

Social Return on Investment

2018-2022



*This report has been prepared by the **Social Value Greece** team of **Equal Society** and presents the findings of the social impact measurement for the Food Aid and Promotion of Healthy Nutrition program - "DIATROFI" implemented by the **PROLEPSIS** Institute. The program evaluation spans the last four school years funded by MYTILINEOS. The analysis was based on the **Social Return on Investment (SROI)** methodology, offers a deeper understanding of the program's social impact and complies with the methodology's principles.*

COPYRIGHT: EQUAL SOCIETY 2023



Acknowledgements

Equal Society would like to thank the Prolepsis implementing organisation and partners for their contribution to this analysis by making the required data and information available. Participation and knowledge make both the program and the work of the ROI even more meaningful, we hope to increase the social impact, and we hope that the report can raise concerns among stakeholders about the significance of food insecurity and social change, through this intervention. The report was prepared by the Social Value Greece scientific team of Equal Society, which has many years of experience in evaluating and measuring the impact of social investments in areas such as health, social care, education and others. Our ultimate objective is to invest in social change.

Editor:

Olga Drellia

Director of Impact at Social Value Greece

TABLE OF CONTENTS

Extended Summary	4
Purpose of the Evaluation	7
The DIATROFI Program	7
SROI methodology	12
Stakeholders	13
Social Impact Analysis.....	16
SROI parameters.....	27
SROI calculation.....	31
Sensitivity Analysis.....	33
Conclusions.....	34
Limitations	35
References.....	36
Annexes	38



DIATROFI

Program on Food Aid and Promotion of Healthy Nutrition

PROLEPSIS
INSTITUTE



MYTILINEOS

Sponsor of the program

Extended Summary

Since 2012, the DIATROFI Program has been supporting students in need.

The Food Aid and Promotion of Healthy Nutrition Program - DIATROFI aims to combat food insecurity and hunger among students in vulnerable areas of the country. The Program provides daily free healthy meals to all school students selected based on socio-economic criteria, and actions are implemented that encourage the adoption of healthy eating habits by students and their families. The Program has been implemented since 2012 by Prolepsis under the auspices of the Ministry of Education and Religious Affairs with the valuable support of companies, institutions, bodies and citizens. To date, 806 schools have participated, attended by 117,102 students from all over Greece, and more than 17,282,561 meals have been offered. One of the supporters of this initiative is the MYTILINEOS company which commissioned Equal Society to evaluate the program's social impact, for funding years 2018-2019, 2019-2020, 2020-2021 & 2021-2022.

The focus of this SROI study is part of the DIATROFI program, specifically for schools funded by the company during 2018-2022. This study evaluates the program's social impact by applying the Social Return on Investment (SROI) methodology, an internationally recognized approach to understanding and measuring the value of a program or organization. The methodology focuses on the changes experienced by the parties involved from their own perspective. An SROI calculation provides an indication of cost-effectiveness, comparing the investment required to implement the program with the value of the outcomes experienced by direct and indirect beneficiaries. Specifically, the purpose of this report is to evaluate the social impact created in the last four school years on 794 students from the 27 schools funded by MYTILINEOS.

The SROI analysis demonstrates three main outcomes of the DIATROFI program:

1. The program, as expected, has had positive outcomes in maintaining students' physical and mental health, greatly enhancing their attention ability and desire for school, improving eating habits, while the main achievement of the intervention was food insecurity reduction.

2. In addition to the direct beneficiaries, the children, their parents are also experiencing significant changes since they are relieved of the daily stress about their children's nutrition, they gain knowledge about healthy eating, and see cost savings as one of the program's achievements.
3. Furthermore, the program has helped school communities become more effective and maintain better relationships between students within the community.

According to the analysis of the data made available, the key stakeholders identified in this SROI analysis are:

- ✓ Kindergarten, Primary & Middle School students
- ✓ Parents, students' families
- ✓ The school communities of the intervention (27 schools)

The analysis reviewed the data for each year of implementation separately and, considering the common outcomes, calculated an overall SROI for the years under review. The program's total investment of €192,664.05 has generated social and economic benefits, which, in social value, amount to €1,050,175.01, thus resulting in an SROI ratio of **5.45 : 1**.

This means that for euro invested in the DIATROFI program, has a five-fold return on social value.



For every €1 invested...

**€5.45 of social value
Was created**



Purpose of the Evaluation

MYTILINEOS commissioned Equal Society to evaluate the DIATROFI program in order to understand the social impact of the part of the program it funds, for years 2018-2019, 2019-2020, 2020-2021 & 2021-2022.

This report is structured in seven main sections, following the basic structure of an SROI analysis.

The value of the outcomes can be compared to the investment needed to create them, providing a cost-effectiveness indication. In this way, SROI presents social impact in a language widely understood by investors and decision-makers.

The DIATROFI Program

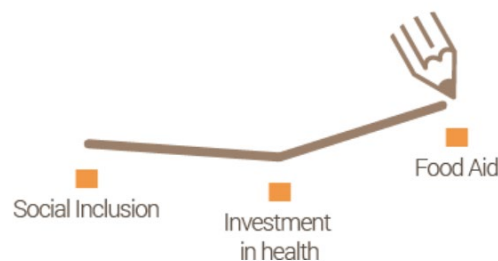
The Food Aid and Promotion of Healthy Nutrition - DIATROFI Program is being implemented by the Prolepsis Institute, with the initiative and donation of the Stavros Niarchos Foundation, the Program's Founding Donor, and the collaboration of other donors, such as MYTILINEOS, and it is under the auspices of the Ministry of Education and Religious Affairs. It is intended for public school students in socio-economically vulnerable areas of the country with the dual aim of:

- providing food with a free small, healthy meal distributed to all the children in each school
- promoting healthy eating by encouraging students and their families to adopt healthy eating habits that they will follow throughout their lives.



How does it work ?

- Schools from all over the country are selected, upon request, based on economic criteria.
- Meals specially designed by the Prolepsis scientific team are prepared by suppliers who meet strict specifications for production and transportation.
- Meals, which are of high quality and perfectly suitable for children, are delivered every morning to the schools.
- Every day, a coordination team is present in every school to offer support and monitor implementation of the prescribed procedures.
- Educational material on healthy eating is distributed to students, and nutrition events are organised at the end of the school year.



Increased unemployment, wage cuts and the general socio-economic changes that took place in Greece after 2008, have had a greater impact on vulnerable groups of the population, like children. In many regions in Greece

we now see rising food insecurity which, until recently, was something only recorded in developing countries. Food insecurity in the form of moderate or severe hunger directly affects the health and development of children.

Moreover, unfavourable economic conditions also lead to wrong dietary choices and habits, further damaging the health of children and adolescents. For this reason, and despite the food problems that are increasingly arising during this period, Greece continues to hold one of the top positions in obesity rates among EU countries, both in adults and in children and adolescents. Food insecurity and obesity are two sides of the same coin (<http://diatrofi.prolepsis.gr/>).



The meals

Since children have different nutritional needs depending on their age, diets are designed to meet these needs and promote proper development.

Therefore, a standard meal includes the following basic options, which are alternated and enriched during the school year:

- ✓ chicken or cheese and vegetable sandwich, or spinach pie or other vegetable pie
- ✓ white milk or yogurt with honey 3 times a week
- ✓ fresh seasonal fruit every day

Meals are designed based on healthy choices and meet the strictest standards, such as exclusive use of virgin olive oil, whole grain flour (60%), no preservatives, dairy products, many different vegetables & fruits, Greek sourcing

The method

Meals are prepared by selected suppliers with the required hygiene systems and who follow strict specifications, both during production and during transportation of meals to the schools.

