



ECCT & JR MCKENZIE TRUST – JUNE 2015

Tiakina o Tātou Tamariki

## OVERVIEW

- Inspired by Gary Melton (Clemson University) and **Strong Communities** initiative (South Carolina) focused on mobilising residents *‘to notice and care whenever someone has reason to celebrate, worry or grieve’*.
- Two neighbourhoods: Gisborne & Whanganui
- ‘Community Animator’ working with neighbours
- Project resourcing:
  - Years 1-3: JR McKenzie & Todd Foundation
  - Years 3-7: Todd, Plunket & Internal Affairs
  - Years 7-10: ???

**VISION:** *‘Tiakina o tatou tamariki’ / ‘Keeping our kids safe’.*





## GOALS

### Reduce:

- child maltreatment, avoidable injury and hospitalisation
- youth offending
- family violence
- street violence

### Increase:

- neighbourhood knowledge
- neighbour interactions
- neighbourly trust
- volunteering
- care, concern & celebration







## APPROACH

Based on the simple goal to *'Keep Kids Safe'* and a five stage development process:

1. **Spreading the word** to raise awareness about the nature of the issues facing the community;
2. **Mobilising the community** to become engaged in developing and implementing plans to address the priority issue/s;
3. **Increasing the resources** for families to obtain non-stigmatising help whenever and wherever they need it;
4. **Institutionalising the provision of resources** so that support is sustained over the long-term.
5. **Learning and sharing the learning** within and outside of the host communities.







The project goals and activities align with ten principles:

1. Activities used to engage the community should be related to **strengthening positive relationships in the neighbourhood** and the ultimate outcome of keeping children safe and cared for. An activity “fits” if it naturally brings people together so that connections among families are enhanced and isolation is reduced.
2. Plans and approaches should be directed toward **the transformation of community norms and structures** so that residents “naturally” notice and respond to the needs of children and their caregivers.
3. Activities should continuously promote the core kaupapa. The objective is not to provide programmes or services but instead **the continuous creation of settings in which the core messages of the project are heard and applied**.
4. Available resources should be directed toward **volunteer recruitment, mobilisation, and retention**.
5. Activities should be directed toward **the establishment or strengthening of relationships among families or between families** and community institutions.
6. Activities should include a focus on **the development of widely available, easily accessible, and non-stigmatising social and material support** for families of young children.
7. Although the ultimate goal is the safety and care of children, **project activities will mainly involve parents and extended whānau**.
8. Activities should be undertaken in a way **that enhances parent leadership and sustainable community engagement**.
9. Whenever possible, **activities should facilitate manaakitanga and reciprocity of help**.
10. Activities should be designed so that **they build or rely on the assets (leadership, networks, facilities and cultures) of the community**.



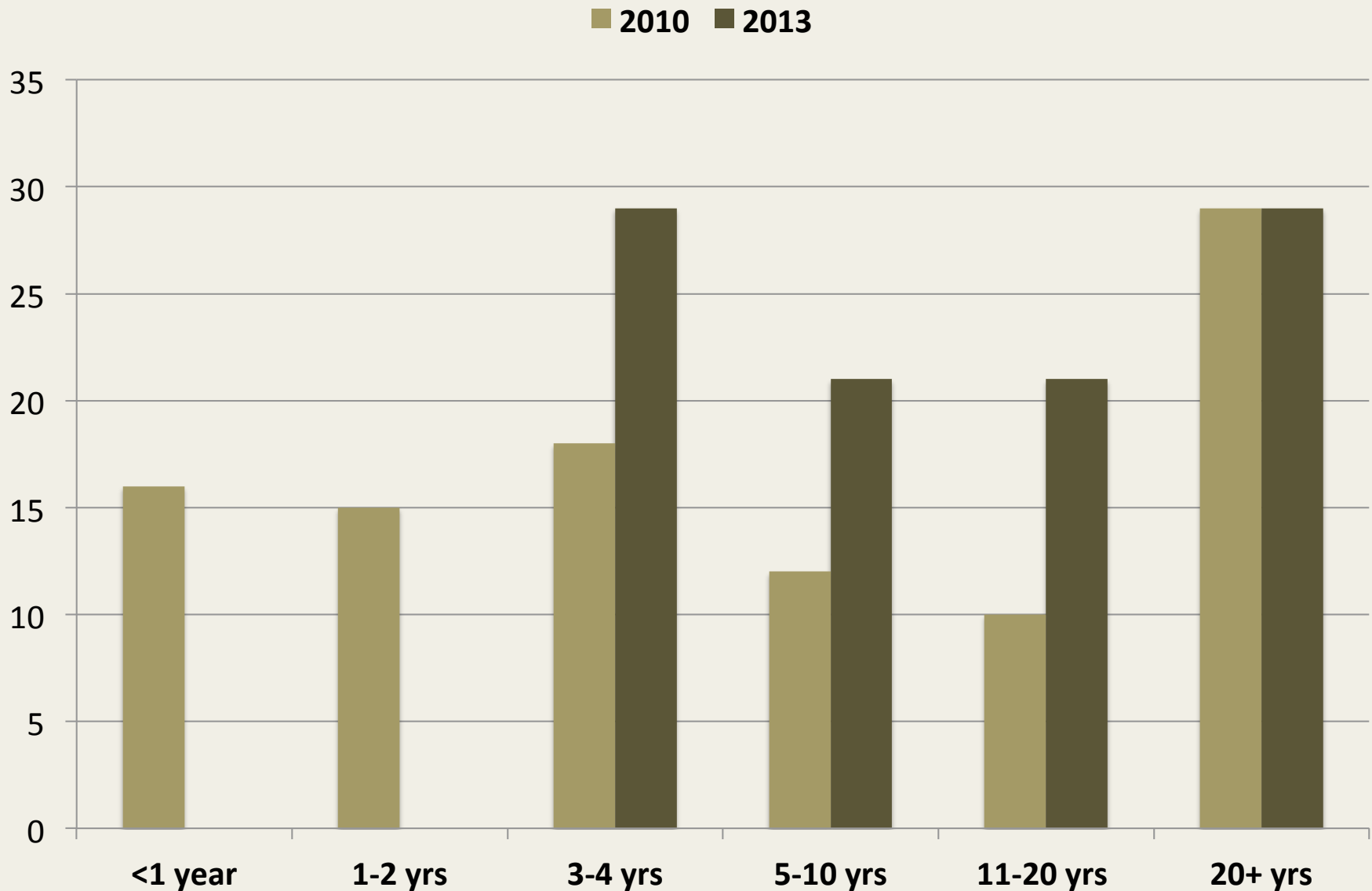
In 2010 we surveyed homes in the neighbourhood.

Three years and a lot of home visits and neighbourhood activities later, we surveyed again...





