



SROI REPORT 2017-2018

Doroob Scholarship Program in Saudi Arabia



A Report Highlight the Impact of the Doroob Scholarship for Gifted Students in Saudi Arabia in 2017 and 2018

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1 Executive Summary

This report is an evaluation of the Doroob Scholarship Program in Saudi Arabia for the years 2017 and 2018 and assesses the social impact that the project has generated for its key stakeholders during this period.

The Scholarship is fully focused on nurturing gifted students, and this is the baseline used in developing this report. The stakeholders are at the forefront of coming up with, confirming and verifying the final outcomes based on their opinions:

| Who Changes? | Impact of Doroob Scholarship |
|-----------------------------------|---|
| Scholarship Recipients | Enhanced Academic Excellence and Performance |
| | Developed Leadership and 21st Century Skills (including problem solving, decision making) |
| | Better Life Performance linked to Emotional Intelligence, Wellbeing and Relationships |
| Parents of Scholarship Recipients | Reduced Financial Burden |

We must note that some of the outcomes were combined based on common factors that were combined to create more powerful outcomes.

After weighting and ranking the outcomes done by the stakeholders, the valuation of Doroob Scholarship program has shown that for every Saudi riyal (SR) spent, there is a social return on SR 2.81

$$\frac{\text{Total Present Value (PV)}}{\text{Total Inputs}} = \frac{7,001,870.44}{2,492,406.00} = 2.81$$

The program has also shown that despite all outcomes being important for all the main stakeholders, there is a great value placed beyond academic performance and the below from one parent of a scholarship recipient says it best on our efforts and the vision we have for it:

"The Doroob Scholarship Program is a well thought out program that combines a set of programs that creates students with a distinct kind of thinking, deep understanding with each other and faster processing of ideas. We also appreciate the fact that it focuses on the person and not just academics."

Other key findings include students placing a premium value in the wellbeing and improved relationships while the parents are in the scholarship not only for reduced financial burden but appreciate the support, they are getting in dealing with giftedness.

We have also noticed how a great schooling environment that the program provides is greatly appreciated both the scholarship recipients and their parents.

We have also seen a strong validation that education is made of much more than academic program, with the crown jewel being programs that enhance emotional intelligence and wellbeing.

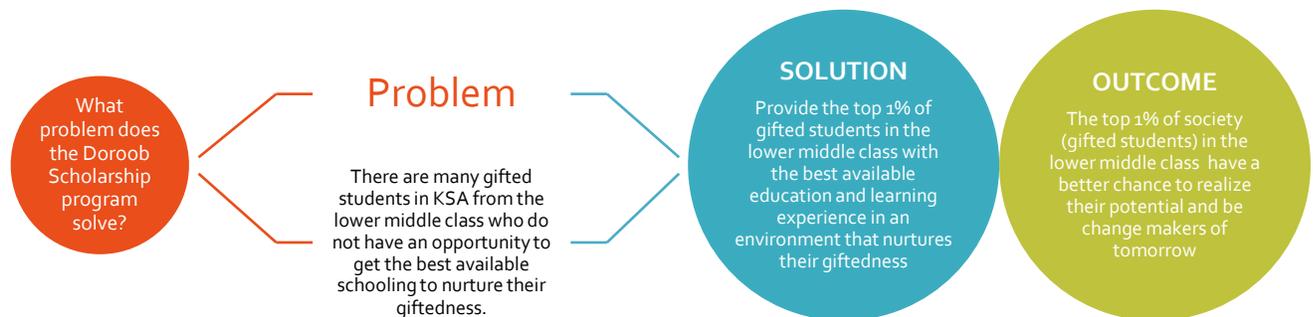
2 Introduction

2.1 Endowments in Islam

A waqf (endowment) is an Arabic term which refers to assets that are donated, bequeathed, or purchased to be held in perpetuity as a source for ongoing charity for a specific cause that is socially beneficial. They resemble common law trusts, with the trustee being the institution or individual in charge of the endowment and the beneficiary usually being the whole community. There are two essential characteristics of an endowment: firstly, **it is held in perpetuity** (once an endowment is dedicated it remains an endowment forever); and secondly, **the decree and goals specified by the founder must be fulfilled**.

2.2 The Endowment Decree

The scholarship was founded by a decree that considered a society issue and decreed to initiate the Doroob Scholarship program to support gifted students around the world.



2.3 Saudi Arabia Demographics

Saudi Arabia is made up many foreign nationals who make up around 25% of the total population and this is also reflected in the student body countrywide. Many are from other Arab countries mainly Egypt, Syria, Jordan, and Palestine with more from Pakistan, India, Philippines, and other minority nationalities.

2.4 Doroob Scholarship Program

Doroob's endowment donors have decreed to specialize in education and learning by investing in the gifted students through "Doroob Scholarships" program (one of Doroob Al Baraka's initiatives) that aims at offering comprehensive care for gifted students in public education worldwide.

The problem is the lack of financial support for the student of public education, particularly the gifted ones. Most scholarships are usually dedicated for the university students. At the same time, the endowments generally focus on frequent and traditional expenditures. Therefore, the donors decreed to follow new path in meeting the important needs of communities and sustainable solutions.

The Doroob Scholarship program is the fruition of an endowment investment established to support gifted students. Since its inception, the Doroob company aimed to acknowledge a societal gap in awareness towards giftedness. It had recognised that the top 1% of students (high IQ - 120+) who were gifted did not have their educational needs met.

The main activity of the program is to **award scholarships to children who display elevated levels of giftedness (High IQ – 120+) between the ages of 8 to 12**. They can come from **any nationality, gender, and social background**. The first pillar of the program consists of an initial recruitment process that identifies giftedness and then appropriately allocates students within private partner schools, which are

either specialised in the gifted education field or have the resources to provide them. Beyond recognising children for their high capabilities, the aim is to support and foster giftedness to its full potential while eliminating any concern of financial burden.

Doroob Scholarships Services/Activities

- Academic Care
- Leadership and 21st Century skills Programs

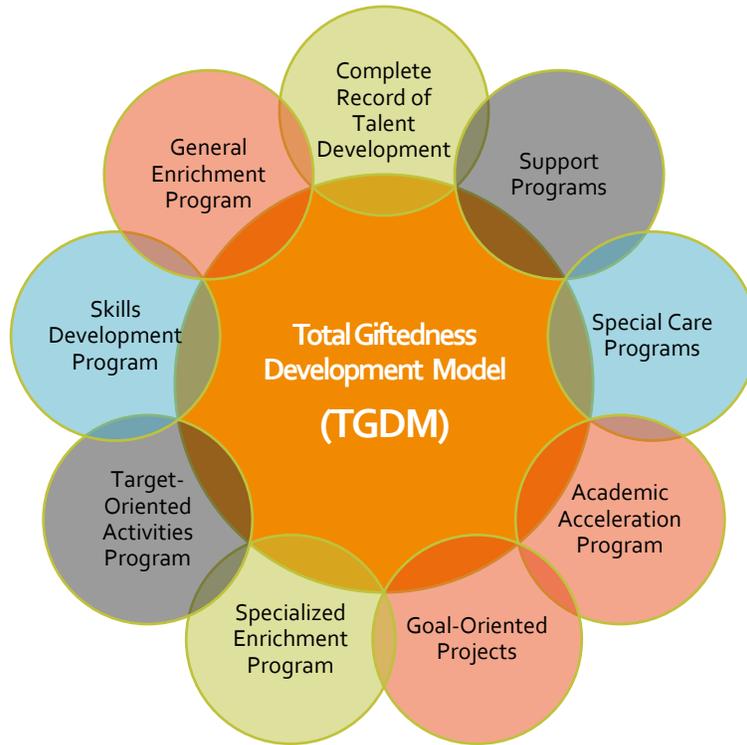
Scholarship recipients have a recognised giftedness that is attributed to a dynamic set of skills and talents and are not limited to IQ only. The scholarship and the model that is used to facilitate it are set to provide the opportunity for gifted students to excel in their academic and career pursuits. Two main pillars of the Doroob Scholarship are, first, the Recruitment Process to ensure we get the right students for the scholarship and second, the Total Giftedness Development Model to ensure they go through a specialized giftedness learning environment. Both are explained in below charts:

The Recruitment Process



The Total Giftedness Development Model

The scholarship is based upon a framework that prioritises an integrated approach to education. It is founded on a customised model (Total Giftedness Development Model, TGDM) that acts as a platform to foster skills focusing on students' academic, social, and psychological wellbeing.



3 Social Return on Investment (SROI) Overview

This evaluative social return on investment report aims to measure the social impact of the scholarship program during the academic year of 2017-2018. The key goal is to understand the impact that the organisation has had on its stakeholders, and the possible outcomes that have or have not changed for them, as per the principles of the SROI; which are as follows:

1. Involve Stakeholders
2. Understand What Changes
3. Value What Matters
4. Only Include What is Material
5. Do Not Over-claim
6. Be Transparent
7. Verify the Result
8. Be Responsive

The steps taken to ensure a cohesive assessment are as follows in accordance with the Social Value standards for reporting:

1. Establishing scope and identifying key stakeholders
2. Mapping outcomes
3. Evidencing outcomes and giving them a value
4. Establishing impact
5. Calculating the SROI
6. Reporting and using embedding

The engagement with stakeholders was influenced heavily (but not limited to) the 10 Impact Questions which are as follows:

1. What problem are we trying to solve?
2. What is our proposed solution to the problem?
3. Who experiences changes in their lives as a result of what you do?
4. What outcomes are (or likely to be) experienced?
5. How can we measure the amount of change to the outcomes?
6. How much change in each outcome has happened (or is likely to happen)?
7. How long do we need to measure the outcomes for?
8. What is the relative importance of the different changes in outcomes?
9. How much of the change in each outcome is caused by our activities?
10. Which changes matter and are important enough for us to manage?

The process was initiated by a workshop to discuss the SROI principles as they apply to the Doroob scholarship program. A thorough plan of data collection was then established to understand the perspectives of our stakeholders.

Substantial effort has gone into understanding what changes for our stakeholders, whether intended or unintended and guided our decision in concluding what is material. Understanding our social impact, assessing materiality, and finally valuing each outcome using a monetary value, has given us strong indication and direction for our services.

4 Limitation of the analysis

| Measure | Description | Possible Effects on SROI Outcomes | Response Method |
|----------|--|---|--|
| Outcomes | Our scholarship recipients' parents are extremely grateful for the Scholarship, and it is not easy for them to mention negative outcomes. This was not seen amongst the students themselves. | Not all Negative outcomes may be mentioned by the recipients. | Assuring the scholarship recipients and their parents that this study is not linked to the scholarship continuity. We also made our questionnaires filled anonymously to reduce the fear of mentioning negative outcomes. In the interviews we also assured every stakeholder that mentioning the negatives was beneficial to everyone and there would be no implications on the status of the scholarship. |

5 Literature Review

5.1 Contextualizing the Saudi Arabian Education System

The Saudi Arabian education system is divided into public and private institutions, provided from primary school through to university. Institutions at all academic levels rely extensively on an Islamic curriculum in addition to the math, sciences, computer, and social studies curricula.

As it currently stands, gifted education is inseparable from general education (Alamer, 2018). The challenges resulting from this can be categorised into:

- (1) a lack of giftedness-oriented teaching towards gifted students and
- (2) a lack of support system that recognises and advances gifted students based on their level of intelligence and skill (ibid.).

For (Alamer, 2018), the solution posited is not the separation of these two types of education (as per the importance of social interaction and cohesion). **Rather, it is important to develop programs that are integrated yet can still meet the social, intellectual, emotional, and creative needs of gifted students.**

5.2 Measuring Giftedness

The concept of giftedness, its definition, and its scale is a topic of debate (Aljughaiman and Ayoub, 2017). Each institution that specialises in gifted education is tasked with the identification of both a theoretical definition of giftedness as well as a procedural method of measuring it. These identifiers form the foundational differences amongst various intuitions and the services they provide.

According to (Aljughaiman and Ayoub, 2017), there are two main challenges in gifted education in Saudi Arabia. The first is that educators struggle to identify and support gifted students within the classroom. The second is that educators often associate giftedness with academic achievement, rather than focus on other indicators such as creativity, intelligence, and personality (ibid.). As a solution to the definitional deficit, the Ministry of Education has acknowledged a definition that goes beyond mental giftedness, and as such has encouraged the development of specialised programs across the country. However, as sponsored by the Saudi government, the programs are currently only accessible to Saudi nationals.

5.3 Scholarship Allocation throughout The Kingdom

The Saudi Arabian government provides a series of scholarships to its citizens. The scholarships (the Government Scholarship program and the King Abdullah program) are provided to students studying in local universities while the Custodian of the Two Holy Mosques Scholarship program is provided for students studying abroad. These scholarships are a heavy investment in higher education.

For Subotnik et al (2011), it is important to support giftedness at developmental stages. The potential of a gifted individual is a key variable that can determine success into adulthood (ibid.). A scholarship that intervenes and supports within this developmental stage proves beneficial and maximises the support a gifted child receives. While there are heavy investments made throughout the country on higher education, there is less prioritisation on secondary education.

6 Why use the Social Return on Investment Methodology?

Doroob believes in its potential of bridging the educational gap for gifted students in Saudi Arabia. It understands its role in its society as an institution capable of addressing the needs of gifted students within an educational framework that otherwise would not be met or needs all the support it can get.

The Social Return on Investment methodology, therefore, was chosen so that the Doroob scholarship program can be assessed accurately for its efficacy and social impact. The SROI methodology was adjudged to be the best fit for the goal of this project as it places heavy emphasis on engaging and listening to the stakeholders. The SROI and the principles it follows has reoriented the Doroob mindset to centre the stakeholder at the core of its services and be transparent in all its operations.

7 Stage 1: Establishing Scope and Identifying Stakeholders

The following section will address the scope of the project; the purpose of the SROI, who was involved in the research, the extent of their involvement, and the overall assessment of what will be included in the report analysis.

7.1 The Purpose of the SROI

The purpose of this evaluative SROI is to make evident the social impact of the Doroob Scholarships awarded in the years 2017 and 2018. Doroob Al Baraka Company Ltd is anticipating to better understand the impact of its **Giftedness** scholarship program to better serve its various stakeholders, especially by focusing on the experienced changes that they have identified, both intended and unintended.

Objectives:

1. Understand the degree of impact made in the beneficiaries' lives (community value).
2. Communicate with all involved parties for the provided community value.
3. Document the outcomes of partnerships with stakeholders.
4. Enhance stakeholder responsibility.
5. Improve communication with all related parties, including those who affect or are affected by the project.

7.2 Intended Audience of the SROI

Through establishing our social return on investment value, we aim to showcase to our intended audience the extent of the impact we can generate. It is important for us to meet the interest of our funders, our partnership schools, similar education-oriented NGOs, and of course potential scholarship recipients, with tangible evidence of our claims. We anticipate that the result of this report will further improve communication and understanding of the work we do.

7.3 Available Resources for Conducting SROI

The research for this analysis report has taken place between December 2018 to February 2019. With an additional adjustment period to address the assurance review of the report, the research and data collection continued from November to May 2020. The internal team collected data, and an external hiring was required for the analyses' calculations consultancy. EVS (Education Vital Signs) was also an external hiring required for an analysis on the efficacy of the school environment. This aided the internal team in establishing the scope and providing insight into the school experience.

Furthermore, a four-day intensive training course was undertaken by the internal team to better understand the principles of the SROI and how to meet them.

