



An SROI study of the

Literacy Buddies® Program

for Ardoch Youth Foundation

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Report preparation

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Executive summary

Ardoch Youth Foundation (Ardoch) is a children's charity providing education support for disadvantaged children and young people. Ardoch works with schools, early childhood centres, government, agencies, business, community, philanthropists and individuals to support the education of children and young people experiencing disadvantage.

Ardoch's volunteer programs – known as Learning Buddies - support the education of children by developing skills in literacy and numeracy, providing caring adult role models and developing social skills in children who need additional support to learn. Literacy Buddies® matches primary school students and volunteers from business and community organisations to focus on literacy and building aspirations through letter writing. The two groups exchange between eight and ten letters throughout the school year and meet on two occasions – once at the school and once either at the workplace or on an excursion.

The program aims to build the capacity of schools to engage with business and the community to effectively support students' educational engagement and help deliver social development support and learning experiences that broaden their horizons. For business and community organisations the program aims provide an opportunity to meet corporate social responsibility goals and engage employees in the process.

The Literacy Buddies® program began in 1999 with one business and one school. In 2013, 63 Literacy Buddies® programs were delivered throughout Australia, in partnership with 20 business and community organisations.

This report presents a forecast of the Social Return on Investment (SROI) of the Literacy Buddies® Program delivered at Sunshine North Primary School and Sunshine Harvester Primary School in Melbourne's Western suburbs. Ardoch partners with Clayton Utz and GE to support program facilitation and provide volunteers for these programs. SROI is an internationally recognised approach for understanding and measuring the impacts of a program or organisation. It looks at what changes for key stakeholders, from the perspective of these stakeholders. Once impacts have been identified, a monetary value is used to represent the outcomes experienced by stakeholders. This value can be compared to the investment required to deliver the program, providing an indication of cost effectiveness.



2013 GE and Sunshine North Primary School 'Buddies'

Findings

Many groups of people or organisations experience social outcomes as a result of Literacy Buddies®. These people and organisations are referred to as stakeholders. Stakeholders of Literacy Buddies® include the Little Buddies, Big Buddies, the schools and teachers of the Little Buddies, the corporate partners and Ardoch Youth Foundation.

The significant outcomes associated with Literacy Buddies® are experienced by the Little Buddies, the Big Buddies and the business and community organisation partners. It is the outcomes experienced by these stakeholder groups that have been quantified and valued within this forecastive analysis.

The social value expected to be created by Literacy Buddies® is depicted in Figure E-1. The Little Buddies are the largest beneficiary of the program, followed by the Big Buddies and the business partners. The fact that the program is able to reach many stakeholders at a low cost per stakeholder is one reason for the high ratio of benefits to costs.

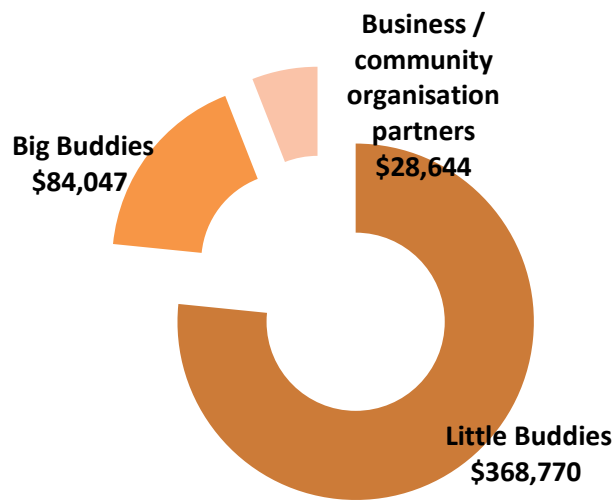


Figure E-1: Present social value expected to be created per stakeholder group

The forecasted social value of Literacy Buddies® is summarised in Table E-1. Through stakeholder engagement, data collection and desktop research a forecast of the social value created by the Literacy Buddies® Program was mapped. By monetising these outcomes, the social value to those involved as a ratio of all investment in Literacy Buddies® was forecasted. For every one dollar that is invested in the Literacy Buddies® Program, it is expected that stakeholders will receive equivalent to \$8.32 in social value.

Table E-1: Forecasted social return to stakeholders from investment

	TOTAL SOCIAL VALUE	PRESENT VALE OF SOCIAL VALUE TO STAKEHOLDERS*
Little Buddies	\$399,475	\$368,771
Big Buddies	\$91,926	\$84,047
Partner organisations	\$30,521	\$28,645
Total	\$521,922	\$481,463
	Total value of inputs	\$57,843
	SROI ratio	\$1:\$8.32

*Annual discount rate = 6%

Current successes

In addition to identifying the social value that is expected to be created for stakeholders, an SROI analysis also yields valuable findings relating to program successes and providing recommendations for enhancement. This is because the SROI methodology requires in-depth consultation with stakeholders, during which stakeholders are asked to reflect on their experiences and draw connections between activities delivered and their experiences.



Mid-year Clayton Utz Big Buddy visit to Sunshine Harvester

The perspective of the stakeholders interviewed for this analysis is that the Literacy Buddies® Program is largely well structured. This analysis, and the strong benefit to cost ratio that is expected to exist, largely supports that view. The following aspects of the program were identified as successes, based on the interviews conducted with stakeholders and the analysis of the project team. It is recommended the program focus on continuing those aspects of the program that are leading to the creation of social value. These aspects are:

- + Reaching such a large stakeholder group. While the value that is created for the average stakeholder is modest, the sheer number of stakeholders reached makes the social value, and the benefit to cost ratio, significant.
- + Being able to accommodate large numbers of employee volunteers, which responds well to business needs and also ensures a large number of children are able to participate in this program each year.
- + Striking a balance between a longer term employee volunteering opportunity and flexibility, which ensures that the program is attractive to both employers and the Big Buddies.
- + Providing one-on-one support and friendship to the Little Buddies.
- + Providing an employee volunteering program that is easy for partners to be involved in,

which is believed to be one of the reasons why many organisations participate year-on-year.

- + Combining educational and personal support for the Little Buddies Program in a program that also provides a great deal of enjoyment.
- + The involvement of the teachers in the drafting and reviewing of the letters provides them with a sense of enjoyment and an opportunity to deepen their understanding of their students.



Little Buddy 'ipad' Letter

Opportunities for improvement

- Some of the Little Buddies felt a lasting feeling of sadness as a result of their Big Buddy not being able to attend one of the visits. While Ardoch does arrange for a replacement Buddy (e.g. one Big Buddy spending the visit with two Little Buddies), the Little Buddies want to see what their Big Buddy looks like and would prefer to spend time with their own Big Buddy, with whom they have developed a relationship through the letter writing. It is recommended that Ardoch works with the business and community organisation partners to ensure that as many Big Buddies as possible are able to attend the in-person visits.
- A small number of Little Buddies also experienced a lasting and profound feeling of sadness that the relationship with their Big Buddy ceased at the end of one year. The fixed term structure of the program does ensure its suitability as an employee volunteering program, so it is not recommended that Ardoch alters the current approach. There are other longer-term mentoring programs for children, such as Big Brothers Big Sisters, which can meet a need for a

longer term intervention for some children. However it may be possible for Ardoch to ameliorate the sense of loss experienced by some children by providing options for letter writing beyond the period of Literacy Buddies®. One option could be to pair schools that participate in Literacy Buddies® who can then coordinate letter writing between Literacy Buddies® alumni.

- Some Big Buddies who have participated in the program over several years felt that the personal satisfaction they experienced was enhanced when they were matched with students/schools that were in greater need of educational and social support. Targeting students/schools with greater needs may enhance the value that employee volunteers place on their own participation in the program, and therefore may increase the level of organisational support. This SROI analysis has not been able to contrast schools/students with varying levels of need to a sufficient degree to know whether a focus on schools/students with greater need actually provides greater outcomes for the Big Buddies or the Little Buddies.
- Some Big Buddies indicated a desire to remain paired with Little Buddies beyond the initial year of engagement, or to at least have in place a mechanism for follow up. On the other hand, the fixed term nature of the volunteering appeals to some Big Buddies, and is one of the key reasons why many business and community organisation partners consider the opportunity to be a suitable employee volunteering program. It is recommended that Ardoch remains aware of this tension, and considers opportunities to meet the needs of all contributors.

Introduction

The Literacy Buddies® Program

Ardoch Youth Foundation (Ardoch) is a children’s charity providing education support for disadvantaged children and young people. Ardoch works with schools, early childhood centres, government, agencies, business, community, philanthropists and individuals to support the education of children and young people experiencing disadvantage.

Literacy Buddies® is a volunteer mentor letter writing program that aims to improve literacy skills in primary and secondary school children, increase capacity in schools and direct business and community organisation support to students and schools to enhance educational outcomes.

A Literacy Buddies® program will involve up to 30 Little Buddies (primary or secondary students) who are matched with Big Buddies (business or community organisation volunteers).

The intention of the program is to provide purposeful writing tasks to encourage students to read and write, as well as to provide meaningful interactions with positive working adult role models.

Over the year Buddies will exchange between eight and ten handwritten letters. Two visits provide the opportunity for the Buddies to meet - once at the school and again either at the workplace or on an excursion.

Creating opportunities for communities and businesses to engage with schools is a key objective of the program. This means the program must be accessible and easy to implement for both the schools and the businesses. Ardoch therefore allows schools to follow the program framework, adopt it into a class’ curriculum, or adapt it to specific student needs.

QUICK 2013 STATISTICS	
PROGRAMS	63 Programs in Australia
	Ardoch Youth Foundation delivers 41 Literacy Buddies® Programs: 32 in Victoria 6 in Brisbane 3 in Perth
	The Daystar Foundation (a third party) delivers 22 Literacy Buddies® Programs in Sydney.
PARTNERSHIPS	Literacy Buddies® supporters number more than 20 business’ and include 2 Victorian Police Stations
	Clayton Utz & Ardoch’s partnership commenced in 1999. GE & Ardoch’s partnership commenced in 2000.

The Literacy Buddies® Program aims to develop:

- strong relationships between Big and Little Buddies
- team building and community awareness for volunteers
- positive working role models for children
- school to study to work pathways and aspirations
- literacy, social and life skills
- connections between schools, local communities and businesses.

Social Return on Investment

The Social Return on Investment (SROI) methodology was used to assess the social impact of the Literacy Buddies® Program.

SROI is an internationally recognised approach for understanding and measuring the impacts of a program or organisation. It looks at the changes that have occurred for key stakeholders, from the perspective of these stakeholders.

Using the SROI approach, it is possible to measure the 'impact' of activities, rather than simply measuring the delivery. It also enables organisations to get a better understanding of the processes that affect their stakeholders, by identifying the links between activities delivered and impacts experienced by stakeholders.

Once impacts have been identified, a monetary value is used to represent the outcomes experienced by stakeholders. The value of the outcomes can be compared to the investment required to generate the outcomes, providing an indication of cost effectiveness. SROI thus puts social and environmental impact into a language which is widely understood by investors and decision makers.

See Appendix A: SROI methodology explained for further information about SROI methodology and an explanation of key terms.



Mid-year Big Buddy Visit to Sunshine North Primary School

SROI calculation overview

An overview of the calculations involved to forecast the social value is presented below.

$$\text{SROI} = \frac{\text{Total present value of outcomes}}{\text{Total investment in activities}}$$

Present value of an outcome = Outcome incidence x financial proxy value x benefit period

Outcome incidence = [(magnitude of change x number of stakeholders experiencing outcome) – deadweight] x attribution

All of the above values for each outcome experienced by the various stakeholders are presented in Appendix E: Data and assumptions.

Scope of analysis

This analysis was conducted in accordance with the publication 'A Guide to Social Return on Investment' published by The SROI Network in January 2012.

Participating schools and business and community organisation partners

In 2013, there are 63 Literacy Buddies® programs being delivered in Victoria, Sydney, Brisbane and Perth.

This evaluation focussed on three programs that are run at Sunshine North Primary School and Sunshine Harvester Primary School, which are located in Melbourne's Western suburbs. These schools were considered typical of the schools participating in Literacy Buddies®.

At Sunshine North Primary one program partners 25 Little Buddies with 25 Big Buddies from GE Capital. At Sunshine Harvester Primary two programs partner 53 Little Buddies from Sunshine Harvester with Big Buddies from Clayton Utz's Melbourne Office. Stakeholder engagement and data collection was conducted with the Little Buddies from 2012 and 2013 Literacy Buddies® programs.

A description of these schools and supporting businesses is provided in Appendix C: Stakeholder details.

Stakeholder engagement and data collection were also undertaken with the business and community organisation partner representatives and the Big Buddies. The primary research was not limited to Clayton Utz and GE, so that we could obtain a broader perspective of the outcomes experienced by the partner organisations. The SROI modelling however only includes the data collected from Clayton Utz and GE. The results from all business and community organisation partners are presented in section titled 'The experience of all business and community organisation partners'.

The surveys used to collect data for Little Buddies, Big Buddies and business and community organisation representatives have been provided as a separate document.

Project team

This SROI was conducted in partnership with Ardoch. The approach therefore had two objectives – to conduct an analysis of the Literacy Buddies® Program and to build the capacity of Ardoch to adopt an outcomes measurement approach on an ongoing basis. The analysis was run and managed by the Net Balance Foundation. Team members from Ardoch were involved at all stages of the project, and their roles included convening meetings, providing workshop support and conducting stakeholder interviews.

A Steering Group – including representatives from Ardoch, the supporting partners and the schools participating in this research – was established to guide the analysis.

Timeframe and inputs

The SROI was conducted between January and September 2013. The analysis is based on costs for delivering the three programs in 2012 and input from stakeholders involved in the Literacy Buddies® programs in 2012 and 2013. The results are not specific to 2012 and 2013 – they are intended to represent the investment in and value of a Literacy Buddies® program in a typical year.

The SROI ratio presented in the ‘Findings’ section therefore represents the investment required to deliver a typical Literacy Buddies® Program and the outcomes experienced by the material stakeholders involved in a typical Literacy Buddies® Program.

Literature review

The Australian context: inequity of outcomes for disadvantaged students

Literacy Buddies® facilitates adult mentoring and business involvement in schools by connecting learning with business and the community. Generally targeted at schools in disadvantaged areas, and, in some instances, specifically targeted at children with educational difficulties within those schools, the program aims to encourage students to read, write and have meaningful interactions with positive working adult role models.

It is widely recognised that higher levels of education are associated with positive life outcomes, including improvement in employment and earnings, health, longevity, civic participation and social cohesion (Wilkinson & Pickett 2009).

The Gonski Review of Funding for Schooling highlights that Australia has an above-average schooling system, as indicated by its performance in the Program for International Student Assessment (PISA), a standardised assessment that allows international comparison of 15 year-old students' reading literacy, mathematical literacy and scientific literacy skills (Gonski et al. 2011).

However, Australia's average rankings have declined over the past decade, and there is considerable variation in performance across Australia's education sectors (independent, Catholic and government), states and territories. Student groups that, on average, achieve poorer educational outcomes than other students, correlate closely with factors of disadvantage, including but are not limited to low or single income families, families with one parent in prison, and families from non-English speaking backgrounds. In fact, students from low socioeconomic backgrounds, Indigenous students, students with disability, students from remote areas, and LBOTE¹ students have lower performance on assessments throughout schooling. Students from low socioeconomic backgrounds, particularly, have disproportionately poorer results in literacy and numeracy assessments (Gonski et al. 2011).

By providing education support for disadvantaged children and young people through community-based programs such as Literacy Buddies®, Ardoch



¹ Language Background other than English.

contributes to overcoming the barriers to equity for all Australian students.

Big Buddy Letter

Measuring literacy and numeracy in Australia

Ardoch currently adopts an approach for subjectively measuring the educational outcomes for the students participating in Literacy Buddies®. Teachers are surveyed for their professional opinion on the progress of students across a number of 'learning and wellbeing' outcomes. Student feedback about the impact of the program is also collected. However, there is no objective measurement of reading and writing in place and there are a number of approaches for measuring literacy and numeracy already in place in Australia which Ardoch could align with.

The National Assessment Program – Literacy and Numeracy (NAPLAN) is Australia's national testing system. It is an annual, nationwide assessment for students in Years 3, 5, 7 and 9 of the types of skills that are essential for every child to progress. Results are reported using five national achievement scales, one for each of the NAPLAN domains of reading, writing, spelling, grammar and punctuation, and numeracy (NAPLAN 2011). NAPLAN results are published on the My School website, enabling a comparison of students' skills in literacy and numeracy across Australian states and territories and across schools (My School 2013). The Australian Curriculum Assessment and Reporting Authority (ACARA), the organisation that manages the development and delivery of NAPLAN tests, provides sample NAPLAN tests for students in Years 3, 5, 7 and 9 (ACARA, 2011).

There are also approaches for measuring literacy and numeracy that are used internationally. The Program for International Student Assessment is a standardised assessment administered across 34 OECD² countries and 31 partner countries involving 15 year-old students in schools. It aims to evaluate education systems worldwide every three years by assessing 15-year-olds' competencies in the key subjects of reading, mathematics and science (PISA, 2013).

Measurement of improvement in reading and writing in the context of Literacy Buddies® has its challenges. There are many literacy activities targeted at primary school students, and it would be difficult to determine what component of any change in reading and writing is attributable to Literacy Buddies®. Also, the depth and frequency of the literacy and numeracy measurement should be determined in context – the educational outcomes are just one component of the theory of change for participating students, and Literacy Buddies® is just one component of the entire educational experience for these students. As such, it may not be viable or meaningful for Ardoch to introduce objective measurement, but if it does, it should maintain consistency with existing approaches, such as NAPLAN or PISA, wherever possible. While there are limitations to both the NAPLAN and PISA testing systems, they are publicly available. It may also be appropriate for Ardoch to conduct the literacy and numeracy testing with selected cohorts in selected years, rather than

² The Organisation for Economic Co-operation and Development (OECD) is an international economic organisation of 34 countries founded in 1961 to stimulate economic progress and world trade.

on a regular/annual basis. The NAPLAN and PISA results for other students/schools could inform benchmarks to estimate 'what would have happened anyway' (deadweight) in the absence of the Literacy Buddies® intervention.

Student-centred teaching and community involvement

By matching primary school students with employee volunteers to improve literacy and inspire their learning through the art of letter writing, Literacy Buddies® aims to enable both student-centred learning and community involvement in schooling.

One of the aims of this report is to determine the extent to which improvements in literacy can be attributed to the Literacy Buddies® Program. The issue of attribution (how much credit Literacy Buddies® can be credited with for the change observed) will be challenging, and may render such measurement of no use. In addition to exploring attribution, this report considers the duration of the benefit (the benefit period), whether the benefit would have occurred without the program (the concept of deadweight) and whether there are any unintended consequences (for example, displacement).

Student-centred teaching has been increasingly recognised as good teaching practice both internationally and in Australia (Black, 2006). In Victoria, policy developed by the Department of Education and Training in 2005 (now Department of Education and Early Childhood Development) stated that learning is best supported when there is 'a curriculum that takes students' backgrounds and interests into account, and when there are teaching and assessment practices that are flexible and responsive to student needs' (Department of Education and Training, 2005). In addition, in 2007, the Australian report *The Future of Schooling in Australia* identified high-quality teaching, personalised learning and school engagement with community as essential to schooling (Council for the Australian Federation, 2007).

Black defines a student-centred, personalised or engaged approach to teaching as one that:

- is based on a challenging curriculum connected to student's life
- caters for individual differences in interest, achievement and learning styles
- develops students' ability to take control over their own learning
- uses authentic tasks that require complex thought and allow time for exploration
- emphasises building meaning and understanding rather than completing tasks
- involves cooperation, communication and negotiation
- connects learning to the community (Black, 2006).



Big Buddy Letter

Student-centred teaching puts the student at the centre of the learning process and takes place in the real-life context of the community, hence enabling more meaningful learning. In *Beyond the Classroom: Building New School Networks*, Black highlights the importance of community involvement in middle years³ teaching, especially for disadvantaged students. ‘The pre-conditions for successful middle years learning for disadvantaged students include a raft of factors that stem from and can only be mediated outside the classroom’ (Black, 2008).

Literacy Buddies® enables student-centred learning and community involvement in middle years schooling in several ways, including:

- enabling students to express their individual interests through their choice of topic
- allowing students to take control of their own learning
- encouraging students to engage in complex thought and individual ideas
- facilitating communication between the teacher, student and Big Buddy.

