

Social Return on Investment Summary

Student Sponsorship Programme: South Luangwa



Every \$1 USD invested in student sponsorship yields a social return of \$18.15 USD

Investment of \$135,292 USD generates total value of \$2,455,518



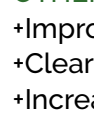
TERTIARY STUDENTS: 8% of value | \$211,591
 •Clearer pathway to fulfil cultural obligations
 •Improved prospects for independence
 •Increased personal happiness & pride
 •Increased enlightenment/expanded worldview



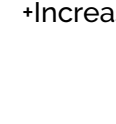
PARENTS: 42% of value | \$1,028,239
 •Relief from the financial burden of educating children
 •Improved prospects for family's socio-economic status
 •Stronger family bonds



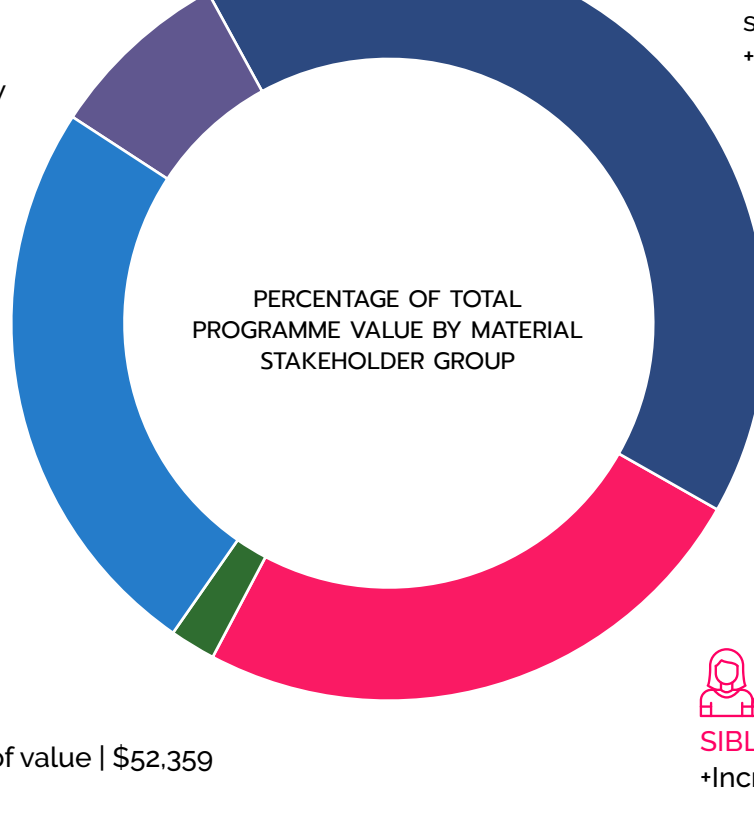
SECONDARY SCHOOL STUDENTS: 23% of value | \$557,882
 •Improved prospects for independence
 •Clearer pathway to fulfil cultural obligations
 •Improved social skills
 •Improved financial/resource management



OTHER STAKEHOLDERS: 2% of value | \$52,359
 •Improved career prospects
 •Clearer pathway to fulfil cultural obligations
 •Increased satisfaction as a result of volunteering