In addition to this, the team leader; Mrs. Solafa Batterjee (Doroob CEO), was also able to attend a certification course and the team had immensely improved their understanding of measuring impact via practice and available resources from Social Value International. We had also implemented a strategic decision that our projects and programs would all go through an evaluative SROI analysis. This has proved invaluable in enhancing our understanding of SROI for this report and improved our organization's operations immensely.

The below persons engaged in the development of the report and the table shows their responsibilities in the organization as well as in authoring this report:

| Name | Position at Doroob | Role in SROI Report Project |
|--|----------------------------------|---|
| Solafa Adel Batterjee | CEO | Project Leader |
| Yousef Atsh | Accountant | Financial Auditor |
| Qutadaa Abu Abida | Operations Manager (Former) | Contact Person with Stakeholders |
| Asma Ali | Operations Executive | Supervision Officer |
| Sondos Attar | Creative Communication Executive | Contact Person with Stakeholders |
| Hassan Al Hamid | Operations Manager (Current) | Assistant Project Leader, Report Writer |
| Jaidaa Althegah | Doroob Intern | Sociology Consultant, Report Writer |
| Eman Al Huraybi | Creative Communication Executive | Contact Person with Stakeholders |
| Frequency Marketing & Research Consultancy | | Focus Groups |

7.4 Scope (Activities and Duration)

The stakeholders that were approached create the total sum of 118, and are divided amongst parents, students, schools, and the training centres (YLC). We put in place a diversity protocol to ensure a wide spectrum in Gender, Age, Grade, Nationality, Number of Years in the Scholarship and Financial Standing with the result being: 9 stakeholders were interviewed (one-to-one), 80 were given questionnaires, and two focus groups (consisting of 16 stakeholders) were conducted. All focus groups and one one-to-one interviews were strongly guided by the 10 Impact Questions to ensure all bases were covered and there was no room for bias.

| Type of Engagement | Stakeholder | Number |
|---|---|--------|
| One on One Interviews (Conducted by Doroob Team) | Founders | 2 |
| | Students | 3 |
| | Parents | 3 |
| | YLC (21 st Century Skills Training Centre) | 1 |
| Focus Groups (Conducted by Independent Company) | Students | 8 |
| | Parents | 8 |
| Questionnaires (Prepared and shared by Doroob Team) | Students | 44 |
| | Parents | 36 |
| | Partner Schools Principals | 2 |
| | Partner Schools Supervisors | 8 |
| | Partner School Elementary & High School Heads | 2 |
| | Partner Schools Finance | 1 |

Scope of activity under assessment:

- Geographic scope: Saudi Arabia- Jeddah City
- Doroob Scholarship Activities: Academic Care, Leadership and 21st Century skills Programs

7.5 Developing the SROI Report

The following process was followed in developing the report:



7.6 Stakeholder Engagement in Pictures



Figure 1: Parents Focus Group



Figure 2: Students Focus Group

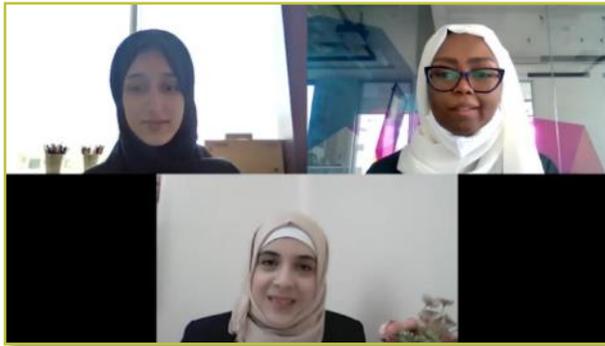


Figure 3: Parent One-On-One Interview



Figure 4: Student One-On-One Interview



Figure 5: Parent One-On-One Interview



Figure 6: Student One-On-One Interview

7.7 Identifying Stakeholders

To identify stakeholders, an initial internal meeting was held to discuss and draw a list of potential beneficiaries. The list was decided upon based on a reference of potential outcomes, whether positive or negative changes.

The stakeholders in the initial list were then approached and asked to assist the internal team in addressing which stakeholders were material. Through a series of interviews⁴, we began with the prompt “who do we affect?” and as result we were able to draw rationales for each stakeholder’s inclusion (or exclusion) for the final report analysis. Table 1.3 showcases the results of this process.

The primary beneficiaries of our program were thus determined both by us and the stakeholders to be the scholarship recipients and their parents. They experience the most direct change and are thus the main concern for understanding our social impact. Throughout the interviews they were asked about any personal experience that had resulted from the scholarship program, whether positive or negative. Based on their answers and their valuations of the outcomes (discussed in Stage 2), they were considered material.

The secondary beneficiaries of the program are the founders, the partnership schools, and the 21st Century Skills Centre. Representatives from each of these stakeholders were approached and interviewed on their personal experience, and through assessment of what has changed for them (also discussed in Stage 2), these stakeholders were concluded to be material.

There are also other stakeholders (siblings, school members, and volunteers) that were either mentioned by other stakeholders or who were expected to have experienced change, however upon assessment, they were not considered to have experienced a material change significant enough to include in the final calculation. This is addressed in table 1.3.

7.8 Involving stakeholders

| Stakeholder | Consulted | Description | Materiality |
|----------------------------------|-----------|---|--------------|
| Scholarship Students | 44 | The students are the direct recipients of the program and are considered the primary beneficiary due to experienced changes in their reference to their education, and social/emotional wellbeing. | Material |
| Parents of Scholarship Students | 36 | The parents of scholarship students had addressed a relief in financial burden and better support for their gifted children. | Material |
| Founders/Donors | 2 | The founders/donors of the program experience change as their endowment vision is fulfilled satisfactorily and this report measures the outcomes of their initiative. | Not Material |
| Siblings of Scholarship Students | N/A | Both scholarship students and parents had mentioned an improved family dynamic amongst siblings. However, they were not considered material due to their experience being always contingent upon the experience of direct scholarship recipients. | Not Material |

| | | | |
|--|----|---|---|
| Partnership Schools | 2 | The partnership schools provide the environment that allows gifted students to succeed. This in turn raises the profile of the school and guarantees consistent yearly revenue from the placement of scholars | Material but not included due to them being a resource, not a stakeholder to measure an outcome for |
| Partnership School Principles/Supervisors/ Finance/Grade heads | 13 | The principles, supervisors, and heads of partner schools were not considered material as their insights proved to be relevant to the environment of the school itself, rather than individual-level change. | Not Material |
| 21st Century Skills Training Centre | 1 | The skills training centre facilitates the extra support for nurturing students and is a pillar of the scholarship program. However, we did not focus on what changes for them since they are a 3 rd party service provider. | Not Material |

Below are some stakeholders on who are most important to be considered in the study:

"Us. The parents of gifted students. Nobody else was supportive, and no one previously took special attention to our kids."

"My child's father because he was the one who's financial burdens have been reduced."

7.9 Other Stakeholder Groups

No other stakeholder subgroups were determined to have experienced other outcomes that could be deemed as consequential or had an influence in the outcomes of this SROI report.

7.10 Case Studies

This section addresses two case studies that have been taken from one-to-one interviews. While all the interviews have been used to extrapolate outcomes from, the extracts below are being used to showcase complete stories. This is to provide an overview of the impact made within the interpersonal dynamics of the families and how the Doroob Scholarship helps nurture giftedness.

First Case Study - Safaa, Mother

My name is Safaa, and I have three children, two of whom are in the Doroob scholarship program. They were enrolled in 2017. This scholarship program is such a fantastic opportunity for us since we are not Saudi, and we could not afford to enrol our children in private or international schools.

We learned about Doroob Scholarships and decided to enrol. After the recruitment process, my sons proved to be highly gifted students and were awarded scholarships at Dar Al Thikr School.

The difference between the education before and after joining the Scholarship is noticeably clear to us. The previous schools were not as attentive to my boys, and when they would achieve remarkable things, they would be told 'you have not achieved something new.'

At Dar Al Thikr (Doroob Partner School), my children feel completely supported and encouraged. They have become confident in who they are and what they can achieve. In fact, they are continuing to improve and grow all the time. Seeing them being awarded and learning so many new things has inspired me to go take courses myself so I can better improve on myself, alongside my children too. My third child is also constantly being encouraged to do better, just by the way his brothers are at home. There are many people around us (family and friends) who see what we have and want the same for themselves which makes us consider ourselves incredibly lucky for this opportunity.

Regarding the negatives we have experienced, the first was that we have had to move to be closer to the school. Since Saudi Arabia does not have public transportation, we had to rely on picking up the kids from school by taxi. Their father also must travel long distances to be able to take them to and from school. The other negative is the social aspect. Since my family is in another city and I cannot be away from the boys for too long as they complete their clubs and their projects, we see people less. I guess my children are always working. But these sacrifices are important to us because we prioritize their education.

Second Case Study - Dania, Mother

My name is Dania and I have a daughter enrolled in the Doroob Scholarship program. My daughter was enrolled in 2017 and she was the first girl to be accepted in the scholarship in Saudi Arabia.

We were extremely excited for this opportunity, and it made us immensely proud of our daughter to be a part of the program. Within her school, she has been given a lot of attention by the school staff. Even within her first year there, she was asked to give a recitation of the Quran at graduation, and this brought tears to my eyes. I was so proud of her. In terms of the other people who were impacted by the scholarship program, for sure I believe her father was impacted. There was great financial relief for him to be able to send our daughter to Waad Academy.

The greatest thing, alongside all her awards and her achievements, is that she has become particularly good at English. At her previous school, she was very good at Arabic, but now that has changed to English being her stronger language. We appreciate it because she can also teach her younger siblings. We really feel like we belong to Doroob as a family, we cannot imagine what would happen to our daughter if she did not have the resources that she does now to grow. We can see a difference between how she was previously, to how she is now with all the support. She is much more confident and happier now at her school.

In terms of the negatives, is that it was not like this at first. It was difficult for her to adjust because while the school staff were really encouraging of her, she found it difficult to be friends with her classmates. They had previously known each other, so it was not easy for her. She used to come crying after school and I would cry in turn, thinking "why did I do this to her?" and I almost took her out of the scholarship. But after giving some effort, she made friends and now even when we ask her if she wants to leave the school, she completely resists the idea. She sees the difference for herself and says she cannot imagine being anywhere else. The downside is that sometimes her siblings are jealous of her because they are not getting the same opportunities of study, school trips, or clubs. However, we manage the situation, and they all continue to challenge each other to do better in school.

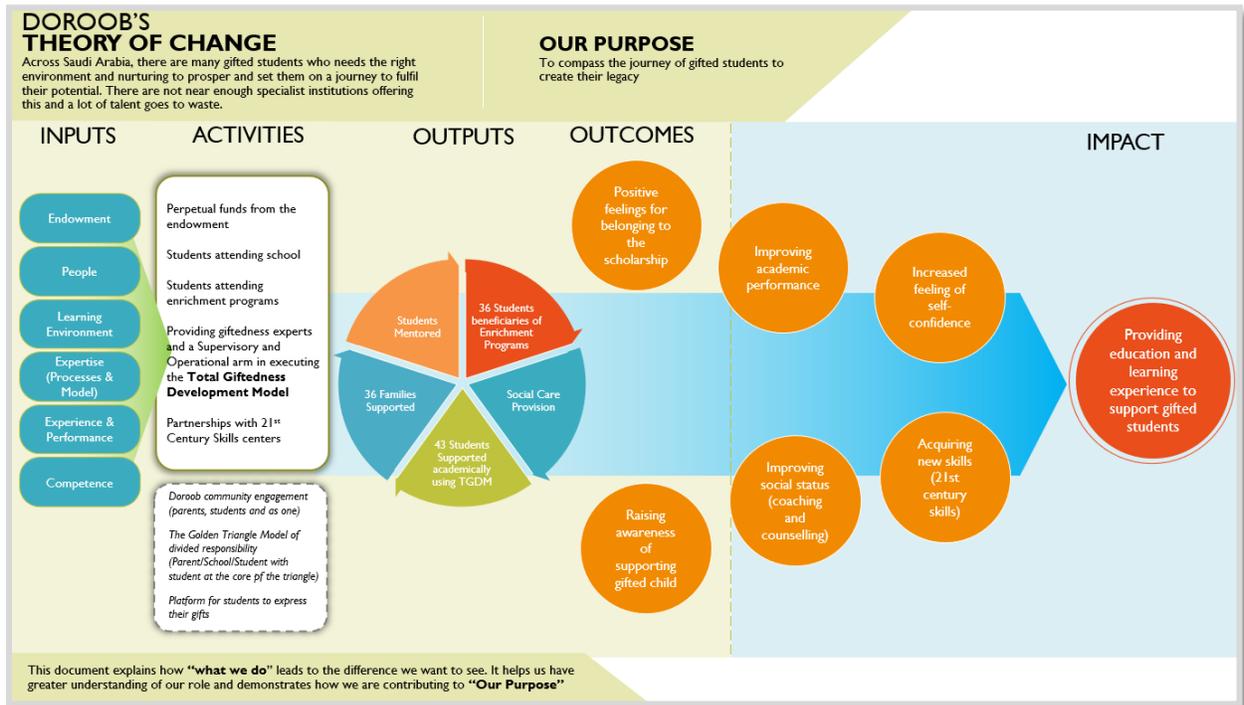
8 Stage 2: Mapping Outcomes

8.1 Theory of Change

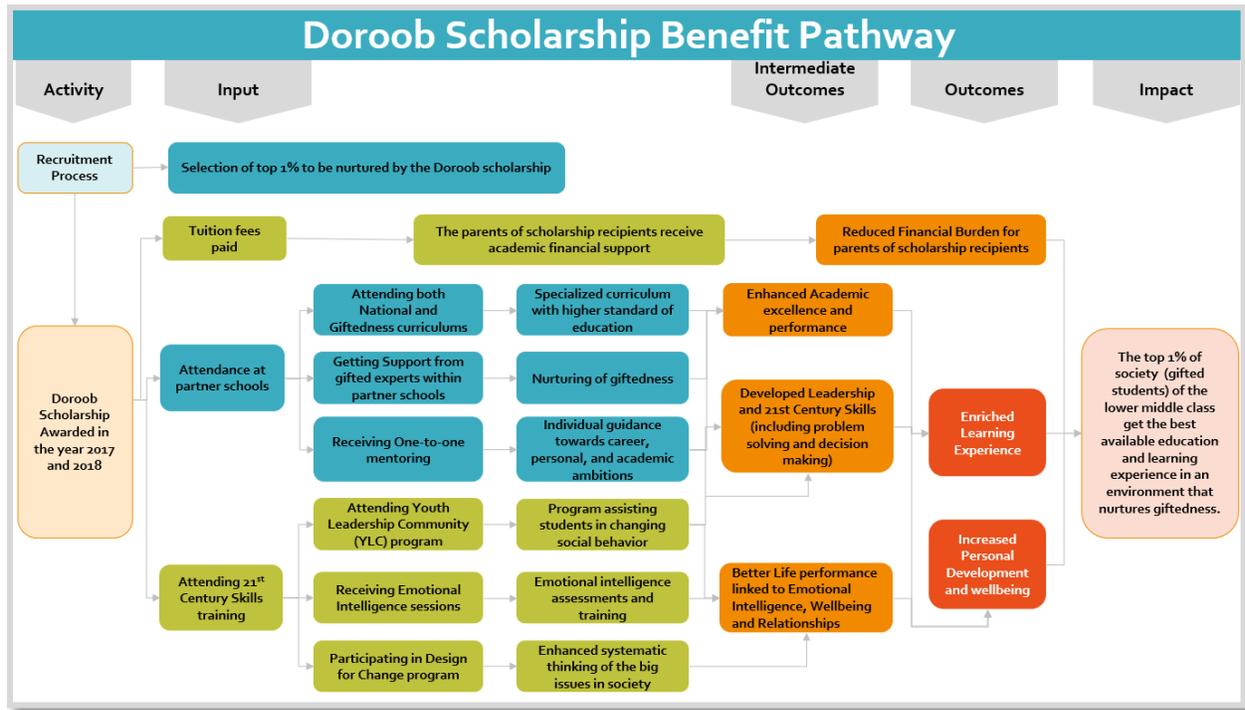
The aim of the scholarship is to provide the top 1% of gifted students in the lower middle class with the best available education and learning experience in an environment that nurtures their giftedness. The scholarship is based on two pillars, the first of which is selecting the most suitable candidates for the program and the second, is the TGDM model. Both have an impact on the outcomes (addressed in sections 2.2 and 2.3). The Theory of Change will focus on the primary beneficiaries (scholarship recipients and their parents) and the major outcomes that affect them directly or indirectly. Following this, we will address the intended or unintended changes that have occurred for other stakeholder groups. However, it focuses on the most fundamental outcomes as outlined by them.

