EVALUATING THE IMPACT OF THE "STATUS: ONLINE" PROGRAMME IN RUSSIA

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Evaluation of Social Return on Investment for the Philip Morris Sales and Marketing Ltd.

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ABBREVIATIONS USED IN THIS REPORT

SOP	The "Status: Online" Programme
CAF	The “CAF” Foundation for Philanthropy Support and Development
CSR	Corporate Social Responsibility
PMR	Philip Morris Russia
PMI	Philip Morris International
nef	new economics foundation
RUB	Russian rouble (national currency of the Russian Federation)
SROI	Social Return on Investment
ToC	Theory of Change
WG	Working group
MLRF	Ministry of Labour of Russian Federation
RF	Russian Federation
BT	British Telecom
TAU	Third Age University
AVIP	Veterans, Invalids and Pensioners Association
GGO	Grandma and Grandpa Online
PFR	Pension Fund of Russia
NN	Nizhniy Novgorord
KLD	Kaliningrad region

REPORT SUMMARY

This report presents an evaluation of social return for the "Status: Online" programme implemented by the “CAF” Foundation for Philanthropy Support and Development with the financial support of the Philip Morris Sales and Marketing Ltd. (affiliate of Philip Morris International (PMI). The programme is inspired by the mission of PMI to provide sustainable and long-term solutions to improve access to education, foster economic opportunities, empower women and effectively respond to disasters. PMI partners with NGOs around the world to provide community investments that improve the living conditions of people where its employees live and work, and in the agricultural regions where it source tobacco.

The evaluation measures the impact of the "Status: Online" programme over a 1-year period (2015) in two Russian regions where the programme was implemented: Nizhniy Novgorod and Kaliningrad.

The objectives of this evaluation are:

- To understand the impact of the "Status: Online" programme through an evaluative study demonstrating the effectiveness of the investment undertaken by PMI;
- To support strategic planning and decision-making processes within the "Status: Online" programme with regard to its funding approaches and expansion to new regions;
- To assist PMI and CAF in identifying aspects of the programme that could be improved and the key drivers of the programme’s success.

The SROI (Social Return on Investment) methodology was used for this evaluation.

"Status: Online" Programme

Nowadays digital literacy[1] is considered one of the essential skills to allow people to effectively exercise full citizenship.

Due to the lack of basic computer skills, financial and legal information, and inability to use contemporary communication devices the elderly and disabled people cannot fully participate in modern life, realize their talents and ambitions, and make an input. Their chances for employment are next to nothing. They finish disconnected from their friends and family and excluded from the society. They cannot use electronic services provided on the state and municipal levels.

The programme is focused on providing training for old and disabled people in the areas of the basic elements of digital literacy and IT, financial and legal literacy required for improvement of their social and economic stability to increase their chances for employment or small business undertakings.

The programme objective is to contribute to improvement of the quality of life for the elderly and physically challenged adults, create conditions that prevent their social and informational isolation, and give birth to the new opportunities for an active lifestyle.

The programme’s two main objectives are:

[1] The definition of term “digital literacy” could be: “the acquisition of the technical competence for using information and communication technologies, understood in a broad sense, in addition to the acquisition of the basic practical and intellectual capacities for individuals to completely develop themselves in the Information Society”. (“Grandparents & Grandchildren” research report, 2013)

1. To provide training for older people and people with disabilities on the basic elements of digital literacy and IT.
2. To empower elderly and physically challenged people with the option to use modern information technology for acquiring new skills and expertise for active communication, fulfilment and employment.

Theory of change of the "Status: Online" programme

The overall goal of the "Status: Online" programme is to contribute to improvement of quality of life for the elderly and physically challenged adults, create conditions that prevent their social and informational isolation, and provide new opportunities for an active lifestyle.

The theory of change (ToC) of the "Status: Online" programme describes the principal changes the programme has brought about for the stakeholders who are most affected: attendees of the computer training course, trainers, relatives (who live together with visually impaired attendees), and NGOs (regional coordinators housing the courses).

The changes, identified through a qualitative approach (focus groups and stakeholder interviews conducted in two regions of the programme: Nizhniy Novgorod and Kaliningrad), are as follows:

Stakeholders	Outcomes measured by SROI
Participants of the courses	Increased self-esteem Increased independence Reduced social isolation Improved capacity to take part in new activities Additional saving or income Extra spending
Trainers	Improved professional competence Increased self-esteem
Relatives who live with visually impaired attendees	Improved family relations More time for themselves
NGO – regional coordinators	Improved sustainability Increased social impact

Table 1: Outcomes measured by SROI

Data collection

After the outcomes achieved were identified by engaging directly with the stakeholders, indicators were selected and questionnaires were developed to measure the quantitative data on the extent and intensity of the changes experienced by the stakeholders during the programme. Questionnaires were given to former participants of the courses, trainers, relatives and NGO representatives in March 2016 at the locations included in the scope of this SROI.

Besides measuring change, data were also collected on other variables that influence the impact of the programme: financial proxies (valuation), counterfactual (the changes that would have happened anyway), attribution (the degree to which the programme itself can be considered responsible for each outcome), benefit period and annual drop-off.

Results and conclusions

Overall, we found that at the two locations included in this SROI, stakeholders report a positive change across all outcomes considered in this analysis. This change, however, is differs between the locations.

In Nizhniy Novgorod the benefits created by the SOP went mostly to the participants (85.8% of the total value), who are the main target group of the programme. The most highly valued outcomes here are the ones the SOP is directly aiming to achieve – increased independence, self-esteem and reduced social isolation. Based on rigorous research and best assumptions, our estimate of social return on investment in Nizhniy Novgorod is RUB 6.39.

In Kaliningrad the value created by the SOP went either to participants or NGOs – regional coordinators, with the former deriving the greatest value by a difference of 11% (50% and 39% of the value respectively). The most highly valued outcomes here are improved sustainability for NGOs and increased self-esteem and reduced social isolation for participants. This is explained by the fact that the SOP has just started there and the first and main investments have been made to the regional NGO coordinators. Based on rigorous research and best assumptions, our estimate of social return on investment in Kaliningrad is RUB 1.46.

The unintended outcomes – such as improved professional development and increased self-esteem on the part of trainers, as well as increased time-release and improved family relations for the relatives of visually impaired participants – rated lower at all locations.

Overall, the SROI ratios across the two locations vary:

- between 3.56 and 7.99 in Nizhniy Novgorod;
- between 1.09 and 1.82 in Kaliningrad region.

We can therefore state with confidence that the SOP has had a positive impact at the two locations analysed for this SROI.

The SROI ratio for Kaliningrad region is the lowest, which is explained by the following factors:

- *the size of the population*: it is the smallest of the two locations considered in this SROI
- *the level of urban development:* in this region the programme runs in rural areas with low income, while Nizhniy Novgorod is an important economic, industrial and cultural center of Russia
- *the amount of investment*: this region received less funding than Nizhniy Novgorod
- *the time of the intervention*: the programme here has been implemented since 2015 while in Nizhniy Novgorod it started in 2013.

The SROI ratio for Kaliningrad has a potential to be higher in the future, as at the moment of this evaluation, the digital literacy courses had just started there and the pilot education course was a little bit shorter than usual SOP course, so the first participants there might not have fully experienced all the benefits of the programme. Thus the SOP impact is expected to become higher as long as the SOP programme will develop at full potential there.

The findings are indicative of the SOP’s allocative effectiveness, since the vast majority of the benefits created accrue to the intended beneficiaries and outcomes.

CHAPTER 1 Introduction

This report presents the results of the evaluation of social return on investment (SROI) undertaken with regard to the "Status: Online" programme implemented by CAF in Russia with the financial support of Philip Morris Sales and Marketing Ltd.

The programme is part of the Philip Morris International (PMI) wellbeing mission to provide sustainable and long-term solutions to improve access to education, foster economic opportunities, and empower women.

In Russia the "Status: Online" programme has been underway since 2013 in the regions where Philip Morris Sales and Marketing Ltd. has its business operation units. By 2016, it involved 14 regions: Kaliningrad, Kemerovo, Krasnoyarsk, Mordovia Republic, Nizhny Novgorod, Novosibirsk, Rostov-on-Don, Samara, Tomsk, Yekaterinburg, Vladivostok, Volgograd, Omsk and Yuzhno-Sakhalinsk.

The specific purpose of this SROI evaluation is to identify the impact of the social investment made through the "Status: Online" programme in two regions by 2015:

Region	Population	Years involved in the programme
Nizhniy Novgorod city	Urban (<1.3m population)	2013 – 2015
Kaliningrad region	Rural (>50k population)	2015

Table 2: SROI scope

1.1. The "Status: Online" programme

The background to the programme

According to data provided by the Ministry of Labour of the Russian Federation (MLRF) there is a tendency towards ageing of the population in the Russian Federation[2] (RF).

The chart below presents the percentage of retired people in the RF by years including a forecast.

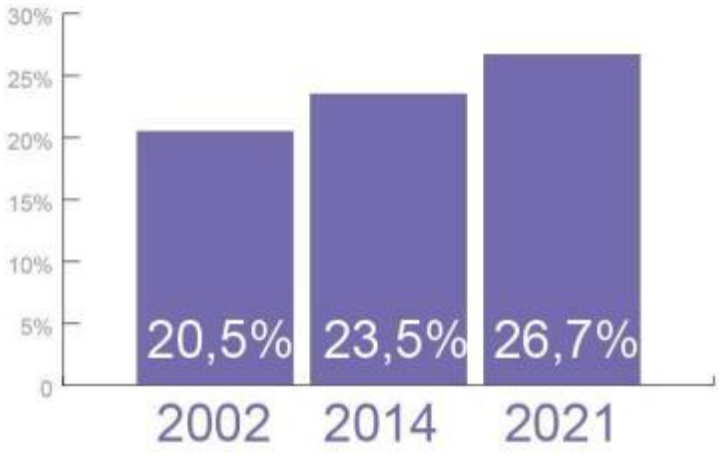


Figure 1: The percentage of retired people in the RF

[2] MLRF: http://www.rosmintrud.ru/docs/mintrud/protection/203

An ageing population is a challenge that the country can take up if conditions that support older people are created.

In accordance with the assignment given to the MLRF by the President of Russia Vladimir Putin, an action strategy was developed for the elderly Russian population.

The strategy includes the need to create an environment which will encourage and enable elderly people to take an active role in current and future society.

The IT-centric world has led to a great demand for improved digital literacy among the elderly population. One area where this is vital is obtaining the services from the government.

Websites offer a wide range of information: opening hours of public and private offices and hospitals, forms to be downloaded and filled in without queuing at desks, lists of documents to be provided to submit a request for services, information concerning the deadlines of payment of basic services, home banking and many other services that allow people to gather information from the comfort of their own home.

The table below shows the usage statistics of one of the Russian government service portals GOSUSLUGI.ru[3]

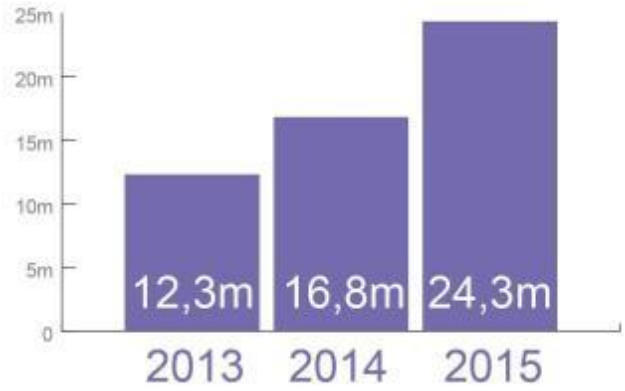


Figure 2: Usage of state portal gosuslugi.ru (federal transactions, Millions)

However, IT usage is not evenly spread throughout Russia. Digital literacy is much higher in the large cities such as Moscow and St.-Petersburg than the rural areas of the country.

Figure 3: The geography of internet usage in the RF in 2015

[3] Ministry of Communications of RF: http://minsvyaz.ru/ru/events/34308/

According to a 2015 GFK survey, only 28% of those aged 55+ use the internet[4].

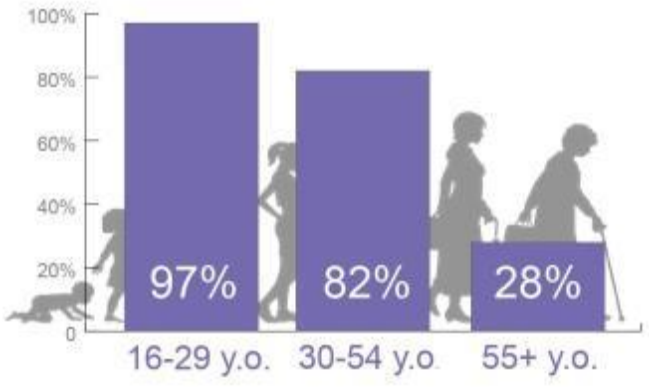


Figure 4: Internet user profile

Under the Russian government decree №164-r dated February 5, 2016 MLRF developed the Strategy of Actions aimed at the interests of the older generation. One of the highlighted priorities of the strategy’s implementation plan is to provide access to information and educational resources for the elderly (in particular, to provide educational opportunities and access to information resources and to develop services to improve the older generation’s digital literacy skills).

Thus the “Status: Online” programme (SOP) aims to enable elderly and disabled adults to acquire new information technology skills that will allow them to perform necessary but potentially difficult tasks such as the payment of bills and other, basic online banking functions.

As Russia continues to develop its IT usage, digital literacy skills will give the elderly/disabled a greater degree of independence and access to the outside world, and will help to create new employment opportunities. When you consider that all state services in Russia were switched online in 2015, it really is a burning issue.

The design of the programme

Objective

The purpose of the programme is to contribute to the improvement of the quality of life of elderly people and disabled adults, thereby creating conditions that prevent their social and informational isolation, and providing new opportunities for an active lifestyle.

Goals

To provide assistance in conducting digital literacy courses for the elderly and disabled adults.

To empower elderly and disabled people with the option of using modern information technology to acquire new skills and expertise. This will allow them to benefit from active communication and employment opportunities as well as giving them a sense of fulfilment.

Mechanism

The programme has been implemented in 14 regions of Russia. CAF Russia conducted research in the selected regions in order to assess the need, to define the number of potential beneficiaries,

[4] GFK Research company: http://www.gfk.com/ru/insaity/press-release/issledovanie-gfk-za-2015-god-internet-auditorija-v-rossii-uvelichilas-eshche-na-4-mln-chelovek/

and to determine the organizations capable of providing the service. The regional NGO coordinators for the programme were selected through a grant competition process. All NGOs were subject to standard grantee validation.

Format

The programme was implemented on a federal level with regional focus, with CAF Russia as the central programme partner and administrator, and NGOs as regional coordinators.

Results / impact

The programme was implemented in 14 regions of Russia. In 2015, the initial task was to bring new knowledge through computer courses to no fewer than 4,000 people. As a result, 6,368 people obtained new skills and expertise, which is 59% higher than the target figure. Several dozen programme graduates found employment thanks to the course. The SOP gives the elderly/disabled a greater degree of independence and access to the outside world, and creates new possibilities for employment in fields previously not accessible.

Within the framework of the programme the classrooms were organized and equipped with computers and other training equipment. Specialists (either NGO employees or external trainers) who all had the necessary skills and experience to teach elderly and disabled people in digital literacy conducted the courses. Training programmes and study materials developed by regional coordinators included the following subjects: basic computer skills, basic knowledge of the internet, Skype, e-mail, basic text and sheet processing programmes. Additionally, the programme training on how to work with federal and municipal web resources, for example, users were taught how to work with the Common Government Services Portal of the Russian Federation. The overall duration of the course was between 30 and 42 hours.

During the course, people did not only learn to use computers but also participated in a number of additional training sessions and meetings with representatives of regional institutions and companies such as the RF Pension Fund, regional departments of social services, employment agencies and Sberbank.

To reach the second goal of the programme in every region NGOs organized additional meetings between the participants and potential employers and conducted special training sessions on using computer technology to find a job.

The participants who completed the digital literacy course became active internet, Skype and e-mail users. They obtained skills and knowledge which helped to ward off social and informational isolation. Their social networks grew thanks to new friends and acquaintances, they established connections through the on-line social networks, which has given them the opportunity to share their opinions, knowledge and help each other.

All regional NGOs provide on-demand consulting services so that even after finishing the course the programme graduates are not left alone but instead have opportunity to obtain information on any subject.

Lessons learnt/keys to success

Over the three-year period of programme implementation CAF identified the following keys to success:

1. There should be a fine balance between working through multiple local partners who have a degree of independence in how to implement the programme and ensuring that the quality standards and branding are met across the programme.

2. Always keep in mind that the target audience are elderly people, thus it’s important to give them time to process the new information and build new skills. That is why the course should be long enough with lots of room for revising and going back to basics.

3. It is very important to engage trainers who understand how to work with the elderly and disabled people.

4. Involve volunteers who can support the lead trainer and help individual participants during lessons and beyond class time.

5. Provide opportunities for participants to come back and ask for help after they graduated - hotlines, individual consultations, peer-to-peer support etc.

1.2. Objectives of this evaluation

This evaluation has two main objectives:

- To understand and communicate the impact of the programme through an evaluative study (to prove);
- To form internal decision-making processes within the "Status: Online" programme with regard to its project funding approaches and expansion to new regions, and to identify aspects of the programme that could be improved and the key drivers of the programme’s success.

To achieve these objectives, a Social Return on Investment (SROI) approach was used:

1. SROI is an approach that allows the measurement of the programme’s social outcomes related to individual wellbeing.

2. SROI shows the extent to which the intervention is cost effective and how the outcomes are achieved for each stakeholder group to ensure the programme creates social value for its key target groups.

3. The SROI process can help CAF and PMI maximise impact for a given level of resources by analysing which factors, internal or external, are contributing to or hindering the achievement of a successful "Status: Online" programme.

4. To an extent, SROI can be used in a comparative way to analyse the relative effectiveness of the "Status: Online" programme in different regions.

Within this report, SROI was calculated for two regions and the ratios are discussed along with other data obtained within the research to provide a better understanding of how the programme produces a social impact and what can be done to maximize it.

This report is structured as follows:

Chapter 2 provides the context by presenting a brief summary of examples of similar digital literacy programmes in Russia, an example of a SROI evaluation of “Get IT Together” Programme implemented by British Telecom and previous efforts by CAF to evaluate the results of SOP.

Chapter 3 outlines the research methodology with further details provided throughout the report and in the appendices.

Chapter 4 presents a theoretical understanding of how the SOP creates change for participants of digital literacy courses, relatives of visually impaired participants, trainers and NGO regional coordinators based upon stakeholder engagement data.

Chapter 5 includes the theory of change developed for every stakeholder group and is tested by the SROI process presented in greater detail.

Chapter 6 contains the results of the SROI modelling. These are the changes observed for each stakeholder group and how they translate into impact and value.

Finally, in Chapter 7, the results of the evaluation are discussed along with the conclusions from the research and discussion points relating to programme design, delivery and further development.

The preliminary results of this evaluation were presented to PMR and NGO regional coordinators currently involved in the SOP, with the aim of stimulating discussion about best practices and possible improvements to the programme. This report will be available in English and in Russian, and will be published in open-access resources for further discussion of the SROI approach and findings in the third sector as well as being accessible to expert and donor communities.

CHAPTER 2 Evaluation of digital inclusion programmes: the context

2.1 Available IT courses at a glance

As has been mentioned above, the Russian government understands that the country's population is getting older. It also wants to make the state services more efficient and one of the approaches is to use information technology to register, monitor and evaluate this efficiency. One of the principal documents was issued to all local on January 22 2015. With Directive #33, Prime Minister Dmitry Medvedev, ordered local authorities to start social programmes to teach digital literacy to their elderly citizens[5].

This boosted the accessibility of free computer courses throughout Russia. Although most of the learning programmes are local, there are a number of programmes such as SOP that are conducted throughout the RF. Free digital literacy education programmes for the elderly can be divided into two categories: intramural and extramural.

Among intramural programmes there are two which need describing in detail.

One of them is called the Third Age University (TAU) and is being organized by a civic organization, Pensioners Union of Russia (http://www.rospensioner.ru).

TAU emerged in 2007 and has opened branches in more than 40 regions throughout Russia. It is teaching the elderly not just digital literacy but a number of useful subjects such as law, history, health and gardening.

Just like SOP, TAU has both social and educational goals, with special educational programmes being developed for elderly students.

In every region TAU is joining forces with local organizations such as the Pension Fund of RF, local labor unions, libraries, museums and churches etc. These partnerships have meant access to lecture rooms and facilities for TAU.

An examples of good practices initiated by the programmes is the interactive methods of teaching when students do not just receive the information, but also are active participants and facilitators. They also organize different educational trips and walking tours.

The way that TAU uses education boost the social activity of the elderly and their social involvement is noteworthy.

The other intramural national programme is called Grandma and Grandpa Online: http://babushka-on-line.ru

It was founded by a civic organization, the Association of Veterans, Invalids and Pensioners (AVIP) in 2008 in St.-Petersburg. Since then they have grown to cover 65 regions across the RF. The courses may be attended by women over the age of 55 and men over the age of 60. The groups are limited to 10 people, which ensures higher quality of education. The lessons are held by young instructors-volunteers.

Just like TAU, they have social and educational goals, but unlike TAU which developed the educational programmes themselves, AVIP developed it together with St Petersburg State University of Communications.

This programme is supported by the Russian government and large companies such as Intel, Rostelecom and Ulmart.

Among the extramural programmes Azbuka Interneta and SVVP programmes are worthy of mentions.

[5] State portal of legal information: http://pravo.gov.ru/proxy/ips/?docbody=&nd=102366636&

The Azbuka Interneta programme (http://azbukainterneta.ru) which can be translated as Internet ABC is a training toolkit which was developed by Rostelecom company together with PFR.

Figure 5: “Internet ABC” training programme

SVVP programme *(*http://www.svvp.ru/), which can be translated as All Ages Surrender to the Network, was founded by MTS and the Internet Development Foundation with the support of civic organization Healthy Nation League.

Figure 6: SVVP education programme

These internet resources provide online digital literacy courses designed for self-education or to be used by teachers of the elderly students.

These virtual learning books are designed to be easily understandable by the elderly. They contain extensive information on computer hardware, how to store information, the principles of working with text documents, video and audio files and photos. There are chapters dedicated to skills

needed to work with search engines, social media, Skype and e-mail programmes as well as security rules when browsing the internet. A special section is dedicated to an explanation of State Services Resources, and where and how to obtain them. All the lesson materials can be printed out.

It should be noted that the user needs basic computer skills to be able to use these resources. They are a perfect solution for people who would like to develop their skills or to reinforce the learnt materials.

A very important difference between SOP and the programmes mentioned above is its focus on finding and securing jobs. People approaching pensionable age are able to study PC literacy, which is very important in helping to prevent them from losing their jobs. Also, additional topics of SOP are dedicated to job search, interviews with would-be employees and recruitment agencies. The students are taught about financial and legal literacy. In all of the SOP locations even after the graduation the students can address programme facilitators and receive answers to their questions. Upon request, the students can further develop their computer knowledge in the areas such as photo and video editing, accounting etc. Another advantage of SOP is the fact that this programme also works in rural areas of Kaliningrad, Krasnoyarsk, Nizhniy Novgorod which are not covered by other programmes due to their remote location.

Considering the fact that digital literacy training for aged and disabled citizens is a relatively new feature for Russia, there is no data available on impact evaluation of digital inclusion programmes in the country. Most existing programmes provide only quantitative data: annually about 15,000 retired people learn digital literacy at TAU, and more than 30,000 took the courses at “Grandma and Grandpa Online”.

Fortunately, efforts to evaluate the impact of IT course for older people have been undertaken in other countries such as Great Britain.

2.2 British Telecom Programme SROI evaluation

The Get IT Together Programme implemented by British Telecom provides training and skills to digitally excluded groups in low income areas. The Get IT Together projects operate at 15 locations around the UK. They run five- and ten-week courses for older people, job-seekers, disabled people and people living in rural areas. They cover all four countries and are particularly focussed on the most disadvantaged regions in England. These projects are primarily delivered by Citizens Online, a charity set up to tackle the issues of digital exclusion, to make sure that the internet is available to everybody, and to help individuals and communities gain the benefits of being online. The courses are delivered by a combination of volunteers and paid tutors, and though aimed at a range of target groups, Citizens Online is most successful at attracting older learners who make up 80 per cent of all participants.

