WezeshaDada:
A Media and ICT Training Project in Kisumu and Nairobi, Kenya

Social Return On Investment Evaluation Report

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Executive Summary

As part of CoMeT's commitment to SROI principles, WezeshaDada project was subjected to SROI evaluation framework in both Nairobi and Kisumu. This was carried out by the DreamGirls trained during the previous reporting period by an SROI trainer, as part of Johnson & Johnson's efforts to support and grow innovative solutions to global public health issues of concern. Even though this process is taking place towards the end of the project period, the outcomes so far being realized provide CoMeT very valuable insights into how to develop subsequent projects targeting young girls. This evaluation framework has also provided CoMeT an opportunity to redefine some of its monitoring and evaluation frameworks as well as reframe indicators of progress and objectives from a values perspective. When this exercise is complete, CoMeT will submit an SROI report alongside the end of project report and will use key outcomes to benchmark future evaluation frameworks for all its programs. As an organisation that develops community engagement strategies using participatory media and community communication principles, Community Media Trust set out to:

- Analyse the impact our interventions have on our beneficiaries, based on the value attached to our interventions by the beneficiaries.
- Recognise specific desired outcomes for the WezeshaDada project whilst paying attention to both unexpected positive or negative outcomes.
- Revise, refine, and improve the project based on the identification and understanding of the outcomes and project experience in totality.

Through this process, CoMeT has been able to conclude that the most significant outcomes touch on the professional, educational and personal growth experienced by the participants, as well as greater responsibility to their communities and for their health. Girls are more employable because they have acquired adequate digital literacy skills, creativity and ability to ideate media projects which increase their likelihood of finding employment or earning money. They are also more likely to pursue higher educational opportunities in media and ICT as a result of the training they have gone through which made them recognize their value, skills, talent and creativity and lastly, they have assumed a more positive outlook on their ability to succeed because they are more focused, self-aware, confident, knowledgeable and in control of their emotional and physical well-being. Girls are more aware of how issues affect them and others in their community and are willing to engage on their behalf through advocacy and more knowledgeable on their sexual and reproductive health and therefore are at a lesser risk of getting HIV and other STIs as well as unplanned pregnancies.

As an organization that has engaged in this process, CoMeT recommends to adopt SROI principles in its program designs. More critically, CoMeT recommends that future SROI evaluations should begin with the actual SROI evaluative frameworks being an integral part of the initial program design phase in order to facilitate an easier and lighter post-project SROI evaluation work flow.

1 INTRODUCTION

As part of CoMeT's commitment to SROI principles, WezeshaDada project was subjected to SROI evaluation framework in both Nairobi and Kisumu. Even though this process is taking place towards the end of the project period, the outcomes so far being realized provide CoMeT very valuable insights into how to develop subsequent projects targeting adolescent girls and young women. This evaluation framework has also provided CoMeT an opportunity to redefine some of its monitoring and evaluation frameworks as well as reframe indicators of progress and objectives from a values perspective. CoMeT will use key SROI outcomes to benchmark future evaluation frameworks for all its programs.

1.1 Background

Johnson and Johnson (J&J) organized for a Sustainable Return on Investment (SROI) training by Social Value UK during this reporting period. This has been an ongoing effort by J&J and CoMeT over the past several months involving preliminary preparatory talks and documentation. This training, attended by staff and DreamGirls in the project from Kisumu and Nairobi has enabled CoMeT to evaluate its programming approaches and dissect its impact from a value point, and communicate its social value as an impact. CoMeT has also committed to examine WezeshaDada under SROI framework principles and to incorporate SROI in evaluating impact for its other projects. To align to this new approach, CoMeT will realign its indicators and performance monitoring plans to social value indicators. CoMeT hopes through the Social Value certification and its work to solidify the importance of value as a social impact. This development is anticipated to improve CoMeT's reputation and attract greater partnerships.

1.2 About Community Media Trust

Community Media Trust (CoMeT) was registered in 2013 as a Trust under the Trustees and Perpetual Act (Caps 164) of Kenya and bears the registration number 2507. It is a non-profit making media organization that uses participatory media and community communication principles to support implementation of projects and programs. The main objective of CoMeT is to promote information and communication and leverage inclusion of community and other traditionally sidelined voices in human development programming. With a **Vision** of Well informed, Active & Involved Communities and a **Mission** to engage communities using participatory media and community communication principles to support implementation of projects and programs.

Community Media Trust (CoMeT) creates relevant, community-friendly media content that entertains, educates and inspires communities to achieve knowledge, behavioral and social impact focusing on Democracy, Human Rights and Health issues with special emphasis on sidelined voices of youth, women and girls and people with disabilities living in informal urban settlements and rural and remote communities of Kenya. CoMeT is based in Nairobi and works with a network of youth drawn from over 20 counties - including Nairobi, Kisumu, Siaya and HomaBay.

CoMeT has significant experience in implementing media for development projects and has 10 years' experience in development of numerous film, radio, music and print multimedia projects - from research, conceptualization, pre-testing, development and distribution. This experience has been mostly working with young people in informal settlements through filmmaking, photography and new media and how to use these media to look at old problems anew. The team also has extensive experience in Program Management, Production Management and Creative Community Communication/Storytelling, Offline/Online Media skills, financial planning and budget management skills in the area of Community Media, Grant proposal writing and Reporting.

1.3   About WezeshaDada project

Community Media Trust implemented the WezeshaDada project under the "Bridge to Employment" pillar of interventions, funded by Johnson & Johnson Corporate Citizenship Trust under DREAMS Innovation Challenge, starting from December 2016 to December 2018. WezeshaDada is a media and ICT training project that puts 90 adolescent girls and young women between 16-24 years of age, in 2 DREAMS districts namely Nairobi and Kisumu in Kenya on a path to succeed, educate others, and reduce new HIV infection through provision of media and ICT skills, internship, entrepreneurship, business support hubs and mentorship.

The informal settlements in Nairobi are all characterized by extremely low socio-economic status. Residents face food insecurity, poverty and a disproportionately high HIV prevalence. Financial constraints condemn girls to transactional sex and boys to gangs. In Kisumu, the target communities are also characterized by low socio-economic status, with young women and girls exposed to HIV through early marriage, transactional sex and risky jobs which further expose them to HIV.

This project responds to these problems in a number of ways, chief objective being providing specific market-oriented skills to AGYW from these target locations which will enable them to access economic opportunities and thereby eliminate the most immediate driver. By targeting the most affected and vulnerable sub-group with media, ICT and self-efficacy skills, this solution significantly reduces the risk of new HIV infection of 90 adolescent girls and young women by physically removing them from the risk by reason of attending lessons and undertaking other learning activities including internships, and by eliminating the need to transact sex for money through gainful employment and/or engaging in income-generating activities using their newly acquired skills.

Through this solution, AGYW recruited into the project have created a feature film, "Atieno" and short videos and use them to target other AGYW with HIV education as well as demystifying entrepreneurship and linking them to facilities and microfinance services like Youth Enterprise Fund and Women's Enterprise Fund as a strategy for reducing their vulnerability and dependence for economic survival.

WezeshaDada continues to identify and approach organizations to avail internship opportunities for the trained AGYW to further sharpen their skills and provide linkages to the job market. The trained AGYW have been provided specific entrepreneurship and business management skills to effectively manage income generating businesses they initiate using the media and ICT skills.

The portal, www.dadastories.org is their platform which tells their stories and journeys to inspire other girls in Kenya and beyond to dream of a better HIV-free world for themselves.

1.4   SROI Analysis

This analysis is an evaluation of 2 year's delivery of WezeshaDada project from February 2017 to December 2018. The objectives of the analysis are to:
- Analyse the impact our interventions have on our beneficiaries, based on the value attached to our interventions by the beneficiaries.
- Recognise specific desired outcomes for the WezeshaDada project whilst paying attention to both unexpected positive or negative outcomes.

- Revise, refine, and improve the project based on the identification and understanding of the outcomes and project experience in totality.

The WezeshaDada project activities that will be analyzed include:
- Formation of content sharing platforms and networks of AGYWs to engage, discuss, share, learn, encourage each other to stay DREAMS
- Training workshops on life skills, etiquette, ICT skills and media skills in project locations
- Monthly mentoring events for all WezeshaDada participants
- Vocational exams administered to AGYW and certification provided.
- The AGYW trainees will co-produce media including photos and 5-7 min videos addressing risks affecting AGYW like HIV and sexual violence and show the connection to unemployment.
- AGYW access internship/ scholarships placement.
- AGYW use ATIENO film to conduct community video based outreach targeting other AGYWs on HIV/ Entrepreneurship
- Provision of entrepreneurial, organizational and micro-finance management skills training through these associations
- Development of their strategic as well as business and sustainability plans for their income generating ventures.

The period of delivery of the WezeshaDada project activities under analysis is from February 2017 to December 2018. These will show change from girls perspective when we ask 'What changed for you as a result of the project?'

1.5 Methodology
In reference to The-SROI-Guide, the seven SROI principles that guided this analysis are :

1. Involve stakeholders.
2. Understand what changes.
3. Value the things that matter.
4. Only include what is material.
5. Do not over-claim.
6. Be transparent.
7. Verify the result.

These principles ensure that the analysis process is thorough, transparent and consistent, and takes into consideration the outcomes experienced by different stakeholders. These principles also inform the SROI Methodology as outlined in the six stages below:

Stage 1: Establishing scope and identifying key stakeholders.
We established the project activities, resources, audience and time that will be covered in the SROI analysis including assigned roles and tasks for each process. The identification of stakeholders was undertaken by not only the project team through the development of a stakeholder mapping tool but also through direct referrals from other stakeholders.

Stage 2: Mapping outcomes.
From the engagement with the stakeholders, we were able to develop an impact map that showed the relationship between inputs, outputs and outcomes. We identified the stakeholder outcomes and described them.

Stage 3: Demonstrating outcomes and giving them a value.
We identified and measured the material outcomes likely to be experienced by stakeholders. We developed the indicators and data collection tools and administered them to the stakeholders in order to demonstrate outcomes. The collected data formed the basis of showing if the outcomes happened and subsequent valuation.

Stage 4: Establishing impact.
Following the demonstration and valuation of outcomes (stage 3), we put those outcomes to the test in order to understand the relative importance of the changes. It was pertinent to apply impact factors (deadweight, attribution, displacement, duration, drop-off) to value the outcomes and calculate impact. We asked the stakeholders and ourselves the following questions: Were the changes going to happen without the project's intervention? Was the project solely responsible for those changes? Were the changes as a result of a combination of different factors that we were yet to consider?

