

Social Return on Investment Summary

Girls Club: South Luangwa



Every \$1 USD invested in Girls Clubs yields a social return of \$19.92 USD

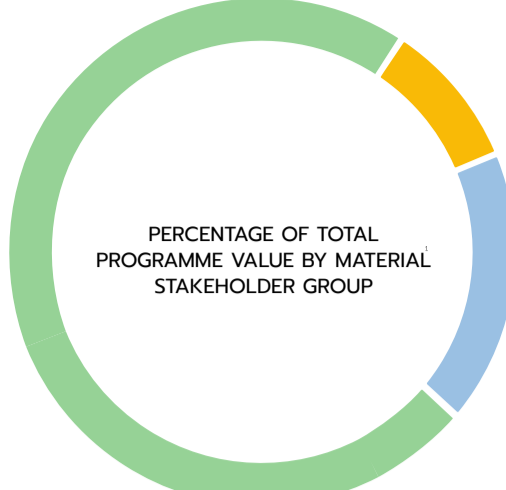
Investment of \$31,832 USD generates total value of \$634,079 USD



GIRLS IN THE CLUB

72% of value | \$ 456,651

- + Expanded job opportunities
- + Clearer pathway to meet cultural obligations
- + Improved self-efficacy¹
- + Increased potential for sexual health²



OTHER STAKEHOLDERS

10% of value | \$ 62,942



FAMILIES

18% of value | \$ 114,486

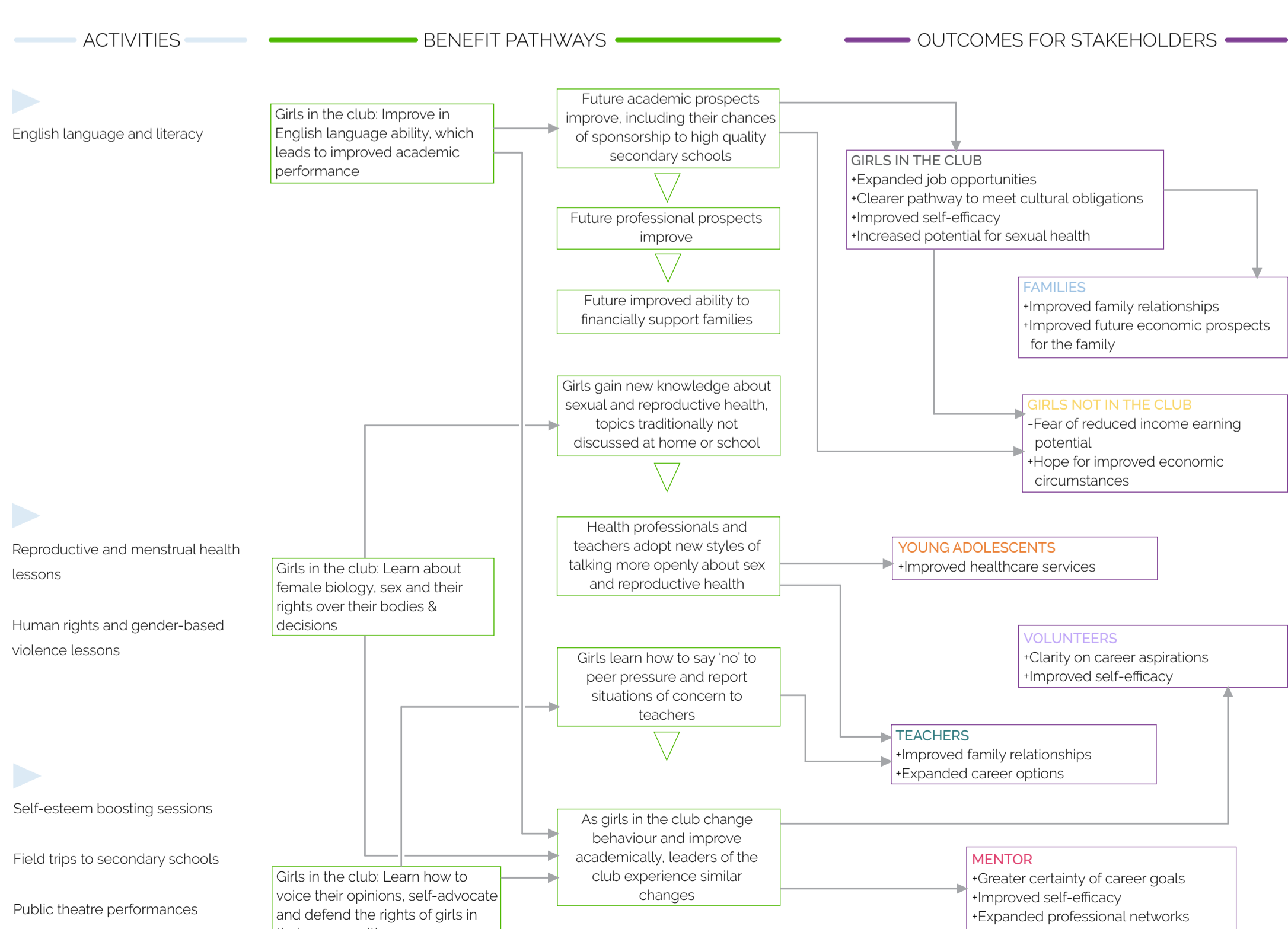
- + Improved family relationships
- + Improved future economic prospects for the family

