developing awareness of social issues			

This chain of change was supported through specific sessions within the programme. In addition, throughout the programme, associations and service centres established with a social benefit purpose were visited and introduced to the participants. This enabled young people to interact with individuals and institutions contributing to societal benefit. Most participants reported understanding the role of civil society in providing social value and stated that their awareness on this issue had increased.

In the “Being able to think with a social benefit-oriented mindset” change chain, all programme participants experienced change in the well-defined outcome. In other words, by the end of the programme, all young people reported an increase in their ability to think with a social benefit-oriented mindset. For programme facilitators, this skill encompasses the ability to identify and recognise a social problem, develop a solution, and be willing to take initiative. Additionally, the desire to volunteer in civil society organisations was considered an important change objective under this outcome for the programme facilitators.

Statements from the survey measuring the chain of change	Number of participants who reported change (out of 20)	Average increase among those who experienced change (out of 10)
During the programme, my understanding of civil society’s role in providing social benefit increased by ... out of 10.	20 participants	7,2
During the programme, my awareness of social issues increased by ... out of 10.	18 participants	6,7
During the programme, my belief that I could be part of a solution increased by ... out of 10.	20 participants	7,0
During the programme, my willingness to volunteer in civil society increased by ... out of 10.	20 participants	7,9
By the end of the programme, my ability to think with a social benefit-oriented mindset increased by ... out of 10.	20 participants	6,7

In this chain of change, the extent to which outcomes occurred was primarily assessed through the following indicators:

- **Understanding the role of civil society in generating social value:** All participants stated that they experienced a positive change, with those reporting change indicating an average increase of **7.2 out of 10**.
- **Awareness of social issues:** 18 out of 20 participants reported developing awareness of social issues, with those who did so indicating an average increase of **6,7 out of 10** in their awareness.
- **Building a belief in their ability to be part of the solution:** All participants stated that they could be a part of the solution, with those reporting change indicating an average increase of **7,0 out of 10** in their belief.
- **Developing a desire to volunteer or take action within civil society:** All participants reported willingness to volunteer in civil society, with those who did so indicating an average increase of **7,9 out of 10**.
- **Being able to think a social benefit-oriented mindset:** All reported an increase in their ability to think a social benefit-oriented mindset at the end of the chain of change, with an average improvement of **6,7 out of 10**.

In addition to the survey data, another indicator used to understand this change was the reflections shared by the young participants during the focus groups and the in-person group evaluation conducted with all participants at the end of the programme. With regard to this change, two participants specifically referred to the workshops, stating that they had become acquainted with new civil society organisations and were considering engaging in voluntary work.

The indicators gathered through the survey have been incorporated into the value map.

It was observed that programme participants experienced an average increase of **7.9 points** in their willingness to volunteer in civil society. Compared with the intermediate outcomes under the well-defined outcome of “being able to think with a social benefit-oriented mindset,” the highest increase was in the willingness to volunteer in civil society. When looking at which sub-groups experienced the change differently, it was found that **boys’ understanding of civil society’s role in providing social benefit was 2 points above the overall average**. This may be related to the fact that boys are less engaged in volunteer activities, that a higher proportion of them attend private schools, or that they are newer to issues related to social benefit. Among **visually impaired youth, the increase in understanding of civil society’s role was 1.5 points below the overall average**. The fact that all visually impaired participants were girls may also have influenced this result.

In focus group discussions, young participants stated that their belief in being part of a solution had increased and that they had developed a willingness to volunteer in civil society and to take action.

“For example, I didn’t know any of these civil society organisations we visited. I heard about them for the first time, I just learned about them and I thought they were really great. Then my friends and I — me, Mine, Esma and others — even said, let’s join a project, let’s at least do something. We got in touch, and we are still waiting to hear back

from them.” (Programme participant no:21, visually impaired, female, public school, 10th grade, no prior volunteering experience)

A total of 20 young people who provided data were included in the SROI calculation. There were no stakeholders who did not experience the well-defined outcome at the end of this change pathway.

Attribution: Young people who experienced change were asked, “In developing your ability to think with a social benefit-oriented mindset, were there other institutions or people besides the Colourful Steps Programme that contributed to this change?” Out of 20 young people, 9 (45%) responded positively, stating that on average about half of the change was attributable to other sources such as the CSOs where they volunteered, school club activities, and their social environment. Taking all participants into account, it was found that **22% of the experienced well-defined outcome was attributed to other actors, while 78% was attributed to the Colourful Steps Programme.**

Deadweight: In this change pathway, young people were asked whether they would have developed the ability to think with a social benefit-oriented mindset if they had not participated in the programme. According to their responses, 55% stated that the change could still have happened, estimating the likelihood at **48% on average**. The main factors enabling this were again volunteering experiences in CSOs, followed by school and social networks. Considering the responses of all young people who experienced the change, it can be concluded that **without the programme, there was a 24% probability that the change would still have occurred**. This change is also vulnerable to broader societal influences. As pressure on civil society increases, civil society organisations may be able to reach fewer people, while negative public narratives may lead communities to distance themselves from such organisations or avoid engagement out of fear. As numerous studies (Smidt, H., Johansson, J. & Richter, T. 2025, Garoupa, N., & Spruk, R., 2024) have demonstrated, the pressure exerted by the Turkish government on civil society organisations in recent years is evident. This pressure could have justified assigning lower deadweight estimates; however, in order to avoid underestimating the value created, we opted to keep the deadweight rate relatively high.

Duration: Young people were asked in the survey how long they thought the change they experienced in their ability to think with a social benefit-oriented mindset would last. Their responses were as follows:

Duration of change in “Being able to think with a social benefit-oriented mindset.”	
Change does not continue	1 participant (5%)
Continues for 6 months	1 participant (5%)
Continues for 1 year	1 participant (5%)
Continues for 2-3 years	2 participants (10%)

Continues for my lifetime	10 participants (50%)
Don't know.	5 participants (25%)

Half of the young people stated that the change would last throughout their lives, 25% said they did not know, and the rest indicated that it would last for 2–3 years or less. The change in the ability to think with a social benefit-oriented mindset also brings with it the adoption of a particular approach. It is less likely that young people—especially those who expressed willingness to volunteer in civil society—would abandon this approach. Therefore, the assumption that the effect of the change would last longer than 2–3 years is stronger. For this reason, in the Value Map it was assumed that **the change could continue for up to five years after the end of the programme**, and the SROI calculation was conducted accordingly.

Drop-off: Although programme participants expressed that the change in their ability to think with a social benefit-oriented mindset would be long-lasting, there is a possibility that its impact may decrease over time. If young people do not put this ability into practice by participating in social benefit-oriented projects or associations, the effect of the change may decline. However, it was observed that all participants expressed an increased willingness to volunteer in civil society after the programme. Taking all these factors into account, the **drop-off rate was considered as 20%**.

Outcome 4: Increase in social Skills

	Intermediate Outcomes	Well-defined Outcome
4	Making new friends	Increase in social skills
	Socializing with peers from diverse backgrounds	
	Expressing ideas within a group	
	Understanding the importance of time management and teamwork in problem-solving	

The outcome of gaining social skills is considered as a whole that encompasses different social abilities. Within this change group, young people’s socialisation and making new friends hold an important place. In the previous programme, making friends and socialising had emerged through qualitative data as a significant change for young people, and in this programme they were evaluated as an intermediate outcome feeding into the broader change of gaining social skills.

In the Colourful Steps Project, almost all young people stated that they had socialised and made new friends. Some expressed that as they socialised and made new friendships, they became more aware of their prejudices and felt that these prejudices decreased. Others said the opposite—that because their prejudices decreased, they were able to socialise more. In this way,

the change in socialisation also supported the development of the ability to live together with differences. To avoid double counting, the outcome of “becoming aware that their prejudices decreased” was not included in this chain but was instead evaluated under the first change, “developing a rights-based perspective on diversity”.

Another intermediate outcome within the main change group of gaining social skills was young people’s ability to express their thoughts in front of a group. Throughout the programme, the modules encouraged young people to express their ideas either within small groups or in larger groups through group work. Trainers used interactive methods to give participants the confidence to voice their thoughts.

A further change related to developing time management and teamwork skills and understanding their importance in problem solving. During the programme, young people took part in group tasks with specific responsibilities to be completed within limited timeframes. In these tasks, they worked as teams and experienced what it means to act collectively. For the association, it was considered important that young people raised their awareness and developed skills in these two areas.

These intermediate outcomes point to various increases in awareness and skills that can be gathered under the broader heading of social skills. This change was found to be relevant and significant, and was therefore evaluated as a material outcome and included in the SROI calculation. Below, the data from young people’s survey responses are shared, showing the levels at which these changes occurred.

Statements from the survey measuring the chain of change	Number of participants who reported change (out of 20)	Average increase among those who experienced change (out of 10)
During the programme, my ability to make new friends increased by ... out of 10.	19 participants	8,1 (median value 10, indicating that the majority rated the increase as 10 out of 10)
During the programme, my ability to socialise with peers from diverse backgrounds increased by ... out of 10.	20 participants	7,3
During the programme, my ability to express my thoughts in a group increased by ... out of 10.	19 participants	6,1
During the programme, my understanding of the importance of time management and teamwork in problem-solving increased by ... out of 10.	20 participants	6,4

In this chain of change, the extent to which outcomes occurred was primarily assessed through the following indicators:

- **Making new friends:** 19 out of 20 participants stated that they made a positive change, with those reporting change indicating an average increase of **8,1 out of 10**.
- **Socializing with peers from diverse backgrounds:** All participants reported socializing with peers from diverse backgrounds, with those who did so indicating an average increase of **7,3 out of 10** in their awareness.
- **Expressing ideas within a group:** 19 out of 20 participants stated that they could express their thoughts in a group, with those reporting change indicating an average increase of **6,1 out of 10** in their belief.
- **Understanding the importance of time management and teamwork in problem-solving:** All reported an increase in this outcome, with an average improvement of **6,4 out of 10**.
- **Increase in social skills: The well-defined outcome was calculated as the average of the four sub-outcomes,** since there was no hierarchy among them and each contributed equally to the overall change. There were no participants who did not experience change in social skills overall, and the average increase was **6.7 out of 10**.

In addition to the survey data, another indicator used to understand this change was the reflections shared by the young participants during the focus groups and the in-person group evaluation conducted with all participants at the end of the programme. With regard to this change, most of the participants mentioned they made new friends and they are planning to continue their friendship after the programme.

The indicators gathered through the survey have been incorporated into the value map.

Within the well-defined outcome of “increase in social skills,” all young participants experienced change in two of the sub-outcomes, while in the other two sub-outcomes, 19 out of 20 reported positive change. Among these, “making new friends” was the area with the greatest increase. The majority of young participants rated this change as 10 out of 10. The lower overall average was largely due to four participants. One of them was a young participant who attended the programme accompanied by her mother and socialised less with peers during breaks. She rated the change in making new friends as 1 out of 10, and was thus included in the group who experienced little or no change. In the final survey, she also noted that she did not communicate much with others because she did not feel the group was suitable for her:

“I did not communicate much because I did not find them suitable for me.” (Programme participant no. 11, female, public school, 10th grade, ÇYDD volunteer)

This participant had also reported experiencing social exclusion in her application form. Therefore, both her challenges in socialising and the fact that her mother accompanied her to the programme can be considered barriers to her socialisation. It is likely that the association’s team drew lessons from this situation to improve management in future implementations. Indeed, during the evaluation meeting with the organising team at the end of the programme, there was consensus on making a decision regarding the participation of parents in upcoming activities.

The three other participants with lower increases in making new friends and socialising with peers from diverse backgrounds were young people with visual impairments. Their average increase was 3–4 points lower than the group average. These participants also reported experiencing feelings of loneliness during the programme. They noted that they mostly stayed within their own group and realised at the end of the programme that they had not fully socialised with everyone. This finding will be discussed in more detail in the following sections. The relationship between experiencing loneliness and a lower increase in making new friends is meaningful and consistent. Conversely, the group that experienced the greatest increase in making new friends was male participants.

Finally, the well-defined outcome was calculated as the average of the four sub-outcomes, since there was no hierarchy among them and each contributed equally to the overall change. For example, the participant who reported only 1 point of increase in making new friends was still included in the calculation of the average for gaining social skills, along with their scores in the other sub-outcomes. As “increase in social skills” refers to a combination of four interrelated changes, the outcome was assessed as a whole. Accordingly, **there were no participants who did not experience change in social skills overall, and the average increase was 6.7 out of 10.**

Well-defined outcome	Number of young participants included	Average of the 4 sub-outcome changes
Increase in social skills	20	6.7

Attribution: Young people were asked, “In the change you experienced regarding social skills, did any institutions or individuals other than the Colourful Steps Programme contribute?” Half of the respondents (10 participants) answered positively. Those who responded referred to different extents to the ÇYDD, the projects they participated in at school, their families, and other trainings they had received, with attribution rates ranging between 50% and 90%. Considering all participants, **the proportion of the change experienced by the 20 young people who experienced the well-defined outcome that they attributed to the Colourful Steps Programme was 68%.**

Deadweight: In the survey, young people were asked, “If you had not participated in the Colourful Steps Programme, would you still have experienced a change in social skills?” Those who answered “yes” were also asked to provide a percentage. According to the responses, 14 out of 20 participants, i.e., around 70% of the participants, answered positively. They stated that they could continue developing their social skills through school life, personal traits, or by participating in other trainings. When considering all participants, **the average deadweight was 27%**, indicating that even without the programme, young people would have experienced this change to some extent. A review of academic sources was conducted; however, no robust research was identified that could meaningfully inform the deadweight assessment.

Duration: Young people were asked how long they expect the change in social skills to last. According to their self-reports, 70% of the participants stated that the changes they experienced would last throughout their lives. None indicated that the changes would last a year or less.

