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**Doroob Scholarship Program in Kenya  
2017-2019**

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Signed

Mr Ben Carpenter  
Chief Executive Officer  
Social Value International



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درووب  
DOROOB



# SROI REPORT

## Doroob Scholarship Program in Kenya 2017-2019

A Report Highlight the Impact of the Doroob Scholarship for Gifted Students in Kenya

By Solafa Batterjee, Hassan Al Hamid & Eman Al Huraybi

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# 1. Executive Summary

This report is an evaluation of the Doroob Scholarship Program in Kenya for the years 2017 to end of 2019 and assesses the social impact that the project has generated for its key stakeholders during this period.

The Scholarship is fully focused on nurturing gifted students, and this is the baseline used in developing this report. The stakeholders are at the forefront of coming up with, confirming and verifying the final outcomes and based on their opinions, below were the outcomes they experienced in the stated period:

Who Changes?	Impact of Doroob Scholarship
Scholarship Recipients	The student is excelling her/his academic performance
	The student is in an improved learning environment
	The student is experiencing an enhanced belief in his/her future opportunities
	The student has increased self-confidence and self-awareness
	The student has acquired new skills including decision making
	The student has increased motivation to work harder
Parents of Scholarship Recipients	The family's financial burden has been reduced
	The parents have better ability to provide better education for other siblings
	There is a motivation for other family members to work hard and join a scholarship
	There is a feeling of security for education of their children in a better learning environment

We must note that some of the outcomes were a combination of factors that were used to create powerful conclusions and this has been discussed in the outcomes Validation and shown in the Outcomes Hierarchy Table in the Appendix.

After weighting and ranking the outcomes done by the stakeholders, then using appropriate proxies, the valuation of Doroob Scholarship program has shown that for every Kenya Shilling (KES) spent, there is a social return on KES 11.32.

$$\frac{\text{Total Present Value (PV)}}{\text{Total Inputs}} = \frac{528,115,753.09}{46,643,133.45} = 11.32$$

The program has also shown that despite all outcomes being important for all the main stakeholders, there is a great value placed beyond academic performance and the below from a scholarship recipient says it best on our efforts and the vision we have for it:

***“It actually improved my life and my and how I think. There are actually people around who are ready to help. Ready to encourage you in whatever you are doing. It enhances your goals and there are high chances of you pursuing your career.”***

Other key findings include students placing a premium value in their aspirations and parents along the lines of security and ability to provide better education for their other children. This is evidenced in the outcome importance ranking.

We will argue how a great schooling environment that the program provides is greatly appreciated both the scholarship recipients and their parents and could be deemed as a pillar of success.

A Sensitivity Analysis showed was conducted using higher percentages, lower percentages and a duration of outcomes and the results can be summarized as follows:



Base Case	Higher Percentages (Minimum Value)	Lower Percentages (Maximum Value)	Duration of Outcomes Changes
<b>11.32</b>	<b>8.85</b>	<b>13.86</b>	<b>11.57</b>
Deviation from Base Case SROI	-2.47	2.54	0.25

The different scenarios all range within an approximate range of  $\pm 2.5$  of the Base case SROI of 11.32.

All scenarios are shown in the document in the Sensitivity Analysis section.

Last but not least, we were able to see how differently outcomes were seen in Kenya compared to our other Scholarship program in Saudi Arabia and this is due to the different financial capabilities of the parents in the 2 countries.



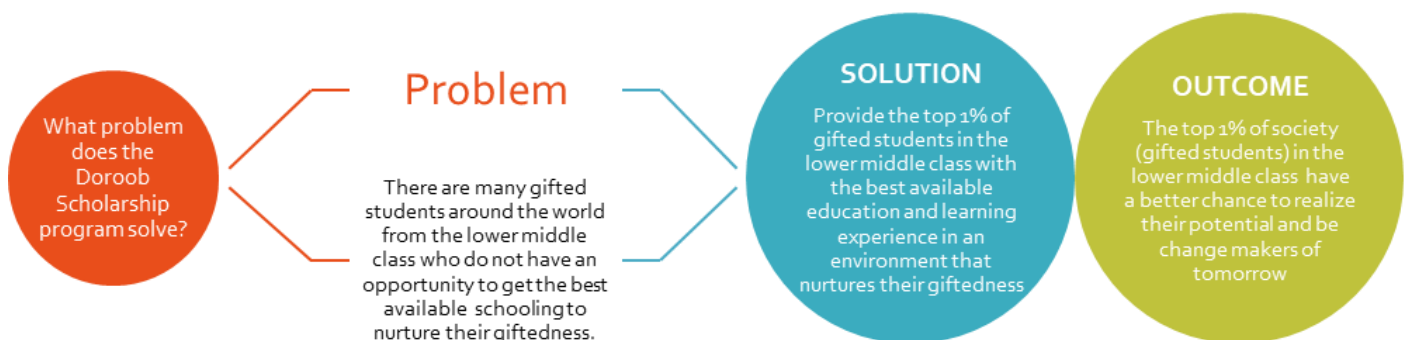
## 2 Introduction

### 2.1 Endowments in Islam

A waqf (endowment) is an Arabic term which refers to assets that are donated, bequeathed, or purchased to be held in perpetuity as a source for ongoing charity for a specific cause that is socially beneficial. They resemble common law trusts, with the trustee being the institution or individual in charge of the endowment and the beneficiary usually being the whole community. There are two essential characteristics of an endowment: firstly, **it is held in perpetuity** (once an endowment is dedicated it remains an endowment forever); and secondly, **the decree and goals specified by the founder must be fulfilled**.

### 2.2 The Endowment Decree

The scholarship was founded by a decree that considered a society issue and decreed to initiate the Dorooob Scholarship program to support gifted students around the world, starting with Saudi Arabia, Sudan and Kenya respectively.



### 2.3 Dorooob Scholarship Program

Dorooob's endowment donors decreed to specialize in education and learning by investing in the gifted students through the "Dorooob Scholarships" program (one of Dorooob Al Baraka's initiatives) that aims at offering comprehensive care for gifted students in public education worldwide.

The problem is the lack of financial support for the student of public education, particularly the gifted ones. Most scholarships are usually dedicated for the university students. At the same time, the endowments generally focus on frequent and traditional expenditures. Therefore, the donors decreed to follow new path in meeting the important needs of communities and sustainable solutions.

The Dorooob Scholarship program is the fruition of an endowment investment established to support gifted students. Since its inception, the Dorooob company aimed to acknowledge a societal gap in awareness towards giftedness. It had recognised that the top 1% of students (high IQ - 120+) who were gifted did not have their educational needs met.

The main activity of the program is to **award scholarships to children who display elevated levels of giftedness (High IQ - 120+) between the ages of 8 to 12**. They can come from **any nationality, gender, and social background**. The first pillar of the program consists of an initial recruitment process that identifies giftedness and then appropriately allocates students within private partner schools, which are either specialised in the gifted education field or have the resources to provide them.

Beyond recognising children for their high capabilities, the aim is to support and foster giftedness to its full potential while eliminating any concern of financial burden.

Dorooob Scholarships Services/Activities in Kenya:

**Academic Care**

**Leadership and 21st Century Skills Programs**

**Healthcare**





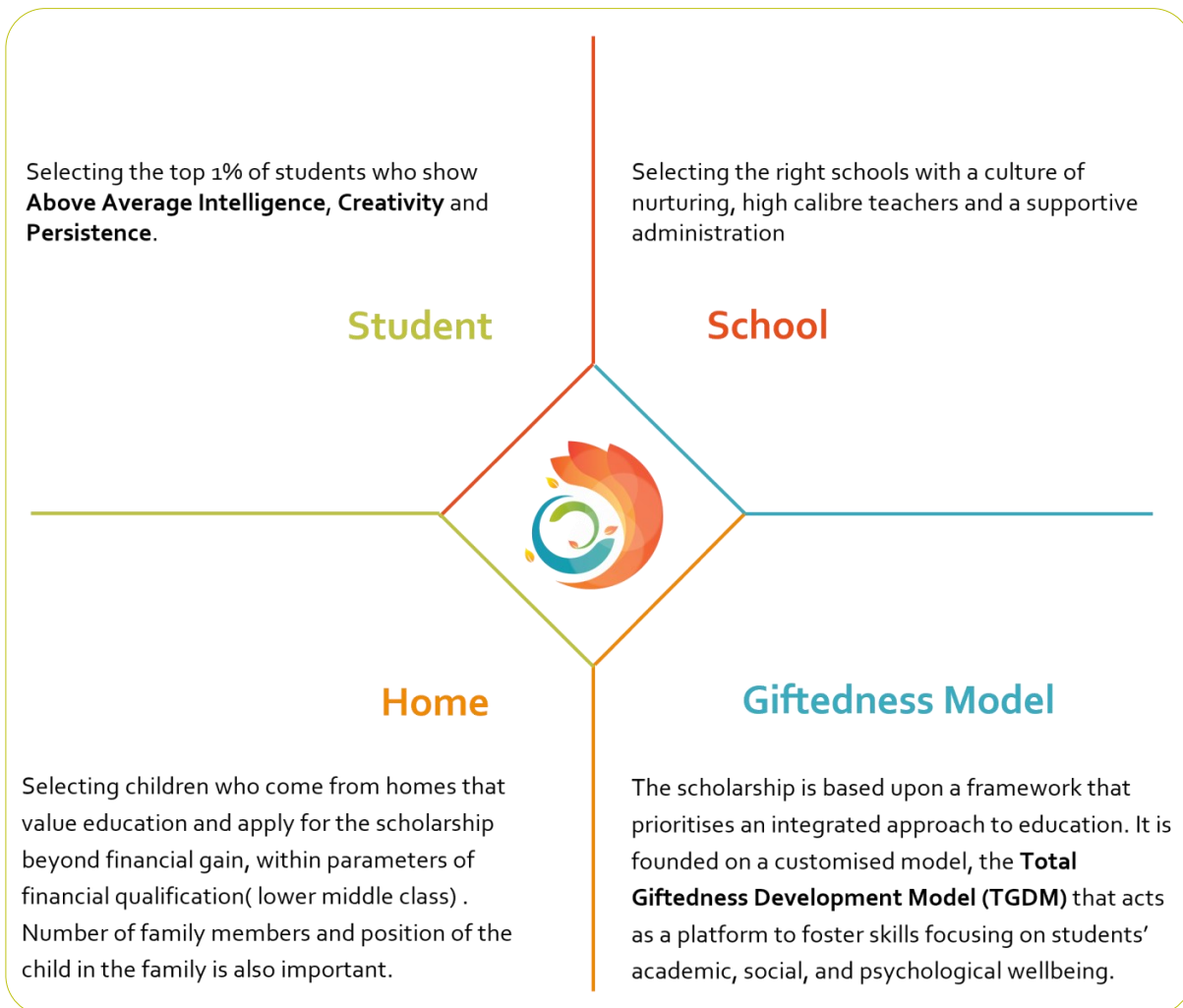
Scholarship recipients have a recognised giftedness that is attributed to a dynamic set of skills and talents and are not limited to IQ only. The scholarship model is used to facilitate it are set to provide the opportunity for gifted students to excel in their academic and career pursuits through a unique ecosystem that focuses on gifted students.





## 2.4 Dorooob Scholarship Ecosystem

Two main pillars of the Dorooob Scholarship are, first, the Recruitment Process to ensure we get the right students for the scholarship and second, the Total Giftedness Development Model to ensure they go through a specialized giftedness learning environment. There is also huge importance placed on the schools and the household environment and culture. Below is a simplified Dorooob ecosystem:



\* See the full Scholarship Enrolment process link in Appendix 14.2

\* See the Total Giftedness Development Model (TGDM) link in Appendix 14.2

\* See the School Selection process link in Appendix 14.2

It is imperative to mention that the Total Giftedness Development Model (TDGM) is not yet applied fully in Kenya but significant parts whereby at least 5 of the 9 pillars have been applied (*See the Total Giftedness Development Model (TGDM) link in Appendix 14.2*). It is crucial that we continue applying and growing these pillars so as to differentiate the Dorooob Scholarship from the normal school curriculum.

One of the main, if not the main reason for not fully applying TGDM in Kenya is that our partner school has its own system and is not specialized 100% towards Giftedness. However, they do their best to offer support for our programs but not to the level of our Scholarship in Saudi Arabia where we have more say in the partner schools since they are affiliated to Dorooob as an organization via the founders who are also the owners of the schools.

Selecting the right school to partner with the Scholarship is key (*See the EVS Study link in Appendix 14.2*) and based on the country, there are differences towards what the students feel towards the school environment as the comparison table from our Education Vital Signs (EVS) (*See the EVS Study link in Appendix 14.2*) study below shows that on many spectrums Kenya comes up on top due to the difference in where the students were studying before becoming Scholarship Recipients:



Country	School	Trust	Accountability	Commitment	Connection	Growth	Involvement	Learning	Safety	Thriving
Sudan	Qabas	101.8	103.6	102.1	104.2	98.9	103.4	98.5	97.4	101.7
Saudi Arabia	DASC	106.6	107.4	103.1	103.4	104.7	105.1	104.2	105.2	106.2
Kenya	Alhuda	111.5	116.8	107.7	111.1	106.5	108.2	93.4	115.0	94.6
Saudi Arabia	Waad	103.8	106.6	97.9	100.3	98.9	102.7	94.0	109.0	92.5

The study was conducted in 2018 with DASC (since 2012) being the first partner school and Huda (since 2017) in Kenya as the last partner school.

Huda scored highest in terms of the best environment in most parameters and the highest overall average score as below:

School	Huda, Kenya	DASC, Saudi Arabia	Qabas, Sudan	Waad, Saudi Arabia
Average Score	107.20	105.10	101.29	100.63

*\*The average score is 100 on all measured parameters and the maximum is 120*

*"It is not just about giving scholarship, they are willing to sponsor the child to get the best services like food, and even there are some items which they are given there even better than what they are provided with at home. You find when they come back home, they are eager to go back because of the school environment; he will be given some expensive shopping. It has everything that the child may require to perform; there is nothing which can bar the kid from performing well; the environment, just everything including the facilities.*

*-Doroob Parent, Kenya*

## 2.5 Kenya Demographics

Kenya is located in the eastern part of the African continent. The country has various physical features: Mount Kenya, the second highest mountain in Africa; Lake Victoria, the largest freshwater lake on the continent. Kenya, like many countries in Africa, it is an incredibly young country.

The average age in Kenya is just 20, and nearly three-quarters of the population — 37.5 million people — are under 30.

The Kenyan economy is predominantly agricultural with a strong industrial base, but this number of young people is putting an incredible pressure on already overburdened government services such as public schools, which are facing rising enrollment rates and a massive underfunding.

Eventually, the bloated student population will move into the labor market, where a surplus of workers can lead either to accelerated growth or to an unemployment crisis.

*Kenya Population 2022 (Demographics, Maps, Graphs). (n.d.). Retrieved October 19, 2022, from <https://worldpopulationreview.com/countries/kenya-population>*

*Nelson, K. G. (n.d.). Kenya's changing population captured in 100 photos. BBC Worklife. Retrieved October 19, 2022, from <https://www.bbc.com/worklife/article/20190924-kenyas-changing-population-captured-in-100-photos>*

## 2.6 Doroob Scholarship Comparison – Saudi Arabia vs Kenya

The Doroob Scholarship covers the full educational expense for our students in all countries and this includes tuition, uniforms, boarding (Kenya), meals, transportation, books, extracurricular activities, 21<sup>st</sup> Century Skills programs and any other requirements as will be advised by the partner schools where our scholarship recipients' study.

