

Executive Summary:

The Campus of Colors Program is a leadership program designed to empower disabled and non-disabled students studying at universities in Turkey through modules designed for the right employment, to take roles as leaders with high social responsibility awareness in the society and business life, and to increase qualified internship and employment opportunities.

The Campus of Colors program, which has been implemented with the support of many universities in Istanbul and non-governmental organizations and the project support of the international NGO Common Purpose, aims to raise responsible leaders for our future who are ethical, fair, transparent, sensitive to environmental problems, with high social responsibility awareness and aware that diversity is our richness.

Throughout the program, disabled and non-disabled university students who participate in the Campus of Colors Program get to know themselves better with inspiring and expert speakers, develop their competencies in an environment where Human Resources senior representatives of various institutions are mentors and start their careers one step ahead of their peers.

The program lasts 6 months between November and May, with the participation of 65 young people selected from state and foundation universities in Turkey, and it is foreseen to make 1 program a year. The program consists of university students working in diversified groups to deliver social responsibility projects in collaboration with nonprofit organizations under supervision of two mentors and one apprentice mentor (a former graduate from Campus of Colors Program) and attend learning modules to enhance their skill sets.

1. Introduction:

1.1 Report objective

2. The Campus of Colors

Campus of Colors is the name of the journey of the dreams of 5 women who are different from each other but complement each other. Their purpose is to show that another world is possible. They said, "To change the world, first change your own world," and they designed Campus of Colors, a responsible leadership and awareness program involving university students. Campus of Colors is a game-changing youth program powered by the diversity and differences of the participants; including that half of the participants are physically disabled.

Program founders Arzu Güneşli, İdil Ander Dede, Kristina Steinbüchel, Pınar Gökpınar and Suna Özpar work in different companies and in different sectors. Arzu worked as Corporate Development and Investment Leasing Director at Boyner Holding; İdil has a consulting firm called Köprü Danışmanlık, which provides consultancy on sustainability, Kristina has an architecture company called The Big House, Pınar works in bp's global Finance team, Suna provides consultancy on human resources. Their paths crossed with the Meridyen leadership program for executives in private sector, public and non-governmental organizations under the name of "Leadership Beyond Authority" organized by the international NGO Common Purpose.

These 5 women, who met through this program, decided to create a leadership program aimed at disabled and non-disabled university students, aiming at equal opportunities to all students, supporting different thinking and motivating young people to become active in civil society. They consulted the barrier-free campus coordinators at universities, human resources managers at different institutions, and knowledgeable experts in their environment working on similar issues, which they regarded as stakeholders of this idea. After the preparatory period from the beginning of 2012 to the beginning of

2015, they started their first program on February 21, 2015 with 33 participants from 17 different universities. Today, this program runs its 8th term, with 248 graduates from the completed 7 semesters, the volunteer network that supported the program, the representatives of the NGOs working together and the Campus of Colors has already become a whole family with more than 500 people. After the 8th period to be completed, the Campus of Colors network will continue to grow its area of influence.

The Campus of Colors is built on three main headings. The first is to develop personal development and responsible leadership, the second is human resources ties and preparation for employment, and the third is to produce projects related to the issues waiting to be solved in society with selected NGOs in order to become active in civil society.

Concepts the Campus of Colors is based on:

"Equal opportunities for young people" and "preparation for employment" are the first two concepts the Campus of Colors is founded on. Campus of Colors is an inclusive program for all university students. This program brings young people together with human resources managers for the first time in a comfortable environment and gives them the opportunity to find a job or internship related to their subject of study. The concept of equal opportunity is a broad concept, emphasis is placed on the balance between disabled and non-disabled, male and female, state and foundation universities and different faculties when choosing the participants of the program. The biggest difference of the program is that disabled and non-disabled participants are together and half of the participants are selected among disabled students. The synergy created in this way is a very important step that will enable the participants to think differently in their working lives and in their social environments in the future. Until today, nearly 250 participants, 40% of whom were disabled, selected from 47 universities and so many different departments, graduated from this program.

Personal development is another important concept in the design of the program; A leadership perception that develops on the concept of responsible leadership is built. For this to happen, inspiring speakers, topics that open new horizons for young people and encourage them to think in different ways, a free environment where they can express all kinds of ideas have been designed, and barrier-free spaces where disabled students can move easily are selected. These spaces are located in the buildings with the offices of the institutions that support the program. Many institutions support this program through venue sponsorship. In this way, the participants have the opportunity to visit different institutions and get to know that institution from the senior manager of that institution.

Another noteworthy concept of the program is 'getting active in civil society'. Throughout the program, an opportunity is created to work in a team with an NGO so that the participants contribute to the problems of our society that require solutions and meet the non-governmental organizations working on this issue. The formed teams produce projects that can be implemented by working with mentors who guide them and are with them throughout the project.

Campus of Colors has a very wide network of volunteers, besides the founding team, academicians and experienced volunteers from the business life who both work in the organizational activities and provide mentoring during the project work, support the Campus of Colors program.

3. SROI and Scope of Analysis

3.1 What is SROI

Social Return on Investment (SROI) is a framework for measuring and accounting the broader concept of value; it seeks to reduce inequality and environmental degradation and improve wellbeing by incorporating social, environmental, and economic costs and benefits. SROI measures change in ways that are relevant to the people or organizations that experience or contribute to it. It tells the story of how change is being created by measuring social, environmental, and economic outcomes and uses monetary values to represent them. This enables a ratio of benefits to costs to be calculated.

The principles of SROI

SROI was developed from social accounting and cost-benefit analysis and is based on seven principles.

The principles are:

- Involve stakeholders.
- Understand what changes.
- Value the things that matter.
- Only include what is material.
- Do not over-claim.
- Be transparent.
- Verify the result.

3.2 Scope of Report

The scope of an SROI analysis is an explicit statement about the boundary of what is being considered. It is often the result of negotiations about what is feasible for you to measure and what you would like to be able to improve or communicate. You will need to be clear about why you are conducting the analysis and what resources are available and define the priorities for measurement. This stage will help ensure that what is being proposed is feasible.

The scope of the SROI is to analyze the Social Value and SROI for the Campus of Colors for the program year of 2019-2020 and the past 7 programs between 2015-2020.