Adult mentoring, role modelling and business involvement in education

There is growing recognition that collective action through school-business partnerships and adult mentoring has proven benefits for the educational outcomes of students from low socio-economic backgrounds, and can therefore help governments address educational disadvantage (Black, 2009).

The Gonski Review points out that media attention on philanthropy in schooling is often focused on donations from individuals and businesses to schools located in high socio-economic status communities. The Review advocates that philanthropy should be used to create partnerships with schools that have the greatest need to improve student outcomes, as those schools are unlikely to overcome their particular schooling challenges alone (Gonski et al. 2011). Therefore, Ardoch’s work is in line with recommendations made in the Gonski Review, as its Literacy Buddies® Program facilitates school-business partnerships in targeted disadvantaged communities.

Mentoring disadvantaged students has several potential benefits, as demonstrated by the positive impacts on the lives of the Little Buddies. A mentor is a more experienced adult who becomes a trusted friend, advisor and 'sounding board' to a younger person. Adult mentoring may improve students’ academic performance, attitudes towards education, attendance, retention rates, self-

³ 'Middle years' refers to young adolescents at the end of primary school and the early years of secondary school (Year 5 to Year 9).

esteem and motivation. The goal of the mentoring process is to help students discover their strengths and fulfill their potential (The Smith Family, 2013).

Literacy Buddies® enables adult mentoring by facilitating and encouraging school-business partnerships. According to Fiona Rawes, education campaign director at Business in the Community, a charity that promotes corporate involvement in school education ensures that children, especially those who lack positive role models, have access to people who have built successful working lives and can 'inspire and motivate' them (CBI, 2013). Rawes adds that corporate involvement in school education has potential long-term economic benefits by addressing 'the record levels of youth unemployment today, with all the risks that poses for social and economic cohesion' (CBI, 2013). Corporate involvement in school education usually takes place in the form of employee volunteering which generates economic and personal development outcomes for corporations and their employees respectively.

Benefits of employee volunteering programs

Interest from corporates in working with not for profits has been increasing despite challenging economic circumstances in recent years. According to Kirsty McHugh, Director of Regeneration and Social Policy for Business in the Community⁴, the economic circumstances themselves have increased awareness of business ethics leading to an unpredicted protection of corporate responsibility budgets (McHugh, 2010). Such an unexpected trend stems from increased evidence supporting the business case for CSR initiatives such as employee volunteering programs.

Research has identified a positive relationship between employee engagement and a company's financial performance. In an analysis of 199 studies covering 152 organisations, 44 industries and 26 countries, Gallup identified that companies with higher levels of employee engagement benefited from increased profitability by 12% and general productivity 18% higher than other companies (Harter et al., 2006).

In addition, the WorkUSA 2008/2009 survey of workers in all major industry sectors, such as health care, retail, consumer products, financial services, telecommunications, technology and manufacturing, *Driving Business Results Through Continuous Engagement*, found that companies with engaged employees experience 26% higher revenue per employee, 13% higher total returns to shareholders, and a 50% higher market premium (Watson Wyatt, 2008).

A survey by Sirota Survey Intelligence – of 1.6 million employees in seventy companies – found that employees who approved of their company's commitments to social responsibility were far more engaged than those who did not approve (86% versus 37%). They were also more likely to believe that their employers were interested in their wellbeing (75% versus 17%). In addition, employees who were satisfied with their company's commitments had more favourable perceptions of senior

⁴ Business in the Community is the largest business-led charity committed to building resilient communities, diverse workplaces and a more sustainable future (United Kingdom-based charity). Source: <http://www.bitc.org.uk/>

management's integrity, as well as their company's competitiveness in the marketplace (Sirota Survey Intelligence, 2007).

There are a rising number of studies establishing a connection between employee engagement and volunteering. Employee volunteering programs increase engagement levels at work because they connect to an individual's need for meaning and accomplishment. This was first demonstrated in 1968 by the psychologist Frederick Herzberg in his article *One More Time, How Do You Motivate Employees?* Frederick Herzberg suggested that people who are more satisfied with who they are as a person, do better in life. In other words, people with a purpose outperform those who do not have a purpose (Herzberg, 1968). Therefore, companies that are able to connect people to passions and interests through corporate responsibility initiatives such as volunteering, are creating the right kind of space for their employees to express their personal interests and personal desires that go beyond what they are already doing as part of the company.

However, the benefits of employee volunteering programs to companies go beyond employee engagement. An Australian report commissioned by The Smith Family presents the findings from a survey of employees at Westpac who participated in its employee volunteering program with The Smith Family and two other non-profit organisations in 2002. The report identifies key people-related benefits said to result from employee volunteering programs which include:

- Increased employee motivation, morale, commitment and loyalty (many employers have realised that non-monetary rewards and needs of employees have been overlooked);
- Creating a shared sense of purpose and loyalty among employees which helps foster employee teamwork and cohesion, and improve employee skills such as leadership; and
- Improving hiring practices (firms with extensive corporate responsibility programs are seen as more attractive to potential applicants) (Zappalà, 2003).

Organisations such as Volunteering Victoria and the New South Wales Centre for Volunteering highlight additional benefits to those already identified above. For instance, employee volunteering programs can provide new skill development opportunities for staff and help employees gain a better understanding of the community. They are also said to improve community perception and related marketing opportunities of the company, which in turn may lead to improved financial outcomes (Volunteering Victoria, 2013; The Centre for Volunteering, 2008).

Literacy Buddies® not only provides an accessible opportunity for local communities and businesses to support the education of disadvantaged students, but creates additional benefits for employers and helps their employees to achieve economic and personal development outcomes.

The outcomes of Literacy Buddies®

Stakeholders of Literacy Buddies®

The stakeholders of the Literacy Buddies® Program are identified in Figure 1. Stakeholders are defined as people, organisations or entities that either experience change as a result of the activity that is being analysed or contribute to the change taking place.

The 'material' stakeholders of Literacy Buddies® are indicated in orange. In SROI, a stakeholder is deemed material if sufficient social value, in the context of the total social value created, has been created for that stakeholder to merit their inclusion in the lengthy data collection and modelling process. Materiality is not a reflection of importance; some of the most important stakeholders (e.g. schools, teachers and employees who enable the delivery of Literacy Buddies®) are often not included in the SROI calculation. The key stakeholders of Literacy Buddies® are described in this section, whereas only the material stakeholders are included in the SROI model.



Figure 1: Stakeholders of the Literacy Buddies® Program

The stakeholders considered to be material to the Literacy Buddies® Program are the Little Buddies, the Big Buddies and the business and community partners. While Ardoch and the schools contribute to the investment required to deliver the program, they are a conduit for its implementation, not a beneficiary of the program itself. As such, they were not judged to be material stakeholders even though the program could not occur without their support.

For further information about the stakeholders consulted and how materiality was determined, refer to Appendix C: Stakeholder details.

The theory of change

SROI is based on the theory of change. The theory of change for a program is a description of how inputs are used to deliver activities which, in turn, result in outcomes (changes) for each stakeholder. The theory of change tells the story of how stakeholders are involved in Literacy Buddies® and their perception and belief of how their lives (or circumstances in the case of entities) have changed as a result.

Interviews and workshops were conducted as part of this project to formally establish the theory of change.

The theory of change for all stakeholders who were involved in the stakeholder engagement is presented in this section in narrative and tabular format. The material outcomes experienced by the material stakeholders are presented in Table 1 below; these are the outcomes that have been quantified and valued as part of the SROI.



Table 1: Theory of change

ACTIVITIES	INTERMEDIATE OUTCOMES	OUTCOMES	QUOTES
LITTLE BUDDIES			
Writing letters to their Big Buddies Receiving letters from their Big Buddies	Practising reading and writing Little Buddies learn from the presentation styles of the Big Buddies	Improvement in reading and writing	The program helped me with my reading and writing because I tried harder to write clearly for my Buddy – Little Buddy The change in reading and writing doesn't happen in one year. In prep/1 they get Spark, in grade 3/4 they get the opportunity to participate in Ardoch. They are all pieces of the puzzle – Teacher They learn the process and structure of writing – developing ideas, drafting, refining, checking spelling and punctuation, presenting – Teacher Some of the Big Buddies have unusual handwriting – it's a real learning experience for the students – Teacher The ESL students get a chance to practice their conversation skills – Teacher Some of the Big Buddies come back with really elaborate letters. This opens up the way of presenting for the students – Teacher
	Little Buddies have an authentic reason to write Little Buddies are more motivated to write as there's a reward for doing so The business and community organisation partnerships provide a meaningful basis for real world research and activities	Increased engagement with learning	It has improved my letter writing skills. I hadn't written letters before but now I write letters to other people too – Little Buddy It is better than other things we get to do at school – Little Buddy We look at the Clayton Utz website and talk about their profession. We draw on the connection with our business and community organisation partner beyond the letters and visits – Teacher They are writing to someone at the other end, and that person writes back to them. It's an authentic reason to write – Teacher They get a reward for persisting (a return letter) which motivates them when they otherwise might not be bothered by a writing exercise – Teacher It's easier for the kids to start writing. They have questions from their Big Buddy. Two lines quickly become half a page, and then a whole page – Teacher

ACTIVITIES	INTERMEDIATE OUTCOMES	OUTCOMES	QUOTES
<p>Receiving letters from their Big Buddies</p> <p>Writing letters to their Big Buddies</p> <p>Big Buddies visiting the Little Buddies at their school</p> <p>Little Buddies visiting the Big Buddies at their workplace</p>	<p>Little Buddies feel a sense of connection when they find things in common with their Big Buddy</p> <p>Little Buddies have someone to share their experiences and thoughts with</p> <p>Little Buddies experiencing personal challenges have additional attention and emotional support</p> <p>Little Buddies can read letters even after the buddy period ends</p>	<p>Increased emotional wellbeing arising from friendship and support provided by the Big Buddies</p>	<p>It's good because you get to write to an adult other than your parents and don't know what they'll write back – Little Buddy</p> <p>It felt like seeing an old friend again when we went to see them in their office – Little Buddy</p> <p>It's exciting because you get to show them your school, where you play and all your friends and teachers – Little Buddy</p> <p>I look back at my old letters and feel happy thinking of the fun moments and feel like I'm still connected to my Buddy – Little Buddy</p> <p>This was my first adult friend and I got to learn more about adult life, which is more interesting – Little Buddy</p> <p>I love them – Little Buddy</p> <p>The students feel so proud, they show off their Big Buddy during the visit - Teacher</p> <p>We have 25 students. The one-on-one attention that they get from the Big Buddy is really beneficial – Teacher</p>
<p>Little Buddies visiting the Big Buddies at their workplace</p> <p>Big Buddies visiting the Little Buddies at their school</p>	<p>Little Buddies get to 'show off' their school and play with their Big Buddy</p> <p>Little Buddies have enjoyable experiences like going on an excursion, riding in an elevator, baking cakes and playing with their Big Buddy</p>	<p>Increased sense of enjoyment</p>	<p>I liked when we went to GE. We got to make cakes – Little Buddy</p> <p>It is fun, because you get to meet each other and talk to each other – Little Buddy</p> <p>I like how they come to our school and we go to their office in the city, it's lots of fun – Little Buddy</p> <p>There is lots of excitement in the lead up to the visit. They are so enthusiastic to speak to the Big Buddies – Teacher</p>

ACTIVITIES	INTERMEDIATE OUTCOMES	OUTCOMES	QUOTES
<p>Receiving letters from their Big Buddies</p> <p>Writing letters to their Big Buddies</p> <p>Big Buddies visiting the Little Buddies at their school</p> <p>Little Buddies visiting the Big Buddies at their workplace</p>	<p>The Buddies build a relationship over the period of a year</p> <p>The Little Buddies have the opportunity to interact with adults other than their family members and teachers</p>	<p>Increased confidence</p>	<p>Their confidence grows. They're no longer afraid to speak to adults – Teacher</p> <p>When they see their Big Buddy the second time, they are more comfortable and confident speaking to an adult – Teacher</p> <p>I feel shy but it built my confidence to talk with them when they come to visit my school – Little Buddy</p>
	<p>Little Buddies learn about new things e.g. holiday destinations, different suburbs, different interests</p> <p>Little Buddies learn what it's like to be an adult</p> <p>The Little Buddies have an adult role model</p> <p>The Little Buddies experience new things, such as visiting the city and visiting a workplace</p>	<p>Increase in aspirations for the future</p>	<p>Sometime they write things you don't expect, like when my Buddy told me that he also plays video games – Little Buddy</p> <p>I have never been to an office in the city before so am really looking forward to it but a little nervous about how tall the building is – Little Buddy</p> <p>They'll tell us about being a lawyer and so you might want to work harder and become a lawyer rather than take another job – Little Buddy</p> <p>Not all of our students have these sorts of role models – Teacher</p> <p>The students will say 'My Buddy loves soccer, my Buddy speaks Spanish, my Buddy goes on holidays'. It's about exposure and aspiration – Teacher</p> <p>It opens up new opportunities for them. The trip into the city is an experience – Teacher</p>
<p>Activities ceasing at the end of a 12 month period</p>	<p>Little Buddies no longer receive letters</p> <p>Little Buddies feel sadness due to contact ceasing</p> <p>Little Buddies still think about their Big Buddies and read their letters</p>	<p>Increased sense of loss from the relationship with the Big Buddy ceasing</p>	<p>I was really sad when we couldn't write letters anymore – Little Buddy</p> <p>I feel sad when I look at the letters. And I feel bored as I don't write anymore letters – Little Buddy</p> <p>I wish we could see them again – Little Buddy</p>

ACTIVITIES	INTERMEDIATE OUTCOMES	OUTCOMES	QUOTES
BIG BUDDIES			
<p>Writing letters to and receiving letters from the Little Buddies</p> <p>Visiting their Little Buddy at their school</p> <p>Hosting the Little Buddies at their office</p>	<p>Feeling like they are making a positive contribution to the community through their volunteering</p> <p>Providing their Little Buddy with an experience that provides enjoyment and meaning</p> <p>Developing a sense of friendship with their Little Buddy</p>	<p>Increased satisfaction gained through personal contribution to the community</p>	<p>I am happy Clayton Utz provides this opportunity, but I wouldn't seek it out outside of work – Clayton Utz Big Buddy</p> <p>I have had a good experience – our letters progress as the exchange continues – Clayton Utz Big Buddy</p> <p>The children in this program are from low socio-economic backgrounds and I see value to them in sharing my experience and giving them exposure to potentially different things like travel and different careers – GE Big Buddy</p> <p>'Kids are born into circumstances, good or bad, it is outside of their control. It is important therefore to support them – Clayton Utz Big Buddy</p> <p>I've written my letter and now I'm looking forward to the reply – 'I want my letter!' – Clayton Utz Big Buddy</p> <p>I enjoy seeing the kids grow and realising how much of an impact you make on their lives – GE Big Buddy</p> <p>We are able to be a role model and show the kids what adults are like – GE Big Buddy</p> <p>It's a wonderful uplifting experience for Big Buddies. Everyone is so excited, the experience comes from the heart – Partner organisation representative</p> <p>Where the Literacy Buddy Program works well, is that it enables all of our employees to give back to the community, including the administrative support employees, and junior employees to more senior employees – Partner organisation representative</p>

ACTIVITIES	INTERMEDIATE OUTCOMES	OUTCOMES	QUOTES
<p>Receiving letters from the Little Buddies</p> <p>Visiting their Little Buddy at their school</p>	<p>Increased exposure to the lives and perspectives of other people, including other cultures and socio-economic backgrounds</p> <p>Increased exposure to the struggles experienced by others</p> <p>Greater appreciation for their own life and fortunes</p>	<p>Enhanced world-view gained through broader life experience</p>	<p>It was such a great experience supporting my little boy in 2012 – I was not prepared for the insight it gave me into different experiences – GE Big Buddy</p> <p>You may read about things in the news but it doesn't sink in until you see it – GE Big Buddy</p> <p>This has expanded my knowledge of the world, an awareness of other people's situations, having a basis for my opinions and judgements. I could potentially be ignorant of some social issues without this contact – GE Big Buddy</p> <p>It is important to recognise that we are privileged – Clayton Utz Big Buddy</p> <p>The opportunity to meet someone from another background and with different life experiences is a benefit to me – Clayton Utz Big Buddy</p> <p>Literacy Buddies® has allowed employees to see that there are difficulties out there in the community. This is a first for some of our employees, many of whom have come from good families with good educational backgrounds – Partner organisation representative</p>
<p>Writing letters to and receiving letters from the Little Buddies</p> <p>Interacting with Little Buddies during visits</p> <p>Interacting with colleagues who are fellow Big Buddies</p> <p>Coordinating Literacy Buddies® activities (volunteer coordinators only)</p>	<p>Developing new skills e.g. organisational and leadership skills for business support team members, interpersonal skills for technical team members</p>	<p>Development of new skills and capabilities (such as leadership and interpersonal skills)</p>	<p>Employees gain skills and exposure that they wouldn't otherwise get – Partner organisation representative</p> <p>There are class coordinators who are typically admin employees. It provides these people an opportunity to contribute, and an important role, where they wouldn't otherwise have the opportunity to manage something – Partner organisation representative</p>

ACTIVITIES	INTERMEDIATE OUTCOMES	OUTCOMES	QUOTES
BUSINESS AND COMMUNITY ORGANISATION PARTNERS			
Providing the opportunity for team members to participate in Literacy Buddies®	<p>Providing employees with work life balance</p> <p>Enabling our employees to help other members of the community</p> <p>Facilitating the development of relationships with colleagues</p> <p>Increased satisfaction at work</p> <p>Contributing to attracting and retaining employees</p> <p>Employees experience an increase in pride in the company</p> <p>Employees develop relationships with colleagues</p>	<p>Creation of a positive and stimulating environment for employees which contributes to employees engagement</p>	<p>One of the reasons I chose Clayton Utz was because they are good with pro bono. Not just legal but community focused activities – Clayton Utz Big Buddy</p> <p>The value is in the engagement Clayton Utz gets with employees – Clayton Utz Big Buddy</p> <p>Clayton Utz doesn't promote its CSR activities. It is for internal employees engagement – Clayton Utz Big Buddy</p> <p>It adds a personal value to my professional life and boosts my morale at work – GE Big Buddy</p> <p>The organisation considers CSR and the internal volunteering program a significant part of its internal engagement – Partner organisation representative</p> <p>Hosting the children in the office is very important, as it is a way to increase employees engagement – Partner organisation representative</p> <p>There are benefits for the company in terms of employees engagement, recruitment and retention. It is part of the HR strategy – Partner organisation representative</p> <p>Employees get to know each other better and on a different level. They interact with people that they wouldn't otherwise. By doing meaningful things together, there's a cultural benefit. We want our employees to be happy and engaged. This is about culture, not productivity – Partner organisation representative</p> <p>The letter writing contributes to the office environment – there's competition, who's writing the best letter, what sort of reaction do we get from the Little Buddies, showing the pictures that kids have drawn – Partner organisation representative</p> <p>The party when the kids come into the office creates a lot of excitement, people really look forward to it. It's a buzz that I've not seen for any activity except for the Christmas party – Partner organisation representative</p>

ACTIVITIES	INTERMEDIATE OUTCOMES	OUTCOMES	QUOTES
<p>Providing the opportunity for team members to participate in Literacy Buddies®</p>	<p>Supporting education</p> <p>Enabling employees to contribute to the community (in some instances the local community)</p> <p>Opening up the workplace to the community</p> <p>The organisation fulfils its goal of being a good corporate citizen</p>	<p>Demonstrating commitment to the community and the values of the organisation</p>	<p>Employees volunteering programs provide opportunities for us to be good corporate citizens – Partner organisation representative</p> <p>Involvement in the Literacy Buddies® is an opportunity for us to live our corporate values and demonstrate action – Partner organisation representative</p> <p>We don't want to be seen as a firm that throws money at problems. We want to become involved, and help the disadvantaged in the community – Partner organisation representative</p> <p>The firm is proud of what it is doing for the community – Partner organisation representative</p> <p>Education directly addresses disadvantage which is part of our corporate responsibility agenda – Partner organisation representative</p> <p>Our involvement with Ardoch demonstrates that we are good citizens – Partner organisation representative</p> <p>As a big company, it's good to give back to the community. It's gratifying to know that as a business we're doing good – Partner organisation representative</p> <p>It shows to employees that we can act without expectation, there's no business development, this is just genuine engagement – Partner organisation representative</p>

Little Buddies

Based on responses from 88 teachers surveyed, the needs addressed for the Little Buddies as a result of the Literacy Buddies® Program are depicted in Figure 2 below.