# How long have you lived in the neighbourhood?

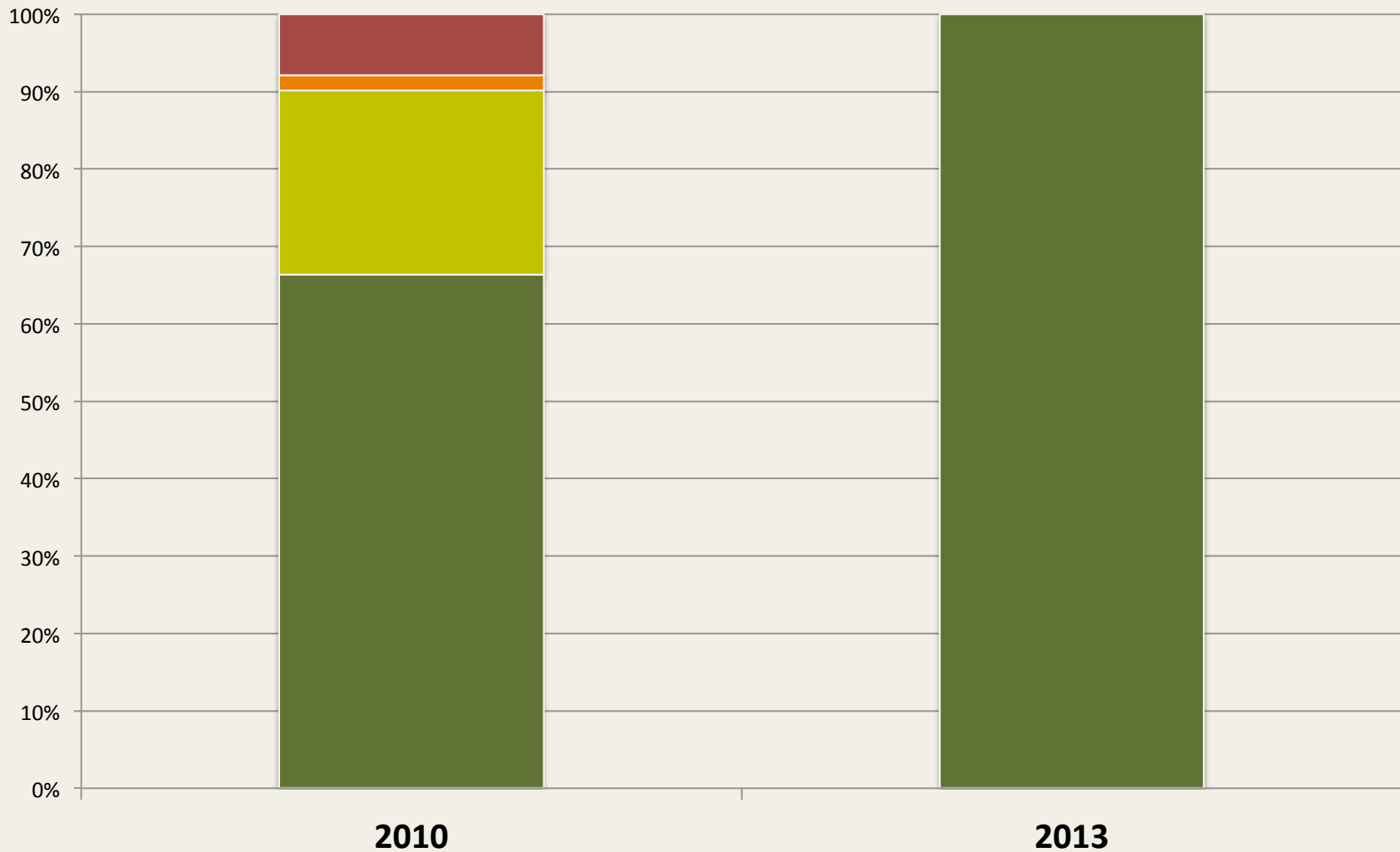






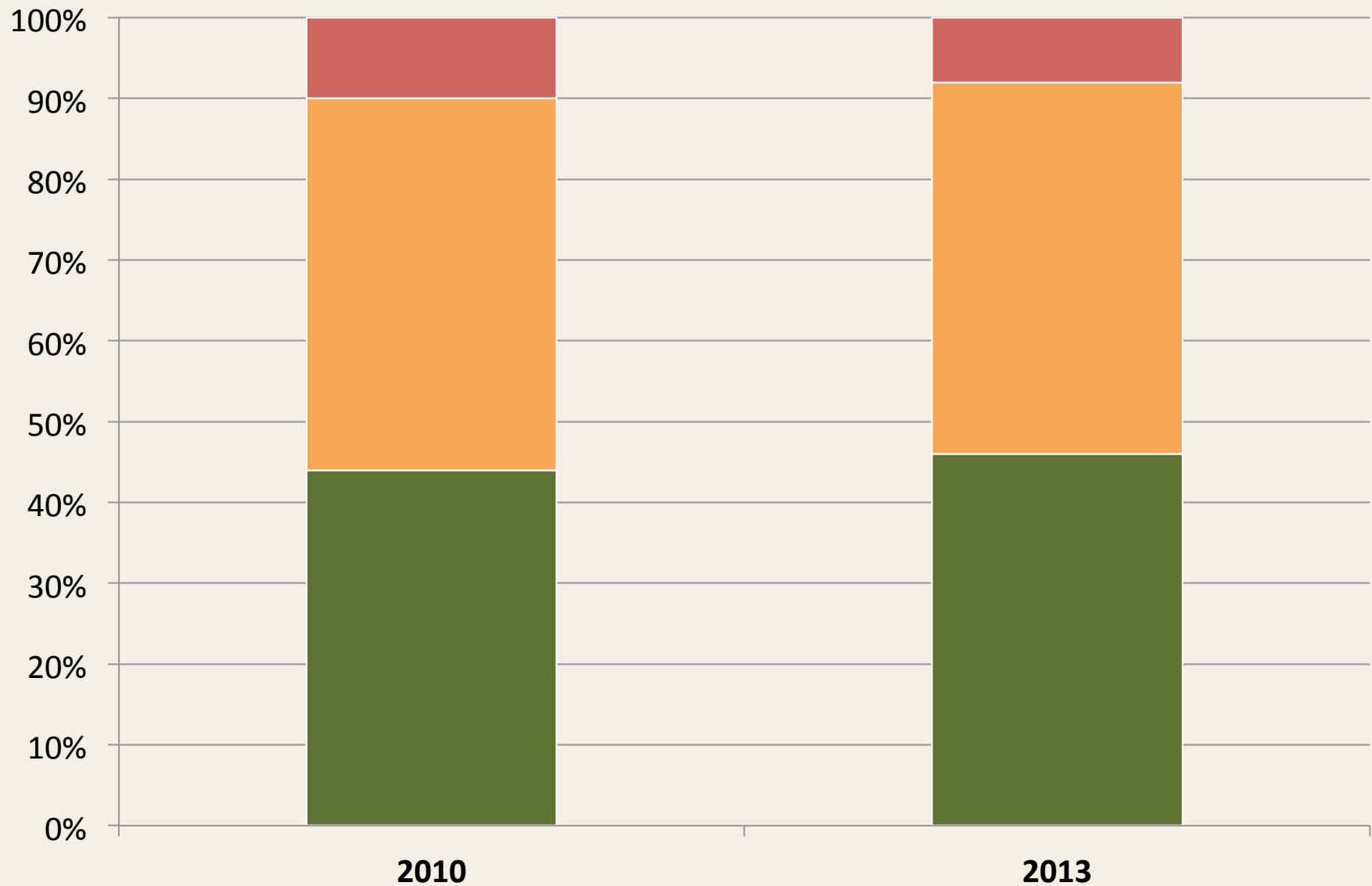
# Do you enjoy living in this neighbourhood?

