



working together | achieving results



He Kāinga Kōrerorero participatory evaluation

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EvalStars Limited and Ako Aotearoa



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Slide 1

He Kāinga Kōrerorero Programme



I speak te reo Māori, therefore I am Māori

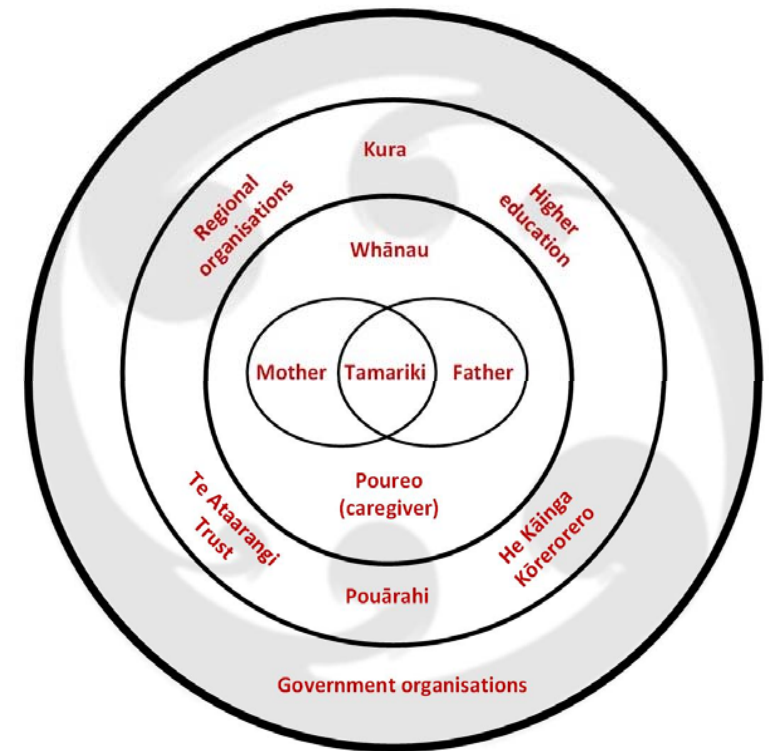
- Facilitated by Te Ataarangi Trust (national Māori language service provider) – community designed and evolved
- Government-funded te reo Māori (Māori language) revitalisation programme
- Purpose of Programme is to facilitate and encourage the use of te reo Maori in the home and wider community
- Evaluation - to determine the Programme's effectiveness, efficiency, and relevancy of delivering and sustaining the spoken language in the home and wider community.
- Embedded participatory aromātai /evaluation approach

The family is the most central and critical domain in the maintenance and reproduction of language (Thorburn, B., 2016, p. 8).

Aromatai /evaluation approach



- Collaborative, strengths-based and values-focused
- Stakeholders across different levels were brought together at start to openly and collaboratively discuss the Programme's values, goals and objectives
- Initial hui (workshops), stakeholders identified six kaupapa (Māori values) to underpin current and future evaluation activities
 - **Rangatiratanga** (empowerment)
 - **Whanaungatanga** (network and support systems)
 - **Manaakitanga** (everyone has value)
 - **Māramatanga** (knowledge, awareness and planning)
 - **Mahi pono** (safety, trust and integrity)
 - **Te Ao Māori** (maintaining Māori identity).



Community of Practice



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Pukapuka | Documents
Te Taura Whiri Pukapuka
Te Ataarangi Pukapuka
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Nau Mai, Haere Mai

The He Kāinga Kōrerorero programme teaches Te Reo Maori to 10 families in 10 regions (150 families including 100 to 400 people). The purpose of the programme is to increase the number of Te Reo Maori speakers by encouraging its use in the home.

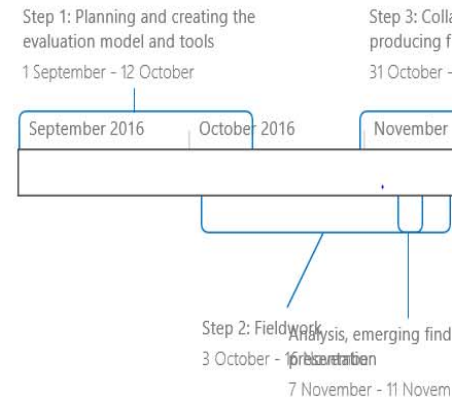
To support the growth of this programme Te Ataarangi will work with an evaluation team to co-design and co-do interviews and evaluation of the current programme.

