

# NGĀ TAU MĪHARO Ō AOTEAROA

## Incredible Years Parenting Programme

Forecast Social Return on Investment Analysis

*Sneha Lakhotia*



**TE WHĀNAU O WAIPAREIRA**

KOKIRITIA I ROTO I TE KOTAHITANGA

*Progressively Act in Unity*



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Chief Executive Officer Social  
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## Acknowledgement

This report is built on the foundation, and journey Waipareira has undertaken to measure and maximise its impact on its community. It gives great pleasure in expressing gratitude to all those people who have supported and contributed to the journey of making this SROI report possible.

I want to thank the whānau and facilitators of the Incredible Years Parenting Programme at Waipareira for their valuable time. They openly and honestly shared the value that Waipareira and Incredible years had in their lives. Your participation and insights make the programme and this SROI project more meaningful. I also appreciate the support provided by the many other stakeholders to this research by engaging in this process and their desire to contribute enthusiastically about the value of the Incredible Years Parenting Programme.

I sincerely appreciate Social Value Aotearoa for introducing me to the SROI methodology and providing the channels to explore it further through collaboration with Social Ventures Australia and Social Value International. I am thankful to Waipareira for providing the platform to practice and engage with these tools- to understand, measure and foster social value and impact. I am grateful to my colleagues and family for their unwavering support and encouragement throughout this journey.

This study can support a greater understanding of the value of the Incredible Years Parenting Programme at Waipareira and across New Zealand. It will help inform policy and process through the lens of social value.

*Sneha Lakhotia*





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## Foreword

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Accounting for social impact has now been a 5-year journey for Te Whānau o Waipareira. In this time, we have welcomed a new government which is focusing more on wellbeing rather than a fiscal liability. While we applaud this shift in focus, the government has historically lacked in their ability to account for and understand wellbeing. We currently have legislation, policies, and other mechanisms to account for how we spend money, but we do not have the right tools to account for what change these legislations and policies are creating for whānau.

At Te Whānau o Waipareira, we are continually moving towards a space in which we can truly understand the impact of our services: what is working and what is not; and how they impact the whole whānau. There have been several different phases of this journey, from managing to outcomes, to developing a bespoke data management system, and to embedding social accounting tools within our services.

So, what have we learnt on this journey? We have learnt that whānau are resilient. Whānau are strong and capable of managing their wellbeing. We have had to rethink how we measure success. We have learnt that culture is dynamic within communities and that it is continually evolving.

We have learnt that the culture of an organisation is reflected and embodied by its staff. We have learnt that kaimahi go above and beyond what they are contracted to deliver. We need to more clearly define what it means to work in a kaupapa Māori way, or for a kaupapa Māori organisation. We have reaffirmed the fact that mainstream agencies continue to see our whānau as problems to be fixed rather than potential to be nourished, and, we have learnt that the field of measuring social impact is still very much in its infancy in New Zealand. As such, we have learnt that we have often had to embark on this journey in the blind. That we cannot be afraid of making mistakes, to share as much of this journey as we can.

This SROI of our Incredible Years Parenting Programme has been tailored for our whānau and led by our own kaimahi. It provides us with an opportunity to modify the process so that it more cognizant of the uniqueness of our West Auckland Urban Māori community.

Once again, I acknowledge those involved in this journey, whānau and kaimahi alike. To Social Ventures Australia for their ongoing guidance in what has been a prodigious partnership. To our kaimahi who have taken on this responsibility which goes beyond their usual practice. Finally, and most importantly I acknowledge the whānau who have contributed so much to this journey. Despite feeling like guinea pigs who have been interviewed, evaluated, poked and prodded – their willingness to contribute has never wavered and is a testament to our practitioners and the service they deliver.

Hon. John Tamihere



## Executive Summary

Conduct problems are one of the most commonly occurring mental health issues among children and adolescents. Conduct problems affect approximately 5 to 10 per cent of children in New Zealand which equates to more than 50,000 children. These rates are higher in Māori (15% to 20%) than non-Māori. Conduct problems are associated with a wide range of adverse outcomes in later life.

The Incredible Years Parenting (IYP) programme, is an effective evidence-based intervention to address conduct problems in children. It is an internationally recognised parent management training programme designed to improve parental capabilities to promote emotional and social competence in children and to prevent, reduce and treat conduct problems. To reduce child conduct problems in Māori, it is critical parenting interventions are effective for and acceptable to Māori. The IYP Programme for Māori whānau is called Ngā Tau Mīharo o Aotearoa, which reflects the Māori tikanga and supports responsiveness to Māori Culture.

Te Whānau o Waipareira (Waipareira) is an Urban Māori Authority delivering a wide range of services to whānau in West Auckland. It is a whānau centric organisation which operationalises the core values and principles of Whānau Ora in all its services. Waipareira has been delivering Ngā Tau Mīharo o Aotearoa programme to its whānau for over six years.

This report describes the social return on investment analysis of the Incredible Years Parenting (IYP) Programme delivered by Te Whānau o Waipareira in New Zealand. It aims to understand, measure and report the value created by the IYP programme. This report is a forecast SROI analysis, measuring the social value of the Incredible Years Parenting programme. It forecasts the value over three years from 2017 to 2019.

### Methodology

The Social Return on Investment (SROI) framework is an internationally recognised, principles-based approach for understanding and measuring the broader concept of ‘value’ and incorporates social, environmental and economic impacts. It is developed from social accounting and cost-benefit analysis. It is underpinned by seven social value principles and consists of six broad stages.



An SROI analysis assesses the ‘impact’ of activities, rather than merely measuring the delivery of activities and outputs. This involves identifying and measuring outcomes and, where appropriate, applying financial proxies to represent those outcomes. The value of the outcomes is compared to the investment required to generate them, indicating cost-effectiveness.

### Key stakeholders

- Parents and Care givers
- Children (aged 3-8)
- Facilitators/Kaiārahi of IYP programme
- Te Whānau o Waipareira
- Government and its agencies

On consultation with a steering committee, the stakeholders for this analysis were identified. Engaging directly with stakeholders is essential to the SROI process, as it provides insight into the outcomes stakeholders are or will be experiencing because of their involvement with the IYP programme. After that, a Theory of Change was developed to understand how and why interventions lead to impact. It depicts how inputs (resource, time and other kinds) are used to deliver activities and outputs, which result in changes for each stakeholder. A financial value is attached to the changes experienced or outcomes, To determine their value or

significance and compare them with conventional market investments. These values are forecast for three years. Lastly, the SROI ratio calculates the value of the outcomes to the value of the investment.

### Results

The SROI analysis revealed the story of change and value created as a result of the IYP programme and its unique service delivery at Waipareira. The parents and caregivers experience significant change and maximum value creation as a result of the IYP programme. These outcomes include:

- Being a better parent
- Improved parent-child relationships
- Family as a unit
- Reduced stress and improved mental well being
- Feeling worthy and confident
- Having a safe environment
- Feeling supported
- Access to child custody or reduced risk of losing child guardianship
- Feeling supported with access to other services
- Increased social engagement and interactions

“If I didn’t do this programme, we’d still be on survival mode and we’d be still trying to get through each day.”

“I used to complain that you don’t get given a license to have kids or a parenting book, but this is the closest that I’ve come to being given a toolbox of this is what you use.”

The IYP programme also benefits the children of the participants. The parents and caregivers experience improvement in their child/children’s.’

- Emotional development
- Cognitive Development and behaviour
- Sociability

The facilitators / kaiārahi of the programme also show positive outcomes which include –

- Improved professional development
- Improved interpersonal relationships
- Being a better parent
- Improved self-esteem

“There are some programmes like this running over there but not Waipareira. Not like this. They need one. Waipareira is number one support.”



The forecast value created over three years exceeds the investment. An estimated \$484,196.25 is invested in the programme over three years. The investment includes direct cash investment, as well as volunteer and supervision time and extra activities. The analysis forecasts \$1.8 million value creation by the programme at Waipareira. This implies a social return on investment ratio of 3.75:1, that is, for every \$1 invested into the programme, \$3.75 of value is created. This value accrues to the stakeholders based on the financial values attributed to the outcomes they experience (taking into account other factors and accounting filters). It is a conservative estimate and does not include the long term value that will be created for the government and other state agencies as a result of the programme.

### Value Created

- Forecast **value created** over three years **exceeds the investment.**
- Over three years, the IYP programme at Waipareira **generates \$ 1,815,855.75 of social value.**
- For every dollar invested, **\$ 3.75** of social value is created.

### Implications and Recommendations

Although SROI provides a ratio of return on investment, it is much more than a single figure. SROI is a way of addressing an accountability gap that can often exist between decision-makers, and those that decisions target, by translating experiences into a familiar language – that of monetary values. The SROI analysis is not trying to place a value on everything; instead, it considers valuing things that are important in people's lives that would otherwise be more difficult to understand and manage.

This analysis provides robust evidence of the importance and impact of early intervention and parent management programmes for Māori. It is essential to make social investments into programmes such as Incredible Years Parenting - to reduce the short-term stresses and concerns that child conduct and poor parenting problems raise and; to prevent the development of the longer-term adverse outcomes associated with these problems. Efforts to introduce such programmes widely across New Zealand should be encouraged and strengthened.

I believe this course needs to be extended to the rest of New Zealand. Through that we would have a lot less families go to CYFs.

Amidst the global social impact buzz and the current Government momentum to shift focus and investment to Social well-being, this analysis will be crucial to inform practices, strategy, and planning. It will help further the understanding and measurement of social impact within the new Living Standards Framework and fit a piece in the jigsaw puzzle. It provides a compelling story to funders, investors, supporters, and critics on the importance of early childhood interventions and the role of the family in early childhood development. It also challenges the traditional notion of value and success from outputs and financial measures, to a broader consideration of social, environmental, as well as economic outcomes and value that is created by various activities.

**The result of 3.75: 1 indicates that for each \$1 of value invested, a total of \$3.75 of value is created.**

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## Introduction

The Incredible Years Parenting Programme is an internationally recognised parent management training programme developed over the last 35 years at the University of Washington by Carolyn Webster-Stratton and her associates (Webster-Stratton 1994). It is designed to improve parental capabilities to promote emotional and social competence in children and to prevent, reduce and treat conduct problems.

In recent years, social impact has been a buzz word globally; drawing increasing attention from funders, not for profit organisations, foundations, social entrepreneurs and Governments, who wish to assess and gauge the effectiveness and value for money for their organisations and its activities. It gives the opportunity to provide a more accurate description of the difference their investments create for the people and identifies room for improvement. In this buzz, the Social Return on Investment (SROI) emerges as an innovative methodology that applies a participatory, social value-based framework to measure social impact and improve managerial processes.

This report describes the social return on investment analysis of the Incredible Years Parenting (IYP) Programme delivered by Te Whānau o Waipareira in New Zealand. Waipareira commissioned it as an independent analysis between November 2017 and November 2018. It aims to understand, measure and report the value created by the IYP programme. This analysis forecasts the value over three years for the financial years 2017 to 2019.

## Report Structure

This report is structured as follows:

- *Chapter 1* gives an overview of child conduct problems, the IYP programme and a summary of Te Whānau o Waipareira.
- *Chapter 2 and 3* describe the SROI methodology.
- *Chapter 4* outlines the scope of the study.
- *Chapter 5* discusses stakeholder involvement in the study.
- *Chapter 6 and 7* summarises the investment, activities, and outputs of the IYP programme at Waipareira.
- *Chapter 8* describes the findings related to the change experienced by the stakeholders
- *Chapter 9* addresses the financial filters to establish impact.
- *Chapter 10* summarises the valuation techniques and proxies to value the outcomes.
- *Chapter 11 and 12* report the SROI results and sensitivity analysis.
- *Chapter 13 and 14* discuss the findings and provides recommendations

## Background

Conduct problems are one of the most commonly occurring mental health issues among children and adolescents. The wide-ranging consequences of conduct problems for individual health, development, and wellbeing are well documented in the literature. Conduct problems may lead to adverse outcomes like antisocial behaviour, mental health difficulties, suicidal behaviours, substance abuse, teenage pregnancy, inter-partner violence and poor physical health (Fergusson et al. 2011; Lindsay et al. 2011; Ministry of Social Development 2009). Research shows that the difficulties caused by conduct problems affect both the young people and those associated with them such as parents, teachers, and peers (Kazdin 2007). This consequently leads to high social and fiscal costs (Fergusson et al. 2005a; Feinstein and Sabates 2006; Odgers et al. 2007).

A growing body of research evidence draws a clear picture of the prevalence, consequences, and treatment of childhood conduct problems in New Zealand. Conduct problems are estimated to be prevalent in 5 to 10 per cent of children in New Zealand (Fergusson et al. 2011). The rates of conduct problems are higher in Māori (15% to 20%) than non-Māori (Ministry of Social Development 2009).

### Early intervention and influence of Parenting

Research shows that the early years in life lay the foundation for the future development of the child (Gluckman 2011). It reduces the onset of conduct problems which often start in early childhood. This has led to investment in evidence-based prevention and early intervention for young children and their families. The enduring influence of parenting during early predicts many aspects and functioning of a child's life and well-being. Substantial evidence demonstrates that parent training programmes can improve parenting skills and reduce children's behavioural difficulties (Lindsay et al. 2011). The Incredible Years Parenting programme which is based on social learning theory is identified as an effective evidence-based intervention to address conduct problems in childhood (Webster-Stratton 2010).

### Incredible Years Parenting Programme

The Incredible Years Parenting Programme is a part of the Incredible Series for parents, children, and teachers. It is developed by Dr Carolyn Webster-Stratton and her associates at the University of Washington and has evolved over more than 30 years of research and development. It is internationally recognised, and there have been numerous research and evaluations demonstrating its effectiveness.

It is designed to improve parental capabilities to promote emotional and social competence in children and to prevent, reduce and treat conduct problems. The programme is targeted to parents and caregivers of children aged 3-8 years, children with conduct problems and attention deficit disorder 3-8 years, parents at risk of abuse or neglect, foster, and adoptive parents, child care workers and other professionals who work with parents and caregivers. It is an intensive programme consisting of a series of weekly 2.5-hour sessions delivered over 14 weeks by two trained Group Leaders to a group of up to 16 participants. The programme involves other activities like home visits, assessments, support to services, goal setting, and self-monitoring, which are described in Chapter 7. The IYP Parenting pyramid is central to the programme. It depicts the hierarchy of parental strategies which constitute the building blocks to support child development. (see Appendix A3). A detailed description of the Incredible Years Parenting programme is provided on the following website - <http://www.incredibleyears.com/programs/parent/preschool-basic-curriculum/>.

The effective treatment and management of conduct problems are a high priority for New Zealand. The IYP programme has been in action in New Zealand since the early 2000's. From 2010, the health, education, justice and welfare sectors proposed a coordinated approach to address the needs of children and young people with conduct problems. The New Zealand Incredible Years Pilot Study exhibited that the IYP "could be successfully implemented in New Zealand and retain its general level of effectiveness" (Sturrock & Gray, 2013). A subsequent study showed that the behavioural change in the majority of the families was maintained 30 months on, with little or no reduction in the outcomes (Sturrock et al. 2014).

### **Ngā Tau Mīharo ō Aotearoa: *Incredible years Parenting Programme for Māori***

The higher rates of child conduct problems in Māori highlight that, it is critical that parenting interventions are effective for and acceptable to Māori, to reduce conduct problems in New Zealand. Concerns have been raised on the suitability, and acceptability of western methodology-based programmes to Māori (Altena and Herewini 2009; Cargo 2008; Durie 2004, 2006). In response to these, the Ministry of Education laid some guidelines in the IYP Programme to be culturally responsive to Māori. The Werry Workforce –Whakaraaurau, developed a series of resources to support group leaders to deliver the IYP programme to Māori whānau, to reflect the Māori tikanga and culture (Appendix A3). It is known as **Ngā Tau Mīharo ō Aotearoa**. It involves:

- Using Māori tikanga (correct procedures) and metaphors (Māori symbolism with specific cultural significance), Te Reo Māori, waiata (songs), karakia (prayers), and whakatauki (proverbs)
- Embedding the principles of manaakitanga (hospitality), tautoko (support), whakawhānau (relationships, belonging, connectedness), and tino rangatiratanga (self-determination, autonomy, self-preservation)
- Adopting the whare tapa wha model (Māori holistic framework), which integrates four dimensions of well being
- Involving kaumātua and other cultural advisors in interactions with Māori parents and whānau
- Consulting with kaumātua and other cultural advisors on the delivery of cultural content.

### **Waipareira**

Te Whānau o Waipareira Trust (Waipareira) is an Urban Māori Authority that was established in West Auckland, New Zealand in 1984. Since that time, the organisation has evolved to meet the varying and growing needs of the West Auckland community more effectively. Waipareira delivers an extensive portfolio of services across the justice, education, health and social sectors. It predominantly serves Māori, Pacific Island, and high needs whānau, within Waitakere City and the Waitemata District Health Board (DHB) region.

Waipareira is guided by *Te Kauhau Ora* (included in Appendix A2) which is a representation of the core values and principles that predicate all service models and contract negotiations, and everything Waipareira offers. These values were established and are endorsed by Waipareira whānau, kaumātua rōpū, the governance board, and kaimahi.

Waipareira long term focus is to have self-sufficient whānau who can choose their own direction and outcomes. The organisation intends to ensure that whānau are the centre of everything and that they

are offered the support they require to achieve improved health, social, education, justice and whānau outcomes.

Approach to service delivery: the “Waipareira Way.”

Waipareira approach to service delivery is consistent across all the services that it delivers for whānau. This approach has its foundations in Māori values and has been designed to respond to the needs of whānau. Waipareira puts whānau at the centre of everything they do through strengths-based, tailored and holistic support for whānau.

Whānau-centred

The Waipareira has a whānau approach to service delivery. Waipareira recognises the role of whānau in the achievement of outcomes for an individual. Waipareira includes whānau in service delivery, encourages the strengthening of whānau relationships, and invites whānau to be members of the Waipareira whānau.

Waipareira responds to the specific needs and aspirations of whānau by working with whānau to understand their goals and by supporting whānau to achieve those goals. Waipareira does this in several ways including, by developing whānau planning and goal-setting skills, providing navigation services assist with access to appropriate services, and by delivering a wide range of services to cater for the varied goals of whānau. Waipareira empowers whānau by supporting them to gain the tools they need to plan and achieve positive goals and build whānau resilience.

Holistic

Waipareira takes a holistic approach to service delivery. Waipareira recognises the interconnected elements and their importance in a person’s life to achieve positive wellbeing. Waipareira supports whānau to achieve success or address issues in all areas of their lives concurrently through integrated service delivery of health, social and educational services. This Whānau Ora approach ensures whānau achieve sustainable outcomes across all the following outcome domains:

- Rangatiratanga – Self-determination and self-management;
- Mātauranga – Access to Knowledge and Information;
- Tikanga - Cultural Integrity;
- Oranga - Healthy People Healthy Environments; and
- Ōhanga – Sustainable Economies.

Waipareira has been delivering *Ngā Tau Mīharo ō Aotearoa* programme to its whānau for over six years. The IYP programme is delivered with the Waipareira flair and Māori cultural elements beyond the prescribed guidelines to build resilience and improve outcomes for whānau.

### Rationale for the study

Although the pilot and follow up studies demonstrate the effectiveness of the IYP programme in New Zealand; it brings to light the requirement of an evaluation of *Ngā Tau Mīharo ō Aotearoa* to determine its effectiveness for Māori. It also features the need for a cost-benefit analysis of the IYP programme in the New Zealand Context. This study intends to bridge these gaps and improve the understanding of the IYP programme for Māori, in the New Zealand context through the Social Return on Investment Framework. It also intends to inform Waipareira journey of outcomes and impact measurement for whānau.



## Social Return on Investment Framework

The Social Return on Investment (SROI) framework is an evaluation tool which measures and accounts for the broader concept of 'value' and incorporates social, environmental and economic impacts. It is developed from social accounting and cost-benefit analysis.

SROI involves working with those affected by the organisation/activity, calculating and understanding its worth to them, especially by valuing the change that occurred as a result of it. This framework considers a range of outcomes (intended and unintended) for all the stakeholders affected by the organisation/activity, while also considering who else may have contributed towards the change, duration of the change, adverse effects of the change, and what would have happened without the organisation/activity. The identified material outcomes are then monetised by different methods to progress the analysis towards understanding the impact. Monetisation allows not only meaningful measurement of impacts but also its subsequent management. Thus a ratio of benefits to costs known as the SROI ratio is produced. For example, a ratio of 2:1 indicates that an investment of \$1 delivers \$2 of social value. However, SROI is much more than a number. SROI is a story of change, incorporating costs and benefits, requiring both quantitative and qualitative evidence.

There are two **types** of SROI reports,

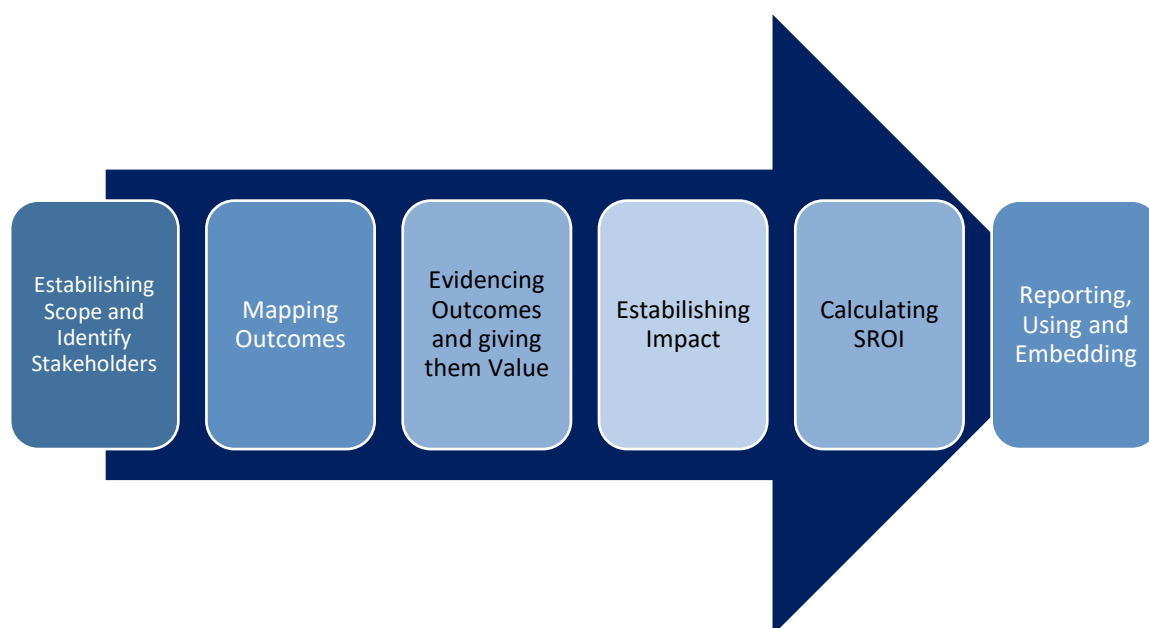
- *Evaluative* - conducted retrospectively and based on actual outcomes that have already taken place.
- *Forecast* - predicts how much social value will be created if the activities meet their intended outcomes

SROI is based on **seven principles** which underpin its methodology. These principles ensure the process to be robust, transparent and consistent, and yet also allow flexibility to identify and measure the varied experiences of the different stakeholders. The seven principles are highlighted in the box below:

### Seven Principles of SROI

1. Involve stakeholders
2. Understand what changes
3. Value the things that matter
4. Only include what is material
5. Do not over-claim
6. Be transparent
7. Verify the result

These principles inform the **SROI Methodology** which is broadly scoped to six stages-



Stage	Description
<b>Stage 1</b> Establish Scope and Identify Stakeholders	<ul style="list-style-type: none"> <li>• Consider Purpose, resources, audience, time and type of analysis.</li> <li>• List and identify stakeholders</li> <li>• Involve Stakeholders</li> </ul>
<b>Stage 2</b> Map Outcomes and Theory of Change	<ul style="list-style-type: none"> <li>• Understand and test the relationship between inputs, activities, outputs, and outcomes</li> <li>• Outline the logic for the program and identify individual stakeholder outcomes</li> <li>• Describe the outcomes</li> </ul>
<b>Stage 3</b> Measure change – Evidence Outcomes and Give Value	<ul style="list-style-type: none"> <li>• Identify and measure the material outcomes that are likely to be experienced by stakeholders</li> <li>• Develop indicators</li> <li>• Collect Data</li> <li>• Putting value to the outcomes</li> </ul>
<b>Stage 4</b> Establish Impact	<ul style="list-style-type: none"> <li>• Understand the relative importance of changes</li> <li>• Applying financial filters (deadweight, attribution, displacement, duration, drop-off) to value the outcomes</li> <li>• Calculate Impact</li> </ul>
<b>Stage 5</b> Calculate the SROI	<ul style="list-style-type: none"> <li>• Project into the future</li> <li>• Calculate net present Value</li> <li>• Calculate Ratio</li> <li>• Sensitivity Analysis</li> </ul>
<b>Stage 6</b> Reporting	<ul style="list-style-type: none"> <li>• Report to stakeholders</li> <li>• Utilise results</li> <li>• Assurance</li> </ul>

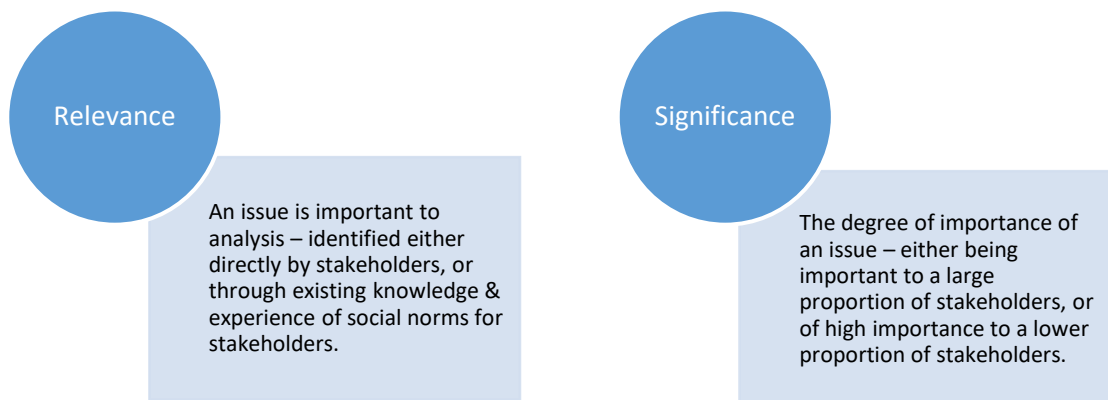
## Limitations and Considerations

Within the SROI framework, changes and outcomes have been identified and verified by the stakeholders. These abstract, narrative or non-quantitative changes must be priced and adjusted according to stakeholder's perspectives and adjusting factors such as deadweight, attribution, displacement, and drop-off. Thus, it is essential to understand that the values are derived from the perceptions of the stakeholders and not from traditional financial models of predictive analysis. The social return on investment values of one project should not be compared with that of a different project because the perceptions and resulting benefits to the beneficiaries of different projects will vary.

In summary, SROI is able to articulate an understanding of holistic value created and destroyed as a result of an organisation or activity. It narrates a story of change underpinned by seven principles to measure social impact. By understanding the value of outcomes, SROI enables a better position to manage them and target strategy and resources more effectively to maximise impact.

## Materiality

One of the critical principles of SROI is only to **include what is material**. This principle helps to decide which stakeholders and outcomes to include/exclude from the SROI analysis. This is essential to draw an accurate and fair picture and understand the impact of an organisation or its activities. Deciding what is material, requires reference to the organisations and/or activities own policies, its peers and stakeholders, societal norms, and short-term financial impacts (The SROI Network, 2015). Relevance and significance filters are used to determine materiality in an SROI analysis.



In the SROI analysis, stakeholder and outcomes in the Theory of Change can be tested for materiality by judging each against the above criteria. In this study, materiality is assessed within the limitations of the established scope of the study.

## Scope of Analysis

This section outlines the scope of the SROI analysis of the Incredible Years Parenting (IYP) Programme, including a brief description of the study methodology, how the change is understood, measured and valued, and limitations and considerations of the study. The scope of the project was agreed in an initial meeting with the Waipareira Management Steering Committee and the coordinating staff of the IYP programme. The principle guiding the development of the scope was that the SROI should evidence the value of the elements of the IYP Programme at Waipareira.

### Objectives of the Study

Te Whānau o Waipareira has commissioned this SROI analysis in order to review and ascertain the following:

- To assess the programme efficacy and dynamics.
- To understand the outcomes for the stakeholders involved in the IYP programme, most importantly the outcomes experienced by the participants and their families.
- To measure the value of the change experienced as a result of the programme.
- To determine the impact and cost-benefit of the programme.
- To explore how the IYP programme can be adapted to improve.

### Type of Analysis

This study is a Forecast SROI analysis, measuring the social value of the Incredible Years Parenting programme. It forecasts the value over a three-year period for the financial years 2017 to 2019. This period was chosen for the following reasons:

- The funding per year is stable, and therefore the forecast number of participants involved in the program is likely to be stable, at approximately 70 per year
- It gives enough time for a significant number of participants to complete the IYP programme and report any change experienced as a result of the programme.
- At the time of analysis, the project had been operating for six years. However, data was not comprehensive to evaluate and measure change for all the stakeholders.

### Methodology

The study follows the SROI methodology and is informed by the seven social value principles described in the earlier chapter. It takes a prudent approach to value the change for stakeholders of the IYP programme operated by Te Whānau o Waipareira. At each stage of the analysis, materiality is tested. After scoping the study, steps are taken to progress further in the SROI Analysis. The figure below demonstrates the stages following the scoping of the study. Each of these steps is discussed in detail in the subsequent chapters.