■ Yes ■ Mostly ■ Not Much ■ No



# How often do you help a neighbour?

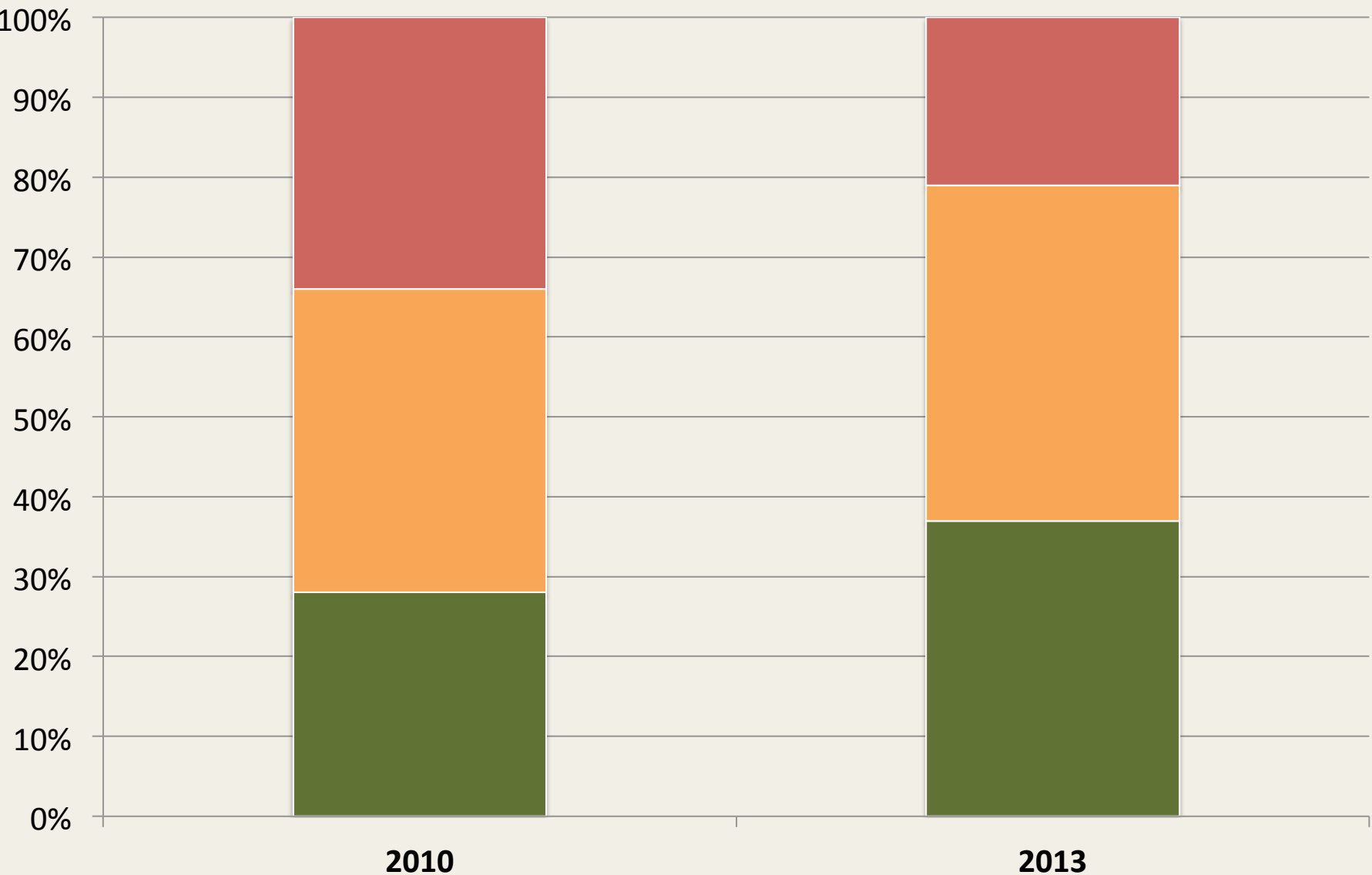
Often Sometimes Never





# How often do you invite neighbours into your home?

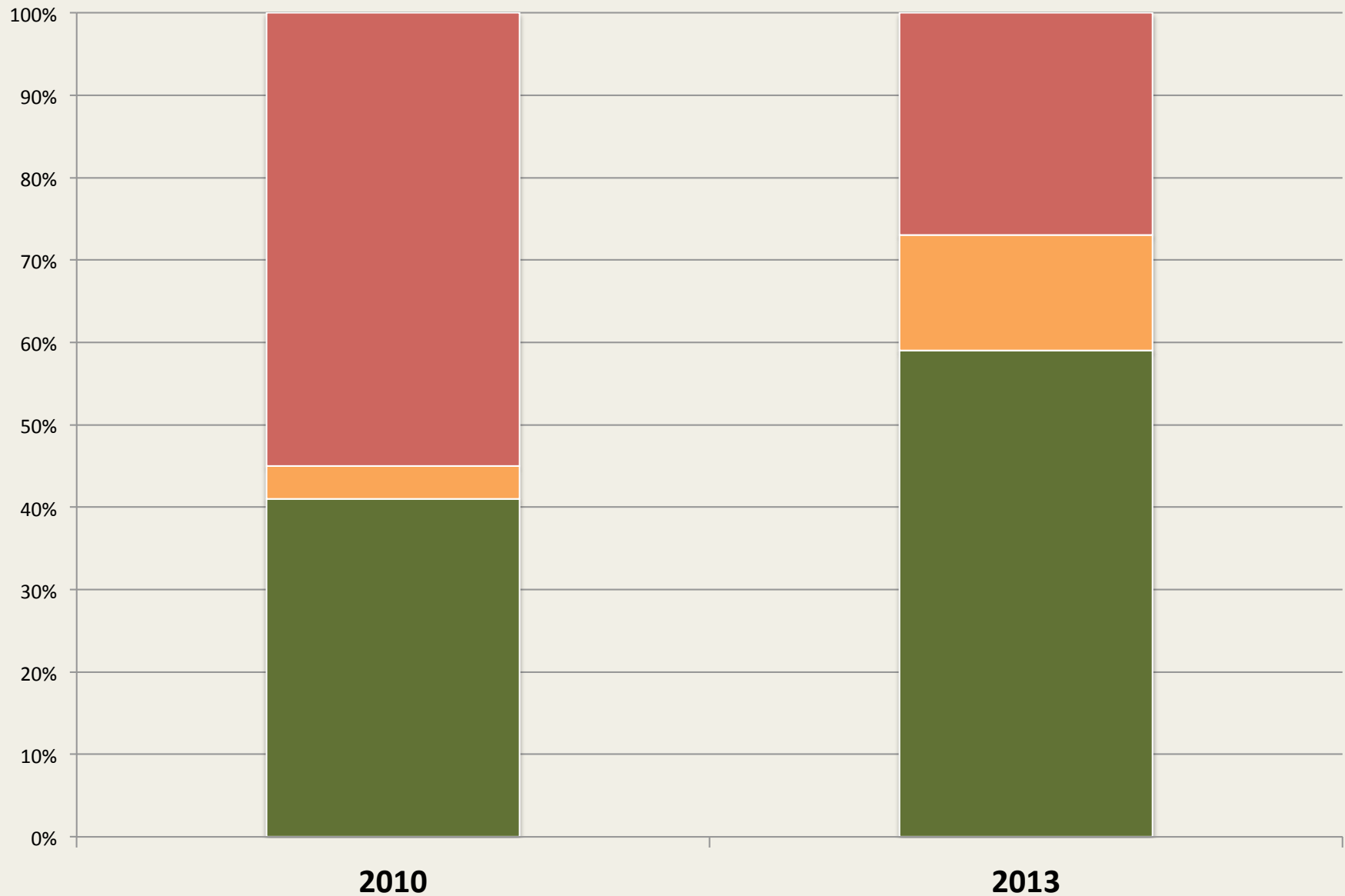
Often Sometimes Never





# Have you shared phone numbers with your neighbours?

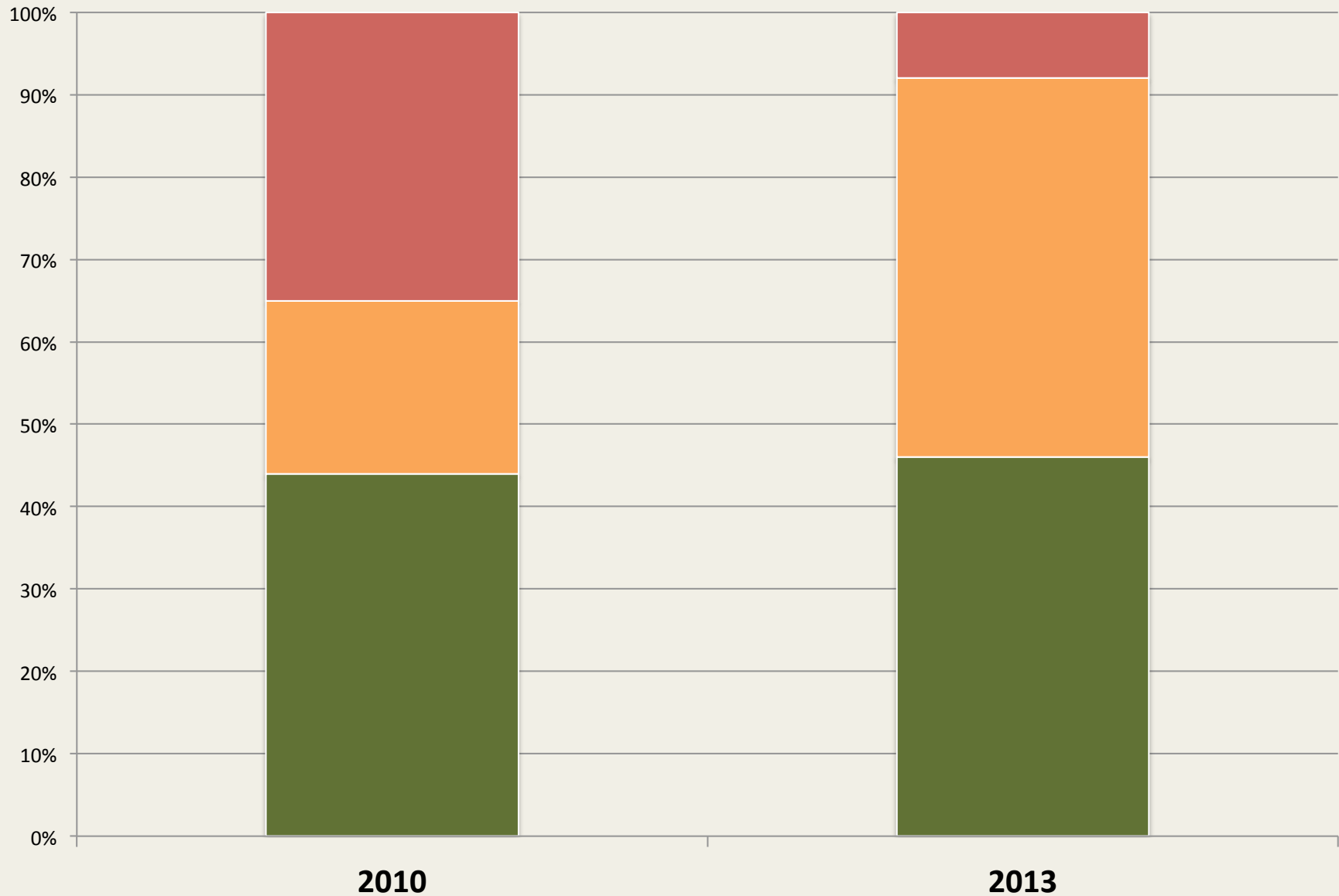
■ Yes ■ Some ■ No





# Do you know where most of your neighbours work?

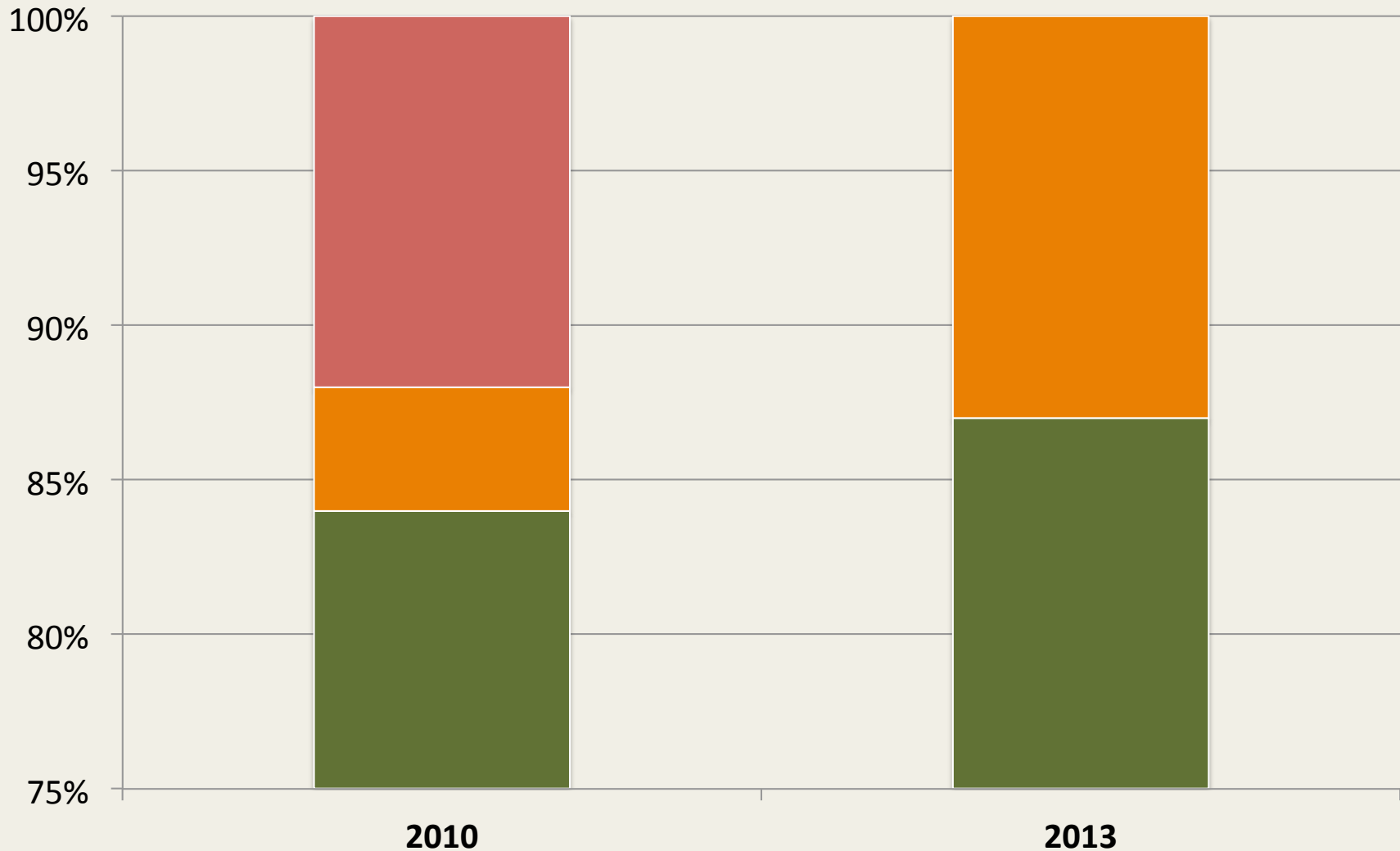
■ Yes ■ Some ■ No