Therefore, in the Value Map, **it was assumed that the effect could continue for 5 years after the programme’s end**, and the SROI calculation was conducted accordingly.

Duration of change in “social skills”	
Change does not continue	0 participant
Continues for 6 months	0 participant
Continues for 1 year	0 participant
Continues for 2-3 years	2 participants (10%)
Continues for my lifetime	14 participants (70%)
Don’t know.	4 participants (20%)

Drop-off: When young people participating in the programme were asked about the duration of the change, although a high proportion stated that the changes in social skills would last a lifetime, events in personal life—both positive and negative—can affect this change. For example, social exclusion in another environment may influence a young person’s ability to express themselves in a group or maintain friendships. The programme created a relatively safe and structured environment for the participants; therefore, the likelihood that they will continue to use the skills gained in other, different social settings may decrease. Considering the possibility of a decrease due to individual experiences and varying social environments, **the drop-off rate has been set at 30%.**

Recommendation: The programme can be said to have created an appropriate and safe environment for the development of young people’s social skills. The design of the sessions, including group work, enabled them to socialise, express their thoughts in a community, and gain experience in teamwork and time management. However, some young people may require more encouragement than others, and gaps in providing this support were identified. It is recommended to implement more activities that include and support young people with different abilities in socialising and making friends. For example, activities that give visually impaired participants more opportunities to express themselves, icebreaker events, and spaces in diversity sessions where they can share their needs with peers can enhance empathy among other participants. For young people who struggle with socialisation, giving them responsibilities within the organisation could be supported, initiating alternative ways for them to communicate with their peers.

Outcome 5: Discovering New Places

During the data collection process, one participant reported that they lived on the Asian side of Istanbul and often travelled alone to the activity venues by public transport rather than using the shuttle service. This participant explained that, as the venues changed each week, they discovered different neighbourhoods of the city while travelling. For this young person, the change was considered significant and meaningful. However, only one participant reported experiencing this change. The likely reason is that most participants lived on the Asian side and were collected from designated pick-up points by the shuttle service, which dropped them directly at the activity venues. These pick-up points were generally located in the districts where participants lived, at major transport hubs. As a result, participants either travelled home with their families or with a short public transport journey, and therefore did not share the same experience as the one participant mentioned above.

As this change was **not considered significant**, it was **not included in the SROI valuation**.

Outcome 6: Decrease in anxiety about the future

A reduction in anxiety about the future was reported by only one participant. The outcome chain for this change was described as follows: the young person stated that the programme had helped them gain greater self-confidence; as their confidence grew, they were able to set goals for their future; and as a result, their anxiety about the future diminished. However, no other participants reported experiencing this change during the focus group, nor was it mentioned in any of the other focus group discussions. Other participants described a similar process more in connection with the outcome of gaining social skills, rather than in relation to reduced anxiety about the future.

As this change was **not considered significant**, it was **not included in the SROI valuation**.

Outcome 7: Increased Participation in School Lessons

One participant reported an increase in their participation in school lessons. The process of this change was described as follows: as the young person made new friendships during the programme, their self-confidence grew. According to their own account, this increase in confidence positively influenced their participation in school lessons. Although many of the participants spoke about changes such as forming friendships and socialising, none of the others mentioned an increase in classroom participation. As this change was reported by only one participant, it was **not considered significant**.

Therefore, this change was **not included in the SROI valuation**.

Outcome 8: Increased interest in studying in a different city

In the focus group discussions, one participant stated that they had developed a desire to study in a different city after the programme. Although they mentioned that this aspiration emerged following their participation, they were unable to explain how it was related to the programme. As this was considered to be an individual preference rather than a programme-related outcome, the change was deemed **not relevant**.

Therefore, this change was **not included in the SROI valuation**.

Outcome 9 (negative): Feeling Lonely

In the online survey, participants were asked whether they had experienced any negative changes. Only a small number of young people mentioned negative changes, one of which was feeling lonely. This change was identified specifically among the visually impaired participants, who represented an important stakeholder segment within the programme.

Three participants reported feeling lonely during the programme and stated that this feeling arose directly in the course of the activities. Of the five visually impaired young people who took part in the programme, four were interviewed, and three of them reported experiencing loneliness. Given this proportion, the change was considered **significant**.

As this negative change was deemed both **relevant and significant**, it was included in the SROI calculation.

The visually impaired participants explained that they tended to remain among themselves, had limited interaction with other young people, and sometimes felt overlooked in the flow of the programme.

“I experienced this at certain points. Because... I was only talking with my own friends. I wasn't able to talk to other people. It felt like there was constant grouping going on. When I first arrived, I felt lonely. In one module they divided us into two groups, and I was separated from my friends. I ended up alone there, and that was when I felt lonely. Later it started to get a little better. But still, there were groupings during the modules. Everyone was hanging out and talking with each other, and I was left out. So, not everyone really got to know each other. For example, I just hung out with ... (referring to the two other visually impaired participants). We never managed to talk with others the way we did among ourselves. I felt very sad about that. I really would have liked to talk with them.” (Programme participant no. 21, visually impaired, female, state school, Year 10, no volunteering experience)

It was observed during my field visit that visually impaired participants tended to socialise more among themselves. Although in some modules trainers attempted to encourage integration through group work—by distributing young people sitting next to each other into different groups—these efforts were not always sufficient to prevent visually impaired participants from

occasionally experiencing feelings of loneliness throughout the programme.

In summary, the indicators used to identify this change included:

the frequency with which I observed young participants who remained on their own or consistently socialised with the same peers during field visits; the number of young people who stated, either in semi-structured conversations during these visits or in focus group discussions, that they had not socialised; and, finally, the participants who reported feeling lonely as a negative change in the survey. According to all these indicators, 3 participants out of 20, experienced loneliness as a negative change.

The young people who reported this negative change rated the increase in their sense of loneliness as **5 out of 10**.

Well-defined outcome	Number of Young People Included in the Calculation	Average Change Reported by Those Experiencing Loneliness
Feeling lonely	3	5

When we asked the young people who experienced this negative change how important it would be for them to avoid such a change, one participant expressed the importance of this feeling as follows:

I would not want to experience this feeling again. I don't know. I don't like the feeling of loneliness. That's why it is something important for me. I simply cannot stay without talking or doing anything. Nor can I remain alone. So, I would say 10. (Programme participant no. 21, visually impaired, female, state school, Year 10, no volunteering experience)

Attribution: When asked whether other circumstances had contributed to their feelings of loneliness, the young people responded negatively. Therefore, this change was attributed **100% to the programme**.

Deadweight: Participants who experienced this negative change were asked whether they would have still felt lonely had they not taken part in the programme. They all responded “no.” Numerous studies conducted with people who are blind or visually impaired indicate that they experience higher levels of loneliness and social isolation compared with their sighted peers. For example, a 2019 study from Norway (Brunes, Hansen & Heir, 2019) found that the prevalence of moderate to severe loneliness among visually impaired adults was 28.7%. Similarly, drawing on longitudinal data, Hepple and colleagues (2020) concluded that visually impaired young people report lower levels of peer support and perceived social support, and that loneliness increases with age.

Taken together, this evidence suggests that the visually impaired participants in this programme might have been likely to experience loneliness even without participating. However, the three young people we interviewed expressed this experience very clearly, and, in order to avoid

overestimation, we assigned a deadweight value of zero—meaning that we assumed they would not have experienced this loneliness had they not taken part in the programme.

Duration: When asked how long this negative change lasted, the young people stated that it ended once the programme was over. For this reason, in the Value Map it was assumed that the change did not continue beyond the programme, and the SROI calculation was made accordingly.

Drop-off: As the young people reported that their feelings of loneliness ended at the conclusion of the programme, the **drop-off rate was 0%**.

Outcome 10 (negative): Feeling Tense

Only three programme participants indicated in the survey that they had felt tense. However, when examining the reported increase in this feeling and their accompanying statements, it became clear that the sense of tension was mainly experienced during the first weeks and subsequently subsided. In the focus groups, participants also stated that this feeling was not important to them, that it was short-lived, and that it diminished over time.

The young people themselves did not consider this to be a relevant change; rather, they regarded it as a temporary reaction. Therefore, this outcome was **not included in the SROI calculation**.

To Summarize, the responses gathered from the survey, which was developed on the basis of qualitative data collected during the previous programme cycle, together with the qualitative data collected at the end of the programme, demonstrate that participants experienced significant increases across the targeted outcomes. All increases of more than 2 points were considered meaningful, while those above 6 points were regarded as substantial. The high scores in participants' self-assessments may be linked to the fact that many of these young people had not previously taken part in similar programmes. However, it should be noted that some participants were already engaged with another CSO (the Association for Supporting Contemporary Life – ÇYDD), yet their responses did not differ substantially from the others. Moreover, most young people attributed parts of their changes to their schools, projects they had joined at school, or extracurricular training. In other words, the consistently high scores given by participants appear to reflect conscious evaluation. To ensure data reliability, I was present when the surveys were completed, explained each question clearly, encouraged the young people to ask questions if they were unsure, and reminded them to mark “0” if no change had occurred and scale upwards to “10” depending on the degree of change experienced. My presence helped ensure that the questions were fully understood, reducing the risk of misreporting.

The most significant well-designed outcome observed among young participants were in “thinking with a social benefit-oriented mindset” and “developing social skills”, both of which showed an average increase of 6.7 points. “Making more informed choices about university and career paths” followed with an average increase of 6.1 points, while “developing a rights-based perspective on diversity” rose by an average of 5.8 points.

Looking at intermediate outcomes, the greatest increase was in *respecting diversity* (8.2 points), followed by *making new friends* (8.1) and *increased willingness to volunteer in civil society* (7.9). In comparison, the changes linked to informed university and career choices were less pronounced.

When analysing differences across participant characteristics, some notable patterns emerged. Boys, who represented one quarter of the total group, tended to report higher increases in certain outcomes. Visually impaired participants showed smaller increases in socialisation and diversity awareness compared to their peers. Young people involved with ÇYDD consistently scored about one point lower across many outcomes, although this did not meet the two-point threshold set for detailed analysis. This lower increase may be explained by the fact that they often attributed changes to ÇYDD's activities rather than solely to the programme. Differences also appeared between students from public and private schools. Private school students reported significantly higher increases in *respecting diversity* and *developing a rights-based perspective on diversity*, which may be due to their more homogenous and relatively privileged school environments where they encounter less diversity. Conversely, they showed slightly lower increases (by about one point) in *awareness of university and career options*, likely because private schools already provide extensive resources, guidance, and promotional activities related to higher education.

Outcomes Experienced by the Programme Organising Team

The programme was implemented entirely by four volunteer members of the association. Two separate focus group discussions were conducted with this four-member volunteer team, who worked alongside the young participants and ensured the delivery of programme activities, and a survey was also administered to them.

The first focus group took place shortly after the end of the programme, on 9 January 2023. This session served as a general evaluation, focusing on sharing the data gathered from the young participants, reflecting on lessons learned, and identifying key points to be considered in future rounds. Some of the changes experienced by the organising team were also mentioned, but it was agreed that a second meeting would be held at a later date to discuss these in greater depth, specifically their significance, duration and attribution.

The second focus group was held on 2 February 2025 with the full volunteer team. They were asked about the changes they had experienced as a result of their involvement in the programme. The team demonstrated a strong recollection of the programme, sharing anecdotes about the specific content and participants. They reflected on their experiences and, by consensus, identified four positive and two negative changes. The wording of these changes, including the well-defined outcome statements, was jointly formulated and agreed. Following this two-hour session, an online survey was prepared with questions on the depth, relative importance, attribution, contribution and duration of the identified changes. The survey was completed by the team between 6–17 February 2025.

The most prominent change reported by the organising team, and unanimously regarded as significant, was *learning to work with high school students*. This outcome was used for valuation. Each team member was asked to estimate the market value of acquiring this knowledge. To clarify the question, they were invited to consider what type of service in the market could provide them with such learning, and what monetary equivalent they would assign to it.

Outcome 1: Learning how to work/implement a project with a high school group.

Intermediate Outcome 1	Intermediate Outcome 2	Well-defined outcome
Being able to communicate with the high school group	Being able to run the programme through positive communication with the high school group	Learning how to work/implement a project with a high school group.
Building relationships with parents		

Throughout the programme, the association's volunteers took on a wide range of roles, including content planning, communicating with young participants, supporting the sessions, and managing logistics. Their involvement at every stage of the programme enabled them to develop

a number of competencies. Foremost among these was gaining experience in working with high school students and learning many practical aspects of engaging with this group. As noted earlier, the association had prior experience of working with university students, but had only worked with high school students for one programme cycle.

One volunteer reported that they had initially felt anxious about generational differences, potential cliques among the students, and the challenge of establishing communication. However, by the end of the programme, they had learned how to overcome these issues. Similarly, other team members stated that, at the outset, they were unsure how to manage a high school group, but through the experience of delivering the programme, they learned how to work effectively with them. Another distinguishing feature of working with this group was the need to take responsibility towards parents and, where necessary, to communicate with them. This added a new layer of knowledge for the association's team but also increased stress levels in managing responsibilities.

The indicator of this change was the self-reported evidence provided during the focus group. Each member of the project team stated they had experienced this change. In the survey conducted after the focus groups, the volunteers were asked to rate the extent of this change on a scale of 0 to 10. The project team rated their knowledge level of working with high school students. The reported average increase in *learning to work with high school students* was **8 points**.

Attribution: All four volunteers attributed the entirety of their change in this area directly to the programme.

Deadweight: When asked, "Would you have experienced this change even if the programme had not taken place?", three volunteers answered "no", while one answered "yes", rating the likelihood of change without the programme as 5 out of 10. On average, this results in a deadweight of **13%**. As this change is specific to the project team, and as the four members have different backgrounds and professions, it is not possible to draw on external evidence for this outcome. However, since the question was answered a considerable time after the completion of the project, the margin of error in participants' assessments regarding deadweight was considered negligible.

