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Femina Hip: Social Return on Investment Report¹

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1/ Executive Summary

The social return on investment (SROI) approach is the application of a set of principles within a framework to measure and account for value. SROI measures change in ways that are relevant to the people who contribute to it. It tells the story of how change is created by measuring social, economic, or environmental outcomes and using monetary values to account for them. This enables a ratio of benefits to costs to be calculated. (SROI Guide, 2012). This study seeks to understand the difference and how much difference Femina is making and will be used to inform strategic conversations within Femina and to spread a shared understanding of value throughout the organisation; and by doing so to better maximise the social value it creates.

“SROI is about value rather than money. Money is simply a common unit ... and widely accepted way of conveying value” (SROI Guide, 2012).

Femina Hip provides edutainment to young people; runs extracurricular “Fema clubs”; offers transformative life skills training and entrepreneurship education that supports young people to know themselves better and to self-organize as active citizens.

The process involved collecting 41 stories of significant change from students, teacher mentors and former clubbers. A descriptive analysis was undertaken to identify outcomes and a provisional social value calculation was made. A sensitivity analysis tested the validity of the calculations made; a decision was made to address the limitations of the study.

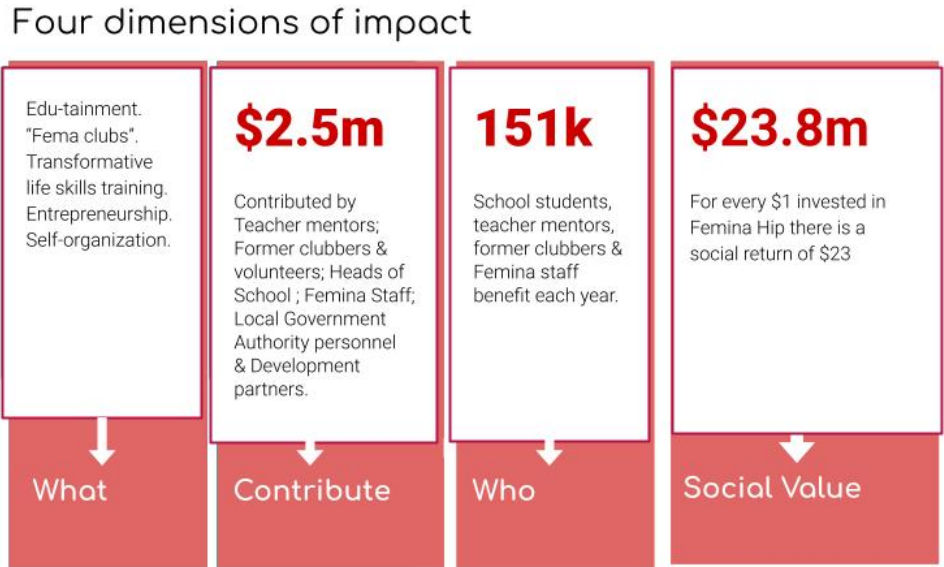
A [Sprockler Narrative Inquiry](#) was used to further seek out the stories of a further students, teacher mentors, Femina volunteers, alumni and staff. Sprockler is a tool that combines qualitative and quantitative data, using stories and statistics to provide information within the context. An inquiry starts with a question that asks the storyteller to share a story or an experience about the topic at the core of the inquiry. The second set of questions support the storyteller to make meaning of their story, ensuring that stories are interpreted by the storytellers, not by outside analysts. Stakeholders were asked to write a story of their contact with Femina, the type of change they had experienced, the duration of that change, its attribution to Femina, how much would have happened anyway and whether the change happened at the expense of others. One hundred people responded to the inquiry, 45% of whom were female and 55% male. 38% were over 30 years old, 36% were under 18 years and 26% were young adults.

As a result, the outcomes were re-considered, re-articulated and the value of them re-calculated to ensure that Femina is not over-claiming impact.

After the provisional calculations real efforts were made to go back to stakeholders and to substantiate the claims that were being made and to adhere closely to Social Value International's assurance standards. The remaining limitations of the study lie in the absence of unintended or

negative outcomes, which did not emerge in the consultations with stakeholders, but that pragmatically must exist in some form. The scope of study does not include outcomes related to Heads of School, parents, and local government authorities. They are material stakeholders, but to date Femina's programming has not really focussed on them. They would however, most likely be the groups that would surface negative outcomes and the study would have been stronger with their voices.

Fig 1. Femina's four dimensions of impact.



Femina engages with 151,802 stakeholders each year. These include secondary students, teacher mentors; former clubbers and volunteers; Heads of School; Femina Staff; Local Government Authority personnel and Development partners.

These stakeholders contribute the equivalent of TZS 5,889,863,933 (US\$ 2.53 million). The majority of which comes from teacher mentors who contribute the equivalent of TZS 4,702,955,000 (US\$2 million).

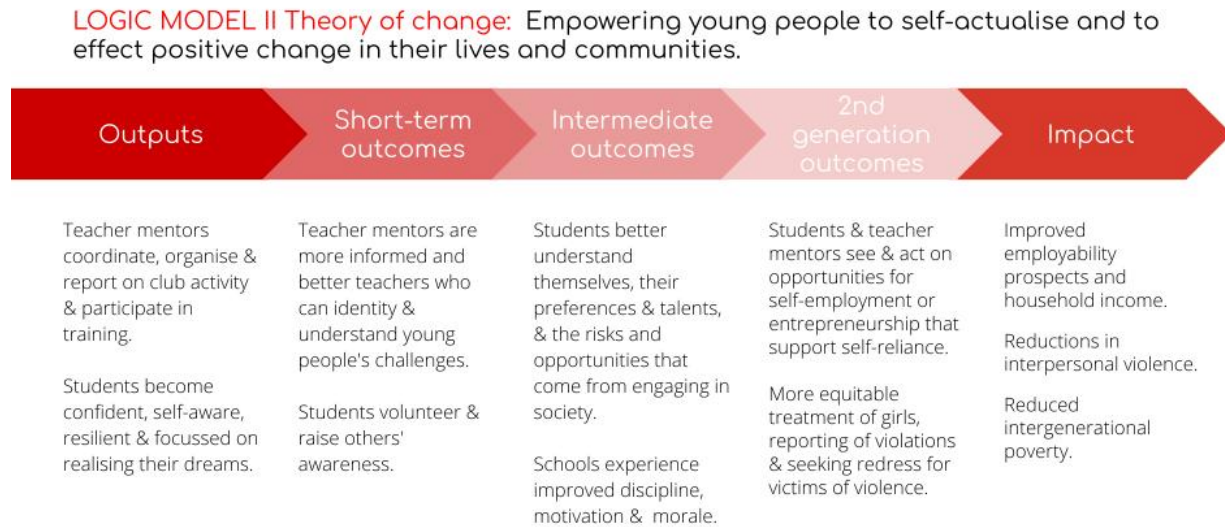
Femina generates Tsh 5,5454,390,879 \$23.8 million in social value each year. For every \$1 invested in Femina Hip there is a social return equivalent to \$23.

Material outcomes that are achieved by Femina include,

- Less student absenteeism improved academic performance and increased employability.
- Girls experience more equitable treatment from mentors and boys, as rights violations are reported, and redress sought.

- Teacher mentors are more informed and better teachers who can identify and understand young people's challenges.
- Teacher mentors experience improved employability prospects and income
- Femina alumni and volunteers experience improved employability prospects and income.

Fig 2. Femina's logic model.

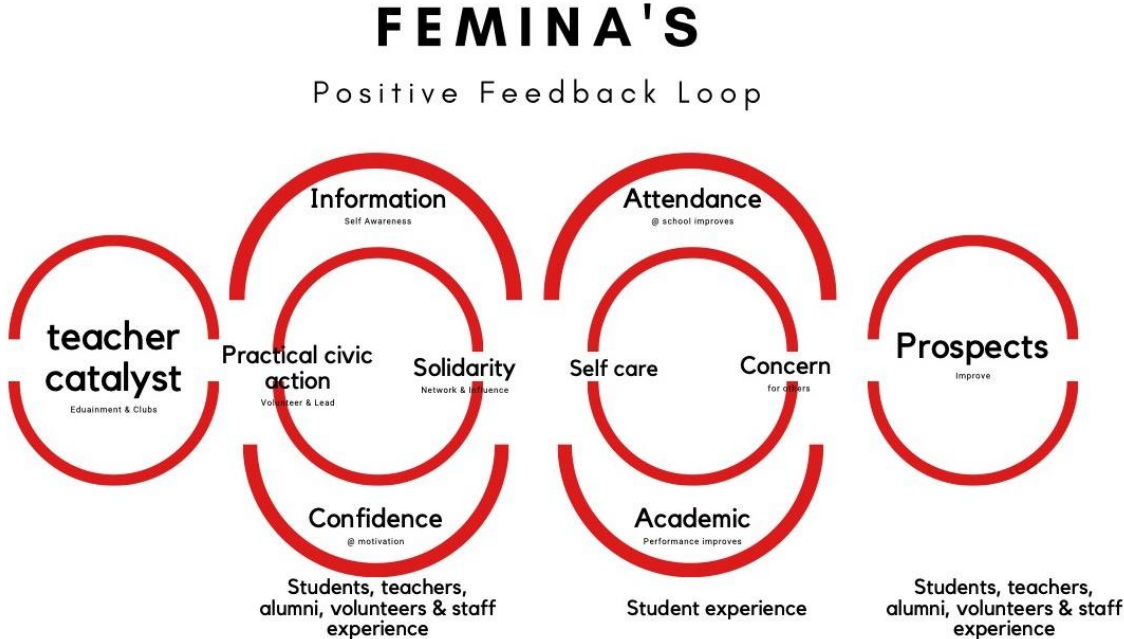


Significant social value is created for each group and particularly for young people for whom \$4.7 million is created each year. Whilst teacher mentors benefit to the tune of \$3.9 million annually, their contribution to Femina's activities is massive with them contributing \$2 million. Thus, the net value that they actually get is \$1.9 million which is less than that obtained by Femina alumni.

