



Government of South Australia

Department for Infrastructure  
and Transport

on the **right track**

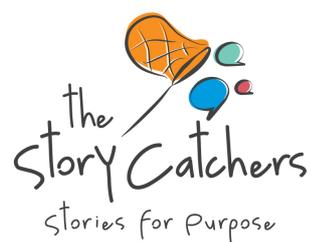


# ON THE RIGHT TRACK EVALUATION REPORT



**PREPARED BY**

*The Story Catchers*  
*Nereus Consulting*



# EXECUTIVE SUMMARY

The second evaluation of the OTRT service assessed its effectiveness from 2017 to 2021. Led by Aboriginal staff, it used various methods to collect data, including reviewing data, interviews, discussion workshops, field trips and observation.

## *Findings*

Key findings: OTRT effectively delivers activities as intended, serving as a model for service delivery to Aboriginal Australians. It achieves immediate and medium-term outcomes well, but determining long-term outcomes was challenging due to limited data. OTRT successfully addresses needs and motivations of Aboriginal people in remote communities, overcoming barriers. Assistance in navigating government processes is highly valued, benefiting individuals and other government agencies.

## *Improvements*

Suggestions for improvement: Increase service visits capacity, frequency, and certainty. Provide more support for learner's permit-to-license transition. Expand to new locations while maintaining foundations. Offer additional services like truck licenses and defensive driving training. Collaborate and share data with stakeholders to improve monitoring and evaluation.

## *Conclusion*

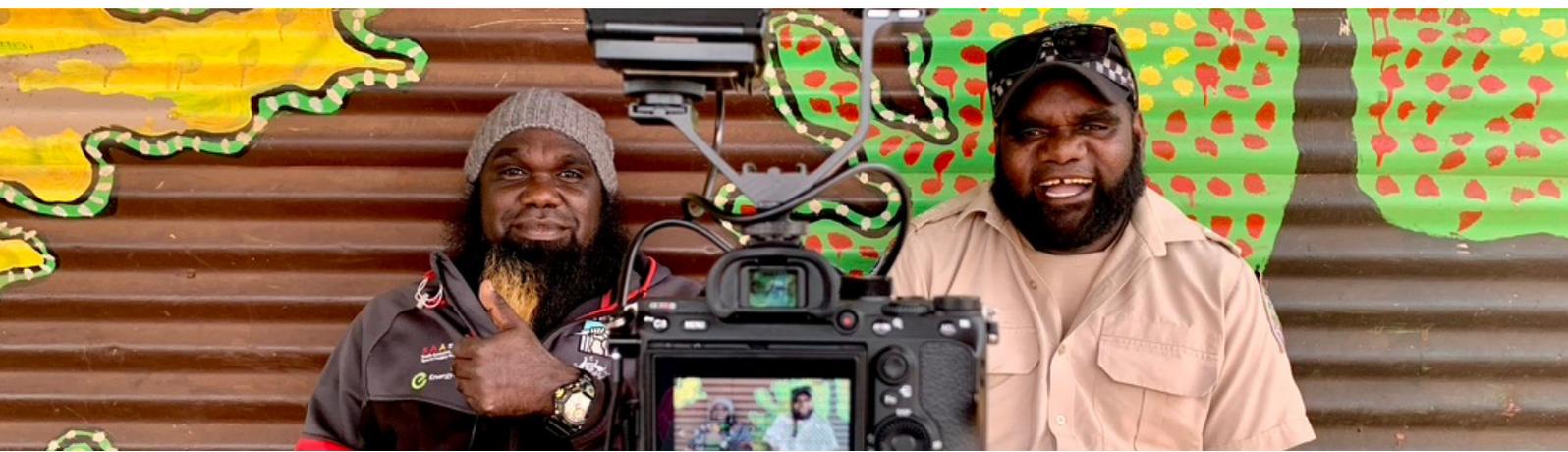
In conclusion, OTRT assists clients in obtaining permits, licenses, exemptions, and addressing financial barriers. Quantifying reductions in offenses and accidents is challenging, but evidence shows improved road safety awareness and behaviours. The service provides a supportive and culturally appropriate environment, tailoring instruction to clients' skill levels, local conditions, and community circumstances.

## ACKNOWLEDGEMENTS

The Story Catchers (Nereus Consulting) would like to acknowledge the Peramangk, Kaurna and Worimi Peoples as the traditional owners of the land upon which the evaluators are based and pay our respects to Elders past, present and emerging. The evaluators would also like to acknowledge the contribution of Jade Wilson and the On the Right Track (OTRT) team for coordinating the evaluation, facilitating the site visits and providing invaluable advice regarding cultural safety.

This evaluation aspired to be ethical, culturally sensitive and uphold cultural partnerships and respectful engagement. The white Australian external evaluators have considered their position in relation to the evaluation and aspire to ensure that relevant cultural values and contextual understandings are at the forefront of any decision making or judgement calls. To increase the likelihood that the evaluation findings are valid, credible, meaningful, useful and are fed-back to the clients, Appendix A describes some of the ways the evaluators attempted to uphold culturally appropriate ethical guidelines in practice and details the underlying principles that guided the evaluation.

The evaluation would not have been possible without the willing participation of community and government stakeholders who participated in interviews and workshops and provided data that formed the basis of the evaluation. Finally, the evaluators gratefully acknowledge the clients of the service who contributed to the evaluation by providing valuable information about their experiences via interviews and workshops.

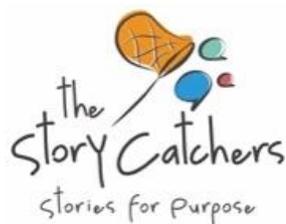


# On the Right Track: Evaluation report 2022/23

February 2023

Prepared by The Story Catchers (Nereus Consulting)

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1	Story Catchers (Nereus Consulting)	Consultation draft to working group	16/02/2022
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## Introduction

The evaluators were engaged by the On the Right Track (OTRT) team to conduct an external evaluation of the service in March 2021. This evaluation is the second evaluation of the SA Department for Infrastructure and Transport (DIT) funded remote Aboriginal drivers licensing service. The first evaluation, completed early 2017, looked at the available evidence, including the lived experience of clients and community stakeholders, to make a judgement about the value of the then program. It informed the Department's decision-making process about whether to continue funding and whether to expand to other locations. The findings were strong in relation to the success of the program over a short time and the benefits experienced by clients. In 2018 the Department fully funded the program and incorporated it as part of ongoing service delivery; this second evaluation now refers to OTRT as a "service". Other changes that OTRT adopted since the evaluation include incorporating an annual monitoring system that tracks key indicators, contributing to the Portfolio Monitoring Office and completing field reports and salesforce reports.

The purpose of this evaluation was to determine the degree of effectiveness of the service. In addition, it documents the model so the team can understand more about and communicate the value of this way of working. Lastly, it also provides the team with a monitoring and evaluation framework that may form the basis of a future self-monitoring system that can adapt and respond as circumstances change, as new evidence emerges or as the service expands to other locations. This evaluation has enabled the evaluators to present the output data over time (2017 – 2021), ask different questions from the first evaluation that interrogate the underlying programming assumptions, follow up with previous clients to build a deeper understanding of their experiences and enable the stories to be mapped geographically.

The onset of COVID-19 changed the team's implementation of OTRT. The team was unable to visit remote communities and adapted the service by pivoting towards people living in regional and less remote areas who still have limited access to services and little access to qualified driving instructors. Restrictions and requirements for social distancing in 2020 created challenges for the team. However, the evaluators found that these challenging circumstances provided some unique opportunities to capture the responses of staff, stakeholders and clients about the adaptability of OTRT.

This report encompasses service delivery from 2017 to 2021 and includes data collected between May 2021 and December 2022. Depending on the data source, some communities may be referred to using their Aboriginal title or English title. The evaluators have attempted to use the Aboriginal name used by the OTRT team. However, Appendix K provides a table to clarify those instances where we have incorporated an English name.

## Service description

Aboriginal Road Safety and Driver Licensing delivers OTRT. It is a service helping Aboriginal people living in the Anangu Pitjantjatjara Yankunytjatjara (APY), Maralinga Tjarutja (MT) Lands and Yalata get and retain their driver's licence. The team regularly visits and have developed strong and lasting relationships with people on the Lands. In addition, and in response to restrictions resulting from COVID-19, the team has provided driver's licence support to people with very limited access to licensing support services in Ceduna, Coober Pedy/Umoona, Oodnadatta (Dunjiba), and the students of Aboriginal Tauondi College, based in Port Adelaide.

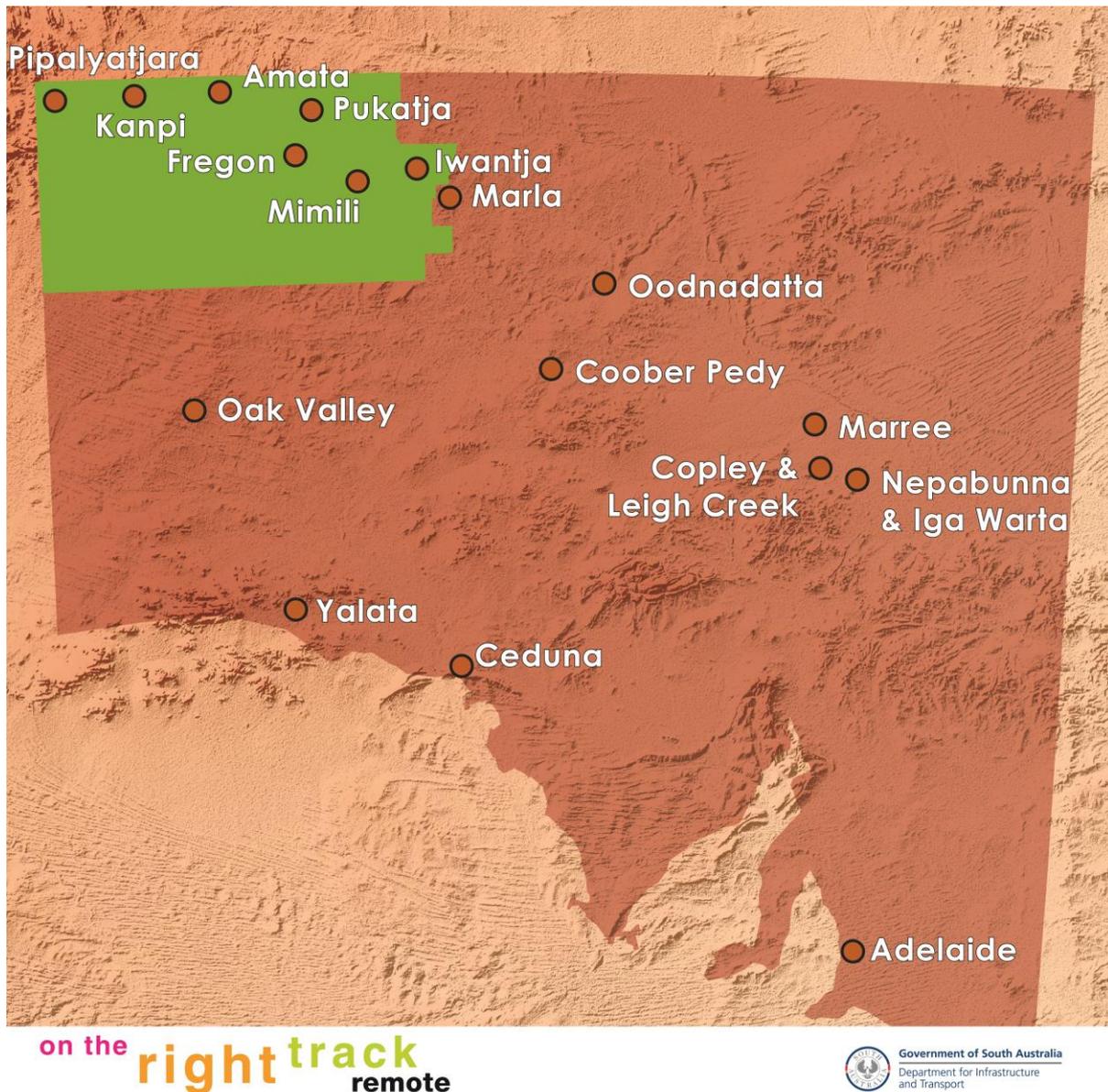


Figure 1. Map of South Australia indicating communities (Supplied by OTRT)

The aim of the service is to improve road safety and driver licensing outcomes for Aboriginal and Torres Strait Islander people living in remote communities, where it can be difficult to get a licence because of many systemic barriers that prevent equitable access to road safety education and services. A recent review found that unsafe in-car behaviours result because of the “Social and cultural barriers associated with inequitable access to driver licensing and associated road safety education, as well as socioeconomic issues that preclude ongoing vehicle maintenance and registration” (Pammer et al., 2021, p. 1).

Aboriginal and Torres Strait Islander people are over-represented in morbidity and mortality statistics related to transport and traffic accidents (ABS, 2020; National Road Safety Strategy, 2021). The National Road Safety Strategy states, “In 20-40 per cent of Aboriginal and Torres Strait Islander fatal crashes, the driver is unlicensed, a significantly higher number compared to other Australians.” OTRT aims address this issue by achieving driver licensing rates for Aboriginal people living in remote communities commensurate with those of the broader South Australian population, approximately 89% across all licence types. It also aims to reduce the over-representation of Aboriginal and Torres

Strait Islander people in accidents resulting in serious injury and death. Aboriginal and Torres Strait Islander people have been up to three times more likely to be killed or seriously injured in road crashes than non-Aboriginal South Australians (Clapham et al., 2008). Nationally, people in rural areas significantly increases the risk of being killed (Australian Government, 2018). Statistics have also shown that death from transport crashes was the second most frequent cause of injury for Aboriginal and Torres Strait Islander people for the period 2011-2016 (AIHW, 2020).

OTRT provides:

- study assistance and practice for learner’s tests
- driving lessons
- driving tests
- vehicle on road tests
- administration of the ministerial exemption process
- liaison with service providers in relation to existing fines
- child restraints
- tow straps
- truck lessons/licence testing
- school education
- general road safety education

The underlying logic behind OTRT is that by delivering these activities the service will be able to increase the number of people with learner’s permits, provisional licences and ministerial exemptions and identify the enablers and barriers for safe driving. In the medium term, the service anticipates that in the target communities there will be a reduction in the number of people receiving offences and increased awareness and behaviours associated with a road safe culture. Long term the service expects to contribute towards reducing incarcerations due to driving and licence offences and road accidents and fatalities. The following table provides a summary of the program logic guiding the OTRT service.

Table 1. Underlying logic for OTRT

Long term goals	<ul style="list-style-type: none"> <li>• Reduction in the number of Aboriginal people involved in serious road accidents and fatalities</li> <li>• Reduction in the number of Aboriginal people incarcerated because of driving and licensing offences</li> </ul>
Medium term outcomes	<p>In the communities where the service is operating:</p> <ul style="list-style-type: none"> <li>• Reduction in the number of people receiving offences</li> <li>• Increased awareness of a road safe culture</li> <li>• Increased behaviours that align with a road safe culture</li> </ul>
Immediate outcomes	<ul style="list-style-type: none"> <li>• Increase in number of people with learner’s permits and licences</li> <li>• Increase in number of people with Ministerial exemption</li> <li>• Identification of the clients’ motivators to driving safely</li> <li>• Identification of the barriers that prevent clients from driving safely</li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Provide information on licensing</li> <li>• Provide study assistance and practice for tests</li> <li>• Provide driving lessons and supporting people to undertake mandatory driving hours (logbook) *</li> </ul>

	<ul style="list-style-type: none"> <li>• Conduct vehicle on road tests</li> <li>• Administer the ministerial exemption process</li> <li>• Liaise with service providers in relation to existing fines</li> <li>• Implement Road safety initiatives such as tow straps and child safety restraints</li> </ul>
Foundational activities	<ol style="list-style-type: none"> <li>1. Experienced, skilled, culturally appropriate team working cooperatively to cultivate trusted relationships with clients over the long term</li> <li>2. Engagement of clients in design and evaluation of the service</li> <li>3. Trips to communities in appropriate vehicles</li> <li>4. Legislation – understanding implementation, education on legislation and changes to legislation</li> <li>5. Refer to existing evidence on factors contributing to successful services and continue to develop evidence base specific to client groups</li> <li>6. Secure funding</li> <li>7. Case management system</li> <li>8. Monitoring and evaluation system</li> <li>9. Communication materials (newsletter, Facebook, posters, videos, translation, website, branding of cars)</li> </ol>

\* The logbook used by the OTRT service is a legal document and can be converted to the Competency Based Testing and Assessment if the client moves from an OTRT service location.

The OTRT service has implemented a rolling design that has adapted and responded to the needs (motivators and barriers) of clients. The service initially focused on the activities that supported clients to obtain their learners permit and provisional licence. In response to identifying needs the service subsequently expanded to include other road safety initiatives, such as tow straps and child restraints. This timeline provides an illustration of how the service has evolved to meet the needs of clients over time and the policies that OTRT have adopted or been influenced by since 2014.