Duration of change: The organisational team assessed these changes two years after the programme. Three volunteers reported that the change was still ongoing, while one stated that it would last for their lifetime. To minimise the risk of over-claiming, the duration of the change has conservatively been set at a minimum of two years, and has been calculated as such in the Value Map.

Drop-off: *Learning to work with high school students* was the first change mentioned by the organising team. Each member stressed that prior to this programme they had little to no experience of working with high school groups. Although the association had delivered the programme once before, only one of the current volunteers had been involved in that initial round. When the programme continued in subsequent years, new learning was inevitably added through repeated experience. Although volunteers reported that the change lasted for two years,

it is reasonable to recognise that ongoing practice contributed further to their skills in working with high school students. For this reason, a **drop-off rate of 20%** has been applied.

Outcome 2: Learning new information from the programme modules

The organising team reported that, throughout the programme, they themselves improved their knowledge and understand as a result of the training sessions designed for the young participants. By attending the sessions delivered by different facilitators, the team noted that they had increased their own knowledge and understanding and gained new insights on a variety of topics that also aligned with their own interests. When asked by the project team what aspects of “learning new things” they had experienced, and how these would be used, participants reported acquiring new information in the following areas:

- **Understanding the facilities and characteristics of universities:** For example, during visits to various universities, participants gained knowledge about Erasmus programs, units for students with disabilities, and the services provided by these units. They noted that this information would be useful both for the forthcoming Colourful Steps and for the Colourful Campus program they implement with university students.
- **Familiarity with civil society organizations conducting workshops within the program:** Participants also highlighted that learning about the activities and work of these organizations was among the new information they had acquired.

This change was defined directly as a well-defined outcome; the organising team did not describe any further intermediate changes that might form an outcome chain.

This outcome was therefore accepted as the second relevant and significant change experienced by the organising team, and the survey included questions on its scale as well as on attribution, duration and deadweight.

The indicator of this change was the self-reported evidence provided during the focus group. Each member of the project team stated they had experienced this change. In the survey conducted after the focus groups, the volunteers were asked to rate the extent of this change on a scale of 0 to 10. The project team rated their level of learning new information from the programme modules. All four members of the team reported experiencing this outcome with an average increase of **5.5 points**.

“I learned new information about universities, and I learned new information about community centres.” (Programme team volunteer, no. 4)

Attribution: One member of the organising team stated that some of the knowledge gained from these modules had also been acquired through another project the association delivered with universities. They mentioned that they had previously participated in the *Colourful Campus* project, where they encountered similar content in the modules. Although the attribution was made to the association, it was not attributed specifically to this programme, and therefore was accounted for in the calculation. Another team member attributed half of the new knowledge

gained to the programme and the other half to their peers. As a result, this change was attributed to the programme at a rate of **75%**.

Deadweight: All members of the organising team stated that they would not have experienced this change if the programme had not taken place. As this change is specific to the project team, and as the four members have different backgrounds and professions, it is not possible to draw on external evidence for this outcome. However, since the question was answered a considerable time after the completion of the project, the margin of error in participants' assessments regarding deadweight was considered negligible.

Duration of change: When asked two years after the programme, three members reported that the change was still ongoing, while one said that some of the knowledge had been retained and some forgotten. Taking this into account, the Value Map conservatively assumed that the change lasted for **up to one year** after the end of the programme. This approach was chosen to avoid the risk of over-claiming.

Drop-off: Since the duration of the change was limited to one year, no drop-off rate was applied.

Outcome 3: Increase in the organisational skills

Working with a different target group and taking on organisational responsibility enhanced the team's organisational skills. The younger volunteers, in particular, recalled specific experiences where, in the absence of more experienced members, they were required to run the organisation independently. They reported that this not only enabled them to develop new skills but also contributed to their self-confidence. When asked whether this outcome should be extended to include increased self-confidence, or whether the outcome chain should ultimately lead to such a result, the suggestion was rejected. The volunteers agreed that the change did not directly result in greater self-confidence and that extending the chain in this way would risk over-claiming. For this reason, the change has been recorded solely as *improved organisational skills*.

The younger volunteers were those who experienced this change most strongly. They highlighted one particular day when no experienced volunteers were present, and they took full responsibility for the organisation, finding solutions to problems as they arose.

The indicator of this change was the self-reported evidence provided during the focus group. Each member of the project team stated they had experienced this change. In the survey conducted after the focus groups, the volunteers were asked to rate the extent of this change on a scale of 0 to 10. The project team rated their increase in the organisational skills. The average reported increase was **7.75 points**.

Attribution: The most experienced volunteer, who had previously organised the *Colourful Campus* programmes, reported that they already possessed this skill to a large extent through past experience, and attributed 70% of the change to *Colourful Campus*. The remaining volunteers attributed their change solely to the *Colourful Steps* programme. Accordingly, on average, **83%** of the change was attributed to the programme, and **17%** to other programmes, projects or organisations.

Deadweight: In response to the survey question, “*If you had not volunteered in the second round of the Colourful Steps programme, would your organisational skills still have improved?*”, three volunteers answered “no”. One answered “yes”, but rated the likelihood at 60%, linking this possibility to volunteering experiences in other projects of the association. On this basis, the average deadweight for the team was calculated as **15%**. As this change is specific to the project team, and as the four members have different backgrounds and professions, it is not possible to draw on external evidence for this outcome. However, since the question was answered a considerable time after the completion of the project, the margin of error in participants’ assessments regarding deadweight was considered negligible.

Duration of change: When asked how long the change would last, three of the four volunteers reported that it was still ongoing, while one stated that it would last throughout their lifetime. Since the question was asked two years after the programme and the majority confirmed the continuation of the change, the duration has conservatively been set at **two years**. This approach minimises the risk of over-claiming.

Drop-off: The improvement in organisational skills is not expected to diminish as the team continues to take part in organisational activities. Considering that the organising team are likely to remain active both professionally and through volunteering in civil society, the drop-off rate has been assumed to be **0%**.

Outcome 4: Increase in the teamwork skills (delegation skills)

Another change highlighted during the meeting with the organising team was an improvement in *teamworking skills*. Both the experienced and the younger volunteers reported that they had developed their ability to work effectively as a team.

“I felt comfortable with flexibility and accepting change.” (Programme team volunteer, no.1)

“I learned how to share responsibilities.” (Programme team volunteer, no. 3)

The indicator of this change was the self-reported evidence provided during the focus group. Each member of the project team stated they developed their teamwork skills. In the survey conducted after the focus groups, the volunteers were asked to rate the extent of this change on a scale of 0 to 10. The project team rated the increase in their organisational skills. The average reported increase among the four volunteers was **8.75 out of 10**.

Attribution: The volunteers did not attribute this change to any other person or organisation. Accordingly, **100% of the change was attributed to the Colourful Steps Programme**.

Deadweight: The organising team stated that, had they not volunteered in this programme, they would not have experienced the improvement in their teamworking skills. However, the fact that the three individuals who experienced the highest level of change are currently in employment suggests that they have opportunities to further develop their teamwork skills within their workplaces. As the nature of these opportunities can vary greatly between organisations and

professional contexts, it was not possible to draw on basic external research relating to this specific type of change. However, since the question was answered a considerable time after the completion of the project, the margin of error in participants' assessments regarding deadweight was considered negligible.

Duration of change: When asked about the duration of the change, two volunteers reported that it was still ongoing, while the other two stated that it would last throughout their lifetime. To avoid the risk of over-claiming, the duration of the change has been conservatively set at **two years** in the calculation.

Drop-off: The improvement in teamworking skills is not expected to diminish as long as the volunteers continue their involvement with the association. Given that the organising team remain active as volunteers within the Steps That Change Association, the drop-off rate has been set at **0%**, meaning no drop-off is assumed for the duration of the change

Outcome 5 (negative): Increase in stress levels

The organising team also reported negative outcomes. Two adverse changes associated with working with the high school group were identified during the discussion. Volunteers stated that they experienced stress when they struggled to manage the group, particularly at the beginning of the programme when they found it difficult to maintain the participants' concentration or to ensure discipline during the sessions.

The indicator of this change was the self-reported evidence provided during the focus group. Each member of the project team stated they had experienced this change. In the survey conducted after the focus groups, the volunteers were asked to rate the extent of this negative change on a scale of 0 to 10. The project team rated their increase in stress level. The average reported increase in stress levels among the four volunteers was **5.5 out of 10**.

Attribution: The volunteer organising team did not attribute this increase in stress to any other person or organisation.

Deadweight: Two of the volunteers stated that they might have experienced this negative change even if they had not participated in the Colourful Steps Programme. On average, the team estimated that **30%** of the increase in stress levels would have occurred without the programme. As this change is specific to the project team, and as the four members have different backgrounds and professions, it is not possible to draw on external evidence for this outcome. However, since the question was answered a considerable time after the completion of the project, the margin of error in participants' assessments regarding deadweight was considered negligible

Duration of change: All four volunteers reported that this negative change ended when the programme concluded. In other words, the increase in stress levels did not persist beyond the programme period.

Drop-off: As the change ended with the conclusion of the programme, no drop-off rate has been applied.

Outcome 6 (negative): Increase in anxiety levels

The organising team also reported another negative outcome, namely an increase in anxiety. They explained that the fact that the participants were underage required the team to assume additional responsibilities, which heightened their level of anxiety. During the programme, the team felt fully responsible for the young people's wellbeing, ensuring that they boarded the transport safely and maintaining regular communication with parents.

When asked whether this outcome was similar to stress, the team emphasised that it was distinct and should be considered separately, specifically identifying it as *anxiety*. For this reason, this negative change has been calculated independently from stress.

The indicator of this change was the self-reported evidence provided during the focus group. Each member of the project team stated they had experienced this change. In the survey conducted after the focus groups, the volunteers were asked to rate the extent of this negative change on a scale of 0 to 10. The project team rated their increase in anxiety level. The average reported increase in anxiety levels among the team was **5 out of 10**.

Attribution: The volunteer organising team did not attribute this increase in anxiety to any other person or organisation.

Deadweight: One of the volunteers stated that they might have experienced this negative change even if they had not participated in the Colourful Steps Programme. On average, the team estimated that **18%** of the increase in anxiety levels would have occurred without the programme. As this change is specific to the project team, and as the four members have different backgrounds and professions, it is not possible to draw on external evidence for this outcome. However, since the question was answered a considerable time after the completion of the project, the margin of error in participants' assessments regarding deadweight was considered negligible.

Duration of change: All four volunteers reported that this negative change ended when the programme concluded. In other words, the increase in anxiety levels did not persist beyond the programme period.

Drop-off: As the change ended with the conclusion of the programme, no drop-off rate has been applied.

In summary, all of these changes were considered relevant, and since they were experienced by all members of the organising team to varying degrees, they were also assessed as significant and included in the SROI calculation.

Looking at the positive and negative outcomes experienced by the organising team, it is clear that all team members experienced the reported changes, albeit at different levels of intensity. The most significant increase was in *teamworking skills, trust in one another, and sharing responsibilities*, with an average score of **8.75 out of 10**. By contrast, the outcome of *learning new knowledge* showed the lowest average among the positive changes, at **5.5**, largely because the modules contained limited information-sharing, with high school students as the primary target group. This was therefore identified as an unplanned positive outcome.

The other unplanned outcomes were negative changes. Working with underage high school students required the team to assume new responsibilities and adopt different approaches to relationships. Difficulties in maintaining control during sessions led to increased stress, while the responsibility of ensuring the wellbeing of under-18s also heightened levels of anxiety.

Changes Experienced by the Organising Team	Average change score (out of 10)
Learning to work with high school students	8
Gaining new knowledge	5.50
Increase in the organisational skills	7.75
Increase in the teamwork skills	8.75
Increase in stress levels	5.50
Increase in anxiety levels	5

The outcome learning to work with high school students was valued using the revealed preference method, as agreed in consultation with the organising team.

Outcomes Experienced by the Trainers

In order to understand whether the trainers involved in the second implementation of the Colourful Steps Programme experienced any changes, telephone interviews were conducted. Each trainer was called separately on 21 October 2024. Out of the five trainers in the programme under review, four were reached. In the interviews, three of the trainers recalled the training they had delivered and the participant group.

Of the four trainers interviewed, one stated that they had not experienced any change, and another said they could not remember but that they were always affected after each training. The changes shared by the other trainers can be grouped under three headings. The first was the satisfaction and sense of happiness that came from contributing to the lives of young people. The second was learning from the young people themselves. One of the trainers described these two changes as follows:

“I would like to say that I have been involved in this initiative (referring to the Steps That Change Association), which started with the Colourful Campus, from the very beginning. I participate with the will and energy to volunteer. For me, every time it is an excitement to meet with a young audience. After sharing my session, I leave with happiness. What multiplies this happiness is the following: (...) after the training ends, there is always conversation and Q&A, an exchange beyond the training itself. This makes me happy. When I see that sparks go off in the minds of young people and they ask me, ‘Can we invite you to our school events?’, I understand that I have made a contribution, and that makes me very happy. I see it as a learning opportunity born out of interaction. It makes me think of new things. The revival of demand excites me, and the idea that I may have created added value excites me as well.” (Trainer no. 1)

Another trainer stated that they had gained the skill of delivering presentations with greater consideration for the inclusion of visually impaired participants. They explained that they had not previously delivered training to an audience including visually impaired individuals, and that they would now be better prepared for this in their future presentations.

Working with visually impaired young people was a different experience for me. During the visual presentation, I had to provide verbal descriptions so that they could also understand. I had previously delivered training to disadvantaged young people, but I realised that for visually impaired participants I needed to use different forms of description. Later, this affected me in such a way that, whenever I had to deliver similar presentations, I paid much closer attention to the details of accessibility.