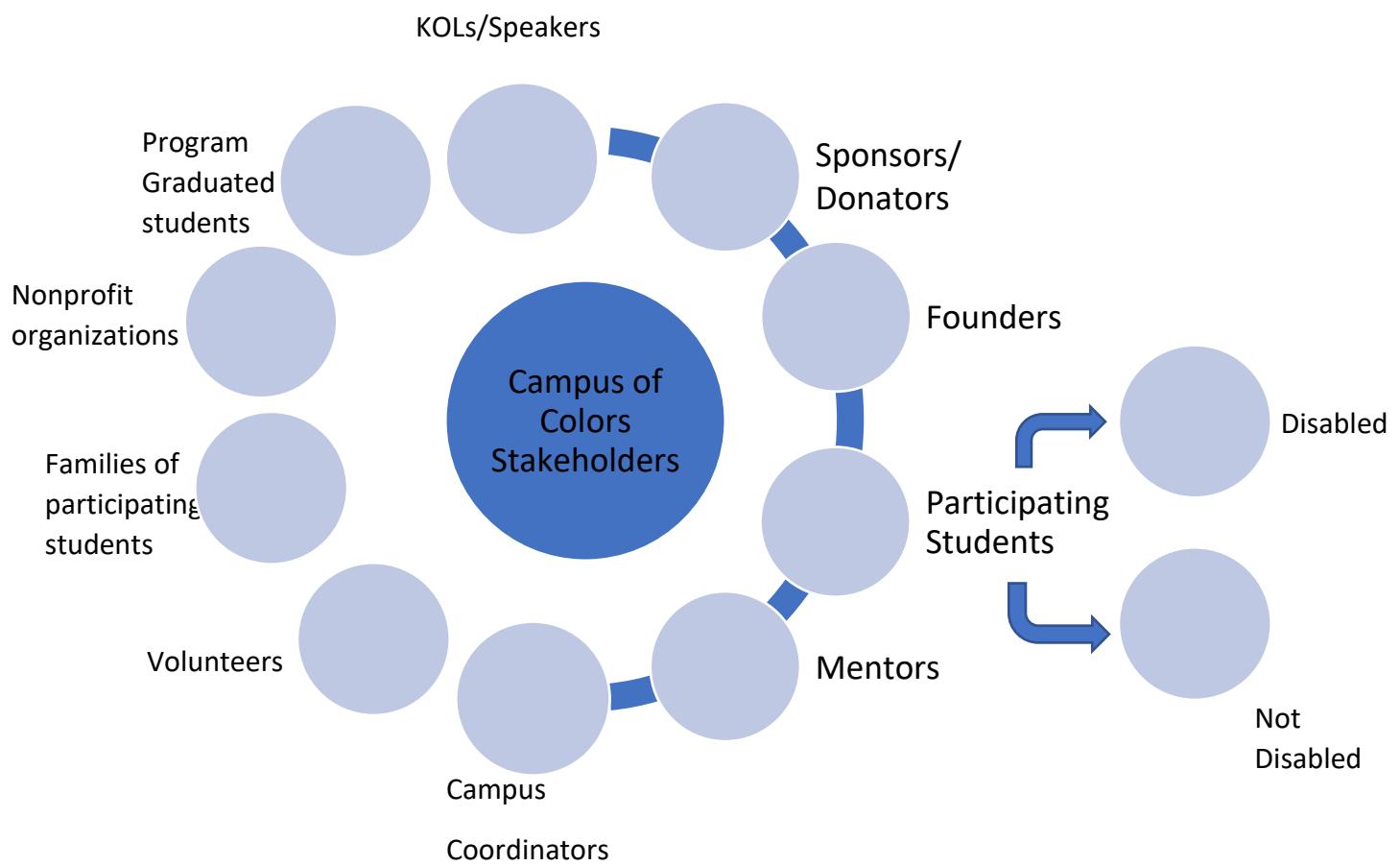
4. Stakeholder Involvement

Once we were clear about the scope of the analysis, the next step was to identify and involve our stakeholders. Stakeholders are defined as people or organizations that experience change or affect the activity, whether positive or negative, as the result of the activity being analyzed. In SROI analysis we are concerned primarily with finding out how much value has been created or destroyed and for whom.

4.1. Identifying stakeholders

To identify the stakeholders, we listed all those who might affect or be affected by the activities within your scope, whether the change or the outcome is positive or negative, intentional, or unintentional. The complete list of the stakeholders was developed with the input of the

founders of the Campus of Colors program. The following stakeholder groups were identified at this stage:



Description of Stakeholders

		Description	Number of stakeholders
Current year participating students (7 th term)	Disabled	Disabled students participated Campus of Colors throughout the 7 th program term of November 2019 to May 2020.	18
	Not disabled	Not-Disabled students participated Campus of Colors throughout the 7 th program term of November 2019 to May 2020.	46
Past years program graduated students		Students graduated from the Campus of Colors program between the years 2015-2020 - Total of 7 past programs	
Mentors		Mentors working with the participating student teams of 5-7 members to produce projects. Support and guide the students on implementation of projects by working with them and are with them throughout the project.	
Sponsors		Sponsoring companies supporting Campus of Colors with providing venue or /and food & beverage for the weekly meetings of the participants.	
Campus Coordinators		Disabled students office coordinators at the universities	
Founders		Program founders Arzu Güneşli, İdil Ander Dede, Kristina Steinbüchel, Pınar Gökpınar and Suna Özpar work in different companies and in different sectors. The founders are the 5 women who are different from each other but complement each other. They designed Campus of Colors, a responsible leadership and awareness program involving university students.	
Nonprofit organizations		Partnering Non-Profit organizations. The participating students work in a team with a participating NGO throughout the program to contribute to solution of the problems of the society that the non-governmental organizations working on this issue.	
Families of participating students		Parents of the students participated in the Campus of Colors program	
KOLs/ Speakers		Key opinion leaders and leaders from the business world attend the Campus of Colors meetings to deliver speeches or lead modules and provide opportunity for networking for the students and mentors	

Volunteers	Experienced volunteers from the business life who both work in the organization section and mentor during the project work support the Campus of Colors program	
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4.3 Deciding which stakeholders should be included

Once we identified all the stakeholders who might affect or be affected by the activities within our scope, we have decided to include the stakeholders which have experienced **material change** as the result of our activities. Decision to include/exclude stakeholders based on the below criteria. The evaluation is done in collaboration with founders of Campus of Colors and volunteers and SROI project lead.