BT commissioned Just Economics to evaluate the success of the Get IT Together programme and they published the report in June 2014.

The research comprised three stages of data collection:

1. Stakeholders were engaged qualitatively to understand the theory of change and identify the appropriate outcome indicators.

2. Existing survey data gathered by Citizens Online were analysed to evidence outcomes.

3. Additional interviews were carried out with a sub-sample of jobseekers, volunteers and paid tutors who reported to have gained employment as a result of the programme.

The final list of stakeholders identified for this analysis was as follows:

- Learners:
  - Older people – with a computer at home – living in a rural area.
  - Older people – with a computer at home – living in an urban area.
  - Older people – without a computer at home – living in a rural area.
  - Older people – without a computer at home – living in an urban area.
  - Jobseekers
- Volunteers who help to run the courses.
- Paid tutors in rural areas.
- The state.

The interviews in the stakeholder engagement phase established the theory of change for the research, i.e. identified the appropriate outcomes to measure. Feedback from the participants also established that the course is, on the whole, well-liked, and valued for the opportunity it provides to develop computer skills and socialise with others.

Notable findings from the longitudinal data are as follows:

- 60% of learners report improved confidence.
- 25% report a reduction in social isolation.
- 57% report a more meaningful use of their time.
- 31% are shopping online and using government services.
- 78% report that they are still using the internet three months after the course was completed.

This SROI analysis was presented as a ‘forecast’ rather than an evaluative SROI due to some issues with the quality and fit of the primary data. The SROI analysis shows that the Get IT Together projects are forecasted to produce positive social value for digitally excluded people and wider society.

Based on data from 2011/12, the forecast was that in 2012/13 the present value of the social benefit created by the project would be over £1.5 million for an investment of over £420,000. This translated into a ratio of 3.7:1, or for every £1 invested in the programme over £3 of social value was generated to stakeholders.

The present value of the benefits to the state was over £430,000, suggesting a marginally positive return (1.04:1). The service was valued by learners, and appeared to be especially effective for older people who make up the largest client group followed by volunteer tutors.

The Get IT Together programme provides an important entry point to the online world for the digitally excluded, particularly for older people and those who live in rural areas.

2.3 SOP evaluation experience

CAF has extensive experience in the field of programme evaluation both as a client and as an evaluation service provider, so the evaluation component is included into all CAF programmes.

In the SOP, the evaluation component is present throughout the programme cycle:

- The NGOs’ applications are evaluated by experts
- The projects are monitored by the programme director
- Each NGO coordinator has its own unique set of indicators based on its objectives and activities related to the Programme.

A proven system of monitoring and evaluation conducted according to specific plans and forms at every single organization gives CAF the opportunity to draw conclusions on the effectiveness of certain projects, the satisfaction of the participants and the level of obtained knowledge and skills. For instance in Samara region more than 90% of participants were satisfied with the knowledge obtained, in Krasnoyarsk region 84% of students identified new acquaintances as the key positive factor and more than 76% of them registered on social networks.

Within the scope of SOP CAF Foundation conducted a survey in 2015 among the participants of the programme questioning if they saw a need for digital literacy. Participants of the survey included elderly people and adults with disabilities who graduated from SOP in 2013-2014: total number of respondents - 1,353 representing seven cities of the RF (23% of all the graduates of the programme in 2013-2014).

The goal of the survey was to identify the degree of importance and usefulness of the SOP, analyze the relevance of information and skills obtained by the participants of the survey, and consider their opinion for the planning process of the upcoming programme stages. The survey was anonymous, included both open-ended and closed questions, and was organized through web-based service Survey Monkey Russia.

Main survey findings:

1) 79% are using their computer to keep in touch with their friends and relatives.

   67% are using their computer to search for information.

   49% are using their computer to access state services.

2) 86% would like to learn more about computers and services.

   14% think that the computer knowledge they have is enough.

3) 45% would like to attend the courses once again.

   38% would like to learn to use tablet devices.

4) Only 10% of unemployed graduates would like to find a job.

5) 73% of the participants are women.

6) Average age was 64 years, the youngest was 22 years old and the oldest was 91.

7) 77% of graduates keep in touch with organizations that conducted the training (participate in the events, ask for help or communicate with other participants).

At first CAF was planning to use a unified form of the satisfaction level survey for all the organizations, but later CAF changed the approach due to the fact that the educational programmes of different organizations and participants groups are different, which leads to a certain difficulty in developing a unified set of questions and indicators.

After the survey it became clear that employment was not the main goal for the majority of course participants, i.e. one of the main objectives of the SOP could not be fully achieved, and a decision was made to use the principles of SROI, to understand what kind of value (financial and non-financial) the programme creates for its final beneficiaries.

CHAPTER 3 The SROI Methodology

Social Return on Investment (SROI) is a form of cost-benefit analysis recognised by the Cabinet Office of the United Kingdom. The method helps organisations to assess intangible aspects of their programmes – i.e. aspects that are often not valued in a traditional cost-benefit framework.

Rather than simply focusing on the costs of investment, the SROI methodology takes into account all the impacts considered relevant by different material stakeholders.

The SROI goes beyond conventional assessments that tend to focus only on the actions and activities undertaken by the programme, which do not always reflect the most important changes.

The richness of the SROI method lies precisely in its measuring of the ‘change that has happened’ and that was experienced by the stakeholders themselves. SROI measures the change that is relevant to the people or organisations who actually experienced or contributed to that change.

Once the principal changes have been identified, their impact is conveyed by assigning an equivalent monetary value to each one.

The SROI value is more than just a number: it tells the story of the change that took place and its goal is to generate information to support decisions, including qualitative, quantitative and financial data.

In summary it is the search for the story of how the change was brought about, what is measured is the social, environmental and economic impact of a programme.

SROI evaluation may include the social value created by the entire organisation, or may focus only on a specific aspect of that organisation’s work.

This current analysis of the "Status: Online" programme is **evaluative**, i.e. it focuses on the impact and results in two regions of the programme – Nizhniy Novgorod city and Kaliningrad region and follows the principles of the SROI methodology.

The table below summarises the stages and principles of the SROI methodology according to the Guide to Social Return on Investment (UK Cabinet Office, 2012).

Stages of SROI analysis	SROI guiding principles
1. Establishing scope and identifying stakeholders	• Involve stakeholders • Understand what changes • Value what matters • Only include what is material • Do not overclaim • Be transparent • Verify the result
2. Mapping outcomes	
3. Identifying outcomes and giving them a value	
4. Establishing impact	
5. Calculating the SROI	
6. Reporting, using and embedding	

Table 3: The Stages and Principles of the SROI Methodology

3.1 Establishing the scope and identifying the stakeholders

Before starting the research, information on the programme design, activities and participants was studied.

It was agreed with the PMI representatives and programme director responsible for the "Status: Online" programme at CAF that the research would include Nizhniy Novgorod as an example of programme implementation for the three year period in a city with a population of more than 1 million, and Kaliningrad region where the programme has been developing for one year in small towns (with population from 4,000 to 40,000).

The two regions were selected on the basis of their location (relatively close to Moscow, urban and rural areas), active performance, responsiveness and openness to new initiatives, and the expectations that they would contribute significantly to the SROI process.

The decision was made to analyse two different locations in effort to identify if there are any regional differences or differences based on the population type or differences based on the regional NGO-coordinators (at Nizhniy Novgorod these are multifunctional city NGOs and in Kaliningrad region they are local libraries).

The fact that the two regions were involved in the "Status: Online" programme during different periods (Nizhniy Novgorod 2013-2015; Kaliningrad 2015 – see Table 2 above) might also have an effect on the programme’s impact in each case; for example, it would have affected the amount of investment each NGO received from the programme.

A stakeholder analysis was carried out to identify all the stakeholders affected in any way by the "Status: Online" programme. The results are shown below:

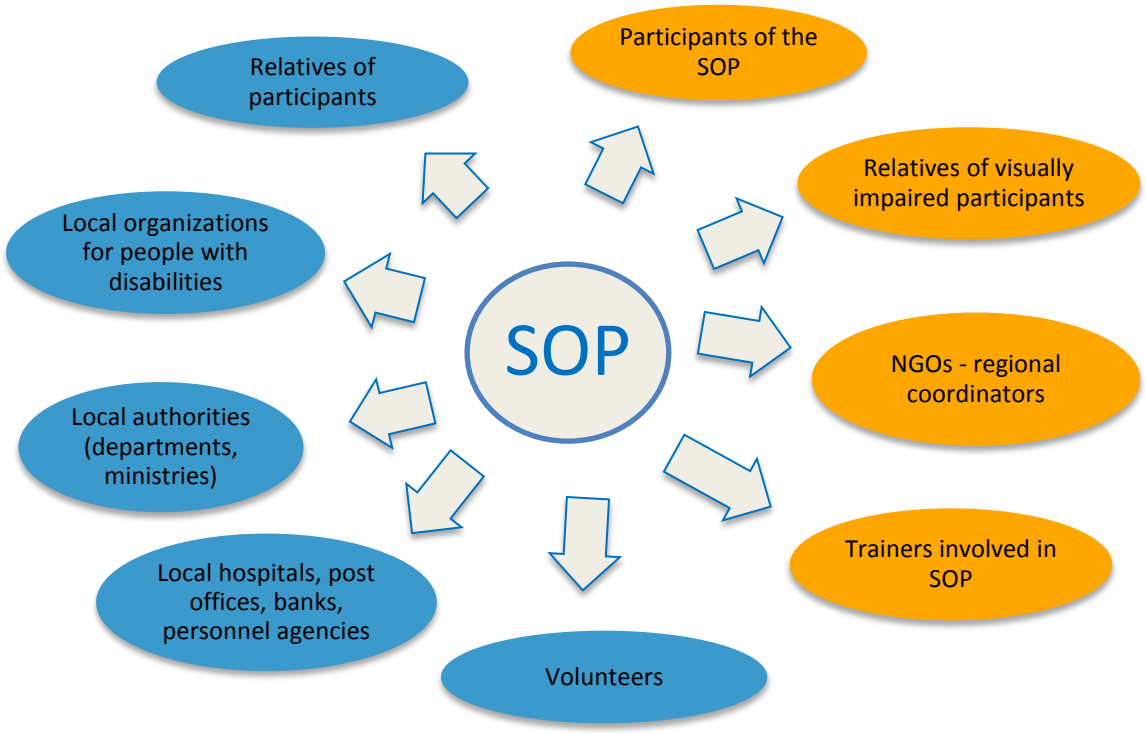


Figure 7: Inclusion of stakeholder groups in the analysis

For the purposes of this analysis we have limited the involved stakeholders by those who were significantly affected by the "Status: Online" programme activities; they are highlighted in orange in the diagram above.

• ***Participants involved in the SOP***

Elderly people (employed and unemployed, women aged over 55 and men over 60) and disabled adults are the key stakeholders and the main beneficiaries of the SOP. They participated in digital literacy courses and were the primary users of all equipment and materials purchased as part of the projects. At the beginning of SROI evaluation process it was expected that different groups (employed, unemployed, disabled) should have some difference in outcomes. However, after the focus group interviews it became obvious that they experienced the same changes. They were expected to have gained new computer knowledge and skills and to have experienced changes in their self-esteem, autonomy, independence, communication, finances and capacity to participate in new activities, resulting in a higher quality of life.

• ***Relatives of visually impaired participants involved in the SOP***

The relatives who live with visually impaired people were informed about the programme by their local blind association and Nizhniy Novgorod NGO “Kamerata” (provider of different services for blind and visually impaired adults). They became involved because they provided help to participants in transportation and setting up computers at home. As the attendees learnt how to use computers and the internet they were supposed to become more independent, able to entertain themselves, find new interests, i.e. to require less attention from the family members. This change could be expected to improve the family relationships and to get time released for themselves.

• ***Trainers involved in the SOP***

The trainers explored new educational technologies, attended training courses, delivered lessons, responded to participants' inquiries and broadened their methodological portfolio. All of these factors were supposed to lead to their professional development. Furthermore, the ability to do crucial work and to see the positive response from the participants should lead to the feeling of satisfaction and importance that leads to increased self-esteem.

• ***NGOs – regional coordinators***

NGOs implemented the digital literacy courses and other programme activities in their regions/local areas. They received financial support from CAF. The publicity gained due to the programme was expected to lead to improved NGO profiles and reputations, which in turn would help to attract new donors and partners so that NGOs could improve sustainability. The implementation of the programme should lead to a broadening of the range of activities and services (mostly crafts, parties, contests and other events) for older people, which should lead to increased social impact.

The reasons for non-inclusion of other stakeholders in this SROI analysis can be found in Annex 1.

Theory of change for the SROI

A Theory of Change (ToC) presents the components required to achieve the long-term goal of an intervention. Besides the links between inputs, outputs and outcomes, it explains how and why the expected change was achieved.

For this SROI the ToC was first drafted based on information either provided by the SOP managers in individual and group interviews or obtained from reviewing the programme documentation.

To refine the ToC and understand the outcomes for each stakeholder group affected by the SOP, the participants, trainers, volunteers and NGO leaders were interviewed in each region. In order not to miss the possible difference in the outcomes for the different stakeholder groups, the interviews with employed pensioners, unemployed pensioner and people with disabilities were held separately in the first interviewed region – Nizhniy Novgorod. Through this process of consultation it was established that there were no significant differences in the outcomes experienced by each group. The table below documents the process of engaging the stakeholders in the qualitative stage of the SROI research.

In each case, we made sure that the interview groups at the qualitative stage were representative of respective stakeholder groups: the groups of participants included both women and men of different ages who had graduated from the digital literacy course by the summer of 2015. Before visiting the region by the interviewers the regional programme coordinators were asked to form the lists of the stakeholders ready to be interviewed, who meet the above criteria.

Stakeholder	Stakeholder engagement process
Participants involved in the programme (employed and unemployed pensioners, disabled adults)	10 group interviews – 7 in Nizhniy Novgorod within 3 NGOs (different groups comprised of employed pensioners, unemployed pensioners, disabled adults) and 3 in Kaliningrad regions within 3 NGOs (mixed groups composed of employed, unemployed pensioners and disabled adults) Total number of participants involved in the interviews in two regions – 143 (52 unemployed pensioners, 40 employed pensioners, 51 adults with disabilities) Also through information obtained from interviews with trainers and NGO leaders
Relatives of visually impaired participants	Telephone interviews Total number of relatives involved – 11
Trainers	6 group interviews – one at each of the NGOs Total number of trainers involved – 21
NGOs' leaders and employees	6 group interviews – 3 in Nizhniy Novgorod and 4 in Kaliningrad Total number of respondents – 15

Table 4: Scope and method of stakeholder engagement

The lists of questions for the stakeholder engagement interviews can be found in Annex 2.

The final ToC for the SROI for each stakeholder was presented as a diagram showing how change happens over time within the SOP (Annex 4).

3.2 Data collection: sampling, indicators, and valuation

Indicators

Based on the refined ToC for every stakeholder, material outcomes were identified and indicators providing evidence of the outcomes were selected. Questionnaires were created to measure the indicators for every stakeholder group (see Annex 5 for questionnaires for participants, relatives of

visually impaired participants, trainers and NGOs). The questionnaires also included questions aimed at obtaining additional impact data: counterfactual and attribution.

Information on drop-off and benefit period was collected through individual and group interviews with stakeholders and programme staff. No cases of displacement were identified for this evaluation.

Although there are state-funded computer literacy courses that some of the programme participants could have attended if they did not get involved in the SOP programme – at least in Nizhny Novgorod – they would have to wait in line for these courses for at least six months, and subsequently the course they would have taken would not have produced the same benefits, because of a different teaching approach (less interactive, fewer topics covered, no hands-on support on demand, etc.). In fact, some of the participants previously attended the state-funded courses, but still could not use a computer, and things changed for them only after the SOP courses. Besides, for other SOP participants – visually impaired people and people living in rural areas – SOP was the only opportunity to get free IT training and support.

Data collection and sampling

The researcher distributed questionnaires to stakeholders through the Survey Monkey platform in each of the two regions. Some participants completed the questionnaires at home, some of them visited the local NGO, where they studied digital literacy, and some of them answered the questionnaire over the phone (volunteers and NGO employees made phone calls and filled in the questionnaires according to their answers). Relatives and trainers completed the questionnaires at home or at work. NGO leaders completed the questionnaires in electronic form (MS Word) and then sent them to CAF by e-mail for processing.

Valuation

The Choice Experiment technique, which is a form of stated preference and willingness to pay valuation technique, was used to value different outcomes, and valuation exercises were conducted in the form of group interviews with participants, trainers and relatives in each region, after data from the questionnaires were collected.

A description of the Choice Experiment technique and the reasons for using it in this analysis can be found in Chapter 5, Section 5.6.

3.3 Model and Calculation

All the data – indicators, values and programme inputs (financial and in-kind) and their projections (benefit period and drop-off) – were calculated on the basis of a cost-benefit model. From this model, the following were calculated:

- SROI ratios based on the discount rates
- Distribution of values, by stakeholder
- Distribution of values, by outcome

CHAPTER 4 How does the SOP produce change?

This chapter presents the ways in which the SOP creates changes for the participants, relatives of visually impaired participants, trainers and NGOs-coordinators. In line with SROI principles, these changes were mapped in consultation with the material stakeholders identified for this SROI.

After the outcomes achieved were identified for every stakeholder, the extent to which these outcomes were attained could be measured and the impact of the programme understood.

4.1 What is a Theory of Change (ToC)?

Programmes aimed at producing social change are implemented in a complex context, and involve a wide range of stakeholders as well as multiple influences. These influences, along with stakeholders’ attitudes, should be understood and taken into account to ensure that the programme achieves the desired outcomes and its ultimate long-term goal.

A Theory of Change (ToC) defines all the building blocks required to bring about a given long-term goal. This set of connected building blocks – the outcomes along with interrelations between them, the activities, and the factors that enable or prevent change – are shown on a diagram, which is a graphic representation of the change process.

By taking into account the multifaceted environment of the programme and by aiming to answer the questions of ‘how’ and ‘why’ change is expected, a ToC helps to increase understanding of how and why the programme is or is not effective.

In most social programmes, change does not occur in linear fashion. The short- and mid-term results continue to bring results in the longer term, contributing to the overall objective. However, for the sake of clarity and to facilitate understanding of the process and measuring of change for this SROI, the results were presented in linear chronological order (short, medium and long term).

For this SROI a Theory of Change was developed for every stakeholder group using the approach presented in Annex 3.

4.2 Identifying stakeholders

The ToCs by stakeholder were developed by a working group at CAF involving the following staff members:

- Director of programmes and donor relations
- SOP director
- SOP manager
- SOP assistant
- SROI researcher

Based on a discussion of the programme and a review of the programme documents and stakeholder engagement interviews it was decided that the following stakeholders should be included in the SROI analysis:

- Participants involved in the SOP
- Relatives of visually impaired participants involved in the SOP

- Trainers involved in the SOP
- NGOs involved in the SOP

Further details on each stakeholder group are provided in Section 3.1.

The ToC for the SOP was developed for each stakeholder group to represent the understanding by the working group of the changes they were expected to experience as a result of the intervention and how and why they were expected to undergo those changes.

After this, the stakeholders were engaged directly (see Table 4 for stakeholder engagement details) to confirm that the ToCs developed or changed them so that they would reflect the actual process of change they had experienced within the programme (see Annex 2 for the lists of questions used for stakeholder engagement). Section 4.3 of this report represents the ToCs over time based on stakeholder engagement.

On the basis of discussion with participants, trainers and NGO leaders, it has been decided to exclude other stakeholders because they were not likely to experience material outcomes. More explanation for the reasons for non-inclusion of other stakeholders in this SROI analysis can be found in Annex 1.

4.3 Understanding change over time

Each stakeholder group experienced different changes at different times. This section explains in detail the outcomes achieved by each group of stakeholders involved in the SOP. The timeframes for the changes were established through discussion with stakeholders individually for each stakeholder group.

Changes for participants involved in the programme

One of the main goals of the interviews with the participants of the programme was to understand the changes that happened in their life due to their participation in SOP courses, as well as to highlight the outcomes that are important personally for this stakeholder group. Though such outcomes as improved independence, reduced social isolation, increased self-esteem and improved capacity to take part in new activities are closely interrelated and all together contribute to improved satisfaction in the longer term period, the interviews showed that these are what the participants lay special emphasis on, so for this SROI evaluation it was important to measure and value the above listed outcomes separately. Besides, improved satisfaction is influenced by multiple factors, many of which do not directly depend on the outcomes of SOP programme. Thus, accounting for improved satisfaction as a result of the programme would mean overclaiming its impact.

The Theory of Change for participants involved in the programme is presented in Figure 8.

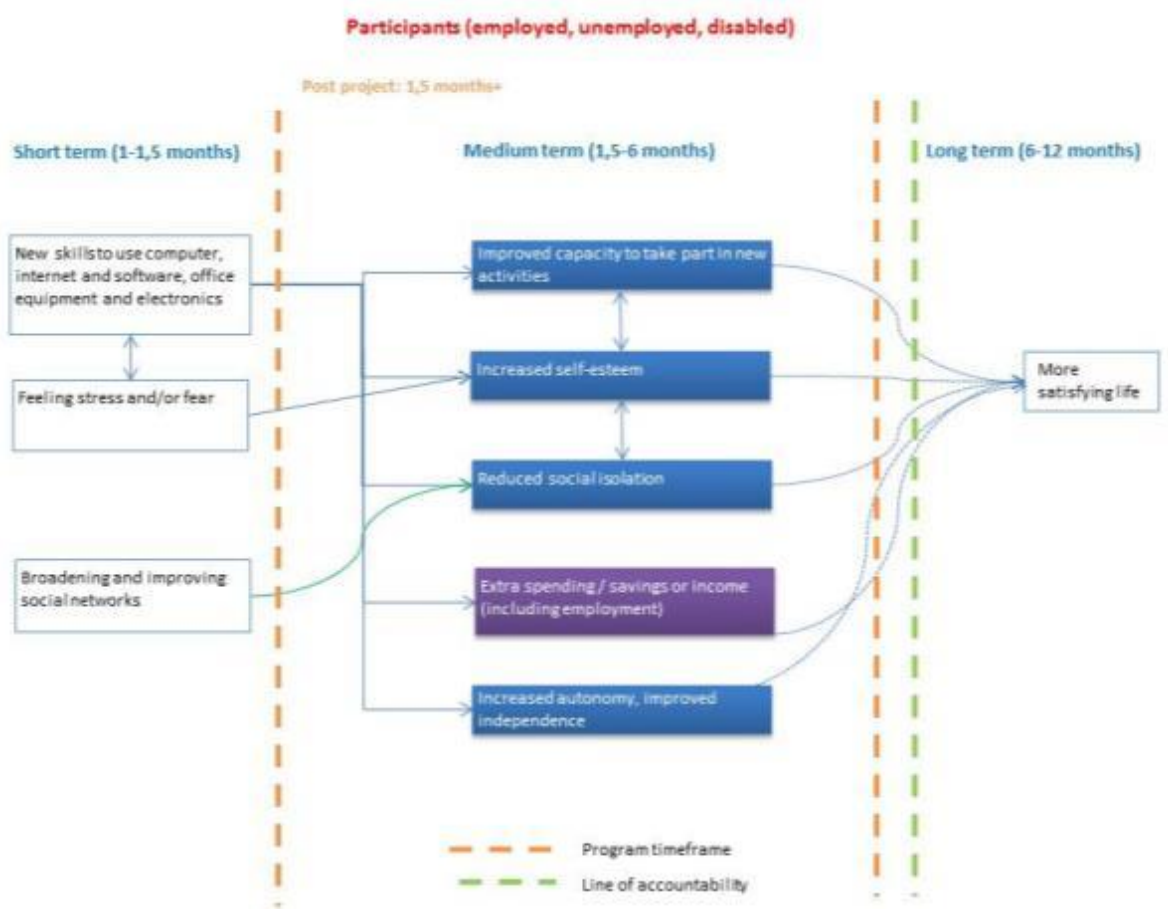


Figure 8: Changes for participants involved in the SOP

Short- and medium-term changes

When the participants attend the digital literacy courses, in the beginning they feel fear of doing something wrong with equipment or not understanding the theory. Newcomers are often paralyzed by the idea of using a computer. As they learn how to use a computer, the internet, software and hardware, they successfully overcome their fear and with their newly acquired knowledge and skills they start to use computer at home. Participants take great inspiration from participation in the courses, their self-esteem increases and not only because they feel inspired by the fact that somebody cares for them and provides free service but because they don’t feel left behind anymore and they know things that their friends, colleagues, relatives might not be aware of. The digital gap between the generations decreases.

