Mangakino Community-Led Development Year 4 Evaluation Report

Full Report

July 2016

Contents

Appendix: Collated as a separate document:
- Significant Change stories gathered in Year 4
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Executive Summary

a. Introduction

This report reviews Year 4 (July 2015 – June 2016) of the Mangakino Community-Led Development (MCLD). This is a four year initiative supported by the Department of Internal Affairs (DIA) which uses a community-led development approach to creating community change.

In addition to evaluation being undertaken by DIA, the MCLD Leadership Group invited Inspiring Communities to develop this evaluation as a separate process for Mangakino to reflect on what is changing in the community. The emphasis of the evaluation process is on community change in Mangakino rather than on delivery of project outcomes.

The evaluation takes a developmental evaluation approach. Project stakeholders are involved in the evaluation throughout the project through an Evaluation Team that includes members of the MCLD Leadership Group and other stakeholders.

b. The Process of Change

The focus of the Year 4 report is on aspects of the community change process, including:

MCLD's Theory of Change

The Theory of Change expresses the logic that underpins the MCLD, that cultivating a way of working together on agreed Action Areas that is based on: community-led development principles, working together positively with a strength-based focus, and reflecting on what is changing, will help achieve the vision of 'Mangakino – Community of Choice'.
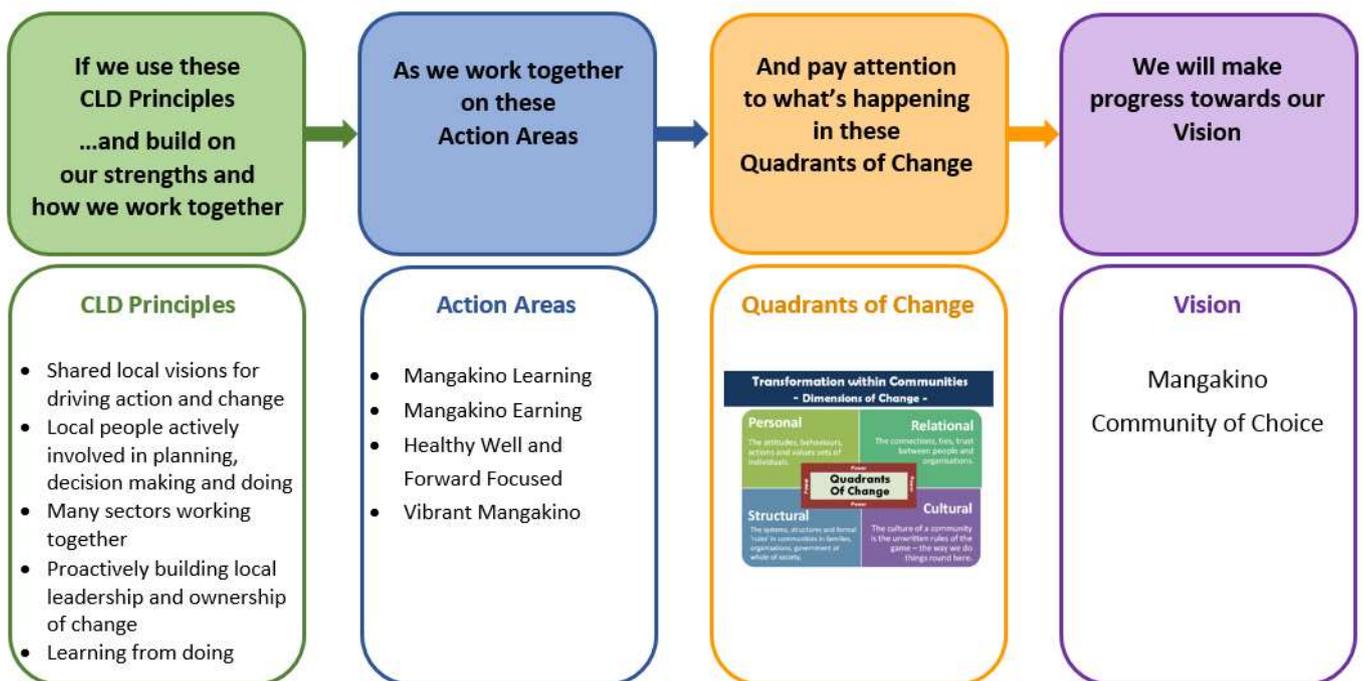
Observed Changes