Stage 5: Calculating the SROI.
When calculating SROI, we took into consideration the financial investment, the project's social costs and benefits in relation to determining future projections, net social value of the project and calculating the SROI ratio. We also conducted a sensitivity analysis in order to determine which changes have a significant impact on the overall ratio. Once those changes are identified, it helps the organization determine the priority outcomes and as a result the indicators to focus on.

Stage 6: Reporting, using and embedding.
Following the completion of the SROI analysis, it is important to share findings with stakeholders and embed the SROI processes in the organization as a means to utilize the results.
Report Assurance will strengthen the organization's accountability practices.

1.6   Limitations of the Analysis

Measure	Description	Possible Effects on SROI outcomes	Response Method
Consistent engagement with identified stakeholders	Given that our project was implemented in informal settlements, characterized by high unemployment rates, the priority of potential stakeholders is income generation. Majority of the people who live in the	Underestimation	Taking into consideration the socio-economic and environmental factors and resultant competing priorities for potential

	informal settlements are casual laborers and are always in search of work for the day. This translates into a lack of commitment to continually engage with us during the analysis process.		stakeholders prior to engaging with them.
Subjective Bias	Including the intended beneficiaries of the project as stakeholders can result in over-claiming of the outcomes.	Overestimation	We referred to the anecdotes from the parents, guardians, immediate family and community members of the direct beneficiaries to assess the rationality of the outcomes. Triangulation of the data received through referral to several indicators affecting different stakeholders lowered the possibility of over-claiming.
Assessment of outcomes	The effects of the WezeshaDada project activities that are being analysed that are not immediately visible. The effects are long term and most likely to be more prominent in the future, for instance employability, positive attitude and behavior change. The limitation is therefore on the assessment of these outcomes after the project ends.	Underestimation	Through the developing of data collection tools e.g. survey questionnaires and structured interviews that will specifically verify the sustained duration of outcomes. We will also make adjustments to the duration in the sensitivity analysis.
Valuation of the outcomes	The outcome values are derived from the subjective perceptions of the stakeholders. In order to verify the outcomes, the same stakeholders must be engaged towards the end of the evaluative analysis to verify.	Underestimation/ Overestimation	We will value and adjust the outcomes according to not only the stakeholders' perspectives but also stakeholders who were indirectly involved in the project. The team will apply adjusting factors such as deadweight, attribution, displacement, and drop-off.

2 ANALYSIS PROCESS

2.1 STAKEHOLDERS

2.1.1 Identification of stakeholders

CoMeT referenced the guidelines in the AA1000 Stakeholders Engagement Standards 2015 prior to the identification of Stakeholders groups. This was to ensure quality engagement of the identified stakeholders during this process. In reference to *the AA1000 Stakeholders engagement standards (2015), page 7,* the stakeholders are not just members of communities or non-governmental organisations. They are those individuals, groups of individuals or organisations that affect and/or could be affected by an organisation's activities, products or services and/or associated performance with regard to the issues to be addressed by the engagement.

CoMeT adopted the following five principles during the identification of the stakeholder groups who were directly or indirectly involved in the WezeshaDada project for further engagement and analysis:

1. Dependency - Focus was on stakeholders who were directly or indirectly dependent on WezeshaDada activities and on whom CoMeT was dependent on during the implementation period.

2. Responsibility - Focus was on stakeholders to whom CoMeT has or would have in the future responsibility to.

3. Tension - Focus was on stakeholders needed immediate attention from CoMeT in regards to issues affecting them.

4. Influence - Focus was on stakeholders who have an impact on CoMeT's projects and can influence the organisation's strategic operations including decision making processes.

5. Diverse perspectives - Focus was on stakeholders whose views and opinions could have resulted in realignment of project activities through prospective collaborations and new opportunities.

2.1.2 Stakeholder Analysis

The potential stakeholders and the anticipated changes were identified in consultation with core staff and partners.

The identified stakeholders were consulted through Focus Group Discussions, one-on one interviews, transient walks and Key Informant interviews to determine the changes they had experienced as a result of the interventions of the WezeshaDada project activities. The discussions, being both objective and subjective were part of the process to identify any missing stakeholders.

The following are the identified stakeholders and the anticipated changes, based on the guiding principles outlined in the AA1000 Stakeholders Engagement Standards 2015.

Principle	Identified Stakeholder	Anticipated Changes
o Dependency o Responsibility o Tension o Impact	Intended Project Beneficiaries (Referred to as *DreamGirls*) who are Adolescent Girls and Young Women (AGYW)	Gainful engagement in economic activities. Formation of supportive social network and communities

		Parents and siblings of the AGYW	They will benefit from the economic opportunities availed, as well as knowledge gained by the beneficiaries.
o	Impact		
o	Impact	Community Members	Their perceptions on gender roles and more information to access to opportunities for side-lined groups. Improved access ICT and media services previously inaccessible to them and which could be linked to other community interventions.
o	Diverse perspectives		
o	Impact	Partner organizations	An opportunity to work with young community advocates on their interventions.
o	Diverse perspectives		
o	Impact	Other AGYW and ABYM in the community	Increased access to information on HIV in order to protect themselves and others, as well as demystifying entrepreneurship and encouraging AGYW to learn about income generation and available resources to support them in business.
o	Diverse perspectives		

2.1.3 The limitations of the stakeholder analysis

The project locations from which the stakeholder groups were identified are characterized by high crime levels, lack of amenities, lack of opportunities, high rates of teenage pregnancy and drop outs. There is a high aid dependency in these project locations evidenced by the existence of different donor funded interventions.

This would influence the engagement for other stakeholder groups than the intended beneficiary group due to the expectations of financial compensation when they participate in any project activities. The other associated limitation with this analysis is the possibility of other stakeholders providing responses they think are appropriate rather than accurate ones.

Commitment of the other stakeholder groups to participating in this evaluation is not guaranteed because of other competing priorities like earning livelihoods, or involvement in other projects/partnerships (for implementing partners).

2.1.4 Engagement with stakeholders

In reference to WEF-Engaging-all-affected-stakeholders, (Page 12) it is imperative to assess and prioritize which stakeholders to engage, focusing on the principle of SROI to only include what is material. Conducting a materiality assessment and impact risk as a way of prioritizing; for example decide which stakeholders and outcomes to include/exclude from the SROI analysis, where the most significant effects are occurring based on the project scope, societal norms, and short-term financial impacts.

The stakeholder engagement process was divided into four major stages:

1. Mapping and Identifying Key Stakeholders
2. Conducting Interviews

3. Data collection – administering survey questionnaires to verify and value outcomes
4. Discuss findings

There were five stakeholder groups identified through focus groups, interviews and survey questionnaires. The stakeholder groups were identified from 3 project locations; Mathare, Korogocho, and Mukuru – informal settlements located within Nairobi. We identified the beneficiary stakeholders- the 30 AGYW referred to as DreamGirls, as proxies for understanding what has changed for other stakeholders, as they experienced the most material outcomes and they were in a position to refer other stakeholders as subgroups whose perspectives are represented in the analysis.

The questionnaires were administered to the stakeholders physically and electronically (Survey Monkey). The subjective and objective changes experienced by the stakeholders were used as the basis for prioritizing the material changes experienced and subsequent valuation.
Once the filled in questionnaires were submitted, the responses were discussed with the project team and the AGYW involved in focus group discussions and another survey questionnaire to assign financial proxies to the outcomes.

From the testimonies and anecdotes, the AGYW have expressed some of the changes for the other stakeholders. For example, several AGYW who have earned money from taking art in media projects, have reported that they have met some level of economic burden for their parents. For example: paying school fees for their siblings and supplementing their household income

Some community members had a change in attitude towards the job opportunities available to Women. The project has made them realise that the girls can excel in non-traditional income generating activities e.g. media and ICT.
Most implementing partners have also realised the potential of media and ICT and have started investing more in using media to amplify the impact of their projects. This is evidenced by the involvement of the trained AGYW in documenting some of the partners' events and spearheading media projects within the consortium.

Even though there was a desire and need to include all the stakeholders, the time and resources required to undertake this at the end of the project was not available. The priority was to understand the changes for the girls first and ensure learning from that for the future of the project and for future projects. If the project continues, all other stakeholders will be included in next year's evaluation in order to be certain that any benefits for the girls are not at the expense of other stakeholders.

We understand the risks of not including all stakeholders at this stage and that this report is not, therefore, the full story of the impact and we are not claiming it is.

We also recognize that other stakeholders could have negative outcomes that have not been included.

2.1.5 Deciding which Stakeholders to Include

We conducted interviews and surveys with various stakeholders, as outlined in the engagement section above, to determine if the stakeholders had experienced material changes.
Decisions to include or exclude stakeholders from the analysis were based on their potential (or actual where known) outcomes and the significance of the outcomes in the scope of analysis. Stakeholders who were not significantly impacted or too indirectly impacted were excluded.

The reasons for inclusion or exclusion is described below:

Stakeholder	Reason for inclusion
Intended Project Beneficiaries (Referred to as DreamGirls) who are Adolescent Girls and Young Women (AGYW)	Following the FGDs, interviews and surveys conducted with the girls, their trainers and immediate family, the changes they experienced were significant to be significant. We therefore we included them based on the principle of materiality.

Identification of subgroups:

From the interviews with the AGYW (DreamGirls), who were the direct beneficiaries of the project, the feedback alluded to the emergence of stakeholders who were indirectly influenced by the DreamGirls. We referenced that feedback to track potential subgroups and influence the engagement with them. Their engagement and subsequent elimination is described below:

Stakeholder	Reason for exclusion
Parents and siblings of the AGYW	Given the fact that the parents are involved in casual labor or are unemployed, it was determined that continual engagement with the parents would prove difficult as their work schedule is unpredictable and they could not commit to availing themselves for more than one engagement.
Community Members	There has been an upsurge in the token system in the community. Engaging with community members regularly would necessitate the provision of cash payments or equivalent tokens in the form of transport allowances, meals and refreshments. This was not sustainable so it would be very difficult to engage them without provision of tokens. In addition, even though the community members experienced some changes as a result of the project activities, there were no material changes to the community members' roles. They were therefore excluded.
Partner organizations	Due to competing priorities, constant engagement with the partner organizations was not guaranteed. They were therefore excluded.
Other AGYW and ABYM in the community	The project activities were primarily aimed at the DreamGirls enrolled in the project. The role for active participation by other AGYW and ABYM was dependent on the activities of the DreamGirls. There was also the issue of cash incentive, given the high unemployment rates. Any minute spent by the other AGYW and ABYM on other activities was interpreted as taking them away from an income generating activity. They were therefore excluded.