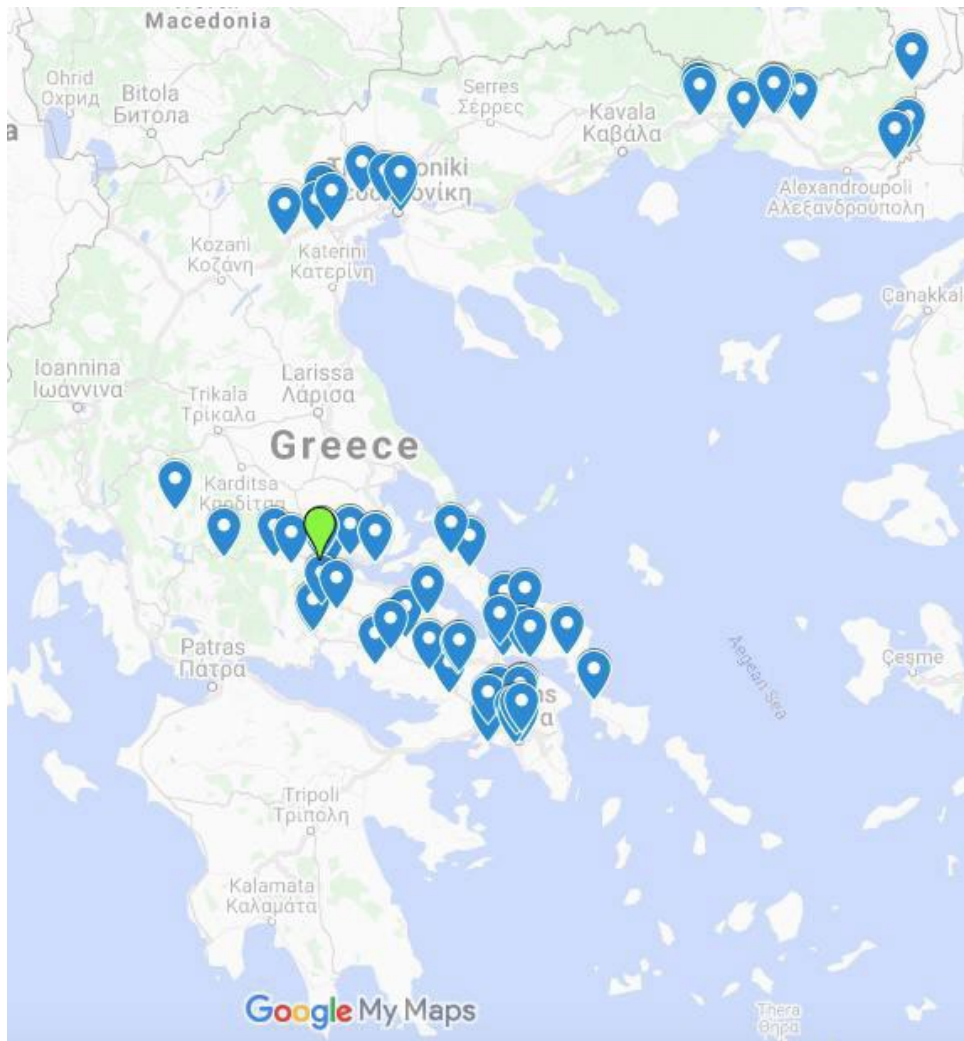
Individual packages are delivered daily to schools participating in the Program and given to children, usually during the first break.

Therefore, the method:

- Contributes to tackling food insecurity within the school environment, offering direct and practical support to children and indirect support – material, social and psychological - to parents.
- Ensures the safety of meals, at all stages of preparation and distribution, which is a primary concern of the endeavour.
- Ensures control of the quality and type of food in order to meet the principles of healthy eating based on the age-relevant needs of students.
- Applies constant, systematic and effective monitoring of all procedures, timely responds to problems and takes preventive measures to ensure the unobstructed, smooth and fully controlled distribution of meals to all beneficiaries.
- Actively involves all those involved in the Program, students – headmasters – teachers – canteen operators – parents, committing them to cooperation and solidarity.
- Actively and effectively encourages the teaching of healthy eating habits to students.
- Helps inform and educate parents about healthy eating.
- Has a developmental character, related to the benefits of school eating (addressing school dropout, better student performance, creating feelings of joy, cultivating values such as equity, solidarity, etc.), but also a pedagogical role (e.g. participation in the distribution process, understanding the value of food, waste management, etc.).

Areas of action

The DIATROFI Program is intended for public school students in socio-economically vulnerable areas across Greece most affected by the economic crisis. The DIATROFI Program has been implemented since 2012 in 23 prefectures of the country, offering over 16 million meals.



This analysis reviews the areas and schools funded by MYTILINEOS.

The intervention areas of this analysis concern some schools in the Athens, Itea, Thiva, Livadia, Acharnes, Elefsina, Zefyri etc. (See details in the next section).

SROI methodology

The **Social Return on Investment (SROI)** methodology provides a framework for understanding, measuring, and calculating the broader socio-economic value generated. This methodology measures the outcomes of an action based on what stakeholders themselves experience (individuals or organisations). It tells the story of the “**Theory of Change**” that the activity has brought about in everyone involved by measuring social, environmental, and economic outcomes, and uses monetary values to measure them.

Social value is the value that people place on the changes they experience in their lives, through their involvement in an activity. The Social Value Principles provide the basic building blocks for anyone who wants to make decisions that consider this broader definition of value.

SROI principles		Description
1	Involve stakeholders	Stakeholders provide information on the outcomes they experience.
2	Understand what changes	Articulate how change is created and evaluate this through evidence gathered, recognising positive and negative changes for stakeholders.
3	Value the things that matter	Determine the economic value of each mapped outcome.
4	Only include what is material	Establish the boundaries of what information and evidence must be included to give a true and fair picture.
5	Do not overclaim	Only claim the value that activities are responsible for creating.
6	Be transparent	Demonstrate the basis on which the analysis may be considered accurate and honest, and show that it will be reported to and discussed with stakeholders.
7	Verify the result	Ensure appropriate verification of results.

Stakeholders

Three stakeholder categories have been identified for this analysis. Students in the schools included in the program and funded by MYTILINEOS, their parents, and school communities. The main beneficiaries of the program are the students of each school and their carers, such as parents, guardians coming from vulnerable groups.

1	Involve stakeholders	Students, parents and school communities have been identified as stakeholders in this SROI analysis
---	----------------------	---

Since any one action can have many stakeholders, the analyses include those who are considered to be material, i.e. the people or organisations most affected or influencing the activity in question. Also, stakeholders are selected based on two criteria: the materiality of their outcomes and the possibility of collecting data. The materiality assessment method helps us to see which stakeholders and which outcomes are material, so that we can include them in the analysis.

To identify the stakeholders, a detailed mapping was carried out, which identified the main categories of those affected by the action under review. It also identified the required size of the survey sample, as well as how to approach them.



Students

Students from kindergartens, primary and middle schools included in the program. Main beneficiaries of the program from economically disadvantaged families.



Parents

The students' carers; these are the indirect beneficiaries of the program, with unstable income and low livelihoods.



