

Champions Begin for Schools at the
Naenae Boxing Academy: the Social
Return on Investment



CHAMPIONS
INITIATIVE

Contents

Introduction and summary	4
The Champions Initiative.....	4
The Champions Begin for Schools programme	5
NBA's Champions Begin for Schools participants	5
The need being met	6
The theory of change - how the Champions Begin for Schools programme works	6
Methodology.....	9
Young people “find a place of belonging” and “pursue their potential”	11
Young people “actively engage”	12
Young people “develop skill mastery”	13
Young people “develop an outward focus”	13
Results.....	14
Inputs.....	14
Donations.....	14
Other inputs.....	15
Total inputs	15
Monetised outcomes	16
Social return	16
Young people “find a place of belonging” and “pursue their potential”	17
Young people “develop an outward focus”	17
Young people “develop skill mastery”	18
Young people “actively engage”	19
Conclusions	19
Limitations	19
Summary of findings	20
Appendices.....	21
Champions Begin for Schools logic model	21
References.....	22

The *Champions Begin for Schools* programme is delivered in the same way across all Champions Initiative (CI) partner academies. Given that, we expect the outcomes and social value generated by Naenae Boxing Academy would be similar across the network



359

Students participated in NBA's Champions Begin for Schools programme in 2023

79%

Of these students were considered at-risk of disengaging from school

72% of ākonga said the Programme helped them do better at school.



79% of ākonga said it helped them with care and respect for others.

13 of 14

stakeholders said the Programme helped their students make positive change

5.44:1

For every \$1.00 invested, the Programme returned at least \$5.44 of social value to the community.



Students had the opportunity to make positive connections with the students within the group - students they might have had difficulties with or would not usually associate with, in a supportive environment that encouraged respectful interactions.



Students built positive relationships with each other which transferred over into school. This included student to student and also students to the adults who organised the boxing and checked in on their progress. Some students have continued to train and box and this has been huge for building their self esteem.



We got a lot of benefit from the Champions Programme. It's a great initiative and we've missed it since the funding has been cut.

Introduction and summary

This Social Return on Investment (SROI) report is about the Champions Initiative (CI) academy's delivery of their Champions Begin for Schools programme in 2023. Our analysis focused on the amount of social value of ākongā¹ outcomes given the amount of resources used to deliver the programme.

The CI has received targeted funding over a number of years to deliver Champions Begin to local schools and alternative education providers. The funding was targeted at young people who were having trouble engaging with, or were already disengaged from, education. Much of CI's funding to deliver this programme has been cut.

This SROI conservatively estimates the value of the Champions Begin for Schools programme's monetised impact. Hence, we consider the \$5.44:1 ratio to be a minimal estimate of the programme's social return.

Schools are reporting increased disruptive classroom behaviour affecting students' enjoyment of school, achievement and attendance (ERO, 2024). Research points to the importance of providing youth with activities and programs that provide prosocial means of attaining the thrilling experiences and social approval they desire to disrupt patterns of antisocial behaviour and encourage prosocial behaviours (Gluckman, 2018). Champions Begin for Schools is based on non-contact boxing skills and physical conditioning. It is flexible enough to be challenging but achievable – there is no shouting or intimidation. The programme includes teaching, role-modelling, and putting into practice, the skills and attitudes people of all ages need to positively contribute in society by giving ākongā opportunities to practice those skills, build self-confidence in using them, and form positive connections with others.

Twelve of thirteen stakeholders interviewed and surveyed for this SROI reported that Champions Begin helped young people make positive change.² Seventy-nine percent of those young people were considered at risk of disengaging from education. Changes included improved behaviour (more respectful and focused at school), increased self-confidence and self-esteem, and better relationships (new friendships, less fighting).

The assessment shows that NBA's Champions Begin for Schools returns \$5.44 of social value for every dollar invested. Given that the other CI academies deliver the Programme according to the same structure, and that their coaches are trained to deliver it, we consider CI's Champions Begin for Schools to be a sound investment.

The Champions Initiative

Billy and Kerri Graham established the Naenae Boxing Academy (NBA) in 2006 with a vision of giving back to the community that Billy had grown up in during the 1950s. In 1956, Billy was brought into the Railway's Boxing Gym by the local Police Officer Hoppy Hodges in the

¹ Student or learner

² **One** respondent was **not sure**; **five** respondents said the CP helped **all** of them make change; **five** reported it helped **most** of them make positive change; and **two** reported that about **half** of them were helped to make change.

hope that Billy would get back on the right track. Sure enough, coach Dick Dunn would have a profound impact on him, playing a key role in supporting Billy to turn his life around. It was Billy's time with Dick Dunn that inspired the establishment of the NBA, and from the day the doors opened, young people have been welcomed into the same environment that had helped Billy succeed so many years earlier. Its vision is "Champion young people contributing to their communities".