2.2 Inputs and Outputs
2.2.1 Inputs

For the period of analysis of the WezeshaDada project, the financial inputs were summarised as in the table below. This above amount (above) includes media, life skills, communication and ICT training costs, transport and meals for the Intended Project Beneficiaries (Referred to as DreamGirls) who are Adolescent Girls and Young Women (AGYW), project management costs, equipment, film production, Mentorship Events and outreach costs. The DreamGirls who are Adolescent Girls and Young Women (AGYW) spent 2 days a week for 1 year to attend training sessions for a year. They spent the second year registering and establishing their businesses as well as undertaking entrepreneurship, business development and management skills training for their creative media-based businesses.

WEZESHADADA PROJECT INPUTS

INPUTS	UNIT	TOTAL VALUE ($)
Stakeholder forums	2	$ 1,500
Identification/recruitment interviews	4	$1,500
Training workshops on life skills, etiquette, ICT skills and media skills in project locations	240 training workshops conducted - 75% of AGYW from priority populations who attend / complete the workshops	$106,000
Development of dadastories.org (content sharing platforms and networks of AGYWs to engage, discuss, share, learn, encourage each other to stay DREAMS)	Active URL- 1 portal website	$2,000
Monthly mentoring events for all WezeshaDada participants	30 mentorship sessions 100 AGYW attending the mentorship sessions	$3,600
Vocational exams administered to AGYW and certification provided.	Volunteer examiner 75% of AGYW who attain the examination pass mark 75% of certificates of training issued	Time equated to $1,000
Production of Atieno film.	# of thematic media content 2 Feature length films 600 photos produced	$25,000
AGYW use ATIENO film to conduct community video based outreach targeting other AGYWs on HIV/ Entrepreneurship	120 video-based workshops 30 mobile outdoor cinema screenings 30% of attendees to be ABYM	$9,000

	% of ABYM reached through activities 30 % in increase in knowledge	
Creative Economy (Entrepreneurship) mentor		$2,400
Registration of business associations (pillars)	10 Registered businesses	$1,000
Provision of entrepreneurial, organizational and micro-finance management skills training through these associations	# of workshops conducted 240 Workshops Volunteer trainer 75% of AGYW who complete the workshops 75% of AGYW who demonstrate increase in knowledge on Entrepreneurship and Microfinance	$2,350 Time equated to $1,000
Provision of seed equipment	Assorted	$24,800
Project management costs (staff, rent, utilities)	Personnel, Utilities and Space costs	$73,650
Total Value $		**$254,800**

2.2.2 Outputs

The Details and breakdown of WezeshaDada project outputs that Community Media Trust delivers are tabulated below:

WEZESHADADA PROJECT OUTPUTS

OUTPUTS	INDICATORS	TARGET
Suitable AGYW identified and enrolled	# of AGYW from priority populations identified, interviewed and enrolled in the project	90 AGYWs
AGYW acquire Media Production and ICT skills	# of training workshops conducted % of AGYW from priority populations who attend / complete the workshops	240 Workshops 75%
Media content (Videos and photographs) produced by AGYW in each location	# of thematic media content produced	2 Feature length films 600 photos

AGYW graduands issued with certificates of training	% of AGYW who attain the examination pass mark	75%
	% of certificates of training issued	75%
Mentored and Safe AGYWs (WezeshaDada participants).	# of mentorship sessions	30 mentorship sessions
	% of AGYW attending the mentorship sessions	100
DADASTORIES.org an interactive, multi-media online platform of curated collection of photos, videos, community journalism, and individual blogs	Active URL	1 portal website
AGYW reached through video-based activities conducted by the participants	% of WezeshaDada ambassadors identified	30%
	# of AGYW reached through the video-based activities.	2250 AGYW
Video-based community mobilization activities conducted by AGYWs (WezeshaDada participants).	# of activities conducted by AGYW	120 video-based workshops 30 mobile outdoor cinema screenings
	% of ABYM reached through activities	30% of attendees to be ABYM
AGYW and ABYM demonstrate general increase in knowledge on HIV risks, HIV infection and entrepreneurship	% in increase in knowledge	30% increase in knowledge
AGYW possess entrepreneurship, microfinance and business skills and are issued certificates.	# of workshops conducted	240 Workshops
	% of AGYW who complete the workshops	75%
	% of AGYW who demonstrate increase in knowledge on Entrepreneurship and Microfinance	75%
Strategic and business plans developed.	# of strategic and business plans developed.	6 strategic and business plans
Media-based income generating activities initiated by the self-help groups.	# of income generating activities initiated	6
	% of activities monitored	100%

2.3 Understanding Outcomes

2.3.1 Outcomes Consultation

The Project team held interactive sessions with the selected stakeholders to find out and capture:
- The priority needs and requirements of the stakeholders
- The project outcomes that matter to the stakeholders.
- Relevance of the outcomes to the project's taking into consideration potential overlap

We developed questions in the form of stakeholder specific questionnaires that focused on the "SO WHAT". We also captured the stakeholder views in the form of stories and shared experiences in regards to the WezeshaDada project.

In regards to Saturation, each stakeholder group was representative. We included persons of different backgrounds, ages, genders, religious belief and from different locations in Nairobi and Kisumu. For the intended beneficiaries of both the WezeshaDada project and other partner projects, we applied the same selection principles and also those with different interests and aspirations. We therefore halted the interviews when we were confident we reached saturation.

Biases in the groups consulted were double checked. The one predominant bias is the fact that the DreamGirls interviewed are in the same project. They were identified from different locations but were part of the same project. It was expected that their outcomes would be more or less aligned.

The WezeshaDada intended beneficiaries (DreamGirls) had one-on-one interviews with the project beneficiaries. In both locations, the DreamGirls who attended the training interacted with their fellow DreamGirls in the project to promote openness and transparency.

The designated core project staff took the lead in interactions between parents, community members and relevant partners. This engagement was due to the fact that they had been identified as having experienced material outcomes of the WezeshaDada project. They were thus best placed to identify other stakeholder groups and to represent their perspectives in the analysis.

Other stakeholder groups identified included Parents, Community, Partner organizations and other adolescent girls and young women and adolescent boys and young men. As the table below indicates, they were engaged through home visits, focus group discussions and one-on-one interviews using structured interview forms. There was a desire to measure the outcomes of the other stakeholder groups and include them in the value map however this was not possible due to time and resource restraints.

2.3.2 STAKEHOLDER INVOLVEMENT PLAN FOR OUTCOMES CONSULTATION (QUALITATIVE)

Stakeholders	Number consulted on Outcomes Representation	Methodology
Adolescent Girls and Young Women (AGYW)	26: 14- Nairobi and 16- Kisumu	Focus Group Discussions One-on-one interviews
Parents and/or guardians of the AGYW	13: 6- Nairobi and 7- Kisumu	One-on-one conversations Home visits
Community Members	15: 7- Nairobi and 8- Kisumu	One-on-one meetings
Other AGYW and ABYM in the community	20: 10- Nairobi and 10- Kisumu	Focus Group Discussions One-on-one interviews

The selection of community members was guided by the following factors: The role they play in their community, how they are perceived (this was based on previous discussions when recruiting our community advisory committee members), their level of engagement with the young people; in this case ABYM and AGYW in their communities. They consisted of opinion leaders, community management *"baraza"* members, members of community based welfare associations and mentors of the youth.

In the table above, the sections highlighted in blue are indicative of stakeholders groups' numbers involved in outcome representation and not necessarily outcomes consultation and measurement, for reasons highlighted in 5.1. So, even though they are clustered under stakeholder involvement, this is merely to demonstrate the representation/diversity of respondents. In future, it will be critical to actually determine the values for each of these groups and engage them more robustly in the form of outcome consultations (value) and other measurements.

The questions about change were open focusing on the changes the stakeholders have seen as a result of this project.

2.3.3 Sample Size of Stakeholders

90 AGYW were originally enrolled in the WezeshaDada project. By the end of the second year, the number of participants who were still in the project was 85 AGYW. This evaluation involved 30 AGYW across the project locations based on their expressed commitment to the process, availability and access during the analysis. These 3 factors were deemed as the selection criteria for the 30 AGYW (a representative sample of the total number of AGYW in the program) to assess both positive and negative changes experiences by them.

Stakeholders	What we think changes for them (why they are included)	Size of group	What biases or differences might there be in the group?	How will we make a sample as representative as possible to cover all these possible biases and differences?	Target number to be involved (sample size)	Method of involvement		
						HOW?	WHO?	WHEN?

			Selection Bias / Limitations	Mitigation	Sample Size	Method	Responsible	Timeline
Adolescent Girls and Young Women (AGYW)	Increased dignity, self-confidence and decision making skills. Gainful engagement in economic activities. Formation of supportive social network and communities; both online and offline.	85	Selection of AGYW who exhibit similar interests and/or passions. Different environmental and cultural backgrounds (Rural, urban and peri-urban demographics) Agreement with everything the moderator (deemed as an expert) presents.	Select AGYW with varied interests and/or passions. Inclusion of AGYW from all 3 demographics- rural, urban and peri- urban In terms of addressing the AGYW, the questions will focus on the respondent's true point of view.	30	Focus Group Discussions One-on-one conversations	Project Assistants M&E Assistants	October
Parents and/or guardians of the AGYW	They will benefit from the economic opportunities availed to the AGYW as well as knowledge gained by the beneficiaries.	140	Selection of parents based on availability and convenience. Parents might give responses they deem suitable or repetitive in an effort to appease the moderator, especially if they are of a sensitive nature The parent's views may be subjective based on the fact that their children will benefit from the organization.	Include all parents who are interested in taking part in the engagement- schedule The engagement will be kept conversational and the Project Officers maintain a neutral stand.	10	One-on-one conversations Home visits	Project Officers; Erick Okioma and Doreen Onyango	October

Community Members	Their perceptions on gender roles and more information to access to opportunities for side-lined groups. Improved access ICT and media services previously inaccessible to them and which could be linked to other community interventions.		Limiting the selection of community members from a particular area. Selecting easily accessible individuals Selection of well-known / vocal community members e.g. opinion leaders Previous experience in responding to surveys may give the impression that they will receive financial incentives	Selection of target groups that cut across the project locations Partner with existent community advisory committees to select the community members.	12 (4 from each location)	Focus Group Discussions One-on-one meetings	Project Officers; Erick Okioma and Doreen Onyango	October
Partner organizations	An opportunity to work with young community advocates on their own interventions.	15	Involvement of organizations in the same locality Giving socially accepted responses	Involvement of organisations that we have previously worked with.	4	Emails Telephone calls One-on-one meetings	Victor Ombonya and Doreen Onyango	October and November
Other AGYW and ABYM in the community	Increased access to information on HIV in order to protect themselves and others, as well as demystifying entrepreneurship and encouraging AGYW to learn about income generation and available resources to support them in business.		Selection of AGYW and ABYM who are friends of the project beneficiaries On a one-on-one interaction, the AGYW and ABYM will want to present themselves in the best possible light.	Purposive sampling of the AGYW and ABYM in different project locations. Selection of AGYW and ABYM who are beneficiaries of other community projects	18 (6 from each project location)	Focus Group Discussions		October

The links to the interview questions used for outcomes consultation with the following stakeholders; Direct project beneficiaries (Known as DreamGirls), other Adolescent Girls and Young Women, Parents/ Guardians, Adolescent Boys and Young Men, Community Members and partners are shown in **Annex C: Outcomes Consultation Questions (Qualitative).**

2.3.4 Chain of Events

The chain of events in the link below give context to the outcomes:
https://drive.google.com/open?id=1EFTtVBwo4ShTH-RM4hxNFo-4UQOUT9IZ

The chain of events was created together with the DreamGirls who participated in the SROI training taking the lead. The primary stakeholders were divided into 2 groups in each location during the outcomes consultation.