8.2 Change Map

In our discussions with our stakeholders, the below Theory of Change was what we had envisaged the Doroob scholarship strives to offer, achieve, and create impact on and what was shared with them.



However, after discussions with them, we refined it to the one shown below which is what we believe is now our theory of change based on how our stakeholders see us.



8.3 Inputs, Outputs, Outcomes

To accurately understand and represent what changes, the following section will address each input, output, and outcome as it pertains to the stakeholder. To reference each change, commentary evidence has been extrapolated from the interviews, questionnaires, and focus group. After the outcomes were analysed and categorised, a secondary questionnaire was sent out to all stakeholders to verify and scale the importance of each outcome. This gave us better understanding of how valued each outcome is by the stakeholder and whether the change is significant enough to be considered material.

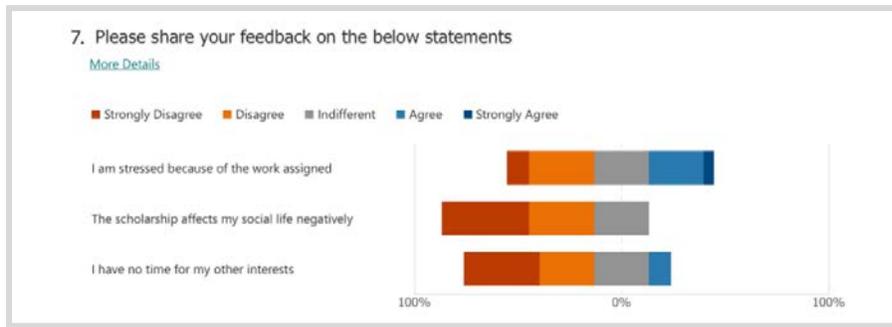
Outcomes Based on Scholarship Recipients

| | Input | Output | Outcome – First Phase |
|------------------------------|---|--|--|
| Scholarship Recipient | Attendance at partner school, 21 st Century Skills and Emotional Intelligence programs | Scholarship recipients enter a new learning environment with tailored gifted education | Appreciation of new school |
| | | | Appreciation for academic study and success |
| | | | Supportive teachers |
| | | | Environment to excel in |
| | | | New energy placed on new projects and school clubs |
| | | | Increased Self Confidence |
| | | | Increased skills through training programs |
| | | | <i>*High stress work</i> |
| | | | <i>*Less time for other activities</i> |

**Indicate negative changes experienced*

The negative outcomes above were mentioned by a small minority of students but could not be confirmed in our verification and were thus disregarded in the final calculation as evidenced below in our

Verification Questionnaire. Upon further follow up the negative outcomes did not have any effect on the scholarship performance as the students expect to be challenged more than in the standard curriculum.



Scholarship recipients' Comments

"Ever since entering the scholarship we have been growing our skills and thankfully until today, there has not been a single class I have not attended with my mentors."

"Aside from my awards and my achievements, most of all I think it has been my personality changes. I didn't expect that even in high school my CV has so many courses, better than what most people who are graduating college with have."

"First of all, the academic changes. Second, the financial. Third, the environment: the classes, the school. I used to go to a public school, so I can really tell the difference. The changes that happen to me have a ripple effect on my parents."

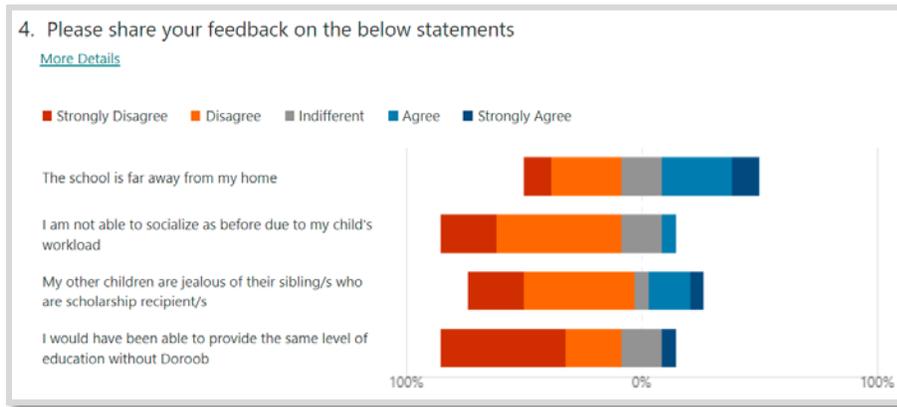
"We have changed environments completely. This school has more things going on that previously weren't there. People treat each other differently here. Everyone communicates in this school, the students especially. Everyone gives their opinion, and they help each other out. Especially the schools staff as well."

Outcomes Based on Parents of Scholarship Recipients

| | Input | Output | Outcomes – First Phase |
|-----------------------------------|------------------------------------|--|--|
| Parents of scholarship recipients | School fees are provided by Doroob | Children's education secured within partner school | Decreased financial burden |
| | | | Supporting parents in dealing with giftedness |
| | | | Siblings' dynamic becomes supportive of each other |
| | | | *Travelling long distances to school |
| | | | *Socialising less with friends and family |

**Indicate negative changes experienced*

The negative outcomes were mentioned by parents but could not be confirmed in our verification and were thus disregarded in the final calculation as the below table as most disagreed with the negatives mentioned by a very low minority. Upon further follow up the negative outcomes did not have any effect on the scholarship performance and the parents were unconditionally willing to ensure their children got the education they deserve.



Parents of Scholarship Recipients' Comments

"Nobody else was supportive, and no one previously took special attention to our kids. They would be told that you have not achieved anything. [With the scholarship] They now have the opportunity to show themselves and be understood as a result. This scholarship is their saviour, it helps them to want to do better always."

"You cannot imagine my joy. It [scholarship] changed so much in our lives, it was such a wonderful thing that happened to us. And we are so proud to say, 'we are with Doroob' and 'we are with Waad Academy.' It's great."

"As soon as he entered the scholarship, he was given many awards and I loved that he finally had something to put all of his energy onto."

"You know what became difficult however, is the social aspect. When my kids have a project or a course, I cannot leave them alone and go away for extended periods during the day."

8.4 Validating The Outcomes

After listing the outcomes as defined by the stakeholders via a combination of questionnaires, focus groups and one on one interviews, we set out to confirm the outcomes using a 5-scale system starting with **"Strongly Disagree"** to **"Strongly Agree"** through questionnaires. The stakeholders in this case were asked to verify the outcomes they had mentioned previously. The question posited was "how strongly do you agree with the importance of this particular outcome?" Below is a sample of the questionnaire (and the full sample in the Appendix 3 and 4).

9. Please share your feedback on the below statement on 21st Century Skills *

| | Strongly Disagree | Disagree | Indifferent | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My communication skills have improved | <input type="radio"/> |
| My leadership skills have improved | <input type="radio"/> |
| I am more emotionally intelligent and aware of myself | <input type="radio"/> |
| I am better at making decisions | <input type="radio"/> |
| I am better at solving problems | <input type="radio"/> |
| I can plan for my future | <input type="radio"/> |
| I am more confident | <input type="radio"/> |
| I have gained other 21st Century Skills | <input type="radio"/> |

**Sample Students Outcome Verification Questionnaire*

3. Please share your feedback on the below statements *

| | Strongly Disagree | Disagree | Indifferent | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I feel like a financial burden has been lifted | <input type="radio"/> |
| I feel like I am being supported in dealing with giftedness | <input type="radio"/> |
| I can see a difference in my child's academic success | <input type="radio"/> |
| My child has gained new skills through the training program | <input type="radio"/> |
| My child is more confident in his abilities | <input type="radio"/> |
| I can see a difference in my child's decision making | <input type="radio"/> |
| I can see a difference in my child's personal awareness | <input type="radio"/> |
| My child feels he/she can now plan for the future with confidence | <input type="radio"/> |

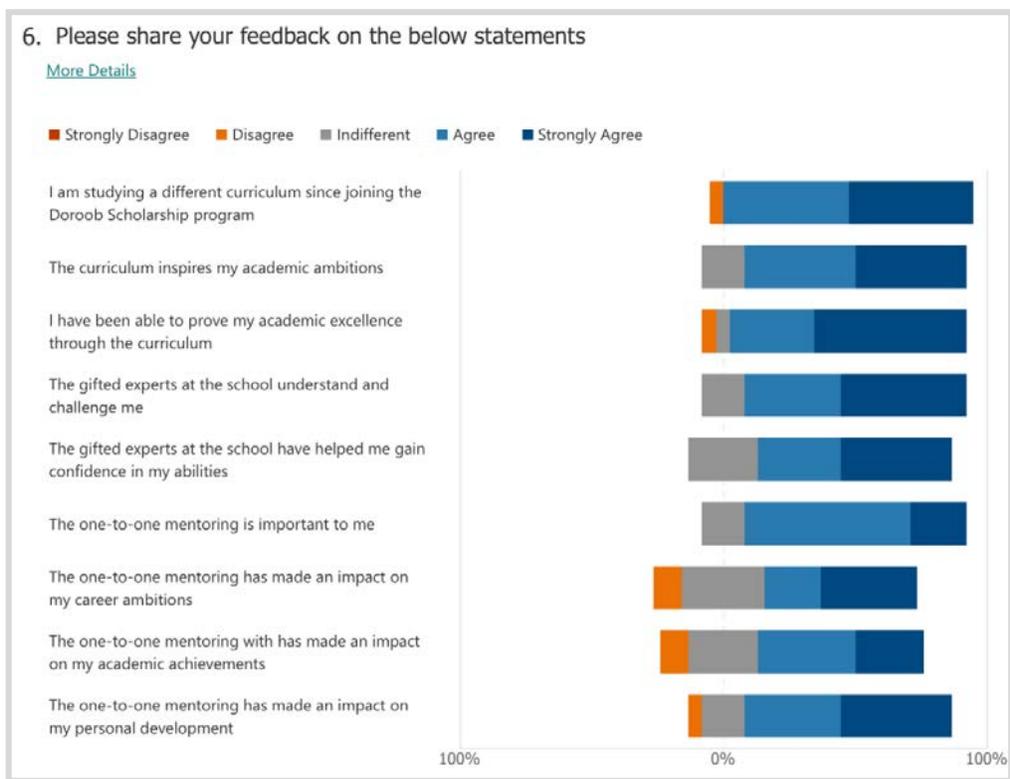
**Sample Parents Outcome Verification Questionnaire*

After the outcomes were verified and confirmed by the stakeholders, it was clear what mattered to most. We understand that there are so many outcomes that can be described but the most important part was determining whether some outcomes could be combined into a single, more powerful outcome without risk of repeating or dismissing some outcomes.

One of the items we considered as a powerful outcome was that the Doroob Scholarship is based on nurturing gifted students who need a challenging and more customized method of learning and the below verifies that our wholesome programs and curriculum has a positive effect on the students where we notice overwhelming agreement to outcomes that were mentioned either in interviews or focus groups with overwhelming agreement that was combined as the outcome **Enhanced Academic Excellence and Performance**.

This was enhanced by the scholarship recipients' indication that the different curriculum, the school environment, the teachers specialized in dealing with gifted students and the mentorship programs were strongly linked to their academic excellence and even beyond.

Below charts shows their strong agreement to this and supports the fact that the Doroob Scholarship does nurture their giftedness, according to the scholarship recipients and their parents.

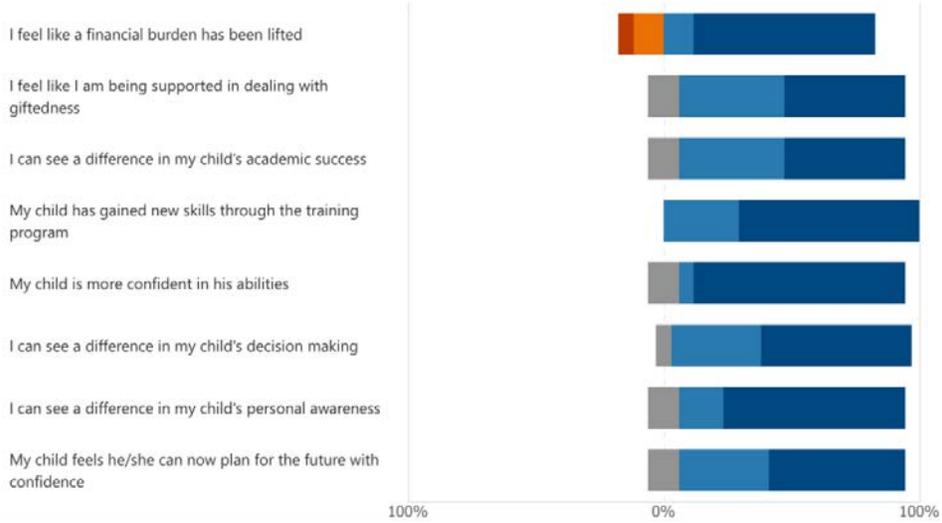


** Student Responses - Agree and Strongly Agree are considered as confirmation of the outcome*

3. Please share your feedback on the below statements

[More Details](#)

