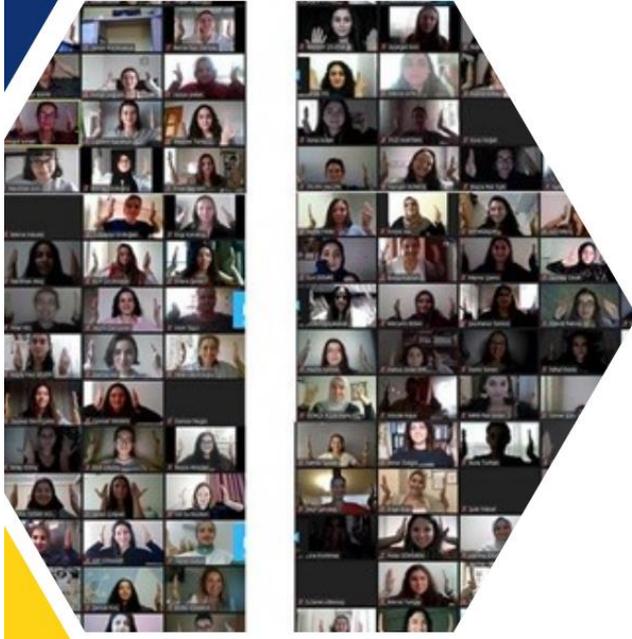




# WOMEN LEADERS OF THE FUTURE PROGRAM



## SOCIAL RETURN ON INVESTMENT ANALYSIS

**2022**



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## Women Leaders of the Future Program, Social Return on Investment Analysis 2022

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Signed

Mr Ben Carpenter  
Chief Executive Officer  
Social Value International



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## Executive Summary

*The Women Leaders of the Future (WLF) Program* has been carried out in cooperation with Sanofi Türkiye and the Association of Women Entrepreneurs (KAGIDER) since 2011. The program aims to develop competencies and professional networks of young women who are senior university students or new graduates and to make a strong start to their careers. Since 2011, the program has reached 1,300 women through training and mentorships.

This report covers both the impacts of the WLF Program on its stakeholders and the Social Return on Investment (SROI) assessment for the year, 2022. 2022 was selected for the SROI analysis as this is the final year in which online training was delivered and the aim is to evaluate the social value generated through the online training.

The main findings of the SROI analysis are summarized below:

- The SROI analysis shows that the WLF Program generated a total value of 4,979,931.63 TRY of social value through activities in 2022, with a total investment of 736,153.00 TRY. This means that in 2022, every 1 TRY investment in the WLF Program generated 6,76 TRY in social value (1:6,76 TRY). The SROI ratio of 1:6,76 showed that the WLF Program created social value above its' investment in 2022. The sensitivity analysis highlighted that the likelihood of outcomes occurring without the program (deadweight) and the influence of other contributing programs and networks (attribution) significantly affect the impact of the program. These dimensions should be carefully considered in future program design, and enhanced data collection would contribute to a more holistic understanding of the program's value.
- Impact values were calculated by monetizing the outcomes experienced by stakeholder groups including training participants, mentees, mentors, co-trainers, term representatives. In this context, it was observed that the groups with the highest total impact values in 2022 were the WLF training participants (n=263), and corporate mentees (n=63).
- For training participants, the most valuable outcomes were the development of entrepreneurial awareness (743,639.81 TRY; relative importance: 8.6) and a sense of solidarity (602,325.50 TRY; relative importance: 9.1).
- Solidarity is identified as the outcome with the highest impact value for training participants, WLF2WLF mentees and WLF2WLF mentors. Therefore, solidarity is identified as the common change experienced by the program participants, indicating a deep sense of belonging and collective empowerment generated by the program.
- Among mentees, besides solidarity, empowered self-identity and increased self-efficacy were highly valued.

Similarly, besides solidarity, WLF2WLF mentors evaluated volunteering and personal growth as significant outcomes they experience.

- For co-trainers, personal growth and increased social well-being stand out as the most significant outcomes, while term representatives report enhanced psychological empowerment, improved employability and career development.

Furthermore, the findings of the study indicate that the WLF Program also has an impact on other stakeholder groups. This is evidenced by the fact that a large proportion (93%) of the WLF training participants responded to the questionnaire declared that they shared the contributions of the program with others in their social and professional circles. Participants shared their insights on women's roles in social and economic life along with information about business life, career planning and entrepreneurship with people in their networks. In line with this, by sharing their insights with others, they believed that they helped empowering women around them, instilled hope for women to develop their careers, made them feel that they are not alone, and increased other's interest in the program.

Finally, supporting online activities with physical meetings (such as organizing regular alumni meetings), developing activities that will support a strong career start (offering internship opportunities etc.), establishing special communication channels for professional groups where sectoral information will be shared, improving the mentor-mentee communication system, keeping Google mail group communication more active and up-to-date could serve as channels for further improvement and greater impact in the coming years.

## The Women Leaders of the Future Program

The Women Leaders of the Future (WLF) Program, which has been carried out in cooperation with Sanofi Türkiye and the Association of Women Entrepreneurs (KAGIDER) since 2011, aims to equip young women who will make a difference in economy and society with skills and sensitivities.

The program mainly covers a training program, a mentorship program and networking opportunities. The training program has a two-stage application process. First, a call for applications is shared via social media and KAGIDER's communication channels to create a pool of candidates. In the first stage, applicants are evaluated based on their CVs, with priority given to young women with limited opportunities. Those who pass this initial screening are then invited to online interviews to assess their potential and ensure their suitability for the program. In this stage, all candidates are asked the same set of questions. Each candidate records their responses online and submits them through the provided platform. In 2022, around 2,500 applications were received and 263 women were admitted to the Program.

The 2022 WLF Training Program was held online between 4-5-6-7 October with the 263 participants. The four-day-online training covered sessions on leadership skills, personal development, CV preparation, interview skills, gender equality, employee rights, project management. Generally during trainings, participants meet and listen to previous training participants who became **role models** (entrepreneurs, pioneer managers and sectoral leaders etc.) in the role model session of the training program. Volunteer past term participants can also be **co-trainers** and lead one of the sessions with the experienced trainers. Besides past participants, the trainers of the program are mostly successful women role models coming from diverse sectors.

After the training program, the participants (also called as "graduates") are included in the WLF community via an e-mail group. Participants from different program years support each other through this mail group and can ask guidance about every social or professional issue. Moreover, selected graduates of the Training Program each year can become **term representatives** and serve as spokespersons for the training participants of that year.

Additionally, within 2-3 months after the training, the participants can enroll in the Mentorship Program that lasts for 6 months. There are two programs for mentorship. One is Corporate Mentorship Program in which successful female managers from well-known companies voluntarily provide mentorship. The second one is WLF2WLF Mentorship Program in which the WLF graduates provide mentorship for newcomers (called as WLF2WLF mentors). Therefore, mentees of the program can later become mentors themselves and guide new

participants. This structure aims to sustain the program's impact by engaging its own participants.

There's an application process for all mentees and for mentors. After all applications are done, KAGIDER committee members meet online with candidates who apply to become mentees and select mentees for the program. Meanwhile, graduates of the previous training and mentorship programs who applied for being a mentor receive a two-hour mentorship training. Afterwards, the mentor-mentee pairings are made and both parties are informed. Later, responsibility meetings and interim evaluation meetings are held to make sure that each party knows their roles and responsibilities.

Also, there are face-to-face social meetings (such as brunches etc.) for all graduates within the scope of the program. During the year, graduates can also participate to KAGIDER's organizational events such as "I start My Business Program" or "Sustainability Workshops" etc. As the events of KAGIDER aren't in the scope of the program, they are evaluated as supporting program activities.

The program has also gained international visibility and recognition. For instance, it was presented at the 2017 United Nations Commission on the Status of Women Meetings as an "Example of Good Practice from Türkiye". Finally, the awards received by the program are as follows:

- Communitas 2012 – "Corporate Social Responsibility"
- Intercontinental Regional Innovation Awards 2013 – "Corporate Social Responsibility"
- Advertising Age 2013 – Best Women's Project of the Year"
- JCI Culture 2016 – "International Corporate Social Responsibility" Award

## Social Return on Investment (SROI) Methodology

In this study, the SROI methodology is used to analyze the social impact of WLF Program. SROI is a principle-based framework that identifies, measures, and calculates social outcomes. SROI is used for showing the monetary value of social projects and programs. Therefore, SROI methodology enables demonstrating social value at an economic level and communicating monetary value to all project stakeholders, including public and private-sector investors (Ralser, 2007)<sup>1</sup>.

One of the main features of SROI methodology is that SROI identifies and monetizes social value based on the perceptions and experiences of stakeholders. In line with this, the methodology identifies outcomes and certain indicators and then assigns monetary values to these indicators. The calculation of the value of outcomes is done by using monetary value as a proxy. Further, SROI measures the social value compared to the costs of investments in achieving those outcomes. As the final step, comparing monetary value of outcomes to investments gives the SROI ratio. For instance, a ratio of 1: 3 indicates that 3 TRY of social value is generated by an investment of 1 TRY.

SROI can be used “as a tool for strategic planning and improving, for communicating impact and attracting investment, or for making investment decisions” (Nicholls et al.,2012, p.10). Also, SROI guides managerial decisions in terms of using organizational resources effectively and efficiently.

SROI takes its stems from cost-benefit analysis and social accounting. Based on these approaches, SROI has eight principles<sup>2</sup>:

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

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<sup>1</sup> Ralser, T. (2007). ROI for Nonprofits: The New Key to Sustainability. Hoboken, NJ: John Wiley and Sons.

<sup>2</sup> <https://www.socialvalueint.org/principles>

In line with these principles, SROI methodology has six stages<sup>3</sup>:

- Establishing Scope and Identifying Key Stakeholders: This stage refers to determining the scope of the SROI analysis. Through this stage, the purpose of the study, the time period of the analysis and the stakeholders are identified.
- Mapping outcomes: This stage covers developing the Theory of Change, which shows the casual relationship between inputs, activities, outcomes and ultimate goal of the project/program.
- Evidencing outcomes and giving them a value: In this stage, outcome indicators are identified. After finding indicators for outcomes, evidence is collected through these indicators to collect evidence on the outcome. Afterwards, identified outcomes are given value based on their perceived relative importance.
- Establishing impact: In this stage, it is aimed to not to overclaim outcomes and assess whether these outcomes are the results of the project/program. Analyzing the outcome would have happened anyway without the project/program or any other interferences' impact of the outcomes together with the attributions of partner or other organizations in the environment are taken into consideration in this stage.
- Calculating the SROI: In this stage, the financial value of the outcomes are calculated based on the data collected in the previous stages.
- Reporting, using and embedding: In this final stage, SROI analysis and findings are reported and shared with stakeholders.

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<sup>3</sup> Jeremy Nicholls, Eilis Lawlor, Eva Neitzert, Tim Goodspeed, edited by Sally Cupitt, with additional contributions from Sheila Durie, Jenni Inglis, Karl Leathem, Tris Lumley, and Richard Piper. 2012. "A Guide to Social Return on Investment." Update (January):108.

## About the Report

SROI can be conducted for forecasting or evaluating social outcomes. In this study, *evaluative SROI* is conducted as the 2022 program year is analyzed. The SROI report is prepared for a diverse audience, including internal (management and staff level) and external stakeholders (NGOs working for women empowerment, employers, collaborating institutions like Kariyer.Net etc).

The purpose of the analysis is to understand the main outcomes from the perspective of stakeholders and to understand not only the strengths but also areas for potential improvement. Therefore, the aim is to provide data for future strategic, tactical, and operational decisions to maximize positive outcomes and minimize negative ones.

### Scope and Identification of Stakeholders

The first stage of an SROI study is to identify the boundaries of the analysis in terms of stakeholders and timeframe. The scope of the SROI analysis of the WLF Program was determined by exchanging ideas with the Sanofi and KAGIDER teams. 2022 was selected as the program year to be analyzed, as it marked the final year in which the training was delivered online. The WLF Training Program was held online in 2022 between 4-5-6-7 October with 263 women participants (The training calendar can be found in Appendix A). Training program participants, previous participants as role models/co-trainers met during the training. 2022 Mentoring Programs starts at the beginning of the year and lasted till September for the 2021 training program participants (For the 2022 Mentorship Schedule, please check Appendix B).

After the training held in October in 2022, the new mentoring process starts in November and lasted through 2023. The mail network was actively used during the whole year, 2022.

Thereby for the scope of the SROI analysis, it can be stated that the analysis covers the 2022 cycle of the WLF Program, including the online training held in October and the mentoring activities carried out throughout the year and stakeholders considered in the analysis include training participants, mentees, mentors, co-trainers and term representatives (For Stakeholder Participation, see Table 1).

### Stakeholder Identification and Involvement

#### Selection Process

Stakeholders refer to individuals or organizations that may be affected by or may be affected by program activities.

All program documents were examined, Sanofi and KAGIDER project teams were interviewed to ensure the identification of stakeholders. Based on these insights, The WLF Program stakeholders were initially identified based on their level of engagement with the program and their potential to experience material outcomes.

Table 1 Involvement of Stakeholders in the SROI Analysis

	Stakeholder	Inclusion	Reason for Inclusion/Exclusion from SROI Analysis
<b>The WLF Program</b>	WLF Training Program Participants (called as the graduates)	Included	The Training Program aims to develop participants' competencies, their professional network and support them for a strong start to their careers. Therefore, this group is the main beneficiary of the Training Program.
	WLF graduates who become mentees in the WLF Mentoring Program	Included	They are the main beneficiaries of the Mentorship Program offered to WLF graduates.
	WLF graduates who became mentors after the WLF Mentorship Program (WLF2WLF mentors)	Included	WLF graduate who become mentors as WLF2WLF Mentors also benefit from the mutual learning process of the mentorship.
	WLF graduates who are Term Representatives	Included	One or two WLF graduate voluntarily represent the year they graduated and continue their interaction with their alumni for a year.
	WLF graduates who have been Co-Trainers in 2022	Included	In 2022, WLF graduates voluntarily can became co-trainers to support the program trainers. Considering the learning process of co-teaching, this group was included in the analysis.
	Corporate mentors involved in the Mentoring Program	Included	In the WLF Corporate Mentoring Program, female managers working in companies voluntarily provide mentorship to WLP training graduates. Because of the mutual learning process, it was decided to include this group in the analysis.
	Trainers who voluntarily teach in the Training Program	Not included	Since most of the volunteer trainers are also involved in the design of the program and they're not the primary beneficiaries, they're not included in this analysis.
	Employers	Not included	Employers who employ graduates of the program are among the stakeholders of the program. On the other hand, since they are not a priority group, it is recommended that this group can be included in the future analyses.
	Social and professional circles of the participants	Not included	People in the social or professional circles of the program participants and their family members are also indirectly affected by the program. On the other hand, since they are not a priority group, it is recommended that this group be included in the future analysis.
	Collaborating program stakeholders (Kariyer.net, Philanthropy Foundation of Turkey, etc.)	Not included	This stakeholder group is the institutions that support the realization of the program. They're not included as they are not a priority group.

### Stakeholder Participation

For stakeholder participation, a form was designed and distributed to stakeholders to find out volunteers for hearing the WLF experiences. In the form, the permission to participate and their availability dates were asked.

During interviews, it was understood that although they aren't one of the subgroups to be included in the analysis, it would provide valuable insights to hear Sanofi volunteers who supports the program voluntarily. Similarly, the two previous term representatives also voluntarily share their experiences and although there was no role model session in the 2022 training program, the experiences of the role models of the previous year were also taken to be reported for future planning.

Moreover, during interviews with stakeholders, the question of who else might be affected by the activities of the WLF Program was asked to identify any other stakeholder group.

**Ensuring Representation**

Among the respondents, interview participants were selected purposively to ensure that voices from all subgroups, especially those likely to experience different outcomes based on the demographics of income level and working status, were represented. This process was designed to avoid over-representation of dominant voices and ensure that the diversity within stakeholder groups were captured.

**Interviews**

Participants were invited to the interviews via e-mail or telephone and participated voluntarily to the interviews. Except one, all interviews were conducted online (For interview questions, see Appendixes C and D). The interviews lasted an average of an hour.

All in all, interviews were conducted with **a total of 52 people**, including Sanofi and KAGIDER program managers, trainers, WLF graduates, term representatives, mentors, role models, co-trainers and Sanofi volunteers. Although, the time period of the analysis is 2022, some mentees, mentors, and term representatives from the 2020 and 2021 cohorts were interviewed as well. The reason is that it was difficult to reach enough people from the 2022 term, some participants (e.g. mentees) haven't completed their journey in the 2022 program, and it's aimed to see opinions that show the longer-term effects of the program. Since the content of the program was mostly the same in these years, it is assumed that the feedback from 2020 and 2021 participants is still helpful and meaningful for the evaluation.

The table below indicates all groups interviewed for the analysis:

Table 2 Overview of Interviews Conducted

Number of People Interviewed	Date	Interview Type
<b>Program Managers (Sanofi and KAGIDER Teams)</b>		
2	27/10/2022	Online/FGD
2	18/1/2023	Online/FGD
1	27/10/2022 & 13/12/2022	Online/One-to-one
1	09/12/2022	Online/One-to-one
<b>KAGIDER Trainers</b>		
1	29/11/2022	Online/One-to-one
1	2/12/2022	Online/One-to-one
1	2/12/2022	Online/One-to-one
1	5/12/2022	Online/One-to-one
1	7/12/2022	Online/One-to-one
<b>Other Volunteer Trainers</b>		
1	26/12/2022	Online/One-to-one
1	3/1/2023	Online/One-to-one
<b>Term Representatives</b>		
1 (2020 cohort)	12/12/2022	Online/One-to-one
1 (2020 cohort)	12/12/2022	Online/One-to-one
1 (2021 cohort)	4/1/2023	Online/One-to-one
1 (2021 cohort)	5/1/2023	Online/One-to-one
<b>Mentees</b>		
1 (2021 cohort)	14/12/2022	Online/One-to-one
1 (2022 cohort)	15/12/2022	Online/One-to-one
1 (2022 cohort)	16/12/2022	Online/One-to-one
1 (2022 cohort)	19/12/2022	Face-to-face/One-to-one
1 (2021 cohort)	20/12/2022	Online/One-to-one
1 (2020 cohort)	20/12/2022	Online/One-to-one
1 (2022 cohort)	21/12/2022	Online/One-to-one
1 (2021 cohort)	21/12/2022	Online/One-to-one
<b>Mentors</b>		
1 (2022 cohort)	20/12/2022	Online/One-to-one
1 (2022 cohort)	04/01/2023	Online/One-to-one
1 (2021 cohort)	06/01/2023	Online/One-to-one
<b>Training Program Participants</b>		
1 (2022 cohort)	14/12/2022	Online /One-to-one
1 (2022 cohort)	15/12/2022	Online/One-to-one
3 (2022 cohort)	16/12/2022	Online/FGD
3 (2022 cohort)	21/12/2022	Online/ FGD
1 (2021 cohort)	26/12/2022	Online/One-to-one
3 (2020 cohort)	3/1/2023	Online/FGD
<b>Role Models</b>		
1 (2022 cohort)	04/01/2023	Online / One-to-one

1 (2021 cohort)	06/01/2023	Online / One-to-one
<b>Sanofi Volunteers</b>		
1	25/01/23	Online/One-to-one
1	23/01/23	Online/ One-to-one
1	26/01/23	Online/One-to-one
1	24/01/23	Online/One-to-one
1	02/02/23	Online/One-to-one
<b>Co-Trainers</b>		
5 (2022&2021 cohorts)	31/1/2023	Online/FGD

### Stakeholder Involvement in the Questionnaire

Additionally, a questionnaire was prepared based on the data collected from the interviews and to make generalizations shared with all stakeholder populations. In the questionnaire, participants were asked whether they experienced the changes or not, as well as the status of the changes before and after the program. The questionnaire also covered questions in terms of duration, attribution and the deadweight. The questionnaire was distributed to all 2022 participants during March 9- May 31, 2023.

*Table 3 Stakeholder Groups and Response Rates*

Stakeholders	Population (2022) (n)	Questionnaire Participants (n)	Rate of Return (%)
<b>Training Participants</b>	263	102	39
<b>WLF2WLF Mentees</b>	63	17	27
<b>Corporate Mentees</b>	26	7	27
<b>WLF2WLF Mentors</b>	14	8	57
<b>Corporate Mentors</b>	63	8	13
<b>Co-Trainers</b>	24	7	29
<b>Term Representatives</b>	2	1	50

The questionnaire covered demographic questions that were identified through interviews to figure out if there were subgroups that would experience materially different outcomes. The two demographic questions highlighted for identifying subgroups were income level and if the participant works or not (the working status). These demographical subgroups were analyzed to see if these variables may affect the outcomes experienced.

Additionally, the questionnaire was prepared with caution to involve stakeholders perspective regarding the outcomes in the analysis. For instance, the positive and negative changes experienced through program activities, the significance they attribute to the changes, any other individuals/organisations contributions to the changes, whether the changes would have happened anyway and the duration of the changes. Moreover, open-ended questions were addressed to ask any positive or negative changes they experience besides the one mentioned in the questionnaire.

In line with the *Principle 5: Do not Overclaim* and *Principle 6: Be Transparent*, each outcome is discussed in detail based on the data gathered from stakeholders, related academic research and similar project reports. Based on Principle 5: Do Not Overclaim, the assessment was carefully designed to ensure that the value created by the WLF program is captured accurately and credibly. Given the program's layered structure, with participants engaging in multiple roles such as training participant, mentee, mentor, co-trainer, or term representative, the risk of double counting outcomes was tried to be minimized throughout the process.

Distinct outcome sets were developed for each stakeholder group based on their specific roles, experiences, and levels of engagement. During data collection and analysis, careful attention was paid to avoid attributing the same outcome to multiple roles. For instance, high attention was paid in the data collection process to make sure that an individual who progressed from training participant to term representative was only responding to the term representative questionnaire. It is hoped that this approach prevents overestimation and ensures that each reported impact reflects a change that is related to the specific role resulting from the program.

Also, sensitivity analyses were conducted for displacement, deadweight, attribution, duration, negative outcomes and high impact values for robustness. Therefore, it is aimed to maintain accuracy for ensuring that the value captured is both meaningful and relevant to the program's actual contribution.

For the Principle 6: Be Transparent, it's aimed to be fully transparent about the methods used, data collected, assumptions made, value captured and calculated. Wherever making judgments such as selecting outcomes, estimating durations, or calculating value, the judgements were tried to be made based on past academic research, impact reports of similar projects and stakeholder opinion.

Though it's targeted to include all stakeholder views, for some groups, the rate of response was low (as in the case of corporate mentors), which may result in missing unintended or negative outcomes. This is also true for other stakeholder groups as the negative outcomes weren't reported which can be seen as an improvement area for transparency in the future analyses.

Moreover, this report was reviewed by an assessor, introducing an element of transparency.

Therefore, based on the Principle 5 and Principle 6, the demographics of the participants, outcomes identified and outcome materiality for each stakeholder group, the deadweight and attribution rates are all discussed in the following sections.

## **Limitations**

### **Risks in Identifying and Reaching the Stakeholders**

One of the limitations of this evaluation was the difficulty of reaching stakeholder groups and to request information about the program they participated earlier. This situation has led to the questioning of the validity of the information provided by participants.

Moreover, views of the stakeholders who are voluntarily involved in the evaluation are taken, which may have resulted in unintended selection bias and not hearing negative views or alternative views.

### **Positive Responder Bias**

As this is a free program, it is sensed that respondents either consciously or sub-consciously were inclined to evaluate program in a more positive manner, which makes it difficult to identify negative outcomes.

### **Future Stakeholder Involvement**

One of the most significant implications for future stakeholder involvement is to make more stakeholder interviews for a better understanding of negative outcomes and a better understanding of needs of participants coming from diverse income levels.

Although both the survey and interviews included open-ended questions to identify if participants experienced outcomes different from the main ones, only 1–2 participants reported negative experiences. These were not significant in number and did not indicate a clear pattern, thus were not generalised as material outcomes.

Regarding subgroups experiences, in both qualitative and quantitative data, it's found out that low and lower middle income level participants have criticized the program by saying trainers are mostly coming from upper income levels (trainer profile) and program provided limited resources. Also, only 3 people in the questionnaire stated a negative outcome. This suggests that while there may be differences in participant experiences coming from different income levels, more data collection is needed to determine whether these concerns can have material patterns.

Moreover, as the WLF Program has the potential to impact a wider range of stakeholders beyond its primary target group, it's advisable to include these secondary groups in the next SROI analysis. Also to the SROI Guide, it is recommended that these secondary stakeholders should be considered in future evaluations for a holistic understanding of the impact.

In the interviews, it's understood that trainers, participants' social circles (families and close friends), Sanofi employees, and KAGIDER members also experienced personal, professional, and social shifts through their engagement with the program. Furthermore, these shifts indicate that the program's impact goes beyond the primary stakeholder groups. Therefore,

based on the recommendations suggested in the SROI Guide, it would be meaningful to revisit the impact created for the secondary groups for a deeper understanding of the program's impact in the future analyses.

## Inputs and Outputs

Inputs are the resources provided by stakeholders for the implementation of program activities. While cash inputs are easier to determine, it is also important to consider the monetary value of non-cash inputs (such as time) when calculating the SROI rate. On the other hand, the outputs are a quantitative summary of the program activities.

Table 4 Summary of Inputs and Outputs

Program	Type of Investment	Financial Equivalent (TRY)	Stakeholder	Explanation	Output
Women Leaders of the Future Program	Time	0	Training Program Participants (graduates)	Participation in the four-day training program and subsequent activities	A total of 263 participants participated in the 4-day online training
	Time	0	WLF2WLF Mentees	Participation in the 15-hour mentoring process	Participation of 26 mentees in the 15-hour mentoring process
	Time	0	Corporate Mentees	Participation in the 15-hour mentoring process	Participation of 63 mentees in the 15-hour mentoring process
	Time <sup>4</sup>	38.850	WLF2WLF Mentors	15 hours of mentoring	Participation of 14 WLF2WLF mentors in the 15-hour mentoring process
	Time <sup>5</sup>	174.825	Corporate Mentors	15 hours of mentoring	Participation of 63 mentors in the 15-hour mentoring process
	Time <sup>6</sup>	16.695	Term Representatives	Representing 2022 graduates for one year	2 term representatives on duty for 45 hours
	Time <sup>7</sup>	111.300	Co-Trainers	WLF graduates voluntarily support the instructors	45 minutes of training by 24 co-trainers after 25 hours of preparation
	Money (Program Budget)	208.174	Sanofi	Design and organization of the WLF Training Program	4-day online WLF Training Program

<sup>4</sup> To estimate the financial value of mentors' time contribution in Türkiye in 2022, an international benchmarking method was applied based on the relative value of volunteer time in the United States. According to the Independent Sector, the value of one hour of volunteer work in the U.S. in 2022 was \$31.80, while the federal minimum wage was \$7.25 per hour. This corresponds to a volunteer value multiplier of 4.4 times the minimum wage. To adapt this to Türkiye's context, the Turkish gross daily minimum wage in 2022 was 333.6 TRY, which equates to 41.7 TRY per hour (assuming an 8-hour workday). Applying the U.S.-based multiplier yields an estimated volunteer hour value in Türkiye as:

$41.7 \text{ TRY} \times 4.4 = 185.5 \text{ TRY/hour}$

The monetary equivalent of time contributions is calculated as follows:

Per mentor (15 hours):

$15 \text{ hrs} \times 185.5 \text{ TRY} = 2,775 \text{ TRY}$

Total for 14 WLF2WLF mentors:

$2,775 \times 14 \text{ TRY} = 38,850 \text{ TRY}$

Independent Sector (2022). Value of Volunteer Time. <https://independentsector.org/resource/value-of-volunteer-timeU.S.>

Federal Minimum Wage Data: <https://www.statista.com/statistics/1065466/real-nominal-value-minimum-wage-us/Turkiye>

Ministry of Labour – Minimum Wage Archive (2022): <https://www.csgb.gov.tr/media/35831/yillar-itibariyle-gunluk-ve-aylik-asgari-ucetler.pdf>

<sup>5</sup> Total for 63 corporate mentors :  $2.775 \times 63 = 174.825 \text{ ₺}$

<sup>6</sup>  $185.5 \times 45 = 8.347,5$  per term representative

Total for 2 term-representatives:  $8.347,5 \times 2 = 16.695 \text{ TRY}$

<sup>7</sup>  $185.5 \times 25 = 4.637,5$  per co-trainer

Total for 24 co-trainers:  $4.637,5 \times 24 = 111.300 \text{ TRY}$

	Time (The cost of the working time)	26.309	Sanofi Program Team	Monetary equivalent of the total 16 working days spent by the assigned Sanofi team for the realization of the Program <sup>8</sup>	Designing the 2022 WLF Program activities by 4 Sanofi employees
	Money (Program Budget)	160.000	KAGIDER	Costs of organizing and communicating 2022 WLF events	2022 WLF Program Activities
	<b>Total (TRY)</b>	<b>736.153.00</b>			

<sup>8</sup> The financial equivalent of the overtime spent by the Sanofi program team in the preparation and execution processes of the project is calculated based on the average Medical Manager salary data shared by kariyer.net in June 2023. In 2022, the Sanofi team dedicated a total of 16 working days to the program.

Average salary for 1 month (2023) = 54.000 TRY

$$= (54.000 \text{ TRY}) * \left( \frac{100}{164,2} \right)$$

= 32,886 TRY (monthly salary :20 working days value in 2022)

= 26,309 TRY (16 working days in 2022)

In retrospective calculations, it is not always possible to find the monetary equivalents of the goods and services that serve as reference points for the fixed values in the relevant years. Therefore, the reference values were based on their current values as of the date the SROI study was conducted, and these values were adjusted for past years, taking into account the annual changes in the Consumer Price Index.

The formulas used are as follows:

$$2022 \text{ value} = (2023 \text{ value}) * \left( \frac{100}{100 + (\text{December 2023 \% CPI}^*)} \right)$$

## Understand What Changes

Program outcomes refer to the changes experienced through program activities by the program stakeholders. The key stakeholder outcomes are judgements based on the data collected through project documents, meetings with Sanofi Türkiye and KAGIDER project teams, the stakeholder dialogue through focus groups and one-to-one interviews with program trainers, participants (WLF training program graduates, mentees, WLF2WLF mentors, term representatives, role models and co-trainers) and Sanofi volunteers.

## Theory of Change

Theory of Change (ToC) is a logic model, a roadmap that demonstrates how the interferences generate change (Stein & Valters 2012, Nicholls, et al.2012)<sup>9</sup>. It is a tool for communicating the change generated by the project in its simplest but detailed form to internal and external stakeholders. Also, ToC guides organizations for strategic planning by showing the change process, its expected outcomes and implementation of project activities (Stein & Valters, 2012). Further, it offers opportunities for monitoring and evaluating processes, outcomes, and activities over time. Additionally, it provides a learning opportunity to the project staff as they put effort in designing the theory of their project.

