

ANZEA CONFERENCE July 2016

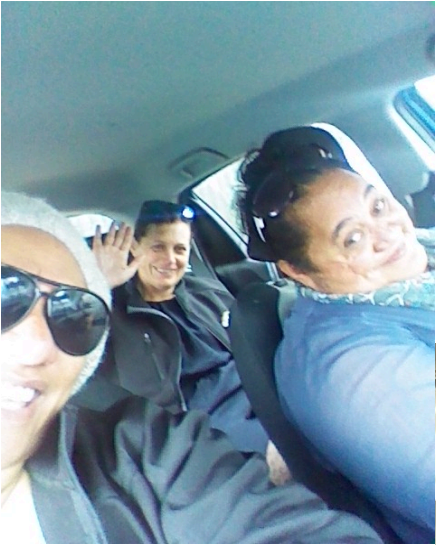
# Feeding the Fires of Occupation



Using evaluation to build capacity in a marae space

Gill Potaka-Osborne, Lynley Cvitanovic, Maaki Tuatini & Roberta Williams

# Te Puawai o te Ahi Kaa



Kaimahi & Evaluator:  
Bertz, Gill, Maaki



Project Managers:  
Nancy, Josephine



Matua Te Mana

# What is the Project about?

- ▶ Located on the marae it aims to strengthen the health and well being of the whānau of Raetihi Pah - those who maintain the ahi kaa.
- ▶ Project activities include:
  - ▶ Carried out a Health Needs Assessment
  - ▶ Building on whānau and external connections (ongoing)
  - ▶ Developed action plans (ongoing)
  - ▶ Implemented plans (ongoing)
  - ▶ Workforce development (ongoing)

# Our Logo

- ▶ The circle shape represents the never ending circle of life
- ▶ Two koru represent two organisations coming together
- ▶ The triangles represent our maunga koro, Ruapehu and the mountains of all the whānau who are participating in the project
- ▶ Whānau figures represent our people, whānau, hapū, iwi in our communities/region



*Orange/red = Ahi kaa*  
*Yellow/green = Hauora*  
*Black = Strength*

# Whakauae Research: The Evaluators

- ▶ **Iwi owned** health research centre, based in Whanganui
- ▶ TPoTAK evaluation nominally funded by MoH
- ▶ Aim to grow Māori health research and evaluation capacity

## Whakauae Research Services



Dr Heather Gifford, Lynley Cvitanovic, Stacey Ranganui, Ngareta Patea, Sonja Loveridge, Rachel Brown, Gill Potaka-Osborne, Mel Potaka-Osborne, Dr Amohia Boulton.



# Building Evaluation Capacity



Australasian Evaluation Society (AES) Conference Support Grant recipients, Melbourne 2015

# Approach

- ▶ Transformative Participatory Evaluation (TPE)
- ▶ Kaupapa Māori lens
- ▶ Process and Outcomes focus