School Community

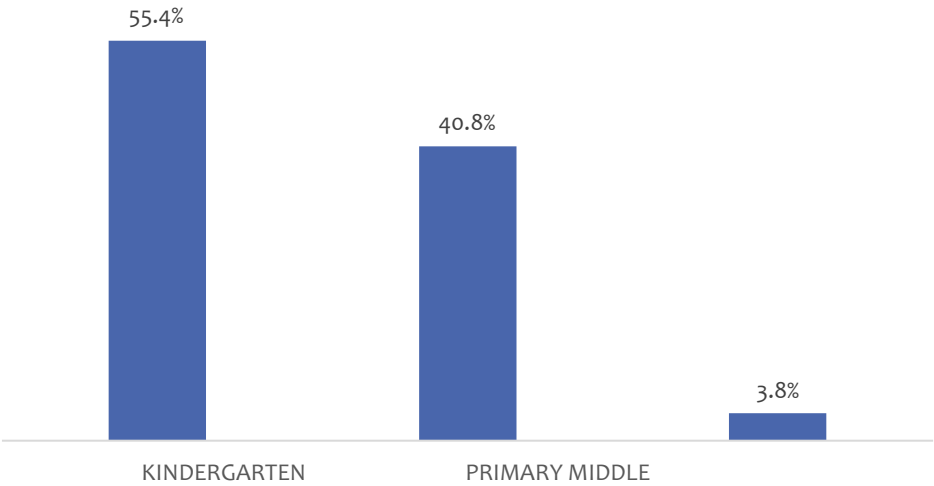
Indirect beneficiaries including schools participating in the program.

A stakeholder is an individual, group, or organisation that can influence or be significantly affected by the action under review.

The table below shows in detail the school communities that joined the program during the period under review, by year.

Implementation period	Schools	Stage
a. 09/2018 - 06/2019	1st KINDERGARTEN of ITEA	KINDERGARTEN
	9th PRIMARY SCHOOL of THIVA	PRIMARY SCHOOL
	SPECIAL VOCATIONAL EDUCATION WORKSHOP of THIVA	MIDDLE SCHOOL
	12th KINDERGARTEN of LIVADIA	KINDERGARTEN
	3rd KINDERGARTEN of LIVADIA	KINDERGARTEN
	3rd PRIMARY SCHOOL of LIVADIA	PRIMARY SCHOOL
	2nd KINDERGARTEN of ZEFYRI	KINDERGARTEN
	35th KINDERGARTEN of ATHENS	KINDERGARTEN
	36th KINDERGARTEN of ACHARNES	KINDERGARTEN
	3rd PRIMARY SCHOOL of LIVADIA	PRIMARY SCHOOL
b. 10/2019 - 09/2020	9th PRIMARY SCHOOL of THIVA	PRIMARY SCHOOL
	SPECIAL VOCATIONAL EDUCATION WORKSHOP of THIVA	MIDDLE SCHOOL
	KINDERGARTEN of VASILIKA SALAMINA	KINDERGARTEN
	KINDERGARTEN OF FINIKAS	KINDERGARTEN
	21st KINDERGARTEN of ACHARNES	KINDERGARTEN
	35th KINDERGARTEN of ATHENS	KINDERGARTEN
	9th SPECIAL PRIMARY SCHOOL of THIVA	PRIMARY SCHOOL
	9th PRIMARY SCHOOL of THIVA	PRIMARY SCHOOL
	SPECIAL PRIMARY SCHOOL of ELEFSINA	PRIMARY SCHOOL
	SPECIAL KINDERGARTEN of ELEFSINA	KINDERGARTEN
c. 10/2020 - 06/2021	SPECIAL KINDERGARTEN of THEBES	KINDERGARTEN
	KINDERGARTEN of ORCHOMENOS	KINDERGARTEN
	1st KINDERGARTEN of ALIARTOS	KINDERGARTEN
	ALL-DAY KINDERGARTEN of PAVLOS	KINDERGARTEN
	SPECIAL PRIMARY SCHOOL of THIVA	PRIMARY SCHOOL
	PRIMARY SCHOOL of PAVLOS	PRIMARY SCHOOL
	PRIMARY SCHOOL of LEFKTRA	PRIMARY SCHOOL
d. 11/2021 - 06/2022		

Distribution of students by school stage



Social Impact Analysis

This section describes the stages of social impact measurement analysis. Initially, the program's **inputs** and **outputs** are described. Then, a brief description is given of the outcomes for each stakeholder, and reference is made to performance indicators, the duration of change, financial proxies and parameters considered (Deadweight, Attribution, Drop off, Displacement).

Inputs

Inputs are investments and financing, as well as in-kind contributions, used to carry out the activity in question. These figures mainly relate to the financial costs of all stakeholders in the analysis.

For the entire period under review (2018-2022), approximately EUR 4.4 million was spent. MYTILINEOS participated by 4.34% covering the program costs for specific schools.

Total funding for the 27 schools amounted to **€192,664.05**. The table below shows a year by year breakdown of the amounts of funding considered in this analysis.

2018-2019	2019-2020	2020-2021	2021-2022	TOTAL
€ 35,829.00	€ 50,260.00	€ 52,456.00	€ 54,119.05	€ 192,664.05

Total Value of Inputs

€ 192,664.05

Outputs

Outputs are the quantitative summary of a program or action during its implementation.

The outputs of the DIATROFI program for the years under review are the following:

	2018-2019	2019-2020	2020-2021	2021-2022
Schools that joined	6	8	7	6
Students who benefited	244	299	225	280
Meals distributed	24,986	30,309	18,509	31,034
Promoting Healthy Nutrition	Educational material to kindergarten & primary school students	Educational material on nutrition and food safety, and basic COVID-19 precautionary guidelines.	Educational material to all students on nutrition and food safety	Educational material to all students on nutrition and food safety
		Educational brochure to parents	Book of Recipes to parents of kindergarten, 1st & 2nd primary school grade students	Educational brochure to parents
			Brochure to parents with the ten principles of healthy nutrition.	



Outcomes

This subsection presents the outcomes collected from stakeholder responses, according to data made available to us, and from studying the international bibliography. It illustrates the changes experienced by the stakeholders involved in the program and included in the analysis. It also describes the indicators used to evaluate the outcomes.

2	Understand what changes	Reduced food insecurity, improved quality of life, improved eating habits, improved school performance, improved physical health, better knowledge for eating habits, reduced daily stress, boosting the family budget, improved in-school relationships, etc.
---	-------------------------	--