The MCLD evaluation process gathers observed changes that community members see as significant. From these the greatest areas of change observed relate to:

i. Changes in attitude	Including being strengths-based; relationship building; caring; ownership; open to change.
ii. Growing leadership and more active involvement in community efforts	Including getting involved; leadership; supporting others.

iii. Working together more across groups and organisations	Including working together; sharing information; learning and using skills.

Contributions to Change

The process of community change is complex, and many factors may contribute to an observed change.   For example, a focus on Social Enterprise has been growing throughout the MCLD, and many people and activities have contributed to this, such as:

- Mangakino People and Groups
- Accessing Expertise
- Availability of Learning Opportunities
- Success of Learning Opportunities.

Enablers and Blocks of Change

An extension that has been developed to the Quadrants of Change tool[1] is useful to help identify behaviours, attitudes and actions that either enable or block progress and change, and relate these to the 4 quadrants of change: Personal, Relational, Structural and Cultural. Enablers and blocks are the 'sun' and 'shadow' sides of behaviours and attitudes.

3. Forward Focus

As the end of the extended delivery period for MCLD approaches, the Leadership Group and other MCLD stakeholders can continue to use community-led development tools and understanding to establish a forward focus that will sustain positive change and continue progress toward MCLD's vision, by directing effort towards:

1. Paying attention to each aspect of MCLD's Theory of Change, to ensure that effort is being applied consistently across each element.

2. Seeking opportunities to continue building on identified areas of significant change.

3. Actively recognising and acknowledging the multiple contributors to what is changing in the community.

4. Maintaining active reflection on what is enabling or blocking change in each of the Quadrants of Change.

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[1] Adapted from: Inspiring Communities. 2013. *Learning by doing: Community-led change in Aotearoa NZ*. Inspiring Communities Trust, New Zealand. pp. 130 – 135.

1. Introduction

a. Mangakino Community-Led Development

This report reviews Year 4 (July 2015 – June 2016) of the Mangakino Community-Led Development (MCLD). This is a four year initiative supported by the Department of Internal Affairs (DIA) which uses a community-led development approach to creating community change.

MCLD Leadership Group members are: Tina Jakes (Chairperson), Whitu Karauna, Anah Pedersen, Peter Shelton, Vanessa Te Whaiti, Margaret Thompson, Leonie Philburn, Leanne Karauna, Charlene Campbell, Mark Lockwood, Nan Munro. The Leadership Group is supported by two part time workers: Lisa de Thierry, Project Co-ordinator; and Danielle Karauna, Community Broker.

External support to MCLD is provided by the Department of Internal Affairs through its Partnership representative Barbara MacKenzie; and by Inspiring Communities through Barbara MacLennan, who provides community-led development input and mentoring. Barbara also works with Diana Beattie, who is contracted by Inspiring Communities to support MCLD's evaluation.

b. Evaluation Purpose and Approach

In addition to evaluation being undertaken by DIA, the MCLD Leadership Group invited Inspiring Communities to develop this evaluation as a separate process for Mangakino to reflect on what is changing in the community.

The emphasis of the evaluation process is on community change in Mangakino rather than on project outcomes, and this helps to illuminate differences between MCLD and three other communities in which DIA is trialling a community-led development approach. The evaluation takes a developmental evaluation approach that supports continuous development and implementation of innovative processes within the project and its activities. Frameworks refined and evolved by Inspiring Communities are used in the evaluation process.

Project stakeholders are involved in the evaluation throughout the project through an Evaluation Team that includes representatives of key stakeholder groups along with members of the Leadership Group; in Year 4 new members have joined the team. The Evaluation Team meets several times a year and reflects together on what has been happening and changing. The Most Significant Change (MSC) technique is used to explore what has changed and its significance: stories of change collected from a range of stakeholders and community members are used to prompt in-depth discussion about the value and significance of the changes shared in the stories, and how they reflect other community change.

