



Social Return on Investment Evaluative Analysis

FULL REPORT

April 2014

Prepared by: SOCIAL VENTURES AUSTRALIA (SVA) CONSULTING

SVA Consulting is proudly
supported by the
Macquarie Group Foundation



About Social Ventures Australia

Social Ventures Australia (SVA) works with innovative partners to invest in social change. We help to create better education and employment outcomes for disadvantaged Australians by bringing the best of business to the 'for purpose' sector, and by working with partners to strategically invest capital and expertise. SVA Social Finance introduces new capital and innovative financial models to help solve entrenched problems.

SVA Consulting shares evidence and knowledge to build social sector capacity. We work with non-profits, major funders and governments to strengthen their capacity to access and manage capital, talent and evidence, measure impact, and deploy new approaches to delivering services, to achieve profound social change.

Executive Summary

Context

Ganbina is committed to empowering Indigenous communities to achieve true social and economic equality with other Australians within the next two generations. Ganbina do this by working with young Aboriginal people in Greater Shepparton throughout their school years and beyond, to make sure they get the right education, jobs training and experience and life skills they need to reach their full potential as adults. Greater Shepparton is in north-central Victoria, Australia.

Over the last 10 years, Ganbina has worked with around 900 young Aboriginal people between the ages of 5 to 24 years. Currently, Ganbina supports almost 300 young people each year. Young people's participation in the program is completely voluntary.

Ganbina's work is supported by a number of corporate and philanthropic donors and individuals, including Social Ventures Australia (SVA).

Project approach

In 2013, Ganbina engaged SVA Consulting to assess the impact of its program. The methodology selected to complete this task was Social Return on Investment (SROI). SROI is an internationally recognised methodology used to understand, measure and value the impact of a program or organisation. It is a form of cost-benefit analysis that examines the social, economic and environmental outcomes created and the costs of creating them.

This SROI analysis is an evaluative analysis that looks at the investment made and the stakeholder outcomes experienced as a result of Ganbina's activities during the 2012 calendar year. This evaluative SROI builds on the baseline SROI conducted by SVA Consulting in 2010 on the investment and outcomes generated for the 2009 calendar year. Ganbina is a leader in this space and one of only four organisations that SVA Consulting have worked with that have completed two independent SROI analyses on the same program.

In conducting this SROI analysis, SVA Consulting interviewed participants and their parents, Ganbina staff and schools that Ganbina participants attend; surveyed participants and parents; examined data collected by Ganbina, and conducted secondary research.

The total value created by the program represents the unique value created by Ganbina for stakeholders impacted by the program, attributable to the investment made in 2012. The short timeframe of the analysis and the paucity of data in some areas limits the extent to which some outcomes can be proven and may under-estimate the extent of some of the impacts.

Results of the analysis

The SROI ratio

An investment of \$1.1m in the 2012 calendar year created \$7.5m of social and economic value for stakeholders. This results in an SROI ratio of 6.7:1. That is, \$6.70 of value was created for stakeholders for every \$1 invested in Ganbina's activities. This is based on Ganbina's historic record of 80 per cent of the 311 participants being retained in the program and experiencing the associated positive outcomes. The average investment was approximately \$3,500 per participant in 2012.

Comparison to the 2009 SROI analysis

Since the 2009 calendar year, Ganbina has increased the value created for stakeholders. The SROI ratio increased from 4:1 in 2009 to a SROI ratio of 6.7:1 in 2012. The main reasons for this large increase include more participants are in the program and more of them are progressing through school and onto university and work. In addition, Ganbina has collected more evidence to justify the judgements made in the analysis.

Ganbina program logic and impact

The valuation is derived by first understanding the logic of Ganbina's program and then measuring and valuing the outcomes achieved by stakeholders from the investment in 2012. The following is a simplified representation of Ganbina's program logic:

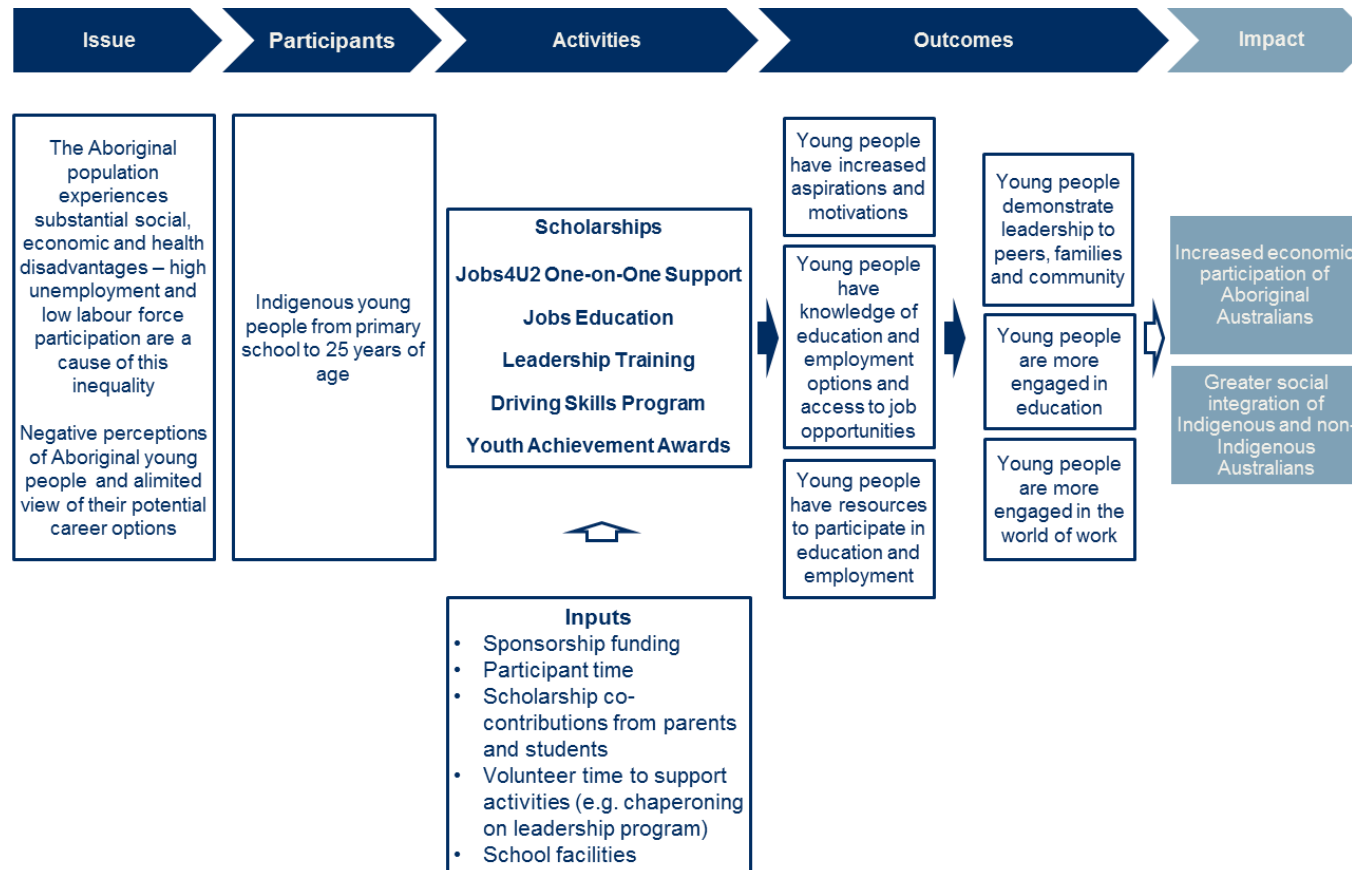


Figure A - Ganbina simplified program logic

Ganbina works with the majority of Indigenous young people in the Greater Shepparton. It is the largest program dedicated to Indigenous young people in the region. It provides extensive and intensive support to young people over a long period of time.

Due to their involvement with Ganbina, **young people** have:

- Increased aspirations and motivation
- Greater knowledge of education and employment options and better access to job opportunities
- Access to resources to support participation in education and employment.

These changes translate into young people:

- Demonstrating leadership to their peers, families and community
- Increasing their participation in education and employment
- Gaining independence from their families and the local community.

Ganbina has been the catalyst for positive changes in young people's lives.

Interactions with the juvenile justice system and teen pregnancy are all too common among young Aboriginal Australians. Although only about 5 per cent of young Australians are Indigenous, in 2010–11, almost 2 in 5 (39%) of those under juvenile justice supervision on an average day were Indigenous.¹ At a national level, Indigenous young people were, on average, 14 times as likely to be under community-based supervision during the year and 18 times as likely to be in detention. Similarly, the teenage birth rate is almost five times higher among young Indigenous Australians than other teenagers.² Young people's involvement in Ganbina means that they avoid interacting with the justice system, and avoid teenage pregnancy, while they are part of the program.

Based on our observations, it can be inferred that these are likely to lead to long-term changes in a broad range of areas, including improving mental and physical health, and reducing the incidence of suicide. Over the long-term, and in concert with other organisations, the impact of these changes is expected to break the entrenched cycle of social and economic disadvantage experienced by many Aboriginal Australians.

Ganbina's impacts extend beyond the participants:

- Ganbina assists **government** at the state and federal levels to achieve their National Education Agreement and Closing the Target Gap targets by supporting Aboriginal young people to stay at school, complete Year 12 or equivalent qualifications, and successfully transition from school to further education or employment. These changes lead to increased income tax revenue and cost savings in income and employment support, and the reallocation of resources in the criminal justice system
- **Schools** with Ganbina participants receive additional support to resolve students' issues. They benefit from Ganbina participants being more strongly engaged at school and in community
- **Employers** have increased access to job-ready Aboriginal workers which increases their ability to reach their Indigenous employment goals
- Through their interactions with Ganbina staff, **parents and guardians**, are assisted to purchase education and work-related items for their children, and increase their

¹ Australian Institute of Health and Welfare, *Indigenous young people in the juvenile justice system 2010-11*, <<http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=60129542188>>, 2012.

² Australian Bureau of Statistics, *Births, Australia, 2011, 2012*.

engagement with their children's education.

Furthermore, by proving Aboriginal young people can be a success Ganbina is working to challenge and influence business, industry and government perceptions. This will increase the economic participation and social integration of Aboriginal Australians.

Value created by Ganbina

A summary of the value by outcome is presented in the following table.

Stakeholders	Outcomes	Value by outcome* ('000)	Value by stakeholder* ('000)
Participants	Increased aspirations and motivation <ul style="list-style-type: none"> Avoid justice system Avoid pregnancy Increased likelihood of pursuing a positive pathway Trusted mentor relationship Willingness to be a leader Increased self-pride, self-confidence and self-belief 	\$2,924	\$5,175 (65%)
	More engaged in education <ul style="list-style-type: none"> Complete school Complete University/TAFE Starting at University/TAFE 	\$800	
	More engaged in the world of work <ul style="list-style-type: none"> Build employment history Seek and secure job / work experience while at school 	\$753	
	Demonstrating leadership to peers, families and community <ul style="list-style-type: none"> Positive role model for peers, colleagues and family Demonstrate leadership outside of the community 	\$278	
	Gain independence from family and community	\$214	
	Greater knowledge of education and employment options and better access to job opportunities <ul style="list-style-type: none"> More informed about jobs and careers Expanded view of post-school options 	\$137	
	Resources to participate in education and employment <ul style="list-style-type: none"> Develop life skills 	\$57	
	Government	Increased savings in income support payments	
Increased tax income		\$313	
Reallocation of resources due to a longer-term reduction in criminal offences		\$180	
Reallocation of resources due to an immediate reduction in criminal offences		\$171	
Reduced expenditure on employment services		\$46	
Schools	Additional support to resolve students' issues	\$239	\$239 (3%)
	Higher progression and completion rates	Accounted for in government outcomes	
	Higher transition rates		
	Increased parental engagement in school		
Employers	Increased access to job-ready workers		\$127
	Increased ability to reach Indigenous employment goals	Data not available	
Parents/ Guardians of participants	Assisted to purchase education/work-related items for children	\$33	\$51 (1%)
	Increased engagement in children's education	\$17	
TOTAL			\$7,936k

Table A - Value created by Ganbina by stakeholder group *Before discounting. Rounding means the total is greater than 100%

Almost two-thirds of the value created by Ganbina accrues to participants (65%). Of all the participant groups, the Year 9 and 10 (including ASHE) participant group collectively experiences the largest amount of value (18%) and the broadest range of outcomes. This is due to the large number of participants in this age group (n=83) and it being a critical time to make decisions about the future and to start working. However, Year 11 and 12 participants accrue the highest value per participant (\$37k), followed by participants that are employed or seeking employment (\$26) and University/TAFE participants (\$24k).

The majority of the remaining value created accrues to government (30%), particularly through increased savings in income support payments resulting from Ganbina participants studying or working rather than being unemployed post-school. Schools (3%)³, employers (2%) and parents/guardians (1%) also accrue value from Ganbina’s program.

In the absence of Ganbina, what would happen?

Greater Shepparton faces significant, ongoing socio-economic challenges. Ganbina works directly to address these challenges by providing a unique and effective support service to a large number of young people in the region.

The evidence collected shows Ganbina has, over a long period of time, established itself as a critical part of the education, employment and cultural landscape in Greater Shepparton. The support it provides to young people fills a niche in this landscape by delivering a service that is not provided by other organisations. If Ganbina were to close this would have serious negative repercussions for the young people that it works with.

Ganbina has had extensive positive impacts on the education, employment and life pathways of Aboriginal young people in Greater Shepparton. For example, anecdotal evidence suggests that low numbers of Aboriginal young people completed high school in the 1990s, whereas now many Ganbina participants complete Year 12, and many progress to further education or training. If Ganbina did not exist, it would be unlikely that these achievements would have occurred. For the majority of the most valuable outcomes experienced by participants, 75 per cent or more of the outcome is attributable to the work of Ganbina.

Ganbina’s performance in 2012 compares very favourably to the outcomes of national Indigenous and Australian populations as a whole:

	Ganbina participants	Other young people
<i>More Ganbina participants are engaged in education and/or employment than other young people</i>	91% of Ganbina’s participants⁴ in were engaged in education and/or employment	53% of young Indigenous Australians were engaged in secondary school⁵ 89% of Australian young people were in engaged in education and/or employment⁶
<i>Most Aboriginal students that complete Year 12 in Greater Shepparton are Ganbina</i>	15 Ganbina participants completed Year 12	17 Aboriginal young people in Greater Shepparton completed Year 12

³ The major outcomes experienced by schools (higher retention, attainment and successful transition rates) are accounted for in the participant and government stakeholder groups.

⁴ Refers to participants in Ganbina’s education, training and employment programs in Year 9 (or equivalent) and above.

⁵ ABS, *Census – Participation rates 15-19 year olds by Indigenous Status*, 2011.

⁶ Refers to young people unemployed and not in full-time education and not in the labour force and not in full time education. ABS, *Labour Force Australia, Detailed – Electronic Delivery, Tables 03b & 03c*, 2012. Proportion of persons aged 15 to 24 not in education and not fully employed as at May 2012.

	Ganbina participants	Other young people
<i>participants</i>		272 Aboriginal young people⁷ in Victoria completed Year 12
<i>More Ganbina participants have after-school jobs than other young people</i>	60% of Ganbina participants in senior secondary school have after school jobs	36% of Australian young people in senior secondary school have after school jobs ⁸

Table B – Comparison of education and employment outcomes of Ganbina participants

Working with 300 young people a year makes Ganbina one of Australia’s largest community-based school to work programs for Aboriginal young people. Ganbina supports a large proportion of the Aboriginal youth population in Greater Shepparton - around 60 per cent of Aboriginal secondary students in the region. Given that young people voluntarily choose to participate in the program, this is a strong indication that young people value the support provided by Ganbina.

Ganbina’s aim is to empower Indigenous communities to achieve true social and economic equality with other Australians within the next two generations. Since it was established in 1997 (as the the Koori Economic Employment and Training Agency), Ganbina has made strong progress towards achieving this aim with the first generation it has worked with.

The economic situation in the Greater Shepparton, however, is deteriorating. Without Ganbina’s continued support of Aboriginal young people in the region it will be difficult to maintain the gains that have been made and secure the generational change that is needed.

Recommendations

This SROI has shown that Ganbina continues to create substantial value for Aboriginal young people, their parents, schools and employers in Greater Shepparton, and for government. Ganbina is taking steps to further increase the value it creates. SVA Consulting recommends Ganbina:

- Develop and continue to expand opportunities for young people to:
 - Develop leadership skills which are critical to excel within and outside of the local community
 - Boost academic achievement to allow participants to access, and succeed in, a broad range of post-school education and employment options
 - Give back to Ganbina through volunteering, mentoring and participating in an alumni network to maximise the support available to participants and give them a chance to build their leadership skills.
- Encourage other school to work programs to adopt successful elements of the Ganbina program:
 - Personalised support that is constant over a long period of time
 - Integrated career development and personal support
 - Voluntary participation in the program that is not tied to school or income support requirements

⁷ Victorian Government, *Aboriginal Affairs Report*, 'Number of Aboriginal students who completed Year 12 in the school sector, Victoria 2011', 2012 p.35.

⁸ Foundation for Young Australians, *How Young People Are Faring*, 2012.

-
- Participant accountability for participation in program activities and performance against their personal goals
 - A pro-active approach focused on young people's positive development rather than addressing perceived deficits
 - Organisational decision-making based on solid data rather than anecdotal evidence.
- Continue the ongoing collection of current and former participants' education, employment, community and leadership activities to inform the assessment of Ganbina's impact, including, potentially, a longitudinal study of participants' life pathways.

Table of Contents

Executive Summary	3
Context	3
Project approach.....	3
Results of the analysis	3
Recommendations.....	8
1 Introduction.....	12
1.1 Ganbina	12
1.2 Project objective	14
1.3 Report structure.....	14
2 Greater Shepparton social and economic profile.....	15
2.1 The Greater Shepparton region	15
2.2 Social and economic disadvantage in the Greater Shepparton	15
2.3 Inequality between Indigenous and non-Indigenous Australians in Greater Shepparton.....	18
3 Project Approach	20
3.1 Social Return on Investment	20
3.2 Project methodology	20
3.3 Project scope	22
3.4 Defining stakeholder groups.....	22
3.5 Stakeholder engagement.....	23
4 Investment.....	26
5 Program Logic.....	27
5.1 About the program logic	27
5.2 Changes to the program logic since the baseline SROI was conducted	27
6 Stakeholder Outcomes	29
6.1 Overview.....	29
6.2 Participants	29
6.3 Parents and guardians of participants.....	50
6.4 Schools with Ganbina participants.....	53
6.5 Government (Federal and State)	56
6.6 Employers	59
7 Measurement	61
7.1 Overview.....	61
7.2 Measurement approach	61
8 Value Creation	65
8.1 Overview.....	65
8.2 Financial proxies used for this analysis	66

8.3	Adjusted value of outcomes.....	75
	75
8.4	Summary of value created	75
9	SROI Calculations.....	78
9.1	SROI ratio.....	78
9.2	Sensitivity Analysis.....	79
9.3	Comparison to 2009 Baseline SROI analysis	79
10	Conclusions and Recommendations	80
10.1	Summary of value created	80
10.2	Insights.....	81
10.3	Recommendations	84
Appendices.....		85
Appendix 1 – Interview template		85
Appendix 2 – Survey questions		85
Appendix 3 – SROI Filters.....		86



1 Introduction

1.1 Ganbina

Ganbina aims to give Indigenous youth the skills and support they need to access the educational opportunities available to them, to train for a career which matches their potential and ultimately, to become financially independent. By empowering them in this way, it is hoped these young people will go on to live more fulfilling lives themselves and will become agents of sustainable change within their own communities.

PURPOSE

Ganbina's aim is to empower Indigenous communities to achieve true social and economic equality with other Australians within the next two generations.

Ganbina was established in 1997 as the Koori Economic Employment and Training Agency. Since this time Ganbina has grown from two staff and about 40 participants to seven staff and over 300 participants a year. It is funded entirely by investment from the private sector, including charitable trusts, corporate sponsors and individual donors. Ganbina receives no government funding.

Ganbina works with Indigenous young people under the age of 25, primarily in the area of work readiness and employment. Ganbina works in partnership with all schools in the Greater Shepparton region. In 2012 Ganbina secondary school participants attended five schools (Mooroopna Secondary College, Shepparton High School, McGuire College, Notre Dame College, Wanganui Park Secondary College). In 2012, around half of Ganbina's participants were high school students (53%). Other participants were at primary school (19%), attending the Academy of Sport, Health and Education (ASHE, 7%)⁹, at University (3%), and at TAFE (2%) (see Figure 1.1). Almost one-fifth of Ganbina's participants were doing other activities (e.g. employed or seeking work, 19%).

The 2011 Census recorded 888 Indigenous people between the ages of 5-24 years living in the Greater Shepparton area.¹⁰ In 2012 Ganbina had 313 active clients and therefore worked with one-third of Indigenous young people in the region. Reflecting its focus on secondary school students, in 2012 Ganbina worked with approximately 56 per cent of Indigenous secondary school students in its partner schools (146 of 262 students).¹¹

⁹ The Academy of Sport, Health and Education (ASHE) provides sport-focused VCAL, TAFE courses, short courses and employment programs to Indigenous aged 16-25 years in Shepparton.

¹⁰ Australian Bureau of Statistics, 'B07 Indigenous Status by Age by Sex – Greater Shepparton Basic Community Profile', 2011 Census of Population and Housing, 2012.

¹¹ Ganbina client summary data, 2012 (based on school enrolment data available from www.myschool.edu.au).

