A Social Value Evaluation of the Program:

"Generating Future by Connecting Training to Employment"

An SROI Report

2021-2022

What is the Social Return on Investment (SROI) of engaging 288 teenagers in a training and job placement program?

For every €1 invested in the program,
there is a social value created of €2.28.
Investing in the program gives the funders a return in social value of more than 2x the amount invested.

1. Executive Summary

"Investing in improving the employability of socially vulnerable young adults gives the funders a social value return of more than 2 times the amount invested. This signals a well-planned social investment" states Patricia Pólvora, Associate Practitioner Level 1 Social Return on Investment Consultant, (from here abbreviated as SROI), and writer of this report. "The results are very positive, above expectation," she concludes.

Introduction

The aim of this SROI report is to provide stakeholder-informed data to complement the reported program accomplishments and visualize the story of change - vital in the work of continuous improvements of future program editions.

The program "Generating Future by Connecting Training to Employment" spans three years. Due to the difficulties in reaching and involving former students and families, this report only accounts for the social value of 14.20% of the total group of 760 persons and 59 organizations that were impacted by the program.

Therefore, we would like to draw attention to the fact that if this report would extrapolate the results generated by the beneficiaries to account for 50% of all the respondents, and they responded at the same rate as those who answered, the social value of this report would show 4:1, that is, 4 times more the investment. More than ten different scenarios like the one mentioned, are described in the complete report, showing the impact on the SROI ratio.

By trying to understand what "really" changes for stakeholders as a result of the program, this report aims to reflect a complete account of the social value created and to provide an understanding of the change that can support the decisions to increase social value for the program, in addition to being a sustainable tool for strategic funding decisions and the follow-up management system.

This SROI Report is a fundamental tool for the Norte Joven Association and its founder when it comes to maximizing the social value created by the association, beyond the mere fulfillment of metrics. This report shows how the program, on top of the actual output of it, also contributes to generating well-being for individuals and society, and how the innovative approach to a social problem has successfully managed to duplicate the social value of the program.

The outcomes listed for the beneficiary in this report supplement the program's aim to improve the employability of socially vulnerable young adults with no qualification. In today's society, human skills such as well-being, life satisfaction, self-confidence, and social skills are rated "of high importance" in any company and essential to complement the professional capabilities offered by the program. This indicates that the program is not only preparing these young adults by raising their competence, it also generates other vital skills valued by the Spanish labor market.

The SROI methodology only accounts for value based on the information provided by those respondents involved in the analysis.

Thus, there is a lower risk of overclaiming social value, and the information is closer to the reality of the respondents who were engaged.

In summary, the results of the SROI conducted for the program showed that for every €1 invested in the program, there is a social value created of €2.28.

Description

"When I grow up, I want to create an NGO and help people. Why? Because I was helped. Without Norte Joven, I wouldn't be who I am today." (Student at Norte Joven)

This external evaluation report addresses Norte Joven (as an organization) of the "Generating Future by Connecting Training to Employment" program at the Norte Joven Association and the funders of the program. It intends to answer the following questions:

- ***What is the social value of engaging 288 young people in an innovative training program?***
- ***What is the SROI of the program?***

By applying a measurement tool used for social accountability, the report analyzes the program's outcomes that took place between December 1st, 2018, and November 30th, 2021 in Madrid, Spain. The report intends to quantify the importance that the stakeholders (beneficiaries and other identified stakeholders) impacted by the activity placed on the changes they have experienced in their lives because of the program.

The program was led by the Norte Joven Association and financed by several financial contributors with a total of €1,039,311 over three years, with the JP Morgan Chase Foundation being its main promoter.

The program focused on generating second chances through vocational training and job placement for school dropout young adults from vulnerable socioeconomic environments.

As part of the program, an analysis based on an SROI methodology was requested to express the monetary and social value of the program and clearly visualize the outcomes expressed by the stakeholders.

The purpose of the report is to serve as strategic information in the developments to the program, and to visualize the changes (impacts) expressed in monetary units (euros) for clear communication with stakeholders. In addition to a detailed description of the identified outcomes, it also includes a Value Map and a set of SROI indicators.

To generate the result, the social outcomes (impacts) of the program were collected, analyzed, and assigned an economic value using the SROI Methodology based on standards developed by Social Value (socialvalueuk.org), as it was selected as the most suitable methodology for the specific needs expressed by the organization and due to the characteristics of the program.

"I thought I didn't have the intelligence to study. Like if something was missing in me. At Norte Joven, people that didn't know me, believed in me. They trusted me; they didn't doubt that I would succeed. That gave me strength. I get up every morning at 6 am to go to school, and I love it." (Student at Norte Joven)

This table compares the economic value (SROI) of this program, third line, with two other metrics used to report the success or value of the program. The first line shows some examples from the KPIs framework the organization uses to inform about the program's success. The second one, is the state's way (GDP, Gross Domestic Product) to account for value, assigning an economic proxy to a citizens' contribution to Spanish society.

Method	Indicator	Results	Comments
1) KPI framework: the success of the program is reported through pre-defined KPIs (example)	Number of participants who completed the program	**288** participants	Success is presented in metrics
	Number of participants who completed training	**204** participants	
	Number of participants with a job	**124** participants	
2) GDP framework: the value according to economic progress metrics	€ value of moving young adults from a NEET situation to employment (cost for government)	**€1,219,000** (€9,834*124 new workers) (2011, 1.47%)	For every €1 - €1.25 is generated
3) SROI methodology: economic value of outcomes	Value of outcomes identified by all the stakeholders	**€2,231,500**	For every €1, - **€2.28** is generated

Table 1: Comparing different types of indicators of achievements
Note: KPIs from internal organizational documents. GD framework from data.worldbank.org. SROI from own sorces.

The methodology applied to this report is internationally known as SROI (socialvalueuk.org). It is a standard framework for measuring and accounting for a much broader concept of value as indicated in the first two examples presented above. The reason for using this methodology was:

- To visualize the impacts of the program and understand the value that was created, manage it, and provide evidence to demonstrate it. This SROI Evaluation Report is meant to support the work of the Norte Joven Association by contributing to the decision-making that determines the future of this program as part of its strategic planning and to reconfirm the allocation of resources;

- To serve as a tool for investors in making informed decisions and comparisons with other investments, as it provides indicators on how much value this program generates for society.

About

The Norte Joven Association was founded 36 years ago to promote the personal development and social and labor integration of people in social disadvantage, mainly young people, by offering education and training, promoting access to employment, and raising social awareness.

The organization runs several initiatives related to offering training alternatives to those who, for personal, social, and/or economic reasons, encounter more barriers to their social inclusion and labor integration. To prevent the current high levels of youth unemployment, Norte Joven promotes different lines of intervention: holistic and tailored training plans, care for minors, social integration for immigrants, asylum applicants, refugees, and networking.

The results shown in the report for the "Generating Future by Connecting Training to Employment" program go beyond the value captured in other social impact measurements, as it intends to put a financial value to the outcomes identified by the stakeholders. SROI is a vital tool that should be part of any decision-making process related to social programs or/and investments.

The analysis was developed for this program in particular but the methodology (SROI) could be applied to any other program run by the organization.

SROI focuses on measuring "what changes" as a result of the activity financed and managed by the Norte Joven Association. In this project, 760 people were identified as respondents and grouped into different stakeholder groups to be involved in the analysis. The changes (impacts) brought about by the program have been studied in detail to record and measure the perceived value without judging the outcomes.

Therefore, it also includes the identified negative impacts. The result has also been analyzed with different scenarios that contemplate the changes that could have occurred despite the program, the changes that could have been caused by other variables, and the duration of these changes.

The invested value analyzed (including the value of the time spent by volunteers, companies, and other stakeholders) was €977,560. The total economic value of the changes identified by the stakeholders is €2,231,477.26

Thus, the social value generated by the program is €2.28. This means that the social value is estimated to give the funders a return greater than two times more the amount invested.

Results

As a result of the evaluation, the project management team has valid information to be used in decision-making for:

- Investments (expansion/reduction/closing) in the program;
- Improvements to existing content and set-up;
- Development of the program.

One of the main issues with the data collection for this report was the access to four main stakeholder groups: "Beneficiaries", "Families of the beneficiaries and legal guardians", "Volunteers", and "Companies". A great amount of social value could have been lost as their answers were not collected and, consequently, the report may not show the full story of change.

According to the sensitivity analysis, if 50% of all the respondents in these groups had participated, and they responded at the same rate as those who did participate, the social value of this report would increase 4:1, that is, 4 times more. For every €1 invested, €4.40 would be generated, representing an economic value of €4,300,000.

If the same logic was applied to the "Families of Beneficiaries and Legal Tutors" stakeholder, the social value of this report would increase 4:1, that is, 4 times more. For every €1 invested, €4.70 would be generated, representing an economic value of €4,700,000.

The top five outcomes represent 72% of the total value. Three of the outcomes are related to the "Beneficiaries" stakeholder, one to "Social Services – Treasury," and another to "Companies". What all five outcomes have in common is that they are related to "well-being"; the well-being of the beneficiary, the well-being of the company, and the well-being of the state.

Conclusions

By way of conclusion, we can say that the program is creating social value for the funders and supports the objectives of Norte Joven, in terms of improving the employability of vulnerable young adults. This is supported by the results of the report the following way:

Well-being is one of the essential aspects of today's society. It is currently being studied extensively and its importance has been highlighted by international organizations such as the United Nations Development Programme in its World Happiness Report (www.worldhappiness.report), the World Health Organization (www.who.int), and there are countries such as Bhutan that are measuring the well-being (happiness) of their citizens (GNH), giving the ratio the same value as the BNP (www.wikipedia.org).

According to the scientific studies presented by these organizations, contributing to well-being is a top priority for any government, country, and society today. The training program provides knowledge and experience that helps to offer young adults improved chances of entering the job market. In parallel, the program also generates well-being on an individual level and a community level (families, community) by impacting society.

The consultant would like to highlight the strong presence of the sentences like "life-saving", "without any doubts the last opportunity", "it is more than just a training and integration program", "it makes people grow", "it is an innovative approach to a concrete social problem" and "future-proof program". These kinds of words were repeated by all stakeholder groups. The program was seen as the solution to very complex life problems, affecting both beneficiaries, families, and society.

The project is presented as a "training program" with impacts on the integration of young adults from vulnerable socioeconomic environments, but the outcomes in the report show that it is much more than just that.

To build a society, citizens need to feel like they are part of the community; they must strive to achieve life satisfaction, be healthy, feel confident, and believe in the future, i.e., reach well-being and thus life satisfaction. In the words of one of the respondents - "If nobody believes in you, if everybody tells you that you are worth nothing, why would I fight for anything?"

According to the analysis that involved 108 respondents (corresponding to 14.20% of the total group of 760), the following value was generated as a result of attending the program:

"I talk to my mom now. I help her. The other day I fixed the electricity. Before, we never had any meals together. Now, I eat with her every weekend. We are a family again." (Beneficiary).

For the "Beneficiaries", a total of 288 young adults are represented in the report by 53 respondents (18%). These respondents account for more than 50% of the social value identified. The changes identified due to the program were:

- **Improved life satisfaction**
- **Enhanced self-confidence**
- **Increased readiness for employment**
- **Increased motivation to study**
- **Secured a paid job while participating in the program**
- **Healthier**
- **Improved social life**
- **Increased in willingness to help**

As a result of the analysis, other stakeholder outcomes were detected, which are listed below. "All employers and employees pay social security contributions each month. It is the company that pays both the employer's share and the employee's share, after having withheld the relevant amounts from the employee's paycheck" (Treasury).

The "Social Services - Treasury" stakeholder group accounts for 31% of the social value identified. The changes identified due to the program were:

- **Avoided cost for social welfare expenditures**

"What has changed? My life. This program changed my life and the life of this family.

I went from having a 15-year-old with behavioral problems, on probation, a drug addiction, and one step away from entering a youth group home. Sleepless nights with anxiety problems, days of visiting school after school denying him entrance. Not wanted. He was not wanted by society. That was my life. Today I have a responsible child, soon turning into an adult, with a professional degree.

Now he comes home telling me how the company he works for, in the internship program, asks him to work for them when he finishes his studies. He has developed a strength of will and motivation that I have never seen. You ask me what has changed? I tell you my life has changed. Our future has changed." (Mother of a beneficiary)

For "Families of beneficiaries or legal guardians", a total of 288 families/legal guardians are represented in the report by 8 respondents (2.7%). These respondents account for 6% of the social value identified. The changes identified due to the program were:

- **Improved mental health**
- **Better functioning family**
- **Time freed up for the parents**

For "Volunteers", a total of 93 active volunteers are represented by 19 respondents (21%). These respondents account for 3% of the social value identified. The changes identified due to the program were:

- **Improved life satisfaction due to a sense of achievement from self-realization**
- **Enhanced professional skills**

For "Teachers & Tutors", a total of 10 active professionals are represented in the report by 10 respondents (100%). These respondents account for 1% of the social value identified. The changes identified due to the program were:

- **Felt more energetic**
- **Strengthened personal skills**
- **Enhanced professional knowledge and skills**

"This experience has resulted in a change in terms of awareness. I and my colleagues became aware of social inequality. We lived through our experience with the students, how some people struggle with barriers set by companies or society.

But what really changed is our attitude towards working with or employing young adults from socioeconomic vulnerable environments. I would say that today we are more willing than ever to hire them." (Company)

For "Companies", a total of 50 active companies are represented in the report by 4 respondents (6.60%). These respondents account for 5% of the social value identified. The changes identified due to the program were:

- **Increased social consciousness in the organization**
- **Increased in organizational diversity (due to employment of former students)**

For “Customers of Audits” (energy efficiency audits in vulnerable households)”, a total of 8 active households are represented by 5 respondents (61.5%). These respondents account for 0.2% of the social value identified. The changes identified due to the program were:

- **Felt empowered to advocate for household efficiency**
- **Improved finances**

Recommendations

The recommendations are summarized as follows:

Knowledge sharing:

The results of this program should be presented in public to share knowledge in the community and with the state administration (Autonomous Community of Madrid). The program approaches a complex social problem with an efficient solution giving tangible results in reducing the gap of unemployment drop-out of school young adults.

Integration of social value parameters in the current follow-up system:

- Integrate the SROI methodology in the quality and follow-up systems of the organization to maximize the social impact connecting former students to the organization for long-term follow-up and proven social value. This would secure data for comparing progress year to year;
- Include outcome data collection in all closing steps (end of the internship, end of volunteer activity, program conclusion) to secure that outcomes are identified;
- Activate the volunteers in SROI measurement (data collection) to cover for resource needs;
- Add a new KPI to the reporting measurements for funders, based on outcome (“increase of social value with X% per year”, “secure data collection of X% respondents” or similar).

Secure access to stakeholders to visualize more accurate social value:

- Besides showing the social value, the report also visualizes the social value that was “lost” due to imperfections in the data collection process since an SROI report cannot account for the value that the respondents do not report. Therefore, as it was difficult to access the stakeholders, only 14.20% of all respondents contributed to the report, whereas the other 85.80% were not accounted for. A connection with former students, families, and companies should be secured once the students finish their training for future analysis.

- Include two new stakeholders in future analysis - "The State treasury" (to identify if the value has been created due to sustained job contracts of former students) and the companies that contributed with volunteers. The outcome could be expected due to impacts shared by the volunteers. This needs to be investigated further.

- Enhance social value by including questions related to sensitivity when collecting data on "what changed" due to the program, such as reduced or stopped violence, changes in drug or alcohol consumption, and the avoidance of services such as minor's center or probation. This came out in the report but was not addressed in depth. Thus, the consultant assumes that value has been lost. The social value of positive changes in this area is exceptionally high and should be part of the history of change.

Create a closer connection to the stakeholders to optimize social value and create a natural link in data collection:

- Actively **connect the families more closely** to the program to optimize the social impact and secure the engagement of a minimum of 50% to validate the outcomes from this report and expand with new outcomes if generated;

- Actively **connect the companies more closely** to the program to optimize the social impact and secure the engagement of a minimum of 50% to validate the outcomes from this report and expand with new outcomes if generated;

- Actively **connect the volunteers more closely** to the program to optimize the social impact and secure the engagement of a minimum of 50% to validate the outcomes from this report and expand with new outcomes if generated;

- Arrange for **social activities** for the beneficiaries, integrated with families or community) to connect these stakeholders to the program;

- Arrange for **personal growth modules, with future visioning** for the beneficiaries to enhance well-being;

- Identify **new channels of continued communication**
    - Create and maintain WhatsApp groups for "alumni" with benefits or information of interest for stakeholders (invitations to activities, discounts, etc). This would secure access for several years, mobile phone numbers are often kept for many years.
    - Reactivate the "alumni activities" on hold since Covid.
    - Arrange for events, workshops, and online seminars.

The SROI Report was prepared for submission to Social Value International (socialvalueint.org) for an assurance assessment, an organization recognized for its independent assurance assessment.

1.1 Assurance statement

This SROI Report was prepared for submission to Social Value International for an assurance assessment, an organization recognized for its independent assurance assessment, in case the organization chose to do so.

1.2 Acknowledgments

The analysis was led by Patricia Polvora - Level 1 Associate Practitioner. The consultant was responsible for conducting the primary research, developing the value map, and creating the report. Also to be noted: one non-practitioners read the report to make sure that the content was clear.

1.3 Addendum

This report does not include the full outline of the benchmark data and sources in the actual report text, just the references stated in the Annex A Reference section.

2. Introduction

This is a **social value evaluation report with SROI**. In this report, the consultant details how the evaluation was executed for the program "**GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT**". This includes the description of the methodology used, the outcomes generated, and recommendations for the organization based on the outcomes.

Patricia Pólvora agreed to conduct the research and prepare this report as the only author. However, to avoid bias in the results, a Level 1 Associate Practitioner was identified if support was needed in the data collection process during the interviews, a situation that never occurred. As such, the consultant Patricia Pólvora led and executed all stages in the process.

3. Scope

3.1 About the Norte Joven Association

The Norte Joven Association was established as a non-profit organization in 1985 by a group of people aware of the problems faced by young dropout students in the district of Fuencarral, in the north of Madrid (Spain). It was created to offer training alternatives to socially vulnerable people and was declared a public utility organization in 1993 by the Department of Interior of Spain. The organization offers training programs in the trades of electricity, plumbing, carpentry, cookery, and waiter with cultural training classes to obtain the professional certificates for each profession.

The association is authorized to offer official secondary education and professional certifications. It currently has three workshop training centers in Madrid (Fuencarral El-Pardo, Villa de Vallecas, and Alcobendas). The organization has received more than 40 awards since its founding, amongst which we can find *the European Alliance on Skill for Employability* in its second edition in the category of Youth Empowerment through Skills, *the Corresponsables Foundation prize*, and *the Queen Sofia prize* on two occasions. Most recently, in 2020, the organization receive *the Prize of the Naturgy Foundation* to *the Best Social Initiative in the energy field* for the "GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT" program and in 2021 the organization gained recognition in *the Learning Service Awards* as finalists, also for activities included in the program.

Since 1985, the organization has continued working to avoid school failure and offer alternatives for the future through training in three areas: trades, training to obtain the Compulsory Secondary Education Certificate in Spain, and the development of personal and social skills.

All the developed training programs are based on a holistic vision of the person combined with the understanding of what is needed to generate employability. This is combined with the adaptation of the training to meet the demands of the labor market, and the direct contact with companies to secure internships and collaborations.

For more than three decades, the entity has maintained the following as keys to its success: open onboarding, individualized training, and personalized attention. Over the years, and since its founding, the NGO's presence has increased with the opening of two more centers/workshops, one in the district of Villa de Vallecas and the other in the municipality of Alcobendas (https://nortejoven.org/).

Since the start, more than 5,500 people have received training at Norte Joven. More than 3,000 have been onboarded in holistic and tailored training plans. More than 1,000 have received their secondary education certification, and 1,000 have earned a job placement. The organization has relied on more than 1,500 volunteers (annual reports).

To successfully execute the programs that generate these outputs, the Norte Joven Association is financed by external funders. The activities are financed mainly through public and private subsidies; some supporters have chosen to offer grants to the organization for several years. The organization also receives support from individuals, both from members and benefactors, whose donations contribute to the sustainability of the projects.

3.1.1 The objective of the organization

The mission of Norte Joven is to promote the personal development and social and labor integration of socially disadvantaged people through training, access to employment, and awareness in society. The objective is to achieve real equality of opportunities in access to the rights and resources of society and the exercise of civic duties, offering other training alternatives for the integral development of people who suffer from exclusion.

3.1.2 Initiatives of the organization

The Norte Joven Association runs several initiatives to offer training alternatives to those who, for personal, social, and/or economic reasons, encounter more barriers to their social inclusion and labor integration. To combat the current high levels of youth unemployment and the high rate of early school dropouts, the Norte Joven Association promotes different lines of intervention.

Basic Vocational Training programs: Within the regulated education system, the organization offers basic vocational training in the areas of *Retail Assistant* and *Waiter and Waitress.*

Holistic and tailored training programs: To achieve social integration by enabling reincorporation into the formal education system and providing training to access employment.

Care for minors: Care for minors between 6 and 17 years of age who have social and educational support needs and are in a situation of vulnerability.

Open classrooms: To respond to other social realities, Norte Joven makes its open classrooms available to interested parties in the afternoons or through other programs at its centers.

Networking: To share experiences with other entities to promote greater achievements in care, prevention, training, and labor integration.

3.2 About the program

A detailed description of the program can be found in section 3.6.

3.3 Terminology

Several terms or abbreviations are being repeated throughout the report, specific to the industry. They are listed and described here to fully understand their significance in the context of this report.

NEET: this is an acronym for "Not in Education, Employment, or Training" used to refer to the situation of many young people aged between 15 and 29 in Europe. The aim of the NEET concept is to broaden understanding of the vulnerable status of young people and to monitor their problematic access to the labor market.

Beneficiary: A person who derives an advantage from something. In this report, the beneficiary is the program participant who takes part in one of the lines of intervention offered by the program.

Training programs: These itineraries include three training branches: academic training for students that apply for official Secondary Education, professional training in workshops, and activities to promote personal and social development (such as soft skills, health education, universal values, etc.).

Internship: This term refers to a professional learning experience as part of the training program to offer meaningful, practical work-related to the student's field of study. This working experience is not paid by Norte Joven nor by the company.

DUAL Vocational training: This is one of the training programs. It offers classroom training combined with internship or employment contracts.

Traineeship contracts: Traineeship contracts have as their goal the professional qualification of employees, in a regime of alternation of paid job placement in a company, with training activity received within the framework of the vocational training system for employment or the educational system.

Outputs: The outputs are the quantitative summary of the "Generating Future" program, i.e., number of participants, number of internships concluded, etc. It is the actual tangible output of the program. These outputs are designed by the design and formulation team of the program. The outputs are equivalent to the KPIs listed in the funders reporting requirements. The Norte Joven Association reports on the program's progress regularly. In the terminology of these reports, the quantitative summary, known as KPIs in the project reporting, is referred to as "outputs".

Outcomes – The outcomes are the results that show the actual changes (impacts) on the stakeholders. The stakeholders report these outcomes and are the focus of this SROI report.

3.4 Inputs and outputs

The rationale related to the interrelation of inputs, outputs, and outcomes is that the inputs (financial and time) have generated a set of outputs (completion of program), which have led to a series of outcomes.

The following section details the inputs that represent the full cost of carrying out the program, as well as the outputs, which are set in relation to the stakeholders. It gives an overview of the total value identified for the inputs and presents the outputs of the program, in addition to describing the rationale behind the estimates.

3.4.1 Inputs

"Our network of associated companies and volunteers puts their own time and resources into the program. They were very important resources for us. The program wouldn't work as well as it did if it wasn't for their contribution." (member of* the project management team*)

The total input value displayed below, representing the full cost of carrying out the program, establishes the total of the financial and non-financial inputs as €977,446.20. The rationale is that since the program would not be able to occur to the same extent without these inputs, they must be given a value.

This analysis deliberately didn't limit the inputs to the program budget as it took into account all costs associated with making this program happen. By doing so, the report offers a more accurate input value for the final calculation of the social return, established, concerning the total sum of the contributions all stakeholders committed to making. All inputs identified were given a value, and no input has been left out.

The spending (financial inputs) for the "Generating Future" program is broken down in the table of inputs and outputs below. The inputs in the table also consider other non-financial values not accounted for in the program's budget, wherefore the total investment (inputs) is an amplification of the financial input assigned to the program.

Each input source was identified by asking the stakeholders how much time or financial input could be associated with the program. The main provider of information was the initiator, but also volunteers and statistics such as time spent in internship or classroom training.

- What did you/they contribute to the activity?
- Other than money, did you/the contribute anything else?
- How much time did you/they contribute?

It includes financial inputs such as provider costs for carrying out the programs, trips, tool purchases, and non-financial inputs such as volunteer time and teaching time or internships. Once confirmed, these were then given a value in financial terms. Once identified and given a financial value, the inputs were validated with the project manager to secure a common baseline to set the foundation for a common understanding of the inputs.

3.4.1.1 Rationale highlights

The data listed in the input column of table 3.4. inputs and outputs below was put together by taking these rationales into account:

- According to the SROI current convention for Social Value International, time spent by the beneficiaries (participants of the program) is not given a financial value and therefore it was set as €0 in this analysis;

- The grant covered all costs related to the project including 1 coordinator and other coordination resources assigned to the project. It also included the cost for 1 tutor during the two first years of the program;

- For those stakeholders where people have been activated, such as teachers or people in organizations, the hours spent on the activity was the indicator used to calculate the value, where their salaries was used as the baseline to set a financial value. It was provided as a total sum of "costs related to staff";

- When calculating the value for volunteer time, the average hourly rate for the type of work they were carrying out was used as the value. Due to the mix of profiles in the volunteer groups, the average salary was used as a baseline;

- For this report, none of the identified inputs was excluded. They all formed part of the full scope of the calculation of inputs.

This same information is reflected in the Value Map, as shown in Annex B.

3.4.2 Outputs

"The program sets in action a process of training sessions and on-the-job training through internships. Every year we aim to have as many participants as possible complete the program from start to finish." (Stakeholder)

The outputs are the quantitative summary of the program. These outputs were identified in a dialogue with the Project Manager. KPIs reported to the funders during the three years of the program were consulted as a second source.

As mentioned, the activity conducted and focus of this report is "***provision of training and job placement opportunities to improve the employability***" of the beneficiaries, wherefore the outputs are set taking into consideration the program's inputs. The breakdown of these outputs is included in the "output column" of the table above.

3.4.2.1. Rationale highlights

The data listed in the output column of table 3.4 below was put together by taking these rationales into account:

- The outputs shown in the last column of the table are the result of the inputs of the stakeholders;
- For the stakeholder "Volunteers", which is a group composed of persons that have done volunteer actions (not paid) in relation to the program, time contribution as input also results in time-related outputs. The same applies for the stakeholder "Companies", "Families and legal tutors" and "Customers of audit" as they all contribute with time;
- The outputs are included in this report because they form part of the theory of change even if they are not considered in the SROI calculation. Thus, there is no risk of double-counting.

This table shows the breakdown of each input and output for the included stakeholders. To understand the baseline for the calculation, refer to the source description in Annex A.

The output columns only take into account those participants that concluded the program, as those that abandoned were immediately replaced by newcomers.

Stakeholders, Who will we impact? Who will impact us?	**Input Type**	**Input What will they invest in? If this activity cannot go ahead without this input, there is a value assigned to it in €**	**Value in €**	**Output Summary of the activities in numbers**
The stakeholder that affects the activity				
Norte Joven (as an organization)	**Grant (cover for time spent by resources assigned to the project)**	Grant. 1 Project Manager, 1 tutor during the two first years, and other coordination-related costs.	**€93,148**	**288** young adults between 18 and 25 years old, coming from socioeconomic vulnerable environments, passed through a professional certification training provided by the program *(KPIs listed in the about the project section).* *Of those 165 who completed their itineraries* *The split is as follows:* *108 completed a Norte Joven itinerary, obtaining a Level 1 certificate of professionalism. Out of these 19 continued their studies at Norte Joven or other organizations after receiving their certification.* *31 completed the Dual Training (equivalent to passing the Level 2 certificate of professionalism).* *26 completed certified training in emerging sectors (Pest control and Commerce) (equivalent to level 1 and 2 certificates of professionalism).* **1** press release on November 7th, 2019. **1** video with 494 visualizations. **1** evaluation report (SROI) (out of 1, 100%).
		Grant. Costs directly related to the implementation of the project: workshop materials, costs of external professional services, training costs, direct assistance to students, marketing, external evaluation.	**€209,524**	
		Grant. Allocation of indirect project costs related to the facilities used for this activity: electricity, water, maintenance. No rent cost as the organization doesn't pay rent.	**€102,986**	
Stakeholders, Who will we impact? Who will impact us?	**Input Type**	**Input What will they invest in? If this activity cannot go ahead without this input, there is a value assigned to it in €**	**Value in €**	**Output Summary of the activities in numbers**
Stakeholders being affected by the activity				

Beneficiaries (program participants)	**Time spent on training** *	**288 participants**, average participation of 12-18 months in one of the training areas offered by the program. The split is the following: Technical Training: 1,080 hours Professional Skills Training: 972 hours Labor competencies: 108 hours = 2160/student * 288 pers = **622 080/h** **The SROI convention states that time spent by the beneficiaries is not to be given a financial value.*	**€0***	**108** persons have improved the curriculum with a Level 1 certificate of professionalism in plumbing, electricity, or carpentry. **31** persons have job experience and improved the curriculum with a Level 2 certificate of professionalism in plumbing. **26** persons have improved the curriculum with level 1 and 2 certificates of professionalism in Pest control and Commerce. Out of the 288 that passed through the program, it is confirmed in the organization's follow-up registers that **124** young adults entered the labor market, and **19** young adults enrolled on higher-level studies (intermediate degree).
Families or legal guardians of the beneficiaries	**Time**	Time (at minimum wage). Those students that were underage, had to be enrolled by their parents. The time spent by these parents on enrollment was: **24** hours spent by **1** family member or legal tutors managing the beneficiaries' onboarding to Norte Joven. Onboarding time (Two 1-hour-meetings and 2 hours of paperwork). Minimum salary (€14.20/h). (24*(4h*€14.20)) The average value of the hours dedicated by the families. Value/hour €14.20/h.	**€1,363.20**	**288** more employable family members **124** family members with employment
Tutors and teachers	**Time**	Time is paid by the organization in salary. **10** Staff members. Includes teachers from the Norte Joven staff list and external paid teachers and companion resources to execute the energy audit service.	**€537,722**	**An undefined** number of teaching hours was spent on preparing, delivering, and doing follow-up of classroom training for **288** students.
Volunteers (in professional skills, company volunteers, and external	**Time**	**186** h**ours** on volunteer actions spent by **10 teacher volunteers.** 186h*€21 = €3,906	**€5,670**	**186** hours spent on preparing, delivering, and doing follow-up of classroom training, services

collaborators in additional volunteer services)		**70 hours** on volunteer actions spent by **76 corporate volunteers**. 70h*€21 = €1,470 **14 hours** on services spent by **2 collaborating entities**. 14h*€21 = €294 The average value of the hours dedicated by the volunteers. Value/hour €21.		or simulation of interviews for **288** students.
Companies	**Time**	Time (at min wage). **824** hours estimated in total for the internships-on-onboarded students at **40 companies**. **204** students. €14.20/h (minimum salary of admin) 4h/student Estimated time for the contract signing, tutor assignment, and teaching. (204*(4h*€14.20)) = €11,587.20 Time (at min wage). **890** hours estimated in total for the onboarding of students for 1-year-job-contracts at **1 company** **89** students. €14.20/h (minimum salary of admin) 10h/student Estimated time for the contract signing, a welcome session and tutor assignment. (89*(10h*€14.20)) = €12,638	**€24,225**	Support in hours worked by program participants from 204 trained students for 80h/student. Approximately a total of **16 320** hours. Support in hours worked by 89 skilled workers for 12 months working 4h/day. Approximately a total of **85 440** hours.
Customers of the audits	**Time**	**156** hours spent in total on **26 households.** 6h per household. The average value of the hours dedicated by the persons in the household in receiving the service. Value/hour €18 ((6h*26u)*€18)	**€2,808**	**26** households received an energy-saving audit and had energy efficiency measures implemented, increasing cost-saving possibilities.
The State - Social services	**Time**	This stakeholder does not generate any significant input. The service provided was impacted to a very small extent, due to the automatization of the registration process.	**€0**	**124** enrolled contributors to social services.
TOTAL			**€977,446.20**	

Table 2: List of inputs per indicators
Note: From own sorces

3.5 About the SROI analysis and the activity analyzed

Type of Report: This is an evaluation report. It evaluates a situation that has taken place in the past. The analysis included informed data only from respondents who had finished the training or were in their last month of training, or had completed their collaboration with the program.

Audience: The audience is external as the result was expected to be presented at an external event in 2022.

Objectives of Analysis: To support the strategic work of the Norte Joven Association by providing informed data to maximize the impact of the "GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT" program in upcoming editions. It also serves to give a clear picture to the funders of the program on the value of their investment. By leveraging informed data and giving a full picture of the program's impact, the Norte Joven Association is also equipped with a complete picture of the impact to support decision-making processes that are vital for the development of the future editions of the program and resourcing.

Activity Analyzed: "GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT".

Period: The analysis covers the three years of the program. December 1st, 2018 to November 30th, 2021.

Resources: One consultant was estimated to have worked for 120 hours. Support from the project manager of the activity with 20 hours in reviews and access to the stakeholders.

Post-data: resources were underestimated. The consultant spent 200+ hours and the project manager spent 60+ hours.

Deliverables: SROI Report in Spanish and English for local and international distribution, Value Map, presentation material, and a 10-minute recording.

3.5.1 Limitations of this report

Limit in scope: This report limits the scope of the analysis to the "Generating Future" program that took place between 2018 and 2021. The data and specific results of this analysis are only related to participants in this specific edition and cannot be extrapolated to other courses taking place at the same facilities, as these took place in other conditions with other people.

COVID-19: This report was not affected by the impact of the COVID-19 pandemic, even if the program itself was, because the analysis took place when no restrictions were in place for small gatherings. The focus groups were designed to cover not more than five participants, but this limitation was not set due to the COVID-19 pandemic restrictions.

Representation: One of the limitations to highlight for this report is the difficulties in accessing the respondents for the stakeholder groups "Beneficiaries," "Families and legal guardians," and "Companies." The organization assigned several resources to identify the contact information for the respondents and reach out to them one by one. Still, besides all efforts, these three stakeholders are not represented to the extent wished. Thus, the percentage of representation for every one of the stakeholders is stated, and the report is transparent on how this impacts the results, showing the risks in the risk assessment.

a) **Beneficiaries**: the program spans three years. The students naturally disconnect from the organization once they finish their training. Contact records were not kept longer than needed to cover their training or work support. Therefore, it was challenging to access beneficiaries who had abandoned the program or completed it before this analysis was made. The attempt was made with little success. This had an impact on their representation in this report.

b) **Families**: Families were challenging to identify and access. Therefore, the representation of the respondents that participated in this report for this stakeholder is not fully representative of the entire stakeholder group. A large percentage of the students wear adults during the program. It implied that they cared for their enrollment and administration related to their participation in the program. Only 24 students were minors. This, combined with the fact mentioned about the stakeholder "Beneficiaries," made it even more challenging to identify and contact the families for involvement. As the students were adults and the family situation was complex, the organization had to ask the students for permission to contact their families.

c) **Companies**: The primary contact between the organization and the companies was, in most cases, a person from the HR department. This role had never been in touch with the students. The person in direct contact with the beneficiary would be the manager. As these activities had finished when the report was written, it was nearly impossible to identify who these persons were and reach out to them. Thus, the representation of this stakeholder is low as only a few persons could be involved.

3.5.1 Disclaimer

- This report consists of descriptions, Conclusions, and summaries of the results. The full SROI process and standards are outlined and publicly available on the Social Value International website.

- As with any SROI report, the process is based on subjective values, so the result of the SROI calculation cannot be taken as an objective value.

- One important part of the SROI methodology is identifying if the change remains constant over time. The analysis was concluded less than a year after the program was finished, which impacted how the data collection was managed and analyzed. Especially attention was placed on these areas:
    a) Duration of the outcome;
    b) Causality: Drop off of the outcomes.

In these two cases, as the stakeholder had not "experienced" the outcome spread out over time, during the data collection process, stakeholders were asked to make assumptions on what they believed would happen to the outcomes over time. This data was triangulated and/or completed with information from other reports or third-party data benchmarks.

3.6 Detailed description

This section describes the details of the scope of this evaluation report.

The program, funded by several organizations and run by the Norte Joven Association was concluded in 2021. The program is a three-year vocational training and job placement project for 16 and 25 years old young adults, resulting in compulsory secondary school certificates or job contracts, with the commitment to combat school failure and offer alternatives for the future through training and job placements.

The program impacted on beneficiaries but also had an impact on other stakeholders such as companies, teachers, volunteers and customers of the audits.

3.6.1 The activity

Project Name: "GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT."

Project Background: This 3-year grant will support 226 young people who are not in training, education, or employment in low-income neighborhoods in Madrid. The project will improve participants' employability through a basic and intermediate DUAL vocational training certificate in carpentry, plumbing, energy, electricity, air conditioning (depending on the demand of ACLIMAR), with added focus on energy efficiency. With the earned skills, participants will work to support low-income households in their community with guidance on how to improve the energy efficiency of their homes and reduce their bills consumption of energy. Norte Joven will also support beneficiaries with soft skills development and social support to ensure a successful transition into work.

Project finance form: The "Generating Future" program is funded by several organizations.

Project management: The program's execution is managed by the Norte Joven Association. The Project Manager is responsible for the delivery of the program and the follow-up.

Country: Spain.

Locations: Madrid.

Program Mission (objectives): The major goal is to improve the employability of socially vulnerable people with no qualifications by:

- Offering them the initial possibility to gain the first level of qualification through formal and non-formal Vocational Training Programs;
- Offering DUAL Vocational Training program in level 2, with a construction sector company through employment (combined with classroom training);
- Further qualification in emerging sectors without being linked to a job contract.

Forecasted outputs as listed in the KPI reports:

- Young adults aged 16 to 25 with no qualifications gain a first level training in holistic formal and non-formal tailored training itineraries;
- The quantity and quality of the employment of young adults with a level 1 or equivalent is improved with the possibility to gain a level 2 of professional training;
- The gap existing amongst the needs of the labor market and the training offered to students is reduced through the direct collaboration of Norte Joven with a hiring company from the construction sector;
- An average total of 226 participants over the 3 years should have passed the program.

The final outputs, once the program has been finalized, are listed in the 3.4.2 Output section.

Duration of the program: From December 1st, 2018 to November 30th, 2021.

Type and number of beneficiaries: The program was designed for 226 young adults with no qualifications and unemployed when initiating the program. The final number of participants was 288 (204 attending classroom training combined with internships, 84 finished the DUAL program. Out of these, 51 combined classroom training with a job contract and 33 finished their certification in job categories where there is a lack of professionals: Pest Control and Logistics - commerce). These two vocational certificates were theoretical training, not combined with a job contract. 5 students finished both the training itineraries and the DUAL program.

The methodology to determine how many students (beneficiaries) had completed the training or job assignments and assure that the output data in this report would be accurate was the following:

a) The program manager would share the KPIs (indicators of numbers of participants) reported on the program at the closure of the program edition with the consultant;
b) The KPI would be the base to align the input and output data, define the number of families (stakeholder);
c) Be the parameter that defines the final number of respondents per stakeholder group. The following table indicates where limitation was drawn:

Who to include in the stakeholder group "Beneficiaries"

Include	Time reference	Exclude
Students actively participating in the program per October 2021 (i.e still studying) independent of the itinerary.	December 1st, 2018 to November 30th, 2021.	Students that never onboarded were excluded from the initial assessment.
Former students (including all since 1st of 2018).		
Students that had initiated the studies but abandoned (including all since 1st of 2018)		

Table 3: List of included respondents in stakeholder group beneficiaries
Note: From own sorces

Detailed Description: With the commitment to avoid school failure and offer alternatives for the future through training and job placements, "Generating Future" promotes the employability of young adults. According to the description of the project, 226 young people were expected to participate, who would form part of the different vocational training programs, internships, and job placements.

As of the program's closing date, 288 young people had participated. This project was designed to offer 68 places per year in carpentry, electricity, and plumbing. 90 participants were to participate in "DUAL Training" as a proposal for the continuity of their studies and employment. The project was reformulated due to the COVID-19 pandemic crisis. Of these 90 vacancies, 56 were filled by students who received both training and job placement at one company (ACLIMAR), and 33 students received vocational certificates in two specific niche markets where the organization had identified a lack of professionals. Those were Pest Control and Logistics (commerce). These certificates were not associated with a job contract, they were run as theoretical training programs. In these markets, there was a need for certified professionals (trade logistics and pest control). This training didn't only include theoretical training but also 80 hours of internship in their current training area.

The program also activated other stakeholders such as companies, teachers, volunteers, customers, professional supporting services, and coordination resources. In total, 760 persons have impacted or been impacted by the program. These individuals were employees in 59 entities; companies, universities, or other organizations.

226 young people were expected to participate over a three-year period, who would participate in the different areas of the training program. Some of these training areas focused on completing their compulsory secondary education, while others combined vocational studies with job placements or internships. Participants were active for an average of 18 months, where they attended classes at the Norte Joven Association center or did internships with collaborating companies.

Unique for this program was that all vacancies in the different training areas were filled with new participants once former participants had completed their studies. This is an "innovation" as traditionally, training programs have a fixed start and end date. Participants could enroll in the program at any time of the year. This approach gave them the flexibility to start their studies when needed instead of the standard way in education where the school year is divided up into terms, and students can enroll only on specific dates.

The onboarding was open all year long in an attempt to provide an individualized solution to each person who came to the organization at any time of the year. Such an approach avoids the demotivation that results from waiting and trying to maximize the impact of the resources by covering the vacant places left by students who had graduated and by dropouts.

The program's different components were:

Activity 1.1: Professional training level 1 and secondary education certificate.

Norte Joven targets young adults aged 16 to 25 who don't have the secondary education certificate (basic title), professional training, and socioeconomic possibilities when they come to us for the first time, and therefore the first step they need to achieve is to gain level 1 training.

This project will offer training in carpentry, electricity, and plumbing (it will offer 68 seats per year). Framed in a holistic itinerary that includes training to gain secondary education and activities to improve soft skills, students will carry out 3 hours a day from Monday to Friday of training in the professional workshops at Norte Joven.

This training will be non-formal Basic Professional Training (level 1) adapted to students learning paths with an approximate duration of 18 months. It includes the possibility of achieving an official certificate of level 1 and their training.

The enrollment period is opened all along the year to cover training vacancies that can occur due to students who complete training or dropouts.

Activity 1.2: Collaboration with companies

On the other hand, this training seeks companies' engagement, following the DUAL training model, through receiving feedback and volunteering participation in the training programs. Also, some improvements in the training workshops will be incorporated if identified and following the companies' advice and counseling. The aim is to use the knowledge and expertise of willing companies to introduce in the training program important concepts/skills needed and recommended for students to improve their employability. We will keenly seek to offer shared training programs (such as training through training contracts or counting on the direct companies' collaboration in our training itineraries).

Activity 1.3: House Intervention improving energy efficiency

Learning through service activities, students will improve the energy efficiency of 26 households of vulnerable families who suffer from "energy poverty" or communal areas through micro-efficiency measures that reduce energy consumption. This activity was expected to impact at least 54 people.

DUAL VOCATIONAL TRAINING PROGRAM

It aimed to have students gain a specialized qualification while working. It includes the next activities.

Activity 2.1: Coordination with maintenance companies

Norte Joven will be the focal point between training centers and companies. It is Norte Joven's engagement to provide students with a certificate in level 1 or secondary education degree to enroll in the DUAL vocational training program.

Also, Norte Joven will reinforce their professional training level 1 considering the needs and the gaps that have been identified in the construction sector and training center which conducts professional training level 2 to ensure the better performance of the students while they are in the DUAL Vocational training.

Activity 2.2: Selection of the students (Norte Joven students or students transferred by other social entities or social organizations networks, especially from the Second Chance School Spanish Network).

Norte Joven selects students who will enroll in the DUAL Vocational Training Program. The selection is made by the Employment Department after the competency assessment interview, which concludes the itinerary. On the other hand, the Norte Joven Labor Insertion department will select other vulnerable unemployed young adults coming from other Second Chance Schools.

Activity 2.3: Monitoring DUAL Vocational Training students at the construction site (75% of working hours in the first year of the training contract; 80% of working hours in the second year of the training program).

Activity 2.4: Monitoring DUAL Vocational Training students when at the training center (25% of working hours in the first year of the training contract; 20% of working hours in the second year of the training program)

Activity 2.5: Follow-up of students who are participating in the DUAL vocational training through training contracts to cover their needs (psychosocial support, health care, etc.) in coordination with other social entities in case it is needed.

Activity 2.6: Following up on students who are already working. The job coach does a regular follow-up with each individual.

FURTHER TRAINING IN EMERGENCY TRAINING SECTORS TO ACCESS labor-market AND ACCESS TO EMPLOYMENT FOR FURTHER TRAINING STUDENTS

This component offered a level 1 and a level 2 professional certificate to improve the employability of participants in new employment niches. Those were Pest Control and Trade Logistics.

EVALUATION

The project includes an independent and external evaluation aiming at analyzing the project's social impact, with the SROI method to share more valuable information with other interested and related organizations (public or private).

3.6.2 Beneficiaries of the activity

According to the Norte Joven Association, the main beneficiaries of the program are socially vulnerable young adults aged 16 to 25 who are not in training, education, or employment and require training to improve their employability and prospects.

3.6.3 Purpose and objectives

This program addresses different problems affecting socially vulnerable young adults in Spain:

- The high rates of school dropouts, youth unemployment, and NEET population in Spain;
- The quantity and quality of employment that students can access with a secondary education degree and/or a level 1 or 2 o of professional training, as well as the difficulties to pursue continuing education;
- The gap between the needs of the labor market and the shortage of training courses gave rise to identifying employment niches and contacting companies that were interested in participating in the training, as they could become potential employees.

The program had identified an overall objective: *to improve the employability of socially vulnerable young people with no qualifications*.

The reason for initiating this analysis in the period mentioned in the scoping review is because the project has ended, and an SROI evaluation was included as part of the project to be presented together with the project's reach KPIs to the funders.

As mentioned previously, in the scoping for this report, it was clear that the report would only cover the program "Generating Future". Therefore, this report only focuses on the story of change related to the stakeholders within this context.

The logic behind the scope of this report was set and agreed upon with the stakeholder group affecting the activity (The Norte Joven Association) before initiating the analysis. It was important to be transparent in establishing this scope, as this program shared similarities with other programs in the same facilities during the same period, for a similar group of beneficiaries. Once the scope was defined and outlined, the analysis process was initiated.

This work was done through one-page reports delivered to the Project Manager after each step in the SROI process and signed both by the consultant and the organization, accordingly. The scoping was secured before the stakeholders were identified, and the stakeholders were the basis for defining the inputs and outputs that formed the foundation for the data collection process and analysis of the outcomes. Thus, the process guaranteed that a common understanding was the baseline for the analysis.

In the process of outlining new strategies for the upcoming years of this same program or similar ones, it was considered of great value for the Norte Joven Association and the funders to gain a deeper understanding of the actual changes for the identified stakeholders to take strategic decisions on how and where to develop the program, the related resources, expansion, and funding. This SROI report serves as a strategic tool for decision-making.

Once the program was coming to an end, The project management team felt the need to answer the question: "*What is the social impact of our initiatives?*". In the search for an answer, they looked for tools that could provide the information needed to be able to report to funders on the social impact and serve as a base for strategic decisions. SROI evaluation was selected as the most suitable measurement methodology. It was agreed that this SROI evaluation report would account for both positive and negative impact (change), if identified, and would not discriminate against the negative impact if it was identified as an indicator of change, as this data was valuable for decision-making.

Furthermore, if the reports show that the stakeholders consider the outcomes relating to the program goals to be less important than other outcomes, this does not mean that the organization should give up on the goals. What this insight can do is to help in the redesign of the Theory of Change and design of the program that would increase the value for the organization's stakeholders.

In other words, both the members of the organization and the consultant of the report agreed that the intention of this evaluation report was not to "prove" the objectives of the program and expectations but to show what had actually changed for the program's stakeholders.

The main purpose of this SROI report: The main purpose of this SROI evaluation report is to support the work of the Norte Joven Association in maximizing the impact of the "Generating Future" program by contributing to the decision-making that determines the future of this program in the coming years, as part of the program's strategic planning (funding, development, and resourcing).

Objectives:

- To analyze the 2018-2021 edition of the program "Generating Future" to produce a **Value Map** and **SROI Report** that accounts for the social value of this edition, answering the question of ***what* changed** for the stakeholders involved;

- Tell **the story of *how* change was created** by measuring the social outcome of the program, using monetary value to represent **the social return on this investment (SROI)**.

- Set a **framework** (Value Map and SROI Report) that identified suitable indicators that would enable the Norte Joven Association to forecast social value and outcomes for future editions with similar characteristics, maximizing their *social impact* with the "Generating Future" initiatives

3.6.4 Outcome targets

The outcome-target is a pre-determinated outcome-level aimed to achieve optimal social value. This is the amount of change established for this report. The level of satisfaction expected for this report is marked with an X.

	Unsatisfactory	Satisfactory	More than satisfactory
Level of satisfaction	An SROI ratio below 1 (i.e 0,X:1)	An SROI ratio equal to 1 (i.e 1:1 or more)	An SROI ratio of more than 1 (i.e 1:X or more)
			X

Table 4: Table indicating level of satisfaction
Note: From own sorces

3.6.5 Resources

The estimation of resources for this report was defined in the scoping phase and was based on previous experiences. For this analysis, one consultant (Patricia Pólvora), Level 1 Associate Practitioner in Social Value, worked 200+ hours. A confidentiality agreement was signed between both parties. A supporting resource (consultant) was also identified if needed for specific actions during the process that could not be done by the consultant due to biases.

When it comes to how the interaction would occur between the consultant and the project manager, it was agreed that two face-to-face meetings would be held at their facilities at the beginning and the end of the program, and four meetings would be online to cover the full analysis process. Information flow would be transparent and continuous during the process. Communication with the receiver of this report was done through email, meetings, and by phone.

In addition to the actual analysis phase, a presentation to the Management Team of the organization was also expected to occur at the beginning of 2022, as well as an external presentation for a selected audience.

It was discussed that the report should be prepared as for assurance by Social Value International in case it was decided, wherefore the report was written in Spanish and English. The estimated date for assurance was set for January 2022.

3.6.6 Audience

The audience for this report is the Norte Joven Association. Furthermore, this report was identified as the tool for communicating with the program's funders, along with the KPI follow-up and closure.

3.7 Methodology used

"To achieve social impact, actions must demonstrate that they have contributed to positive and sustainable changes for the benefit of society." (Esimpact)

There is not a company in the world that does not feel accountable for the financial results it generates through its investments. Investments in resources, prospects, and investments that result in hours of work to show their return, commonly known as return on investment (ROI). companies even have departments with resources that calculate the financial value the company generates (Financial Department), record the goals it sets, and demonstrate its accountability to its government and auditors. It is so automatic, so ingrained in the DNA of any company, that practically nobody thinks about whether this financial value is the only value that a company generates. In companies where the only focus is financial, it's the ABCs of any investor or manager to drill down into every role, objective, and bonus, seeking to continuously maximize the return on the investment and celebrating success when goals are reached.

Since the beginning of trade in the Latin era, donations and social contributions have always been around, investments in society to support, help, develop, and evolve as people, as a community, or as humanity. It is, however, interesting how millions and millions have been invested in society, yet it is not very often that someone asks about the Social Return on Investment (SROI) of these activities, about how financial resources are converted into the social return.

We are used to measuring quantity (how many courses, how many people etc.), but is this data "good enough" to make a strategic decision on how much "change" has happened to people in their lives thanks to our activity? For those of us who invest in society, and those who manage these investments, how will we know what the return is if we do not measure the results like we would for any other investments requiring a financial return?

This report shows the story of change, the chain of events that impact people, and changes that make a difference in people's lives. This report puts a value on that change and contributes to the financial value a company generates by adding the social value also generated. Doing so provides a picture of the total value generated by a company: financial value, traditionally known as benefits, and social value, visualized through this report.

Furthermore, it encompasses the story, the indicators, and the metrics related to change, intending to be a support tool in the decision-making processes of this program. What are the changes generated? What is the value of these changes? What can we do now to know what is changing and how much is changing? Imagine the power of such a tool when deciding on developing a program, shutting a program down, or redirecting resources to other programs.

Social Return on Investment (SROI) is a framework for measuring and accounting for a broader concept of value, a framework to structure our thinking and understanding of what changes. SROI focuses on measuring the change and describes the story of how change is being created by measuring social, environmental, and economic outcomes. The strength of this framework is the use of monetary values to represent these changes, applying two common concepts;

- a) benefits and costs
- b) the ratio between them.

An investment of €10,000 that delivers €30,000 of social value has a ratio of 3:1.

Even if SROI is very much associated with a specific "number," easily understood by anybody with basic knowledge on how return on investment works, the consultant would like to emphasize that SROI should be seen as a story of change. A description of what changes due to the program. The story shows us how we are to understand the value created and how we are to manage it and prove it.

SROI incorporates social, environmental, and economic costs and benefits. The consultant strongly believes that by being aware of *what changes*, any manager of a social impact program will have a tool to reduce inequality and environmental degradation and improve people's well-being by optimizing the programs he or she runs.

This analysis followed the principles and the six-stage process of the SROI framework, as documented in "A Guide to Social Return on Investment" (Social Value Network, 2012).

Stage 1	**Establish scope and identify stakeholders.** Establish clear boundaries about what the SROI analysis covers and identify who will be involved in the process and how.
Stage 2	**Mapping outcomes.** An impact map, or theory of change, is developed through engagement with stakeholders, which shows the relationship between inputs, outputs, and outcomes.
Stage 3	**Evidencing outcomes and giving them a value.** This stage involves finding data to show whether the outcomes have happened and then put a value on them.
Stage 4	**Establishing impact.** Having collected evidence on outcomes and monetized them, those aspects of change that would have happened regardless or resulted from other factors are eliminated from consideration.
Stage 5	**Calculating SROI.** This stage involves adding all the benefits, subtracting any negatives, and comparing the investment results. It is at this stage where the sensitivity of the results is tested.
Stage 6	**Reporting.** This stage involves sharing findings with stakeholders and responding to them, embedding good outcomes processes and verifying the report.

Each section of this report explains the applied methodology for each stage.

3.7.1 Imperfection of the methodology

Transparency is of great importance for this report, wherefore, besides stating all constraints identified initially, listed in 4.3.2 Constraints section, any steps in the process that didn't follow the standard order in terms of stakeholder involvement is described in this section. The consultant indicated the importance of stating this approach in the name of transparency, and this was agreed on with the initiator.

Sensitive questions: In the data collection process, three "sensitive" outcomes were expressed by the "Families and Legal guardians" and "teachers and Tutors" stakeholder groups in reference to another stakeholder group, "beneficiaries", with an impact on the "State" stakeholder as well. These were:

Who generated the outcome	**For whom**	**Outcome**
Families of the beneficiaries and Legal guardians/ Teachers and Tutors	beneficiaries	*Due to the program, my child has stopped consuming/reduced their consumption of drugs.*
Families of the beneficiaries and Legal guardians/ Teachers and Tutors	beneficiaries	*Due to the program, we didn't have to use the service of a youth group home (it was the next option if my child had not been enrolled).*
Families of the beneficiaries and Legal guardians/ Teachers and Tutors	beneficiaries	*Due to the program, we stopped using the state probation service*

Table 5: List of answers from stakeholders, in reference to consumption
Note: From own sorces

Before activating the data collection for quantification of the outcomes, the consultant presented these outcomes to the Project Manager as the consultant judged the outcomes to be sensitive, and referred to an outcome coming from minors.

A meeting was set up to discuss appropriate language and approach when included in the qualitative data collection for the stakeholder that was composed of underage respondents. Discussion with the Project Manager and management took place on several occasions where pros and cons were set against each other, having in mind these two concepts:

1) The impact these questions could have on the beneficiary. The purpose was to discuss if the questions about these sensitive areas would cause harm.
2) The relevance or importance of these outcomes in the funding, planning, and resource setting of the next editions of the program. The purpose was to discuss to what extent such an outcome would make any difference in the decision-making of the program.

The Conclusion was that even though the methodology states the importance of bringing forward every outcome not to miss out on any relevant and important value, the valuation of the outcome would have no impact on any decision-making but would create an undesired and uncomfortable situation for the beneficiary, probably having negative consequences. Therefore, these outcomes were disqualified in the relevance test and not brought forward for valuation of the"beneficiaries" stakeholder in its purest form but included a more generic question asking about the improvement of actions that supported physical health in general.

The stakeholder "Families and legal guardians,"as being the ones generating this outcome, were asked to quantify and value the outcome as "tutors" of the beneficiaries, even though it was not an outcome related to the family itself, but indirectly affecting.

Another area of imperfection of the methodology is related to the valuation of the outcomes (qualitative data collection) for the stakeholders' "beneficiaries" and "Families and Legal guardians of the beneficiaries". For all other stakeholders, the questions related to deadweight, displacement, attribution, drop off, and duration, were included in the qualitative data collection. For these stakeholders mentioned above, it was decided, jointly with the Project Manager, that the questions were far too difficult for the stakeholders due to language barriers and general understanding. Therefore, the questions were only placed to a randomly selected group of respondents from each of the stakeholders, in one-to-one meetings with the consultant, that gave space to explaining the meaning of each question. Even though this was not, according to the process, it was judged to be the most optimal way for setting value on the outcomes still supporting the purpose of the study and not impacting on the quality.

In the name of transparency, the consultant would like to highlight the representation of respondents that phone part of this evaluation.

The representation rate for this specific part of the valuation, was the following:

Stakeholder	**% of representation**
Beneficiaires	3% of the whole stakeholder group 11% of the group that responded to the amount of change for each outcome.
Families and Legal guardians of the beneficiaries	1.5% of the whole stakeholder group 50% of the group that responded to the amount of change for each outcome.

Table 6: Indicating the representation rate for data collection
Note: From own sorces

3.7.2 Level of precision and rating of methodology

In the organization's ambition to make better decisions based on stakeholder informed data, this report set the precision throughout the data collection and analysis to support the decision making, taking into account four variables analyzed below. The purpose is to identify, before initiating the evaluation, that enough precision is applied to the level of decision. This sets the baseline for how the data collection process should be designed and how the analysis should be carried out.

This precision analysis answers the question: What type of decision would be taken based on the data generated from this evaluation? What level of precision would be adequate?

Decisions taken on incomplete data or data with not enough level or rigor, could have more or less negative consequences. Therefore, the level of precision was analyzed for this report by addressing the following:

Likely cost or consequences if decisions are wrong (risk):
What is the level of risk if the report's data is not showing the full story? (high, medium, or low).

What is the frequency of the decision(s):
How often are decisions taken for this program? (every X years, annually, whenever possible).

Data quality required:
What is the required level of quality of the data? (high, medium, or low).

Need for independent assurance:
What is the required level of assurance? (high, medium, or low).

This table shows three types of decisions and the level of precision needed in decision-making for each one of the four areas. The level of precision identified for the program analyzed in this evaluation is; tactical decisions, highlighted in gray and bold below table. When designing data collection and analyzing the data, the precision would be in alignment with the levels identified for tactical decisions.

Type of decisions	Likely cost or consequences if decioins is wrong (risk)	Frequency of decisions	Data quality required	Need for independent assurance
Strategic	High	Annual	High	High
Tactical (change in choice of products or services)	**Medium**	**Quarterly**	**Medium**	**Medium**
Operational (change in delivery of goods/services)	Low	Whenever possible	Low	Low

Table 7: Indicating level of precision.
Note: From own sorces.

The conclusion of this analysis is that the informed data resulting from this evaluation would support tactical decisions (changes in choice of service). The data would be used to improve the program in its design, to make corrections in subsequent editions with the aim to optimize the social value generated by the program. To a low extent, the aim for the data was to serve in value argumentation to fundraise for subsequent editions of the program (strategic decision). Still, it was clear that the data would support tactical decision-making to a more considerable extent. Also, the program ran over a three-year period where operational decisions were made for new editions. Thus, the rigor in data collection had to take into consideration that an operational decision would impact a long period and impact many beneficiaries.

In addition to what was mentioned, as the program was a spin-off of previous (tested) programs and was checked against KPIs regularly over the three years, the operational decisions would require data quality but not the highest rigor, as other sources also supported the decision-making. The results from this report would provide informed stakeholder information in decision making, but not as a stand-alone source.

Finally, assurance was an optional activity initially, but very much wished for thus the report was to be written in such a way that Social Value Assurance could be applied. Therefore, the requirements to present for assurance were to be considered already from the beginning.

The analysis was also considering how reversible the decisions would be once taken (if not correct).

Level of being reversible:
How fast can you reverse a decision once taken? (rated on a scale of 1 to 5).
The level of "reversibility" was set to low-medium (2-3).

1	2	3	4	5
	x	x		

Table 8: Indicating level of reversibility.
Note: From own sorces.

Conclusion was that a tactical decision would generate additional cost if it would need to be reversed, but the actual activities would be reversible quite quickly as the organization had complete control of the actions, resources and systems for doing follow-up of the impacts on the stakeholders on a regular basis. Thus, it was assumed that a not 100% complete story of change causing less assertive tactical decision-making in operations would be of low-medium risk.

Furthermore, the level of rigor was assigned. This implies that the methodology chosen for this evaluation had to comply with at least a medium level of rigor. It should not be mistaken as "medium quality", on the contrary, rigor is required for this evaluation according to the above analysis and also according to the standards that frames the SROI methodology. It should be seen as an indicator to support resourcing for the evaluation, research, benchmarking and data collection strategies.

Level of rigor:
Is the methodology chosen for this evaluation (SROI) covering for the right level of rigor? (rated on a scale of 1 to 5).

Based on the above analysis, the level of rigor needed for this evaluation, the "rating" around the methodology, was set to medium (3).

1	2	3	4	5
		x		

Table 9: Indicating level of rigor.
Note: From own sorces.

Conclusion was that the SROI Methodology would cover for this rigor without any doubt.

Finally, the level of completion required for the evaluation was identified.

Level of completion:
What is the accepted level of completion this report should aim for? (rated on a scale of 1 to 5).

Based on the above analysis, the level of completion needed for this evaluation, the "rating" around the data collection requirements, was set to medium (3). This indicates how much the tactical decision-making would be affected by the level of completion (i.e., that the story of change is not fully complete by, for example, leaving out stakeholders, not reaching enough number of respondents, not reaching saturation in outcomes).

1	2	3	4	5
		x		

Table 10: Indicating level of completion.
Note: From own sorces.

The conclusion was that the level of completion has to be taken seriously and transparency, when not reached, is vital as it could impact incorrect decision-making of tactical decisions.

4. Stakeholders

"I am a mother. My son didn't finish his studies. He dropped out of school. My husband and I are very grateful for the work, professionalism, the project, and for all the time dedicated to our son, as well as the resources you have invested in us all. While he didn't manage this time, there will be a next.

Today I am stronger, and finally, I have my husband by my side supporting us both. Your efforts have also paid off - not making it to the finish line does not always mean losing the race.

I feel lost. I don't know what attitude to have now or what direction to take. But we remain steadfast and will continue to be unwavering in dealing with our son's consumption, schedules and behavior which is the foundation.

Thank you for your help and for fighting for other people's children. You are great professionals and magnificent people." (mother of a student that abandoned the program)

This section provides a description and analysis of who the stakeholders were for this analysis, how they were identified, and how they were involved in identifying the outcomes.

In this evaluation report, stakeholders are defined as people or organizations that experience change. These changes could be positive or negative, intended or unintended, and are generated because of GENERATING FUTURE. In this report, the purpose was to determine *how much value* had been created or destroyed and *for whom*.

It was also important to find out what *really* mattered to the stakeholders analyzed for this program. To understand how important the changes were to them, the stakeholders were involved in the data collection process, data analysis, and data validation. The report gathered inputs through information from stakeholders, evaluating the amount of change and validating the result. Such an approach offers a full understanding of what changes were gained and insight into what mattered to the stakeholders as a result of the program.

It was important for the program's funders that the evaluation report involved the stakeholders. Before initiating the work on this report, it was of shared understanding that efficient use of the time spent on the work with stakeholders was a priority, wherefore time versus relevance and significance was constantly balanced. It was also clarified that all stakeholders were to be informed of the results to assure that their efforts were rewarded by given access to the results.

Several sources were consulted to identify an initial list of stakeholders to begin engaging with. The consultant and initiator of the program were fully aware that the list would be altered when processing the data. The sources were:

1) The outcome from the dialog with the Deputy Director of the entity and Head of projects, evaluation, and quality and the Project Manager);
2) Workshop to assess the impact of the stakeholders on the program or how the program impacted them, to adapt the data collection process to the resources;
3) Third-party research of similar SROI studies referencing training programs for young adults (see list of selected reports in Annex A References).

4.1 Process flow

This is the process flow for the definition of stakeholders and involvement.

Stakeholder Identification		**Stakeholder Involvement**						
An initial list of stakeholders validated by the initiator of the activity (Norte Joven Association)	**- >**	**1st phase Stakeholder engagement in qualitative outcomes** as a consequence ***new stakeholders identified and involved***	**- >**	**Initial stakeholder list modified based on the outcomes from qualitative data collection** as a consequence ***Regroup of subgroups***	**- >**	**2nd phase Validation of outcomes** **- quantification** **- identification of indicators - value**	**- >**	**3rd phase Validation of final report**

Graphic 1 : Process for stakeholder involvement.
Note: From own sorces.

Along with the Project Manager and the Deputy Director, the consultant developed an initial list of stakeholders based on assumptions of who would experience change. The list and assumptions can be found in section 4.2 Stakeholders identification. The stakeholders involved in the data collection via the sampling methodology were identified. The methodology is explained in section 5.2.3 Stakeholder Involvement Plan. For this project, a new stakeholder emerged through the dialog with the initially data contributing stakeholders. Therefore, the initial stakeholder list in section 4.2 Stakeholders identification is not the same as the final list in section 4.4 Final list of stakeholders. The difference is the additional stakeholder that was included.

Section 4.2 Stakeholders identification describes how the stakeholders were initially identified.

The 1st phase of stakeholder engagement focused on collecting qualitative outcomes results through the sampling of all the identified stakeholder groups. This involvement is described in the Stakeholder Involvement Plan. To protect the identity of some of the respondents who were minors, contact with the stakeholder needed to be coordinated with the Project Managers of the program. As mentioned, this work generated:

a) a new stakeholder that was included in the 1st phase of data collection to secure the full story of change for the program;
b) a regrouping of subgroups based on the collected outcomes to secure a more accurate story of change.

The 2nd phase of stakeholder engagement focused on quantifying the outcomes and identifying indicators and proxies informed by the stakeholders. This involvement is described in the Stakeholder Involvement Plan. The3rd, and last phase of stakeholder engagement consisted of validating the results.

4.2 Stakeholder identification

When identifying the stakeholders for this evaluation report, the criteria were used of who was relevant to the activity. Identifying those who had experienced change was important, so as not to miss out on any stakeholder who experienced a significant and relevant material change because of the program. A clarification was made with the initiator of the program, an agreement was reached that the stakeholder list could be altered after having talked to the initially identified stakeholders. This required that the Project Manager would have to look for ways of engaging with these new stakeholders, if identified. This initial contact with the stakeholders could also lead to stakeholders being excluded, as the stakeholders would provide information on others they believed had also changed or not changed.

The first step was to identify all groups of people who were assumed to be relevant to identify who was to be involved as a stakeholder first. In this report, "relevant" refers to those people or groups of people that had:

- Affected the activity (or would affect it);
- Been affected by the activity (or would be affected by it).

The list below was drafted after an initial dialog between the organizations.

Relevant stakeholders identified in the initial phase

#	Stakeholders	Reason for inclusion - What we thought would happen to them	ASSUMPTION of what was thought to be able to change for them
1	**Norte Joven (as an organization)**	This stakeholder was affecting the activity but was also expected to be affected by the activity (as an organization) as the activity itself was an innovative approach toward the problem. This stakeholder was included as a stakeholder as the executor and key initiator of the activity and to be analyzed in the same way as the others for outcomes. It was represented by persons close to the management of the program and the organization, that "spoke" in the name of the organization a) Project management team (3) b) Members of general management team (2) The assumption was that this stakeholder would see their organizational process become more efficient, contribute to improving their brand values and increase their visibility in the media.	Improved processes Increased brand value
2	**Beneficiaries (program participants)**	This stakeholder was expected to be affected by the activity. The stakeholder is the beneficiary of the activity and is expected to experience change. The assumption was based on the outcomes, this group could eventually be divided into subgroups as certain identified characteristics (if they were students during the evaluation, former students or had abandoned studies) that could impact the outcomes.	Increase self-esteem Aquired paid job Increase independence
3	**Tutors and teachers**	This stakeholder was expected to be affected by the activity. This stakeholder is a group of people very close to the beneficiaries, and they are key to the program's success. The assumption was that this stakeholder could be affected. As the profiles were very similar, no specific characteristics were identified that would cater to the need of subgroups. Still, it was not discarded.	Awareness of how to help Increased volunteer activity Improved communication skills
4	**Volunteers**	This stakeholder was expected to be affected by the activity. This stakeholder has a relationship with the beneficiaries and is expected to experience change. As the volunteer profiles were different, it was assumed that the need for subgroups might arise once outcomes were analyzed. Assumed subgroups were:	Awareness of how to help Improved communication skills

		1. Volunteers coming from collaborations with corporates (External collaborators in Additional Services and Training, corporate volunteers from for example corporations such as JP Morgan and Deloitte; 2. Private volunteering (Teaching for example in professional skills).	Self-satisfaction from helping Increased volunteer activity
5	**Companies**	This stakeholder was expected to be affected by the activity. This stakeholder has a relationship with the beneficiaries and is expected to experience change. Difficulties in accessing the correct contact person within the organization was expected to lead to constraints in data collection and the stakeholder being identified as relevant but not significant. As the company profiles were different, some had direct relation to the students, and others were facilitators of the experiences the student would have with the company, it was assumed that the need of subgroups may arise once outcomes were analyzed. Potential subgroups were: 1. Collaborating companies that onboarded students for short-term Internships (*practices*); 2. Collaborating companies that onboarded students for trainingship (part-time studying and part-time working); 3. Collaborating with companies and foundations that supported the administration of either of the two job experiences by facilitating the agreements and the necessary administration. For example, the agreements between several organizations to activate the job and training contract form "*Contratos para la Formación y el Aprendizaje" and others.*	Awareness of how to help Improved communication skills
6	**Customers of the audits**	This stakeholder was expected to be affected by the activity. The stakeholder is composed not only of individual households but also of social organizations. It includes homes owned by social organizations with a significant impact on the district attending vulnerable populations through social insertion programs with a housing stage. It was assumed that it would be difficult to contact the appropriate respondent to represent this group. Therefore, even if change was expected, it wasn't clear that it would be possible to involve this stakeholder. The stakeholder was identified as relevant but not significant. As the profiles were very similar, no specific characteristics were identified that would cater to the need of subgroups. Still, it was not discarded that the outcomes could generate the need for a subgroup.	Reduced energy cost reflected in the invoice
7	**The State - Treasury**	This stakeholder was in theory affected by the activity if the beneficiaries didn't complete the program or because of	Increased cost in social support to unemployed

		unemployment once the program was completed. It was considered a relevant stakeholder but not significant, and therefore was included on the initial list of stakeholders using third-party data and recent reports to identify possible impacts (changes) that the program may have on social security treasury.	people or related families
8	**Social Services - Treasury**	This stakeholder was in theory affected by the activity as some of the beneficiaries use their services. Also if the students worked during the program or landed a job after the program which would mean that the company and the employee had to contribute to Social Services. The stakeholder was also included since they could be impacted if the beneficiaries didn't complete the program or because of unemployment once the program was completed. It was considered a relevant stakeholder but not significant, and therefore was included on the initial list of stakeholders using third-party data and recent reports to identify possible impacts (changes) that the program may have on social services.	Less time spent on beneficiaries
9	**The State - Legislative Framework**	This stakeholder is in theory affected by the activity if there are laws that change or are implemented or removed regarding support of the empowerment of young people to reduce unemployment. It was considered a relevant stakeholder as it would directly impact the program but, since the impact didn't occur during the analysis, third-party data and recent reports were the sources used to identify possible impacts (changes).	Increased complexity in administration of the program (the outcome from the stakeholders would affect another stakeholder)
10	**Environment**	This stakeholder was in theory affected by the activity if the beneficiaries generate a negative or positive environmental footprint. It was considered a relevant stakeholder but not significant, and therefore was included on the initial list of stakeholders using third-party data and recent reports to identify possible impacts (changes) that the program may have on the environment.	Increased pollution in the area due to transport of beneficiaries and volunteers

Table 11: Initial list of identified stakeholders.
Note: From own sorces.

The initial list of identified stakeholders was mapped to show how much impact the groups had, and how relevant they were assumed to be for the analysis. This mapping set the base for who was to be contacted. The map is not displayed in this report because it doesn't display due to the large amount of content. The way it was designed was: On one axis the identified stakeholder was placed based on how much impact they had on the program and on the other axes how significant this impact was. A scale of 1-10 graded the position and the total multiplication would lead to an understanding of what stakeholder were thought to be impacted by the program. Those were listed in the above list.

4.3 Stakeholder involvement

Once stakeholders were identified on the initial list, it was decided to collect information directly from the stakeholders. For this specific organization and stakeholders, there was no specific research material to be addressed. On some occasions, similar SROI reports from other countries were used as they were based on asking the stakeholders and served to compare the outcomes. For the Spanish market there is only one SROI assured report in the Social Value report database (www.socialvalueuk.org/report-database), wherefore the consultant was aware of the cultural- and contextual differences when referring to other reports.

The only exceptions to the above approach were the stakeholders related to “The State” and the environment as they were not represented by persons. Benchmark material was used for these stakeholders. The next step was to involve them in identifying outcomes and see if the list needed to be modified by adding or removing stakeholders. The consultation regarding which other stakeholders to exclude or include, consisted of an open-ended question on who else they believed had changed, to put together an updated list of stakeholders to involve and thus secure a fair representation of stakeholders for this evaluation report. The “how” is described in the 5.2.3 Stakeholder Involvement Plan section. The plan was shared with the Norte Joven Association project manager and was signed off on before putting it into practice.

The purpose of the Stakeholder Involvement Plan was to structure the engagement over time, define the number of people for sampling and the total number of respondents per group, as well as to identify the type of data contribution adapted to the audience and the circumstances. The aim was to secure the data collection phase and use the plan as a basis for validation by the initiator (the Norte Joven Association). The Stakeholder Involvement Plan also included relevant criteria defined by the initiator of the program, such as:

- How to secure access to the people in each stakeholder group (students who had finished their training, customers not in contact with the organization);
- How to adapt the language and approach of the data collection to ensure that beneficiaries.

4.3.1 Stakeholder input during the identification process

This section describes how new stakeholders were identified to be added or removed. In the 6. Outcomes per stakeholder section, there is a description of what outcomes were identified.

To identify who else had changed, the consultant used third-party sources such as other similar reports but also asking for stakeholder contribution in the 1st phase of data collection. The approach to gather this data was to ask who else they thought had experienced change due to the “Generating Future” program. Initial contact was made with a sample group of respondents for each stakeholder in the quantitative data collection activity to identify if any stakeholders had been left out or should be removed. The answers provided by the different stakeholders confirmed the need to include a stakeholder that had initially been excluded. The stakeholder was the “families or legal guardians of the beneficiaries”. This stakeholder was also confirmed as a result of its frequent appearance in other similar reports. The data collection showed that:

- The “Beneficiaries”, “Tutors and teachers ”, “Volunteers”, and “Companies” stakeholders all referred to the “Families or legal guardians of the beneficiaries” stakeholder.

- All persons that responded, generated outcomes specific to the stakeholder group.

As a result of this reported data, the final stakeholder list was modified and is different from the initial list shown in section 4.2 Stakeholder identification. The final stakeholder list in section 4.4 Stakeholders addressed in this report was enriched in the following way:

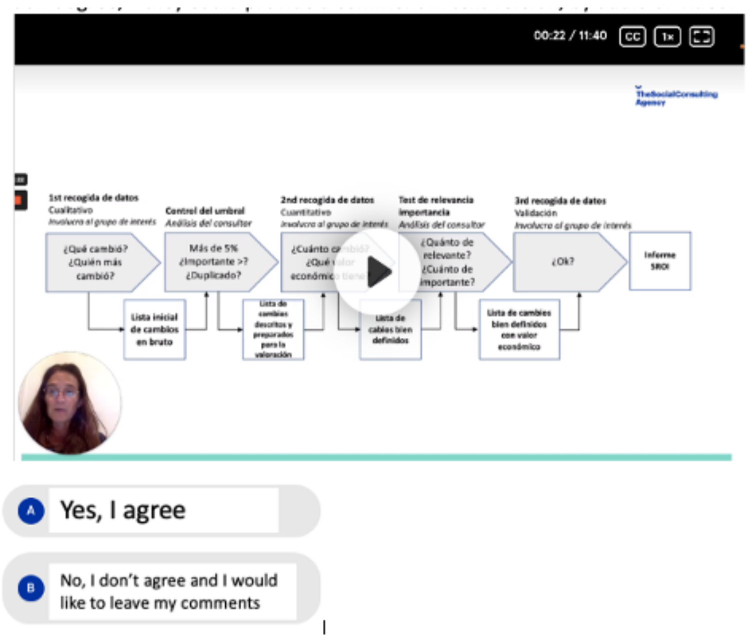
- Input was received from stakeholders who added a stakeholder group or removed those stakeholders who were not relevant and therefore were not addressed in the final analysis;
- Includes an estimated size of the group to involve;
- Includes the assumptions of what was thought to have possibly changed;
- Includes how the stakeholder group was involved.

4.3.2 How the stakeholders were involved in reviewing and verifying the final analysis

The stakeholders were also involved in verifying their part of the analysis (involvement included all respondents), and sample groups were also involved in verifying the analysis as a whole. This was done in the following way:

Verification of the outcomes generated by their stakeholder group:

- **Who was involved?:** All respondents for all stakeholders.
- **What channel was used?:** video recording sent through mail or WhatsApp
- **Content:** Video describing the process, the list of material outcomes, and the social value per outcome.



Verification of the analysis as a whole:
Verification of the analysis as a whole was made through different channels and managed differently than the verification of the individual contribution. This was the order:

- **Verification by initiators of the program:** The initiators of the activity verified the report by reading through it and making minor changes to content where it wasn't accurate. Questions were asked where the content wasn't straightforward, and a meeting was arranged to clarify. Final adjustments were made to the report.
- **Verification by other stakholders**: An executive report was developed to make the content more accessible, and translated into English and Spainsh. It was shared with the funders and distributed by the organization with the involved stakeholders along with a "thank you mail" and motivating the respondents to reply with input. No respondents has retrun with comments that would change the content before the report was sent for assurance.
- **Presentation in public:** A presentation was arranged inviting "The State" (stakeholder), the beneficiaries, staff and other stakholders. 50 persons attended the event and more than 900 person has seen it online. Non of the participants provided comments that would alter the content. See link

4.3.3 Constraints

With "constraints" this report refers to situations that have restricted the extent of the data collection or analysis of data. The following constraints have been listed in this section to guarantee the transparency in this report as they have a direct impact on how representative the outcomes would be considered for some of the stakeholder groups, and therefore affect the level of rigor of the result. As this presented some risks to take into account and mitigating in future reports, these were listed as well in the section 8.3 Potential risks and errors.

Mentioned below are those areas that set boundaries to a small or large extent. The data collection process was adapted to these boundaries once detected, and the imperfections are described in section 3.7.1 imperfection of the methodology.

From the first contact with stakeholders in the work of collecting qualitative data through the sampling of the stakeholders and validation, the following constraints were discovered and addressed in the collection of the qualitative data as well as in the analysis.

Constraints
Language and cultural barriers and young age: Language barriers, cultural barriers, and young age ("beneficiaries" and "Families and legal guardians of the beneficiaries") were identified as barriers that would affect the data collection process, especially for the assessment of the outcomes, as difficult questions needed to be understood. The open questions in the quantitative data collection were challenging to answer, especially for the beneficiaries. This required clear explanations, examples, a safe environment, and trust in the "asking person." It was essential to ensure that the young respondents understood that nothing would be held against them, whereas anonymity was one of the priorities. The context where they came from (vulnerability) had to be taken into account, as in other situations, their answers could impact their lives when asked. Therefore, "trustworthy environment" was essential to secure honest answers and avoid bias. Also, the difficulties in understanding the questions could lead to a misunderstanding of the outcomes. **Mitigation** In close collaboration with the organization: ● Questions were reformulated to "fit" the level of comprehension of the stakeholder. This was done for all stakeholders to overcome language barriers and comprehension issues. ● Data collection of quantitative data was done in focus groups and prolonged to 1 hour to ensure that there was time to explain why the questions were asked and what was asked. ● Quantification of how many identified with the outcomes and how important it was to the beneficiary was done during class hours with support from the teachers or coordinators. This is to support the beneficiaries in the understanding of the outcomes. The supporting function was instructed to help not to "guide" the respondents in any answers and avoid biases. ● Qualitative data collection was done in focus groups and only to a smaller number of respondents (same group as for qualitative data collection) to ensure that questions were understood. The valuation of deadweight, displacement, attribution, drop-off, duration, and valuing the outcome was asked in terms of "more or less" instead of %. The Consultant would then use 3rd party sources and own judgment to define the most approximate % value to each of them.
Difficult access to stakeholders: Some respondents representing a stakeholder could not be contacted for the data collection. They were no longer associated with the program, or the organization had no valid contact information (phone or email). The program spanned three years, and contact with "former" students had been lost. This circumstance was factual for the following stakeholder groups:

A. Beneficiaries who had abandoned their studies. For natural reasons, they had no connection to the program.
B. Beneficiaries who had finished their studies. Contact was maintained during the 12 months following the end of the program. Since some of them finished the program in the first years, they achieved autonomy, had no need for support by the program, and therefore "disconnected" from the program. Autonomy is the goal for the program where there is no natural communication channel established once this 12 months period has passed.
C. The families of those beneficiaries that had lost contact with the program;
D. The students over 18 years old arranged for their enrollment and administration as they were adults. Autonomy was an essential part of the program, wherefore, the day-to-day contact was direct with the students. Thus, contact with the families took place if naturally happening through channels such as phone or WhatsApp, but no identified communication channel was established as it would have been if the students had been of minor ages, which led to difficulties in accessing a large number of respondents for this stakeholder group.
E. Companies. Contact persons at the companies that had been in contact with the students during internship or traineeship. Once the internship had finished, the program lost the possibility to contact these individuals at the companies.

It has to be stated that the organization made a great effort to identify the contact details with little success. There was no other logical reason for why the organization would keep contact information or be entitled to contact the beneficiaries or their families, once the program had finished. Thus, this communication channel didn't exist for natural reasons.

Mitigation
These constraints could not be mitigated. In terms of transparency, the risk level of rigor has been detailed throughout the report when appropriate to accompany the results.

Time constraints
The consultant had assigned a set amount of hours for the study, based on previous experience. Still, in the initial dialogue and at an early stage, being aware of the two constraints mentioned above, it was clear that time would be a constraint in the data collection, as it would require extensive time from the consultant.

Mitigation
In close colla

Table 12: List of constrains.
Note: From own sorces.

4.4 Final list of stakeholder

The table below displays the final stakeholder list. This list is the result of the following process:

1. The initial stakeholder list was used as a base.
2. After the collection of qualitative data (*who else* changed and *what* changed), the list was:
   - Expanded with a new stakeholder ("Families of the beneficiaries or legal guardians");
   - Reduced by excluding stakeholders ("Companies that have provided volunteers", "Environment", "State/Legal Framework", and "School Institutes and Educational Centers");
   - Optimized by merging some of the initial assumed sub-groups into one stakeholder group ("Beneficiaries" "Families of the beneficiaries and legal guardians" "Companies");

The stakeholders in this list were those consulted in the second data collection phase (*quantification* of outcomes and assigning a *value*), validation, and SROI calculations.

INCLUDED Stakeholder (who changed)	DESCRIPTION of the Stakeholder	NUMBER of Respondents
Stakeholders that affected the activity		
Norte Joven (as an organization)	These are the program designers and executors of the activity analyzed (the program). The team is composed of: Head Director of Norte Joven, Head of Projects, current and former Project Manager of "Generating Future," the Social Labor Inclusion Officer, and a Social Support Officer (job coach).	6
	Stakeholders being affected by the activity	
Beneficiaries (program participants)	This stakeholder includes all the participants independent of what itineraries they were taking during the program's execution, independent of age, and independent of if they were still studying or had finished studies. It also includes participants who no longer were in contact with the school and had been active at some point in time with the program (former students). Initially, it was assumed that outcomes would differ depending on their current circumstances (studying or had finished the studies), age (minor or adult – i.e. more than 18 years), but the data collection did not show any indications of need for subgroups.	288
Tutors and teachers	This stakeholder includes all the tutors and teachers that have been in contact with the program at some point in time. Some of the teachers were internal staff, and some were external contracted professionals.	10
Volunteers	This stakeholder includes all the external contacts carrying out volunteer activities: persons providing training services (2), additional services such as law support and psychology (3), the volunteers who provide support in teaching (10), or those who conduct simulated interviews(76).	91

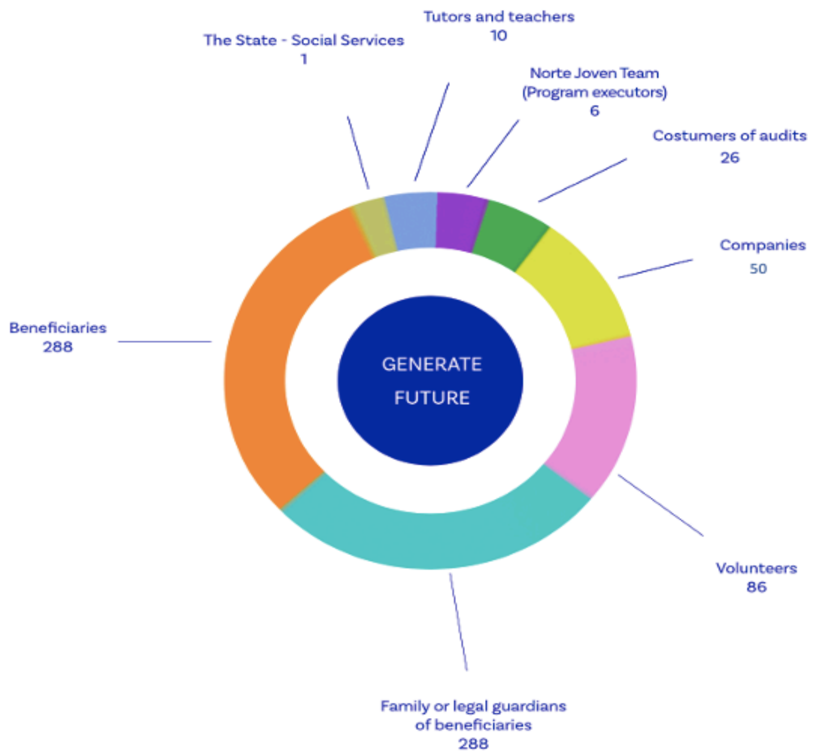
Companies	This stakeholder includes the collaborating companies that onboarded students for short-term Internships (practices) - 40 companies, and collaborating companies that onboarded students with an on-the-job contract (*Contratos para la Formación y el Aprendizaje*) while they were studying as part of the program and/ or employed former students - 10 companies.	50
Customers of the audits	This stakeholder includes all the households that have received an energy-saving audit.	26
Families or legal guardians of the beneficiaries	This stakeholder was included as it was mentioned by several stakeholders as having experienced change. It was considered a relevant stakeholder, often mentioned in other similar reports to experience significant change. It was assumed that every student had a family or a legal tutor. Thus, it should be taken into account that several students were adults with no families or families in their home country.	288
Social Services - Treasury	This stakeholder was excluded initially but turned out to generate outcomes and was thus included in this final list.	1
Total people impacted		**760 p.**
Excluded Stakeholder	**Reason for Exclusion**	
Companies that have provided volunteers	When valuing this stakeholder identified as possibly experiencing change due to an indirect impact of their employee being a volunteer in the program, the question raised for discussion was, "Do we assume that this stakeholder had experienced material change because of the program?" From this discussion, the following rationale for why this stakeholder was excluded is mentioned below. Still, the consultant paid extra attention to the outcomes and context expressed by the volunteer to ensure that they weren't identifying their company as a stakeholder experiencing outcomes. If that had been the case, this stakeholder would have been brought up for discussion again and valued for inclusion or exclusion. As no other stakeholders mention this stakeholder, it was not contacted for data collection and thus excluded based on this rationale: 1. It was challenging to identify a "person" representing the company "as such." The contact person at the company was not in direct contact with the volunteers nor with the program. The contact person administered the connection in-between the corporate volunteer and the program but didn't expressly interact with the volunteer. Thus, this contact person was not assumed to experience the outcome concerning the company, and it was the only "link" to the company. If involved there was a high risk of gathering incorrect outcomes or not relevant for the study. 2. The volunteers spent very little time (a few hours) in contact with the program (beneficiaries). Thus, even if they personally experienced outcomes, these were very personal and did not refer to changes for the organization. The only outcome that could be explored further in future evaluations would be an "increase in professional skills," as it could be expected that this had an impact on, for example, production, awareness, or motivation, which could generate an outcome for the company.	2

	Still, this will be an expected outcome in future valuations, not captured at this stage as the data collection happens very close to the program closure. 3. The limited resources assigned for the evaluation, consisting of the consultant and the project manager of the program, were already restricting the possibilities of reaching out to this stakeholder (as well). The process could become unwieldy. Set in relation to the valuation objectives, it was decided not to spend resources on this stakeholder. As the exclusion was intended, it has been stated in the recommendations for future evaluation to assign resources to include these stakeholders and identify if outcomes happened or confirm the exclusion.	
School Institutes and Educational Centers	Connected to the program, was an activity of creating energy-saving awareness in schools. Norte Joven had a collaboration developed with institutes for this purpose. The program participants were informing other course participants at Norte Joven, who did the actual work of visiting the schools. This stakeholder was excluded before the data collection due to the low significance of the assumed impact. The beneficiaries were not in direct contact with the institute related to the program, where energy-saving awareness was presented to the students at the schools and educational centers as an output from the program. Those students executing this task were from other classes unrelated to the program. Therefore, the stakeholder was excluded from the final list of stakeholders, not expected to experience change from this program.	1
Environment	"Environment" was a stakeholder included as the participants, teachers and volunteers had to transport themselves to the activities related to the program (training, jobs). Therefore the environment could have been an impacted stakeholder. When asked in the qualitative data collection how these stakeholders traveled, a very high number of respondents (90%) were using bikes or local transport to go from home to school or from home to work. I.e. impact on the environment was not significant. Furthermore, by asking the initiators of the program (Norte Joven) and studying the webpages of the community, Consultant research showed no concerns from environmental organizations or neighborhoods concerning the program and the potential impact it could have had on the environment. As no environmental-related outcomes were detected, this stakeholder was excluded from the final stakeholder list.	1
The State - Legislative Framework	This stakeholder is the state entity implementing all the country's laws affecting the beneficiaries as "students" or "young adults" directly if the laws dictate how the empowerment of young people without studies or employment is done in the country. The consultant benchmarked the laws related to education and found out that it supported the set-up of the program combining studies and internship in Secondary School and professional studies. (www.boe.es/buscar/doc.php?id=BOE-A-2021-18812) Thus, this stakeholder was excluded as it was not expected to experience material change.	1

The State - Treasury	Another reason for excluding this stakeholder was that an outcome such as "an increase in taxes as a state income" was the only outcome mentioned by other stakeholders. According to the Social Value guide page 47 (The Guide to Social Return on Investment 2015), it is stated that "*For the state, the increase in taxes will only result in an increase in government income if no one else loses work and the total level of employment increases."* Thus, this stakeholder could have been included as the employment numbers in December 2021 (*www.lamoncloa.gob.es/serviciosdeprensa/notasprensa/trabajo14/Paginas/2022/040122-paro-diciembre.aspx)* were the lowest in history. If January 2022 would show an increase, it could be argued that these new contracts formed part of the increase, even if not significant to the total income in taxes. Still, as it was evident in research that the job contracts of the students were of such kind that taxes were not paid, this argument was not applicable. The guide also states, "*However, there may still be a value to the state of that person getting a job that should be included – perhaps because inequality has been reduced."* This is a valid argument as the beneficiaries come from an "unequal" situation. Still, it should be valued in subsequent evaluation when a deeper understanding of what a job means in terms of outcomes for the beneficiaries brings more data to such analysis.	1

Table 13: Final list of included and excluded stakeholders.
Note: From own sorces.

The distribution of the number of respondents per stakeholder.



Graphic 2: The distribution of the number of respondents per stakeholder..
Note: From own sorces.

4.4.1 Organizations that were involved in the program

These organizations contributed (inputs) to the program, had an impact on the program or had an impact on the program (outcomes).

Organization	#	Relationship with the program
Norte Joven	1	Program Executor
Universidad de Comillas	1	Legal advice
Fundación Álava Reyes	1	Psychological support
Fundación ICAI	1	Design of the documentation used in the energy audits
CEDESAM	1	Training entity specializing in a specific subject area
Socaire	1	An entity that provided support in the energy audits
Independent teacher	1	Training entity specializing in a specific subject area
Deloitte	1	An entity that provides volunteers
JP Morgan	1	An entity that provides volunteers
Several companies providing internships and job contracts	50	10 companies providing job contracts, 40 companies providing internships
Total organizations impacted	**59**	**Organizations**

Table 14: Final list of included companies.
Note: From own sorces.

5. The Outcomes - description of the process

This section is a detailed description of how the methodology was used to identify the outcomes per stakeholder described in 6. The Outcomes per Stakeholder section, how they were assigned an economic value, and included in the SROI presented in section 7. Social Return calculation (SROI). Thus, this section describes the rationale of how the outcomes were:

- Collected;
- Selected;
- Assigned an economic value.

Thus, the reader can understand how materiality has been identified for each outcome to understand what has changed, a fundamental building block for any attempt to measure an account of social change.

By working with stakeholders' experiences to reveal what had changed in their lives due to the program, the consultant uncovered the outcomes, including negative and unintended outcomes, that the respondents had experienced as representatives of each stakeholder group.

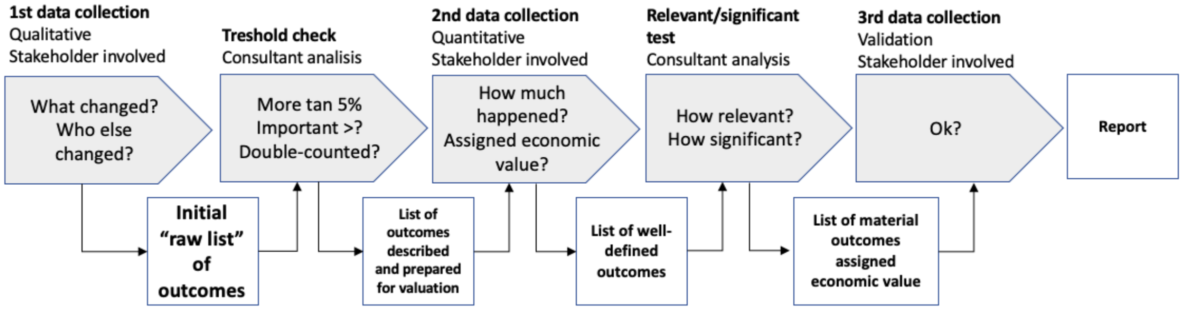
By trying to understand *change (outcomes)*, the consultant does not suggest that it is possible to form a complete and accurate statement of all the changes people are experiencing. People's lives are complicated. A complete and accurate assessment of all changes is therefore impossible. However, it is possible to capture a reasonable representation of all the material changes caused by the program analyzed.

The consultant wants to draw special attention to the fact that what is included as outcomes is based on the stakeholders' validation of said outcomes. *How important is it for the stakeholder? How much did the program contribute to this outcome?* Thus, this report only includes what is essential to the stakeholder; it doesn't put a value on assumptions of what the designers of the program "thinks" matters for the stakeholders; it is only focused on assigning an economic value to what the stakeholders put in value as changes in their lives.

The process applied to understand what changed for the stakeholders		
How the well-defined outcomes were created	**How the indicators (metrics) to measure the outcomes were identified**	**How the outcomes were measured**
With respondents for each of the stakeholders, where possible, it was explored what outcomes had occurred, either positive or negative, going beyond the intended outcomes. First, the links between all the outcomes were explored, using causality to develop a change narrative. A chain of events was created. Second, analysis was done to understand and develop the outcomes that hold value and need to be managed. Once done, a list of well-defined outcomes for each stakeholder was generated. The stakeholders were involved in confirming these outcomes.	Decision was taken on measuring the outcomes, where indicators were designed for each of the well-defined outcomes. These indicators had to measure whether the outcome had occurred and how much of the outcome had occurred. In some cases, a combination of objective and subjective indicators was used. The stakeholders were involved in evaluating these indicators.	Decision was taken on collecting data about how much an outcome was worth to the stakeholder (including the number of people experiencing the outcome and the amount of outcome they experienced). Financial proxies were identified and presented to the stakeholders, asking them what degree they identified with the proposed value. The stakeholders were involved in evaluating these indicators.

Graphic 3: The process applied to understand changes.
Note: From own sorces.

5.1 How outcomes were generated



Graphic 4: The process to collect data.
Note: From own sorces.

All outcomes were collected in the qualitative data collection phase (1st phase of stakeholder involvement). This "raw" list of outcomes is displayed in section 6. The outcomes per Stakeholder. The initial list is the result prior to:

a) Keeping or excluding outcomes by applying threshold criteria;
b) Assessing the outcomes to identify the level of materiality (relevance and significance);
c) Grouping the outcomes in a chain of events.

The process, methodology, and sampling size are described in section 5.2.3 Stakeholder Involvement Plan.

The final list of the well-defined outcomes used in the evaluation of SROI for this report, once processed through assessments (inclusion in chain of events, contrasted with thresholds, passed through relevance test and significance test) is displayed in 6. The outcomes per stakeholders section.

A well-defined outcome is a terminology used in social value measurement contexts. With "well-defined", the consultant means that one by one, the outcomes have been put through thorough assessments to ensure that the outcomes in this report were "material". By doing so, the consultant minimized the risk of a material outcome being excluded. If an outcome were to be excluded due to imperfections in the methodology, the analysis would be incomplete and would not be suitable to be used as base documentation for resource allocation or other strategic decisions related to improvements in the program.

Once the consultant had grouped the outcomes and identified the chain of events illustrated for each stakeholder in the 6. The outcomes per stakeholder section, a cleaner list of outcomes was developed for each stakeholder to be quantified by each of them in the 2nd phase of data collection (quantification). The purpose of the quantification was to identify what outcomes were relevant to the stakeholders and significant for the analysis.

5.2 How outcomes were consulted

The Stakeholder Involvement Plan was signed off by the project management team. It included:

a. The initial list of stakeholders to be involved in data collection;
b. An indication of the number of respondents for sampling was identified;
c. The number of interactions per stakeholder;
d. The data collection methodology used for each of the interactions;
e. A schedule was showing when the engagement was planned to take place.

The plan was agreed on with the project management team before contacting the respondents for each stakeholder group. The Project Manager was the one who needed to contact the stakeholders and arrange for the focus groups or provide the consultant with phone details when individual interviews were used as the data collection method. The plan aimed to ensure that the stakeholders would be able to:

a. Identify what changed for them (1st data collection, qualitative data);
b. Quantify the outcomes (2nd data collection, quantitative data);
c. Validate the information (3rd data collection).