Towards the end of 2016 it is intended that an MSC discussion process will be held involving the wider community, which will contribute to a final evaluation report. The Leadership Group has also committed some resourcing to support interested local organisations to develop CLD focussed evaluative thinking relevant to their areas of focus during this last six month period of the DIA supported phase.

c. The Process of Change

The focus of the Year 4 report is on aspects of the process of community change, including:
- MCLD's Theory of Change
- Observed changes
- Contributions to change
- Enablers and blocks of change.

2. The Process of Change

a. MCLD Theory of Change

The diagram below shows the Theory of Change of the MCLD, which expresses the logic that underpins the MCLD. This logic is that cultivating a way of working together on agreed Action Areas based on: community-led development principles, working together positively with a strength-based focus, and reflecting on what is changing, will help achieve the vision of 'Mangakino – Community of Choice'.

This model places value on process, and reflects a focus on process, relationships and awareness of intangible changes during MCLD implementation, rather than focusing only on concrete project deliverables.

While MCLD activities focus on specific action areas, the desired underlying community change is shown in attitudes and behaviours, relationships, structures and ways of doing things, and the potential these have to continue growing a thriving community beyond the period of the MCLD.

MCLD Theory of Change

b. Observed Changes

The MCLD evaluation process gathers observations of changes that community members consider to be significant. The greatest areas of change observed during the evaluation process to date relate to:

i. Changes in attitude

Being strengths-based
- People focussing more on our local strengths and assets, building on what we've got
- Belief that we can do it
- Seeing potential
- Acknowledging changes and believing in a positive future.

Relationship building
- Strong ties between people
- More trust – learning to trust others
- More willingness to discuss differences and issues

'I see a lot of potential in the kids around here.'

'I love it – I never want to move out of here.'

- Recognition of judgemental attitudes.

Caring
- People being compassionate
- Listening to each other more
- Noticing if something is wrong.

Ownership
- A sense of 'our' community
- Growing sense of responsibility
- Pride in Mangakino,
- Reflecting old community values
- It feels safe to 'put your nose in'.

'Overall I think there's a difference in the climate.'

Open to change
- More willingness to learn
- Acknowledgement of 'imperfections' (personal and organisational) and opportunities to learn and grow
- Being open to change and trying things out
- Looking outside local community to learn from others
- Putting energy into focus or kaupapa – not into feelings
- Change in the mix; change in attitudes.

ii. Growing leadership and more active involvement in community efforts

Getting involved
- People are becoming increasingly willing to get involved and do things
- Being actors rather than observers
- Able to learn about each other and look out for each other.

'I just wanted to help people I suppose.'

Leadership
- Getting involved to support leadership and ideas: 'jumping in'
- Leadership as collective (not necessarily one person)
- Actively creating opportunities for people to step up and lead
- Neighbours doing things for themselves
- Young people stepping up
- Young people feeling treated on an equal footing (in projects)
- Young people learning about decision-making processes.

'Lots of people in town have said they'd love some sort of market in town, so we thought we'd give it a shot.'

Supporting others
- Taking leadership to awhi young people on training journeys
- Recognising the potential of local young people
- Stepping up to volunteer and retain local services.

iii.Working together more across groups and organisations

Working Together
- More willingness to work with others
- People thinking 'we' and future – together
- Coming together to make things happen.

'There's a lot more interaction.'

Sharing information
- Sharing information and ideas through stakeholder meetings
- Building understanding of who does what – actively building relationships.

'Groups are prepared to actually talk to each other.'

Learning and using skills
- Learning together
- Bringing out local skills.

c. Contributions to Change

The process of community change is complex, and many factors may contribute to an observed change. Seeking to attribute responsibility or ownership for change to one input can oversimplify how the change occurred, and what had previously happened to create the conditions for change. This can particularly be a challenge when the observed change is intangible – for example, a change in understanding, attitude or behaviour.

Reflecting on contribution helps reveal the complex way in which many groups, individuals and activities may all contribute to an observed community change.