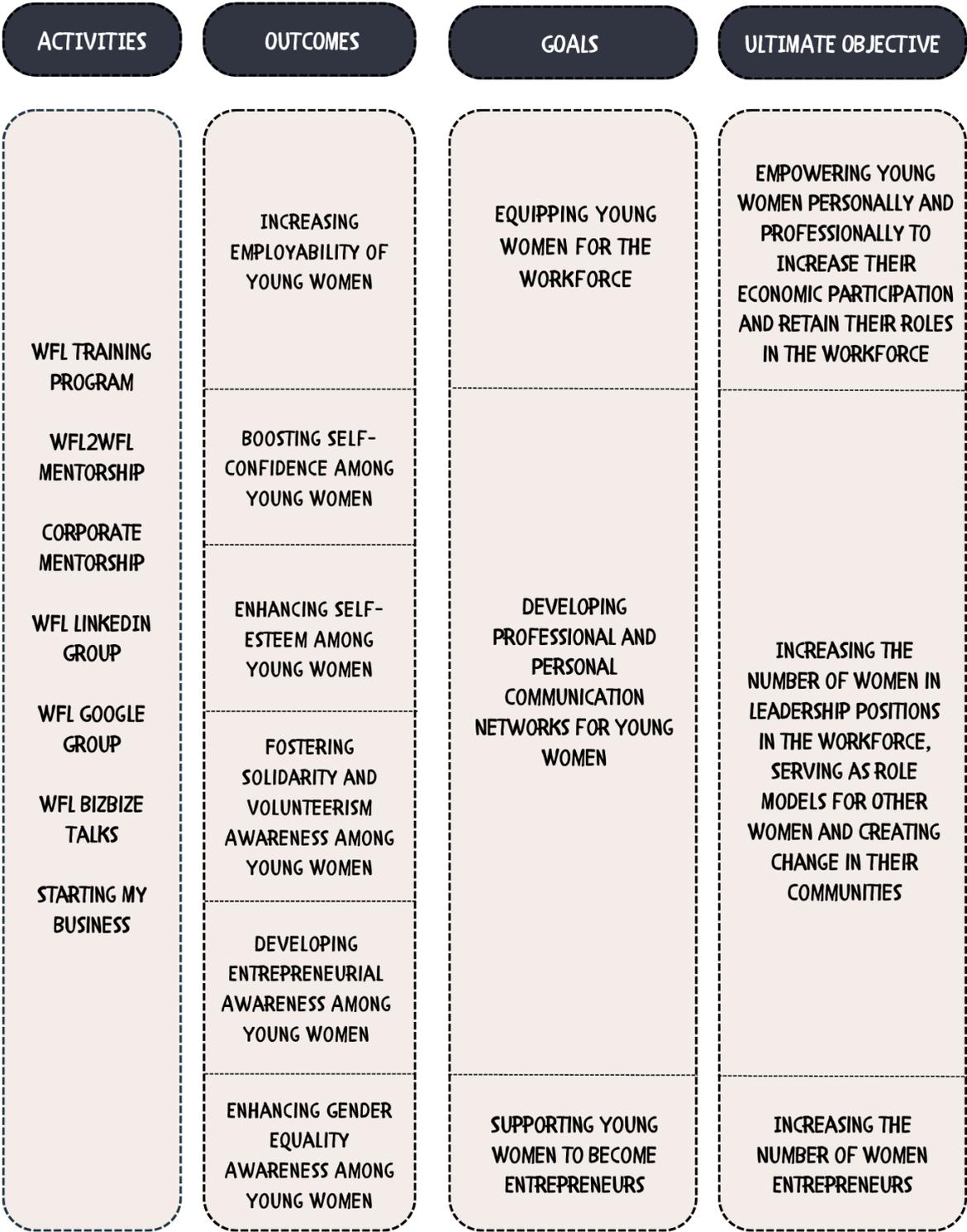
ToC of the WLF Program was not previously prepared. Therefore, in this study, a ToC is mapped (See Figure 1) after the interviews. The ToC is outlined by showing what is targeted, how to achieve targets, and the causality links between activities and the ultimate goal.

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<sup>9</sup> Stein, D., & Valters, C. (2012). Understanding theory of change in international development. JSRP Paper 1. ISSN 2051-0926.

Nicholls J., Lawlor E., Neitzert E. & Goodspeed, T. (2012). A Guide to Social Return on Investment. The SROI Network. <https://socialvalueuk.org/resource/a-guide-to-social-return-on-investment-2012/>

Figure 1 Theory of Change



## Value the Things That Matter

WLF Program outcomes are determined by conducting interviews and SROI questionnaires taking stakeholder opinions. Questionnaires included the converging outcomes predetermined through the interviews, as well as open-ended questions to recognize unidentified outcomes. To measure outcome weightings which would allow us to use the anchoring method while calculating the SROI ratios, questionnaire participants rated the outcomes from '1' to '10', '1' standing for the least significant outcome impact and '10' standing for the most.

To avoid double counting while measuring the SROI value, converged outcomes which do not overlap minimally are taken into consideration. However, in case of having different 'chains of events', which produced the same outcome for stakeholders, questionnaire participants were provided with different scaling options with different chains of events for that same outcome. Weighting of such outcomes are calculated by taking the average of the average answers for each scaling option. This method is used with the intent of increasing precision since not all intermediate outcomes produce the same level of impact.

Average answers stated next to each outcome constitute the weightings, in other words, importance of the outcomes attributed by the beneficiaries (Please see Appendix E for participant questionnaires).

Some outcomes identified for secondary stakeholders (e.g. friends, relatives of the beneficiaries) were not included in the SROI calculation at this stage and were interpreted in the report under the heading "*The Impact of The WLF Program on Other Stakeholder Groups*" with the aim of contributing to the future decision-making processes of Sanofi and KAGIDER teams.

### Determination of the Average Duration, Deadweight and Attribution of the Outcomes

Deadweight, attribution, and drop-off were calculated based on participants' responses to direct questions in the questionnaire. Participants were asked to rate the perceived contribution of other factors (attribution) and the likelihood that the change would have occurred anyway (deadweight) using Likert scales.

The calculations were made by dividing the total score given by participants by the number of participants experiencing that outcome to derive the percentage value. While average values were used for the core calculations, qualitative differences among participants' experiences were also documented and analysed.

For the duration, in the questionnaires, the participants were asked to evaluate the duration of the outcome (experienced/foreseen) with the options '0-6 months (0.25 years)', '7-12 months (0.75 years)', '1-3 years (2.0 years)' and '4 years and above (4.0 years)'. Averages that do not come out as whole numbers are rounded according to their decimal values due to the necessity of using whole numbers in the calculation phase.

### Identifying Stakeholders Who are Experiencing the Outcome

In the analysis, the number of stakeholders experiencing a change was calculated by determining the ratio of participants who reported experiencing the relevant change in the questionnaire to the total number of survey respondents, and then applying this ratio to the total number of stakeholders involved in the program.

Number of people experiencing described outcome

$$= \left( \frac{\text{Number of people experiencing the outcome}}{\text{Total number of people}} \right)_{\text{Questionnaire}} * (\text{Total population})$$

### Materiality

The fourth principle of SROI underlines the inclusion of relevant and significant stakeholders and outcomes in the analysis. For materiality of outcomes, the following two criteria are taken into consideration:

- Relevance can be assessed through stakeholder involvement by asking them which outcome is important to them or finding out which outcome is more valuable to the organization, or analyzing past research about the outcomes.
- Significance can be attributed by looking at the number of people who experience the outcome, or the amount of the outcome, or the duration of the outcome, or the financial value of the outcome.

In terms of stakeholder inclusion, the criterion determined for the study is to identify stakeholders that are directly affected by the WLF, which are also verified by the Sanofi and KAGIDER teams.

For assessing the materiality of the outcomes, questions regarding the relevance and significance of the outcomes were addressed to the stakeholders in the interviews. After identifying relevant and significant outcomes based on interviews, the stakeholders included in SROI were asked to rate these outcomes in terms of the amount of outcome (significance) in the SROI questionnaires. Respondents value the amount of outcome from '1' to '10', '1' standing for the least significant one and '10' standing for the most significant. The outcomes that have a weighting of 5 out of 10 are determined to be assessed as immaterial.

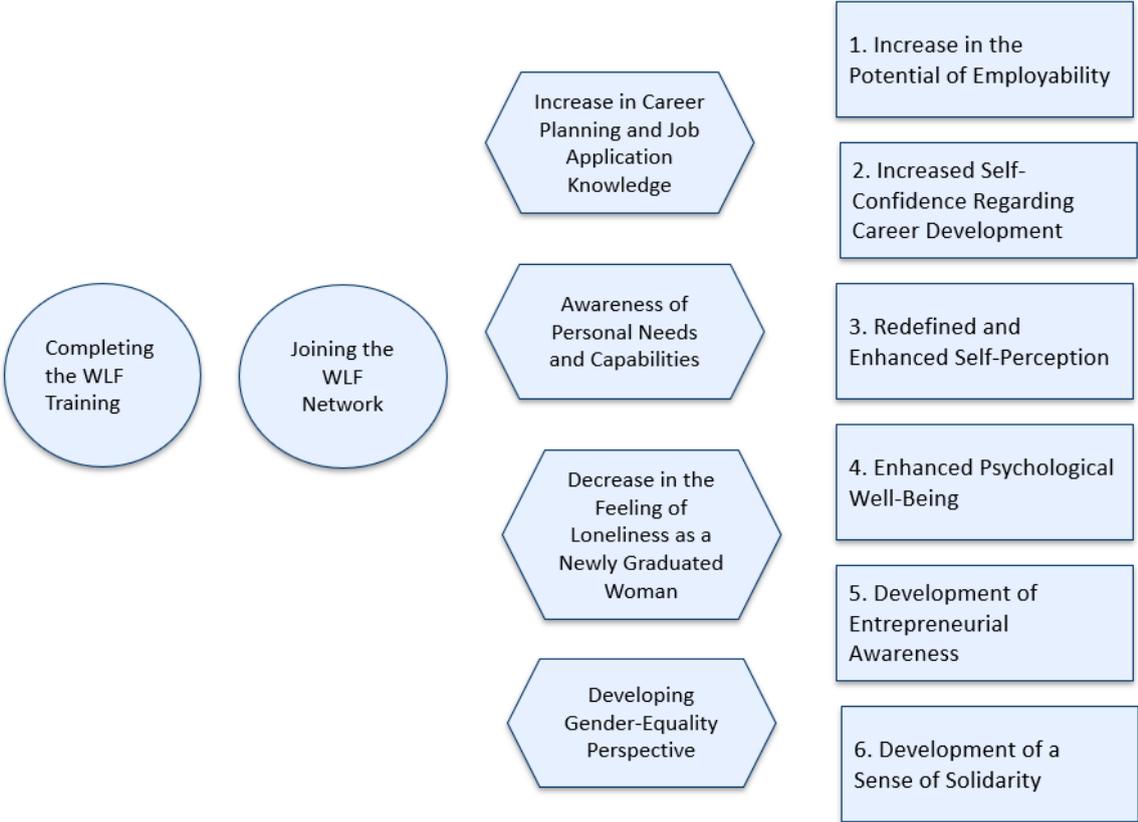
# TRAINING PROGRAM PARTICIPANTS

## Demographic Information

The notable demographic characteristics of the WLF training graduates (n=102) who responded to the questionnaire are summarized below:

- WLF graduates are from Istanbul, Ankara, Izmir and Adana.
- Nearly half (49%) heard about the program on social media channels.
- 48% are in the low and lower-middle income group, 46% are in the middle income group, and 6% are in the upper income group.
- It was observed that 10% participated in the Mentoring Program, 7% in the Sustainability Workshops, and 4% in the “I Start My Business Program”.

## Outcomes Identified for the WLF Training Participants



## Increase in the Potential of Employability

The primary aim of the WLF Training Program is to equip young women with the knowledge and networks needed for a strong start to their careers. The program includes sessions on interview techniques, personal branding, LinkedIn usage, and project management. During these four-day training, participants form up teams, develop a project and present their

projects to KAGIDER team on the last day of the training. One of the participants, for instance, expresses her project experience as in the following words:

*"I talked and joked with someone I don't know until 3 a.m., and I didn't see her face on the screen during training because the program was crowded. It was interesting to design the project with people I didn't know. We were 6-7 people in total. After we met, we divided the labor. When somebody didn't understand, we helped each other. We made cost calculations and we made a research. We created a business plan and developed a budget. While making the presentation, we marketed the project as if it was real. It was a deeper experience than we expected."*

Additionally, participants also take part in an employee simulation, giving them hands-on experience of a real-life job interview process. Together, these sessions aim to strengthen participants' readiness for job applications and professional life.

Moreover, through interviews, it has been observed that the job experiences shared or resume preparation sessions clarified the career planning of the participants. Also, the potential of the participants to get a job increased with the job postings in the community mail group. As an example, the following comment of a Sanofi team member emphasizes this outcome:

*"There is common confusion and anxiety about whether to find a job as new graduates. At this point, WLF clarifies what kind of issues and difficulties can be encountered step by step and the steps that participants need to take until they reach the position they dream of."*

In the interviews, the WLF training participants also shared that they gained information about business life with the program, developed professional and social ties as a result of the communication they established with instructors and other people, realized their potential and increased their motivation for their professional lives. An example statement can be seen below:

*"I had the opportunity to listen to the experiences of professional people. I had the chance to see the difficulties experienced in business relationships and different areas in terms of business changes."*

Moreover, some participants stated that listening to experiences of professionals supported their career planning:

*"I realized that I could work professionally at NGOs. I thought that it was only possible to volunteer, but I learned that I could make a career and progress in the field of civil society thanks to the Program."*

In short, it can be stated that the WLF Training Program enabled participants to gain information about business life and clarify their career plans. With the development of professional ties and sharing of experience, the potential of the participants to get a job increased.

Indicators

Subjective	Objective
Increase in the level of business life knowledge	Number of participants that is employed through the program
Developing solutions to business life related problems	Number of participants that had a job interview though the program
Clarifying career plans	Being in the WLF networks

Completeness

Almost all (93%) of the 177 WLF training participants who responded to the questionnaire stated that their level of knowledge about business life increased with the program, 89% stated that they could develop solutions to the problems they may encounter in business life, and 82% stated that they clarified their career plans. Also, 3% (n=3) had a job interview through WLF LinkedIn or WLF Google groups, 1% (n=1) had a job placement through the program.

Out of 102, 45 respondents stated that their potential to find a job has increased with the program. 56% (n=57) reported no change, which can be explained by several factors. Firstly, some participants are new to the program and their experience is limited to the training. Also, a proportion of participants (22 were students) were at an earlier stage of their career journey, and may not yet be at the job-seeking stage. Moreover, it has seen that some of these participants carry the expectation of ongoing tracking and support with more career development activities after the training. No participant stated a negative change.

Table 5 Increase in the Potential of Employability Valuation Metrics

Outcome	Number of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference of Change Pre- and Post-WLF Training (%) <sup>10</sup>	Average Duration of Impact (Years)	Deadweight (%) <sup>11</sup>	Attribution (%) <sup>12</sup>
Increase in the Potential of Employability	45/102	8.2	44	2.33	44	46

Participants rated the importance of this outcome as **8.2 out of 10** in the questionnaire , indicating that the change is perceived as significant and valuable.

The analysis of pre and post program assessments showed a **44% improvement in employability potential**, indicating the program’s contribution to participants’ career start.

When asked in the survey, apart from the WLF Program, if there were any other program/network/person that improved participants’ potential for employability at that time, out of 45 participants experiencing that outcome, 28 declared that there are other sources besides the WLF Program. The other sources are another training program (n=11), for the ones who are working their professional environment (n=11), for students it is the university facilities (n=8), and for others their family tides (n=8). To some participants, some of these sources combine to contribute this outcome. Thereby, **46% attribution** shows that participants were under the influence of other actors or factors alongside the WLF Program.

Similarly in the questionnaire out of 45, 28 participants declared that they would enhance their employability via other channels if they had not participated in the program. Participants believed that this change might have occurred without the program, possibly through other channels such as personal efforts or different similar programs (**44% deadweight**).

The 44% deadweight and 46% attribution rates are consistent with similar findings from other programs in Türkiye that focus on supporting women's career and employment pathways. For example, in the Young Women Building Their Future Project’s SROI Report (2023), the deadweight and attribution for the "Enhanced Employability" outcome were calculated as

<sup>10</sup> Participants were asked to evaluate their situation regarding the change before and after the program on a scale of 1 to 10, with 1 being the lowest and 10 being the highest. The percentage values provided in the table represent a comparison of participants who rated the change as 7 or higher before and after the program. For example, 47% of 2022 participants assessed their potential for employment as 7 or higher before the program, while this rate increased to 91% after the program, resulting in a difference of 44% between pre- and post-program evaluations. The figures in the table indicate the difference between the pre- and post-program evaluations.

<sup>11</sup> Deadweight is a measure of the extent of experiencing the change if the project activities did not take place.

<sup>12</sup> Attribution is the assessment of the extent to which a change is the result of the activities or intervention of the organization being examined, and to what extent it is attributed to other organizations or interventions.

46% and 53% respectively.<sup>13</sup> Similar to WLF Program, the Young Women Building Their Future Project focuses on empowering young women who are not in education or employment (NEET) in Türkiye through professional trainings and mentorship program. The outcomes of the project is similar and deadweight and attribution values of the outcomes are between %40-%50. This comparison indicates that the deadweight and attribution calculated based on beneficiary views are in line with similar studies confirming the significant influence of other external factors and sources in supporting women at their early career stages.

The average duration of the impact was estimated to be **2.33 years**, suggesting that participants expect the benefits of the program in relation to employability to last over a medium-term period.

**Consideration of Subgroups**

While analysing this outcome, subgroups were identified based on the demographic variable of income levels. Low, lower-middle income group, middle, upper-middle and upper income groups are assessed to determine whether they experienced materially different outcomes.

However, the evidence gathered through both qualitative and quantitative data collection indicated no significant or material variation in outcomes among these subgroups.

*Table 6 Increase in the Potential of Employability Based on Income Level*

Income Levels	Potential of employability increased	Potential of employability decreased	No change	Total
Low	11	-	10	21
Lower-middle	9	-	16	25
Middle income	23	-	27	50
Upper-Middle	2	-	4	6
<b>Total</b>	<b>45</b>	<b>0</b>	<b>57</b>	<b>102</b>

Although there are slight variations between subgroups, no significant differences were found out that would justify that the outcome is affected by income level. However, it would be worthy to note that a relatively higher number of participants in the lower-middle and middle-income groups reported no change in their employability potential following the WLF Program. In the middle-income group, 27 out of 50 participants (54%) stated that their employability had not changed. In the lower-middle income group, 16 out of 25 (64%) reported no change, the highest proportion across all income groups.

This may indicate that participants from these income levels may have had higher expectations or an expectation for being employed through the program. Also, it could suggest

<sup>13</sup> [https://geleceginikurangenckadinlar.org/kutuphane/#dearflip-df\\_3353/1/](https://geleceginikurangenckadinlar.org/kutuphane/#dearflip-df_3353/1/)

that the program's content or delivery was not designed for meeting the specific needs of these groups.

While these differences were not considered material for valuation purposes, they show potential areas for further stakeholder interaction.

### **Increase in Self-Confidence Regarding Career Development**

Another change expressed by the training participants was increased self-confidence regarding their professional future career paths. Many participants shared that the program helped them recognize their own skills and potential in the professional arena, despite societal or internalized gender biases. This is a remarkable finding for the program, which aims to prepare young women for their careers in a strong way. One of the participant statements supporting this outcome are as follows:

*"Even though I have a lot of boyfriends, and I am a daughter of a working woman, there is still male pressure on me. This is ingrained in me, and I realized it when I went to the WLF Program."*

In addition, the WLF training participants shared that their belief in their own potential increased by seeing examples of successful female leaders and encouraged them to pursue their own career goals thanks to the program. The following statements exemplify this transformation:

*"The biggest contribution was finding my self-confidence again. To move forward with more confident steps. Yes, I am at my lowest point right now, a new graduate, looking for a job, etc., but I feel like I will get through this process."*

*"My biggest gain is increasing my self-confidence. I withdraw myself. I had no self-confidence about my profession. I expanded my communication network. I was not active on social media before. I opened a page for myself and thought, "I am an architect and I need to show it." I am now active in the WLF architects group. These are the things I did thanks to the program."*

There are also many participants declaring that they were feeling lonely while they're graduating, and this program welcomed them by a community of women who have same concerns and help them overcome self-doubt in their career paths:

*"Before the WLF Program, I was a young person with dreams, but my hopes was diminishing. But after the program, I met a team that saw my talents, was hopeful about me in this regard, and set out with the idea of how we could turn this potential into a better form. My hopes for myself grew again. With their trust and belief in us, I feel more confident and try to do more."*

*"It was helpful to listen to success stories that emerged from difficulties. There is this awareness that we are similar and that we are looking to the same target."*

## Indicators

Subjective	Objective
Realizing personal powers	Seeing and meeting role models
Developing gender equality perception	Being part of the WLF network
Decrease in the feeling of loneliness	

## Completeness

Out of 102, 79 respondents (77%) reported their loneliness decreased at that time, 81 (79%) created personal bonds, 94 (93%) participants' perspective on the role and importance of women in social and economic life had changed positively.

Out of 102, 86 (84%) respondents reported an increase in self-confidence related to career development. 16 respondents reported no change. A closer look at this group revealed that 5 of them were already employed at the time of participation. Therefore, these people may not experience self-confidence regarding career development as they are already experiencing working life conditions. For the remaining participants, who are mostly students, they may need longer periods to experience this outcome.

One respondent declared a negative change by stating that she felt insecure as she feels it would be difficult for her to adapt to the hard conditions of working life after the training. The same graduate responded to the negative outcome question by again implying the insecurities she felt as a new graduate. However, she gives importance to this outcome a value smaller than 5, thereby this negative change isn't evaluated as a material one.

*Table 7 Increase in Self-Confidence regarding Career Development Valuation Metrics*

Outcome	Number of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference of Change Pre- and Post-WLF (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Increase in Self-Confidence Regarding Career Development	86/102	8.3	40	2.4	45	42

The average weighted importance attributed to this outcome was **8.3 out of 10**. Therefore, it can be said that participants considered the increase in self-confidence as significant.

The measured difference in self-confidence related to career development pre and post training was 40%. This demonstrates a meaningful increase in participants' perception of their own self-confidence for a career start.

When asked in the survey, apart from the WLF Program, if there were any other program/network/person that improved self-confidence regarding career development at

that time, 48 out of 86 participants experiencing that outcome declared that their self-confidence had also been enhanced due to other external sources or internal factors such as self-awareness. Moreover, 29 of those 48 participants (approximately 60%) attributed this change to sources such as other training or mentoring programs (**attribution 42%**). This indicates that although the program had a significant impact, this outcome also stemmed from other similar programs attended by the participants. Thereby, the attribution evaluation implies that the change doesn't just stem from the WLF Program. This evaluation is in line with the SROI principle of not over-claiming that generates an understanding of changes that emerge as a result of parallel programs, networks etc.

58 (67%) out of 86 participants were in the idea that they would enhance their self-confidence regarding career development even if they hadn't participated the WLF Program. Their evaluation gives a **deadweight of 45%** reflecting that this outcome partially occurred with the program. That's to say, participants' acknowledgment of other factors such as personal efforts, other training programs, or support systems might have contributed to their self-confidence growth during the same period.

The average duration of the impact is estimated to be **2.4 years**, as reported by participants, suggesting that the increase in self-confidence is perceived to have a medium-term duration.

**Consideration of Subgroups**

Although the majority of all income groups experienced a positive change in self-confidence regarding career development, the middle-income group had the highest number of participants (n=8) who reported no change, as well as the only reported case of a decrease. However, it should also be noted that middle income participants have the highest number of survey participants (n=50), to make it generalize for all middle income participants, it would be meaningful to inquire these findings with in-depth interviews.

*Table 8 Increase in Self-Confidence regarding Career Development Based on Income Level*

Income Level	Increased (n)	Decreased (n)	No change (n)	Total
Low	18		3	21
Lower-middler income	21		4	25
Middle income	41	1	8	50
Upper-Middle	6			6
<b>Total</b>	<b>86</b>	<b>1</b>	<b>15</b>	<b>102</b>

**Redefined and Enhanced Self-Perception**

The WLF Training Program covers topics related to personal awareness, gender equality, and leadership. All these topics combined with personal and professional experience narratives contribute to a recognition of intrinsic value as individuals and a change in how one sees oneself. Additionally, throughout the program, participants not only gained knowledge but also experienced an perspective change where they started to see themselves as valuable,

regardless of roles, experiences, or external approval. In other words, participants experienced a change in their self-perception and improved their self-understanding.

Redefinition of self-perception refers to a cognitive change process of how individuals interpret their identity, potential, and personal value (Markus & Wurf, 1987<sup>14</sup>; Oyserman, 2001<sup>15</sup>). It implies a redefinition of the self-concept based on new insights and supportive environments. Literature on self-concept and identity suggests that individuals' self-perceptions are not fixed but changing through social interactions and contextual factors (Markus & Wurf, 1987). Moreover, to Oyserman (2001) empowerment programs offering role models and peer support can enhance self-perception and self-potential.

Examining the WLF training program participants, it has been understood that witnessing exemplary models and taking part in such a solidarity network with similar backgrounds and struggles helped them to redefine their self-perception. Moreover, participants acknowledge their needs, personal powers and see their potential not just for professional but also for their social lives. The following quote from a participant exemplifies how she evaluates her emotional traits as not weaknesses but strengths, and by seeing strong female role models, how she changes her self-perception:

*“In terms of gender, I used to think that if I had emotional traits, it was because I was a woman, and I tried to compensate by aggressively highlighting my stronger sides. After the program, I started to talk about these issues more openly. Seeing successful women trainers in the program helped me realize this. I realized that sharing emotions is not a weakness, but actually a strength. I come from a very sexist family...But through the WLF, I realized that I am not alone. The program helped me see that I am also not alone in real life, and that gave me strength. Being together with women who have gone through similar experiences empowered me.”*

Seeing successful models also generate the idea that their potential can be more than they think. Participants' recognition of themselves as brilliant young women can be seen in the following statements:

*“You are not actually a woman suppressed by society, you can achieve everything as a woman.”*

*“Though born and raised in a disadvantaged family, I have always been someone whose dreams have always exceeded my limits. Born in such an environment, it is almost inevitable that you will experience many forms of neglect and abuse as you grow up... In such a situation, my biggest fear in life is not being able to realize my potential. Because I knew deep down that the skills and talents I had, my intelligence, etc. First day of training, they told us “We are like a family here”. Both the information I gained during the training and the real knowledge I have established here, the friendships I have brought to life have increased my vision incredibly, I have gained a lot of strength so far.”*

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<sup>14</sup> Markus, H., & Wurf, E. (1987). The dynamic self-concept: A social psychological perspective. *Annual Review of Psychology*, 38(1), 299–337.

<sup>15</sup> Oyserman, D. (2001). Self-concept and identity. In A. Tesser & N. Schwarz (Eds.), *Blackwell Handbook of Social Psychology: Intraindividual Processes* (pp. 499–517). Blackwell.

*“You see female role models in the program. There are times when we forget our own value. I have this potential. It feels special, getting education and being in this network.”*

*“I saw how the sentences that are related to women are full of discrimination, and that I was actually harming myself by speaking like this and allowing it to be spoken like that. I realized that I, too, took part in this society as a female individual.”*

These statements illustrate how the program created space for participants to explore, recognize, and reconsider their self-identities.

**Indicators**

Subjective	Objective
Awareness of oneself needs and capabilities	Seeing and meeting role models
Developing gender equality perception	Being part of the WLF network
Understanding personal value beyond stereotypes and backgrounds	

**Completeness**

%94 reported that they realized their own wants and needs. Out of 102, 82 (80%) respondents reported an increase in their realization of themselves<sup>16</sup>. 20 respondents didn’t experience a change. These participants may not resonate with the personal development sessions of the training or may not have realized the change at the time of the survey. No one reported a negative change.

*Table 9 Redefined and Enhanced Self-Perception Valuation Metrics*

Outcome	Number of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference of Change Pre and Post WLF Training (%) <sup>17</sup>	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Redefined and Enhanced Self-Perception	82/102	9.2	39	2.6	47	29

On average, participants gave high importance to this outcome (**9.2 out of 10**). The average difference between pre and post program evaluations was **39%**, with an estimated average duration impact of **2.6 years**.

<sup>16</sup> This outcome’s name is changed from “Self-esteem” to “Redefined and Enhanced Self-Perception” during the accreditation assessment period. Although the quantitative metrics were labeled under self-esteem, the core content of the questions is consistent with the broader construct of self-perception. Therefore, this reframing does not undermine the validity of attribution, deadweight, or significance assessments made under the original label, as the respondents’ interpretation of self-esteem in this context aligns with the lived experience captured in the new outcome name. This approach maintains methodological consistency while allowing for a more accurate conceptual interpretation of the data, avoiding overlap with other outcomes such as psychological well-being and ensuring clarity in the theory of change. However, it is acknowledged that the relabeling may introduce differences in interpretation and caution is advised when comparing these findings with studies using self-esteem.

One of the most noteworthy findings is the relatively **low attribution value (29%)**, indicating that the WLF Program was the primary source for the outcome. This finding is contrary to the findings of the Young Women Building Their Future Project SROI analysis as the attribution for "Increased Self-Esteem" was reported as 59%. Thereby, personal growth provided by the WLF Program can be a distinguished factor and can differentiate it from similar contents.

Although deadweight rates between 15%-30% have been reported for similar outcomes in the SROI analyses of women empowerment projects, the WLF training program participants give higher value to deadweight for outcomes. For instance, The Women into Construction Program,<sup>18</sup> that empowers women to pursue careers in the construction sector, has the outcome 'women have a sense of belonging and greater confidence in their career path leading to a greater belief in their own capability' and the outcome is reported a deadweight value of only 27%. Similarly, the comparable outcome for the Wellspiring Women's Support Program<sup>19</sup>, which offers range of tailored support to women experiencing social isolation, is reported to have a deadweight of %16.

However, this is not the case for the WLF Program outcomes. Like others, the outcome of redefined and enhanced self-perception has a high value of **deadweight (47%)**. Specifically 55 out of 82 participants (approximately **67%**) stated that the outcome might have occurred through other means even if they had not participated in the program. This finding indicates that more than half of the participants assumed that the outcome would have occurred through other means without participating in the program. The relatively high deadweight value may indicate that there are many similar content for personal growth and many resources available contributing to the outcome anyway.

### Consideration of Subgroups

The majority of all income groups experienced a positive change, however, the middle-income group had the highest number of participants (n=11) who reported no change. Low-income (86%) and lower-middle income participants reported a high rate of improvement (86%) indicating positive change. This suggests that the outcome is particularly significant for women from lower-income backgrounds due to their limited prior access to similar opportunities. It's difficult to make generalizations for upper middle income participants due to small sample size.