“The ancient said: Times change and we change with it. My time has come also. Life is ahead of me in all directions. I feel like forgotten by the wayside luggage, neither fish nor flesh. My friends told me about the SOP. It was just what I needed. Here I was taught how to deal with computer! And a window into a new world was starting to slightly open for me. They helped me to make the first step towards being modern and it's great! Internet is the force! Hooray! I am learning to save time and money (buy-buy the queues, hello new books and videos). I think I’ll make much more wonderful discoveries along the way." (Olga, Nizhniy Novgorod)

"I'm proud of myself and of my achievements. Now, I am confident." (Sergey, Kaliningrad)

“I like to keep up with the times. I’m planning to buy a tablet soon because I like always to be in touch." (Natalia, Nizhniy Novgorod)

"Now I can even help to find something for my grandson. They used to say, “Tie the grandmother to the radiator”, because I messed all the computer settings. And now everything is perfect! I can do anything!" (Olga, Nizhniy Novgorod)

"In general, I became a more advanced person.” (Mikhail, Kaliningrad).

Participants also learn how to use the state services portal, sign up for doctor appointments, pay utility bills, use banking services on-line, get on-line consultations, check transport timetables and as a result of the acquired skills their autonomy and independence increases and grows (due to newly obtained abilities to organize their life they are less dependent on other people’s support).

"Currently I split my life into two stages: life with and without a computer... Without help from the side I am able to send the data on water meters and electricity, make an appointment with a doctor, order drugs delivery, find out the train time-table, check working hours of various organizations... The main thing that computer gave me is that my life has become more exciting and full of evens." (Svetlana, Nizhniy Novgorod)

"I went further and started to study myself. I put info to internet and look how to do this or that. If something breaks down I can find how to fix it on the web. Thus, we received an opportunity, a tool for self-development" (Anton, Kaliningrad)

"For me, this course became the opportunity to feel independent and modern. I want to communicate with my grandchildren in the same language and understand them. And more than that, I want to be in demand and make sense." (Inna, Nizhniy Novgorod)

Now I can find the right organization on the map, make a route, I can use e-mail, find any information on the Internet. I am a pensioner now and my peers are envious of me, I can use the computer." (Faina, Kaliningrad)

Also when participants attended the course they met new people of their age group so their social networks broadened, as well as learning how to use Skype, e-mail and register accounts at social networks, which resulted in reduced social isolation, making new friends or restoring relationships with old friends and relatives. Consequently, they formed better and stronger relationships and communicated with relatives more frequently.

"I can’t imagine my life without a computer now. For me, first of all, it means communication with relatives. For I’m the ninth child in the family (I have two brothers and six sisters). All my relatives are in different cities of our vast country. I used to send letters and postcards, now I switched to e-mails, Odnoklassniki (www.ok.ru – popular social network) and Skype of course.” (Andrey, Kaliningrad)

“Thanks to the SOP I’ve mastered Odnoklassniki website where I found my sister, to whom I had not spoken for 50 years. Thank you!” (Galina, Nizhniy Novgorod)

"My life has changed drastically. Thanks to the course, you realize that you are not alone. I made new friends not only on Skype but also "in real life". We come together and it's fun, it's a celebration of the soul and your heart sings..." (Elena, Nizhniy Novgorod)

As participants learned how to use computer and internet search systems to find information of their choice their capacity to take part in new activities improves. They master new recipes, crafts, sports, open up wide range of music and video, etc.) and their leisure time became more diverse.

Participants reported feeling more fulfilled, stimulated and more inspired by their surroundings, beginning to look at things differently, and tapping into resources of activities that they didn't know existed or were inaccessible for them.

"I read books, listen to music, find any information on the Internet. Thanks to computers we feel and become less disabled and more fulfilled." (Oleg, Nizhniy Novgorod)

"All life I was interested in travelling, I felt sorry that I couldn't see many beautiful cities - such trips are beyond pensioner's means. And thanks to the Internet I have visited so many cities and countries. I feel so happy!" (Svetlana, Nizhniy Novgorod)

"I live alone and in the evening I did not know what to do. Now, I watch movies online, read magazines. My mood picks up immediately." (Sergey, Kaliningrad)

"My friend and me are engaged in crafts - knitting, patchwork, macramé. During training we learned how to make photos of our work, save them to computer, share with friends. And Internet has given us a space for original ideas to surprise and delight." (Olga, Nizhniy Novgorod)

"At the institute I studied Spanish, I would like to revive my knowledge. Thanks to Internet I can read books and watch movies in Spanish, learn unfamiliar words. It's never late to learn, and I wish the same to everyone." (Andrey, Kaliningrad)

As participants learned alternative ways of communication (Skype, e-mail, social networks) instead of stationary or mobile phone and started to use on-line shopping, listen to music, read books and watch video on-line they started to save money. And some of those participants who wanted to find extra income managed to find a part-time job or keep their job and improve their performance at work.

At the same time participants' spending increased, as they needed to pay for internet usage and buy PC equipment and software; they also reported the need to call computer maintenance from time to time. So they started to spend more but, as we found out from the data obtained during the interviews and questionnaires, all in all savings exceeded spending.

"I attended computer courses at the library. Here I got all the knowledge I needed to use the computer. This is very useful for my everyday life. I found a part-time job and I sell dresses on the Internet, which is a good addition to my pension" (Tatyana, Nizhniy Novgorod)

"I found a job with a real estate agency, and that's where the trouble started. I needed an e-mail, but I didn't know how to get one, I didn't know how to use Avito (www.avito.ru – a website for private announcements), I couldn't look up the way to the house on the map. I learned a lot at the courses and now I can continue working, and it is great!" (Svetlana, Nizhniy Novgorod)

"I am a teacher at a school for blind and visually impaired children. In addition to my primary teachers' work I serve as a chairman of methodical association and have to prepare a lot of documents. The computer skills I've obtained allow me to do the job myself. I even provide help to my older colleagues with normal vision, and this increases my credibility in the working team. Besides using the computer and internet helps me to make my classes more interesting and exciting for the pupils" (Alexander, Nizhniy Novgorod)

"I was a nurse my whole life, and I wanted to work at the patient registry in the outpatient clinic (to do the sick leave paperwork), because my pension is quite small. However, I did not

have the necessary computer skills (today sick leave papers are processed on a computer). After taking a computer course within the SOP I was able to get the job and get some extra income” (Tamara, Nizhniy Novgorod)

Long-term changes

In the longer term, by the end of the project and after its completion, the participants continued to use the knowledge and skills they gained, which resulted in more satisfying, comfortable and improved quality of life.

“Life is cool”. “The one who took an IT literacy course is a way ahead of anyone”. “We are well socialized”. “Our quality of life improved” (popular comments from interviews at Nizhniy Novgorod and Kaliningrad)

In Figure 8, the green line on the right separating the long-term outcomes from post-project outcomes is called the *‘*line of accountability*’*. This line shows the extent to which the long-term outcomes can be attributed to the programme. The outcomes to the right of the line of accountability are influenced by multiple factors, including the participant’s lifestyle, community, health and environmental factors that affect individuals’ life, etc.

Therefore, to avoid overclaiming the programme’s impact on the participants, for this SROI we will only take into account the material outcomes located to the left of the line of accountability on the ToC diagram.

Relatives of blind and visually impaired participants

This stakeholder group was present only in Nizhniy Novgorod, as one of the three NGO coordinators was the regional centre for rehabilitation of people with impaired vision. There were no activities specifically designed for the relatives. However, as the ToC for the programme was developed and during stakeholder engagement sessions, it became clear that relatives of blind and visually impaired participants do experience changes. It can be explained by the fact that they have a close connection with the participants in terms of everyday activities. It is opposed to the feedback done by the relatives of other groups, such as pensioners, who in general are more independent and during the stakeholder engagement did not show meaningful differences brought by the programme.

The Theory of Change for the relatives is presented in Figure 9 below.

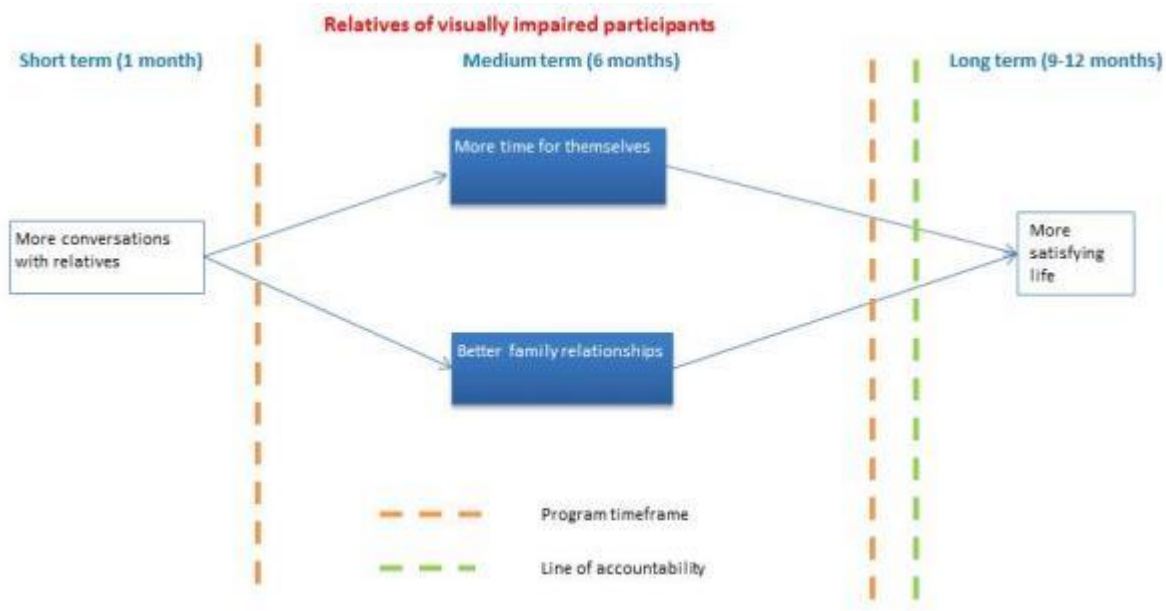


Figure 9: Changes for relatives of blind and visually impaired participants

Short- and medium-term changes

As the attendees learned how to use computers and internet they became more independent, able to entertain themselves, so they required less attention by the family members, which led to time release for the family members.

> *“On the one hand, we have more shared interests, on the other, – I have more time for myself. In the free time I work or simply watch TV”. (Oleg, Nizhniy Novgorod)*

New activities (the courses) led visually impaired attendees to new interests and motivation which resulted into more topics for conversation and better relationship with their family members.

> *“We teach each other something about the computer. He helps me more often. We have more shared interests, and the time flies. Our life has been tough, and the computer is like a second chance for us. We find opportunities to create, we barely have free time, we are always busy.” (Svetlana and Igor, Nizhniy Novgorod)*
>
> *“At one of the SOP events I met new people, they told about bead weaving. I used to enjoy it before I’ve lost my sight. When I came home, I began to search the Internet and I’ve found a book by a blind needlewoman and started to try. Now it’s my new hobby! I get acquainted with people from other cities, they help me, and it's all by Skype and internet. I'm not going to stop at this point. It’s a great opportunity to do bead weaving while sitting at home.” (Elena, Nizhniy Novgorod).*

Long-term changes

As a result, by the end of the programme the relatives have more satisfying lives thanks to their extra spare time for leisure, chores etc. and also thanks to the positive impact of new hobbies, points of interest etc. of their blind family members. But this is beyond the line accountability as there are other influencing factors.

Changes for trainers

The trainers involved in the programme are a small stakeholder group but the changes they experienced are very important and valuable to them. The outcomes achieved by the trainers are outlined below in Figure 10.

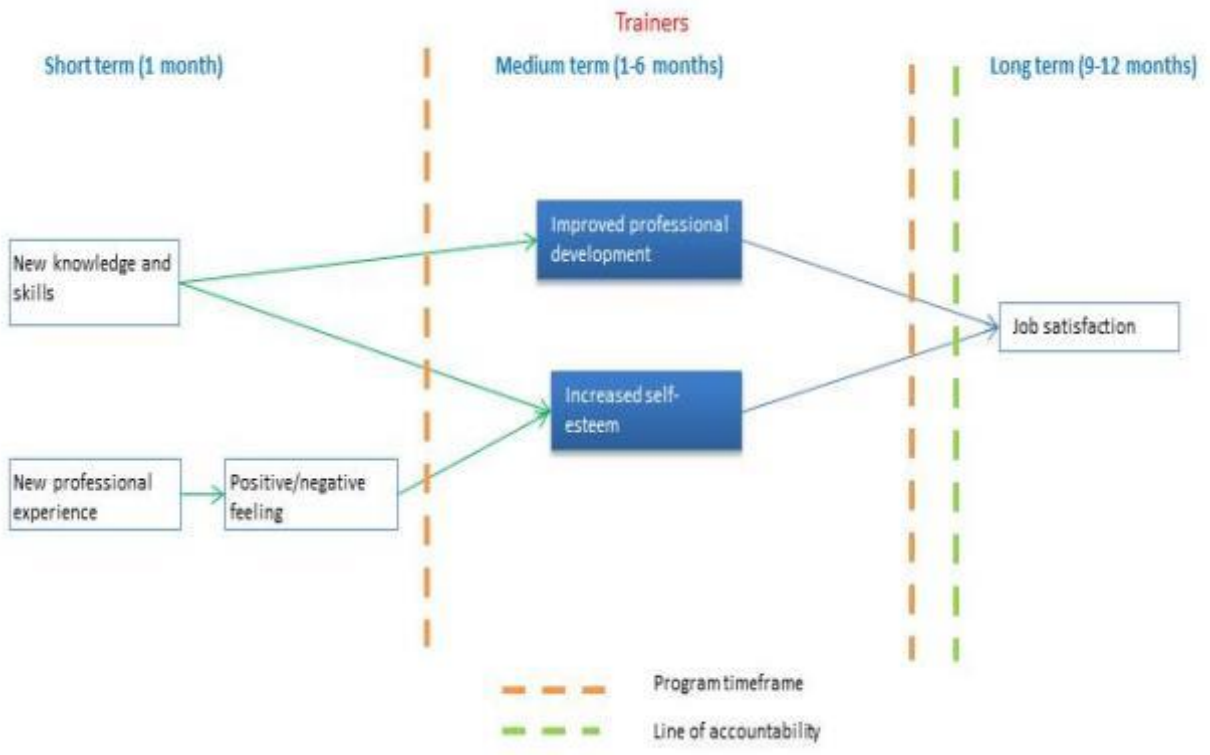


Figure 10: Changes for trainers

Short- and medium-term changes

When the trainers enter the programme they get initial instruction training, explore new educational technology and specifics in teaching elderly and disabled people, learn new software, take part in lesson planning and preparing educational materials. Thanks to all these, the trainers gain new knowledge and skills, which leads to improved professional development.

> *"I'm very interested in this project from the perspective of experience. You learn how to explain things, how to get across what you know to the people. In the process of teaching you develop yourself." (Natalia, Kaliningrad)*
>
> *"I didn't think I would be ever able to explain something; I thought I'd crack up, but I it worked. Also I began to read more about the software and mastered Windows 10. You learn topics which you wouldn't study on your own." (Elena, Nizhniy Novgorod)*

As the trainers begin to deliver lessons they often feel nervous/stress or confused (negative feelings) because for most of them it's their first experience in teaching digital literacy to pensioners or the disabled. Soon, though, they get used to it and start to experience positive feeling because of the ability to do meaningful work and being able to see the participants' positive response. That contributes to increasing the trainers' self-esteem as they feel what they are doing is valuable and appreciated by the people around them.

"When you help someone you feel satisfaction and importance." (Natalia, Kaliningrad)

"When you see their happy faces, you are satisfied, because you understand that your work, your job is really needed by people… your work is really needed by the people." (Elena, Kaliningrad)

"When you see how they upload their poems, songs, they live it, then you feel a great joy. I wish that the person who comes to the course to achieve his goals." (Olga, Nizhniy Novgorod)

Long-term changes

In the longer term (post-project), the trainers experience increase in overall job satisfaction thanks to improved professional development and increased sense of meaning and purpose. This outcome was confirmed by the trainers within the stakeholder engagement interviews. However, such an outcome is influenced by multiple factors, such as salary and relationships with colleagues and cannot be considered a direct consequence of the programme – therefore it lies beyond the line of accountability and is not considered in this SROI analysis.

Changes for NGOs – regional coordinators

NGOs – regional coordinators are the main partners of CAF directly involved in implementation of the training course for the participants. The outcomes achieved by the NGOs are outlined below in Figure 11.

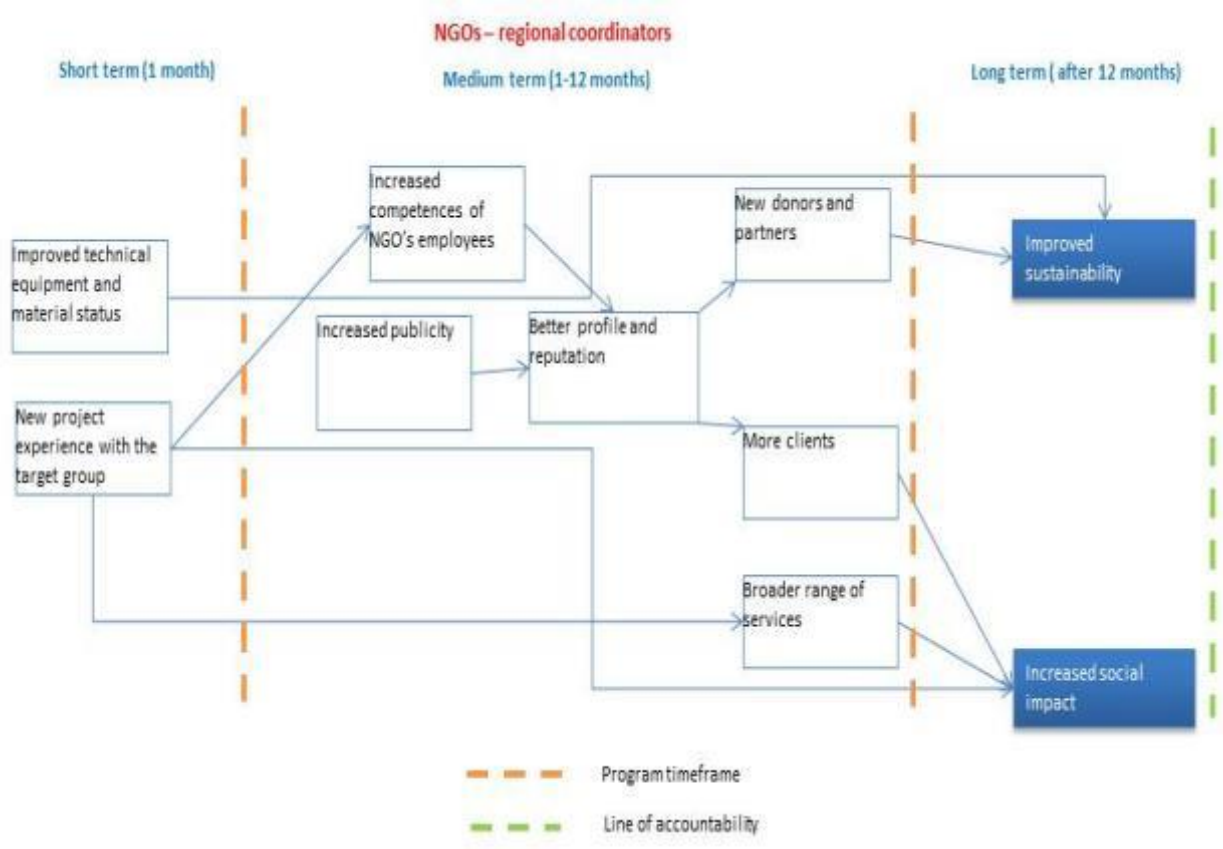


Figure 11: Changes for NGOs

Short- and medium-term changes

When the local NGOs (regional coordinators) enter the programme they receive financial support from CAF for the period of programme implementation. Depending on their needs and in accordance with the approved budget, NGOs may purchase necessary equipment and materials, pay extra money to employees participating in the project and cover utility bills and other expenses. All this results in increasing financial sustainability of the NGOs.

Also, NGOs get new project experience as for most of them it’s either a new target audience (elderly and disabled) or a new activity (digital literacy education); therefore, the NGOs’ employees increase their competences.

> *“Why is this programme good for the organization? Firstly, it is a long-term programme. We can retain our wonderful staff, we give them opportunity to earn money, we professionally develop ourselves. We are strengthening all the bridges with our wonderful partners. Unlike when it’s only a one-year project and you can’t always succeed in sustainability. But SOP is a reliable long-term programme and today it provides all opportunities for further development.” (Tatiana, Nizhniy Novgorod)*

As the programme design involves interaction with local media (for the purpose of attracting new participants, ensuring event coverage) the NGOs are increasingly mentioned by the local, and sometimes federal, mass media.

Therefore, the publicity gained from the programme as well as increased competences and improved material status lead to improved profile and reputation, which results in attracting new donors, partners and clients.

Though the main focus of the programme is digital education, NGOs are also encouraged to provide other events to promote an active lifestyle for the participants. Thus, the implementation of the programme leads to a broadening of the range of NGO activities (mostly crafts, parties, contests and other events) for older and disabled people. NGOs become the centres of communication, support and local community development.

> *“The programme gives us an opportunity to carry out new activities, to attract new clients. Libraries shift from simply "reading" into cultural, community and communication centers. Things are humming in the libraries due to participation in the SOP. We repaired the room, bought furniture, equipment, made a separate computer classroom. For us the programme is a great resource to immerse ourselves in the subject of computer and the elderly. We retain our importance that we are improving the quality of life and improve the quality of our organization’s work. Thanks to the programme we have obtained reliable partners. The geography of our activities expanded. We began to use new technologies in our daily work, we have improved our professional level, some employees completed training, and of course, financial support is very important. Thanks to the SOP we managed to attract funding for other projects. We are becoming a resource center for the work with the elderly. We started to work with new target groups (people with disabilities). The bridge in relations with the local authorities (administration, municipalities) has appeared, they actively express their gratitude for our work and participate in the programme events. The programme is very flexible, there is always a possibility to include additional activities. A resource for exchange site-visits to other organizations involved in the SOP has appeared.” (Margarita, Kaliningrad)*

Long-term changes

During the interviews NGO leaders and employees reported that the increased number of clients and expanded range of services provided as well as the distinct opportunity to attract new donors and partners their NGOs had indeed improved their sustainability and increased social impact. As they have connected both results directly with the SOP, we took the decision to include these long-term changes in this SROI evaluation.

4.4 External factors influencing the outcomes of the SOP

To understand better how change within the SOP takes place over time, it is necessary to take into account other, external factors that can affect its outcomes in the short, medium and long term.

During ToC development with the working group at CAF and during the stakeholder engagement phase (group interviews at the schools), questions were asked about the factors that enabled or prevented the programme from achieving its objectives.

These factors that can either facilitate or prevent change were included in the programme impact assessment. They provide a better understanding of the outcomes and inform future strategic planning for the SOP and similar initiatives.

External influences

- ***Local IT, Social and Labour Ministries and Departments***

Though the local ministries and departments are not directly involved in the implementation of the SOP, their endorsement and support are instrumental in the initial stage of the programme. Without it, the start of the SOP would require considerable additional efforts from CAF.

However, there are some negative examples, such as when the Kaliningrad city local authorities didn’t show interest in and support of the programme implementation in the city itself. That’s why the programme had been started in rural areas of Kaliningrad region at libraries in local small towns.

Well-balanced relationships with the local authorities, therefore, are one of the key enabling factors for the programme’s success.

- ***Material status of the participants***

During stakeholder engagement, both participants and trainers noted that the programme outcomes varied for participants from different socio-economic backgrounds. Participants with sufficient or high incomes (or who receive some financial support from their relatives) were able to pay for the internet services, buy a computer and/or other computer equipment and software to use at home, which reinforced the positive effect of the programme, while low-income participants could not afford this, thus this factor prevented them from solidifying their knowledge and practical skills. So, the most important obstacle was the economic situation, which did not allow older people to buy a computer nor to provide open (and free) access to the computers and internet (public internet points, internet cafés, etc) in villages and smaller towns.