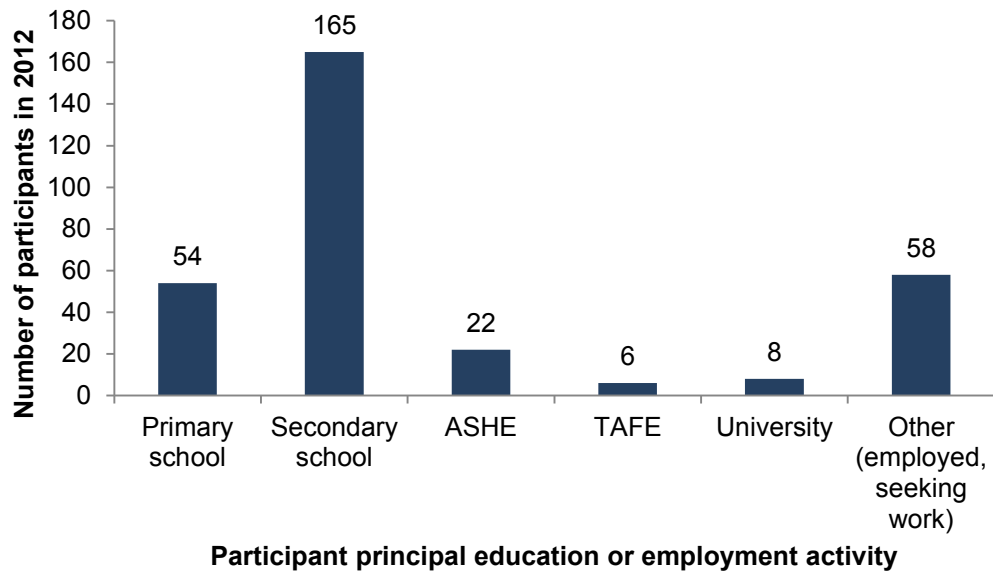


Figure 1.1 – Number of participants in Ganbina program in 2012

Ganbina delivers the Jobs4U2 program (the Program) which has a number of components that support young Aboriginal people under 25 years to stay in school, get a job and start a career. The components are:

- Education Program:** helps young people create their vision of a future career path through an Individual Client Plan, industry tours and work experience. In 2012 there were 195 participants engaged in the education program. This is a significant increase since 2009 when 148 secondary and university students were in this program.
- Indigenous Education Scholarships:** these scholarships were created to provide modest financial assistance to young people to attend school or get training for employment. Parents, Guardians, and / or students are required to contribute 25 per cent towards these scholarships. In 2012 there were 113 participants who received scholarships spread from prep through to the workforce.
- Koori Driving Skills Program:** responded to a need for young people to obtain their learners permit and probationary licence in order to transport themselves to their jobs and more generally gain self-sufficiency and confidence. In 2012 there were 72 participants engaged in the drivers program. By the end of 2012, 12 of these participants had gained their learners permit and 10 had secured their probationary licence.
- Ganbina Achievement Awards:** in 2004 Ganbina established awards in the areas of education, training and employment to acknowledge the achievements and efforts of young Aboriginal people and to encourage them on their journeys forward. In addition to community recognition, award recipients also receive a financial prize ranging from \$50 for Year 7s to \$500 for young people that are employed or seeking employment. Twenty-nine young people received awards in 2012 totalling \$5,650.
- Employment Program:** facilitates the transition of young people from full time education in Years 10-12 or accredited training into the workforce. In 2012 there were 58 participants engaged in the employment program who were in employment or seeking employment.
- Training Program:** assists young people to access training and certification with educational institutions or employment-based traineeships. In 2012 there were 6 participants engaged in the training program.

-
- **Koori Youth Leadership Program:** a three-year selective entry program designed to develop young people who demonstrate leadership potential. In 2012 there were 18 participants in the Youth Leadership Program in Years 10 to 12.

1.2 Project objective

Ganbina has commissioned Social Ventures Australia (SVA) Consulting to understand, measure and value the changes generated through its programs. It will be used to determine what has changed since the last SROI analysis in 2010 and describe what would have been achieved for young Aboriginal people in Greater Shepparton if Ganbina did not exist.

The outcomes of this project will be used to inform the future direction of Ganbina's programs, and support Ganbina to communicate its impact to a broad audience.

1.3 Report structure

The structure of the report is set out below.

- Section 2 presents a social and economic profile of Greater Shepparton
- Section 3 includes an overview of the project approach
- Section 4 describes the investment in Ganbina considered in the analysis
- Section 5 presents the logic underpinning Ganbina's program
- Section 6 includes an overview of the different stakeholder outcomes
- Section 7 describes the measurement approach adopted in this analysis
- Section 8 describes the valuation approach adopted in this analysis
- Section 9 describes the approach to the SROI calculations
- Section 10 synthesises the findings from this analysis.

2 Greater Shepparton social and economic profile

2.1 The Greater Shepparton region

Greater Shepparton is located in north-central Victoria, about 180 kilometres north of Melbourne. The region is home to almost 62,000 people; most of whom live in the major regional centre of Shepparton (see Figure 2.1).¹² Population size changes tends to be based on families from overseas moving into the area and many young people leaving to work and study in Melbourne. It is one of Australia's major horticultural and food production areas.¹³

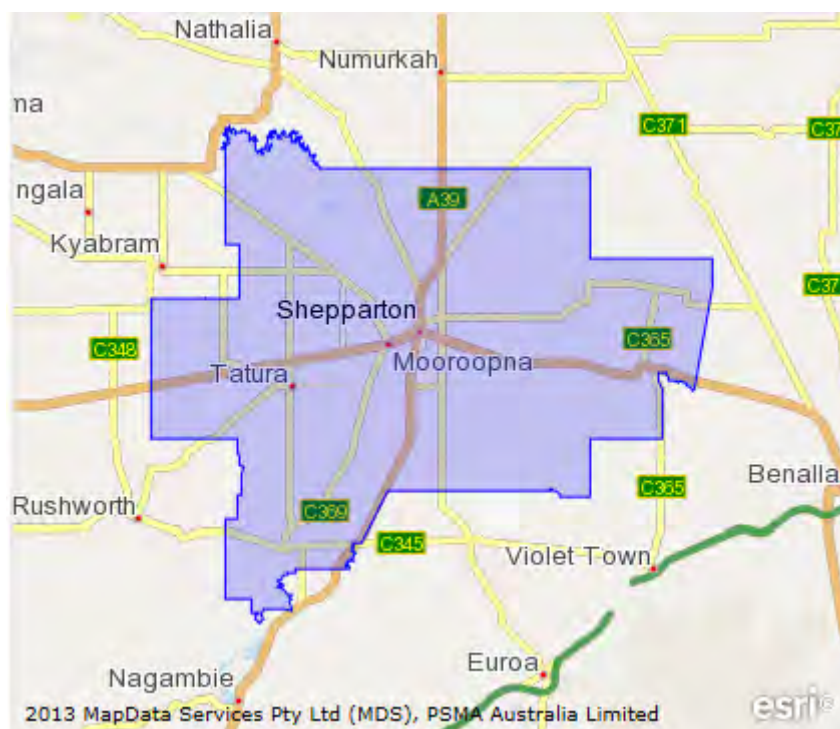


Figure 2.1 – Map of Greater Shepparton

2.2 Social and economic disadvantage in the Greater Shepparton

The Greater Shepparton population is less educated than the regional Victorian and overall Victorian populations. In 2011, around one-third of Greater Shepparton's population aged over 15 years have completed secondary schooling (32.9%), compared to regional Victorians (35.6%) and more than half of the Victorian population (52%).¹⁴ Fewer Greater Shepparton residents have Bachelor or Higher degree qualifications (10.5%), compared to people living in regional Victoria (12.5%) and in Victoria as a whole (42%) (see Figure 2.2). There are some indications that these differences may be slowly narrowing. For example, between 2006 and 2011 there was a steep increase in the number of Greater Shepparton residents holding vocational qualifications (an additional 1,500 people).

¹² Greater Shepparton City Council, *Community Profile*, <http://profile.id.com.au/shepparton/home> based on the 2011 ABS Census of Population and Housing.

¹³ Greater Shepparton City Council, *Population Forecasts*, <http://forecast2.id.com.au/Default.aspx?id=272&pg=5000>, 2012.

¹⁴ ABS, 'Victoria Basic Community Profile', *2011 Census of Population and Housing*, 2012.

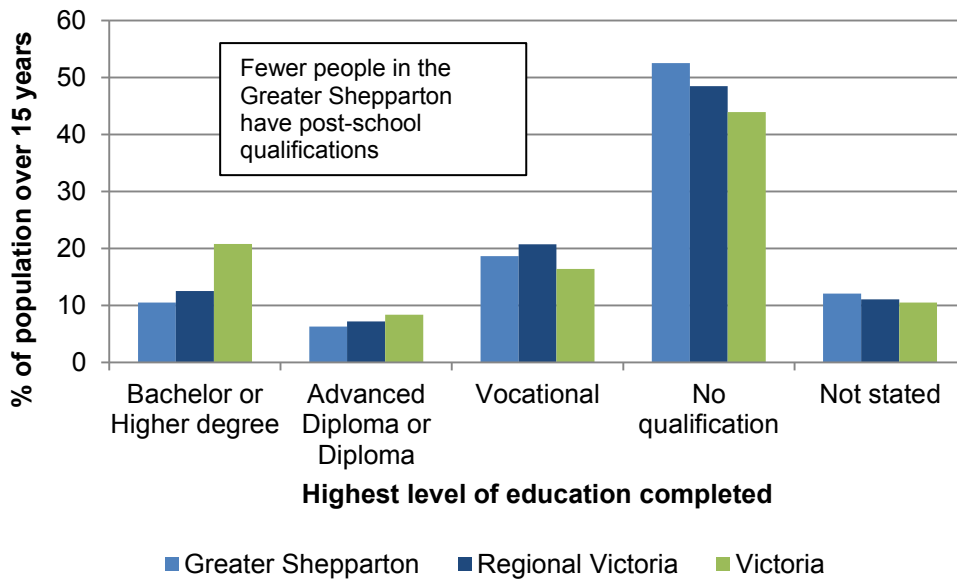


Figure 2.2 – Highest qualification achieved, 2011

The employment and labour force participation rates in the Greater Shepparton are similar to those in regional Victoria and to Victoria as a whole. In 2011, 94.5 per cent of Greater Shepparton residents were employed, compared to 94.8 per cent of regional Victorians and 94.6 per cent of Victorians. The proportion of people in the Greater Shepparton region who are not in the labour force (35.0%) is slightly higher than Victoria overall (33.3%), but lower than regional Victoria (36.8%).

Disengagement is particularly pronounced among young adults. In 2011, 19 per cent of 20 to 24 year olds in the Greater Shepparton were neither working nor studying. This figure is higher when compared with North Eastern Victoria¹⁵ (16%) and Victoria (11%).

Educational attainment is closely linked to employment outcomes. The unemployment rate for early school leavers aged 25 to 34 years is higher than for people that complete Year 12, and much higher than for people that have completed post-school qualifications (see Figure 2.3).

¹⁵ North Eastern Victoria comprises ten Local Government Areas: Greater Shepparton, Albury, Benalla, Campaspe, Corowa Shire, Indigo, Moira, Strathbogie, Wangaratta and Wodonga.

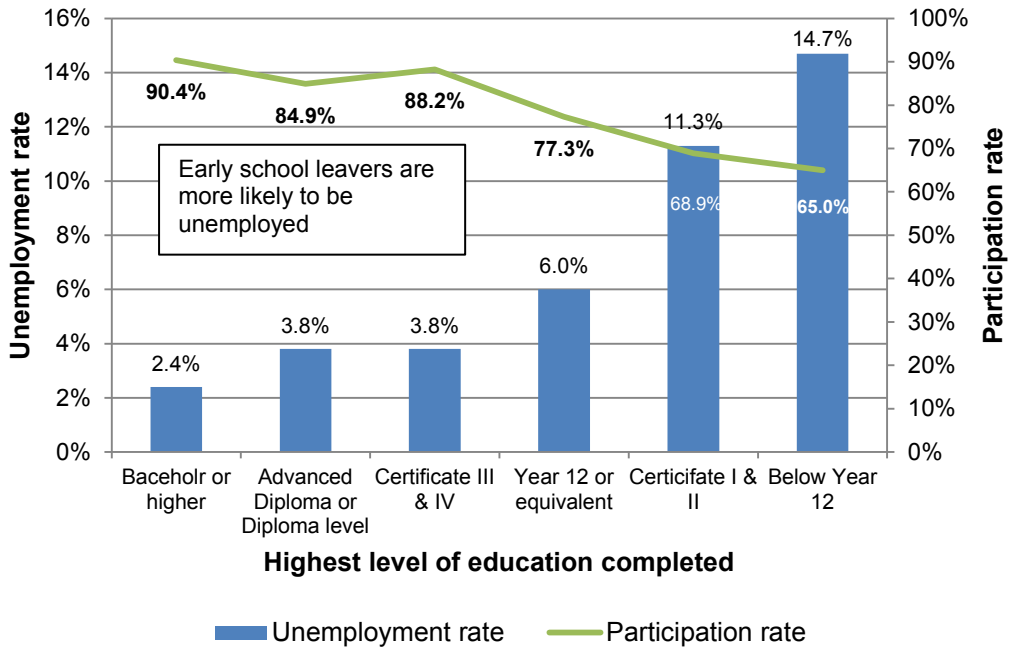


Figure 2.3 – Educational attainment and labour market outcomes in North Eastern Victoria for 25-34 year olds, 2011

Income levels in Greater Shepparton trail other areas. More households are in the lowest and medium lowest income quartiles in the Greater Shepparton (30.2% and 29.7%, respectively) than in regional Victoria (32.0%, 29.0%) and Victoria (25%, 25%) (see Figure 2.4).



Figure 2.4 – Household income quartiles, 2011

The most significant change in household income between 2006 and 2011 was in the lowest quartile, which showed an increase of 759 households. This indicates that the number of people earning low incomes residing in the Greater Shepparton has increased in recent years.

Household income is only one part of the story. Income support data indicates that a higher proportion of people living in the Greater Shepparton are reliant on pensions and allowances than in other areas. In 2012, one quarter of the working age population in the Greater Shepparton were in receipt of an income support payment, with seven per cent in receipt of an unemployment benefit. In Victoria as a whole, 16 per cent of the working age population were in receipt of an income support payment and five per cent were in receipt of an unemployment benefit (see Figure 2.5).

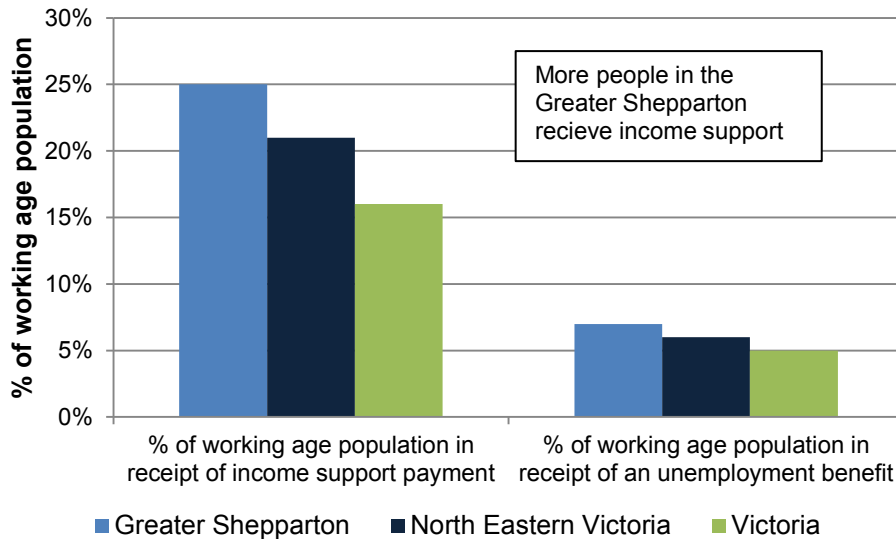


Figure 2.5 – Income support recipients, 2012

The ongoing closures and contractions of major employers (including SPC Ardmona, La Trobe University, the University of Melbourne and Goulburn-Murray Water) suggest that young people will face great difficulties in securing employment in the region, now and into the future.

2.3 Inequality between Indigenous and non-Indigenous Australians in Greater Shepparton

The Indigenous community in Greater Shepparton is the largest in Victoria outside of the Melbourne metropolitan area. The Australian Bureau of Statistics (ABS) reports that 3.4 per cent of the Greater Shepparton population is Aboriginal or Torres Strait Islander (2,084 people), compared with 1.5 per cent of the regional Victorian population and 0.7 per cent of the Victorian population.¹⁶ Studies suggest, however, that the official data underestimates the size of the Aboriginal population.¹⁷ The commonly accepted figure is 5000-6000 people, based on Rumbalara Aboriginal Co-operative health service records.

Consistent with the rest of Australia, Indigenous Australians living in Greater Shepparton experience greater levels of disadvantage than the population as a whole. Fewer Indigenous people have completed Year 12 or equivalent (9.5% compared to 32.9% for the Greater Shepparton population overall) (see Figure 2.6).

¹⁶ Ibid

¹⁷ Alford, K, *Shepparton Regional Indigenous Community Employment and Development Strategies*, 2002.

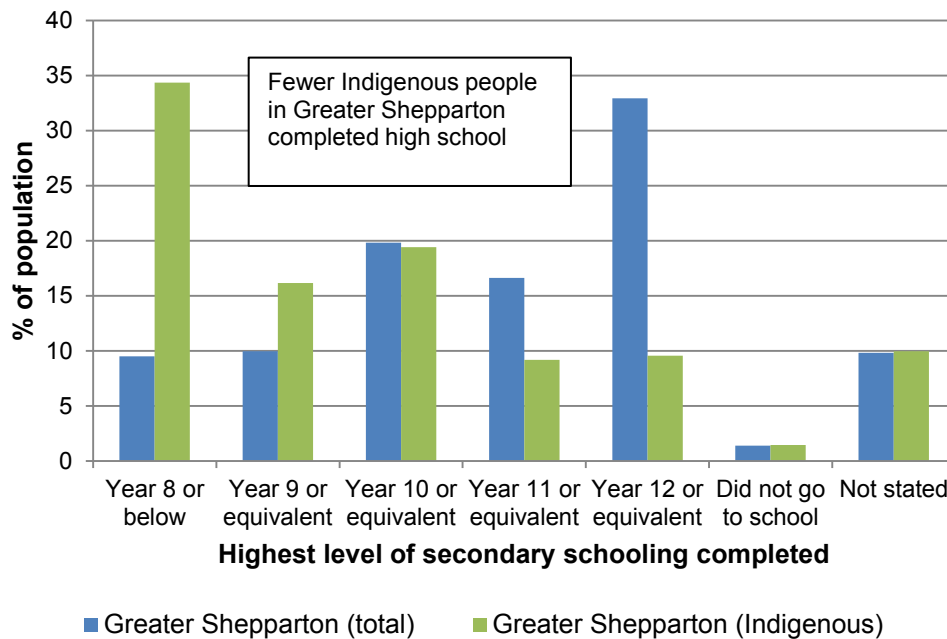


Figure 2.6 – Highest level of schooling completed, 2011.

The impact of the disparity in education levels continues to impact Aboriginal young people. A sample of 109 Ganbina participants indicates that 72 per cent are behind in maths and 65 per cent behind in English when compared with the national average. On average, these students are 12.7 months behind in maths and 11.3 months behind in English.¹⁸ These are the results of students that are still engaged with education and/or training – the results of the population overall is likely to be worse. Ganbina’s role is to enhance educational engagement, while it the local schools are responsible for young people’s educational standards.

Below average educational outcomes translate into similarly below average employment outcomes for the Indigenous population in Greater Shepparton. The unemployment rate is four times higher for Indigenous people (20.9%) than for non-Indigenous people (5.3%) in Greater Shepparton. The proportion of people not in the labour force is also greater for the Indigenous population (45.6%) than the population as a whole (35.0%). Among Indigenous 15-24 year olds, the officially reported unemployment rate is 12 per cent.

Income levels reflect the lower employment and labour force participation rates of Indigenous people in Greater Shepparton. The median total household income of all people in Greater Shepparton is \$980/week, which is greater than the median income earned by Indigenous households (\$745/week).

There is a clear need to lift the educational attainment and employment rates for the Indigenous population in Greater Shepparton.

¹⁸ Ganbina, *Education levels*, 2012. These students are participants in Ganbina’s program.

3 Project Approach

This section describes the approach taken to understand, measure and value the changes created by Ganbina using the SROI methodology.

3.1 Social Return on Investment

SROI is an internationally recognised methodology used to understand, measure and value the impact of a program or organisation. It is a form of cost-benefit analysis that examines the social, economic and environmental outcomes created and the costs of creating them.

The SROI principles form the basis of an SROI and are included in Table 3.1 below.

Principle	Description
Involve stakeholders	Stakeholders should inform what gets measured and how this is measured and valued.
Understand what changes	Articulate how change is created and evaluate this through evidence gathered, recognising positive and negative changes as well as those that are intended and unintended.
Value the things that matter	Use financial proxies in order that the value of the outcomes can be recognised.
Only include what is material	Determine what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact.
Do not over claim	Organisations should only claim the value that they are responsible for creating.
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.
Verify the results	Ensure appropriate independent verification of the analysis.

Table 3.1 – SROI Principles¹⁹

3.2 Project methodology

The current analysis has been completed across six stages which are presented in Figure 3.1 and discussed in Table 3.2 below.



Figure 3.1 – Stages of project methodology

¹⁹ See the SROI guide, released in May 2009 and updated in January 2012, is available at: http://www.thesroinetwork.org/publications/doc_details/241-a-guide-to-social-return-on-investment-2012

Stage	Description
Stage 1 Scope project	<ul style="list-style-type: none"> Define the project scope including boundaries, timing for analysis and stakeholders
Stage 2 Understand change	<ul style="list-style-type: none"> Engage with stakeholders to understand the outcomes generated through the program. This includes testing the relationship between objectives, inputs, outputs and outcomes Develop program logic and stakeholder logics
Stage 3 Measure change	<ul style="list-style-type: none"> Identify and measure the outcomes experienced by stakeholders through the program
Stage 4 Value change	<ul style="list-style-type: none"> Identify relevant indicators and financial proxies to value the outcomes Define the investment for the program Determine those aspects of change that would have happened anyway or are a result of other factors
Stage 5 Calculate the SROI	<ul style="list-style-type: none"> Calculate the outcomes and compare to the investment of the program
Stage 6 Reporting	<ul style="list-style-type: none"> Synthesise and present key findings

Table 3.2 – Project methodology

Stages 2, 3 and 4 (i.e., *understand*, *measure* and *value* stakeholder outcomes) are the key stages of analysis. As part of each stage, a number of questions need to be considered. These are outlined in Table 3.3 below and are included to highlight the types of issues being addressed.

Understand the change
<ul style="list-style-type: none"> What is the program logic? What is the stakeholder logic? What are the changes that matter most to the stakeholders? What are the links between the activities and different changes experienced by stakeholders? Are the changes consistent across regions and between stakeholder groups?
Measure the change
<ul style="list-style-type: none"> How do we know if changes have happened? How do we measure changes for stakeholders when there is limited data and evidence available?
Value the change
<ul style="list-style-type: none"> What is the value of the changes experienced by different stakeholders? Using financial proxies, how valuable is a particular change? How long does the change last for (drop off)? Would this value have been created anyway (deadweight)? Who else contributed to the value being created (attribution)? Did this value creation displace other value being created (displacement)? What does it cost to create this value?

Table 3.3 – Questions to consider when conducting an SROI analysis



3.3 Project scope

There are two forms of SROI analyses described in the SROI guide: a *forecast* and an *evaluative* SROI analysis.²⁰

A forecast SROI analysis estimates the social value an organisation will create in the future. There is unlikely to be substantive evidence to support the value an organisation will create (because it hasn't happened yet). In contrast, an evaluative SROI analysis estimates the social value an organisation has created in the past. An evaluative SROI should be based on evidence that has been collected over time.

The scope of this project represents an **evaluative SROI** analysis of Ganbina's activities in the 2012 calendar year.

3.4 Defining stakeholder groups

SROI is a stakeholder informed methodology that involves engaging closely with stakeholders to identify and understand the changes created through a program or activity.

Stakeholder groups included in the analysis

Based on the initial scoping of the project and stakeholder consultation, stakeholders were included in this analysis if they experienced a unique and material change as a result of Ganbina's activities during the 2012 calendar year.

Stakeholders included in this SROI analysis are listed in Table 3.4 below.