## **Considerations and Limitations of the Study**

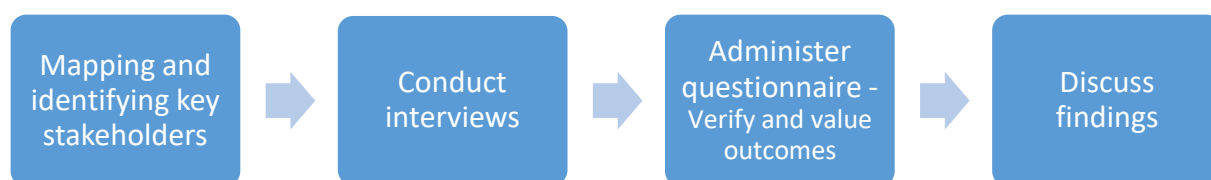
The study shares the limitations of the SROI methodology as discussed previously. It should be noted that this study is limited to the outcomes of the IYP programme delivered by Te Whānau o Waipareira. Thus, the measure and value of change is subject and adjusted to the perspectives and experiences of stakeholders of the IYP programme by Waipareira. The social return on investment figures of this project should not be compared with that of a different project because the perceptions and resulting benefits to the beneficiaries of different projects will vary.

Ethical considerations are addressed for the study. An ethics approval was obtained from the Waipareira Ethics Committee to ensure privacy, safety, transparency and cultural competency for the study. The SROI analysis and report is prepared comprehensively and openly explains the outcomes as well as the processes of calculation and derivation to ensure transparency. The various assumptions and valuations used in the process are also listed in the report. The report will provide a better understanding of the Incredible Years Parenting Programme at Waipareira and its social value, to its audience and users. Moreover, this information could be of help for project management and decision making. Consequently, the social value of future projects could be further enhanced.

## Stakeholder Engagement

Stakeholder engagement is an indispensable stage in an SROI analysis. The overall value of an investment can only be measured by identifying and engaging the stakeholders affected, and changes brought about by the investment to different stakeholders. This analysis has engaged with stakeholders at each stage of analysis to understand what changes for them and what they feel, to develop a theory of change between inputs, outputs, and outcomes to narrate the true picture and determine the value of the changes to them.

The stakeholder engagement process can be broadly divided into four major stages:



### Mapping Stakeholders

Identifying stakeholders is the primary step of engagement with stakeholders in an SROI analysis. All groups that may affect or be affected by the project, regardless whether positive or negative, active or passive, expected or unexpected, and direct or indirect, were comprehensively considered to identify the impact of the IYP Programme at Waipareira. A stakeholder map was developed in consultation with key members of the Waipareira Steering Management Group, IYP programme facilitators and participants of the programme in different groups. This also gave a complete understanding of the project content and implementation methods.

It is observed that the project's scope of influence may be too broad. Conforming to the social value principles of materiality and "do not over-claim", to truly represent the changes brought by the programme, key stakeholders were identified after discussion and validation. For this analysis the stakeholders consulted and involved in the impact assessment were those significantly affected by the IYP programme in the scope of analysis. Stakeholders who were not significantly impacted or too indirectly impacted were excluded. The table in Appendix A7 outlines the list and rationale of stakeholders included/excluded.

The figure below maps the wide range of stakeholders identified for the IYP programme at Waipareira. The key stakeholders involved in the analysis are highlighted in dark blue in the diagram.



In the scope of this analysis, the following table describes the stakeholder groups which were assessed to be important for understanding the value of the IYP programme at Waipareira.

Key Stakeholder	Description
<b>Parents and Caregivers</b>	<p>The IYP programme enrolls approximately 76 Parents and caregivers every year of which 60 graduate from the programme. Thus this group includes those only who successfully graduated from the programme. That implies, even though a higher number of parents/ caregivers enrol into the programme, majority of them attend the minimum sessions to graduate and complete the programme successfully while some drop out from the programme and are not included in this analysis.</p> <p>In the given year, roughly 16 participants enrolled but dropped out of the programme or did not complete the programme for different reasons – commitment and lack of time being one of the primary reasons. This analysis has not included the dropped out participants due to limited availability and access during the study period.</p>



	<p>However, there is a scope to include them or follow up with the group in the future, in an evaluation of the programme to assess any changes experienced by them (both positive and negative).</p> <p>The study considered the possibility to identify subgroups within the stakeholder group of graduated parents and caregivers. Most of the participants are Māori (85%), followed by Pacific and European. Participants are referred through different pathways like social services, child services, self-referrals, family services, word of mouth, etc. Many of them have family and relationship problems or difficulties in parenting which affects their children and household and hence are referred to the programme. It was unlikely to identify a distinguished subgroup in the scope of this forecast analysis. However, the possibility can be further explored if the programme is evaluated in the future based on this forecast analysis.</p>
<p><b>Child/Children (3-8 years)</b></p>	<p>These include children (aged 3-8 years) of the parents and caregivers attending the Incredible Years Programme. A parent may have one more child when engaging with the programme. As per programme data, 65 children within the age range are a part of the programme in a given year. Most of the children are within the normal clinical range of behavioural problems while some of the children are diagnosed with conduct problems during or before the programme are referred to accordingly.</p>
<p><b>Facilitators/ Kaiarahi of the IYP programme</b></p>	<p>These refer to the trained Incredible Years facilitators who run the programmes (one or more) throughout the year (1 July - 30 June). These include five facilitators in a given year. As per contract with the Ministry of Education, there are 2 FTE per programme. This does not include the programme Manager, Supervisor and Leads.</p>
<p><b>Waipareira</b></p>	<p>Waipareira is an Urban Māori Authority based in West Auckland. It provides whānau centric services to the whānau and community. One of these services is the Ngā Tau Mīharo o Aotearoa – IYP for Māori. It delivers the programme, provides strategic direction and resources to improve its reach and efficacy to increase the positive impact on its beneficiaries. Waipareira recognises the importance of social value and has systems and skilled staff to understand and help whānau achieve their full potential.</p> <p>In the IYP Programme, the organisation has a Team supervisor and volunteers to contribute to the programme delivery. They were considered key to understand the programme delivery and functions, as well their contribution to the programme in time and resource. However, given their small number (2 volunteers and 1 team supervisor) and no report to have experienced any material change, they have only been included for their investment. They can be considered within the scope of a future evaluation to verify and</p>

	explore any changes to them as a result of IYP programme.
<b>Government and State Agencies</b>	The Ministry of Education invests and funds the IYP programme at Waipareira. The Government and State agencies benefit from the programme in the long term. These may include the Ministry for Health, Youth, Justice and Crime, Social Development, Education, to name a few.

*Note: Wider Whānau/Family, Schools, Communities and dropped out participants from the IYP programme may or may not directly benefit from the programme. However, due to the limitations of the study being a forecast and data collection, these stakeholder groups have been excluded and not considered as key stakeholders for this forecast analysis. They can be further explored in a follow up/evaluation study of the programme.*

### Conduct Interviews

After mapping and identification of key stakeholders, stakeholders are engaged. An understanding of the IYP programme and its objectives to identify further and verify the changes the stakeholders are expected to experience through the IYP programme at Waipareira guided the engagement. Through literature review and interviews with programme facilitators, an engagement map and interview schedule for the different stakeholders was drafted.

#### Engagement Map

Stakeholder	Number on Programme	Number Engaged with	Mode of Engagement
Parents/Caregivers	60 (graduated)	30	<ul style="list-style-type: none"> <li>• Face to Face in depth interviews</li> <li>• Questionnaires</li> <li>• Focus Group Discussions</li> <li>• Observation</li> </ul>
Child / Children	65	65	Indirectly via Parents and Caregivers
Facilitators / Kaiārahi	5	5	<ul style="list-style-type: none"> <li>• Face to Face in depth interviews</li> <li>• Questionnaires</li> <li>• Focus Group Discussions</li> <li>• Observation</li> </ul>
Waipareira	1 - Team Supervisor 1 – Manager Child Services 10- Management Steering Committee	1 - Team Supervisor 1 – Manager, Child Services 5- Management Steering Committee	<ul style="list-style-type: none"> <li>• Face to Face in-depth interviews</li> <li>• Focus Group Discussions</li> <li>• Secondary Research</li> </ul>
Government and State Agencies			Secondary Research
Others	Local NGO's Other IYP Providers School Teacher	1 Local NGO's 3 Other IYP Providers 1 School Teacher	<ul style="list-style-type: none"> <li>• Face to Face in-depth interviews</li> <li>• Focus Group Discussions</li> <li>• Secondary Research</li> </ul>

As such existing data was not comprehensive to measure the value of change for the families on the programme. Therefore, a forecast SROI analysis approach helped to understand and measure the value created by the programme for the stakeholders.

The purpose of the different engagements was to ascertain what impact and outcomes experienced by the key stakeholders identified of the IYP programme. Semi-structured to unstructured focus group discussions and face to face interviews (see Appendix 8 and 9 for interview schedules used) were undertaken. After explaining the objective of the research and that they were free to speak about any issues they wished, be they positive or negative and that engagement was in no means mandatory, stakeholders were asked to tell their 'story' of involvement with IYP, their story of change. This gave the flexibility to ask questions such as what they now do differently as a result of the change they had experienced, how long they believe the change will last, and importantly if they had any negative experiences. This proved an instrumental means of engagement in most cases – providing an opportunity for their voice to be heard, and almost all stakeholders especially, parents and caregivers were happy to discuss the effects of IYP programme on themselves and their children. Each interview lasted approximately 1 to 1.5 hours at the venue of the IYP programme. Interviews were audio recorded and transcribed. The transcripts were sent back to key stakeholders allowing for endorsement, elaboration or small changes. Consistent reporting of similar outcomes and verification from others with experience and expertise provided confidence in the results, keeping in mind biases. The engagement process and its results helped to develop a theory of change.

### Administer Questionnaires

After conducting interviews, and developing a theory of change, questionnaires were designed to verify, validate and value the outcomes (Appendix A11 and A12). Before administering the questionnaires, a member of the Management Steering Committee and facilitator were asked to help verify if the contents of the questionnaire are correct and appropriate.

#### **Purpose of issuing questionnaires**

- To verify the outcomes described.
- To ensure that the principle of non-over-claiming has been observed- Adopting a census approach to measure the impact of each outcome on different stakeholders
- To utilize the data as the basis for analysis of the following four major adjusting factors: Deadweight, Attribution, Drop-off, and Displacement.
- To confirm that the evaluation indicators designed into the questionnaires are adequately representative to measure the outcomes.
- To verify if there are either outcomes that were not identified in the interview process or other negative outcomes.
- To determine the value of outcomes to the stakeholders

The questionnaires were administered to the stakeholders involved in the previous step, through post, hand and electronically (Survey Monkey). The subjective and objective changes in stakeholders were used as the basis for evaluating project outcomes and determining value. They were also asked to prioritise the material changes they had experienced and subsequently value them. Following the responses to the questionnaires, the respondents were invited for focus group discussions to provide value (financial proxies) to the outcomes (discussed in Chapter 11).

## Discussion and Verification of Findings

In this stage, the outcomes, indicators, and financial proxies determined were discussed with the different stakeholder groups (parents and caregivers, facilitators and Waipareira Management Steering Committee). This is to verify that there are no deviations or material differences in the outcomes, indicators, or financial proxies that were identified. Their opinions were used as a reference for designing the subsequent sensitivity analysis. Stakeholders were communicated with throughout the entire engagement process, to ensure the information in the questionnaire, results, and analysis express what stakeholders truly feel.

In addition to the direct stakeholder engagement, secondary data was investigated to inform, verify and validate the findings of the analysis.

### Analysis of data

Research and data analysis were done to support assumptions and the analysis.

- Interviews transcripts were analysed using a coding system purposely developed in an Excel spreadsheet. This involved an initial coding of themes, and then subsequent refinement of the coding system by the researcher before this was reviewed by a colleague for consistency and accuracy. Small changes and refinements were made at each point until the themes were an accurate assessment of the collective views of each stakeholder group.
- The IYP programme records and maintains data of all parents, caregivers and children involved in their programme. Some of the data was used to support the assumptions in the analysis
- For qualitative and quantitative data, collected through an online or paper-based survey were analysed in an Excel spreadsheet.
- Waipareira monitors the progress of all parents and children involved in their activities and programmes. Therefore, a comprehensive picture of the material outcomes of the project is established through this analysis. This will inform the forecast for what is likely to happen for the next three years and can be monitored and assessed.

## Theory of Change

Developing and understanding the theory of change, i.e., the sequence of events that result in a change or series of change for a significant number of people in a stakeholder group, is central to the SROI process. In SROI, the theory of change is informed and guided by the stakeholder groups that experience the change. Thus, it reflects the real-world experience of those affected by the organisation or activity in the review. To avoid over claiming and overvaluation, the end of the chain of events are valued and tested for materiality to provide a real picture of change.

### Theory of Change

The Theory of Change tells the story of change that takes place as a result of the activities of the organisation or programme. It specifies:

- the issue that the organisation or programme is seeking to address
- the key participants in the activities of the organisation or the program
- the activities involved that the organisation or program delivers
- the inputs required to generate the outcomes
- the outcomes of activities that occur through the organisation or program for various stakeholders
- the overall impact of these outcomes.

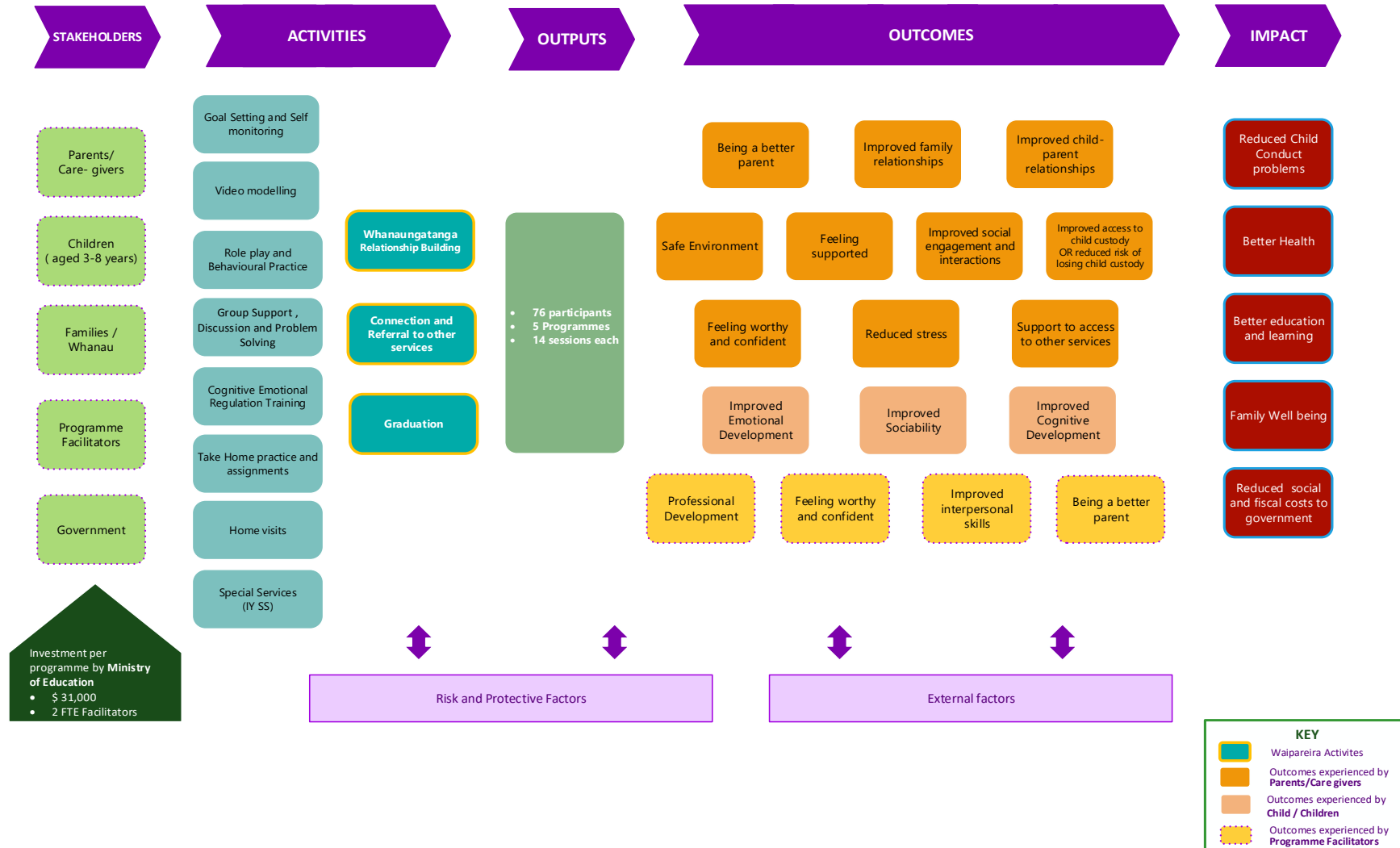
The figure on the following page represents the theory of change for the Incredible Years Parenting Programme at Te Whānau o Waipareira. The theory of change has stemmed through focus groups and interviews with various stakeholders. A total of 31 parents and caregivers, five facilitators and Waipareira management, supported with secondary research helped inform this theory of change.

The Theory of Change describes the journey of the stakeholders, that links the activities of the IYP programme and outcomes they experience. It illustrates that the programme results in multiple outcomes to the parents and caregivers, children and facilitators resulting in long term impact of improved health and well-being and reduced fiscal costs to the state and government. The figure represents only the outcomes reported significant and relevant by the stakeholders.

The outcomes in the Theory of Change are tested for materiality by judging each outcome. The following page demonstrates the theory of change mapped for this analysis.

## INCREDIBLE YEARS PARENTING PROGRAMME

The Parenting Programme aims to reduce challenging behaviours in young children, while increasing their social and self control skills; by helping parents learn effective child management strategies.



## Investment

This section of the report outlines the inputs required for The Incredible Years Parenting Programme at Waipareira to operate and be successful. Through the process of stakeholder engagement, different inputs were identified. These included financial and non-financial resources.

In this project, two types of inputs were identified: Funding and resource inputs and time inputs. The programme is primarily funded by the Ministry of Education (MOE), New Zealand. There were 5 IYP programmes contracted and completed by Waipareira 2017-2018. The expenditure per programme funded is \$27,500, which includes discretionary expenses for deliverables. This includes the time cost for 2 FTE IY facilitators. Also, the Ministry provides funding of \$ 3,500 for additional expenses like food, transportation, venue hire, childcare, etc. Hence, total funding for the IYP programme by MOE per year is \$155,000.

Besides the consolidated funding from MOE, inputs regarding time cost and resource were identified. Volunteers from Waipareira help with activities and sessions of the IYP. Their time invested in the programme is accounted for in the analysis which values \$ 2992.50 per year. Also, a team supervisor oversees the service clusters at Waipareira. The team supervisor manages the IYP team at Waipareira and oversees the reporting, referrals, and consultations (if required). The value of the time invested by the supervisor to the IYP is \$ 3406.25 per year.

Considering the significant and material inputs by the stakeholders in the successful operation of the IYP, the total value of the investment is \$ 161398.75per year. The total investment forecasted for three years is \$ 484196.25. A detailed calculation of the investment is included in Appendix A9.

Investment in IYP Programme at Te Whānau o Waipareira

Stakeholder		Value of Input	Forecast Value		Total
		2017	2018	2019	
Funder- Ministry of Education	Total cost of programme <sup>1</sup>	137500	137500	137500	412500
	Facilitators <sup>2</sup>				
	Additional facilities <sup>3</sup>	17500	17500	17500	52500
Te Whānau o Waipareira	Volunteers <sup>4</sup>	2992.50	2992.50	2992.50	8977.5
	Programme Supervisor <sup>4</sup>	3406.25	3406.25	3406.25	10218.75
<b>Total Cost</b>		<b>161398.75</b>	<b>161398.75</b>	<b>161398.75</b>	<b>484196.25</b>

### Notes

1. The total programme expenditure includes the procurement of resources, delivery, and facilitators.
2. The inputs of time costs attributed to the 2 FTE facilitators for IYP have already been consolidated into the total cost of the programme and therefore not calculated separately
3. This includes the cost of catering, parking, venue hire, resources, graduation ceremony, childcare, equipment and transport. These are additional facilities and cost incurred and funded by MOE to enable successful operation of IYP by Waipareira.
4. The time cost of relevant volunteers and employees by Waipareira

## Activities and Outputs

The Incredible Years Parenting Programme helps parents and caregivers of children aged 3-8 years, to develop skills and strategies to support child development and reduce behaviour problems. The programme is delivered as per well laid and documented guidelines and activities. The programme is delivered with fidelity to the routine and practices developed by Webster Stratton. The fidelity includes being culturally responsive. At Waipareira, the programme is delivered as IYP programme for Māori or Ngā Hua Mīharo- cultural responsiveness to Māori.

### Activities

Delivery of IYP the programme at Waipareira involves several activities which are grouped into three phases:

- **Preparation phase:** This involves planning and preparation for the programme and starts 4-6 weeks before the start date of the programme. It includes-
  - Programme Promotion – to get a sufficient number of Whānau, active promotions at community events, holding information sessions, flyers, and advertisements.
  - Management of referrals – consenting parents to referrals through different providers, agencies, programmes or self-referrals.
  - Inviting Parents to Participate and Initial Meeting – to provide information about the programme. This is also the first step towards ‘Whānaungatanga’ – to forge a positive relationship with the Whānau.
  - Assessments – Using standard measures like ECBI, P-COMP, Patient Satisfaction Questionnaire, and Waipareira Mataora Snapshot assess the conditions of the Whānau.
  
- **Running Sessions Phase:** This involves the actions in the process and delivery of the 14 sessions by the fidelity of the programme.
  - Sessions – The programme is delivered in 14 sessions covering a range of parenting strategies, including play, effective praise, motivating children through rewards, effective limit setting, and effective ways of handling misbehaviour. Parent competencies are developed in areas such as communication, limit-setting, problem-solving and anger management. The programme uses a collaborative approach between parents and group leaders, including group discussions, video modelling, role play, and problem-solving. Each of these sessions is followed by a snack time (‘kai’) where the participants can interact with each other and the facilitators.
  - Makeup Sessions- The programme is structured such that each session lays the foundation for the next. Make-up sessions are mini sessions provided once a week for a Whānau or group of Whānau who have missed a session or need a revision or require rigorous coaching.
  - Home Activities- The participants of the programme are given handouts and home activities to complete to contribute to positive outcomes. The facilitators support the Whānau with this through regular phone calls, catch ups and homework feedback discussions.



- Goal setting and follow up – Each participant is asked to set a goal (mini) each week for themselves as a parent and is supported by the facilitators to achieving it. Also, each Whānau is assessed and screened by Waipareira to set goals and priorities for themselves and their Whānau. This is part of the Waipareira way - Whānau Ora Approach. They are thereby supported to achieve these goals by Waipareira and its social workers.
- Referral to other services – The participants are referred to other appropriate services ranging from family support, drug de-addiction, childcare, early childhood centres, food banks, freebies to name a few, as per their needs and goals. This is distinctively the Waipareira way, where services are wrapped around the Whānau to meet their needs and empower them. Furthermore, as a part of the Local District Health funding, up to 2-3 children per programme diagnosed with high conduct problems are offered and supported with free specialised services (psychologist and mental health services). This is known as the Incredible Years Specialised Services (IYSS) and is discrete to the local district health board (Waitematā District Health Board).
- Home visits – the Facilitators visit the parents at home as well to solve barriers in their participation and also as a part of Whānaungatanga, to cement their relationships.
- Graduation- At the end of the completion of the IYP programme, Waipareira holds a small graduation ceremony for the participants who successfully completed the programme. This graduation ceremony is unique to Waipareira and is seen as Whānaungatanga and encouraging and inspiring the participants and their Whānau for their achievement.

Besides these primary activities, the facilitators do several other things behind the scenes to ensure the successful delivery and fidelity of the programme. They contact each participant in between sessions, prepare resources, respond to participants' home activities and reflect on each session evaluation and recording. Also, the facilitators (group leaders) have peer consultations every week and work towards their accreditation through recording and submitting notes to narrate the story of their session.

- Post programme phase: Each participant is sent *support letters* to congratulate them on their journey and provide feedback as per programme guidelines. The participants of the IYP programme are followed up even after the completion of the programme. This may be a casual check to see if things are smooth with them or maybe supporting them in their current circumstances. This is the Waipareira Way, where Whānau are supported and are a part of Waipareira even after exiting a programme.

## OUTPUT

### *Incredible Years Parenting Programme at Waipareira*

- 14 weekly sessions + 1 Graduation ceremony per programme
- 15-20 participants per programme
- 5 programmes per year
- 76 enrolled participants per year
- 60 participants completed IYP programme per year

## Outcomes: Changes Experienced

As highlighted, understanding and measurement of outcomes that matter most to the stakeholders substantiate the effectiveness and impact of the IYP programme on them. This section of the report highlights the outcomes experienced as a result of the IYP programme for each material stakeholder and also examines those outcomes that represent end-points in the chains of changes for each stakeholder (and are therefore included on the Value Map). The analysis also requires the relevant outcomes to be evidenced by appropriate indicators and then assessing the expected or actual quantity of change. The outcomes were measured and verified via questionnaires (see Appendix A11 and A12) administered to the stakeholders and interviews.

The table below illustrates the outcomes experienced by the key stakeholders involved in the IYP programme at Waipareira and highlights those included in this analysis. It also outlines the indicators used to assess material outcomes. As with other important elements of this analysis, this illustration was verified with the facilitators/ kaiārahi of the programme, and other organisational stakeholders to ensure a thorough understanding of what had changed for material stakeholders.

Stakeholder	Outcome	Indicator
<b>Parent and caregivers</b>	Being A Better Parent	<ul style="list-style-type: none"> <li>Participants reporting an increase in parenting knowledge and skills</li> <li>Participants reporting to being better parents since IYP</li> </ul>
	Parent-Child Relationship	<ul style="list-style-type: none"> <li>Participants reporting an improved relationship with their child/children</li> </ul>
	Family as a Unit	<ul style="list-style-type: none"> <li>Participants reporting improved relationships at home/ in family</li> </ul>
	Reduced Stress /Better mental well being	<ul style="list-style-type: none"> <li>Participants reporting decreased stress</li> <li>Participants reporting reduced anger</li> <li>Participants reporting improved mental well being</li> </ul>
	Feeling worthy and confident	<ul style="list-style-type: none"> <li>Participants reporting feeling worthy and confident</li> </ul>
	Having a safe environment	<ul style="list-style-type: none"> <li>Participants experiencing having a safe (non-judgemental, non-bias and trustworthy) environment</li> </ul>
	Feeling Supported	<ul style="list-style-type: none"> <li>Participants reporting having less social isolation</li> <li>Participants reporting feeling supported with access/awareness to other services</li> </ul>
	Access to child custody/guardianship	<ul style="list-style-type: none"> <li>Participants reporting improved access to child custody</li> <li>Participants reporting a reduced risk of losing child custody</li> </ul>
	Feeling supported with access to other services	<ul style="list-style-type: none"> <li>Participants reporting feeling supported with access/awareness to other services</li> <li>Participants referred to other services</li> <li>Participants referred to/accessing specialised services</li> </ul>
	Social Engagements and interactions	<ul style="list-style-type: none"> <li>Participants reporting increased social engagements and interactions</li> <li>Participants reporting increase confidence to try new things</li> </ul>

<b>Child/ Children (3-8 years)</b>	Emotional Development of Child	<ul style="list-style-type: none"> <li>Participants reporting improved emotional development of their child</li> </ul>
	Cognitive Development of Child	<ul style="list-style-type: none"> <li>Participants reporting improved cognitive development and behaviour of their child</li> </ul>
	Sociability of child	<ul style="list-style-type: none"> <li>Participants reporting improved sociability of their child</li> </ul>
<b>Facilitators/ Kaiārahi of programme</b>	Improved Professional Development	<ul style="list-style-type: none"> <li>Facilitators reporting improved professional development</li> </ul>
	Increased self-esteem	<ul style="list-style-type: none"> <li>Facilitators reporting feeling worthy and confident</li> </ul>
	Being A Better Parent	<ul style="list-style-type: none"> <li>Facilitators reporting improved parenting since being a part of IYP</li> </ul>
	Improved Personal and Professional Relationships (Interpersonal Skills)	<ul style="list-style-type: none"> <li>Facilitators reporting improved interpersonal skills</li> </ul>

The results from the respondents' cohort were collated and extrapolated to the number of respective stakeholders involved in the programme. That is, the results from 30 parents and caregivers were collated (%) and proportioned to the number of parents and caregivers completing the programme in a given year (60 parents and care givers and their children - 65). The results of the reported outcomes experienced are detailed in Appendix A13.

#### **Note**

- *No potential negative outcomes were observed or reported during the course of this analysis. This can be further investigated in a follow up study or if this forecast is evaluated in the future.*
- *Volunteers are considered as key stakeholders as discussed in Chapter 2. During interviews engagement with the volunteers of the programme, no material change was reported at the given point of time. However, there will be consideration to continue to include them if this forecast is turned into an evaluation – to assess if any changes are experienced by the group.*
- *Similarly, wider whanau/family, communities and schools, may or may not directly experience material outcomes. They have been excluded from the scope of the analysis due to scope of the forecast and limitation in data collection, but can be included in a future evaluation of the programme.*
- *This analysis did not include participants who dropped out or did not complete the programme. Any changes (positive or negative) experienced by this group as a result of their enrolment or limited involvement in the programme will need to be assessed. This will be considered to verify in a follow up or future evaluation study.*

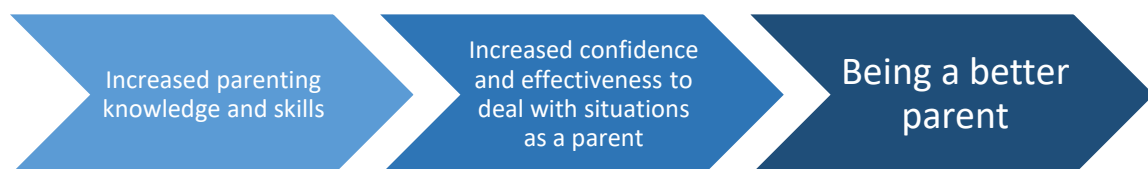
## Changes Experienced by Parents/ Caregivers

The parents and caregivers participating in the programme are the primary recipients and beneficiaries of the programme. They engage in the programme and acquire parenting knowledge and skills through different activities delivered by the IYP at Waipareira. Engagement with the stakeholders via in-depth face to face interviews and focus group discussions, brought to light the impact of the programme. It was further explored through questionnaires to confirm and validate the materiality of these outcomes and understand its value. It was observed that there was a chain of events leading to the significant changes which were categorised into broader outcomes based on the underlying themes. This section describes and discusses the changes valued by the parents and caregivers of the IYP programme at Waipareira.