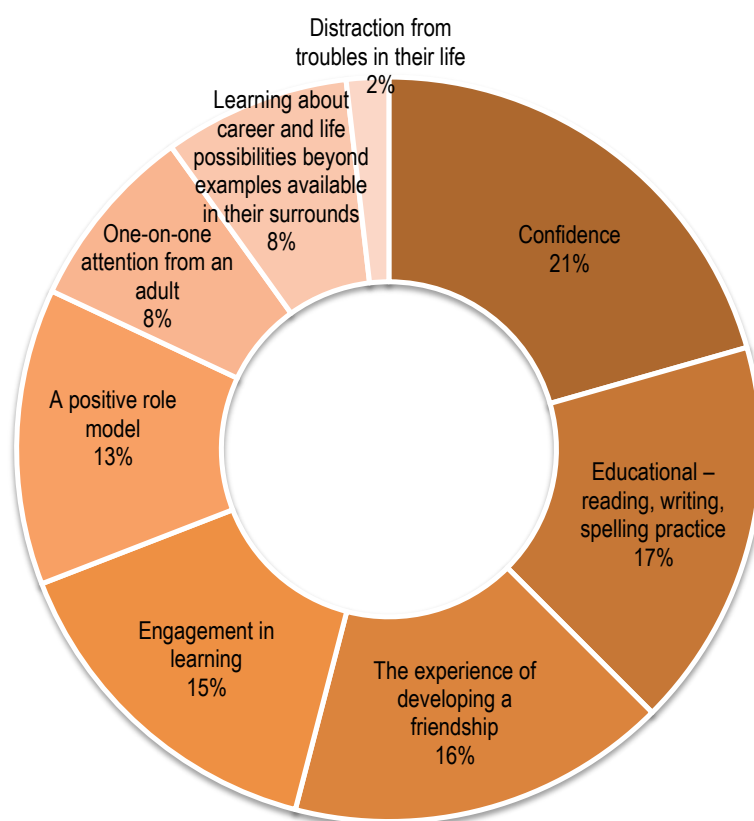


Figure 2: Needs addressed for Little Buddies via the Literacy Buddies® Program

Most Little Buddies felt that the Literacy Buddies® Program – and specifically the opportunity to get to know their Big Buddy – was a positive experience. While some Little Buddies said that the program has **improved their reading and writing**, the majority focused on the **increased sense of enjoyment** they experienced from having an adult friend, receiving their letters, playing with their Big Buddies and visiting the partner organisation’s office (and having experiences such as baking a cake, travelling in an elevator and seeing a large Christmas tree in an office building foyer). A number of Little Buddies expressed **sadness from the relationship with the Big Buddy ceasing**.

‘This was my first adult friend and I got to learn more about adult life, which is more interesting’ – Little Buddy.

Teachers consulted about the impact of the program on the Little Buddies held the view that the act of writing a letter to and receiving a reply from a Big Buddy was a way for the Little Buddies to be **increasingly engaged with their learning**, as it provided them with a personal reason to write and to look forward to a reply. Teachers also described the benefits that some of the children experienced due to their circumstances, benefits that the children may not have been aware of or able or willing to articulate. These benefits included an **increase in emotional wellbeing** arising from receiving friendship and support from their Big Buddy. The opportunity to interact with an adult other than family members and teachers helped the children to overcome shyness and **increase their confidence**. Through their relationship with a positive role model, who introduced them to things such as professional careers and different lifestyles e.g. personal interests, the Little Buddies also developed an **increase in aspirations for their future**.

The outcomes experienced by the Little Buddies are outlined in Table 2 along with detail on the percentage of Little Buddies who experienced the outcome (as evidenced through the data collection phase) and the annual value created by this outcome. The rationale and data sources for the valuation are provided in Appendix E: Data and assumptions. The proportion of stakeholders that experienced each outcome is presented in Figure 3.

Table 2: Summary of outcomes for Little Buddies

OUTCOME	PROPORTION EXPERIENCING OUTCOME	AVERAGE MAGNITUDE OF CHANGE (Max = 1)	FORECAST OF SOCIAL VALUE (\$)
Improvement in reading and writing	78%	0.48	\$17
Increased engagement with learning	89%	0.63	\$9,133
Increased emotional wellbeing arising from friendship and support provided by Big Buddies	79%	0.29	\$82,700
Increased sense of enjoyment	62%	0.14	\$8,058
Increased confidence	82%	0.31	\$115,517
Increase in aspirations for the future	75%	0.22	\$169,660
Increased sense of loss from the relationship with Big Buddy ceasing	54%	0.14	-\$16,314
Total present value of outcomes created			\$368,771

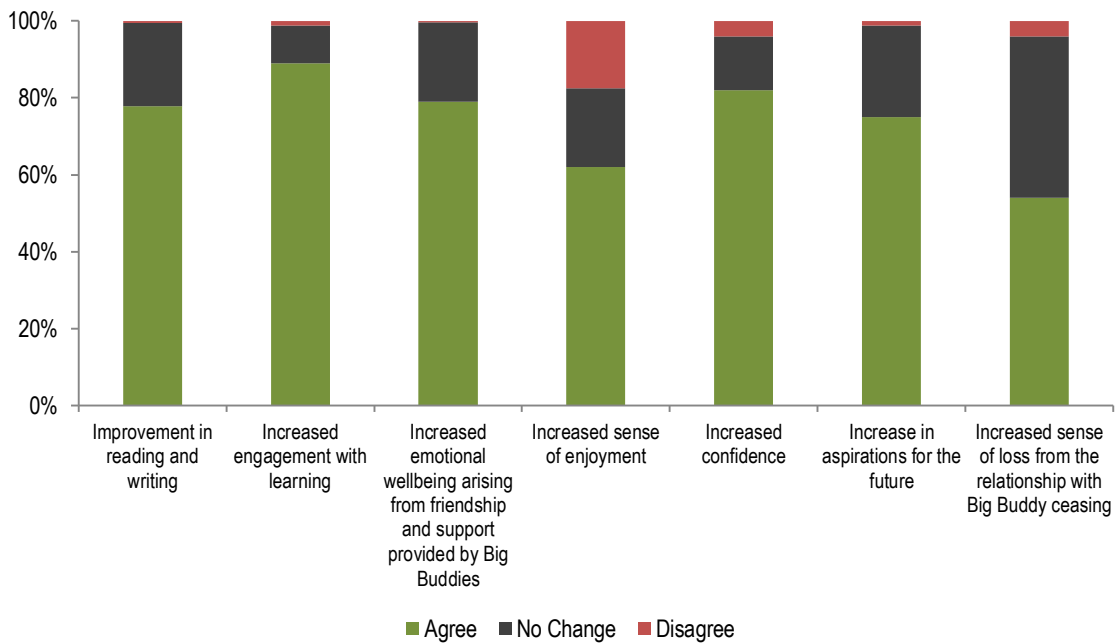


Figure 3: Summary of outcomes for Little Buddies

Big Buddies

Figures 4 and 5 respectively depict the occupational categories and the number of times they have been involved in Literacy Buddies® for the Big Buddies that responded to the survey.

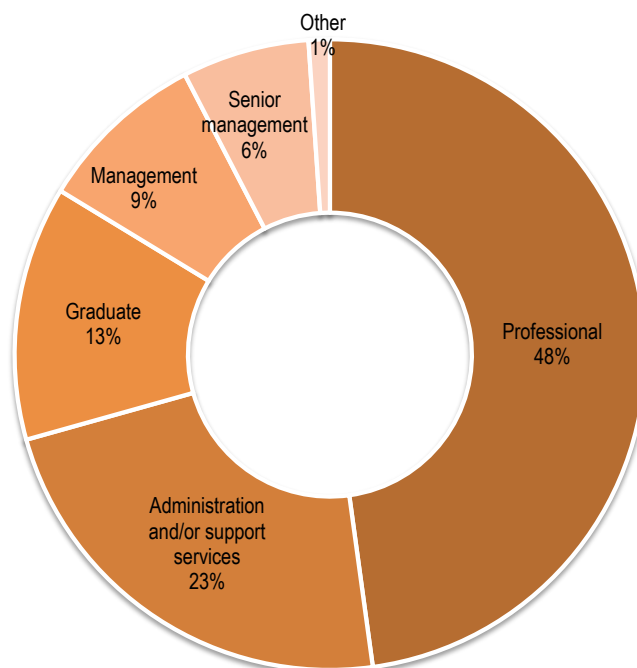


Figure 4: Occupational categories of Big Buddies

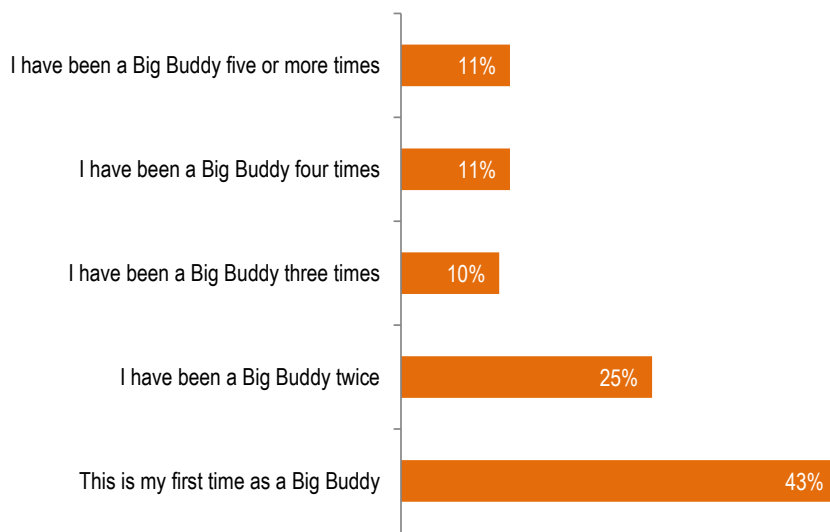


Figure 5: Number of times involved as Big Buddies

The main outcome for Big Buddies was **increased satisfaction gained through personal contribution to the community**. Big Buddies also reported gaining an **enhanced world view** due to exposure to people from different backgrounds and gaining an understanding of the experiences and lives of others. Big Buddies also experienced the enjoyment of networking in a different way with colleagues, which was a benefit for both themselves and for their employer.

For some Big Buddies, involvement in Literacy Buddies® was an opportunity to **develop new skills and capabilities**. For team members with more technical skills, the opportunity to interact with a child helped them to develop **interpersonal skills and empathy**. In addition, in some organisations, administrative employees were appointed as the volunteer coordinator, responsible for coordinating the Big Buddies to complete their letters and the site visits, which was an opportunity for them to develop **leadership skills**.

‘The children in this program are from low socio-economic backgrounds and I see value to them in sharing my experience and giving them exposure to potentially different things – travel and different careers’ – GE Big Buddy.

Some Big Buddies indicated lower levels of interest in the program, including some (but not all) of those required to participate as a part of their graduate year.

The outcomes experienced by the Big Buddies are outlined in Table 3 along with detail on the percentage of Big Buddies who experienced the outcome (as evidenced through the data collection phase) and the annual value created by this outcome. The rationale and data sources for the valuation are provided in Appendix E: Data and assumptions. The number of stakeholders that experienced each outcome is presented in Figure 6.

Table 3: Summary of outcomes for Big Buddies

OUTCOME	PROPORTION EXPERIENCING OUTCOME	AVERAGE MAGNITUDE OF CHANGE (Max = 1)	FORECAST OF SOCIAL VALUE (\$)
Increased satisfaction gained through personal contribution to the community	57%	0.15	\$4,392
Enhanced world view gained through broader life experience	41%	0.1	\$39,045
Development of more meaningful relationships and rapport with colleagues	50%	0.14	\$19,318
Development of new skills and capabilities	52%	0.23	\$21,292
Total present value of outcomes created			\$84,047

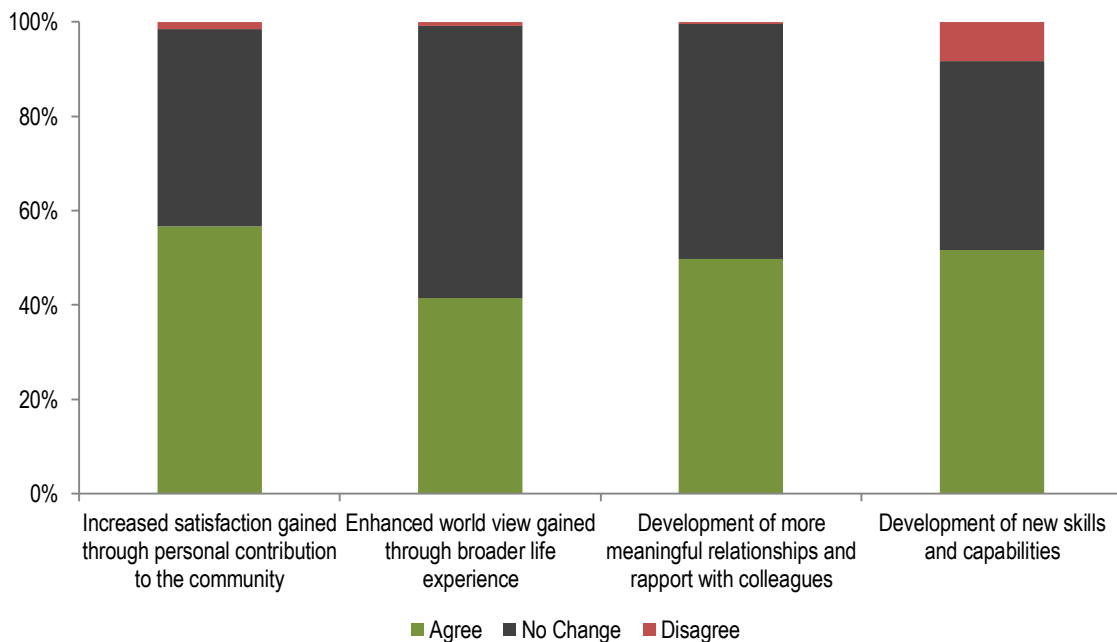


Figure 6: Summary of outcomes for Big Buddies

Business and community organisation partners

The reasons that GE and Clayton Utz participate in Literacy Buddies® are outlined in Figure 7.

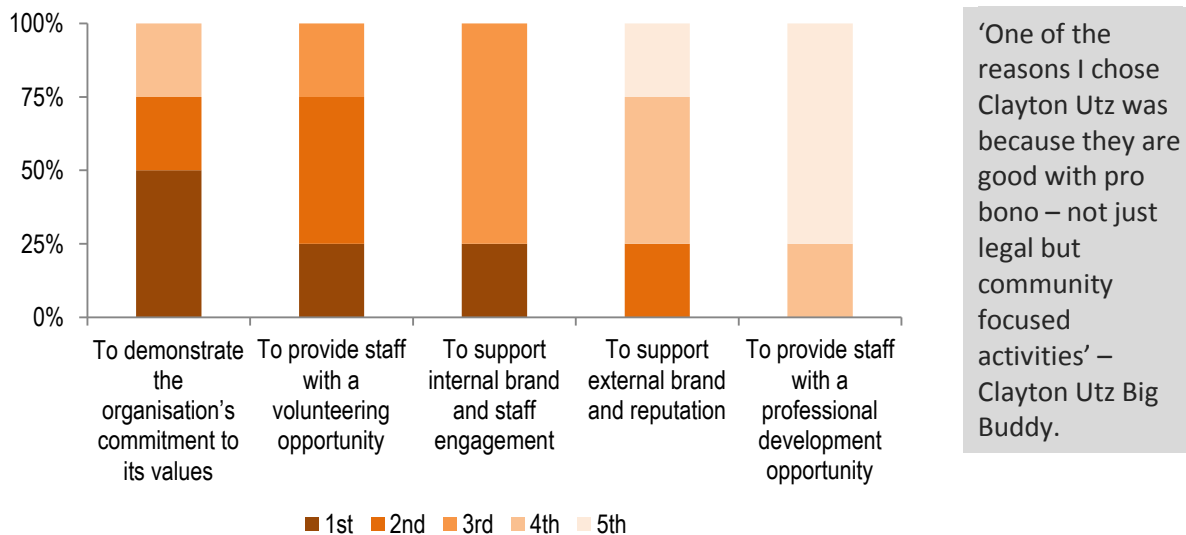


Figure 7: Reasons Clayton Utz and GE participate in Literacy Buddies® (ranked in order of importance 1 to 5)

The business and community organisation partners benefit from their involvement in Literacy Buddies® largely because their employees participating in Literacy Buddies® experience benefits. Representatives of these organisations stated that participating in Literacy Buddies® demonstrates their organisation's commitment to the community and the values of the organisation. While this has flow on benefits in terms of enhancing reputation with stakeholders, it was seen as important in and of itself for an organisation to **demonstrate its values and its commitment to the community**.

Providing volunteering opportunities to employees also enhances the workplace environment, contributing to **employee engagement**. Employees have the opportunity to develop relationships and rapport with their colleagues, and share enjoyable experiences such as the Little Buddies visiting the office. Compared to other volunteering programs, Literacy Buddies® provides the opportunity for large numbers of employees to get involved within an achievable time commitment. It also provides opportunities for all employees to get involved, compared to, as an example, pro bono work undertaken by law firms which is limited to legal professionals.

The outcomes experienced by the partner organisations are outlined in Table 4 along with detail on the percentage of them that experienced the outcome (as evidenced through the data collection phase) and the annual value created by this outcome. The rationale and data sources for the valuation are provided in Appendix E: Data and assumptions. The number of stakeholders that experienced each outcome is presented in Figure 8.

Table 4: Summary of outcomes for partner organisations (GE and Clayton Utz)

OUTCOME	PROPORTION EXPERIENCING OUTCOME	AVERAGE MAGNITUDE OF CHANGE (Max = 1)	FORECAST OF SOCIAL VALUE CREATED (\$)
Creation of a positive and stimulating environment for employees which contributes to employee engagement	32%	0.10	\$25,366
Demonstrating commitment to the community and the values of the organisation	56%	0.13	\$3,279
Total present value of outcomes created			\$28,645

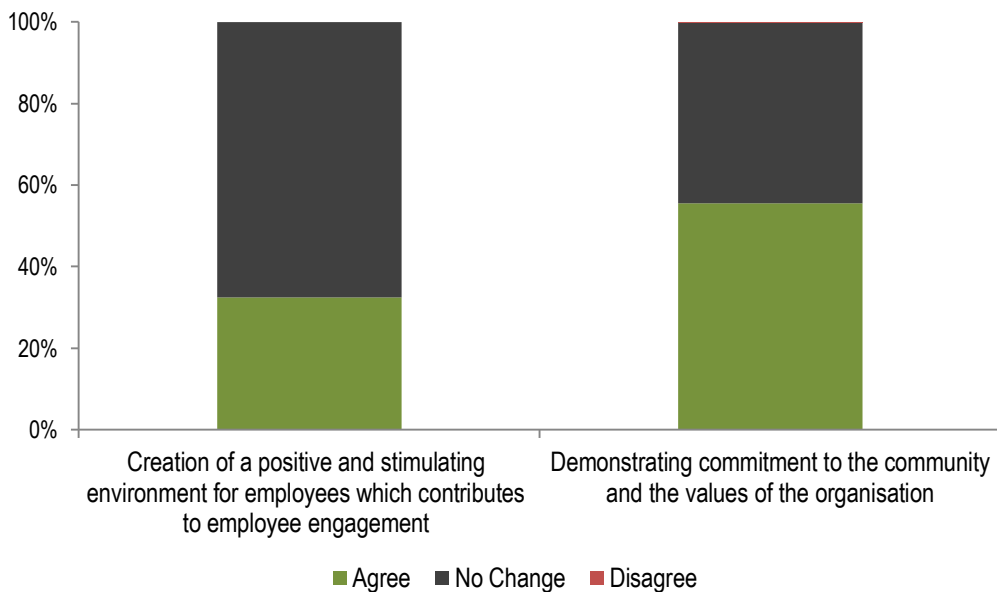


Figure 8: Summary of outcomes for business and community organisation partners (GE and Clayton Utz)

Participating schools

The Literacy Buddies® Program benefits participating schools by **connecting them with the business community** where possible (refer to the Literature review for further discussion of the benefits). The involvement of the Big Buddies enables schools to **broaden the children’s experience**, exposing them to adults with professional jobs and the concept of volunteering. The

program also provides children with **additional support and activities** beyond that which the school is able to provide.