Stakeholder group	Rationale for inclusion in the SROI analysis
Participants – Years 7 and 8	<ul style="list-style-type: none">Participants are the primary beneficiaries of Ganbina's activities.Participants commit to maintaining fortnightly contact with their assigned Ganbina project officers and are offered support relevant to their age and circumstances (e.g. project officers alert secondary school students over 15 years to casual job opportunities in the area).
Participants – Years 9 and 10	
Participants – Years 11 and 12	
Participants – University/TAFE	
Participants – Employed and seeking employment	
Parents/Guardians of participants	<ul style="list-style-type: none">Parents/Guardians of participants are impacted by Ganbina through receipt of scholarship funds and interactions with project officers who support their children.
Schools with Ganbina participants	<ul style="list-style-type: none">Ganbina project officers interact with staff in the schools that its participants attend. Ganbina's interactions with students influence their experience of school.
Government (Federal and State)	<ul style="list-style-type: none">Ganbina's activities produce benefits for Government by impacting on participants' education and employment outcomes and life course trajectories.

²⁰ The SROI guide, released in May 2009 and updated in January 2012, is available at: http://www.thesroinetwork.org/publications/doc_details/241-a-guide-to-social-return-on-investment-2012

Stakeholder group	Rationale for inclusion in the SROI analysis
	<ul style="list-style-type: none"> Currently Ganbina receives no government funding.
Employers	<ul style="list-style-type: none"> Ganbina has developed relationships with small local businesses and large national employers with outlets in Greater Shepparton. These employers employ Ganbina participants.

Table 3.4 – Stakeholder groups included for the SROI analysis

Stakeholders excluded from the analysis

Stakeholders were excluded from the analysis if their input or changes were not directly associated with Ganbina’s activities. The decision to exclude a stakeholder group was determined through the scoping phase of the project and throughout stakeholder consultations. The rationale for excluding stakeholder groups is outlined in Table 3.5 below.

Stakeholder group	Rationale for exclusion in the SROI analysis
Participants – primary school	<ul style="list-style-type: none"> SVA Consulting recognises the importance of Ganbina building a relationship with primary school students. This approach ensures that young people develop a positive perception of Ganbina at a young age which potentially guards against early disengagement from school and increases the likelihood that they will continue to engage with the organisation throughout secondary school. However, primary school students were excluded because they have limited interaction with Ganbina in comparison with other stakeholder groups.
Ganbina Staff and Board	<ul style="list-style-type: none"> Ganbina staff and Board members are a valuable input for Ganbina’s service delivery; however they did not experience change themselves outside their usual responsibilities.
Financial investors (corporate bodies and foundations and philanthropic foundations)	<ul style="list-style-type: none"> Investors provide funding or pro-bono support for Ganbina’s operations; however they did not experience change as a result of their involvement.
Broader Greater Shepparton community	<ul style="list-style-type: none"> Improving the economic and social wellbeing of Indigenous people in Greater Shepparton impacts the broader community. However, this group is difficult to define and therefore community benefits have been represented in the Government stakeholder category.

Table 3.5 – Stakeholder groups excluded from the SROI analysis

3.5 Stakeholder engagement

Stakeholder engagement formed a central part of the analysis and was undertaken to understand, measure and value the changes created through the program. During the project, SVA interviewed and surveyed 57 stakeholders in total. Around 10 per cent of Ganbina’s participants were consulted through the project. The analysis was also informed by the 47 interviews that were conducted as part of the previous baseline SROI project.

Table 3.6 below is a summary of stakeholder groups engaged for this analysis, the size of the group for the 2012 calendar year and the number of stakeholders engaged per group.



Stakeholder group	Size of group	# interviewed	# surveyed	Notes
Participants – Years 7 and 8	68	2	3	Interviews and surveys helped SVA Consulting understand the nature of the changes by participants and the value placed on these changes.
Participants – Years 9 and 10	83	1	11	
Participants – Years 11 and 12	36	7	3	
Participants – University/TAFE	14	2	0	
Participants –Employed and seeking employment	58	4	6	
Parents/Guardians of participants	-	4	7	All Parents/Guardians interviewed were also Ganbina staff members. Conservative estimates have been used to estimate the impact on Parents/Guardians.
Schools with Ganbina participants	5	3	-	Ganbina interviewed staff members from three of the schools attended by Ganbina participants to understand Ganbina's impact on the students and school.
Employers	-	-	-	Information on employer impacts was sourced from Ganbina staff.
Government (Federal and State)	-	-	-	Impacts on Government were inferred from the relationship between the outcomes of Ganbina participants and Government policy objectives
Community service providers	-	3	-	Interact with Ganbina participants and have knowledge of issues impacting Aboriginal young people
Ganbina Staff and Board	15	9	-	Ganbina Staff and Board members were a valuable source of information about Ganbina's activities, impacts on stakeholders and the local context.
Total	-	23²¹	30	

Table 3.6 – Summary of stakeholder engagement

The sample size for participants was approximately 12 per cent (37 of 313 active participants were consulted via interviews or surveys) which produces a margin of error of 15 per cent.

Use of the survey results

²¹ Four interviewees were interviewed in their capacity as Ganbina staff members and as parents of children that participate in Ganbina's activities.

Within an SROI analysis, surveys are often used to collect quantitative data about the program outcomes. This data can be used to measure whether identified changes occurred as a result of the program and to value changes where appropriate.

Two surveys were conducted for the project.

- Participants: The participant survey was designed to gain an understanding of (1) participants' involvement with Ganbina (including motivations, length of time) (2) the impact of the program on these clients (3) the importance of these changes for clients, and (4) general feedback on the program for Ganbina staff
- Parents: The Parents survey was designed to gain an understanding of (1) the impact of the program on their children and themselves, and (2) the importance of these changes.

The detailed survey results were shared with Ganbina management. Please refer to Appendix 1 for an example of the interview template and Appendix 2 for the survey questions.

4 Investment

This section describes the investment considered for the SROI analysis.

As part of an SROI analysis, the investment for the program or activity needs to be identified in order to appropriately understand and value the outcomes experienced by stakeholders. This analysis considers investment made in Ganbina's program in the 2012 calendar year.

In 2012, Ganbina received investment from philanthropic trusts, corporate sponsors and individual donors. Further details about Ganbina's sponsors are included on its website: http://www.ganbina.com.au/#content_12. Ganbina does not receive funding from any level of government.

The contribution made by parents/guardians and participants are their direct investment to receive scholarships from Ganbina. As described in Section 3, this judgement is based on feedback from Ganbina staff that five per cent of participants in Year 10 and above make the 25 per cent contribution towards the scholarship, rather than their parents and/or guardians. Regardless of the exact breakdown between parents/guardians and participants, the total amount contributed to achieve the outcomes is the same (\$14,813).

Total investment in Ganbina in 2012 was \$1,109,056. This reflects a slight increase from total investment in 2009 (\$1,087,556). Approximately \$3,500 is invested per participant. Table 4.1 shows the breakdown of the investment.

Investor	Value
Cash investment from philanthropic trusts, corporate sponsors and individual donors	\$1,094,243
Cash investment from Parents/guardians and participants	\$14,813
Total investment in 2012	\$1,109,056

Table 4.1 – Investment in Ganbina, 2012

5 Program Logic

This section outlines the program logic developed for Ganbina.

5.1 About the program logic

The program logic tells the story of change that takes place as a result of the Ganbina program. The program logic includes information on:

- The issue that Ganbina is seeking to address
- The key participants in Ganbina's program
- The activities involved in the program
- The consequences of activities that occur through the program, for various stakeholders
- The overall impact of these outcomes.

The program logic is included in Figure 5.1 on the following page. The flow of consequences described provides a framework for understanding the relationship between consequences. The consequences that happen earlier in the flow are the easiest to generate however, they are less valued by stakeholders. The further down the flow the consequence occurs the more valuable it becomes. The ability of the program to support stakeholders to experience those more important consequences shows how effective it is in achieving its objectives and increasing its overall impact.

5.2 Changes to the program logic since the baseline SROI was conducted

The program logic builds on the program logic developed during the baseline SROI conducted in 2010 and has been tested and refined throughout this analysis. The main changes that were made to the logic since this time include:

- Broadening the issue to encompass the perception of Aboriginal young people's future, including career options
- Adding volunteer time and school facilities to the inputs
- Grouping outcomes into immediate impacts and subsequent impacts:
 - Immediate impacts fall into three categories (young people have increased aspirations and motivations, young people have knowledge of education and employment options and access to job opportunities, and young people have resources to participate in education and employment)
 - Subsequent impacts fall into three categories (demonstrating leadership to peers, families and community; more engaged in education and more engaged in the world of work).
- Simplifying the impact to focus on increased economic participation and social integration of Aboriginal Australians.

The consequences described in the program logic are directly related to the outcomes experienced by different stakeholders in the SROI analysis, which are described in Section 6.

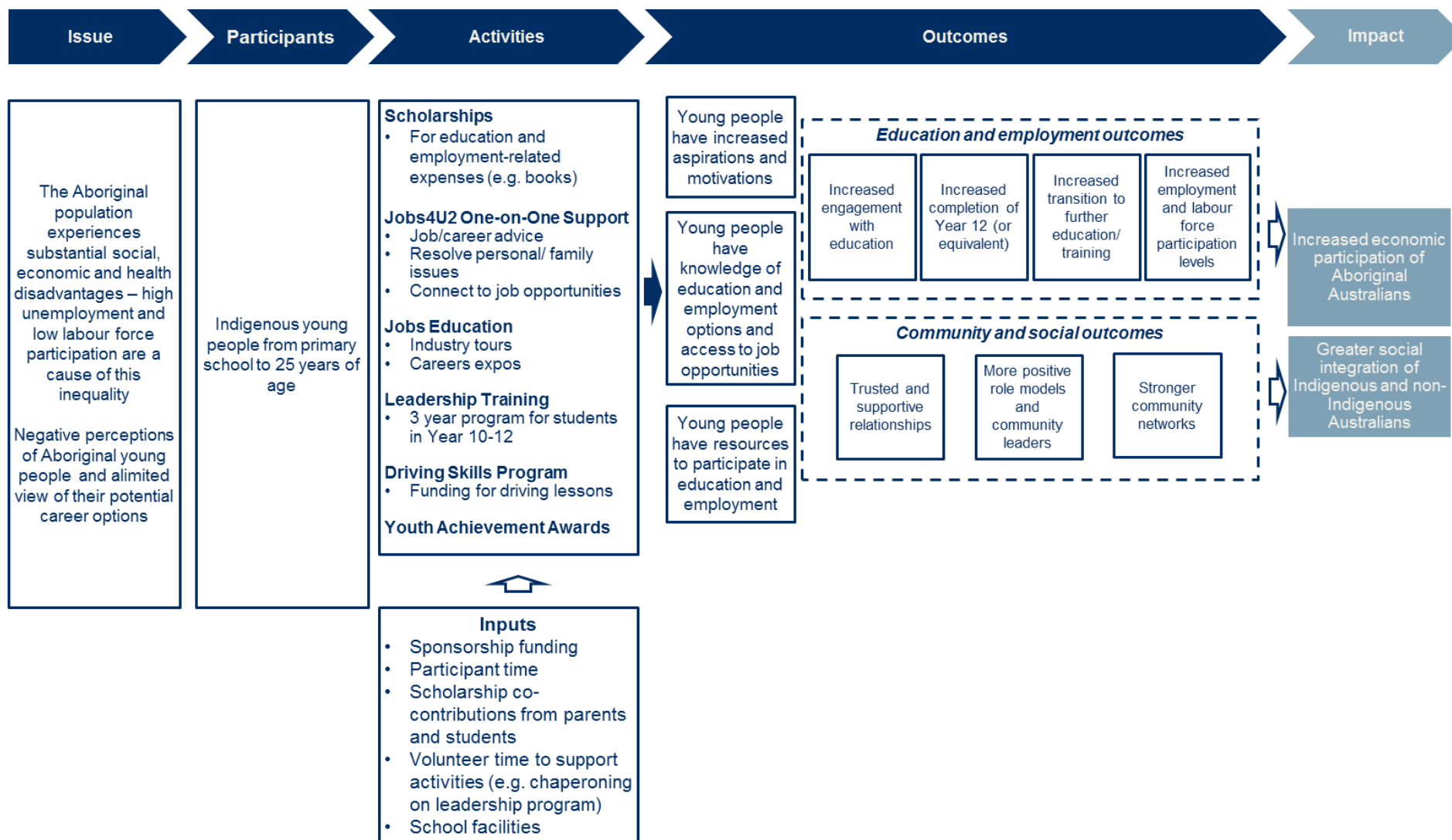


Figure 5.1 – Ganbina program logic

6 Stakeholder Outcomes

This section describes who the stakeholders in the program are, and the outcomes that were experienced by each of them.

6.1 Overview

This section describes the outcomes that were experienced by each stakeholder group as a result of the Ganbina's operations for 2012. These are judgements based on the data collected by Ganbina, stakeholder consultation throughout this project, secondary research and SVA analysis.

This section outlines the stakeholder outcomes for the following stakeholders:

- Participants
- Parents/Guardians of participants
- Schools with Ganbina participants
- Government (Federal and State)
- Employers.

The outcomes included in the SROI analysis are considered “material”, that is, they are the significant and relevant changes that stakeholders experienced due to Ganbina's activities for 2012. Materiality is a concept that is borrowed from accounting. In accounting terms, information is material if it has the potential to affect the readers' or stakeholders' decision. According to the SROI Guide²², a piece of information is material if leaving it out of the SROI would misrepresent the organisation's activities.

Defining the material outcomes for stakeholder groups is complex. When defining the material outcomes for each stakeholder group, an SROI practitioner must ensure that each outcome is unique or it would be considered double counting. This is difficult as the outcomes for each stakeholder group are necessarily related because they describe all of the changes experienced by the stakeholder. For example, people do not compartmentalise the different changes they experience. Outcomes also happen at different times throughout the period being analysed with different levels of intensity. There are also complex relationships between outcomes from different stakeholder groups.

Stakeholder logic maps were developed for each stakeholder group. These logic maps show how program logic consequences are linked to the outcomes described for each stakeholder group. Stakeholder outcomes were determined by applying the materiality test to the range of consequences identified through the program logic.

6.2 Participants

Ganbina supports young people through scholarships, jobs education, leadership programs, mentoring, driving skills program and achievement awards – collectively these activities are known as the Jobs4U2 Program (the Program). Young people participating in the Program typically have a long-term engagement; from primary school or Year 7 through high school and post-school (up to 25 years old) while they are studying, working and/or looking for work. Participation in the program is completely voluntary – young people are not compelled to participate by their school or by income support requirements.

The objective of the Program is that all participants graduate with the desire, knowledge and skills to create a fulfilling and financially independent lives for themselves, and go on to act as 'agents for

²² The SROI Network, *A Guide to Social Return on Investment*, 2012.

change' in the community. Participants report joining the Program for a range of reasons, most commonly:

- Access to scholarship funds to pay for books and uniforms
- Help to secure casual work while at school
- Opportunity to boost CV (through the leadership program).

Ganbina aims for a minimum of 80 per cent of all young people who enrol on the Program to complete their course activities (e.g. school, TAFE, University, apprenticeship or traineeship).

Due to their involvement with Ganbina, young people have:

- Increased aspirations and motivation
- Greater knowledge of education and employment options and better access to job opportunities
- Access to resources to support participation in education and employment.

These changes translate into young people:

- Demonstrating leadership to peers, families and community
- Increasing their participation in education and employment
- Gaining independence from their families and the local community.

Ganbina has been the catalyst for positive changes in young people's lives. Their involvement in Ganbina means that they avoid interacting with the justice system, and avoid teenage pregnancy, while they are part of the program.

Over the long-term, the impact of these changes is increased economic participation and increased social integration of Aboriginal Australians.

Figure 6.1 shows the relationship between the Program activities, the outcomes experienced by participants (grouped into the categories presented above) and the overall impact of these changes. This is referred to as the stakeholder logic map and is applicable to all participants of the Program.



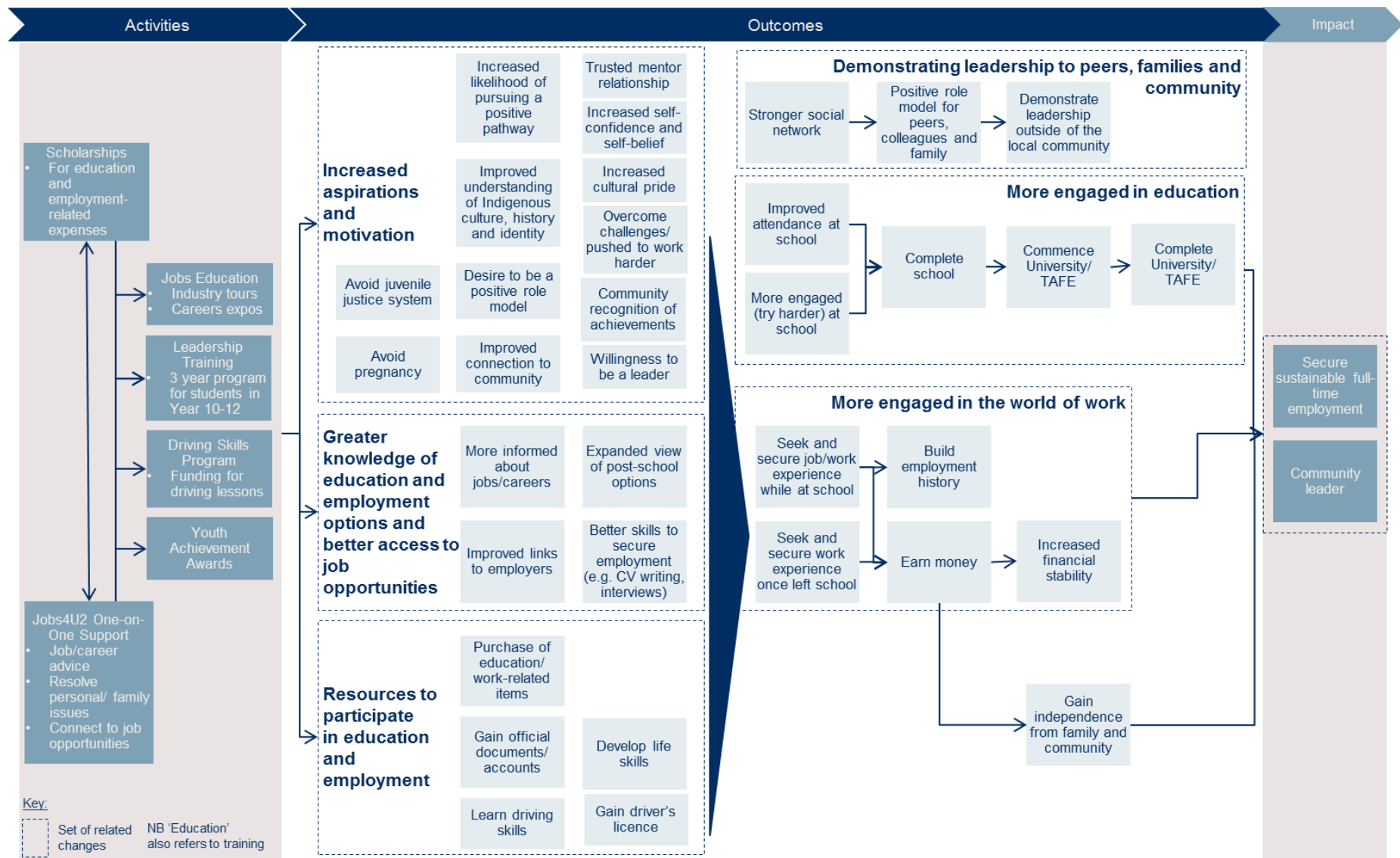


Figure 6.1 – Participants stakeholder logic

The objectives for all participants are the same; however, the inputs and outcomes experienced at different stages vary. These differences are a result of the availability of educational and employment opportunities (e.g. young people cannot begin working until 15 years). The following section presents the input, outputs and outcomes for participants at different stages along the education/employment pathway.

1. Participants – Year 7 and 8

In Years 7 and 8, participants begin to work with project officers on a fortnightly basis, attend industry tours and the annual awards nights. Some Year 7 and 8 participants receive scholarships. At this point the participants' objectives for involvement with Ganbina (beyond access to scholarship funds) are still developing.

Table 6.1 shows the inputs, outputs and material outcomes of Year 7 and 8 participants.

Inputs	Outputs	Material outcomes
\$0	1. 42 Scholarships of up to \$400 2. 68 students offered fortnightly access to Ganbina project officers for support with career advice, studies and general support 3. 68 students invited to attend awards night, industry tours and cultural celebrations 4. Students without birth certificates or bank accounts assisted with getting documents and setting up accounts	1.1 Avoid justice system
		1.2 Avoid pregnancy
		1.3 Increased likelihood of pursuing a positive pathway
		1.4 Trusted mentor relationship
		1.5 More informed about jobs and careers
		1.6 Develop life skills

Table 6.1 – Year 7 and 8 participant inputs, outputs and material outcomes

The following is a description of the outcomes experienced by Year 7 and 8 participants due to their involvement with Ganbina. All of these outcomes are also experienced by one or more of the older participant groups.

1.1 Avoid justice system

Interactions with the justice system are more common amongst Aboriginal young people than other Australians. Although only about 5 per cent of young Australians are Indigenous, in 2010–11, almost 2 in 5 (39%) of those under juvenile justice supervision on an average day were Indigenous.²³ At a national level, Indigenous young people were, on average, 14 times as likely to be under community-based supervision during the year and 18 times as likely to be in detention. Similarly, the teenage birth rate is almost five times higher among young Indigenous Australians than other teenagers.²⁴

Common offences among young people in Shepparton are break and entry, theft and assault, many of which are linked to drug habits. These behaviours model the immediate and extended family circumstances. Young people that go into the system have a high likelihood of future involvement, progressing from the juvenile system to the adult system, and progress from less serious to more

²³ Australian Institute of Health and Welfare, *Indigenous young people in the juvenile justice system 2010-11*, <<http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=60129542188>>, 2012.

²⁴ Australian Bureau of Statistics, *Births, Australia, 2011, 2012*.

serious crimes. Offenders typically have low education level (i.e. left school in Year 8 or 9) and minimal employment history. The impact extends beyond the young person to their families, often in the form of abuse and violence.

Ganbina participants learn responsibility, have self-worth and independence. Because they are in employment or education, or are being support to secure employment or education, they are far less likely to be in the juvenile justice system or prison during this period.

This assertion is supported by anecdotal evidence from Court Officers involved in the Children's Koori Court that opened in Shepparton in late 2013.

1.2 Avoid pregnancy

Pregnancy rates amongst Indigenous young people are five times more likely to become pregnant than their non-Indigenous counterparts. The teenage birth rate for Aboriginal and Torres Strait Islander women is 78 babies per 1,000 women.²⁵

These pregnancies are two times more likely to have low birth weights and are three times more likely to experience infant mortality than non-Indigenous pregnancies. The risk of this occurring increases inversely proportionally to the age of the teenager.

Teenage mothers are likely to have multiple births, with subsequent intervals to be short (average being 16 months). A teenager having their first child at 16 years of age could typically have 3 to 4 children before the age of 25.