Table 2. Timeline of rolling design and policy influences

2008	- Initial feasibility/scoping of program in 2008 after Health in all Policies report.
2008	- Staff member commenced at DPTI to work solely on establishing OTRT
	- Successfully advocated for an Aboriginal identifier to be permanently included in the South Australian Governments' Motor Vehicle Register database (TRUMPS) to enable the identification of trends among Aboriginal and Torres Strait Islander licence holders.
2011	- Commissioned a literature review: Williamson, G., Thompson, K., and Tedmanson, D. (2011) Supporting Aboriginal People to Obtain and Retain Driver Licences: An informed review of the literature and relevant initiatives. Prepared for SA Health. School of Psychology, Social Work and Social Policy. University of South Australia.
2011	- Commissioned a report: Williamson, G., Thompson, K., and Tedmanson, D. (2011) Implication for future initiatives and further research. Prepared for SA Health. School of Psychology, Social Work and Social Policy. University of South Australia.
2014	- OTRT program funded by Department of Planning, Transport and Infrastructure to include APY and MT Lands
2015	- First trips to communities commenced
	- On the Right Track website and child restraint animations developed to

	<p>provide culturally appropriate information and details of visit dates and communities</p> <ul style="list-style-type: none"> <li>- 'Teach 'em Right' – a workshop delivered by Aboriginal organisations to encourage Aboriginal people with a 'C' class licence holders to take on the role of Qualified Supervising Drivers.</li> </ul>
2016	<ul style="list-style-type: none"> <li>- Assisted in the development of Austroads Toolkit published in June 2016 <a href="https://austroads.com.au/publications/registration-and-licensing/ap-c97-16">https://austroads.com.au/publications/registration-and-licensing/ap-c97-16</a></li> <li>- Education, resources and practical support provided to help get a driver's licence</li> <li>- Child Restraint delivery and training to remote communities in partnership with Red Cross Baby Seats (Includes child restraint animations in language)</li> <li>- Translations program – having key documents and web resources available in English, Pitjantjatjara and Kurna</li> </ul>
2017	<ul style="list-style-type: none"> <li>- First evaluation of OTRT</li> <li>- Adapted Austroads Learn to Drive Kit for teachers to deliver to pre-learners attending school</li> <li>- On The Right Track Facebook page and newsletter</li> <li>- Teach 'em Right' - updated</li> <li>- Tow Strap program distributes tow-straps within the communities</li> </ul>
2018	<ul style="list-style-type: none"> <li>- Produced and published annual updates on service outputs.</li> </ul>
2019	<ul style="list-style-type: none"> <li>- As a result of change of Government:</li> <li>- Departmental name change from Department of Planning, Transport and Infrastructure to Department of Infrastructure and Transport.</li> <li>- OTRT changed from a program to a service and moved into Service SA</li> <li>- Undertook a human-centred design process to increase proper use of child restraints – “Keeping Tjitji safe in cars”</li> <li>- Updated vehicle on road test (VORT) routes in Coober Pedy, Oodnadatta, Fregon and Ceduna and established MR routes in Amata and Pukatja and Coober Pedy</li> </ul>
2020	<ul style="list-style-type: none"> <li>- Expanded licensing support services to Ceduna, Coober Pedy/Umoona, Oodnadatta, Dunjiba, and students of Tauondi Aboriginal College.</li> <li>- Commitment to uphold the South Australian Government Reconciliation Action Plan March 2020 - March 2023 (Stretch) <a href="https://www.dpc.sa.gov.au/data/assets/pdf_file/0019/206191/SA-DPC-Stretch-RAP.pdf">https://www.dpc.sa.gov.au/data/assets/pdf_file/0019/206191/SA-DPC-Stretch-RAP.pdf</a></li> </ul>
	<ul style="list-style-type: none"> <li>- Commenced the development of log book for On The Right Track</li> </ul>
2021	<ul style="list-style-type: none"> <li>- Second evaluation of OTRT commences</li> <li>- Commitment to uphold the South Australian Government Aboriginal Affairs Action Plan 2021-2022 <a href="https://www.dpc.sa.gov.au/responsibilities/aboriginal-affairs-and-reconciliation/aboriginal-affairs-action-plan-2021-2022/2021-22_Aboriginal-Affairs-Action-Plan_F2.pdf">https://www.dpc.sa.gov.au/responsibilities/aboriginal-affairs-and-reconciliation/aboriginal-affairs-action-plan-2021-2022/2021-22_Aboriginal-Affairs-Action-Plan_F2.pdf</a></li> <li>- Commitment to uphold South Australia's Implementation Plan for the National Agreement on Closing the Gap <a href="https://www.dpc.sa.gov.au/responsibilities/aboriginal-affairs-and-reconciliation/closing-the-gap/south-australias-implementation-plan/South-Australias-Implementation-Plan-for-Closing-the-Gap.pdf">https://www.dpc.sa.gov.au/responsibilities/aboriginal-affairs-and-reconciliation/closing-the-gap/south-australias-implementation-plan/South-Australias-Implementation-Plan-for-Closing-the-Gap.pdf</a> Particularly noting outcome 10: <i>Aboriginal and Torres Strait Islander people are not overrepresented in the criminal justice system</i> where DIT will be responsible for developing the South Australian Road Safety Strategy with a</li> </ul>

	section that is specific for Aboriginal people
2022	- Piloted licensing support services to Marree, Leigh Creek, Copley, Nepabunna and Iga Warta.
	- Signed off on MOU with Regional Anangu Service Aboriginal Corporation to provide lower rigid and medium rigid driver training and testing in APY Lands

## Evaluation plan

This evaluation adopted a utilisation focused, participatory and mixed methods approach. The evaluators developed an evaluation framework in collaboration with the OTRT team members to guide this evaluation and to support ongoing monitoring and evaluation. OTRT staff, management and other SA DIT staff provided input through a virtual workshop and by providing written feedback. The principles guiding the evaluation, ethical considerations and underlying assumptions were jointly discussed and agreed upon as part of this participatory process. The stakeholders who may have had an interest or a role in the evaluation were also jointly identified to increase the likelihood that the process and findings were useful and relevant.

The evaluation framework included refinement of the project logic model, evaluation questions, and a monitoring and evaluation plan. Participatory processes were also used to develop and refine the data collection methods and tools so they were deemed appropriate by the OTRT team for the target audience.

The following evaluation questions guided the inquiry:

1. To what extent is the service effectively achieving the desired outcomes?
2. How does the service work?
  - a. What are the participant's motivators for driving safely?
  - b. What are the barriers that prevent clients from driving safely?
3. To what extent does the service address the motivators and barriers?
4. How could the service improve and adapt to changing circumstances?

In summary, the data collection methods involved reviewing project and data records, scanning the literature, undertaking on or off camera semi-structured interviews with a total of 41 internal and external participants and facilitating discussion groups based on the Most Significant Change technique (Davies and Dart, 2005). Two of the three evaluation team members who participated in the 4 field trips also observed the implementation of the service in all seven APY communities serviced by the team. Most Significant Change were held on 10 occasions over 4 field trips and involved over 70 individuals. One of the evaluation team also attended the 2019 mid-year Motor Driver Instructor workshop as an observer.

Refer to Appendix B for a list of interested and involved key stakeholders, Appendix C for underlying assumptions, Appendix D for the monitoring and evaluation plan, Appendix E for the data collection methods, Appendix F for the data collection tools, Appendix G for the consent forms, Appendix H for the list of interviewees and workshop locations and Appendix I for a list of documents reviewed.

### *Methodological limitations*

Some of the limitations that have had an impact on the evaluation findings include:

- The absence of:
  - pre/post-service data

- data sets that can be compared with each other and over time
- data sets that distinguish current clients from others
- disaggregated data at the service, regional or local level in regard to offences, accidents, serious injuries and fatalities
- data sets that contain complete sets of indicators
- trip reports or evidence indicating the activities that occurred on individual trips;
- Small sample sizes, small population sizes and a highly transient population;
- While the evaluators invited many clients to be interviewed in this evaluation, including clients who were interviewed in the first evaluation, clients who had a positive experience of the service and/or affirming life experiences since involvement may have been more likely to take part. This means that the findings from the interviews and the assessment tools may not be representative of all clients involved with the service;
- Some interviewees expressed a reluctance to be interviewed on camera. Although interviewers offered alternatives such as audio recording or taking verbal transcripts, the presence of a video camera may have resulted in less people participating or interviewees only wanting to talking positively on camera;
- Sorry business, COVID cases and other incidents reduced the number of people who were available to participate in the community workshops.

Staff from OTRT team made considerable efforts to cleanse the existing database, but unfortunately, the quantitative data is not yet of a sufficient quality to develop strong evaluative judgements. However, high quality qualitative data was available. This evaluation thereby therefore relied most heavily on qualitative data to determine the degree to which the service is effective in improving road safety. Suggestions for how the quantitative data can be enhanced for future monitoring and evaluation purposes can be found in the summary and improvements section.

This next section of the report has three parts. Part one has an operational focus and assesses implementation and documents the model. It aims to determine the degree to which implementation of the service incorporates critical success factors in services relevant to Aboriginal people. Part two focuses on overall effectiveness. It aims to determine the degree to which the service is contributing to change that will achieve the intended outcomes. Part three focuses on motivators and barriers. It attempts to determine the degree to which the service is responding to the participant identified motivators and addressing the barriers.

## Part 1: Operational features

This section assists with answering the question ‘How does the service work?’ to assess implementation and to document the model. This section begins by providing background on the operational team, provides evidence on the activities the OTRT undertakes, and then introduces the Ngaa-bi-nya framework (Williams, 2018) to determine the degree to which implementation of the service incorporates good practice.

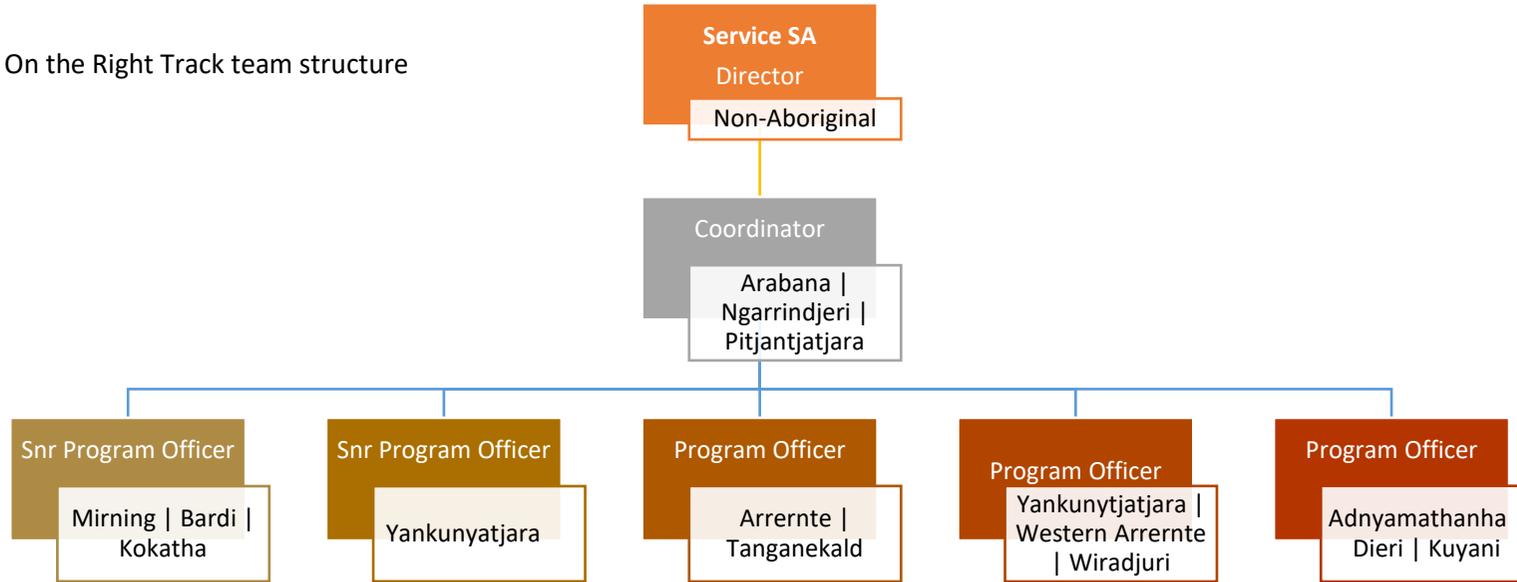
The evaluation found the OTRT team is delivering the activities as intended and in a way that demonstrates exemplary practice in regards to delivering services for Aboriginal Australians.

### *OTRT team*

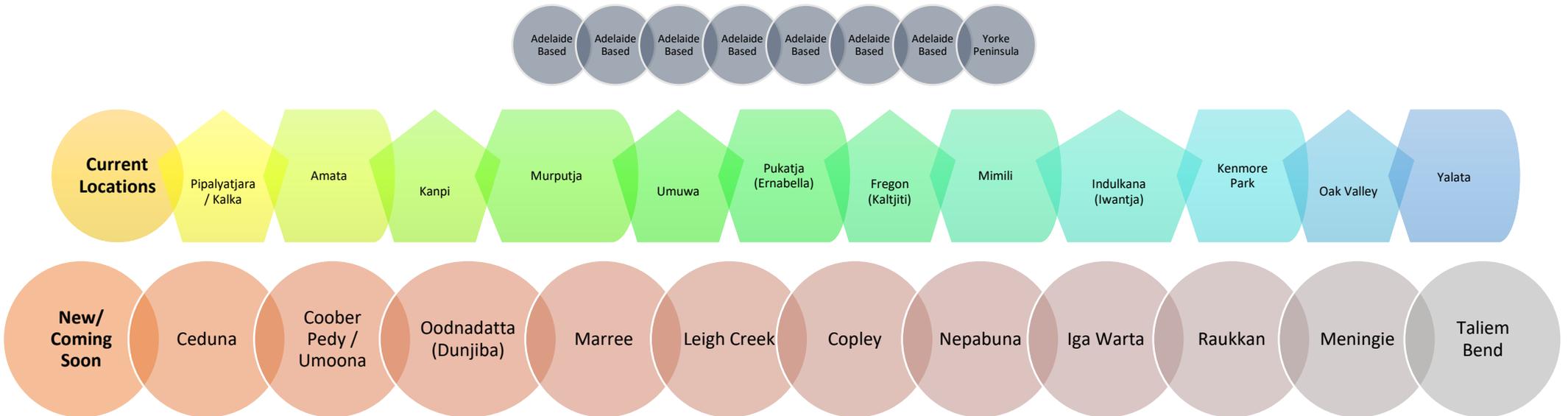
The OTRT team coordinates visits of a core group of departmental staff and externally contracted motor driving instructors (MDIs) and authorised examiners to Aboriginal communities. All the OTRT team identify as Aboriginal staff and more than half have worked on the project for more than four years. The positions are all Aboriginal and Torres Strait Islander identified positions. The team

provides the main communication link with the clients. They recruit all staff and contractors and support them to develop and maintain long term solid working relationships with people in remote communities.

Figure 2: On the Right Track team structure



Motor Driver Instructors

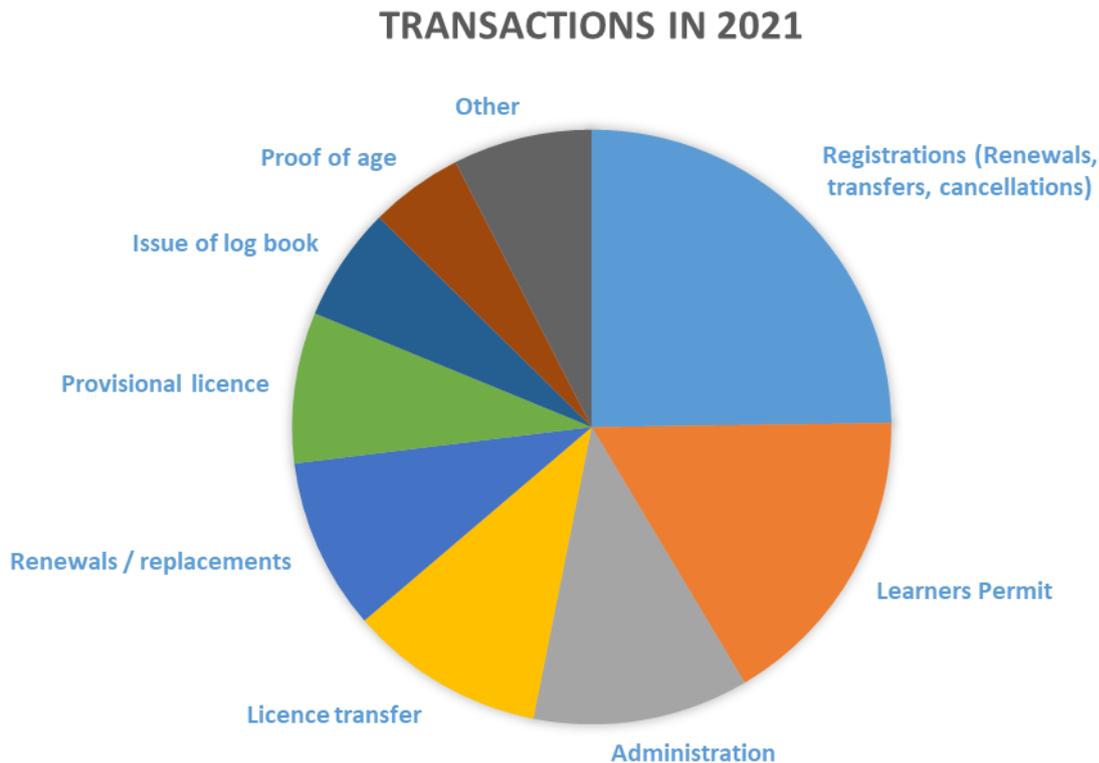


*Evidence on activities*

*Transactions*

During the field visits the evaluators observed multiple transactions occurring at the service delivery locations. Clients approached the service providers without prompting with many different requests from taking lessons and tests through to renewing licences and asking for information. This chart provides a snapshot of the transactions that occurred in the APY Lands in 2021. Registrations and transactions associated with learners permits were the highest occurring activities undertaken in 2021.

Figure 3 Transactions in 2021 of OTRT clients (Source: APY Transactional summary 2020-2021 FY)



*Clients*

Between January 2017 and December 2021, 1027 new clients used the service. Despite people moving out of the area, clients passing away and a pandemic that restricted travel, the OTRT service has continued to increase its client base. In 2017, there was a cumulative total of 1310 clients and by 2021 there were current 2107 clients. The client base is gender balanced with 49% of the clients being female. There are a wide range of people from different age groups participating with the most prominent group being between 20 and 35 years old.