Neither in Saudi Arabia nor in Kenya does any other scholarship cover all the above as far as our desktop research and conversations with recipients has shown.

However, the impact in Saudi Arabia can be deemed to be less as the parents are in a much better position to afford anything beyond tuition fees than parents in Kenya due to their financial status and the higher rates of purchasing power in Saudi Arabia compared to Kenya.

In Kenya the criterion for selecting new students is not as much guided by income as in Saudi Arabia where there is a set parameter of financial ability that includes only the middle and lower middle-class families.



In Kenya, the IQ is way more important in the final selection of awarding the scholarship.

Despite the fact that primary schools in Kenya are free, parents still have to buy books and uniforms for their children which could still be a challenge for a lot of them.

Below is a table showing a random selection of 3 parents from each country showing their occupations from which we can deduce the incomes:

Parent	Occupation	Source of Information
Kenya 1	Security Guard	Focus groups
Saudi Arabia 1	Saudia Airlines	Parent interviews
Kenya 2	Barber	Focus groups
Saudi Arabia 2	Salesman	Parent interviews
Kenya 3	Hawker	Focus groups
Saudi Arabia 3	Health Professional	Parent interviews

*Okay, family wise it has helped us because you know the child is in a better place and is learning. You feel relaxed, unlike before we used to bother each other about fees and other things, but this one is 100%. You won't be looking for uniform money and all that, this is 100%.*

*-Parent of Scholarship Recipient*

## 2.7 Relationship of Scholarship Recipients & Their Parents with Doroob

What is the first word that comes to your mind when you hear DOROOB



*"Here, when people hear that you have a scholarship, they think you are needy, but Doroob doesn't take it that way. Doroob is different since they set you free. They don't make you feel that they are doing you a favour. They help the child personally and their future. They don't ask for anything. They don't care about the child's background; they just want to help children have a good future."*

*-Parent of Scholarship Recipient*



### 3 Social Return on Investment (SROI) Overview

This evaluative Social Return on Investment report aims to measure the social impact of the Scholarship Program during its first 3 years in Kenya 2017-2019. The key goal is to understand the impact that the organisation has had on its stakeholders, and the possible outcomes that have or have not changed for them, as per the principles of the SROI; which are as follows:



**The steps taken to ensure a cohesive assessment are as follows in accordance with the Social Value standards for reporting:**

- Establishing scope and identifying key stakeholders
- Mapping outcomes
- Evidencing outcomes and giving them a value
- Establishing impact
- Calculating the SROI
- Reporting and using embedding
- Being Responsive

**The engagement with stakeholders was influenced heavily (but not limited to) the 10 Impact Questions which are as follows:**

- What problem are we trying to solve?
- What is our proposed solution to the problem?
- Who experiences changes in their lives as a result of what you do?
- What outcomes are (or likely to be) experienced?
- How can we measure the amount of change to the outcomes?
- How much change in each outcome has happened (or is likely to happen)?
- How long do we need to measure the outcomes for?
- What is the relative importance of the different changes in outcomes?
- How much of the change in each outcome is caused by our activities?
- Which changes matter and are important enough for us to manage?

The process was initiated by a workshop to discuss the SROI principles as they apply to the Doroob Scholarship program. A thorough plan of data collection was then established to understand the perspectives of our stakeholders.

Substantial effort has gone into understanding what changes for our stakeholders, whether intended or unintended and guided our decision in concluding what is material. Understanding our social impact, assessing materiality, and finally valuing each outcome using a monetary value, has given us strong indication and direction for our services.



## 4 Limitation of the analysis

Measure	Description	Possible Effects on Outcomes	Response Method
Outcomes	<p>Our scholarship recipients' parents are extremely grateful for the Scholarship, and it is not easy for them to mention negative outcomes. This was not seen amongst the students themselves.</p>	<p>Not all Negative outcomes may be mentioned by the recipients.</p>	<p>Assuring the scholarship recipients and their parents that this study is not linked to scholarship continuity. We also made our questionnaires filled anonymously to reduce the fear of mentioning negative outcomes.</p> <hr/> <p>In the interviews we also assured every stakeholder that mentioning the negatives was beneficial to everyone and there would be no implications on the status of the scholarship.</p>
	<p>Challenge in controlling the stakeholders to stick to the years 2017 to 2019 in the discussions</p>	<p>There is a danger of including changes that happened after 2019, which will not be within the parameters of the study (2017-2019)</p>	<p>Comprehensive review of the Focus Group transcripts to ensure no change that happened in the context of any period after 2019 was included</p>



## 5 Literature Review

### 5.1 Contextualizing the Kenyan Education System

Education is the cornerstone of any country in the world, and we find in Kenya that the education system is one of the most responsive to individual and national needs and is known as 8-4-4, which expresses three educational systems stages that include: 8 grades for the primary stage, 4 grades for secondary school and 4 years for higher education.

The education system in Kenya varies between public and private education with many parents preferring private education because of its quality and attention for integrated educational environment. Primary school in Kenya is provided for free by the government in public schools. While the government is providing Free Primary Education for all Kenyan children, there is a lack of clear policy guidelines for the provision of gifted students.

The national examinations undertaken by students have contributed to the improvement of educational outcomes in Kenya, including the examination (KCPE) that students undergo at the end of the primary stage which is a requirement for admission to the secondary stage, in addition to the Examination (KCSE) which is a requirement for the transition to higher education.

*Riechi, A.R. (2021). The Education System of Kenya. In: Adeyemo, K.S. (eds) The Education Systems of Africa. Global Education Systems. Springer, Cham. [https://doi.org/10.1007/978-3-030-44217-0\\_10](https://doi.org/10.1007/978-3-030-44217-0_10)*

*NDEMWA, N., & OTANI, M. (2020). Education System in Kenya—Its Current condition and Challenges—. 島根大学教育学部紀要(教育科学), 53, 15-26.*

*Note: At the time of writing this report, the Kenya curriculum has been changed to a Competency Based Curriculum (CBC) with a 2-6-3-3-year distribution from junior school to university. However, this was not mentioned as it had not been applied during the period this report covers.*

### 5.2 Measuring Giftedness

All children have the right to equal educational opportunities regardless of individual differences between them. Hence, we find the importance of adopting educational policies and operational plans on the ground for gifted education.

While we find that the education of the gifted in Kenya still needs more attention, as confirmed by Wairire, Mungai & Mungai, 2015 in his study which confirmed the lack of a clear government policy for the education of gifted children and the importance of the positive role that social workers can play in promoting children's rights in Kenya.

There are several agencies that are concerned with the promotion of education and welfare for the gifted children in Kenya. The focus of these agencies is primarily on the top students in the national examinations, orphans, and students from extremely poor families and mostly starts from high school.

But there are no institutions that are interested in discovering students from an early age to invest their abilities and provide education appropriate to their needs, which may cause the emergence of many behavioural challenges related to the nature of talent such as restlessness, introversion, which will reach to drop out of school and many behavioural challenges related to the nature of talent such as restlessness and introversion.

*Wairire, G. G., Mungai, N. W., & Mungai, K. E. (2015). Gifted and talented education: Some social work implications in emerging approaches for children's rights in Kenya. International Social Work, 58(2), 297-308.*

*Ackers A., Migoli B., Nzomo J. (2001) 'Identifying and Addressing the Causes of Declining Participation Rates in Kenyan Primary Schools', International Journal Educational Development 21: 361-74.*

*Kinyua, P. M. (2014). Exploring giftedness among learners with juvenile delinquency in selected rehabilitation schools in Kenya (Doctoral dissertation, Doctoral dissertation, Kenyatta University).*



### 5.3 Scholarship Allocation throughout Kenya

There are some of Institutions in Kenya that support that cover tuition fees, school uniform, learning, materials, and mentorship activities, like KCB Foundation Scholarship, KCB is supporting more than 800 students that needy students who attained the cut-off mark and have qualified for admission to either public national or county secondary school in various secondary schools (Kinyua,2014).

This is the big difference between Doroob Scholarship and other available scholarships.

Doroob identifies and provides support for the gifted scholars from the early grades (4th grade) and it goes beyond covering tuition fees as it expands to 21st century skills, Emotional Intelligence (EQ) and parents support programs which are also confirmed by Doroob parents.

*Kinyua, P. M. (2014). Exploring giftedness among learners with juvenile delinquency in selected rehabilitation schools in Kenya (Doctoral dissertation, Doctoral dissertation, Kenyatta University).*



## 6 Why Use the Social Return on Investment Methodology?

Doroob believes in its potential of bridging the educational gap for gifted students in Kenya. It understands its role in society as an institution capable of addressing some of the needs of gifted students within an existing educational framework that otherwise would not be met or needs support.

The Social Return on Investment methodology, therefore, was chosen so that the Doroob Scholarship program can be assessed accurately for its efficacy and social impact. The SROI methodology was adjudged to be the best fit for the goal of this project as it places heavy emphasis on engaging and listening to the stakeholders and using their feedback, observations, and opinions to measure our impact to stakeholders accurately and objectively.

The SROI and the principles it follows has reoriented the Doroob mindset to centre the stakeholder at the core of its services, be more transparent and find solutions to stakeholders' reasonable expectations.





## 7 Stage 1: Establishing Scope and Identifying Stakeholders

The following section will address the scope of the project; the purpose of the SROI, who was involved in the research, the extent of their involvement, and the overall assessment of what will be included in the report analysis.

### 7.1 The Purpose of the SROI

The purpose of this evaluative SROI is to make evident the social impact of the Doroob Scholarships awarded in the years 2017 to 2019. Doroob Al Baraka Company Ltd is anticipating to better understand the impact of its **Giftedness** scholarship program to better serve its various stakeholders and be responsive especially by focusing on the experienced changes that they have identified, both intended and unintended.

#### Objectives:

1. Understand the degree of impact made in the beneficiaries' lives (community value).
2. Communicate with all involved parties for the provided community value.
3. Document the outcomes of partnerships with stakeholders.
4. Enhance stakeholder responsibility.
5. Improve communication with all related parties, including those who affect or are affected by the program.

### 7.2 Intended Audience of the SROI

Through establishing our social return on investment value, we aim to showcase to our intended audience the extent of the impact we can generate. It is important for us to meet the interest of our funders, our partnership schools, similar education-oriented NGOs, and of course potential scholarship recipients, with tangible evidence of our claims. We anticipate that the result of this report will further improve communication and understanding of the work we do.

### 7.3 Available Resources for Conducting SROI

The research for this analysis report has taken place between January 2019 to end of June 2022. With an additional adjustment period to address the assurance review of the report, the research and data collection continued till September 2022.

The internal team collected data, and an external hiring was required for conducting the Focus Groups and Interviews. EVS (Education Vital Signs) was also an external resource conducted by Ignite Centers who are partners to Six Seconds; the first and largest organization dedicated to the development of emotional intelligence required.

The EVS Report is an analysis on the efficacy of the school environment. This aided the internal team in establishing the scope and providing insight into the school experience. The EVS also acted as a weighty support towards established outcomes and excerpts from the report will be used in evidencing some outcomes.

In addition to this, the team leader; Mrs. Solafa Batterjee (Doroob CEO), also completed a certification course on **Social Value and Impact Management** in 2021, a move that has been invaluable in this study. The team also continues to improve their understanding of measuring impact via everyday practices and available resources from Social Value International.

Since the beginning of 2021, we implemented a strategic decision that our projects and programs would all go through an internal evaluative SROI analysis to judge worthiness of projects. This has been very useful in enhancing our understanding of SROI and improved our organization's operations immensely.

Last but not least, our experiences in developing the assured **SROI REPORT 2017-2018 Doroob Scholarship Program in Saudi Arabia** (assured in January 2022) were not only an inspiration but a guiding beacon in writing this report.



The below persons engaged in the development of the report and the table shows their responsibilities in the organization as well as in authoring this report:

Name	Position at Doroob	Role in SROI Report Project
<b>Solafa Adel Batterjee</b>	CEO	Project Leader
<b>Yousef Atsh</b>	Accountant	Financial Auditor
<b>Hassan Al Hamid</b>	Operations Manager	Assistant Project Leader, Lead Report Writer
<b>Eman Al Huraybi</b>	Creative Communication Executive	Stakeholders Contact, Assistant Report Writer
<b>Research 8020 (Kenya) – Independent Contractor</b>		Focus Groups, Outcome Questionnaires, Verification Questionnaires
<b>Ignite Centres</b>		Education Vital Signs (EVS) Study & Report

## 7.4 Scope (Activities and Duration)

The Doroob Scholarship started in Kenya 2017 and we currently have 35 students. However, for the stakeholders that were approached, we focused on the founders, **all** scholarship recipients (19) who were enrolled in the first 2 years of the program in Kenya and **all** their parents (10). However, we still connected with other parties to ensure a wider inclusion of perceived stakeholders.

All focus groups and one one-to-one interviews were strongly guided by the 10 Impact Questions to ensure all bases were covered and there was no room for bias. The discussions were all open ended and the questionnaires gave stakeholders room to gauge the number of outcomes experienced.

The below table shows the stakeholders engaged with in the study:

Type of Engagement	Stakeholder	Number
<b>One on One Interviews</b> (Conducted by Doroob Team)	Founders	2
	YLC (21 <sup>st</sup> Century Skills Training Centre)	1
<b>Focus Groups</b> (Conducted by Independent Company)	Students	19
	Parents	10
<b>Questionnaires on Identifying Outcomes</b> (Prepared and shared by Research 8020)	Students	19
	Parents	10
	Partner Schools Principals	1
	Partner Schools Supervisors	1
<b>Verification Questionnaires on Experienced Outcomes, Weighting, Ranking &amp; Attribution</b> (Prepared and shared by Doroob Team)	Students	16
	Parents	8

## Scope of activity under assessment:

### Geographic scope:

Nairobi, Kenya

### Activities:

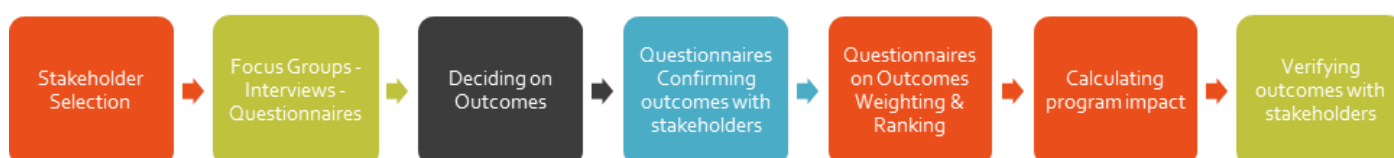
Academic Care

Leadership and 21st Century Skills Programs

Healthcare *(excluded from analysis as we consider it a support program that is done only at the entry level of the scholarship rather than a core scholarship program that is continuous)*

## 7.5 Developing the SROI Report

The following process was followed in developing the report:



## 7.6 Stakeholder Engagement in Pictures



## 7.7 Identifying Stakeholders

To identify stakeholders, an initial internal meeting was held to discuss and draw a list of potential beneficiaries. The list was decided upon based on a reference of potential outcomes, whether positive or negative changes.

The stakeholders in the initial list were then approached and asked to assist the internal team in addressing which stakeholders were material. Through a series of interviews, we began with the prompt “who do we affect?” and as result we were able to draw rationales for each stakeholder’s inclusion (or exclusion) for the final report analysis.