The following contribution story explores how a focus on social enterprise has evolved over several years, with many kinds of contribution.

Growing Social Enterprise – A Contribution Story

As part of the 'Wow! E Tu Mangakino – Let's Dream' community consultation held in 2012, a 'dream wall' captured many suggestions that related to enterprise opportunities.

'Enterprise' and 'Business' came up a lot.

MCLD's Stage 2 plan responded to this with a focus on community wide education and training, including a workshop on enterprise and economic development. This workshop was widely attended, and stimulated discussion about social enterprise possibilities.

Further learning opportunities on topics related to social enterprise reinforced this thinking and built skills and ideas in Years 2 and 3, including:
*   Growing Mangakino Enterprise and Economic Development workshop with Peter Kenyon

'Exposure to ideas in different ways'

*   Social Enterprise workshops with the Ākina Foundation
*   Shoe-string Marketing workshop with Kerri Tilby-Price
*   Sustainable Funding workshop with Kerri Tilby-Price.

Growing interest in this topic prompted more development opportunities with Kerri Tilby-Price in Year 4, which took the form of:
*   A further series of Social Enterprise workshops

'I learnt so much from Kerri'

*   Several community groups developed an idea for a social enterprise project
*   One-on-one follow-up support to these groups by Kerri to help progress their projects.

Each of the workshop opportunities over 3 years has increased awareness and understanding about social enterprise. Being exposed to the ideas and approaches of several different trainers deepened the learning and helped it to 'click'.

'It clicked'

This was followed by delivery of multiple learning opportunities with the same trainer which built familiarity, reinforced in Year 4 after Kerri presented at a DIA hui at which a group of Mangakino residents were present.

Although the potential of social enterprise in Mangakino/Whakamaru is only just starting to unfold, the story to date shows how, over time, different inputs have contributed to growing change.

What has helped to grow a social enterprise focus?

Mangakino/Whakamaru People and Groups

'I kept on saying to our other groups and people, this is good, you need to come.'

*   Community members identified a desire for enterprise
*   Community groups drive the development of social enterprise projects
*   In some cases, emerging enterprise ideas spring from activities that have been part of the community for many years – now a new enterprise focus can be added
*   Newcomers to the community also play a part in bringing different ideas and experience
*   Community members who recognise the value in this learning champion it to others.

'Energies being focused from lots of directions'

Accessing Expertise

*   Enterprise Great Lake Taupō has shared expertise about what it takes to be successful
*   MCLD supporters have been able to connect with other communities and networks to

identify relevant workshops and skilled trainers who can bring their expertise to Mangakino.

Availability of Learning Opportunities

- The Leadership Group prioritised community learning and has driven a calendar of learning opportunities
- Over several years, MCLD has supported opportunities that build on previous learning
- Availability of funding, through MCLD and other funders, has made workshops possible.

Success of Learning Opportunities

- Through MCLD, support is available to plan, promote and administer trainings
- MCLD members and supporters encourage people to come to workshop opportunities
- Mangakino's community communications systems, such as the Dam City Advertiser, Mangakino Community Facebook Page, and Community Notice Boards, help to promote workshops.

d. Enablers and Blocks of Change

Deficit thinking is the opposite of the strength-based approach that is a foundation of community-led development. Deficit thinking focuses on negatives, such as:
- Pessimism about whether positive change can happen
- Focusing on things that have happened in the past
- Emphasising difference rather than togetherness
- Viewing other people as being negative, or having selfish motives
- Not wanting to get involved in opportunities in case someone else 'takes credit'.

When starting to use a strengths-based approach, the emerging changes in attitudes, behaviours and actions can be inconsistent, and deficit thinking may emerge, limiting the potential for change.

Quadrants of Change

The 'Quadrants of Change'[2] model below identifies four dimensions of change that are all important for successful, lasting community change: personal, relational, structural and cultural.

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[2] Inspiring Communities. (2013). *Learning by Doing: community-led change in Aotearoa NZ.* Inspiring Communities Trust, New Zealand. p. 130.

An extension that has been developed to the Quadrants of Change tool[3] is useful to help identify behaviours, attitudes and actions that either enable or block progress and change. These are the 'sun' and 'shadow' sides of behaviours and attitudes.