SIBLINGS: 25% of value | \$605,501
 •Increased motivation to complete school

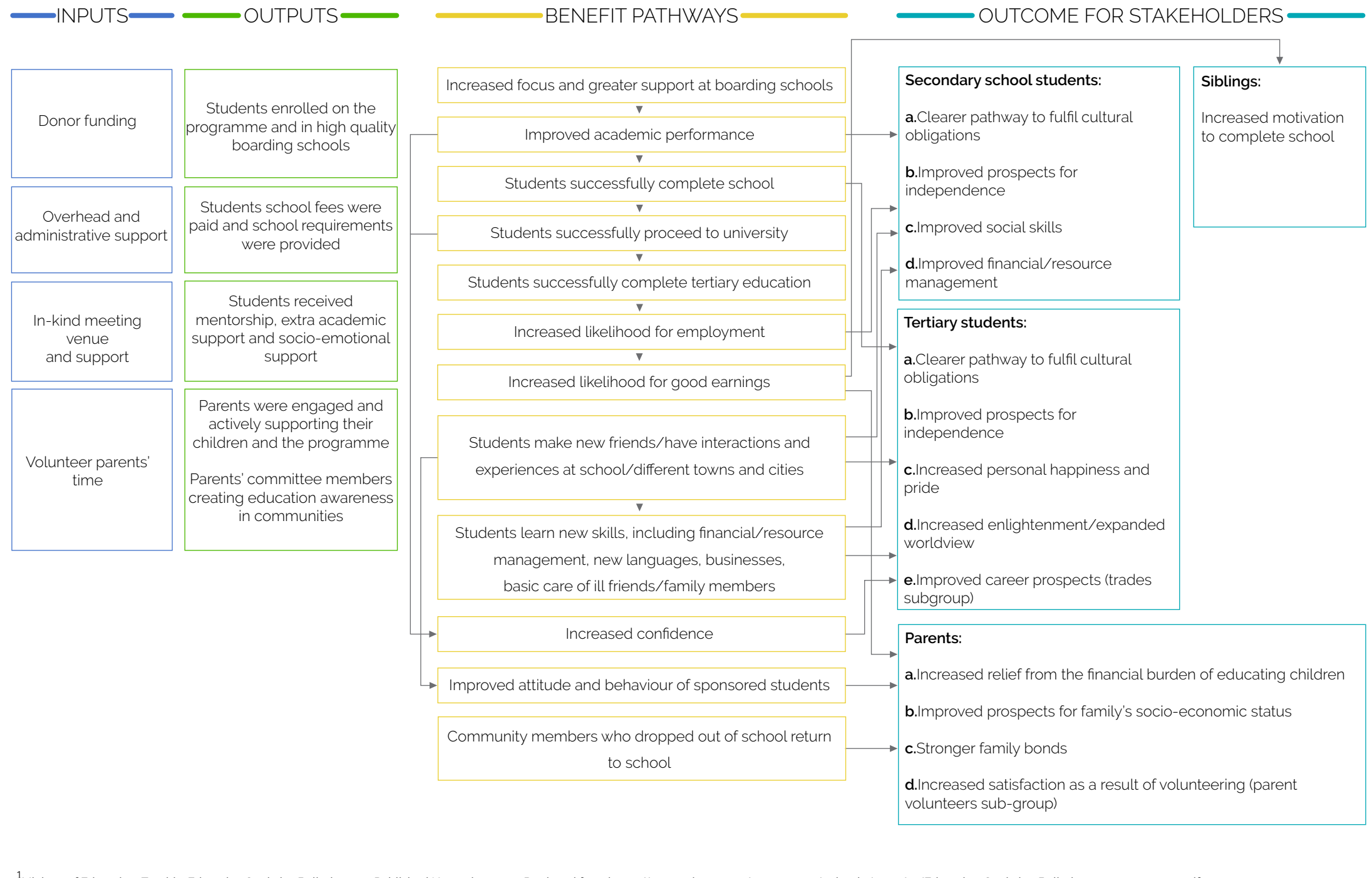


Summary of Value Generated by Stakeholder Group and Outcomes

STAKEHOLDER GROUP	OUTCOME	NUMBER OF STAKEHOLDERS CONFIRMED TO HAVE ACHIEVED THE OUTCOME	DESCRIPTION OF OUTCOME	WHAT WE HEARD FROM STAKEHOLDERS	GROSS BASE FINANCIAL PROXY PER ANNUM*	VALUE PER ANNUM AFTER DISCOUNTING†	TOTAL BENEFIT PERIOD NET PRESENT VALUE FOR STAKEHOLDER GROUP‡
SECONDARY SCHOOL STUDENTS N=48	CLEARER PATHWAY TO FULFIL CULTURAL OBLIGATIONS	34	Intrinsic change: Students expressed positive feelings about how sponsorship gave them a real opportunity to contribute meaningfully to their parents' and siblings' socio-economic status.	"Since becoming a sponsored student in Grade 8, I've been determined to work hard for my mother and younger siblings. This opportunity has given me the confidence that I will succeed."	Base value (individual): \$3,509 Base value (group): \$119,306	\$ 2,177 \$ 74,018	\$ 261,662
	IMPROVED PROSPECTS FOR INDEPENDENCE	25	Functional change: With better academic performance at high quality boarding schools, students were on a pathway to having a college education, thereby improving their prospects for independence. Students described independence as being able to comfortably pay their own bills and meet their own basic needs.	"When I pass Grade 12, I'll be able to go to university. After that, I'll get a good job and earn enough to support myself and my family."	Base Value Individual: \$ 2,573 Base Value (group): \$64,325	\$ 2,419 \$ 60,475	\$ 151,629
	IMPROVED FINANCIAL/ RESOURCE MANAGEMENT	15	Functional change: At the start of each term, students receive groceries, transport money and stationery, which they must manage until the next allocation. This responsibility has strengthened their planning and resource management skills.	"The sponsorship programme has taught us to use our resources wisely. When I get groceries from the programme or anything from my parents, I make sure not to waste them. I've learned how to manage what I have responsibly."	Base value (individual): \$2,573 Base value (group): \$38,595	\$ 1,544 \$ 23,160	\$ 81,872
	IMPROVED SOCIAL SKILLS	24	Functional change: Students reported that attending boarding schools outside their local communities enabled them to build friendships with peers from diverse backgrounds, strengthening their ability to interact with people different from themselves.	"I've learned to come out of my shell; I no longer stick only with friends from Mfuwe. Now I have friends from Lusaka, the Copperbelt, and beyond!"	Base value (individual): \$2,339 Base value (group): \$56,136	\$ 739 \$ 17,736	\$ 62,719
	SUB-TOTAL						
TERTIARY SPONSORED STUDENTS N=5	CLEARER PATHWAY TO FULFIL CULTURAL OBLIGATIONS	4	Intrinsic change: Students expressed feeling more empowered to support their parents and siblings and to contribute meaningfully to their family's financial well-being.	"I now know I'll be able to support my parents with what they need and pay school fees for my younger siblings."	Base value (individual): \$6,959 Base value (group): \$27,836	\$ 5,567 \$ 22,268	\$ 78,721
	IMPROVED PROSPECTS FOR INDEPENDENCE	4	Functional change: Students expressed that as university students, they were now on a career path that guaranteed a life of financial independence and that their respective fields would provide them with a comfortable salary in which their needs would be adequately met.	"This sponsorship has set me up for a future where I can stand on my own. With a good job and steady income, I'll be able to take care of myself."	Base value (individual): \$6,959 Base value (group): \$27,836	\$ 4,871 \$ 19,484	\$ 68,881
	INCREASED PERSONAL HAPPINESS AND PRIDE	4	Intrinsic change: Students expressed profound happiness at being the first in their families or communities to attend university, saying that the respect they gained from others gave them a strong sense of pride.	"Being in university makes me truly happy. I'm proud to be one of the few from my community to finish Grade 12 and the only one I know who made it to university."	Base value (individual): \$8,351 Base value (group): \$33,404	\$ 4,175 \$ 16,700	\$ 49,404
	INCREASED ENLIGHTENMENT/ EXPANDED WORLDVIEW	3	Intrinsic change: Students shared that being exposed to different living standards and lifestyles in the cities where they attend university inspired them to reimagine what is possible for their own lives.	"Living and learning here in the city has exposed me to the different ways people live. I have become inspired to achieve greater things than I ever imagined."	Base value (individual): \$2,784 Base value (group): \$8,352	\$ 2,784 \$ 8,352	\$ 14,479