In 2018, The Champions Initiative (CI) was established following numerous requests from communities and stakeholders throughout New Zealand. They could see that an academy like NBA would benefit their own communities. CI has four academies – Naenae, Mid-Canterbury, Cannons Creek and Te Awamutu. They are onboarding academies in six more communities in 2024.

The Foundation's purpose is to support local communities throughout Aotearoa to champion young people by providing top quality resources, relationships, pathways, and structures. To achieve this, CI and its academies combine expertise in the sport of boxing with the principles of best practice youth development.

The Champions Begin for Schools programme

Champions Begin for Schools gives young people a carefully structured, 10-week taster of the academies ongoing Olympic-style boxing programme. It is a non-contact programme (i.e., participants do not hit each other) grounded in youth development principles. Classes run for one hour during school hours.

All CI academies deliver Champions Begin for Schools. CI provides the academies with the Champions Programme coaching manual and training for their coaches so that the Programme essentially looks the same everywhere. However, there is scope for coaches to change things up according to the preferences and skillsets of their academy's young people and how long they have been attending. Therefore, each term would have been different for all participants. In 2023, coaches changed up the programme each term for groups that came more than once and facilitated more tuakana-teina relationships whereby participants who had previously attended supported the newcomers.

The CI has received targeted funding over a number of years to deliver the Programme to local schools and providers of alternative education, especially for young people who are having trouble engaging with, or who are already disengaged from, education. The main goal of Champions Begin for Schools is to support student engagement and achievement in education.

NBA's Champions Begin for Schools participants

At Naenae in 2023, 359 young people from 20 mainstream schools and alternative education providers participated in the Champions Programme, including 25 who were under State care. Of all participants:

- 45% were girls and 55% were boys
- 30% were under 12 years of age, 62% were 12-14 years, 9% were 15-18 years of age
- 35% were Māori, 28% were Pakeha, 25% were Pacific peoples, and 13% were of other ethnicities.
- 79% were considered by their education provider to be at-risk of disengaging from school.

Staff from two schools we interviewed for this SROI assessment noted that, without external funding, they cannot afford to have ākonga participate in the Programme.

The need being met

The Education Review Office has recently reported that disruptive classroom behaviour is a growing problem in Aotearoa, affecting students' enjoyment of school, achievement and attendance (ERO, 2024; Williams, 2024). The Office is "extremely concerned" that a quarter of the 547 principals surveyed reported every day seeing students physically harming others, damaging property and stealing. The Secondary Principals' Council chairperson said, "Our schools are a mirror of our communities and the issues being experienced in our communities are brought to school by young people every day." (Williams, 2024). This is affirmed by NBA, where common Champions Programme needs include (but are not limited to) living in unsafe home situations, exposure to gang influence, depression and anxiety and disengagement from education, employment, and training." (pers. comm. 7 August, 2024.)

The theory of change - how the Champions Begin for Schools programme works

At Naenae (and at any of the other academies), participant needs commonly include (but are not limited to) living in unsafe home situations, exposure to gang influence, substance misuse, depression and anxiety, and disengagement from education, employment and training. Research has identified challenges such as risk factors for criminal-justice involvement (Gluckman, 2018). Other risk factors include substance abuse and addiction, early school leaving, and violence and victimisation. "Snares", or being caught up in these things, significantly increase the likelihood of young people ending up in prison. It is, therefore, critically important that measures are put in place to address "snares" such as these as early as possible (Gluckman, 2018, p. 29). Young people, especially those engaging in these activities or starting to offend, "need strong and positive social ties to desist" (ibid.). Research into young offenders' assessment of the benefits and costs of their behaviour found "the 'thrill', or emotional 'high', and the social rewards (such as admiration from their peers) were more important to them than concerns about being caught or facing social disapproval" (ibid.). This points to the importance of the positive peer community that the

Champions Programme aims to create. Instead of social sanctions and disapproval, Gluckman notes that “[c]ommunities may find more success by instead providing youth with activities and programs that provide alternative, prosocial means of attaining the thrilling experiences and social approval they desire” (ibid.).

Whanaungatanga and manaakitanga are core to the CI approach; the programme is delivered in CI academies. The gyms are intentionally designed to be open, airy, relaxing, and functional spaces. Coaches greet every member every time they arrive at the gym. This is all part of CI, which provides safe spaces where young people feel they belong and are welcome. This ethic is front and centre in the NBA’s logo (see below). Furthermore, classes always begin with whakawhanaungatanga, the coaches are always the same, and the environment is the same. This helps coaches and participants form trusting relationships, which is considered essential, particularly for young people who have had adverse childhood experiences and carry trauma.

