

DRUM ATWEME



FORECAST SOCIAL RETURN ON INVESTMENT – FULL REPORT

SEPTEMBER 2014

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About Social Ventures Australia

Social Ventures Australia 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 Consulting shares evidence and knowledge to build for purpose sector capacity. SVA Impact Investing introduces new capital and innovative financial models to help solve entrenched problems. SVA Consulting partners with non-profits, philanthropists, corporations and governments to strengthen their capabilities and capacity to address pressing social problems.

SVA Consulting is a specialist consulting practice that assists organisations across Australia to achieve greater social impact. Since 2007, we have supported over 300 organisations through 550 projects. Projects range from small and brief, to large and sustained. Using our skills in analytics, diagnostics, research and facilitated group work, we provide fact-based guidance to support critical decision-making and help scale impact. We accelerate learning by developing strong relationships that enable us to transfer knowledge, skills and practical tools.

With our clients, we create customised, results-driven solutions.

Acknowledgement

This analysis has been funded by the Australian Government Department of the Prime Minister and Cabinet. We wish to acknowledge the contribution made by the team from the Department and Tangentyere Council to the project.

Project Summary

Key findings:

- The Drum Atweme early intervention program supports young people throughout their childhood and adolescence to increase their engagement in school, make positive connections, increase their self-esteem and avoid anti-social behaviour. These outcomes contribute to their development into healthy adults, which has positive flow-on effects to their families and schools, the justice system, and the community.
- If the current investment is maintained, \$1.1 m is forecast to be invested into the program over the next five years. This includes cash investment from the Department of the Prime Minister and Cabinet (\$797k) and cash and in-kind support from Drum Atweme (\$193k). There is forecast to be approximately \$4k per annum invested in each young person in the Drum Atweme performance group.
- Based on this level of investment, the social value associated with the outcomes of the program is forecast to be \$7.3m over the next five years (\$1.5m per annum). Almost half of this value (\$675k per annum) is attributable to the reallocation of justice system resources that would ordinarily be used to address the young people's anti-social and offending behaviour.
- When the \$7.3m in social value that is expected to be generated is compared to the anticipated \$1.1m investment in the program, the Social Return on Investment (SROI) ratio equates to 7:1. This means for every \$1 that is forecast to be invested in the program between FY15 to FY19, approximately \$7 of social value is expected to be created.
- If the impact of the program on the justice system is isolated, the SROI ratio is 4:1, and if the impact of the program on young people is isolated, the SROI is 2:1. This indicates that if only the objective measures, or only the subjective measures of the program impact are taken into account, the social value created is forecast to be greater than the investment required to generate this value.

About the Drum Atweme program

The Drum Atweme program was established as a Tangentyere Council program in 2004, and has been funded by the Australian Government's Indigenous Justice Programme since 2007-08.

Many young Aboriginal people in Alice Springs are not consistently receiving the support they need to develop and live healthy lives, which leads to low levels of engagement in education and training, poor health outcomes, lack of self-worth, offending behaviour and ultimately, contact with the justice system.

"The kids involved in the justice system develop a cohort of young offenders, who challenge each other to compete to commit crimes. The Drum Atweme kids avoid this peer pressure. They have something to live for, to focus on, to work towards, to practice. They know where they have to be and how they should behave."

Coordinator, Youth in Communities, Professional Development & Mentoring Project NT

The program provides drumming classes in schools with primarily Aboriginal students in Alice Springs to develop social skills and increase engagement in school and education, and supports a performance group of young people from the Alice Springs Town Camps who perform for tourist groups, at community events and on tours interstate. Since 2004, 225 young people have been members of the performance group, and many more have been involved in drumming classes at schools.

The Drum Atweme Coordinator works closely with schools and families to ensure 'going drumming' is a reward for attendance and positive behaviour at school, and maintains a stable mentor relationship with the young people as they grow up to reduce their prospects of future contact with the justice system.

Impact of the Drum Atweme program

The Drum Atweme program has positive impacts on young people and their families, and the Alice Springs community (including schools, families, businesses and community members). As a result of the program, young people experience increased self-esteem; more engagement in meaningful activities (including school); more positive connections with others and; avoid anti-social behaviour. This report forecasts that these positive outcomes are likely to continue into the future.

The justice system is also a large beneficiary of the Drum Atweme program. At July 2014, only 3 of the 225 young people (0.02 per cent) who were members of the performance group between 2004 and 2014 are in prison. In contrast, on an average day in 2010-11, 23 per 1,000 (0.5 per cent) of Indigenous young people aged 10-17 under supervision on an average day in Australia.¹ In other words, less than half of the Drum Atweme performance group members are in prison than a comparable group in the population. This forecast report utilised the data collected by the Drum Atweme program on the justice outcomes to make predictions on the future outcomes for the justice system.

"I fell in love with drumming. It made me go to school every day...I'm more confident now. I used to always be looking down."

Performance group member

"Kids who do drumming are different from other kids. Other kids go to skate park or up the hill chucking rocks, rather than go to school. If they were not drumming the kids would be on the streets, looking through windows, being chased by the police up the hills."

Women elders

Value of the changes generated by the program

There is social value associated with the outcomes of the Drum Atweme program. Financial proxies have been used to approximate the value of these outcomes. The total value created by the program is the unique value that will be created by the Drum Atweme program for the stakeholders attributable to the projected investment during FY15 to FY19.

¹ AIHW, *Indigenous young people in the juvenile justice system*, 'Bulletin 109', November 2012 <<http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=60129542188>>. This is the most recent publically available data.

The anticipated investment of \$1.1m in the program over FY15 to FY19 is forecast to generate approximately \$7.3m of social value, resulting in a Social Return on Investment ratio of 7:1. This means that for every \$1 invested in program, \$7 of social and economic value is expected to be created for stakeholders, predominantly for young people and the justice system. If the anticipated funding from the Department of the Prime Minister and Cabinet (approx. \$160k per annum) is considered independently of the in-kind support, the Social Return on Investment ratio is 9:1.

Due to the program preventing young people that are in the performance group from engaging in anti-social and criminal behaviour, it is estimated that it will be possible for the justice system to reallocate resources that would ordinarily be used to address these issues. Based on average policing, courts, juvenile justice and detention costs, this equates to almost \$675k per annum², which is far greater than the amount that is expected to be invested in the program. The SROI ratio is 4:1 when only justice outcomes are included.

The following table is a summary of the value that is expected to be created for each stakeholder group.

Table S1.1 - Value created for each stakeholder group

Stakeholders	Outcomes due to Drum Atweme	Value creation ('000)	Value per stakeholder group ('000)
1. Young people in the performance group	1.1 Increased self-esteem	\$368	\$2,098 (29%)
	1.2 Increased engagement in meaningful activity	\$688	
	1.3. More positive connections to others	\$480	
	1.4 Avoidance of anti-social behaviour	\$562	
2. Young people in the school group	2.1 Increased engagement in meaningful activity	\$170	\$170 (2%)
3. Schools	3.1 Offer more relevant, engaging curriculum	\$124	\$124 (2%)
4. Families	4.1 Receive material support	\$28	\$63 (1%)
	4.2 More positive perceptions and expectations of their children	NA*	
	4.3 Pass down knowledge, stories and culture	\$35	
5. Alice Springs	5.1 More opportunities to experience Aboriginal culture	\$30	\$155 (2%)

² Note: The justice system is expected to continue to experience benefits during, and two years beyond, the investment period therefore this amount pertains to FY15-FY21.

Stakeholders	Outcomes due to Drum Atweme	Value creation ('000)	Value per stakeholder group ('000)
community	5.2 Local businesses earn more income from tourists	\$125	
	5.3 Improved perceptions of Aboriginal young people	NA*	
6. Justice system	6.1 Decrease in number of young people with anti-social behaviour	\$333	\$4,724 (64%)
	6.2 Decrease in number of young people offending	\$687	
	6.3 Decrease in number of young people in detention	\$3,695	
Total Value Created (FY15-FY19)		—	\$7.3m
Investment		—	\$1.1m
SROI Ratio		—	7:1

*Not able to value the outcome

As with any financial modelling, it is expected that any changes in the variables would result in changes to the SROI ratio. In eight scenarios tested, the SROI ratio remains at 3:1 or above, indicating that the social value that is forecast to be created is likely to be greater than the investment that is forecast to be made in the program. It will be important to collect data related to the most sensitive variables over time to ensure that estimates are robust and to ensure that the program is creating the expected level of social return on investment. In particular, more data needs to be collected about the outputs and outcomes of the program, the comparator population (e.g. the offending behaviour of young people in Alice Springs), and the value associated with the outcomes (e.g. the income generated by the Drum Atweme group for local businesses).

Insights from the analysis

The Drum Atweme model has a number of critical elements that support young people to develop into healthy adults, as well as creating outcomes for other stakeholders:

Drumming is used as the hook to engage young people

- Use of a positive incentive to encourage school attendance and good behaviour
- Use of drumming as a group activity that is accessible and of interest to young Aboriginal girls, with therapeutic and skill development benefits

Long-term relationships and engagement with culture are essential foundations for the program

- Continuity of relationship between the program Coordinator and young people and their families across generations, characterised by genuine friendship and humour and an in depth understanding of the challenges facing young people and their families

- Regular, ongoing collaboration between the program Coordinator, schools, families and service providers
- Intensive support available when young people need it
- Engagement with Aboriginal languages and culture to include young people and their families

Whole of community support enriches young people's experience in the program

- Widespread community recognition and support for the program, including from businesses, local government and community groups
- Performance trips that expose young people to new experiences and people

The social enterprise model enhances the program's impact

- Funds generated from performances are used to support the essential needs of young people and encourage money management skills

Recommendations

Based on the findings of the analysis we recommend that Drum Atweme:

Funding the program

1. Secure funding for the full costs of the program for more than one year in recognition of the time taken to generate changes for the young people involved
2. Seek funding from the Northern Territory Government in recognition of the significant justice system cost savings forecast to be generated by the program
3. Resource the program with more than one person to ensure program sustainability and increase impact

Scaling the program

4. Engage business mentoring support to enhance the social enterprise element of the program
5. Investigate the feasibility of expanding the model to other areas

Demonstrating the value of the program

6. Share knowledge of the program with other organisations focused on youth justice early intervention approaches
7. Collect data on the activity delivered (outputs) and the changes experienced by stakeholders as a result of this activity (outcomes) on an on-going basis to improve the rigour of future analyses.

About this project

The Australian Government Department of the Prime Minister and Cabinet (the Department) commissioned Social Ventures Australia (SVA) Consulting to understand,

measure and value the changes generated through three programs funded through the IJP. The Drum Atweme program was one of the funded programs analysed.

The Social Return on Investment (SROI) methodology was used to complete this analysis. SROI is a framework for understanding, measuring and accounting for social, economic and environmental value. It places a monetary value on the impact (the benefit) of an activity, and compares this with the cost incurred in creating that benefit. SROI is stakeholder informed, which increases the depth of analysis required as it engages more broadly with those who experience change, than traditional cost-benefit analysis.

The SROI analysis looked at the investment that is forecast to be made and the outcomes that is forecast to be achieved for five years, from July 2014 to June 2019. Limited historical data was available to forecast the impact of the program in the forthcoming period. Professional judgements have been made based on stakeholder consultations and other data collected over time by the Drum Atweme program to represent the extent of change experienced by stakeholders and the value of these changes. Recommendations have been made to improve the rigour of future analyses.

Indigenous Justice Programme

The IJP is a competitive grants program administered by the Department that funds activities that seek to improve community safety by reducing the high rates of offending and incarceration of Indigenous Australians. Its objectives are to support safer communities by reducing Indigenous offending, and through that, reduce Indigenous victimisation and incarceration. The IJP seeks to achieve this objective through a national focus that complements State and Territory initiatives.

1. Introduction

1.1 Indigenous Justice Programme

Between 1990 and 2003, the Aboriginal and Torres Strait Islander Commission (ATSIC) administered the Australian Government's law and justice programmes for Indigenous Australians. Funding was allocated to a broad range of regionally-focussed programmes designed to complement existing services delivered by the States and Territories. Funding responsibility was transferred to the Attorney-General's Department in 2004-05 as part of the machinery of government changes following the abolition of ATSIC. The Programme was named the Prevention, Diversion and Rehabilitation Programme and later renamed the Prevention, Diversion, Rehabilitation and Restorative Justice Programme and then the Indigenous Justice Programme.

The Indigenous Justice Programme (IJP) is a competitive grants program administered by the Australian Government Department of the Prime Minister and Cabinet (the Department) that funds activities that seek to improve community safety by reducing the high rates of offending and incarceration of Indigenous Australians. The objective is to support safer communities by reducing Indigenous offending, and through that, reduce Indigenous victimisation and incarceration. The Programme seeks to achieve this objective through a national focus that complements State and Territory initiatives, as primary responsibility for criminal law and justice services lies with the States and Territories.

Service providers must provide accessible and culturally appropriate services to Indigenous Australians, regardless of gender, sexual preference, family relationship, location, disability, literacy or language, and demonstrate that the funding proposal will deliver justice outcomes. This means activities that result in a measurable reduction in the rates of offending or recidivism by Indigenous Australians. These activities can therefore be expected to lead to a reduction in Indigenous incarceration or detention and/or an increase in community safety.

In 2013-14 IJP funded 34 activities consisting of 12 prisoner through care programs, 6 youth diversion programs, 13 youth prevention programs and three restorative justice mediation activities.

The Indigenous Justice Programme was transferred to the Department of the Prime Minister and Cabinet as part of the machinery of government changes in 2013-14 and will form part of the Safety and Wellbeing Programme in 2014-15.

1.2 Project Objective

The Department has commissioned Social Ventures Australia (SVA) Consulting to understand, measure and value the changes generated by programs funded through the IJP. The Social Return on Investment (SROI) methodology was used to complete this analysis. Where relevant, a consistent approach was taken to analysing the different IJP programs. The analysis was undertaken to assist the Drum Atweme program to better understand and articulate the value of the program, and to improve program delivery, including measurement and evaluation of the IJP.

This report outlines the findings of the forecast SROI analysis completed for the Drum Atweme program ran by Tangentyere Council in Alice Springs.

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, cultural and environmental outcomes created and the costs of creating them. The principles of this approach are set out in Appendix 1.

1.3 Project Methodology

This report outlines the findings of the forecast Social Return of Investment (SROI) analysis completed for the Drum Atweme program.

The analysis has been completed across six stages and is presented in Figure 1.1 and Table 1.1 below.

Figure 1.1 - Stages of project methodology



Table 1.1 - Project methodology

Stage	Description
Stage 1 Scope project	<ul style="list-style-type: none"> Define the project scope including boundaries, timing for analysis, stakeholders and defining investment for the program
Stage 2 Understand the change	<ul style="list-style-type: none"> Engage with stakeholders to understand the outcomes that are forecast to be generated through the program. This includes testing the relationship between objectives, inputs, outputs and outcomes Develop the program logic and stakeholder logics
Stage 3 Measure change	<ul style="list-style-type: none"> Identify and measure the outcomes that are forecast to be 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 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

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 Box 1.1 below and are included to highlight the types of issues being addressed.

Box 1.1 - Understand, measure and value

Understand the change

- What is the program logic?
- What is the stakeholder logic?

- What are the changes that matter most to different stakeholders?
- What are the links between the activities and different changes that are expected to be experienced by stakeholders?
- Are the changes consistent between stakeholder groups?

Measure the change

- How would we know if changes have happened?
- How would we measure changes for stakeholders when there is limited data and evidence available?

Value the change

- What is the value of the changes that are forecast to be experienced by different stakeholders?
- Using financial proxies, how valuable is a particular change?
- How long would the change last for (drop off)?
- Would this value have been created anyway (deadweight)?
- Who else is forecast to be contributing to the value being created (attribution)?
- Would this value creation displace other value being created (displacement)?

1.4 Report Structure

The structure of the report is set out below.

- **Section 1** includes a description of the project context and analysis
- **Section 2** includes an overview of the program and context within which it operates
- **Section 3** includes an outline of the scope of the SROI analysis and projected investment
- **Section 4** describes the process of understanding the change experienced by the stakeholders
- **Section 5** describes the measurement approach adopted for this project
- **Section 6** describes the valuation approach adopted for this project
- **Section 7** describes the approach for calculating the SROI ratio and tests assumptions
- **Section 8** draws conclusions and synthesises the insights from this analysis
- **Section 9** makes recommendations.

2. Overview of the program and context within which it operates

2.1 Overview of the program

The Drum Atweme program was established by Tangentyere Council in 2004, and has been funded by the Indigenous Justice Programme since 2007-08. 'Atweme' being the Arrernte word for 'hit', 'Drum Atweme' literally means or 'Hit the Drum'. The purpose of the Drum Atweme program is to provide drumming classes in Alice Springs schools to develop social skills and increase engagement in school and education, and provide one on one and group mentoring to Aboriginal youth aged 10 - 20 from the Alice Springs Town Camps to reduce their prospects of future contact with the criminal justice system.

The Drum Atweme Coordinator began drumming workshops at the Irrkerlantye Learning Centre run by Tangentyere Council to encourage young people to go to school. It evolved into a school based teaching program run out of a number of schools. A group of young people who particularly enjoyed drumming and who were considered to live in situations that put them at high risk of offending became interested in performing, and a performance group began to play for tourist groups, at local community events and on tours interstate. Since 2004, 225 young people have been members of the performance group.

Currently, the Drum Atweme Coordinator offers weekly drumming classes to students in two schools with primarily Aboriginal students in Alice Springs, and supports the performance group to perform. In recognition of his sustained work with Aboriginal young people in Alice Springs through music, the Drum Atweme Coordinator (Peter Lawson) was awarded an Order of Australia in 2013 and Centralian Citizen of the Year in 2014.

"If kids are not going to school or there's problems ... you're often sitting there and mentoring them and talking to them about school. It's not just going into the schools and drumming, it's making sure the kids are OK and developing long-term relationships. That helps because they trust you. I don't want to put the Drum Atweme program up on a pedestal. But if you can engage kids early, you've got a really good chance of getting them through school. And that's where the Government should engage more – not take money away from families but engaging with innovative school programs. It makes a big difference. It's up to the Government to take notice of those programs - whether it's Drum Atweme or another program that is there to engage school kids and give them a chance."

Peter Lawson, Drum Atweme Coordinator

Tangentyere Council is the major service delivery agency for the 18 Housing Associations known as 'Town Camps' in Alice Springs. The Council was established to assist Aboriginal people to gain some form of legal tenure of the land they were living on in order to obtain essential services and housing. Tangentyere's Family and Youth Services Division aims to improve the quality of life of Town Camp families and young people through providing a range of innovative, responsive and culturally appropriate services to meet their needs, including the Drum Atweme program.

2.2 Context

The Drum Atweme program is designed to address the lack of support available to Aboriginal young people in the Town Camps of Alice Springs which inhibits their ability to live healthy lives and develop a strong identity. Their circumstances lead to a range of

issues for the young people and society including low levels of engagement in education and training, poor health outcomes, lack of self-worth, anti-social and offending behaviour and, ultimately, contact with the justice system. 65 per cent of the young people in the performance group surveyed in 2013 were considered medium or high risk of engaging in offending behaviour.

"You can pick the repeat offenders. Detention is a safe place for them. They get three meals a day, a bed to sleep in, no drunks, no violence, no one committing suicide around them. I think some kids offend to get in. We can do all this stuff in here [Alice Springs Juvenile Detention Centre] to set them up, but then we have to send them back out into the community into the same situation".

Aboriginal Islander Education Worker at the Owen Springs Education Centre, Alice Springs Juvenile Detention Centre

The young people that the program works with face a number of risk factors for offending, including family alcohol and drug abuse, family violence, abuse and neglect, intergenerational offending, lack of role models, poor relations with the police, isolation from services, overcrowded housing, social exclusion (due to being both young and Aboriginal), racism and a lack of education and employment opportunities.³ Many of the young people in the program experience a combination of these factors in their lives. There are limited services available to support young people who are at risk, with several youth services in Alice Springs recently closed.⁴

"The kids aren't refugees from the justice system. Drum Atweme is getting in before that. Too much money is spent at the bottom on the waterfall, rather than at the top. If you get youth involved with something, distract them, it has to pay off. We know it has to have some rub-off on their siblings as well. But it is hard to measure the value of early intervention."

Damien Ryan, Mayor of Alice Springs

³ See Parliament of Australia, [Inquiry into the high level of involvement of Indigenous juveniles and young adults in the criminal justice system](#), 2011.

⁴ ABC Online, 5 February 2014, '[Youth outreach service faces funding axe](#)'.

3. Project Scope

3.1 Project boundaries and timing

The SROI Network promotes the use and development of the SROI methodology internationally. There are two forms of SROI analyses described in the SROI Guide: a forecast and an evaluative SROI analysis produced by the Network.⁵

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 has not happened yet). An evaluative SROI analysis estimates the social value an organisation has created in the past. In contrast to a forecast SROI analysis, an evaluative SROI should be based on evidence that has been collected over time.

The scope of this project represents a forecast SROI analysis of the Drum Atweme program for the investment period of financial years 2015 to 2019 (five years). In this analysis we are projecting the impact of the program based on the forecast investment in the program over these periods. The rationale for this timeframe is that five years will be sufficient time for young people to experience substantial change. This is based on the experience of previous program participants and aligns with the re-offending patterns of Aboriginal young people (the target group of the program)⁶. Analysis of a two year investment period of FY15 to FY16 was also undertaken. The results of this analysis are included in the sensitivity analysis (Section 7.2).

Some of the outcomes experienced by stakeholders are projected to occur after the specified periods of investment. The timeframes during which these outcomes are experienced are listed in Appendix 6 (Duration). Once again, the period over which the outcomes are projected to occur are based on the experience of previous program participants.

The activities included in the scope of the analysis are those activities that will be delivered by Drum Atweme with funding from the IJP. These activities are outlined in the funding agreement between the Department of the Prime Minister and Cabinet and Tangentyere Council. Activities that will not be funded through the IJP are excluded in the scope of the analysis. These include other programs funded by the Department and the Australian Government more broadly, including funding for the facilities in which program activities are conducted.

3.2 Defining stakeholder groups

Stakeholders are defined as people or organisations that experience change, whether positive or negative, as a result of the activity being analysed.⁷ For stakeholders to be included they must be considered material to the analysis. 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' decisions about the program or activity. According to the SROI Guide, a piece of information is material if leaving it out of the SROI would misrepresent the organisation's activities.⁸

⁵ [The SROI Guide](#), released in May 2009 and updated in January 2012.