- ***Levels of internet penetration, online services and resources availability***

The majority of the lessons during the digital literacy courses are dedicated to internet experience, such as usage of the state web portal Gosuslugi.ru. That is why one of the most crucial factors for programme success is the availability of internet access and a functional system of web services in the area. Though we have not found this problem in Nizhniy Novgorod, it exists in the small towns

and villages of Kaliningrad region. There were many places where it was impossible to get an online appointment with the doctor or remotely send meter readings. If there’s only one internet provider available in the area then prices for internet access tend to be extremely high.

The majority of web sites cannot be accurately read by “screen readers” – programmes which read the contents of a page out loud, thus making many of the web resources unavailable to blind users. For instance, on the web site of Nizhniy Novgorod city administration the application form is protected from spam solely by graphical verification code. This makes it impossible for a blind person to make an appointment with a doctor.

All these facts had negative effects on the outcomes for the course graduates. However, because of the ongoing progress in IT area we hope that these obstacles will be temporary.

- ***Season***

It is typical for the elderly unemployed or retired Russian citizens to move to their country houses from May through to October and to take care of their grandchildren during summer school holiday season from June to August. That is why there are many more people willing to take courses during the winter period. For the programme to be effective it is very important to plan optimal usage of NGOs’ resources and create the correct schedule for the target groups.

We should keep in mind that elderly citizens who are still employed cannot participate in the courses during the working hours. This is why special groups should be organized for working pensioners. These groups should have a different schedule (usually it’s in the evening and during the week-ends) to make it convenient for them.

Detailed recommendations are presented in Chapter 7 - Main Findings of this report.

The final Theory of Change for all stakeholders in the SOP is included in Annex 4 of this report.

CHAPTER 5 Building the SROI model

5.1 The modelling process

The application of the SROI methodology in measuring social impact involves a number of compulsory steps.

1. Step 1 – measuring the outcome incidence: how much change has occurred?

When the Theories of Change are based on stakeholder engagement, indicators are identified to measure the change for each of the material outcomes. With these indictors the aim is to carry out a twofold measurement:

1) the coverage, i.e. how many stakeholders involved in the programme experienced a change in a particular outcome; and

2) with regard to an outcome, the ‘distance travelled’ by the stakeholders since the beginning of the programme, i.e. the magnitude of change for those experiencing it.

2. Step 2 – measuring the impact

Once the outcome incidence has been measured it needs to be adjusted by subtracting:

a) the amount of change that would have happened anyway, even without the intervention

b) the part of the change that can be attributed to other actors/influences; and

c) the benefits that are offset by unintended adverse impacts.

How this is done in practice depends on the context in which the analysis is carried out and the information available for the research.

The purpose of this step is to exclude outcomes that cannot be attributed to the programme, or which would have taken place anyway. It is an important step to ensure that the impact of an intervention is not overclaimed, i.e. outcomes are not attributed to the intervention if not all of them are a consequence of it, or if they occurred just because of the circumstances in a given context. The purpose of this step is to adjust the impact so that it corresponds only to the effect of the intervention. This careful approach reflects one of the seven principles of the SROI methodology.

The first adjustment, referred to in section a) above, is the *counterfactual* which can be defined as the amount of change that would have happened anyway, even if there was no intervention. This requires us to define, conceptually and statistically, what the situation would have been without the intervention.

The second adjustment, referred to in item b) above, is *attribution*, which makes it necessary to find out what percentage of the total change was caused directly by the intervention and/or by the contribution of the organization involved, i.e. how much of the change can be actually attributed to the intervention, excluding what might have changed as a result of other interventions which took place simultaneously or other influences.

The final adjustment, referred to in item c) above, is *displacement*, which consists of measuring the amount of the change adjusted for the counterfactual and attribution that can be considered the

‘net benefit' – i.e. a new benefit created by the intervention, not the result of a transfer of a change from one place or context to another. Displacement can involve either positive or negative effects.

3. Step 3 – defining and assigning proxy values

After the net change or impact has been calculated, the next step is to identify and assign proxy values. This process is called ‘social/environmental valuation’ and consists of assigning monetary values to outcomes that do not have a generally agreed market price, e.g. social/environmental capital.

All the market prices people use on a daily basis are the approximations (‘proxies’) for the value (or utility) that the buyer and seller give or get within a transaction. The value will be different for different people in different situations (UK Cabinet Office 2012). For instance, a glass of water would have very little value for a person living in a city with access to tap water, but for someone struggling to survive in a desert the value of that same glass of water might be much higher.

For some things like a loaf of bread or a bottle of milk, the prices have been identified, agreed upon and used consistently by the buyers and the sellers on a day-to-day basis. For other goods, such as a flat or a car, one might expect a broader variation of possible prices. When a new product is brought to a market there may be nothing to compare it with.

Value, as can be seen from the above example with the glass of water, is a subjective category. Markets have developed to mediate between people’s different subjective notions of how much different goods are worth. In some cases (like food or basic consumer goods) this is more obvious than in others, but even if the prices seem to represent the ‘objective’ value this is not actually the case (UK Cabinet Office 2012).

If we look at the value and, consequently, the price of a car, it depends on who we are referring to. The seller will have an understanding of how much money he would like to get for it, i.e. how much value it has for him. The buyer, in turn, knows how much he would like to pay for the car, i.e. how much value it has for him. In this case, the function of the market is to bring together the buyers and sellers whose perceptions of value for certain goods coincide. This process is called ‘*price discovery*’ but it does not mean any true or fundamental value has been revealed: instead it is the matching of people who agree broadly on what the price is for a particular good (UK Cabinet Office 2012).

Sometimes the market fails to facilitate the price discovery process, which results in a situation of stagnation in which very few or no transactions take place (Fangliang and Yong, 2008).

Estimating social value is similar, the only difference being that social ‘goods’ are not traded in the market and so there is no ‘price discovery’. This does not mean, however, that these social goods do not have a value to people.

In SROI, financial proxies are used to estimate the social value of non-traded goods to different stakeholders. Just as two people may disagree on the value of a market good (and there will be no transaction), different stakeholders will have different perceptions of the value they derive from an intervention. When this value is estimated through financial proxies, and subsequently these valuations are combined, it is possible to obtain an estimate of the total social value created by an intervention.

The process is very similar to valuations on a stock market reflecting the cumulative subjective valuations of buyers and sellers. Within SROI, however, the total valuation arrived at is likely to be more complete, as share prices only reflect the valuations of a very limited group of stakeholders (institutional and retail investors), while SROI captures the different types of value relating to an

intervention from the perspective of those that are affected – i.e. the stakeholders (UK Cabinet Office 2012).

The total value created by an intervention is calculated by multiplying the net change by the monetary values assigned to it through financial proxies.

4. Step 4 – establishing benefit period and drop-off

The impact of an intervention can last for a number of years after its completion, so a benefit period is established for SROI reflecting the period of time for which the stakeholders enjoy the social benefits created by an intervention. It depends on the length of intervention and/or on external influences. During this period, the benefits may remain the same or decrease over time. The decreasing trend is described as 'drop off'.

5. Step 5 – discounting the benefits and costs to represent their present value

All anticipated future benefits and costs must be adjusted to represent their equivalent present values, which is done by applying a discount rate to all future costs and benefits.

The discount rate represents time preferences: in general, people prefer to receive money today rather than tomorrow because there is a risk that tomorrow the money will not be paid, and also because of the opportunity costs: if you receive money today, you can put it in the bank and earn interest. This is known as 'time value of money', and the higher the discount rate the greater the assumed preference for present (UK Cabinet Office 2012).

These steps were followed in building the models for returns on investments in the SOP in Nizhniy Novgorod and Kaliningrad. The key aspects of the process and findings are outlined below.

5.2 Outcome incidence: understanding gross change

To measure the material changes experienced by the stakeholders identified when building the ToCs for the SOP, we administered five different types of questionnaire:

1. to participants involved in the SOP
2. to relatives of visually impaired participants
3. to NGO leaders
4. to trainers involved in the SOP

For this SROI, the intention with the data collection at each of the three locations was to question, directly or indirectly, the following groups:

- 100% of the trainers involved in the programme;
- 100% of the NGO leaders;
- as many relatives of visually impaired participants as possible;
- 100% of participants who graduated the course in 2015 in two regions.

The questionnaires for trainers, relatives and participants (Annex 5) were designed by CAF working group and uploaded to Survey Monkey platform; the links were then sent to NGO programme coordinators and they distributed it to the respondents. The responses were collected by CAF within a month (May, 2016). The questionnaires for NGOs were sent to the directors directly through e-mail.

Details of the number of stakeholders, the sample and the response rate are presented in Table 5 below.

Stakeholders	Population	Number of responses	Response rate as % of the population
N.Novgorod			
Participants	1354	323	24%
Trainers	15	15	100%
Relatives of visually impaired participants	190	20	11%
NGOs	3	3	100%
Kaliningrad region			
Participants	459	82	18%
Trainers	10	10	100%
NGOs	1	1	100%
Total			
Participants	1813	405	22%
Trainers	25	25	100%
Relatives of visually impaired participants	190	20	11%
NGOs	4	4	100%

Table 5: Stakeholder population and sample by location: N.Novgorod and Kaliningrad region

In the absence of baseline data for the indicators collected, the respondents were asked retrospectively what they achieved through becoming involved in the SOP. This approach is known as the Retrospective Pre-Test, in which the investigation takes place at the end of an intervention and the participants are asked to make a comparative assessment of the situation before and after.

Considering the fact that there are serious problems with statistics data in Russia and there is no informative database with values, outcomes and indicators (like Wiki VOIS), and opportunity to use the data from other countries is not applicable, due to the significant differences for the prices, costs and values (even among two regions within Russia) it was found reasonable to use qualitative or participant defined measures because the citizens of the analysed territories had a true picture of local conditions. Another important fact is that CAF has already made the survey within this program in 2015 before SROI evaluation that covered 7 regions of the program (1353 respondents), and already had the understanding on how often they use PC, what programs and services do they use, average age, gender etc. (The results of this survey can be found in Annex 8). So for this SROI evaluation it was interesting to learn something new and even more important to find what changes brings the SOP to the stakeholders.

Table 6 below presents the indicators selected to measure the SOP outcomes for each stakeholder group in this SROI. Where possible, more than one indicator and/or source of information was used for one outcome to ensure the quality and credibility of the data collected.

Stakeholder	Outcome	Indicator	Outcome incidence (avg.), by region
Participants of the SOP	Increased self-esteem	Evolution of participants' self-esteem (self-reported). No. reporting modern, step with the times	Improvement NN – 38 KLD – 31
	Increased independence, self-confidence	Evolution of participants' independence (self-reported). No. reporting independence, self-confidence	Improvement NN – 36 KLD – 26
	Reduced social isolation	Evolution of participants' social network (self-reported). No. reporting expansion of social network	Improvement NN – 29 KLD – 25
	Improved capacity to take part in new activities	Evolution of participants' range of hobbies and interests (self-reported). No. reporting expansion the range of interests and hobbies	Improvement NN – 35 KLD – 21
	Extra spending	Evolution of participants' spending (self-reported). No. reporting increased spending	NN – 39 KLD – 13
	Extra savings or income	Evolution of participants' income (self-reported). No. reporting more savings or income	NN – 55 KLD – 17
Trainers involved in SOP	Improved professional development	Evolution of trainers' professional development (self-reported). No of new programs learnt. No of materials developed	Improvement NN – 22 KLD – 23
	Increased self-esteem	No. reporting increased self-esteem/sense of self-importance	Improvement NN – 27 KLD – 25
Relatives of visually impaired participants[6]	More time for themselves	No. reporting increased spare time (self-reported)	Improvement NN – 26
	Better family relationships	No. reporting improved relationships	Improvement NN – 6
NGO – regional coordinators	Improved sustainability	No. of new donors, partners, employees, publications in media	Improvement N/A[7]
	Increased social impact	No. of new clients and services	

Table 6: Outcomes, indicators and incidence by stakeholder by location (in per cent)[8]

The outcome incidence represents a percentage change reported by the stakeholders compared to the baseline (before the respondents were involved in the SOP).

As one of the main principles of SROI is not to overclaim, it was decided for the further SROI calculation to include only the number of stakeholders who responded to the questionnaire; for the purpose of the present analysis we will conventionally consider that other population was not affected by the programme.

[6] This stakeholder group was present only in Nizhniy Novgorod, as one of the NGOs works specifically with this target group, therefore the results are presented only for this location.

[7] All the NGOs during the interviews agreed that their outcomes were achieved. However to express these outcomes in monetary terms a different approach was used. We asked the NGOs about the actual amounts of money they received or were able to spend on their direct beneficiaries thanks to SOP. Due to this we do not have the data on outcome incidence for NGOs.

[8] For presentation purposes of this SROI all the figures in the report are rounded to the nearest whole number, but for modelling the exact figures were used without rounding. The rates (discount rates and inflation) are traditionally rounded to two decimals. The SROI ratios are rounded to two decimals.

Overall, we see that all stakeholders demonstrate positive changes across outcomes considered in this analysis. However, there are some differences across the two locations.

5.3 Differences in outcomes across two locations

From Table 6 we can see that results for stakeholders across locations are different: in Kaliningrad region outcome incidence is lower than at Nizhniy Novgorod. It can be explained by the following factors:

1. ***The difference between the mentality and lifestyle of urban and rural residents.*** The higher the degree of urbanization of the settlement and the larger its growth, the more its lifestyle differs from the lifestyle of a village or a small town. A city resident is more adapted to the new changes, focused on personal achievement and merit, he has more opportunities to use his computer literacy skills, his appreciation of the benefits brought by the course (reduction of time spent for transportation and standing in lines, financial savings due to online shopping etc.) is higher. Local isolation of rural culture creates a special "villager mentality", who does not always understand the fast-paced city life. It also determines the limitations of computer usage – many activities available for the city people do not take place in the villages. It is much more problematic for them to visit museums, theaters, art exhibitions, it is difficult to find a job because there are less jobs available. The level of income in small towns is lower than in cities, and money spending options are also limited, thus they cannot save by online shopping, because of the remote location of the companies, etc. This explains the big difference between the costs and savings results in different regions. And as the pace of life in rural areas is lower, the time savings are also not valued as much. Also, due to the fact that most people know each other well, they try to solve the problems they face by addressing someone they know, without help of a computer and the internet.

2. ***Period of involvement in the SOP***. Kaliningrad region started to work on the programme in 2015, i.e., much later than Nizhny Novgorod, where the programme had been rolled out in 2013. The total amount of investment differs in these regions, so we expected to see differences in results per stakeholder. And at the moment of this evaluation, the digital literacy courses had just started there and the pilot education course was a little bit shorter than usual SOP course, so the first participants there might not have fully experienced all the benefits.

3. ***NGO regional coordinators*.** In Nizhny Novgorod, the programme is implemented on the basis of three multi-functional NGOs, two of them specialized in computer training for more than five years, i.e. they have experience and knowledge how to conduct the trainings, and thus it should have resulted in education of higher quality. In Kaliningrad region the programme is implemented on the basis of regional libraries. This type of activity has become for them a completely new activity. The employees of libraries after being trained became teachers of the courses. However, it was obvious that they did not have enough time to accumulate experience for teaching computer literacy to the elderly and disabled students, so it is possible that it affected the depth of the achievements by the participants. It is important to mention that during the interview participants of course in Kaliningrad and Nizhny Novgorod stated that they were quite satisfied with the training and appreciated the work of teachers.

5.4 SOP impact: understanding net change

Overview of approaches to impact measurement

Measuring net change or impact means excluding any impact that might have been due to other factors. As mentioned in Section 5.1 those factors are:

- Counterfactual

- Attribution
- Displacement

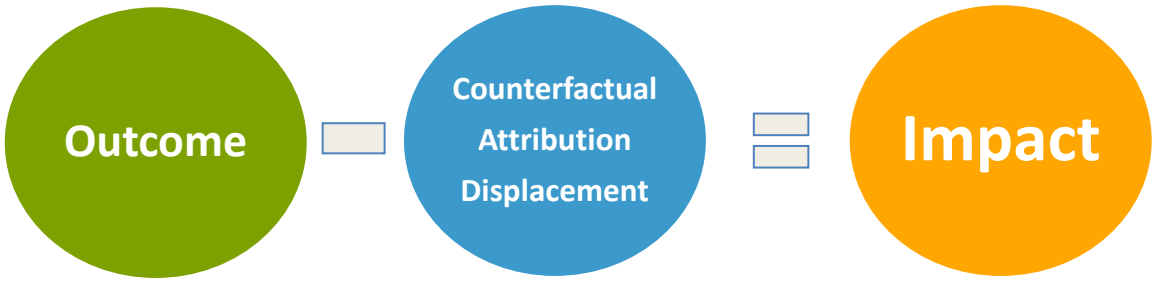


Figure 12: Measuring impact

To measure the *counterfactual* we need to assess what amount of change would have happened anyway without an intervention.

There are three ways to carry out such assessment, depending on the circumstances and resources available:

a) *Comparative approach* - involving a control group. This is a rigorous method to measure the counterfactual. However, the research must ensure that the control group is comparable to the target group. Furthermore, there are ethical reservations about the use of control groups with regard to social programmes (European Commission 2010).

b) *Hypothetical approach* - directly asking the stakeholders how much change they think would have taken place anyway, even without the programme.

c) *Trend approach* - comparing the outcomes for stakeholders with national or regional data, if and where comparable figures exist.

Due to the absence of specific regional or national data with comparable figures on the outcomes measured and the difficulty of accessing and interacting a control group with parameters comparable to the stakeholders at the two locations selected for the SROI, the hypothetical approach was used: each stakeholder group was asked in their questionnaires and interviews to estimate how much change they think would have happened if they did not participate in the SOP. The approach chosen was the optimal one given the context of this SROI, though there is a possibility that in this case the results might be over- or underestimated due to the subjective assumptions. This was taken into account at the sensitivity analysis stage, where the two models were tested for sensitivity to counterfactual and attribution (see Section 6.3).

Counterfactual is expected to reduce the outcomes, but this is not always the case, because the respondents may claim that the situation would have been worse or much worse for them without the intervention in question. This was the case with the SOP.

From questionnaire data, we can see that not only outcomes would not be achieved at any degree, but stakeholders consider the situation would get even worse particularly for the participants. This result was expected as the longer they stay digitally divided, the wider grows the gap between

those who have access to and use the potentialities of information and communication technologies for their own achievements, and those who are not in a position to access or use these potentialities.

Measuring *attribution* is necessary when there are other actors involved in a programme and/or when multiple actors are working in the same area to achieve similar goals (UK Cabinet Office 2012). As with the counterfactual, several approaches are possible when measuring the attribution.

1) If several organisations are contributing to a programme, one might want to assess the percentage of change that can be attributed to each organisation. This is only necessary if one wants to estimate how much credit for the results each organisation could claim for itself. This can be done in two ways:

   1)a Empirically, asking stakeholders what proportion of the overall benefit they would attribute to each of the different actors who participated in bringing about the change, or

   1)b Through an approach based on hypothesis in which the credit for the results is divided in proportion to the resources each organisation contributed/invested (UK Cabinet Office 2012).

2) If multiple programmes with similar goals are focusing on the same stakeholder groups, one might wish to estimate how much of the change can be attributed to each of these different programmes and actors. In this case the estimate of attribution can be made through hypothesis (for example based on the collection of qualitative information) or on the basis of empirical data, which involves directly asking the stakeholders to rank the organisations in accordance with the importance of their respective contributions to the result (UK Cabinet Office 2012).

For SOP the attribution was measured empirically for each stakeholder group in two locations. The data on other possible influences were collected during the stakeholder engagement stage (interviews) and through the questionnaires. The stakeholders were asked to attribute a percentage of change to the programme along with other factors that might have been influential.

Table 7 shows the level of attribution to the SOP of the identified outcomes and net change in two regions.

Stakeholder	Outcomes	Net change	Attribution to SOP
Participants of the SOP	Increased self-esteem	NN – 70 KLD – 48	
	Increased independence, self-confidence	NN – 71 KLD – 45	
	Reduced social isolation	NN – 36 KLD – 27	NN – 58% KLD – 58%
	Improved capacity to take part in new activities	NN – 44 KLD – 23	
	Extra spending	NN – 39 KLD – 13	
	Extra savings or income	NN – 55 KLD – 17	
Trainers involved in SOP	Improved professional development	NN – 8 KLD – 5	NN – 43% KLD – 80%

	Increased self-esteem	NN – 28 KLD – 23	
Relatives of visually impaired participants	More time for themselves	NN – 31	NN – 57%
	Better family relationships	NN – 13	
NGO – regional coordinators	Improved sustainability	N/A	NN – 70% KLD – 88%
	Increased social impact	N/A	NN – 43% KLD – 22%

Table 7: Attribution to SOP of the identified outcomes and net change by region (in per cent)

As we can see above, the trainers and participants were the stakeholder groups most likely to attribute the changes in their wellbeing to the SOP. Evidently this is because they are the groups closely connected with the SOP and its activities. The attribution among Kaliningrad region trainers is much higher comparing to their Novgorod colleagues because trainers in Kaliningrad were librarians who at first had to pass training courses on digital education for the elderly. Only after that they began to teach; all this was new to them and affected them to a greater extent.

Though the relatives of visually impaired participants are a stakeholder group that was not directly targeted by the programme, the attribution figures for the outcomes for them are quite high. That might be explained by the fact that their everyday life is closely interrelated with their blind relatives and they share their emotions, feelings and experience.

As the participants are the main target group of the SOP, for this SROI it was important not only to understand the programme's impact on their wellbeing but also to identify what other influences help to bring about positive changes.

The questionnaires revealed that besides the impact of the SOP, the participants are significantly influenced by their relatives and friends (maximum attribution 18% and 17% in Novgorod and Kaliningrad respectively).

The SOP is not limited to digital courses, but also includes various recreational and educational activities (guided tours, workshop, events, etc.), employment guidance and training, and in 2015 training modules on financial and legal literacy were included in the routine. Thus, it was important for us to understand which of the programme components had a greater impact on the outcomes achieved by the participants. The attribution to the digital education in Kaliningrad is 37% and in Nizhniy Novgorod 33%, while attribution for the other SOP events and activities is 21% and 29% respectively. Thus, we see that although the digital courses affect the identified outcomes to a greater extent, other programme activities also have a strong impact.

These influences should be further explored and taken into account for the future development of the programme: grantees should be encouraged to work more with relatives and pay special attention to non-computer activities for the participants to maximise the positive influence of the programme.

Finally, *displacement* effects can occur in situations where the generation of positive changes for a stakeholder group (for example, the direct beneficiaries of a programme) automatically causes negative changes for another group. In other words, the benefits are displaced from one group or area to another. In practice, displacement effects are difficult to measure because the causal relationship between an intervention and its impacts upon non-participants is difficult to determine (UK Cabinet Office 2012).

In this evaluation of the SOP no negative impact that could have been displaced to another location or group was determined during stakeholder engagement and ToC development stage.

5.5 Assessing the materiality of negative outcomes

The survey of stakeholders revealed that besides those who experienced positive outcomes of the SOP there were those who experienced negative outcomes and those for whom there was no change in their wellbeing within the programme.

The only one negative outcome reported by participants was increased spending. It was an expected outcome, because participants in some cases had to buy PC equipment, software, pay for the internet at home or pay for computer maintenance service.

According to the questionnaires, the majority of stakeholders reported positive wellbeing outcomes measured for this SROI. Table 8 below provides the percentage of stakeholders who reported that nothing changed for them within the programme or that they would have achieved the same changes without the SOP.

Stakeholder	No change	% of stakeholders
Participants of the SOP	Self-esteem	NN – 2 KLD – 2
	Independence, self-confidence	NN – 2 KLD – 7
	Communication	NN – 10 KLD – 10
	Improved capacity to take part in new activities	NN – 11 KLD – 21
Trainers involved in SOP	Professional development	NN – 13 KLD – 10
	Self-esteem	NN – 13 KLD – 10
Relatives of visually impaired participants	Time for themselves	NN – 0
	Family relationships	NN – 35
NGO – regional coordinators	Improved sustainability Increased social impact	NN – 0 KLD – 0

Table 8: Share of stakeholders reporting no changes for the SOP outcomes by region

It is obvious that the programme can not affect all the stakeholders equally. Attribution below 10% can be considered negligible. As it can be seen from the table above, 21% of participants in the Kaliningrad region didn't report any change in improved capacity to take part in new activities. It can be explained by the characteristic traits of rural life – most residents here have a garden and their interests are closely connected with gardening, also there are fewer opportunities to go to a cinema, theater, or a museum, because to do that you need to travel to the city, so there are less opportunities to diversify the leisure. The majority of participants limit themselves to downloading books, movies and computer games.