Finally, the trainer who stated that they had not experienced any change explained that they had previously been a participant in the Colourful Campus Programme. This trainer, who for some time has been delivering trainings and workshops on accessibility and working for a civil society organisation in this field, had once been a beneficiary of the Steps That Change Association and

was now contributing as a volunteer trainer. This demonstrates the sustained long-term impact of the association.

In summary, it was understood that the trainers interviewed had experienced three types of change:

- The satisfaction of contributing to the lives of young people → happiness
- Learning from young people
- Increased awareness of accessibility in teaching practices → behavioural change

An attempt was made to re-contact the trainers in order to ask further questions on the depth of these changes, as well as attribution, deadweight and duration. However, no responses were received. For this reason, these outcomes could not be included in the SROI calculation. As a result, the value created was not reflected in the SROI ratio, leading to a lower reported figure. Nevertheless, given the small size of the group of trainers and the likelihood of high attribution, this omission is not expected to have had a significant effect on the SROI ratio.

Value the things that matter

Stakeholders were invited to assess the changes observed in well- defined outcomes within the value chain. A bounded weighting method was applied, asking respondents to rate each outcome on a scale of 1 to 10, with 10 indicating the highest level of importance. Through the questionnaires, material stakeholders were specifically asked to evaluate the significance of the changes they experienced using the same scale. The weighting results provided insights into the relative importance of the outcomes, which in turn informed the selection of appropriate financial proxies.

The relative importance ratings of the changes experienced by the young programme participants were as follows:

RELATIVE IMPORTANCE	The importance to me of experiencing the change <i>developing a rights-based perspective on diversity</i> (on a scale of 1–10)	The importance to me of making more informed decisions in <i>university and career choice</i> (on a scale of 1–10)	The importance to me of experiencing the change <i>thinking with a focus on social value</i> (on a scale of 1–10)	The importance to me of <i>gaining social skills</i> (on a scale of 1–10)	The importance to me of <i>experiencing feelings of loneliness</i> (on a scale of 1–10)
AVERAGE	7,8	8,6	8,2	8,8	(asked only to those who experienced this feeling) 8,5
MEDIAN	9	10	8	10	The median was not calculated due to the small number of respondents.

The relative importance values were calculated based on the average of the scores given by those who experienced each change. According to this, *gaining social skills* emerged as the most important change for the young participants. The median for this change was 10, indicating that a large number of participants rated it with the highest possible importance score. The second most important change was *making more informed decisions in university and career choices*. Here too, the median was higher than the mean, suggesting that the majority of respondents gave a score of 10, while the average was lowered by a small number of lower ratings.

The average importance score for *thinking with a focus on social value* was 8.2, while for *developing a rights-based perspective on diversity* it was 7.8. The negative change was also rated highly by those who experienced it. Of the three participants who reported experiencing

loneliness, two were asked to rate its relative importance. For them, the importance of *not experiencing this change* was on average 8.5 out of 10.

The importance values of the changes experienced by the volunteer project organising team of the Steps That Change Association are presented below. The most important change was identified as the improvement in *teamworking skills*, followed very closely by *learning to work with high school students*. The other two positive changes followed in the ranking with only slight differences in importance.

By contrast, the negative changes experienced by all members of the organising team were rated below 5 in terms of relative importance. Given that a score of 5 on the 1–10 scale represents a moderate level of importance, it can be concluded that the negative changes were considered less than moderately important.

RELATIVE IMPORTANCE	The importance to me of <i>learning to work with high school students</i> (on a scale of 1–10)	The importance to me of <i>gaining new knowledge</i> (on a scale of 1–10)	The importance to me of <i>improving organisational skills</i> (on a scale of 1–10)	The importance to me of <i>developing teamworking skills</i> (on a scale of 1–10)	The importance to me of <i>an increase in stress levels</i> (on a scale of 1–10)	The importance to me of <i>an increase in anxiety levels</i> (on a scale of 1–10)
AVERAGE	9,00	8,00	8,25	9,25	4,75	4,00
MEDIAN	The median was not calculated due to the small number of respondents.					

Outcome Valuation and Determination of Financial Proxies

Valuation refers to the process of estimating the importance or worth of something, whether it is a product, a service, or a particular attribute. In the context of social value, it concerns the worth that individuals place on social outcomes — the changes in their lives that are often described as aspects of social wellbeing. These outcomes reflect how people experience improvements, challenges, or shifts in their quality of life.

It is important to recognise that valuation is not an abstract exercise but something we constantly do, both individually and collectively, often without being fully aware of it. Every decision we make reflects an implicit judgement about what we consider most valuable. Each choice has consequences: some groups may experience greater value, while others may experience less, or even negative impacts. Ultimately, decision-making always involves navigating these trade-offs between different groups and their perceptions of value. (Standard on applying Principle 3: Value the things that matter, 2019)

In the Colourful Steps Programme, when assigning value to the changes experienced by two different stakeholder groups, it must be recognised that the perceived worth of a change will vary depending on the perspective of each stakeholder. However, a method for valuation is to use a service with a market equivalent that can reasonably be accepted by everyone. One such approach is the **revealed preference** method, though its limitation is the risk of producing a value lower than the true worth of the change.

For valuing the changes experienced by the organising team of the D.A. Association and by the programme participants, the revealed preference method was applied.

Among the four positive and one negative outcomes experienced by the young participants, one outcome was identified as having a clear market equivalent: *developing a rights-based perspective on diversity*. In the market, there are training programmes delivered to young people with the aims of fostering respect for diversity, encouraging empathetic behaviour, and promoting a rights-based approach towards those considered “different”. Using the revealed preference method, quotations were obtained from companies providing such trainings. The requested conditions for the quotations were: delivery to 20 high school students from different socio-economic backgrounds, one full-day training, delivery by an experienced professional, and pricing applicable to associations (since some companies offer discounted rates for non-profit organisations). Based on the three quotations received, the lowest price was selected.

Accordingly, the market price for a one-day training delivered by an experienced trainer, targeting young people with the specific outcome of *developing a rights-based perspective on diversity*, was USD 1,600 including VAT at the time the quotation was obtained (August 2025). The equivalent value as of 30 November 2022 was USD 1,474.51. Using the exchange rate of 1 USD = 18.66 TL on that date, this corresponded to 27,514.36 TL. This was the price quoted for training delivered to 20 participants, equating to 1,375.72 TL per person.

Thus, **1,375.72 TL** has been determined as the financial proxy, serving as the anchor for this outcome.

The monetary value of the other changes experienced by the programme participants was determined using the **anchoring method**.

As stated in Principle 3: *Value what Matters*:

“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 non-monetary evidence you have.”

Accordingly, the monetised values of the changes experienced by the programme participants are presented below.

Outcome	Relative importance	Value	Valuation Method
1) Rights-based perspective on diversity	7,8	£1.375,72	This monetary value was determined using the <i>revealed preference</i> method. Quotations were obtained from service providers in the market who claimed to deliver similar outcomes through comparable activities, and the lowest price quoted was taken as the reference point. These quotations can be found in the annex.
2) More informed decisions about university and profession choices.	8,6	£1.516,82	The monetary value of this change was then calculated using the anchoring method . The anchor outcome was <i>Outcome 1: Developing a rights-based perspective on diversity</i> , with a value of £1,375.72 .
3) Thinking with a social benefit-oriented mindse	8,2	£1.446,27	The monetary value of this change was then calculated using the anchoring method . The anchor outcome was <i>Outcome 1: Developing a rights-based perspective on diversity</i> , with a value of £1,375.72 .
4) Increase in social skills	8,8	£1.552,09	The monetary value of this change was then calculated using the anchoring method . The

			anchor outcome was <i>Outcome 1: Developing a rights-based perspective on diversity</i> , with a value of ₺1,375.72 .
5) Feeling loneliness	8,5	₺1.499,18	The monetary value of this change was then calculated using the anchoring method . The anchor outcome was <i>Outcome 1: Developing a rights-based perspective on diversity</i> , with a value of ₺1,375.72 .

For the programme organising team, who were volunteers from the association, the value of their outcomes was estimated through the outcome *gaining knowledge about working with high school students*. To determine this, quotations were obtained from two consultants providing professional mentoring and advisory services. This method was chosen because the volunteer team themselves stated that such a change could only have been achieved if they had received consultancy and mentoring support from an external expert.

Using the *revealed preference* method, the monetary value of the outcome *gaining knowledge about working with high school students* was calculated on the basis of the lowest quotation received in August 2025. This value was then adjusted to its November 2022 equivalent for inclusion in the SROI analysis.

The lowest price quoted was USD 1,250 plus VAT. With VAT in Türkiye applied at 20%, the total was USD 1,500. In August 2025, USD 1,500 was equivalent to USD 1,382.35 as of 1 November 2022. Since the programme activities began on 5 November, the exchange rate of 1 November 2022 was used, as this represents the point at which the service would have been procured if delivered externally. Using the Central Bank of Türkiye's official rate of 18.62 TL to USD on that date, the value was calculated as **₺25,739.42**.

As association boards generally consist of at least five and up to ten members, with an average of seven, the per-person cost was calculated on this basis. The resulting figure was **₺3,677.06 per person**.

$$25,739.42 \div 7 = 3,677.06 \text{ TL}$$

Accordingly, the monetised value of the changes experienced by the organising team is presented below:

Outcome	Relative importance	Value	Valuation Method
Learning to work with high school groups	9	₺3.677,06	This monetary value was determined using the <i>revealed preference</i> method. Quotations were obtained from consultants in the market who claimed to deliver similar outcomes through comparable services, and the lowest price quoted was taken as the reference point. These quotations can be found in the annex. The fee was then divided by the average number of board members in an association in Türkiye, which is seven. On this basis, the cost of ₺25,739.42 divided by seven is ₺3,677.06 per person.
Gaining new knowledge	8	₺3.268,50	The monetary value of this change was calculated using the anchoring method . The anchor outcome was <i>Outcome 1: Learning to work with high school students</i> , with a value of ₺3,677.06 .
Organisation skills	8,25	₺3.370,64	The monetary value of this change was calculated using the anchoring method . The anchor outcome was <i>Outcome 1: Learning to work with high school students</i> , with a value of ₺3,677.06 .
Teamwork skills	9,25	₺3.779,20	The monetary value of this change was calculated using the anchoring method . The anchor outcome was <i>Outcome 1: Learning to work with high school students</i> , with a value of ₺3,677.06 .
Stress levels	4,75	- ₺1.94 0,67	The monetary value of this change was calculated using the anchoring method . The anchor outcome was <i>Outcome 1: Learning to work with high school students</i> , with a value of ₺3,677.06 .
Anxiety levels	4	- ₺1.63 4,25	The monetary value of this change was calculated using the anchoring method . The anchor outcome was <i>Outcome 1: Learning to work with high school students</i> , with a value of ₺3,677.06 .

Impact Calculation

To understand the extent to which the outcomes experienced by stakeholders resulted from the programme activities and to avoid over-claiming, the data on deadweight, attribution, displacement, and duration of outcomes must be evaluated. For each well-defined outcome, questions on deadweight, attribution, and duration were asked to both programme participants and the organising team through surveys. The responses and percentages relating to attribution, deadweight, and duration for each outcome are discussed in the section *Materiality and Understanding Scale, Amount of Change and Causality of the Outcomes Experienced by Stakeholders*.

To capture attribution and deadweight, the questions were posed in an open format, allowing participants to provide their own percentage estimates. Participants were asked to state what proportion of the change they attributed to other people or organisations, and the likelihood (in percentage terms) that the change would have occurred without the programme. Respondents who did not provide a percentage figure were assigned the general average.

Stakeholders also specified the duration of each well-defined outcome they had experienced. They were given time ranges in the surveys and asked to select the most appropriate one. Drop-off rates were determined by myself using professional judgement, based on the nature of the changes and insights gathered from qualitative data.

Displacement: The programme sought to reach young people of different profiles through various communication channels. No displaced outcomes or stakeholders who might have experienced displacement were observed.

Double counting: There was no risk of double counting in this study because data was collected from all stakeholders included in the analysis. Moreover, no programme activities presented a risk of creating double-counting. When defining well-defined outcomes, care was taken to avoid overlap, and all outcomes were double-checked. For programme participants, the qualitative evidence and experiences from the first implementation were instrumental in identifying the well-defined outcomes. These were then confirmed with input from both the association's team and the young participants in the second round of the programme, ensuring that no double-counting occurred within the outcome chains.

The well-defined outcomes for the organising team were identified through the consensus of all four team members. Where changes could potentially form part of an outcome chain (for example, whether improved teamwork skills should be considered an intermediate outcome of improved organisational skills), the organising team rejected this interpretation. Their responses were taken into account when finalising the well-defined outcomes.

The *Value Map* sets out in detail how the responses under these categories were incorporated into the impact calculation.

SROI Rate Calculation

This section sets out how the total value generated at the end of the programme was calculated and how the SROI ratio was derived.