Figure 4 New Clients over time (Source: 'How's it tracking' annual summaries)

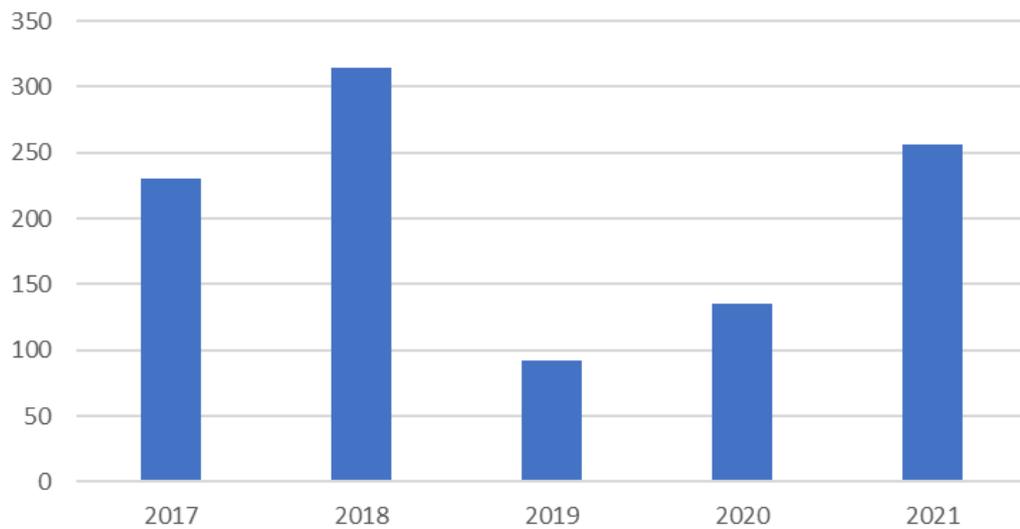
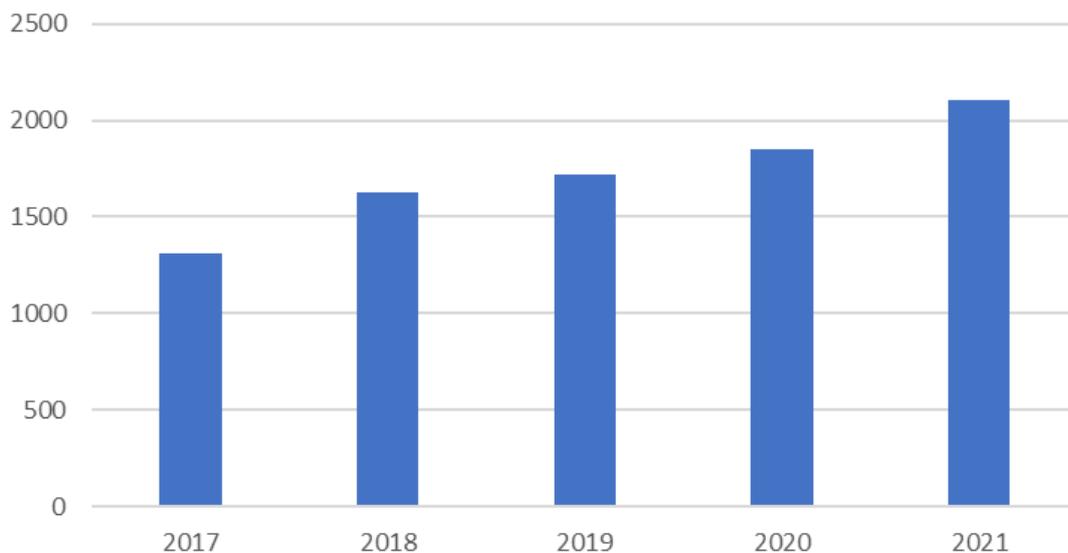


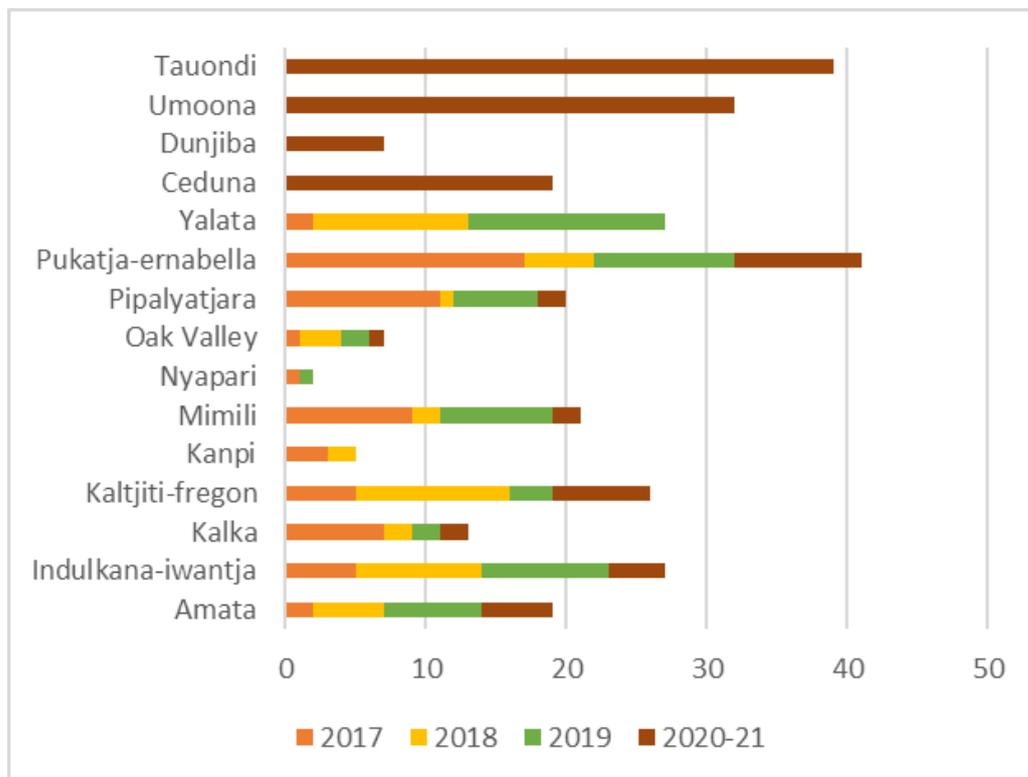
Figure 5 Cumulative number of OTRT clients (Source: 'How's it tracking' annual summaries)



*Locations*

This chart, combining two data sources, provides an indication that the OTRT service expanded their reach to new communities during 2020. Over 2017 – 2020 the number of communities participating was maintained (Amata, Indulkana-Iwantja, Kaltjiti-Fregon, Mimili, Nyapari, Pipalyatjara, Pukatja-Ernabella, Oak Valley, Yalata, Kanpi and Kalka). Four new services were incorporated during 2020 when travel to remote communities was restricted (Ceduna, Dunjiba, Umoona and Tauondi). These organisations provide guidance to OTRT on which communities need the service.

Figure 6 Location of clients over time (Source: OTRT Licences issued 2016 - current and Current Clients July 2021 combined)



Refer to Appendix J for charts explaining some additional details. These may be relevant for future decision making purposes if specific details about a location, transaction, type of licence or offence. The sample included provides an indicative overview of the types of detail and charts that may be produced from the existing data.

### *Assessment of practice*

Clients, community members, partner organisations and service providers based in and external to the community were asked about the practices of the OTRT team. The responses indicated that the team operates in an appropriate way, and that they are personally committed over the long term, communicate effectively, work in partnership with others and as a team, are adaptable, experienced and have the right skill mix.

Aboriginal staff and non-Aboriginal MDI contractors spoke highly of the team approach, valued being part of a supportive and culturally appropriate workplace and shared how appreciative they were for the opportunity to contribute to meaningful work. There was evidence of cooperative relationships between staff, agreement on shared goals and that this was a workplace inclusive of diverse perspectives with a learning culture.

In regards to appropriateness specifically, interviewees suggested they were approachable, fair, responsive, sensitive to reducing shame and embarrassment and could develop good rapport and relationships based on trust. Interviewees mentioned the importance of many of the staff identifying as Aboriginal. Mark Manning, an activity supervisor with Warka Wiru CDP at Fregon stated, "Primarily because Aboriginal people are staffing it. And it's the Aboriginal people that are teaching Aboriginal people... On the Right Track are very motivated to help their countrymen." Interviewees recognised that this meant the staff had connections to the community members, an ability to form strong relationships, were role models for community members, and used their cultural skills to assist implement the service. For example, they understood kinship names in relation to English names and used this knowledge to help clients navigate the system.

In regards to personal commitment, interviewees reported that OTRT staff are passionate and have high levels of enthusiasm; they go out of their way to help. They communicate in a way that is fair, direct, tailored and targeted learning to meet individual needs, and they act as knowledge brokers between community and government. Michelle Hoile, from the Department of Education based in Mimili Maku stated, "The staff understands the communities, they understand the people within the community, but they also have an understanding of the government bureaucracy". Service providers mentioned the OTRT team's ability to work in partnership to effectively streamline processes. Although they recognised their limitations and respected boundaries, they were able to identify where they can add value to existing programs.

Overall, the evaluation found that the operations of OTRT privileges Aboriginal Australian's priorities, perspectives, and voices. The Aboriginal team have power over governance, design, and delivery. They are able to engage with their clients and community members in ways that meaningfully involves them in the design and delivery of the service and to support alignment with local cultural practices and values. As the Aboriginal staff member stated,

I'm keeping them culturally safe, as well as keeping the men, ceremonial men, culturally safe and women. And we just have to keep everyone culturally safe. When you're working with grassroots, Aboriginal people who are fully embedded and living their community life and living with their family, you really do need to have Aboriginal people involved in those conversations because there is no way a non-Aboriginal person is going to have that immediate connection. As in I see you, I recognise you. I know what you're going through and I know what you've been through and a non-Aboriginal person wouldn't get that.

*The framework*

The Ngaa-bi-nya framework provides a practical guide for the evaluation of Aboriginal and Torres Strait Islander health and social programs (Williams, 2018). The Ngaa-bi-nya evaluation framework has four domains—landscape, resources, ways of working, and learnings. As suggested by Williams (2018) the tool can be used alongside other evaluation questions. The evaluators used this tool to determine the degree to which implementation of the service incorporates good practice and critical success factors. The following table presents the domains as listed in the framework, the underlying criteria, an assessment and evidence for the claim.

Table 3 Practice framework domains, criteria, assessment and evidence

Domain	Criteria	Assessment (Exceeded, met or not yet met)	Source of evidence
Respecting the landscape	History	<b>Met</b> – The service acknowledges the local context, experiences of traditional owners and community members, and the act and nature of colonisation, dispossession and disempowerment.	Cultural Footsteps Program and intensive orientation: <i>We did our induction, we got shown around the place, all the reasons for how the culture worked and thought, God, we should be paying for this. It was the most incredible experience.</i> (Ken Cassidy, OTRT Driving Instructor)
	Environment	<b>Exceeded</b> – The service is tailored to the local Aboriginal population characteristics on each community and adapted accordingly.	<i>They listen to community. I know that On the Right Track has come out to our staff meetings and they've listened to people on the ground and they incorporate that into their program.</i> (Wanita Manning, CDP officer at Fregon)
	Programs and services	<b>Met</b> – wherever possible OTRT develops service-level collaborations and shared arrangements with other existing programs and services to complement and value add to achieve mutual goals.	<i>It was that real partnership approach... 'How do we add value to what you're doing?'... that's probably been the most successful part of their approach.</i> (Brenton Niemz, Australian Red Cross, Ceduna)
	Self-determination	<b>Exceeded</b> – Aboriginal staff identify the needs, set priorities, govern the design and delivery, and determine ways of relating and engaging with the clients.	<i>And with the new managers that have come in, they've definitely had that opinion of, if it ain't broke, don't fix it. So it's good to acknowledge that. And that is an acknowledgement that we are doing a good job and we are on the right track and we're doing what we need to be doing.</i> (Zoe Giles, OTRT Driving Instructor)  <i>It's certainly given me a greater appreciation of the role that non-Aboriginal people need to play in providing a better service to Aboriginal people, full stop, but particularly in those remote communities where they don't get access to the same services that the people in non-remote communities do.</i> (Shannon Smith, General Manager, Service SA)
	Policy	<b>Exceeded</b>	OTRT has influenced change within the fines team, influenced the culture within Service SA (incorporation of cultural training and acknowledgement of country), contributed to a stretch reconciliation action plan and influenced the exemption process in regards to displaying provisional plates. OTRT is now also able

			to produce statutory declarations to indicate that clients have signed up to the program and prevents them getting larger fines, penalties or jail time. OTRT have also influenced amendments to the Motor Vehicle Act by reducing the number of driving hours required in certain circumstances.
Resources	Financial resources	<b>Met</b> – Adequate financial resources to meet the current demand for services and workforce development. However, more resources are required to meet the demand.	No indication from staff, clients or stakeholders that financial constraints were a barrier. However, there is inadequate funding to provide a full service to the additional areas that were included as a result of COVID-19 in a sustainable way.
	Human resources	<b>Exceeded</b> – The service is based on the knowledge and resources of Aboriginal staff. There is a mix of skills, experience, roles among Aboriginal staff and non-Aboriginal contractors. Culturally relevant training and intensive support is provided to non-Aboriginal contractors.	<i>They come here to help people - cause they love to do their job... they are so helpful for people... They really good. Helpful, do the right things, and working for their own.</i> (Eric Chamberlain OTRT Client, Yalata)
	Material resources	<b>Met</b> – Equipment and technology is sufficient to meet needs. However, replacement of existing vehicles may be an issue in the near future.	No indication from staff, clients or stakeholders that lack of access to material resources was a barrier.
Ways of working	Holistic caregiving principles	<b>Exceeded</b> – The service offered is holistic as it acknowledges and attempts to address the multiple social, emotional, mental, environmental, spiritual, and physical elements of supporting individuals to be safe on the road.	<i>It's amazing what they do. Like, here they just listen to people and work with people and give them that confidence... giving them self esteem.</i> (Dean Walker, Community Constable, SA Police, Coober Pedy)
	Quality caregiving in practice	<b>Exceeded</b> – OTRT staff are positive role models for clients and are non-judgmental, ethical, responsive, and solution-focused. They provide coordinated case management, support partnerships, and build referral pathways with other services and supports.	<i>The bulk of the staff being Indigenous themselves is fantastic because the Anangu are really comfortable to approach other Anangu. So, that's brilliant. And they see that role model as well, (if you cant see it you cant be it) people doing amazing things for their communities.</i> (Alexis Apfelbaum, TAFE tutor, Pukatja)
	Staff support and development	<b>Exceeded</b> – The aim of the service is meaningful to and motivates staff. They feel safe and supported to discuss challenges and make improvements.	Day-to-day team planning and communication processes are strong. The six-monthly team review meetings provide peer support opportunities among staff to share strategies and solutions, address challenges, and grow together.
	Sustainability	<b>Not yet met</b> – Stakeholders express concern regarding	<i>Don't go away... Please keep coming... I think very valuable part</i>

		<p>the level of service in comparison with the level of need. Clients are anxious that the program could be defunded and removed. Staff are aware of the many internal and external factors that may impact the service (team dynamics, shortage of MDIs nationally, restrictions on access to reasonable accommodation, fragility of relationships with other departments).</p> <p>Sustainability is an issue for government service delivery to remote areas more broadly. OTRT is fulfilling the role of a government service and other government services are relying on OTRT in-community relationships to do their business.</p>	<p><i>of what we do in community is so everyone shares it. (Michael O’Hara, TAFE lecturer, Amata)</i></p> <p><i>I would like to see that service remain... 'Cause as I said, for us, it adds that value... I'm all I would like to see the program continue here. (Brenton Niemz Australian Red Cross, Ceduna)</i></p> <p><i>We just really appreciate the work that yous’ do. And we hope that it keeps going, you know. (Mark Manning, Warka Wiru CDP, Fregon)</i></p> <p><i>Listening to feedback from other departments it really is a broader service, with all the positivity from so many other providers – its really a whole of government type program – all of those agencies should be on board as far as funding goes, it’s a benefit to all of them as well. (DIT internal workshop participant)</i></p>
	Evaluation	<p><b>Met</b> – Accountability, monitoring and evaluation processes are not yet embedded in the service and or adequately resourced. However, external evaluation has been prioritised and funded to formally seek advice from clients and stakeholders on improvements on two occasions.</p>	<p>Although, monitoring systems are currently unable to assist staff to access adequately reliable data to assist with informing decision making there is evidence that staff routinely incorporate feedback and evaluative data into their decision making process in more informal ways.</p> <p><i>They listen to community. I know that On the Right Track has come out to our staff meetings and they've listened to people on the ground and they incorporate that into their program. (Wanita Manning, CDP officer at Fregon)</i></p>
Learnings	Self-determination	<p><b>Met</b> – Local community members have been involved in priority setting, planning and control of service delivery for current and potential services.</p>	<p><i>So my biggest learning around that is trying to best way of navigating, edge walking, bringing the two worlds together. We understand the complexities living on country. We understand what the government policies and procedures are and we bridge that gap to come together. (Jade Wilson, Coordinator OTRT, Service SA)</i></p>
	Aboriginal	<p><b>Met</b> - Strengths-based service delivery and connecting</p>	<p><i>By having Aboriginal staff delivering this program or this service</i></p>

	and Torres Strait Islander cultural care	people to supports they prioritise is the aim of this service. Relationships are strengthened through trust, integrity, equality, reciprocity, flexibility and sharing.	<i>to Aboriginal people. It's a win-win because we understand the pressures that Aboriginal people face in communities... we don't put pressure on them because we understand the complexities of living in Aboriginal families.</i> (Jade Wilson, Coordinator OTRT, Service SA)
	Healing	<b>Met</b> – Opportunities are incorporated for greater understanding and empathy for others and strengthening relationships, including with self, older and younger generations and people of other cultures.	<i>Right Track is making it better for all the people. They are all happy. I would like to say on behalf of APY Lands, thank you for the Right Track people.</i> (Jamie Nyangu, Elder and OTRT client, Pukatja)
	Developing the evidence base	<b>Met</b> – The service website is updated routinely with output level data and relevant reports such as the previous evaluation report. However, the service does not yet formally contribute to an evidence base beyond the service. It could potentially develop culturally relevant research tools, methods, measures and indicators.	Future opportunities could support staff and community members to undertake research, monitoring, and evaluation to disseminate externally and raise awareness for the need for policy and legislative change.

The OTRT team exceeded in the domains of Respecting the Landscape (environment, self-determination, policy), Human Resources, and Ways of Working (holistic caregiving principles, quality care giving in practice, and staff support and development). The areas not yet met are around the criteria related to sustainability.

## Part 2: Effectiveness and outcomes

This section determines the extent of service effectiveness and the degree to which OTRT has achieved the intended outcomes.

### Immediate outcomes

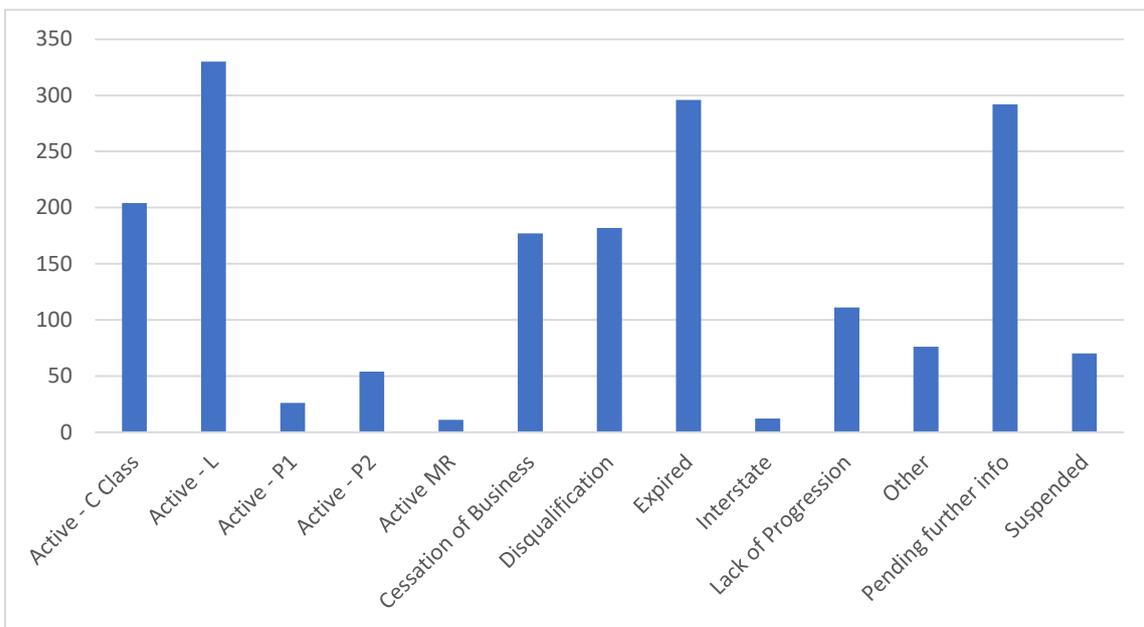
This section draws upon quantitative and qualitative data to demonstrate that there has been an increase in number of people with learner’s permits and licences and ministerial exemptions. The impact that this has on the lives of clients is demonstrated through case examples.