- Reflecting on the Personal Quadrant, the evaluation team recognised some of the behaviours and attitudes that enable progress and change as:
'We' thinking, a strong sense of self, confidence, enjoyment and encouragement, feeling safe to make mistakes, being open to constructive feedback, being open to other values, listening actively - and hearing, positive language and thoughts - thinking about my desired outcome, and being open.

- Some of the behaviours and attitudes recognised that sometimes block progress and change were:
'I' thinking, self-doubt, fear of doing something wrong or of feeling stupid, not accepting constructive criticism, being limited to my own values, not listening actively, and negative language and thoughts.

Enablers and blocks that make a difference in each of the Quadrants of Change are:

i. Personal Quadrant

'People don't like change, but if you don't change you're not growing'

Enables progress and change	Blocks progress and change
Strong sense of own identity, self-aware	Self-doubt
Strengths focused	Deficit focus
Positive, passionate, persistent	Fear of change, negative, cynical
Open minded, flexible	Fixed ways of thinking/operating
Motivated by 'we' more than 'I'	Ego, self interest
Power 'with'	Power 'over'
Values 'good' process	Task focused at the expense of good process
Courageous, taking risks	Risk averse, seeing conspiracies
And more…	*And more…*

ii. Relational Quadrant

'Sometimes we actually see people starting to do things together.'

'People generally seem to know that you don't talk down someone else's ideas.'

Enables progress and change	Blocks progress and change
Past, present and future acknowledged. Trust	Historical grievances, blame and mistrust
Understanding what we have in common and our differences	Emphasising differences, not what we have in common
Understanding and dealing with conflict	Not confronting difficult conversations
Commitment to collaboration and co-creation	No real need to talk / work together
Effective facilitation and group processes	Embedded power dynamics
Organisations working as 'one' rather than competing individual groups	Competitive attitudes
And more…	*And more…*

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[3] Adapted from: Inspiring Communities. 2013. *Learning by doing: Community-led change in Aotearoa NZ*. Inspiring Communities Trust, New Zealand. pp. 130 – 135.

Enables progress and change	Blocks progress and change
Co-created action plans and pathways; Agreed processes and timeframes	Rules reinforce individual's power, silos
Shared visions, plans, values, principles	Organisation and systems need to control what happens and how
Time/resources built in for using collaboration and leaderful approaches	Not allocating resources for capacity building / participation / leadership development
Anchor organisation to 'hold' collaboration and support local leadership building	Lack of joined up leadership across organisations
Use of 'carrot and stick' incentives/punishments to help embed leaderful approaches	People/parts of organisations not doing 'their bit'
	Thought patterns that focus on 'what' over 'how'
And more…	*And more…*

'At the stakeholder meetings… you just have to be prepared to tell people what you're doing and planning.'

'… the groups are meeting – as long as we continue that, we've got some common ground.'

iv. Cultural Quadrant

Enables progress and change	Blocks progress and change
Shared pride, identity and sense of mission / community	The culture (the how and why) is not understood or articulated so it is hard to name and grow
Understanding the importance of 'good process' and time for things to be worked out	Ongoing focus on WHAT gets done over HOW
Leaders who are connected and great role models of CLD ways locally	Key local leaders / shapers leave without having passed on their knowledge/mantel
Optimism/patience around messy times and/or conflict. People and existing processes in place that help the community to find its way	Constant revisiting of issues and no forward progress
People/partners with skills/experience in empowering others and collaborating	Victim and blame mentality – it's someone else's fault, we can't do anything to change things
And more…	*And more…*

'If we're holding money for others it's a huge responsibility, and just about making sure that we're doing it right.'

3. Forward Focus

As the end of the extended delivery period for MCLD approaches, the Leadership Group and other MCLD stakeholders can continue to use community-led development tools and understanding to establish a forward focus that will sustain positive change and continue progress toward MCLD's vision, by directing effort towards:

1. Paying attention to each aspect of MCLD's Theory of Change, to ensure that effort is being applied consistently across each element.

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