CI encourages schools to select a diverse group of students to participate in the Programme. They are encouraged to send a few natural leaders, a few disengaged students, some at-risk of disengaging, and some students who fall in the middle. This is to help the academy create a positive group culture where everyone has a chance to succeed, including those who are disengaged. By over-representing engaged students in the group, CI coaches aim to nurture a group culture that can positively influence those who are disengaged or at risk of disengaging. Coaches nurture and draw on positive peer-group pressure to motivate, influence and teach. The diversity of membership allows students to create and deepen connections or friendships between engaged and disengaged children that might not otherwise naturally occur at school. When young people return to their education providers, ‘at-risk’ ākonga may have connected with engaged peers.

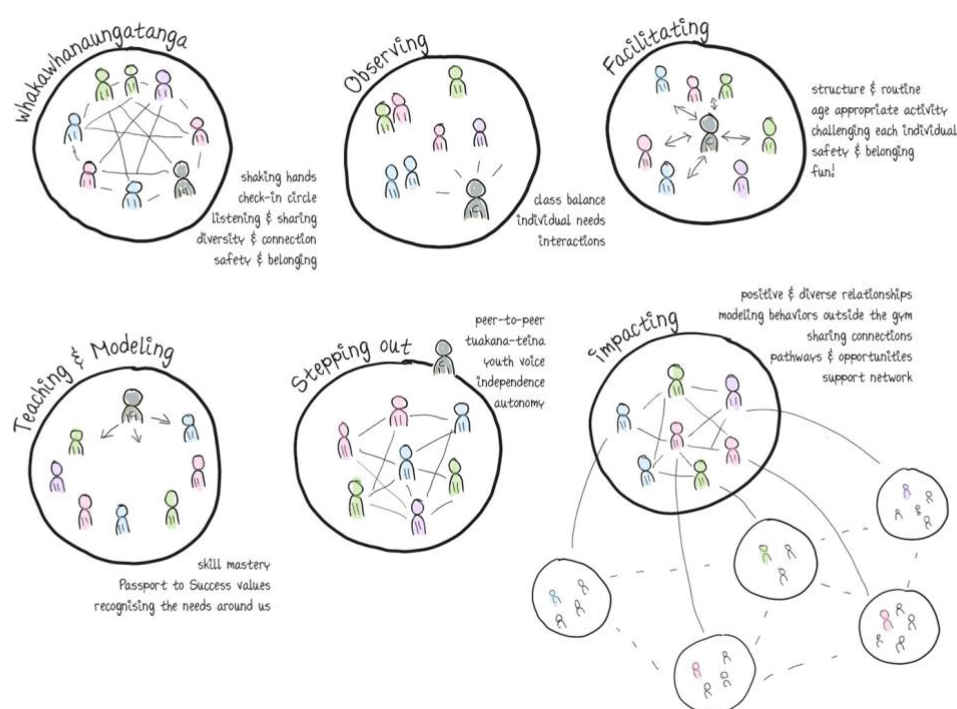


Champions Begin for Schools is based on non-contact boxing skills and physical conditioning: movement, balance and coordination. The Programme is flexible enough to be challenging

but achievable – there is no shouting or intimidation. The programme includes teaching, role-modelling, and putting into practice the skills and attitudes people of all ages need to positively contribute to society. It aims to do this by giving ākongā opportunities to practice those skills, build self-confidence, and form positive connections with others. All aspects of the classes involve learning social skills, such as:

- in circle time at the beginning and end of each class where participants are asked to share a success, what has gone well, a concern, or how they are feeling,
- by being given leadership opportunities, such as by choosing an exercise for the group to do, counting the group through reps or demonstrating a technique
- by naming or describing the CI “Passport to Success” values.³

This approach is summarised in CI’s coaching model below.



The Champions Begin for Schools programme is one tool in the CI toolbox for creating champion young people who contribute to their community. The NBA (and the other CI academies) intentionally nurture relationships with other organisations in their community that have shared interests, such as schools and alternative education providers. The coaches and educators will discuss any issues or challenges the ākongā may have to ensure their

³ The values are Respect, Kindness, Compassion, Honesty & Truthfulness, Duty, Consideration, Obedience, Responsibility. The PTS booklet briefly describes each of these.

success on the Programme and smooth transition back into the classroom at the end of a session.

The academies also hold relationships with organisations with a national profile/reach too, such as Outward Bound, to provide a small number of members with personal development opportunities. The academies also work with and support participants' whanau and families to enable the young people's participation in the programme and enhance their wellbeing by, for instance, gifting food boxes. For some participants, this food may be the only food they eat all day (pers. comm. Kerri Graham from NBA).

In summary, many schools are seeing an increase in problematic student behaviour. Schools refer a wide range of young people to the Champions Begin for Schools programme, from high-achieving student leaders to students with behavioural issues and at risk of disengaging from school. By providing a nurturing, safe environment, highly skilled and relational coaches, and challenging and enjoyable pathways for young people to explore their potential, the Champions Begin for Schools programme anticipates that young people will:

- develop a sense of belonging,
- become more actively engaged in school and their community
- be more likely and better equipped to pursue their potential
- develop boxing skill mastery and improved fitness and wellbeing, and
- develop an outward focus whereby they become more caring and respectful of others and be more intentional about having a more positive impact on those around them.