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

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

For example, the social value calculation for the outcome “*Developing a rights-based perspective on diversity*” experienced by the programme participants is presented below:

$$\text{Number of individuals experiencing the change: } 19 \times \text{£1,375.72} = \text{£26,138.68}$$

$$9\% \text{ Deadweight: } 1-9\% \Rightarrow 0,91 \times 26.138,68 \text{ £} = 23.786,1988 \text{ £}$$

$$35\% \text{ Attribution: } 1-35\% \Rightarrow 0,65 \times 23.786,1988 \text{ £} = 15.641,0292 \text{ £}$$

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

Duration of outcomes

For example, the data indicates that the well-defined outcome “*Developing a rights-based perspective on diversity*” will last for five years after the year of activity. Taking into account a drop-off rate of 30% for this outcome over time, the predicted impact value for the subsequent years is calculated as follows:

$$\text{Impact value, Year 0} = \text{£15,641.0292 (rounded to £15,641.03)}$$

$$\text{Impact value Year 1} = 15.641,03 \text{ £} \times (1 - \text{drop-off rate}) \Rightarrow 15641,03 \times 0,70 \Rightarrow 10.822,72 \text{ £}$$

$$\text{Impact value Year 2} = 10.822,72 \text{ £} \times (1 - 0,30) \Rightarrow 7.575,904 \text{ £}$$

$$\text{Impact value Year 3} = 7.575,90 \text{ £} \times (1 - 0.30) \Rightarrow 5303,1328 \text{ £}$$

$$\text{Impact value Year 4} = 5303,13 \text{ £} \times (1 - 0.30) \Rightarrow 3712,19296 \text{ £}$$

$$\text{Impact value Year 5} = 3712,19296 \text{ £} \times (1 - 0.30) \Rightarrow 2598,53507 \text{ £}$$

Calculation of the discount rate of social value

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

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

As of September 2025, the applicable real discount rate in Türkiye was calculated based on the Central Bank of Türkiye's (CBRT) policy rate and Consumer Price Index (CPI) inflation data. All figures are based on the CBRT's nominal policy rate (i) and annual CPI inflation (π) as of 5 September 2025.

- Nominal policy rate in July 2025: **43%** (no new nominal policy rate was announced between July and 5 September)
- Annual CPI inflation as of August 2025: **32.95%**

The calculation of the real discount rate (r) was carried out using the **Fisher Approach**:

$$r = (1 + i) / (1 + \pi) - 1$$

$$i = 0.43 \text{ (\%43)}$$

$$\pi = 0.3295 \text{ (approx. \%32,95)}$$

$$r = \frac{1+i}{1+\pi} - 1 \approx \frac{1.43}{1.3295} - 1 \approx 0.0755 = 7.55\%$$

Thus, the real discount rate is approximately **7.6%**, and this rate has been applied in the SROI Value Map.

SROI Ratio = Present Value / Value of Investment

(Total Present Value (PV))	229.530,62 TL
Net Present Value (PV minus the investment)	109.076,06 TL
Social Return (Value per amount invested)	1,91

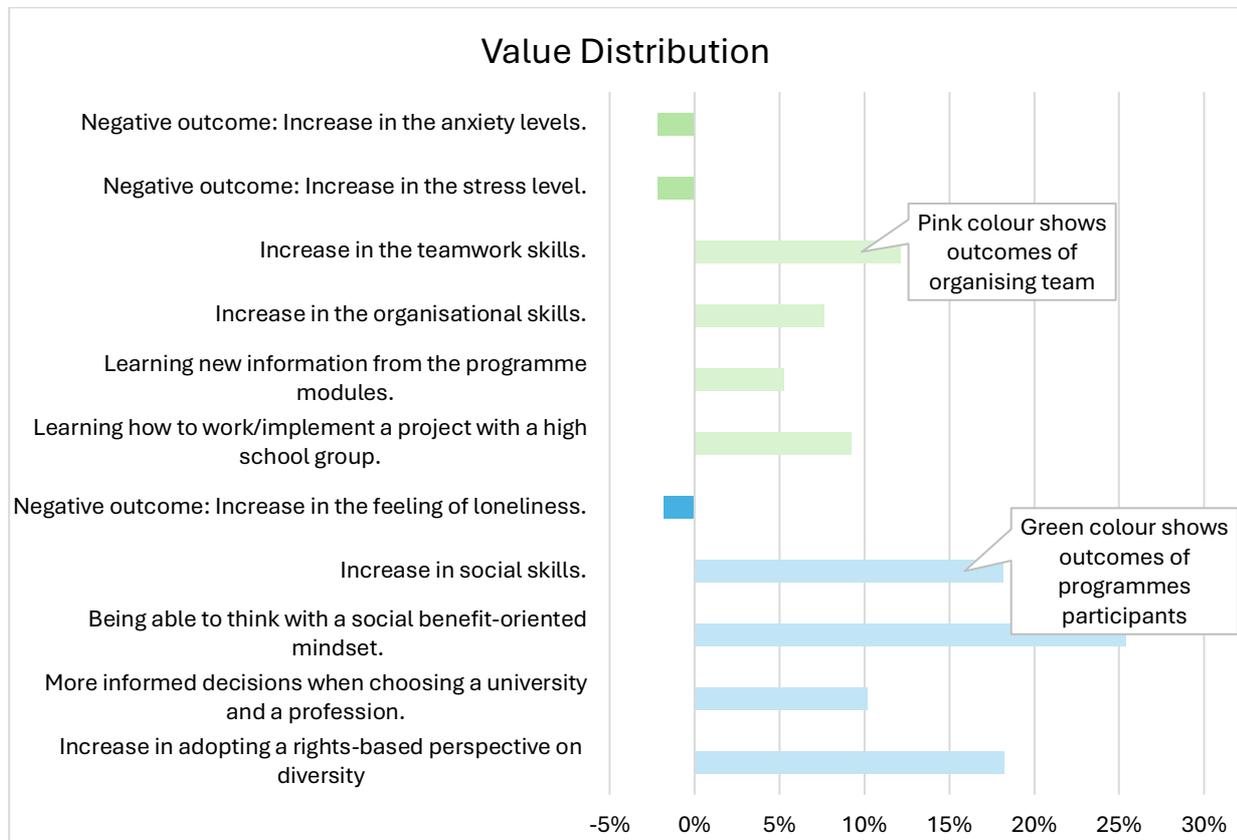
Value distribution according to outcomes

Two stakeholder groups were included in the SROI calculation: the programme participants and the organising team composed of association volunteers. Both stakeholder groups experienced a range of positive and negative changes. The distribution of the total value created was calculated both between stakeholders and across the different outcomes.

For this calculation, the total value generated by each well-defined outcome over a five-year period was first aggregated and then divided by the overall value created at the end of the five years. The discount rate was excluded from this particular calculation.

		Outcome Value								
Outcomes		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Value Allocation	Value Distribution	
The programme participants	Increase in adopting a rights-based perspective on diversity	15461,03	10822,72	7575,90	5303,13	3712,19	2598,54	45473,52	18,2%	70,1%
	More informed decisions when choosing a university and a profession.	16876,89	8438,45	0,00	0,00	0,00	0,00	25315,34	10,1%	
	Being able to think with a social benefit-oriented mindset.	17146,97	13717,58	10974,06	8779,25	7023,40	5618,72	63259,99	25,4%	
	Increase in social skills.	15409,19	10786,43	7550,50	5285,35	3699,75	2589,82	45321,06	18,2%	
	Negative outcome: Increase in the feeling of loneliness.	-4497,55	0,00	0,00	0,00	0,00	0,00	-4497,55	-1,8%	
The organizing team	Learning how to work/implement a project with a high school group.	12796,17	10236,94	0,00	0,00	0,00	0,00	23033,10	9,2%	29,9%
	Learning new information from the programme modules.	13073,99	0,00	0,00	0,00	0,00	0,00	13073,99	5,2%	
	Increase in organisational skills.	9511,94	9511,94	0,00	0,00	0,00	0,00	19023,88	7,6%	
	Increase in teamwork skills.	15116,80	15116,80	0,00	0,00	0,00	0,00	30233,60	12,1%	
	Negative outcome: Increase in stress level.	-5433,88	0,00	0,00	0,00	0,00	0,00	-5433,88	-2,2%	
	Negative outcome: Increase in anxiety levels.	-5360,34	0,00	0,00	0,00	0,00	0,00	-5360,34	-2,1%	
TOTAL								249442,72	100,0 %	100,0 %

The table above shows the percentage share of each well-defined outcome within the total value created. Negative outcomes are indicated with a “-” sign. Programme participants account for **70.1%** of the total value created, while the remainder is attributed to the organising team.



Sensitivity Analysis

Simulation Based on a Single Financial Proxy

For the outcome experienced by the organising team, the revealed preference financial proxy was the consultancy fee required to achieve the outcome “*learning to work with high school students*”, valued at **₺25,739.42** as of 1 November 2022. However, this figure was converted to a per-person value by dividing it by seven, reflecting the average size of an association’s board, since the service would notionally have been delivered to the association as a whole.

In the sensitivity analysis, this assumption was adjusted to reflect the fact that only four volunteers were actively involved in the programme. When the total fee is divided by four, the resulting per-person value is **₺6,434.86**. Based on this revised figure, the recalculated SROI ratio is as follows:

SROI Rate

(Total Present Value (PV))	283.611,42 TL
Net Present Value (PV minus the investment)	161.156,86 TL
Social Return (Value per amount invested)	2,35

Deadweight Rate Stimulation

For each outcome, negative scenarios were examined when determining deadweight rates. The deadweight ratios were increased, meaning that the likelihood of well-defined outcomes occurring *without* the programme was adjusted upwards. Deadweight percentages initially reported by participants as low were increased by 3 to 4 times, while those already high were increased by approximately 2 times. This approach was taken because an exponential rise in probability would not be realistic.

For example, if the original deadweight for a change was 9%, it could reasonably rise to around 30% through variations in participant responses. However, an originally stated deadweight of 27% could not realistically rise to 90%, as this would create a disproportionate gap.

For negative outcomes, any existing deadweight was reduced to zero, while those already at zero were left unchanged. This method assumes that negative changes could only be attributed to the programme itself, thus preventing an overestimation of the SROI ratio.

In summary, the simulation tested how much the SROI ratio would decrease if deadweight rates were increased across all well-defined outcomes.

Outcome	Designated deadweight ratio	Stimulated deadweight ratio	Social Return
Developing a rights-based perspective on diversity	9%	30%	1,83
Making more informed decisions about university and profession choices.	15%	40%	1,85
Being able to think with a social benefit-oriented mindset.	24%	50%	1,75
Increase in social skills.	27%	55%	1,78
Negative change: Increase in the feeling of loneliness.	0%	0%	1,91
Learning how to work/implement a project with a high school group.	0%	15%	1,88
Learning new information from the programme modules	0%	15%	1,89
Increase in the organisational skills	15%	40%	1,86
Increase in the teamwork skills	0%	15%	1,87
Negative Outcome: increase in stress level	30%	0	1,89
Negative Outcome: increase in anxiety levels	18%	0%	1,90

If all deadweight values remained at the stimulation level, the Social Return Ratio would be 1:1.32. This demonstrates that the programme still generates positive change, even when all deadweight rates are increased in a way that disadvantages the programme.

Attribution Rate Stimulation

When determining the attribution rate, a proportion was derived from the responses of the groups experiencing the change, and while establishing this rate. Nevertheless, it can be assumed that there may be other stakeholders to whom changes not considered by the youth or the project team could be attributed. Using this approach, the attribution ratio for each positive change was increased by 20% in the simulation. Accordingly, the lowest SROI ratio was 1:1.78.

Outcome	Designated attribution ratio	Stimulated deadweight ratio	Social Return
Developing a rights-based perspective on diversity	35%	55%	1,80
Making more informed decisions about university and profession choices.	23%	43%	1,85
Being able to think with a social benefit-oriented mindset.	22%	44%	1,78
Increase in social skills.	32%	52%	1,81
Negative change: Increase in the feeling of loneliness.	0%	0%	1,91
Learning how to work/implement a project with a high school group.	13%	33%	1,86
Learning new information from the programme modules	0%	20%	1,88
Increase in the organisational skills	17%	37%	1,87
Increase in the teamwork skills	0%	20%	1,86

Negative Outcome: increase in stress level	0%	0	1,89
Negative Outcome: increase in anxiety levels	0%	0%	1,90

Drop-off Rate Simulation

Although the responses from those experiencing the change were decisive in determining the drop-off rate, there are also external factors that either support or hinder the continuation of the change. With this in mind, the drop-off rates were established; however, the increasing authoritarianism in Turkey has a negative impact over time on the influence of any NGO aiming to contribute to people’s well-being. For instance, in Freedom House’s *Freedom in the World 2025* report, Turkey’s freedom score is given as 33/100—a very low score placing the country in the “Not Free” category. Freedom House data clearly indicate a long-term and systematic decline in Turkey’s level of freedom. Academic analyses further support that this decline is concretely linked to authoritarianism along the axes of elections, judiciary, and legislation. The contraction of civil society and the legal regulations targeting NGOs are directly associated with democratic regression and authoritarianism. As a result, discrimination begins to normalise, and hate speech rises (Chimiak, G., Kravchenko, Z. & Pape, 2024 and Garoupa, N., Spruk, R. 2024). All of these factors can particularly affect changes in adopting a rights-based perspective, volunteering in civil society, and thinking with a social benefit focus, potentially increasing the drop-off rate.

Below, a simulation has been conducted assuming that the long-term drop-off rates for the changes experienced by young people and the project team in an increasingly authoritarian Turkey are higher. All calculated drop-off rates have been increased by 20%. The resulting new Social Return ratio is provided alongside

Outcome	Duration of outcomes (years)	Designated Drop-off ratio	Stimulated Drop-off ratio	Social Return
Developing a rights-based perspective on diversity	6	30%	50%	1,80
Making more informed decisions about university and profession choices.	2	50%	70%	1,88
Being able to think with a social benefit-oriented mindset.	6	20%	40%	1,76
Increase in social skills.	6	30%	50%	1,80
Negative change: Increase in the feeling of loneliness.	1	0%	0%	1,91
Learning how to work/implement a project with a high school group.	2	20%	40%	1,89
Learning new information from the programme modules	1	0%	0%	1,91
Increase in the organisational skills	2	0%	20%	1,89
Increase in the teamwork skills	2	0%	20%	1,88

Negative Outcome: increase in stress level	1	0%	0	1,89
Negative Outcome: increase in anxiety levels	1	18%	0%	1,90

For the outcome “*being able to think with a social benefit-oriented mindset*” and “*developing a rights-based perspective on diversity*” experienced by programme participants, a simulation can be made by considering the potential impact of negative external factors. Increasing authoritarianism in Türkiye, restrictions on civil society organisations, or rising pressure on such organisations could discourage young people from engaging in voluntary activities.