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<sup>18</sup>[https://www.citb.co.uk/media/sk2fdqoq/social\\_return\\_on\\_investment\\_for\\_women\\_into\\_construction\\_oct2018\\_summary.pdf](https://www.citb.co.uk/media/sk2fdqoq/social_return_on_investment_for_women_into_construction_oct2018_summary.pdf)

<sup>19</sup> <https://socialvalueuk.org/wp-content/uploads/2021/04/Assured-Wellsprings-SROI-Report.pdf>

Table 10 Redefined and Enhanced Self-Perception Based on Income Level

Income Level	Increased (n)	Decreased (n)	No change (n)	Total
Low	18		3	21
Lower-middler income	20		5	25
Middle income	39		11	50
Upper-Middle	5		1	6
<b>Total</b>	<b>82</b>		<b>20</b>	<b>102</b>

### Enhanced Psychological Well-Being

In the interviews, the participants shared that the personal and professional bonds formed during the WLF Training Program and the opportunity to be a part of a solidarity network have improved their psychological wellbeing by reducing their feelings of loneliness and improved their relationships with their peers. This can be seen in the statements of a participant:

*“It was more of a psychological support at that time. While previously experiencing low motivation and confidence, by being accepted to the program provided psychological support. From what I learned and observed, I realized that the situation that empowers women is what made me feel good. I saw how one woman supported another woman. While I was thinking, “I am not at a good place in life, how can I be of any use to another woman?”, I understood that it isn’t like that.”*

Psychological well-being is generally defined as feeling good about oneself, managing emotions effectively, and having a positive outlook on life (Ryff & Keyes, 1995<sup>20</sup>). In line with this definition, the WLF Program not only offers a safe sharing space for emotional expression but also supported participants in rediscovering their sense of purpose. Moreover, some participants stated that they start to think about their own needs, aspirations, and potential. This led to a broader sense of psychological empowerment and hope for the future. The change can be traced in these sentences:

*“I became a changed person before and after participating in the program. First of all, it taught me that I realized myself, what I wanted to do, where I wanted to be, how important a networking actually is, and how to stay away from sentences like “okay, this didn't work, what should we do?” in the face of obstacles that shook me.”*

Trainers also stated that they observed there is sense of belonging flourished among program participants. One of the trainers emphasized this in the following statements as :

<sup>20</sup> Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727.

*“I see that they are happy to belong to the WLF community. They define themselves as WLF members and they help each other.”*

Ultimately, the WLF Program’s emphasis on connection, reflection, and mutual support appears to have played a significant role in improving participants' psychological well-being, particularly by creating a safe environment for emotional growth.

**Indicators**

Subjective	Objective
Reduced sense of loneliness	Meeting with peers who has same future concerns
Sense of belonging	Being part of the WLF network
	Establishing social and professional bonds

**Completeness**

81 (79%) respondents reported establishing personal bonds, 70 (68%) established professional connections.

Out of 102, 72 (71%) respondents reported an increase in their psychological wellbeing. 30 participants experienced no change, which may be due to personal reasons or limited exposure to the program activities. Also, for some individuals, more time may be required for a significant change in their psychological wellbeing. No one reported a negative change.

*Table 11 Enhanced Psychological Well-Being Valuation Metrics*

Outcome	Number of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference of Change Pre and Post WLF Training (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Improved Psychological Well-Being	72/102	9	53	2.1	43	34

In the questionnaire, like other outcomes, participants attributed a **high importance** to this outcome (**9 out of 10**). Additionally, the **pre-post difference of 53%** demonstrates a meaningful improvement, while the average duration of impact was estimated to be **2.1 years**, suggesting that participants anticipate sustained benefits over a moderate period of time.

However, 42 (58%) out of 72 participants reported that the this outcome might have occurred even without the program and the **deadweight rate of 43%** indicates the presence of alternative emotional support sources or other personal development activities in participants’ lives.

Moreover, the **attribution rate of 34%** suggests that while the WLF Program played a role in achieving this outcome, participants also recognized contributions from other factors outside the program such as their social circles or other emotional support mechanisms.

Overall, the findings show that although psychological well-being improvements seems to be supported through other emotional support channels channels, the participants still found this outcome highly valuable.

**Consideration of Subgroups**

The majority of all income groups experienced a positive change, however, special attention can be attained to lower-middle and middle income groups that had the highest number of participants who reported no change. Additional support or targeted activities may be required to meet these groups specific needs for supporting psychological well-being.

*Table 12 Enhanced Psychological Well-Being Based on Income Level*

Income Level	Increased (n)	Decreased (n)	No change (n)	Total
Low	20		1	21
Lower-middler income	15		10	25
Middle income	33		17	50
Upper-Middle	5		1	6
<b>Total</b>	<b>73</b>		<b>29</b>	<b>102</b>

**Development of Entrepreneurial Awareness**

The WLF Training Program covers sessions both for introducing successful women entrepreneurs and for informing participants about entrepreneurship to increase awareness. Also, participants interviewed noted that they had the chance of meeting with women entrepreneurs and listened their stories and inspired by them.

During interviews, participants shared that listening to real-life stories of women who had started their own businesses significantly increased their motivation and broadened their perspectives on what is possible for women in the workforce. These experince sharing sessions are significant, especially for participants who had never previously considered entrepreneurship as a viable career path:

*“The WLF Program gave me the feeling that I too can be a successful female entrepreneur”.*

**Indicators**

Subjective	Objective
Awareness of women entrepreneurship	Seeing and meeting women entrepreneur role models
Inclination to be an entrepreneur	

## Completeness

78 (76%) respondents reported their awareness related to entrepreneurship developed, 54 (53%) reported that they want to start their own initiative. No one reported a negative change and 24 reported they experience no change. A closer look at this group can provide meaningful insights. One of them is already an entrepreneur, and two are currently employed, which may indicate that the program's content was either already familiar or less relevant to their immediate goals. The remaining 21 individuals are students, many of whom may not yet be actively considering entrepreneurship as a career path due to their early stage in career planning. Also, it is also possible that the program covers an introductory formation related to entrepreneurship.

*Table 13 Development of Entrepreneurial Awareness Valuation Metrics*

Outcome	Number of Participants Experiencing the Change	Weighted Importance Attributed to the Outcome (out of 10)	Difference of Change Pre and Post WLF Training (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Development of Entrepreneurial Awareness	78/102	8.6	46	2.7	34	19

Participants gave this outcome a **high importance score** (8.6 out of 10), and **46% increase in pre-post analysis** also points to a positive impact. On average, participants thought the change would last around **2.7 years**, which suggests the effect is not short-term.

On the other hand 34 out of 78 participants believed they could have experienced this change without the program. Still, the **attribution rate is quite low (19%)**, which indicates that most participants see the program as the main reason for this outcome.

## Consideration of Subgroups

The data indicate that the WLF Program is effective across all income levels but appears to have a slightly greater relative impact among low and high income participants. Also, similar to previous discussed outcomes, the lower-middle income group requires more attention for creating a change.

*Table 14 Development of Entrepreneurial Awareness Based on Income Level*

Income Level	Increased (n)	Decreased (n)	No change (n)	Total
Low	17		4	21
Lower-middler income	17		8	25
Middle income	39		11	50
Upper-Middle	5		1	6
<b>Total</b>	<b>68</b>		<b>24</b>	<b>102</b>

## Developing a Sense of Solidarity

In focus group interviews, the WLF training participants who participated in the training program and later joined the WLF social communication networks shared their satisfaction with meeting peers. This unity was also noted by the KAGIDER team, and it was observed that participants felt they were not alone in the challenges they faced.

*“I understood the importance of volunteering with our trainers who devoted themselves to the WLF Program. Thanks to our trainers and the entire WLF family, I realized that it is possible to work professionally in civil society and to lend a helping hand in many matters. After the training, my long and endless volunteer life began.”*

To the trainers, Sanofi and KAGIDER teams, one of the most significant outcome of the program is developing a sense of solidarity among women and the bonds that the participants establish among themselves. KAGIDER team member expressed this situation in the following sentences:

*“This network is used as solidarity network when they look for a job in another city or institution. I think that this network is more useful than the training given at the WLF Program.”*

Moreover, there are some participants who started to do volunteering or initiate their own social enterprises:

*“I wanted to carry out volunteering work that would benefit women and strengthen them, and I took Compassionate Leadership trainings in which we will improve women's social and emotional learning skills at the Çekirdek Social Enterprise Platform, which organizes trainings on a voluntary basis.”*

All in all, it can be stated that the WLF Training Program and network enabled participants to see a lot of voluntary women working for the project and feeling that they were part of a supportive network, hence developed a sense of solidarity.

### Indicators

Subjective	Objective
Reduced sense of loneliness	Being part of WLF network
Developing a sense of volunteering	Establishing social and professional bonds
Sense of belonging	Seeing voluntary work

### Completeness

The findings of the questionnaire indicated that 87% (n=89) of the 102 questionnaire respondents believed that the program helped them develop a sense of volunteering, and 43% (n=44) shared that they had engaged in volunteer work after WLF training program.

87 (85%) respondents developed a sense of solidarity, no participant reported a negative change. 15 participants declared no change, 10 of whom are newly graduated and 4 are already working, one is working in the civil society sector, one in government agency and two are private industry employees. This data indicated that the working status of the participants have no direct impact on the outcome.

To measure the sense of belonging, participants are asked to rate the question “*In recent years, how much have you felt part of the WLF network?*” on a scale from 1 to 10. The 15 participants who didn’t experience a change in the solidarity sense gave **an average score of 4.6**. This suggests that they did not strongly feel included in the network, which may explain why they did not experience a sense of solidarity. This may be due to their low engagement with the program or the online structure of the program may not generate a sense of solidarity for these participants.

This insight is critical and can help improve future program planning as this outcome is defined as a significant outcome by the program managers. More focus can be given to community-building activities and stronger follow-ups can be provided after the training so that participants can feel more like a part of this network and experience solidarity.

*Table 15 Developing a Sense of Solidarity Valuation Metrics*

Outcome	Number of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference of Change Pre and Post WLF Training (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Developing a Sense of Solidarity	87/102	9.1	34	2.9	46	26

Participants gave a high importance score (**9.1 out of 10**) to the outcome and **34%** increase in the pre-post evaluation also points to a significant impact. On average, participants thought the change would last around **2.9 years**, which suggests the effect is likelt to be long-term.

However, half (n=51) of 102 participants declared that they would have developed a sense of solidarity without participating to the program. This is a high proportion and a **deadweight value of 46%** signifies that the half of the participants are individuals with a high sense of solidarity and indicated a high inclination for volunteering activities. 20 out of 51 participants already participated another volunteer program, the others indicated their social circles, universities and other programs they participate contribute this outcome.

32 out of 102 participants indicated other sources contributing to the outcome of solidarity, resulting in an **attribution rate of 26%**. This suggests that some participants experienced solidarity through additional facilitators in their lives besides the WLF Program.

Consideration of Subgroups

The data indicate that the outcome is experienced across all income levels.

Table 16 Developing a Sense of Solidarity Based on Income Level

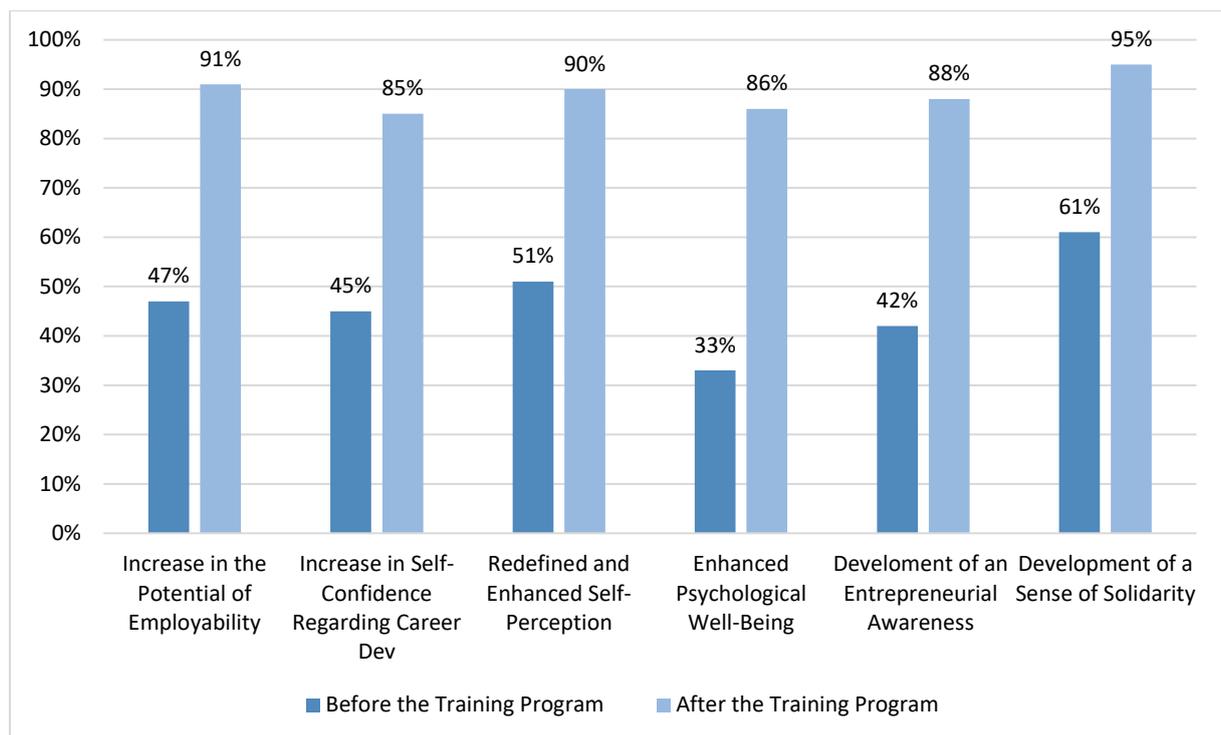
Income Level	Increased (n)	Decreased (n)	No change (n)	Total
Low	17		4	21
Lower-middler income	21		4	25
Middle income	43		7	50
Upper-Middle	6			6
<b>Total</b>	<b>87</b>		<b>15</b>	<b>102</b>

Depth of All Outcomes Experienced by the WLF Training Program Participants

Participants were asked to evaluate their situation regarding the related outcome before and after the program on a scale of 1 to 10, with 1 being the lowest and 10 being the highest. The percentage values provided in the table represent a comparison of participants who rated the change as 7 or higher before and after the program. For example, 47% of the 2022 training participants assessed their potential for employment as 7 or higher before the program, while this rate increased to 91% after the program, resulting a 44% point difference between pre- and post-program evaluations. The figures in the table indicate the difference between the pre- and post-program evaluations.

When evaluating the status of change before and after the program, the most significant difference can be seen in the increase in psychological well-being (a 53% increase) and entrepreneurial awareness (a 46% increase).

Figure 2 Outcomes Before and After the Training



### Only Include What is Material

Principle 4 of the SROI : “Only Include What is Material” highlights that what is material should only be included in the analysis. This means only the most important changes caused by the activity or project should be taken into consideration. If a change does not affect the main outcome or the people involved, then it isn’t included it in the analysis. This helps make the SROI report clear and reliable by showing only the key impacts<sup>21</sup>.

For materaility, relevance and significance tests are carried for each stakeholder outcomes. In the SROI Guide, outcomes are included if they are relevant, meaning the activity has contributed to them and they matter within the context of the analysis. To the guide, relevance can be assessed in several ways: (1) when stakeholders perceive the outcome as important one-stakeholder perception, (2) when similar organizations recognize its value-peer based norms, (3) when there is an organizational internal policy for the outcome-policy related performance, (4) when there are social norms related to that outcome, and (5) when there are direct financial consequences for the organization if it doesn’t take the outcome into consideration.

For the significance evaluation, the scale of (low-medium-high) is used in terms of number of people experience the outcome, the importance of the change, value, how much of the

<sup>21</sup> Nicholls, J., Lawlor, E., Neitzert, E., & Goodspeed, T. (2012). A guide to social return on investment. The SROI Network. <https://socialvalueuk.org/resource/a-guide-to-social-return-on-investment-2012/>

change is caused by the activity besides other factors (attribution) and how much of the change would have happened even without the program (deadweight).

A low–medium–high scale is formed for value based on the official 2022 data from TÜİK (Turkish Statistical Institute), for the minimum wage and the average income per person.

- **Low:** under 60,000 TRY
- **Medium:** between 60,000 and 150,000 TRY
- **High:** over 150,000 TRY

Dimensions of Significance	Low	Medium	High
Quantity (%)	<25	25-50	50>
Relative importance (out of 10)	<5	5-7	8>
Value (TRY)	< 60,000	60,000-150,000	>150,000
Deadweight (%)	<25	25-50	50>
Attribution (%)	<25	25-50	50>

Based on these tests, all outcomes are evaluated as material and included in the analysis. Additionally, comparing outcomes, it can be stated that the most important outcomes in the eyes of the training participants are, respectively, redefined and enhanced self-perception, development of a sense of solidarity, and enhanced psychological well-being (See Table 18).

*Table 17 Relevance Tests for the WLF Training Program Outcomes*

Relevance Criteria	Relevance Criteria	Yes	No	Description
<b>Increase in the Potential of Employability</b>	Stakeholders perception of an important outcome	✓		Participants and project teams considered this outcome to be highly significant.
	Peer-based norms	✓		A similar project, Young Women Building Their Future, also reported a similar outcome.
	Policy-related performance	✓		This outcome is well aligned with KAGIDER's strategic objectives.
	Societal norms	✓		On Turkish society, enhancing employability, particularly for youth and women, is widely regarded as a positive goal.
	Direct short-term financial consequences		✓	If this outcome isn't reached, the sustainability of the program can be negatively impacted. Not short-term but long-term impacts can be possible.
<b>Conclusion</b>		✓		

<b>Increase in Self-Confidence Regarding Career Development</b>	Stakeholders perception of an important outcome	✓		Both participants and project teams considered this outcome to be highly significant.
	Peer-based norms	✓		Improved self-confidence has been reported as an outcome in the women empowerment projects.
	Policy-related performance	✓		Both Sanofi and KAGIDER target at improving women's self-confidence through the project.
	Societal norms	✓		It can be stated that our society favors self-confident women.
	Direct short-term financial consequences		✓	There are no short-term financial impacts.
<b>Conclusion</b>		✓		
<b>Redefined and Enhanced Self-Perception</b>	Stakeholders perception of an important outcome	✓		Participants experience this outcome by attending the training program and joining the WLF network.
	Peer-based norms	✓		Similar outcomes such as awareness of oneself has been reported as an outcome in the women empowerment projects.
	Policy-related performance	✓		Both Sanofi and KAGIDER target at improving women's self-perception through the project.
	Societal norms		✓	Although it can be stated that this outcome is socially welcomed, it isn't directly related to societal norms.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Enhanced Psychological Well-Being</b>	Stakeholders perception of an important outcome	✓		Participants reported this outcome through their involvement in training programs and the WLF network.
	Peer-based norms	✓		Young Women Building Their Future Project also reported this outcome.
	Policy-related performance	✓		This outcome aligns with the project goals of both Sanofi and KAGIDER.
	Societal norms	✓		This outcome is relevant to societal norms, as emotional well-being is increasingly recognized and supported as an important aspect of personal and community health.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Development of an Entrepreneurial Awareness</b>	Stakeholders perception of an important outcome	✓		Participants and project teams evaluated this outcome as a highly significant outcome.
	Peer-based norms	✓		Projects focused on women entrepreneurship would have that outcome.
	Policy-related performance	✓		This outcome aligns with the project goals of specifically KAGIDER.

	Societal norms		✓	This outcome is recently supported by various actors in Türkiye. However, it would be an overstatement to claim that it's related to societal norms.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Development of a Sense of Solidarity</b>	Stakeholders perception of an important outcome	✓		Participants and project teams considered this outcome to be highly valuable, as the WLF network aims to develop a collective and mutual support environment.
	Peer-based norms	✓		Solidarity can be a shared outcome for empowerment projects designed for disadvantaged groups.
	Policy-related performance	✓		The project teams aim to create solidarity among women.
	Societal norms		✓	Though a favorable outcome, it's not directly related.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		

The significance test results indicate that participants reported high levels of importance, with scores ranging from 8.2 to 9.2 out of 10. “Redefined and Enhanced Self-Perception,” “Psychological Well-Being,” and “Solidarity” were experienced by many participants and seen as very valuable. “Entrepreneurial Awareness” and “Sense of Solidarity” have the highest value, and the attributions are relatively low. “Employability” had a lower value and was experienced by fewer people, but it is still meaningful. All in all, it can be stated that all outcomes are create value and material for analysis.

Table 18 Significance Tests for the WLF Training Outcomes

Outcomes	Quantity (n)	Relative Importance Attributed to the Outcome (out of 10)	Value (TRY)	Deadweight (%)	Attribution (%)
<b>Increase in the Potential of Employability</b>	45/102	8.2	127,519.85	44	46
<b>Conclusion</b>	Medium	High	Medium	Medium	Medium
<b>Increased Self-Confidence Regarding Career Development</b>	86/102	8.3	345,402.64.18	45	42
<b>Conclusion</b>	High	High	High	Medium	Medium
<b>Redefined and Enhanced Self-Perception</b>	82/102	9.2	429,248.12	47	29

<b>Conclusion</b>	High	High	High	Medium	Medium
<b>Enhanced Psychological Well-Being</b>	72/102	9	370,065.11	43	34
<b>Conclusion</b>	High	High	High	Medium	Medium
<b>Development of Entrepreneurial Awareness</b>	78/102	8.6	743,639.81	34	19
<b>Conclusion</b>	High	High	High	Medium	Low
<b>Development of a Sense of Solidarity</b>	87/102	9.1	602,325.50	46	26
<b>Conclusion</b>	High	High	High	Medium	Medium

Lastly, when participants were asked to name the first three words that came to mind regarding the WLF Program, it was observed that the responses aligned with the program's objectives. The most frequently mentioned words were, respectively, solidarity, women, network, self-confidence, and career.

## WLF2WLF and CORPORATE MENTEES

The WLF Mentorship Program is carried on through two different formats: WLF2WLF and Corporate Mentorship. In the WLF2WLF Mentorship Program, one WLF graduate mentors another WLF graduate. In the Corporate Mentorship Program, high positioned professionals from different companies mentor the WLF graduates. In 2022, there are 89 mentees: 63 participated to Corporate Mentorship and 26 participated to the WFL2WFL Mentorship.

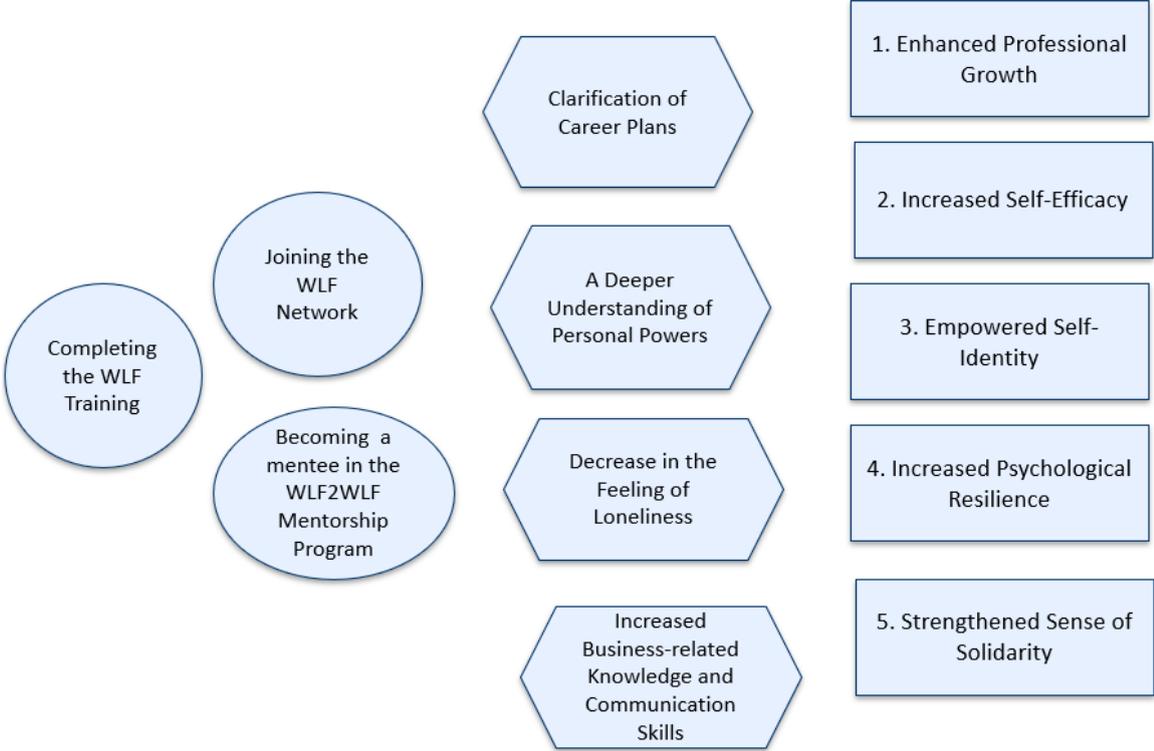
This section examines the outcomes experienced by mentees who participated in the WLF mentorship programs.

### Demographic Information

The notable demographic characteristics of the WLF mentees (n=24) who responded to the impact survey are summarized below:

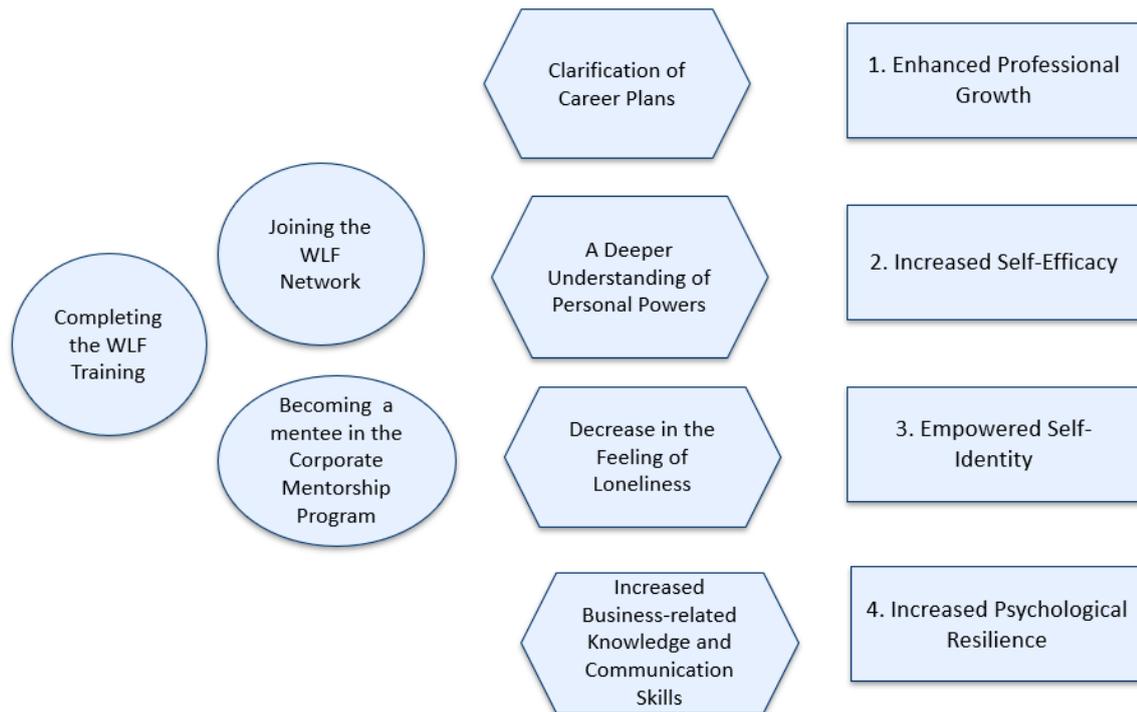
- 29% (n=7) of the respondents participated in the WLF2WLF program, while 70% (n=17) participated in the Corporate Mentorship Program.
- The majority of mentees reside in Istanbul.
- A large proportion (78%) of the mentees heard about the Mentorship Program through WLF communication networks, and 16% heard about it through a WLF alumna.
- Among the corporate mentees, 61% belong to the middle and upper-middle income groups. Among the WLF2WLF mentees, 71% are also in middle and upper-middle groups.
- 71% of both the WLF2WLF and the corporate mentees are employed. Among the corporate mentees, 1 mentee has her own business.
- None of the WLF2WLF mentees had prior mentoring experience.
- 4 out of 17 corporate mentors had participated in another mentoring program before the WLF Program.
- One WLF2WLF mentee had 3 job interviews through the program, and secured a job and continues to work in the same position.

**Outcomes Identified for the WLF2WLF Mentees**



**Outcomes Identified for the Corporate Mentees**

The WLF2WLF and corporate mentees experienced similar outcomes. The only different outcome experienced is the strengthened sense of solidarity. This outcome was attributed specifically to mentees who were mentored by alumni, based on the unique peer-to-peer dynamics and shared program identity, which fostered a sense of mutual understanding and belonging.



### **Enhanced Professional Growth**

Participation in the mentoring program significantly contributed to mentees' professional growth by helping them clarify their career goals, recognize their potential, and take proactive steps. To exemplify, in the interviews, mentees expressed that their ability to develop solutions to questions they encountered in both their professional and social lives had improved, which contributed to their job search and professional development. For example, one corporate mentee stated that thanks to the mentorship program, she was able to progress in job interviews and eventually found a job. Additionally, some mentees shared that they received support from their mentors regarding career planning and even considered shifting to different sectors.

The following statements are clear examples of how mentoring contribute to professional decisions and goals:

*"I already had a plan in my mind, but my mentor helped me take concrete steps. I feel like I progressed more than I expected — like I took two or three steps at once."*

*"I started a new job after the third meeting. The mentoring helped me move forward faster than I expected."*

*"I knew I had potential, but I didn't know how much. My mentor helped me see the skills I wasn't aware of and showed me I could achieve more."*

Additionally, mentees expressed that during the mentorship period, they realized the importance of communication in professional life and learned to communicate more

effectively (better self-presentation, clearer expression etc.) and reported improvements in their communication skills.

*“I have learned to be actively involved in conversations, previously I was keeping myself silent in the background.. .We talked about subconscious patterns - the role of women in social life, how we can improve and strengthen communication with the others. In practice, I can now easily enter into dialogues.”*

A similar program,Cherie Blair Foundation's Mentoring Women in Business Program, reported a progress towards objectives and increased management practices and financial literacy as a result of mentoring<sup>22</sup>. Another report on Médecins Sans Frontières (MSF) Mentoring and Coaching Hub (MCHub) highlighted that mentoring positively affects mentees’ ability to perform in the role and complete their mission<sup>23</sup>.

All in all, this outcome is identified by mentees and relevant for the program to empower women in their professional lives.

**Indicators**

Subjective	Objective
Increase in communication skills	Being part of the WLF network
Increase in professional motivation	Meeting a role model
Clarification of career plans	
Increase in the business-related knowledge	
Developing capacity to solve work life related problems	

**Completeness (WLF2WLF Mentees)**

All WLF2WLF mentees stated that they improved their communication skills, developed problem solving skills, increased their professional motivation, increased their work life related knowledge and clarified their career plans.

6 out of 7 mentees reported an increase in their professional development, no mentee stated any negative change. One reported no change in professional growth. This mentee works at a university and as the path of academic career differs from that of private sector, the content may have different meanings for her.