■ Strongly Disagree
 ■ Disagree
 ■ Indifferent
 ■ Agree
 ■ Strongly Agree

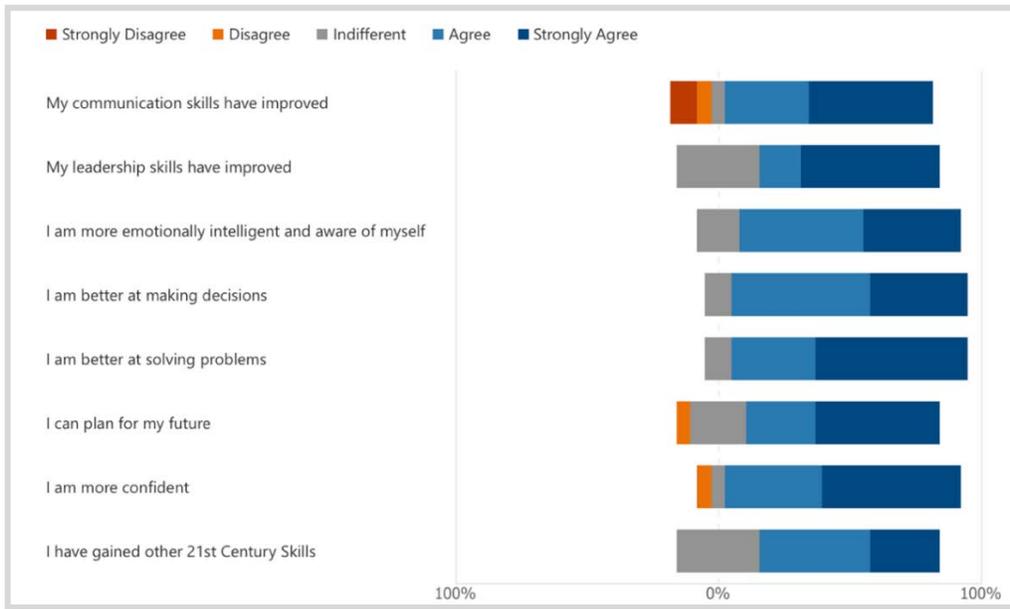


** Parents Responses - Agree and Strongly Agree are considered as confirmation of the outcome*

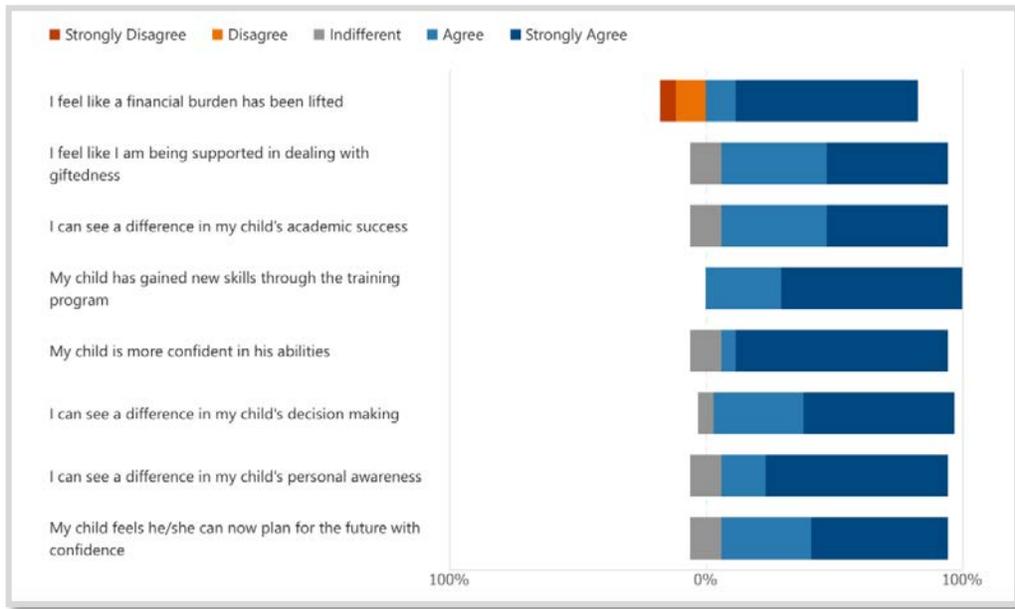
In the final outcomes and the Theory of Change the below was split into two and described as

1. **Developed Leadership and 21st Century skills (including problem solving)** related to skills
2. **Better Life Performance linked to Emotional Intelligence, Wellbeing and Relationships** for the more abstract outcomes such as confidence and our scholars being more aware of themselves.

The parents of the scholarship recipients also confirmed the outcomes settled upon.



** Student Responses - Agree and Strongly Agree are considered as confirmation of the outcome*



* Parents Responses - Agree and Strongly Agree are considered as confirmation of the outcome

After several discussions, and following stakeholders' feedback, we agreed on our final list of outcomes as listed below:

| Who Changes? | Impact of Doroob Scholarship |
|-----------------------------------|---|
| Scholarship Recipients | Enhanced Academic Excellence and Performance |
| | Developed Leadership and 21st Century Skills (including problem solving, decision making) |
| | Better Life Performance linked to Emotional Intelligence, Wellbeing and Relationships |
| Parents of Scholarship Recipients | Reduced Financial Burden |

9 Stage 3: Evidencing Outcomes & Valuation

9.1 Evidencing Outcomes

Outcome 1: Scholarship Recipients

Enhanced Academic Excellence and Performance

The scholarship recipients have had an improvement in their academic performances due to a specialized environment and curriculum that focuses on Giftedness. The below chart shows the percentages of agreement or disagreement for the outcome based on a questionnaire sent to students to confirm the outcomes almost 90% agreement on the outcome.



* Students Responses - Agree and Strongly Agree are considered as confirmation of the outcome

The parents of the scholarship recipients were also asked if they could see a difference in their children's' academic success to confirm the outcome from all stakeholders included in this study. The majority agreed, a minority were indifferent, and none disagreed.



* Parents Responses - Agree and Strongly Agree are considered as confirmation of the outcome

Outcome 2: Scholarship Recipients

Developed Leadership and 21st Century Skills (including problem solving, decision making)

The scholarship recipients have shown an improvement in their skills that includes problem solving and decision making due to the specialized programs and mentorships they undertake to nurture their giftedness. The programs focus on individuals and each one is monitored and challenged to achieve his/her potential. The below chart shows the percentages of agreement or disagreement for the outcome based on a questionnaire sent to students to confirm the outcomes with 90% agreement on the outcome.



* Students Responses - Agree and Strongly Agree are considered as confirmation of the outcome

The parents of the scholarship recipients were also asked if they could see a difference in their children's' skills, problem solving and decision making. All agreed there was a positive impact.



* Parents Responses - Agree and Strongly Agree are considered as confirmation of the outcome

Outcome 3: Scholarship Recipients

Better Life Performance linked to Emotional Intelligence, Wellbeing and Relationships

The below chart shows the percentages of agreement or disagreement for the outcome based on a questionnaire sent to students to confirm the outcomes with 84 % agreement on the outcome.



* Students Responses - Agree and Strongly Agree are considered as confirmation of the outcome

The parents of the scholarship recipients were also asked if they could see a difference in their children's wellbeing and if they now had improved relationships. The majority agreed, a minority were indifferent, and none disagreed.



* Parents Responses - Agree and Strongly Agree are considered as confirmation of the outcome

Outcome 4: Parents of Scholarship Recipients

Reduced Financial Burden

The below chart shows the percentages of agreement or disagreement for the outcome based on a questionnaire sent to parents to confirm the outcomes with 83 % agreement on the outcome.



* Parents Responses - Agree and Strongly Agree are considered as confirmation of the outcome

9.2 Valuation Method

After all the four outcomes were overwhelmingly agreed upon and confirmed by the principal stakeholders, we sent a final questionnaire that would establish the **Weighting, Ranking** and finally **Attribution** of the outcomes to the Doroob Scholarship. This also involved establishing the relative importance of each outcome when compared to the others so that we could later use it in our valuation of each outcome using the Anchoring method. However, after consideration and discussions on the best way to value the outcomes consistently and more accurately owing to their wide scope, we settled on the revealed preference method using proxies from the market relative to each outcome.

This was a very interesting exercise, and we were pleasantly surprised that our major stakeholders (*scholarship recipients and their parents*) understood the scholarship vision in ways we could not have fathomed had we not gone through this. We understood what they valued more above all and their honesty in this was assured by the team calling the stakeholders who received the questionnaire to explain the importance of the questionnaire and the need for further reflection on the outcomes and absolute honesty required in their feedback.

We also used the average numbers for each outcome to ensure we reflected the big picture values that portrays the feelings of our stakeholders as a group and paints a true picture of their feedback.

9.3 Valuation

Primarily, there are no Industry based ratios for Impact calculation in Saudi Arabia and thus no benchmarking can be done at this point. Therefore, the basis for valuation in this report is the stakeholders' opinions and what we deemed as the closest comparison to what we offer as a scholarship program and related to the outcomes.

The revealed preferences proxies used are described below and their references are included in the Value map:

| Outcome | Proxies | Description | Rationale |
|---|--|--|--|
| The student is excelling her/his academic performance | Mawhiba | A government funded initiative to support Gifted Saudi students within very specific schools using programs that nurture students to excel in academics and sciences and runs as a scholarship. It was active from 2009 – 2019 which is within this report’s duration and is the best comparison to the Scholarship. The amount used in the Value Map as a proxy are actual amounts Mawhiba paid to a participating school in the program. | The closest program matching the Doroob Scholarship program and active during the reporting period. |
| The student developed leadership skills and 21st century skills including problem solving and decision making | 21 st Century Skills Centers | A combination of 21 st Skills centers that offer programs ranging from STEM, Math Competitions to Public Speaking. The centers references are included in the value map. | Offers programs most relevant to the Doroob programs and actively applied in Saudi Arabia during the reporting period. |
| The student has a better life performance linked to emotional intelligence, well-being, relationships | Counselling and Emotional Intelligence Centers | Well known centers in Saudi Arabia that offer a wide range of counselling services and emotional intelligence training. All included organizations have tailored services for both children and adults. | All offers services that are close to what the Scholarship offers and could be used as a resource for the Scholarship as well. |
| Family's Financial burden is reduced | Mawhiba | The average cost Mawhiba (a government initiative on supporting Giftedness) pays to schools in the program for their Scholarships. Figures are received from actual invoices sent to Mawhiba by a participating school | Directly related to what Mawhiba “pays” for its scholarships. |

** Students Responses - Agree and Strongly Agree are considered as confirmation of the outcome*

Using the anchoring method, the impact would have been of higher ratio but probably not as accurate as the revealed preference with the difference being almost a dollar (1:3.5 using the Anchoring methods versus 1:2.81 using the revealed preference).

10 Stage 4: Establishing Impact

10.1 Causality of Outcomes

In Saudi Arabia, there is a lack of a robust system for educating gifted students in a customized curriculum that nurtures their gifts. This is also one of the reasons there is no data on performance levels (Mawhiba, a government giftedness program works on giftedness but there are no published references). However, this seems to be taking hold now with Mawhiba at the forefront; but was even less known back in 2017.

Therefore, this has given us higher attribution and zero displacement since all our students at that time did not have the opportunity to study in specialized giftedness environments, model, and curriculum. We are also seeing that the impact of the scholarship is beyond academic and that the parents of the scholarship recipients put the least importance in reduced financial burden. All our calculations are based

on what our main stakeholders ascribe to and how they put a value to the impact factors. We have also included some factors that they are not privy to in the attribution of the outcomes to create a more transparent outcome.

The key outcome is that without the scholarship, the outcomes listed would, in the main, not have been achieved starting from recognizing the recipients' giftedness and undergoing the scholarship model in an environment conducive for their specialized education.

10.2 Duration of Outcomes

In education, the standard we attribute to is 1 year for the outcomes to last. This refers mostly to academic outcomes and in this case, also, the financial aspect. However, there are outcomes that are more sustainable, and this includes skills such as problem solving, decision making and emotional intelligence which last longer. The scholarship recipients have confirmed this in interviews we had with them. Below table shows the duration of outcomes used in this report to calculate the value of the outcomes:

| Outcomes | Duration of Outcomes |
|---|----------------------|
| The student is excelling her/his academic performance | 2 years |
| The student developed leadership skills and 21st Century Skills including problem solving and decision making | 3 years |
| The student has a better life performance linked to emotional intelligence, well-being, relationships | 5 years |
| Family's Financial burden is reduced | 2 years |

10.3 Deadweight

| Outcomes | Deadweight % | Rationale |
|---|--------------|--|
| The student is excelling her/his academic performance | 6% | 6% of parents said they could offer the same level of education without Doroob |
| The student developed leadership skills and 21st Century Skills including problem solving and decision making | 0% | The normal curriculum does not offer specialized 21 st Century skills, problem solving, decision making, or mentoring |
| The student has a better life performance linked to emotional intelligence, well-being, relationships | 0% | The Doroob scholarship programs offers programs not available in normal schools such as Emotional Intelligence programs for both recipients and their parents as and the overall attention to nurturing giftedness as well as financial aspects improves the overall wellbeing of the students |
| Family's Financial burden is reduced | 8% | The value is based on the Valuation questionnaire whereby only 8% of parents mentioned Doroob had a 91.9% role in reducing their financial burden during the reporting period. |

10.4 Displacement

| Outcomes | Displacement % | Rationale |
|---|----------------|---|
| The student is excelling her/his academic performance | 0% | The Doroob Scholarship ensures it selects only Gifted students and nurture them through a specialized model which is not offered at all in other school |
| The student developed leadership skills and 21st Century Skills including problem solving and decision making | 0% | |
| The student has a better life performance linked to emotional intelligence, well-being, relationships | 0% | |
| Family's Financial burden is reduced | 0% | |

10.5 Attribution

| Outcomes | Attribution % | Rationale |
|---|---------------|--|
| The student is excelling her/his academic performance | 5% | Only 5% of parents said they could have offered the same kind of education that would allow their children to achieve the same levels of performance |
| The student developed leadership skills and 21st Century Skills including problem solving and decision making | 16% | The normal curriculum does not offer specialized 21 st Century skills, problem solving, decision making, or mentoring |
| The student has a better life performance linked to emotional intelligence, well-being, relationships | 18% | The Doroob scholarship programs offers programs not available in normal schools such as Emotional Intelligence programs for both recipients and their parents as and the overall attention to nurturing giftedness as well as financial aspects improves the overall wellbeing of the students |
| Family's Financial burden is reduced | 9% | Parents of scholarship recipients attributed 91% to Doroob Scholarship for the reduction of their financial burden. |

10.6 Drop Off

| Outcomes | Dropoff % | Rationale |
|---|-----------|--|
| The student is excelling her/his academic performance | 50% | The drop-off is calculated as a standard 50% for every year as the scholarship recipients continue to learn and grow. For the financial aspect, we have also attributed this only for the duration of the report (2 years) |
| The student developed leadership skills and 21st Century Skills including problem solving and decision making | 50% | |
| The student has a better life performance linked to emotional intelligence, well-being, relationships | 50% | |
| Family's Financial burden is reduced | 50% | |

10.7 Sensitivity Analysis

The valuation was based purely on how the material stakeholders ranked and weighed the outcomes and not by how much they thought it would cost. In terms of the how much value they put to each outcome; this was not asked since we had financial records of actual amounts spent. We believe this gave a more accurate indication when monetizing the outcomes.

Our displacement analysis also starts with the baseline of specialized Giftedness education and how it differs from the normal curriculum thus the opinion of a completely new direction in our stakeholders' opinions. They still would have had an education but NOT a specialized education dealing in their giftedness. However, it is difficult to judge what would have happened anyway in this case and thus the decision to stick with the stakeholders' opinions as they were in the situation, and they know best what their situation was and how it changed after enrolling in the Scholarship.

However, there is a chance that had we had a scenario whereby the scholarship recipients determined the monetary value of each outcome, the results would have been different. Apparently, the least valued outcome had the lowest cost to the Scholarship finances. The scholarship recipients may have still given it a much higher value based on our conversations with them. This may have skewed the monetary value of each outcome thus our professional judgement to value using revealed preferences of what could be deemed as closest available resources in the market.

The scholarship recipients also mentioned that some of the outcomes are lifetime skills, but we had to put a cap on the number of years to show in the duration of outcomes simply because they may use other skills as they continue to gain more knowledge in the program.

The attribution factor is also a key element in outcomes valuation as the values shown include stakeholders' opinions as well as information only the Scholarship has.

Any change in the above factors may have altered the final impact valuation but we fully believe in considering all factors, then using our experience in the field and professional judgement to come up with more accurate valuations in our opinion with the range in our opinion varying by up to ±1 Saudi Riyal for every Riyal we spend as evidenced in using two valuation methods.