In this scenario, if the drop-off rate is increased 20% for each outcomes, the recalculated SROI ratio is **1,65**.

Simulation Based on Outcome Valuation

For the outcome “*developing a rights-based perspective on diversity*” experienced by programme participants, the revealed preference method was applied. Price quotations were obtained from three companies offering training on *rights-based approaches to diversity and living together with differences*, and the lowest price was selected. This value was then used as the anchor for calculating the proxies for other outcomes.

A simulation was conducted to assess what would have happened had the highest quotation (still within a reasonable market range) been taken instead. In the original calculation, the fee of USD 1,600 quoted in August 2025 was used. However, if the USD 2,000 quotation had been taken, this would have equalled USD 1,843.14 as of 30 November 2022. At the exchange rate of that date, this corresponds to £34,392.95 for training delivered to 20 participants, or **£1,719.65 per person** as the financial proxy for the outcome. These calculation details are provided in the Outcome Valuation section.

Accordingly, the monetary valuations of all outcomes experienced by the programme participants would have changed as follows:

<p>Increase in adopting a rights-based perspective on diversity</p>	<p>The revealed preference approach was used to estimate the financial proxy for the outcome. The cost of face to face trainings aiming to "Adopting a rights-based perspective on diversity" available on Turkish market was used as a financial proxy such as 34.392,95 TL. However this price was covering a training value for 20 participants. For a training to be delivered to approximately 20 participants, we estimated the cost based on each participant contributing £1719,65.</p>	<p>£1.719,65</p>
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More informed decisions when choosing a university and a profession.”	The monetary value of this change was determined using the anchoring method. The reference point (anchor) used was Outcome 1 – developing a rights-based perspective on diversity, which has an estimated value of ₺1719,65 per person.	₺1.896,02
Being able to think with a social benefit-oriented mindset.	The monetary value of this change was determined using the anchoring method. The reference point (anchor) used was Outcome 1 – developing a rights-based perspective on diversity, which has an estimated value of ₺1719,65 per person.	₺1.807,84
Increase in social skills.	The monetary value of this change was determined using the anchoring method. The reference point (anchor) used was Outcome 1 – developing a rights-based perspective on diversity, which has an estimated value of ₺1719,65 per person.	₺1.940,12
Negative outcome: Increase in the feeling of loneliness.	The monetary value of this change was determined using the anchoring method. The reference point (anchor) used was Outcome 1 – developing a rights-based perspective on diversity, which has an estimated value of ₺1719,65 per person.	- ₺1.873,98

According to the above simulation, the SROI ratio is 2.23.

(Total Present Value (PV))	268.886,34 TL
Net Present Value (PV minus the investment)	148.431,78 TL
Social Return (Value per amount invested)	2,23

The sensitivity analysis revealed a range for the SROI ratio. Three different simulations showed that the ratio varied between **1.65 and 2.35**. The fact that the different results are relatively close to one another provides evidence that the calculations are consistent and rational.

Verification

Verification is one of the Social Value Principles and plays a critical role in ensuring the credibility of the report. With a clear awareness of its crucial importance, this principle was observed consistently throughout the study.

Social Value and SROI also promote accountability to all stakeholders. In this study, we sought to adopt an accountable approach, and the steps taken in this regard are presented under the headings *validation by stakeholders*, *validation by peers*, and *independent assurance-report accreditation*.

A number of measures were taken to ensure the accuracy and reliability of the data. While many of these are detailed in the methodology and stakeholder involvement sections of this report, they are briefly recalled here:

- **Process monitoring and familiarity with the programme:** Prior to the first implementation of the programme, the association received training on social impact management and measurement, which helped to strengthen its capacity in this area. At the end of the first round of the Colourful Steps Programme, those trained collected qualitative data on the changes experienced by the participants, under my mentorship. I attended all these qualitative data collection interviews as an observer. As a result, before starting the SROI analysis of the second round, I was able to double-check the well-defined outcomes by updating the theory of change, collecting a second set of qualitative data, and working within an already established research process.
- **Field observation:** I attended two of the eight sessions during the programme, in the middle and at the end, where I was able to observe the young participants directly. I paid particular attention to how they interacted with one another, their social skills, and their attitudes towards living with diversity. Close contact with the organising team also enabled me to witness the changes they experienced. These qualitative insights played a key role in capturing and interpreting stakeholders' experiences, helping to ensure that the identified outcomes genuinely represented their realities and perceptions.
- **Engagement with students:** Before the programme began, I met the young participants online to learn about their expectations. At my first field visit, I introduced myself to the group, explained my role, and told them they could contact me at any time. I also explained that I was evaluating the programme's impact as an independent expert, and that their feedback was essential to ensure the process was effective. I stayed with them throughout the day, both to build rapport and to observe. I also informed them that I would meet them again in the final week for both a survey and focus group discussions. At the final session, I facilitated a collective verbal evaluation before administering the survey. The purpose of this was to help them recall the whole process, to encourage them to listen to one another, and to make them aware of different experiences within the group. I also explained the survey questions in the hall to ensure clarity and encouraged them to ask questions freely, thereby fostering transparency within the group itself. For the organising team, the robustness of the data was supported by two rounds of qualitative data collection (immediately after the programme and again two years later) combined with one round of quantitative data.
- **Outcome valuation:** In both of the revealed preference valuations, I conducted a market analysis and obtained quotations from companies capable of delivering the specific types of services under consideration. Since the outcomes in question were highly specific, these quotations were directly relevant. In one case, the estimated value suggested by a team member was identical to one of the quotations received, confirming the equivalence of the attributed value with market pricing.
- **Timing of the analysis:** Completing the SROI analysis over a longer timeframe brought both advantages and disadvantages. On the one hand, 1.5 years after the programme, I was able to reach out to a random selection of participants from different segments, as well as members of the

organising team, to explore long-term outcomes, identifying which changes had persisted and which had faded. On the other hand, the disadvantage was that I could not fully capture the outcomes experienced by the volunteer trainers. I was unable to reach one trainer at all; although I did manage to speak with four trainers about their experiences, I could not reach them again for a second round of interviews to assess the depth of their outcomes. For this reason, the trainers' changes were not included in the SROI calculation, meaning that the total value reported is likely to understate the true impact of the programme.

Validation by stakeholders:

Throughout the reporting process, transparent and regular communication was maintained with the Steps That Change Association, and the analyses conducted were shared with them at various stages. Near the completion of the report, a meeting was held on **10 September 2025** to present the findings and gather feedback. The organising team and programme participants were invited to this meeting via the still-active WhatsApp group for the second round of the Colourful Steps Programme. The entire organising team attended the meeting, although none of the young participants were present.

The contributions and feedback provided by the organising team in this meeting were incorporated into the report.

Validation by peers: From the outset, my former colleague at KUSIF, trainer and accredited practitioner **Agata Fortuna**, provided feedback during the preparation of the report and advised me on areas requiring improvement.

Independent assurance-report accreditation: I also undertook the process of securing independent accreditation for this report entirely on my own. The entire reporting process was carried out voluntarily, and I personally covered the fee required for Level 3 accreditation from my own budget. The voluntary contribution of my time and expertise, together with the self-financing of the accreditation costs, ensured that the process was managed in a fully independent manner. This guaranteed that the report was written without any external pressure or influence.

Responsiveness and Recommendations

The eighth Social Value Principle highlights that the primary purpose of impact measurement and reporting is to strengthen and increase the social value being created. Measurement is not merely a result in itself but a vital process that improves practice and informs the development of future activities. With this awareness, my responsibility as the impact evaluator throughout the programme was to provide the team with regular feedback. These insights, however, were shaped by both the feedback gathered from participants and my own observations in the field, rather than by communicating all data in its raw form.

The completion of this report took more than two years, and the association and programme team only received the final findings on **10 September 2025**. Since the second round of the Colourful Steps Programme, two further rounds have been implemented. However, due to difficulties in recruiting high school participants, the association concluded that the balance between inputs and outcomes no longer justified continuing the programme and decided to pause it. Of course, contextual factors differ between rounds, and the volunteer team may also have considered that the time and effort they invested, in addition to financial resources, should generate impact for a larger group of young people.

The association has continued to maintain contact with all former programme participants. Many young people have expressed a desire to volunteer with the association, and those who have moved on to university have shown interest in joining the Colourful Campus Programme. The continuation of communication between participants and the programme team, alongside sustained motivation for volunteering, demonstrates that the outcome of *thinking with a social benefit-oriented mindset* has endured, and can be regarded as an ongoing positive effect of the Colourful Steps Programme. We hope that this report will inform decisions about the future of the programme, provide evidence to potential investors, and help to attract new supporters. Furthermore, the association's emphasis on impact measurement, and its collaborative and patient approach in this process, may serve as inspiration for other small and medium-sized civil society organisations in Türkiye.

It would not be an exaggeration to describe the changes achieved in a relatively short time with high school students from different backgrounds who were previously unfamiliar with one another as a success. Over seven weekends, the participants reported significant increases in knowledge and awareness across a range of areas. While the workshops and sessions played an important role, it was also the inclusive nature of the volunteer team — including members with visual impairments — and the socially minded approach to venue selection that contributed to the depth of change achieved.

Nevertheless, there are areas where impact could be maximised further, based on both stakeholder feedback and independent observation. Recommendations for future iterations of the programme or similar initiatives are as follows:

- **Deepening the rights-based approach to diversity:** While participants reported changes such as greater respect for difference, awareness of personal biases, and improved empathy, these were not grounded in a deeper exploration of human rights frameworks. Greater emphasis on equality as an inherent right, for example through engagement with international human rights conventions, could strengthen this dimension.
- **Addressing feelings of loneliness:** Feelings of isolation were expressed particularly by visually impaired participants and others who found social interaction more difficult. Adolescence is a period in which such negative feelings are common and often more intense. Activities should be designed to support these young people, with greater encouragement and opportunities to express

themselves. Exercises that enable visually impaired participants to share their experiences with peers could foster empathy, while involving less socially confident participants in organisational roles may provide them with alternative ways of engaging with others.

- **Enhancing career and university guidance:** University visits were an effective element in helping young people to gain an understanding of higher education. However, expectations around career guidance were not fully met, with participants expressing a desire for more targeted information on professions and academic disciplines of interest. Future programmes should consider tailoring this content more closely to participants' needs.

- **Introducing a “living contract” with participants:** This proposal arose from the experience of a parent accompanying their child throughout the second round of the programme. During debrief discussions, the organising team noted the potential value of clarifying the role of parents in future programmes. A living contract between stakeholders — young people, trainers, parents, and the association team — could help to manage expectations, clarify responsibilities, and strengthen the overall experience of living and learning together in diversity.

Finally, it is recommended that the impact report itself be shared not only with young participants but also with all stakeholders. Following the presentation to the programme team on 10 September 2025, the association expressed its intention to publish the report on its website and invite feedback. Delivering a dedicated presentation to the board of the association will also ensure that the insights from this evaluation contribute directly to organisational learning and the future development of the Colourful Steps and Colourful Campus Programmes.

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ANNEXES

Interview question for Program Participants: First Implementation period of Colourful Steps Program

FOCUS GROUP QUESTIONS WITH PARTICIPANTS AT THE END OF THE FIRST IMPLEMENTATION PERIOD OF THE STEPS THAT CHANGE PROGRAMME

How did the Colourful Steps Programme go for you overall? What kind of changes did you experience?

Did this programme motivate you, encourage you to take action, or increase your motivation to be part of solving a problem?

After the programme, did it influence you to take responsibility or act in addressing any social issue? Do you think you have become, or will become, more active in taking action? (After the programme, would you take responsibility in solving a social issue? If yes, for how long do you think you would continue to act in this way?)

When trying to find a solution to a social issue, has there been any change in the way you take different people or groups into account?

After the programme, how did your relationship and time management skills, as well as your teamwork abilities, change? Can you explain with concrete examples? (For instance, managing/accepting/adapting to different opinions within the group, dividing tasks, delivering work on time, etc.)

If you were to rate your adaptability to the future before the programme on a scale from 1 to 10, what would it be?

At the end of the programme – that is, right now – if you were to rate your adaptability to the future on a scale from 1 to 10, what would it be?

Before the programme, what was your approach towards differences such as disability, LGBTI+, or ethnicity, and how is it now?

With the programme, has there been any change in your ability to work and socialise with people who have different characteristics (such as physical or intellectual disabilities, LGBTI+, ethnicity, etc.)? In what way? (What were your socialisation skills before, and how are they now?)

Apart from the changes we have mentioned, did you experience any other positive changes?

Did you make new friends during the programme? Do you continue to meet with these new friends outside of the modules? (This question was added because this change usually came up in response to the first question.)

Did you experience any negative changes during the programme?

Did you ever feel lonely during the programme? How much of this feeling do you think was due to the programme? (for example, as a percentage)

Did you ever feel unsuccessful or inadequate during the programme? If so, what do you think was the reason?

What would have happened if you had not taken part in this programme? Would you still have gained the skills you developed through it? If yes, how would you have gained them? (Please reflect the changes on the screen.)

Have you taken part in any other similar programmes or projects during this period? Were there any other programmes or people that contributed to the changes you experienced?

Considering everything we have discussed, if you were to rate the programme on a scale from 1 to 10, what score would you give it? (Were you satisfied with the programme overall? Please rate, with 1 being the lowest and 10 the highest.)

What are the three most important changes for you?

Focus Group Discussions and Telephone Interview Questions of the Second Implementation Period of the Programme

The following interview questions outline the general flow of inquiry. During the interviews, additional questions were asked spontaneously depending on the participants' responses.

Graduation Day Group Evaluation Questions with Programme Participants

During this evaluation, participants sat in a circle, facing one another. I asked each participant, in turn, to complete and share at least three out of the five sentences I presented.