The primary beneficiaries of our program were thus determined both by us and the stakeholders to be the scholarship recipients and their parents as primary beneficiaries with siblings in a majority of cases mentioned as impacted stakeholders.

The primary beneficiaries experience the most direct change and are thus the main focus for understanding our social impact. Throughout the interviews they were asked about any personal experience that had resulted from the scholarship program, whether positive or negative and what recommendations they had. Based on their answers and their valuations of the outcomes (discussed in Stage 2), they were considered material.

The secondary beneficiaries of the program are the founders, the partnership schools, and the 21<sup>st</sup> Century Skills Centre. Representatives from each of these stakeholders were approached and interviewed on their personal experience, and through assessment of what has changed for them (also discussed in Stage 2), these stakeholders were concluded to be important resources for the Scholarship program but not material as impacted stakeholders for this specific study.

There are also other stakeholders (for example school members) that were either mentioned by other stakeholders or who were expected to have experienced change. However, upon assessment, they were not considered to have experienced a material change significant enough to include in the final calculation. This is addressed in the table below.



## 7.8 Involving stakeholders

Stakeholder	Consulted	Description	Materiality
Scholarship Students	19	The students are the direct recipients of the program and are considered the primary beneficiary due to experienced changes in their reference to their education, and social/emotional wellbeing.	Material
Parents of Scholarship Students	10	The parents of scholarship students had addressed a relief in financial burden and better support for their gifted children.	Material
Founders/Donors	2	The founders/donors of the program experience change as their endowment vision is fulfilled satisfactorily and this report measures the outcomes of their initiative.	Not Material
Siblings of Scholarship Students	Mentioned by Scholarship Recipients and their parents	Both scholarship students and parents had mentioned an improved family dynamic amongst siblings. They experienced a major dynamic in terms of the parents now having better ability to offer them a better education and an aspiration to join the Scholarship for the younger siblings.	Material
Partnership Schools	1	The partnership schools provide the environment that allows gifted students to succeed. This in turn raises the profile of the school and guarantees consistent yearly revenue from the placement of scholars	Material but not included due to them being a resource, not a stakeholder to measure an outcome for
Partnership School Principles/Supervisors	1	The principles, supervisors, and heads of partner schools were not considered material as their insights proved to be relevant to the environment of the school itself, rather than individual-level change.	Not Material
21st Century Skills Training Centre	2	The skills training centre facilitates the extra support for nurturing students and is a pillar of the scholarship program. However, we did not focus on what changes for them since they are a 3 <sup>rd</sup> party service provider.	Not Material

Below are some stakeholders on who are most important to be considered in the study:

***"Having one or 2 children being sponsored by Dorooob, personally, it gives me a chance to take others to school, family wise it has helped me."***

*-Parent of Scholarship Recipient*

***"The scholarship would be beneficial because my parents would not have to pay my school fees and they will focus on my siblings."***

*- Scholarship Recipient*

Siblings of Scholarships Students are deemed to be material due to being mentioned by the Scholarship Recipients and their parents. However, an analysis was not conducted for them as we were solely focusing on the primary beneficiaries with whom we have direct contact with during the day to day running of the Scholarship program. In addition to this, it is now clear to us that it may be beneficial for us to conduct a separate study in future that will be focused on Siblings of Scholarship Recipients per se to measure how they are impacted by the Scholarship.



## 7.9 Other Stakeholder Groups

No other stakeholder subgroups were determined to have experienced other outcomes that could be deemed as consequential or had an influence in the outcomes of this SROI report.

All our students are split by 3 grades in school, which is a maximum 3-year gap in age with their ages ranging from 14 to 17 years old. Within this age range and gender difference of 6 females and 13 males, there is no indication to show any bias towards specific outcomes being linked to a specific age or gender. The same is also true for the parent outcomes regardless of their age or earnings.

It is also important to note that those who may not have experienced an outcome did not experience anything different, be it positive or negative; thus, is not necessarily a reflection that different set of outcomes was experienced. Below is a more detailed profile of the stakeholders:

Scholarship Recipients Profiling		
Gender	Male	Female
	<b>13</b>	<b>6</b>
Age	14-16 years	
	<b>19</b>	
No. of Years in Scholarship	2 years	3 years
	<b>7</b>	<b>12</b>
Nationality	Kenyan	Other
	<b>18</b>	<b>1</b>

Parents of Scholarship Recipients Profiling					
Parents' Age	Below 40 years	40-50 years	50-60 years	Above 60 years	
	<b>3</b>	<b>8</b>	<b>2</b>	<b>1</b>	
No. Siblings & Dependents	4 to 10	11 to 20	30		
	<b>11</b>	<b>4</b>	<b>4</b>		
Income Range	0-10k	11-20k	21-30k	31-40k	Above 40k
	<b>6</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>

## 7.10 Case Studies

This section addresses three case studies that have been taken from one-to-one interviews. While all the interviews have been used to extrapolate outcomes from, the extracts below are being used to showcase complete stories.

This is to provide an overview of the impact made within the interpersonal dynamics of the families and how the Doroob Scholarship helps nurture giftedness.



## First Case Study - Mazin, Huda Integrated school

*My name is Mazin, I am in class 8 and I am 13 years old. My hobby is singing. My story with the scholarship started in 2017 November when my mum got the news via the social media when her business partner is the one who informed her about Doroob, then she told me that you are supposed to go for an assessment.*

*First, I was stubborn; I did not want to go. So, my mum told me no, this is your only chance you must go. My mum just convinced me then I came to school, did the assessment then I went back home and waited for the results. It was like a week then my mum got the news that I got the scholarship. I was just happy my mum just told me that she is proud of me.*

*Before joining to Doroob Scholarship I was too stubborn; I never wanted to go to school anymore because I used to be beaten from my former schoolteacher so when I came to Huda school with Doroob Scholarship, I found that I could not be beaten. I was only facing one challenge with Doroob when I got a warning letter due to my academic performance lower than 350 (310) then I just worked harder.*

*Doroob helping me with my school fees, and it motivated me to work hard. The benefits I got since I got the scholarship with Doroob is the sponsorship to learn for free. Also, books are bought for the students. Even though my parents heard about some other scholarships, but they chose Doroob because it provides a full scholarship.*

*If there is no Doroob Scholarship, I wouldn't be studying in such a school and my parents would be limited in providing me with quality education.*

## Second Case Study - Zainab, Nova Pioneer school

*My name is Zainab, I am in class ten, and I am sixteen years old. My hobbies are Swimming and reading novels. Doroob means to me an organization that helps people in some countries, they help our giftedness to acquire our goals. My parents encouraged me to get this scholarship because if I get a scholarship, it will reduce my parents' burden, and if I get good grades, it will take me to university so it will help me a lot.*

*Doroob Scholarship has had positive effects in my life, it improved me and how I think. There are people around who are ready to help. Ready to encourage you in whatever you are doing and, it enhances your goals. Like in such a big school there is high chances of you getting to university or college and there are high chances of you pursuing your career. So, yes it improved my life.*

*Otherwise Doroob Scholarship didn't impact my family ties but motivated me to work harder and ensure that I achieve my goals. I used to fail then after we were given the warning letters, I tried harder to improve my grade so that I don't get a second one of warning letter, there are a lot of benefits from Doroob it helped me gain self-confidence and public speaking. Also, it took me to a great school that everything is possible if we are creative.*

*Sometimes my parents have financial problems, but I don't feel it, and this is important because it makes you value the opportunity, and you don't want to give it up.*

*The other scholarships I have heard about don't start from primary school. If there is no Doroob Scholarship, I wouldn't have been in this school because this is different from public schools where there are so many students and if I couldn't have gotten this chance, I couldn't have met my friends who are from primary.*

*Doroob gave me a chance to get better education.*



### Third Case Study - Adan, Parent of Dorooob Scholarship Recipient

*My name is Adan Wario, 51 years old. I work as a security guard I have eight children. When I'm done with my work I listen to advise on the internet.*

*I knew about the Dorooob Scholarship when I heard of it through Iqra FM and later heard about it from friends how it came. When I hear the word Dorooob, I know this is a scholarship that helps children go far in their lives, where I can't take them. With Dorooob, I know their future is good. I feel they'll help us the way they did from primary school and now in secondary. I feel they will also help us up to the university level, consider a bright future, that's what is in our minds.*

*My story about the scholarship of my child begins when it was announced in the mosque and we were the first group, they said there's an NGO that wants to offer scholarships. There were over 600 children, and we were not very hopeful. We asked the children how the assessment was, and they said it wasn't easy and we lost hope.*

*After 2 weeks, we received a phone call telling us that my child has been awarded the scholarship. We were so happy because over 600 children were there.*

*What has changed since the beginning of this scholarship is the child got a scholarship and goes to a nice school, and we have a hope of him improving. My child has improved in studies and the Dorooob Scholarship has helped with the family expenses within reduced the burden especially for those who have many children, and this will help somewhere else.*

*Also, the kid gets to learn in a more conducive environment, all the conditions of a school set up are available, then secondly it has reduced the burden of education to the other siblings. Yeah, those two are the main benefits and I haven't faced challenges.*

*The difference I notice between my child and others with scholarship is the kid studies smoothly without being sent home for fees like the rest and it is important because he gets everything there. The impact will result from that change. A very big impact on the side of the learner is getting the skills which can help them in future; not just getting only school certificate alone*

*If there was no Dorooob Scholarship, just as the rest who are in the normal schools, we could not have any sense of high expectations, he will study though.*

*The teachers who are here are more qualified because the rich parents will consider giving their kids the best teachers.*

*But even those who do not have enough money can still afford to take their kids to what they can afford.*





## 8 Stage 2: Mapping Outcomes

### 8.1 Theory of Change

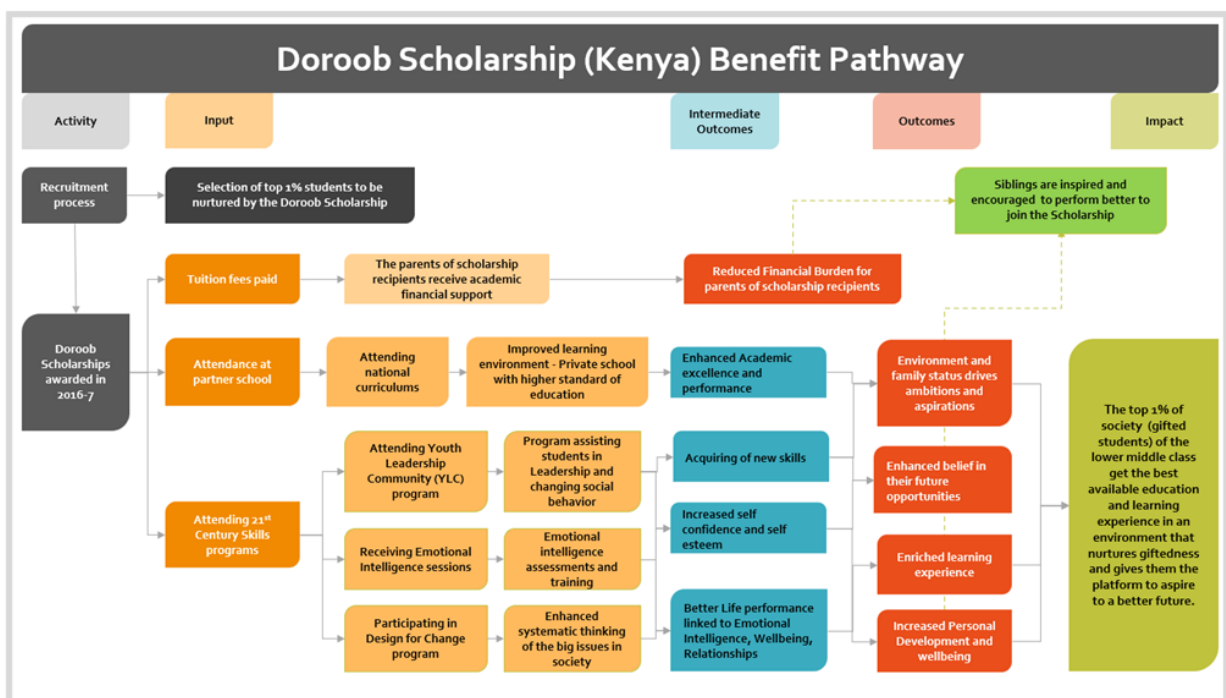
The aim of the scholarship is to provide the top 1% of gifted students in the lower middle class with the best available education and learning experience in an environment that nurtures their giftedness. The scholarship is based on two pillars, the first of which is selecting the most suitable candidates for the program and the second, is the TGDM model. Both have an impact on the outcomes (addressed in sections 2.2 and 2.3). The Theory of Change will focus on the primary beneficiaries (scholarship recipients and their parents) and the major outcomes that affect them directly or indirectly. Following this, we will address the intended or unintended changes that have occurred for other stakeholder groups. However, it focuses on the most fundamental outcomes as outlines by them.

### 8.2 Change Map

In our discussions with our stakeholders, the below Theory of Change was what we had envisaged the Dorooob Scholarship strives to offer, achieve, and create impact on and what was shared with them.



However, after discussions with them, we refined it to the one shown below which is what we believe is now our theory of change for our Kenya scholarship program based on how our stakeholders see us.



## 25 Inputs, Outputs, Outcomes

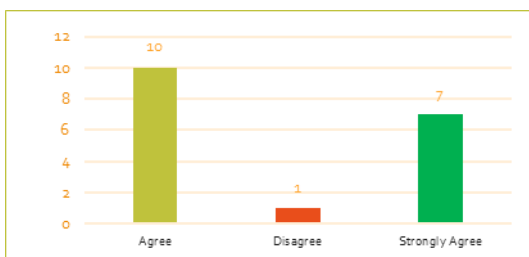
To accurately understand and represent what changes, the following section will address each input, output, and outcome as it pertains to the stakeholder. To reference each change, commentary evidence has been extrapolated from the interviews, questionnaires, and focus group. After the outcomes were analysed and categorised, a secondary questionnaire was sent out to all stakeholders to verify and scale, importance and attribution of each outcome. This gave us better understanding of how valued each outcome is by the stakeholders and whether the change is significant enough to be considered material.

### Outcomes Based on Scholarship Recipients

Input	Output	Outcome - First Phase
<b>Attendance at partner school, 21<sup>st</sup> Century Skills programs and Emotional Intelligence programs, Healthcare</b>	Scholarship recipients enter a new learning environment with more customized gifted education programs	Appreciation of new learning environment
		Appreciation for academic follow up and strict performance policy
		Supportive teachers with more time for students due to less congested classes
		Enhanced motivation to excel due to environment
		Better lifestyle compared to those in the same position not in a scholarship
		Increased Self-confidence and self-awareness
		Increased skills through training programs
		Feeling of safety without fear of bullying or corporal punishment
		Increased belief in their future opportunities
		<b>*Feel pressure to perform</b>
		<b>*I cannot socialize as before</b>

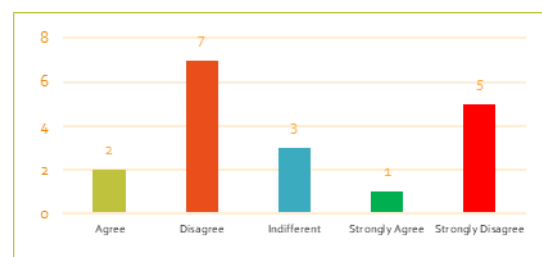
*\*Indicate negative changes experienced*

The negative outcomes above were mentioned by a small minority of students but could not be confirmed in our verification and were thus disregarded in the final calculation as evidenced below in our Verification Questionnaire. Upon further follow up the negative outcomes did not have any effect on the scholarship performance as the students expect to be challenged more than in the standard curriculum.