11 Stage 5: Calculating SROI

The social return is expressed as a ratio of present value divided by value of inputs. For this analysis, the social return ration in Saudi Arabian Riyals is therefore:

$$\frac{\text{Total Present Value (PV)}}{\text{Total Inputs}} = \frac{7,001,870.44}{2,492,406.00} = 2.81$$

This is the normal way of presenting social return and the overall figure produced by this analysis. **This means that this analysis estimates that for every Saudi riyal invested in the Doroob Scholarship activities there is SAR 2.81 of social value created.**

11.1 Value of Outcomes

| Stage 1 | Stage 2 | | Stage 3 | | Stage 4 |
|---------------------------------------|--|---|--|-----------------------|---------------------|
| Who? How many? Stakeholders | At what cost? Inputs | What changes? Outcomes | Valuation approach (monetary) | Monetary valuation | Materiality |
| Scholarship Students 44 | Funds dedicated for academic care 2,210,166.00 | The student is excelling her/his academic performance | The average cost Mawhiba (a government initiative on supporting Giftedness) pays to schools in the program for their programs. Figures are received from actual invoices sent to Mawhiba by a participating school www.bricks4kidz.com http://www.kangarooksa.com/ | 47,855.00 | 1,880,318.66 |
| Scholarship Students 44 | Funds dedicated for enrichment programs 97,023.00 | The student developed leadership skills and 21st century skills including problem solving and decision making | https://www.toastmasters.org/Find-a-Club/06962303-saudia-toastmasters-club http://www.toastmasters.org/Find-a-Club/5305878-jeddah-superiority-club https://www.6seconds.org/tools/sei/sei-yv https://actcare.com.sa/ | 17,518.00 | 647,465.28 |
| Scholarship Students 44 | Labor hours and Funds Dedicated for Operations Cost 185,217.00 | The student has a better life performance linked to emotional intelligence, well-being, relationships | https://www.getsmart.sa/ https://www.linkedin.com/showcase/ignitecenters/ | 14,200.00 | 512,336.00 |
| Parents of Scholarship Students 36 | Total Funds Dedicated for Scholarship (Funds dedicated for Academic Care) | Family's Financial burden is reduced | The average cost Mawhiba (a government initiative on supporting Giftedness) pays to schools in the program for their programs. Figures are received from actual invoices sent to Mawhiba by a participating school | 47,855.00 | 1,440,743.69 |
| <u>2,492,406.00</u> | | | | | <u>4,480,863.63</u> |

11.2 Social Return Rate

| | Calculating Social Return | | | | | | |
|---|---------------------------|--------------|--------------|-------------|-----------|-----------|---------------------|
| | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| Total | 4,480,863.63 | 4,480,863.63 | 2,240,431.81 | 2,89,950.32 | 64,042.00 | 32,021.00 | 0.00 |
| Present value of each year | 4,480,863.63 | 2,164,668.42 | 270,671.73 | 57,762.21 | 27904.45 | 0.00 | |
| Total Present Value (PV) | | | | | | | 7,001,870.44 |
| Net Present Value (PV minus the investment) | | | | | | | 4,509,464.44 |
| Social Return (Value per amount invested) | | | | | | | 2.81 |

11.3 Verification

The verification was conducted via group sessions with one held for the Scholarship recipients and the other for the parents of the scholarship recipients. Both were unanimous in their confirmation of the numbers used, except for the Attribution of excellence in academic performance whereby some felt Doroob attribution must be higher, whereas others felt we needed to attribute the school more. However, the school is a part of the scholarship program and its attribution is within the program itself.



The items verified were:

- Outcomes
- Displacement
- Deadweight
- Attribution

We also dug deeper into reasons why they felt the outcomes and values were reflective of the Scholarship program with an open session for recommendations on what we can do better to enhance the performance of the program.

12 Stage 5: Reporting and Using Embedding

12.1 Reporting

This report will be used to enhance the quality of the Doroob Scholarship and will be shared with primarily, the donors or funders of the program.

It will also be shared with all the stakeholders mentioned in the report before being published as a public reference in supporting giftedness.

12.2 Embedding

The process of developing this report has been very fruitful in validating the Doroob Scholarship program as well as hearing from the stakeholders' opinions on improving it. Below are some of the key learnings and suggestions discovered or recommended:

1. Girls at Waad Academy need to have a more consistent experience as the boys.
2. Mentorship program should include even more scholars, and include the girls as well
3. Doroob should give its scholarship recipients opportunities for volunteering and providing community service to learn the concept of giving, and not just working on themselves

4. The need to understand stakeholders in the extremes of the feedback spectrum to get their thoughts and learn more about how we can be agile in our actions and ensure all opinions are heavily considered
5. Encourage the scholarship recipient to be more open in sharing their thoughts, ideas and organizing events for such programs

The report will also be a major resource for the Doroob management and Operations team on extracting insights to creating an even better scholarship program for our stakeholders.

The report will also help us understand how to streamline our programs in the future and if necessary, how to increase funding to expand the program.

In regard to the former, we have already put in place a standard procedure to apply a Pre-SROI study for any and all programs we undertake moving forward to better understand what the stakeholders really need for us to get more powerful outcomes which in turn lead to more impact. For the latter this report and any further SROI studies we conduct will help in making decisions and justifying them to see the segments to increase funding on or vice versa.

In conclusion, the study outlines what matters to our stakeholders and therefore should matter to us. This should and will be our guiding light.

13 Appendix

13.1 Appendix 1: Principles Application Table

| SROI Principle | Affirmation of Principle Application |
|--------------------------------------|---|
| Involve Stakeholders | Questionnaires, Interviews and Focus Groups were conducted heavily to ensure accuracy of information shared in report. |
| Understand What Changes | All the changes included in the report were mentioned by the stakeholders and no assumptions were made in the report. |
| Value What Matters | The stakeholders were the ones who decided the most important outcomes to be included in the report. Weighting and ranking have also been done to find the most important outcomes. |
| Only Include What is Material | This was based on our verification process with the stakeholders whereby only the most important outcomes were included. |
| Do Not Over-claim | No claim was made without proper evidence or based on assumptions on our part and a systematic process was done to ensure findings are consistent with the stakeholder views. |
| Be Transparent | The limitations have been included in the report and how we overcame them is also included. |
| Verify the Result | Once the report was completed, we conducted two focus groups, one for parents and one for students to ensure the findings complemented the stakeholders' opinions. |
| Be Responsive | Doroob conducts Pre-SROI studies before any program and implements the stakeholder inputs in its programs. This is also done after each program's final SROI audit and the feedback is implemented in the subsequent program rounds |

13.2 Appendix 2: Focus Group (Scholarship Recipients & Their Parents)

Discussion Guide

Search goals:

- Measuring the degree to which the grant affects:
- Family ties
- The student's social skills
- Academic level of the student
- The psychological aspect of the student
- The ability to acquire new skills
- Student Motivation
- Challenges and motivations for joining the Doroob Scholarship
- Survey of similar entities and services provided

1. Introduction: (about 5 minutes)

- Find out about yourself, the company and what we do.
- The duration of the interview will be approximately 2 hours.
- Interpret the registration, not all your personal information will be shared with any other party. There are no right or wrong answers.

2. Warm-up (15 minutes)

- Can you tell us a short succinctly about yourself? (name/age/current job/social status/number of children...)
- What school are you in right now?
- And at what stage of study?
- What are your hobbies?
- How do you spend your time?

3. Impact of the Doroob Scholarship on target groups (30-40 minutes)

- What's the first word that comes to mind when I say Doroob? Don't think too much use the first words that come to your mind, pictures, feelings, thoughts, or memories....
- What does Doroob mean to you?
- How did you know about Doroob?
- How long have you been granted a Drop grant?
- Would you briefly tell us about the story of your scholarship?
- How was the experience?
- What encouraged you to get it?
- Have you faced any challenges on your journey? Can you tell me about these challenges? How did you solve these challenges?
- What impact does the Doroob Scholarship have on your life in general?
- What aspects do you feel have been touched? (Investigate the impact of the scholarship on each of the following Family ties, social skills (psychological/mentoring/guidance support)
- Academic level
- Psychological aspect (self-confidence/mental state/pride in your son's performance)
- The physical aspect (family expenses) * asks for parents only
- The ability to acquire new skills
- Student motivation (noticeable positive changes in your personality/behavior/habits...) *For parents only
- Would you mention three benefits of the scholarship?
- What difference do you notice between your children enrolled in the Doroob Scholarship and others?
- Do you see this difference as important? How so?

4. Similar sides to the trail (30 minutes)

- Have you ever heard of centers offering the same kind of scholarship? Who are they?
- Where did you hear about it?
- Have you ever applied there? For those who answer yes, what support have you benefited from this side? Let's compare the paths with this side, what services do they each provide?
- Who do you think is better and why?
- At the end of our discussion, if we assume there is no Doroob Scholarship, what change will happen to your life? What is the impact of this change?
- What were you going to do then?

Thank you for your time.

Findings

Methodology:

- Qualitative research was done on 14-11-2020 in term of two focus groups to gain insights from both students and parents to understand their perception on Doroob and the impact Doroob has on their life,
- We have chosen respondents based on gender and number of years with Doroob scholarship.

Respondent's profile:

- Parents group: total of 6 respondents; 3 males 3 females' parents of students who have been with Doroob for 3-7 years, few with multiple beneficiaries.
- Students group: Total of 7 respondents 4 males and 3 females aged between 11-17 years old, these kids have been with Doroob from 1-7 years.

Findings:

1. There was a huge difference between parents and students' perception and sense of appreciation to the scholarship, where parents were more touched emotionally by Doroob, where Doroob is associated with: Trust, Future, hope, ambitious, mental relieves, leadership, entrepreneurship, support, improvement, changes, and the connection with Saudi Arabia vision 2030
2. Parents with low-medium income have more appreciation to the scholarships since there options in teaching their kids were lower than what Doroob offers, while other with high income were already registered in the same schools that Doroob offers. But nevertheless, both agree that they won't be able to provide the same support and attention Doroob gives to their kids.
3. Doroob scored high by both groups but again parents notice the impact of Doroob on their kids more than the kids can sense or realize.
4. Noticed variance in genders program by parents (some of the programs were not available for female)
5. Social media & Dar al Thikr school were the most mentioned sources of information.

Recommendation:

1. Investigate gender differences (educational and after school programs) and resolve if any.
2. To have more Doroob activities among scholarship beneficiaries which may enhance their sense of belonging, emotional and social skills plus increase competition between them (Majority of students and parents who attended know each other)
3. Keep the good job on social media, and consider visiting schools, having a booth in educational events to spread awareness on Doroob.

Doroob Association

- For parents Doroob was associated with pride, confidence, good deeds, robots, intelligence, Mr. Adel Batterjee, future, relief, ambition, education, leadership, support, renew and changes, teachers and in line with Saudi Arabia 2030 vision.
- While students associate Doroob with confidence, mud, emotional cards, skills, excellence, curiosity, design for change, knowledge.

The story with Doroob:

- Majority of respondents were already registered in Dar Al Thikr schools and their kid's skills were noticed by teachers who advise them to go to Doroob.
- Some found an ad on social media and got their kids to Doroob acceptance evaluation, other knew Doroob from newspapers and word of mouth.
- For old students they did not know what was waiting for them, what exams will they take, but those with 3 years and less with Doroob mentioned that now there is an explanation and an intro given to parents & kids to prepare them for what is coming.
- The journey for all was problem free, there was a high sense of satisfaction among parents while telling the story.
- Although the story of applying to Doroob was satisfying, there were few challenges or barriers mentioned by parents:
 1. If student fail once in the assessment, he can't apply again to the scholarship.
 2. Locations issue since all kids from different areas are taken to one school (Dar Al Thikr for boys and Waad Academy for girls)
 3. Sometimes the kids get overwhelmed with study, homework, tasks, and high expectations

The impact of Doroob scholarship:

- By majority, Doroob had a positive change in the kid's behavior, attitude, performance, mental and social skills

The impact can be classified under the below categories:

Family bonds:

Parents notice:

- A positive jealous between brothers and sisters, this jealousy motivates kids out of Doroob to learn more and follow their brother/ sister footsteps
- The impact of older brothers on the education/ raising the younger kids
- Social skills were enhanced, leadership, problem solving and future planning (where few parents mentioned their kids got more involved in decision making after Doroob)
While kids only sense the increase of interest and support from their parents/family

Mentally:

- Parents feel relieved; they do not need to worry about their kids' education or future they are more confident and know how to plan for them selves
- Parents were happy, satisfied, and proud of their kids.
- While students only sense the enhancement in their confidence levels.

Social skills:

- Parents sense positive behavior changes they talk, discuss politely even with their younger brothers/sisters while students said they now participate in activities, competitions, and events

New skills

Parents admire the improvement in their kids:

- Behavior
- Academic level
- Leadership/entrepreneurship
- Decision making

Students themselves counted their new added skills as:

- Fluency in speech
- Self-dependence



- Improved the ability to share their opinions on realistic facts
- Improved their passion in technology
- Time management skills (they can plan their days and appointment better)

Financially:

- Parents appreciate Doroob scholarship, they feel "it's like a mountain removed from their shoulders "
- Some mentioned they were not able to provide the same attention Doroob and the schools provide their kids.
- While few students mentioned that their education budget is now being spent on supporting them like buying 3d printer

The sustainable impact of Doroob:

- The values, morals, the love of learning, leadership skills and being a role model will stay with their kids for life and they will shift it to the next generation and so on.

Doroob advantage:

1. It focuses not only on education but also on social, moral, and dealing with people skills
2. It builds the human and invest in their kids.
3. Caring and paying attention to details.
4. Concerned about the student's improvement academically and mentally.

Doroob similar entities:

- Parents mentioned Misk, while students mentioned Al Faisalia school, Al Andalus schools and some businessmen but Doroob with Dar Al Thikr provides more than both.
- Doroob care about more than academic improvement and it's for all nationalities.

What will happen if Doroob did not exist?

Some of the parents were already able financially to get their kids to the same schools Doroob support but they say that their improvement won't be the same, but they will do their best to be "Doroob for their kids".

However, low to mid income families will not be able to support their kids on the same way but they will try to do their best for their kids while the student will try to learn, search, and go for the second option either Al Faisalia schools, Al Andalusia or Mawhiba.

13.3 Appendix 3: Outcomes Verification Questionnaire – Students

English (United States) ▾



Doroob Scholarship SROI - Outcomes Verification Questionnaire (Students).

Doroob Al Baraka is evaluating the impact of its Scholarship Program in 2017/2018. We would like to learn from your feedback the difference that the Scholarship has made to you and your family. Please provide answers relating to your experience. Your answers will help in measuring the Social Return on Investment.
Thank you for completing this survey which will only take a few minutes of your time.