⁶ In New South Wales, 61 per cent of younger Aboriginal adults under the age of 26 return to custody within two years. Source: Parliament of Australia, [Inquiry into the high level of involvement of Indigenous juveniles and young adults in the criminal justice system](#), 2011, p.249.

⁷ [The SROI Guide 2009](#), page 20.

⁸ [The SROI Guide 2009](#), page 9.

The stakeholder groups and sub-groups were defined in three phases:

1. The project team facilitated a theory of change workshop with the Department during which the stakeholders to include and exclude from the analysis was discussed.
2. At the first meeting with the Drum Atweme Coordinator this list was tested and refined. It was then used to inform the stakeholder consultations and data collection approach (see Section 4.1).
3. During stakeholder consultations the materiality of the changes experienced by the stakeholder groups was considered. Following stakeholder consultation, the stakeholder groups were revisited and refined.

Initially eight potential stakeholder groups were identified:

- Stakeholder 1: Young people in the performance group
- Stakeholder 2: Young people in the school group
- Stakeholder 3: Schools that participate in the program
- Stakeholder 4: Families of young people that participate in the program
- Stakeholder 5: Alice Springs community
- Stakeholder 6: Justice system (including police, courts, juvenile justice, and correctional/corrective services)
- Stakeholder 7: Department of the Prime Minister and Cabinet
- Stakeholder 8: Tangentyere Council key staff

Through consultations with the program manager and other stakeholders it was determined that there will be six material stakeholder groups that experience outcomes:

- Stakeholder 1: Young people in the performance group
- Stakeholder 2: Young people in the school group
- Stakeholder 3: Schools that participate in the program
- Stakeholder 4: Families of young people that participate in the program
- Stakeholder 5: Alice Springs community
- Stakeholder 6: Justice system

It is anticipated that these stakeholder groups will experience material changes in the forecast period. In addition there are two material stakeholder groups that provide input to the program:

- Stakeholder 7: Department of the Prime Minister and Cabinet
- Stakeholder 8: Tangentyere Council key staff

For the young people that participate in the program there are sub-groups that experience outcomes differently. These are defined based on the number of years they have been in the program which determines how long it takes for the young people to experience different levels of change. Age and gender were also considered as a basis for sub-groups of young people. However, during consultation with the young people themselves it became clear that young people in the program were not experiencing different outcomes depending on their age or gender. Rather, the young people were experiencing change based on the length of time they spent in the program.

There are also sub-groups in the families and Alice Springs community stakeholder groups that experience different outcomes. This is further described in Section 4.4 of the report. For further details regarding decisions to include or exclude stakeholders, see Appendix 2.

3.3 Projected investment (inputs) and activities (outputs)

Investment

Both monetary and non-monetary (in-kind) contributions are forecast to be required during the investment period to support the activities of the Drum Atweme program.

Monetary investment

The Drum Atweme program currently receives monetary investment from the Department of the Prime Minister and Cabinet. In FY14 the Department will provide approximately \$159k toward the program which includes funding for 1 full-time equivalent (FTE) senior coordinator, transport, music supplies and support from Tangentyere Council.

Based on the advice received from the Department, it is assumed that the funding will be provided at the same level over the forecast period.

The performance group earns performance fees, which are added into a performer account that is used to fund performance trips (travel, accommodation, activities and spending money) and purchases of mobile phones, clothes and food for performers.

Drum Atweme sometimes also receives donations from organisations or individuals. This is also spent on performers, or donated to other community groups.

It is assumed that both the performance fees and donations will remain constant over the investment period.

Non-monetary investment

The unpaid extra time of the Drum Atweme Coordinator was considered an in-kind investment that was included as part of the analysis, as was the volunteer time provided by community members to support the performers during trips.

Unpaid extra time of the Drum Atweme Coordinator usually arises because of additional night time performances and long trips with the group, or because a particular young person experiences a period of crisis or particularly high need and requires immediate assistance beyond the amount of support that would normally be provided to them within standard working hours. Based on consultation with the Coordinator and Tangentyere Council, this has been calculated as 10 extra hours per week beyond the 37.5 hours specified under the funding agreement, and is expected to continue at this level in the forecast period.

A number of community members provide support on the performance group trips each year, by supervising the young people and passing down knowledge, stories and culture to the young people. It is estimated that 8 community members volunteer approximately 60 hours each per annum. This time commitment is expected to remain at this level over the investment period.

Investment Summary

Table 3.1 provides the summary of the investment, both monetary and non-monetary investment, into the Drum Atweme program during FY15 to FY19. This total investment is material, as it is forecast to be essential to achieving the outcomes of the program.

Table 3.1 - Summary of investment

Investment	Source	FY15 (budget or estimate)	FY15 - FY19 (next 5 years)	Rationale
Monetary	Department of the Prime Minister and Cabinet	\$159,382	\$796,910	Funding continues at 2014-15 levels
Monetary	Performance fees spent on program	\$18,000 (approximate)	\$90,000	Spending from performance fees continues at around \$18,000 per annum, based on size of performance account surplus in FY13 and FY14
Monetary	Donations spent on program	\$2,500 (approximate)	\$12,500	Spending from donations is \$2,500 each year, as no consistent past trends
Total (cash investment only)	—	\$179,882	\$899,410	—
Non-Monetary	Unpaid extra time of employees	\$30,160	\$150,800	Coordinator continues to work an additional 10 hours unpaid per week
Non-Monetary	Volunteer time	\$7,858	\$41,717	8 community members a year continue to provide 60 hours volunteer work per annum.
Total (in-kind investment only)	—	\$38,018	\$192,517	—

Investment	Source	FY15 (budget or estimate)	FY15 - FY19 (next 5 years)	Rationale
Total (cash and in-kind investment)	–	\$217,900	\$1,091,927	–

On average 53 young people are members of the Drum Atweme performance group each year. If the current investment is maintained, \$1.1 m is forecast to be invested into the program over the next five years. This equates to \$4k investment per young person in the performance group per annum.

Activities and outputs

The investment, or inputs, of the program are pooled together to deliver the activities of the program.

The program engages young people at school through a fun activity, and develops their skills in language (both local Aboriginal languages and English), counting, storytelling, dancing, singing and acting. Drum Atweme also uses some techniques developed by the DRUMBEAT program run by Holyoake that have therapeutic benefits for young people who have experienced trauma through the use of rhythm and communication.⁹ While drumming is not part of Aboriginal music traditions, the group incorporate Aboriginal languages and stories into their songs.

For young people who enjoy drumming and are considered to be living in high risk situations, drumming performances are used as an incentive for school attendance and engagement. The Drum Atweme Coordinator works closely with schools and families to ensure 'going drumming' is a reward for positive behaviour. The Coordinator has developed intergenerational connections with the families of the young people in the performance group, and remains a stable mentor as they grow up, providing intensive support if required. This support can range from providing transport and food, finding emergency housing, and welcoming them to family events.

"Without a doubt he is the most caring dedicated worker for town camp kids at risk. He has a great deal of concern for their welfare, and is involved at a much greater level than most people who work with kids. He has had a multigenerational influence over these families. He knows the threats and concerns he has over these kids are real. He's there as a mentor and fatherly figure, with real genuine heart and care and concern."

Coordinator, Youth in Communities, Professional Development & Mentoring Project NT

Drumming is one of the only non-sporting activities available to Aboriginal girls in Alice Springs, and gives them an opportunity to express creativity, perform in public and receive positive recognition. In addition, performing offers an opportunity to travel and have new experiences. The group earns performance fees from appearing at conference and festivals. The use of the performance fees that the group earns is managed by the young people and provides them with essential spending money. The young people are also expected to contribute by cleaning the bus and helping prepare food for the group.

The Drum Atweme Coordinator also conducts regular sessions with young offenders detained at the Alice Springs Juvenile Detention Centre through the Owen Springs

⁹ See [Holyoake, About DRUMBEAT](#).

Education Unit. Drumming is one component of a role model program run at the Detention Centre, and was not identified in the scope of the SROI analysis. In the future, the impact of the drumming sessions in the Detention Centre could be investigated.

"It is unique in that it is not focused on sport. Drum Atweme brought something totally out of leftfield, it didn't have to compete with something else."

Damien Ryan, Mayor of Alice Springs

All of the activities currently undertaken by the Drum Atweme program are expected to continue in the foreseeable future. Although the funding has been slightly reduced for the 2014-15 financial year and this is expected to result in fewer performance trips, the outcomes are expected to continue as forecast in the analysis.

Approximately 75 young people are expected to participate in the performance group over the forthcoming five year period (with around 50 members at any one time). Most are expected to be part of the performance group for 5 years. These young people's families are also involved. It is expected that 35 families will be involved with the program, as many of these families have multiple children in the performance group. The performance group does around 12 community performances and 25 tour group and convention performances each year.

Two schools have weekly Drum Atweme classes. Around 700 school students are expected to be involved in drumming classes over the forthcoming five year period, or around 140 students per annum.

There is not a one-to-one relationship between the activities, the outputs and the outcomes. Collectively the outputs described are expected to result in a set of outcomes for young people in the performance group and school group; their families; the participating schools; the Alice Springs community and the justice system (see Section 4.3). The outcomes that the young people experience are expected to occur as a direct result of the outputs. The outcomes that the other stakeholder groups experience are expected to occur as a result of changes in young people that are involved in the program.

4. Understanding the change

4.1 Stakeholder engagement

An SROI analysis requires that the changes are described, measured and valued. The purpose of stakeholder engagement was to understand the relative importance of changes (or outcomes), how the stakeholders would prove and measure change, how they would place value on outcomes, the duration of outcomes and what proportion of the outcome is attributable to others or would have taken place anyway.¹⁰

Based on previous experience with similar projects, and initial consultations with the program manager and the Department, it was determined that face-to-face interviews (between 30-60 minutes) of one to two people would be the most appropriate method for engaging most of the stakeholder groups. Surveys and focus groups were considered to not be feasible.

Consultation

All stakeholder groups considered to experience material changes have been consulted (see Table 4.1). SVA Consulting conducted the majority of the interviews in Alice Springs. Some supplementary telephone interviews were held where stakeholders were not available during the project team's visit to Alice Springs. Information from each interview was recorded by hand or on a computer, which was then transferred into a spreadsheet containing the interview notes for each stakeholder. These were referred to throughout the analysis.

Extensive interviews were undertaken with the Drum Atweme Coordinator and other Tangentyere Council staff to understand the past and expected future experiences of young people that have participated, or are participating, in the program. These interviews were used to develop the program logic, including identifying the outcomes experienced by the young people.

Due to historical and social factors, many of the young people, their parents and community members are reluctant to engage with people from outside of the community. The best source of information on changes experienced by these stakeholders is the Drum Atweme Coordinator who is part of the community and has established trust over a long period of time.

Table 4.1 - Summary of interaction with stakeholder groups during analysis

Stakeholder Group	Size of group	Number involved in consultations
Stakeholder 1: Young people in the performance group	Approximately 50 young people currently in the performance group	Four young people through a group interview Observation and interaction with around 20 young people in performances

¹⁰ Please refer to Appendix 3 for the interview guides.

Stakeholder Group	Size of group	Number involved in consultations
Stakeholder 2: Young people in the school group	Approximately 140 young people attend drumming classes at school	Observation and interaction with around 60 young people in classes
Stakeholder 3: Schools	Two schools	Principal of Yipirinya School, Two teachers from Sadadeen Primary School
Stakeholder 4: Families	The young people in the performance group belong to approximately 30 family groups	Three women from family groups
Stakeholder 5: Alice Springs community	The population of Alice Springs is around 25,000 people ¹¹ ; the number of residents who attend community events where Drum Atweme plays is unknown	Mayor of Alice Springs (as a representative of the Alice Springs community) Sales and Marketing Manager, Alice Springs Convention Centre (as business member of the Alice Springs Community)
Stakeholder 6: Justice system	Not available Includes members of police, courts, juvenile justice, child protection and correctional/corrective services	Aboriginal Islander Education Worker at the Alice Springs Juvenile Detention Centre Constable, Northern Territory Police
Stakeholder 7: Department of the Prime Minister and Cabinet	2,530 employees at the Department	One representative from the Department accompanied the analyst during the site visit Additional 10 representatives of the Department engaged through workshops, project check-points, as well as provided feedback at key project junctions Shared SROI methodology and preliminary findings with approximately 30 staff from the Department through presentations
Stakeholder 8: Tangentyere Council key staff	Not available	Four staff - Drum Atweme Coordinator, Chief Financial Officer, Chief Operating Officer and Early Childhood Youth & Family Services Manager

¹¹ Alice Springs Local Government Area population, [Australian Bureau of Statistics, 2011](#).

Stakeholder Group	Size of group	Number involved in consultations
Other local service providers	Not available Includes welfare agencies and counsellors	Coordinator, Youth in Communities, Professional Development & Mentoring Project NT Social Worker, Central Australian Aboriginal Congress
TOTAL	—	17 interviews 80 young people observed (and interacted with) 10 Department representatives involved throughout the project 30 Department staff presented to

The nature of working in some Aboriginal communities is that it is difficult for outsiders to consult with the primary beneficiaries. This is heightened by the fact that the young people in the program have all experienced significant trauma in their lives and have a strong distrust of strangers. Due to historical and social factors, many of the young people and their parents and carers are reluctant to engage with people from outside of the community. Despite the best efforts of the project team, there was a low sample size for the primary beneficiaries (young people) and their families and significant others. Factors that limited engagement with these groups include:

- Young people too young to be interviewed effectively (i.e. under the age of 12 years old)
- Young people being too new to the program to be able to discuss changes that will be experienced
- Young people unexpectedly travelling out of the area
- Young people and their families and significant others feeling uncomfortable talking to the project team.

Some of the young people that did take part in the consultations struggled to express themselves. The language barrier appeared to be limiting factors in these conversations. It was particularly challenging in trying to understand why things mentioned in the interviews were important to them and how the program supported them to get there.

Actions taken to overcome these challenges include the Drum Atweme Coordinator trying to contact former clients and the Drum Atweme Coordinator participating in some interviews with the young people to help establish a level of trust with the young people and to enable the best possible responses from the young people. Direct interviews were supplemented with informal interactions with young people and observation of program activities (e.g. drum performances) during the site visit. While it was not possible to speak with individual community members during the analysis, the Mayor of Alice Springs was able to reflect on the impact of Drum Atweme on the community that attends performances.

The changes that the young people and families identified that they experienced were included as outcomes in the program logic (see section 4.4). Their views on the importance of the different changes were used to prioritise the outcomes and inform the valuation of the outcomes (see section 6.1).

Because of the limited engagement with the young people and difficulty in mapping the chain of change based on the conversations that were had, the forecast outcomes had to also be informed through the observations from other stakeholders about the changes that are likely to be experienced by the young people. The most meaningful way to gauge the changes experienced by these stakeholders and understand which were material changes was through the Drum Atweme Coordinator, who is part of the community and has established trust with these young people over a long period of time.

During the analysis, we worked with the Drum Atweme Coordinator over three to four months, who was introduced to SROI principles and became deeply engaged in the SROI process and methodology. As a result, the Drum Atweme Coordinator understood the need to collect information from stakeholders and did this throughout this period, which was then conveyed to us during our regular check-ins over the phone. As the Drum Atweme Coordinator engages with each of the young people on a daily or weekly basis, he was in a strong position to explain the changes experienced by the young people in the program to supplement the information obtained from the young people during interviews. The Drum Atweme Coordinator conveyed this information by talking through the current situation of many of the young people involved in the program. This information was used to project the changes experienced by young people currently in the program, and those that will join the program, in the future.

The information provided by the Drum Atweme Coordinator was verified by interviews with other stakeholders that had direct contact with the young people (for example, local service providers). Engaging a diverse range of other stakeholders in understanding the changes for the young people, ensured that the forecasts were not overly reliant on the opinion of the organisation staff and helped us identify strong trends or common themes. The project team continued to interview stakeholders until no new themes emerged. In addition, other sources of information were used to verify the stakeholder consultation, which are outlined in section 4.2.

In future, the young people will be engaged on an ongoing basis by the program manager to understand the changes that they are experiencing as a result of the program. This will involve the young people self-reporting on these changes and the data being recorded in an Social Outcomes Measurement and Evaluation Tool which has been developed as part of this analysis. For further detail, refer to recommendation 9.1 and an excerpt of the Social Outcomes Measurement and Evaluation Tool in Appendix 8.

Verification of results

The Drum Atweme Coordinator was involved in the verification of results at four main points: stakeholder consultations (through feedback on the program logic); the measurement phase (through feedback on the measurement approach); the valuation phase (through feedback on the calculation of the value of outcomes); and the reporting phase (through feedback on the draft report).

Interim findings of the analysis were also verified contemporaneously by the stakeholders during consultations through the testing of responses from others to enable us to see whether consistent messages were emerging from a stakeholder group. This process guided the selection of outcomes, indicators and financial proxies.

Relevant staff from the Department were also involved at each stage of the project. The report findings and recommendations were shared with relevant stakeholders of the program, including the Drum Atweme Coordinator and Tangentyere Council staff, which helped to verify the results and embed the recommendations for future outcomes measurement and evaluation. Given the barriers to establishing trust with the young people and the timeframe for sharing findings, it was not possible to share the findings with the young people directly. It is anticipated that the Drum Atweme Coordinator will share the analysis with the young people (including those who were interviewed) during his regular interactions with them.

4.2 Other sources of data used

Other data sources used to supplement consultation are outlined in the table below.

Table 4.2 - Other data sources used to supplement consultation

Data source	Description	Use in the SROI analysis
1. Data provided by the Department of the Prime Minister & Cabinet	<ul style="list-style-type: none"> • Indigenous Justice Programme Guidelines • Indigenous Justice Programme Service Delivery Standards • Organisational profile and project profile of program • Program budgets • Financial reporting by program • Performance reporting by program • Analysis of performance reporting by program • Funding agreement • Risk profile assessment data and analysis of 30 young people in the school group and 30 young people in the performance group • Meeting notes from teleconferences with the Coordinator 	<ul style="list-style-type: none"> • To understand investment in the program by the Department • To understand activities directly funded by the program • To understand change experienced by young people in the past as articulated in regular reporting to the Department • To understand the context and background to program
2. Data provided by the Coordinator	<ul style="list-style-type: none"> • Details of young people that have been part of the performance group including current status, year when entered the program, current age (based on age categories) • Estimated number of families involved in the program 	<ul style="list-style-type: none"> • To calculate quantity of young people who will be involved in the program during the investment period • To calculate quantity of families • To calculate the value of outcomes

Data source	Description	Use in the SROI analysis
3. Secondary research	<ul style="list-style-type: none"> • Australian Bureau of Statistics data • Alice Springs Netball Association fees • Alice Springs Town Council • Australian Government Department of Human Services • Australian Indigenous Leadership Centre Course Fees • Australian Institute of Health and Welfare report on Youth Justice in Australia 2011-12 • Elite Indigenous Travel and Accommodation Assistance Program amounts • Fair Work Ombudsman minimum wage • NSW Police Recruitment website (NSW Government and NSW Police Force) • Office of the Commissioner for Public Employment, Northern Territory Government • Report on Courts and Tribunal Services by NSW Government - Police & Justice Lawlink • Strategic Review of the NSW Juvenile Justice System • The Smith Family Indigenous Youth Leadership Program scholarship fees 	<ul style="list-style-type: none"> • To calculate financial proxies • To determine filters • To calculate the value of outcomes

4.3 Stakeholder outcomes

The stakeholder outcomes represent the most significant consequences that are forecast to be experienced by people and organisations that interact with the Drum Atweme program over the forthcoming five years. This is based on the data collected by the program, stakeholder consultation throughout this project, secondary research and SVA Consulting analysis. Throughout the data collection process attention was paid to all possible consequences that will arise as a result of the activity: intended and unintended, positive and negative.

This section outlines the outcomes for the following stakeholders:

- Stakeholder 1: Young people in the performance group
- Stakeholder 2: Young people in the school group
- Stakeholder 3: Schools that have Drum Atweme classes
- Stakeholder 4: Families of young people that are in the performance group
- Stakeholder 5: Alice Springs community

- Stakeholder 6: Justice system (including police, courts, juvenile justice, and correctional/corrective services)

The outcomes included in the SROI analysis are considered "material", that is, they are the significant and relevant changes that stakeholders experienced due to Drum Atweme program activities. 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 Guide*, 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 for different stakeholder groups.

Stakeholder outcomes were determined by applying the materiality test to the range of consequences identified in the theory of change. This was done through initial consultations with the relevant stakeholders and the Drum Atweme Coordinator. The materiality of outcomes was again tested when the number of people experiencing the changes were measured and valued (see Sections 5 and 6). No negative outcomes or unintended outcomes were found to be material.

The following sections outline the outcomes that are forecast to be experienced by each stakeholder group and the anticipated impact of these changes over the five year investment period.

Stakeholder 1 - Young people in the performance group

The young people involved in the program are Aboriginal, generally aged between 6-19 years and live in the Alice Springs Town Camps, hostels or transitional care. Young people become involved with the program through taking drumming classes in school, and then if they show interest and are considered to live in situations that put them at high risk of offending, they can join the performance group. The group is mainly girls, as Drum Atweme is one of the only non-sporting activities available to girls from the Town Camps and the girls involved have really made the group their own.

A 'risk profile' survey is completed every six months for 30 of the young people in the performance group. The survey asks questions on areas such as contact with police, courts or family services, school attendance and behaviour, safety in the community, housing situation, history of family offending, and family situation (violence, drug and alcohol abuse). A risk rating is determined through a point system assigned to each question. The most recent data, from the August 2013 survey, found that 65 per cent of the young people in the performance group were considered medium or high risk of engaging in offending behaviour. While girls are not as likely to be in detention as boys, girls from the Town Camps are at risk of becoming involved with substance abuse and property offences.

The table below summarises inputs (investment in the program), outputs (summary of activity) and outcomes (changes) that are forecast to be experienced by the young people, including the estimated number of young people who will experience the outcomes.

Table 4.3 - Stakeholder 1 inputs, outputs and material outcomes

Inputs	Outputs	Material outcomes
None	<p>Approximately 75 young people are expected to participate in the performance group over the forthcoming five year period (with around 50 members at any one time). Most are expected to be part of the performance group for 5 years.</p> <p>Young people will attend drumming classes at school, and perform regularly for tourist groups, at local community events and at festivals. They will earn money from performances that is used to support trips and buy essential items. They will receive informal mentoring from the Drum Atweme Coordinator and intensive support if required.</p>	<p>1.1 Increased self-esteem</p> <p>1.2 Increased engagement in meaningful activity</p> <p>1.3 More positive connections to others</p> <p>1.4 Avoidance of anti-social behaviour</p>

Material Outcomes

"The longer they're in the program the more they gain, and then they graduate to the real world as better people with sustainable lives."