<sup>22</sup> <https://cherieblairfoundation.org/news-list/2023-impact-report/>

<sup>23</sup> <https://mentoring-coaching.msf.org/wp-content/uploads/2019/08/MSF-MCHub-Mentoring-Impact-Evaluation-FINAL-Short-Report.pdf>

Table 19 Enhanced Professional Growth Valuation Metrics for WLF2WLF Mentees

Outcome	Percentage of Participants Experiencing the Outcome	Weighted Importance Attributed to the Change (out of 10)	Difference Between Pre- and Post-WLF Mentorship (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Enhanced Professional Growth	6/7	8	29	1.5	53	36

On a scale of 1 to 10, participants rated the importance of this change as 8 on average. There was a **29% average increase** in professional development levels before and after the program. 36% of the impact was attributed to other sources (such as work and university environment). Almost all mentees (n=5) thought that they would develop professionally even without participating to the program, indicating that the outcome is attributed to other sources.

### Completeness (Corporate Mentees)

15 out of 17 corporate mentees (88%) stated that they improved their communication skills and developed problem solving skills, 14 mentees (82%) increased their professional motivation, increased their work life related knowledge and clarified their career plans.

10 out of 17 (%59) mentees reported an increase in their professional development, no mentee stated any negative change. 7 reported no change in professional growth. The answers of these 7 mentees indicate that they generally seem to benefit less than others as they stated that there is only a little change in their motivation for professional development or clarification of career plans by the mentoring. One of the mentees shares her expectation of a mentor that works in a similar sector as such:

*“There must be truly willing mentors for the program. We have had difficulty in the mentee-mentor matches because I am in the health industry and my mentor is in a completely different field. I might have gained a different perspective from my mentor, but I still think if we were in similar industries, it will be easier to understand and support each other.”*

Likewise, another mentee also highlights the importance of the mentee-mentor match and how its’s important to understand needs for further development:

*“The matching process and understanding of our needs can develop more promising and concrete networks in different dimensions. It can be a process in which we can achieve deeper and stronger business gains, define and introduce ourselves, rather than forming individual relationships. While unemployment is a general problem, the WLF can support us on how we can combat these problems, how we can develop and make our workforce qualified and "visible", and how we can get ahead in ensuring our employment.”*

Table 20 Enhanced Professional Growth Valuation Metrics for Corporate Mentees

Outcome	Percentage of Participants Experiencing the Outcome	Weighted Importance Attributed to the Change (out of 10)	Difference Between Pre- and Post-WLF Mentorship (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Enhanced Professional Growth	10/17	8.8	80	1.7	37	19

The corporate mentees rated the importance of this change **8.8 out of 10**. There was a **80% average increase** in professional development levels before and after the program, which shows a high transformation. Only **19% of the impact was attributed** to other sources (such as work and university environment), indicating the mentorship as the sole contributor of the outcome. With a **deadweight of 37%**, 6 out of 17 mentees indicated that they would experience professional growth without participating the WLF mentorship program.

On average, participants thought the change would last around **1.7 years**, which suggests the effect is likely to be medium-term.

### Consideration of Subgroups

Due to the low sample numbers, it wouldn't be feasible to conduct a meaningful analysis of potential differences among mentee subgroups.

### Increased Self-Efficacy

Self-efficacy means a person's belief in her own ability to achieve goals or come over challenges (Bandura, 1997)<sup>24</sup>. People with high levels of self-efficacy are more confident in taking decisions and actions for their goals. In the context of the mentorship programs, mentees are encouraged to feel more confident in their ability to take steps toward their personal and professional goals.

The statements of mentees explain this outcome as such:

*"My mentor talked about the subjects in which I had potential, and helped me to reveal potentials that I was not aware of. When I said, "I don't trust myself in this topic", she supported my self-confidence by motivating me and giving examples of her own professional life."*

*"She helped me draw a path and encouraged me to move forward."*

*"I was doing too much at once, too divided and doing too much. My mentor encouraged me to think more clearly what I want to do. Focusing on one area rather than doing many things in many areas. On the personal development side, I have learned to confidently say, "I did this and that, I have this competence."*

<sup>24</sup> Bandura, A. (1997). *Self-efficacy: The exercise of control*. W H Freeman/Times Books/ Henry Holt & Co.

"Before, I had worries about my future, but she helped me understand what to do and how to think about it."

Indicators

Subjective	Objective
Recognizing personal powers and personal capacity	Being part of the WLF network
Feeling supported	Meeting a role model

Completeness (WLF2WLF Mentees)

All mentees reported an awareness related to personal powers and an increase in their self-efficacy.

Table 21 Increased Self-Efficacy Valuation Metrics for WLF2WLF Mentees

Outcome	Percentage of Participants Experiencing the Outcome	Weighted Importance Attributed to the Change (out of 10)	Difference Between Pre- and Post-WLF (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Increased Self-Efficacy	7/7	9.2	47	2.5	34	37

Mentees experiencing the outcome gave a high importance score (**9 out of 10**) to self-efficacy development and they indicate a **47% increase** in the pre-post evaluation. On average, participants thought the change would last around 2.5 years, which suggests the effect is likely to be medium-term.

3 mentees have indicated other sources (such as university and work networks) and **the attribution rate of 37%** signifies a medium attribution rate, indicating the presence of other contributors to the outcome.

Similarly, for some mentees, there is a moderate likelihood that their self-efficacy would have improved even without participating in the program (**deadweight 34%**).

Completeness (Corporate Mentees)

Almost all mentees reported an awareness related to personal powers (n=16) and an increase in their self-efficacy (n=14). Three reported no change and no one reported a negative change. Two of these mentees that reported no change are the same mentees that provides feedback about mentee-mentor matches and it's clearly understood that the expectations of these mentees weren't fulfilled by the program.

Table 22 Increased Self-Efficacy Valuation Metrics for Corporate Mentees

Outcome	Percentage of Participants Experiencing the Outcome	Weighted Importance Attributed to the Change (out of 10)	Difference Between Pre- and Post-WLF (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Increased Self-Efficacy	14/17	8.8	79	2.1	23	25

Mentees experiencing the outcome assigned a high importance score (**8.8 out of 10**) to the development of self-efficacy and reported a **79% increase** in the pre-post evaluation, indicating a significant change associated with the program. On average, participants expected the change to last around **2.1 years**, suggesting a medium-term effect.

There is a slight likelihood (**deadweight 23%**) that their self-efficacy could have improved even without participating in the program. Additionally, 5 mentees (29%) mentioned other contributing factors (such as another program, university and work networks) and **the attribution rate of 25%** indicates that the program was perceived as the main driver of this outcome.

### **Empowered Self-Identity**

Empowered self-identity is related to developing a stronger awareness of one’s identity. Through mentorship, it’s aimed to encourage mentees to be aware of their personal powers, understand their self better and develop a stronger sense of who they are and what they are capable of. Thereby, they can feel stronger and more in control of their roles in professional or social circles.

Mentees met with exemplary women through the Mentorship Program. They evaluated their self-worth and what they’re capable of and proud of themselves to be accepted as a mentee and became aware of the contributions they can make as young women.

The following statements are clear examples of this outcome:

*"I remember very well how I felt when I was accepted into the WLF2WLF mentorship program. I felt very good about being accepted into such a program and proudly told people around me about it."*

*"My corporate mentor repeated what I said, and hearing it from her helped me look at myself differently. She told me about my potential—even the parts I didn’t notice myself."*

*"She gave examples from her own life that helped me believe in myself and see that I could do it too."*

Indicators

Subjective	Objective
Recognizing personal powers and personal capacity	Being part of the WLF network
Understanding personal value	Meeting a role model
Feeling being valued	

Completeness (WLF2WLF mentees)

All mentees reported empowered self-identity and an increase in their understanding of women’s role in society and professional life.

Table 23 Empowered Self-Identity Valuation Metrics for WLF2WLF Mentees

Outcome	Percentage of Participants Experiencing the Outcome	Weighted Importance Attributed to the Change (out of 10)	Difference Between Pre- and Post-WLF (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Empowered Self-Identity	7/7	8.8	60	2.6	50	24

Similar to other outcomes, WLF2WLF mentees assigned a high importance score (**8.8 out of 10**) to this outcome and reported a **high increase (60%)** in the pre-post evaluation. Mentees expected the change to last around **2.6 years**.

To the mentees, there is a noteworthy likelihood (**deadweight 50%**) that their self-identities could have empowered without the program. 2 mentees (24%) mentioned other contributing factors (such as another program, university and work networks) and **the attribution rate of 24%** indicates that the program was perceived as the main driver of this outcome.

Completeness (Corporate mentees)

Almost all (n=14, 82%) reported their understanding of women in society improved during the mentorship and they reported empowered self-identity. 2 out of 3 mentees that expressed no change are the same mentees who experienced no change in the other discussed outcomes. The other mentee who reported no change reported a low rate of change in understanding her own needs as well.

Table 24 Empowered Self-Identity Valuation Metrics for Corporate Mentees

Outcome	Percentage of Participants Experiencing the Outcome	Weighted Importance Attributed to the Change (out of 10)	Difference Between Pre- and Post-WLF (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Empowered Self-Identity	14/17	8.7	90	2.5	32	20

Mentees experiencing the outcome assigned a high importance score (**8.7 out of 10**) and they indicate a **significant (90%)** increase in the pre-post evaluation. On average, participants thought the change would last around **2.5 years**, which suggests the effect is likely to be medium-term.

**The attribution rate of 20%** signifies a low attribution rate claiming the program main contributor of the outcome.

However, 6 mentees reported that they would have experienced the outcome even if they wouldn't be part of the WLF mentorship program.

A similar project-the Young Women Building Their Future Project reported the deadweight and attribution for a similar outcome, "Increased Self-Esteem", as 43% and 59% respectively.<sup>25</sup> Thereby, it can be inferred that the WLF Mentorship created a stronger impact in terms of this outcome compared to the other project.

### **Increased Psychological Resilience**

Psychological Resilience means getting stronger in dealing with emotional challenges such as managing stress, recovering after difficulties, and being positive when facing problems. It is seen that the bonds established during the WLF Training Program and participation in a solidarity network, followed by the experience of a mentor-mentee relationship have reduced mentees' feelings of loneliness, felt supported, and developed their relationships with others.

Some mentees expressed this outcome as follows:

*"I have a mentor who helps me think positively and encourages positive thinking."*

*"I felt like someone was walking next to me. I saw that my mentor went through similar experiences and that I am not alone. It was like therapy."*

*"My mentor helped me manage my worries and fears about the future."*

*"My corporate mentor's experience affected me a a lot. She told me that she faced mobbing and exclusion because she was a woman and a Turk when she appointed as a manager to an*

<sup>25</sup> [https://geleceginikurangenckadinlar.org/kutuphane/#dearflip-df\\_3353/1/](https://geleceginikurangenckadinlar.org/kutuphane/#dearflip-df_3353/1/)

international company. She explained how she copes with this situation and how she made herself accepted in a strategic way, without personalizing or being stubborn, had an impact on me”.

“I magnified the problems I encounter at work and took it to other points. My mentor softened me and advised me to act more calmly.”

This outcome is also identified by similar projects. For instance, Médecins Sans Frontières (MSF) Mentoring and Coaching Hub (MCHub), reported that mentoring enabled mentees to develop the ability to adopt, cope with challenges and bounce back. Similarly, “emotional resilience” is identified for the Young Women Building Their Future Project’s Mentorship Program.

### Indicators

Subjective	Objective
Awareness of oneself, and purposes	Having mentorship
Reduced sense of loneliness	Being part of the WLF network
	Sharing experiences

### Completeness (WLF2WLF Mentees)

Almost all (n=6) out of 7 mentees reported they felt less lonely during the mentorship and all reported an increase in psychological resilience.

Table 25 Increased Psychological Resilience Valuation Metrics for WLF2WLF Mentees

Outcome	Percentage of Participants Experiencing the Change	Weighted Importance Attributed to the Change (out of 10)	Difference Between Pre- and Post-WLF (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Increased Psychological Resilience	7/7	8.8	90	2	31	24

Mentees assigned a very high importance score (**8.8 out of 10**) to the outcome and they indicated a significant increase (90%) in the pre-post evaluation. On average, participants thought the change would last around **2 years**, which suggests the effect is likely to be medium-term.

The attribution and the deadweight rates of 26% and 31% respectively indicate a low attribution rate and a low chance of happening through other channels besides the WLF mentorship program.

**Completeness (Corporate Mentees)**

14 out of 17 corporate mentees reported an increase in psychological resilience. One reported no change and two mentees declared a negative change. One mentee is affected negatively by the communication style of the mentor and indicated that she lost her faith in benefitting from the program. She shared that she felt insecure about the future as a new graduate. The other mentee has related to the negative impact on her countless and fruitless efforts at that time for a job and had a high expectation of being employed.

Both mentees gave low importance to the negative outcomes and gave high values to attribution and deadweight. All these implied that this demoralization was not considered a material change and can't be generalized as a negative outcome.

*Table 26 Increased Psychological Resilience Valuation Metrics for Corporate Mentees*

Outcome	Percentage of Participants Experiencing the Change	Weighted Importance Attributed to the Change (out of 10)	Difference Between Pre- and Post-WLF (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Increased Psychological Resilience	14/17	9.1	95	2	23	26

Corporate mentees experiencing the outcome assigned a very high importance score (9.1 out of 10) and they indicate a 95% increase in the pre-post evaluation, indicating a significant change associated with the program. On average, participants thought the change would last around 2 years, which suggests the effect is likely to be medium-term.

The attribution and the deadweight rates of %26 and 23%, respectively, indicate low rates.

On the other hand, a similar project mentioned before-the Young Women Building Their Future Project reported higher deadweight and attribution values for the outcome "Emotional Resilience" as 43% and 59% respectively. Compared to these values, the WLF mentorship program appears to have a stronger improvement for psychological resilience.

**Strengthened Sense of Solidarity**

From the interviews conducted with WL2WLF mentees, it is understood that mentees have developed a sense and awareness of volunteerism. In one interview, a mentee stated that they were serving on the board of a local women's association. Another mentee mentioned that after completing the mentorship process, they received training to become a mentor and were mentoring in a project for girls in their hometown. The support process within the network and during the mentorship period not only reduced feelings of loneliness but also enhanced the sense of solidarity.

Thereby, it can be said that the mentorship process and their involvement in the WLF communication network developed their professional and personal connections, understand the value of volunteering and fostered feelings of support and encouragement, which in turn strengthened their sense of solidarity.

The statements related to solidarity spirit are as follows:

*"This experience made me want to help others, especially in social support."*

*"My interest in social help grew. I now see my career as a way to be useful to others."*

**Indicators**

Subjective	Objective
Developing social bonds	Having mentorship from a woman that voluntarily mentors
Reduced sense of loneliness	Being part of the WLF network
Developing a sense of volunteerism	

**Completeness**

All mentees developed social bonds and reported gaining awareness of volunteerism, and 4 out of 7 (57%) indicated they engaged in volunteer work after the WLF Mentorship Program.

Most of the mentees (n=5, 71%) reported they strengthened a sense of solidarity; no mentee reported a negative change. 2 mentees reported no change. This can be due to their personal characteristics (feelling less inclined toward volunteering and a sense of community) or their low level of engagement with the WLF network.

*Table 27 Strengthened Sense of Solidarity Valuation Metrics for WLF2WLF Mentees*

Outcome	Percentage of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference Between Pre- and Post-WLF (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Strentghened Sense of Solidarity	5/7	8.6	46	3.3	16	16

Mentees experiencing the outcome gave a high importance score (**8.6 out of 10**) and they indicate a **46%** increase in the pre-post evaluation. On average, participants thought the change would last around **3.31 years**, which suggests the effect is likely to be long-term.

**The attribution and the deadweight rates of 16%** signifies a low attribution rate making the program main contributor and a low chance of experiencing the outcome though other channels besides the WLF mentorship program. The WLF network seems to be the main facilitator of developing and strengthening solidarity among the participants differentiating itself from similar ones.

## Only Include What is Material

Based on Principle 4 of the SROI : “Only Include What is Material”, it is aimed to analyze outcomes in terms of significance and relevance to make sure that what is material should only be included in the analysis. For relevance, outcomes are tested in terms of stakeholder perception, peer based norms, policy related performance, social norms and direct short-term financial consequences for the organization if the outcome is ignored.

For the significance evaluation, the scale of (low-medium-high) is used in terms of number of people experience the outcome, the importance and the value of the change, how much of the change is caused by the activity besides other factors (attribution) and how much of the change would have happened even without the program (deadweight).

Table 28 Relevance Test for Outcomes Experienced by the 2022 WLF Mentees

Relevance Criteria	Relevance Criteria	Yes	No	Description
<b>Enhanced Professional Growth</b>	Stakeholders perception of an important outcome	✓		Participants and project teams considered this outcome to be highly significant.
	Peer-based norms	✓		A similar programs such as Young Women Building Their Future Mentorship Program and Médecins Sans Frontières (MSF) Mentoring and Coaching Hub (MCHub) also reported a similar outcome.
	Policy-related performance	✓		This outcome is well aligned with strategic objectives of the two partner organizations.
	Societal norms	✓		Professional development is wellcomed in the society and expected from all professionals.
	Direct short-term financial consequences		✓	The outcome has no direct short-term financial consequences.
<b>Conclusion</b>		✓		
<b>Increased Self-Efficacy</b>	Stakeholders perception of an important outcome	✓		Both participants and project teams considered this outcome to be highly significant.
	Peer-based norms	✓		The outcome is reported as an outcome in the mentorship programs.
	Policy-related performance	✓		The outcome is well-aligned with the targets of the program.
	Societal norms		✓	Self-efficacy is more about personal belief in one's abilities, not directly about societal norms.

	Direct short-term financial consequences		✓	The outcome has no direct short-term financial consequences.
<b>Conclusion</b>		✓		
<b>Empowered Self-Identity</b>	Stakeholders perception of an important outcome	✓		Mentee-mentor experience and the WLF network supports this outcome.
	Peer-based norms	✓		Outcomes such as increased self esteem has been reported as an outcome in similar mentoring programs.
	Policy-related performance	✓		The outcome is well-aligned with the targets of the program.
	Societal norms		✓	Although it can be stated that this outcome is socially welcomed, it isn't directly related to societal norms.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Increased Psychological Resilience</b>	Stakeholders perception of an important outcome	✓		The WLF network and the mentorship process, to the mentees generated this outcome.
	Peer-based norms	✓		Médecins Sans Frontières (MSF) Mentoring and Coaching Hub and Young Women Building Their Future Project also reported this outcome.
	Policy-related performance	✓		The outcome is alligned with the targets of the program.
	Societal norms	✓		This outcome is relevant in terms of societal norms as there are various organizations working for a more psychologically resilient society.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Strengthened Sense of Solidarity</b>	Stakeholders perception of an important outcome	✓		Participants and project teams evaluated this outcome as a highly significant outcome.
	Peer-based norms	✓		Solidarity and support are key factors of mentorship programs.
	Policy-related performance	✓		This outcome aligns well with the project goals as it is aimed to create a community that is supportive for all.

	Societal norms		✓	Though a favorable outcome, it's not directly related.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		

It can be stated that all outcomes are material based on relevance and significance tests for both mentee groups.

To the significance test findings, the WL2WLF mentees reported improvements in areas like self-efficacy, self-identity, and psychological resilience. These outcomes were also rated as very important, with importance scores that starts from 8 out of 10. Even though some of the impact might have happened without the program (deadweight) or could be due to other factors (attribution), the overall conclusion is all are material.

Table 29 Significance Tests for the WLF2WLF Mentee Outcomes

Outcomes	Percentage of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Value (TRY)	Deadweight%	Attribution (%) <sup>1</sup>
Enhanced Professional Growth	6/7	8	20,396.76	53	36
<b>Conclusion</b>	High	High	Low	Medium	Low
Increased Self-Efficacy	7/7	9.2	69,951.68	34	37
<b>Conclusion</b>	High	High	Medium	Low	Low
Empowered Self-Identity	7/7	8.8	78188,30	50	24
<b>Conclusion</b>	High	High	Medium	Medium	Low
Increased Psychological Resilience	7/7	8.8	93,104.81	31	24
<b>Conclusion</b>	High	High	Medium	Low	Low
Strengthened Sense of Solidarity	5/7	8.6	102,636.56	16	16
<b>Conclusion</b>	High	High	Medium	Low	Low

To the significance test findings, the outcomes were rated as very significant, with scores starting from 8.8. Except empowered self-identity, all outcomes have low deadweight. Additionally, all outcomes are assigned low attribution rates rendering the mentorship program as the main driver of outcomes.

Table 30 Significance Tests for the Corporate Mentee Outcomes

Outcomes	Percentage of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Value (TRY)	Deadweight%	Attribution (%) <sup>1</sup>
Enhanced Professional Growth	10/7	8.8	127,883.72	37	19
<b>Conclusion</b>	High	High	Moderate	Low	Low
Increased Self-Efficacy	14/17	8.8	297,456.85	23	25
<b>Conclusion</b>	High	High	High	Low	Low
Empowered Self-Identity	14/17	8.8	277,017.67	50	24
<b>Conclusion</b>	High	High	High	Medium	Low
Increased Psychological Resilience	14/17	8.7	275,075.70	32	20
<b>Conclusion</b>	High	High	High	Low	Low

## **WLF2WLF and CORPORATE MENTORS**

In the WLF2WLF Mentorship Program, one WLF graduate mentors another WLF graduate voluntarily for 15 hours for 6 months. In 2022, there are 14 WLF2WLF mentors who voluntarily mentors graduates of the training program.

In the Corporate Mentorship Program, one mentor from a company mentors WLF graduate voluntarily for 15 hours for 6 months. In 2022, there are 63 corporate mentors in the program.

### **Demographic Information of Mentors**

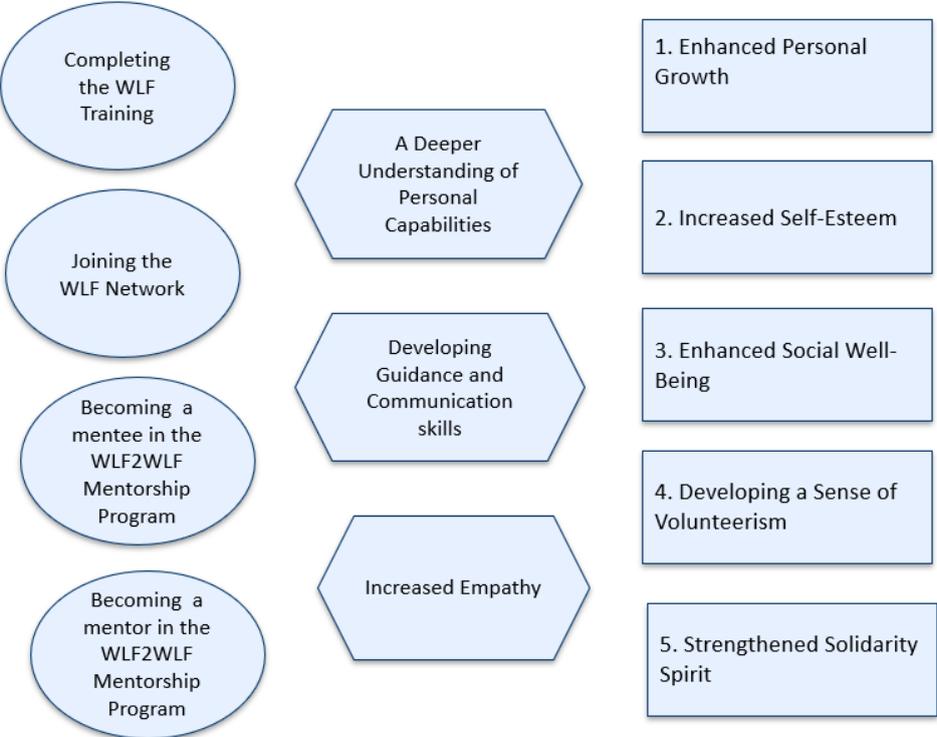
The demographic information of the 8 WLF2WLF mentors who responded to the questionnaire is summarized as follows:

- 63% are between the ages of 31-35.
- 83% are managers/directors.
- 63% have a master's degree.
- 63% has their first mentoring experience through the WLF Program.

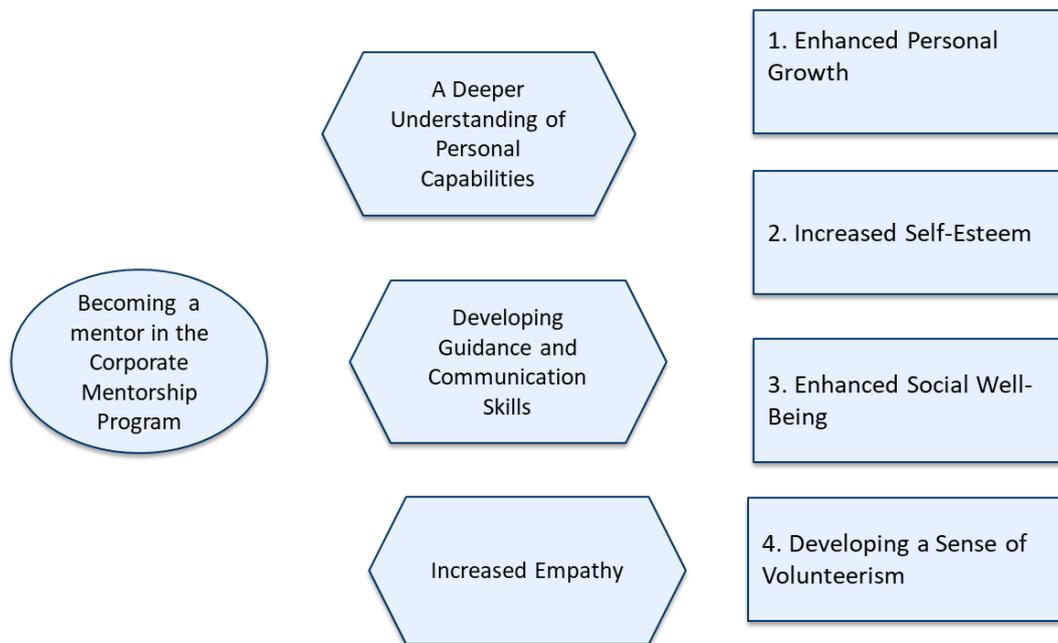
Similarly, 8 corporate mentors responded to the survey. The demographic information of the 8 corporate mentors participated in the questionnaire is as follows:

- 38% are between the ages of 31-35.
- 63% have a bachelor degree, 38% have a master degree.
- 50% are managers or supervisors.
- All have their first mentoring experience with the WLF Program.

**Outcomes Identified for WLF2WLF Mentors**



It has been observed that corporate mentors experienced similar changes to WLF2WLF mentors. The only difference noted is the strengthened solidarity spirit. This change appears to stem from the impact of being part of the WLF Program and network. Corporate mentors have not integrated into the program as much as WLF2WLF mentors and this results in no experience of change in their sense of solidarity.



### Enhanced Personal Growth

From the statements of mentors participating in the interviews, it is understood that mentors experience personal growth, particularly in the areas of communication, empathy, and self-awareness. For instance, mentors emphasized that they developed active listening skills during the mentorship. One of the WLF2WLF mentors describes the development of her communication skills in the following sentences:

*“Now I can listen to the other party better. Listening somebody carefully is an important thing. I believe my communication skills is improved.”*

Mentors reported that by directing questions prepared for mentoring to themselves, they increased their self-awareness and acted with empathy when using motivating expressions towards their mentees:

*“I also directed mentorship questions to myself. This broadened my own perspective and realize my own traits.”*

Additionally, the participants shared that the Mentorship Program contributed to enhance their potential to guide others. Sharing their experiences and engaging in other projects and initiatives after the WLF also demonstrate the development of their mentoring skills.

Academic research also highlighted personal growth as a significant outcome for mentors. For instance, Allen et al. (2006)<sup>26</sup> reported that mentors often experience improved interpersonal competencies and improved communication skills, whereas Eby et al. (2013)<sup>27</sup>

<sup>26</sup> Allen, T. D., Eby, L. T., & Lentz, E. (2006). *Mentorship behaviors and mentorship quality associated with formal mentoring programs: Closing the gap between research and practice*. *Journal of Applied Psychology*, 91(3), 567–578. <https://doi.org/10.1037/0021-9010.91.3.567>

<sup>27</sup> Eby, L. T., Allen, T. D., Evans, S. C., Ng, T., & DuBois, D. L. (2013). *Does mentoring matter? A multidisciplinary meta-analysis comparing mentored and non-mentored individuals*. *Journal of Vocational Behavior*, 83(1), 106–116.

stated that mentoring contributes to mentors’ personal development by role modeling and empathy.

Similarly, the Young Women Building Their Future Project’s mentors experienced a similar outcome “Gaining New Perspectives and Increasing Awareness” due to their mentor role.

Therefore, it can be stated that the mentors enhanced their communication, guidance skills and increase their personal awareness and personal growth.

Indicators

Subjective	Objective
Developing communication skills	Sharing experiences and knowledge
Developing guidance skills	
Awareness of one’s abilities	

Completeness (WLF2WLF Mentors)

All (100%) of the WLF2WLF mentors (n=8) reported that the Mentorship Program improved their guidance skills, while 7 reported improved communication skills, and 5 reported they noticed things about themselves they haven’t noticed before.

Additionally, 7 of the mentors noted that they personally develop themselves. One mentor reported that she experienced no change. This can be due to personal expectations or prior experience. No one reported negative change.

Table 31 Enhanced Personal Growth Valuation Metrics for the WLF2WLF Mentors

Experienced Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference in Before and After Mentorship (%)	Average Duration of Impact (Years)	Deadweight( %)	Attribution (%)
Enhanced Personal Growth	7/8	7	28	2.3	68	31

To WLF2WLF mentors , the outcome is of medium importance as they gave a score of **7 out of 10**. When comparing before and after the mentorship, there was a **28% positive change** in their personal growth. The impact of the outcome is expected to last around **2.3 years**.

Moreover, most mentors (n=6) thought that they would possibly experienced the outcome even without becoming a mentor with a high value of **68% deadweight rate** and **31%** of the change is likely thanks to other factors outside the WLF Mentorship Program. 3 mentors indicated another mentoship program they’re taking part, another 2 pointed their business and social networks for personal growth factors.

**Completeness (Corporate Mentors)**

All corporate mentors reported increased guidance skills. 7 reported improved communication skills and 6 corporate mentors reported that they noticed things about themselves they didn't notice before. 7 out of 8 (88%) of the corporate mentors reported personal development. One mentor reported that she experienced no change. When demographic data of the mentor is checked, it's seen that she is already a professional leadership coach and mentor. Therefore, her expertise may be in line with the program's content and resulting in limited or no change.

*Table 32 Enhanced Personal Growth Valuation Metrics for the Corporate Mentors*

Experienced Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference in Before and After Mentorship (%)	Average Duration of Impact (Years)	Deadweight( %)	Attribution (%)
Enhanced Personal Growth	7/8	8.7	26	1.9	44	37

For corporate mentors, personal growth was considered highly significant, with an average importance rating of **8.7 out of 10**. A **26% positive change** was identified and the impact is expected to **last 1.9 years**.

Half of the mentees (n=4) were in the idea that they would experienced personal development due to another mentoring program they're partipating, their professional and social circles. Therefore, a relatively high **deadweight rate (44%)** indicates that a significant portion of the reported personal growth might have occurred even without partipating the program. This is particularly relevant considering some corporate mentors already engaged in other mentoring programs or leadership roles. Also, an **attribution rate of 37%** suggests that other external factors such as social and professional networks contributed to this outcome.