		Reason for Inclusion	Method of Involvement	# of participated stakeholders
Current year participating students	Disabled	Main beneficiary stakeholder of Campus of Colors program, targeted group to achieve change and directly impacted from the change	Written survey with students (before & after the program), mentor evaluation survey, interview with founders	13 (before)
	Not disabled	Main beneficiary stakeholder of Campus of Colors program, targeted group to achieve change and directly impacted from the change	Written survey with students (before & after the program), mentor evaluation survey, interview with founders	41 (before)
Past years program graduated students		Main beneficiary stakeholder of Campus of Colors program, targeted group to achieve change and directly impacted from the change	Written survey, program aim evaluation discussion (Can you explain your impressions of the aims of our program?)	66
Mentors		Stakeholders directly contributing to change within the Program by mentoring the students during the program. Also achieved change themselves.	Written survey (before & after the program)	11
Founders		The main stakeholder group that designed and responsible for development of the program, enabler of the program and directly contributes to the budget of the program by bringing in sponsors	Interview & written survey	4

Volunteers	The group that supports the program design, development and establishing networks with the business world	Written survey	35
	Reason for Exclusion		
Sponsors	Not included due to limited resources at this phase of the analysis		
Families of participating students	Not included due to limited resources and since they are secondary beneficiaries of the change created		
KOLs/ Speakers	Not included due to limited resources at this phase of the analysis		
Campus Coordinators	Not included due to limited resources at this phase of the analysis		
Non profit organizations	Not included due to limited resources at this phase of the analysis		

4.4 Analysis of stakeholders

Analysis of the change within each stakeholder group was made through online surveys and/or face to face and telephone interviews. Online surveys are included in 'Annexes' part of this report.

Indicators, which are proof point of outcomes, and outcomes are listed in the below map.

5. The Change

The outcomes (changes) are defined for each stakeholder group.

5.1 Defining Outcomes and Indicators

The outcomes (changes) are defined for each stakeholder group. The indicators are proof of outcomes.

Current year participating students:

It is determined that there are seven outcomes for the students participating in the 7th term of Campus of Colors. These outcomes are determined after interview with the founders as well as the answers of the graduated students from the program in the previous terms to the initial survey question of;

“Can you explain your impression of the aim of the Campus of Colors program”

Accordingly, the below outcomes have been identified.

Outcome 1: Equal opportunity & inclusiveness in society

Awareness and experience of diversity leading to a more equal opportunity & inclusiveness in society. During the program students will interact more with diversified students, have more awareness on each other's capabilities and limitations and how to approach and support each other. As a result, they will have more empathy towards diverse groups, making them exercise more equal opportunity and inclusiveness in their social interactions.

Indicators

Experience working in diverse groups. Students self-evaluation of empathy towards diverse groups, participation in diverse social network.

Outcome 2: Students increased activeness in social life

Students will make more new friends and spend more time with others through the group activities and socialized Students having a social network that satisfies them, feel balanced personally and socially, will increase their social activeness beyond the status quo

Indicators

Self-evaluation of student's activeness in social life, satisfaction with their social network, feeling socially well balanced.

Outcome 3: Empowerment/ increased resilience

Students participating in the program will be learning new skill sets such as where and how to seek help, self-motivation, etc. Students will find in themselves the strength to fight for a better future, as a result they will feel empowered and resilient.

Indicators

Students self-evaluation of their feeling of being equipped for life's challenges, confidence to deal with the challenges, know where and how to seek help when needed, strength to fight for a better future.

Outcome 4: Increased self-confidence

Students feeling more empowered and resilient will increase their self confidence

Indicators

Students self-evaluation of their level of confidence

Outcome 5: Increased life satisfaction

Students feeling their personal development level is at the level they desire will think they can use their true potential, as a result their confidence will increase, and this will increase their life satisfaction

Indicators

Students own perception of personal development level is at the level students desire, look to the future with hope, feel use their true potential, feel satisfied with their life.

Outcome 6: Increased activeness in social responsibility activities

Students participation in social responsibility programs, membership to NGOs, school club memberships, leadership in such organizations will increase their activeness in social responsibility activities.

Indicators

Students self-evaluation of being socially active, have a social network that satisfies themselves, feeling of being in good relations with their environment, feeling balanced personally and socially, and feeling good in human relationships.

Outcome 7: Development towards career

Student building an effective network for business life, feel confident in project management, developed their leadership skills through the program will feel ready and equipped for the profession and career and feel more competent and ready for job applications

Indicators

Students self-evaluation of feeling competent and ready for job applications, have high self-confidence about their career, have an effective network for business life, feel competent in project management, feel ready to be a responsible leader.

who do we have an impact on		How would stakeholder describe the value	How do you measure it	
subgroups	What do we think will change for them		Where did you get the data from	Source
Disabled Students	Awareness and experience of diversity leading to a more equal opportunity & inclusiveness in society	Students will interact more with diversified students, have more awareness on each others capabilities and limitations and how to approach & support each other, will have more empathy, making them exercise more equal opportunity and inclusiveness in their social interactions	Experience working in diversified groups, Students self evaluation of empathy towards diversified groups, participation in diversified social network.	Written survey with students (before & after the program), with student
	Students increased activeness in social life	Students will make more new friends and spend more time with others through the group activities and socialized more so will feel more active in social life	Self evaluation of students their activeness in social life, satisfaction with their social network, feeling socially well balanced	Written survey with students (before & after the program),
	Empowerment/ increased resilience	Students participating in the program will be learning new skill sets such as where and how to seek help, self motivation, etc will find in themselves the strength to fight for a better future, as a result they will feel empowered and resilient.	Students self evaluation of their feeling of being equipped for life's challenges, confidence to deal with the challenges, know where and how to seek help when needed, strength to fight for a better future	Written survey with students (before & after the program), mentors evaluation form
	Increased self confidence	Students feeling more empowered and resilient will increase their self confidence	Students self evaluation of their level of confidence	Written survey with students (before & after the program),
	Increased life satisfaction	Students feeling their personal development level is at the level they desire will think they can use true potential their confidence will increase and this will increase their life satisfaction	personal development level is at the level students desire, look to the future with hope, feel use their true potential, feel satisfied with their life	Written survey with students (before & after the program),
	Increased activeness in social responsibility activities	Students participation in social responsibility programs, membership to NGOs, school club memberships, leadership in such organizations will increase	Students response to if they have been involved in social responsibility programs over the last 12 months	Written survey with students (before & after the program),
	Development towards career	Student building an effective network for business life, feel confident in project management, developed their leadership skills through the program will feel ready and equipped for the profession and career and feel more competent and ready for job applications	Students self evaluation of feeling competent and ready for job applications, have high self-confidence about career, have an effective network for business life, feel competent in project management, feel ready to be a responsible leader	Written survey with students (before & after the program),