Social Worker, Central Australian Aboriginal Congress

Each of the outcomes represents the end point of four independent chains of change in the young peoples' lives that result from the program:

- Outcome 1.1 Increased self-esteem relates to a change in how young people perceive themselves
- Outcome 1.2 Increased engagement in meaningful activity represents the behavioural change that young people make in participating in work, training and community or family activities
- Outcome 1.3 More positive connections to others represents how young people improve their interactions with family, friends and other people
- Outcome 1.4 Avoidance of anti-social behaviour refers to the greater ability of the young people to avoid anti-social behaviour and thus going to detention or jail as a result of the early intervention program.

Approximately 75 young people are expected to experience each of the outcomes over the five-year forecast period. The following section describes how outcomes are forecast to be experienced by young people across the stages of development.

1.1 Increased self-esteem

Young people who perform with Drum Atweme increase their self-esteem by first feeling accepted and included by the Drum Atweme Coordinator and by the performance group.

As they begin to be rewarded for positive behaviours by being able to perform and receiving praise from their teachers, families and the public that see their performances, their self-esteem grows. This is a marked difference to how many of these young people would have been treated in the past by their families and other figures of authority. In

the past many were often led to believe that they are worthless and unworthy of respect, recognition or praise.

"I'm more confident now. I used to always be looking down."

Performance group member

"For some really shy kids in transition, performing at big community gatherings and trips builds their confidence, lifts their self-esteem."

Social Worker, Central Australian Aboriginal Congress

Young people then develop their self-worth and boost their self-confidence. Young women are able to ask for help, say no and stand up to threats of violence. They also expand their worldview by seeing other places.

"It breaks down shyness. Drum Atweme kids now say hello to me in the street, the program has developed them as individuals able to stand on their own feet. These young aboriginal people have gained confidence and this rubs off on their younger siblings who also want to be involved."

Damien Ryan, Mayor of Alice Springs

As they reach the age of 16 and they start to make a contribution to the community and take advantage of the greater life choices available to them, their self-esteem grows. The endpoint of the chain of change is that young people have increased self-esteem.

"When they travel, kids learn life skills. It shows them another world. It could lead them to want to go to school elsewhere. They get to mix in a positive environment with whitefellas. Tourists show respect for their culture, and they have to speak English to them."

Teacher, Sadadeen Primary School

1.2 Increased engagement in meaningful activity

Young people in the performance group increase their engagement in meaningful activities by initially being able to participate in drumming, and then by responding to the incentive of being able to perform if they improve their school attendance and behaviour. Typically, these young people would miss a lot of school, which affects their ability to progress effectively through schooling. The average attendance rate at the two schools where the drumming classes are held is 60 per cent¹².

"I fell in love with drumming. It made me go to school every day."

Performance group member

"It has changed how kids are at school. Their school attendance is good. It then helps other kids go to school. So they can go on trips, school attendance is really good. When they attend school, they get better results, and then they can get a better job."

Women elders

¹² Estimate from school teachers.

Being at school more often and going to drumming classes teaches them new skills, including how to work together with a team, how to communicate effectively and how to lead a group. The cognitive exercises built into the drumming classes increase numeracy and language skills, and the use of Aboriginal languages in songs also builds knowledge of language.

In addition, young people learn how to budget and manage money through managing their allocations from the performance fee account.

"When Drum Atweme first started, families would humbug [for the performance fees]. Peter opened a bank account and taught the kids about managing money. It has been a huge learning experience to save money and keep it from their families."

Teacher, Sadadeen Primary School

As the young people get older, they improve their self-regulation to control their behaviour. Once they are aged 16 or over, they are on track to either continue at school and gain better qualifications or find a better job, or be a good parent. Many young people who have been involved with Drum Atweme have gone to boarding school interstate, or become good¹³ mothers.

As a result of increasing their attendance at school and the other preliminary changes described, the young people are able to increase their engagement in meaningful activity. This will most commonly take the form of increased attendance at school, employment and family and community activities.

"If I hadn't done performance trips, I wouldn't have thought about boarding school."

Performance group member

1.3. More positive connections to others

Young people in the Drum Atweme performance group build more positive connections to other people by first developing a positive relationship with the Coordinator, who provides young people with a safe space to spend time (in the classroom, in the bus travelling to performances, at performances). Once trust has been built, young people begin to have fun, and have a positive male role model in their lives that they can learn from.

"The group has become like a family group. It gives them a safe space, where they can care for each other. They are all from different language groups, but they come together through Drum. Young girls sit down and tell each other stories and support each other. Nobody puts themselves higher than others. This can bridge differences across language groups."

Elder women

As they get older, the performers begin to have more pride in what they can do, and their role in the community.

"Boys have more to do in town, but now they look up to us. We're the only girl group in town. Boys respect us, their attitude changes. Even out bush, some comes up to me crazy, then they talk to me and say I've seen your photo on the internet, what's the red

¹³ The word 'good' was used by stakeholders consulted to describe how the mothers that were part of the performance group care for their children.

and white thing, and I say drumming, girl's group. At MobFest, the main singer of the band says I look up to you every day in Alice, you make me more confident."

Performance group member

The performers also increase their connection to their culture through engaging with elders in the community on performance trips. Once they are aged 16 or over, they become role models to others in the community, including their family and younger people in the performance group.

As a result of developing a positive relationship with the Drum Atweme Coordinator and taking pride in their role in the community, young people increase their positive connections to others. As compared to outcome 1.2 (which represents a change in self-perception) and outcome 1.2 (which is a behavioural change), outcome 1.3 represent a change in how the young people interact with and relate to others.

"If you behave, you can become a role model."

Performance group member

"My older family members come up to me to ask me how I do things, I tell them that drumming helped me do things. For example, I have experience of speaking English when meeting tourists, then I became interpreter for mum when she was in hospital in Adelaide. My family has asked me to teach them drumming beats."

Performance group member

"Leaders emerge in the older kids. They have a sense of leadership in managing the younger kids when on trips."

Principal Yipirinya School

1.4 Avoidance of anti-social behaviour

Many young people in the group are considered to be at high risk of offending. By being involved with Drum Atweme, they avoid anti-social behaviour that would lead to getting into trouble with police.

"Kids who do drumming are different from other kids. Other kids go to skate park or up the hill chucking rocks, rather than go to school. If they were not drumming the kids would be on the streets, looking through windows, being chased by the police up the hills."

Women elders

This is due partly to Outcomes 1.1, 1.2 and 1.3 described above, but is primarily related to having something to do after school and in the evenings. Maintaining their engagement with the program as they age gives them a lifeline to continue to avoid anti-social behaviour.

At the end of this chain of change the young people choose to not involve themselves in anti-social and offending behaviour which lowers their likelihood of going into detention or being incarcerated. From the point of view of the young people, this is a very important change in their life because it means that they go against the life pathway that is frequently expected of them as young people at risk.

"NT Police are pleased to work with non-government organisations or other organisations who offer early intervention to youth. Early intervention assists in providing direction, modifies behaviour and keeps youth on track.

The "Drum Atweme" program is great at attempting to achieve these outcomes and are targeted at youths who are at a vulnerable time in their lives and provides them with the assistance to navigate through this transition."

NT Police

"If I didn't go to school I would have been getting into trouble with police. There is nothing to do after school. I'd just be annoying my family."

Performance group member

Excluded Outcomes

The outcomes described above were considered material for the SROI analysis for the young people in the performance group.

Through stakeholder consultation, a negative outcome that may be experienced by the young people -'face criticism from family and the community' - was found to be not significant as the quantity of young people who experienced this change was low.

Stakeholder 2 - Young people in the school group

The young people involved in the school group are the students of two schools, Sadadeen Primary School and Yipirinya School (mostly primary aged students). Weekly classes are offered to all classes at these schools.

The young people in the school group are considered in lower risk situations than the young people in the performance group. Some of the school students who are considered at higher risk of offending then join the performance group.

The table below summarises inputs, outputs and outcomes forecast to be experienced by young people in the school group, including the estimated number of people who will experience the outcomes.

Table 4.4 - Stakeholder 2 inputs, outputs and material outcomes

Inputs	Outputs	Material outcomes
None	Approximately 140 young people are expected to be taught at drumming classes across the school year, totalling 700 students over FY14-19.	2.1 Increased engagement in meaningful activity

Material Outcomes

The following is a description of the outcomes forecast to be experienced by young people in the school group due to their involvement with Drum Atweme.

2.1 Increased engagement in meaningful activity

Young people in the school group increase their engagement in meaningful activities by going to drumming classes which teaches them new skills, including how to work together with a team, how to communicate effectively and how to lead a group. The

cognitive exercises built into the drumming classes increase numeracy and language skills, and the use of Aboriginal languages in songs also builds knowledge of language.

"Several children have trauma and can't handle the noise of drumming [initially]. But by the end of the school year, all the kids are participating. It helps kids think of the class group as a team. It is good for kids to come together across language groups.... Kids are more able to respond to audio cues, this carries across to other classes."

Assistant Principal, Sadadeen Primary School

Excluded Outcomes

The outcomes described above were considered material for the SROI analysis for the young people in the school group.

The analysis considered whether young people in the school group would also experience the other outcomes experienced by young people in the performance group. While it is likely that some students would also increase their self-esteem, have more positive connections to others and avoid anti-social behaviour, as the students only participate in a drumming class once a week and are less likely to be living in high risk situations these outcomes would have high deadweight and attribution. Therefore, the outcomes were not determined to be significant.

Stakeholder 3 - Schools

The Schools stakeholder group includes the two schools that host weekly classes run by Drum Atweme: Sadadeen Primary School and Yipirinya School.

The table below summarises inputs, outputs and outcomes forecast to be experienced by schools.

Table 4.5 - Stakeholder 3 inputs, outputs and material outcomes

Inputs	Outputs	Material outcomes
None	Weekly drumming classes at two schools	3.1 Offer more relevant, engaging curriculum

Material Outcomes

The following is a description of the outcomes forecast to be experienced by schools due to their involvement with the Drum Atweme program.

3.1 Offer more relevant, engaging curriculum

Schools are able to offer a more relevant, engaging curriculum to students by having weekly drumming classes. The two schools that have drumming classes have limited resources and have struggled to provide music classes to students in the past.

"The most important outcome for the school is having an arts program. We have tried to get a choir going, but we can't afford to pay a teacher fulltime. Our school has very limited funding because we are an independent school and parents can't afford to contribute fees. Parents can't pay for music lessons or extracurricular activities. If Drum Atweme wasn't here, our school wouldn't have a key part of the music program."

Principal Yipirinya School

The teachers consulted emphasised the importance of having a music program in the school, both for the benefits of engaging students to participate in activities and for their cognitive development.

"We would notice if Drum Atweme wasn't coming to the school. It makes teaching life easier, as it is a different activity for kids to get involved in. It is rare to get these kids to participate at this level."

Teacher, Sadadeen Primary School

"It is an opportunity to participate in a structured music program, and to work in a group. Music is good for maths development, for coordinating the left and right brain."

Assistant Principal, Sadadeen Primary School

Excluded outcomes

One other outcome for schools that became evident through stakeholder consultations was improved student attendance and engagement. This outcome was included in the program logic as a material outcome but was not considered to be material for the SROI analysis. This is because the outcome has only been experienced anecdotally, with no data points to measure. In the future, it will be important to measure this outcome to understand the extent of the change experienced by schools.

"Drummers on the whole have good attendance and do well at class. Drumming teaches them the importance of working as a team, discipline, listening. They are learning not just music but rhythm, mathematics, looking at patterns."

Principal Yipirinya School

Stakeholder 4 - Families

Families include parents and their partners, carers, siblings, aunts, uncles, cousins, grandparents and any other members of the family or significant others who are involved in the life of a young person in the performance group.

The table below summarises inputs, outputs and outcomes forecast to be experienced by families, including the estimated number of families who will experience the outcomes.

Table 4.6 - Stakeholder 4 inputs, outputs and material outcomes

Inputs	Outputs	Material outcomes
In-kind support	35 families build a relationship with the Drum Atweme Coordinator that crosses generations, and allow their children to attend drumming performances	4.1 Receive material support 4.2 More positive perceptions and expectations of their children 4.3 Pass down knowledge, stories and culture

Material Outcomes

The following is a description of the outcomes forecast to be experienced by families due to their involvement with the Drum Atweme program.

4.1 Receive material support

As a result of their children performing with Drum Atweme, they earn performance fees. These fees fund essential items such as food for their families. The families receive some additional material support that they could not otherwise afford. This can reduce pressure on each family's budget.

"Money from drumming helped me and my family. I got a mobile phone so I could call my family."

Performance group member

4.2 More positive perceptions and expectations of their children

Families that see their child perform and grow as a person begin to change their perspective of their children. As their children are exposed to more opportunities and the possibilities for their future widen, families have more pride in their children and higher expectations of what they can achieve.

"The kids are developing a real sense of worth, setting goals, and clearly understand their pathway. They are a showcase for their family and community. Parents are proud of seeing them up on stage. Parents are delighted to know that their kids are engaged and learning to stand up in social settings with whitefellas."

Coordinator, Youth in Communities, Professional Development & Mentoring Project NT

4.3 Pass down knowledge, stories and culture

The family members that support the performance group on trips by supervising the young people use this time to pass down knowledge, stories and culture to them. They also provide cultural support to the Drum Atweme Coordinator to develop songs in language.

"Drum helps them keep their language strong, keep their culture."

Women elders

Excluded Outcomes

Other outcomes became evident through stakeholder consultations and were included in the program logic as material outcomes but were not considered to be material for the SROI analysis. Excluded outcomes were:

- Feel accepted and understood
- Develop stronger connections with others
- Take more responsibility for children

Feeling accepted and understood, and developing a stronger connection with others, are necessary precursors for other more important changes to be realised. To allow their children to participate, families have to feel accepted and understood by the Drum Atweme Coordinator. They also develop stronger connections with other families as they participate in Drum Atweme activities, but this is a by-product of the program. For this reason, these outcomes were excluded as not relevant to the SROI analysis.

"Getting parents involved in the community is the key to how it has worked so well. Getting parents involved in trips, teaching in schools. This has an enormous boost to wellbeing and helping people feel a part of it."

Social Worker, Central Australian Aboriginal Congress

"Drumming helps parents become friends with other parents, and with Peter [Drum Atweme Coordinator]. Parents go on trips and have responsibilities."

Women elders

"Families start to feel safe and participate in school activities, build their confidence within school and relationships with teachers"

Social Worker, Central Australian Aboriginal Congress

One outcome that became evident through stakeholder consultations that was included in the program logic as an outcome further along the chain of change was families taking more responsibility for their children. This was an outcome that was being experienced by some families, but this change was not reported by enough families to be considered material for the SROI analysis.

Stakeholder 5 - Alice Springs community

The Alice Springs community is the population of Alice Springs, which includes local residents who attend community events where Drum Atweme plays, and local businesses which benefit from tourists. These businesses include the Alice Springs Convention Centre and tour group companies.

The table below summarises inputs, outputs and the outcome forecast to be experienced by the community.

Table 4.7 - Stakeholder 5 inputs, outputs and material outcome

Inputs	Outputs	Material outcome
Performance fees	Local residents attend community events which include a performance by the Drum Atweme group. The performance group does around 12 community performances each year, which are attended by various numbers of people. Local tourism businesses hire Drum Atweme to provide an Aboriginal cultural experience for tourists. The performance group does around 25 tour group and convention performances each year. Through this, there are additional flow on benefits to other businesses in the community.	5.1 More opportunities to experience Aboriginal culture 5.2 Local businesses earn more income from tourists 5.3 Improved perceptions of Aboriginal young people

Material Outcomes

The following is a description of the outcomes forecast to be experienced by the community due to their involvement with Drum Atweme.

5.1 More opportunities to experience Aboriginal culture

The local community has more opportunities to experience Aboriginal culture through Drum Atweme performances at community events. While drumming is not part of Aboriginal music traditions, the group incorporate language and stories into their songs and performances.

5.2 Local businesses earn more income from tourists

Local tourism businesses hire Drum Atweme to offer their clients an opportunity to interact with local Aboriginal people and learn about Aboriginal culture and social issues. Many tourists are looking for these sorts of opportunities, and there are few other groups that can be hired to provide this experience. The conference centre and tour companies may have sold conference packages without Drum Atweme, but having Drum Atweme involved is an important part of the corporate social responsibility and indigenous engagement goals of these businesses and their clients. Therefore, local tourism businesses are able to attract more clients and thus earn more income. There are also additional flow on benefits to other businesses in the community, through tourists spending money in local businesses.

"If we didn't have Drum Atweme, we would be in trouble. We would face significant commercial challenges if Drum wasn't viable. Around 90% of conference enquiries are looking for an authentic cultural experience. Drum Atweme is a contributing factor to get conferences across the line."

"Countless business events for Alice Springs have been lost because of local social issues being sensationalized by the national media. Peter [Drum Atweme Coordinator] can have an upfront conversation with corporates about these social issues and help them understand and respect the intricacies, far deeper than media reports."

"It is a great story for clients, a warm fuzzy story. You can't buy the looks of happiness. It is real engagement [with the performers], it helps them open up to the rest that Alice Springs has to offer."

Sales and Marketing Manager, Alice Springs Convention Centre

5.3 Improved perceptions of Aboriginal young people

Through showcasing the skills of a group of young Aboriginal people to the community at festivals and events, the community can witness these young people contributing to the community and engaging in positive activities.

"Having Aboriginal people involved in a leadership way in festivals and community activities [and] conferences has created a more positive face for [the] Aboriginal community that are involved with it, and for the community at large to see it. It is different from the usual ways that people see these families. It is a good news story; you need some more good news stories that shows people's ability to do positive things."

Social Worker, Central Australian Aboriginal Congress

This has contributed towards bringing the community together.

"Drum Atweme has become an important part of the fabric of life for our town. Peter Lawson has helped bridge the gap in these young people's lives, it's a great story for our community."

Damien Ryan, Mayor of Alice Springs

"It is worth so much in the long-term for reconciliation. Reconciliation is happening in Alice, it is different to what is happening in Redfern or Canberra. Girls are the future leaders of our community, they are the nurturers. Leadership will come from women."

Sales and Marketing Manager, Alice Springs Convention Centre

Excluded Outcomes

No other outcomes were considered and excluded for the Alice Springs community.

Stakeholder 6 - Justice System

The justice system includes police, courts, juvenile justice, and correctional/corrective services.

The table below summarises inputs, outputs and outcomes forecast to be experienced by the justice system.

Table 4.8 - Stakeholder 6 inputs, outputs and material outcomes

Inputs	Outputs	Material outcome
Not material	Not applicable	6.1 Decrease in number of young people with anti-social behaviour 6.2 Decrease in number of young people offending 6.3 Decrease in number of young people in detention

Material Outcomes

The following is a description of the outcomes forecast to be experienced by the justice system as a result of the program.

6.1 Decrease in number of young people with anti-social behaviour

The justice system is a large beneficiary of the Drum Atweme program. Anti-social behaviour is the starting point on the pathway to interacting with the justice system. As young people are avoiding anti-social behaviour (Outcome 1.4) through taking part in the Drum Atweme, the justice system experiences a reduction in the number of young people with anti-social behaviour in the community.

"The kids involved in the justice system develop a cohort of young offenders, who challenge each other to compete to commit crimes. The Drum Atweme kids avoid this peer pressure. They have something to live for, to focus on, to work towards, to practice. They know where they have to be and how they should behave."

Coordinator, Youth in Communities, Professional Development & Mentoring Project NT

Over the five-year forecast period it is estimated that this outcome will be associated with approximately 70 per cent of young people reducing their anti-social behaviour during the program.

6.2 Decrease in number of young people offending

As young people in Drum Atweme avoid anti-social behaviour, this also leads to a decrease in the number of young people offending, which benefits the justice system.

Over the five-year forecast period it is estimated that this outcome will be associated with approximately 90 per cent of young people reducing their offending behaviour during the program.

6.3 Decrease in number of young people in detention

As young people in Drum Atweme avoid anti-social behaviour, this also leads to a decrease in the number of young people being detained, which benefits the justice system. At July 2014, only 3 of the 225 young people (0.02%) who were members of the performance group between 2004 and 2014 are in prison. In contrast, on an average day in 2010-11, 23 per 1000 (0.5%) of Indigenous young people aged 10-17 under supervision on an average day in Australia.¹⁴ In other words, less than half of the Drum Atweme performance group members are in prison than a comparable group in the population.

Over the five-year forecast period it is estimated that this outcome will be associated with 100 per cent of young people reducing their offending behaviour during the program, as participation is based on young people attending school.

"Juvenile detention, the courts and jail are the biggest growth industry in Alice Springs."

Social Worker, Central Australian Aboriginal Congress

"Drum Atweme kids are less likely to be in detention. It is one of the better programs in Alice Springs to give these kids some self-esteem. They are proud young people when they have the drum in their hand. Drum is a diversion, so the kids are not out on the street at night getting into trouble. Pete picks them up and drops them off, so they're safe at night. If there were more people like Pete, we would have fewer kids in here [Alice Springs Detention Centre]."

Aboriginal Islander Education Worker at the Owen Springs Education Centre, Alice Springs Juvenile Detention Centre

Excluded Outcomes

No other outcomes were considered and excluded for the justice system.

4.4 The program logic that emerged from stakeholder consultations

The program logic (or theory of change) tells the story of change that takes place as a result of the program. The program logic includes information on:

- The issue that the program is seeking to address
- The key participants in the program
- The activities involved in the program

¹⁴ AIHW, [Indigenous young people in the juvenile justice system](#), 'Bulletin 109', November 2012. This is the most recent publicly available data.

- The inputs required to generate the outcomes
- The outcomes of activities that occur through the program, for various stakeholders
- The overall impact of these outcomes.

The program logic that emerged from the stakeholder consultations was that the inputs of the program (monetary and non-monetary investment) will be collectively used to deliver the program activities. As a result of the activities, young people in the performance group are expected to experience four material outcomes (described in section 4.3). These outcomes are anticipated to occur concurrently and to reinforce each other. For example, a young person who experiences increased self-esteem will increase their engagement in meaningful activity, which in turn increases their self-esteem.