The parents of students are known to share positive stories about the Literacy Buddies® Program which **enhances the reputation of the school** in the community. Anecdotal evidence suggests there is also an **increase in school attendance** on the days when activities are taking place due to the motivation that the program provides to the children.

Given the increased transparency and reporting of educational outcomes achieved by individual schools through initiatives such as the MySchool website, any program that assists schools to improve their educational outcomes could be contributing to the ongoing **sustainability and success** of the school and the ability of the school to **maintain enrolment levels**.

Teachers of the Little Buddies

The teachers involved in the Literacy Buddies® Program facilitate the writing of the letters by students and participate in the visits to and from the Big Buddies. The teachers have reported an increase in the engagement of their students, particularly those who require additional literacy support, when participating in the program. This enables teachers to **do their job more effectively**. A deeper understanding of the students' interests and personalities is also gained through the reading of the letters, which enables teachers to **better engage with their students**.

The teachers leverage the letter writing activities and relationships with the Big Buddies as a way to engage students in related areas such as exploring company websites or using the contents of the letters in activities such as students' creation and performance of rap songs.

The **enjoyment of the program** is not limited to the children, with the teachers reporting that it is very motivating to be involved. Knowing how much the program means to the children enhances this enjoyment.



Big Buddy Mid-Year Visit to Sunshine Harvester Primary School

Literacy Buddies®: The elements of a successful employee volunteer program

A well-executed corporate volunteering program has the potential to provide benefits for the community and also for the organisation and its employees. The success of a program depends not only on a corporate’s good governance, but also on the strength of the community partners and the volunteering opportunities they provide.

Employee engagement

Engaging employees in volunteer programs can be a difficult prospect. Literacy Buddies® has proven itself to be a volunteering opportunity that is attractive to employees, and it is therefore easy for corporate partners to recruit. The attractiveness of the program for employees is due to both its subject matter and also the flexibility of the time commitment required. Technically an unskilled opportunity, this program also enables employees at all levels of an organisation to participate.

Employees perceive a high level of value in this program, both for their own personal satisfaction and also for the children involved. For this reason, employees are willing to participate in this program year after year, which enables corporates to more easily achieve volunteer participation targets with less internal resourcing. This is further enhanced by the large number of employees able to be accommodated through the program.

Establishing local connections in the community is an aspect of the Literacy Buddies® Program that has benefitted some of the participating organisations, with employees being matched with schools near to their offices. This also reduces the time commitment for employees on the occasion of their visit to their Little Buddy.

As well as being appealing to existing employees, having a visible, engaging community program can be a differentiating factor for organisations when considering recruitment and the attraction of talent.

“There’s no other volunteering program available which provides the same level of engagement from the desktop.”

“Once people are involved with the Literacy Buddies program...they tend to stay in it. This contrasts to other volunteering programs, where we have trouble filling open spaces.”

““There is no way I would get rid of the program, as it attracts such an interest and is easy to manage.”

“Wonderful uplifting experience for Big Buddies”

“Literacy Buddies has allowed staff to see that there are difficulties out there in the community. This is a first for some of our staff, many of whom have come from good families with good educational backgrounds.”

“Employees get to know each other better and on a different level. They interact with people that they wouldn’t otherwise.”

Employee development

Employees reported an increase in both personal and professional development as a result of participating in the Literacy Buddies® Program. Less than half of the partner organisation representatives reported that this opportunity for employees to develop was able to be easily replicated with other programs or opportunities.

The personal satisfaction of making a difference to children they meet and develop a relationship with was seen by employees as more impactful and more memorable than other volunteering opportunities. Being exposed to new people and experiences they might not otherwise have been aware of enables employees to develop an appreciation for their own circumstances and to feel that they have been able to make a real difference in a child’s life.

The letter writing and also the visits to and from Little Buddies creates excitement within the workplace and encourages interaction between colleagues and an opportunity to get to know one another outside of work. This in turn enhances internal business relationships and increases the internal networking capacity for some employees.

Business and community investment

The number one reason identified by business representatives for participating in the Literacy Buddies® Program was to demonstrate the organisation’s commitment to its values, including corporate social responsibility. Employee engagement programs, including volunteering, are often just one element of a broader corporate community investment program. Incorporating a successful, engaging employee based program into this broader program, which generates conversation and positive stories for employees to share, is an excellent way to ensure employees understand and are engaged with an organisation’s commitment to the community.

Common challenges that can plague corporate volunteer programs, including low participation rates and intense resourcing requirements, have been specifically addressed in the feedback received as strengths rather than weaknesses of the Literacy Buddies® Program. The message that has been conveyed is that of a well-managed and engaging program that provides value for all stakeholders.

“The program itself is well coordinated and that makes it easier for us to participate. Corporates find it difficult to deal with schools sometimes, and having a liaison from the Ardoch Foundation is much appreciated.”

Literacy Buddies®: The elements of a successful student mentoring program

The Literacy Buddies® Program provides benefits for primary school children (the Little Buddies), as well as more general benefits for the school and the community itself. The successful implementation of the Literacy Buddies® Programs in schools depends on the availability and willingness of a partner organisation, but also on the support of teachers, parents and the broader school community.

Increasing community engagement

The Literacy Buddies® Program is a way for the broader community – here represented by staff at business and community organisation partners – to give back by supporting an area of fundamental importance – education and schooling.

The program links schools with the business community. The involvement of the employees (the Big Buddies) broadens the children’s experience by exposing them to adults with professional jobs and the concept of volunteering. In some cases, the partnership extends beyond Literacy Buddies® Program (for example, the story writing competition and supporting activities such as sports days).

The parents of students are known to share positive stories about the program which serves to enhance the reputation of the school. The teachers appreciate that the broader community develops an understanding of the education system and the challenges teachers deal with.

Given the increased transparency and reporting of educational outcomes now expected of schools, the program can be considered to contribute to the ongoing sustainability and success of the school and the ability of the school to improve its reputation and maintain enrolment levels.

“It opens up new opportunities for them. The trip to the city is an experience”.

“They are writing to someone at the other end, and that person writes back to them. It’s an authentic reason to write.”

“It’s exciting because you get to show them your school, where you play and all your friends and teachers.”

Building confidence and self-esteem

The Literacy Buddies® Program combines educational and personal support for the Little Buddies in an enjoyable and engaging way.

By writing letters to and receiving letters from their Big Buddy, Little Buddies are introduced to new concepts, such as professional careers and different lifestyles. The opportunity to interact with an adult other than family members and teachers helps some children to overcome shyness and increase their confidence. Some Little Buddies experience an increase in aspirations for their future.

In addition to improved confidence and self-esteem, Little Buddies may experience a range of benefits, including:

- increased ability in reading, writing and spelling
- enhanced emotional wellbeing from the friendship and support provided by the Big Buddies.

Increasing engagement in learning

By partnering individual Little Buddies with their own Big Buddy the program provides children with additional support and activities beyond that which would normally be provided in the classroom. The Literacy Buddies® Program is a recognised part of the school curriculum, and students look forward to their opportunity to participate. Teachers report that their students appear more engaged in the classroom, and specifically in relation to their reading and writing.

Teachers also benefit from the increased engagement the Little Buddies experience. Reading the correspondence between the buddies provides the teachers with an insight into the progress of the Little Buddy and enables them to develop an understanding of the interests and thoughts of the student beyond those things that the student shares directly with the teacher. The teachers also use the partnership as the basis to develop other lessons (for example, talking about technology (with GE as a partner) and professional careers.

Anecdotal evidence suggests there may be a decrease in absenteeism on days when Literacy Buddies® activities are taking place due to the motivation that the program provides to the children.

“Their confidence grows. They’re no longer afraid to speak to adults.”

“It’s good because you get to write to an adult other than your parents and don’t know what they’ll write back.”

“Sometimes they write things that you don’t expect, like my Buddy told me that he also plays video games.”

“The program helped me with my reading and writing because I tried harder to write clearly for my Big Buddy.”

“This was my first adult friend and I got to learn more about adult life, which is more interesting.”

“We have 25 students. The one-on-one attention that they get from the Big Buddy is really beneficial.”

Comparison of school results - Sunshine North and Sunshine Harvester

Little Buddies from Sunshine North Primary School, who are partnered with Big Buddies from GE, are selected to participate in this program based on identified need. Little Buddies from Sunshine Harvester Primary School, who are partnered with Big Buddies from Clayton Utz, participate in the Literacy Buddies® program as an inclusive part of the Grade 3 &4 curriculum.

Needs addressed for the students

Teachers from the two schools reported similar needs being addressed for their students through the Literacy Buddies® program with a few stark contrasts. The needs addressed are presented in Figure 9.

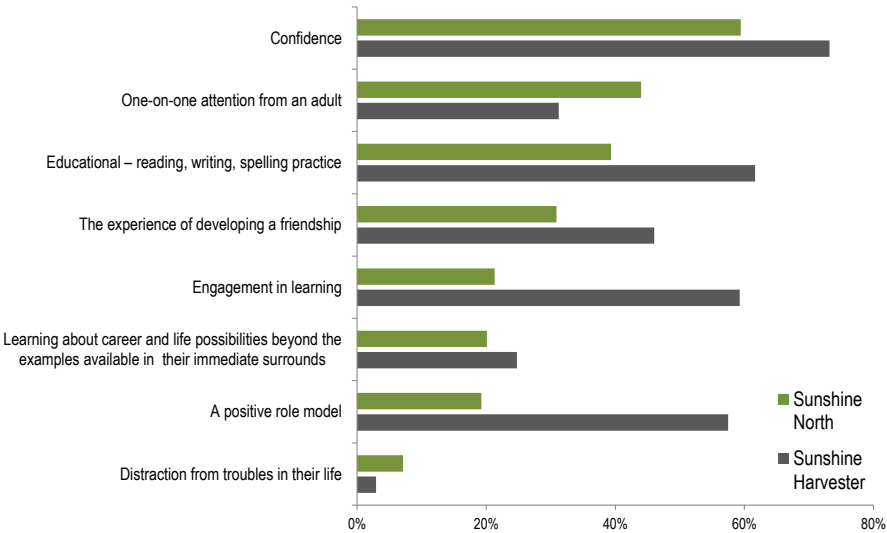


Figure 9 Needs addressed for students via the Literacy Buddies® program (% of respondents)

At Sunshine North, building confidence and receiving one on one attention from an adult were the needs that were most frequently addressed for students. To a lesser extent, educational benefits were reported by nearly 40% of teachers while the experience of a developing a friendship was reported by a quarter of teachers. Engagement with learning, having a positive role model and learning about career and life possibilities were reported for around one fifth of the students.

Similarly, building confidence was the need most frequently addressed for students at Sunshine Harvester with nearly four out of five teachers reporting this. Teachers at Sunshine Harvester also felt that engagement with learning and educational benefits were being addressed for their students. In comparison to Sunshine North, engagement with learning and having a positive role model were reported by a much larger proportion of teachers as being needs addressed by the Literacy Buddies® program. For both schools, very few teachers reported that Literacy Buddies® provided a distraction from troubles in their life.

Outcomes experienced by the Little Buddies

Overall, the results indicate a more substantial impact for the children at Sunshine Harvester who participated in the program. The changes reported for children at Sunshine North, who were specifically selected based on identified need, were also very positive but to a lesser extent. It is possible that effecting change with these children may have been more challenging, hence the difference in outcomes observed.

Student development

Teachers were surveyed to identify ways in which their students had developed over the course of the program. The results are presented in Figure 10.

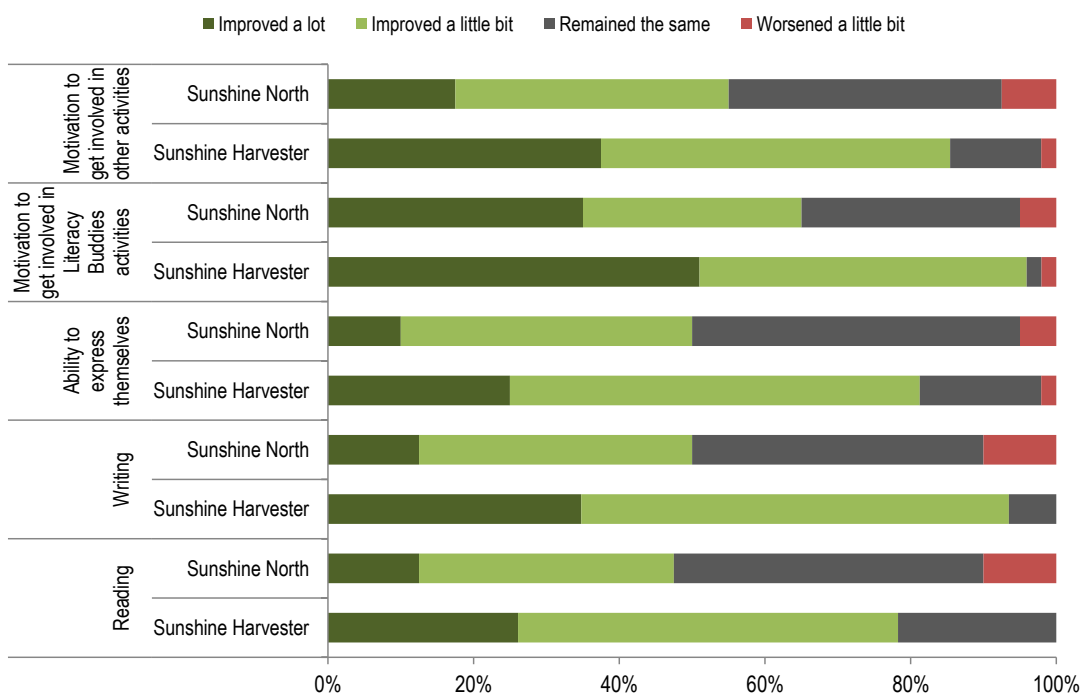


Figure 10 Student development over the course of the Literacy Buddies® program

Sunshine Harvester reported a more noteworthy change for their students across the board, with significantly more students reported to have ‘improved a lot’ in every measured aspect. The energy for the program appears to be high with students from this school, with 94% of students from this school having increased motivation to participate in activities associated with the program.

Sunshine Harvester also reported that one student ‘worsened a little bit’ in several areas including motivation to participate in activities and the ability to express themselves. Given the overwhelmingly positive results for the remainder of the students from this school, there might have been circumstances unique to this student that led to this outcome.

Although not to the same extent, the students from Sunshine North also had positive results, with more than two thirds of participating students showing improvement in every measured aspect.

Feelings and thoughts of the students

The students at Sunshine Harvester had more reported positive thoughts and feelings, except in the area of expanding their thoughts and horizons, for which reported thoughts and feelings were more positive for the students at Sunshine North. The positive feelings experienced by the students at Sunshine Harvester meant that the impact of not seeing a Buddy at a particular visit created feelings of sadness for significantly more students. Sunshine Harvester students were also significantly more likely to experience a lasting and profound feeling of sadness due to the program concluding.

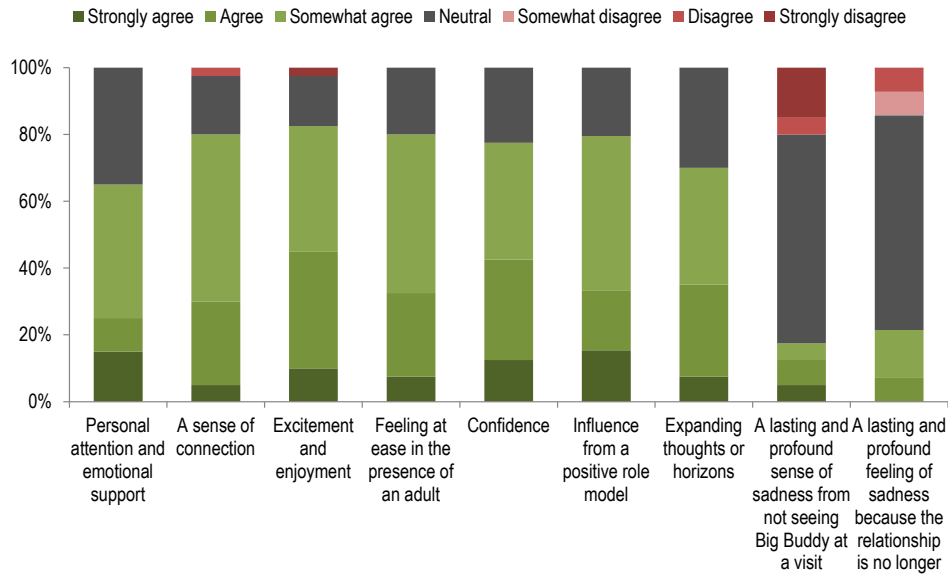


Figure 11a Feelings and thoughts experienced due to the Literacy Buddies® program – Sunshine North

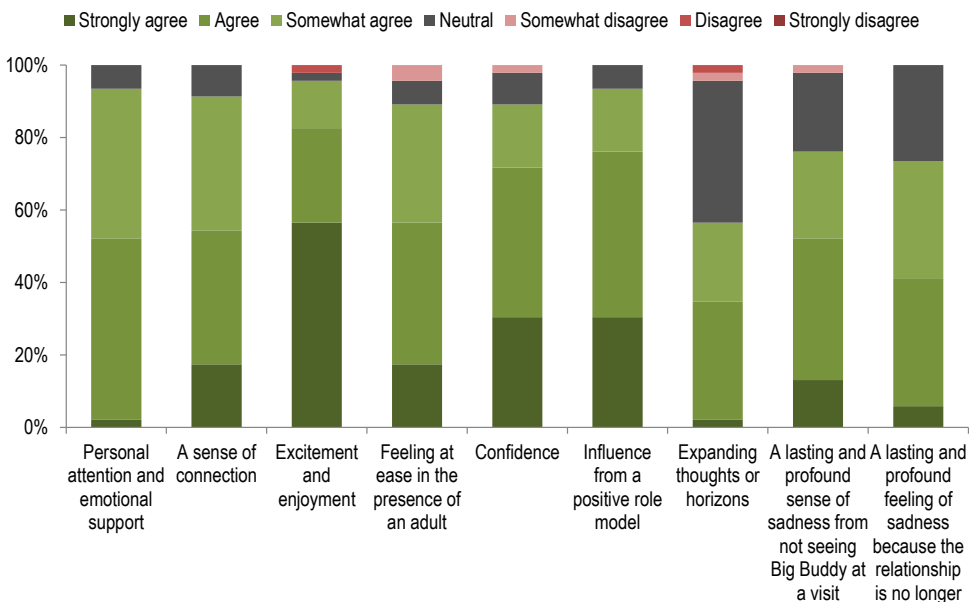


Figure 11b Feelings and thoughts experienced due to the Literacy Buddies® program – Sunshine Harvester

Summary of findings

Investment in the program

A total investment of \$57,843 was required to deliver the three Literacy Buddies® programs in 2012. This includes all those contributions – both financial and non-financial – that are deemed material and are required to run the Literacy Buddies® Program. The total value of the investment is used in the forecast of the SROI. A breakdown of the investment is provided in Appendix B: Investment in the Literacy Buddies® Program.

Forecast of value expected to be created by the Literacy Buddies® Program

Through stakeholder engagement, data collection and desktop research a forecast of the social value expected to be created by the Literacy Buddies® Program was mapped. By monetising these outcomes, the social value to those involved as a ratio of all investment in Literacy Buddies® was forecasted. For every one dollar that is invested in the Literacy Buddies® Program, it is expected that stakeholders will receive equivalent to \$8.32 in social value.

The social value expected to be created by Literacy Buddies® is forecast to span a number of years (the benefit period for each outcome is presented in Appendix E: Data and assumptions). The value that is expected to accrue in the future has been converted to the present value of money today, in order to be able to compare the present value of the outcomes against the present value of the inputs.

The forecasted social value expected to be created by Literacy Buddies® is summarised in Table 5.