1. *How was your experience of participating in the Colourful Steps Programme? Please describe it by choosing at least three of the following five sentences:*

- “In this programme, I learned ...”
- “I am glad that ... happened.”
- “I wish ... had/had not happened.”
- “An unforgettable moment: ...”
- “I would like to say ...”

Focus Group Interview Questions with Programme Participants

Today we are meeting to better understand the impact of the Colourful Steps Programme on you, to hear your suggestions for improving the programme in the future, and to reflect on both the positive and negative changes you experienced. Your contributions play a critical role in increasing the effectiveness of this work. Thank you for your participation. I will be taking notes, but in order not to miss anything, I would also like to record the session. Only I will have access to these recordings, and all your contributions will be used anonymously. Do I have your consent to record?

(Once everyone has given consent, the recording is started and questions are asked. If someone does not consent, the questions are asked while taking notes only.)

1. Looking at the programme as a whole, what changes do you think have taken place in your life?
2. In the survey, we had asked you detailed questions about four specific areas of change. You also mentioned these changes during the group verbal evaluation. To remind you, these were:

- Developing a rights-based perspective on diversity
- Making more informed decisions about university and career choices
- Being able to think with a social benefit-oriented mindset
- Increase in social skills

Would you like to share anything about your experiences related to these changes?

3. Apart from these, is there any other positive change that comes to mind now which you would like to share?
4. In the survey, we had also asked whether you experienced any negative changes. Among the responses, some participants mentioned feelings of loneliness or tension. I would now like to ask you to reflect on these changes and whether you personally experienced them.
5. For those who did experience these changes, the following questions were asked:

Loneliness

- During the programme, did you ever feel lonely?
- If yes, how lonely did you feel? Please rate it on a scale from 0 to 10.
- How important was it for you to avoid this feeling of loneliness? (0–10)
- Did any other person or institution have an influence on this feeling of loneliness? If yes, who, and could you indicate the extent of their influence?
- If you had not participated in the programme, do you think you would still have experienced this negative change? If yes, what would you estimate the likelihood to be?
- How long do you think this feeling of loneliness will last?
 - Change does not continue
 - Continues for 6 months
 - Continues for 1 year
 - Continues for 2–3 years
 - Continues for my lifetime
 - Don't know

Tension

- During the programme, did you ever feel tense?
- If yes, how tense did you feel? Please rate it on a scale from 0 to 10.
- How important was it for you to avoid this feeling of tension? (0–10)
- Did any other person or institution have an influence on this feeling of tension? If yes, who, and could you indicate the extent of their influence?
- If you had not participated in the programme, do you think you would still have experienced this negative change? If yes, what would you estimate the likelihood to be?
- How long do you think this feeling of tension will last?
 - Change does not continue
 - Continues for 6 months
 - Continues for 1 year
 - Continues for 2–3 years
 - Continues for my lifetime
 - Don't know

6. Apart from these two negative changes, did anyone experience any other negative change? If so, could you explain what it was?

(If someone mentions another negative change, the same sequence of questions above is asked.)

7. Is there anything else you would like to add?

Additional question: How did you get involved in the Colourful Steps Programme?

Interview Questions with the Programme Organisation Team

First Focus Group – 9 January 2023

1. Did you personally experience any changes as a result of this programme? If yes, what were they?
2. Did your organisation experience any changes because of the Colourful Steps Programme? Were there any positive or negative effects?
3. Did you observe any positive changes among the young participants?
4. Did you observe any negative changes among the young participants?
5. In the next round of this programme, what would you do differently?
6. Is there anything else you would like to add?

Second Focus Group- 2 February 2025

The second focus group with the programme team was conducted two years after the completion of the activities. At the beginning, the programme was briefly recalled, including which activities were carried out in which weeks. After this reminder, the following questions were asked:

1. What kinds of changes did you experience?
2. On a scale of 0–10, how would you rate the extent of these changes?
3. Among the changes you experienced, are there any that are still ongoing?
4. Attribution: Did other projects, CSOs, people, or similar factors contribute to these changes alongside this programme?
5. If yes, what percentage would you attribute to them?
6. If this project had not taken place, do you think you would still have experienced these changes?
7. If yes, what likelihood would you estimate, on a scale of 1–10?
8. How long did these changes last?
9. How relatively important are these changes for you?
10. I would like us to assign a value to one of these changes. Either let us identify a change that already has a market value, or think about what else you would have been willing to spend money on in order to experience this change.

(In the focus group, it took a long time to identify the changes. After questioning the relationships between the changes and identifying negative ones, the numerical assessment part was conducted individually through a survey. Thus, questions from 3 onwards were answered in the survey.)

Telephone Interviews with Trainers

After introducing myself, explaining how I obtained their phone number, and clarifying the purpose of my call, I reminded each trainer of the name of the training they delivered and the venue where it took place. Afterwards, I asked whether volunteering in the programme had led to any changes for them.

- “In the Colourful Steps Programme, the training you delivered on [date] — did it create any changes for you, either positive or negative?”

Telephone Interviews with Parents

After introducing myself, explaining how I obtained their phone number, and clarifying the purpose of my call, I asked parents whether they had experienced any indirect changes themselves. I also asked whether they had observed any changes in their child.

- “As a result of your participation in this programme, do you think there have been any indirect changes in your own life? If yes, what kind of changes have you noticed?”
- “Although this programme was designed for your child, as a parent did you personally feel any difference or learning?”
- “Since your child joined this programme, have you observed any changes in their behaviour, attitudes, or perspectives?”

Telephone Interviews with Young People Who Withdrew from the Programme

After introducing myself, explaining how I obtained their phone number, and clarifying the purpose of my call, I asked young people why they had left the programme and whether a negative experience had played a role.

- “What led you to withdraw from the programme? Why did you decide not to continue?”
- “In your decision to leave, was there any negative experience related to the programme’s content or environment that influenced you?”

Colorful Steps Program – Second Term: Pre-Program Survey – Gathering Expectations

Name – Surname:

What are your expectations from the Colorful Steps Program? Please share.

Which of the following are among your reasons for participating in the Colorful Steps Program? You may select more than one option.

- To gain awareness about social issues
- To develop teamwork skills
- To socialize with young people who are different from me
- To learn about professions
- To gain information about universities
- To discover my biases towards differences and to develop empathy

Which content of the program excited you the most?

Do you have any needs or requests you would like us to pay attention to during the program? Please share.

Is there anything you would like to share with the team running the program?

8. In terms of the changes you have experienced in approaching and respecting differences based on rights, did any other institutions or individuals contribute to the Renkli Adımlar Programme?

institutions or individuals?

Mark only one choice.

O Yes

O No

9. If yes, please specify who they are and state what percentage of influence they had. For example: "My school teacher contributed 10%."

10. If you had not participated in the Renkli Adımlar Programme, would you still have a

*

change in terms of approaching differences with respect and on the basis of rights?

Mark only one choice.

No, if I had not participated in this programme, I would not have experienced a change in this regard.

Yes, I would still have experienced a change.

11. If yes, what percentage of change would that be? Why? (For example, “I might have experienced a 20% change because I intended to participate in another social project on weekends.”)
12. In your opinion, how long would the change you experienced in terms of a rights-based approach to differences last? *

Mark only one choice.

- The change does not continue.
- It will continue for 6 months
- It lasts for 1 year
- It lasts for 2-3 years.
- It will continue throughout my life.
- I don't know.

PROFESSION AND UNIVERSITY RECOGNITION

In the section below, rate the change you experienced between the beginning and end of the programme regarding career and university awareness on a scale of 0 (no change) to 10 (very high change).

16. If I were to choose a university and department, I think I would make a more informed decision out of 10.*

Mark only one choice.

Lowest 0 1 2 3 4 5 6 7 8 9 10 **Highest**

17. In terms of the changes you have experienced in recognising your profession and university, have you received any support from other institutions or individuals? *

Mark only one choice.

O Yes

O No

18. If yes, please specify who they are and state what percentage of influence they had. For example, "My family contributed 50% to this".

- 19.** If you had not participated in the Renkli Adımlar Programme, would you still have experienced a change in terms of career and university awareness? *

Mark only one choice.

- No, if I had not participated in this programme, I would not have experienced a change in this regard.
- Yes, I would still have experienced a change.

- 20.** If yes, what percentage of change would that be? Why? (For example, “I might have experienced a 20% change because our school has similar awareness programmes”.)
-
-
-
-

26. At the end of the programme, my ability to think in a socially beneficial way increased by ... out of 10. *

Mark only one choice.

Lowest 0 1 2 3 4 5 6 7 8 9 10 Highest

27. In terms of the change you have experienced in socially beneficial thinking, have you received any support from other organisations or individuals? *

Mark only one choice.

O Yes

O No

28. If yes, please specify who they were and state the percentage of their impact. For example: "Another NGO I volunteered for contributed 20%."

- 29.** If you had not participated in the Renkli Adımlar Programme, would you still have experienced a change in your social benefit-focused thinking? *

Mark only one choice.

- No, if I had not participated in this programme, I would not have experienced a change in this regard.
- Yes, I would still have experienced a change.

- 30.** If yes, what percentage change would that be? Why? (For example, I could have experienced a 20% change because I was considering joining another similar programme)
-
-
-
-

- 36.** In terms of the changes you have experienced in your social skills, other organisations or individuals besides the Renkli Adımlar Programme. *

Mark only one choice.

O Yes

O No

- 37.** If yes, please specify who they were and what percentage of the impact they had.
-
-
-
-

- 38.** If you had not participated in the Renkli Adımlar Programme, would you still have experienced a change in your social skills? *

Mark only one choice.

- No, if I had not participated in this programme, I would not have experienced any change in this regard.
- Yes, I would still have experienced this change.

39. If yes, what percentage change would that be? Why? (For example, "I could experience a 20% change because I was considering joining a sports club.")

40. How long do you think the changes you experience in social skills will last? *

Mark only one choice.

- The change does not continue.
- It will continue for 6 months
- It lasts for 1 year
- It lasts for 2-3 years.
- It will continue throughout my life.
- I don't know.

FINAL SECTION

Please rate how important experiencing change is to you in the following areas on a scale of 0-10.

44. The importance of acquiring social skills for me *

Mark only one choice.

45. Did you experience any negative changes during the programme? For example, feeling lonely. Please explain *

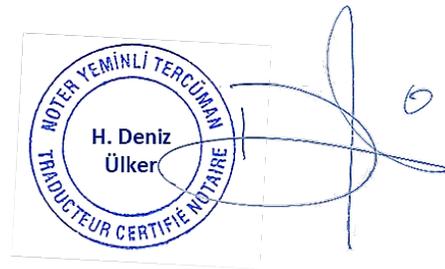
46. Were there any aspects you felt needed improvement or were lacking during the programme? Please explain. *

47. What was the most exciting or memorable content for you during the programme? *

48. Finally, is there anything else you would like to add or share with the team running the programme?

This content is neither created nor endorsed by Google.

Google Forms



Questionnaire for Programme Organizing Team

Start of Block: Default Question Block

Q1 Hello everyone, Following the Zoom call yesterday, we will complete the questions with this survey. Thank you so much for your patience and support. The questions below will address the changes you mentioned in our meeting that day. If you have any questions while completing the survey, please feel free to contact me via WhatsApp. Thank you again.

Q2 Your name? I'm asking this question so I can find you if anything is missing from the survey :)

Q3 **Change 1: "Learning to work with a high school group"** How much of a change did you experience in learning how to communicate with the high school group and what kind of work could be done during the second semester of Colorful Steps? Could you give me a score between 0 and 10? You can think of it as 0 meaning I haven't experienced any change, 1 meaning I've experienced a 10% increase, and 10 meaning I've experienced a 100% increase.

	0 - no increase, 10 - complete increase										
	0 (1)	1 (2)	2 (3)	3 (4)	4 (5)	5 (6)	6 (7)	7 (8)	8 (9)	9 (10)	10 (11)
Learning to work with a high school group (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"/>	<input type="radio"/>

Skip To: Q9 If Değişim 1: "Lise grubuyla çalışma yapmayı öğrenme" Renkli Adımların ikinci döneminde lise grubuyla... : 0 - hiç artış olmadı, 10 tamamen artış oldu = 0

Q3 Did any other projects, institutions, or people other than this program contribute to your experience of this change?

Yes (1)

No (2)

Display this question:

If Bu deęiřimi yařamanda, o dđnem bu programdan bařka projelerin, kurumların, kiřilerin katkısı oldu... = Evet

Q5 Could you please specify the individuals/institutions you believe contributed to the Colorful Steps 2nd term program and express their contribution as a percentage? (For example, "10% contribution from X institution, 5% from Y person.")

Q6 If you hadn't volunteered for the Colorful Steps 2nd term program, would you still have learned to work with the high school band?

Yes (1)

No (2)

Display this question:

If Renkli Adımlar 2. dđnem programına gđnđllđ destek vermeseydin, yine de lise grubuyla alıřma yapm... = Evet

Q7 So, what would be the chances of you learning how to work with a high school group? Could you rate it on a scale of 1 to 10? 1 being very unlikely, and 10 being absolutely certain.

1 is very unlikely, 10 is very likely

Skip To: Q17 If Değişim 2: "Modüllerden yeni bilgiler öğrenme" Renkli Adımların ikinci döneminde program içerikle... : 0 - hiç artış olmadı, 10 tamamen artış oldu = 0

Q14 Can you briefly write what different information you learned?

Q11 Did any other projects, institutions, or people other than this program contribute to your experiencing this change, that is, learning new information from the modules?

Yes (1)

No (2)

Display this question:

If Bu değişimi yaşamanda yani modüllerden yeni bilgiler öğrenmede, o dönem bu programdan başka proje... = Evet

Q12 Could you please specify the individuals/institutions you believe contributed to the Colorful Steps 2nd term program and express their contribution as a percentage? (For example, "10% contribution from X institution, 5% from Y person.")