The changes experienced by young people are expected to lead to outcomes for their families, the schools, the Alice Springs community and for the justice system. Young people in the school group also experience an outcome The overall impact of these outcomes is anticipated to be that young people take a positive pathway to adulthood by becoming healthier adults who are able to take responsibility for their own lives; living with more purpose; and are more grounded. Meanwhile, the community is expected to benefit through less burden on the justice system, healthier families and increased community cohesion and safety.

Development of the program logic

The first iteration of the program logic was developed with staff from the Department. Following this, substantial changes to the program logic took place during the initial stakeholder engagement. In particular, the outcomes experienced by young people emerged from consultations with them, and were tested with the Drum Atweme Coordinator. For example, Outcome 1.1 is "increased self-esteem" which expresses how the young people's perception of themselves and self-confidence is increased as a result of the program. This was identified as an outcome following conversations with young people who said that the program "makes me more confident". Outcome 1.2 is "increased engagement in meaningful activity" which captures the change that young people experience in engaging in school, employment or in family life. The selection of this outcome came from conversations with the young people including one young woman who said that drumming "made me go to school every day".

Our conversations with the Drum Atweme Coordinator, and the local service delivery organisations, helped us to describe more precisely the activities that are delivered. We revised the program logic to take into account their input. We also tested the negative outcomes identified by the Department with the stakeholders in Alice Springs and found that these were either not occurring to any significant extent, or were not occurring as a result of the program.

The concept that young people in the performance group experience change based on the number of years they are in the program was identified after discussions with the Drum Atweme Coordinator on the experience of young people over time. This concept was tested against the notes collected during interviews with young people and their families, and with interviews with other service providers.

The final iteration of the program logic is included in Figures 4.1, 4.2 and 4.3 on the following pages. This represents engagement of all stakeholders. The outcomes described in the program logic are directly related to the outcomes expected to be experienced by different stakeholders in the SROI analysis, which are described in Section 4.3. The blue

banner at the top of Figure 4.2 shows the stages of development that young people progress through during the program. These stages are described in Section 5.1. The outcomes that are numbered are those that either occur at the end of the chain of change, and there was sufficient evidence available to quantify how many stakeholders experienced the outcome. These are known as the material outcomes (discussed further in Section 5.1).

This is a forecast analysis, therefore it captures the consequences that are expected to be realised in the future as a result of the investment made into the program during the forecast period. Since information about what will happen in the future is not currently available, the short-term and the long-term consequences of the program are either assumed to be similar to the consequences observed for the stakeholders who have been in the program in the past or are inferred through the logic that some of the long-term consequences for stakeholders will occur in the future.

Figure 4.6 - Drum Atweme program logic - issue, participants, outputs and inputs

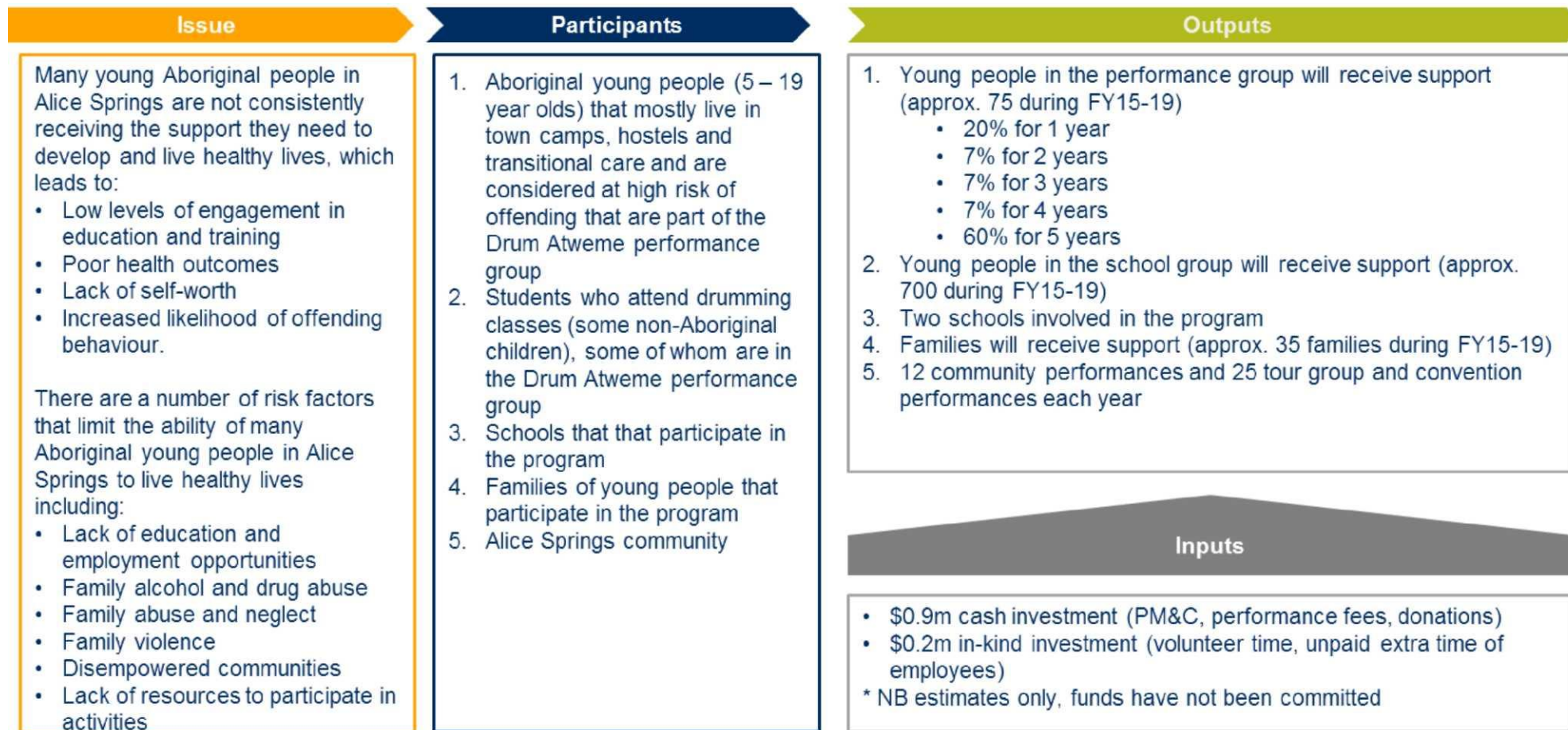


Figure 4.7 - Drum Atweme program logic - Outcomes forecast to be experienced by young people ** Material outcomes are numbered

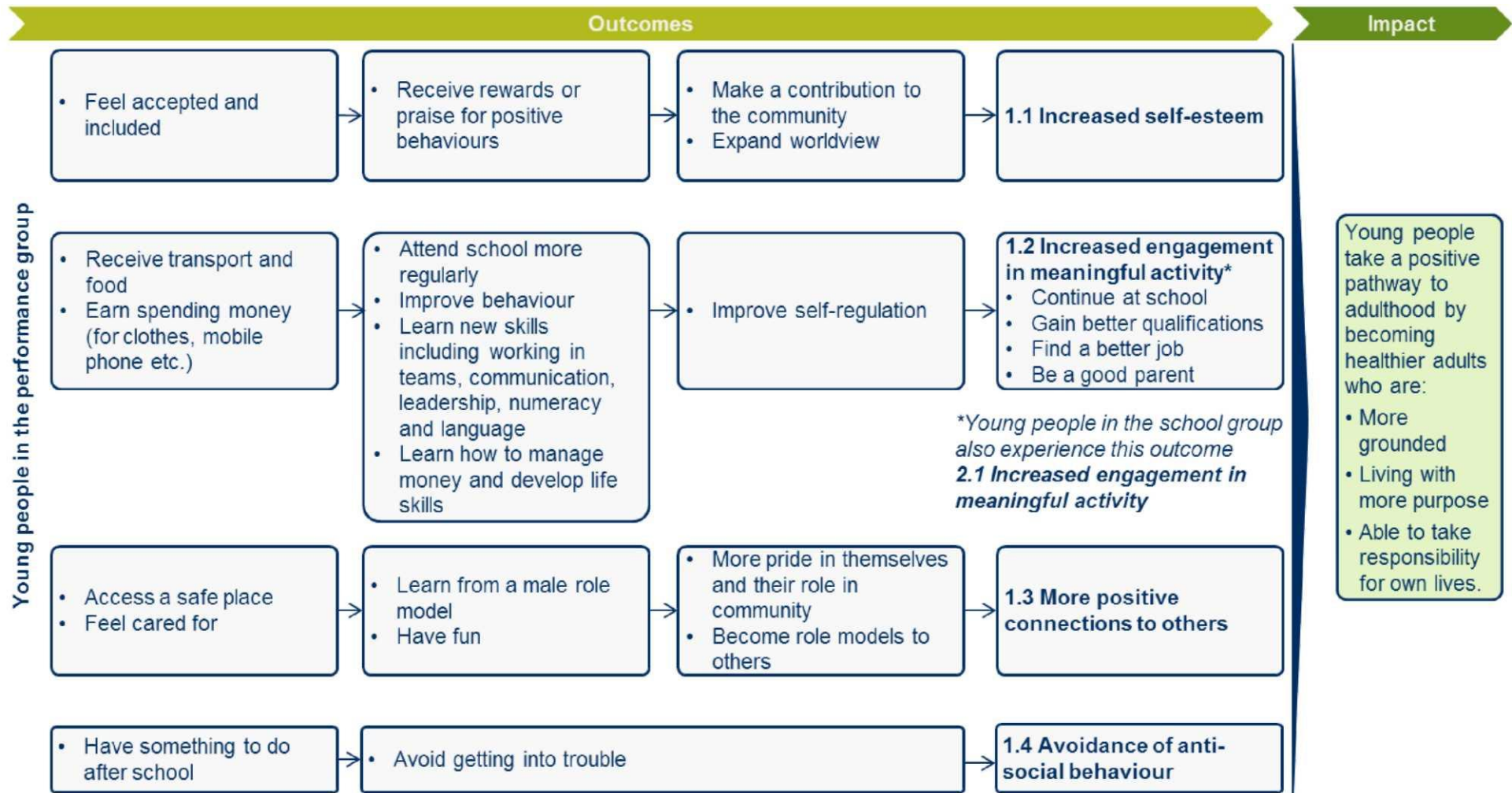
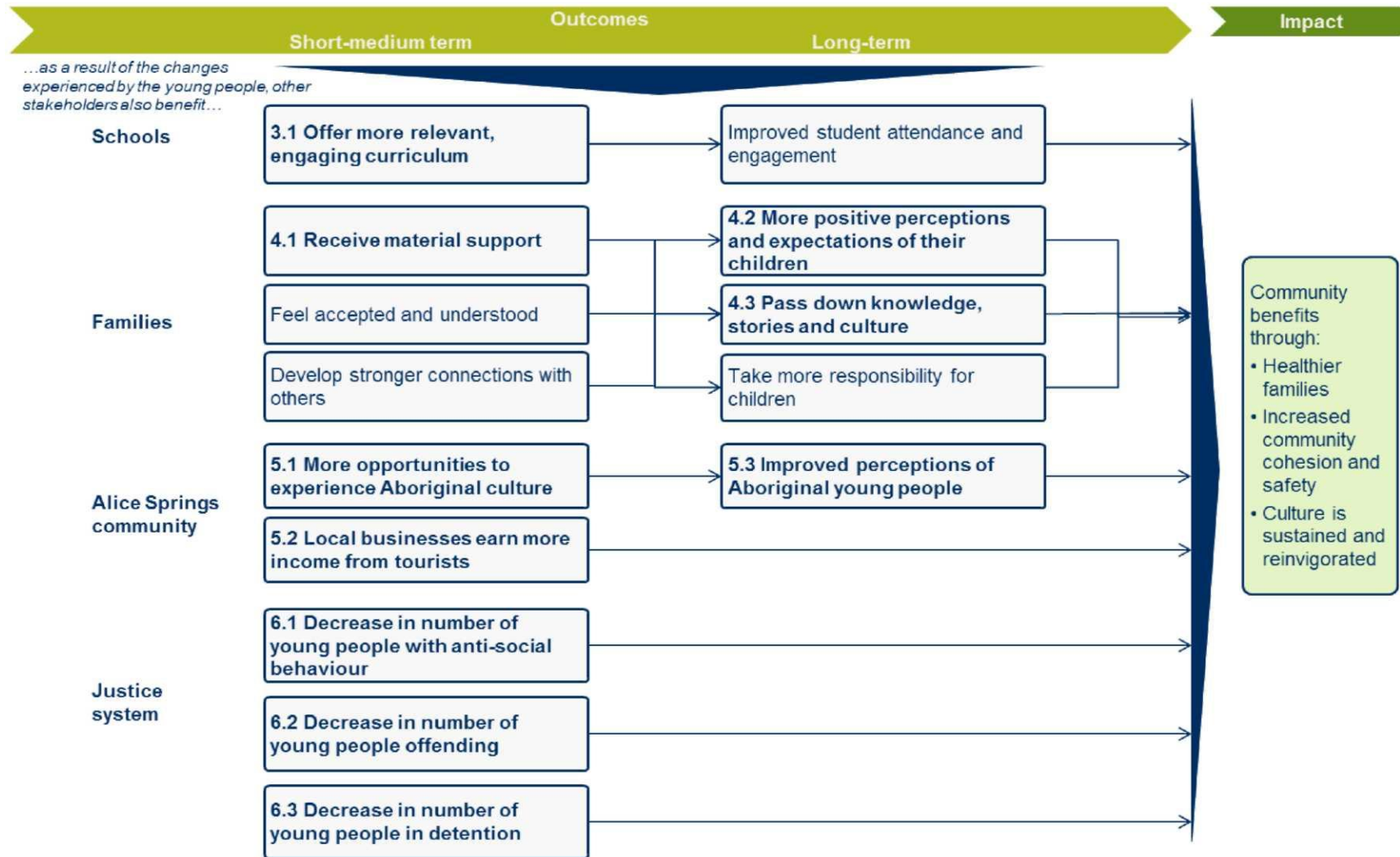


Figure 4.8 - Drum Atweme program logic - Outcomes forecast to be experienced by other stakeholders ** Material outcomes are numbered



5. Measuring change

5.1 Measurement approach

Modelling the quantity of young people that will experience change

At the commencement of this project, there had been little quantitative data collected over time to indicate the changes experienced by stakeholders and the quantities of stakeholders experiencing those changes. Section 9.1 of the report provides recommendations on how this approach can be adopted to improve the measurement approach through ongoing and consistent data collection in the future. The recommended approach involves collecting quantitative data that indicates how many participants have experienced outcomes as a result of the program, and the extent of the change they experienced.

The logic of Drum Atweme is that it prevents young people from offending by engaging them early in an alternative activity (drumming) that provides them with positive outcomes (described in Section 4.4). As they grow up, they progress from one stage of development to the next (see Section 4.3). They require the sustained intervention of the program to continue to experience positive outcomes. As no historic data was available to understand the extent of the change experienced by the different young people from when they entered the program to the current day, and as it was not possible to collect this information from the large number of young people (of which many are children or young teenagers), it was necessary to assume that all young people in the program for at least a year experience each outcome each year. Therefore, young people in the performance group experience change based on the number of years they are in the program.

Modelling the quantity of young people in the performance group that will experience change

To quantify and project the change that are forecast to be experienced by the performance group members, information on the past and current performance group members was collected. The information contained the starting year of current members and their current age range, and the current situation of all past members.

As the age range of members is so wide and the number of members so large, it was not possible to model the stage of development that each member started at and reached during their time with the program. Instead, the information available was used to model the age profile of the current performance group, and model the number of members expected to enter the group each year and the number of years members would be expected to stay.

Table 5.1 - Assumptions on the size of performance group

Assumptions	Number	Rationale
Number of original members (from 2014)	50	Based on the current number of members, rounded down
Original members (from 2014) that leave each year	2	Based on assumption that most long-term members continue in the group, but some attrition for young people losing interest or leaving Alice Springs temporarily

Assumptions	Number	Rationale
New members each year	5	Based on assumption that there will be new members that enter each year (from school group, or siblings of members)
Of those that join in a year, number that leave during the year	2	Based on assumption that some new members will decide to not continue in the same year they join
Of those that join in a year, number that stay after a year	3	Based on assumption that some new members will decide to continue

Over the five years, the size of the performance group is expected to stay fairly constant (given that the level of investment is constant). The group is currently around 50 members, with a net gain of one member a year expected. This information was used to predict how many members would be expected to experience years of change. Young people that were members of the performance group for less than one year were not included in the quantity of young people experiencing change for one year, as it was not anticipated they would experience change with limited exposure to the program. The modelling also allows for natural attrition of performance group members who leave each year. This information was also used to model the expected ages of young people who experienced the full five years of change over the five year investment period.

Based on current and past program participation levels, if investment continues at the current level, it is forecast that 75 young people will participate in the program for at least a year or more over FY2015-19, and will therefore experience the material outcomes.

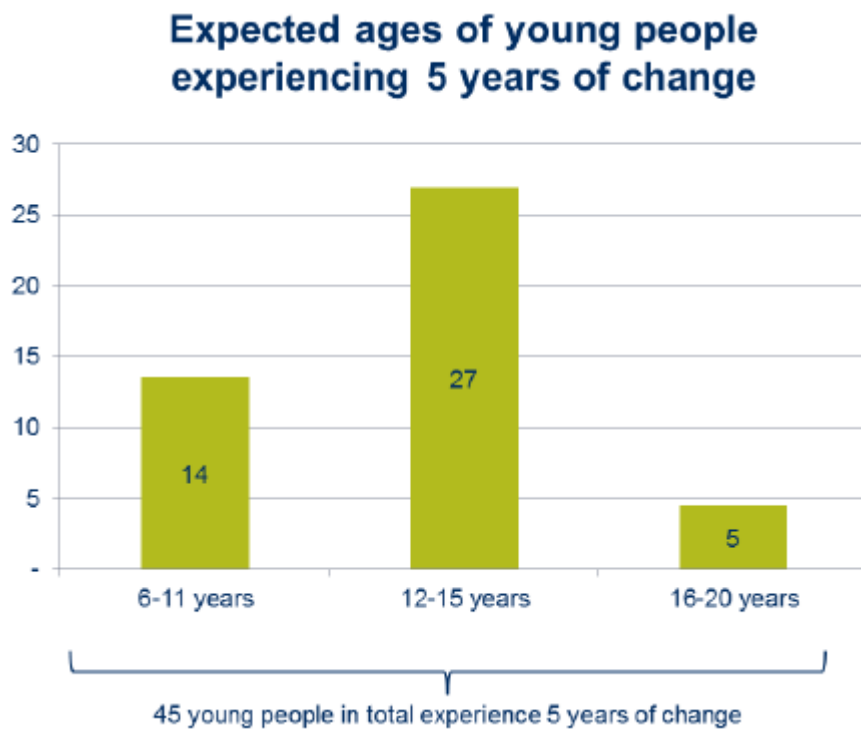
Figure 5.1 - Projected number of young people expected to experience years of change



Source: Drum Atweme data and SVA analysis

The ages of the number of young people experiencing five years of change were modelled based on their current age categories.

Figure 5.2 - Projected number of young people expected to experience years of change Modelling the quantity of other stakeholders that will experience change



Source: Drum Atweme data and SVA analysis

Modelling the quantity of other stakeholders that will experience change

To understand if the changes outlined in Section 4 will occur for other stakeholders, we used information collected through stakeholder consultation and the Drum Atweme Coordinator.

Young people in the school group

The number of young people in the school group was determined by taking the mean of different estimates from stakeholders of the number of students currently taught at the two schools. The mean of these estimates was around 140 students per annum. This is likely to underestimate the total number of students experiencing outcomes, as there is insufficient data to estimate how many students may drop out of, and join, classes during the year.

The number of young people in drumming classes in a year was then multiplied by the duration of the investment period to measure the total number of young people experiencing changes, meaning 700 students are forecast to experience the outcome.

Schools

Both schools that have drumming classes are forecast to experience the outcomes for schools.

Families

Based on the consultations with the Drum Atweme Coordinator and interviews with the family members, it was estimated that there were 35 families that were involved with Drum Atweme through their children being part of the performance group. This includes a number of families that have multiple children in the group. All of these family groups are expected to experience Outcome 4.1 and 4.2.

The number of families that experience Outcome 4.3 is smaller, as this relates to the family members that attend the performance trips each year. It is estimated that the performance group has two trips on average per annum, with 4 community members attending the trips as support. Some of the same family members are expected to attend multiple trips. It is assumed that 16 family members attend over the five year investment period (as some family members will attend trips over multiple years).

Alice Springs community

Based on the consultations with the Drum Atweme Coordinator, it was determined that the performance group does around 12 community performances and 25 tour group and convention performances each year. These form the indicators for how many opportunities the community members and local businesses have to experience the outcomes. The number of performances is expected to stay constant each year. For Outcome 5.3, no indicator was available and therefore it was not possible to measure or value the outcome.

Justice system

The amount of change experienced by the justice system is related to the number of young people that change and how they change. The number of young people that are expected to experience the changes related to the justice system have been estimated based on data collected through the risk profile survey on 30 members of the performance group on contact with police, courts or family services, and on the design of the program which requires young people to be engaged in school (not in detention) to participate. This information was used to estimate the total number of young people expected to avoid anti-social behaviour, offending and detention.

- **Outcome 6.1 Decrease in number of young people with anti-social behaviour:** Around 30 per cent of the performance group surveyed as part of the risk profile process has had contact with police, courts or family services. It is assumed that the inverse (70 per cent) of this will avoid contact with the police during the program.
- **6.2 Decrease in number of young people offending:** Around 30 per cent of the performance group surveyed as part of the risk profile process has had contact with police, courts or family services, it is assumed that a third (33 per cent) of these contacts involved young people offending. This means that 10 per cent of the total group are assumed to offend, and that the inverse (90 per cent) of group will avoid offending during the program.
- **6.3 Decrease in number of young people in detention:** As the program is based on members attending school, all members of the performance group aged 12 years or more (100 per cent) must avoid detention while part of the performance group.

To determine the amount of change that is forecast to be experienced by the justice system, the assumptions above were applied to the number of young people that are likely to experience "years of change" in the program.

Outcome 6.1 ("Decrease in number of young people with anti-social behaviour") relates to first point of contact between a young person and the justice system. This contact results from the young person engaging in anti-social behaviour that the police respond to. Outcome 6.2 relates to the second stage in this process, when the young person is deemed to have offended and the justice system responds through investigating the offending behaviour, engaging the young person in a youth restorative process and allocating a youth justice worker to supervise the young person (carried out by police), finalising the matter in court (carried out by the court system) and supervising the young person (carried out by Juvenile Justice NSW). Finally, Outcome 6.3 relates to the point where the young person is in juvenile detention, and is therefore no longer being supervised in the community. Therefore there is no double counting between these outcomes.