* Required

About You

1. What academic year did you join the Doroob Scholarship Program? *

- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019

2. What is your current school? *

- Dar Al Thikr
- Waad Academy

3. What was your Grade in the academic year 2017-2018 ? *

- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

4. What is your Gender? *

- Male
- Female

5. Please tick the responses (i.e. can be more than 1) that are most appropriate.

In 2017/2018, the scholarship provided me with: *

- Tuition Fees
- School Clubs
- Leadership Programs (YLC)
- Mentorship Program
- Emotional Intelligence (EQ) Programs

Other

The impact of the Doroob Scholarship on you

6. Please share your feedback on the below statements *

| | Strongly Disagree | Disagree | Indifferent | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am studying a different curriculum since joining the Doroob Scholarship program | <input type="radio"/> |
| The curriculum inspires my academic ambitions | <input type="radio"/> |
| I have been able to prove my academic excellence through the curriculum | <input type="radio"/> |
| The gifted experts at the school understand and challenge me | <input type="radio"/> |
| The gifted experts at the school have helped me gain confidence in my abilities | <input type="radio"/> |
| The one-to-one mentoring is important to me | <input type="radio"/> |
| The one-to-one mentoring has made an impact on my career ambitions | <input type="radio"/> |
| The one-to-one mentoring with has made an impact on my academic achievements | <input type="radio"/> |
| | | | | | |

The one-to-one mentoring has made an impact on my personal development

7. Please share your feedback on the below statements *

| | Strongly Disagree | Disagree | Indifferent | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am stressed because of the work assigned | <input type="radio"/> |
| The scholarship affects my social life negatively | <input type="radio"/> |
| I have no time for my other interests | <input type="radio"/> |

21st Century Skills

This section is about the 21st Century Skills have you experienced change in as a result of being a recipient of the Dorooob Scholarship

8. Which of the below skills have you experienced as a Dorooob scholar. You may choose more than 1. *

- Communication Skills
 - Leadership Skills
 - Emotional Intelligence
 - Decision Making
 - Problem Solving
 - Future Planning
 - Confidence
 -
- Other

9. Please share your feedback on the below statement on 21st Century Skills *

| | Strongly Disagree | Disagree | Indifferent | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My communication skills have improved | <input type="radio"/> |
| My leadership skills have improved | <input type="radio"/> |
| I am more emotionally intelligent and aware of myself | <input type="radio"/> |
| I am better at making decisions | <input type="radio"/> |
| I am better at solving problems | <input type="radio"/> |
| I can plan for my future | <input type="radio"/> |
| I am more confident | <input type="radio"/> |
| I have gained other 21st Century Skills | <input type="radio"/> |

Doroob Scholarship SROI - Outcomes Verification Questionnaire (Students).

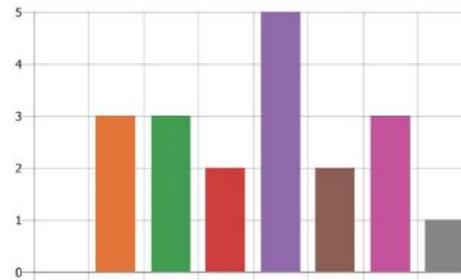
19
Responses

09:43
Average time to complete

Active
Status

1. What academic year did you join the Doroob Scholarship Program?

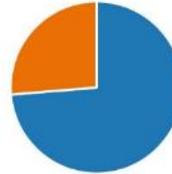
| | |
|-----------|---|
| 2011-2012 | 0 |
| 2012-2013 | 3 |
| 2013-2014 | 3 |
| 2014-2015 | 2 |
| 2015-2016 | 5 |
| 2016-2017 | 2 |
| 2017-2018 | 3 |
| 2018-2019 | 1 |



2. What is your current school?

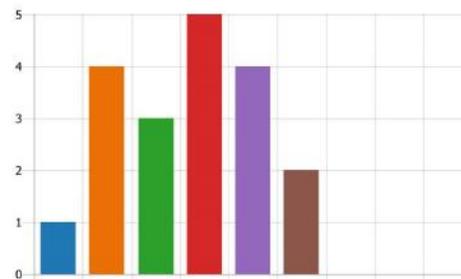
Insights

| | |
|--------------|----|
| Dar Al Thikr | 14 |
| Waad Academy | 5 |



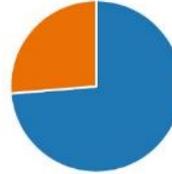
3. What was your Grade in the academic year 2017-2018 ?

| | |
|----|---|
| 4 | 1 |
| 5 | 4 |
| 6 | 3 |
| 7 | 5 |
| 8 | 4 |
| 9 | 2 |
| 10 | 0 |
| 11 | 0 |
| 12 | 0 |



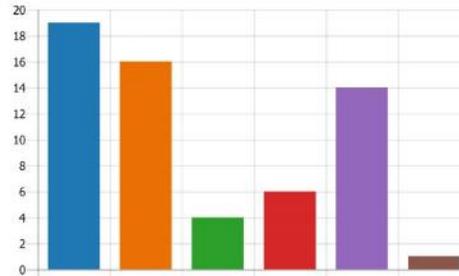
4. What is your Gender?

| | |
|--------|----|
| Male | 14 |
| Female | 5 |



5. Please tick the responses (i.e. can be more than 1) that are most appropriate. In 2017/2018, the scholarship provided me with:

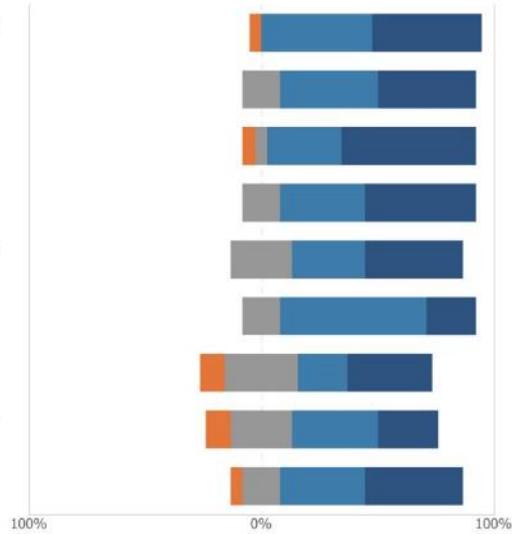
| | |
|-----------------------------------|----|
| Tuition Fees | 19 |
| School Clubs | 16 |
| Leadership Programs (YLC) | 4 |
| Mentorship Program | 6 |
| Emotional Intelligence (EQ) Pr... | 14 |
| Other | 1 |



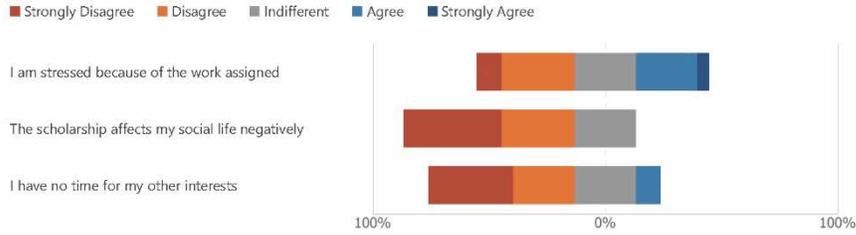
6. Please share your feedback on the below statements

Strongly Disagree Disagree Indifferent Agree Strongly Agree

- I am studying a different curriculum since joining the Doroob Scholarship program
- The curriculum inspires my academic ambitions
- I have been able to prove my academic excellence through the curriculum
- The gifted experts at the school understand and challenge me
- The gifted experts at the school have helped me gain confidence in my abilities
- The one-to-one mentoring is important to me
- The one-to-one mentoring has made an impact on my career ambitions
- The one-to-one mentoring with has made an impact on my academic achievements
- The one-to-one mentoring has made an impact on my personal development

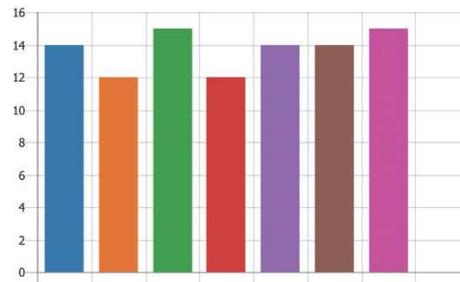


7. Please share your feedback on the below statements

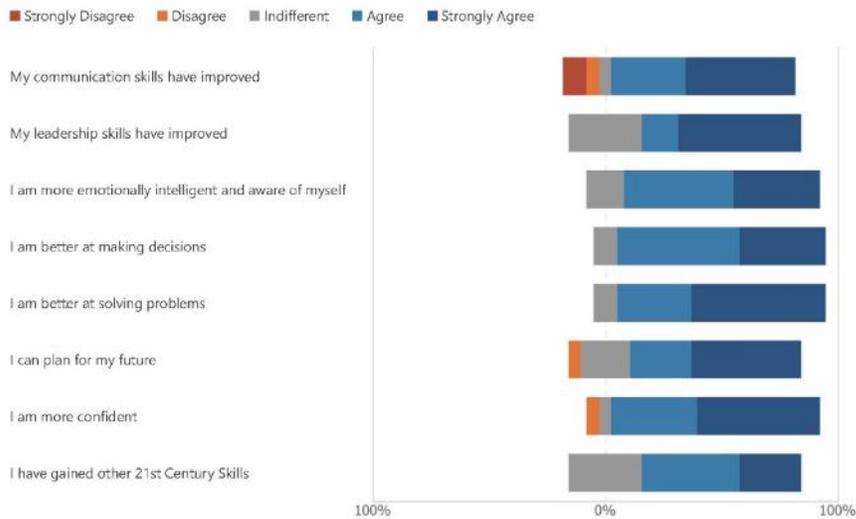


8. Which of the below skills have you experienced as a Doroob scholar. You may choose more than 1.

| | |
|------------------------|----|
| Communication Skills | 14 |
| Leadership Skills | 12 |
| Emotional Intelligence | 15 |
| Decision Making | 12 |
| Problem Solving | 14 |
| Future Planning | 14 |
| Confidence | 15 |
| Other | 0 |



9. Please share your feedback on the below statement on 21st Century Skills



13.4 Appendix 4: Outcomes Verification Questionnaire – Parents

English (United States) ▾



Doroob Scholarship SROI - Outcomes Verification Questionnaire (Parents).

Doroob Al Baraka is evaluating the impact of its Scholarship Program in 2017/2018. We would like to learn from your feedback the difference that the Scholarship has made to you and your family. Please provide answers relating to your experience. Your answers will help in measuring the Social Return on Investment.

Thank you for completing this survey which will only take a few minutes of your time.

* Required

About you

1. Which academic year did your child join Doroob Scholarship Program? *

- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019

2. Which school was your child enrolled to in the Doroob Scholarship Program?

*

- Dar Al Thikr
- Waad Academy

The impact of the Doroob Scholarship on you

3. Please share your feedback on the below statements *

| | Strongly Disagree | Disagree | Indifferent | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I feel like a financial burden has been lifted | <input type="radio"/> |
| I feel like I am being supported in dealing with giftedness | <input type="radio"/> |
| I can see a difference in my child's academic success | <input type="radio"/> |
| My child has gained new skills through the training program | <input type="radio"/> |
| My child is more confident in his abilities | <input type="radio"/> |
| I can see a difference in my child's decision making | <input type="radio"/> |
| I can see a difference in my child's personal awareness | <input type="radio"/> |
| My child feels he/she can now plan for the future with confidence | <input type="radio"/> |

4. Please share your feedback on the below statements *

| | Strongly Disagree | Disagree | Indifferent | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The school is far away from my home | <input type="radio"/> |
| I am not able to socialize as before due to my child's workload | <input type="radio"/> |
| My other children are jealous of their sibling/s who are scholarship recipient/s | <input type="radio"/> |
| I would have been able to provide the same level of education without Doroob | <input type="radio"/> |

Doroob Scholarship SROI - Outcomes Verification Questionnaire (Parents).

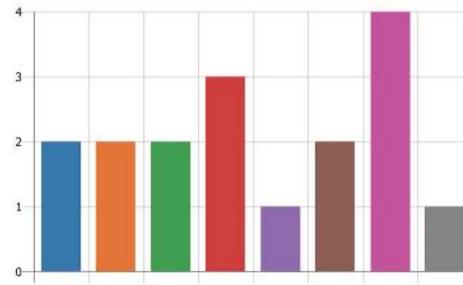
17
Responses

11:19
Average time to complete

Active
Status

1. Which academic year did your child join Doroob Scholarship Program?

| | |
|-----------|---|
| 2011-2012 | 2 |
| 2012-2013 | 2 |
| 2013-2014 | 2 |
| 2014-2015 | 3 |
| 2015-2016 | 1 |
| 2016-2017 | 2 |
| 2017-2018 | 4 |
| 2018-2019 | 1 |

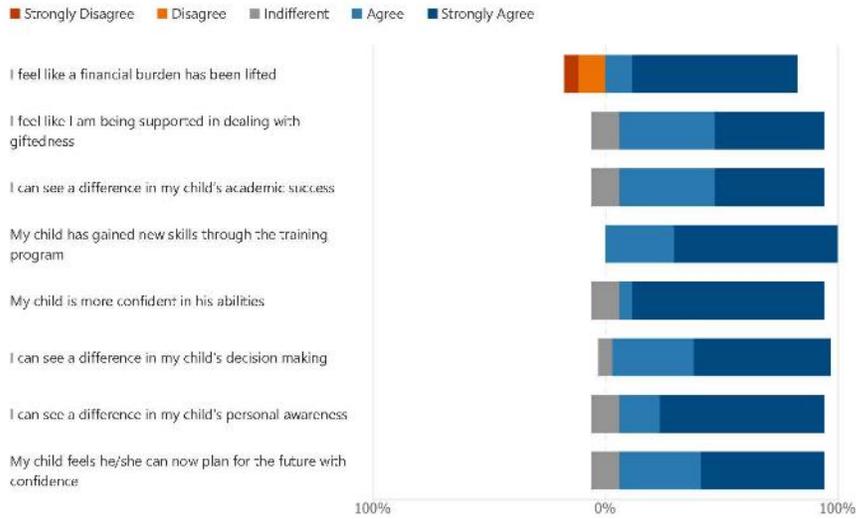


2. Which school was your child enrolled to in the Doroob Scholarship Program?

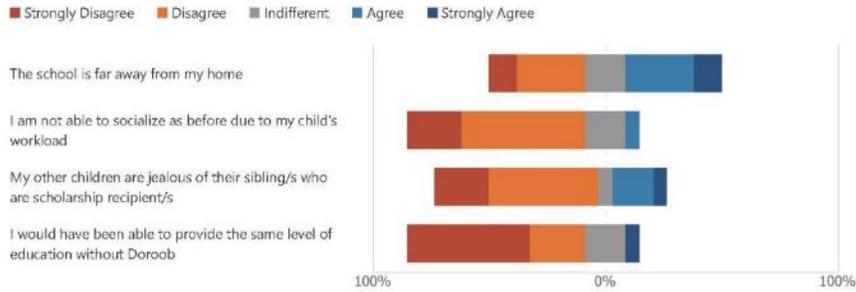
| | |
|--------------|----|
| Dar Al Thikr | 13 |
| Waad Academy | 4 |



3. Please share your feedback on the below statements



4. Please share your feedback on the below statements



13.5 Appendix 5: Outcomes Weighting & Ranking – Students

🌐 English (United States) ▾

Social Return on Investment (SROI) Study --- Students Questionnaires (Final Stage)

This is the final round of questionnaire and our SROI study for the year 2017 and 2018. We appreciate your support so far and trust that you will be happy to support us in finding the true social value for Doroob Scholarship.

This will take less than 5 minutes of your time.

Thank you again for bearing with us.

* Required

* This form will record your name, please fill your name.

General Info

1. Student Name

*

6. On a scale of 1 to 10, How important is this outcome to you ?

(I developed my leadership skills and 21st century skills including problem solving and decision making)

*

In the year 2017 and 2018

| | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| Least | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most |
| Importance | <input type="radio"/> | Importance |

7. On a scale of 1 to 10, How important is this outcome to you ?

(I have a better life performance linked to emotional intelligence, academic, well-being, relationships)

*

In the year 2017 and 2018

| | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| Least | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most |
| Importance | <input type="radio"/> | Importance |

Ranking

8. **In the year 2017 and 2018**, Select from below which outcome is **the LEAST important** to you?