### Licences

As at July 2021, of the 1859 clients, 330 held a learner’s permit (L), 80 a provisional licence (Active – P1 or P2), and 219 had a car (C-Class) and medium rigid (Active MR) licence.

The evaluation found the service effectively achieving the desired immediate and medium-term outcomes to a high degree. Due to the absence of disaggregated data at the service, regional or local level over time and the inability to cross-reference clients with state wide data, insufficient evidence was available to determine the extent to which the service was contributing to long-term outcomes.

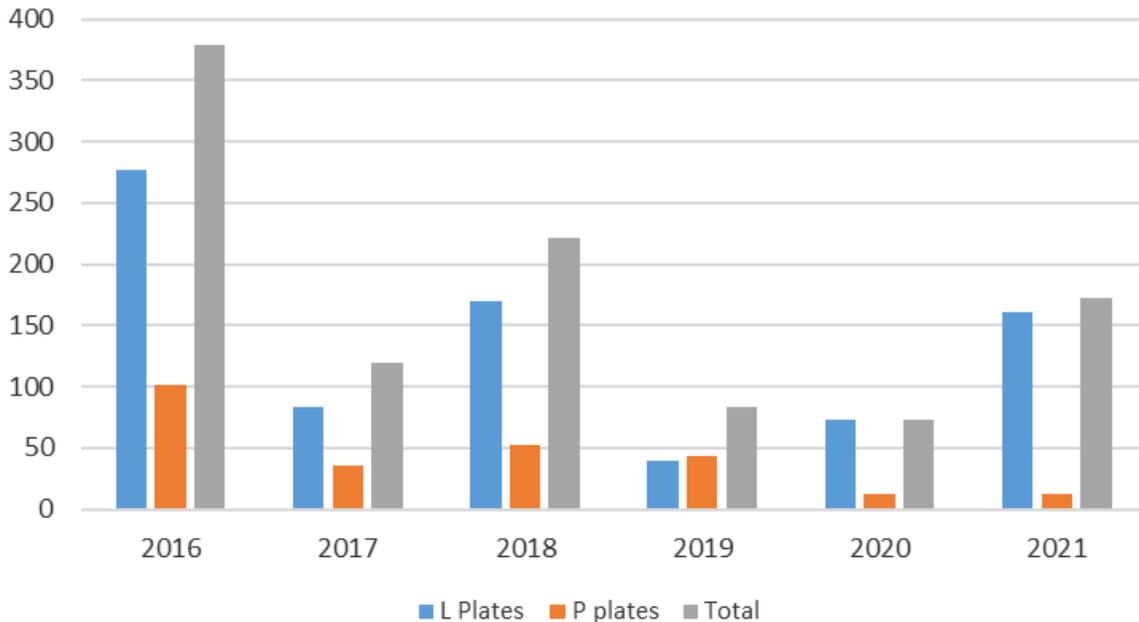
Figure 7 Licence status of current clients (Source: Current clients July 2021)



The evaluation found that representatives from the SA Police were confident that the process of issuing licenses did prepare OTRT clients for driving in both remote and urban settings. For example, this quotation comes from a SAPOL during a MSC workshop when they were asked whether getting your licence with OTRT on the Lands prepares people for driving in the city: “So even though the conditions are different... the [OTRT] service and the translation of what’s required sticks in their mind and does translate if they are driving here [city]”.

Over the past five years 498 clients received a permit or licence. Between 2017 and 2021, 528 learner’s permits and 155 provisional licences were awarded. Trends in licences over time are shown in Figure 8.

Figure 8 Trends in licences over time (Source: ‘How’s it tracking’ annual summary reports and VORT Test results)



Acknowledging that the clients in the 2016 year may have been accumulated from 2014 – 2016, for both learner’s theory tests and provisional licences there has been a decrease over time. An explanation for this may be because during the earlier years of implementation the transactions were more procedural for clients who had driving skills but did not have the qualification. As implementation progressed, more clients may require more intensive support and therefore a reduced number qualified annually. In addition, as noted earlier the pandemic in 2020 also restricted service delivery.

The next set of figures assists with understanding the support role that the OTRT team provide to clients. These figures indicate that only a small proportion of clients fail their learners permits and provisional tests in comparison to those who pass. In both figures there is an indication that less people failed their learner’s permit and their provisional licence tests in 2020 than previous years. An explanation for this may be because OTRT are assisting their clients to be better prepared for the tests and clients are therefore less likely to fail.

Figure 9 Comparison between pass and fail for learner's theory test over time (Source LTT tests 2016-2020)

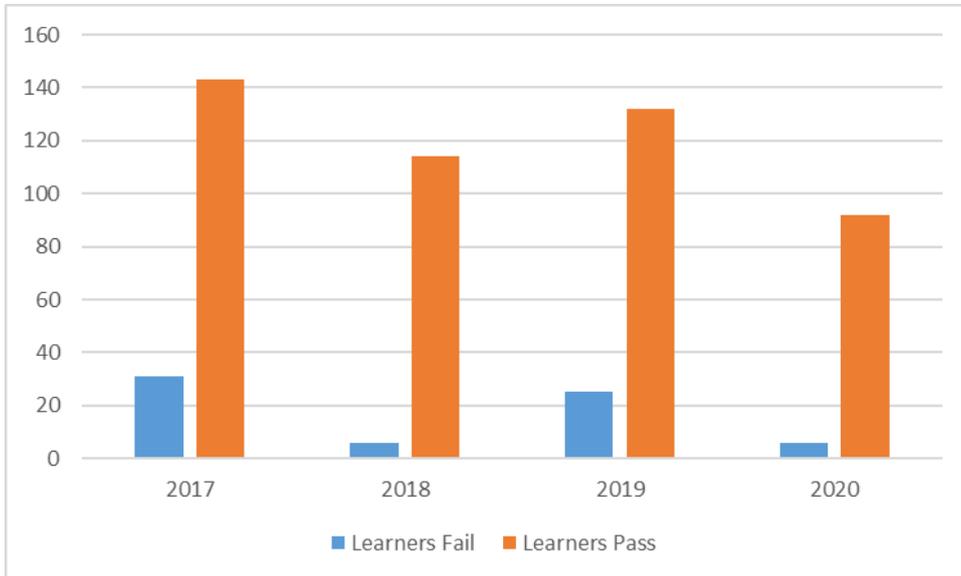
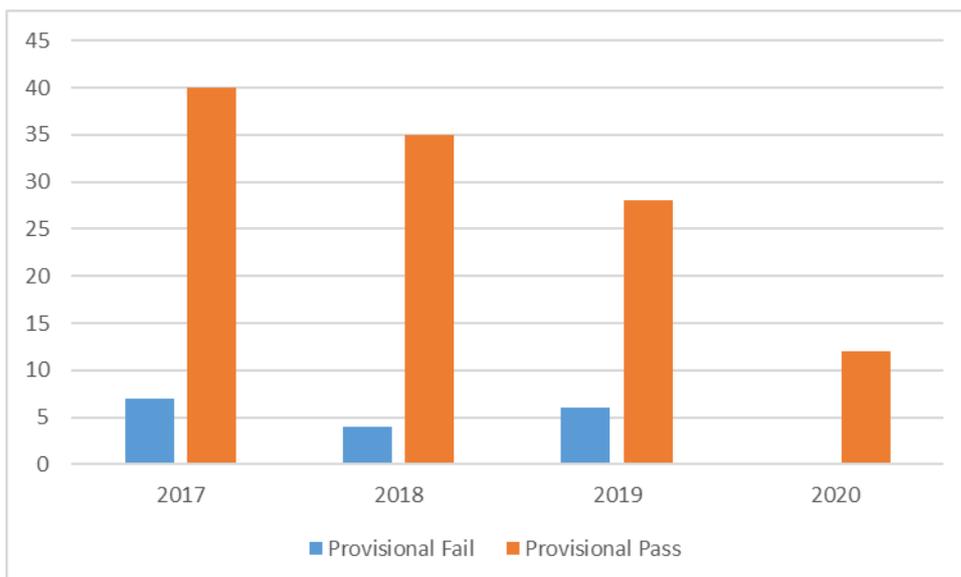


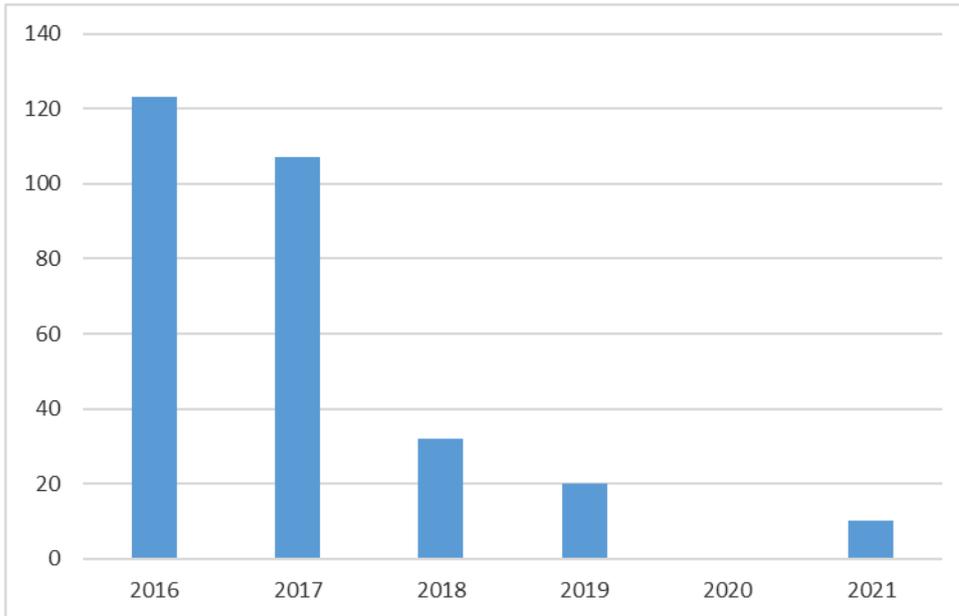
Figure 10 Comparison between pass and fail for provisional / vehicle on road test (Source VORT Tests 2016-2020)



*Ministerial exemptions*

The Minister for Road Safety can grant exemptions and enable clients to be issued with a licence without completing the entire learner licence process. For example, experienced drivers may have a reduction in the required supervised driving hours. In and prior to 2016, 123 individuals received a ministerial exemption. Since 2016, another 169 clients received an exemption. This has decreased over time as the pool of older, experienced, previously unlicensed drivers have been engaged by the service. Less travelling to the Lands due to COVID is likely to have impacted this also.

Figure 11 Clients granted a ministerial exemption (Source: 'How's it tracking' annual summary reports)



*An example of a client journey*

This timeline of a client provides some insight into the number of contacts an individual might have with OTRT. In this example, where 'renew licence' means 'renew learner's permit', the client spent many years holding a learner's permit. This was a common pattern among the clients where many transactions occurred that were beyond being awarded a learners permit or provisional licence. This may be due to a number of different reasons but the most prominent reason as recounted in the interviews was the difficulty that clients have in undertaking sufficient hours and recording them in their log book. Many clients required the learner's permit to be renewed because they had not completed enough hours to be eligible to take the VORT test or had lost their log book and could not present evidence that they had completed the required hours.

Table 4 Example client 'Person D'

2003-2007	Court disqualification – a total of 8 offences, resulting in 3 court disqualifications. Disqualified this whole time.
2009	Obtained learners permit
2010	Learners cancelled for breaching learners – Driving without Qualified Supervising driver
2010-2018	Period of disengagement with licencing system, for example client may have been incarcerated due to disqualifications
2018	First interaction with OTRT
2020 Aug	Obtained learners
2020 Oct	Driving Lesson
2021 Mar	Driving Lesson
2021 Jun	Driving Lesson
2021 Jul	Received OTRT exemption
2021 Nov	Passed VORT – granted provisional licence

### *Most significant changes*

The MSC workshops generated discussion among the participants. Many found the experience of watching the videos to be emotionally powerful. Participants made comments such as “Interesting that the communities were thanking us for coming and we [Motor Driving Instructors] were thanking them for having us!” Some of the stories of change, that related to immediate outcomes, stood out to the groups for the following reasons:

- The level of compassion, emotion and happiness expressed by the interviewee
- The level of good communication that captured the assistance provided and demonstrated the layered and deep approach to service delivery
- The examples of how the service has enabled clients to find employment, be of service to their community (e.g. take people to football) and visit family and not just talk on the phone!

The following case stories provide insight into the importance of obtaining a licence.

### *Case story A – Shantaria Fielding*

Shantaria lives in Ceduna and in September 2020 she was supported by OTRT to obtain her learner’s permit. She felt relieved when she finally got her permit because she had previously failed when she had undertaken the test in a police station. She was fearful and scared when she first started the process but OTRT helped her to deal with those emotions. Since getting her learner’s permit she is excited about the potential for her to gain more independence, have the freedom to travel and choose where to go and about the job opportunities that may be available when she obtains her provisional licence. Shantaria said,

*Maybe, like on the weekends, footy games and stuff. And like, going traveling and stuff. Yeah. Maybe a bit of both? Freedom and... Work, yeah? Yeah, 'cause when I was working at the mines, it was hard because you needed your licence to work out on site. And yeah, I didn't really get the chance to work out on site 'cause I didn't have the licence. So maybe more job opportunities as well.*

*Case story B – Simon Stevens (Maxie)*

Simon lives in the APY East community of Fregon. OTRT assisted Simon to obtain his provisional licence. Since obtaining his licence Simon spoke of his freedom to travel and how a licence has helped him undertake his community responsibilities working with the community store.

*[Now with a licence] I like to go somewhere else, go and see family, maybe I might go to Alice Springs or Adelaide like that - with that licence. I can go to meetings too, when I've got the licence, to Alice Springs meeting. And then when the meeting is finished I can drive back... I do like CDP work, and I do helpers [carers] work and sometimes I've got a meeting with Mai Wiru, store meeting, so I travel with my licence.*

He talked about how proud he was to be able to show his licence to the police if he was pulled over for a licence check, "When the policeman stop me, I show them my licence." OTRT also helped Simon to navigate the government bureaucracy to overcome some administrative challenges associated with paying a fine. Simon said,

*They [OTRT] help us. Maybe we get a fine, we see Right Track and they help us pay the fine. [Sort administration and assist clients to set up a fine payment plan with the fines unit] Good thing to do that - help Anangu. 'When you've got a big fine - you've got to go and see Right Track!'*

Simon also acts as a community mentor and encourages others to engage with the OTRT service: "I ask all the young men to come around and have a look and get their licence... I take them straight away to see the Right Track." He spoke of the service being appropriate when they worked in remote communities but also suggested that they needed to offer further instruction in other types of licences:

*I'm happy for Right Track to come here. They are doing a good job here in our community. We need Right Track to make it better for themselves so they can make it better for all Anangu by getting the licence for all... We need more people to come from Right Track, to help the young people, young girls, and become stronger - more for the community - we need more!... I got grader here but I need a licence!*

*Case story C – Dean Walker*

Dean is a Community Constable based at Coober Pedy. He shared the changes on a personal level that he had observed in OTRT clients as they transitioned through the service. Dean described how he had seen evidence of an increase in the clients' confidence. Dean said,

*It was very pleasing for me to see On the Right Track coming up here, running their courses... It does help a lot of people - give them empowerment. Just having the chance of getting that license and ID - it does help a lot of people. It is very important - it does give people empowerment, self determination, it all comes at when people go and get their license and they can do it for themselves.*

Dean indicated that that the service supported clients to increase their employment options. In this quotation he describes what he has observed when clients secure their license and emphasising the empowering nature of the process that has ramifications beyond driving a car:

*Just a sheer joy. You could see the whole room glowing that first time. Like everyone's all "I passed!" It was just great to see them... Sort of brought a little bit of tear to my eye because that's what community is about - helping people. You gotta think to that saying, "You give a man a fish, it'll feed him for a day, teach a man how to fish, feed him for a lifetime." That's*

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*what it's about, looking after people man, teaching them the right way. And that's what On the Right Track does, it gives them that independence, empowerment, all that, it gives all that to community members, near and far.*

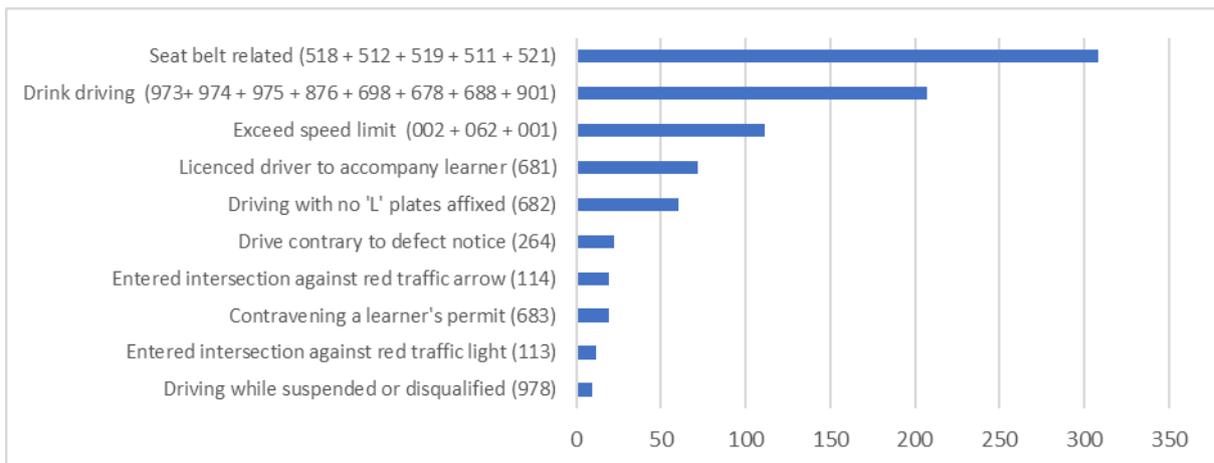
*Medium-term outcomes*

This segment draws upon evidence to illustrate that there has been changes in road safety culture. Limited evidence is available to determine whether there has been a reduction in driving offences as a direct contribution of the service.