Indicators of change

Both objective and subjective outcome indicators were identified during stakeholder consultation. An indicator is credible if it can demonstrate that the outcome will be achieved. A mixture of subjective and objective indicators allows the creation of a more robust measurement. This information was used to develop a tool for Drum Atweme to collect data to prove that the outcomes are happening.

Table 5.2 summarises the indicators used to forecast the outcomes experienced by young people in the performance group for this SROI analysis. All indicators are included in the calculation of the headline SROI ratio.

Table 5.2 Indicators for stakeholder group 1 outcomes – 1. Young people

Change in stage of development	Indicator Outcome 1.1 Increased self-esteem	Indicator 1.2 Increased engagement in meaningful activity	Indicator 1.3 More positive connections to others	Indicator 1.4 Avoidance of anti-social behaviour	Quantity
# young people that will experience outcomes in the program for 1 year	# young people whose self-esteem will increase from extremely low to low during the investment period	# young people whose engagement in a meaningful activity will increase from not being engaged at all to being engaged to a moderate extent during the investment period	# young people whose connections increase from extremely weak to average during the investment period	# young people whose likelihood of detention/incarceration will reduce from a high likelihood to a moderate likelihood during the investment period	15
# young people that will experience outcomes in the program for 2 years	# young people whose self-esteem will increase from extremely low to average (and are in the program for 2 years) during the investment period	# young people whose engagement in a meaningful activity will increase from not being engaged at all to being engaged to a large extent (and are in the program for 2 years) during the investment period	# young people whose connections increase from extremely weak to strong (and are in the program for 2 years) during the investment period	# young people whose likelihood of detention/incarceration will reduce from a high likelihood to a low likelihood (and are in the program for 2 years) during the investment period	5
# young people that will experience outcomes in the program for 3 years	# young people whose self-esteem will increase from extremely low to being average (and are in the program for 3 years) during the investment period	# young people whose engagement in a meaningful activity will increase from not being engaged at all to being engaged to a large extent (and are in the program for 3 years) during the investment period	# young people whose connections increase from extremely weak to strong (and are in the program for 3 years) during the investment period	# young people whose likelihood of detention/incarceration will reduce from a high likelihood to a low likelihood (and are in the program for 3 years) during the investment period	5

Change in stage of development	Indicator Outcome 1.1 Increased self-esteem	Indicator 1.2 Increased engagement in meaningful activity	Indicator 1.3 More positive connections to others	Indicator 1.4 Avoidance of anti-social behaviour	Quantity
# young people that will experience outcomes in the program for 4 years	# young people whose self-esteem will increase from extremely low to being average (and are in the program for 4 years) during the investment period	# young people whose engagement in a meaningful activity will increase from not being engaged at all to being engaged to a large extent (and are in the program for 4 years) during the investment period	# young people whose connections increase from extremely weak to strong (and are in the program for 4 years) during the investment period	# young people whose likelihood of detention/incarceration will reduce from a high likelihood to a low likelihood (and are in the program for 4 years) during the investment period	5
# young people that will experience outcomes in the program for 5 years	# young people whose self-esteem will increase from extremely low to being average (and are in the program for 5 years) during the investment period	# young people whose engagement in a meaningful activity will increase from not being engaged at all to being engaged to a large extent (and are in the program for 5 years) during the investment period	# young people whose connections increase from extremely weak to strong (and are in the program for 5 years) during the investment period	# young people whose likelihood of detention/incarceration will reduce from a high likelihood to a low likelihood (and are in the program for 5 years) during the investment period	41
# young people that will experience outcomes in the program for 5 years and that are over 16	# young people whose self-esteem will increase from extremely low to being average (and are in the program for 5 years) during the investment period (and are aged over 16)	# young people whose engagement in a meaningful activity will increase from not being engaged at all to being engaged to a large extent (and are in the program for 5 years) during the investment period (and are aged over 16)	# young people whose connections increase from extremely weak to strong (and are in the program for 5 years) during the investment period (and are aged over 16)	# young people whose likelihood of detention/incarceration will reduce from a high likelihood to a low likelihood (and are in the program for 5 years) during the investment period (and are aged over 16)	5

Tables 5.3 summarises the indicators used to forecast the outcomes for all other stakeholders for this SROI analysis. All indicators are included in the calculation of the headline SROI ratio.

Table 5.3 - Indicators for all other stakeholders outcomes – 2. Young people in the school group

Outcomes	Indicator	Quantity
2.1 Increased engagement in meaningful activity	# young people in drumming classes that increase their engagement in a meaningful activity during the investment period	700

Table 5.3 - Indicators for all other stakeholders outcomes – 3. Schools

Outcomes	Indicator	Quantity
3.1 Offer more relevant, engaging curriculum	# schools offering Drum Atweme to students that are able to offer a more relevant, engaging curriculum	2

Table 5.3 - Indicators for all other stakeholders outcomes – 4. Families

Outcomes	Indicator	Quantity
4.1 Receive material support	# families with young people in Drum Atweme performance group in investment period that receive material support	35
4.2 More positive perceptions and expectations of their children	# families with young people in Drum Atweme performance group in investment period that have more positive perceptions and expectations of their children	35
4.3 Pass down knowledge, stories and culture	# families that provide support for performance group in investment period and therefore pass down knowledge, stories and culture	16

Table 5.3 - Indicators for all other stakeholders outcomes – 5. Alice Springs community

Outcomes	Indicator	Quantity
5.1 More opportunities to experience Aboriginal culture	# performances in the community in investment period that provide more opportunities to experience Aboriginal culture	60
5.2 Local businesses earn more income from tourists	# performances for tour groups and conventions in investment period that allow local businesses to earn more income from tourists	125
5.3 Improved perceptions of Aboriginal young people	No indicator available	unknown

Table 5.3 - Indicators for all other stakeholders outcomes – 6. Justice system

Outcomes	Indicator	Quantity
6.1 Decrease in number of young people with anti-social behaviour	# young people that avoid contact with police for 1 year during the investment period	11
6.1 Decrease in number of young people with anti-social behaviour	# young people that avoid contact with police for 2 years during the investment period	4
6.1 Decrease in number of young people with anti-social behaviour	# young people that avoid contact with police for 3 years during the investment period	4
6.1 Decrease in number of young people with anti-social behaviour	# young people that avoid contact with police for 4 years during the investment period	4
6.1 Decrease in number of young people with anti-social behaviour	# young people that avoid contact with police for 5 years during the investment period	28
6.1 Decrease in number of young people with anti-social behaviour	# young people that avoid contact with police for 5 years during the investment period (and are aged over 16)	3
6.2 Decrease in number of young people offending	# young people that avoid offending for 1 year during the investment period	14
6.2 Decrease in number of young people offending	# young people that avoid offending for 2 years during the investment period	5
6.2 Decrease in number of young people offending	# young people that avoid offending for 3 years during the investment period	5
6.2 Decrease in number of young people offending	# young people that avoid offending for 4 years during the investment period	5
6.2 Decrease in number of young people offending	# young people that avoid offending for 5 years during the investment period	36
6.2 Decrease in number of young people offending	# young people that avoid offending for 5 years during the investment period (and are aged over 16)	4
6.3 Decrease in number of young people in detention	# young people that avoid detention for 1 year during the investment period (and are aged 12 and over)	11
6.3 Decrease in number of young people in detention	# young people that avoid detention for 2 years during the investment period (and are aged 12 and over)	4

Outcomes	Indicator	Quantity
6.3 Decrease in number of young people in detention	# young people that avoid detention for 3 years during the investment period (and are aged 12 and over)	4
6.3 Decrease in number of young people in detention	# young people that avoid detention for 4 years during the investment period (and are aged 12 and over)	4
6.3 Decrease in number of young people in detention	# young people that avoid detention for 5 years during the investment period (and are aged 12 and over)	27
6.3 Decrease in number of young people in detention	# young people that avoid detention for 5 years during the investment period (and are aged over 16)	5

This forecast SROI analysis was used to provide guidance to the Department and the Drum Atweme Coordinator about what outcomes should be measured in the future, and what the indicators of the outcomes experienced by the stakeholder groups should be. A Social Outcomes Measurement and Evaluation Tool has been developed for this purpose. Table 5.1 shows the indicators that will be used as part of the Social Outcomes Measurement and Evaluation Tool. Both subjective and objective indicators are included. This will facilitate more robust evaluation of the program in the future than has been possible in this analysis.

6. Valuing change

6.1 Financial proxies

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 financial 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 Appendix 4.

Financial proxies in this SROI analysis have been identified using the resource reallocation technique for the justice system stakeholder outcomes, cash transaction for the material support received by families and the revealed preferences technique for the rest of the stakeholders. Where relevant, for consistency the same financial proxy values have been used across the different IJP programs analysed in the project.

The financial proxies approximate the value of the outcome from the stakeholder's point of view. The main challenge faced when determining the most appropriate proxy for the outcomes experienced by the young people was being able to capture the full value of the outcome they will achieve when they experience the full benefit of the outcomes from the program. As young people had difficulty understanding the concept of how they valued the changes, we needed to rely on the anecdotal evidence provided by the Coordinator about how the young people would potentially value the material outcomes.

For the outcomes experienced by the justice system, the financial proxies cover the unique costs associated with young people avoiding involvement with each stage of the justice system. For example, the financial proxy value for outcome *6.3 Decrease in number of young people in detention* includes the costs of detention but not those costs associated with young people's journey to detention, such as police costs and court costs, as these are allocated to the other justice system outcomes. It was not feasible to test the financial proxies directly with the stakeholders, in part due to the age of the young people. However, the proxies were sense tested with the Drum Atweme Coordinator and the Department of the Prime Minister and Cabinet to make sure they are relevant and were not over- or under-valuing the change that is created as a result of the program. Other financial proxies considered included individual counselling sessions for Outcome 1.1 Increased self-esteem. This financial proxy was rejected as the peer support and mentoring provided by Drum Atweme was considered more closely related to another group activity that would increase self-esteem such as membership of a netball team. For the other stakeholders, a different financial proxy was identified for each of the material outcomes they experience. It was not possible to value outcomes 4.2 and 5.3 due to a lack of suitable measurements or financial proxies.

In future SROI analyses it will be critical for stakeholders to be more fully involved in the development and testing of financial proxies. Investigation of the cost savings and resource reallocation that result from young people's participation in the program will provide a more sound basis on which to assess the impact of the program in the future. In particular, these could relate to the value of young people's participation in the workforce as a result of the program. The proposed approach to future measurement and evaluation of the program is discussed in Section 9.1.

Table 6.1 shows the full value of the proxies for each of the outcomes, description and the rationale for selecting the proxy. All financial proxies are calculated on a year of the proxy, unless otherwise indicated.

Table 6.1 - Financial proxies used In the SROI analysis – 1. Young people in the performance group

Outcomes	Financial proxy description	Full proxy value	Rationale
1.1 Increased self-esteem	Cost of participating in a netball team	\$10,830	Revealed preference - Young people increase their self-esteem through taking part in a team activity where peers support each other and coaches become mentors
1.2 Increased engagement in meaningful activity	Cost of boarding school fees	\$33,786	Revealed preference - For many young people involved in Drum Atweme, attending boarding school through receiving a scholarship is a key way of continuing at school and attain better qualifications
1.3. More positive connections to others	Cost of leadership program	\$14,140	Revealed preference - A leadership program is an alternative way of developing more positive connections with others, particularly in becoming a role model to others
1.4 Avoidance of anti-social behaviour	Difference between Newstart allowance and minimum wage	\$19,081	Revealed preference - Young people are able to avoid reputational damage and deterioration of skills, which would have prevented them from being able to get a job

Table 6.1 - Financial proxies used In the SROI analysis – 2. Young people in the school group

Outcomes	Financial proxy description	Full proxy value	Rationale
2.1 Increased engagement in meaningful activity	Annual fee for regular music lessons	\$720	Revealed preference - For young people in the school group, another meaningful activity would be engaging music lessons

Table 6.1 - Financial proxies used In the SROI analysis – 3. Schools

Outcomes	Financial proxy description	Full proxy value	Rationale
3.1 Offer more relevant, engaging curriculum	Salary of a music teacher working one day per week for five years	\$62,017	Revealed preference - The opportunity to offer a more relevant, engaging curriculum through having Drum Atweme in the school is similar to that of hiring a music teacher

Table 6.1 - Financial proxies used In the SROI analysis – 4. Families

Outcomes	Financial proxy description	Full proxy value	Rationale
4.1 Receive material support	Average amount of material support received per family during investment period through food and essential items purchased for their children	\$800	Cash transaction - The material support that families receive through food and essential items purchased for their children means that families avoid the costs of purchasing these goods themselves.
4.2 More positive perceptions and expectations of their children	Not possible to value	—	—
4.3 Pass down knowledge, stories and culture	Cost of one trip per annum out bush to connect young people with culture	\$5,000	Revealed preference - The opportunity to pass down knowledge, stories and culture is similar to taking young people out bush to connect with culture

Table 6.1 - Financial proxies used In the SROI analysis – 5. Alice Springs community

Outcomes	Financial proxy description	Full proxy value	Rationale
5.1 More opportunities to experience Aboriginal culture	Value of a community grant from the Alice Springs Town Council to access the Araluen Arts Centre	\$1,000	Revealed preference - To give the community more opportunities to experience culture, the Alice Springs Town Council provides grants for community groups to perform

Outcomes	Financial proxy description	Full proxy value	Rationale
5.2 Local businesses earn more income from tourists	Average of the price conference organisers and tour group operators are willing to pay for one opportunity to experience Aboriginal culture	\$2,000	Revealed preference - Conference organisers and tour group operators on average charge a mark-up on the Drum Atweme performance fee of \$1000 as part of their conference/tour packages Note that this will be conservative, as it does not take into account the spending of tourists in Alice Springs as this cannot be estimated
5.3 Improved perceptions of Aboriginal young people	Not possible to value	—	—

Table 6.1 - Financial proxies used In the SROI analysis – 6. Justice system

Outcomes	Financial proxy description	Full proxy value	Rationale
6.1 Decrease in number of young people with anti-social behaviour	Additional cost of policing to monitor anti-social behaviours of young people in the community for five years (maximum value)	\$16,619	Resource reallocation - Additional cost of policing to monitor anti-social behaviours of young people in the community
6.2 Decrease in number of young people offending	Average costs to the justice system per young person offending (excluding costs associated with policing anti-social behaviour) for five years (maximum value)	\$25,900	Resource reallocation - Aggregate of police costs, court costs and juvenile justice costs which are all costs incurred when a young person offends.
6.3 Decrease in number of young people in detention	Average costs to the justice system per young person being detained for five years (maximum value)	\$175,140	Resource reallocation - Government can reallocate funding for juvenile justice as a result of participants in the program being supported by the program

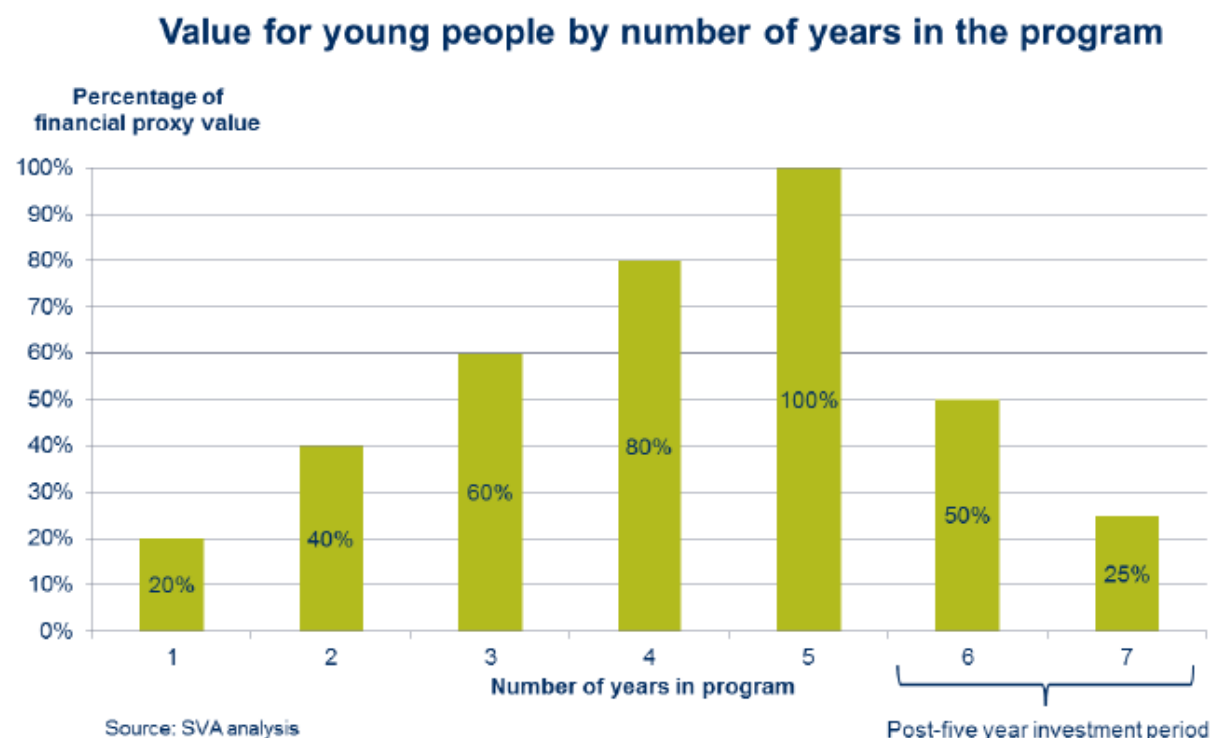
For young people in the performance group, a proportion of the total financial proxy value was assigned to the different outcomes based on the extent of the change they experience in the program. The value of the outcome is dependent on the young person's length of engagement in the program. Young people who are engaged with the program longer value the outcome more. This is demonstrated in Table 6.2 for Outcome 1.1 "Increased self-esteem".

Table 6.2 - Proportion of the financial proxy value assigned to each indicator type for the young people

Indicator	% of value
# young people whose self-esteem will increase from extremely low to low during the investment period	20%
# young people whose self-esteem will increase from extremely low to average (and are in the program for 2 years) during the investment period	40%
# young people whose self-esteem will increase from extremely low to being average (and are in the program for 3 years) during the investment period	60%
# young people whose self-esteem will increase from extremely low to being average (and are in the program for 4 years) during the investment period	80%
# young people whose self-esteem will increase from extremely low to being average (and are in the program for 5 years) during the investment period	100%

When the value is modelled by the number of years in the program, including the duration and drop-off (discussed in the next section), the profile is as follows.

Figure 6.1 - Value modelled across number of years in the program



For a detailed description of the valuation of each of the outcomes including the calculations and the source of the financial proxy, please refer to the impact map.

6.2 SROI Filters

To present an accurate view of the value created through the Drum Atweme 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 in Appendix 5.

Different techniques were used to identify the most appropriate filter for each of the outcomes.

Deadweight

To estimate how much of the change will happen anyway (i.e. without the intervention of the program), where possible comparable population data was used. In other cases, stakeholders were asked to estimate the degree to which they believe the change will occur anyway. The deadweight differs across different stakeholders and for different outcomes for stakeholders, indicating that the experience of the stakeholders would be different if Drum Atweme were not to continue.

Attribution

Estimates of how much of the change will be as a result of other stakeholders or activities which are not included in the investment were determined through stakeholder engagement. The attribution assumption for young people in the performance group is the same across all four outcomes as the input from other stakeholders did not contribute towards one specific outcome, instead their input contributed to all of the outcomes.

For other stakeholders, attribution assumptions vary based on the influence of other organisations or people.

Displacement

Stakeholder engagement was used to identify if any of the outcomes will displace other activities. No activities were identified which will be displaced as a result of the activities of the program.

Duration and Drop-off

Duration refers to how long an outcome lasts for. . In the impact map, the first period of duration refers to the period of investment. Subsequent periods of duration refer to the number of years after the period of investment. Through stakeholder consultation, it was projected that outcomes experienced for young people would only last for the duration of the program. For those young people aged 16 and over who had experienced five years of change, the outcomes experienced would continue for another two years after. Duration for other stakeholders differed for different outcomes.

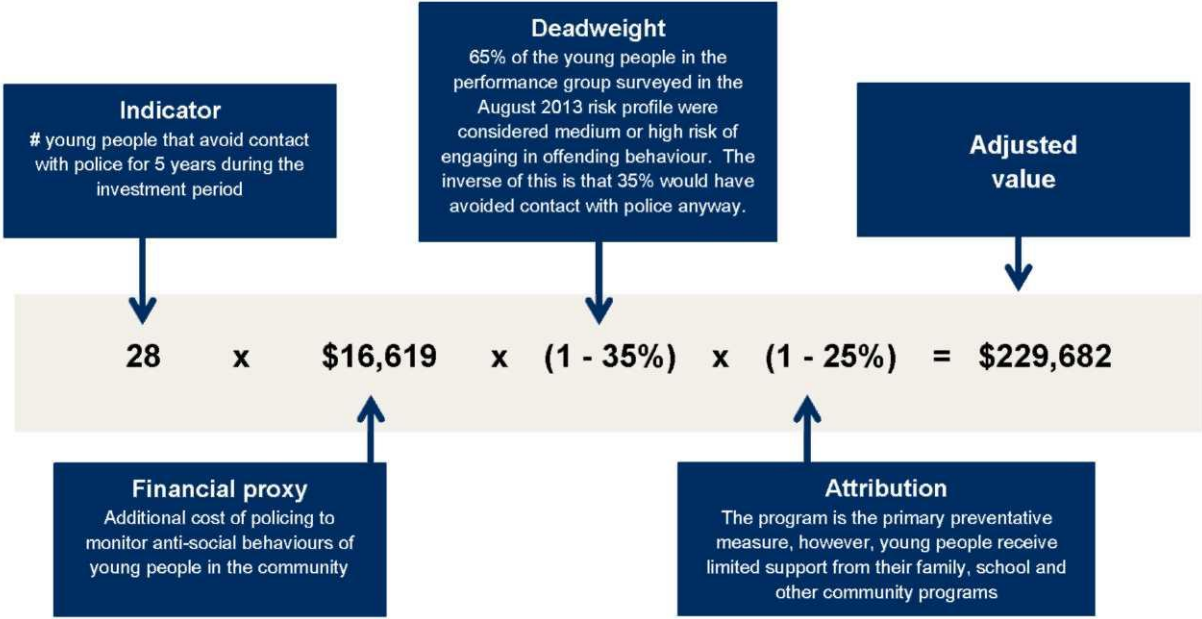
Drop-off recognises that outcomes may continue to last for many years but in the future may be less, or if the same, will be influenced by other factors. Through stakeholder consultation, it was determined that the influence of the program would diminish at a rate of 50 per cent per annum after the program.