### Being A Better Parent

During the interviews and focus group discussions, all the parents stated that the IYP Programme at Waipareira had made them a better parent. Ninety per cent of them reported a significant change. Through the programme, they learnt parenting strategies and skills like “ignore, role play, praise, attention” (most commonly mentioned), which enabled them to better understand and manage a situation as a parent. It strengthened their confidence as parents, and the programme pushed them to do better every time, as suggested by many parents. The facilitators of the programme were identified as essential in realising this change, providing confidence and guidance throughout the programme. When asked how they could indicate that this change had occurred, many parents stated they now think about how to deal with a situation by asking; “What would Viv (facilitator) do?” and “everything she taught me, I still do”.

*“I think all parents should do it - Just like **all drivers should do a First Aid course, all parents should do a IY course.** Because there’s always going to be something you learn.”*



The parents and caregivers faced challenges as parents for a range of reasons, including lacking suitable role models, health concerns, stress and troubled relationships. In some cases, they were court ordered to attend the course, while in others they were referred by a service and came involuntarily. In either case, the IYP programme at Waipareira helped to re-build the confidence of parents with previous experience of raising children, and for others to provide reassurance in their current abilities. As one parent stated, “I have seven children, and none of them has made me realise myself as a parent. Coming to this course has been life-changing. It is a bomb! It has changed my perceptions of parenting. I feel like a parent now”. Regular comments that parents were able to; “cope better with them (children’s) behaviour”, “I can do better now” and “our confidence is sky high now”, are indications of such changes. Further to this, the programme often made parents understand the critical underlying reasons that explained behaviours, which they helped them to focus on addressing

the key issues and also reduce concerns of how others might perceive them. Thus, providing more knowledge and skills, and hands-on experience to parenting, the parents and caregivers, perceived themselves to be better parents since the IYP programme at Waipareira.

*“My sister was over during the school holidays. That’s when she brought the kids down and stuff from up north and yeah it was awesome. one time the kids throwing a ball inside and she was like no don’t throw the ball in here. I was like it’s okay, it’s only a ball, it’s wooden floors so what’s the problem? Yeah and she didn’t, she was like true. She just noticed that my behaviour –Changed, and, she’s like oh okay. Before you wouldn’t let the kids play with the ball inside – what’s changed? It’s like yeah take a step back, you know, it’s all good. She noticed such a drastic but good difference in my parenting! She was like- what are you smoking? (laughs) “*

*“I was growing as a parent with the kids – instead of me being the adult and them being the kids. We were together on this journey and we moved together and we’re still moving together. Sure, you know, not every day is good. I still mess up, I still right, yeah. No one’s perfect but in saying this, you know, this course is awesome and it’s for every walk of life – solo mums, solo dads, partners. “*

*“Our relationship was like on and off - it was a bad road. The worstest road that was ever walked. And our kids were getting affected by it yeah. So, we had to join ourselves and to be better parents. And we’re going through Child Youth and Family. But this is like five years’ worth of it. We are definitely better parents and our kids love us now. We have grown closer “*

*"It always come down to the parents. Because that's the foundation of everything aye. This has made a way better parent! That's why it's more important for them to fund programmes like this than building jails. "*

*"You know the skills and tools you're trying to teach; I've become more aware of where I need to be doing that more. And where I was already doing it in and improve on it there because you know, parenting's not perfect, but I am getting there. Thanks to IY! "*

*"It teaches you how to be able to cope, deal with your children's like, bad behaviours really. And as well as their good behaviour, because you always have to remind them that it's okay to be, bad but for so long and yeah. There's just balance. For me anyway. You know, keeping it balanced because no child's perfect, ay? "*

*" We don't even realise but it's what we'd gone through every week. It had bettering ourselves and how the children respond to us . It's how the parent respond, how we respond. And it wasn't happening before but that was like happening now - it was what we had learnt at class."*

*"it's really awesome. It does make us accountable as parents. And a lot of us, a lot of parents are out there winging it. And for myself, I totally suggest, encourage parents to take that step forward and do it"*

*" It's really emotional. You know, like with the behaviour of our children and that we are being horrible people, it drives you down. But we have learnt to discipline ourselves, our mindset . We've got a lot out of this course we have. Our being here has made us stronger parents."*

*"I think I was like a little bit defensive about it at first. Like going to course – I know how to be a parent."*

## Improved Parent-Child Relationship

The IYP programme at Waipareira resulted in substantial changes to the quality of parent-child relationships for the parents and caregivers(87%) of the programme. The parents were using the strategies, being a better parent, and this was showing results on their strained relationships with their children in most instances. In many cases, parents were encouraged to spend more quality time with their children, and they reported maintaining these activities and stated significant improvements in their relationship with their children. Having a better understanding of child behaviours, they were able to communicate and understand their children better. Some parents also stated that they were calmer, there was less yelling and beating up their kids. There was more trust building/ built between them that they were otherwise unable to do. Different techniques like role play, attention, playtime facilitated bonding with their children. They valued the importance of their relationship with their child for his/her development. Many parents reported that the children would now have a routine and follow it, more regularly do the things that they enjoyed, such as playing with friends, going to the park and engaging with their family members – as a result of a strong foundation of their relationship with their child. Overall, the relationship with their child was revived, strengthened and their bonding was growing strong as a result of the programme.



*"I mean right now it has been really nice and calm. But I think there's more of that than there was, definitely, and that's because we, both of us hang out with him more and really notice all the little efforts. He's definitely standing a bit prouder, much happier to go to school than he was. So, I think it is trickling through. He is getting to sort of trust that we are doing the right things, and he likes that we are doing the course too, so that is obviously, shows that he believes in what we do. It is good."*

*"Speaking to my kids and trying to set rules has way improved. I've learnt to be more patient- A lot calmer, I'm a really impatient person – mostly when it comes to my boys. So, I've learnt a lot from this course. I've learnt to spend, more time with them. It was always about time, like if they come to me and ask if they can do this and that and I'll say no, go do something. But, I've spent more time with them and we do like activities nearly every weekend now, just to spend like you know more quality time and bonding."*

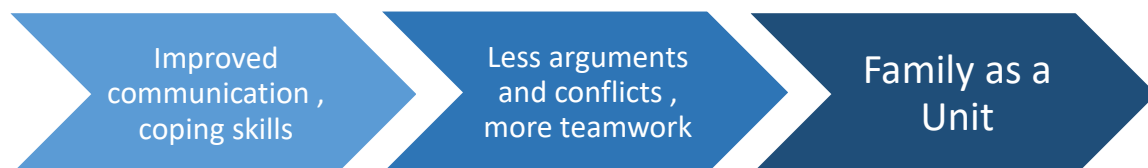
*"The children love the praise, yeah, they respond really, they respond to inspire. Their face lights up! it's like oh, I'm important or I'm special. "*

*“Play time! I didn’t used to play with them and now I do play, get on at their level and play with them. Before I was just being like go and play and they’d all go and play. But now I play with them. I’ve never done that before, before this programme, you know, I just let them do their own thing. But it helps yeah, it helps to actually play with them, give them time. It taught me a lot every time. Got me closer to my kids, so like encouragement.”*

*“Especially for people who’ve grown up in dysfunctional, these (IYP) are good tools. I think like, I talked to the kids more than I did. Actually, I didn’t know how to play with the kids. I done it all wrong. I was playing parent; I wasn’t child then. It really makes a difference. I know this is a parenting course that works on me raising my daughter and it improves relationships between husbands and wives. I’m not trying to kill my kid and I can communicate with my kid, which helps me to learn skills.”*

#### Improved Family relationships/Family as a Unit

A Whānau ora approach to the delivery of the IYP at Waipareira means working with all of the family. The engagement in the programme resulted in significant changes to the quality of the relationship between family members especially partners, siblings and the family as a unit. Around 87% of the respondents expressed to feel the change significantly. They reported better communication and coping skills of the family as a whole, as well as less conflict an ability to resolve issues collectively. For example, one couple stated that they were at breaking point, and they would have split up if it were not for the changes IYP had created. Parents and caregivers indicated a willingness to do more things as a family. They mentioned growing closer as a couple, a family and more teamwork. Another change identified was decreased in arguments and improved situations with less violence at home. There was more family time. They mentioned improved bonding between parents but also between the siblings. Parents and caregivers observed that their children as well, were better able to understand their sibling’s circumstances, they became closer, and some were helping their brother or sister. The impact of strengthened family relationships was highlighted as significantly removing; “the attitude and distance between us”, and having “got that connection back”. One parent summarised the outcome; “family is the most important thing in the world, and this course has got us together again!”





*"More connection, more teamwork. Where before.... Now, Less arguments, Less attitude. Where before yeah attitude was the key (laughs). It would always affect us but now it's like we'll have a little argument but that's it, instead of turning it in to a big rackass. And they're ringing the police and then, like a big routine over again. We're at the healing stage. Getting over all the negativity. And acknowledging what we've done. And moving on, moving forward."*

*"It's really helped our marriage and being on the same page and praising each other – that was hard (laughs) or praising yourself."*

*"It's brought us closer, ay? Got to work it like a team. All the negatives aye. It's helped us turn them into positives. There're more outings. More connection, more just togetherness really, yeah instead of being apart."*

*" There's a lot more family time, where I never had the patience for family time (laughs). I'd give up straight away but now I don't give up. Before this programme I never did that, never family time. I'd take them out, but we'd never interact with them on the playground, just sit there and do nothing. "*

*"We look forward to it(IY). It's a good thing of being able to spend time, more time with the kids and we've also taken their time out after the kids have gone, to spend more time with ourselves. Moreover, we are incorporating date nights and all sorts of stuff, yeah, because you need time together so. So, I think that's a relationship wise with your spouse and also your kids. So, in the future at least the child will be able to open up to you as they get older, especially when they get to the teen years you still want those communications open if anything does happen, they can come back to*

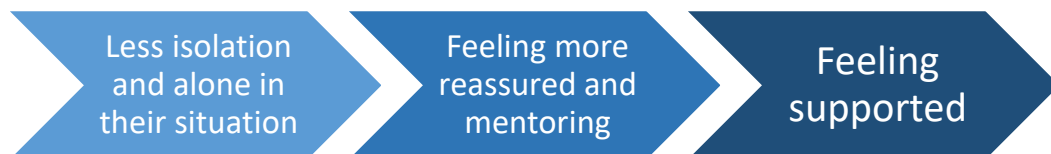
*"The household is a calmer place and mealtimes are more relaxing, because we are using the strategies and we're practising the strategies. We're not picking on every little thing, instead of just ignoring all the bad and typical. Ignoring the bad and praising a lot and that kind of stuff. It does work, cause if kids got low self-esteem or things like that my son does then – it's great cause he does respond really well to it. There's still lots of ups and downs but we're always get back on again and all. It is slow but - we're not getting down about if we ever get angry anymore. We just go okay, we did that, when we should have done this, and so it's quite good. We try to be really positive as a whole family and it is a nice and more relaxing place. "*

*"Both of us have, are sort of meeting in the middle more, which is great. I know, I think we found two weeks ago there was a really good session. And we were both really down one night going, we'd obviously just had a bad day, but then we read this together and it was just about supporting each other and not being too hard on yourself and, also not projecting. Like thinking, you know, he's not doing this and he's not doing that. So, it's been really good, cause I'm being more aware of noticing the positive things and yeah, and it has helped."*

## Feeling Supported

In response to the questionnaires, nearly 80% of the respondents reported a significant change in feeling supported as a result of the IYP programme. Although this change could subsequently lead or relate to other material changes, it was reported consistently as valuable in their own right. The change was material and significant to the parents and caregivers. There was an overriding sense of not feeling alone in their situation and facing challenges in life as a parent. The programme brought together similar people together under one roof, where they shared their stories and feelings. They felt reassured of not being a terrible parent alone and that there were others facing similar situations. This was further strengthened with each session that brought different participants together, as one parent stated; “[it was] really nice to hear and share stories with people who were on my wavelength,” and another commenting; “when you open up and speak to people, you find out they’re helping others,” demonstrating an overall sense of feeling reassured and less alone. This created a network of social support for them. The programme brought with it, a network of new friends, and as some of them stated – ‘friends for life’.

Further, almost every parent mentioned the support of the kaiārahi as the crucial support and guiding light for them. The kaiārahi mentored them, were empathetic and supported them not only through the programme but beyond. The kaiārahi looked into the needs of the whole family and spent time with the participants to work together with them for their wellbeing - ‘they genuinely care’. A parent mentioned, “this programme made me realise, I had a person there to support me”. Several parents cited that the type of support provided at the IYP programme at Waipareira is largely unavailable – tailoring a package of support for the participants and their whānau after understanding their circumstance and needs was rare. All these factors made the parents and caregivers feel supported and they greatly valued the programme for it.



*"Me and Leah still support each other and all that. We still whinge about our kids to each other. So yeah and being on those sites with all the people, friends that I've made – there's all that support out there. Because like you hear the stories and all that but you run those sites you hear about the issues behind them and they've all got their own stories about their kids and that. We all support each other but we're also there to have fun."*

*"I think being told by them that I have, we all have our moments and when they give their example of when they weren't so perfect – that's when you're like oh yeah."*

*"It's funny – oh yeah I do that too. I'm not an egg. We're all eggs. "*

*"It's continuous learning and we all help to support each other. In this room, we make big changes and it can even make ourselves feel really good about ourselves and what we do. I used to be reclusive. I was depressed and had no one. I was a first-time mom. When I joined here, I was scared but I have made friends for life. We still hang out and talk every day almost. I would have never made these friends had I not been here. They were like my lifeline, especially for a single mum, first time in a new city. I always look forward to coming every single. "*

*"It's about support and it's about helping each other to find a way to make it work for each individual person in that family. And we care and it's not about just while you're here – it's what happens to you after when you leave these doors too. You know support carries on, because that's when the challenge is real, yeah. It's not, we don't face the challenge while we're in here – it's when we leave, it's when we have the real issues. And I have my support system here. We all do, aye? "*

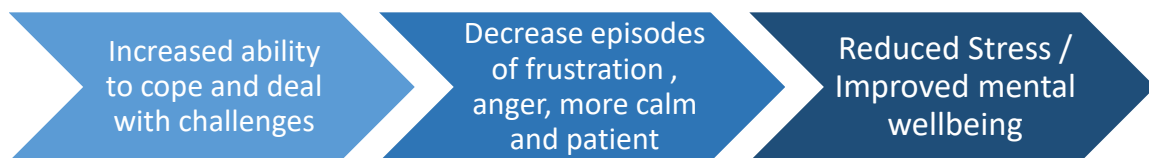
*"It's like the social support, like we'd go in there and like we get told, oh sometimes we're not here to talk about our social lives for the next three hours and like we talked about how our weeks were and our challenges and like just total random stuff that's got nothing to do with the group – so what did you do on Saturday."*

*"I would look forward to come to course so that I would be able to talk about whatever had happened and if I hadn't handled it in a good way I would get advice. All the different advice from everybody because we all deal, we're all parents. So, we all deal with the same sort of, you know, children are the same and no matter what nationality we come from, children are children and they're going to test us. "*

## Reduced Stress- Improved mental wellbeing

As discussed earlier, the participants on the programme at Waipareira came from different walks of life. They faced different circumstances but each faced stress related to parenting and managing their children. This was heard commonly in their interviews as “we were at a breaking point”, “I was stressed all the time”, “I was flipping out time and again” or “I was depressed”. Several of the participants stated having anger issues and being impatient. The stressed circumstances of the participants were also deduced from them saying: “we had hit rock bottom”, “My life was a mess” and “I screwed up everything, I was a loser”.

While the IYP programme and the kaiārahi were not qualified to address severe conditions, the support, safe environment and strategies were cited as essential to help ease mild to moderate concerns such as stress, anger, impatience and anxiety. The programme at Waipareira helped reduced their stress related to parenting by proving them strategies and skills to cope, building their confidence and providing a support network and safe environment. These factors enabled them to cope with negative and stressful situations. Their coping strategies improved, and they could communicate their feelings better to their support network and fellow participants of the programme. These catalysed and helped improve their overall mental well-being and deal with life better and be more positive. This change was reported by 87% of the respondents.



*“I wanted to do the course, because it gives you a chance to kind of admit things, you know, yourself about things that you do and actually like being able to relax. Loosen yourself. Share and de-stress. Talk it through. “*

*“But when you’ve done the programme it’s like, you just feel like a lot of relief, you know? Especially when you go through issues like I did at that time. I was a bit down and out but after I did the programme, it was like, yeah, uplifted me, you know? Spiritually and mentally and physically. “*

*“And being consistent is what IY has taught and being consistent with what IYs taught me. If you get out of your routine, then it starts breaking apart again. So yeah, I was talking a lot, see patience. Less angry, less frustrated! “*

*“I’ve been a lot happier, less stressed. More positive! “*

*"I was very angry man, and my children didn't get away from this boot. And go over there and CYFs would come around – stop booting your children man. And I said well they've got to listen, you know, that's how I was, that was my attitude because that's what I was brought up around. You did something wrong, you know, it was either the boot or the hand so that thing sort of sat on me. So, I was doing the same with my own children. And even with my wife, and everything just - kids gone, wife gone, everyone gone. Now I get a second chance at being a better parent, not only a better parent but a better husband to my wife. The children look back on that and they see that, like my baby in there – she's not been around the violence, so she doesn't know what violence is, she doesn't know what it's like to be around drugs, alcohol, people fighting, people screaming. "*

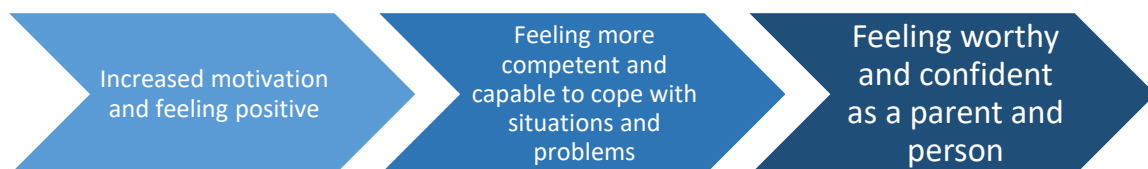
*"The kids just don't want to listen, so we have to! We try to use the knowledge that we've been taught here and there's role play learn – the child is in control, not the parent. So, you know that in itself has taught me. I found it hard with patience, patience was my thing that I struggled a lot with. That was a challenge, that's the biggest challenge ever and then you've got to be real nice, even though they're being real naughty and you're being really nice. It's your words, choose your words wisely. And my one is, okay let's go do something else, you know, whereas once upon a time – get in your room or pick the boot! That's how I did it or we'll just go throw something else that you might like. She (facilitator) always taught us to change the circumstance or change the situation or–distract. That's what it was, distract but at the same time you're trying to learn to distract yourself because you're angry. "*

## Feeling Worthy and confident

Engagement in the IYP programme and the “magic” of the facilitators helped address some of the barriers for the parents and caregivers. These barriers were difficult to cope and coupled with their circumstances, the parents and caregivers felt “low” and negative. Nearly 87% of the parents thought engaging in the IYP programme at Waipareira made them feel worthy and confident.

The guidance and push provided by the Kaiārahi and the atmosphere made them feel motivated to change things and turn the negatives into positives. The programme was regarded as a toolbox not only for being a better parent but also a better person. It provided coping strategies and skills which improved their confidence as a better parent. However, also, these applied to other areas in their life, and they felt uplifted and optimistic. They felt competent to tackle situations and try new things. According to one parent, the programme added a “spark” to their dull life and made them feel worthy and hopeful.

The supportive and positive environment of the programme motivated them to take up challenges with a smile and deal with them successfully. The stakeholder group reported improved self-esteem and drive to life. These chains of changes lead to them feeling confident and worthy not only as a parent but as an individual.



*“I feel happier because I wasn’t –I feel a sense of achievement. Like yeah, I did it! And every time you get like that too and you have those moments, those achieved moments it’s more encouraging and you keep doing it. I feel valued finally.”*

*“It (IYP) lifts your own spirit – It’s like built up my confidence. There’s not going to be a perfect way to do things all the time, but hey you’re doing the best you can in any given situation. “*

*"I am more like conscientious with things, more aware like more aware of how I was. It's made a dramatic change in me like how I did things – just being aware of what I was doing because I did like a lot of this stuff already. But not as consistently so become more aware of being consistent with it. "*

*"For me it's knowing that you can't and don't get it right all the time and that's okay. And that making a small change with how I deal with things has a massive effect on the little ones, just the smallest tweak of whatever it is. Taking those few moments to just be calm and not react. So, I think the biggest thing is the change in me, which I value the most, it's helped, I feel good about myself when I'm having a good effect on the kids and other people. "*

*"The programme helped me to change my perspective for the better in life and I'm just really grateful. I don't think Viv realises how much of an inspiration she is. I think she's a real gift to anybody that comes into the programme because she's life changing, you know. Even the way she just is with people, in general, is like..."*

*"When I first went into the course I felt, as a parent, I'd been stripped of everything – stripped of confidence of being as a parent. I didn't have my kids who moved away from me, but I had heaps of people telling me how to, what to, when to. I don't believe I was a parent (crying). So, doing this course for me was awesome. I come away confident. They empowered me, not only as a mother but yeah as a friend for my kids because I was an angry person, frustrated on how yeah just living was hard enough. "*

## Having a Safe Environment

During the engagement with the parents and caregivers, it was consistently reported that the programme at Waipareira gave them a 'safe environment'. This was confirmed in the questionnaires, wherein nearly 73% stated it to experience this change significantly. This meant it provided a place where parents and caregivers have built trust and can be themselves. This was enabled through the Whānaungatanga sessions. It was learnt- the participants themselves set the protocols "kawa" (described in Activities) for the programme. This meant that each week, they set the rules for the programme on how to talk, treat each other, maintaining the decorum of the sessions and so on. These were agreed by all, reinforced and followed by all. This held them responsible for each other and was a major contributor to building that safe environment. This environment was a "safe haven" for them where they could behave as they wanted, not feel ashamed or shy and most importantly judged. It enabled open and honest conversations where each participant offered a free mind to listen

*"Delivered by Māori to Māori as opposed to delivered by Pakeha to Māori or, you know, just the one person in the room that's... you know. If you're always, feeling like you're the minority. At Waipareira, Māori are majority but there is no discrimination. It's not shaming, it's not - you don't get shy. "*

and help each other cope together. Also, the delivery of the programme in 'kaupapa Māori' way, provided them with ease and peace of mind of not being a minority, of being discriminated or different. It gave them a protective shell from the judgements and negatives of the world, where they could grow and evolve as better people together.

This was confirmed as a separate and different outcome as opposed to feeling supported. It was reasoned as a place which was exclusive to Waipareira. It was an environment which was hard to find or create elsewhere.

Feel comfortable  
and reassured

More sharing and  
support, No judging  
and presence of  
protocol

Have a Safe  
Environment

*"Everyone's sharing. And no-one judges. No one points any fingers, or you know it's just really positive. It's more like a big family. And no one's saying anyone's doing anything wrong - it's just offering, it offers lots of different. It's such a big variety of strategies and it's all done in a really friendly way. And yeah, I think it's open-minded the way they deliver- "it's like go try this and if it doesn't work, you know, there's other things you can try but, don't be hard on yourself ". So, it's all very compassionate. "*

*"No one judges you. As the group in our first, second week and every week you're always allowed to add to the 'kawa', but it's we make the rules of how we wanted to be treated and what we think as a group should involve and I think that's a big part of it too because it makes everyone feel safer. "*

*"They never judge you, you know. They have more variety of things. They keep to their word where they say it's confidential, yeah, they're not going around telling you your nuts sort of a thing. You know, they make us feel comfortable. "*

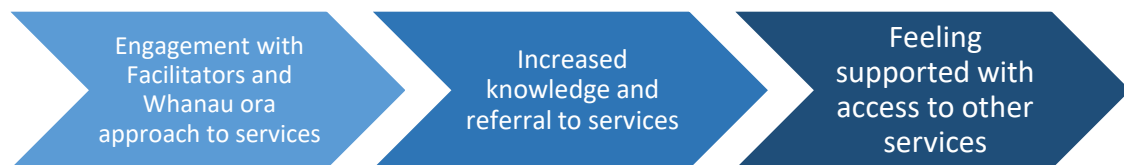
*"It's a bit like counselling."*



### Feeling supported with access to other services

Some parents highlighted that they had been actively supported by the IYP programme at Waipareira to be aware of and access other services. The 'Waipareira Way' wraps around a bundle of services for the whānau to access as per their needs and circumstances. These services may vary from the Incredible Years Specialised Services to ECE, health and social services etc. The facilitators not only deliver the programme but also work with the parents and caregivers in the early weeks to understand their circumstances and needs. They build a plan around them and their whānau and provide them with information about different services and programmes to support them. At some instances, they also directly take them to the services or help them access it.

Around 60% of the respondents of the interviews felt this support to other services to be significant to them. As one parent stated, the kaiārahi spoke to her child's teacher and helped build trust and relationship with the school teacher for her child well-being. As a result, she started attending school meetings, with many instances of kaiārahi also attending meetings and supporting parents to engage effectively. For other parents, the course came with a lot of 'freebies' – access to more help than they expected – these varied from free food, classes to taking them to social services and breaking barriers. Another major point highlighted by a few parents was the Incredible Years Specialised services- which gave them free access to a child psychologist for improving their child's behaviour. Some parents thought this change was welcoming as it was not seen at other places. They expressed this support as going beyond and weighted the Kaiārahi involvement as extremely valuable.



*"Then she (facilitator) would refer us to other services like within Waipareira or even things that hadn't that –like the fields out for other, she'd helped us out. And there's other things, other people, other counsellors or the way she (facilitator) said, look come see me afterwards and we will suss it out. It was like a full wrap around service because all the other parenting courses you go to it's just you've got a book and that's all you're going to do. "*

*"That's the beauty of the ladies (facilitators). While delivering IY, they work with us even earlier during the programme – work around services and talk about the extra services that they can tap in to. So, even from half way through or near the beginning and we talk about a few things, and they take that opportunity to spill all the other services. They ask if we would like this service and refer us and we can take it from there. They genuinely care!"*

*"I mean we're lucky we have the Incredible Years Specialist Services. So, I certainly see a greater shift in the parents and the children who are associated and have the support of the Specialist Service that comes without even saying their shift is much faster. I think some of the benefits that we have around being able to offer them special money to get there, so reducing some of the barriers is really important to keep the engagement. Because if you're having parents come and drop out at week four or five, the value has gone. So, the importance of having some funding, to be able to see them through to the end, whether that be a regular weekly petrol voucher or babysitting voucher or whatever that might be is really important. Having the teaching teams have the same strategies as the parents so they are able to go into their education place of education and discuss so they feel that they have the knowledge to talk to teachers. "*

"I went to a parenting course with an external agency that specifically focused on teenagers and we didn't have Whānaungatanga, so you didn't really get to know people. There wasn't that extra and ongoing connection, like you do the Facebook, so people can link into that. There wasn't weekly texts, messages or phone calls or anything like that. There was a cup of tea and a bicky at half time. The last session was the last session, there was no graduation or certificates. It's just passed, the last session 14 is just pass the certificates out – thank you so much for coming and wish you the best and then that's it. Then that's it. There's no follow-up either.

Whereas at I suppose at the Waipareira IY, there is kai's at the end and so people actually stay around and talk. And they're encouraged to too, you know, stay and share food, which is what we do. And we do tend to stay for quite a while don't we? (laughing). And then that facilitates that Whānaungatanga more and the more conversations. And the kaiārahi are a part of our lives and because they know practically all the services around. So, they'll be like – well maybe would you be interested in me referring you to this programme because they might be able to support you in this area or that area or... And so, they wrap with other services to support us in different areas at the same time. So actually, when we graduate IY we are prepared and can connect to other services we need also. We don't have to run around and panic for anything. They take care of us.

The kaiārahi are connected to us on Facebook. They stay connected like forever! So, it is upto us really to keep following up with them and checking in when we want to. And also because we're at Waipareira, while we are with IY on those 15 weeks because they get to know the facilitators quite well they might start sharing other stuff about still be engaged with Waipareira in other services. So, we are not really saying goodbye to Waipareira, we are finishing IY but we're still involved with Waipareira and getting support in other areas of their lives.

Another thing is -because once you sign up with Waipareira – that's it, you're still and will always be a Waipareira Whānau. So, I think that's the beauty of the kaiārahi being able to do that as directing us around and just keep us safe and still be a part. Regardless – it's never going to be a goodbye after IY's finished because we're constantly going to see them."