**Increased Self-Esteem**

For WLF2WLF mentors, being once a mentee, now a mentor in the program created a sense of achievement, being valued and pride. Also based on the statements, it is evident that the mentors' ability to contribute to others and receive positive feedback from mentees has contributed to their happiness and motivation as they witness their success, ultimately enhancing their self-esteem. The following sentences indicate these clearly:

*"I find those two hours I spent with my mentee very valuable; it is a great feeling to feel satisfied when I help someone."*

*"It makes me feel proud to see others' achievements in the program".*

*" I talked about these program to people I met. I talked about how it make me proud and the advantages of being part of the community."*

Similarly, Allen et al. (2006) and Eby et al. (2013) reported that mentors often experience increased self-efficacy, pride, and a stronger sense of identity through helping others. All these also imply to corporate mentors as they serve as role models for young women at the beginning of their career.

Therefore, serving as volunteer mentors in the program and sharing their own solutions with those facing similar challenges, has enabled mentors to feel valued and proud and increase their self-esteem.

**Indicators**

Subjective	Objective
Recognizing capabilities	Providing voluntary guidance
Feeling valued	
Feeling proud to contribute another’s achievements	

**Completeness (WLF2WLF Mentors)**

6 out of 8 WLF2WLF mentors reported an increase in their self-esteem. No one reported a negative change and two mentors reflected no change. This may be because these mentors have already high self-esteem or they may not have perceived the mentoring process as something that would enhance their self-esteem.

*Table 33 Increased Self-Esteem Valuation Metrics for the WLF2WLF Mentors*

Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference in Before and After Mentorship (%)	Average Duration of Impact (Years)	Deadweight( %)	Attribution (%)
Increased Self-Esteem	6/8	6.1	16	2.25	18	28

The WLF2WLF mentors evaluated the outcome’s importance to them **6,1 out of 10**. When comparing before and after the mentorship, there was a slight change of **16%** in the outcome. The impact of the outcome is expected to last around **2.2 years**.

However, the change in self-esteem would be experienced slightly besides this program as the deadweigh is low. Yet the change is likely to happen due to other mentoship programs they’re taking part in.

**Completeness (Corporate Mentors)**

5 (88%) of the corporate mentors reported increase in self-esteem. 3 mentors experience no change. This may be due to their involvement in similar projects.

Table 34 Increased Self-Esteem Valuation Metrics for the Corporate Mentors

Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference in Before and After Mentorship (%)	Average Duration of Impact (Years)	Deadweight( %)	Attribution (%)
Increased Self-Esteem	5/8	8.6	20	1.4	77	48

Corporate mentors gave a high importance score to the outcome (**8.6 out of 10**). A **20% positive change** in self-esteem was reported. The impact is estimated to last **1.4 years**. However, the deadweight is very high (**77%**), suggesting that a significant portion of this change might have occurred without the program. Additionally, an **attribution rate of 48%** indicates that nearly half of the perceived impact is shared with other contributing factors besides the WLF program.

### Enhanced Social Well-Being

Social well-being refers to being aware of one’s position in society and establishing healthy relationships with the social environment in which one lives. Mentors emphasized the pride and happiness of being a mentor and nourishing their social well-being, which encompasses the desire to contribute to society by recognizing one’s position and functionality within the community. Mentors feeling of happiness and contribution to the WLF community helped improving their sense of social well-being. That’s to say, they felt useful in their community and wanted to give back.

Mentors described the development of interaction and how it contributed to their social well-being in the following sentences:

*“Once I was a mentee, now I am a mentor. This is a great feeling.”*

*“An intimacy and a heart bond is formed in the mentorship”*

Thereby, the mentors’ contributions to the WLF community for the WLF2WLF mentors, and to the young women for the corporate mentors, receiving positive feedback from mentees, and feeling of giving back to the society have enhanced their social well-being.

Indicators

Subjective	Objective
Feeling of creating a value	Becoming a mentor in the community in which she was a mentee
	Contributing to the community
	Forming personal bonds

Completeness (WLF2WLF Mentors)

6 mentors shared that they form personal bonds and 6 out of 8 WLF2WLF mentors reported an increase in their social well-being. No one reported a negative change. 2 mentors reported no change, which may reflect individual differences in how they experienced the program. Moreover, these mentors rated their belongingness to the program as 5 and 6 out of 10 respectively, these low values can also explain this absence.

Table 35 Enhanced Social Well-Being Valuation Metrics for the WLF2WLF Mentors

Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference in Before and After Mentorship (%)	Average Duration of Impact (Years)	Deadweight( %)	Attribution (%)
Enhanced Social Well-Being	6/8	8.3	32	2.7	38	53

The mentors gave the outcome a high importance of **8,3 out of 10**. When comparing before and after the mentorship, there was a noteworthy change of **32%** in the outcome. The impact of the outcome is expected to last around **2.7 years**.

However, mentors estimated that **38% of this change could have occurred** even without the program and **53% of the outcome might be attributed** to other influences in their lives. This high rate of attribution suggests that many other factors are at play (another mentorship program/other volunteering activities) in improving social well-being of mentors.

Completeness (Corporate Mentors)

All corporate mentors shared that they form personal bonds and 5 of the corporate mentors reported increase in social well-being.

Table 36 Enhanced Social Well-Being Valuation Metrics for the Corporate Mentors

Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference in Before and After Mentorship (%)	Average Duration of Impact (Years)	Deadweight( %)	Attribution (%)
Enhanced Social-Well-Being	5/8	8.6	20	1.9	52	34

Corporate mentors gave a high importance score to the outcome (**8.6**) and a **20% positive change** in self-esteem was identified. The impact is estimated to last **1.9 years**.

The deadweight is relatively high (**52%**), suggesting that a significant portion of this change might have occurred without the program. Additionally, an **attribution rate of 34%** indicates there are other contributing factors to the impact besides the WLF program.

### Developing a Sense of Volunteering

Mentors have expressed that they have begun to volunteer in other programs, inspired by their experiences in the WLF program. For instance, one WLF2WLF mentor mentioned starting to mentor in various NGOs, showing how they apply the mentoring knowledge and skills they have acquired to other projects. Therefore, their participation in the WLF program has inspired them to engage in additional volunteering activities beyond the scope of the program. Two corporate mentors stated that they started to mentor in another program after the WLF Program.

Another example is a WLF2WLF mentor who facilitated the initiation of a corporate mentoring program through collaboration between her company and KAGIDER while serving as a WLF2WLF mentor.

The social impact study of another program that offers mentorship to the newly graduated people in Türkiye-The First Chance Program-also identifies volunteering motivation as an important outcome for mentors<sup>28</sup>.

Thereby, mentors by sharing their professional knowledge and experiences voluntarily with mentees, increase their guidance skills and enhanced their sense of volunteerism.

<sup>28</sup> [https://www.esassosyal.org/files/arastirmalar/ilk\\_firsat\\_sroi\\_tr.pdf](https://www.esassosyal.org/files/arastirmalar/ilk_firsat_sroi_tr.pdf)

## Indicators

Subjective	Objective
Developing guidance skills	Sharing experiences voluntarily
	Contributing to the the society and WLF community (WLF2WLF mentors) voluntarily

### Completeness (WLF2WLF Mentors)

Almost all mentors (n=7) reported that they developed a sense of volunteering and all of them reported that they started to engage in volunteering activities after the mentorship program. One mentor experiencing no change stated that she worked as a volunteer in another project after the program.

*Table 37 Developing a Sense of Volunteerism Valuation Metrics for the WLF2WLF Mentors*

Experienced Change	Number of Participants Who Experienced the Change	Weighted Importance Attributed to the Change (out of 10)	Difference in Before and After Mentorship (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Developing a Sense of Volunteerism	7/8	7.1	22	2.3	30	24

To the mentors, the outcome is meaningful (**7.1 out of 10**). When comparing before and after the mentorship, there was a noteworthy change of **22%** in the outcome. The impact of the outcome is expected to last around **2.3 years**.

The low **attribution rate of 24%** indicates that the program is the main contributor of the outcome and still some mentors experience this outcome without the program. This is reasonable, considering that some mentors may have already had prior interest in volunteerism.

### Completeness (Corporate Mentors)

7 out of 8 corporate mentors reported that they developed a sense of volunteering. One mentor experienced no change is the professional leadership coach and mentor, who may be frequently involved in similar mentoring programs.

Table 38 Developing a Sense of Volunteerism Valuation Metrics for the Corporate Mentors

Experienced Change	Number of Participants Who Experienced the Change	Weighted Importance Attributed to the Change (out of 10)	Difference in Before and After Mentorship (%)	Average Duration of Impact (Years)	Deadweight( %)	Attribution (%)
Developing a Sense of Volunteerism	7/8	9	19	2.2	61	27

Corporate mentors rated the outcome as a highly important outcome (**9 out of 10**). The **average positive change was 19%**, with an estimated **duration of 2.2 years**, indicating a relatively midterm impact.

However, a **deadweight of 61%** suggests that a significant portion of this outcome might have occurred even without the program, probably due to existing corporate volunteering culture or similar engagement. Despite this, the **attribution rate of 27%** indicates that over a large portion of the change can be linked to the WLF program.

The social impact analysis of a similar program, The First Chance Program, that also offers mentoring to newly graduated youth identified motivation for volunteering as an outcome. Moreover, the outcome was evaluated with high values of deadweight (47%) and attribution (59%). This may indicate that mentors can already be people with high motivation for volunteering and they are already engaged in similar projects.

### Strengthened Solidarity Spirit

Mentors in the WLF2WLF program reported a deepened sense of solidarity as they were the people who had the longest interaction with the program. In the mentorship process, through the bonds formed and the mutual support, mentors strengthened their empathy and solidarity. Beyond feeling connected or empathetic, mentors highlighted that their experience not only created bonds but also fostered a strong belief in the power of collective action to create meaningful change for all.

The feeling of unity and the belief that problems can be solved together or more can be done together are all resonated with a strong solidarity spirit. Thereby, touching the lives of young women, feeling empowered together indicated that WLF2WLF mentors' have a strong spirit of solidarity.

## Indicators

Subjective	Objective
Developing an understanding and empathy for other people	Sharing their experiences voluntarily
Showing support to young women	Contributing to the WLF network voluntarily
Learning from each other's experience	

## Completeness

7 out of 8 WLF2WLF mentors reported this outcome, and one reported no change. This mentor's individual differences or prior experience may be the reasons of this situation.

*Table 39 Strengthened Solidarity Spirit Valuation Metrics for the WLF2WLF Mentors*

Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference in Before and After Mentorship (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Strengthened Solidarity Spirit	7/8	7.4	28	2.8	32	27

Like volunteering, this outcome is meaningful (**7.4 out of 10**). When comparing before and after the mentorship, there was a noteworthy change of **28%** in the outcome. The impact of the outcome is expected to last around **2.8 years**.

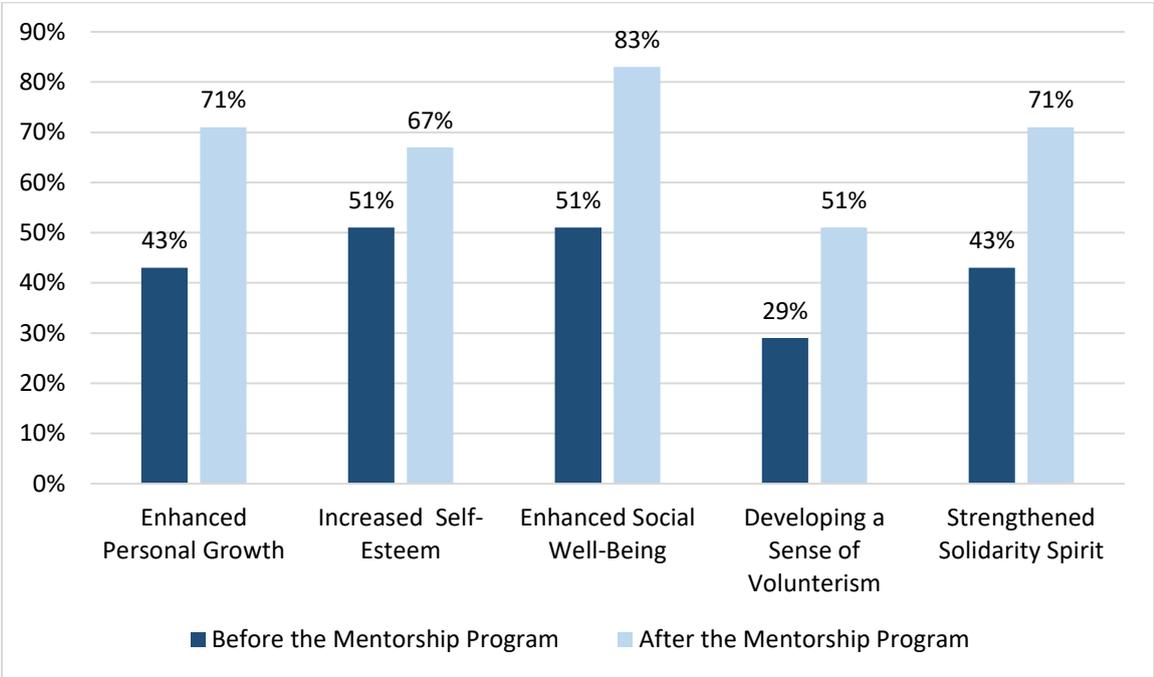
The low **attribution rate of 27%** indicates that the program is the main contributor of the outcome. 3 mentors were in the idea that they would have experienced the outcome without being a mentor in the program. This suggests that some mentors may have already had a tendency toward solidarity through previous experiences or involvement in other social or professional networks.

The mentorship program of the Young Women Building Their Future Project reported a similar outcome for mentors-“Creating social benefits” and deadweight and attribution values of the outcome is reported as 48% and 62% respectively. Thereby, having relatively high values for solidarity based outcomes may lead to the idea that people may already feel a sense of solidarity because of other experiences, values, or environments.

**Depth of All Outcomes Experienced by the WLF2WLF Mentors**

Most notable difference is observed in the development of social well-being (32% increase). The depth of outcome is 25% in average.

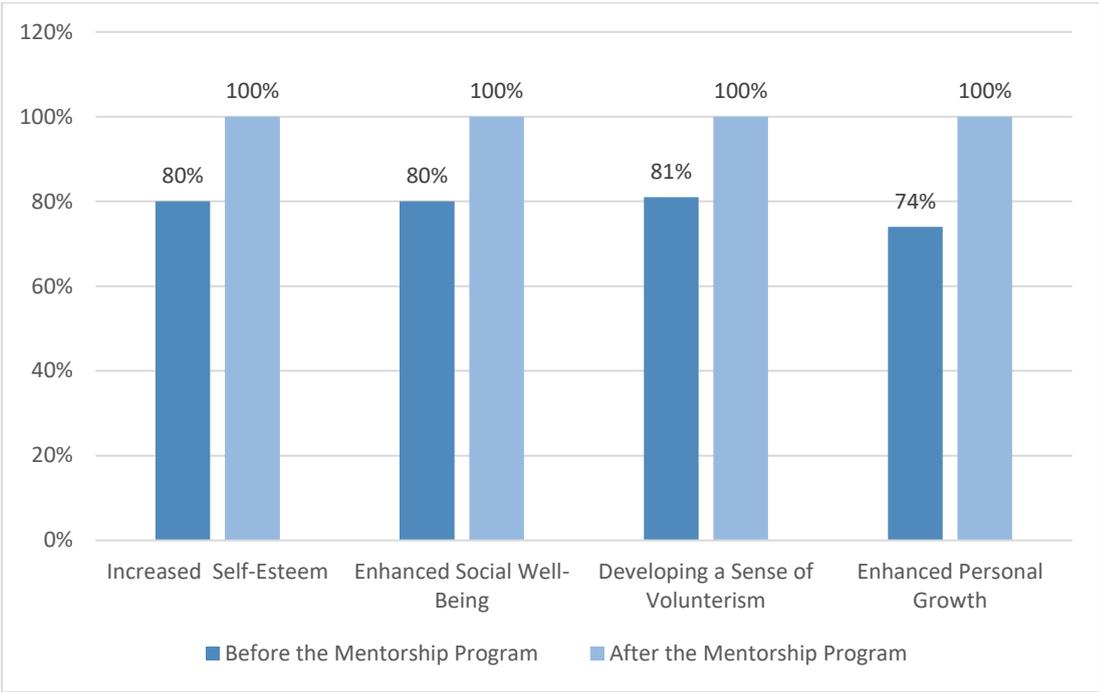
*Figure 3 Outcomes Before and After the WLF2WLF Mentorship Program*



**Depth of All Outcomes Experienced by the Corporate Mentors**

Most notable difference is observed in the personal development (26% increase). The depth of outcome is 21% in average.

Figure 4 Outcomes Before and After the Corporate Mentorship Program



**Only Include What is Material**

It can be stated that all outcomes are material based on relevance and significance tests for both mentor groups.

Overall, the mentoring experience has fostered not only personal growth but also a strengthened sense of community and social well-being. For WLF2WLF mentors, the improvement of their social well-being was evaluated as the relatively most important outcome, whereas for corporate mentors it is the development of a sense of volunteering. (see Table 40).

Table 40 Relevance Tests for the WLF2WLF Mentor Outcomes

Relevance Criteria	Relevance Criteria	Yes	No	Description
<b>Enhanced Personal Growth</b>	Stakeholders perception of an important outcome	✓		Participants reported this outcome due to their mentorship role.
	Peer-based norms	✓		Both academic studies and similar programs reported this outcome for mentors.
	Policy-related performance	✓		This outcome is well aligned with the strategic objectives of the two partner organizations.
	Societal norms	✓		Personal development is welcomed in society and expected from all.
	Direct short-term financial consequences		✓	The outcome has no direct short-term financial consequences.
<b>Conclusion</b>		✓		
<b>Increased Self-Esteem</b>	Stakeholders perception of an important outcome	✓		Participants reported this outcome due to their mentorship role.
	Peer-based norms	✓		Academic studies reported this outcome for mentors.
	Policy-related performance	✓		The outcome is well-aligned with the targets of the program.
	Societal norms		✓	Self-esteem is more about personal belief in one's abilities, not directly about societal norms.
	Direct short-term financial consequences		✓	The outcome has no direct short-term financial consequences.
<b>Conclusion</b>		✓		
<b>Enhanced Social Well-Being</b>	Stakeholders perception of an important outcome	✓		Mentee-mentor experience and the WLF network support this outcome.
	Peer-based norms	✓		The programs that support a flourishing community are expected to produce this outcome.
	Policy-related performance	✓		The outcome is well-aligned with the targets of the program.

	Societal norms	✓		Social wellbeing is welcomed and expected from all in society.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Developing a Sense of Volunteerism</b>	Stakeholders perception of an important outcome	✓		To the mentors, the WLF network and the mentorship process generated this outcome.
	Peer-based norms	✓		The programs that have a voluntary based structure are expected to produce this outcome. For instance, a similar program identified "motivation for volunteering" as an outcome.
	Policy-related performance	✓		A program that can sustain itself is targeted by the project teams and this is highly dependent on voluntary participation.
	Societal norms		✓	Though a favorable outcome, it's not directly related.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Strengthened Solidarity Spirit</b>	Stakeholders perception of an important outcome	✓		Participants and project teams evaluated this outcome as a highly significant outcome.
	Peer-based norms	✓		Similar programs report similar outcomes such as "Creating Social Benefits".
	Policy-related performance	✓		This outcome aligns well with the project goals as it is aimed at creating a community that is supportive of all.
	Societal norms		✓	Though a favorable outcome, it's not directly related.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		

While the monetary value of the changes experienced by WLF2WLF mentors appears relatively low, the qualitative data indicates that the personal impact is noteworthy. This reflects a common limitation in monetizing outcomes related to personal growth, solidarity, and volunteering, especially in groups that are already engaging in similar activities.

Table 41 Significance Tests for the WLF2WLF Mentor Outcomes

Outcomes	Percentage of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Value (TRY)	Deadweight%	Attribution (%)
Personal Growth	7/8	7	43,213.49	68	31
<b>Conclusion</b>	High	Medium	Low	High	Medium
Increased Self-Esteem	6/8	6.1	20,231.53	18	28
<b>Conclusion</b>	High	Medium	Low	Low	Medium
Enhanced Social-Wellbeing	6/8	8.3	37,107.39	38	53
<b>Conclusion</b>	High	High	Low	Medium	High
Developing a Sense of Volunteerism	7/8	7.1	49,442.64	30	24
<b>Conclusion</b>	High	Medium	Low	Medium	Low
Strengthened Solidarity Spirit	7/8	7.4	61,481.56	32	27
<b>Conclusion</b>	High	Medium	Medium	Medium	Medium

While the economic valuation of the outcomes remains in the medium range and deadweight and attributions are relatively high, corporate mentors attributed high importance to the outcomes. This highlights that the impact created by the program is noteworthy.

Table 42 Significance Tests for the Corporate Mentor Outcomes

Outcomes	Percentage of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Value (TRY)	Deadweight%	Attribution(%)
Enhanced Personal Growth	7/8	9	31,295.65	44	37
<b>Conclusion</b>	High	High	Low	Medium	Medium
Increased Self-Esteem	5/8	8.6	145,270.29	77	48
<b>Conclusion</b>	Medium	High	Medium	High	Medium
Enhanced Social-Wellbeing	5/8	8.6	91,435.43	52	34
<b>Conclusion</b>	Medium	High	Medium	High	Medium
Developing a Sense of Volunteerism	7/8	9	121,271.56	61	27
<b>Conclusion</b>	High	High	Medium	High	Medium

## CO-TRAINERS

Co-training, started in 2022, refers to the WLF graduates who support the trainers in the WLF Training Program by preparing and delivering training sessions. In 2022, there were 24 co-trainers in the training program.

### Demographic Information

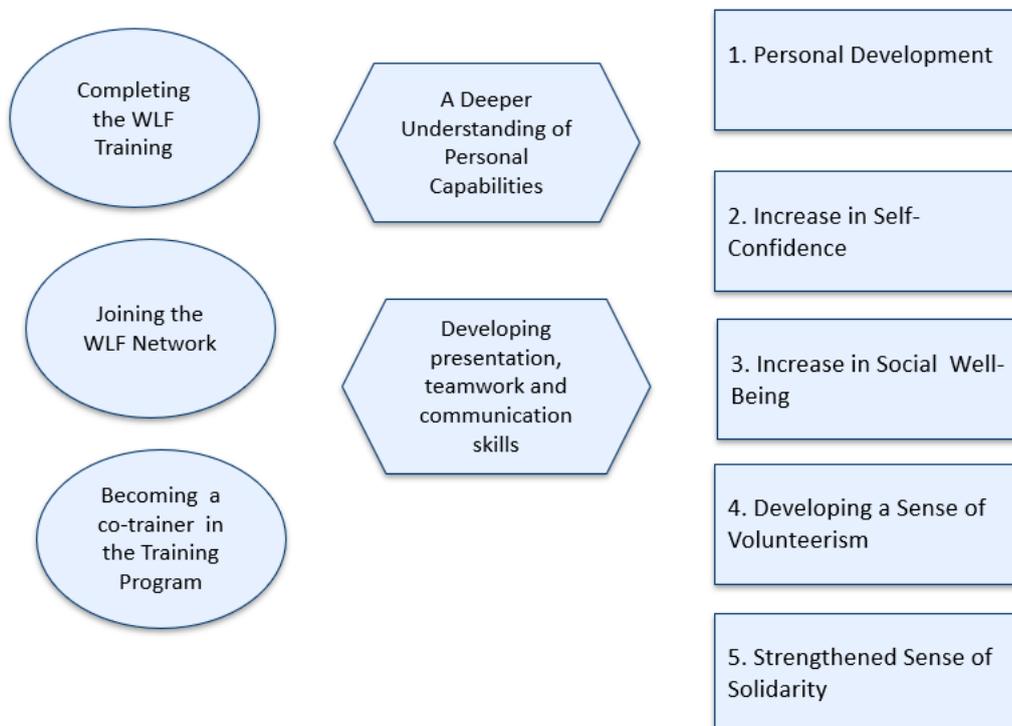
The notable demographic characteristics of the co-trainers who responded to the impact survey (n=7) are summarized below:

- 5 of the 7 co-trainers worked in the private sector, 1 in a civil society organization, and the other was a student.
- 1 co-trainer reported that she got a job thanks to the WLF Program and still working there.
- It was observed that 4 of the co-trainers participated in the Mentoring Program, 2 in the WLF2WLF Mentoring Program, and 1 in the Sustainability Workshops.

### Identified Outcomes for Co-Trainers

*"I used to ask myself, 'Will I be able to give these trainings one day? Will I be there one day?'  
It was wonderful to have such an opportunity."*

#### WLF Co-Trainer



**Personal Development**

Co-trainers who participated in the interview expressed that their personal development increased during the co-training process. They stated that while preparing their presentations, they improved in areas such as teamwork and became more aware of the aspects they wanted to develop.

Moreover, co-trainers said they discovered more about themselves during the co-trainer process. They reflected on their past and their future goals. It helped them grow personally.

*“It was like a personal journey. I learned about myself.”*

*“I used to be detail-oriented, but learned how to improvise and still be effective.”* In light of these statements, it can be said that co-trainers improved themselves while preparing their presentations, developed their teamwork and communication skills, gained awareness of the areas they wanted to improve, and achieved personal development.

**Indicators**

Subjective	Objective
Improved presentation and communication skills	Supporting trainers
Improved teamwork skills	
Awareness of personal growth areas	

**Completeness**

The questionnaire indicated that a large portion of the co-trainers improved their communication skills (n=6, 86%), and enhanced their teamwork skills (n=6, 86%).

5 (71%) reported that they personally developed themselves by being a co-trainer. Two reported no change. These two co-trainers also indicated no personal awareness due to the program. However, it’s understood that these two co-trainers were active in the program and maybe because of their high level of engagement, being a co-trainer didn’t lead to a noticeable change.

*Table 43 Personal Development Valuation Metrics*

Outcome	Number of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference in Change Before and After Being a Co-Trainer (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Personal Development	5/7	9.8	20	2.4	38	38

The outcome received a high weighted importance score of **9.8 out of 10** and co-trainers reported a **20% positive change** compared to their baseline. The estimated duration of impact was **2.4 years**, meaning that the personal development is expected to last over a meaningful period.

However, nearly half of the co-trainers (n=3) had other sources for personal development (**attribution 38%**) like another training program they're participating or they would have experienced the outcome even without participating the program through their professional and social networks (**deadweight 38%**).

**Increase in Self-Confidence**

From the statements of co-trainers who participated in the interview, it is understood that their contributions to the program in which they were once participants, and now being invited to be as co-trainers, have enhanced their self-confidence. This role also makes them aware of their personal abilities.

Therefore through the co-trainer experience, they felt more confident in themselves. They spoke in front of people, share their experiences, and use their own skills. The following statements clearly shows the change in their self-confidence:

*"I used to get very nervous while presenting, but this time I trusted myself. It was a sweet excitement instead of fear."*

*"I realized I could actually do this. It gave me a new kind of confidence."*

*"I used to think I couldn't present. But now, I know I can."*

*"WLF is a wonderful program in every aspect. As someone who tries to take an active role in all activities, I think the power and happiness it gives to a person are very precious."*

Invited as a co-trainer, becoming aware of personal abilities and have an opportunity to use their abilities, have increased co-trainers' self-confidence.

**Indicators**

Subjective	Objective
Awareness of personal abilities	Being invited as a co-trainer to the program in which one was once a trainee

**Completeness**

Almost all co-trainers (n= 6) mentioned that being invited as co-trainers made them feel valued. 5 co-trainers (71%) reported they have increased their awareness about themselves, 6 (86%) reported an increase in their self-confidence. One co-trainer who experienced no change was an active member of the community working in private sector in midages. These personal differences may lead no substantial change for this participant.

Table 44 Increase in Self-Confidence Valuation Metrics

Outcome	Number of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference in Change Before and After Being a Co-Trainer (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Increase in Self-Confidence	6/7	9.5	17	2.7	43	78

The co-trainers gave a weighted **importance score of 9.5 out of 10** and reported an average **17% improvement** in self-confidence after becoming co-trainers. The estimated duration of this impact was **2.7 years**, suggesting relatively long-lasting effects.

However, nearly all (n=5) co-trainers had other sources such as their professional environment that contributed to the outcome at that time and they gave high values to **attribution (78%)**. Also, the rate of **deadweight (43%)** indicated that to 3 co-trainers, the outcome might have happened without the program.

### Increase in Social Well-Being

Development of social wellbeing means feeling more connected to others, being part of a supportive community, and feeling valued and included.

The development of social well-being is seen as another benefit of being a co-trainer in the WLF, which they define as a "social and interconnected network." For example, co-trainers express that they share their contact information with participants after the sessions and find happiness in keeping contact with new graduates:

*"We didn't know each other before, but we came together for a common purpose and supported each other. That gave me a strong sense of connection."*

*"I still keep in touch with some participants. We talk, support each other, and even joined other events together"*

Thereby, it can be stated that supporting professional trainers and interacting with new participants has contributed to the development of their social well-being.

### Indicators

Subjective	Objective
Feeling happy to keep contact with new graduates	Sharing experiences with the new graduates
	Interacting with the new graduates

**Completeness**

6 co-trainers (86%) reported that they have established personal connections and 5 (71%) reported that they felt an increase in their social well-being. Two co-trainers that reported no change are the same participants who haven’t experienced personal change as well.

*Table 45 Increase in Social Well-Being Valuation Metrics*

<i>Experienced Outcome</i>	<i>Number of Participants Experiencing the Outcome</i>	<i>Weighted Importance Attributed to the Outcome (out of 10)</i>	<i>Difference in Change Before and After Being a Co-Trainer (%)</i>	<i>Average Duration of Impact (Years)</i>	<i>Deadweight (%)</i>	<i>Attribution (%)</i>
Increase in Social Well-Being	6/7	9.5	17	2.7	35	35

To co-trainers, the outcome had a **weighted importance score of 9.5 out of 10**, and they reported a **17% positive change** in their social well-being after joining the program. The **estimated duration of this impact was 2.7 years**, suggesting that the benefits extend beyond the immediate term.

The rates for **deadweight (35%)** and **attribution (35%)** indicated that, to two co-trainers, the outcome could have occurred independently of the program and influenced by other external factors such as another programs or other networks.

**Developing a Sense of Volunteerism**

Co-trainers who participated in the interviews emphasized the importance of providing support to new participants. It is also seen that their voluntary role has developed their spirit of volunteerism. Furthermore, co-trainers shared that they felt positive emotions because they voluntarily took on this role, delivered presentations, contributed to the program participants, and answered questions by staying in touch after the sessions.

The experience inspired co-trainers to do more for the community. Many said they want to continue supporting similar programs in the future.

*“Now I want to support others the way I was supported.”*

Co-trainers support trainers and, stay in contact with the trainees and the new training participants voluntarily. This has enhanced their sense of volunteerism.

Indicators

Subjective	Objective
The inclination to support new graduates voluntarily after the training	Working voluntarily as a co-trainer
	Keeping in touch with new graduates even after the training

Completeness

5 co-trainers (71%) reported an increase in their sense of volunteering. The same two co-trainers that reported no change in personal development, social wellbeing also reported no change for volunteering sense.