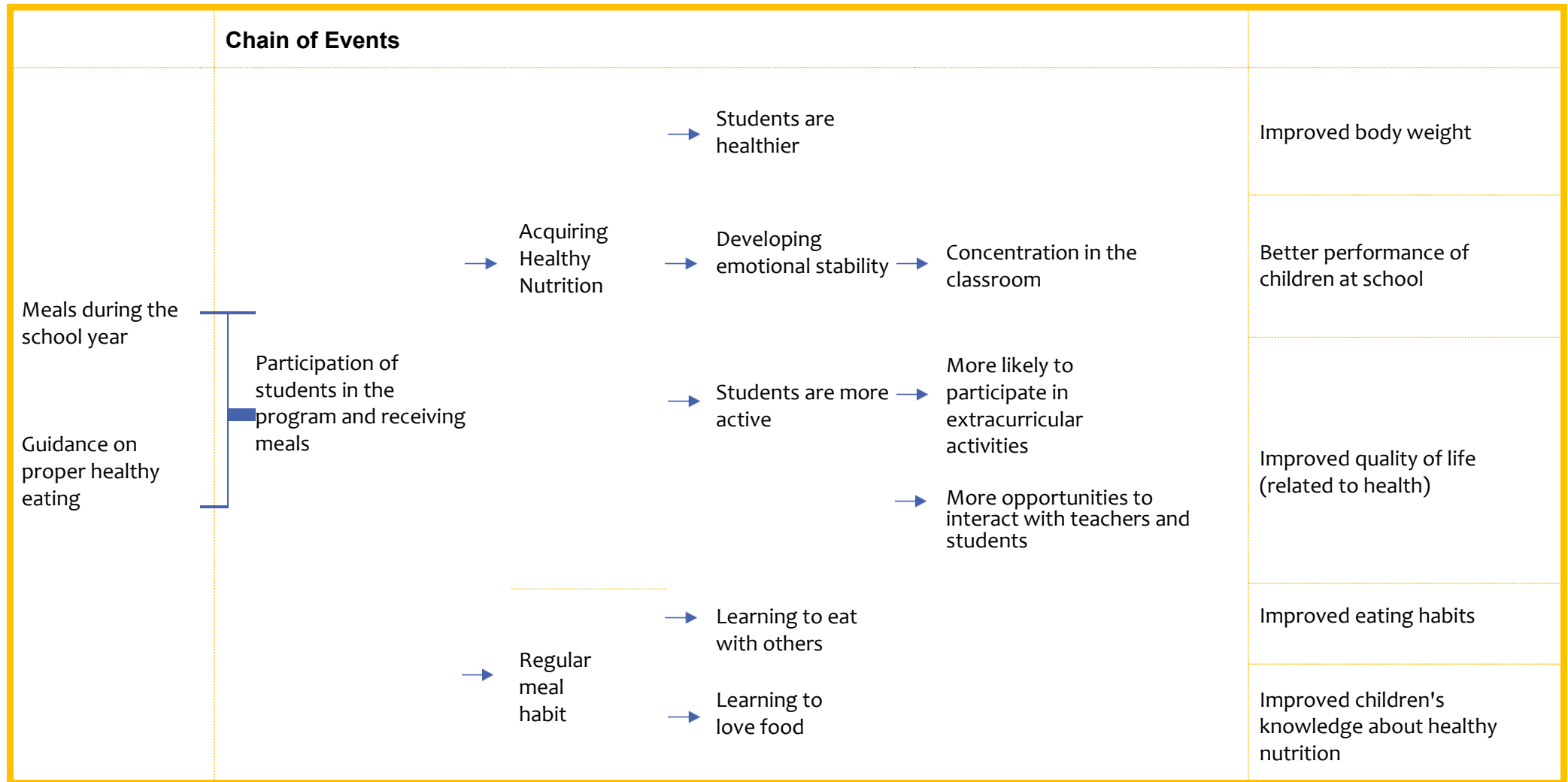
The SROI methodology tells the story of the “Theory of Change”, experienced by stakeholders, considering qualitative, quantitative and accounting elements.

The theory of change lies in learning the process and causality of stakeholder change through understanding and analysis. From a stakeholder perspective, we describe the chain of events from input, output to outcome through stakeholder engagement and bibliographic research. We have tried to identify “the well-defined outcomes”, the significant changes that the program brought about, with the survey conducted by the implementing body for each year

Observing the 4th principle of the guide to an SROI analysis, the materiality assessment method was used to help identify the material outcomes to be included in the analysis.

4	Only include what is material	How many experienced the change, according to the degree of materiality.
---	-------------------------------	--

Theory of change – Students



Students

The health benefits of eating right have long been appreciated and are paramount for the healthy development of children and adolescents both physically and emotionally. Research supports the correlation between regular breakfast consumption offered at school and a better overall nutritional quality where participants are more likely to satisfy the required intake of essential vitamins (Frisvold, 2015). This is particularly apparent among economically disadvantaged children (Smith, 2017). Research also shows that participants in a school-based nutrition program are more likely to consume fruit and dairy with school meals than non-participants, and contribute significantly to fruit intake among poorer students where more than 50% of daily fruit intake is consumed through school meals (Murphy, 2007). The outcomes evaluated and calculated in the SROI index for the years under review are:

- **Improved body weight**

The nutritional needs of school-age children depend on their age, their physique and their physical activity. Obese children are at increased risk of becoming obese adults and have an increased risk of chronic diseases such as hypertension, type 2 diabetes mellitus and cardiovascular disease.

- **Improved children's knowledge about healthy nutrition**

Proper and balanced nutrition helped children learn about the values of nutritious foods, which are varied and can provide them with all the necessary nutrients and energy to help them grow and maintain their health. Teaching healthy eating behaviours and habits at an early age is just as important, as studies have shown that dietary patterns developed in childhood are likely to continue into adulthood.

- **Improved eating habits**

The program nurtured proper eating habits. It enabled children to shape their eating habits, suggesting new ideas, learning practices and skills related to nutrition. Healthy eating becomes knowledge and experience, offering children the opportunity to consume healthy and nutritious foods and adopt healthier dietary patterns.

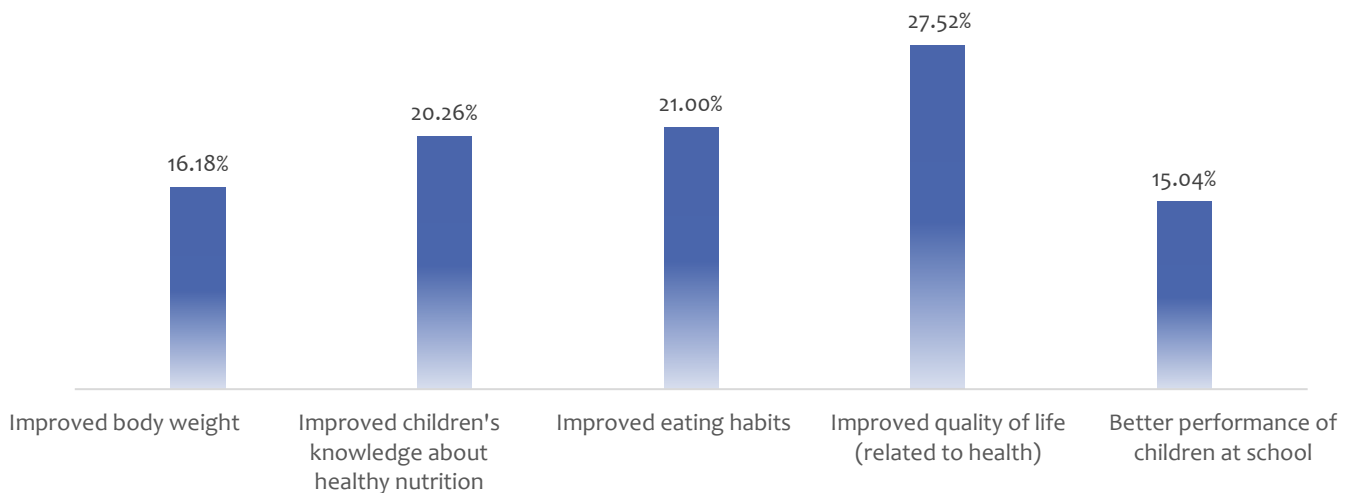
- **Improved quality of life (related to health)**

It is obvious that having a healthy meal can have a positive impact on psychosocial functioning. Some aspects of this function, such as behaviour and self-esteem, have been measured in relation to learning outcomes, peer relationships, which can extend beyond the classroom to benefit the child as a whole. Similar positive effects have been observed in impact assessments of such programs, such as social interactions beyond direct peer groups, improved self-confidence, increased social skills, etc. These outcomes are quite necessary among economically disadvantaged children.