Q16 How long do you think the "learning new information from modules" shift will or has continued?

- When the program ended, this change ended. (1)
- I still think this change is continuing. (2)
- It continues throughout my life. (3)
- Other (4) _____

Q17 **Change 3: "Organizational skills"** Has there been a change in your organizational skills in the second term of Colorful Steps? Could you rate it on a scale of 0 to 10? You can think of it as 0 points meaning no change, 1 point meaning a 10% increase, and 10 points meaning a 100% increase.

	0 - no increase, 10 - complete increase										
	0 (1)	1 (2)	2 (3)	3 (4)	4 (5)	5 (6)	6 (7)	7 (8)	8 (9)	9 (10)	10 (11)
Ability to organize (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"/>	<input type="radio"/>

Skip To: Q23 If Değişim 3: "Organizasyon yapabilme becerisi" Renkli Adımların ikinci döneminde organizasyon yapab... : 0 - hiç artış olmadı, 10 tamamen artış oldu = 0

Q18 Did any other projects, institutions, or people other than this program contribute to your experience of this change, that is, your increased organizational skills?

- Yes (1)
- No (2)

Display this question:

If Bu değişimi yaşamanda yani organizasyon becerinde artış olmasında, o dönem bu programdan başka pr... = Evet

Q22 How long do you think the "increased organizational skills" change will or has continued?

- When the program ended, this change ended. (1)
- I still think this change is continuing. (2)
- It continues throughout my life. (3)
- Other (4) _____

Q23 Change 4: " **Teamwork skills, learning to delegate responsibility** " Has there been a change in your teamwork and delegation skills in the second term of Colorful Steps? Could you rate it on a scale of 0 to 10? You can think of it as 0 meaning I haven't experienced any change, 1 meaning I've experienced a 10% increase, and 10 meaning I've experienced a 100% increase.

	0 - no increase, 10 - complete increase										
	0 (1)	1 (2)	2 (3)	3 (4)	4 (5)	5 (6)	6 (7)	7 (8)	8 (9)	9 (10)	10 (11)
Teamwork 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"/>	<input type="radio"/>

Q24 Did any other projects, institutions, or people other than this program contribute to your experience of this change, that is, your ability to become a team?

- Yes (1)
- No (2)

Display this question:

If Bu deęişimi yaşamanda yani ekip olma becerisinde, o dönem bu programdan başka projelerin, kurumla... = Evet

Q25 Could you please specify the individuals/institutions you believe contributed to the Colorful Steps 2nd term program and express their contribution as a percentage? (For example, "10% contribution from X institution, 5% from Y person.")

Q28 How long do you think your "increase in teamwork skills" will or did continue?

- When the program ended, this change ended. (1)
- I still think this change is continuing. (2)
- It continues throughout my life. (3)
- Other (4) _____

Q29 Change 5: "Increase in stress level" We've mentioned two negative changes in the second semester of Colorful Steps. One of these was increased stress levels. This increased stress was caused by factors such as difficulty in maintaining the attention and interest of the high school group and irritation when trying to assert authority. Has there been a change in your stress level? Could you rate it on a scale of 0 to 10? You can think of it as 0 points meaning no change, 1 point meaning a 10% increase, and 10 points meaning a 100% increase.

0 - no increase, 10 - complete increase

	0 (1)	1 (2)	2 (3)	3 (4)	4 (5)	5 (6)	6 (7)	7 (8)	8 (9)	9 (10)	10 (11)
Stress level (1)	<input type="radio"/>										

Skip To: Q35 If Değişim 5: "Stres seviyesinde artış" Renkli Adımların ikinci döneminde iki tane de olumsuz değişim... : 0 - hiç artış olmadı, 10 tamamen artış oldu = 0

Q30 Did any other projects, institutions, or people other than this program contribute to your experiencing this change, that is, the increase in your stress level?

- Yes (1)
- No (2)

Display this question:

If Bu değişimi yaşamanda yani stres seviyenizde artış olmasında, o dönem bu programdan başka projeler... = Evet

Q34 How long do you think this "spike in your stress level" will or has continued?

- When the program ended, this change ended. (1)
- I still think this change is continuing. (2)
- It continues throughout my life. (3)
- Other (4) _____

Q35 Change 6: "Increase in anxiety level" We mentioned two negative changes in the second term of Colorful Steps. The second was an increase in anxiety. The reason for this increase was the high school group being under 18, along with increased responsibilities and feelings of responsibility towards parents, among other factors. Has there been a change in your anxiety level? Could you rate it on a scale of 0 to 10? You can think of it as 0 points meaning no change, 1 point meaning a 10% increase, and 10 points meaning a 100% increase.

0 - no increase, 10 - complete increase

	0 (1)	1 (2)	2 (3)	3 (4)	4 (5)	5 (6)	6 (7)	7 (8)	8 (9)	9 (10)	10 (11)
Anxiety level (1)	<input type="radio"/>										

Skip To: Q41 If Değişim 6: "Kaygı seviyesinde artış" Renkli Adımların ikinci döneminde iki tane olumsuz değişimde... : 0 - hiç artış olmadı, 10 tamamen artış oldu = 0

Q36 Did any other projects, institutions, or people other than this program contribute to your experiencing this change, that is, the increase in your anxiety level?

- Yes (1)
- No (2)

Display this question:

If Bu deęiřimi yařamanda yani kaygı seviyende artış olmasında, o dönem bu programdan başka projeleri... = Evet

Q37 Can you specify the people/institutions outside of the Colorful Steps 2nd term program that you think have had an impact on your anxiety level, and express their impact as a percentage? (For example, "Institution X had a 10% impact, and Person Y had a 5% impact.")

Q38 If you had not volunteered for the Colorful Steps 2nd term program, would there still have been an increase in your anxiety level?

- Yes (1)
- No (2)

Display this question:

If Renkli Adımlar 2. dönem programında gönüllü destek vermeseydin, yine de kaygı seviyende bir artış... = Evet

Q39 So, what would be the likelihood of experiencing an increase in your anxiety level in this situation? Could you give me a score from 1 to 10? 1 means there is a very small chance my stress would increase, 10 means my stress would definitely increase.

1 is very unlikely, 10 is very likely										
	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)

If I hadn't
taken
RA, my
anxiety
level
would
have
increased.
(1)

Q40 How long do you think this "spike in your anxiety level" will or has continued?

- When the program ended, this change ended. (1)
- I still think this change is continuing. (2)
- It continues throughout my life. (3)
- Other (4) _____

Q41 We're curious about the importance of the six changes asked above to you. Could you please rate the importance of each change on a scale of 1 to 10? How important are these changes to you?

1: Experiencing this change is not important to me at all. 10: Experiencing this change is very important to me.

1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)
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Learning to work with a high school group (1)

Learning new information from modules (2)

Increased ability to organize (3)

Experience an increase in teamwork skills (4)

Experiencing increased stress levels (5)

Experiencing increased anxiety levels (6)

Q42 Finally, let's try to find value in at least one of these six changes. The most common change everyone experienced was learning to work with a high school group. What do you think you could do that would have monetary value instead of the experience and knowledge you gained? What would be an equivalent work in the market that would give a monetary value to this change? Can you share what comes to mind with me?

Translated automatically by Qualtrics.

Quotes related to Outcome 1 experienced by the Programme Participants

The translation is below

Mavi Baykuş

Eğitim Koçluk Danışmanlık LTD. ŞTİ



Osmanağa mah. Cevahir sok.

Aziz Bey apt. No:3 D2 Kadıköy / İST
Kadıköy V.D 613 085 9442

Eğitim Yatırım Koşulları

Renkli Adımlar Programı katılımcılarına (Max 20 Kişi) farklılıklarla birlikte yaşama temalı eğitim

1 Tam gün Yüz yüze eğitim

2000 USD

Eğitim içerik detayları ayrıca paylaşılacaktır.

Not: Ödeme vadesi fatura tarihinden sonra 30 gündür.

Teklif önerisi 01.12.2025'e kadar geçerlidir.

Mavi Baykuş (name of the company)

Adress of the company

Training Quote Conditions

Training on *Living Together with Differences* for participants of the *Colourful Steps Programme* (maximum 20 participants)

1 full day face-to-face training – USD 2,000

The detailed training content will be provided separately.

Note: Payment is due within 30 days of the invoice date.

This proposal is valid until 1 December 2025.



Second Quote

EKO DANIŐMANLIK

Quote

Muęla, 20.08.2025

Dear Madam,

Our proposal for a full-day training (a total of 6 hours of sessions) on *developing a rights-based perspective on diversity and living together* for 20 high school students reached through the Steps That Change Association amounts to **1600 USD including VAT**.

The training will be delivered by our expert trainer, and the content will be designed using interactive and experiential methods.

Costs for materials, transportation, and lunch during the day are to be covered by your organisation.]

This offer is valid for 15 days.

Kind regards,

Damla Kellecioęlu



Third Quote

Dear Sir/Madam,

Our proposal for a full-day training (a total of 6 hours of sessions) for 20 high school students reached by Renkli Adımlar Association, on the themes of *approaching differences from a rights-based perspective* and *living together*, is **64,450 TL including VAT**.

The training will be delivered by our expert trainer, and the content will be designed with interactive and experiential methods.

The costs of materials, transportation, and lunch required during the day will be borne by your side.

This offer is valid for 15 days.

Sincerely,

ERA Consultancy – Ateş Rauf Ertürk Danışmanlık

Quotes related to Outcome 1 experienced by the Programme Organising Team

hyle

new generation consultancy

22.08.2025

Sayın Yetkili,

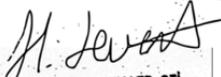
Farklı liselerden ve farklı sosyal çevrelerden bir araya gelen liseli gençlerle yürütülecek sosyal çalışmalarda dikkat edilmesi gereken hususlar konusunda Değiřtiren Adımlar Derneđi'nin ekibine dört günlük bir çalışma planlanmıřtır. Lise öğrencisi gençlerin farklılıklara hak temelli yaklaşım geliřtirmeleri, meslek ve üniversite seçimi konusunda bilinçlenmeleri ve sosyalleřmeleri konusunda deđişim yaşamalarını hedefleyecek bir programda karşılaşılabilecekleri zorluklar üzerine danışmanlık verilecek, gençlerle iletişimde dikkat edilecek konular ele alınacaktır.

Yapılacak çalışma için,

- 1 gün hazırlık,
- 2 gün dernek ekibine verilecek danışmanlık çalışması,
- 2 yarım gün sürecek süpervizyon

Toplamda 4 günlük bir danışmanlık için fiyat teklifi 1250 Dolar + KDV'dir.

Saygılarımızla,


HYLE DANIřMANLIK LTD. řTİ.
Merkez Mah. Abide-i Hürriyet Cad.
Sibel Apt. No: 161 /3 řiřli - İST.
Tic. Sic. No: 4651413343

Translation of the quote:

22.08.2025

To Whom It May Concern,

A four-day programme has been planned for the team of the *Deđiřtiren Adımlar Association* focusing on key considerations in working with high school students who come together from different schools and diverse social backgrounds.

The programme aims to support young people in developing a rights-based approach to differences, raising awareness regarding career and university choices, and fostering meaningful socialisation. Consultancy will be provided on the potential challenges that may arise during such a programme and on essential points to consider when communicating with young participants.

The proposed programme includes:

- 1 day of preparation,
- 2 days of consultancy with the association's team,
- 2 half-days of supervision.

The total fee for this four-day consultancy is **USD 1,250 plus VAT**.

Yours faithfully,

Hamit Levent Evcı



Second Quote

To Whom It May Concern,

It is envisaged that an information session will be provided on the key considerations when working in the civil society field with high school students from diverse backgrounds, as well as on the specific characteristics of adolescence.

The planned work includes:

- Preparation of a guidance document,
- 15 hours of consultancy,
- 5 hours of supervision.

In total, the consultancy service amounts to **25 hours**, for which our fee is **USD 1700 inclusive of VAT**.

Yours faithfully,
ERA Consultancy

23-08-25

Expenses List for the programme

Please find below the breakdown of expenses incurred during the second Renkli Adımlar (Colourful Steps) Program organized by Deęiřtiren Adımlar Derneęi'nin (Steps That Change).

Renkli Adımlar 2. Program Expenses					
Food	Materials	Trainer	Venue	Shuttle and Fuel Expenses	Total
725	25	100	2.360	15.104	
792	30	280		2.832	
375	150	200		5.664	
400	85				
900	50				
527					
86					
5.849					
2.788					
12.441	340	580	2.360	23.600	39.321

Best Regards



Pınar Gökpınar

Deęiřtiren Adımlar Derneęi

Founding Member

Financial Proxies- SROI Calculation

The lowest quotation was taken into consideration. The quotation of USD 1,600 including VAT, received in August 2025, was recalculated retrospectively for December 2022.

The most recently published general CPI-U indices were used for this calculation:

November 2022 CPI-U (All-items): 297,711 (1982–84=100) [Bureau of Labor Statistics](#)

- **July 2025 CPI-U:** 323.048 (Since the data for August 2025 had not yet been published, the figures for July 2025 were used.) [Bureau of Labor Statistics+1](#)
(According to the BLS release calendar, the August 2025 CPI will be published on 11 September 2025.) [Bureau of Labor Statistics](#)

Formula (2025 \$ → 2022 \$):

$$1600 \times \text{CPI}(\text{November 2022}) / \text{CPI}(\text{July 2025}) = 1600 \times (297.711 / 323.048) \approx 1.474,51 \text{ USD}$$

In November 2022, USD 1,474.51, when converted using the Turkish Central Bank's official exchange buying rate of **18.62** on 30 November 2022

(<https://www.tcmb.gov.tr/kurlar/202211/30112022.xml>), amounts to **₺25,455.38**.