Table 46 Developing a Sense of Volunteerism Valuation Metrics

Outcome	Number of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference in Change Before and After Being a Co-Trainer (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Developing a Sense of Volunteerism	5/7	9.4	20	2.4	52	54

This outcome was assigned a weighted **importance score of 9.4 out of 10** by the co-trainers and **20% positive change** in the sense of volunteering was reported after becoming co-trainers. The **estimated duration of the impact was 2.4 years**, suggesting a medium-term sustainability.

3 co-trainers reported that they would develop a sense of volunteering even without participating to the program (**deadweight 52%**) and to these co-trainers, other factors (another volunteering program and social networks) contributed to this outcome as well (**attribution 54%**). 5 co-trainers mentioned that they were already engaged in volunteering activities besides the WLF Program.

Strengthened Solidarity Spirit

Co-trainers strongly felt that they’re part of the WLF community and being part of a group with a shared mission helped them feel connected. They felt less alone, and part of something bigger. This sense of solidarity made them feel supported.

*“I felt we were all in this together. That was powerful.”*

*“Working in a team made the experience much more meaningful.”*

*“Teamwork helped us to support each other and create something better.”*

The expressions of the co-trainers indicate that their awareness of solidarity has also developed.

Co-trainers have seen role models, built social connections, show support to both trainers and new graduates and this has contributed to the development of their sense of solidarity.

**Indicators**

Subjective	Objective
Awareness of solidarity	Supporting trainers and new graduates voluntarily
	Supporting graduates after the training

**Completeness**

Almost all co-trainers (n=6,86%) reported an increase in the solidarity awareness. The co-trainer that hasn't impacted was the same trainer that reported no change in personal development areas and volunteering.

*Table 47 Strengthened Solidarity Spirit Valuation Metrics*

Outcome	Number of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Difference in Change Before and After Being a Co-Trainer (%)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Strengthened Solidarity Spirit	6/7	10	20	2.2	56	52

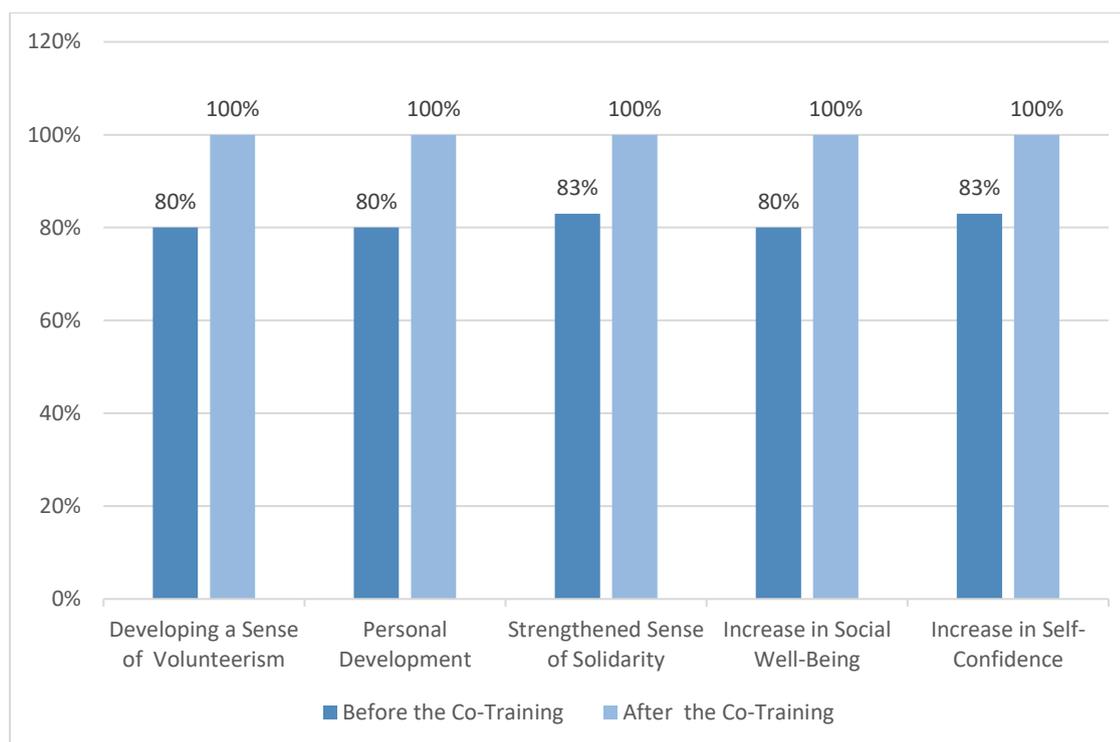
This outcome received **the highest weighted importance score of 10 out of 10**. Co-trainers indicated a **20% positive change** in their sense of solidarity after being co-trainers. The estimated duration of this impact was **2.2 years**.

However, relatively high levels of **deadweight (56%) and attribution (52%)** were found out based on ratings. The attribution is highly associated with other volunteering programs and co-trainers social networks. These other networks and programs may lead participants to think that they would have experienced the outcome without the WLF Program.

**Depth of the Outcomes Experienced by the Co-Trainers**

Co-trainers observed a development of 17% to 20% in all the changes they experience after being a co-trainer (See Figure 5). The depth of outcome is 19% in average.

Figure 5 Outcomes Before and After Co-Teaching



### Only Include What is Material

It can be stated that all outcomes are material based on relevance and significance tests.

Table 48 Relevance Tests for the Co-Trainer Outcomes

Relevance Criteria	Relevance Criteria	Yes	No	Description
<b>Personal Development</b>	Stakeholders perception of an important outcome	✓		Co-trainers reported this outcome due to their role.
	Peer-based norms	✓		It is expected that this kind of facilitator role will enhance personal growth.
	Policy-related performance	✓		This outcome is well aligned with objectives of the project.
	Societal norms	✓		Personal development is welcomed in society and expected from all.
	Direct short-term financial consequences		✓	The outcome has no direct short-term financial consequences.
<b>Conclusion</b>		✓		
<b>Increase in Self-Confidence</b>	Stakeholders perception of an important outcome	✓		Co-trainers reported this outcome due to their contribution to the training program.

	Peer-based norms	✓		It is expected that assuming a facilitator role, like that of a co-trainer, will foster self-confidence.
	Policy-related performance	✓		The outcome is well-aligned with the targets of the program.
	Societal norms	✓		Society expects self-confident and active citizens. That's why increased self-confidence is relevant to societal norms.
	Direct short-term financial consequences		✓	The outcome has no direct short-term financial consequences.
<b>Conclusion</b>		✓		
<b>Increase in Social Well-Being</b>	Stakeholders perception of an important outcome	✓		This outcome is supported by co-training experience and the WLF network.
	Peer-based norms	✓		The programs that support a flourishing community are expected to produce this outcome.
	Policy-related performance	✓		The outcome is well-aligned with the targets of the program.
	Societal norms	✓		Social wellbeing is welcomed and expected from all in the society.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Developing a Sense of Volunteerism</b>	Stakeholders perception of an important outcome	✓		The WLF network and the co-training process support this outcome.
	Peer-based norms	✓		The programs that have a voluntary based structure are expected to produce this outcome.
	Policy-related performance	✓		A program that can sustain itself is targeted by the project teams and this is highly dependent on voluntary participation.
	Societal norms		✓	Though a favorable outcome, it's not directly related.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Strengthened Solidarity Spirit</b>	Stakeholders perception of an important outcome	✓		Co-trainers and project teams evaluated this outcome as a highly significant outcome.

	Peer-based norms	✓		Similar programs report similar outcomes such as "Creating Social Benefits".
	Policy-related performance	✓		This outcome aligns well with the project goals as it is aimed at creating a community that is supportive of all.
	Societal norms		✓	Though a favorable outcome, it's not directly related.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		

It has been observed that co-trainers attributed high importance to all outcomes, and some outcomes have high attribution and deadweight rates (See Table 49). While the economic valuation of the outcomes remains in the low and medium range, it's understood that co-trainers attributed very high importance to the outcomes.

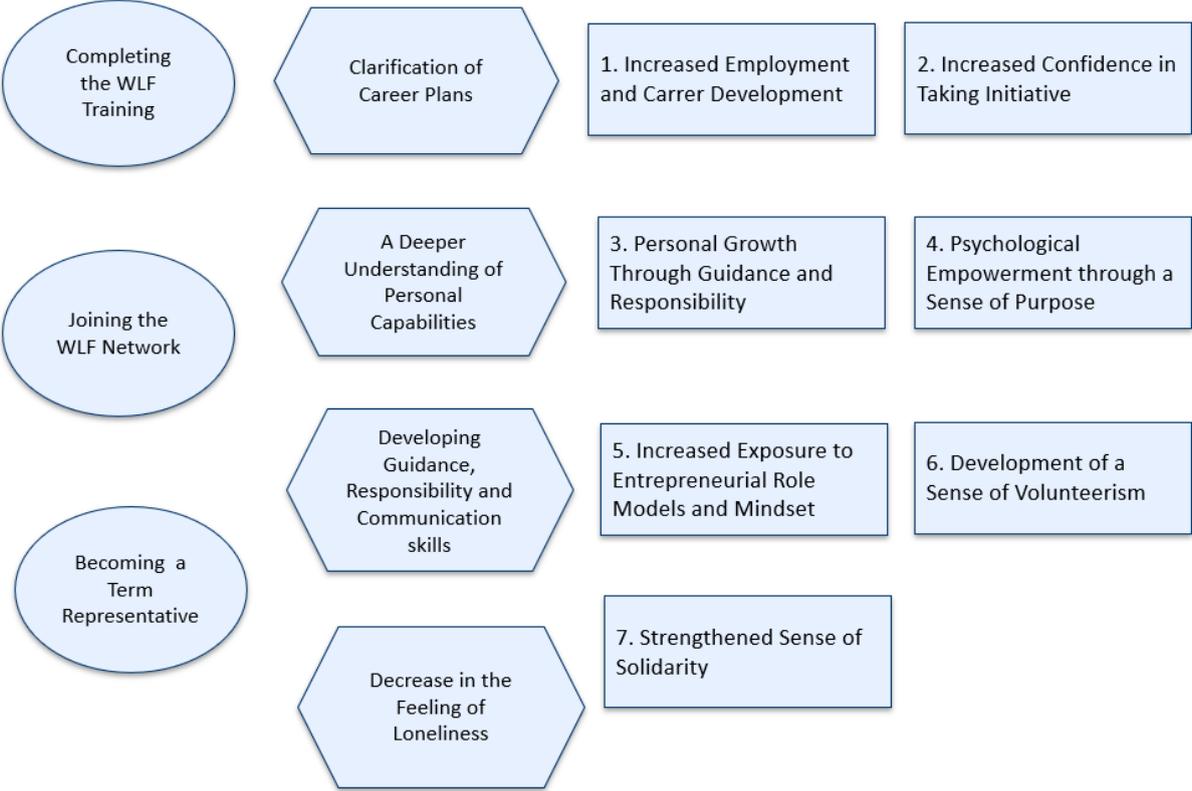
Table 49 Significance Test for Co-Trainer Outcomes

Outcome	Number of Participants Experiencing the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Value (TRY)	Deadweight (%)	Attribution (%)
Increase in self-confidence	6/7	9.5	33,319.41	43	78
<b>Conclusion</b>	High	High	Low	Medium	High
Personal development	5/7	9.8	64,554.29	38	38
<b>Conclusion</b>	High	High	Medium	Medium	Medium
Developing a sense of solidarity	5/7	10	37,398.14	56	52
<b>Conclusion</b>	High	High	Low	High	High
Developing social well-being	6/7	9.5	119,168.70	35	35
<b>Conclusion</b>	High	High	Medium	Medium	Medium
Developing a sense of volunteerism	5/7	9.4	36,752.17	52	54
<b>Conclusion</b>	High	High	Low	High	High

**TERM REPRESENTATIVES**

The term representatives are WLF graduates who establish the connection/communication between graduates and the project team of that year. In 2022, there were 2 representatives, one of them responded to the questionnaire.

**Outcomes Identified for Term Representatives**



**Increased Employment and Career Development**

In the interviews, one of the term representatives stated that she built social and professional networks through her identities, and accessed job opportunities. Moreover through her continuing connections with program team, she finds more opportunities for understanding business world dynamics.

A representative’s following statements can also be seen an exemplary sentences:

*"I show it in my CV and I also show it on LinkedIn that I am a WLF term representative. It is also in my job and internship applications. I am currentlYy studying in Rome. I think it helps for me to be accepted to the master degree in Rome."*

*"When you mention the WLF program, the doors open."*

Term representatives developed social and professional networks, clarified their career plans, gained knowledge about professional life, and thus increased their employment and career development.

**Indicators**

Subjective	Objective
Increase in professional life related knowledge	Creating social and professional networks
Clarification of career plans	Organizing events
	Access to job opportunities during the term

**Completeness**

The 2022 term representative reported an increase in her knowledge about professional life establish professional connections, and clarified her career plans. She also reported an increase in her potential for employability.

*Table 50 Increased Employment and Career Development Valuation Metrics*

Experienced Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Increased Employment and Career Development	1/1	10	4	0	0

To the 2022 term representative, the outcome has a very high **importance (10 out of 10)**. She also sees the program as the only contributor to the outcome (**0% rate of attribution**) and she fully fully attributes the outcome to the program. To her, none of this change would have happened without the project.

She also evaluated the outcome as a long-term outcome that would **last 4 years and over**.

**Increase in Self-Confidence in Taking Initiative**

Similar to other groups, term representatives gained access to social and professional networks and recognized their personal abilities and value as they became term representatives.

It’s understood in the interviews that though being in different stages of life (motherhood, moving abroad etc), term representatives took initiative in forming networks, organizing events, and communicating with peers. This indicates how they took proactive roles as term representatives.

*“Before this I wouldn’t think I could lead anything... now I want to.”*

*“We couldn’t organize face-to-face meetings due to life circumstances, but we still tried to keep everyone engaged.”*

*“Whenever a topic emerged, we managed to come together quickly.”“Before this I wouldn’t think I could lead anything... now I want to.”*

### Indicators

Subjective	Objective
Recognizing personal abilities	Being selected by the program management as term representative
	Taking initiative in forming networks, organizing events, and communicating with peers.

### Completeness

The 2022 term representative stated that she had a better understanding of herself during the representation process and increased her self-confidence.

*Table 51 Increase in Self-Confidence in Taking Initiative Valuation Metrics*

Experienced Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Increase in Self-Confidence in Taking Initiative	1/1	10	4	0	70

To the 2022 term representative, similar to the outcomes, this outcome also has a very high **importance (10 out of 10)**. She also sees the program as the only contributor to the outcome (0% rate of deadweight). However, she stated that another training program she is participating highly contributed to the outcome (**70% rate of attribution**). None of this change would have happened without the project.

She also thought that the impact is expected to last for **4 years and over**.

### Personal Growth through Guidance and Responsibility

The term representatives who participated in the interviews expressed that their communication and guidance skills improved as they served as a bridge between the WLF Program management and the WLF graduates. For example, one of the representatives shared that she informed graduates about event announcements organized by KAGIDER and kept graduates engaged. Therefore, term representatives experienced individual growth in areas

such as self-awareness, responsibility, communication, and guidance, which contributed to their overall personal development. The following statements indicated this transformation:

*“We also learned what it means to receive support. We took responsibility while being supported.”*

*“It was my responsibility to gather the group, share information, and keep them informed. I reached out to those who stayed quiet, offering them support. I tried to make sure everyone felt included.”*

A case study focusing on women who had previously participated in the business training and microcredit program of an NGO in Kenya reported personal development as an outcome for the program. In the given program, for instance, it is reported that for some of the women, the increased knowledge has caused them to take more leadership to spread their knowledge and educate others<sup>29</sup>.

This is similar for the WLF term representatives who are pleased to help their peers and grow through the process.

**Indicators**

Subjective	Objective
Developing communication skills	Becoming a bridge between the WLF management and graduates
Developing guidance skills	
Developing sense of responsibility	

**Completeness**

The 2022 term representative reported that she improved her communication skills and enhanced her guidance skills and develop a sense of responsibility. All in all, she reported personal development.

*Table 52 Personal Growth through Guidance and Responsibility Valuation Metrics*

Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Personal Growth through Guidance and Responsibility	1/1	10	4	60	0

<sup>29</sup> <https://www.diva-portal.org/smash/get/diva2:1453432/FULLTEXT01.pdf>

To the 2022 term representative, the outcome has a very high **importance (10 out of 10)**. However, the deadweight is relatively high (60%), indicating that she would have experienced the change without the intervention.

The **100% attribution** demonstrates that she fully attributes the outcome to the program.

The fact that the **impact is expected to last for four years** suggests that the change is not just a temporary, but a long-term one.

**Psychological Empowerment through A Sense of Purpose**

The connections established through their role as term representatives and the responsibilities they take have helped them to know themselves better. This, in turn, increased their awareness of life purposes and potential, positively affecting the quality of their relationships with others. Moreover, having a purpose for supporting peers affected their personal development.

Example statements for the outcome are as follows:

*“Even when I was going through hard times, this role gave me motivation to keep going.”*

*“Being useful for others actually helped me feel better about myself.”*

*“This gave me a sense of purpose and reminded me that I can still contribute.”*

This outcome can also be explained by Seligman’s PERMA model, which emphasizes purpose, engagement, relationships, meaning, and achievement as key pillars of well-being<sup>30</sup>. The psychological gains stem from having a purpose, contributing to a collective mission, and having a platform to express themselves are all in line with the PERMA model.

**Indicators**

Subjective	Objective
Decrease in loneliness after graduation	Taking part in a program participated before
Awareness of personal potential	Interacting with graduates and program management

**Completeness**

The 2022 representative believed that her feelings of loneliness have decreased, became aware of herself and had improved her psychological well-being.

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<sup>30</sup> Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. New York: Free Press.

Table 53 Psychological Empowerment through a Sense of Purpose Valuation Metrics

Experienced Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Psychological Empowerment through a Sense of Purpose	1/1	10	4	0	0

The 2022 term representative rated the importance of this outcome as **10 out of 10** — the highest possible score. The impact is long, expected to last **4 years and over**. She stated that this change would not have happened without the program (**0% deadweight**), and the only contributor to the change is being the term representative at that time (**0% attribution**).

#### *Increased Exposure to Entrepreneurial Role Models and Mindset*

As a term representative, they continued to meet entrepreneurship as closely working with KAGIDER team. Also, through their role as representatives, term representatives got more acquainted with entrepreneurs and their perceptions. This exposure to entrepreneurs and their enterprises even encouraged them to start their business in the future:

*“I realized I don’t need to wait for someone to fix things. I can start something myself.”*

*“I want to start my own enterprise”.*

Therefore, seeing examples of female entrepreneurs and enterprises, being in close interaction with KAGIDER team paved the way for getting acquainted with entrepreneurial mindset.

#### Indicators

Subjective	Objective
Awareness of entrepreneurship	Seeing and meeting women entrepreneur role models

#### Completeness

The 2002 term representative reported that her awareness of entrepreneurship developed with her role.

Table 54 Increased Exposure to Entrepreneurial Role Models and Mindset Valuation Metrics

Experienced Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Increased Exposure to Entrepreneurial Role Models and Mindset	1/1	10	4	50	0

The 2022 term representative reported the outcome as an important outcome that has a long time influence. Although **50%** of this change might have occurred without the project (**deadweight**), she saw no other source other than the program that contributes to the outcome (**attribution**).

### Development of a Sense of Volunteerism

The term representatives expressed that they voluntarily took on the responsibility thanks to program managers who believed in them. Representatives gained a desire to engage in community-based actions beyond the program. The experience expanded their understanding of social responsibility. For instance, a term representative expressed this as such:

*“Now I feel more responsible, not just for myself, but for others too. I already started looking for ways to volunteer.”*

Therefore, supporting the WLF graduates voluntarily throughout the term helped term representative develop their sense of volunteerism.

### Indicators

Subjective	Objective
Awareness of volunteerism	Working voluntarily as a term representative

### Completeness

The 2022 term representative reported that she developed a sense of volunteerism.

Table 55 Increased Exposure to Entrepreneurial Role Models and Mindset Valuation Metrics

Experienced Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Developing a Sense of Volunteerism	1/1	10	4	50	80

For the 2022 term representative, developing a sense of volunteerism was an important change as she rated **10 out of 10 in importance**. She believes the outcome is a long term one lasting **four years and more**. However, another volunteering program she participated played a major role in creating this change (**80% attribution**). This also resonates in the finding that the outcome might have happened even without the program (**50% deadweight**).

**Strengthened Sense of Solidarity**

The communication they create, the events they organize provided term representatives with a deeper sense of belonging and solidarity, as they engaged in actions for the needs of peers. The shared sense of purpose built mutual trust and reinforced the value of acting together:

*“I felt like I was contributing to something bigger than myself. We were supporting each other like a real team.”*

In other words, supporting peers fostered a sense of unity, which also contributed to the sense of solidarity.

All in all, term representatives develop a sense of responsibility, become active in the WLF network and support peers, strengthened their sense of solidarity.

**Indicators**

Subjective	Objective
Developing a sense of responsibility	Supporting peers voluntarily
	Having an proactive role in the WLF network

**Completeness**

The 2022 term representative reported that she strengthened her sense of solidarity.

*Table 56 Strengthened Sense of Solidarity Valuation Metrics*

Experienced Changes	Number of Participants Who Experienced the Change	Weighted Importance Attributed to the Change (out of 10)	Average Duration of Impact (Years)	Deadweight (%)	Attribution (%)
Strengthened Sense of Solidarity	1/1	10	4	80	80

For the 2022 term representative, the outcome was a highly important change (**10 out of 10 in importance**). She believes the outcome is a long term one lasting **four years and more**. However, she rated high attribution and deadweight rates indicating that another

volunteering program she participated played a major role (**80% attribution**) and she will highly experienced the outcome even without the program (**50% deadweight**).

**Only Include What is Material**

As 1 out of 2 term representative provided data, the outcomes were considered material due to their high values and direct alignment with program goals. While statistical significance could not be established due to the limited sample, outcomes’ relevance and impact evaluations justify its inclusion in the SROI analysis.

*Table 57 Relevance Tests for Term Representative Outcomes*

Relevance Criteria	Relevance Criteria	Yes	No	Description
<b>Increased Employment and Career Development</b>	Stakeholders perception of an important outcome	✓		Participants reported this outcome due to their term representative role.
	Peer-based norms	✓		Programs that empower women in terms of professional trainings and leadership roles are expected to contribute to women's participation to economic life. Therefore, this outcome can be evaluated as relevant to peer-based norms.
	Policy-related performance	✓		This outcome is well aligned with the strategic objectives of the two partner organizations.
	Societal norms	✓		In the society, enhancing employability, particularly for youth and women, is widely regarded as a positive goal.
	Direct short-term financial consequences		✓	The outcome has no direct short-term financial consequences.
<b>Conclusion</b>		✓		
<b>Increased Confidence in Taking Initiative</b>	Stakeholders perception of an important outcome	✓		Participants reported this outcome due to their term representative role.
	Peer-based norms	✓		Empowerment programs are expected to result in increased confidence. Therefore, this outcome can be evaluated as relevant to peer-based norms.
	Policy-related performance	✓		The outcome is well-aligned with the targets of the program.
	Societal norms		✓	As the source of this confidence is highly dependent on the structure of the program, it isn't directly related to the societal norms.

	Direct short-term financial consequences		✓	The outcome has no direct short-term financial consequences.
<b>Conclusion</b>		✓		
<b>Personal Growth Through Guidance and Responsibility</b>	Stakeholders perception of an important outcome	✓		The term representative experience and the WLF network support this outcome.
	Peer-based norms	✓		The programs that provide guidance roles are expected to produce this outcome.
	Policy-related performance	✓		The outcome is well-aligned with the targets of the program.
	Societal norms		✓	As personal growth highly stemmed from the structure of the program, it isn't directly related to the societal norms.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Psychological Empowerment through a Sense of Purpose</b>	Stakeholders perception of an important outcome	✓		The WLF network and being the term representative generated this outcome.
	Peer-based norms	✓		Aligning with PERMA Model, it is expected that programs with strong communities increased participants' psychological well-being.
	Policy-related performance	✓		It is not a direct one but strongly aligns with the program targets.
	Societal norms	✓		This outcome is relevant to societal norms, as psychological well-being is supported as an important aspect of community health.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Increased Exposure to Entrepreneurial Role Models and Mindset</b>	Stakeholders perception of an important outcome	✓		Participants and project teams evaluated this outcome as a highly significant outcome.
	Peer-based norms	✓		Projects focused on women entrepreneurship would have that outcome.
	Policy-related performance	✓		This outcome aligns with the project goals of specifically KAGIDER.
	Societal norms		✓	Though a favorable outcome, it's not directly related.

	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Development of a Sense of Volunteerism</b>	Stakeholders perception of an important outcome	✓		Participants stated this outcome because of their role as term-representatives in the program.
	Peer-based norms	✓		The programs that have a voluntary based structure are expected to produce this outcome.
	Policy-related performance	✓		This outcome aligns well with the project goals as it is aimed at creating a community that is supportive of all.
	Societal norms		✓	Though a favorable outcome, it's not directly related.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		
<b>Strengthened Sense of Solidarity</b>	Stakeholders perception of an important outcome	✓		Participants and project teams evaluated this outcome as a highly significant outcome.
	Peer-based norms	✓		Similar programs report similar outcomes.
	Policy-related performance	✓		The project teams aim to create solidarity among women.
	Societal norms		✓	Though a favorable outcome, it's not directly related.
	Direct short-term financial consequences		✓	This outcome doesn't generate direct short-term financial impact.
<b>Conclusion</b>		✓		

As seen in the table below, the 2022 representative assessed all outcomes as very important. The strongest and most attributable outcomes are the psychological well-being and employment and career development. Due to high deadweight and attribution, the least contributed outcomes are solidarity and volunteerism. Although outcomes have low monetary value, they are evaluated as highly important and create value and material for analysis.

Table 58 Significance Tests for Term Representative Outcomes

Outcome	Number of Participants Who Experienced the Outcome	Weighted Importance Attributed to the Outcome (out of 10)	Value (TRY)	Deadweight (%)	Attribution (%)
<b>Increased Employment and Career Development</b>	1/1	10	30,059.70	0	0
<b>Conclusion</b>	High	High	Low	Low	Low
<b>Increased Confidence in Taking Initiative</b>	1/1	10	11,953.24	0	70
<b>Conclusion</b>	High	High	Low	Low	High
<b>Personal Growth Through Guidance and Responsibility</b>	1/1	10	4,781.30	60	0
<b>Conclusion</b>	High	High	Low	High	Low
<b>Improved Psychological Well-Being</b>	1/1	10	39,844.13	0	0
<b>Conclusion</b>	High	High	Low	Low	Low
<b>Increased Exposure to Entrepreneurial Role Models and Mindset</b>	1/1	10	19,922.06	50	0
<b>Conclusion</b>	High	High	Low	Medium	Low
<b>Development of Sense of Volunteerism</b>	1/1	10	19,922.06	50	80
<b>Conclusion</b>	High	High	Low	Medium	High
<b>Strengthened Sense of Solidarity</b>	1/1	10	1,593.77	80	80
<b>Conclusion</b>	High	High	Low	High	High

## The Impact of the WLF Program on Other Stakeholders

During the interviews, it is understood that secondary stakeholders are also affected by the program. For example, trainers, who were not considered primary stakeholders and were not included in the SROI calculation, were also affected by the WLF Program. Statements from the WLF Program trainers invited to the interviews indicated that the program enhanced their personal development and social well-being. The trainers mentioned that feeling the excitement of the youth made them feel good, and they were happy and proud to learn about the success of the younger women, which motivated and increased their feeling of hope. They also shared that the program's main goals of fighting for equal opportunities in education and income inequality personally inspired them.

Similarly, volunteering to teach in the program shows that these individuals possess a sense of volunteerism. Likewise, trainers expressed that they felt good by contributing to young women, and they wanted to continue teaching voluntarily and contribute more to the program. An example statement is shared below:

*"As I listened to the girls' stories, my passion for life and hope for the future increased... The dedication, determination, and perseverance of women with fewer opportunities guided me. I was filled with hope, and afterward, I started doing more women-focused programs... I felt the encouragement to turn to beneficial projects through this program."*

Another volunteer trainer noted that by teaching in the WLF Program, they refreshed their knowledge and developed professionally by incorporating recent research into their sessions.

In addition, all stakeholder groups interviewed mentioned that the WLF Program reached a broader audience, including participants' families and friends. For instance, one of the WLF participants invited to the interview described the change within her family, noting that the WLF Program contributed to breaking down gender-related stereotypes:

*"My family has also changed. They started questioning these concepts. My dad's perspective, in particular, is changing. Instead of asking what time I came home, he started saying, 'My daughter can do it.'. While my family considered not sending my sister to school 20 years ago, now they're telling me, 'Go for it, you can do it.'"*

Similarly, a mentee who started an enterprise shared that they had explained what they learned from the program to their relatives and family, describing the challenges they faced due to their family's lack of understanding about entrepreneurship as a profession and the program's impact:

*"They used to ask when I would start a 'real' job, but as news about the my enterprise started to appear and as they saw the books from KAGIDER's office, my family began to value entrepreneurship. After receiving training through the program, they started perceiving it as 'Our daughter is doing something.'"*

Similarly, trainers shared the participants' achievements within their social circles, and term representatives emphasized that they shared their role in their friend and professional

environments. Another example is a WLF graduate who established a collaboration between her company and KAGIDER for mentorship. Through corporate mentorship, company's employees and managers became aware of the program and became part of it. It was also observed that graduates encouraged their peers to apply to the program, and some of those were selected as new participants.

Additionally, it was noted that the program also impacted KAGIDER members, creating a mutual learning environment within the program, from which the program team members benefited.

Beyond this, it was observed that the WLF Program also had some effects on Sanofi employees. For example, Sanofi managers believed that leading the WLF Program increased employees' loyalty to the company. Sanofi volunteers invited to the interview also expressed being proud in being part of the WLF Program and noted that the WLF was the first project that came to employees' minds among Sanofi's social projects.

Furthermore, the WLF Program contributed to fostering a sense of volunteerism and awareness of social problems among Sanofi employees. For example, it was stated that a section manager at Sanofi provided financial support for Sustainability Workshops and voluntarily dedicated time to the work. Moreover, Sanofi volunteers mentioned that the WLF Program filled the gap they felt about working with NGOs. This suggests that the increased volunteerism awareness through the WLF Program reflected in other efforts and led to different collaborations with KAGIDER.

It was observed that the Sanofi volunteers continued to follow the project even after leaving Sanofi. Similarly, the statements of a participant who was influenced by the program and started her own business after leaving Sanofi are noteworthy:

*"As someone who worked in corporate life for years, I admired KAGIDER. After leaving Sanofi, I joined KAGIDER. With what I gained from corporate life, I started a company focused on leadership coaching and HR consulting. I became an entrepreneur. The WLF Program gave me the courage for this... I met women who, despite all traditional difficulties, established their own businesses. It was inspiring for me."*

To the Sanofi team, participating as volunteers in the WLF Program, reaching out to different people, and witnessing their development and success increased their motivation. In their views, the WLF Program boosted their personal and professional motivation.