Besides, 13% of the trainers at Nizhny Novgorod did not experience changes in professional development and self-esteem, as we mentioned before, this was due to the fact that most of the trainers were already experienced teachers, so the programme did not influence them greatly. In Kaliningrad the reasons for the absence in the outcomes might be different. Some of the librarians might not have had a desire to do additional work such as computer trainings, so they did not experience any positive change because of their new role.

And 35% of relatives have not experienced changes due to the program. It is an expected outcome, as this stakeholder group was not directly targeted by the programme. Many relatives during the interviews said that their family relationships were always good. This topic was quite sensitive to them because not everyone is willing to recognize conflicts or poor family relationships, and the question "Have your relationships improved?" subconsciously was perceived as if they had poor relationship before.

After the information on average changes for different SOP outcomes was gathered for various stakeholder groups at the two locations it was also important to understand if there were any negative changes for any of the stakeholders and if these changes were material.

To answer this question we looked at the net change outcomes to see if any of the stakeholders who did not experience the positive outcomes experienced a negative outcome. The results of this analysis for the participants and trainers are presented in Table 9 below.

Stakeholder	Negative outcome	% of stakeholders
Participants of the SOP	Self-esteem	NN – 0 KLD – 0
	Independence, self-confidence	NN – 0 KLD – 2
	Communication	NN – 0 KLD – 0
	Improved capacity to take part in new activities	NN – 0 KLD – 2
Trainers involved in SOP	Professional development	NN – 0 KLD – 0
	Self-esteem	NN – 0 KLD – 0
Relatives of visually impaired participants	Time for themselves	NN – 15
	Family relationships	NN –15
NGO – regional coordinators	Improved sustainability Increased social impact	NN – 0 KLD – 0

Table 9: Share of stakeholders reporting negative changes for the SOP outcomes by region

As it can be seen from Table 9 above, the percentages of stakeholders who experienced negative outcomes is very low among participants (only 2 respondents). Having studied the questionnaires of participants in Kaliningrad region, who pointed out that their capacity to take part in new activities became worse after the SOP, we did not find any reliable data to explain this, because they also showed improvement within other outcomes. We believe that this might have been a mistake due to their inattention, because respondents are older people and they might have mixed the questions (they were monotypic), or simply put a tick into the wrong box, or in the case of telephone survey, they could have heard the question badly. One of the respondents that showed that his capacity to participate in different activities became slightly worse pointed out that he was a working pensioner, and used his computer seldom, but after the SOP he uses computer every day, so in this case his hobbies and interested were switched and limited to computer.

As for the relatives of visually impaired, the reduction of spare time was seen in some cases (15%) for the following reasons: firstly, they had to accompany their blind relatives to the course and, secondly, due to the difficulty for blind people to master the computer without help, their family members had to spend more time helping them to use computer, while before the SOP there was no such need.

An interesting finding came out – those relatives who pointed out that their family relationships became slightly worse (15%) after the SOP also stated that they have more spare time and they use it for meeting with friends and other personal interests. Therefore as they spend less time with their blind relatives their family relationships become a bit worse.

As for the NGOs and trainers, they did not report any negative outcomes associated with the SOP. In all cases, the outcomes changed in the positive direction as a result of the SOP.

5.6 Using financial proxies to assign values to the results

The SROI evaluation requires that the impact of an intervention is expressed in monetary (financial) terms. Usually price is used as a proxy for the value of products and services, when there is an associated market. This means assigning a 'proxy' ('approximate value') to goods that are not traded in the market and therefore do not have an agreed market value. Although this practice is becoming increasingly common with regard to environmental outcomes (e.g. carbon emissions trading), it is not yet the case with social outcomes, where there is still little consensus about methods and numbers.

In general, the following approaches are currently used to assign values to non-market outcomes:

1. *Stated preference* – directly asking people how they value things relative to other things, or how much they would pay to get or avoid something. This approach assesses people's willingness to pay or accept compensation for something hypothetical.

2. *Revealed preference* – valuation from the prices of related market goods. To this end data published on average household spending may be used.

3. *Hedonic pricing* – a form of revealed preference technique that produces a value based on the market values of components of a service or a good.

4. *Travel cost/time value* – an approach based on the notion that people are generally willing to travel a certain distance or spend a certain amount of time in order to obtain a good or service that is valuable to them. The cost of travel and/or time spent can be given a monetary value which represents an estimate of the value of that good or service (Fujiwara and Campbell 2011).

For this SROI a stated preference (willingness to pay) approach was used due to a) lack of relevant research data and b) the fact that the available national statistics data are mainly for a representative sample on the national level, and would be difficult to adjust to the stakeholder population in this research.

The data were obtained through an empirical 'choice experiment' exercise based on interviews with the stakeholders: in this exercise the respondents were first asked to rank the outcomes in order of importance for them through a discussion. Then they described the conditions that are essential in order to achieve one of the outcomes without the SOP (i.e. the material items they would have to buy to achieve the same change, e.g. books, theatre and move tickets, music CDs, etc. to improve their capacity to take part in new activities) and, after that they assigned a monetary value to all material items that were included in their list of goods. The value of the outcome was calculated as a sum of all the goods and services the participants were willing to pay for to achieve a similar outcome. The annual monetary value of this outcome was considered the anchor value for other outcomes in the ranking that were given greater or less importance and the corresponding values for other outcomes were calculated using the weights based on the ranking.

This exercise was used with participants, relatives and trainers at two regions in group discussions, the aim being to obtain monetary proxies to measure the value of the non-monetary wellbeing outcomes of the SOP. Overall, eleven choice experiments were conducted with groups in the two regions. The text of the experiment can be found in Annex 6.

As for direct savings/income or extra spending associated with the SOP, we asked every group of participants to identify the respective annual amounts in roubles. Both figures were subsequently included in the SROI calculation – a positive one for savings/income and a negative one for extra spending. It should be noted that respondents in all the groups considered the actual economic outcomes of the programme the least important for themselves and in all cases the figures revealed that they actually started to save and earn more than the extra that they started to spend.

For the NGOs two key outcomes that needed to be expressed in monetary terms were their improved sustainability and increased social impact. For improved sustainability the financial proxy used was the amount of additional funding they were able to raise for the period of programme involvement. As for increased social impact, the proxy was the average annual NGO spending for providing services to their clients (administrative costs).

Table 10 shows the financial proxies for each identified outcome based on the choice experiment results and calculations from the questionnaires.

Stakeholder	Outcome	Financial proxy	Value
Participants of the SOP	Increased self-esteem	Choice experiment – calculated based on the weights	NN – 49 186 KLD – 6 125
	Increased independence, self-confidence	Choice experiment – calculated based on the weights	NN – 59 445 KLD – 4 750
	Reduced social isolation	Choice experiment – calculated based on the weights	NN –85 612 KLD – 10 625
	Improved capacity to take part in new activities	The average spending on recreation/interests (books, theatre, music, services) (reported by stakeholders)	NN – 44 163 KLD – 8 250
	Extra spending	Average spendings according to stakeholders (internet, equipment etc.)	NN – -12 585 KLD – -1 750
	Extra savings or income	Average savings & income according to stakeholders (skype, discounts, selling goods, etc.)	NN – 43 611 KLD – 2 800
Trainers involved in SOP	Improved professional development	Willingness to pay for advanced training course (reported by stakeholders)	NN – 38 058 KLD – 15 000
	Increased self-esteem	Willingness to contribute to a charitable programme similar to SOP	NN – 119 249 KLD – 110 000
Relatives of visually impaired participants	More time for themselves	The average extra income due to increased spare time (reported by stakeholders)	NN – 180 000
	Better family relationships		NN – 180 000
NGO – regional coordinators	Improved sustainability	Average donor & partner contribution to NGO according to stakeholders	NN – 1 130 567 KLD – 567 000
	Increased social impact	Average NGO spending for providing services to their clients according to stakeholders	NN – 3 458 773 KLD – 1 213 184

Table 10: Financial proxies used (RUB, per year)

5.7 Other modelling considerations

Benefit period

Some outcomes have the potential to last for the rest of someone's life (e.g. confidence, skills, etc.) while others will last only for the duration over which the activity occurs. We have not been able to identify any research carried out on comparable projects to establish the duration of the outcomes. Therefore, we made assumptions based on the stakeholder consultation and the experience of the SOP team.

For the purpose of this study the outcomes have been considered for a maximum of three years for participants and relatives. Participants obtain new skills which are likely to persist. Increased independence and more active lifestyle pattern is likely to have lasting effects. Also, new relationships forged in older age are likely to be lasting. The interests and hobbies developed are likely to persist beyond immediate participation. After three years it is more difficult to credibly link the outcomes with earlier attendance in the SOP programme. For other stakeholders the duration of the outcomes were considered as long as they participated in the SOP (one year), as the publicity and profile created by NGOs persists only as long as they continue their activities under the programme. In addition, the trainers' feeling of self-importance and professionalism arise only as they educate the participants.

Drop-off

For outcomes that last longer than one year, it is likely that the effect of the outcome will diminish over time. The outcome will be influenced by other factors and it will be less attributable to that activity.

To adjust for the effects of drop-off, it is important to reduce outcomes accordingly. We calculate drop-off by deducting a straight percentage from the outcome each year.

We do not have research data available to establish the drop-off rate. Therefore, we have assumed a drop-off percentage of 33% for this SROI analysis, which is based on the experience of the SOP team in delivering the programme to older people. This drop-off rate is based on the assumption that it is difficult to link outcomes after three years to the programme and that after year one the effect of the programme is likely to steadily erode. For the outcomes that continue only during the SOP we assumed the drop-off rate to be 100% in the first post-project year.

Discount rate

The discount rate is the rate used to express the social value that will continue into the future for the duration of the benefit period (three years in our case) as present value.

In calculating the SROI ratio, discounting is used so as to be able to compare the investments and benefits paid or received at different points in time. It reflects the time value of money, i.e. the fact that in general people prefer to receive money sooner rather than later so as to eliminate 1) the risk of the money not being paid to them and 2) the opportunity costs (potential gains from investing the money elsewhere).

There is no universal agreement about the time value of money, so a variety of discount rates may be used for modelling. The key problem with using a discount rate for SROI analyses, however, is that it encourages more short-term approaches, which is not good for social projects. This could lead to a false representation of how much people value their future (UK Cabinet Office 2012).

For this SROI we used two different discount rates both embedded in the Russian economy and banking sector, thus reflecting to an extent the time value of money for people in this country:

1) The *Refinancing Rate* of the Central bank of Russia, 8.25%: the rate for loans given by the Central Bank of Russia to commercial banks. It was introduced in 1992 and last changed in 2013. Until January 1, 2016 it will be used for reference purposes only (Bank of Russia 2012).

2) The *Key Rate* of the Central Bank of Russia, 11%: the main indicator of state monetary policy, introduced in September 2013 to replace the refinancing rate (Bank of Russia 2015).

Scaling up

For the purpose of not overclaiming within this SROI we did not scale up the outcomes obtained through questionnaires for the participants of computer courses and considered the outcomes only for those who responded to them. However, to make the value of investment comparable with the number of stakeholders involved in the analysis we adjusted it for the number of responses obtained in each of the two SOP regions analyzed.

To do that, the aggregate value of investment for each of the regions that included the grant funding received by the NGOs and CAF programme expenses was divided by the actual number of people who completed the computer courses by August 2015, and then multiplied the result by the number of questionnaires returned to us by the SOP participants. The other programme inputs will be discussed in more detail below.

The full SROI models for two regions are presented in Annex 7 of this report.

5.8 Calculating the input

This section describes and values the input of the various stakeholders to the SOP programme.

For SROI evaluation the impact expressed in financial (monetary) terms is compared with the costs to assess the effectiveness of an intervention. The input considered in an SROI evaluation can be financial or economic.

Financial input is part of the budget, and represent the total amount of money spent in carrying out an intervention.

Economic input (or non-financial costs) are values used to register an activity or intervention for which there has not been any financial recompense. These could be, for example, donations, volunteer work, or the provision of some kind on non-remunerated good or service. Depending on the intervention in question, these costs can be non-material, and therefore disregarded, or material, in which case they should be measured.

To calculate the ***financial input*** of the SOP for each of the two regions evaluated within this SROI, CAF's accounting data was used. All NGOs received *grant funding* that was used to purchase equipment, organise events and activities, and pay trainers' salaries.

There were differences between the amounts of grant funding received. Nizhniy Novgorod received the most as there are three NGOs involved in the SOP and they participate since 2013, while at Kaliningrad there is one NGO-regional coordinator who joined the SOP in 2015.

Besides the grant funding and the NGOs received for their own projects, CAF also provided them with training and ongoing consulting support (including internal and external experts, site-visits), webinars, and *CAF's programme expenses* also needed to be accounted for. To do this, accounting data on annual expenses across various budget lines were obtained from the accounting records. To calculate the annual amount of programme expenses per region, the total

amount of programme expenses during particular period of time was divided by the number of NGOs involved in the programme at that moment.

The financial input per region is listed in Table 11 below.

Region	Year	Grant amount	Grant amount adjusted for number of respondents	CAF programme expenses[9]	CAF programme expenses adjusted for number of respondents
Nizhniy Novgorod	2013-2015	7 536 364	1 798 142	1 076 595	257 336
Kaliningrad	2015	1 393 986	249 035	158 581	28 330

Table 11: Financial input per region (RUB)

Economic costs of the SOP

According to the information obtained from the programme documents and during the stakeholder engagement, the following economic costs were identified for the SOP:

- *Volunteer work*: students of local educational institutions, community members, SOP graduates take part in the programme as volunteers to assist to deliver classes on particular topics, help organise events, etc.

To calculate this input we asked the NGOs to estimate the time that volunteers contributed to the programme (questionnaire) (1104 hours per year in Nizhniy Novgorod and 360 hours at Kaliningrad), than we multiplied it by the average cost the same services per hour in the region (e.g. computer adviser/consultant) (350 rub per hour in Nizhniy Novgorod and 200 rub in Kaliningrad region).

- *Equipment purchased by participants or their relatives*: during the programme participants learned to use computer and relative devices and became familiar with new digital activities. And if they don't have the equipment at home they have to buy it, or in some cases their relatives give it to them as a present.

This input took place frequently and was considered material by the stakeholders. To value the goods purchased during the SOP, a corresponding question asking them to say if they bought any equipment for the activities related to the SOP and how much they spent on those purchases was included in the participants' questionnaires.

Also during the interviews with NGOs' representatives it has been found that NGOs themselves and their partners contribute to the programme by providing *room, facilities, utility payments, extra curriculum lessons or services and presents* for participants at festive events, etc.

To value this input, a corresponding question asking NGO to estimate the contribution of donors and themselves to the SOP was included in the NGOs' questionnaires.

All input figures (financial and economic) were adjusted to the number of respondents for the purpose of not overclaiming the value of costs.

[9] CAF programme expenses include: staff salaries (director, manager, administrator), external experts fees, travel expenses (transport, accommodation, per diems), promoting materials, general administration (office rent, telecommunications, financial, legal and administrative support, office equipment maintenance)

The final amounts included in the models are shown in Table 12.

Region	Volunteers	Participants and relatives	NGOs and partners
Nizhniy Novgorod	386 400	2 796 424	3 935 000
Kaliningrad	72 000	534 270	340 958

Table 12: Economic costs of the SOP, per region by year (RUB)

CHAPTER 6 Results of the SROI Evaluation

6.1 The social return on investment of the SOP

For an intervention to be considered effective based on the results of the SROI evaluation, we must be able to see that:

1) when the present value of costs is subtracted from the present value of benefits, the net present value is greater than zero (NPV > 0)
2) the **SROI ratio** obtained by dividing the present value of benefits by the present value of costs is greater than one (SROI > 1)

$$SROI = \frac{present\ value\ of\ benefits}{present\ value\ of\ costs}$$

(UK Cabinet Office 2012).

As there were some basic differences between the two regions, the building of the SROI models and the calculation of the SROI ratio were conducted separately for each region.

Nizhniy Novgorod

The table below shows the value of the outcomes created in relation to the investments undertaken in the programme in 2013-2015, discounted at two different rates discussed above in Section 5.7.

Social return on investment for the SOP (in Russian roubles) in Nizhniy Novgorod in 2013-2015		
Present value of benefits (discount rate: 11%)	56 338 839	**SROI ratio: 6.14**
Present value of benefits (discount rate: 8.25%)	58 653 074	**SROI ratio: 6.39**
Present value of costs	9 173 302	

Table 13: SROI of the SOP for Nizhniy Novgorod

The SROI evaluation indicates that for every rouble invested in the *SOP* in Nizhniy Novgorod, RUB 6.14 – RUB 6.39 was created in social value, i.e. up to 6.39 times the amount invested.

Kaliningrad region

The table below shows the results of the SROI evaluation for the SOP at the Kaliningrad region, i.e. the value of the outcomes created in relation to the investments undertaken in the programme in 2015, discounted at two different rates discussed above in Section 5.7.

Social return on investment for the SOP (in Russian roubles) at Kaliningrad region in 2015		
Present value of benefits (discount rate: 11%)	1,723,130	**SROI ratio: 1.41**
Present value of benefits (discount rate: 8.25%)	1,782,042	**SROI ratio: 1.46**
Present value of costs	1 224 593	

Table 14: SROI of the SOP for Kaliningrad region

The SROI evaluation indicates that for every rouble invested in the *SOP* in Kaliningrad region, RUB 1.41 – RUB 1.46 was created in social value, i.e. up to 1.46 times the amount invested.

6.2 Value Distribution

It is important to understand who exactly benefited from the SOP, i.e. how the benefits were distributed amongst the stakeholders. If an intervention is aimed at generating an impact for a particular group, it is important to verify whether that group was indeed the principal beneficiary.

Nizhniy Novgorod

The table below shows the distribution of the benefits generated by the SOP in Nizhniy Novgorod, by stakeholder group.

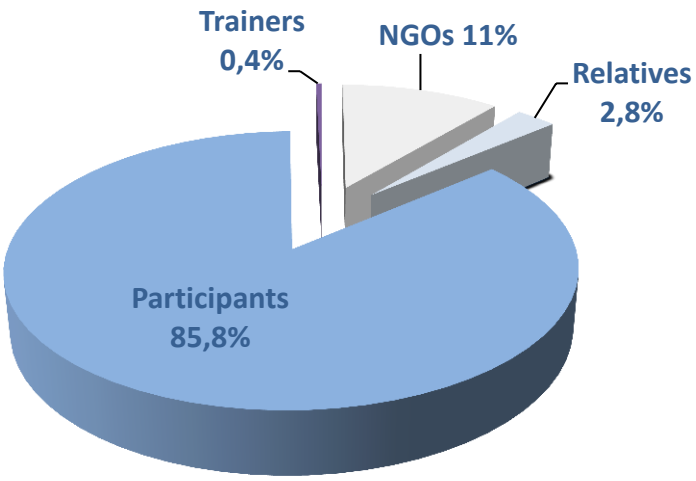


Figure 13: Distribution of SOP benefits by stakeholder, Nizhniy Novgorod

In Nizhniy Novgorod participants of digital literacy courses were the main beneficiaries of the SOP, followed by the NGOs-regional coordinators. The relatives of visually impaired participants were not the primary target group of the SOP activities but this SROI evaluation showed that they also benefit from the programme. The reasons for the lowest percentage of benefit for the trainers in Nizhniy Novgorod were already discussed in the report (their previous professional and job experience). Altogether these results correspond to the way the SOP was designed, the participants being the primary target group.

If distribution of value across various outcomes is considered for Nizhniy Novgorod, the picture will be the following:

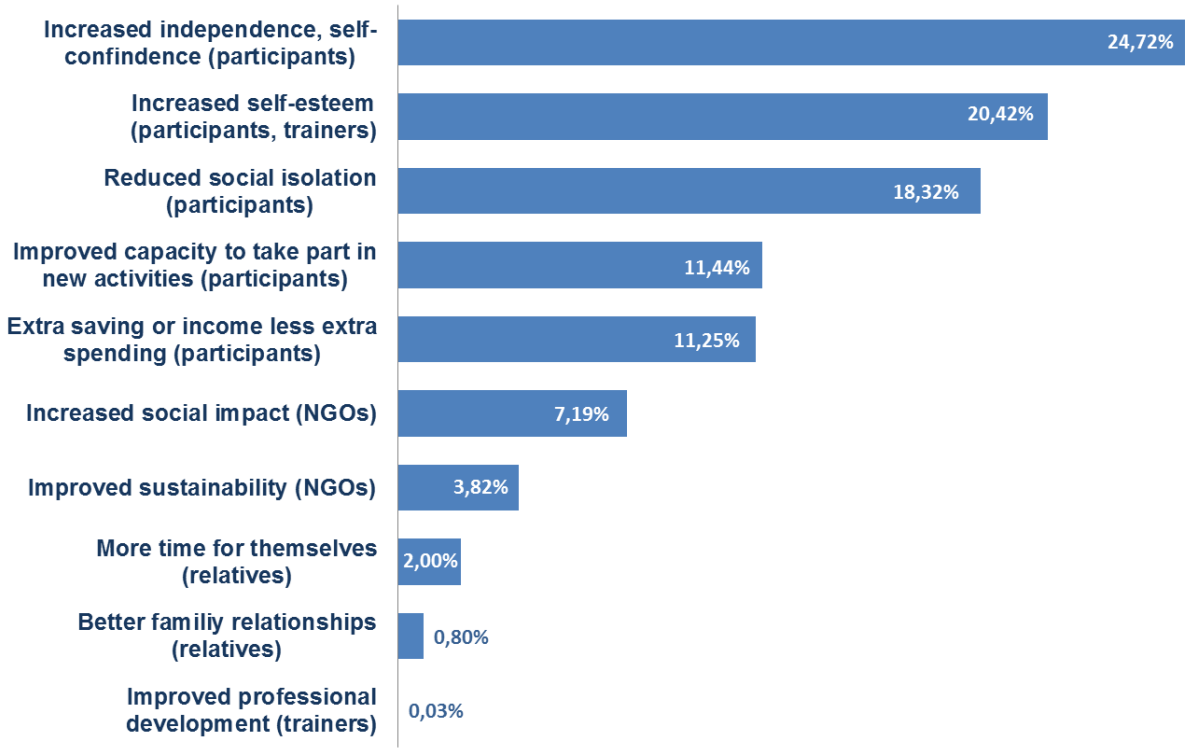


Figure 14: Distribution of value created by SOP across outcomes, Nizhniy Novgorod

The most value at Nizhniy Novgorod accounts for the participant’s outcomes (ranging from 11.25% for extra saving/income to 24.72% for increased independence) and these are the outcomes the SOP is directly aiming to achieve implementing the activities. Increased social impact and improved sustainability for NGOs-regional coordinators represent 7.19% and 3.82% respectively.

The unintended outcomes – such as time release and better family relationships for the relatives of visually impaired participants and improved professional development for the trainers – respectively account for 2%, 0,8% and 0,03% of the total value created.

We can therefore conclude that at Nizhniy Novgorod the SOP has a positive social impact. The participants are the beneficiaries of more than 80% of the social value created; and the programme’s most significant impacts are on participants’ independence, self-esteem and communication, while it also influences other stakeholders in a positive way.

Kaliningrad region

The diagram below shows the distribution of the benefits generated by the SOP in Kaliningrad region, by stakeholder group.