Table 5: Forecasted social return to stakeholders from investment

	TOTAL SOCIAL VALUE	PRESENT VALUE OF SOCIAL VALUE TO STAKEHOLDERS*
Little Buddies	\$399,475	\$368,771
Big Buddies	\$91,926	\$84,047
Partner organisations	\$30,521	\$28,645
Total	\$521,922	\$481,462
	Total value of inputs	\$57,843
	SROI ratio	\$1:\$8.32

*Annual discount rate = 6%

The forecasted value is also depicted in Figure 12. The Little Buddies are the largest beneficiary of the program, followed by the Big Buddies and the business and community organisation partners. The fact that the program is able to reach such a large stakeholder group at a low cost per stakeholder is a critical reason for the high ratio of benefits to costs.

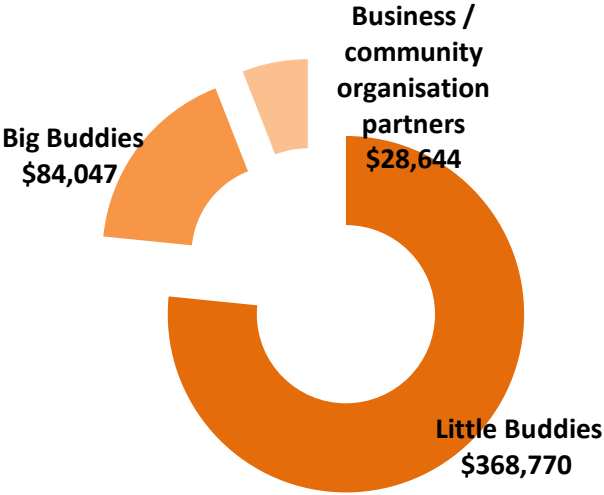


Figure 12: Present social value expected to be created per stakeholder group

GE and Clayton Utz are each expected to receive \$14,322 in social value while the forecasted value created for the average Big Buddy and Little Buddy is presented in Figure 13.

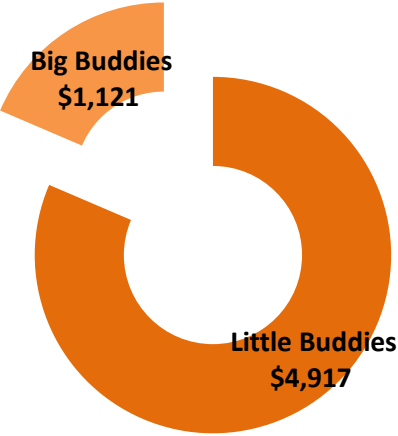


Figure 13: Present social value expected to be created for each Little Buddy and Big Buddy

Figures 14-16 break down the social value expected to be created through each outcome for Little Buddies, Big Buddies and the business and community organisation partners.

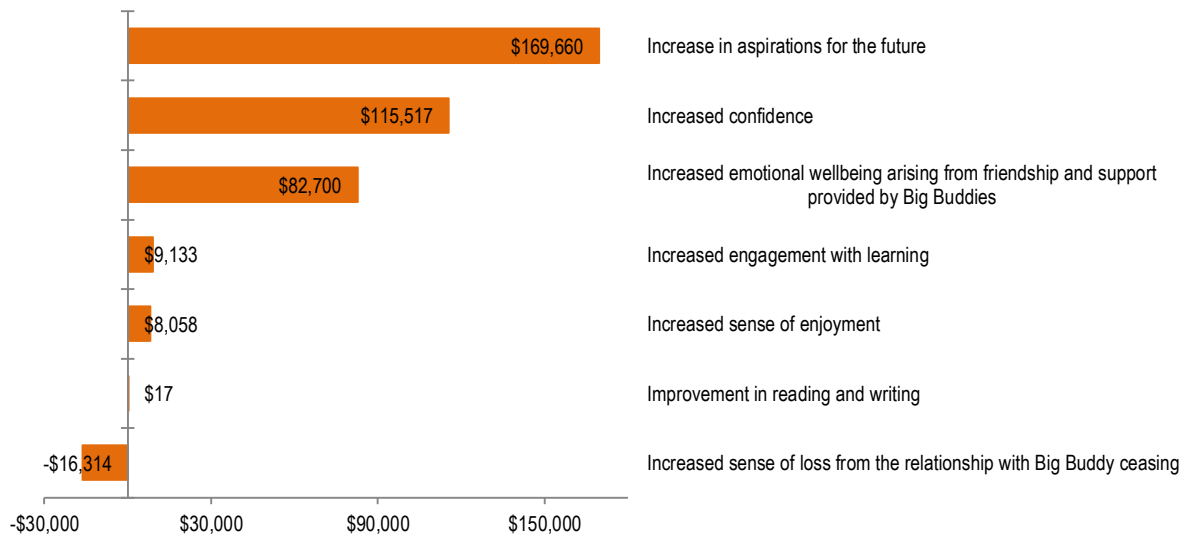


Figure 14: Present social value forecast for Little Buddies, by outcome

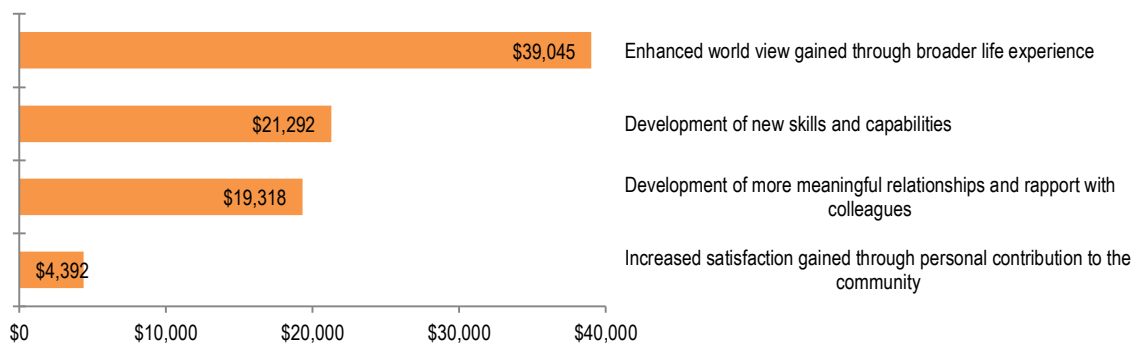


Figure 15: Present social value forecast for Big Buddies, by outcome

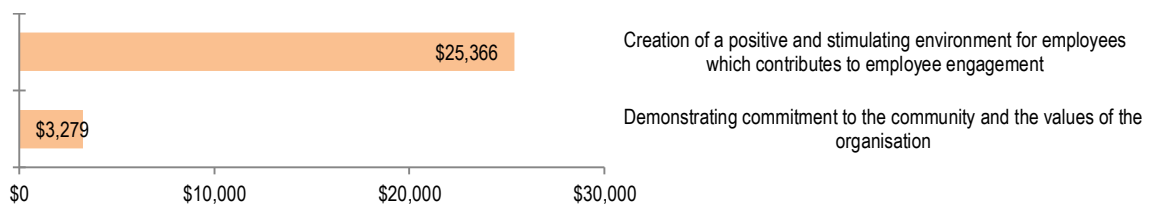


Figure 16: Present social value forecast for business and community organisation partners, by outcome

Recommendations

In addition to identifying the social value that is expected to be created for stakeholders, an SROI analysis yields valuable findings relating to program improvements. This is because the SROI methodology requires in-depth consultation with stakeholders, during which stakeholders are asked to reflect on their experiences and draw connections between activities delivered and their experiences.

The following success factors and recommendations are provided, based on the interviews conducted with stakeholders and the analysis of the project team.

Success factors

There are many aspects of the program that stakeholders believe are leading to the creation of social value. It is recommended that Ardoch continues to focus on delivering these aspects of the program.

Overall

- The key factor in the creation of value by the program is the ability to reach such a large stakeholder group. While the value that is created for the average stakeholder is modest, the sheer number of stakeholders reached makes the social value, and the benefit to cost ratio, significant.

Little Buddies

- The program is also able to accommodate large numbers of students. By leveraging the contribution provided by the Big Buddies, the schools are able to provide each student with an individualised experience. It is unlikely that alternative approaches, particularly to literacy and wellbeing support (such as Rotary volunteers or wellbeing officers), could provide such a significant experience to a similar number of students.
- Provision of one-on-one support and friendship to the Little Buddies is a key contributor to the wellbeing outcomes they experience. It is recommended that this element of the program is maintained.
- The program successfully combines educational and personal support for the Little Buddies, in a program that also provides a great deal of enjoyment. This ensures that the Little Buddies are motivated to participate and creates the potential for the Little Buddies to achieve improvement in both academic and social aspects. This is an indication that the program is well designed with regard to meeting student needs.

Big Buddies

- Striking a balance between a longer term volunteering opportunity and flexibility ensures that the program is attractive to both business and community organisation partners and the Big Buddies. Involvement in the program requires a very small time commitment from the Big Buddies, and most of the time required (except for the in-person visits) can be

managed flexibly. Even though the commitment is small, many of the Big Buddies experience significant benefit through their involvement.

Business and community organisation partners

- Being able to accommodate large numbers of volunteers responds well to business needs and also ensures a large number of children are able to participate in this program each year. This differentiates Literacy Buddies® from many other employee volunteering programs that can accommodate small groups only.
- The current approach to the management of the program by Ardoch makes it easy for business and community organisation partners to be involved, and is believed to be one of the reasons why many organisations participate year-on-year.
- The ability to contribute to a program that is focused on education, with a particular focus on disadvantaged students, appeals to many partners whose business success is built on the intellectual capital of its employees. Business and community organisation partners were able to make a strong link between participation in Literacy Buddies® and the values of the organisation, which will contribute to their long term commitment.

Teachers

- The involvement of the teachers in the drafting and reviewing of the letters provides them with a sense of enjoyment and an opportunity to deepen their understanding of their students.



A Little Buddy sits at her Big Buddy's desk at an end of the year visit to the office

Opportunities to create more social value

The perspective of the stakeholders interviewed for this analysis is that the Literacy Buddies® Program is largely well structured. This analysis, and the strong benefit to cost ratio that is expected to exist, largely supports that view. There are a number of opportunities that Ardoch could consider to further enhance the social value that stakeholders described.

1. Some of the Little Buddies felt a lasting feeling of sadness as a result of their Big Buddy not being able to attend one of the visits. While Ardoch does arrange for a replacement Buddy (e.g. one Big Buddy spending the visit with two Little Buddies), the Little Buddies want to see what their Big Buddy looks like and would prefer to spend time with their own Big Buddy, with whom they have developed a relationship through the letter writing. It is recommended that Ardoch works with the business and community organisation partners to ensure that as many Big Buddies as possible are able to attend the in-person visits.
2. Some Little Buddies also experienced a lasting and profound feeling of sadness that the relationship with their Big Buddy ceased at the end of one year. The fixed term structure of the program does ensure its suitability as an employee volunteering program, so it is not recommended that Ardoch alters the current approach. There are other longer-term mentoring programs for children, such as Big Brothers Big Sisters, which can meet a need for a longer term intervention for some children. However it may be possible for Ardoch to ameliorate the sense of loss experienced by some children by providing options for letter writing beyond the period of Literacy Buddies®. One option could be to pair schools that participate in Literacy Buddies® who can then coordinate letter writing between program alumni.
3. A few Big Buddies who have participated in the program over several years felt that the personal satisfaction they experienced was enhanced when they were matched with students/schools that were in greater need of educational and social support. Targeting students/schools with greater needs may enhance the value that employee volunteers place on their own participation in the program, and therefore may increase the level of organisational support. This SROI analysis has not been able to contrast schools/students with varying levels of need to a sufficient degree to know whether a focus on schools/students with greater need actually provides greater outcomes for the Big Buddies or the Little Buddies.

'I would prefer to have the same buddy for several years, to keep building on the relationship. It would be nice to see how they progress the next year'.

'Over time I think outcomes would be increased if buddies remained paired – a follow up would be good'.
4. Some Big Buddies indicated a desire to remain paired with Little Buddies beyond the initial year of engagement, or to at least have in place a mechanism for follow up. On the other hand, the fixed term nature of the volunteering appeals to some Big Buddies, and is one of the key reasons why many business and community organisation partners consider the opportunity to be a suitable employee volunteering program. It is recommended that Ardoch remains aware of this tension, and considers opportunities to meet the needs of all contributors.

The experience of all business and community organisation partners

Data collection for this evaluation was undertaken with a wide range of business and community organisation partners to provide a broader understanding of outcomes experienced.

The data from Clayton Utz and GE was used in the calculation of the SROI as these business partners are matched with the schools included in the analysis. This section provides a summary of the involvement and perspective of some other partners involved in Literacy Buddies®. The responses that this data reflects are summarised in the Table 6.

Table 6: Business and community organisation partner representative and Big Buddy responses to the survey undertaken

PARTNER ORGANISATION	ORGANISATION REPRESENTATIVE REPOSSES	BIG BUDDY RESPONSES
GE	2	54
Clayton Utz	2	38
NAB	2	24
Ardoch Staff & Board	0	16
Heinz	1	14
Mondelez	1	14
Link Market Services	1	13
Macquarie Foundation	1	13
AIA	1	12
Corrs Chambers Westgarth	1	9
Slater & Gordon	1	7
Dimension Data	0	6
Target	0	3
Gordon TAFE	0	1
ME Bank	1	0
Victoria Police	1	0
	15	224

Only one quarter of these organisations were new to Literacy Buddies®, with almost half having participated for four years or more, indicating a high level of commitment to the program. The length of participation is depicted in Figure 17.

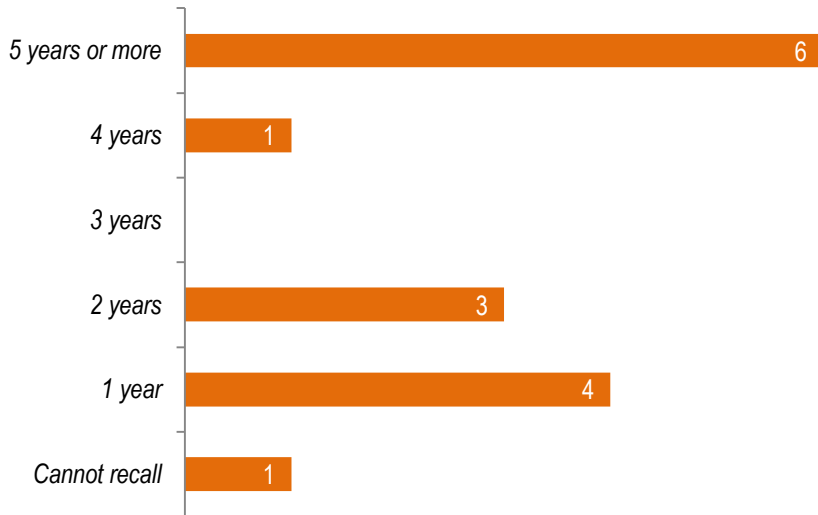


Figure 17: Duration that business and community organisation partners have been involved in Literacy Buddies®

The majority of these organisations provide a range of volunteering opportunities for their employees, with more than half offering at least three different opportunities. This is not unexpected given the number of employees in these organisations. It also reflects a diversity of choice for employees and the fact that organisations are mindful that they are catering for a wide range of interests and abilities. The number of volunteering opportunities provided by each of the partners is demonstrated in Figure 18.

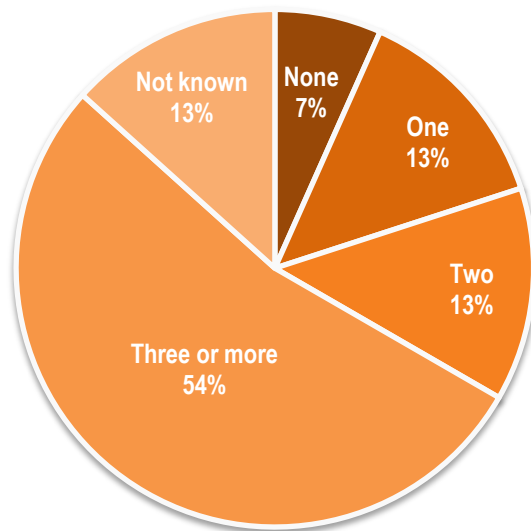


Figure 18: Number of other volunteering opportunities provided by partners

Business and community organisation partners

The strongest motivation for the partners participating in this program was to demonstrate an organisation’s commitment to its values. Providing employees with a professional development opportunity was not a strong motivation for joining the program, however in the survey results half of the organisations indicated that this was a benefit that was indeed achieved by the program, and one which may have been difficult to fulfil via alternative community partnerships or activities.

While partner organisation representatives felt that their organisation already provided meaningful opportunities for employees to contribute to the community, this sentiment was strengthened as a result of the program. The program was also thought to have had a positive impact on the organisations fulfilling their goals of being a good corporate citizen and being connected to the community and its needs.

The reasons for participating in Literacy Buddies® are presented in Figure 19.

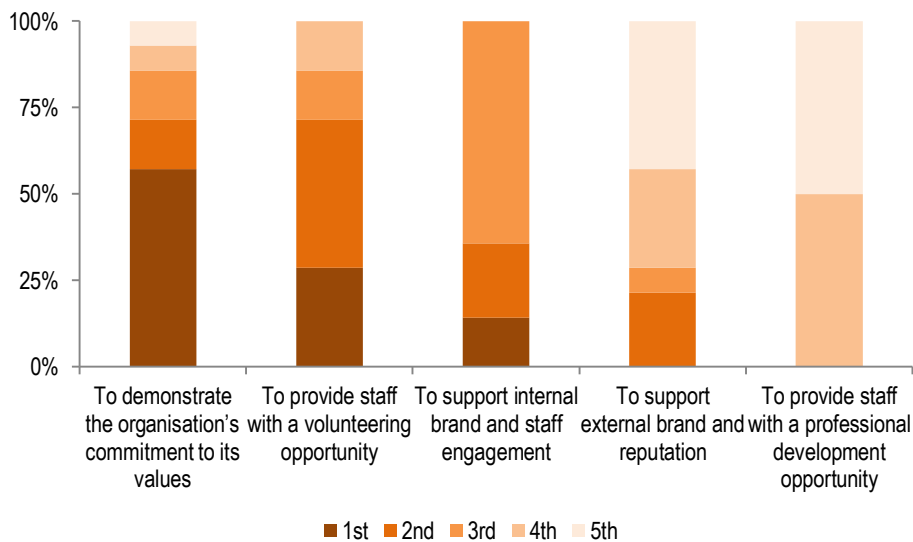


Figure 19: Reasons business and community partners participate in Literacy Buddies® (ranked in order of importance from 1 to 5)

The outcomes experienced by the business and community partners are presented in Figure 20. Compared to Clayton Utz and GE, the degree to which outcomes are experienced by the broader group of partners is slightly lower. The reasons for these differences are not known, but could represent the fact that Clayton Utz and GE are both long standing partners of Literacy Buddies®. Similar to the results for Clayton Utz and GE, the proportion of partners experiencing the outcome ‘demonstrating commitment to the community and the values of the organisation’ was larger than the proportion of partners experiencing the outcome ‘creation of a positive and stimulating environment for employees which contributes to employee engagement’.