#### **\*Feel pressure to perform**

*Most students feel the pressure as performance is a key condition for continuation of Scholarship. However, studies show gifted students need to be constantly challenged, thus in our opinion this is not a negative*



#### **\*I cannot socialize as before**

*Only 2 of 18 shared this opinion, thus not considered a negative but a chance to improve the students' social skills*



*"I was underperforming. I myself made a vow to work hard in class. My parents and teachers in school were motivating me. So, I worked hard, and it was great.*

***"It has had a positive impact in life because I have acquired new skills."***

*"It actually improved my life and my and how I think. There are actually people around who are ready to help. Ready to encourage you in whatever you are doing. And actually, it enhances your goals."*

***"They give us warning letters to those who failed so when you are given a warning letter it motivates you to work harder so that you don't get that letter again"***

*"I think now I would be in a public school; and there is a difference between public and private schools. Private gives high attention and quality education unlike public school"*

### Sample Outcomes Questionnaire & Results

**I am more confident in my abilities**

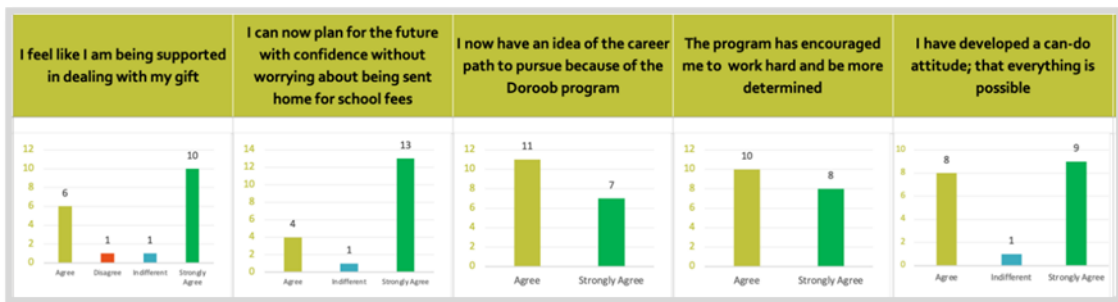
Strongly Disagree       Disagree       Indifferent  
 Agree       Strongly Agree

**I can see a difference in my decision-making process**

Strongly Disagree       Disagree       Indifferent  
 Agree       Strongly Agree

**I can see a difference in my personal awareness [self-awareness]**

Strongly Disagree       Disagree       Indifferent  
 Agree       Strongly Agree



*\*Outcomes Questionnaires conducted and compiled by Research8020 Kenya Ltd*

### Outcomes Based on Parents of Scholarship Recipients

Input	Output	Outcomes - First Phase
<b>School fees are provided by Dorooob</b>	Children's education secured within partner school	Decreased financial burden
		Other Siblings are better taken care of due to extra available funds
		Guaranteed security for education of their children in a better learning environment
		Increased motivation and siblings strive to perform better so they can join a Scholarship
		<b>*Worry students may get used to the comfortable life putting pressure on them</b>

*\*Indicate negative changes experienced*



The negative outcome mentioned *“Worry students may get used to the comfortable life thus putting pressure on them”* by one parent was countermanded by others who actually mentioned that rather than pressure on them, it created an aspiration towards a achieving a better life. One of the exact quotes was:

*“If you go to the school during midterm, you take a taxi, but others come with big personal cars to pick their children; so, the child will have a perception that kids who are there are from rich families, but this makes them step up so that one day they will reach to that standard”*

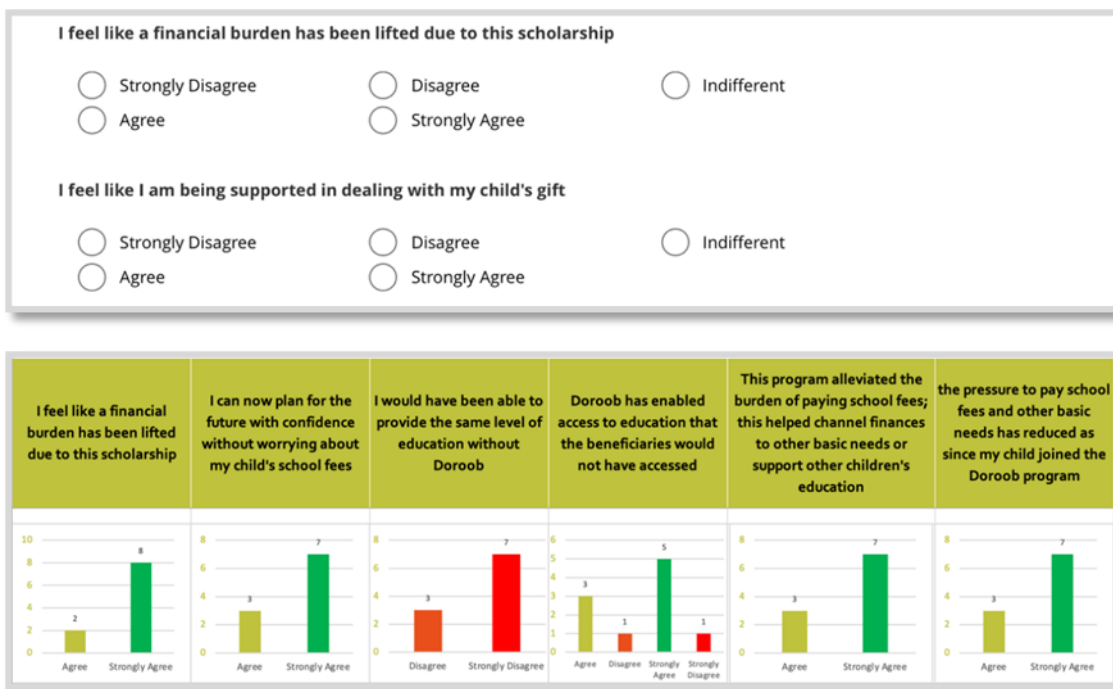
### Parents of Scholarship Recipients' Comments

*“In my life, it has really helped me not to think about school fees. I have 6 children and 2 are sponsored by Doroob, I'm lucky and grateful for that, they have really helped me I count myself lucky.”*

*“Doroob has really helped us, first it has reduced the burden, second it has enabled our children to get quality education because they take our children to good schools.”*

*“The benefits include, sponsoring the child; primary education is expensive, but now they are sponsored from Primary, they are offered good meals, all the facilities are good, the kid just feels at home and always feels happy.”*

### Sample Outcomes Questionnaire & Results



*\*Outcomes Questionnaires conducted and compiled by Research8020 Kenya Ltd*

### 8.4 Validating The Outcomes

After listing the outcomes as defined by the stakeholders via a combination of questionnaires, focus groups and one on one interviews, we set out to confirm the **Outcomes, Importance, Attribution and Deadweight** through questionnaires. The stakeholders in this case were asked to verify the outcomes they had mentioned previously. The questions posited were based along experienced outcomes, their importance, their ranking and how much of the experienced outcomes was due of the Doroob Scholarship. Below is a sample of the questionnaire *(See full Questionnaire link in Appendix 14.2)*.

After the outcomes were verified and confirmed by the stakeholders, it was clear what mattered to most. We understand that there are so many outcomes that can be described but the most important part was determining whether some outcomes could be combined into a single, more powerful outcome without risk of repeating or dismissing some outcomes.

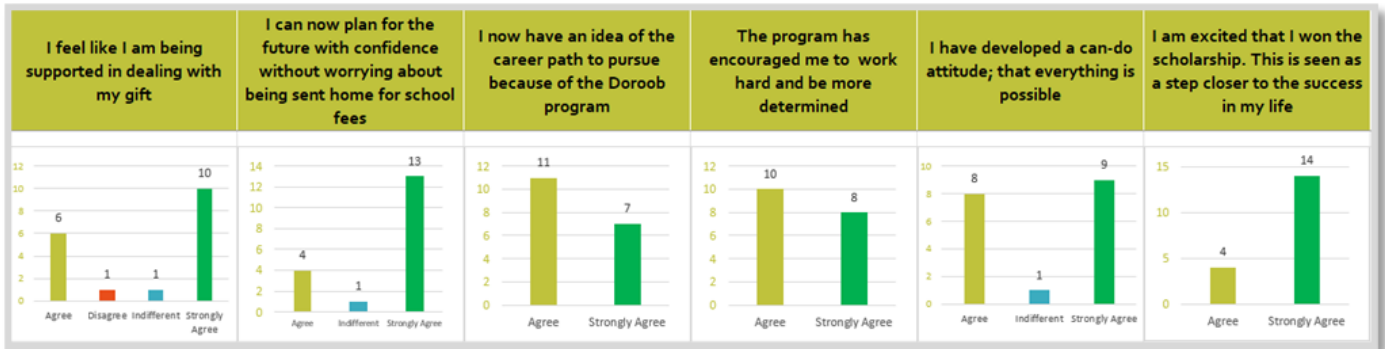
One of the items we considered as a powerful outcome was that the Doroob Scholarship is based on nurturing gifted students who need a challenging and more customized method of learning and the below



verifies that our wholesome programs and curriculum has a positive effect on the students where we notice overwhelming agreement to outcomes that were mentioned either in interviews or focus groups with an agreement that was combined as the outcome **The student is experiencing an enhanced belief in his/her future opportunities**. There is great hope for the future according to them.

This was enhanced by the scholarship recipients' indication that the school environment, the better teachers, and less congested classes were strongly linked to their academic excellence and even beyond.

Below charts shows their strong agreement to this and supports the fact that the Dorob Scholarship does nurture their giftedness and gives them hope, according to the scholarship recipients and their parents. To us, **Aspiration is priceless**.



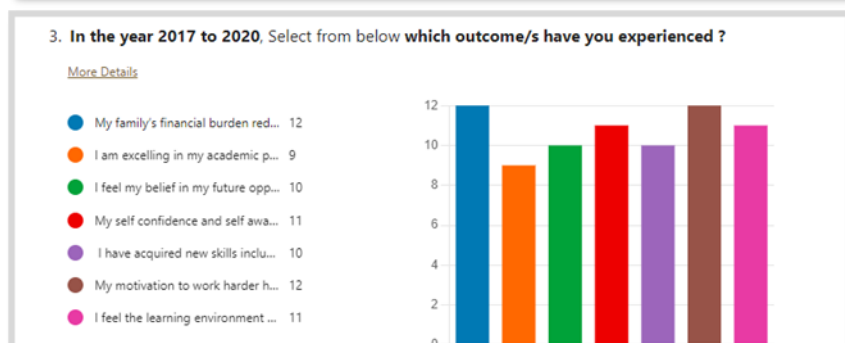
*\*Sample Questionnaires results showing a case for the outcome "Enhanced belief in future opportunities"*

## 8.5 Sample Validation Questionnaires & Stakeholder Feedback

3. In the year 2017 to 2020, Select from below which outcome/s have you experienced ? \*

You can select more than one answer

- My family's financial burden reduced
- I am excelling in my academic performance
- I feel my belief in my future opportunities has been enhanced
- My self confidence and self awareness has increased
- I have acquired new skills including decision making
- My motivation to work harder has increased
- I feel the learning environment has improved



6. On a scale of 1 to 10, How important is this outcome to you ?

**I feel my belief in my future opportunities has been enhanced**

[More Details](#) [Insights](#)

16 Responses

8.31 Average Number

*\* Sample of Scholarship Recipients Verification Questionnaire and Responses*



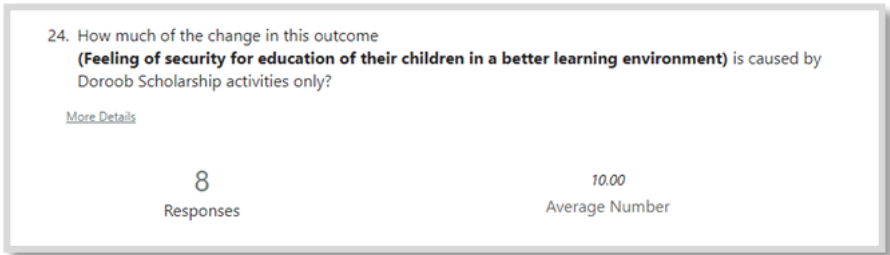
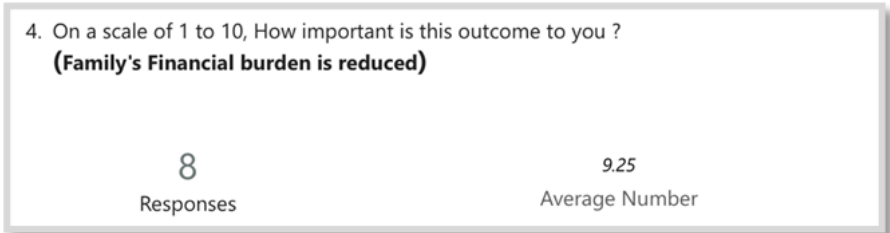
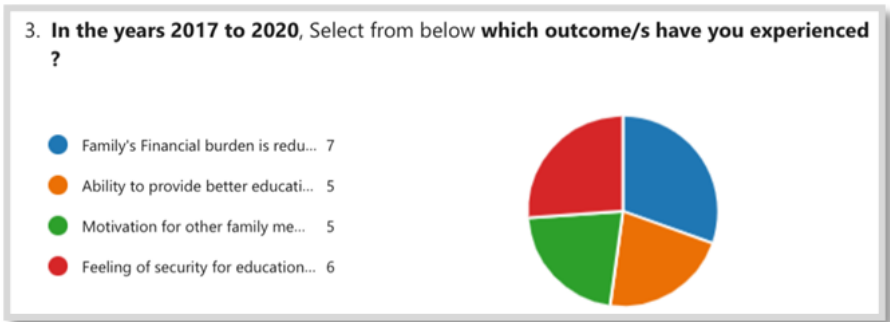
3. In the years 2017 to 2020, Select from below **which outcome/s have you experienced ?** \*

You can select more than answer

- Family's Financial burden is reduced
- Ability to provide better education for other siblings
- Motivation for other family members to work hard and join a scholarship
- Feeling of security for education of their children in a better learning environment

4. On a scale of 1 to 10, How important is this outcome to you ?  
**(Family's Financial burden is reduced)** \*

Least Importance 1 2 3 4 5 6 7 8 9 10 Most Importance



\* Sample of Parents of Scholarship Recipients Verification Questionnaire and Responses

After several discussions, and following stakeholders' feedback, we agreed on our final list of outcomes as listed below:



Who Changes?	Impact of Doroob Scholarship
Scholarship Recipients	The student is excelling her/his academic performance
	The student is in an improved learning environment
	The student is experiencing an enhanced belief in his/her future opportunities
	The student has increased self-confidence and self-awareness
	The student has acquired new skills including decision making
	The student has increased motivation to work harder
Parents of Scholarship Recipients	The family's financial burden has been reduced
	The parents have better ability to provide better education for other siblings
	There is a motivation for other family members to work hard and join a scholarship
	There is a feeling of security for education of their children in a better learning environment



## 9 Stage 3: Evidencing Outcomes & Valuation

### 9.1 Evidencing Outcomes

The outcomes were all arrived upon using a combination of Focus Group discussions, Outcome Questionnaires to understand what changes happened, what was material and what could be amalgamated to form a powerful outcome.