Upload a
shared
document

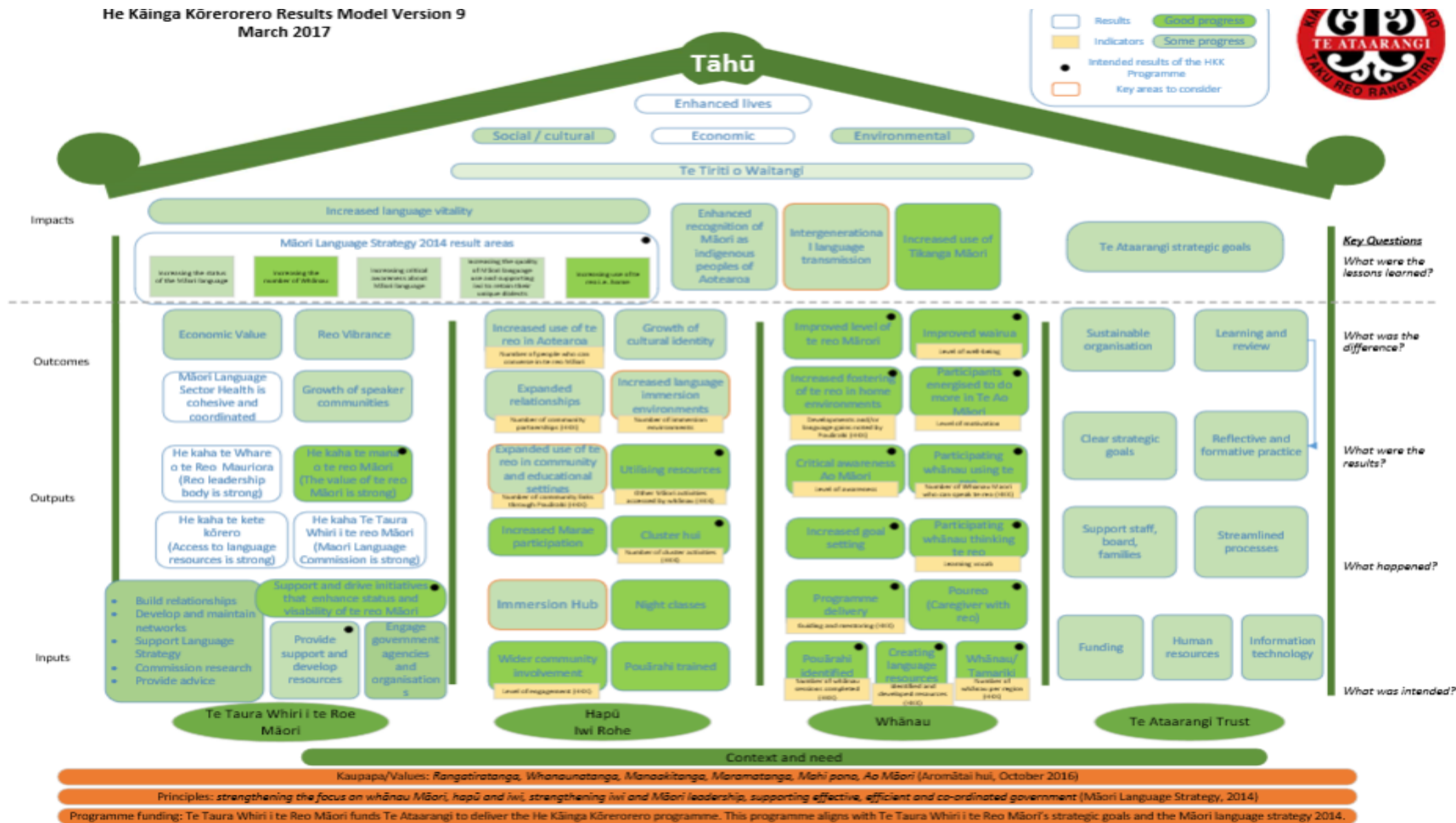
Upload a
Te Ataarangi
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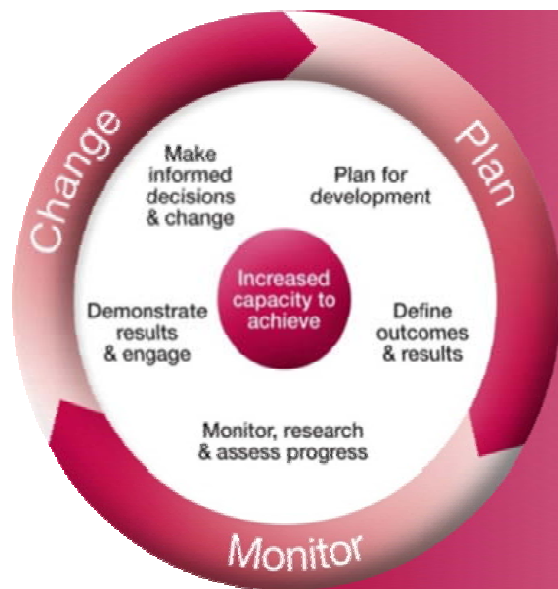
Our Tasks