In conclusion, it can be stated that the WLF Program has generated far-reaching impacts beyond its primary stakeholders. Trainers, participants' families and close friends, Sanofi employees, and KAGIDER members have experienced personal, professional, and social developments as a result of their engagement with the program. These experiences, though

not included in this SROI calculation, indicate the program's broader impact and its potential for a systemic change through ripple effects through women and organizations.

# Calculation of the Monetary Values of Changes through the Anchoring Method and Deductions

After identifying outcomes, the next step was to express these outcomes in monetary terms. In this study, anchoring is used, which is an SROI calculation method that helps to determine the comparative monetary values of different changes. In this method, one of the outcomes is selected as a reference point (anchor) with a known or estimated monetary value. Then, all other outcomes are valued proportionally, based on stakeholder ratings. The participants assign a value to the change by answering the question, "What is the relative importance of outcome to you?" The representative value (proxy) determined for the relevant outcome serves as a reference point, and the values of all outcomes are calculated based on the weighted importance ratios attributed to these outcomes by the stakeholders.

## Anchoring Values for the WLF Program<sup>31</sup>

### Training Participants

The change related to "increase in self-confidence regarding career development" has been selected as the anchoring outcome because it is possible to find an approximate value for this change through market research, as valued by the stakeholders for an objective evaluation.

Furthermore, as confidence is a significant aspect of psychological wellbeing and other outcomes of employability and self-perception, it is chosen as the anchoring outcome. It represents a personal change that participants experienced during the program, and can therefore act as a reference point for estimating the relative value of other wellbeing-related changes.

The women who participated in the 2022 WLF Training Program received a total of 32 hours of online career development training over four days. In addition to career skills, participants also reported improvements in their self-awareness and psychological well-being. To capture these broader aspects of change, the representative value was calculated based on two

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<sup>31</sup> In retrospective calculations, it is not always possible to find the monetary equivalents of the goods and services that serve as reference points for the fixed values in the relevant years. Therefore, the reference values were based on their current values as of the date the SROI study was conducted, and these values were adjusted for past years, taking into account the annual changes in the Consumer Price Index.

The formulas used are as follows:

$$2022 \text{ value} = (2023 \text{ value}) * \left( \frac{100}{100 + (\text{May } 2023 \% \text{ CPI}^*)} \right)$$

$$2022 \text{ value} = (2023 \text{ value}) * \left( \frac{100}{100 + (\text{May } 2023 \% \text{ CPI}^*)} \right) * \left( \frac{100}{100 + (\text{December } 2022 \text{ annual } \% \text{ CPI})} \right) * \left( \frac{100}{100 + (\text{December } 2021 \text{ annual } \% \text{ CPI})} \right) * \left( \frac{100}{100 + (\text{December } 2020 \text{ annual } \% \text{ CPI})} \right)$$

\* The change in the Consumer Price Index (CPI) as of May 2023, compared to December of the previous year, was used as a basis.

comparable services available in the market: online career trainings and personal development workshops.

$Anchor_{WLF \text{ training participants}} = (\text{The average hourly fee for career development training}) * (\text{Training duration}) + (\text{The average hourly fee for personal development training} * 8 \text{ hours (1 day)})$

In line with the **Revealed Preference Theory**, which can be used to determine the value assigned to a product or service through purchasing behavior, has been taken to estimate participants' willingness to pay for this change. While confidence is intangible, the proxy used reflects what participants would need to invest in a comparable learning experience (e.g., career training and personal training) that can lead to a similar internal development.

Based on this framework, online career training fees for 2023 were used to calculate the hourly rates, and the average of these rates was taken for the 2022 online training program.

The average hourly rate of online career training in 2023:

$$(2023): 23,3 \text{ ₺/hr}^{32} + 54,9 \text{ ₺/hr}^{33} + 41,8 \text{ ₺/hr}^{34} = 40 \text{ ₺/hr}$$

The average hourly rate for online career training in 2022:

$$(2023 \text{ value}) * \left( \frac{100}{100 + (\text{May } 2023 \% \text{ CPI})} \right) = (40 \text{ ₺/hr}) * \left( \frac{100}{115,3} \right) = 34,7 \text{ ₺/hr}$$

$$(\text{The average hourly rate for online career training in 2022}) * (\text{The total training duration}) = (34,7 \text{ ₺/hr}) * (32 \text{ hr}) = 1.110 \text{ ₺}$$

Additionally, personal training fees for 2025<sup>35</sup> were included to reflect the personal development gains achieved through the WLF Training Program.

Average hourly rate of online personal development workshops:

$$(2025) = (1.499 \text{ ₺/1.5hr})^{36} + 8.888 \text{ ₺/12hr}^{37} + 800 \text{ ₺/8hr}^{38}) / 3 = 613,33 \text{ ₺/hr}$$

For 2025, 8-hour personal development workshop cost is:

$$(613,33 \text{ ₺/hr}) * (8 \text{ hrs}) = 4.906,65 \text{ ₺}$$

$$2022 \text{ value} = (2025 \text{ value}) * \left( \frac{100}{100 + \text{CPI}2023} \right) * \left( \frac{100}{100 + \text{CPI}2024} \right) * \left( \frac{100}{100 + (\text{May } 2025 \% \text{ CPI})} \right)$$

$$2022 \text{ value} = \frac{2025 \text{ Value}}{(1+r2023)*(1+r2024)*(1+r2025)}$$

<sup>32</sup> <https://toptalent.co/businessschool/program/is-hayatina-hazirlik-programi/>

<sup>33</sup> <https://www.campusonline.com/egitim/liderlik-becerileri-egitimi>

<sup>34</sup> <https://www.iienstitu.com/online-egitim/yaratici-ve-tasarim-odakli-dusunme>

<sup>35</sup> This valuation is added during the accreditation assessment period in May 2025.

<sup>36</sup> <https://www.campusonline.com/egitim/kendini-yonetme-oz-yonetim-becerileri-egitimi>

<sup>37</sup> <https://www.kurs.com/serkan-ozkan-nlp-kisisel-gelisim-ve-kocluk-merkezi-ozguven-egitimi/kayit/147826854970>

<sup>38</sup> <https://www.bumed.org.tr/sira-disi-yasam-becerileri/>

$$= \frac{4.906,65}{1.463*1.20*1.15} = \frac{4.906,65}{2,018} = 2.431,4 \text{ ₺}$$

$$Anchor_{WLF \text{ training participants}} = 2.431,4 + 1.110 = 3.541,44 \text{ ₺}$$

## WLF2WLF and Corporate Mentees

For the WLF mentees, the "enhanced psychological well-being" has been selected. Psychological well-being is defined as "the awareness of one's life purpose, awareness of potential, and the quality of relationships with others." Also the selected anchor outcome covers a broad transformation experienced by mentees through the mentoring process, including better self perception, increased sense of purpose, and community engagement. These dimensions align with cited models of psychological wellbeing (e.g., Ryff's Six-Factor Model's psychological wellbeing covers self-acceptance, positive relations with others, autonomy, purpose in life, and personal growth<sup>39</sup>.)

To reflect this type of personal improvement, the proxy of personal development coaching is used, as it is a market-based service that aims to provide comparable outcomes. In line with Revealed Preference Theory, the willingness to pay for coaching serves as a reasonable approximation. In 2022, WLF mentees received 15 hours of mentoring over six months, with one session per month. If a mentee, independent of WLF, would experience a similar enhancement in psychological well-being with 15 hours of mentorship, the monetary value of this change is formulated as follows:

$$Anchor_{WLF \text{ mentees}} = \text{Average 15-hour mentorship fee}$$

For this, the hourly rates of life coaching sessions in 2023 were researched, and the average was calculated as:

$$\text{Average hourly rate of life coaching (2023\&2025<sup>40</sup>): } 115 \text{ ₺/hr}^{41} + 350 \text{ ₺/hr}^{42} + \frac{1000}{1.463*1.20} / 3 = 345,47 \text{ ₺/hr}$$

$$\text{Thus, for 2023, 15-hour life mentorship cost (2023): } (345,47 \text{ ₺/hr}) * (15 \text{ hrs}) = 5.182,14 \text{ ₺}$$

$$Anchor_{WLF2WLF \text{ mentees}} = (2023 \text{ value}) * \left( \frac{100}{100 + (\text{May 2023 \% CPI})} \right) = (5.182,14.35 \text{ ₺}) * \left( \frac{100}{115,3} \right) = 4.494 \text{ ₺}$$

Although this valuation captures the change created by WLF2WLF mentorship experience, for the corporate program, a different valuation is applied as the profile of mentors covers high profile corporate professionals. In the corporate mentorship program, mentees receive mentorship from experienced corporate professionals, many of whom hold senior positions

<sup>39</sup> Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>

<sup>40</sup> This valuation is updated during the accreditation period in May 2025 as two sessions is assumed to be further supported by an additional session fee.

<sup>41</sup> [www.ara.com.tr/hizmet/saglik/yasam-kocu/ucret-rehberi](http://www.ara.com.tr/hizmet/saglik/yasam-kocu/ucret-rehberi)

<sup>42</sup> [https://armut.com/fiyaTRYari/yasam-kocu\\_211/teklif/yasam-kocu/211](https://armut.com/fiyaTRYari/yasam-kocu_211/teklif/yasam-kocu/211)

in well-known corporations (Nestle, Vestel etc). Therefore, relying solely on average life coaching session fees for corporate mentorship may be misleading. Also, as there is no direct market equivalent for this type of mentorship, a scenario-based valuation range (1.5x to 2x) was applied to evaluate premium-level coaching sessions (The premium-level coaching starts from 5.000 TRY per session in 2025<sup>43</sup>.)

To avoid overestimation and ensure a conservative estimate, 1.5x was used as the proxy. This method acknowledges the added value of corporate mentorship while maintaining methodological consistency.

$Anchor_{\text{corporate mentees}} = 4.494 \text{ (average m. fee)} * 1.5 = 6.741 \text{ ₺}$

## WLF2WLF and Corporate Mentors

"Enhanced personal growth" and "developing a sense of volunteerism" are chosen as the anchoring outcomes for WLF2WLF mentors and corporate mentors. Two outcomes are selected to capture both personal and community value.

Personal growth outcome reflects the internal transformation mentors experienced as a result of their voluntary role in the program. Interviews and the questionnaire indicated that mentors gained a deeper understanding of themselves and others (empathy), improved guidance, communication skills in line with personal growth and well-being.

Therefore, the monetary value of mentoring was calculated by combining the estimated financial worth of volunteering time and coaching training for personal development. All in all, combining the value of volunteering and coaching training provides a more comprehensive and realistic valuation for mentors.

$Anchor_{\text{WLF mentors}} = (\text{Monetary value of 1 hour of volunteering in 2022} * \text{Number of volunteering hours}) + (\text{The average hourly rate of coaching training sessions} * \text{Number of mentorship hours given in the program})$

To estimate the value of 1 hour of volunteering in Türkiye in 2022, the monetary values set by the Independent Sector for 1 hour of volunteering in the U.S. (2022: \$31.80,) is used as a basis. The value is compared to the hourly minimum wage in the U.S. (2022: \$7.25), and then adjusted based on Türkiye's minimum wage for the same years:

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<sup>43</sup> <https://ayratown.com/dukkani/bireysel-seanslar/>  
<https://www.handeakin.com/urun/yasam-koclugu/>

<b>Independent Sector – The Financial Value of Volunteer Hours (USA)</b>  <a href="https://independentsector.org/resource/value-of-volunteer-time/">https://independentsector.org/resource/value-of-volunteer-time/</a>	<b>Minimum Wage (USA)</b>  <a href="https://www.statista.com/statistics/1065466/real-nominal-value-minimum-wage-us/">https://www.statista.com/statistics/1065466/real-nominal-value-minimum-wage-us/</a>	<b>The Ratio of the Financial Value of Volunteering Hour to the Hourly Minimum Wage (USA)</b>
2022: 31,80 \$	2022: 7,25 \$	4,4
<b>Hourly Minimum Wage Over the Years (Türkiye) (Daily Minimum Wage / 8 hours)</b>  <a href="http://www.csgb.gov.tr/media/35831/yillar-itibariyle-gunluk-ve-aylik-asgari-ucetler.pdf">www.csgb.gov.tr/media/35831/yillar-itibariyle-gunluk-ve-aylik-asgari-ucetler.pdf</a>	<b>The financial value of volunteer hours has been calculated based on the United States. Considering the ratio to the hourly minimum wage in the U.S.:</b>	
2022: (333,6 ₺/8 sa) = 41,7 ₺/hr	(4,4) * (41,7 ₺/sa) = 185,5 ₺/hr	

Based on these calculations:

2022 Financial Value of 1 Hour of Volunteering Activity \* Number of Hours Volunteered =  
(185,5 ₺/hr) \* (15 hr) = 2.782,5 ₺

For personal development, the hourly rates of coaching trainings were searched, and the average was calculated as:

The average hourly rate of coaching training (2025)<sup>44</sup>: (33.800 ₺/120hr<sup>45</sup>+ 12.000 ₺/50hr<sup>46</sup>+40.000/64 hr<sup>47</sup>)/3= 382,22 ₺/hr

Thus, for 2025, 15-hour coaching training cost: (382,22 ₺/hr) \* (15 hrs) = 5.733,3 ₺

$$2022 \text{ value} = (2025 \text{ value}) * \left(\frac{100}{100+CPI2023}\right) * \left(\frac{100}{100+CPI2024}\right) * \left(\frac{100}{100+(May 2025 \% CPI)}\right) 2022 \text{ value} =$$

$$\frac{2025 \text{ Value}}{(1+r2023)*(1+r2024)*(1+r2025)}$$

$$= \frac{5.7333,3}{1.463*1.20*1.15} = \frac{5.733,3}{2,018} = 2.841 \text{ ₺}$$

$$Anchor_{WFL \text{ mentors}} = 2.782,5 + 2.841 = 5.623,5 \text{ ₺}$$

<sup>44</sup> This valuation is added during the accreditation period in May 2025.

<sup>45</sup> <https://egitim.solaunitas.com/egitimler/bireysel-egitimler/int-coach-federation-akredite-kocluk-egitimi/>

<sup>46</sup> <https://www.potansiyelim.com/online-egitim/profesyonel-kocluk-programi/>

<sup>47</sup> <https://cycoachingacademy.com/tr/egitimler/temel-kocluk-egitimi-level-1>

## Co-Trainers

Similar to mentors, to reflect both skill development and the social contribution of co-trainers in the 2022 WLF Program, it's decided to select two outcomes: "personal development" and "developing a sense of volunteerism".

In the role of co-trainers, developing presentation and communication skills constitute the basis of their personal development. These skills also improve their self-confidence and ability to express themselves effectively, which are valuable contributions.

In the context of the WLF Program, co-trainers prepared presentations and delivered them to the new comers of the training program. Thereby, they practiced making presentations, they also took feedback from the experienced trainers whom they worked with through the process. As a result, it contributed significantly to their personal development.

By anchoring this outcome to both personal development and volunteering, it's aimed to capture the intangible impact of becoming a co-trainer.

$Anchor_{Co-trainers} = (\text{Monetary value of 1 hour of volunteering in the respective year} * \text{Number of volunteering hours}) + (\text{The average hourly rate of presentation techniques trainings} * \text{Number of hours spent for co-training})$

In 2022, the WLF graduates who served as co-trainers prepared for 25 hours and delivered 15-minute presentations. Assuming that a co-trainer, independent of the WLF, would experience a similar development in their awareness and spirit of volunteerism after 25 hours of volunteer work, the monetary value of this change is formulated as follows:

= Monetary value of 1 hour of volunteering in the respective year \* Number of volunteering hours

Using the value for 1 hour of volunteering in Türkiye in 2022, as calculated in previous sections based on Independent Sector's data:

= 2022 Financial Value of 1 Hour of Volunteering Activity \* Number of Hours Participated in the Activity = (185,5 ₺/hr) \* (25 hr) = 4.637,5 ₺

The willingness to pay for presentation techniques trainings is determined as proxy to estimate the value of personal development in line with Revealed Preference Theory.

The average hourly rate of presentation techniques raining (2025)<sup>48</sup>:  $(2.189 \text{ ₺}/45\text{hrs}^{49} + 2.000 \text{ ₺}/4\text{hrs}^{50} + 2.000/40 \text{ hrs}^{51})/3 = 199,53 \text{ ₺}/\text{hr}$

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<sup>48</sup> This valuation is added during the accreditation period in May 2025.

<sup>49</sup> <https://klusemlms.klu.edu.tr/etkili-sunum-teknikleri-egitimi>

<sup>50</sup> <https://uzemigunsem.gedik.edu.tr/etkili-sunum-teknikleri-egitimi>

<sup>51</sup> [https://www.sertifikakursu.com/etkili-sunum-teknikleri-egitimi-ve-sertifikasi-urun169.html?srsltid=AfmBOoriqhR6nnNSFhvnCoy0\\_OIWXXk2Lwanz4rWY7T3Q54R-P-g9Mqv](https://www.sertifikakursu.com/etkili-sunum-teknikleri-egitimi-ve-sertifikasi-urun169.html?srsltid=AfmBOoriqhR6nnNSFhvnCoy0_OIWXXk2Lwanz4rWY7T3Q54R-P-g9Mqv)

Thus, for 2025, 25-hour presentation techniques training cost: (199,53 ₺/hr) \* (25 hrs) = 4.988,3 ₺

$$2022 \text{ value} = (2025 \text{ value}) * \left(\frac{100}{100 + CPI_{2023}}\right) * \left(\frac{100}{100 + CPI_{2024}}\right) * \left(\frac{100}{100 + (May\ 2025\ \% \ CPI)}\right)$$

$$2022 \text{ value} = \left(\frac{2025 \text{ Value}}{(1+r_{2023}) * (1+r_{2024}) * (1+r_{2025})}\right)$$

$$= \frac{4.988,3}{1.463 * 1.20 * 1.15} = \frac{4.988,3}{2,018} = 2.471,9 \text{ ₺}$$

$$Anchor_{WFL \text{ co-trainers}} = 4.637,5 + 2.471,9 = 7.109,4 \text{ ₺}$$

## Term Representatives

To evaluate the changes (increased employability, initiative-taking, psychological empowerment, and exposure to entrepreneurial thinking) expressed by term representatives, it's decided to use a combined proxy that can reflect both the personal and communal benefits.

While volunteering remains a core element of the term representative role, this role also contributes to a personal development. Therefore, the proxy value is calculated by combining the financial value of volunteering hours (as a measure of time and social contribution), and the average cost of a leadership training program (to reflect personal development and career-related benefits).

It is believed that this approach better captures the multidimensional value created by the term representatives.

$$Anchor_{Term \text{ representatives}} = (\text{Monetary value of 1 hour of volunteering in the respective year}) * (\text{Number of volunteer hours}) + (\text{The average hourly rate of leadership trainings} * 10 \text{ hours}^{52})$$

In 2022, the WLF graduates who served as term representatives volunteered for a total of 45 hours. The monetary value of the change in the awareness and spirit of volunteerism is formulated as follows:

$$= \text{Monetary value of 1 hour of volunteering in the respective year} * \text{Number of volunteer hours}$$

Using the previously determined value for 1 hour of volunteering in Türkiye in 2022:

$$2022 \text{ Financial Value of 1 Hour of Volunteering Activity} * \text{Number of Hours Participated in the Activity} = (185,5 \text{ ₺/hr}) * (45 \text{ hr}) = 8.347,5 \text{ ₺}$$

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<sup>52</sup> To ensure consistency and avoid overvaluation, a more conservative and realistic estimate of 10 hours was adopted instead of 45 hours of term representative efforts during the term. This adjustment ensures that still the meaningful development in leadership skills, sense of responsibility can be experienced in 10 hours training.

For personal development, the average hourly rate of leadership trainings are taken into account (2025)<sup>53</sup>:  $(2.640 \text{ ₺}/120\text{hrs}^{54} + 1.590 \text{ ₺}/10\text{hrs}^{55} + 2.400/4 \text{ hrs}^{56})/3 = 260,33 \text{ ₺}/\text{hr}$

Thus, for 2025, 10-hour leadership training cost:  $(260,33 \text{ ₺}/\text{hr}) * (10 \text{ hrs}) = 2.603,3 \text{ ₺}$

$$2022 \text{ value} = (2025 \text{ value}) * \left(\frac{100}{100 + CPI_{2023}}\right) * \left(\frac{100}{100 + CPI_{2024}}\right) * \left(\frac{100}{100 + (May\ 2025\ \% \ CPI)}\right)$$

$$2022 \text{ value} = \left(\frac{2025 \text{ Value}}{(1+r_{2023}) * (1+r_{2024}) * (1+r_{2025})}\right)$$

$$= \frac{5.206,6}{1.463 * 1.20 * 1.15} = \frac{2.603,3}{2,018} = 1.290,03 \text{ ₺}$$

$$Anchor_{WLF \text{ term representatives}} = 8.347,5 + 1.290,03 = 9.637,53 \text{ ₺}$$

### Deductions

The SROI (Social Return on Investment) approach emphasizes the risk of overestimating the social value generated when there are multiple stakeholders contributing to a project or when the potential independent experiences of beneficiaries are not taken into account. To accurately calculate the 'real' value generated by the WLF Program, it is necessary to examine certain deductions. These deductions are defined as follows:

1. **Deadweight:** This measures the extent to which stakeholders would experience relevant changes in the scenario where project activities do not take place. The likelihood of beneficiaries experiencing the same changes through personal activities or other projects is assessed. The deadweight for each change included in the calculation for the WLF Program was determined by directly asking stakeholders through questionnaires. Stakeholders indicated the possibility of experiencing the change they would experience if they did not participate in the project, and the average of the responses was used to calculate the deadweight.
2. **Displacement:** This assesses the extent to which changes replace other changes. If activities prevent changes from being experienced elsewhere, this must be considered in the SROI calculation. The views of both management teams and participants are taken in interviews. The displacement rate of changes arising from the WLF Program is considered to be 0% since stakeholders were not found to prefer participating in another program simultaneously.
3. **Attribution:** This shows the extent to which changes are due to the contributions of other organizations or individuals. For each change included in the WLF Program calculation, attribution was determined by directly asking stakeholders through questionnaires. Stakeholders were asked to specify the percentage of the change they would experience if there were other organizations or individuals contributing to the

<sup>53</sup> This valuation is added during the accreditation period in May 2025.  
<sup>54</sup> <https://sfk.istanbul.edu.tr/liderlik-ve-takim-calismasi-sertifika-programi>  
<sup>55</sup> <https://boenstitu.com/online-egitimler/liderlik-ve-etkili-girisimcilik-egitimi>  
<sup>56</sup> [https://www.sertifikakursu.com/etkili-sunum-teknikleri-egitimi-ve-sertifikasi-urun169.html?srsltid=AfmBOoriqhR6nnNSFhvnCoy0\\_OIWXXk2Lwanz4rWY7T3Q54R-P-g9Mqv](https://www.sertifikakursu.com/etkili-sunum-teknikleri-egitimi-ve-sertifikasi-urun169.html?srsltid=AfmBOoriqhR6nnNSFhvnCoy0_OIWXXk2Lwanz4rWY7T3Q54R-P-g9Mqv)

change during the same period, and the average of these percentages was used to calculate attribution.

- 4. Drop-off:** This indicates the rate at which the impact decreases over time. Drop-off is related to stakeholder experiences, the nature of the change/program, and the duration of the program. The drop-off rates for changes resulting from the WLF Program were calculated based on the average impact duration determined through the questionnaire and stakeholder opinions:

$$\text{Drop-off} = \frac{\%100}{\text{Average Impact duration (Year)}} ; \%100$$

A 100% drop-off rate indicates a scenario where the impact of the experienced change completely ends within one year.

- 5. Discount Rate:** This is the interest rate used to discount future costs and benefits to their present values. In this study, the discount rate was determined based on the re-discount rate set by the Central Bank of the Republic of Turkey. The discount rate was determined using the average consumer price index. The rate was used for the 2022 changes as stakeholders identified an average impact duration of about four years.

$$\begin{aligned} \text{Discount Rate}^{57} &= \{(May\ 2023\ \% \text{CPI}) + (December\ 2022\ \% \text{CPI}) + \\ &(December\ 2021\ \% \text{CPI}) + (December\ 2020\ \% \text{CPI})\} / 4 = \\ &\{(\%15,26) + (\%64,27) + (\%36,08) + (\%14,60)\} / 4 = \%32,55 \end{aligned}$$

Considering these deductions and rates is crucial for accurately assessing the social value of the WLF Program.

### Risk of Double Counting

In this SROI analysis, the risk of double counting was tried to be carefully managed by distinguishing between participant groups and roles they held throughout the program. Some individuals have more roles in the program (e.g., a former training participant who later became a co-trainer or a term representative). However, outcomes were analyzed within the context of the specific role in which they were primarily experienced and most strongly expressed.

Additionally, during data collection process, all participants were informed that they should fill the questionnaire related to their recent role in the program. Moreover, it's paid greater attention not to count an outcome more than one role when a person held multiple roles in the program. For instance, if a participant reported increased self-confidence both as a mentee and later as a mentor, this outcome was only included once—under one role where it was most prominently associated.

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<sup>57</sup> <https://data.tuik.gov.tr/>

# SROI of The WLF Program

In the final phase of the SROI (Social Return on Investment) analysis, the social value created by the WLF Program in 2022 and its ratio to the investments made by Sanofi and KAGIDER were calculated to determine the project's SROI ratio.

## Calculation of SROI

$$\text{SROI Ratio} = \frac{\text{Present Value}}{\text{Value of Inputs}}$$

<b>Total Present Value (PV)</b>	4,979,931.63 ₺
<b>Social Return (Value per amount invested)</b>	6.76
<b>Social Return Ratio</b>	1:6.76

The SROI ratio is calculated as 1:6.76, which means for each 1 TRY invested, the WLF program created 6.76 TRY of social value.

## VERIFY THE RESULTS

According to the SROI Guide, verifying the results is important to make sure the information and numbers in the report are correct. In this stage, the results are shared with stakeholders to get their feedback. This helps check if the results are realistic and fair. Additionally, an independent assurance process was undertaken to verify the accuracy and transparency of the report.

For stakeholder feedback, three meetings were held with Sanofi and KAGIDER teams. The first was a face-to-face meeting that covered the general discussion of findings with both organizations. The second and third ones were online meetings for discussing the analysis with each organization's important stakeholders. Unfortunately, no meeting with the main participants of the program could be held. However, KAGIDER team regularly meet with program participants and had possibly discussed the findings with them.

Thereby, for future analysis, verification can be handled with more caution for the rigor of the analysis.

## Sensitivity Analysis

In line with Principle 5 of the SROI methodology—"Do not over-claim"—sensitivity analysis is used to evaluate the robustness of the SROI calculation for The WLF Program. Given the low attribution, and displacement values, as well as the program's extended duration, the analysis ensures the credibility of the findings by testing alternative scenarios and adjusting key assumptions. Notably, no negative impact with high relative importance values was identified during the assessment. Therefore, sensitivity tests are conducted to provide deeper insight into how variations in assumptions influence the overall social return generated by the program while strengthening confidence in the reported outcomes.

The analysis explored six alternative scenarios where key factors—monetary values, displacement, duration, deadweight and attribution—were adjusted, alongside the consideration of a potential negative outcome. The scenarios are outlined as follows:

- Scenario 1 - Changing the value of displacement estimations

Since participation in the WLF Program is voluntary and free of charge, the displacement rate of the changes resulting from the program has been considered as 0%, given that stakeholders did not simultaneously choose another program. Therefore, this scenario involved giving 15% for all outcomes for testing the sensitivity.

- Scenario 2 – Involvement of a negative outcome for the training program participants and mentees

3 training participant out of 102 and 1 out of 24 mentees stated that they felt unconfident because of the trainer/mentor profile and communication style, felt a decrease in their hope

for future and felt insecure. As the relative importance given to these outcomes is low, they're not included in the SROI calculations. For testing the sensitivity, it is hypothesized that 10% of the training participants and 10% of the mentees experienced the feeling of insecurity about future careers, given the value of 8 for relative importance, 0% for deadweight, displacement, attribution and 10% drop off.

- Scenario 3 – Reducing the duration of outcomes for 1 year

In the SROI analysis, stakeholders responded that the duration of outcomes is between two to three years. To overcome overclaiming or to minimize the positive biases, the duration of all outcomes for all stakeholders is reduced by 1 year.

- Scenario 4 – Reducing high monetary values by 20%.

This scenario is based on reducing high monetary values to see the difference between high and low values. For example, one hour of volunteering was 185,5 ₺/hr., which can be high for Türkiye. Therefore, for testing sensitivity, the monetary values that are over 150.000 TRY as an anchor were reduced by 20%.

- Scenario 5 – Reducing and increasing attribution values by 25%.

This scenario tests the impact of changing attribution rates by  $\pm 25\%$  to assess how sensitive the model is to assumptions regarding the contribution of other actors. Testing attribution would help minimize the risk of overclaiming as the evaluation of attribution is based on stakeholder feedback and may involve subjectivity.

- Scenario 6 – Reducing and increasing deadweight values by 25%.

Deadweight for the WFL Program participants can generally be categorized as medium-level ranging from 30%-50%. Deadweight represents the portion of the outcome that would have occurred without the program. Therefore, testing deadweight helps understanding the possibilities of other influencing factors and ensures that the impact is not overestimated due to assumptions about what might have happened anyway.

Table 59 Sensitivity tests for the WLF Program SROI analysis

Scenarios	Explanation	SROI Ratio	Adjusted SROI Ratio	Difference
<b>Scenario 1</b>	Displacement -Increase by 15% for all outcomes	6.76	5.75	-1.01
<b>Scenario 2</b>	Negative outcome of feeling insecure about future career plans-10% of WLF training participants and mentees (r.importance=8,deadweight/attribution/displacement=0, drop off=10 %)	6.76	6.32	-0,44
<b>Scenario 3</b>	Duration- Reducing 1 year for all outcomes	6.76	5.37	-1.39
<b>Scenario 4</b>	Reducing high values by 20% (All outcomes over 150.000 TRY)	6.76	5.68	-1,08
<b>Scenario 5</b>	Attribution-Increasing attribution values for all stakeholders by 25%	6.76	4.30	-2.46
	Attribution-Decreasing attribution values for all stakeholders by 25%	6.76	9.23	+2.47
<b>Scenario 6</b>	Deadweight- Increasing deadweight values for all stakeholders by 25%	6.76	3.92	-2.84
	Deadweight-Decreasing deadweight values for all stakeholders by 25%	6.76	9.61	+2.85

The scenarios show that using different assumptions or judgments to calculate an SROI can lead to varying effects on SROI. The sensitivity test revealed that increasing and decreasing deadweight and attribution values had the most significant impact on the social return ratio. Increasing deadweight by 25% resulted in a significant decrease in the SROI from 6.76 to 3.92, while decreasing deadweight by 25% increased the SROI to 9.61. Similarly, increasing attribution by 25% caused the SROI to drop from 6.76 to 4.30. Conversely, decreasing attribution by 25% led to an increase in the SROI ratio by +2.47.