Stakeholder	What is the change experienced by stakeholders?	Describe how you will measure the described outcome (including any sources used)
Scholarship Recipients	The student has acquired new skills including decision making	Focus Groups, Outcome Questionnaires and Verification Questionnaires
	The student has increased self-confidence and self-awareness	Focus Groups, Outcome Questionnaires and Verification Questionnaires
	The student is in an improved learning environment	Education Vital Signs Survey, Focus Groups, Outcome Questionnaires and Verification Questionnaires
	The student is excelling her/his academic performance	Focus Groups, Outcome Questionnaires and Verification Questionnaires
	The student is experiencing an enhanced belief in his/her future opportunities	Education Vital Signs Survey, Focus Groups, Outcome Questionnaires and Verification Questionnaires
	The student has increased motivation to work harder	Focus Groups, Outcome Questionnaires and Verification Questionnaires
Parents of Scholarship Recipients	The parents have better ability to provide better education for other siblings	Focus Groups, Outcome Questionnaires and Verification Questionnaires
	The family's financial burden has been reduced	Focus Groups, Outcome Questionnaires and Verification Questionnaires
	There is a motivation for other family members to work hard and join a scholarship	Focus Groups, Outcome Questionnaires and Verification Questionnaires
	There is a feeling of security for education of their children in a better learning environment	Focus Groups, Outcome Questionnaires and Verification Questionnaires

We also ensured to cater for the feedback of all the primary stakeholders to form consensus on the outcomes. This allowed us to get the opinion of all primary stakeholders on all the individual outcomes.

The figure below shows supporting evidence as well as independence of outcomes for our Scholarship Recipients and their Parents of Scholarship Recipients :





Stakeholder	Outcome	Evidence
Scholarship Recipients	Enhanced belief in their future opportunities	<ol style="list-style-type: none"> <li>1. Students feel they can plan for their future without worries. All parents agree</li> <li>2. Have an idea of their career path to pursue without worries. All parents agree.</li> <li>3. Students see the Scholarship as a step closer to success in their lives; and their parents agree.</li> <li>4. Students have developed a can-do attitude and belief in possibilities. All parents agree</li> </ol>
	Increased motivation to work harder	<ol style="list-style-type: none"> <li>1. Students supported in dealing with their giftedness and their parents feel the same way.</li> <li>2. Students strive to work harder and are more determined so as not to lose the Scholarship and parents see it too.</li> </ol>
	Improved learning environment	<ol style="list-style-type: none"> <li>1. Students feel they are in a better learning environment in a better school with better teachers, facilities and food. The parents couldn't agree more.</li> <li>2. Almost all parents agree that they would not have been able to provide the same level of education without Dorroob</li> </ol>
	Increased self-confidence and self-awareness	<ol style="list-style-type: none"> <li>1. Students are more confident in their abilities, and this have noted by their parents too</li> <li>2. Students feel the Scholarship has made them more self-aware</li> <li>3. Students feel they are being supported in dealing with their giftedness and parents acknowledge the support too.</li> </ol>
	Increased academic performance	<ol style="list-style-type: none"> <li>1. Students can see a difference in their academic performance. All parents agree</li> <li>2. A big majority of students feel they have developed an exam passing attitude, which has been noticed by all parents too</li> </ol>
	Acquiring of new skills including decision making	<ol style="list-style-type: none"> <li>1. Students agree that they have gained new skills through training programs.</li> <li>2. Students feel they have developed leadership skills and positive outlook on life.</li> <li>3. Students feel they have become more creative since they joined the Scholarship</li> <li>4. Students can see a difference in their decision-making process</li> </ol>
Parents of Scholarship Recipients	Family's Financial burden is reduced	<ol style="list-style-type: none"> <li>1. Parents feel like a financial burden has been lifted due to the scholarship and can make plans with more confidence.</li> <li>2. Parents say the Scholarship has alleviated the burden of paying school fees, which has helped channel finances to other basic needs.</li> </ol>
	Ability to provide better education for other siblings	<ol style="list-style-type: none"> <li>1. Parents say they can now afford to give their other siblings a better education due to not having to pay for a child/children in the Scholarship in terms of tuition, books and other necessities</li> </ol>
	Motivation for other family members to work hard and join the scholarship	<ol style="list-style-type: none"> <li>1. Parents also see the enrolment of their child in the Scholarship has motivated others in the family to work even harder.</li> <li>2. Parents also note there is a coming together of other family members to offer support to their children and this is strengthening family ties</li> </ol>
	Feeling of security for education of their children in a better learning environment	<ol style="list-style-type: none"> <li>1. Parents say the Scholarship has enabled access to education that their children would not have accessed</li> <li>2. Almost all parents agree that the Scholarship provides more than an education, it is also the facilities, food and other programs provided by the Scholarship.</li> </ol>

Further evidence and support for all outcomes is detailed below:

### Outcome 1: Scholarship Recipients

#### The student is excelling her/his academic performance

The students noted they could see an improvement in their academic performance and had developed an exam passing attitude as the Scholarship heavily hinges on their ability to reach a certain performance threshold for the continuation in the program. The parents also noticed this fact and some noted it in the focus groups.

*"They (Doroob) always make sure that you must pass. So even if there is a big football match, I will not attend; I will just be studying in order not to fail."*

*"The performance of the boy has improved and now they are more responsible, they have changed."*

*"The child was taken to a good school, number two the scholarship has covered everything like transport and all that and number three it has increased the academic level of the child"*

### Outcome 2: Scholarship Recipients

#### The student is in an improved learning environment

This was probably the most important building block of all the outcomes; in that it is an actual precursor to most of the other outcomes. If it the outcomes formed a building, this would be a support pillar. It applies heavily to the students who now have the resources to excel, and parents openly admitted that could not offer the same level of education and learning environment with better teachers, facilities, and food. The EVS Study was also a powerful tool in showing the student is in an improved learning environment.

*"Before I was awarded the Doroob Scholarship, I was in a public school, and I did not like studying. When I came to this school, they helped me and made me better."*

*"I think now I would be in a public school; and there is a difference between public and private schools. Private gives high attention and quality education unlike public school"*

*"The program provides a good learning environment; child has everything needed so it encourages the child to work hard"*

Trust	Accountability	Commitment	Connection	Growth
111.5	116.8	107.7	111.1	106.5

*\*EVS Study on School Environment showing the highest score in Kenya amongst our partner schools and >100 average score for each parameter*

### Outcome 3: Scholarship Recipients

#### The student is experiencing an enhanced belief in his/her future opportunities

Our scholarship recipients are now more confident that they can plan for their future without worries. They also now have an idea of which careers they want to pursue. They view the Scholarship as a step closer to success in their lives and they fact that they got selected from hundreds of candidates has made them develop a can-do attitude and belief in unbounded possibilities. The parents also alluded to this fact.

*"The Scholarship has had positive effects. It actually improved my life and my and how I think. There are actually people around who are ready to help. Ready to encourage you in whatever you are doing. And actually, it enhances your goals. Like in such a big school there is high chances of you getting to university or college and there are high chances of you pursuing your career."*



*"When I hear the word Dorroob, I know this is scholarship that helps children go far where I can't take them, so when I hear the word or scholarship going on I know the future is good."*

*"It is not only about him being in school, maybe in some few years to come; he may be a leader somewhere. He is not only studying but he is guaranteed a good life."*

#### Outcome 4: Scholarship Recipients

##### **The student has increased self-confidence and self-awareness**

A majority of students have become more self-confident and more self-aware due to several factors that can be summarized as being a select group from hundreds of applicants, 21<sup>st</sup> century skills programs which has made many of them realize their strengths. They also realize that this is important for their future thus have knuckled down and figured out their strengths and want to use the opportunity for a better life than they currently are able to have.

*"They introduced us to a new environment. From public to private school. So, it helped us to gain self-confidence."*

*"It helped me gain self-confidence and public speaking"*

*"Scholarship students know what they come to school to do"*

#### Outcome 5: Scholarship Recipients

##### **The student has acquired new skills including decision making**

There is a consensus amongst students that they have gained new skills that includes decision making, leadership and public speaking. and art. This can be attributed to the training programs the Scholarship offers. However, some can also be allied to the school and being in an environment that makes them pursue their creativity or try new hobbies and sports they did not have access to.

*"The Scholarship has taught me about Leadership and working hard."*

*"It helped me develop a passion for art."*

*"It is not all about academics only, but they can also embrace leadership and other things."*

#### Outcome 6: Scholarship Recipients

##### **The student has increased motivation to work harder**

The Scholarship is merit and performance based. On one side is a recognition that if you do not work hard, there is a chance of losing it and the other side is an acknowledgement from both students and parents that this is a fantastic opportunity to lay the foundations of a better future.

*"They demanded that we perform and if you fail, they give you a warning letter, it has been a motivation to perform well in academics"*

*"The kid himself has set the mentality that he has to study because he is given the scholarship, so he is motivated to work hard. Then there is also that aspect of competition which motivates the kid to work so hard."*

*"Others come with big personal cars to pick their children; the kids know they are studying with others who are from well off families. This makes them step up so that one day they will reach to that standard."*



## Outcome 7: Parents of Scholarship Recipients

### **Family's Financial burden is reduced**

All parents unanimously agree that the Scholarship has been a boon to them; for some it is about having more money to channel to other basic necessities; and this is even more profound for those with large families or those with siblings in the scholarship. For others it is about more leverage in financial planning.

*"Right now, for instance from class five up to form two, that is six years- if you were to pay for the school fees like for the six years, so it has been of great help financial, such that the money which ought to have been used to educate the child can be diverted to something else in the family."*

*"It has really impacted my life and I thank God. It has brought my children to where they are today. My children are orphans and they have gone through a lot. I have 5 children, 3 are in secondary 2 in primary. God has helped one to get the scholarship, the Madam came, and we talked. I was really happy; the scholarship has helped us where I didn't expect."*

*"We feel relaxed, unlike before we used to bother each other about school fees and other things, but this one is 100% supported. You won't be looking for uniform money and all that."*

*"It increased my father's income; he does not have to pay my school fees."*

## Outcome 8: Parents of Scholarship Recipients

### **The parents have better ability to provide better education for other siblings**

There is a strong pattern of large families in the ones who have been awarded the Doroob Scholarship with no single or 2 children' families. There is also the understanding that education is the true key to a better future and a quality education is expensive thus the struggle for most of our parents based on their income; "for sure now life is hard" is how one parent phrased it. Therefore, the parents acknowledge the fact that the Scholarship has helped them spend them more on the other children's education and all agree on this fact.

*"We have 2 children being sponsored by Doroob, personally, it gives me a chance to take others to school, family wise it has helped me a lot, I would not have managed to give them such quality education"*

## Outcome 9: Parents of Scholarship Recipients

### **There is a motivation for other family members to work hard and join a scholarship**

We asked the parents how the Scholarship had affected the rest of the family and apart from better family ties, there was a strong agreement from the parents that there was strong motivation of others in the family to work even harder so they could join a scholarship.

*"The one on scholarship pushes the others who are not to perform better"*

## Outcome 10: Parents of Scholarship Recipients

### **There is a feeling of security for education of their children in a better learning environment**

A feeling of security is one of the key outcomes for our program and the benefits of this could be discussed as a paper by itself. Be it the lack of worry of being unable to provide the education you desire for your child or the helplessness of seeing your child sent home due lack of school fees. Couple that reduction of financial burden and add to it the knowledge of a good learning environment and you will find happier parents who help the Scholarship program push their children to take the opportunity and a full of pride in their children for being a part of the Doroob Scholarship program.

*"Where the child is studying right now, he is boarding, I can't get such kind of schools on my own except through Doroob. Without the scholarship, I can't afford a good school like where he is now."*

*"Generally, he is not the same as those who are in the other school. He sees himself as having been given quality education"*



## 9.2 Valuation Method

After all the ten outcomes were overwhelmingly agreed upon and confirmed by the principal stakeholders, we sent a final questionnaire that would not only verify the outcomes but establish the **Weighting, Ranking** and finally **Attribution** of the outcomes.

This also involved establishing the relative importance of each outcome when compared to the others so that we could later use it in our valuation of each outcome using the Anchoring method if need be. However, after consideration and discussions on the best way to value the outcomes consistently and more accurately owing to their wide scope, we settled on the revealed preference method using proxies from the market relative to each outcome.

As is the norm, the revealed preference method is an interesting and enlightening method of valuation as it updates you on what others are doing and widens your scope of understanding in the fields you work on.

We also used the average numbers for each outcome to ensure we reflected the big picture values that portrays the feelings of our stakeholders as a group and paints a true picture of the outcomes identified.

## 9.3 Valuation

Primarily, there are no Industry based ratios for Impact calculation in Kenya and thus no benchmarking can be done at this point. Therefore, the basis for valuation in this report is what we deemed as the closest comparison to what we offer not as a scholarship program (*since no other scholarship program that we, or our stakeholders know of comes close to our offerings*); but as a learning environment and the cost of services as charged by local Kenyan service providers for 21<sup>st</sup> Century Skills programs.

We also used the average numbers of stakeholder feedback for each outcome to ensure we reflected the big picture values that portrays the feelings of the group and paints a true picture of their feedback.

The revealed preferences proxies used are described below and their references are included in the Value map:



Outcome	Proxies	Description	Rationale
The student is excelling her/his academic performance	School with similar learning environment	St. Hannah's School is a private school offering the national curricular, 8-4-4 with excellent facilities and a history of academic success. Just like our partner school, they also have the option of a boarding and day school.  <a href="https://sthannahs.sc.ke/">https://sthannahs.sc.ke/</a>	Standard of the school in facilities and learning environment is close to our partner school with excellent academic performance that gives students the platform to perform and learn skills beyond academics.  The school fees are also comparable to our partner school.
The student is in an improved learning environment			
The student is experiencing an enhanced belief in his/her future opportunities			
The student has increased motivation to work harder			The school has a competitive culture that encourages students to work hard to achieve their future aspirations
The student has increased self-confidence and self-awareness	21 <sup>st</sup> Century Skills Training Centers	Vicky is a renowned Emotional Intelligence instructor who offers coaching in schools with programs similar to what we offer <a href="https://vickymukiri.com/">https://vickymukiri.com/</a> DFC Kenya is the Kenya branch of the Design For Change program we offer our students <a href="https://www.dfcworld.org/Home/home?cname=Kenya">https://www.dfcworld.org/Home/home?cname=Kenya</a>	Vicky offers Emotional Intelligence training to schools similar to what we provide for our parents and scholarship recipients.  DFC Kenya is the sole provider of the program in Kenya and works with many institutions in Kenya
The student has acquired new skills including decision making			
The family's financial burden has been reduced	Doroob financial records	The amount of investment the scholarship has invested in to create the change the parents have experienced	Direct relation to what the parents would have paid to achieve the same outcomes.
The parents have better ability to provide better education for other siblings			
There is a motivation for other family members to work hard and join a scholarship			
There is a feeling of security for education of their children in a better learning environment			

## 10 Stage 4: Establishing Impact

### 10.1 Causality of Outcomes

In Kenya, there is a lack of a robust system for educating gifted students in a customized curriculum that nurtures their gifts thus the lack of data or published references on performance levels.