*Offences*

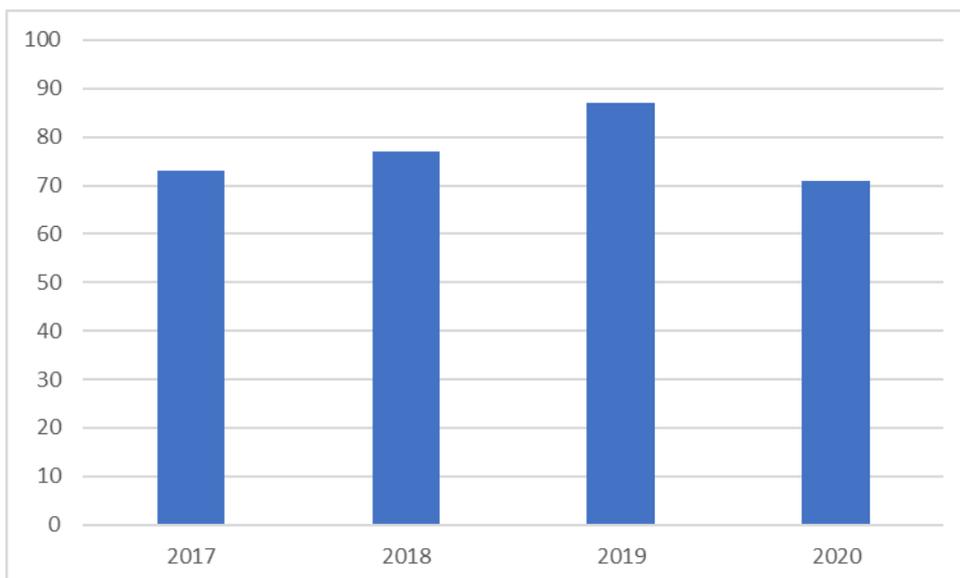
This chart illustrates the 10 most common driving offences among clients. The three most common offences relate to seat belts, driving under the influence and excessive speed. The specific offence code is in parentheses after the offence label, eg. (518).

Figure 12 Top 10 offences among clients (Source: OTRT Client offences report 2013-2021)



This chart provides a snapshot over time of the seat belt related offences for OTRT clients who have offended.

Figure 13 Seat belt related offences over time (Source: OTRT Client offences report 2013-2021)



Unfortunately, as indicated in the limitations, the data is of insufficient quality to enable comparisons with population statistics or to make any conclusive statements about trends in the

total number of client versus non-client offences over time. Refer to Appendix J for an example of what potentially could be analysed if higher quality data was available.

#### *Changes in road safety culture*

The evaluators asked stakeholders and clients whether they had found that the OTRT service had contributed to improving road safety. Michelle Hoile from the Department of Education based at Mimili Maku said,

OTRT has contributed to increasing awareness and changing behaviours that align with a road safe culture

“The students or the community are more aware of what road safety is and how it needs to be practiced and, and how it actually is played out when you have a licence.” Interviewees reported that change was evident and gave many examples of increasing awareness and some examples of where this had followed through to behaviour change. For example, Jason Ngatokorua from the Courts Authority suggested that OTRT had influenced individuals beyond just learning to drive as they had increased awareness around legal issues, safety factors such as speeding and seat belts, defensive driving responsibilities and the importance of road worthy vehicles. Increasing understanding of road rules was a strong theme.

Many clients and stakeholders attributed this to the instruction offered by instructors. They praised the amount, standard and quality of instruction. Jamie Nyaningu, an Elder and client from Pukatja said, “They are really teaching how to get into it really properly.” This was supported by Mark Manning, a CDP officer at Fregon who said, “Well, people are learning driving skills and they understand how other people are driving, what the rules are, you know. And out here, there's not a real lot of roundabouts and stop signs and things, but people are getting taught about that sort of stuff. And the instructors, do a very good job of helping people to get that into their mind and develop those skills as a driver.”

In regard to behaviour change, Anita Amos, a client from Amata said that as a result of more people obtaining their licence the current road safety culture among community members no longer permitted people to drive their cars without a licence. She stated, “It's been easier for family to encourage their kids, to say to their kids they can't drive unless they get a licence... And so that's been big education for our people out here.”

Stakeholders and clients also reported that there has been an increasing use of seat belts and child restraints. Many took this as a sign that there was an increased culture of safety spreading across community members. Matthew Green, the principal at Fregon school said,

*You know, the seatbelt issue, there has been a noncompliance in seatbelt wearing on the lands, and seatbelts are typically used for tow ropes. But I think that's sorta slowly changing. I took a family last night, on my trip back from Indulkana, and the first thing they needed to do is strap in the baby seat and put on seatbelts, so that awareness, I think, is a lot better, and even improving.*

As demonstrated in that quotation and noted by other stakeholders, the OTRT focus on child restraints and provision of tow ropes has contributed greatly to the changes in behaviour. The promotional materials targeted at the community level were also reported by interviewees as being useful for engaging around the topic of road safety.

The following case stories provide some examples of how OTRT has increased awareness leading towards behaviour change.

### *Most significant changes*

As noted above, the MSC workshops generated discussion among the participants. There was consensus around how valuable the material was for communicating the results of the service:

*Elements of success of the service should be documented and shared so others can learn – It has been valuable for driving instructors to see these perspectives as we generally only see the coal face, don't understand the impact we have on the whole community – thank you for showing us these interviews.*

Some of the stories of change, that related to medium-term outcomes, stood out to the groups for the following reasons:

- The way the stories helped to understand the story coming from the statistics
- The way the interviewee captured how the service had developed over time and described change on the community, individual and families
- The descriptions of the impact on the community

### *Case story D – Troy Hughes and Dale Lyons*

Troy and Dale are Aboriginal community constables in the APY West community of Amata. Both these men got the learners permits and provisional licences through OTRT and have been strong role models and mentors within their community. The men spoke of how obtaining their drivers licence had led to independence to travel, securing employment and strong feelings of pride in themselves. Dale said, "It's good for traveling. With licence. Proud. Licence is important." Obtaining their licence was a life changing experience for Troy and Dale.

Troy and Dale spoke of how OTRT created a support environment for learning where the communication level and gender balance was appropriate. They said that OTRT provided quality instruction that reinforced safety messages around speeding, seatbelts and driving to the conditions. They spoke of the change that they had experienced in regards to increasing their skills and awareness about road safety. Troy shared how he was sharing this road safety awareness with others through his employment as a constable:

*Right Track taught me how to drive, how to get my licence, P2's how to be safe in the highway. Uh, it's changed my life. How to drive, how to look after myself on the highway, working with SAPOL [South Australian Police] doing part-time and working with Anangu trying to get. Anangu safe. Kept them away from trouble.*

### *Case story E – Marlene Burton*

Marlene is a woman living on the APY West Community of Pipalyatjara. She got her learners permit and then progressed through to her full licence as a client of the OTRT service. Marlene noted that it was the quality instruction provided by OTRT that had contributed to increasing the safe driving skills of community members. Marlene said,

*They [OTRT] helping to drive the Right Track vehicle, to learn to get Drivers Licence. That's why they drive around in the community, to show them how they're driving. They are teaching how to drive vehicles around in the community, to learn. To make people to learn to drive the car, the right way.*

Marlene feels more empowered now that she has her licence when she travels with her family:

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*I am happy with my full licence, and I'm safer having my licence for drive to another community...I'm safer driving from Adelaide to Marla, Coober Pedy and Port Augusta. And also drive to Alice Springs, it's safer.*

In addition to travel, Marlene shared how many job opportunities she was now able to consider because of having a full licence:

*I'm working at school and sometime at Community Patrol to look after our community, and the kids to go home.... I want to change for work in another community, or store. And sometimes like to work at clinic.*

Marlene has advocated to both her brother and sister about the benefits of engaging with the OTRT service. Marlene said,

*They are good to make people to get licence from On The Right Track... I'm trying to help her [sister], to get her licence from The Right Track. She wants to drive around [in] the Right Track vehicle.*

### *Case story F - Jason Ngatokorua*

Jason is based in Adelaide, holds a position with the Courts Authority and has been a stakeholder in the OTRT service since the initial consultations prior to the commencement of the service. Over this time Jason has seen a decrease in offences about licences appearing in the court lists and has noted that the overall workload of the courts has also decreased. Jason said,

*I've definitely seen the changes since the programs being set up, both in the APY lands and Yalata... less fines and less people in the courts... I would say next to probably between 60 - 80% decrease.*

Jason shared how he believes OTRT creates opportunities for individuals, particularly employment opportunities. He gave examples of individuals who were once in court getting fined for no licence. Then, because of OTRT, now hold a licence and have since gained employment. Some now also have their light truck licence. When asked about significant changes as a result of the program, he responded with:

*Well, I think, significantly with getting a license provides other opportunities. You become a focal point for your family because you're the legal driver. You can take people to other communities. You can drive to football games, you can drive to Alice Springs to Marla Bore. So it becomes an empowerment. You become an important person in your family and the family group. Yeah, and it just provides employment. A license may be just a photo on a card, but that lead to many benefits of having a license.*

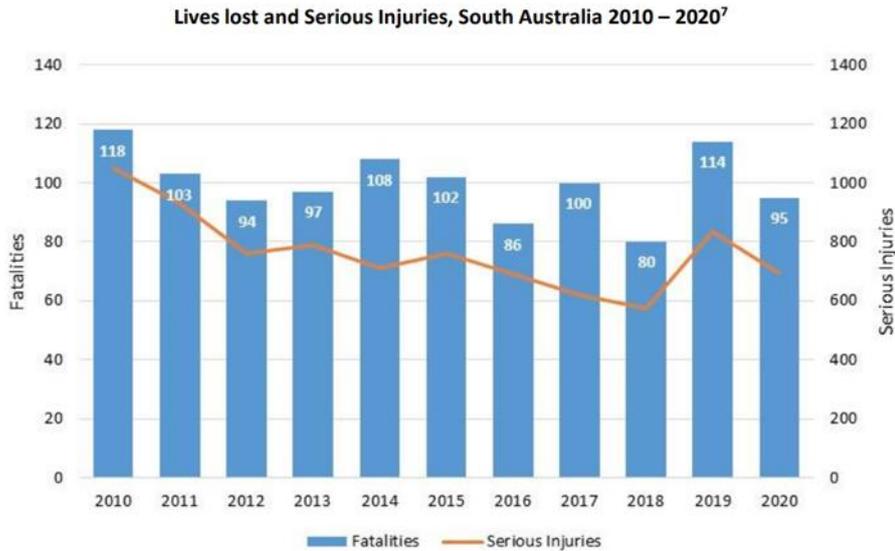
Jason also made this comment when asked about the OTRT team:

*[OTRT] do an awesome job, and I've definitely seen the changes since the program been set up both in the APY Lands and Yalata - hope it continues and progress through other licences - less fines and less people in the courts!*

*Long-term outcomes*

The evaluators were not able to determine if there has been a reduction in the number of Aboriginal and Torres Strait Islander people involved in serious road accidents and fatalities and incarcerated because of driving and licensing offences. OTRT does not have access to data on clients regarding accidents and fatalities. However, the following information presents the data that is available at the state level. The SA level data is not disaggregated by community or indigeneity.

Figure 14 Lives lost and serious injuries South Australia 2010-2020<sup>1</sup>.



There were 95<sup>1</sup> lives lost on South Australian roads in 2020. This is 17% lower than the 114 recorded in 2019 and is one less than the previous 5 year average (2015-19) of 96 lives lost.

Serious injuries have also declined from 833 in 2019 to 695 in 2020, which is 17% lower than in 2019. The number is 1% lower than the previous 5 year average (2015–19) of 696 serious injuries per year.

**Table 1 – Lives lost and serious injuries, South Australia, 2015-2020**

Year	Fatalities	Serious injuries
2015	102	759
2016	86	692
2017	100	622
2018	80	576
2019	114	833
2020	95	695

South Australia’s preliminary lives lost rate for 2020 is 5.4 per 100,000 population and is below 6.5 recorded at the end of 2019.

<sup>1</sup> [https://dpti.sa.gov.au/\\_\\_data/assets/pdf\\_file/0009/763128/2020\\_Road\\_live\\_lost\\_and\\_serious\\_injuries-South\\_Australia.pdf](https://dpti.sa.gov.au/__data/assets/pdf_file/0009/763128/2020_Road_live_lost_and_serious_injuries-South_Australia.pdf)

### Part 3: Motivators and barriers

This part of the findings attempts to determine the degree to which the service is operating in accordance with the enablers for successful licensing initiatives and responding to the participant identified motivators and addressing the barriers.

The most highly noted motivator for driving safely reported by interviewees was to prevent accidents and keep themselves, their family, children, others and dogs free from harm. They also stated they were motivated to

attend the OTRT service because they wanted to avoid committing an offence and getting a fine from police. However, many interviewees, particularly clients and community stakeholders, emphasised the importance of obtaining a licence as a piece of identification and as a means of opening opportunities; a licence enables access to other government services and other areas of society, opens employment and travel opportunities. A licence thereby greatly enables a higher level of independence.

Interviewees and workshop participants reported the two most prominent barriers that stop people from driving safely to be alcohol and other drugs and emotional triggers. The emotional triggers included anger, competitiveness, disillusionment, overconfidence, adolescent (particularly male) bravado and showing off or attention seeking behaviour. Peer and family pressure was reported, alongside other logistical reasons such as the absence of alternatives that resulted in individuals pressured into driving illegally or in unsafe vehicles. Interviewees also reported inexperience as a major barrier. This included a lack of education, awareness and understanding of the contributing factors. Inexperience in difficult conditions, such as country roads versus highways, was discussed in regard to historically not having a driving culture based on safety; the under use of seat belts, too many people in one vehicle and unrestrained children, have previously been accepted as the norm.

However, when the evaluators asked the interviewees ‘Do you think the OTRT service helps people get their driver’s licence?’ the range of answers also provided insight into how the service was enabling road safety and addressing the barriers. Interviewees and workshop participants stated that OTRT increases the level of road safety because it offers an accessible service. Having the service available on remote communities fills a gap that the police are not able to adequately offer, overcomes the tyranny of distance and overcomes financial, human and logistical resource constraints. The service was reported to increase the amount of quality appropriate instruction and education. The delivery of instruction is tailored to the skill level of the client, the local driving conditions, and the community circumstances. The service overcomes the language, English literacy and computer literacy barriers. The level of advocacy was also identified by interviewees as a major factor; the service reduces administrative challenges, liaises on clients’ behalf with other services and sets up sustainable and efficient ways of managing client issues. Interviewees also reported that the service supports clients to overcome their fear about the learning goals being too hard by developing a supportive environment that was culturally and emotionally appropriate.

The following tables refer to the barriers and facilitating factors listed in the literature and presents them alongside the barriers reported by the interviewees. A description of how OTRT addresses the barriers and incorporates the facilitating factors, as well as example illustrative quotations are included.

OTRT provides a service that responds to the needs and motivations of Aboriginal peoples living in remote communities. The service addresses most of the barriers identified both in the literature and by the clients in the evaluation.

Table 5 Barriers and facilitating factors from the literature and interviewees with an explanation of how the service responds

Barriers to people obtaining and retaining a licence from the literature (Williamson, et al., 2011)	Barriers to obtaining and retaining a licence and general road safety behaviours from interviewees	Factors that facilitate Aboriginal people gaining and retaining their driver licence (Williamson, et al., 2011)	How the OTRT service addresses the barriers and facilitates the gaining and retaining of a licence	Key illustrative quotation
Financial	Financial, human and logistical resource constraints	<p>Assisting with debt</p> <p>Adequate provision of facilities and resources</p> <p>Adequate provision of funding</p>	The service overcomes administrative challenges, liaises on clients' behalf with other services and sets up sustainable and efficient ways of managing client issues.	<i>They help us. Maybe we get a fine, we see Right Track and they help us pay the fine. [assist setting up a payment plan with the fines unit Attorney Generals Dept] Good thing to do that - help Anangu. 'When you've got a big fine - you've got to go and see Right Track!'" (Simon Stevens (Maxie) a OTRT client from Fregon)</i>
Access	<p>Lack of evidence of identity makes interactions across society difficult.</p> <p>The tyranny of distance: lack of access to an appropriate service.</p>	<p>Providing free or low-cost driving instruction</p> <p>Assisting with Proof of Identity</p>	OTRT provides an accessible service on remote communities to obtain a licence means individuals can use identification to open opportunities.	<p><i>But if On the Right Track wasn't here... it'd take 10 years for them to get a licence. And like, imagine how hard that would be then impact their personal life....I think it's a vital service. (Wanita Manning, CDP officer at Fregon)</i></p> <p><i>[OTRT is] an essential service...I think it improves them as a person, they've achieved something...it goes towards bigger steps. It's gives them self-esteem, self-respect, not so much from their peers and all that. I know it gives them that because it's in them. They've never had it before. You guys never come here for them to do the right thing. (Tukiminia Ngatai (Nugget), Council officer at Pipalyatjara)</i></p>

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Barriers to people obtaining and retaining a licence from the literature (Williamson, et al., 2011)	Barriers to obtaining and retaining a licence and general road safety behaviours from interviewees	Factors that facilitate Aboriginal people gaining and retaining their driver licence (Williamson, et al., 2011)	How the OTRT service addresses the barriers and facilitates the gaining and retaining of a licence	Key illustrative quotation
Government, police, and law interactions	Language, English literacy and computer literacy barriers.	Education factors: Language, literacy, numeracy  Mobility and Flexibility	The service overcomes the language, English literacy and computer literacy barriers. Supports clients to overcome their fear.	<i>They are really teaching how to get into it really properly. And not to be nervous.</i> (Jamie Nyaningu, Elder and OTRT client, Pukatja)  <i>I think that they provide the support around, maybe some of the language barriers that might exist and where previously they may have not passed that test. So having that practical support around our students in, in particular is essential.</i> (Michelle Hoile, Department of Education, Mimili Maku)
Cultural and community	Culturally unsafe mainstream services. Peer and family pressure. Historically, a driving culture not based on safety.	Cultural appropriateness and appropriate delivery of message  Engaging the community	OTRT delivers instruction that is tailored to the skill level of the client, the local driving conditions, and the community circumstances. They develop a supportive environment that is culturally and emotionally appropriate.	<i>It's a different learning environment and you've got people that have had various levels of formal education, informal education and whatnot. And I think some people do need that extra support...So having On The Right Track that we can actually send learners down there.</i> (Brenton Niemz, Australian Red Cross, Ceduna)
Educational	Inexperience and a lack of education, awareness and understanding of the contributing factors.	Education factors: Language, literacy, numeracy	Increased the amount of quality instruction and education and be delivered in an appropriate way.	<i>So having the ability to have that one-on-one session with a person from On the Right Track has the ability to give that person the courage and confidence to then succeed, where if they're scared and unsure about a mainstream process,</i>

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Barriers to people obtaining and retaining a licence from the literature (Williamson, et al., 2011)	Barriers to obtaining and retaining a licence and general road safety behaviours from interviewees	Factors that facilitate Aboriginal people gaining and retaining their driver licence (Williamson, et al., 2011)	How the OTRT service addresses the barriers and facilitates the gaining and retaining of a licence	Key illustrative quotation
	Fear about the learning goals being too hard.			<i>then it may be harder for them to succeed.</i> (Chelsea Lieberwirth, Senior Community Constable, SA Police, Yalata)
Health	Alcohol and other drugs and emotional triggers.	Mobility and Flexibility	Not explicitly incorporated into the design of the service but may be addressed in the one-on-one interactions with driving instructors.	<i>I think you have people listening and understanding. It all comes down to listening and understanding of our own people, especially with On the Right Track, they are great, great for the communities, great for everyone.</i> (Dean Walker, Community Constable, SA Police, Coober Pedy)

In summary, OTRT overcomes logistical and administrative challenges. They provide an accessible service that overcomes the tyranny of distance and many wide-ranging literacy and cultural and emotional barriers. The service has increased the amount of quality education and instruction to a large extent and attempts to discuss the impact of alcohol and other drugs with clients through a tailored individualised approach. OTRT works on overcoming the barriers and facilitating the enabling factors in combination. OTRT acknowledges the local context in which the service is being delivered and are able to adapt and be mobile and flexible to address the unique challenges that their clients face.