This analysis ensured that the stakeholder had been consulted by applying a stakeholder-informed approach in three steps. Otherwise, there was a risk that this report would only measure what was easy to measure as opposed to what had changed. Therefore, great effort was put into engaging the respondents to represent the stakeholders.

5.2.1 The process for selecting representative stakeholders

As mentioned in the previous section about stakeholders, a long list of potential stakeholders was identified initially. This draft was then discussed in detail with the project management team and then confirmed through the first interaction with the different stakeholders (1st qualitative data collection phase) to ensure that the final list included the stakeholders mentioned by the consulted stakeholder groups. The last step consisted of updating the initial draft to seal the final stakeholder list for this report, as shown in section 4.4 Final list of stakeholders. In addition to the stakeholder-informed data, the list also took into account the following:

a. The constraints;
b. The thresholds set;
c. The resources assigned to the analysis;
d. The purpose of the report.

The consultant also referred to similar reports to compare the list of stakeholders. This approach ensured that the final list of stakeholders was both stakeholder-informed and triangulated with external sources.

5.2.2 Method chosen for involving stakeholders

The methods chosen for involving stakeholders were a mix of several data collection methods detailed in the 5.2.3 Stakeholder Involvement Plan section.

1st phase of stakeholder involvement data collection - qualitative data collection (some stakeholders were represented by a sample group).

Total # people in all groups	# of respondents involved in the data collection	%
760	**103**	**13.60%**
Once all 103 respondents had contributed to the data collection of qualitative data, the response rates were taken through the threshold set initially to identify if the analysis should go on with this data. It was concluded that the content was "good enough" to meet the purpose of the evaluation, wherefore the evaluation was moved into next steps of data collection, with the ambition to reach out to more respondents than in this first attempt. At this point, the organization and the consultant were concerned, as reaching saturation would require a number of respondents to take part in the evaluation.		

Table 15: Statistics with reference to the qualitative data collection.
Note: From own sorces.

Adaptation: The data collection methodology was partly adapted to the post-COVID-19 pandemic situation. When data collection took place, there was no restriction on the number of persons allowed in one meeting, but social distancing and personal preferences were still respected. The number of participants per focus group was set to five.

Engagement methodology: There was a mix of involvement methods used, thus allowing the respondents to choose if they wanted to be contacted through a digital meeting, by phone to avoid physical contact, or attend the sessions planned at the organization's facilities. These were the three data collection methods chosen for this report:

- Focus group at the organization's facilities;
- Individual phone calls;
- Dynamic forms;
- Paper forms.

For the " State - Treasury" and "Social Services - Treasury" stakeholders, the engagement methodology used for the data collection phase was a desktop-based benchmark. Therefore, quantification and validation of the outcomes were made by referencing societal norms and legal documentation.

Sampling: Sample groups were chosen as the preferred method as some stakeholders groups were large (more than 200 respondents), and resources were not sufficient to contact all respondents. This applied for the stakeholders "Beneficiaries" and "Families of the beneficiaries and legal tutors".

Methodology - Focus groups/one to one meeting	# of meetings	# hours

The "beneficiaries" stakeholder sample group was called to participate at the organization's facilities (face-to-face). It consisted of an appropriate mix of males and females (gender) with representatives of all programs (two from each program) to ensure that the collected outcomes represented the group as a whole and served as support in identifying whether subgroups were to be created at this stage. The Project Manager appointed the beneficiaries randomly to ensure fair representation. This group only represented the students that were still active as students in the program. The same method was used for the stakeholders: "Tutors and teachers" (internal staff) and "the Norte Joven (as an organization)," (internal staff) where all respondents were interviewed.		
One-to-one meetings	4	4
Focus groups	5	5
How were outcomes derived: The initial question was: What has changed for you? What is different now? The respondents answered the question by writing on post-its or speaking out about what they felt most comfortable with, as language was a barrier. Once the respondent identified all their outcomes, the consultant grouped similar outcomes and asked: What did this lead to? Once answered, the consultant continued asking the same question until determining a well-defined outcome. Once no new outcomes were identified, the outcome was confirmed with the question: Do you identify with this outcome? which led to well-defined outcomes that were bought for quantification through dynamic forms.		

Methodology - Phone calls	**# of calls**	**# hours**
The data collected from the sampling of the stakeholder; "Families of beneficiaries or legal guardians" and "Customers of audits" (to some extent) was done over the phone. This was also used for the external teachers forming part of the "Tutors and teachers " stakeholders and one respondent from the stakeholder "Norte Joven (as an organization) ", where all respondents were interviewed over the phone.		
Phone calls	14	12
How were outcomes derived: The initial question was: What has changed for you? What is different now? The respondents answered the question by writing on post-its or speaking out about what they felt most comfortable with, as language was a barrier. Once the respondent identified all their outcomes, the consultant grouped similar outcomes and asked: What did this lead to? Once answered, the consultant continued asking the same question until determining a well-defined outcome. Once no new outcomes were identified, the outcome was confirmed with the question: Do you identify with this outcome? which led to well-defined outcomes that were bought for quantification through dynamic forms.		

Methodology - Dynamic forms (incl. validation forms)	**# of forms**	**# hours**
The data collection for the sampling of the "Beneficiaries," "Customers of the Audits," Volunteers," and "Companies" stakeholder groups was done by using dynamic forms. Dynamic forms were also the method used for the "Beneficiaries" stakeholder that had finished their studies at Norte Joven or had abandoned the program, as they were not physically present at Norte Joven.	15	30
How were outcomes derived: The initial question in the form was: Have you identified any changes in your life due to the program? If the respondent answered yes, they were routed to the question: What has changed for you? What is different now? Once the respondent identified all their outcomes, the form routed the respondent to a new question: What did this lead to? Once answered, the form routed the respondent to the last question: Do you want to add anything else? Also, this form was enriched with additional questions that would help the consultant define the well-defined outcome prepared for quantification. Once defined, these well-defined outcomes were listed, and the stakeholders answered the question: Do you identify with this outcome? This methodology also quantifies the outcomes, definition of duration, deadweight, displacement, attribution, drop-off, and valuation. The Validation was a dynamic form where a 5 minutes video explained the results for every stakeholder group. They were given the option to validate the data or reject the results, leaving a comment.		

Methodology - Benchmarking	**# of forms**	**# hours**
For the stakeholders, "The State - Treasury" and "Social Services - Treasury" desktop-based benchmark was applied combined with a call to 1 official agent to corroborate the data. This methodology, relying on data from third sources, and collaborating it with input from a professional, was chosen for two reasons: • *Resource limitations* of the study. As new stakeholders were identified, important for the decision-making, resource had to be allocated and the consultant judged, that information for this stakeholder could be gathered through benchmarking and validated by a professional representing the stakeholder. • As most of the statistics and official data on how the state would benefit from its citizens, was available on Internet due to the *transparency and information of the country*, there was official and reliable	N/A	15

information, *public* and contrasted that could be applied, as well as comparing with several reports on similar projects where this stakeholder had been identified. The compiled data in the qualitative data collection, coming from similar reports and official published governmental data was investigated based on the question "What changed for this stakeholder due to the program"? The material stated that when an individual signs a job contract, the treasury of Social Servicies: a) Gains taxes from the company that contracts b) Gains taxes from the individual that is contracted This information was used to: a) Identify the outcome b) Identify the indicator c) Identify the proxy As also other stakeholders pointed out what they thought had changed for this stakeholder and it matched what the state archives said about "what happens when an unemployed citicen gets a job", this data was used for this stakeholder. The validation was a phone call with a professional administrator from the state, expert in this subject.		
How were outcomes derived: The outcomes were based on data provided by a 3rd party, triangulated with other reports and input from the organization.		

Methodology for compiling the data: Initially, all outcomes were considered material, listed in the list of outcomes, and placed in a chain of events visualized for each stakeholder in previous sections. The outcomes were described in detail and reformulated to fit the format of the methodology chosen for the qualitative data collection, where they would be processed for materiality.

Questions asked: A detailed list of the questions adapted to the audience can be found in the annex section. In general terms, the essence of the questions asked in the quantitative data collection were:

- *What has changed in your life or for you?*
- *What is different now?*
- *What do you do differently now? (what did this lead to)*
- *Did anything negative or unexpected happen?*
- *Who else changed?*

For this specific question (who else changed), the consultant focused on capturing any outcome that came along with identifying stakeholders. Based on the consultant's experience, the question about who else changed often comes along with identified outcomes for the identified stakeholders. E.g., the parents (stakeholder "Family") would talk about changes they perceive in their children (beneficiaries). These outcomes were not theirs; they belonged to another stakeholder, identified by the parents. The consultant would take note of these and bring to the analysis of the outcomes identified by the beneficiaries.

2nd phase of stakeholder involvement data collection - quantitative data collection.

Total # of respondents in all groups	The intention was to involve this number of respondents	Reached number of respondents	%
760	**760**	**108**	**14.20%**
Once all 108 respondents had contributed to the data collection of quantitative data, the response rates were initially taken through the threshold set to identify if the analysis should go on with this data. It was concluded that the number of respondents was below expectation (caused by the fact that there was no communication channel with former students). Extra effort was put into asking the respondents to contribute, but the number of respondents did not rise significantly. The consultant would like to highlight that the organization made a great effort to identify more respondents and search for possible communication channels. Still, it was a nearly impossible task due to the disconnection of former students that had finished the program and were not connected to the employment support service, and students who abandoned the program. It was concluded that the gathered data was of much value for decision-making, whereas the review continued. The rationale was based on: a) Review the purpose of the evaluation to understand how vital the number of respondents was to the result (any outcome being big or small, not requiring too much rigor would serve the purpose to use the information for decision making in different aspects); b) Considering that this was the organization's first SROI report. The learning curve of being part of the entire process and any outcome would add to their existing measurement systems. Thus, to assure that transparency was met on all results, this report would reflect constraints, imperfections of the method, risk assessment, and recommendation for any events caused by the number of participants (if affecting).			

Table 16: Statistics with reference to the quantitative data collection.
Note: From own sorces.

Adaptation: Difficulty in gaining access to the stakeholders, mentioned several times throughout this report, led to selecting the data collection methodology as "dynamic forms" when "focus groups or other methodology were not possible"

Engagement Methodology: In quantifying the outcomes, the data collection methodology was set to be primarily dynamic forms, as this was the most efficient method for these stakeholders. "Focus groups" were introduced as a complementary methodology due to a decision taken by the project management team to not involve all respondents in the stakeholders "Beneficiaries" and "Families and legal guardians" in valuation (deadweight, attribution, displacement, drop-off, and value). The reason was that these groups had difficulties understanding the questions due to language issues, cultural issues, and age (the forms became too long, and the respondents were expected not to follow through).

Entire group: All respondents were approached in this phase. Still, the risk of not receiving answers from each individual was identified before their consultation.

Selected respondents for valuation: All respondents were approached for valuation except "Beneficiaries" and "Families and Legal guardians." Due to language barriers and comprehension problems, for these two groups, six respondents were randomly selected to do the valuation to represent the whole stakeholder group. As this deviated from the standard way of collecting this data, it was described as an "imperfection of the methodology.

Methodology of compiling the data: The outcomes described in detail from the qualitative data collection phase were rated in importance and causality by the stakeholders. This information was cleaned up, and averages were generated and analyzed. If the data passed the threshold set for materiality, it was tested in relevance and significance tests. If it didn't give the threshold, neither of these tests were conducted, and the outcomes were listed in the list of discarded outcomes as they were not considered material.

Questions asked: A detailed list of the questions adapted to the audience can be found in the annex section. In general terms, the essence of the questions asked in the qualitative data collection were:

- *To what degree do you identify with this outcome (rating on scale of 1-10)*
- *How important was this change to you? (rating on scale of 1-10) for each outcome*
- *How long do you estimate this change would last? (duration 1-6 years)*
- *Would this have happened anyway? (deadwight) (scale of 1-100%) for each outcome*
- *Did you stop doing something that would have generated the same outcome to take part in this activity? (displacement) (scale of 1-100%) + free text) for each outcome*
- *Who else contributed to this outcome? (attribution) (scale of 1-100%) 1-10 + free text) for each outcome*
- *Do you think this outcome will "fade out" in time? (drop-off) (scale of 1-100%) for each outcome*
- *Did anything negative or unexpected happen? (free text)*

For this specific question (who else changed), the consultant focused on capturing any outcome that came along with identifying stakeholders. Based on the consultant's experience, the question about who else changed often comes along with identified outcomes for the identified stakeholders. E.g., the parents (stakeholder "Family") would talk about changes they perceive in their children (beneficiaries). These outcomes were not theirs; they belonged to another stakeholder, identified by the parents. The consultant would take note of these and bring to the analysis of the outcomes identified by the beneficiaries.

3rd phase of stakeholder involvement - validation.

Total # of respondents in all groups	The intention was to involve this number of respondents	Reached number of respondents	%
760	**98**	**45**	**5.90%**
It was concluded that the responses gave a fair representation of some of the stakeholders, as the threshold initially set for presentation per stakeholder group (30%) was reached in some of the groups. As mentioned previously, two of the most essential and significant groups, "Beneficiaries" and "Families of the beneficiaries and legal tutors," did not reach the threshold for representation. Still, considering the limitations and constraints affecting the data collection, the consultant judged that this report would still serve as valid in decision making. The rationale is that the grade of irreversibility in the decision, on a scale of 1-5, was rated to 1, the investment on specific changes was rated low, and the level of experience of what value was generated in previous reports was low. Thus, based on this date, there is a low risk of making wrong decisions.			

Table 17: Statistics with reference to the validation.
Note: From own sorces.

Adaptation: Difficulty in gaining access to the stakeholders led to selecting the data collection methodology as "dynamic forms."

Engagement Methodology: In validating the outcomes, the data collection methodology was set to be dynamic forms, as this was the most efficient method for these stakeholders. The content of the forms consisted of the outcomes presented through a video with the possibility to "validate" the outcome.

Entire group: All respondents were approached in this phase, but the risk of not receiving answers was identified before their consultation.

Methodology of compiling the data: Once all well-defined outcomes were assigned an economic value according to the process, they were prepared for validation and sent to the stakeholders for their final validation.

Questions asked: A detailed list of the questions adapted to the audience can be found in the annex section. In general terms, the essence of the questions asked in the qualitative data collection were:

- *Please validate the process and the outcomes presented in the video. If you don't agree to the process or identify with the outcomes from this stakeholder group, use the free text field to express the reasons.*

The Stakeholder Involvement Plan also described the research method selected for each data collection opportunity. The selection criteria of the research method and the order in which the stakeholders were approached also took into consideration the following:

- The number of resources for the SROI report;
    - 1 consultant;
    - 1 support resource from the initiator, who was the program's Project Manager.
- The accessibility to stakeholders;
    - The Stakeholder Involvement Plan lists the grade of accessibility.
- The circumstances, in order not to overwhelm these stakeholders in a sensitive period caused by the COVID-19 pandemic.
    - Focus groups were limited to five people.

The Stakeholder Involvement Plan also stated the conditions for the engagement:

- It applied the same data protection policy used by the program when contacting the persons representing the different stakeholders;
- It ensured that the organization responsible for executing this activity was represented by the project manager, where all communication was managed through their channels, as well as any evaluations previously carried out by the organization;
- It ensured orderly communications not to overwhelm the stakeholder and give them time and space to reply as well as time to set up new data collection opportunities if needed;
- It framed the research methodology to be used and the questions to be asked, including all forms and guides used during the analysis, and coordinated the questions with the initiators of the program (Norte Joven) to ensure that no sensitive information was shared or would alter the respondents. All of this was also adapted to the language level of the beneficiaries;
- If defined, how the result would be communicated back to the stakeholders.

5.2.3 Stakeholder Involvement Plan

The table below shows how all data was collected, addressing both qualitative and quantitative data collection and the validation of the outcomes with all stakeholders. It also indicates the rationale behind what biases or differences could cause changes in the stakeholder group structure, how the respondents would be contacted, by whom, and when.

Note that the stakeholder "Families or legal guardians of the beneficiaries" were added due to their identification by three other stakeholders ("Program management team and General Direction," "Beneficiaries," and "Teachers and Tutors"). It was made very clear that this stakeholder should be included. Therefore, this list is an enriched version of the table in the 4.2 Stakeholder identification section.

Included Stakeholder- (who changed)	Assumption of what was thought could have changed for them	The total size of the group (T= # involved)	What biases or differences might there be in the group?	How will we make a sample as representative as possible to cover all these possible biases and differences?	How	Who	When
The stakeholder that affected the activity							
Norte Joven (as an organization)	Improved processes Increased brand value	T: 1 organization, 6 spokespersons No sample	Not applicable	Not applicable	**Method:** One-to-one meeting **Qualitative:** *Who changes?* *What changes?*	Consultant	13/9
					Method: Dynamic forms **Quantitative:** *Validation of outcomes, amount, duration, importance, deadweight, attribution, displacement, indicators*	Consultant	15/11
					Method: Dynamic form *Validation*	Consultant	26/12
Included Stakeholder- (who changed)	**Assumption of what was thought could have changed for them**	**The total size of the group (# involved) Easy/difficult access**	**What biases or differences might there be in the group?**	**How will we make a sample as representative as possible to cover all these possible biases and differences?**	**How**	**Who**	**When**
Stakeholders being affected by the activity							
Beneficiaries (program participants)	Increase self-esteem Aquired paid job Increase independence	Completed studies T:204 Sample: 5 Respondents easy to access Did not complete studies for various reasons T:31 Sample: 2 Completed DUAL T:89 Sample: 5 Some respondents that finished the training or abandoned it, would not be easy to access. Still the	Initially it was thought that there could be differences between participants that were minors or adults (more than 18 years), or if the participant have finished the program or was still studying.	The question included in the evaluation identifies their relation to the program. The outcomes were contrasted towards this information to identify if it impacted the outcome and if subgroups were needed. Respondents were informed that the evaluation had no connection with the program's output.	**Method:** Focus group for a sample group of 10 + others of the sample group were reached through dynamic forms **Qualitative:** *Who changes? What changes?*	Consultant + Norte Joven staff sent the link to the form	13/9
					Method: Dynamic forms for all groups **Quantitative:** *Validation of outcomes, amount, deadweight, attribution, displacement, duration, importance, indicators*	Norte Joven staff sent the link to the form	25/11

		organization had the intention to try to contact these.			**Method**: Dynamic forms *Validation*	Norte Joven staff sent the link to the form	26/12
Families or legal guardians of the beneficiaries **This stakeholder was added to the list due to the identification by other stakeholders.**	Better communication Better family economy	T: 288 Sample: 3 Some respondents that finished the training or abandoned it, would not be easy to access, thus neither their families. Still the organization had the intention to try to contact these.	There could be differences if the beneficiary was certified and was contracted or just certified without an assigned job.	The question included in the evaluation identifies the output of the program. The outcomes will be contrasted towards this information to identify if it impacts the outcomes.	**Method**: Phone calls **Qualitative:** *Who changes?* *What changes?*	Consultant	1-10/11
					Method: Phone calls **Quantitative:** *Validation of outcomes, amount, deadweight, attribution, displacement, duration, importance, indicators*	Norte Joven staff sent the link to the form	17/11
					Method: Dynamic forms *Validation*	Norte Joven staff sent the link to the form	26/12
Volunteers	Awareness of how to help Increased volunteer activity	T: 3 Sample: No, all Respondents easy to access	The number of sessions or interaction with the beneficiaries may cause differences in outcomes.	The question included in the evaluation identifies their experience within the program. The outcomes will be contrasted towards this information to identify if it impacts the outcomes.	**Method**: Dynamic forms **Qualitative:** *Who changes?* *What changes?*	+ Norte Joven staff sent the link to the form	4/10
					Method: Dynamic forms **Quantitative:** *Validation of outcomes, amount, deadweight, attribution, displacement, duration, importance, indicators*	+ Norte Joven staff sent the link to the form	24/11
		T: 2 Sample: No, all Respondents easy to access T: 76 Sample: 29 Respondents easy to access T:10			**Method**: Dynamic forms for all groups *Validation*	+ Norte Joven staff sent the link to the form	26/12

		Sample: 1 Respondents easy to access					
Companies	Increased awareness Self-satisfaction from helping Increased volunteer activity	T: 40 Sample: 5 Respondents easy to access T: 10 Sample: 4 Respondents easy to access	The number of sessions or interactions each volunteer has spent on the program may cause differences in outcomes. The recurrency if they have done similar volunteer work for similar programs.	The question included in the evaluation identifies their experience within the program. The outcomes will be contrasted towards this information to identify if it impacts the outcomes.	**Method**: Dynamic forms **Qualitative:** *Who changes?* *What changes?*	Norte Joven staff sent the link to the form	14/9
					Method: Dynamic forms **Quantitative:** *Validation of outcomes, amount, deadweight, attribution, displacement, duration, importance, indicators*	Norte Joven staff sent the link to the form	17/11
					Method: Dynamic forms for all groups *Validation*	Norte Joven staff sent the link to the form	26/12
Customers of the audits	Reduced energy invoice	T: 26 Sample: 4 Respondents not easy to access	The role of the respondent Answering the questionnaire and their relation to the beneficiaries may have an impact on how many contacts they have had with the beneficiaries, which could cause different outcomes	The question included in the evaluation that identifies their relation to the program. The outcomes will be contrasted towards this information to identify if it impacts the outcomes.	**Method**: Dynamic forms **Qualitative:** *Who changes?* *What changes?*	Norte Joven staff sent the link to the form	14/9
					Method: Dynamic form **Quantitative:** *Validation of outcomes, amount, deadweight, attribution, displacement, duration, importance, indicators*	Norte Joven staff sent the link to the form	17/11
					Method: Dynamic forms for all groups *Validation*	Norte Joven staff sent the link to the state the form	26/12
Social Services - Treasury	Increased number of people requesting the service at local Social Service office Increased Workload in local Social Services office	T: 1 (organization, represented by 1 person) Sample: no	No bias was identified	Not applicable	**Method**: Benchmark and 3rd party info from different resources – research *Validation to be made through pone call with one representative, being a profesional employed by the state*	Consultant	10-22/12

The State - Treasury	Increased cost in social support to unemployed people or related families or legal guardians	T: 1 (organization, represented by 1 person) Sample: no	No bias was identified	Not applicable	**Method**: Benchmark and 3rd party info from different resources – research *Validation to be made through pone call with one representative, being a profesional employed by the state*	Consultant	10-22/12
The State - legislative framework	Increased complexity in administration of the program (The outcome from the stakeholders would affect another stakeholder)	T: 1 organization Sample: no	No bias was identified	Not applicable	**Method**: Benchmark and 3rd party info from different resources – research *Validation to be made through pone call with one representative, being a profesional employed by the state*	Consultant	10-22/12
Environment	Increased CO2 in the area due to transportation of stakeholders to facilities	T: 1 Sample: no	Not applicable	Not applicable	Benchmark and 3rd party info from different resources - research	Consultant	10-22/12

Table 18: Stakeholder engagement plan.
Note: From own sorces.

5.2.4 Representativity analysis

To ensure that the number of respondents made a fair representation of the whole stakeholder group, and gave space for identifying subgroups (if raised from the differentiation in outcomes) a set of thresholds were identified to define representation. As this was a first-time evaluation, and some of the stakeholders were difficult to access, the organization and the consultant were aware of the risk of not including enough respondents to reach saturation and also representation. The risks were identified and also detailed in the risk assessment presented at the end of this report.

5.2.4.1 Threshold for representation

A threshold was set for when to consider the result 100% representative of a stakeholder group to avoid decision-making based on results that don't fully represent the group. These criteria were defined to know when to highlight if a group doesn't fully represent the stakeholder:

- A minimum of 10% of all the persons identified for this report should participate;
- Saturation should have been met and proven for the stakeholder group
- 30% of the entire stakeholder group should have contributed to the qualitative data collection (If applied to sub-groups, 30% of the potential subgroup should be represented and saturation should have been met);

- The stakeholder group should be represented homogeneously, i.e., the same ratio in gender and "current situation" when being analyzed (respondents were studying, former students, or abandoned programs for a different reason).

If these were not met but representation was still considered valid, the information should be transparent on why it was not met, state the risk in decision making and identify recommendations for future evaluations.

5.2.4.2 Threshold for extrapolating data

A threshold was set for "extrapolating data" before the data collection took place to avoid decision-making based on results that would benefit the SROI calculation. These criteria were defined if extrapolating was considered an option:

- Saturation should have been met and proven for the stakeholder group;
- 30% of the entire stakeholder group should have contributed to the qualitative data collection**;**
- The stakeholder group should be represented homogeneously, i.e., the same ratio in gender and "current situation" when being analyzed (respondents were studying, former students, or abandoned program for a different reason).
- If applied to sub-groups, 30% of the potential subgroup should be represented and saturation should have been met.

5.2.4.3 Representativity analysis from qualitative data collection

The first step in the representation analysis was to identify if any of the outcomes generated by the qualitative data collection would split a stakeholder group into subgroups. Saturation in outcome would show if any outcomes were shared by several respondents that also coincided in characteristics and therefore would be addressed in the next data collection as subgroups.

The data collection was enriched with questions that would help determine the "fair" representation of the outcomes concerning the number of people who participated as representatives of each stakeholder group. The following hypotheses were checked against the results generated from the data collection:

- The column "Concern" was prepared before the data collection phase, stating the concern to be checked against the collected data.
- The column "Control question" was populated before the questions were developed to ensure that the content stated in the column was reflected in the questionnaires.

This representativity analysis was completed once the qualitative data collection had been concluded to assure that the stakeholder groups were fairly represented and identify if any stakeholder had to be split into subgroups. All details on the summary in the last column are found under each stakeholder outcome listing in section 6. The outcomes per stakeholder.

Assumptions BEFORE the development of questions for data collection			**Representativity analysis - Conclusion AFTER qualitative data collection**
Stakeholder	**Concern**	**Control question**	
Norte Joven (as an organization)	The concern was if this group would be affected at all, due to their involvement	What changed for you or your organization?	***Saturation***: Met. Outcomes were the same experienced across the group. ***Need for subgroup****:* No. The stakeholder was thus kept as one group (no subgroups). ***Threshold***: Met. It was clear that the organization had been impacted to some extent by the program. ***Conclusion***: This stakeholder group was represented fairly.
Beneficiaries	The concern was if the sample group would reflect the outcome of the stakeholder in a "fair" way. The issue was the difficulties in accessing former students or students that had abandoned. Linked to this, the concern was related to if there was a difference in outcomes depending on age if still being a student or being former student. was assumed that this could cause subgroups.	The selection of representatives to the sample groups was carefully made to address this concern. The questionnaire to include questions: (What did you study? Did you participate in an internship, what do you do now? What did you study? Did you participate in an internship?) and "age" of the students was identified.	***Saturation***: Met. Outcomes were the same experienced across the group. ***Need for subgroup****:* No. The stakeholder was thus kept as one group (no subgroups). ***Threshold***: Not fully met. ***Conclusion***: This stakeholder group was not fairly represented (See details in the section 6. The outcomes per stakeholder). In the initial stakeholder identification, this stakeholder was thought to be divided into subgroups. Information was collected to be used in the analysis (relation to the program, age). It was also important, in terms of the relation to the program (student or former student) that the sample covered all "possible" subgroup reasons. E.g. a very small % of the participants had abandoned the program. Intention was made to include them in the study but access was not possible as the contact information was not accurate or lost. Thus, it is highlighte that students that abandoned the program **are not represented in this report.** It was mentioned already from the start that this group of respondents would be extremely hard to reach, and therefore brought to the risk assessment as there was a risk that, if not reached, their outcomes would not be captured. The consultant judged that even if it was a group of importance as they could generate outcomes that other subgroups would not, the total number of participants 9 out of 288 (3.5%) was very low and would not have a significant impact on the decision-making of the program. Also, the resources needed to track down the respondents were unequal to the benefits generated. Still, it was brought to risk management as the risk of losing outcomes would still be valid as well as the risk of not having enough data to identify subgroups for this stakeholder. ***Conclusion***: This stakeholder group was not fairly represented but still included (See details in the section 6. The outcomes per stakeholder and the risks identified in risk assessment as well the recommendations for future evaluations.

Families or legal guardians of the beneficiaries	The concern was related to if the problematic access to this stakeholder would cause an unfair representation of the whole stakeholder group, as some of the respondents would be the family still connected to the program due to their child still being a student, where difficulties to link to other families or legal guardians could cause and "unfair" representation of this stakeholder group.	Is your child still studying?	***This group was not identified initially but added due to many respondents from other stakeholder groups that identified this group as an impacted stakeholder.*** ***Saturation***: met on some of the outcomes. ***Need for subgroup****:* No. The stakeholder was thus kept as one group (no subgroups) due to the low number of respondents. It was not possible to identify subgroups because the number of participants was too low. This was brought to attention in the risk assessment and recommendations. ***Threshold***: Not met due to low number of participants and not being able to contact other parents than those with children still being students. Even though there was a fear of not having enough respondents for the sample group for this stakeholder, it was possible to contact respondents that gave a fair representation of outcomes for the entire group. Their relationship with the beneficiaries was not causing any difference in what outcomes were generated. ***Conclusion***: This stakeholder group was not fairly represented but still included (See details in the section 6. The outcomes per stakeholder and the risks identified in risk assessment as well the recommendations for future evaluations.
Tutors and teachers	The concern was related to a difference in outcomes due to time spent as a professional at Norte Joven. The concern was related to a difference in outcomes due to time spent with the program. The concern was related to a difference in outcomes due to experience as a professional with a similar student profile.	The interviews include questions: How long have you worked with Norte Joven? Were you part of the program's initial phase? What's your previous experience with similar student profiles?).	***Saturation***: Met. Outcomes were the same experienced across the group. ***Need for subgroup****:* No. The stakeholder was thus kept as one group (no subgroups). ***Threshold***: Met. The interview made clear to the respondent that the outcomes to be identified would be related to the program and not their total experience at Norte Joven, as some teachers had more than 20 years of experience. Outcomes were the same experienced by tutors and teachers with previous experience with more or less time spent or relation to the program. ***Conclusion***: This stakeholder group was represented fairly. .
Volunteers	The concern was related to a difference in outcomes due to experience as a volunteer with a similar student profile. The concern was related to a difference in outcomes due to the number of repeated sessions as a volunteer with a similar student profile.	Have you been part of a volunteer program like this one before the one we are analyzing?	***Saturation***: Met. Outcomes were the same experienced across the group. ***Need for subgroup****:* No. The stakeholder was thus kept as one group (no subgroups). ***Threshold***: Met. Initially this stakeholder was split into three different potential subgroups: corporate volunteers, teaching volunteers, external collaborators in training and additional services. Once qualitative data collection was collected, it was clear that all respondents, independent of experience and type of volunteer, saturated on the same outcomes. Therefore it was kept as one stakeholder group. ***Conclusion***: This stakeholder group was represented fairly.

Companies	The concern was whether the respondent to the questions, representing the company, would be adequate due to its close or not so close relation to the beneficiaries. A second concern was the type of work contract they had with the student, if internship or contracted for one year.	What is your role and your relation to the beneficiaries?	***Saturation***: met on some of the outcomes. ***Need for subgroup****:* No. The stakeholder was thus kept as one group (no subgroups) due to the low number of participants. It was not possible to identify subgroups because the number of participants was too low. This was brought to attention in the risk assessment and recommendations. ***Threshold***: Met. Initially this stakeholder was split into three different potential subgroups: corporate volunteers, teaching volunteers, external collaborators in training and additional services. Once qualitative data collection was collected, it was clear that all respondents, independent of experience and type of volunteer, saturated on the same outcomes. Therefore it was kept as one stakeholder group. For this stakeholder group, two of the respondents were Project Managers, one was a tutor of the beneficiary, and one was manager of the company. Their relation to the respondent was very different. The outcome was very generic, and due to the low number of respondents in the sample group, it was impossible to identify any differences in outcomes that their relationship to the beneficiary would cause. As the outcomes were very similar, even though generic, for all the respondents, compared to those of another very identical stakeholder "companies that have contracted," the consultant decided to keep this stakeholder as one group for the quantitative data collection. The outcomes were also contrasted with third-party information such as other reports to enrich the outcome for the quantitative data collection. It was expressed already when identifying this stakeholder that this stakeholder group would be challenging to value due to the difficulty in accessing the persons that had been in contact with the beneficiary. The consultant judged that the level of resource consumption needed to identify more adequate respondents was too high concerning the relevance and significance of the outcomes of the stakeholder group for the full report. It was left as a recommendation to link this stakeholder group for future analysis. ***Conclusion***: This stakeholder group was not fairly represented but still included (See details in the section 6. The outcomes per stakeholder and the risks identified in risk assessment as well the recommendations for future evaluations.
Customers of the audits	The concern was related to the relationship between this group's respondents and the students who executed the auditing service. If the auditing service was taking place in a student's home or for the social housing where the student lived, this might generate one outcome that may not be the same as for the respondents where there was no personal relation. If added to this, the number of respondents was low, and not both groups were represented evenly; this could cause an unfair representation of the whole stakeholder group.	What is your relation to the auditor?	***Saturation***: Met for some of the outcomes. ***Need for subgroup****:* No. The stakeholder was thus kept as one group (no subgroups). ***Threshold***: Met. Even though there was a fear of not having enough respondents for the sample group for this stakeholder, it was possible to contact respondents that gave a fair representation of outcomes for the entire group. Their relationship with the beneficiaries was not causing any difference in what outcomes were generated. ***Conclusion***: This stakeholder group was represented fairly.

Social Services - Treasury	Not applicable as no specific characteristics were identified that would split this stakeholder into subgroups, therefore no concerns were raised.	Not applicable.	Not applicable.

Table 19: Descriptions of concerns in the data collection .
Note: From own sorces.

5.2.5 Subgroup analysis generated by the representativity analysis

The representativity analysis described in detail for each stakeholder in section 6. The outcomes per stakeholder show that subgroups were not created as initially assumed in section 4.2 Stakeholder identification. The four stakeholders that were believed could be split into subgroups due to their characteristics and possible saturation around the same outcomes were kept as entire groups. The two combined criteria that were analyzed to identify the need for some groups were:

- *Is there a fair representation per assumed subgroup (threshold was set to 30% to represent the group)? And*
- *Was saturation met on outcomes that would set the base for the decision to create subgroups as these differed from other groups?*

The initial assumption was that the stakeholder would have been spit in subgroups the following way and the reason for not generating these subgroups were these:

Stakeholder	Assumed subgroup analyzed	Reason for rejection of subgroup
Beneficiaries	Students that were currently studying Former students	No clear difference in outcomes (could also be due to analysis made early in the program wherefore former students han not been disconnected to the program for long time). Thus, saturation could not be confirmed for specific outcomes that would indicate the need for subgroups.
Families and legal tutors	Families to students that were currently studying Families to former students	Not enough respondents to represent the subgroup. Thus, saturation could not be confirmed for specific outcomes that would

	Families to students that abandoned their studies.	indicate the need for subgroups.
Companies	Companies that arranged for internship contracts Companies that arranged for one-year-trainee contracts	Not enough respondents to represent the subgroup. Thus, saturation could not be confirmed for specific outcomes that would indicate the need for subgroups.
Volunteers	Corporate volunteers (volunteer on work-hour time) Private time volunteers (volunteer on free-time)	Not enough respondents to represent the subgroup. Thus, saturation could not be confirmed for specific outcomes that would indicate the need for subgroups.

Table 20: List on possible subgroups.
Note: From own sorces.

5.2.6 Deciding on what outcomes to include

This SROI report is an outcomes-based measurement tool. This report believes that the only way to ensure that changes occurred for the listed stakeholders was by measuring the outcomes. Therefore, the outcomes may reflect unexpected or unintended impacts not considered when the activity was carried out. The final list of outcomes per stakeholder is listed in section 6. The outcomes per stakeholder.

This list is the result of having:

- Involved the stakeholders in identifying the outcomes;
- Discarded outcomes for not exceeding the set threshold on materiality;
- Carried out a relevance test;
- Carried out a significance test;
- Validated the indicators with the stakeholders.

This is a stakeholder-informed report (not stakeholder-led). The project management team, ad executor of the program, was also consulted when identifying the significance of the outcomes. These outcomes were compared with other similar reports listed in the Appendix as a third source.

This report needed to be transparent about how the outcomes were selected. Therefore, the rationale of why an outcome was excluded or included was thoroughly described through different "tests" that define the level of the materiality of the outcome: how valid it is to the report.

The process in analyzing each outcome was:

Compilation: Compile outcomes - determine outcomes --->	**Threshold:** Determine the materiality threshold using as a base the number of responses to discard an outcome--->	**Relevance:** Determine relevance using relevance test --->	**Significance:** Determine the number of people experiencing the outcome, its value, duration, and causality through a significance test--->	**Validation:** Involve stakeholders to validate outcomes--->

Graphic 5: Process of assessments to define well defined outcomes.
Note: From own sorces.

5.2.6.1 Outcome thresholds

The thresholds for this report are defined as predetermined outcome levels that are required by a specific point in time for the outcome level to be considered positive or negative performance in the analysis. I.e. the minimum amount of change needed to be considered for this report.

To only include what material was, a threshold was set. The threshold is the "limit" of when an outcome was considered material for further evaluation of materiality. If not considered material, the outcome was listed among the discarded outcomes listed for each stakeholder in the section 6. The outcomes per stakeholder. An outcome was considered material if it was:

- Mentioned by more than 5% of the people in the same stakeholder group;
- It was rated as "important" with an average score of 5 or higher calculated for the whole group. This data was taken from the data collection phase (quantification), where stakeholders were involved.
- Double-counted. If any other outcome "included" the value of this outcome and was of a broader scope, the outcome of less content was removed.

Those outcomes that “passed” these initial thresholds were taken to the relevance and significance test. All tests for each stakeholder are part of 6. The outcomes per stakeholder section.

5.2.6.2 Importance of the changes by using rating

What is the relative importance of the different changes? In order to understand the relative importance of the different changes, the quantitative data collection was based on rating the changes. This number-based option was used as the organization would get more useful information as they would understand the relative importance for the stakeholder and the ranking, which helps the organization to make decisions based on these parameters.

In the quantitative data collation, the stakeholders were asked to say how important each change was on a scale of 1 to 10. Ranking was not used to grade importance as the disadvantage for this valuation was that the organization wouldn’t have any information on how much of a difference there is between the importance of outcomes. Another option that was evaluated was to use financial proxies to “rate” importance, but it was discarded as the stakeholder had different perceptions on financial value coming from different countries and backgrounds.

The scale used was 1-10. The respondents were asked to rate the importance of each outcome using the scale.

Not so important	Medium in importance	Very much important
1-3	4-7	8-10

Table 21: Scale to define level of importance..
Note: From own sorces.

This information was predominantly used in the relevance test for assessing each outcome. The test took into account two parameters:

1. Rating as shown in the above table;
2. The number of respondents that identified with the outcome.

If the number of respondents was lower than the table below, the relevance test would discard the outcome as it wouldn't represent the entire stakeholder group. It could be a sign that subgroups were needed, wherefore other characteristics would be studied to identify a pattern.

Included	Excluded
More than 6% of the respondents indicate that they identify with the outcome.	Less than 5% of the respondents indicate that they identify with the outcome.

5.2.6.3 Relevance test

Information is material if it has the potential to affect the readers' or stakeholders' decision. Outcomes are included if they are relevant and are relevant if the activity contributes to the outcome. But, added to that condition, they are relevant if:

- stakeholders perceive an outcome as important to them;
- peers are already managing the outcome and have demonstrated its value;
- the organization has a policy to include the outcome;
- there are existing societal norms that demand it;
- there are financial consequences to the organization for not including this outcome.

Therefore, a relevance test is assessing the materiality of each and every outcome making use of the statements above. To understand the relevance test displayed in section 6. The outcomes per stakeholder for each outcome, this section intends to describe the concept and details the table used to do the relevance test.

To present the results transparently, the outcomes emerged from the quantitative data collection, described in section 6. The outcomes per stakeholder went through an assessment to separate the material outcomes from those that were not material before preparing them for the assignment of an economic value.

The below table is the one used for the relevance tests carried out with the outcomes for each stakeholder. All outcomes were compared one with the other, and the questions in the first column were asked for each outcome. For example, "*Is the outcome important to the stakeholder*"? Data from the analysis would be used to value the grade of importance. In the same way, societal norms, financial impact, and peer-based norms are analyzed for each of the outcomes.

The last line, "Conclusion," indicates which outcomes were moved forward in the process to be taken through the next test; significance test. Marked as "Not Relevant" were those outcomes that didn't pass the relevance test; the remaining outcomes moved forward as being relevant.

The table illustrates with one example (not an actual outcome for this report) how the relevance test is made for the outcomes in this report.

Stakeholder: ______________	**Example of outcome: "Felt healthier"**	**Example of outcome: "Improved family relation"**
Stakeholder perception (important to them)	Most of the respondents agreed that this outcome was not relevant to the activity.	Most of the respondents agreed that this resulted from feeling better, which was caused by the activity and, therefore, relevant.
Societal norms that demand inclusion	The Societal norm is that when a person feels less anxious, their personal health improves.	The societal norm in Spain is that relationships are important for a well working society. Relevant.
Direct short term financial impacts to the organization	There is no financial impact on the organization.	There is no financial impact on the organization.
Peer-based norms (other organizations manage the outcome)	There are organizations seeking to improve mental health.	Other similar organizations also monitor this outcome.
Conclusion	**Not relevant**	**Relevant**

Table 22: Example of relevance test.
Note: From own sorces.

Once this assessment has taken place, the consultant would have a list of stakeholders and relevant outcomes.

5.2.6.4 Significance test

Once the outcomes have been selected based on relevance, the next step in the analysis is to understand if the outcomes are significant to the report. For this analysis quantification will be used to establish the scale of significance of each outcome. The scale of the outcomes is a means of quantifying outcomes taking into account a number of dimensions:

- how many people were changed;
- how much change happened for each persona and for how long;
- how much of the change is caused by the activity;
- the relative value of the change.

The significance of an outcome is based on data emerging from the quantitative data collection, which provides a comparable weighting of the different outcomes. Such information is key to inform decisions around resource allocation, comparison and inform judgments about significance of outcomes.

Once the stakeholders had quantified the outcomes in the 2nd data collection phase, they were taken through the significance assessment, which is the assessment by reference to understand the "scale" of the outcomes. The significance test consisted of weighting the quantitative data outcomes results to decide if outcomes were excluded or included and for what reasons, based on analysis of significance.

The benefit of the significance assessment is:

- A small change affecting a large number of people can be compared with a significant change affecting a small number of people;
- A positive change for one group can be compared with a negative change for another.

The below table is the one used for the significance tests carried out with the outcomes for each stakeholder displayed in section 6. The outcomes per stakeholder.

All outcomes were compared one with the other, using the data requested by the first column to make the final calculation.

The last line, "Conclusion" is there to indicate which outcomes were moved forward in the process to be assigned an economic value. Marked as "Not significant" were those outcomes that didn't pass the significance test; the remaining outcomes moved forward as being significant.

The table illustrates with one example (not an actual outcome for this report) how the relevance test is made for the outcomes in this report.

Stakeholder: ___________	**Example of outcome: "Improved family relation"**	**Example of outcome: "Improved capacity in communication skills"**

Number of people experiencing the outcome	43	5
Amount of change per person	7	6
Duration (years)	4	4
Causation (deadweight)	10%	10%
Value (financial proxy)	€4,890	€400
Impact (takes into account all above)	((€7,158.31*0,9)/4)*43 **= €69,253.65**	((400*0,9)/4)*5 **= €450**
Conclusion (significant/not)	**Significant**	**Not significant**

Table 23: Example of significance test.
Note: From own sorces.

5.2.7 Analysis of other material outcomes

For this specific report, there is no reason to believe that outcomes have not been captured as this report has gone through the following controls:

- All outcomes were informed by the stakeholders and validated;
- The outcomes have been triangulated with other reports;
- Each stakeholder was asked on two occasions if any negative outcomes had been identified, wherefore if not specified, it has been assured that it was asked for;
- All outcomes were passed through the assessments mentioned above (threshold, relevance, and significance), where the outcomes' materiality has been analyzed for each stakeholder group.

There was no other outcome related to the stakeholders' groups identified as not being captured for this analysis.

5.2.8 Analysis of double-counting

All outcomes were contrasted one versus another to secure that no double-counting of outcomes occurred. This was mainly studied for the stakeholder group "Beneficiaries" versus "Families or legal guardians of the beneficiaries" to ensure that the same outcome was not counted for in both groups.

This is a list of outcomes that were removed due to double counting.

Outcome	**Stakeholder holding the outcome**	**rationale**
Increased number of joint family activities / improved communication	**Family of the beneficiary and legal tutors**	This outcome "occurred" for the "Beneficiaries" stakeholder and the family. I.e. two stakeholders had the same outcome, but they both belonged to the family structure. By valuing the importance these stakeholders gave this outcome, it was decided to keep it as an outcome for the stakeholder Family of the beneficiary and legal tutors and eliminate it from the stakeholder "Beneficiaries", not to double-count for the same outcome.
Increased number of family members potentially contributing to the family economy	**Family of the beneficiary and legal tutors**	This outcome "occurred" for the "Beneficiaries" stakeholder and the family. I.e. two stakeholders had the same outcome and it referred to the situation of the same person and they both belonged to the family structure. By valuing the importance these stakeholders gave this outcome, it was decided to keep it as an outcome for the stakeholder "Beneficiaries", not to double-count for the same outcome.

Table 24: List of double counted outcomes.
Note: From own sorces.

5.3 How outcomes were measured

This section describes how outcomes were measured. The process of the actual "measurement" of th amout of change that happened per material outcome went throught this process:

- Identify how many people experienced the change;
- identifying indicators per well-defined outcome;
- Set the baseline (a before-level);
- Measure the amount of change;

5.3.1 The number involved

In collaboration with the Project Manager, it was decided that all respondents from all stakeholders would be asked to participate in the qualitative data collection. The methodology is explained in section 5.2 How outcomes were consulted.

It was made clear from the beginning that several of the representatives for the stakeholder groups would be very difficult to contact for the data collection, especially the quantification due to:

- Respondents not being in contact with the organization when this report was produced;

- Respondents "not existing." This refers to the beneficiaries not having "a family" or not having a legal guardian, therefore not relating to some questions;
- Respondent not having Internet (data collection for measuring the outcome depended on internet access);
- Respondents not being mature enough to understand the questions or do not have the language level to understand the questions.

The Project Manager was informed that value would be lost due to not collecting the data caused by these circumstances mentioned above. They were also told that extrapolating data was not applied in this report as it would be going against the SROI standards, therefore it was not an option as this is a stakeholder-informed report.

The number of respondents involved per stakeholder are stated under each stakeholder in the section 6. The outcomes per stakeholder. The number of involved respondents that identified with each outcome was collected through quantitiative data collection and are stated in the Annex C Value Map.

Who and how	What changes?	How r
Stakeholders	Outcomes	Quantity (scale)
	Outcome description	
Vho do we have an ffect on?	What is the change experienced by stakeholders?	290 employable young people between 18 and 25 years old.
Vho has an effect on s?		
;eneficiaries	Enhanced self-confidence	20
	Improved life satisfaction	42
	Increased motivation to study	46
	Increased readiness for employment	29
	Secured a paid job while participating in the program	29
	Improved social life	36
	Increased willingness to help	42

Graphic 6: Illustration of number of respondents per outcome.
Note: From own sorces.

5.3.2 Baseline constrains and construction

By nature, change means going from something to something else. All material outcomes were assigned an indicator to measure the change to understand how much change had happened for each outcome. For indicators to make sense, there must be a baseline; a “before”-level to compare with the reached level of change experienced by the respondents. This section describes how this was outlined for this analysis.

5.3.2.1 Constrains

For this program, no previous baseline had been outlined that would be useful for the outcomes, such as data collection on wellbeing scales or self-esteem scales. The beneficiaries had be accepted to the program on criteria that were not based on results from any psyco-emotial studies or similar but based on information provided by the organizations that introduced the beneficiary to the program (or the parents), verbally or with short descriptions of needs. i.e., no quantitative data collection served as base. The consulant, due to data protection, could not acess the possible written profles of the students. Thus, the beneficiaries or other stakeholders had not gone through any quantitative assessment of the actual situation before entering the program, which made it challenging to use any previously gathered data for baseline identification, helpful in identifying the indicators. This was a constraint in working with the indicators. Added to this, the consultant entered the evaluation process when the program was about to finish, wherefore "scales" could not have been used to detect baseline.

5.3.2.2 Baseline construction

Each material outcome was assigned an indicator that would be used in measuring the amount of change. The consultant had to construct this baseline, as it did not exist due to this being the first time outcomes were identified and due to the constraints. The consultant primarily used three sources to identify "the baseline" situation to understand the change.

Source	Description
Beneficiaries	The beneficiaries were asked to describe their lives before they initiated the studies with the program. In addition to this, they were also asked, concerning the well-defined outcomes, to identify the amount of change through scales and indicate the "number of times" something had changed.
The families	The families were asked to describe their lives before their children initiated the studies with the program. In addition to this, they were also asked, concerning their own well-defined outcomes, to identify the amount of change through scales and indicate the "number of times" something had changed.
The teachers and tutors	The totors were asked to describe the profile of the students before they initiated the studies with the program as they had between 8-16 years of experiences working with the profiles. In addition to this, they were also asked, concerning their own well-defined outcomes, to identify the amount of change through scales and indicate the "number of times" something had changed.

Table 25: List of how the baseline was constructed for three stakeholders.
Note: From own sorces.

The identification of indicators was therefore primarily subjective-based, i.e., it was based on the data collected from interviews with the stakeholders combined with qualitative data collection with all stakeholders. See section 5.4.3 Indicators of outcomes for details on the sources.

5.3.3 Indicators of outcomes

To avoid over-claiming and ensure that all included outcomes have happened, indicators are how you evidence that the outcome has taken place.

As detailed in the section 3.4.2.1 Constrains there was no baseline to measure how much had changed as the analysis was initiated towards the end of the program. It is worth noting that the consultant made a retroperspective evaluation (i.e. evaluation took place very close to the end of the program), wherefore the consultant couldn't use indicators to evidence that the outcome has taken place as the program went along, which would be best practice. Therefore, the indicators had to talk about the changes retrospectively.

For this reason, the consultant judged self-reported data (by stakeholders) to be the most adequate for this analysis. In some cases, objective indicators or a combination of both were applied to add more rigor. The selection of the indicators and the suitability assessment were contrasted with external sources and similar reports.

The self-reported indicators for each outcome were identified and used to collect evidence post-activity in order to serve as base and assigned an economic value by the stakeholders.

These indicators were used to identify

a) If the change had happened;
b) How much had changed.

Three sourcdes indicated below were used to identify the indicator for each outcome. Those were of two characteristics:
a) subjective indicators detected by the stakeholders
b) objective indicators (indicators that another person can observe
c) a combination of both (for some of the outcomes)

- **By asking specifically to identify an indicator**

  Identifying indicators was aligned with the data collection of how much change had happened, which the stakeholders informed. The indicators were identified by asking the stakeholders questions about what is done more/less/different now and how often more/less...

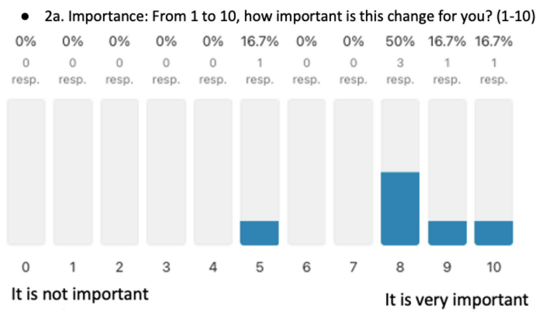
  Example:

  2. If you have marked that you now have more social life how many times a week do you have new activities related to social life and what do you do?

- **By asking the degree of change and leave an follow-up with open questions**

  To identify the degree of change perceived by the respondents with the ambition to measure how much had changed, all respondents in all stakeholder groups were asked, on a scale of 1-10, "how much change" they had experienced for the specific outcome. Along with this question, the respondent explained in writing their experience, wherefrom the consultant could extract suitable indicators.

  Example:



Graphic 7: Example of question from survey on importance.
Note: From own sorces.

- **By research fo 3rd sources statistics and similar reports**
  Similar reports and statistics were studied as useful benchmark indicators to be contrasted with the subjective data.

The indicators for each outcome are listed in the Value Map and described in the analysis of the outcomes per stakeholders in 6. The outcomes per stakeholder section.

5.3.4 Amount of change per outcome

This report's amount of change is critical as it is an SROI stakeholder-informed evaluation. Therefore, the data collection focused on quantification included a question concerning the amount of the changes (see example question above). It was deliberated formulated so that the stakeholder could value the outcome concerning significance to demonstrate how much had changed for a specific outcome.

This was the logical process to identify the amount of change (as mentioned previously, no baseline could be used wherefore a scale approach was applied to identify the amount of change).

1. The data collection took place through forms where the respondent was asked "*On a scale of 1 to 10, how much changed for you in relation to outcome X"?*
2. To understand how much changed for the whole stakeholder group, the medium of all respondents was used to represent the amount of change for each outcome.
3. This results were indicated in the Value Map and used to understand how to apply the indicator.

Who and how	What changes?	How much?
Stakeholders	Outcomes	Amount of change per stakeholder (depth)
	Outcome description	
Who do we have an effect on? Who has an effect on us?	What is the change experienced by stakeholders?	Describe the average amount of change experienced (or to be experienced) per stakeholder.
Beneficiaries	Enhanced self-confidence	7
	Improved life satisfaction	6
	Increased motivation to study	8
	Increased readiness for employment	8
	Secured a paid job while participating in the program	6
	Improved social life	8
	Increased willingness to help	7

Graphic 8: Illustration of number of respondents per outcome.
Note: From own sorces.

5.3.5 Duration of outcomes

Duration of outcomes considers time-effects since some outcomes yield impacts as time goes by. The duration of outcomes was established as a question to the stakeholders in the data collection that addressed the quantification of the outcomes. When benchmark or consultant experience thought otherwise, duration was adapted, and rationale was stated.

The duration for the outcomes in this evaluation report is set per outcome, which is also stated in the Value Map. The duration rationale for each outcome is described in 6. The outcomes per stakeholder.

5.3.6 Analysis or unintended or negative outcome

In the data collection for each one of the stakeholders, the question "have you experienced any negative outcomes" was stated on two different occasions. It was asked twice, as in the first round, a minimal (close to nothing) negative outcome was expressed. The consultant judged that the reason could be to express "all the good things" when asked, as all stakeholders wanted to "support" in showing their satisfaction with the program. Therefore, the question was repeated to the same respondents and the whole group when involving the stakeholder in the qualitative data collection.

To be transparent in how unintended and negative outcomes were included in this report, this section states how the stakeholder was involved in the process and what questions were asked. When negative outcomes were identified, they were included in determining materiality as any other outcome.

Stakeholders	When involved, how, and what questions were asked
Norte Joven (as an organization) through the members of the Project management team and directors	Quantitative data collection (focus group) *Was everything you answered before positive? What was negative and why? Do you want to tell us more?* Qualitative data collection (dynamic forms) *Has my experience with Norte Joven students caused any negative change in you? Tell us about it!* *Would you add anything else that changed in you or personally that you don't see reflected in the previous proposals?*
Beneficiaries	Quantitative data collection (focus group) *Was everything you answered before positive? What was negative and why? Do you want to tell us more?* Qualitative data collection (dynamic forms) *Has my experience with Norte Joven students caused any negative change in you? Tell us about it!* *Would you add anything else that changed in you or personally that you don't see reflected in the previous proposals?*

Tutors and teachers	Quantitative data collection (focus group) *Was everything you answered before positive? What was negative and why? Do you want to tell us more?* Qualitative data collection (dynamic forms) *Has my experience with Norte Joven students caused any negative change in you? Tell us about it!* *Would you add anything else that changed in you or personally that you don't see reflected in the previous proposals?*
Volunteers	Quantitative data collection (dynamic forms) *Was everything you answered before positive? What was negative and why? Do you want to tell us more?* Qualitative data collection (dynamic forms) *Has my experience with Norte Joven students caused any negative change in you? Tell us about it!* *Would you add anything else that changed in you or personally that you don't see reflected in the previous proposals?*
Companies	Quantitative data collection (dynamic forms) *Was everything you answered before positive? What was negative and why? Do you want to tell us more?* Qualitative data collection (dynamic forms) *Has my experience with Norte Joven students caused any negative change in you? Tell us about it!* *Would you add anything else that changed in you or personally that you don't see reflected in the previous proposals?*
Customers of the audits	Quantitative data collection (dynamic forms) *Was everything you answered before positive? What was negative and why? Do you want to tell us more?* Qualitative data collection (dynamic forms) *Has my experience with Norte Joven students caused any negative change in you? Tell us about it!* *Would you add anything else that changed in you or personally that you don't see reflected in the previous proposals?*
Social Services - Treasury	Not asked. The consultant made judgments based on a benchmark.
The State - Treasury	Not asked. The consultant made judgments based on a benchmark.

Table 26: Questions asked in the qualitative and quantitative data collection.
Note: From own sorces.

This table summarizes the unintended or negative outcomes. The consultant clarified to the stakeholders during the two data collections sessions that negative or unintended outcomes were also accounted for, and should be shared if identified. This was especially emphasized several times, as the stakeholder was overwhelmed by positive outcomes. The consultant wanted to ensure that the intention of the evaluation was not misinterpreted as a way to make the program stand out, nor based on outcomes generated by gratitude (it was detected early that all stakeholders wanted to share their appreciation of the program. The consultant wanted to ensure that the stakeholders did not hold back the negative outcome). Thus, the question about if any of the outcomes were unintended or negative was placed twice.

Stakeholder	Outcome	% (rate is based on the total number of respondents)
Beneficiary	More tired (-)	24/52 respondents (46,15%)
Beneficiary	The organization should do more evaluations to identify errors and correct them (-)	1/52 respondents (1,9%)
Volunteer	Felt alone, not supported by staff - the absence of teamwork (-)	1/19 respondents (5,2%)

Table 27: List of negative outcomes.
Note: From own sorces.

5.4 How outcomes were assigned an economic value

The SROI methodology uses a specific process of valuation. By identifying stakeholders, analyzing collected data, and putting a value on the outcome, the program's impact is revealed and expressed. This is summarized in section 6. The outcomes per stakeholder. To provide transparency, each section describes the story of change linking inputs, outputs to the outcome, describing the chain of events and the indicator used as well as the proxy, and the value.

The proxy technique used is described under each stakeholder outcome. It is thought to be the most appropriate to understand the value for this report, including a rationale that justifies the choice of valuation technique and explains why the valuations represent the value of each outcome to the stakeholders.

In terms of the selection and establishment of financial proxies, the outcomes are monetized mainly through three methods, namely Revealed Preference Method, and the Stated Preference Method. Below are the reasons for the selection of each valuation method.

5.4.1 The Revealed Preference Method

Revealed preference proxies involve looking at market values of things to reveal the value that people place on an outcome. With this method, stakeholders are able to state or find most channels that can replace the market value. This monetary approach has been used for most financial proxies for this report, caused by the lack of country-specific value indicators. The valuation chosen for each proxy mainly was market price, a cost-based approach with replacement costs. The stakeholder was involved in indicating the accuracy of the proposed value in the quantitative data collection. They also validated the process and results.

It is of low accuracy that the choice of financial proxies only depends on the subjective judgment of the stakeholders, wherefore the responses were triangulated with the input from the stakeholder (stakeholder-informed) and in several cases, other similar reports and market research to confirm the "accuracy" of the outcome. Those sources are displayed in Appendix A. These three pieces of information combined led to the decision to use the proxies stated for each outcome in the report, which the reader can find in section 6. The outcomes per stakeholder.

5.4.2 The Stated Preference Method

With this methodology, stakeholders are able to indicate the price they are willing to pay or be compensated in a hypothetical situation. For the valuation of several of the outcomes, where it was difficult for the respondents to identify a value, a list of "proposals" with a wide range of options, was provided to support the identification of the value (used for the development of a proxy).

5.4.3 Stakeholder involvement in identifying financial proxies

In reference to the above methodologies applied, the consultant would like to make a note on how the identification of indicators and proxies involved the stakeholders. The stakeholders found it very difficult to identify financial processes. In some cases, this was due to the lack of language or cultural barriers, and in other cases, they felt unsure of how to value outcomes that were not tangible. In the qualitative data collection, a question related to how they would value this outcome was included for all stakeholders. To help them in their thinking, some of the outcomes presented a list of options, showing a wide range of indicators and proxies related to the indicators as mentioned above, based on other reports' proxies. The most logical thinking for them was to think "market value": how much would it cost me to generate this outcome in another place, activity, or way. As the range of options was broad, it would help in segmenting "little," "medium," and "a lot," depending on the value.

Specially for the stakeholder "Beneficiaries" and "Families of the beneficiaries and legal tutors", the scale used in the focus groups was "little," "medium," and "a lot," to identify an appropriate value. For all stakeholders who were asked to value the outcome, the stakeholder-informed proxy was calculated by comparing the average to the median for all the responses in the stakeholder group. If they coincided, this was the proxy to be used to compare with other 3rd party sources for the final judgment and selection by the consultant.

The scale used to calculate value was average. The rationale is explained in this table.

Hipotesis	**Average**
The median may be a better indicator of the most typical value if a set of scores has an outlier. An outlier is an extreme value that differs greatly from other values. However, when the sample size is large and does not include outliers, the mean score usually provides a better measure of central tendency (stattrek.com)	As the values were very often not outliners, the average was thought to be most appropriate.

Table 28: Rationale of why average was used in the analysis of data.
Note: From own sorces.

Under the guidance of these monetization methods, the final financial proxies are selected based on the following principles. The stakeholder was asked to value the outcomes and was also part of the validation wherefore their perception has been taken into consideration as well in identifying the proxies.

- **Relevance for the stakeholders**

how relevant they were for the stakeholders.

- **Principle of prudence:** The lowest price available should be the main financial proxy in line with the spirit of prudent estimation and the principle of do not overclaim.

5.5 How causality was identified for the outcomes

Because the respondents are active in an environment where many other organizations or persons can influence them, it is essential to consider this. The outcomes identified in this analysis have been examined to ensure that the contributions of others have been sufficiently recognized: this avoids over-claiming the benefit of the program and ensures that all partners' contributions are taken into consideration.

The main objective of SROI is to measure the most accurate impact created because of the program, analyze it, and reduce the risk of over-claiming. The external factors that could impact are several, but for this SROI report, those considered for each outcome were: deadweight, displacement, attribution, and drop-off.

- **Deadweight**: how much of the outcomes would have happened regardless if the program had not taken place.

- **Displacement**: Has the activity just resulted in a move, not a net change? How much of the outcomes from the program displaced other outcomes.

- **Attribution**: Has anybody else contributed to the outcomes? How much of the impact was made by other organizations or people unrelated to the program.

- **Drop-off**: how much of the outcome is generated by the program.

For this specific report, all respondents in the stakeholder groups were involved in establishing the levels of attribution, drop-off, deadweight, and displacement corresponding to their respective outcomes. The approach used to assess the level of deadweight, attribution, displacement, and drop-off was to directly ask the respondents through the questionnaires on a scale of 1 to 10 or 1 to 5 where each step in the scale represented 20% (if the dynamic form was to be answered on mobile devices. The average percentage of the responses was used for setting the group's valuation).

Besides this, the consultant experiences and other SROI reports similar to the program and 3rd party data were referenced to inform the decision better.

6. The outcomes per stakeholder

This is the process applied to identify the outcomes for the stakeholders, which also determines which ones of all initial outcomes were considered well-defined outcomes representative of a specific change that provided the best opportunity to increase or decrease value in decision making. This process also displays:

a) What type of source was used to identify the well-defined outcome;
b) The process through which the well-defined outcomes were selected;
c) What was the deliverable generated from the step in the process;
d) And finally, the process also explains how the materiality of the well-defined outcomes was identified to secure that the outcomes were material enough to be assigned an economic value and included in the SROI calculation of this report.

This table outlines the steps in the data collection process and data analisis. The gray color marks the interaction with the stakeholders, grouped in four occations in order to respect the time dedicated by the respondents. The interactions were related to data collection or analysis of data as well of validation of the outcomes.

Steps in the process	**Sources used to collect/analyze the data**			**Deliverable (what came out)**
	Stakeholder involved	**3rd party**	**Consultant experience**	
1.Outcome mapping – Steps to identifying the outcomes				
Data collection: *What changed? Who else changed?*	*Sample group through focus groups*			An initial list of all outcomes occurred.
Data analysis to aggregate outcomes: *What outcomes are "the same" expressed with different words?*	*Sample group through focus groups*			Structured list of all outcomes occurred.
New stakeholders emerges – added to the list of stakeholders. See section 4.4 Final list of stakeholder				
2.Outcome mapping – Steps to identifying the well-defined outcomes				
Data analysis to outline chain of events: *How were the outcomes interlinked / dependencies?*	*Sample group through focus groups*			Chain of events including all outcomes.
Data collection to identify well-defined outcomes: *Which of the outcomes in the chain was experienced as the most valuable / important?*	*Sample group through focus groups*			A drafted list of well-defined outomces for valitation by the full group.
Data collection to validate the well-defined outcomes: *Which of the outcomes in the chain was experienced as the most valuable / important?*	*All respondents trough web forms*			A validated list of well-defined outomces representative for the full stakeholder group.
Steps in the process	**Sources used to collect/analyze the data**			**Deliverable (what came out)**
	Stakeholder involved	**3rd party**	**Consultant experience**	
3.Outcome mapping - Identifying which well-defined outcomes were material				
Data collection for assessing significance: *How many respondents identified with the well-defined outcome?*	*All respondents trough web forms*			List of well-defined outcome quantified.
Data collection for assessing relevance: *How relevant/important was the outcome for the respondents?*	*All respondents trough web forms*			Grade of relevance/impotance per well-defined outcome in the list.

Data analysis: *How relevant was the outcome for decision making?*			*Relevance test*	List of relevant well-defined outcomes (exclude non-relevant well-defined outcomes).
Data collection for assessing significance: *How much changed to them?*	*All respondents trough web forms*			Grade of amount of change per relevant well-defined outcome.
Data collection for assessing duration: *For how long did it change last -duration?*	*All respondents trough web forms*			Asigned duration to each relevant well-defined outcome.
Data collection: *How much was it worth?*	*All respondents trough web forms*			Identified possible proxies and grade of economic value.
Data analysis: *“How significant was the outcome for decision making”?*			*Significance test*	List of material well-defined outcomes that were relevant and significant (exclude non-relevant and non significant well-defined outcomes).
Steps in the process	**Sources used to collect/analyze the data**			**Deliverable (what came out)**
	Stakeholder involved	**3rd party**	**Consultant experience**	
3.To evidence and give a value - Identifying Indicators and identifying proxies				
Data collection to identify indicators: *“what could be used as an indicator for measurement”?*	*All respondents trough web forms*	*Other reports*	*Consultants own database*	Indicators per material outcomes.
Data collection to be used in quatification of amount (measure):*“how many times more/less…”?*	*All respondents trough web forms*			Quantification of the extent of change per material outcomes.
Data collection to identify proxies: *(economic “proxies” to visualize value of the outcomes)*	*All respondents trough web forms*	*Other reports*	*Consultants own database*	Value aproximization per material outcomes.
4.Establishing the impact identifying causality (deadweight, displacement, attribution, drop-off)				
Data collection to identify cuasality: *“to what extent is this due to…”?*	*All respondents trough web forms*	*Other reports*		Adjusted value of material well-defined outcomes that were relevant and significant.
5.Validation (see details in section				
The full process and results was validated by all stakeholders through a video where the process and the results of the analysis were presented for each stakeholder. It contained: 1) the process explained 2) The list of well-defined outcomes; 3) The economic value assigned to each value; The respondent was asked to confirm that they had received the information, understood it and state if they identify with the results.				

Table 29: Process description of steps in the data collection process and data analisis.
Note: From own sorces.

Rationale on how the well-defined outcomes were identified out f the chains of events:
It was important for this report and the organization to ensure a stakeholder-informed approach. Therefore, resources were focused on arranging focus groups and individual interviews for the qualitative data collection to identify “what changed” and “who changed.” When the stakeholder group consisted of more than ten persons, sample groups were created to determine the outcomes, aggregate them, make the chain of events, and finally identify the well-defined outcome (what was experienced to be the most valuable outcome to them).

This initial work resulted in a drafted list of well-defined outcomes, which was handed out to all respondents in the stakeholder groups for validation and quantification, asking two questions:

- "*Which ones of these outcomes do you identify with*"?
- "*To what extent are these changes "of value to you in your life*"? (from 1-10)

Included in the provided list were the other outcomes from the chain of events (discarded as well-defined by the sample group) to make sure the drafted list was not biased or "leading," allowing the respondents of the whole group to identify what was valuable for them. By doing so, it was assured that the entire group informed the well-defined outcomes, and a consensus was reached for the well-defined outcomes part of this report.

Thus, it was considered by the consultant that identifying the well-defined outcomes was stakeholder-informed and the process transparent and replicable.

Rationale on materiality and involvement of stakeholder groups

It was important for this report and the organization to ensure a stakeholder-informed approach in all steps. Therefore, resources were focused on arranging for the qualitative data collection to secure that information was collected to analyze the materiality of the well-defined outcomes.

The whole group was involved, through web forms, once the well-defined outcomes had been assured, in identifying materiality and answering these questions:

- "*Do you identify?*" (quantification of respondents per outcome)
- "*To what extent is this outcome important (relevant) in your life*"? (1 to 10) (relevance)
- "*How much changed*"? (1 to 10) (significance)
- "*For how many years did it last*"? (1 to 10) (duration)

The analysis of the results led to a clear picture of how material these outcomes were and how significant they were for the entire stakeholder group.

Thus, it was considered by the consultant that identifying materiality of the well-defined outcomes was stakeholder-informed and the process transparent and replicable.

6.1 Norte Joven (as an organization)

The following sections describe how each outcome for this stakeholder has been analyzed, assessed, and assigned an economic value. Outcomes are normally associated to individuals, but for this specific case, as outcomes were identified with reference to how the actual organization had changed, this section displays those outcomes. In order to collect the data, as the organization doesn't have "a human voice", it is represented by the members of the project management team and the directors; in total 6 persons.

For this stakeholder, the following outcomes were defined as well-defined outcomes. This is the summary list of those outcomes. As follows, this whole section will detail how these were identified and how they were processed through different filters:

- **Increased access to financial resources**
- **Strengthened organizational values and enhanced image of the organizational core philosophy**
- **Nourishes a transformed and future-proofed organization**
- **Cost savings due to retaining staff**
- **Improved interpersonal relationships as an organization**

"On top of the learnings in renewable energy, I felt that this project brought something more to the organization. We had to innovate and that made us evolve as a team and as an organization."

(Member of the project management team)".

Statistics related to the involvement of this stakeholder:

Data collection	# of persons approached	# of persons involved	%
Qualitative (1st phase)	6	6	100%
Quantitative (2nd phase)	6	6	100%
Validation (3rd phase)	6	5	83%

How representative are these outcomes to the group?
This group was 100% represented in qualitative data collection where outcomes were identified and quantitative data collection where all respondents quantified the well-defined outcomes and saturation was met. The same respondents also informed every outcome's duration, deadweight, displacement, attribution, and drop-off. They were also involved in assigning a value to the outcomes and the final validation.

The Validation was anonymous to secure honest answers as the group was very small. 83% of the whole group responded, one respondent (17%) did not identify with the process and results, but 67% validated the data positively, which stands for the majority. As the validation was anonymous, no details could be gathered from this respondent.

Conclusion: The consultant judged that these outcomes were representative of this stakeholder group as thresholds were passed for representation.

Statistics related to the number of outcomes processed:

# of identified outcomes (raw list, see the chain of events)	**# of defined outcomes** (brought to stakeholder for quantification)	**# of well-defined outcomes** (brought to test for relevance)	**# of well-defined outcomes** (brought to test for significance)	**# of material outcomes assigned value and included in SROI**
29	13	9	6	5

6.1.1 Description of the outcomes and placed in a chain of events

Establishing outcomes is a qualitative process, i.e., people describe their experiences in their own words. This process, in which qualitative data is collected first, then analyzed and used to create a theory of change, is the base for the SROI. Having gathered information about change for this stakeholder; the next step was to create the chain of events for all the outcomes. This is not yet the evidence for how much change happened but is still part of the process of establishing a list of well-defined outcomes. This was done the following way:

1. The outcomes were listed in their "raw form,";
2. The outcomes were grouped (similar outcomes were grouped into one);
3. The outcomes were placed in a chain of events during the focus groups or individual talks where the respondents agreed on what outcome was the most valued out of the chain. It this was made in focus groups, they came to a consensus;
4. The chain of events was then also desktop-analyzed by the consultant based on the consultants experience, the review of other SROI reports of similar programs where the list of well-defined outcome was compared and contrasted;
5. To finally validate if these were representative for the whole stakeholder group and with the purpose to identify if subgroups were arising from this step in the process, data collection took plase with all respondents in all stakeholder groups where they were asked to confirm if they experience the well-defined outcome and to what extent the outcome was relevant in their lives (where 0 was "I don't identify and 10 was very much relevant)". Along with those well defined outcomes other outcomes from the chain of events were included and they were asked the question: "what is the most important change for you?" in order to validate if the well-defined outcome was representative for the full stakeholder group.

The outcome displayed in the right column was generated from a dependency listed for the outcome - a chain of events. The well-defined outcomes for each stakeholders described a specific change for a group of respondends with similar characteristicos or organization (represented by people) that provided the best opportunity to increase or decrease value in decision making. These were identified by the respondents, the respondents also identified them as "of most value to them", wherefore they were informed by the stakeholder. Adding to this, they were contrasted with 3rd party literature and analyzded by the consultant based on experience with the proyect and activity.

The following table illustrates this dependency and how the dialog formulated the question. It also includes the analysis of the chain of events for each outcome. The outcome presented to this stakeholder for quantification is the well-defined outcome displayed in the last column of the table. The respondent would determine how vital the outcome was to them by being asked on a scale from 0 to 10 "how important the outcome was to them", which was used as the basis for deciding which ones would be considered well-defined outcomes, in order to basis for the next steps in the process. See above.

Outcome: Increased access to financial resources

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in the "life" of the organization (asi if it was a person). **What changed, according to you?**			
This changed: *The organization was exposed to challenges (new area, new needs, requirements*	**follow-up question: What did it lead to?** **As a result, stakeholders say they:** *They develop a new innovative and attractive training solution*	**follow-up question: What did it lead to?** **Because of this, they say they:** *Had more evidence and could then access a wider range of financial resources*	**Outcome Increased access to financial resources** *As their "solution" to a social problem visualized actual results. At this point in time, this outcome had not generated any other outcome.*
Analysis of the chain of events: There was no need to fill in the gaps. It was decided not to extend the chain of events, as this was clearly the well-defined outcome for these respondents at this moment in time. The question ask was what this had let to, but the respondents to this outcome, stated that it was too early to know what would happen caused by this outcome. In the coming years, the outcomes could have been related to if those finances were received and what changed due to that. There was no need for going up the chain. The consultant judged that there was no risk for having stopped the chain too early as this outcome was clearly stated as well-defined and it was not expected to cause that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome. This outcome was tangible and not generic. **Conclusion:** It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.			

Outcome: Strengthened organizational values and enhanced image of the organizational core philosophy

<table>
<tr><td colspan="4">Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in the "life" of the organization (asi if it was a person). What changed, according to you?</td></tr>
<tr><td rowspan="2">This changed:

Learned "what worked" from the three-years process of the program</td><td>follow-up question: What did it lead to?</td><td>follow-up question: What did it lead to?</td><td rowspan="2">Outcome: Strengthened organizational values and enhanced image of the organizational core philosophy</td></tr>
<tr><td>As a result, stakeholders say they: Generated a success story with indicators showing the success</td><td>Because of this, they say they: Would benefit from the better promotion (due to the success) and gain in visibility, especially of the philosophy and core values of the association as they were very much connected to the program</td></tr>
<tr><td colspan="4">Analysis of the chain of events: There was no need to fill in the gaps. It was decided not to extend the chain of events as, in this moment in time, the respondents had not been able to experience what this would lead to. In future reports, other outcomes may emerge from this enhancement in cultural aspects. There was no need for going up the chain as the respondent talked about how one outcome had led to another. The consultant judged that there was no risk for having stopped the chain too early as this outcome was clearly stated as well-defined and it was not expected to cause that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was tangible and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.</td></tr>
</table>

Outcome: Nourishes a transformed and future-proofed organization

<table>
<tr><td colspan="4">Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in the "life" of the organization (asi if it was a person). What changed, according to you?</td></tr>
<tr><td>This changed:</td><td>follow-up question: What did it lead to?</td><td>follow-up question: What did it lead to?</td><td>Outcome: Nourishes a</td></tr>
</table>

Learned the benefits from mixing, training, job methodologies with existing job contracts and services	**As a result, stakeholders say they:** *Developed more efficient processes and ways of working*	**Because of this, they say they:** *The ways of working nourished the already initiated transformation of the organization. A future-proofed organization with a problem-solving approach based on innovation, optimization of existing resources identified in society (contracts, on-the-job learning, etc.), and philosophy.*	**transformed and future-proofed organization**
Analysis of the chain of events: There was no need to fill in the gaps. It was decided not to extend the chain of events. The word "nourish" was necessary because transformation had already been initiated before the program, but the program's way of working led to "giving that transformation fuel." In future reports, other outcomes may emerge from this improved transformation. There was no need for going up the chain as the respondent talked about how one outcome had led to another and because the value for the organization was in the transformation, not in the actual change of processes. The consultant judged that there was no risk for having stopped the chain too early, causing that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was tangible and not generic. **Conclusion:** It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.			

Outcome: Cost savings due to retaining staff

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in the "life" of the organization (asi if it was a person). **What changed, according to you?**			
This changed: *The organization was challenged to transform ways of working to "learn" a new expertise area (renewable energy) cross-over the organization inviting to cross-department collaboration*	**follow-up question: What did it lead to?**	**follow-up question: What did it lead to?**	**Outcome: Cost savings due to retaining staff.** *Even if staff retention was not an immediate issue, it was still an ingredient essential for the possible staff rotation, often caused by a lack of motivation.*
	As a result, stakeholders say they: *Management fostered a culture of innovation, motivation, and trust*	**Because of this, they say they:** *Would enhance the possibility to retain skills as the culture motivated staff to stay due to the ways of working, retaining skills*	

Analysis of the chain of events: The consultant filled in the gap with "*Management fostered a culture, retaining skills*" to link the chain. The rationale was that organizational change was very much connected to the philosophy and management of the organization and focused on innovation and problem-solving. It was decided not to extend the chain of events at this point in time. The word "enhanced" was necessary because staff rotation was not an issue at the moment but seeing the trends in the Non-profit market and teaching, this outcome could increase in coming years." There was no need for going up the chain. The consultant judged that there was no risk for having stopped the chain too early, causing that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was tangible and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

Outcome: Improved interpersonal relationships as an organization

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in the "life" of the organization (asi if it was a person). **What changed, according to you?**

This changed:	**follow-up question: What did it lead to?**	**follow-up question: What did it lead to?**	**Outcome: Improved interpersonal relationships as an organization**
The organization went through competence-build up and know-how in a new expertise area (renewable energy)	**As a result, stakeholders say they:** *It generated a need to collaborate cross-department to reach the same goal, which caused new connections*	**Because of this they say they:** *They felt that the relationship to their existing and new colleagues had improved*	*On an individual level, the staff felt that they had improved their relationship with other colleagues which, even if being an individual outcome, it was referet to, by the respondent as an improvement for the organization*

Analysis of the chain of events: There was no need to fill in the gaps. It was decided not to extend the chain of events at this point in time as it was not clear what the improved relationship was leading to. The word "improved" was necessary because they stressed that the relationship was good, but due to the new connections made cross-department and the closeness when working towards the same goal, this relationship had deepened or improved. There was no need for going up the chain. The consultant judged that there was no risk for having stopped the chain too early, causing that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was tangible and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

6.1.2 Relevance test

After the 1st interaction with the respondents, where qualitative data was collected, the outcomes were taken through the predefined threshold set to identify what outcomes to test for relevance. Those outcomes that were considered well-defined were taken through this relevance test.

9 outcomes were tested for relevance.

Norte Joven (as an organization)	**Outcome: Increased access to financial resources**	**Outcome: Nourishes a transformed and future-proofed organization**	**Outcome: Strengthened organizational values and enhanced image of the organizational core philosophy**	**Outcome: Set financial foundation in support for other programs**
Stakeholder perception (important to them)	Most of the respondents agreed that this outcome was very much relevant to the activity.	Most of the respondents agreed that this outcome was relevant to the activity.	Most of the respondents agreed that this outcome was relevant to the activity.	Some of the respondents agreed that this outcome was relevant to some extent to the activity. It was stated that the fact that they had received this economical support, "released" time from staff that they would have spent on fundraising instead of program development and execution.
Societal norms that demand inclusion	The societal norm is that being able to show success stories leads to a better chance to gain funds.	None	The societal norm is that being able to show success stories leads to a non-profit, supports a better image.	Social norm states that the bigger the funding is for an organization, the less they have to look for more investors (less time spent on fundraising and more time spent on execution).
Direct short	Yes	None	None	Yes

term financial impacts to the organization				
Peer based norms (others orgs manage the outcome)	Other reports include this value as an outcome.	Other reports include this value as an outcome.	Other reports include this value as an outcome.	Not detected in other reports.
Conclusion	Most Relevant	Relevant	Relevant	Less Relevant

Norte Joven (as an organizatio n)	**Outcome: more knowledge about sustainability (individual)**	**Outcome: Improved skills in project writing (individual)**	**Outcome: Cost savings due to retaining staff**	**Outcome: The facilities became more sustainable**	**Outcome: Improved interpersonal relationships as an organization**
Stakeholder perception (important to them)	It was considered relevant for other stakeholder groups but not as relevant for this one.	It was considered relevant to some extent by very few respondents.	Some of the respondents agreed that this outcome was very much relevant to the activity.	Some of the respondents agreed that this outcome was relevant to some extent to the activity.	Some of the respondents agreed that this outcome was relevant to some extent to the activity.
Societal norms that demand inclusion	The societal norm is that when learning something new, you may apply it.	Social norm doesn't indicate that this type of project would necessarily lead to proficiency in language.	The societal norm is that when people are happy at work, they stay.	The societal norm is that when learning something new, you *may* apply it, but not necessarily.	The societal norm is that teamwork leads to better insight into each person, and better relations.
Direct short term financial impacts to the organizatio n	None	None	Yes	None	None
Peer based norms (others orgs manage the outcome)	Other reports would monitor increase in knowledge but not necessary for this subject.	Other reports would monitor increase in knowledge but not necessary for this subject.	Other reports would cover this outcome.	Other reports would cover improvement in facilities but not necessary for this area.	Other reports would cover this outcome.
Conclusion	Not relevant	Not relevant	Most Relevant	Less Relevant	Relevant

6.1.3 Significance test

6 outcomes were taken through the significance test.

Norte Joven (as an organization)	**Outcome: Increased access to financial resources**	**Outcome: Nourishes a transformed and future-proofed organization**	**Outcome: Strengthened organizational values and enhanced image of the organizational core philosophy**
Number of people experiencing the outcome	6 (1 org)	6 (1 org)	5 (1 org)
Amount of change per person	9	9	9
Duration (years)	2	2	4
Causation (deadweight)	50%	60%	50%
Value (financial proxy)	€124,000	€27,000	€90,000
Impact (takes into account all above)	**((124000*0,5)/2)*1 = €31,000**	**((27000*0,4)/2)*1 = €5,400**	**((90000*0,5)/4)*1 = €11,250**
Conclusion (significant/not)	**Most significant**	**Most significant**	**Most significant**

Norte Joven (as an organization)	**Outcome: Set financial foundation in support for other programs**	**Outcome: Cost savings due to retaining staff**	**Outcome: Improved interpersonal relationships as an organization**
Number of people experiencing the outcome	5 (1 org)	5 (1 org)	5 (1 org)
Amount of change per person	10	1 out of 42 (2%)	7
Duration (years)	3	4	2
Causation (deadweight)	50%	70%	30%
Value (financial proxy)	€1,200	€20,612	€5,400
Impact (takes into account all above)	**((1200*0,5)/3)*1 = €200**	**((20412*0,3)/4)*1 €3,092**	**((5400*0,7)/2)*1 = €1,890**
Conclusion (significant/not)	**Discarded**	**Les significant**	**Less significant**

6.1.4 Link between the well-defined outcomes, the inputs, and the outputs

These are the 5 final monetized outcomes for this stakeholder in this report. These are the final outcomes included in the SROI calculation.

Norte Joven (as an organization) Stakeholder - Outcomes	Description
Increased access to financial resources	The program generated evidences and arguments to be used in fundraising. Such "tangible" evidencies could lead to increased funding for projects driven by the organization. It opened up new door for the organization to approach the same funders, or other funds where "proven results" are highly valuable. It "changed" the organization's capacity to fundraise.
Nourishes a transformed and future-proofed organization. Market readiness and enhanced skills in the development of innovative programs in front-end areas (sustainability) with a real social impact (triple impact)	This program has helped to "nourish" the existing organizational philosophy. It does not transform it (as the organization already had initiated the work of transformation), but rather supports an already ongoing way of working by proving that the organization was capable of innovating on a challenging market. The "change" experienced by the organization is the improved capacity to transform, to innovate which leads the organization to be more prepared for the market. Some time ago, the organization was transformed from a traditional NGO to an innovative, creative, and flexible organization that drives program development with real social impact. While this program is one of several programs with an innovative component, the program analyzed in this report proved to be especially innovative in: 1. The mix of a job experience model (internship, job contracts, real customer experience) blended with classroom training; 2. The development of a program that generates a "circular impact" (helped-helps); 3. The identification of existing market needs (certificates are developed where job opportunities are highest and in emerging areas such as renewable energies); 4. The development of program content around a project area (sustainability) and applied to all cross-subject content (mathematics, professional skills, etc.); 5. International fundraising, not limiting the fundraising to the local territory.
Strengthened organizational values and enhanced image of the organizational core philosophy	This outcome is related to two aspects identified by the respondents, impacting the organization due to the program. According to the respondents, this program had supported building on the organizational values, enhanced the values, and added to strengthening them. Values are "an asset" of an organization and experienced change.

	Similarly, another untangible was strengthened and changed: The core philosophy. The program enhanced "innovative culture" and "walking the extra mile," two components of the philosophy, boosting the organization's core philosophy.
Cost savings due to retaining staff	Retaining skills is a challenge in todays market. The innovative program and being part of an organization that runs a program of this characteristics made it an attractive work-place and thus, helped to retain staff. This is traduced into cost efficiency for the organization as they “save” costs caused by staff rotation.
Improved interpersonal relationships as an organization	On an individual level, staff felt that they had deepened, enriched, or improved relationships with existing colleagues and new colleagues. This "closeness" was generated by working with the program where one goal was shared cross-department, and all departments' contributions led to the success.

The table states the outcomes generated by the stakeholders (in the last column) and shows the relationship between the activity, the inputs and outputs, and the outcomes. This is sometimes known as the Theory of Change or a logic model. I.e. It is the story of how this program makes a difference in the world.

Activity: The "GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT" program is a training program to improve the employability of socially vulnerable people with no qualification.				**Period:** 3 years
Inputs	Outputs	As a result, stakeholders say they:	Because of this, they say they:	So, the Well-defined outcomes are:
Spent by resources assigned to the project) covering: 1 Project Manager, 1 Social Support Officer during the two first years, and other	**288** young adults between 18 and 25 years old, coming from socioeconomic vulnerable environments passed through a professional certification training provided by the program (KPIs listed in the about the project section). Of those **165** completed	*Were exposed to challenges (new area, new needs, requirements)*	*Develop new innovative and attractive training solution*	**Increased access to financial resources**
		Learned “what worked” from the three-years process of the program	*Generated a success story with indicators showing the success*	**Strengthened organizational values and enhanced image of the organizational core philosophy**

coordination-related costs. Costs directly related to the implementation of the project: workshop materials, costs of external professional services, training costs, direct assistance to students, marketing, external evaluation. Allocation of indirect project costs related to the facilities used for this activity: electricity, water, maintenance. No rent cost as the organization doesn't pay rent. €405,658	their itineraries. The split is as follows: **108** completed a Norte Joven itinerary, obtaining a Level 1 certificate of professionalism. **31** completed the Dual Training (equivalent to passing the Level 2 certificate of professionalism). **26** completed certified training in emerging sectors (Pest control and Commerce) (equivalent to level 1 and 2 certificates of professionalism). 1 press release on November 7th, 2019. **1** video with 478 visualizations. **1** evaluation report (SROI) (out of 1, 100%).	*Learned the benefits from mixing, training, job methodologies with existing job contracts and services*	*Developed more efficient processes and ways of working*	**Nourishes a transformed and future-proofed organization**
		The organization was challenged to transform ways of working to "learn" a new expertise area (renewable energy) cross-over the organization inviting to collaboration cross-department	*Management fostered a culture of innovation, motivation, and trust*	**Cost savings due to retaining staff**
		The organization went through competence-build up and know-how in a new expertise area (renewable energy)	*It generated a need to collaborate cross-department to reach the same goal, which caused new connections*	**Improved interpersonal relationships**

6.1.5 Duration rationale

The following table describes the rationale for the duration set per outcome to avoid over-claiming the program's impact on these outcomes. The duration was informed by the stakeholder primarily and complimented when needed with 3rd sources or consultant judgment. Data collection took place in the qualitative data collection phase for the well-defined outcomes, where the stakeholder was involved.

Material outcome	Duration	rationale
Increased access to financial resources	2	The duration of this outcome is set by the stakeholder. It is the average of all the inputs provided individually by the respondents. Thus, the respondent coincided in the duration to a very large extent. The rationale is that a success story used to strengthen value augmentation,

		is only valid for a shorter amount of time as the organization needs to prove "latest successes". **Source**: stakeholder-informed, consultant experience
Strengthened organizational values and enhanced image of the organizational core philosophy	4	The duration of this outcome is set by the stakeholder. It is the average of all the inputs provided individually by the respondents. The rationale is that brand identity is sustainable over time, and a success story is part of the seniority and experience built up, where it has value in time. **Source**: stakeholder-informed, consultant experience
Nourishes a transformed and future-proofed organization	2	The duration of this outcome is set by the stakeholder. Thus, 75% of the respondents coincided in the duration to be 3, but the other 25% had other opinions wherefore it was reduced to 2 years to be conservative. The rationale is that transformation needs to be fed continuously not to become static. Innovation is an action in constant movement. **Source**: stakeholder-informed, consultant experience
Cost savings due to retaining staff	4	The duration of this outcome is set by the stakeholder. The respondents provided very different valuations for this outcome. To be conservative, it was set to an average of all responses. This outcome is difficult to value, as skill retention is a constant action in an organization. **Source**: stakeholder-informed, consultant experience
Improved interpersonal relationships	1	The duration of this outcome is set by the stakeholder. It is the average of all the inputs provided individually by the respondents. Thus, the respondent coincided in the duration to a very large extent. The rationale is that a success story used to strengthen value augmentation, is only valid for a shorter amount of time as the organization needs to prove "latest successes". **Source**: stakeholder-informed, consultant experience

6.1.6 Impact calculation per outcome

To avoid over-claiming the program's impact on these outcomes, the following table establishes the percentage per area discounted in value for the specific outcome and explains the rationale behind this evaluation. The stakeholder was involved in setting these values. Wherefore, it is stakeholder-informed. In some cases, the consultant also referred to 3rd party information.

Material outcome: Increased access to financial resources		
Factors	**Ratio**	**Descriptions**
Deadweight	50%	The stakeholder expressed that this outcome would have happened to some extent in other circumstances than those generated by the program, as the key to the development of the program was the team and the predisposition of the team to innovate, wherefore it was considered that they would have fundraised and developed another similar program. **Source**: stakeholder-informed.
Displacement	20%	Displacement refers to how much of the outcome displacing other outcomes. I.e., because of the increased assess to financial resources, would it stop someone else from experiencing the same outcome? As this outcome is not referring to the actual "getting the funds," it is not displacing other organizations applying for the funds from getting them; it relates to the "increased access," which is based on the fact that the organization now could evidence the changes in peoples lives when applying to funds that required experience and evidence. Still, when consulting the stakeholder, they mentioned that as they would become "another player on the market" (of those that can evidence) which could generate an increase in competition for others "there is now another player on the market fighting" for the same funds, that was not there before. Therefore, this outcome could "decrease" access to funds for other NGOs with the same characteristics and pieces of evidence of impact for similar projects. "Increase access and decrease access" is not the same outcome but the final aim is the same, wherefore, for this hypothetical reason, and not to overclaim, displacement was set based on this calculation to avoid having to include a new stakholder. **Calculation:** If the benchmark is 100% and the increase is 25%, the estimate of displacement is 100%/125% = 20%. **Source:** stakeholder-informed and consultant judgment.
Attribution	60%	The stakeholders attributed this outcome to a high extent also to other factors, wherefore this rate is set high. Work methodology in the organization is one of the

		other reasons for success in fundraising, as well as the professionalism of the technicians, the possibilities generated by the labor market at that particular moment, the significant number of available candidates and the networking. All together, this outcome is not only caused by this program. Also, the team and experience of the organization is an important factor in why funds are gained in general. Funds are raised primarily because the programs driven by Norte Joven generate a positive impact, and the results are good. There are two ways of raising funds: the work of the economic committee who contact funders to present the Norte Joven project and the work of the project team presenting the Norte Joven projects to calls for funding. In both cases, "experience" and how the organization has been funded before or by whom, has an impact. Added to this, other innovations have also been carried out in the hospitality workshops, such as solidarity catering or the school restaurant, which have also contributed significantly to the impact generated by the organization and consequently will be important in obtaining the support and funding necessary to carry out the intervention. So, without good results of the project, the teamwork and the shown results, all of the above would not be possible. **Source**: stakeholder informed.
Drop-off	50%	Due to that information having to be fresh, the "news fator" of this project would fade out and new innovation would have to take place. Therefore, drop-off is set high. **Source**: consultant judgment.

Material outcome: Strengthened organizational values and enhanced image of the organizational core philosophy		
Factors	**Ratio**	**Descriptions**
Deadweight	50%	The stakeholder expressed that this outcome would have happened to some extent in other circumstances than those generated by the program, as the key to the development of the program was the team and the predisposition of the team to innovate, wherefore it was considered that they would have fundraised and developed another similar program that would have given this visibility.

		Source: stakeholder-informed.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., because of the strengthened organizational values and enhanced image of the organizational core philosophy, would it stop someone else from experiencing the same outcome? This outcome, very specific for this organization, was not expected to displace any other outcome for any other organization. I.e. it was not expected to "stop" anybody from experiencing the same outcome or "less strong" in their image. One could argue that competition could "weeken" the other players on the market if compared but, this would be to a very small extent as this organization is not in an extremely competitive market (seeing funders as the market). To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	70%	The stakeholders attributed this outcome to a high extent also to other factors, wherefore this rate is set high. The values and philosophy of the organization precede the program as such, i.e. the program is part of the organization's culture, and not the other way around. Obviously, the success of the program helps to make the organization visible. Also, the participation in networks and contact with companies has allowed the organization to visualize the project, and with it the organizational philosophy and values. In addition, every year numerous projects are presented to public and private entities where all the innovations and good practices that are carried out, results and impact achieved to date, etc. are collected. **Source**: stakeholder informed.
Drop-off	10%	Due to that seniority and historical success are brickstones in branding, drop-off was set to low. **Source**: consultant judgment.

Material outcome: Nourishes a transformed and future-proofed organization

Factors	**Ratio**	**Descriptions**
Deadweight	60%	The stakeholder expressed that this outcome would have happened to some extent in other circumstances than those generated by the program, as the key to the development of the program was the team and the predisposition of the team to innovate, wherefore it was considered that they would have fundraised and developed another similar program that would have helped to transform. **Source**: stakeholder-informed.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., because of a now nourishes a transformed and future-proofed organization, would it stop someone else from experiencing the same outcome? This outcome, very specific for this organization, was not expected to displace any other outcome for any other organization or persons. I.e. it was not expected to "stop" anybody from experiencing the same outcome or make any other organization less nourished or transformed. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	60%	The stakeholder expressed that this outcome would have happened to a large extent in other circumstances than those generated by the program. The work-methodology and our internal quality process already drove the transformation and are "future-proofed". The program helped to maintain and evolve this outcome. This program and also the one before it, had incorporated innovations in methodology (such as service learning) and in the organization (DUAL training that had not been put in practice before), but was a base for this program. However, if this project had not been developed, another one would have been that would have contributed to innovation. I mean, it is not so much the project that has led the organization to be innovative, as the "attitude" and thoughts were there before. An example: the innovations and good practices generated by the organization have been carried out not

		only in the field of maintenance but also in the hospitality industry. Added to this, the organization has also had transparency measures from an early start, and a team of professionals who strive for excellence, offering students comprehensive and fully personalized attention. Continuous improvement is applied to all areas of the organization, from intervention to management and communication. Wherefore, it is part of the organizational philosophy. **Source**: stakeholder informed.
Drop-off	10%	Due to the fact that a philosophy doesn't "fade out in time," but still needs to be fed, the drop-off rate was set, but low. **Source**: consultant judgment.

Material outcome: Cost savings due to retaining staff		
Factors	**Ratio**	**Descriptions**
Deadweight	70%	The stakeholder expressed that this outcome would have happened to a large extent in other circumstances than those generated by the program, as they work with engagement and motivation in many other aspects. **Source**: stakeholder-informed.
Displacement	10%	Displacement refers to how much of the outcome displaces other outcomes. I.e., because of cost savings due to retaining staff (meaning that the organization didn't have to spend costs on employing or retaining staff), would it stop someone else from experiencing the same outcome? When consulted with the stakeholder, they confirmed that they would not contract head hunters or other services to employ (if staff would be laid off or leave) and they wouldn't bring in external organizations to work on motivation to retain staff. I.e., it was not expected to "stop" anybody from saving staff costs or affect anybody's finances with less or more income. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome.

		Source: stakeholder-informed and consultant judgment.
Attribution	70%	The stakeholder expressed that this outcome would have happened to a large extent due to several factors, networks and relationships. One of them was the quality processes and work teams that keep staff motivated. The professionals are committed to working with and for the students. It is a vocational work where motivation comes through helping others (the students). Norte Joven is attractive because of the organizational culture that puts the student at the center of the intervention, because it provides comprehensive answers, because it tries to take care of the professionals who work there, because it tries to make innovations to continue providing answers to the needs, because it allows professionals to grow by contributing with their innovations, but this is in general terms, as an organization, and not only due to the project in itself. The Program Generating Future is generated by the mission, vision and values. Whether or not it is a good place to work is due to the philosophy and organizational culture of Norte Joven, which has a lot to do with the mission, vision and values, as well as with the members of the Board of Directors and the management of the organization. The aim is for professionals to be able to grow, contribute value and develop in a context of trust, commitment and responsibility, convinced that their well-being in the workplace is the best guarantee for achieving the greatest possible impact on behalf of the people, mainly young people, for whom the organization works. **Source**: stakeholder informed.
Drop-off	30%	Drop off rate is set to 30%, based on the rationale that retaining staff is an action that needs to be worked on continuously. Motivation from one program doesn't last in time. **Source**: consultant judgment.

Material outcome: Improved interpersonal relationships		
Factors	**Ratio**	**Descriptions**

Deadweight	30%	The stakeholder expressed that this outcome would have happened to some extent in other circumstances than those generated by the program, but the characteristics of the program, compared to other programs they have developed and also the COVID-19 pandemic contributed to a large extent to work in cross-team, cross-role and towards the same goal. **Source**: stakeholder-informed.
Displacement	10%	Displacement refers to how much of the outcome displaces other outcomes. I.e., because of Improved interpersonal relationships (inbetween team members) would it stop someone else from experiencing the same outcome? When consulted with the stakeholder, they couldn’t identify a stakeholder that would “stop” to improve the interpersonal relationship, decrease the relationship (fight, stop interacting or similar) or that this outcome i.e. that this outcome would affect anybody's relationship with less or more “relationship”. To keep a conservative approach as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	50%	The stakeholder expressed that this outcome would have happened to a large extent due to several factors, networks and relationships already established in the organization. **Source**: stakeholder informed.
Drop-off	0%	Drop off rate is set to 0% as the duration is only 1 year. **Source**: consultant judgment.