First step was the identification of all the changes they have experiences as a result of the WezeshaDada Project. The AGYW/ DreamGirls wrote down the 5 most significant changes on paper.

The Kisumu DreamGirls listing down changes they have experienced.

All these changes that were similar placed in batches

24

The next step was them determining what change contributed to a bigger change and an eventual outcome that was as a result of all the changes mentioned first.
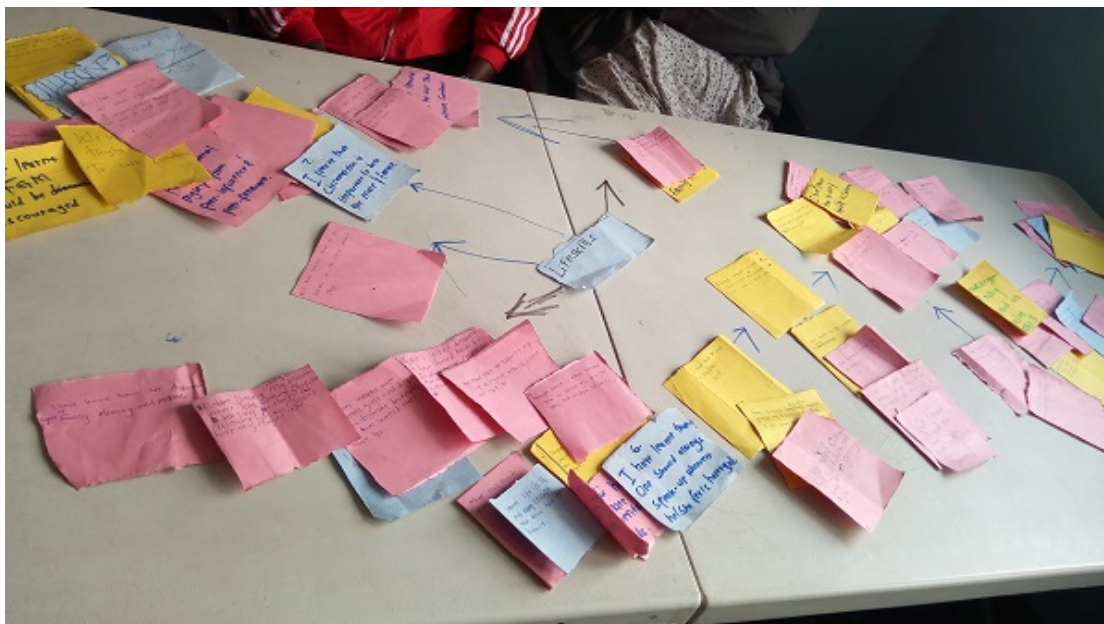
The linking of outcomes in Nairobi

The DreamGirls establishing linkages of outcomes in Kisumu

There was a lot of discussion regarding what changes strongly contributed to a particular income. For example, does the acquisition of digital literacy (ICT skills) lead to improved access to reliable info which can also lead to keeping them safe? Or does the acquisition of ICT skills contribute more to increased economic opportunities?

Another argument was whether the increased ICT skills might also lead to non-economic opportunities such as more socialization, exposure and fostering of positive peer friendships,

Intense discussions in Nairobi

Following the intense discussions, it was clear that one bit of one chain can contribute to another bit of the chain. Because of this, they were not organized into a flow chart of discrete branches, but rather, emphasis was placed on the links into those that were dependent on each other and separated from those that contributed to the chain. It emerged that everything would contribute to something else but since this was not a contribution analysis, the dependencies took priority.

Together with the girls these dependencies were tested by evaluating whether it was possible to have one outcome without the second outcome. If not, then it was deemed to be a dependency. This approached ensured there was no double counting. When the outcomes were not dependent on each other, despite the common beginnings, these were considered to be 2 separate independent outcomes

The final well defined outcomes were a reflection of what the girls were saying.

2.3.5 Well Defined Outcomes

Outcome 1 (Professional)

Girls are more employable because they have acquired adequate digital literacy skills, creativity and ability to ideate media projects which increase their likelihood of finding employment or earning money.

Outcome 2 (Educational)

Girls are more likely to pursue higher educational opportunities in media and ICT as a result of the training they have gone through which made them recognize their value, skills, talent and creativity.

Outcome 3 (Personal)

Girls have a more positive outlook on their ability to succeed because they are more focused, self-aware, confident, knowledgeable and in control of their emotional and physical well-being.

Outcome 4 (Community)

Girls are more aware of how issues affect them and others in their community and are willing to engage on their behalf through advocacy.

Outcome 5 (Health)

Girls are more knowledgeable on their sexual and reproductive health and therefore are at a lesser risk of getting HIV and other STIs as well as unplanned pregnancies.

2.4 Measuring Outcomes

2.4.1 Sample Size of Data Collection

30 girls who were involved in the survey to measure how much change occurred. The total number of girls in the project were 85 at the end of the second year therefore a third of the number was considered a good sample size in context of the scope of the project.

2.4.2 Quantification survey

This is an example of the quantification survey used to measure outcomes with the Adolescent Girls and Young Women. This was a Survey Monkey tool that the girls in the various project locations filled out in real time. Analysis was conducted offline on Excel.

WezeshaDada Project: Bridge to Employment through Media, ICT and Entrepreneurship Training

Introduction

Thank you for taking the time to do this survey. It should take no more than 30 minutes. Please answer truthfully. Your answers will be confidential and only used to help improve future projects like the WezeshaDada Project.

Some Adolescent Girls and Young Women (AGYW) were asked about what had changed for them as a result of the WezeshaDada Project. We will tell you what the Adolescent Girls and Young Women (AGYW) we talked to said - we want to know if you have experienced the same changes or not.

Outcome 1 - More opportunities to earn money

1. Some AGYW experienced increased opportunities to earn money, by increasing digital and ICT skills and/or increasing media and creative skills
Which of these statements best describes you in the last year (please select only one)?
☐ I have had more opportunities to earn money from my digital, ICT, media and creative skills. **(Go to Question 2)**
☐ I haven't yet had any opportunities to earn money from my digital, ICT, media and creative skills. **(Go straight to Outcome 2)**
☐ I do not think I will have any opportunities to earn money from my digital, ICT, media and creative skills. **(Go straight to Outcome 2)**
2. On a scale of 1-10, rank your opportunities to earn money:

BEFORE WezeshaDada on a scale of 1-10

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8	9	10

Few opportunities   **Average**   **More opportunities**

AFTER WezeshaDada on a scale of 1-10

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8	9	10

Few opportunities   **Average**   **More opportunities**

3. How does your change in increased opportunities to earn money show (please select all the options that apply to you)
☐ I have a job or business
☐ I have a CV and have been applying for jobs
☐ I have been looking for opportunities for my own business
☐ I have been working unpaid to get some experience

4. If WezeshaDada project came to an end, or you stopped coming to the WezeshaDada centre, how long after you finished being involved with WezeshaDada do you think you would still experience the increased opportunities to earn money?
☐ For a few weeks or less
☐ For a few months
☐ For at least a year
☐ For at least 2 years
☐ For 3 years or more

5. If you were not recruited to join the WezeshaDada project, what would you have done?
☐ I would not have any Media, ICT and Entrepreneurship training
☐ I would have done something, but less than I have done with in the WezeshaDada project
☐ I would have found another way to do the same thing
☐ I would have done more than I have done in the WezeshaDada project

Outcome 2 - More higher educational opportunities in media and ICT

6. Some AGYW experienced increased higher educational opportunities in media and ICT as a result of the training they have gone through which made them recognize their value, skills, talent and creativity.
Which of these statements best describes you in the last year (please select only one)?
☐ I have pursued higher educational opportunities in media and ICT as a result of the training I have gone through **(Go to Question 7)**

☐ I have not yet pursued any higher educational opportunities in media and ICT. **(Go straight to Outcome 3)**

☐ I do not plan on pursuing any higher educational opportunities in media and ICT. **(Go straight to Outcome 3)**

7. On a scale of 1-10, rank your access to higher educational opportunities in media and ICT:

BEFORE WezeshaDada on a scale of 1-5

☐	☐	☐	☐	☐
1	2	3	4	5

No opportunities   **More opportunities**

AFTER WezeshaDada on a scale of 1-5

☐	☐	☐	☐	☐
1	2	3	4	5

No opportunities   **More opportunities**

8. How does your change in increased higher educational opportunities in media and ICT as a result of the training you have gone through show (please select all the options that apply to you)
☐ I have enrolled in a college or university undertaking media related courses
☐ I have a CV and have been applying for media scholarships and/or sponsorships after completion of the training

☐ I have received certification from another institution for completion of a course
☐ I have attended educational expos

9. If WezeshaDada project came to an end, or you stopped coming to the WezeshaDada centre, how long after you finished being involved with WezeshaDada do you think you would still experience the increased higher educational opportunities in media and ICT?
☐ For a few weeks or less
☐ For a few months
☐ For at least a year
☐ For at least 2 years
☐ For 3 years or more