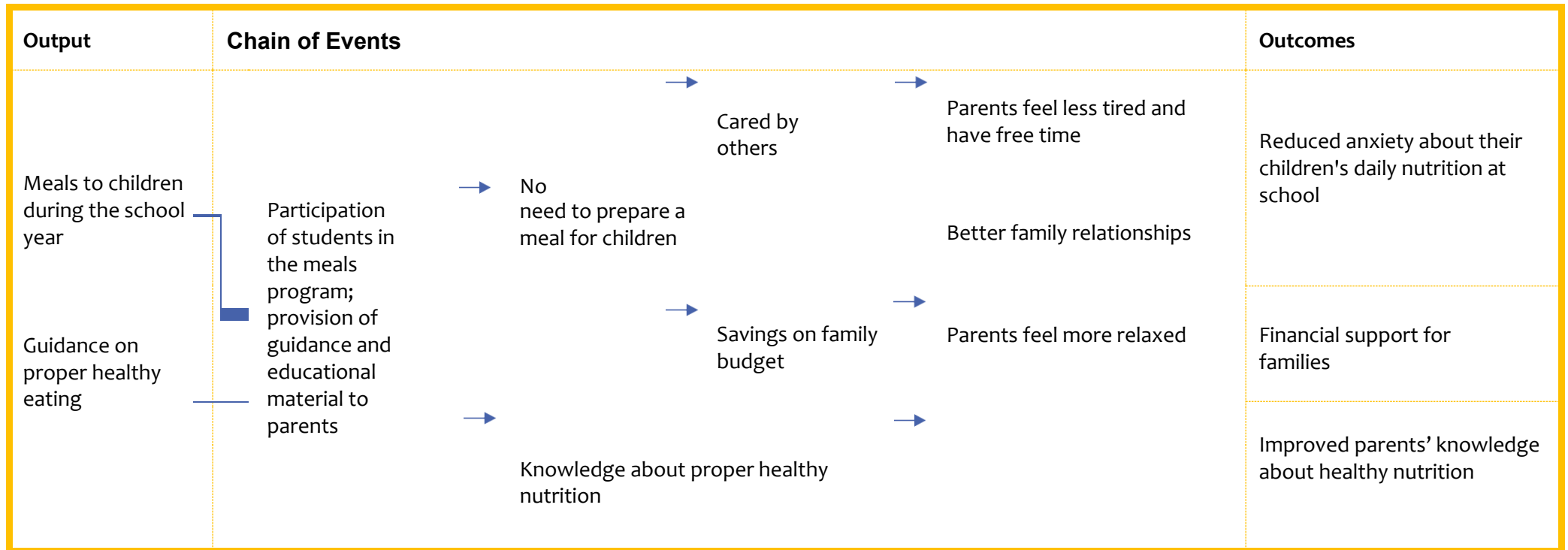
- **Better performance of children at school**

One obvious positive impact is seen in educational outcomes. To enable children to learn, they must first be “ready and willing” (Claxton, 2007). They must be able to concentrate, memorize and understand all the basic cognitive processes required for success in school. All these factors play a role in the ability to learn and it has been proven that the program facilitates them.

Having a regular and healthy meal seems to improve students' energy levels, elevate their mood and allow them to engage more in the classroom. These benefits extend to the entire classroom, improving learning and the environment for all students with less disruption, more time spent learning and dedicated participation.



Theory of change – Parents



Parents

Improving nutritional quality can also extend to family members of children. Traditionally, a targeted intervention, especially for disadvantaged people, has a positive impact on the food security situation of families in low-income households. Indirect support for the family economy, with the offer of free and reliable childcare, enables parents to save resources and reduce everyday stress. This can possibly lead to increased quality time, and parents are able to better meet the needs of their family. In the long run there is an increase in the sense of self-esteem and emotional well-being, as parents feel better about themselves and less worried about their families struggling every day.

For this stakeholder group, the three main outcomes were:

- **Improved parents' knowledge about healthy nutrition**

They gained a better understanding and knowledge about the nutritional value of food.

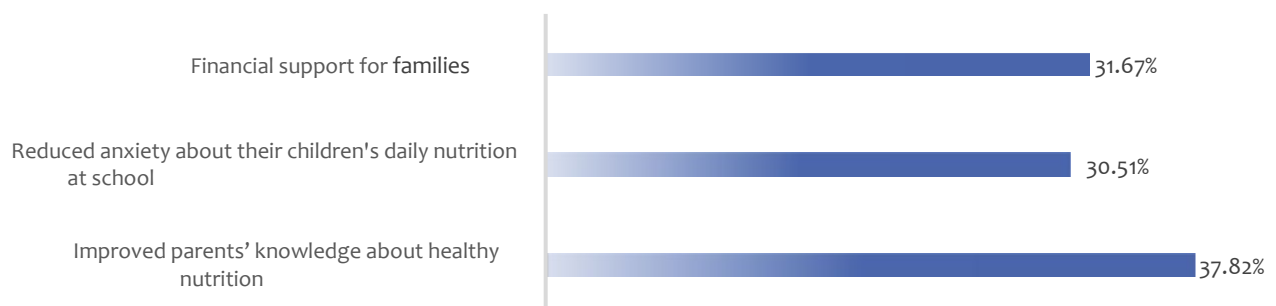
They were informed that children should receive daily, adequate portions of all food groups as small and frequent meals, for proper nutrition, depending on their age-related needs.

- **Reduced anxiety about their children's daily nutrition at school**

The program relieved parents from the stress of daily insecurity about their child's meal. They feel safe that their child has one regular, healthy and nutritious meal.

- **Financial support for families**

Particularly for economically vulnerable families, the program contributed decisively to the family budget, as it relieved the burden of preparing daily meals for children at school and the money can be directed to cover other needs of the children or the whole family.



Theory of change – School Community

Output	Chain of Events	Outcomes
Meals to children during the school year	<p>Participation of schools in the program → Students need less counseling.</p> <p>→ Students think more clearly in class. → More opportunities to interact with teachers and students</p> <p>→ Students pay more attention in class. → Smooth delivery of lessons</p> <p>→ Students have fewer emotional problems. → Developing a spirit of cooperation</p>	Improved relations with the school community
Guidance on proper healthy eating		Efficient & effective community

School Community

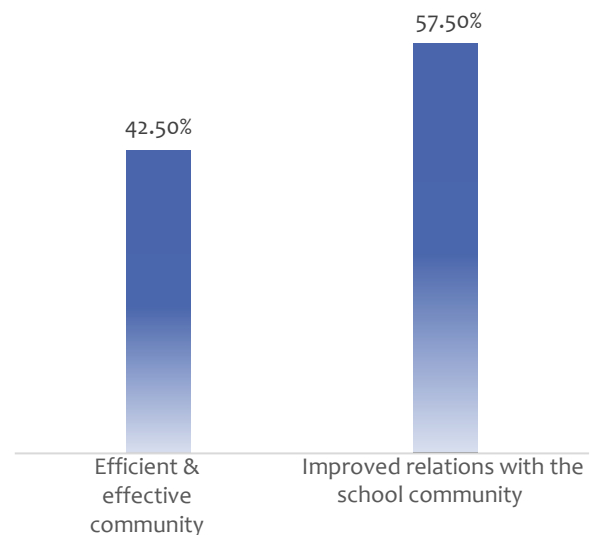
Participation of all the children in each school contributes to the avoidance of stigma among students, fostering social solidarity and a sense of equality between the students. The Program contributes to the improvement of the parents' sense of trust towards the school and, by extension, their communication and cooperation (prolepsis.gr). Based on the literature and similar studies, it is proven that the provision of healthy school meals also creates benefits for the school itself. For this reason, we have considered two main outcomes, the improved relationships within the school community and the overall effectiveness that comes from school.

- **More efficient & effective community**

Enhancing the pedagogical work, reducing school dropout, more systematic attendance of students at school and cultivation of a spirit of cooperation are elements that build the effectiveness of the school and increase the overall performance of its operation.

- **Improved relations with the school community**

It also turns out that the social role of the school, and public school in particular, because of the changes experienced by students and parents, also improves the interaction of students with teachers and headmasters or parents with teachers and headmasters, increases parents' trust in the community.



SROI parameters

Result indicators

Performance Indicators

A performance indicator is a piece of information that allows us to measure the change and see whether that change has taken place. In this analysis, the indicators were determined by the implementing body according to the annual surveys it carried out and confirmed by the already existing literature or similar studies measuring similar outcomes.