SUB-TOTAL							\$ 211,486
TERTIARY SPONSORED STUDENTS (SUBGROUP) N=6	CLEARER PATHWAY TO FULFIL CULTURAL OBLIGATIONS	4	Intrinsic change: Students expressed feeling more positive about being able to contribute to their families' basic needs.	"We are now confident that we can find jobs and earn an income with this skill. I believe that getting a job and earning an income will allow me to support my family."	Base value (individual): \$2,333 Base value (group): \$9,332	\$ 1,167 \$ 4,668	\$ 13,805
	IMPROVED CAREER PROSPECTS	6	Functional change: Students gained new computer skills that could help them secure short-term employment or support their academic work at university. Either way, these skills improved their overall career prospects.	"Before attending Chipata Trades, I had never used a computer. Now, with this skill, I'm confident I'll excel in university by easily handling research and coursework. Doing well will earn me a qualification that opens doors to better jobs."	Base value (individual): \$1,000 Base value (group): \$6,000	\$ 875 \$ 5,250	\$ 9,103
SUB-TOTAL							\$ 22,908
PARENTS OF SPONSORED STUDENTS N=59	IMPROVED PROSPECTS FOR FAMILY'S SOCIO-ECONOMIC STATUS	44	Functional change: Parents described a shift in their family's prospects as a result of the sponsorship. They recognized that educating one child could have a ripple effect on the entire household, creating opportunities that could improve their family's overall socio-economic status.	"When my child is educated, they will also help to educate their siblings and later, their own children. When all my children are educated, they too will educate their children. I now see a bright future for my family because it will be a family of educated people."	Base value (individual): \$4,038 Base value (group): \$177,672	\$ 3,854 \$ 169,576	\$ 599,518
	RELIEF FROM THE FINANCIAL BURDEN OF EDUCATING CHILDREN	44	Functional change: Parents explained that having their children on the sponsorship programme provided financial relief, as they no longer had to find money to cover school-related expenses for these children. This allowed them to redirect those resources toward meeting other essential needs.	"This programme has really helped me. Now, I don't have to worry about my child who is on sponsorship, and I can use the little money I have to focus on her brothers' and sisters' needs."	Base value (individual): \$2,125 Base value (group): \$93,500	\$ 2,125 \$ 93,500	\$ 330,561
	STRONGER FAMILY BONDS	17	Intrinsic change: Parents reported their children became more respectful and responsible due to values learned at boarding school, leading to better family relationships.	"The boarding school environment is really reshaping the attitude and behaviour of our children. They are more respectful and this makes us very happy as parents."	Base value (individual): \$2,338 Base value (group): \$39,746	\$ 2,338 \$ 39,746	\$ 98,160
SUB-TOTAL							\$ 1,028,239
SIBLINGS OF SPONSORED STUDENTS N= 354	INCREASED MOTIVATION TO COMPLETE SCHOOL	142	Intrinsic change: Parents observed that the siblings of sponsored students developed a stronger sense of motivation. Encouraged by their achievements and support of their sponsored siblings, they began to value education more deeply and aspired to follow a similar path.	"Their siblings see their sisters and brothers work hard, qualify for sponsorship, go to better schools and eventually successfully complete their education; this inspires them to work hard as well so that they can also complete school."	Base value (individual): \$1,680 Base value (group): \$238,560	\$ 1,210 \$ 172,820	\$ 605,501
	SUB-TOTAL						\$ 605,501
PARENTS COMMITTEE (SUB-GROUP OF PARENTS) N=10	INCREASED SATISFACTION AS A RESULT OF VOLUNTEERING	7	Intrinsic change: Members of the Parents' Committee expressed a sense of increased satisfaction after witnessing the positive outcomes of their education awareness activities in the community, including cases where school dropouts returned to school.	"We feel satisfied and happy when we see that the education awareness we are creating in our communities results in people deciding to go back to school. I am glad to be contributing to another family's future."	Base value (individual): \$1,425 Base value (group): \$9,975	\$ 1,425 \$ 9,975	\$ 29,503
	SUB-TOTAL						\$ 29,503
TOTAL VALUE GENERATED BY STUDENT SPONSORSHIP PROGRAMME							\$ 2,455,518