Not Disabled	awareness and experience of diversity leading to a more equal opportunity & inclusiveness in society	Students will interact more with diversified students, have more awareness on each others capabilities and limitations and how to approach & support each other, will have more empathy, making them exercise more equal opportunity and inclusiveness in their social interactions	Experience working in diversified groups. Students self evaluation of empathy towards diversified groups, participation in diversified social network.	SurveWritten survey with students (before & after the program), y with student
	Increased activeness in social life	Students will make more new friends and spend more time with others through the group activities and socialized more so will feel more active in social life	Self evaluation of students their activeness in social life, satisfaction with their social network, feeling socially well balanced	Written survey with students (before & after the program),
	Empowerment/increased resilience	Students participating in the program will be learning new skill sets such as where and how to seek help, self motivation, etc will find in themselves the strength to fight for a better future, as a result they will feel empowered and resilient	Students self evaluation of their level of feeling empowered and resilient	Written survey with students (before & after the program), mentors evaluation form
	Increased self confidence	Students feeling more empowered and resilient will increase their self confidence	Students self evaluation of their level of confidence	Written survey with students (before & after the program),
	Increased life satisfaction	Students feeling their personal development level is at the level they desire will think they can use true potential their confidence will increase and this will increase their life satisfaction	personal development level is at the level students desire, look to the future with hope, feel use their true potential, feel satisfied with their life	Written survey with students (before & after the program),
	Increased activeness in social responsibility activities	Students participation in social responsibility programs, membership to NGOs, school club memberships, leadership in such organizations will increase	Students response to if they have been involved in social responsibility programs over the last 12 months	Written survey with students (before & after the program),
	Development towards career	Student building an effective network for business life, feel confident in project management, developed their leadership skills through the program will feel ready and equipped for the profession and career and feel more competent and ready for job applications	Students self evaluation of feeling competent and ready for job applications, have high self-confidence about career, have an effective network for business life, feel competent in project management, feel ready to be a responsible leader	Written survey with students (before & after the program),

Mentors:

Outcomes and indicators for Mentors & Volunteers are determined after an interview with a sample group of respondents.

Outcome 1: Increase work life balance

Mentors spending their time at social responsibility activities will feel their work life balance improved

Indicators

number of hours spent for social responsibility/work hours (before & after RK) Mentors self-evaluation of their life/work balance before after Campus of Colors

Outcome 2: Increased life satisfaction

Mentors participating in Campus of Colors feel contributing to society through helping development of students. Civic engagement & social engagement will improve their life satisfaction.

Indicators

Mentors self-evaluation of life satisfaction (feeling hopeful for future, feeling utilizing their potential, feeling happy & satisfied with their lives)

Outcome 3: Increased activeness in social life

Mentors will have a social network that satisfies them, will feel balanced personally and socially, will increase their social activeness beyond the Campus of Colors

Indicators

Mentors self-evaluation of their social activeness

Outcome 4: Equal opportunity & inclusiveness in society

Mentors will interact more with diversified students, will have more awareness on their capabilities and limitations and how to approach & support them. Making them exercise more equal opportunity and inclusiveness in their social interactions "diversified social network the mentor participates

Outcome 5: Social responsibility awareness

Mentors working with NGOs and students will have improved social responsibility awareness, feel they provide benefit to society

Indicators

Mentors self-evaluation of themselves as an individual with high social responsibility awareness and social sensitivity

who do we have an impact on	What do we think will change for subgroups	How would stakeholder describe the value	How do you measure it	Source
			Where did you get the data from	
Mentors	Increased work life balance	Mentors spending their time at social responsibility activities will feel their work life balance improved	number of hours spend for social responsibility/work hours (before & after RK) Mentors self evaluation of their life/work balance before after Colorful Campus	Survey with mentors
	Increased life satisfaction	Mentors participating in RK feel contributing to society through help development of students, civic engagement & social engagement will improve their life satisfaction	Mentors self evaluation of life satisfaction (feeling hopeful for future, feeling utilizing their potential, feeling happy & satisfied with their lives)	Survey with mentors
	Increased activeness in social life	Mentors will have a social network that satisfies them, will feel balanced personally and socially, will increase their social activeness beyond the Colorful Campus	Mentors self evaluation of their social activeness	Survey with mentors
	awareness and experience of diversity leading to a more equal opportunity & inclusiveness in society	Mentors will interact more with diversified students, will have more awareness on their capabilities and limitations and how to approach & support them. Making them exercise more equal opportunity and inclusiveness in their social interactions	diversified social network the mentor participates	Survey with mentors
	Social responsibility awareness	Mentors working with NGOs and students will have improved social responsibility awareness, feel they provide benefit to society	Mentors self evaluation of themselves as an individual with high social responsibility awareness and social sensitivity	Survey with mentors

Volunteers:

Outcomes and indicators for Mentors & Volunteers are determined after an interview with a sample group of respondents.

Outcome 1: Increase work life balance

Mentors spending their time at social responsibility activities will feel their work life balance improved

Indicators

number of hours spend for social responsibility/work hours (before & after RK) Mentors self-evaluation of their life/work balance before after Campus of Colors

Outcome 2: Increased life satisfaction

Mentors participating in Campus of Colors feel contributing to society through helping development of students. Civic engagement & social engagement will improve their life satisfaction.