Methodology

To conduct this SROI, we focused on the Naenae Boxing Academy's delivery of the Programme. This decision was taken for a number of reasons. Firstly, Champions Begin for Schools essentially looks the same in all academies – the academies follow the same structure, and all coaches are trained in how to deliver them. Secondly, all academies have similar goals and the same vision. Thirdly, each academy has financial independence and accounting for differences in funding and costs would make conducting the SROI an overly time-consuming and complicated exercise, given that the point of the SROI is to assess the programme's costs and benefits.

We followed the SROI Network's guide to social return on investment (Nicholls, 2012). We were cautious not to double-count inputs and monetised outcomes and conservatively estimated the extent and degree of impact. Programme outcomes were monetised where aligned social outcomes have been ascribed a monetary value. We used the Treasury's 2023 CBAX data (The Treasury, 2023a) and the Whanau Ora Commissioning Agency data (Whanau Ora Commissioning Agency, 2021). The Net Present Value of inputs in years 1 and 2 were discounted by 5%, as per Treasury guidelines (The Treasury, 2023b). The table below shows how the monetised outcomes and Champions Programme outcomes align and their respective data sources.

Champions Begin for Schools outcomes	Monetised outcomes	Source of SROI value
<ul style="list-style-type: none"> Find a place of belonging <i>(sense of belonging; develop positive and powerful relationships in the academy)</i> 	Improved mental wellbeing	The Treasury, 2023
<ul style="list-style-type: none"> Pursue their potential <i>(recognise their inherent value and pursue their dreams)</i> 		
<ul style="list-style-type: none"> Actively engage <i>((re)engage and succeed in school; positively contribute to their community)</i> 	Tamariki enjoy learning	Whanau Ora Commissioning Agency, 2021
<ul style="list-style-type: none"> Develop skill mastery <i>(learn boxing techniques and display these skills at the level they desire)</i> 	Leisure and Play	The Treasury, 2023
<ul style="list-style-type: none"> Develop an outward focus <i>(awareness of one's impact on others and care and respect for others outside the academy, e.g., at school, at home and elsewhere in the community)</i> 	Tamariki have better behaviour	Whanau Ora Commissioning Agency, 2021

To assess the degree of impact in each outcome area, we used stakeholder interviews and survey feedback and NBA academy member survey data. The survey was part of a CI evaluation in 2021. Feedback from senior members (ages 14+) who had been a member for less than one year was used to estimate the percentage of Champions Begin for Schools participants in 2023 who experienced change in each outcome area and to what extent change had taken place. Survey participants could indicate there had been “A lot” of positive change”, “A bit” of positive change, “No” positive change, or “I did not need help with this”.

- "A lot" of positive change was ascribed the full monetised value of impact;
- "A bit" was ascribed 50% the monetised impact);
- "No" change and "I did not need help with this" was ascribed no monetised impact.

We followed Nichols (2012) approach for calculating deadweight, displacement, drop off and attribution. These assessments relied heavily on literature review, interviewing and surveying programme participants, stakeholders and service providers. We interviewed 5 stakeholders: one local police officer, one high school teacher, two intermediate schoolteachers, and one alternative education provider to young people in State care. The interviews were structured and had the same questions as the survey but had the added benefit of the interviewer being able to prompt the interviewee to further explain or give more information to help deepen our understanding of their thoughts and experience of the Programme. Survey responses were received from 10 stakeholders.

We used ERO reports and Stats NZ data to situate Champions Begin participants in the wider context of the education sector and school student challenges and wellbeing.

Young people “find a place of belonging” and “pursue their potential”

Anticipated outcomes for Champions Begin for Schools participants is that they “develop positive and powerful relationships in the academy” and they “recognise their inherent value and pursue their dreams”. For the purposes of the SROI we have aligned this to improved mental wellbeing.

Monetary valuation: A possible \$4,884.00 added social value per Champions Programme participant per annum. This is based on "Subjective Wellbeing", Description "WELLBY: one point change in life satisfaction (0-10 scale), high" \$25,405 (The Treasury, 2023). We reduced this "Per Year" figure to account for the Champions Programme duration of 10 weeks (but allowed for enduring impact with a drop-off rate of 66% per annum). We chose "high" as Stats NZ data from 2021 shows most young people (15-24) rate their life satisfaction high, i.e., 7 or more out of 10.

Assessment of impact: We used feedback from seniors in the 2021 CI evaluation survey about change (or absence thereof) in “self-respect,” “life skills,” “family and home life,” and “friendships” as indicators of change.