# Would you feel okay asking a neighbour to look after your house while you are away?

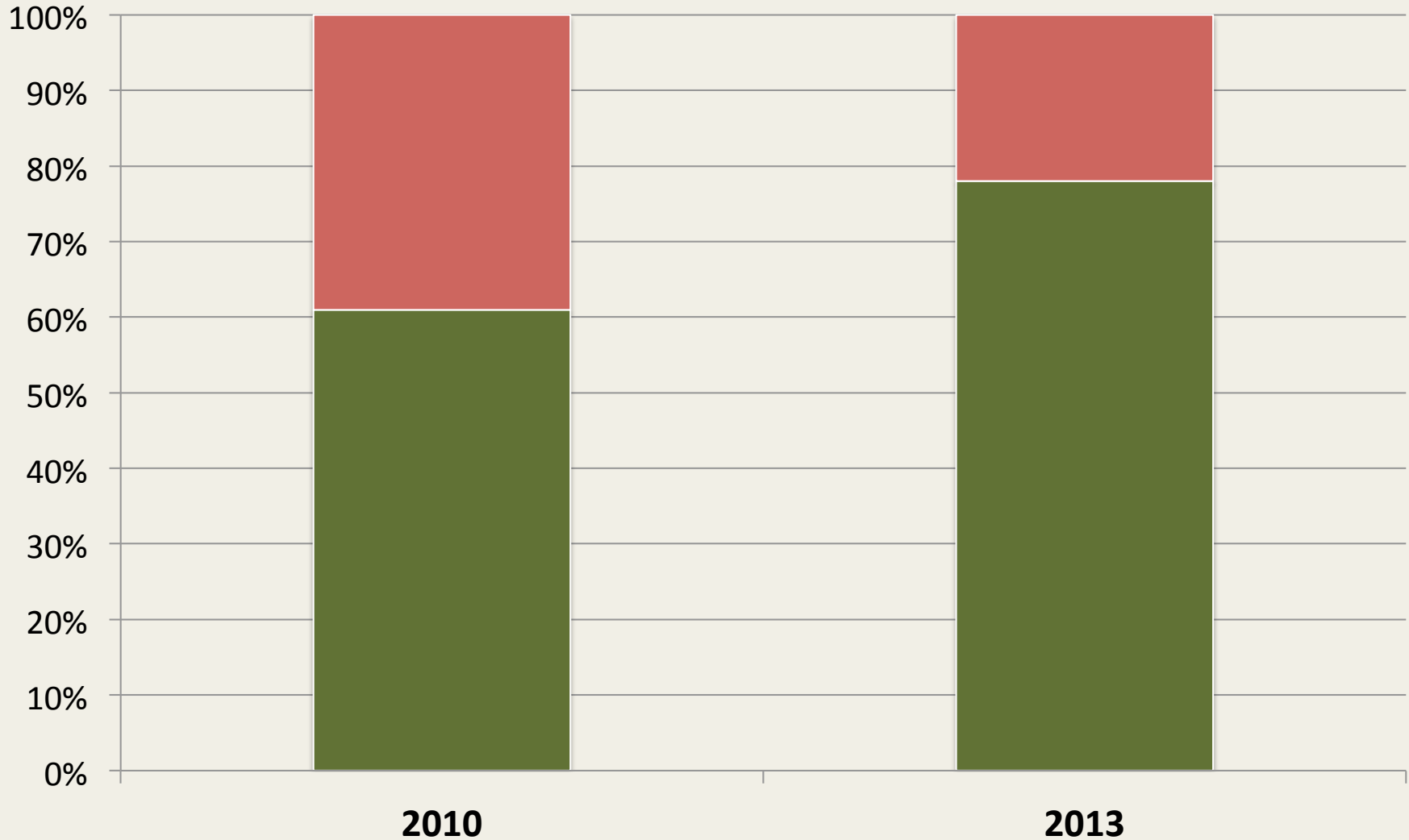
■ Yes ■ Maybe ■ No





# Have you done something social with your neighbours?

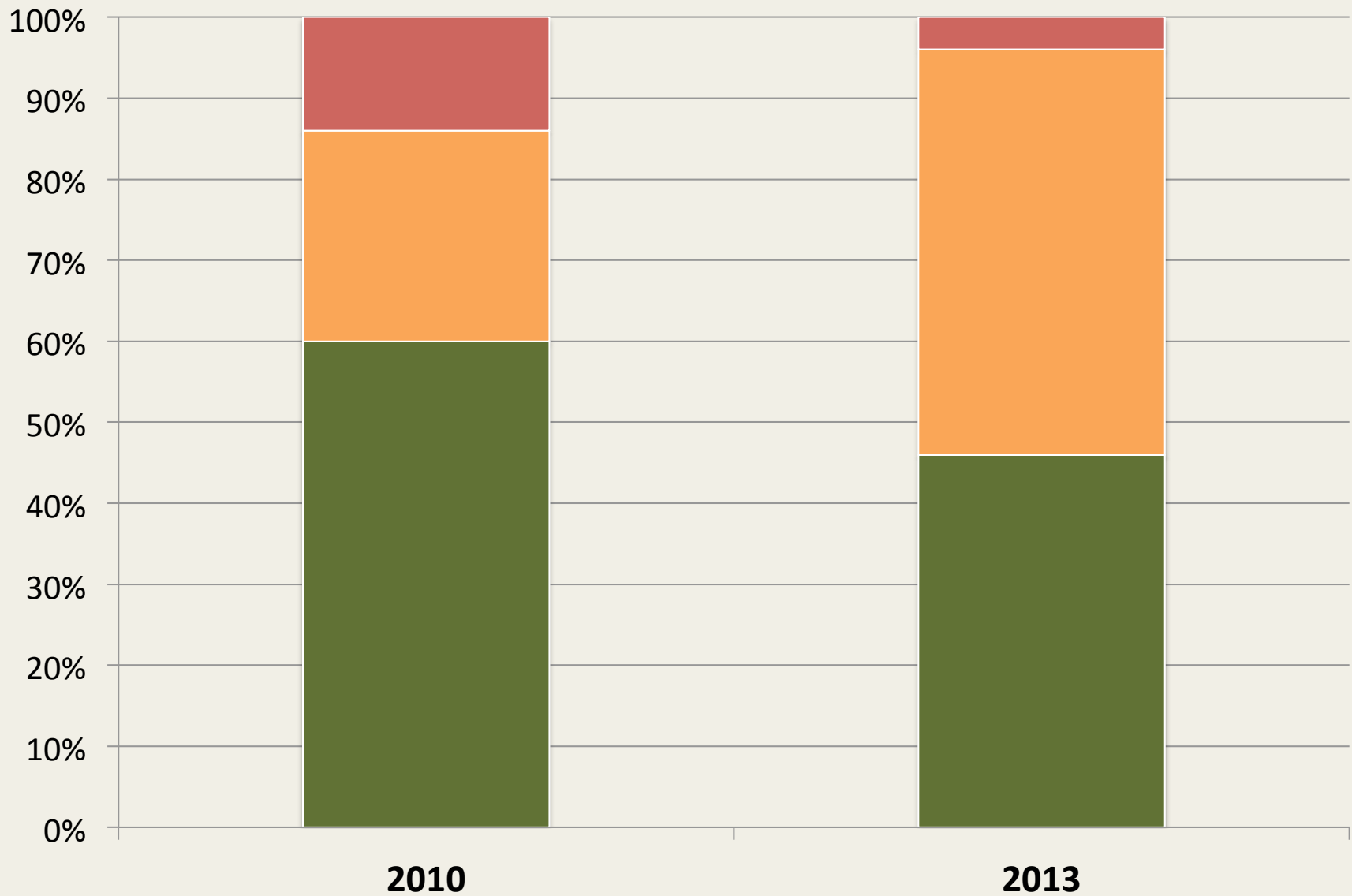
■ Yes ■ No





# Do you know the names of your neighbours?

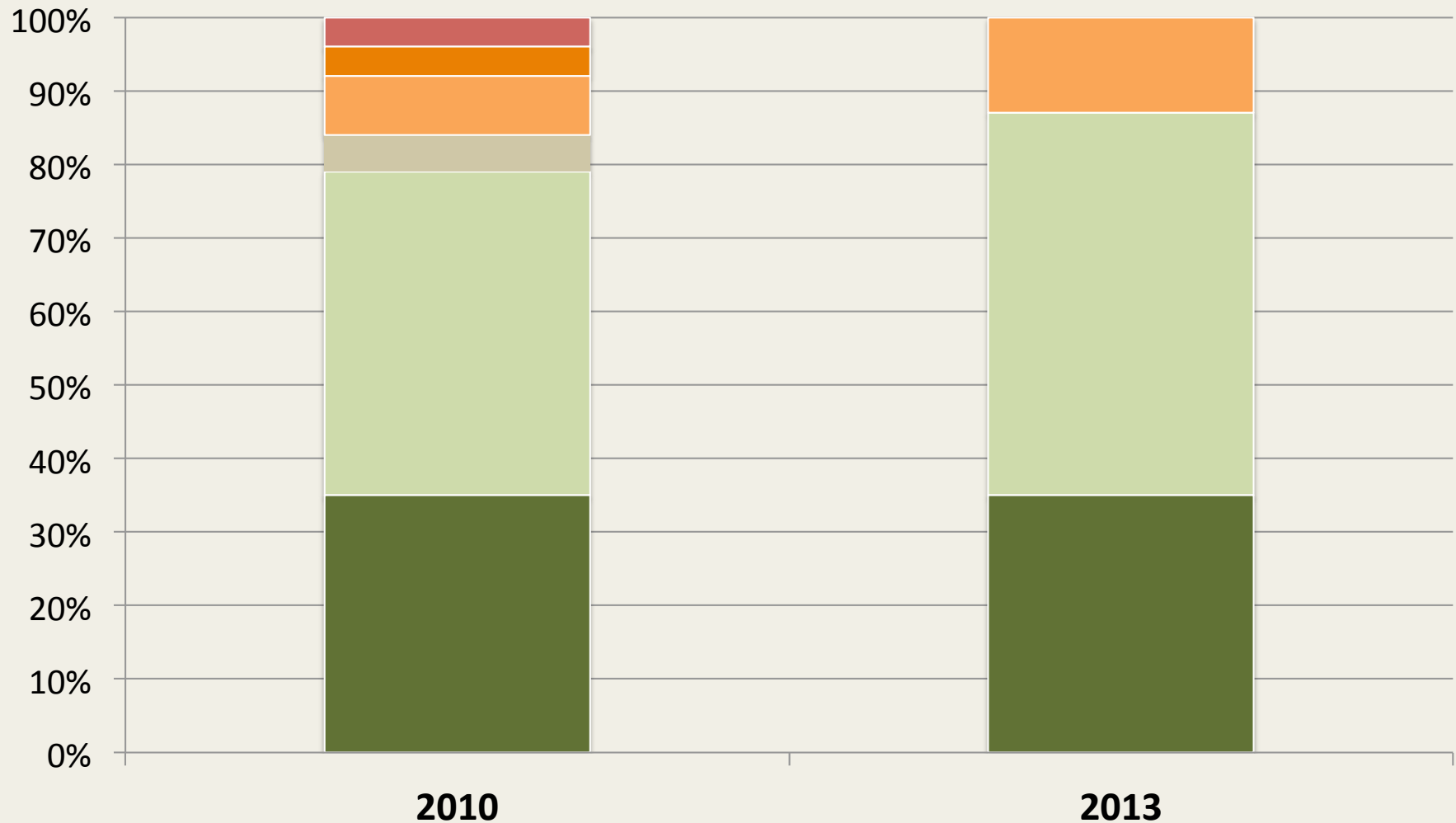
■ Most   ■ Some   ■ None





# How often do you visit neighbours?

- Daily
- Once or twice a week
- Once or twice a fortnight
- Once or twice a month
- Once or twice every six months
- Once or twice a year