10. If you were not recruited to join the WezeshaDada project, what would you have done?
☐ I would not have pursued higher educational opportunities in media and ICT
☐ I would have done something, but less than I have done with in the WezeshaDada project
☐ I would have found another way to do the same thing
☐ I would have done more than I have done in the WezeshaDada project

Outcome 3 - More positive outlook on their ability to succeed

11. Some AGYW experienced a more positive outlook on their ability to succeed because they are more focused, self-aware, confident, knowledgeable and in control of their emotional and physical well-being
Which of these statements best describes you in the last year (please select only one)?
☐ I feel that I can succeed **(Go to Question 12)**
☐ I do not feel that I can succeed. **(Go straight to Outcome 4)**
☐ I am not sure that I can succeed. **(Go straight to Outcome 4)**

12. On a scale of 1-10, rank your outlook on your ability to succeed:

BEFORE WezeshaDada on a scale of 1-10

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8	9	10

Low positive outlook   **Average**   **Very positive outlook**

AFTER WezeshaDada on a scale of 1-10

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8	9	10

Low positive outlook   **Average**   **Very positive outlook**

13. How does your change in your outlook on your ability to succeed show (please select all the options that apply to you)
☐ I have set goals and make plans to achieve them
☐ I have a wider range of aspirations
☐ I exercise choice over my life's decisions
☐ I believe I have control over my future
☐ I have a strong sense of self worth

14. If WezeshaDada project came to an end, or you stopped coming to the WezeshaDada centre, how long after you finished being involved with WezeshaDada do you think you would still experience a more positive outlook on their ability to succeed?
☐ For a few weeks or less
☐ For a few months
☐ For at least a year
☐ For at least 2 years

☐ For 3 years or more

15. If you were not recruited to join the WezeshaDada project, what would your outlook be?
☐ I would not have a positive outlook on my ability to succeed
☐ I would have still have a positive outlook on my ability to succeed, but **less** than I have now after being in the WezeshaDada project
☐ I would have found another way of improving my outlook on my ability to succeed
☐ I would have a more positive outlook on my ability to succeed even **more** than I have now after being in the WezeshaDada project

Outcome 4 - Actively influencing their communities and feel they are contributing to better attitudes and behaviours around Sexual and Reproductive Health, increased uptake of HTC, VMMC, Prep and Family Planning services in their communities because the girls more aware of how issues affect them and others in their community, they have **increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy.**

16. Some AGYW experienced an increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy
Which of these statements best describes you in the last year (please select only one)?

☐ I have actively influenced my community to change their attitudes and behaviours. **(Go to Question 17)**
☐ I have not influenced my community at all. **(Go straight to Outcome 5)**
☐ I am not sure if I have influenced my community to change their attitudes and behaviours. **(Go straight to Outcome 5)**

17. On a scale of 1-5, rank your sense of responsibility towards self and the community

BEFORE WezeshaDada on a scale of 1-5

☐	☐	☐	☐	☐
1	2	3	4	5

Very Low   **High sense of responsibility**

AFTER WezeshaDada on a scale of 1-5

☐	☐	☐	☐	☐
1	2	3	4	5

Very Low   **High sense of responsibility**

18. How does your change in your sense of responsibility towards self and the community show (please select all the options that apply to you)
☐ I have engaged community members in outreach activities since joining the project
☐ I have formed a peer club
☐ I have conducted video-based outreaches
☐ I have participated in service referral to fellow community members

19. If WezeshaDada project came to an end, or you stopped coming to the WezeshaDada centre, how long after you finished being involved with WezeshaDada do you think you would still experience a sense of responsibility towards self and the community?
☐ For a few weeks or less
☐ For a few months
☐ For at least a year
☐ For at least 2 years
☐ For 3 years or more

20. If you were not recruited to join the WezeshaDada project, what would you have done?
☐ I would not get involved in activities in my community that contribute towards better attitudes and manners
☐ I would have still gotten involved in activities in my community that contribute towards better attitudes and manners, but **less** than I have now after being in the WezeshaDada project

☐ I would have found another way of getting involved in activities in my community that contribute towards better attitudes and manners

☐ I would have gotten involved in activities in my community that contribute towards better attitudes and manners even **more** than I have now after being in the WezeshaDada project

Outcome 5 - Safer and less at risk of HIV

21. Some AGYW felt safer and less at risk of HIV because they have improved decision making about their sex life, increased knowledge about sexual health and reproduction, and increased ICT skills to find out reliable information

Which of these statements best describes you in the last year (please select only one)?

☐ I feel safer and less at risk of HIV **(Go to Question 22)**

☐ I do not feel safe and feel more at risk of HIV

☐ My situation has not changed

22. On a scale of 1-10, rank how safe you feel and your risk of HIV

BEFORE WezeshaDada on a scale of 1-10

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8	9	10

Not Safe and at a Higher Risk   **Average**   **Very Safe and Less Risk**

AFTER WezeshaDada on a scale of 1-10

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1	2	3	4	5	6	7	8	9	10

Not Safe and at a Higher Risk   **Average**   **Very Safe and Less Risk**

23. How does your change in feeling safer and less at risk of HIV show (please select all the options that apply to you)

☐ I have reduced sexual risk behaviours

☐ I access trusted sources of information

☐ I have increased knowledge on health and other critical social issues

☐ I access adolescent friendly services through linkages, referrals and center-based activities.

24. If WezeshaDada project came to an end, or you stopped coming to the WezeshaDada centre, how long after you finished being involved with WezeshaDada do you think you would still feel safer and less at risk of HIV?

☐ For a few weeks or less

☐ For a few months

☐ For at least a year

☐ For at least 2 years

☐ For 3 years or more

25. If you were not recruited to join the WezeshaDada project, would you feel safer and less at risk of HIV?

☐ I would not feel safe and would be at more risk of HIV

☐ I would still feel safe and less at risk of HIV, but **less** than I have now after being in the WezeshaDada project

☐ I would have found another way of feeling safer and less at risk of HIV

☐ I would feel safe and less at risk of HIV even **more** than I have now after being in the WezeshaDada project

Your preferences

In the next few questions we will go through the outcomes you have described and ask you to rate HOW IMPORTANT each of them is to you on a scale of 0 to 5.

On the scale:

0 = I didn't experience this change, or it is unimportant to me

5 = this is extremely good for me and important to me

21. How important for you is the < **More opportunities to earn money** outcome> that you have experienced as a result of WezeshaDada in the last year?
☐ 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

22. How important for you is the < **More higher-educational opportunities in media and ICT** outcome> that you have experienced as a result of WezeshaDada in the last year?
☐ 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

23. How important for you is the < **More positive outlook on their ability to succeed** outcome> that you have experienced as a result of WezeshaDada in the last year?
☐ 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

24. How important for you is the < **increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy** outcome> that you have experienced as a result of WezeshaDada in the last year?
☐ 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

25. How important for you is the < **Safer and less at risk of HIV** outcome> that you have experienced as a result of WezeshaDada in the last year?
☐ 0
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5

Thank you!

2.4.3 Indicators

In reference to the SROI guide, we balanced subjective from self-reporting and objective indicators to verify the validity of the outcomes. The subjective indicators were derived from the stakeholders during the FGDs and surveys.
For example - for Outcome 1: Girls have more opportunities to earn money, by increasing digital and ICT skills and/or increasing media and creative skills.

We asked the girls how many of them felt that they have more opportunities to earn money. We then asked them in the survey to grade on a scale of 1-5 the extent to which they felt they had more opportunities. There had to be at least 2 point improvement on a financial scale of 1-5. 29 girls responded in the affirmative. The average point improvement was 3.48.

We then asked them to define the increased opportunities. We supported the subjective indicators with objective indicators. In this case, How many a) have a job, or a business b) Have a CV and have been applying for jobs c) c) looking for opportunities for their own business; d) have been working unpaid to get some experience

We then validated the derived indicators with the girls and other related data to validate the outcomes.

We applied the same methodology to the other indicators as outlined below in the table under Quantity of Outcomes.

2.4.4 Quantity of Outcomes

"Quantity of outcomes" is calculated according to the number of people who have reached the survey indicator threshold.

For example, for outcome 1, how many girls exhibited at least a 2 point improvement on a financial scale of 1-5. The trainers and mentors participated in a Focus Group Discussion as part of the triangulation process to understand the extent of the DreamGirls' outcomes.

Outcomes		Evidence			
Description	Duration of outcomes	Indicator and source	Quantity		Start
Girls have more opportunities to earn money, by increasing digital and ICT skills and/or increasing media and creative skills	2	number of girls who say they have 1) more opportunities to earn money (at least 2 point improvement on a financial scale of 1-5) and 2) at least 1 of the following : a) have a job or business; or b) have a CV and have been applying for jobs; or c) looking for opportunities for their own business; or d) have been working unpaid to get some experience Source of indicator: Survey questionnaire and feedback from the AGYW and validated through FGDs with trainers and the girls' mentors.	29	3.48	2

Girls are **more likely to pursue higher educational opportunities in media and IC**T as a result of the training they have gone through which made them recognize their value, skills, talent and creativity.		2	number of girls who say they have 1) more opportunities to pursue higher education (at least 2 point improvement on an educational scale of 1-5) and 2) at least 2 of the following : a) are enrolled in a college or university undertaking media related courses ; or b) have a CV and have been applying for media scholarships and/or sponsorships after completion of the training or c) have received certification from another institution for completion of a course or d) Attended educational expos Source of indicator: Survey questionnaire and feedback from the AGYW and validated through FGDs with trainers and the girls' mentors.	26	3.42	2
Girls have a **more positive outlook on their ability to succeed** because they are more focused, self-aware, confident, knowledgeable and in control of their emotional and physical well-being		2	number of girls who say they have 1) set goals and make plans to achieve them (at least 3 point improvement on a positive outlook scale of 1-10) and 2)Wider range of aspirations and 3) at least 2 of the following : a) exercise choice over life decisions ; or b) believe they have control over their future c) a strong sense of self worth Source of indicator: Survey questionnaire and feedback from the AGYW and validated through FGDs with trainers and the girls' mentors.	22	7.14	2
Girls have **increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy.**		2	Number of girls who say they 1) feel they are actively influencing their communities (at least 2 point improvement on a community involvement scale of 1-5) and 2) at least 1 of the following: a) have engaged community members in outreach activities since joining the project; or b) formed a peer club; or c) conducted video-based outreaches d) Participated in service referral to fellow community members Source of indicator: Survey questionnaire and feedback from the AGYW and validated through FGDs with trainers and the girls' mentors.	19	3.00	1

		Number of girls who say they 1) feel safer and less at risk of HIV (at least 3 point improvement on a feeling safe scale of 1-10) and 2) at least 2 of the following: a) have reduced sexual risk behaviors; b) accessing trusted sources of information ; or c)exhibit increased knowledge on health and other critical social issues d) access adolescent friendly services through linkages, referrals and center-based activities. Source of indicator: Survey questionnaire and feedback from the AGYW and validated through FGDs with trainers and the girls' mentors.	22	6.91	1

Girls are safer and less at risk of HIV, because they have improved decision making about their sex life, increased knowledge about sexual health and reproduction, and increased ICT skills to find out reliable information

(value in column: 2)

2.4.5 Duration of Outcomes

The duration of each outcomes was determined according to stakeholders' subjective predictions and by referring to objective determinants such as the project scope and related study literature. We incorporated those variables in the sensitivity analysis.