Fig 3. Social value created.



Fig 4. Femina's positive feedback loop.



The teacher mentors use Femina’s edu-tainment and the Fema club space as a catalyst for engaging with students. The channels furnish young people, the mentors themselves, and Femina staff with information that helps them to become more self aware. They also provide these stakeholders opportunities to take practical action, and to volunteer and lead. These expand their social network, creates solidarity within the groups, and provides them with opportunities to influence others. In turn their self-confidence and motivation to participate in Femina activities is enhanced.

Students’ attendance at school improves, which improves their academic performance. At the same time students also adopt more healthy habits that demonstrate care for themselves and also show more concern for the wellbeing of their peers.

Ultimately, the life prospects of participating students, teacher mentors, volunteers and staff all improve.

The implications of these findings for programming are as follows.

The ideal scenario is that Femina builds off this initial study and continues to maintain social accounts. Importantly, these should continue to involve stakeholders in articulating and valuing the change that they experience; putting their experience at the centre of Femina’s claims of impact.

It is absolutely critical from an ethical and methodological perspective that Femina close the feedback loop by sharing the results of this study with stakeholders; and by further consulting with them about any shifts in programming.

Heads of School, parents and Local Government Authorities were not consulted as part of this study but given Femina's new strategic plan (which starts in 2021) they will become material stakeholders. It would be valuable for Femina to co-create the programme direction with these groups, and the Sprockler inquiry is a useful tool with which to do this. It would also be helpful, during the programme design process, to conduct a social value forecast with these groups to better understand their perspectives about the potential social value that Femina could add.

This study reveals the significant investment that teacher mentors make in Fema clubs, amounting to \$2 million. They only net \$1.9 million in value to themselves, which is less than that obtained by Femina alumni. Given that teacher mentors become better teachers as a result of their contact with Femina and that they believe that this helps their future prospects it would make sense for Femina to invest in institutionalising this relationship better with the Ministry of Education and formalizing the professional development opportunities that they offer so that teachers' career progression took account of these inputs. This could enhance the value that individual teacher mentors, could better integrate the Fema clubs into the school system, and could mitigate the financial and political risks that Femina may face by not fully integrating into the Government school system.

This study puts a financial proxy on the value of what is essentially a volunteer programme that operates in school. Femina will always need to make the case for the value of volunteering to people who see it as a distraction from academics. This study uses the language of money and the Sprockler inquiry uses stakeholders' language to describe and explain the value of volunteerism. Femina should leverage the analysis done here as it moves forward in forging relationships with new stakeholder groups (Local Government Authorities, parents, Regulatory Authorities).

Finally, the value being created for Femina alumni is substantial at \$3 million. This is significant because of the numbers being reached (estimated 27,000 annually), because the outcomes endure over time and because currently Femina has little systematic engagement with this group. This group presents a real programmatic opportunity to create more value and it may be an oversight not to have mentioned them as a target audience in the new strategic plan.

2/ Background

Femina Hip believes that young people can transform society when they are given opportunities to develop their skills and competencies.

Femina supports young people who are in and out of school to self-actualise and to effect positive change in their lives and communities. It does so by exposing young people edu-tainment messages; by encouraging them to participate in extracurricular school clubs “Fema clubs” where they receive transformative life skills training and learn the facts about and break the silence around sexual and reproductive health and gender. The clubs also create opportunities for teacher mentors and students to self-organise.

The social return on investment (SROI) approach is the application of a set of principles within a framework to measure and account for value. SROI measures change in ways that are relevant to the people who contribute to it. It tells the story of how change is created by measuring social, economic, or environmental outcomes and using monetary values to account for them. This enables a ratio of benefits to costs to be calculated. (SROI Guide, 2012). This study seeks to answer the question what sort of difference and how much difference Femina is making.

3/ Research methodology

“SROI is about value rather than money. Money is simply a common unit ... and widely accepted way of conveying value” (SROI Guide, 2012).

The purpose of this study is to:

- Articulate the types of value that Femina achieves, from the perspectives of the young people and teacher mentors who experience its interventions.
- Think through the depth and duration of this value and understand how much of that value is attributable to Femina; or would have happened anyway as children move into young adulthood.
- Inform strategic conversations within Femina, to spread a shared understanding of value throughout the organisation; and by doing so to better maximise its social value.
- Inform conversations with teacher mentors, Heads of School and Local Government Authorities to demonstrate the value that Femina generates and to gain their buy-in to involve students in the Fema clubs.
- Identify unintended positive and negative outcomes that may require resourcing and planning.
- Raise Femina’s profile and strengthen its case to funders.

The audience for this study is primarily Femina's leadership, staff and funders. In order to stay true to the principle of stakeholder involvement the key findings of this study will be shared with young people and teacher mentors via Femina's edutainment channels and SMS survey service.

41 people shared their stories of significant change with Femina between 2016 and 2020. Twenty of these were students, 19 were teachers and 2 were former clubbers. One hundred people then responded to a Sprockler narrative inquiry, 45% of whom were female and 55% male. 38% were over 30 years old, 36% were under 18 years and 26% were young adults.

The research process involved eight stages

1. Establish scope and identify key stakeholders.

Femina was originally interested in exploring the types of value that were being generated and did so by drawing on stories of significant change that they had collected from beneficiaries. Dr McAlpine encouraged them to broaden the scope of the analysis to adopt a SROI approach.

A decision was made to use the stories as an arms length way of consulting with students and teacher mentors about the outcomes they experience; and to conduct a preliminary analysis of the value of those. Further consultation about the depth of change and attribution to Femina was conducted with staff. Upon conducting a sensitivity analysis, it became clear that the not involving stakeholders through the entire thought process would become a critical limitation. In response, a Sprockler narrative inquiry was sent to 100 stakeholders to further ask them about the types, importance, amount and duration of change that they had experienced.

Consultation with funders, Heads of Schools and Local Government Authorities was not built into the research design and is one of the limitations of this study. As a result, outcomes related to these stakeholder groups have not been identified or valued.

2. Map outcomes.

The 41 stories of change were coded using Nvivo; with the results mapped on a framework matrix. The stories were coded for the following dimensions:

- Activities the stakeholder was involved in.
- The stakeholders' primary method of interaction with Femina.
- What the stakeholder invested in terms of time +/- or money.
- The type of change that was experienced by stakeholders.
- The amount of change achieved.
- The duration of that change.
- The value of the change to stakeholders.

This analysis was shared with staff from Femina who then finessed the types of change so that well-defined outcomes could be articulated. They also described how each outcome could be measured

(Indicator and source to measure change); posited how much change that they felt was achieved by stakeholders for each outcome; and how much of that could be attributed to Femina.

This analysis was used to develop a value map that is an annex to this report. See step 7 to understand how the Sprockler data was analysed.

3. Give outcomes a value.

This stage involved finding data to value the outcomes. In discussion with representatives from Femina's Management the following questions were addressed, and answers included in the value map.

- How many stakeholders are in each group?
- What did the stakeholders invest (time, money) and how much?
- What is the total financial investment for the population?
- What are the outputs? This is a summary with numbers of the activities that stakeholders are involved in.
- How much of each change (outcome) was achieved? This involves identifying the number of people experiencing described outcome; and then describing the average amount of change experienced per stakeholder.
- How long did each change endure in years? And does the outcome start in period of activity or in the period after?

The relative value of change was then calculated by estimating how important each outcome is to stakeholders on a scale of 1-5. This makes comparison between outcomes possible.

4. Establish impact.

Having collected evidence on outcomes and monetised them, those aspects of change that would have happened anyway or are a result of other factors were eliminated from consideration.

This involved calculating

- Deadweight % - What will happen/what would have happened without the activity?
- Displacement % - What activity that would have happened anyway would/did Femina displace?
- Attribution % - Who else contributed to the change?
- Drop off % - Does the outcome drop off in future years?

5. Calculate the social return on investment.

This stage involved adding up all the benefits, subtracting any negatives and comparing the result to the investment. This is also where the sensitivity of the results was tested by assessing the extent to which the results would change if some of the assumptions made earlier in the process were altered. The intention is to understand which assumptions have the greatest effect on the model.

The impact calculation is made by multiplying the number of people by value, less deadweight, displacement and attribution. The Social Return ratio is calculated by dividing the discounted value of benefits by the total investment.

6. Conduct a sensitivity analysis and identify limitations

A sensitivity analysis was conducted on the provisional calculations of the social value being created. This revealed that limitations in the design posed a risk of us over-claiming the value being created. Specifically, these limitations were that

- Stakeholder involvement was not consistent throughout the whole process; and thus, they had not been involved in determining the importance, duration or attribution of each outcome.
- In the first iteration of the study numerous outcomes were identified, but double counting occurred because the outcome chains were not properly articulated.
- The amount of change was inflated because the methodology used did not fully account for how many individuals had experienced the change.

7. Address the limitations and re-calculate

A Sprockler Narrative Inquiry was designed to collect further data from stakeholders about their contact with Femina and the effects of that on their lives. Sprockler is a tool that combines qualitative and quantitative data, using stories and statistics to provide information within the context. An inquiry starts with a question that asks the storyteller to share a story or an experience about the topic at the core of the inquiry. The second set of questions support the storyteller to make meaning of their story, ensuring that stories are interpreted by the storytellers, not by outside analysts. Stakeholders were asked to write a story of their contact with Femina, the type of change they had experienced, the duration of that change, its attribution to Femina, how much would have happened anyway and whether the change happened at the expense of others.

One hundred people responded to the inquiry, 45% of whom were female and 55% male. 38% were over 30 years old, 36% were under 18 years and 26% were young adults.

The results can be found [here](#). The data from the inquiry was exported to an excel sheet and the stories that people had written were coded to extract changes they had experienced. These were classified by stakeholder groups, and then categorised by the following dimensions

- Changes in people's interior worlds,
- Changes in their behaviours,
- Changes their relationships and
- Changes in the institutions of schools.