- Participatory approach - inclusive
- Shared workspace
- Development of a results model to scaffold ongoing iterative evaluation activities, reporting, and adaptive management



Iterative approach and processes



Individual Capabilities

Managers, programme staff, evaluation specialists

Interpersonal Relations

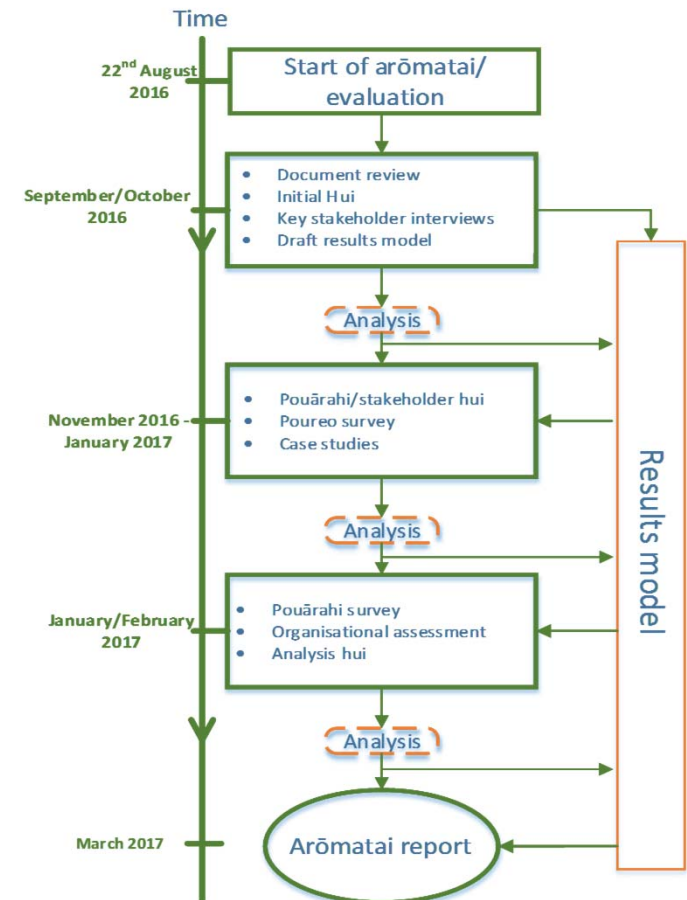
Team dynamics, communication

Institutions

Culture, leadership, finance, information management and technology

Wider Infrastructure

Performance, accountability, value for money



Context and background



- Language is an important part of cultural identity, and under the New Zealand Treaty of Waitangi the New Zealand government has an obligation to ensure the preservation of Māori culture in New Zealand.
- Te reo Māori (Māori language) both a political, national and cultural topic with varying perceptions across different spheres of stakeholders
- He Kāinga Kōrerorero programme has stakeholders at all levels of society, from the families participating and is contributing to the growing use of te reo Māori in their communities, through to the Government.
- Funding for the Programme comes from Te Taura Whiri i te Reo Māori (the Māori Language Commission) and contributes to the national Māori language strategy.
- Funding is shifting to community focused organisation opportunity to respond to findings

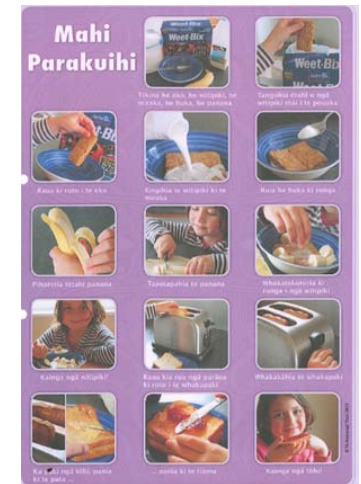
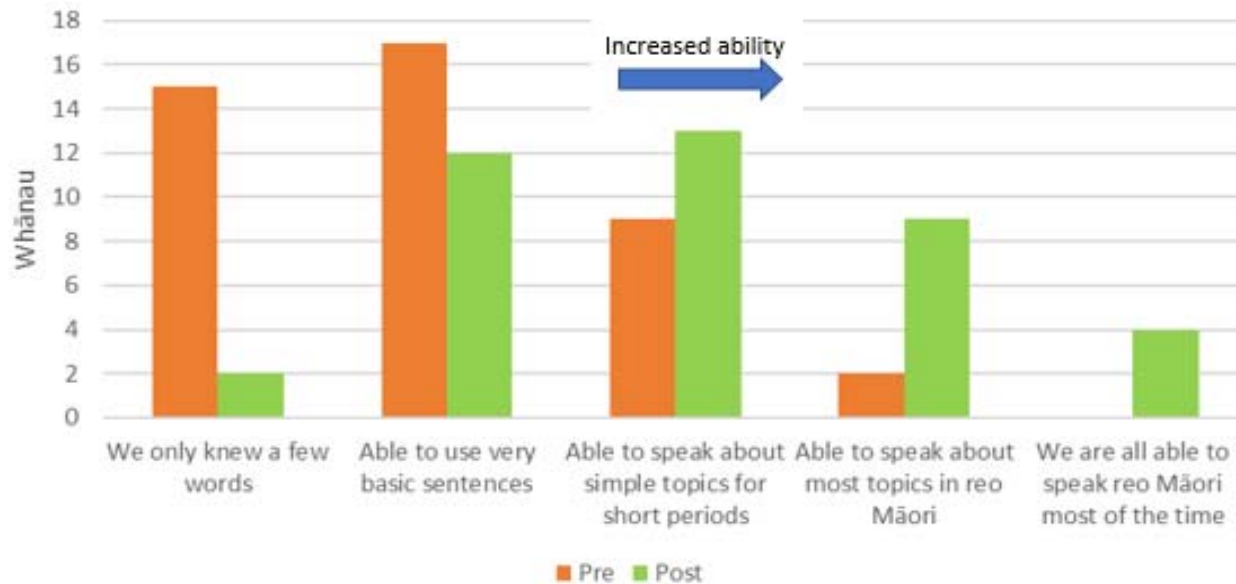