Duration of Outcomes

Tracking the duration of an activity's outcomes is important for its evaluation. Although a change may affect a stakeholder for a long time after completion of the activity, it is likely that there is not enough data to accurately determine the period. In this analysis, the duration of outcomes followed the duration of the years covered by the program in order to avoid overclaiming.

Financial proxies

“Financial Proxies” are the monetary equivalents used to reflect variables that are difficult to measure during a survey, thus reflecting their true value to each stakeholder. There are many techniques for calculating a “financial proxy” detailed in the guide (The SROI Network, 2012).

Usually, because most outcomes reported by the stakeholders are non-marketable, i.e. have no market price, we find the nearest product / service purchase price or use the price of goods, derived from relevant records.

Also, in some cases we use the potential cost value saved. Finally, the lowest prices were set as the values of proxies, to avoid overvaluing. It should be stressed that with ‘financial proxies’ we do not examine whether stakeholders can buy the corresponding products or services, but we use them because they are a simple way of attaching a monetary value to outcomes that are not marketable.

To assess the overall value of the DIATROFI program's outcomes, we need to determine how specific the program outcomes are. SROI applies accepted accounting principles to discount value. The application of these four parameters (Deadweight, Attribution, Displacement, Drop off) creates an understanding of the overall net present value of the outcome and contributes to adhering to the 5th principle of the SROI Guide, avoiding overclaiming.

5

Do not overclaim

Apply the Deadweight, Attribution, Displacement, Drop off parameters to match the contribution to the outcomes.

Often, changes that result from an activity may have taken place anyway, under the right conditions, or on the flipside, may not have occurred at all without the contribution of a third party. For this reason, for each outcome/change recorded during the analysis, four important parameters contributing to the net assessment of the impact of the activities were taken into account as a percentage of the change.

Deadweight

Deadweight is a measure of the amount of change that would have occurred regardless of the intervention. Consider whether this change would have taken place even if the program had not been implemented. This is weighted by the respondents' responses and can be adjusted for each outcome individually.

Given that the program is about a basic nutritional need, the analysis probed on how the changes would, to some extent, have taken place even without the existence of the program.

Attribution

Attribution is an assessment of the percentage of the outcome caused by external factors (other actions, family, friends). This parameter examines the possibility of stakeholders experiencing the same effects from the intervention of other external factors. Similar to deadweight, attribution is assessed separately for each outcome or as a weighted average.

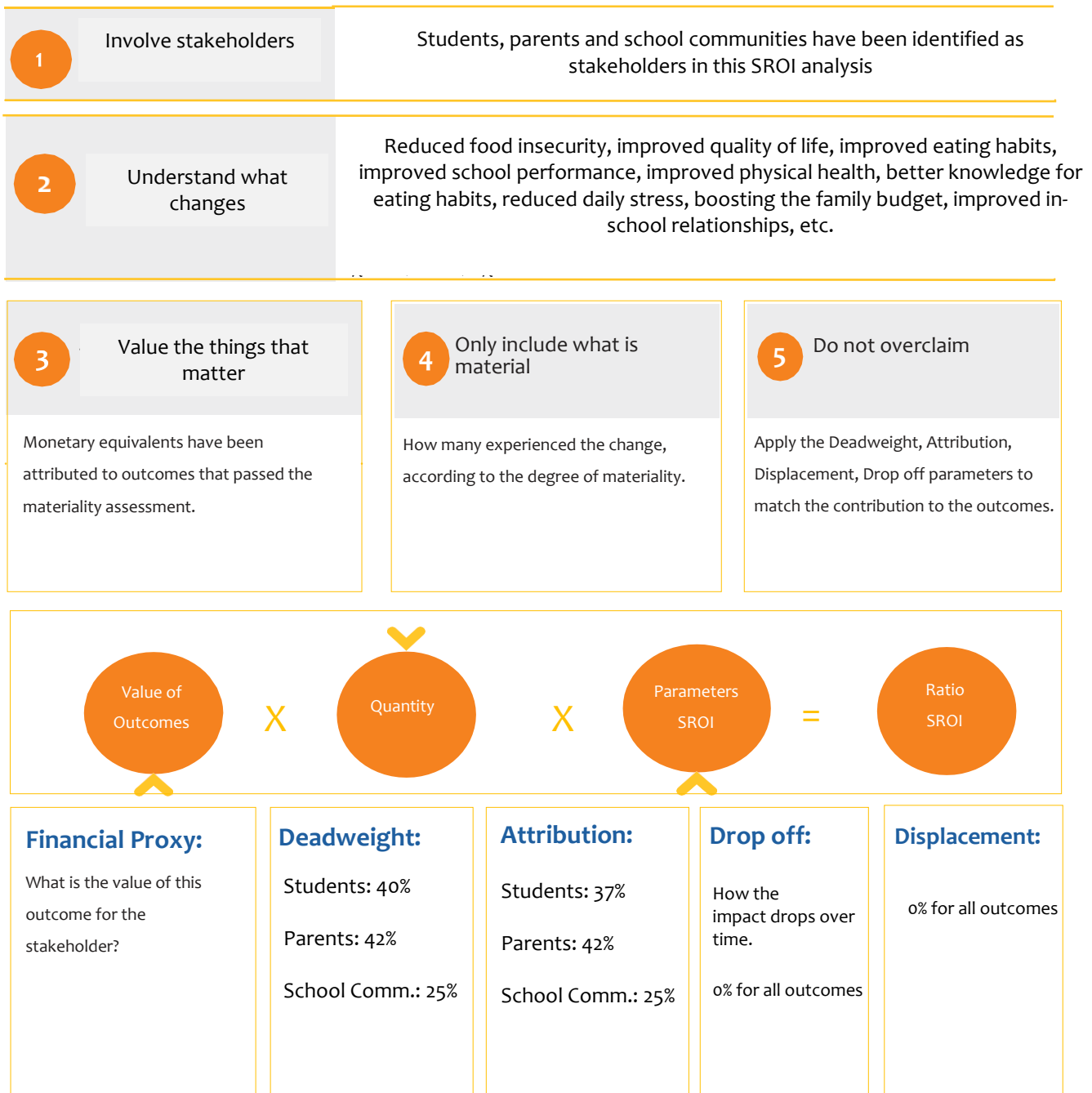
Displacement

Displacement is a measure that allows the researcher to examine displacement, i.e. whether an outcome could arise from the same support, but under different circumstances or services. In short, what would the stakeholders themselves have done differently to receive the support and, by extension, have the same outcomes? In this SROI analysis the percentages of this variable for all categories were zero due to the specificity and nature of the program.

Drop off:

Another factor considered is that the impact of an outcome on stakeholders drops with time (drop off), and due to lack of data, we set this drop percentage at 10%.

The annex hereto presents all deadweight, attribution & drop off percentages for each material outcome in detail.



SROI calculation

Taking into account the value of the financial proxies of each outcome and the application of deadweight, attribution and displacement parameters, we calculate the total stakeholder-generated social value.

For all the years under review, the program is subsidised with **€192,664.05**.

Inputs

€ 192,664.05

This input creates several outcomes for stakeholders, which were included in the analysis and valued at **€ 1,050,175.01** in social value.