Summary of Value Generated by Stakeholder Group and Outcomes

	OUTCOME	NUMBER OF STAKEHOLDERS CONFIRMED TO HAVE ACHIEVED THE OUTCOME ³	DESCRIPTION OF OUTCOME	WHAT WE HEARD FROM STAKEHOLDERS	GROSS BASE FINANCIAL PROXY PER ANNUM ⁴	VALUE PER ANNUM AFTER DISCOUNTING ⁵	TOTAL BENEFIT PERIOD NET PRESENT VALUE FOR STAKEHOLDER GROUP ¹	
GIRLS IN THE CLUB N=53*	EXPANDED JOB OPPORTUNITIES	26	Functional change: With better academic performance and improved English language skills, girls are positioned to follow an educational pathway into and through high school, which in turn enhances their future job prospects.	"If you don't know how to read [in English], you won't have a successful future. You'll be begging in the street, you'll be poor, you won't have anything because you won't have any options."	Base value (individual): \$2,876 Base value (group): \$74,776	\$ 1,140 \$ 29,640	\$ 89,182	
	CLEARER PATHWAY TO MEET CULTURAL OBLIGATIONS	37	Intrinsic change: Girls feel emotional relief when they are able to clearly visualize how they will be able to meet the intensely high cultural and familial demand of providing financial support to parents and siblings.	"When your first paycheque comes in, you don't even think: you send it all home. Maybe your parents will give you a bit back, but it all goes home. Thereafter, you can start keeping some of the pay cheques for yourself."	Base value (individual): 1x FP = \$2,876 Base value (group): \$106,412	\$ 1,309 \$ 48,433	\$ 145,350	
	IMPROVED SELF-EFFICACY	34	Intrinsic change: With improved self-esteem and public speaking skills, girls are better enabled to self-advocate and seek out the resources they need both personally and academically.	"If it weren't for Girls Club, I would feel I can't do things, I can't speak the truth, I'm not good enough."	Base value (individual): 0.857x FP = \$2,465 Base value (group): \$83,810	\$ 1,257 \$ 42,738	\$ 118,078	
	INCREASED POTENTIAL FOR IMPROVED SEXUAL HEALTH	40	Functional change: With knowledge on the biology of reproduction and practical ways in which girls can take control of family planning and their sexual choices, they have a higher probability of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.	"We learned how to protect ourselves when we start our periods."	Base value (individual): 0.857x FP = \$2,465 Base value (group): \$98,600	\$ 966 \$ 38,640	\$ 104,041	
	SUB-TOTAL							\$ 456,651
FAMILIES N=53	IMPROVED FUTURE ECONOMIC PROSPECTS FOR THE FAMILY	38	Functional change: With improved academic results, parents can visualize their daughters' academic trajectories leading to well-paid jobs, and families begin to treat their daughters as investments that will yield financial returns to the family once they are gainfully employed.	"She likes reading now... Reading is important because she will understand what's being taught and do well on tests. She will be able to complete her education, go to university and have a good future. A good future is having your own job, your own money. If she's independent, she will be able to help her siblings."	Base value (individual): \$1,771 Base value (group): \$67,298	\$ 567 \$ 21,546	\$ 59,667	
	IMPROVED FAMILY RELATIONSHIPS	37	Extrinsic change: When daughters' academic results improve and they can speak English with confidence, their value to the family grows. They can now act as interpreters for their parents, they can tutor their younger siblings and they are shown more respect from their families, which in turn results in them sharing information more freely.	"Previously, we were not free to talk to our daughters because it was taboo, but now they tell us what they've learned about menstrual hygiene, so now it's okay to talk about it."	Base value (individual): 0.54x FP = \$956 Base value (group): \$35,372	\$ 536 \$ 19,832	\$ 54,819	
	SUB-TOTAL							\$ 114,486
GIRLS NOT IN THE CLUB N=107	HOPE FOR IMPROVED ECONOMIC CIRCUMSTANCES	89	Intrinsic change: Girls not in the club observe the language, confidence and academic improvements experienced by their peers, and they encourage their sisters to join so that they too can access the learnings and eventually share the assumed future economic benefits with their family.	"Girls in the club learn English literacy... Literacy is important because it helps you in academic performance... If you understand, you will pass. If you work hard, you will finish school, go to college and start working. When you start working, you will be helping your parents and you can educate the young ones."	Base value (individual): \$1,771 Base value (group): \$157,619	\$ 354 \$ 31,506	\$ 86,790	