We therefore have to input the stakeholders' feedback especially in Displacement, Deadweight and Attribution. Regarding the duration, we have standardized this as 3 years, which is the period this report is covering.

Another main consideration is the fact that the government offers free primary school education but does not offer specialized attention to gifted students, needs or programs tailored giftedness.

This does impact the Displacement and Deadweight but may be argued as minimal Displacement due to lack of opportunity to study in specialized giftedness environments, model, and curriculum.

We are also seeing that the impact of the scholarship is beyond academic and that the parents of the scholarship recipients put a lot of importance in the reduced financial burden which positively impacts the families' standards of living.

All our calculations are based on what our main stakeholders ascribe to and how they weight the impact factors. We have also included some factors that they are not privy to in the attribution of the outcomes to create a more transparent outcome.

The key outcome is that without the scholarship, the outcomes listed would, in the main, not have been achieved starting from recognizing the recipients' giftedness through the recruitment process, undergoing the scholarship model in an environment conducive for their specialized education and learning new skills through the 21<sup>st</sup> Century programs offered.

### 10.2 Duration of Outcomes

In education, the standard we attribute to is 1:1 year for the outcomes to last. This refers mostly to academic outcomes and in this case, also, the financial aspect. However, there are outcomes that are more sustainable, and this includes skills such as problem solving, decision making and emotional intelligence which last longer.

The scholarship recipients have confirmed this in interviews we had with them. However, we decided to keep the ratio as is for all outcomes to avoid ballooning the values and staying within the minimum margin for a more realistic result.

Below table shows the duration of outcomes used in this report to calculate the value of the outcomes:

Outcomes	Duration of Outcomes
The student is excelling her/his academic performance	<b>3 Years</b> The standard we attribute to is 1:1 year for the outcomes to last and this is the minimum duration for each outcome. Even outcomes that last for longer (as seen in Sensitivity Analysis) are consciously reduced to the minimum of one year to give us a calculation point that is the lowest to avoid miscalculating or embellishing our final SROI value.
The student is in an improved learning environment	
The student is experiencing an enhanced belief in his/her future opportunities	
The student has increased self-confidence and self-awareness	
The student has acquired new skills including decision making	
The student has increased motivation to work harder	
The family's financial burden has been reduced	
The parents have better ability to provide better education for other siblings	
There is a motivation for other family members to work hard and join a scholarship	
There is a feeling of security for education of their children in a better learning environment	



### 10.3 Deadweight

Outcomes	Deadweight %	Rationale
The student is excelling her/his academic performance	0%	The Scholarship Recipient families have mentioned that they could not afford the same quality of education and verified that all outcomes are based on their award of the Doroob Scholarship and would not have happened otherwise.
The student is in an improved learning environment	0%	
The student is experiencing an enhanced belief in his/her future opportunities	0%	
The student has increased self-confidence and self-awareness	0%	
The student has acquired new skills including decision making	0%	
The student has increased motivation to work harder	0%	
The family's financial burden has been reduced	0%	
The parents have better ability to provide better education for other siblings	50%	
There is a motivation for other family members to work hard and join a scholarship	50%	
There is a feeling of security for education of their children in a better learning environment	0%	

### 10.3 Displacement

Outcomes	Displacement %	Rationale
The student is excelling her/his academic performance	20%	Despite the fact that Primary school education is free in Kenya, we have given a large displacement to Doroob as the Scholarship not only recognized the recipients' giftedness but also placed them in an enhanced learning environment that nurtures their giftedness and offers support programs.
The student is in an improved learning environment	20%	
The student is experiencing an enhanced belief in his/her future opportunities	20%	
The student has increased self-confidence and self-awareness	20%	
The student has acquired new skills including decision making	20%	
The student has increased motivation to work harder	20%	
The family's financial burden has been reduced	20%	
The parents have better ability to provide better education for other siblings	50%	
There is a motivation for other family members to work hard and join a scholarship	50%	
There is a feeling of security for education of their children in a better learning environment	20%	

### 10.5 Attribution

Outcomes	Attribution %	Rationale
The student is excelling her/his academic performance	22%	All percentage attributions are fully based on answers from Scholarship Recipients and their parents' feedback on the Verification Questionnaire where they were specifically asked <b>"How much is Doroob..."</b> on each outcome. The attribution to Doroob was then deducted and the difference acknowledged as others, which are the figures outlines on this table
The student is in an improved learning environment	19%	
The student is experiencing an enhanced belief in his/her future opportunities	17%	
The student has increased self-confidence and self-awareness	21%	
The student has acquired new skills including decision making	23%	
The student has increased motivation to work harder	14%	
The family's financial burden has been reduced	0%	
The parents have better ability to provide better education for other siblings	1%	
There is a motivation for other family members to work hard and join a scholarship	0%	
There is a feeling of security for education of their children in a better learning environment	0%	



## 10.6 Drop Off

Outcomes	Dropoff %	Rationale
The student is excelling her/his academic performance	<b>33%</b>	The drop-off is calculated as a standard 33% for every year as the scholarship recipients continue to learn and grow for the duration of the report (3 years). This follows the same principle of using the minimum value to avoid embellishing our final SROI value and is also shown in the Sensitivity Analysis
The student is in an improved learning environment		
The student is experiencing an enhanced belief in his/her future opportunities		
The student has increased self-confidence and self-awareness		
The student has acquired new skills including decision making		
The student has increased motivation to work harder		
The family's financial burden has been reduced		
The parents have better ability to provide better education for other siblings		
There is a motivation for other family members to work hard and join a scholarship		
There is a feeling of security for education of their children in a better learning environment		

## 10.7 Sensitivity Analysis

The valuation was based purely on how the material stakeholders ranked and weighed the outcomes and not by how much they thought it would cost. In terms of the how much value they put to each outcome; this was not asked since we had financial records of actual amounts spent or proxies from either schools or 21<sup>st</sup> Century Skills service providers.

We believe this gave a more accurate indication when monetizing the outcomes.

Our displacement analysis also starts with the baseline of a specialized Giftedness education and how it differs from the normal curriculum thus the judgement of a completely new direction in our stakeholders' opinions. They still would have had an education but NOT a specialized education dealing in their giftedness.

We also considered the parents appreciation that if they did have the Doroob Scholarship, they would not have been able to provide the same quality of education. However, it may be conjecture on our part to assume what would have happened anyway in this case and thus the decision to stick with the stakeholders' opinions as they were in the situation, and they know best what their situation was and how it changed after enrolling in the Scholarship.

We also understand that there is a chance that if we had a scenario whereby the scholarship recipients determined the monetary value of each outcome, the results would have been different. The scholarship recipients may have given it a much higher value based on our conversations with them. This may have skewed the monetary value of each outcome thus our professional judgement to value using revealed preferences or proxies of what could be deemed as closest available resources in the market.

Whereas the students ranked **Enhanced self-belief in future opportunities** and **Motivation to work harder** and parents the **Feeling of Security for the children's education in a better learning environment** as the most important outcomes; they are abstract outcomes which are hard to put a value on, but also invaluable since we all live in the hope for a better tomorrow and always need to feel secure at all times.

The scholarship recipients also mentioned that some of the outcomes are lifetime skills, but we had to put a cap on the number of years to show in the duration of outcomes simply because they may use other skills as they continue to gain more knowledge in the program. Outcomes such as leadership skills and self-awareness fall into this category.

The attribution factor is also a key element in outcomes valuation as the values shown include stakeholders' opinions as well as information only the Scholarship has.



Our expectation was a higher attribution to the outcomes from the Scholarship recipients. However, we are glad that they were honest and look forward to increasing the scholarship attribution level.

Any change in the above factors may have altered the final impact valuation but we fully believe in considering all factors, then using our experience in the field and professional judgement to come up with more accurate valuations.

We may also find that the final Social Return may be a bit high, but we had anticipated this since first of all, the count starts whereby the scholarship recipients were in free public with no provision whatsoever of any tuition, uniforms, books, boarding, transportation, healthcare, and support programs based on the Total Giftedness Development Model (TGDM) which are now available to them.

The below tables show different valuation at changed percentages for 3 scenarios whereby all attributes are taken as an average that still indicates our Base Case Social Value of 1:11.32. The scenarios increased percentages from Base Case, decreased percentages from Base case and finally for changes in Duration of the outcomes as well. We have also included a table of individual outcomes and used changed scenarios as part of the Sensitivity Analysis

Higher Percentage Changed Case Scenario					
Attribute	Base Case	SROI at Base Case	Changed Case	SROI at Changed Case	Variation Range
Deadweight %	0%	11.32	20%	10.39	8.85 – 10.39  Base Case 11.32
Displacement %	20%	11.32	40%	9.24	
Attribution %	4%	11.32	25%	8.85	
Dropoff %	33%	11.32	50%	9.41	

Lower Percentage Changed Case Scenario					
Attribute	Base Case	SROI at Base Case	Changed Case	SROI at Changed Case	Variation Range
Deadweight %	0%	11.32	5%	10.84	10.84 – 13.86  Base Case 11.32
Displacement %	20%	11.32	10%	13.86	
Attribution %	4%	11.32	2%	11.56	
Dropoff %	33%	11.32	25%	12.33	

Duration of Outcomes Changed Case Scenario					
Outcomes	Duration of Outcomes Base Case	SROI at Base Case	Duration of Outcomes Base Case Changed	SROI at Changed Case	Difference
The student has acquired new skills including decision making	3	11.32	5	11.57	0.25
The student has increased self-confidence and self-awareness	3		4		
The student is in an improved learning environment	3		3		
The student is excelling her/his academic performance	3		3		
The student is experiencing an enhanced belief in his/her future opportunities	3		4		
The student has increased motivation to work harder	3		3		
The parents have better ability to provide better education for other siblings	3		3		
The family's financial burden has been reduced	3		3		
There is a motivation for other family members to work hard and join a scholarship	3		5		
There is a feeling of security for education of their children in a better learning environment	3		3		



What if each outcome was measured individually? An individual outcome analysis was also done to see how each would change under different scenarios and below are the results:

Outcome	Attribute	Base Case	SROI at Base Case	Changed Case LOWER %	SROI at Changed Case	Changed Case HIGHER %	SROI at Changed Case	Range
The student has acquired new skills including decision making	Deadweight %	0%	<b>2.38</b>	0%	3.03	5%	1.78	1.78 - 3.03 Base Case 2.38
	Displacement %	20%		15%		25%		
	Attribution %	23%		15%		30%		
	Dropoff %	33%		25%		40%		
The student is in an improved learning environment	Deadweight %	0%	<b>1.54</b>	0%	1.88	5%	1.19	1.19 - 1.88 Base Case 1.54
	Displacement %	20%		15%		25%		
	Attribution %	19%		15%		25%		
	Dropoff %	33%		25%		40%		
The student is excelling her/his academic performance	Deadweight %	0%	<b>1.35</b>	0%	1.46	5%	1.18	1.18 - 1.46 Base Case 1.35
	Displacement %	20%		15%		25%		
	Attribution %	22%		27%		27%		
	Dropoff %	33%		25%		40%		
The student is experiencing an enhanced belief in his/her future opportunities	Deadweight %	0%	<b>1.34</b>	0%	1.64	5%	1.09	1.09 - 1.64 Base Case 1.34
	Displacement %	20%		15%		25%		
	Attribution %	17%		12%		20%		
	Dropoff %	33%		25%		40%		
The student has increased motivation to work harder	Deadweight %	0%	<b>1.38</b>	0%	1.50	5%	1.27	1.27 - 1.50 Base Case 1.38
	Displacement %	20%		15%		25%		
	Attribution %	14%		10%		18%		
	Dropoff %	33%		25%		40%		
The parents have better ability to provide better education for other siblings	Deadweight %	50%	<b>3.07</b>	40%	4.86	55%	2.21	2.21 - 4.86 Base Case 3.07
	Displacement %	50%		40%		55%		
	Attribution %	1%		0%		5%		
	Dropoff %	33%		25%		40%		
The family's financial burden has been reduced	Deadweight %	0%	<b>14.88</b>	0%	17.21	5%	11.67	11.67 - 17.21 Base Case 14.88
	Displacement %	20%		15%		25%		
	Attribution %	0%		0%		5%		
	Dropoff %	33%		25%		40%		
There is a motivation for other family members to work hard and join a scholarship	Deadweight %	50%	<b>3.10</b>	40%	4.86	55%	2.21	2.21 - 4.86 Base Case 3.10
	Displacement %	50%		40%		55%		
	Attribution %	0%		0%		5%		
	Dropoff %	33%		25%		40%		
There is a feeling of security for education of their children in a better learning environment	Deadweight %	0%	<b>13.22</b>	0%	15.30	5%	10.37	10.37 - 15.30 Base Case 15.30
	Displacement %	20%		15%		25%		
	Attribution %	0%		0%		5%		
	Dropoff %	33%		25%		40%		



## 11 Stage 5: Calculating SROI

The social return is expressed as a ratio of present value divided by value of inputs. For this analysis, the social return ratio in Kenyan shillings (KES) is therefore:

<b>Total Present Value (PV)</b>	=	528,115,753.09	=	<b>11.32</b>
<b>Total Inputs</b>		46,643,133.45		

This is the normal way of presenting social return and the overall figure produced by this analysis. **This means that this analysis estimates that for every Kenya Shilling (KES) invested in the Dorob Scholarship activities there is KES 11.32 of social value created.**

### 11.1 Value of Outcomes

In our verification of outcomes, we used the data to calculate our final value for the outcomes. However, we could not get all the stakeholders to verify them thus had to extrapolate them to have a clearer number as the percentage of those who verified them was 80% or above for the main beneficiaries. The tables below show the extrapolated values for Scholarship Recipients and their parents separately:

	<b>Outcome Verified by 16 Students</b>	<b>Stakeholders Experiencing Outcome n=15</b>	<b>Extrapolation to 19 Students</b>
Students Sample Size <b>84%</b>	The student is excelling her/his academic performance	9	<b>11</b>
	The student is in an improved learning environment	10	<b>13</b>
	The student is experiencing an enhanced belief in his/her future opportunities	11	<b>14</b>
	The student has increased self-confidence and self-awareness	10	<b>13</b>
	The student has acquired new skills including decision making	12	<b>15</b>
	The student has increased motivation to work harder	11	<b>14</b>

*\* Experienced Outcomes Extrapolation for Scholarship Recipients*

	<b>Outcome Verified</b>	<b>Stakeholders Experiencing Outcome n=8</b>	<b>Extrapolation to 10 Parents</b>
Parents Sample Size <b>80%</b>	Family's Financial burden is reduced	7	<b>9</b>
	The parents have better ability to provide better education for other siblings	5	<b>6</b>
	There is a motivation for other family members to work hard and join a scholarship	5	<b>6</b>
	There is a feeling of security for education of their children in a better learning environment	6	<b>8</b>

*\* Extrapolation for Parents of Scholarship Recipients*

### 11.2 Value Map Summary

The below tables detail the summary of the Value Map which shows how the Social Value of 1:11.32 was reached.