The DreamGirls expressed the fact that the WezeshaDada project was unique given that the project not only focused on media and ICT skills but offered them several pathways of success as inferred by the derived outcomes.

In order to assess the duration for each outcome, each girl was asked how long they thought the change they experienced was going to last in their lives, taking into consideration their socio-economic and environmental factors. Their responses are outlined in the tables below. The identified outcomes showed that this project's duration of outcomes lasted for a period of 2 years after the project close out. This is attributed to the unique project activities that resulted in different outcomes for the girls. These 2 years is enough for them to sustain their outcomes. The table below presented the range of minimum and maximum duration for each outcome.

Outcome 1- More opportunities to earn money
All the 30 girls experienced this outcome.
15 girls thought that the outcome (1) experienced would last for 3 years or more
2 girls thought that the outcome (1) they experienced would last for a few months
1 girl thought that the outcome (1)they experienced would last for a few weeks or less.
8 girls thought that the outcome (1) they experienced would last for at least 2 years
4 girls thought that the outcome (1) they experienced would last for at least a year.

Row Labels+B47:I53	Sum of Sum of Count	Code	Sum	Average
For 3 years or more	15	3	45	
For a few months	2	0.5	1	
For a few weeks or less	1	0.25	0.25	
For at least 2 years	8	2	16	
For at least a year	4	1	4	
Grand Total	**30**		66.3	2

Outcome 2 - More higher educational opportunities in media and ICT

28 girls experienced this outcome. 2 girls did not.

16 girls thought that the outcome (2) experienced would last for 3 years or more

2 girls thought that the outcome (2) they experienced would last for a few months

5 girls thought that the outcome (2) they experienced would last for at least 2 years

5 girls thought that the outcome (2) they experienced would last for at least a year.

Row Labels	Sum of Count of Sum 6	Code	Sum	Average
For 3 years or more	16	3	48	
For a few months	2	0.5	1	
For at least 2 years	5	2	10	
For at least a year	5	1	5	
Grand Total	**28**		**64**	2

Outcome 3 - More positive outlook on their ability to succeed

30 girls experienced this outcome.

20 girls thought that the outcome (3) experienced would last for 3 years or more

4 girls thought that the outcome (3) they experienced would last for a few months

1 girl thought that the outcome (3)they experienced would last for a few weeks or less.

2 girls thought that the outcome (3) they experienced would last for at least 2 years

3 girls thought that the outcome (3) they experienced would last for at least a year.

Row Labels	Sum of Count 6	Average
For 3 years or more	20	
For a few months	4	
For a few weeks or less	1	
For at least 2 years	2	
For at least a year	3	
Grand Total	**30**	2

Outcome 4- Increased sense of responsibility towards self and the community

28 girls experienced this outcome. 2 girls did not.

21 girls thought that the outcome (4) experienced would last for 3 years or more

1 girl thought that the outcome (4) they experienced would last for a few months

4 girls thought that the outcome (4) they experienced would last for at least 2 years

2 girls thought that the outcome (4) they experienced would last for at least a year.

Row Labels	Sum of Count of 5	Average
For 3 years or more	21	
For a few months	1	
For at least 2 years	4	
For at least a year	2	
Grand Total	**28**	2

Outcome 5- Safer and less at risk of HIV

30 girls experienced this outcome.

28 girls thought that the outcome (5) experienced would last for 3 years or more

1 girl thought that the outcome (4) they experienced would last for a few months
1 girl thought that the outcome (4) they experienced would last for at least a year.

Row Labels	Count of 5	Code	Sum	Average
For 3 years or more	28	3	84	
For a few months	1	0.5	0.5	
For at least a year	1	1	1	
Grand Total	**30**		85.5	2

2.4.6 Value of Outcomes

The relative importance of outcomes was established through the value game and weighting. Weighting was considered as the preferred valuation method as it is more personal and provides more opportunities/ chances for a fair evaluation In order to carry out the weighting, the girls were asked to weight how important the outcomes were to them on a scale of 0-5 with 0 being the least important and 5 being the most important outcome. What emerged was the fact that all the outcomes were all highly valued by the girls however they also struggled to prioritize them, as they considered all to be important to them. It was therefore challenging to tell which was more or less important to them in terms of value alone.

The below table shows the results of the weighting of the outcomes.

Weighting

Preferences - Rate HOW IMPORTANT each of them is to you on a scale of 0 to 5.				
Question 1 - How important for you is the < More opportunities to earn money outcome>?	Question 2 - How important for you is the < More higher-educational opportunities in media and ICT outcome>?	Question 3 - How important for you is the < More positive outlook on their ability to succeed outcome>?	Question 4 - How important for you is the < increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy outcome>?	Question 5 - How important for you is the < Safer and less at risk of HIV outcome>?

Results:

Safer and less at risk of HIV	3.7
More positive outlook on your ability to succeed	3.5
More opportunities to earn money	3.4
Increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy	3.4
More higher-educational opportunities in media and ICT	3.4

The above scores out of 5. With a small sample size, we can't really tell them apart or the order from these data – they are all too close together.

The value game was considered to be the second valuation method as it is a simple way of data collection and it gives the girls an opportunity to review options that are familiar to their circumstances, context, understanding and exposure. It is practical, makes it easy for them to contribute what they value and is a non-threatening, engaging way to collect objective data from the girls as it reinforces their choices/ ability to choose. There are 3 clear bands, but the absolute order

of priorities is not clear with such a small sample size and all the outcomes bunched together at the top.

The median coefficients from the value game exercise were combined with a single financial proxy as an anchor. With a small sample size, it provided the ability to conclude the order of importance of the outcomes.

Please put the following items in order. Starting with what is most important to you, with 1 being the MOST important.		
More higher-educational opportunities in media and ICT	8	high
More opportunities to earn money	8	
More positive outlook on your ability to succeed	7.5	
Safer and less at risk of HIV	7.5	
Increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy	7	
A camera and tripod	5	medium
A new laptop	4.5	
A 2006 Toyota Corolla, driving lessons, a fuel card and insurance for the year	4.5	
A room in a shared apartment in a safe area of Nairobi or Kisumu for a year	5	
Media Storage devices, for example hard drives and SD cards	4.5	
A mountain bike given to you for your personal use	3	low
A printer with a year's supply of paper and ink	3	
A year's supply of books	2	
A smartphone and contract for unlimited use for a year	3	
A year's supply of the latest clothes – 1 new outfit every month from the market	2	
A year's supply of makeup	1	

2.4.7 Financial proxies

The financial proxy was identified from indicators of each measured outcome and this was converted into a monetary value. The conversion of the outcome to a monetary value was based on both the relatability and practicality of the chosen items to the stakeholders (the girls).

The steps and method used to determine financial proxies in the present study are set out below:

1. Determining the valuation method: We selected weighting and the value game as a suitable valuation method according to stakeholder feedback gathered through the engagement of the stakeholders; and taking into consideration the literacy levels of the stakeholders. The suitability of the valuation method was also verified via a Focus Group Discussion with the girls, trainers, and mentors to minimize bias.

2. Valuation range: The valuation methods set out in the tables above were used to determine the valuation range of each outcome influenced by the monetary value of the items chosen by the girls as those that would have the greatest interest and effect on their lives.

3. Following the valuation range, we asked the stakeholders to list the items in order from what was most important to the girls to the least important on a scale of 1-10 with 1 being the most important.

From this we were able to derive the value of each outcome as outlined below. We verified the results with the stakeholders through a Focus Group Discussion to validate whether the selected financial proxies reflected the relative importance of each outcome and to minimize judgement bias included it in the sensitivity bias.

If there was any inconsistency then we would hold further interviews to amend the conclusions.

Valuations (financial proxies) that represent the value of the specific outcome

More higher-educational opportunities in media and ICT	$3,840
More opportunities to earn money	$3,840
More positive outlook on your ability to succeed	$3,600
Safer and less at risk of HIV	$3,600
Increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy	$3,360
A room in a shared apartment in a safe area of Nairobi or Kisumu for a year	$2,400

Girls have more opportunities to earn money, by increasing digital and ICT skills and/or increasing media and creative skills	$79,013
Girls are more likely to pursue higher educational opportunities in media and ICT as a result of the training they have gone through which made them recognize their value, skills, talent and creativity.	$72,000
Girls have a more positive outlook on their ability to succeed because they are more focused, self-aware, confident, knowledgeable and in control of their emotional and physical well-being.	$45,249
Girls are safer and less at risk of HIV, because they have improved decision making about their sex life, increased knowledge about sexual health and reproduction, and increased ICT skills to find out reliable information	$40,008
Girls are actively influencing their communities and feel they are contributing to better attitudes and behaviours around Sexual and Reproductive Health, increased uptake of HTC, VMMC, Prep and Family Planning services in their communities because the girls more aware of how issues affect them and others in their community, they have increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy.	$31,706

Summary Valuations (financial proxies) that represent the value of the specific outcome

Evidence				Value (options)			
Duration of outcomes	Outcome	Quantity	start	Ranking	Weighting	Financial Proxy	Value
2	Girls have more opportunities to earn money, by increasing digital and ICT skills and/or increasing media and creative skills	29	3.48	2			$3,840

2	Girls are **more likely to pursue higher educational opportunities in media and ICT** as a result of the training they have gone through which made them recognize their value, skills, talent and creativity.	26	3.42	2				$3,840
2	Girls have a **more positive outlook on their ability to succeed** because they are more focused, self-aware, confident, knowledgeable and in control of their emotional and physical well-being.	22	7.14	2				$3,600
2	Girls have **increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy.**	19	3.00	1				$3,360
2	**Girls are safer and less at risk of HIV**, because they have improved decision making about their sex life, increased knowledge about sexual health and reproduction, and increased ICT skills to find out reliable information	22	6.91	1				$3,600

2.5 Impact Factors
2.5.1 Causality of Outcomes

Causality of Outcomes refers to the calculated extent to which the stakeholders feel that without the project intervention: a) the outcome would have been achieved but to a less degree by the stakeholder; b) the outcome would still be achieved by the stakeholder; c) the outcome would NOT have been achieved by the stakeholder.