	FEAR OF REDUCED INCOME EARNING POTENTIAL	60	Intrinsic change: Girls not in the Girls Club observe their peers surpassing them academically, which incites fear that they will be out-competed for scholarships to top high schools and, by proxy, the future academic and economic benefits to which the pathway of quality education leads.	"They make us feel left out because we won't get the chance to have sponsorship, and our parents can't afford to pay for us to go to boarding school. We will end up at day schools, where there is less concentration, and you can fail. If you fail, you stop school and get married and end up suffering."	Base value (individual): 0.93x FP = \$1,647 Base value (group): \$98,820	\$ 494 \$ 29,640	\$ -56,768	
VOLUNTEERS N=3	CLARITY ON CAREER ASPIRATIONS	2	Intrinsic change: Their time assisting in the clubs better enables the volunteers to make informed decisions about their own professional pathways.	"Guiding the girls taught me effective communication and compassionate mentoring. This directed me to want to become a social worker. Before I wanted to be a surgeon."	Base value (individual): \$1,768 Base value (group): \$3,536	\$ 1,131 \$ 2,262	\$ 5,168	
	IMPROVED SELF-EFFICACY	2	Intrinsic change: By modelling confidence and self-assurance to the girls in the club, the volunteers themselves grow more self-aware, refine their own English language skills and ultimately feel a surge in self-esteem.	"When helping the girls learn new things and grow in confidence, I learned how to manage the girls, and I could teach them confidently."	Base value (individual): 143x FP = \$2,526 Base value (group): \$5,052	\$ 1,616 \$ 3,232	\$ 9,147	
MENTORS N=1	EXPANDED PROFESSIONAL NETWORKS	1	Intrinsic change: Through her time leading the clubs, the mentor has formed new professional connections and associations, both within and outside of Zambia.	"In 2022, I managed to get my passport. This is something that I never thought of doing, it never even crossed my mind, I never thought of going out of the country. I crossed a border, I visited another country and interacted with other mentors."	Base value (individual): \$1,559 Base value (group): \$1,559	\$ 819 \$ 819	\$ 2,052	
	GREATER CERTAINTY OF CAREER GOALS	1	Intrinsic change: When the mentor can see girls in the club advancing academically, demonstrating improved confidence and knowledge about sexual and reproductive health, she feels satisfied in her job and reaffirmed in her professional trajectory.	"I see girls changing, especially when it comes to reading and confidence. When I see them changing, it makes me feel good because it means the programme is working and it says from my opinion that I'm doing a great job."	Base value (individual): 2x FP = \$3,118 Base value (group): \$3,118	\$ 2,105 \$ 2,105	\$ 6,279	
	IMPROVED SELF-EFFICACY	1	Intrinsic change: The mentor began her employment harbouring deeply rooted biases about the academic and economic potential of boys and girls, which impacted negatively on her own self-confidence. As she began to learn about the tools girls can use to build their self-esteem, she too grew in self-awareness, confidence and her understanding of gender equality.	"When you have confidence, everything becomes easier. For example, public speaking becomes easier, personally things become easier for you and socially. Today, I can stand in front of intellectuals and present. Back then, I used to stammer a lot and cry."	Base value (individual): 2x FP = \$3,118 Base value (group): \$3,118	\$ 1,091 \$ 1,091	\$ 1,915	
YOUNG ADOLESCENTS N=1300	IMPROVED HEALTHCARE SERVICES	117	Functional change: Adolescent Corner established at local health clinic as a result of the benefits observed in Girls Club from openly discussing sexual and reproductive health with teenagers and providing contraception.	"We used to have one day per week, Thursday, when it was open day for adolescents, but we didn't see them coming to access family planning. Now [with Adolescent Corner], there has been a rise in the number of adolescents coming for information or for family planning, they can feel comfortable to come and get it now."	Base value (individual): \$38 Base value (group): \$4,446	\$ 21 \$ 2,457	\$ 7,171	
	SUB-TOTAL (including immaterial value of \$1,188 for teacher stakeholder group)							\$ 62,942
TOTAL VALUE GENERATED THROUGH GIRLS CLUBS								\$ 634,079