The specific SROI filters applied to each outcome in this analysis are included in Appendix 6.

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 worked example of the adjusted value for the Outcome 6.1 *Decrease in number of young people with anti-social behaviour*, a change experienced by the justice system, is included in Figure 6.1 below.

Figure 6.1 - Worked example for adjusted value of the outcome



6.3 Value of outcomes

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

- Financial proxy: value of the outcome
- SROI filters: accounting for whether the outcome would have happened anyway (deadweight), who else will contribute to the change (attribution), whether the outcome will displace other activities or outcomes (displacement) and the how long the outcome will last for (duration and drop off)
- Quantity: the number of stakeholders that will experience an outcome

The total adjusted value for outcomes sums the value created for each group of stakeholders experiencing change and also incorporates duration and drop-off. The following table is a summary of the total adjusted for all of the outcomes experienced by each stakeholder group.

Table 6.3 - Total adjusted value of outcomes

Outcomes	Total value for outcome ('000)
1. Young people	—

Outcomes	Total value for outcome ('000)
1.1 Increased self-esteem	\$368
1.2 Increased engagement in meaningful activity	\$688
1.3. More positive connections to others	\$480
1.4 Avoidance of anti-social behaviour	\$562
2. Young people in the school group	—
2.1 Increased engagement in meaningful activity	\$170
3. Schools	—
3.1 Offer more relevant, engaging curriculum	\$124
4. Families	—
4.1 Receive material support	\$28
4.2 More positive perceptions and expectations of their children	NA*
4.3 Pass down knowledge, stories and culture	\$35
5. Alice Springs community	—
5.1 More opportunities to experience Aboriginal culture	\$30
5.2 Local businesses earn more income from tourists	\$125
5.3 Improved perceptions of Aboriginal young people	NA*
6. Justice system	—
6.1 Decrease in number of young people with anti-social behaviour	\$333
6.2 Decrease in number of young people offending	\$687
6.3 Decrease in number of young people in detention	\$3,695
TOTAL	\$7.3m

*Not able to value the outcome

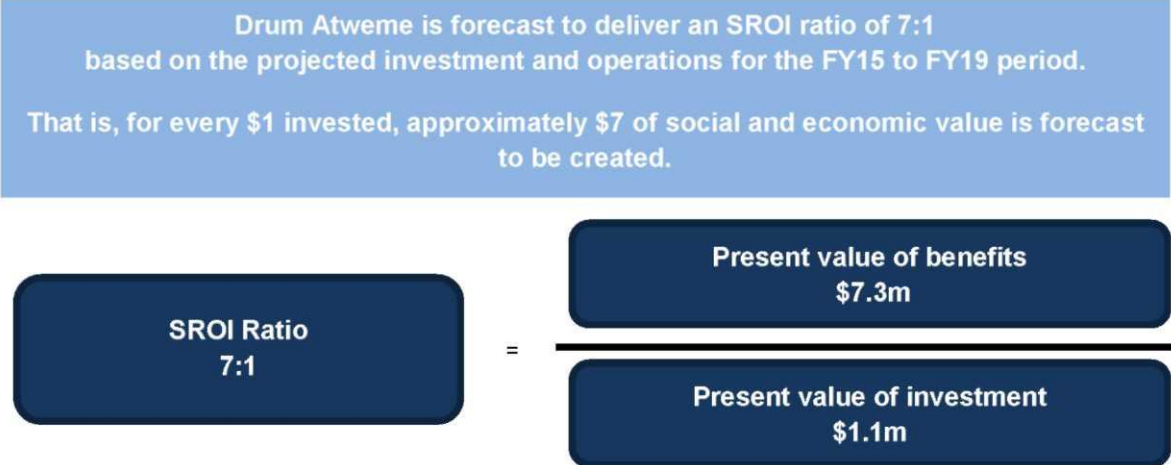
All of the outcomes identified as material (relevant) to the stakeholders are also material (significant) based on the total value they create for each of the stakeholder groups and their comparison to other stakeholder groups. While the value of some outcomes is expected to be small relative to other outcomes, the outcome is still relevant and significant for the stakeholder group. These outcomes with small relative values should be tracked and reviewed for materiality in the future. Therefore, no outcomes were excluded after completion of the valuation stage of the analysis.

For a detailed description of the valuation of each of the outcomes, please refer to the impact map.

7. Calculating the SROI and testing assumptions

7.1 SROI Ratio

Figure 7.1 - 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 that is forecast to be generated through the Drum Atweme 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 investment decisions can only be made when using comparable data.
- No discount rate was used to discount future benefits that are forecast to be realised or the investment that is forecast to be made into the program during FY2015-19. Reason for this is two-fold: application of the discount rate is not material to the analysis as most of the change is expected to occur during the defined investment period; and the outcomes experienced are not linked to the year in which they occur, instead they either occur or not, and when they do occur they are only valued once. One exception is outcomes in for young people over 16 years which are expected to last after the investment period, however, it is only a small share of the total value of the outcomes that are forecast to be created.

7.2 Testing assumptions

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 in Table 7.1 below.

Table 7.1 - Sensitivity analysis on identified variables

Variable	Baseline judgement	New Assumption	SROI Ratio
—	Baseline	—	7:1
1. Investment period	5 year forecast	2 year forecast	6:1
2. Quantity: Projected number of performers per annum	50 performers at start of investment period	25 performers at start of investment period	4:1
3. Financial proxy: Justice system Outcome 6.3	\$35k - Average resource reallocation to the justice system per young person being detained each year	Halve the resource reallocation	5:1
3. Financial proxy: Justice system Outcome 6.3	\$35k - Average resource reallocation to the justice system per young person being detained each year	Double the resource reallocation	10:1
4. Deadweight: Justice system outcomes and Young people in performance group Outcome 1.4	35%. Based on 65% of the young people in the performance group surveyed in the August 2013 risk profile were considered medium or high risk of engaging in offending behaviour. Stakeholder interviews confirmed that young people were likely to exhibit anti-social behaviour without the program.	86%. The offending rate for indigenous young people aged 15-19 in the Northern Territory is around 14%. The inverse of 86% is the deadweight. Source: ABS, Recorded Crime -Offenders, 2012-13, Table 19; ABS, 2011 Census Community Profiles, Northern Territory, Table 103 Age by Indigenous Status by Sex	3:1

Variable	Baseline judgement	New Assumption	SROI Ratio
5. Quantity: Justice system Outcome 4.3	All young people in the performance group aged 12 years or over avoid detention	All young people in the performance group aged 16 years or over avoid detention	4:1
6. Attribution: Young people and Justice System	25%. Other organisations and people have some minor role to play in generating the outcome.	50% - Assume other organisations and people have a greater influence	5:1
7. Duration: Young people and Justice System	For young people aged 16 and over who experience five years of change, the outcomes experienced would continue for another two years after the end of the program.	Outcome lasts only while young people are in the program	6:1
8. Stakeholder groups	Young people in the school group, Schools, Families and Alice Springs Community included as stakeholder groups	Young people in the school group, Schools, Families and Alice Springs Community not included as stakeholder groups	7:1

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. The most sensitive is the fourth variable, the deadweight assumption for the Outcome 1.4 for young people in the performance group and Outcomes 6.1 - 6.3 for the justice system.

In all scenarios tested the SROI ratio remains above 1:1, indicating that social value that is forecast to be created is likely to be greater than the investment that is forecast to be made in the program. It will be important to collect data related to the most sensitive variables to ensure that these assumptions are robust and monitor any departures from the baseline judgements to ensure that the program is creating the expected level of social return on investment.

8. Conclusion

This section summarises the conclusions of the SROI analysis.

8.1 Summary of value created

This project projected the costs and expected benefits of the Drum Atweme program over a five year period (July 2014 to June 2019). Stakeholder consultation was a key component of the analysis in order to identify and understand the changes likely to be created in the future. The SROI analysis then measured and valued the outcomes experienced by stakeholders.

The Drum Atweme program has positive impacts on young people and their families, and the Alice Springs community (including schools, families, businesses and community members). As a result of the program, young people experience increased self-esteem; more engagement in meaningful activities (including school); more positive connections with others and; avoid anti-social behaviour.

The justice system is also a large beneficiary of the Drum Atweme program. At July 2014, only three of the 225 young people (0.02%) who were members of the performance group between 2004 and 2014 are in prison. In contrast, on an average day in 2010-11, 23 per 1000 Indigenous young people aged 10-17 (0.5%) under supervision on an average day in Australia.¹⁵ In other words, less than half of the Drum Atweme performance group members are in prison than a comparable group in the population.

The total value created by the program is the unique value created by the Drum Atweme program for the stakeholders attributable to the projected investment during FY15 to FY19. The following table is a summary of the value that is expected to be created for each stakeholder group.

Table 8.1 - Value created for each stakeholder group

Stakeholders	Outcomes due to Drum Atweme	Value creation ('000)	Value per stakeholder group ('000)
1. Young people in the performance group	1.1 Increased self-esteem	\$368	\$2,098 (29%)
	1.2 Increased engagement in meaningful activity	\$688	
	1.3. More positive connections to others	\$480	
	1.4 Avoidance of anti-social behaviour	\$562	
2. Young people in the school group	2.1 Increased engagement in meaningful activity	\$170	\$170 (2%)

¹⁵ AIHW, *Indigenous young people in the juvenile justice system*, 'Bulletin 109', November 2012. This is the most recent publically available data.

Stakeholders	Outcomes due to Drum Atweme	Value creation ('000)	Value per stakeholder group ('000)
3. Schools	3.1 Offer more relevant, engaging curriculum	\$124	\$124 (2%)
4. Families	4.1 Receive material support	\$28	\$63 (1%)
	4.2 More positive perceptions and expectations of their children	NA*	
	4.3 Pass down knowledge, stories and culture	\$35	
5. Alice Springs community	5.1 More opportunities to experience Aboriginal culture	\$30	\$155 (2%)
	5.2 Local businesses earn more income from tourists	\$125	
	5.3 Improved perceptions of Aboriginal young people	NA*	
6. Justice system	6.1 Decrease in number of young people with anti-social behaviour	\$333	\$4,724 (64%)
	6.2 Decrease in number of young people offending	\$687	
	6.3 Decrease in number of young people in detention	\$3,695	
Total Value Created (FY2015-19)		—	\$7.3m
Investment		—	\$1.1m
SROI Ratio		—	7:1

*Not able to value the outcome

Our analysis indicates that the Drum Atweme program will deliver \$7.3m of social and economic value in a five year period between FY15 and FY19. Based on a projected investment of \$1.1m, this results in an SROI ratio of 7:1. That is, approximately \$7 of value was created for every \$1 invested in the program activities. If the anticipated funding from the Department of the Prime Minister and Cabinet (approx. \$175k per annum) is considered independently, the Social Return on Investment ratio is 9:1.

Due to the program preventing young people that are in the performance group from engaging in anti-social and criminal behaviour, it is forecast that it will be possible for the justice system to reallocate resources that would ordinarily be used to address these issues. Based on average policing, courts, juvenile justice and detention costs, this equates to almost \$1m per annum, which is far greater than the amount that is expected to be invested in the program. The SROI ratio is 5:1 when only justice outcomes are included.

There are limitations to the forecast analysis, as only limited historical data was available to forecast the impact of the program in the forecast period. Professional judgements have been made based on stakeholder consultations and other data collected over time

by the Drum Atweme program to represent the extent of change experienced by stakeholders and the value of these changes. Recommendations have been made in Section 9 to improve the rigour of future analyses.

8.2 Insights

The Drum Atweme model has a number of critical elements that support young people to develop into healthy adults, as well as creating outcomes for other stakeholders:

Drumming is used as the hook to engage young people

The program uses drumming, an enjoyable and accessible recreational activity, to engage young people. It is an activity that is of particular interest to young Aboriginal girls. Once the young people are engaged they receive the therapeutic and skill development benefits of drumming. Participation in drumming classes, the performance groups, and trips to perform outside of Alice Springs are tied to regular school attendance and good behaviour. These opportunities provide a positive incentive for the young people to demonstrate pro-social behaviour.

Drum Atweme supports large numbers of young people, despite being the work of only one person. Since its inception in 2004, the program has supported 225 young people as members of the performance group, and involved many more in drumming classes at schools. The program's model can support large numbers of young people through group drumming classes and performances. There are many more schools and young people at risk in Alice Springs and beyond that could be supported by the program if it were to be sensitively replicated.

Long-term relationships and engagement with culture are essential foundations for the program

Drum Atweme's early intervention approach supports young people over a long period to develop into healthy adults, avoid anti-social behaviour and offending. This analysis suggests that the young Aboriginal people from the Alice Springs Town Camps considered at risk of engaging in offending behaviour require ongoing support from an early age to engage in a positive extra-curricular activity, attend school and avoid anti-social behaviour and offending.

Given the risks factors these young people face, including family alcohol and drug abuse, family violence, abuse and neglect, intergenerational offending, overcrowded housing and a lack of education and employment opportunities, each additional year they spend in the program helps them to develop into healthy adults.

The continuity of the relationship between the program Coordinator, the young people and their families across generations is critical to the program's success. These relationships are characterised by genuine friendship and humour, and an in depth understanding of the challenges facing the young people and their families. The regular, ongoing communication between the program Coordinator, schools, families and service providers ensures that everyone is working together to support the young people, address their problems (e.g. fighting at school) and support their interests (e.g. assisting with boarding school applications). When needed, the program Coordinator provides on-call crisis support (e.g. emergency cash and transport).

The inclusion of cultural elements into the program (e.g. performing songs in local languages), and accommodation of cultural practices (e.g. going bush) is welcomed by the young people and their families. They take pride in being able to share aspects of

their culture with audiences in Alice Springs and other places. Drum Atweme is helping to bridge the divide between Aboriginal and non-Aboriginal people.

Whole of community support enriches young people's experience in the program

The impact of Drum Atweme on young people and the justice system spills over to the rest of the community. Although the value is small in comparison to the key stakeholders (young people and the justice system), the community is receiving and will continue to receive significant benefit from having young people contribute to the community and become healthier adults.

Drum Atweme receives widespread community recognition and support from businesses, local government and community groups. This enables the young people the opportunity to perform at many important community events, and business conferences.

The social enterprise model enhances the program's impact

Drum Atweme has attracted vital additional investment through performance fees, donations and volunteers, demonstrating the support it has in the community. Unlike many other youth justice programs, funding from the Department of the Prime Minister and Cabinet is supplemented by the performance fees that the Drum Atweme performance group earns. If performance fees remain at their current level (approximately \$550 per performance, and \$300 for conference client 'familiarisation' events) and the group continues to do around 25 performances for four groups and conventions per annum and around five familiarisation events, the group can be expected to earn over \$15,000 per annum in performance revenue. This revenue will be a critical component in the program's ability to continue and to grow in the future.

9. Recommendations

This section makes recommendations for the Drum Atweme program on how to improve outcomes measurement for the future and other actions that build on the insights from the analysis.

9.1 Recommendations to improve outcomes measurement

At the commencement of this project, there had been little data collected over time to indicate the changes experienced by stakeholders and quantities of stakeholders experiencing those changes. Through stakeholder consultation, and working with the Drum Atweme Coordinator, we developed an understanding of the changes experienced by stakeholders and constructed a dataset of changes experienced by stakeholders that had been involved with the program in the past.

To indicate the quantity of young people that will experience the outcomes we:

- Mapped the experience of performance group members - starting year, current age range, and current situation of all past members
- Modelled the age profile of the current performance group, and the number of members expected to enter the group each year and the number of years members would be expected to stay
- Grouped members into number of years expected to stay in the program.

We have made the following professional judgements in our modelling of the changes young people will experience:

- All young people in the program for over a year experience each outcome
- The extent of the outcome they experience is based on the number of years they are in the program for
- Five new young people join the group per annum, and five leave
- The age distribution of the future performance group will match the current age distribution.

This approach is described in detail in Section 5.1.

The analysis included in this report is reliant on estimates made by the Drum Atweme Coordinator, based on his extensive knowledge of the young people involved. We cross-checked the estimates and assumptions with other stakeholders, including our notes from interviews with young people themselves, and tested them against population data (where relevant).

To improve the rigour of future analyses, Drum Atweme should collect data on the activity delivered (outputs) and the changes experienced by stakeholders as a result of this activity (outcomes) on an ongoing basis. Drum Atweme should focus on answering these five questions:

1. Who is changed?
2. How do they change?

3. How do you know that they have changed?
4. How important are the changes?
5. How much is as a result of you?

As part of this project SVA Consulting has worked with the Department of the Prime Minister and Cabinet and IJP service delivery organisations to develop a tool to collect answers to these questions. This has been informed through the stakeholder consultation and the SROI analysis.

Drum Atweme should use the tool to track a sample of the young people that they work with:

- Date commenced with the program (start date) and date exited the program (end date)
- Program engagement (e.g. active, inactive)
- Activities that Drum provides (e.g. recreation, material goods)
- Progress towards the achievement of each of the outcomes (increased self-esteem; increased engagement in meaningful activity; more positive connections to others; avoidance of unlawful behaviour)
- Any unintended or negative outcomes that arise
- Number of years that the outcome is experienced for
- Background (e.g. education level; employment history; mental health issues; housing situation; alcohol and drug use; family situation; offending history) (this could be done through the risk profile surveys)
- Other support services accessed (i.e. to indicate who else is contributing to change, which will be used to calculate attribution in the future).

A Social Outcomes Measurement and Evaluation Tool has been developed as a part of this project.

Due to the nature of the program and the number of young people in the program, the Social Outcomes Measurement and Evaluation Tool was developed with the following objectives in mind:

- Simple - not over-burdensome on program staff or undermine their ability to deliver the project, including the critical relationship development aspect of the program;
- Meaningful - helping the program staff to deliver optimally against their objectives;
- Timely - allowing for regular collection and monitoring of data to allow for course corrections;
- Transparent - negative findings are identified, acknowledged and addressed;
- Context-aware - clear about how changes in the environment of the project impact on project outcomes (e.g. changes to youth justice approaches in different

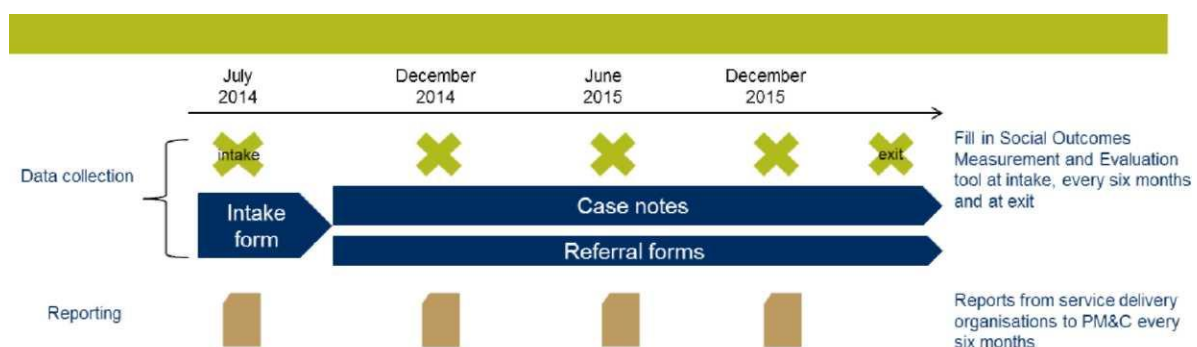
states and territories); and Provide value - to young people, to program staff, as well as funders.

The Social Outcomes Measurement and Evaluation Tool is designed so that the young people self-select whether they are experiencing change as a result of the program. For Outcome 1.1 (Increased self-esteem), the young people are asked to answer a questionnaire based on Rosenberg's Self-Esteem scale, which has been proven to provide accurate representation of an outcome of self-esteem. Based on these responses, the program manager can record whether the young person's self-esteem is extremely low, low, or normal. Similarly, for Outcome 1.3 (More positive connections to others) the young person is asked to answer questions about their connection to the people around them which were designed with reference to The Household, Income and Labour Dynamics in Australia survey conducted by the University of Melbourne, which is widely used by Australian and International researchers and by the Australian Government. The Social Outcomes Measurement and Evaluation Tool will enable objective and subjective indicators to be used.

It is recommended that data be collected on intake of the young person, at six monthly intervals and at exit from the program. Regular monitoring of data will be useful for demonstrating to the young people what progress that they have made and to engage them in their journey through the program. It will also help the Drum Atweme Coordinator to demonstrate the importance of these changes to stakeholders and to determine how much is as a result of the project, as the tool allows for information to be recorded about other services that the young person is using. The tool should also assist the Coordinator to better plan how each young person is supported and how to balance competing needs of different young people with limited resources.

The Social Outcomes Measurement and Evaluation Tool has been developed to be integrated into other monitoring and reporting that the Coordinator already undertakes. Figure 9.1 indicates the proposed timing for using the (the green crosses) and how it can be used as a resource for the program manager to assist with other information collection.

Figure 9.1: Proposed timing of capturing data through the Social Outcomes Measurement and Evaluation Tool



The Drum Atweme Coordinator should also capture the number of families and community mentors that it interacts with and periodically assess the changes and the value they derive, as a result of the program. This could help to identify ways how these stakeholders should be involved in the program in the future, to generate the most value for both the young people and these stakeholder groups. This could be achieved through a short face-to-face or telephone survey conducted on an annual basis. These steps will aid in communicating the full impact that the program is having across the different stakeholder groups.

In future it may be possible to compare the outcomes achieved by the program with the outcomes achieved by similar programs, and with changes in the population. This will help to understand the relative effectiveness of the program.

9.2 Other recommended actions

As a result of the insights from the analysis, the following actions are also recommended for the Drum Atweme program.

Funding the program

1. Secure funding for the full costs of the program for more than one year in recognition of the time taken to generate changes for the young people involved

The Department of the Prime Minister and Cabinet contributes the majority of the funding to Drum Atweme. This investment supports 1 FTE Coordinator to work a standard 37.5 hour working week. On average, the Coordinator works an additional 10 hours per week. This extra time equates to \$140k in in-kind investment into the program. The program funding is also supplemented by performance fees, which fund performance trips and purchases of essential items for performers. This is a substantial resource pool that could be invested in expanding the group.