## Summary and suggested improvements

Based on the evidence the evaluators collected and analysed (documentation, observation, interviews, workshop discussions and most signification change case stories), a summary of the achievements against the outcomes in the program logic is presented in the following table. The evaluators judged the outcomes as achieved, not yet achieved or not able to be determined based on the level of qualitative or quantitative evidence.

Table 6 Assessment of achievements

Outcome from logic	Achieved	Level of qualitative evidence	Level of quantitative evidence
<b>Immediate</b>			
Increase in number of people with learner's permits and licences	Increase in permits and licences	High (MSC stories)	Low
Increase in number of people with Ministerial exemption	Yes	High (Interviews)	Low (Service reports)
Identification of the clients' motivators to driving safely	Yes	High (Interviews)	N/A
Identification of the barriers that prevent clients from driving safely	Yes	High	N/A
<b>Medium term</b>			
Reduction in the number of people receiving offences	Not yet able to be determined	Medium (Interviews / MSC stories)	Low (Data not able to be linked to comparative sources)
Increased awareness of a road safe culture	Yes	High (Interviews / MSC)	N/A
Increased behaviours that align with a road safe culture	Yes	High (Interviews / MSC)	N/A
<b>Long term</b>			
Reduction in the number of Aboriginal people involved in serious road accidents and fatalities	Not yet able to be determined	Low	Low (Aggregated state level sources only)
Reduction in the number of Aboriginal people incarcerated because of driving and licensing offences	Not yet able to be determined	Low	Low (Aggregated state level sources only)

### Improvements

This section of the report answers the question 'How could the service improve and adapt to changing circumstances?' The evaluators have attempted to articulate gaps in current service and requirements for adapting to emerging issues and expansion.

*1. Increase capacity, frequency and certainty*

The strongest suggestion from interviewees and workshop participants was to increase the frequency of OTRT service visits to remote communities. Stakeholders reported that they wanted more of the OTRT service staff to visit for longer amounts of time. They were also looking for assurance that the service was sustainable and certainty that the service would continue.

*2. Further support transition from learner's permit to provisional licence*

OTRT could incorporate additional strategies into the service to overcome the issues associated with accumulating the required log book hours. Obtaining the number of hours required in combination with finding a suitable full licenced driver and vehicle and maintaining a hard copy log book prevents many clients from obtaining a provisional licence as quickly as they might otherwise.

A community mentorship program may provide a strategy to address this issue. When the interviewees were asked about this potential strategy a number of existing examples of where working in partnership with other organisations has proved to be very effective (E.g. Red Cross in Ceduna). Adequately funding and formalising arrangements with other organisations would reduce the overburden placed on some individuals, reduced mixed messages in relation to instruction, ensure access to roadworthy vehicles and reduce the levels of stress and embarrassment for learners. A community mentorship program was also identified as a way of linking individuals with others who are going through the same process, connecting to others with positive experiences, providing tailored instruction and ensuring an appropriate level of cultural and emotional support.

*3. Expand to additional locations*

The evaluators found that there was general positive support for expanding the service into different locations and settings, including metropolitan areas. However, many interviewees and workshop participants reinforced the need to retain the foundational elements of this service for it to be successfully duplicated in other locations. They suggested that it may be useful to identify potential partners and collaborators for the purpose of developing joint schedules, sharing resources and understanding the local contextual factors. However, the major recommendation interviewees provided was for OTRT to ensure that the service is owned and driven by people from local communities; retaining the current high level of staff with their passion, commitment, patience and connections to communities was deemed essential.

*4. Expand level of service*

Offering further instruction with truck licences, defensive driving training, training in different conditions, driving with a trailer were suggestions made by interviewees and workshop participants. It was also suggested that the Mandatory Alcohol Interlock Scheme (MAIS) be expanded to support installation in remote communities. Developing tailored school-based programs, incorporating emphasis on dealing with the emotional issues that trigger unsafe behaviours and increasing the amount of road safety promotions (signs, advertisements, role models, promotional messaging, social media) were also some suggestions.

Interviewees and workshop participants also agreed with the issue identified earlier in this report, that there is potential for OTRT to influence or shift legislation and policies. Although, significant changes in the process for addressing fines and interacting with the administrative systems have made it easier for clients to achieve their outcomes, OTRT has the potential to further lobby for change at the system level. An interviewee suggested that OTRT could advocate for changes in the court system so the service becomes part of the sentencing options and reduces the amount of fines in a proactive way that increases access to quality instruction.

### 5. *Develop the evidence base*

Although there has been a significant increase in the amount of data available since the 2017 evaluation and progress in monitoring outputs is demonstrable, accountability, monitoring and evaluation processes are not yet embedded in the service and or adequately resourced. As indicated earlier in this report monitoring systems are currently unable to assist staff to access reliable data that could help inform decision making. The service does not yet contribute to an evidence base by developing culturally relevant tools, methods, measures, indicators and benchmarking, as well as record-keeping and monitoring that can be tracked over time or connected to the larger databases for comparison. The evaluators suggest undertaking a process that agrees on key indicators and reviews whether they can be captured from the refinement of existing databases or, if necessary, the development of new data collection systems. The OTRT team would benefit from a full client data management system that has the following features:

- It should be based on following individual clients through their involvement with OTRT over time (including criteria for entry and exit of the service)
- All client data across licencing in SA can be accessible and first page for each client with key information – courts, fines, incarceration etc
- It enables data summaries to be extracted from a data base that focus on the changes in individual clients as opposed to the numbers of permits / licences
- It uses key indicators and codes that are drawn from the state level database to enable comparison of clients with non-clients
- It maintains a core set of indicators (offence codes, transaction codes, etc.) so that comparisons can be made over time
- It collects evidence from communities where OTRT does not offer a service, or from clients who are not enrolled in the service or from a time prior to when the service was offered so comparative statements and assessments about causation could be made

Improvement in the evidence base will also require influence and advocacy in the realm of other Departments and organisations. For example, workshops held with external stakeholders highlighted that crash and fine data does not identify indigeniety, increasing the difficulty in understanding and identifying the client group and impacts of the service. It is recommended that DIT lead the departments involved to engage data management expertise to provide practical solutions to the data management system issues, with the purpose of improving the quality of service provided to Aboriginal people in SA.

Future opportunities could support staff and community members to undertake research, monitoring, and evaluation and this could assist with raising awareness for the need for policy and legislative change.

### *Conclusion*

The OTRT team implements this service in a way that incorporates the critical success factors relevant to their Aboriginal clients. They respect the context in which they are operating, appropriately direct the resources, work in culturally safe ways and focus on continually learning and improving. The team work cooperatively and inclusively towards shared goals.

The OTRT service is contributing to change that will assist in achieving the intended outcomes. In relation to immediate outcomes there is evidence that the service has supported the clients to get learner's permits, licences and has increased the number of people with ministerial exemptions. The evaluation found that the OTRT was highly effective in enabling remote clients to obtain licences and

identification, navigate the administrative government processes and implement strategies to overcome financial barriers.

Although the evaluation could not adequately quantify the degree to which there has been a reduction in driving offences and road accidents as a result of the service, there was evidence that road safety awareness has increased and a culture of road safety is developing from indications that road safety behaviours are improving. Although OTRT is operating in a context where historically the driving culture has not been based on safety, the service develops a supportive environment that is culturally and emotionally appropriate and delivers instruction that is tailored to the skill level of the client, the local driving conditions, and the community circumstances.

The evaluation found that to a large extent the OTRT service does address the motivators and barriers for safe driving that were identified in the literature and by the interviewees. Overall, the service is meeting the needs of the clients and communities and working towards the long-term goals of reducing incarcerations, accidents and fatalities.

To further enhance the service the evaluators suggest that the service could increase the capacity and frequency of the service and communicate to clients and communities around the degree to which this service is certain to continue. Further support is needed to transition clients from learners permits to provisional licences and exploring community mentorship programs could be one approach to achieve this. Expansion into new locations and into new topic areas could enhance the service but only in a way that retains the current high level of quality staff with their passion, commitment, patience and connections to communities. The final suggestion relates to further developing the evidence base by collecting monitoring data that can be tracked over time or connected to larger databases for comparison so OTRT service can use this information for decision making and advocacy purposes.

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## Appendix A – Ethics

Aboriginal staff from the OTRT team commissioned, controlled, led and directed the evaluation; they supported the evaluators to work appropriately and involve other key Aboriginal representatives in specific parts of the evaluation as needed. The evaluation was based on the understanding that “It’s not just that representation from the target population ethnicity or culture is ‘nice’ or ‘good to have’ on an evaluation team; you are actually going to seriously compromise the evaluation’s validity and credibility without it” (Wehipeihana et al., 2010, p. 184).

The evaluators acknowledged and accepted responsibility for ensuring ethical principles were upheld in this small-scale and ongoing evaluation process for accountability and service improvement purposes. The evaluators acknowledged that being responsible for self-compliance and not seeking formal ethics approval means there was less input from external peers into the evaluation’s ethical processes. By describing in detail how ethical principles were upheld, this evaluation aimed to be transparent and open to continuous improvement.

To guide how the evaluators thought about right and wrong within the parameters of this evaluation framework, they designed the framework in accordance with the Australian Evaluation Society’s [Guidelines for Ethical Conduct of Evaluations and Code of Ethics](#), the National Health and Medical Research Council’s [Ethical guidelines for research with Aboriginal and Torres Strait Islander Peoples](#), the Australian Institute of Aboriginal and Torres Strait Islander Studies’ [Code of Ethics for Aboriginal and Torres Strait Islander Research](#) and the [Australian Productivity Commission’s Indigenous Evaluation Strategy](#). They also drew upon the Ngaa-bi-nya Aboriginal and Torres Strait Islander program evaluation framework (Williams, 2018) and the research of Wehipeihana (2019) and McKegg (2019).

The evaluators obtained relevant Departmental and team cultural protocols and policies and considered these in the design and implementation of the evaluation. In addition, to increase the likelihood that the evaluation findings are valid, credible, meaningful, useful and are fed-back to the clients, this list describes some of the ways the evaluators will attempt to uphold culturally appropriate ethical guidelines in practice:

- Accepted the invitation to work in partnership with the Aboriginal OTRT team and continue to strength the long-term working relationship.
- Acknowledged ourselves as “outsiders” and thereby be willing to follow the protocols of the OTRT team and accept their advice and guidance on all aspects of design and implementation.
- We always acknowledged local cultural protocols across the different locations where we work.
- We affirmed the right of people to have different values, norms and aspirations and we always respected different world views and apply the principles of cultural humility.
- We abided by any organisational requirements that the OTRT team has in regards to remote travel, obtaining of permits and permissions, adherence to child protection policies, risk mitigation protocols, adherence to organisational protocols for receiving and reporting sensitive or incriminating information.
- We drew upon a reference group comprising of the OTRT team and involving a combination of formal and informal interactions. The group provided advice on the design and implementation. They helped during data analysis, interpretation and reporting. The reference group assisted with communicating the findings to external audiences.

In regard to seeking appropriate methods and engagement activities:

- We worked to ensure there was flexibility and adapted tools to acknowledge the cultural distinctiveness of discrete Aboriginal and Torres Strait Islander communities.
- We remained open to employ, engage with and take advice from cultural advisors, interpreters, key stakeholders and key community representatives when deciding how to apply our tools or determine if we need to develop alternatives. This included deciding upon the places and spaces in which to engage to ensure they are appropriate and convenient for all clients.
- We did, through consultation, give consideration to participant's diverse interests, abilities, learning and engagement styles and be open to verbal, non-verbal, written, visual and a range of other alternative ways of interacting. The intention was to elicit a strong ethos of inclusivity and co-operative participation between the OTRT team, clients, community and the evaluation team.

In regard to consent:

- Whether engaging at an organisational level or at an individual level, we ensured that there was adequate time to contact people and negotiate free, prior and informed consent.
- We always explained the purpose of any evaluation activity and aligned to the priorities of local communities and individuals.
- Consent to participate was gained through the use of an information sheet (plain language statement) and active consent forms that may be verbal. The information sheet explained what the evaluation entailed, options for maintaining privacy and how data was intended to be used and disseminated.
- Consent procedures included the option to provide either written or verbal consent via a recorded message to ensure full accessibility.
- Consent to participate was not binding and could be withdrawn at any time before, during or after consultation. At all times clients were made aware that they were free to participate and talk, participate and not talk, sit out, or go back to their normal activities at any time. Their willingness to participate in activities was considered to be assent.

If a participant wished to remain anonymous:

- We did not collect any personal data beyond identifying the site at which it was collected.
- We did record the interview via video recorder but only recorded the audio.
- The audio was not be shared with anyone except the evaluators for transcribing purposes only.
- We removed any identifying information in order to maintain neutrality and keep responses confidential.
- We did not link any of their quotations to the specific participant in the final report.

In regard to reporting back to clients:

- Data was verified in consultation with the evaluation reference group and draft findings were always presented for review.
- At OTRT discretion, the final report and executive summary that present the findings succinctly may be presented to key stakeholders including community representatives and clients.

Table 7 How the key codes and strategies influenced the evaluation design

Code or strategy	Influence on the design
Australian Evaluation Society's <a href="#">Guidelines for Ethical Conduct of Evaluations and Code of Ethics</a>	Evaluators checked that the guidelines were covered within the design and reflected on the evaluator competencies.
National Health and Medical Research Council's <a href="#">Ethical conduct in research with Aboriginal and Torres Strait Islander Peoples and communities: Guidelines for researchers and stakeholders 2018</a>	Evaluators deliberated on the underlying values and principles and the exercise of evaluative judgement, as suggested by these guidelines. As a result, the evaluators will be guided by the reference group for advice at all stages and will be explicit and transparent in regards to how judgements arose.
Australian Institute of Aboriginal and Torres Strait Islander Studies' <a href="#">Code of Ethics for Aboriginal and Torres Strait Islander Research</a>	Evaluator will apply the code across four stages: 1. getting started 2. implementing your project 3. communicating research results 4. post-project to determine if any other strategies could be included.
Australian Productivity Commission's <a href="#">Indigenous Evaluation Strategy</a>	Evaluators will refer to 'A Guide to Evaluation under the Indigenous Evaluation Strategy' and will uphold the overarching principle of the Strategy: ensuring Aboriginal and Torres Strait Islander people, perspectives, priorities and knowledges are at the centre of the evaluation.
Ngaa-bi-nya Aboriginal and Torres Strait Islander program evaluation framework (Williams, 2018)	Evaluators used the prompts within each of the framework domains to assess good practice and critical success factors of the service.
Wehipeihana (2019)	Evaluators reflected upon the role of non-Aboriginal people in the evaluation of a service for Aboriginal and Torres Strait Islander peoples.
McKegg (2019)	Evaluators considered how the participatory evaluation tools may be perpetuating colonial sentiments that prompted discussion among the evaluation reference group.

The OTRT team and the evaluators jointly developed this list of principles to guide the evaluation after drawing upon the above ethical frameworks and literature:

- Inclusive
- Respectful, equitable and in partnership
- Culturally safe and sensitive
- Ethical in design and conduct
- Confidential or uses appropriate ways of seeking free, prior and informed consent
- Credible, clear and rigorous methodology
- Coordinated and collaborative data collection
- Robust governance and oversight to ensure appropriateness and usefulness
- Informed and guided by relevant stakeholders
- Appropriate mix of internal expertise and independence
- Promotes learning
- Timely
- Transparent and open to scrutiny
- Departmental values CHEER

## Appendix B – Stakeholders

Table 8 Stakeholders and their roles and interests

Stakeholder	Interest in the evaluation	Role in the evaluation
Project management team	<ul style="list-style-type: none"> <li>- Effectiveness of service in achieving outcomes and impact</li> <li>- Understanding reach</li> <li>- Use as evidence for conferences and papers</li> <li>- Information to develop brand and reach</li> <li>- Help with thought leadership</li> <li>- Determines what creates the most change/influence?</li> </ul>	<ul style="list-style-type: none"> <li>- Commission and manage evaluation</li> <li>- Assist with data collection</li> <li>- Receive evaluation findings</li> <li>- Report to funding partners and other key stakeholders</li> <li>- Use it as a basis for ongoing evaluation and monitoring</li> <li>- Use findings for service improvement and expansion</li> <li>- Disseminate successes and publish findings</li> </ul>
Decision makers at The Department	<ul style="list-style-type: none"> <li>- Is what we are doing effective? (Progress towards outcomes, unintended outcomes, impact)</li> <li>- What interventions are most effective?</li> <li>- How does the service work?</li> <li>- What needs to be considered for expansion / relocation?</li> </ul>	<ul style="list-style-type: none"> <li>- Fund the evaluation</li> <li>- Receive and read the findings</li> <li>- Use findings for decision making</li> <li>- Provide feedback to stakeholders and use for discussion and planning</li> <li>- Report on successes of funded activities</li> </ul>
The team on the ground delivering the service	<ul style="list-style-type: none"> <li>- Understand which motivators/ barriers / activities/strategies are the most effective for different groups and contexts</li> <li>- Understand effectiveness of interventions</li> </ul>	<ul style="list-style-type: none"> <li>- Assist with data collection</li> <li>- Provide feedback to clients</li> <li>- Use findings for learning and service improvement</li> </ul>
Clients	<ul style="list-style-type: none"> <li>- Understand effectiveness</li> <li>- Opportunities for improvement</li> <li>- Benefits to the partners and communities</li> </ul>	<ul style="list-style-type: none"> <li>- Provide data</li> <li>- Receive evaluation findings</li> <li>- Receive information about how OTRT uses the findings</li> </ul>
Stakeholders (Police, Aboriginal organisations, etc.)	<ul style="list-style-type: none"> <li>- Understand effectiveness</li> <li>- Opportunities for improvement</li> <li>- Benefits to the partners and communities</li> </ul>	<ul style="list-style-type: none"> <li>- Provide data</li> <li>- Receive evaluation findings</li> <li>- Receive information about how OTRT uses the findings</li> </ul>

## Appendix C – Assumptions

Assumptions are the beliefs held about the service, the clients, and the way it is expected to operate. Faulty assumptions may be the reasons why the expected outcomes are not achieved. Some of the assumptions included:

- Just because there is an increase in licence holders does not mean a decrease in fines, clients may be targeted for other infringements.
- An increase in knowledge required to obtain a licence may not be relevant for increasing a road safety culture in remote communities if the knowledge is not contextually appropriate
- An increased awareness and behaviours associated with a road safe culture may not lead to reduction in accidents if the causes are beyond the control of clients.
- Interaction with OTRT has influenced some clients' interaction with staff in Service SA centres and has potential to improve Service SA's service delivery culture to Aboriginal and Torres Strait Islander people.