The children are likely to experience low birth weights and be presented at emergency rooms with increased rates of injury (injections, burns and head traumas). This subsequently increases the likelihood of later chronic health issues. They are likely to have no father being present which creates significant social impacts especially for male children. They will experience low levels of education, display poor behaviour and interaction in the playground. Their school attendance will be poor. They will have low cognitive development, poor intellectual functioning and display incoherent aggression. They will more than likely reduplicate the same environment in their own lives.

The future for teenage mothers is typified by continued high risk behaviours. They have low employment options that result in an equally low socioeconomic standing. They have higher (long term) interaction with the health and social departments.

The overwhelming majority of Ganbina participants who successfully complete the program will finish their schooling, obtain sustainable employment and therefore avoid teenage pregnancy.

1.3 Increased likelihood of pursuing a positive pathway

All of Ganbina's activities are designed to impress upon participants the importance of education and employment. At the Year 7 and 8 level participants begin to be exposed to the world of work through industry tours and interactions with their project officers. As a result a series of related changes begin to occur (e.g. overcome challenges/pushed to work harder by project officers, community recognition of achievements) that increase participants' aspirations and motivations. Collectively these changes increase the likelihood that participants will continue to go to school and pursue a positive pathway through school, further education and training, and into work.

²⁵ ABS, *Health of Aboriginal and Torres Strait Islanders*, 2012.

“It’s good to have a learning plan to work on.”

Tahlia, Year 7 participant (involved with Ganbina since Year 5)

1.4 Trusted mentor relationship

The primary Ganbina activity for Year 7 and 8 participants is fortnightly one-on-one meetings with project officers. Students and project officers meet to discuss progress at school and resolve personal and family issues. Students develop trusted mentor relationships with project officers and draw on them as a support resource. This relationship is very important to the motivation and self-belief of students, particularly those that do not have access to positive adult role models (e.g. if living away from family or in difficult family circumstances).

Note: ‘Mentor’ is sometimes used to imply that support is needed to address a deficit or as a person who does work on someone else’s behalf. In this report ‘mentor’ is used to indicate that project officers provide guidance to participants to build on their strengths and develop their aspirations.

“[My project officer] is more like a friend than a worker. She gives me encouragement when I think I’m going downhill.”

Leah-Jane, Year 11 participant (involved with Ganbina since Year 8)

“[My project officer] is there for me. She makes sure everything is OK.”

Lindsey, Year 9 participant (involved with Ganbina since Year 9)

“It’s handy to know they’re there to help out.”

Sam, Year 11 participant (involved with Ganbina since Year 9)

1.5 More informed about jobs and careers

Through the activities described above, participants begin to access job and career information. Students meet with employers, visit workplaces and start to think about how the world of work relates to their future. It is unlikely that students would gain this level of knowledge of education and employment options from other sources, particularly at this age. This outcome matters to students as they want to know how to get after-school jobs, in the shorter term, and what to do in the future, in the longer term.

1.4 Develop life skills

Ganbina project officers assist Year 7 and 8 participants to develop individual plans with goals for their education, to obtain birth certificates and set up bank accounts as part of the scholarship process. Through this process participants get an insight into how to obtain official documentation and interact with a bank – both of which are important life skills. This outcome makes a difference



to participants by skilling them to interact more independently with government, community organisations and businesses in the future.

Figure 6.2 shows the stakeholder logic map for Year 7 and 8 participants.



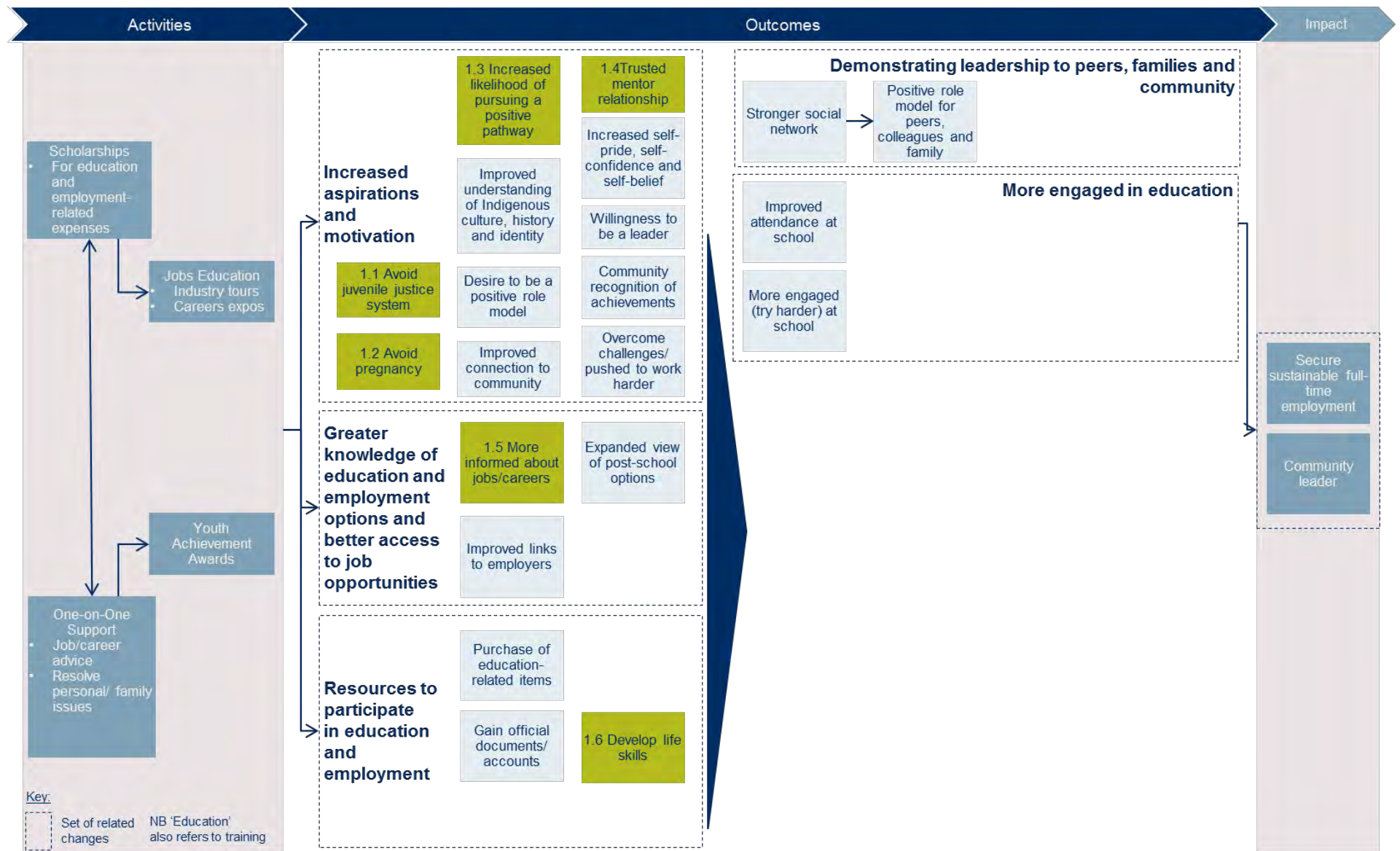


Figure 6.2 – Year 7 and 8 participants' stakeholder logic



2. Participants – Year 9 and 10 (including ASHE)

As participants move into Year 9 and 10 and become of legal working age, students become interested in getting casual or part-time after school jobs. They continue working with their project officers to plan and commit to their learning and resolve issues and challenges as they arise, attend careers, education and training expos and the annual awards night.

Up to 10 participants are selected in Year 10 to complete the leadership program – an intensive, three-year program that includes goal setting, cultural and community knowledge development, communication and leadership skill building and media training. The objectives for leadership program participants include accessing travel opportunities and developing new skills.

Table 6.2 shows the inputs, outputs and material outcomes of Year 9 and 10 participants.

Inputs	Outputs	Material outcomes
\$0	1. Scholarships of up to \$600 (accounted for in other stakeholder groups) ²⁶ 2. 83 students offered fortnightly access to Ganbina project officers for support with career advice, studies and general support 3. 83 students invited attend awards night, industry tours, career expos and cultural celebrations 4. Students participant in the Driver's program to get their learners permit (38 participants successful) 5. Students without birth certificates or bank accounts assisted with getting documents and setting up accounts 6. Youth Leadership Program participants	2.1 Avoid justice system
		2.2 Avoid pregnancy
		2.3 Increased likelihood of pursuing a positive pathway
		2.4 Trusted mentor relationship
		2.5 Increased self-pride, self-confidence and self-belief
		2.6 More informed about jobs and careers
		2.7 Willingness to be a leader
		2.8 Seek and secure job/work experience while at school
		2.9 Develop life skills

Table 6.2 – Year 9 and 10 participants inputs, outputs and material outcomes

A number of the outcomes for Year 9 and 10 participants are the same as for Year 7 and 8 participants (2.1 Avoid justice system, 2.2 Avoid pregnancy, 2.3 Increased likelihood of pursuing a positive pathways; 2.4 Trusted mentor relationship, 2.6 More informed about jobs and careers, 2.9 Develop life skills and increased independence). The following is a description of the outcomes experienced by Year 9 and 10 participants, additional to those experienced by Year 7 and 8 participants, due to their involvement with Ganbina.

2.5 Increased self-pride, self-confidence and self-belief

Through their interactions with Ganbina project officers and participation in Ganbina events, Year 9 and 10 participants develop increased self-pride, self-confidence and self-belief. This is a consequence of project officers showing an ongoing interest in their development; the interactions between project officers and students occurring in a comfortable environment where people are

²⁶ Some Year 9 and 10 participants receive scholarships, however, due to the structure of the data it was necessary to allocate 'Junior Secondary' scholarships to the Year 7 and 8 stakeholder group and 'Senior Secondary' scholarships to the Year 11 and 12 stakeholder group.

familiar with each other and can have a laugh; and the achievement awards that give participants “something to keep their eye on” during the school year.

“Ganbina has taught me the basics for life – confidence and how to talk to people.”

Chanoa, University participant (involved with Ganbina since high school)

“It’s the little things you notice – they start smiling more and look you in the eye.”

Lisa, Ganbina project officer

Other important factors that contribute to participants’ increased self-pride, self-confidence and self-belief is improved understanding of Indigenous culture, history and identity, and improved connection to community. This is achieved through interactions with Ganbina staff, attendance at community events and, in particular, through the leadership program. Improved cultural and community understanding helps Aboriginal young people to build a positive self-perception.

“[Ganbina has] opened my eyes to my Indigenous side – in the past I didn’t care about it. I’m more interested in Indigenous history – I want to explore more about my family history.”

Leah-Jane, Year 11 participant (involved with Ganbina since Year 8)

“I’ve changed my opinion of Aboriginal people.”

Sam, Year 11 participant (involved with Ganbina since Year 7)

Increased self-pride, self-confidence and self-belief is important to participants as it makes them happier, more motivated to do well and more social. Increased confidence spills over into school work. For some participants this means that they have more confidence in their work, ask more questions in class and stay in class until they understand. This has a positive impact on their academic achievement.

2.7 Willingness to be a leader

Ganbina’s leadership program commences in Year 10. As a result of the leadership program activities participants develop a suite of new skills, acquire new experiences inside and outside of Shepparton and establish new relationships with fellow participants, in local, regional and international communities.

“Before I was scared of talking to people. I can do public speaking now.”

Tori, Year 12 participant

Through this experience, participants develop a desire to be a positive role model to their family and peers, and a willingness to be leaders. They shift from a victim mentality to believing that they have something to contribute. Participants see this change as important so that they can make a positive change in the community and give back to Ganbina to acknowledge the support that they have received.

“I learnt about being a leader in the community.”

Chanoa, University participant (involved with Ganbina since high school)

2.8 Seek and secure job/work experience while at school

In Year 9 and 10 participants become eligible to start working part-time. Some seek out Ganbina to assist them to secure part-time jobs while other participants only contemplate it when project officers raise the idea.

Through Ganbina’s relationships with employers, participants have better access to job opportunities – they are told when vacancies are available. Participants often do not have the connections to get jobs or work experience placements without Ganbina. Participants are also supported to develop skills in submitting job applications and preparing for job interviews. Participants value the job search and application skills they develop as they can see that they will be able to use again in the future.

Many participants approach Ganbina at this age to get help to secure casual jobs. Ganbina participants access paid after school employment at nearly double the national average – approximately 60 per cent of Ganbina participants that are in secondary school hold jobs compared to 36 per cent of Australian secondary students.²⁷ Part-time work and work experience is important to participants because it allows them to buy the things they want and need, gives them a degree of independence from their families and/or reduces the financial burden they place on their families (depending on the families’ financial circumstances).

“Ganbina motivates you to get a job and makes you actually get things done.”

Sam, Year 11 participant (involved with Ganbina since Year 7)

“I probably wouldn’t have applied for my job at Kmart without Ganbina’s support.”

Kalinya, Year 11 participant

Figure 6.3 shows the stakeholder logic map for Year 9 and 10 participants.

²⁷ Foundation for Young Australians, *How Young People Are Faring*, 2012.

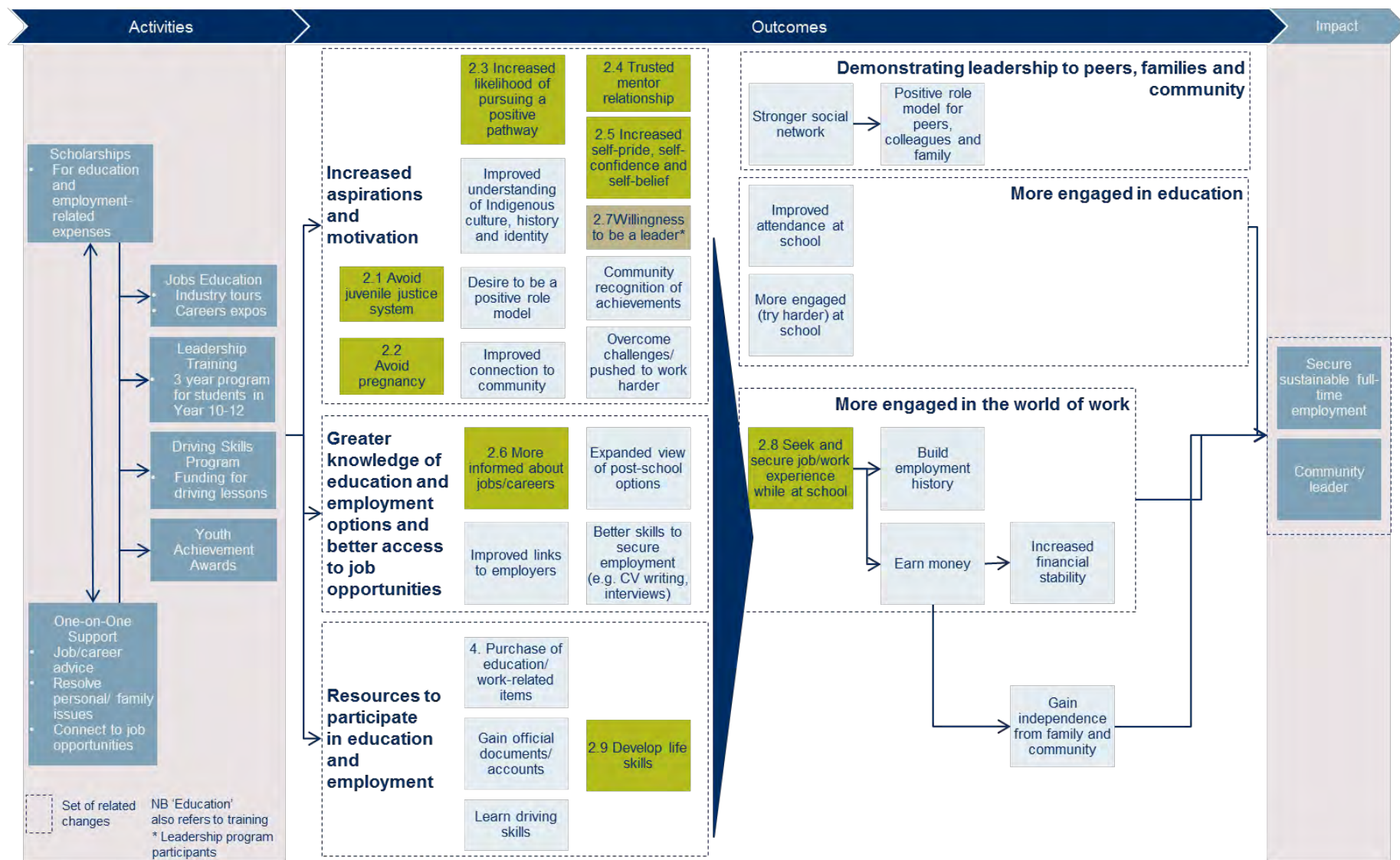


Figure 6.3 – Year 9 and 10 participants' stakeholder logic

3. Participants – Year 11 and 12

The same activities are provided to Year 11 and 12 participants as the activities provided to Year 9 and 10 participants. Some students begin to make the scholarship co-contribution.

For the older age group, the project officer support and career events become more targeted to specific post-school education, training and employment options; and the driving program expands to focus on preparing participants to gain their probationary licence as well as their learners permit. The leadership program also increases in intensity with interstate and international trips to Indigenous communities in Cairns and New Zealand.

Table 6.3 shows the inputs, outputs and material outcomes of Year 11 and 12 participants.

Inputs	Outputs	Material outcomes
\$143	1. 19 Scholarships of up to \$600 2. 36 students offered fortnightly access to Ganbina project officers for support with career advice, studies and general support 3. 36 students invited to attend awards night, industry tours, career expos and cultural celebrations 4. Students participant in the Driver's program to get their learners permit (20 participants successful) 5. Students without birth certificates or bank accounts assisted with getting documents and setting up accounts 6. 12 Youth Leadership Program participants	3.1 Complete school
		3.2 Avoid justice system
		3.3 Avoid pregnancy
		3.4 Willingness to be a leader
		3.5 Increased self-pride, self-confidence and self-belief
		3.6 Trusted mentor relationship
		3.7 Expanded view of post-school options
		3.8 Positive role model for peers, colleagues and family
		3.9 Build employment history
		3.10 Develop life skills

Table 6.3 – Year 11 and 12 inputs, outputs and material outcomes

Year 11 and 12 participants experience a number of the changes also experienced by younger participants (3.2 Avoid justice system; 3.3. Avoid pregnancy; 3.4 Willingness to be a leader; 3.5 Increased self-pride, self-confidence and self-belief; 3.6 Trusted mentor relationship; 3.8 Develop life skills). As participants age and progress further along the education/ employment pathway, the changes they experience become more significant. In particular, participants in Years 11 and 12 shift from:

- Having an Increased likelihood of pursuing a positive pathway (2.3) to Completing school (3.1)
- Being more informed about jobs/careers (2.6) to having an Expanded view of post-school options (3.7)
- Seeking and securing job/work experience while at school (2.8) to Building an employment history (3.9).



An additional material outcome at this age is 3.8 Positive role model for peers, colleagues and family. The section below describes the outcomes experienced by Year 11 and 12 participants due to their involvement with Ganbina that are different from those experienced by younger participants.

3.1 Complete school

The most significant change that Ganbina has achieved is supporting increased numbers of young people to finish school. Through the holistic support provided by Ganbina to Year 11 and 12 participants they become more involved in the community and more engaged with education. This is evident in students working harder and more consistently at school.

There is not yet evidence that Ganbina has impacted the academic achievement of participants. If Ganbina, in concert with schools and other service providers, could increase the educational standards of participants it is likely to have a positive impact on the proportion of Year 11 and 12s that complete school.²⁸ Ganbina is currently exploring options to increase academic achievement through a tutoring program.

Participants value completing school as a means to giving them the freedom to do what they want to do with their lives including the ability to get a job.

“I was going to chuck in Year 12 but I stuck with it because of Ganbina. Because I finished Year 12 I have the freedom to do what I want and I’m able to get a job.”

Jamie, employed participant

3.7 Expanded view of post-school options

Participants in Years 11 and 12 obtain access to specialised information about their areas of interest through Ganbina project officers. Project officers explore post-school options with participants and link them into the careers services provided in schools for further support. Participants view an expanded view of post-school options as beneficial in introducing them to options that they might not have otherwise known about or considered for themselves. This provided participants with increased confidence and motivation to work towards the direction they set for themselves.

“Ganbina is helping me find out what I want to do next.”

Kalinya, Year 11 participant

“I want to go to a great uni to study Nursing/Midwifery then come back to Shep to work at the hospital.”

Leah-Jane, Year 11 participant

²⁸ Foundation for Young Australians, *How Young People Are Faring*, 2012, p. 68.

“Ganbina point you in different directions.”

Blade, Year 11 participant

“I’m looking forward to learning what industries there are outside of Shep to work in.”

Sam, Year 11 participant

3.8 Positive role model for peers, colleagues and family

Many participants described their peers, family members and friends who are Ganbina participants as role models for others, including their parents. Young people identified better engagement at school, at work and in extra-curricular activities as examples of their peers acting as positive role models.

“It feels great to be recognised by the community.”

Chanoa, University participant

“I want to bring what I learn back to the community and help break the negative cycle, to help people make better lives for themselves and their kids.”

Emily, University participant

3.9 Build employment history

Project officers support participants to retain their part-time jobs while they are completing Year 11 and 12 (if possible). During this time they begin to build a work ethic and belief in themselves that they will be able to access jobs in the future. Participants acknowledge that this gives them more experience working with different people in different situations and reflects positively in subsequent job, education and scholarship applications.

Figure 6.4 shows the stakeholder logic map for Year 11 and 12 participants.