The outcomes were then mapped in relation to each other to build out the sequence in which they occurred. The last outcome in each sequence was considered to be the final well-defined outcome, on which the social value was calculated.

The duration, attribution, deadweight and displacement of each outcome was determined in response to the survey responses to each of these questions. The amount of change (i.e how many people would have experienced the change) was calculated by extrapolating the number of times the outcome had been mentioned by respondents to the wider stakeholder group.

The social value map was updated to reflect these changes.

8. Report, use and embed.

This vital last step will be undertaken by Femina. This report includes the completed value map, a summary of the findings, and the [Sprockler report](#). A learning meeting will be held with Femina staff to share the results of the study; and particularly to discuss how to embed social value accounts into Femina's monitoring processes during its upcoming strategic planning phase.

4/ Findings

4.1/ What outcomes are being achieved?

4.1.1 What do the stories of change tell us?

Teacher mentors experience a sense of vocation, agency and service as teachers and community members.

Teacher mentors describe how their involvement with Femina *"taught me self awareness;"* shifted their assumptions and behaviours towards women; and expanded their understanding that the role of the teacher goes beyond the classroom. *"My days used to start and end at the blackboard."*

As a result, teacher mentors are *"more accountable to students;"* self-identify as agents for change; and have developed an enthusiasm for volunteering and charity.

"Taught me the spirit of volunteerism and to realize that volunteerism pays. I always volunteer not because I want to be paid back in the end but because of the passion I have."

"The biggest change in my life from being a part of Fema Clubs is volunteering, it is now a part of my life."

"We must help others who are in need because Fema teaches us on the foundation of helping each other."

Teacher mentors also appreciate the importance of investing in their professional development and are able to take on more responsibilities; and to engage confidently with the Heads of School. They actively set a positive example to young people and encourage students to develop themselves.

"Changed my attitude as a teacher, from being fully dependent on my employer to having more independence ...Instead of complaining to my employer about my financial situation, I have now taken responsibility for changing it."

"I was able to know my rights and ways to get my rights... I was able to ask for study leave by going to my superiors."

Teacher mentors have increased positive regard for young people and a less punitive approach to teaching and disciplining.

Teacher mentors describe being exposed to information about inequality, gender-based violence, and sexual and reproductive health. I have a *"deep understanding about relationship matters, enabling me to answer my students' questions when it comes to sexuality."*

The exposure *"helped me see the bad things that some people were doing"* and created a new understanding about the prevalence of violations that they affect both the teachers and the students that they engage with.

It "opened my eyes, especially on gender-based violence matters ... As I kept reading various topics in Fema magazine, I realised that I was being treated unjustly."

As a result, they have a better understanding of young people and how to communicate with them. This has shifted how they engage with students.

"Insight into how to interact and collaborate with students/youth."

"The magazine made me understand the youth better, I now know how to manage my students according to how they are."

One teacher described that in the past he was fearful of students; and that his strictness was a way to cope with that fear.

"I had a habit of being too strict with students, the same as several other teachers in my school. I was even scared of students when they moved close to me."

As teacher mentors learn to better communicate with and understand young people, they become better at listening to students; becoming actively friendly and intentionally trying to become a role model so that young people feel comfortable confiding in them.

"Students are very open to talk to me as a mentor about different challenges they go through."

"Students have confidence in me, and they come to me when they have any issue that needs adult advice."

The result has been that teacher mentors are less punitive towards students and also towards their families. (One mentioning that he had reduced the violence he was perpetrating on his wife). Teacher mentors have learnt alternative ways of motivating children and a number have reduced their reliance on corporal punishment, recognising that it is an atrocity against children.

"They even dubbed me 'Mr. four four' because I would normally cane indisciplined students about four strokes ... Now, if a student has made a mistake, I call him or her, sit them down and talk to them. Students are surprised that I counsel them without beating them. Some are still afraid of me, but slowly, they will understand that I am no longer the same person."

"I was very harsh to students when they made mistakes regardless of how small those mistakes were and without listening to them, I was just caning them severely. I went back after the training and I started to be different. I wasn't that harsh; I have become moderate."

Club income generated.

All teacher mentors in the story sample spoke of the time, energy and enthusiasm that they have for starting and running school enterprises that generate income for their Fema club.

Teacher mentors have increased personal income.

Some speak of how their experience operating income generating activities in the clubs and their training on entrepreneurship has translated into a personal and family mindset. This has encouraged them to start business activity, resulting in an increase in personal income that they have saved and reinvested in their businesses.

Teacher mentors experience improved status within their community and professional peers as a role model, educator and youth champion.

Teacher mentors engage with the wider community as role models, educators and champions of young people. They have an increased understanding and appreciation of their local community; are trusted by community members and are treated with prestige.

"I am honoured to be a very important person in our district."

"I am widely known wherever I go, and it has reached the point where I am asked to host many events in my region."

Redress sought for students who are victims of violence and/or harm.

A few students and teacher mentors described how they realised that they were the victims or witnesses to rights violations. One student described how as a result of the knowledge she had gained as a Fema clubber she *"got motivated and asked myself, why me?"*

They spoke of trying to seek out redress or provide support. One teacher mentor describes having seriously pursued a commitment to combat teenage pregnancies.

"I collaborated with the village dispensary through the nurse there. I walked on foot with students from the school to the clinic where the nurse gave them knowledge about teenage pregnancy. Last year the acting District Commissioner complained about the ongoing problem of teenage pregnancy in our district; however, we did not have even a single case of pregnancy at our school. I tell my students if they get sexual advances from anyone to mention Mayombo - they know me."

Both adults and students describe Femina as being catalytic in them being able to identify and act in the face of a violation. But the opportunity for justice is often in the hands of others; and is not always easy to achieve. A student describes a recognition that knowledge and support networks do not necessarily protect you from harm at the hands of adults who are in positions of authority.

More positively another student describes how the actions she took in seeking help prevented her from being married; separated her from her father; encouraged her determination and consequent academic performance and pushed her into independence.

"I am now confident to defend my rights and I like defending other women's rights just like my mentor."

Students are informed about self and society and know that they have rights.

Students report that they have accessed information that enables them to better know themselves, know their responsibilities and know about relationships. They have learnt about self-awareness and puberty. They know they have rights; *"Fema magazine has enabled me to know my rights."*

They report that they know the facts about HIV/AIDS, menstrual hygiene and puberty. They have developed self-care skills that *"equipped me with the skills to take care of myself and my personal hygiene, especially during menstruation."*

Students refer to themselves as having self awareness as they *"learnt so many things about myself."* As a result, their self-esteem has grown, their ability to alleviate stress has improved and they have developed *"courage to persevere."*

Students become confident, able to express themselves and self-disciplined, which improves their academic performance.

Students and teacher mentors describe young people's transition from being undisciplined and poorly behaved to one where they adopt healthy habits, are focussed, self controlled and motivated.

Almost universally, students' stories reveal them to be confident and able to express themselves. They describe themselves as being *"confident"*, able to ask questions and answer in class; able to host and perform for visitors.

"Boosted my confidence ... can now express myself in public through song and dance and not be afraid of harassment."

"Fema has also made me confident and self-aware. It fuels me to plan and execute my plans."

"Boosted my confidence and my freedom to speak out."

"Helped shape me into a confident girl."

Students describe how in the past they were *"reckless and undisciplined."* But after engaging with Femina they have trained themselves in self-discipline. They have developed *"techniques to avoid temptation"; "have stopped all those bad habits"; "no longer associate with troublemakers";* and have *"become an advocate for good behavior."*

This self-discipline *"motivated me to study hard and concentrate in school."* Teacher mentors reiterate this; explaining how student absenteeism has been replaced with school attendance and focus. Students are more disciplined; better at academics and have become entrepreneurial.

Student academic performance has improved, as students change academic streams and / or improve their exam results.

"I now hold fourth position, up from fifteenth."

"Many Fema Clubbers move from stream C to B, and some from B to A!"

"Improved my class performance from having Ds to division two in my Form Two national exam results."

"This led to good grades in my Form 2 exam where I got a 1.9 GPA. I was first in my class."

Students become able to see and take advantage of opportunities; earn money that enables them to purchase products that facilitate their continued attendance at school and a reduction in truancy.

Students describe how they developed an "entrepreneurial mindset" as they learnt about leadership; developed life skills; identified their talents; appreciated the importance of hard work; and were encouraged to engage in business.

"I realized that entrepreneurship and self-employment is possible."

Many have been inspired as an entrepreneur and now *"see things and activities which they took for granted that can be turned into business products and services."* A number have developed business ambition; *"The ultimate goal is to have a big business."*

They describe the various activities that they undertake via clubs and in their personal lives. These include home gardens, breeding goats, selling snacks, making and selling skirts.

"I am now engaging in entrepreneurship activities with my mother. When I am at school my mother cooks fish and when I get home, I sell them."

The income earned from these activities is used by students to purchase products that enable continued attendance at school. The learning from these activities sets the foundation for an independent life as young adults. Students and teacher mentors describe how the income is spent on things like exercise books, stationery, sanitary pads and transport to school. Many students would otherwise struggle to afford these things; the absence of which would inhibit their school attendance.

"I can afford my school needs - I can buy exercise books and pens."

"I use the money I earn to buy scholastic materials."

The result is that absenteeism has been replaced with school attendance and student focus. Teacher mentors describe how the attendance of Fema clubbers improves as a result of their participation, change in attitude and the encouragement of their peers.

"There is one clubber who is in Form Two, who used to truant frequently. We gave him a position in the Fema Club as secretary. He has changed, he comes to school every day."

Student clubbers stop using marijuana, smoking cigarettes, and/or drinking alcohol. Students delay and/or have safe sex.

Students and teacher mentors describe how potentially addictive behaviours have been stopped because of their involvement in Fema clubs; because of what they read in the edutainment channels and / or the encouragement of their club peers.

"I have now recovered from the bad situation I was in, and I have stopped using marijuana, smoking cigarettes, and drinking alcohol because of the Fema Club and our mentor."