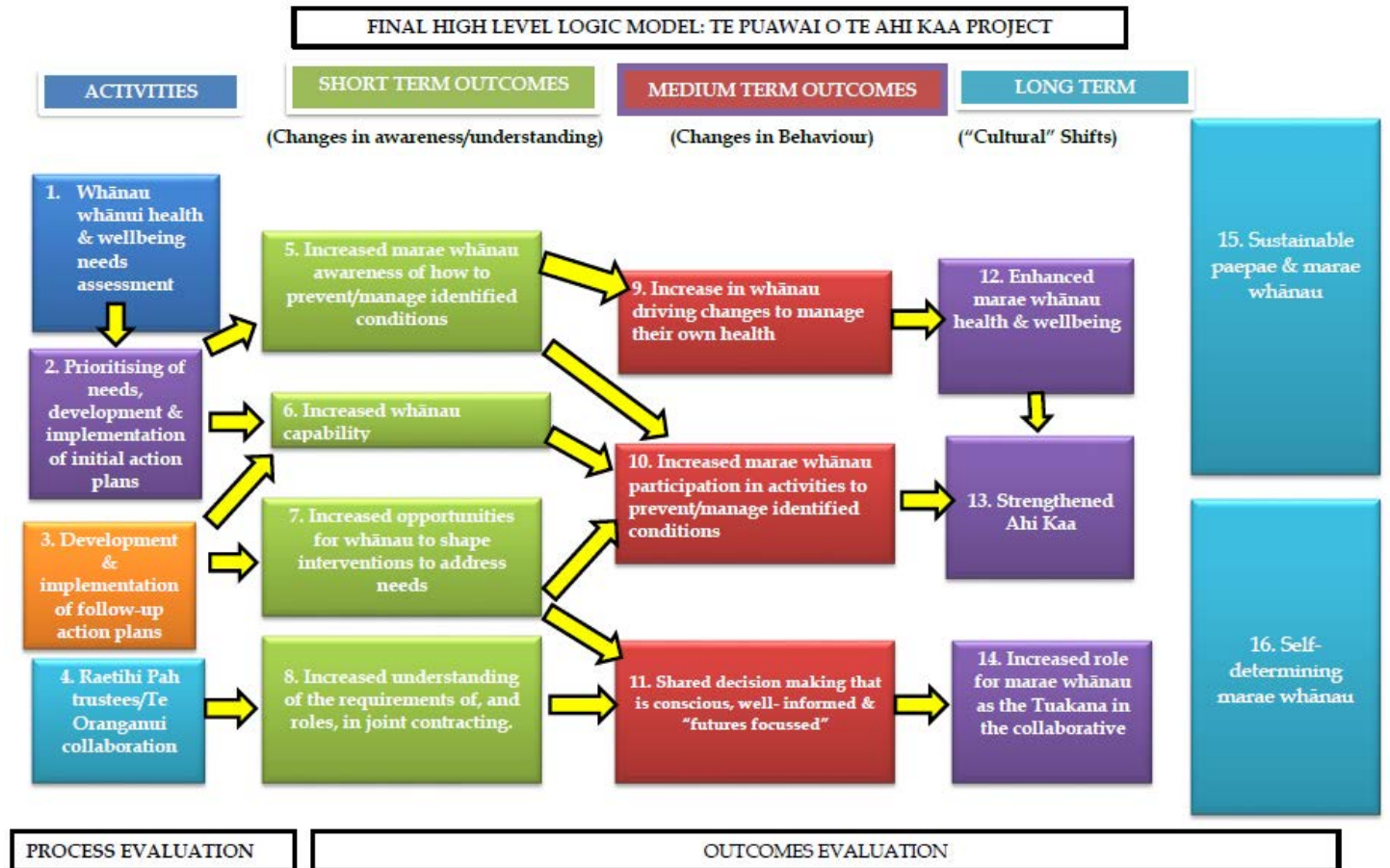


Kaumatua Olympics



# Project Logic Model

- ▶ Collaboratively developed at outset
- ▶ Road map for kaimahi & whānau
- ▶ Framework for the evaluation



Whānau is described as those who have stayed home to sustain the Ahi Kaa. The principle of Ahi Kaa to keep the home fires burning so those whānau associated with the marae and its sustainability. Email Nancy Tuaine 18.12.15





# Overarching Evaluation Questions

- ▶ What were the benefits for whānau of participating in the health needs assessment process?
- ▶ How effective have project activities been in supporting whānau to better understand their health and wellbeing?
- ▶ How effective have project activities been in supporting whānau to prevent and / or manage health related issues?
- ▶ To what extent has collaboration contributed to building the capacity of Raetihi Pah to function independently as a contracting entity.




# Rubrics

- ▶ Guide evaluative judgements (around the quality of the activities and progress towards achieving outcomes identified in the logic model)
- ▶ Help make evaluative judgements explicit (both for the provider and for us as the evaluators)

Diagram 1: Stages of growth & development

Rubrics spell out what activities and outcomes will ideally 'look like' at each of the above stages of their growth and development and are described below: For this programme which has a duration of 3 years it is envisaged that the project will achieve a state of oranga.