Indicators

Mentors self-evaluation of life satisfaction (feeling hopeful for future, feeling utilizing their potential, feeling happy & satisfied with their lives)

Outcome 3: Increased activeness in social life

Mentors will have a social network that satisfies them, will feel balanced personally and socially, will increase their social activeness beyond the Campus of Colors

Indicators

Mentors self-evaluation of their social activeness

Outcome 4: Equal opportunity & inclusiveness in society

Mentors will interact more with diversified students, will have more awareness on their capabilities and limitations and how to approach & support them. Making them exercise more equal opportunity and inclusiveness in their social interactions

Indicators

Diversified social network the mentor participates

Outcome 5: Social responsibility awareness

Mentors working with NGOs and students will have improved social responsibility awareness, feel they provide benefit to society

Indicators

Mentors self-evaluation of themselves as an individual with high social responsibility awareness and social sensitivity, membership to an NGO, being actively involved in any social awareness project and making donation to any social responsibility campaign in the past year,

who do we have an impact on		How would stakeholder describe the value	How do you measure it	
subgroups	What do we think will change for them		Where did you get the data from	Source
Volunteers	Increased work life balance	Mentors spending their time at social responsibility activites will feel their work life balance improved	number of hours spend for social responsibility/work hours (before & after RK) Mentors self evaluation of their life/work balance before after Colorful Campus	Survey with mentors
	Increased life satisfaction	Mentors participating in RK feel contributing to society through help development of students, civic engagement & social engagement will improve their life satisfaction	Mentors self evaluation of life satisfaction (feeling hopeful for future, feeling utilizing their potential, feeling happy & satisfied with their lives)	Survey with mentors
	Increased activeness in social life	Mentors will have a social network that satisfies them, will feel balanced personally and socially, will increase their social activeness beyond the Colorful Campus	Mentors self evaluation of their social activeness	Survey with mentors
	awareness and experience of diversity leading to a more equal opportunity & inclusiveness in society	Mentors will interact more with diversified students, will have more awareness on their capabilities and limitations and how to approach & support them. Making them exercise more equal opportunity and inclusiveness in their social interactions	diversified social network the mentor participates	Survey with mentors
	Social responsibility awareness	Mentors working with NGOs and students will have improved social responsibility awareness, feel they provide benefit to society	Mintors self evaluation of themselves as an individual with high social responsibility awareness and social sensitivity	Survey with mentors

Campus of Colors Past years programs graduated students:

Outcome 1: Development towards career

Graduates improved their leadership and project management skills through their participation to Campus of Colors program felt more confident and empowered during their job applications this helped them get during the job interviews

Indicators

"Graduates self-evaluation of how Campus of Colors made them feel competent and ready for job applications. Institutions network, career day, mentors' network that graduates gained through Campus of Colors helped them with their job / internship applications. Number of interviews they were invited, number of job offers, having Campus of Colors on their CV has helped them during interviews"

Outcome 2: Equal opportunity & inclusiveness in society

Awareness and experience of diversity leading to a more equal opportunity & inclusiveness in society. Graduates interaction with more diversified students, helped more awareness on diversified groups capabilities and limitations and how to approach & support each other, graduates have built more empathy, making them exercise more equal opportunity and inclusiveness in their social interactions.

Indicators

Experience working in diversified groups. Students self-evaluation of empathy towards diversified groups, participation in diversified social network.

Outcome 3: Social responsibility awareness

Working with NGOs and students will have improved social responsibility awareness, feel they provide benefit to society self evaluation of themselves as an individual with high social responsibility awareness and social sensitivity.

Indicators

Continued social responsibility initiatives after graduation from Campus of Colors program, programs and projects that graduates developed after Campus of Colors. Sponsorships / awards these programs received, Number of programs and projects the graduated students developed, sponsorships & awards they received.

Outcome 4: Increased life satisfaction

Life satisfaction Graduates participated in RK felt contributing to society through the programs they developed with NGOs, civic engagement & social engagement improved their life satisfaction

Indicators

Graduates self-evaluation of life satisfaction (feeling hopeful for future, feeling utilizing their potential, feeling happy & satisfied with their lives)

Empowerment / increased resilience Graduated Students participation in the program helped them learn new skill sets such as where and how to seek help, self-motivation, etc. Graduates find in themselves the strength to fight for a better future, as a result they will feel empowered and resilient. Graduates self-evaluation of their level of feeling empowered and resilient.

who do we have an impact on		How would stakeholder describe the value	How do you measure it	
subgroups	What do we think will change for them		Where did you get the data from	Source
Color Campus Program Graduates	Development towards career	Graduates improved their leadership and project management skills through their participation to Colorful Campus program felt more confident and empowered during their job applications this helped them get during the job interviews	Graduates self evaluation of how colorful campus made them feel competent and ready for job applications. Institutions network, career day, mentors network that graduates gained through RK helped them with their job / internship applications. Number of interviews they were invited, number of job offers, having colorful campus on their CV has helped them during interviews	Survey with graduates
	awareness and experience of diversity leading to a more equal opportunity & inclusiveness in society	Graduates interaction with more diversified students, helped more awareness on diversified groups capabilities and limitations and how to approach & support each other, graduates have built more empathy, making them exercise more equal opportunity and inclusiveness in their social interactions	Experience working in diversified groups. Students self evaluation of empathy towards diversified groups, participation in diversified social network.	Survey with graduates
	Social responsibility awareness	working with NGOs and students will have improved social responsibility awareness, feel they provide benefit to society	self evaluation of themselves as an individual with high social responsibility awareness and social sensitivity	Survey with graduates
	Continued social responsibility initiatives after graduation from Colorful Campus program	programs and projects that graduates developed after Colorful Campus. Sponsorships/awards these programs received	Number of programs and projects the graduated students developed, sponsorships & awards they received	Survey with graduates
	Life satisfaction	Graduates participated in RK felt contributing to society through the programs they developed with NGOs, civic engagement & social engagement improved their life satisfaction	Graduates self evaluation of life satisfaction (feeling hopeful for future, feeling utilizing their potential, feeling happy & satisfied with their lives)	Survey with graduates
	Empowerment/ increased resilience	Graduated Students participation in the program helped them learn new skill sets such as where and how to seek help, self motivation, etc. Graduates find in themselves the strength to fight for a better future, as a result they will feel empowered and resilient.	Graduates self evaluation of their level of feeling empowered and resilient.	Survey with graduates

Founders:

The outcomes for founders are defined through a group interview with the founders. The interview intended to understand the changes Campus of Colors created for the founders themselves.

Outcome 1: Social responsibility awareness

The founders established the Campus of Colors with the desire to improve the social responsibility within the young population. Their motto was “to change the world, change yourself first”. Their purpose was to create social benefits, social responsibility awareness and create social benefits for all the stakeholders involved. While doing this they also improved their own social responsibility awareness.

Indicators

Level of involvement with social responsibility activates beyond Campus of Colors. Number of hours they put in social responsibility programs in a month, fund raised by the founders in the last 12 months to support social responsibility events.