Students delay and / or have safe sex. They describe a combination of changing their attitude towards sex, delaying sexual debut, using protection, or avoiding sexual exploitation. Boys describe possessing a more equitable attitude towards girls and teacher mentors describe a reduction in schoolgirl pregnancies.

"I am no longer having unsafe sex. I realised having unsafe sex was not good for my health or wellbeing."

"Has greatly influenced me not to engage in sex at an early age."

Teacher mentors report a decline in student pregnancies and that girls have stopped sexual relationships in exchange for money.

"Before the training the drop out due to pregnancy by Form One girl students was high (9) but after the training no girls have dropped out of school as a result of getting pregnant."

"I realized how to deal with men of that type ...The result of this business is that I have managed to avoid men who use their money to persuade girls to have sex with them."

A male student explained that he has a better understanding about the importance of delaying sexual relationships; about *"girls' body changes during menstruation, understanding a partner's feelings, and not being selfish in a relationship"* and that he *"learned that it was not proper to be a playboy ... I decided to break off the relationship and let go of sexual thoughts. I put more effort in my studies now and my grades have improved again."*

Former clubbers become highly employable citizens, characterised by a mindset that is focussed, self controlled, motivated and civically responsible.

The data related to this outcome is limited because there were only two stories of change from former clubbers. However, teacher mentors describe the engagement of club participants who lead, volunteer or take initiative inside and outside of school; and who continue involvement in the network even after completing school.

They describe young people who show initiative; who demonstrate leadership skills and who self-identify as a leader; and who volunteer.

4.1.2 What do the Sprockler narratives tell us about change?

The full report of the Sprockler Narrative Inquiry can be explored by clicking on this [link](#). The stories cumulatively reveal the positive feedback loop that Femina's activities create. This feedback loop is depicted in figure 5 and described in section 4.1.3.

Thirty-seven secondary school students told stories about their participation in Femina activities and the change that had resulted from them. They described how they had become better informed about their bodies and development through adolescence, about society and relationships and about their rights. Consequently, they had become more self-aware. In addition, their participation in volunteering and awareness raising activities, the clubs' gardening, farming and environmental activities had helped them to become more confident, to discover their talents, and to see and act on opportunities for self-employment or entrepreneurship. As a result, they believed themselves to be more self-reliant, and to have learnt how to become a leader. A positive feedback loop is created whereby their prosocial behaviour encourages cooperation and solidarity, expands their network of contacts and relationships in such a way that others learn from them, and results in them being treated with respect. This change in a sense of self promotes academic performance, but also positions them to report violations and to seek redress when they see their peers being victimised.

Thirty-six teacher mentors shared their stories and made a clear distinction between the changes they experience in their own lives and professional practice and the changes that they see in the student clubbers. They describe how they coordinate, organise and report on club activity; participate in training; and volunteer and raise awareness. In doing so they experience solidarity

with other teacher mentors and within their expanded social network. They are able to identify and understand young people's challenges, and in doing so have become more informed and therefore better teachers. This creates another positive feedback loop whereby their increased exposure, skills and network provides opportunities for them to influence and educate others, which in turn increases their own prestige. More practically, some teacher mentors also apply the entrepreneurship education they get to increase their personal and/or the club income. They believe themselves to be more employable and feel that they are better able to pay for and care for their family.

With regards to the students, teacher mentors see similar changes to those described by the young people themselves, but they emphasise change in behaviours that they value. For instance, students are more informed, confident and self-aware and teachers see this translating into improved discipline. They also see the students discovering their talents, becoming creative, resilient and focussed on realising their dreams. This often plays out via the gardening, farming and environmental activities that prompt students to see and act on opportunities for self-employment or entrepreneurship. As they participate in these activities the teachers witness an increase in morale and motivation. All of this cumulatively results in academic improvement and improved prospects for employability. Teacher mentors report a positive shift in the relationships between male and female students and in girl students' sense of agency. They attribute this to a reduction in schoolgirl pregnancy, more proactive reporting of rights violations and the pursuit of redress for victims of violence.

Three Femina alumni and eleven Femina volunteers explained that they had participated in training, had volunteered and raised awareness. As a result, they felt more confident and self-aware, more resilient and focussed on realising their dreams. They believe that as a result of the volunteering they are considered to be prestigious and more employable. Their reflections on the changes in students are similar to those of the students and the teacher mentors. Students become more informed about themselves, society and their rights. They become confident and self-aware, creative, resilient and focussed on realising dreams. Because they behave prosocially the students are treated more respectfully; they are less frequently absent from school, resulting in fewer schoolgirl pregnancies and improved employability prospects.

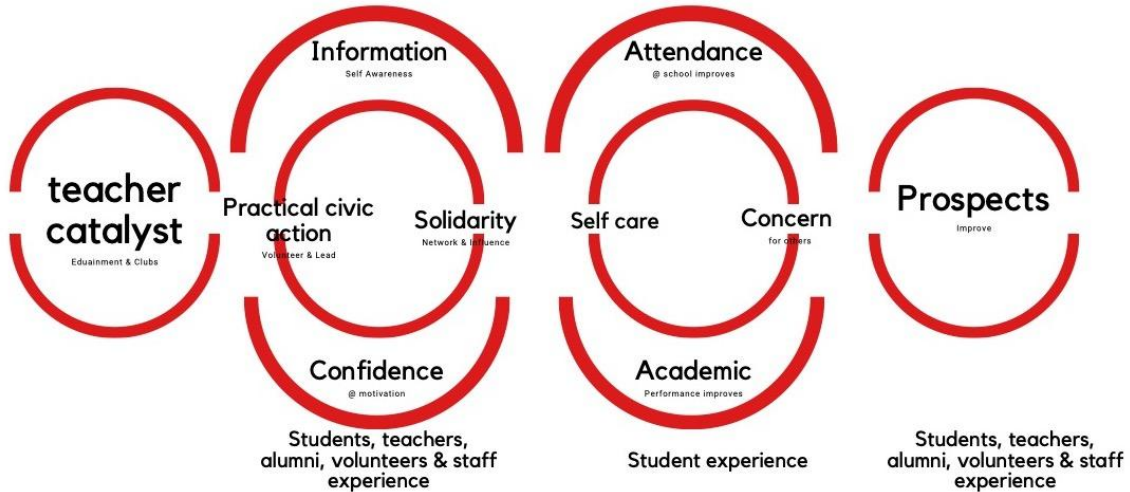
Finally, seven Femina staff members shared their stories of change. They felt that they were more confident, self-aware, resilient and focussed on their dreams as a result of working for a civic organisation, and from the opportunities they have to demonstrate leadership and to educate others. They believe that these capabilities make them more employable and better able to care for their family. With regards to students, they see the young people becoming more informed, self-aware, creative, confident, resilient and focussed on realising their dreams.

4.1.3 The Positive Feedback Loop Created by Femina

Fig 5. Femina's positive feedback loop.

FEMINA'S

Positive Feedback Loop



The teacher mentors use Femina's edutainment and the Fema club space as a catalyst for engaging with students. The channels furnish young people, the mentors themselves, and Femina staff with information that helps them to become more self-aware. They also provide these stakeholders opportunities to take practical action, and to volunteer and lead. These expand their social network, creates solidarity within the groups, and provides them with opportunities to influence others. In turn their self-confidence and motivation to participate in Femina activities is enhanced.

Students' attendance at school improves, which improves their academic performance. At the same time students also adopt more healthy habits that demonstrate care for themselves and also show more concern for the wellbeing of their peers.

Ultimately, the life prospects of participating students, teacher mentors, volunteers and staff all improve.

4.2/ The Social Return on Investment

Stakeholders

Stakeholders are people, organisations or entities that experience change as a result of the activity that is being analysed. They include people that Femina has an effect on and those that have an effect on Femina.

It is estimated (based on an average of the number of students that has been reported in 5 years' worth of annual reports) that 60,000 secondary school students participate in Fema clubs. Assuming that there is one mentor per club we estimate that there are 2,356 teacher mentors. The total number of mentors reported here is an underestimate as there are clubs with more than one mentor, but accurate up to date figures are not available.

It is estimated that there are 27,000 former clubbers who continue to engage with Femina via SMS. 36,000 Fema clubbers graduate each year. It is hard to know how many continue to engage with Femina because the Telerivet SMS system anonymises the contacts. An assumption has been made that 75% continue to engage via SMS; but this number should be better tracked as Femina moves forward.

2,356 Heads of School are material stakeholders. They have not been involved in this study, but the findings will be shared during future active learning sessions. Parents should be considered a material stakeholder under Femina's new strategic plan, but for the purposes of this study were considered to be immaterial as Femina does not currently actively engage with them. Femina plans to engage mentors to work with parent teacher associations (PTA) as a way of seeking parental buy-in to children participating in clubs. The SROI findings will be shared with PTAs to inform these plans.

2,356 Local Government Authority (LGA) personnel are material stakeholders who should be responsible for endorsing and supervising club activity in their district. Like parents they were not considered to be material for this study because relatively little systematic engagement with them has taken place. The findings will be shared with them during active learning sessions and / or outreach visits to make the case for the value that Fema clubs add to schools.

Femina has 9 development partners and foundations. They are the Swedish, Danish and Irish Embassies, UNICEF, UNFPA, CIFF, the Global Fund for Women and the Swedish Institute. The study findings will be shared via the annual report and during the Jan 2021 round-table partners meeting.

Femina reports to 7 regulatory authorities. These include the line ministries of PO-RALG, MoCDGCE, MoE, Prime Minister's Office, Labour, Youth, Employment and Persons with Disability, to the Tanzania Revenue Authority, the Tanzania Communications Regulatory Authority, and the Registrar of NGOs. Religious leaders, media production houses, and Civil Society consortia were considered to not be material stakeholders.

Table 1. Stakeholder involvement.

Stakeholders	Size of group	Material?	No. involved in the study	How involved
Secondary school students	60,000 ²	Yes	61	Shared their stories of significant change &/or completed the Sprockler narrative.

² Based on an average of the number of students that has been reported in 5 years' worth of annual reports.