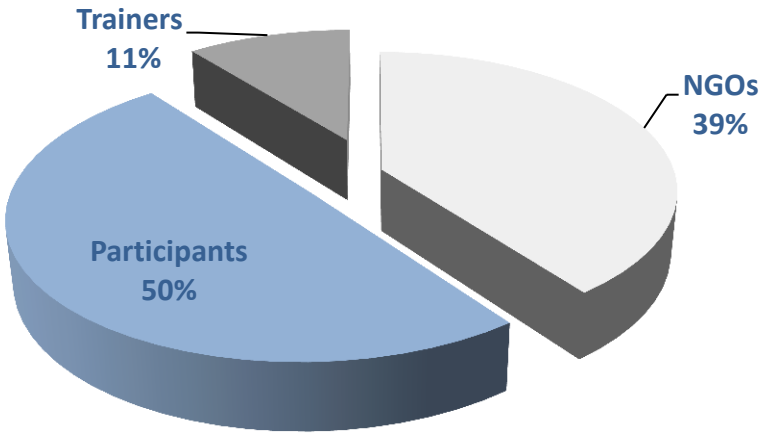


Figure 15: Distribution of SOP benefits by stakeholder, Kaliningrad region

Figure 15 shows that in Kaliningrad region half of the value created by the SOP went to the participants who are the main target group of the SOP and NGOs (39%). The trainers here have more benefits from the programme compared with their Novgorod colleagues. The reasons for that also have been discussed in this report (their previous job experience and further computer training educational course).

Figure 16 shows, for the Kaliningrad region, the various outcomes and what percentage of the total value they respectively accounted for:

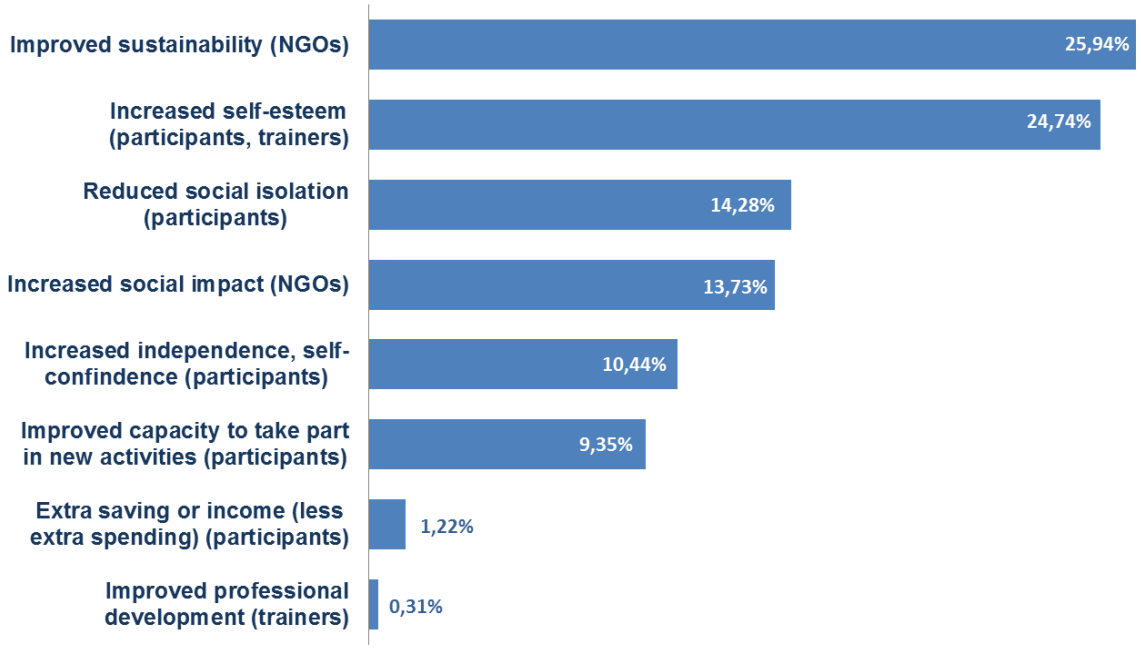


Figure 16: Distribution of value created by SOP across outcomes, Kaliningrad region

The most highly valued outcome at Kaliningrad region is improved sustainability for NGOs. This is explained by the fact that the SOP has just started there and the first and main investments were made to the regional coordinators (local libraries). And as for most of them that was their first experience of participation in a charitable programme, they assigned very high value to this

outcome. In addition, implementation of the SOP allowed them to attract new partners and donors for other activities and combination of all of the above empowered the NGOs to become new centres of local life and activity and another outcome for NGOs which is increased social impact also shows a high value – 13.73%.

Outcomes for participants – increased self-esteem (including trainers), reduced social isolation, increased independence and improved capacity to take part in new activities also received high value (ranging from 24.74% to 9.35% respectively) and these are the outcomes the SOP is directly aiming to achieve implementing the programme activities.

Extra savings or income for participants accounts only for 1.22% which is explained by the low material status of the population in rural areas, less opportunities to find a job or use e-shopping for saving money.

It should be noted that the outcomes for participants at Kaliningrad region have great potential to be higher in the future, as at the moment of this SROI evaluation, the digital literacy courses had just started there, and due to the time frames of the programme the pilot education course was a little bit shorter than usual SOP course, so the first participants there might not have fully experienced all the benefits. So the SOP impact is expected to become higher as long as the SOP programme will develop at full potential there.

In conclusion, we can say that at Kaliningrad region the SOP achieves its goals: it creates most of its social value for participants and NGOs-regional coordinators. Its most significant impacts were on NGOs' sustainability, and participants' communication and self-esteem both for trainers and participants.

6.3 Sensitivity analysis

This section analyses how certain changes in the assumptions and proxies would affect the value of the SROI in the two models that were developed. It will demonstrate the impact these changes have on the SROI and indicate a range within which, realistically, the SROI for the SOP at the two locations will fall. The sensitivity analysis was carried out by varying the assumptions of the model and analysing the impact on the SROI result.

The variation of the SROI ratio in two regions depending on the discount rate used has already been discussed in Section 6.1. The sensitivity analysis for other assumptions in the models is carried out below. For the sensitivity testing the SROI ratio for 8.25% discount rate is used as the basis.

For this SROI evaluation the financial proxies for wellbeing outcomes experienced by participants were obtained by asking them directly within a 'choice experiment exercise'. The figures obtained are very subjective and stakeholder-specific, so there is a need to test the two models for sensitivity to various proxies to understand how they affect the SROI ratios.

Attribution and counterfactual are other parameters that were measured by directly asking the stakeholders and it is, therefore, based on their subjective assumptions and can be influenced by the respondents' recall bias (Hassan 2005). There are two possible scenarios for these assumptions:

- stakeholders attribute too much change to the programme based on its length and their involvement in it and consider that the changes wouldn't happen without the intervention;

- stakeholders attribute too little change to the programme because when the change has already taken place, they think they would have achieved it themselves (Mueller et al 2014).

To test the models for sensitivity to attribution and counterfactual we increased and then reduced the figures for all stakeholders and outcomes by 25% to reflect these two possible scenarios. The 25 per cent adjustment was selected based on nef studies that attempted to measure to what extent the respondents' recall bias (which often concerns attribution and counterfactual) can affect an evaluation.

Table 15 shows which areas were chosen as those with the most potential to affect the results.

Item of analysis	Base case	New case	SROI
Outcomes for participants	Proxies as reported by stakeholders	Proxies halved	NN – 3.65 KLD – 1.09
Attribution	Depending on outcome ranging from 0% to 87.5%	Reduced by 25% for all outcomes	NN – 4.80 KLD – 1.09
	Depending on outcome ranging from 0% to 87.5%	Increased by 25% for all outcomes	NN – 7.99 KLD – 1.82
Counterfactual	Depending on outcome ranging from -35% to 17.5%	Reduced by 25% for all outcomes	NN – 5.93 KLD – 1.42
	Depending on outcome ranging from -35% to 17.5%	Increased by 25% for all outcomes	NN – 6.86 KLD – 1.49
Benefit period	Reported outcomes last between 1 and 3 years	No outcome lasts for more than one year	NN – 3.56 KLD – 1.09

Table 15: Sensitivity analysis for Nizhniy Novgorod and Kaliningrad region

The sensitivity analysis shows that if the already conservative values used in the analysis are reduced even further, the social return on the SOP is unlike to fall below 1.09 in Kaliningrad regions and 3.56 in Nizhniy Novgorod. This value would be reached if we were to reduce our assumptions regarding the benefit period and drop-off for all stakeholders' outcomes to a period of 1 year and 100% drop-off.

On the other hand if the SOP stakeholders attributed too little change to the programme because when the change has already taken place, they think they would have achieved it themselves. In this case the attribution should be higher and the SROI ration would increase to 1.82 at Kaliningrad region and 7,99 at Nizhniy Novgorod.

Overall, the SROI ratios in the two regions vary:

- between 3.56 and 7.99 in Nizhniy Novgorod;

- between 1.09 and 1.82 in Kaliningrad region.

We can, therefore, confidently say that the SOP has a positive impact at the two regions analysed for this SROI.

The SROI ratio for Kaliningrad region is the lowest, which is explained by the following factors:

- *the size of the population*: it is the smallest of the two locations considered in this SROI;
- *the level of urban development:* in this region the programme runs in rural areas with low income, while Nizhniy Novgorod is an important economic, industrial and cultural center of Russia;
- *the amount of investment*: this region received less funding than Nizhniy Novgorod;
- *the time of the intervention*: the programme here has been running since 2015 while in Nizhniy Novgorod it started in 2013.

The SROI ratio for Kaliningrad have a potential to be higher in the future, as at the moment of this evaluation, the digital literacy courses had just started there and the pilot education course was a little bit shorter than usual SOP course, so the first participants there might not have fully experienced all the benefits.

CHAPTER 7 Discussions and conclusions

7.1 Main findings

The “Status: Online” was initiated and developed by the “CAF” Foundation and Philip Morris as a way to support the elderly and physically challenged adults, to improve their quality of life by creating conditions that prevent their social and informational isolation, and give birth to the new opportunities for an active lifestyle.

The evidence obtained through this SROI analysis has demonstrated that:

- The SOP is an effective intervention from a return-on-investment perspective. It creates a substantial social value of between RUB 1.09 and 7.99 for every rouble of investment. Based on rigorous research and best assumptions, our estimate of social return on investment in Nizhniy Novgorod and Kaliningrad region is RUB 6.39 and 1.46 respectively.

- Most of the value generated is derived by the primary target group, i.e. the participants of digital literacy courses, which demonstrates the allocative efficiency of the programme. Furthermore, NGO regional coordinators, trainers and relatives of visually impaired participants also benefit substantially from this intervention.

- The evidence indicates that programme requires RUB 15 547 of investment (financial and in-kind) per participant and creates a social value of RUB 83 437 direct to each participant that attends the SOP that year.

- Thanks to the SOP participants start to save money and some of them succeed in finding or retaining their job. Participants’ overall financial savings vary from 1 050 to 31 026 RUB per year per person.

- The value created by the SOP corresponds to its initial goals and design: it generates the highest amount of value by contributing to the increase in self-esteem, independence, communication and capacity to take part in new activities for the elderly and physically challenged adults, i.e. improving their quality of life. Besides SOP provides great opportunities for NGOs-regional coordinators to increase their organizational sustainability and their contribution to improvement of the circumstances for vulnerable people living in their communities.

7.2 Improvements to the programme

This SROI has pointed out some areas for possible development and improvement of the SOP.

1 As participants are greatly influenced by their relatives, NGOs should be encouraged to involve relatives in the programme’s activities to maximize its impact. The main input from relatives might be their encouragement and motivation, computer assistance at home, delegation participants with the appropriate digital tasks (paying the bills, finding information, organizing photos), promoting e-communication. The limitation for this recommendation would be that the relatives might not have enough time to devote to the programme, as they might be quite busy with other things.

2 The technological progress is redefining the nature and content of jobs and the level of digital literacy limits the employment opportunities for adults with disabilities and elderly. Some of today's jobs are new and require new skills such as software publishers, accounting software, etc. By offering advanced level classes on specific computer programmes SOP can generate new opportunities for those participants aimed at employment or retaining their jobs. However, given the target age groups of the programme, this particular need has to be assessed carefully before introducing new programme components.

3 Web-based technologies could become an effective engagement tool both for NGOs, trainers and participants of the SOP. The programme website could be developed and promoted to collect, compare and distribute examples of good practice in the teaching and use of the digital technology in life-long learning. The website could also become a tool encouraging the participants from different regions of the programme to connect and communicate via the web, which would contribute to further reduction of their social isolation.

4 During the interviews, the problem with motivation and goal-setting among participants was revealed (particularly in rural areas). More than how to use a computer, what really stops older people is a motivation problem based on why they should use a computer, what are the real needs? The contents of the training should be attractive and meaningful for the participants, otherwise they do not start to use the computer at home, which prevents the positive changes for them. Participants' expectations need to be checked out before the course by asking encouragingly what she/he hopes to gain, how he/she is going to apply it, why there is a need for that. Meaningful learning is a key point in this process. As far as digital technologies are fundamentally a tool, NGOs need to be encouraged to fill it with content.

5 Specific strategies and activities should be developed by trainers to ensure that participants continue to use computers and internet on their own after the training course, so that the knowledge and experience gained during the course as well as the positive changes will not be lost.

6 Youth volunteers could be more engaged and have more positive changes directly related to the SOP if the NGO regional coordinators were be able to motivate them with the appropriate tools (e.g. offer them recommendation letter for the future job search, promote the sense of responsibility and self-fulfillment). Unfortunately, the main factor preventing blind people from digital education is their inability to come to the place where the courses are held on their own. In this case, volunteers could do a great service. NGOs should be educated how to engage volunteers in the programme activities effectively, as these stakeholders have great potential to positively influence the SOP outcomes.

7 The majority of SOP trainers during the interviews expressed a need in psychological support. Providing them with counselling on peculiarities and special needs as well as specifics of psychology and education of the elderly and disabled people will enable trainers to educate participants more efficiently and prevent themselves from job burnout.

8 When implementing the programme on the basis of the state organizations (e.g. libraries) the limitations on access to some web-sites like social networks should be considered (enhanced internet filters). The trainers should be equipped with the tools on alternative methods to deliver the lessons to participants (e.g. provide them with video-tutorials).

9 For the programme to be effective it is very important to plan optimal usage of NGO resources and create the correct schedule for the target groups considering the season. Groups for the employed participants should have different schedule (usually it is in the evening and during the week-ends) to make learning convenient for them.

10 Considering that the SOP functions throughout Russia from Kaliningrad to Vladivostok, and each NGO has its own experience and best practices, it is important to hold one annual meeting for trainers and NGO representatives to exchange experience and technology, besides, it would be good to hold an interregional digital literacy competition among the elderly and disabled graduates, which will increase the participants’ motivation and the status and reputation of the programme as a whole.

11 Another potential positive outcome for the SOP participants can be an improvement in mental health. To achieve this important outcome, special classes should be organized to inform and motivate participants of the ways to use computer for self-education, for example learning foreign language, playing chess, math games and other programmes/resources that activates the brain, which is especially important for the elderly.

12 NGOs should make more efforts to raise additional funding, in-kind support and attract volunteers for the SOP, by raising awareness about the importance of digital education for the improvement of the quality of life of older people and disabled adults. They could engage with local computer equipment sellers, telecommunication companies, internet providers, software developers, local authorities, students of local educational institutions, personnel agencies, and other relevant organizations.

13 To reduce the influence of the socio-economic differences SOP could consider some additional form of support for individual participants with lower income, which might include providing free PC and internet access points.

14 As SOP is a charitable programme it would be effective and mutually beneficial for all the stakeholders to further promote the idea of philanthropy among the participants. The need to do a meaningful job and to contribute to positive changes in the local community emerged during interviews with participants, and trainers confirmed that they became more socially active. The programme should motivate and support participants’ desire to make an input to their communities by informing them about existing charitable projects and helping them to bring their own charitable ideas into life. Thus, the SOP impact might be increased greatly.

15 The fact that the SROI ratio for Kaliningrad region turned out to be lower has certain implications for the programme design (many of them have already been discussed above, e.g. extra support of low-income participants, working with participants’ motivation, etc.). However, investment in IT courses should not be considered ineffective for this reason only. In rural areas the SOP is currently the only source of computer literacy for elderly people and adults with disability so it is important to preserve and develop this area of activity within the SOP. The key improvements outlined above should help to increase the SROI ratio for similar projects.

The largest investment should be made in the first year or at the point when a NGO enters the SOP and starts new activities (if that involves the purchase of new equipment). Subsequently, full-scale activities could be supported with smaller amounts of funding, while new NGOs and regions could also be involved in the programme.

The ongoing funding is very important, because otherwise there is a risk that without support the trainers will switch to other employers that have the potential for extra funding as well as NGOs will not be able to continue implementation of SOP activities.

7.3 Stakeholder engagement in discussion of the SROI findings

The SROI process, findings, conclusions and recommendations presented in this report were communicated to the SOP stakeholders for verification. This was achieved during several stages between January and June 2016. The stakeholders confirmed the outcomes once again and agreed with the impact and valuation outlined in this report. This gave us confidence that our SROI report is both accurate and credible. Further activities are planned in this regard:

1. The SROI process and findings will be presented to all NGOs-regional coordinators currently involved in the SOP. Discussion of the results will allow to adjust the activities of the programme and make it more effective and relevant. In September-October 2016 the SROI results will be presented in Kaliningrad and Nizhniy Novgorod during the programme events dedicated to the International Day of the elderly.

2. The findings and report will be presented to the donor of the SOP – Philip Morris Sales and Marketing Ltd. in September 2016. The changes to the SOP design based on the SROI results are currently being discussed and planned for the future rounds of the programme.

7.4 Evidencing programme impact

In conducting this research a range of tools were developed that can be used for the future cycles of the SOP to capture the impact on the stakeholders’ wellbeing: theories of change, questionnaires, questions for stakeholder engagement, etc.

Presenting the results and findings of this SROI to local and state government authorities and business could boost the case for supporting the SOP programme and other similar projects.

These SROI tools can also be used to measure the social return on investments made within the SOP at other regions of programme implementation, or at the same regions if they continue to take part in the programme, in order to evidence changes over time and to increase the evidence for the programme’s effectiveness.

Finally, the data collection tools developed for this SROI evaluation could be adjusted and used by other organizations which implement the digital literacy education for elderly throughout Russia, enabling them to measure and compare the returns on those other social investments.

7.5 Limitations of the methodology

Detailed descriptions of the methodological approach have been made throughout this report. However there were some limitations in our approach to data collection.

The indicators used for the analysis were collected from stakeholders by asking subjective questions, and measured across two time points using a retrospective approach.

In respect of subjective measurement, it was necessary to do without baseline data in capturing the change brought about by the programme.

As in the case of SOP the changes for the various stakeholders were mostly personal, attitudinal or intangible social changes, the retrospective pre-test design is justified, as it works best for capturing the participants’ perception of changes they experienced (Colosi & Dunifon 2006).

However, this approach includes several threats to validity that should be taken into account:

- *Recall bias* associated with respondents’ inability to accurately recall attitudes and behaviours held in the past
- *Social desirability bias* related to the need to report change to fit programme expectations
- *Effort justification bias* that occurs when respondents report improvements to justify the time and energy they invested in the program; and
- *Cognitive dissonance* when participants report improvement to meet their own expectations that they should have changed (Colosi & Dunifon 2006).

These were taken into account when working on the questionnaires for data collection and at the sensitivity analysis stage. The questions were formulated in a way to minimize the opportunity for these biases, and the respondents were asked to answer the questions as honestly as possible.

Given the limited resources, this research developed optimal questions to collect information about the amount of change experienced by the stakeholders.

Another limitation on data collection in this SROI was the absence of a control group and of national or regional data that could have been used as such. The counterfactual information was therefore also obtained from the stakeholders by asking them subjective questions.

This approach has a number of strengths:

- It is less resource-intensive and more convenient than traditional approaches
- It can be applied when there is no control or comparison group data available (Mueller et al. 2014).

This approach can only be used for changes in self-reported personal outcomes, which was the case with the SOP, so it was the best that could be done given the research context.

However, the counterfactual self-estimation is associated with self-estimation bias. As it is not yet known if respondents usually tend to overestimate or underestimate their counterfactual (Mueller et al. 2014), when we did sensitivity testing both scenarios were considered.

The approach used to identify financial proxies for this research also has certain limitations, tending to be very subjective because respondents’ answers are often influenced by concerns about social desirability. However, it provided a good way to capture value as perceived by our particular stakeholder groups. This is supported by the fact that the results obtained by implementing the ‘choice experiment’ were more or less consistent.

This was the second SROI evaluation of a social programme implemented in Russia. The best available tools and approaches were used for it in order to ensure the SROI principles are properly observed.

Annex 1

Justifications for non-inclusion of stakeholders in the SROI evaluation

For the record, the manner in which the other stakeholders might have been affected by the SOP are described below. The information collected in the stakeholder engagement interviews showed that these stakeholders did not experience significant change as a result of the programme.

1. Volunteers

The involvement of adult volunteers is one of the essential components of the programme. Volunteers help the elderly and adults with disabilities to absorb the information taught during the courses and advise them on relevant issues. This is a valuable contribution to the programme and we need to take it into consideration. Initially it was assumed that the volunteers would experience changes from participating in the SOP, however, during group interviews they claimed that, even without participating in the SOP, they would achieve similar changes. As most of them were youth with an active lifestyle and as they said if they had not participated in the programme they would have got involved in other voluntary projects and obtained similar outcomes (e.g. increased sense of meaning and purpose, new knowledge and skills).

2. Relatives

SOP participants shared their experience with relatives and it was expected that relatives would be influenced by the programme. They often bought equipment as a present (laptop, tablet, PC, etc.) – this was their input to the programme. Communication within the family was expected to improve as the participants became more knowledgeable about computer topics and therefore, be more able to discuss them in the same "language". In addition, relatives were expected to have more spare time as they got greater help from participants in family routines (utilities payment, helping grandchildren with school homework etc.). Relatives' self-esteem was also expected to increase in line with their pride in their family member's progress. Telephone interviews revealed, however, that relatives did not experience material change, except for the families of visually impaired participants. For this reason only, they were included in the SROI evaluation.

3. Local organizations of the All Russian Societies of People with Disabilities and Visual Impairments

The programme's design allowed delivery of digital literacy lessons at the premises of local blind and disabled associations, yet telephone interviews with managers did not reveal any change for this stakeholder group. Nevertheless, we should take account of their input to SOP as they provided classrooms, internet and other utilities.

4. Local hospitals, post offices, banks

As participants learned how to use electronic services (online utilities payment, registering for doctors' appointments, on-line communication) there was a reduced need to visit post offices, hospitals, banks, etc). This should have resulted in shorter queues at local service organizations. According to stakeholder engagement data from NGO leaders and participants, this was indeed observed during the programme. (Quotes: "There are fewer queues at doctors' offices", "We reduced the flow of customers to the post office – they all come to the library now to socialize"). Although there was some change, it was not material for this stakeholder group, as it was not noted, in any way, by the organizations themselves.

5. Local HR agencies

One of the objectives of the programme was to help elderly and disabled people secure jobs. Therefore, the curriculum included lessons about job search, how to write a CV etc. Some NGOs

invited representatives from local personnel agencies to talk on these subjects. During telephone interviews, agencies were asked about the changes for them as a result of the SOP. The main benefit recorded was an increased number of CVs from this target group, but they could not measure the impact of the programme because the numbers were not substantial.

6. Local authorities, ministries, departments

The SOP is beneficial for local government because it fully corresponds to the current priorities of digital inclusion for elderly people. When the programme was running in a particular region, local departments reported greater progress but this stakeholder group was not included in the SROI analysis because the positive influence of the programme was not material for them. When contacted by telephone, none of them reported significant changes that could be attributed to the SOP. They confirmed however that the work SOP was doing was very important and met today’s requirements.

The programme was designed to include close interaction with local authorities. CAF informed them about the start of the programme in their region and they were invited to various special events, thus increasing the reputation of the programme. There is potential for further communication with the local authorities about the programme and its positive input in the lives of the communities they serve.

Annex 2

Scripts used in group interviews during stakeholder engagement — QUALITATIVE stage

Good day!

Thank you for taking an interest in helping us with our research. My name is _____. I work for CAF, the organization that implements the “Status: Online” Programme with the financial support of Philip Morris Sales and Marketing Ltd.

The funders want to understand how SOP has worked, and what the programme has achieved. We want to get a better understanding of your experiences of being part of the programme. CAF wants to understand how well the programme did or didn’t work well so they can improve it, so if you are have both positive and negative things to tell about the programme please do so. It is very important because we would like to know how to improve the programme for the future participants.

To get a better understanding of this programme I will ask you a series of questions. Our conversation will last about 1 hour. Some of the questions may be quite personal, but you will be able to move on to the next question at any time and we will not ask you to share anything you do not wish to.