* The values for the girls' outcomes are averaged for the summary, however they were analysed as sub-groups according to grade in school with discounting factors varying based on their duration in Girls Clubs. For a detailed breakdown of analytical process by sub-group, please refer to the methodology document.
 † Once outcomes are established, objective indicators are used to verify achievement of outcomes, which reduces the number of individuals per stakeholder group factored into the analysis.
 ‡ Valued proportionately to the researched financial proxy according to how stakeholders weighted the relative values of the outcomes.
 § Financial proxy values are discounted by varying factors to obtain final value of the affected stakeholders. For a detailed breakdown of these factors and the logic applied, please refer to the methodology document.
 ¶ Includes value of the outcome over time, annual drop off and discount rate to account for the time value of money.

Our Girls Clubs provide young adolescent girls who have been flagged as at risk of dropping out of school with extracurricular literacy, academic, socio-emotional, and self-esteem support over their last three years of primary school. Our goal is for these girls to successfully transition to high school, a critical juncture in girls' education in rural Africa: in Zambia, 65% of girls drop out of school after the primary level, and only 3% of girls from high poverty areas complete high school. In addition to the girls themselves, six other stakeholder groups experience material change as a result of our Girls Clubs, with social value generation that extends far beyond our immediate beneficiaries. This report summary accounts for and monetizes those outcomes for each stakeholder group in order to quantify the total value of the Girls Clubs. Below is a diagram depicting how change occurs for girls in the club and the other material stakeholder groups:



When girls experience these positive outcomes, the power dynamics in their homes shift: girls are appreciated as more valuable future assets, family relationships strengthen accordingly, and girls embark on a pathway to economic independence, agency and control over their reproductive health.

1. \$1188 of total value for the teachers stakeholder group not visualized as deemed immaterial.
 2. **Self-efficacy** reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment." American Psychological Association
 3. **Sexual health** is a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence." World Health Organization
 4. <https://diggers.news/local/2022/12/15/pac-queries-education-ministry-over-high-drop-out-rate-of-girls-from-school/>
 5. <https://camfed.org/what-we-do/where-we-operate/zambia/>