Outcome 2: Opportunity to share and develop skills in a safe and friendly environment

The opportunity to demonstrate, share and develop their skills in a safe and friendly environment

Indicators

Founders own perception of the opportunity to demonstrate, share and develop their skills in a safe and friendly environment through s

Outcome 3: Moral satisfaction / Life satisfaction

Moral satisfaction of giving back to the society contributes to overall life satisfaction of founders.

Indicators

How much the founders think they give back to the society.

The degree to which founders positively evaluate the impact of Campus of Colors on their overall life quality.

Outcome: 4 Experience / knowledge sharing

The interactive and collaborative structure of the program and the diversity of founders and stakeholders involved helped the founders share knowledge among themselves firstly and then among the mentors and volunteers.

Indicators

Founders self-evaluation of being role model to young management team Campus of Colors.

Providing mentorship and consultancy, experience sharing with mentors & volunteers, develop a model to ensure sustainability of the s, knowledge share among founders.

Outcome 5: lifelong learning / development opportunity

The modules, collaboration with different stakeholders provides development opportunity for the founders and enables lifelong learning

Indicators

Number of modules, trainings, presentation skills, number of ayrı evlerde online buluşmalar (online meetings)

Outcome 6: friendship / companionship/networking

Working towards a common purpose within the Campus of Colors helps to build strong bonds among the stakeholders, provides the opportunity to connect with different networks, make new friends

Indicators

Improved network of founders, founders' new friendships created through Campus of Colors. Outside of Campus of Colors social activities that the founders participate in with their associates from Campus of Colors. Being in communication with Campus of Colors Volunteers and Mentors network, actively use of RK Whatsap group.

Outcome: Equal opportunity & inclusiveness in society

Founders will interact more with diversified students, will have more awareness on their capabilities and limitations and how to approach & support them. Making them exercise more equal opportunity and inclusiveness in their social interactions "diversified social network the founder participates

who do we have an impact on	who do we have an impact on		How would stakeholder describe the value	How do you measure it	
Who has an effect on us	subgroups	What do we think will change for them		Where did you get the data from	Source
Founders	Founders	social responsibility awareness / the need to create social benefits	social responsibility awareness / the need to create social benefits	social responsibility awareness / the need to create social benefits	Survey with founders
		the opportunity to demonstrate, share and develop their skills in a safe and friendly environment	the opportunity to demonstrate, share and develop their skills in a safe and friendly environment	the opportunity to demonstrate, share and develop their skills in a safe and friendly environment	Survey with founders
		moral satisfaction	moral satisfaction	moral satisfaction	Survey with founders
		experience / knowledge sharing	experience / knowledge sharing	experience / knowledge sharing	Survey with founders
		lifelong learning / development opportunity	lifelong learning / development opportunity	lifelong learning / development opportunity	Survey with founders
		friendship /	friendship / companionship/networking	friendship / companionship/networking	Survey with founders

6. Valuation

6.1 What is valuation

Valuation is the means by which we estimate the importance or worth of something, be it a product, service, or characteristic of something. When we talk about social value, we are referring to the value or worth that people place on social outcomes or 'changes in their life', these changes are often defined as 'aspects of social wellbeing'. (standard on applying principle 3, page 6)

Explicitly valuing social outcomes is important for enterprises for two main reasons; firstly, to communicate to others the value they are creating for their stakeholders and secondly; to make better decisions through understanding where the most value is being created (or not) in order to improve and create more value. Making valuation of social outcomes explicit helps increase the efficacy, transparency, and accountability of our decisions. When we use data to value social outcomes, we move from relying on gut instinct or assumptions, to accounting for social value in

a way that more closely resembles that of decision-making for financial value in its ability to be understood by others and consistently managed within large, complex systems. The Principles of Social Value are the framework for making our decisions more transparent and accountable, specifically when the valuation process is informed by the people affected by activities.

(standard on applying principle 3, page 6)

Valuation of social outcomes is important to help understand the relative importance of different changes to people's lives. The process, when it involves the people who experience the changes, makes enterprises more accountable for their activities and makes decision making more effective and transparent. (standard on applying principle 3, page 7)

6.2 Valuation approach

Combining non-monetary and monetary approaches – '**Anchoring**' was used as for valuation of the change. This approach requires one of the changes to be monetized and then this can act as an anchor to calculate the monetary values to the other changes based on non-monetary evidences. First, non-monetary, **average weighted approach**, was used, where stakeholders were provided with a defined number of points that can be distributed amongst the changes. A stakeholder was given 10 points and then asked to assign the 10 points between the outcomes. If the stakeholder allocated 2 points to 'outcome A' and 8 points to 'outcome B' this revealed that outcome B is most valuable to the stakeholder and approximately 4 times as important as A. Monetary approach was used to create 'financial proxies' results reflect the relative importance of the outcomes to the stakeholders.

Once the relative importance of each change was identified by average weighted approach, then one of the changes was monetized by using relevant monetary approaches for the change for each stakeholder. This monetary value was taken as an anchor, and monetary value of other changes calculated according their defined weight.

Stated **preference approach** asking stakeholders to "state their preference" for a good, service was used for valuation of some changes These approaches ask people to "state their preference" for a good, service, often using questionnaires. Asked respondents directly for the equivalent value through their willingness to pay (WTP) for a positive good or service, or their willingness to accept (WTA) a compensating value for its loss or a negative change to outcomes. **Stated preference approach** was used.

Contingent valuation (CV) Infer values of outcomes by asking people directly their WTP for positive outcomes, or their WTA compensation for their loss. Stated value that people place on a good or service. Questionnaire design, interviewing and econometric analysis.