I will use a voice recorder, but the data will be used only collectively and solely for the purposes of this analysis. What you tell me during the discussion may form part of a report. We will make sure your responses are anonymous and without your prior approval, no personal data will be passed to the third parties.

Do you have any questions?

If you are happy to take part, can you please confirm the following by answering ‘yes’

- I confirm that I understand the purpose of this research and have had the opportunity to ask questions. (Yes/No)
- I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason. (Yes/No)
- I agree to take part in this study. (Yes/No)

STAKEHOLDER INTERVIEW QUESTIONS

1. **Adults with disabilities/retired participants unemployed/employed retired participants (group interviews were held separately for different the categories)**

1) Let's get acquainted, could you briefly tell us about yourself? (name, age, what are you at, with whom do you live together)

2) How did you come to hear about the "Status: Online" Programme?

3) Why did you decide to participate in the Programme?

- *Due to the professional necessity or leisure?*
- *What did you expect from the study process?*
- *What did you like to achieve by attending the course and participating in the programme?*

4) When did you start to participate in the "Status: Online"?

5) How does the programme work?

- *Tell us about the course itself, what have you learned*
- *What programme activities have you visited besides the computer lessons? What did you do there? Was it useful to you? (excursions, wokrshops, meetings, webinars)*
- *Have there been any changes in the study programme and activities on the basis of your wishes, whether the organizers listened to your opinion?*

6) How was your training?

- *What did you feel when you first came to the lessons? (fear, uncertainty, joy, excitement, pride)*
- *Did you face any difficulties at the initial stage of training? (difficulty in communication, tiredness, misunderstanding, problems to get to the place)*
- *How were you treated? (NGO workers, trainers, volunteers, other participants, relatives)?*
- *What brought you joy, and what made you upset?*
- *Did you manage to expand your social network?*
- *Did you notice any change to your physical activity in relation to the courses?*

7) Do you feel satisfied with your computer skills upon finishing the study?

8) Is there anything you could not master during the training as it was planned? why?

9) Did you get any help with computer training from someone else? (relatives, friends, other computer training course)

10) Due to the obtained new skills can you say that you feel more confident?

- *Does it make you happy?*
- *Have your physical and psychological well-being changed at any level?*

11) What has changed as a result of the programme for you? Try to arrange the change in their priority for you. (Planned and unplanned results (positive and negative))

- *Leisure time*
- *Emotions*
- *Communication in the family and society, made new friends, recovery of lost contacts*
- *Independence, autonomy*
- *Optimization of the daily routine*
- *Professional development, self-education*
- *Self-confidence*
- *Self-fulfillment*
- *Improved financial well-being (savings or extra expenses)*

- *Changes in physical activity (more or less move)*
- *Employment, extra income*
- *Sense of security*
- *Sense of self-importance, being in demand*
- *Feeling more healthy, better perception of the world as a whole*
- *How do you think - would these changes be possible without the participation in the programme?*
- *Who else besides the programme had influenced these changes?*

12) For how long will you experience these changes?

13) What would you do if you did not participate in the programme?

14) Have you noticed any changes (as a result of the programme) with your relatives, trainers, volunteers, other NGO employees?

15) In your opinion, who else was influenced by the programme?

16) What do you like the most about the programme "Status: Online"?

17) What programme component was the most interesting and useful for you?

18) What would you like to change in the programme in order to achieve better results? (new activities, new methods, new programs, the number of students in a group, events, etc.)

19) Have you (or your relatives for you) purchased a computer (laptop, tablet) over the last year? Was it due to your participation in the Programme?

20) Do you have the possibility to use a computer and Internet at home at the moment?

21) How often do you use PC now?

22) For what purposes do you use a PC now? What software do you use regularly?

2. Trainers

1) *Please tell us about yourself (what are you at, what has attracted you in this job)*
2) *When did you start to work with SOP? Are you a permanent or a part-time employee)?*
3) *What are your goals and challenges within the SOP? What are your responsibilities?*
4) *In your opinion, what inputs (besides CAF) were important and successful for the programme?*
5) *What programme components were the most successful and why?*
6) *What influenced your work positively and negatively?*
7) *Is there anything you could not fulfil under the programme as it was planned and why?*
8) *Did you notice any changes for you as a result of your participation in SOP? Please arrange the changes in their priority for you. (planned and unexpected results (positive and negative).*
9) *Do you think any of these changes would have happened if you did not participate in the programme?*
10) *Who else (besides SOP) has influenced these changes?*
11) *Did you notice any changes as a result of the programme with your students or their relatives, volunteers?*

12) *In your opinion, who else was influenced by the programme and how?*
13) *What do you like the most about the SOP?*
14) *What would you like to change in the programme to achieve even better results?*

3. Relatives of visiually impared participants

1) *How did you come to hear of SOP?*
2) *Do you live together with your relative?*
3) *Did you face any difficulties due to your relative’s participation in the SOP?*
4) *Please tell us if you yourself experience any changes as a result of your relative’s participation in the SOP? (spare time, emotions, finances, communications, etc.)*
5) *Do you think any of these changes would have happened if your relative did not participate in the programme?*
6) *Did you have to help your relative in his study process and how?*
7) *Did you notice any changes as a result of the programme with your relative (positive and negative). Would any of these changes be possible without the SOP?*
8) *Are there any other opportunities to study digital literacy in the city?*
9) *What would you like to change in the programme to achieve even better results?*
10) *How often does your relative use computer at the moment?*
11) *Mostly for what purposes does he use a PC? What software does he use?*

4. NGOs

1) *Please tell us about your organization and you (the date of registration, areas of work, your responsibilities, clients…)*
2) *When did you start to participate in the SOP?*
3) *What are the organization’s goals and challenges within the SOP?*
4) *Please describe how the programme works in your organization? (programme activities, target groups, volunteers, partners, CAF)*
5) *Has anyone contributed to the implementation of the programme in addition to CAF funding?*
6) *In your opinion what inputs are the most important for the programme’s success?*
7) *What programme components are the most successful and why?*
8) *What influenced the programme implementation positively and negatively?*
9) *Is there anything you could not accomplish within the programme as it was planned and why?*
10) *What has effected the programme within the organization and outside it?*
11) *What has changed as a result of the programme for your organization? (planned and unexpected results both positive and negative)*
12) *Do you think any of these changes would have happened if you did not participate in the programme?*
13) *Who else besides CAF has influenced these changes?*

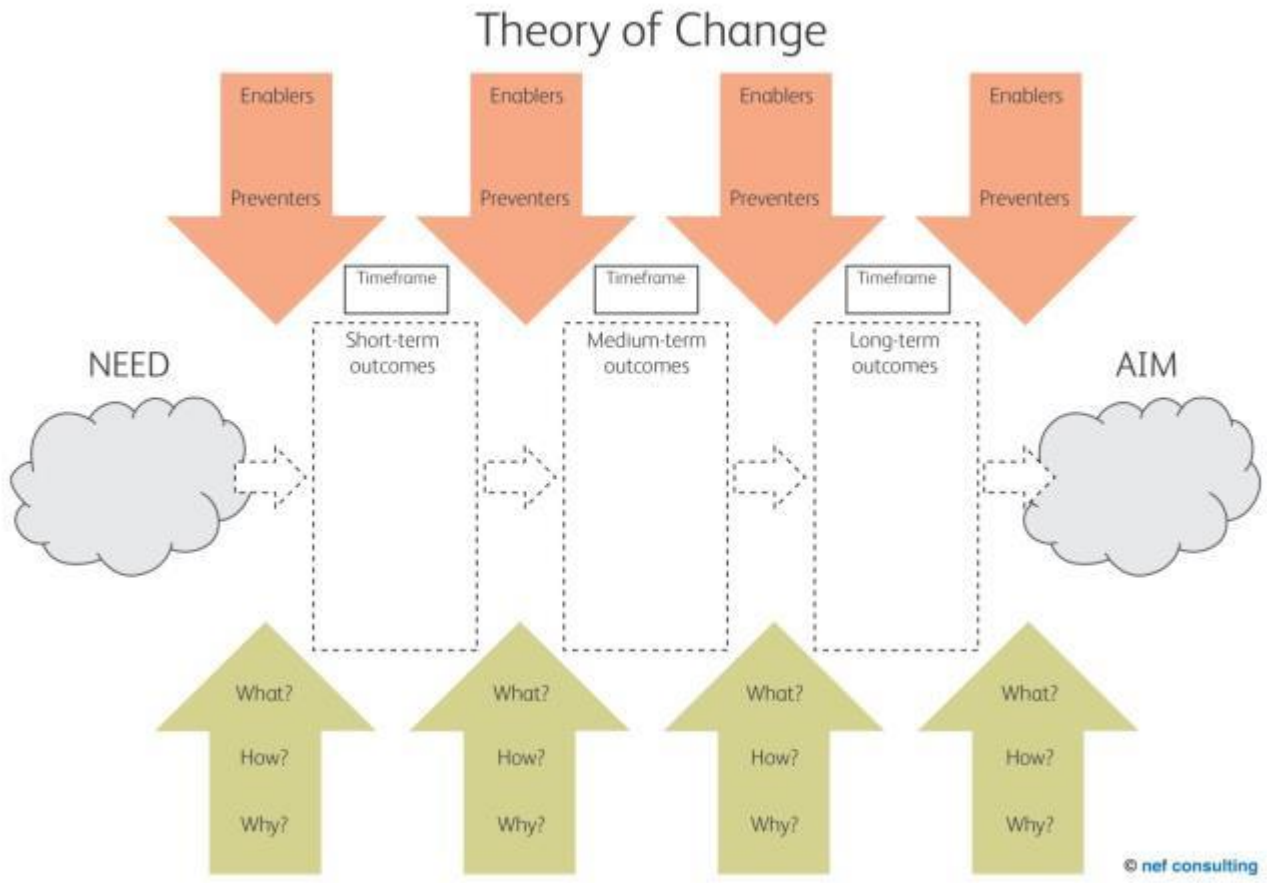
14) *Do you notice any changes as a result of the programme with your clients?*
15) *If you communicated with participants’ relatives, tell us about what had changed for them.*
16) *In your opinion, who else was influenced by the programme and how?*
17) *What would you like to change in the programme to achieve even better results?*

5. Volunteers

1) *Let's get acquainted, could you briefly tell us about yourself? (name, age, what are you at, what do you do in your spare time)*
2) *How did you come to hear about the "Status: Online" Programme?*
3) *Why did you decide to participate in the Programme as a volunteer? What was your goal? What did you expect from this?*
4) *What are your responsibilities within the Programme?*
5) *Did you notice any changes in your life due to the participation in the Programme? Arrange the changes in the priority for you.*
6) *Did you obtain any useful skills or extra income through participation in the Programme?*
7) *Have you made any new friends thanks to the Programme?*
8) *Can you say that thanks to the new experience under the programme, you can fulfil yourself to a greater extent?*
9) *Can you say that due to your participation in the Programme, you feel more confident?*
10) *Do you enjoy your participation in the Programme? Has your physical and psychological well-being changed? Have your relationships with family members, colleagues, others changed?*
11) *In your opinion what has influenced the work of the Programme positively and negatively?*
12) *Were your expectations from the Programme satisfied? What you failed to do, as it was planned, and why?*
13) *Have you noticed any changes during the programme among other participants: participants, their families, trainers, etc?*
14) *What do you like the most in the "Status: Online"?*
15) *What would you like to change in the Programme? (new activities, new methods)*
16) *What would you do if you did not participate in the Programme?*

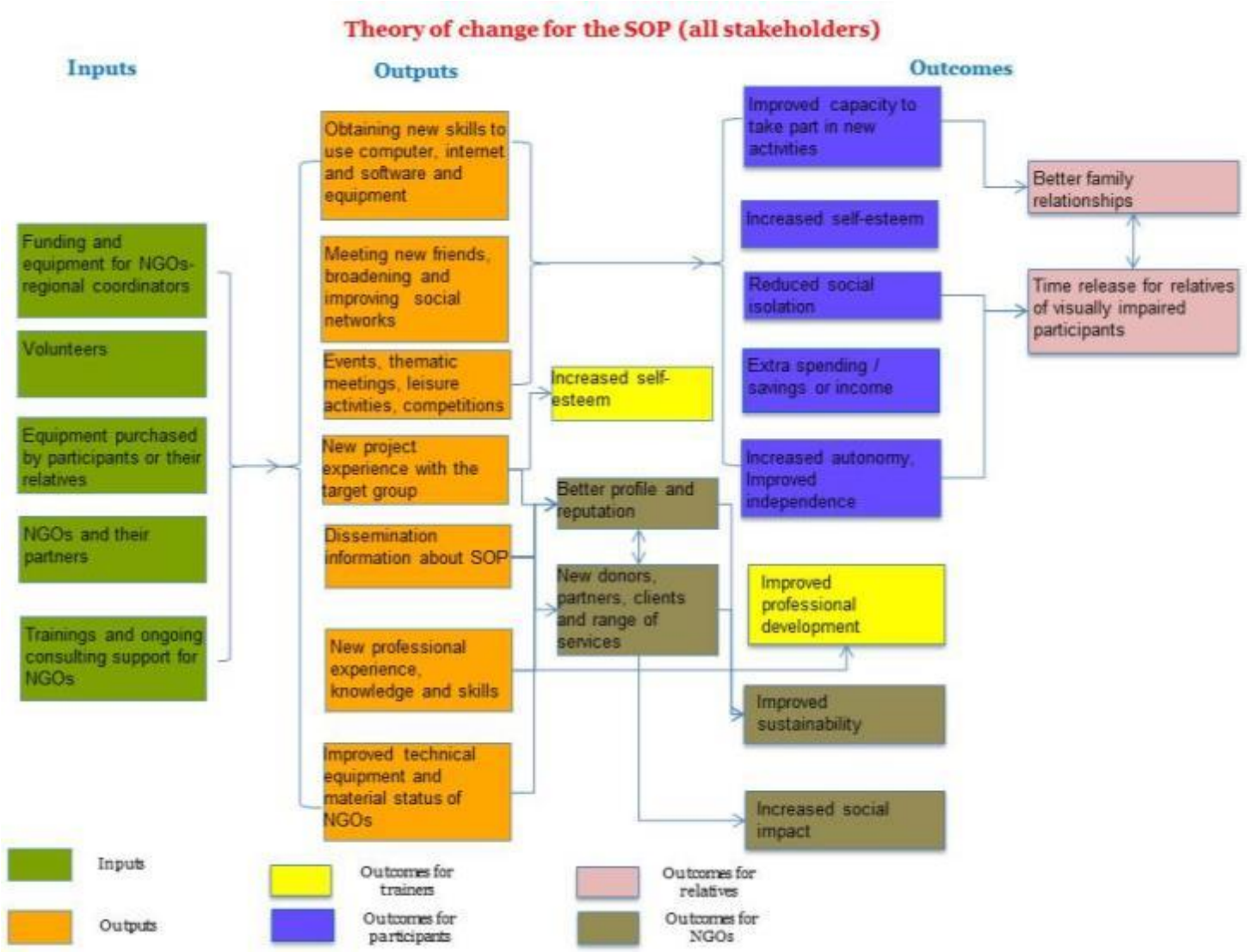
Annex 3

Theory of Change for the SROI



An overview of the Theory of Change for the SROI approach by nef consulting

Annex 4



Theory of Change for the "Status: Online" Programme

Annex 5

Questionnaires by stakeholder — QUANTITATIVE stage

1. Participants of SOP

Dear participant!

You took part in the computer literacy “Status: Online” Programme and we would like to know how your life changed as a result of it. Your response will help us understand the strong and weak points of the programme and improve it for new participants.

It will take about 15 minutes of your time to answer the survey questions. We will ask you to remember how your life was before the computer literacy programme and afterwards. All questions we are asking are about your personal experience. Please be honest: there are no right or wrong answers.

All questionnaires are anonymous and your responses will be generalized and used only for the purpose of our own research: we will not disclose them to any third parties without your consent.

Do you agree to take the survey? (please, mark as appropriate)

☐ Yes ☐ No

1. Where did you attend the course?

   ☐ Kaliningrad region
   ☐ “Kamerata”, Nizhniy Novgorod
   ☐ “Social Rehabilitation”, Nizhniy Novgorod
   ☐ “Zabota”, Nizhniy Novgorod

2. Your gender

   ☐ Female
   ☐ Male

3. Your age

   ☐ under 30
   ☐ 30 - 55
   ☐ over 55

4. Do you live together with relatives?

   ☐ alone
   ☐ together

5. Have you or your relatives (for you) purchased a PC, laptop, tablet for your study at “Status: Online” Programme or after you’ve finished the programme?

   ☐ Yes
   ☐ No

   If YES, please specify the approximate cost of the equipment in rubles

   ☐ .

6. How often did you use a PC or tablet before you joined the Programme?

- ☐ Every day
- ☐ 2-3 times a week
- ☐ 2-3 times a month
- ☐ I didn’t use it at all

7. How often do you use a PC or tablet at the moment?

- ☐ Every day
- ☐ 2-3 times a week
- ☐ 2-3 times a month
- ☐ I don’t use it at all

8. Did you participate at other “Status: Online” Programme events, not related to computer education (IT forum, excursions, trips, workshops, festive graduation, contests, etc.)?

- ☐ Yes
- ☐ No

If YES, please specify the events you’ve attended

☐ .

9. Prior to your computer literacy course did you feel modern, in step with the times?

- ☐ no
- ☐ probably no
- ☐ neither yes nor no
- ☐ probably yes
- ☐ yes

10. Do you feel modern, in step with the times at the moment?

- ☐ no
- ☐ probably no
- ☐ neither yes nor no
- ☐ probably yes
- ☐ yes

11. If you didn't attend the computer literacy course, would you be able to feel modern, in step with the times?

- ☐ no
- ☐ probably no
- ☐ neither yes nor no
- ☐ probably yes
- ☐ yes

12.After having attended the course you feel…

- ☐ …Much more independent, self-confident
- ☐ …More independent, self-confident
- ☐ …Without any change
- ☐ …Less independent, self-confident
- ☐ …Much less independent, self-confident

13. If you didn’t attend the course, would you be able to feel more independent, self-confident?

- ☐ no
- ☐ probably no
- ☐ neither yes nor no
- ☐ probably yes
- ☐ yes

14.After you attended the course the amount of people in your social network…

- ☐ …reduced greatly
- ☐ …reduced
- ☐ …didn’t change
- ☐ …expanded
- ☐ …expanded greatly

15.If you had not attended the course, your social network would…

- ☐ …reduced greatly
- ☐ …reduced
- ☐ …wouldn’t change
- ☐ …expanded
- ☐ …expanded greatly

16.After having attended the course your range of interests and hobbies (books, movies, music, needlework, cooking, etc.)…

- ☐ …reduced greately
- ☐ …reduced
- ☐ …didn’t change
- ☐ …expanded
- ☐ …expanded greatly

17.If you had not attended the course, your range of interests and hobbies would…

- ☐ …reduced greatly
- ☐ …reduced
- ☐ …wouldn’t change
- ☐ …expanded

☐ …expanded greatly

18. After having attended the course you spend more money, for example on internet bills, equipment etc.?

☐ Yes

☐ No

19. After having attended the course you save more money, for example on phone calls, internet discounts and special offers, buying drugs etc.?

☐ Yes

☐ No

20. For you, many things have changed thanks to the computer courses. You have got not only new knowledge, but become more self-confident, began to communicate more, you have new interests and hobbies. Do you think you made it only because of the courses, or someone else helped you in this?

Please rate from 0 to 5 the impact on you of the following people/circumstances.

(0 - NOT affected, 5 - significantly affected)

☐ Relatives, friends

☐ Socio-economic environment

☐ Colleagues

☐ Computer literacy course, you’ve attended

☐ Other “Status: Online” Programme events, not related to computer education (IT forum, excursions, trips, workshops, festive graduation, contests, etc.)

☐ Other, please specify ☐.

21. What amount in rubles you would be willing to pay for the similar computer literacy course?

☐.

22. Are you employed at the moment (including part-time job)?

☐ Yes

☐ No

If YES:

Did you use a PC for your work before attending the course?

☐ Yes

☐ No

Do you use a PC for your work now?

☐ Yes

☐ No

Would you be able to use a PC for your work just as well, if you had not attended the course?

☐ Yes

☐ No

Thank you for participating in our survey! Your opinion is important to us!

2. Trainers of SOP

Dear participant!

You taught the computer literacy for elderly people at the Programme “Status: Online” and we would like to know how your life changed as a result of it. Your response will help us understand the strong and weak points of the Programme and improve it for new participants.

It will take about 15 minutes of your time to answer the survey questions. We will ask you to remember how your life was before the computer literacy programme and afterwards. All questions we are asking are about your personal experience. Please be honest: there are no right or wrong answers.

All questionnaires are anonymous and your responses will be generalized and used only for the purpose of our own research: we will not disclose them to any third parties without your consent

Do you agree to take the survey? (please, mark as appropriate)

☐ Yes ☐ No

1. Where did you teach the course?
   - ☐ Kaliningrad region
   - ☐ “Kamerata”, Nizhniy Novgorod
   - ☐ “Social Rehabilitation”, Nizhniy Novgorod
   - ☐ “Zabota”, Nizhniy Novgorod

2. Is this your primary place of employment?
   ☐ yes ☐ no

3. Age
   ☐ under 30 ☐ 30 - 55 ☐ over 55

4. How long have you been working as a coach of computer literacy for elderly people?
   ☐ Less than a year ☐ 1 – 3 years ☐ 3 – 5 years ☐ over 5 years

5. As a result of participation in the "Status: Online" programme your professional level …
   - ☐ Greatly increased
   - ☐ Increased
   - ☐ Without changes
   - ☐ Decreased
   - ☐ Greatly decreased

6. How would your professional skills of teaching computer literacy to the elderly changed, if you did **NOT** participate in the program "Status: Online"?

- ☐ Changed a lot
- ☐ Changed
- ☐ Wouldn’t change

7. For teaching the course of computer literacy did you have to learn or master any new computer programs (software)?

☐ Yes ☐ No

If YES, please specify the name _____

8. Did you take part in the development of educational materials for the course of computer literacy?

☐ Yes ☐ No

If yes, please specify the name _____

9. How much would like to pay to be educated in the qualification of computer literacy trainer for elderly and disabled people?

_____ RUB

10. Because of your participation in the programme your self-esteem (sense of satisfaction, self-importance, being able to see the response from the students) has:

- ☐ Greatly increased
- ☐ Increased
- ☐ Without changes
- ☐ Decreased
- ☐ Greatly decreased

11. If you didn't participate in the programme, your self-esteem would be

- ☐ Much higher
- ☐ A little higher
- ☐ Without changes
- ☐ A little lower
- ☐ Much lower

12. Imagine that you’ve got an offer to engage in the same work (training elderly people computer skills) not within a charitable, but commercial project, i.e where the course participants themselves pay for their education. For you to accept this job, how much more salary you would like have?

For_____ rub more per month

Thank you for participating in our survey! Your opinion is important to us!

3. Relatives of visually impaired participants

Dear participant!

Your relative attended the course of computer literacy within the “Status: Online” programme and we would like to know how Your life changed as a result of it. Your response will help us understand the strong and weak points of the Programme and improve it for new participants.

It will take about 15 minutes of your time to answer the survey questions. We will ask you to remember how your life was before the computer literacy programme and afterwards. All questions we are asking are about your personal experience. Please be honest: there are no right or wrong answers.

All questionnaires are anonymous and your responses will be generalized and used only for the purpose of our own research: we will not disclose them to any third parties without your consent.

Do you agree to take the survey? (please, mark as appropriate)

☐ Yes ☐ No

1. Age

   ☐ under 30 ☐ 30 - 55 ☐ over 55

2. Do you live together with a relative who graduated from the computer literacy course?

   ☐ yes ☐ no

3. Do you work (full-time or part-time employment)?

   ☐ yes ☐ no

4. How the amount of your spare time has changed after your relative finished the computer course?

   My spare time:

   ☐ Increased greatly

   ☐ Increased

   ☐ Didn’t change

   ☐ Reduced

   ☐ Reduced greatly

Please, specify for how many hours per day ☐_____

5. If your family member did not attend the computer course, how would the amount of your spare time changed?

   My spare time would:

   ☐ Increase greatly

   ☐ Increase

   ☐ Wouldn’t change

- ☐ Reduce
- ☐ Reduce greatly

Please, specify for how many hours per day ☐_____

6. If you have more spare time, please specify how do you use it?

_____

7. How much you would be willing to pay for such computer literacy course for your relative?

_____ RUB

8. Once your relative attended the course, your relationships:
   - ☐ improved greatly
   - ☐ improved slightly
   - ☐ didn’t change
   - ☐ slightly got worse
   - ☐ greatly got worse

9. If your family member did not attend the course, your relationships would…
   - ☐ improve greatly
   - ☐ improve slightly
   - ☐ wouldn’t change
   - ☐ be slightly worse
   - ☐ be much worse

Thank you for participating in our survey! Your opinion is important to us!