- SELF_RESPECT: 35% reported CI helped "a lot", 52% reported CI helped "a bit", 13% reported CI did not help with this. 0% said they did not need help with this.
- LIFE-SKILLS: 38% reported CI helped "a lot", 41% reported CI helped "a bit", 20% reported CI did not help with this, 12% said they did not need help with this, 9% said CI did not help or were not sure.
- FAMILY AND HOME LIFE: 37% reported CI helped "a lot", 37% reported CI helped "a bit", 20% reported CI did not help with this. 7% said they did not need help with this.
- FRIENDSHIPS: 34% reported CI helped "a lot", 47% reported CI helped "a bit", 2% reported CI did not help with this, 13% said they did not need help with this.

Deadweight: 10% This is a measure of the amount of outcome that would have happened if the activity had not occurred. We estimate there would be, at best, a small improvement in the mental wellbeing of young people who would participate in the Programme because their education providers are intent on helping them improve their mental wellbeing. Outside of school there is little help available to help promote young people’s mental wellbeing. Stakeholders said there are few options and in their opinion those options are either not as suitable as, and/or not as effective as, Champions Begin for Schools. Stats NZ data suggests that mental wellbeing amongst 15–24-year-olds overall is good, although the proportion of this age group reporting poor mental wellbeing had increased in recent years (Stats NZ, 2021).

Drop off: 66% per annum This accounts for how long outcomes last, i.e., how much (if any) change is still evident after 12 months. Stakeholder feedback suggests a large minority of ākonga will have retained benefit from the Programme a year later, and some of those young people will still be benefiting years later. Hence, we have estimated that most of the CP’s benefits would have dropped away after 12 months.

Attribution: 50% This figure is an assessment of how much outcome was caused by the contribution of other organisations and people. Programme providers and stakeholders

noted how they worked together to get outcomes for the participants. For instance, following the NBA's advice, educators would propose a suitable mix/range of young people to participate in the Programme. Educators would accompany the ākonga to the gym and ensure the coaches understood the challenges new entrants might be bringing with them into the programme. After class, coaches and educators may debrief to ensure that educators are aware of any challenges and successes that become evident during the programme. Furthermore, educators would provide Programme participants with opportunities and support to continue the progress made while they were on the programme.

Displacement: 0% This estimates how much the activity would displace other potential outcomes. In this case, stakeholders did not have other programmes to send their young people to, and space for the Programme was built into the school day, i.e., students were not missing class to attend the Programme.

Young people “actively engage”

An anticipated outcome for Champions Begin for Schools participants is that they “(re)engage and succeed in school and positively contribute to their community”. For the purposes of the SROI we have aligned this to the monetised outcome “Tamariki enjoy learning”.

Monetary valuation: A possible \$1,180.00 added social value per Programme participant per annum. This is based on a proxy indicator sourced from the Whanau Ora Commissioning Agency's SROI report on Te Kete Aronui, which prices “Tamariki enjoy learning” at 4,720.00 (Whanau Ora Commissioning Agency, 2021). We reduced this “Per Year” figure to account for the Champions Programme duration of 10 weeks, but allowed for enduring impact with a drop-off rate of 66% per annum.

Assessment of impact: We used the 2021 CI evaluation self-reported change (or absence thereof) in “Do better at school, education or training.” to estimate the percentage of Programme participants who may benefit in this outcome area and to what extent. DO BETTER AT SCHOOL, EDUCATION OR TRAINING: 30% reported CI helped “a lot”, 42% reported CI helped “a bit”, 18% reported CI did not help with this. 9% said they did not need help with this.

Deadweight: 10% We have applied the figure for deadweight as we did for the other outcome areas.

Drop off: 66% per annum. As above.

Attribution: 33%. We estimate a small though significant contribution from the educators, given that their feedback is that they notice significant improvement in many students engagement in schooling once they have been to the Programme and it is because of some students’ disengagement from education that they are referred to the Programme.

Displacement: 0% As above.

Young people “develop skill mastery”

Monetary valuation: A possible \$228.00 added social value per Programme participant per annum. We used "Leisure and Play", Description "Young People (5-17) Physically active at MOH physical activity guidelines" = \$1,186 (The Treasury, 2023). We reduced this "Per Year" figure to account for the Champions Programme duration of 10 weeks (but allowed for enduring impact with a drop-off rate of 66% per annum).

Assessment of impact: We used the 2021 CI evaluation self-reported change (or absence thereof) in “Fitness and Wellbeing” to estimate the percentage of Programme participants who may benefit in this outcome area and to what extent. We reduced this "Per Year" figure to account for the Programme duration of 10 weeks. FITNESS AND WELLBEING: 63% reported CI helped "a lot", 34% reported CI helped "a bit", 0% reported CI did not help with this. 3% said they did not need help with this.

Deadweight: 10% We have applied the figure for deadweight as we did for the other outcome areas.

Drop off: 66% per annum. As above.

Attribution: 25%. We estimate a small though significant contribution from community stakeholders enabling of young people’s engagement in leisure and play given the very positive feedback from NBA members’ feedback about the impact of the training on their fitness, wellbeing and performance in sports outside the academy. Some Programme participants are active in other sports and recreation, but others are not.