Teacher mentors	2,356 ³	Yes	56	Shared their stories of significant change &/or completed the Sprockler narrative.
Former clubbers & Femina volunteers	27,000 ⁴	Yes	18	Shared their stories of significant change &/or completed the Sprockler narrative.
Heads of School	2,356	Yes	0	SROI study findings will be shared during active learning sessions.
Parents	60,000	Will be material in future.	0	Under the new strategic plan Femina plans to engage mentors to work with PTAs as a way of seeking parental buy-in to children participating in clubs. The SROI findings will be shared with PTAs to inform these plans.
Femina Staff	23	Yes	15	Participated in group discussions to categorise types of change and discuss the depth and duration of value &/or completed the Sprockler narrative.
Local Government Authority personnel	2,356 ⁵	Yes	1	One respondent to the Sprockler was a former Fema clubber who categorized themselves as a government staff member. The SROI study findings will be shared during active learning sessions and/or outreach visits to demonstrate the value that Fema clubs bring.
Religious leaders	0	No	0	
Civil society consortia ⁶	4	No	0	
Development partners and foundations	9	Yes	0	SROI study findings will be shared via the annual report and during the Jan 2021 round-table partners meeting.
Media production houses	15	No	0	

³ Assuming that there is one mentor per club. This is an underestimate as there are clubs with more than one mentor, but accurate up to date figures are not available.

⁴ 36,000 Fema clubbers graduate each year. It is hard to know how many continue to engage with Femina because the Telerivet SMS system anonymises the contacts. An assumption has been made that 75% continue to engage via SMS; but this number should be better tracked as Femina moves forward.

⁵ Assuming each LGA allocates one staff member to endorse and supervise the operations of clubs in their district.

⁶ TENMET, NACONGO, Media Council of Tanzania and INGO Forum for Executive Directors.

Regulatory authorities ⁷	7	Yes	0	N/A ⁸
Total	154,131		151	

Outcomes and Evidence

Value map

The change for each stakeholder was explored, measured, valued and recorded in the attached value map. What follows is a breakdown of each element of impact.

Describing activities, inputs and outputs

Each year Femina produces 4 issues of Fema magazine, 3 seasons of 13 episodes of Fema radio show (39 episodes/yr) and 13 episodes of the Fema TV show. Femina also communicates with young people via SMS and other digital platforms. An estimated 60,000 students spend 4 hours/ month participating in Fema Clubs, which are extracurricular school clubs. Of those, it is estimated that 24,000 students set up income generating activities, and/or volunteer spending 8hrs/ month on these activities.

At least 2,356 teacher mentors establish, prepare for, resource and facilitate the activities of 2,356 Fema clubs. Every year 82 mentors in 12 regions participate in a 1-day orientation to active learning that aims to enhance their communication, teaching and relationships. 48 teacher mentors receive 10-day training on Girl, Boy and Teacher Power to expose them to information about gender inequality and violence. 45 teacher mentors receive a 5-day training on the Menstrual Health Management - the Red Agenda - so that they impart this knowledge to students.

821 teacher mentors support clubbers to establish and operate school-based enterprises. It is estimated that of these 118 teacher mentors adopt an entrepreneurial mindset in their personal and family life. Teacher mentors also engage with a wider community of teachers, parents and local leaders to share information, activities, ideas, and to champion Femina's agendas. 164 teacher mentors participate in district club networks, visiting, motivating and monitoring clubs. They also report at district clubs on behalf of Femina and promote agendas. 82 teacher mentors organise regional events with schools and 164 teacher mentors attend a 5-day Mentor National Conference.

⁷ Line ministries (PO-RALG, MoCDGCE, MoE, Prime Minister's Office, Labour, Youth, Employment and Persons with Disability), Tanzania Revenue Authority, Tanzania Communications Regulatory Authority, Registrar of NGOs.

⁸ Rationale for not sharing is the run up to election and political uncertainty and the fact that this is a pilot study. A summary of this will be written up in the Annual Report

Former clubbers send Femina SMS messages. 200 of them participate in 3-day face to face regional events. 15 former clubbers take up year long volunteer placements at Femina.

Heads of School authorise and give school space over to the activities of 2,356 Fema clubs. Many also offer practical support to teacher mentors. Fifty Local Government Authority personnel participate in supportive supervision; and conduct monitoring visits to clubs; endorse and enable Fema clubs to operate successfully. Development partners fund core operations and additional projects.

It is Femina’s initiation that 23 of their staff participate in twice per month professional development opportunities that help them to internalise Femina’s messaging and improve their own lives.

Valuing Inputs

Table 2: Inputs and outputs

Stakeholders	Inputs		Outputs
	<i>What do they invest?</i>	<i>Financial Value Tsh⁹ for the total population</i>	<i>Summary of activities in numbers</i>
Secondary school students	Time, energy, commitment & initiative.	0	Production of 4 issues of Fema magazine; 3 seasons of 13 episodes of Fema radio show (39 episodes/yr) & 1 Fema TV show (13 episodes/yr). Fema magazine reaches 13,264,827 readers. Fema Radio reaches 6,177,226 listeners. Fema TV reaches 349,600 viewers. print, radio, social media, SMS and other digital platforms. 60,000 students spend 4 hours/ month participating in Fema Clubs. 24,000 students set up income generating activities &/or volunteer, spending 8hrs/ month on these activities.

⁹ Current exchange rate US\$1 = Tsh2,310

Teacher mentors	40 hrs of training. Estimated hourly teacher pay @ Tsh 33,500 /hr.	Tsh 60,300,000 \$25,967	45 teacher mentors receive a 5-day training on the Menstrual Health Management - the Red Agenda - so that they impart this knowledge to students.
	80 hrs of training for 48 mentors in Girl, Boy and Teacher power to expose them to information about gender inequality and violence. Estimated hourly teacher pay @ Tsh 33,500 /hr.	Tsh 128,640,000 \$55,397	48 teacher mentors receive 10-day training on Girl, Boy and Teacher Power to expose them to information about gender inequality and violence.
	Travel @ Tsh 5,000, and telephone @ Tsh 5,000 / month; opportunity cost of time spent dealing with the case @ 10 hrs @ Tsh 33,500/hr/month.	Tsh 59,159,000 \$25,476	147 teacher mentors counsel and stand up for students, including those who are not clubbers.
	Time spent in club activity @ 4 hrs/week. Estimated hourly teacher pay @ Tsh 33,500 /hr. School year = 54 weeks. Personal contribution to clubs / clubbers @ Tsh 10,000 per month (9 months/yr).	Tsh 219,276,0000 \$944,284	2,356 teacher mentors establish, prepare for, resource and facilitate the activities of 2,356 Fema clubs.
	6 hrs of training of 821 mentors. Estimated hourly teacher pay @ Tsh 33,500 /hr.	Tsh 16,482,000 \$7,097	Every year 82 mentors in 12 regions participate in 1-day orientation to active learning to enhance their communication, teaching and relationships.

	Travel @ Tsh 10,000 /month, Telephone @ Tsh 3,000/month and opportunity cost of time spent on Femina activities @ 10 hrs/month @ Tsh 335,000.	Tsh 3,300,576,000 \$1,421,351	821 teacher mentors engage with a wider community of teachers, parents and local leaders to share information, activities, ideas, and champion Femina's agendas.
	Time and inputs equivalent to Tsh 300,000 / month.	Tsh 424,800,000 \$182,934	118 teacher mentors adopt an entrepreneurial mindset in their personal and family life.
	Travel @ Tsh 10,000 /month, telephone @ Tsh3,000/month and opportunity cost of time spent on Femina activities @ 20 hrs/month @ Tsh 33,500/hr [9 months].	Tsh 249,362,000 \$107,384	164 teacher mentors participate in district club networks, visiting, motivating and monitoring clubs, report at district clubs on behalf of Femina and promote agendas.
	Travel @ Tsh 20,000, telephone @ Tsh20,000 and opportunity cost of time spent on Femina activities @ 40 hrs @ Tsh 33,500/hr.	Tsh 113,160,000 \$48,730	82 teacher mentors organise regional events with schools.
	Travel @ Tsh 50,000, accommodation and subsistence @ Tsh 80,000 and opportunity cost of time spent at the conference @ 20 hrs @ Tsh 33,500/hr.	Tsh 131,200,000 \$56,499	164 teacher mentors attend 5-day Mentor National Conference.
Former clubbers & volunteers	Costs incurred responding to Femina via SMS @ Tsh22 per message. Assuming 12 messages sent per year. 200 attend & manage logistics for events; 3 days	Tsh 15,356,400 \$6,613	Send Femina SMS messages. 200 participate in 3 day face to face regional events.

	each assuming a day rate for their time @ Tsh25,000.		
Femina Staff	Time, skills & commitment (Value of input covered by value of funders' contributions).	0	23 staff participate in twice per month professional development opportunities that help them to internalise Femina's messaging & improve their own lives.
Heads of School	Assuming a flat rate of Tsh 100,000 per school for club activities, land for food production &/or payment to the club for food that they have produced & sold to the school.	Tsh 235,600,000 \$101,458	Authorise & give school space to the activities of 2,356 Fema clubs & offer practical support to teacher mentors.
Parents	Permission for their children to participate in Fema clubs, voluntary activities &/or youth events.	0	
Local Government Authority personnel	12 days / yr supervision of clubs @ a day rate of Tsh 268,000.	Tsh 160,800,000 \$69,246	50 LGA personnel participate in supportive supervision & conduct monitoring visits to clubs.
Development partners & foundations	Basket & project funding.	Tsh 5,478,107,533 \$2,359,077	Funding for core operations & additional projects.
Regulatory authorities	N/A	0	Compliance with regulations ensures operational functioning & political legitimacy.
Total		Tsh, 5,889,863,933 US\$ 2,536,395	

The current convention in SROI is that the time contributed by beneficiaries (ie. secondary school students) is not given a financial value (SROI Guide, 2012, pg. 32). Additionally, a financial value has

not been placed on Femina’s staff inputs when they participate in professional development activities that benefit them.