At this stage, the program is still reliant on funding from the Department. This reliance is expected to decline over time as the program operates more as a social enterprise. For the next period, however, it is recommended that Drum Atweme seek funding that reflects the full cash and in-kind investment required for the program to ensure that it can be delivered on a sustainable basis.

There is a range of risk factors that may make young people more likely to engage in anti-social behaviours. The young people in the Drum Atweme performance group are exposed to many of these risk factors. As a result they require intense, long-term support to avoid anti-social behaviour and to develop the sense of identity necessary to maintain a positive path in life. Some young people in the performance group are now 16 and have been involved since they were seven or eight. To ensure continuity of support for these young people, it is recommended that the program is funded for periods greater than one year, ideally for five years or more.

2. Seek funding from the Northern Territory Government in recognition of the significant justice system cost savings forecast to be generated by the program

The Drum Atweme program is expected to generate significant cost savings for the justice system. The justice system is administered by the Northern Territory Government. It is recommended that Drum Atweme share the findings of the analysis with the Northern Territory Government and seek funding to support its activities. As the current primary funder, the Department of the Prime Minister and Cabinet could play a role in communicating the credentials of the program to the relevant section of the Northern Territory Government.

3. Resource the program with more than one person to ensure sustainability and increase impact

The success of the program is heavily reliant on one key figure, the Coordinator. The strength of the relationship between the Coordinator and the young people is critical to the success of the program. However, it poses a risk to the sustainability of the program. Proactive succession planning is required and could be achieved by bringing on-board a trainee to be skilled up to support the work of the Coordinator. The Drum Atweme

Coordinator has considered a number of young people as potential trainee drumming instructors; however, these young people have faced different challenges that have not allowed them to take up the role as yet.

Additional resourcing to support another drum instructor would allow Drum Atweme to undertake a number of activities to increase impact, including:

- Meet demand from other local schools that have indicated they would like to have drumming classes
- Expand the size of the performance group to support more young people at risk
- Undertake more performances to increase social enterprise revenue
- Support the young people who have had long-term involvement with the group to build skills and have possible employment as drumming instructors
- Start a 'Young Mums' drumming group for the young women drummers who have had children
- Start a boys group to encourage boys to be involved
- Offer formal Drum Beat sessions to young people with therapy needs

If a significant amount of additional funding could be sourced, the Drum Atweme Coordinator could take forward plans to establish an Indigenous theatre that creates employment opportunities and attracts tourists to Alice Springs.

Scaling the program

4. Engage business mentoring support to enhance the social enterprise element of the program

Drum Atweme focuses on the social impact it can create, with the income from performances a secondary consideration. There appears to be a lot of potential, however, to increase the commercial revenue of the performance group and to operate more like a social enterprise. Stakeholder consultation indicated that the current performance fees are less than the value or market rate that customers would be willing to pay. Drum Atweme currently relies on word of mouth referrals for performance bookings.

Initially, Drum Atweme needs to document the unique aspects of its model and develop its web presence and promotional material. A volunteer position or project could be created to develop a stand-alone website to collate media appearances, photographs, videos, testimonials and case studies on performers, and advertises the group for performance bookings.

Then, seeking business mentoring support from the local community could allow Drum Atweme to conduct an assessment of the local tourism market and trial different price points for different performance activities and audiences. Tourism NT and the NT Convention Bureau could also be approached to provide support in this area. In addition, this support could be used to develop a corporate sponsorship strategy to seek additional funding during the transition to social enterprise.

5. Investigate the feasibility of expanding the model to other areas

With additional government funding, commercial revenue and corporate support, Drum Atweme could consider expanding the model to other geographic areas such as Adelaide or Darwin. The Clontarf Foundation could be used as a model of a program that has scaled its impact significantly.

6. Share knowledge of the program with other organisations focused on youth justice early intervention approaches

The Drum Atweme program has many of the characteristics recognised as best practice in programs for Indigenous youth at risk.¹⁶ These include:

- Focusing on early intervention by the age of 8-10 years, before anti-social behaviour starts
- Working with young people who are experiencing multiple risk factors for anti-social behaviour
- Long-term mentoring relationship between the Coordinator and the young people, that continues as young people consolidate positive changes
- Consistent, regular contact between the Coordinator and the young people
- Integration of the mentoring relationship into a broader activity
- Strong partnerships between the program and other community, education, health and welfare services
- Involving Elders in supporting the young people

Drum Atweme should seek out opportunities to share its program design, implementation and impact with other organisations focused on supporting young people at risk, particularly Aboriginal young people. This could take the form of conference presentations, seminars, or research studies.

¹⁶ Australian Institute of Health and Welfare, [Mentoring programs for Indigenous youth at risk](#) (Resource sheet no.22 produced for the Closing the Gap Clearinghouse, September 2013).

Appendix 1. Social Return on Investment

The SROI methodology was first developed in the 1990s in the USA by the Roberts Enterprise Development Fund, with a focus on measuring and evaluating organisations that provided employment opportunities to previously long-term unemployed. During the early to mid-2000s, the United Kingdom (UK) Office of the Third Sector provided funding to continue the development and application of the SROI methodology, resulting in the formation of the UK SROI Network.

The SROI principles developed through the UK SROI Network, that guide SROI analyses. These principles, described in Table A1.1, form the basis of an SROI.

Table A1.1 - SROI Principles

Principle	Definition
1. Involve stakeholders	Stakeholders should inform what gets measured and how this is measured and valued.
2. 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.
3. Value the things that matter	Use financial proxies in order that the value of the outcomes can be recognised.
4. 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.
5. Do not over claim	Organisations should only claim the value that they are responsible for creating.
6. Be transparent	Demonstrate the basis on which the analysis may be considered accurate and honest and show that it will be reported to and discussed with stakeholders.
7. Verify the results	Ensure appropriate independent verification of the analysis.

Appendix 2. Rationale for inclusion and exclusion of stakeholders

The table below identifies the stakeholders and the rationale for including or excluding them from the SROI analysis.

Table A2.1 -Stakeholder groups included or excluded from the SROI analysis

Stakeholder Group	Included / Excluded	Rationale for Inclusion / Exclusion
Stakeholder 1: Young people in the performance group	Included	<ul style="list-style-type: none"> • Young people are the primary targets of the program. • By taking part in the program, the lives of the young people are likely to be significantly impacted.
Stakeholder 2: Young people in the school group	Included	<ul style="list-style-type: none"> • Young people are the primary targets of the program, and the school group is a key way of recruiting young people into the performance group.
Stakeholder 3: Schools	Included	<ul style="list-style-type: none"> • Drum Atweme engages with schools to deliver the drumming classes. • The schools experience changes (in terms of the curriculum that it is able to deliver) as a result.
Stakeholder 3: Families	Included	<ul style="list-style-type: none"> • Drum Atweme engages with all of the families (or significant others) of the young people that participate in the program. • By taking part in the program, the lives of young people are likely to be significantly impacted, which will affect the lives of this stakeholder group.
Stakeholder 5: Alice Springs community	Included	<ul style="list-style-type: none"> • The young people that participate in the program engage with members of the community. • Through these interactions this group experiences changes.
Stakeholder 6: Justice system	Included	<ul style="list-style-type: none"> • The young people that participate in this program are at high risk of interacting with the justice system. • By taking part in the program, the lives of young people are likely to be significantly impacted, which will affect the demands on this stakeholder group.
Stakeholder 7: Employees of Drum Atweme (Tangentyere Council)	Excluded	<ul style="list-style-type: none"> • Tangentyere staff and Board members are a valuable input for the delivery of Drum Atweme; however they did not experience change themselves outside their usual responsibilities.

Stakeholder Group	Included / Excluded	Rationale for Inclusion / Exclusion
Stakeholder 8: Drum Atweme, Tangentyere Council	Included	<ul style="list-style-type: none"> • The program generates performance fee income that is invested into the program. This is material and was included in the analysis. • However, the Council itself does not experience material outcomes. The outcomes experienced by the Alice Springs community capture the experience of the Council. These were not accounted for separately to avoid double counting.
Stakeholder 9: Community service providers	Excluded	<ul style="list-style-type: none"> • Some of the young people that participate in the Drum Atweme program access the services of community service providers. • However, there is little direct interaction between Drum Atweme and community service providers, and they do not experience significant change as a result of the program.
Stakeholder 10: Department of the Prime Minister and Cabinet	Included	<ul style="list-style-type: none"> • The Department of the Prime Minister and Cabinet is the primary source of funding for the program. • The Department, however, does not experience significant change as a result of the program.

Appendix 3. Interview guides

The following is an interview guide used to guide conversations with the young people.

Interview guide - Young people

Disclaimer

Our intent is to get as much background on the young people we will be interviewing from the case managers, this will allow us to focus on a smaller number of questions with the young people themselves.

The list of questions is not necessarily in the order that they will be asked. The aim of the interview is to keep the conversations fluid and as open as possible and the questions below serve merely as a guide.

Before each interview with a young person, we will check explicitly with their case manager if there are any sensitive areas that we should avoid such as asking about their past or the future, or their relationships with their family. If such areas exist, the interviewer will not touch upon those areas in conversations with the young people.

Introduction

My name is [], and I'm from Melbourne. I work at Social Ventures Australia (SVA), which is an independent non-profit organisation. We work with organisations that are doing good things to help them increase the impact of their activities.

We are working with Drum Atweme to understand and measure the impact of the program. I would like to interview you about your experiences with the program. I will ask you some questions about yourself, and what has changed for you because of being part of Drum Atweme.

This is not a test and your answers will be confidential. No information will be used in any way that reveals your identity. If you feel uncomfortable, you can stop the interview at any point.

Background

1. Tell me about yourself
2. How long have you been involved with Drum Atweme?

Inputs, outputs and outcomes

3. What made you want to join the program? What were you hoping to change in your life?
4. What do you do as part of the program?
5. What were some of the things that changed for you soon after you started the program?
 - a. Specifically, describe what Drum Atweme helped you do once you started?

- b. How important was this support? Do you think you could have gotten support with these things somewhere else?
6. What are some of the good and bad things that have happened in your life because of Drum Atweme?
- c. [Prompts for areas to explore: Offending; Health (mental & physical wellbeing); Relationships / Friendships; Education; Employment; Community Engagement?]
7. What things do you do differently now that you didn't do before the program?

Measuring and valuing change

8. Based on what you told me as well as what I have heard about the experiences young people report about the program, I would like you to help me understand how much these different things happen to you. I will read these out to you and I would like you to tell me if you have experienced this not at all, a little bit, quite a bit, or a lot? (Interviewer to tick the correct response).
[Options for measuring change: Ask young people to pick cards with different sized shapes to represent how much change they experience; ask them to work alone to tick boxes; ask them to move to a point in a line; if speaking with groups of young people, could ask them to ask each other in pairs or put their hands up]
9. How important were these changes to you? (interviewer to tick the correct response)
 [Rating: Not important, a little important, Important, critical, N/A]
10. We are trying to understand how valuable the program is to you. As the world works on dollars and cents, we're trying to put this in dollar terms. We can do this by comparing what's changed for you to the value of other ways that could have happened, or by understanding how the program ranks compared to other things you like.

[Options for testing value:

Stated preferences technique

- Value game: So, I'd like to ask you to order these 5 things in order of the most important thing to you to the least important thing to you. Where would you put the program in this order? [Need to develop a list of 5 things or activities that young people like and that have a market value]
- Willingness to pay: If you could have the money that it costs to deliver the program in your pocket instead (\$x), what would you do with it? How much, if any, would you spend on attending the program? [Need to determine cost per participant]

Revealed preferences technique

- Replacement valuation: What are some things you could do that would come closest to getting you the same changes you have experienced through the program? [Need to develop a list of 5 things or activities that young people do and that have a market value]

11. What do you think would be different in your life if you weren't involved in this program?
[Another way to ask:] If the program did not exist, how much of these things would have happened to you anyway?
12. What do you think the changes you have seen in your life will mean for your future?
 - a. What are some of your plans for the future? Have you always had these plans or you have changed them since starting the program?
13. How long will / did the changes you spoke about last for?
 - a. If you were to leave the program today, how long would you continue to experience the changes you described?
 - b. You told me that some things are different for you now since joining the program, is that just because of being part of this program or because of some other things or people helping too? [For example, are there any other organisations involved? What has been the impact of your teachers or employer?]
14. Has anything changed for your family as a result of your involvement with the program?
15. Are there any other changes you would like to share with me that have happened since joining the program?

The following is an interview guide used to guide conversations with the Drum Atweme Coordinator.

Interview guide - Staff

Disclaimer

The list of questions is not necessarily in the order that they will be asked. The aim of the interview is to keep the conversations fluid and as open as possible and the questions below serve merely as a guide.

Introduction

My name is [], and I'm from Melbourne. I work at Social Ventures Australia (SVA), which is an independent non-profit organisation. We work with organisations that are doing good things to help them increase the impact of their activities.

We are working with Drum Atweme to understand and measure the impact of the program. This conversation is to understand the changes experienced by the young people taking part in the program, and also your personal experience of working with Drum Atweme.

No information will be used in any way that reveals your identity. If you feel uncomfortable, you can stop the interview at any point.

Background

1. How long have you been working with the organisation?

2. Please describe your key duties, roles and responsibilities
3. How many young people have you worked with in the past and how many are you working with now?
4. Who are the other stakeholders in the program?

Program activities and inputs/investment

I would like to understand more about the program.

5. Have there been any changes to the program in the past, including level of investment (financial or otherwise) and type of support provided to young people?
6. If so, why did the program change?
7. For the program to run the way it does, what additional un-paid time or community resources are required? How much un-paid time or resources is needed per week/month?
8. Is the program likely to continue in the future?
9. Are you expecting any changes to the program, including level of investment and type of support provided to young people?
10. Would these changes be likely to change the outcomes experienced by young people and other stakeholders?

About the changes experienced by the young people

I would like you to consider some of the changes in the lives and behaviour which you have observed in the young people under your care or more broadly participating in the program.

If you would find it helpful, use specific examples of stories or experiences you have shared with the young people, though it is not necessary to reveal their names.

Background

Please tell me a little bit about the young people who you currently work with

11. What are the situations / circumstances that bring them into the program?
12. Are there key categories of young people who participate (e.g. genders, ages, level of involvement, length of involvement, family circumstances, past involvement in justice system)?
13. How do you support these young people?
14. How often do you see them?
15. How long do you work with each young person?
16. How do you work with other organisations? How significant is the impact of other organisations in being able to successfully do your job?

17. Is there anything else that we need to know about the young people or the program which would influence our understanding of the changes they might experience and the impact of the program on their lives?

Measuring and Valuing Impact

Thinking about young people you worked with both past and present ...

18. What specifically do the young people hope to change in their lives by being part of the program?
19. What are some of the most important changes, good and bad, that these young people experience as a result of the program?
 - a. *[Prompts for areas to explore: Offending; Health (mental & physical wellbeing); Relationships / Friendships; Education; Employment; Community Engagement?]*
 - b. Do these changes affect their families in any way? How?
20. Specifically, what things do they do differently as a result of the program that they didn't do before?
21. Which of the changes that you have described are:
 - a. The most important / significant to the young people? Why?
 - b. Important to other stakeholders? Why?
22. What activity is linked to what outcomes?
23. What do these changes mean for the future of these young people?
24. How would young people value the changes?
 - a. What are some other things young people could have done that would have led them to experience the same changes?
 - b. What are some things or activities that young people like to do (and that have a market value)?
25. From your experience, before these young people come into the program what sort of support or governmental services would have they been using?
 - a. For example: welfare services/Centrelink, doctors/hospitals, child protection, police...
 - b. Do they continue using or contacting these services more or less during the time at the program and after case management ceases? How much less e.g. one less police call out per person, 6 months less working with employment service provider? Is there data available on service use?
 - c. Are there cost savings associated with decreased service use?
26. How would their lives have been different if this program did not exist?
 - a. What sort of services and support would have they received?

- b. To what extent do you think these young people would have been able to achieve the things you have seen them do, if the program did not exist?
27. The changes in the lives of the young people, how long each of them is likely to last for?
28. What percentage or number of young people have experienced these outcomes, and to what extent? How important are these changes to the young people? Who else contributed to these changes? What would have happened if the program wasn't there? How long is each of these changes likely to last for?

About your experience of working with the organisation

Measuring and Valuing Impact

29. How does having this job make you feel?
30. Were there any immediate changes to your life/wellbeing that you noticed after starting work here?
- a. How are these changes different to those experienced in previous workplaces?
31. What are some of the new competencies and skills that you have developed from working here?
- a. How important are they to you?
 - b. Do you think you would have acquired similar skills and competencies in other jobs that were available to you? Why or why not? How big is the difference?
32. What has changed in your life as a result of working for the program?
- a. Is there anyone else who has been affected by these changes besides yourself as a result of your working for the program? (for example, members of your family, friends etc)
33. Is there anything that you do differently now that you did not do before you started working here?
34. Are there any negative changes as a result of having a job here?
35. What do you believe would be different now in your life if you had not got this job?
36. Were there any other factors / organisations / people which contributed to the changes you told me about?
37. How long would the impacts you spoke about last?
38. Are there any other feelings you can share with me that you have experienced since having this job?

The following is an interview guide used in conversations with other agencies and organisations.

Interview guide - Other organisations

Disclaimer

The list of questions is not necessarily in the order that they will be asked. The aim of the interview is to keep the conversations fluid and as open as possible and the questions below serve merely as a guide.

Introduction

My name is [], and I'm from Melbourne. I work at Social Ventures Australia (SVA), which is an independent non-profit organisation. We work with organisations that are doing good things to help them increase the impact of their activities.

We are working with Drum Atweme to understand and measure the impact of the program. This conversation is to understand the changes experienced by the young people taking part in the program, and also your personal experience of working with the program.

No information will be used in any way that reveals your identity. If you feel uncomfortable, you can stop the interview at any point.

Background

1. How long have you been working for your organisation?
2. Please describe your key duties, roles and responsibilities
3. How is your organisation involved with the program, or the young people who participate in the program??
4. How long has your organisation been involved with program?
5. What made you want to get involved with the program?
6. How many young people have you worked with in the past and how many are you working with now? How many of them have been involved in the program?
7. What do you put into the program? Time? Effort? Money?

About the changes experienced by the young people

I would like you to consider some of the changes in the lives and behaviour which you have observed in the young people participating in the program.

If you would find it helpful, use specific examples of stories or experiences you have shared with the young people, though it is not necessary to reveal their names.

Measuring and Valuing Impact

Thinking about young people you worked with both past and present .

8. What specifically do the young people hope to change in their lives by being part of the program?

9. What are some of the most important changes, good and bad, that these young people experience as a result of the program?
 - a. [Prompts for areas to explore: Offending; Health (mental & physical wellbeing); Relationships / Friendships; Education; Employment; Community Engagement?]
 - b. Do these changes affect their families in any way? How?
10. Specifically, what things do they do differently as a result of the program that they didn't do before?
11. Which of the changes that you have described are
 - a. The most important / significant to the young people? Why?
 - b. Which of these changes are important to other stakeholders? Why?
12. What activity is linked to what outcomes?
13. What do these changes mean for the future of these young people?
14. How would young people value the changes?
 - a. What are some other things young people could have done that would have led them to experience the same changes?
 - b. What are some things or activities that young people like to do (and that have a market value)?
15. How would their lives have been different if this program did not exist?
 - a. What sort of services and support would have they received?
 - b. To what extent do you think these young people would have been able to achieve the things you have seen them do, if the program did not exist?
16. For the changes described in the lives of the young people, how long is each of them is likely to last for?

About the changes experienced by you and your organisation

Measuring and Valuing Impact

17. What has changed for you and your organisation as a result of being involved with the program? Which changes are most important?
18. What do you hope your involvement with the program will lead to in the future?
19. Are there any negative factors arising from your involvement with the program?
20. How do you measure the changes (outcomes) you have described above?
21. How would you value these outcomes?
22. Is there a financial proxy you can use to value that outcome?

23. From your experience, before these young people come into the program what sort of support or governmental services would have they been using?
 - a. For example: welfare services/Centrelink, doctors/hospitals, child protection, police...
 - b. Do they continue using or contacting these services more or less during the time at the program and after case management ceases? How much less e.g. one less police call out per person, 6 months less working with employment service provider? Is there data available on service use?
 - c. Are there cost savings associated with decreased service use?
24. What would have happened for you and your organisation without the program?
25. What other organisations or people, if any, played a role in helping you achieve the changes you described?
26. How long would you continue to experience the outcomes you described if your organisation was no longer involved in the program?
27. Has being involved in the program displaced other activities or outcomes you would have done / achieved?

Appendix 4. Valuation techniques

Technique	Description and examples
Cash transaction	<p>An actual cash saving or cash spent by the stakeholder group. For example:</p> <ul style="list-style-type: none"> • A reduction in welfare payments is a direct cash benefit to the Government
Value of resource reallocation	<p>A program or service results in outcomes that allow resources to be used in different ways. For example:</p> <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	<p>This is when a financial proxy is inferred from the value of related market prices. This can be achieved in the following ways:</p> <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	<p>This is when stakeholders are explicitly asked how much they value an outcome. This can be done in a number of ways:</p> <ul style="list-style-type: none"> • Stakeholders are asked their "willingness-to-pay" or willingness-to-avoid" to achieve the outcome <p>These are hypothetical cash transactions.</p> <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 modelling".

Appendix 5. SROI Filters - general assumptions

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 A5.1.

Table A5.1 - Deadweight description

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%

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 A5.2.

Table A5.2 - Displacement description

Category	Assigned deadweight (%)
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%

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 A5.3.

TableA5.3 - Attribution description

Category	Assigned deadweight (%)
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%

Category	Assigned deadweight (%)
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%

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 A5.4.