4. NGOs-regional coordinators

1. The name of your organization

   _____

2. How many new **donors** have appeared at your organization thanks to the participation in the "Status: Online" programme for the entire period?

   _____

3. How many new **donors** have appeared at your organization if your organization has NOT participated in the programme “Status: Online”?

   _____

4. How many new **partners** (NGOs, media, state authorities, etc.) appeared in the organization through participation in the "Status: Online" programme?

   _____

5. How many new **partners** (NGOs, media, state authorities, etc.) appeared in the organization if your organization has NOT participated in the programme “Status: Online”?

   _____

6. Evaluate the contribution of donors and partners to the organization in monetary terms (without considering financing of the program "Status: Online") for all time of participation in the programme?

   _____ RUB

7. Does the organization have increased the number of employees in connection with the work within the programme "Status: online"?

   ☐ Yes ☐ No

   If yes, by how many people _____

8. Is the number of mentions of your organization in the media has increased in connection with the programme?

   ☐ Yes ☐ No

   If yes, how it has increased in an average per month _____

9. How many people on average per month use all the services of your organization before the programme "Status: Online"?

   _____

10. How many people on average per month use all the services of your organization at the moment?

    _____

11. If your organization has NOT participated in the "Status: Online" how many people per month would use the services of your organization at the moment?

    _____

12. How many of the existing (working) types of services (activities, crafts, and interest clubs) were at your organization before the start of the programme "Status: Online"?

    Please specify_____

13. How many types of services do you offer now (Including the Programme)?

    Please specify_____

14. If your organization has NOT participated in the programme “Status: Online”, how many types of services would provide your organization now?

    _____

15. How much your organization has invested in the programme "Status: Online" (finance and non-finance)?

    Put the amount in RUB _____

16. Please, evaluate the investment of your partners in the programme “Status: online”?

    _____ RUB

17. Do volunteers participate in the implementation of the programme “Status: online”?

    ☐ Yes ☐ No

If yes, list their activities according to the Programme

_____

_____

_____

18. How many hours per month do volunteers participate in the implementation of the programme “Status: online”?

    _____

Annex 6

‘Choice experiment’ text

Good afternoon!

Thank you for taking an interest in helping us with our research. My name is _____. I work for CAF, the organization that implement the “Status: Online” Programme with the financial support of Philip Morris Sales and Marketing Ltd.

With some of you we have already met during our first interview and some of you answered the questionnaire on the website.

During out previous interview we’ve discussed the changes that have occurred in your life due to your participation in the "Status: Online". Today we'll talk about the finances. But please do not panic and do not worry. We need to talk about the monetary value of the changes since this is very important for the donor and for further improvement of the programme. It absolutely does not mean that you will have to pay for something or you will receive money. There is no need to worry, simply think of our conversation today as a financial game.

1) Well, we’ve conducted a survey and discovered that due to your participation in the "Status: Online" the following changes have occurred:

FOR PARTICIPANTS:

- Your self-esteem has increased

- You started to communicate more

- You feel more independent, self-confident

- You range of interests has broadened

- You save more or have extra income (please try to estimate)

- You spend more (please try to estimate)

FOR TRAINERS:

- Professional development

- Increased self-esteem (feeling of self-importance)

FOR RELATIVES:

- Time release

- Better family relationships

2) Do you all agree with this list of the results?

3) Let's try to place arrange the results in order of importance to you.

Then we make a ranking and discuss each result individually based on the following plan:

1) Let's think how would be possible to achieve this result by other means?

2) How much would it cost?

3) How often you would have to do it?

4) Compare what you’ve just mentioned to the programme "Status: Online" - What would be better? (if you were suggested money, what would you chose?)

5) What do you think – for how long would you experience this result (only while you participate in the SOP or longer? Approximately during what period)?

6) Please name how much you would be ready to pay for this kind of training course (question for participants)

7) What are your suggestions for the programme improvement (to achieve the results we are now discussing more effectively).

Thank you very much for your time!

Annex 7

SOP SROI model for Nizhniy Novgorod and Kaliningrad region

SROI calculation model for Nizhniy Novgorod

Stakeholders	Number of responses	Outcome	Indicator	Source	Distance travelled	Counterfactual	Net Change *(distance travelled less counterfactual)*	Attribution	Proxy description	Proxy source	Proxy value	Total annual value, RUB	Benefit period, years	Drop-off
Participants	323	Reduced social isolation	No. reporting expansion of social network	questionnaire	29%	-7%	36%	57,9%	Calculated based on the weights	Choice experiment (willingness to pay)	85 612	5 838 431	3	33%
		Increased independence, autonomy	No. reporting independence, selfconfidence	questionnaire	36%	-35%	71%		Calculated based on the weights		59 445	7 879 292	3	33%
		Increased self-esteem	No. reporting modern, step with the times	questionnaire	38%	-31%	70%		Calculated based on the weights		49 186	6 398 002	3	33%
		Improved capacity to take part in new activities	No. reporting expansion the range of interests and hobbies	questionnaire	35%	-9%	44%		The average spending on recreation/interests (books, theater, music, services) (reported by stakeholders)		44 163	3 647 162	3	33%
		Extra spending	No. reporting more spendings	questionnaire	39%	0%	39%		Average spendings according to stakeholders (internet, equipment etc.)		-12 585	-916 321	3	33%
		Extra savings or income	No. reporting more savings/income	questionnaire	55%	0%	55%		Average savings & income according to stakeholders (skype, discounts, selling goods, etc.)		43 611	4 502 781	3	33%
Trainers	15	Improved professional development	No. reporting increased professional level. No of new programs learnt. No of materials developed	questionnaire	22%	13%	8%	43,3%	Willingness to pay for advanced training course (reported by stakeholders)	Choice experiment (willingness to pay)	38 058	20 613	1	100%
		Increased self-esteem	No. reporting increased self-esteem/sense of self-importance	questionnaire	27%	-2%	28%		Willingness to contribute to a charitable programme similar to SOP		119 249	219 600	1	100%
NGOs	3	Increased social impact	No. of new clients and services	questionnaire			0%	43,3%	Average NGO spending for providing services to their clients according to stakeholders	Questionnaire	3 458 773	4 496 520	1	100%
		Improved sustainability	No.of new donors, partners, employees, publications in media	questionnaire			0,0%	70,4%	Average donor & partner contribution to NGO according to stakeholders		1 130 567	2 388 524	1	100%
Relatives of visually impaired participants	20	More time for themselves	No. reporting increased spare time	questionnaire	26%	-5%	31%	56,5%	The average extra income due to increased spare time (reported by stakeholders)	Choice experiment (willingness to pay)	180 000	636 642	3	33%
		Better family relationships	No. reporting improved relationships	questionnaire	6%	-6%	13%				180 000	256 284	3	33%

Stakeholders	Outcome	Value: year 1 2015	Value: year 2 2016	Value: year 3 2017	Discount rate 8,25% Total (present) Value	Discount rate 11,00% Total (present) Value
Participants	Reduced social isolation	5 838 431	3 894 233	2 597 454	10 764 433	10 319 730
	Increased independence, autonomy	7 879 292	5 255 488	3 505 411	14 527 211	13 927 060
	Increased self-esteem	6 398 002	4 267 467	2 846 401	11 796 126	11 308 801
	Improved capacity to take part in new activities	3 647 162	2 432 657	1 622 582	6 724 347	6 446 549
	Extra spending	-916 321	-611 186	-407 661	-1 689 439	-1 619 645
	Extra savings or income	4 502 781	3 003 355	2 003 238	8 301 868	7 958 900
Trainers	Improved professional development	20 613	0	0	19 042	18 570
	Increased self-esteem	219 600	0	0	202 864	197 838
NGOs	Increased social impact	4 496 520	0	0	4 153 829	4 050 919
	Improved sustainability	2 388 524	0	0	2 206 489	2 151 824
Relatives of visually impaired participants	More time for themselves	636 642	424 640	283 235	1 173 790	1 125 298
	Better family relationships	256 284	170 941	114 018	472 516	452 995
				Present value of benefits (RUB)	**58 653 074**	**56 338 839**

SOP input	
Grant amount (CAF)	1 798 142
CAF programme expenses	257 336
NGOs and partners	3 935 000
Participants and relatives	2 796 424
Volunteers	386 400
Present value of costs (RUB)	**9 173 302**

SROI (Discount rate 8,25%)	**6,39**
SROI (Discount rate 11,00%)	**6,14**

SROI calculation model for Kaliningrad region

Stakeholders	Number of responses	Outcome	Indicator	Source	Distance travelled	Counterfactual	Net Change *(distance travelled less counterfactual)*	Attribution	Proxy description	Proxy source	Proxy value	Total annual value, RUB	Benefit period, years	Drop-off
Participants	82	Reduced social isolation	No. reporting expansion of social network	questionnaire	25,0%	-2,4%	27,4%	58,3%	Calculated based on the weights	Choice experiment (willingness to pay)	10 625	139 175	3	33%
		Increased independence, autonomy	No. reporting independence, selfconfidence	questionnaire	25,6%	-19,2%	44,8%		Calculated based on the weights		4 750	101 731	3	33%
		Increased self-esteem	No. reporting modern, step with the times	questionnaire	31,1%	-16,8%	47,9%		Calculated based on the weights		6 125	140 257	3	33%
		Improved capacity to take part in new activities	No. reporting expansion the range of interests and hobbies	questionnaire	21,0%	-2,1%	23,1%		The average spending on recreation/interests (books, theater, music, services) (reported by stakeholders)		8 250	91 106	3	33%
		Extra spending	No. reporting more spendings	questionnaire	13,0%	0,0%	13,0%		Average spendings according to stakeholders (internet, equipment etc.)		-1 750	-10 876	3	33%
		Extra savings or income	No. reporting more savings/income	questionnaire	17,0%	0,0%	17,0%		Average savings & income according to stakeholders (skype, discounts, selling goods, etc.)		2 800	22 756	3	33%
Trainers	10	Improved professional development	No. reporting increased professional level. No of new programs learnt. No of materials developed	questionnaire	22,5%	17,5%	5,0%	80,0%	Willingness to pay for advanced training course (reported by stakeholders)	Choice experiment (willingness to pay)	15 000	6 000	1	100%
		Increased self-esteem	No. reporting increased self-esteem/sense of self-importance	questionnaire	25,0%	2,5%	22,5%		Willingness to contribute to a charitable programme similar to SOP		110 000	198 000	1	100%
NGOs	1	Increased social impact	No. of new clients and services	questionnaire			0,0%	21,7%	Average NGO spending for providing services to their clients according to stakeholders	Questionnaire	1 213 184	262 657	1	100%
		Improved sustainability	No.of new donors, partners, employees, publications in media	questionnaire			0,0%	87,5%	Average donor & partner contribution to NGO according to stakeholders		567 000	496 125	1	100%

Stakeholders	Outcome	Value: year 1 2015	Value: year 2 2016	Value: year 3 2017	Discount rate 8,25% Total (present) Value	Discount rate 11,00% Total (present) Value
Participants	Reduced social isolation	139 175	92 830	61 918	256 600	245 999
	Increased independence, autonomy	101 731	67 855	45 259	187 564	179 815
	Increased self-esteem	140 257	93 551	62 399	258 594	247 911
	Improved capacity to take part in new activities	91 106	60 768	40 532	167 975	161 035
	Extra spending	-10 876	-7 254	-4 839	-20 052	-19 224
	Extra savings or income	22 756	15 178	10 124	41 955	40 222
Trainers	Improved professional development	6 000	0	0	5 543	5 405
	Increased self-esteem	198 000	0	0	182 910	178 378
NGOs	Increased social impact	262 657	0	0	242 639	236 628
	Improved sustainability	496 125	0	0	458 314	446 959
				Present value of benefits (RUB)	**1 782 042**	**1 723 130**

SOP input	
Grant amount (CAF)	249 035
CAF programme expenses	28 330
NGOs and partners	340 958
Participants and relatives	534 270
Volunteers	72 000
Present value of costs (RUB)	**1 224 593**

SROI (Discount rate 8,25%)	**1,46**
SROI (Discount rate 11,00%)	**1,41**

Annex 8

SURVEY: “DO YOU NEED COMPUTER LITERACY?” (2015)

Charities Aid Foundation in frame of “Status: Online” charitable program (Computer literacy courses for elderly people and physically challenged adults) (hereinafter – “the program”) has performed the survey “Do you need computer literacy?”

Survey participants – elderly people and physically challenged adults who completed computer literacy courses in 2013-2014.

Survey goal – define the importance and usefulness of the program, analyse the relevance of knowledge and skills gained by survey participants and take into account the opinion of respondents while planning the next stage of the program.

Survey method – anonymous survey including open and closed issues organized through the electronic system SurveyMonkey Russia.

1. General information on survey participants

The survey was held from March to April 2015 in the form of individual anonymous questionnaire. The total amount of participants was 1353 people residing in 7 cities of the Russian Federation (Ekaterinburg, Krasnoyarsk, Nizhniy Novgorod, Novosibirsk, Rostov-on-Don, Tomsk, Samara) who completed computer literacy courses in frame of program in 2013-2014.

The amount of survey participants makes up **23%** of the total amount of program graduates in 2013-2014.

City	*Survey*	
	Amount	*%*
Ekaterinburg	134	10%
Krasnoyarsk	138	10%
Nizhny Novgorod	343	25%
Novosibirsk	125	9%
Rostov-on-Don	284	20%
Samara	123	9%
Tomsk	217	16%
TOTAL	**1353**	**100%**

Computer literacy courses were organized by the Non-Commercial organizations – regional coordinators (hereinafter – RC) of the program.

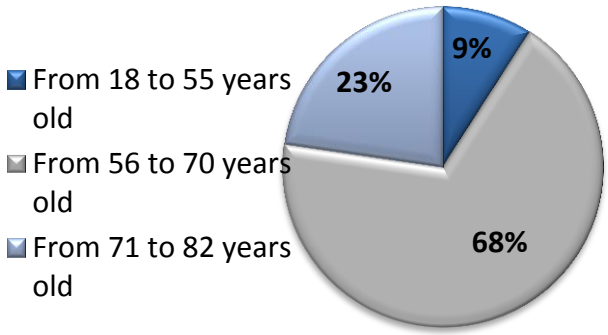
Organization	*City*	*Amount of survey participants*	*% of the amount of Programme graduates*
Sverdlovsk regional public organization "Voluntary movement "Dorogami Dobra""	Ekaterinburg	134	22%
Krasnoyarsk city local public organization of veterans (pensioners) of war, labour, Armed Forces and law enforcement authorities	Krasnoyarsk	138	16%
Private institution "Nizhny Novgorod regional centre for visually handicapped persons rehabilitation "Kamerata" OOOI-RANSiS	Nizhny Novgorod	29	20%
Nizhny Novgorod regional charity public organization of invalids "Zabota"	Nizhny Novgorod	183	32%
Nizhny Novgorod regional public organization "Social rehabilitation"	Nizhny Novgorod	131	66%
Novosibirsk regional public organization of the All-Russian public organization Society "Znanie" of Russia	Novosibirsk	125	14%
Rostov regional branch of the All-Russian public organization "Russian Red Cross"	Rostov-on-Don	82	35%
Municipal budgetary cultural institution Rostov-on-Don city centralized library system	Rostov-on-Don	191	29%
Regional charity foundation "Samaras guberniya"	Samara	123	15%
Non-profit partnership "Cultural and educational centre "Knowledge academy"	Tomsk	217	36%
TOTAL		**1364**	

Average age of survey participants - **64** years old, the youngest one is **22** years old, the oldest one is **91** years old.

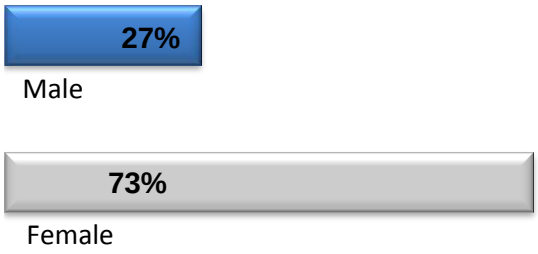
Age of respondents

Organization	*Young,*	*Old, years*	*Average age*

	years old	*old*	
“Voluntary movement “Dorogami Dobra”	48	88	67
Krasnoyarsk city organization of veterans	34	80	63
Cultural and educational centre “Knowledge academy”	55	81	66
Nizhny Novgorod regional centre for visually handicapped persons rehabilitation “Kamerata”	22	73	44
Novosibirsk organization Society “Znanie”	50	80	65
Public organization “Zabota”	28	77	62
Public organization “Social rehabilitation”	31	82	63
Regional charity foundation “Samara guberniya”	27	91	62
Rostov-on-Don city centralized library system	34	86	66
Rostov regional branch of “Russian Red Cross”	28	78	65



Breakdown by age groups



Sex of respondents

605 2013 program graduates and **748** 2014 program graduates took part in the survey.

Worked while studying (persons)	**388**
Currently work	282
Do not work	60
Want to find a job	46

Did not work while studying (persons)	**965**
Currently work	68
Do not work	798
Want to find a job	99

How do people use the knowledge gained at the computer literacy courses	Amount	%
Do not use	12	1%
For work (I need computer literacy for work)	263	19%
For studying (including remote and online studying)	64	5%
To find a job	135	10%
I use electronic state services (housing and communal services, set up an appointment to a doctor etc.)	665	49%
I do shopping and pay for services	307	23%
I receive information on my hobby (creative work, cooking, dacha etc.)	791	58%
To communicate with relatives and friends (email, Skype, social networks etc.)	1075	79%
To search for information (news, reference information etc.)	918	67%
For entertainment (books, films, music, museums, travel, games)	766	56%

How else are computer skills used

- ✓ *I experiment with computer programmes in different operational systems.*
- ✓ *I lay routes in the city.*
- ✓ *I help my grandson with studying – he attends college and often has to write abstracts, I help him to find information.*
- ✓ *I gain knowledge on healthy lifestyle, organization of human body, am interested in politics, and sometimes watch interesting films, but very seldom.*
- ✓ *I have found a job for my husband. I learned to upload photos to Odnoklassniki and Vkomtakte web sites. I download games and books, listen to music and download it. I also sell flowers and other things at the Krasnoyarsk auction.*
- ✓ *I use voice chats to communicate with interesting people from Russia and other Russian speaking countries, and gain necessary knowledge from them.*
- ✓ *To search for medical information (on medical products, non-traditional treatment methods etc.).*
- ✓ *To communicate within the framework of my public work (I am active as deputy head of the Volga organization All-Russian Association of the Blind and member of the Communist Party of the Russian Federation).*
- ✓ *To earn some money through remote work.*
- ✓ *To get acquainted with other people.*
- ✓ *I have a blog and write poems.*

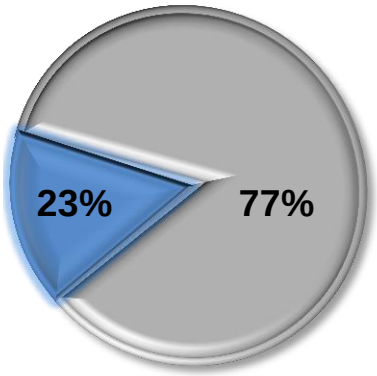
86% of respondents would like to continue learning computer literacy, **14%** of respondents think that their knowledge is sufficient.

What else would you like to learn?	Amount	%
Course: “Practice makes perfect”	614	45%
Advanced study of computer programs (Access – databases, Excel – electronic worksheets, PowerPoint – presentations etc.)	401	29%
Course “Photographic art and processing of photos”	333	24%
Course “Tablet PC for beginners”	519	38%

Other computer technologies requests

- ✓ *Communication in social networks*
- ✓ *Creation, video and editing of video films*
- ✓ *1C Program*
- ✓ *Learn how to repair computers*
- ✓ *Learn more about blogs and virtual journals*
- ✓ *Internet (advanced)*
- ✓ *Study banking services*
- ✓ *Creation of one’s own website*
- ✓ *Course on music composing on computer*
- ✓ *I want to know how to earn money in the Internet*
- ✓ *GPS navigation, handling smartphones*
- ✓ *I would like to learn handling new telephones which have Internet access*
- ✓ *Draw on the computer*
- ✓ *Course on linux for visually impaired people*
- ✓ *Installation and setup of operational systems and applications.*
- ✓ *Advanced study of screen readers (JAWS and NVDA)*
- ✓ *Remote work through the Internet*
- ✓ *Social networks, Skype and antivirus programmes*
- ✓ *Music editing*
- ✓ *Mastery of online services (purchasing, electronic payments, file hosting services etc.)*
- ✓ *Install antivirus programs*
- ✓ *How to install a programme on my PC*

After graduation from the computer literacy courses **do not communicate** with the organization where they studied or with other learners



45 persons became volunteers of the organization

442 persons take part in events of the organization

513 persons apply for advices on computer and other issues

726 persons communicate with other learners

Average age of learners who became volunteers of organizations is **60** years old; the oldest one is **83** years old.

Would you like to continue studying in any other area of knowledge?	Amount	%
Legal literacy	519	38%
Financial literacy	383	28%
Creation of small-scale business	70	5%

Other areas of knowledge

- ✓ *Psychology*
- ✓ *Regional ethnography*
- ✓ *Learn and get new information*
- ✓ *Medicine*
- ✓ *English language*
- ✓ *In the sphere of* housing and communal services
- ✓ *Fundamental pre-school education, I take care of my grandchildren*
- ✓ *Course on music composing*
- ✓ *Versatile creative realization: workshops on photography, floristics, modelling*
- ✓ *I am interested in any courses*
- ✓ *Volunteering abroad*
- ✓ *Accounting*
- ✓ *Needlework*
- ✓ *How to behave in a polyclinic and at a doctor*
- ✓ *Landscape design, flower-growing*

Glossary

Attribution	An assessment of how much of the outcome was caused by other organisations or people (UK Cabinet Office 2012).
Autonomy	Feeling free to do what you want and having the time to do it (nef 2009).
Benefit period	How long the outcomes of an intervention last.
Competence	Feeling accomplishment from what you do and being able to make use of your abilities (nef 2009)
Counterfactual	A measure of the amount of outcome that would have happened even if the activity had not taken place.
Displacement	An assessment of how much the outcome has displaced other outcomes (UK Cabinet Office 2012).
Drop-off	The deterioration of an outcome over time (UK Cabinet Office 2012).
Impact	The difference in an outcome for participants taking into account what would have happened anyway, the contribution of others and the length of time the outcomes last (UK Cabinet Office 2012).
Indicator	Well-defined measure of an outcome (UK Cabinet Office 2012).
Inputs	The contributions made by each stakeholder necessary for the activity to happen (UK Cabinet Office 2012).
Line of accountability	A line on a ToC diagram to the left of which the outcomes the intervention can account for are located.
Line of evaluation	A line on a ToC diagram to the left of which the outcomes included in the evaluation are located.
Materiality	Having the potential to affect the readers’ or stakeholders’ decisions (UK Cabinet Office 2012).
Meaning and purpose	Feeling that what you do in life is valuable, worthwhile and valued by others (nef 2009).
Outcome	The changes resulting from an activity. The main types of change from the stakeholders’ perspective are unintended and intended, positive and negative change (UK Cabinet Office 2012).
Output	A way of describing the activity in relation to each stakeholder’s inputs in quantitative terms (UK Cabinet Office 2012).
Proxy	An approximation of value where an exact measure is impossible to obtain (UK Cabinet Office 2012).
Recall bias	The inability to accurately recall attitudes and behaviors held in the past (Colosi & Dunifon 2006).

Sensitivity analysis	Process by which the sensitivity of an SROI model to changes in different variables is assedded.
Social return ratio	Total present value of the impact divided by total investment.
Stakeholders	People, organisations or entities that experience change whether positive or negative as a result of the activity that is analysed (UK Cabinet Office 2012).
Valuation	Process of assigning monetary values.
Wellbeing	The dynamic process that gives people a sense of how their lives are going through the interaction between their circumstances, activities and psychological resources (nef 2009).

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