## Social engagements and interactions

As a consequence of the stress related to parenting and other whānau circumstances, many parents had become estranged from friends and social life. The stress and lack of time management combined with a lack of confidence made it difficult to socialise with others and participate in activities. They tended to stay at home, some of them isolated or leaving their jobs or usual engagements (before parenting difficulties and stress). However, as a result of the IYP programme, many parents reported an increase in their social life with existing or new friends, with some meeting other parents and engaging in social activities. The change in social engagements and interactions were reported significant by 60% of the respondents during the stakeholder engagements. It was considered as a separate material outcome and not as a part of the chain of events of outcomes like feeling supported or confident, as they held different value to the stakeholders. The engagement and interactions were attributed to other factors as well, but the programme helped catalyse the change. Although related to the other previously discussed outcomes, it varied in its degree, description and context to the stakeholder group and hence was considered material in its own value.

The programme helped reduce their stress, manage and plan their time better and boosted their confidence. This subsequently increased their willingness to try new things, come out of “the zone” and “get back to normal life”. One of the parents stated- “Before we were antisocial, did not want to do stuff like this. Now that we have actually done it is like we do not want to leave. “A couple of the parents had left their jobs because they could not manage their kids and were stressed out. The programme gave them structure and confidence, and they were able to cope up with the stress and get back to work. They called this “reviving”.

Some of the parents have started going to social events, reconnected with their friends, they had lost touch with after their children and are trying new things. A few of these things mentioned were joining a dance class, going to singing lessons, joining a club or gym as well as starting their own groups. One mother spoke of previously being a recluse and stressed out being a bad parent. With the support of the IYP at Waipareira, she had recently gone on a night out with friends for the first time in 5 years – and although nervous, she thoroughly enjoyed it and was looking forward to the next one. Another solo dad of three girls was extremely stressed and found it difficult to keep up with the daily activities. Coming to the programme has “loosened him” and got him out of the four walls. He was happy and confident, made new friends and hung out with them now. Further, he started a group for solo fathers which he regularly manages to support other solo dads.



*"It's (IYP) like foundation, basics everything. Like fundamentals and building foundation for them. And like parents you've got to! It becomes generational, if you do it properly- you can carry it along so your grand kids. You don't have to watch your grand kids getting mistreated or anything like that if you've done your job properly as a parent."*

*"The course for me has been fabulous. I have six children, and none of that has made me an expert. Coming here gives me structure. In fact, I'm still – everyday I'm still trying my best. Attending the course has given me things I already know, but to be able to implement them, coming here to be taught to be kind and caring. I love my kids dearly, but the fact to actually hear it! Because some of my days are so challenged that I have reacted, and I'm pleased to be able to learn the strategies to help me through. "*

*"I've never actually thought about doing parenting or anything. Cause, like I said before, I didn't think I needed help... thought I was doing everything good. But I've learnt so much throughout the programme. I have become better. My kids see it and feel it! "*

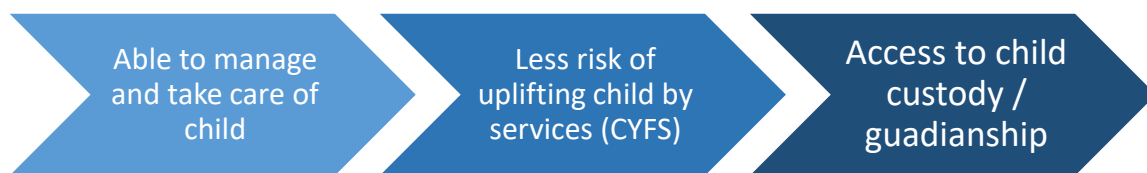
*"It's changed me and changed my kids ... and I wouldn't have, if I didn't do IY. I would not have known the things I know now so."*

*"I was court ordered, my thing was like I came here the first day until I saw this one because she's my mate from years, yeah, I just came in with an attitude like I just want my certificate to show court, you know, I just want my certificate. I'm not going to listen, but I just want the certificate. I come every week but as the weeks got on and I got to know all the girls and that and these two are like my favourite couple. I started enjoying it. When you enjoy something, your ears open up and your mind opens, and you start to pay attention and learn. it's not all about book work and that. You deal with all the topics that you actually face on an everyday basis. This is hands on. "*

*"Honestly this programme is helped reinforce because I've got to raise good men. I have all these sons and they're going to one day be fathers and husbands. so, I could do my job properly and this helped equip me with the tools. I have, it's enough to have my own values but to have them reinforce that.... I was on the right track! And here's a little bit more you might not have got and then do it and then see it actually working and progressing with my kids. I know it adds like more reassuring that they're going to be okay as dads and husbands."*

### Access to child custody/guardianship

Owing to the complex nature of many whānau involved with the IYP programme at Waipareira, a significant number of parents and caregivers experience their child or children being the subject of an investigation by social services. There were three possibilities identified for social services involvement -an initial review, escalation to a child being identified as in need, or in the most severe cases where a child is considered to be at risk and taken away. In more extreme cases, parents are subject to multiple instances annually of their children being investigated by social services, often with the process being terminated after an initial review. Although in some cases children were escalated to being identified as in need or at risk. Further, families that had no direct experience but were under threat of such outcomes were also asked how they felt and what would the probable impacts be, if this situation had materialised. There was a belief that they were terrible parents or had 'failed' as parents, which put their child at risk and they would lose their child's custody/guardianship.



*"I believe this course needs to be extended to the rest of New Zealand. Through that we would have a lot less families go to CYFs. It's happening and that needs to stop happening and the only way that I believe it's going to stop happening is if this course is actioned throughout New Zealand."*

However, there was a consistent comment that owing to participating and engaging with the programme, they learnt and acquired skills to understand better and manage their children. Their abilities as a parent improved and they could cope better. They were improved relationships with their children and were coming together as a family positively. The parents and caregivers highlighted that they felt much confident as parents, calmer and that both their own and their children's situation was much better- with the risk of losing their child custody and guardianship not being a graving concern. Some of the parents stated increasing their chances or gaining access to their child, as a result of the life-changing impact of the programme on them.

While losing child custody is always the last resort for the child services, the loss experienced by both parents, children and whānau is significant. Many parents mentioned the IYP course at Waipareira to be the 'foundation', 'basics', 'first aid kit' and 'toolbox' for every parent – to foster parenting, relationships and child development.

*"It's been fabulous being in a safe environment- emotionally and psychologically, because I know that if I was to just come in and say I've messed up this week then people aren't going to judge. They'll either laugh or maybe wait until afterwards and – support you."*

“This parenting course has not just helped me with my anger, it also helped me to grow a better bond with my kids to the point now that I’ve got access to my son. I’ve been drug free for 11 months. At the beginning of this year I stopped and started to come clean. And then also other things like the job. My whole attitude because I was a bit of a stand off person when I first started. I was very very angry. I didn’t want to do the course, but I did it anyway. I was really in denial about things that we discussed in the group at the beginning. But then when I kept coming back, I opened up more to the point, where they (facilitators) gave us these tools but also my friend here, you know, like the support, she gave a lot of support as well and some classes when I was here. That’s a lift up. “

“There might be other parenting programmes out there or whatever to do but I don’t think I could have come across a better group of people and a better tutor...it’s just really comfortable and you can share openly and honestly and not feel judged. You learn a lot and you don’t even have to, you’re not shy there – you don’t have to be shy. You can ask what you want to ask, and they sort it. What I love about is- she( facilitator) kind of picks up on things like even if you are sort of holding back on saying something or asking or sharing or whatever – she(facilitator) sort of picks up on it. And it’s like yeah she’s got time for all of us, shows an interest. Capable of picking up, relate. Relate to everybody including the tutor – she as well has her own personal experiences which is awesome. It’s hard to find a service like this. You can’t really find the similar sort of programme like this anywhere else. You know, the programme that’s run here is one programme –Pretty much the only one out there. “

## Changes Experienced by children

The purpose of the IYP programme is to improve/manage child behaviour and their socio-emotional competency through parenting strategies and tools. The children are one of the primary beneficiaries of the IYP programme. In this analysis, the perceived changes experienced by the children were reported and observed by their parents and caregivers. They provide information about the change they observe in their children since exposed to the new practices and skills resulting from the IYP programme. They reported several changes in their child's development and behaviour, which have been categorised broadly into three outcomes in this analysis (based on secondary research). These are:

- Improved emotional development
- Improved cognitive development
- Improved sociability

### Emotional Development of Child

In the interviews with the parents and caregivers, 97% of the children of the participants were perceived to show at least some improvement in emotional development. The questionnaires revealed that 87% of the children to be showing a significant change in their emotional development. The parents and caregivers observed improved moods and greater enthusiasm in the children- when they arrive at school and get back. They arrive happier, keener and enjoy play and daily activities at home and school. The child can express emotions and thoughts easier and does not throw many tantrums as before. They showed improved moods and responded to changes better. They can follow instructions and also mingle and try to understand the parents/caregiver.

*"It has helped my kids, especially my oldest because he used to have like real tantrums and like smash things and then go to his room and smash his whole room but now he does not do that. Now he does not do that – now he calms down, goes to his room, finds a book or whatever, reads to himself and then I'll talk to him. And this is what because IYs taught me, you know, it would not have happened like that before. But I have been on the programme for a while now and yeah it is impacted and through me showing my kids, their learning, like role modelling as well."*

*"They've been a lot happier. The kids not as grumpy, like it's not oh no dad can I have this. - Piss off outside sort of thing. Not doing that anymore. They actually stop and listen to what we say. "*

*"It's important for me to tell the kids how I'm feeling. I just, I didn't think that that was of any relevance but now I will say to them – Mummy's not feeling too good or so. And they understand!"*

*"I see the change in the kids. They become more compliant in a way. They're happy to cooperate and listen. When they consider your feelings that makes a difference too. That emotion regulation is so much better. "*

*"The kids seem more positive."*

## Cognitive Development of Child

Majority of the parents and caregivers perceived their children to show improved cognitive development as a result of the programme. According to them, 73% of the children demonstrated significant change. The parents and caregivers observed an improvement in their child's attention and focused span. They can have and follow their own little routine, like packing their school bag, washing before bed, brushing, putting the clothes in the laundry basket etc. These parents and caregivers also thought the child had become more independent and developed the ability to think and act for themselves. They can reason out tasks and find solutions. The children are more curious and show greater ease and fluency in speaking. Another aspect is their interest in reading and engagement in class and activities. The parents and caregivers perceived these changes to be as a result of their change in strategies and behaviours with their children. This has helped strengthen the child's development.

*"My son has now got a routine. We set a little routine from him after learning about it on the IY and he has picked it up so well now. I feel so proud. He will do his everyday basic stuff without me nagging. "*

*"It's amazing how my kids can now tie their shoe laces, it takes them a little time, but they try and insist on doing it on their own. No help! "*

*"I started reading to my kids. At first they used to find it boring and just shove it off. But now they ask to read every night. Sometimes I am exhausted and I am like just go to bed (laughs), but I know it's good for them*

*"My older one is not afraid of trying new things now. Earlier he would shy away and lock himself in. But now, when we say let's try this, he will jump on it right away. When we visit the park, the kids will run around, trying every single thing, exploring it unlike earlier. I see that change, it's so great. It is going to help them so much in life. The younger two are also learning from the older one."*

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## Sociability of Child

Almost all the parents and caregivers observed changes in their child's sociability since being on the programme. Of these, two thirds (63%) reportedly showed significant change. The children seemed more comfortable interacting with others – extended family, cousins, at school. They are learning to share things with their siblings and friends – toys, books etc. They find it easier to work in groups and enjoy playing with their friends. Also, some of them feel more at ease when making new friends and interacting with them. They have become more sociable.

*"My two sons were so shy! They would not talk to anyone. So contrary to me. I was very worried. But I have tried somethings from the programme and I see a change. The other day they were riding their bikes on the street and a girl passed by. They said "hi" to her across the road. I found it strange! Then they told me, the girl and her brother went with them to school in the bus."*

*"They're a lot more helpful for one another. I thought they were before but they're like I'm thinking about my oldest – he was a rough boy, he's a rough boy. He'll growl at his brothers and boss them around and now he's more like encouraging to them to do things instead of growling at them to do it. "*

*"He has settled down better at school and touch. He enjoys playing with the team now. Has made new friends. He also went for his first sleepover!"*

*"She would fight, throw tantrum and never share her toys with the younger one. It was so hard. I had to buy two sets every single time. Then, we have tried to talk it through patiently and chaotically with both of them but it was like no result. But then last month, I went to their room and they were actually playing tea house together with their dolls. And she was sharing her toys with the younger one and teaching her. I was so happy! Ever since they have shared more and even if it's a piece of cake!"*

## A Teacher's Testimonial

“The IYP absolutely makes a change! Yeah and we hear about it through the teaching teams – it changes the parents, both the parent's relationships with their children and the way in which the children respond to their parents. But also, the behaviours do shift in the kindergartens as well.

A simple example might be of a child not wanting mum and dad to drop them off at kindergarten so an attachment around attachment. But once the parents build a strong relationship with their child then they're able to drop them off at kindergarten and leave quite quickly. It's an obvious example of changes in parents' practice, parent's behaviour that can shift the child's behaviour. So that's a really big one because that's often something that happens as they come, and they say they can't leave their child at kindergarten because their child cries. It's something that is, a big one and that shifts quite quickly in the first few weeks in the programme. That behaviour shifts quite fast for parents and for children.

Also, we see children being able to settle at activities for longer because they start to trust the process of mum or dad telling them when they're going to be leaving or the teacher's giving them those transition warnings, so they start to hear them. So yeah, so definitely all of those children start to respond to because it's happening at home.

Also, they've been coached to and they start to identify behaviours that parents are wanting to see more, and the teachers are wanting to see more of them. So, they start to hear more, they get praised more for those behaviours like using gentle hands or waiting patiently and so they start to do it. So, they start to respond to that and they start to act on what they're hearing so they know they're getting praised for those behaviours and they tend to stop being so impulsive and have more pause moments. But sometimes if a child is impulsive and they're still not waiting patiently after we've done lots of social coaching and things like that, then once we start to introduce incentives and rewards, they respond better. So, sometimes we have to introduce them sooner than what we would do, to encourage a child to change their behaviour

Some parents come into the IYP programmes and they don't like their children. You know, they can't find anything to like about their children so they're really at rock bottom, they really are! They just don't know what to do. You're literally scraping them up off the pavement and building them up again, as people and as parents and changing their mind-set around actually it's not the child that you don't like – it's their behaviour. So, you've still got a child there that you gave birth to and you've loved and nurtured, but his behaviour is clouding what they're seeing. And it is the parent's behaviour that changes that then changes the children's behaviour, so it can't be a quick fix.

So, seeing parents have that change and sometimes that penny dropping moment or that light bulb moment for parents doesn't come until like week nine, ten or eleven. All of a sudden it's like ah I get it now. Sometimes they're dealing with their own childhoods and their own parenting, how they were parented and so that's really important for them too to deal with that along the way as well and reflect on. Time spent with children is learning time and its time to build relationships and even though sometimes that will go pear shaped and it won't go as planned but parents at least wanting to engage with their children and know more about them than what they did at the beginning of the programme then I think that's a win win yeah.

You always see changes in parents who are doing IYP. It tends to lift them with their self-belief that they can parent well. They tend to feel good about parenting because they have some strategies. So, whenever I see them at a kindergarten and they've done the course, they are bubbly and enthusiastic. It just shifts their mind-set around thinking about the positive rather than always focusing on the negative. And even if that's for just that split second when they see me because that's what it recalls in them.

I don't know but I certainly see them as different people to the day they walked through the door on the first workshop until when they leave the programme – they're completely different, just have a different I guess shift in their thinking of how they think about their child and what they think about themselves as parents. “

## Changes Experienced by Kaiārahi/Facilitators

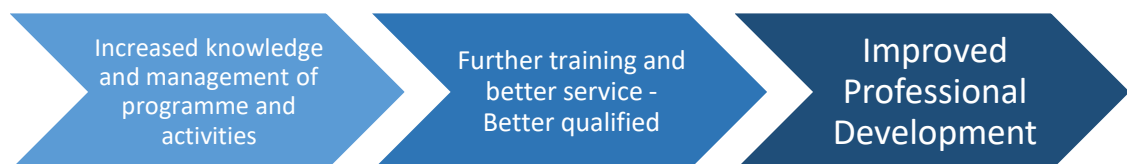
The facilitators/kaiārahi outlined that owing to the unique nature of their work and delivery of the programme in “the Waipareira Way”, they experienced some material changes that other work could not do to the same extent. They identified several changes which are classified in four key outcomes:

- Professional development
- Improved social and professional relationships
- Improved self-esteem
- Being a better parent

These were identified as a result of face to face in-depth interviews, questionnaires and focus group discussions with the five facilitators / kaiarahi of the IYP programme. Although the cohort size of the group is small, the outcomes were significant and relevant to the group. Their outcomes were not of high in value financially (1% of overall value created) but have been included owing to “value what matters”.

### Improved professional development

In all the interviews and questionnaire responses, all the facilitators/kaiarahi mentioned improved professional development as a result of the programme. This referred to increase knowledge and skills of the programme through the Group leader Training which helped them to manage and plan the activities of the programme better. They were more observant, alert, aware and empathetic of their role and responsibilities. They learned to better plan their daily work, document, report and developed professional relationships. They felt better qualified and were the new practices and behaviour made them confident for better service delivery. They are all working towards their accreditation, which would boost their career aspects to deliver independently anywhere and increase their employability. They felt the structure of the programme enabled them to develop themselves professionally as well.



*“Accreditation will give you that step to you can actually do it nationally, not just under Waipareira, but you can be contracted out and deliver to other organisations through Waipareira so that’s the purpose of accreditation – it’s a step up. Until they’re at the stage where it’s not just a national, you’re actually internationally qualified to deliver so they could go and deliver in Hawaii or Turkey. “*

*“This is why it works so well for us is that we’ve got a good bunch of ladies and so everyone has learnt different types of delivery from everybody else. they have different ideas of when they come in on their own next year. They’ll have an opportunity to plan and see what it would look like for them without me hovering.”*

## Improved interpersonal skills

All the kaiārahi responded to experience some change in their interpersonal skills since being a part of the programme in the interviews and responses to the questionnaires. Four out of five reported experiencing a significant amount of change (a lot and great deal). The change implies better communication, listening and understanding amongst the members of the team and other staff at Waipareira. It also extended to their families. This results in improved social and professional relationships between the staff, as a group - they are more collaborative, there is greater cohesion as a unit, a team at work and home. There are greater appreciation and sharing of work and responsibilities, which has led them to have improved interpersonal skills.



*"Since the programme, it's like having a team who is family. We share, we care, we are there for each other."*

*"I've changed in the way that I see things because I was a little bit of everything, which is once you hear these stories you are able to relate from where they're coming from and I was a little bit of everybody in that programme. But I think in the time that I've been delivering I've learnt how to manage to respond in my workplace, how to respond a lot more appropriately to my workmates because if I hear something it's just straight down the line."*

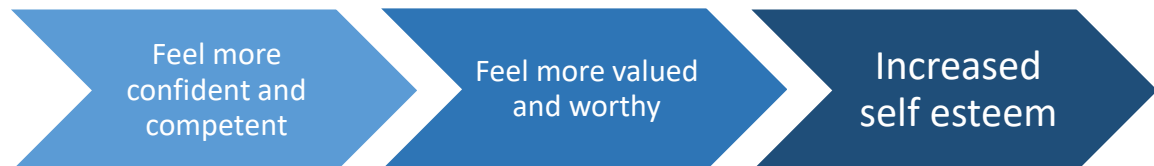
*"So, it's trying to be flexible with each other and like if someone can't deliver a programme on the day and I'll be like, okay yeah no I'll do it - that's fine. Yeah, just really supporting each other that way to be able to do that has been good."*

*"I'm learning how to respond a lot more appropriately and professionally in my workplace. But this programme has helped me to do that and I've done it here and I do that at home, where to the point my adult children are like where's mum?"*

*"I think that is where the whole support system is like we're wrap around each other do"*

## Increased self-esteem

Almost all the kaiārahi mentioned that they feel they have undergone a positive transformation. They feel more responsible, competent and sure of themselves. They feel more secure about the importance of their role in whānau lives, their development. They feel confident and can appropriate their new knowledge and skills and share them with others anywhere. With the new-found confidence, they feel gratified by their work and feel encouraged to explore and learn more. They feel worthy and have more sense of self. These improvements were not restricted to the sphere of work but also extended to their relationships with the participants, their colleagues and families.



*"It's just amazing to watch the growth of the parents. It would be hard to specify exactly one moment for me because you just see it every week that you deliver it and it's what makes me want to go back more each week. It's just to see because it's really you do, it's just a family unit that grows throughout the programme. It's really good"*

*"I earlier would hesitate, feel nervous and all. But now, when I'm doing one on one sessions with the families and it's just natural, it just feels natural, yeah. And then it's just the response that the parents give – 'oh is that right!' which makes me keep doing it!"*

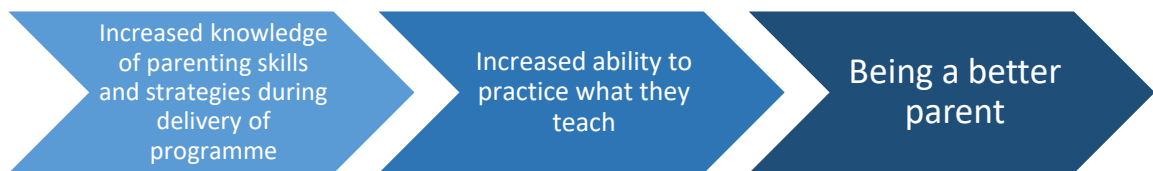
*"Before it wasn't working, and nothing was working – I couldn't talk in public and in front of so many people! Oh gosh it was not possible. But after the programme things were actually working and you could see the noticeable differences. It was like – yeah I can do it! And I could see the difference in the whānau and felt so grateful to be helping them through this programme."*

*"I've changed in the way that I see things because I was a little bit of everything. But once you hear these stories you are able to relate from where they're coming from and I was a little bit of everybody in that programme. But I think in the time that I've been delivering I've learnt so much. I feel confident, respected and grateful for the mahi."*

*"Everyone can deliver the programme probably just by the book but to make it like accommodating, get the families engaged and you have the support system around you and it takes that special Waipareira way."*

## Being a Better Parent

In the interviews, all the facilitators responded to being a better parent themselves since delivering the IYP programme. While delivering the programme, they learnt strategies and skills themselves and would try them with their children and families. Four out of five said that the programme had made a significant difference for them, even though they were delivering it, they reaped the benefits. Their family was calmer, happier and less stressed, they had more confidence as a parent better communication with child and family and had a toolbox to look back at every time.



*“ But after doing the training, I wished that I’d done Incredible Years when my kids were younger. I would have had strategies; I would have done time outs correctly because I used to use timeout for my kids, but I didn’t use it correctly. I don’t think I ignored correctly either. So yeah there’s a whole lot of stuff but even just the yeah, all that relationship building with children.”*

*“I think praise was a big thing. My son now, I praised him right from doing the programme and he now praises me or praises his little brother and it’s really funny watching him praise his little brother for all the good things, you know, with his little brother’s development. So, I can see the things that I taught him the strategies that I learnt from the programme. My son is doing it to his little brother now. “*

*“ I’m always a better parent when I’m delivering the programme because it’s in the forefront of your mind so you’re more conscious about using tools when you’re actually in the moment of it and that’s the challenge for our parents as well isn’t it? Continuing to be incredible parents when Incredible Years has finished.”*

## Outcomes for Waipareira

Interviews with members of the Waipareira Management Steering Group revealed that the programme as such did not bring material organisational benefits but being a whānau centric organisation, increased positive impact as result of the programme on whānau was an indicator of success for the organisation. The success of the programme may lead to an increase in revenue and relationships with funders, but it was considered not relevant to the programme activities. However, this analysis will help the organisation understanding the dynamics and attributes of the programme better and improve the process to increase efficacy and impact for whānau. Further, it will foster their outcomes measurement systems of reporting for the future – for IYP and other programmes and services of Waipareira. Since the changes experienced by Waipareira as a result of the IYP programme are not material, they are not included in this analysis.

## Outcomes for Government and State Agencies

As a result of the many positive outcomes experienced by the parents, caregivers and children, it was identified by a range of stakeholders that the government and state agencies would likely experience a positive impact. This is as a result of the reduction in child conduct problems which may otherwise pose potential long-term adverse outcomes like antisocial behaviour, mental health difficulties, suicidal behaviours, substance abuse, teenage pregnancy, inter-partner violence and poor physical health (Fergusson et al. 2011; Lindsay et al. 2011; Ministry of Social Development 2009). These constitute a significant predictor of lifetime resource use which results in substantial costs in education, health, justice and welfare sector, which leads to high social and fiscal costs.

Thus, in this analysis the positive outcomes as a result of the IYP programme at Waipareira, act as a form of protection, helping to delay the adverse effects in the long term. These changes eventually will lead to reduced social and fiscal costs and potential cost reallocation opportunities. This means Government resources can be spent on prevention and supporting positive outcomes, rather than more reactive (and potentially less effective) treatment and welfare services.

Research by O'Neil (2009), shows that a cost-benefit analysis combined with a consideration of the potential long-run benefits associated with the programme suggests the long run rate return to society and government from the programme is likely to be high. Similar research by Scott (2007) estimated the longer-term return from IYP training to be ten times higher than its cost. Although there are no guarantee cost-benefit analyses conducted overseas will apply in the New Zealand context, there is a universal consensus in the literature that a long-term investment strategy is likely to be highly cost-effective, providing the investment is made in well-founded and well-implemented evidence-based programmes (Fergusson et al. 2011).

However, given the period of engagement with the IYP programme, potential duration of the benefits and scope of analysis, the causal relationship to future (long term) outcomes that would be directly relevant to government is not material. For example, many other factors will contribute to experiencing positive outcomes in the future. The Incredible Years Parenting Programme is a critical foundation for further investment and support for parents, caregivers, their children and their whānau. By the social value principle of not over-claiming, the value of government outcomes has not been included in this SROI analysis.

*"This makes everyone say - even though IY is just designed to improve relationships between mothers and fathers and parents, they don't realise it will make the whole community better. And then it will save money because less violence, less people go to CYFs. They're not going to be as violent because they're learning. And it has like a life change impact on us, the child, whānau, community! In fact, I don't think they realise how much of affect it has on families. "*

*Out there, life is so difficult for solo fathers. Let alone raising children, you know how they look at us! I have three daughters, and even if I am trying my best- they will scrutinize you, torture you. You go to the services for help. They're just at work and do their job but that don't actually care about the trying to make a difference to somebody's life...they just judge. You don't realise how many solo dads there are. There're heaps of them. I have tried to reach out to so many places but there nothing to keep us (solo dads) safe, engaged, trying to understand us and boost us. That's what this is, I see this (IY) supporting the fathers. Solo fathers specially. I do what I do. I come here, give it my best and then to my whānau. No matter how hard, here at Waipareira, they take care of you. They are compassionate, empathetic and guide you all along. Even after finishing the course, I am still connected. when you're a solo dad there's no help out there. so after I finished this course, I was boosted, reassured, I came out of my four walls and had to create something. I created a group for solo dads. You can actually get advice from another male that's also a solo parent. You can share and bounce of each other. This (IY) is a support system for solo dads "*

*"I used to think my kids were good as they were but because I'm doing certain things and I'm modelling it for them, they're doing it to their siblings. But, we all have our moments and go off track. But we get back on better because they've got an example. You know, at home the parents are the best teachers. They're the most impacting teachers and influential teachers of children, of their children – more so than school. Like they'll always remember what mum and dad said more than anyone else – how mum and dad said it and all of that matters more. So, this course was life changing. It was reinforcing. I loved it and recommend it to everyone I meet! "*

*"I could be seen as biased because I am a Māori, but the having kaupapa Maori it does like help ease into, like eases you from the business into the programme - so you can then learn, be easier to learn. I like the way they structure the day, the time I mean for a couple of hours. They feed us, they teach us, encourage and you know. Good stuff."*

*"Listening, listening to the stories, that's my biggest take away! I love coming. Every parent has a different way of teaching their kids, every parent is different in how they teach their kids and the teachers, you know, even the IY teachers! They tell us that they struggle from day to day things too with their tamariki and it helps- because it makes you feel like you're not the only one. We are into this together. We have wrapped ourselves with this basic toolbox and supporting and learning from each other! And this place is one of its kind! I haven't seen any other!"*



## Establishing Impact

In order to assess the overall value of the change(outcomes) experienced through The Incredible Years Parenting Programme at Waipareira, it is required to establish how much is precisely a result of the programme. SROI methodology applies accepted accounting standards to discount the value. Following the principle not to over-claim, key questions were asked for each outcome to understand the value of a change that is a result the IYP Programme;

- How long will the change last? (Duration)
- What would have happened anyway? (Deadweight)
- Who else contributed to the change creation? (Attribution)
- Have the activities displaced outcomes that would have occurred elsewhere? (Displacement)
- How does the value of the change that is as a result of the intervention reduce over future years? (Drop-off)

Applying these four measures creates an understanding of the total net value of the outcomes and helps to abide by the principle - do not over-claim. After mapping the outcomes and theory of change, a questionnaire was administered to the Participants of the SROI project, to verify and validate the mapped outcomes and establish the impact. The stakeholders, themselves have informed the values in this study, through a questionnaire which asked questions aligning to the accounting principles outlined above (Refer Appendix A10 and A11). The responses were after that scored, and a figure was derived for each outcome respectively.

### Deadweight

Deadweight is used to measure the amount of change that could have happened regardless of intervention. Therefore, to identify this figure, it is needed to consider how likely it is that outcomes would still have been realised if the IYP Programme by Te Whānau o Waipareira was not involved in whānau lives and other stakeholders.

For each material outcome, the stakeholders were asked, 'How likely is it that this change could have occurred without the intervention?'. A five-point Likert's scale – very unlikely to very likely, was used to measure the deadweight. The responses were then scored on a scale of 0-80 per cent (as shown below). A 100 per cent scoring was not used, to adhere to do not overclaim principle.