Displacement: 0% As above.

Young people “develop an outward focus”

An anticipated outcome is that young people “develop an outward focus”. This is about young people becoming more aware of their impact on others, becoming more caring and respectful of others, and having a positive influence on those around them outside of the academy, such as at school, at home and elsewhere in the community. For the purposes of the SROI we have aligned this to the monetised outcome “Tamariki have improved behaviour”.

Monetary valuation: A possible \$1,000.00 of added social value per Programme participant per annum. This is based on a proxy indicator sourced from the Whanau Ora Commissioning Agency's SROI report on Te Kete Aronui, which prices "Tamariki have improved behaviour" at 4,000 (Whanau Ora Commissioning Agency, 2021). We reduced this "Per Year" figure to account for the Champions Programme duration of 10 weeks (but allowed for enduring impact with a drop-off rate of 66% per annum).

Assessment of impact: We used 2021 CI evaluation survey feedback from seniors about self-reported change (or absence thereof) in "respect for people, property or things in my community" as an indicator of care and respect for others. RESPECT FOR PEOPLE, PROPERTY OR THINGS IN MY COMMUNITY: 52% reported CI helped "a lot", 27% reported CI helped "a bit", 0% reported CI did not help with this, 12% said they did not need help with this, 9% said they are not sure.

Deadweight: 10% We have applied the figure for deadweight as we did for improved mental wellbeing – see above.

Drop off: 66% per annum. As above.

Attribution: 50% As above.

Displacement: 0% As above.

Results

Inputs

Donations

Organisations and individuals donate significant amounts of goods and services to the NBA. The monetary value of these donations was included in our assessment as programme costs. We suggest they should also be taken as an indication of the academy and Programme's value to the local community.

Goods and services	Monetised value	Value
Kaibosh food boxes	About 75% of \$200 worth of food boxes are given to participant families and whanau each week for 40 weeks (as advised by NBA).	6,000.00
OSM bars	The bulk-purchase price on OSM's website per OSM bar is \$2.64. All participants had one after class. (412)	1,087.68
Volunteered legal, accountancy and governance services	25% of volunteered time to the organisation as a whole: 13 hours each board member = 56 hours for all members; 6 hours each for lawyer and accountant = 12 hours). \$54 p/h averaged wage for experienced lawyer and accountant (Careers.govt.nz).	3,672.00
TOTAL value		10,759.68

Other inputs

Good or service	Monetised value	Value
MYD funding	Funding provided to NBA to provide the Champions Begin for Schools programme to schools without charge	94,029.80
Teachers accompanying the participants	2 hours per class, 1 class per week for 10 weeks at \$33.54 per hour. Plus 4 hours organising the programme in advance.	16,099.20
School payments	Schools paying NBA directly for Programme where funding is not made available otherwise	15,078.48
Young people/ participants	Some of the 359 ākonga who came to Champions Begin in 2023 came more than once. This equates to 430 total "engagements". These repeat visits bring the 359 participants' exposure time to the Programme more in line with the amount of time the survey respondents were exposed to the academy's influence.	0
TOTAL value		125,207.48

Total inputs

Input	Value
Donated goods and services	10,759.68
Payments	125,207.48
TOTAL	135,967.16

Monetised outcomes

Outcome area	Monetary valuation	Programme participants impacted	Deadweight	Attribution	Drop off	Impact year 0	Impact year 1	Impact year 2
"Find a place of belonging" and "Pursue their potential" (Monetised as <i>Improved mental wellbeing</i>)	\$4,884.00	276	10%	50%	66%	360,799.46	122,671.82	41,708.42
"Develop an outward focus" (Monetised as <i>Tamariki have improved behaviour</i>)	\$1,000.00	284	10%	50%	66%	85,741.71	29,154.22	9,912.44
"Develop skill mastery" (Monetised as <i>Leisure and Play</i>)	\$228.00	348	10%	25%	66%	42,706.60	14,520.24	4,936.88
"Actively engage" (Monetised as <i>Tamariki enjoy learning</i>)	1,180.00	258	10%	33%	66%	28,318.44	9,628.27	3,273.61
Present value of each year*						517,572.21	167,594.81	54,268.80

*(Year 1 and 2 totals reduced by 5% to account for inflation reducing the value of the dollar as per advice published by Treasury (The Treasury 2023b)

Social return

Total present value	739,435.82
Net present value (TPV minus the value of inputs)	603,468.66
Social return (value per amount invested)	5.44

Young people “find a place of belonging” and “pursue their potential”

Our assessment shows that NBA’s Champions Begin for Schools programme delivered \$360,799.46 of social value in 2023. Feedback from participants and stakeholders allows us to understand this from their perspectives.