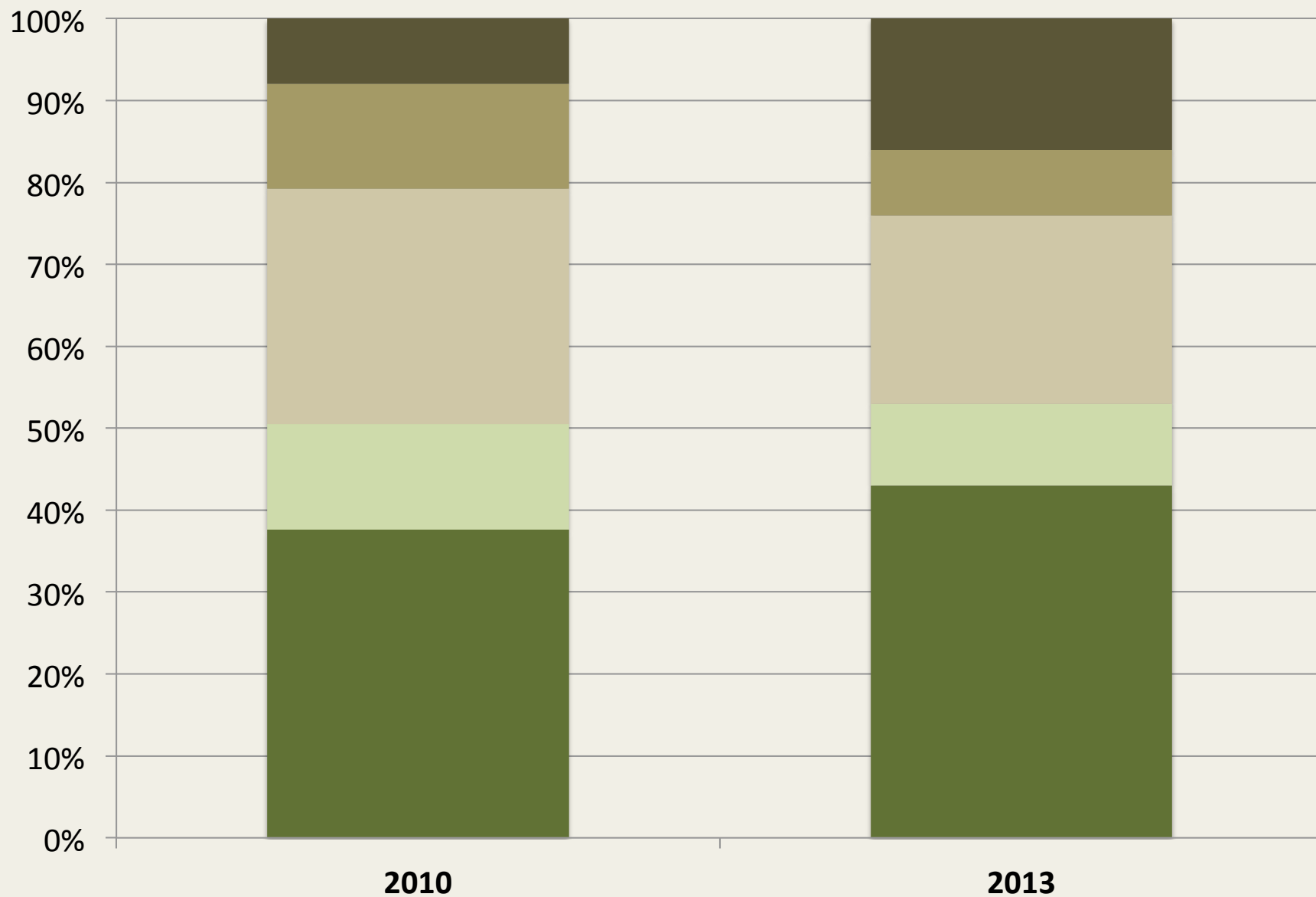






# How similar are your values & beliefs to your neighbours?

Very similar   More similar   Not sure   More different than similar   Very different