6.1 Valuation of Inputs

6.2 Valuation of Outputs

7. Impact Evaluations

7.1 Current Year (7th term) student evaluations

	7th Term Evaluation	Average (before)	Average (after)	difference	increase	Decrease	No change	Increase %
Social life activeness	1. I am socially active.	7,76	7,68	-0,08	8	9	8	32%
	2. I have a self-fulfilling social network	6,6	6,84	0,24	11	8	8	44%
	3. I have a good relationship with my environment	8,2	8,04	-0,16	8	7	10	32%
	4. I feel good personally and socially	7,32	7,72	0,4	10	4	11	40%
	5. I Feel Good in Human Relations	8	7,64	-0,36	5	6	14	20%
SOCIAL RESPONSIBILITY AWARENESS	1. Social Responsibility Awareness I am an Individual with High Social Sensitivity	8,72	8,24	-0,48	2	9	14	8%
	2. I am a Responsible and Sensitive Person Against Environment	8,68	8,56	-0,12	5	6	14	20%
	3. I See Myself as an Active Part of Change.	8,6	8,56	-0,04	8	9	8	32%
	4. I Benefit Society	7,52	7,88	0,36	10	7	8	40%
CAREER DEVELOPMENT	1. I Feel Competent and Ready for Job Applications	6,88	6,88	0	9	10	6	36%
	2. I Feel Ready And Equipped For A Job And Career	6,72	6,52	-0,2	8	11	6	32%
	3. I Have high self-confidence in my career	7,48	7,44	-0,04	9	9	7	36%
	4. I Have An Effective Network For Business Life	5,76	5,52	-0,24	9	7	9	36%
	5. Feeling Competent in Project Management	7,32	7,8	0,48	12	8	5	48%
	6. I feel competent in my leadership qualities	7,6	8	0,4	13	7	5	52%
Empowered / resilience	7. I Feel Ready to Become a Responsible Leader	7,96	8,28	0,32	10	5	10	40%
	1. I Feel Equipped Against the Challenges of Life	7,52	7,75	0,23	8	9	8	32%
	2. I Have Self Confidence To Deal With Difficuity	7,92	7,96	0,04	10	7	8	40%
	3. I Know Where And How To Seek Help When Needed	8,12	7,76	-0,36	8	12	5	32%
	4. I Can Motivate Myself	7,76	7,92	0,16	8	5	12	32%
Farklılıklar farketmek/deneyimlemek/beraber yaşamaya kültürü	5. I Find The Strength To Fight For A Better Future	8,36	8,125	-0,235	4	7	14	16%
	DISCOVERING THE DIFFERENCES, EXPERIENCING THE DIFFERENCES, EXPERIENCING THE CULTURE TO LIVE TOGETHER 1. I Have Experience Working With Diverse And Disadvantaged Groups							
	2. I Know How To Communicate With Diverse And Disadvantaged Groups	7,32	8,28	0,96	11	3	11	44%
	3. I Can Empathize With Diverse And Disadvantaged Groups	6,92	8,28	1,36	15	3	7	60%
	4. I Am Participant Against Diverse and Disadvantaged Groups	8	8,68	0,68	10	3	12	40%
Life satisfaction	1. My Personal Development Level is at the Level I Desire	6,68	6,64	-0,04	7	10	8	28%
	2. Looking to the Future with Hope	7,64	7,08	-0,56	4	12	9	16%
	3. I Feel Ready To Develop Ideas That May Benefit The World And People	8,24	7,32	-0,92	3	15	7	12%
	4. I Have High Confidence	8,12	7,88	-0,24	7	8	10	28%
	5. I Think I Can Use My Real Potential	6,88	6,52	-0,36	6	12	7	24%
	6. My life is getting closer to my ideals day by day	7,04	6,64	-0,4	8	9	8	32%
	7. I am satisfied with my life	7,08	7,16	0,08	9	8	8	36%
	8. I am happy	7,36	7,16	-0,2	7	9	9	28%
Social responsibility activeness	1. Are you a member of an NGO?	12	16	4				15%
	2. Are you a Club Member At Your School?	22	20	-2				-8%
	3. Have You Taken A Leadership Role In Any Club / Association In The Past Year?	13	15	2				8%
	4. Have You Actively Participated in Any Social Awareness Project During the Last Year?	17	23	6				24%
	5. Have You Donated To Any Social Responsibility Campaign In The Last Year?	11	12	1				4%

before / yes After/ yes

7.2 7th Term Mentor Evaluation

		7th Term Mentors	Before	After	Difference
Social responsibility awareness	I am an individual with high social responsibility awareness and social sensitivity	8,36	8,25	-0,11	
	I am a sensitive and responsible individual to my environment	9,09	8,67	-0,42	
	I see myself as an active part of change	8,73	7,75	-0,98	
	I benefit society	8,36	8,00	-0,36	
Social activity	I am socially active	8,55	8,17	-0,38	
	I have a social network that satisfies myself	7,45	7,92	0,46	
	I feel balanced personally and socially	8,55	8,08	-0,46	
	I have a good relationship with my environment	8,82	8,92	0,10	
	I feel good in human relationships	8,91	8,83	-0,08	
Work life balance	I am satisfied with my work life balance	7,91	8,08	0,17	
	How many hours do you spend a month on non-work social responsibility activities?	19,65	7,96	-11,69	
To notice differences, to experience differences, to experience a culture of living together	I have experience working with disabled or disadvantaged groups	5,00	12,00	7,00	
	I know how to communicate with different segments	7,09	7,58	0,49	
	I can empathize with disabled or disadvantaged groups	7,09	7,83	0,74	
	I am participating against disabled and disadvantaged groups	7,09	7,75	0,66	
Life satisfaction	My personal development level is at the level I desire	7,09	7,42	0,33	
	I look to the future with hope	7,09	7,75	0,66	
	I feel ready to develop ideas that will benefit the world and people.	7,09	7,42	0,33	
	I have high self confidence	7,09	8,42	1,33	
	I live a life close to my purpose of life	7,09	7,92	0,83	
	I think I can use my true potential	7,09	7,25	0,16	
	My life is getting closer to my ideals day by day	7,09	7,50	0,41	
	I am satisfied with my life	7,09	8,00	0,91	
Social responsibility activity	I'm happy	7,09	8,42	1,33	
	Are you a member of an NGO?	0,91	0,75	-0,16	
	Have you been actively involved in any social awareness project in the past year?	0,64	0,58	-0,05	
Over the past year, have you donated to any social responsibility campaign?		11,00	12,00	1,00	