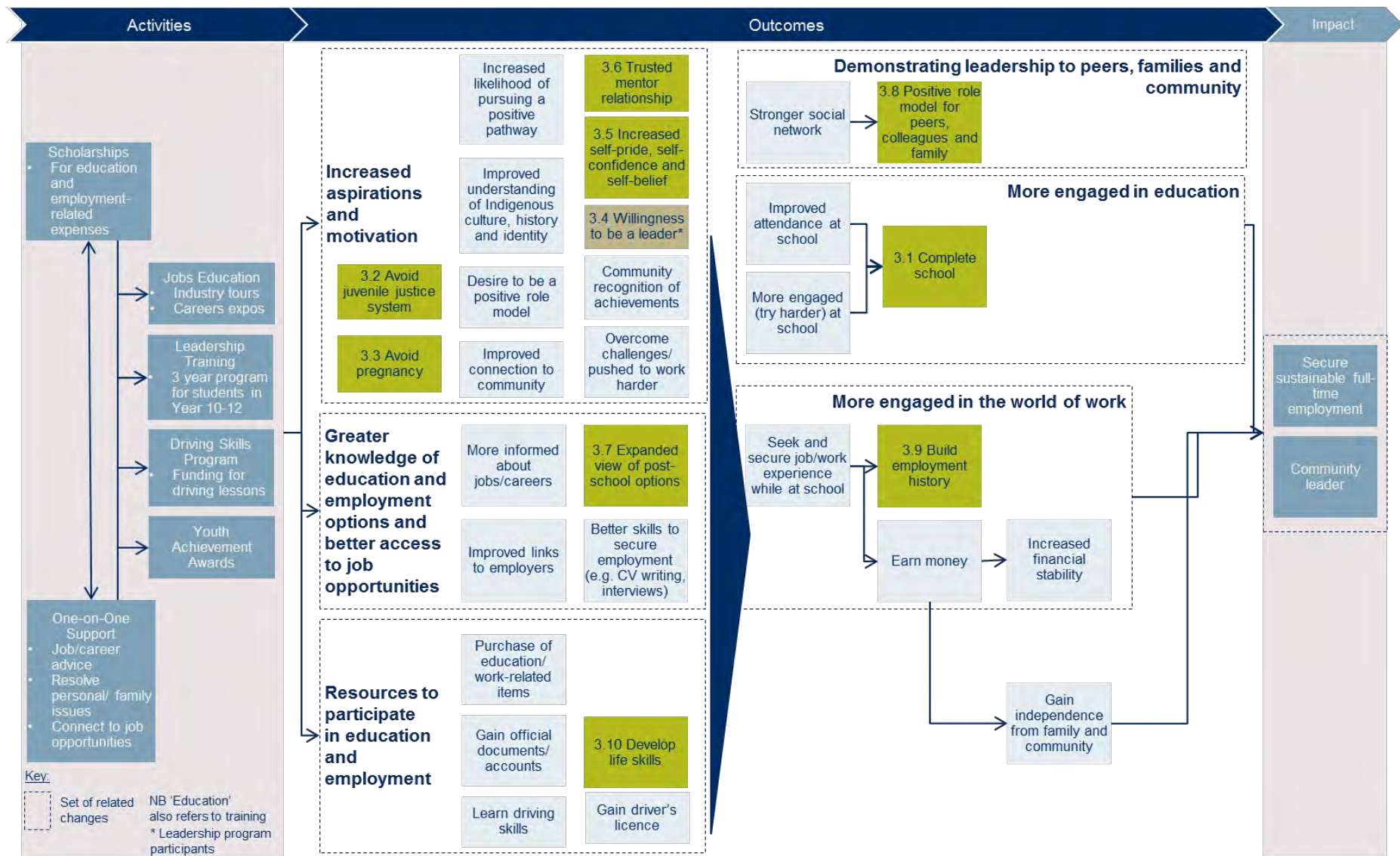


Figure 6.4 – Year 11 and 12 participants' stakeholder logic

4. Participants – University and TAFE

By nature of their location and their progress along the education/employment pathway, most University and TAFE participants have less frequent interaction with Ganbina than participants in earlier year levels. Despite this, episodic support from project officers can be intensive and critical to ensuring participants make a successful transition into post-school education or training. At this age more of the participants make scholarship co-contributions than their parents and guardians.

Table 6.4 shows the inputs, outputs and material outcomes of University and TAFE participants.

Inputs	Outputs	Material outcomes
\$3825	1. 7 scholarships of up to \$2700 2. 14 students offered fortnightly access to Ganbina project officers for support with career advice, studies and general support 3. 14 students invited to attend awards night 4. Students participate in the Driver's program to get their learners permit (3 participants successful) 5. Students without birth certificates or bank accounts assisted with getting documents and setting up accounts	4.1 Complete University/TAFE
		4.2 Commence University/TAFE
		4.3 Avoid justice system
		4.4 Gain independence from family and community
		4.5 Avoid pregnancy
		4.6 Demonstrate leadership outside of the local community
		4.7 Increased self-pride, self-confidence and self-belief
		4.8 Trusted mentor relationships

Table 6.4 – University and TAFE participant inputs, outputs and material outcomes

- University and TAFE participants experience a number of the changes also experienced by younger participants (4.3 Avoid justice system; 4.7 Increased self-pride, self-confidence and self-belief; 4.8 Trusted mentor relationship). As participants age and progress further along the education/ employment pathway, the changes they experience become more significant. In particular, participants in Years 11 and 12 shift from: Completing school (3.1) to Commencing and Completing University/TAFE (4.2, 4.1)
- Developing life skills (3.7) to Gaining independence from family and community (4.4).

An outcome that participants begin experiencing at this stage is 4.4 Gain independence from family and community.

The section below describes the outcomes experienced by University and TAFE participants due to their involvement with Ganbina that are different from those experienced by younger participants.

4.1 Completing University/TAFE and 4.2 Commencing University/TAFE

Through interactions across a number of years (described in previous sections), Ganbina encourages participants to study at TAFE or university. Ganbina have had success in increasing participants' aspirations to consider these options when they otherwise might not. Ganbina has also had success in translating increased aspirations into University and TAFE commencements. Although still in small numbers, Ganbina has been critical in smoothing participants' transition from school and settling them into their post-school lives.



In future years when TAFE and University participants are further through their courses in greater numbers, there will be the opportunity to assess Ganbina's impact on participants completing TAFE and University. For participants, completing TAFE or university will broaden career options and localities, and increase income earning potential.

"I wouldn't have gone down the path I have without Ganbina."

Emily, University participant

"Without Ganbina's support I wouldn't be at university."

Chanoa, University participant

4.4 Gaining independence from family and community

Given the limited access to further education institutions in Shepparton, pursuing further education goes hand in hand with moving away from family and the local community. Ganbina supports university and TAFE participants to gain independence by providing them with resources to purchase education-related items, support to gain official documents and accounts, and develop life skills.

Moving on to university and TAFE broadens participants' life experiences and relationships beyond Shepparton. Participants become part of the broader community. They no longer restrict themselves to applying for Indigenous-specific positions or confine themselves to associating with Aboriginal organisations.

"Ganbina really brought me out into the wider community."

Chanoa, University participant (previously volunteered as an English teacher in China)

Figure 6.5 shows the stakeholder logic map for University and TAFE participants.

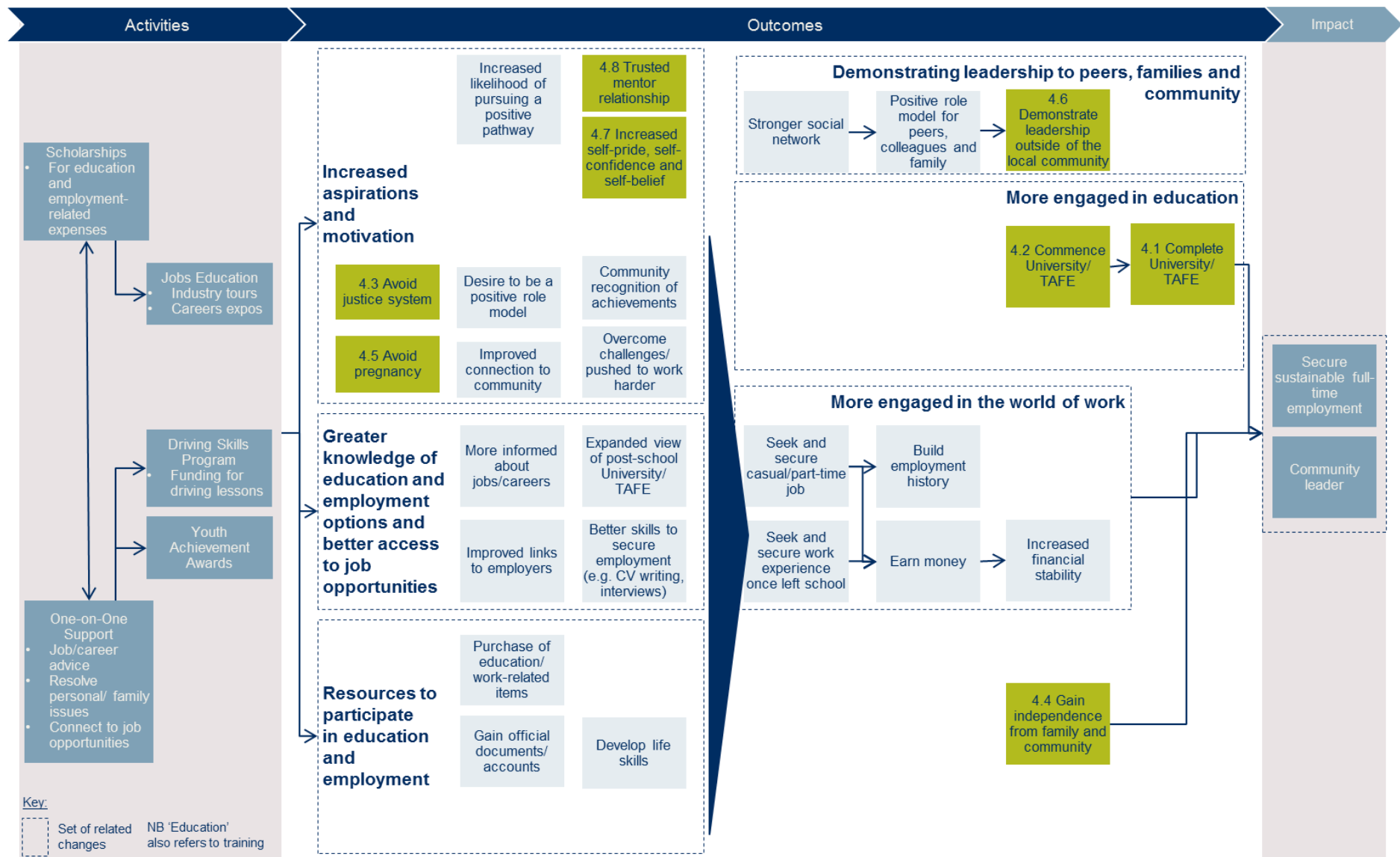


Figure 6.5 – University and TAFE participants' stakeholder logic

5. Participants – Employed and seeking employment

Participants that are employed or seeking employment receive one-on-one job search/application and personal support from Ganbina project officers, as well as support to obtain official documents, bank accounts and drivers licenses.

Table 6.5 shows the inputs, outputs and material outcomes of employed participants and seeking employment.

Inputs	Outputs	Material outcomes
\$0	1. 58 students offered fortnightly access to Ganbina project officers for support with career advice, studies and general support 2. 58 students invited to nominate for, and attend, awards night 3. Students participate in the Driver's program to get their learners permit (2 participants successful) 4. Students without birth certificates or bank accounts assisted with getting documents and setting up accounts	5.1 Avoid justice system
		5.2 Gain independence from family and community
		5.3 Avoid pregnancy
		5.4 Build employment history
		5.5 Positive role model for peers, colleagues and family
		5.6 Trusted mentor relationship

Table 6.5 – Employed participants and participants seeking employment inputs, outputs and material outcomes

Participants who are employed or seeking work experience outcomes also experienced by participants in other stakeholder groups. These outcomes have been described previously.

“Getting my licence with Ganbina gives me more job options.”

Blade, participant seeking work

“Ganbina helps people to make something of themselves.”

Jamie, employed participant

Figure 6.6 shows the stakeholder logic map for employed participants and participants seeking work.



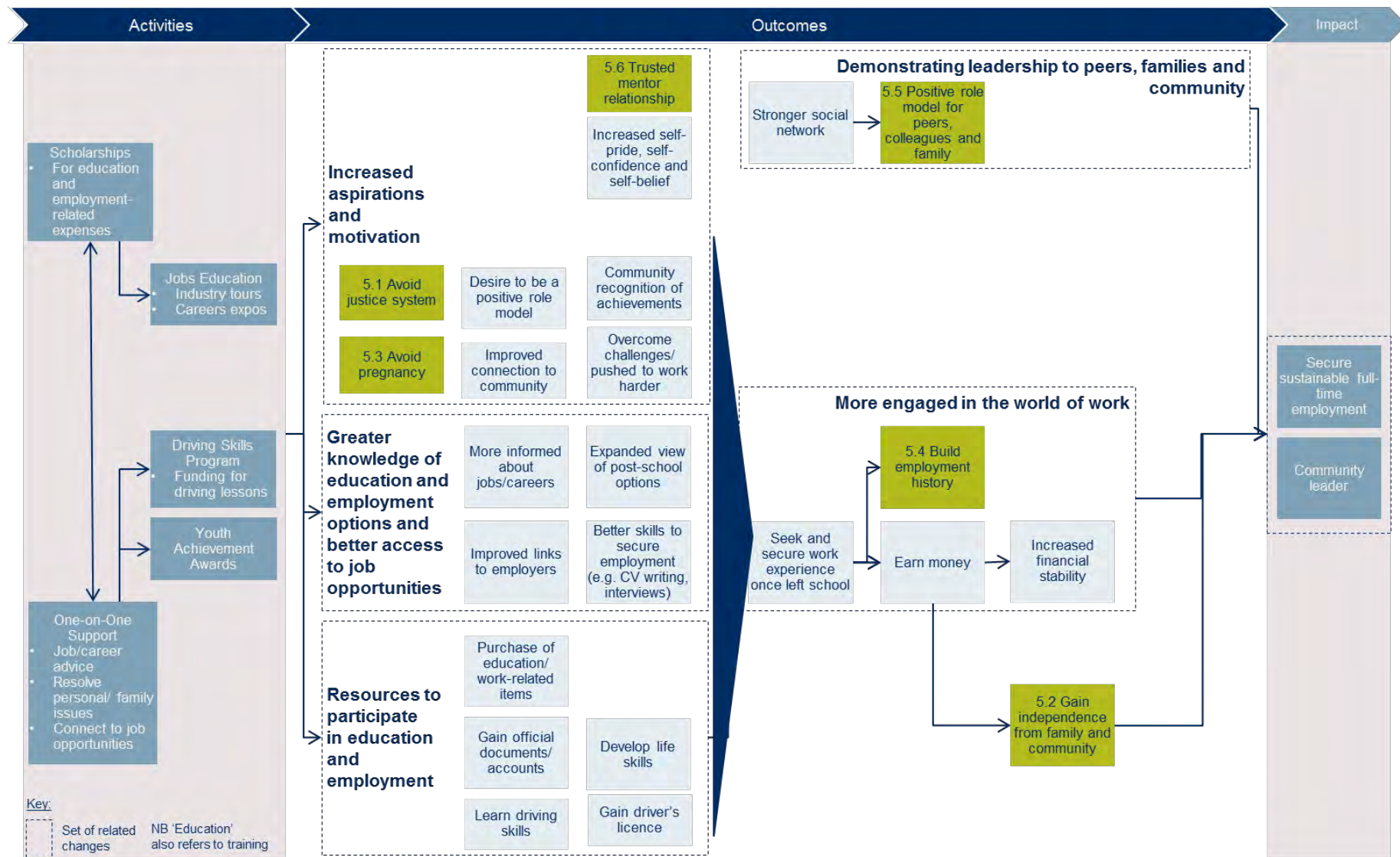


Figure 6.6 – Employed and seeking employment participants' stakeholder logic

6.3 Parents and guardians of participants

Parents and guardians are motivated to become involved in Ganbina to access financial support, broaden their children’s life experiences and access to extra support. Parents and guardians have three main points of contact with Ganbina:

- Applying for scholarship funds
- Interacting with project officers regarding their children’s progress
- Accompanying children to career and education events.

Parents and guardians provide a 25 per cent contribution to the scholarships their children receive. In 2012 this equated to almost \$11,000.

Ganbina’s way of interacting with participants and their parents has been developed to specifically mirror a professional working environment. For example, participants and parents are expected to make and keep regular appointments, and the physical environment is office-like. The purpose of this approach is to familiarise participants and their parents with the norms of these environments to make them more comfortable to operate in them. Given the implicit nature of this model, it is not expected that stakeholders would remark on the impact of this way of operating. However, the logic of this operating model is sound and underpins the outcomes experienced by participants and parents.

Table 6.6 shows the inputs, outputs and material outcomes of parents and guardians.

Inputs	Outputs	Material outcomes
\$10,845	1. 113 scholarships for children’s education and work-related items	6.1 Assisted to purchase education/work-related items for children
	2. Attendance at Ganbina events	6.2 Increased engagement in children’s education

Table 6.6 – Parents and guardians inputs, outputs and material outcomes

6.1 Assisted to purchase education/work-related items for children

The main outcome experienced from parents and guardians’ involvement is assistance to purchase education and work-related items for their children through scholarship funds. This is important to parents and guardians as it reduces the financial stress they experience.

“Dad had trouble paying for school books – the money from Ganbina was a big help.”

Jamie, employed participant

“Because of the scholarship money I don’t affect my parents’ finances as much.”

Sam, Year 11 participant



6.2 Increased engagement in children's education

In addition to providing financial support, Ganbina encourages parents to increase their engagement in their children's education. This is achieved through joint goal setting sessions between parents, their children and Ganbina project officers; attending career expos, industry tours and awards nights with their children; and reporting on their children's performance at school.

Some parents also indicated that as a result of their interactions with Ganbina project officers they have benefited from an independent adult re-enforcing the messages about school and work that they provide to their children and have set guidelines for their children. In some cases it has also helped to build parents' self-confidence by knowing that someone cares about their children and their future.

"I just think it's good having Ganbina tell the kids the importance of school and your future, so it just doesn't come from us as parents."

Parent

"Ganbina opens their eyes to think about their future."

Parent

Figure 6.7 shows the stakeholder logic map for parents and guardians.



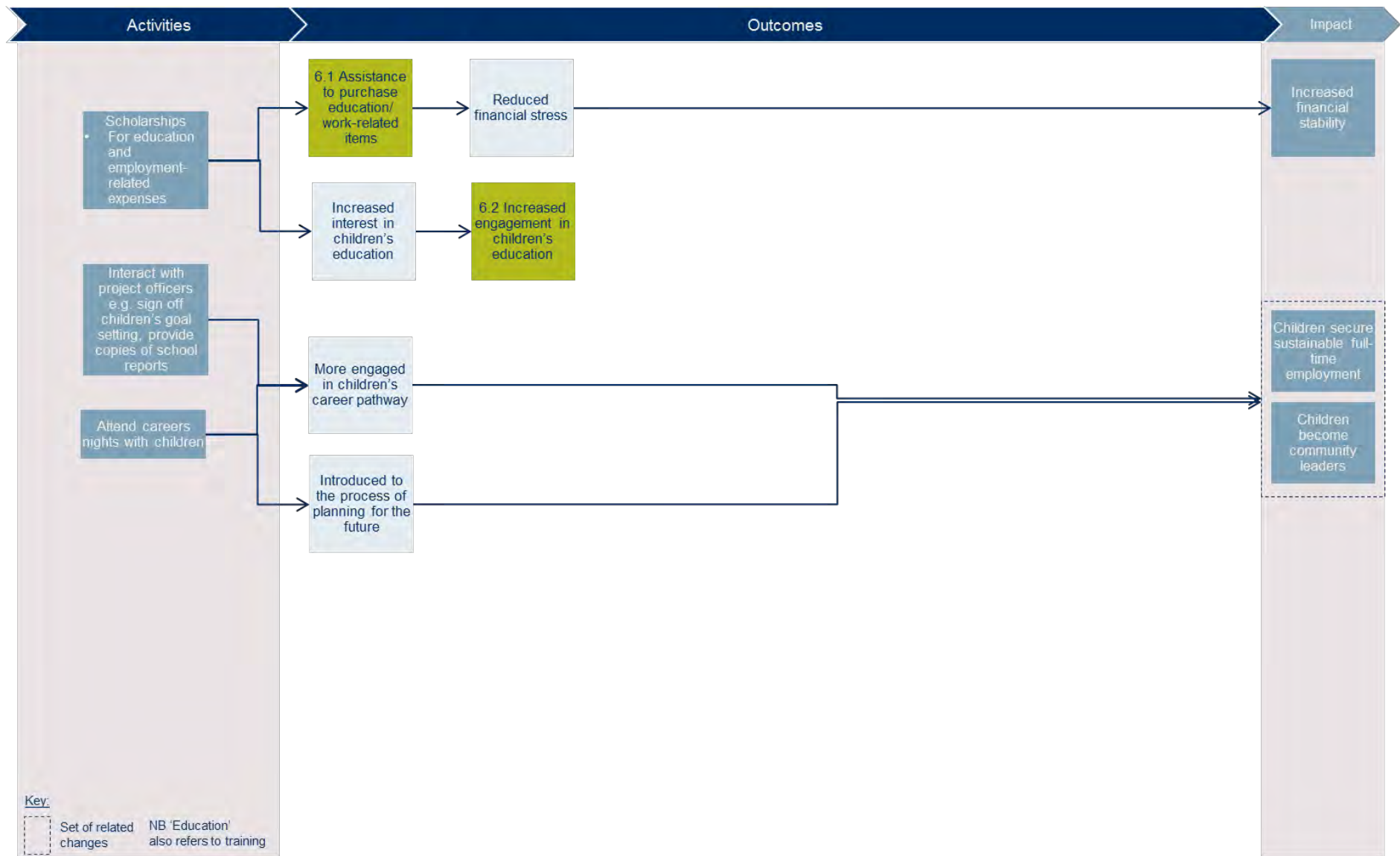


Figure 6.7 – Parents and guardians stakeholder logic

6.4 Schools with Ganbina participants

In 2012, Ganbina participants attended five schools in Greater Shepparton. Ganbina project officers meet with students on the school grounds and interact with teachers, principals and support staff about students' progress and challenges they are facing. Through interacting with Ganbina schools aim to gain positive role models for their students; create opportunities for their students to succeed and access extra assistance for their students to support them to complete school, transition to further education and secure employment.

Schools' have provided rooms for students to meet with project officers and let staff out of classes (except English and maths) for these meetings to take place. This shows that schools value the support that the project officers provide.

Table 6.7 shows the inputs, outputs and material outcomes of schools.

Inputs	Outputs	Material outcomes
\$0	1. Weekly interaction between school staff and Ganbina staff to resolve student issues (e.g. attendance) and create opportunities (e.g. work experience)	7.1 Additional support to resolve students' issues
		7.2 Higher progression and completion rates
		7.3 Higher transition rates
		7.4 Increased parental engagement in school

Table 6.7 – Schools inputs, outputs and material outcomes

Ganbina provides the schools it works in access to additional support to resolve students' issues. The students that Ganbina works with require a lot of support to keep them engaged in school. Schools report that they do not have the resources needed to successfully engage the students and that it is a "relief" to have Ganbina available to support their students. They also report that having more Aboriginal people in schools means that students are happier to be there.

Ganbina project officers also operate as a broker between students, teachers and support services provided within the schools (e.g. careers advisers, counsellors). This helps to overcome the reluctance that some participants have to accessing support. As a result of this support, students are more engaged with school and the community.

"We get to the root of the problem and tell the school what's going on."

Lisa, Ganbina project officer

In some schools, Ganbina project officers have helped teachers and principals better engage with parents and other community organisations. One school reported that parents have more regard for the school because of their involvement with Ganbina because it is a respected Aboriginal organisation that is staffed by members from the local community. This has meant that parents are more willing to work together with the school. In addition, the success of Ganbina's involvement in the school has encouraged the school to be more open to working with other organisations to expand experiences and support available to their students (e.g. school-based traineeships).

“Ganbina were the start of the change - the involvement in the community by the school has made the difference.”

Kate, secondary school teacher

Outcomes 7.2 to 7.3 are the school-level view of the participant outcomes described above in school completion (3.1) and commencing University/TAFE (4.2). These outcomes are important for schools because they are the objectives set for the education system through the National Education Agreement and related government policies. Further detail is provided in the Government section below.