## Appendix D – Monitoring and evaluation plan

Table 9 Monitoring and evaluation plan

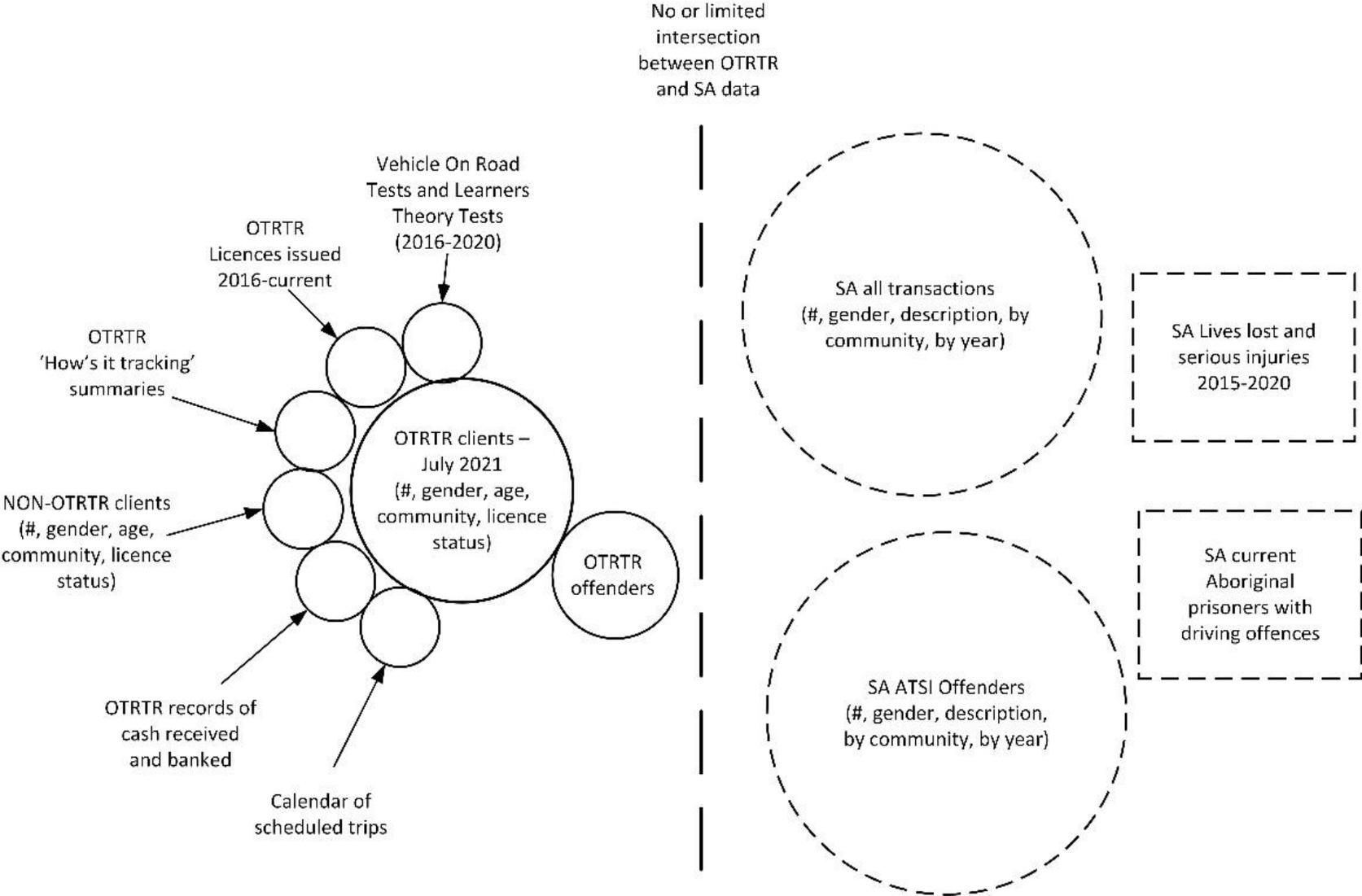
Evaluation questions	Indicators	Evaluation focus	Data sources
1) To what extent is the service effectively achieving the desired outcomes?	<ul style="list-style-type: none"> <li>- Number of visits to remote communities by location</li> <li>- Number of people with learner's permits and licences (by gender, age, years 2017-2020)</li> <li>- Number of people with exemptions</li> <li>- Number of people receiving offences</li> <li>- Evidence of awareness of road safe culture</li> <li>- Evidence of behaviours of road safe culture</li> <li>- Number of accidents / fatalities</li> <li>- Number of incarcerations</li> <li>- Reported significant changes</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing and assessing the number of visits by locations over time (between 2017 and 2021)</li> <li>- Comparing and assessing the numbers of licences / exemptions / offences / accidents / fatalities / incarcerations over time</li> <li>- Assessing the degree to which the evidence of awareness or behaviours has increased</li> <li>- Assessing the number, types and strength of changes</li> </ul>	<ul style="list-style-type: none"> <li>- Project documents</li> <li>- State public records / literature</li> <li>- Interviews with OTRT team, contractors, clients, and stakeholders</li> <li>- Focus groups / facilitated discussion groups</li> <li>- Most significant change stories</li> <li>- Observation</li> <li>- Post lesson or study session feedback (via contracted driving instructor)</li> <li>- <i>Communication log*</i></li> <li>- <i>Stakeholder survey*</i></li> </ul>
2) How does the service work? a. What are the participant's motivators for driving safely? b. What are the barriers that prevent clients from driving safely?	<ul style="list-style-type: none"> <li>- Reported motivators</li> <li>- Reported barriers</li> <li>- Evidence that service activities align with motivators / barriers</li> <li>- Unintended consequences</li> </ul>	<ul style="list-style-type: none"> <li>- Assessing whether the service incorporates critical success factors (Williams, 2018)</li> <li>- Collating motivators and barriers to compare with the evidence base (Williamson et al, 2011) and over time</li> <li>- Assessing the degree to which service is delivering activities that align with reported motivators and barriers</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Communication log*</i></li> <li>- <i>Stakeholder survey*</i></li> </ul>
3) To what extent does the service address the motivators and barriers?			<p><i>*Out of scope for this evaluation but could be used in future monitoring</i></p>
4) How could the service improve and adapt to changing circumstances?	<ul style="list-style-type: none"> <li>- Reported improvements / gaps / adaptations</li> </ul>	<ul style="list-style-type: none"> <li>- Documenting suggested improvements / gaps / adaptations</li> </ul>	

## Appendix E – Data collection methods

Table 10 An overview the data collection methods.

<b>Data sources</b>	<b>Data collection methods</b>
Project records and documents	Attendance, activity, trip reports, partnership agreements, communication records, training records, evidence of consultation / feedback, meeting minutes, etc.
State public records / Evidence from the literature	Quick scan of the statistics and literature to determine if the evidence base has changed.
Semi-structured interviews with OTRT team, contractors, clients, and stakeholders	On or off camera interviews conducted by evaluator. Questions could also be adapted for written responses or surveys and conducted by the OTRT team through an independent person.
Focus groups / facilitated discussion groups	Formal or informal discussion groups facilitated independently or by one of the OTRT team using the interview questions as a basis.
Most significant change (MSC) technique (Davies and Dart, 2005)	A qualitative evaluation approach to collect and systematically interpret stories of significant change arising from a program or project. The simple collection and selection process helps to identify "intangible" impacts that conventional indicator-based quantitative evaluation misses. Central to MSC is the review and selection of stories collected through workshops. This is where most learning occurs for the service as an in-depth conversation by the panels about the Service is encouraged.
Observation	Evaluator documents any relevant visual changes, verbal feedback or suggestions in a document with date and location.
Post lesson or study session feedback (via contracted driving instructor)	Access any existing data sources collected by driving instructor contractors about the value of their work. (Equivalent of suggestion box responses from clients)

Figure 15 Sources of quantitative data



## Appendix F – Data collection tools

The evaluators derived these questions from the key evaluation questions. The evaluators presented a set of draft questions to the DIT team, who were responsible for ensuring they were adequately reviewed, including from a cultural perspective, prior to their use. These questions were included in the interviews, facilitated discussion groups and most significant change interactions.

### Questions for service clients

- 1) What is your name and what have you done with 'On the Right Track'?
- 2) What changes have there been for you since doing 'On the Right Track'?  
*[Note to interviewer to look for changes at the personal, family, professional and/or community level and probe deeper if needed]*
- 3) What is the most significant change that has happened for you since doing 'On the Right Track' and why is that important?
- 4) Do you think the OTRT service helps people get their driver's licence?
- 5) Do you think the OTRT service contributes to improving road safety?
- 6) How can we embed community mentorship into the service? For example, do you think it would be beneficial to the person getting their licence to have an Indigenous support person in the car?
- 7) Why do you think the OTRT team is able to achieve what they do?
- 8) What do you think motivates people to drive safely?
- 9) What stops people from driving safely?
- 10) How could the service improve?

### Questions for staff and contractors

- 1) What is your name and role with 'On the Right Track'?
- 2) What changes have you noticed in the communities because of 'On the Right Track'?
- 3) What is the most significant change that has happened and why is that important?
- 4) Do you think the OTRT service helps people get their driver's licence?
- 5) Do you think the OTRT service contributes to improving road safety?
- 6) Why do you think the OTRT team is able to achieve what they do?
- 7) What do you think motivates people to drive safely? Have you seen good examples of community mentorship that could be used or adapted to improve the service?
- 8) What stops people from driving safely?
- 9) How could the service improve?
- 10) How would the service need to change if operating in different locations?

### Questions for stakeholders

- 1) What is your name and involvement with 'On the Right Track'?
- 2) What changes have you noticed in the communities because of 'On the Right Track'?
- 3) What is the most significant change that has happened and why is that important?
- 4) Do you think the OTRT service helps people get their driver's licence?
- 5) Do you think the OTRT service contributes to improving road safety?
- 6) Why do you think the OTRT team is able to achieve what they do?
- 7) What do you think motivates people to drive safely? Have you seen good examples of community mentorship that could be used or adapted to improve the service?
- 8) What stops people from driving safely?
- 9) How could the service improve?
- 10) How would the service need to change if operating in different locations?

### Most Significant Change Workshops

The evaluators conducted a series of community-based workshops to discuss and analyse the questions that relate to changes occurring because of the service. The clients reviewed and selected the stories that were most significant for that group and the evaluators documented the reasons why. The evaluators and OTRT team then collated and compared the chosen stories and the documentation summaries. The chosen stories were filmed in full and made available on the website with the key summaries forming a key component of the evaluation results.

## Appendix G – Information and consent forms

### Participant information sheet



+ DIT logo

*On the Right Track would like to find out from you how we are tracking.*

We would love to talk with you about 'On the Right Track Drivers Licensing Service'.

On The Right Track Remote has asked The Story Catchers to find out:

- What changes have there been?
- Is the service working?
- How does the service work?
- How could the service improve?

*How can you give your views?*

We would like to record your views on digital video. We will do this at a time and place that suits you. You can also contribute with just your voice or in writing. You can remain anonymous if you chose and your views will remain confidential.

*Who will you talk to?*

Susan Rooney-Harding

Susan is Director and Producer of 'The Story Catchers, Stories for Purpose'  
[www.thestorycatchers.com.au](http://www.thestorycatchers.com.au)

*What happens with the information?*

Stories will be edited into several themed documentaries.

The documentaries will be used in MSC Workshops.

The evaluators, community members and stakeholders will analyse the story data.

Stories will be used in and to inform a written report, an ARCGIS StoryMap and video reports.

Contact Susan on 0418833304 or email [susan@thestorycatchers.com.au](mailto:susan@thestorycatchers.com.au) for more information.

Promotional flyer

On the Right Track Remote would like to find out from you how we are tracking.

**WE WOULD LOVE TO YARN WITH YOU ABOUT 'ON THE RIGHT TRACK DRIVERS LICENCING PROGRAM'**



CONTACT  
Jade  
08 8343 2525

The Story Catchers will be collecting stories on film about how we're tracking delivering the On the Right Track Drivers Licencing service in your community.

We will be visiting  
**APY West**  
community during  
the week of  
**Tuesday 4th May**  
to  
**Thursday 6th May**





## **Participant information sheet**

*On the Right Track would like to find out from you how we are tracking.*

We would love to talk with you about 'On the Right Track Drivers Licencing Service'.

On The Right Track has asked The Story Catchers to find out:

- What changes have there been?
- Is the service working?
- How does the service work?
- How could the service improve?

### ***How can you give your views?***

We would like to record your views on digital video. We will do this at a time and place that suits you. You can also contribute with just your voice or in writing. You can remain anonymous if you chose and your views will remain confidential.

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The evaluators, community members and stakeholders will analyse the story data.

Stories will be used in and to inform written, an ARCGIS StoryMap and video reports.

Contact Susan on 0418833304 or email [susan@thestorycatchers.com.au](mailto:susan@thestorycatchers.com.au) for more information.



**On the Right Track - Consent form**

Name of person recording the story: Susan Rooney-Harding, The Story Catchers

Location \_\_\_\_\_

The aim of the ‘On the Right Track’ Service is to improve road safety and driver licensing outcomes for Aboriginal people living in remote communities. In 2017, the ‘On the Right Track’ program asked ‘The Story Catchers’ to evaluate the program. The information was used to help make a judgement about the value of the program and the program team used the information to make improvements. Now in 2021, the team wants to know more about how and why the service works and what more improvements they can make.

‘The Story Catchers’ would like to capture your thoughts about the service. The stories and information collected will be used for a number of purposes including:

- To help us to understand what is working so we can support more of these outcomes
- To hear your ideas about the motivators for safe driving
- To help us understand more about the barriers preventing safe driving
- To help us understand how the service can improve.

**Confidentiality**

We may like to use your story for reporting to government, or sharing with other people in meetings, conferences, social media, websites and publications.

Do you (the storytellers name): \*\* \_\_\_\_\_

[\*\*Please indicate if they wish to remain anonymous – by marking anonymous after name]

Want to have your name on the Story YES  NO

Give consent to us using your story in the following:

- Written Publications      YES  NO
- Social Media                YES  NO
- Websites                     YES  NO
- Meetings                     YES  NO
- Be photographed        YES  NO
- Be filmed                    YES  NO

Signature of storyteller \_\_\_\_\_

Date of recording \_\_\_\_\_

\*\*Explain about if they mention something that doesn’t comply with the law, we won’t refer them to the police \*\*Explain where they can get help if the conversation brings up uncomfortable feelings.

Workshop Flyer

on the **right track**



**ON THE RIGHT TRACK**

**2ND EVALUATION**

**- WORKSHOP -**

**Wed 16th Nov 2022**

### Why are we having workshops?

The OTRT evaluation uses the Most Significant Change process which is not just about collecting and reporting stories but about having processes to *learn from these stories*. We will share stories and discuss with the group to understand what is valued about, and what can be learnt from the OTRT service. We hope to understand how change comes about and in what situations. And importantly what the implications are for our work and how we deliver on our strategic direction.





### EXTERNAL ADELAIDE WORKSHOP

DATE: Wed 16th Nov 2022

TIME: 9:15am – 1:00pm (lunch provided)

LOCATION: Kevin O'Loughlin Room Level 5, 83 Pirie St Adelaide



OTRT staff will be downstairs to escort you to level 5

## HOMEWORK

RECONCILIATION IN ACTION Please watch the video at this link before the workshop.

<https://vimeo.com/user5567958/external>

INSTRUCTIONS - This video contains references to how the On the Right Track service is experienced by Aboriginal people in remote South Australia and how the service delivery addresses Reconciliation.

Please watch the video and note down the following:

- How is this approach similar to how you/your team delivers services?
- How is it different?
- Do you see any opportunities to enhance your or our work based on what you have heard?

We will explore these themes further at the workshop.



**The Story Catchers**  
<http://www.thestorycatchers.com.au/>

## Appendix H – List of interviewees and workshops

## Interviews

Table 11 Interviewees

Trip	Location	Interviewee name	Role/ Organisation	RIN	Participant, staff, stakeholders	Self-identified as Aboriginal Australian
Adelaide	Adelaide	Jason Ngatokorua	Courts Authority	M	Stakeholder	N
Adelaide	Adelaide	Anna-Lisa	Fines Enforcement Officer	F	Stakeholder	N
Adelaide	Adelaide	Shannon Smith	General Manager - Service SA	M	Staff	N
Adelaide	Adelaide	Chershonie Buzzacott	Aboriginal Program Support Officer - OTRT	F	Staff	Y
APY East	Umawa	Mark Jackman	RASAC - General Manager	M	Stakeholder	N
APY East	Pukatja	Alexis Apfelbaum	Tafe SA - Tutor	F	Stakeholder	N
APY East	Fregon	Wanita Manning	CDP Waka Wuru - RASAC	F	Stakeholder	N
APY East	Amata	Darryl Feclough	Community Works Officer	M	Stakeholder	N
APY East	Fregon	Mark Manning	Warka Wiru CDP - Fregon	M	Stakeholder	N
APY East	Mimili Maku	Michelle Hoile	FLO Coordinator	F	Stakeholder	N
APY East	Pukatja	Jamie Nyangu	Elder - Client OTRT - Pukatja	M	Client	Y
APY East	Mimili Maku	Pathimah Fielding	Client OTRT - Mimili Maku	F	Client	Y
APY East	Pukatja	Joseph	Community Constable	M	Stakeholder	Y
APY East	Mimili Maku	Lachlen Barrett	Police Officer	M	Stakeholder	N
APY East	Fregon	Simon Stevens (Maxie)	Client OTRT - Fregon	M	Client	Y
APY East	Fregon	Matthew Green	Principal Fregon School	M	Stakeholder	N
APY West	Amata	Larsen Clements	Program Officer OTRT	M	Staff	Y
APY West	Amata	Anita Amos	Senior Health Worker Amata	F	Client / Stakeholder	Y
APY West	Amata	Edna Onti	Client - Py Ku rural transaction centre	F	Client	N
APY West	Amata	Ken Cassidy	OTRT Driving Instructor	M	Contractor/Staff	N
APY West	Adelaide	Zoe Giles	OTRT Driving Instructor	F	Contractor/Staff	N
APY West	Amata	Jeffery James	OTRT Client	M	Client	Y
APY West	Umawa	Jade Wilson	Coordinator OTRT Service SA	F	Staff	Y
APY West	Pipalyatjara	Tukiminia Ngatai (Nugget)	RASAC Pipalyatjara & Kalka	M	Stakeholder	N
APY West	Amata	Troy Hughes and Dale Lyons	Community Constable - Amata	M	Client /Stakeholder	Y
APY West	Pipalyatjara	Simmy Mataira-Ngatai	Community Patrol RASAC Pipalyatjara	F	Stakeholder	Y
APY West	Amata	Leroy Ken	Potential Client - Community Member	M	Client	Y
APY West	Amata	Michael O'Hara	TAFE SA Lecturer	M	Stakeholder	N
APY West	Pipalyatjara	Marlene Burton	OTRT Client	F	Client	Y

APY West	Amata	Nigel Plaskett	TAFE SA Lecturer	M	Stakeholder	N
Ceduna/Yalata	Ceduna	Shantaria Fielding	MT Aboriginal Corporation	F	Client	Y
Ceduna/Yalata	Yalata	Chelsea Lieberwirth	Senior Community Constable - Yalata	F	Stakeholder	Y
Ceduna/Yalata	Yalata	Darren Davis	OTRT Driving Instructor	M	Contractor/Staff	N
Ceduna/Yalata	Yalata	Andrew Alderson	Youth Program Coordinator	M	Stakeholder	N
Ceduna/Yalata	Yalata	Lachlan Keeley	FLO Coordinator	M	Stakeholder	N
Ceduna/Yalata	Yalata	Erica Chamberlain	OTRT Client	F	Client	Y
Ceduna/Yalata	Ceduna	David Highfold	Senior Community Constable - Ceduna	M	Stakeholder	Y
Ceduna/Yalata	Ceduna	Jennifer Scott	SAPOL Ceduna	F	Stakeholder	Y
Ceduna/Yalata	Ceduna	Brenton Niemz	Red Cross - Ceduna	M	Stakeholder	N
Coober Pedy	Coober Pedy	Dean Walker	Coober Pedy - Community Constable	M	Stakeholder	Y
Coober Pedy	Coober Pedy	Service Providers	Coober Pedy Service Providers	M/F	Stakeholders	Y/N

### Workshops

The purpose was to review barriers, enablers, improvements and identify stories of Most Significant Change emerging from the filmed interviews. OTRT promoted the workshops with relevant stakeholders ahead of the trip. The workshops were facilitated by the evaluators with support from OTRT staff. Workshop discussions were filmed with permission as a record for reference by the evaluators. Overview of the workshops:

- Introduction to the process
- Photos of interviewees were stuck to the walls of the room
- Clients viewed each interviewee’s video and then discussed
- Clients were asked what resonated or stood out for them
- Clients were asked of all the stories of change, what was the most significant and why?