The time and effort contributed by the teacher/ mentors is calculated from the average hours that they volunteer (assuming 8 hours a week). The average hourly rate of pay for a Tanzanian teacher is 1,340,000 TZS per month.¹⁰ I have assumed that they work an average of 40 hours per week which would amount to an hourly rate of Tsh 8,000.

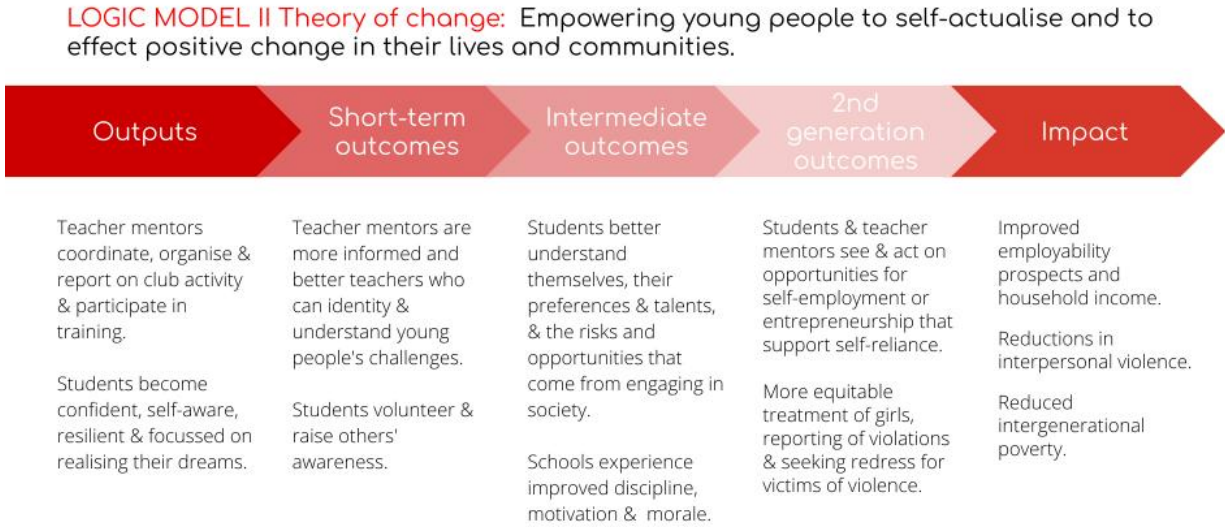
The investment made each year by stakeholders amounts to Tsh 5,889,863,933 (US\$ 2,537,094). The majority of this comes from the teacher mentors who contribute the equivalent of TZS 4,702,955,000 (US\$2,025,825).

Outcomes

Outcome: The changes resulting from an activity. The main types of change from the perspective of stakeholders are unintended (unexpected) and intended (expected), positive and negative change.

The scope of this SROI did not generate sufficient data to enable us to make claims about changes in Heads of School, Parents, Staff, LGAs or Development partners.

Fig 6. Theory of change.



¹⁰ <http://www.salaryexplorer.com/salary-survey.php?loc=214andloctype=1andjob=50andjobtype=1>

The Sprockler inquiry enabled us to better understand the process of change and to update the outcomes to only calculate the value of the well-defined outcomes that ultimately emerged. This strengthened the study by avoiding double counting.

Table 3. Outcomes

Well-defined outcomes v1	Well-defined outcomes v2	Rationale
1/ Students are informed about self & society & know that they have rights.	Less student absenteeism, improved academic performance & increased employability.	Outcomes 1-3 in version 1 occur earlier in the chain of change and result in the well-defined outcome that is articulated in version 2.
2/ Students become confident, able to express themselves & self-disciplined, which improves their academic performance.		
3/ Students become able to see & take advantage of opportunities; earn money that enables them to purchase products that facilitate their continued attendance at school & reduction in truancy.		
4/ 5% of student clubbers stop using marijuana, smoking cigarettes, &/or drinking alcohol. Students delay &/or have safe sex.	Fewer pregnancies	The Sprockler narratives reinforced that pregnancy reductions were the most frequent outcome, and that unhealthy and potentially addictive behaviours were outlying behaviours.
5/ Redress sought for students who are victims of violence &/or harm.	Girls experience more equitable treatment from mentors & boys, as rights violations are reported & redress sought.	The Sprockler narratives emphasized that the change was not just about rights violations but a wider shift in relationships and power between male and female students.
6/ Teacher mentors are exposed to information that increases their positive regard for young people & encourages them to adopt a less punitive approach to teaching & disciplining.	Teacher mentors a more informed and better teacher who can identify & understand young people's challenges.	Outcomes 6-7 in version 1 occur earlier in the chain of change and result in the well-defined outcome that is articulated in version 2.

7/ Teacher mentors experience a sense of vocation, agency & service as teachers & community members.		
8/ Club income generated.		The Sprockler narratives did not mention this change at all, indicating that this change is not personally valuable to stakeholders.
9/ Teacher mentors have increased personal income.	Improved employability prospects and income.	Outcomes 9-11 in version 1 occur earlier in the chain of change and result in the well-defined outcome that is articulated in version 2.
10/ Teacher mentors experience improved status within their community & professional peers as a role model, educator & youth champion.		
11/ Former clubbers become highly employable citizens characterised by a mindset that is focussed, self controlled, motivated & civically responsible.		
Heads of school: insufficient data		No response (except for 1) to the Sprockler
LGA: insufficient data		
Parents: insufficient data		
Regulatory authorities: Insufficient data		

Duration of change

Duration of change expresses the length of time that the impacts of an intervention last for the stakeholder. In version 1 the duration was estimated as the stories of change did not provide sufficient data to evidence how long a change may endure. The Sprockler inquiry explicitly asked participants how long the change they described would endure. Their responses were consistent, across groups and across outcomes, in saying that the change would last up to five years. The value

map limits the duration of change to a maximum of three years, which is the value that has been entered. Femina’s work with an adolescent population intends to influence changes in mindset that endure into their adult years, and the Sprockler results concur that this is in fact the reality that stakeholders experience.

How valuable is the change?

“The purpose of valuation is to reveal the value of outcomes and to show how important they are relative to other outcomes” (SROI Guide, 2012).

This requires identifying appropriate financial values for each outcome and assigning a monetary value to things that do not have a market price. SROI uses financial proxies to estimate the social value of non-traded goods to different stakeholders; those who are affected by the intervention.

Financial proxies and sources

Table 4. Value created

Outcome description	Indicator	Financial proxy	Value
<i>How would we describe the change?</i>	<i>How would we measure it?</i>	<i>What proxy did we use to value the change?</i>	<i>What is the value of the change?</i>
Less student absenteeism, improved academic performance & increased employability.	Students & teacher mentors describe students changing academic stream &/or improved exam results; their self-perception as being entrepreneurial. Source: Stories of Change, Sprockler inquiry. School attendance registers & exam results quantify the change.	Median Tanzanian salary ¹¹	Tsh 7,859,349 \$3,384
Fewer pregnancies.	Students & teacher mentors describe a reduction in schoolgirl pregnancies. Source: Stories of change & Sprockler inquiry. Secondary school level data reveals fewer school exclusions, a proxy for pregnancies.	Cost of meeting the contraceptive needs of adolescents with contraceptive information and supplies, increased training and supervision of health care workers, investments in upgraded facilities and supply systems,	Tsh 48,719 \$21

¹¹ <https://www.averagesalarysurvey.com/tanzania>

		and information and communication efforts to ensure that adolescents have access to a range of methods and support in choosing a method and using it effectively ¹² .	
Girls experience more equitable treatment from mentors & boys, as rights violations are reported & redress sought.	Students describe changing their attitude towards sex, &/or delaying sexual debut &/or using protection &/or avoiding sexual exploitation. Boys describe possessing a more equitable attitude towards girls. Teacher mentors & students describe disclosing abuse, the actions taken to pursue violators through the authorities. Students & teacher mentors speak of their commitment to defend their own & others' rights. Source: Stories of change & Sprockler	Well-being measure for "Feel in control of my life" with an adjustment for cost of living.	Tsh 11,735,129 \$5,053
Teacher mentors are more informed and better teachers who can identify & understand young people's challenges.	Teacher mentors describe how time spent volunteering in the club has re-invigorated their enthusiasm for being a teacher & their relationship with students. Students describe their teachers as friendly. Source: Stories of change & Sprockler.	Well-being measure for "Regular volunteering" with an adjustment for cost of living.	Tsh 5,099,392 \$ 2,195
Teacher mentors experience improved employability prospects and income	Teacher mentors, alumni & staff describe income earning activities & an increased sense of financial	Highest average salary for a Tanzanian teacher ¹³	Tsh 29,280,000 \$ 12,609

¹² ADDING IT UP: Costs and Benefits of Meeting the Contraceptive Needs of Adolescents
https://www.guttmacher.org/sites/default/files/report_pdf/adding-it-up-adolescents-report.pdf

¹³ <http://www.salaryexplorer.com/salary-survey.php?loc=214&loctype=1&job=50&jobtype=1>

Femina alumni & volunteers experience improved employability prospects and income	security. Source: Stories of change & Sprockler. Career progression & associated wage tracked over time.	Average monthly salary in Tanzania (Amount for 50% of employees) ¹⁴	Tsh 15,720,000 \$ 6,769
Femina staff experience improved employability prospects and income		Average gross salary for a non-profit staff member ¹⁵	Tsh 35,542,698 \$ 15,306

The financial proxy of Tanzanian salaries (median, for teachers and for non-profit workers) have been used to quantify the value of outcomes related to improved employability prospects. Those outcomes related to improvements in wellbeing; for which there are no datasets of financial proxies in Tanzania have been valued based on the work done by Fujiwara et al¹⁶ to measure wellbeing. This provides the first step in developing a common language for measuring social impact. The values that have been used are in the UK Social Value bank and have been drawn from national surveys in the UK that are consistent and robust.