As noted above, 77% of ākonga said their academy had helped them develop friendships, more self-respect and better life skills. Given that, we estimate that 276 of the 359 (i.e. 77%) participants in the Champions Programme will have improved mental wellbeing. Survey respondents offered the following examples of how the academy helped:



Helped me getting back on track with life, and helped me to respect myself.



I’m a really socially awkward person, but everyone in the academy being so kind and welcoming has helped me with my social interactions.

A stakeholder who was interviewed noted that they look for changes in the ākonga returning from the Programme to see how they may be able to continue those young people’s development at school. They may, for instance, offer ākonga, who demonstrate an increased self-esteem, opportunities to take a lead.



I’m really impressed with how they get the kids to talk. They develop self-confidence and belief. In the first few weeks they might not talk, but at the end they do.

Young people “develop an outward focus”

The SROI assessment shows that the Programme delivered \$85,741.71 of social value. In 2021, 79% of members noted that the academy helped them be more respectful of other people and things. Given that, we estimate that 284 ākonga were able to improve their behaviour with the help of the Programme at NBA in 2023.



Boxing has helped me change my behaviour and keep myself out of trouble



The right way for fighting instead of trying to fight others

A stakeholder reported that two children they referred to the Programme who were on the fringe of being expelled from school would regularly get into fights. The teacher noted a marked reduction in fighting – “fighting became the last resort, where previously they would get right into it”. The interviewee said they were able to work with those children and keep them in school because they wanted to keep going to the Programme. One of those two children became a permanent member, “and he needed it!”.

An interviewee who works at an Oranga Tamariki facility reported that a boy involved in several ram-raids had made huge improvements in his behaviour. The facility considered his improvements to be enough to discharge him earlier than the anticipated period of supervision. When the boy spoke to the team on his goodbye from the facility, he specifically mentioned his time on the Champions Programme as making him “stop and think and change his ways”. The cost of his early departure has not been factored into the monetary valuation of the CP’s social return on investment due to data about the marginal cost-saving of his early release not being available.

Oranga Tamariki anticipates that mentoring at the government’s military-style Boot Camps, introduced in 2024, may cost “\$100,000 per young person” (Hanley, 2024). In comparison, the Champions Begin for Schools programme was funded to the tune of \$135,967.16. This works out to \$378.73 per participant (n=359).

Young people “develop skill mastery”

The SROI assessment shows the Programme delivered \$42,706.60 of social value at the NBA in 2023.

In 2021, 97% of members noted that the academy helped them improve their fitness and wellbeing, and 79% said it helped them with their respect for other people and things, such as rugby, football and netball. Given that, we estimate that 348 ākonga were able to improve their physical fitness and wellbeing through the Programme.



Support and encouraged me to do the best of my ability



Fitness routines helped my physical endurance

An interviewee said their school's Physical Education teachers –ex-professional sports people – have adopted the Naenae Boxing Academy's ways of engaging with young people. The interviewee said:



We try to follow their guidelines and use the gym's values, how we treat people on the field, the team-work thing, slowing down a bit, not assuming that the students will actually know what "respect" means. They might not see it at home.

Young people “actively engage”

A key goal of Champions Begin for Schools is to help students engage and succeed at school. In this regard, the SROI assessment shows the Programme delivered \$28,318.44 of social value at the NBA in 2023.

In 2021, 72% of NBA's members reported that the academy helped them do better at school, education or training. Given that, we estimate that 258 ākonga were able to better engage in, and be more successful at, school.



Helped me do better in school and to work harder and to not give up



Helped me achieve NCEA 1. Be more respectful at home and in the community

We draw readers' attention to educators feedback on page 3 of this report. Those quotes are similar to the feedback we received from other educators we interviewed for this assessment.

Conclusions

Limitations

To conduct an SROI, a programme's impact must be assessed, which can only be estimated. Best practice dictates using the best available data and evidence about an initiative's relevant impacts (Nichols, 2012; The Treasury, 2023b). In this case, stakeholders who are very familiar with the programme have been interviewed, and participants have been surveyed to assess the degree of impact.

Proxy measures were used to assign a value to Champions Programme outcomes. See page 9.

We “made do” with 2021 survey feedback from members of NBA’s after-school classes, which are not Champions Begin for Schools classes. However, newcomers to these after-school classes are introduced to Olympic-style boxing in the same way and at the same level as newcomers to the Champions Begin for Schools Programme. Furthermore, the after-school participants are stepped through that process for about the same length of time (i.e., 10 weeks) before moving on to more technical and challenging activities, as deemed appropriate by the coaches. Furthermore, the after-school classes are taught by the same coaches who deliver the Champions Begin for Schools using the same coaching model (see page 8). In summary, while the survey feedback we used was not from Champions Begin for Schools participants, it was from young people of the same age participating in a similar programme at the same academy.