“[Because of Ganbina] more kids are achieving at school and kids are proud to be good at school.”

Keith, former school principal

Figure 6.8 shows the stakeholder logic map for schools.



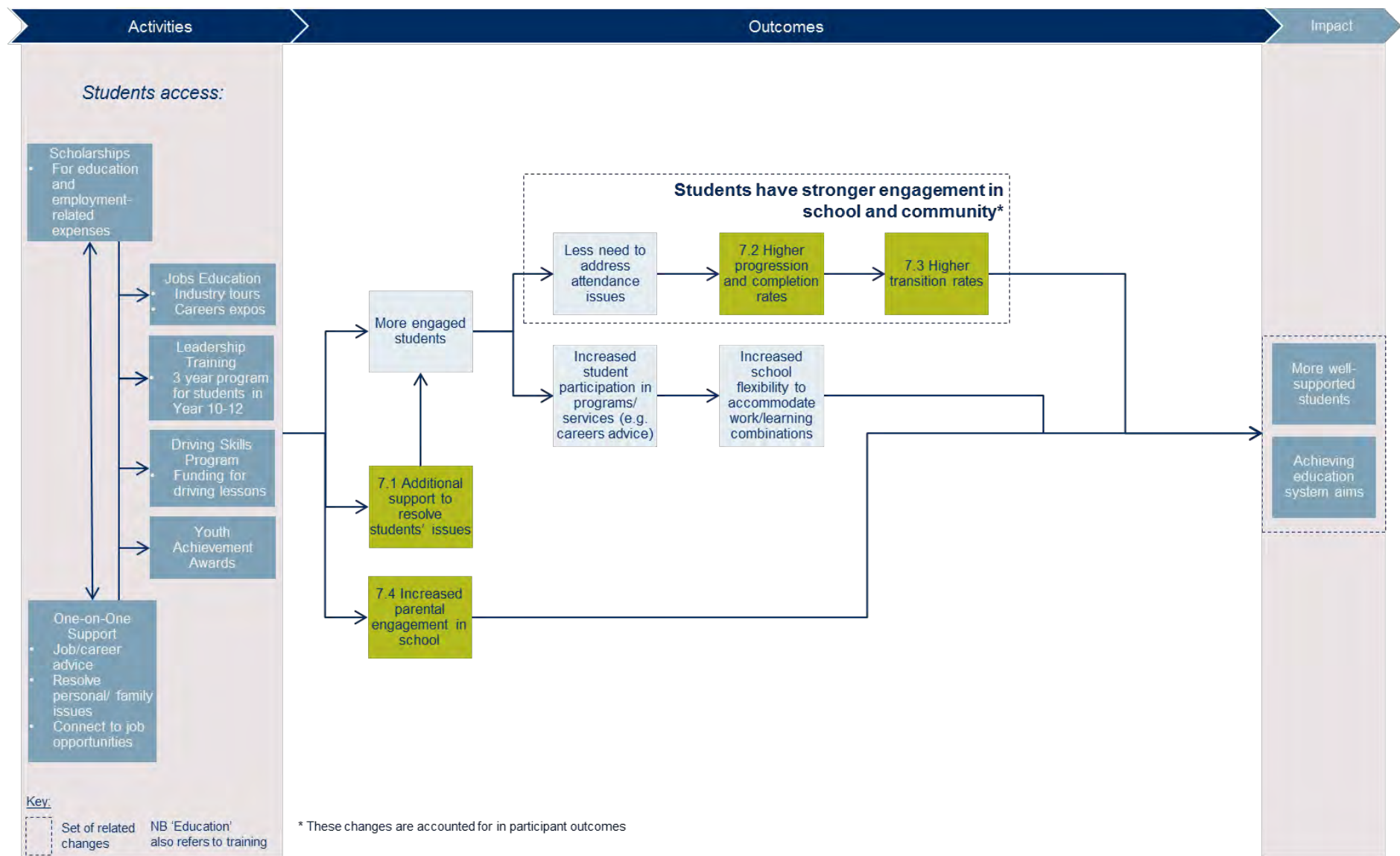


Figure 6.8 – Schools stakeholder logic

6.5 Government (Federal and State)

Government does not invest or have direct involvement with Ganbina. Ganbina has an indirect positive impact on Government through the outcomes that its participants achieve.

Table 6.8 shows the inputs, outputs and material outcomes of government.

Inputs	Outputs	Material outcomes
\$0	See participant and parent outputs	8.1 Increased tax income
		8.2 Increased savings in income support payments
		8.3 Reduced expenditure on employment services
		8.4 Reallocation of resources due to a longer-term reduction in criminal offences
		8.5 Reallocation of resources due to an immediate reduction in criminal offences

Table 6.8 – Government participants inputs, outputs and material outcomes

The objectives set for all Australian schools through the Council of Australian Governments' (COAG) National Education Agreement²⁹ include:

- All children are engaged in and benefitting from schooling
- Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children
- Young people make a successful transition from school to work and further study.

The COAG Closing the Gap targets³⁰ include:

- Halving the gap for Indigenous students aged 20 to 24 years old in Year 12, or equivalent, attainment rates
- Halving the gap in employment outcomes between Indigenous and non-Indigenous students within a decade.

8.1-8.3 Increased tax income and reduced expenditure on income support and employment services

Ganbina directly contributes to these objectives and targets by increasing the number of young Aboriginal people that complete school and transition to positive education and employment pathways. As a result of these outcomes, government experiences shifts in revenue and spending. In particular, through higher labour force participation and employment rates, government accrues increased tax income, incurs a lower income support payment bill and reduced expenditure on employment services.

The increased savings in income support payments (Outcome 8.2) accrue from reduced unemployment (Newstart) payments and reduced parenting payments to young people while they are with Ganbina. As a result of avoided pregnancies, the government will avoid providing parenting payments and benefits to these females while they are Ganbina participants. The cost saving per

²⁹ Council of Australian Governments, *National Education Agreement*, <http://www.federalfinancialrelations.gov.au/content/npa/education/national-agreement.pdf>, 2012.

³⁰ Council of Australian Governments, *National Indigenous Reform Agreement*, http://www.federalfinancialrelations.gov.au/content/national_agreements.aspx, 2012.

participant is estimated to be \$4,850 per year (before discounting).³¹ In addition, as a result of avoided teenage pregnancies, participants in Ganbina’s program will experience the positive changes as outlined in the stakeholder logic for this group.

8.4-8.5 Reallocation of resources due to a reduction in criminal offences

If Ganbina participants are in employment or education, or are being support to secure employment or education, they are likely to avoid juvenile justice or prison during this period. This assertion is supported by anecdotal evidence.

We did not have documented evidence to draw on to demonstrate that Ganbina participants avoid juvenile justice or prison in the long-term as a result of participating in the program. However, there is research available to suggest that once someone has been imprisoned they are more likely to be imprisoned again compared to the rest of the population. It is estimated that 43 per cent of young people in the juvenile justice system re-offend³². Over half (55% or 15,200) of all prisoners have served a sentence in an adult prison prior to their current incarceration, according to figures released by the Australian Bureau of Statistics (ABS).³³

Based on these figures it can be inferred that if Ganbina assists participants to avoid offending in the immediate-term this will reduce the likelihood that they will be imprisoned in the long-term. This diversion will enable the government to reallocate resources due to longer-term reduction in criminal offences.

Figure 6.9 shows the stakeholder logic map for government.

³¹ Department of Human Services, Parenting Payment, 2013. Department of Human Services, Payment Rates, <http://www.humanservices.gov.au/customer/enablers/centrelink/>, 2013.

³² KPMG, *Evaluation Report on Victoria Police ROPES program* (2010).

³³ ABS, *4517.0 Prisoners in Australia* (2011). <http://www.abs.gov.au/ausstats/abs@.nsf/Products/BAB0444401FBD98FCA25795F000DB2FA?opendocument>

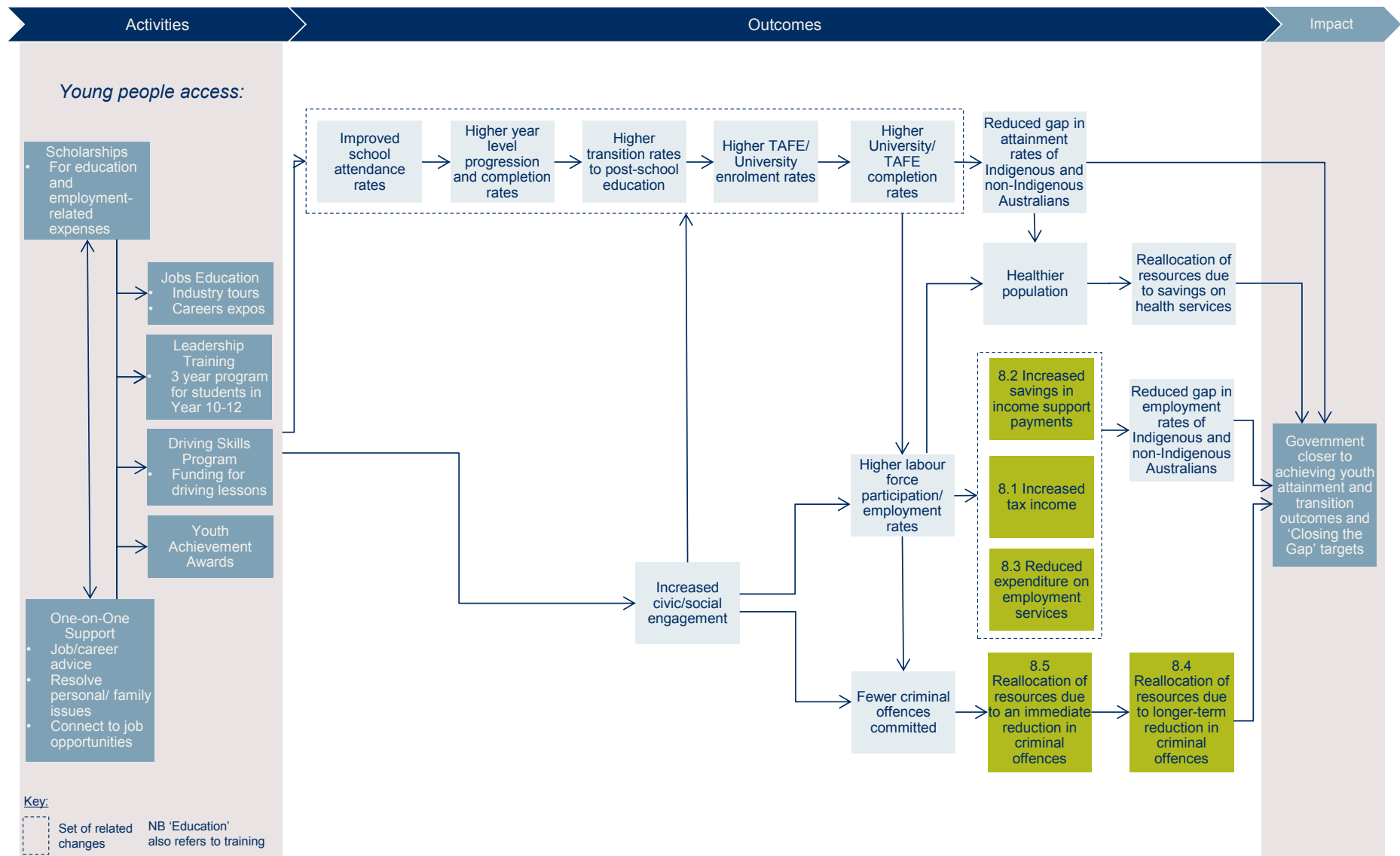


Figure 6.9 – Government stakeholder logic

6.6 Employers

The Ganbina employment program project officer meets with employers fortnightly to discuss their employment needs and the progress of participants that they employ. Employers include Coles, Kmart, Woolworths and Red Rooster. They interact with Ganbina to access work-ready young people to employ.

Inputs	Outputs	Material outcomes
\$0	Not applicable	9.1 Increased access to job-ready workers
		9.2 Increased ability to reach Reconciliation Action Plan commitments

Ganbina works with young people to help them figure out what they want to do, build their confidence, and understand employer expectations. Ganbina staff report that employers prefer to employ Ganbina participants because they have a good work ethic, are punctual, hygienic, dressed well and have good manners. Job-ready applicants become reliable employees that employers retain. A current barrier to employers engaging more Ganbina participants is Ganbina's lack of insurance to cover unpaid (trial) work undertaken by participants that are no longer at school.

Many of the employers that Ganbina works with are large, national companies, who have Indigenous employment goals or Reconciliation Action Plans.³⁴ Employers have increased access to job-ready young Aboriginal people and are therefore better able to fulfil their goals.

However, Ganbina's impact on employers has been much broader than supporting its participants to gain jobs in the local area. Based on its success in connecting young people who are Indigenous to job roles, Ganbina is looked to as an authority on Indigenous employment. Shepparton has been used as a case study to demonstrate effective engagement of Indigenous employees to organisations operating across Australia. For example, the CEO of Wesfarmers convened a round table of national employers in Shepparton (e.g. Bunnings, Target, Woolworths). One outcome of this round table was the establishment of an Employment Broker for Wesfarmers companies to access Aboriginal jobseekers in the region. Ganbina has regular, ongoing contact with the Broker to support this initiative.

Through their experience working with Ganbina and Ganbina participants, employers are better placed to develop well-informed Indigenous employment strategies and Reconciliation Action Plans. For example, Ganbina has provided advice to a large, national retailer on their Indigenous employment strategy. One important message that Ganbina shared is the significance of its role in creating demand for jobs among Indigenous young people, by increasing young people's aspirations and building their job seeking skills.

These changes should contribute towards the increased employment of Aboriginal Australians.

“Ganbina has changed the mentality around what Aboriginal kids do.”

Kellie, Ganbina project officer

Figure 6.10 shows the stakeholder logic map for employers.

³⁴ Through the Reconciliation Action Plan program, organisations develop business plans that document what they will do within their sphere of influence to contribute to reconciliation in Australia. Source: Reconciliation Australia, *Reconciliation Action Plans*, <http://www.reconciliation.org.au/home/reconciliation-action-plans>, 2013.

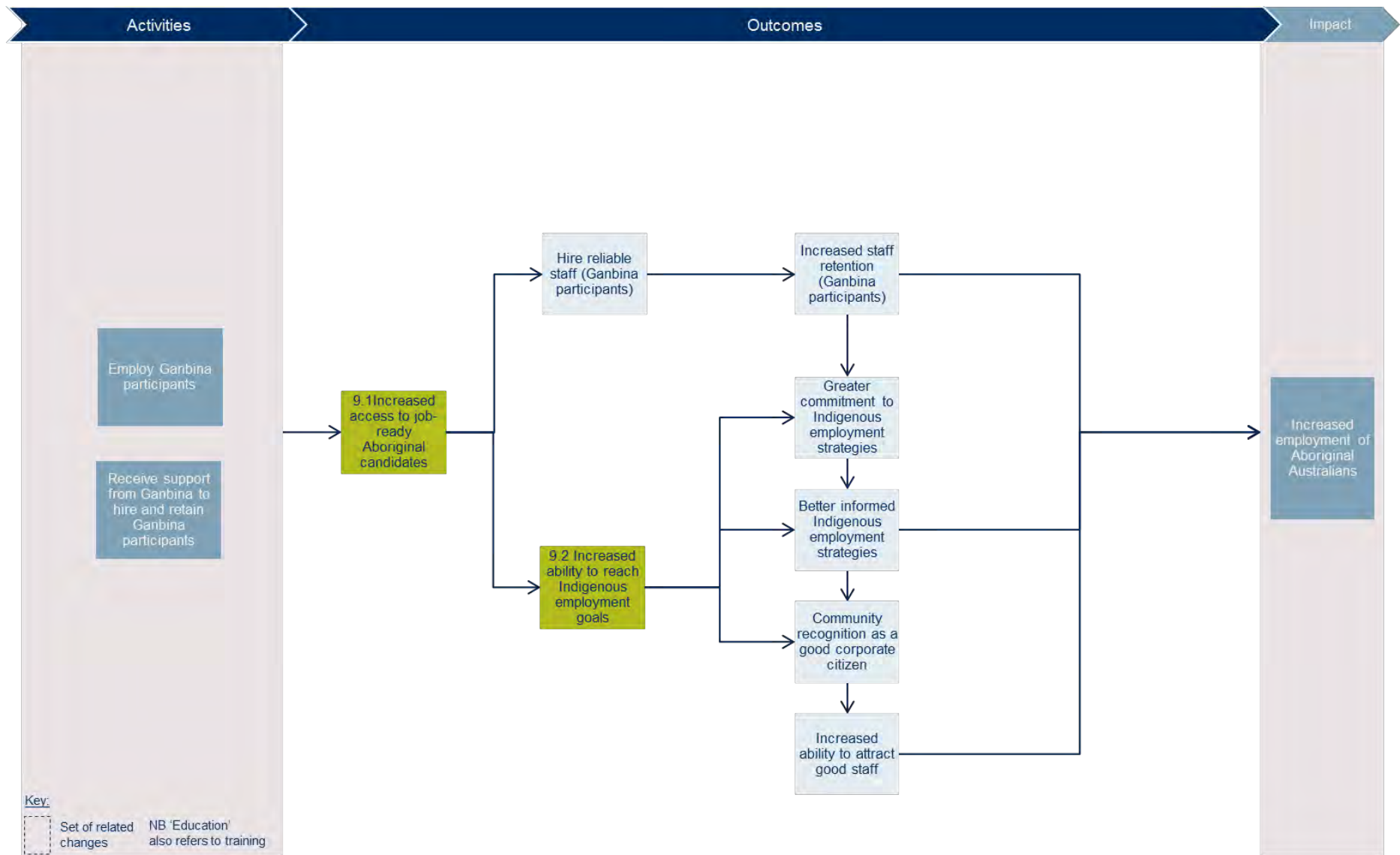


Figure 6.10 – Employer stakeholder logic

7 Measurement

This section describes the measurement approach adopted for the SROI analysis.

7.1 Overview

The measurement approach used for this project identifies indicators to demonstrate the outcomes experienced by each stakeholder group, as well as a process to measure the relevant indicators.

The following summary describes the three different data sources used to measure the extent the outcomes were achieved.

A. Ganbina participant data

Ganbina keeps comprehensive records of participants' activities and achievements. This data was important in understanding the changes that different participants are experiencing.

B. SROI data

As part of this SROI analysis, participants, parents and school staff shared their views of the changes they have experienced from their involvement with Ganbina through interviews and online surveys³⁵. Ganbina staff also shared their views of the impact that the organisation had on all of the stakeholder groups, including employers and government.

C. Secondary research

Secondary research on the economic and employment of outcomes of people living in Greater Shepparton and Indigenous Australians was used to understand the challenges and opportunities faced by participants'.

7.2 Measurement approach

Table 7.1 summarises the measurement approach adopted for each of the stakeholder groups and relevant outcomes.

³⁵ Surveys were conducted of participants and their parents.

Outcomes	Indicator	Quantity	Applicable participant groups				
			7/8	9/10	11/12	University / TAFE	Employment ³⁶
Participants							
<i>Increased aspirations and motivations</i>							
Avoid justice system (1.1, 2.1, 3.2, 4.3, 5.1)	# participants who successfully complete Ganbina programs in the year	207	•	•	•	•	•
Avoid pregnancy (1.2, 2.2, 3.3, 4.5, 5.3)	# participants who successfully complete Ganbina programs in the year	207	•	•	•	•	•
Increased likelihood of pursuing a positive pathway (1.1, 2.1)	# participants who successfully complete Ganbina programs in the year	121	•	•			
Willingness to be a leader (2.5, 3.4)	# of students on the leadership program	12		•	•		
Trusted mentor relationship (1.2, 2.2, 3.2, 4.4, 5.3)	# participants who successfully complete Ganbina programs in the year	207	•	•	•	•	•
Increased self-pride, self-confidence and self-belief (2.3, 3.5, 4.5)	# participants who successfully complete Ganbina programs in the year	106		•	•	•	
<i>Greater knowledge of education and employment options and better access to job opportunities</i>							
More informed about jobs and careers (1.5, 2.6)	# participants who successfully complete Ganbina programs in the year	121	•	•			
Expanded view of post-school options (3.7)	# participants who successfully complete Ganbina programs in the year	29			•		
<i>Resources to participate in education and employment</i>							
Develop life skills (1.6, 2.9, 3.10)	# participants who successfully complete Ganbina programs in the year	150	•	•	•		
<i>More involved in the community</i>							
Positive role model for peers, colleagues and family (3.8, 5.5)	# participants who successfully complete Ganbina programs in the year	75			•		•
<i>More engaged in education</i>							
Complete University/TAFE (4.1)	# participants who successfully complete Ganbina programs in the year	15				•	
Complete school (3.1)	# participants who successfully complete Ganbina programs in the year	29			•		
Commence University/TAFE (4.2)	# participants who successfully complete Ganbina programs in the year	8				•	
<i>More engaged in the world of work</i>							

³⁶ Includes participants that are employed or seeking employment



Outcomes	Indicator	Quantity	Applicable participant groups				
Build employment history (3.9, 5.4)	# of participants with casual / part-time work while at school	31			•		
	# of participants with work experience	9			•		
	# of participants that gained employment (as their primary activity)	44					•
Seek and secure job/work experience while at school (2.8)	# of participants with casual / part-time work while at school	20		•			
	# of participants with work experience	10		•			
Gain independence from family and community							
Gain independence from family and community (4.4, 5.2)	# participants who successfully complete Ganbina programs in the year	58				•	•
Parents/Guardians of participants							
Assisted to purchase education/work-related items for children (6.1)	# of scholarships	113	N/A				
Increased engagement in children's education	# parents of Year 7-12 participants (one parent per participant)	150					
Schools							
Additional support to resolve students' issues (7.1)	# schools Ganbina staff work in	5					
Higher progression and completion rates (7.2)	Accounted for in participant outcomes	N/A	N/A				
Higher transition rates (7.3)							
Increased parental engagement in school (7.4)							
Government (Federal and State)							
Increased tax income (8.1)	# of participants who are likely to obtain a sustainable employment outcome	175	•	•	•	•	•
	# of Employed participants in work (as their primary activity)	32					•
Increased savings in income support payments (8.2)	# of participants who are likely to obtain a sustainable employment outcome	175	•	•	•	•	•
	# of Employed participants in work	32					•
	# female participants who are likely to obtain sustainable employment outcome	87	•	•	•	•	•
	# of Employed female participants in work (as their primary activity)	16					•



Outcomes	Indicator	Quantity	Applicable participant groups				
Reduced expenditure on employment services (8.3)	# of participants that would not successfully complete the program	66	•	•	•	•	•
Reallocation of resources due to a longer-term reduction in criminal offences (8.4)	# of participants who avoid jail long-term	221	•	•	•	•	•
Reallocation of resources due to an immediate reduction in criminal offences (8.5)	# of participants who avoid juvenile justice	150	•	•	•		
	# of participants who avoid jail	58				•	•
Employers							
Increased access to job-ready workers (9.1)	# of participants placed in employment	101	N/A				
Increased ability to reach Indigenous employment goals (9.2)	Data not available to quantify		N/A				
Investors							
Accounted for in other stakeholder groups							

Table 7.1 – Measures used to indicate outcomes produced



8 Value Creation

This section describes the method used to value the outcomes measured as part of the analysis. It describes how the financial proxies were determined and the SROI filters that were applied to the outcomes.