*(See fully detailed Value Map link in Appendix 14.2).*



Stage 1		Stage 2			Stage 3		Stage 4	
Who?	How many ?	At what cost?	At what cost?	What changes?	Valuation approach (monetary)	Monetary valuation	Materiality	
Stakeholders		Inputs		Outcomes				
Scholarship Students	19	Funds dedicated for 21st Century Skills Programs	2,238,865.00	The student has acquired new skills including decision making	Vicky is a renowned Emotional Intelligence instructor who offers coaching in schools with programs similar to what we offer <a href="https://vickymukiri.com/">https://vickymukiri.com/</a>	275,000.00	2,574,880.00	
	19	Total Funds Dedicated for Scholarship and other programs	2,615,478.00	The student has increased self-confidence and self-awareness	DFC Kenya is the Kenya branch of the Design For Change program we offer our students <a href="https://www.dfcworld.org/Home/home?cname=Kenya">https://www.dfcworld.org/Home/home?cname=Kenya</a>	540,000.00	4,344,768.00	
	19	Funds dedicated for academic care	12,617,007.43	The student is in an improved learning environment	St. Hannah's School is a private school offering the national curricular, 8-4-4 with excellent facilities and a history of academic success. Just like our partner school, they also have the option of a boarding and day school. <a href="https://sthannahs.sc.ke/">https://sthannahs.sc.ke/</a>	1,154,700.00	9,430,973.76	
	19	Funds dedicated for academic care		The student is excelling her/his academic performance		1,154,700.00	8,256,197.38	
	19	Funds dedicated to the Scholarship and other programs	16,554,775.60	The student is experiencing an enhanced belief in his/her future opportunities		1,154,700.00	10,695,847.54	
	19	Funds dedicated for Scholarship		The student has increased motivation to work harder		1,154,700.00	11,017,623.94	
Parents of Scholarship Students	10	Funds dedicated for Scholarship	12,617,007.43	The parents have better ability to provide better education for other siblings		Doroob financial records are used since this is the actual amount spent for the Scholarship leading directly to the outcomes with no proxy which could be used as reference	7,570,204.46	18,736,256.03
	10	Funds dedicated for Scholarship		The family's financial burden has been reduced			12,617,007.43	90,842,453.46
	10	Funds dedicated for Scholarship		There is a motivation for other family members to work hard and join a scholarship	12,617,007.43		18,925,511.14	
	10	Funds dedicated for Scholarship		There is a feeling of security for education of their children in a better learning environment	12,617,007.43		80,748,847.52	
			<b>46,643,133.45</b>				<b>255,573,358.75</b>	

### 11.3 Social Return Rate

		Calculating Social Return					
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Total	255,573,358.75	255,573,358.75	171,234,150.36	114,726,880.74	0.00	0.00	0.00
Present value of each year		255,573,358.75	165,443,623.54	107,098,770.79	0.00	0.00	0.00
Total Present Value (PV)							528,115,753.09
Net Present Value (PV minus the investment)							481,472,619.64
Social Return (Value per amount invested)							<b>11.32</b>

## 11.4 Verification

The verification was conducted via a scaled Questionnaire which was sent to all the primary stakeholders (Scholarship Recipients and Parents of Scholarship Recipients) and specifically asked them about the experienced outcomes, their importance and how much could be attributed to the Doroob Scholarship program for each individual outcome.

It is important to note that those stakeholders who did not experience or disagree with the outcomes (1 student on 2 out of 10 outcomes) will be further involved in understanding the reasons they disagree with the outcomes but the data shows this is more to do with their performance level and not what is on offer as a Scholarship. Others did not mention any other outcomes that may have occurred.

We also had the chance to meet the parents in Kenya for further discussion of the outcomes and their challenges whereby the outcomes established were agreed upon and challenges discussed as well.



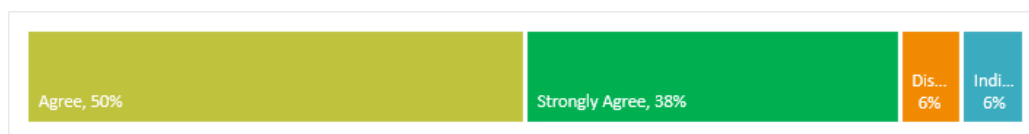
There was an overwhelming consensus about the outcomes and below charts show the stakeholders' feedback:

### Outcome 1: Scholarship Recipients

#### The student is excelling her/his academic performance

**88% Agreement**

**79.4% Attribution**



\* Students Responses - Agree and Strongly Agree are considered as verification of the outcome

### Outcome 2: Scholarship Recipients

#### The student is in an improved learning environment

**94% Agreement**

**80.6% Attribution**



\* Students Responses - Agree and Strongly Agree are considered as verification of the outcome



Outcome 3: Scholarship Recipients

**The student is experiencing an enhanced belief in his/her future opportunities**

**94% Agreement**

**83.1% Attribution**



\* Students Responses - Agree and Strongly Agree are considered as verification of the outcome

Outcome 4: Scholarship Recipients

**The student has increased self-confidence and self-awareness**

**87% Agreement**

**79.4% Attribution**



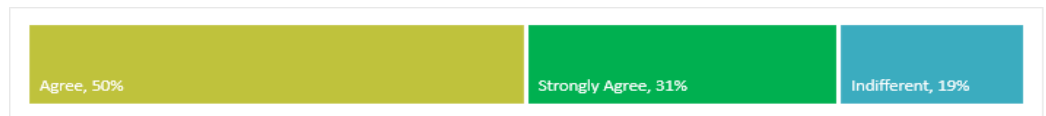
\* Students Responses - Agree and Strongly Agree are considered as verification of the outcome

Outcome 5: Scholarship Recipients

**The student has acquired new skills including decision making**

**81% Agreement**

**77.5% Attribution**



Outcome 6: Scholarship Recipients

**The student has increased motivation to work harder**

**94% Agreement**

**85.6% Attribution**



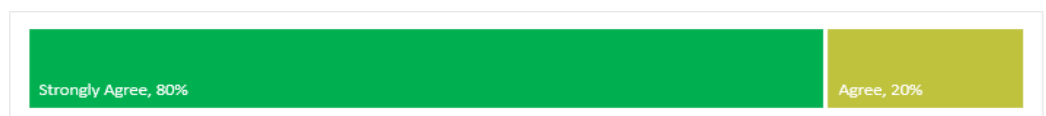
\* Students Responses - Agree and Strongly Agree are considered as verification of the outcome

Outcome 7: Parents of Scholarship Recipients

**Family's Financial burden is reduced**

**100% Agreement**

**100% Attribution**



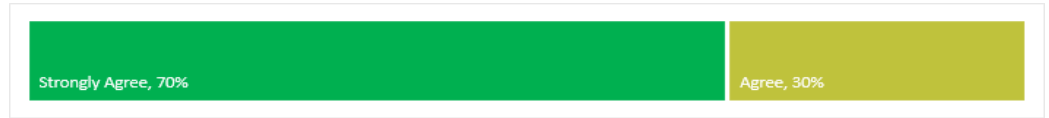
\* Parents Responses - Agree and Strongly Agree are considered as verification of the outcome

Outcome 8: Parents of Scholarship Recipients

**The parents have better ability to provide better education for other siblings**

**100% Agreement**

**100% Attribution**



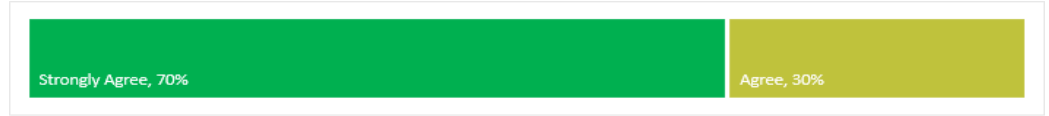
*\* Parents Responses - Agree and Strongly Agree are considered as verification of the outcome*

Outcome 9: Parents of Scholarship Recipients

**There is a motivation for other family members to work hard and join a scholarship**

**100% Agreement**

**100% Attribution**



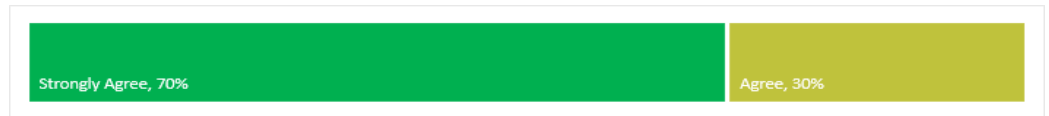
*\* Parents Responses - Agree and Strongly Agree are considered as verification of the outcome*

Outcome 10: Parents of Scholarship Recipients

**There is a feeling of security for education of their children in a better learning environment**

**100% Agreement**

**100% Attribution**



*\* Parents Responses - Agree and Strongly Agree are considered as verification of the outcome*



## 12 Stage 6: Reporting and Using Embedding

### 12.1 Reporting

This evaluation report will be used as a means to improve the quality of the Dorooob Scholarship primarily in Kenya and will be used as a yardstick for future scholarship reports whereby our aim is to offer a much more holistic and impactful program.

Initially, it will be shared with the endowment funders of the program so they can also better understand the impact of the Scholarship and help in finding ways to enhance it.

All the stakeholders will also be sent a copy and will be invited to further discuss the findings before being published as a public reference in scholarships supporting giftedness.

The report will also be a major resource for the Dorooob management and Operations team on extracting insights to creating an even better scholarship program for our stakeholders.

The report will also help us understand how to streamline our programs in the future and if necessary, how to increase funding to expand the program.

### 12.2 Embedding

The stakeholders have spoken, we have listened, questioned, probed, and reached a much clearer understanding of what our stakeholders not only think, but also want and need for the Scholarship to go to the next level. We have noticed room for improvement and also have some recommendations (within reason) from the stakeholders.

Some of the really important aspects of the feedback that need to be looked into are listed below and moving forward in being responsive, must be taken into our overall future consideration:

- 1. Indifference in exam passing attitude**
- 2. A lot of interest in co-curricular activities of the artistic kind**
- 3. Implementation of a wide-ranging orientation that includes both Dorooob mission, expectations, opportunity, and emotional aspect of the change in environment**
- 4. Creating a Dorooob Scholarship office or dedicated supervisor with easy access for both parents and scholars**
- 5. Offering mentoring to scholars on both current and future aspirations**
- 6. Impart knowledge to parents about raising gifted children including not only raising them but also dealing with any adversity within the family**

Findings are only as good as how you make use of them for a better service and this is exactly what we intend to do with the above, in line with and under the guidance of the 8<sup>th</sup> Principle of Social Value, Be Responsive.



## 13 Stage 7: “Be Responsive”

### 13.1 Basis to “Be Responsive”

Having collected the findings and pinpointing which areas we can improve on; it is imperative we optimize the impacts or find out what actions we can leverage to garner the maximum impact. We plan to put in the forefront and in the back of our minds the true question that needs to be answered to satisfy this principle:

**“How can our decisions, accounting, and reporting, increase the likelihood of optimizing impacts on wellbeing for all materially affected stakeholder groups at a rate of change acceptable to them?”**

Before we start how we will plan our Strategic, Tactical and Operational plans to build and implement our responsiveness, we will segment the items into two; namely Organizational and Program based responsiveness to be implemented simultaneously.

### 13.2 Organizational “Be Responsive”

The idea is to prepare our organization to be agile enough to notice the evolving needs and changes required for all our programs and not just the Kenya Scholarship.

This is already being implemented in that we took a strategic approach to conduct pre-program SROI forecasting before we kick off any program and use it to make the programs better and all about the stakeholders. We also do conduct evaluative SROI measurements and compare them to the forecast reports and see the changes in the outcomes and impact. We also plan to take the **Social Value Management Certificate** to better the organization’s processes and in effect, our programs.

### 13.3 “Be Responsive” on Doroob Scholarship Program (Kenya)

We have pinpointed six main issues (*mentioned in Embedding section*) we need to act upon in our Scholarship program in Kenya and our first step is to split them into a timeline action based on what is actionable immediately, mid-term or what will take more time. This will be shared with the primary stakeholders and the partner schools as well to discuss and align on when the changes are expected for their acceptance or feedback upon which actions will start.

The table below shows the tentative timeline upon which we will work upon:

Aspects to “Be Responsive”	Short Term	Medium Term	Long Term
Indifference in exam passing attitude	3 months		
A lot of interest in co-curricular activities of the artistic kind	6 months		
Implementation of a wide-ranging orientation that includes both Doroob mission, expectations, opportunity, and emotional aspect of the change in environment		<b>1 year (due to timing for new intake)</b>	
Creating a Doroob Scholarship office or dedicated supervisor with easy access for both parents and scholars		<b>1 year due to employment and vetting process</b>	
Offering mentoring to scholars on both current and future aspirations			<b>18 months due to setting up of structures and finding qualified resources</b>
Impart knowledge to parents about raising gifted children including not only raising them but also dealing with any adversity within the family	6 months		

Regular meetings will be conducted internally and with the stakeholders to update and gauge the rate of change while also being used as a platform to gather feedback and make tweaks and adjustments if necessary.

The principle is an opportunity to optimize our Scholarship program in Kenya and will be guided by the standards set in the Guidance on Applying Standard 8: Be Responsive to cover how we will:

**embed the management approach**

- scheduling impact decision making
- creating mechanisms for responding to the impact data by assigning responsibility
- preparing social value accounts considering appropriate levels of rigor and impact risk statements
- external reporting
- Continuous improvement of the management approach

**making decisions to optimize impacts on wellbeing**

Strategic - What should we aim to achieve?

Tactical - What are the best activities we can choose to achieve these goals?

Operational - How can we improve the results of our activities?

The actions to be taken for us to “Be Responsive” will be via the integration of the stakeholders’ input and will follow the guidelines outlined by Social Value International.



## 14 Appendix

### 14.1 Appendix 1: Principles Application Table

SROI Principle	Affirmation of Principle Application
<b>Involve Stakeholders</b>	Focus Groups, Questionnaires, and Interviews were conducted to ensure accuracy of information shared in report and to mine the opinions of the stakeholders, their materiality and verification.
<b>Understand What Changes</b>	All the changes included in the report were mentioned by the stakeholders and no assumptions by the Dorroob team or the report writers were made in the report. Each outcome was dug into to ensure a clear understanding of the stakeholder view.
<b>Value What Matters</b>	The stakeholders were the ones who decided the most important outcomes to be included in the report. Weighting and ranking have also been done to find the most important outcomes. All weighted outcomes scored 8.0 and above on a scale of 1-10
<b>Only Include What is Material</b>	This was based on our verification process with the stakeholders whereby only the most important outcomes were included. Above 8.0 (out of 10) importance ranking was considered material
<b>Do Not Over-claim</b>	No claim was made without proper evidence or based on assumptions on our part and a systematic process was done to ensure findings are consistent with the stakeholder views.
<b>Be Transparent</b>	The limitations have been included in the report and how we overcame them is also included. All our opinions and judgements are mentioned where we did use the liberty to do so. Also, all information used to come up with and verify outcomes is solely based on the stakeholder views.
<b>Verify the Result</b>	Once the report was completed, we developed 2 questionnaires, one for parents and one for students to ensure the findings were as seen by them and all findings were confirmed with high agreement rates with the lowest at 81%.
<b>Be Responsive</b>	Dorroob conducts pre-SROI studies before any program and implements the stakeholder inputs in its programs. This is also done after each program's final SROI audit and the feedback is implemented in the subsequent program rounds. We have also outlined what are our Strategic, Tactical and Operational decisions to maximize impact at a rate the stakeholders find acceptable.