Likert Scale	Very unlikely	Unlikely	Neither likely nor unlikely	Likely	Very Likely	N/A
Scoring	0%	20%	40%	60%	80%	Not Scored / Excluded

**Note:** 100 per cent was not used for any scoring to abide by the principle - do not overclaim.

The scores were summated for each outcome for respective stakeholder groups, and an average was derived. These derived figures – deadweight figures are averages of the responses received and are demonstrated in the following table. Details of the recorded responses are provided in Appendix 13.

Outcome	Deadweight	Rationale
<b>PARENTS/CAREGIVERS OUTCOMES</b>		
<b>Being A Better Parent</b>	20%	The figure is calculated as 20% based on feedback from respondents on the likeliness of the change to happen without being involved with Incredible years Programme. Most of them responded as unlikely to experience the change without IYP.
<b>Family as a Unit</b>	25%	The figure is calculated as 25% based on feedback from respondents on the likeliness of the change to happen without being involved with Incredible years Programme.
<b>Parent-Child Relationship</b>	24%	Based on feedback from respondents on the likeliness of the change to happen without being involved with Incredible years Programme, the figure is calculated as 24%.
<b>Feeling Supported</b>	27%	The figure is calculated to 27% based on feedback from respondents on the likeliness of the change to happen without being involved with Incredible years Programme.
<b>Reduced Stress /Better Mental well being</b>	27%	The figure is calculated to 27% based on feedback from respondents on the likeliness of the change to happen without being involved with Incredible years Programme. They reported unlikely or neither likely nor unlikely to experience a reduction in stress if not in the programme.
<b>Social Engagements and Interactions</b>	33%	The figure is calculated as 33% based on feedback from respondents on the likeliness of the change to happen without being involved with the Incredible years Programme. They acknowledge IYP to help them shed their inhibitions, not feel burdened and provide them with the space to interact and engage themselves in other activities.
<b>Feeling supported with access to other services</b>	27%	The figure is calculated as 27% based on feedback from respondents on the likeliness of the change to happen without being involved with the Incredible years Programme.
<b>Having a safe environment</b>	28%	The figure is calculated as 28% based on feedback from respondents on the likeliness of the change to happen without being involved with the Incredible years Programme. Most of them respond to unlikely to experience having a safe environment.

<b>Feeling worthy and confident</b>	27%	The figure is calculated as 27% based on feedback from respondents on the likeliness of the change to happen without being involved with the Incredible years Programme.
<b>Access to child custody/guardianship</b>	25%	The figure is calculated as 25% based on feedback from respondents on the likeliness of the change to happen without being involved with the Incredible years Programme. Most of the Participants who experienced the change said it was unlikely to have access to their child or prevent their child from taken into custody.
<b>CHILD OUTCOMES</b>		
<b>Emotional Development of Child</b>	25%	The figure is calculated as 25% based on feedback from respondents on the likeliness of the change to happen without being involved with the Incredible years Programme. While some reported they would neither likely nor unlikely experience the change, others reported they were unlikely to experience the change in their child.
<b>Sociability of child</b>	33%	The figure is calculated as 33% based on feedback from respondents on the likeliness of the change to happen without being involved with the Incredible years Programme.
<b>Cognitive Development of Child</b>	27%	The figure is calculated as 27% based on feedback from respondents on the likeliness of the change to happen without being involved with the Incredible years Programme. 1 out of 3 reported they would neither likely nor unlikely experience the change.
<b>FACILITATORS / KAIĀRAHI OUTCOMES</b>		
<b>Improved Professional Development</b>	25%	4 out of 5 felt they were unlikely or neither likely or unlikely to experience the change without being involved with IYP. A conservative figure of 25% is estimated based on their feedback.
<b>Improved Personal and Professional Relationships (Interpersonal Skills)</b>	30%	The figure is calculated as 30% based on feedback from respondents on the likeliness of the change to happen without being involved with the Incredible years Programme. 3 out of 5 reported they would neither likely nor unlikely experience the change.
<b>Increased self-esteem</b>	25%	The figure calculated is 25% based on feedback from respondents on the likeliness of the change to happen without being involved with the Incredible years Programme. It takes into consideration other forms of support and activates.

<b>Being A Better Parent</b>	27%	The figure is calculated as 27% based on feedback from respondents on the likeliness of the change to happen without being involved with Incredible years Programme. 2 out of five reported to have unlikely experienced the change while the rest of three were not sure if the change would have happened anyway. However, they all benefitted from the programme in Being a Better Parent.
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## Attribution

Owing to the complex nature of the changes experienced by the stakeholders and their circumstances, other people in their lives such as family and friends, and potentially a range of services may also provide support (such as CYFS, Youth Justice System, NGO's and schools). Therefore, all engaged stakeholders were asked to consider, 'Who else contributed to this change?', in order to discount the value of their contribution to bringing about the material change.

A questionnaire was administered to the stakeholders where attribution is recorded asking,

### Who else contributed to this change (other than Incredible years)?

<b>A)</b> Please list any organisations, individuals, etc. whom you think have contributed to this change:	<b>B)</b> How much of this change was down to them (as a percentage)?
<i>Example:</i>	
Family	30%
CYFS	10%

During the engagement process, the stakeholders revealed that they received support from other agencies and individuals. Each whānau and kaiārahi responded to the question where applicable and provided their 'own' estimation of the contribution of any organisation or individual to the outcome experienced. The contribution of others to the change varies, in some instances, it was higher while some it was lesser. A sum of the contributions for each outcome for the stakeholders was calculated, and an average was deduced based on these responses. An overall percentage of responsibility for change is applied as a discount to the valuation for each outcome., and these are displayed in the table below:

<b>Outcome</b>	<b>Attribution</b>	<b>Rationale</b>
<b>PARENTS/CAREGIVERS OUTCOMES</b>		
<b>Being A Better Parent</b>	25%	Based on the respondent feedback, attribution is estimated as 25%, which relates to training on other programmes like Triple P, toolbox, books and being involved in other social services (CYFS, Family Start, courts).
<b>Family as a Unit</b>	30%	Attribution is calculated as 30%, which relates to support of family and friends, involvement with other social services like Family Start, CYFS, etc.

		However, they report IYP playing a significant role in the change.
<b>Parent-Child Relationship</b>	25%	Based on the respondent feedback, attribution is estimated as 25%, which relates to training on other programmes like Triple P, books, and being involved in other social services (CYFS, courts). It also includes the influence of family and friends.
<b>Feeling Supported</b>	25%	Attribution is calculated as 25%, which relates to support from family, friends about matters of parenting. Most of them reported not having any support for parenting before the IYP programme.
<b>Reduced Stress /Better mental well being</b>	25%	Based on the respondent feedback, attribution is estimated as 25%, which relates to the influence of family, friends and social and health services like counsellors, Doctors, etc.
<b>Social Engagements and interactions</b>	35%	Attribution is calculated as 35 %, which relates to current or proactive involvement in social activities, influenced by family, friends, church, school, etc.
<b>Feeling supported with access to other services</b>	30%	Based on the respondent feedback, attribution is estimated as 30%, which relates to being involved in other social services (CYFS, courts). Many of them acknowledge Te Whānau o Waipareira as significant support to navigate to other services.
<b>Having a safe environment</b>	25%	Attribution is calculated as 25%, which relates to support of family and friends. However, they report that the "safety and non-judgemental" atmosphere they experience at IYP is close to non-other.
<b>Feeling worthy and confident</b>	30%	Based on the respondent feedback, attribution was estimated as 30%, which relates to involvement with other activities, work, and influence of family and peers support.
<b>Access to child custody/guardianship</b>	30%	Attribution is calculated as 30%, which relates to the influence of other social services like Family start, CYFS, family counselling, and family support.

<b>CHILD OUTCOMES</b>		
<b>Emotional Development of Child</b>	35%	Based on the respondent feedback, attribution is reported as 35%, which relates to family support, kindergarten, schools and child services. However, Being A Better Parent has enabled them to understand and mould better emotional development of their child.
<b>Sociability of child</b>	40%	Based on the respondent feedback, attribution is estimated as 40%, which relates to the influence of family, engagement in school, activities, and teachers.
<b>Cognitive Development of Child</b>	40%	Attribution is reported 40 %, which relates to support of school, family, ECC, and involvement with other social services and activities.
<b>FACILITATORS / KAIĀRAHI OUTCOMES</b>		
<b>Improved Professional Development</b>	30%	Based on the respondent feedback, attribution is calculated as 30%, which relates to training on other programmes like Triple P, books, subscribed parenting magazines and being involved in other social services (CYFS, courts). It also includes the influence of other IYP facilitators, being a parent and enrolling to courses like toolbox, etc.
<b>Improved Personal and Professional Relationships (Interpersonal Skills)</b>	30%	Attribution is calculated as 30%, which relates to the support of other co-workers and colleagues, the influence of Managers and practice leads, involvement with other social services and family support.
<b>Increased self-esteem</b>	30%	Based on respondent feedback, attribution is calculated as 30% as a result of the influence of other forms of support beyond the programme. These include - Werry Centre Trainings, family and friends, other co-workers and supervision by managers. The role of parents (Participants) in the programme was also included.
<b>Being A Better Parent</b>	30%	Attribution was an estimation of 30%, which relates to the role of family and friends, support from other similar services/courses, as well as the influence of other activities and organisations.

## Displacement

Displacement is the transference of value from elsewhere as a result of its creation for a stakeholder. Based on the engagement with stakeholders of the IYP programme at Waipareira, it is reasonable to state that the value created for families did not prevent other families from becoming involved or the activities of the IYP Programme are not displacing outcomes for any of our stakeholders. Thus, for this SROI analysis, no displacement is applied (0%).

## Duration

All parents and caregivers, and facilitators were asked about how long they believed their changes would last, and there was an overwhelming belief that it would persist for a significant period. Comments such as “it will last forever”, “this is a life skill” and “it is a constant change, never stopping”, were consistent in the engagement and indicated their belief that these changes were sustainable. Some of the Participants of the study have been a part of the programme or were a part of the programme for more than one year at least. The findings from The New Zealand Incredible Years Follow up Study also showed that the behavioural change in the majority of the families was maintained 30 months on, with little or no reduction in the outcomes (Sturrock et al. 2014). Therefore, based on this information and the informed opinion of the stakeholders consulted a period of 12-months was used to represent the anticipated length of duration of the outcomes. A conservative figure of at least **three years** is applied as the duration of the outcomes.

## Drop Off

Drop off is the reduction in the influence that the service will have on the outcome over time. While an outcome may have an impact over many years, the direct relationship between the programme and the outcome over time is most likely to be reduced. Feedback from stakeholder interviews assumed that the contribution of IYP programme to the value of outcomes each year is less likely to reduce for reasons stated like continuous ongoing Waipareira support, constant follow up and catch ups with the programme facilitators through one service or the other and believe that the change is sustainable and evolving. When asked if the outcome would change to some extent after exiting the programme, most of the parents responded that they were confident of the support provided to them then and in the future because of the strong Whānaungatanga with the facilitators. Some of them also said that after exiting the programme, they felt more responsible to carry on the learnings with the same rigour, and whenever they faltered or lost track, they called or met any of the facilitators. It is believed that the Waipareira Way of delivery expedites sustaining the change over time (at least three years for the study).

However, to avoid over claiming, a conservative figure of 20% is weighted against all outcomes except the outcome- access to child custody/guardianship (Drop off 30% reported by parents'/caregivers). The figure was agreed by the stakeholders to be neither over generous nor over harshly. This projection can be considered as a potential underestimation of the real value, but studies like The New Zealand Incredible Years Follow up Study and stakeholder interviews are consistent with this estimation for at least three years. A follow up of this forecast study would enable a better projection measure of the drop-off.

## Valuing Outcomes

The purpose of valuation is to reveal the value of outcomes – to determine the significance of an outcome, show how important it is relative to the value of other outcomes and deduce an appropriate financial value. The ability of SROI to monetise outcomes is that which affords it distinction from many other impact frameworks – and by doing so, we are able to prioritise outcomes and compare the benefits and costs of an intervention in a consistent language. This section of the report outlines the various means employed to value material changes for included stakeholders. This analysis has applied the first SROI principle to involve stakeholders as much as possible. Therefore, after stakeholders had identified their tangible and material outcomes, they were asked to prioritise them and place a monetary value on them.

### Relevance and Significance of Changes Experienced

It is known that change is seldom binary. For example, in this programme, parents that identified themselves being better parents did not go from zero to perfect. The more realistic position is that things have improved to some extent, and it is this distance travelled that provides a better understanding of the relative value of outcomes.

This was assessed using a questionnaire (Appendix A7 and A8) that asked the parents/caregivers and facilitators/kaiārahi to identify relevant outcomes for themselves and their family, while also highlighting the extent to which they changed. For each outcome, options for the extent to which the change had occurred were; ‘Does not apply to me’, ‘Not at all’, ‘A little change’, ‘Some change’, ‘A lot of change’, and ‘A great deal’.

<b>Q. How much change do you feel in (outcome) since being a part of Incredible Years?</b>					
<input type="checkbox"/> Not at all	<input type="checkbox"/> A little	<input type="checkbox"/> Some	<input type="checkbox"/> A lot	<input type="checkbox"/> A great deal	<input type="checkbox"/> N/A

The results and calculations are provided in Appendix A12. By only measuring those that indicated either ‘a great deal,’ or ‘a lot’ of change allowed simultaneous assessment of relevance and significance of each outcome.

### ***Relative Importance and Ranking***

Further, the stakeholders were asked to prioritise the outcomes as per their importance and the relative value of each outcome to others. The aim is to ensure the importance of each outcome to the stakeholders is valued as per them and not influenced by the weight of monetary values. This helps to understand the importance of changes to the stakeholders and paint a real picture of what matters most to them. It will guide the assigning of monetary values to each material outcome as per the relative significance. This is abiding by the principle “Value the things that matter” and “be transparent”. A questionnaire (Appendix A7 and A8) was used to assess the relative importance by asking the question:



Q. Importance of outcomes

- Please rate on the scale below how important these changes are for you.
- After rating the importance of the changes, please rank the importance of each of these changes relative to each other.

Outcome	Not at all valuable	Not so valuable	Somewhat valuable	Very valuable	Extremely valuable	N/A	RANK
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The results showed that most of the outcomes were valuable to the stakeholders and collated to the results of the prior question (discussed before) asked on the amount of change experienced. The relative importance of each outcome to others was revealed by ranking them. This does not reduce their materiality and relevance, i.e., all the material outcomes are included in the valuation and analysis irrespective of their ranking. The overall findings are shown in the table below which denotes the order of importance of the outcomes reported by the stakeholders.

<b>Parents and Care Givers</b>	
Outcome	Ranking
Being a better parent	1
Improved parent-child relationships	2
Family as a unit	3
Reduced stress and improved mental well being	4
Feeling worthy and confident	5
Having a safe environment	6
Feeling supported	7
Access to child custody or reduced risk of losing child guardianship	8
Feeling supported with access to other services	9
Social Engagements and interactions	10

<b>Child/ Children (3-8 years)</b>	
Outcome	Ranking
Emotional Development	1
Cognitive Development	2
Sociability / Social Development	3
<b>Facilitators/ Kaiārahi</b>	
Increased Professional Development	1
Increased self-esteem	2
Being a better parent	3
Improved interpersonal skills	4

*Note: The relative importance and significance of child outcomes denote the importance to the parents and caregivers. Children were not interviewed directly in this analysis*

## Financial Proxies

This process of valuation in an SROI analysis involves monetisation - to assign a monetary value to things that do not have a market price. There is a range of approaches to monetise outcomes including using financial proxies – that is using a market-based alternative as an approximation of a stakeholder’s value. The resultant value will be different for different people in different situations. Therefore, to attribute and represent the value of the change experienced to the stakeholder, where possible, this analysis has applied the first SROI principle to involve stakeholders as much as possible. For instance, after parents had identified their material outcomes, they were asked to prioritise them, and subsequently value them against a list of goods or services available on the market to purchase.

The different methods used for valuation in an SROI analysis are described in Appendix A14. In this SROI analysis, primary data was obtained through two empirical valuation approaches based on consultations with the stakeholders: a) “Willingness-to-pay exercise”: how much the person wants a certain good or service, or is willing to pay for it. b) “Revealed Preference – Replacement Valuation”: in this exercise, the respondents reveal market comparisons (what it would cost to achieve the same outcome) or working assumptions that will need to be related to proposed future improvements. The latter method was used more in this analysis. While the approaches might be imperfect, the proxy values available in New Zealand, in particular, West Auckland are scarce and therefore for this analysis, this method to empirically derive the monetary proxies for the key outcomes and represent the value of stakeholders in context to the geographical area.

Hence, in order to obtain monetary proxies, focus group discussions (FGD) and key interviews were undertaken. Two FGD groups, each consisting of 14 parents and caregivers were created. The aim was to obtain a monetary proxy to convey the value of the different outcomes for the parents, caregivers and their children. Similarly, a focus group discussion was held with the facilitator/ kaiārahi of the IYP programme. Some key interviews were done with the team supervisor and members of the Waipareira Management Steering Committee. The following question was posed to them for each relevant outcome :

“Imagine the IYP programme did not happen here in Waipareira. Have you heard about a training course similar to the one offered by Waipareira, with the same content, delivery and activities? Imagine that if you completed the course, you’d have the same level of knowledge and skills that you’ve obtained through the IYP programme at Waipareira and that the course lasts for the same amount of time as the one at Waipareira. Think about how much you’d be willing to pay per month to do a course like that, or what is the cost of that course or, how much do you think it would be worth paying per month for a course which would give you the same benefit as the IYP programme at Waipareira did? “

The Participants wrote the alternate preference or value or figures on a piece of paper, spontaneously. These were then discussed with the group, and a suitable common agreed proxy was deduced. The importance and relative significance of the outcomes were considered while deriving a representative monetary value for each outcome.

In some cases, the outcomes were identified as more valuable than the deduced monetary value. However, to maintain a consistent focus on ‘value what matters’ ‘involve stakeholders’ and ‘not over-claiming’, any monetary proxy not aligning with the order of importance of outcomes to the

stakeholders was reconsidered and discussed. Appendix A16 presents these initial monetary proxies which were excluded from this analysis. On further discussion, a more appropriate value was inferred on consultation with the stakeholders. What this means is we do not fully understand the value of changes, but we can say that stakeholders' value them at least as much as a certain market-based item and relative to other outcomes. Rigorous secondary research was undertaken to confirm the agreed financial values and precisely calculate their cost/value to ensure credibility. The overall impact of the proxies on the analysis is also tested in the sensitivity analysis discussed in Chapter 12 and Appendix A18.

The table on the following pages show the proxy financial values used in this analysis, along with the detailed calculations of these values and the rationale for using them.

Importance of Outcome (Ranking – high to low)	Outcome	Identified Proxy	Rationale	Value of financial proxy identified (per stakeholder)	Quantity of stakeholders experiencing outcomes	Value of Outcome
<b>PARENTS / CAREGIVERS</b>						
1	<b>Being A Better Parent</b>	<p><b>Parenting Classes and courses</b> like Family Coaching Course.</p> <p>Family Coaching is designed for parents of babies to 18-year olds who need simple solutions to a parenting challenge. The coaches listen and use their training and own parenting experience to help give new insights and practical solute.</p> <p><a href="https://www.theparentingplace.com/family-coachons">https://www.theparentingplace.com/family-coachons</a>.</p>	<p>The Family Coaching course helps improves parenting skills and knowledge of parents, similar to Incredible years. It provides extensive training and experience to help uncover new insights, ideas and practical solutions to parenting and relationship challenges. Through one-on-one support (in person, via Skype or email), strategies and solutions are provided to the Participants.</p>	<ul style="list-style-type: none"> <li>• Cost of Family Coach, Parenting Place = <b>\$ 95/hr</b></li> <li>• Minimum time per session = <b>2.5 hrs</b></li> <li>• Number of sessions = <b>14</b></li> </ul> <p>(minimum time per IYP session)</p> <ul style="list-style-type: none"> <li>• Total cost = \$95 * 2.5 hours * 14 sessions = <b>\$ 3325</b></li> </ul>	54	\$ 179,550

<p style="text-align: center;"><b>2</b></p>	<p style="text-align: center;"><b>Parent-Child Relationship</b></p>	<p><b>Parent-child Therapy</b> sessions use innovative interventions to support and strengthen parent-child attachment. They offer clear, individualised pathways for providing a secure relationship between parent and child.</p> <p><a href="https://www.talkingworks.co.nz/dir/ak/counselling+and+psychotherapy+west+auckland.html">https://www.talkingworks.co.nz/dir/ak/counselling+and+psychotherapy+west+auckland.html</a></p>	<p>Parent-Child Therapy – are designed to strengthen a parents ability to observe and improve their caregiving capacity, thereby improving parent-child relationships.</p>	<ul style="list-style-type: none"> <li>• Cost of session = <b>\$160</b></li> <li>• Comparing to 14 weeks of IYP, number of sessions = <b>14</b></li> <li>• Total cost = \$ 160 * 14 = <b>\$ 2240</b></li> </ul>	<p style="text-align: center;">52</p>	<p style="text-align: center;">\$ 116,480</p>
<p style="text-align: center;"><b>3</b></p>	<p style="text-align: center;"><b>Family as a Unit</b></p>	<p><b>Relationship and Couple Counselling Courses</b></p> <p>The counselling sessions to create space for couples to sit and resolve their issues, and spend intentional time together, rekindling their connection and having some fun as a family, as a unit.</p> <p><a href="https://www.talkingworks.co.nz/dir/ak/counselling+and+psychotherapy+west+auckland.html">https://www.talkingworks.co.nz/dir/ak/counselling+and+psychotherapy+west+auckland.html</a></p>	<p>A relationship course helps revive, repair and/or enhance the relationships of the partners and their family.</p>	<ul style="list-style-type: none"> <li>• Cost of session per couple = <b>\$120</b></li> <li>• Comparing to 14 weeks of IYP, number of sessions = <b>14</b></li> <li>• Total cost = \$ 120 * 14 = <b>\$ 1680</b></li> </ul>	<p style="text-align: center;">52</p>	<p style="text-align: center;">\$ 87,360</p>

4	<p><b>Reduced Stress /Better mental well being</b></p>	<p><b>Stress reduction courses</b> like Mindfulness-Based Stress Reduction (MBSR) programme in Auckland.</p> <p>It is an evidence-based experiential course which consists of 8 weekly two-and-a-half hour sessions and a one-day Retreat. The course is participatory, supportive and structured, gently introducing various mindfulness meditation practices, which include sitting, walking, yoga stretches and the informal cultivation of mindfulness in everyday life and improving mental well-being.</p> <p><a href="https://www.mindfulnessauckland.co.nz/courses">https://www.mindfulnessauckland.co.nz/courses</a></p>	<p>Parents enrolled in IYP are stressed and have anger issues which affect their mental wellbeing. Stress management and wellbeing courses can help reduce their stress and provided the skills to tackle stress.</p>	<p>Cost of one 8-week course = <b>\$690</b></p> <p>The programme offers a monthly free practice session post completion. Also, to be prudent and value the significance of this outcome for the stakeholder (4<sup>th</sup> most valuable change), only two-course cost is considered (16 weeks comparable to IYP Programme).</p> <p>= \$690*2</p> <p><b>=\$1380</b></p>	52	\$ 71,760
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5	<p><b>Feeling worthy and confident</b></p>	<p><b>Confidence building courses</b> like those offered by Empowered therapies, 'The Switch.'</p> <p>It is a short group course which helps people change what they give attention to, start rewiring their thinking patterns into positive ones, and discover and be their true self.</p> <p><a href="http://www.empowertherapies.co.nz/the-switch">http://www.empowertherapies.co.nz/the-switch</a></p>	<p>Confidence boosting courses help build an individual's self-esteem and confidence to do things and bring about a positive outlook to life. The cost of such a course is used as a proxy, as IYP helps parents in problem-solving and looking at brighter sides and positively.</p>	<p>Cost of course = <b>\$1495</b></p>	51	\$ 76,245
6	<p><b>Having a safe environment</b></p>	<p><b>Group counselling sessions</b> like those provided by Auckland Therapy.'</p> <p>The Group Therapy is a relational approach that works to develop the capacity of members of the group to be true to themselves and each other. The aim is to help an individual as a group member to improve the way they participate in relationship to themselves</p>	<p>Group therapy helps individuals better understand themselves in the context of their relationships so that they can make more informed, healthy, and adaptive choices based on a deeper awareness of their feelings, Interpersonal behaviours, reactions and patterns. It enables individuals to be themselves without any judgements and to help</p>	<ul style="list-style-type: none"> <li>• Cost of participation per session = <b>\$80</b></li> <li>• Number of sessions in IYP Programme = 14 sessions</li> <li>• Total cost = \$80* 14 sessions</li> </ul> <p><b>= \$ 1120</b></p>	50	\$ 56,000

		<p>and others. Attending this group can assist to experience and reflect on their relationship to any individual or group including family and work groups.</p> <p><a href="http://aucklandtherapy.co.nz/Group+therapy/Psychotherapy+group.htm">http://aucklandtherapy.co.nz/Group+therapy/Psychotherapy+group.htm</a></p>	<p>seek their goals. As recorded in feedback from stakeholders, this is similar to the environment created at the IYP Programme at Waipareira.</p>			
<b>7</b>	<b>Feeling Supported</b>	<p><b>Counselling services</b> like those offered by Talking works, Auckland.</p> <p>A directory of professional counsellors, psychotherapists and psychologists available to support and help people make positive change.</p> <p><a href="https://www.talkingworks.co.nz/dir/ak/counselling+and+psychotherapy+west+auckland.html">https://www.talkingworks.co.nz/dir/ak/counselling+and+psychotherapy+west+auckland.html</a></p>	<p>Counselling services provide support to people and help them share and resolve their problems, happiness and day to day events. It provides a secure and confidential person to look up to whenever required.</p>	<ul style="list-style-type: none"> <li>• Cost of fees per session = <b>\$ 100</b></li> <li>• Number sessions required as IYP programme = <b>14 sessions</b></li> </ul> <p>Total cost = <b>\$ 1400</b></p>	48	\$ 67,200



<p style="text-align: center;"><b>8</b></p>	<p style="text-align: center;"><b>Access to child custody/guardianship</b></p>	<p><b>Foster Care Services</b> like Key Assets.</p> <p>Key assets is a not for profit NGO providing specialised foster care services for children and young people throughout New Zealand. It deploys a team approach to foster care, working with carers and the Ministry of Vulnerable Children Oranga Tamariki to achieve a service that best fits the needs of the child or young person in placement.</p> <p><a href="http://www.keyassets.co.nz/become-a-foster-carer/fostering-allowances/">http://www.keyassets.co.nz/become-a-foster-carer/fostering-allowances/</a></p>	<p>Poor parenting and upbringing, and broken families result in losing the custody of the child. Many parents on the programme are referred through CYFS or Family counselling to prevent the consequences of their state of affairs on the child. Losing child custody implies placement of the child in foster care - emergency (up to 21 days) or general (more than 21 days). The proxy of foster care programme allowance paid to a foster carer is used for access to child custody/guardianship.</p>	<p>Cost/ Allowance paid for General specialist foster care placement in Auckland = <b>\$623</b> per child, per week.</p> <p>Assuming, the foster care duration to last as long as the parent is on the IYP= <b>14 weeks</b></p> <p>Total cost = <b>\$ 8722</b></p>	<p style="text-align: center;">36</p>	<p style="text-align: center;">\$ 313,992</p>
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<p style="text-align: center;"><b>9</b></p>	<p style="text-align: center;"><b>Feeling supported with access to other services</b></p>	<p><b>Navigation Services</b> like Help4u.</p> <p>Help4U is an award-winning patient navigation and health technology company, delivering services to the health sector in New Zealand. The focus is to help people stuck in ‘unknown’ land of health systems gain access to the services they need. It encompasses referral tracking, referral information, appointment scheduling, follow-ups, gaining other support and providing general practice support when needed.</p> <p><a href="http://www.help4u.co.nz/our-services/">http://www.help4u.co.nz/our-services/</a></p>	<p>Navigation services like Kaiārahi or help4u connect families to different social and health services as per their need. They provide a safety net around them and navigate them through the systems efficiently and effectively.</p>	<ul style="list-style-type: none"> <li>• Cost of one referral to service = <b>\$ 74</b></li> </ul> <p>Note: Assuming minimum one referral per participant of the IYP. Although there are more owing to the holistic wraparound of social and health services by Waipareira. Only one is considered to avoid overclaiming.</p>	<p style="text-align: center;">34</p>	<p style="text-align: center;">\$ 2516</p>
<p style="text-align: center;"><b>10</b></p>	<p style="text-align: center;"><b>Social Engagements and interactions</b></p>	<p><b>Social Activity Classes</b> Like social dance classes like Viva Dance. Viva Dance is a popular dance studio located in Auckland which offers a wide range of styles and options, from casual dance fitness classes to courses and</p>	<p>Engaging in a social activity like dancing or sport ensures social interaction and community participation of an individual as well as boosting self-esteem and skills. The cost of enrolment and</p>	<ul style="list-style-type: none"> <li>• Cost of Gold membership = \$30/week *52 = \$ 1560</li> </ul>	<p style="text-align: center;">36</p>	<p style="text-align: center;">\$ 56,160</p>