Table A5.4 - Drop-off description

Category	Assigned deadweight (%)
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%

Appendix 6. SROI Filters - applied in this analysis

1. Young people in the performance group

1.1 Increased self-esteem

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# young people whose self-esteem will increase from extremely low to low during the investment period	25%	SROI category: The outcome would have occurred but only to a limited extent. Based on stakeholder interviews: Most young Aboriginal girls from the Alice Springs Town Camps are considered by local counsellors, schools and other stakeholders to be very shy and have low self-esteem, and to lack the support needed increase their self-esteem.	0%	Nothing is displaced	25%	SROI category: Other organisations and people have some minor role to play in generating the outcome. Based on stakeholder interviews: Many young people participating in Drum Atweme receive limited support from their family, school and other community programs. Young people are supported and mentored by the Drum Atweme coordinator at	NA	0%	No drop-off because outcome lasts only during the program
# young people whose self-esteem will increase from extremely low to average (and are in the program for 2 years) during the investment period									
# young people whose self-esteem will increase from extremely low to being average (and are in the program for 3 years) during the investment period									
# young people whose self-esteem will increase from extremely low to being average (and are in the program for 4 years) during the investment period									

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# young people whose self-esteem will increase from extremely low to being average (and are in the program for 5 years) during the investment period						each stage of development when required, and the outcomes are closely interlinked. Therefore, the same attribution assumption is applied to all outcomes and at all stages.			
# young people whose self-esteem will increase from extremely low to being average (and are in the program for 5 years) during the investment period (and are aged over 16)							3	50%	The influence of the program is decreased over time as young people move on. However, because of the intensity of the program, its influence remains strong.

1.2 Increased engagement in meaningful activity

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# young people whose engagement in a meaningful activity will increase from not being engaged at all to being engaged to a moderate extent during the investment period	55%	Indigenous Year 10 school attendance in the Northern Territory in 2012 was 55%, according to the COAG Reform Council,	0%	Nothing is displaced	25%	See rationale for outcome 1.1	NA	0%	See rationale for outcome 1.1

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# young people whose engagement in a meaningful activity will increase from not being engaged at all to being engaged to a large extent (and are in the program for 2 years) during the investment period		Education in Australia 2012: Five years of performance. Stakeholder interviews confirmed that attendance at the schools that have Drum Atweme classes have poor attendance.							
# young people whose engagement in a meaningful activity will increase from not being engaged at all to being engaged to a large extent (and are in the program for 3 years) during the investment period									
# young people whose engagement in a meaningful activity will increase from not being engaged at all to being engaged to a large extent (and are in the program for 4 years) during the investment period									
# young people whose engagement in a meaningful activity will increase from not being engaged at all to being engaged to a large extent (and are in the program for 5 years) during the investment period									
# young people whose engagement in a meaningful activity will increase from not being engaged at all to being engaged to a large extent (and are in the program for 5 years) during the investment period (and are aged over 16)								3	50%

1.3. More positive connections to others

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# young people whose connections increase from extremely weak to average during the investment period	25%	SROI category: The outcome would have occurred but only to a limited extent. Based on stakeholder interviews: Most young Aboriginal girls from the Alice Springs Town Camps have limited opportunities to build positive connections with others in the community, as they are isolated from activities and services.	0%	Nothing is displaced	25%	See rationale for outcome 1.1	NA	0%	See rationale for outcome 1.1
# young people whose connections increase from extremely weak to strong (and are in the program for 2 years) during the investment period									
# young people whose connections increase from extremely weak to strong (and are in the program for 3 years) during the investment period									
# young people whose connections increase from extremely weak to strong (and are in the program for 4 years) during the investment period									
# young people whose connections increase from extremely weak to strong (and are in the program for 5 years) during the investment period									
# young people whose connections increase from extremely weak to strong (and are in the program for 5 years) during the investment period (and are aged over 16)							3	50%	See rationale for outcome 1.1

1.4 Avoidance of unlawful behaviour

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# young people whose likelihood of detention/incarceration will reduce from a high likelihood to a moderate likelihood during the investment period	35%	65% of the young people in the performance group surveyed in the August 2013 risk profile were considered medium or high risk of engaging in offending behaviour. Stakeholder interviews confirmed that young people were likely to exhibit anti-social behaviour without the program. Therefore, it is assumed that the inverse (35%) would have not exhibited anti-social behaviour without the program.	0%	Nothing is displaced	25%	See rationale for outcome 1.1	NA	0%	See rationale for outcome 1.1
# young people whose likelihood of detention/incarceration will reduce from a high likelihood to a low likelihood (and are in the program for 2 years) during the investment period									
# young people whose likelihood of detention/incarceration will reduce from a high likelihood to a low likelihood (and are in the program for 3 years) during the investment period									
# young people whose likelihood of detention/incarceration will reduce from a high likelihood to a low likelihood (and are in the program for 4 years) during the investment period									

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# young people whose likelihood of detention/incarceration will reduce from a high likelihood to a low likelihood (and are in the program for 5 years) during the investment period									
# young people whose likelihood of detention/incarceration will reduce from a high likelihood to a low likelihood (and are in the program for 5 years) during the investment period (and are aged over 16)							3	50%	See rationale for outcome 1.1

2. Young people in the school group

2.1 Increased engagement in meaningful activity

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# young people in drumming classes that increase their engagement in a meaningful activity during the investment period	55%	Indigenous Year 10 school attendance in the Northern Territory in 2012 was 55%, according to the COAG Reform Council, Education in Australia 2012: Five years of performance. Stakeholder interviews confirmed that attendance at the schools that have Drum Atweme classes have poor attendance.	0%	Nothing is displaced	50%	SROI category: Other organisations and people have some minor role to play in generating the outcome. Based on stakeholder interviews: Many young people participating in Drum Atweme receive limited support from their family, school and other community programs.	NA	0%	Outcome lasts only while young people are in the program

3. Schools

3.1 Offer more relevant, engaging curriculum

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# schools offering Drum Atweme to students that are able to offer a more relevant, engaging curriculum	0%	SROI category: The outcome would not have occurred without the activity. Based on stakeholder interviews: Another music program may have been available, but schools can not afford to pay.	0%	Nothing is displaced	0%	SROI category: The outcome would not have occurred without the activity. Based on stakeholder interviews: The opportunity to offer more engaging, relevant curriculum provided by Drum Atweme was only as a result of the program.	NA	0%	Outcome lasts only while schools are in the program

4. Families

4.1 Receive material support

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# families with young people in Drum Atweme performance group in investment period that receive material support	50%	SROI category: The outcome would not have occurred without the activity. Based on stakeholder interviews: The support received is additional to what the family would have received otherwise.	0%	Nothing is displaced	0%	SROI category: The outcome would not have occurred without the activity. Based on stakeholder interviews: The material support provided by Drum Atweme was only as a result of the program.	NA	0%	Outcome lasts only while young people are in the program

4.2 More positive perceptions and expectations of their children

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# families with young people in Drum Atweme performance group in investment period that have more positive perceptions and expectations of their children	50%	<p>SROI category: The outcome would have occurred in part anyway.</p> <p>Based on stakeholder interviews: There are other ways families may have more positive perceptions and expectations of their children, including through school performance, sport activities etc.</p>	0%	Nothing is displaced	50%	<p>SROI category: Other organisations and people have a role to play in generating the outcome to some extent.</p> <p>Based on stakeholder interviews: Other organisations such as school and sports clubs give families other opportunities to have positive perceptions and expectations of their children.</p>	3	50%	<p>Once families have experienced this outcome during the program, it lasts for at least 2 years after the program.</p> <p>The influence of the program is decreased over time as young people move on. However, because of the intensity of the program, its influence remains strong.</p>

4.3 Pass down knowledge, stories and culture

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# families that provide support for performance group in investment period and therefore pass down knowledge, stories and culture	50%	<p>SROI category: The outcome would have occurred in part anyway.</p> <p>Based on stakeholder interviews: There are other ways families can pass down knowledge, stories and culture, including spending time in communities or taking part in organised activities such as Bush Camp.</p>	0%	Nothing is displaced	50%	<p>SROI category: Other organisations and people have a role to play in generating the outcome to some extent.</p> <p>Based on stakeholder interviews: Families are vital in passing down knowledge, stories and culture.</p>	3	50%	<p>Once families have experienced this outcome during the program, it lasts for at least 2 years after the program.</p> <p>The influence of the program is decreased over time as young people move on. However, because of the intensity of the program, its influence remains strong.</p>

5. Alice Springs community

5.1 More opportunities to experience Aboriginal culture

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# performances in the community in investment period that provide more opportunities to experience Aboriginal culture	50%	<p>SROI category: The outcome would have occurred in part anyway.</p> <p>Based on stakeholder interviews: There are other ways the community could have had more opportunities to experience Aboriginal culture, including attending cultural events.</p>	0%	Nothing is displaced	0%	<p>SROI category: The outcome would not have occurred without the activity.</p> <p>Based on stakeholder interviews: The opportunity provided by Drum Atweme was only as a result of the program.</p>	N A	0%	Outcome lasts only while young people are in the program

5.2 Local businesses earn more income from tourists

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# performances for tour groups and conventions in investment period that allow local businesses to earn more income from tourists	50%	<p>SROI category: The outcome would have occurred in part anyway.</p> <p>Based on stakeholder interviews: The conference centre and tour companies may have sold packages without Drum Atweme, but having Drum Atweme involved is an important part of the corporate social responsibility and indigenous engagement goals of these businesses and their clients.</p>	0%	Nothing is displaced	0%	<p>SROI category: The outcome would not have occurred without the activity.</p> <p>Based on stakeholder interviews: The money earned from Drum Atweme part of the event was only as a result of the program.</p>	N A	0%	Outcome lasts only while young people are in the program

5.3 Improved perceptions of Aboriginal young people

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
No indicator available	—	—	—	—	—	—	—	—	—

6. Justice system

6.1 Decrease in number of young people with anti-social behaviour

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# young people that avoid contact with police for 1 year during the investment period	35%	65% of the young people in the performance group surveyed in the August 2013 risk profile were considered medium or high risk of engaging in offending behaviour. Stakeholder interviews confirmed that young people were likely to exhibit anti-social behaviour without the program. Therefore, it is assumed that the inverse (35%) would have not exhibited anti-social behaviour without the program	0%	Nothing is displaced	25%	SROI category: Other organisations and people have some minor role to play in generating the outcome. Based on stakeholder interviews: Many young people participating in Drum Atweme receive limited support from their family, school and other community programs. Young people are supported and mentored by the Drum Atweme coordinator at each stage of development when required, and the outcomes are closely interlinked. Therefore, the same attribution assumption is applied to all outcomes and at all stages.	NA	0%	No drop-off because outcome lasts only during the program
# young people that avoid contact with police for 2 years during the investment period									
# young people that avoid contact with police for 3 years during the investment period									
# young people that avoid contact with police for 4 years during the investment period									
# young people that avoid contact with police for 5 years during the investment period									
# young people that avoid contact with police for 5 years during the investment period (and are aged over 16)							3	50%	The influence of the program is decreased over time as young people move on. However, because of the intensity of the program, its influence remains strong.

6.2 Decrease in number of young people offending

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# young people that avoid offending for 1 year during the investment period	35%	See rationale for outcome 6.1	0%	Nothing is displaced	25%	See rationale for outcome 6.1	NA	0%	See rationale for outcome 6.1
# young people that avoid offending for 2 years during the investment period									
# young people that avoid offending for 3 years during the investment period									
# young people that avoid offending for 4 years during the investment period									
# young people that avoid offending for 5 years during the investment period									
# young people that avoid offending for 5 years during the investment period (and are aged over 16)							3	50%	See rationale for outcome 6.1

6.3 Decrease in number of young people in detention

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# young people that avoid detention for 1 year during the investment period (and are aged 12 and over)	35%	See rationale for outcome 6.1	0%	Nothing is displaced	25%	See rationale for outcome 6.1	NA	0%	See rationale for outcome 6.1

Indicators	Deadweight %	Deadweight	Displacement %	Displacement	Attribution %	Attribution	Duration (beyond investment period)	Drop-off %	Drop-off
# young people that avoid detention for 2 years during the investment period (and are aged 12 and over)									
# young people that avoid detention for 3 years during the investment period (and are aged 12 and over)									
# young people that avoid detention for 4 years during the investment period (and are aged 12 and over)									
# young people that avoid detention for 5 years during the investment period (and are aged 12 and over)									
# young people that avoid detention for 5 years during the investment period (and are aged over 16)							3	50%	See rationale for outcome 6.1

Appendix 7. Valuation of outcomes

1. Young people in the performance group

Outcomes	Financial proxy	Financial proxy rational	Financial proxy calculation	Financial proxy source
1.1 Increased self-esteem	\$10,830 (100% of the outcome) Cost of participating in a netball team	Revealed preference -Young people increase their self-esteem through taking part in a team activity where peers support each other and coaches become mentors	<ul style="list-style-type: none"> Yearly cost of netball (membership, 48 games per year, 2 additional interstate games, prizes/sponsorship) This value was proportionately applied to each indicator, with each year young people experienced outcomes in the program worth 20% of the total financial proxy value (e.g. if in the program for one year, experience 20% of total financial proxy value which equals \$2,166) 	Alice Springs Netball Association Elite Indigenous Travel and Accommodation Assistance Program
1.2 Increased engagement in meaningful activity	\$33,786 (20% of total value for each year in the program) Cost of boarding school fees	Revealed preference - For many young people involved in Drum Atweme, attending boarding school through receiving a scholarship is a key way of continuing at school and attain better qualifications	<ul style="list-style-type: none"> Total cost of boarding school fees (tuition, accommodation and food) for one year, based on a school in South Australia This value was proportionately applied to each indicator, with each year young people experienced outcomes in the program worth 20% of the total financial proxy value (e.g. if in the program for one year, experience 20% of total financial proxy value which equals \$6,757). 	Loreto College, Marryatville, South Australia
1.3 More positive connections to others	\$14,140 (100% of outcome) Total cost of attending an indigenous leadership program (flights, accommodation and food)	Revealed preference - A leadership program is an alternative way of developing more positive connections with others, particularly in becoming a role model to others	<ul style="list-style-type: none"> Based on Certificate IV in Indigenous Leadership (12 month program, no tuition fees charged but equivalent to Certificate IV TAFE course fee, assume held in major population centre, participants cover their travel and accommodation) This value was proportionately applied to each indicator, with each year young people experienced outcomes in the program worth 20% of the total financial proxy value (e.g. if in the program for one year, experience 20% of total financial proxy value which equals \$2,828). 	Australian Indigenous Leadership Centre

Outcomes	Financial proxy	Financial proxy rational	Financial proxy calculation	Financial proxy source
1.4 Avoidance of unlawful behaviour	\$19,081 (100% of outcome) Difference between annual Newstart allowance and minimum wage	Revealed preference -Young people are able to avoid reputational damage and deterioration of skills, which would have prevented them from being able to get a job	<ul style="list-style-type: none"> The value of the minimum wage was determined, which amounts to \$622 a week Multiplying the minimum wage per week by 52 weeks a year, the value of the minimum wage is calculated as \$32,354 per annum Next, the value of the Newstart allowance was determined, based on the maximum amount that could be obtained for a single with no children. This amounted to \$13,273 per annum The difference between these two amounts was then calculated, which amounted to \$19,081 This value was proportionately applied to each indicator, with each year young people experienced outcomes in the program worth 20% of the total financial proxy value (e.g. if in the program for one year, experience 20% of total financial proxy value which equals \$3,816). 	Fair Work Ombudsman DHS

2. Young people in the school group

Outcomes	Financial proxy	Financial proxy rational	Financial proxy calculation	Financial proxy source
2.1 Increased engagement in meaningful activity	\$720 Annual fee for regular music lessons	Revealed preference - For young people in the school group, another meaningful activity would be engaging music lessons	<ul style="list-style-type: none"> Tuition fee for 4 terms of music program at an NT high school 	St Philips College in Alice Springs

3. Schools

Outcomes	Financial proxy	Financial proxy rational	Financial proxy calculation	Financial proxy source
3.1 Offer more relevant, engaging curriculum	\$62,017 Salary of a music teacher working one day per week for five years	Revealed preference - The opportunity to offer a more relevant, engaging curriculum through having Drum Atweme in the school is similar to that of hiring a music teacher	<ul style="list-style-type: none"> Annual salary of entry level classroom teacher in NT on 0.2FTE load 	Office of the Commissioner for Public Employment NT

4. Families

Outcomes	Financial proxy	Financial proxy rational	Financial proxy calculation	Financial proxy source
4.1 Receive material support	\$800 Average amount of material support received per family during investment period through food and essential items purchased for their children	Cash transaction - The material support that families receive through food and essential items purchased for their children means that families avoid the costs of purchasing these goods themselves.	<ul style="list-style-type: none"> • Drum Atweme spends around \$100/week on food and other essential items for performers, for 48 weeks per year, totalling \$4,800. • Around 30 families are assisted each year. 	Stakeholder interviews SVA analysis
4.2 More positive perceptions and expectations of their children	Not possible to value	—	—	—
4.3 Pass down knowledge, stories and culture	\$5,000 Cost of trips out bush during investment period to connect young people with culture	Revealed preference - The opportunity to pass down knowledge, stories and culture is similar to taking young people out bush to connect with culture	<ul style="list-style-type: none"> • Estimate of the cost of running a Ingkenteme (Bush school) for around 10 young people for one weekend. 	SVA analysis

5. Alice Springs community

Outcomes	Financial proxy	Financial proxy rational	Financial proxy calculation	Financial proxy source
5.1 More opportunities to experience Aboriginal culture	\$1,000 Value of a community grant from the Alice Springs Town Council to access the Araluen Arts Centre	Revealed preference - To give the community more opportunities to experience culture, the Alice Springs Town Council provides grants for community groups to perform	<ul style="list-style-type: none"> • Maximum amount available for the Araluen Community Access Grant 	Stakeholder interviews and Alice Springs Town Council

Outcomes	Financial proxy	Financial proxy rational	Financial proxy calculation	Financial proxy source
5.2 Local businesses earn more income from tourists	\$2,000 Average of the price conference organisers and tour group operators are willing to pay for one opportunity to experience Aboriginal culture	Revealed preference - Conference organisers and tour group operators on average charge a mark-up on the Drum Atweme performance fee of \$1000 as part of their conference/tour packages. Note that this will be conservative, as it does not take into account the spending of tourists in Alice Springs as this cannot be estimated.	<ul style="list-style-type: none"> • During stakeholder interviews, the average of conference organiser willingness to pay (\$5000) and tour groups willingness to pay (based on performance fee \$500 plus value of donated goods offered to performers \$200) was discussed. • Conservatively, we estimate that the average mark-up per conference/tour is \$1000. 	—
5.3 Improved perceptions of Aboriginal young people	Not possible to value	—	—	—

6. Justice system

Outcomes	Financial proxy	Financial proxy rational	Financial proxy calculation	Financial proxy source
6.1 Decrease in number of young people with anti-social behaviour	<p>\$16,619</p> <p>Additional cost of policing to monitor anti-social behaviours of young people in the community for five years (maximum value)</p>	Resource reallocation -Time reallocated towards other activities, as a result of decreased need in the community to patrol at night and maintain safety	<ul style="list-style-type: none"> The additional cost of policing was calculated by first determining the average annual base wage for a Constable Level 3 in the New South Wales Police Force, being \$68,414 per annum An assumption was made, based on police data, that a police officers would work an average of 38 hours per week, which amounts to an average hourly wage of \$34.62 Next, the percentage of time dedicated to policing "anti-social behaviour" on the street per annum was determined. To do this, it was assumed that one incident per month occurred (12 incidents per annum), which took 4 hours to resolve and required 2 police officers to address. To determine the value of time dedicated to policing "anti-social behaviour", the police officer's hourly wage (\$34.62) was multiplied by 96 (being 12 x 4 x 2) which amounted to a total of \$3,324. This value represents the value of time that could be reallocated from policing one anti-social young person in one year. This value was proportionately applied to each indicator, with each year young people experienced outcomes in the program increasing the value of resources that could be reallocated. For young people experiencing outcomes in the program for 5 years, the value is \$16,919. 	NSW Police

Outcomes	Financial proxy	Financial proxy rational	Financial proxy calculation	Financial proxy source
6.2 Decrease in number of young people offending	<p>\$25,900</p> <p>Average costs to the justice system per young person offending (excluding costs associated with policing antisocial behaviour) for five years (maximum value)</p>	<p>Resource reallocation - Aggregate of police costs, court costs and juvenile justice costs which are all costs incurred when a young person offends.</p>	<p>This proxy was broken down into three streams of costs: police costs, court costs and Juvenile Justice costs</p> <p><i>Police costs</i></p> <ul style="list-style-type: none"> The cost of policing was calculated by first determining the average annual base wage for a Constable Level 3 in the New South Wales Police Force, being \$68,414 per annum An assumption was made, based on police data, that a police officers would work an average of 38 hours per week, which amounts to an average hourly wage of \$34.62 An assumption was made that the three main areas of police investigation time would be: (1) picking up young people, interviewing them, filling out paperwork (2) youth justice restorative processes (3) allocating a youth justice worker for community service supervision It was assumed that the average time taken to carry out these activities would be: (1) 4 hours (2) 8 hours (3) 5 hours Using the average hourly wage, it was determined that the cost of policing would be (1) \$138 (2) 277 (3) 173, amounting to a total cost of police time of \$589 <p><i>Court costs</i></p> <ul style="list-style-type: none"> The average net expenditure per finalisation of a matter in Australian local courts (\$404) and District Courts (\$4915) was averaged, amounting to \$2,660 Juvenile Justice costs The daily cost of supervision of a juvenile offender in the community was determined to be \$23 It was assumed, based on AIHW Youth Justice data, that the average number of days spent supervising a juvenile offender is 84 days This amounted to total Juvenile Justice costs of \$1,932. <p>This amounted to a total cost to the justice system per young person per annum of \$5,180.</p> <p>This value was proportionately applied to each indicator, with each year young people experienced outcomes in the program increasing the value of resources that could be reallocated. For young people experiencing outcomes in the program for 5 years, the value is \$25,900.</p>	<p>NSW Police Force website, report on Courts and Tribunal Services by NSW Government - Police & Justice Lawlink</p>

Outcomes	Financial proxy	Financial proxy rational	Financial proxy calculation	Financial proxy source
6.3 Decrease in number of young people in detention	<p>\$175,140</p> <p>Average costs to the justice system per young person being detained for five years (maximum value)</p>	<p>Resource reallocation - Government can reallocate funding for juvenile justice as a result of participants in the program being supported by the program</p>	<p><i>Average cost of detention</i></p> <ul style="list-style-type: none"> The average cost of detention per young person was calculated based on the median duration of detention (days) and the total cost of detention per detainee per day The median duration of detention was determined, based on AIHW Youth Justice data, to be 63 days and the total cost per detainee per day was calculated as \$556, based on Juvenile Justice data This amounted to an average cost of detention per young person as \$35,028. This value was proportionately applied to each indicator, with each year young people experienced outcomes in the program increasing the value of resources that could be reallocated. For young people experiencing outcomes in the program for 5 years, the value is \$175,140. 	<p>NSW Police Force website, report on Courts and Tribunal Services by NSW Government - Police & Justice Lawlink</p>