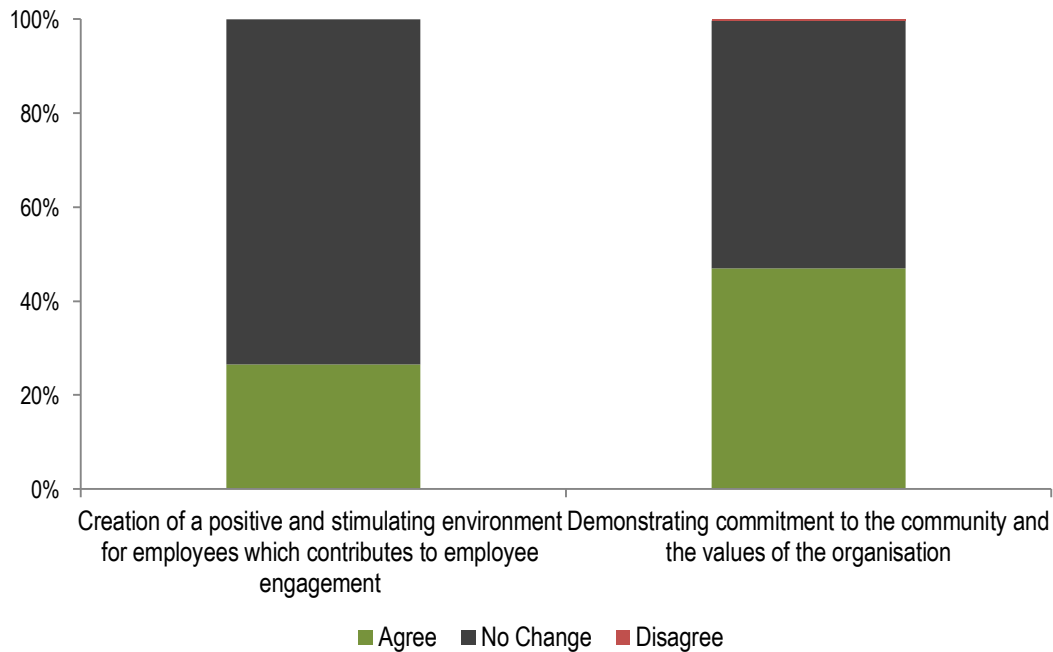


Figure 20: Summary of outcomes for all business and community organisation partners

Big Buddies

The outcomes experienced by the Big Buddies at all of the business and community organisation partners are presented in the figures in this section. These figures represent the proportion of Big Buddies reporting a positive or negative change or no change in response to the four outcomes identified for the Big Buddies:

- Increased satisfaction gained through personal contribution to the community
- Enhanced world view gained through broader life experience
- Development of more meaningful relationships and rapport with colleagues
- Development of new skills and capabilities.

Across all of the partners, the proportions of Big Buddies experiencing the outcomes do vary, but generally not to a significant degree. The proportion of Big Buddies reporting positive change is highest in four organisations – NAB, Slater and Gordon, GE and Ardoch itself (where staff and Board members also volunteer as Big Buddies).

There was only one respondent from Gordon Tafe, and this individual did not report experiencing any change across all four outcomes. Given the single response, it would not be valid to draw any conclusions about the value experienced by Gordon Tafe Big Buddies.

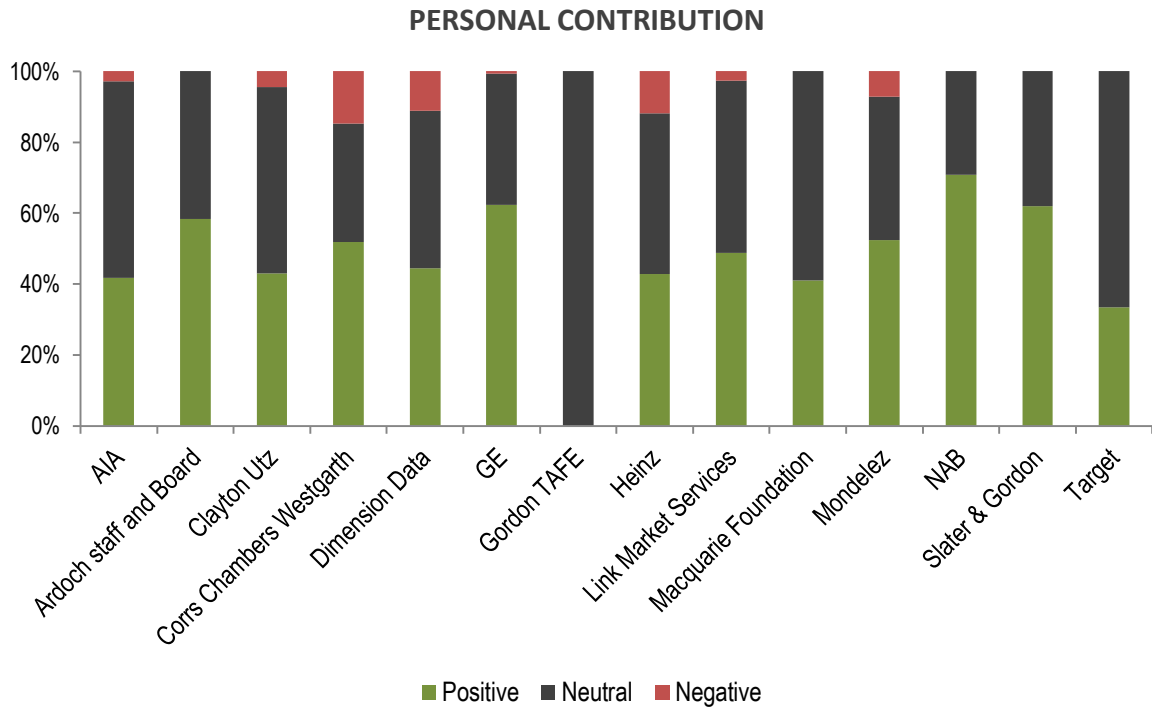


Figure 21: Increased satisfaction from personal contribution experienced by Big Buddies, by partner organisation

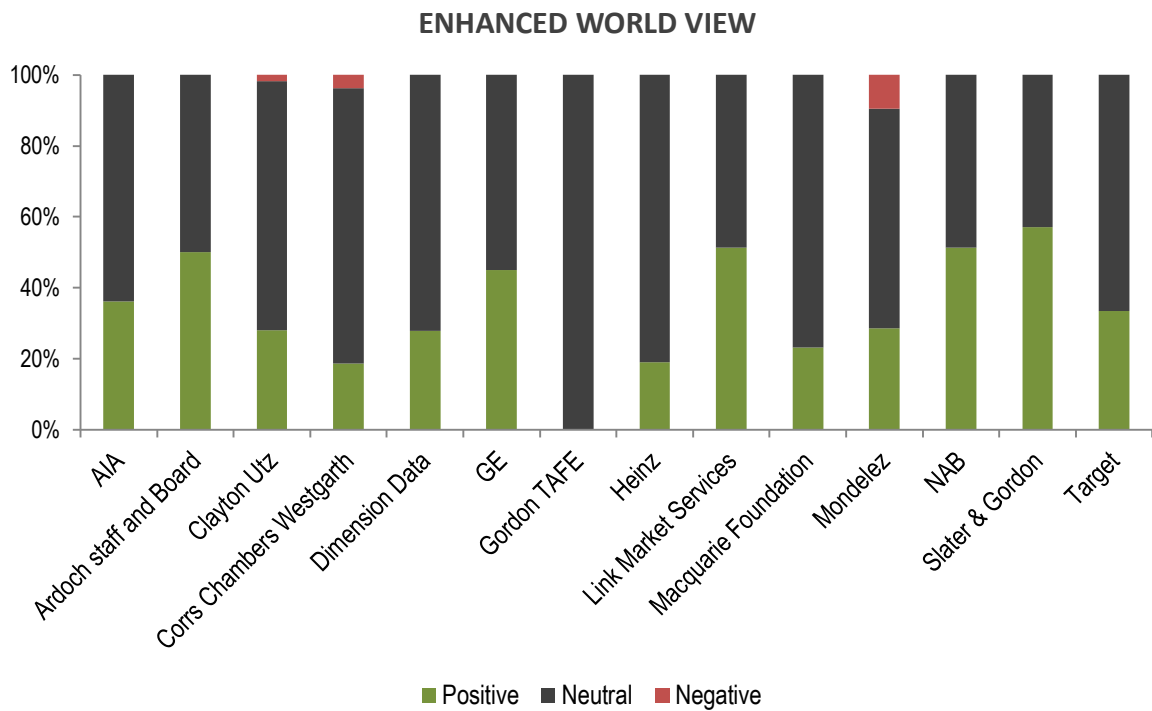


Figure 22: Enhanced world view experienced by Big Buddies, by partner organisation

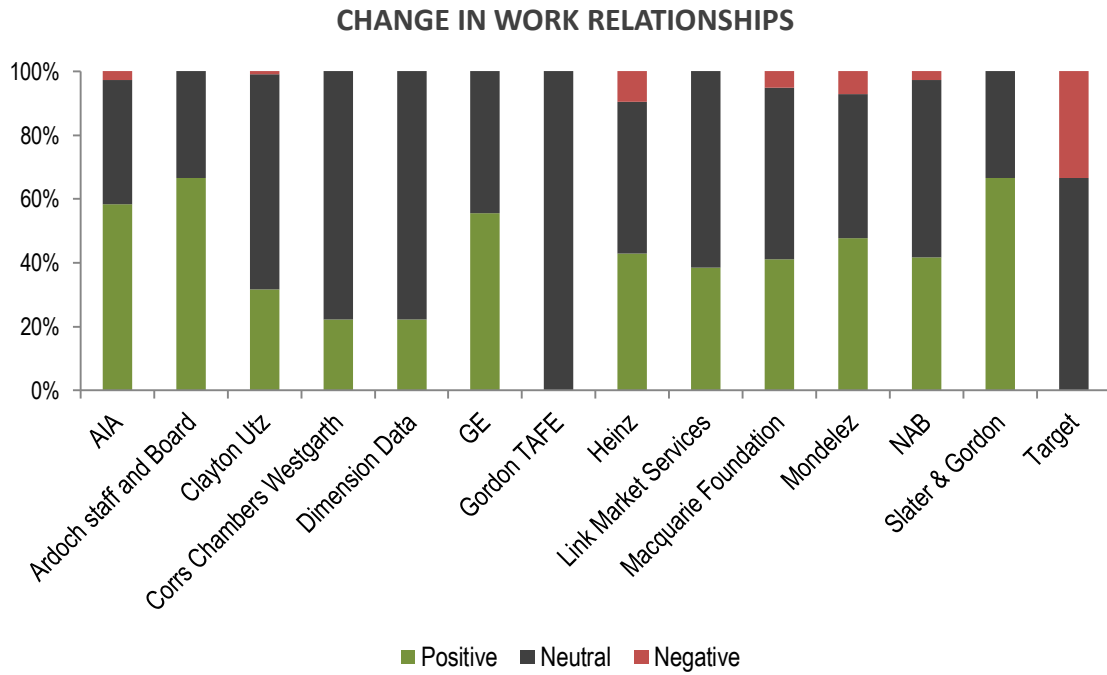


Figure 23: Change in work relationships experienced by Big Buddies, by partner organisation

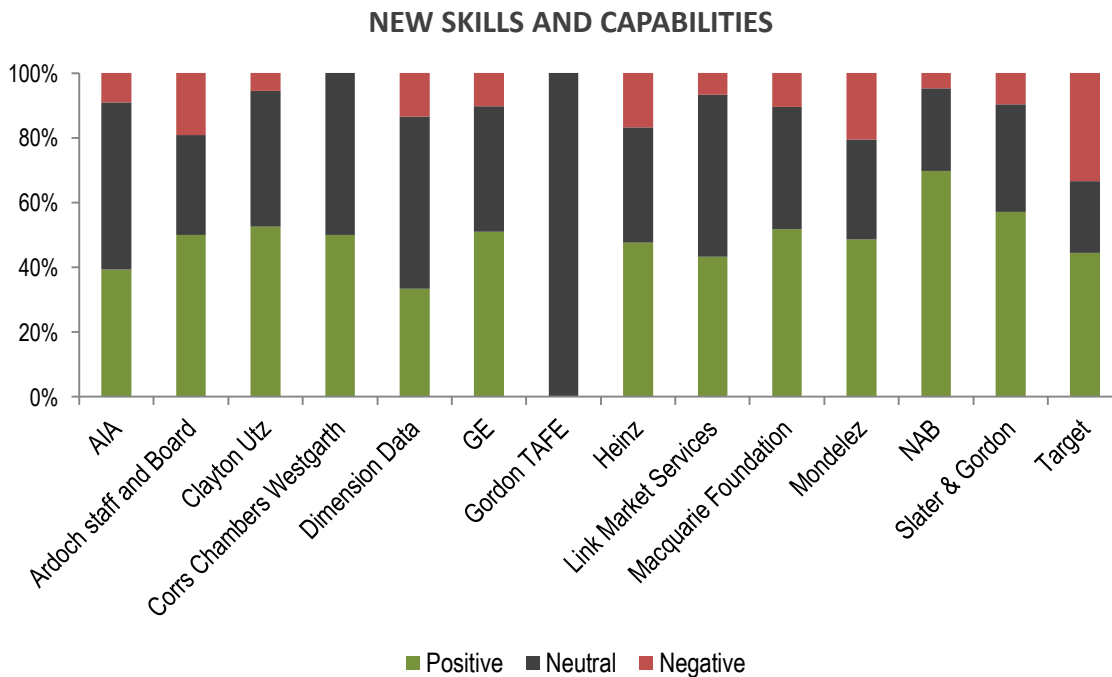


Figure 24: New skills and capabilities developed by Big Buddies, by partner organisation

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Limitations

Net Balance Foundation Pty Ltd (Net Balance) has prepared this report in accordance with the usual care and thoroughness of the consulting profession. This report has been prepared for use by Ardoch Youth Foundation, and only those third parties who have been authorised in writing by Net Balance.

The Report is based on generally accepted practices and standards at the time it was prepared. No other warranty, expressed or implied, is made as to the professional advice included in this report. It is prepared in accordance with the scope of work and for the purpose outlined in the project brief. The methodology adopted and sources of information used by Net Balance are outlined in this report.

Please note that all results have been reported as recorded. Any percentages that do not add up to exactly 100% are the result of rounding errors.

This report was prepared in October 2013. It is based on the conditions encountered and information reviewed at the time of preparation. Net Balance disclaims responsibility for any changes that may have occurred after this time.

This report should be read in full. No responsibility is accepted for use of any part of this report in any other context or for any other purpose or by third parties. This report does not purport to give legal advice. Legal advice can only be given by qualified legal practitioners.

Appendix A: SROI methodology explained

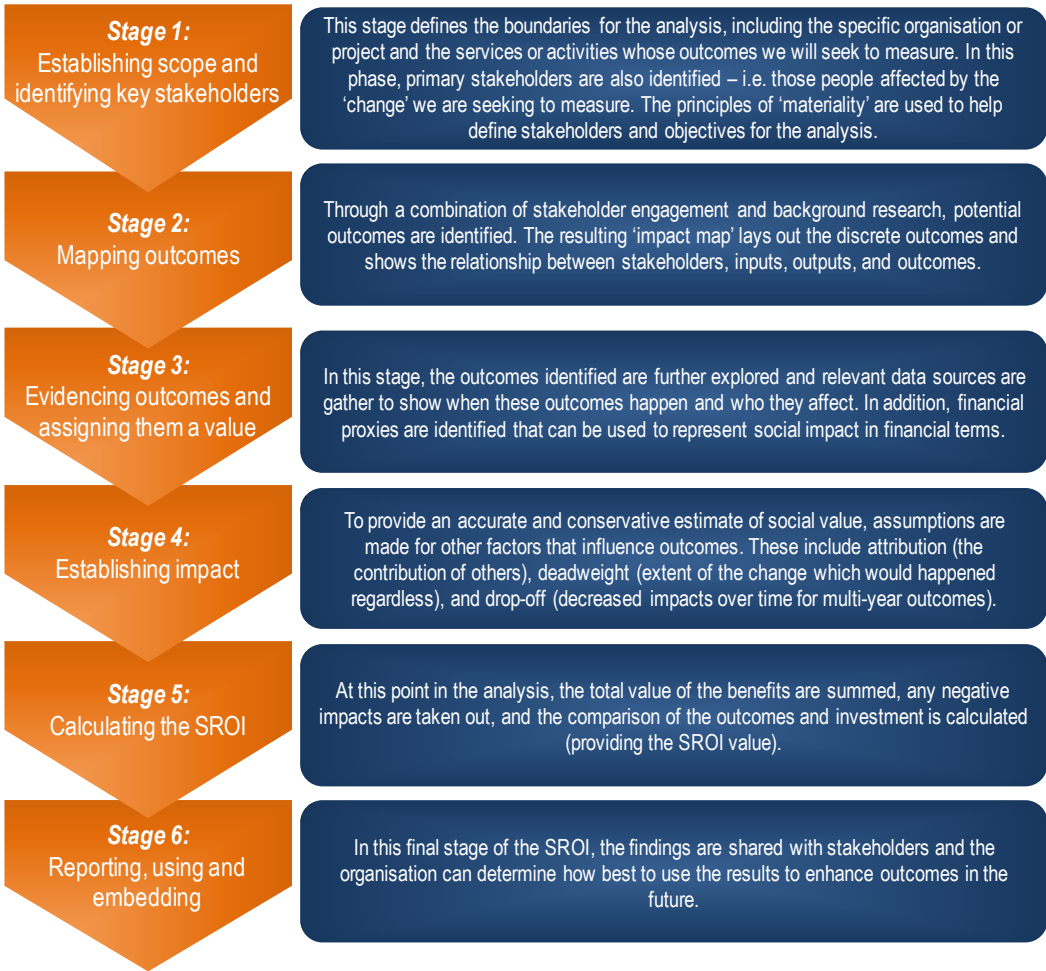
This explanation and definition of key terms is drawn from 'A guide to Social Return on Investment' published in January 2012.

SROI methodology

SROI is a framework for measuring and accounting for the broader concept of social value. It tells the story of how change is being created for the people and organisations that experience or contribute to it, by identifying and measuring social outcomes; where appropriate, monetary values are then used to represent those outcomes.

The SROI methodology was developed from social accounting and cost-benefit analysis and it is important to note that the values calculated, although expressed in monetary terms, do not equate to a financial return.

SROI methodology consists of the following six stages



The SROI methodology makes an important distinction between *outcomes achieved* and *impact*. It defines impact as the difference between the outcome for participants and taking into account

what would have happened anyway (deadweight), the contribution of others (attribution), whether a benefit has simply been moved from one place to another (displacement), and the length of time over which outcomes last (benefit period and drop-off). An appreciation of all of these elements is critical to conducting robust cost-benefit analyses.

Glossary of key terms

Attribution

The concept of attribution in SROI is an ‘assessment of how much of the outcome was caused by the contribution of other organisations or people’. A highly subjective element of evaluation, credit is usually claimed in its entirety or completely omitted. In organisations engaged in direct delivery, understanding the amount of credit for outcomes can be relatively straightforward through engaging with beneficiaries and wider stakeholders. It becomes more complex when organisations work in partnership with others to create change to beneficiaries who may be far removed from the partner. In order to determine the attribution, we must consider each outcome and ask the question; *“How much of this happened because of your intervention?”*

Benefit period and drop-off

It is acknowledged that outcomes are not static, but instead dynamic and occur at different points in people’s lives and have different durations. SROI takes into account that benefits may last beyond the period of the intervention and, as such, takes account for this in the modelling of outcomes over time. This is known as the *benefit period*. Furthermore, SROI acknowledges that outcomes may deteriorate over time and this is also taken into consideration and is known as *drop-off*.

Deadweight

Deadweight is an appreciation of what would have occurred anyway, in terms of achievement of outcomes, in the absence of the intervention/activity. In order to determine the deadweight, we must consider each outcome and ask the question; *“How much of this would have happened anyway?”*

Displacement

This is an assessment of how much of the change is a net benefit (i.e. a new change) or simply the movement of change from one place to another. For example, in employment, if one individual gets a job then they are stopping someone else from getting a job – the benefit is displaced.

Displacement is generally relevant to outcomes related to employment creation or crime prevention. Displacement is not relevant to the outcomes identified in this analysis.

Financial proxies

Non-traded outcomes were valued using standard techniques of economic valuation and triangulated with the descriptions of outcomes derived from existing research and stakeholder

engagement. The proxies used in the SROI are a combination of the costs of publically available economic goods and services, secondary research utilizing already present studies that value the impact of appropriate intervention services and the 'willingness to pay' approach. The chosen proxies are shown in

Materiality

Information is material if its omission has the potential to affect the readers' or stakeholders' decisions. Materiality requires a determination of 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.

Stakeholders

People, organisations or entities that either experience change as a result of the activity that is being analysed or contribute to the change taking place.

Theory of change

A theory of change links the activities of a program, intervention or organisation to the short-term, medium-term and long-term outcomes experienced by service users, and other stakeholders. Gaining an intimate understanding of how an intervention creates an impact on the lives of those affected through qualitative approaches leads to better quantitative analysis and modelling at later stages of an SROI analysis. The theory of change tells the story of how stakeholders are impacted by the program or intervention and their perception and belief of how their lives have changed as a result.

Appendix B: Investment in the Literacy Buddies® Program

The inputs required to deliver the Literacy Buddies® Program at Sunshine Harvester (two programs) and Sunshine North (one program) Primary Schools in 2012 are presented in Table B-1. This includes all of the material resources that enable the delivery of activities that it is forecasted leads to the creation of value. The total value of these inputs has been used in the forecast of the SROI.