6.1.7 Indicators & financial proxies

Indicators are ways of knowing that change has happened. Therefore, indicators were identified to measure how much had changed for this stakeholder. In this SROI evaluation they were applied to outcomes as these are the measures of change that was of interest for the study. The idea was to identify indicators that could tell:

6. Whether the outcome has occurred, and
7. By how much

This study identifies a range of financial proxies that correspond to the outcome indicators. External sources were consulted to identify the financial proxies. A “proxy" is an approximation of value where an exact measure is impossible to obtain, whereas the proxies listed in the table, should be seen as financial indicators used to monetize the value of the account.

This table serves to describe how the consultant, informed by the stakeholder in the qualitative data collection and validation, has identified appropriate financial values for the 5 outcomes monetized. This table serves to describe how the consultant, informed by the stakeholder in the qualitative data collection and validation, has identified appropriate financial values for the five outcomes monetized. This should be seen as a way to represent the relative importance to stakeholders of the change they experienced. The value stated in the last column is:

a) either a calculation of several parameters (described in the proxy description) or;
b) a one-time cost referring to a period.

All proxies were stakeholder-informed as well. The stated preference was contrasted with other proxies to strengthen proxy selection. The final value and proxy selection were then validated with the stakeholder.

<table>
<tr><th>Outcomes</th><th>indicators</th><th>Measure</th><th>Financial proxy</th><th>Value</th></tr>
<tr><th>How would we describe the change?</th><th>How would we measure the change?</th><th>How much changed?</th><th>What proxy would we use to value the change)?</th><th>What is the value of the change?</th></tr>
<tr><td>Increased access to financial resources</td><td>Average of level of confidence in "landing" funds.</td><td>9 out of 10</td><td>Average Investment made by spanish donors for a 3 years period.</td><td>€119,145</td></tr>
<tr><td colspan="5">Indicator description: Subjective indicator (self-reported). Respondents to report, on a scale of 1-10, how much easier it would be for the organization to acquire funds due to the success.</td></tr>
<tr><td colspan="5">Proxy description: Market based (Market price) Investment of Spanish donors (137,90€/year/person) for a 3 years period, multiplied by the amount of beneficiaries (288).

Calculation: 137,90*3*288 = 119.145€
Source: https://www.aefundraising.org/estudio-perfil-del-socio-de-las-ong/</td></tr>
<tr><td colspan="5">Value description of €119.145 (calculated value, see above): In the lack of data related to an average on how much private organizations fund social projects, the consultant used a reference related to how much Spanish society (people) donate to social projects. The proxy "privat donations / spanish citicen" for a period of 3 years, was selected as being the most concervative and supported by the other proxies.

a) A company with increased reputation or capacity would "add value" to their "company value". The company would be worth more on the market. If a 10% increase is applied to the total value for the benefits of the company in 2020 (€1.873,000, Cuentas Anuales 2020), the proxy would be €187,300.

b) 40% of the respondents chose €200,000 or more as an indicator of how much more finances they thought they would be able to acquire thanks to the "success story" of the program. The average for the group on how much funds they could request thanks to the new experience was €200,000;

c) Value of fundraising time versus gains. How much value has 1h of "fundraising"? i.e. how much "funds" is one hour of fundraising worth? 3 fundraisers were asked how much time they estimated it would take to fundraise for a project worth €200,000. The amount of time was very approximate for the 3 fundraisers.
i) Estimated time: two weeks work, 80h.
ii) Vale per hour €2,500/h
iii) Total value: €200,000</td></tr>
</table>

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Strengthened organizational values and enhanced image of the organizational core philosophy	Average of pervecived strengthened recognition, represented by the management team and project team.	9 out of 10 1 event 1 published article	Cost for marketing agency to run a branding campaign for 3 years.	**€90,000**
Indicator description: Subjective indicator: Respondents were to report, on a scale of 1-10, how much they thought the organization would "grow" in a positive image. Supported by an objetive indicator to be measure right after the closure of the program. Objective indicator: success story attracts +50 persons to the event or 1 article in the press (baseline: 0 event/press year before).				
Proxy description: Market based (Market price): The market price for "being visible" was used as proxy. Two agencies were contacted to get two price proposals. €90,000 one-time-cost). *Source*: benchmarking				
Value description of €90,000: Cost for marketing agency to run a campaign for 3 years. This proxy was judged as the most suitable due to the fact that: a) 40% of the respondent saw this as a representative, the other 60% felt they could not set a value, but validated the proposed proxy at a later stage; b) External exposure is normally done by communication agencies, building up reputation and credibility. The time estimated is the same time as the program was run (3 years).				

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Nourishes a transformed and future-proofed organization	Subjective indicator (self-reported): Respondents to report, on a scale of 1-10, how much the organizational culture had shifted due to the program. Supported by an objetive indicator to be measure right after the closure of the program. Objective indicator: 1 fund application for 2021/2022 when a requirement is to present an innovative solution based on evidence of previous work.	9 out of 10 and more than one application for funds made	Cost for three-years consultancy to transform an organization.	**€27,600**
Indicator description: Subjective indicator (self-reported): Respondents to report, on a scale of 1-10, how much the organizational culture had shifted due to the program. Supported by an objetive indicator to be measure right after the closure of the program.				

Objective indicator: 1 fund application for 2021/2022 when a requirement is to present an innovative solution based on evidence of previous work.
Proxy description: Market based (Market price): Cost for consultancy firms to transform an organization during 3 years. The estimation was based on a one-hour weekly meeting with the management team, a two-hour by-weekly session with the organization, and two half-day workshops twice a year. A total of 324 hours was charged by €50 an hour over three years.Two agencies were consulted. €27,600 (one-time-cost) *Source*: benchmarking
Value description of €27,600: Two agencies were approached to estimate the cost and time it would take to transform a non-profit organization into a creative and innovative one. The estimation was based on a one-hour weekly meeting with the management team, a two-hour by-weekly session with the organization, and two half-day workshops twice a year. A total of 324 hours was charged by €50 an hour over three years. This proxy was judged as the most suitable due to the fact that: a) this outcome could be "purchased" on the market and very often done so by companies. This was contrasted with the value proposed by the stakeholders (€20,000), being close to the selected value.

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Cost savings due to retaining staff	% of staff not being laid off during program time (3 years).	98% not laid off	Average cost for unmotivated employee.	€18,721,08
Indicator description: Objective indicator: % of staff not being laid off during program time (3 years) put in relation to average rotation rates of staff in Spain (21%). (Naturally, the base should be the rotation rate of the organization's previous years, but as data was missing, the average rotation rate was chosen as the baseline). Average rotation rate in Spain 21% Result in rotation during three years: 1 person (2% of all staff, 98% didn't leave the organization or was laid off. Thus, almost no existing rotation evidencing that change had happened if put to an average organization.				
Proxy description: Market-based (Market price): Cost for motivating staff (not to leave). Rotation is often associated with unmotivated employees, and the stakeholder emphasizes staying because they were inspired. Thus, a proxy related to how much it costs to "buy" motivation on the market was extracted from an external source (€2,394/person). The rationale for doing this calculation was: a) If this organization had had an average turnover of staff (21%), it would have cost them (€2,394*(21% *42 employees) = €21,115.08 to motivate these staff for them to stay, which they now did because they were motivated. b) As one employee left, the value for this employee was extracted from the total value to motivate 21% of all employees, avoiding overclaiming. The calculation and final value would be this one (€21,115.08-€2,394= €18,721.08. c) Motivation actions were assumed would only have occurred once a year, wherefore 1-year was the time frame taken into account. *Calculation*: (€2,394*(21% *42 employees)) - €2,394= €18,721.08)*1 year) = €18,721.08 *Source*: **https://www.eleconomista.es/aragon/noticias/9739534/03/19/Las-empresas-tienen-una-rotacion-de-personal-de-mas-del-30-en-Aragon.html**				

Value description of €18,721.08 *(calculated value, see above):* For this specific outcome, the most accurate indicator would have been the rotation rate from the previous three years compared with the rotation rate from the last three years, looking at the exact costs for motivating existing staff and recruitment costs as well as onboarding. As this data could not be acquired, the consultant looked at the % of staff that quit during the three years. The stakeholder and staff (another stakeholder) were asked for the reasons for rotation (response: lack of motivation) and their valuation of this outcome. In parallel, a benchmark was made, finding that staff rotation in the non-profit world is high, supported by the industry characterized by low salaries. Thus, motivation was seen as the key to reducing rotation costs. The above-selected proxy was used and compared with the respondents' valuation, where 80% of the respondent saw this proxy as representative of the value of the outcome, the other 20% felt they could not set a value, but validated the proposed proxy at a later stage.

Outcomes	indicators	Measure	Financial proxy	Value
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Improved interpersonal relationships	Average of feeling of teamwork spirit in the organization, represented by the management team and project team.	2 out of 10	Cost for motivation course	**€5,400**
Indicator description: Subjective indicator (self-reported): Respondents to report, on a scale of 1-10, how much the feeling of being a team had shifted due to the program.				
Proxy description: Market-based (Market price): Cost for motivation course. 2 enterprise coaches were consulted. The one less costly was used for this proxy. 3 groups of 13-14 persons/group covering in this way the full organization (each group would do 3 sessions of 4h, costing 600€/session). Note that even if the indicator showed low level of change (2 out of 10), the consultant didn't reduce the attribution, but as the proxy chosen is a one-time activity, the "cost" as not been reduced as the course would a apply to the full organization independent of motivation level. *Calculation*: €600 x 3 sessions x 3 groups = 5,400€. *Source*: benchmarking				
Value description of €5,400. *(calculated value, see above):* The assumption for this indicator and proxy is that this knowledge could be acquired through theoretical courses, practical exercises, and awareness speeches. Therefore, two providers were contacted to provide proposals for 41 employees. The above-selected proxy was used and compared with the respondents' valuation, where 40% of the respondent saw this proxy as representative of the value of the outcome, the other 60% felt they could not set a value, but validated the proposed proxy at a later stage.				

6.1.8 The list of discarded outcomes

This is the list of those outcomes that were not included for valuation, therefore not included in the final value calculation. The reason for discarding them from the total list of outcomes was because they were not considered material and well-defined according to the above tests for materiality.

Outcome	Reason for exclusion
Impacts on the vote in the elections (individual)	Didn't pass the threshold.

Improved English proficiency	Didn't pass the threshold.
Improved skills in project writing	Didn't pass the relevance test.
I have more knowledge about sustainability/renewable energy	Didn't pass the relevance test.
Feel more motivated	Didn't pass the threshold.
The facilities became more sustainable	Didn't pass the relevance test.
Set financial foundation in support for other programs	Didn't pass the significance test.

6.2 Beneficiaries

The following sections describe how each outcome for this stakeholder has been analyzed, assessed, and assigned an economic value.

For this stakeholder, the following outcomes were defined as well-defined outcomes. This is the summary list of those outcomes. As follows, this whole section will detail how these were identified and how they were processed through different filters:

- **Enhanced self-confidence**
- **Improved life satisfaction**
- **Increased readiness for employment**
- **Increased motivation to study**
- **Securing a paid job while studying**
- **Healthier**
- **Improved social life**
- **Increased in willingness to help**

"When I grow up, I want to create an NGO and help people, the way I have been helped" (Beneficiary).

"Now we laugh. There is joy in the house again." (Father of a beneficiary).

"I felt more responsible, like I had to do things right. I found a job on weekends." (Beneficiary).

"I talk to my mom now. I help her. The other day I fixed the electricity. Before we never had any meals together. Now I eat with them every weekend. We are a family again." (Beneficiary).

"Now he is more tender with his brothers. He hugs him, plays with him and makes jokes." (Father of beneficiary).

Statistics related to the involvement of this stakeholder:

Data collection	# of persons approached	# of contributing persons	%
Qualitative (1st phase)	288	33 10 (currently students) 23 (former students) 1 (left program)	11.40%
Quantitative (2nd phase)	288	52 (identification +importance)	17.90%
		10 (causality, value)	3.50%
Validation	288	16	5.60%

How representative are these outcomes to the group?
This group was represented by 11.40% of respondents in qualitative data collection where outcomes were identified. Furthermore, 17.90% of the respondents in the entire group contributed to the quantitative data collection to quantify the well-defined outcomes (indicate how much they identified with the outcome and how important it was to them). Due to the language barriers and comprehension, ten respondents (3.50%) were selected to inform each outcome's duration, deadweight, displacement, attribution, and drop-off. These respondents were also the same as those that had been part of the two data collections mentioned above to secure the consistency. They were also involved in assigning a value to the outcomes.

Finally, validation was sent to all respondents who had participated in any data collection, where 30.70% of the respondents validated the data positively. The 16 persons that validated the results represent 5.60% of the whole stakeholder group. Thus, according to the threshold set for representation, the number of respondents that were validated if put in relation to the total number of respondents (52) that participated in the evaluation, would be representative. Still, if the results from the validation are put against the entire stakeholder group, and considering that subgroups were not identified, these results do not fully represent the entire stakeholder, it should be seen as representative of the group of persons that participated solemnly.

Reasons for why this result is not fully representative of the whole stakeholder group:

1. **Representation under 30%:** The data for the outcome identified by this stakeholder didn't fully represent the entire stakeholder group as the representation ratio for this stakeholder didn't pass the 30% set as the threshold for representation. To secure transparency, the consequences are mentioned in the limitations of this report, indicated in the risk assessment, and stated in the section of imperfections of the process. Recommendations on mitigating this situation in future evaluations are listed in the recommendation section. The consultant wants to put emphasis on

that **this data is still considered valid, useful and to be trusted in any decision making**, but keeping in mind the above facts. Also, emphasizing that the organization put extra effort in trying to identify the former students they had lost contact with. 223 former students (75% of the stakeholder group) could not be accessed at the point of the evaluation. Neither those students had abandoned (10.70% of the stakeholder group).

2. **Negative outcome may have been lost:** There was an attempt to try to contact students that had abandoned the program for different reasons, in order to ensure that if any negative outcome was generated, this would have been captured. Reducing negative outcomes is an important way that you can increase the impact of the program. There was a low representation of those students (31 students 10%) but only 1 student contributed to the data which does not account as representative. It was recommended for future evaluations to find a way to keep in contact with these students as this outcome could be of great relevance for the decision-making.
3. **Potential subgroups not identified:** The data representing subgroups (currently studying students, former students, students that abandoned for different reasons), was too low to reach saturation and unevenly distributed in the three data collection phases. This was caused by the same reason as mentioned above. Due to the low rate of participation for these potential subgroups, saturation was not met in the individual (potential) subgroups; thus, subgroups could not be identified (if there had been any) with the current data.
4. **Neutral outcomes:** 3% of the respondents had not experienced any change. These were not included in the final valuation as they had not experienced any change. Still, to cover the story of change for all respondents, this is mentioned in the name of transparency and possible decision-making. This is described further in section 6.12. Outcomes excluded from the valuation but part of the story of change.

Conclusion: The consultant judged that the data would be helpful for decision-making but could not be extrapolated to account for the entire stakeholder group due to the above factors.

Neither could the report state that the stakeholder is entirely represented as the threshold for representation was not reached. Still, significant to emphasize: the results represent those who participated (52 persons, 17.90% of the entire stakeholder group, and primarily students when evaluated) as saturation was met on several outcomes. Therefore, the outcomes are still of value and an excellent use for decision-making about "students" part of this stakeholder group.

As mentioned in the risk assessment and recommendation, the lack of respondents for data collection affected: the SROI calculation (assuming that value could have been lost as not captured), the possible identification of subgroups caused by differences in outcomes, and the possibility that outcomes have been left out related to former students or students that abandoned, that were not part of the evaluation.

Statistics related to the number of outcomes processed:

# of identified outcomes (raw list, see a chain of events)	**# of defined outcomes** (brought to stakeholder for quantification)	**# of well-defined outcomes** (brought to test for relevance)	**# of well-defined outcomes** (brought to test for significance)	**# of material outcomes assigned value and included in SROI**
46	20	16	12	8

6.2.1 The chain of events, analysis, and descriptions of the outcomes

"There are so many things in my life that have improved…I feel so happy, I have friends, I know I can work, I know myself better…"(Beneficiary)

Establishing outcomes is a qualitative process, i.e., people describe their experiences in their own words. This process, in which qualitative data is collected first, then analyzed and used to create a theory of change, is the base for the SROI. Having gathered information about change for this stakeholder; the next step was to create the chain of events for all the outcomes. This is not yet the evidence for how much change happened but is still part of the process of establishing a list of well-defined outcomes. This was done the following way:

1. The outcomes were listed in their "raw form,";
2. The outcomes were grouped (similar outcomes were grouped into one);
3. The outcomes were placed in a chain of events (see below);
4. The chain of events was analyzed indicating the well-defined outcome.

The outcome displayed in the right column was generated from a dependency listed for the outcome - a chain of events. The following table illustrates this dependency and how the dialog formulated the question. It also includes the analysis of the chain of events for each outcome. The outcome presented to this stakeholder for quantification is the well-defined outcome displayed in the last column of the table. The respondent would determine how vital the outcome was to them, which was used as the basis for deciding which ones would be taken forward and assigned an economic value.

I feel like I can do anything in life now. I don't remember haven had that feeling ever..." (Beneficiary)

Outcome: Enhanced self-confidence

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**

This changed: *Felt important for somebody which Increased feeling of being trusted and respected again, something they had lost.*	**follow-up question: What did it lead to?**	**follow-up question: What did it lead to?**	**Outcome: Enhanced self-confidence**
	As a result, stakeholders say they: *Experienced self-evolution as they felt proud, felt useful, felt able to do something, felt less shy, thus increased self-esteem and self-love.*	**Because of this, they say they:** *They felt that overall, their confidence had increased, but could not identify what else this outcome had led to as they concideres it being THE main outcome*	

Analysis of the chain of events: The consultant worked through the chain of events for this outcome as the beneficiaries had some language barriers and comprehension barriers that made it difficult to follow the chain. Therefore, the consultant had to fill in the gaps for this outcome based on the stories told by several of the respondents, and where saturation was met on the different steps in the chain. Extension of the chain was not needed though, as the well-defined outcome was very clear for the respondents. There was no need for going up the chain either. The consultant judged that there was no risk for having stopped the chain too early, causing that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was tangible and not generic.

For this outcome it became very cleare that some of the respondents felt tha this was “the main change”. Even if asked the “so what question”, they could not identify what else the increase in self-confidence had let to, at this stage in the analysis. Therefore, the consultant went back to the qualitative data collection and

a) Compared the data for this outcome with the responses on the other outcomes to see if there were any relation and logic behind the hypothesis that "self-confidence" could have led to different outcomes. Thus this outcome would be a chain in the chain of events and not a well-defined outcome itself.
b) The consultant lined up the responses on a scale where "if the respondent answered "much change" + important on the outcome "self-confidence" and the same for the other outcomes, it could be argued that one, had let to another. Where this was very clear this number was reduced to the well-defined outcome "increased self-confidence" to avoid double counting.
c) For the rest of the respondents, the consultant respected the well-defined outcome, informed by the beneficiaries as they strongly expressed (after several times being asked) that the most important outcome and the one that they felt where most change had happened was the increase in self-confidence. Therefore, this outcome was kept well-defined and mentioned in the recommendation to be explored further in future evaluations to identify the outcomes generated by this intense feeling.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome as being the “well-defined” and endpoint of a chain of events (even if it for others was part of a chain of events). It represents the group wherefore this outcome was used to manage value.

"I was an unhappy person. Now I wake up every morning and thank God for my new life. I am happy now" (Beneficiary)

Outcome: Improved life satisfaction

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. What changed in you or your life?			
This changed: *Felt important for somebody which Increased feeling of being trusted and respected again, something they had lost*	**follow-up question: What did it lead to?** **As a result, stakeholders say they:** *Felt worthy (of love and respect), happier and grow in self-esteem*	**follow-up question: What did it lead to?** **Because of this, they say they:** *their satisfaction with life in general was clearly much higher*	**Outcome:** **Improved life satisfaction**

Analysis of the chain of events: The consultant worked through the chain of events for this outcome as the beneficiaries had some language barriers and comprehension barriers that made it difficult to follow the chain. Therefore, the consultant had to fill in the gaps for this outcome based on the stories told by several of the respondents, and where saturation was met on the different steps in the chain. It was decided not to extend the chain of events with judgment by the consultant, as this was an outcome the stakeholder put in emphasis in all moments of the data collection, even if the outcome has a risk of being generic. There was no need to go up the chain as the outcome was generated by various feelings that in its total led to this outcome. The consultant judged that there was no risk for having stopped the chain too early, causing that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was to some extent generic but highlighted as very important by the stakeholders and well-defined. The consultant could also find this outcome in similar reports, which was supporting the action of keeping it as a well-defined outcome.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

"I get up early every day to come to class, even when I don't have a scheduled class. I just want to be here, to breathe the air and learn. I love being here." (Beneficiary)

Outcome: Increased motivation to study

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**

This changed: *Developed knowledge and skills in customer care, leadership skills and subject matter area (e.g., renewable energies and profession)*	**follow-up question: What did it lead to?**	**follow-up question: What did it lead to?**	**Outcome:** **Increased motivation to study**
	As a result, stakeholders say they: *Achieved professional qualifications and discovered their passion*	**Because of this they say they:** *Felt they were more motivated to continue studying at the organization or other organization*	

Analysis of the chain of events: The consultant worked through the chain of events for this outcome as the beneficiaries had some language barriers and comprehension barriers that made it difficult to follow the chain. Therefore, the consultant had to fill in the gaps for this outcome based on the stories told by several of the respondents, and where saturation was met on the different steps in the chain. It was decided not to extend the chain of events with judgment by the consultant, as this was an outcome clearly expressed by the stakeholder. Due to the situation of the beneficiaries (just finishing the program or disconnected from the program), it was not possible to know if the motivation would lead to enrolment in a course. There was no need to go up the chain as the outcome was clearly defined by the stakeholder and is also a very common outcome in other reports. The consultant judged that there was no risk for having stopped the chain too early, causing that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was specific and not generic.

As self-confidence sometimes underlies an increase in "feeling more confident to study", the consultant analyzed the quantitative and qualitative data to see if this outcome would be the endpoint, excluding "increased self-confidence." The analysis showed that this outcome was more related the "the increase in knowledge," that very few mentioned self-esteem as underlying at this point, wherefore, to respect the "informed data" of the stakeholder, this outcome was kept as well-defined, as well as the outcome "increased self-confidence" (the total number of respondent accounted for was reduced due to another outcome, to avoid double counting.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

"I know I can help people now. I know how to fix things in houses. I thought I was not able to study, but now I know I can become anything in life." (Beneficiary)

Outcome: Increased readiness for employment

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**

This changed: *Developed knowledge and skills in customer care, leadership skills and subject matter area (e.g., renewable energies and profession)*	**follow-up question: What did it lead to?** **As a result, stakeholders say they:** *Achieved professional qualifications and discovered what they want to work with*	**follow-up question: What did it lead to?** **Because of this they say they:** *Felt they were more prepared to work because they knew "how to do something"*	**Outcome:** **Increased readiness for employment**

Analysis of the chain of events: The consultant worked through the chain of events for this outcome as the beneficiaries had some language barriers and comprehension barriers that made it difficult to follow the chain. Therefore, the consultant had to fill in the gaps for this outcome based on the stories told by several of the respondents, and where saturation was met on the different steps in the chain. It was decided not to extend the chain of events with judgment by the consultant, as this was an outcome clearly expressed by the stakeholder at this moment in time, as those that contributed to the data, had not yet started to work. Due to the situation of the beneficiaries (just finishing the program or disconnected from the program), it was not possible to know if the motivation would lead to employment. There was no need to go up the chain as the outcome was clearly defined by the stakeholder and is also a very common outcome in other reports. The consultant judged that there was no risk for having stopped the chain too early, causing that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was specific and not generic.

As self-confidence sometimes underlies an increase in "feeling more confident to have a job", the consultant analyzed the quantitative and qualitative data to see if this outcome would be the endpoint, excluding "increased self-confidence." The analysis showed that this outcome was more related the "the increase in knowledge," that very few mentioned self-esteem as underlying at this point, wherefore, to respect the "informed data" of the stakeholder, this outcome was kept as well-defined, as well as the outcome "increased self-confidence" (the total number of respondent accounted for was reduced due to another outcome, to avoid double counting.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

"Because I now know how to find a job, and because I have the papers done, I looked for a way to earn money." (Beneficiary)

Outcome: Secured a paid job while participating in the program

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**

This changed: *Developed attitude to work, felt they had the knowledge, courage and supported by legal documentation that gave them support to secure their own income while studying*	**follow-up question: What did it lead to?** **As a result, stakeholders say they:** *Felt more independent to do things by themselves*	**follow-up question: What did it lead to?** **Because of this they say they:** *Actively looked for acquiring an income while attending the program, felt more prepared ot work*	**Outcome:** **Secured a paid job while participating in the program**
Analysis of the chain of events: The consultant worked through the chain of events for this outcome as the beneficiaries had some language barriers and comprehension barriers that made it difficult to follow the chain. Therefore, the consultant had to fill in the gaps for this outcome based on the stories told by several of the respondents, and where saturation was met on the different steps in the chain. It was decided not to extend the chain of events with judgment by the consultant, as this was an outcome clearly expressed by the respondents. There was no need to go up the chain as the outcome was clearly defined by the stakeholder and is also a very common outcome in other reports. The consultant judged that there was no risk for having stopped the chain too early, causing that negative outcome would be missed as, at this point in time, it was too early for the respondent to identify negative outcomes from the increased income. This outcome was specific and not generic. **Conclusion:** It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.			

"Before I spent all my time with video games, now as I feel more positive, I go out with friends, for a drink or to play football." (Beneficiary)

Outcome: Improved social life

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed:	**follow-up question: What did it lead to?**	**follow-up question: What did it lead to?**	**Outcome:** **Improved social life**

Learned to trust and judge less. They stopped feeling that everybody was against them and learned to treat others as they want to be treated, which had an impact on their values	**As a result, stakeholders say they:** *They felt more responsible for their "way of doing" and when seeing positive results, they improved their social confidence/self-confidence*	**Because of this they say they:** *Started to do more things with others, such as sports, social activities*	
Analysis of the chain of events: The consultant worked through the chain of events for this outcome as the beneficiaries had some language barriers and comprehension barriers that made it difficult to follow the chain. Therefore, the consultant had to fill in the gaps for this outcome based on the stories told by several of the respondents, and where saturation was met on the different steps in the chain. It was decided not to extend the chain of events with judgment by the consultant, as this was an outcome clearly expressed by the respondents. There was no need to go up the chain as the outcome was clearly defined by the stakeholder and is also a very common outcome in other reports. The consultant judged that there was no risk for having stopped the chain too early, causing that negative outcome would be missed as, at this point in time, it was too early for the respondent to identify negative outcomes from the increased social life. This outcome was specific and not generic. As some of the respondents mentioned the "increased self-confidence" as a possible trigger of this outcome, the "reason for why" they socialized more. The consultant explored the relation further by comparing the number of respondents that would have mentioned or marked the increase in self-confidence as essential and where a lot of change had happened for this outcome. In those cases where the respondents' wordings supported a clear relation, the consultant would "discount" this number of respondents to the total amount stated in the outcome of "increased self-confidence." in the value map to avoid the risk of double-counting. **Conclusion:** It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.			

"I want to help people in need." (Beneficiary)

Outcome: Increased willingness to help

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed:	**follow-up question: What did it lead to?**	**follow-up question: What did it lead to?**	**Outcome: Increased**

Learned to trust and judge less. They stopped feeling that everybody was against them and learned to treat others as they want to be treated, which had an impact on their values	**As a result, stakeholders say they:** *Felt more grateful than ever*	**Because of this they say they:** *They felt that they have to give back to others in need for help*	**willingness to help**

Analysis of the chain of events: The consultant worked through the chain of events for this outcome as the beneficiaries had some language barriers and comprehension barriers that made it difficult to follow the chain. Therefore, the consultant had to fill in the gaps for this outcome based on the stories told by several of the respondents, and where saturation was met on the different steps in the chain. The consultant asked the respondent to identify what the "increased willingness to help" would have let to in benefits for the respondent (as the actual action benefits others), and the respondents refered to "enhanced sense of achievement" as a future outcome. As the helping behavior "had not happened", or happened to a minor extent, the Consultant judgend to go up the chain of events and land the well-defined outcome on the actual willingness. This was based on the fact that the respondents continuously refered to the feeling of "being willing to" as something that gave them a feeling of wellbeing. A feeling they had not felt before the program, a change in their attitude as a sign for them feeling better with themselves and life. The consultant judged that there was no risk of having stopped the chain too early, causing that negative outcome would be missed. This outcome was specific and not generic, which would have been the case if "wellbeing" was chosen as well-defined outcome.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

"Now I go to bed early to sleep well, because I know it is important. I also eat better. As I have become a vegetarian I cook my own food" (Beneficiary)

Outcome: Healthier

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**

This changed:	follow-up question: What did it lead to?	follow-up question: What did it lead to?	Outcome: Healthier
Learned to trust and judge less. They stopped feeling that everybody was against them and learned to treat others as they want to be treated, which had an impact on their values	**As a result, stakeholders say they:** *Developed strength of will that triggered reduced or stopped unhealthy behaviors leading to eating better and exercising more.*	**Because of this they say they:** *They felt that health was important, caring about oneself was important*	

Analysis of the chain of events: The consultant worked through the chain of events for this outcome as the beneficiaries had some language barriers and comprehension barriers that made it difficult to follow the chain. Therefore, the consultant had to fill in the gaps for this outcome based on the stories told by several of the respondents, and where saturation was met on the different steps in the chain. It was decided not to extend the chain of events with judgment by the consultant, as this was an outcome clearly expressed by the respondents and the respondent could not, at this point in time, identify an outcome generated from "being healthier". There was no need to go up the chain as the outcome was clearly defined. The consultant judged that there was no risk for having stopped the chain too early, causing that negative outcome would be missed as, at this point in time, it was too early for the respondent to identify negative outcomes from "being healthier". This outcome was specific and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

6.2.2 Relevance test

After the 1st interaction with the respondents, where qualitative data was collected, the outcomes were taken through the predefined threshold set to identify what outcomes to test for relevance. Those outcomes that were considered well-defined were taken through this relevance test.

17 outcomes were tested for relevance.

Beneficiaries	**Outcome: Enhanced self-confidence**	**Outcome: Improved life satisfaction**	**Outcome: More independent**	**Outcome: Improved family relationship**
Stakeholder perception (important to them)	Most of the respondents agreed that this outcome was very much relevant to a large extent to the activity.	Most of the respondents agreed that this outcome was relevant to a large extent to the activity.	Most of the respondents agreed that this outcome was very much relevant to a large extent to the activity but, it was detected by the answers that this outcome was part of a chain of events. Wherefore, even if it is relevant it was not an outcome of itself.	This outcome wasn't considered as relevant for this group due to the lower number of respondents that identified (compared to other outcomes). Also, because it would be double-counting as the stakeholder "Families" also highlighted this outcome.
Societal norms that demand inclusion	The societal norm is that self-confidence arises when being trusted, supported and discovered once capacities.	The societal norm is an increase in life satisfaction when there is a possibility to have a job and feel part of a society.	The societal norm is that when a person becomes an adult he or she becomes more independent.	The societal norm is that when a person is happier, it impacts relationships.

Direct short term financial impacts to the organization	None	None	None	None
Peer based norms (others orgs manage the outcome)	Other reports include this value as an outcome.	Other reports include this value as an outcome.	Other reports include this value as an outcome.	Other reports include this value as an outcome.
Conclusion	**Most relevant**	**Relevant**	**Not relevant**	**Not relevant**

Beneficiaries	**Outcome: Increased in willingness to help**	**Outcome: Increased readiness for employment**	**Outcome: Secured a paid job while participating in the program**	**Outcome: Less sleep**
Stakeholder perception (important to them)	Most of the respondents agreed that this outcome was relevant to a large extent to the activity.	Most of the respondents agreed that this outcome was very much relevant to a large extent to the activity.	Some of the respondents agreed that this outcome was relevant to some extent to the activity.	Some of the respondents agreed that this outcome was relevant to some extent to the activity.
Societal norms that demand inclusion	The societal norm is that when being helped, the "helped" person is more willing to help others.	The societal norm is that learning a profession increases readiness for gaining a job.	Training doesn't necessarily lead to "securing" a paid job.	Training doesn't necessarily lead to sleeping less.
Direct short term financial impacts to the organization	None	None	None	None
Peer based norms (others orgs manage the outcome)	Other reports include this value as an outcome.	Other reports include this value as an outcome.	Other reports include this value as an outcome.	Other reports do not normally include this value as an outcome.
Conclusion	**Relevant**	**Most relevant**	**Less relevant**	**Less relevant**

Beneficiaries	**Outcome: Increased motivation to study**	**Outcome: Foresee a prosperous future**	**Outcome: Healthier**	**Outcome: Better behaving**	**Outcome: Felt belonging to society**

Stakeholder perception (important to them)	Most of the respondents agreed that this outcome was very relevant to some extent to the activity.	Several of the respondents agreed that this outcome was very relevant to some extent to the activity.	Some of the respondents agreed that this outcome was relevant to some extent to the activity.	Few of the respondents agreed that this outcome was relevant to some extent to the activity.	This outcome was discarded because it was part of a chain of events. When studying the results from the quantification, it was clear that it formed part of the chain of "well-being" as feeling belonging is one of the pillars of well-being.
Societal norms that demand inclusion	Training doesn't necessarily lead to "increased motivation" but this program included other aspects that would increase motivation.	Training doesn't necessarily lead to "foreseeing" a prosperous future as the unemployment rate among youngsters is very high in Spain.	Training doesn't necessarily lead to this outcome.	Social norms state that by socializing in a school environment, structured by a routine and fostering communication, students may behave better over time.	Training doesn't necessarily lead to feeling belonging, but forming part of a group such as a class or work team does.
Direct short term financial impacts to the organization	None	None	None	None	None
Peer based norms (others orgs manage the outcome)	Some other reports include this value as an outcome.	Not found in other reports as a common outcome.	Other reports include this value as an outcome.	Other reports do not normally include this value as an outcome.	Other reports include this value as an outcome.
Conclusion	**Most relevant**	**Relevant**	**Less relevant**	**Not relevant**	**Not relevant**

Beneficiaries	**Outcome:** **Improved social life**	**Outcome:** **Wish to do things right**	**Outcome:** **Relief from being in trouble**	**Outcome:** **Felt belonging to society**
Stakeholder perception (important to them)	Some of the respondents agreed that this outcome was relevant to some extent to the activity.	Few of the respondents agreed that this outcome was relevant to some extent to the activity. This outcome is also very similar to "be	Few of the respondents agreed that this outcome was relevant to some extent to the activity.	Several of the respondents agreed that this outcome was relevant to some extent to the activity.

		independent” as it is part of growing up.		
Societal norms that demand inclusion	Social norms state that by socializing in a school environment, structured by a routine and fostering communication, students may improve their social life.	Training doesn't necessarily lead to this outcome. Wherefore not relevant from a societal norms perspective.	Training doesn't necessarily lead to this outcome, but it is a societal norm that “being out of the streets and belonging to a structured environment, reduces the possibilities.	Training doesn't necessarily lead to this outcome.
Direct short term financial impacts to the organization	None	None	None	None
Peer based norms (others orgs manage the outcome)	Other reports include this value as an outcome.	Other reports do not normally include this value as an outcome, therefore not relevant.	Other reports include this value as an outcome.	Other reports include this value as an outcome.
Conclusion	**Less relevant**	**Not Relevant**	**Not relevant**	**Relevant**

6.2.3 Significance test

10 outcomes were taken through the significance test.

Beneficiaries	**Outcome: Enhanced self-confidence**	**Outcome: Improved life satisfaction**	**Outcome: Increased motivation to study**
Number of people experiencing the outcome	20	42	46
Amount of change per person	7	6	8
Duration (years)	4	4	2
Causation (deadweight)	10%	10%	10%
Value (financial proxy)	€4,890	€4,860	€2,792.68
Impact (takes into account all above)	((€7,158.31*0,9)/4)*20 = **€32,212.40**	((4860*0,9)/2)*43 = **€91,854**	((€2,792.68*0,9/2)*46 = **€57,808.45**
Conclusion (significant/not)	**Significant**	**Most significant**	**Significant**

beneficiaries	Outcome: Increased in willingness to help	Outcome: Increased readiness for employment	Outcome: Secured a paid job	Outcome: Less sleep (-)
Number of people experiencing the outcome	42	43	29	24
Amount of change per person	7	8	29 out of 52 respondents (56%)	2
Duration (years)	2	2	2	1
Causation (deadweight)	10%	10%	10%	20%
Value (financial proxy)	€540	€9,834	€2,520	€200
Impact (takes into account all above)	((540*0,9)/2)*42 **= €10,206**	((€9,834*0,9/2)*43 **= €190,287.90**	((2520*0,9)/2)*29 = **€32,886**	((€200*0,8)/1)*24 **= €3,840**
Conclusion (significant/not)	Less significant	Most Significant	Significant	Not significant

beneficiaries	Outcome: Improved social life	Outcome: Foresee a prosperous future	Outcome: Healthier
Number of people experiencing the outcome	36	42	38
Amount of change per person	4	7	3
Duration (years)	2	1	2
Causation (deadweight)	20%	0%	10%
Value (financial proxy)	€2,016	€120	€1,644
Impact (takes into account all above)	((2 447,55***0,8)/2)*36** **= €29,030.40**	((120*0)/1)*42 **= €5,040**	((€1,644*0,9)/2)*38 **= €28,112.20**
Conclusion (significant/not)	Significant	Not significant	Significant

6.2.4 Link between the well-defined outcomes, the inputs, and the outputs

These are the 8 final monetized outcomes for this stakeholder in this report. These are the final outcomes included in the SROI calculation.

Beneficiaries	Description

Stakeholder - Outcomes	
Enhanced self-confidence	The respondents referred to several aspects in their way of feeling and thinking that led them to feel more confident about themselves. Feeling more worthy, prouder, more useful, and other personal changes very much related to personal growth (nourished personal competences). The consultant came back to this outcome several times, trying to ascertain if it was an outcome part of a chain of events or if it was a well-defined outcome standalone. The questions asked were: ● ***Is the outcome sustainable?*** ● ***Does the person think that this outcome “as stand-alone” is the most important to them?*** After involving the stakeholder again to clarify what led to what, the consultant judged the outcome "increase in confidence" as a well-defined standalone outcome for most of the respondents. For those where it was part of a chain of event, leading to another outcome, the total amount of respondents was “substracted” to this outcome in the calculation as this outcome for some of the respondents was part of a chain of events leading to another well-defined outcome. This was done in this way not to dublicate in the fina accounting for value. The consultant put extra effort into analyzing this outcome because of the close connection between "getting a job" and the "need for high confidence" to get a job. This stakeholder, specifically, talked a lot about how the program would help them get a job in the future. Thus, if this analysis is executed next year, there is a high possibility that the increasing confidence becomes just a step in a chain of events, where "landing a job" may be the well-defined outcome (commonly seen in other SROI reports). The rationale for keeping "enhanced self-confidence" as a well-defined outcome in this report was repeated representation of this outcome not only from the stakeholder but also from other stakeholders, on how the program had generated this change in attitude. This, combined with the fact that it was not proven that the participant would land a job, and it was not, at this stage, evidenced that that would be considered an outcome, "high confidence" was kept. What also supported this decision was the quantification and importance level marked by the stakeholder. This outcome was ranked as number one in importance (82,69% identified and 3,4/5 was the importance rate). Also, an analysis of similar reports show that this outcome is very common as outcome in similar programs.

Improved life satisfaction	The respondents repeated continuously how they felt that their life had improved in all aspects. They were happier with their life and with what they were doing in life. This general feeling was related to how other things had improved such as personal growth. By feeling more worthy, they also felt that life was better. It could be argued that an "increase in self-esteem" generates this outcome. Even if a few mentioned it, the majority of the respondent didn't express it as a direct result. They even stated that "life satisfacción" was more related to other underlying reasons such as "feeling part of something."
Increased motivation to study	Several of the respondents expressed how previously they were not interested in studying and how, through the program, they had an increased interest in continuing to study. This has led to some students taking more than one program or expressing their wish to continue studying after the program. It could be argued that an "increase in self-esteem" would generate the motivation to study. None of the respondents brought this up as an outcome in the chain, nor did the other stakeholders. They associated the increased incentive with different reasons, such as "to have more knowledge motivates." Still, the consultant added to the recommendation, for future studies, to re-connect with the outcome "increased self-est" em" to see if it is connected along the year to this outcome or not.
Increased readiness for employment	The respondents strongly felt that they were more attractive for the job market as a result of having successfully completed the degrees and certifications that are requested by companies when applying for a job. They could see in other students how they had been able to acquire a job, and felt more confident that they would get a job as well. Several of the respondents expressed how they felt prepared for their new life with a job. They felt closer to becoming an employee than before the program. They felt they were able to take on such a role, which was not the case before the program. Thus, they felt strongly that they had a future, something they had doubted prior to enrolling in the program. It could be argued that an "increase in self-esteem" would generate the feeling of feeling “more prepared to work”. Very few of the respondents brought this up as an outcome in the chain and when asked they could see the connecition but they associated the increased incentive with "having more knowledge motivates." Still, the consultant added to the recommendation, for future studies, to re-connect with the outcome "increased self-est" em" to see if it is connected along the year to this

	outcome or not.
Secured a paid job while participating in the program	Some of the respondents confirmed that they were actually working (at the same time as they were participating in the program (weekends, after classes). Of those, some persons were also those expressing the outcome “increased readiness for employement”. In order to avoid double counting, the total number of respondents that expressed both outcomes were substracted to the total amount of respontents accounted for in the “Increased readiness for employment” outcome.
Improved social life / having better friends	Several of the respondents expressed being more social now than before. This included being social with friends, families and in other groups such as sports teams. It could be argued that an "increase in self-confidence" would generate the motivation to socialize more. Several of the respondents (even if not mayority) talked about how feeling more confident led them to find new hobbies, approach a complex family situation, make new frieds, wherefore the consultant explore the possibility that “increased in self-confidence” could be an outcome in the chain of events of this well-defined outcome. In order not to double count. The number of respondents that identified this path according to this analisis, where extracted from the total that had outlined “increased in self-confidence” as an well-outcome, to secure that value was not counted twice.
Increased in willingness to help	The respondents talked about how grateful they were for the support and second chance they have been given. They also associated this with the “awakening” of wanting to help others. A growing wish, they had not experienced before. The wish to help others. They saw themself helping others as they had been helped. Put into action, this is reflected in their willingness to help out at home, help other younger students to understand the importance of the program, supporting other students in getting through the first months and motivating them to focus on studying or help socially vulnerable families in improving comfort in their homes through the knowledge they have gained from the courses. More than one respondent talked about starting an NGO (Non Governmental Organization) once their economy was stable. As they hand not “put in practice” the action of helping to the extent they forseen, the outcome, in the moment in time, was not related to a change in satisfactions such as an enhanced sence of achievement they thought it would generate as a benefit for them. This could probably be a future outcome, but was not experienced in the moment of the data collection. The change they clearly stated was the “good feeling” of “wanting to help”, it was the willingness that led them to personal wellbeing as persons. In an extended chain of events, this could be the well-defined

	outcome, but as they clearly expressed the willingness being the actual benefit for them, this was the well defined outcome.
Healthier	Several of the students expressed having healthier habits such as eating better, better sleeping habits, routines and exercising more.

The table states the outcomes generated by the stakeholders (in the last column) and shows the relationship between the activity, the inputs and outputs, and the outcomes. This is sometimes known as the Theory of Change or a logic model. I.e. It is the story of how this program makes a difference in the world.

Activities: The "GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT" program is a training program to improve the employability of socially vulnerable people with no qualification.				**Period:** 3-years
Inputs	**Outputs**	**Outcome description & importance**		**So the Well-defined outcomes are:**
		As a result, stakeholders say they:	**Because of this, they say they:**	
Time (0€*) **288 participants**, average participation of 12-18 months in one of the training areas offered by the program. The split is the following: Technical Training: 1,080 hours Professional Skills Training: 972 hours Labor competencies: 108 hours = 2160/student * 288 pers = **622 080/h** **The SROI convention states that time spent by the beneficiaries is not to be given a financial value.*	**108** persons have improved the curriculum with a Level 1 certificate of professionalism in plumbing, electricity or carpentry. **31** persons have job experience and improved the curriculum with Level 2 certificate of professionalism in plumbing. **26** persons have improved the curriculum with a level 1 and 2 certificates of professionalism in Pest control	Felt important for somebody which Increased feeling of being trusted and respected again, something they had lost.	Experienced self-evolution as they felt proud, felt useful, felt able to do something, felt less shy, thus increased self-esteem and self-love.	It **Enhanced** their **self-confidence** This is a change in attitude
		Felt important for somebody which Increased feeling of being trusted and respected again, something they had lost.	Felt worthy and happier, and some grow in self-esteem all together leading to "happier with life".	It i**mproved** their **life satisfaction** This is a change in circumstances
		Developed knowledge and skills in customer care, leadership skills and subject matter area (e.g., renewable energies and profession).	Achieved professional qualifications and discovered what their passion was.	**It increased** their **motivation to study** more This is a change in attitude
		Developed knowledge and skills in customer care, leadership skills and subject matter area (e.g., renewable energies and profession).	Achieved professional qualifications and discovered what they want to work with.	**It increased** their **readiness for employment** This is a change in circumstances (14 respondents were substracted

	and Commerce. Out of the 288 that passed through the program, it is confirmed in the organization's follow-up registers that **124** young adults entered the labor market, and **19** young adults enrolled on higher level studies (intermediate degree).			to the number of respondents experiencing this outcome as it was a chain of events to the outcome "secured a paid job while participating in the program")
		Developed attitude to work, felt they had the knowledge, courage and supported by legal documentation that gave them support to secure their own income while studying.	Felt more independent to do things by themselves.	They **Secured a paid job while participating in the program** This is a change in circumstances
		Learned to trust and judge less. They stopped feeling that everybody was against them and learned to treat others as they want to be treated, which had an impact on their values.	They felt more responsible for their "way of doing" and when seeing positive results, they improved their social confidence.	It **Improved** their **social life** This is a change in circumstances
		Learned to trust and judge less. They stopped feeling that everybody was against them and learned to treat others as they want to be treated.	Developed the capacity to feel grateful.	**Increased in willingness to help** This is a change in behavior
		Felt important for somebody, somebody cared and believed in them.	Developed strength of will that triggered reduced or stopped unhealthy behaviors leading to eating better and exercising more.	They were **Healthier** This is a change in circumstances

6.2.5 Duration rationale

The following table describes the rationale for the duration set per outcome to avoid over-claiming the program's impact on these outcomes. Due to language barrier and comprehension issues for this stakeholder, that duration would be set by six randomly selected respondents in a face-to-face meeting with the consultant. For the other stakeholders, duration was defined by each respondent. The difficulties in understanding the questions or understanding the meaning of what was asked, the consultant had to adapt the question and work with concepts such as "a lot" or "little." Do you think this will last "long" or "short," "a lot" or "little" "more than this other outcome or less".

Due to the low number of respondents that contribute to the definition of the duration (2% of all persons in the stakeholder group or 19% of all that responded), combined with the fact that the respondents were asked to assume the duration, as time had not passed, consultant completed this section by comparing with ten other reports that analyzed "training" to find a rationale and assign the duration.

Material outcome	Duration	rationale
Enhanced self-confidence	4	Self-confidence is difficult to gain, but also difficult to lose in time. Other reports showed durations in between 4-6 years, wherefore the consultant assumed that the beneficiaries would benefit from this confidence in their next coming years of young adulthood, before becoming full adults. **Source:** stakeholder-informed, consultant judgment and 3rd party information.
Improved life satisfaction	4	Life satisfaction is a personal feeling, and difficult to rate in terms of duration. Other reports showed durations in between 2-6 years, wherefore the consultant assumed that the beneficiaries would benefit from this circumstance in their next coming years of young adulthood, before becoming full adults and being exposed to new challenges. **Source:** stakeholder-informed, consultant judgment and 3rd party information.
Increased motivation to study	2	By studying, the beneficiary detected a need for wanting to know more. This is a very common behavior when learning new things. This motivates the beneficiary to continue studying while working or continue studying on their own after finishing the program, to acquire a more competitive curriculum and be able to access other better-paid positions. Other reports show a duration of 1 to 3 years. Therefore the consultant set the duration to 2 years, considering the time it could take a newly graduated student to find a job or keep up the motivation to continue studying.

		Source: stakeholder-informed, consultant judgment and 3rd party information.
Increased readiness for employment	2	By studying, the beneficiary detected that they felt better prepared and saw the future. This motivates the beneficiary to take the step, once finishing the studies, to search for a job, with the help of the organization or by themselves. Other reports show a duration of 1 to 2 years. Therefore the consultant set the duration to 2 years, considering the time it could take a newly graduated student to find a job with "fresh" knowledge before experience starts to become more important. **Source:** stakeholder-informed, consultant judgment and 3rd party information.
Secured a paid job while participating in the program	2	Several of the beneficiaries had found jobs they were doing in their free time; on the weekends or after school. These jobs were not related to what they were studying. Therefore, the consultant estimated they would be replaced by a job contract within 2 years. **Source:** stakeholder-informed and consultant judgment.
Improved social life	2	Social life was one of the changes highlighted by the beneficiaries. When they spoke about their social life, they related it to new friends made through the program or at sports clubs. If entering a company or continuing study, these friendships may fade out wire for the social life situation would be impacted by other inputs and not so much related to the program. Therefore the duration was set to two years. **Source**: stakeholder-informed and consultant judgment.
Increased willingness to help	2	The respondent reported that they had developed a willingness to help others. Helping at home, helping other students, helping unknown people and that they wished to "start an NGO", "help other people that don't have food", "help people that can not pay for maintenance of their homes". The consultant judged that this helping behavior would need to be "fueled" wherefore the outcome was thought to last for 2 years. **Source**: stakeholder-informed and consultant

		judgment.
Healthier	2	The respondent reported that they had become healthier due to the routines acquired while studying. If landing a job, or studying, the beneficiary's circumstances would change, and other input would probably impact their lifestyles. Therefore the duration for this outcome was set to 2 years expecting it to be impacted by other inputs. **Source**: stakeholder-informed and consultant judgment.

6.2.6 Impact calculation per outcome

To avoid over-claiming the program's impact on these outcomes, the following table establishes the percentage per area discounted in value for the specific outcome and explains the rationale behind this evaluation.

Due to language barrier and comprehension issues for this stakeholder, it was decided that causality would be set by six randomly selected respondents in a face-to-face meeting with the consultant. For the other stakeholders, causality was defined by each respondent. The difficulties in understanding the questions or understanding the meaning of what was asked, the consultant had to adapt the question and work with concepts such as "a lot" or "little." Do you think this will last "long" or "short," "a lot" or "little" "more than this other outcome or less".

Due to the low number of respondents that contribute to the definition of the duration (2-3% of all persons in the stakeholder group or 11% of all that responded), the consultant added the benchmark with ten similar reports to the analysis to avoid over-claiming.

Material outcome	**Enhanced self-confidence**	
Factors	**Ratio**	**Descriptions**
Deadweight	10%	The respondents agreed that thanks to the program they had built up self-confidence. There was no doubt that it was to a very high extent due to the program. Still, the consultant felt, by listening to the respondent, that to some extent, families, friends, and community played a role, as well as the natural transition into adulthood. Therefore a 10% off deadweight was set for this outcome. **Source**: stakeholder-informed and consultant judgment.

Displacement	40%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of the enhanced self-confidence? The thought around how this outcome could have generated negative/positive outcomes for stakeholders not included in this analysis was brought to the table by the beneficiaries in their brainstorming about how their increase in confidence could cause a positive impact on their siblings and friends as they "copied" the model and could stand-up towards bad influences from their friends or environment. There was a feeling amongst the beneficiaries that "their strength strengthened others ." At the same time, the increase in confidence could cause less confidence (feeling of losing confidence) in other people in their surroundings because the beneficiary started to say "no," show worthiness, which could generate a parent "in power" to feel lost in power, less needed. Or leaders of gangs feel lost in control of (if the beneficiary belonged to a group where there was a leader). Even tutors could be generated more time spent on discussions, administration, argumentation as a "submissing" user of their support and service, by growing in confidence, required more accountability, more support and claimed more rights. According to bullying guidance, where confidence is key to success and breaking bullying, according to the high importance given to confidence in the workplace, where roles are affected by how confident the employees are to stand up for their rights, it could be assumed that in a complex society, as the one the beneficiaries are part of, other persons could be negatively affected by an increase in confidence of these individuals that had been in an under-advantaged situation feeling workthless many of them, now claiming their place in socity and rights. Any outcomes generated by other stakeholders not part of this analysis should be considered. A medium-high displacement was assigned to this outcome as confidence is vital in many social relationships and leads to critical decision-making in young adults' lives. **Source:** stakeholder-informed and consultant judgment.

Attribution	10%	The respondents agreed that the program was the main contributor to this outcome. Still, the consultant felt, by listening to the respondent, that to some extent, families, friends, and community played a role, as well as the natural transition into adulthood. Therefore a 10% was assigned. **Source**: stakeholder-informed and consultant judgment.
Drop-off	15%	Duration was set to 4 years. Drop-off was set too medium-high as a gained personal attitude could last in time, but would also be fed or replaced by other actions in life. **Source**: consultant judgment.

Material outcome	**Improved life satisfaction**	
Factors	**Ratio**	**Descriptions**
Deadweight	10%	The respondents agreed that thanks to the program they were much happier, felt much more satisfied with life. Some even expressed that it had given "a meaning" to life. There was no doubt that it was to a very high extent due to the program. Still, the consultant felt, by listening to the respondent, that to some extent, families, leisure activities, new friends, and community (church, football teams) played a role. Therefore a 10% off deadweight was set for this outcome. **Source**: stakeholder-informed and consultant judgment.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of a new feeling of improved life satisfaction? Based on the discussion related to increased confidence, the consultant judged that for the complex environment where the beneficiary interacted with families, friends, gangs, hospital, and police, it could be argued that a change in life satisfaction could be experienced as unfavorable for friends for example, as "being jealous" of the success of somebody else could hypothetically generate a negative feeling (outcome) for young adults that don't feel the same in terms of life satisfaction.

		It is widespread in Spanish culture that "success" is followed with a "but" in the press or in dialog with others, where the success of others reminds the persons of their own (unfortunate) situation. I.e., it was not expected to "stop" anybody from experiencing increased life satisfaction but it could affect them to feel less life satisfaction compared to somebody that had been on the same level before the program and now had changed in a positive direction. As this was a hypothetical assumption based on cultural norms and consultant experience, the displacement was kept low, not to ignore the possibility but not to over exaggerate the assumption. **Source**: stakeholder-informed and consultant judgment.
Attribution	10%	The respondents agreed that the program was the main contributor to this outcome. Still, the consultant felt, by listening to the respondent, that to some extent, experiences with families, friends, and community played a role, as well. Therefore a 10% was assigned. **Source**: stakeholder-informed and consultant judgment.
Drop-off	25%	Duration was set to 4 years. Drop-off was set to medium-high as once entering a new environment (work or study) other experiences would contribute to this feeling. **Source**: consultant judgment.

Material outcome	**Increased motivation to study**	
Factors	**Ratio**	**Descriptions**
Deadweight	10%	The respondents agreed that thanks to the program they had seen how "studying" could lead them to work, whereas several of them could foresee continuing studying. They attributed this new awareness to the program. Still, the consultant felt, by listening to the respondent, that to some extent, families or tutors played a role. Therefore a 10% off deadweight was set for this outcome. **Source**: stakeholder-informed and consultant judgment.
	10%	Displacement refers to how much of the outcome

Displacement		displacing other outcomes. I.e.,is the Increased motivation to study at the expense of somebody elses outcomes? It was not expected to "stop" anybody from experiencing the same outcome or being less motivated to study. This outcome was not about being a student at any other organization, at the moment of the analysis, wherefore it was not refering to displace a seat. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	10%	The respondents agreed that thanks to the program they had seen how "studying" could lead them to work, whereas several of them could foresee continuing studying. They attributed all this new awareness to the program. Still, the consultant felt, by listening to the respondent, that to some extent, families or tutors played a role. Therefore a 10% off attribution was set for this outcome. **Source**: stakeholder-informed and consultant judgment.
Drop-off	25%	Duration was set to 2 years. Drop-off was set to medium-high as once entering a new environment (work or study) other experiences would contribute to this motivation. **Source**: consultant judgment.

Material outcome	**Increased readiness for employment**	
Factors	**Ratio**	**Descriptions**
Deadweight	10%	The respondents agreed that thanks to the program they could foresee a future as employees or starting their own company. They attributed this new circumstance solemnly to the program. Still, the consultant felt, by listening to the respondent, that to some extent, due to them entering adulthood, they would have participated in an activity that would have generated this outcome to some extent. Therefore a 10% off deadweight was set for this outcome. **Source**: stakeholder-informed and consultant judgment.

Displacement	25%	Displacement refers to how much of the outcome displacing other outcomes. I.e., is the Increased readiness for employment at the expense of somebody else outcomes? It was not expected to "stop" anybody from experiencing the same outcome or being less ready to be employed. This outcome was not about employment; it only referred to the increase in readiness. Still, potentially, if these students were more prepared, they could generate more difficulties for other students with similar circumstances to land a job, as there is more competition in the job market within the professions these students had prepared for. Potentially, this could affect young adults looking for the same type of jobs as these students and having hypothetically less or equal "readiness levels," wherefore some displacement was added to these outcomes to reflect this possibility. **Source:** stakeholder-informed and consultant judgment
Attribution	10%	The respondents agreed that thanks to the program they now had knowledge and were more attractive on the labor market. They attributed this new circumstance solemnly to the program. Still, the consultant felt, by listening to the respondent, that to some extent, due to them entering adulthood, they already had looked for extra work that contributed to this outcome to some extent. Therefore a 10% off attribution was set for this outcome. **Source**: stakeholder-informed and consultant judgment.
Drop-off	25%	Duration was set to 2 years. Drop-off was set to medium-high as once entering a new environment (work or study) other experiences would contribute to being more prepared. **Source**: consultant judgment.

Material outcome	**Secured a paid job while participating in the program**	
Factors	**Ratio**	**Descriptions**
Deadweight	10%	The respondents agreed that thanks to the program it was easier to look for a job. They attributed this new circumstance solemnly to the program. Still, the

		consultant felt, by listening to the respondent, that to some extent, due to them entering adulthood and feeling more confident, they would have reached this outcome to some extent. Therefore a 10% off deadweight was set for this outcome. **Source**: stakeholder-informed and consultant judgment.
Displacement	50%	Displacement refers to how much of the outcome displacing other outcomes. I.e., is the outcome secured a paid job while participating in the program at the expense of somebody else outcomes? The jobs acquired were weekend-jobs or extra jobs while studying. These are most likely jobs that were now denied to someone else that could have made similar contributions. Due to this outcome, other young adults in the community would experience for example "loss in income" or different adverse outcomes. This is also applied to the treasury of the state and social treasury as the incoming taxes and social contributions (assuming that these jobs were legally registered) as these were jobs denied to somebody else that would have made the same contribution. **Source:** stakeholder-informed consultant judgment
Attribution	0%	The respondents agreed that thanks to the program they now had knowledge and were more attractive on the labor market. They attributed this new circumstance solemnly to the program. **Source**: stakeholder-informed and consultant judgment.
Drop-off	25%	Duration was set to 2 years. Drop-off was set to medium-high as once entering a new environment (work or study) other experiences would contribute to landing a job. **Source**: consultant judgment.

Material outcome	**Improved social life**	
Factors	**Ratio**	**Descriptions**
Deadweight	50%	The respondents informed that thanks to the program they had changed or expanded their groups of friends and/or became more social with the family. Several of

		them mentioned being in “bad companies” and reported having gained new “good” friends. This was also something confirmed by their families. They attributed this new circumstance to the program, but when asked, they also argued that friendships and social life would happen at the workplace if they had worked, or at the school where they were studying as well as in their co-living. They didn't see themselves as isolated or not having a social life prior to the program, it was more a question of having changed. **Source**: stakeholder-informed.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., is the Improved social life at the expense of somebody elses outcomes? It was not expected to “stop” anybody from experiencing the same outcome or haven lost social life. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	50%	The respondents attributed the increased social life to feeling better, having more energy, changes in value, whereas to a high extent, even if the program had contributed, they felt that they themselves contributed to the increase in social life. **Source**: stakeholder-informed.
Drop-off	25%	Duration was set to 2 years. Drop-off was set to medium-high as once entering a new environment (work or study) other experiences would contribute to changes in social life. **Source**: consultant judgment.

Material outcome	**Increased in willingness to help**	
Factors	**Ratio**	**Descriptions**
Deadweight	10%	The respondents agreed that thanks to the program they had been triggered to help others and some were already doing it to a smaller extent. There was no doubt that “the arose willingness to help” was to a very high

		extent due to the program. Still, the consultant felt, by listening to the respondent, that to some extent their own experience triggered the helping behavior as well. Therefore a 10% off deadweight was set for this outcome. **Source**: stakeholder-informed and consultant judgment.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., is the Increased willingness to help at the expense of somebody else's outcomes? It was not expected to "stop" anybody from being more ready to help others. Some thought that it could "increase" the willingness to help others of, families, and friends because "helping willingness" could be considered contagious (one can get motivated to help by seeing the motivation of others). This outcome was not a behavior change; it only referred to the willingness at this point. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	10%	The respondents agreed that the program was the main contributor to this outcome. Still, the consultant felt, by listening to the respondent, that to some extent, families, friendship developed during the program, and community played a role, as well as the natural transition into adulthood. Therefore a 10% was assigned. **Source**: stakeholder-informed and consultant judgment.
Drop-off	25%	Duration was set to 2 years. Drop-off was set too medium-high as a gained personal attitude could last in time, but would also be fed or replaced by other actions in life. **Source**: consultant judgment.

Material outcome	**Healthier**	
Factors	**Ratio**	**Descriptions**

Deadweight	20%	The respondents informed that thanks to the program they had put in action a series of actions related to eating better, sleeping better and exercising more due to the framework the “routines” generated in the day-to-day as being students. To some extent, a healthier lifestyle was already put in action as sports were something done by several of the respondents. **Source**: stakeholder-informed.
Displacement	20%	Displacement refers to how much of the outcome displacing other outcomes. I.e., is the healthier situation at the expense of somebody else's outcomes? It was not expected to "stop" anybody from being healthier. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	20%	The respondents attributed a healthier life to the circumstances created due to the routines of being a student. Eating at specific times, sleeping in correct hours and having time assigned for sports. To some extent, they were doing some of these actions, but to a large extent, the routines were the framework for this outcome to happen. **Source**: stakeholder-informed.
Drop-off	20%	Duration was set to 2 years. Drop-off was set to medium-high as once entering adulthood experiences would contribute to changes in consumption and exercise. **Source**: consultant judgment.

6.2.7 Indicators & financial proxies

Indicators are ways of knowing that change has happened. Therefore, indicators were identified to measure how much had changed for this stakeholder. In this SROI evaluation they were applied to outcomes as these are the measures of change that was of interest for the study. The idea was to identify indicators that could tell:

8. Whether the outcome has occurred, and
9. By how much

This study identifies a range of financial proxies that correspond to the outcome indicators. External sources were consulted to identify the financial proxies. A “proxy" is an approximation of value where an exact measure is impossible to obtain, whereas the proxies listed in the table, should be seen as financial indicators used to monetize the value of the account.

This table serves to describe how the consultant, informed by the stakeholder in the qualitative data collection and validation, has identified appropriate financial values for the 8 outcomes monetized. This should be seen as a way to represent the relative importance to stakeholders of the change they experienced. The value stated in the last column is:

a) either a calculation of several parameters (described in the proxy description) or;
b) a one-time cost referring to a period.

All proxies were stakeholder-informed as well. The stated preference was contrasted with other proxies to strengthen proxy selection. The final value and proxy selection were then validated with the stakeholder.

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Enhanced self-confidence	Number of respondents, reporting level of confidence.	7 out of 10	Value from the UK value bank (HACT: (www.hact.org.uk) developed value bank adjusted to Spanish life conditions.	**€7,158.31**
Indicator description: Subjective indicator (self-reported): Respondents to report how much more self-confident they felt on a scale of 1-10.				
Proxy description: Revealed preference from the database (adapted to Spanish market): Value from the UK value bank (HACT: www.hact.org.uk) developed value bank adjusted to Spanish life conditions. This proxy was calculated using the value from the valley bank and adjusting it to the Spanish life conditions by using the Gross National Product (GNP) to indicate the difference. HACT value for "increased self-esteem of youth: 10 925,38€ Spain Gross National Product (GNP) is 34,48% less UK *Calculation*: 10,925.38€-34,48% = €7,158.31 *Source*: www.hact.org.uk and https://www.macrotrends.net/countries/ESP/spain/gnp-gross-national-product				
Value description of €7,158.31. *(calculated value, see above):* Throughout the analysis of this indicator and proxy, the consultant detected that "self-confidence" was valued high in several reports ranging from 10 000 - €15,000. The consultant compared these numbers with the value in the HACT database (€10,925.38) https://www.hact.org.uk/DataStandard, which is based on UK citizens. As a third source, and because it was mentioned Reports being an indicator, the consultant studied two different courses (€4,890) that worked with personal growth. The consultant also looked at the process of attending therapy for one year, which was the time recommended by professionals, and the one-year value of having a first job (11 €400), which was very much related to self-confidence for this stakeholder group. The three indicators: the HACT database, attending a course, and having a job, were all within the span of €5,000- €10,000, which, compared to other reports, was considered a logic span, whereas the selected value was judged to be the most appropriate. Stakeholders were consulted (sample group), and they rated this outcome as being "of high value," which was also represented by the high importance and level of change (9 of 10). Therefore, the selected source was kept as an indicator and validated by the respondents in the final validation.				

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the**

				change?
Improved life satisfaction	Number of respondents, reporting level of life satisfaction.	6 out of 10	% of perceived well-being using job salary in construction as base	**€5,527.44**

Indicator description: Subjective indicator (self-reported): Respondents to report how much more satisfied they were with life on a scale of 1-10.

Proxy description: Revealed preference from the well-being study. Fijiwara study associates 27% of the loss of salary to decrease in well-being. With this reference to value of life satisfaction, using yearly salary for construction as a base (€20,472/year), the proxy for this outcome was calculated.

Calculation: €20,472*27% = €5,527.44

Source: http://etheses.lse.ac.uk/4070/1/Fujiwara__Valuing-non-market-goods.pdf

Value description of €5,527.44 *(calculated value, see above):* Well-being is one of the most difficult values to calculate. Several attempts in finding a formula to calculate well-being have been made over the years. One of the most recognized is the study made by Fijiwara, where well-being is associated with being unemployed (and the loss of well-being). As the beneficiaries of this program put much emphasis on the relationship between their well-being and getting a job, this outcome has been related to the indicator in the Fijiwara studies. According to the study, 27% of the salary is related to the "value" of wellbeing. The base for this calculation is the minimum salary for a junior employee in the construction industry (€20,472). Only one year was considered in the calculation as the respondents refered the "getting a job" as the main generator of improved life satisfaction.

This indicator was also contrasted with indicators in 10 other SROI reports. Several reports referred to the HACT www.hact.org.uk) database and the Fijiwara study (see source above), but as the calculations for these indicators and processes are based on UK citizens, a fourth source was consulted to refer to a local market based indicator: One-year therapy. Even if well-being is not guaranteed due to therapy, it was considered as a potential source based on the rationale that well-being arises from finding comfort in oneself and life.

The respondents were also asked to put value on "wellbeing" or "feeling happier". Due to their difficulties to understand the complex question combined with language barriers, they were not able to define any specific value, but referred continuously to well-being being related to having a job.

- Fijiwara study (27% of salary): €5,527.44;
- Fijiwara study €8,300/y "well-being value" for adult;
- HACT database of "doing exercise and feeling well" €3,577/year;
- Therapy: (12 months*70 euros/session, 1/session/week) €3,640.

Outcomes	indicators	Measure	Financial proxy	Value
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Increased motivation to study	Number of respondents, reporting level of motivation to study.	8 out of 10	Difference in salary between professional degree and superior degree.	**€2,792.68**

Indicator description: Subjective indicator (self-reported): Respondents to report how much more motivated they were to continue studying on a scale of 1-10.

Proxy description: Revealed preference. Difference in average salary between an employee with Professional Certificate (Ciclo formativo de grado medio) and one with superior degree (Ciclo formativo de Grado Superior (FP)
The average salary for employee with professional certificate : €18,703.51
Average salary superior degree €21,496.19

Calculation: €21,496.19 - €18,703.51 = €2,792.68 *Source*: https://www.epdata.es/salario-promedio-nivel-formativo-maximo-empleado/0ee6f454-5d20-4066-8988-891965cf6430
Value description of €2,792.68 *(calculated value, see above):* The indicator used for this outcome was related to the labor-market value of having a certain level of professional certification. It was judged as being a good indicator of how much willingness to study, if put in practice, it's assigned an economic value by the labor market.

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Increased readiness for employment	Number of respondents, reporting level of readiness to enter the labor market and The student has or has not initiated a process to gain a job with the support of the labor assistant of the organization or by themselves.	8 out of 10 and 124 out of 288 total students that finished the program (43%)	Difference in salary between professional degree and superior degree.	**€2,792.68**
Indicator description: Subjective indicator (self-reported): Respondents to report how much more prepared they feel about working for a company on a scale of 1-10. Objective indicator: The student has or has not initiated a process to gain a job with the support of the labor assistant of the organization or by themselves.				
Proxy description: Revealed preference: macroeconomics loss in income (BIP) for NEET profile (€9,834/year) *Source*: https://www.deia.eus/actualidad/sociedad/2012/10/23/generacion-nini-cuesta-153000-millones/253930.html				
Value description of €9,834. The indicator used for this outcome was related to the country's economy of not having young adults working: The cost of having NEET profiles not active on the labor market, was associated with the "loss of financial contribution" for a country. i.e., BIP. The loss in BIP for Spain is valued at €9,834/year per NEET profile (person). The stakeholder also referred to the value as "working for a full year," which would correspond to "money in their pocket of €12,000/year. The third possible proxy thought was related to "what happens if that willingness is not there" (the beneficiary ends up in unemployment and social disadvantage). Social welfare would have to cater for costs such as housing, food, etc., and the "Ingresos Minimos Vital" (social welfare payment) could be an adequate proxy €565,28 * 12 months = €6,783.36/year. But as this would not reflect the whole story, housing and health care would have to be added; the consultant judges the first proxy as the most suitable, being slightly below the stated preference by the stakeholder and validated by them.				

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Secured a paid job while participating in	The student has or has not a weekend job/afternoon job (while studying)	29 out of 52 respondents (56%)	minimum hourly rate working at McDonalds part-time during weekends	**€2,792.68**

the program				
Indicator description: Objective indicator: The student has or has not a weekend job/afternoon job (while studying).				
Proxy description: Revealed preference: The students were doing weekend jobs wherefore minimum hourly rate at McDonalds was used as proxy using this data to calculate the value in terms of income for the beneficiaries: working part time weekends 8h/week during 45 weeks/year being paid €7/h *Calculation*: 8h*45weeks*€7 = €2,520/year *Source*: https://www.glassdoor.com.mx/Sueldo/McDonald-s-Madrid-Sueldos-EI_IE432.0,10_IL.11,17_IM1030.htm				
Value description of €2,520. The beneficiaries that indicated that they had secured a paid job refer the word "job" to extra work they were doing on weekends or afternoons while they were studying. The indicator used was the minimum salary for young people working extra in a food chain (hourly rate is €7/hour). As the respondents didn't specify exactly the amount of time spent on working, a general assumption was made to calculate the proxy for this indicator. It was assumed that they would work for 8 hours/week, taking into account the minimum number of hours a child-caring activity, or food chain would require.				

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Improved social life	Number of respondents, reportinglevel of improved social life.	8 out of 10	Young adults spending on leisure activities	**€2,016**
Indicator description: Subjective indicator (self-reported): Respondents to report on the extent of social life improvements on a scale of 1-10.				
Proxy description: Revealed preference: Young adults spending on leisure activities 168€/month. *Calculation*: €168*12 months = €2,016/year *Source*: https://www.elpublicista.es/investigacion1/consumo-habitos-adolescentes-espanoles-tras-ano-pandemia				
Value description of €2,016. For this indicator, the rationale used was that social life for the beneficiaries was very much related to what they did during their leisure time. This was also confirmed by the data collection, where the beneficiaries expressed to a large extent have increased their social life with leisure activities such as going out with friends, or doing sports. As all the activities were very local (traveling was not mentioned, and cultural activities were not mentioned), it was considered that the general spending of young adults on leisure activities was the most adequate proxy being according to public sources €168/month (€2,016/year). This was also compared with the HACT database, where the value of belonging to a youth club was estimated to €2,700 a year. Out of these two, the most conservative was used for this indicator in order not to over-claim. It is important to mention that this is not what these beneficiaries are expected to spend on leisure activities, the proxies are always set in general terms as a value in society, in this case the value and not related to the economical situation of the beneficiary.				

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**

Increased willingness to help	Number of respondents, reporting level of motivation to help.	7 out of 10	Salary of a summer-camp tutor	**€2,016**

Indicator description: Subjective indicator (self-reported): Respondents to report on the extent of motivation in helping others on a scale of 1-10.

Proxy description: This proxy uses the salary of a summer-camp tutor of their being of 540€.

Value description of €540. For this specific indicator, value was related to "how much value the labor market puts on a person with their competence and their age is employed in helping activities". Three sources were used.

1) One was related to how much a young person like themselves would be paid if they worked at a summer camp. This came from the listing given by the beneficiaries of in what way they would help. Several of them mentioned that they would like to do volunteer activities such as: being mentors for other students, helping the teachers, giving food to people with no income, and starting an NGO. The value was €540.
2) Others refer to helping more at home with activities related to the household such as repairing, going to the supermarket, helping their parents at work, or sending money to their family (living in another country). The amount of time defined for helping more, was set to 2 hours a week as it was assumed that they were already supporting, to some extent at home, as this outcome referred to "helping more" (45 weeks * 2h a week at a cost if this was done by professional a la €10/h = €900).
3) 2 hours was also seen as rationale due to a mentoring program or volunteer activity executed weekly, would be approximately this amount of time, or repairing at home, doing household activities. Not to overclaim, this was also contrasted with the standard volunteer time in Spain: 3 hours/week. The number of weeks taken into consideration was 45 as it accounts for a one-year contribution and discounts holidays (45 weeks * 2h a week at a cost if this was done by professional a la €10/h = €1350).

Outcomes	indicators	Measure	Financial proxy	Value
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Healthier	Number of respondents, reporting level of health satisfaction.	6 out of 10	Young adults spending on leisure activities	**€2,016**

Indicator description: Subjective indicator (self-reported): Respondents to report on the extent of health improvements on a scale of 1-10.

Proxy description: Revealed preference: The difference between standard food cost (125€/m / 1500€/year) and healthier food: 192€/month / 2304€/year). Adding to this average cost for exercising regularly at gym €70/month /€840/year).

Calculation: €2304 - €1500 + €840 = €1,644/year

Source: https://www.ocu.org/alimentacion/alimentos/informe/comer-sano-no-es-caro and https://www.dir.cat/ca/gimnasos-barcelona/lluria?gclid=CjwKCAiAh_GNBhAHEiwAjOh3ZOD2qM56XumhECDAtbs-PMTcbLcR861UaXsNAUHPzMbRqfSrDUyhVxoC-7wQAvD_BwE

Value description of €1,644. The beneficiaries put emphasis on how they had improved their eating behaviors and improved their sports habits due to the routines of the programs. They exercised several times a week. The families of the beneficiaries also reported that their children cooked for themself and had a healthier lifestyle. Therefore, the indicator used was a combination of these two:
a) The difference between spending on food in a traditional family using the average and a healthier food consumption using the average (€804/year);
b) The cost of being part of a sports club, using a well-known gym chain (€840/year)

6.2.8 The list of discarded outcomes

This is the list of those outcomes that were not included for valuation, therefore not included in the final value calculation. The reason for discarding them from the total list of outcomes was that they were not considered material and well-defined according to the above tests for materiality.

Outcome	**Reason for exclusion**
Improved family relationship	Didn't pass the threshold for double counting.
Better behaving	Didn't pass the relevance test.
Relief from being in trouble	Didn't pass the relevance test.
Wish to do things right	Didn't pass the relevance test.
More independent	Didn't pass the relevance test. Considered being part of a chain of events.
The organization should do more evaluations to identify errors and correct them (-)	Didn't pass the threshold.
Felt belonging to society	Didn't pass the relevance test. Considered being part of a chain of events.
Foresee a prosperous future	Didn't pass the significance test.
Less sleep (-) *The respondents who were still studying often expressed how they were more tired and exhausted now than before studying. They associated this new experience with the fact that some of them had to travel far to the facilities. The classes started early in the morning (8 a.m). Some of the students had to get up at 6 a.m. As some of them worked weekends, it was seen as a negative outcome as they expressed difficulties in being able to concentrate, have a proper breakfast, and have energy for other activities.* *They also mentioned that they didn't always have control over their schedule to plan out time for meals. As they have breakfast very early in the morning, they also felt tired as a result of not eating properly.*	Didn't pass the significance test.

6.3 Families or legal guardians of the beneficiaries

The following sections describe how each outcome for this stakeholder has been analyzed, assessed, and assigned an economic value.

For this stakeholder, the following outcomes were defined as well-defined outcomes. This is the summary list of those outcomes. As follows, this whole section will detail how these were identified and how they were processed through different filters:

- **Improved mental health**
- **Better functioning family**
- **Time freed up for the parents**

"What has changed? My life. This program changed my life, and the life of this family.

I went from having a 15-year-old with behavioral problems, on probation, a drug addiction, and one step away from entering a youth group home. Sleepless nights with anxiety problems, days of visiting school after school denying him entrance. Not wanted. He was not wanted by society. That was my life. Today I have a responsible child, soon turning into an adult, with a professional degree.

Now he comes home telling me how the company he works for in the internship program asks him to work for them when he finishes his studies. He has developed a strength of will and motivation that I have never seen. You ask me what has changed? I tell you my life has changed. Our future has changed." (Mother of a beneficiary)

Statistics related to the involvement of this stakeholder. The Quantitative data collection was divided into two.

Data collection	# of persons approached	# of contributing persons	%
Qualitative (1st phase)	288	3	1.20%
Quantitative (2nd phase)	288	8 (identification +importance)	5.90%
		6 (causality + value)	2.10%
Validation	288	5	1.70%

How representative are these outcomes to the group?
This group was represented by 1.20% of respondents in qualitative data collection where outcomes were identified. Furthermore, 5.90% of respondents of the entire group contributed to the quantitative data collection to quantify the well-defined outcomes (indicate how much they identified with the outcome and how important it was to them).

Due to the language barriers and comprehension, six respondents (2.10%) were selected to inform each outcome's duration, deadweight, displacement, attribution, and drop-off in the name of the whole stakeholder group. These respondents were also the same as those part of the two data collections mentioned above to secure consistency. They were also involved in assigning a value to the outcomes.

The outcomes included in this report were those where all families were identified. Saturation was met amongst those interviewed, but it doesn't ensure that it would be the case if the full stakeholder group if other families were participating.

Finally, validation was sent to all respondents who had participated in any of the data collections, where 1.70% of the full stakeholder group validated the data positively. If related to the number of respondents that participated, the validation rate is 63%, wherefore it reflects the outcomes of those participating.

Unclear on how many respondents for this stakeholder group: It was assumed that each program participant had a family or a legal guardian in Spain or another country with whom they shared home, or not. A one-to-one relationship was applied when referring to this group as a stakeholder (one beneficiary, one family). Concerning this assumption, the consultant wants to remark that several of the students were adults when they participated in the program, implying that their relation to their family would naturally reduce the number of families accounted for in this stakeholder. The contact with families would naturally vary from student to student, where therefore not all families or legal tutors would be impacted by the activity. As this group was included later than the rest of the stakeholders, resources were insufficient to investigate the number of family members or legal tutors.

Furthermore, direct contact with the families was not an existing relationship, as only 24 (8.30%) of the 288 students were minors when they attended the program. Therefore, the students arranged for their enrollment, and a family connection did not exist.

Reasons for why this result is not fully representative of the whole stakeholder group:

1. **Representation under 30%:** The data for the outcome identified by this stakeholder didn't fully represent the entire stakeholder group. The representation ratio for this stakeholder didn't pass the 30% set as the threshold for representation. To secure transparency, the consequences are mentioned in the limitations of this report, indicated in the risk assessment, and stated in the section of imperfections of the process. Recommendations on mitigating this situation in future evaluations are listed in the recommendation section. The consultant wants to emphasize that this data is still considered valid, practical, and trusted in decision-making, but being

aware doesn't represent the entire stakeholder. Also, it stresses that the organization put extra effort in trying to identify the former students they had lost contact with in order to reach out to their families and confirm the outcomes stated in this report.

2. **Potential subgroups not identified:** The data representing subgroups (parents of currently studying students, parents of former students, parents of students abandoned for different reasons) was not representative. Only parents from currently studying students contributed to the data. This was caused by the same reason possible subgroups could not be identified (if there had been any) with the current data.

Conclusion: The consultant judged that these outcomes were good indicators of what outcomes could be expected from this stakeholder group if the number of respondents was expanded in size. Saturation was met for specific outcomes that were very clearly stated by all families. Still, it is stressed in the risk assessment and the recommendations that a good outcome collection is needed to reflect the whole stakeholder group and enhance the number of respondents to capture missed outcomes and reach saturation.

Statistics related to the number of outcomes processed:

# of identified outcomes (raw list, see a chain of events)	**# of defined outcomes** (brought to stakeholder for quantification)	**# of well-defined outcomes** (brought to test for relevance)	**# of well-defined outcomes** (brought to test for significance)	**# of material outcomes assigned value and included in SROI**
18	12	8	6	4

6.3.1 The chain of events, analysis and descriptions of the outcomes

Establishing outcomes is a qualitative process, i.e., people describe their experiences in their own words. This process, in which qualitative data is collected first, then analyzed and used to create a theory of change, is the base for the SROI. Haven gathered information about change for this stakeholder; the next step was to create the chain of events for all the outcomes. This is not yet the evidence for how much change happened but is still part of the process of establishing a list of well-defined outcomes. This was done the following way:

1. The outcomes were listed in their "raw form,";
2. The outcomes were grouped (similar outcomes were grouped into one);
3. The outcomes were placed in a chain of events (see below);
4. The chain of events was analyzed indicating the well-defined outcome.

The outcome displayed in the right column was generated from a dependency listed for the outcome - a chain of events. The following table illustrates this dependency and how the dialog formulated the question. It also includes the analysis of the chain of events for each outcome. The outcome presented to this stakeholder for quantification is the well-defined outcome displayed in the last column of the table. The respondent would determine how vital the outcome was to them, which was used as the basis for deciding which ones would be taken forward and assigned an economic value.

" He went from not wanting to study, consumption that started at a young age, and all attempts to enroll him in school being rejected, bad habits, bad friends. I don't know what went wrong, but for us as a family it was unsustainable. And now, another person. Gradually he became responsible, stopped consuming, improved his grades, was effective, wanted to help and most valuable of it all; we could have a normal family conversation at the dinner table, feeling like a normal family." (Father of a Beneficiary)

Outcome: Improved mental health

<table>
<tr><td colspan="4">Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. What changed in you or your life?</td></tr>
<tr><td rowspan="2">This changed:

Stopped worrying about their child</td><td>follow-up question: What did it lead to?</td><td>follow-up question: What did it lead to?</td><td rowspan="2">Outcome Improved mental health</td></tr>
<tr><td>As a result, stakeholders say they: Felt less anxious, slept better, were less stressed, were not depressed anymore, felt stronger, less tension</td><td>Because of this, they say they:
Felt they were in better "mental" shape</td></tr>
<tr><td colspan="4">Analysis of the chain of events: There was no need to fill in the gaps. The consultant extended the chain of events to land on a joint, well-defined outcome based on the outcomes expressed by the respondents. Thus, there was no need for going up the chain as the outcomes that led to the well-defined outcome were aspects of well-being, all relating to a more general well-being concept being "mental health." The consultant judged that there was no risk for having stopped the chain too early as this outcome was clearly stated as well-defined, and it was not expected to cause that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome. This outcome was tangible and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.</td></tr>
</table>

Outcome: Better functioning family

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed: *The child stopped or reduced their unsafe/ unhealthy/ antisocial behavior*	**follow-up question: What did it lead to?** **As a result, stakeholders say they:** *Felt how it reduced the violence in the family environment and/or stopped the need for surveillance service/tutors or other family support*	**follow-up question: What did it lead to?** **Because of this they say they:** *They felt they were functioning more as a normal* family* **their own words*	**Outcome Better functioning family**
Analysis of the chain of events: There was no need to fill in the gaps. There was no need to extend the chain of events at this point in time, even if in future evaluation this outcome could lead to new outcomes. The consultant judged that there was no need for going up the chain as the well-defined outcome was concrete and stated as such. It was judged that there was no risk for having stopped the chain too early as this outcome was clearly stated as well-defined, and it was not expected to cause that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome. This outcome was tangible and not generic. **Conclusion:** It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.			

Outcome: Time freed up for the parents

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed: *They got support such as economic help, support by the organization in mentoring and guidance and children were “busy” in a safe environment, thus not home*	**follow-up question: What did it lead to?** **As a result, stakeholders say they:** *It reduced the (time) demand on family (parents)*	**follow-up question: What did it lead to?** **Because of this they say they:** *They had more time*	**Outcome: Time freed up for the parents**

Analysis of the chain of events: There was no need to fill in the gaps. There was no need to extend the chain of events at this point in time, even if in future evaluation this outcome could lead to new outcomes. The consultant judged that there was no need for going up the chain as the well-defined outcome was concrete and stated as such. It was judged that there was no risk for having stopped the chain too early as this outcome was clearly stated as well-defined, and it was not expected to cause that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome. This outcome was tangible and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

6.3.2 Relevance test

After the 1st interaction with the respondents, where qualitative data was collected, the outcomes were taken through the predefined threshold set to identify what outcomes to test for relevance. Those outcomes that were considered well-defined were taken through this relevance test.

10 outcomes were tested for relevance.

Families of beneficiaries and legal tutors	**Outcome: Improved mental health**	**Outcome: Increased well-being**	**Outcome: Increased number of family members potentially contributing to family economy**
Stakeholder perception (important to them)	Most of the respondents agreed that this outcome was very much relevant to the activity.	This outcome was important to the stakeholder. Still, in the analysis of the chain of events, this outcome was seen as generic for all the other outcomes. Value was assigned to those outcomes that were part of this outcome but held value by themselves.	This outcome was important to the stakeholder but excluded by the consultant due to double counting. The family member was a stakeholder by themselves expressing the same outcome. As the "increased income" was related to the same person, in the name of not over-claiming the value for the project, this outcome was discarded. Also, because the increase in the economy was not necessarily affecting the family, the child could have applied the increase to themselves or parenting.
Societal norms	The societal norm is that	The societal norm is that	The societal norm is that an

that demand inclusion	feeling less affected psychologically by stress or anxiousness, leads to better mental health.	anything improving life gives a sense of increased well-being	increased economy, if the child lives at home, could improve the family economy, but not necessarily.
Direct short term financial impacts to the organization	None	None	None
Peer based norms (others orgs manage the outcome)	Other reports include this value as an outcome.	Some reports include this outcome, others avoid it due to the outcome being generic.	Other reports include this value as an outcome.
Conclusion	**Most relevant**	**Not relevant**	**Not relevant**

Families of beneficiaries and legal tutors	**Outcome: Better physical health due to less tension**	**Outcome: Better functioning family**	**Outcome: Feeling safer**
Stakeholder perception (important to them)	Most of the respondents agreed that this outcome was relevant to the activity.	Most of the respondents agreed that this outcome was very much relevant to the activity.	Most of the respondents agreed that this outcome was relevant to the activity.
Societal norms that demand inclusion	The societal norm is that feeling less affected psychologically by stress or anxiousness, leads to better mental health.	The societal norm is that better family communication leads to a stable family situation.	The societal norm is that an increased economy, if the child lives at home, could improve the family economy, but not necessarily.
Direct short term financial impacts to the organization	None	None	None
Peer-based norms (others orgs manage the outcome)	Other reports include this value as an outcome.	Some reports include this outcome, which is not so common.	Other reports include this value as an outcome.
Conclusion	**Relevant**	**Most relevant**	**Relevant**

Families of beneficiaries and legal tutors	**Outcome: Increased number of joint family activities**	**Outcome: time freed up for the parents**	**Outcome: Foresee a prosperous future**	**Outcome: Felt less alone**
Stakeholder perception (important to them)	Most of the respondents agreed that this outcome was relevant to the	Most of the respondents agreed that this outcome was relevant to the	Most of the respondents agreed that this outcome was relevant to the activity but it was clear	Very few of the respondents agreed that this outcome was relevant to some extent

	activity, but when discussed further it was seen as one of several activities part of the outcome "better functioning family"	activity.	that this change in attitude formed part of the chain that led to other outcomes accounted for.	to the activity.
Societal norms that demand inclusion	The societal norm is that a well functioning family does activities together.	The societal norm is that when supported one gets more time for oneself.	The societal norm is that when somebody studies, those involved foresee a better future.	The societal norm is that when somebody studies, those involved foresee a better future.
Direct short term financial impacts to the organization	None	None	None	None
Peer based norms (others orgs manage the outcome)	Some other reports include this value as an outcome.	Not so common in reports	Not so common in reports	Other reports include this value as an outcome.
Conclusion	**Not Relevant**	**Relevant**	**Not relevant**	**Not relevant**

6.3.3 Significance test

6 outcomes were taken through the significance test.

companies	**Outcome: Improved mental health**	**Outcome: Better physical health due to less tension**	**Outcome: Better functioning family**
Number of people experiencing the outcome	7	5	6
Amount of change per person	9	5	7
Duration (years)	2	1	2
Causation (deadweight)	0%	40%	10%
Value (financial proxy)	€10,518.5	€300	€5,286
Impact (takes into account all above)	((€10,518.5***0)/2)*7** **= €36,814.75**	((300***0,6)/1)*5** **= €630**	((5286***0,9)/2)*6** **= €14,227**
Conclusion (significant/not)	**Most significant**	**Not significant**	**Significant**

companies	Outcome: Feeling safer	Outcome: time freed up for the parents
Number of people experiencing the outcome	5	5
Amount of change per person	6	8
Duration (years)	2	2
Causation (deadweight)	10%	10%
Value (financial proxy)	€420	€840
Impact (takes into account all above)	((€420***0,9)/2)*5** **=€945**	((€840***0,9)/2)*5** **= €1,890**
Conclusion (significant/not)	**Not significant**	**SIgnificant**

6.3.4 Link between the well-defined outcomes, the inputs, and the outputs

These are the 4 final monetized outcomes for this stakeholder in this report. These are the final outcomes included in the SROI calculation.

beneficiaries Stakeholder - Outcomes	Description
Improved mental health	The families described their lives before their child became a student as "hell" and "very complicated." When asked why they all talked about being constantly worried, stressed, in many cases feeling anxious, not being able to sleep. The situation generated consequences such as taking medication, going to doctors, being absent from a job, and impacting their mental health. Some even expressed depression and physical tension as a consequence. All this disappeared when their child changed attitude and behavior.
Better functioning family	The family felt that they "became a normal family" with routines. The family roles were put in place again where the parents were parents, and the children were children and sisters and brothers. The day-to-day was placed in a routine with proper bed-time, with dinner time, and all gathered for these daily events. One of the activities that was mentioned the most often was the fact that the family members were "doing more things" together. When asked what, they talked about eating dinner together, going out for lunch or dinner, watching TV, chatting, and visiting family friends. They also talked about having conversations about how the day had been,

	how their child explained what they had done during the day, and brought homework they had produced to show (proudly) to their parents. The conversation was something they talked a lot about, how their child shared more information with them and how they were involved in planning the child's life. They also mentioned how their child had become more independent, doing things such as cooking for the family, cleaning, being responsible for bedtime and wake-up time, "doing more things at home."
Time freed up for the parents	All families talked about noticing a "release in time." They had more time for themselves. As the child was changing behavior due to the routine caused by the studies (going to study in the morning and coming back in the evenings having homework), the parents didn't have to look after their child. Added to this, their child being more independent they didn't have to "do things for them" such as cooking or helping out. This gave them more time for themselves or the rest of the family.

The table states the outcomes generated by the stakeholders (in the last column) and shows the relationship between the activity, the inputs and outputs, and the outcomes. This is sometimes known as the Theory of Change or a logic model. I.e. It is the story of how this program makes a difference in the world.

Activity: The "GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT" program is a training program to improve the employability of socially vulnerable people with no qualification.				**Period:** 3 years
Inputs	**Outputs**	**As a result, stakeholders say they:**	**Because of this they say they:**	**So, the Well-defined outcomes are:**
Time (at minimum wage). Those students that were underage, had to be enrolled by their parents. The time spent by	**288** family members with professional certification and/or jobs.	*Stopped worrying about their child*	*Felt less anxious, slept better, were less stressed, were not depressed anymore, felt stronger, less tension*	**Improved mental health**

these parents on enrollment was: **24 hours** spent by 1 family member or legal tutors managing the beneficiaries' onboarding to Norte Joven. Onboarding time (two 1-hour-meetings and 2 hours of paperwork). Minimum salary (1,363.20€)		*The child stopped or reduced their unsafe/ unhealthy/ antisocial behavior which reduced violence in the family environment and/or stopped need for surveillance service/tutors or other family support*	*It led to increased hope, the ability to trust children or society again (revered the ability to trust). The home environment became joyful, productive communication within the family members improved*	**Better functioning family**
		They got support such as economic help, support by the organization in mentoring and guidance and children were “busy” in a safe environment, thus not home	*It reduced the (time) demand on family (parents).*	**Time freed up for the parents**

6.3.5 Duration rationale

The following table describes the rationale for the duration set per outcome to avoid over-claiming the program's impact on these outcomes. Due to language barrier and comprehension issues for this stakeholder, that duration would be set by six randomly selected respondents in a face-to-face meeting with the consultant. For the other stakeholders, duration was defined by each respondent. The difficulties in understanding the questions or understanding the meaning of what was asked, the consultant had to adapt the question and work with concepts such as "a lot" or "little." Do you think this will last "long" or "short," "a lot" or "little" "more than this other outcome or less".

Due to the low number of respondents that contribute to the definition of the duration (2% of all persons in the stakeholder group), combined with the fact that the respondents were asked to assume the duration, as time had not passed, consultant completed this section by comparing with ten other reports that analyzed "training" to find a rationale and assign the duration.

Material outcome	Duration	rationale
Improved mental	2	The stakeholder partly sets the duration of this

health		outcome. It is a combination of the discussion around the duration of such outcome with the stakeholder and the consultant's judgment. The base thought was that these young adults were transitioning into adulthood where new job situations, studies, early parenting, or unemployment could cause a change in circumstances. Even if the children would technically be adults, as parents, the worries of seeing a deterioration of the events, would affect the outcome. **Source:** stakeholder-informed and consultant judgment.
Better functioning family	2	The stakeholder partly sets the duration of this outcome. It combines the discussion around the duration of such outcome with the stakeholder and the consultant's judgment. Working or unemployment would trigger how the circumstances could change (becoming independent, economic contribution, parenthood, or other). Therefore, the duration for this outcome was set to low even if very much valued by the family, as new events were expected to impact the family's stability. **Source:** stakeholder-informed and consultant judgment.
Time freed up for the parents	2	The consultant's judgment set the duration based on the story explained by the families about what their time dedication had been before their child had enrolled in the program and after. They described a change in focus where all focus was on their child's situation, and after the program, due to their change in attitude and independence, gains in time were detected. It was expected that because the children grew, reaching adulthood, they would be less dependent, and other activities would impact this outcome. **Source:** stakeholder-informed and consultant judgment.

6.3.6 Impact calculation per outcome

To avoid over-claiming the program's impact on these outcomes, the following table establishes the percentage per area discounted in value for the specific outcome and explains the rationale behind this evaluation.

Due to language barrier and comprehension issues for this stakeholder, it was decided that causality would be set by six randomly selected respondents in a face-to-face meeting with the consultant. For the other stakeholders, causality was defined by each respondent. The difficulties in understanding the questions or understanding the meaning of what was asked, the consultant had to adapt the question and work with concepts such as "a lot" or "little." Do you think this will last "long" or "short," "a lot" or "little" "more than this other outcome or less".

Due to the low number of respondents that contribute to the definition of the duration (2-3% of all persons in the stakeholder group or 11% of all that responded), the consultant added the benchmark with ten similar reports to the analysis to avoid over-claiming.

Material outcome	**Improved mental health**	
Factors	**Ratio**	**Descriptions**
Deadweight	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of the improved mental health of the family members? Has this achievement been at the expense of other outcomes and another stakeholder has been affected by this displacement? One could argue that mental health is typically treated by therapists that would "stop" receiving income from these patients because of their improvements or social coaches from the social support network. Also, the "improvement" of mental health could theoretically lead to no consumption of medicine and fewer or no visits to hospitals, generating outcomes for others. None of these stakeholders are part of this analysis. Wherefore, displacement could be considered in terms of "loss in income" for some of these. On the other hand, the consultant judged, by the stakeholder-informed situation and own experience, that these family members would not contract such services for this specific case due to their affected economic crisis and that the economic impact on the health services "not used" is not significant to take into account. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.

Displacement	0%	The family stated that there were no other options than the one provided by the program. All other options mentioned by the families were not assumed to generate this outcome. Therefore no displacement was assigned to this outcome as the stakeholder strongly expressed the program's contribution to this change in life. **Source**: stakeholder-informed and consultant judgment.
Attribution	10%	The family felt that there was no other option than the one giving to their child through the program, wherefore this specific outcome was attributed in full to the program. Still, by listening to their story, the consultant judged that there were others such as families and friends that gave advice and contributed to this outcome. Therefore a low percentage was assigned. **Source**: stakeholder-informed and consultant judgment.
Drop-off	10%	Drop-off was set low as the circumstances had changed drastically and were expected to last for the coming years until the child transition into adulthood. Still, due to the young age of the beneficiary and the previously experienced circumstances, a two-year duration was assigned to this outcome, expecting changes in life that could cause the parents to have to worry again due to failure at work, complexity parenthood at early age, or unemployment, which could cause that the circumstances changed again. **Source**: consultant judgment.

Material outcome	**Better functioning family**	
Factors	**Ratio**	**Descriptions**
Deadweight	10%	The family stated that the program was the generator of this new "life" they were experiencing. They were very clear that this change wouldn't have happened anyway or through other activities. Still, the consultant felt that, to some extent, another solution would have replaced this program, and even if not entirely, to some time, this outcome could have been generated. Also, because adulthood would imply changes in the lives of the children, that could have generated outcomes similar to this one. **Source**: stakeholder-informed and consultant judgment.

Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of better functioning family? Has this achievement been at the expense of other outcomes and another stakeholder has been affected by this displacement? One could argue that "better functioning families" could impact people in the community that, due to the malfunction of the families, may have taken advantage of the situation that would now, due to the change in circumstances, find themselves in a different position. As these stakeholders did not explicitly mention this (more than their children stopped participating in minor delinquent activities, i.e., changed friends), the consultant judged that this non-addressed stakeholder was not significantly affected by this generated outcome. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	10%	The family felt that there was no other option than the one giving to their child through the program, wherefore this specific outcome was attributed in full to the program. Still, by listening to their story, the consultant judged that there were others such as families and friends that gave advice and contributed to this outcome. Therefore a low percentage was assigned. **Source**: stakeholder-informed and consultant judgment.
Drop-off	10%	Drop-off was set low as the circumstances had changed drastically and were expected to last for the coming years until the child transition into adulthood. Still, due to the young age of the beneficiary and the previously experienced circumstances, a two-year duration was assigned to this outcome, expecting changes in life that could cause changes in the family structure. **Source**: consultant judgment.