*

- My family's financial burden reduced
- I am excelling in my academic performance
- I developed my leadership skills and 21st century skills including problem solving and decision making
- I have a better life performance linked to emotional intelligence, academic, well-being, relationships

You selected the outcome **(I am excelling in my academic performance)** as the least important outcome to you. Kindly tell us how many more times important are the rest of the outcomes compared to your choice.

12. My family's financial burden reduced *

| | | | | | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| Least Importance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most Importance |
| | <input type="radio"/> | |

13. I developed my leadership skills and 21st century skills including problem solving and decision making *

| | | | | | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| Least Importance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most Importance |
| | <input type="radio"/> | |

14. I have a better life performance linked to emotional intelligence, academic, well-being, relationships *

| | | | | | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| Least Importance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most Importance |
| | <input type="radio"/> | |

You selected the outcome **(I have a better life performance linked to emotional intelligence, academic, well-being, relationships)** as the least important outcome to you. Kindly tell us how many more times important are the rest of the outcomes compared to your choice.

18. My family's financial burden reduced *

| | | | | | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| Least Importance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most Importance |
| | <input type="radio"/> | |

19. I am excelling in my academic performance *

| | | | | | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| Least Importance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most Importance |
| | <input type="radio"/> | |

20. I developed my leadership skills and 21st century skills including problem solving and decision making *

| | | | | | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| Least Importance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most Importance |
| | <input type="radio"/> | |

Social Return on Investment (SROI) Study --- Students Questionnaires (Final Stage)

34
Responses

05:51
Average time to complete

Active
Status

1. Student Name

| | |
|-------------------------------------|---|
| ● البراء كمال ابراهيم محمد | 1 |
| ● البراء ناصر حسين عثمان | 1 |
| ● أحمد عبد الرحمن العطاس | 1 |
| ● اسية الاماسي | 1 |
| ● أمين عبد الرحيم عبد الحفيظ مياحان | 0 |
| ● أوياس ياسر أحمد بادحدح | 1 |
| ● بتال فهد الجميد | 1 |
| ● بسام عبد الرحيم تركستاني | 1 |
| ● جواد عبد الآله احمد بن عفيف | 1 |
| ● حسن شهاب الدين عبدالله بن يحيى | 1 |
| ● حمزة عبد الرحمن محمد يوسف | 1 |

| | |
|-------------------------------|---|
| ● مبرال هائل المير | 1 |
| ● هاشم جمال أحمد خليفة | 1 |
| ● هاشم سالم العطاس | 1 |
| ● هاشم عدنان علي البجويح | 1 |
| ● هشام علي الغامدي | 1 |
| ● ياسر عمار عبد الغادر موسى | 1 |
| ● يزن عبد الله محمد زهير حمزه | 1 |
| ● يوسف ناصر ولي سبت | 1 |

2. Student Gender

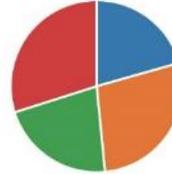
Insights

| | |
|--------|----|
| ● Boy | 30 |
| ● Girl | 4 |



3. **In the year 2017 and 2018, Select from below which outcome/s have you experienced ?**

- My family's financial burden re... 20
- I am excelling in my academic ... 27
- I developed my leadership skil... 21
- I have a better life performanc... 29



4. On a scale of 1 to 10, How important is this outcome to you ?

(My family's financial burden reduced)

Insights

34

Responses

8.06

Average Number

5. On a scale of 1 to 10, How important is this outcome to you ?

(I am excelling in my academic performance)

Insights

34

Responses

8.76

Average Number

6. On a scale of 1 to 10, How important is this outcome to you ?

(I developed my leadership skills and 21st century skills including problem solving and decision making)

Insights

34

Responses

8

Average Number

7. On a scale of 1 to 10, How important is this outcome to you ?

(I have a better life performance linked to emotional intelligence, academic, well-being, relationships)

Insights

34

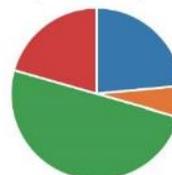
Responses

8.74

Average Number

8. **In the year 2017 and 2018, Select from below which outcome is the LEAST important to you?**

- My family's financial burden re... 8
- I am excelling in my academic ... 2
- I developed my leadership skil... 17
- I have a better life performanc... 7



9. I am excelling in my academic performance

Insights

8

Responses

7.5

Average Number

10. I developed my leadership skills and 21st century skills including problem solving and decision making

Insights

8

Responses

8

Average Number

11. I have a better life performance linked to emotional intelligence, academic, well-being, relationships

Insights

8

Responses

8.38

Average Number

12. My family's financial burden reduced

2

Responses

9.5

Average Number

13. I developed my leadership skills and 21st century skills including problem solving and decision making

2

Responses

9

Average Number

14. I have a better life performance linked to emotional intelligence, academic, well-being, relationships

2

Responses

8.5

Average Number

15. My family's financial burden reduced

Insights

17

Responses

8.94

Average Number

16. I am excelling in my academic performance

Insights

17

Responses

9.24

Average Number

17. I have a better life performance linked to emotional intelligence, academic, well-being, relationships

Insights

17

Responses

8.88

Average Number

18. My family's financial burden reduced

Insights

7

Responses

9.43

Average Number

19. I am excelling in my academic performance

Insights

7

Responses

9.57

Average Number

20. I developed my leadership skills and 21st century skills including problem solving and decision making

Insights

7

Responses

9

Average Number

21. **In the year 2017 and 2018**, How much of the change in this outcome
(**My family's financial burden reduced**) is caused by Doroob Scholarship activities only?

Insights

34

Responses

8.35

Average Number

22. **In the year 2017 and 2018**, How much of the change in this outcome
(**I am excelling in my academic performance**) is caused by Doroob Scholarship activities only?

Insights

34

Responses

8.24

Average Number

23. **In the year 2017 and 2018**, How much of the change in this outcome
(**I developed my leadership skills and 21st century skills including problem solving and decision making**) is caused by Doroob Scholarship activities only?

Insights

34

Responses

8.41

Average Number

24. How much of the change in this outcome
(**I have a better life performance linked to emotional intelligence, academic, well-being, relationships**) is caused by Doroob Scholarship activities only?

Insights

34

Responses

8.24

Average Number

13.6 Appendix 6: Outcomes Weighting & Ranking – Parents

English (United States) ▾

Social Return on Investment (SROI) Study --- Parents Questionnaires (Final Stage)

This is the final round of questionnaire and our SROI study for the year 2017 and 2018. We appreciate your support so far and trust that you will be happy to support us in finding the true social value for Dorooob Scholarship.

This will take less than 5 minutes of your time.

Thank you again for bearing with us.

* Required

* This form will record your name, please fill your name.

General Info

1. Student Name

*

2. Student Gender

*

Boy

Girl

Weighting and Scale

3. In the year 2017 and 2018, Select from below **which outcome/s have you experienced ?**

*

You can select more than answer

Family's Financial burden is reduced

The student is excelling her/his academic performance

The student developed leadership skills and 21st century skills including problem solving and decision making

The student has a better life performance linked to emotional intelligence, academic, well-being, relationships

4. On a scale of 1 to 10, How important is this outcome to you ?

(Family's Financial burden is reduced)

*

In the year 2017 and 2018

Least Importance 1 2 3 4 5 6 7 8 9 10 Most Importance

5. On a scale of 1 to 10, How important is this outcome to you ?

(The student is excelling her/his academic performance)

*

In the year 2017 and 2018

Least Importance 1 2 3 4 5 6 7 8 9 10 Most Importance

6. On a scale of 1 to 10, How important is this outcome to you ?

(The student developed leadership skills and 21st century skills including problem solving and decision making)

*

In the year 2017 and 2018

| | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| Least | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most |
| Importance | <input type="radio"/> | Importance |

7. On a scale of 1 to 10, How important is this outcome to you ?

(The student has a better life performance linked to emotional intelligence, academic, well-being, relationships)

*

In the year 2017 and 2018

| | | | | | | | | | | | |
|------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------|
| Least | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most |
| Importance | <input type="radio"/> | Importance |

Ranking

8. **In the year 2017 and 2018**, Select from below which outcome is **the LEAST important** to you?

*

- Family's Financial burden is reduced
- The student is excelling her/his academic performance
- The student developed leadership skills and 21st century skills including problem solving and decision making
- The student has a better life performance linked to emotional intelligence, academic, well-being, relationships

You selected the outcome **(The student is excelling in her/his academic performance)** as the least important outcome to you. Kindly tell us how many more times important are the rest of the outcomes compared to your choice.

12. Family's Financial burden is reduced *

| | | | | | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| Least Importance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most Importance |
| | <input type="radio"/> | |

13. The student developed leadership skills and 21st century skills including problem solving and decision making *

| | | | | | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| Least Importance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most Importance |
| | <input type="radio"/> | |

14. The student has a better life performance linked to emotional intelligence, academic, well-being, relationships *

| | | | | | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| Least Importance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most Importance |
| | <input type="radio"/> | |

You selected the outcome **(The student has a better life performance linked to emotional intelligence, academic, well-being, relationships)** as the least important outcome to you. Kindly tell us how many more times important are the rest of the outcomes compared to your choice.

18. Family's Financial burden is reduced *

| | | | | | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| Least Importance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most Importance |
| | <input type="radio"/> | |

19. The student is excelling her/his academic performance *

| | | | | | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| Least Importance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most Importance |
| | <input type="radio"/> | |

20. The student developed leadership skills and 21st century skills including problem solving and decision making *

| | | | | | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------|
| Least Importance | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Most Importance |
| | <input type="radio"/> | |

Social Return on Investment (SROI) Study --- Parents Questionnaires (Final Stage)

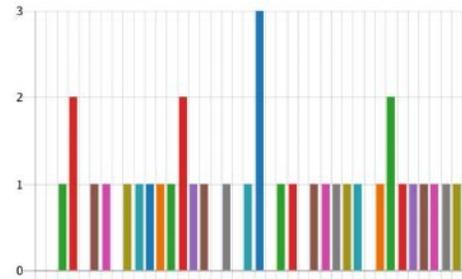
36
Responses

05:37
Average time to complete

Active
Status

1. Student Name

| | |
|-------------------------------------|---|
| ● البراء كمال ابراهيم محمد | 0 |
| ● البراء ناصر حسين عثمان | 0 |
| ● أحمد عبد الرحمن العطاس | 1 |
| ● أمين عبد الرحيم عبد الحفيظ مهاجان | 2 |
| ● أويس ياسر أحمد بادحج | 0 |
| ● بتال فهد الجعيد | 1 |
| ● بسام عبد الرحيم تركستاني | 1 |
| ● جواد عبد الآله أحمد بن عفيف | 0 |
| ● حسن شهاب الدين عبدالله بن يحيى | 1 |
| ● حمزة عبد الرحمن محمد يوسف | 1 |
| ● حمزة عدنان علي البجويح | 1 |
| ● ردين جمال حسين قدح | 1 |
| ● روان حسن ملطاني | 1 |
| ● سلطان سالم عبدالله العيدروس | 2 |
| ● ..عبد الرحمن سائد عبد الرحمن قرة | 1 |
| ● عبدالعزيز تامر السحيمي | 1 |
| ● عبد العزيز صالح عيود القحطاني | 0 |
| ● عبد القادر سالم العيدروس | 1 |
| ● عبدالله أشرف سعيد أحمد | 0 |
| ● ..عبدالمجيد احمد زكي عبد الحميد ب | 1 |
| ● عبدالمجيد عبدالإله بن عفيف | 3 |
| ● علا عثمان حسين ليمان | 0 |
| ● فراس زياد حسن مدني | 1 |
| ● ليليان ياسر محسن أولياء | 1 |
| ● ماجد عبدالإله أحمد بن عفيف | 0 |
| ● مجد تامر ولي سبت | 1 |
| ● محمد أحمد محمد سليمان | 1 |
| ● محمد سائد عبد الرحمن قرة بيلو | 1 |
| ● محمد سعيد عمر الخنثي | 1 |
| ● محمد مازن محمد الحميدي | 1 |
| ● مظفر مصطفى كلش | 0 |
| ● معن عبد العزيز عبد الله بخاري | 1 |
| ● ميوال هائل المير | 2 |

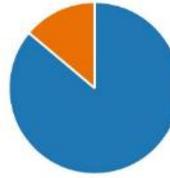


| | |
|-------------------------------|---|
| ● هاشم جمال أحمد خليفة | 1 |
| ● هاشم سالم العطاس | 1 |
| ● هاشم عدنان علي البويوح | 1 |
| ● هشام علي الغامدي | 1 |
| ● ياسر عمار عبد القادر موسى | 1 |
| ● يزن عبد الله محمد زهير حمزه | 1 |
| ● يوسف ناصر ولي سبت | 1 |

2. Student Gender

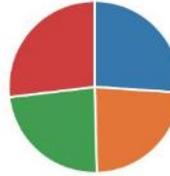
Insights

| | |
|--------|----|
| ● Boy | 31 |
| ● Girl | 5 |



3. In the year 2017 and 2018, Select from below which outcome/s have you experienced ?

| | |
|--------------------------------------|----|
| ● Family's Financial burden is re... | 31 |
| ● The student is excelling her/hi... | 28 |
| ● The student developed leader... | 28 |
| ● The student has a better life p... | 32 |



4. On a scale of 1 to 10, How important is this outcome to you ?

(Family's Financial burden is reduced)

Insights

36

Responses

9.06

Average Number

5. On a scale of 1 to 10, How important is this outcome to you ?

(The student is excelling her/his academic performance)

Insights

36

Responses

9.22

Average Number

6. On a scale of 1 to 10, How important is this outcome to you ?

(The student developed leadership skills and 21st century skills including problem solving and decision making)

Insights

36

Responses

9.25

Average Number

7. On a scale of 1 to 10, How important is this outcome to you ?

(The student has a better life performance linked to emotional intelligence, academic, well-being, relationships)

Insights

36

Responses

9.61

Average Number

8. In the year 2017 and 2018, Select from below which outcome is the LEAST important to you?

Insights

- Family's Financial burden is re... 14
- The student is excelling her/hi... 9
- The student developed leader... 7
- The student has a better life p... 6



9. The student is excelling her/his academic performance

Insights

14

Responses

9.43

Average Number

10. The student developed leadership skills and 21st century skills including problem solving and decision making

Insights

14

Responses

9.5

Average Number

11. The student has a better life performance linked to emotional intelligence, academic, well-being, relationships

Insights

14

Responses

9.71

Average Number

12. Family's Financial burden is reduced

Insights

9

Responses

9.44

Average Number

13. The student developed leadership skills and 21st century skills including problem solving and decision making

Insights

9

Responses

9

Average Number

14. The student has a better life performance linked to emotional intelligence, academic, well-being, relationships

Insights

9

Responses

9.44

Average Number

15. Family's Financial burden is reduced

Insights

7

Responses

9.14

Average Number

16. The student is excelling her/his academic performance

Insights

7

Responses

9

Average Number

17. The student has a better life performance linked to emotional intelligence, academic, well-being, relationships

Insights

7

Responses

9.57

Average Number

18. Family's Financial burden is reduced

Insights

6

Responses

9.67

Average Number

19. The student is excelling her/his academic performance

Insights

6

Responses

9.5

Average Number

20. The student developed leadership skills and 21st century skills including problem solving and decision making

Insights

6

Responses

9.67

Average Number

21. **In the year 2017 and 2018**, How much of the change in this outcome **(Family's Financial burden is reduced)** is caused by Doroob Scholarship activities only?