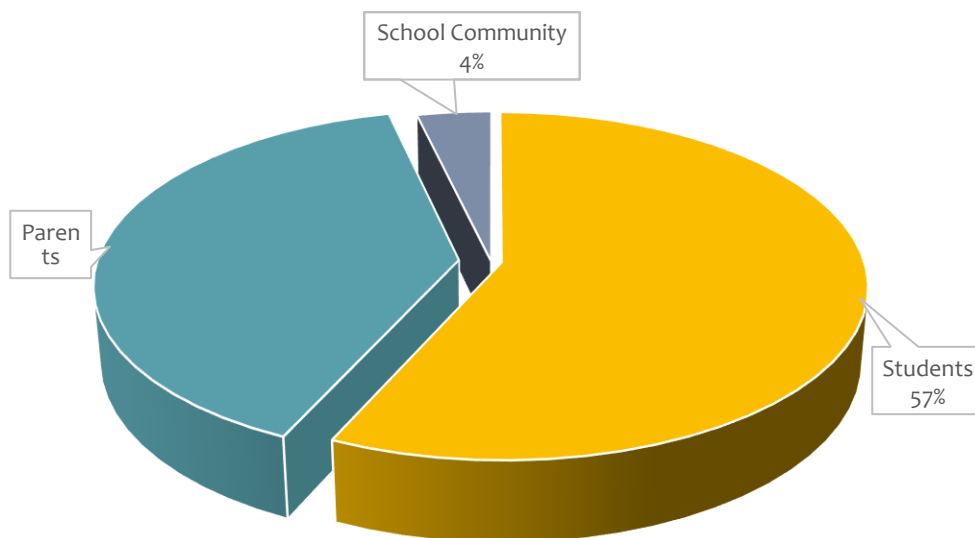
Outcomes

€ 1,050,175.01

Outcomes	Social Value	
Students	606,593.45	56.78%
Parents	421,798.83	39.49%
School Community	39,844.71	3.73%
	€ 1,068,236.98	
Discount rate	3.5%	
Present Value	€ 1,050,175.01	

Total Present Value (PV)	1,050,175.01
Total Investment Cost	€ 192,664.05
SROI	€ 5.45

Social Value Distribution



SROI index

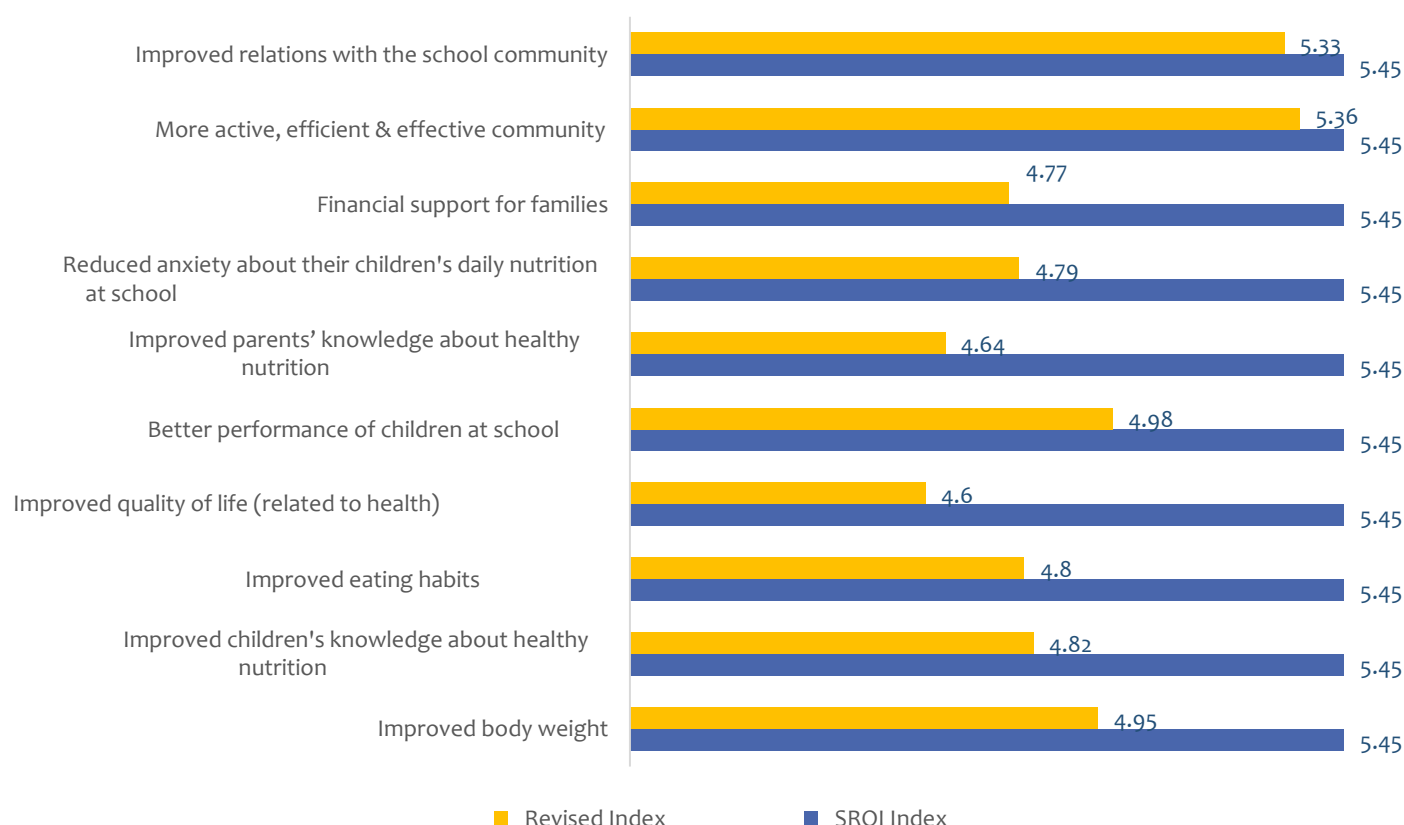
$$5.45 : 1 = \frac{€ 1,050,175.01}{€ 192,664.05}$$

“For every 1 euro invested in the DIATROFI program, 5.45 euros of social value was created.”

Sensitivity Analysis

In the process of calculating the various outcomes, assumptions and estimates to determine the economic mediation variables, the four adjustment parameters, or the impact duration are unavoidable. Therefore, in order to comprehend the effect of the parameters on the final SROI result, we adopted an approach to present our adjustments in the sensitivity analysis. By creating an impact map, we can easily adjust the values and get the adjusted SROI results. In the sensitivity analysis, assumptions are recalculated to examine how sensitive the index is, because if it is volatile, we must be very careful in the survey assumptions.

Observing the above table, one can see that the range of the SROI sensitivity analysis for the program is between 4.60-5.45. There are no large fluctuations in the index, and in any case the resulting ratio is much greater than one.



The values applied on the sensitivity analysis for all outcomes are presented in the Annex hereto.

Conclusions

The SROI analysis carried out revealed that the social return on investment for the part funded by MYTILINEOS creates a social impact much higher than the cost of implementing the program.

The report showed that the DIATROFI program mainly affects students, parents and the school community. Providing students with a rich and nutritious breakfast directly helps students and their parents. Students at every level of education need a good diet to grow, to protect themselves from disease and to have the energy to study and be physically active. Proper and balanced nutrition is a prerequisite for children's health and at the same time for their proper mental and physical development. Holistic and coherent school programs and policies are key to achieving children's human rights to food, education and health. School meals are a good pedagogical practice for the development of a healthy diet among the school population, through the Mediterranean diet. Complementary essential interventions, such as that of healthy school meals, in conjunction with food and nutrition education, helps students to improve their health on the one hand, and to extend healthier eating practices within their families on the other.

The school meals program is a great relief for disadvantaged families. Parents are not anxious about their child's daily feeding and, in addition to saving money, they can cover other serious family needs, mainly paying utility bills or buying more food.

The school meals program also contributes decisively to the elimination of discrimination and stereotypes within the school community. Children who really need a daily meal receive it along with all other children, thus are not stigmatized. This without a doubt affects children's social contacts with their classmates and teachers, and at the same time increases parents' trust in teachers and school headmasters. In similar studies, mainly in schools in vulnerable areas, more children stay at school and student dropout rates decline, and so does children's aggressive behaviour in the school.