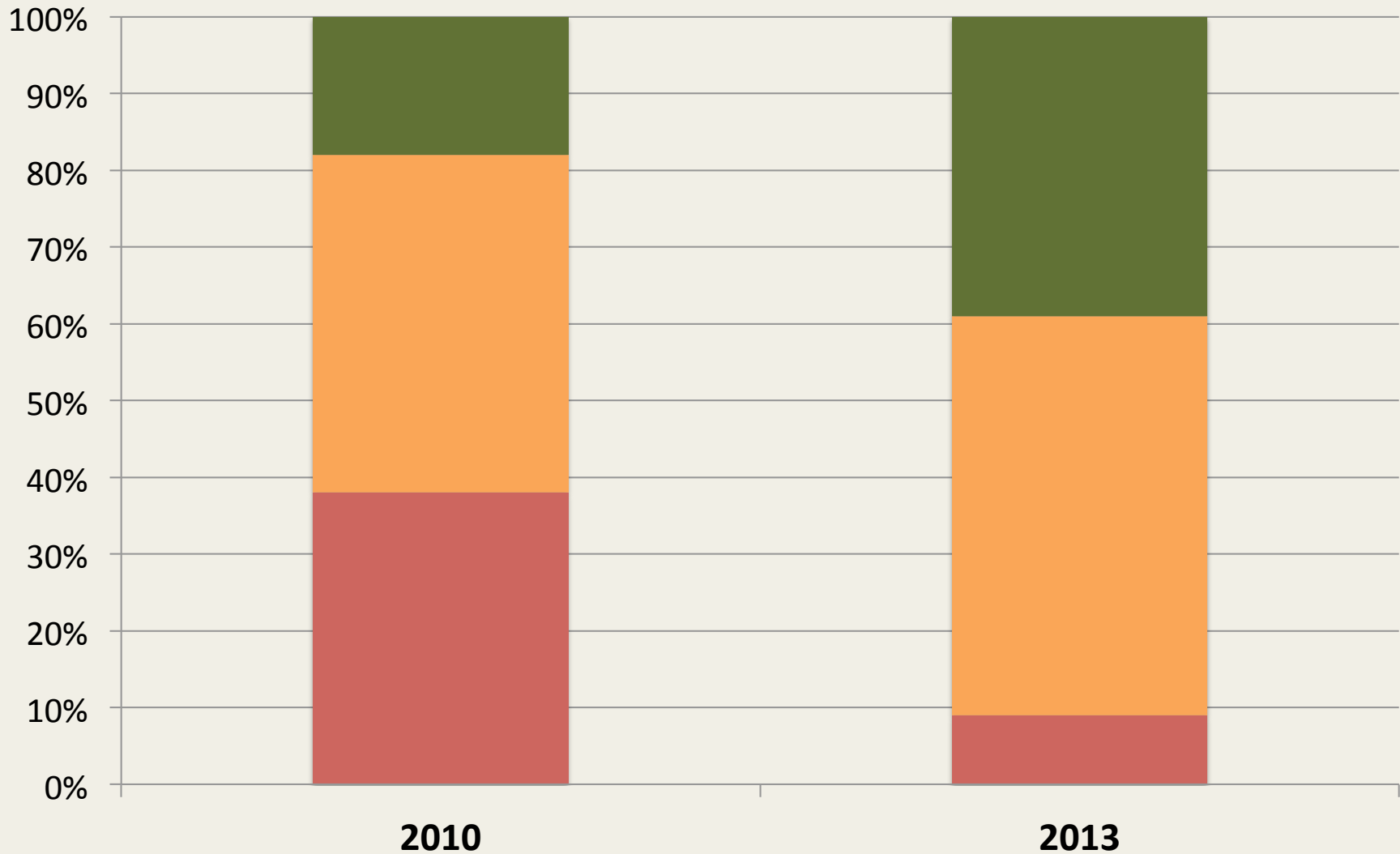






# How many names of children in your street (not living with you) do you know?

■ Less than 3   ■ 3 to 10   ■ More than 10

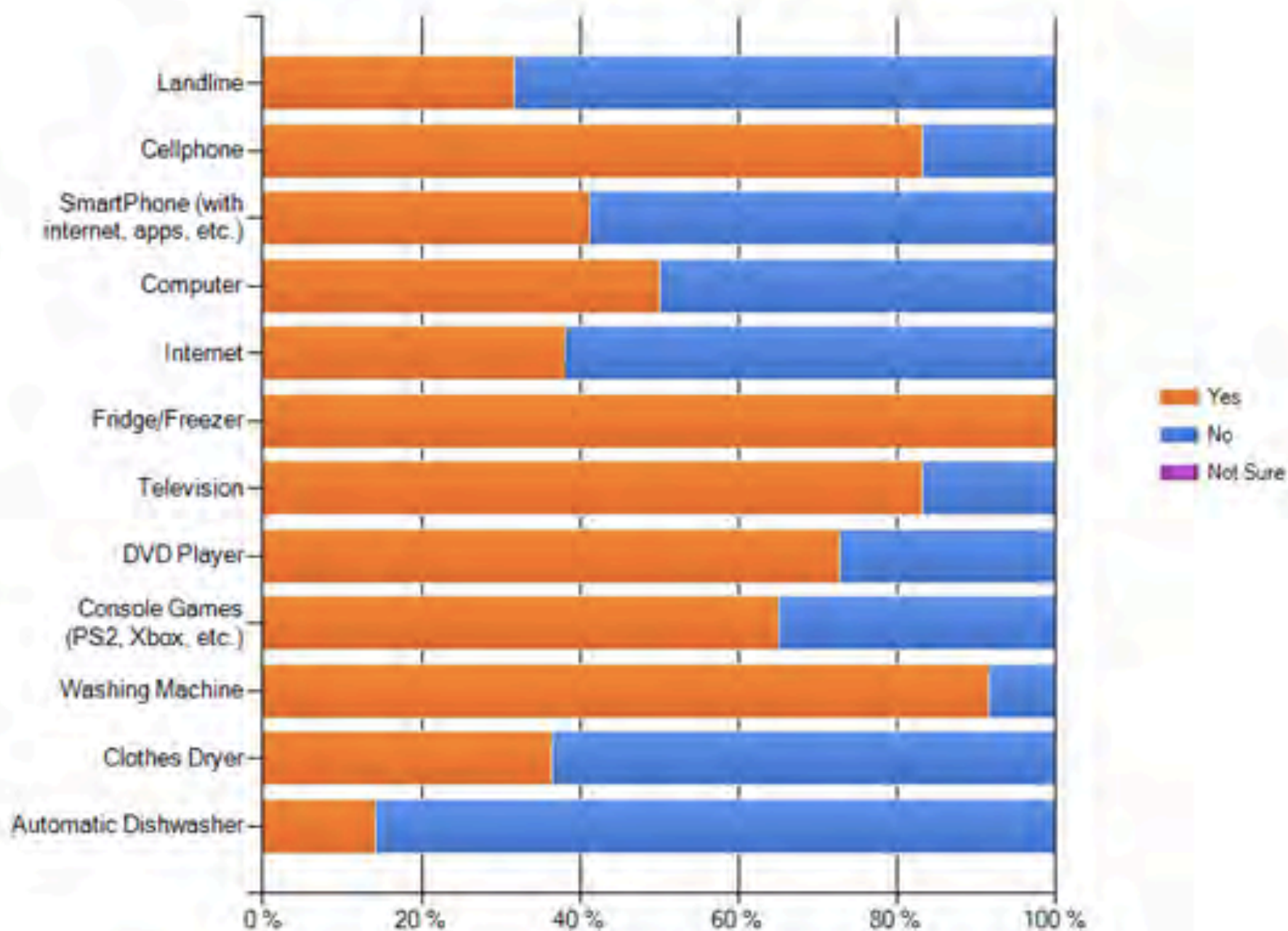




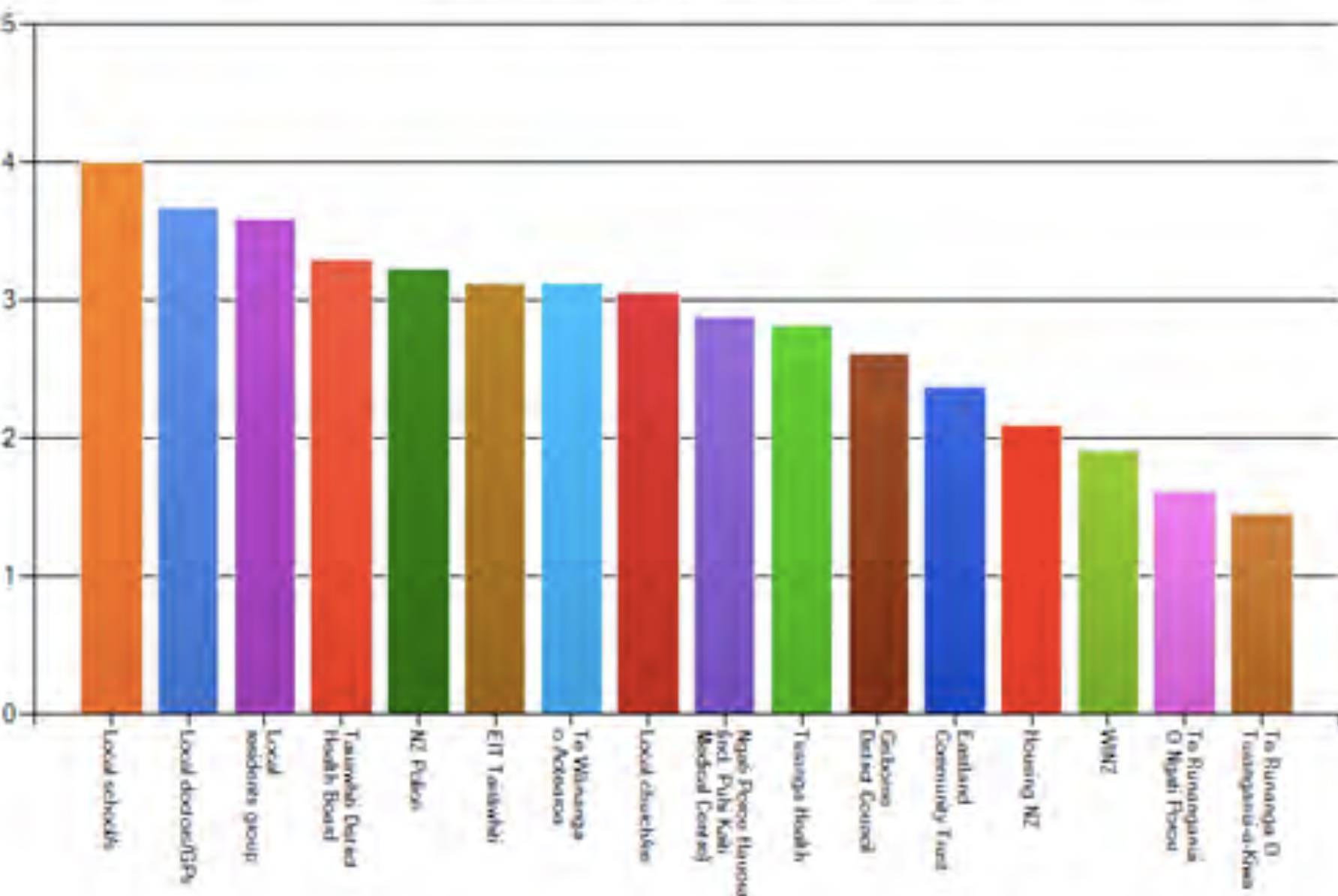




## Do you have any of the following items operating at home?



In general, how much trust and confidence do you have in the following organisations in terms of the services and support they provide for your whanau? (1=no/low trust and confidence and 5=high/full trust and confidence, N/A= not applicable, don't know)