However, Tanzania is a different context. The monetary value of metrics such as “Regular volunteering”, and “Feel in control of my life” will be higher in the UK than in Tanzania. The value of each of these proxies was reduced by 50.11%. The amount of reduction was based on a comparison between the consumer price index (including rent) in Tanzania and in the United Kingdom¹⁷.

Femina’s work would be strengthened if its monitoring department routinely collected and analysed the following data

1. School attendance registers
2. Exam results
3. Secondary school exclusions
4. Career progression and associated wages.

¹⁴ <http://www.salaryexplorer.com/>

¹⁵ <https://www.averagesalarysurvey.com/non-profit-organization/tanzania>

¹⁶ Trotter L, Vine J, Leach M, Fujiwara, D, 2014; Measuring the Social Impact of Community Investment: A Guide to using the Wellbeing Valuation Approach.

¹⁷ https://www.numbeo.com/cost-of-living/compare_countries_result.jsp?country1=United+Kingdom&country2=Tanzania

Impact

Deadweight

Deadweight is a measure of the amount of outcome that would have happened even if the activity had not taken place.

As the deadweight increases, the organisation's contribution to the outcome declines. To calculate a deadweight a comparison is made to a similar group, seeking to understand what happened to that group if they had not benefited from the intervention. A perfect comparison is not possible, measuring deadweight is an estimate (SROI Guide, 2012).

In this study, the comparator group is secondary students and teachers who have not been exposed to either Femina edutainment and / or clubs. Resource limitations meant that this group's experience has not been actively sought out to inform deadweight decisions. Instead, an estimate has been made based on empirical research with students and teachers conducted for Twaweza¹⁸ and African Initiatives¹⁹ that explored teachers' and students' attitudes to child protection and discipline.

The deadweight estimates in version 1 ranged from 30% for outcomes affecting students and former clubbers to 50% for those affecting teacher mentors. The Sprockler narrative asked respondents if the change that they described in their story would have happened without Femina. 16% responded that yes, it would and 84% that no, without Femina's interventions the change would not have occurred. There is no clear pattern in the data related to deadweight by outcome, so the deadweight has been calculated as 16% across all outcomes.

Displacement

Displacement is an assessment of how much of the outcome displaced other outcomes. The Sprockler was used to ask stakeholders "to what extent do you think that the benefits you received were at the expense of other people." 21% responded 'a lot' and 25% responded 'somehow'. Again, there is no clear pattern in the stories related to displacement by outcome, so it has been calculated as 46% across all outcomes.

Attribution

Attribution is an assessment of how much of the outcome was caused by the contribution of other organisations or people.

¹⁸ McAlpine, K; Omesa, N; Mbise, A (2016) Teacher absence in schools in Ilmela and Mvomero districts, Tanzania. Is it a problem and what needs to happen for communities to effect change? Twaweza

¹⁹ McAlpine, K (2015) Legislation, responsibilities and procedures for protecting children in Tanzania: What does it mean for people wanting to build safe schools? African Initiatives

To understand attribution, the Sprockler asked “How much of the change you experienced was due to Femina?” No-one responded that none of the change was due to Femina. 53% said that some of it was due to Femina and 47% said that all of the change was due to Femina.

To calculate the % of change attributed to others, a simple weighted average calculation was used. The response characterised as “some of the change” was allocated a median percentage score of 49% (within the range 1 - 99%). Therefore, the weight given to this response is 2,597 (49 x 53) and the weight given to the response “All” is 4,700 (47 x 100). The simple weighted average of attribution to Femina is therefore (2597 + 4700)/100 = 73%. Therefore 27% is assumed to be attributable to others.

Drop off

Drop-off examines how long an outcome endures and takes account for the rate at which the amount of the outcome reduces over time.

It only applies to those outcomes that have a duration of more than one year; and is framed as a percentage. Thus, an outcome that has a 10% annual drop-off would be 100 in year 1, 90 in year 2, 80 in year 3 and so on. Where a change is judged to last beyond Femina’s activities (Duration) the amount in future years is likely to be influenced by other factors. Drop off takes account of this and the percentage not down to Femina in each future year is estimated. These percentages are detailed on the value map.

Calculation of impact

Impact: The difference between the outcomes for participants, taking into account what would have happened anyway, the contribution of others and the length of time the outcomes last.

To calculate the impact of each outcome, the financial proxy is multiplied by the quantity of the outcome. The quantity of each outcome was calculated based on the number of times that the outcome was mentioned by Sprockler respondents and then extrapolated to the wider stakeholder group. This gives a total impact value per outcome. From this total the percentages of deadweight, attribution and drop-off are deducted, leaving us with the overall impact of the outcomes.

The social value of Femina’s outcomes amounts to Tsh 55,454,390,879 [US\$23,887,309].

Table 5. Social value calculation by outcome

Outcome	Social impact calculation [Tsh]	US\$ equivalent
Less student absenteeism, improved academic performance & increased employability.	Tsh 10,930,292,166	\$ 4,707,274

Fewer pregnancies.	Tsh 19,358,670	\$ 8,337
Girls experience more equitable treatment from mentors & boys, as rights violations are reported & redress sought.	Tsh 27,977,975,225	\$ 12,049,084
Teacher mentors a more informed and better teacher who can identify & understand young people's challenges.	Tsh 8,086,753,806	\$ 3,482,667
Teacher mentors experience improved employability prospects and income.	Tsh 1,142,121,400	\$ 491,869
Femina alumni & volunteers experience improved employability prospects and income.	Tsh 7,027,198,416	\$ 3,026,355
Femina staff experience improved employability prospects and income.	Tsh 270,691,198	\$ 116,576

Materiality

Material outcomes are those that are important enough to consider when making decisions about allocating resources. An outcome is considered to be material if it is,

- Relevant to the organisation's policies and programmes, or to stakeholders' priorities, and
- Significant, based on the value that it creates.

Materiality judgements are based on qualitative data for judgements about relevance and based on quantitative data for judgements about significance. An outcome can be relevant but not significant or relevant and significant. Either could be included as material depending on the organisation's thresholds.

Table 6 describes which outcomes are considered to be material in this analysis. Immaterial outcomes have been included in the social return calculation but are not considered to be material for decision making.

Table 6. Materiality

Outcome	Relevant?	Significant?	Material?
Less student absenteeism, improved academic performance & increased employability.	Yes	Yes	Yes
Fewer pregnancies	Yes	No	No
Girls experience more equitable treatment from mentors & boys, as rights violations are reported & redress sought.	Yes	Yes	Yes
Teacher mentors are more informed and better teachers who can identify & understand young people's challenges.	Yes	Yes	Yes
Teacher mentors have improved employability prospects and income.	Yes	No	Yes
Former clubbers & Femina volunteers have improved employability prospects and income.	Yes	Yes	Yes
Femina staff have improved employability prospects and income.	No	No	No

Social return calculation

The intention of a sensitivity analysis is to understand which assumptions have the greatest effect on the model. After the first sensitivity analysis the Sprockler inquiry was deployed in order to obtain more reliable data and to address the limitations of the first version of the study.

The social return is expressed as a ratio of present value divided by value of inputs. For this analysis, the social return ratio is therefore

$$\frac{\begin{array}{l} \text{Total Present Value (PV) Tsh} \\ 133,373,541,675 \end{array}}{\begin{array}{l} \text{Value of the inputs Tsh} \\ 5,889,863,933 \end{array}} = \frac{\begin{array}{l} \text{Total Present Value (PV) US\$} \\ 57,451,449 \end{array}}{\begin{array}{l} \text{Value of the inputs US\$} \\ 2,537,094 \end{array}} = 23:1$$

This means that for every US\$ invested in Femina Hip \$23 of social value is created.

5/ Study limitations

Table 7. Limitations in application of the SROI principles and how they were addressed.

Principle	Limitation of version 1
Involve stakeholders	<p>Failure to involve all material stakeholders.</p> <p>Stakeholder involvement was not consistent throughout the whole process.</p> <p>Inconsistent data about the number, type and characteristics of material stakeholders.</p>
<p>Response:</p> <p>A Sprockler Narrative Inquiry was sent to an additional 100 stakeholders asking them to describe the changes they had experienced as a result of their contact with Femina, the importance, amount and duration of that change; and how much was attributable to Femina.</p>	
Understand what changes	<p>Failure to identify unintended nor negative outcomes.</p> <p>Failure to use a scale for participants to rate the importance, deadweight, displacement or attribution of the outcomes.</p>
<p>Response:</p> <p>A small number (less than 5) said that one challenge they faced was that parents resisted their children's participation in Fema clubs or that other teachers considered the clubs a distraction from academics; but there was no appreciable negative or unintended consequence.</p> <p>The Sprockler inquiry did not use scales because in pre-testing respondents struggled to conceptualise how a scale can be applied to make judgements. Given that the Sprockler was completed by people virtually and there was no room for handholding and additional explanation a decision was made with Femina's monitoring staff to reframe the questions using predetermined qualitative responses. These then had to be quantified as part of the final calculations.</p>	
Value the things that matter	<p>Scope of study does not include outcomes related to Heads of School, parents, LGAs - all of whom are material stakeholders.</p> <p>Appropriateness of using financial proxies derived from UK work on measuring well-being.</p>
<p>Response:</p> <p>The study is still limited by a lack of data from and about the experience of Heads of School, parents and local government authorities.</p> <p>Where possible financial proxies that were derived from the UK based Social Value Bank have been replaced with Tanzanian figures based on average wages for different professions.</p>	
	<p>It was impossible to get accurate data about the reach of the</p>

Only include what is material and do not over-claim	edutainment channels and about the long-term outcomes for former Fema clubbers. A prudent estimate for both has been adopted.
<p>Response:</p> <p>Outcome chains were better articulated with attendant well-defined outcomes, the value of which was then calculated. The amount of change for each outcome was calculated based on the number of times that the outcome was mentioned by Sprockler respondents and then extrapolated to the wider stakeholder group. Once the chain was better defined the reach of the Fema edutainment became less troublesome for calculation purposes.</p>	
Be transparent	Additional key monitoring tools need to be put in place to better evidence claims about the value, duration and attribution of outcomes.
<p>Response:</p> <p>The Sprockler Inquiry directly asked stakeholders about the value, duration and attribution of outcomes, but Femina's monitoring would be enhanced by collecting data from school attendance registers, exam results, secondary school exclusions and career progression and associated wages.</p>	
Verify the result.	Stories of change are a useful starting point from which to go through this exercise, but they are partial. This means that verifying the results and then updating them takes on added importance if this is to be a credible study.
<p>Response:</p> <p>Additional verification was conducted by adding the Sprockler inquiry to this SROI process.</p>	

6/ Implications for programming

The ideal scenario is that Femina builds off this initial study and continues to maintain social accounts. Importantly, these should continue to involve stakeholders in articulating and valuing the change that they experience; putting their experience at the centre of Femina's claims of impact.