The causality is calculated by allocating a percentage to each possible outcome. For example,

For Outcome 1:
a) The outcome would have been achieved but to a less degree by the stakeholder – 50%
b) The outcome would still be achieved by the stakeholder – 100%
c) The outcome would NOT have been achieved by the stakeholder – 0%
16 girls selected a) that they would have done something but less than they have done in the project.
We multiplied 16*50% = 8
1 girl said that she would have found another way to do the same thing.
We multiplied 1*100% = 1
13 girls said they would not have any Media, ICT and Entrepreneurship training.
We multiplied 13*0% = 0

Next step was to total up the sum numbers (8+1+0) go get 9. The percentage is then derived from 9/30 *100 (30 being the total number of girls) to get 31%.
The causality of outcome 1 is: 31% of the girls experienced that change (more opportunities to earn money).

The causality of the other 4 outcomes are tabulated below.

Outcome 1- More opportunities to earn money

Row Labels		Sum of Sum of Count 11	
I would have done something, but less than I have done with in the WezeshaDada project	16	50%	8
I would have found another way to do the same thing	1	100%	1
I would not have any Media, ICT and Entrepreneurship training	13	0%	0
Grand Total	**30**	9	**31%**

Outcome 2 - More higher educational opportunities in media and ICT

Row Labels	Sum of Sum of Count 10		
I would have done something, but LESS than I have done with in the WezeshaDada project	15	50%	7.5
I would NOT have pursued higher educational opportunities in media and ICT	13	0%	0
Grand Total	**28**	7.5	29%

Outcome 3 - More positive outlook on their ability to succeed

Row Labels	Sum of Count 7		
I would have found another way of improving my outlook on my ability to succeed	1	100%	1
I would have still have a positive outlook on my ability to succeed, but LESS than I have now after being in the WezeshaDada project	19	50%	9.5
I would NOT have a positive outlook on my ability to succeed	10	0%	0
Grand Total	**30**	10.5	48%

Outcome 4- Increased sense of responsibility towards self and the community

Row Labels	Sum of Count of 6		
I would have found another way of getting involved in activities in my community that contribute towards better attitudes and manners	1	100%	1
I would have still gotten involved in activities in my community that contribute towards better attitudes and manners, but LESS than I have now after being in the WezeshaDada project	20	50%	10
I would NOT get involved in activities in my community that contribute towards better attitudes and manners	7	0%	0
Grand Total	**28**	1	58%

Outcome 5- Safer and less at risk of HIV

Row Labels	Count of 6		
I would feel safe even more than I have now	1	100%	1
I would have found another way of feeling safer and less at risk	5	100%	5
I would not feel safe and would be at more risk of HIV	9	0	0
I would still feel safe and less at risk of HIV but less than I have now	15	50%	7.5

Grand Total		**30**	12.5	57%

2.5.2 Deadweight

Deadweight refers to the percent likelihood of changes and outcomes occurring regardless of the existence of a project. Basically, it is the chance of the outcomes happening even if the project was not implemented. This project's deadweight is based on the responses of the stakeholders for each outcome through interviews and questionnaires. The responses are calculated as a weighted average. For each outcome, the level of deadweight was assessed based on the following question:
Would the change have happened anyway to the girls without them being part of the WezeshaDada project?
If the answer was *yes*, then it was decided that the outcome would have been achieved by the girls without the intervention of the project. We took into consideration the girls' responses in the survey and the personal stories they shared during the outcomes consultation.

From most of the responses, it was determined that most of the girls would have done nothing or achieved less than what they are currently achieving if it was not for the intervention of the WezeshaDada project.

Outcomes	**Deadweight %**
Description	
Girls have more opportunities to earn money, by increasing digital and ICT skills and/or increasing media and creative skills	9%
Girls are **more likely to pursue higher educational opportunities in media and ICT** as a result of the training they have gone through which made them recognize their value, skills, talent and creativity.	4%
Girls have a **more positive outlook on their ability to succeed** because they are more focused, self-aware, confident, knowledgeable and in control of their emotional and physical well-being.	15%
Girls have **increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy.**	20%
Girls are safer and less at risk of HIV, because they have improved decision making about their sex life, increased knowledge about sexual health and reproduction, and increased ICT skills to find out reliable information	20%

2.5.3 Attribution

Attribution refers to the probability that the girls would have the same outcome due to other existing interventions or as a result of the effort of others. The attribution of this study is assessed individually for each outcome for the stakeholders based on the engagement process.

For each outcome, the level of attribution was assessed based on the following question:

Is any of the changes experienced by the girls as a result of other existing intervention or can it be as a result of the efforts of others?

If the answer was yes, then it was decided that the level of change that occurred was not solely as a result of the WezeshaDada but a percentage can be of the change was as a result of external intervention. We took into consideration the girl's responses in the survey, facilitation of referrals to the girls in the project by Community Media Trust on a case to case basis and professional interventions that the organization is not in a position to provide.

The percentages are outlined below as detailed in the impact map.

Outcomes	Attribution %
Description	
Girls have more opportunities to earn money, by increasing digital and ICT skills and/or increasing media and creative skills	22%
Girls are **more likely to pursue higher educational opportunities in media and IC**T as a result of the training they have gone through which made them recognize their value, skills, talent and creativity.	25%
Girls have a **more positive outlook on their ability to succeed** because they are more focused, self-aware, confident, knowledgeable and in control of their emotional and physical well-being.	33%
Girls have **increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy.**	38%
Girls are safer and less at risk of HIV, because they have improved decision making about their sex life, increased knowledge about sexual health and reproduction, and increased ICT skills to find out reliable information	37%

2.5.4 Displacement

In reference to A guide to Social Return on Investment, page 57, Displacement is another component of impact and is an assessment of how much of the outcome displaced other outcomes.

In the SROI guide page 58, one of the examples is that a project supporting ex-offenders into employment counted the contribution to economic output, decreased benefit payments and increased taxes in its analysis. From the point of view of the state these benefits would have a high displacement rate as these are most likely jobs that are now denied to someone else that could have made similar contributions. This is irrespective of any other economic benefits
to the individual or community that this project might produce.

For each outcome, the level of displacement was assessed based on the following question:
Has this activity just moved something rather than changing it?

If the answer was yes, then it was decided that the percentage of change that occurred was just moved.

There was no visible or stated degree of transference of outcomes therefore we calculated displacement of the outcomes at 0%, as outlined below and in the impact map based on the surveys undertaken by the girls, trainers, mentors and the project staff. Displacement was more judgmental based on our experience and knowledge of the stakeholder group and situations they faced.

We also included displacement in the sensitivity analysis for testing, given that the girls responded that the changes they experienced were as a direct result of the activities and that the outcomes they experienced did not move other outcomes that they were experiencing outside the scope of the project.

Outcomes	Displacement %
Description	
Girls have more opportunities to earn money, by increasing digital and ICT skills and/or increasing media and creative skills	0%
Girls are **more likely to pursue higher educational opportunities in media and IC**T as a result of the training they have gone through which made them recognize their value, skills, talent and creativity.	0%
Girls have a **more positive outlook on their ability to succeed** because they are more focused, self-aware, confident, knowledgeable and in control of their emotional and physical well-being.	0%
Girls have **increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy.**	0%
Girls are safer and less at risk of HIV, because they have improved decision making about their sex life, increased knowledge about sexual health and reproduction, and increased ICT skills to find out reliable information	0%

2.5.5 Drop off
The approach to assess the level of drop off was based on the fact that the drop off is the anticipated decline of the outcome over time (only calculated for outcomes that last for more than one year). We estimated the drop off for each outcome based on the engagement with the stakeholders.
Based on the questions asked to the girls, it was established that the period of how long the change will last was 2-3 years, in compliance with the principle of not over-claiming. Post this duration, the chances of the outcome declining was calculated to be at 0% given that the below outcomes once achieved and after a year are self-sustainable, subject to existing or prevailing socio-economic conditions that are beyond the control of the respondents. Drop-off was more judgmental based on our experience and knowledge of the stakeholder group and situations they faced.

Outcomes	Drop off %

Description	
Girls have more opportunities to earn money, by increasing digital and ICT skills and/or increasing media and creative skills	0%
Girls are **more likely to pursue higher educational opportunities in media and IC**T as a result of the training they have gone through which made them recognize their value, skills, talent and creativity.	0%
Girls have a **more positive outlook on their ability to succeed** because they are more focused, self-aware, confident, knowledgeable and in control of their emotional and physical well-being.	0%
Girls have **increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy.**	0%
Girls are safer and less at risk of HIV, because they have improved decision making about their sex life, increased knowledge about sexual health and reproduction, and increased ICT skills to find out reliable information	0%

3 PROJECT RESULTS

3.1 Calculating Results

We discounted the value of the above outcomes according to the two-year fixed rate (12%) of the Central Bank of Kenya in January 2018.

As outlined in the impact map, we computed the present value of the 2 years by adding the discount rate ($71,714), the total impact divided by (1+the 12% fixed rate) $240,338 and the present value of the second year $215,549 to get a total of $527,601.

We then divided the total present value against the Total inputs ($267,976). This revealed that the SROI rate of the WezeshaDada Project was 2.1

Total Present Value	**$527,601**
Total Inputs	**$254,800**
Social Return on Investment (SROI)	**2.1:1**

The result of 2.1:1 indicates that for each $1 of value invested, a total of $2.1 of value is created.

When divided according to the outcomes, the calculation results and details are as follows. The figures in the table below are based on the mean, and show the overall outcomes.