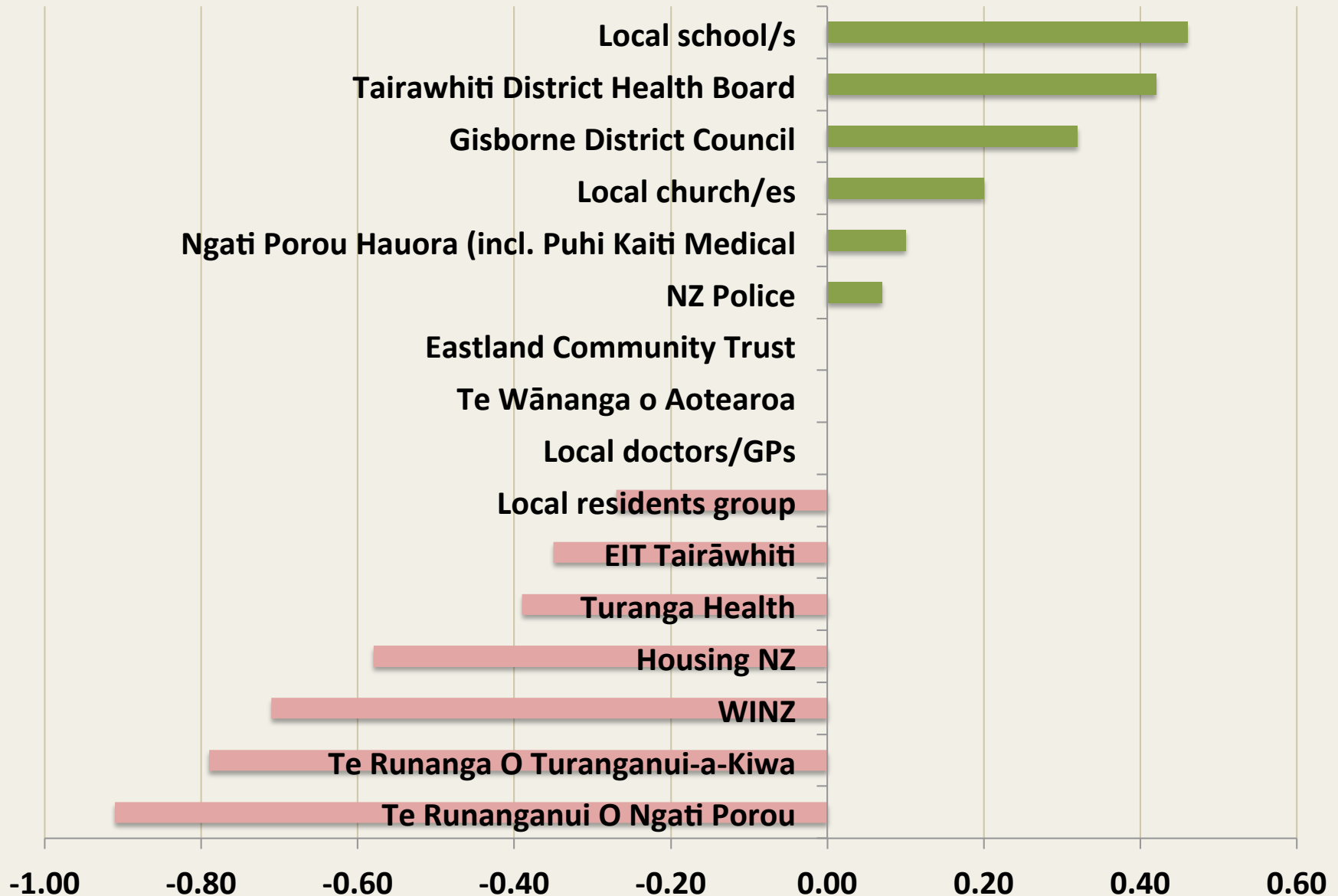






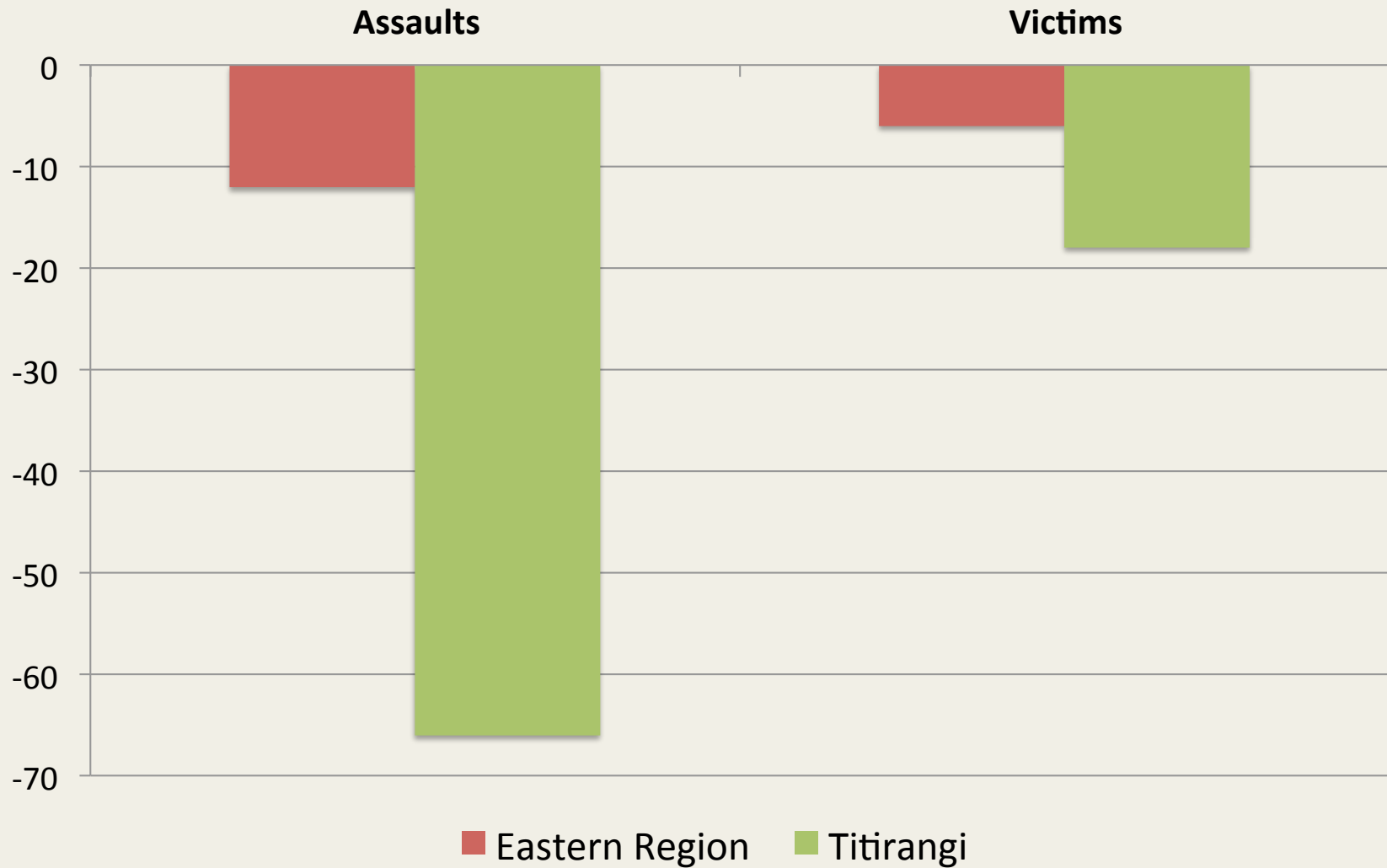


# Trust & confidence in local organisations - change 2010-2013





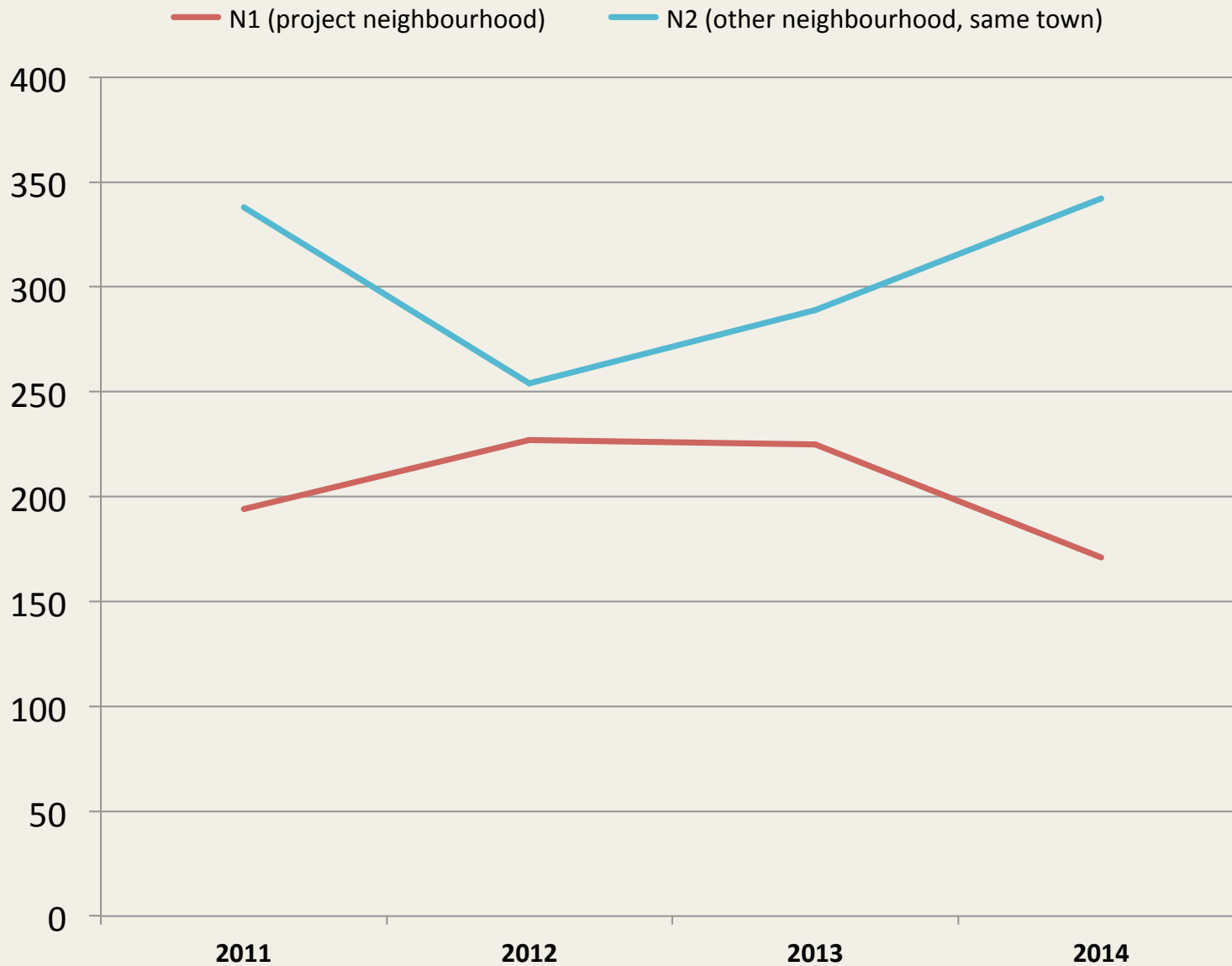
# NZ Police Statistics 2010-2013







# CYF substantiated notifications









## CLD Indicator Lenses We're Exploring:

1. **Participation Indicators**: engagement, involvement and ownership of local people and stakeholders in what's happening. (*Who*).
2. **Progress Indicators**: track actions taken to achieve local visions and goals. (*What happened*).
3. **Performance Indicators**: track effectiveness of processes, infrastructure and frameworks in place to achieve local visions and goals. (*How/how well*).
4. **Possibility Indicators**: changes in belief about what's possible locally, new potential arising and a willingness to act. (*Can do/do next*).
5. **Population or People Indicators**: changes in wellbeing outcomes for local people. (*What's changed*).
6. **Policy/Systems Change**: tracks impacts and changes on bigger picture thinking, funding, policies, approaches that local CLD efforts have contributed to. (*Now being done differently*).