It is absolutely critical from an ethical and methodological perspective that Femina close the feedback loop by sharing the results of this study with stakeholders; and by further consulting with them about any shifts in programming.

Heads of School, parents and Local Government Authorities were not consulted as part of this study but given Femina's new strategic plan (which starts in 2021) they will become material stakeholders. It would be valuable for Femina to co-create the programme direction with these groups, and the Sprockler inquiry is a useful tool with which to do this. It would also be helpful, during the

programme design process, to conduct a social value forecast with these groups to better understand their perspectives about the potential social value that Femina could add.

This study reveals the significant investment that teacher mentors make in Fema clubs, amounting to \$2 million. They only net \$1.9 million in value to themselves, which is less than that obtained by Femina alumni. Given that teacher mentors become better teachers as a result of their contact with Femina and that they believe that this helps their future prospects it would make sense for Femina to invest in institutionalising this relationship better with the Ministry of Education and formalizing the professional development opportunities that they offer so that teachers' career progression took account of these inputs. This could enhance the value that individual teacher mentors, could better integrate the Fema clubs into the school system, and could mitigate the financial and political risks that Femina may face by not fully integrating into the Government school system.

This study puts a financial proxy on the value of what is essentially a volunteer programme that operates in school. Femina will always need to make the case for the value of volunteering to people who see it as a distraction from academics. This study uses the language of money and the Sprockler inquiry uses stakeholders' language to describe and explain the value of volunteerism. Femina should leverage the analysis done here as it moves forward in forging relationships with new stakeholder groups (Local Government Authorities, parents, Regulatory Authorities).

Finally, the value being created for Femina alumni is substantial at \$3 million. This is significant because of the numbers being reached (estimated 27,000 annually), because the outcomes endure over time and because currently Femina has little systematic engagement with this group. This group presents a real programmatic opportunity to create more value and it may be an oversight not to have mentioned them as a target audience in the new strategic plan.

Appendix 1: Limitations of version 1 of the study

The following are the limitations of version 1 of the SROI study; most of which were successfully addressed by collecting additional data using the Sprockler inquiry and re-calculating the value created based on that new additional data.

Involve stakeholders.

Failure to involve all material stakeholders. The study only drew on retrospective stories of change from students, teachers and two former clubbers. Consequently, there was insufficient data to enable us to make claims about changes in Heads of School, parents, staff, local government authorities (LGAs) or development partners.

Stakeholder involvement was not consistent throughout the whole process. The stories were sufficient to be able to identify clearly defined outcomes and to evidence judgements about the amount of change. But the failure to do further consultation with the storytellers, because of logistical constraints, meant that we were not able to probe them further about the attribution, duration, deadweight or drop-off.

Femina does not have consistent monitoring data that enables them to easily track the individuals who engage with the programme. This means that it has been almost impossible to accurately claim the number (let alone the location) of children who experience the edutainment; about the number of clubbers and the range of income generating activities they are involved in; or to track individuals once they become former clubbers. Femina would really benefit from investing in a rich contact management system where they could record the involvement of individuals with the programme over time.

The contributions of Heads of School (and therefore the school's institutional contribution) to facilitating club activities, including land for food production and / or money spent reimbursing mentors' costs has been included as an input, estimated at Tsh100,000 per school. This is not based on any evidence collected by Femina, who would really benefit from tracking the contribution of each school.

Understand what changes.

The stories of change did not reference any unintended nor negative outcomes. Presumably this is because of response bias that influenced the storytellers so that they only described change that they thought Femina would want to hear. Face to face engagement with stakeholders would have created space to probe and to seek out a wider range of potentially unintended and negative outcomes.

Value the things that matter.

The limited scope of study does not include outcomes related to Heads of School, parents or local government authorities; all of whom are material stakeholders. Therefore, this study potentially underestimates the reach and value being generated by Femina.

Additionally, there was insufficient data to enable Femina to estimate how much income clubs generated. In order to avoid over claiming this outcome has not been valued with a monetary approach.

A majority of the outcomes related to improvements in wellbeing; for which there are no datasets of financial proxies in Tanzania. The work done by Fujiwara et al²⁰ to measure wellbeing provides the first step in developing a common language for measuring social impact. The values that have been used are in the UK Social Value bank and have been drawn from national surveys in the UK that are consistent and robust.

However, Tanzania is a different context. The monetary value of metrics such as “Go to youth clubs”, “Regular volunteering”, “General training for the job”, “Being debt-free”, “Feel belonging to neighbourhood”, “Feel in control of my life” and “Secure job” will be higher in the UK than in Tanzania.

As part of the sensitivity analysis these financial proxies were revisited and the value of each reduced by 50.11%. The amount of reduction was based on a comparison between the consumer price index (including rent) in Tanzania and in the United Kingdom²¹.

Only include what is material and do not overclaim.

*“Information is material if its omission has the potential to affect the readers’ or stakeholders’ decisions.”
(SROI Guide, 2012)*

The great challenge of this study lay in figuring out how to avoid double counting where students and teacher mentors experience a journey of change; but that not all of them reach the end of that journey. There were two particular challenges related to estimating the number of people experiencing the change.

This first obstacle lay in how to ascertain the number of *individuals* who experience change from the edutainment channels. Femina has data from various IPSOS surveys that claims that Fema magazine reaches 13,264,827 readers, that Fema Radio reaches 6,177,226 listeners; and Fema TV reaches 349,600 viewers, each year. What is unclear is whether this data reflects the numbers of actual individuals; whether there is double counting in these figures (i.e. the same individual reads the

²⁰ Trotter L, Vine J, Leach M, Fujiwara, D, 2014; Measuring the Social Impact of Community Investment: A Guide to using the Wellbeing Valuation Approach.

²¹ https://www.numbeo.com/cost-of-living/compare_countries_result.jsp?country1=United+Kingdom&country2=Tanzania

magazine, listens to the radio and watches the TV); and how many of these individuals are actually secondary school students.

Tanzanian Government figures from 2016 state that the total secondary school population (government and private) is estimated to be 1,806,955²². A prudent assumption is that Femina directly reaches 60,000 students in the Fema clubs. This would be a reach of 3% of the school population. An assumption was made that the edutainment materials reach 10% of the secondary school population; and so, we estimate that the total number of individuals touched by the magazine, radio or tv output is 180,695.

As part of the sensitivity analysis the reach of the edutainment channels was reduced from to 19,791,653 which was the total claimed readership, listenership and viewership to 180,695 which is 10% of the secondary school population.

In the absence of any follow-up studies that would evidence the proportion of clubbers who go on to become active citizens, a prudent approach was adopted of only claiming that 415 former clubbers “become highly employable citizens characterised by a mindset that is focussed, self-controlled, motivated and civically responsible.”

This is a much-reduced number from Femina staff who estimate that 75% of former clubbers (potentially 27,000 people) continue to engage with Femina via SMS once they leave school. It would be very useful to do a follow up study to understand the character of former clubbers and to look at long-term outcomes, so that this element of value could be more accurately understood.

There are also two outputs that need to be better evidenced with data. These are that:

- 95% of clubbers experience positive peer pressure.
- 23 staff participate in twice per month professional development opportunities that help them to internalise Femina’s messaging and improve their own lives. In practice this output is not resourced with sufficient organizational finances or time. Consequently, no outcome for it was tracked.

Be transparent.

The following additional monitoring tools need to be put in place to better evidence Femina’s understanding of the value, duration and attribution of outcomes.

- A comparative analysis of Fema clubbers’ exam results and those of students in the same year group who do not participate in the clubs would strengthen the attribution claims about academic performance.
- A survey tool that tracks the actual income and expenditure of the clubs that have income generating activities and of the students who engage in income generating activities in their

²² United Republic of Tanzania (2016) Pre-Primary, Primary and Secondary Education Statistics in Brief <https://s3-eu-west-1.amazonaws.com/s3.sourceafrica.net/documents/118112/Tanzania-Pre-Primary-Primary-and-Secondary.pdf>

personal lives; would enable better quantification of the outcome related to students earning money and club income. As mentioned earlier it would also be useful to track how much the Head of School (and thus the institution of the school) contributes to the functioning of the Fema clubs in terms of space, purchase of the food farmed by some clubs, and reimbursing mentors' costs.

- The outcome related to “student clubbers stop using marijuana, smoking cigarettes, and/or drinking alcohol. Students delay +/- or have safe sex,” would be strengthened by including evaluation data from the DREAMS programme so that Femina could better understand the scale of change (i.e. how many people changed) and how much of that change can be attributed to Femina.

Verify the result.

Stories of change are a useful starting point from which to go through this exercise, but they are partial. Thus, verifying the results and then updating them takes on added importance if this is to be a credible study.

Femina will take responsibility for verifying the results with stakeholders. A learning meeting will be held with Femina staff to share the results of the study; and particularly to discuss how to embed social value accounts into Femina's monitoring processes during its upcoming strategic planning phase, so that these social accounts can be maintained and updated into the future.

The key findings will be shared with children and young people via Femina's edutainment channels and SMS survey service. The SROI findings will be shared with Heads of Schools, Parents Teachers Associations and Local Government Authority (LGA) personnel during active learning sessions and / or outreach visits. The study findings will be shared with Femina's funders in the annual report and during the Jan 2021 round-table partners meeting.