8.1 Overview

Financial proxies are used to value an outcome where there is no market value. The use of proxies in this SROI forms a critical component of the valuation exercise as most of the outcomes identified have no market values. There are a number of techniques used to identify financial proxies and value outcomes. Importantly, within an SROI, the proxy reflects the value that the stakeholder experiencing the change places on the outcome. This could be obtained directly through stakeholder consultation, or indirectly through research. Techniques for valuing outcomes are included in Table 8.1 below.

Technique	Description and examples
Cash transaction	An actual cash saving or cash spent by the stakeholder group. For example: <ul style="list-style-type: none"> A reduction in welfare payments is a direct cash benefit to the Government
Value of resource reallocation	A program or service results in outcomes that allow resources to be used in different ways. For example: <ul style="list-style-type: none"> A reduction in crime may not result in less cost to the justice system because there is not a change in the overall costs of managing the justice system (so it is not a “cash transaction”). However, a value can be placed on the amount of resources that can be reallocated for other purposes
Revealed preferences	This is when a financial proxy is inferred from the value of related market prices. This can be achieved in the following ways: <ul style="list-style-type: none"> Is there something in a stakeholder’s group behaviour that will reveal the value of an outcome? For example, we may observe that stakeholders with less depression are now socialising more and going out for dinner with friends. The financial proxy is therefore the value of the dinners Through stakeholder consultation, is there a similar service or program that would achieve the same amount of change? This is often referred to as a “replacement valuation”
Stated preferences	This is when stakeholders are explicitly asked how much they value an outcome. This can be done in a number of ways: <ul style="list-style-type: none"> Stakeholders are asked their “willingness-to-pay” or willingness-to-avoid” to achieve the outcome These are hypothetical cash transactions. <ul style="list-style-type: none"> Stakeholders are asked to make a choice based on a series of options presented to them through “participatory impact” exercises. This can also be referred to as “choice modeling”.

Table 8.1 – Valuation techniques



8.2 Financial proxies used for this analysis

Financial proxies have been identified using a revealed preferences technique, applying a replacement valuation to the different outcomes. The selection of proxies was informed by stakeholder consultation, primarily through questions in the surveys, and tested through the interviews and with Ganbina staff. The list of the financial proxies used for this analysis is included in Table 8.2 below.

Outcomes	Indicator Used	#	Financial proxy description	Proxy value	Rationale
Participants					
<i>Increased aspirations and motivations</i>					
Avoid justice system (1.1, 2.1, 3.2, 4.3, 5.1)	# participants who successfully complete Ganbina programs in the year	207	Private school scholarship (Yr 7-12)	\$27,600	Interacting with the justice system has a negative impact on reputation - the inverse is true if you avoid it. This equates to a positive reputation which would be recognised through the award of a school or university scholarship. Source: Melbourne Grammar School, University of Melbourne.
			University scholarship (TAF/University, Employed)	\$28,150	
Avoid pregnancy (1.2, 2.2, 3.3, 4.5, 5.3)	# participants who successfully complete Ganbina programs in the year	207	Parenting payment (Females)	\$21,700	The participant would likely receive income support were they to have a baby it is therefore a crude "market value" of pregnancy. Note, associated costs are included in the government stakeholder category. Source: Department of Human Services.
			Newstart Allowance (Males)	\$18,045	
Increased likelihood of pursuing a positive pathway (1.3, 2.3)	# participants who successfully complete Ganbina programs in the year	121	Difference between Newstart Allowance and the minimum wage	\$14,681	Revealed preference value People that pursue a positive pathway will earn more than people that are unemployed. People that are unemployed receive the Newstart Allowance. Source: Department of Human Services.
Willingness to be a leader (2.7, 3.4)	# of students on the leadership program	12	Payment for leadership role (statutory authority board member annual sitting fee)	\$12,183	Revealed preference value Board sitting fees are equivalent to the value of a participant taking on a leadership role. Source: Department of Premier and Cabinet.
Trusted mentor relationship (1.4, 2.4, 3.6, 4.8, 5.6)	# participants who successfully complete Ganbina programs in the year	207	Cost of counselling sessions	\$6,230	Revealed preference value Counselling sessions result in the development of a trusted mentor relationship.

Outcomes	Indicator Used	#	Financial proxy description	Proxy value	Rationale
					Source: Medicare.
Increased self-pride, self-confidence and self-belief (2.5, 3.5, 4.7)	# participants who successfully complete Ganbina programs in the year	106	Cost of joining a club or group	\$4,340	Revealed preference value People with self-confidence are more sociable and tend to join groups. Source: Shepparton United Football Netball Club, interviews with Ganbina staff.
Greater knowledge of education and employment options and better access to job opportunities					
More informed about jobs and careers (1.5, 2.6)	# participants who successfully complete Ganbina programs in the year	121	Market rate for cost of life coach to develop a career plan	\$750	Revealed preference value Through their work with Ganbina project officers participants access a similar service as that provided by life coaches. Source: Total Balance, Action Coach, AR Group.
Expanded view of post-school options (3.7)	# participants who successfully complete Ganbina programs in the year	29	Market rate for cost of life coach to develop a career plan	\$750	Revealed preference value Through their work with Ganbina project officers participants access a similar service as that provided by life coaches. Source: Total Balance, Action Coach, AR Group.
Resources to participate in education and employment					
Develop life skills (1.6, 2.9, 3.10)	# participants who successfully complete Ganbina programs in the year	150	Cost of Certificate I in General Education for Adults	\$532	Revealed preference value Course covers similar areas to the skills project officers assist participants to develop. Source: Swinburne University.
More involved in the community					
Positive role model for peers, colleagues and family (3.8, 5.5)	# participants who successfully complete Ganbina programs in the year	75	Payment for leadership role (statutory authority board member annual sitting fee)	\$6461	Revealed preference value Equivalent to the value of a participant taking on a leadership role. Source: Department of Premier and Cabinet, Victorian Government.
More engaged in education					
Complete University/TAFE (4.1)	# participants who successfully complete Ganbina programs in the year	15	Difference between Newstart allowance (and benefits) and median net income of people that complete Degree	\$66,006	Revealed preference value People with post-school qualifications more likely to be employed than early school leavers. Their salary is also likely to be higher. Source: NATSEM/AMP.
Complete school (3.1)	# participants who successfully complete Ganbina programs in the year	29	Difference between Nestart allowance (and benefits) and median net income of people that complete	\$42,577	Revealed preference value People that complete Year 12 (or equivalent) are more likely to be employed (and earn more) than early school leavers. Source: NATSEM.



Outcomes	Indicator Used	#	Financial proxy description	Proxy value	Rationale
			Year 12		
Commence University/TAFE (4.2)	# participants who successfully complete Ganbina programs in the year	8	Difference between Nestart allowance (and benefits) and median net income of people that complete Year 12	\$42,577	Revealed preference value People who start University or TAFE and do not complete their course will accrue the benefits of completing school (see 3.1). Source: NATSEM.
More engaged in the world of work					
Build employment history (3.9, 5.4)	# of participants with casual / part-time work while at school	31	Salary from part-time/casual work	\$2,925	Cash transaction Value generated by employment. Source: Fair Work Ombudsman, interviews with Ganbina staff.
	# of participants with work experience	9	Salary from work experience	\$2,925	
	# of participants that gained employment	44	Difference between median income and Newstart allowance	\$17,082	
Seek and secure job/work experience while at school (2.8)	# of participants with casual / part-time work while at school	20	Salary from part-time/casual work	\$2,925	
	# of participants with work experience	10	Salary from part-time/casual work	\$2,925	
Gain independence from family and community					
Gain independence from family and community (4.4, 5.2)	# participants who successfully complete Ganbina programs in the year	58	Independence test for Youth Allowance	\$24,936	Revealed preference value Young people are deemed to be independent if they meet this test. Source: Department of Human Services.
Parents/Guardians of participants					
Assisted to purchase education/work-related items for children (6.1)	# of scholarships	113	Scholarship amount	\$350-\$900	Revealed preference value Indicates amount of value parents would like to access - through contribution to scholarship. Source: Ganbina data
Increased engagement in children's education	# parents of Year 7-12 participants (one parent per participant)	150	Cost to participate in education-related events	\$205	Revealed preference value Approximates the value placed on engagement by parent. Source: Ganbina interviews, Fair Work Ombudsman.
Schools					

Outcomes	Indicator Used	#	Financial proxy description	Proxy value	Rationale
Additional support to resolve students' issues (7.1)	# schools Ganbina staff work in	5	Cost of school support staff	\$47,779	Revealed preference value Ganbina delivers services to schools equivalent to paraprofessional support staff. Source: Department of Education and Early Childhood Development.
Higher progression and completion rates (7.2)	<ul style="list-style-type: none"> Accounted for in participant outcomes 				
Higher transition rates (7.3)					
Increased parental engagement in school (7.4)					
Government (Federal and State)					
Increased tax income (8.1)	# of participants who are likely to obtain a sustainable employment outcome	175	Tax paid on minimum wage	\$2,964	Cash value Government earns increased tax income from participants securing future sustainable employment. Source: Fair Work Ombudsman, ATO. This value is accrued when the participant leaves school and gets work
	# of Employed participants in work	32	Tax paid on apprentice wage	\$3,900	Cash value Government earns increased tax income from participants currently working sustainable. Many employed participants are completing apprenticeships. Source: CFMEU, ATO.
Increased savings in welfare payments (8.2)	# of participants who are likely to obtain a sustainable employment outcome	175	Newstart allowance and benefit amount	\$16,851	Cash saving Government avoids paying unemployment benefits to participants who secure future sustainable employment. Source: Department of Human Services.
	# of Employed participants in work	32	Newstart allowance and benefit amount	\$16,851	Cash saving Government avoids paying unemployment benefits to employed participants who are currently working. Source: Department of Human Services.
	# female participants who are likely to obtain sustainable employment	87	Parenting payment and benefit amount	\$4,849	Cash saving Government avoids paying parenting payment to participants of school age that are in school. Source: Department of Human Services.
	# of Employed female participants in work	16	Parenting payment and benefit amount	\$4,849	Cash saving Government avoids paying parenting payment to participants who are currently working. Source: Department of Human Services.



Outcomes	Indicator Used	#	Financial proxy description	Proxy value	Rationale
Reduced expenditure on employment services (8.3)	# of participants that would not successfully complete the program	66	Job Services Australia service fees and provider discretionary spending	\$2,220	Cash saving Government avoids paying for employment services for participants who are likely to obtain sustainable employment or who are currently working. Source: Jobs Australia.
Reallocation of resources due to a longer-term reduction in criminal offences (8.4)	# of participants who avoid jail long-term	221	Average cost of prison stay	\$296,510	Resource reallocation Government can reallocate funding for juvenile justice as a result of Ganbina participants avoiding prison sentences. Source: Australian Bureau of Statistics, Productivity Commission.
Reallocation of resources due to an immediate reduction in criminal offences (8.5)	# of participants who avoid juvenile justice	150	Average cost of juvenile justice stay	\$35,028	Resource reallocation Government can reallocate funding for juvenile justice as a result of Ganbina participants avoiding involvement in juvenile justice. Source: Australian Institute of Health and Welfare, NSW Juvenile Justice, Productivity Commission.
	# of participants who avoid jail	58	Average cost of prison stay	\$296,510	Resource reallocation Government can reallocate funding for juvenile justice as a result of Ganbina participants avoiding prison sentences. Source: Australian Bureau of Statistics, Productivity Commission.
Employers					
Increased access to job-ready workers (9.1)	# of participants placed in employment	101	Cost of placing a disadvantaged job seeker in employment	\$2,163	Revealed preference value Equivalent to the value of developing a candidate up to being job ready. Source: Jobs Australia.
Increased ability to reach Indigenous employment goals (9.2)	Data not available to quantify	N/A			
Investors					
Accounted for in other stakeholder groups					

Table 8.2 – Financial proxies used in the SROI analysis

To present an accurate view of the value created through Ganbina’s program, valuation filters (SROI filters) are applied to the financial proxies. This is in accordance with the SROI principle of not over-claiming. A description of the SROI filters adopted for this project is discussed in Appendix 3. The specific SROI filters applied to each outcome in this analysis are included in Table 8.3 on the following pages. Please note that none of the outcomes created by Ganbina’s activities displaced other outcomes; therefore, this has been excluded from the table below.

Outcomes	Deadweight – Rationale	Attribution to others - Rationale	Duration (Years) & Drop-off - Rationale
Participants			
<i>Increased aspirations and motivations</i>			
Avoid justice system (1.1, 2.1, 3.2, 4.3, 5.1)	96%	Inverse of the proportion of Indigenous 10-17 year olds who are under supervision by the juvenile justice system.	25%
Avoid pregnancy (1.2, 2.2, 3.3, 4.5, 5.3)	92%	Inverse of the teenage birth rate of Aboriginal and Torres Strait Islander women.	25%
Increased likelihood of pursuing a positive pathway (1.1, 2.1)	22%	The likelihood of pursuing a positive pathway is strongly related to finding meaningful employment. This is the % of Indigenous people who have meaningful employment in the Greater Shepparton. Alford study in 2002, but macroeconomic forces and anecdotal evidence suggests it is still correct.	25%
Willingness to be a leader (2.5, 3.4)	0%	Students do not have access to intensive leadership development provided by Ganbina.	0%
Trusted mentor relationship (1.2, 2.2, 3.2, 4.4, 5.3)	25%	Few other opportunities to develop trusted mentor relationship (other programs much shorter or are not accessed by students) (Source: participant and school staff interviews)	0%
Increased self-pride, self-confidence and self-belief (2.3, 3.5, 4.5)	25%	Few other opportunities to develop self-confidence (other programs much shorter or are not accessed by students) (source: participant and school staff interviews)	0%
<i>Greater knowledge of education and employment options and better access to job opportunities</i>			

Outcomes	Deadweight – Rationale		Attribution to others - Rationale		Duration (Years) & Drop-off - Rationale	
More informed about jobs and careers (1.5, 2.6)	0%	At this age there is very little access to job/career info for students (source: school staff and student interviews)	0%	No other organisation/person contributed to this change.	2	25% drop off - Information gained about career preferences and options informs choices across remaining years of school.
Expanded view of post-school options (3.7)	25%	Students begin to have access to career information through school (source: school staff and student interviews)	25%	Others contribute e.g. parents/guardians, self, school (e.g. careers counsellor)	2	
<i>Resources to participate in education and employment</i>						
Develop life skills (1.6, 2.9, 3.10)	25%	Some family members would have supported the student (source: interviews)	25%	Others contribute e.g. parents/guardians, self, school (e.g. careers counsellor)	1	Change only impacts period of investment.
<i>More involved in the community</i>						
Positive role model for peers, colleagues and family (3.8, 5.5)	22%	The likelihood of pursuing a positive pathway is strongly related to finding meaningful employment. This is the % of Indigenous people who have meaningful employment in the Goulburn Valley. Alford study in 2002, but macroeconomic forces and anecdotal evidence suggests it is still correct.	25%	Others contribute e.g. school, parents/guardians, peers	1	Change only impacts period of investment.
<i>More engaged in education</i>						
Complete University/TAFE (4.1)	22%	The likelihood of pursuing a positive pathway is strongly related to finding meaningful employment. This is the % of Indigenous people who have meaningful employment in the Goulburn Valley. Alford study in 2002, but macroeconomic forces and anecdotal evidence suggests it is still correct.	75%	Others contribute e.g. peers, Uni/TAFE, parents/guardians	1	Uni/TAFE completion occurs in one year.
Complete school (3.1)			50%	Others contribute e.g. school, parents/guardians, peers	1	School completion occurs in one year.
Commence University/TAFE (4.2)			50%	Others contribute e.g. peers, Uni/TAFE, parents/guardians	1	Uni/TAFE completion occurs in one year.
<i>More engaged in the world of work</i>						
Build employment history (3.9, 5.4)	36%	36% of youths over 15 years are in casual/part-time after school work (source: How Young People Are Faring)	25%	Others contribute e.g. parents/guardians, employer, school	2	Drop off of 25% - participants retain jobs for longer than investment period.
Seek and secure job/work experience while at school (2.6)	74%	73.6% of Year 12s undertake work experience (Source: The Smith Family)			1	Change only impacts in period of investment.

Outcomes	Deadweight – Rationale		Attribution to others - Rationale		Duration (Years) & Drop-off - Rationale	
<i>Gain independence from family and community</i>						
Gain independence from family and community (4.4, 5.2)	50%	Some family members would have supported the students anyway	50%	Others contribute e.g. parents/guardians, school	1	Change only impacts in period of investment.
Parents/Guardians of participants						
Assisted to purchase education/work-related items for children (6.1)	0-95%	No participants make scholarship contribution at primary school or up to Year 9. Five per cent of participants at Year 10 and above make scholarship co-contribution	0%	No other organisation/person contributed	1	Change only impacts in period of investment.
Increased engagement in children's education (6.2)	25%	Some parents would have attended school events anyway (source: Ganbina interviews)	25%	Ganbina works with schools to increase engagement	1	Mostly Ganbina run events - this engagement will not occur beyond period of investment.
Schools						
Additional support to resolve students' issues (7.1)	0%	Without Ganbina this support would not have occurred	0%	No other organisation/person contributed	1	Change only impacts in period of investment
Higher progression and completion rates (7.2)	Not applicable – accounted for in other stakeholder groups					
Higher transition rates (7.3)						
Increased parental engagement in school (7.4)						
Government (Federal and State)						
Increased tax income (8.1)	22%	The likelihood of pursuing a positive pathway is strongly related to finding meaningful employment. This is the % of Indigenous people who have meaningful employment in the Goulburn Valley. Alford study in 2002, but macroeconomic forces and anecdotal evidence suggests it is still correct.	25-75%	Varies depending on amount of support received by Ganbina.	1	Change only impacts in period of investment
Increased savings in welfare payments (8.2)	22%					
Reduced expenditure on employment services (8.3)	22%					



Outcomes	Deadweight – Rationale		Attribution to others - Rationale		Duration (Years) & Drop-off - Rationale	
Reallocation of resources due to a longer-term reduction in criminal offences (8.4)	98.9 %	Inverse of national (crude) imprisonment rate Indigenous adults, multiplied by recidivism rate (Source: PC, 2011-12; ABS 2011)				Change impacts one year post-investment
Reallocation of resources due to an immediate reduction in criminal offences (8.5)	98-99.5 %	Inverse of Indigenous 10-17 year olds in detention (Australia) - rate per 100 000, 2010-11 (Source: PC, 2011-12) Inverse of national (crude) imprisonment rate Indigenous adults (Source: PC, 2011-12)			1	Change only impacts in period of investment
Employers						
Increased access to job-ready workers (9.1)	22%	See above	25%	Many participants reported that they would not have applied for jobs without Ganbina's prompting.	1	Change only impacts in period of investment
Increased ability to meet commitments in Reconciliation Action Plans (8.2)	Data not available to quantify					
Investors						
Accounted for in other stakeholder groups						

Table 8.3 – Application of SROI filters in this analysis

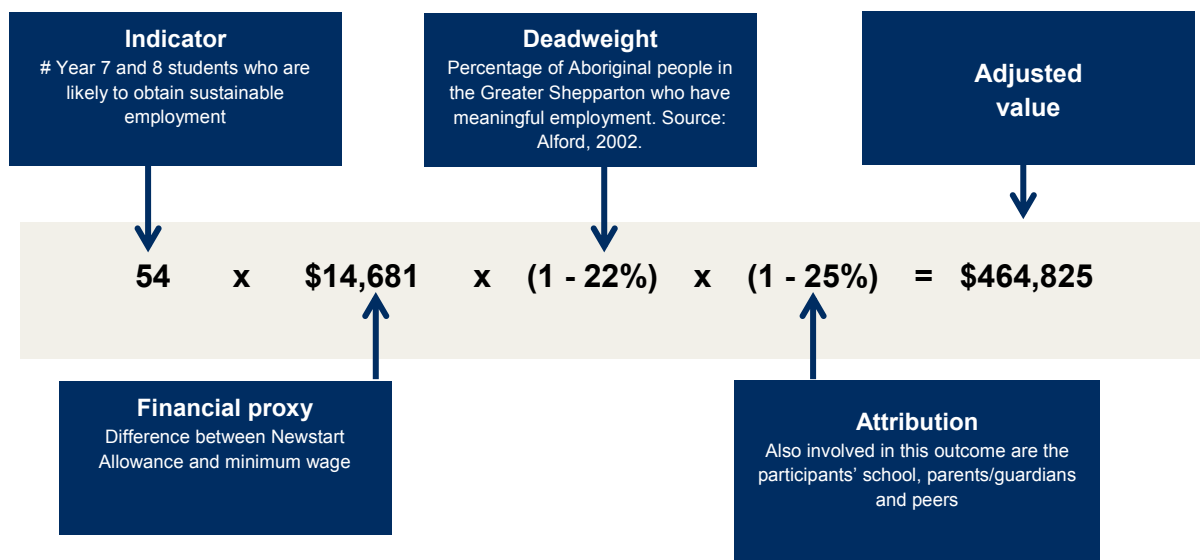
8.3 Adjusted value of outcomes

The application of the SROI filters calculates an adjusted annual value for each financial proxy identified for the analysis. This adjusted value represents the value of the outcome that can be solely attributed to the investment described in this analysis.

A number of issues need to be highlighted about the adjusted value of financial proxies.

- Due to Ganbina providing a unique service in Greater Shepparton, the attribution for most outcomes to other organisations is relatively low
- Participants in the older age groups tend to have less contact with Ganbina and therefore attribution to others tends to be higher than for the younger age groups
- Most outcomes require ongoing investment from Ganbina to be sustained and therefore only have a duration of 1 year (which is commensurate with the period of investment being analysed)
- The deadweight for many of the outcomes is the unemployment rate of Indigenous people in Greater Shepparton reported in the 2003 Alford study (22%).

A worked example of the adjusted value for the outcome 1.1 Increased likelihood of pursuing a positive pathway, a change experienced by participants of Ganbina, is included in Figure 8.1 below.



Please note that this outcome only lasts for one year and the discount rate of 3% has not been applied.

Figure 8.1 – Worked example for adjusted value of the outcome

8.4 Summary of value created

The adjusted value is the value calculated for each outcome, which takes into account the following components:

- Quantity: the number of stakeholders experiencing an outcome
- Financial proxy: value of the outcome
- SROI filters: accounting for whether the outcome happened anyway (deadweight), who else contributed to the change (attribution), whether the outcome displaced other activities or outcomes (displacement) and the how long the outcome lasts for (duration and drop off)

The following table is a summary of the adjusted value created for all of the outcomes experienced by each stakeholder group.