		<p>everything for all ages and people. It also organises regular social events and weekly parties for people to participate.</p> <p><a href="https://www.vivadance.co.nz/viva-membership/">https://www.vivadance.co.nz/viva-membership/</a></p>	<p>engagement into such activity is used as a proxy to improve this outcome</p>			
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Importance of Outcome (Ranking – high to low)	Outcome	Identified Financial Proxy	Rationale	Value of financial proxy identified (per stakeholder)	Quantity of stakeholders experiencing outcomes	Value of Outcome
<b>CHILD ( 3-8 years)</b>						
<b>1</b>	<b>Emotional Development of Child</b>	<p><b>Play Therapy</b> Play therapy focuses on helping children express their feelings and thoughts at their own developmental level and their own pace. As play is the natural world for a child, it enables them to communicate effectively and to process difficulties they are experiencing in their lives</p> <p><a href="https://www.childplayworks.co.nz/">https://www.childplayworks.co.nz/</a></p>	Play Therapy is a form of child counselling for children from ages 3 to 11-12 years. In play therapy, children can express their experiences and feelings through a natural, self-guided and self-healing process. Children are helped towards healthier and better social integration, growth and development.	<ul style="list-style-type: none"> <li>It consists of 16 sessions + 4 follow up parent sessions = <b>20 sessions</b></li> <li>Cost per session: <b>\$100 - \$150</b></li> <li>Value per person = 20 sessions * \$100 = <b>\$2000</b></li> </ul> <p>Note : Conservative figure of \$100 used</p>	57	\$ 114,000
<b>2</b>	<b>Cognitive Development of Child</b>	<p><b>Early Childhood Education (ECE)</b> like Chrysalis Early Learning Centre</p> <p>It is a well-known centre located on Rosebank Road (Perfect for families who live, commute through or work</p>	The enrolment to early childhood centre helps develop skills, curiosity, motor development and learning.	<ul style="list-style-type: none"> <li>Approximate cost per week including 20-hour ECE subsidy = <b>\$150</b></li> <li>Number of weeks attending per year = <b>46</b></li> </ul>	47	\$ 324,300

		<p>near the West or North West Auckland suburbs)</p> <p><a href="https://www.chrysaliscare.co.nz/centre/chrysalis-early-learning-centre/?page=fees">https://www.chrysaliscare.co.nz/centre/chrysalis-early-learning-centre/?page=fees</a></p>		<p>Note: subtracting annual holiday and break of 6 weeks</p> <ul style="list-style-type: none"> <li>Value per stakeholder = \$150*46 = <b>\$6900</b></li> </ul>		
<b>3</b>	<b>Sociability of child</b>	<p><b>Child Centred Social Activity</b> Like pform.nz.</p> <p>A performance school ranked as the third most popular activity for children in Auckland. It provides performing arts, musical, drama, theatre and dance classes to unleash life skills.</p> <p><a href="https://www.theperformance.net/auckland/class/dance-sing-act?age=4-7">https://www.theperformance.net/auckland/class/dance-sing-act?age=4-7</a></p>	<p>A child-centred class or activity where the focus is on personal development, and it helps develop social skills</p>	<p>Annual cost including annual performance night= <b>\$694</b></p>	42	\$ 29,148

Importance of Outcome (Ranking – high to low)	Outcome	Identified Proxy	Rationale	Value of financial proxy identified (per stakeholder)	Quantity of stakeholders experiencing outcomes	Value of Outcome
<b>FACILITATORS / KAIARAH</b>						
1	<b>Improved Professional Development</b>	<p><b>Incredible Years Training Course</b></p> <p>The Werry Centre, New Zealand, trains group leaders to run the Incredible Years Parenting Programme. The course/training is essential to facilitate the IYP Programme.</p> <p><a href="http://www.incredibleyears.com">http://www.incredibleyears.com</a></p>	<p>The skills and knowledge acquired by the facilitator are as a result of the training of the Incredible Years Group Leader Training 3-day course. This is the first step towards seeking accreditation to run independent programmes.</p>	<p>Cost to train a group leader = <b>\$ 1350</b></p> <p>(Includes venue hire, resources and training)</p>	5	\$ 6,750
2	<b>Increased self-esteem</b>	<p><b>Public Speaking Classes</b> like Toastmasters, New Zealand.</p> <p>A global programme where one can improve communication and leadership skills in a safe and supportive club environment.</p> <p><a href="http://www.toastmasters.org.nz/">http://www.toastmasters.org.nz/</a></p>	<p>Public Speaking classes help gain confidence in public speaking, develop communication and language skills. It helps to learn to think quickly and clearly and become an effective listener. It helps advance social skills and performance.</p>	<ul style="list-style-type: none"> <li>• Cost per 8 sessions = <b>\$ 200-250</b></li> <li>• Minimum Number of sessions run by each facilitator per year = 28 (14 sessions per programme; 2 programmes per</li> </ul>	4	\$ 2800

				<p>year per facilitator)</p> <ul style="list-style-type: none"> <li>Annual Cost = \$200/8 sessions * 28 sessions = <b>\$ 700</b></li> </ul> <p>Note : Conservative figure of \$200 used</p>		
<b>3</b>	<b>Being A Better Parent</b>	<p><b>Parenting Courses</b> Like the Toolbox Parenting course</p> <p>It helps improve parenting skills and knowledge of parents. The courses are run over some weeks in a relaxed and conversational small group setting with a trained facilitator.</p> <p><a href="https://www.theparentingplace.com/toolbox-parenting-courses/">https://www.theparentingplace.com/toolbox-parenting-courses/</a></p>	<p>Similar to the Incredible Years Parenting Programme run for six weeks only.</p>	<ul style="list-style-type: none"> <li>Cost of course: \$ 75 for six weeks</li> <li>Cost of course over 14 weeks (to equate with IYP duration) = \$75/6 * 14 = <b>\$175</b></li> </ul>	4	\$ 700

4	<p><b>Improved Personal and Professional Relationships (Interpersonal Skills)</b></p>	<p><b>Team Bonding Activities</b> like Regular informal catch-ups over coffee or breakfast.</p> <p>Group activities like retreats (to places or amusement parks) to build bonding and motivation.</p>	<p>Team building through a series of planned events that are fun and motivational helps teams build skills like communication, planning, problem-solving and conflict resolution. Team bonding ideas that work help facilitate long term team building through fostering genuine connections, more in-depth discussions and processing.</p>	<ul style="list-style-type: none"> <li>• Cost of regular coffee/breakfast catch ups = \$30 * 11 months = \$ 330</li> <li>• Bi-annual Retreat like Rainbows End Amusement park + lunch = \$59 (entry fees) + \$50 lunch+ \$25 transportation = \$134</li> </ul> <p><b>Total cost = \$ 464</b></p>	4	\$ 1856
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## SROI Results

As explained in the previous chapters, some discounts are applied to the valuation, and conservative estimates (or proxies) are included, to ensure the impact of the IYP programme at Waipareira is not overestimated. This valuation approach also helps to account for the value of change as a result of the programme regardless of the influence of other agencies, services, friends or family. Thus, the total value of the outcomes or value created is the sum of the changes in the forecasted period of three years. The table below shows the overall impact value of the programme to the identified stakeholders.

Stakeholder	Average Value per stakeholder with positive changes	Value for all stakeholders benefitted
Parents and Care Givers	\$ 21,890.07	\$ 1,313,403.92
Children	\$ 7900.65	\$ 515,542.42
Facilitators	\$ 3050.00	\$ 15250.01

The above results indicate a positive return for both parents, caregivers, children and facilitators involved with the IYP programme at Waipareira. Although parents gain significantly more value than children during the period accounted for, if we were also to include the outcomes accrued over a child's lifetime, their value would be considerably higher. The results also indicate the significant potential value that could be created if more families gained successful outcomes through involvement with the project.

### **SROI Ratio**

The SROI ratio is calculated by dividing the net value of the outcomes by the net value of the inputs. However, before the calculation, the Impact Value is adjusted to reflect the Present Value of the Impact. This reflects the present-day value of benefits projected into the future. Net Present Value (NPV) is applied to those values here that have been projected for longer than one year. A discount rate was used to calculate the present value of outcomes. A discount rate of 1.75% was applied. This is the New Zealand Reserve Bank Official Cash Rate. This rate represents the opportunity cost of any capital used by the investor (the Government), that is, what it could have produced in its alternative use. The table below demonstrates the overall results.

<b>Total Value created</b>	\$ 1,842,196.36
<b>Total Present value</b>	\$ 1,815,855.75
<b>Investment Value</b>	\$ 484,196.25
<b>Net present value</b> ( present value minus investment)	\$ 1,331,659.50
<b>Social Return on Investment</b>	<b>3.75</b>

**The result of 3.75:1 indicates that for each \$1 of value invested, a total of \$3.75 of value is created.**

The result demonstrates a highly significant value created as a result of the Incredible Years Parenting Programme at Waipareira and is based on the application of the principles of the SROI framework. Although there are inherent assumptions within this analysis, consistent application of the principle not to over-claim leads to the potential under-valuing of some tangible outcomes based on issues such as duration of impact.

#### *Payback Period*

Another means of presenting the results is to consider the payback period- that is the moment the investment cost is repaid fully. The total investment over the three years is projected to be \$484,196.25. The total value created (not discounted) over the same period is projected to be \$1,842,196.36, which is an average of \$614,065.43 per year. Based on the full funding and investment and assuming the value accumulates at a steady rate, the payback period is 3.15 months.

This analysis is demonstrated in a detailed impact value map (**Appendix A17**), which will be externally validated by Social Value International to ensure that it considers the seven principles that underpin SROI. One of these principles is to avoid overvaluation of impacts. In line with this principle, this SROI has not considered the value for the children and youth in the long term and value government and state agencies, with a potential reduction in crime, mental health, youth in prison, poor health, unemployment and use of social services and benefits for children and youth.

While the rationale for this is briefly discussed in this report and existing research studies, the value itself is not represented in this SROI.

## Sensitivity Analysis

The SROI calculation is based on assumptions and with assumptions comes uncertainties. Thus, sensitivity analysis is conducted to assess the assumptions included in this SROI analysis. Different sensitivity analyses by testing one variable at a time such as quantity, attribution, deadweight, drop-off or value, enables identification of any issues that have a significant impact on the result. Sensitivity testing is performed to ensure that other assumptions and logic within the SROI would not significantly change the outcomes of this analysis, i.e., a small change in assumptions does not create substantial change in the final SROI figure. Thus, the analysis offers insight into the sensitivity of the SROI ratio and shows a range of the SROI Ratio in different logical situations.

The complete sensitivity analysis (calculations and alternate logic) is provided in Appendix A17. In order to test the information and assumptions included in the impact map, the changes made to the different variables are significant – for example, more than doubling impact filters such as deadweight and attribution and halving the values or quantity. Selected results are highlighted and discussed in the following tables.

The table below demonstrates the change in the current calculated SROI ratio (3.75: 1) when there is an overall change in the assumptions of deadweight, attribution, drop off and duration of the outcomes. The SROI ratio is tested against change in deadweight, attribution and drop off, on a scale of 10% to 75%, and change in duration of outcomes from two years to half a year.

	Revised Assumption	Revised Ratio	Proportion of Change
<b>Deadweight</b>	10%	4.53	20.79%
	25%	3.78	0.79%
	50%	2.52	-32.80%
	75%	1.26	-66.40%
<b>Attribution</b>	10%	4.91	30.92%
	25%	4.09	9.06%
	50%	2.73	-27.20%
	75%	1.36	-63.74%
<b>Drop Off</b>	10%	4.25	13.33%
	25%	3.64	-2.94%
	50%	2.76	-26.40%
	75%	2.08	-44.54%
<b>Duration</b>	2 years	2.81	-25.07%
	1 Years	1.59	-57.60%
	0.5 years	0.80	-78.67%

The sensitivity analysis shows that the ratio varies from 4.53 to 1.26 when the deadweight is changed from 10% to 75%. Similarly, when the overall attribution for the analysis is varied from 10% to 75%, the ratio changes from 4.91 to 1.36. Likewise, when the drop off is changed, the SROI ratio differs from 4.25 to 2.08. Thus, there is a variance from -66.4% to 0.79%. The minimum ratio observed is 1.26, which is yet a robust figure. Change in overall duration of the outcomes, demonstrates a variance in

ratio from 2.81 to 0.80. A ratio of 0.80 is seen when the change is experienced for half a year only. This is observed to be unlikely as reported by the stakeholders, but still reveals a positive figure and close to break even for the investment in the programme over three years.

The table below exhibits the change in SROI ratio when individual attributes of an outcome are adjusted. This denotes changing quantities, and financial proxy value to half and doubling the attribution and deadweight for each outcome.

Stakeholder	Outcome	Current Assumption		Revised Assumption		Revised ratio	Proportion of Change
<b>PARENTS / CARE GIVERS</b>	<b>Being A Better Parent</b>	Quantity	54	Quantity	27	3.48	-7.21%
		Deadweight	20	Deadweight	40	3.62	-3.47%
		Attribution	25	Attribution	50	3.57	-4.81%
		Drop off	20	Drop off	40	3.65	-2.67%
		Value	\$3,325	Value	\$1,662.5	3.48	-7.21%
	<b>Parent Child Relationship</b>	Quantity	52	Quantity	26	3.58	-4.54%
		Deadweight	24	Deadweight	50	3.64	-2.94%
		Attribution	25	Attribution	50	3.64	-2.94%
		Drop off	20	Drop off	40	3.69	-1.61%
		Value	\$2,240	Value	\$1,120	3.58	-4.54%
	<b>Family as a Unit</b>	Quantity	52	Quantity	26	3.64	-2.94%
		Deadweight	25	Deadweight	50	3.67	-2.14%
		Attribution	30	Attribution	60	3.65	-2.67%
		Value	\$1,680	Value	\$ 840	3.64	-2.94%
	<b>Reduced Stress /Better mental well being</b>	Quantity	52	Quantity	26	3.65	-2.67%
		Deadweight	27	Deadweight	60	3.66	-2.41%
		Attribution	25	Attribution	50	3.68	-1.87%
		Value	\$1,380	Value	\$ 690	3.65	-2.67%
	<b>Feeling worthy and confident</b>	Quantity	50	Quantity	25	3.65	-2.67%
		Deadweight	27	Deadweight	60	3.66	-2.41%
		Attribution	30	Attribution	60	3.67	-2.14%
		Value	\$1,495	Value	\$747.5	3.65	-2.67%
	<b>Having a safe environment</b>	Quantity	50	Quantity	25	3.67	-2.14%
		Deadweight	28	Deadweight	60	3.68	-1.87%
		Value	\$1,120	Value	\$ 560	3.67	-2.14%
	<b>Feeling Supported</b>	Quantity	48	Quantity	24	3.66	-2.41%
		Deadweight	27	Deadweight	60	3.67	-2.14%
		Attribution	30	Attribution	60	3.69	-1.61%
		Value	\$1,400	Value	\$ 700	3.66	-2.41%
	<b>Access to child custody / guardianship</b>	Quantity	36	Quantity	18	3.38	-9.87%
		Deadweight	25	Deadweight	50	3.5	-6.67%
		Attribution	30	Attribution	60	3.43	-8.54%
Drop off		30	Drop off	60	3.54	-5.61%	
Value		\$8,722	Value	\$4,361	3.38	-9.87%	

	<b>Social Engagements and interactions</b>	Quantity	36	Quantity	18	3.69	-1.61%
		Deadweight	33	Deadweight	65	3.69	-1.61%
		Attribution	35	Attribution	70	3.68	-1.87%
		Value	\$1,560	Value	\$ 780	3.69	-1.61%
<b>CHILD (3-8 years)</b>	<b>Emotional Development of Child</b>	Quantity	56	Quantity	28	3.61	-3.74%
		Deadweight	25	Deadweight	50	3.66	-2.41%
		Attribution	35	Attribution	70	3.6	-4.01%
		Value	\$2,000	Value	\$1,000	3.61	-3.74%
	<b>Cognitive Development of Child</b>	Quantity	48	Quantity	24	3.39	-9.61%
		Deadweight	27	Deadweight	60	3.43	-8.54%
		Attribution	40	Attribution	80	3.27	-12.81%
		Drop off	20	Drop off	40	3.61	-3.74%
		Value	\$6,900	Value	\$3,450	3.39	-9.61%

The data from the sensitivity analysis confirms the robustness of the approach in this study. The sensitivity analysis shows that most of the social return is not heavily dependent on assumptions and subjective choices. Except for outcomes – ‘Being A Better Parent’ for parents’/caregivers, access to child custody/ guardianship, and cognitive development of the child. Adjusting the different variables, the range of the proportion of change in the SROI ratio is 0% to 12.81%. The most conservative figure shows a significant SROI ratio of 3.27, which is a considerable amount.

In summary, the sensitivity analysis demonstrates confidence in the findings of this forecast analysis. While there are some changes to variables that have a significant impact on the results, given the substantial changes included, the SROI ratio is still significant with the variability. The analysis highlights that there are certain outcomes/ areas which require careful examination going forward. Accurate data capture and additional attention will be required while evaluating the IYP programme at Waipareira in the future.

## Conclusion and Discussion

This SROI analysis has demonstrated that the Incredible Years Parenting Programme at Waipareira has **a positive impact** on people's lives. It exhibits significant social, environmental and economic value, for a wide range of stakeholders. It creates \$1,815,855.75 of value over 3 years. The value created exceeds the investment and, for each \$1 invested, \$3.75 of value is created.

The majority of the value created is experienced by the parents and caregivers participating in the programme. The primary and most significant changes experienced are those of, being a better parent, improved parent-child relationships and coming together of the family as a unit. Besides these, reduced stress and improved mental well-being, feeling supported and having a safe environment were other valued changes as a result of the programme at Waipareira. The specific combination of relevant outcomes can be identified as feeling worthy and confident and reduced risk of losing or gaining access to their child's custody and guardianship.

The children of the parents and caregivers participating in the IYP programme also experience critical changes in their cognitive, emotional and social development. The engagement of parents and caregivers in the IYP programme has catalysed the development of their children and improved their behaviour and management. Besides the parents and children, the facilitators also experienced positive changes which were unintended and unaccounted. This analysis brings forward the changes experienced by the kaiārahi/facilitators as a result of the programme. These changes are highlighted as improved professional development, improved self-esteem and interpersonal skills and being a better parent themselves.

As reported by the stakeholders, these changes would be challenging to experience elsewhere given their circumstances, experiences and context. This is attributed to the unique *Waipareira Way* and magic of the kaiārahi / facilitators of the programme. The whānau Ora approach with a holistic and wrap around services provides a platform to intervene and address the needs of the whānau early and efficiently.

Employing the SROI framework allows us to understand the holistic value of the IYP Programme at Waipareira – placing people at the centre of the process ensures that their voice is heard and communicated in a way that is understandable. This analysis would enable better management of resources and the programme to increase its effectiveness and impact. It also helps narrate the story of change to funders and other stakeholders and translate the SROI framework to other programmes. It improves the understanding of outcomes and impact and fosters the processes to measure them across the organisation.

Changing the lives and bringing about a positive impact on the whānau, parents, caregivers and children eventually lead to substantial value for the Government. Wide-spread research also accepts the increased effectiveness of the early intervention as a means of both improving the outcomes for families involved and reducing fiscal and social costs to the Government (for example. Reduced cost of protective measures, health and wellbeing, reduced crime and violence, decrease in the use of social services and benefits). However, this value to the Government has not been included in this analysis as the scope of the analysis is three years. This analysis does not overlook the subsequent

impact of early interventions like the Incredible Years Parenting Programme on the Government, but the value created in the long term is not included in this analysis to avoid over claiming.

The judgments made throughout this analysis were informed by interactions with the stakeholders' groups directly, interviews with other stakeholders, rigorous secondary research and analysis. The limitations of this SROI analysis is the limited period of time over which costs and benefits are measured. It is plausible that the benefits gained by the stakeholders may extend over many years, but without data to track impact changes, assumptions have been made that many outcomes will last at least three years. Not being able to gather any outcomes data from families, schools and communities directly is the final limitation of this forecast, as it is certain that these stakeholders benefit as a result of the programme.

### ***Verifying and Dissemination of Results***

Stakeholders were communicated with throughout the entire SROI process, to ensure the information in the questionnaire, results, and analysis express what stakeholders truly feel. The results and assumptions of this forecast analysis have been discussed and shared with the key stakeholder groups. This is to confirm the results being a true reflection of their perspective. These findings are collated into a detailed technical report to be assured and verified by Social value International to verify the process, methodology and conformation to social value principles.

The results of this analysis will be disseminated via a variety of approaches to reach out to different audiences. These approaches include –

- Research report and publication
- Brief funder reports
- Policy briefs and advocacy
- Infographics
- Videos and story telling
- Social Media
- Conference presentations and posters
- Journal articles

### ***Implications and Recommendations***

The report is one of the first SROI analysis to investigate the impact of the IYP Programme on Māori in New Zealand. It provides strong evidence of the positive impact of the IYP programme by Waipareira, by creating significant social, environmental and economic value. It will guide the decision making of the organisation and inform the design and implementation of future projects and services. Further assessment and embedment of outcomes and indicators identified in this analysis into business, as usual, will be needed to inform and review the value of the programme consistently. This will also help improve the efficacy of the programme and processes.

For Government and state agencies, this analysis provides robust evidence on the importance of early intervention and parenting behaviours management programme in Child Wellbeing. It supports increased policy focus on such interventions, particularly policies that tackle the role of the family in early childhood development. *With the current Government momentum to improve Child Well-being and Social well-being in New Zealand, this analysis will help inform strategy and planning and fit pieces of the jigsaw puzzle.* It provides a compelling story to funders, investors and critics. It also challenges

the traditional notion of value and success from outputs and financial measures, to a broader consideration of social, environmental, as well as economic outcomes and value that is created by various activities.

Although SROI provides a ratio of return on investment, it is much more than a single figure; SROI is a way of addressing an accountability gap that can often exist between decision-makers, and those that decisions target, by translating experiences into a familiar language – that of monetary values. SROI is not trying to place a value on everything; instead, it considers valuing the essential changes in people's lives that would otherwise be more difficult to understand and manage.

### ***Forecast to Evaluation***

There is strong consideration of verifying the results of this forecast analysis of the IYP programme. This can be done via an evaluation in the future. The following elements will be regarded for an evaluation in the future:

- ***Stakeholders***
  - As discussed earlier in the report, some stakeholder groups were excluded from the forecast. The scope of the evaluation should include these groups, especially, volunteers, wider whanau/family, schools and communities to assess their inputs and outcomes further. The evaluation would also consider including the participants who dropped out of the programme. Further exploration of subgroups within the key stakeholders and difference in their outcomes is also suggested.
  - This analysis did not engage with children directly. Different strategies will be proposed to engage with the children involved in the programme and record their say.
  - Based on the distribution of the stakeholders involved, a more robust sampling strategy may be deployed to represent the scope and scale of the IYP programme.
- ***Data collection***
  - Constructed on the findings of this forecast analysis, baseline and follow up data will be collected to verify the changes in the stakeholder groups objectively with a wider sample and cohort.
  - The findings will be triangulated further with other tools used by the IYP programme like the Eyeberg test, Social Competency test, etc., and other sources of data (school records, social services and children feedback).
- ***Potential sources of error***
  - This analysis was majorly based on responses of the stakeholders. These have been subjective and may vary from person to person and time to time. The subjective nature of the study can be fostered with data triangulation from other similar sources. Also, careful consideration of timelines will enable reducing sources of error.
  - A representative sample of the cohort will also confirm a true picture of the IYP programme.



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## APPENDIX

### A1: Glossary of Terms

- **Attribution:** An assessment of how much of the outcome was caused by the contribution of other organisations or people.
- **Cost allocation:** The allocation of costs or expenditure on activities related to a given programme, product or business.
- **CYFS:** Child Youth and Family Services
- **Deadweight:** A measure of the amount of outcome that would have happened even if the activity had not taken place.
- **DHB:** District Health Board
- **Discounting:** The process by which future financial costs and benefits are recalculated to present-day values.
- **Displacement:** An assessment of how much of the outcome has displaced other outcomes.
- **Drop-off:** The deterioration of an outcome over time.
- **Duration:** How long an outcome lasts after the intervention, such as the length of time a participant remains in a programme.
- **ECC: Early Childhood Centre**
- **Financial value:** The financial surplus generated by an organisation in the course of its activities.
- **Impact:** The difference between the outcomes for Participants, taking into account what would have happened anyway, the contribution of others and the length of time the outcomes last.
- **Impact Map:** A table that captures how an activity makes a difference: that is, how it uses its resources to provide activities that then lead to particular outcomes for different stakeholders.
- **Income:** An organisation's financial income from sales, donations, contracts or grants.
- **Inputs:** The contributions made by each stakeholder that is necessary for the activity to happen.
- **Kaupapa:** Purpose, topic, policy.
- **Karakia:** Incantation, ritual chant, prayer.
- **Kaumātua:** Elderly plural/elderly singular.
- **Kawa:** Marae protocol, customs.
- **Marae:** Courtyard or open area in front of the meeting house (wharenuī) but also used to describe the complex of buildings around the marae.
- **Materiality:** Information is material if its omission has the potential to affect the readers' or stakeholders' decisions.
- **Monetise:** Assign a financial value to something.
- **Net present value:** The value in today's currency of money that is expected in the future minus the investment required to generate the activity.
- **Net social return ratio:** Net present value of the impact divided by total investment.
- **Outcome:** The changes resulting from an activity. The main types of change from the perspective of stakeholders are unintended (unexpected) and intended (expected), positive and negative change.
- **Outputs:** A way of describing the activity in relation to each stakeholder's inputs in quantitative terms.
- **Outcome Indicator:** Well-defined measure of an outcome.
- **Proxy:** An approximation of value where an exact measure is impossible to obtain.

- **Rangatiratanga:** Right to exercise authority, chiefly autonomy.
- **Scope:** The activities, timescale, boundaries and type of SROI analysis.
- **Sensitivity Analysis:** Process by which the sensitivity of an SROI model to changes in different variables is assessed.
- **Social return ratio / SROI ratio:** Total present value of the impact divided by total investment.
- **Stakeholders:** People, organisations or entities that experience change, whether positive or negative, as a result of the activity that is being analysed.
- **Tikanga:** Correct procedure, habit, lore, way, right.
- **Whānau:** Family, Friends
- **Whānau Ora:** Government whānau centred strategy assist families to reach their aspirational goals.
- **Whānaungatanga:** Relationship, kinship ties, sense of family connection.

## A2: Te Whānau o Waipareira

Te Whānau o Waipareira Trust (Waipareira) is an Urban Māori Authority that was established in West Auckland in 1984. It has continuously evolved to meet the needs of the West Auckland community with the delivery of an extensive portfolio of services in the sectors of justice, social services, education and health.

Waipareira predominantly serves Māori, Pacific, and high needs whānau within Waitakere City and the Waitematā DHB region.

Core values and principles underpin everything Waipareira offers and predicate all service models and contract negotiations. The values were established and endorsed by Waipareira whānau, kaumātua rōpū, the governance board, and kaimahi.



The Waipareira long term focus is to have self-sufficient whānau who can choose their own direction and outcomes. The organisation intends to ensure that whānau are the centre of everything and that they are given all support required to achieve improved health, social, education, justice and whānau outcomes.

Over the next 25 years, the long term focus is to develop self-sufficient whānau who can provide for their whānau as:

- carriers of culture;
- models of lifestyle;
- access points to the community;
- gateways to Te Ao Māori;
- guardians of the landscape; and
- economic units.

In order to facilitate these outcomes, Waipareira offers building blocks for whānau training and development, by improving access to all services both internally and externally that are required. The aim is to provide the tools to become the navigators for their own whānau and generations to come.

Waipareira is a crucial conduit for Māori relationships in the community and is well placed to respond to community, iwi and whānau needs. Waipareira recognises the significance of the Treaty of Waitangi in advocating for Māori led and sustained responses to social, economic and cultural change. In the WAI414 claim, it was established that although Māori may reside out of their tribal base or have loose or no affiliations to their traditional tribal connections, this should not impinge on the rights or considerations that should be afforded to them and their whānau under the Treaty. Waipareira advocates for those that have a diminished capacity to do so for themselves and ensures that when designing, purchasing, and delivering and monitoring services that all whānau are considered, including those that do not have established pathways through either iwi or agency.

Upon this basis, Waipareira plays a lead role with the National Urban Māori Authority (NUMA). Waipareira is a voice by which urban pan-tribal Māori can ensure that there is recognition and acknowledgement of their needs and aspirations. The NUMA collective brings together Urban Māori Authority affiliates that span the North Island in support of Māori, Pasifika and low socioeconomic whānau. This collective combines shared expertise and skills to ensure that there is a strong single voice.

# Te Kauhau Ora O Waipareira

## CODE OF CONDUCT

### WE WILL UPHOLD THE MANA OF TE WHANAU O WAIPAREIRA TRUST BY:

Always acknowledging where we have come from and who we are.

Ensuring whanau are the centre of our world.

Always striving to better ourselves for the sake of our whanau.

#### WHANAUNGATANGA TAUTOKO

"Ano te ataahua te noho tahitanga a ngā taina me ngā tuakana i raro i te whakaaro kotahi."  
We establish and maintain positive relationships.

"Tautoko kia tu tangata, kia tu Rangatira."  
We support and encourage whanau to realise their full potential.

#### WAIRUATANGA KAWA

"He hōnore he kororia ki te Atua, he maungarongo ki te whenua, he whakaaro pai ki ngā tangata katoa."  
We act in the spirit of all that is good.

"Kia tipu he puawai hōnore mo te pani mo te rawa kore."  
We uphold the kaupapa in which the Te Whanau O Waipareira Trust was founded, its values, vision and standards - 'The Waipareira Way'.

#### WHAKAPAPA POHIRI

"Hoea te waka."  
We honour the past, the present and the future.

"Taku manu pōhiri e rere atu ra ki te tai whakarunga ki te tai whakararo ki ngā iwi o te motu nei."  
We embrace and welcome all.

#### MANAAKITANGA TE REO MĀORI

"Manaaki tangata."  
We are hospitable, fair and respectful.

"Tōku reo tōku oho oho tōku reo tōku māpihi maurea."  
We actively practice Te Reo Māori and Tikanga.

#### AROHA KOTAHITANGA

"Me aroha ki te tangata."  
We are empathetic, compassionate and have regard for all.

"Kōkiritia i roto i te kotahitanga."  
We progressively act in unity.