Material outcome	**Time freed up for the parents**	
Factors	**Ratio**	**Descriptions**
Deadweight	10%	The families were clear that this change wouldn't have happened if it wasn't for the program. They felt that the time spent solving issues related to their child before entering the training program was released. They didn't see how this would have changed otherwise. Still, the consultant felt that, to some extent, another solution would have replaced this program, and even if not entirely, to some extent, this outcome could have been generated. **Source**: stakeholder-informed and consultant judgment.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of time freed up for the parents? Has this achievement been at the expense of other outcomes and another stakeholder has been affected by this displacement? One could argue that when the parents have more time, they will spend that time on something else, which would impact other stakeholders not considered in this analysis. The families "stopped" doing things that led to liberating time. Those actions were related to searching for their children, trying to find a solution within the support administration or educational system, housing work…It could be argued that by "stop doing" these actions, other stakeholders would be impacted, as it could lead to less resource usage of support services, police, etc. The consultant judged that it was not affecting at a significant level as the information provided by the stakeholder talked more about using their resources than official state services. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	20%	The family felt that to some extent other family members or social services helped in liberating time. **Source**: stakeholder-informed and consultant judgment.

Drop-off	50%	Drop-off was set high as the young age of the beneficiary expecting changes in life that could require attention such as parenthood at early age, unemployment or similar, which could cause the circumstances to change again. **Source**: consultant judgment.

6.3.7 Indicators & financial proxies

Indicators are ways of knowing that change has happened. Therefore, indicators were identified to measure how much had changed for this stakeholder. In this SROI evaluation they were applied to outcomes as these are the measures of change that was of interest for the study. The idea was to identify indicators that could tell:

10. Whether the outcome has occurred, and
11. By how much

This study identifies a range of financial proxies that correspond to the outcome indicators. External sources were consulted to identify the financial proxies. A "proxy" is an approximation of value where an exact measure is impossible to obtain, whereas the proxies listed in the table, should be seen as financial indicators used to monetize the value of the account.

This table serves to describe how the consultant, informed by the stakeholder in the qualitative data collection and validation, has identified appropriate financial values for the 5 outcomes monetized. This should be seen as a way to represent the relative importance to stakeholders of the change they experienced. The value stated in the last column is:

a) either a calculation of several parameters (described in the proxy description) or;
b) a one-time cost referring to a period.

All proxies were stakeholder-informed as well. The stated preference was contrasted with other proxies to strengthen proxy selection. The final value and proxy selection were then validated with the stakeholder.

Outcomes	indicators	Measure	Financial proxy	Value
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Improved mental health	Number of respondents, reporting on mental health	9 out of 10	Cost related to anxiety avoided	**€9239**
Indicator description: Subjective indicator (self-reported): Respondents to report on the extent of how healthy they felt on a scale of 1-10.				
Proxy description: Market-based (market price): Avoided costs related to anxiety. This proxy is a combination of 3 inputs related to anxiety. It is calculated for a two year period as the program lasted for two years. a)Treatment: (average is one year, 12-18 sessions for mild anxiety) 24 sessions * €70/s = €1,680 b)Hospital cost: 1 day over a two years period = € 5,000				

c) Absence from work average time 15 days/year. Average salary: €1,706/m (20 days) = €85.30/day (2* 15 = €2,559)

Calculation: (treatment: 24 sessions * €70) + (hospital cost 1 day/year € 5,000) + (absence from work €85.30/day * 15 days *2 years = €2,559) = €9239

Source: https://clinicadeansiedad.com/soluciones-y-recursos/tratamiento-de-la-ansiedad/cuanto-cuesta-cuanto-dura-un-tratamiento-psicologico-de-problemas-de-ansiedad/ and https://www.redaccionmedica.com/secciones/otras-profesiones/ansiedad-depresion-tratarlas-primaria-28-euros-2136

Value description of €9239. *(calculated value, see above):* As all families talked about how they stopped (not reduced, they reported "not anxious anymore") feeling anxiety, some spoke about how they before had been depressed, but not anymore. The indicator for this outcome focused on the avoided cost due to "not anxious anymore." The total cost was a combination based on indicators mentioned by the stakeholders (hospitalization, medicine, absence from work). As there was not enough data to capture the "number of reduced visits, " revealed preference was used from average data. The assumptions were taken from the average time a person goes to the hospital, takes medicine and treatment, and is absent from work. Average was found in different official studies and statistics and applied to two years as that was the time the program lasted and indicated as the "time it took to generate the outcome.

- Treatment: (average is one year, 12-18 sessions for mild anxiety)
- Hospital cost: 1 day/year
- Absence from work average time 15 days/year. Average salary: €1,706/m (20 days)

To avoid over-claiming value, this was compared to two other sources:

- The data from the HACT database (€43,800). It was adapted to the Spanish market by using the BIP difference between UK and Spain, as the HACT database is based on UK data. The difference is 34.48%. If applied to the Spanish economy, the proxy would be ,€28,700.
- Statistics from cost for treatment of anxiety €6,000-€12,000/year.

Based on the analysis of these two other sources, the consultant judged that the proxy was not over-claimed and conservative concerning the other two sources.

Outcomes	indicators	Measure	Financial proxy	Value
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Better functioning family	Number of respondents, reporting on level of family function	9 out of 10	Value from the UK value bank (HACT: (www.hact.org.uk) developed value bank adjusted to Spanish life conditions.ost related to anxiety avoided	**€5286**

Indicator description: Subjective indicator (self-reported): Respondents to report on the extent family was functioning on a scale of 1-10.

Proxy description: Revealed preference from the database (adapted to Spanish market): Value from the UK value bank (HACT: www.hact.org.uk) developed value bank adjusted to Spanish life conditions. This proxy was calculated using the value from the valley bank and adjusting it to the Spanish life conditions by using the Gross National Product (GNP) to indicate the difference. HACT value for “functioning family”: €8,067. Spain Gross National Product (GNP) is 34,48% less UK.

Calculation: HACT data €8067 - BNP difference 34,48% = €5286/year

Source: www.hact.org.uk and https://www.macrotrends.net/countries/ESP/spain/gnp-gross-national-product

Value description of €5286. *(calculated value, see above):* The HACT database displayed the value of being close to the family; it was used to proxy these indicators. The database value (€8,067) was adapted to the Spanish economy by using the difference in Gross National Product (GNP) inbetween UK and Spain.

The stakeholders also indicated "Family trip to home country for 4 family members" as possible proxy €2,000-€8,000, but the consultant judged the existing value to be most appropriate to this outcome, as it laid between the stated preference value indicated by the stakeholder.

Outcomes	indicators	Measure	Financial proxy	Value
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Time freed up for the parents	Number of respondents, reporting on amount of freed-up-time	8 out of 10	Monthy average cost for belonging to a club	**€840**
Indicator description: Subjective indicator (self-reported): Respondents to report on the time freed-up.				
Proxy description: Average cost for belonging to a club €70/month during one year. *Source:* https://www.academiapunctum.es/precios-y-horarios/				
Value description of €840. The family mentioned how they gained time "for themselves." This time was used to attend social activities or community activities. The indicator used is the average spending on a club per year, as the stakeholder coulnt identify the amount of time released.				

6.3.8 The list of discarded outcomes

This is the list of those outcomes that were not included for valuation, therefore not included in the final value calculation. The reason for discarding them from the total list of outcomes was because they were not considered material and well-defined according to the above tests for materiality.

Outcome	Reason for exclusion
Increased number of family members potentially contributing to family economy	Didn't pass the relevance test. Double-counting.
Increased well-being	Didn't pass the relevance test. Too generic.
Better physical health due to less tension	Didn't pass the significance test.
Feeling safer	Didn't pass the significance test.
Felt less alone	Didn't pass threshold
Could foresee a prosperous future	Didn't pass the threshold. Double counting.

Increased number of joint family activities	Part of chain of events leading to a well defined outcomes. Removed not to double count

"I didn't sleep, I was depressed, I had this constant feeling of worry and if it wasn't for this last opportunity, I would have sent my son to my home country. There was nothing more I could do, and the situation was bringing us to an unacceptable situation. It was not life. But everything changed. We are back as a family and I foresee a future" (Mother of Beneficiary)

6.4 Tutors and teachers

The following sections describe how each outcome for this stakeholder has been analyzed, assessed, and assigned an economic value.

For this stakeholder, the following outcomes were defined as well-defined outcomes. This is the summary list of those outcomes. As follows, this whole section will detail how these were identified and how they were processed through different filters:

- **Enhanced professional knowledge and skills**
- **Strengthened personal skills**
- **Felt more energetic**

"I learned to work with colleagues I had known for years, but with whom I had not shared a common goal. This program made me see the problems of other departments and how we could cooperate to reach our common goal; to help our young students grow and support them in having a prosperous future". (Teacher)

Statistics related to the involvement of this stakeholder:

Data collection	# of persons approached	# of contributing persons	%
Qualitative (1st phase)	10	9	90%
Quantitative (2nd phase)	10	8	80%
Validation	10	3	30%
How representative are these outcomes to the group? This group was 90% represented in qualitative data collection where outcomes were identified and 80% contributed in the quantitative data collection where they quantified the well-defined outcomes and saturation was met. The same respondents also informed every outcome's duration, deadweight, displacement, attribution, and drop-off. They were also involved in assigning a value to the outcomes and the final validation. In the validation,30% validated the data positively, which is compliant with the threshold for representativity. **Conclusion:** The consultant judged that these outcomes were representative of this stakeholder group.			

Statistics related to the number of outcomes processed:

# of identified outcomes (raw list, see a chain of events)	**# of defined outcomes** (brought to stakeholder for quantification)	**# of well-defined outcomes** (brought to test for relevance)	**# of well-defined outcomes** (brought to test for significance)	**# of material outcomes assigned value and included in SROI**
25	4	5	3	3

6.4.1 Description of the outcomes and placed in a chain of events

Establishing outcomes is a qualitative process, i.e., people describe their experiences in their own words. This process, in which qualitative data is collected first, then analyzed and used to create a theory of change, is the base for the SROI. Haven gathered information about change for this stakeholder; the next step was to create the chain of events for all the outcomes. This is not yet the evidence for how much change happened but is still part of the process of establishing a list of well-defined outcomes. This was done the following way:

1. The outcomes were listed in their “raw form,”;
2. The outcomes were grouped (similar outcomes were grouped into one);
3. The outcomes were placed in a chain of events (see below);
4. The chain of events was analyzed indicating the well-defined outcome.

The outcome displayed in the right column was generated from a dependency listed for the outcome - a chain of events. The following table illustrates this dependency and how the dialog formulated the question. It also includes the analysis of the chain of events for each outcome. The outcome presented to this stakeholder for quantification is the well-defined outcome displayed in the last column of the table. The respondent would determine how vital the outcome was to them, which was used as the basis for deciding which ones would be taken forward and assigned an economic value.

“I learned how to solve things in my job, in a different way. They came with knowledge from their home countries that they combined with the theory they had learned with us and had creative solutions to problems that I learned from” (Teacher)

Outcome: Enhanced professional knowledge and skills

<table>
<tr><td colspan="4">Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. What changed in you or your life?</td></tr>
<tr><td rowspan="2">This changed:
Were exposed to a new compentece area (unknown). Had to develop comentence and skills</td><td>follow-up question: What did it lead to?</td><td>follow-up question: What did it lead to?</td><td rowspan="2">Outcome: Enhanced professional knowledge and skills</td></tr>
<tr><td>As a result, stakeholders say they: They experienced professional growth</td><td>Because of this, they say they: The growth they felt the most was in a specific area – renewable energies</td></tr>
<tr><td colspan="4">Analysis of the chain of events: There was no need to fill in the gaps. The chain led to an outcome described as "improved curriculum" caused by the improved knowledge. Still, when reviewed by the stakeholders and supported by the consultant's analysis, there was a need to go up the chain as the change experienced by the respondents was "competence build-up" in a specific area. Thus, the well-defined outcome was selected from this perspective, valuing that there would not be a loss in value.</td></tr>
</table>

The new skills were applied to the program's content. Still, on an individual level, the exposure to this unique subject matter led to an increase in knowledge, i.e., professional growth, knowledge, and skills. These skills, at the point of the analysis, did not lead to any further personal action or change in circumstances (like, for example, new employment due to the new skills), wherefore it was kept as the well-defined outcome, as defined by the stakeholder.

The consultant judged that there was no risk for having stopped the chain too early, and it was not expected to cause that negative outcome to be missed, as there was no risk foreseen for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was tangible and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

Outcome: Strengthened personal skills

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed: *Were exposed to having to innovate within their expertise and ways-of-doing. The combination of challenging student profiles, the mixed approach of combining classroom training, and the individualized schedule that implied a class with different knowledge levels led to questioning the existing and re-invent*	**follow-up question: What did it lead to?** **As a result, stakeholders say they:** *Learned to relativize status quo, trust the students and colleagues, it also Increased empathy for others, and improved personal skills on how responsibility and trust was used as the base for any achievement, putting the person in the center*	**follow-up question: What did it lead to?** **Because of this, they say they:** *They felt this made them grow on a personal level*	**Outcome: Strengthened personal skills**
Analysis of the chain of events: The consultant judged that the chain of events for this outcome was complete as it developed from a situation that all staff members shared, which was the exposure to a new challenge due to the requirement of the program, different from other programs and the profile of the students slightly different from other			

profiles. There was no need to fill in the gap as they clearly defined several outcomes that were concrete. The consultant judged that there was no risk for having stopped the chain too early, and it was not expected to cause that negative outcome to be missed, as there was no risk foreseen for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was tangible and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

Outcome: Felt more energetic

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed: *Were exposed to new challenges (sustainability cross -subject-area, students with customers, at companies, new ways of working, being part of the development of a program) sharing a common goal with colleagues and students*	**follow-up question: What did it lead to?** **As a result, stakeholders say they:** *It reinforced their motivation*	**follow-up question: What did it lead to?** **Because of this, they say they:** *Felt they gained strength and energy needed to continue as a teacher in a challenging environment and circumstances*	**Outcome: Felt more energetic**
Analysis of the chain of events: The consultant judged that the chain of events for this outcome was complete as it developed from a situation that all staff members shared, in terms of what motivated them. There was a need to strenghtering the well-defined outocome as the main outcome pointed out by the stakeholder was“"motivation”. The consultant asked the question “what does motivation lead to”. What came through strongest was the energy boost generated from the motivation, very much needed to take on the challenging tasks of the program, the challenging environment, the complexity of the program strcture and the challenging student profiels. Therfore, there was a need to move down the chain ending up in “Felt more energetic” being the well-defined outcome.			

The consultant judged that there was no risk for having stopped the chain too early at this point in time, and it was not expected to cause that negative outcome to be missed, as there was no risk foreseen for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was tangible and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

6.4.2 Relevance test

After the 1st interaction with the respondents, where qualitative data was collected, the outcomes were taken through the predefined threshold set to identify what outcomes to test for relevance. Those outcomes that were considered well-defined were taken through this relevance test.

5 outcomes were tested for relevance.

Tutors and teachers	**Outcome: Enhanced professional knowledge and skills**	**Outcome: Strengthened personal skills**	**Outcome: More competitive job profile**
Stakeholder perception (important to them)	Most of the respondents agreed that this outcome was very much relevant to the activity.	Most of the respondents agreed that this outcome was relevant to the activity.	A few of the stakeholder felt that to some extent their curriculum was enhanced by haven worked in an innovative wah
Societal norms that demand inclusion	The societal norm is that when knowledge is increased, people's professional profile is more valuable.	The societal norm is that people "grow" when exposed to situations not used to. It leads to self-reflexion.	No social norme could be associated to this outcome in this context and industry
Direct short term financial impacts to the organization	None	None	None
Peer-based norms (others orgs manage the outcome)	Other reports include this value as an outcome.	Other reports include this value as an outcome.	Other reports include this value as an outcome but not specifically in this context and industry.
Conclusion	**Most Relevant**	**Relevant**	**Not Relevant**

Tutors and	**Outcome:**	**Outcome:**

teachers	**Felt more energetic**	**Improved interpersonal relationships**
Stakeholder perception (important to them)	Most of the respondents agreed that this outcome was very much relevant to the activity.	Most of the respondents agreed that this outcome was very much relevant to the activity.
Societal norms that demand inclusion	The societal norm is that having an experience of being exposed to a challenge and then seeing a positive result, motivation is one of the outcomes.	The societal norm is that collaboration with a shared goal, leads to (good or bad) interpersonal relations.
Direct short term financial impacts to the organization	Yes - more efficient work due to motivation, less need for costs related to errors or inefficient production.	None
Peer-based norms (others orgs manage the outcome)	Other reports include this value as an outcome.	Other reports include this value as an outcome.
Conclusion	**Most Relevant**	**Relevant**

6.4.3 Significance test

4 outcomes were taken through the significance test.

tutors and teachers	**Outcome: Enhanced professional knowledge and skills**	**Outcome: Strengthened personal skills**	**Outcome: Felt more energetic**	**Outcome: Improved interpersonal relationships**
Number of people experiencing the outcome	5	6	7	6
Amount of change per person	9	8	6	6
Duration (years)	2	4	4	4
Causation (deadweight)	0%	50%	50%	50%
Value (financial proxy)	€695	€2,000	€3,000	€500
Impact (takes into account all above)	**((695*0)/2)*5 = €1,737.50**	**((2000*0,5)/4) *6 = €1,500**	**((3000*0,5)/4)*7 = €2,625**	**((500*0,5)/4)*6 = €375**
Conclusion (significant/not)	**Significant**	**Most significant**	**Most significant**	**Not significant**

6.4.4 Link between the well-defined outcomes, the inputs, and the outputs

These are the 3 final monetized outcomes for this stakeholder in this report. These are the final outcomes included in the SROI calculation.

Stakeholder: Tutors and teachers	**Description**
Enhanced professional knowledge and skills *This outcome was part of the chain of events that lead to a more competitive job profile. But, the respondents felt that the "knowledge" itself was the defined outcome, and didn't value the fact of having a more competitive curriculum.*	The respondents in the stakeholder group talked about the difference between what they had learned from working with the program compared to what they had been doing in previous years. Their outcomes were related to being exposed to and involved in the development of the program, and in developing course content for a new area (sustainability and renewable energy). This was combined with a new way of working, where the main area of knowledge was applied throughout all activities. This challenged the staff to work with different areas, collaborate, and work as a team with people they didn't naturally come into direct contact with, learning to understand how they worked to successfully fulfill an objective. They were also challenged by the coordination of the student job placements, supporting the execution of a market service for customers, and applying learning outside of the classroom. The new skills acquired or enhanced were related to innovation, creativity, flexibility, and soft skills important for leadership, such as teamwork, improved communication skills, mentoring, and empathy. Altogether this enhances the professional profile of the staff members as their job roles were not normally exposed to this type of skill and competence development, leading to them becoming more attractive professionals in the job market. It has enhanced their qualifications and value in the job market. Even so, the competence they put more value on "knowledge in renewable energies" than on the enhancement of their curriculums'. Innovation and creativity were also two areas rated high. 75% of all the respondents rated these outcomes in this way. this scale. 90% of those felt that they identified the most with "increased knowledge in renewable energies".

	#1 I listen more to others now #2.6 promedio #2 I work better as a group #3 promedio #3 I have improved communication #4.2 promedio #4 I accept better others point of view #4.8 promedio #5 I am more creative #6.2 promedio #6 I trust others more #6.4 promedio #7 I collaborate better #6.6 promedio #8 I innovate more #7.4 promedio #9 I am a better mentor now #7.8 promedio #10 I delegate better/more #8 promedio #11 I have more knowledge about renewable energies #9 promedio
Strengthened personal skills	Being in daily contact with the beneficiaries who came from very unique and in some cases complex circumstances, even though these professionals are backed by several years of experience, still contributed to the development of personal growth. The new format of the program, different from the traditional standard training program, had a different type of impact on the beneficiaries. The respondents became aware of how devoted they were to their work, which led to them being less judgmental as a result of seeing how well the beneficiaries did in this new format, questioning the relative importance of certain standard aspects of traditional training after seeing the results of adaptive learning. How they became more resilient. They also felt empathy and learned from the beneficiaries' "way of doing". Some professionals even expressed that they had taken in new ways of approaching problems in their professions, and that they had learned from how the beneficiaries worked. All together this led to personal growth, a new skill set, and an impact on families and friends. When asked what specifically had changed in terms of personal growth, this was the rating. Being able to relativize things more is one of the components of life satisfaction along with judging less and trusting others.

	#1 Learn from the young adults **#2.4** promedio #2 I am more emphatic now **#2.6** promedio #3 I judge less. **#2.8** promedio #4 I trust others more now **#2.8** promedio #5 I relativize things more **#4.4** promedio
Felt more energetic	The experience of seeing how they as members of a team (who came from a traditional way of thinking and working), were able to develop, together, a new way of approaching a social problem with a non-traditional approach, along with the results they witnessed, motivated the staff in their role as teachers and mentors, to continue on the path of innovation. Seeing how the young adults passed through a life-changing experience motivated them which gave them energy to continue their work in a challenging environment, with challenging situation and persons, not always highly economically rewarded (if compared to other job roles in other industries). The motivation gave them strength to “walk the extra mile” and enriched their day to day work, it boosted the energy to take on the challenging task.

The table states the outcomes generated by the stakeholders (in the last column) and shows the relationship between the activity, the inputs and outputs, and the outcomes. This is sometimes known as the Theory of Change or a logic model. I.e. It is the story of how this program makes a difference in the world.

<table>
<tr><td colspan="3">Activities: The "GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT" program is a training program to improve the employability of socially vulnerable people with no qualification.</td><td>Period: 1-year</td></tr>
<tr><td>Inputs</td><td>Outputs</td><td>Outcome description & importance</td><td></td></tr>
</table>

		As a result, stakeholders say they:	Because of this, they say they:	So the Well-defined outcomes are:
Time paid by the organization in salary. **10** Staff members. Includes teachers from the Norte	**Undefined** number of teaching hours spent on preparing, delivering, and doing follow-up of classroom training for **288** students.	Were exposed to new challenges (sustainability cross - subject-area, students with customers, at companies, new ways of working, being part of development of a program) sharing a common goal with colleagues and students	They experienced professional growth in a specific area – renewable energies	**Gained knowledge in renewable energies**

Joven staff list and external paid teachers and companion resources to execute the energy audit service. (537,722€)		Were exposed to having to innovate within their expertise and ways-of-doing. The combination of challenging student profiles, the mixed approach of combining classroom training, and the individualized schedule that implied a class with different knowledge levels led to questioning the existing and re-invent	Learned to relativize status quo, trust the students and colleagues, it also increased empathy for others, and improved personal skills on how responsibility and trust were used as the base for any achievement, putting the person in the center.	**Strengthened personal skills**
		Were exposed to new challenges (sustainability cross - subject-area, students with customers, at companies, new ways of working, being part of development of a program) sharing a common goal with colleagues and students	It reinforced their motivation to continue as a teacher in the organization	**Felt more energetic**

6.4.5 Duration rationale

The following table describes the rationale for the duration set per outcome to avoid over-claiming the program's impact on these outcomes. The duration was informed by the stakeholder primarily and complimented when needed with 3rd sources or consultant judgment. Data collection took place in the qualitative data collection phase for the well-defined outcomes, where the stakeholder was involved.

Material outcome	**Duration**	**rationale**
Enhanced professional knowledge and skills	2	The duration of this outcome is set by the stakeholder. As this area is new on the market, it is expected to evolve rapidly wherefore knowledge would have to be renewed in the medium/short term. **Source**: stakeholder-informed.

Strengthened personal skills	4	The duration of this outcome is set by the stakeholder. It is the average of all the inputs provided individually by the respondents. As "learnings" impacting on personal growth are not lost over time, the duration is considered appropriate for this outcome, even if it could be prolonged longer in time. Still, a more conservative approach was chosen for this outcome, taking into consideration that other experiences would over-run this one. This was also contrasted with other reports. **Source**: stakeholder-informed, 3rd party sources.
Felt more energetic	4	The duration of this outcome is set by the stakeholder. It is the average of all the inputs provided individually by the respondents. As motivation is fueled by experiences wherefore, the duration is dependent on each individual and difficult to estimate, but the general feeling was that it would last for this amount of time. This was also contrasted with other reports. **Source**: stakeholder-informed, 3rd party sources.

6.4.6 Impact calculation per outcome

To avoid over-claiming the program's impact on these outcomes, the following table establishes the percentage per area discounted in value for the specific outcome and explains the rationale behind this evaluation. The stakeholder was involved in setting these values. Wherefore, it is stakeholder-informed. In some cases, the consultant also referred to 3rd party information.

Material outcome	**Enhanced professional knowledge and skills**	
Factors	**Ratio**	**Descriptions**
Deadweight	0%	The respondents strongly felt that if something was particular with this program, it was the knowledge gained in renewable energies. They didn't see how this could have happened "anyway" as this was not directly connected with their subject matter areas. **Source**: stakeholder-informed.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of the enhancement in professional knowledge and skills? As skills in the academic world usually are gained through competence development, one could state that the professionals delivering these skills "lost an opportunity" (income) as this outcome was achieved without their interferance. On the other hand, the organization indicated

		that they wouldn't contract these enhanding skills services; wherefore, due to low significance and low probability, and because it is not probable that others' finances would be affected negatively in a significant way, displacement was not identified for this outcome. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	10%	Some attribution was given to other sources such as media, colleagues and curiosity. **Source**: stakeholder informed.
Drop-off	25%	Due to that knowledge lasting in time, and that duration was set to 2 years, the drop-off rate was set to medium-high as this knowledge would fade out in time quickly due to the development in the sector. **Source**: consultant judgment.

Material outcome	**Strengthened personal skills**	
Factors	**Ratio**	**Descriptions**
Deadweight	50%	42% of the respondents in this stakeholder group express that 50% of this outcome would have happened anyway, while the rest of the group either considered that the outcome was 100% due to the program, or rated the deadweight higher. Thus, the consultant kept the deadweight to the average set by the respondents, judging that this outcome was very personal to each individual, and should therefore also be assigned an economic value by the individuals. **Source**: stakeholder-informed.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of the strengthened personal skills? Has this outcome been gained at the expense of others? As "soft-skills" in companies usually are gained through seminars and team-workshops, one could state that the professionals delivering these skills "lost an opportunity"

		(income) as this outcome was achieved without their interferance. On the other hand, the organization indicated that they wouldn't contract these coaching services; wherefore, due to low significance and low probability, and because it is not probable that others' finances would be affected negatively in a significant way, displacement was not identified for this outcome. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	50%	42% of the respondents in this stakeholder group express that 50% of this outcome happened thanks to others as well, while the rest of the group either considered that the outcome was 100% due to the program, or rated the attribution higher. Some of the attributions mentioned were: factors such as working day-to-day with young adults with such a specific profile that made the professionals always adapt and flexibilize, which made them grow in empathy. Another factor was the "helping to improve" aspect. As a professional, they saw that the students were able to put into practice everything that was taught, even in real life. Another input was more related to the person itself, their own eagerness to improve and excel, let the professional grow. A third reflection was the generated energy created by the effort of all the professionals, leading to personal growth. Thus, the consultant kept the attribution to the average set by the respondents, judging that this outcome was very personal to each individual, and should therefore also be assigned an economic value by the individuals. **Source**: stakeholder informed.
Drop-off	10%	Due to that knowledge lasting in time, and that duration was set to 4 years, the drop-off rate was set low as personal growth is not a circumstance that could be lost. it could be impacted by other activities in the future, but as societal norms put a high value on this outcome as well as the stakeholder, the drop-off was set to low. **Source**: consultant judgment.

Material outcome	**Felt more energetic**

Factors	Ratio	Descriptions
Deadweight	50%	42% of the respondents in this stakeholder group express that 50% of this outcome would have happened anyway, while the rest of the group either considered that the outcome was 100% due to the program, or rated the deadweight higher. Thus, the consultant kept the deadweight to the average set by the respondents. Also based on the fact that societal norms state that motivation is generated by several factors, where professional development is one of several. **Source**: stakeholder-informed.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of them feeling more energetic? Has this outcome been gained at the expense of others? The stakeholder could not identify any other impacted stakholders that would have been affected. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	50%	42% of the respondents in this stakeholder group express that 50% of this outcome happened thanks to others as well, while the rest of the group either considered that the outcome was 100% due to the program, or rated the attribution higher. Some of the attributions mentioned were: "helping to improve" and seeing that the students were able to put into practice everything that was taught, led to motivation. Another input was more related to the person itself, their own eagerness to improve and excel that led to professional motivation as well. Thus, the consultant kept the attribution to the average set by the respondents, judging that motivation was very personal to each individual, and should therefore also be assigned an economic value by the individuals. **Source**: stakeholder informed.
Drop-off	10%	Due to that knowledge lasting in time, and that duration was set to 4 years, the drop-off rate was set low as personal growth is not a capacity that could be lost. it could be impacted by other activities in the future, but as societal norms put high value on

		this outcome as well as the stakeholder, drop-off was set to low. **Source**: consultant judgment.

6.4.7 Indicators & financial proxies

Indicators are ways of knowing that change has happened. Therefore, indicators were identified to measure how much had changed for this stakeholder. In this SROI evaluation they were applied to outcomes as these are the measures of change that was of interest for the study. The idea was to identify indicators that could tell:

12. Whether the outcome has occurred, and
13. By how much

This study identifies a range of financial proxies that correspond to the outcome indicators. External sources were consulted to identify the financial proxies. A "proxy" is an approximation of value where an exact measure is impossible to obtain, whereas the proxies listed in the table, should be seen as financial indicators used to monetize the value of the account.

This table serves to describe how the consultant, informed by the stakeholder in the qualitative data collection and validation, has identified appropriate financial values for the 3 outcomes monetized. This should be seen as a way to represent the relative importance to stakeholders of the change they experienced. The value stated in the last column is:

a) either a calculation of several parameters (described in the proxy description) or;
b) a one-time cost referring to a period.

All proxies were stakeholder-informed as well. The stated preference was contrasted with other proxies to strengthen proxy selection. The final value and proxy selection were then validated with the stakeholder.

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Enhanced professional knowledge and skills	Number of respondents, reporting on amount of freed-up-time	9 out of 10	Cost for attending a course for professionals in renewable energies	**€695**
Indicator description: Subjective indicator (self-reported): Respondents to report on the time freed-up.				
Proxy description: Market-based (market price) for attending competence development in renewable energies €695/person. *Source:* https://www.academiapunctum.es/precios-y-horarios/				
Value description of €695. Two agencies contacted and contrasted with by stated preference. The stakeholder was consulted as well. State preference by the stakeholder was that 60% of the respondents assigned an economic value this outcome equal to 2a				

20h course", wherefore it corresponded with the proposed proxy.

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Strengthened personal skills	Number of respondents, reporting level of changes in personal skills	8 out of 10	Cost for personal growth (development) program aimed at professionals	**€2000**
Indicator description: Subjective indicator (self-reported): Respondents to report on their improvements concerning their skills on a scale of 1-10.				
Proxy description: Market-based (market price) for attending a serious personal development program for professional €2000. *Source:* https://www.kuestiona.com/master-desarrollo-personal-liderazgo/?_ga=2.21577915.1005476606.1639390285-876876078.1639390285&_gac=1.162318030.1639390289.CjwKCAiA-9uNBhBTEiwAN3IlNJ0ScqkD_y6inpdTyYM1SBF8Xx48vRNCBQipkaPzLRWXK20_dBHKERoCMr8QAvD_BwE				
Value description of €2000. Three agencies were contacted to get cost proposals on individual courses to develop personal skills. This data was contrasted with two other sources: 1. Attending volunteering activity abroad €2500 2. Stated preference from 76% of the respondents: €500/u*3-4 speeches = €2,000 The consultant judged that this correlated with the other sources; wherefore, it was selected as a proxy for this outcome.				

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Felt more energetic	Number of respondents, reporting level of energy and motivation	6 out of 10	Value of average increase in productivity (10%) rate based on €3000/year salary as base over a year	**€3000**
Indicator description: Subjective indicator (self-reported): Respondents to report on their level of motivation on a scale of 1 to 10.				
Proxy description: Stated preference: stakeholder estimated the value to be €250/month. The time lap was limited to one year, as that was the amount of time the teachers worked with the students (calendar shool year). *Source:* stakeholder informed *Calculation:* €250/month * 12 months = €3000/year				
Value description of €3000. This was contrasted with statistics on how much "productivity" increased due to motivation/staff energy, resulting in a 10% increase in production (**https://www.ionos.es/startupguide/productividad/motivacion-de-los-empleados/**). If put in relation to the average salary of a teacher (€30 000/year **https://www.jobted.es/salario/profesor-formaci%C3%B3n-profesional**), it would result in €3000. As these two proxies showed the same result, and the outcome was very personal, the stated preference was used as a proxy.				

6.4.8 The list of discarded outcomes

This is the list of those outcomes that were not included for valuation, therefore not included in the final value calculation. The reason for discarding them from the total list of outcomes was because they were not considered material and well-defined according to above tests for materiality.

Stakeholder	Outcome	Reason for exclusion
tutors and teachers	More competitive job profile	Didn't pass the relevance test.
tutors and teachers	Improved interpersonal relationships	Didn't pass the significance test.

6.5 Companies

The following sections describe how each outcome for this stakeholder has been analyzed, assessed, and assigned an economic value. For this specific stakeholder, when responding to the surveys, the respondents were asked to identify outcomes for themselves (if any) and the company (if any). From the specified outcomes, the following two outcomes were defined as well-defined outcomes referring to the company. The outcomes identified for the individuals were not relevant enough or significant for this study (see relevant-test and significant-test). This is the summary list of those outcomes. As follows, this whole section will detail how these were identified and how they were processed through different filters:

- **Increased social consciousness in the organization**
- **Increased in organizational diversity (due to employment of former students)**

"This experience has resulted in a change in terms of awareness. Me and my colleagues became aware of social inequality. We lived through our experience with the students, how some people struggle with barriers set by companies or society.

But what really changed is our attitude towards working with or employing young adults from socioeconomic vulnerable environments. I would say that today we are more willing than ever to hire them." (Company)

Statistics related to the involvement of this stakeholder:

Data collection	**# of companies approached**	**# of contributing persons representing companies**	**%**
Qualitative (1st phase)	50	7	14%
Quantitative (2nd phase)	50	4	7.20%
Validation	50	4	7.20%

How representative are these outcomes to the group?
14% of the companies that were involved in the program were represented in this report in the qualitative data collection where outcomes were identified. In this analysis, each company was counted as one, even if several employees from the same company answered the survey (as the outcomes were the same for all employees coming from the same company). Furthermore, 7.20% of respondents of the entire group contributed to the quantitative data collection to quantify the well-defined outcomes (indicate how much they identified with the outcome and how important it was to them).

As no individual outcomes were identified (what change for them as employees) and all employees refered to the changes as being changed for the company, this analysis will always refer to the outcomes as outcomes for the company.

These individuals, in the name of the company also inform each outcome's duration, deadweight, displacement, attribution, and drop-off in the name of the whole stakeholder group as well as being involved in assigning a value to the outcomes. Due to the low % of representation, the consultant would have involved more companies if it had been possible (not possible due to a high number of companies that did not respond as the representative persons were not reachable at the point in time when this analysis was made).

Finally, validation was sent to all respondents who had participated in any of the data collections, where 7.20% of the entire stakeholder group validated the data positively, which stands for 100% of those responding to the quantitative data collection, or 40% of those responding to the quantitative data collection.

This stakeholder suffered from the fact that the person being in contact with the organization was not the person being in contact with the students (beneficiaries). Thus, they were not the right person to include in outcome identification as they personally were not impacted, nor could they represent the organization. It was clear in all steps of the data collection that the person responding to the questionnaires had to be the one that had been in contact with the students. Thus, not all persons the organization reached out to, could respond. Therefore, in the lack of possibilities to reach out to those managers or colleagues of the students, the data collection did not represent the full stakeholder group to the extent expected.

Reasons for why this result is not fully representative of the whole stakeholder group:

1. **Representation under 30%:** The data for the outcome identified by this stakeholder didn't fully represent the entire stakeholder group. The representation ratio for this stakeholder didn't pass the 30% set as the threshold for representation. To secure transparency, the consequences are mentioned in the limitations of this report, indicated in the risk assessment, and stated in the section of imperfections of the process. Recommendations on mitigating this situation in future evaluations are listed in the recommendation section. The consultant wants to emphasize that this data is still considered valid, practical, and trusted in decision-making, but being aware doesn't represent the entire stakeholder. Also, it stresses that the organization puts extra effort in trying to identify the correct persons.
2. **Potential subgroups not identified:** There were not enough respondents, as mentioned above, to identify subgroups that could have emerged from the differences in outcomes. Even if the outcomes would indicate a difference between companies that had contracted and companies that had not contracted, there were not enough respondents to account for such a split. Thus, there may be a risk that outcomes were not representative of everybody in this stakeholder, and others may have been lost due to the threshold not being met.

Conclusion: The consultant judged that these outcomes were good indicators of what could be expected from this stakeholder group if improved data collection occurred in the future.

Saturation was only reached for the two final well-defined outcomes, but due to the low number of participating companies in relation to the total number of involved companies, this saturation can not be fully trusted to represent all companies involved.

Furthermore, even if representation thresholds were not overcome, this stakeholder was included in the report. The rationale was that if data collection improved, this outcome would be a good indicator of what could be expected, thus still a relevant stakeholder for future evaluations. The results collected would be entirely lost if the stakeholder was removed completely. Therefore, even if not fully representative, the stakeholder was kept, stating the risks of basing decisions on this data in the risk assessment and listing the recommendations for future evaluations.

Statistics related to the number of outcomes processed:

# of identified outcomes (raw list, see a chain of events)	**# of defined outcomes** (brought to stakeholder for quantification)	**# of well-defined outcomes** (brought to test for relevance)	**# of well-defined outcomes** (brought to test for significance)	**# of material outcomes assigned value and included in SROI**

12	7	6	2	2

6.5.1 Description of the outcomes and placed in a chain of events

Establishing outcomes is a qualitative process, i.e., people describe their experiences in their own words. This process, in which qualitative data is collected first, then analyzed and used to create a theory of change, is the base for the SROI. Haven gathered information about change for this stakeholder; the next step was to create the chain of events for all the outcomes. This is not yet the evidence for how much change happened but is still part of the process of establishing a list of well-defined outcomes. This was done the following way:

1. The outcomes were listed in their “raw form,”;
2. The outcomes were grouped (similar outcomes were grouped into one);
3. The outcomes were placed in a chain of events (see below);
4. The chain of events was analyzed indicating the well-defined outcome.

The outcome displayed in the right column was generated from a dependency listed for the outcome - a chain of events. The following table illustrates this dependency and how the dialog formulated the question. It also includes the analysis of the chain of events for each outcome. The outcome presented to this stakeholder for quantification is the well-defined outcome displayed in the last column of the table. The respondent would determine how vital the outcome was to them, which was used as the basis for deciding which ones would be taken forward and assigned an economic value.

Outcome: Increased social consciousness in the organization

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed: *Became awareness of difficulties in life of beneficiary and became aware of their own favorable situation*	**follow-up question: What did it lead to?**	**follow-up question: What did it lead to?**	**Outcome: Increased social consciousness in the organization** *The increased consciousness didn’t lead to employing at this point in time.*
	As a result, stakeholders say they: *Felt gratitude and felt that they became more aware of how unfairly treated the beneficiaries were, which they shared with colleagues*	**Because of this, they say they:** *Shared experiences lead to that colleagues also became aware*	

Analysis of the chain of events: There was no need to fill in the gaps. It was decided not to extend the chain of events as "awareness" was clearly defined by the respondents at this moment in time for those companies that reported this outcome but had not contracted. It is important to note that this outcome was an outcome in a chain of events for other companies that were contracted. Therefore, those companies that contracted were not accounted for in this outcome. The only companies taken into account for this outcome were those that defined this outcome as the well-defined with no actions generated from the outcome. In future reports, this outcome may be part of a chain of events leading to employing or other outcome. There was no need for going up the chain as the respondent talked about how one outcome had led to another. The consultant judged that there was no risk for having stopped the chain too early as this outcome was clearly stated as well-defined and it was not expected to cause that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was tangible and not generic. **Conclusion:** It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

Outcome: Increased in organizational diversity (due to employment of former students)

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed: *Became aware of social injustice and potential in young people from diverse cultures and experiences*	**follow-up question: What did it lead to?** **As a result, stakeholders say they:** *Became more open to employing the students or others with similar profiles*	**follow-up question: What did it lead to?** **Because of this they say they:** *Employed 124 former students (at the point of the study) wich was expected to enhance diversity*	**Outcome: Increased in organizational diversity (due to employment of former students)**

Analysis of the chain of events: There was no need to fill in the gaps. It was decided not to extend the chain of events as "diversity" was identified as the final well-defined outcome. The action of creating diversity in a company, according to a recent study (Diversity Matters- McKinsey, June 2020), generates higher profits (25% more), wherefore diversity is valued by the market and thus an outcome to a company. This was also reflected in this stakeholder's responses as a good outcome for the company.

This outcome was only accounted for by the companies that had contracted the 124 former employees directly after the program was concluded. It is important to note that the responses from these companies were subtracted from the outcome of *Increased social consciousness* in the organization to avoid double-counting, as *Increased social consciousness* was also an outcome part of the chain of events for this specific outcome.

There was no need for going up the chain as the respondent talked about how one outcome had led to another. The consultant judged that there was no risk for having stopped the chain too early as this outcome was clearly stated as well-defined and it was not expected to cause that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was tangible and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

6.5.2 Relevance test

After the 1st interaction with the respondents, where qualitative data was collected, the outcomes were taken through the predefined threshold set to identify what outcomes to test for relevance. Those outcomes that were considered well-defined were taken through this relevance test.

7 outcomes were tested for relevance.

Companies	Outcome: Increased social consciousness in the organization	Outcome: Increased in organizational diversity (due to employment of former students)	Outcome: Hired and onboard employees (company)
Stakeholder perception	Most of the respondents agreed that	Most of the respondents agreed that	Only a few of the respondents agreed that

(important to them)	this outcome was relevant to the activity.	this outcome was relevant to the activity.	this outcome was relevant to the activity, also it was very similar to another of the outcomes that was more relevant (diversity). When compared this outcomes was seen as part of a chain of events leading to the value of having a more diverse organizational culture.
Societal norms that demand inclusion	The societal norm is that when a person is exposed to a different reality, it creates awareness and activates the consciousness about other experiences.	The societal norm is that when a person is exposed to a different reality, and has a good experience, they are more willing to act in a different way than previously thought.	N/A
Direct short term financial impacts to the organization	None	None	None (Norte Joven does not gain any profit from the actual employment of their former students)
Peer based norms (others orgs manage the outcome)	Other reports include this value as an outcome.	Not so common in other reports, but an increase in willingness in other areas is more common.	Other reports include this value as an outcome.
Conclusion	**Relevant**	**Relevant**	**Not relevant**

Companies	**Outcome: Trained and experienced employee profile for potential employment**	**Outcome: Enhanced sense of achievement (individual)**	**Outcome: Committed working employees for 1 year (company)**
Stakeholder perception	Very few of the respondents agreed that this outcome was	Most of the respondents agreed that this outcome was relevant to the	Only a few of the respondents agreed that this outcome was relevant to the

(important to them)	relevant to the activity.	activity but part of a chain of efent that benefited the company as they saw themselves as employees.	activity, also it was very similar to another of the outcomes.
Societal norms that demand inclusion	N/A	The societal norm is that when a person helps, and sees the results, they experience a sense of achievement, satisfaction or life purpose.	N/A
Direct short term financial impacts to the organization	N/A	None	N/A
Peer based norms (others orgs manage the outcome)	N/A	Other reports include this value as an outcome.	N/A
Conclusion	**Not relevant**	**Not relevant**	**Not relevant**

6.5.3 Significance test

4 outcomes were taken through the significance test.

Companies	**Outcome: Increased social consciousness in the organization**	**Outcome: Increased in organizational diversity (due to employment of former students)**
Number of companies experiencing the outcome	3	1 *(represensseveral companies but to account of the value of the 124 former students it is counted as 1)*
Amount of change per person	6	6

Duration (years)	2	1
Causation (deadweight)	30%	30%
Value (financial proxy)	€2,447.55	€1,912.15
Impact (takes into account all above)	((2 447,55***0,7)/3)*2= €1,142.19**	((1912.15***0,7)/1)*1= €1,338.51**
Conclusion (significant/not)	**Most significant**	**Most significant**

6.5.4 Link between the well-defined outcomes, the inputs, and the outputs

These are the 3 final monetized outcomes for this stakeholder in this report. These are the final outcomes included in the SROI calculation.

Companies	**Description**
Increased social consciousness in the organization	The respondents expressed an increased awareness and consciousness about social injustice and reflected on how the judgment of others caused prejudices and created barriers. They emphasized how this had impacted and changed the organizational culture—being more open to including young persons with different cultural and social backgrounds. This change in consciousness, at the point of the analysis, had led to new employment focusing on diversity for some companies but not others. Therefore, when accounting for value, only those companies that did not contract the former students or any other employee with this profile were accounted for when valuing this outcome. Those companies where this outcome was part of a chain of events leading to the value of diversity (see the outcome *Increased in organizational diversity*) were subtracted from this outcome and taken into account in the outcome *Increased in organizational diversity* to avoid double-counting.
Increased in organizational diversity (due to employment of former students)	The respondents expressed how the positive experience had increased awareness of social injustice and how including these profiles in the workforce had brought diversity into the organization. They could see the value for the company, and their willingness to employ socially vulnerable young adults increased. This increase lead to the emplyment of 124 former students directly after the program had closed, being a direct result of the program. The companies that responded employed 50% of the 124 registred as employed full time by the organizations that were involved in the program wherefore this outcome could be representative for this stakeholder group.

The table not only states the outcomes generated by the stakeholders (in the last column) but also shows the relationship between the activity, the inputs and outputs and the outcomes.

Activities: The "GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT" program is a training program to improve the employability of socially vulnerable people with no qualification.				**Period:** 3-years
Inputs	**Outputs**	**Outcome description & importance**		**So the Well-defined outcomes are:**
		As a result, stakeholders say they:	**Because of this they say they:**	
Time (at min wage). **824** hours estimated in total for the internships-on-onboarded students at **40 companies**. **204** students. €14.20/h (minimum salary of admin) 4h/student Estimated time for contract signing, tutor assignment, and teaching. (204*(4h*€14.20)) = 11 €587.20 Time (at min wage). **890** hours estimated in total for the onboarding of students for 1-	**108** persons have improved the curriculum with a Level 1 certificate of professionalism in plumbing, electricity, or carpentry. **31** persons have job experience and improved the curriculum with Level 2 certificate of professionalism in plumbing. **26** persons have improved the curriculum with a level 1 and 2 certificates of professionalism in Pest control and Commerce. Out of the 288 that passed through the program, it is confirmed in the	*Became awareness of difficulties in life of beneficiary and became aware of their own favorable situation*	*Employed 124 former students (at the point of the study) wich was expected to enhance diversity*	**Increased social consciousness in the organization**
		Became more open to employing the students or others with similar profiles	*Gained trust in the positive contribution of the beneficiaries in the company and aware of how the company could help*	**Increased in organizational diversity (due to employment of former students)**

year-job-contracts at **1 company** **89** students. €14.20/h (minimum salary of admin) 10h/student Estimated time for contract signing, a welcome session and tutor assignment. (89*(10h*€14.20)) =12 €638	organization's follow-up registers that **124** young adults entered the labor market, and **19** young adults enrolled on higher level studies (intermediate degree).			

6.5.5 Duration rationale

The following table describes the rationale for the duration set per outcome to avoid over-claiming the program's impact on these outcomes. The duration was informed by the stakeholder primarily and complimented when needed with 3rd sources or consultant judgment. Data collection took place in the qualitative data collection phase for the well-defined outcomes, where the stakeholder was involved.

Material outcome	**Duration**	**rationale**
Increased social consciousness in the organization	2	The duration of this outcome is set by the stakeholder. It is the average of all the inputs provided individually by the respondents. Consciousness is dependent on the input received by the situation experienced. The actions due to a more conscious mind may vary, but the actual consciousness itself is nourished through new experiences. Losing contact with the students, in this case, could lead to a fade-out of this outcome. Therefore, the consultant judged the duration to be adequate as the students only stayed for a maximum of one year. **Source:** stakeholder-informed and consultant judgment.
Increased willingness to employ socially vulnerable young	1	The duration of this outcome is set by the stakeholder to be 1 year which was also confirmed by the consultant as the organization (Norte Joven) keps the follow-up with their former students during one year, wherase it

adults		is not possible in this report to account for more. The consultant judged that the duration of such a change in attitude, marked as important to some extent (6/10), could last in time. By researching other reports, the duration was higher, but the consultant preferred to keep it more conservative based on the follow-up time. **Source**: stakeholder-informed, 3rd party reports and consultant judgment.

6.5.6 Impact calculation per outcome

To avoid over-claiming the program's impact on these outcomes, the following table establishes the percentage per area discounted in value for the specific outcome and explains the rationale behind this evaluation. The stakeholder was involved in setting these values. Wherefore, it is stakeholder-informed. In some cases, the consultant also referred to 3rd party information.

Material outcome	**Increased social consciousness in the organization**	
Factors	**Ratio**	**Descriptions**
Deadweight	30%	All respondents in this stakeholder group expressed different % of deadweight for this outcome (it would have happened anyway), therefore an average was kept as a fair representation of the group. **Source**: stakeholder-informed.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of the enhancement in Increased social consciousness? As skills in the business world usually are gained through organizational competence development, one could state that the professionals delivering awareness talks and services "lost" a potential income as this outcome was achieved without their interference. Still, as these types of skills are generally not searched for, and the company didn't replace any ongoing activity, it is not probable that others' finances would be affected negatively in a significant way. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome.

		Source: stakeholder-informed and consultant judgment.
Attribution	20%	There was an uneven assignment of attribution to the activity wherefore an average was kept as a fair representation of the group. No other specific organizations or persons were mentioned by the stakeholder. The attribution was a general feeling that others could have impacted to a low extent. **Source**: stakeholder-informed and consultant judgment.
Drop-off	0%	Drop off rate is set to 0% as the duration is only 1 year. **Source**: consultant judgment.

Material outcome	**Increased in organizational diversity (due to employment of former students)**	
Factors	**Ratio**	**Descriptions**
Deadweight	30%	All respondents in this stakeholder group expressed different % of deadweight for this outcome (it would have happened anyway), therefore an average was kept as a fair representation of the group. **Source**: stakeholder-informed.
Displacement	30%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of increased organizational diversity? Thus, has this outcome been gained at the expense of others? One could argue that the gains in diversity (due to the experience of integrating the students in their workforce) displace the internship possibilities and contracting of other persons with a similar profile, which could impact finances for others not part of the value map. Even if this type of displacement is discounting very high, the consultant judged it to be lower for this particular case as the companies didn't have, previous to the experience, the intentions to contract these profiles specifically. The assumption is that they wouldn't force such a search, and without the positive experience, maybe they wouldn't have been employed. Therefore, some displacement was assigned to illustrate some discount. **Source**: stakeholder-informed and consultant judgment.

Attribution	30%	In terms of attribution, one respondent rated the attribution to very low and the others attributed this outcome to this activity fully. The consultant’s own judgment was that this rate was in alignment with the general understanding of the stories of change expressed by this group in the interviews. **Source**: stakeholder-informed and consultant judgment.
Drop-off	20%	Drop-off was set to medium-high as feelings could last in time, but could also change or fade-out quickly if other negative experiences interfere. **Source**: consultant judgment.

6.5.7 Indicators & financial proxies

Indicators are ways of knowing that change has happened. Therefore, indicators were identified to measure how much had changed for this stakeholder. In this SROI evaluation they were applied to outcomes as these are the measures of change that was of interest for the study. The idea was to identify indicators that could tell:

14. Whether the outcome has occurred, and
15. By how much

This study identifies a range of financial proxies that correspond to the outcome indicators. External sources were consulted to identify the financial proxies. A “proxy" is an approximation of value where an exact measure is impossible to obtain, whereas the proxies listed in the table, should be seen as financial indicators used to monetize the value of the account.

This table serves to describe how the consultant, informed by the stakeholder in the qualitative data collection and validation, has identified appropriate financial values for the 2 outcomes monetized. This should be seen as a way to represent the relative importance to stakeholders of the change they experienced. The value stated in the last column is:

a) either a calculation of several parameters (described in the proxy description) or;
b) a one-time cost referring to a period.

All proxies were stakeholder-informed as well. The stated preference was contrasted with other proxies to strengthen proxy selection. The final value and proxy selection were then validated with the stakeholder.

Outcomes	indicators	Measure	Financial proxy	Value
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**

Increased social consciousness in the organization	Number of respondents, reporting level of consciousness	6 out of 10	Value of time spent on national volunteer activity during 1 year	**€2,447.55**

Indicator description: Subjective indicator (self-reported): Respondents to report on the extent of social consciousness on a scale of 1-10.

Proxy description: Value for volunteer time was calculated in this way:
- Average volunteer time in Spain: 3h/week
- Number of weeks/year45 weeks
- Period of time: 1 year (to "match" the period of time a student spent in a company).
- Base salary used for proxy. The rationale is that the person volunteering would value its hourly cost to how much they got paid for their work): Senior Professional in the construction industry €2,900/m (€18.13/h)

Calculation: (3h *45 weeks) *€18,13/h = €2,447.55.

Value description of €2,447.55 *(calculated value, see above):* volunteer time was used as proxy to describe the value. The proxy used for this outcome was triangulated with two other sources. The idea was to identify in what other circumstances this outcome could have been generated. Conclusion was that increased awareness is, by societal norm, potentially happening when exposed to a situation different from our own reality. E.g. in volunteer activities (international or national). Theoretical courses were discarded as an option, as it was considered of vital importance that the person experiencing the change had a direct contact with the beneficiary. The three sources triangulated were:

- a) stakeholder informed: they would spend 20h course (€200 per employee) in awareness buildup;
- b) Statistics: 3h a week on average, are spent on national volunteering: National sources stated the amount of time spent on volunteer activity valued €2,025 (€15/h * 3h*45 weeks)

c) Cost for one-month international volunteering: Market price for a one-month experience abroad volunteering in education or other social programs €1,500-3000 (http://voluntariadointernacional.eu/voluntariado/costes-del-voluntariado/#:~:text=Aproximadamente%20el%20viaje%20suele%20costar,y%20esfuerzo%20en%20un%20proyecto).

The chosen indicator, time spent on volunteering, was also compared (in time) with the amount of time spent with the internship student (Average time a student spent in a company as an internship or with a contract: 120h/year).

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Increased in organizational diversity (due to employment of former students)	Number of respondents, reporting perception of cultural consciousness.. Supported by an objetive indicator to be measure right after the closure of the program: contracted students with non-spanish background	6 out of 10 and 96 out of 124 that landed a job (75%)	Increased employee value due to diversity (Additional attribution to the profit (25%+) of company that contracts former students due to diversity)	**€91,776**

Indicator description: Subjective indicator (self-reported): Respondents were to report, on a scale of 1-10, how much they thought the organization had changed in their cultural consciousness. Objective indicator: contracted students with non-spanish background.

Proxy description: Additional attribution to the profit (25%+) due to diversity attributed €1912,15/year more to the average profit per employee/year based on the profits and number of students for the company that contracted most students. One company hired 54 former students in 2020. This company's 2020 data was used as a baseline for the calculation of the proxy consisting of: Number of employees at the company 2020: 330

Profit 2020: €2,689,373/year Profit contribution 2020 / employee: €8150/year % if increase due to diversity according to study: 25% Difference in employee value due to diversity: €10,187,50-€8150 = €1912,15/employee/year Number of companies who contracted in 2021: 48 *Calculation*: €1912 employee value increase *48 companies = €91,776 *Source*: Why diversity matters, McKensey 2020.
Value description of €91,776 *(calculated value, see above):* Based on the numerous reports indicating the value of diversity, this proxy is based on the valuation of one of the most recognized consulting agencies (McKensey) latest report from 2020 on Diversity (Why diversity matters, McKensey 2020). The report states that a company opting for diversity would see an increase in the benefit of 25% due to the inclusion of a diverse workforce. For this specific outcome, not to overclaim, and because the follow-up of the students doesn't last more than a year, the proxy that values "diversity" is only applied for the first year. Also, the only value accounted for is the potential "increase" in employee value. The stakeholder informed that this outcome could have been acquired by taking courses in diversity awareness that 80% valued at €500 euros/participant. According to one agency consulted, a course would not hold less than 5 participants; the total value/company would be €2500, close to the proxy used for valuation. Thus, the consultant selected the chosen proxy as suitable as it also acknowledged the value stated by the stakeholder.

6.5.8 The list of discarded outcomes

This is the list of those outcomes that were not included for valuation, therefore not included in the final value calculation.

The reason for discarding them from the total list of outcomes was because they were not considered material and well-defined according to above tests for materiality.

Outcome	Reason for exclusion
Hired and on-boarded employees	Didn't pass the relevance test.
Trained and experienced employee profile for potential employment	Didn't pass the relevance test.
Committed working employees for 1 year	Didn't pass the relevance test.
Enhanced sense of personal achievement	Didn't pass the relevance test.

6.6 Volunteers

The following sections describe how each outcome for this stakeholder has been analyzed, assessed, and assigned an economic value.

For this stakeholder, the following outcomes were defined as well-defined outcomes. This is the summary list of those outcomes. As follows, this whole section will detail how these were identified and how they were processed through different filters:

- **Improved life satisfaction due to a sense of achievement from self-realization**
- **Enhanced professional skills**

"Learning how to communicate with persons from a different background, with a difficulty to understand the language and projecting different values than mine, has been a challenge to me. I have learned in the interaction with the students. I'm not sure I would have learned to adapt my communication the way I have been challenged to do here, somewhere else…

I am aware that I have developed useful skills for my job and in communication with people in general." (Volunteer)

Statistics related to the involvement of this stakeholder:

Data collection	**# of persons approached**	**# of contributing persons**	**%**
Qualitative (1st phase)	91 (88+2+3)	38 (30+8)	42%
Quantitative (2nd phase)	91	19	21%
Validation	91	8	9%

How representative are these outcomes to the group?
This group was represented by 42% respondents in qualitative data collection where outcomes were identified and saturation was met. Furthermore, 21% of respondents of the entire group contributed to the quantitative data collection to quantify the well-defined outcomes (indicate how much they identified with the outcome and how important it was to them). These also inform each outcome's duration, deadweight, displacement, attribution, and drop-off in the name of the whole stakeholder group as well as being involved in assigning a value to the outcomes. Saturation was met for all of the outcomes in the qualitative data collection, but the consultant expected more respondents in the quantitative data collection to overcome the threshold of 30% and thus be more sure of the representation if it had been possible.

Finally, validation was sent to all respondents who had participated in any of the data collections, where 9% of all respondents validated the results (or 42% of those that had participated). Those that did not agree (2 respondents) stated in the comments that they didn't agree with the experience that had had, not in relation to the results of the analysis (The form became a way to transfer their feedback that was transferred to the organization).

This data collection for this stakeholder suffered from the fact that the person in contact with the organization as a volunteer didn't have a close connection to the program when the evaluation took place. They were not physically in the location, wherefore access was only made through the mail. The mails could have ended up in spam boxes or not being seen or ignored by the respondent. Their participation could have been interpreted as "volunteer" with no in-depth knowledge of how they contributed. This led to the group being unevenly represented in between volunteers that volunteered on free time or work time (corporate volunteers) which potentially could cause the creation of subgroups based on their outcomes.

Potential subgroups not identified: The data representing subgroups (volunteers from corporate organizations that volunteered on work time, and volunteers that volunteered on free time)) was not representative. This was caused by the same reason as mentioned above and therefore subgroups could not be identified (if there had been any) with the current data.

Conclusion: The consultant judged that these outcomes were representative of the stakeholder group as more than 30% had been involved in identifying outcomes and close to 30% in the quantification. The validation rate was low, but considering that this was a first-time attempt, the assumption was that the respondents who participated would probably validate in the same way as the 42%. This was a medium-risk assumption (still mentioned in the risk analysis) supporting the conclusion of representation based on the understanding of the report's purpose. The purpose was to identify areas of improvement and show return on investment. This group's social value was not as significant as visualized in the sensitivity analysis.

Also, considering the purpose of this report, the consultant judged that the saturation met in the qualitative data collection and the quantification being more than 20% of the stakeholder group was an argument for including these outcomes as well-defined and material. Still, in the identified risks and recommendations, it was brought to the organization's attention that this data should be improved upon incoming reports to confirm the assumptions in this report.

Statistics related to the number of outcomes processed:

# of identified outcomes (raw list, see a chain of events)	**# of defined outcomes** (brought to stakeholder for quantification)	**# of well-defined outcomes** (brought to test for relevance)	**# of well-defined outcomes** (brought to test for significance)	**# of material outcomes assigned value and included in SROI**
12	4	4	3	2

6.6.1 Description of the outcomes and placed in a chain of events

Establishing outcomes is a qualitative process, i.e., people describe their experiences in their own words. This process, in which qualitative data is collected first, then analyzed and used to create a theory of change, is the base for the SROI. Haven gathered information about change for this stakeholder; the next step was to create the chain of events for all the outcomes. This is not yet the evidence for how much change happened but is still part of the process of establishing a list of well-defined outcomes. This was done the following way:

1. The outcomes were listed in their "raw form,";
2. The outcomes were grouped (similar outcomes were grouped into one);
3. The outcomes were placed in a chain of events (see below);
4. The chain of events was analyzed indicating the well-defined outcome.

The outcome displayed in the right column was generated from a dependency listed for the outcome - a chain of events. The following table illustrates this dependency and how the dialog formulated the question. It also includes the analysis of the chain of events for each outcome. The outcome presented to this stakeholder for quantification is the well-defined outcome displayed in the last column of the table. The respondent would determine how vital the outcome was to them, which was used as the basis for deciding which ones would be taken forward and assigned an economic value.

Outcome: Improved life satisfaction due to a sense of achievement from self-realization

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed: *Became aware of social inequality and conscious of an unfair judgment of young adults coming from vulnerable environments*	**follow-up question: What did it lead to?** **As a result, stakeholders say they:** *Became more tolerant and comprehensive as well as felt gratitude*	**follow-up question: What did it lead to?** **Because of this, they say they:** *These new feelings and the combination of them, led them to grow as persons, which lead to a*	**Outcome: Improved life satisfaction due to a sense of achievement from self-realization**

	and awareness of how it felt to "make a difference"	*sense of achievement and life satisfaction.*	

Analysis of the chain of events: There was a need to fill in the gaps in this chain. Initailly, the stakeholder Had identified "personal growth" as the well-defined outcome. They felt they had grown as persons due to the participation in the program. This outcome was considered by the consultant to be to generic, and the consultant worked through the raw material to answer the question "so what does personal growth increase or decrease". Thus the well-defined outcome was set to "Strengthened personal skills" as the "growth" as concideres something positive and it included capacities such as "judging less" "resilence" "emphaty", very much associated with human skills, or life skills. This stakeholder didn't develop the skills, they were already there, they were strengthening these life skills. As they are personal skills, the consultant adapted the wordings to be more concrete, instead of "personal growth".

The consultant came to the conclusion, also verified with the volunteers that a more tangile outcome was: ”Improved life satisfaction due to a sense of achievement from self-realization". They actually "felt better with themselves and life", a sense of meaning due to the fact that they nad made a difference in the lives of other people.

It was decided to extend the chain of events with the purpose of identifiying the well-defined outcome generated from ”personal growth". At the moment of the analysis, the stakeholder could not identify what this outcome would lead to, wherefore it was kept as the final outcome.

There was no need for going up the chain as the respondent talked about how one outcome had led to another. The consultant judged that there was no risk for having stopped the chain too early as this outcome was clearly stated as well-defined and it was not expected to cause that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome at this moment in time. This outcome was tangible and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.

Outcome: Enhanced professional skills

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed: *Were exposed to having to adapt their "teaching" or service provided to young adults with cultural- and language barriers, unused to the studying ecosystem and norms*	**follow-up question: What did it lead to?**	**follow-up question: What did it lead to?**	**Outcome: Enhanced professional skills**
	As a result, stakeholders say they: *Learned how to execute the profession adapting a methodology, technique, message, or a service to a diverse audience affected by a complex set of barriers and still reach the goals*	**Because of this they say they:** *These new learnings were reflected in skills and competence development on a professional level*	
Analysis of the chain of events: There was no need to fill in the gaps. It was decided not to extend the chain of events as "improved skills" were clearly defined by the respondents at this moment in time. There was no need for going up the chain as the respondent talked about how one outcome had led to another. The consultant judged that there was no risk for having stopped the chain too early as this outcome was clearly stated as well-defined and it was not expected to cause that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome at this moment in time. This could have been the case if the respondents had answered outcomes related to wanting to stop teaching or similar (this was not the case). This outcome was tangible and not generic. **Conclusion:** It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.			

6.6.2 Relevance test

After the 1st interaction with the respondents, where qualitative data was collected, the outcomes were taken through the predefined threshold set to identify what outcomes to test for relevance. Those outcomes that were considered well-defined were taken through this relevance test.

5 outcomes were tested for relevance.

Volunteers	Outcome: Increased social consciousness	Outcome: Improved life satisfaction due to a sense of achievement from self-realization	Outcome: Increase in positive emotions	Outcome: Enhanced professional skills
Stakeholder perception (important to them)	Several of the respondents agreed that this outcome was very much relevant to the activity.	Several of the respondents agreed that this outcome was relevant to the activity.	Only a few of the respondents agreed that this outcome was relevant to the activity.	Several of the respondents agreed that this outcome was very much relevant to the activity.
Societal norms that demand inclusion	The societal norm is that when a person is exposed to a different reality, it creates awareness and activates the consciousness about other experiences.	The societal norm is that when a person is exposed to a different reality, and has a good experience, they are more willing to act in a different way than previously thought.	No societal norm was identified.	The societal norm is that exposure to new challenges, even if they are volunteer activities, leads to enhancements of hard skills and/or soft skills.
Direct short term financial impacts to the organization	None	Yes The program can not function without voluteers. The volunteers mark this as the "reason" for their participation	None	Yes The program can not function without voluteers. The volunteers mark this as the "reason" for their participation
Peer based norms (others orgs manage the outcome)	Other reports include this value as an outcome.	Other reports include this value as an outcome.	Not found in other reports. Often linked to another more clear outcome.	Other reports include this value as an outcome.
Conclusion	**Relevant**	**Most relevant**	**Not relevant**	**Most relevant**

4.6.3 Significance test

4 outcomes were taken through the significance test.

Volunteers	Outcome: Increased social consciousness	Outcome: Improved life satisfaction due to a sense of achievement from self-realization	Outcome: Enhanced professional skills
Number of people experiencing the outcome	13	10	14
Amount of change per person	7	8	7
Duration (years)	2	4	4
Causation (deadweight)	40%	40%	50%
Value (financial proxy)	€50	€4,590	€500
Impact (takes into account all above)	((50*0,6)/2)*13 = €195	((4590*0,6)/4)*10 = €6,885	((€500*0,5)/4)*14 =€875
Conclusion (significant/not)	**Not significant**	**Most significant**	**Significant**

6.6.4 Link between the well-defined outcomes, the inputs, and the outputs

These are the 2 final monetized outcomes for this stakeholder in this report. These are the final outcomes included in the SROI calculation.

Stakeholder: volunteers	Description
Improved life satisfaction due to a sense of achievement from self-realization	Several of the respondents clearly expressed how this awareness of social inequality had led to personal growth, where empathy was one of the top skills mentioned along with self-awareness concerning judgment and fear. It was discussed once defined as a well-defined outcome, what that personal growth had led to, what was generated from "growing" as it is a very generic term and more of a process. Conclusion was that when growing, a sense of achievement is generated, and that sense of achievement is transformed into well-being. Well-being with onself and with life in general.

	"Giving" and the impacts are well described in several philosophies or religions. For example, in Buddhism, the practice of giving, or dana in Pali, has a preeminent place in the teachings of the Buddha. The Buddha understood giving to be a powerful source of merit with long-term benefits both in this life and in lives to come. It is one of the pillars of Buddhism (buddhistdoor.net/).
Enhanced professional skills	As a result, being exposed to the need to communicate with people who sometimes didn't have the same language abilities, same age, or life circumstances taught them how to prepare and do things differently. This, according to the respondents, enhanced their professional skills, both on knowledge level such as subject matter, as on the level of soft skills such as leadership (emphasis, resilience, compassion, listening), teamwork and communication skills.

The table states the outcomes generated by the stakeholders (in the last column) and shows the relationship between the activity, the inputs and outputs, and the outcomes. This is sometimes known as the Theory of Change or a logic model. I.e. It is the story of how this program makes a difference in the world.

Activities: The "GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT" program is a training program to improve the employability of socially vulnerable people with no qualification.				**Period:** 1-year
Inputs	**Outputs**	**Outcome description & importance**		**So the Well-defined outcomes are:**
		As a result, stakeholders say they:	**Because of this, they say they:**	
186 hours on volunteer actions spent by **10 teacher volunteers.** (€3,906) **70 hours** on volunteer	**270** hours spent on preparing, delivering, and doing follow-up of classroom training,	*Became more tolerant and comprehensive as well as felt gratitude and awareness of how it felt to "make a difference"*	*These new feelings and the combination of them, led them to grow as persons, which lead to a sense of achievement and life satisfaction.*	**Improved life satisfaction due to a sense of achievement from self-realization**

actions spent by **76 corporate volunteers**. (€1,470) **14 hours** on services spent by **2 collaborating entities**. (€294) €5,670	services, or simulation of interviews for **288** students.	*Learned how to execute the profession adapting a methodology, technique, message, or a service to a diverse audience affected by a complex set of barriers and still reach the goals*	*These new learnings were reflected in skills and competence development on a professional level*	**Enhanced profession al skills**

6.6.5 Duration rationale

In order not to over-claim the impact of the program on these outcomes, the following table describes the rationale for the duration set per outcome. The duration was informed by the stakeholder primarily and complemented when needed with 3rd sources or consultant judgment. Data collection took place in the qualitative data collection phase for the outcomes that were well-defined, where the stakeholder was involved.

Material outcome	Duration	rationale
Improved life satisfaction due to a sense of achievement from self-realization	4	The duration of this outcome set by the stakeholder was 4. It was the average of all the inputs provided individually by the respondents. This result was also compared to the median, which gave the same result, in order not to miss out on any valuation deviation. The consultant judged this outcome to be relevant as growth such as “more tolerance”, “more comprehensive”, “feeling gratitude” are building blocks for identity and values. **Source:** stakeholder-informed and consultant judgment.
Enhanced professional skills	4	The duration of this outcome set by the stakeholder was 4. It was the average of all the inputs provided individually by the respondents. This result was also compared to the median, which gave the same result, in order not to miss out on any valuation deviation. The consultant judged this outcome to be relevant as soft skills mentioned by the respondents such as “learning to communicate”, “learned to listen”, “learned to accept” were difficult to gain and difficult to lose.

		Source: stakeholder-informed and consultant judgment.

6.6.6 Impact calculation per outcome

To avoid over-claiming the program's impact on these outcomes, the following table establishes the percentage per area discounted in value for the specific outcome and explains the rationale behind this evaluation. The consultant used benchmark material to identify these values as the stakeholder was not consulted.

Material outcome	**Improved life satisfaction due to a sense of achievement from self-realization**	
Factors	**Ratio**	**Descriptions**
Deadweight	40%	All respondents in this stakeholder group expressed different % of deadweight for this outcome (it would have happened anyway), therefore an average was kept as a fair representation of the group. It was compared to the median(50%) considering the average being more representative. These volunteers were active in other volunteer activities where they grew professionally. They already had an aspiration to search for personal growth actively. Therefore the deadweight was related to the fact that they would have engaged in another program that could have generated this outcome. **Source**: stakeholder-informed.
Displacement	30%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of a feeling of improved life satisfaction? One could argue that the volunteer’s job was to replace a professional (teacher), giving their time to gain this outcome. The outcome was of great importance to this stakeholder; wherefore, if they would not “gain” this outcome, they would not have given their time, and the organization would have had to contract professionals for this service. Thus, has this outcome been gained at the expense of others? Hypothetically “yes,” local teachers “lost” the potential extra income as the volunteers replaced their service. Even if the organization could not contract these services due to the high cost implied, this outcome was assigned a displacement some higher than the others to

		reflect this hipotetical situation and assumption. **Source**: stakeholder-informed and consultant judgment.
Attribution	60%	All respondents in this stakeholder group expressed different % for attribution for this outcome, therefore an average was kept as a fair representation of the group. It was compared to the median (60%) considering the average being representative. These volunteers had an open mind toward volunteering and were impacted by organizations where they were active, by friends and family, by their own curiosity reading books and articles which had an impact on their personal growth. **Source**: stakeholder-informed.
Drop-off	10%	Drop-off was set to 10% only as personal growth often relates to specific experiences and lasts in time. **Source**: consultant judgment.

Material outcome	**Enhanced professional skills**	
Factors	**Ratio**	**Descriptions**
Deadweight	50%	All respondents in this stakeholder group expressed different % of deadweight for this outcome (it would have happened anyway), therefore an average was kept as a fair representation of the group. It was compared to the median(50%) considering the average being representative. These volunteers were active in other volunteer activities or active professionally where they could have acquired these skills. **Source**: stakeholder-informed.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of the enhancement in professional skills? As skills in the academic world usually are gained through competence development, one could state that the professionals delivering these skills at competence development schools "lost a potential income as this outcome was achieved without their interferance. On the other hand, the volunteer use the experience expressively to gain this outcome, wherefore they wouldn't search for such services. Wherefore, due to low significance and low

		probability, and because it is not probable that others' finances would be affected negatively in a significant way, displacement was not identified for this outcome. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	50%	All respondents in this stakeholder group expressed different % for attribution for this outcome, therefore an average was kept as a fair representation of the group. It was compared to the median (50%) considering the average being representative. **Source**: stakeholder-informed.
Drop-off	25%	Drop-off was set to 25% only as knowledge tends to fade out in time and needs to be renewed. **Source**: consultant judgment.

6.6.7 Indicators & financial proxies

Indicators are ways of knowing that change has happened. Therefore, indicators were identified to measure how much had changed for this stakeholder. In this SROI evaluation they were applied to outcomes as these are the measures of change that was of interest for the study. The idea was to identify indicators that could tell:

16. Whether the outcome has occurred, and
17. By how much

This study identifies a range of financial proxies that correspond to the outcome indicators. External sources were consulted to identify the financial proxies. A "proxy" is an approximation of value where an exact measure is impossible to obtain, whereas the proxies listed in the table, should be seen as financial indicators used to monetize the value of the account.

This table serves to describe how the consultant, informed by the stakeholder in the qualitative data collection and validation, has identified appropriate financial values for the 2 outcomes monetized. This should be seen as a way to represent the relative importance to a stakeholder of the change they experienced.

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Improved life satisfaction due to a sense of achievement from self-realization	Number of respondents, reporting level of life satisfaction.	8 out of 10	Increased employee value due to diversity (Additional attribution to the profit (25%+) of company that contracts former students due to diversity)	**€4,590**

Indicator description: Subjective indicator (self-reported): Respondents to report how much more satisfied they were with life on a scale of 1-10.

Proxy description: Market based (market price) Cost for attending a serious personal development program for individuals 4590€/person.

Source: https://www.kuestiona.com/master-desarrollo-personal-liderazgo/?_ga=2.21577915.1005476606.1639390285-876876078.1639390285&_gac=1.162318030.1639390289.CjwKCAiA-9uNBhBTEiwAN3IlNJ0ScqkD_y6inpdTyYM1SBF8Xx48vRNCBQipkaPzLRWXK20_dBHKERoCMr8QAvD_BwE

Value description of €4,590: this stakeholder, as a group, didn't show a homogeneous value for this outcome. 31% set a very high financial value (€10,000), while 50% estimated the financial value to €200, and 56% didn't know.

Judging by the comments provided by the respondents in the data collection, their previous experience as volunteers, and their high interest and active search for personal growth, indicated that they considered the "knowledge" and path towards personal growth very high. Therefore the proxy was associated with the process (or what is needed to aquire the same level of growth).
The consultant compared three sources to identify a suitable proxy. The proxy used is a well-known master-course in personal development for individuals. Combined with the analysis of comments provided by the respondents personal growth was in focus, wherefore the consultant judged this proxy to be representative.

Three agencies contacted and contrasted with by stated preference as well as cost for attending volunteering activity.

Triangulated:
a) Master in personal growth (€4,590/p).
b) Average stated preference (€6,750/p)
c) value of doing national volunteering during 1 year €1500-3000 (http://voluntariadointernacional.eu/voluntariado/costes-del-voluntariado/#:~:text=Aproximadamente%20el%20viaje%20suele%20costar,y%20esfuerzo%20en%20un%20proyecto)

Thus, the consultant selected the chosen proxy as suitable as it was in alignment with the examples of indicators stated by the stakeholders even if no unified view of value.

Outcomes	**indicators**	**Measure**	**Financial proxy**	**Value**
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Enhanced professional skills	Number of respondents, reporting changes in competence	7 out of 10	Cost for course in Communication for individuals	**€500**

Indicator description: Subjective indicator (self-reported): Respondents to report on their improvements in competence on a scale

of 1-10.
Proxy description: Market based (market price) Cost for attending a course in Communication for individuals €500/person. *Source:* https://cursiva.com/areas-tematicas/empresa/asertividad-en-el-trabajo-olga-castanyer?gclid=CjwKCAjwsNiIBhBdEiwAJK4khvztFanAfA1URbsANKRfxb1Pq3JF8Ih_6dMWR6wAIckibT35eL9wThoCkZ0QAvD_BwE
Value description of €500: The aquired skills were not homogeneous for everybody, but very much related to soft-skills such as communicating better, more comprehensive, mentoring skills. The consultant chose as an indicator the participation in a communication course for individuals. When comparing the cost for such a course using two providers as reference (average cost of €400), with the economic value assigned by 42% of the respondents (€500) it was very similar. As the skill was not defined, the consultant decided to keep the value assigned by the respondents as a fair representation due to the closeness of the market price for a communication course.

6.6.8 The list of discarded outcomes

This is the list of those outcomes that were not included for valuation, therefore not included in the final value calculation. The reason for discarding them from the total list of outcomes was because they were not considered material and well-defined according to above tests for materiality.

Outcome	Reason for exclusion
Increase in positive emotions	Didn't pass relevance test
Increased social consciousness	Didn't pass significance test

6.7 Customers of the audits

The following sections describe how each outcome for this stakeholder has been analyzed, assessed, and assigned an economic value.

For this stakeholder, the following outcomes were defined as well-defined outcomes. This is the summary list of those outcomes. As follows, this whole section will detail how these were identified and how they were processed through different filters:

- **Felt empowered to advocate for household efficiency**
- **Improved finances**

"I learned how to reduce my energy bill, helping me to save more money. Also, the maintenance services provided made my household more comfortable."

(Customer of the audits)

Statistics related to the involvement of this stakeholder:

Data collection	# of persons approached	# of contributing persons	%
Qualitative (1st phase)	10	4	40%
Quantitative (2nd phase)	10	5	50%
Validation	10	3	30%

How representative are these outcomes to the group?
This group was 40% represented in qualitative data collection where outcomes were identified and 50% contributed in the quantitative data collection where they quantified the well-defined outcomes and saturation was met. The same respondents also informed every outcome's duration, deadweight, displacement, attribution, and drop-off. They were also involved in assigning a value to the outcomes and the final validation.

In the validation 30% validated the data positively, which complies with the threshold set for representativity.

Conclusion: The consultant judged that these outcomes were representative of this stakeholder group but emphasized in the conclusion that, due to the low number of respondents, it could be improved in following evaluations gathering data from 100% of the respondents.

Statistics related to the number of outcomes processed:

# of identified outcomes (raw list, see a chain of events)	**# of defined outcomes** (brought to stakeholder for quantification)	**# of well-defined outcomes** (brought to test for relevance)	**# of well-defined outcomes** (brought to test for significance)	**# of material outcomes assigned value and included in SROI**
4	3	3	3	2

6.7.1 Description of the outcomes and placed in a chain of events

Establishing outcomes is a qualitative process, i.e., people describe their experiences in their own words. This process, in which qualitative data is collected first, then analyzed and used to create a theory of change, is the base for the SROI. Haven gathered information about change for this stakeholder; the next step was to create the chain of events for all the outcomes. This is not yet the evidence for how much change happened but is still part of the process of establishing a list of well-defined outcomes. This was done the following way:

5. The outcomes were listed in their "raw form,";
6. The outcomes were grouped (similar outcomes were grouped into one);
7. The outcomes were placed in a chain of events (see below);
8. The chain of events was analyzed indicating the well-defined outcome.

The outcome displayed in the right column was generated from a dependency listed for the outcome - a chain of events. The following table illustrates this dependency and how the dialog formulated the question. It also includes the analysis of the chain of events for each outcome. The outcome presented to this stakeholder for quantification is the well-defined outcome displayed in the last column of the table. The respondent would determine how vital the outcome was to them, which was used as the basis for deciding which ones would be taken forward and assigned an economic value.

Outcome: **Felt empowered to advocate for household efficiency**

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed: *We learned about how to save costs by taking actions related to how energy and water was consumed*	**follow-up question: What did it lead to?** **As a result, stakeholders say they:** *Became more conscious*	**follow-up question: What did it lead to?** **Because of this they say they:** *Learned something new, increased knowledge, felt empowered*	**Outcome**: **Felt empowered to advocate for household efficiency** *As an outcome of the increase in knowledge they felt empowered to advocate for how a household can be more efficient. They thought they would share this information with family, friends (specially their children) and community*
Analysis of the chain of events: There was a need to fill in the gaps in this chain. Initially, the stakeholder emphasized the actual "increase in knowledge" as a well-defined outcome. The consultant asked, "so what did you do with this knowledge" and the stakeholder talked about what they would do (share with family, teach their children, share in the community because they had experienced a change in the economy). Still, these were all "future" outcomes that had not happened to a large extent when the analysis was done, wherefore it was concluded that the actual change was the feeling of now "being able and wanting to" share—empowered to do so due to the newly gained knowledge on house efficiency. Therefore, the consultant extended the chain to include "the concept of feeling empowered and to advocate." The consultant judged there was no risk of stopping the chain too early as "wanting to advocate" is the step before actually "doing it" (which could not be proven for these respondents at this point). This outcome was tangible and not generic. **Conclusion:** It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.			

Outcome: **Improved economy**

<table>
<tr><td colspan="4">Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. What changed in you or your life?</td></tr>
<tr><td rowspan="2">This changed:

We learned about how to save costs by taking actions related to how energy and water was consumed</td><td>follow-up question: What did it lead to?</td><td>follow-up question: What did it lead to?</td><td rowspan="2">Outcome: Improved economy
As an outcome of this they experienced an increase in economy due to the cost savings</td></tr>
<tr><td>As a result, stakeholders say they:
Learned about energy saving, water saving and gas saving</td><td>Because of this they say they:
Changed their behavior of how they used the resources</td></tr>
<tr><td colspan="4">Analysis of the chain of events: There was no need to fill in the gaps. It was decided not to extend the chain of events, as this was clearly the well-defined outcome for these respondents at this moment in time. In coming years, outcomes related to how the improved economy could have generated other outcomes, may emerge. There was no need for going up the chain. The consultant judged that there was no risk for having stopped the chain too early as “cost savings” was very much emphasized, causing that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome. This outcome was tangible and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.</td></tr>
</table>

Outcome: **Improved comfort in household**

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed: *Issues in household were repaired/improved*	**follow-up question: What did it lead to?** **As a result, stakeholders say they:** *They didn't had to find a solution to retrieve comfort*	**follow-up question: What did it lead to?** **Because of this they say they:** *Felt less cold/less irritated about household issues*	**Outcome**: **Improved comfort in household** *As an outcome of this they were more comfortable in the the household*
Analysis of the chain of events: There was no need to fill in the gaps. It was decided not to extend the chain of events, as this was clearly the well-defined outcome for these respondents at this moment in time. In coming years, outcomes related to how the improved household could have generated other outcomes, may emerge. There was no need for going up the chain. The consultant judged that there was no risk for having stopped the chain too early as "comfort" was very much emphasized, causing that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome. This outcome was tangible and not generic. **Conclusion:** It was considered that this outcome covered the full story of change experienced by the respondents that identified with this outcome. It represents the group wherefore this outcome was used to manage value.			

6.7.2 Relevance test

After the 1st interaction with the respondents, where qualitative data was collected, the outcomes were taken through the predefined threshold set to identify what outcomes to test for relevance. Those outcomes that were considered well-defined were taken through this relevance test.

3 outcomes were tested for relevance.

Customers of the audits	**Outcome: Felt empowered to advocate for household efficiency**	**Outcome: Improved finances**	**Outcome: Improved comfort at home**
Stakeholder perception (important to them)	Most of the respondents agreed that this outcome was very much relevant to the activity.	Most of the respondents agreed that this outcome was very much relevant to the activity.	Some of the respondents agreed that this outcome was relevant to the activity.
Societal norms that demand inclusion	The societal norm is that when knowledge is increased, changes are expected to happen.	The societal norm is that when energy saving takes place this results in financial savings as well.	The societal norm is that when improvements are made in an apartment or house, related to maintenance, this increases the comfort.
Direct short term financial impacts to the organization	None	None	None
Peer based norms (others orgs manage the outcome)	Other reports include this value as an outcome.	Other reports include this value as an outcome.	Some other reports, but not to a large extent, include this value as an outcome.
Conclusion	**Most Relevant**	**Most Relevant**	**Less Relevant**

6.7.3 Significance test

3 outcomes were taken through the significance test.

Norte Joven (as an organization)	**Outcome: Felt empowered to advocate for household efficiency**	**Outcome: Improved finances**	**Outcome: Improved comfort at home**
Number of people experiencing the outcome	5	5	4
Amount of change per person	8	7	8
Duration (years)	4	4	2
Causation (deadweight)	30%	10%	20%
Value (financial proxy)	€360	€200	€316
Impact (takes into account all above)	**((360*0,7)/2)*5 = €630**	**((200*0,9)/2)*5 = €810**	**((316*0,8)/4)*4 = €252.80**
Conclusion (significant/not)	**Significant**	**Most significant**	**Not significant**

6.7.5 Link between the well-defined outcomes, the inputs, and the outputs

These are the 2 final monetized outcomes for this stakeholder in this report. These are the final outcomes included in the SROI calculation.

Well-defined outcomes	**Description**
Felt empowered to advocate for household efficiency	By having the program participants (beneficiaries) go to the homes of these customers to do an energy-savings audit, the tenants or homeowners were taught how to improve the energy efficiency in the household. This increased their knowledge on how to generate confort and improve finances (see other outcomes), but it also empowered them to advocate and spread the knowledge in the community. They felt they could help others and looked forward to doing so, even if this hd not taken place to a large extent at the moment of the analysis.
Improved finances	By having the program participants (beneficiaries) go to the homes of these customers to do an energy-savings audit, the tenants or homeowners were taught how to improve their finances by cutting down on their electricity costs. This action saved the household money every month by reducing their energy bills. Several beneficiaries pointed out that the electricity

	bill had risen lately, but this was due to the general increase in electricity and not related to the energy-saving activity. If not done, the energy bill would be even higher than now; the cost-saving actions they learned optimized the account at maximum.

The table states the outcomes generated by the stakeholders (in the last column) and shows the relationship between the activity, the inputs and outputs, and the outcomes. This is sometimes known as the Theory of Change or a logic model. I.e. It is the story of how this program makes a difference in the world.

Activity: The "GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT" program is a training program to improve the employability of socially vulnerable people with no qualification.				**Period:** 3 years
Inputs	**Outputs**	**As a result, stakeholders say they:**	**Because of this they say they:**	**So, the Well-defined outcomes are:**
Time (at average wage in industry). **156 hours** spent in total on 26 households. 6h per household (2808€)	**26** households received an energy-saving audit and had energy efficiency measures implemented, increasing cost-saving possibilities.	*Became more conscious*	*Learned something new, increased knowledge, felt empowered*	**Felt empowered to advocate for household efficiency**
		Learned about energy saving, water saving and gas saving	*Changed their behavior of how they used the resources*	**Improved finances**

6.7.4 Duration rationale

The following table describes the rationale for the duration set per outcome to avoid over-claiming the program's impact on these outcomes. The duration was informed by the stakeholder primarily and complimented when needed with 3rd sources or consultant judgment. Data collection took place in the qualitative data collection phase for the well-defined outcomes, where the stakeholder was involved.

Material outcome	Duration	rationale
Felt empowered to advocate for household efficiency	4	The duration of this outcome is set by the stakeholder. It is the average of all the inputs provided individually by the respondents. As knowledge of this type is not lost over time, the duration is considered appropriate for

		this outcome. **Source**: stakeholder-informed, 3rd party sources.
Improved finances	4	The duration of this outcome is set by the stakeholder. It is the average of all the inputs provided individually by the respondents. As the improved finances due to the program (other things could cause a rise or a fall), is based on a change of habits, the habit is not expected to drop in time, wherefore the duration is considered appropriate for this outcome. **Source**: stakeholder-informed, 3rd party sources.

6.7.5 Impact calculation per outcome

To avoid over-claiming the program's impact on these outcomes, the following table establishes the percentage per area discounted in value for the specific outcome and explains the rationale behind this evaluation. The stakeholder was involved in setting these values. Wherefore, it is stakeholder-informed. In some cases, the consultant also referred to 3rd party information.

Material outcome	**Felt empowered to advocate for household efficiency**	
Factors	**Ratio**	**Descriptions**
Deadweight	20%	The stakeholder expressed that this outcome would have happened to some extent in other circumstances as electricity costs are rising in Spain having a high impact on the economy of the households, it was a concern. This led the respondents to search for solutions that would reduce the energy bill such as talking to others. **Source**: stakeholder-informed.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of the household feeling empowered to advocate for household efficiency? Has this achievement been at the expense of other outcomes and another stakeholder has been affected by this displacement? For this specific outcome, the consultant (judging by the stakeholder-informed information and own experience) could not identify any other stakeholders that would be impacted.

		To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	30%	The stakeholders attributed this outcome to some extent to the program but also to other factors such as talking to other people and their saving practices, awareness-raising by friends and acquaintances and other actions driven by the organization. **Source**: stakeholder informed.
Drop-off	10%	Due to that knowledge lasting in time, and that duration was set to 4 years, the drop-off rate was set low as habits tend to last in a household. Naturally other habits would replace the current acquired, but the actual “energy saving” awareness and search for know-how would last longer. **Source**: consultant judgment.

Material outcome	**Improved finances**	
Factors	**Ratio**	**Descriptions**
Deadweight	10%	The stakeholder expressed that this outcome would have happened to some extent, if influenced by others, but that the actual audit was a strong push for this happening. **Source**: stakeholder-informed.
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of the improved finances? Has this achievement been at the expense of other outcomes and another stakeholder has been affected by this displacement? The service provided by the students was free of charge, and no economic exchange took place. Still, if the households had needed to solve the issues provided by this service, they would have contracted a professional in the area that now, due to the student service, "lost" this income. But, due to the socio-economic situation of

		the households, it's improbable that the service would have been contracted. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	30%	The stakeholders attributed this outcome to some high extent to the program but also to other factors such as other people in the surroundings, friends that advised and other organizations. **Source**: stakeholder informed.
Drop-off	10%	Due to that changes in habits leading to cost savings have the tendency to last long in time (because one clearly see the benefits), and that duration was set to 4 years, the drop-off rate was set low. **Source**: consultant judgment.

6.7.6 Indicators & financial proxies

Indicators are ways of knowing that change has happened. Therefore, indicators were identified to measure how much had changed for this stakeholder. In this SROI evaluation they were applied to outcomes as these are the measures of change that was of interest for the study. The idea was to identify indicators that could tell:

18. Whether the outcome has occurred, and
19. By how much

This study identifies a range of financial proxies that correspond to the outcome indicators. External sources were consulted to identify the financial proxies. A "proxy" is an approximation of value where an exact measure is impossible to obtain, whereas the proxies listed in the table, should be seen as financial indicators used to monetize the value of the account.

This table serves to describe how the consultant, informed by the stakeholder in the qualitative data collection and validation, has identified appropriate financial values for the 2 outcomes monetized. This should be seen as a way to represent the relative importance to stakeholders of the change they experienced. The value stated in the last column is:

a) either a calculation of several parameters (described in the proxy description) or;
b) a one-time cost referring to a period.

All proxies were stakeholder-informed as well. The stated preference was contrasted with other proxies to strengthen proxy selection. The final value and proxy selection were then validated with the stakeholder.

Outcomes	indicators	Measure	Financial proxy	Value
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Felt empowered to advocate for household efficiency	Number of respondents, reportinglevel of empowerment.	7 out of 10	Cost for community session in energy saving / awareness talk	**€400**
Indicator description: Subjective indicator (self-reported): Respondents to report on how empowered they felt on a scale of 1-10.				
Proxy description: Market based (market price) Cost for awareness talk 400€ (20 participants /One seat in by community arranged activity 20€). *Source:* https://www.finvisa.es/2021/09/15/ahorro-energetico-en-la-comunidad-de-vecinos/				
Value description of €400: The approach applied to this outcome when finding an adequate proxy, was to use the value of an awareness speech offered free of charge in the neighborhood focused on energy saving in the households. The market price for such speech is €400 (two agencies consulted), and it would be aimed at 20 households, which would show a one-time value of €20/household. Knowledge is always difficult to value, as it is unique for every person. What has been put in value here is the “value” the knowledge has for the respondent, over time to gain empowerment. The respondent estimated the value of acquiring this knowledge to an average of €30/month (€360/year). As this activity took place in the last year, the monthly value has been calculated for one year (the value map takes into account the duration in the final valuation). Also, this valuable knowledge has led the participant to save an average of €25/month (€300/year), reported in a separate outcome, wherefore if compared, it is similar to the value of having this knowledge. As these proxies were very similar, the consultant used the suggested proxy, making “knowledge” more tangible and answering the question, “in what other way would this acquired knowledge have been generated”?				

Outcomes	indicators	Measure	Financial proxy	Value
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Improved finances	Number of respondents, reportinglevel of empowerment.	7 out of 10	Cost savings due to efficient usage of energy	**€300**
Indicator description: Subjective indicator (self-reported): Respondents to report on how empowered they felt on a scale of 1-10.				
Proxy description: Stated preference: Stakholder saved €25 / month due to new energy-saving habits in household that generated €300 of saving a year. Duration set by the stakeholder extrapolates this value over time. *Source:* Stakeholder informed.				
Value description of €300: The respondents stated that they had saved an average of €25 a month due to the audit, energy-saving awareness and maintenance. General statistics mention this being the saving sum as well. As these two statistics match, this reference was taken for the cost saving of one year in one household.				

6.7.8 The list of discarded outcomes

This is the list of the outcome that was not included for valuation, therefore not included in the final value calculation. The reason for discarding them from the total list of outcomes was because they were not considered material and well-defined according to above tests for materiality.

Stakeholder	Outcome	Reason for exclusion
Customers of the audits	Improved comfort at home	Did not pass the significance test

6.8 Social Services – Treasury

For this stakeholder, the following outcomes were defined as well-defined outcomes. This is the summary list of those outcomes. As follows, this whole section will detail how these were identified and how they were processed through different filters:

- **Avoided cost for social welfare expenditures**

"All employers and employees pay social security contributions each month. It is the company that pays both the employer's share and the employee's share, after having withheld the relevant amounts from the employee's paycheck". (Social Services Treasury)

The following sections describe how each outcome for this stakeholder has been analyzed, assessed, and assigned an economical value. In contrast to the other stakeholders, for this analysis, the methodology used was benchmarking. The consultant used public data and 3rd sources to assess the identified outcomes. Therefore, the valuation and validation were done through desktop-benchmark analysis.

Data collection	# of persons approached	# of contributing persons	%
Qualitative (1st phase)	N/A (benchmark)	N/A (benchmark)	N/A
Quantitative (2nd phase)	N/A (benchmark)	N/A (benchmark)	N/A
Validation	N/A (benchmark)	N/A (benchmark)	N/A

Statistics related to the involvement of this stakeholder:

# of identified outcomes (raw list, see a chain of events)	**# of defined outcomes** (brought to stakeholder for quantification)	**# of well-defined outcomes** (brought to test for relevance)	**# of well-defined outcomes** (brought to test for significance)	**# of material outcomes assigned value and included in SROI**
3	3	3	3	1

6.8.1 Description of the outcomes and placed in a chain of events

Establishing outcomes is a qualitative process, i.e., people describe their experiences in their own words. This process, in which qualitative data is collected first, then analyzed and used to create a theory of change, is the base for the SROI. Haven gathered information about change for this stakeholder coming from benchmarking; the next step was to create the chain of events for all the outcomes. This is not yet the evidence for how much change happened but is still part of the process of establishing a list of well-defined outcomes. This was done the following way:

9. The outcomes were listed in their "raw form,";
10. The outcomes were grouped (similar outcomes were grouped into one);
11. The outcomes were placed in a chain of events (see below);
12. The chain of events was analyzed indicating the well-defined outcome.

The outcome displayed in the right column was generated from a dependency listed for the outcome - a chain of events. The following table illustrates this dependency and how the dialog formulated the question. It also includes the analysis of the chain of events for each outcome. The outcome generated for this stakeholder for quantification is the well-defined outcome displayed in the last column of the table. The consultant, based on benchmarking would determine how vital the outcome was to the stakeholder, which was used as the basis for deciding which ones would be taken forward and assigned an economic value.

Outcome: **Social Services tax contribution from 1-year-work contracts during the program**

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different for the Social Services organization. **What changed to social services?**			
This changed: *New staff members*	follow-up question: What did it lead to?	follow-up question: What did it lead to?	**Outcome**: **Social Services tax contribution from 1-**

were introduced into the company system	**As a result, stakeholders say they:** *New staff members were registered in the Statal Social Services system*	**Because of this they say they:** New staff members were given a social number and the company paid social services	**year-work contracts during the program** The outcome is "tax contribution". Social Services has a treasury section that collects taxes from the companies and from the individuals whe they are legally working.
Analysis of the chain of events: There was no need to fill in the gaps. It was decided not to extend the chain of events, as this was clearly the well-defined outcome for this stakeholder at this moment in time and because this outcome referred to only 1 year. There was no need for going up the chain. The consultant judged that there was no risk for having stopped the chain too early, causing that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome. This outcome was tangible and not generic. **Conclusion:** It was considered that this outcome covered the full story of change experienced by the respondents according to benchmark. It represents the group wherefore this outcome was used to manage value.			

Outcome: **Tax contribution to social services from extended job contracts**

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life. **What changed in you or your life?**			
This changed: *Staff members were updated in company system*	follow-up question: What did it lead to?	follow-up question: What did it lead to?	**Outcome**: **Tax contribution to social services from extended job contracts** The outcome is "tax contribution". Social Services has a treasury section that collects taxes from the companies and from the individuals whe they are legally working.
	As a result, stakeholders say they: *Staff members were moved from internship contract to fixed contract form in the Statal Social Services system*	**Because of this, they say they:** *As employees, correct tax contribution was assigned and social services number prolonged*	

Analysis of the chain of events: There was no need to fill in the gaps. It was decided not to extend the chain of events, as this was clearly the well-defined outcome for this stakeholder at this moment in time and because this was a clear outcome. There was no need for going up the chain. The consultant judged that there was no risk for having stopped the chain too early, causing that negative outcome would be missed, as there was no risk for a negative outcome to follow in the chain for this outcome. This outcome was tangible and not generic.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents according to benchmark. It represents the group wherefore this outcome was used to manage value.