# DRAFT COMMUNITY-LED DEVELOPMENT (CLD) INDICATORS FRAMEWORK - Feb 2014

CLD Principles and Change Indicators	Participation/process (engagement, involvement and ownership of local people/stakeholders in what's happening – <u>who?</u> )	Progress (actions taken to achieve local visions and goals – <u>what's happened?</u> )	Performance (effectiveness of processes, infrastructure and frameworks in place – <u>how/how well?</u> )	People/population (changes in wellbeing outcomes for local people – <u>what's changed?</u> )	Policy (systems change) (impacts & changes on thinking, funding, policies that CLD efforts have contributed to – <u>now being done differently</u> )
1. Shared local visions driving action and change.	<ul style="list-style-type: none"> <li>• Sample indicators:</li> <li>• Local people involved in visioning (# people, sectors/groups, participation methods eg. online, face to face etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Sample indicators:</li> <li>• Action plan developed to achieve vision and goals</li> <li>• Resourcing secured to enable action plan implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Sample indicators:</li> <li>• Participants in governance /leadership groups enjoy their work, acquiring new skills and capability</li> </ul>	<ul style="list-style-type: none"> <li>• Sample indicators:</li> <li>• Reported increases in sense of community pride</li> <li>• Specific initiative outcomes such as:                             <ul style="list-style-type: none"> <li>– stable school roll</li> <li>– more local jobs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sample indicator:</li> <li>• Local visions now included in/influencing other stakeholder plans, practices and investments</li> </ul>
2. Local people actively involved & leading in strengths based ways.	<ul style="list-style-type: none"> <li>• Attendance at community events</li> <li>• Local residents actively part of CLD governance processes</li> </ul>	<ul style="list-style-type: none"> <li>• Number of actions taken by local champions of issues/new initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• People feel are able to have a real say in local issues.</li> <li>• Those championing CLD projects feel supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Community perceptions of impact of multiple collaborations on community wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• CLD stakeholders investing resource (people/funding) that enables local people to lead (capacity building).</li> </ul>
3. Many sectors working together to unlock creativity and resources.	<ul style="list-style-type: none"> <li>• Participation/diversity at local network or project meetings</li> <li>• New organisations/ agencies involved in community-led change efforts</li> </ul>	<ul style="list-style-type: none"> <li>• New co-funding arrangements in place.</li> <li>• Number collaborative projects happening.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving rates (time and money) to support locally-led organisations and initiatives</li> <li>• Perceptions of positive impact and collaboration outcomes by CLD partners</li> </ul>	<ul style="list-style-type: none"> <li>• Perceived accessibility &amp; effectiveness of local services</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness of local govt to act in support of an issue, idea or proposal raised by the community</li> <li>• Existing services being delivered in new ways</li> </ul>
4. Intentionally growing local leadership capacity and ownership of change.	<ul style="list-style-type: none"> <li>• Local residents stepping up and/or supported step up to take on active 'doing' roles as part of CLD efforts (can be paid/unpaid roles).</li> </ul>	<ul style="list-style-type: none"> <li>• Local community award/recognition processes in place</li> </ul>	<ul style="list-style-type: none"> <li>• Community recognition of CLD eg. (Have you heard of XX CLD project? Can you name 3 things do they do?)</li> </ul>	<ul style="list-style-type: none"> <li>• Local leaders report increased skills, confidence and sense of optimism</li> </ul>	<ul style="list-style-type: none"> <li>• Mechanisms in place so that understanding/ knowledge about local leaders and their contributions is widely known/shared</li> </ul>
5. Learning by Doing adaptive planning & action, reflection of outcomes against intent.	<ul style="list-style-type: none"> <li>• Local people's contribution/ leadership in local planning and action is communicated.</li> <li>• Population based targets for change are informed by local people's views</li> </ul>	<ul style="list-style-type: none"> <li>• Number of plans and projects reviewed and adapted based on new knowledge/local learning</li> </ul>	<ul style="list-style-type: none"> <li>• Community participation/satisfaction rates increase as a result of changes made to plans/programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Local people feel that locally-led change efforts are continuing to make a positive impact on local quality of life</li> </ul>	<ul style="list-style-type: none"> <li>• CLD reporting processes are adapted to better meet the needs of funders and local communities</li> </ul>



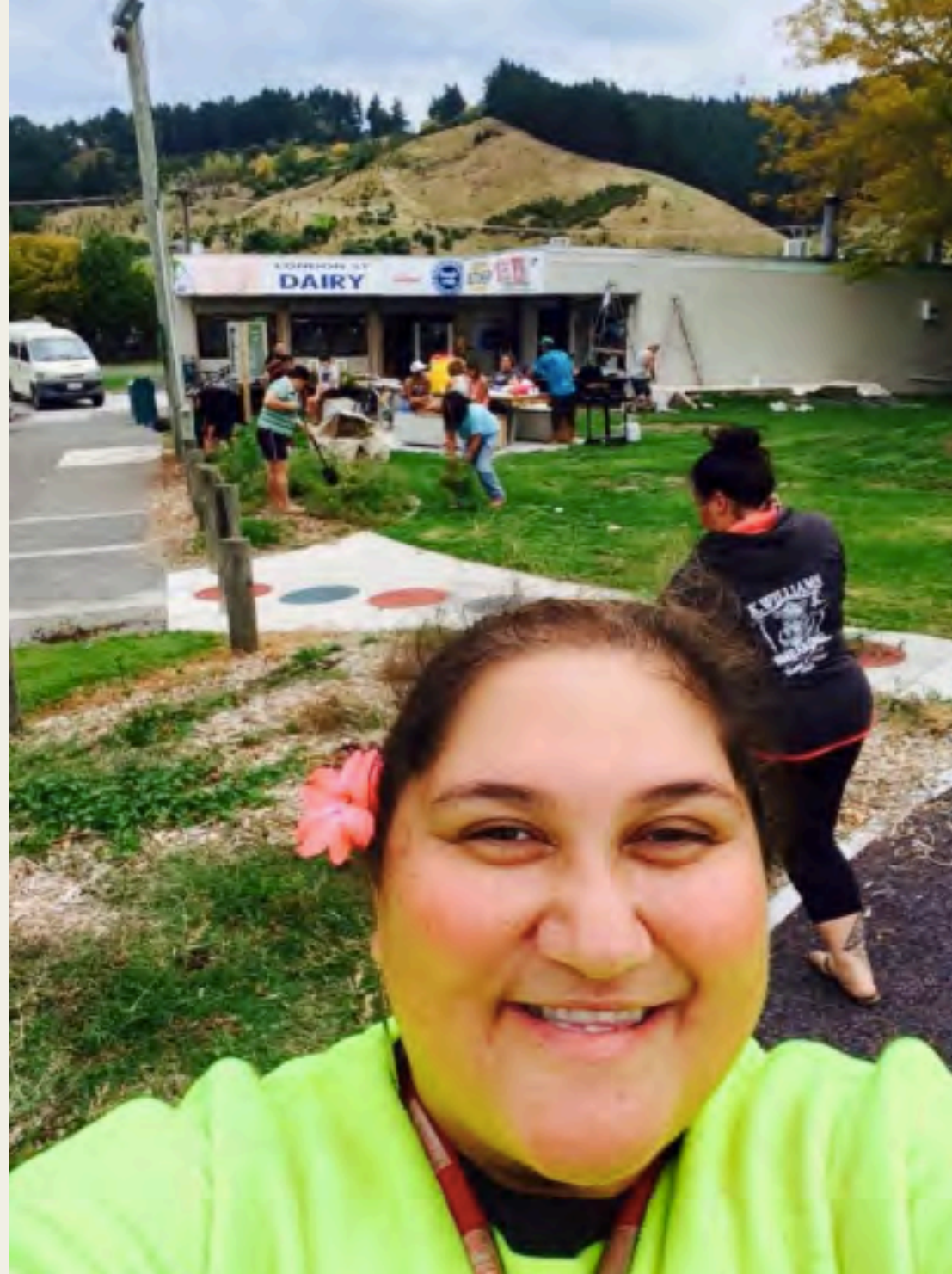




## RECENT FEEDBACK

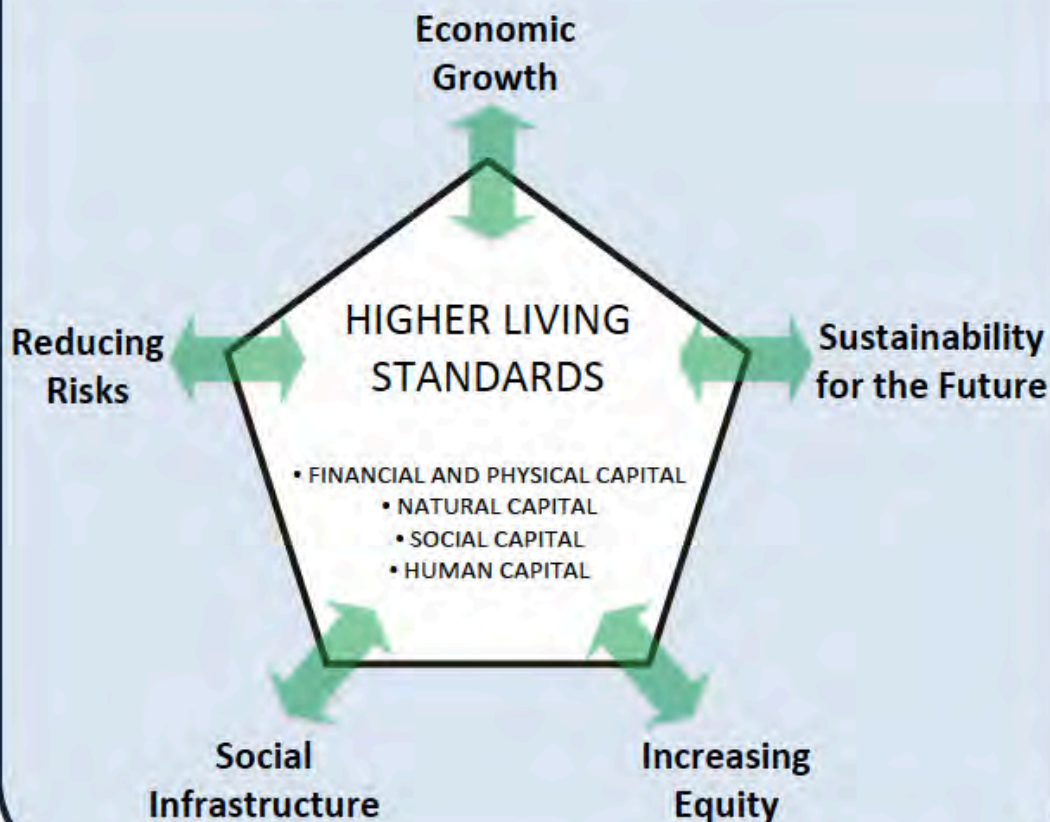
*“Titirangi whānau are much more positive and seem more hopeful than our whānau from the other side of Kaiti.”*

- school principal



# LIVING STANDARDS: THE HEART OF OUR POLICY ADVICE

Assess the impact of policy across  
key living standards dimensions



## Economic Growth

- Does this improve the opportunities or incentives for higher incomes or greater economic growth?
- Does this remove obstacles that hinder resources moving to their most efficient use, or enhance the ability of people to take up new opportunities?

## Sustainability for the Future

- Does this impact on the capital stocks for future use (e.g. physical capital, human capital, or the sustainability of the environment)?

## Increasing Equity

- Does this impact on the distribution across society (both intra and intergenerational)?
- Does this improve opportunities for people to improve their position?

## Social Infrastructure

- Does this impact on core institutions that underpin our society (e.g. trust in the rule of law, democracy, Crown-Māori relationship, cultural identity)?
- Does this impact on the trust and connections between people?

## Reducing Risks

- Does this impact on NZ's ability to withstand unexpected shocks?
- In particular, does this impact on our macro-economic position (debt, deficits, inflation etc)?

Considering these five key aspects when developing your policy advice will ensure that Treasury consistently embeds Living Standards in our advice. It is an adjunct to, not a replacement for, a good evidenced-based process for developing free and frank advice. Need help or more information? See Girol Karacaoglu.





















## SUMMARY

- We're in this for at least ten years.
- We see neighbourhoods/villages/hapū as primary site of intervention (it takes a village to raise a child) – rather than just individual children and/or families.
- We're developing more appropriate indicators of change.
- We want to offer the approach to more communities.