TE WHANAU O WAIPAREIRA

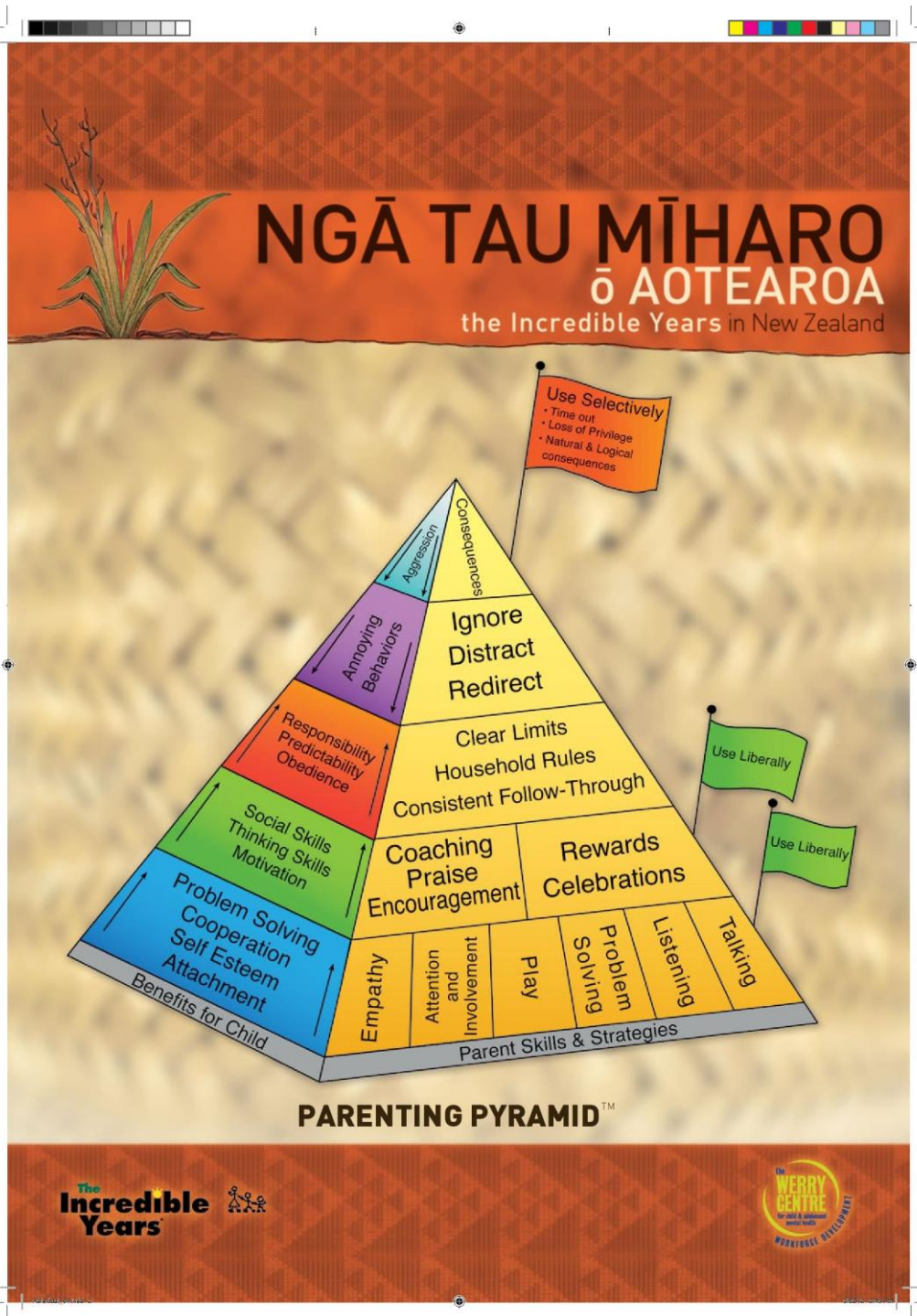
KŌKIRITIA I ROTO I TE KOTAHITANGA

*Progressively Act in Unity*

### A3: Incredible Years in New Zealand

#### Ngā Tau Mīharo ō Aotearoa

This is the Incredible Years Parenting Programme for Māori whānau, supporting responsiveness to Māori Culture. The Incredible Years Parenting Pyramid is central to the programme. It depicts a hierarchy of parenting strategies to support child social, emotional and cognitive development. Some of these are essential while some may be used as per child-parent circumstances. The Pyramid and guidelines to the Ngā Tau Mīharo ō Aotearoa are depicted below.



## Incredible years Resources for Māori Group Leaders

The importance of Te Ao Māori in Incredible Years delivery to Māori whānau has formed the basis for the development of a series of resources. This development has been in collaboration with experienced Māori Group leaders and Kaumātua. It includes a DVD featuring Māori Group Leaders and Māori whānau, a workbook for Māori accreditees and practical resources for use in group delivery.

*Aligning with the Incredible Years core philosophies of respect, collaboration, empowerment and support, are the key principles from Te Ao Māori:*

### Tikanga principles of engagement

#### He Kawa Ritenga

*(welcome rituals)*

Karakia, pōwhiri, mihimahi, whakapapa

#### He Tiaki Whānau

*(nurturing, care)*

Kotahitanga, whanaungatanga, manaakitanga, rangatiratanga

#### Te Ipurangi

*(boon of knowledge)*

Mōhiotanga, marautanga, tohungatanga, waiata, haka

#### Hanga Te Whānau

*(roles in the family)*

Kaumātua, kuia, tūpuna, mātua, tuākana, teina, mātāmua, pōtiki, tuāhine, tungāne



## The Werry Centre

The Werry Centre provides basic training in The Incredible Years Parent Programme for Group Leaders throughout New Zealand.

Once Group Leaders begin delivering the programme, they may apply to work towards Accreditation in Incredible Years.

As part of The Werry Centre Incredible Years Resources for Māori, a workbook **He Whiria, He Whatu**, has been developed to support Māori Group Leaders working towards accreditation.

Further information regarding upcoming training workshops and Group Leader Accreditation is available through The Werry Centre website:

[www.werrycentre.org.nz](http://www.werrycentre.org.nz)

contact: [coordinator@werrycentre.org.nz](mailto:coordinator@werrycentre.org.nz)



## Te Harakeke

The Harakeke model encourages all whānau and extended whānau to participate in the development and wellbeing of our tamariki/mokopuna and whānau. The significance of the Harakeke metaphor for Incredible Years is that it symbolises the interconnecting and interdependent relationships within whānau, and the care we need to take when nurturing all parts.

The ritual of harvesting the flax (hauhake) acknowledges the functions of all parts of the flax plant (whānau):

Always take the older (outside) flax first – we call these *tūpuna* (grandparents)

the *awhi rito* (parents) are left to shelter and protect the *rito* (baby or child) in the centre

the *rito* is precious, and must never be cut, the consequences would be death to the flax

the *paki aka* (roots), in which the whakapapa are embedded, are unique to whānau over the generations.

# NGĀ TAU MĪHARO ō AOTEAROA

the Incredible Years  
in New Zealand



The Incredible Years





## He Whiria, He Whatu (weaving the strands)

### The alignment of tikanga Māori and core skills in The Incredible Years Parent Programme

The concept of weaving together the strands from two worlds derives from the metaphor of the weaving of the Harakeke (flax). In respecting the different meanings and understandings within both Te Ao Māori and Te Ao Pākehā, we acknowledge the partnership between these worlds and how the skill sets may be aligned to maximise outcomes for whānau. The workbook, He Whiria, He Whatu, explores this alignment in detail in support of Māori Group Leaders working towards Incredible Years accreditation.

### Tikanga

#### Rangatiratanga

Matatau mō te tikanga - skills, knowledge of the kaupapa  
Ko te wā porohita - the cycle of time & space  
Kākahu manaaki, whakaruruahu - the cloak of safety and hosting

#### Whakawhanaungatanga

Kōrerorero (two way discussion)  
Tino rangatiratanga (self determination)  
Whakapapa o ngā Mātua (history and links with whānau)  
Ngā mahi whakaterere (helping parents navigate their future)

#### Manaakitanga

Pōwhiri, karakia (both sides meet physically/spiritually)  
Whakapapa/whanaungatanga (links made, kaupapa set)  
Hariū/hongi (safe for kanohi ki te kanohi greeting)  
Whakangahau (song, speech, humour kotahi spirit)

#### Pūrere Kōpaepae

Kanohi ki te kanohi (eye to eye discussions)  
Ngā taonga tuku iho (knowledge handed down directs our journey)  
Hangahanga te tikanga (Whānau responsible to set future tikanga)

#### Tikanga o Ngā Mātua

Ututanga o ngā mōhiotanga hōu (upskilling in new knowledge, new pathways, thorough examination)  
Poroporoaki (hui to acknowledge participants' learned experiences)

#### Whakahangai ki Te Kainga

Te Ara Poutama (process of review and evaluation)  
Kōrero, Titiro, Whakarongo (discuss, see, listen)  
Wairua, Hinengaro, Tinana, Whānau (evaluate spiritual, emotional, physical, relationships)  
Titiro ki muri, Moemoeā a mua (look to the past and the future)

### Core Skills

#### Group leadership and programme knowledge

Pacing, relevance of discussions, relating discussions to behavioural, affective, cognitive domains  
Understanding of child development and programme content  
Integrating parents ideas and contributions to programme content

#### Collaborative skills

Using open-ended questions, "Asking not telling"  
Inviting parents to explore their own goals  
Acknowledging parents' expertise and strengths  
Utilising a coping not expert model

#### Relationship building skills

Engagement, rapport  
Addressing barriers  
Maintaining safety, being "real", maintaining hope  
Validating parents' contributions

#### Supporting new learning using DVD models

Using open ended questions to encourage discussion  
Supporting parents to relate their experiences to DVD models  
Supporting parents to relate their goals to DVD models  
Capturing key parent principles  
Using focused questions to direct the learning as needed

#### Supporting new learning by providing practice opportunities

Setting parents up for success  
Creating a safe environment for practising new skills  
Ensuring parents feel supported and scaffolded  
Ensuring there is clear purpose, direction and instructions  
Reinforcing key learnings and skills

#### Reinforcing learning through home activities

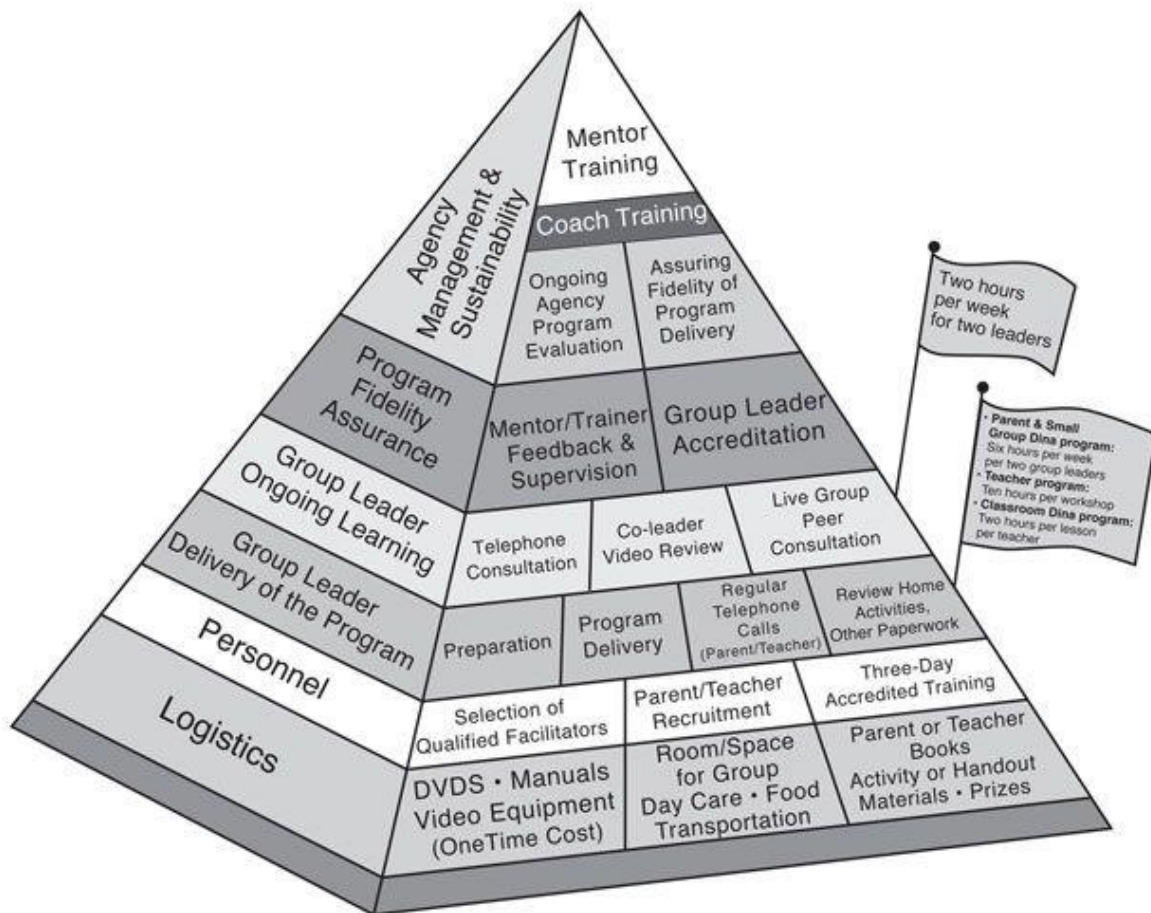
Reviewing homework each week  
Providing opportunities for parents to develop their own goals  
Addressing barriers to achieving homework goals  
Highlighting key principles

*Core group leader skills as identified by Carolyn Webster-Stratton, PhD  
(Professor Emeritus, Developer of The Incredible Years programme)*



## Implementation Pyramid

Incredible Years Parenting Programme is an evidence-based programme. It is set to achieve the best outcomes when the facilitators/group leaders maintain fidelity to the programme and are responsive to the cultural and individual identities of the Participants. It is essential that the group leaders deliver the programme using all the components and guidelines. The Implementation Pyramid outlines the activities the group leader must complete at each level assure programme fidelity.



## A4: Social Value Principles

The SROI methodology was first developed in the 1990s by the Roberts Enterprise Development Fund. During the early to mid-2000s, the United Kingdom (UK) Office of the Third Sector provided funding to continue the development and application of the SROI methodology, resulting in the formation of the UK SROI Network.

The Social Value principles (previously known as SROI principles) that guide SROI analyses were developed through the SROI UK Network. These principles which form the basis of an SROI analysis are described in the table below.

Principle		Description
1	Involve stakeholders	Stakeholders should inform what gets measured and how this is measured and valued.
2	Understand what changes	Articulate how change is created and evaluate this through evidence gathered, recognising positive and negative changes as well as those that are intended and unintended.
3	Value the things that matter	Use financial proxies in order that the value of the outcomes can be recognised.
4	Only include what is material	Determine what information and evidence must be included in the accounts to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact.
5	Do not over claim	Organisations should only claim the value that they are responsible for creating.
6	Be transparent	Demonstrate the basis on which the analysis may be considered accurate and honest and show that it will be reported to and discussed with stakeholders.

## A5: Ethics Approval



### Te Whanau o Waipareira Trust Ethics Committee Review Form

**To:** Dr Tanya Allport  
Te Whanau o Waipareira Trust

**From:** Professor Te Kani Kingi  
Chair: Ethics Committee


**Re:** Application 03/17 (Special)

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REVIEW DECISION CHAIR (SPECIAL)

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#### OFFICE USE ONLY

Date Received:	27 October 2017
Application No/Year	Special Assessment 03/17
Date First Reviewed:	31 October 2017
Outcome/Recommendation:	Approved
Date Final Outcome:	31 October 2017
Chair: Professor Te Kani Kingi	

## WHĀNAU PARTICIPANT INFORMATION SHEET

Kia Ora, you are invited to take part in the Incredible Years SROI.

Te Whānau o Waipareira his conducting a Social Return on Investment (SROI) study on its Incredible Years Parenting Programme. This study assesses programme implementation and effectiveness. It aims to understand the changes you have experienced after being a part of the programme.

As part of this study, you and your whānau are asked to participate in interviews. By signing the accompanying consent form, you agree to participate in the SROI. You will be asked questions about your experiences with the Incredible Years Parenting Programme. Each interview should take no longer than one hour to complete.

The information you provide during the interview will be audio/video recorded and stored for five years on a secured server (where only the researchers will have access), and your identity will be made anonymous.

At the end of this study, we will create a report of our findings which will include the key findings which have been drawn from the interviews. We aim to complete this report by June 2018.

You have a choice to take part in this study or not. If you do not want to take part, you do not have to give a reason. Not taking part will in no way impact on your ability to access support or services. If you do want to take part now, but change your mind later, you can pull out of the study at any time.

If you have any other questions about the study, please feel free to ask at any stage, or you can contact a member of the research team below.

If you agree to take part in this study, you will be asked to sign the Consent Form; you will be given a copy of the Participant Information Sheet to keep.

<b>Te Whānau O Waipareira Research Unit</b>	<b>Key Contacts:</b> XYZ
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**CONSENT FORM**

I have read the information sheet, and I consent to be part of the Incredible Years SROI

I have read the information sheet, and I consent to be photographed as a part of the Incredible Years SROI.

If I decide to participate, I consent to my interview being recorded on audio/video.

I have received a koha for my participation in this study.

I would like an electronic copy of my transcript (*if applicable*)

Email: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## A7: Stakeholders Included and Excluded

The table below identifies the stakeholders and the rationale for including or excluding them from the SROI analysis.

Stakeholder Group	Included / Excluded	Rationale
Parents and caregivers	Included	Parents and caregivers are the main Participants in the IYP Programme. They are targeted directly with information and activities which affects their lives. Therefore, changes to this stakeholder group are both relevant and significant.
Child/ Children (3-8 Years)	Included	Children of the parents and caregivers participating in the programme are the focus of the programme. They are likely to experience changes which are significant and relevant.
Whānau	Included	Whānau are affected by the change in the parents and caregivers and circumstances and are a significant stakeholder. However, due to the lack of access to this stakeholder, only the material outcomes expressed by the Participants were used in this SROI analysis.
Government	Included	Government funds the Incredible Years Parenting Programme. The benefits of the programme lead to long term benefits for the government. However, those changes are not valued in this analysis owing to the short period in the scope. The stakeholder "Government" includes all local and national government departments and state agencies including the Ministry of Education.
Facilitators	Included	Facilitators/ Kaiārahi of the IYP programme are central to the Programme and creating change in the lives of the Participants. Their contribution is the key to programme success. It was also revealed that they were secondary beneficiaries of the programme.
Waipareira	Included	Waipareira is a vital stakeholder to the success of the IYP Programme. The organisation is involved in the process and programme delivery through referrals, skills building and connection to other services and Whānau. It provides additional funding and other resources to support the programme. This also includes a team supervisor and volunteers. The Steering group provide strategic direction and optimise resources to improve the processes and efficacy of the programme.  The IYP programme and SROI analysis will also support the organisation's outcomes journey and bring value through their

Stakeholder Group	Included / Excluded	Rationale
		relationships with Whānau and community. However, the analysis has not attempted to quantify this value as it is not materially significant.
Schools / Educators	Excluded	Although changes in children's behaviour may affect the educators and schools, the changes are primarily experienced by the children and thus not significant. Further, there are separate Incredible Years programmes for schools and teachers which is more relevant and material to the stakeholder group.
Community	Excluded	Any changes experienced by the local community in areas such as improved environment increased spending or business from more engaged parents are neither relevant nor significant to this analysis. Also, changes such as increased awareness and communication/spread of awareness in the community of the importance of parenting may/may not be a direct effect of the IYP activities and programme at Waipareira and are out of the scope of this analysis. Further, the changes experienced by it are indirect and long term.
Local NGO's	Excluded	Any changes experienced by Local NGO's are neither relevant nor significant for this analysis. Furthermore, relationships and contracts between NGO's Waipareira and Government agencies removed the need to consider them for the analysis.
Wider Family and friends of Participants	Excluded	Although some may experience changes as result of outcomes for their family members, they are not a material stakeholder group as the activities are not directed to them and these changes are not directly recorded in this analysis and
Referral services	Excluded	Referral services such as CYFS, Health services, MSD, schools etc., do not experience relevant for significant changes. However, their inputs are captured in attribution, displacement estimation figures.
Wider general population	Excluded	Although changes experienced by the Participants and their families may have consequences on public expenditure that subsequently affects the general population, these changes are not significant for this analysis



## A8: Interview Schedule for Whānau

### Introduction

- Objectives of the Study
- Reiterate that we want you to speak openly and be sincere in expressing your opinions

### Knowledge of IYP Program

- How did you find out about the IY program?
- Since when have you been a part of it? What kind of activities have you been a part of?
- How would you describe the IY program?

### Impact of the Program (on themselves and their children)

- Have there been any changes in your lives since IY?
- How would you describe what has changed in your lives? (in personal terms- speaking about themselves, family members, children)?
- What have been the positive and negative aspects of the change (Not the programme, but the change)?
- As a result, do you do anything differently today as a result of the program? If yes, what do you do differently?
- Could you give examples to illustrate the real impact? Describe what has changed in your day to day as a parent or in your family.
- How was it before, how is it now?
- List all changes
- How do you feel the change? What makes you able to say that the change really happened?
- Has there been any change that you did not expect?
- If you had to explain to someone who did not know about the program, what would you say?
- Of all the changes you have seen, which ones would you say are the most important ones?
- How do you think the change could be measured?
- Do you think this change would last? How long do you think it would last?
- What other aspects could contribute to the change to last?
- Is the change only due to the IY or could something else also contribute to it?

### Programme Feedback

- If the program had to focus on one point, what would it be?
- From your experience, what is the strength of the program?
- What other things could be done to improve the program?
- Is there anything else you would like to speak about or add?

## A9: Interview Schedule for Facilitators / Kaiārahi

### Introduction

- Objectives of the Study
- Reiterate that we want you to speak openly and be sincere in expressing your opinions

### Knowledge of IY Programme

- How did you find out about the IY programme?
- Since when have you been a part of it? What kind of activities have you been a part of?
- How would you describe the IY programme?

### Impact of the Programme (on themselves and their children)

- Have there been any changes in your lives as a result of IY?
- If you have experienced changes due to IY how would you describe these? (in personal terms-speaking about themselves, work, family, children)?
- What have been the positive and negative aspects of the change (Not the programme, but the change)?
- As a result, do you do anything differently today as a result of the programme? If yes, what do you do differently?
- Could you give examples to illustrate the real impact? Describe what has changed in your day to day as a parent or in your family.
- How do you feel the change? What makes you able to say that the change happened?
- Has there been any change that you did not expect?
- Of all the changes you have experienced, which would you say are the most important ones?
- How do you think the change could be measured?
- Do you think this change would last? How long do you think it would last?
- What other aspects could contribute to the change to last?
- Is the change only due to the IY or could something else also contribute to it?

### Programme Feedback

- If the program had to focus on one point, what would it be?
- From your experience, what is the strength of the program?
- What other things could be done to improve the program?
- Is there anything else you would like to add or speak about?

## A10: Investment in the IYP Programme

The Table below provides details on the calculation of the investment of the programme.

Item	Value	Calculation	Rationale
<b>Ministry of Education – Cash Investment in Programme</b>			
Investment Per programme	\$ 31,000		
Delivery of Service	\$ 27,500		
Additional Funding	\$ 3,500		
No. Of programmes per year	5		
Total Investment per year	\$ 155,000	\$31000 * 5 programmes	
<b>Forecast Investment 2017-2019</b>	<b>\$ 465,000</b>	\$ 155,000 * 3	Forecast number of years (2017,2018,2019) = 3
<b>Waipareira Inputs</b>			
<b>Volunteers</b>			
Per Programme			
Student volunteer hours	35 hours	14 sessions * 2.5 hrs	14 sessions per programme , 2.5 hours per session
Additional volunteer hours	3 hours	One graduation	Volunteer for events, graduation
Total number of volunteer hours per year	190 hours	38 hours * 5 programmes	No. of programmes per year = 5
Value of volunteer time per year	\$2992.5	\$15.75 * 190 hours	Minimum wage in New Zealand = \$ 15.75 <a href="https://employment.govt.nz/hours-and-wages/pay/minimum-wage/minimum-wage-rates/">https://employment.govt.nz/hours-and-wages/pay/minimum-wage/minimum-wage-rates/</a>
<b>Forecasted Value of volunteer time</b>	<b>\$ 8977.50</b>	\$2992.5 * 3	Forecast number of years= 3
<b>Team Supervisor</b>			
Per Year			
Attendance at IY SS meetings	14 hours	2 hours * 7 IY SS meetings in one year	Based on conversations with Supervisor, it is known that there were approximately 7 IY SS meetings in the past year. Each meeting is 2 hours in duration.
Meeting with IY team facilitators	11 hours	1hour*11 months	The supervisor meets with the IY team every month to update on programmes and address risks and process if required. It is usually a 1 hr/month. In total there are about ten meetings every year about the IY programme and process.

Assisting with Reporting Work per year	11 hours	1 hour * 11 months	Supervisor overlooks the reporting before submission. This takes about 1hr/month, as suggested by the programme supervisor.
Meeting with each IY facilitator	55 hours	1 hour * 11 months * 5 facilitators	Supervisor meets with each facilitator every month for an hour meeting to discuss the IYP and support them.
Events	18 hours	2 hours * 5 + 2hours * 4 networking events	Average 2 hours spent at Events like graduation, networking, promotions Graduations per year = 5 Networking per year = 4
Cover a session in case of absence of a facilitator		4 hours per month	Not included as it implies filling up for the absence of a facilitator contracted for the programme.
Total hours per year	109 hours		
Value of Supervisor time per year	\$ 3406.25	\$31.25 * 109 hours	Average salary of team supervisor = \$ 65,000 Per hour rate = \$31.25 <a href="https://www.paye.net.nz/calculator.html">https://www.paye.net.nz/calculator.html</a>
<b>Forecast Value of Supervisor time</b>	<b>\$ 10, 218.75</b>		
<b>Total Investment in programme per year</b>	<b>\$ 161,398.75</b>		
<b>Forecast Total investment in the IYP Programme</b>	<b>\$ 484,196.25</b>		Forecast number of years= 3

## Feedback form

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Kia Ora!

Through the conversations we have had with many of you, you have told us about the changes for you and your whānau as a result of the Incredible Years Programme.

Based on these conversations, we have derived some themes (outcomes). This survey has a few questions for each of these themes, which we would appreciate your answers to.

The survey is divided into three parts. The first part collects information on the outcomes experienced. It contains questions regarding the amount of change you have experienced, the duration of the change, the contributors to the change and the role of Incredible years in the change.

The second part intends to validate the value of these changes to you. If there is/are any other significant change/s you have experienced (other than the ones stated) as being a part of the Incredible Years Programme, you can state them in the third and final part.

All your answers will remain confidential. If you require any further information on this, please contact me at *X@y.com*

Your feedback is important.

Thank you. 😊

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<b>Name:</b>	
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## Section 1: Outcomes

As a result of the conversations we have had with Whānau on the IY Programme, the following outcomes have been highlighted as the significant changes in themselves since being a part of the Incredible Years Programme.

Please answer the following questions and add in information if required.

### B.1 Being A Better Parent

#### What does this mean?

- Parents reported an increase in the knowledge of parenting strategies and skills to understand better and manage their children.
- They report Being a Better Parent
- Understanding their children needs and managing them better.

#### 1.1. How much change do you feel in yourself as a parent since being a part of Incredible Years?

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

#### 1.3. How likely is it that you would have experienced this change in your parenting had you NOT been a part of Incredible Years?

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

#### 1.4. How long do you think this change will last?

- Less than 3 months                       3 months                       6 months                       1 year                       2 years
- Other (please specify)                       N/A

#### 1.5. Who else contributed to this change (other than Incredible years)?

A) Please list any organisations, individuals etc. whom you think have contributed to this change:	B) How much of this change was down to them (as a percentage)?

## B.2 Family as a Unit

### What does this mean?

The parents'/caregivers report improved family relationships - partner/spouse relations, siblings' relations and the family as a unit. As a result of the skills acquired through the programme,

- the parents'/caregivers have developed a better understanding amongst themselves,
- They try to get along and resolves issues when they occur.
- They respect and acknowledge each other and their roles and,
- They have started spending more and quality time with family.
- Some of the parents have rekindled their stressful relationships and come closer to each other as a couple.

### 2.1. How much change do you feel in your relationships within the family since being a part of Incredible Years?

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

### 2.2. How likely is it that you would have experienced this change in your family relationships had you not been a part of Incredible Years?

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

### 2.3. How long do you think this change will last?

- Less than 3 months                       3 months                       6 months                       1year
- 2 years                       Other (please specify)                       N/A

### 2.4. Who else contributed to this change (other than Incredible years)?

<b>A)</b> Please list any organisations, individuals etc. whom you think have contributed to this change:	<b>B)</b> How much of this change was down to them (as a percentage)?

### B.3 Parent-Child Relationship

#### What does this mean?

As a result of the programme, parents report improvement in their relationship with their child/children. The programme has helped.

- Parents spend more time with their children,
- develop a better understanding of their needs and interact with them more positively and effectively.
- different techniques like role play, play therapy etc have helped to bond with their children.
- to strengthen the parent-child relationship

#### 3.1. How much change do you feel in the relationship with your child since being a part of Incredible Years?

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

#### 3.2. How likely is it that you would have experienced this change if you had not been a part of the Programme?

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

#### 3.3. How long do you think this change will last?

- Less than 3 months                       3 months                       6 months                       1 year                       2 years
- Other (please specify)                       N/A

#### 3.4. Who else contributed to this change (other than Incredible years)?

A) Please list any organisations, individuals etc. whom you think have contributed to this change:	B) How much of this change was down to them (as a percentage)?