These inputs are reflective of the typical cost to deliver the program.

Table B-1 Inputs required to deliver the Literacy Buddies® Program

INPUT DESCRIPTION	TYPE OF CONTRIBUTION	CONTRIBUTOR	QUANTITY	UNIT COST (\$)	VALUE (\$)
Program support: management of business and community organisation partner relationship and program start up	Employee time	Ardoch	3 programs	\$1,250	\$3,750
Program co-ordination and delivery: program implementation and visits	Employee time	Ardoch	3 programs	\$3,750	\$11,250
Organisational overheads and capacity building, including program design and intellectual property	Equipment and supplies	Ardoch	3 programs	\$1,500	\$4,500
Program development and review	Employee time	Ardoch	3 programs	\$750	\$2,250
School resource costs: transport to end of year visit to business and community organisation office	Equipment and supplies	Ardoch	3 programs	\$500	\$1,500

INPUT DESCRIPTION	TYPE OF CONTRIBUTION	CONTRIBUTOR	QUANTITY	UNIT COST (\$)	VALUE (\$)
Coordination of the involvement of business and community organisation partners	Employee time	GE and Clayton Utz	3 programs x 40 hours	\$24.63	\$2,956
Reading and writing letters and attending school and office visits	Employee time	Big Buddies (GE and Clayton Utz)	75 Buddies x 12 hours	\$24.63	\$22,167
Transport to mid-year visit to school	Cash	GE and Clayton Utz	2 visits	\$400	\$800
Catering for end of year visit	Cash	GE and Clayton Utz	2 visits x 156 people	\$10	\$4,680
Coordination of involvement in program	Employee time	Sunshine Harvester and Sunshine North	3 programs x 3 hours	\$35	\$315
Teacher time (Letter exchange, visit planning and set up)	Employee time	Sunshine Harvester and Sunshine North	3 programs x 35 hours	\$35	\$3,675
TOTAL COST OF DELIVERY					\$57,843

Appendix C: Stakeholder details

Sunshine North Primary School

Sunshine North Primary School, established in 1956, has 291 students. It is located in North Sunshine, 16kms west of Melbourne. North Sunshine is home to a diverse socio-economic and cultural community, which is reflected in the student population – over 34 nationalities are represented and approximately 80% of the students come from families with a non-English speaking background. The School's ICSEA⁵ value is 4% lower than the national average. No current students are Indigenous.

Since 2008, the Sunshine North Primary School's NAPLAN⁶ scores for Year 5 students have been either close to or below Australian schools' average scores in four disciplines – persuasive writing, grammar and punctuation, spelling and numeracy. Reading results have been substantially below the national average. Nevertheless, since 2008, the results of Year 5 students have improved.

In comparison with Year 5 students enrolled in similar schools (schools serving students from statistically similar backgrounds), Sunshine North Primary School Year 5 students have either close to or lower NAPLAN results.

Sunshine Harvester Primary School

Sunshine Harvester Primary School is located 1.5kms from Sunshine North Primary School, on the border of Sunshine and Braybrook. It is a modern, purpose-built school of approximately 445 students, the result of a 3 school merge in 2009. Learning areas adopt an open-plan team teaching approach. Our facilities, grounds and buildings feature up-to-date educational technologies. The school community has high proportions of students from low socio-economic circumstance combined with diverse cultural, ethnic, refugee and non-English speaking family backgrounds. Sunshine Harvester Primary School's ICSEA value is 3.5 per cent lower than the national average. One per cent of the students are Indigenous.

⁵ "The Index of Community Socio-educational Advantage (ICSEA) was created to enable meaningful comparisons of NAPLAN test achievement by students in schools across Australia. Research shows that key factors of students' family backgrounds have an influence on their educational outcomes at school. ICSEA provides a scale that numerically represents the magnitude of this influence or level of educational advantage." (Source: ACARA 2013, About ICSE Fact Sheet, www.acara.edu.au/verve/resources/Fact_Sheet_-_About_ICSEA.pdf).

⁶ National Assessment Program—Literacy and Numeracy (NAPLAN) includes reading, persuasive writing, spelling, grammar and punctuation and numeracy.

Since 2010⁷, the NAPLAN scores of Year 5 students have been either close to or below the national average in all five disciplines – reading, persuasive writing, punctuation and grammar, spelling and numeracy. Strong NAPLAN results in 2013 demonstrate that programs and practices are making a positive impact on student learning. SHPS is above state averages in numeracy and literacy and value adding above state averages.

Table C-1: Sunshine North and Sunshine Harvester Primary Schools (2012) – key statistics

	SUNSHINE NORTH PRIMARY SCHOOL	SUNSHINE HARVESTER PRIMARY SCHOOL
Total enrolments	291	447
Total teaching and non-teaching staff (2011)	40	54
Total students per teaching staff	11.6	12.8
Per student net recurrent income (2011)	\$12,585	\$10,226
Total capital expenditure	\$426,330	\$1,180,342
School ICSEA value (the average value is 1000)*	961	966
Language background other than English	82%	75%
Indigenous students	0%	1%
Student attendance rate	95%	94%

⁷ Results prior to 2010 were not publicly available.

Clayton Utz

Clayton Utz is Australia's leading independent law firm, with six offices in Australia, and a broad base of domestic and international public and private sector clients. Clayton Utz is a leader of Australian law firms in Pro Bono practice and Social Responsibility programs.

The Clayton Utz Foundation was established in 2003 as the first ever Private Ancillary Fund at an Australian law firm. The Foundation's role is to provide financial support to charities that have a link to the Firm, and in the last decade it has made 505 grants totalling over \$5.7 million to 194 community organisations. Clayton Utz' Community Connect program complements the Firm's giving, coordinating volunteering and in-kind support to over 20 community organisations nationally.

Clayton Utz has been working with Ardoch Youth Foundation since 1999. In that time, regular grants from the Clayton Utz Foundation have enabled over 13,000 letters to be exchanged between Clayton Utz volunteers and students in Brisbane, Melbourne, and Perth participating in the Literacy Buddies® program.

GE

GE Capital Australia and New Zealand is a specialist financial services provider and part of the global GE Capital business, which operates in 55 countries around the world. With 4,600 employees and around \$16 billion in assets locally, GE Capital offers unique financial solutions such as fleet and equipment finance, personal loans, retailer solutions and credit cards, corporate finance, inventory finance and insurance services.

GE Capital is part of GE: a global infrastructure and financial services company. We focus on industries in which we have industrial capabilities and in doing this; we can provide more than financing: we bring insight, knowledge and expertise to every loan. As a result, businesses that finance with GE Capital benefit from the global know-how and expertise of GE. We're helping Australian businesses grow.

Volunteering is part of our culture. We have a broad range of talents and take pride in assisting those in need. Last year, over 3,500 of our employees rolled up their sleeves and supported community events as part of GE Volunteers. Across Australia and New Zealand, we work closely with key community partners to drive stronger relationships and facilitate greater volunteering activity on a local scale. In 2012, we donated over 19,000 hours to local communities.

GE has proudly helped Ardoch Youth Foundation make education a reality for over 13 years.

Stakeholders – involvement in the analysis and materiality assessment

The potential stakeholders of the Literacy Buddies® were identified in consultation with the Steering Group. The stakeholder groups, engagement undertaken and the materiality assessment are presented in Table C-2. Only those stakeholder groups deemed material, following interviews and workshops with a selection of stakeholders, have been included in the forecasted SROI.

Table C-2: Summary of stakeholder involvement in Literacy Buddies®

STAKEHOLDER	NUMBER OF STAKEHOLDERS ⁸	NUMBER ENGAGED	SURVEY RESPONSES	MATERIALITY ASSESSMENT	REASON FOR MATERIALITY DECISION
Little Buddies	75 (50 from Sunshine Harvester and 25 from Sunshine North)	37 participants from 2012 and 2013	Survey of teachers for 91 participants from 2012 and 2013	Material	Participants are the primary and intended beneficiary. It is forecasted that they are the most material stakeholder and it is expected that value is created for them.
Parents of Little Buddies	Unquantified	3	N/A	Not material	Parents were pleased that their child was having an educational and enjoyable experience, but it is forecast that there are no material outcomes for parents.
Teachers of Little Buddies	Unquantified	7	N/A	Not material	Teachers contribute to the investment required to deliver Literacy Buddies®. They are pleased to be able to provide their students with an educational and enjoyable experience, and they feel that the program activities effectively engage their students. It is forecast that there are no material outcomes for teachers.
Other teachers at the school	Unquantified	0	N/A	Not material	Based on the discussions with teachers directly involved in teaching the Little Buddies it is forecast that there are no material outcomes for other teachers at the participating schools.

⁸ The figures refer to the number of stakeholders that are included within the scope of the quantitative analysis for this SROI. Additional stakeholders were involved in the stakeholder engagement and data collection phases of this project to overcome the limitations associated with completing this analysis without access to longitudinal data.

STAKEHOLDER	NUMBER OF STAKEHOLDERS ⁸	NUMBER ENGAGED	SURVEY RESPONSES	MATERIALITY ASSESSMENT	REASON FOR MATERIALITY DECISION
Schools	2	7 representatives (same as the teachers identified above)	N/A	Not material	The schools contribute to the investment required to deliver Literacy Buddies®. The schools are pleased to be able to provide their students with an educational and enjoyable experience, and to be more integrated with the community. It is forecast that the schools are not material beneficiaries.
Big Buddies	75	10 current and past Buddies from various business and community organisation partners	92 current and past participants of GE and Clayton Utz (224 in total)	Material	Big Buddies are forecast to be material both in terms of investment in the delivery of the Literacy Buddies® program and change experienced.
Families and peers of Big Buddies	Unquantified	Nil	N/A	Not material	Based on discussions with Big Buddies, it is forecast that there are no material outcomes for family members and peers of Big Buddies.
Business and community organisation partners	2	5 representatives from various business and community organisation partners	15 representatives from 12 business and community organisation partners	Material	Business and community organisation partners are forecast to be material both in terms of investment in the delivery of the Literacy Buddies® Program and change experienced, primarily resulting from providing their employees with the opportunity to participate in the Literacy Buddies® Program.

Appendix D: Measuring outcomes

This forecastive SROI was conducted based on information that it was possible to obtain during the period of the project in a retrospective manner. There was no existing data collection in place that could inform an SROI.

The indicators that were used to forecast the outcomes identified in this analysis are presented in Table D-1.

The following table, Table D-2, outlines recommendations about good practice indicators that Ardoch should consider adopting in order to be able to measure outcomes in the future.

Table D-1: Indicators used in this analysis

OUTCOMES	INDICATORS USED
LITTLE BUDDIES	
Improvement in reading and writing	Big Buddy reporting on improvement in their current Little Buddy in: <ul style="list-style-type: none"> ▪ Spelling and grammar ▪ Handwriting and presentation ▪ Ability to express themselves clearly Teacher reporting on improvement in Little Buddy in: <ul style="list-style-type: none"> ▪ Reading ▪ Writing, including spelling, grammar and punctuation ▪ Ability to express themselves clearly
Increased engagement with learning	Teacher reporting on improvement in Little Buddy in: <ul style="list-style-type: none"> ▪ Their motivation to get involved in the Literacy Buddy activities ▪ Their motivation to get involved in activities other than Literacy Buddies®
Increased emotional wellbeing arising from friendship and support provided by the Big Buddies	Big Buddy reporting on improvement in their current Little Buddy on: <ul style="list-style-type: none"> ▪ Willingness to share their thoughts and feelings Teacher reporting on extent to which Little Buddy experienced: <ul style="list-style-type: none"> ▪ Personal attention and emotional support

OUTCOMES	INDICATORS USED
Increased sense of enjoyment	Teacher reporting on extent to which Little Buddy experienced: <ul style="list-style-type: none"> ▪ A sense of connection based on shared interests or interest in each other ▪ Excitement and enjoyment ▪ A lasting feeling of sadness because they didn't get to see their Big Buddy at a visit
Increased confidence	Big Buddy reporting on improvement in their current Little Buddy in: <ul style="list-style-type: none"> ▪ Confidence dealing with an adult Teacher reporting on extent to which Little Buddy experienced: <ul style="list-style-type: none"> ▪ Feeling at ease in the presence of an adult (other than a family member or teacher) ▪ Confidence
Increase in aspirations for the future	Teacher reporting on extent to which Little Buddy experienced: <ul style="list-style-type: none"> ▪ Influence from a positive adult role model ▪ Expanding thoughts or horizons
Increased sense of loss from the relationship with the Big Buddy ceasing	Teacher reporting on extent to which Little Buddy experienced: <ul style="list-style-type: none"> ▪ A lasting feeling of sadness because the relationship is no longer
BIG BUDDIES	
Increased satisfaction gained through personal contribution to the community	Big Buddies self reporting of the change experienced in relation to the following statements: <ul style="list-style-type: none"> ▪ I am able to make a positive contribution to the community ▪ I am providing another person with an experience that provides them with enjoyment and meaning ▪ I am providing friendship to someone who needs it
Enhanced world-view gained through broader life experience	Big Buddies self reporting of the change experienced in relation to the following statements: <ul style="list-style-type: none"> ▪ I appreciate the life and opportunities that I have ▪ I understand the circumstances and challenges that other people experience ▪ I have the opportunity to interact with people from different walks of life

OUTCOMES	INDICATORS USED
<p>Development of more meaningful relationships and rapport with colleagues</p>	<p>Big Buddies self reporting of the change experienced in relation to the following statements:</p> <ul style="list-style-type: none"> ▪ I feel like part of a team with my fellow Big Buddies ▪ I have the opportunity to develop a rapport with colleagues that I don't work with every day ▪ I share experiences with my colleagues that bring us closer together
<p>Development of new skills and capabilities (such as leadership and interpersonal skills)</p>	<p>Big Buddies self reporting of the extent to which they developed the following skills:</p> <ul style="list-style-type: none"> ▪ Leadership skills ▪ Interpersonal skills ▪ Organisational skills
<p>BUSINESS AND COMMUNITY ORGANISATION PARTNERS</p>	
<p>Creation of a positive and stimulating environment for employees which contributes to employee engagement</p>	<p>Big Buddies self reporting of the change experienced in relation to the following statements:</p> <ul style="list-style-type: none"> ▪ I am proud to work for my employer ▪ I am willing to go the extra mile for my employer ▪ I am satisfied in my job <p>Partner organisation representative reporting of whether Literacy Buddies® is communicated in:</p> <ul style="list-style-type: none"> ▪ Recruitment advertising ▪ Employee induction package ▪ Employee newsletters <p>Partner organisation representative reporting of the change experienced in relation to the following statements:</p> <ul style="list-style-type: none"> ▪ Our employees are proud of the organisation's commitment to the community ▪ Our employees have opportunities to have fun together while they're at work ▪ Our employees have opportunities to develop relationships with their colleagues beyond their day to day work ▪ Prospective employees are attracted by our community/volunteering offering

OUTCOMES	INDICATORS USED
<p>Demonstrating commitment to the community and the values of the organisation</p>	<p>Big Buddies self reporting of the change experienced in relation to the following statements:</p> <ul style="list-style-type: none"> ▪ I believe that my employer is giving back to the community <p>Partner organisation representative reporting of whether Literacy Buddies® is communicated in:</p> <ul style="list-style-type: none"> ▪ Corporate sustainability reporting ▪ Client newsletters ▪ Corporate website <p>Partner organisation representative reporting of the change experienced in relation to the following statements:</p> <ul style="list-style-type: none"> ▪ The organisation provides meaningful opportunities for our employees to contribute to the community ▪ The organisation is fulfilling its goal of being a good corporate citizen ▪ The organisation is connected to the community and its needs

Fundamental to any improvement in the availability of data to measure outcomes generated by Literacy Buddies® is surveying of stakeholders involved, including the Little Buddies, Big Buddies and school teachers. Further, longitudinal research is the only approach to accurately measuring the occurrence of some outcomes and to determining benefit period and drop off. The establishment of a control group, a group of stakeholders similar to the program participants and stakeholders but who are not experiencing Literacy Buddies®, would be the only approach to accurately determine deadweight and attribution.

We have not recommended surveying of parents due to considerations of practicality and an assumption of a likely low response rate.

These recommendations are in addition to the indicators presented in Table D-1 unless otherwise noted.

Table D-2: Indicators used in this analysis

OUTCOMES	GOOD PRACTICE INDICATORS	RECOMMENDED APPROACH
LITTLE BUDDIES		
Improvement in reading and writing	<p>Measurement across core educational domains using approaches adopted by NAPLAN or PISA (refer to Literature Review for further information).</p> <p>The issue of attribution (how much credit Literacy Buddies® can be credited with for the change observed) will be challenging, and may render such measurement of no use.</p>	<p>Sourcing this information could be resource intensive for teachers and schools and given that it will only measure one small component of the value students experience from Literacy Buddies®, it may not be viable or meaningful for Ardoch to introduce objective measurement. If Ardoch chooses to introduce this, however, we recommend that it should be consistent with existing approaches, such as NAPLAN or PISA, wherever possible.</p> <p>It may also be appropriate to collect it in selected years and from selected schools, rather than on an annual basis.</p> <p>Data pre and post Literacy Buddies® would be ideal.</p>
Increased engagement with learning	<p>Self reporting by children of change in:</p> <ul style="list-style-type: none"> ▪ Their motivation to get involved in classroom activities ▪ Their perceived relevance of school <p>Self reporting by teachers of change in individual student’s:</p> <ul style="list-style-type: none"> ▪ Motivation to get involved in classroom activities ▪ Behaviour in class (in general and during Literacy Buddies® activities) <p>Other data:</p> <ul style="list-style-type: none"> ▪ Student attendance rates for school year ▪ Student attendance rates for days involving Literacy Buddies® activities 	<p>Self reporting data pre and post Literacy Buddies® would be ideal.</p>

OUTCOMES	GOOD PRACTICE INDICATORS	RECOMMENDED APPROACH
Increased emotional wellbeing arising from friendship and support provided by the Big Buddies	Reporting by students and teachers on established indicators of emotional wellbeing for children. The issue of attribution (how much credit Literacy Buddies® can be credited with for the change observed) will be challenging, as there are many factors which influence emotional wellbeing.	Self reporting data pre and post Literacy Buddies® would be ideal.
Increased sense of enjoyment	Data on the attendance of the Little Buddy and their Big Buddy at the visits.	Attendance records compiled post visits.
Increased confidence	Little Buddy or teacher reporting on change in willingness/ability of the Little Buddy to engage in activities that require confidence, such as presenting to the class and interacting with classroom guests.	Data pre and post Literacy Buddies® would be ideal.
Increase in aspirations for the future	Data on the career and lifestyle choices of the Little Buddies.	Longitudinal research would be the only way to determine whether Little Buddies fulfil these aspirations.
Increased sense of loss from the relationship with the Big Buddy ceasing	If longitudinal research was undertaken, sense of loss post-program could be incorporated with the measurement of 'Increased emotional wellbeing arising from friendship and support provided by the Big Buddies'. The sense of loss would inform the benefit period for the emotional wellbeing outcome.	Additional data collection would be worthwhile if longitudinal research is undertaken.
BIG BUDDIES		
Increased satisfaction gained through personal contribution to the community	No specific recommendations	
Enhanced world-view gained through broader life experience	Further research to determine the influence of this enhanced world view on the Big Buddy and potentially other stakeholders (family members, organisations that it contributes to) would identify the flow-on effects of involvement in Literacy Buddies®.	This would require data collection from Big Buddies into the future beyond their involvement in Literacy Buddies®.