It is a fact that every child should have the opportunity to be healthy, no matter where they live. This includes access to a nutritious diet, but vulnerable families are more likely to either offer an inadequate meal or offer more unhealthy food choices to their children. This shows that for many children, free school meals are the main source of regular, nutritious food. Healthy, free school meals help all children have the same opportunities, no matter where they grow up. The impact has been shown to last into adulthood, with evidence linking free school meals to improved educational attainment and a range of social, economic, but mostly health benefits. Access to nutritious food is still a basic right for children.

Limitations

As in any survey and analysis, there are some limitations that the reader must consider regarding the survey results. These are:

- The SROI evaluation is a technique that enables different people to have a different approach, but always based on the basic SROI principles described in the guide (The SROI Network, 2012).
- This analysis was based on the principles described in said guide. However, since there are different approaches and analyses, a generalisation and comparison of this index should be avoided.
- The SROI analysis takes into account a time horizon of five years since, over the years, more and more factors affect a stakeholder and not only the change itself. Therefore, the future value of the outcomes is calculated over five years with a discount rate of 3.5% for every year (The SROI Network, 2012).
- In a future SROI analysis it is recommended to confirm outcomes with all parties involved.

References

- Benyam Addisalem, John Rolfe, Susan Kinnear (2020) Willingness to pay for a domestic food waste diversion policy option in regional Queensland, Australia Journal of Cleaner Production.
- Bazerghi Chantelle, Fiona H. McKay, Matthew Dunn,(2016) The Role of Food Banks in Addressing Food Insecurity: A Systematic Review, Springer Science+Business Media New York
- Claxton, G. (2007). Expanding young people's capacity to learn. British Journal of Educational Studies.
- Eichler Klaus, Simon Wieser, Isabelle Rüthemann† and Urs Brügger (2012). Effects of micronutrient fortified milk and cereal food for infants and children: a systematic review, BMC Public Health.
- Elstat, Infographic Household Budget Survey 2021. September 2022.
- Frisvold, D. (2015). Nutrition and cognitive achievement: An evaluation of the School Breakfast Program. Journal of Public Economics.
- Foltz, S., D, C., Halmo, M., Metayer, N., Blondin, S., Smith, K., & Economos, C. (2016). School staff, parent and student perceptions of a Breakfast in the Classroom model during initial implementation. Public Health Nutrition.
- Grantham Sally -McGregor (2005) Can the provision of breakfast benefit school performance? Food and Nutrition Bulletin.
- Malikeh Beheshtifar - Taebe Norozy, Social Skills: A Factor to Employees' Success, HRMars
- Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. In Forum Qualitative Sozialforschung/Forum: Qualitative Social Research , Vol. 11, No 3.
- Murphy, J. (2007). Breakfast and learning: An Updated Review. Current Nutrition & Food Science.
- Murphy JM,(2009) Breakfast and Learning: An Updated Review. Journal of Current Nutrition and Food Science
- National report – Greece, Study on Volunteering in the European Union Country Report Greece.
- Shemilt, I., O'Brien, M., Thoburn, J., Harvey, I., Belderson, P., Robinson, J., & Camina, M. (2003). School breakfast clubs, children and family support. Children & Society.
- Smith, T. (2017). Do school food programs improve child dietary quality? American Journal of Agricultural Economics.
- The SROI Network. (2012). A guide to Social Return on Investment. SROI Network.
- The SROI Network. Supplementary Guidance on Materiality. The SROI Network. Accounting for Value.
- The state of food security and nutrition in the world, 2021

Social Impact Measurement

- Veronique Siegler, Office for National Statistics (2018), Measuring National Well-being – An Analysis of Social Capital in the UK
- Wang, D., Stewart, D., Chang, C., & Shi, Y. (2015) Effect of a school-based nutrition education program on adolescents' nutrition-related knowledge, attitudes and behaviour in rural areas of China. Environmental Health and Preventive Medicine.
- World Bank. (2011). Impact Evaluation in Practice. World Bank.
- Zadek, S., & Merme, M. (2003). Redefining Materiality. Accountability.

Annexes

TABLE OF ANNEX 1 – Analysis results

Stakeholders	Outcomes	Total value produced in € with duration from 1 to 5 years	% of total value
Students	Improved body weight	€ 98,145.00	56.78%
	Improved children's knowledge about healthy nutrition	€ 122,889.37	
	Improved eating habits	€ 127,370.88	
	Improved quality of life (related to health)	€ 166,941.80	
	Better performance of children at school	€ 91,246.40	
Parents	Improved parents' knowledge about healthy nutrition	€ 159,511.42	39.49%
	Reduced anxiety about their children's daily nutrition at school	€ 128,700.04	
	Financial support for families	€ 133,587.36	
School Community	Efficient & effective community	€ 16,932.54	3.78%
	Improved relations with the school community	€ 22,912.17	

*These values refer to the total values for each outcome before calculating the 3.5% discount rate for each year.

TABLE OF ANNEX 2 Analysis results & parameters

Stakeholders	Outcomes	Deadweight	Attribution	Drop off:
Students	Improved body weight	25%	25%	10%
	Improved children's knowledge about healthy nutrition	0%	0%	10%
	Improved eating habits	50%	50%	10%
	Improved quality of life (related to health)	60%	50%	10%
	Better performance of children at school	75%	75%	10%
Parents	Improved parents' knowledge about healthy nutrition	0%	0%	10%
	Reduced anxiety about their children's daily nutrition at school	75%	50%	10%
	Financial support for families	75%	50%	10%
School Community	Efficient & effective community	25%	25%	10%
	Improved relations with the school community	25%	25%	10%

TABLE OF ANNEX 3 Sensitivity Analysis (Quantity & Financial Proxies)

Stakeholders	Outcomes	Quantity		Financial Proxy		SROI
		Initial Value	Final Value	Initial Value	Final Value	
Students	Improved body weight	348.96	0	€250.00	€ 0.00	4.95
	Improved children's knowledge about healthy nutrition	758.67	0	€80.99	€ 0.00	4.82
	Improved eating habits	442.26	0	€576.00	€ 0.00	4.80
	Improved quality of life (related to health)	605.23	0	€689.58	€ 0.00	4.60
	Better performance of children at school	570.29	0	€800.00	€ 0.00	4.98
Parents	Improved parents' knowledge about healthy nutrition	984.76	0	€80.99	€ 0.00	4.64
	Reduced anxiety about their children's daily nutrition at school	922.70	0	€557.93	€ 0.00	4.79
	Financial support for families	927.69	0	€576.00	€ 0.00	4.77
School Community	Efficient & effective community	27	0	€557.45	€ 0.00	5.36
	Improved relations with the school community	27	0	€754.31	€ 0.00	5.33

TABLE OF ANNEX 4 Sensitivity Analysis (Deadweight & Attribution)

Stakeholders	Outcomes	Deadweight		Attribution		SROI
		Initial Value	Final Value	Initial Value	Final Value	
Students	Improved body weight	25%	100%	25%	100%	4.95
	Improved children's knowledge about healthy nutrition	0%	100%	0%	100%	4.82
	Improved eating habits	50%	100%	50%	100%	4.80
	Improved quality of life (related to health)	60%	100%	50%	100%	4.60
	Better performance of children at school	75%	100%	75%	100%	4.98
Parents	Improved parents' knowledge about healthy nutrition	0%	100%	0%	100%	4.64
	Reduced anxiety about their children's daily nutrition at school	75%	100%	50%	100%	4.79
	Financial support for families	75%	100%	50%	100%	4.77
School Community	Efficient & effective community	25%	100%	25%	100%	5.36
	Improved relations with the school community	25%	100%	25%	100%	5.33