Outcome: **Avoided cost for social welfare expenditures**

Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different for the Social Services organization. **What changed to social services?**

This changed: *Young adults with extreme difficulties in landing a job enter the labor market.*	follow-up question: What did it lead to?	follow-up question: What did it lead to?	**Outcome**: **Avoided cost for social welfare expenditures**
	As a result, stakeholders say they: *They don't have to cater for their living anymore*	**Because of this they say they:** *Avoid social costs, costing less to social services treasury*	

Analysis of the chain of events: There was no need to fill in the gaps. It was decided not to extend the chain of events, as this was clearly the well-defined outcome for this stakeholder at this moment in time and because this outcome referred to only the year of the first contract, as the study could not determin for how long the former students would keep their jobs. If they fall back into the social welfare supporting system, they would generate costs again.

Conclusion: It was considered that this outcome covered the full story of change experienced by the respondents according to benchmark. It represents the group wherefore this outcome was used to manage value.

6.8.2 Relevance test

3 outcomes were tested for relevance.

Social Services - Treasury	**Outcome: Social Services tax contribution from 1-year-work contracts during the program**	**Outcome: Tax contribution to social services from extended job contracts**	**Outcome: Avoided cost for Social welfare expenditures**
Stakeholder perception (important to them)	The number of training contracts where part of the training was paid and took place at a company, was 124. In general, every employee counts in contribution to the social services treasury, wherefore it is taken into consideration. Thus it was considered relevant.	The number of job training contracts was 25. In general, every employee counts in contribution to the social services treasury, wherefore it is taken into consideration. Thus it was considered relevant.	The number of newly created employment (124 contracts) generated by the program was a significant number of new contacts generated by a non-governmental organization "in one shot" in a brief timeframe (18 months). The stakeholder (The State) highlighted this action as a "success" as this specific profile is part of the group of citizens with the highest rate of unemployment. They are considered very difficult to "place" on the labor market and, by the press, labeled "ni-nis" (young adults that don't work and don't study). Being able to "reduce the number of young adults in this situation is seen as one of the most challenging situations for the government, having a direct economic impact for social services in avoidance costs and increased production value.
Societal norms that	The societal norm is that all citizens	The societal norm is that all citizens	The societal norm is that all citizens contribute to

demand inclusion	contribute to social services through their salaries.	contribute to social services through their salaries.	social (economic) wellbeing through their salaries.
Direct short term financial impacts to the organization	None	None	Yes, to some extent. At this point in time, the results of the report were connected to the objecitves of the program and could support a potential continuation in funding, key for the program.
Peer based norms (others orgs manage the outcome)	Other reports include this value as an outcome.	Other reports include this value as an outcome.	Other reports include this value as an outcome.
Conclusion	**Relevant**	**Relevant**	**Relevant**

6.8.3 Significance test

2 outcomes were taken through the significance test.

Social Services - Treasury	**Outcome: Social Services tax contribution from 1-year-work contracts during the program**	**Outcome: Tax contribution to social services from extended job contracts**	**Outcome: Avoided cost for social welfare expenditures**
Number of people experiencing the outcome	89	124	124
Amount of change per person	124 out of 288 total students that finished the program (43%)	124 out of 288 total students that finished the program (43%)	124 out of 288 total students that finished the program (43%)
Duration (years)	1	1	1
Causation (deadweight)	0%	0%	0%

Value (financial proxy)	€0	€185- €250	€185- €250
Impact (takes into account all above)	((0***0,)/1)*89 = €0***	((6195,19***0)/1)*124 = €229,710**	**((=€9,834*0)/1) *124 = €1,219,42**
Conclusion (significant/not)	**Not significant***	**Not significant****	**Significant**

*The type of contract signed by the student with the company was a “Training and Apprenticeship Contract” (Contrato para la Formación y el Aprendizaje). The contact form exempts the company from having to contribute to Social Services during the period the student works for the company. Therefore, the financial proxy was set to €0, as no other proxy was relevant for this outcome.
** Even if it could be "obvious" that tax contribution would be seen as an outcome as it increases the treasury of Social Services, it was discarded as an outcome for two reasons:

- It didn't impact on reduction in resources (which would have been cost-saving or use of same resources in other services);
- It didn't cause "a change" to a large or significant extent concerning total tax contribution if compared to the total;

If these students were not employed, then other employees would probably have taken their place, paying the same taxes, wherefore it displaced the taxes.

6.8.4 Link between the well-defined outcomes, the inputs, and the outputs

This is the 1 final monetized outcome for this stakeholder in this report. This is the final outcome included in the SROI calculation.

The table states the outcomes generated by the stakeholders (in the last column) and shows the relationship between the activity, the inputs and outputs, and the outcomes. This is sometimes known as the Theory of Change or a logic model. I.e. It is the story of how this program makes a difference in the world.

Activity: The "GENERATING FUTURE BY CONNECTING TRAINING TO EMPLOYMENT" program is a training program to improve the employability of socially vulnerable people with no qualification				**Period:** 3 years
Inputs	**Outputs**	**As a result, stakeholders say they:**	**Because of this, they say they:**	**So, the Well-defined outcomes are:**
This stakeholder does not generate any significant input. The service provided was impacted to a very small extent, due to the automatization of the enrollment process.	**124** enrolled contributors.	*Young adults with extreme difficulties in landing a job enter the labor market.*	*They don't have to cater for their living anymore, avoiding social costs, costing less to social services treasury*	**Avoided cost for social welfare expenditures**

Stakeholder: Social Services - Treasury	**Description**
Avoided cost for social welfare expenditures	The situation and characteristics of the young adults addressed in this program are affected by several social circumstances. Combined, these make them vulnerable as individuals, limits their entrance to labor market and society, and put high barriers to catering for their own living or support their families i.e., it is most probable that to a very high extent, most of them would not reach the labor market, demand economic and social support impacting Social Services Treasury and administration, or find other (un-legal) ways to finance their living that could cause other social costs. This would have a negative short-, medium, and possibly long-term economic impact on Social Services Treasury. This assumption is drawn by crossing several data sources:

	a) These young adults are part of what is called the "ni-ni" generation (NEET population, young adults that don't work, don't study) b) They are part of a group with very high rate of school dropouts (the program addresses "second chance" for young adults that are not accepted in the school system). c) They are reaching adulthood and are unemployed, with 64.9% of those under the age of 20 unemployed in the Community of Madrid; this group is the most affected by unemployment in Madrid. d) On top of this, the quantity and quality of employment of students with no secondary education and level 1 professional certificate are low. These former students didn't have this education before the program, wherefore, their possibilities decreased even more. e) Finally, some of the students would have a complex family situation (less support), a socio-economic environment with the existence of addiction, and cultural and linguistic barriers, that made their entrance into the labor market harder. The European Anti-Poverty Network shows in its 2017 report that the risk of poverty and exclusion affects especially young people (16-29 years), whose poverty rate stood at 37.4% at the end of 2017. According to the Labour Force Survey (EPA, 3rd quarter of 2017). The assumption leads to the conclusion that these young adults, if not haven been part of the program and landed a job thanks to the program, would add to the statistics of "ni-ni" generation, costing Social Services or other governmental departments. Landing a job and keeping track record during one year, to assure that they keep their jobs, is a way of supporting society in avoiding costs generated by them, not being employed, nor studying.

6.8.5 Duration rationale

In order not to over-claim the impact of the program on these outcomes, the following table describes the rationale for the duration set per outcome. The duration was set by the consultant as this outcome was worked through with a benchmark.

Material outcome	Duration	rationale
Avoided cost for social welfare expenditures	1	The duration taken into account is only one year, as this is the amount of time the organization "does follow-up" with former working students. **Source:** consultant judgment.

6.8.6 Impact calculation per outcome

To avoid over-claiming the program's impact on these outcomes, the following table establishes the percentage per area discounted in value for the specific outcome and explains the rationale behind this evaluation. The consultant used benchmark material to identify these values as the stakeholder was not consulted.

Material outcome	Avoided cost for social welfare expenditures	
Factors	**Ratio**	**Descriptions**
Deadweight	30%	Some deadweight was assigned to this outcome as there are other ways to "avoid" having to pay the social welfare for these students, if they applied different ways to gain income or got economic support from other programs, returned to their families, etc. The consultant judged that the options post-program were more than the well-fare payment, wherefore deadweight was applied. **Source:** stakeholder-informed and consultant judgment
Displacement	10%	Displacement refers to how much of the outcome displacing other outcomes. I.e., would it stop someone else from experiencing the same outcome because of the avoided cost for social welfare expenditures? Has this achievement been at the expense of other outcomes and another stakeholder has been affected by this displacement? One could argue that new employees initiating the payment of social services or paying taxes are displacing another taxpayer that would have contributed similarly

		to the Social Services Treasury. In this case, the outcome is not related to the actual contracting situation; it is related to an avoided cost that would most probably happen if these students had not been employed. Theoretically, the potential stakeholders could be other citizens with similar characteristics that would have more chances to get supported if the finances were limited. But, in this case, anybody meeting the exact requirements has the right to economic support. Therefore, it doesn't depend on the amount of money, at least not significantly, as the new employees are not substantial in numbers. Thus, the consultants judged that this outcome was not at the expense of other stakeholders in a direct way. To keep a conservative approach, as the analysis could have missed a displaced outcome, 10% displacement was attributed to this outcome. **Source:** stakeholder-informed and consultant judgment.
Attribution	10%	Attribution was set to 10% as the consultant judged that the young adults were impacted as well by otros in their environment. **Source**: stakeholder-informed and consultant judgment.
Drop-off	0%	Drop-off was not set as the duration was of one year. **Source**: consultant judgment.

6.8.7 Indicators & financial proxies

Indicators are ways of knowing that change has happened. Therefore, indicators were identified to measure how much had changed for this stakeholder. In this SROI evaluation they were applied to outcomes as these are the measures of change that was of interest for the study. The idea was to identify indicators that could tell:

20. Whether the outcome has occurred, and
21. By how much

This study identifies a range of financial proxies that correspond to the outcome indicators. External sources were consulted to identify the financial proxies. A “proxy" is an approximation of value where an exact measure is impossible to obtain, whereas the proxies listed in the table, should be seen as financial indicators used to monetize the value of the account.

This table serves to describe how the consultant, informed by the stakeholder in the qualitative data collection and validation, has identified appropriate financial values for the 2 outcomes monetized. This should be seen as a way to represent the relative importance to stakeholders of the change they experienced. The value stated in the last column is:

a) either a calculation of several parameters (described in the proxy description) or;
b) a one-time cost referring to a period.

All proxies were stakeholder-informed as well. The stated preference was contrasted with other proxies to strengthen proxy selection. The final value and proxy selection were then validated with the stakeholder.

Outcomes	indicators	Measure	Financial proxy	Value
How would we describe the change?	**How would we measure the change?**	**How much changed?**	**What proxy would we use to value the change)?**	**What is the value of the change?**
Avoided cost for social welfare expenditures	Number of contracted former students employed for at least 12 months removed from NEET situation	124 out of 288 total students that finished the program (43%)	Value assigned to "having" a person in a "ni-ni" (NEET) situation, not working, not studying for one year €9834/year/person	**€9834**

Indicator description: Objective indicator:Number of contracted former students employed for at least 12 months removed from NEET situation.

Proxy description: Revealed preference: Value assigned to "having" a person in a "ni-ni" (NEET) situation, not working, not studying for one year €9834/year/person

Source: https://www.deia.eus/actualidad/sociedad/2012/10/23/generacion-nini-cuesta-153000-millones/253930.html

Value description of €9834: The proxy selected for this outcome is an economic indicator of how the stakeholder values "how costly" it is for the society to have citizens in a NEET Situation not being productive, i.e., not studying, not working ("ni-ni," NEET situation). This economic indicator was considered to be the most representative of the value to this stakeholder, the program generated as it puts in monetary value the outcome of "removing" young adults from this situation, being the circumstances of the beneficiaries in this study. The beneficiaries in this study are "given a second (and last) chance" when integrated into the program. They have passed and failed in all previous systems (school, support, etc.). The program is seen as "their second chance" or, in some cases, as they express it, "last chance" to reincorporate into society, especially the labor market. Two stakeholder groups validated this value (the State and the program initiator).

The base for this proxy are the statistics stated in a European report (Fundación Europea para la Mejora de las Condiciones de Vida y de Trabajo - Eurofound) that indicates the loss in economic value (per year) caused by having a person from the "NEET generation" ("ni-ni" not working, not studying) inactive in Spain:

- The cost to the European Union as a whole of the nearly 14 million young people between the ages of 15 and 29 who neither work, study, nor follow any training: 153,013 million euros each year, 3 billion per week.
- In Spain, totals of 1.6 million young people (21.1%) whose disengagement from the education and employment system meant a potential loss of resources of 15,735 million euros in 2011, 1.47% of GDP, equivalent to ,€9834 per year/person in NEET situation.

This was compared to the social cost for Social Services treasure in:
Minimum income - (renta minima vital 2022 - economic support to citizens with no income) €565,28/month = €6783/year.

Housing offered by the state for "ad hoc" sleeping for people without homes for 20% of all nights in a year €9782/year (this service can not be used daily).

As "housing" by itself doesn't show the full story of cost avoidance, nor does the minim income provided by the state, since it doesn't take into consideration the cost of consequences such as inadequate nutrition, need to cate for food or health, the consultant chose to use the most conservative value of them all mentioned above: "lost in economic welfare for the state indicated in the European report: €9834 per year/person in NEET situation.

6.8.8 The list of discarded outcomes

This is the list of the outcome that was not included for valuation, therefore not included in the final value calculation. The reason for discarding them from the total list of outcomes was because they were not considered material and well-defined according to above tests for materiality.

Stakeholder	Outcome	Reason for exclusion
Social Services - Treasury	Social Services tax contribution from 1-year-work contracts during the program	Did not pass the significance test
Social Services - Treasury	Tax contribution to social services from extended job contracts	Did not pass the significance test

6.9 Future vale of the outcomes

In reference to the future value of the outcome, being this is the first time an SROI evaluation report is conducted for this specific activity, and not having any similar evaluation report for the Spanish market where the drop-off of value has been analyzed, it has been agreed to base the drop-off rate on assumptions informed by the stakeholders, for all the outcomes. It is mentioned in section 10. Recommendation that future SROI evaluations should include the review of these drop-off data, to adjust to more accurate information.

6.10 Validation of materiality of all outcomes in relation to total value

The well-defined outcomes were tested for materiality individually before being taken for valuation. The process is described in section 6. The outcomes per stakeholder.

Once all outcomes had been assigned economic value and assigned deadweight, displacement, attribution, and drop-off, they were, compared one with another to answer the questions:

- *How relevant are the outcomes concerning the project?*
- *How significant are the outcomes concerning the project?*

This materiality test aimed to assure that no material outcomes were excluded and that no material outcomes were included without being relevant or significant. For this step in the process to take place:

a) The Value Map was studied in detail. See the Value Map in Appendix C.

b) The Consultant went back to the quantitative data of the individual materiality questions (*How important was the outcome" "How much had changed" "Duration").* See the Relevance Tests and Significance Tests for each outcome in section 6. The outcomes per stakeholder.
c) The Consultant went back to the qualitative data collection to revisit the initial outcomes identified.

The analysis showed the following:

Stakeholder	Outcome	Description
Norte Joven team (5 members)	Improved interpersonal relationships as an organization	This outcome was very much relevant to the stakeholder (7 out of 10) and mentioned by the imitators as essential to include because staff retention was critical to the project's development. Even if significance was low, concerning the total value (6% for the stakeholder and less than 1% in the full report), it was kept as material to the project and the stakeholder due to the importance for the organization, the stakeholder themselves and the outcomes of the beneficiaries. **Result**: analyzed and kept as included.
Beneficiaries	Increased willingness to help	This outcome was very much relevant to the stakeholder (7 out of 10) and significant for them 7 out of 10). Even if not as significant when put concerning the total value (1-2% in the full report and relation to other outcomes), it was kept as material to the project and the stakeholder because of the great emphasis the project had on “triple impact” (helping others when being helped), to support the operational decisions concerning improving this area to optimize the project and leveraging on this outcome. **Result**: analyzed and kept as included.
Tutors and Teachers	Enhanced professional knowledge and skills / Strengthened personal skills / Felt more energetic	The outcomes for this stakeholder were not as significant in value (less than 1%) concerning the project's total value. Still, the consultant judged to keep these outcomes because they were relevant (8-9 on a scale of 10) and significant (6-8 on a scale of 10) for the stakeholder. Also, because this stakeholder was crucial for the project's success, and in some sense, their outcomes, even if not significant in value in the total picture, formed the basis for the valuable outcomes of other stakeholders (beneficiaries). For example, the beneficiaries referenced the teachers as vital for their outcomes. **Result**: analyzed and kept as included.
Customers of the audits	Felt empowered to advocate for household efficiency / Improved finances	The outcomes for this stakeholder were not as significant in value (less than 1%) if put in relation to the programs’ total value. Still, the consultant judged to keep these outcomes because they were significant to the stakeholder (7 on a scale of 10) and of most relevance to the project. This stakeholder was seen as the "door" to the community and mentioned by the beneficiaries as

		key to their own outcomes: "thanks to the interaction with this stakeholder, the beneficiary has generated change of value to them," as well as "the beneficiaries would not have generated as much change if it wasn't for the interaction with this stakeholder." This was also repeated by the initiator as a key component in the program. Therefore, it was kept in the analysis as if it formed part of operational decision-making to maximize impact and part of the story of change. **Result**: analyzed and kept as included.
All stakeholders	All outcomes	The consultant reviewed the data collected in the qualitative data collection to secure that no relevant or significant outcome had been excluded that would impact the full story of change for this program. The consultant also went back to the theory of change and the organization's vision, mission, and objectives, and compared with the outcomes to see if any relevant or significant outcomes had to be investigated further and integrated. See appendix A. It was concluded that the story of change had no missing pieces. **Result**: analyzed and kept as included.

Table 29: Analysis of the relevance of some key outcomes to the program.
Note: From own sorces.

Conclusion: The consultant judged that the report only included material outcomes. That no relevant or significant outcomes were missing and that the report didn’t include outcomes that were not relevant or significant to the project.

6.11 Outcomes excluded from the valuation but part of the story of change

This report would only consider the valuation and inclusion of those outcomes that were well-defined and material (as they passed the thresholds set and the assessment made for materiality). Those outcomes have been cleary described and listed in this report. Still, there were outcomes expressed by respondents that were not included as not reached saturation, or not being considered as relevant, but are still being part of the story of change. This section describes those outcomes as, even if not valued and part of the SROI calculation, could be of importance in the operational or tactical decision-making of the organization.

Neutral outcomes: “*Nothing changed for me.”* Only two individuals expressed this when asked: “*what changed due to the program.”* The analysis was made to all the quantitative and qualitative responsed.

neutral or no change
0
0

Graphic 9: Image of neutral/no change outcomes.
Note: From own sorces.

This represents 0,70% of the whole stakeholder group and 3% of those that responded. It was considered "not significant" By the consultant to be included in the evaluation but stated in the description case it would be helpful for strategic decision and to be By the consultant to be included in the evaluation but said in this description, in case it would be beneficial in the strategic decision making. In order to be transparent, this information was alos given in the section 6.2 Beneficiaries.

Unintended outcomes: this report considers intended and unintended outcomes equaliy. It doesn't intentionally try to evidence the intended outcome; on the contrary, great effort was put into ensuring that the respondents felt secure and confident that they could express any intended or unintended outcomes. Thus, the outcomes represented in this report cover the story of change for all respondents.

Negative outcomes: this report considers positive and negative outcomes equaliy. It doesn't intentionally try to evidence the positive outcome; on the contrary, great effort was put into ensuring that the respondents felt secure and confident that they could express any negative outcomes. See section 5.4.5 Analysis or unintended or negative outcome that details the negative outcomes. The negative outcomes were also tested for relevance and significance along with all outcomes. See section 6.2.3 Significance test. Thus, the outcomes represented in this report cover the story of change for all respondents.

Outcomes part of a chain of events: The outcomes that were part of a chain of events were excluded as they were part of the story of change but not a well-defined outcome.

Conclusion: The consultant concluded that all stakeholders participating in the analysis were represented with well-defined outcomes. The two persons (3%) that were neutral have been represented in the paragraph above, thus considered into the story of change (but not assigned a value) make it clear what happened to all members of a stakeholder group.

7. Social return calculation (SROI)

The following calculations are the basis for the Social Return of the activities considered in this evaluation report. The calculations are summarized in this table. The table also shows the ranking in-between all stakeholders groups in terms of value contributors.

7.1 Value of outcomes per stakeholder

The value of these outcomes is the total value per outcome, taking into account causality (deadweight, displacement, attribution, drop-off and duration)

Material outcome	Total value of outcomes	% of each group
Stakeholder: Norte Joven (as an organization). Initiator of the activity.		
Strengthened organizational values and enhanced image of the organizational core philosophy	€41.783,85	50.06%
Increased access to financial resources	€28,594.80	34.26%
Nourishes a transformed and future-proofed organization	€7,551.36	9.05%
Cost savings due to retaining staff	€3,841.06	4.60%
Improved interpersonal relationships as an organization	€1,701	2.04%
Value for this stakeholder	**€83,472.07**	**100%**
Stakeholder: Beneficiaries (program participants)		
Improved life satisfaction	€462,763.32	38.21%
Enhanced self-confidence	€221,721.46	18.31%
Increased readiness for employment	€182,875.52	15.10%
Increased motivation to study	€163,887.03	13.53%
Healthier	€64,770.97	5.35%
Secured a paid job while participating in the program	€57,550.50	4.75%
Increased willingness to help	€28,934.01	2.39%

Improved social life	€28,576.80	2.36%
Value for this stakeholder	**€1,211.079.61**	**100%**
Stakeholder: Families of the beneficiaries and Legal Tutors		
Improved mental health	€99,531.75	67.46%
Better functioning family	€43,929.83	29.77%
Time freed up for the parents	€4,082.40	2.77%
Value for this stakeholder	**€ 147,543.98 €**	**100%**
Stakeholder: Tutors and teachers		
Main Felt more energetic	€16,249.28	53.35%
Strengthened personal skills	€9,285.30	30.48%
Enhanced professional knowledge and skills	€4,925.81	16.17%
Value for this stakeholder	**€30,460.39 €**	**100%**
Stakeholder: Companies		
Increased social consciousness in the organization	€2,008.95	6%
Increased in organizational diversity (due to employment of former students)	€31,479.17	94%
Value for this stakeholder	**€33,488.12**	**100%**
Stakeholder: Volunteers		
Improved life satisfaction due to a sense of achievement from self-realization	€60,702.57	83.61%
Enhanced professional skills	€11,902.46	16.39%
Value for this stakeholder	**€72,605.03**	**100%**

Stakeholder: Customers of the audits		
Felt empowered to advocate for household efficiency	€3,466.51	59.70%
Improved finances	€2,339.90	40.30%
Value for this stakeholder	**€5.806,41**	**100%**
Stakeholder: Social Services - Treasury		
Avoided cost for social welfare expenditures	€877,979.52	100%
Value for this stakeholder	**€229,710**	**100%**

Table 30: List of all outcomes and their values.
Note: From own sorces.

7.2 The five most important outcomes

When combining quantity, duration, value and causality of the outcomes, the total value was calculated for all outcomes to understand the magnitude of each outcome and be able to compare them as well in-between stakeholders. This table shows the outcomes cross over stakeholder that has contributed the most in terms of social value.

The top five outcomes stand for 71,34% of the total value. Three of the outcomes are related to the "Beneficiaries" stakeholder and the "Social Services – Treasury”.The five outcomes have in common that they all relate to "well-being"; the well-being of the beneficiay and well-being of the state.

The conclusion is that the program is creating value in line with the well-being of people and society. Well-being is one of the essential aspects of today's society. It is currently studied and importance highlighted by international organizations such as The United Nations Development Programme in the World Happiness Report (www.worldhappiness.report), the World Health Organization's (www.who.int), and there are countries such as Bhutan measuring well-being (happiness) of their citizens (GNH) giving the ratio the same value as the BNP (www.wikipedia.org). According to the scientific studies presented by these organizations, contributing to well-being is a top priority for any government, country, and society today. The training program provides knowledge and experience that contributes to increasing the possibilities for young adults to enter the labor market. In parallel, the program also generates well-being on an individual level, on a community level (families, community), impacting society. This is what has been put in value by the stakeholders of this program.

Stakeholder	Outcome	Value	% of total
The Social Services - Treasury	**Avoided cost for social welfare expenditures**	€691,408.87	30.38%
Beneficiaries	**Improved life satisfaction**	€462,763.32	20.33%
Beneficiaries	**Enhanced self-confidence**	€221,721.46	9.74%
Beneficiaries	**Increased readiness for employment**	€182,875.52	8.04%
Beneficiaries	**Healthier**	€64,770.97	2.85%
Value of top 5		**€ 1,623,540.14**	**71.34%** *(of total value)*

Table 31: List of top 5 outcomes in terms of values.
Note: From own sorces.

7.3 Value of outcomes in % compared in-between stakeholders

Table indicating total value per stakeholder and the ranking in-between the stakeholders.

In summary, the most crucial stakeholder of those affected by the activity is “Beneficiaries,” who represent 54.10% of the overall changes. With 30.38% of the value, the stakeholder “The State - Treasury,” also affected by the activity comes second, and “Families of the beneficiaries and legal tutors” third with 6.58%. It is essential, though, to take into consideration that the number of families represented in this report (8) of the total impacted (288), i.e., only 2.75%, affects this economic value as it misses the potential negative or positive value of the families not reached for this study. This value would probably be higher if more families had been involved.

Several scenarios in the sensitive analysis would show the impact on the SROI if more respondents took part in the study.

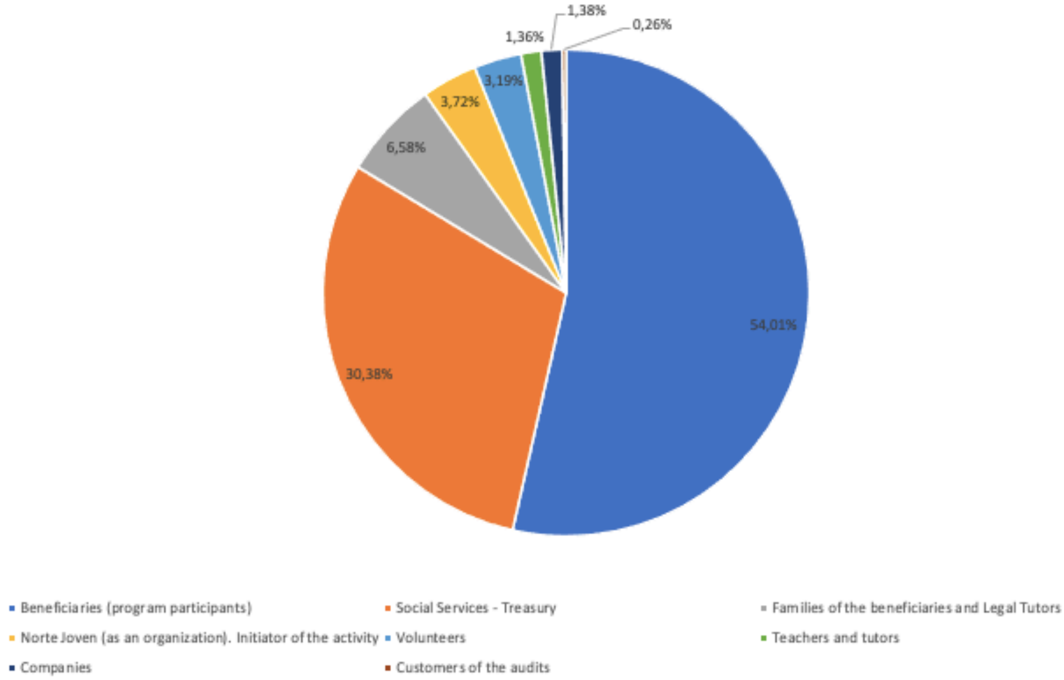
For the same reason, the stakeholder “Beneficiaries” is also affected by the limited number of respondents, 18.28% of the total beneficiaries. Therefore, the economic value represented in this table is assumed to rise if more respondents had attended. Several scenarios represent the potential difference in value based on the assumptions of a more significant number of respondents.

Ranking	Stakeholder	Total value	% of total
1	**Beneficiaries (program participants)**	**€1,211,079.61**	54,01%
2	**Social Services - Treasury**	**€691,408.87**	30,38%
3	**Families of the beneficiaries and Legal Tutors**	**€147,543.98**	6,58%
4	**Norte Joven (as an organization).** ***Initiator of the activity***	**€83,472.07**	3,72%
5	**Volunteers**	**€72,605.03**	3,19%

6	**Teachers and tutors**	**€30,460.39**	1,36%
7	**Companies**	**€33,488.12**	1,38%
8	**Customers of the audits**	**€5,806.41**	0,26%
	Total value *(3,5% discount rate not applied)*	**€ 2,275,864.48**	*100%*

Table 32: Ranking of stakeholders in order of value.
Note: From own sorces.

The data below illustrates the relationships in value between the different stakeholders. Who of the eight stakeholders does this program matter the most?



Graphic 10: relationships in value between the different stakeholders.
Note: From own sorces.

7.4 Estimated SROI

This analysis estimates that for every €1 invested in the program there is social value created with €2.28. It indicates that the value more than duplicates when executing this program.

Estimated Return on investment

Calculation		
Inputs	*-€977,446.20*	
Value	*+€2,231,477.26*	
Social Return on Investment		**2.28**

Table 33: SROI calculation.
Note: From own sorces.

7.4.1 Outcome targets analysis

The outcome target identified in section 3.6.4 Outcome taregets was reached. The level of satisfaction expected for this report was set to *an SROI ratio of more than 1.*

	Unsatisfactory	**Satisfactory**	**More than satisfactory**
Indicator of satisfaction accomplishment	An SROI ratio below 1 (i.e 0,X:1)	An SROI ratio equal to 1 (i.e 1:1 or more)	An SROI ratio of more than 1 (i.e 1:X or more)
			accomplished

Table 34: Indicator of level of accomplishment.
Note: From own sorces.

8. Sensitive analysis

It is of rigor for any analysis containing assumptions and many variables to put a great effort into the sensitivity analysis to be transparent on not over-claiming any value. The SROI ratio calculated in the above section depends on several assumptions based on a combination of desktop data analysis, stakeholder engaged conversations and subjective indicators as well as making a continual series of professional judgements regarding issues like attribution and deadweight. According to the SROI guideline, to determine the reliability and validity of this report, the sensitivity analysis is essential to test which assumptions have had the most significant effect on the calculations.

This is an essential tool for any decisionmaker to consider concerning the program analyzed. Therefore, the consultant apply the tecnics of sensibility analysis to ensure a rigorous and objective report is being the base for decision making.

This report mainly refers to Spanish market proxies as its financial proxies, and all data collected for duration, causality and valuation are stakeholder-informed. Thus, it becomes important for the decisionmakers to understand how varying these would impact the report.

The different adjustment parameters were:

- *Stakeholder* groups not represented with more than 30%: What would have happened if more respondents had taken part in the analysis?
- *Proxies*: Most proxies were based on a selection of 2 or 3. What would have happened to the value of the lowest proxy was always selected?
- *Duration*: Some durations expand over 3-4 years, impacting the total value. What would happen if the duration was lowered to half of the time assigned?
- *Causality*: Causality is set between 10-100%. What would happen if this was duplicating, not to overclaim?

The consultant would try to identify the impacts on two scenarios:

- What situation is the most sensitive to drive the value below the 2:1 ratio?
- What situation is the most sensitive to drive the value above the 2:1 ratio (2.28)?
- What situation would drive the value below the 1:1 ratio (i.e., more investment is made concerning the benefit generated), and is there any logical that would support such a situation?

Below the reader finds different sensitivity scenarios refering to the questions above.

8.1 The five most sensitive data

Below are several different scenarios. If applied to the report, changes to this data (proxy, number of respondents, changes in duration) would impact the SROI ratio in the following way.

Neither of these tests indicates a very significant level of sensitivity when using more convervative numbers. The changes create a ratio range of €2.06 - €2.28. The only parameter that generates a much higer value is the inclusion of more respondents in the analysis €2.28 - €4.81 (increase with 2.53). Important to this analysis is to understand that none of them drives the ratio below 2:1 or below the 1:1 balance, wherefore, the investment would still generate social value dubilng the investment in any case.

The number of respondents for the stakeholder group "Beneficiaries"					
Item	**Base case**	**New assumption**	**Base result**	**New result**	**Diference**
Increase the number of respondents for the beneficiaries to represent 50% of the stakeholder	**18%**	**50%**	**2.28**	**4.40**	**+2.12**

If 50% of the respondents had contributed to the data collection and replied the same way as the 18% that did contribute to the evaluation, the SROI would have shown a ratio of 4:1 (4,40) instead of 2,28. I.e., it would deliver a value five times more than the investment. ***It indicates*** the importance of engaging a more significant % of the respondents for subsequent evaluation by assuring the connection to the program once the beneficiary finishes the studies.					
The number of respondents for the stakeholder group "Families of beneficiaries and legal tutors"					
Increase the number of respondents for the families to represent 50% of the stakeholder	**2.70%**	**50%**	**2.28**	**4.81**	**+2.53**
If 50% of the respondents had been involved in the data collection and replied the same way as the 2.70% of the respondents were, the SROI would have shown a ratio of 4:1 (4,811) instead of 2,28. I.e., it would deliver a value five times more than the investment. ***It indicates*** the importance of engaging a more significant % of the respondents from this stakeholder for subsequent evaluation by assuring the connection to the program once the beneficiary finishes the studies.					
To test if the proxy used for the outcome of the "Beneficiaries"; "Increased self-confidence" was over-claimed					
Change of proxy for "Beneficiaries" stakeholder, outcome "increased self-confidence"	**€7,158**	**€1,500**	**2.28**	**2.11**	**-0.17**
The sensitivity analysis calculated the proxy value needed to break the 2:1 ratio of this SROI. To fall underneath this ratio, the proxy would have to be €1,500/year, which is less than the market value of individual therapy (often used in reports). Thus, it wouldn't serve as a representative indicator/proxy in this report. ***It indicates*** that independent of what indicator or proxy is used for this outcome that has a high proxy assigned to it, the SROI ratio is never falling below 2:1. Therefore, decision-making would not be drastically affected if the proxy had been used.					
Changing the duration of the "Beneficiaries'" outcome - "Increased self-confidence"					
Change or duration of "Beneficiaries" stakeholder, outcome "increased self-confidence"	**4 years**	**1 year**	**2.28**	**2.14**	**-0.14**

Duration for this outcome was set to 4 years. To fall underneath the SROI ratio of 2:1, the proxy would have to be less than one year. As this is not possible, the duration decrease would still show that the program had duplicated the investment. ***It indicates*** that independent of what duration is used for this outcome, the SROI ratio is never falling below 2:1. Therefore, decision-making would not be drastically affected if the proxy had been used.					
To test if the proxy used for the outcome of the "Social Services Treasury"; " Avoided cost for social welfare expenditures " was over-claimed					
Change of proxy for "Social Services Treasury" stakeholder, outcome "Avoided cost for social welfare expenditures"	**€9,834**	**€6,783**	**2.28**	**2.06**	**0.22**
The sensitivity analysis calculated the proxy value needed to break the 2:1 ratio of this SROI. To fall underneath this ratio, the proxy would have to be under €5000/year, which is 26% less than the minimum in economic support for any person with no income in Spain. I.e. not a realistic proxy. Another indicator studied in this report was to use as a proxy the social cost for Social Services treasure in Minimum income - (*renta minima vital* 2022 - economic support to citizens with no income) €565,28/month = €6783/year. If this proxy had been used, the SROI ratio would still show more than 2:1 (2,06) ***It indicates*** that independent of what indicator or proxy is used for this outcome that has a high proxy assigned to it, the SROI ratio is never falling below 2:1. Therefore, decision-making would not be drastically affected if the proxy had been used.					

Table 34: Sensitivity analysis of selected data from the value map.
Note: From own sorces.

8.2 Changes that are not significant but impacts resource setting

These three changes are not impacting the ratio, but they are essential for resource setting in data collection in coming evaluations.

Neither of these tests indicates a very significant level of sensitivity. The changes create a ratio range of €2.20 - €2.68. Also, none of them drives the ratio below 2:1 or below the 1:1 balance, wherefore, the investment would still generate social value.

The number of respondents for the stakeholder group "Companies"					
Item	**Base case**	**New assumption**	**Base result**	**New result**	**Diference**
Increase the number of respondents for	**7.20%**	**50%**	**2.28**	**2.69**	**+0.41**

<table>
<tr><td>the companies to represent 50% of the companies</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="6">If 50% of the respondents had been involved in the data collection and replied the same way as the 7.20% that did contribute to the evaluation, the SROI wouldn't change drastically. It would still have shown a ratio of 2:1 (2.69) instead of 2.28. I.e.

It indicates that minimal resources should be placed on engaging this group because the social-economic value is too low to impact the program's total value. Still, the consultant recommends in the list of recommendations of this report to engage a more significant number of respondents in the initial quantitative data collection as the number of respondents that did contribute to the evaluation (7.20%) was too low to show an apparent saturation on outcomes. There is a risk (mentioned in the risk analysis) that outcomes have been lost and not assigned a value in quantifying those.</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td colspan="6">The number of respondents for the stakeholder group "Volunteers"</td></tr>
<tr><td>Increase the number of respondents for the volunteers to represent 50% of the volunteers</td><td>20%</td><td>50%</td><td>2.28</td><td>2.38</td><td>+0.10</td></tr>
<tr><td colspan="6">If 50% of the respondents had been involved in the data collection and replied the same way as the 20% that did contribute to the evaluation, the SROI wouldn't change drastically. It would still have shown a ratio of 2:1 (2,38) instead of 2.28. I.e.

It indicates that minimal resources should be placed on engaging this group because the social-economic value is too low to impact the total value of the program. Still, the consultant recommends in the list of recommendations to ask for a contribution from a more significant number of respondents in the initial quantitative data collection. This, as the number of respondents that did contribute to the evaluation (20%) was not entirely representing the stakeholder wherefore it is not clear if saturation was met on the outcomes. There is a risk (mentioned in the risk analysis) that outcomes have been lost and not assigned a value in quantifying those.</td></tr>
<tr><td colspan="6"></td></tr>
<tr><td colspan="6">Excluding the outcomes and value of those for the initiator of the program (Norte Joven)</td></tr>
<tr><td>Exclusion of total value for the initiator of the program (Norte Joven)</td><td>€83,472.07</td><td>€0</td><td>2.28</td><td>2.20</td><td>-0.10</td></tr>
<tr><td colspan="6">The report takes into account the social value created for the initiator of the organization: Norte Joven Association. If this value (€77,300) is not taken into account, the SROI ratio is still not affected dramatically. The ratio would be 2,20 instead of 2,28.</td></tr>
</table>

It indicates that minimal resources should be placed on engaging this group because the social-economic value is too low to impact the total value of the program and it doesn't impact on decision-making of the program or funding.

Table 35: Sensitivity analysis of selected data from the value map for resource setting.
Note: From own sorces.

8.3 Combination of changes of values to test sensitivity of total value

In this analysis, a combination of changes mentioned in the above sections, which all "reduces" the value, have been applied to understand if the total social value falls under the ratio of 1 (i.e., the investment shows negative results).

The combination of these parameters result in a very significant level of sensitivity. The changes create a ratio range of €2.20 - €2.68. Also, none of them drives the ratio below 2:1 or below the 1:1 balance, wherefore, the investment would still generate social value.

To test if a combination of the sensitive areas mentioned above reduces the value under 1 Change for proxy for "Beneficiaries" stakeholder, outcome "increased self-confidence" (from €7,158 to €1500) + Change of duration for "Beneficiaries" stakeholder, outcome "increased self-confidence" (from 4 to 1) Change or proxy for "Social Services Treasury" stakeholder, outcome "Avoided cost for social welfare expenditures" (from €9,834 to €6,783) and Exclusion of total value for the initiator of the program (€83,472.07)					
Several changes applied	**€9,834**	**€6,783**	**2.28**	**1.78**	**-0,5**
The sensitivity analysis applied all the changes simultaneously to understand how far from the 2:1 ratio of this SROI the result would be and see if it fell under a 1:1 ratio. ***It indicates*** that despite lowering the most sensitive proxies and duration to a minimum, the SROI ratio never falls below 2:1 and is 78% above the 1:1 ratio. Therefore, decision-making would not be drastically affected if the other proxies and durations had been used.					

Table 35: Sensitivity analysis of a combination of changes of values.
Note: From own sorces.

8.4 Sensitivity analysis per outcome

This analysis is a summary of the sensitivity analysis done per outcome and per stakeholder on causality (i.e., deadweight, displacement, attribution and drop-off). It also includes an analysis on the outcomes per proxy used and duration.

8.4.1 Sensitivity analysis on all causality

The consultant doubled the current values and halved the current values to assess sensibility for deadweight, attribution, displacement duration & drop off of all outcomes. The result is shown in this table. If the value was 0%, the consultant increased it to 10%, and if the outcome had already been assigned 50% or more, it was set to 100% (i.e., putting the total value of the outcome to €0).

None of the result below showed a very significant level of sensitivity in variation. The highest variation is concerning the attribution for all stakholders if increased at the same time. However, it is still not substantial as the SROI ratio stays within the range of €1.78 - €2.61, which means that the investment is still almost doubling its value and not impacting the decision making in a significant way, if compared to the return rate assigned to this report.

Test - Causality	Base result	New result	Diference
Deadweight - increased with 50%	2,28	1,94	-0,34
Deadweight - reduced with 50%	2,28	2,6	0,32
Attribution - increased with 50%	2,28	1,72	-0,56
Attribution - reduced with 50%	2,28	2,61	0,33
Displacement - increased with 50%	2,28	1,78	-0,5
Displacement - reduced with 50%	2,28	2,53	0,25
Drop-off - increased with 30%	2,28	2	-0,28
Drop-off - reduced with 30%	2,28	2,35	0,07

Table 36: Sensitivity analysis of causality.
Note: From own sorces.

8.4.2 Sensitivity analysis per outcome

The consultant doubled the current values to assess sensibility for deadweight, attribution, displacement duration & drop off of all outcomes indivdualy to understand how sensible one outcome would be to the final value. If the value was 0%, the consultant increased it to 10%, and if the outcome had already been assigned 50% or more, it was set to 100% (i.e., putting the total value of the outcome to €0). The result is shown in this table below, in order or show how significant the new outcome value would impact the current SROI ratio (2.28).

None of the result below showed a very significant level of sensitivity in variation (none of them changed the value more than 1 full point). The highest variation concerned the single outcome of Social Services - Treasry, where the total ratio drops slightly below the 2:1 ratio.

However, it still does not indicate a negative investment; on the contrary, it shows a positive investment and should not have an impacto on the decision making this report was to support. Independent of changes done to casuality, the SROI ratio stays within the range of €1.89 - €2.28. It also indicates a need for more rigorous data collection in the future analysis if future decisions are to be strategic (not the aim of this analysis).

The risk analysis in the section 11. Recommendations includes the consultants recommendations on how to work with this outcome in coming analysis.

Stakeholder	Test causality on outcomes	Base result	New result	Diference
Social Services - Treasury	Avoided cost for social welfare expenditures	2,28	1,89	-0,39
Beneficiaries (program participants)	Improved life satisfaction	2,28	2,05	-0,23
Beneficiaries (program participants)	Increased readiness for employment	2,28	2,1	-0,18
Beneficiaries (program participants)	Enhanced self-confidence	2,28	2,11	-0,17
Beneficiaries (program participants)	Increased motivation to study	2,28	2,22	-0,06
Beneficiaries (program participants)	Secured a paid job while participating in the program	2,28	2,22	-0,06
Beneficiaries (program participants)	Healthier	2,28	2,22	-0,06
Norte Joven (as an organization). Initiator of the act	Strengthened organizational values and enhanced image of th	2,28	2,24	-0,04
Beneficiaries (program participants)	Improved social life	2,28	2,25	-0,03
Families of the beneficiaries and Legal Tutors	Improved mental health	2,28	2,25	-0,03
Norte Joven (as an organization). Initiator of the act	Increased access to financial resources	2,28	2,25	-0,03
Companies	Increased in organizational diversity (due to employment of f	2,28	2,26	-0,02
Volunteers	Enhanced professional skills	2,28	2,26	-0,02
Beneficiaries (program participants)	Increased willingness to help	2,28	2,27	-0,01
Families of the beneficiaries and Legal Tutors	Better functioning family	2,28	2,27	-0,01
Teachers and tutors	Strengthened personal skills	2,28	2,27	-0,01
Teachers and tutors	Felt more energetic	2,28	2,27	-0,01
Companies	Increased social consciousness in the organization	2,28	2,28	0
Customers of the audits	Felt empowered to advocate for household efficiency	2,28	2,28	0
Customers of the audits	Improved finances	2,28	2,28	0
Families of the beneficiaries and Legal Tutors	Time freed up for the parents	2,28	2,28	0
Norte Joven (as an organization). Initiator of the act	Nourishes a transformed and future-proofed organization	2,28	2,28	0
Norte Joven (as an organization). Initiator of the act	Cost savings due to retaining staff	2,28	2,28	0
Norte Joven (as an organization). Initiator of the act	Improved interpersonal relationships as an organization	2,28	2,28	0
Teachers and tutors	Enhanced professional knowledge and skills	2,28	2,28	0
Volunteers	Improved life satisfaction due to a sense of achievement from	2,28	2,28	0

Table 37: Sensitivity analysis per outcome.
Note: From own sorces.

8.4.3 Sensitivity analysis on duration

The consultant reduced by half the current values of years the outcome would last to assess the sensibility of all outcomes and understand how sensible one outcome, with a much more conservative value, would be to the final value. If the value was one year, the consultant left the value as 0 years, which was of no logic to this program. If the value was four years, it was half. None of the outcomes had more than four years of duration set; the highest initial value was four years. The result is shown in the table below, or how significantly the new outcome value would impact the current SROI ratio (2.28).

None of the result below showed a very significant level of sensitivity in variation (none of them changed the value more than 1 full point). The highest variation concerned the outome "improved life satisfaction" for the Beneficiaries, where the total ratio is affected to some extent.

However, it still does not indicate a negative investment; on the contrary, it shows a positive investment and should not have an impacto on the decision making this report was to support. Independent of changes done to duration, the SROI ratio stays within the range of €2.13 - €2.28. It also indicates a need for more rigorous data collection in the future analysis if the outcome "imporved life satisfaction" if the decisions are to be strategic (not the aim of this analysis).

The risk analysis in the section 11. Recommendations includes the consultants recommendations on how to work with this outcome in coming analysis.

Stakeholder	Test causality on outcomes	Base result	New result	Diference
Beneficiaries (program participants)	Improved life satisfaction	2,28	2,13	-0,15
Beneficiaries (program participants)	Increased readiness for employment	2,28	2,2	-0,08
Beneficiaries (program participants)	Enhanced self-confidence	2,28	2,2	-0,08
Beneficiaries (program participants)	Increased motivation to study	2,28	2,21	-0,07
Beneficiaries (program participants)	Secured a paid job while participating in the program	2,28	2,26	-0,02
Families of the beneficiaries and Legal Tutors	Improved mental health	2,28	2,26	-0,02
Families of the beneficiaries and Legal Tutors	Better functioning family	2,28	2,26	-0,02
Volunteers	Improved life satisfaction due to a sense of achievement from self-realization	2,28	2,26	-0,02
Beneficiaries (program participants)	Improved social life	2,28	2,27	-0,01
Beneficiaries (program participants)	Increased willingness to help	2,28	2,27	-0,01
Norte Joven (as an organization). Initiator of the activity	Strengthened organizational values and enhanced image of the organizational core philosophy	2,28	2,27	-0,01
Norte Joven (as an organization). Initiator of the activity	Increased access to financial resources	2,28	2,27	-0,01
Beneficiaries (program participants)	Healthier	2,28	2,28	0
Companies	Increased in organizational diversity (due to employment of former students)	2,28	2,28	0
Companies	Increased social consciousness in the organization	2,28	2,28	0
Customers of the audits	Felt empowered to advocate for household efficiency	2,28	2,28	0
Customers of the audits	Improved finances	2,28	2,28	0
Families of the beneficiaries and Legal Tutors	Time freed up for the parents	2,28	2,28	0
Norte Joven (as an organization). Initiator of the activity	Nourishes a transformed and future-proofed organization	2,28	2,28	0
Norte Joven (as an organization). Initiator of the activity	Cost savings due to retaining staff	2,28	2,28	0
Norte Joven (as an organization). Initiator of the activity	Improved interpersonal relationships as an organization	2,28	2,28	0
Social Services - Treasury	Avoided cost for social welfare expenditures	2,28	2,28	0
Teachers and tutors	Strengthened personal skills	2,28	2,28	0
Teachers and tutors	Felt more energetic	2,28	2,28	0
Teachers and tutors	Enhanced professional knowledge and skills	2,28	2,28	0
Volunteers	Enhanced professional skills	2,28	2,28	0

Table 38: Sensitivity analysis of duration.
Note: From own sorces.

8.4.4 Sensitivity analysis on proxyies

When proxies were identified, the consultant described tow to 3 differente possible proxies that were discussed with the stakeholders. This sensitivity analysis is taking the lowest proxy per outcome to see how it affects the SROI ratio. If the lowest proxy is already applied to the report (50% of the cases), the consultant is applying a 50% reduction on the existing proxy. The result is shown in this table below, in order or understand how significant the difference was between the current SROI ratio (2.28) and the new value.

None of the results below showed a significant level of sensitivity in variation that would bring the value of the analysis to less than 1. The highest variation concerned the outome "avoided cost of social welfare" for the Social Services - Treasury, where the total ratio is affected to some extent bringing the value to slightly below 2:1.

However, it still does not indicate a negative investment; on the contrary, it shows a positive investment and should not have an impacto on the decision making this report was to support. Independent of changes done to the proxies individually, the SROI ratio stays within the range of €1.90 - €2.28. It also indicates a need for more rigorous data collection in the future analysis if the outcome "avoided cost of social welfare" for the Social Services - Treasury if the decisions are to be strategic (not the aim of this analysis).

The proxies analized are those indicated under the sub-sections Indicators and finacial proxies for each stakeholder described in the section 6. Outcomes per stakeholder.

Stakeholder	Test causality on outcomes	Base result	New result	Diference
Social Services - Treasury	Avoided cost for social welfare expenditures	2,28	1,9	-0,38
Beneficiaries (program participants)	Improved life satisfaction	2,28	2,01	-0,27
Beneficiaries (program participants)	Enhanced self-confidence	2,28	2,17	-0,11
Beneficiaries (program participants)	Increased readiness for employment	2,28	2,18	-0,1
Beneficiaries (program participants)	Increased motivation to study	2,28	2,2	-0,08
Families of the beneficiaries and Legal Tutors	Improved mental health	2,28	2,22	-0,06
Volunteers	Improved life satisfaction due to a sense of achievement from self-realization	2,28	2,25	-0,03
Norte Joven (as an organization). Initiator of the activity	Nourishes a transformed and future-proofed organization	2,28	2,26	-0,02
Beneficiaries (program participants)	Healthier	2,28	2,27	-0,01
Companies	Increased in organizational diversity (due to employment of former students)	2,28	2,27	-0,01
Norte Joven (as an organization). Initiator of the activity	Increased access to financial resources	2,28	2,27	-0,01
Beneficiaries (program participants)	Secured a paid job while participating in the program	2,28	2,28	0
Beneficiaries (program participants)	Improved social life	2,28	2,28	0
Beneficiaries (program participants)	Increased willingness to help	2,28	2,28	0
Companies	Increased social consciousness in the organization	2,28	2,28	0
Customers of the audits	Felt empowered to advocate for household efficiency	2,28	2,28	0
Customers of the audits	Improved finances	2,28	2,28	0
Families of the beneficiaries and Legal Tutors	Better functioning family	2,28	2,28	0
Families of the beneficiaries and Legal Tutors	Time freed up for the parents	2,28	2,28	0
Norte Joven (as an organization). Initiator of the activity	Strengthened organizational values and enhanced image of the organizational c	2,28	2,28	0
Norte Joven (as an organization). Initiator of the activity	Cost savings due to retaining staff	2,28	2,28	0
Norte Joven (as an organization). Initiator of the activity	Improved interpersonal relationships as an organization	2,28	2,28	0
Teachers and tutors	Strengthened personal skills	2,28	2,28	0
Teachers and tutors	Felt more energetic	2,28	2,28	0
Teachers and tutors	Enhanced professional knowledge and skills	2,28	2,28	0
Volunteers	Enhanced professional skills	2,28	2,28	0

Table 39: Sensitivity analysis of proxies.
Note: From own sorces.

8.4.5 Sensitivity analysis per stakeholder

The consultant doubled the current values to assess sensibility for deadweight, attribution, displacement duration & drop off of all outcomes, and grouped them per stakeholder. If the value was 0%, the consultant increased it to 10%, and if the outcome had already been assigned 50% or more, it was set to 100% (i.e., putting the total value of the outcome to €0). The result is shown in this table below, in order or understand how significant the difference was between the current SROI ratio (2.28) and the new value.

The assessment intended to show how a range of "error rates" accounting for an error rate of double the used values would affect decision making. If any of these values drive the return rate below 1:1 (i.e., for every €1 invested negative return is generated), this would be an important note to bring to decision-making that indicates a need for a possible review of the outcome or more rigor in future analysis.

None of the result below showed a very significant level of sensitivity in variation (none of them changed the value more than 1 full point). The highest variation concerned the beneficiaries, where the total ratio drops below the 2:1 ratio.

However, it still does not indicate a negative investment; on the contrary, it shows a positive investment, also taking into account that the beneficiaries in the report only represent 18% of all respondents of this stakeholder. Independent of changes done to casuality, the SROI ratio stays within the range of €1.47 - €2.28, which means that the investment is still positive and does not impact the decision-making significantly if compared to the return rate assigned to this report. It also indicates a need for more rigorous data collection in the future analysis if future decisions are to be strategic (not the aim of this analysis).

The risk analysis in the section 11. Recommendations includes the consultants recommendations on how to work with this outcome in coming analysis.

Test - Causality	Base result	New result	Diference
Beneficiaries (program participants)	2,28	1,47	-0,81
Social Services - Treasury	2,28	1,89	-0,39
Norte Joven (as an organization). Initiator of the activity	2,28	2,2	-0,08
Families of the beneficiaries and Legal Tutors	2,28	2,23	-0,05
Volunteers	2,28	2,23	-0,05
Companies	2,28	2,25	-0,03
Teachers and tutors	2,28	2,26	-0,02
Customers of the audits	2,28	2,28	0

Table 40: Sensitivity analysis per stakeholder.
Note: From own sorces.

9. Conclusions

This section will describe the conclusions of the report, go through the most important outcomes and potential risks and errors. It will also explain the professional judgments that support the report's findings and conclusions.

9.1 Conclusions on outcomes

The Consultant concluded that the program is not only supporting young adults in being more "employable", it supports integrating young adults into society. The integration is supported, or supports the growth of these young adults. It helps them grow as people and feel worthy of a job. Most outcomes are related to how the beneficiaries grew in "confidence", how they learned to "trust", how they felt that others "believed in them" and grew in "self-esteem". They felt "gratitude", they felt "responsible", and most important of all, they felt "well-being" and "life satisfaction".

The main conclusion is that the program is "more than a training program". It helps people to feel integrated, grow and feel life satisfaction (well-being) while transitioning into adulthood. This is a social value of high economic value as well-being is one of the focal points for any company, community, government and state in today's economy.

Secondly, the program has a direct impact on the families and tutors. The Families and tutors focused on how they had transitioned into "well-being", "feeling calmer" and gained family life. Family and belonging is an important factor in society, wherefore, the program should consider integrating this stakeholder more in order to capture more of their outcomes and maximize it.

Thirdly, this report does not show the full value of the program as only 14.20% of all respondents of all stakeholders (760) were part of the full evaluation process. The two most significant stakeholders, if based on their contribution of value, were represented by 18.3% (beneficiaries) and 2.70% (families). The Consultant strongly recommends the organization to secure a larger number of respondents for the coming evaluations.

Fourthly, the outcomes generated by the program are common in other reports. The outcomes are very much related to conditions that lead to "well-being" and "life satisfaction. More than 40% of the social value is related to personal well-being, while the rest is divided into job-related and outcomes related to organizations (the organization and the State). This indicates the importance of the program in relation to the well-being of the participants and their families, and tutors. If this is important, the program developers should consider maximizing these outcomes by expanding on activities related to helping the stakeholders increase "well-being" and "life-satisfaction".

9.2 Success factors

Very often, mentioned by the beneficiaries, teachers, and families, it was said that the way the staff and the organization treated the students was very different from any other training center. They also talked about how the results were better and more tangible. When asked where the differences were, there was a homogeneous agreement on:

1) That the organization **believed in the potential of the students** from the very first moment. “*They believed in that I was worthy a chance because I had something to give*”;
   Examples of outcomes: Increase in self-confidence, getting a job, increased well-being, calmer, feeling more stressed, Increased number of joint family activities, improved social life.

2) That the **teachers and tutors** were **resilient** and pushed the student to take responsibility, respect and follow the routine. “*My son would have been violent with any other adult if asked to do something, but with these teachers, as he saw that they treated him as any other adult, with respect, and listened, my son started to trust. Now he adores his teachers. They are references*”;
   Examples of outcomes: Personal growth, Improved interpersonal relationships for the organization, enhanced professional skills, maintained motivation and felt empowered.

3) **Training adapted to the needs (pace and level) of the students**. The organization pushed as far as they knew they could, always asking the students to “walk the extra mile” but always making sure that they were able to reach the goals, see the results and thus be motivated. Every student individually. This put a lot of pleasure on the teachers, but they worked hard to make sure that each student was getting through the training based on their individual needs. “*I didn’t know I could study. My teachers were convinced that I could do it. Therefore, I did it. I didn’t know I was able to, but as somebody else believed in me I also started to believe in me*”.
   Examples of outcomes: Enhanced possibilities to acquire finances, organization visibility, increased readiness for employment.

4) The success of a combination **of desktop theoretical training, with working in a “real company”**. Mixing theory and experience, was something very much mentioned by the students, the families, but also by the companies by the “companies” stakeholder. “*I saw how other students that had been here longer, we’re working at now how they learned when they came back. I wanted to do that myself, it made me believe that I would also be able to work here in this country”.*
   Examples of outcomes: Support in the delivery of service, increased willingness to employ socially vulnerable young adults

5) **Working in front and areas and approaching markets** with a high need for workers. Many of the students, but also the families and companies, pointed out the success in identifying job categories where there was a high demand on staff, to ensure that the students would have easier recruitment. *“I love what I do. I see that I’m needed”.*
   Examples of outcomes: Increased willingness to employ socially vulnerable young adults

6) **Helping while being helped. A triple social impact.** Supporting socially-economically vulnerable households, with cost-savings on their energy bills due to an energy audit and maintenance, resulted not only in enhancing knowledge for the students, but also the tangible experience of being out able to help others. The actual experience had an impact in the household as well, wherefore it increases the social impact of the program. *“I discovered that I could help others, the same way others had helped me”. “My energy bill was nowhere after that I had learned how to save energy”.*
Examples of outcomes: Improved family relationships, improved know-how, improved finances.

According to the analysis, the consultant has found out that:

- It is verified that the social mission of The Norte Joven Association has strived for is in line with stakeholders' expectations;
- The program's innovative approach and successful results can be replicated to create the same or more impact for other beneficiaries using the same process and way of working.
- "Well-being" is the main driver for the stakeholders, closely linked to "having a job," which is the final goal of the program that prepares young adults for the labor market, and well-being is also the strive of today's society. The program supports "well-being" both on the individual and society levels.
- Not only do "beneficiaries" benefit from the program but a quarter of the value was also created for seven other stakeholders.
- The report outcomes show that the program contributes to young people's healthy and responsible habits and lifestyles. If, in future evaluations, a more profound study of what unhealthy habits the beneficiaries stopped due to the program, the results may display a positive impact for public administration in reduced resources to the management of reinsertion programs for young people. This value could be captured by discussing it in-depth with families, the State, and beneficiaries.

9.3 Potential risks and errors

This section describes the risks and errors identified during the data collection or analysis.

<table>
<tr><th colspan="2">Low or no access to former students</th></tr>
<tr><td colspan="2">This report took place during the last six months of the program. Thus, as stated in the limitation section, not all participants could be reached. It was difficult to identify and reach out to former students and abandoned students. The organization assigned resources and put a lot of effort in trying to identify the correct contact information and make the contact.</td></tr>
<tr><td>Risks</td><td>Errors</td></tr>
<tr><td>The risk is that the outcomes from the “beneficiaries” stakeholder are not fully representative of the whole group. It may represent “newly graduated students” but not students that abandoned or graduated several years back.</td><td rowspan="2">More resources should have been assigned in an earlier stage to identify the former students (volunteers could have been engaged) and one-to-one phone sessions should have been planned for early in the process.</td></tr>
<tr><td>The risk is that important outcomes may have been missed.</td></tr>
<tr><td colspan="2">Solution: Secure contact data and “approval” from the students of this year before they disconnect from the program and include them in next year's SROI study to gather outcomes and improve the report results.</td></tr>
</table>

<table>
<tr><th colspan="2">Anonymous forms</th></tr>
<tr><td colspan="2">Due to the fact that some respondents were minor and that some outcomes were of sensitive character, the quantitative data collection had to be made anonymously.</td></tr>
<tr><td>Risks</td><td>Errors</td></tr>
<tr><td>The risk is that outcomes identified in the qualitative data collection were not connected to the answers of the respondents of the quantitative data collection. Thus, subgroups based on outcome differentiation were not possible to be identified.</td><td>This was not an error. It was made on purpose upon request.</td></tr>
<tr><td colspan="2">Solution: Find a way of doing follow-up without having to use the anonymous form as a method. There should be a way to create a secure environment for the respondents to be able to express themselves even if the questions are of sensitive character.</td></tr>
</table>

<table>
<tr><th colspan="2">Low or no access to families of the beneficiaries</th></tr>
<tr><td colspan="2">This report took place during the last six months of the program. Thus, as stated in the limitation section, not all participants could be reached. It was difficult to identify and reach out to former students, thus also to their families. For those students that were still in training when the analysis was made, access to families was complex. The students were adults (most of them), therefore they had to give approval. This limited the access tremendously.</td></tr>
<tr><td>Risks</td><td>Errors</td></tr>
<tr><td>The risk is that the outcomes from the "families" stakeholder are not fully representative of the whole group. The number of respondents is too low to allegate that it represents the group.</td><td rowspan="3">More resources should have been assigned in an earlier stage to identify the former students (volunteers could have been asked to support with this task) and one-to-one phone sessions should have been planned for early in the process.</td></tr>
<tr><td>The risk is that important outcomes may have been missed.</td></tr>
<tr><td>The number of respondents is too low to identify if subgroups could have been generated due to different outcomes.</td></tr>
<tr><td colspan="2">Solution: Secure contact data and "approval" from the students of this year before they disconnect from the program and include them in next year's SROI study to gather outcomes and improve the report results.</td></tr>
</table>

<table>
<tr><th colspan="2">Timing of the analysis</th></tr>
<tr><td colspan="2">The data collected was done in the two last months of the last training period (not a period of time after finishing the training).</td></tr>
<tr><td>Risks</td><td>Errors</td></tr>
<tr><td>The risk is that some outcomes are not captured as they may arise later in time.</td><td>This is not an error, it is just a reflection to be taken into consideration in future evaluations.</td></tr>
<tr><td>The risk is that outcomes are "stressed" as the beneficiaries are very occupied with finishing the studies and the organization occupied with closing the year, whereas the search for respondents is very much based on the available time of all involved.</td><td>Analysis could have been done later if access to respondents were secured.</td></tr>
</table>

Solution: Include the data collection in the existing follow-up process.

Low number of respondents for the "Companies" stakeholder	
50 companies participated providing opportunities for internship and traineeship contracts during the program execution. 4 of those (7,20%) took part in the data collection (qualitative and quantitative). The experience of the consultant is that the number of "voices" heard is too low to be sure of having identified all outcomes, negative and unintended.	
Risks	**Errors**
The risk is that the outcomes from the "families" stakeholder are not fully representative of the whole group. The number of respondents is too low to allegate that it represents the group.	More resources should have been assigned in an earlier stage to identify the correct contact person (volunteers could have been asked to collaborate in the data collection) and one-to-one phone sessions should have been planned for early in the process.
The risk is that important outcomes may have been missed.	
The number of respondents is too low to identify if subgroups could have been generated due to different outcomes.	
Solution: Establish a closer connection with the companies, and identify a method to ensure that the data collection of qualitative data and quantitative data is secured after each interaction with a student.	

Low number of respondents for the "Volunteers" stakeholder	
42% of the volunteers participated in the quantitative data collection, but only 21% in the quantification. This is not a "very low number", but would preferably be around 30% for a proper representation. Of those participating, a lower amount responded to the validation (9%), which puts at risk the result from this stakeholder as "representative" for the whole stakeholder group.	
Risks	**Errors**
The risk is that the outcomes from the "volunteer" stakeholder are not fully representative of the whole group. The number of respondents that quantified the data is a bit below 30% and the validation is	More resources should have been assigned in an earlier stage to identify the correct contact person (volunteers could have been

far below (9%).	asked to support) and one-to-one phone sessions should have been planned for early in the process.
The number of respondents is too low to identify if subgroups could have been generated due to different outcomes.	
Solution: Establish a closer connection with the volunteers, and identify a method to ensure that the data collection of qualitative data and quantitative data is secured after each interaction with a student.	

Outcomes of sensitive character were not brought to quantification	
The qualitative data collection detected outcomes in sensitive areas such as "reduced drug consumption" that would naturally fall into the flow of assessment. Due to the sensitivity it was decided not to include the outcome in its original format but to smoothen out the wordings for the qualitative data collection, as it was decided that the result of this outcome wouldn't impact the decision making for the program. This is described in detail in the section 3.7.1 Imperfections of the methodology.	
Risks	**Errors**
The risk is that important outcomes may have been missed.	This is not an error as it was a thought decision.
The number of respondents is too low to identify if subgroups could have been generated due to different outcomes.	
Solution: Discuss for future evaluations, a safe and convenient way to treat these "sensitive" outcomes in qualitative data collection.	

Other errors
Time estimation of resource: The time assigned for the resource provided by the organization, was underestimated. This person was also the driver of the program, and very occupied with other assessments when this analysis took place. The underestimation of the time needed for this report put more pressure than necessary on the resource. **Solution**: In the next edition of SROI measurement, the estimated time for this organization and this program should be set to 40-60 hours, spread out in four months. Time would be dedicated to reviewing and securing access to respondents.
Introduction of methodology, timing, and implication should have been done to the entire internal group (coordinating team, management, and teachers) in a "kick-off" session

before initiating the process. There was a need to understand the basics of the methodology, alignment to the goals and the reasons for applying it to this program. This would have saved time during the process now dedicated to explaining individual steps "as happening," which sometimes generated confusion, time consumption and possible misunderstandings. **Solution**: Initiate the next edition of SROI measurement with a "kick-off" session.

Sensitive valuation of outcomes	
The sensitivity analysis (see section 8. Sensitivity analysis) pointed out a few outcomes, stakeholders, or values that should go through a more rigorous data collection in future research if decision-making is to be taken on a strategic level. Even if non of them drew the SROI ratio below 1:0, the consultant recommends extra attention when identifying these values.	
Risks	**Errors**
The risk if not addressed with rigor, is that the value is over estimated or under estimated, which could impact the decision (as decision is made on the value shown).	Creative methodologies combining third-party resources with a more rigorous data collection involving stakeholders should have been applied to secure the data's completeness (number of involved stakeholders) and accuracy.
Solution: Review the sensitivity analysis to understand the top 5 most significant variations per outcome regarding causality and duration. Use several sources to work through the data—secure verification from stakeholders.	

10. Verification

For this evaluation report, stakeholders have been involved in reviewing the:

- **The chain of events (Theory of change),** through a questionnaire form along with the qualitative data collection. In the description of the outcomes and the chain of the events.
- **The range of outcomes** was also a question stated in a questionnaire answered by the stakeholders, whereas the result was stated in the value map and considered in the significance test.
- **The relative value and importance of the outcome** were also part of a questionnaire answered by the stakeholders and applied in the value estimation tables for each outcome.

The **verification** of the final analysis was drafted as an email summarizing the most important outcomes and their values asking the stakeholders to provide their feedback or comments on the results and thanking them for their contribution.

The questions are listed in the Appendix F.

11. Recommendations

This evaluation has been developed using the Social Return of Investment (SROI) approach to assess the social impacts of the program, attempting to understand what changed in the respondents' life due to the activity.

The following is recommended:

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1. **Knowledge sharing to maximize the social impact:**
   a. The results of this program should be **presented in public** to share knowledge in the community and the Statal administration (Comunidad de Madrid). The program approaches a complex social problem with an efficient solution giving tangible results;

2. **Integration of social value parameters in current follow-up system:**
   a. **Integrate the SROI methodology in the quality and follow-up systems of the organization to maximize the social impact** connecting former students to the organization for long-term follow-up and proven social value. This would secure data for comparing progress year to year;

   b. **Include outcome** data collection in all **closing steps** (end of the internship, end of volunteer activity, program conclusion) to secure that outcomes are identified;

   c. **Analyze further** what would happen tho the outcomes of the organization (Norte Joven (as an organization) Stakeholder – Outcomes) in the coming year, to identify the well-defined outcome generated fom the chain of events of this outcome.

   d. **Activate the volunteers** in SROI measurement (data collection) to cover resource needs.

   e. **Add a new KPI to the reporting measurement**s for funders, based on outcome ("increase of social value with X% per year", "secure data collection of X% respondents" or similar).

3. **Secure access to stakeholders to visualize more accurate social value:**
   a. Besides showing the social value, this report also visualizes the social value that was "lost" due to imperfections in the data collection since an SROI report can not account for value that the respondents do not inform. It was decided not

to extrapolate the data, to reflect a 1-to-1 relation in between results and data collection. Therefore, as it was difficult to access the stakeholders (especially families and former students due to their natural disconnection to the program), only 14,20% of all respondents contributed to the report, whereas the other 85.80% were not accounted for. It is strongly recommended to **secure the connection with former students, families, and companies** once the students finish their training for future analysis;

b. **Include two new stakeholders in future analysis** - "The State treasury" (to identify if value has been created due to sustained job contracts of former students) and the companies that contributed with volunteers. Outcome could be expected due to impacts shared by the volunteers. This needs to be investigated further.

c. Enhance social value by including questions of **sensitivity in** the data collection of "what changed" due to the program, such as reduced or stopped violence, changes in drug or alcohol consumption, and avoidance of services such as minor's center or probation. This came out as outcomes in this report but was not addressed in depth due to a strategic decision taken in relation to how to ask the questions in the quantitative data collection. Experience and other reports as references make the consultant assume that value has been lost. The social value of positive changes in this area is exceptionally high and should be part of the story of change.

4. **Create a closer connection to the stakeholders to optimize social value and create a natural link in data collection:**
   a. Actively **connect the families more closely** to the program to optimize the social impact and secure the engagement of a minimum of 50% to validate the outcomes from this report and expand with new outcomes if generated;

   b. Actively **connect the companies more closely** to the program to optimize the social impact and secure the engagement of a minimum of 50% to validate the outcomes from this report and expand with new outcomes if generated;

   c. Actively **connect the volunteers more closely** to the program to optimize the social impact and secure the engagement of a minimum of 50% to validate the outcomes from this report and expand with new outcomes if generated;

   d. Arrange for **social activities** for the beneficiaries, integrated with families or community) to connect these stakeholders to the program;

   e. Arrange for **personal growth modules, with future visioning** for the beneficiaries to enhance well-being;

   f. Identify **new channels of continued communication**

i. Create and maintain WhatsApp groups for "alumni" with benefits or information of interest for stakeholders (invitations to activities, discounts etc). This would secure access for several years, mobile phone numbers are often kept for many years.
ii. Reactivate the "alumni activities" on hold since Covid.
iii. Arrange for events, workshops and online seminars.

5. **Revisit the Theory of Change:**
   Based on the identified outcomes in this report, complete the preconditions of the Theory of Change to provide a more complete story of change where the stakeholders' voice is included. If it is clear that the stakeholders consider the outcomes relating to the program goals to be less important than other outcomes, this does not mean that the program designers should give up on the goals. What this insight can do is to help in designing a program that will increase the value for the stakeholders, now clearly identified.

11.1 Action plan

The following action plan is a proposal to make the most out of this report and the learnings from the experience.

Action	When	By whom	Why
Pre-assurance of report-initiate the process	15 of January-2022	The Consultant (The Social Consulting Agency)	Acquire a 3rd party seal
Share report results with others in event	Feb-April	Norte Joven in collaboration with the Consultant	Share experiences, inspire
Assurance of report. Finish the process	15 of April-2022	The Consultant (The Social Consulting Agency)	Acquire a 3rd party seal
Press release the results of the program including the SROI	15 of April-2022	Norte Joven in collaboration with the Consultant	Acquire a 3rd party seal
Receive the questions of SROI and integrate them into the Quality control system	Feb-April	The Norte Joven Association	Maintain experience and learnings
Integrate the SROI data collection	Feb-April	The Norte Joven Association	Maintain experience and learnings

process with the Quality control system/feedback processes			
Publish SROI seal on website and report if the report is assured by Social Value	May-June	The Norte Joven Association	Visualize quality
Develop workshops and awareness talks (chats/meetings/gatherings) with families, companies and volunteers to enhance social value	2022	The Norte Joven Association	Involve stakeholders to gain more social value
Competence development on how to develop an SROI approach for new editions of the program or other itineraries	2022	The Norte Joven Association in collaboration with The Social Consulting Agency	Keep learnings, build on stakeholder outcomes and improve the program

Table 41: Action plan.
Note: From own sorces.

12. Annexes

Annex A – Comparison the theory of change and well-defined outcomes

A Theory of Change was outlined for this program before developing the actual activities that became the program's key components. To support the organization to understand the relation between the overall program objective (identified by the organization), these preconditions (determined by the organization), and the well-defined outcomes (representing the experiences of the beneficiaries with the changes in their lives and the importance those changes had for them) this table would serve to revisit the idea of change for the program.

The intention of this information is to serve in identifying:

1. Where social value has created that coincidence with the preconditions in the Theory of Change as a way to "confirm" the theory;
2. Where social value was created but not forming part of the Theory of Change as designed today.

This gives the organization an opportunity to review the Theory of Change for future editions, basing the story of change on preconditions that are really important for the beneficiaries (most valued) which will ensure that the long term outcome of the program is reached.

As the Theory of Change is the base for developing the activities, the project management team also need to make informed decisions about these differences to ensure that their services are geared to the needs and interests of the beneficiaries, to maximize the benefits to them and to ensure that maximum value is achieved by putting the participants at the center of the projects.

Theory of Change		**SROI stakeholder-informed - what does the beneficiary value**
Long term outcome (vision of change)	**Preconditions (to reach the long term outcome)**	**SROI well-defined outcomes by the "beneficiaries". The % of importance as recognized by participants of the total value for this stakeholder (1 900 455,57€)**
Young people between the ages of 16 and 25 have improved their employability.	They acquire training, qualifications and experience	**Increased readiness for employment** (17,12%)
	Young people have improved their levels of commitment and accountability	No well-defined outcome valued by the beneficiaries could be related to this precondition. Experience shows that future SROI that may include former students may generate new outcomes as job-experience may lead to consequences not identified by the respondents to this report as they were about to finish their studies.
	Young people feel better about themselves and have a better appreciation of their abilities	**Enhanced self-confidence** (37,63%)
	They are satisfied with the training and see themselves with a professional future.	**Improved life satisfaction** (24,35%)
	Young people obtain internships, jobs or choose	**Increased motivation to study** (8,62%) **Secured a paid job while participating in the**

	to further their education.	**program** (6,06%) *Note: the program includes internship, wherefore it is not an outcome in this report*
	No precondition identified in the Theory of Change could be related to these outcomes	**Healthier (3,03%)** **Improved social life (1,67%)** **Increased willingness to help (1,52%)**

Annex B - References

The following list of references and sources are used as references to the sections in the report and calculations of inputs, value estimation of proxies, and as references for deadweight, displacement, attribution, drop-off and duration.

Other reports or Social Value documentation or databases	Amount/data consulted	Source
A guide to social return on investment	Standards	https://socialvalueuk.org/
A database with indicators	Global Value Exchange	https://impacttoolkit.thegiin.org/global-value-exchange-gve-2-0/
A database with indicators for UK	HACT	https://www.hact.org.uk/DataStandard
How to ask questions about drug use. Young people exaggerate their alcohol consumption habits if they consider that it denotes adult behavior or behavior that their friends expect of them	.	Programa mundial de evaluación de uso indebido de drogas (GAP) Naciones Unidas Oficina contra las droga y el delito
Orientation in Secondary School (ESO) - Development of Spanish Education Law	Mentoring is included as "mandatory" in new law	https://www.boe.es/eli/es/lo/2020/12/29/3
The Spanish Education System	General information about Secondary School	https://www.donquijote.org/spanish-culture/traditions/education-in-spain
PISA	General data about	https://www.educacionyfp

	education system in Spain	.gob.es/inee/evaluaciones-internacionales/pisa.html
Official information Norte Joven "Generating Future"	Number of participants	https://nortejoven.org/
Yearly financial statement The Norte Joven Association	Yearly investment	https://nortejoven.org/quienes-somos/transparencia/
Social Return On Investment (SROI) Forecast Analysis	Referenced for benchmarking Causality and indicators	https://socialvalueuk.org/wp-content/uploads/2016/03/IPS%20Forecast%20SROI%20Revised%20Feb%2013%20Assured.pdf
SROI – EVALUATIVE ANALYSIS OF INTRODUCTION TO SUPPORTED EMPLOYMENT PROGRAM	Referenced for benchmarking Causality and indicators	https://socialvalueuk.org/wp-content/uploads/2016/03/SOCIAL%20RETURN%20ON%20INVESTEMENT%20REPORT%20final%2007%2030%20%202012%20TVB.pdf
CTBC Black Panther Pennant Project Social Return on Investment (SROI) Report	Referenced for benchmarking Causality and indicators	https://socialvalueuk.org/wp-content/uploads/2021/10/CTBC-Black-Panther-Pennant-Project_Social-Return-on-Investment-Report_assurance-revised_final.pdf
The value of return home interviews and follow-up support when young people go missing.	Referenced for benchmarking Causality and indicators	https://socialvalueuk.org/report/the-value-of-return-home-interviews-and-follow-up-support-when-young-people-go-missing-a-social-return-on-investment-analysis/

References and statistics	Amount/data consulted	Source
Working days in Spain. Number of working days in 2021.	253 days	Calendar

BIP in Spain and UK	Spain; €23,690 UK: €36,156 Difference: €12,466 (34.48% les BIP in Spain than in UK)	https://datosmacro.expansion.com/paises/comparar/uk/espana
Working hours in Spain. Number of working hours in a day.	8h (according to Spanish law, we take into account a 40-hours-week).	Wikipedia
Tax retention in Spain	Example: €18,000/year salary Worker: Bruto: €1,500 Social Services Treasury - €471 (23.60% = standard) Worker pays to Social Services Treasury: €95.23 (€6.35) Worker pays to State Treasury (IRPF): €153.40 (9.56%)	https://www.bankinter.com/blog/finanzas-personales/del-salario-bruto-salario-neto-espana-asi-varia-sueldo-infografia
Who contributes to Social Services in Spain	All employers and employees pay social security contributions each month. Specifically, it is the company that pays both the employer's share and the employee's share, after having withheld the relevant amounts from the employee's paycheck.	https://www.sage.com/es-es/blog/las-cotizaciones-a-la-seguridad-social-conceptos-bases-y-porcentajes/#:~:text=Todos%20los%20empresarios%20y%20trabajadores,en%20n%C3%B3mina%20las%20cantidades%20pertinentes
Total working hours in a year. Number of working hours in a year in Spain	1691 / year	El País
Family rent of the applicant estimated: 1 family member: 11.529. - Euros. / 2 family members: 18.859. - Euros. / 3 family members: 24.719. - Euros. / 4 family members: 29.255. - Euros. / 5 family members: 33.288. - Euros. / 6 family members: 37.009. - Euros. / 7 family members: 40.605. - Euros. / 8 family members: 44.240. - Euros	11,529 - €44,240	Project presentation (internal document)
The Indicador Público de Renta de Efectos Múltiples	Is an index used in Spain as a reference to grant aid, or subsidies. It was born in 2004 to replace the	IPREM

	minimum wage as a reference to grant these aids. This way, the IPREM went growing at a lower rate than the minimum wage facilitating the access to aids and subsidies to the poorest family households whilst the minimum wage metrics are restricted to the working context.	
Rate of school failure. Although the employment data have slightly improved; Spain is still the second country in the European Union in school failure with 18.3% of young people between 18-24 years, in comparison with the 10.6% rate in the EU.	18.3%	Eurostat
Risk of poverty and exclusion. The European Anti-Poverty Network shows in its 2017 report that the risk of poverty and exclusion affects especially young people (16-29 years), whose poverty rate stood at 37.4% at the end of 2017.	37.4%	Source to be confirmed
Unemployment Madrid. 64.9% of those under the age of 20 are unemployed in the Community of Madrid, being this group the most affected by unemployment in the Madrid community.	64.9%	labor Force Survey,EPA, 3rd quarter2017
The amount of money required to compensate someone for being unemployed for the first year of unemployment	UK: £7,120 (€8,419.97) (30-50 years) £9,805 (€11,595.19) This is equivalent to about 27 percent of their salaries)	http://etheses.lse.ac.uk/4070/1/Fujiwara__Valuing-non-market-goods.pdf
High rate of not continuing studying. Spain continues to lead in early school dropout with a 16% rate, compared to the European average of 10%.	early school dropout 16%	https://elpais.com/educacion/2021-01-29/la-tasa-de-abandono-escolar-baja-al-16-a-un-punto-del-15-comprometido-para-2020.html
Unemployment 2021 in Spain	December was the highest rate in history of young adults	*www.lamoncloa.gob.es/serviciosdeprensa/notasprensa/trabajo*

		14/Paginas/2022/040122-paro-diciembre.aspx
Low % of students that continue with vocational training (profession-related). Another negative indicator is the low percentage of students who opt for vocational training, 12% compared to the European Union average of 29%, in addition to the 38% youth unemployment rate among those under 24 years of age, even ahead of Greece with 34.2%.	vocational training, 12%	**https://elpais.com/educacion/2021-11-03/tengo-15-anos-y-no-se-si-seguir-estudiando-la-inabarcable-tarea-de-los-orientadores-con-una-ratio-cuatro-veces-por-encima-de-lo-recomendado.html**
High unemployment amongst young adults (38%)	38% youth unemployment among under-24s, even ahead of Greece with 34.2%.	**https://elpais.com/educacion/2021-09-17/espana-sigue-a-la-cabeza-de-la-ue-en-numero-de-ninis-solo-por-detras-de-italia.html**
Minimum social contribution for unemployed person in Spain	€430 minimum contribution subsidiary for unemployment	https://www.lavanguardia.com/economia/20201103/49198012739/ayuda-parados-desempleo-larga-duracion-crisis-gobierno-430-euros.html
High unemployment amongst young adults (38%)	38% youth unemployment among under-24s, even ahead of Greece with 34.2%.	**https://elpais.com/educacion/2021-09-17/espana-sigue-a-la-cabeza-de-la-ue-en-numero-de-ninis-solo-por-detras-de-italia.html**

Sources used for proxy calculation		
Sources related to salaries, working and motivation		
Profit ACLIMAR (contracting company in maintenance industry)	Profit 2020: 2.689.373 (euros) Employees 2020: 330 Profit/employee: 8150 euros in 2020	https://infocif.economia3.com/ficha-empresa/mantenimientos-e-instalaciones-aclimar-sl
Increase in benefits due to diverse work teams (companies)	Según McKinsey Global Institute, las organizaciones con un equipo	https://www.lavanguardia.com/economia/20211222

	de liderazgo más diverso tienen ingresos un 25% más altos que las empresas con líderes menos diversos.	/7944954/empresas-equipo-liderazgo-mas-diverso-ingresan-25-mas-brl.html
Type of contract not contributing to Social Services	Type of contract not contributing to Social Services (Contrato para la Formación y el Aprendizaje)	https://www.boe.es/buscar/doc.php?id=BOE-A-2012-13846
Average salary in Spain depending on level of study or in average	€18,583.07 Bachillerato €17,562.5 ESO or less Difference: €1,020.57 €1,706/mes (€20,472/año)	https://www.epdata.es/salario-promedio-nivel-formativo-maximo-empleado/0ee6f454-5d20-4066-8988-891965cf6430 https://www.lasprovincias.es/economia/salario-medio-espana-20211201095607-nt.html#:~:text=El%20sueldo%20mediano%20en%20Espa%C3%B1a,22%2C1%20euros%20m%C3%A1s
Social benefit/support for young adults that do not study or work	“Cheque nini”: € 430 per month for young people under 30 who are neither studying nor working, linked to a training and apprenticeship contract. The minimum payment period will be one year and may be up to 18 months.	https://www.ayudasparados.com/cheque-nini-la-ayuda-430-euros-jovenes-estudian-trabajan/1537#:~:text=de%20430%20euros%3F-,Que%20es%20el%20%C2%ABCheque%20Nini%C2%BB%3F,llegar%20hasta%20los%2018%20meses.
Volunteer “Salary” = average salary in Spain. Activity takes place in free time, where the average salary in Spain is taken into account.	€24,395.98/year (average) €14.20/h Informed by stakeholder €21	El País
Salary tutor summer camp	Young tutor salary summer camp: €950 (€6/hour). In accordance with the collective bargaining agreement for this profession, the monitors of these sites are in Group IV of the professional classification.	https://www.euroinnova.edu.es/profesion/monitor-de-campamentos-de-albergues-de-juventud-de-casas-de-colonias-de-granjas-escuelas-de-aulas-y-escuelas-de-

		naturaleza#:~:text=Siguiendo%20el%20convenio%20colectivo%20de,y%20cobrar%20unos%201.100%E2%82%AC.
Cost for "Nini" in Spain (NEET)	pain governments are losing out by failing to integrate the so-called nini generation into the labor market. Value of contribution of 1,6 million young persons 15 735 000 000 1 600 000 persons not working Value per person =€9,834/year (2011, 1.47%) THE COST OF YOUNG PEOPLE IN THE EU WHO NEITHER STUDY NOR WORK AT 3,000 MILLION A WEEK NOT INTEGRATING THE 1,6 MILLION YOUNG PEOPLE IN SPAIN COSTS 15,735 BILLION A YEAR	https://www.deia.eus/actualidad/sociedad/2012/10/23/generacion-nini-cuesta-153000-millones/253930.html https://www.eurofound.europa.eu/es/publications/flagship-report/2021/working-conditions-and-sustainable-work-an-analysis-using-the-job-quality-framework
Junior consultant Average salary for a consultant from Recognize. Activity takes place as part of work, wherefore we use the salary as base.	€24,516/year (average) €14.50/h	La información and Norte Joven
Teacher in FP (Secondary School)	€2,200/month on average /highest €2,500/month (€15.70/h) €26,400/year / €30,000/year	**https://www.jobted.es/salario/profesor-formaci%C3%B3n-profesional**
School Manager Secondary School. We used the salary as base, as these activities occur during work time. It is considered part of work and not volunteer time.	€51,826/year (minimum) €30.60/h	Exito Educativo
School Teacher Secondary School. We used the salary as base, as these activities occur during work time. It is considered part of work and not volunteer time.	€45,509/year (minimum) €26.90/h	Exito Educativo
Orientador Profesional average salary - This is the average salary for a	€24,000/year (minimum) €14.20/h	Educaweb, infoempleo

mentor or orientation professional in Spain.		
Salary junior worker on construction site	unior profile 1€8,000, and if well qualified around €22,000. The figure rises in proportion to the competence demonstrated. The range from 5 years of experience is at least €32,000-€35,000 and up to €45,000 or more for senior profiles.	https://www.coachingarquitectos.com/sueldo-arquitecto/#:~:text=Un%20perfil%20junior%20puede%20entrar,o%20m%C3%A1s%20para%20perfiles%20s%C3%A9nior.
Senior salary for worker on construction sites	with 5 years of experience is at least €32,000-€35,000 and up to €45,000 or more for senior profiles.	https://www.coachingarquitectos.com/sueldo-arquitecto/#:~:text=Un%20perfil%20junior%20puede%20entrar,o%20m%C3%A1s%20para%20perfiles%20s%C3%A9nior.
Energy Auditor average salary. This is the average salary for an auditor of energy efficiency in Spain.	€2,054*1.4/month €18/h	Curso post grado
Salary for Teenager working at low-paid job (Mc Donalds)	€7/h	https://www.glassdoor.com.mx/Sueldo/McDonald-s-Madrid-Sueldos-EI_IE432.0,10_IL.11,17_IM1030.htm
How much an unemployed person pays in taxes	Workers who have lost their jobs pay IRPF, but only pay Social Security contributions if they receive a so-called contributory benefit, i.e., the one given to workers who have already paid the minimum required contributions during their working life. When they are unemployed and receive this benefit, they will contribute "for common contingencies, such as family protection, retirement, permanent disability, death and survival, temporary disability, maternity, health care, among others, but not for unemployment, accidents at work and occupational	https://elpais.com/economia/2019/02/04/actualidad/1549266791_266555.html

	diseases, the Wage Guarantee Fund and Professional Training	
Number of hours a young person is permitted to work	40h/week if studying	https://www.abogado.com/recursos/ley-del-trabajo/kentucky/cuntas-horas-puede-un-nio-trabajar.html
How much taxes a company pays for each worker	1.69 euros for every euro taken by the employee Desempleo – 5.5% Contingencias comunes – 23.6% Fogasa – 0.2% Formación profesional – 0,6% Unemployment - 5.5% of €1.400 = €77. Common contingencies - 23.6% of €1,400 = €330.40€. Fogasa - 0.2% of €1,400€ = €2.80 = €2.8. Vocational training - 0.7% of €1,400 = €98.	https://www.eleconomista.es/economia/noticias/11177411/04/21/El-empresario-paga-169-euros-por-cada-euro-que-se-lleva-el-empleado.html https://es.calcuworld.com/calculadoras-empresariales/coste-de-trabajador/
Number of hours spent on extra work outside of home	On average, young men spend four hours and thirty-six minutes more each week in their jobs.	**https://www.injuve.es/sites/default/files/Doc13.pdf**
Staff retention cost. An estimate for how much it costs to retain staff.	€43,000	Statistics
Cost for contracting new employee	Admin costs: 10h minimum 8-10% of salary of outsourced €500/p to place add if doing internal English test (€100/u) Computer: €2,500 Phone: €1,000 Desk: €500 Welcome training: hours… EPIs: protection equipment	
Replacement cost for staff	The cost of replacing an administrative employee is around €8,000 The cost of replacing a nurse: €16,000. The cost of replacing a production line employee: €600. The cost of replacing a teacher: between €4,000 and €15,000.	**https://beprisma.com/cuanto-dinero-te-cuesta-se-marche-empleado/**

	The cost of replacing a call-center employee: €17,000.	
Turnover rate in Spain	The average voluntary employee turnover rate in Spain is 30.68 % in Aragonese companies, which is higher than the Spanish average of 21%. Forty-nine percent of employees in Spain have had motivation problems, slightly above the European average (46 %)	**https://www.eleconomista.es/aragon/noticias/9739534/03/19/Las-empresas-tienen-una-rotacion-de-personal-de-mas-del-30-en-Aragon.html**
Time spent on the onboarding of internship or new employee	4h on administration of internship 10h on administracion of contract signature / welcome meeting/tutor assignment	2 HR companies consulted
Rotation rate of staff in Spain	21% all 10% volunteer leaving job	http://www.rrhhdigital.com/secciones/mercado-laboral/135288/La-rotacion-laboral-en-Espana-causas-datos-e-inconvenientes-para-las-empresas?target=_self
Motivated employees - 10% increase in benefits	10% Motivated employees who feel connected to the company show higher performance, are more innovative and better able to withstand stress. In the end, this results in an increase in profits by an average of 10 percent.	**https://www.ionos.es/startupguide/productividad/motivacion-de-los-empleados/**
Motivation triggers - salary highest trigger.	Order of importance the elements that European workers consider essential to maintain motivation: salary can be highlighted as the most motivating factor (47 percent), followed by the work environment (30 percent), work-life balance (28 percent) and the existence of recognition from a superior (19 percent).	**https://asociaciondec.org/wp-content/uploads/2017/03/ES-WorkforceView-WP-2017-VF-min.pdf**
64% compromised with company in Spain	Spain: employee engagement with the company is 64% (El barómetro del compromiso en España).	**https://www.meta4.es/portfolio-items/meta4-y-tatum-presentan-el-informe-el-**

		barometro-del-compromiso-en-espana/
84% not motivated at work worldwide	87% of employees worldwide don't feel motivated at work.	https://www.gallup.com/workplace/229424/employee-engagement.aspx
What motivates staff in Spain	66% motivated by competence development	https://www.cef.es/es/Estudio-las-10-motivaciones-de-los-trabajadores.html
Motivation of tutors is low - little resources overloaded (not motivated)	UNESCO recommends one school counselor for every 250 students but, according to data from the Ministry of Education, this ratio is exceeded in most Spanish high schools, even reaching one counselor for every 1,000 students.	https://elpais.com/educacion/2021-11-03/tengo-15-anos-y-no-se-si-seguir-estudiando-la-inabarcable-tarea-de-los-orientadores-con-una-ratio-cuatro-veces-por-encima-de-lo-recomendado.html
Internships become mandatory in Secondary School (25% of study time)	New law for educational program (proyecto de ley de Formación Profesional) - 25% of study time should be internship in companies	https://elpais.com/educacion/2021-09-07/los-alumnos-de-fp-haran-al-menos-un-25-de-las-horas-lectivas-en-empresas.html
New "job orientation block" in Secondary School	In addition, the curriculum of the educational law approved last December (Lomloe) incorporates a new optional subject in the 4th year of ESO called Personal and Professional Training and Orientation, in which they will reflect on their professional projection.Formación y Orientación Personal y Profesional	https://elpais.com/educacion/2021-09-27/mas-optativas-en-la-eso-y-dos-nuevas-modalidades-en-bachillerato-asi-cambian-los-institutos-con-la-reorganizacion-que-prepara-el-gobierno.html https://elpais.com/educacion/2021-09-27/mas-optativas-en-la-eso-y-dos-nuevas-modalidades-en-bachillerato-asi-cambian-los-institutos-con-la-reorganizacion-que-prepara-el-gobierno.html
Job-orientation done by teachers tests in Spain	In England, a pilot project was carried out in 14 secondary schools in which a Career Leader was created, in which one of the teachers or members of the	https://elpais.com/educacion/2021-11-03/tengo-15-anos-y-no-se-si-seguir-estudiando-la-inabarcable-

	management team complements the work of the school's guidance counselor by taking charge of vocational and professional aspects only.	tarea-de-los-orientadores-con-una-ratio-cuatro-veces-por-encima-de-lo-recomendado.html
Mentoring in schools	Last year, the Bertelsmann Foundation and the NGO Empieza por Educar (ExE) introduced this program in 50 schools in underprivileged neighborhoods in Madrid and Catalonia (35% of them subsidized). Miguel Costa, from ExE, explains that in these types of schools it is difficult for students to "dream of becoming surgeons or researchers" because they do not have such figures around them. The objective is to awaken vocations that are not limited by their social context. Carlos Hidalgo, a technology teacher at the Pedro Salinas high school in Madrid's Usera district, took on this task last year. With the help of an ExE trainer, he designed a strategy to change the school's working culture and introduce the professional aspect into all subjects. For example, the math teacher now talks about the importance of big data and potential jobs.	https://elpais.com/educacion/2021-11-03/tengo-15-anos-y-no-se-si-seguir-estudiando-la-inabarcable-tarea-de-los-orientadores-con-una-ratio-cuatro-veces-por-encima-de-lo-recomendado.html
Test in Spain of Job Orientation by school teachers	The program, baptized Xcelence, which this year is in 75 centers and is financed by the consulting firm JP Morgan, was evaluated by teachers from the UNED. For the moment, they have only analyzed the skills acquired by the new counselors. At least three more courses are needed to see the progress of the students. "We have measured their empathy to relate to other teachers, their ability to x-ray the labor market or to encourage vocations in students and the result has been mostly positive," says Arturo Galán, dean of the Faculty of Education of the UNED.	https://elpais.com/educacion/2021-11-03/tengo-15-anos-y-no-se-si-seguir-estudiando-la-inabarcable-tarea-de-los-orientadores-con-una-ratio-cuatro-veces-por-encima-de-lo-recomendado.html

The value of helping others	Today we know that helping others not only improves the community, but also benefits the person who is helping. It has been recorded that altruistic behaviors result in good mental and physical health. A 2008 study by Michael Norton of Harvard Business School found that donating money to another person increases the donor's happiness more than if he or she had spent it on him or herself. In other words, to a large extent, happiness is found when we help others.	**https://elpais.com/educacion/2021-11-03/tengo-15-anos-y-no-se-si-seguir-estudiando-la-inabarcable-tarea-de-los-orientadores-con-una-ratio-cuatro-veces-por-encima-de-lo-recomendado.html**
Outcomes from "giving"	"Giving" and the impacts are well described in several philosophies or religions. For example, in Buddhism, the practice of giving, or dana in Pali, has a preeminent place in the teachings of the Buddha. The Buddha understood giving to be a powerful source of merit with long-term benefits both in this life and in lives to come. It is one of the pillars of Buddhism	(buddhistdoor.net/).