Outcomes	Indicator Used	Financial proxy value	Adjusted Value*
Participants			
<i>Increased aspirations and motivations</i>			
Increased likelihood of pursuing a positive pathway (1.1, 2.1)	# participants who successfully complete Ganbina programs in the year	\$14,681	\$1,032k
Trusted mentor relationship (1.2, 2.2, 3.2, 4.4, 5.3)	# participants who successfully complete Ganbina programs in the year	\$6,230	\$968k
Avoid pregnancy (1.2, 2.2, 3.3, 4.5, 5.3)	# participants who successfully complete Ganbina programs in the year	\$18,045-\$21,700	\$241k
Willingness to be a leader (2.5, 3.4)	# of students on the leadership program	\$12,183	\$147k
Avoid justice system (1.1, 2.1, 3.2, 4.3, 5.1)	# participants who successfully complete Ganbina programs in the year	\$27,600-\$28,150	\$354k
Increased self-pride, self-confidence and self-belief (2.3, 3.5, 4.5)	# participants who successfully complete Ganbina programs in the year	\$4,340	\$182k
<i>More engaged in education</i>			
Complete school (3.1)	# participants who successfully complete Ganbina programs in the year	\$42,577	\$476k
Complete University/TAFE (4.1)	# participants who successfully complete Ganbina programs in the year	\$66,006	\$188k
Commence University/TAFE (4.2)	# participants who successfully complete Ganbina programs in the year	\$42,577	\$136k
<i>More engaged in the world of work</i>			
Build employment history (3.9, 5.4)	# of participants with casual / part-time work while at school	\$2,925	\$666k
	# of participants with work experience	\$2,925	
	# of participants that gained employment	\$17,082	
Seek and secure job/work experience while at school (2.8)	# of participants with casual / part-time work while at school	\$2,925	\$88k
	# of participants with work experience	\$2,925	
<i>Demonstrating leadership to peers, families and community</i>			
Positive role model for peers, colleagues and family (3.8)	# participants who successfully complete Ganbina programs in the year	\$6,461	\$225k
Demonstrate leadership outside of the community (5.5)	# participants who successfully complete Ganbina programs in the year	\$12,183	\$53k
<i>Gain independence from family and community</i>			
Gain independence from family and community (4.4, 5.2)	# participants who successfully complete Ganbina programs in the year	\$24,936	\$70k
<i>Greater knowledge of education and employment options and better access to job opportunities</i>			
More informed about jobs and careers (1.5, 2.6)	# participants who successfully complete Ganbina programs in the year	\$750	\$91k
Expanded view of post-school options (3.7)	# participants who successfully complete Ganbina programs in the year	\$750	\$12k
<i>Resources to participate in education and employment</i>			
Develop life skills (1.6, 2.9, 3.10)	# participants who successfully complete Ganbina programs in the year	\$532	\$57k
Government (Federal and State)			
Increased savings in welfare payments (8.2)	# of participants who are likely to obtain a sustainable employment outcome	\$16,851	\$1,622k
	# of Employed participants in work	\$16,851	
	# female participants who are likely to obtain sustainable employment	\$4,849	\$2k
	# of Employed female participants in work	\$4,849	
Increased tax income (8.1)	# of participants who are likely to obtain	\$2,964	\$313k

Outcomes	Indicator Used	Financial proxy value	Adjusted Value*
	a sustainable employment outcome		
	# of Employed participants in work	\$3,900	
Reallocation of resources due to an longer-term reduction in criminal offences (8.5)	# of participants who avoid jail long-term	\$296,510	\$180k
Reallocation of resources due to an immediate reduction in criminal offences (8.4)	# of participants who avoid juvenile justice	\$35,028	\$171k
	# of participants who avoid jail	\$296,510	
Reduced expenditure on employment services (8.3)	# of participants that would not successfully complete the program	\$2,220	\$46k
Parents/Guardians of participants			
Assisted to purchase education/work-related items for children (6.1)	# of scholarships	\$350-\$900	\$33k
Increased engagement in children's education	# parents of Year 7-12 participants (one parent per participant)	\$205	\$17k
Schools			
Additional support to resolve students' issues (7.1)	# schools Ganbina staff work in		\$239k
Higher progression and completion rates (7.2)	Accounted for in participant outcomes		
Higher transition rates (7.3)			
Increased parental engagement in school (7.4)			
Employers			
Increased access to job-ready workers (9.1)	# of participants placed in employment	\$2,163	\$127k
Increased ability to reach Indigenous employment goals (9.2)	Data not available to quantify		
Investors			
Accounted for in other stakeholder groups			

Table 8.4 – Adjusted value of outcomes *Before discounting



9 SROI Calculations

This section calculates the SROI ratio based on the outcomes explained in Section 5 and the investment detailed in Section 3. It provides some guidance on how to interpret the SROI ratio, and tests what happens to the ratio when key judgements change.

9.1 SROI ratio

The SROI ratio compares the returns from a program relative to the investment required to deliver the program using a comparable unit, the Australian dollar. Consistent with the approach adopted to calculate the total value of stakeholder outcomes, a real discount rate of three per cent was used to calculate the present value of the realised benefits and investment for the 2012 calendar year.

Ganbina has delivered an SROI ratio of 6.7:1 based on the investment and operations of the 2012 calendar year.

That is, for every \$1 invested, approximately \$6.70 of social and economic value is created.

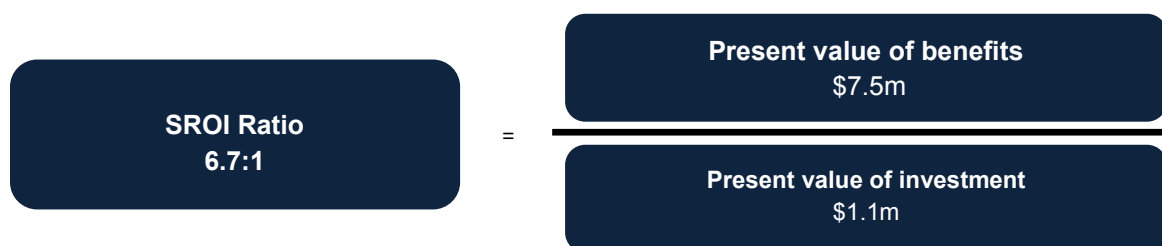


Figure 9.1 – SROI ratio

About the SROI Ratio

This analysis has discussed a number of issues that need to be considered when interpreting the SROI ratio. Some of the key issues include:

- The values for the project benefits are estimates and provide an indication of the value generated through the Ganbina program only
- The SROI ratio represents the additional value created, based on the SROI principles. This is the unique value that is created by the program attributable to the investment for this specific period
- SROI ratios should not be compared between organisations without having a clear understanding of each organisation’s mission, strategy, program or stakeholder logic, geographic location and stage of development. A judgement about whether a return is good or bad can only be made when using comparable data.

9.2 Sensitivity Analysis

It is important that the SROI calculations are tested by understanding how the judgements made throughout the analysis affect the final result.

In this section, SVA Consulting identified the judgements that are most likely to influence the SROI ratio, and consider how sensitive the ratio is to changes in these judgements. To decide which judgements to test, two key questions were considered:

- How much evidence is there to justify our judgement? The less evidence available, the more important it is to test
- How much does it affect the final result? The greater the impact, the more important it is to test.

The assumptions that were tested in the sensitivity analysis for this report are below, ordered from the most sensitive to the least sensitive.

Variable	Baseline judgement / SROI ratio	Lower threshold / New SROI ratio	Upper threshold / New SROI ratio
Deadweight - unemployment rate	Alford study, 2002 78% (1-22%) SROI ratio = 6.7:12	ABS, Australia unemployment rate, 2011 5.6% (1-94.4%) SROI ratio = 7.6:1	ABS, Greater Shepparton unemployment rate, 2011 21% (1-79%) SROI ratio = 6.8:1
Quantity - proportion of participants that successfully complete the program	80% SROI ratio = 6.7:12	25% SROI ratio = 3.2:1	100% SROI ratio = 8.0:1
Financial Proxy - income earned by participants that complete school, TAFE or university	NATSEM/AMP predicted lifetime earnings \$55k/yr Complete school \$83k/yr Complete university/TAFE SROI ratio = 6.7:12	ABS Greater Shepparton median personal income, 2011 \$22k/yr SROI ratio = 6.4:1	ABS Australian median personal income, 2011 \$30k/yr SROI ratio = 6.5:1
Discount rate	3% SROI ratio = 6.7:12	6% SROI ratio = 6.4:1	0% SROI ratio = 7.2:1

Table 9.1 – Sensitivity analysis on identified variables

*Calculations may include rounding errors.

As with any financial modelling, it is expected that any changes in the variables would result in changes to the SROI ratio. This sensitivity analysis is a useful indicator of which variable/s have the most significant impact on the ratio.

9.3 Comparison to 2009 Baseline SROI analysis

Since the 2009 calendar year, Ganbina has increased the value created for stakeholders. The SROI ratio increased from 4:1 in 2009 to a SROI ratio of 6.7:1 in 2012. The main reasons for this large increase include more participants are in the program and more of them are progressing through school and onto university and work. In addition, Ganbina has collected more evidence to justify the judgements made in the analysis.

10 Conclusions and Recommendations

This section summarises the findings, conclusions and recommendations from the SROI analysis for Ganbina.

10.1 Summary of value created

This project analysed the costs and benefits generated by Ganbina in the 2012 calendar year. Stakeholder consultation was a key component of the analysis in order to identify and understand the changes created through the program. The SROI analysis then measured and valued the outcomes experienced by stakeholders. The total value created is the unique value created by Ganbina for stakeholders attributable to investment made in the 2012 calendar year. The following table is a summary of the value created for each stakeholder group.

Stakeholders	Outcomes	Value by outcome* ('000)	Value by stakeholder* ('000)
Participants	Increased aspirations and motivation <ul style="list-style-type: none"> Avoid justice system Avoid pregnancy Increased likelihood of pursuing a positive pathway Trusted mentor relationship Willingness to be a leader Increased self-pride, self-confidence and self-belief 	\$2,924	\$5,163 (65%)
	More engaged in education <ul style="list-style-type: none"> Complete school Complete University/TAFE Starting at University/TAFE 	\$800	
	More engaged in the world of work <ul style="list-style-type: none"> Build employment history Seek and secure job / work experience while at school 	\$753	
	Demonstrating leadership to peers, families and community <ul style="list-style-type: none"> Positive role model for peers, colleagues and family Demonstrate leadership outside of the community 	\$278	
	Gain independence from family and community	\$214	
	Greater knowledge of education and employment options and better access to job opportunities <ul style="list-style-type: none"> More informed about jobs and careers Expanded view of post-school options 	\$137	
	Resources to participate in education and employment <ul style="list-style-type: none"> Develop life skills 	\$57	
Government	Increased savings in income support payments	\$1,645	\$2,356 (30%)
	Increased tax income	\$313	
	Reallocation of resources due to a longer-term reduction in criminal offences	\$180	
	Reallocation of resources due to an immediate reduction in criminal offences	\$171	
	Reduced expenditure on employment services	\$46	
Schools	Additional support to resolve students' issues	\$239	\$239 (3%)
	Higher progression and completion rates	Accounted for in government outcomes	
	Higher transition rates		
	Increased parental engagement in school		
Employers	Increased access to job-ready workers		\$127

Stakeholders	Outcomes	Value by outcome* ('000)	Value by stakeholder* ('000)
	Increased ability to reach Indigenous employment goals	Data not available	(2%)
Parents/ Guardians of participants	Assisted to purchase education/work-related items for children	\$33	\$51 (1%)
	Increased engagement in children's education	\$17	
TOTAL			\$7,936

Table 10.1 - Value created by Ganbina by stakeholder group *Before discounting. Rounding means the total is greater than 100%

Almost two-thirds of the value created by Ganbina accrues to participants (65%). Of all the participant groups, the Year 9 and 10 (including ASHE) participant group collectively experiences the largest amount of value (18%) and the broadest range of outcomes. This is due to the large number of participants in this age group (n=83) and it being a critical time to make decisions about the future and to start working (see Table 10.2). However, Year 11 and 12 participants accrue the highest value per participant (\$37k), followed by participants that are employed or seeking employment (\$26k) and University/TAFE participants (\$24k).

Participant group	Value created overall ('000)	Value created per participant ('000)
Years 7 & 8	\$938	\$17
Years 9 & 10	\$1,420	\$21
Years 11 & 12	\$1,058	\$37
University/TAFE	\$551	\$24
Employed/seeking work	\$1,195	\$26
TOTAL	\$7,936	-

Table 10.2 - Value created by Ganbina by participant group

The majority of the remaining value created accrues to government (30%), particularly through increased savings in income support payments resulting from Ganbina participants studying or working rather than being unemployed post-school. Schools (3%)³⁷, employers (2%) and parents/guardians also accrue value from Ganbina's program.

10.2 Insights

Based on the analysis, and consultations with stakeholders, a number of insights can be drawn from the overall SROI analysis.

Ganbina works with the majority of Indigenous young people in the Greater Shepparton. It provides extensive and intensive support to young people over a long-period of time.

Due to their involvement with Ganbina, **young people** have:

- Increased aspirations and motivation
- Greater knowledge of education and employment options and better access to job opportunities

³⁷ The major outcomes experienced by schools (higher retention, attainment and successful transition rates) are accounted for in the participant and government stakeholder groups.

-
- Access to resources to support participation in education and employment.

These changes translate into young people:

- Demonstrating leadership to their peers, families and community
- Increasing their participation in education and employment
- Gaining independence from their families and the local community.

Ganbina has been the catalyst for positive changes in young people's lives. Their involvement in Ganbina means that they avoid interacting with the justice system, and avoid teenage pregnancy, while they are part of the program.

Over the long-term, the impact of these changes is increased economic participation and increased social integration of Aboriginal Australians.

Ganbina's impacts extend beyond the participants:

- Through their interactions with Ganbina staff, **parents and guardians**, are assisted to purchase education and work-related items for their children, and increase their engagement with their children's education
- **Schools** with Ganbina participants receive additional support to resolve students' issues. They benefit from Ganbina participants being more strongly engaged at school and in community
- Ganbina assists **government** at the state and federal levels to achieve their National Education Agreement and Closing the Target Gap targets by supporting Aboriginal young people to stay at school, complete Year 12 or equivalent qualifications, and successfully transition from school to further education or employment. These change lead to increased income tax revenue and cost savings in income support, employment support and the criminal justice system.
- **Employers** have increased access to job-ready Aboriginal workers which increases their ability to reach their Indigenous employment goals.

Furthermore, by proving Aboriginal young people can be a success Ganbina is working to challenge and influence business, industry and government perceptions.

In the absence of Ganbina, what would have happened?

By definition, it is difficult to determine precisely what would have happened without Ganbina's presence in Greater Shepparton. However, by examining education and employment trends in the region and the services available to Ganbina's target population we can get a sense of what would have happened in Ganbina's absence.

As described in section 2, Greater Shepparton is a socially and economically disadvantaged area. In recent years socio-economic disadvantage has increased as the regional economy has been in decline. There are no signs of changes to arrest this decline. There is a clear need to improve educational and employment outcomes in Greater Shepparton.

In recent years there has been investment in a range of initiatives and programs in Greater Shepparton to improve the educational and employment outcomes of young people generally (e.g. Smarter Schools National Partnership for Low Socioeconomic Status School Communities) or targeted at and Aboriginal young people specifically (e.g. Victorian Government Wannik Education Strategy for Engaging with Koorie Students³⁸).

³⁸ Department of Education and Early Childhood Development, *Wannik*,
<<http://www.education.vic.gov.au/about/programs/aboriginal/pages/wannik.aspx>> 2013.

However, stakeholder interviews indicate that Ganbina is uniquely positioned to address the needs of Aboriginal young people in Greater Shepparton. Unique factors of Ganbina's program include:

- Personalised support that is constant over a long period of time
- Integrated career development and personal support
- Voluntary participation in the program that is not tied to school or income support requirements
- Participant accountability for participation in program activities and performance against their personal goals
- A pro-active approach focused on young people's positive development rather than addressing perceived deficits
- Organisational decision-making based on solid data rather than anecdotal evidence.

Ganbina has had extensive positive impacts on the education, employment and life pathways of Aboriginal young people in Greater Shepparton. For example, anecdotal evidence suggests that low numbers of Aboriginal young people completed high school in the 1990s, whereas now many Ganbina participants complete Year 12, and many progress to further education or training. If Ganbina did not exist, it would be unlikely that these achievements would have occurred. If Ganbina were to close this would have serious negative repercussions for the young people that it works with.

Ganbina's performance in 2012 compares very favourably to the outcomes of national Indigenous and Australian populations as a whole:

	Ganbina participants	Other young people
More Ganbina participants are engaged in education and/or employment than other young people	91% of Ganbina's participants³⁹ in were engaged in education and/or employment	53% of young Indigenous Australians were engaged in secondary school ⁴⁰ 89% of Australian young people were in engaged in education and/or employment ⁴¹
Most Aboriginal students that complete Year 12 in Greater Shepparton are Ganbina participants	15 Ganbina participants completed Year 12	17 Aboriginal young people in Greater Shepparton completed Year 12 272 Aboriginal young people⁴² in Victoria completed Year 12
More Ganbina participants have after-school jobs than other young people	60% of Ganbina participants in senior secondary school have after school jobs	36% of Australian young people in senior secondary school have after school jobs ⁴³

Table 10.3 – Comparison of education and employment outcomes of Ganbina participants

Working with over 300 young people a year makes Ganbina one of Australia's largest community-

³⁹ Refers to participants in Ganbina's education, training and employment programs in Year 9 (or equivalent) and above.

⁴⁰ ABS, *Census – Participation rates 15-19 year olds by Indigenous Status*, 2011.

⁴¹ Refers to young people unemployed and not in full-time education and not in the labour force and not in full time education. ABS, *Labour Force Australia, Detailed – Electronic Delivery, Tables 03b & 03c*, 2012. Proportion of persons aged 15 to 24 not in education and not fully employed as at May 2012.

⁴² Victorian Government, *Aboriginal Affairs Report*, 'Number of Aboriginal students who completed Year 12 in the school sector, Victoria 2011', 2012 p.35.

⁴³ Foundation for Young Australians, *How Young People Are Faring*, 2012

based school to work programs for Aboriginal young people. Ganbina supports a large proportion of the Aboriginal youth population in Greater Shepparton - around 60 per cent of Aboriginal secondary students in the region. Given that young people voluntarily choose to participate in the program, this is a strong indication that young people value the support provided by Ganbina.

The economic situation in the Greater Shepparton is deteriorating. Without Ganbina's continued support of Aboriginal young people in the region it will be difficult to maintain the gains that have been made.

Without Ganbina it is likely that we would see a reversal of the gains that Ganbina has made in improving the education and employment outcomes of young Aboriginal people.

10.3 Recommendations

This SROI has shown that Ganbina continues to create substantial value for Aboriginal young people, their parents, schools and employers in Greater Shepparton, and for government. Ganbina is taking steps to further increase the value it creates. SVA Consulting recommends Ganbina:

- Develop and continue to expand opportunities for young people to:
 - Develop leadership skills which are critical to excel within and outside of the local community
 - Boost academic achievement to allow participants to access, and succeed in, a broad range of post-school education and employment options
 - Give back to Ganbina through volunteering, mentoring and participating in an alumni network to maximise the support available to participants and give them a chance to build their leadership skills.
- Encourage other school to work programs to adopt successful elements of the Ganbina program:
 - Personalised support that is constant over a long period of time
 - Integrated career development and personal support
 - Voluntary participation in the program that is not tied to school or income support requirements
 - Participant accountability for participation in program activities and performance against their personal goals
 - A pro-active approach focused on young people's positive development rather than addressing perceived deficits
 - Organisational decision-making based on solid data rather than anecdotal evidence.
- Continue the ongoing collection of current and former participants' education, employment, community and leadership activities to inform the assessment of Ganbina's impact, including, potentially, a longitudinal study of participants' life pathways.

Appendices

Appendix 1 – Interview template

Area	Questions
History - with Ganbina	How long have you been involved with Ganbina?
	What aspects/programs are you currently utilising?
Objectives	What made you want to get involved with Ganbina?
	What do you hope to get out of the program?
Outputs	What do you choose to do with Ganbina and what do you have to do with Ganbina?
Outcomes	What has changed for you as a result of being involved with Ganbina?
	How do these factors/changes, both actual and anticipated, make you feel?
	What do you hope your involvement with Ganbina will lead to in the future?
	Are there any negative factors arising from your involvement with Ganbina?
Indicators	What do/can you do differently now that you are involved that you didn't do before?
Social Value	Discussion about the value of the outcomes (identify financial proxies)
Inputs	What do you contribute to the program, how much time do you have to put in?
Deadweight	What would have happened for you without Ganbina?
Attribution	What other organisations or people, if any, played a role in helping you with these changes?
Duration + drop-off	How long will you continue to experience the outcomes you described if Ganbina were to discontinue their relationship with you?

Appendix 2 – Survey questions

Refer to supplementary documents.

Appendix 3 – SROI Filters

To present an accurate view of the value created through Ganbina’s program, valuation filters (SROI filters) are applied to the financial proxies. This is in accordance with the SROI principle of not over-claiming. The SROI filters adopted for this project are discussed below.

1. Deadweight – Deadweight is an estimation of the value that would have been created if the activities from the program did not happen.

An outline of the deadweight categories adopted for this analysis is included in Table A3.1.

Category	Assigned deadweight (%)
1. The outcome would not have occurred without the activity	0%
2. The outcome would have occurred but only to a limited extent	25%
3. The outcome would have occurred in part anyway	50%
4. The outcome would have occurred mostly anyway	75%
5. The outcome occurred anyway	100%

Table A3.1 – Deadweight description

2. Displacement – Displacement is an assessment of how much of the activity displaced other outcomes.

An outline of the displacement categories adopted for this analysis is included in Table A3.2.

Category	Assigned displacement (%)
1. The outcome did not displace another outcome	0%
2. The outcome displaced another outcome to a limited extent	25%
3. The outcome partially displaced another outcome	50%
4. The outcome displaced another outcome to a significant extent	75%
5. The outcome completely displaced another outcome	100%

Table A3.2 – Displacement description



3. Attribution – Attribution reflects the fact that the investment and core program activity is not wholly responsible for all of the value created.

An outline of the attribution categories adopted for this analysis is included in Table A3.3.

Category	Assigned attribution to others (%)
1. The outcome is completely a result of the activity and no other programs or organisations contributed	0%
2. Other organisations and people have some minor role to play in generating the outcome	25%
3. Other organisations and people have a role to play in generating the outcome to some extent	50%
4. Other organisations and people have a significant role to play in generating the outcome	75%
5. The outcome is completely a result of other people or organisations	100%

Table A3.3 – Attribution description

4. Duration and Drop-off – Duration refers to how long an outcome lasts for. Drop-off recognises that outcomes may continue to last for many years but in the future may be less, or if the same, will be influenced by other factors. The drop-off rate indicates by what percentage the value of the outcome declines each year.

An outline of the drop-off categories adopted for this analysis is included in Table A3.4.

Category	Assigned drop-off (%)
1. The outcome lasts for the whole period of time assigned to it	0%
2. The outcome drops off by 25% per year from year 2 on	25%
3. The outcome drops off by 50% per year from year 2 on	50%
4. The outcome drops off by 75% per year from year 2 on	75%
5. The outcome drops off completely by the end of the time period	100%

Table A3.4 – Drop-off description

End of report