Outcome	Quantity (number of girls)	Duration (year)	Financial Proxy(NT$)	Deadweight	Attribution	Drop off

Girls have **more opportunities to earn money**, by increasing digital and ICT skills and/or increasing media and creative skills	29	2	$3,840	9%	22%	0%
Girls are **more likely to pursue higher educational opportunities in media and ICT** as a result of the training they have gone through which made them recognize their value, skills, talent and creativity.	26	2	$3,840	4%	25%	0%
Girls have a **more positive outlook on their ability to succeed** because they are more focused, self-aware, confident, knowledgeable and in control of their emotional and physical well-being.	22	2	$3,600	15%	33%	0%
Girls have **increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy.**	19	2	$3,360	20%	38%	0%
Girls are **safer and less at risk of HIV**, because they have improved decision making about their sex life, increased knowledge about sexual health and reproduction, and increased ICT skills to find out reliable information	22	2	$3,600	20%	37%	0%

3.2 Sensitivity Analysis

In reference to the SROI guide, a sensitivity analysis is imperative in each report to ensure that results are objective and verifiable. The results presented in this report are based on variables and

assumptions according to the subjective data collected from the stakeholders. The basis of conducting a sensitivity analysis was to test if the outcomes would change if the following variables: Duration - halved, Deadweight - doubled, Attribution- halved, and Drop-off increase by 50%. The quantity is tripled. We halved the value. If they did, to what extent.

Each outcome was tested to see if the changes in the effect of the above variables resulted in a change the overall relative order of outcomes within stakeholder group. Variations to the above variables did not change the relative order of outcomes, although they did bring the values of the outcomes for the AGYWs in the project closer together. There was therefore some level of sensitivity in the model here, most likely due to the small sample size, but it does not appear material.

The first 4 outcomes for the stakeholders were all within +/- 2 points of each other. Outcome 4 (Girls have increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy) was the lowest with or without variation; but the remaining 4 outcomes should be considered as equal within this group. Variations to deadweight, attribution, displacement and drop-off did not change the relative order of outcomes (beyond any sensitivities already identified above).

Outcome	Variable	Revised Assumption	Revised Ratio	Proportion
Girls have more opportunities to earn money, by increasing digital and ICT skills and/or increasing media and creative skills	Deadweight	18%	2.0	-4.76%
	Attribution	11%	2.1	0%
	Drop off	50%	1.9	-9.5%
	Quantity	87	3.1	47.6%
	Value	$1920	2.4	14.28%
Girls are more likely to pursue higher educational opportunities in media and ICT as a result of the training they have gone through which made them recognize their value, skills, talent and creativity.	Deadweight	8%	2.0	-4.76%
	Attribution	12.5%	2.1	0%
	Drop off	50%	2.0	-4.76%
	Quantity	78	3.0	42.85%
	Value	$1920	2.4	14.28%
Girls have a more positive outlook on their ability to succeed because they are more focused, self-aware, confident, knowledgeable and in control of their emotional and physical well-being.	Deadweight	30%	2.0	-4.76%
	Attribution	16.5%	2.1	0%
	Drop off	50%	2.0	-4.76%
	Quantity	66	2.7	28.57%
	Value	$1800	2.2	4.76%
Girls are more aware of how issues affect them and others in their community, they have increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy.	Deadweight	40%	2.0	-4.76%
	Attribution	19%	2.2	4.76%
	Drop off	50%	2.0	-4.76%
	Quantity	57	2.7	28.57%
	Value	$1680	2.5	19.04%
Girls are safer and less at risk of HIV, because they have improved decision making about their sex life, increased knowledge about sexual health and reproduction, and increased ICT skills to find out reliable information	Deadweight	40%	2.0	-4.76%
	Attribution	18.5%	2.2	4.76%
	Drop off	50%	2.0	-4.76%
	Quantity	66	2.9	38.1%
	Value	$1800	2.5	19.04%

We adjusted the following circumstances for use in testing the sensitivity analysis of the present study, resulting in an SROI sensitivity analysis range between 1.9 and 3.1. The variance ranges from -4.76% to 47.6%.

The analysis above therefore validates the conclusions in this report as the data from the sensitivity analysis confirms the feasibility of the study approach used in this study. This sensitivity analysis shows that most of the social return is not heavily dependent on assumptions and subjective choices.

3.3 Verification

Community Media Trust engaged the primary stakeholders; The DreamGirls and the DREAMS partners in the review and verification of the theory of change, the range of outcomes and the relative value/ importance of outcomes. The DreamGirls, through a Focus Group Discussion, facilitated by one of the SROI trainees, were asked to share their thoughts and opinions on the outcomes as analyzed. The theory of change framework as well as the objectives outlined in the Performance Monitoring Plan as submitted for the project was also compared to the resulting outcomes and parallels were drawn. It became clear that they overlapped.

The DREAMS partners who are implementing projects targeting the same target population were engaged via Survey Monkey.

The results of the consultations to establish outcomes were verified by stakeholders in 2 ways. First, we conducted consultative forums with the identified stakeholder group. This data was analysed and the well-defined outcomes that resulted were verified with the stakeholders; both direct and indirect beneficiaries e.g. the trainers, mentors and project staff in both Kisumu and Nairobi, the project locations.

This showed 1 or 2 differences in emphasis, based on value but the outcomes were confirmed to be accurate from the stakeholders' perspectives and there was nothing material missing.

Secondly, the data collection quantitative survey sought confirmation of each outcome and gave stakeholders the option to say that the outcome was either not appropriate to them, or indeed the opposite.

The system of engagement was as follows:

1. Verification of Chain of events: We asked the stakeholders to review the chain of events' text and describe if they identified with the process.

2. Calculation of the Results: We went through the impact map and asked the girls to rank the importance of their outcomes. The results were consistent with the final calculation.

3. Findings and suggestions: We presented the findings and recommendations to the stakeholders, and requested for feedback on the same. Their opinions are included in the conclusion segment of this report. Their feedback corroborated the findings of the outcomes. Our conclusions and recommendations for future delivery were found to be appropriate.

3.4 Results Analysis
Project Outcomes Review

We reviewed the most important outcomes to the stakeholders with the girls, trainers, mentors and project staff to see whether the changes expected by the stakeholders actually occurred, and whether there were outcomes beyond what was expected.

The results are tabulated below:

Most Important Outcomes

The most important outcomes according to combined quantity, duration, value and causality was maintained as follows:

More opportunities to earn money	$79,013
More higher-educational opportunities in media and ICT	$72,000
More positive outlook on your ability to succeed	$45,249
Safer and less at risk of HIV	$40,008
Increased sense of responsibility towards self and the community and are willing to engage on their behalf through advocacy	$31,706

The overall return only accounts for the value of outcomes to the girls. If boys, parents, and other stakeholders were added we would expect the return to be higher.

3.5 Suggestions and Conclusion

Based on the feedback and calculation results of the stakeholders, we summarized the following findings and suggestions, and had discussions with the CoMeT project team and Senior Management Team in regards to future programming.

Our SROI analysis has demonstrated that the WezeshaDada project activities resulted in outcomes that have brought about substantial positive changes for the DreamGirls, the primary beneficiaries. Overall the WezeshaDada project has created a social value of $2.1 for every dollar of investment. This dollar value is based on the in-depth interviews and Focus Group Discussions held with the stakeholders whilst taking into consideration best assumptions in the findings. .

There was the risk of response bias given that the primary stakeholders; the DreamGirls are the project beneficiaries and could feel compelled to respond in a way that they think they are expected to. To minimize this risk, the surveys were administered through Survey Monkey and they could respond anonymously if they so wished.

3.6 Recommendations

This report is an evaluation report. The Value Map will be used by Community Media Trust as a basis to inform future Adolescent Girls and Young Women programming as it takes into consideration the social value for money for each activity conducted.

This report will also be shared with external parties to give an insight into not only the project but also valuable information from primary and secondary stakeholders that can be utilised for the successful implementation of programs targeting the youth; both Adolescent Girls and Young Women, Adolescent Boys and Young Men at either an organizational or national level. This SROI analysis outlines the opportunities that exist for implementers, donors and governmental entities to make a significant and much needed difference in the analysed project locations.

We recommend a dissemination workshop for our DREAMS partners to share the findings and the outcomes and for them to not only understand the value approach to programming but also adopt it in their subsequent programs.

References

The guide to SROI (2015)
https://socialvalueint.org/social-value/standards-and-guidance/the-guide-to-sroi-us-edition/

Stakeholder Engagement Standards (2015)
AA1000 Stakeholders Engagement Standards 2015

Appendix

Annex A: Glossary of Terms

AGYW: Adolescent Girls and Young Women

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

Cost allocation: The allocation of costs or expenditure on activities related to a given program, product or business.

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

Discounting: The process by which future financial costs and benefits are recalculated to present day values.

Displacement: An assessment of how much of the outcome has displaced other outcomes.

Drop-off: The deterioration of an outcome over time.

Duration: How long an outcome lasts after the intervention, such as the length of time a participant remains in a program

FGD: Focus Group Discussion

Financial value: The financial surplus generated by an organisation in the course of its activities.

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

Impact Map: A table that captures how an activity makes a difference: that is, how it uses its resources to provide activities that then lead to particular outcomes for different stakeholders.

Inputs: The contributions made by each stakeholder that is necessary for the activity to happen.

Materiality: Information is material if its omission has the potential to affect the stakeholders' decisions.

Net present value: The value in today's currency of money that is expected in the future minus the investment required to generate the activity.

Net social return ratio: Net present value of the impact divided by total investment.

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

Outputs: A way of describing the activity in relation to each stakeholder's inputs in quantitative terms.

Outcome Indicator: Well-defined measure of an outcome.

Proxy: An approximation of value where an exact measure is impossible to obtain.

Scope: The activities, timescale, boundaries and type of SROI analysis.

Sensitivity Analysis: Process by which the sensitivity of an SROI model to changes in different variables is assessed.

Social return ratio / SROI ratio: Total present value of the impact divided by total investment.

Stakeholders: People, organisations or entities that experience change, whether positive or negative, as a result of the activity that is being analysed.

Annex B: Value Map

The Value Map has enough data that can be replicated.

https://drive.google.com/open?id=1OfTXMcY4Li1IM8DRlX44qfpjvQLZITcQ

Annex C: Outcomes Consultation Questions (Qualitative)

Direct project beneficiaries (Known as DreamGirls) Adolescent Girls and Young Women
https://drive.google.com/open?id=1t4j4cdULFzEkeUtqyQscZk0scSBok4iU

Other Adolescent Girls and Young Women
https://drive.google.com/open?id=1XgjYk0oeeqUrWYgGuniWV6kJyMcJJ6F8

Parents/ Guardians
https://drive.google.com/open?id=1PKblHFiGpYDOCdkDjQUw0fyJEzjCJzXK

Adolescent Boys and Young Men
https://drive.google.com/open?id=1SOChDShhW4cOTJ29hL3NeBcqxXs6bZd3

Community Members
https://drive.google.com/open?id=17y2TZwcS25AU-B0xmm9wJu_Wo7sPthJd

Partners
https://drive.google.com/open?id=1XUhRnsuq-HeBFOCslRwwDwSLKffAjbb3