FINAL TPOTAK RUBRICS<sup>3</sup>

LOGIC MODEL ACTIVITY  ↓	WHAT STAGE OF GROWTH HAVE WE GOT TO? (MEASURE)  →	TE KAKANO  	TIPURANGA  	ORANGA  
1. Whānau whānui health & wellbeing needs assessment		Only a <b>few</b> (less than 25%) of TPoTAK whānau have done the health needs assessment.  Not many felt that the process had been useful for reflecting on their health issues and / or reflecting on making healthy changes.	<b>Some</b> (over 25% and less than 50%) of TPoTAK whānau have done the health needs assessment.  Some felt that the process had been useful for reflecting on their health issues and / or reflecting on making healthy changes.	<b>Many</b> (Over 50%) of TPoTAK whānau identified have done the health needs assessment.  Many felt that the process had been useful for reflecting on health issues and / or reflecting on making healthy changes.

Wehipeihana, N. (2011). The Rubric Revolution: Using rubrics to give voice to indigenous values, presentation at the Australasian Evaluation Society Conference, Sydney Australia

# Evaluation data sources include:

- ▶ Marae whānau
- ▶ Project kaimahi
- ▶ The Project Advisory Group
- ▶ Local health & social services providers

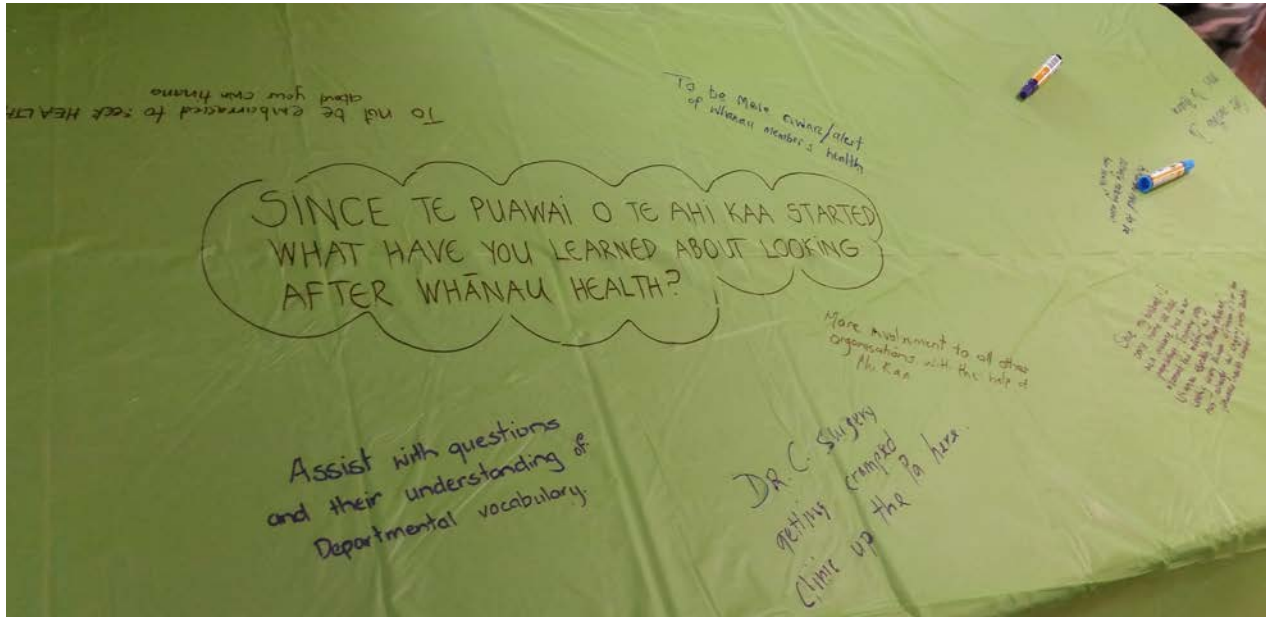


Bonnie Sue and Darnella Hawira, Ngāti Rangi Community Health Trust



# Methods include:

- ▶ Whānau survey
- ▶ Participant observation
- ▶ Muralling





# Methods include:

- ▶ Photo Narratives
- ▶ Narrative Inquiry
- ▶ Kaimahi 'story telling'
- ▶ Collected quarterly