Summary of findings

Research and media coverage show that New Zealand’s schools are reporting increased disruptive classroom behaviour affecting students’ enjoyment of school, achievement and attendance. Research points to the importance of providing youth with activities and programs that provide prosocial means of attaining the thrilling experiences and social approval they desire to disrupt antisocial behaviour patterns and encourage prosocial behaviours (Gluckman, 2018). This affirms the community’s need for the Champions Begin for Schools programme and its approach to helping young people (re)engage and succeed in education.

Community stakeholders interviewed and surveyed for this study (n=15) gave very positive feedback about the Programme. Observed changes included improved student behaviour, better engagement at school, increased self-confidence and self-esteem, and better relationships (new friendships, less fighting). Stakeholder observations were consistent with CI boxing academy member (n=33) feedback about self-reported change which was used to estimate the percentage of Champions Begin for Schools who benefited in each outcome area and the extent of change.

The SROI assessment shows that the NBA’s Champions Begin for Schools programme returns *a minimum* of \$5.44 of social value for every dollar invested. Given that the other CI academies deliver the Champions Begin for Schools programme in the same way, we consider CI’s Champions Begin for Schools programme to be a sound investment.

Appendices

Champions Begin for Schools logic model

Vision	Inputs	Activities	Outputs	Outcomes
Champion young people are contributing to their communities.	<p>Our team are well-skilled and qualified to deliver the Programme. We coach Olympic-style boxing through best-practice youth development frameworks.</p> <ul style="list-style-type: none"> • Skilled staff (Manager and coaches) • Professional development • Referrals by community partners (e.g., Schools, Police, OT) • Positive Youth Development Principles • Passport to Success values • Government and philanthropic funding • Goods and services donated by community partners 	<p>We place our young people's needs at the centre of our practice. We actively seek out and provide our members with opportunities that will help them achieve their hopes and dreams.</p> <ul style="list-style-type: none"> • Reduce barriers to participation • Deliver 1 class per week for ten weeks • Include and involve everyone in group check-ins and check-outs • Coaches provide support and encourage concerted effort, self-responsibility, self-awareness and confidence, and helping class-mates • Coaches role-model prosocial values and mastery of boxing skills • Tuakana-Teina relationships and learning experiences 	<p>We deliver an enjoyable, safe and challenging environment, built on solid community and powerful culture.</p> <ul style="list-style-type: none"> • Whanaungatanga – a sense of belonging • Challenging, fun and enjoyable activities • Technical instruction – group-based and one-on-one 	<p>CI's anticipated outcomes. Young people:</p> <ul style="list-style-type: none"> • Find a place of belonging • Pursue their potential • Actively engage • Develop skill mastery • Develop an outward focus <p>Monetised outcomes for the SROI analysis:</p> <ul style="list-style-type: none"> • Improved mental wellbeing • Tamariki enjoy learning • Leisure and play • Tamariki have better behaviour <p>Non-monetised outcomes for the SROI analysis (data unavailable):</p> <ul style="list-style-type: none"> • Less involvement with youth justice

References

Education Review Office, 2024. *Challenging behaviours in New Zealand classrooms at critical levels*. <https://ero.govt.nz/news/challenging-behaviours-in-new-zealand-classrooms-at-critical-levels>

Hanley, L., 2024. *Boot camps could cost \$100,000 per teen*. The New Zealand Herald. [Boot camps could cost \\$100,000 per teen - NZ Herald](#)

Gluckman, P., 2018. *It's never too early, never too late: A discussion paper on preventing youth offending in New Zealand*. Office of the Prime Minister's Chief Science Advisor. Available at www.dpmc.govt.nz/sites/default/files/2021-10/pmcsa-lts-never-too-early-Discussion-paper-on-preventing-youth-offending-in-NZ.pdf

Nichols, J., 2012. *A guide to social return on investment*. The SROI Network. <https://socialvalueuk.org/>

Stats NZ, 2021. *Wellbeing Statistics 2021*. [Wellbeing statistics: 2021 | Stats NZ](#)

The Treasury, 2023. *The Treasury's CBAX Tool*. Available at <https://www.treasury.govt.nz/information-and-services/state-sector-leadership/investment-management/investment-planning/treasury-cbax-tool>

The Treasury, 2023a. *The Treasury's CBAX Tool*. Available at [The Treasury's CBAX Tool | The Treasury New Zealand](#)

The Treasury, 2023b. *CBAX tool user guidance*. Available at <https://www.treasury.govt.nz/sites/default/files/2023-12/cbax-tool-user-guidance-dec23.pdf>

Whanau Ora Commissioning Agency, 2021. *Te Kete Aronui: Social Return on Investment Report*. Whānau Ora Commissioning Agency and Te Pūtea Whakatupu Trust.

Williams, K., 2024. *Bad behaviour in Kiwi classrooms a rapidly growing issue, report finds*. Available at <https://www.stuff.co.nz/nz-news/350228680/bad-behaviour-kiwi-classrooms-rapidly-growing-issue-report-finds> Accessed 27 August 2024.