OUTCOMES	GOOD PRACTICE INDICATORS	RECOMMENDED APPROACH
<p>Development of more meaningful relationships and rapport with colleagues</p>	<p>Self reporting by Big Buddy of change in:</p> <ul style="list-style-type: none"> ▪ Number of colleagues they know by name ▪ Number of instances where a relationship developed through Literacy Buddies® has enhanced job performance ▪ Number of instances where a relationship developed through Literacy Buddies® has enhanced job satisfaction <p>Further research (initially qualitative) could determine whether there are flow-on benefits for the business and community organisation partners as a result of the relationships and rapport.</p>	<p>Data pre and post Literacy Buddies® would be ideal.</p> <p>Gathering of case studies in the first instance to inform decision about whether additional data collection is worthwhile.</p>
<p>Development of new skills and capabilities (such as leadership and interpersonal skills)</p>	<p>Completion of a skills matrix or learning outcomes matrix by Big Buddies and/or their performance manager.</p>	<p>Data pre and post Literacy Buddies® would be ideal.</p>
BUSINESS AND COMMUNITY ORGANISATION PARTNERS		
<p>Creation of a positive and stimulating environment for employees which contributes to employee engagement</p>	<p>Data such as:</p> <ul style="list-style-type: none"> ▪ Employee tenure ▪ Engagement levels on established employee engagement indicators ▪ Relative importance of Literacy Buddies® in people and culture offering <p>The issue of attribution (how much credit Literacy Buddies® can be credited with for the change observed) will be challenging, and may render such measurement of no use.</p>	<p>Questions specific to Literacy Buddies® could be incorporated into existing employee engagement surveys.</p> <p>It is not feasible to retrospectively collect data on outcomes for the business and community organisation partner such as increased retention, recruitment/salary savings and productivity benefits. Pre and post data, and ideally longitudinal data, is required to measure outcomes for the business and community organisation partner.</p>

OUTCOMES	GOOD PRACTICE INDICATORS	RECOMMENDED APPROACH
<p>Demonstrating commitment to the community and the values of the organisation</p>	<p>Data such as:</p> <ul style="list-style-type: none"> ▪ Stakeholder awareness of involvement in Literacy Buddies® ▪ Stakeholder attitudes to organisation/reputation rating <p>The issue of attribution (how much credit Literacy Buddies® can be credited with for the change observed) will be challenging, and may render such measurement of no use.</p>	<p>Questions specific to Literacy Buddies® could be incorporated into existing employee and stakeholder engagement surveys.</p> <p>It is not feasible to retrospectively collect data on outcomes for the business and community organisation partner such as increased retention, recruitment/salary savings and productivity benefits. Pre and post data, and ideally longitudinal data, is required to measure outcomes for the business and community organisation partner.</p>

Appendix E: Data and assumptions

Descriptions of the data and assumptions used in the calculation of the SROI are provided in the tables below. These descriptions are provided so that the rationale behind the SROI is transparent and all inputs can be verified.

Little Buddies

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Improvement in reading and writing				
Proxy	An online interactive educational literacy resource	\$120 per child	Children in Year 4 and 5 can enhance their reading and writing skills beyond what is offered at school through online educational resources.	https://www.literacyplanet.com/index.html
Deadweight	Approximately 85% of this outcome would have occurred for participants anyway	85%	Little Buddies would have been engaged in other literacy interventions at school had they not participated in the Literacy Buddies® Program.	Stakeholder engagement
Attribution	2% of this outcome is attributed to Literacy Buddies®	2%	The teachers and Big Buddies perceived the program to be one part of the school's literacy education offering. During the year Little Buddies only spent approximately 2% of their time at school (24 hours of Literacy Buddies®/ 1,025 hours spent at school). Proportion of time spent on the program is equated to attribution.	Stakeholder engagement
Benefit period	This outcome lasts for a period of 1 year	1 year	It is likely that any improvement in reading and writing would be attributable to other literacy interventions within school beyond the period of one year following the conclusion of the program.	Stakeholder engagement

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Drop off	90% of the benefit ceases at the conclusion of the benefit period	90%	The benefit drops off rapidly in the absence of the program, and as other literacy interventions contribute to any change that takes place.	Stakeholder engagement
Improved engagement with learning				
Proxy	Cost of English tutoring	\$240 per student	Children in Year 4 and 5 can enhance their engagement with learning reading and writing through hiring a tutor that can tailor their learning experience (monthly sessions undertaken as part of a small group for 1 year).	http://www.truelocal.com.au/business/centre-for-academic-studies-and-enhancement/keilor
Deadweight	Approximately 40% of this outcome would have occurred for participants anyway	40%	Little Buddies expressed the view that Literacy Buddies® was more enjoyable than other school activities, and that it enhanced their motivation to write letters. If the Little Buddies had not participated in the program, alternative school activities would not have resulted in the same level of engagement.	Stakeholder engagement
Attribution	2% of this outcome is attributed to Literacy Buddies®	2%	The teachers and Big Buddies perceived the program to be one part of the school's literacy education offering. During the year Little Buddies only spent approximately 2% of their time at school (24 hours of Literacy Buddies®/ 1,025 hours spent at school). Proportion of time spent on the program is equated to attribution.	Stakeholder engagement
Benefit period	This outcome lasts for a period of 1 year	1 year	Improved engagement in learning did not often extend beyond the Literacy Buddies® activities, therefore the engagement is unlikely to continue in a substantial way once the program has come to an end.	Stakeholder engagement
Drop off	90% of the benefit ceases at the conclusion of the benefit period	90%	The engagement with learning was strongly linked to Literacy Buddies® activities, therefore the benefit drops off rapidly in the absence of Literacy Buddies®.	Stakeholder engagement

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Increased emotional wellbeing arising from friendship and support provided by the Big Buddies				
Proxy	Cost of a wellbeing officer for the amount of time required to provide friendship and support	\$280 per student	A student can be provided with friendship and support by a school wellbeing officer. <ul style="list-style-type: none"> Little Buddies experience approximately 8 hours of personalised attention and friendship through the visits and receiving the letters. Average Victorian teaching salary: \$70,000 or \$35 per hour. 	Victorian Government Schools Agreement 2013
Deadweight	Approximately 30% of this outcome would have occurred for participants anyway	30%	In the disadvantaged schools where Literacy Buddies® is typically delivered, student need is high and the opportunity to provide one-on-one support is limited.	Stakeholder engagement
Attribution	70% of this outcome is attributed to Literacy Buddies®	70%	There are no other substantial factors that the outcome could be attributed to.	Survey of Big Buddies and teachers
Benefit period	This outcome lasts for a period of 2 years	2 years	The Little Buddies do retain strong memories of their experiences with their Big Buddy, however there are many factors impacting on emotional wellbeing therefore it is assumed that the benefit period could not last beyond 2 years following the conclusion of the program.	Stakeholder engagement
Drop off	The benefit decreases largely in the first year and then drops off more rapidly in the second year	80%/90%	The drop off is more immediate because the friendship and support are no longer being provided, but the Little Buddies retain strong memories.	Stakeholder engagement

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Increased sense of enjoyment				
Proxy	Cost of an enjoyable activity	\$70 per student	Children in Year 4 and 5 can experience an increased sense of enjoyment through participating in cooking classes. Similar to Literacy Buddies®, these classes involve interaction with an adult and learning a new skill in a fun way.	http://www.littlemelbourne.com.au/to-do/cooking-classes/ladro-kids-pizza-making-classes.html
Deadweight	Approximately 20% of this outcome would have occurred for participants anyway	20%	Little Buddies expressed the view that Literacy Buddies® was more enjoyable than other school activities. If the Little Buddies had not participated in the program, alternative school activities would not have resulted in the same level of engagement.	Stakeholder engagement
Attribution	100% of this outcome is attributed to Literacy Buddies®	100%	The change identified relates specifically to involvement in Literacy Buddies®. The survey questions asked stakeholders to identify the change associated with involvement in Literacy Buddies®.	Stakeholder engagement and survey of teachers of Little Buddies
Benefit period	This outcome lasts for a period of 1 year	1 year	The sense of enjoyment is not expected to last well beyond the period of the activities, therefore a minimum benefit period is assumed.	Stakeholder engagement
Drop off	90% of the benefit ceases at the conclusion of the benefit period	90%	The enjoyment was strongly linked to Literacy Buddies® activities, therefore the benefit drops off rapidly in the absence of Literacy Buddies®.	Stakeholder engagement
Increased confidence				
Proxy	Cost of primary school program to build confidence in students	\$250 per student	Children in Year 4 and 5 can develop increased confidence through participating in a personal development course. The Confident Kids primary school program is a facilitated 10 week course that addresses topics such as conversation skills, anxiety management, problem-solving, and decision-making.	http://www.kidsmatter.edu.au/primary/programs/confident-kids

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Deadweight	20%	20%	Little Buddies reported that the increase in confidence was enabled by interacting with adults they had never met before. Teachers stated that students would not be likely to have the opportunity for this type of interaction outside of the Literacy Buddies® Program.	Stakeholder engagement
Attribution	70% of this outcome is attributed to Literacy Buddies®	70%	There are no other substantial factors that the outcome could be attributed to.	Stakeholder engagement and survey of teachers of Little Buddies
Benefit period	This outcome lasts for a period of 2 years	2 years	There are many factors impacting on increased confidence and it is therefore assumed that the benefit period could not last beyond 2 years following the conclusion of the program.	Stakeholder engagement
Drop off	The benefit largely persists in the first year and then drops off more substantially in the second year	60%/90%	The drop off is relatively fast as confidence is strongly related to the activities that helped to increase it. As time passes the benefit becomes attributable to other factors.	Stakeholder engagement
Increased aspirations for the future				
Proxy	Cost of a program that provides exposure to workplaces	\$600 per student	Children in Year 4 and 5 can increase their aspirations for the future by participating in programs that expose them to future employment possibilities. The Worlds of Work program (run by the Foundation for Young Australians) takes students into Australia's leading workplaces so that they can have conversations about what it takes to be successful.	http://www.fya.org.au/initiatives/worlds-of-work/
Deadweight	20%	20%	Teachers stated that students would not have the opportunity to engage with positive adult role models if they had not participated in the Literacy Buddies® program.	Stakeholder engagement

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Attribution	70%	70%	There are no other substantial factors that the outcome could be attributed to. Many of the Little Buddies are not exposed to people or ideas that would increase their aspirations for the future.	Stakeholder engagement
Benefit period	This outcome lasts for a period of 3 years	3 years	The exposure to adult role models and new ideas about future aspirations leaves a strong imprint on Little Buddies, as they are at a stage in their lives where they are curious about adulthood.	Stakeholder engagement
Drop off	The benefit largely persists in the first year and then drops off more substantially in the second and third year	50%/70%/90%	The thoughts that are introduced to the Little Buddies remain with them as the Little Buddies apply them to their own lives and aspirations.	Stakeholder engagement
Increased sense of loss from the relationship with Big Buddy ceasing				
Proxy	Cost of a counselling service to assist child to resolve sense of loss	-\$581 per person	The loss experienced can be equated to the cost associated with a common approach to resolving the loss. Child counselling: \$125 (initial 30 minutes consultation), \$228 (50 minute follow up consultation) – 3 sessions.	http://www.melbournechildpsychology.com.au
Deadweight	Approximately 10% of this outcome would have occurred for participants anyway	10%	The element of providing a friend for a fixed term is quite unique to Literacy Buddies® and therefore this outcome would not occur as a result of the activities that would have occurred anyway.	Stakeholder engagement
Attribution	70% of this outcome is attributed to Literacy Buddies®	70%	It is assumed that the Little Buddies who experienced this outcome are those experiencing other personal challenges, therefore this contribution to the sense of loss taking place is recognised.	Stakeholder engagement

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Benefit period	This outcome lasts for a period of 1 year	1 years	Teachers explained that past participants (children now in grades 5-6) overwhelmingly recall their experience with affection, therefore it is assumed that the outcome does not persist beyond 1 year.	Stakeholder engagement
Drop off	90% of the benefit ceases at the conclusion of the benefit period	90%	The material component of the benefit drops off by the end of the benefit period.	Stakeholder engagement

Big Buddies

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Increased satisfaction gained through personal contribution to the community				
Proxy	Average amount donated by an Australian per year to a charitable cause	\$450 per person	An individual can increase their personal satisfaction by donating money to a charitable cause that they support.	ACPNS (2011) Tax Deductible Giving in 2008 – 2009
Deadweight	Approximately 40% of this outcome would have occurred for participants anyway	40%	Most participants expressed the view that they would have experienced some change towards this outcome had they not participated in the Literacy Buddy program.	Survey of Big Buddies
Attribution	100% of this outcome is attributed to Literacy Buddies®	100%	The change identified relates specifically to involvement in Literacy Buddies®. The survey questions asked stakeholders to identify the change associated with involvement in Literacy Buddies®.	Survey of Big Buddies

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Benefit period	This outcome lasts for a period of 2 years	2 years	Many participants indicated that the increased satisfaction gained through personal contribution to the community would be a lifelong change. However, there are many factors impacting on personal satisfaction and it is therefore assumed that the benefit period could not last beyond 2 years following the conclusion of the program.	Stakeholder engagement and survey of Big Buddies
Drop off	The benefit largely persists in the first year and then drops off more substantially in the second year	50%/80%	The drop off accelerates as the number of years since the program increases. This is because the impact lessens and the benefit becomes attributable to other factors.	Stakeholder engagement
Enhanced world-view gained through broader life experience				
Proxy	Cost of tourist volunteering in disadvantaged communities	\$1,000 per person	An individual can enhance their world view by being immersed in disadvantaged communities and experiencing their lives for at least two weeks. <ul style="list-style-type: none"> Average cost of volunteering with children abroad for two weeks (in Africa or South America), organised by i-to-i: \$1,000 (excluding flights and food and including accommodation) 	http://www.i-to-i.com/volunteer-work-with-children
Deadweight	Approximately 50% of this outcome would have occurred for participants anyway	50%	Many participants expressed the view that they would have experienced some change towards this outcome had they not participated in the Literacy Buddies® Program.	Survey of Big Buddies
Attribution	100% of this outcome is attributed to Literacy Buddies®	100%	The change identified relates specifically to involvement in Literacy Buddies®. The survey questions asked stakeholders to identify the change associated with involvement in Literacy Buddies®.	Survey of Big Buddies

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Benefit period	This outcome lasts for a period of 3 years	3 years	Many participants indicated that their enhanced world-view gained through broader life experience would be a lifelong change. However, the influence of the experience is likely to diminish as time passes and it is therefore assumed that the benefit period could not last beyond 3 years following the conclusion of the program.	Stakeholder engagement
Drop off	The benefit largely persists in the first year and then drops off more substantially in the second and third year	40%/60%/80%	The drop off accelerates as the number of years since the program increases. This is because the impact lessens and the benefit becomes attributable to other factors.	Stakeholder engagement and survey of Big Buddies
Development of more meaningful relationships and rapport with colleagues				
Proxy	Cost of team building activities	\$265 per person	The Big Buddies could develop more meaningful relationships and rapport with colleagues by participating in team building activities. <ul style="list-style-type: none"> Average cost of a two-hour outdoor recreational event promoting team interaction for 25 people: \$1,655 x 4 events 	http://www.corporatechallenge.com.au/team-building/man-hunt
Deadweight	Approximately 50% of this outcome would have occurred for participants anyway	50%	Most participants expressed the view that they would have experienced some change towards this outcome had they not participated in the Literacy Buddies® Program.	Stakeholder engagement and survey of Big Buddies
Attribution	100% of this outcome is attributed to Literacy Buddies®	100%	The change identified relates specifically to involvement in Literacy Buddies®. The survey questions asked stakeholders to identify the change associated with involvement in Literacy Buddies®.	Stakeholder engagement and survey of Big Buddies

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Benefit period	This outcome lasts for a period of 2 years	2 years	Many participants indicated that the development of more meaningful relationships and rapport with colleagues would be a lifelong change. However it is likely that employee turnover and organisational changes will reduce the material benefit period to 2 years.	Stakeholder engagement and survey of Big Buddies
Drop off	The benefit largely persists in the first year and then drops off more substantially in the second year.	30%/90%	The drop off accelerates as the number of years since the program increases. This is because the impact lessens and the benefit becomes attributable to other factors.	Stakeholder engagement
Development of new skills and capabilities (such as leadership and interpersonal skills)				
Proxy	Cost of a leadership/ professional development program	\$225 per person	An individual can develop their leadership and interpersonal skills by undertaking a professional development training workshop. <ul style="list-style-type: none"> Cost of workshop in Victoria on teamwork, leadership and coaching skills: \$225 per person (Northern Melbourne Institute of TAFE) 	http://www.nmit.edu.au/shortcourses/lead-your-team
Deadweight	Approximately 80% of this outcome would have occurred for participants anyway	80%	Business and community organisation partner representatives reported that some change towards this outcome would have occurred for the Big Buddies had they not participated in the Literacy Buddies® Program.	Stakeholder engagement and survey of partner representatives
Attribution	100% of this outcome is attributed to Literacy Buddies®	100%	The change identified relates specifically to involvement in Literacy Buddies®. The survey questions asked stakeholders to identify the change associated with involvement in Literacy Buddies®.	Stakeholder engagement and survey of Big Buddies

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Benefit period	This outcome lasts for a period of 3 years	3 years	It is possible to retain skills in the absence of the activities that caused the outcome.	Stakeholder engagement
Drop off	The benefit largely persists in the first year and then drops off more substantially in the second and third year	50%/80%/80%	The experience would become harder to recall and utilise as time passes and the benefit would become attributable to other factors as the original skills are applied and refined.	Stakeholder engagement

Business and community organisation partners

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Creation of a positive and stimulating environment for employees which contributes to employee engagement				
Proxy	Reduced cost of absenteeism achieved by companies with higher levels of employee engagement	\$529 per employee (adjusted to 2012 \$)	Gallup research worldwide has found that companies benefit from 27% less absenteeism among engaged employees in comparison to disengaged employees. Research in Australia has found that absenteeism costs companies an average of \$385 per day per employee and the average absenteeism is 5 days per year for corporate employees.	http://www.afr.com/p/national/work_space/absenteeism_reflects_sick_organisation_QvCKWp1Cz5dtUNGF1rdhaN http://strengths.gallup.com/private/resources/q12meta-analysis_flyer_gen_08%2008_bp.pdf
Deadweight	Approximately 50% of this outcome would have occurred for participants anyway	50%	Most participants expressed the view that their organisation would have experienced some change towards this outcome if it had not participated in the Literacy Buddies® Program.	Survey of Big Buddies and partner representatives

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Attribution	100% of this outcome is attributed to Ardoch	100%	The change identified relates specifically to involvement in Literacy Buddies®. The survey questions asked stakeholders to identify the change associated with involvement in Literacy Buddies®.	Survey of Big Buddies and partner representatives
Benefit period	This outcome lasts for a period of 1 year	1 year	The influence on the working environment is not expected to last well beyond the period of the activities, therefore the minimum benefit period is assumed.	Stakeholder engagement
Drop off	90% of the benefit ceases at the conclusion of the benefit period	90%	The material component of the benefit drops off by the end of the benefit period.	Stakeholder engagement
Demonstrating commitment to the community and the values of the organisation				
Proxy	Cost of the partnership with Ardoch for the Business and community organisation partners	\$7,040 per program	<p>The cost of to the corporates of involvement in Literacy Buddies® represents the value that they place on being able to demonstrate their commitment to the community.</p> <ul style="list-style-type: none"> ▪ Program cost: \$8,000 ▪ Other financial costs: \$1,960 ▪ Value of the time contributed by Big Buddies and corporate partner: \$15,980 ▪ TOTAL COST: \$25,940 ▪ Demonstrating the commitment to the organisation's values represents 27% of the reasons why the organisation participates in Literacy Buddies® ▪ Average wage across the legal, engineering and banking and financial sectors (representing the participant's sectors): \$47 per hour 	<p>Literacy Buddies® investment data (provided by Ardoch)</p> <p>http://content.mycareer.com.au/salary-centre/</p> <p>Survey of partner representatives</p>
Deadweight	Approximately 50% of this outcome would have occurred for participants anyway	50%	Most participants expressed the view that their organisation would have experienced some change towards this outcome if it had not participated in the Literacy Buddies® Program.	Survey of Big Buddies and partner representatives

	DESCRIPTION	VALUE	RATIONALE	SOURCE
Attribution	100% of this outcome is attributed to Literacy Buddies®	100%	The change identified relates specifically to involvement in Literacy Buddies®. The survey questions asked stakeholders to identify the change associated with involvement in Literacy Buddies®.	Survey of Big Buddies and partner representatives
Benefit period	This outcome lasts for a period of 1 year	1 year	Corporates are typically reluctant to promote their community contributions beyond the period that those activities are current. There are also many other factors that could influence this outcome, to the extent that the benefits associated with involvement in one program would not be expected to continue beyond 1 year.	Stakeholder engagement
Drop off	90% of the benefit ceases at the conclusion of the benefit period	90%	The material component of the benefit drops off by the end of the benefit period.	Stakeholder engagement