Raetihi Primary School at Raetihi Pah

# Methods include:

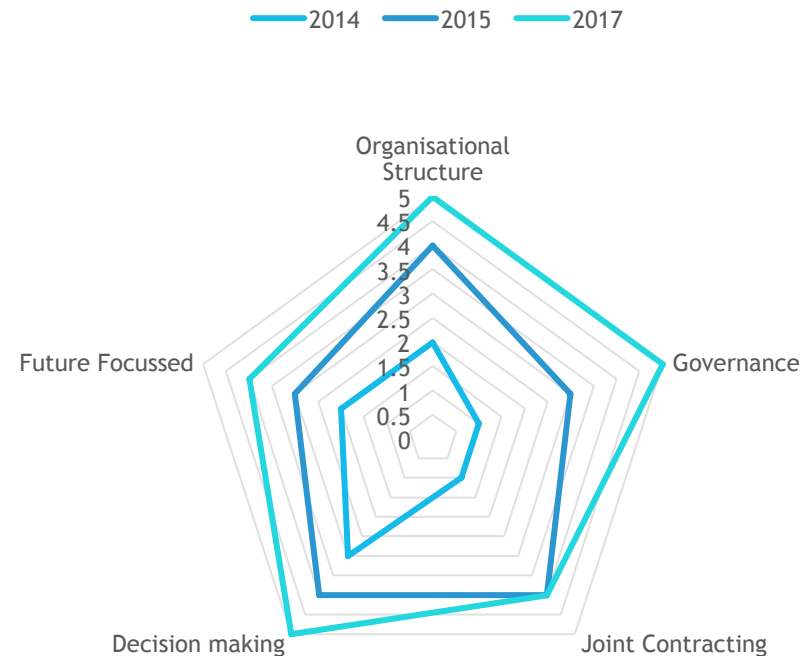
## Participation Rating Graph

- ▶ Advisory Group members self rating of participation in various aspects of project activity
- ▶ Administered by project kaimahi at three different times
- ▶ Creates a visual representation of participation

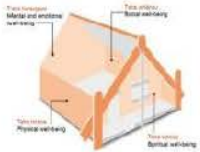
Neuwelt, P. (2007). *Community Participation Toolkit: a resource for primary health organisations*. Aotearoa New Zealand: Steele Roberts.

Rifkin, S., Muller, F., & Bichmann, W. (1988). Primary Healthcare: on measuring participation. *Soc.Sci.Med*, 26(9), 931-940.

## Degree of Participation in Advisory Group



# Presenting back results to marae whānau



The majority of whānau believe that Te Puawai o te Ahi Kaa is giving their whānau the chance to have a say about what they can do to better look after their own health

*Being able to have a voice is very much the kaupapa of Te Puawai*



Nearly all of those surveyed felt a part of the Te Puawai o te Ahi Kaa Project and believed it gave them a say in how to look after their health better

*Te Puawai o te Ahi Kaa had definitely showed us & encourages us to better improve our health as a whānau*

# What is working well?

- ▶ Whanaungatanga and manaakitanga
- ▶ Communication e.g. use of social media such as face book
- ▶ Evaluation capacity building





# Challenges

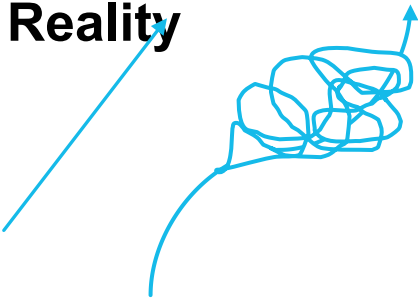


2015 Flood



Raetihi

Expectations  
Reality



# Reflections to date:

- ▶ Indigenous led external evaluation, carried out alongside indigenous projects, can help to develop provider evaluation skills and support project implementation.
- ▶ Collaborative and participatory ways of working build evaluation capacity, encourage critical thinking and decision-making.
- ▶ Indigenous communities can be empowered to do their own evaluations and develop methodologies that satisfy indigenous traditions

# Acknowledgements