Insights

36

Responses

9.19

Average Number

22. **In the year 2017 and 2018**, How much of the change in this outcome **(The student is excelling her/his academic performance)** is caused by Doroob Scholarship activities only?

Insights

36

Responses

8.97

Average Number

23. **In the year 2017 and 2018**, How much of the change in this outcome **(The student developed leadership skills and 21st century skills including problem solving and decision making)** is caused by Doroob Scholarship activities only?

Insights

36

Responses

9.03

Average Number

24. How much of the change in this outcome **(The student has a better life performance linked to emotional intelligence, academic, well-being, relationships)** is caused by Doroob Scholarship activities only?

Insights

36

Responses

9.11

Average Number

13.7 Appendix 7: Stakeholder Interviews

Below is the link for the recorded Zoom interviews which were recorded in Arabic

<https://doroobsa-my.sharepoint.com/:f:/p/sharedrive/EkNgvmJX5ZZGt-5cUm8pWJYBQZhBkPYXPzadxKWiybwhIQ?e=QINY3H>

13.8 Appendix 8: Value Map

Link:

<https://doroobsa-my.sharepoint.com/:x:/p/sharedrive/ER4S4KFDbd5JhXuXXJymJnMBBD7klnlQ1RZ1mezK--KPyA?e=rAUysf>

| SROI Value Map | | | | | |
|---------------------------------|--------------------|---|--|---------------------------------|---|
| Stage 1 | | Stage 2 | | | |
| Who and how many? | | At what cost? | | Outputs | What changes? |
| Stakeholders | | Inputs | | | Outcomes |
| Who do we have an effect on? | How many in group? | What will/did they invest and how much (money, time)? | Financial value (for the total population for the accounting period) | Summary of activity in numbers. | Outcome description |
| Who has an effect on us? | | | | | What is the change experienced by stakeholders? |
| Scholarship Students | 44 | Funds dedicated for academic care | 2,210,166.00 | 44 | The student is excelling her/his academic performance |
| Scholarship Students | 44 | Funds dedicated for enrichment programs | 97,023.00 | 44 | The student developed leadership skills and 21st century skills including problem solving and decision making |
| Scholarship Students | 44 | Labor hours and Funds Dedicated for Operations Cost | 185,217.00 | 44 | The student has a better life performance linked to emotional intelligence, well-being, relationships |
| Parents of Scholarship Students | 36 | Total Funds Dedicated for Scholarship | | 36 | Family's Financial burden is reduced |
| Total | | | 2,492,406.00 | | |

| Stage 3 | | | | | | | |
|---|--|---|--|--|---|--|---|
| How much? | | | How long? | | How valuable? | | |
| | Quantity (scale) | Amount of change per stakeholder (depth) | Duration of outcomes | Outcomes start | Express the relative importance (value) of the outcome | | |
| | | | | | Weighting | Valuation approach (monetary) | Monetary valuation |
| Describe how you will measure the described outcome | Number of people experiencing described outcome. | Describe the average amount of change experienced (or to be experienced) per stakeholder. | How long (in years) does the outcome last for? | Does the outcome start in Period of activity or in the Period after? | How important is this outcome to stakeholders? (e.g., on a scale of 1-10) | Describe the monetary valuation approach used to express the relative importance (value) of each outcome. | How important is the outcome to stakeholders (expressed in monetary terms)? |
| Interviews, Questionnaires and Focus Group | 44 | 9.24 | 2 | Period of activity | 54,580.64 | Amount derived from weighting and ranking and calculated using the lowest ranked outcome. It is then multiplied by the number of times (9.24) stakeholders said it more important than the least ranked outcome. | 2,401,549.92 |
| Interviews, Questionnaires and Focus Group | 44 | 1 | 3 | Period of activity | 5,907.00 | The least important outcome the majority of stakeholders selected and whose value is from actual amounts spent on the programs. This is the amount that will be used to anchor the rest of the values | 259,908.00 |
| Interviews, Questionnaires and Focus Group | 44 | 8.88 | 5 | Period of activity | 52,454.16 | Amount derived from weighting and ranking and calculated using the lowest ranked outcome. It is then multiplied by the number of times (8.88) stakeholders said it more important than the least ranked outcome. | 2,307,983.04 |
| Interviews, Questionnaires and Focus Group | 36 | 1 | 2 | Period of activity | 64,088.58 | Equivalent to the value of the total actual amount the scholarship paid for the students in 2017 and 2018 | 2,661,457.92 |

| Stage 4 | | | | |
|---|---------------------------------------|-------------------------------------|--|---|
| How much caused by the activity? | | | | Still material? |
| Deadweight % | Displacement % | Attribution % | Drop off % | Impact calculation |
| What will happen/what would have happened without the activity? | What activity would/did you displace? | Who else contributed to the change? | Does the outcome drop off in future years? | Number of people (quantity) times value, less deadweight, displacement, and attribution |
| 6% | 0% | 34% | 50% | 1,489,920.48 |
| 0% | 0% | 16% | 50% | 218,582.63 |
| 0% | 0% | 18% | 50% | 1,901,778.02 |
| 18% | 0% | 9% | 50% | 1,723,516.33 |

| | |
|--------------|--------------|
| Total | 5,333,797.46 |
|--------------|--------------|

| | |
|--|--|
| Present value of each year | |
| Total Present Value (PV) | |
| Net Present Value (PV minus the investment) | |
| Social Return (Value per amount invested) | |

| Calculating Social Return | | | | | |
|---------------------------|------------|------------|------------|------------|--------|
| Discount rate | | 3.5% | | | |
| Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1,489,920.48 | 744,960.24 | 0.00 | 0.00 | 0.00 | 0.00 |
| 218,582.63 | 109,291.31 | 54,645.66 | 0.00 | 0.00 | 0.00 |
| 1,901,778.02 | 950,889.01 | 475,444.51 | 237,722.25 | 118,861.13 | 0.00 |
| 1,723,516.33 | 861,758.16 | 0.00 | 0.00 | 0.00 | 0.00 |

| | | | | | |
|--------------|--------------|------------|------------|------------|------|
| 5,333,797.46 | 2,666,898.73 | 530,090.16 | 237,722.25 | 118,861.13 | 0.00 |
|--------------|--------------|------------|------------|------------|------|

| | | | | | |
|--------------|--------------|------------|------------|------------|--------------|
| 5,333,797.46 | 2,576,713.75 | 494,844.84 | 214,411.85 | 103,580.60 | 0.00 |
| | | | | | 8,723,348.50 |
| | | | | | 6,230,942.50 |
| | | | | | 2.81 |

13.9 Appendix 9 : Mawhiba Payment to School (1 Semester in 2017)

شركة ذات مسؤولية محدودة
رأس المال ٥٠,٠٠٠ ريال سعودي مدفوع بالكامل
سجل تجاري رقم ٤٠٣١٥٥٨٣ - العضوية رقم ١٥١٩٣



مدارس دار الذكر
Dar Al-Thikr Schools

التاريخ : 20-06-1438 هـ
الموافق : 19-03-2017
صادر رقم : بدون

المطالبة المالية للرسوم الدراسية لطلبة موهبة للفصل الدراسي الثاني 1437-1438 هـ لمدارس دار الذكر الأهلية للبنين بجدة

سعادة المدير العام للإدارة العامة للشراكة مع المدارس الأستاذ أحمد بن عبدالله أبالخير حفظه الله

السلام عليكم ورحمة الله وبركاته

بناء على مذكرة التعاون المبرمة مع موهبة نفيكم بأن الرسوم الدراسية المستحقة بعد الخصم وبعد تطبيق نوع المنحة وحسب عدد طلبة موهبة في المدارس للفصل الدراسي الثاني 1437 - 1438 هـ كالتالي :

ملخص المطالبة المالية للرسوم الدراسية لطلبة موهبة للفصل الدراسي الثاني 1437/1438 هـ

| م | المرحلة | عدد الطلاب | عدد الطالبات | الرسوم السنوية المستحقة بعد الخصم وبعد تطبيق نوع المنحة حسب مذكرة التعاون | الرسوم الدراسية للفصل الدراسي الثاني |
|--------------------|--|------------|--------------|---|--------------------------------------|
| 1 | المرحلة الابتدائية (منحة كاملة) | 11 | 0 | 11475 | 126225 |
| 2 | المرحلة الابتدائية (منحة مدارس) | 22 | 0 | 0 | 0 |
| 3 | المرحلة المتوسطة (منحة كاملة) | 81 | 0 | 11475 | 929475 |
| 4 | المرحلة المتوسطة (منحة جزئية) | 11 | 0 | 11475 | 126225 |
| 5 | المرحلة المتوسطة (منحة دعم معرفة) | 1 | 0 | 0 | 0 |
| 6 | المرحلة المتوسطة (منحة مدارس) | 7 | 0 | 0 | 0 |
| 7 | المرحلة الثانوية (منحة كاملة) | 34 | 0 | 13345 | 453730 |
| 8 | المرحلة الثانوية (منحة جزئية) | 18 | 0 | 13345 | 240210 |
| 9 | المرحلة الثانوية (منحة دعم معرفة) | 1 | 0 | 0 | 0 |
| 10 | المرحلة الثانوية (منحة مدارس) | 5 | 0 | 0 | 0 |
| 11 | المرحلة الثانوية صف ثالث (منحة كاملة) | 18 | 0 | 11560 | 208080 |
| 12 | المرحلة الثانوية صف ثالث (منحة كاملة) خريج الفصل الدراسي الأول | 9 | 0 | 0 | 0 |
| مجموع أعداد الطلبة | | 218 | 0 | اجمالي الرسوم الدراسية المستحقة | 2,083,945 |
| | | 218 | | فقط مليونان وثلاثة وثمانون ألف وتسعمائة وخمسة وأربعون ريال فقط لا غير | |

| | |
|---------------------|---------------------------------------|
| اسم المستفيد | شركة مدارس دار الذكر الأهلية المحدودة |
| اسم البنك | البنك الأهلي التجاري |
| رقم الحساب (الباين) | SA93 1000 0015 4569 4400 0203 |

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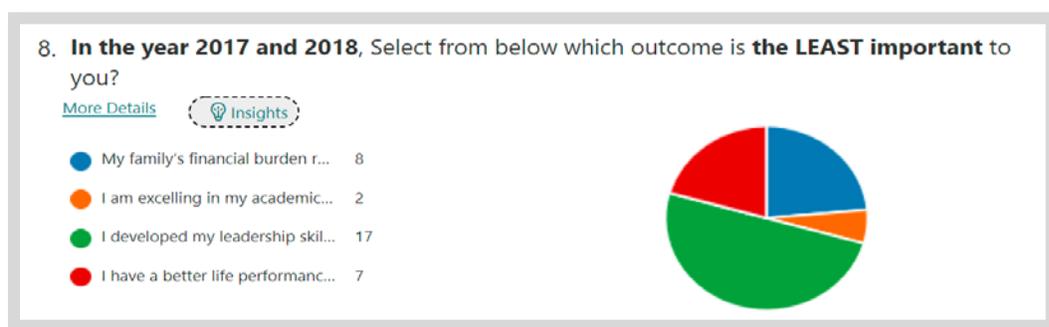
althikr@althikr.com

www.althikr.edu.sa

13.10 Appendix 10 : Anchoring Valuation and its SROI Value Map

| | Calculating Social Return | | | | | | |
|---|---------------------------|--------------|--------------|--------------|------------|------------|--------------|
| | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | |
| Total | 5,333,797.46 | 2,666,898.73 | 530,090.16 | 237,722.25 | 118,861.13 | 0.00 | |
| Present value of each year | | | 5,333,797.46 | 2,576,713.75 | 494,844.84 | 214,411.85 | 103,580.60 |
| Total Present Value (PV) | | | | | | | 8,723,348.50 |
| Net Present Value (PV minus the investment) | | | | | | | 6,230,942.50 |
| Social Return (Value per amount invested) | | | | | | | 3.50 |

Primarily, there are no Industry based ratios for Impact calculation in Saudi Arabia and thus no benchmarking can be done at this point. Therefore, the basis for valuation in the anchoring is the stakeholders' opinions and the actual amounts spent for the scholarship during the period of 2017 and 2018 whereby once we had our final outcomes confirmed and verified by our stakeholders, we posed the question: **"Which is the least important outcome to you?"**



* Students Responses - Agree and Strongly Agree are considered as confirmation of the outcome

What majority of scholarship recipients viewed as the anchor (*Least Important outcome*) was then used in the Value Map to calculate the impact of the Doroob Scholarship and was valued as the actual amount (from Doroob financial records in 2017 and 2018) the Scholarship spent on developing leadership and 21st Century Skills including problem solving and decision making. This was then followed up with the question **"How times more important are the other outcomes compared to the least important outcome?"** and the table below summarizes the results:

| | Students | | Parents | |
|---|-----------------|--------------------------------|-----------------|--------------------------------|
| | Least Important | How Many Times More Important? | Least Important | How Many Times More Important? |
| Family's Financial burden is reduced | 8 | 8.94 | 14 | 1 |
| The student is excelling her/his academic performance | 2 | 9.24 | 9 | 9.43 |
| The student developed leadership skills and 21st century skills including problem solving and decision making | 17 | 1 | 7 | 9.50 |

The student has a better life performance linked to emotional intelligence, well-being, relationships

7

8.88

6

9.71

To get the value of the outcomes for each stakeholder based on their opinion, and as defined by the Anchoring method to use the least important outcome in the ranking as one, we calculated it as below for the other outcomes:

Actual Value of the Anchor (Least Important Outcome)

x

How Many Times More Important

13.11 Appendix 11: Glossary

| Term | Definition |
|---|--|
| Endowment Funder/Donor | A person who bequeaths an Endowment of his/her own free will |
| Enrichment Programs | A Project service that aims at teaching and developing the 21st century skills |
| Gifted | A male or female student possessed of special aptitude, unusual capabilities, or distinguished performance; these merits together make him/her unique among his/her peers in one or more domains appreciated by the community and bear special relevance to fields such as mental superiority, educational attainment, creativity, innovation, and special talents and capabilities. |
| Impact Map | A table that shows the changes occurring due to a certain activity: and how resources are used to finance certain activities leading consequently to certain outcomes for all stakeholders. |
| Inputs | All contributions provided by stakeholders, and which are necessary for the continuity of activity. |
| Measuring the Social Impact | Measuring the impact of intended (or unintended) changes (outputs) to the beneficiaries due to the products and services provided by the Organization and that can't be estimate by the beneficiary at total economic value. |
| Outcomes | The changes ensuring from a specific activity. From the stakeholders' point of view, the main types of change are unintended (unexpected) and intended (expected) changes, positive or negative. |
| Outputs | The description of each stakeholders' inputs using quantitative terms. |
| Scope | The activities, time frame, limits, and type of social return on investment analysis. |
| Social Impact | The total positive and/or negative changes in a community due to the organization's activities. |
| Social Return on Investment Analysis | The process that includes complete understanding, accurate measurement, and reports on the social, environmental, and economic values laid by the organization. |

| | |
|---|---|
| Social Return on Investment SROI | A strategy for measuring value with a broader perspective, considering the social and economic factors. It's an efficient methodology commonly used for measuring impact and assess social impacts. |
| Social Value | Social value is the quantification of the relative importance that people place on the changes they experience in their lives. Some, but not all this value is captured in market prices. It is important to consider and measure this social value from the perspective of those affected by an organization's work. |
| Stakeholders | People, organizations, or entities that experience change, whether positive or negative, because of the activity that is being analyzed. |