Sources related to volunteering, free time activities and courses		
Income average need in Spain	Average income need in Spain (2 children): 26 996€/year Average income of the beneficiary's family 18 859€ Difference: 8137€	https://www.larazon.es/economia/20210629/zdbbsxbmaza45a6tk7n4j5iazy.html
Spending of young people in Spain	€42/week (€168/month)	https://www.elpublicista.es/investigacion1/consumo-habitos-adolescentes-espanoles-tras-ano-pandemia
Cost for not meeting friends in UK	UK: 17300 pounds	

Average cost spent on vacation in Spain	€1,789/year	https://www.20minutos.es/noticia/3662076/0/vacaciones-viajes-presupuesto-espanoles/
Average costs spent on eating out in Spain	€800/year	https://salamancartvaldia.es/noticia/2021-11-11-economia-domestica-estoy-gastando-mas-de-lo-necesario-278416
Healthy habits eating in family		chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fwww.ucm.es%2Fdata%2Fcont%2Fdocs%2F429-2014-11-12-Beltran-Cuadrado-comer-en-familia-2014.pdf&chunk=true
Football club membership fee	€200/year	https://www.efbarriodelpilar.com/
Sports club membership fee	Membership fee €70/month	https://www.dir.cat/
Book club membership fee	Club libro: €8/session (4*week)	https://www.elperiodico.com/es/onbarcelona/leer/20180322/clubs-lectura-bibliotecas-librerias-barcelona-6706017
Social club membership fee	Membership fee €70/month	https://www.academiapunctum.es/precios-y-horarios/
Volunteer hours in Spain	Average time spent 3h/week (156h/year) Most active age 26-45 years (50%) 2.5 millions of volunteers in Spain (6.2% of population over 14 years volunteer) 42.1% over 16 years do some volunteer activity Spain in the position nº 101 of the international ranking, with 14% of the volunteer population (CAF, 2017, p. 43).	https://plataformavoluntariado.org/ https://www.sigmados.com/wp-content/uploads/2019/11/Retrato-del-Voluntariado-en-Espan%CC%83a.pdf

	This percentage is also less than 20% of EU average.	
The value of volunteering in UK	UK: the value of volunteering frequently is about £13,000 per year.	
Increase of volunteer time due to COVID	50.3% indicate that Spanish people became more supportive (solidarity) than before during COVID	https://www.newtral.es/solidaridad-pandemia-espanoles-encuesta-cis/20210629/
Amount of donation in Spain	€137.90/year/person	https://www.aefundraising.org/estudio-perfil-del-socio-de-las-ong/
Cost for volunteering program international	€1,500-€2,000/p/month	http://voluntariadointernacional.eu/voluntariado/costes-del-voluntariado/#:~:text=Aproximadamente%20el%20viaje%20suele%20costar,y%20esfuerzo%20en%20un%20proyecto.
Investment in Spain in social projects	Sustainable and responsible investment in Spain" prepared by Spainsif1 based on information from 33 asset managers and owners, representing 65% of the total market, the assets managed under this policy reached 285.454 billion euros in 2019. En España, supone el 10% de los activos ASG, un total de 29.567 millones de euros, canalizados hacia proyectos como la agricultura sostenible, vivienda asequible, sanidad universal y accesible, acceso a agua limpia, tecnologías renovables...	https://www.spainsif.es/wp-content/uploads/2021/01/AF_Dimensio%CC%81n_Social_Inversio%CC%81n_Sostenibleweb-1.pdf
Investment in globally in social projects	Sizing the Impact Investing Market, published by the GIIN (Global Impact Investing Network), the current size of	https://www.spainsif.es/wp-content/uploads/2021/01/AF_Dimensio%CC%81n_Social_Inversio%CC%81n_Sostenibleweb-1.pdf

	the global impact investing market is $502 billion (approx. 462.02 billion). The GIIN bases its analysis on data collected from more than 1,300 impact investors around the world.	
Motivational talk for young adults	1-hour workshop €30/student	hhttps://lucasamat.com/talleres-de-graffiti-y-arte-urbano/charlas-motivacionales-para-adolescentes/
Course to "improve communication skills" /interrelationship	Individuals Provider 1: €330 Provider 2: €460 Professionals Provider 1: €800 Provider 2 (12h): €300 Market price. 3 groups of 13-14 persons/group. Each group does 3 sessions of 4h. Each session costs €600x3x3= €5,400. 41 employees in the organization.	https://www.techtitute.com/educacion/curso-universitario/comunicacion-asertiva-aula https://cursiva.com/areas-tematicas/empresa/asertividad-en-el-trabajo-olga-castanyer?gclid=CjwKCAjwsNiIBhBdEiwAJK4khvztFanAfA1URbsANKRfxb1Pq3JF8Ih_6dMWR6wAlckibT35eL9wThoCkZ0QAvD_BwE https://www.cegos.es/formacion/eficacia-y-desarrollo-personal/curso-comunicacion-habilidades-de-relacion-live-webinar?gclid=CjwKCAiA-9uNBhBTEiwAN3IlNG02Hqs1bPWbfgs4WcviKqlxQ7Siei3fv6J8PDWkuLzLH3mcR5cWOhoCKGoQAvD_BwE https://borjavilaseca.com/cursos/encantado-de-conocerme-online/?gclid=CjwKCAiA-9uNBhBTEiwAN3IlNFXjoCBZHT3OQNZ9F8DqUMTPHIN4ij8h4_mhAXhBeOgaflbIPUOGKxoCTy0QAvD_BwE www.kuragu.com

Courses in personal growth	4 days tony robbins €500 / virtual or €2,000 4 off-line 9 months 230h Borja Vilaseca €990 virtual or €4,890 classroom 14h business model you €1,200 virtual Gestalt €2,000 classroom Personal Growth Speeches €500/u.	https://www.upwvirtual.com/upw https://www.kuestiona.com/master-desarrollo-personal-liderazgo/?_ga=2.21577915.1005476606.1639390285-876876078.1639390285&_gac=1.162318030.1639390289.CjwKCAiA-9uNBhBTEiwAN3IlNJ0ScqkD_y6inpdTyYM1SBF8Xx48vRNCBQipkaPzLRWXK20_dBHKERoCMr8QAvD_BwE https://businessmodelyou.com/ https://gestaltbarcelona.com/formacion-en-terapia-gestalt/?gclid=CjwKCAiA-9uNBhBTEiwAN3IlNDAbr4i_m1ATq_RqLmswUJpByb9QdbZYxMjzTcATeLs5D3DvAA2d-RoCRvQQAvD_BwE https://www.eventbrite.es/e/entradas-seminario-intensivo-vivir-con-abundancia-17-18-y-19-de-mayo-2019-con-sergio-fernandez-instituto-52901171829
Course to discover what is important in life for oneself	To learn what is important in life from a professional point of view.	**https://businessmodelyou.com/**
Course to improve skills in empathy	Courses in emotional intelligence for teachers Provider 1: €300 Provider 2: €355 Provider 2: €180 (110h)	**https://innovacion-educativa.universidadeuropea.com/curso-inteligencia-emocional/** **https://www.escueladeempresa.com/cursos-universitarios-6-meses/direccion-empresarial-y-gestion-de-rrhh/curso-en-inteligencia-emocional-y-direccion-de-equipos/?gclid=Cj0KCQjwt-6LBhDlARIsAIPRQcIhM0Iv3xDEc9iuSzPG7XDDJ566Hl51hCX99iOCRoTF24E7gcyFum8aAoKfEALw_wcB**

		https://aulasiena.com/inteligencia-y-educacion-emocional/
Government focus on emotional intelligence (incl. empathy)	List of courses	https://www.educacionyfp.gob.es/mc/neurociencia-educativa/recursos/recursos-iemocional-creatividad/programas-intervencion.html#cla-00-03
Cost for developing a course in mentoring	Course development Provider 1: €7,000 Provider 2: €5,000	https://www.m2iformacion.com https://nascorformacion.com
Leadership course price	Provider 1: €1,000 (state university) 3 months Provider 2: €3,950 (private business school) 1 week Provider 3: €1,800 (private industry school) 3 months	https://www.uab.cat/web/postgrado/curso-en-habilidades-directivas-y-comunicacion-para-la-gestion-eficaz/detalle-curso-1206597475768.html/param1-2641_2_es/ https://events.ie.edu/es/evento/liderazgo-transformacional-habilidades-para-este-nuevo-mundo https://www.eoi.es/es/cursos/17665/curso-en-gestion-de-personas-liderazgo-y-coaching-madrid/contenidos?gclid=Cj0KCQjww4OMBhCUARIsAILndv7tuWINVsaatvJ5Fc10Zoru-BhwV7KpB1JRMTNs9XQYilM2hquFMQEaAv3xEALw_wcB
Career coaching (course)	Provider 1: €5,100 (private) 60h Curated information: 50-€8/h	https://onetalent.es/wp-content/uploads/2021/09/Dossier-servicios-de-Career-Coaching_2021.pdf https://www.larazon.es/blogs/sociedad-y-medio-ambiente/coaching-y-emociones/ocho-claves-para-elegir-un-buen-coach-DG10616775/

Energy-saving course for neighborhoods	€400 (30 participants = €15)	https://www.finvisa.es/2021/09/15/ahorro-energetico-en-la-comunidad-de-vecinos/ https://atabalfundacion.wordpress.com/2021/08/18/charla-sobre-ahorro-energetico-y-lectura-de-la-factura-de-la-luz/
Renewable energies course	€695/person course	https://www.tecpa.es/cursos-on-line/energias-renovables-experto/
Cost for support with children with autism	20-70€/h	https://www.superprof.es/clases/apoyo-para-personas-con-tdah/barcelona/
Sources related to social costs		
Cost for having a young adult at home	€588/m Basic needs, such as education, hygiene, transportation, leisure and toys, housing, activities related to work-life balance Food remain the main cost to be borne by families (132 euros/month). Extraordinary ones, that is to say, those that have to do with birthdays, excursions, weekly allowance.: 111 euros per month. Housing: 72 euros/month	**http://www.cje.org/en/our-work/empleo/actividades-y-campanas-del-cje/observatorio-joven-de-emancipacion/** **https://www.abc.es/familia/padres-hijos/abci-cuanto-cuesta-tener-hijo-espana-201908080116_noticia.html**
Cost for being independent in Spain	€15,000/year	**https://www.mequieroir.com/paises/espana/trabajar/manutencion/**
Average cost for food in Spain	€125/month €1,500/year	**https://santandersmartbank.es/lifestyle/vivir-solo-gastos/**
Cost for eating healthy	€513/month (4 members) €6,156/year (€1,539/member) €617/month (4 members) €7,404/year (€1,851/member)	**https://www.ocu.org/alimentacion/alimentos/informe/comer-sano-no-es-caro**

Time an adult spends with their parents		
Cost to have a minor in a youth group home	€140/day/child Year: €49,280	**https://elpais.com/espana/2021-04-22/el-coste-de-los-menores-extranjeros-otra-vez-en-la-diana.html**
Cost for desintoxication	4 meses media 75 euros/día 2000 euros al mes	**https://www.adictalia.es/noticias/centros-de-desintoxicacion-precios/**
Types of youth group home	Different types of social support in Madrid	**https://www.comunidad.madrid/servicios/asuntos-sociales/acogimiento-residencial-menores#:~:text=Los%20centros%20de%20protecci%C3%B3n%20de,recuperen%20su%20entorno%20familiar%20o**
Sources related to energy efficiency and housing		
Cost of energy audit community building	€3,000/a auditoría energética de edificio	https://elpais.com/economia/2021-07-17/comunidades-de-vecinos-como-ahorrar-en-la-factura-de-la-luz.html
General cost savings due to energy efficiency	The average expenditure of Spanish families on energy is €1,500 per year between electricity, water and gas. With the good practices proposed in this section we can save up to 20% on the electricity bill. It would save €300 per year.	https://www.idae.es/home https://www.viviendasaludable.es/ahorro-hogar/luz-gas/cuanto-puedo-ahorrar-en-mi-vivienda

Maintenance of apartment	price/hour of maintenance In Madrid or Barcelona €30 €60	https://www.plusultra.es/blog/servicio-manitas-domicilio-mantenimiento-hogar-cubierto/#:~:text=%C2%BFCu%C3%A1l%20es%20el%20precio%2Fhora,entre%2020%20y%2030%20euros https://www.habitissimo.es/presupuestos/manitas
Cost for maintaining apartment	Housing experts recommend setting aside 1 to 3% of home's current value annually to pay for maintenance and repair costs of a household	https://www.viviendasaludable.es/sostenibilidad-medio-ambiente/ahorro-energetico/el-mantenimiento-del-hogar
Average rent in El Pilar Madrid	Average rent €600/month	https://www.fotocasa.es/es/alquiler/pisos/madrid-capital/pilar/l
Healthy sleeping habits	Older children only need 9 to 10 hours a night. Adults 8h/night	http://www.sepsiq.org/file/Royal/DORMIR%20BIEN.pdf
Consequences of not sleeping well	- is tired all the time - falls asleep during the day - you find it hard to concentrate - you find it hard to make decisions - starts to feel depressed.	http://www.sepsiq.org/file/Royal/DORMIR%20BIEN.pdf
Cost for becoming resident in Spain	Application for Spanish nationality by residence: €306 10h of lawyer: €70/h: €700 Total cost: €1,006	https://www.parainmigrantes.info/los-nuevos-costes-del-proceso-de-nacionalidad-espanola/#:~:text=As%C3%AD%2C%20la%20solicitud%20de%20nacionalidad,306%20euros%20para%20el%20resto.
Cost for community payment	The average monthly fee of a community of neighbors: €104/m (€1,248/year)	https://www.expansion.com/ahorro/2017/02/04/58930f8ae2704e9c528b461e.html#:~:text=La%20cuota%20mensual%20media%20d

		e,una%20comunidad%20con%20otros%20vecinos.
Cost of hospital attendance for depression	The average cost of hospital admission for major depressive disorder was nearly €5,500 per patient in the Community of Madrid in 2018	https://isanidad.com/178323/coste-total-depresion-espana-se-cifra-6000-millones-euros/
Cost for mental disorder/migraine etc and equivalent to 8% of GDP	Average cost Anxiety and depression cost the system 23 billion euros, or 2.2 percent of the Gross Domestic Product (GDP). €2,440/year mental disorder €402/year migraine €36,946/year sclerosis multiple €17,576/year psychotic disorders 37% of the expenditure was associated with direct costs in health services, 29% with non-health costs (informal care) and 33% with indirect costs (loss of work productivity, chronic disability, etc.). Equivalent to 8% of GDP	http://www.infocop.es/view_article.asp?id=5421 https://www.redaccionmedica.com/secciones/otras-profesiones/ansiedad-depresion-tratarlas-primaria-28-euros-2136
Treatments anxiety	28 euros/patient En el caso del 'Psicap' cuesta unos 1,500 euros mejorar esa calidad de vida PsicAP' ('Psychology in Primary Care'), promoted by Psicofundación, shows that 7 sessions of psychological therapy in groups of eight to ten patients reduce anxiety and depression scores by seven points.	https://www.redaccionmedica.com/secciones/otras-profesiones/ansiedad-depresion-tratarlas-primaria-28-euros-2136

Therapy for anxiety treatment	12-18 session 50-70 euros/session 1/week every 15 days The most effective are those based on cognitive-behavioral procedures.	https://clinicadeansiedad.com/soluciones-y-recursos/tratamiento-de-la-ansiedad/cuanto-cuesta-cuanto-dura-un-tratamiento-psicologico-de-problemas-de-ansiedad/
Average Cost for anxiety treatment	Some of them have spent as much as 6,000 or 12,000 euros.	https://www.redaccionmedica.com/secciones/otras-profesiones/ansiedad-depresion-tratarlas-primaria-28-euros-2136
Average time not working due to anxiety	15 days	https://www.vozpopuli.com/economia_y_finanzas/aumentan-bajas-medicas-trabajadores-depresion-reconocimiento_0_1264974561.html
How to value wellbeing WHO	Another example of these inquiries into well-being can be seen in the World Health Organization's (WHO) definition of the concept of health, which **no longer contemplates only the absence of disease**, but focuses on complete **physical, mental and social well-being.** In fact, since 1946, well-being has been the main component of this definition, which in turn comes from the Preamble of the WHO Constitution adopted by the International Health Conference, signed by the representatives of 61 States.	https://www.lavanguardia.com/vivo/psicologia/20171206/433415391204/claves-felicidad-ciencia.html
How to value wellbeing WHO (GDH Bhutan)	In 1972, the then King of Bhutan, Jigme Singye Wangchuck, first proposed a competing term to the notion of Gross Domestic Product (GDP): Gross Domestic Happiness (GDP) or Gross National Happiness (GNH). It is	https://www.lavanguardia.com/vivo/psicologia/20171206/433415391204/claves-felicidad-ciencia.html https://en.wikipedia.org/wiki/Gross_National_Happiness

	a holistic concept that recognizes the spiritual, material, physical and social needs of the population. **Happiness is thus perceived as a collective and ecologically sustainable phenomenon.** It consists of pursuing well-being for both current and future generations and, in addition, it must be equitable, because the objective is to achieve a fair and reasonable distribution of well-being in the population. This term was later taken up by other entities such as the Inter-American Development Bank (IDB).	
	Figures such as Joseph Stiglitz, winner of the Nobel Prize in Economics, or Ban Ki-moon, former Secretary General of the United Nations, warn of the need to focus on measuring the well-being of the population instead of only measuring economic production. This trend is also being seen at the policy level in different countries. The United Kingdom has an Office for National Statistics program called Measuring National Well-being. Similarly, various nations and international organizations are developing strategies to measure the well-being of the population.	https://www.lavanguardia.com/vivo/psicologia/20171206/433415391204/claves-felicidad-ciencia.html
World Happiness Report UN	The United Nations Development Programme publishes the World Happiness Report, the World Happiness Report	https://worldhappiness.report/

Annex C - Value Map

The impact map is a detailed document that describes the stakeholders, the input, the value of the input, the output, the social outcome, and the indicators and value of those indicators. One of the strengths of the impact map is the relation in-between the input, the output, and outcome. Selected parts of the detailed description of the impact map have been brought into this report and are listed below. This section shows the Value Map developed for this evaluation report. In order to see the text, zoom in on the images.

Who do we have an effect on? Who has an effect on us?	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.	What is the change experienced by stakeholders?	Describe how you will measure the described outcome (including any sources used)	290 employable young people between 18 and 25 years old.	Describe the average amount of change experienced (or to be experienced) per stakeholder.	How long (in years) does the outcome last for?
Norte Joven (as an organization)	1	Grant (cover for time spent by resources assigned to the project). 1 Project Manager, 1 tutor during the two first years, and other coordination-related costs.	93.148,00 €	288 young adults between 18 and 25 years old, coming from socioeconomic vulnerable environments, passed through a professional certification training provided by the program (KPIs listed in the about the project section). Of those 165 completed their itineraries. The split is as following: 108 completed a Norte Joven itinerary, obtaining a Level 1 certificate of professionalism. Out of these 19 continued their studies at Norte Joven or other organization after receiving their certification. 31 completed the Dual Training (equivalent to passing the Level 2 certificate of professionalism). 26 completed a certified training in emerging sectors (Pest control and Commerce) (equivalent to level 1 and 2 certificates of professionalism).	**Increased access to financial resources**	Subjective indicator (self-reported): Average of level of confidence in "landing" funds. Respondents to report, on a scale of 1-10, how much easier it would be for the organization to acquire funds due to the success story.	1	9 out of 10	2
					Strengthened organizational values and enhanced image of the organizational core philosophy	Subjective indicator: Average of pervecived strengthened recognition, represented by the management team and project team. Respondents were to report, on a scale of 1-10, how much they thought the organization would "grow" in a positive image. Supported by an objetive indicator to be measure right after the closure of the program. Objective indicator: success story attracts +50 persons to the event or 1 article in the press (baseline: 0 event/press year before).	1	9 out of 10, and 1 event and 1 published article	4
		Grant (cover for time spent by resources assigned to the project). Costs directly related to the implementation of the project: workshop materials, costs of external professional services, training costs, direct assistance to students,	209.524,00 €		**Nourishes a transformed and future-proofed organization**	Subjective indicator (self-reported): Average of feeling of innovation culture, represented by the management team and project team. Respondents to report, on a scale of 1-10, how much the organizational culture had shifted due to the program. Supported by an objetive indicator to be measure right after the closure of the program. Objective indicator: 1 fund application for 2021/2022 when a requirement is to present an innovative solution based on evidence of previous work.	1	9 out of 10 and more than one application for funds made	2
		Grant. Allocation of indirect project costs related to the facilities used for this activity: electricity, water, maintenance. No rent cost as the organization doesn't pay rent.	102.986,00 €		**Cost savings due to retaining staff**	Objective indicator: % of staff not being laid off during program time (3 years).	1	98% not laid off	4
					Improved interpersonal relationships as an organization	Subjective indicator (self-reported): Average of feeling of teamwork spirit in the organization, represented by the management team and project team. Respondents to report, on a scale of 1-10, how much the feeling of being a team had shifted due to the program.	1	2 out of 10	1

Weighting	Valuation approach (monetary)	Monetary valuation	Deadweight %	Displacement %	Attribution %	Drop off %	Impact calculation
How important is this outcome to stakeholders? (e.g. on a scale of 1-10) (N.B. To make comparison between outcomes possible, your analysis should be consistent in the type of weighting used).	Describe the monetary valuation approach used to express the relative importance (value) of each outcome. (N.B. If your analysis does not use monetary valuation of outcomes, please use the Value Map (non-SROI) tab of this spreadsheet).	How important is the outcome to stakeholders (expressed in monetary terms)?	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
9	Market based (Market price) Investment of Spanish donors (137,90€/year/person) for a 3 years period, multiplied by the amount of beneficiaries (288). https://www.aefundraising.org/estudio-perfil-del-socio-de-las-ong/ 137,90*3*288 = 119.145€	119.145,00	50%	20%	60%	50%	19.063,20
9	Market based (Market price): Cost for agency to visualize organization/ project during 3 years.Two agencies were contacted €90,000.	90.000,00	50%	10%	70%	10%	12.150,00
9	Market based (Market price): Cost for consultancy firms to transform an organization during 3 years. Two agencies were consulted. 27600€.	27.600,00	60%	10%	60%	10%	3.974,40
9	Cost for an organizaion to "buy" motivation (i,e, to motivate staff) applied on the % of retained staff if asuming the organization would be affected by the spanish average of 21% staff-rotation. To keep staff motivated is estimated being€2,394/person. The organization had 42 employees. (https://www.eleconomista.es/aragon/noticias/9739534/03/19/Las-empresas-tienen-una-rotacion-de-personal-de-mas-del-30-en-Aragon.html). Calculation was done as following: a) If this organization had had an average turnover of staff (21%), it would have	18.721,08	70%	10%	70%	30%	1.516,41
7	Cost for motivation course. 3 groups of 13-14 persons/group covering the full organization (Each group would do 3 sessions of 4h, costing 600€/session). Calculation: €600 x 3 sessions x 3 groups = 5,400€.	5.400,00	30%	10%	50%	0%	1.701,00

Who do we have an effect on? Who has an effect on us?	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.	What is the change experienced by stakeholders?	Describe how you will measure the described outcome (including any sources used)	290 employable young people between 18 and 25 years old.	Describe the average amount of change experienced (or to be experienced) per stakeholder.	How long (in years) does the outcome last for?
Beneficiaries	290	Time* **288** participants, average participation of 12-18 months in one of the training areas offered by the program. The split is the following: Technical Training: 1,080 hours Basic Cultural Training: 972 hours Labor competencies: 108 hours = 2160/student * 288 pers = **622 080/h** *The SROI convention states that time spent by the beneficiaries is not to be given a financial value.	- €	108 persons have improved the curriculum with a Level 1 certificate of professionalism in plumbing. 31 persons have job experience and improved the curriculum with Level 2 certificate of professionalism in plumbing. 26 persons have improved the curriculum with a level 1 and 2 certificates of professionalism in Pest control and Commerce. Out of the 288 that passed through the program, it is confirmed in the organization's follow-up registers that 124 young adults entered the labor market, and 19 young adults enrolled on higher level studies (intermediate degree).	**Enhanced self-confidence**	Subjective indicator (self-reported): Number of respondents, reporting level of confidence. Respondents to report how much more self-confident they felt on a scale of 1-10.	20	7 out of 10	4
					Improved life satisfaction	Subjective indicator (self-reported): Number of respondents, reporting level of life satisfaction. Respondents to report how much more satisfied they were with life on a scale of 1-10.	42	6 out of 10	4
					Increased motivation to study	Subjective indicator (self-reported): Number of respondents, reporting level of motivation to study. Respondents to report how much more motivated they were to continue studying on a scale of 1-10.	46	8 out of 10	2
					Increased readiness for employment	Subjective indicator (self-reported): Number of respondents, reporting level of readiness to enter the labor market. Respondents to report how much more prepared they feel about working for a company on a scale of 1-10. Objective indicator: The student has or has not initiated a process to gain a job with the support of the labor assistant of the organization or by themselves.	29	8 out of 10 and 124 out of 288 total students that finished the program (43%)	2
					Secured a paid job while participating in the program	Objective indicator: The student has or has not a weekend job/afternoon job (while studying)	29	29 out of 52 respondents (56%)	2
					Improved social life	Subjective indicator (self-reported): Number of respondents, reportinglevel of improved social life. Respondents to report on the extent of social life improvements on a scale of 1-10.	36	8 out of 10	2
					Increased willingness to help	Subjective indicator (self-reported): Number of respondents, reporting level of motivation to help. Respondents to report on the extent of motivation in helping others on a scale of 1-10.	42	7 out of 10	2
					Healthier	Subjective indicator (self-reported): Number of respondents, reporting level of health satisfaction. Respondents to report on the extent of health improvements on a scale of 1-10.	38	6 out of 10	2

Weighting	Valuation approach (monetary)	Monetary valuation	Deadweight %	Displacement %	Attribution %	Drop off %	Impact calculation
How important is this outcome to stakeholders? (e.g. on a scale of 1-10) (N.B. To make comparison between outcomes possible, your analysis should be consistent in the type of weighting used).	Describe the monetary valuation approach used to express the relative importance (value) of each outcome. (N.B. If your analysis does not use monetary valuation of outcomes, please use the Value Map (non-SROI) tab of this spreadsheet).	How important is the outcome to stakeholders (expressed in monetary terms)?	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
7	Value from UK developed value bank (HACT) converted to Spanish lifecondition. This proxy was calculated using the value from the valley bank and adjusting it to the Spanish life conditions by using the Gross National Product (GNP) to indicate the difference (24,48%) 10,925.38€-34,48% = €7,158.31	7.158,31	10%	40%	10%	15%	69.578,77
6	Salary is the number 1 circumstance of "well-being" for the students. Fijiwara study associates 27% of the loss of salary to decrease in well-being. 1st time job salary in construction: €20,472/year (€2,0472*0,27) = €5,527.44	5.527,44	10%	10%	10%	25%	169.239,16
8	Difference in average salary between an employee with Professional Certificate (Ciclo formativo de grado medio) €18,703.51, and one with superior degree (Ciclo formativo de Grado Superior (FP) €21,496.19. Calculation: €21,496.19 - €18,703.51 = €2,792.68	2.792,68	10%	10%	10%	25%	93.649,73
8	Macroeconomics loss in income (BIP) for NEET profile. €9,834/year	9.834,00	10%	25%	50%	10%	96.250,28
6	Economic compensation for weekend jo. Working at McDonalds part-time during weekends. working part time weekends 8h/week during 45 weeks/year being paid €7/h 8h*45weeks*€7 = €2.520/year	2.520,00	10%	50%	0%	25%	32.886,00
8	Young adults spending on leisure activities 168€/month 2016€/year	2.016,00	50%	10%	50%	25%	16.329,60
7	Salary summer camp tutor (their age) 6€/h. Time spent on helping family or students: 2h/week Number of weeks 45 540€	540,00	10%	10%	10%	25%	16.533,72
6	The difference between standard food cost (125€/m / 1500€/year) and healthier food: 192€/month / 2304€/year). Adding to this average cost for exercising regularly at gym €70/month /€840/year).	1.644,00	20%	10%	20%	20%	35.983,87

Stakeholders		Inputs		Outputs	Outcomes / Outcome description	Indicator and source	Quantity (scale)	Amount of change per stakeholder (depth)	Duration of outcomes
Who do we have an effect on? Who has an effect on us?	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.	What is the change experienced by stakeholders?	Describe how you will measure the described outcome (including any sources used)	290 employable young people between 18 and 25 years old.	Describe the average amount of change experienced (or to be experienced) per stakeholder.	How long (in years) does the outcome last for?
Tutors and Teachers	10	Time paid by the organization in salary. 10 Staff members. Includes teachers from the Norte Joven staff list and external paid teachers and companion resources to execute the energy audit service.	537.722,00 €	Undefined number of teaching hours spent on preparing, delivering and doing follow-up of classroom training for 280 students.	**Enhanced professional knowledge and skills**	Subjective indicator (self-reported): Number of respondents, reporting changes in competence. Respondents to report on their improvements in competence on a scale of 1-10.	5	9 out of 10	2
					Strengthened personal skills	Subjective indicator (self-reported): Number of respondents, reporting level of changes in personal skills. Respondents to report on their improvements concerning their skills on a scale of 1-10.	6	8 out of 10	4
					Felt more energetic	Subjective indicator (self-reported): Number of respondents, reporting level of energy and motivation. Respondents to report on their level of motivation on a scale from 1 to 10.	7	6 out of 10	4
Volunteers	91	Time (value informed by stakeholder, based on cost/hour for teacher). 186 hours on volunteer actions spent by 10 teacher Volunteers. 186h*21€ = 3906€ 70 hours on volunteer actions spent by 76 corporate Volunteers. 70h*21€ = 1470€	5.670,00 €	186 hours spent on preparing, delivering and doing follow-up of classroom training, services or simulation of interviews for 288 students.	**Improved life satisfaction due to a sense of achievement from self-realization**	Subjective indicator (self-reported): Number of respondents, reporting level of life satisfaction. Respondents to report how much more satisfied they were with life on a scale of 1-10.	10	8 out of 10	4
					Enhanced professional skills	Subjective indicator (self-reported): Number of respondents, reporting changes in competence. Respondents to report on their improvements in competence on a scale of 1-10.	14	7 out of 10	4

Weighting	Valuation approach (monetary)	Monetary valuation	Deadweight %	Displacement %	Attribution %	Drop off %	Impact calculation
How important is this outcome to stakeholders? (e.g. on a scale of 1-10) (N.B. To make comparison between outcomes possible, your analysis should be consistent in the type of weighting used).	Describe the monetary valuation approach used to express the relative importance (value) of each outcome. (N.B. If your analysis does not use monetary valuation of outcomes, please use the Value Map (non-SROI) tab of this spreadsheet).	How important is the outcome to stakeholders (expressed in monetary terms)?	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
8	Cost for attending a course for professionals in renewable energies €695/person	695,00	0%	10%	10%	25%	2.814,75
8	Cost for personal growth (development) program aimed at professionalsl €2000/person	2.000,00	50%	10%	50%	10%	2.700,00
6	Value for stakeholder (stated preference) €250/month over a year €250/month * 12 months = €3000/year	3.000,00	50%	10%	50%	10%	4.725,00
8	Cost for attending a serious personal development program for individuals 4590€/person	4.590,00	20%	30%	20%	20%	20.563,20
7	Cost for course in Communication for individuals: 500€/course	500,00	20%	10%	20%	20%	4.032,00

Who do we have an effect on? Who has an effect on us?	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.	What is the change experienced by stakeholders?	Describe how you will measure the described outcome (including any sources used)	290 employable young people between 18 and 25 years old.	Describe the average amount of change experienced (or to be experienced) per stakeholder.	How long (in years) does the outcome last for?
Companies	50	Time (at min wage). **824** hours estimated in total for the internships-on-onboarded students at 40 companies. 204 students. 14,20€/h (minimum salary of admin) 4h/student Estimated time for contract signing, tutor assignment, and teaching. (204*(4h*14,20€)) = 11 587,20€ Time (at min wage). 890	24.225,00 €	Support in hours worked by program participants from 204 trained students for 80h/student. Approximately a total of 16 320 hours.	**Increased social consciousness in the organization**	Subjective indicator (self-reported): Number of respondents, reporting level of consciousness. Respondents to report on the extent of social consciousness on a scale of 1-10.	2	6 out of 10	2
				Support in hours worked by 89 skilled workers for 12 months working 4h/day. Approximately a total of 85 440 hours.	**Increased in organizational diversity (due to employment of former students)**	Subjective indicator (self-reported): Number of respondents, reporting perception of cultural consciousness. Respondents were to report, on a scale of 1-10, how much they thought the organization had changed in their cultural consciousness. Supported by an objective indicator to be measure right after the closure of the program. Objective indicator: contracted students with non-spanish background.	1	6 out of 10 and 96 out of 124 that landed a job (75%)	1
Customers of the audits	26	Time (at average wage in industry).**156** hours spent in total on **26** households 6h per household average cost/hour in the idustry 18€ ((6h*26u)*18€)	2.808,00 €	26 households received an energy saving audit and had energy efficiency measures implemented increasing cost saving possibilities.	**Felt empowered to advocate for household efficiency**	Subjective indicator (self-reported): Number of respondents, reportinglevel of empowerment. Respondents to report on how empowered they felt on a scale of 1-10.	5	7 out of 10	4
					Improved finances	Subjective indicator (self-reported): Number of respondents, reporting amount of cost savings on electricity bills.	4	7 out of 10	4

Express the relative importance (value) of the outcome							
Weighting	Valuation approach (monetary)	Monetary valuation	Deadweight %	Displacement %	Attribution %	Drop off %	Impact calculation
How important is this outcome to stakeholders? (e.g. on a scale of 1-10) (N.B. To make comparison between outcomes possible, your analysis should be consistent in the type of weighting used).	Describe the monetary valuation approach used to express the relative importance (value) of each outcome. (N.B. If your analysis does not use monetary valuation of outcomes, please use the Value Map (non-SROI) tab of this spreadsheet).	How important is the outcome to stakeholders (expressed in monetary terms)?	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	Value for volunteer time was calculated in this way: •Average volunteer time in Spain: 3h/week •Number of weeks/year45 weeks •Period of time: 1 year (to "match" the period of time a student spent in a company). •Base salary used for proxy. The rationale is that the person volunteering would value its hourly cost to how much they got paid for their work): Senior Professional in the construction industry €2,900/m (€18.13/h) (3h *45 weeks) *€18,13/h = €2,447.55.	2.447,55	40%	10%	60%	10%	1.057,34
6	Increased employee value due to diversity (Additional attribution to the profit (25%+) of company that contracts former students due to diversity). Number of employees at the company that hired 54 of the students (used as base line) : 330 Profit 2020: €2,689,373/year Employee profit contribution 2020: €8150/year % of increase in contribution due to diversity according to study: 25% (€8150*1,25 = €10,187,50) Variation in employee value due to diversity: €10,187,50-€8150 = €1912,15/employee/year Number of companies who contracted in 2021: 48 €1912 employee value increase *48 companies = €91,776	91.776,00	30%	30%	30%	20%	31.479,17
7	Cost for community session in energy saving / awareness talk Market price for awareness talk 400€ (20 participants, €20/participants).	400,00	20%	10%	30%	10%	1.008,00
7	Cost savings due to efficient usage of energy 25€/m during 12 months (12*25€) = €300.	300,00	10%	10%	30%	10%	680,40

Who do we have an effect on? Who has an effect on us?	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.	What is the change experienced by stakeholders?	Describe how you will measure the described outcome (including any sources used)	290 employable young people between 18 and 25 years old.	Describe the average amount of change experienced (or to be experienced) per stakeholder.	How long (in years) does the outcome last for?
Families or legal guardians	288	Time (at minimum wage). Those students that were underage, had to be enrolled by their parents. The time spent by these parents on enrollment was: 24 hours spent by 1 family member or legal tutors managing the beneficiaries' onboarding to Norte Joven. Onboarding time (Two 1-hour-meetings and 2 hours of paperwork). Minimum salary (14,20€/h). (24*(4h*14,20€))	1.363,20 €	288 more employable family members 124 family members with employment	**Improved mental health**	Subjective indicator (self-reported): Number of respondents, reporting on mental health. Respondents to report on the extent of how healthy they felt on a scale of 1-10.	7	9 out of 10	2
					Better functioning family	Subjective indicator (self-reported): Number of respondents, reporting on level of family function. Respondents to report on the extent family was functioning on a scale of 1-10.	6	9 out of 10	2
					Time freed up for the parents	Subjective indicator (self-reported): Number of respondents, reporting on amount of freed-up-time. Respondents to report on the time freed up.	5	8 out of 10	2
The State - Social services	1	This stakeholder does not generate any significant input. The service provided was impacted to a very small extent, due to the automatization of the registration process.	- €	124 enrolled contributors to social services.	**Avoided cost for social welfare expenditures**	Number of contracted former students employed for at least 12 months removed from NEET situation	124	0-ene	1
		Total	977.446,20						

(above image includes the total input)

Express the relative importance (value) of the outcome			Deadweight %	Displacement %	Attribution %	Drop off %	Impact calculation
Weighting	Valuation approach (monetary)	Monetary valuation					
How important is this outcome to stakeholders? (e.g. on a scale of 1-10) (N.B. To make comparison between outcomes possible, your analysis should be consistent in the type of weighting used).	Describe the monetary valuation approach used to express the relative importance (value) of each outcome. (N.B. If your analysis does not use monetary valuation of outcomes, please use the Value Map (non-SROI) tab of this spreadsheet).	How important is the outcome to stakeholders (expressed in monetary terms)?	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
9	Cost related to anxiety avoided. It is calculated for a two year period as the program lasted for two years. Combination of 3: a)Treatment: (average is one year, 12-18 sessions for mild anxiety) 24 sessions * €70/s = €1,680 b)Hospital cost: 1 day over a two years period = € 5,000 c) Absence from work average time 15 days/year. Average salary: €1,706/m (20 days) = €85.30/day (2* 15 = €2,559) (treatment: 24 sessions * €70) + (hospital cost 1 day/year € 5,000) + (absence from work €85.30/day * 15 days *2 years = €2,559) = €9239	9.239,00	0%	10%	10%	10%	52.385,13
9	Value from the UK value bank (HACT: (www.hact.org.uk) developed value bank adjusted to Spanish life conditions. HACT data €8067 - BNP difference 34,48% = €5286/year	5.286,00	10%	10%	10%	10%	23.120,96
8	Market value for average spent on club 840€/year	840,00	10%	10%	20%	50%	2.721,60
10	Value assigned to "having" a person in a "ni-ni" (NEET) situation, not working, not studying for one year 9834€/year/person	9.834,00	30%	10%	10%	0%	691.408,87

Total	1.407.552,56	1.407.552,56	546.395,18	179.175,01	142.741,72	0,00	0,00
Present value of each year		1.407.552,56	527.918,05	167.261,79	128.744,86	0,00	0,00
Total Present Value (PV)							2.231.477,26
Net Present Value (PV minus the investment)							1.254.031,06
Social Return (Value per amount invested)							2,28

Annex D - Outcomes Consultation Questions

Below you find the questions for the qualitative consultation divided per stakeholder.

Stakeholders	Questions asked
Norte Joven (as an organization)	**Dynamic questionnaire** ● Right now, what do you do? (List of options) ● Would you say that the Program generated some change in YOU or to the organization, which has led to a change in habits, circumstances, attitude, capacity, conscience, or another? ● If not, could you explain why "no"?

<table>
<tr>
<td></td>
<td>
Questions to identify the chain of events: due to your participation in the program...
<table>
<tr><th>Initial question</th><th>follow-up question: Thus it led to...</th><th>follow-up question: Thus it led to...(if more needed to be stated more space was given)</th></tr>
<tr><td>What changed in you or your life?</td><td>That change you mentioned in the previous question, what did it lead you to?</td><td>That change you mentioned in the previous question, what did it lead you to?</td></tr>
</table>

Did you experience any unintended or negative outcomes due to the program?
Besides you, who else do you think has experienced any changes related to the program?
Is there anything else you want to add?

</td>
</tr>
<tr>
<td>beneficiaries</td>
<td>
Dynamic questionnaire

My first and last name is:
Now: Choose from the following, the option that matches you best (I am studying at Norte Joven / I am not studying at Norte Joven)
Study: Choose from the following, the option that most closely matches your own preferences (I am studying Electricity/I am studying plumbing/I am studying Carpentry)
Outings to student housing: During your time at Norte Joven, have you taken part in outings to student housing? (yes/no)
Outings to student housing: Choose the option that best suits you from the following options (I participated in the audit/I participated in the repairs/I participated in the two you mention)
Finished training: What was your last training with Norte Jove? "My last training with Norte Jove was": (Electricity/Plumbing/Carpentry/Training through an apprenticeship contract with the company ACLIMAR./A Certificate of Professionalism in Pest Control Services./A Certificate of Professionalism in Ancillary Trade Activities.)
Outings to homes: During your time at Norte Joven, have you taken part in outings to homes? (yes/no)
Home visits: Choose the option that best suits you from the following options (I participated in the audit/I participated in the repairs/I participated in the two you mention)

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</table>

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Now: Choose from the following, the option that most closely matches you right now (I am looking for a job with the support of Norte Joven/I am working for a company through Norte Joven/I am working in a company that I got on my own/other)
Transport: When I go/go to class or internships, I usually commute/move around: (Walking/By bicycle/By metro or train/By bus/They gave me a lift/Another)
Future: How do you imagine your future?
Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life.

<table>
<tr><th>Initial question</th><th>follow-up question: Thus it led to…</th><th>follow-up question: Thus it led to…(if more needed to be stated more space was given)</th></tr>
<tr><td>What changed in you or your life?</td><td>That change you mentioned in the previous question, what did it lead you to?</td><td>That change you mentioned in the previous question, what did it lead you to?</td></tr>
</table>

Right now, what do you do? (List of options)
Why not?
What has changed? What do you do differently now? Describe it!
Was everything you answered before positive?
What was negative and why?
Do you want to tell us more?

</td>
</tr>
<tr>
<td>tutors and teachers</td>
<td>
Dynamic questionnaire

My first and last name is:
For how long have you worked at Norte Joven?
Think about whether "thanks to Generating Future" something is different in your life.
Right now, what do you do? (List of options)
Why not?
Questions to identify the chain of events: Think about whether "thanks to Generating Future" something is different in your life.

<table>
<tr><th>Initial question</th><th>follow-up question: Thus it leads to…</th><th>follow-up question: Thus it lead to…(if more needed to be stated more space was given)</th></tr>
<tr><td>What changed in you</td><td>That change you</td><td>That change you</td></tr>
</table>
</td>
</tr>
</table>

<table>
<tr><td></td><td>
<table><tr><td>or your life?</td><td>mentioned in the previous question, what did it lead you to?</td><td>mentioned in the previous question, what did it lead you to?</td></tr></table>

Do you want to tell us more?
Was everything you answered before positive?
What was negative and why?

</td></tr>
<tr><td>volunteers</td><td>Dynamic questionnaire

My first and last name is:
Volunteering: Choose the option that best suits you from the following options (I am or have been a volunteer teacher/I am or have been a volunteer for a company (Corporate Volunteering)
Teaching volunteer: Choose the option that best suits you (I have taught or am teaching Norte Joven students./Another)
Corporate volunteer: Choose the option that matches you best (I have run or will run Training and Work Orientation Workshops./I have participated or will participate in the conduct of mock interviews./I have led or will lead Financial Workshops/I have provided or will provide therapeutic support to students/I have provided or will provide legal support to students/other)
In reference to your collaboration with Norte Joven, what change do you think it has meant for the company you work for?
Do you consider yourself an active supporter of the integration of socially disadvantaged youth?
Have you had other volunteering experiences?
Think about whether "thanks to Generating Future" something is different in your life.
Right now, what do you do? (List of options)
Why not?
What has changed? What do you do differently now? Describe it!
Was everything you answered before positive?
What was negative and why?
Do you want to tell us more?

</td></tr>
<tr><td>companies</td><td>Dynamic questionnaire

Do you know the Norte Joven project?
My first and last name is:
Which company do you represent
What collaboration does your company have with Norte Joven? (Norte Joven students do internships in my company/We have workers who have been Norte Joven students./I don't know/others

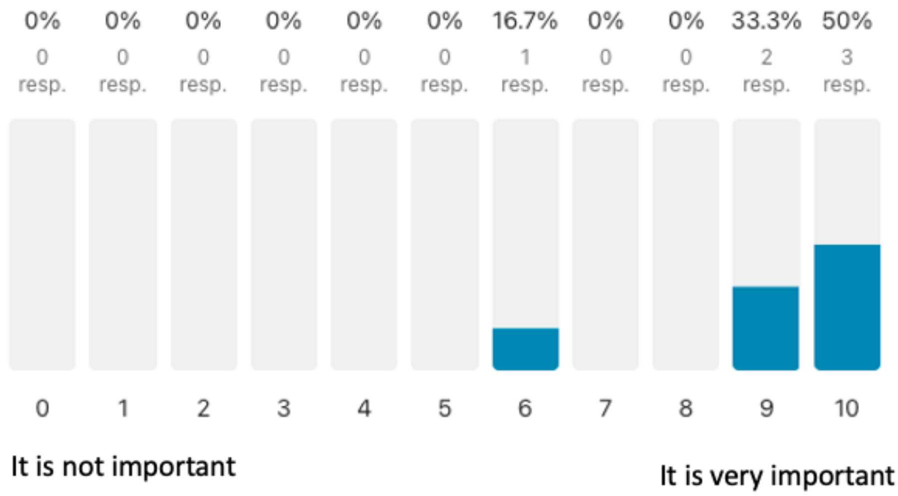
</td></tr>
</table>

	• Choose from the following, the option(s) that most closely matches you (Soy coordinador/a de prácticas/I am an internship tutor/I am the boss of a former student of Norte Joven./I am a classmate of a former student of Norte Joven./other) • Think about whether "thanks to Norte Joven" something is different in your life. • Right now, what do you do? (List of options) • Why not? • What has changed? What do you do differently now? Describe it! • Was everything you answered before positive? • What was negative and why? • Now think about whether your relationship with the internship students or workers who have been Norte Joven alumni has meant a change in the company you work for, explain it! • Indicate whether your perception of disadvantaged young people has changed positively after the experience of the Norte Joven students in your company. • Do you see yourself as an active supporter of the integration of socially disadvantaged young people in your company? • Do you want to tell us more?
Customers of audit	**Dynamic questionnaire** • My first and last name is: • Has the information given and the repairs carried out in your home by Norte Joven students made a change in your life? • Think about whether "thanks to Generating Future" something is different in your life. • Right now, what do you do? (List of options) • Why not? • What has changed? What do you do differently now? Describe it! • Was everything you answered before positive? • What was negative and why? • Do you want to tell us more?

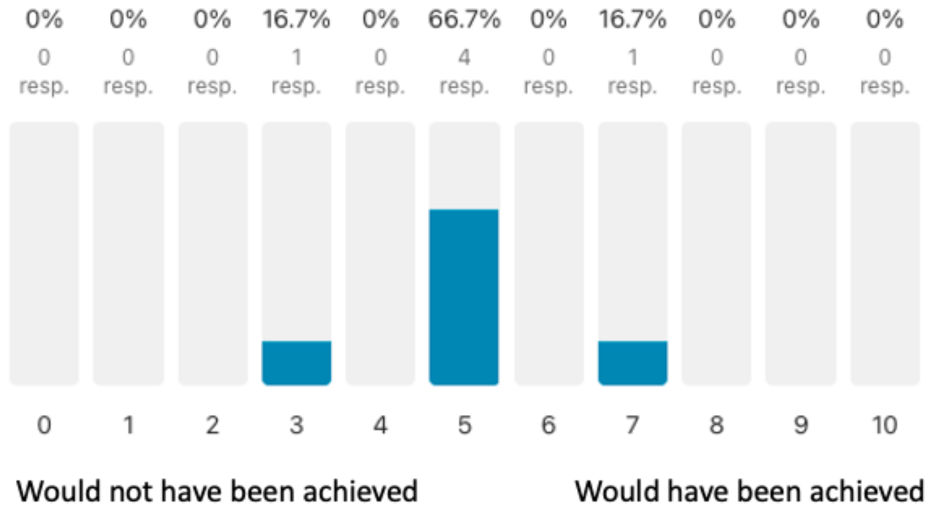
Annex E - Outcomes Consultation Questions (Quantitative)

Below you find the questions for the qualitative consultation divided per stakeholder.

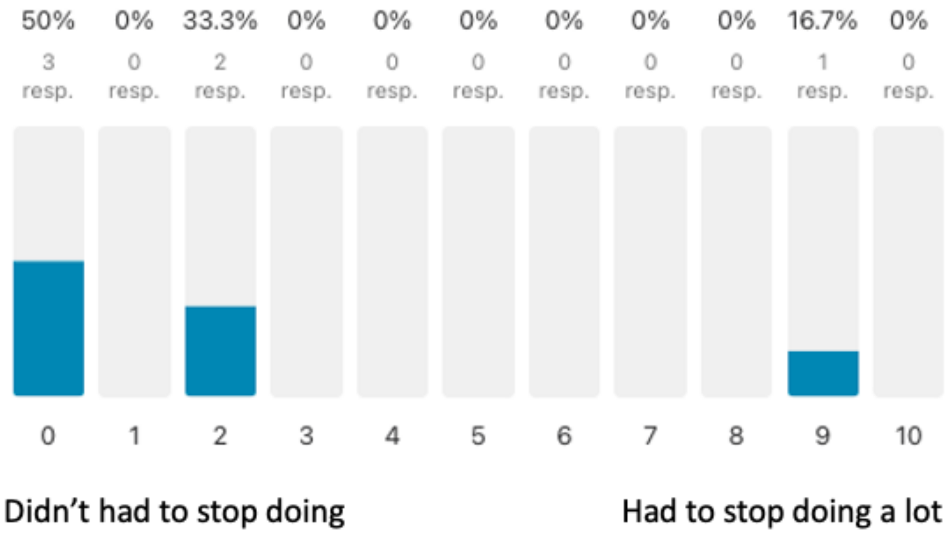
Stakeholders	Questions asked

Norte Joven (as an organization)	**Dynamic questionnaire** ● Result 1: Thanks to Generating the Future, the possibility of obtaining funding for the organization has increased. *"The impact (result) of the program has led Norte Joven to be perceived as an innovative, up-to-date entity that ensures results with an impact on its students, their families, and the community, thus increasing its chances of obtaining funding".* Do you agree?  ● 1a. Importance: From 1 to 10, how important is this change for Norte Joven? (1-10)  ● 1b. Deadweight: From 1 to 10, to what extent do you think Norte Joven would have succeeded regardless if the program had not been developed?

(1-10)

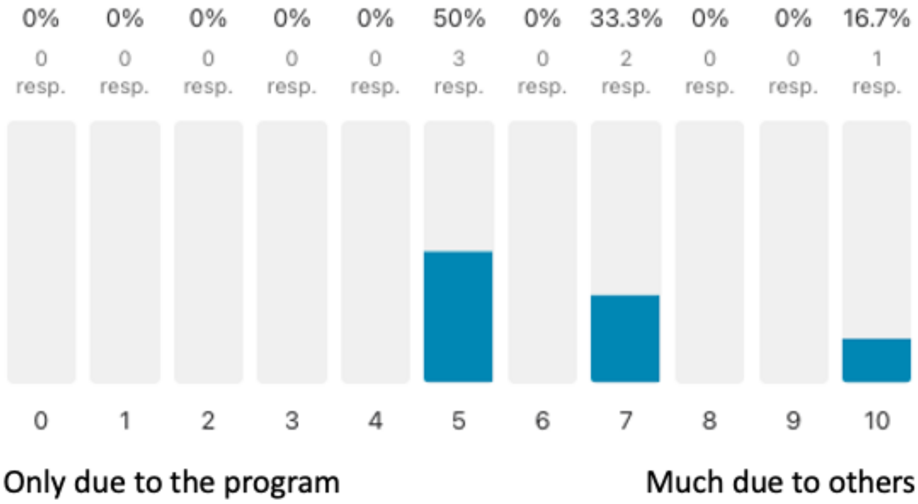


- 1cDIP: From 1 to 10, to what extent do you think that by dedicating itself to "Generate Future" the organization has had to stop doing something else, which would possibly have generated the same result?

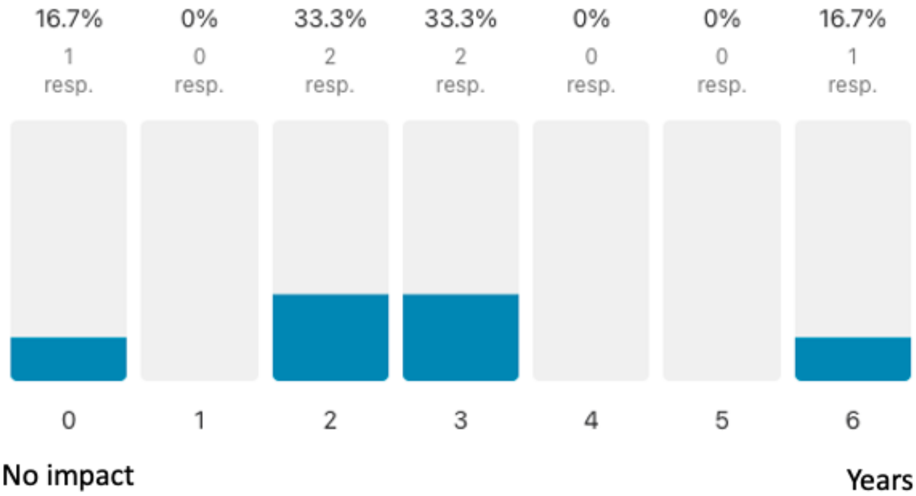


- 1d. What was it? Describe it! Freetext.
- 1e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other

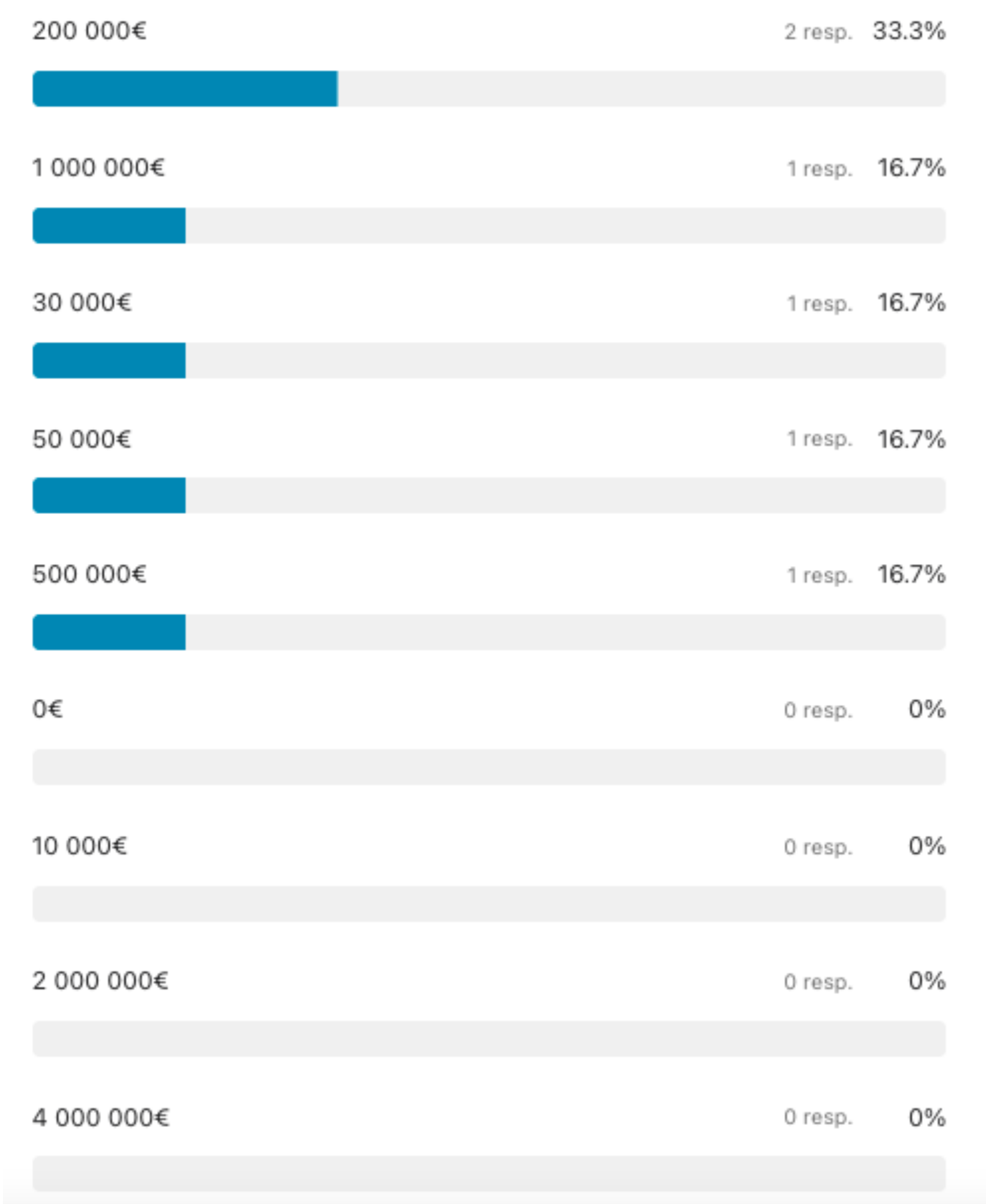
factors? (1-10)



- 1f. Who influenced you the most? Free text
- 1g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)

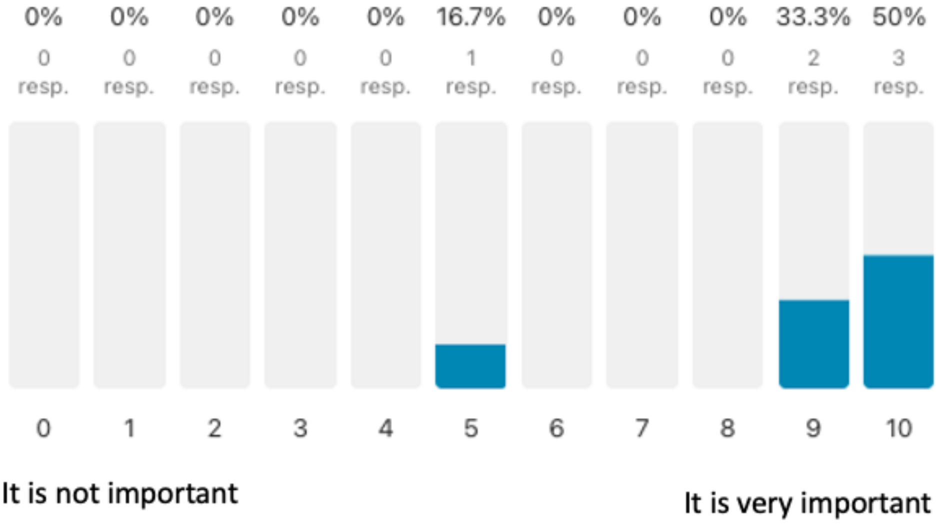


- 1h. How much is it worth to have achieved this change in Norte Joven? Let's imagine that we are looking for funding for a new project. Although it is difficult to assess, and it is only an estimation exercise, how much would you say it is likely that we could get considering what Norte Joven is now and presenting Generating Future as a "success story".

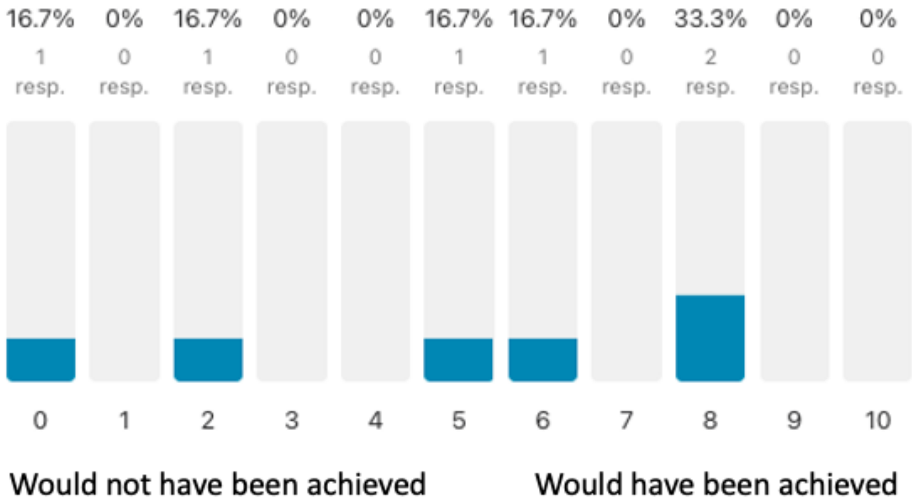


- Result 2: Thanks to Generating the Future we are a transformed organization, more up-to-date and better prepared for the future. *"We are better prepared in our "niche market, "we are more likely to develop quality programs with real impact and that address current issues (e.g. lack of workers in companies with knowledge about renewable energy). We could even be a reference in the field in which we operate"*. Would you agree?
- (repeats questions a-h above)

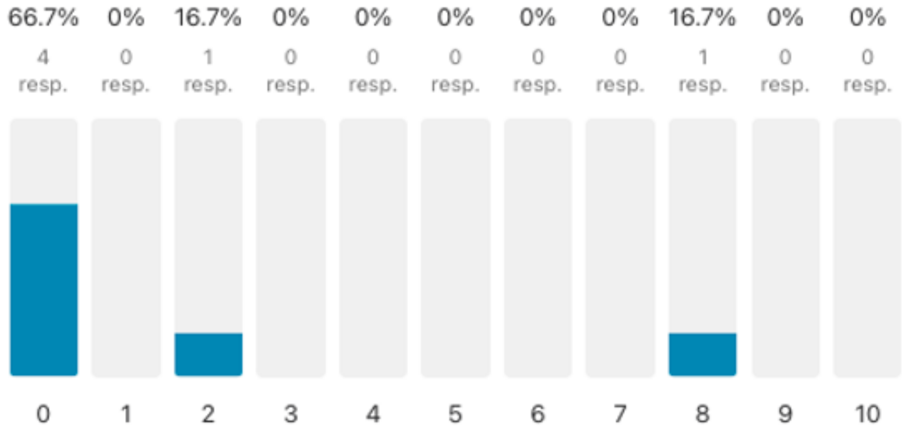
2a. Importance: From 1 to 10, how important is this change for Norte Joven? (1-10)



- 2b. Deadweight: From 1 to 10, to what extent do you think Norte Joven would have succeeded regardless if the program had not been developed? (1-10)

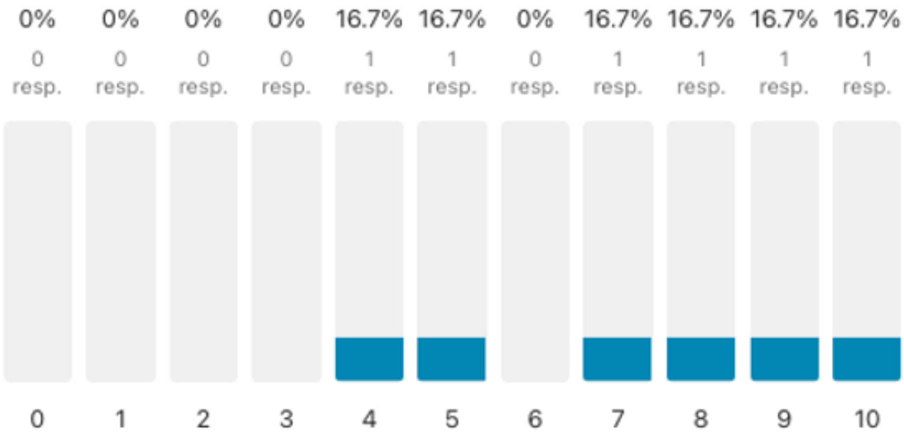


- 2cDIP: From 1 to 10, to what extent do you think that by dedicating itself to "Generate Future" the organization has had to stop doing something else, which would possibly have generated the same result?



Didn’t had to stop doing Had to stop doing a lot

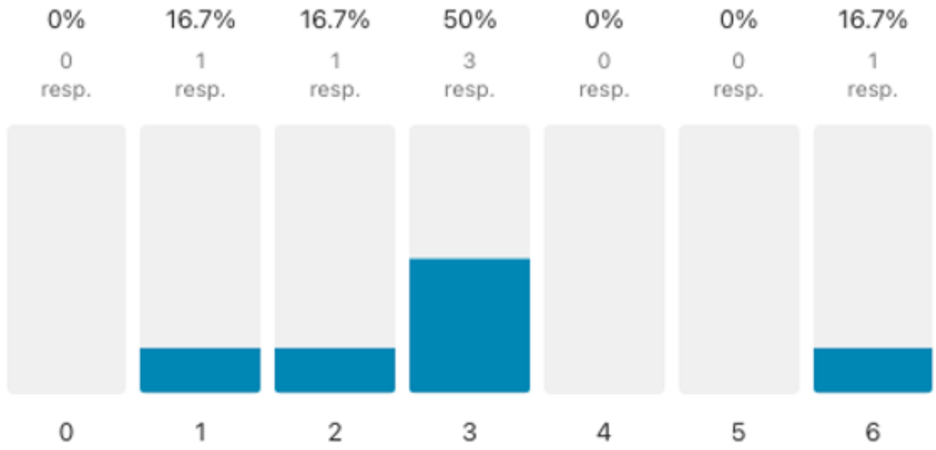
- 2d. What was it? Describe it! Freetext.
- 2e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



Only due to the program Much due to others

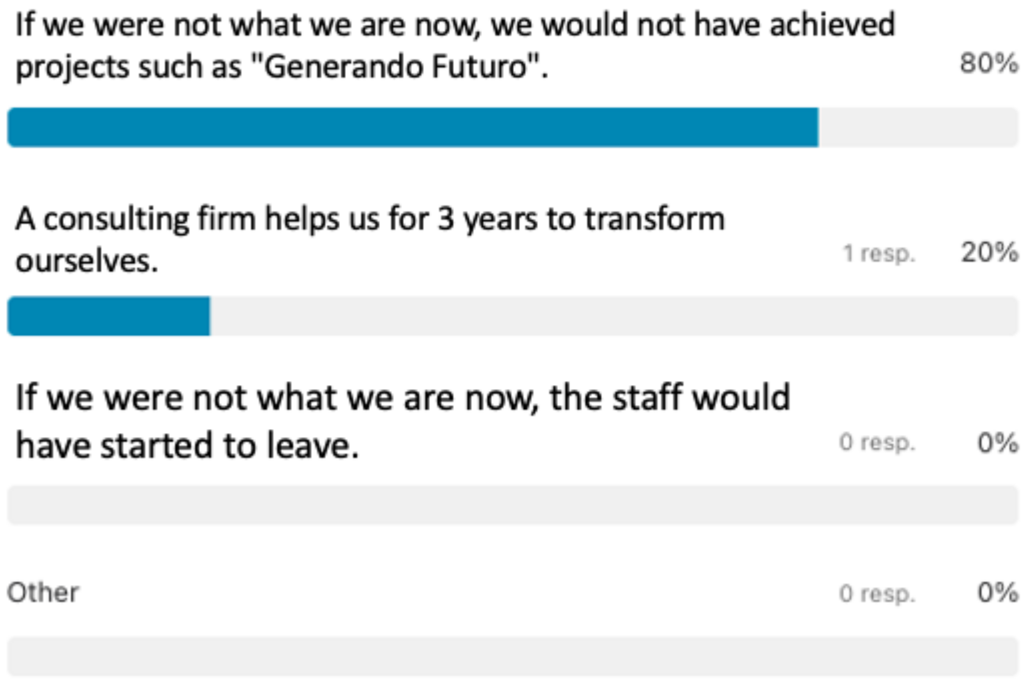
- 2f. Who influenced you the most? Free text
- 2g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be

able to enjoy this change? (1-10)



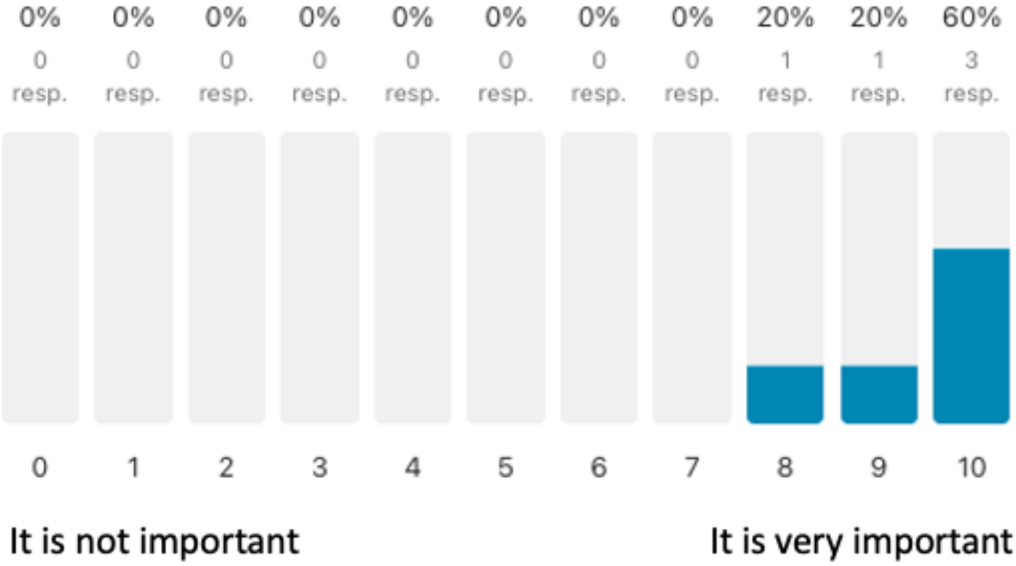
No impact Years

2h. Valuation: How much is it worth to have achieved this result in Norte Joven? Although it is difficult to value it, it is only a game of estimation. Which of the following would you say best represents the value of maintaining this status.

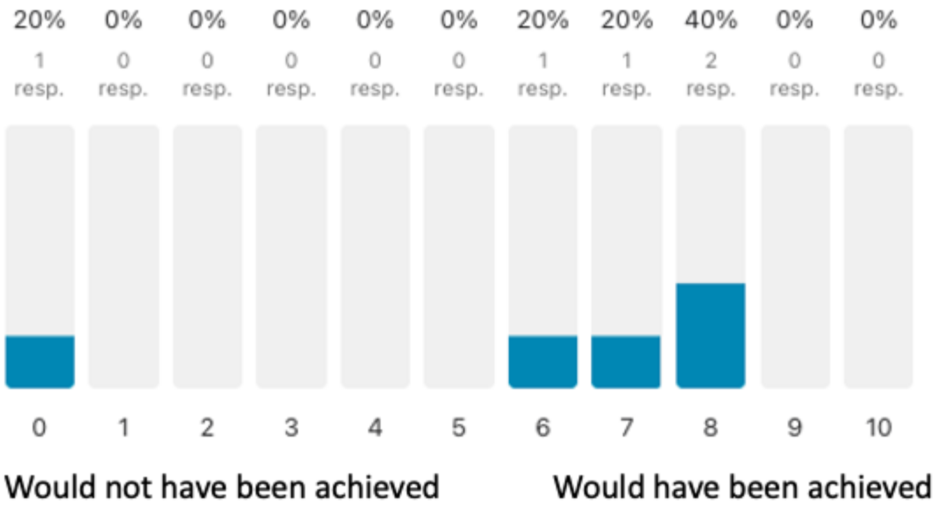


Result 3: Thanks to Generating Future we have strengthened and visualized externally the philosophy and values of the organization. Would you agree?

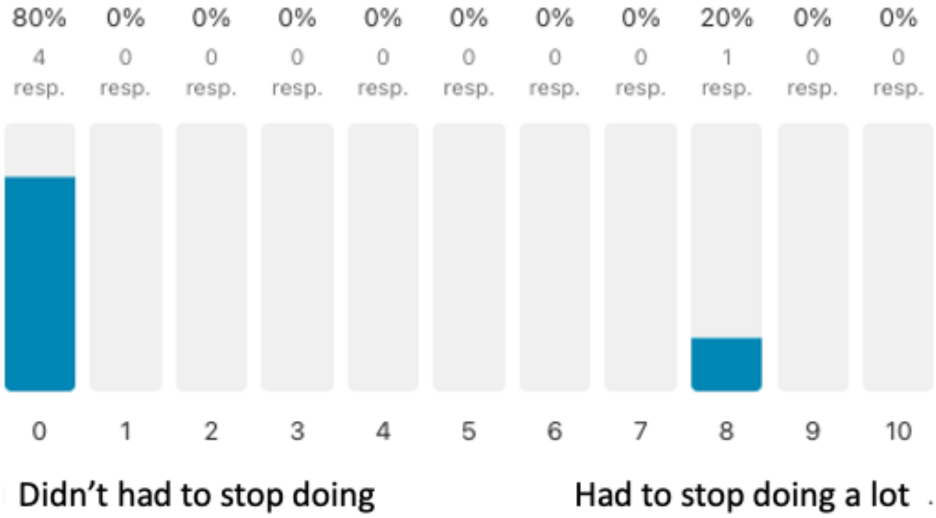
- 3a. Importance: From 1 to 10, how important is this change for Norte Joven? (1-10)



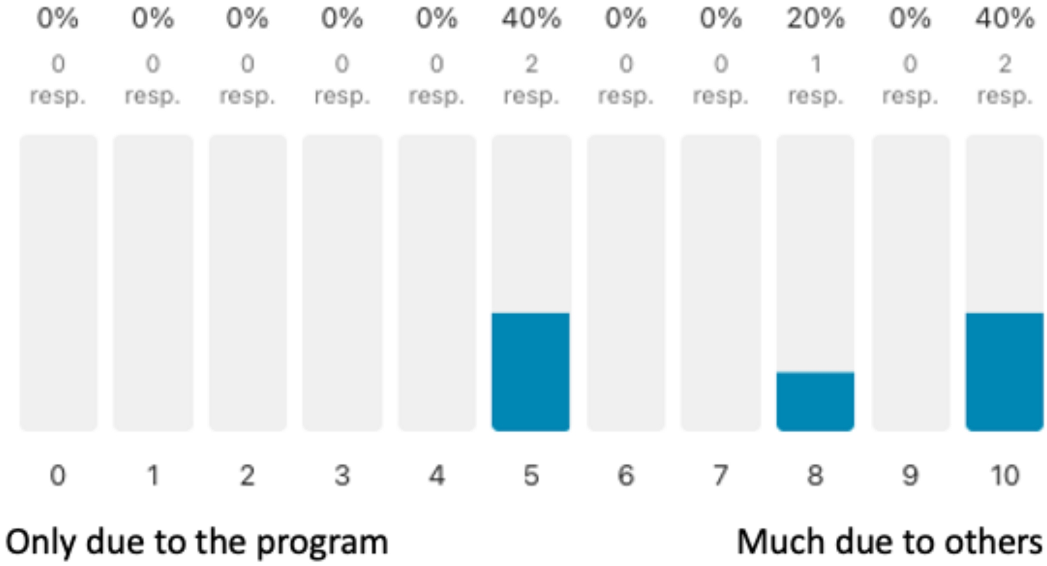
- 3b. Deadweight: From 1 to 10, to what extent do you think Norte Joven would have succeeded regardless if the program had not been developed? (1-10)



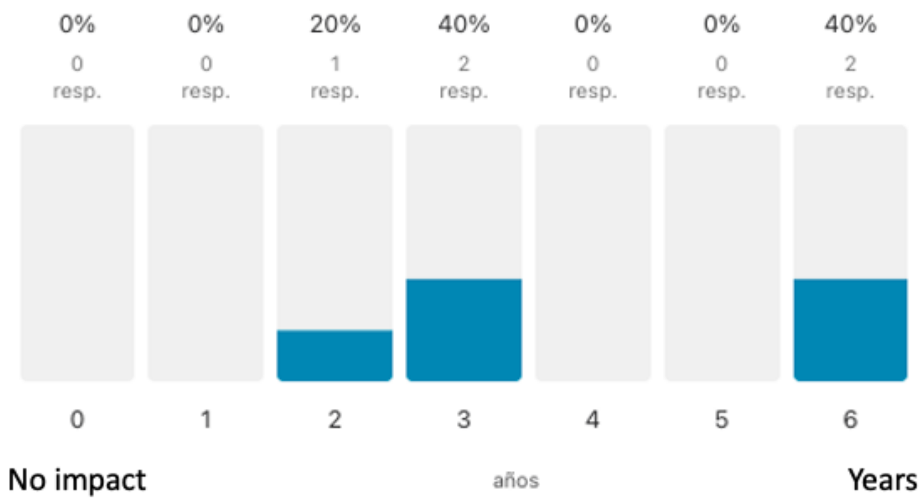
- 3cDIP: From 1 to 10, to what extent do you think that by dedicating itself to "Generate Future" the organization has had to stop doing something else, which would possibly have generated the same result?



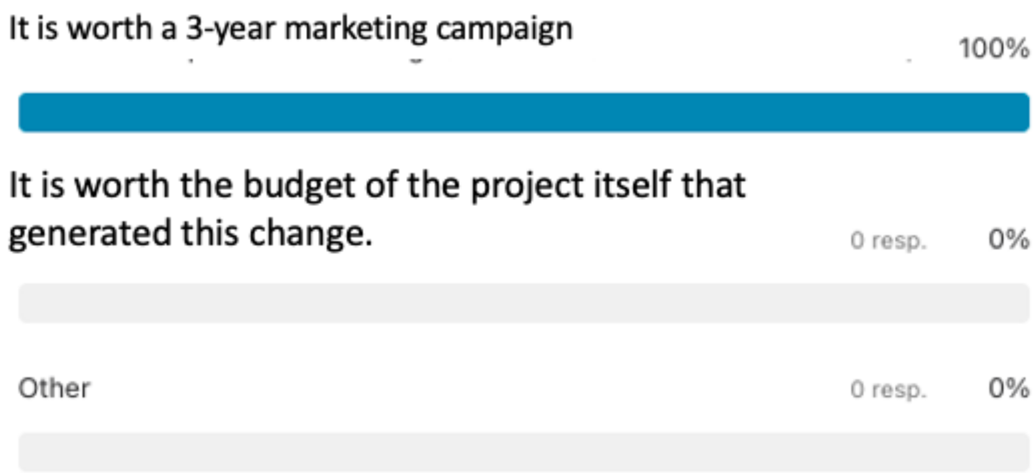
- 3d. What was it? Describe it! Freetext.
- 3e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



- 3f. Who influenced you the most? Free text
- 3g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)

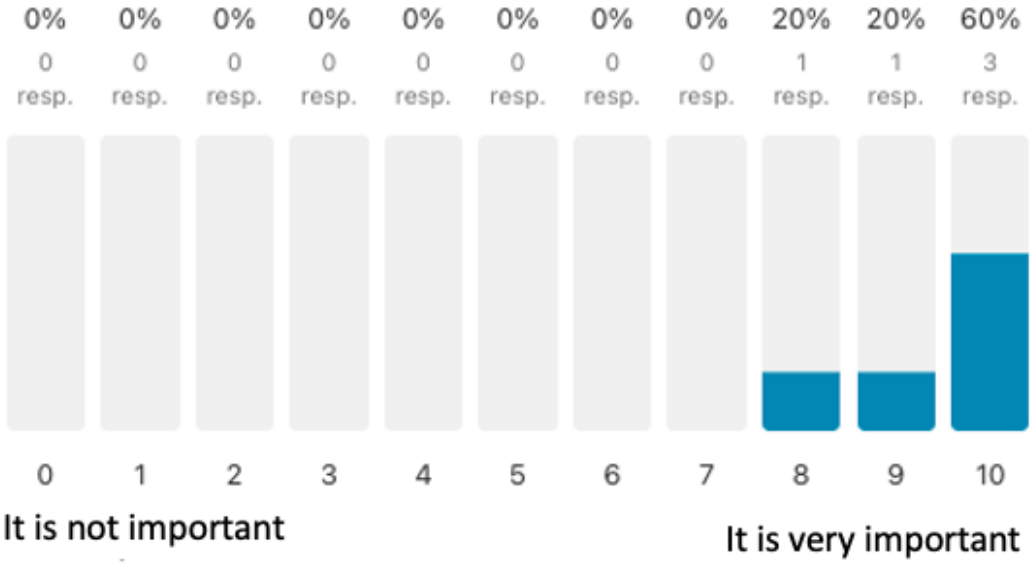


3h. Valuation: How much is it worth to have achieved this result in Norte Joven? Although it is difficult to value it, and it is only a game of estimation. Which of the following would you say best represents the value of maintaining this change.

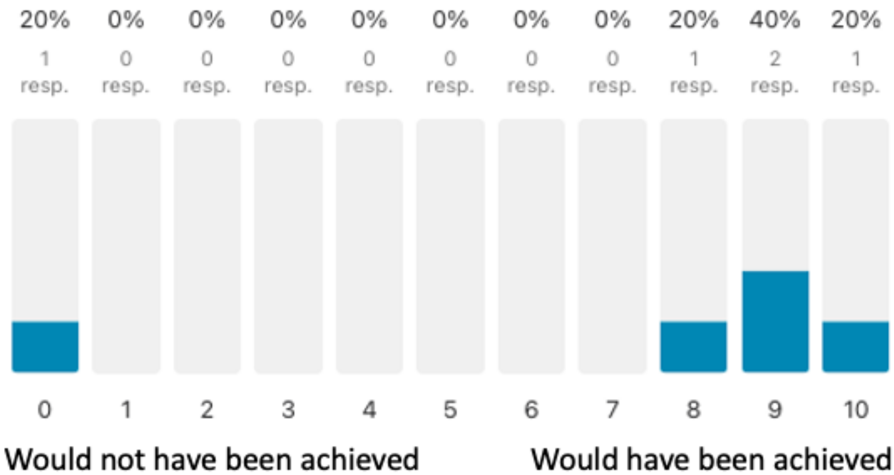


- Result 4: Thanks to Generating Future, we are an attractive organization as a place to work, where staff want to stay and work. Would you agree?

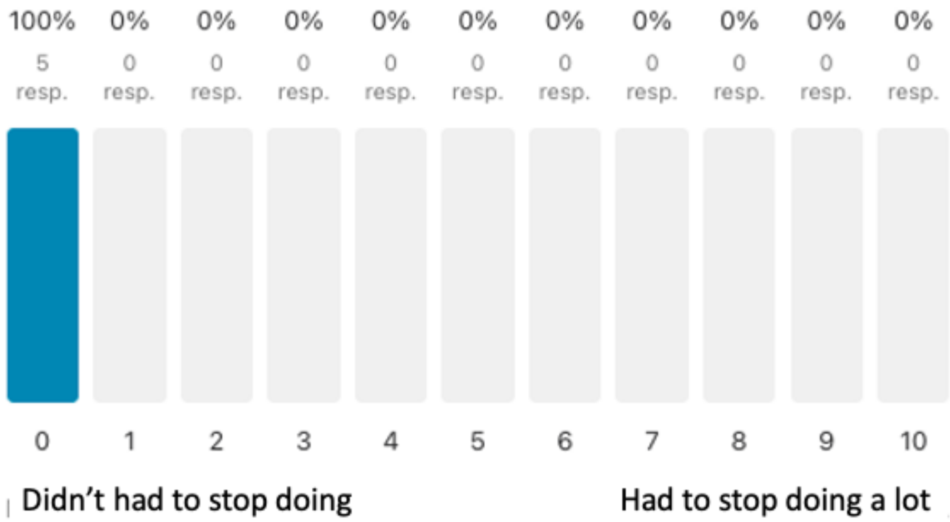
- 4a. Importance: From 1 to 10, how important is this change for Norte Joven? (1-10)



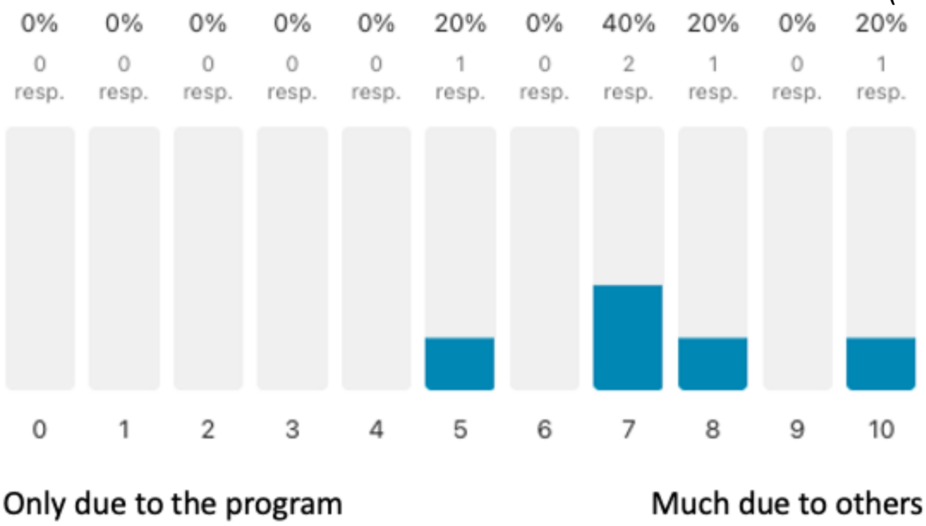
- 4b. Deadweight: From 1 to 10, to what extent do you think Norte Joven would have succeeded regardless if the program had not been developed? (1-10)



- 4cDIP: From 1 to 10, to what extent do you think that by dedicating itself to "Generate Future" the organization has had to stop doing something else, which would possibly have generated the same result?

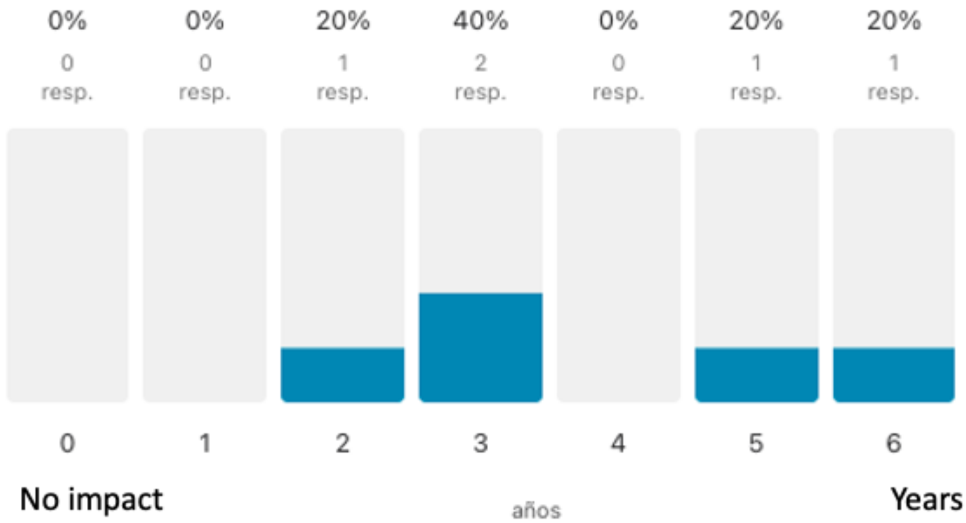


- 4d. What was it? Describe it! Freetext.
- 4e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)

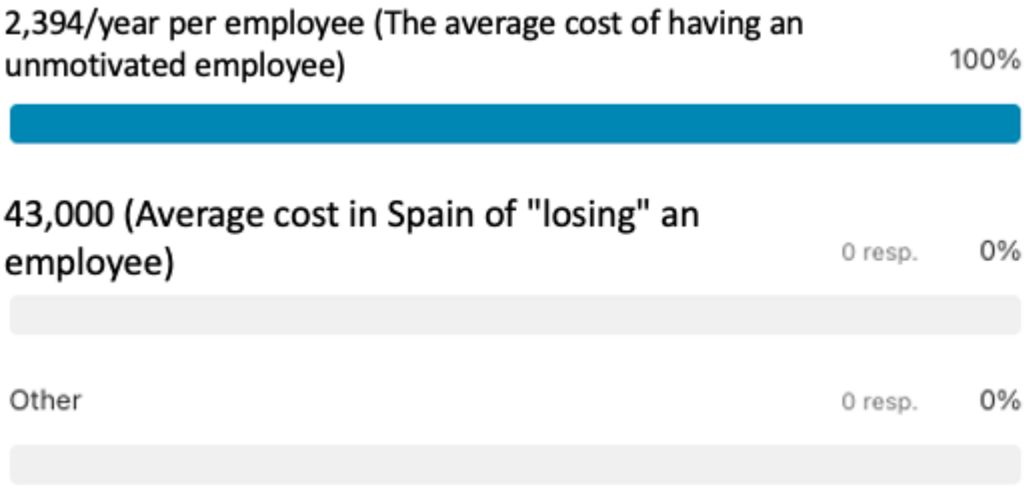


- 4f. Who influenced you the most? Free text
- 4g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be

able to enjoy this change? (1-10)

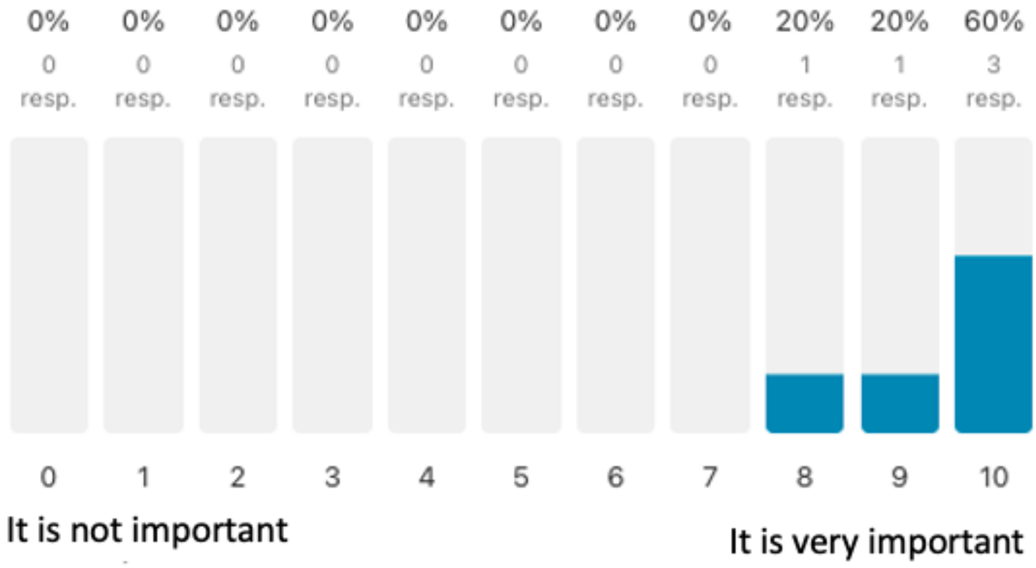


4h. Valuation: How much is it worth to have achieved this result in Norte Joven? Although it is difficult to value it, and it is only a game of estimation. Which of the following options would you say best represents the economic value of this situation.

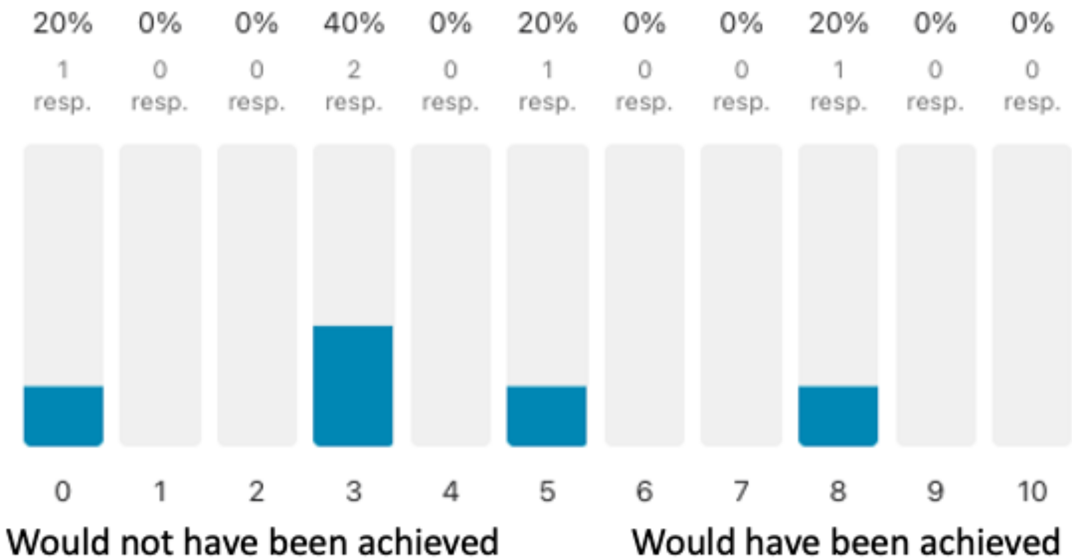


- Result 5: Thanks to Generating Future, we are a more sustainable organization and conscious of our ecological footprint. *"This has led us to improve spaces, update course content, replace tools and materials, making us a more sustainable organization in its facilities and ways of working".* Would you agree?

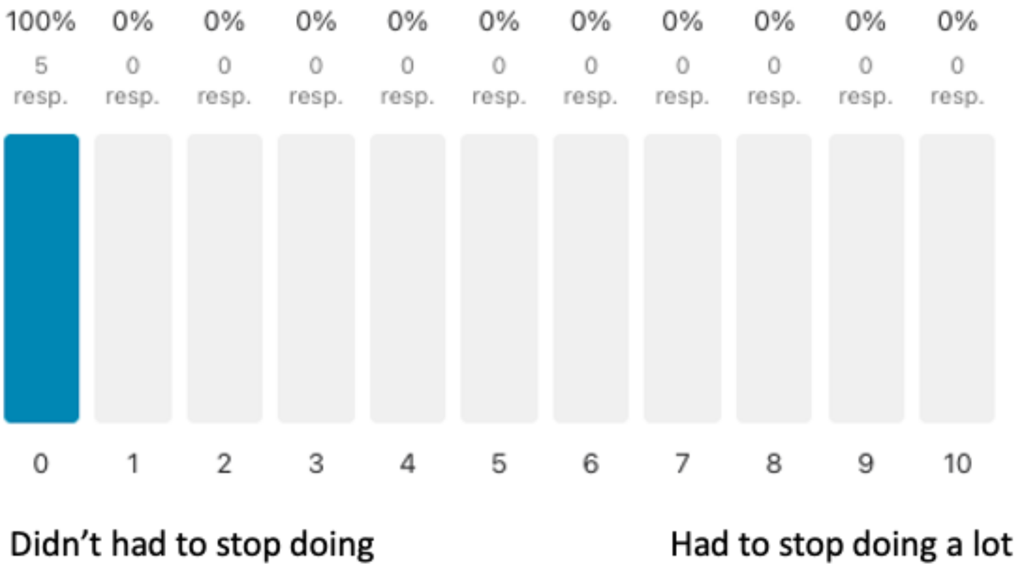
- 5a. Importance: From 1 to 10, how important is this change for Norte Joven? (1-10)



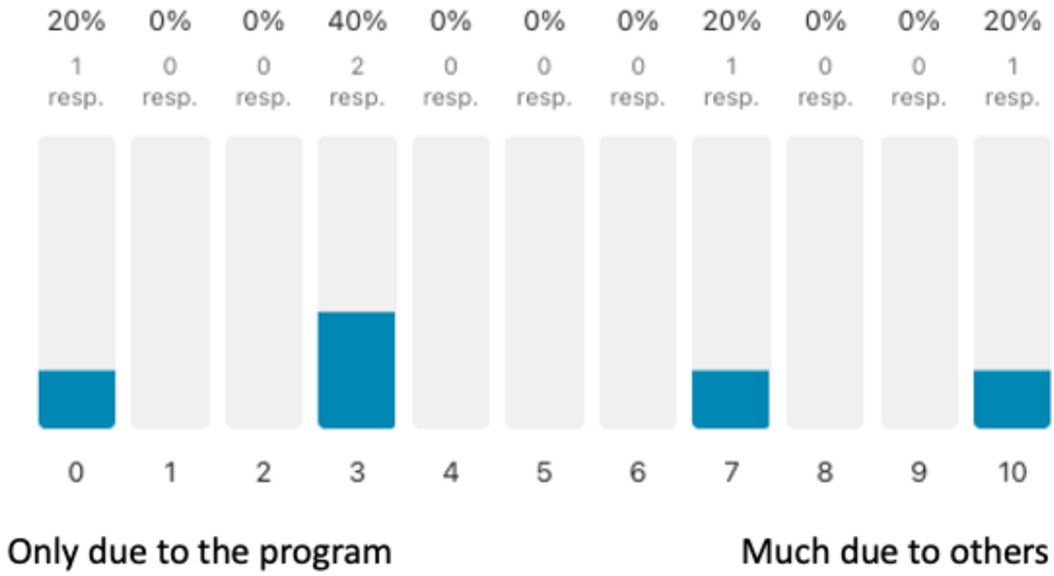
- 5b. Deadweight: From 1 to 10, to what extent do you think Norte Joven would have succeeded regardless if the program had not been developed? (1-10)



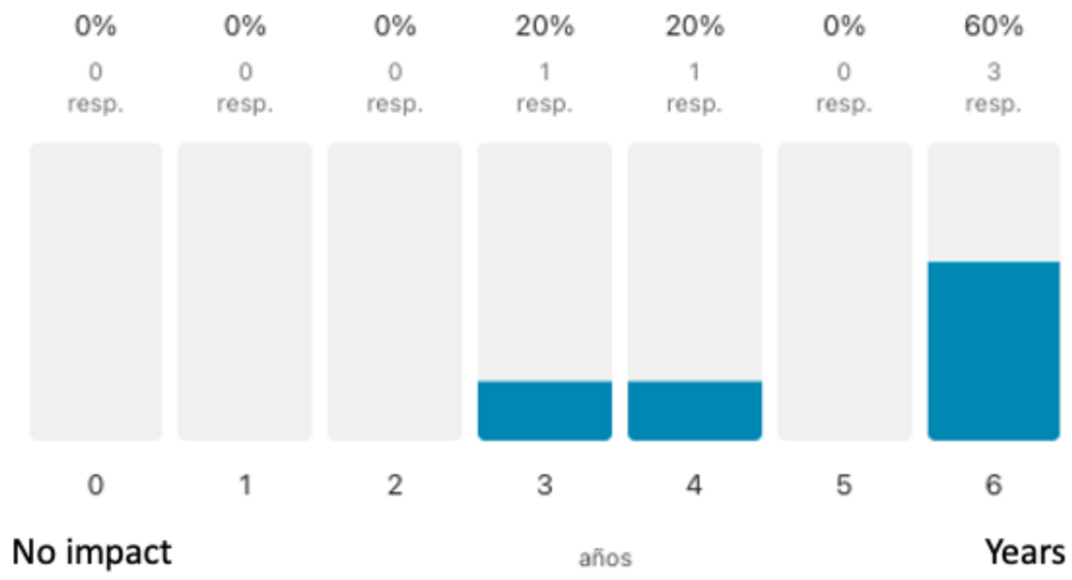
- 5cDIP: From 1 to 10, to what extent do you think that by dedicating itself to "Generate Future" the organization has had to stop doing something else, which would possibly have generated the same result?



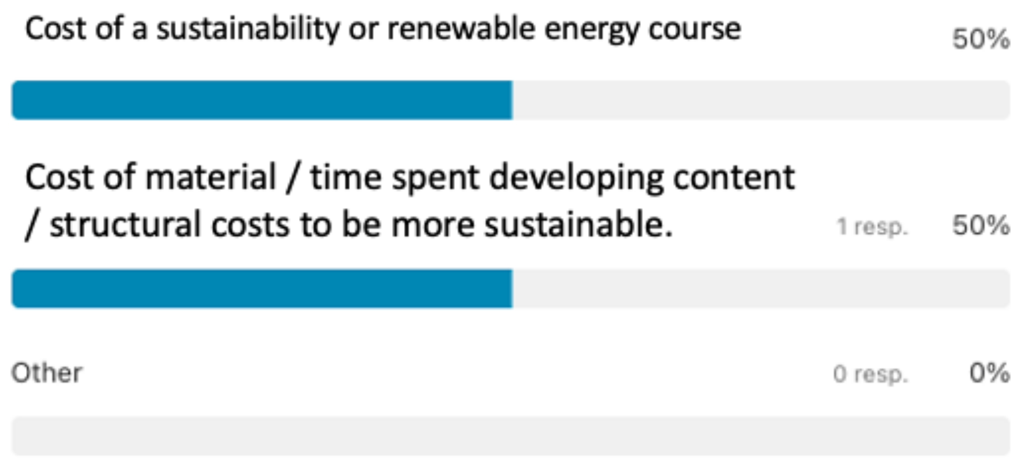
- 5d. What was it? Describe it! Freetext.
- 5e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



- 5f. Who influenced you the most? Free text
- 5g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)

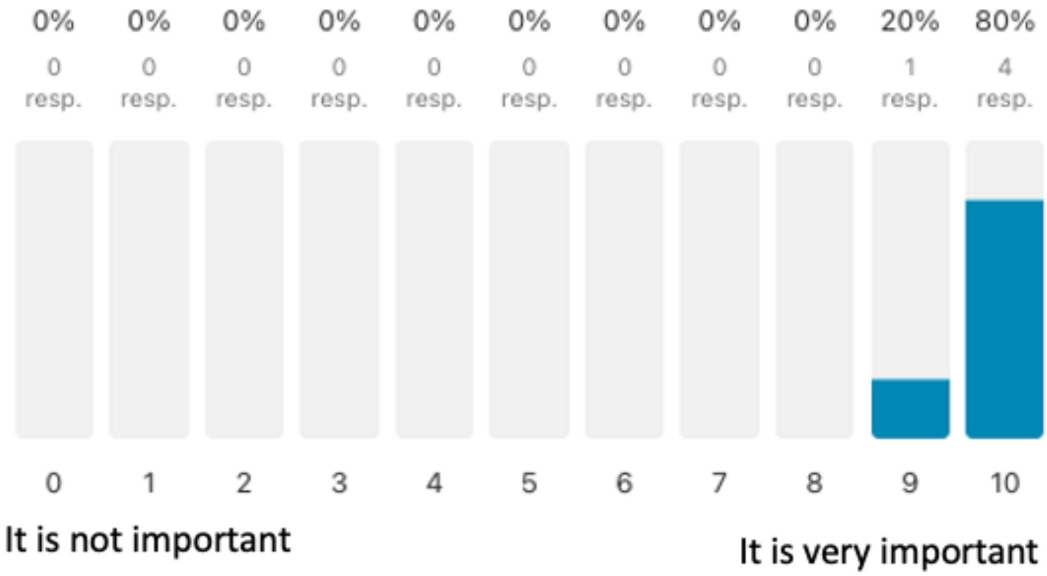


5h. Valuation: How much is it worth to have achieved this result in Norte Joven? Although it is difficult to value it, and it is only a game of estimation. Which of the following options would you say best represents the economic value of this situation.