7.3 Campus of Colors Past years programs graduated student's evaluation

	Campus of Colors Graduates Impact Evaluation	Yes	Yes %
Career	I work in a company as a salaried employee	31	47%
	I'm doing my own business	0	0%
	I support start up	1	2%
	I work on freelance projects	0	0%
	I am consulting	0	0%
	I work in the family business	0	0%
	I continue my higher education	0	0%
	I'm looking for a job	12	18%
	I'm doing an internship	4	6%
	I'm working part time	2	3%
Income	Other- specify	16	24%
	I am currently earning my living from my salaried job	31	47%
	I currently earn my living with family support.	28	42%
Job application & Interview	I am currently making a living with freelance jobs	0	0%
	How many job applications have you made in the last year?	27	
	Do you talk about your Colorful Campus experience in your CV?	50	76%
	How many job interviews have you had in the last year?	3	
	How many job offers have you received in the last year?	1	
	Did you benefit from the Colorful Campus experience in job interviews?	36	55%
	Are you asked about your Colorful Campus experience in your job interviews?	17	26%
	Did the mentor network you gain through Colorful Campus help with your job / internship applications?	12	18%
	Did the speaker network that you gained through Colorful Campus help with your job / internship applications?	9	14%
	Did the host institutions network Colorful Campus that you gained through Colorful Campus help with your job / internship applications?	10	15%
Career Development	Did Colorful Campus "career day" benefit your job / internship applications?	13	20%
	Did Colorful Campus experience help you find a job?	18	27%
	Average	median	
	Colorful Campus made me feel competent and ready for job applications	3,83	4
	It made me feel ready and equipped for my job Colorful Campus life.	3,76	4
	It increased my self-confidence in my business life	3,89	4
	Helped me build an effective business network Colorful Campus	3,48	4
	It helped me feel competent in project management.	4,08	4
	It allowed me to develop my leadership qualities	4,20	5
	Made me more responsible	4,25	5
Diversity & Inclusion	How effective has the Colorful Campus experience been in my tolerance of diversity in society?	62	94%
	Colorful Campus experience made me aware that diversity is not an obstacle to a culture of living together	4,74	5
	The Colorful Campus experience has helped me free my bias against diversity.	4,77	5
	I consider diversity in my business life and in recruitment interviews.	4,77	5
Life Satisfaction	My personal development level after Colorful Campus has reached the level I desire	3,89	4
	I started looking to the future with hope after Colorful Campus	4,02	4
	I feel ready to develop ideas that will benefit society and people after Colorful Campus	4,18	4
	My self-confidence increased after Colorful Campus	4,17	5
	I started using my true potential after Colorful Campus	3,89	4
	My post-Colorful Campus life started approaching my ideals day by day	3,88	4
	My life satisfaction increased after Colorful Campus	4,15	5
	I became a happier individual after Colorful Campus	4,08	4,5
Empowerment/Ressilience	I feel better equipped to face the challenges of life after Colorful Campus		4
	I have more self-confidence to deal with the challenge after Colorful Campus		5
	I know where and how to seek help after Colorful Campus		4
	I can motivate myself better after Colorful Campus		5
	I have improved my ability to cope with post-Colorful Campus crisis		4
Project Development	I find the strength to fight for a better future after Colorful Campus		5
	Are there any programs and projects that you developed after Colorful Campus? (blind look, huh, free offices etc.)		
	What was the contribution of Colorful Campus to the project you developed?		
Social responsibility Activeness	Did the project have sponsorship / award-like results?		
	Are you a member of an NGO?	55	83%
	Are you a member of the Changing Steps Association?	46	70%
	Why did you become a member or not a member of the Changing Steps Association?		
	Have you taken a leadership role in any club / association after Colorful Campus?	7	11%
	Have you actively worked in any social responsibility projects after Colorful Campus?	9	14%
	Have you donated to any social responsibility campaign after Colorful Campus?	52	79%
	Have you collected donations in any social responsibility campaign after Colorful Campus?	23	35%
	What kind of awareness has the Colorful Campus Experience created about the diversity in society? Can you explain with an example?		
	Can you summarize the effects of the Colorful Campus on your personal and career development?		

7.4 Volunteers Evaluation

Volunteers Evaluation	Average	Median
I am an individual with high social responsibility awareness and social sensitivity	8,49	8
I am a sensitive and responsible individual to my environment	8,97	9
I see myself as an active part of change	8,23	8
I benefit society	8,06	8
I am socially active	7,97	8
I have a social network that satisfies myself	8,09	8
I feel balanced personally and socially	8,34	8
I have a good relationship with my environment	8,94	9
I feel good in human relationships	8,91	9
I am satisfied with my work-life balance	7,89	8
How many hours do you spend a month for social responsibility activities outside of work?	4,74	5
I have experience working with disabled or disadvantaged groups	18,00	
I know how to communicate with different segments	7,80	8
I can empathize with disabled or disadvantaged groups	8,51	8
I am participating against disabled and disadvantaged groups	8,03	8
My personal development level is at the level I desire	7,77	8
I look to the future with hope	7,94	8
I feel ready to develop ideas that will benefit the world and people.	7,94	8
I have high self confidence	8,71	9
I live a life close to my purpose of life	7,91	8
I think I can use my true potential	7,46	8
My life is getting closer to my ideals day by day	7,63	8
I am satisfied with my life	8,11	8
I'm happy	8,40	8
Are you a member of an NGO?	26,00	74%
Have you actively worked on any social awareness project in the past year?	24,00	69%
Have you donated to any social responsibility campaign in the past year?	33,00	94%
What differences did you see in yourself thanks to RK at the end of the year?		
What you want to add outside the survey		

7.5 Founders Evaluation

		Total Before	Total After
Social responsibility awareness	CC program meets my need for social benefit	8	26
	The number of hours they put into their social responsibility programs in a month,	7	69
	the funds the founders have collected in the last 12 months to support their social responsibility activities	2	20009
share and develop skills	The CC program offers the opportunity to demonstrate, share and develop my skills in a safe and friendly environment.	11	26
Experience / knowledge sharing	The CC program provides space for experience and knowledge sharing.	13	25
	CC program provides lifelong learning and development opportunity	13	20
	I think developing a model to ensure the sustainability of the Campus of Colors is a good indicator of information sharing that will carry CC into the future.	12	28
	I think CC provides an environment for mentors and volunteers to share experiences.	17	26
Moral satisfaction / Life satisfaction	CC program provides spiritual satisfaction	12	26
	The founders consider how much they give back to the community.	10	26
	The degree to which founders positively assess the impact of the Campus of Colors on their overall quality of life.	13	27
friendship / companionship/networking	The CC program creates a supportive environment for new friendships.	15	28
	CC program creates networking opportunities	16	28
	I participate in social activities with the stakeholders I met from the CC	12	26
	I am also in contact with CC Volunteers and Mentors network outside of CC	10	23
	I actively use the CC WhatsApp group	6	27