* The outcomes were valued in proportion to the researched financial proxies, based on how stakeholders weighted the relative importance of each outcome. For each stakeholder group, one outcome was selected as the anchor, and all other outcomes were valued proportionately in relation to it.
 † Financial proxy values are discounted by varying factors to obtain final value of the outcome for 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.

The Student Sponsorship Programme provides students from remote rural areas with access to quality secondary school education that is often unavailable in their communities. In Zambia, the gross enrolment rate (which counts all students enrolled regardless of age) in secondary school was 59%¹ in 2022, with an average of about 50%² between 2018 and 2022. Completion rates remain low, with only 39%³ of students completing secondary school nationally in 2022 (average between 2018 and 2022: 35%⁴). While national statistics on completion rates in rural areas are not available, challenges such as a shortage of qualified teachers, inadequate infrastructure, limited reading materials, long distances to school, and broader socio-economic barriers mean that significantly fewer rural students attain a full secondary education.



¹ Ministry of Education, Zambia. Education Statistics Bulletin 2022. Published November 2024. Retrieved from https://www.edu.gov.zm/wp-content/uploads/2024/11/Education-Statistics-Bulletin-2022_20_11_2024.pdf
² Ibid
³ Ibid
⁴ Ibid

Application of Social Value International's principles-based methodology. Full report and model available upon request. Assured by Social Value International.