## 14.2 Appendix 2: Links

Subject	File Description	Link
Scholarship Enrolment	Doroob Enrolment Process	<a href="https://doroobsa-my.sharepoint.com/:i/p/sharedrive/ESF4XpCVy0hCgFx6IRwicdgbKuzX5mtq0zbMxngvR4sOcg?e=Z8jYC6">https://doroobsa-my.sharepoint.com/:i/p/sharedrive/ESF4XpCVy0hCgFx6IRwicdgbKuzX5mtq0zbMxngvR4sOcg?e=Z8jYC6</a>
Partner School Environment Study	2018 EVS_HUDA	<a href="https://doroobsa-my.sharepoint.com/:p/p/sharedrive/ETwcj4QO1JFIIm-1SsnUTdoMB1qWUqsi9xfbFtxLN9As43g?e=GOZerW">https://doroobsa-my.sharepoint.com/:p/p/sharedrive/ETwcj4QO1JFIIm-1SsnUTdoMB1qWUqsi9xfbFtxLN9As43g?e=GOZerW</a>
Kenya Demographics	Kenya Demographics	<a href="https://worldpopulationreview.com/countries/kenya-population">https://worldpopulationreview.com/countries/kenya-population</a>
		<a href="https://www.bbc.com/worklife/article/20190924-kenyas-changing-population-captured-in-100-photos">https://www.bbc.com/worklife/article/20190924-kenyas-changing-population-captured-in-100-photos</a>
Kenyan Education System	Contextualizing the Kenyan Education System	<a href="https://doi.org/10.1007/978-3-030-44217-0_10">https://doi.org/10.1007/978-3-030-44217-0_10</a>
	Education system in Kenya	<a href="https://doroobsa-my.sharepoint.com/:b/p/sharedrive/EaTer20w84xOoeDe_sanphoBrvVJBLDvrGp_Zb6tXaDeCQ?e=wfcKOp">https://doroobsa-my.sharepoint.com/:b/p/sharedrive/EaTer20w84xOoeDe_sanphoBrvVJBLDvrGp_Zb6tXaDeCQ?e=wfcKOp</a>
Giftedness in Kenya	Measuring Giftedness	Ackers A., Migoli B., Nzomo J. (2001) 'Identifying and Addressing the Causes of Declining Participation Rates in Kenyan Primary Schools', International Journal Educational Development 21: 361-74.
	Exploring Giftedness among Learners with Juvenile Delinquency in Selected Rehabilitation Schools in Kenya	<a href="https://doroobsa-my.sharepoint.com/:u/p/sharedrive/ESVGRhedVINKvzRMIKnuHT4BeTfz76y2N4aCuTmqCtm4kg?e=0ray8G">https://doroobsa-my.sharepoint.com/:u/p/sharedrive/ESVGRhedVINKvzRMIKnuHT4BeTfz76y2N4aCuTmqCtm4kg?e=0ray8G</a>
Doroob Giftedness Model	Total Giftedness Development Model (TGDM)	<a href="https://doroobsa-my.sharepoint.com/:i/p/sharedrive/EVrkcvrweOxLrd2JknZ2-H4BN82ggXhgFL3uTSArbf4cRg?e=4wkkVw">https://doroobsa-my.sharepoint.com/:i/p/sharedrive/EVrkcvrweOxLrd2JknZ2-H4BN82ggXhgFL3uTSArbf4cRg?e=4wkkVw</a>
	TGDM Application in Kenya Scholarship	<a href="https://doroobsa-my.sharepoint.com/:i/p/sharedrive/ESWLpjStF0tCngR9tOHGrbMBkV9KTxxDgpv49SAIp-CI5Q?e=ZSZTIK">https://doroobsa-my.sharepoint.com/:i/p/sharedrive/ESWLpjStF0tCngR9tOHGrbMBkV9KTxxDgpv49SAIp-CI5Q?e=ZSZTIK</a>
School Selection Evaluations	Primary School Evaluation	<a href="https://doroobsa-my.sharepoint.com/:x/p/sharedrive/EUPwHtqHCKFBtKVQDHNqH9oBoA9Sd4o6CT1ToBB8jLwJ_g?e=ffbe4f">https://doroobsa-my.sharepoint.com/:x/p/sharedrive/EUPwHtqHCKFBtKVQDHNqH9oBoA9Sd4o6CT1ToBB8jLwJ_g?e=ffbe4f</a>
	High School Evaluation	<a href="https://doroobsa-my.sharepoint.com/:x/p/sharedrive/EeY0yMpORaNBuJWp_Cr6iAB13wyFauhjhHQy5rEhmS3yA?e=Tbpqfh">https://doroobsa-my.sharepoint.com/:x/p/sharedrive/EeY0yMpORaNBuJWp_Cr6iAB13wyFauhjhHQy5rEhmS3yA?e=Tbpqfh</a>
Focus Groups	Focus Groups Discussion Guide	<a href="https://doroobsa-my.sharepoint.com/:w/p/sharedrive/Ed5q4KI-yBNAmYxBsVeJWdAB93Uc77Ia-Q5Aqx46aU6upA?e=DsVvju">https://doroobsa-my.sharepoint.com/:w/p/sharedrive/Ed5q4KI-yBNAmYxBsVeJWdAB93Uc77Ia-Q5Aqx46aU6upA?e=DsVvju</a>
	Scholarship Recipient FGD1	<a href="https://doroobsa-my.sharepoint.com/:w/p/sharedrive/EX1do8k0MspHs9uAjt4Vbg8B3LYAb8pswYeisMduchO79g?e=cXtzHv">https://doroobsa-my.sharepoint.com/:w/p/sharedrive/EX1do8k0MspHs9uAjt4Vbg8B3LYAb8pswYeisMduchO79g?e=cXtzHv</a>
	Scholarship Recipients FGD2	<a href="https://doroobsa-my.sharepoint.com/:w/p/sharedrive/EbV1rZsb4XNGuNlYjwcHGokBIE0j6DnyPFz8Hre4a1MkFA?e=db3boZ">https://doroobsa-my.sharepoint.com/:w/p/sharedrive/EbV1rZsb4XNGuNlYjwcHGokBIE0j6DnyPFz8Hre4a1MkFA?e=db3boZ</a>
	Parents of Scholarship Recipients FDG	<a href="https://doroobsa-my.sharepoint.com/:w/p/sharedrive/ES6BNHml8290j6G7kGYO8k0BDxe0SBdwA2c4qS_SSmk0FA?e=VjCmSS">https://doroobsa-my.sharepoint.com/:w/p/sharedrive/ES6BNHml8290j6G7kGYO8k0BDxe0SBdwA2c4qS_SSmk0FA?e=VjCmSS</a>
	Doroob Qualitative Report	<a href="https://doroobsa-my.sharepoint.com/:p/p/sharedrive/ETatlpUpzL1Av3SN5o4jk5UBiDd5EkRBDXjYpNryZQxM1g?e=CtFOLL">https://doroobsa-my.sharepoint.com/:p/p/sharedrive/ETatlpUpzL1Av3SN5o4jk5UBiDd5EkRBDXjYpNryZQxM1g?e=CtFOLL</a>

Subject	File Description	Link
<b>Outcome Questionnaires &amp; Results</b>	PARENT_SURVEY Research8020	<a href="https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EZWV95D5dRdLkL3LCLr8j0UB12CGBn0_ojuJbYdnUnj7CQ?e=9guwED">https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EZWV95D5dRdLkL3LCLr8j0UB12CGBn0_ojuJbYdnUnj7CQ?e=9guwED</a>
	Parents Outcomes Questionnaire Results	<a href="https://doroobsa-my.sharepoint.com/:x:/p/sharedrive/EYCP50-ZHD9NmIYRvuT19ggBDEO6xqXiYMuQjIA1KPxXog?e=NmXG69">https://doroobsa-my.sharepoint.com/:x:/p/sharedrive/EYCP50-ZHD9NmIYRvuT19ggBDEO6xqXiYMuQjIA1KPxXog?e=NmXG69</a>
	STUDENT_SURVEY Research8020	<a href="https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EeMUEy7-qPjBs5oAINvWVaEBGZu8zFMFWxIfjWbALDqgdA?e=4m6hCi">https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EeMUEy7-qPjBs5oAINvWVaEBGZu8zFMFWxIfjWbALDqgdA?e=4m6hCi</a>
	Students Outcomes Questionnaire Results	<a href="https://doroobsa-my.sharepoint.com/:x:/p/sharedrive/EUcZ-_8DsfXOul6G5dz7jicBYK_Bpt1gD_YxE3aaw7GRgQ?e=7A1j0l">https://doroobsa-my.sharepoint.com/:x:/p/sharedrive/EUcZ-_8DsfXOul6G5dz7jicBYK_Bpt1gD_YxE3aaw7GRgQ?e=7A1j0l</a>
<b>Outcomes Hierarchy</b>	Kenya SROI Outcomes Hierarchy	<a href="https://doroobsa-my.sharepoint.com/:p:/p/sharedrive/EXcbH2xd9cXlpMkmc_KnWxcBmq7G2E4K4tLrzKktU74eag?e=qsTiQq">https://doroobsa-my.sharepoint.com/:p:/p/sharedrive/EXcbH2xd9cXlpMkmc_KnWxcBmq7G2E4K4tLrzKktU74eag?e=qsTiQq</a>
<b>Outcomes Verification Questionnaires &amp; Results</b>	Parents Verification Questionnaire	<a href="https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EQikkK_Fr35GlaMLZbkT-fQBS2xla7pQWe0551ujnse4kw?e=PouMQV">https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EQikkK_Fr35GlaMLZbkT-fQBS2xla7pQWe0551ujnse4kw?e=PouMQV</a>
	Students Verification Questionnaires	<a href="https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EU_klo49FWtEmyv5ZNeS6MMB5qZnrBAdiIbJweHXg7sg7Q?e=y9XHUd">https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EU_klo49FWtEmyv5ZNeS6MMB5qZnrBAdiIbJweHXg7sg7Q?e=y9XHUd</a>
	KEN - SROI - Students Outcomes Verification	<a href="https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EQCVHH7R6yxGpTHvUv_QGbEBWLoO-CAu6xOHsySjQhOsFQ?e=BRqspi">https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EQCVHH7R6yxGpTHvUv_QGbEBWLoO-CAu6xOHsySjQhOsFQ?e=BRqspi</a>
	KEN- SROI - Parents Outcomes Verification	<a href="https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EeHpFKrQrtdLtxMUDnR2TUoBR_hfSb1caaZNoGaCaN2Sw?e=89UjgG">https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EeHpFKrQrtdLtxMUDnR2TUoBR_hfSb1caaZNoGaCaN2Sw?e=89UjgG</a>
<b>Proxies</b>	Proxy_DFC_Kenya_Invoice_2019	<a href="https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EXpLWAI9yuVCs1EvSnq_-sB2j5Pvr8TakiXdHqZbSvhKq?e=1A62DI">https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EXpLWAI9yuVCs1EvSnq_-sB2j5Pvr8TakiXdHqZbSvhKq?e=1A62DI</a>
	Proxy_EQ Cost Kenya	<a href="https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EeilZtgQdIZAsGtb2C453DUBdse68seFBFhfjgZWkgQR3w?e=flQE2u">https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EeilZtgQdIZAsGtb2C453DUBdse68seFBFhfjgZWkgQR3w?e=flQE2u</a>
	PROXY_Primary-school-fees-structure-2020	<a href="https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EYMK_PriK5tFhVs5bLL4sq0BfGDqhfCtXr9lkooyUXdJw?e=S5sX8L">https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EYMK_PriK5tFhVs5bLL4sq0BfGDqhfCtXr9lkooyUXdJw?e=S5sX8L</a>
<b>Doroob Financials</b>	2017_2019 Financials	<a href="https://doroobsa-my.sharepoint.com/:x:/p/sharedrive/Ef2PU_4j81xEu8EFyBUm6lgBEDjd8PoIXm5LKJGMhxZHVA?e=XCnrA8">https://doroobsa-my.sharepoint.com/:x:/p/sharedrive/Ef2PU_4j81xEu8EFyBUm6lgBEDjd8PoIXm5LKJGMhxZHVA?e=XCnrA8</a> <a href="https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EdpITVwV89FizB_VInrwloBXDZjv0AH6qP-QMUOodexdtg?e=wFyk4B">https://doroobsa-my.sharepoint.com/:b:/p/sharedrive/EdpITVwV89FizB_VInrwloBXDZjv0AH6qP-QMUOodexdtg?e=wFyk4B</a>
<b>Value Map</b>	Kenya-Doroob-Value-Map	<a href="https://doroobsa-my.sharepoint.com/:f:/p/sharedrive/Es0YIifL0KpJubtYP49MuukBgto3tX3jZAp7Jlu6tZVjg?e=7wwHFf">https://doroobsa-my.sharepoint.com/:f:/p/sharedrive/Es0YIifL0KpJubtYP49MuukBgto3tX3jZAp7Jlu6tZVjg?e=7wwHFf</a>
<b>Sensitivity Analysis Tables</b>	Sensitivity Analysis Tables	<a href="https://doroobsa-my.sharepoint.com/:x:/p/sharedrive/EXZTVIijS0ZKn2IyRzR_q8QBIHG9przagkDrEZFcSS8zg?e=Qrb5bT">https://doroobsa-my.sharepoint.com/:x:/p/sharedrive/EXZTVIijS0ZKn2IyRzR_q8QBIHG9przagkDrEZFcSS8zg?e=Qrb5bT</a>

## 14.3 Appendix 14: Glossary

Term	Definition
<b>Endowment Funder/Donor</b>	A person who bequeaths an Endowment of his/her own free will
<b>Enrichment Programs</b>	A Project service that aims at teaching and developing the 21st century skills
<b>Gifted</b>	A male or female student possessed of special aptitude, unusual capabilities, or distinguished performance; these merits together make him/her unique among his/her peers in one or more domains appreciated by the community and bear special relevance to fields such as mental superiority, educational attainment, creativity, innovation, and special talents and capabilities.
<b>Impact Map</b>	A table that shows the changes occurring due to a certain activity: and how resources are used to finance certain activities leading consequently to certain outcomes for all stakeholders.
<b>Inputs</b>	All contributions provided by stakeholders, and which are necessary for the continuity of activity.
<b>Measuring the Social Impact</b>	Measuring the impact of intended (or unintended) changes (outputs) to the beneficiaries due to the products and services provided by the Organization and that can't be estimate by the beneficiary at total economic value.
<b>Outcomes</b>	The changes ensuring from a specific activity. From the stakeholders' point of view, the main types of change are unintended (unexpected) and intended (expected) changes, positive or negative.
<b>Outputs</b>	The description of each stakeholders' inputs using quantitative terms.
<b>Scope</b>	The activities, time frame, limits, and type of social return on investment analysis.
<b>Social Impact</b>	The total positive and/or negative changes in a community due to the organization's activities.
<b>Social Return on Investment Analysis</b>	The process that includes complete understanding, accurate measurement, and reports on the social, environmental, and economic values laid by the organization.
<b>Social Return on Investment SROI</b>	A strategy for measuring value with a broader perspective, considering the social and economic factors. It's an efficient methodology commonly used for measuring impact and assess social impacts.
<b>Social Value</b>	Social value is the quantification of the relative importance that people place on the changes they experience in their lives. Some, but not all this value is captured in market prices. It is important to consider and measure this social value from the perspective of those affected by an organization's work.
<b>Stakeholders</b>	People, organizations, or entities that experience change, whether positive or negative, because of the activity that is being analyzed.



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