Figure 9: Cuisenaire rods used as a language tool as part of Caleb Gattegno's Silent Way method for teaching language in an interactive v

What we found



Ability to speak reo Māori following involvement in He Kāinga Kōrerorero



We feel uplifted and more connected to ourselves and our iwi by learning te reo Māori.

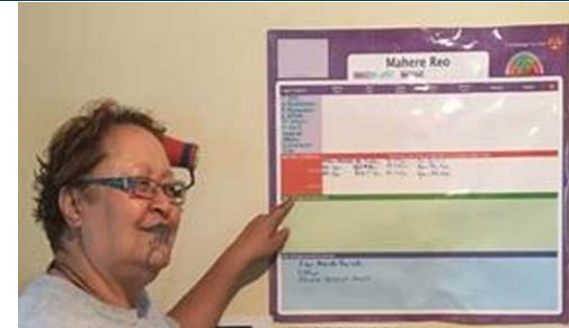
Our pouārahi and the Kāinga Kōrerorero community has complemented our choice to send our daughter to Kura kaupapa.

We attempt to live our lives in te reo Māori and are adding to our knowledge every day. Kāinga Kōrerorero ... has been so important that we now have self-motivated whānau who get together in formal group events and our own.

Key learnings



- **Evaluative process identified previously unrecognised benefits:**
 - increased cultural awareness and engagement
 - greater sense of community and identity
 - growing use of language hubs and immersion activities
 - were integrated into the adaptive results model and emergent theories of change.
- The evaluation found that the Programme outputs and impacts were being under-reported with the Programme's reach actually around 2.35 times the intended reach.
- Under-reporting contributed to a lack of long-term funding and limiting future growth opportunities. It also provided a previously untapped evidence-base to inform discussions on renewed priorities and resourcing within the community and funding bodies.
- **A key lesson learned** from this evaluative process was the value of stakeholders participating in, and contributing to, the evaluative journey and learning together through adaptive evaluation design.



Journey is as important as the findings



- Evaluative processes used were participatory and collaborative team to bring different stakeholders together
- Iterative adaptive design approach for evaluation was underpinned by cultural values, principles, and methods.
- Challenges - limited evaluative knowledge and prior internal evaluative practice shared by organisation and funder- previously contracted out research studies
- Transactional purchase contract model – limited adaptive options – led to under-reporting
- Embedding values of inclusion, collaboration and participation – important and the use of contextually aligned evaluative methods throughout all evaluative management processes
- Using of results model as emergent adaptive design throughout evaluation enabled participation and collaboration



Reflections



- Value of stakeholders participating in, and contributing to, the iterative evaluative journey and learning together through adaptive evaluation design
- Cross-cultural research methodologies can be integrated and applied throughout evaluative processes and evaluative management. i.e. use of model as emergent design tool, dialogue, data collection, and reporting, contracting, funding, and contributing to communities of practice
- Significant gap in evaluative management knowledge and practice of managers and teams which limits engagement with, and the use of evaluative processes and evidence – requires explicit processes
- From governments and aid organisations to NGO's and regional programme managers working with multi-cultural communities, the harmonisation of evaluative management theory and tools across cultural, political, and ethical spheres supports evaluative management practice
- Evaluative Management Principles – relational, contextual sensitivity and adaptive