The evaluators documented the rich discussions that were generated at each MSC workshop in detailed separate reports and they provided these to the commissioners immediately following each workshop.

Table 12 Workshops

When	Where	Clients
Mon 25 Oct 2021	Amata TAFE	5
Tues 26 Oct 2021	Pukatja TAFE	2
Tues 26 Oct 2021	Fregon TAFE	9
Wed 27 Oct 2021	Mimili TAFE	3
Thu 28 Oct 2021	Umoona Youth Centre	2
Fri 19 Nov 2021	Adelaide Motor Driver Instructor end of year meeting	15
Tues 29 March 2022	Ceduna	9
Fri 13 May 2022	Adelaide	9
Wed 16 Nov 2022	Adelaide – external stakeholders	10
Thu 17 Nov 2022	Adelaide – DIT internal staff	10

Photo: November 2021 Most Significant Change Evaluation Workshop in Adelaide



Photo: November 2022 External Stakeholder Evaluation Workshop in Adelaide



## Appendix I – List of reviewed documents

Table 13 Documentation

Document title	Author	Date
Portfolio management reports	OTRT	Nov 2018 – Jan 2020
How's it tracking – Annual summaries	OTRT	2017-2021
Record of Cash received and banked	OTRT	2020,2021
APY Lands Driver licence record of cash banked for payment made by OTRT	OTRT	2015-2019
Current Aboriginal Prisoners with driving offences		2021
How is it tracking – condensed and raw data spreadsheets	OTRT	2021
LTT Tests	OTRT	2016-2020
VORT Tests	OTRT	2016-2020
OTRT Client offences Report	OTRT	2013-2021
Non OTRT ATSI COB and FES – SA Wide	OTRT	2013-2021
SSBT755 Extract Details and Licence Classes	OTRT	2021
OTRT licences issued	OTRT	2016-2020
Travel schedules	OTRT	2016-2021
Conference presentation: Child restraint conference	OTRT	
Industry briefing	OTRT	2018
Abstract: Australasian College of Road Safety	OTRT	2017
Motor Driving Instructors Mid-year workshop	OTRT	2019
Team performance reports	Human Resource Consultants	2020 - 2021
Team profile and review reports	OTRT	2020 – 2021
How do South Australia's penalty and fines enforcement systems for driving and licensing offences impact on the well-being of remote Aboriginal communities?	Intern: Appurva Raaj	No date
Report of the South Australian Commissioner for Aboriginal Engagement (2020)	<a href="https://apo.org.au/node/310072">https://apo.org.au/node/310072</a>	2020
Productivity commission report on government services (Includes SA Justice System)	<a href="https://www.pc.gov.au/research/ongoing/report-on-government-services">https://www.pc.gov.au/research/ongoing/report-on-government-services</a>	
Annual Report	Gov SA: Department for Correctional Services	2019-2020
Supporting Aboriginal People to Obtain and Retain Driver Licences	Williamson, G., Thompson, K., and Tedmanson, D. University of SA	2011
Implications for Future Initiatives and Further Research	Williamson, G., Thompson, K., and Tedmanson, D. University of SA	2011
RS1745 Tracking Forward to a Provisional Licence	Fivenines Consulting	2015
OTRT Evaluation Report	The Story Catchers (Nereus Consulting)	2017
Tow-strap initiative (Discussion points)	OTRT	2015
Key websites	<a href="https://www.dpti.sa.gov.au/-ontherighttrack/remotefacebook">https://www.dpti.sa.gov.au/-ontherighttrack/remotefacebook</a> <a href="https://towardszerotogether.sa.gov.au/news/towards-zero-together?a=167915">https://towardszerotogether.sa.gov.au/news/towards-zero-together?a=167915</a> <a href="https://www.youtube.com/watch?v=v3NkdE2k95o">https://www.youtube.com/watch?v=v3NkdE2k95o</a>	Accessed May 2021
Cultural Protocol	OTRT	No date
Cultural learning and development protocol	Government of South Australia and Cultural Respect Training and Consultancy	No date
2020 Lives Lost and Serious Injuries In South Australia	<a href="https://dpti.sa.gov.au/data/assets/pdf-file/0009/763128/2020_Road_live_lost_and_serious_injuries-South_Australia.pdf">https://dpti.sa.gov.au/data/assets/pdf-file/0009/763128/2020_Road_live_lost_and_serious_injuries-South_Australia.pdf</a>	2020

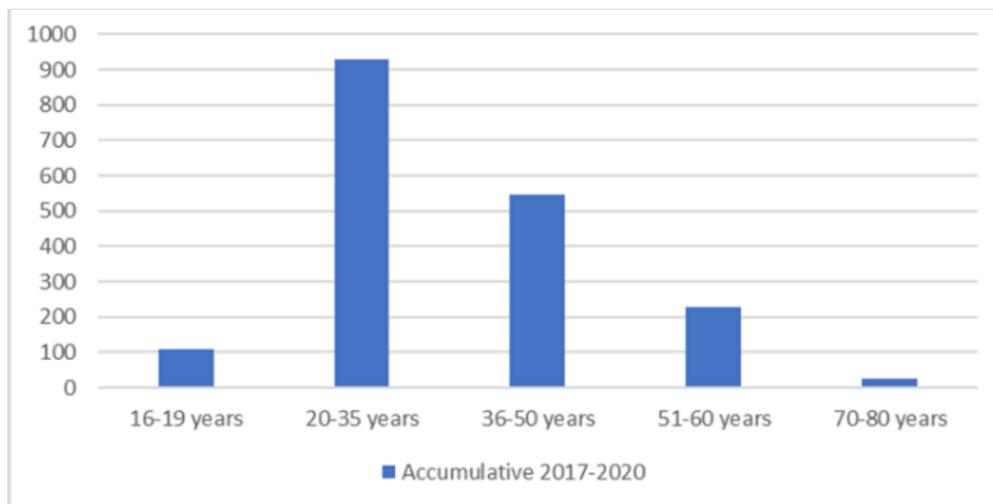
## Appendix J – Additional charts

As indicated in the limitations section, the data is of insufficient quality to enable comparisons with population statistics or to make any conclusive statements about trends in the total number of client versus non-client offences over time. These charts provide an example of what potentially could be analysed if higher quality data was available.

### *Clients*

There is gender balance with 49% of the clients being female. There are a wide range of people from different age groups participating with the most prominent group being between 20 and 35 years old. This indicates that OTRT is assisting individuals who may have missed out on achieving this milestone as a teenager.

Figure 16 Clients by age group (Source: Current Clients July 2021)



Licences

The chart below illustrates that the residents of Pukatja have more licences than any other community. It also indicates that there a high level of learners permits issued in the surrounds of Adelaide and both learners and provisional licences in places such as Amata and Pukatja.

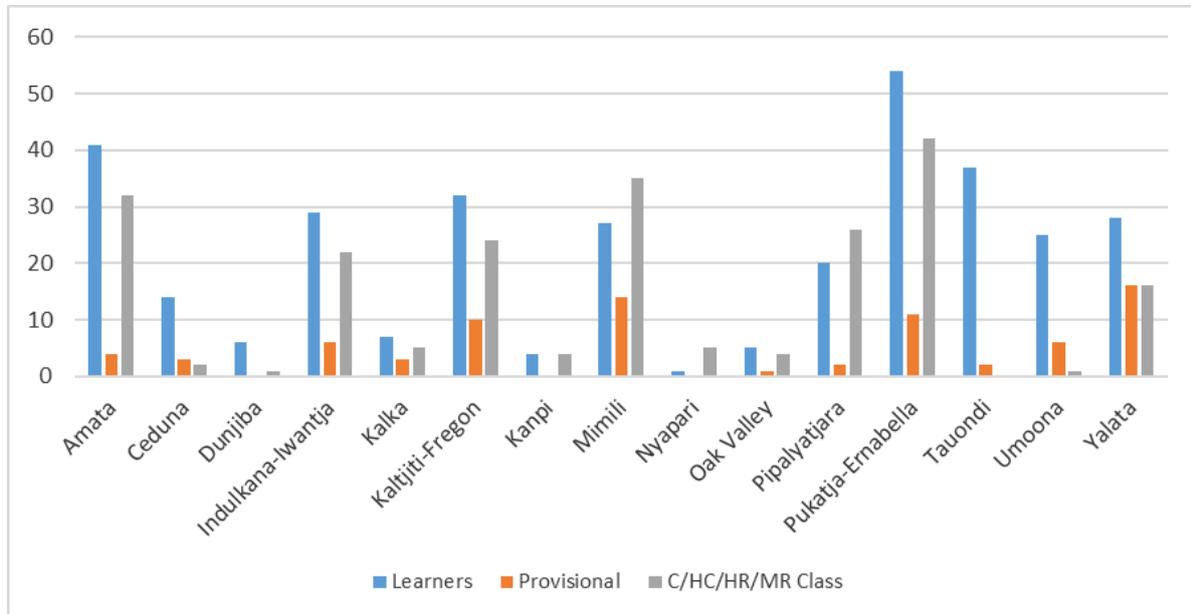
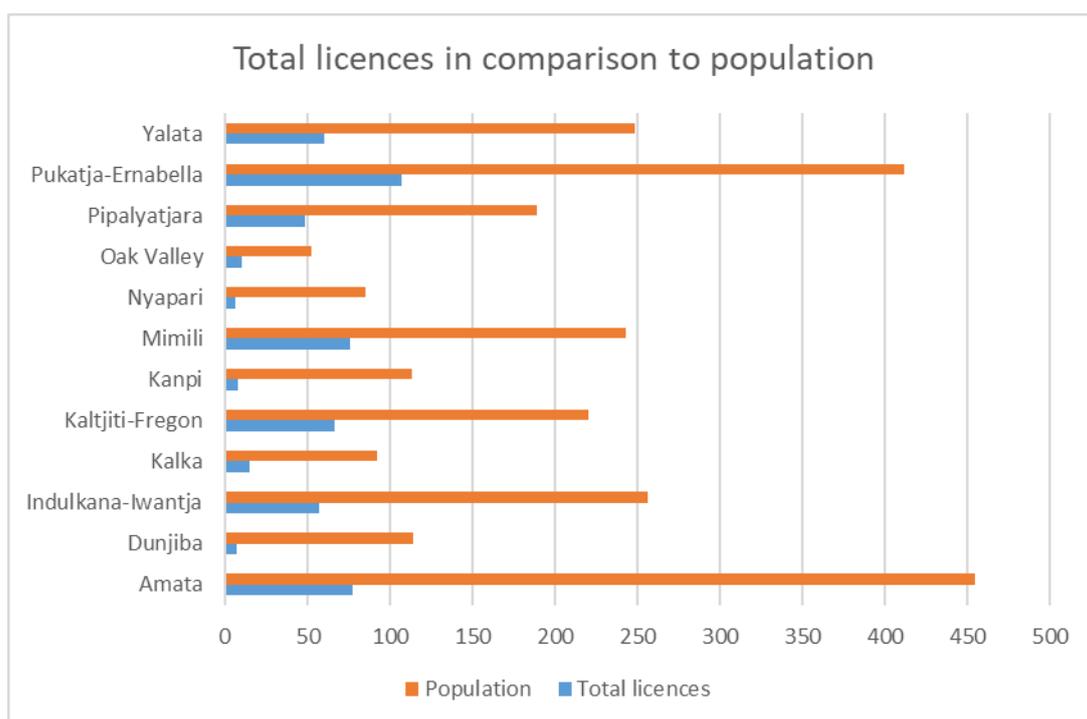


Figure 17 Licences by community (Source: Current clients July 2021)

The chart below provides a comparison of the total number of licences to population size. Ceduna and Umoona have been omitted due to very high population.

Figure 18 Total licences in comparison to population (Source: Current clients July 2021 and 2016 Census data from ABS)



Offences

The chart below indicates the number of offences by community for the period 2017-2020. It includes the population of each community as a guide to illustration the proportion of offences by population. Figure 19 Offences by community with population comparison (Source: OTRT Client offences report 2013-2021 and 2016 Census data from ABS. Noting: spreadsheet does not have exactly the same community naming system as other data sources. Ceduna and Umoona have been omitted due to very high population.)

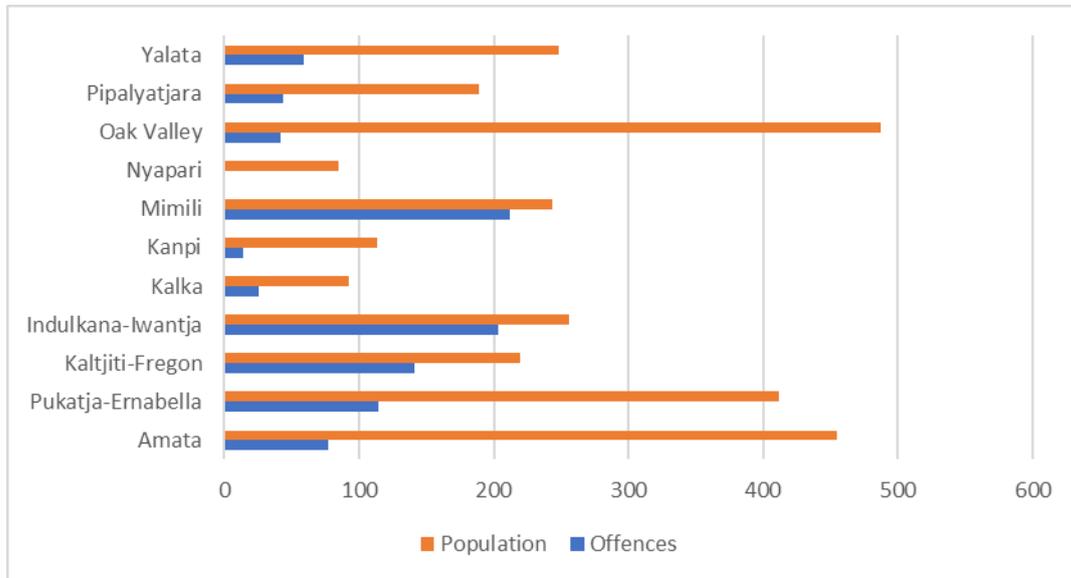
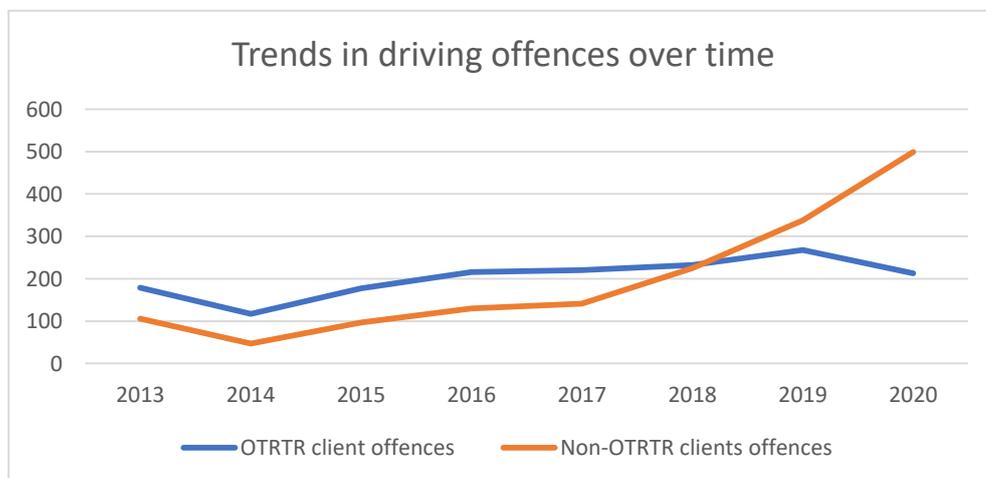


Figure 20 shows all driving offences committed by OTRT clients compared with Aboriginal and Torres Strait Islander people living in the region who are not clients over time. It appears as though the offences are declining among the OTRT clients. Source: OTRT Client offences report 2013-2021 and Non-OTRT ATSI COB and FES – Target communities (Updated August 2021).

However, it is not recommended that these two data sets are compared as it is difficult to determine the degree to which these are two distinct groups over time. If data was consistent to the point of being comparable, then statistical analysis may be able to determine if there are any significant trends over time.



## Appendix K – Community names

Depending on the data source, some communities may be referred to using their Aboriginal title or English title. The evaluators have attempted to use the Aboriginal name used by the OTRT team. However, this table is an attempt to clarify those instances where the English name has been incorporated.

Aboriginal Title	English Title
Amata	
Indulkana	Iwantja
Kaltjiti	Fregon
Mimili (Mimili Muku)	
Nyapari	
Pipalyatjara	
Pukatja	Ernabella
Yalata	
Kanpi	
Kalka	
Dunjiba	Oodnadatta
Umoona	Cooper Pedy
Tauondi	Aboriginal Tauondi College
Ngarrindjeri	
Nauo	
Yankunytjatjara	
Wirangu	
Dieri	
Murputja	
Umuwa	
Kenmore Park	
Maralinga Tjarutja	Oak Valley
	Flinders Ranges
	Adelaide
	Marla
	Ceduna