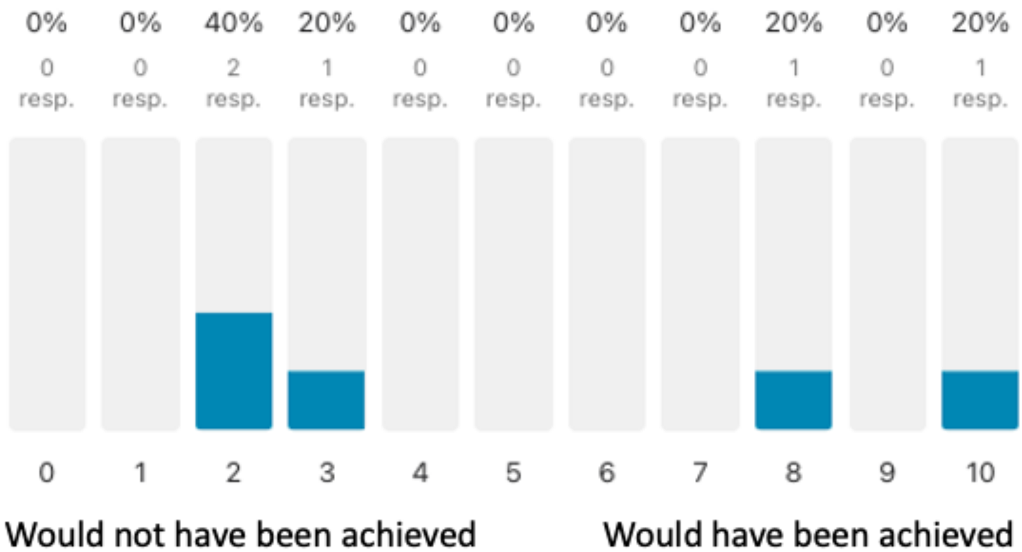


- Result 6:Thanks to Generating Future, we can allocate other funds to the execution of other programs of the organization. *"The contribution of funds for this project gives us sustainability over time, and this has allowed the entity to seek funding for other projects. Without this contribution we would have had to concentrate on seeking funds to develop the project through small calls for proposals, and we would not have had time to make other proposals"*. Would you agree?

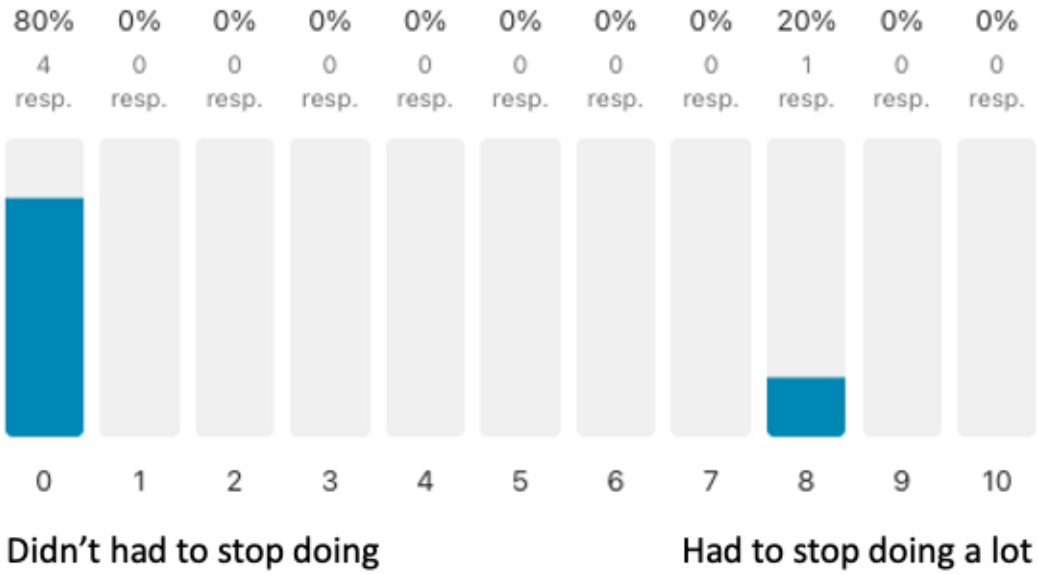
- 6a. Importance: From 1 to 10, how important is this change for Norte Joven? (1-10)



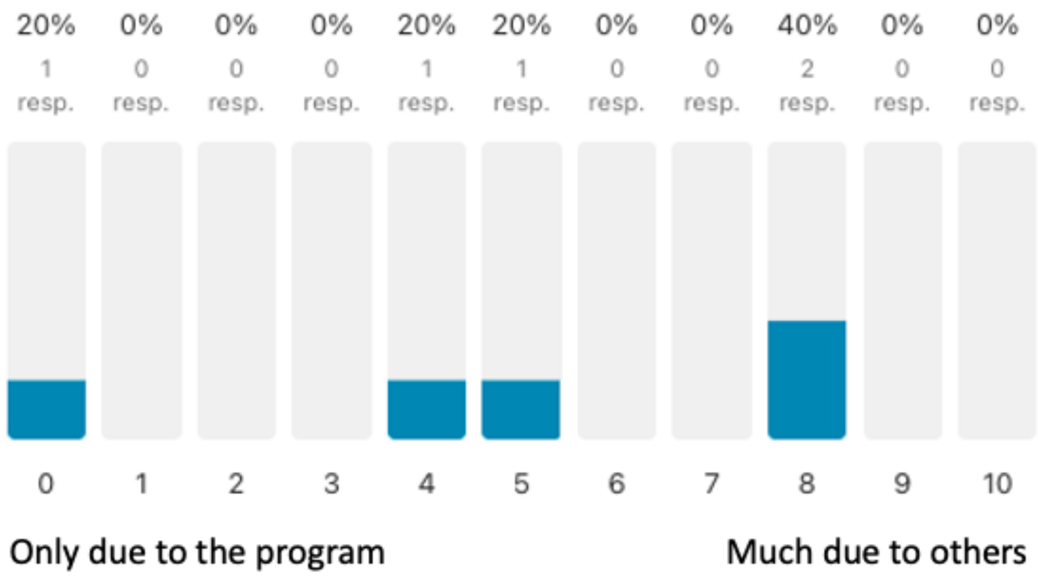
- 6b. Deadweight: From 1 to 10, to what extent do you think Norte Joven would have succeeded regardless if the program had not been developed? (1-10)



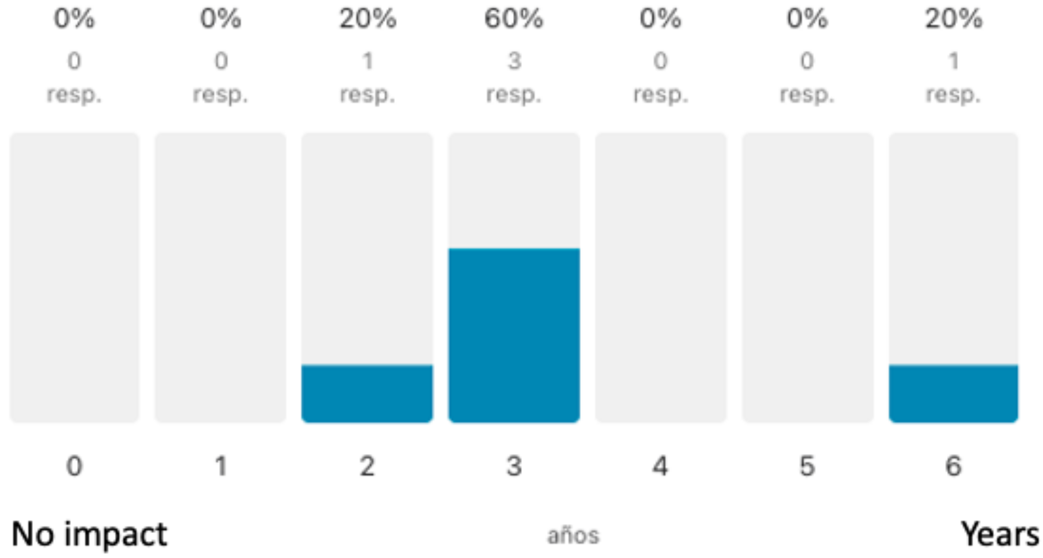
- 6cDIP: From 1 to 10, to what extent do you think that by dedicating itself to "Generate Future" the organization has had to stop doing something else, which would possibly have generated the same result?

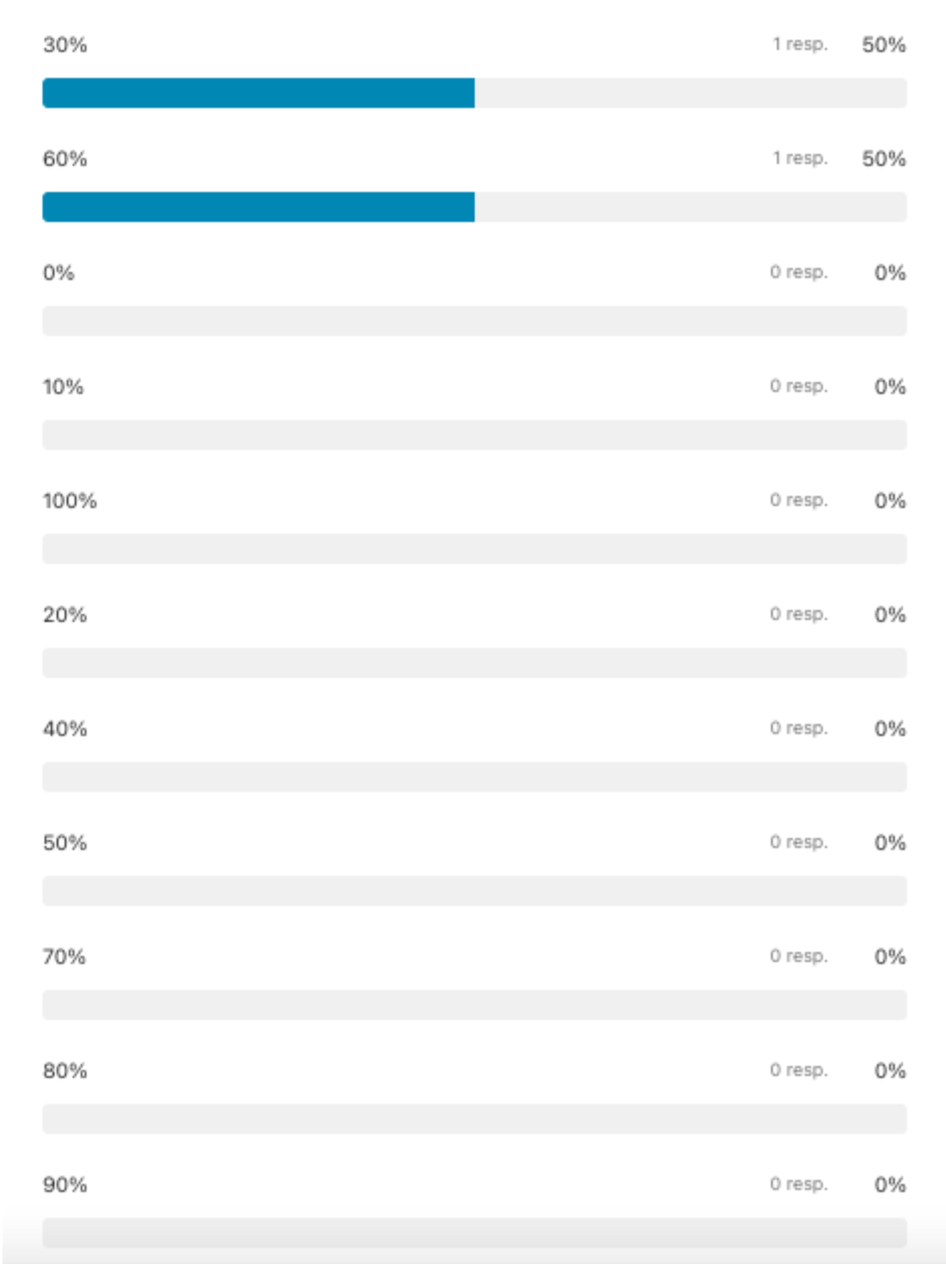


- 6d. What was it? Describe it! Freetext.
- 6e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



- 6f. Who influenced you the most? Free text

	• 6g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)  6h. Valuation: How much is it worth to have achieved this result in Norte Joven? Although it is difficult to value it, and it is only a game of estimation even if you are not working with these issues. What is the % of the budget of the "Generando Futuro" project that you would say has financed other projects.



- 7. Has the "Generando Futuro" program generated any negative change in you or in the organization? Tell us about it!
- Would you add anything else that has changed at the organizational level thanks to the "Generando Futuro" program that you don't see reflected in the previous proposals?
- 8a. Rate from 1-5 "how much" you feel identified with the sentences in the following list, concerning your work or personal life (list of outcomes)
    - I have more knowledge about sustainability / renewable energy.
    - Knowing the reality of the children impacts as a vote in the elections.
    - I feel more motivated.
    - I have improved my project writing.
    - I have improved my English level.
    - My interpersonal relationships at work have improved.

	Nothing	2	3	4	A lot
I have more knowledge about sustainability / renewable energy	25%	25%	0%	25%	25%
Knowing the reality of the children impacts as a vote in the elections.	50%	25%	0%	0%	25%
I feel more motivated.	25%	0%	50%	0%	25%
I have improved my project writing.	25%	0%	25%	50%	0%
I have improved my English level.	50%	25%	0%	25%	0%
My interpersonal relationships at work have improved.	20%	0%	20%	20%	40%

- 8b. Deadweight: From 1 to 5, to what extent do you think you would have achieved these changes regardless if the program had not existed? (list of outcomes above)

	Would not have been achieved	2	3	4	Would have been achieved
I have more knowledge about sustainability / renewable energy	25%	0%	25%	25%	25%
Knowing the reality of the children mpacts as a vote in the elections.	33.3%	0%	0%	0%	66.7%
I feel more motivated.	40%	20%	0%	20%	20%
I have improved my project writing.	66.7%	0%	33.3%	0%	0%
I have improved my English level.	66.7%	33.3%	0%	0%	0%
My interpersonal relationships at work have improved.	25%	25%	0%	0%	50%

- 8c. Displacement: Scores 1-5 To what extent do you think you had to stop doing something else to dedicate yourself to the program, which would have possibly generated these same changes? (list of outcomes above)

	Nothing	2	3	4	5 A lot
I have more knowledge about sustainability / renewable energy	66.7%	33.3%	0%	0%	0%
Knowing the reality of the children impacts as a vote in the elections.	50%	0%	0%	0%	50%
I feel more motivated.	66.7%	0%	0%	0%	33.3%
I have improved my project writing.	66.7%	0%	33.3%	0%	0%
I have improved my English level.	66.7%	0%	0%	33.3%	0%
My interpersonal relationships at work have improved.	66.7%	0%	0%	0%	33.3%

- 8d. Attribution: Rate from 1-5 To what extent do you think the changes are solely due to your experience with the program or have other factors had an influence? (list of outcomes above)

	Nothing	2	3	4	5 A lot
I have more knowledge about sustainability / renewable energy	25%	25%	25%	25%	0%
Knowing the reality of the children impacts as a vote in the elections.	100%	0%	0%	0%	0%
I feel more motivated.	25%	0%	0%	50%	25%
I have improved my project writing.	33.3%	0%	33.3%	0%	33.3%
I have improved my English level.	66.7%	0%	0%	33.3%	0%
My interpersonal relationships at work have improved.	66.7%	0%	0%	0%	33.3%

- 8e. Drop-off: A change may come up and affect you for more or less time. Please rate from 1-5 How much longer do you think you would enjoy these changes? (list of outcomes above)

	No impact	ño	2 años	3 años	4.Years
I have more knowledge about sustainability / renewable energy	0%	50%	25%	0%	25%
Knowing the reality of the children impacts as a vote in the elections.	50%	0%	0%	0%	50%
I feel more motivated.	40%	20%	20%	0%	20%
I have improved my project writing.	33.3%	0%	0%	33.3%	33.3%
I have improved my English level.	33.3%	33.3%	33.3%	0%	0%
My interpersonal relationships at work have improved.	25%	25%	0%	0%	50%

- 9. Imagine that tomorrow you wake up and all the benefits of these changes have been erased! How much would you pay PER MONTH, if you had the money, to maintain them? Indicate the number on the list and the corresponding value (only for those you identify with). Freetext

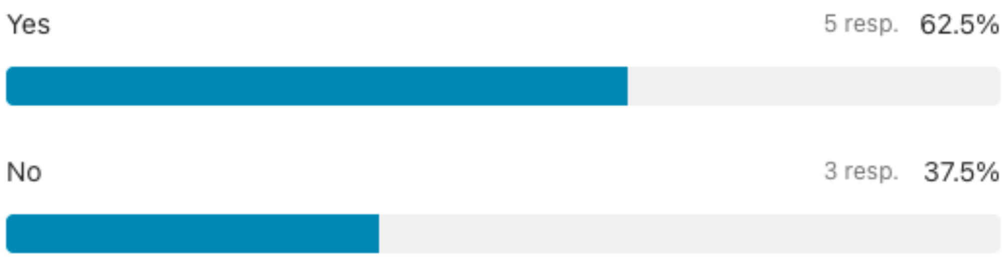
- Would you add anything else that changed in you or on a personal level that you don't see reflected in the previous proposals? Freetext

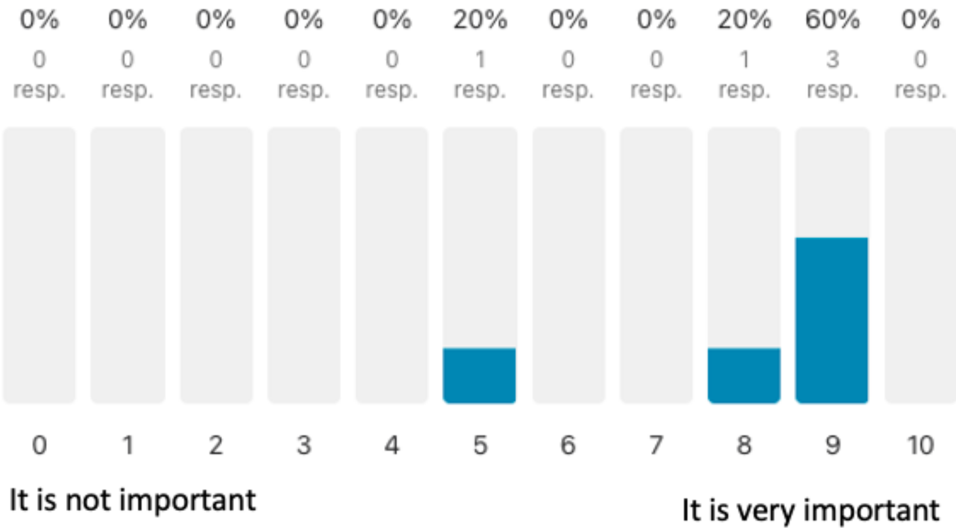
Beneficiaries

Dynamic questionnaire

1. In the first column you will see some very common changes in young people and in case you have also experienced them, we would like to assess whether Norte Joven has been able to help or not to make them happen. Thanks to studying at Norte Joven, I have noticed these changes in my way of being and acting.

	0. I never had issues with this	1	2	3	4	5. Very important. Has changed a lot.
I now feel more self-confident	17.6%	2%	3.9%	21.6%	11.8%	43.1%
I now feel more independent	15.7%	13.7%	2%	19.6%	29.4%	19.6%
I am happier now	17.6%	3.9%	7.8%	17.6%	25.5%	27.5%
I am now more motivated to continue studying	8%	2%	2%	12%	24%	52%
Now I see that I have a future	17.6%	2%	3.9%	9.8%	19.6%	47.1%
Now I work and study at the same time	44%	18%	8%	6%	8%	16%
I now have healthier habits	25.5%	9.8%	7.8%	15.7%	11.8%	29.4%
Studying at Norte Joven is costing me a lot of effort and I am more tired	50%	14%	18%	10%	4%	4%
I now have a better behavior	31.4%	5.9%	3.9%	2%	23.5%	33.3%
I now have more of a social life	30%	8%	6%	8%	24%	24%
Now I want to make things right	11.8%	0%	5.9%	3.9%	15.7%	62.7%
Now I am not "in trouble"	41.2%	5.9%	9.8%	2%	11.8%	29.4%
I am now more and better prepared to work	12.2%	2%	4.1%	16.3%	20.4%	44.9%
Now I have good friends	26%	10%	6%	14%	14%	30%
I now have better communication with my family	33.3%	15.7%	9.8%	5.9%	9.8%	25.5%
Now I want to help others	16%	6%	6%	10%	14%	48%
Now I feel that I contribute something to society	19.6%	7.8%	3.9%	11.8%	25.5%	31.4%

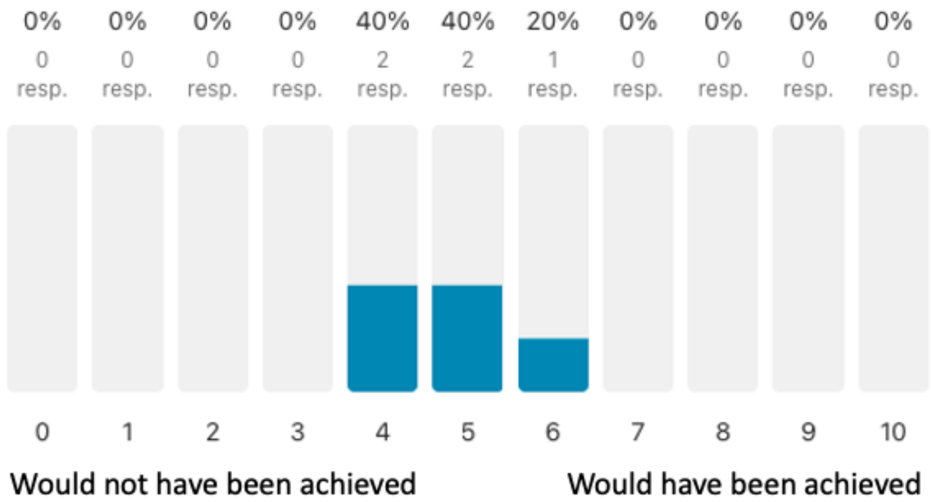
	2. If you have marked that you now have more social life how many times a week do you have new activities related to social life and what do you do? 3. If you marked that you feel more independent, could you explain what you do now more autonomously? 4. If you have marked that you have a better relationship with your family, can you explain what you do now that you didn't do before? 5. If you have marked that you want to help others, what do you do or what would you like to do? 6. If you have marked that you have improved your habits (eating, sleeping, drinking, etc.), could you explain what has improved? 7. Has studied at Norte Joven generated any negative changes in you? If yes, can you explain it?
Tutors and teachers	**Dynamic questionnaire** ● We only ask for your email address in case we need to clarify any answer or to deepen any comment. This data will not be saved in any record. ● Change 1: Thanks to Generating Future, I now have a more competitive professional profile. *"We had to learn about renewable energy and sustainability. I had to apply it and integrate it into my course / my work / my internship / my role, to achieve the objective sought by the program. It was a new and emerging area of knowledge. The development, application, and learning to put it into practice has evolved me as a professional within my responsibilities, and helped me develop creativity and innovation skills. In addition, the way of working with this program led me to develop soft skills such as improved listening, communication, understanding, and teamwork - skills normally related to the professions of team leader or coordinator."* Do you agree that some of the aspects that have been named agree with you?  ● 1a. Importance: From 1 to 10, how important is this change for you? (1-10)



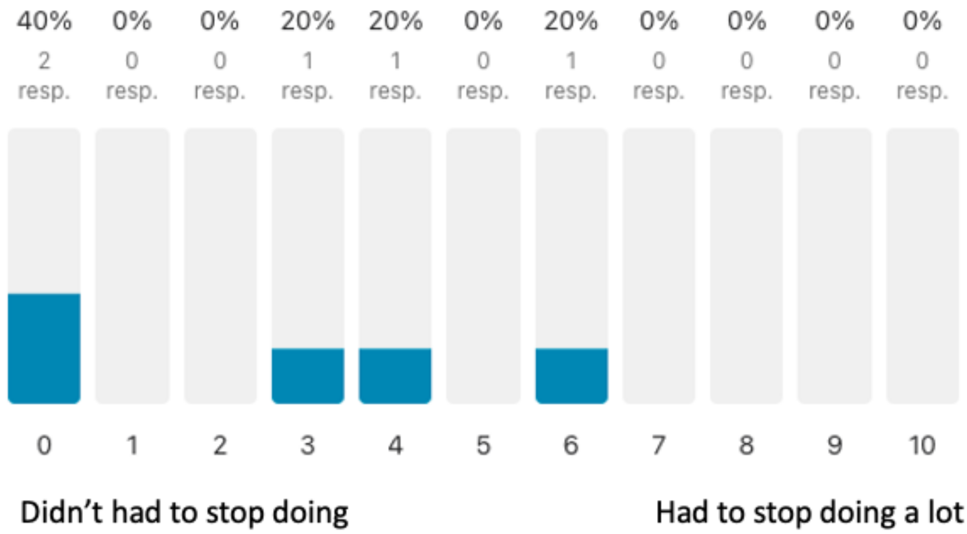
1extra. Order from 1 to 11 the areas of knowledge identified by the group.

#1	I listen more to others now	**#2.6** promedio
#2	I work better as a group	**#3** promedio
#3	I have improved communication	**#4.2** promedio
#4	I accept better others point of view	**#4.8** promedio
#5	I am more creative	**#6.2** promedio
#6	I trust others more	**#6.4** promedio
#7	I collaborate better	**#6.6** promedio
#8	I innovate more	**#7.4** promedio
#9	I do more of mentoring	**#7.8** promedio
#10	I delegate more	**#8** promedio
#11	I new more about renewable energies	**#9** promedio

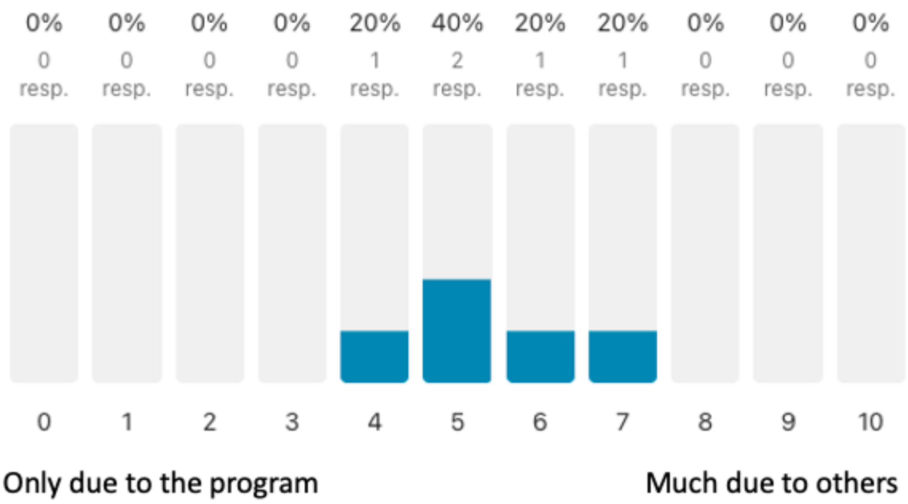
- 1b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



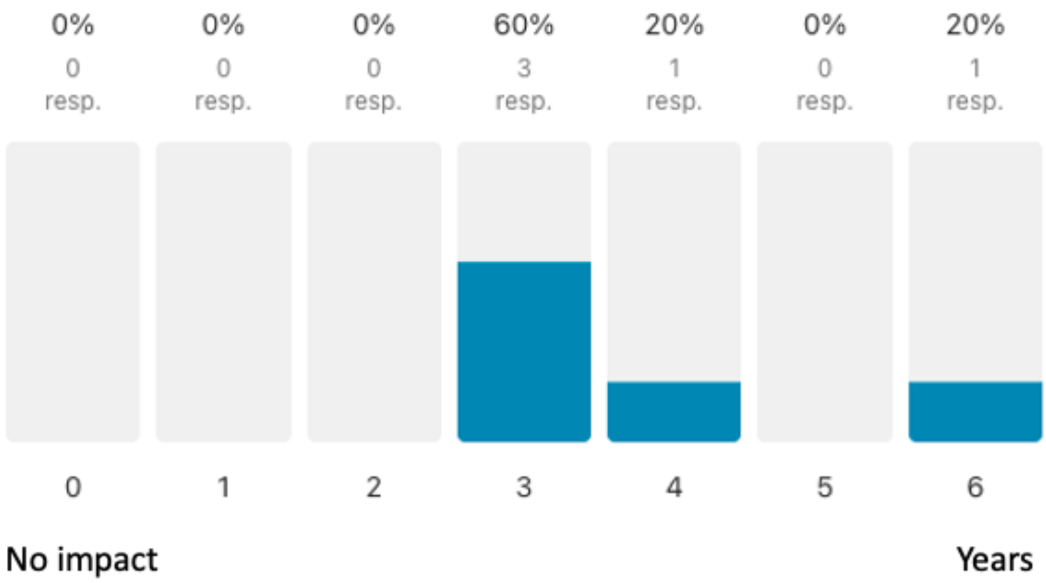
- 1b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



- 1d. What was it? Describe it!
- 1e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)

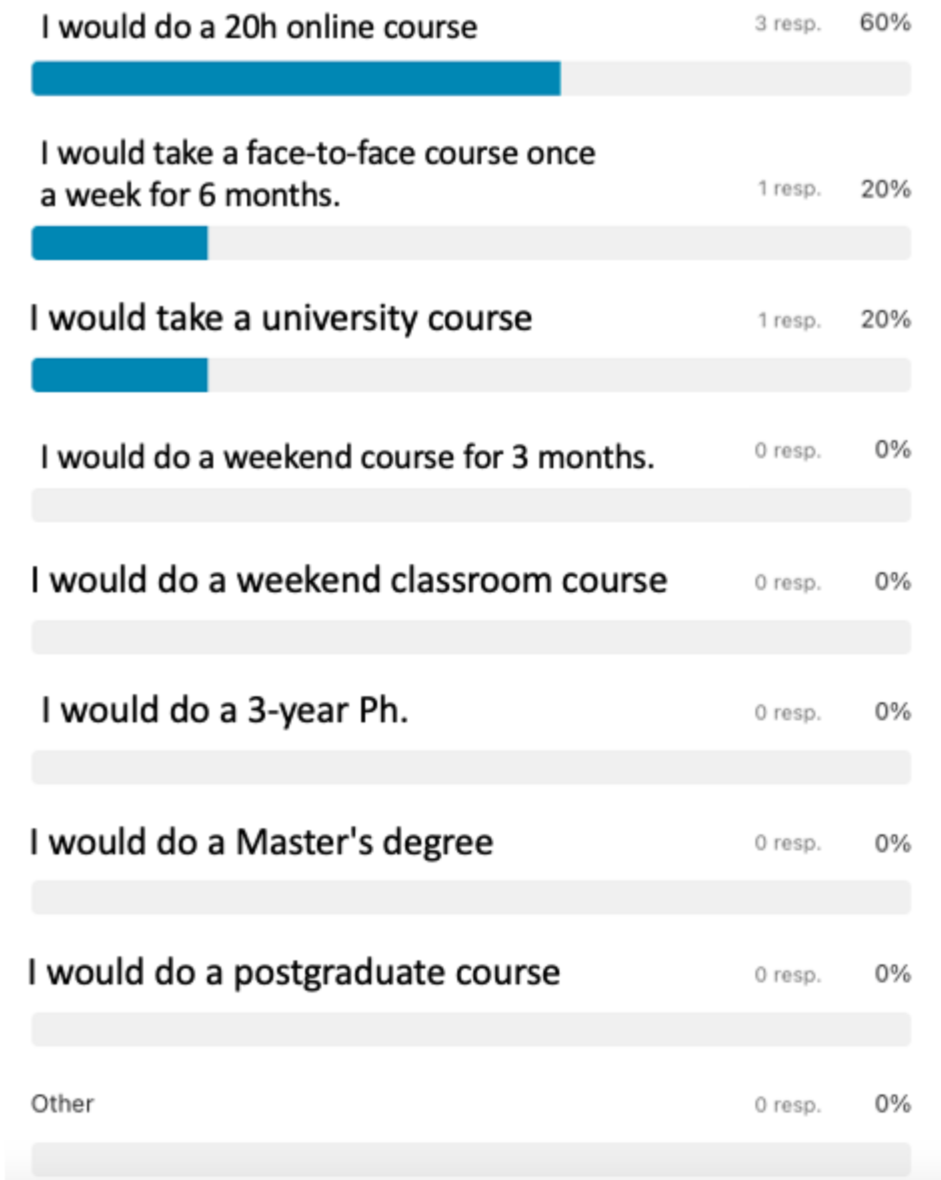


- 1f. Who influenced you the most?
- 1g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)



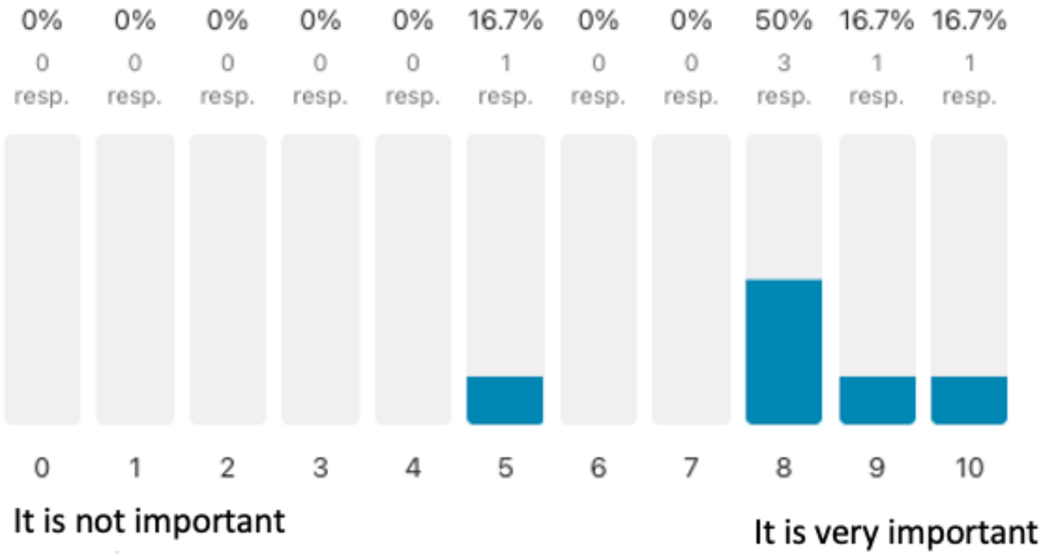
- 1h. How much is it worth to you to have achieved this change? Let's imagine that you are looking to improve your resume and become more competitive in the job market. Although it is difficult to value it and it is only an estimation exercise, think about that knowledge that you marked among the top of the ranking list. Which of the following options coincides according to your opinion with the value you would give to this change? (list of market options)
    - I would do a 20h online course
    - I would do a weekend classroom course
    - I would take a face-to-face course once a week for 6 months.
    - I would do a weekend course for 3 months.
    - I would do a postgraduate course
    - I would do a Master's degree
    - I would take a university course

- I would do a 3-year Ph.
- Other



- Change 2: Generating Future has had an impact on my personal growth. *"Being in contact with the kids in the program led me to develop my empathic capacity as I saw how this new way of learning (theory/practice/housing outings) transformed them as people both personally and professionally. It helped me to feel grateful for what I have, to value my professional and personal vocation and to enjoy being able to give. I also learned to sustain the thanks for my support in their journey."* Do you agree that some of the aspects that have been named agree with you?

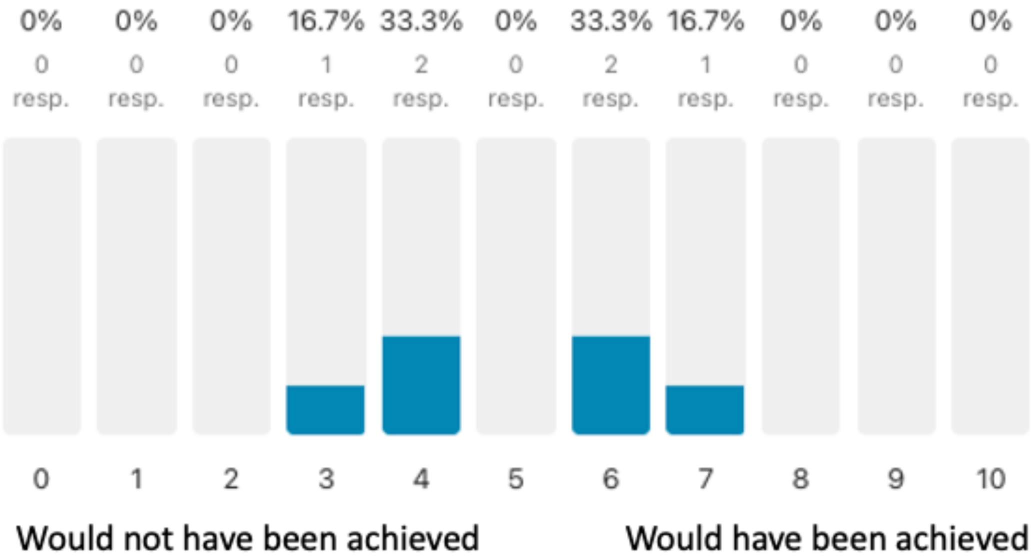
● 2a. Importance: From 1 to 10, how important is this change for you? (1-10)



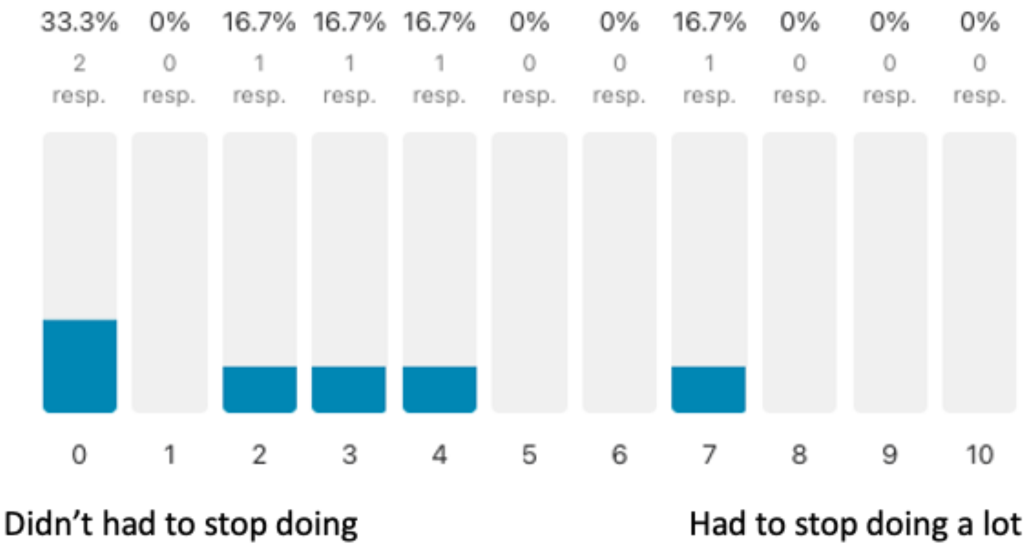
2extra. Rank the areas of personal growth identified by the group from 1 to 5.

#1	Learn from the young adults	**#2.4** promedio
#2	I am more emphatic now	**#2.6** promedio
#3	I judge less.	**#2.8** promedio
#4	I trust others more now	**#2.8** promedio
#5	I relativize things more	**#4.4** promedio

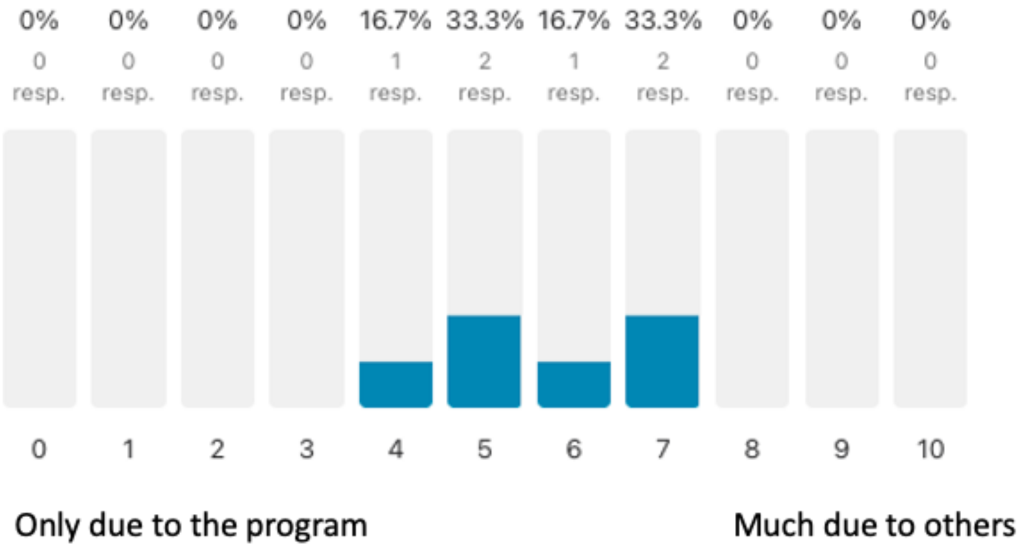
● 2b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



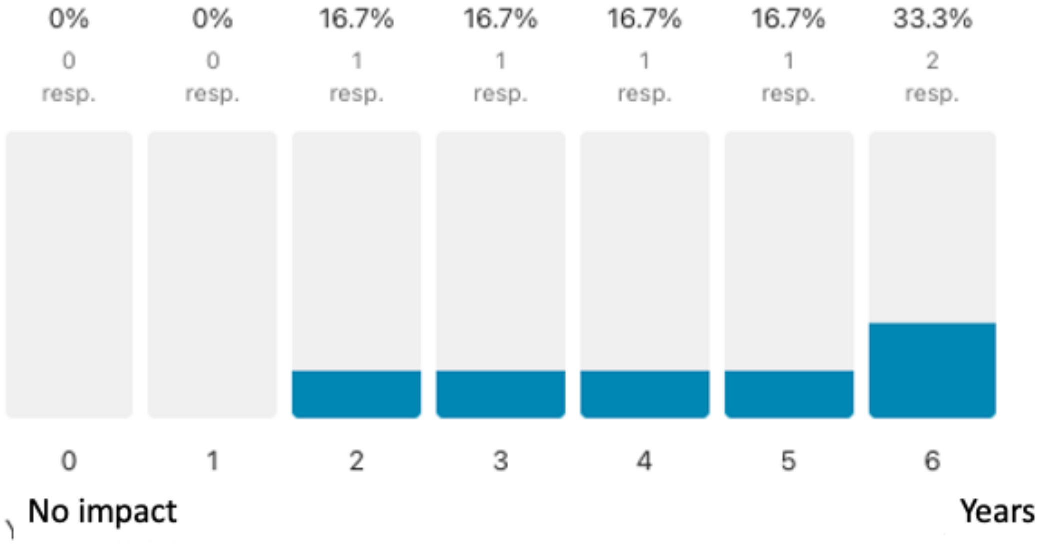
- 2cDIP: From 1 to 10, to what extent do you think that by dedicating yourself to "Generando Futuro" you have had to stop doing something else, which would possibly have generated this same change?



- 2d. What was it? Describe it!
- 2e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)

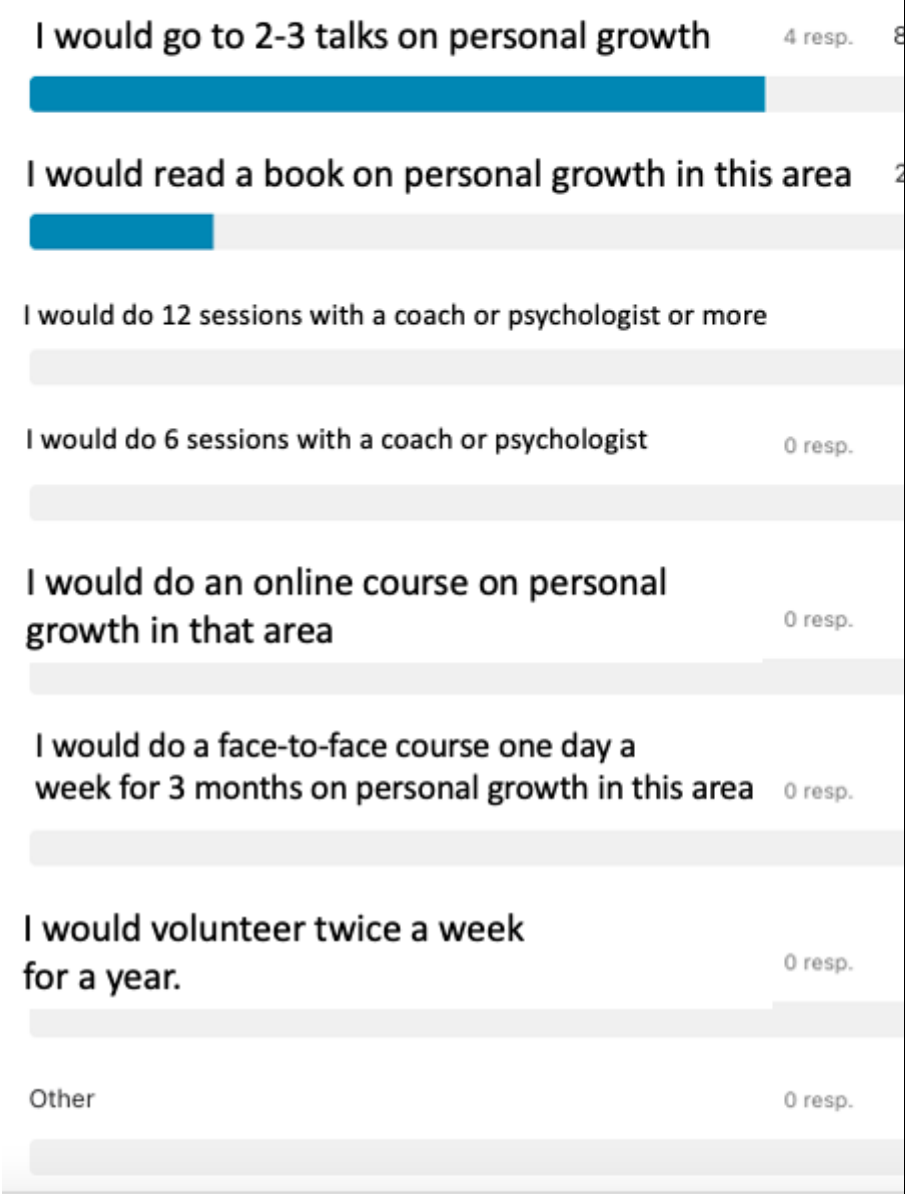


- 2f. Who influenced you the most?
- 2g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)



- 2h. How much is it worth to you to have achieved this change? Let's imagine that you are looking for personal growth. Although it is difficult to value it, and it is only an estimation exercise, think about that list of personal growth and what you marked at the top of the ranking list. Which of the following options coincides according to your opinion with "the value" that you would give to this change".
  - I would read a book on personal growth in this area.
  - I would go to 2-3 talks on personal growth
  - I would do an online course on personal growth in that area.
  - I would do a face-to-face course one day a week for 3 months on personal growth in this area.

- I would do 6 sessions with a coach or psychologist.
- I would do 12 sessions with a coach or psychologist or more.
- I would volunteer twice a week for a year.
- Other

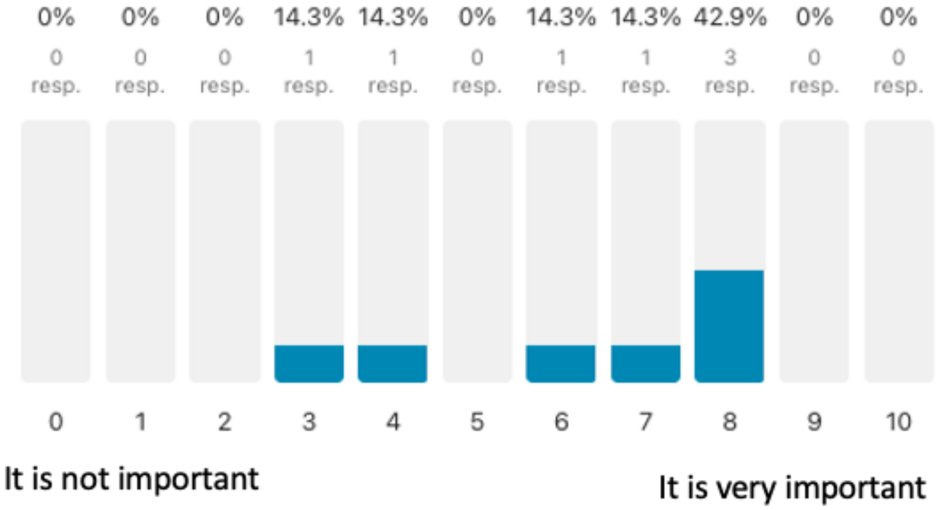


- Cambio 3: The Generating Future program has helped me stay motivated at work and made me feel empowered.

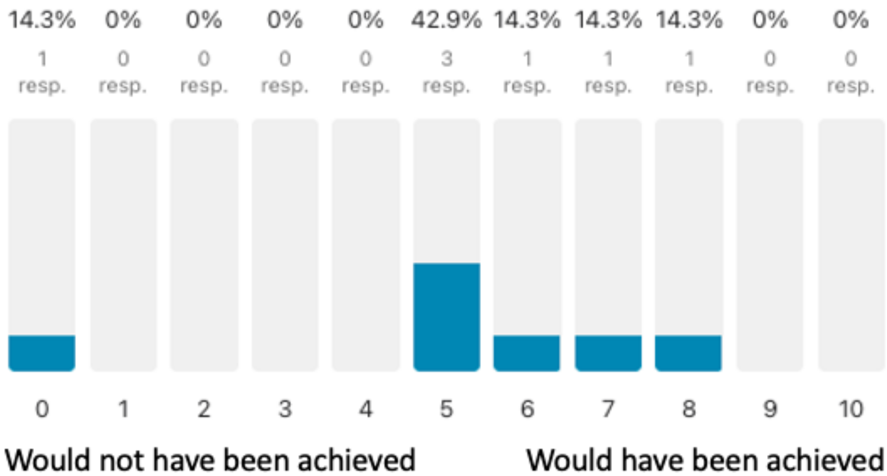
  "Having the good fortune to work with such good professionals, an involved team, and also to see the progress of the kids, in this format that is different from the traditional, motivates me to make the extra effort needed when necessary and to continue at Norte Joven. I feel empowered to see that I can contribute something to other people's lives".

  Do you agree that some of the aspects that have been mentioned coincide with you?

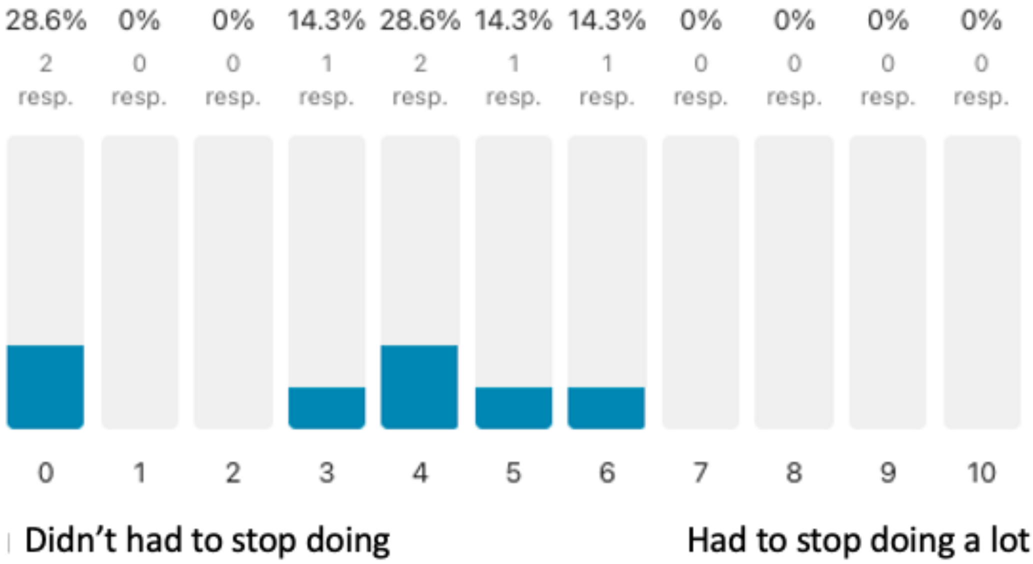
- 3a. Importance: From 1 to 10, how important is this change for you? (1-10)



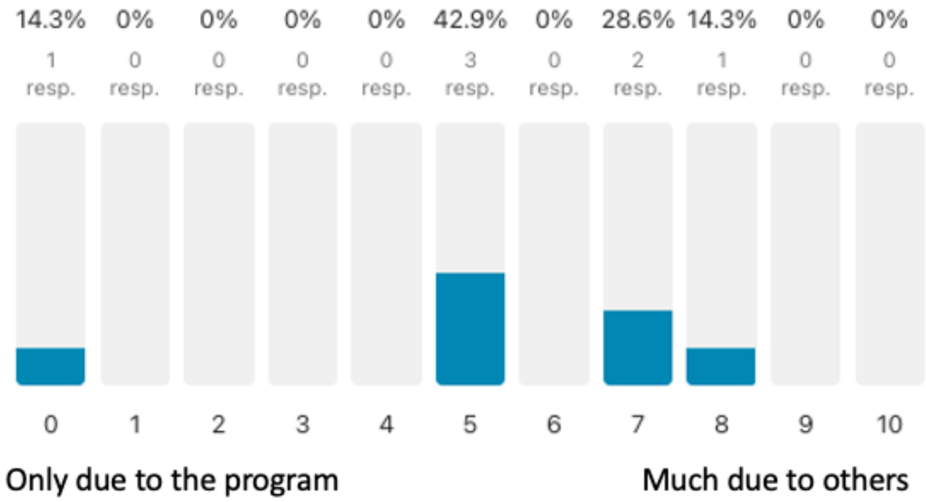
- 3b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



- 3cDIP: From 1 to 10, to what extent do you think that by dedicating yourself to "Generando Futuro" you have had to stop doing something else, which would possibly have generated this same change?



- 3d. What was it? Describe it!
- 3e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



- 3f. Who influenced you the most?
- 3g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be

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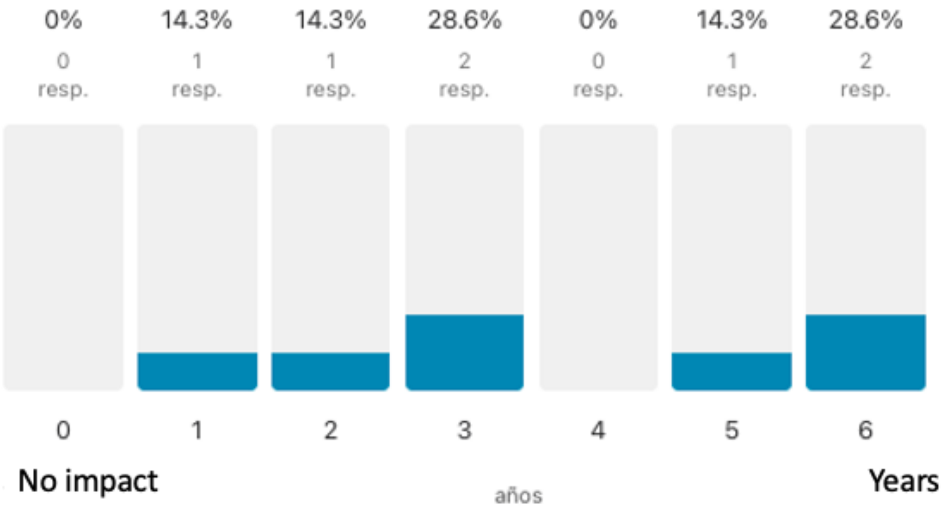
able to enjoy this change? (1-10)



3hVAL: How much is it worth to you to have achieved this change? Let's imagine that you are looking to motivate yourself (at work). Although it is difficult to value it, and it is only an estimation exercise, let's use "an increase of €XX in monthly salary" as an example of value. Which of the following options coincides more, according to your opinion, with "the value" you would give to being more motivated".

€50/month
€250/month
€500/month
€1,000/month
€3,000/month
€5,000/month

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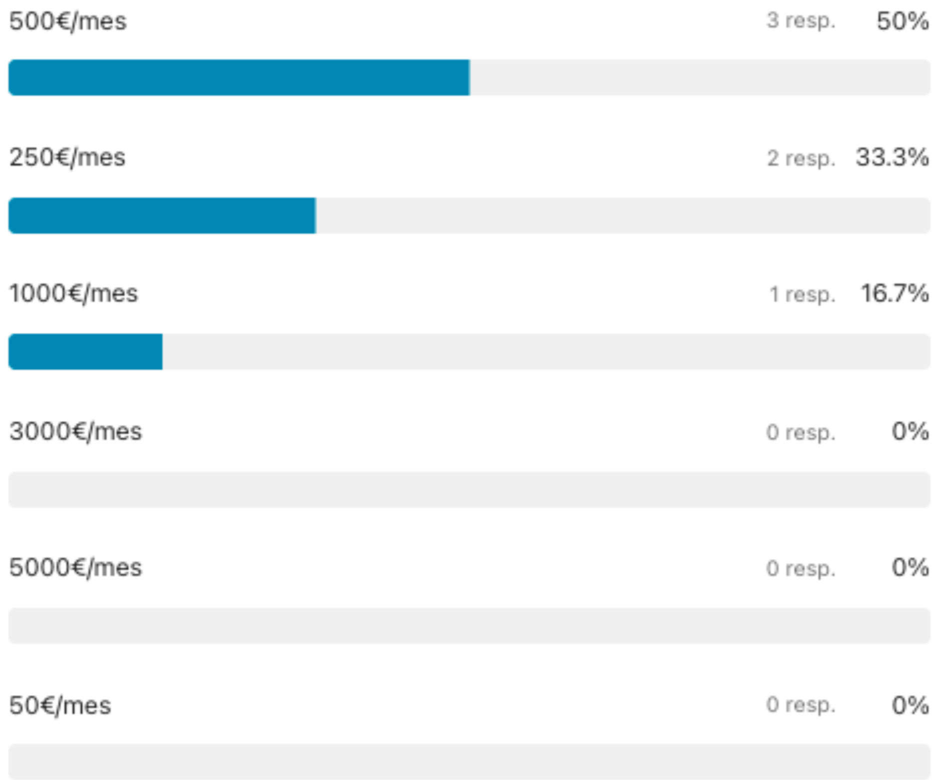

- Change 4: The ways of working with the Generating Future project have led us to improve interpersonal relationships.

  "Unlike other projects, in this program I had to work side by side with colleagues in other departments, people with whom I normally didn't have daily contact. Having to innovate, be creative and look for different solutions in collaboration with others led me to be more attentive to the needs of other departments and understand my contribution to our shared goal, and as a result, my interdepartmental and interpersonal relationships improved."

Do you agree that some of the above points resonate with you?

- 4a. Importance: From 1 to 10, how important is this change for you? (1-10)

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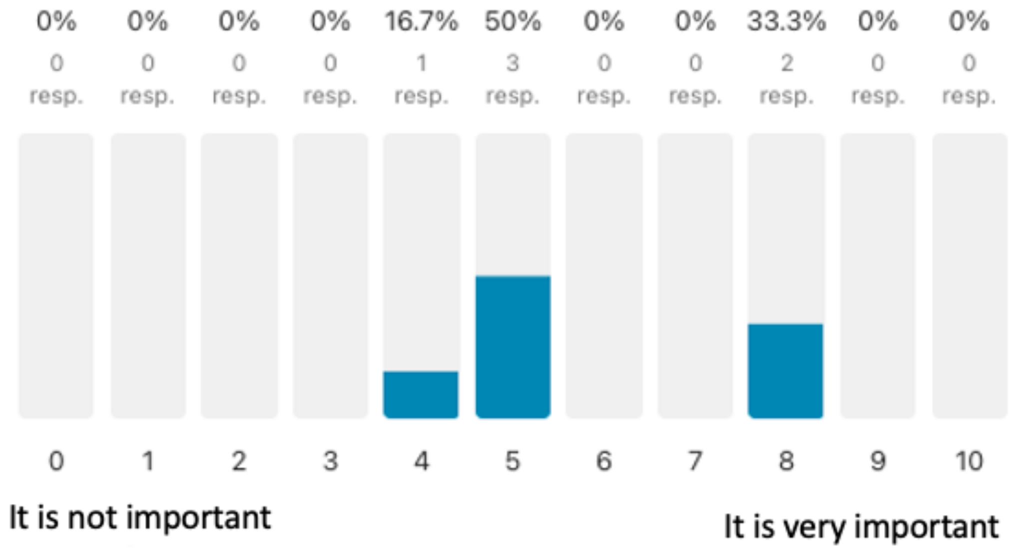
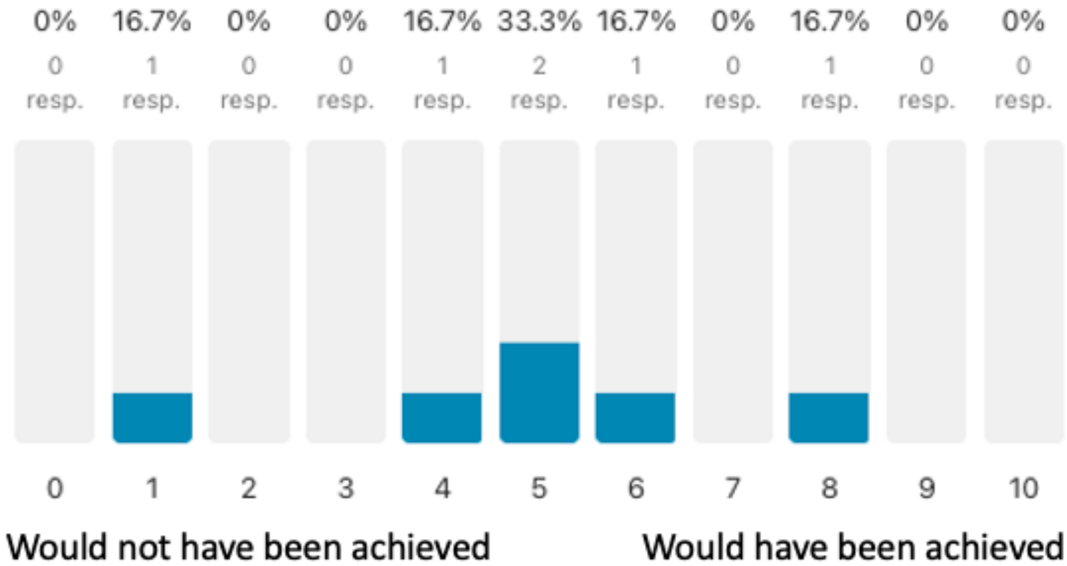


4b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



4cDIP: From 1 to 10, to what extent do you think that by dedicating yourself to "Generando Futuro" you have had to stop doing something else, which
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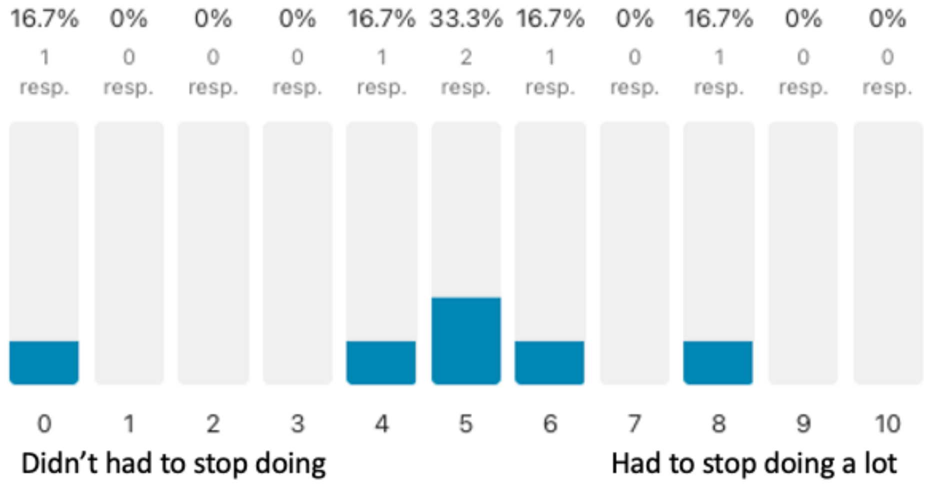
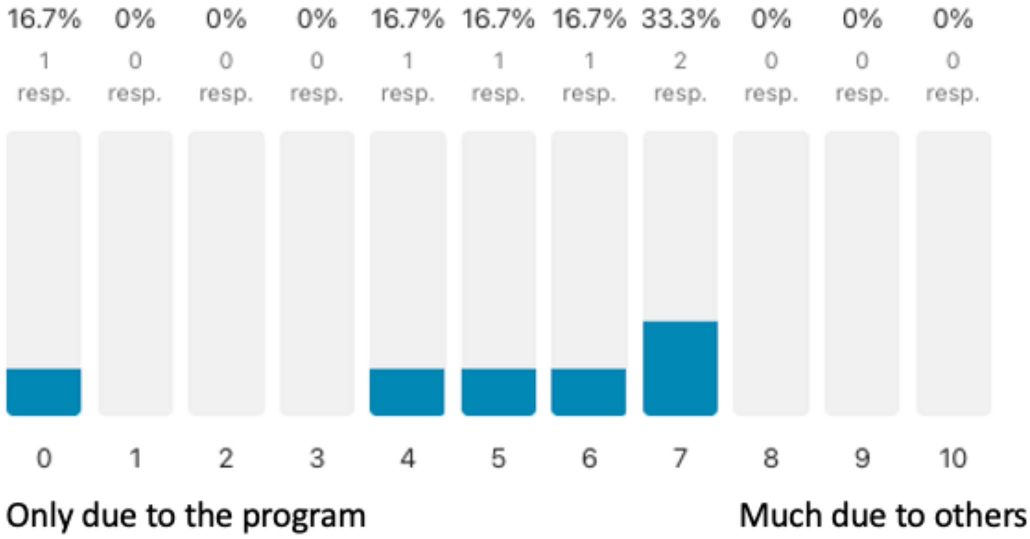
would possibly have generated this same change? (1-10)



- 4d. What was it? Describe it!
- 4e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



- 4f. Who influenced you the most?
- 4g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)

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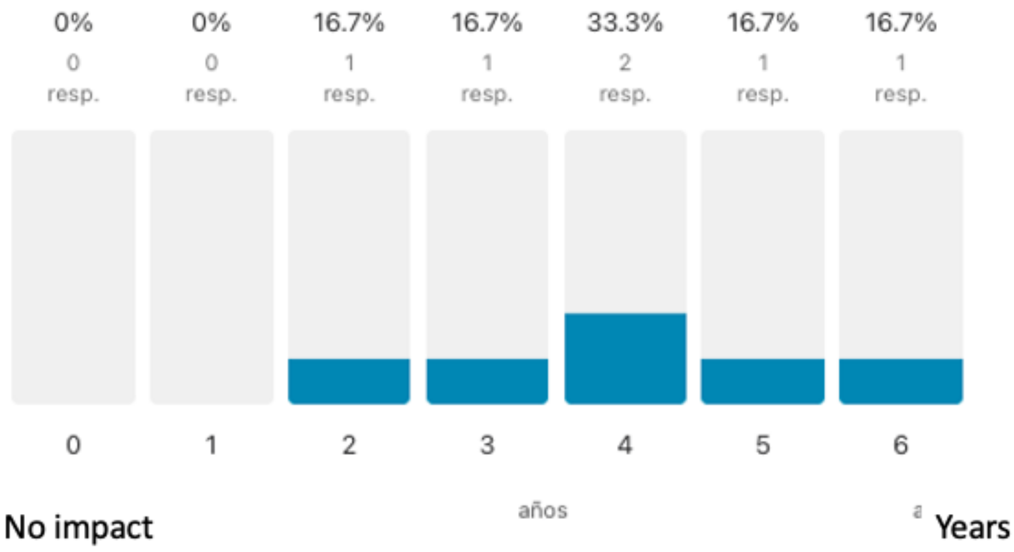

4hVAL: How much is it worth to you to have achieved this change? Let's start from the idea that good relationships at work reduce discomfort, reduce conflicts and have positive effects on relationships with family and friends. Let's play with the idea that "well-being" has a market price. How much would you pay PER MONTH to maintain or not lose your well-being at work? (free text)
5. Has the Generating Future program caused any negative change in you? Tell us about it!
6. Would you add anything else that changed in you thanks to the Generating Future program that you don't see reflected in the previous proposals?

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<td>Volunteers</td>
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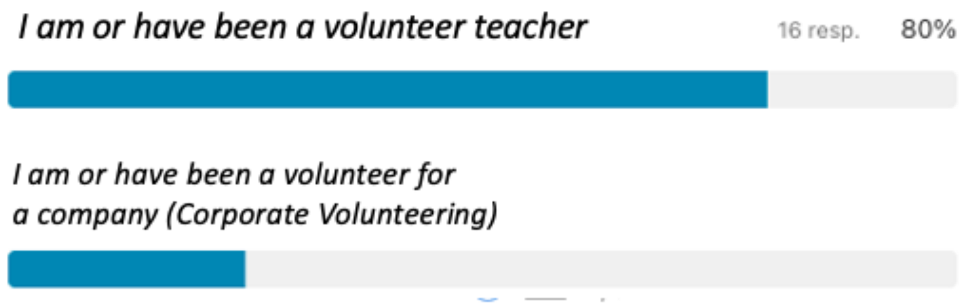
Dynamic questionnaire:
Choose from the following, the option that best suits you
I am or have been a volunteer teacher
I am or have been a volunteer for a company (Corporate Volunteering)



Change 1: My experience with Norte Joven students has increased my awareness of social inequalities. Would you agree?
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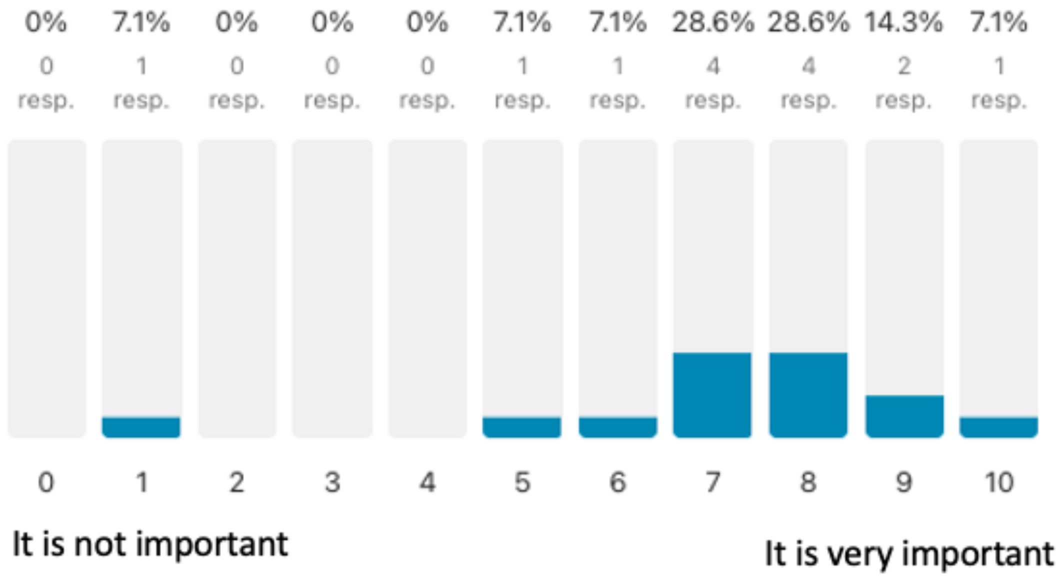
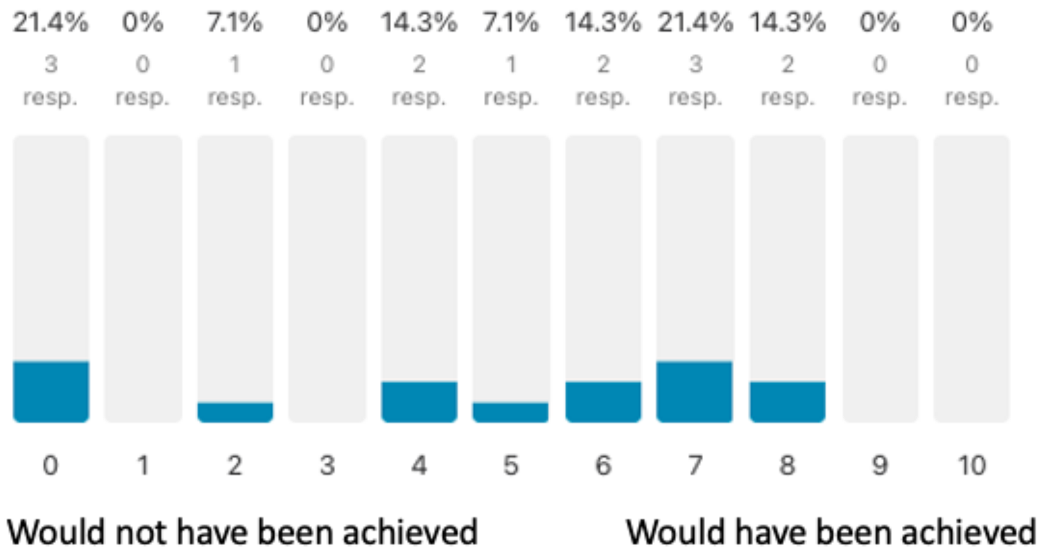
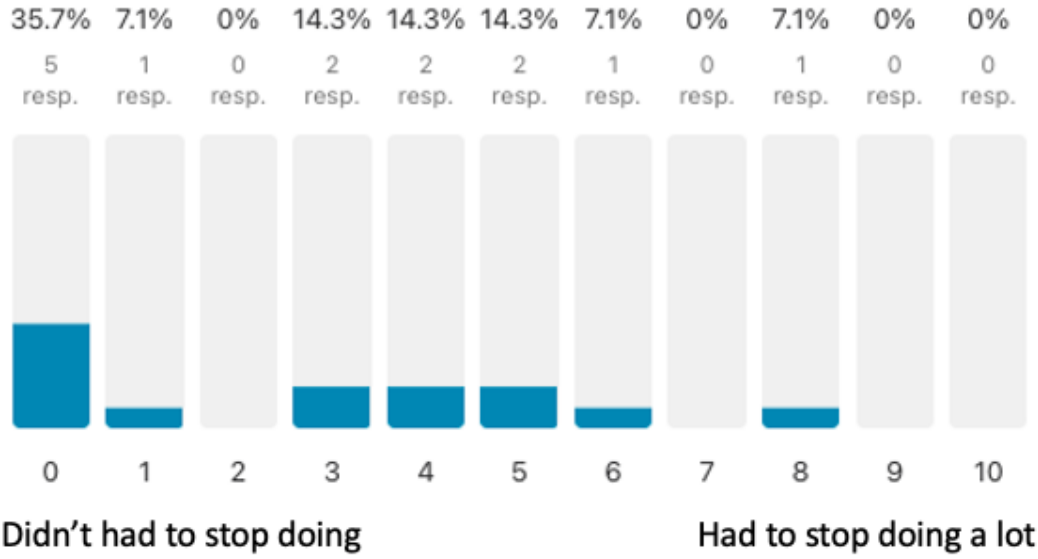
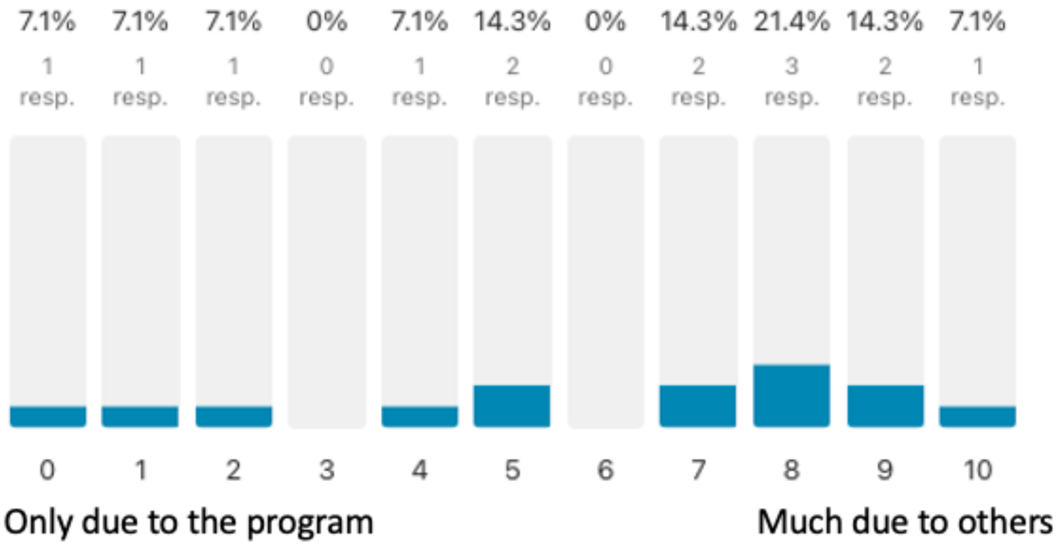
- 1a. Importance: From 1 to 10, how important is this change for you? (1-10)



- 1b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



- 1cDIP: From 1 to 10, to what extent do you think that by volunteering with Norte Joven students you had to stop doing something else, which would have possibly generated the same change? (1-10)

	 ● 1d. What was it? Describe it! ● 1e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10  ● 1f. Who influenced you the most? ● 1g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)

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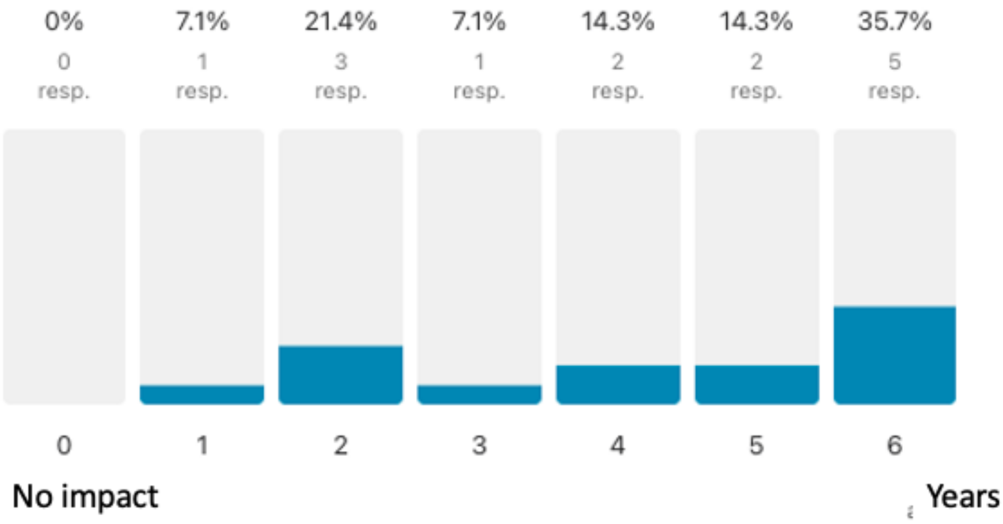

1hVAL: How much is it worth to you to have achieved this change? Although it is difficult to value it, and it is only an estimation exercise. Let's imagine that the company wanted to increase awareness of social inequalities because it has been seen to improve the quality of service. Which of the options in the list comes close to the value you would give to this change?

I would do an online course of 4h (€50/worker).
I would do an on-site course of 20h distributed over two months (€200/worker).
I don't know, but for me it is worth more than €500.
I don't know, but for me it is worth more than €1,000.
I don't know, but for me it is worth more than €5,000.

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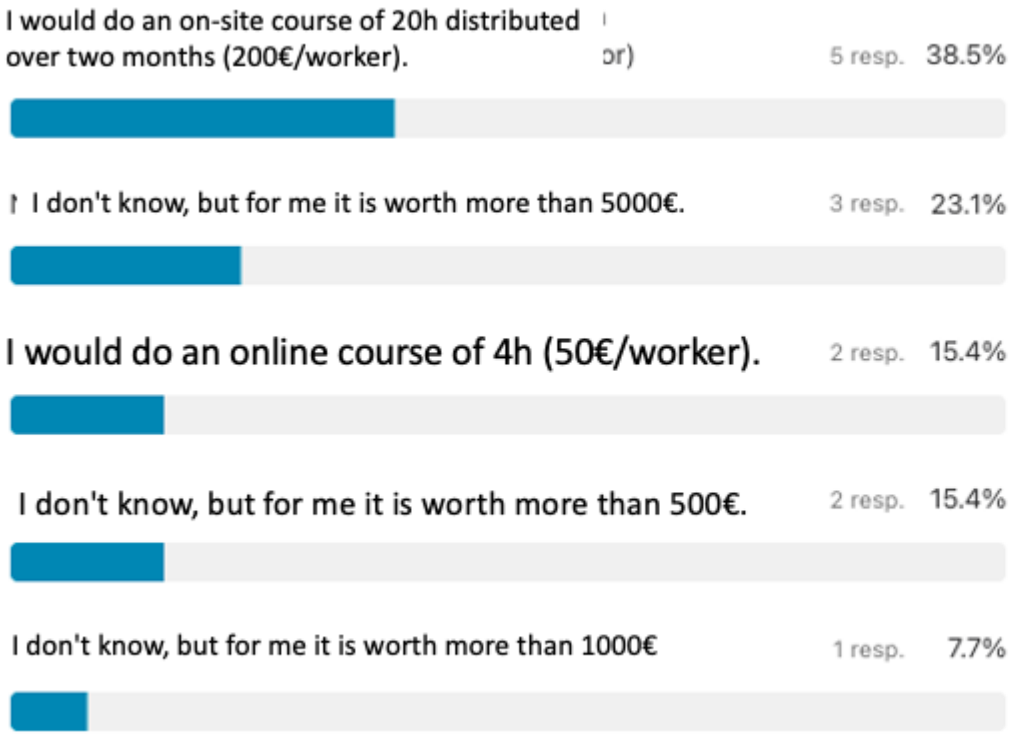
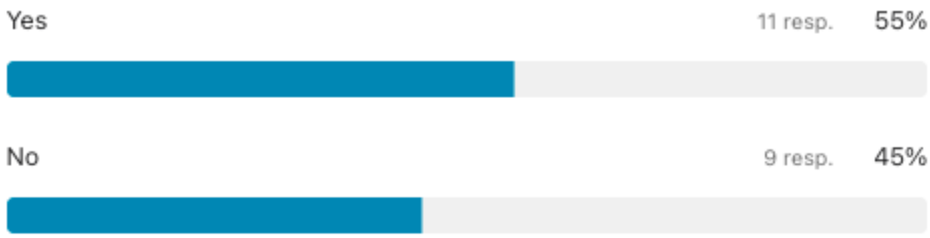
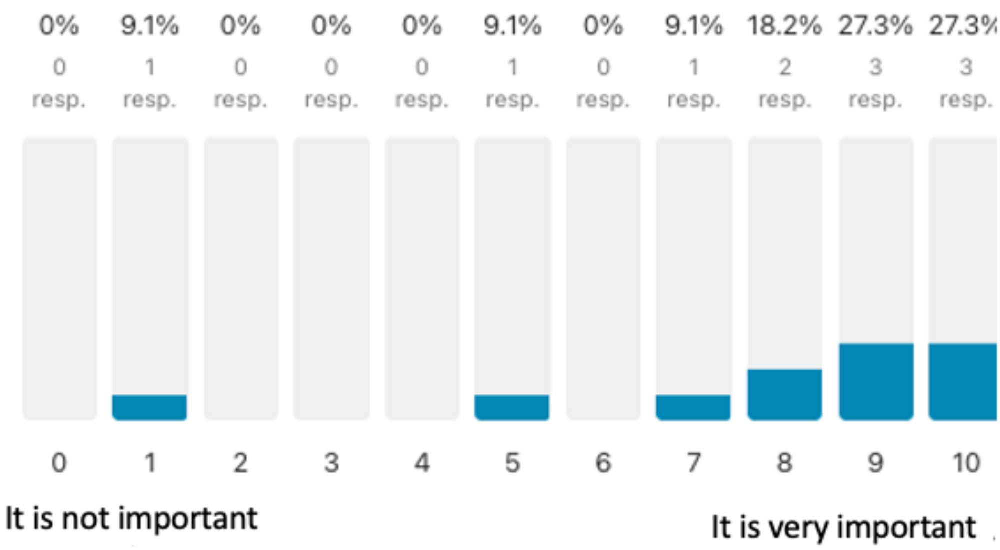
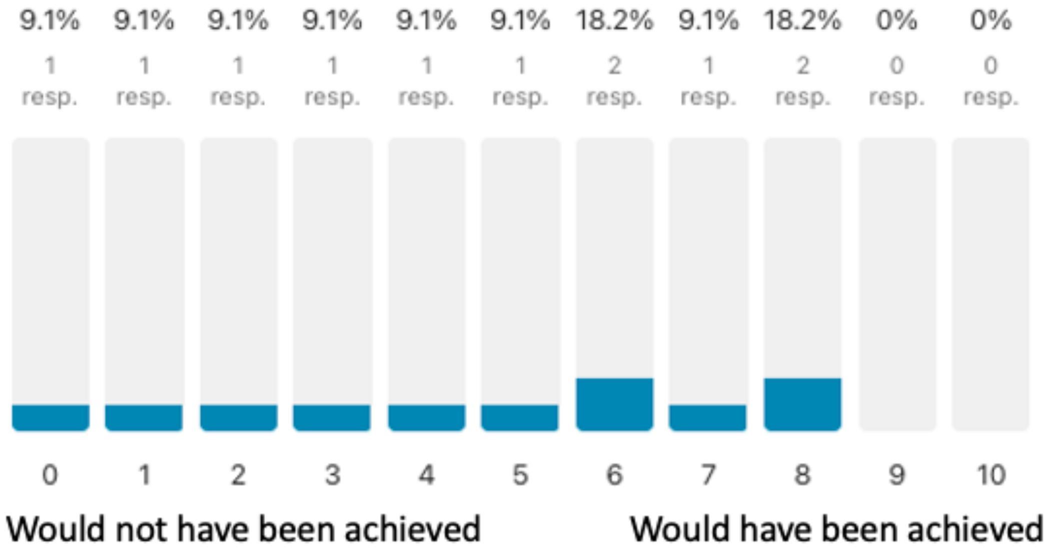
	 ● Change 2: Thanks to my experience with Norte Joven students, I now feel that I have grown as a person (it has had an impact on my personal growth).  ● Would you agree? ● 2a. Importance: From 1 to 10, how important is this change for you? (1-10)



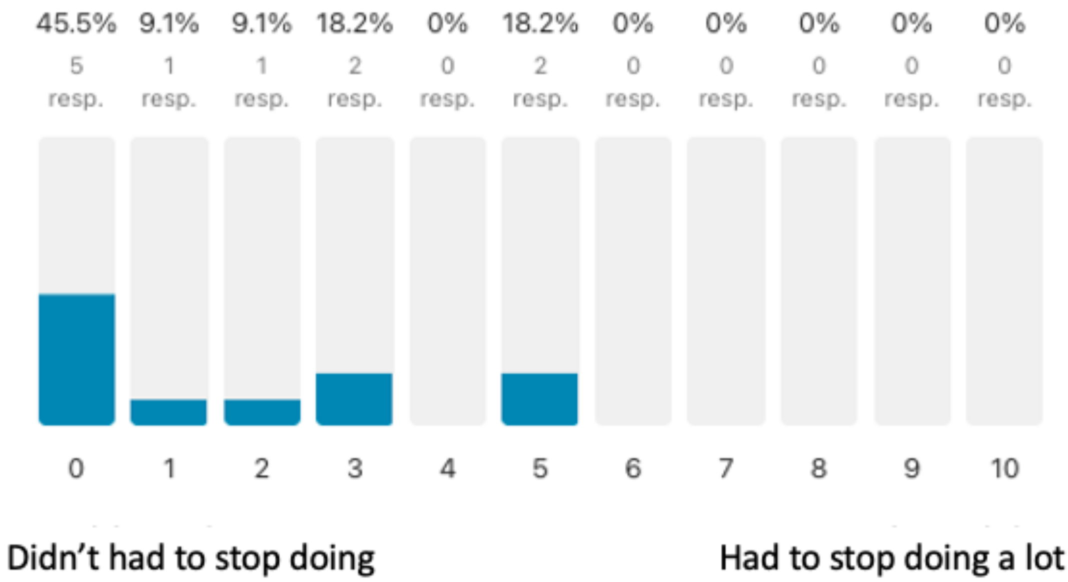
- 2extra. Order from 1 to 9 the areas of change identified by the group.
    - *It has increased my curiosity about people*
    - *I am less judgmental*
    - *I see the potential of young people more clearly*
    - *I am more empathetic*
    - *I am more understanding*
    - *I see more clearly the advantages of diversity*
    - *I am more tolerant*
    - *I feel more fulfilled as a person*
    - *I now feel more gratitude for life*

#1	I am less judgmental	**#4** promedio
#2	I am more empathetic	**#4.27** promedio
#3	It has increased my curiosity about people	**#4.36** promedio
#4	I see more clearly the advantages of diversity	**#4.45** promedio
#5	I now feel more gratitude for life	**#5.09** promedio
#6	I see the potential of young people more clearly	**#5.45** promedio
#7	I feel more fulfilled as a person	**#5.55** promedio
#8	I am more understanding	**#5.82** promedio
#9	I am more tolerant	**#6** promedio

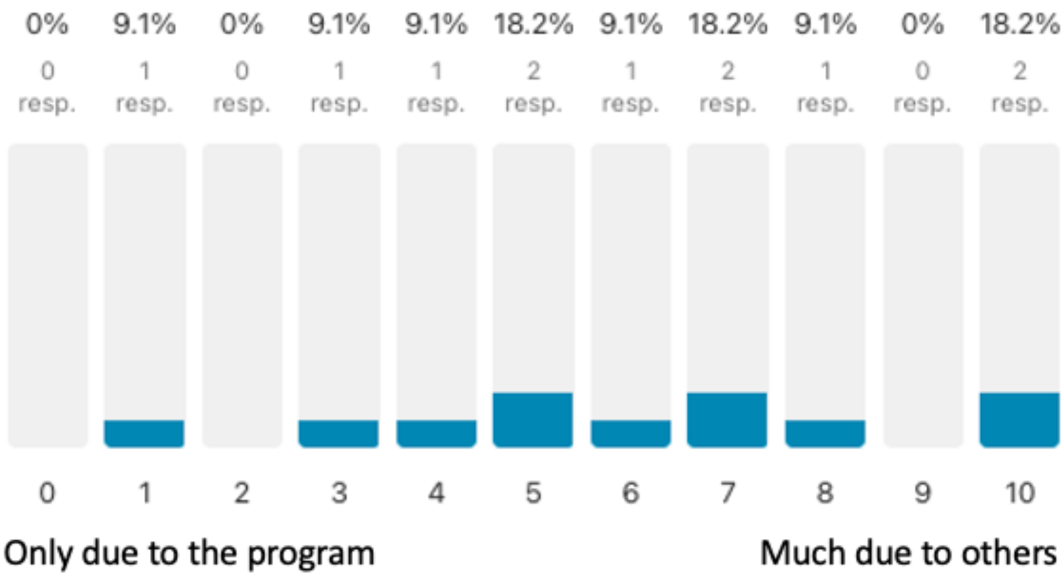
- 2b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



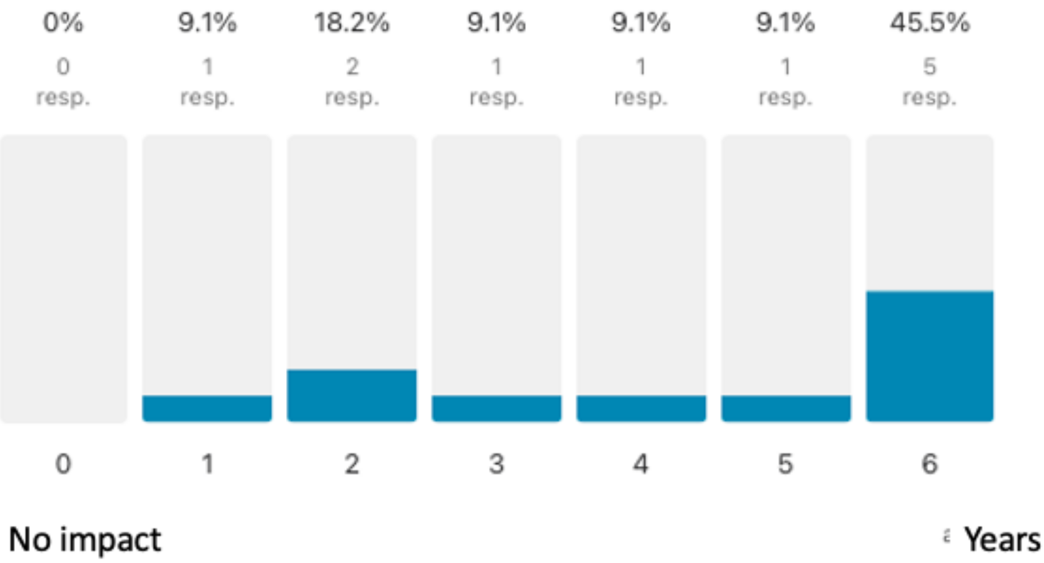
- 2cDIP: From 1 to 10, to what extent do you think that by volunteering with Norte Joven students you had to stop doing something else, which would have possibly generated the same change? (1-10)



- 2d. What was it? Describe it!
- 2e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10

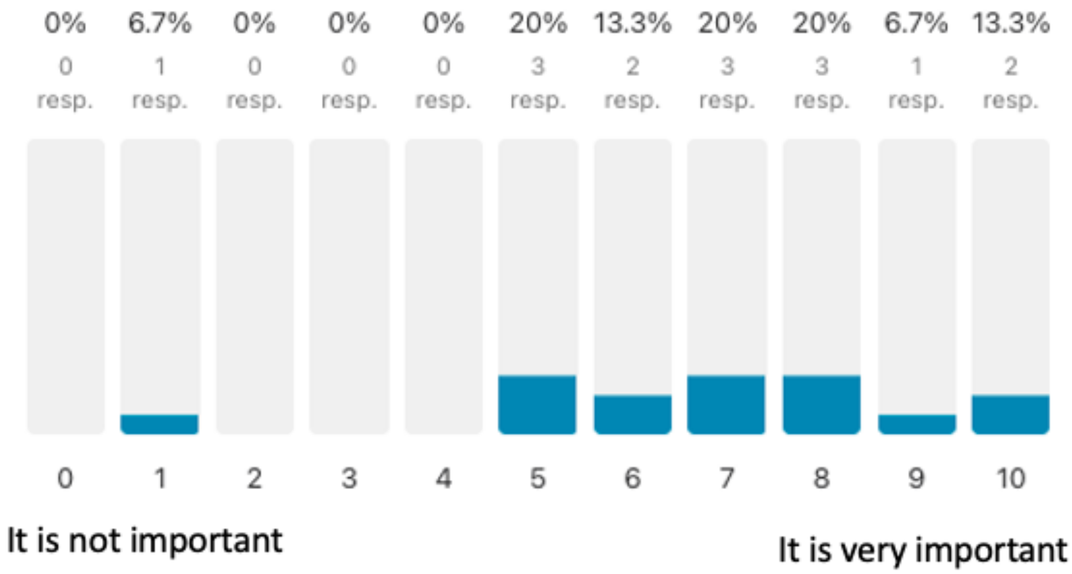
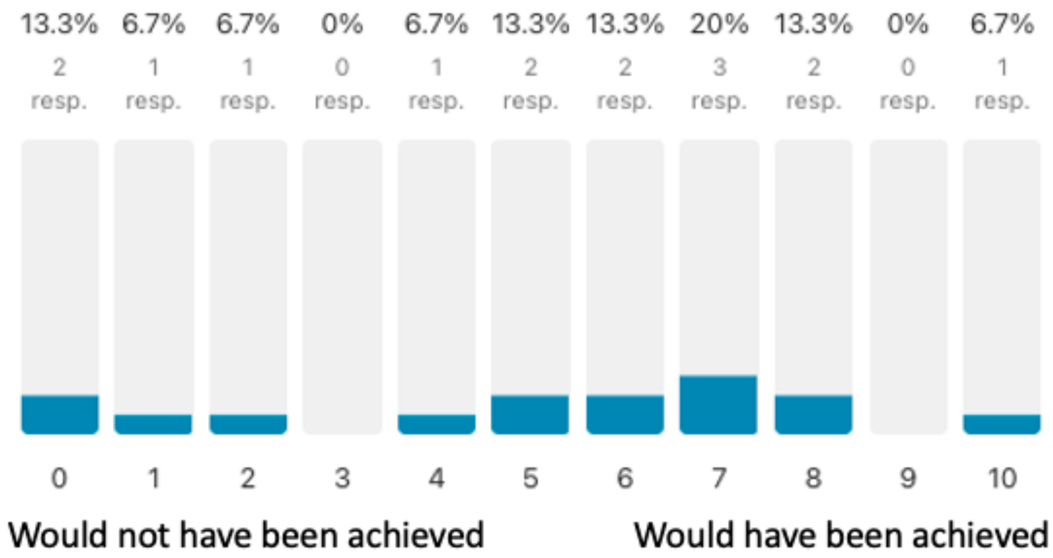


- 2f. Who influenced you the most?
- 2g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)



- 2hVAL: How much is it worth to you to have achieved this change? Although it is difficult to value it, and it is only an estimation exercise. Let's imagine that the company wanted to increase awareness of social inequalities because it has been seen to improve the quality of service. Which of the options in the list comes close to the value you would give to this change?