These findings suggest that deadweight and attribution have critical consequences on the program's impact. It is also understood that in the future analyses, it is very important to have more evidence for estimating how much of the outcomes would have occurred anyway and who else contributed to them. Therefore, it is recommended to collect more data on deadweight and attribution in future evaluations.

# BE RESPONSIVE

## Recommendations

### **Principle 8: Be Responsive**

The SROI approach emphasizes the importance of using impact data to drive continuous improvement. Organizations should not only measure social value but also act on the findings to enhance outcomes for stakeholders.

The WLF Program benefits from this research as a guide for decision-making at strategic, tactical, and operational levels. This study can pave the way for maximizing the program's impact on women's personal and professional development while ensuring continuous improvement in the future. Moreover, this report can be an insight and inspiration for other women empowerment projects in Türkiye to track and report their social impact in a transparent manner.

Additionally, the data collection tools developed can also be used for future terms of the program which can increase their social impact management capacity. The initiation to measure social impact can be inspiring in building the capacity for monitoring and evaluating.

For further analysis of social impact, these topics can be considered in the forthcoming research:

- It was observed that the trainers, role models and project teams are also affected by the program. However, since these groups were not identified as the primary beneficiaries for the SROI analysis, they were not included in the calculation. It is recommended that these groups be included in future SROI analysis.
- The analysis can also cover social and professional circles of participants. All stakeholder groups that responded to the questionnaires stated that they shared the benefits of the program with their social and professional networks. They also mentioned that sharing these experiences had an impact on the women in these networks, inspiring hope and encourage them to join the program . This shows that the impact of the program is not limited to the participants but extends beyond them. Furthermore, some participants shared that they broke the societal gender-based prejudices of their families.
- Organizing more training sessions and activities that serve the program's three main objectives would increase the impact. The program aims to empower young women personally and professionally, increase their participation in economic life, holding leadership positions and entrepreneurship roles, while inspiring other women through their leadership and fostering change in their environments. Training programs, the Mentorship Program, and subsequent activities focus on topics such as recognizing one's potential as a woman, information on hiring procedures, being part of a strong community, and boosting motivation for personal development. Activities like "I am

Starting My Business" and "We Are Together" are in line with the program's objectives, as they support women trying to become entrepreneurs and share knowledge on expertise areas. On the other hand, 70% of the 182 graduates who responded to the questionnaire indicated that they did not participate in any activities after the training. Therefore, it is important to increase participation in other program activities after the training. Organizing more training/activities in professional and personal development to enhance entrepreneurship and leadership skills, and ensuring these activities reach more participants, especially those with limited resources seems critical.

- Reaching more women through more online educational content, and through more face-to-face events can strengthen the impact. Also, expanding program activities (especially the Mentorship Program) across Türkiye, strengthening community communication on a more permanent platform beyond email groups, ensuring the effectiveness of the mentor-mentee matching process, supporting the leadership skills of term representatives, and strengthening participants' bonds with each other are other actions that could deepen the program's impact.

## Summary

This report aims to present the findings of the SROI analysis for WLF Program and to serve as a guide for future planning. The social value analysis process of the WLF Program began with analyzing internal monitoring and evaluation reports. After analyzing existing documents, interviews were conducted with the KAGIDER and Sanofi teams who were involved in designing the program. This process was followed by one-on-one or focus group discussions with stakeholders (training participants, mentees, mentors, trainers, the term representatives, co-trainers, and role models). A total of 52 people were interviewed. The SROI questionnaire is created based on the indicators and shared with stakeholder groups. The questionnaire helped identify the relevant and significant outcomes of the program, and the value of the identified outcomes was monetized based on the questionnaire data. This enabled a comparison of the social value created in 2022 with the investments made and thereby calculating the SROI ratio.

The total monetary value of the changes created by the WLF Program in 2022 was calculated as 4,979,931.63 TRY. The total investment in 2022 was 736.153 TRY, and SROI was calculated as 1:6,76. Overall, findings from this SROI analysis found that the WLF Program created an impact beyond its financial investment in 2022.

The change with the largest value within the total value experienced by the stakeholders is found out to be the development of entrepreneurship awareness among training participants (2022 = 743,639.81TRY, relative importance:8,6 out of 10).

The findings of the study revealed that the most commonly experienced change in all stakeholder groups is the development of a sense of solidarity. This change was considered the most important outcome for most stakeholder groups and program managers. Additionally, the program created the highest social value for training participants (2,618,201.04 TRY). This can be explained by the large number of participants in this group, a total of 253 women. Also, in this group participants attributed high significance to outcomes, ranging from 8.2 to 9.1.

Similarly, for mentees, the most valuable outcomes are strengthened sense of solidarity, empowered self-identity and increased self-efficacy. These outcomes indicate that the mentorship has a significant impact on personal empowerment and a sense of community belonging.

Likewise for WLF2WLF mentors, the outstanding outcomes are strengthened sense of solidarity, developing a sense of volunteerism and personal growth respectively.

For co-trainers, strengthened sense of solidarity is the most prominent, while for the term representative psychological empowerment through a sense of purpose and increased employability and career development are more significant. For corporate mentors, the most valuable changes were related to self-esteem and volunteerism.

In conclusion, the Women Leaders of the Future Program demonstrated a strong social return on investment and the program's impact extends beyond direct participants. As this report is

the first SROI report of the WLF Program, it is hoped that it will contribute to enhancing the program's impact and serve as a guiding resource for future social impact research.

## Appendices



### Appendice A- The Women Leaders of the Future Training Program Schedule

October 4-5-6-7

#### Day 1

09:30-10:00 Opening Speeches:

Emine Erdem KAGIDER President -

Pinar Kaya, Sanofi Turkey Levant Corporate Communications Director

10:00- 10:15 WLF 2022, Selen Erdeniz WLF 2021-2022 Project Leader

10:15- 10:45 Relationship Design, Gülsün Zeytinoğlu KAGIDER Board Member

10:45- 11:30 The Changing Concept of Leadership in the World, My Service Generous KAGIDER Member

11:30- 11:40 Coffee Break

11:40- 12:30 Gender Equality, Zeynep Alemdar Okan University, Business Administration and Dean of the Faculty of Management

12:30- 13:15 Lunch Break

13:15- 14:20 Employee Rights, Esra Tek KAGIDER Founding Member

14:20- 14:30 Coffee Break

14:30- 15:20 Project Management, Alev Akın KAGIDER Member of the Board of Directors

15:20- 15:30 Coffee Break

15:30- 17:30 Role Models:

Moderator: Gülsün Zeytinoğlu, Member of the Board of Directors of KAGIDER

- Activist Role Model: Nil Memişoğlu - Professional Role Model: Ayça Kaya - Entrepreneurial Role Model: Aslı Aksoy - Social Entrepreneur Role Model: Reyhan Miray - Academician Role Model: Meray Akçay - Public Role Model: Özge Akkız

17:30- 17:45 Closing

#### DAY 2- Wednesday, October 5

09:30- 09:45 Start of the Day, Gülsün Zeytinoğlu KAGIDER Member of the Board of Directors

09:45- 10:30 "Make Your Career Plan, Write Your Own Life Story", Banu Koç Çakan KAGIDER Member

10:30- 10:40 Coffee Break

10:40- 11:10 Make a Difference in Your Online Resume!, Tuba Karadağ İyiokur Kariyer.net

11:10- 11:30 How Should My LinkedIn Profile Be? , Ertugrul Belen

11:30- 11:50 Coffee Break

11:50- 12:30 Interview Techniques, Gizem Özbekoğlu Sanofi Turkey

12:30- 13:15 Lunch Break

13:15- 15:00 Interview Simulation

15:00- 15:15 Coffee Break

15:15- 16:45 Speed Networking

16:45-17:00 Closing of the Day, Selen Erdeniz Kahraman KAGIDER Member of the Board of Directors

### **Day 3, Thursday, October 6**

09:30- 09:45 Start of the Day, Selen Erdeniz Kahraman KAGIDER Member of the Board of Directors

09:45- 11:45 Story Telling & Workshop, Tijen Mergen KAGIDER Vice President

11:45- 12:00 Coffee Break

12:00- 12:50 Agility & Flexible Resilience, Ayşegül Özsan KAGIDER Member

12:50- 13:30 Lunch Break

13:30- 14:20 Creating a Leader in Technology, Melek Bar Elmas KAGIDER Founding Member

14:20- 14:30 Coffee Break

14:30- 15:45 As soon as the school is over, Prof. Erhan Erkut

15:45- 16:15 Coffee Break

16:15- 17:45 WLF Alumni Panel

Moderator: Selen Erdeniz KAGIDER Member of the Board of Directors

- Esen Seven 2013 graduate - Esmâ Yılmaz - Ömür Ergüven 2020 graduate

17:45- 18:00 Closing

19:00- 21:00 Conversation with Aslı Kızmaz

### **Day 4, Friday, October 7**

09:30- 09:45 Start of the Day Alev Akın KAGIDER Member of the Board of Directors

09:45-11:45 Project Management Presentations Alev Akın KAGIDER Board Member.

11:45- 12:00 Coffee Break

12:00- 12:50 Entrepreneurship and Sustainability, Gülin Yücel KAGIDER Member

12:50- 13:30 Lunch Break

13:30- 14:20 Personal Branding, Seçil Şendağ KAGIDER Member

14:20- 14:30 Coffee Break

14:30- 16:30 IamRemarkable Workshop

16:30- 16:40 Coffee Break

16:40- 17:00 So, what awaits WLF graduates from now on?, Selen Erdeniz KAGIDER

17:00- 17:30 Closing Remarks - -

Esra Bezircioğlu KAGIDER Member of the Board of Directors

Margaret Howson Sanofi Türkiye Iran Levant HR Director

17:30- 18:00 Certificate Ceremony

Member of the Board of Directors

## Appendix B- The Mentorship Programs Schedule

January 3-7, 2022 – Application period for WLF2WLF mentors and mentees

February 11 -March 3, 2022 Conducting mentee evaluation interviews

February 22, 2022 – Providing mentoring training to graduates who will serve as mentors

March 24, 2022 – Initiating the mentoring program by communicating the mentor-mentee pairings to the relevant parties

April 4, 2022 – Conducting the Mentee Responsibility Information meeting

June 23, 2022 – Conducting an interim evaluation meeting with mentors

June 27, 2022 – Conducting an interim evaluation meeting with mentees

The program will end by the end of September 2022.

## Appendix C- Interview Questions (Program Managers)

1. What are your objectives in developing the Women Leaders of the Future (WLF) Program?
  - In what ways do these objectives align with your organization's goals?
2. Who are your stakeholders in the development of the WLF Program and in your subsequent collaborations?
3. What resources did you use in the process?
  - Which resources were sourced internally, and which were obtained externally?
  - Have you recorded these resources?
4. What are the main activities of the WLF Program?
5. Have you identified the output of the WLF Program?
  - If yes, what are they? (e.g., completing a 14-week training program, etc.)
6. Who are the beneficiaries of the WLF Program?
  - Are there any beneficiaries who stand out due to specific characteristics?
  - Have you conducted any segmentation analysis?
7. What kinds of changes do you believe the WLF Program has created among your stakeholders?
8. How did you assess that these changes occurred?
  - What indicators do you use to measure them?
  - Do you have records of these changes? (e.g., the number of participants who secured jobs, etc.)
9. Have you encountered any unexpected outcomes or changes beyond your initial plans?
  - Were there any individuals or groups, other than the direct beneficiaries, who were positively or negatively affected by the process?
10. Do you think the changes in your stakeholders started simultaneously with your activities, or did they emerge after the activities were completed?
11. In your opinion, how long have the changes brought about by the WLF Program last?
  - For instance, how long will beneficiaries feel the impact of their participation?
  - If they received training, how long will the acquired knowledge remain relevant and influence their lives?
12. How would you evaluate your contribution to these changes?
  - If yes, how would you rate the contribution of your project?
  - If participants had not joined the WLF Program, could they have gained the same skills or training from other organizations?
13. Do you think the WLF Program influences the beneficiaries' use of similar services? Has another outcome that can be found elsewhere is misplaced by this program?
14. Is there anything else you would like to add?

## Appendice D- Interview Questions (Program Participants)

### A. Introduction

1. Your name and surname (don't share if you don't want to):
2. How did you hear about the WLF Program? What was your reason for participating to the program?
3. Have you participated in any other WLF activities?

### B. Impact Questions

4. What changes for you with the WLF Program?
5. What do you see as the most significant impact of the training?
  - How long do you think you will sustain this impact in your life?
6. What other changes have you experienced? What else happened?
7. Were there any other individuals or organizations outside the project that played a role in the changes?
  - How would you rate their contribution?
8. Looking at these changes, when did the changes begin? Did they start during the activity or after?
9. What could be the indicators of these changes? What was happening before? How is it now?
10. Do you think WLF has impacted other people or groups beyond yourself?
11. Has WLF had any unexpected or negative effects on you or others?
12. What do you think would have happened if you had not participated in the WLF Program?
  - Could you have gained these benefits from other sources such as different seminars or projects?
  - If yes, what would the cost be for you?
13. Did the WLF Program influence your (or others) use of similar services? Has another outcome that can be found elsewhere is misplaced by this program?
14. Have you talked about WLF with others? Have you recommended the program to others?
15. Do you have any memorable experiences related to the program's impact that you would like to share?

### C. Closure

16. Do you have any suggestions to enhance the impact of WLF?
17. Is there anything else you would like to add?

## Appendice E- The Program Participants – The Impact Questionnaire <sup>58</sup>



Dear Participants of the Training Program,

This questionnaire has been prepared and presented to you in order to understand the social value of the Women Leaders of the Future Program. This survey has been prepared in order to get opinions of our graduates, to reveal the impact of the program and to provide stronger support to future. Your responses will be reflected in the results anonymously due to the survey confidentiality system. Thank you very much in advance for your contribution to the study.

Your country of residence during the WLF Program: \*

- Türkiye
- Foreign Country

How did you hear about the WLF Program? (You can select more than one option) \*

- From my friend
- Family
- From other social media channels (Facebook, Instagram, Twitter, LinkedIn)
- KAGIDER announcements (Social media, E-mail) From Sanofi announcements (Social media) From the University From WLF Graduate
- From print media
- From Kariyer.net
- Other

Your educational background during the WLF Program: \*

- I was a 3rd year college student.
- I was a senior in college.
- I had just graduated from college.
- It had been over a year since I graduated.
- Other

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<sup>58</sup> The questionnaires for other stakeholders can be found in the link:  
<https://drive.google.com/drive/folders/1zmDtpKjxEucjpmNswTtNG49dLgAnWa5?usp=sharing>

Select the income level of your household at the time you graduated from the WLF Program:

- Low income level
- Upper-middle income level
- Lower-middle income level
- Upper income level
- Middle income level

Your current age:

- 19-21
- 22-24
- 25-27
- 28 and over

Have you attended a similar program/training of a different institution before the WLF Program?

- Yes
- No

Did you attend a similar program/training of a different institution after the WLF Program?

- Yes
- No

Your current employment status:

- |  |   |
|--|---|
| <input type="radio"/> I work in the private sector | <input type="radio"/> I work in a non-governmental organization |
| <input type="radio"/> I work at the university     | <input type="radio"/> I am a student                            |
| <input type="radio"/> I'm doing an internship      | <input type="radio"/> I'm not working, I'm looking for a job    |
| <input type="radio"/> I'm not working,             | <input type="radio"/> I'm working at my own                     |
| <input type="radio"/> I'm not looking for a job    | <input type="radio"/> company/association                       |
| <input type="radio"/> I work in the public sector  | <input type="radio"/> Other                                     |

After the WLF Program, did you have any job interviews through the WLF LinkedIn group and/or WLF Google groups? \*

- Yes
- No

How many job interviews did you have through the WLF LinkedIn group and/or WLF Google groups after the WLF Program? \*

- 1
- 2
- 3
- 4
- 5
- More than 5

After the WLF Program, did you get a job through the WLF LinkedIn group and/or WLF Google groups? \*

- Yes

- No

How many times did you get a job through the WLF LinkedIn group and/or WLF groups after the WLF Program? \*

- 1
- 2
- 3
- More than 3

Are you still working in the job you found through the WLF LinkedIn group and/or WLF Google groups after the WLF Program? \*

- Yes
- No

Have you shared the benefits you gained from the WLF Program with others (e.g., friends, family)? \*

- Yes
- No

How many people have you shared with? \*

- 1 person
- 2-4 people
- 5-7 people
- 8-9 people
- 10 people and above

What topics have you shared with others? (You can select more than one option.) \*

- Information about business life
- Career planning
- The place and importance of women in social and social life

How do you think these shared experiences have impacted others? Please explain briefly.

## CHANGES

Please mark the change you have experienced with your participation in the WLF Program on the following issues. (Rate 1 to 5)

**1 There has been no change at all    5 There has been a lot of change**

- I realized my own wants and needs.
- My career plans have become clear.
- I learned about business life.
- I formed professional ties.
- I formed personal bonds.
- My sense of loneliness at that time decreased.
- I was able to develop solutions to the problems I may encounter in business life.
- I was able to develop solutions to the problems I may encounter in my social life.
- My perspective on the place and importance of women in social and economic life has improved.
- I gained awareness of the consciousness and spirit of volunteering.

The following questions are prepared aim to reveal the changes you experience by participating to the Training Program, the importance you give to these changes, development of each change, the contribution of other programs/networks/people to these changes, and the duration of these changes.

Has there been a change in your self-confidence with the WLF Training Program? \*

- My confidence in your career development has increased.
- I didn't feel any change in my confidence towards your career development.
- My confidence in your career development has been negatively affected.

If you're negatively affected, briefly explain the reason(s) for the negative change in your self-confidence. \*

In your opinion, how important is the change in self-confidence due to the WLF Training program? On a scale of 1 being the lowest to 10 being the highest, please rate. \*

Which of the following points has increased your self-confidence? (You can select more than one option) \*

- Development of my professional knowledge and skills
- Development of personal knowledge and skills
- Clarification of my career plans
- Decrease in my sense of loneliness during the job search process
- I did not realize the place and importance of women in social and economic life

Evaluate your self-confidence before joining the Training Program on a scale of 1 being the lowest to 10 being the highest.: \*

Evaluate your self-confidence after participating in the WLF Program on a scale of 1 being the lowest to 10 being the highest. \*

Were there any other programs/networks/people that increased your self-confidence other than the WLF Program at that time?

- Yes
- No

Who/what other than WLF made the change in your self-confidence at that time? (You can select more than one option) \*

- Another training program
- Another mentorship program
- Family
- My school environment
- Other

Evaluate the contribution of other programs/networks/individuals to increasing your self-confidence during that period on a scale of 1 being the lowest to 10 being the highest. \*

If you hadn't participated in the WLF Programme, would the change in your self-confidence still have happened in different ways? \*

- Yes
- No

If you had not participated in the WLF Program, consider the change in your self-esteem that would have happened in different ways: \*

- Less than half
- Half
- More than half
- Completely

How long do you think the change in your self-confidence has been/will continue after the WLF Program? \*

- 0-6 months
- 7-12 months
- 1-3 years
- 4 years and above

Has there been a change in your self-esteem (self-worth) with the WLF Program? \*

- My self-esteem has increased.
- I didn't feel any change in my self-esteem.
- My self-esteem has been negatively affected.

Briefly explain the reason(s) for the negative change in self-esteem due to your participation to the Program.

In your opinion, how important is the change in your self-esteem due to the WLF Training Program? \* On a scale of 1 being the lowest to 10 being the highest, please rate. \*

Which of the following has led to a change in your self-esteem? (You can select more than one option) \*

- Development of personal knowledge and skills
- The development of my perspective on the place and importance of women in social and economic life.
- Other

Evaluate your self-esteem before joining the Training Program on a scale of 1 being the lowest to 10 being the highest. \*

Evaluate your self-esteem after participating in the Training Program on a scale of 1 being the lowest to 10 being the highest. \*

Were there any other programs/networks/people that increased your self-esteem at that time other than the WLF Program? \*

- Yes
- No

At that time, who/what changed your self-esteem outside of the WLF Program? (You can select more than one option) \*

- Another training program
- My work environment
- Family
- My school environment
- Other

Evaluate the contribution of other programs/networks/individuals to increasing your self-esteem during that period on a scale of 1 being the lowest to 10 being the highest. \*

If you hadn't participated in the WLF Program, would the change in your self-esteem still have happened in different ways? \*

- Yes
- No

If you had not participated in the GCL Program, consider the change in your self-esteem that would have placed in different ways: \*

- Less than half
- Half
- More than half
- Completely

How long do you think the change in your self-esteem will continue after the WLF Training Program? \*

- 0-6 months
- 7-12 months
- 1-3 years
- 4 years and above

Has there been a change in your employment potential with the WLF Program? \*

- My potential to get a job has increased.
- There has been no change in my potential to get a job.
- My potential to get a job has been negatively affected.

Briefly explain the reason(s) for the negative change in your employment potential.

Which of the following points has increased your employment potential? (You can select more than one option) \*

- Development of my professional knowledge and skills
- Development of personal knowledge and skills
- Clarification of my career plans
- Decrease in my sense of loneliness during the job search process
- I did not realize the place and importance of women in social and economic life
- Other

In your opinion, how important is this change in your employment potential due to the WLF Training Program? On a scale of 1 being the lowest to 10 being the highest, please rate. \*

Evaluate your employment potential before joining the WLF Program on a scale of 1 being the lowest to 10 being the highest.\*

Evaluate your employment potential after joining the WLF Program on a scale of 1 being the lowest to 10 being the highest \*

Were there any other programs/networks/people other than the WLF Training Program that developed your employment potential at that time? \*

- Yes
- No

At that time, who/what changed your employment potential outside of the WLF Program? (You can select more than one option) \*

- Another training program
- My work environment
- Family
- My school environment
- Other

Evaluate the contribution of other programs/networks/individuals to increasing your employment potential during that period on a scale of 1 being the lowest to 10 being the highest. \*

If you had not participated in the WLF Program, could the change in your employment potential have taken place in other ways? \*

- Yes
- No

If you had not participated in the GCL Programme, please consider the change in your employment potential in different ways: \*

- Less than half
- Half
- More than half
- Completely

How long do you think the change in your employment potential will continue after the WLF Program? \*

- 0-6 months
- 7-12 months
- 1-3 years
- 4 years and above

Have you experienced a change in your psychological well-being with the WLF Program? (Psychological well-being refers to an individual's awareness of their goals in life, awareness of their potential, and the quality of their relationship with other individuals.) \*

- My psychological well-being has improved.
- I didn't feel any change in my psychological well-being.
- My psychological well-being has been adversely affected.

If you experience a negative change, briefly explain the cause(s) of the negative change in your psychological well-being.

Which of the following has led to a change in your psychological well-being? (You can select more than one option) \*

- I don't join the WLF Network
- I don't see role models
- I don't make new friends
- The decrease in my sense of loneliness that I felt at that time
- Other

In your opinion, how important is this change in your psychological well-being due to the Training Program ?

\* Evaluate on a scale of 1 being the lowest to 10 being the highest, please rate. \*

Before participating in the GCL Program, evaluate your psychological well-being on a scale of 1 being the lowest to 10 being the highest \*

After participating in the GCL Program, evaluate your psychological well-being on a scale of 1 being the lowest to 10 being the highest \*

Were there any other programs/networks/people other than the WLF Program that improved your psychological well-being at that time? \*

- Yes
- No

Who/what outside of the WLF Program at that time brought about the change in your psychological well-being? (You can select more than one option) \*

- Another training program
- My school environment
- Friends
- Family
- My work environment
- Other

Evaluate the contribution of other programs/networks/individuals to increasing your psychological well-being during that period on a scale of 1 being the lowest to 10 being the highest. \*

If you hadn't participated in the WLF Programme, would the change in your psychological well-being still have occurred in different ways? \*

- Yes
- No

If you had not participated in the WLF Programme, consider the change in your psychological well-being that would have occurred in different ways: \*

- Less than half
- Half
- More than half
- Completely

How long do you think the change in your psychological well-being has been/will continue after the WLF Program? \*

- 0-6 months
- 7-12 months
- 1-3 years
- 4 years and above

Have you experienced a change in your perspective on entrepreneurship with the WLF Training Program? \*

- My perspective on entrepreneurship has improved.
- I didn't feel any change in my entrepreneurial potential.
- My perspective on entrepreneurship has been negatively affected.

If you experience a negative change, briefly explain the reason(s) for the negative change in your perspective on entrepreneurship. \*

Which of the following has led to a change in your perspective on entrepreneurship? (You can select more than one option) \*

- Increasing my awareness of entrepreneurship through education
- I see role models

- I realize the place and importance of women in social and economic life
- Other

In your opinion, how important is this change in your perspective on entrepreneurship due to the Training Program? Evaluate on a scale of 1 being the lowest to 10 being the highest \*

Evaluate your perspective on entrepreneurship before joining the WLF Program on a scale of 1 being the lowest to 10 being the highest \*

After participating in the WLF Program, evaluate your perspective on entrepreneurship with 1 being the lowest and 10 being the highest: \*

Were there any other programs/networks/people other than the WLF Program that increased your perspective on entrepreneurship at that time? \*

- Yes
- No

Who/what outside of WLF changed your perspective on entrepreneurship at that time? (You can select more than one option) \*

- My school environment
- Another training program
- My family circle
- My work environment
- Other

Evaluate the contribution of other programs/networks/individuals to improving your perspective on entrepreneurship during that period on a scale of 1 being the lowest to 10 being the highest. \*

If you hadn't participated in the WLF Programme, would the change in your perspective on entrepreneurship still have occurred in different ways? \*

- Yes
- No

If you had not participated in the WLF Program, consider the change in your perspective on entrepreneurship in different ways: \*

- Less than half
- Half
- More than half
- Completely

How long do you think the change in your perspective on entrepreneurship will continue after the WLF Program?

- 0-6 months
- 7-12 months
- 1-3 years
- 4 years and above

After the WLF Program, mark your status regarding entrepreneurship. (You can select more than one option) \*

- I started my own startup.
- I started working at a startup.

- I became a partner in a startup.
- None
- I want to start my own startup.
- Other

Has there been a change in your sense of solidarity with the WLF Training Program? \*

- My sense of solidarity has improved.
- I didn't feel any change in my sense of solidarity.
- My sense of solidarity has been negatively affected.

If you experience a negative change, briefly explain the reason(s) for the negative change in your sense of solidarity. \*

Which of the following has led a change in your sense of solidarity? (You can select more than one option) \*

- Participating in the WLF Program network
- Voluntary structure of the WLF Programme
- Seeing role models
- Other

In your opinion, how important is this change in your sense of solidarity? \* Evaluate on a scale of 1 being the lowest to 10 being the highest \*

Evaluate your sense of solidarity before participating in the WLF Program on a scale of 1 being the lowest to 10 being the highest\*

Evaluate your sense of solidarity after participating in the WLF Program with 1 being the lowest and 10 being the highest: \*

Apart from the WLF Program, were there any other programs/networks/people that increased your sense of solidarity awareness at that time? \*

- Yes
- No

Who/what other than WLF at that time brought about the change in your sense of solidarity? (You can select more than one option) \*

- Another volunteer program
- My School Environment
- My social circle
- Other

Evaluate the contribution of other programs/networks/individuals to developing your sense of solidarity during that period on a scale of 1 being the lowest to 10 being the highest. \*

If you had not participated in the WLF Programme, would the change in your sense of solidarity have taken place in different ways? \*

- Yes
- No

If you had not participated in the WLF Programme, consider the change that would have taken place in your sense of solidarity in different ways: \*

- Less than half
- Half

- More than half
- Completely

How long do you think the change in your sense of solidarity will continue after the WLF Training Program? \*

- 0-6 months
- 7-12 months
- 1-3 years
- 4 years and above

Please mark your status regarding volunteering after the WLF Program (You can select more than one option) \*

- I became a member of a non-governmental organization.
- I am a volunteer in a non-governmental organization project
- I developed a volunteering project.
- I started to work in a non-governmental organization
- None
- Other

Could you briefly tell us about your membership or the civil society project you have developed/worked on?

#### Negative Change

Have you had any negative experiences with the WLF Program? \*

- Yes
- No

Briefly describe the negative experience you had: \*

Which of the following has led to your negative experience with the WLF Training Program? (You can select more than one option) \*

- Mode of training (online/face-to-face)
- Short breaks in education
- I have any technical problems
- Instructor attitude/approach
- Instructor profile
- Duration of training
- Other

In your opinion, how important is the negative experience you have had in the WLF Program for you? \* \* Evaluate on a scale of 1 being the lowest to 10 being the highest, please rate. \*

Evaluate the negative change before participating in the WLF Program on a scale of 1 being the lowest to 10 being the highest\*

Evaluate the negative change after participating in the WLF Program with 1 being the lowest and 10 being the highest: \*

Were there any other programs/networks/people that increased the negative experience you had at that time? \*

- Yes
- No

Who else at that time led the negative experience you had? (You can select more than one option) \*

- Another training program
- My school environment
- Family
- Friends
- My work environment
- Other

Evaluate the contribution of other programs/networks/people other than the WLF Program to your negative experience during that period on a scale of 1 being the lowest to 10 being the highest. \*

If you had not participated in the WLF Program, would your negative experience have happened in different ways? \*

- Yes
- No

Evaluate the change that would have occurred in different ways in your negative experience if you had not participated in the GCL Program: \*

- Less than half
- Half
- More than half
- Completely

How long do you think the effects of your negative experience last/will continue after the WLF training? \*

- 0-6 months
- 7-12 months
- 1-3 years
- 4 years and above

Apart from the changes mentioned above, did you have any other positive or negative changes from the WLF Program? \*

- Yes
- No

Briefly explain the change you experience. : \_\_\_\_\_

Importance \*

What led to this change that you experience by participating to the WLF Training Program? (You can select more than one option) \*

Evaluate the change before participating in the WLF Program on a scale of 1 being the lowest to 10 being the highest\*

Evaluate the change after participating in the WLF Program with 1 being the lowest and 10 being the highest: \*

Were there any other programs/networks/people that led this change at that time? \*

- Yes
- No

Who else at that time led this change? \*

Evaluate the contribution of other programs/networks/people other than the WLF Program to this change during that period on a scale of 1 being the lowest to 10 being the highest. \*

If you had not participated in the WLF Program, would your negative experience have happened in different ways? \*

- Yes
- No

Evaluate the change that would have occurred in different ways in your negative experience if you had not participated in the WLF Program: \*

- Less than half
- Half
- More than half
- Completely

How long do you think the effects of your negative experience last/will continue after the WLF training? \*

- 0-6 months
- 7-12 months
- 1-3 years
- 4 years and above

#### Other Changes

Apart from the above, have you experienced any other positive or negative changes from the WLF Training Program? \*

- Yes
- No

Change \*: \_\_\_\_\_

The Importance of the Change for you (evaluate on a scale 1-10) \*: \_\_\_\_\_

Change \*: \_\_\_\_\_

The Importance of the Change for you (evaluate on a scale 1-10) \*: \_\_\_\_\_

Change \*: \_\_\_\_\_

The Importance of the Change for you (evaluate on a scale 1-10) \*: \_\_\_\_\_

Please share any additional thoughts or feedback about the WLF Training Program: \_\_\_\_\_

**For other stakeholder questionnaires, please visit:**

<https://drive.google.com/drive/folders/1zmDtpKjxEucjpmNswTtNG49dLgAnWa5>