	Nothing specific but I value it at more than 10 000€. 2 resp. 20% Nothing specific but I value it between 3000-10 000€. 20% Nothing specific but I value it between 3000-10 000€. 20% I could have taken a 20h online self-knowledge course (200€). 2 resp. 20% I could have mentored a young person in a volunteer program once a month for 6 months (3h/time, average hourly wage = 266€). 2 resp. 20% I could have done sessions with a coach for 6 months twice a week (500€). 0 resp. 0% Could have read a self-help book (20€) 0 resp. 0% ● Change 3: My experience with Norte Joven students led me to improve my professional competencies and/or develop new skills. Would you agree? Yes 15 resp. 75% No 5 resp. 25% ● 3a. Importance: From 1 to 10, how important is this change for you? (1-10)

	 ● 3b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)  ● 3cDIP: From 1 to 10, to what extent do you think that by volunteering with Norte Joven students you had to stop doing something else, which would have possibly generated the same change? (1-10)

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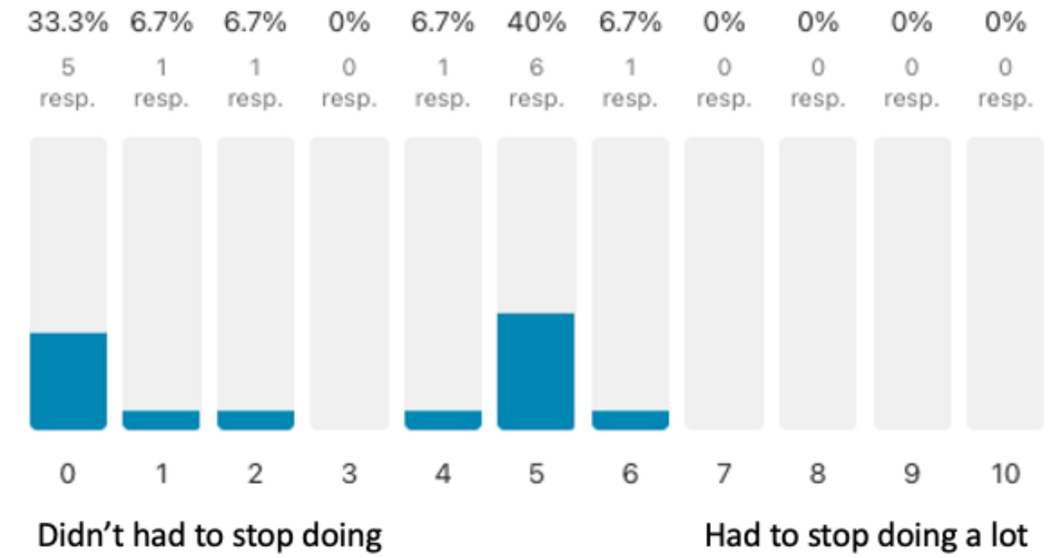
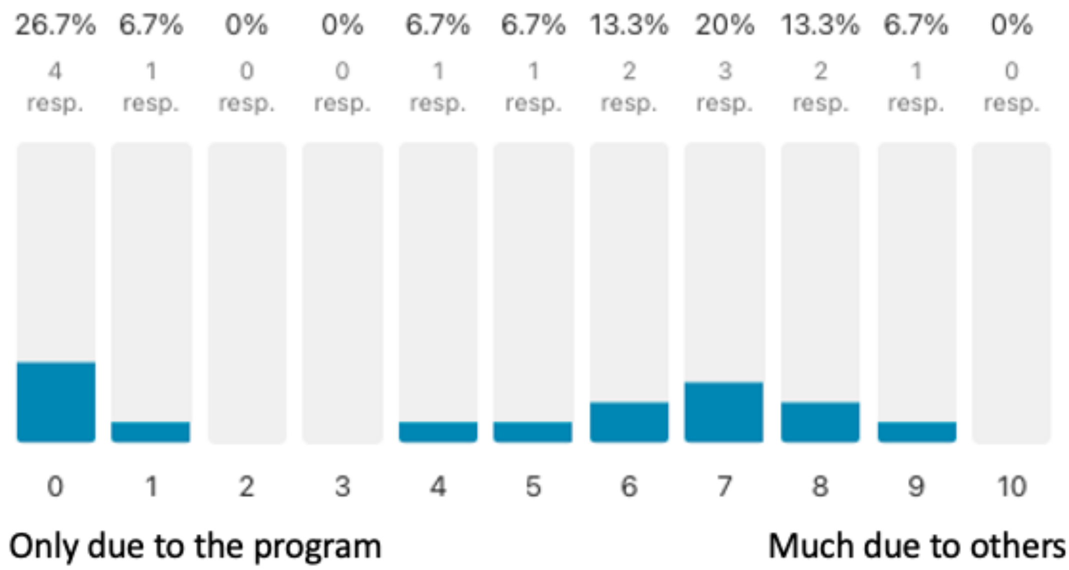


● 3d. What was it? Describe it!
● 3e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



● 3f. Who influenced you the most?
● 3g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)
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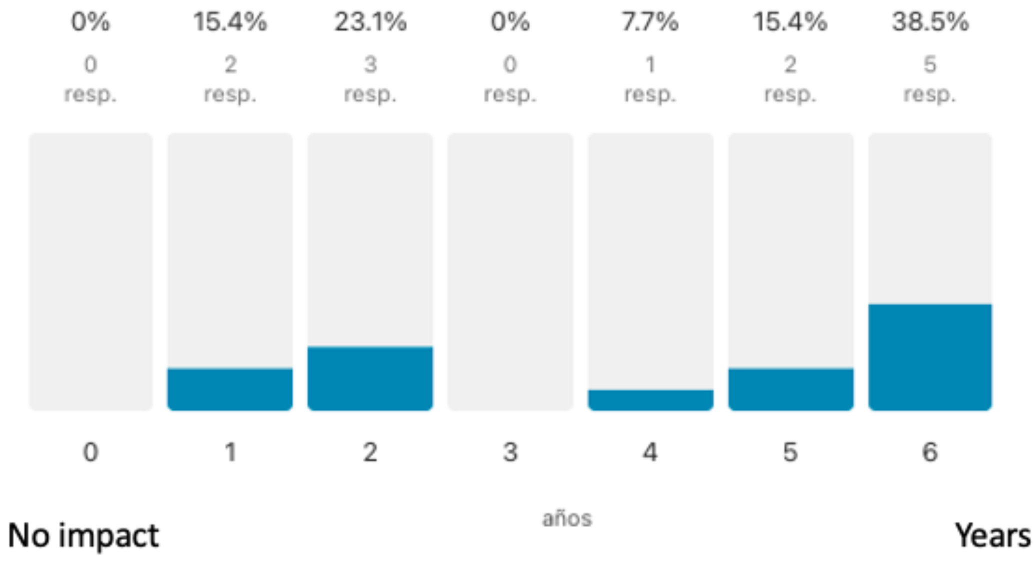
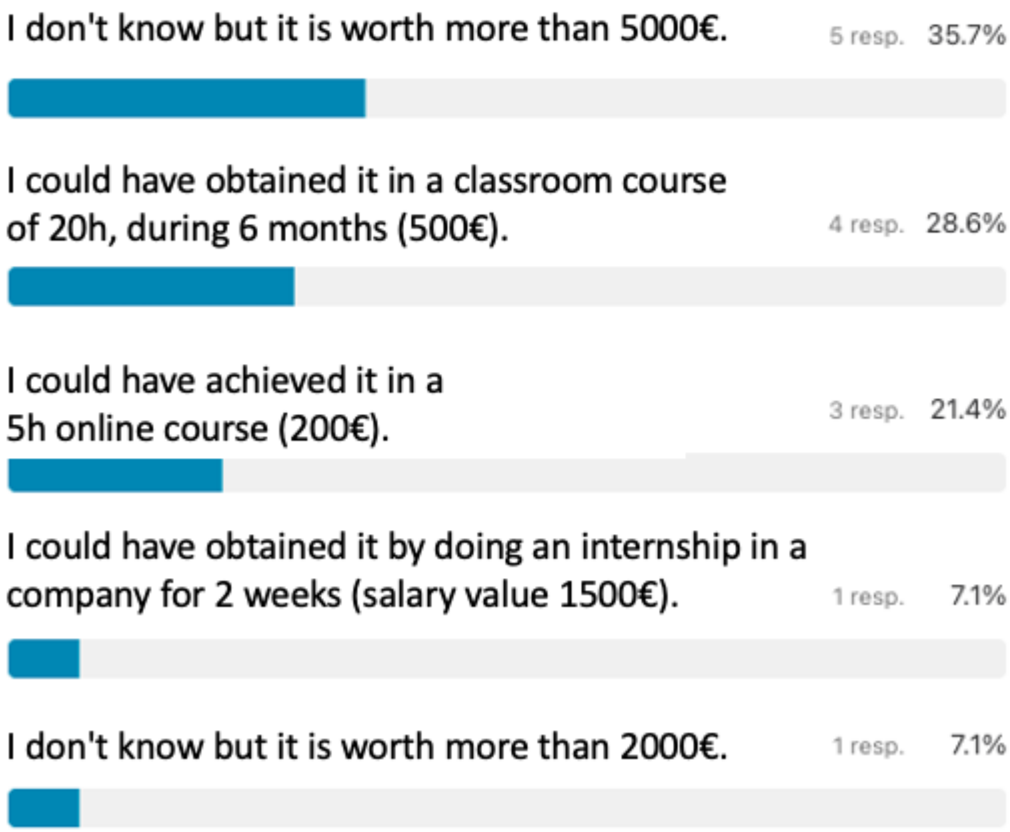
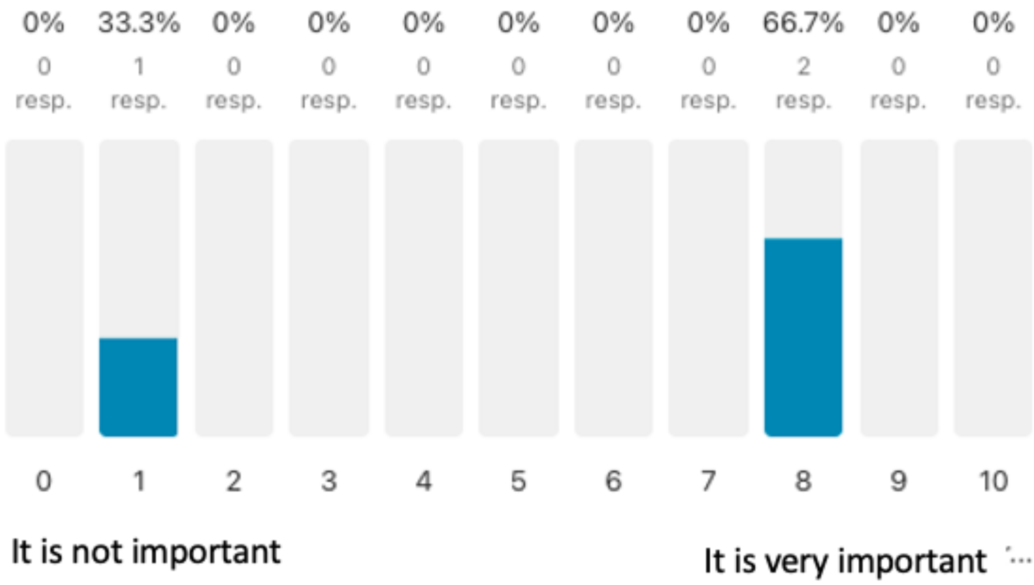


- 3hVAL: How much is it worth to you to have improved your professional skills? It is difficult to put a "price" on it, but let's try to come close. What is the value that comes closest?



4. Has my experience with Norte Joven students caused any negative change in you? Tell us about it!

	5. Would you add anything else that changed in you thanks to your experience with Norte Joven students that you don't see reflected in the previous proposals?
Companies	**Dynamic questionnaire:** What collaboration does your company have with Norte Joven? *Norte Joven students do internships at my company* *We have employees who have been Norte Joven students.*  Change 1: Thanks to having Norte Joven students in the company, we have noticed a greater social awareness among our workers. Would you agree? Would you agree?  ● 1a. Importance: From 1 to 10, how important is this change for you? (1-10)

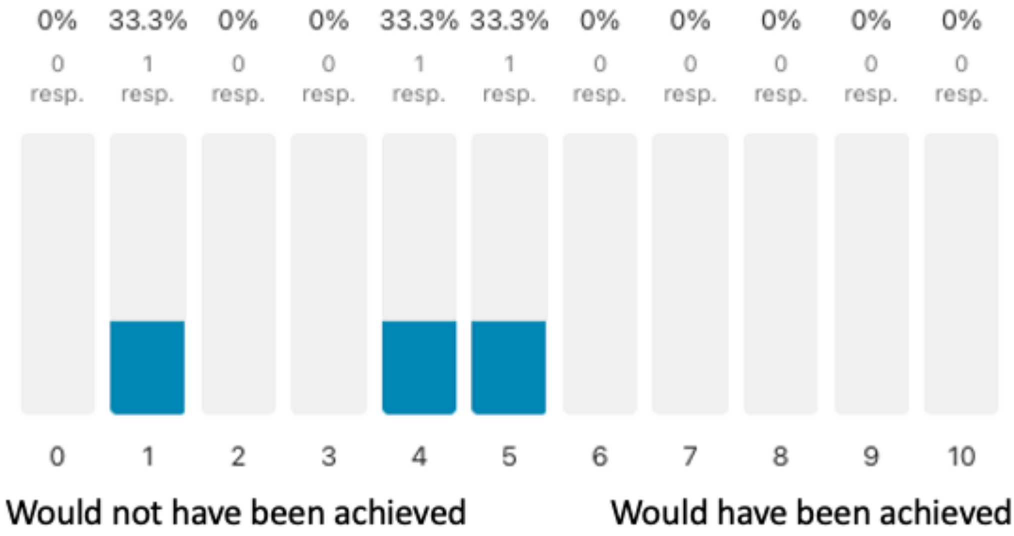


1extra. Rank the areas of change identified by the group from 1 to 4.

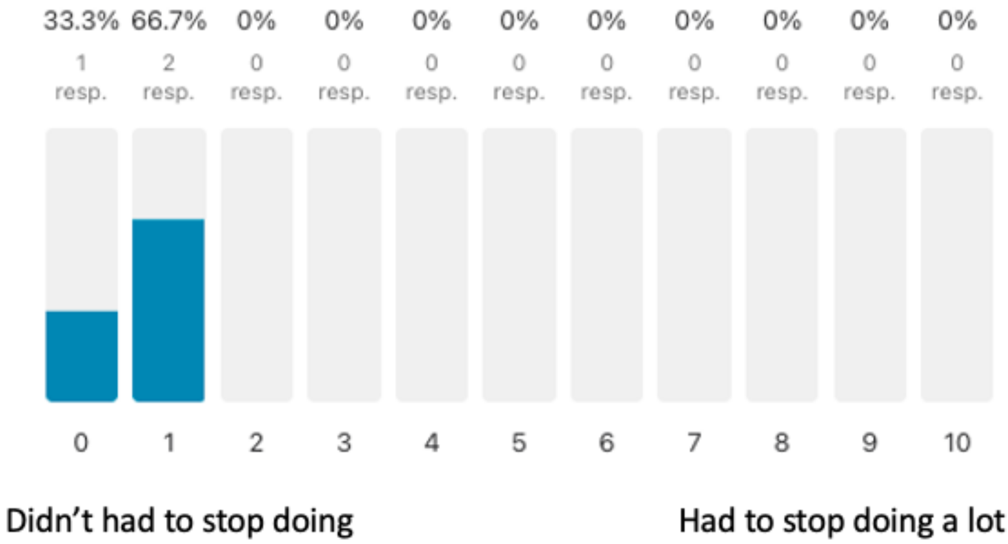
- *We are more aware of social inequalities*
- *We see the potential in young people*
- *We value the contribution to the work that people with a different point of view can give us.*
- *We have dismantled the prejudices we had*

#1	We see the potential in young people	**#1.67** promedio
#2	We are more aware of social inequalities	**#2** promedio
#3	We value the contribution to the work that people with a different point of view can give us.	**#3** promedio
#4	We have dismantled the prejudices we had	**#3.33** promedio

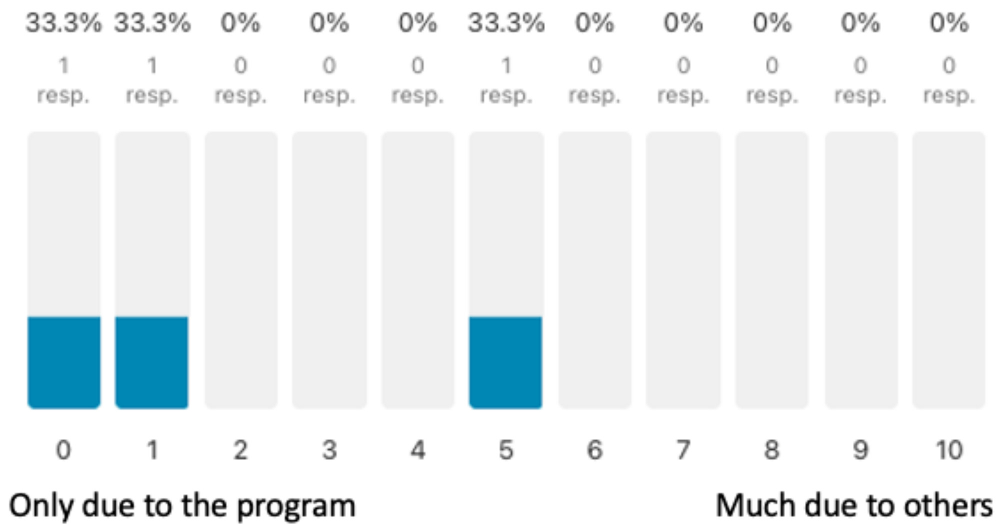
- 1b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



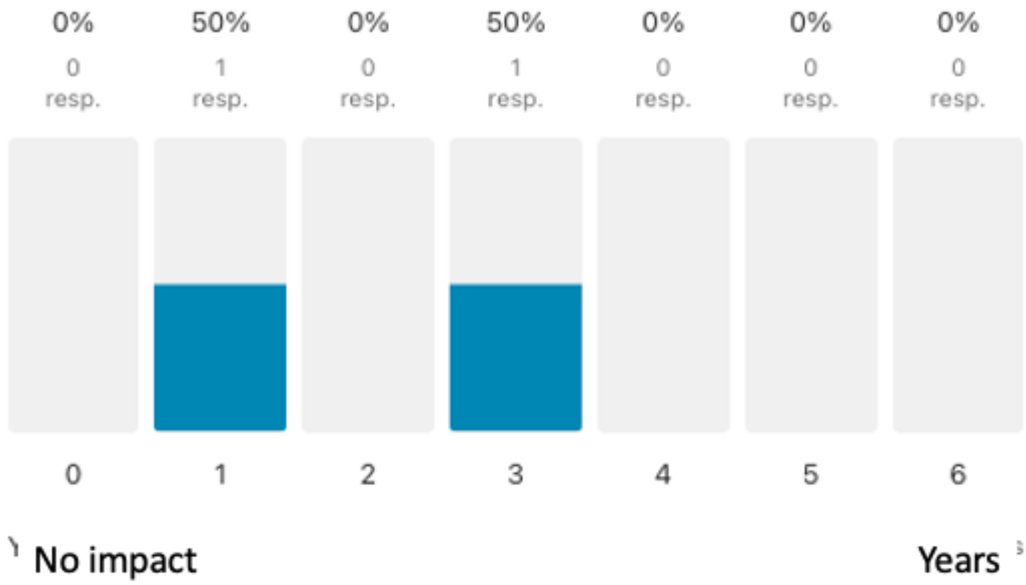
- 1cDIP: From 1 to 10, to what extent do you think that because you had students working with you, you had to stop doing something else, which possibly would have generated this same change?



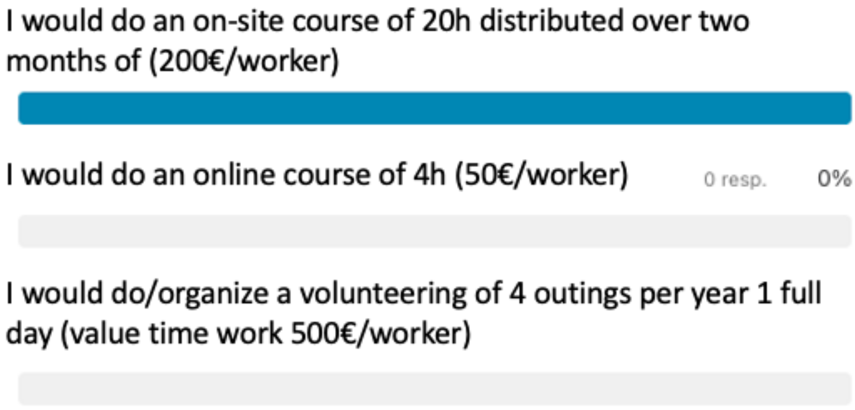
- 1d. What was it? Describe it!
- 1e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



- 1f. Who influenced you the most?
- 1g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)

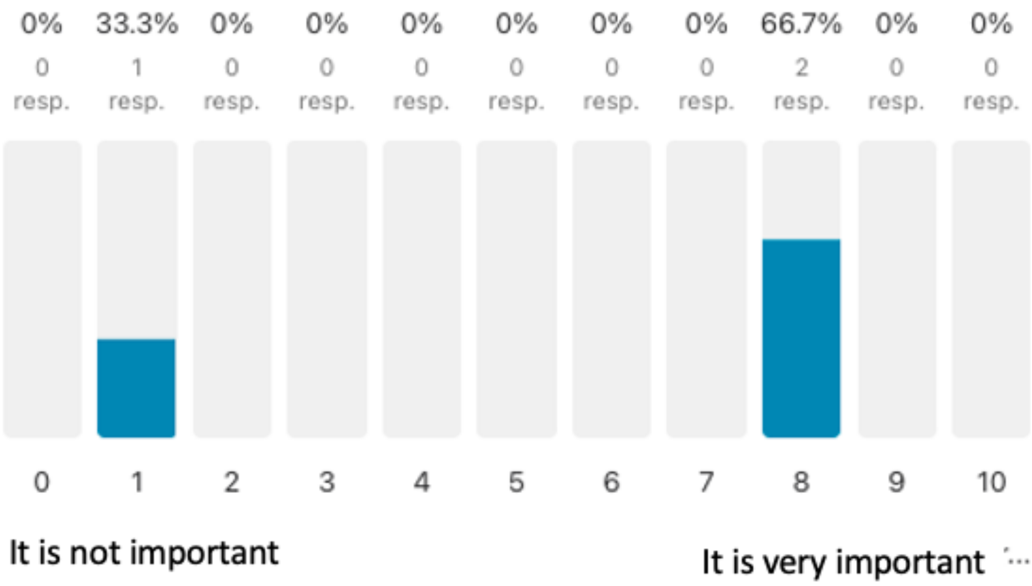


- 1hVAL: How much is it worth to you to have achieved this change? Although it is difficult to value it, and it is only an estimation exercise. Let's imagine that the company wanted to increase awareness of social inequalities because it has been seen to improve the quality of service. Which of the options in the list comes close to the value you would give to this change?

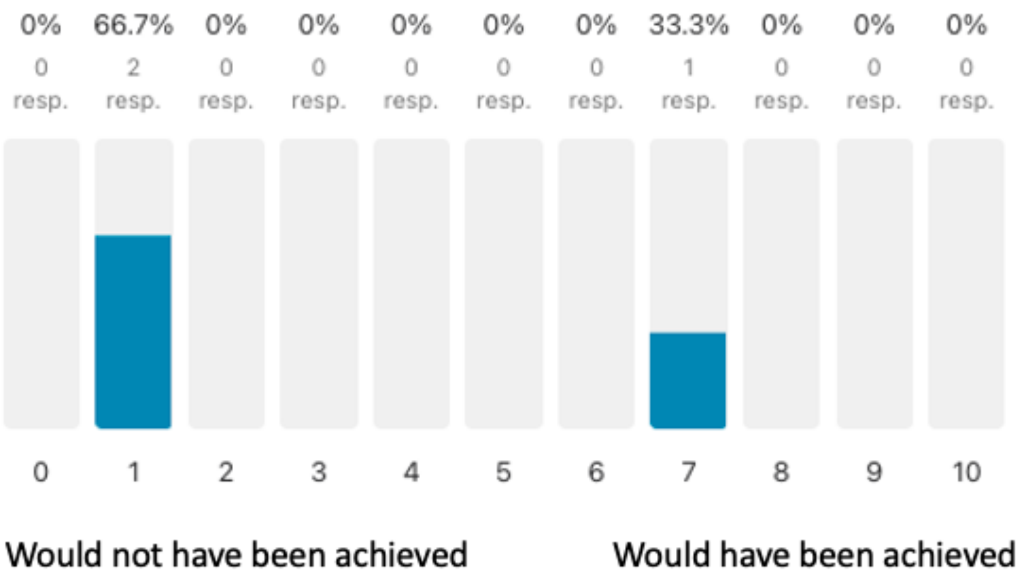


- Change 2: Thanks to the fact that we had Norte Joven students in the company, we now have no hesitation in hiring young people who have had fewer opportunities. Would you agree?

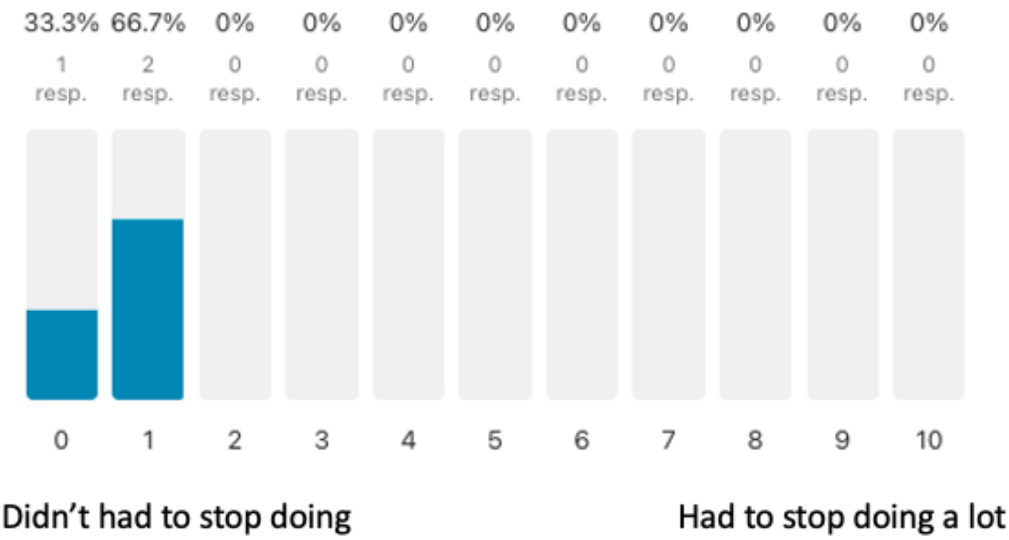
- 2a. Importance: From 1 to 10, how important is this change for you? (1-10)



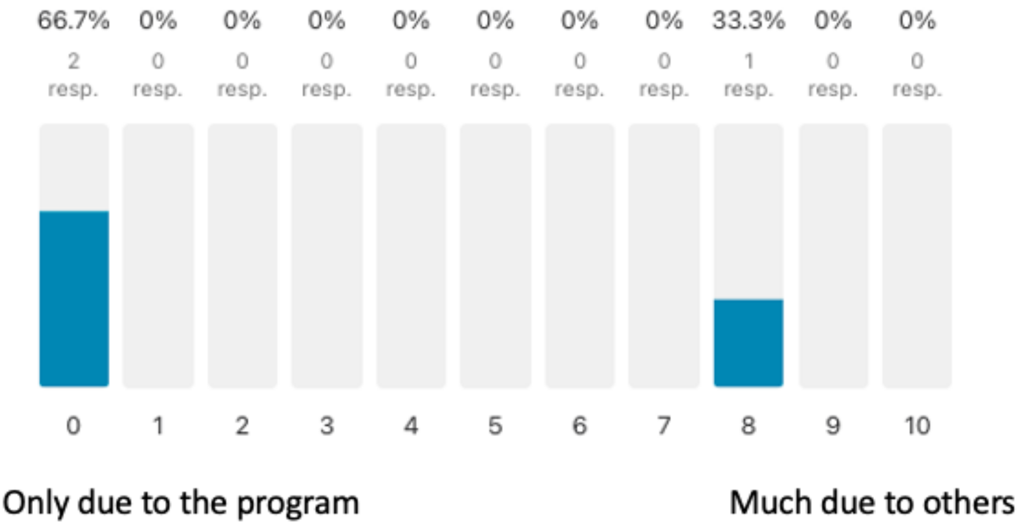
- 2b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



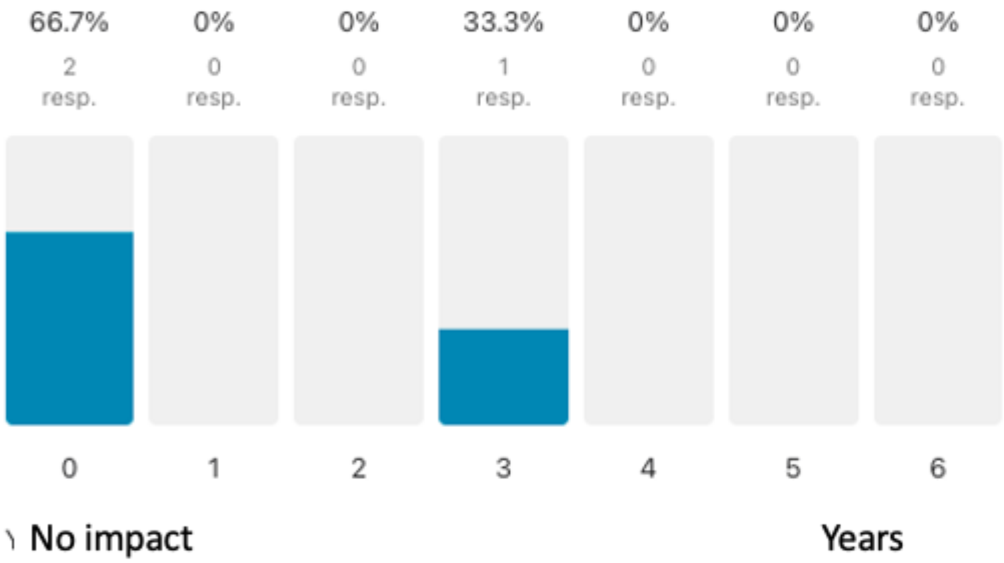
- 2cDIP: From 1 to 10, to what extent do you think that because you had students working with you, you had to stop doing something else, which possibly would have generated this same change?



- 2d. What was it? Describe it!
- 2e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)

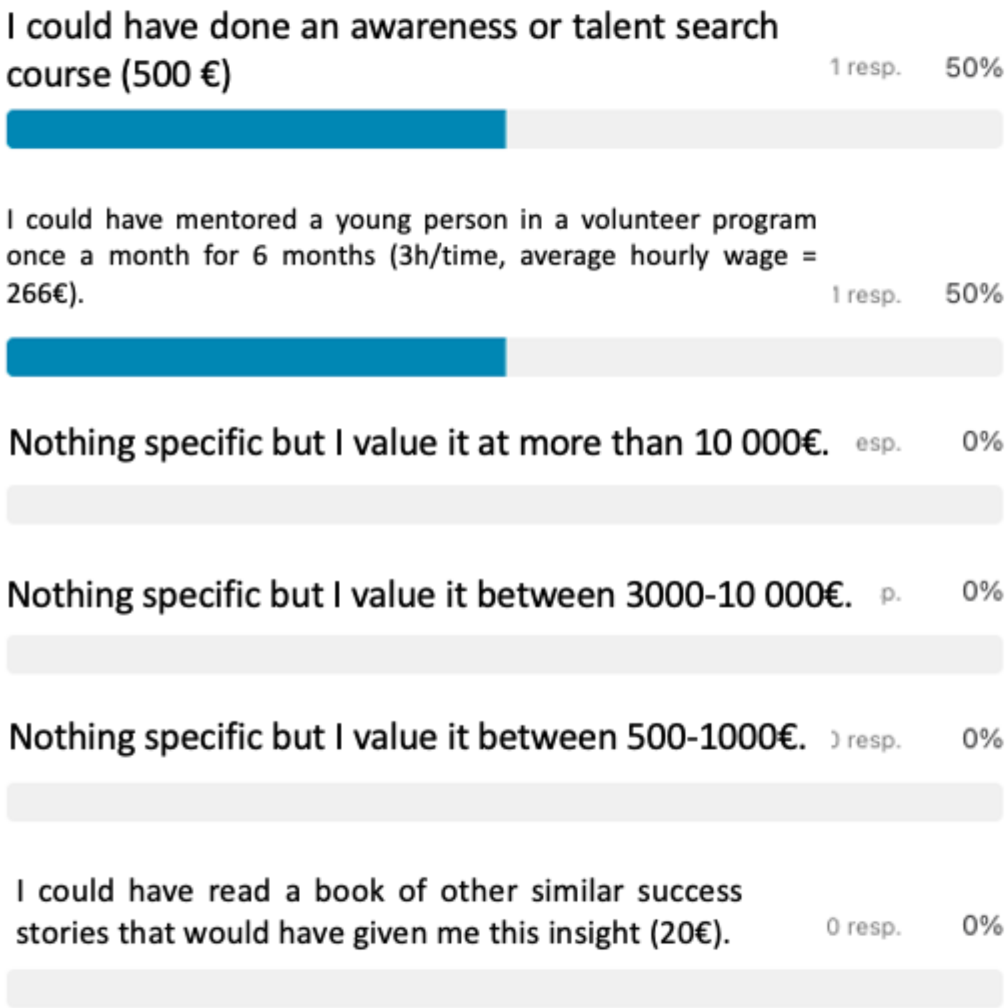


- 2f. Who influenced you the most?
- 2g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)

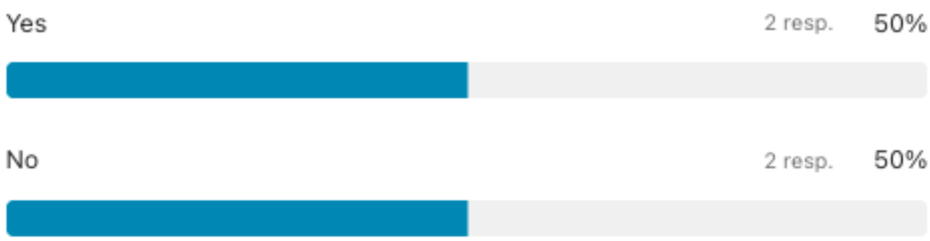


- 2hVAL: How much is it worth to you to have achieved this change? Although it is difficult to value it, and it is only an estimation exercise. Let's imagine other things that could have led to this "positive attitude". Which of the options in the list comes close to the value you would place on this change?
  - *I could have read a book of other similar success stories that would have given me this insight (€20).*
  - *I could have mentored a young person in a volunteer program once a month for 6 months (3h/time, average hourly wage = €266).*
  - *I could have done an awareness or talent search course (€500)*
  - *Nothing specific but I value it between €500-€1,000.*
  - *Nothing specific but I value it between €3,000-€10,000.*

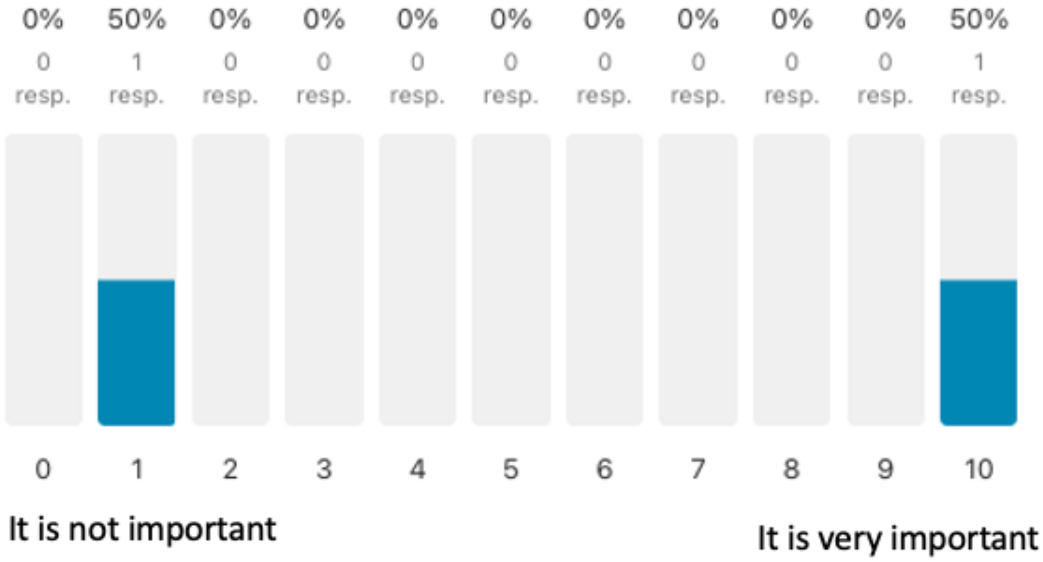
- *Nothing specific but I value it at more than €10,000.*
- *Translated with www.DeepL.com/Translator (free version)*



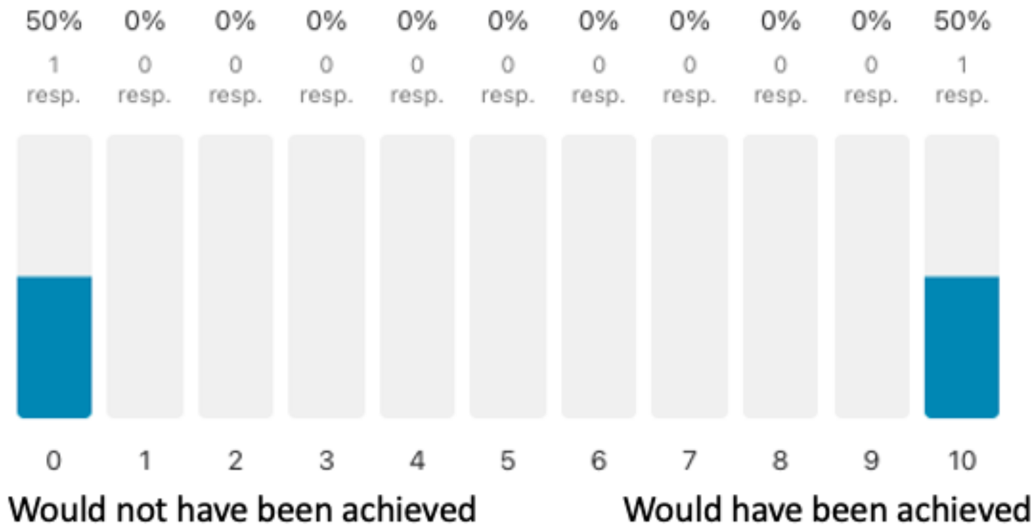
- Change 3: The fact of having Norte Joven students in the company favored us in the provision of our services. Would you agree?



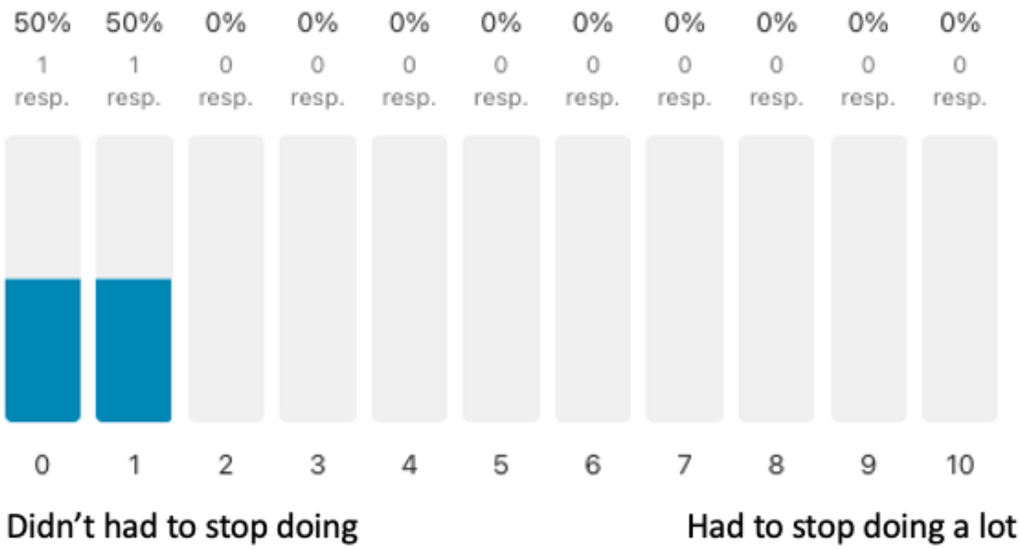
- 3a. Importance: From 1 to 10, how important is this change for you? (1-10)



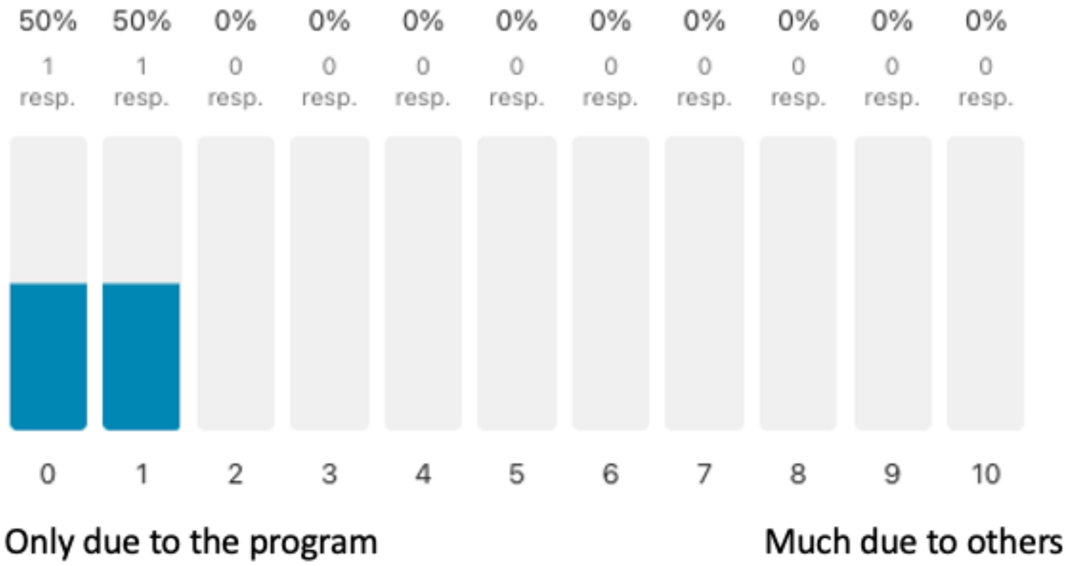
- 3b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



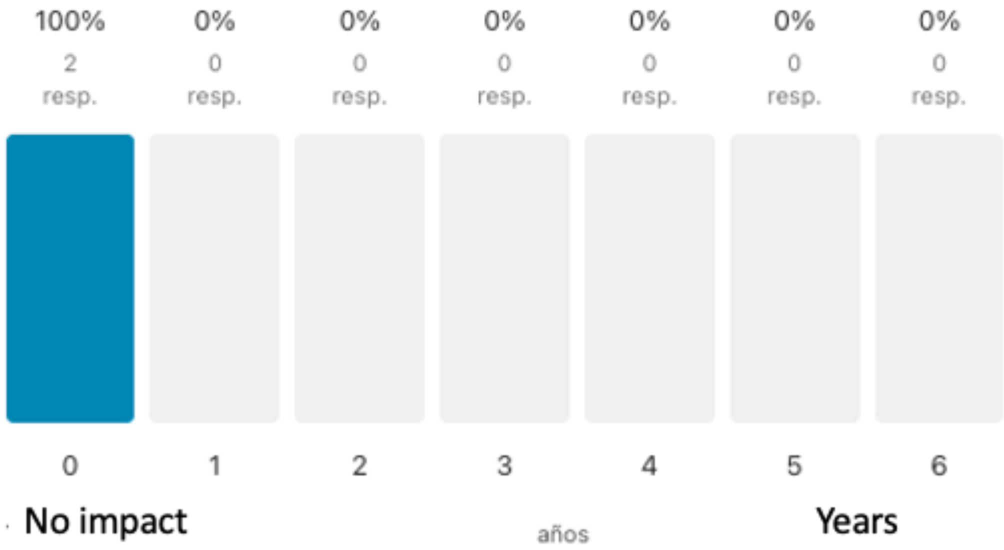
- 3cDIP: From 1 to 10, to what extent do you think that because you had students working with you, you had to stop doing something else, which possibly would have generated this same change?



- 3d. What was it? Describe it!
- 3e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



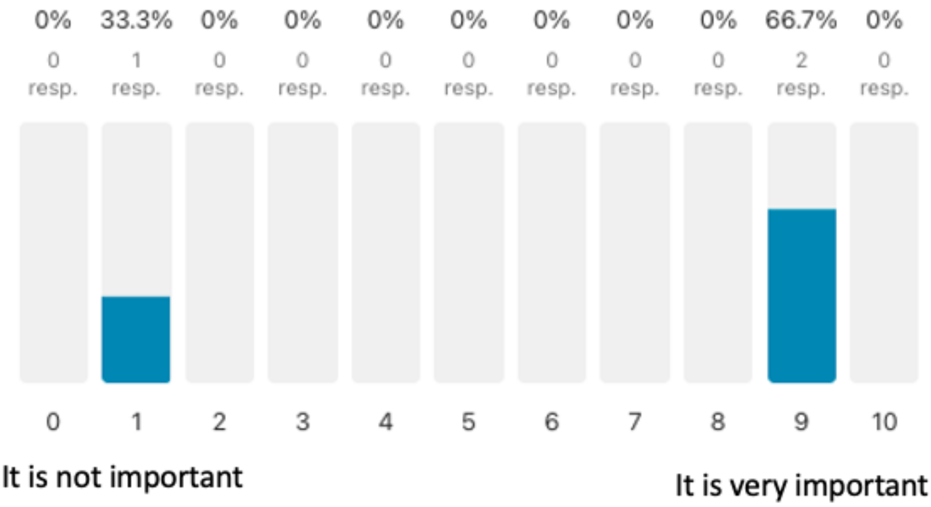
- 3f. Who influenced you the most?
- 3g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)



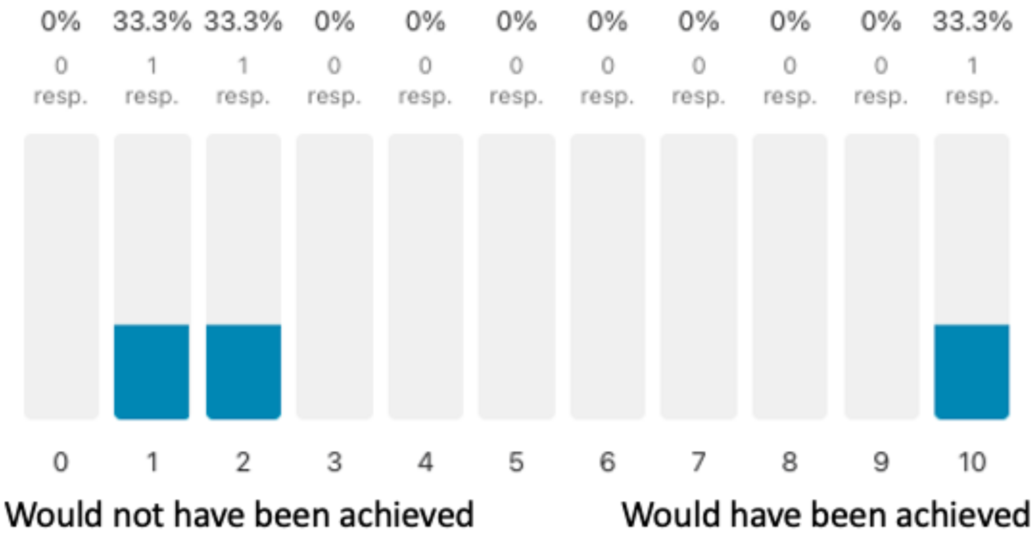
3hVAL: How much is it worth to you to have had this help? Let's imagine that you would have had to pay for it. How much would you pay per day to have the help you had?".
Freetext

Change 4: Thanks to the fact that we had Norte Joven students in the company, I have noticed, on a personal level, satisfaction for having been able to help. Would you agree?

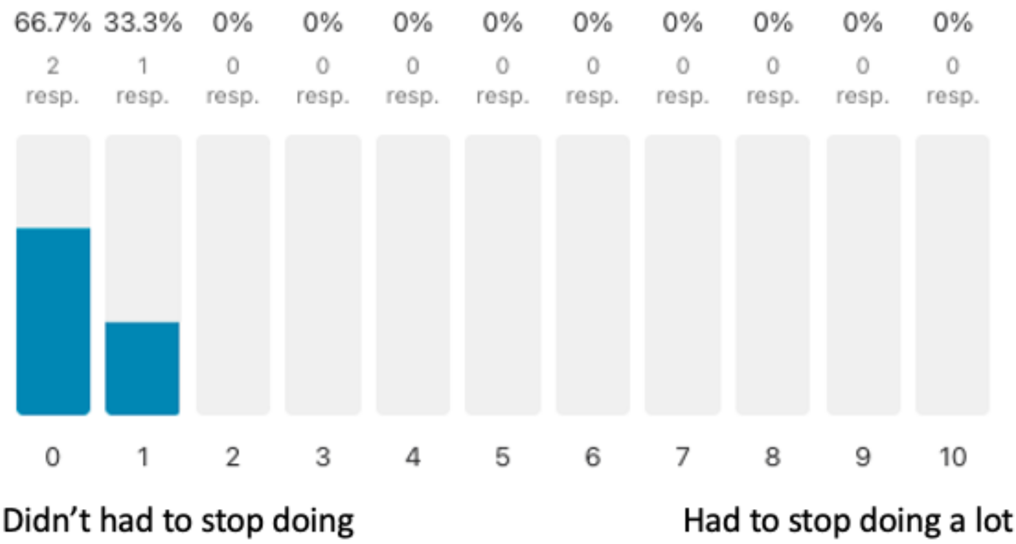
- 4a. Importance: From 1 to 10, how important is this change for you? (1-10)



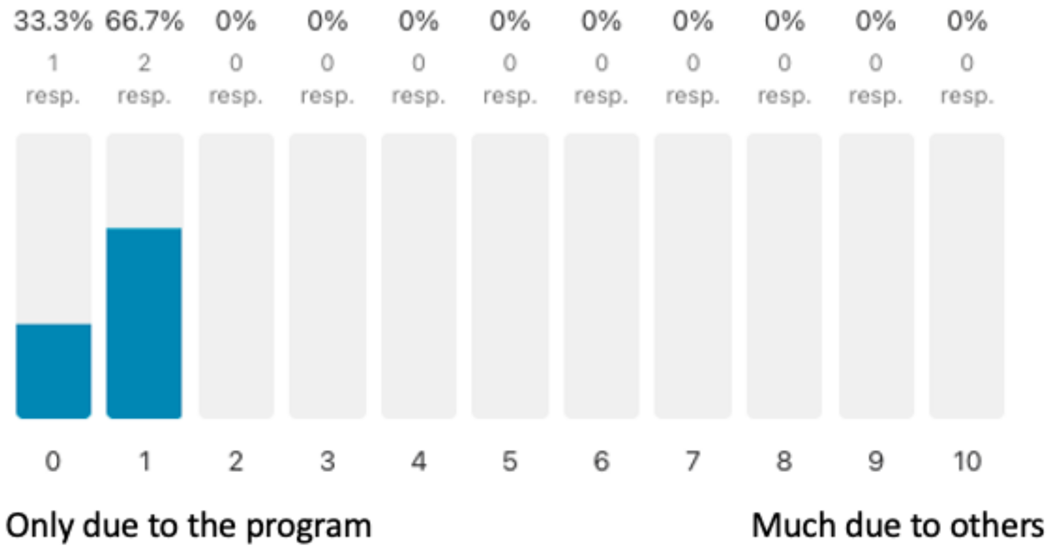
- 4b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



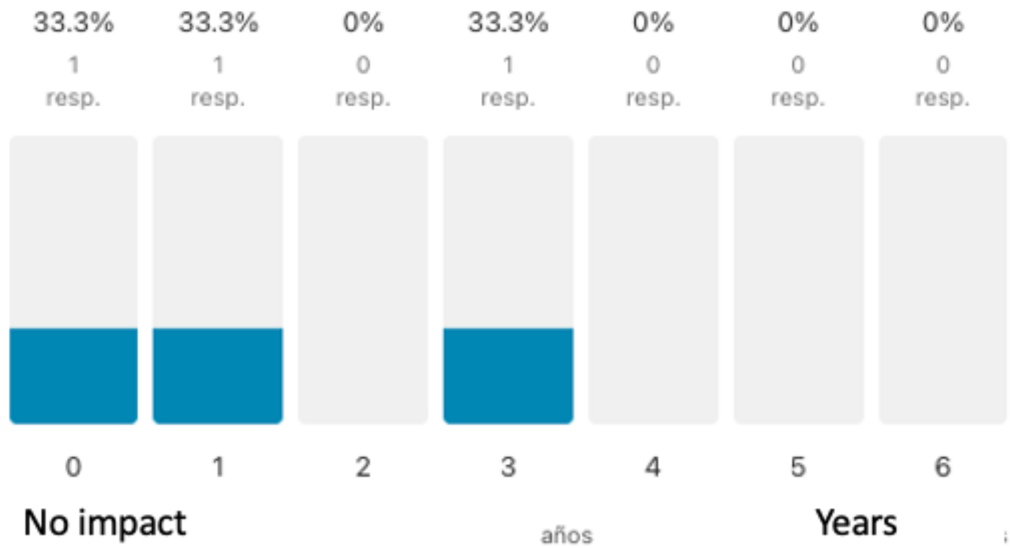
- 4cDIP: From 1 to 10, to what extent do you think that because you had students working with you, you had to stop doing something else, which possibly would have generated this same change?



- 4d. What was it? Describe it!
- 4e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



- 4f. Who influenced you the most?
- 4g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)



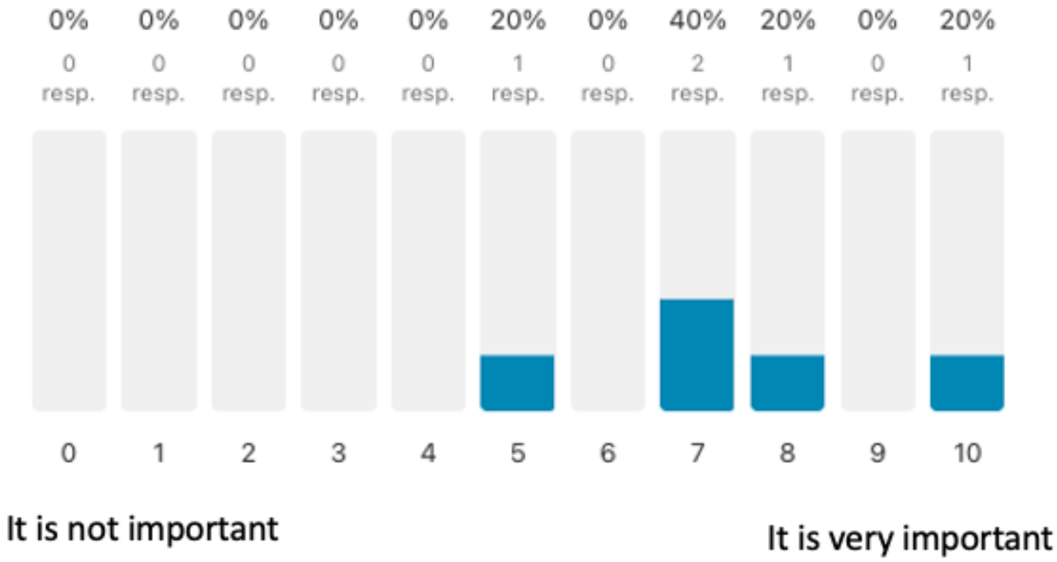
4hVAL: How much is it worth to you to feel this satisfaction? It's hard to put a "price" on a feeling. Think about whether there is something else in your life that gives you that satisfaction and how much you pay per month to be able to do that. Freetext.

5. Has my experience with Norte Joven students caused any negative change in you? Tell us about it!

6. Would you add anything else that changed in you thanks to your experience with Norte Joven students that you don't see reflected in the previous proposals?

<table>
<tr>
<td>Customers of audit</td>
<td>
Dynamic questionnaire:
We only ask for your name in case we need to clarify an answer or to elaborate on a comment.

Change 1: Thanks to Norte Joven's home repairs, my knowledge of how to reduce my electricity bill has improved. "I learned what I could do to reduce my electricity consumption at home, AND I saw how this had a positive impact on my bill". Do you agree with any of what was said agree with you?


1a. Importance: From 1 to 10, how important is this change for you? (1-10)


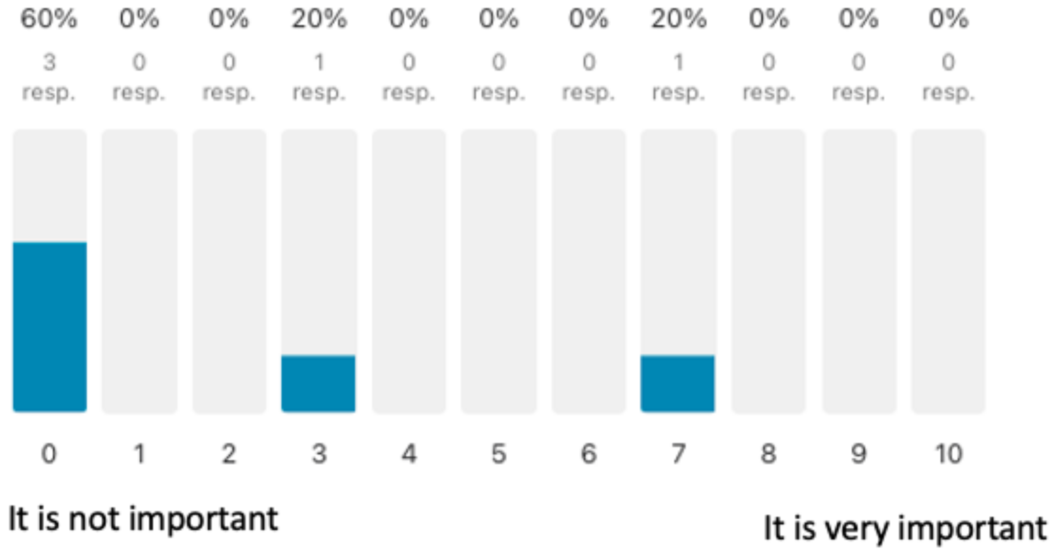
1extra. Order from 1 to 10 the new habits you have applied.
(1 is the one you do more of now, 10 is the one you already did or do less of now).

I take advantage of natural light (I don't turn on the lights).
I have LED bulbs
I cover pans and pots when cooking
I take advantage of the residual heat from the oven and hob
I unplug appliances I don't use
I make good use of my appliances.
I iron clothes in one go
I avoid keeping the freezer and refrigerator open
I maintain the right temperature in my home

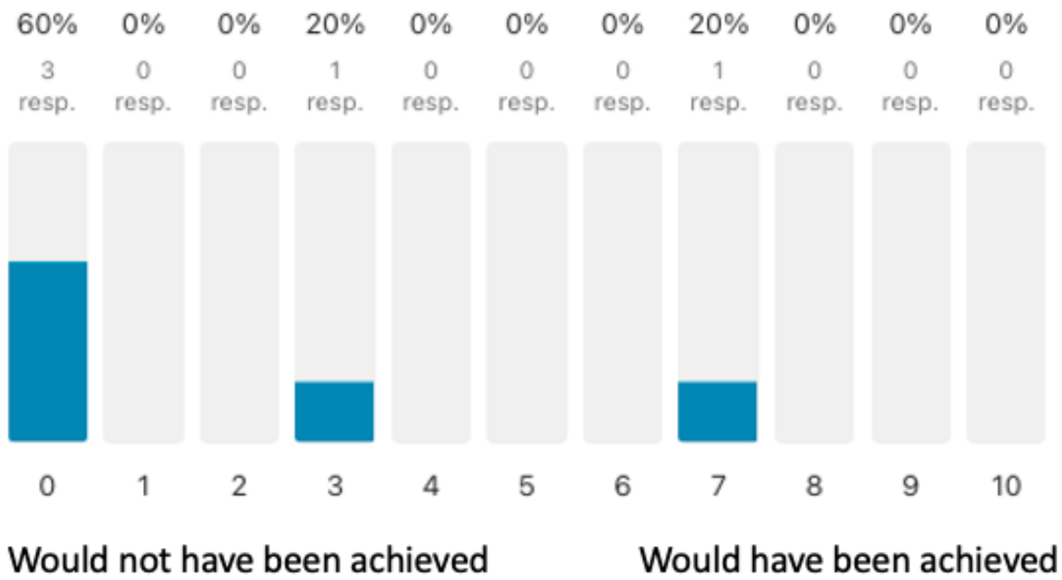
</td>
</tr>
</table>

#1	I take advantage of natural light (I don't turn on the lights).	#2.6 promedio
#2	I have LED bulbs	#3.2 promedio
#3	I cover pans and pots when cooking	#4 promedio
#4	I unplug appliances I don't use	#4.6 promedio
#5	I take advantage of the residual heat from the oven and hob	#4.8 promedio
#6	I make good use of my appliances.	#6.8 promedio
#7	I maintain the right temperature in my home	#6.8 promedio
#8	I iron clothes in one go z	#7 promedio
#9	I avoid keeping the freezer and refrigerator open a	#7 promedio
#10	Other	#8.2 promedio

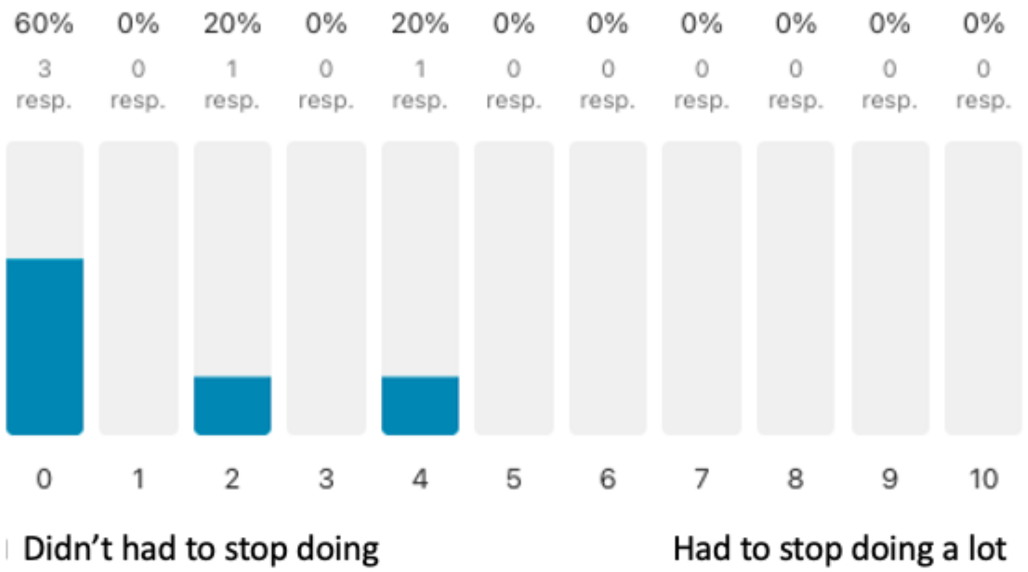
- 1a. Importance: From 1 to 10, how important is this change for you? (1-10)



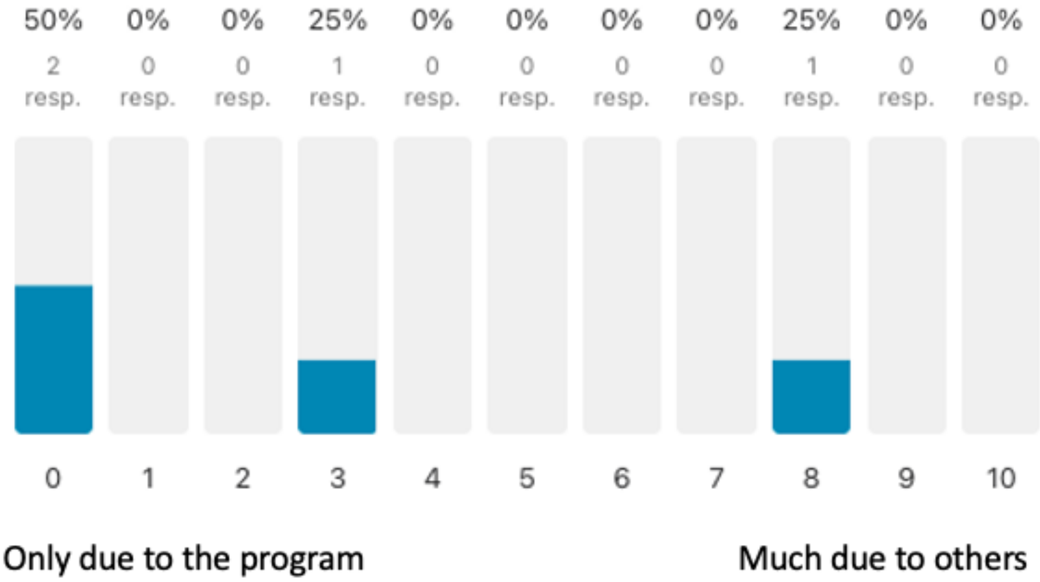
- 1b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



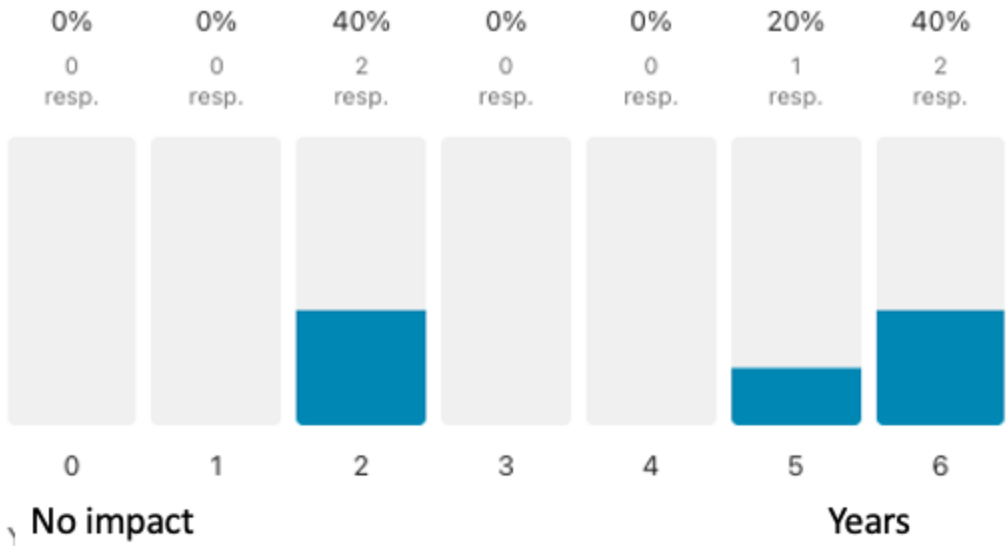
- 1cDIP: To what extent do you think that because you had the audit you had to stop doing something else, which would have possibly generated the same change? (e.g. a course on energy, a visit to the energy distributor).



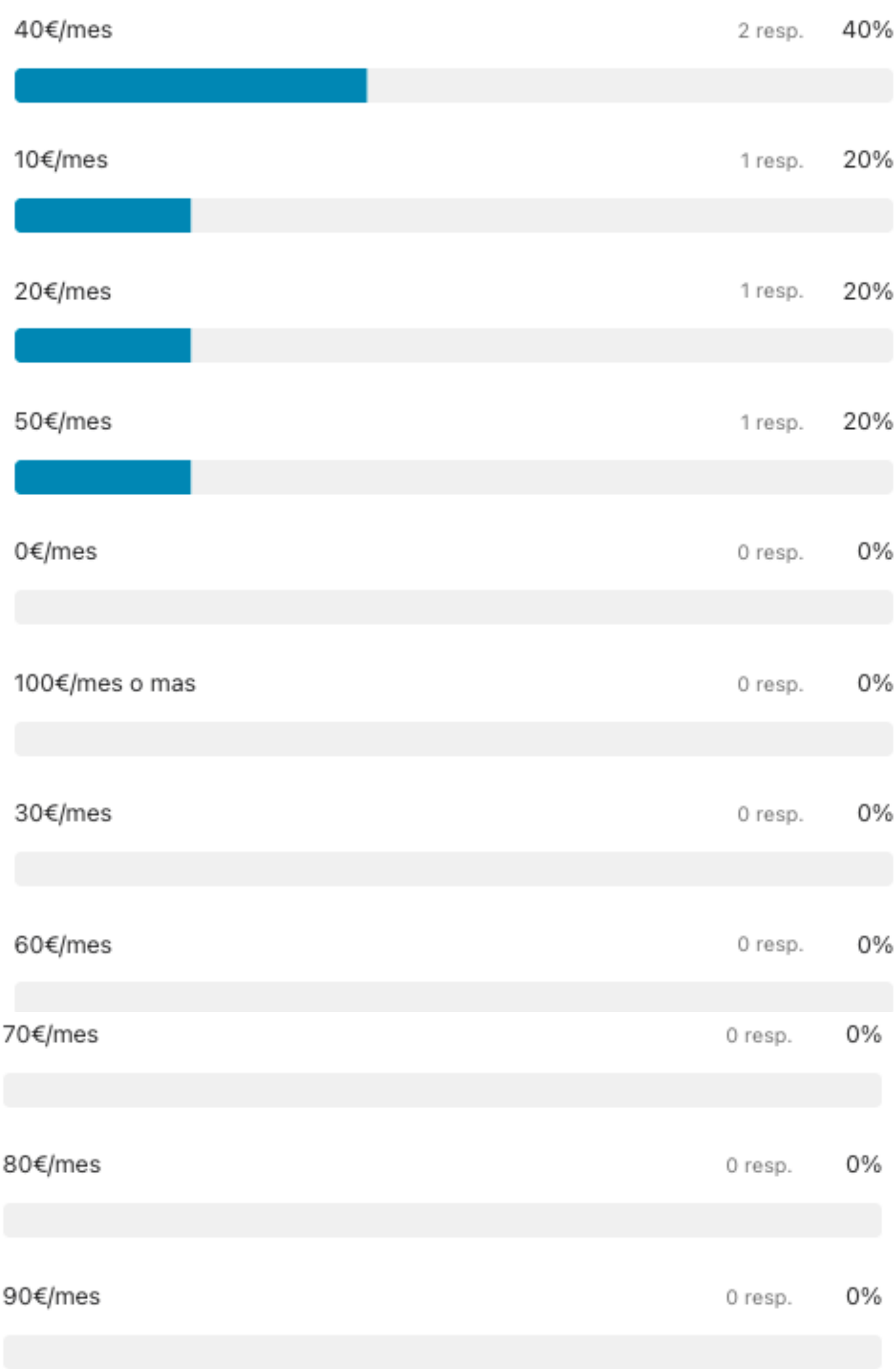
- 1d. What was it? Describe it!
- 1e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



- 1f. Who influenced you the most?
- 1g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)Change 4: Thanks to the fact that we had Norte Joven students in the company, I have noticed, on a personal level, satisfaction for having been able to help. Would you agree?

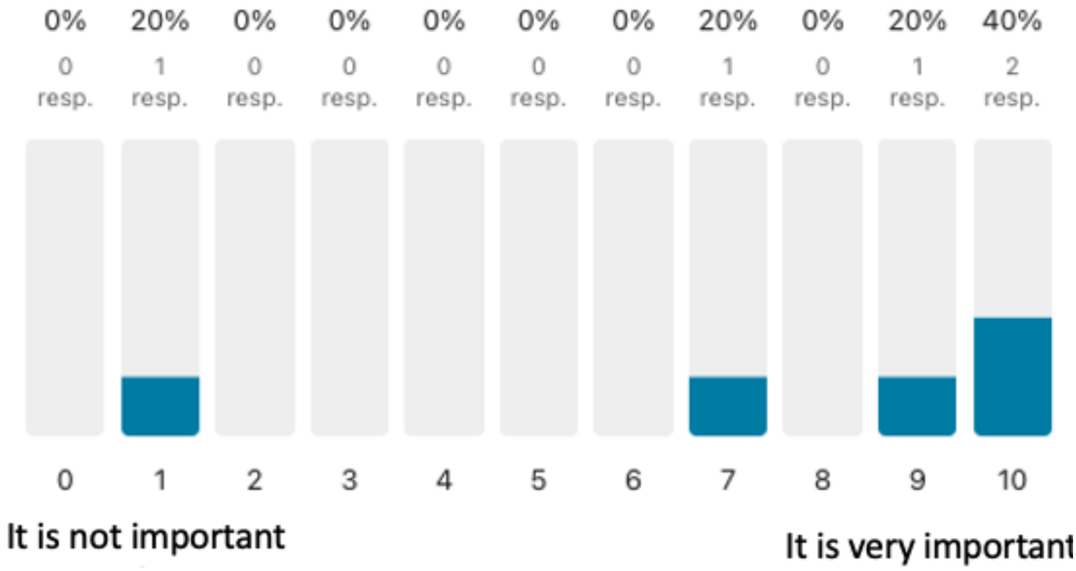


- 1hVAL. ¿Cuánto vale para ti el haber conseguido este cambio? Aunque sea difícil valorarlo, y solo es un ejercicio de estimación, piensa en cuánto vale para ti este nuevo conocimiento. ¿Cuál de las siguiente opciones coincide según tu opinión con "el valor" que le darías a este cambio".

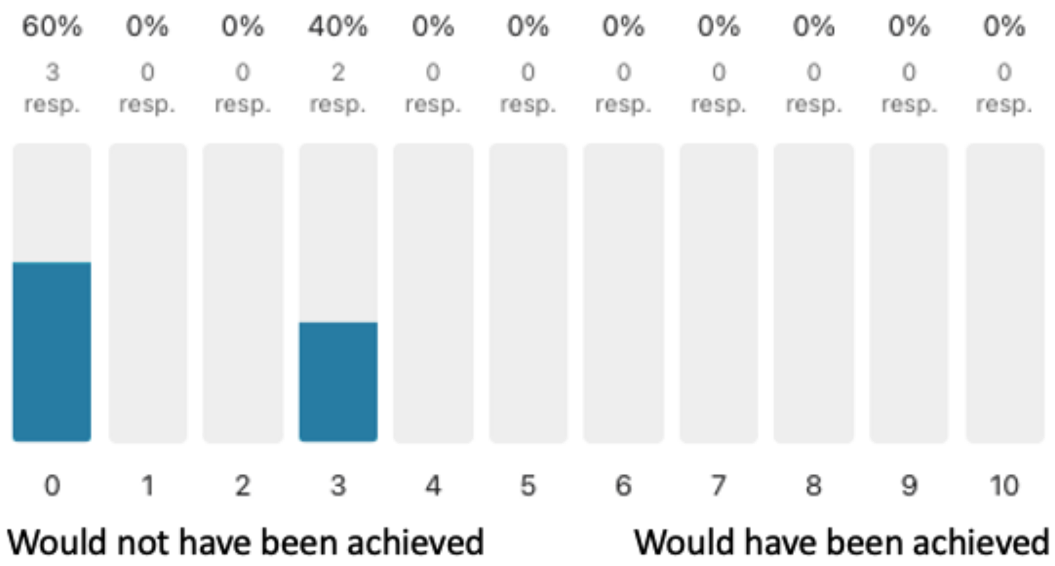


Change 2: Thanks to the repairs made by Norte Joven's kids in my house, I can now save money. "Thanks to the fact that I now manage my electricity consumption better, my bill has gone down. This has had a positive impact on my finances." Would you agree?

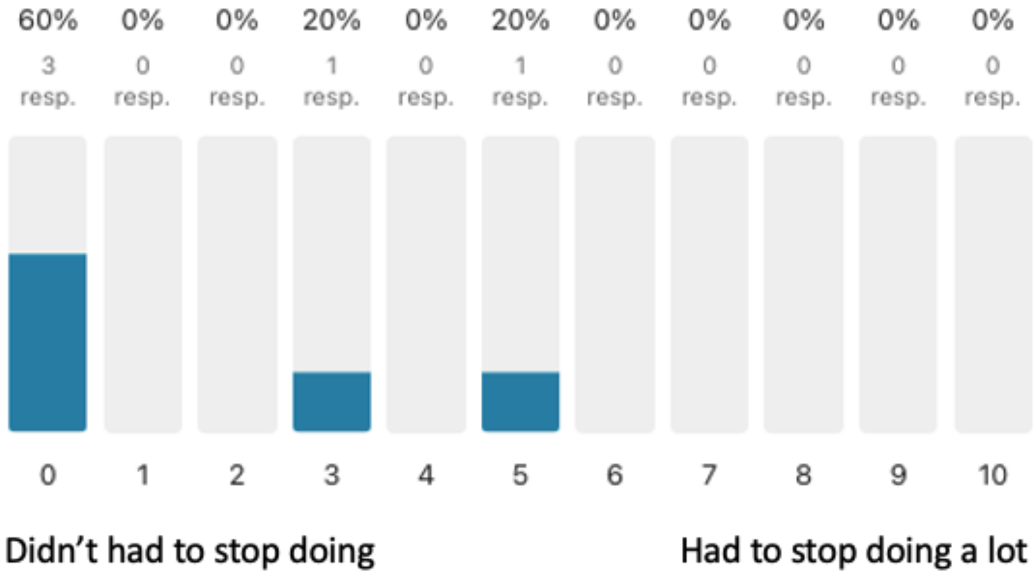
- 2a. Importance: From 1 to 10, how important is this change for you? (1-10)



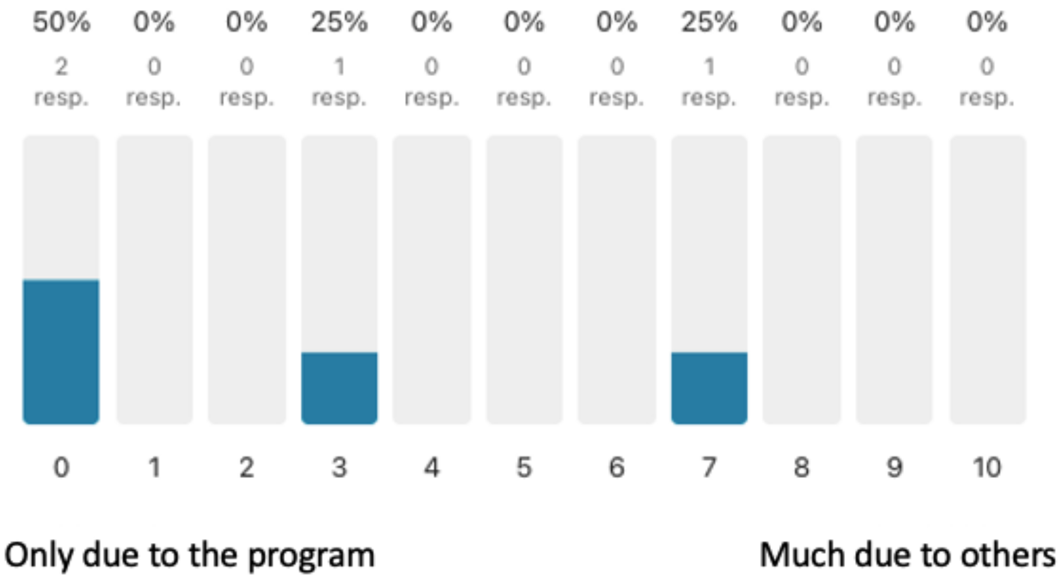
- 2b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



- 2cDIP: To what extent do you think that because you had the audit you had to stop doing something else, which would have possibly generated the same change? (e.g. a course on energy, a visit to the energy distributor).



- 2d. What was it? Describe it!
- 2e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



- 2f. Who influenced you the most?
- 2g. Drop-off: A change can come about and affect you for a shorter or longer period of time. How much longer do you estimate that Norte Joven will be able to enjoy this change? (1-10)Change 4: Thanks to the fact that we had Norte Joven students in the company, I have noticed, on a personal level, satisfaction for having been able to help. Would you agree?

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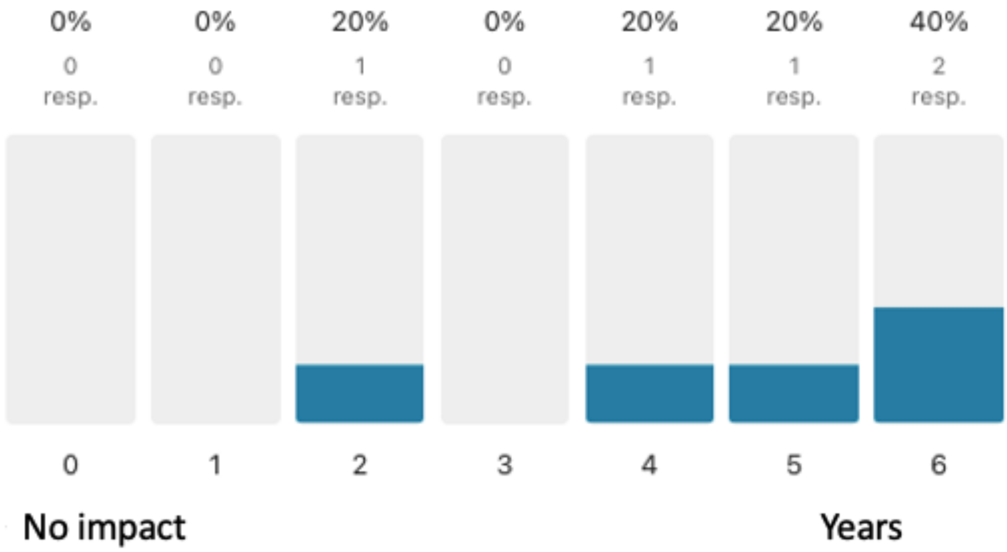


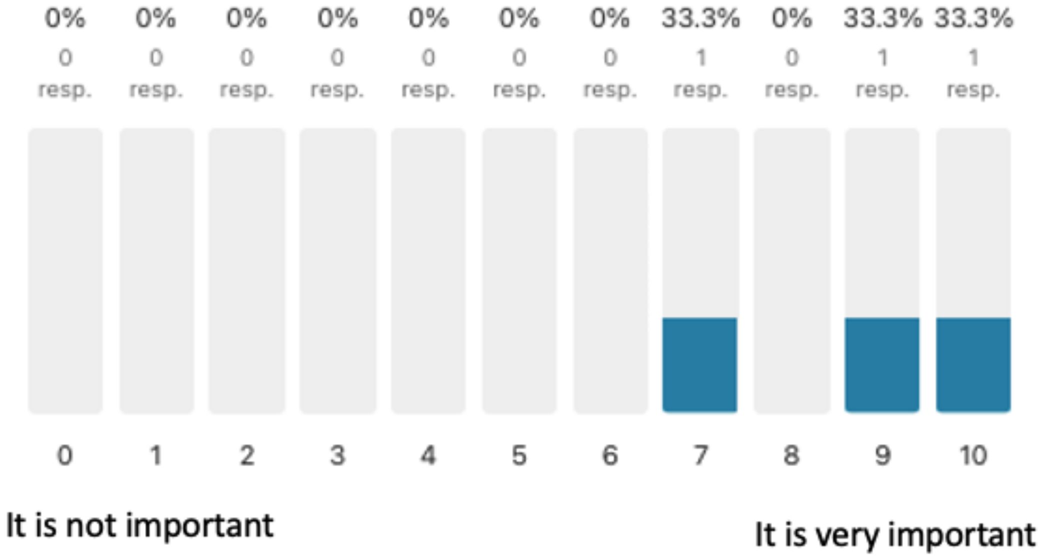
2hVAL: How much is this change worth to you? Although it is difficult to value it, and it is only an estimation exercise, think about how much this new knowledge is worth to you. Which of the following options coincides according to your opinion with "the value" that you would give to this change".
</td>
</tr>
</table>

	20€/mes	2 resp.	40%
	30€/mes	1 resp.	20%
	40€/mes	1 resp.	20%
	50€/mes	1 resp.	20%
	0€/mes	0 resp.	0%
	100€/mes o mas	0 resp.	0%
	10€/mes	0 resp.	0%
	60€/mes	0 resp.	0%
	70€/mes	0 resp.	0%
	80€/mes	0 resp.	0%
	90€/mes	0 resp.	0%

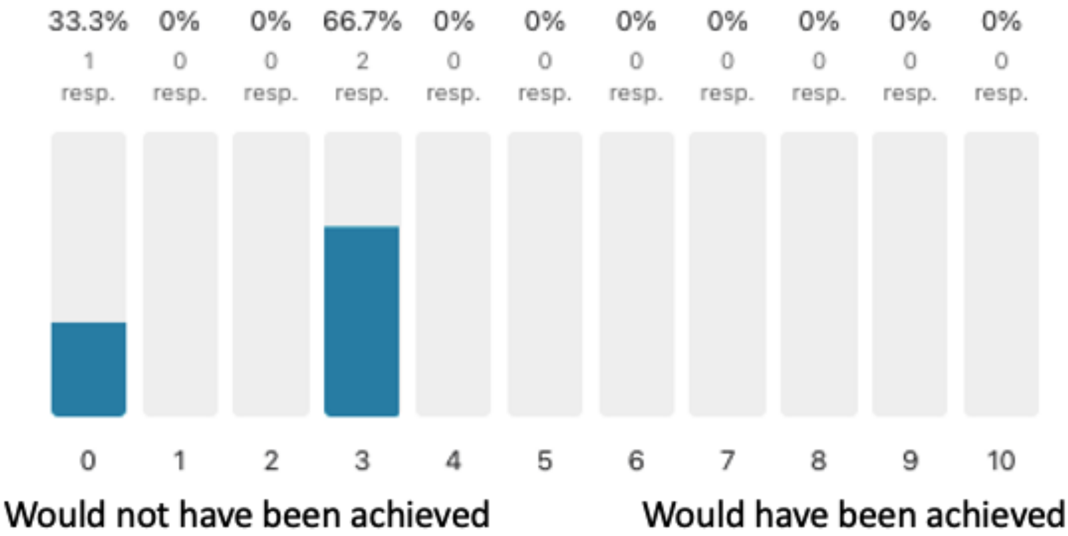
- Change 3: Thanks to the repairs made by Norte Joven's kids in my home, I now enjoy more comfort in my home. "Before, the doors didn't close properly, before I got cold through the vents, before I had problems with the radiators (or other things that were fixed or improved), now I don't". Would you agree?

Yes	4 resp.	80%
No	1 resp.	20%

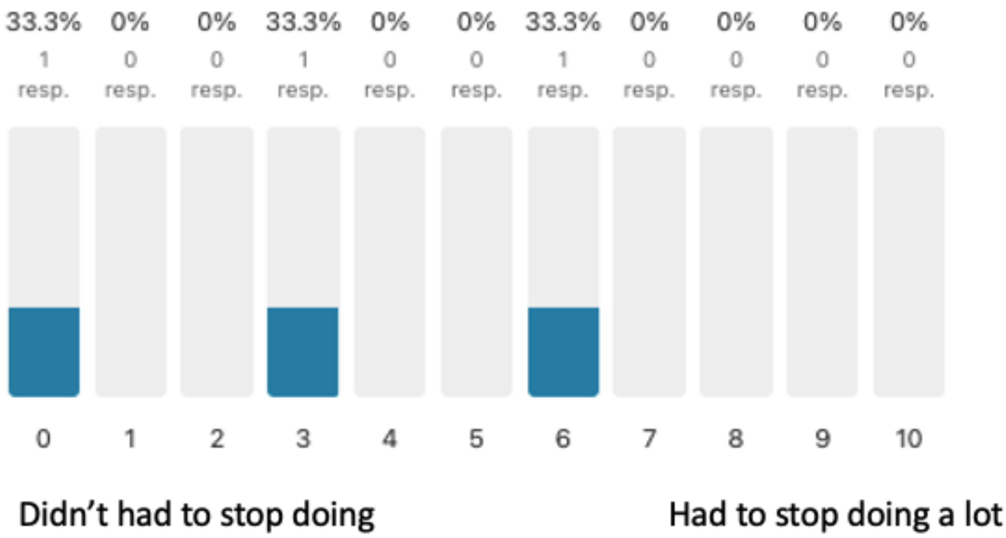
- 3a. Importance: From 1 to 10, how important is this change for you? (1-10)



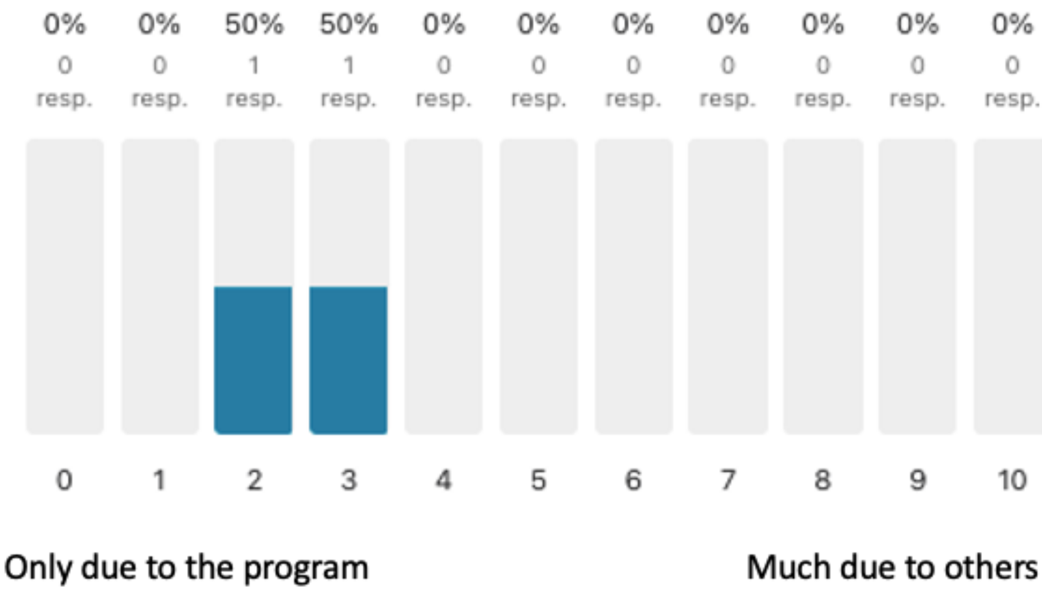
- 3b. Deadweight: From 1 to 10, to what extent do you think you would have succeeded regardless if the program had not been developed? (1-10)



- 3cDIP: To what extent do you think that because you had the audit you had to stop doing something else, which would have possibly generated the same change? (e.g. a course on energy, a visit to the energy distributor).



- 3d. What was it? Describe it!
- 3e. Attribution: From 1 to 10, to what extent do you think the "change" is only due to the existence of the program or was it influenced by other factors? (1-10)



- 3f. Who influenced you the most?
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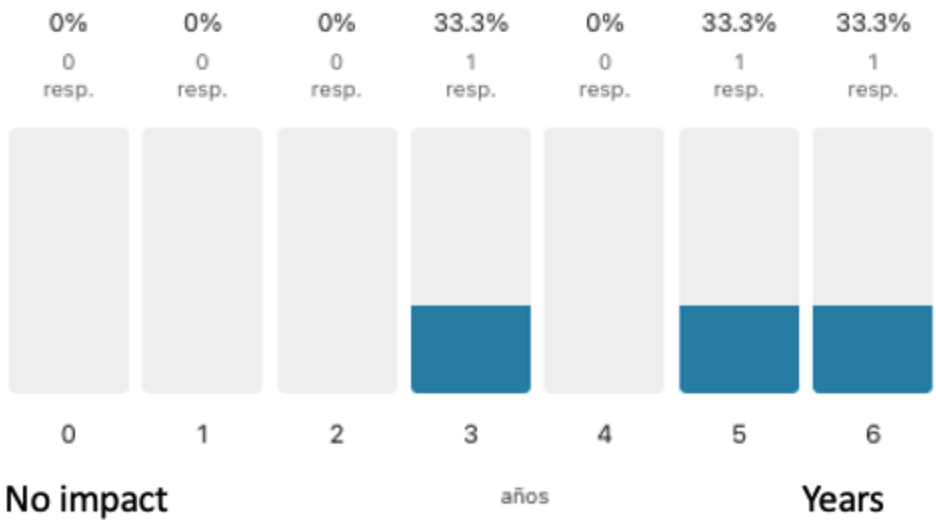

- 3hVAL: How much is this change worth to you? Although it is difficult to value it, and it is only an estimation exercise, think about how much this new knowledge is worth to you. Which of the following options coincides according to your opinion with "the value" that you would give to this change".

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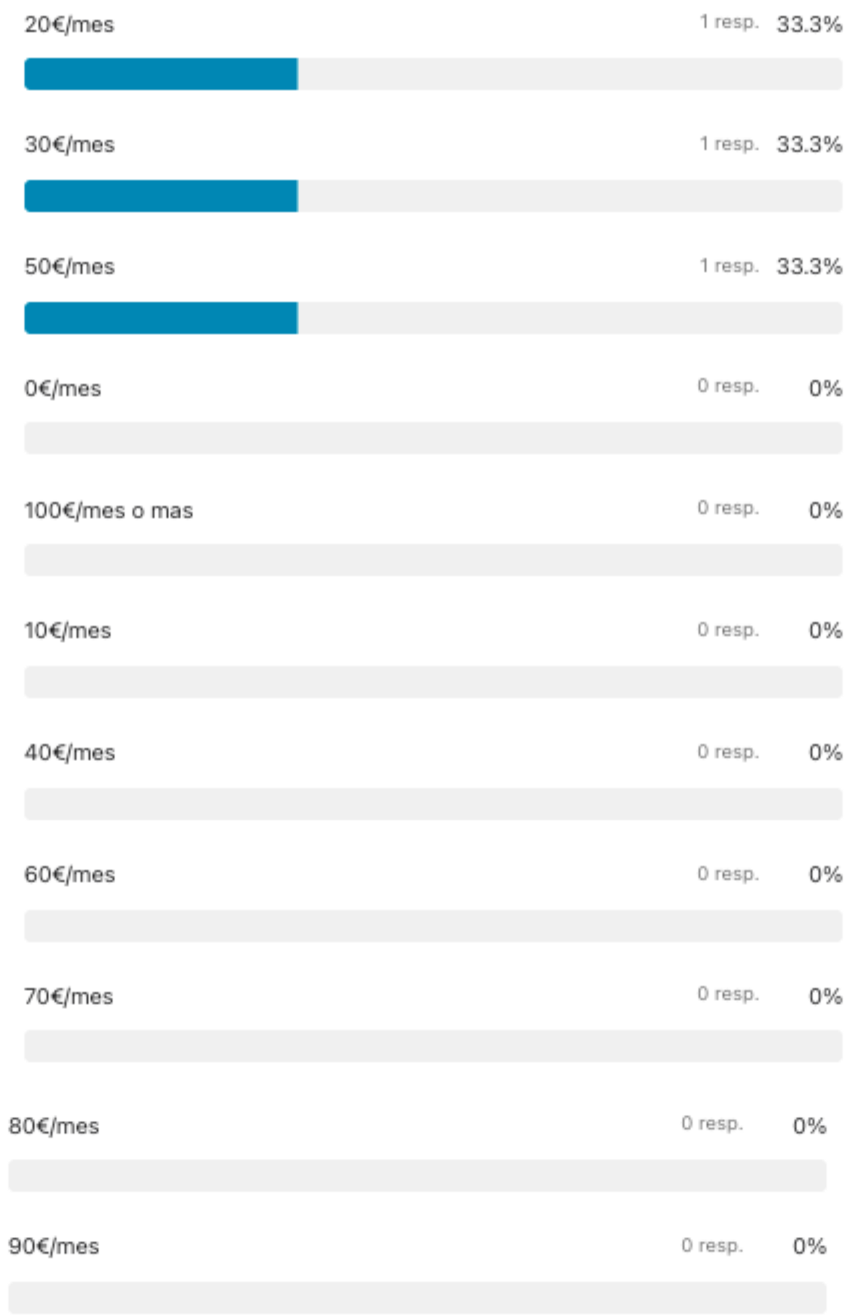
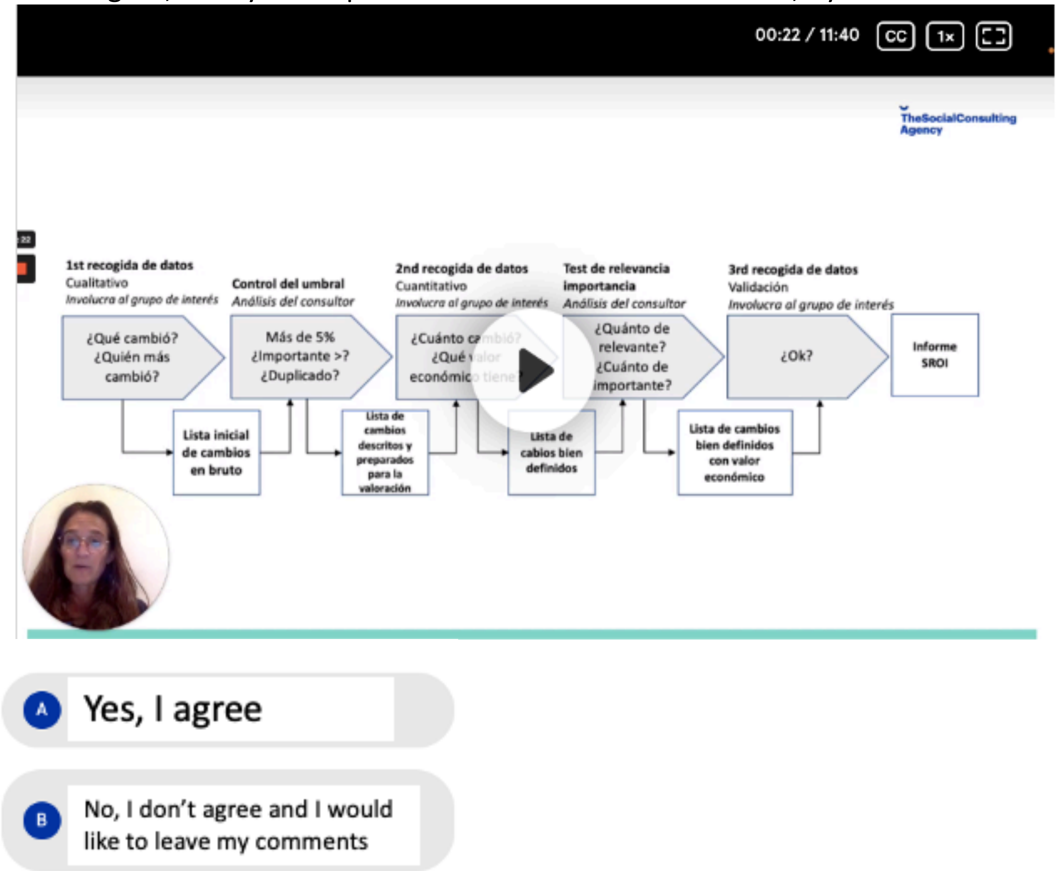
	 4. Has my experience with Norte Joven students caused any negative change in you? Tell us about it! 5. Would you add anything else that changed in you thanks to your experience with Norte Joven students that you don't see reflected in the previous proposals?
Social Services - Treasury	This stakeholder was “bencharked” and resources were 3rd party data, but validation of the outcomes, indicators and proxies was made by one person being representative, s employed by the state. See Annex F.

Annex E - Validation questions

These questionnaires were composed by:

1) A video showing the process and explaining the results of that specific stakeholder group;
2) The options to validate the process and the results. If the respondent selected "no, I don't agree, '' they could provide a comment in text version, by audio or video.



Stakeholder	Link to dynamic form
Norte Joven (as an organization)	https://www.videoask.com/fucj17cg3
Beneficiaries	https://www.videoask.com/fendzb3fj
Families of beneficiaries and tutors	https://www.videoask.com/ft920872w
Tutors and teachers	https://www.videoask.com/f3yxzsm7x
Volunteers	https://www.videoask.com/fnghcvtxo
Companies	https://www.videoask.com/f3yxzsm7x
Customers of audit	https://www.videoask.com/fmg6uvgni

Social Services - Treasury	This stakeholder was "bencharked" and resources were 3rd party data, but validation of the outcomes, indicators and proxies was made by one person being representative, s employed by the state. This was made through an interview the 22nd of Novembrer 2021. Seguridad Social 4E2C5A3 Lunes, 22 de noviembre de 2021 · 10:00 – 11:00

Verification of the analysis as a whole:
The verification with the initator of the program was not arranged as questions, but as meeting and review of content. For the other stakeholder, the executive summary was shared and a presentation was arranged inviting "The State" (stakeholder), the beneficiaries, staff and other stakholders. See link.

Written by :

Patricia Pólvora

Co-founder of

TheSocialConsulting Agency

Level 1 Associated Practitioner

SOCIAL VALUE INTERNATIONAL

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Translated: This report has been translated into Spanish. Find the Spanish version at the Social Value UK Report Database.

TheSocialConsulting Agency