## B.4 Feeling Supported

### What does this mean?

- Facilitators of the programme make the parents and caregivers feel supported.
- They have developed a support network of friends on the programme.
- They feel lesser social isolation.
- The facilitators mentor the parents and contact them regularly to ensure their well being

#### 4.1. How much change do you feel in your support?

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

#### 4.2. How likely is it that you would have experienced this support had you not been a part of Incredible Years?

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

#### 4.3. How long do you think this change will last?

- Less than 3 months                       3 months                       6 months                       1 year                       2 years
- Other (please specify)                       N/A

#### 4.4. Who else contributed to this change (other than Incredible years)?

A) Please list any organisations, individuals etc. whom you think have contributed to this change:	B) How much of this change was down to them (as a percentage)?

## B.5 Social engagements and interactions

### What does this mean?

As a result of the programme, Parents and caregivers are calmer and have gained confidence.

- They like Participating in social activities and engagements like clubs, groups, sports etc.
- They interact and talk to people better.
- Some of them have gained employment or started a new skill.

### 5.1. How much change do you feel in your social participation since being on Incredible Years?

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

### 5.2. How likely is it that you would have experienced this change had you NOT been a part of Incredible Years?

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

### 5.3. How long do you think this change will last?

- Less than 3 months                       3 months                       6 months                       1 year                       2 years
- Other (please specify)                       N/A

### 5.4. Who else contributed to this change (other than Incredible years)?

<b>A)</b> Please list any organisations, individuals etc. whom you think have contributed to this change:	<b>B)</b> How much of this change was down to them (as a percentage)?

## B.6 Feeling supported with access to other services

### What does this mean?

As a result of being on the programme,

- Parents and caregivers are more aware and have more knowledge of other services to help.
- They are referred to and connected to other services when required.
- Better able to seek help
- E.g. EEC, health services, food banks, social services, etc

### 6.1. How much change do you feel in support of other services?

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

### 6.2. How likely is it that you would have experienced this change had you **NOT** been a part of Incredible Years?

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

### 6.3. How long do you think this change will last?

- Less than 3 months                       3 months                       6 months                       1 year                       2 years
- Other (please specify)                       N/A

### 6.4. Who else contributed to this change (other than Incredible years)?

<b>A)</b> Please list any organisations, individuals etc. whom you think have contributed to this change:	<b>B)</b> How much of this change was down to them (as a percentage)?

## B.7 Reduced Stress

### What does this mean?

As a result of being on the programme,

- Parents experience less stress, depression and anger.
- Being on the programme has made them calmer and patient.
- They feel happier and in a better mental space than before.

### 7.1. How much change do you feel in your mental wellbeing?

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

### 7.2. How likely is it that you would have experienced this change had you NOT been a part of Incredible Years?

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

### 7.3. How long do you think this change will last?

- Less than 3 months                       3 months                       6 months                       1 year                       2 years
- Other (please specify)                       N/A

### 7.4. Who else contributed to this change (other than Incredible years)?

A) Please list any organisations, individuals etc. whom you think have contributed to this change:	B) How much of this change was down to them (as a percentage)?

## B.8 Having a safe environment

### What does this mean?

The programme has created an environment

- Where parents have built trust and can be themselves.
- They can talk about their problems and issues and behave as they want **without worrying about being judged.**
- The programme makes them feel protected and provides a haven

#### 8.1. How much change do you feel in your professional skills/development?

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

#### 8.2. How likely is it that you would have experienced this change in your professional development had you not been a part of Incredible Years?

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

#### 8.3. How long do you think this change will last?

- Less than 3 months                       3 months                       6 months                       1 year                       2 years
- Other (please specify)                       N/A

#### 8.4. Who else contributed to this change (other than Incredible years)?

<b>A)</b> Please list any organisations, individuals etc. whom you think have contributed to this change:	<b>B)</b> How much of this change was down to them (as a percentage)?

## B.9 Feel worthy and confident

### What does this mean?

- Parents feel motivated and confident.
- They are better able to cope with problems
- They also feel positive and competent.
- They feel worthy as a parent and person

### 9.1. How much change do you feel in your self-esteem?

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

### 9.2. How likely is it that you would have experienced this change in your professional development had you not been a part of Incredible Years?

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

### 9.3. How long do you think this change will last?

- Less than 3 months                       3 months                       6 months                       1 year                       2 years
- Other (please specify)                       N/A

### 9.4. Who else contributed to this change (other than Incredible years)?

<b>A)</b> Please list any organisations, individuals etc. whom you think have contributed to this change:	<b>B)</b> How much of this change was down to them (as a percentage)?

B.10 Access to Child custody

**What does this mean?**

Through learning parenting strategies and becoming a better parent, some

- Parents/caregivers can retain custody of their child with them.
- Prevent losing child custody to Government Child Youth and Family Services.
- Have gained access to their child.

**10.1. How much change do you feel in securing the custody of your child?**

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

**10.2. How likely is it that you would have experienced this change had you NOT been a part of Incredible Years?**

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

**10.3. How long do you think this change will last?**

- Less than 3 months                       3 months                       6 months                       1 year                       2 years
- Other (please specify)                       N/A

**1045. Who else contributed to this change (other than Incredible years)?**

<b>A)</b> Please list any organisations, individuals etc. whom you think have contributed to this change:	<b>B)</b> How much of this change was down to them (as a percentage)?

C. Outcomes for Child/Children

C.1 Emotional development of Child

What does this mean?

- The child can express their emotions and thoughts easily
- The children show improved moods, responses to change and greater enthusiasm.
- The child can follow instructions.

1.1. How much change do you see in your child's emotional development?

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

1.2. How likely is it that he/she would have experienced this change had you NOT been a part of Incredible Years?

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

1.3. How long do you think this change will last?

- Less than 3 months                       3 months                       6 months                       1 year                       2 years
- Other (please specify)                       N/A

1.4. Who else contributed to this change (other than Incredible years)?

A) Please list any organisations, individuals etc. whom you think have contributed to this change:	B) How much of this change was down to them (as a percentage)?



## C.2 Sociability of Child

What does this mean?

- The child seems more sociable at school and at home (with siblings, parents).
- The child is more comfortable interacting with others and making new friends.
- The child finds it easier to work in groups and share things.

### 2.1. How much change do you feel in your child's sociability?

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

### 2.2. How likely is it that he/she would have experienced this change in their sociability had you not been a part of Incredible Years?

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

### 2.3. How long do you think this change will last?

- Less than 3 months                       3 months                       6 months                       1 year                       2 years
- Other (please specify)                       N/A

### 2.4. Who else contributed to this change (other than Incredible years)?

<b>A)</b> Please list any organisations, individuals etc. whom you think have contributed to this change:	<b>B)</b> How much of this change was down to them (as a percentage)?

### C.3 Cognitive Development of child

What does this mean?

One can observe an improvement/progress in the cognitive development of your child/children. This pertains to learning and thinking abilities of the child.

- The child is learning to pay attention and focus.
- The child has his/her own little routine which he/she follows.
- The child has become more independent and developed the ability to think and act for themselves.
- The child is more curious. He/she can reason out tasks and find solutions.
- He/she speak with greater ease and fluency and show more significant interest in things.

#### 3.1. How much change do you feel in your child's cognitive abilities?

Not at all                       A little                       Some                       A lot                       A great deal

N/A

#### 3.2. How likely is it that he/she would have experienced this change in their cognitive abilities had you not been a part of Incredible Years?

Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely

N/A

#### 3.3. How long do you think this change will last?

Less than 3 months                       3 months                       6 months                       1 year                       2 years

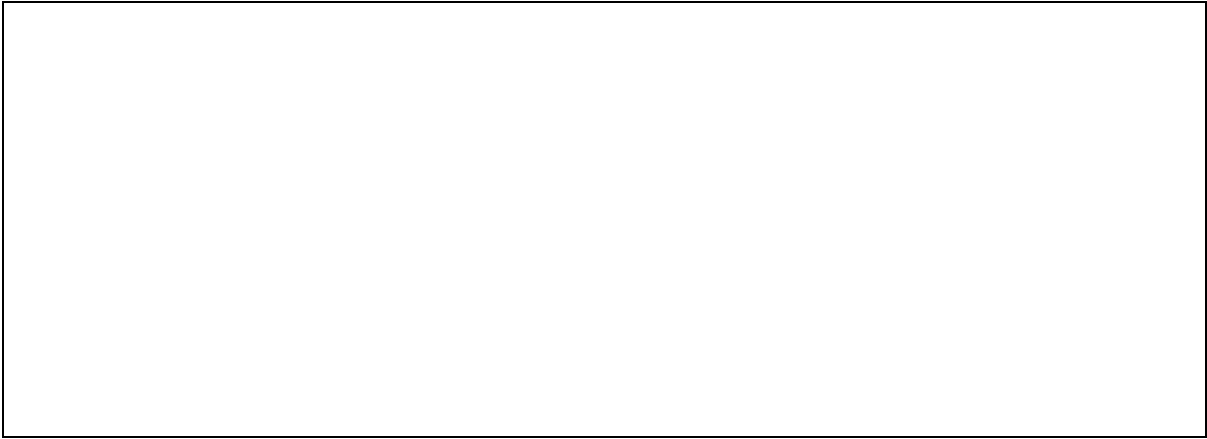
Other (please specify)                       N/A

#### 3.4. Who else contributed to this change (other than Incredible years)?

A) Please list any organisations, individuals etc. whom you think have contributed to this change:	B) How much of this change was down to them (as a percentage)?



Is there anything you would like to add or say?

A large, empty rectangular box with a thin black border, intended for the user to provide additional comments or answers to the question above.

**\*\* Thank you for your time \*\***

## Feedback form

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Kia Ora,

Through the conversations we have had with many of you, you have told us about the changes for you and your Whānau as a result of the Incredible Years Programme. Based on these conversations, we have a few questions that we would appreciate your answers to.

All your answers will remain confidential and anonymous. If you require any further information on this, please contact me at *X@y.com*

Thank you.

### Section A: Background information

<b>Name:</b>	
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## Section B: Outcomes

As a result of our conversations, the following outcomes have been highlighted as the significant changes observed by yourself since being a part of the Incredible Years Programme.

### B.1 Outcome: Professional Development

#### **What does this mean?**

As a facilitator of IY, you have acquired more knowledge and skills, feel better qualified and more aware. You have gained a better understanding of programme delivery, planning and management.

This could allow you to run programmes independently and strengthen your career.

#### **1.1. How much change do you feel there has been in your professional skills or development since being a part of Incredible Years?**

- Not at all     A little     Some     A lot     A great deal  
 N/A

#### **1.2. How likely is it that you would have experienced this change in your professional development had you not been a part of Incredible Years?**

- Very unlikely     Unlikely     Neither likely nor unlikely     Likely     Very Likely  
 N/A

#### **1.3. How long do you think this change will last?**

*(Please select option by highlighting)*

- 3 months     6 months     At least 1 year     2 years  
 Other (please specify)

#### **1.4. Who else contributed to this change (other than yourself)?**

<b>A)</b> Please list any organisations, individuals etc. whom you think have contributed to this change:	<b>B)</b> How much of this change was down to them (as a percentage)?

**B.2 Outcome: Improved Professional and Personal Relationships (interpersonal skills)**

**What does this mean?**

Being a part of the programme, you have built more collaborative, cohesive and supportive relationships and better understanding with

- Colleagues and staff
- Your Whānau, and
- Others in the community

**2.1. How much change do you feel in your professional and personal relationships since being a part of Incredible years?**

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

**2.3. How likely is it that you would have experienced this change in your interpersonal skills had you not been a part of Incredible Years?**

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

**2.4. How long do you think this change will last?**

*(Please select option by highlighting)*

- 3 months                       6 months                       At least 1 year                       2 years
- Other (please specify)

**2.5. Who else contributed to this change (other than yourself or the Employ-Ability staff)?**

<b>A)</b> Please list any organisations, individuals etc. whom you think have contributed to this change:	<b>B)</b> How much of this change was down to them (as a percentage)?

### B.3 Outcome: Improved self-esteem and confidence

#### What does this mean?

The programme has helped build your self-confidence. You feel satisfied with your work and your role in the community. You feel responsible, valued and worthy.

#### 3.1. How much change do you see in your self-esteem and confidence since being a part of Incredible Years?

Not at all                       A little                       Some                       A lot                       A great deal

N/A

#### 3.2. How likely is it that you would have experienced this change if you had not been a part of the Programme?

Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely

N/A

#### 3.3. How long do you think this change will last? (Please select option by highlighting)

3 months                       6 months                       At least 1 year                       2 years

Other (please specify)

#### 3.4. Who else contributed to this change (other than yourself)?

<b>A)</b> Please list any organisations, individuals etc. whom you think have contributed to this change:	<b>B)</b> How much of this change was down to them (as a percentage)?



**B4. Outcome: Being A Better Parent**

**What does this mean?**

- Increase in the knowledge of parenting strategies and skills to better understand and manage their children.
- Being A Better Parent
- Understanding children needs and managing them better.

**4.1. How much change do you feel in yourself as a parent since being a part of Incredible Years?**

- Not at all                       A little                       Some                       A lot                       A great deal
- N/A

**4.2. How likely is it that you would have experienced this change in your parenting had you NOT been a part of Incredible Years?**

- Very unlikely                       Unlikely                       Neither likely nor unlikely                       Likely                       Very Likely
- N/A

**4.3. How long do you think this change will last?**

- Less than 3 months                       3 months                       6 months                       1 year                       2 years
- Other** (please specify)                       N/A

**4.4. Who else contributed to this change (other than Incredible years)?**

<b>A)</b> Please list any organisations, individuals etc. whom you think have contributed to this change:	<b>B)</b> How much of this change was down to them (as a percentage)?

C. Importance of outcomes

Please plot on the scale how important these changes are for you:

	Not at all valuable	Not so valuable	Somewhat valuable	Very valuable	Extremely valuable	N/A		RANK
Change in professional development								
Change in professional and personal relationships								
Change in confidence and self-esteem								
Change in Parenting								

D. Is there anything you would like to add or say?

**\*\* Thank you for your time \*\***



## A13: Change Experienced

A questionnaire was administered to the stakeholders to validate the theory of change and outcomes they experienced. For each mapped outcome, they were asked, ‘How much change do you feel in yourself as a parent since being a part of Incredible Years?’. It was answered on a Likert’s scale, Not at all – A great deal. Based on these responses, only responses which recorded as, a lot and a great deal of change were considered as the proportion of stakeholders experiencing significant change. This helped establish the proportion of stakeholders experiencing material (significant) change for progressing to calculate the impact. *Note: Only two categories (a lot and a great deal) were considered to avoid over claiming and bring about a conservative figure.* The responses from the respondents were thereafter populated to the wider group of participants of the programme. This implies, the proportion of respondents (30-participants of IYP, 5- Kaiārahi) reporting experiencing significant change was scaled to the quantity of stakeholders experiencing the change per year.

$$\text{Proportion of respondents experiencing significant change} \times \text{Quantity of stakeholders per year} = \text{Scaled Quantity of stakeholders experiencing change}$$

The table below outlines the responses of the stakeholders and the quantity of stakeholders experiencing change.

Outcome	Not at all / NA	A little	Some	A lot	A great deal	Proportion Experiencing Significant Change ( a lot , a great deal)	Quantity of stakeholders per year *informed from IYP programme data	Quantity experiencing significant change (scaled)
<b>Parents/ Caregivers outcomes</b>								
Being A Better Parent	0 (0%)	1 (3%)	2 (7%)	15 (50%)	12 (40%)	90%	60	54
Family as a Unit	0 (0%)	1 (3%)	3 (10%)	14 (47%)	12 (40%)	87%		52
Parent Child Relationship	0 (0%)	1 (3%)	3 (10%)	12 (40%)	14 (47%)	87%		52
Feeling Supported	0 (0%)	3 (10%)	3 (10%)	12 (40%)	12 (40%)	80%		48
Reduced Stress /Better mental well being	0 (0%)	1 (3%)	3 (10%)	16 (53%)	10 (33%)	87%		52

Social Engagements and interactions	2 (7%)	5 (17%)	6 (20%)	11 (37%)	7 (23%)	60%		36
Feeling supported with access to other services	4 (13%)	3 (10%)	5 (17%)	11 (37%)	7 (23%)	60%		36
Having a safe environment	1 (3%)	0 (0%)	4 (13%)	16 (53%)	9 (30%)	83%		50
Feeling worthy and confident	1 (3%)	2 (7%)	2 (7%)	14 (47%)	11 (37%)	85%		50
Access to child custody / guardianship	10 (33%)	1 (3%)	1 (3%)	5 (17%)	13 (43%)	60%		36
<b>Child Outcomes</b>								
Emotional Development of Child	0 (0%)	1 (3%)	3 (10%)	17 (57%)	9 (30%)	87%	65	56
Sociability of child	1 (3%)	2 (7%)	8 (27%)	14 (47%)	5 (17%)	65%		48
Cognitive Development of Child	0 (0%)	4 (13%)	4 (13%)	12 (40%)	10 (33%)	73%		41
<b>Facilitator / Kaiārahi outcomes</b>								
Improved Professional Development	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5 (100%)	100%	5	5
Improved Personal and Professional Relationships (Interpersonal Skills)	0 (0%)	0 (0%)	1 (20%)	1 (20%)	3 (60%)	80%		4
Increased self esteem	0 (0%)	0 (0%)	1 (20%)	3 (60%)	1 (20%)	80%		4
Being A Better Parent	0 (0%)	0 (0%)	1 (20%)	2 (40%)	2 (40%)	80%		4

## A14: Establishing Impact

Following the principle not to over-claim, key questions were asked for each outcome to understand the value of a change that is a result of the IYP Programme at Waipareira. The tables below provide details of the responses of the stakeholders to calculate the deadweight, for each outcome experienced by them.

### Deadweight

In order to measure the change that would have taken place without the IYP Programme intervention, stakeholders were asked - How likely is it that they would experience the change without being part of Incredible Years. This was answered on a Likert Scale- 'Very Unlikely to Very Likely'. The responses were then scored on a scale of 0-80 per cent (as shown below). A 100 per cent scoring was not used, to adhere to do not overclaim principle. The scores were summated for each outcome for respective stakeholder groups, and an average was derived.

Likert Scale	Very unlikely	Unlikely	Neither likely nor unlikely	Likely	Very Likely	N/A
Scoring	0%	20%	40%	60%	80%	Not Scored / Excluded

**Note:** 100 per cent was not used for any scoring to abide by the principle - do not overclaim.

The table below summarises the responses of each stakeholder for each valid material outcome experienced.

	Very Unlikely	Unlikely	Neither likely nor unlikely	Likely	Very Likely	N/A	Deadweight (%)
<b>Parents/ Care Givers Outcomes</b>							
Being A Better Parent	11	13	7	1	0	0	20%
Family as a Unit	5	16	5	4	0	0	25%
Parent Child Relationship	8	11	8	3	0	0	24%
Feeling Supported	4	14	10	1	1	0	27%
Reduced Stress /Better mental well being	7	12	7	4	0	0	27%
Social Engagements and interactions	4	5	10	5	2	1	33%
Feeling supported with access to other services	4	5	6	3	2	5	27%

Having a safe environment	5	12	11	1	1	1	28%
Feeling worthy and confident	5	11	11	1	1	1	27%
Access to child custody / guardianship	5	4	8	1	0	12	25%
<b>Child outcomes</b>							
Emotional Development of Child	6	9	9	2	0	4	25%
Sociability of child	6	5	8	6	1	4	33%
Cognitive Development of Child	7	7	7	3	1	4	27%
<b>Facilitators/ Kaiārahi Outcomes</b>							
Improved Professional Development	1	3	1	0	0	0	25%
Increased self esteem	1	2	2	0	0	0	25%
Being A Better Parent	0	2	3	0	0	0	28%
Improved Personal and Professional Relationships	1	1	2	1	0	0	32%

## A15: Valuation Techniques

Financial proxies are used to value an outcome where there is no market value. The use of proxies in this SROI forms a critical component of the valuation exercise as most of the outcomes identified have no market values.

There are a number of techniques used to identify financial proxies and value outcomes. Importantly, within an SROI, the proxy reflects the value that the stakeholder is experiencing the change places on the outcome. This could be obtained directly through stakeholder consultation, or indirectly through research.

Techniques for valuing outcomes are included in the table below.

Technique	Description and examples
Cash transaction	<p>An actual cash saving or cash spent by the stakeholder group. For example:</p> <ul style="list-style-type: none"> <li>• A reduction in welfare payments is a direct cash benefit to the Government</li> </ul>
Value of resource reallocation	<p>A program or service results in outcomes that allow resources to be used in different ways. For example:</p> <ul style="list-style-type: none"> <li>• A reduction in crime may not result in less cost to the justice system because there is not a change in the overall costs of managing the justice system (so it is not a “cash transaction”). However, a value can be placed on the number of resources that can be reallocated for other purposes</li> </ul>
Revealed preferences	<p>This is when a financial proxy is inferred from the value of related market prices. This can be achieved in the following ways:</p> <ul style="list-style-type: none"> <li>• Is there something in a stakeholder’s group behaviour that will reveal the value of an outcome? For example, we may observe that stakeholders with less depression are now socialising more and going out for dinner with friends. The financial proxy is, therefore, the value of the dinners</li> <li>• Through stakeholder consultation, is there a similar service or program that would achieve the same amount of change? This is often referred to as a “replacement valuation.”</li> </ul>
Stated preferences	<p>This is when stakeholders are explicitly asked how much they value an outcome. This can be done in several ways:</p> <ul style="list-style-type: none"> <li>• Stakeholders are asked their “willingness-to-pay” or willingness-to-avoid” to achieve the outcome</li> <li>• These are hypothetical cash transactions.</li> <li>• Stakeholders are asked to make a choice based on a series of options presented to them through “participatory impact” exercises. This can also be referred to as “choice modelling”.</li> </ul>



## A16: Financial Proxies Not used



In this SROI analysis, the revealed preference technique (replacement valuation) was used to derive financial proxies for the outcomes experienced by the stakeholders. This technique enabled to seek a better stakeholder informed proxy that includes the context and geography in the scope of the analysis. Most of the financial values revealed by the stakeholders were used in the assumptions and calculation of the SROI, but some were not used. The financial proxies suggested by the stakeholders are outlined in the table below.

While consulting the stakeholders, the financial proxies in the table below were revealed as a similar service or program that would achieve the same amount of change. However, on further valuation, it was observed that the financial value associated with these measures were very low as compared to the significance and value for the outcomes to the stakeholders. Changes in Being a better parent, Improved parent-child relationship and Family as a unit are the most valued outcomes (Ranked 1,2 and 3 respectively by the stakeholders). Using the proxy financial values in the table below would undermine the value stated and created by the IYP for the families. For example, being a better parent is the most significant and valued (relative and absolute) outcome experienced by the parents and caregivers. The cost of The Toolbox Parenting Course = \$ 175, which is very low comparing the other outcomes. In accordance with – ‘value what matters the most’, a similar proxy with a relatively higher financial value is used in this analysis.

Outcome	Financial Proxy Suggested	The rationale for the Proxy measure	Financial Value
<b>Being A Better Parent</b>	<p><b>Parenting Courses Like <i>The Toolbox Parenting Course</i></b></p> <p>It helps improve parenting skills and knowledge of parents. The courses are run over some weeks in a relaxed and conversational small group setting with a trained facilitator.</p> <p><a href="https://www.theparentingplace.com/toolbox-parenting-courses/">https://www.theparentingplace.com/toolbox-parenting-courses/</a></p>	<p>Similar to the Incredible Years Parenting Programme run for six weeks only.</p>	<ul style="list-style-type: none"> <li>• Cost of course: \$ 75 for six weeks</li> <li>• Cost of course over 14 weeks (to equate with IYP duration) = <math>\\$75/6 * 14</math> = <b>\$175</b></li> </ul>
<b>Parent-Child Relationship</b>	<p><b>Parent-Child Counselling like <i>The Circle of Security Programme</i></b> is an innovative intervention program to strengthen a parent’s ability to observe and improve their caregiving capacity, thereby improving parent-child relationships. Attachment theory, through the Circle of Security®, offers clear, individualised pathways for providing a secure relationship</p>	<p>Parent-child counselling services provide support and help strengthen the parent-child relationship.</p>	<ul style="list-style-type: none"> <li>• Cost of programme: \$80 for 8 sessions = \$10 per session</li> <li>• Cost of 14 sessions</li> </ul>

	<p>between parent and child. The Circle of Security Parenting program is based on decades of research about how secure parent-child relationships can be supported and strengthened.</p> <p><a href="https://www.dayspring.co.nz/circle-of-security-parenting">https://www.dayspring.co.nz/circle-of-security-parenting</a></p>		<p>(comparing to IYP duration) = \$10 * 14</p> <p><b>= \$ 140</b></p>
<b>Family as a Unit</b>	<p><b>Relationship Courses</b> like <i>Whiria Course</i>.</p> <p>Whiria relationship retreats and courses are designed to create space for couples to escape the busyness of life and spend intentional time together, rekindling their connection and having some fun. The course runs along six weeks with 2.5-hour sessions every week.</p> <p><a href="https://www.theparentingplace.com/whiria/">https://www.theparentingplace.com/whiria/</a></p>	<p>A relationship course helps rekindle, repair and enhance the relationships of the partners and their family.</p>	<ul style="list-style-type: none"> <li>• Cost of course: <b>= \$ 700</b></li> </ul>


A17: Value Impact Map

Stage 1 			Stage 2 		
Who and how many?			At what cost?		
Stakeholders			Inputs		Outputs
Who do we have an effect on?	Description	How many in the group?	What will/did they invest and how much (money, time)?	Financial value (for the total population for the accounting period)	Summary of activity in numbers
Who has an effect on us?					
Parents / Care- Givers	This includes only Parents and caregivers who successfully graduated the Incredible Years Programme. That implies, even though a greater number of parent's/ caregivers enrol into the programme, only some of them attend the minimum sessions to graduate and complete the programme successfully. Parents are referred through different pathways like social services, child services, self-referrals, family services, word of mouth, etc.	60 *  *Only those Participants who completed/ graduated the programme	Time : 2.5 hours * 15 sessions	No financial value accounted as it is voluntary participation when referred.	<ul style="list-style-type: none"> <li>• 14 weekly sessions + 1 Graduation ceremony per programme</li> <li>• 15-20 Participants per programme</li> <li>• 5 programmes per year</li> <li>• 76 enrolled Participants per year</li> <li>• 60 Participants completed the IYP programme per year</li> </ul>

Children ( aged 3-8 years)	These include children (aged 3-8 years) of the parents and caregivers attending the Incredible Years Programme. A parent may have one more child when engaging with the programme.	65		
Facilitators / Kaiārahi	These refer to the trained Incredible Years Group Leaders/facilitators who run the programme (one or more) throughout the year (1 July - 30 June) as per contract with the Ministry of Education. This does not include the programme Manager and Leads.	5	Time	Already accounted for in funding
Te Whānau o Waipareira	Community organisation in West Auckland delivering health, social and justice services to the community.		Team Supervisor	10,218.75
			Volunteers	8,977.50
Ministry of Education	Ministry of Education, Government of New Zealand		Funding for three years	465,000

**Total**

**\$ 484,196.25**

Stage 2 	Stage 3 				
What changes?	How long?	How much?			
Outcomes	Evidence				
Change Experienced	Duration of outcomes	Indicator	source	Quantity	
What changes did the stakeholder's experience?	How long should we measure the change for / how long are we accountable?	How would you measure it?	Where would/did you get the data from?	Number of people * refer to tab- evidence of change for details	Outcomes start Does it start in the period of activity (1) or the period after (2)
Being A Better Parent	3.0	<ul style="list-style-type: none"> <li>Participants reporting an increase in parenting knowledge and skills</li> <li>Participants reporting to being better parents since IYP</li> </ul>	Questionnaire & Interviews	54.0	1
Parent-Child Relationship	3.0	Participants reporting an improved relationship with their child/children	Questionnaire & Interviews	52	1
Family as a Unit	3.0	Participants reporting improved relationships at home/ in family	Questionnaire & Interviews	52	1
Reduced Stress /Better mental well being	3.0	<ul style="list-style-type: none"> <li>Participants reporting decreased stress</li> <li>Participants reporting reduced anger</li> </ul>	Questionnaire & Interviews	52	1

		<ul style="list-style-type: none"> <li>Participants reporting improved mental well being</li> </ul>			
Feeling worthy and confident	3.0	Participants reporting feeling worthy and confident	Questionnaire & Interviews	50	1
Having a safe environment	3.0	Participants experiencing having a safe (non-judgemental, non-bias and trustworthy) environment	Questionnaire & Interviews	50	1
Feeling Supported	3.0	<ul style="list-style-type: none"> <li>Participants reporting having less social isolation</li> <li>Participants reporting feeling supported with access/awareness to other services</li> </ul>	Questionnaire & Interviews	48	1
Access to child custody/guardianship	3.0	<ul style="list-style-type: none"> <li>Participants reporting improved access to child custody</li> <li>Participants reporting a reduced risk of losing child custody</li> </ul>	Questionnaire & Interviews	36	1
Feeling supported with access to other services	3.0	<ul style="list-style-type: none"> <li>Participants reporting feeling supported with access/awareness to other services</li> <li>Participants referred to other services</li> <li>Participants referred to/accessing specialised services</li> </ul>	Questionnaire & Interviews	36	1
Social Engagements and interactions	3.0	<ul style="list-style-type: none"> <li>Participants reporting increased social engagements and interactions</li> <li>Participants reporting increase confidence to try new things</li> </ul>	Questionnaire & Interviews	36	1

Emotional Development of Child	3.0	<ul style="list-style-type: none"> <li>Participants reporting improved emotional development of their child</li> </ul>	Questionnaire & Interviews with Parents / Caregivers	56	1
Cognitive Development of Child	3.0	<ul style="list-style-type: none"> <li>Participants reporting improved cognitive development and behaviour of their child</li> </ul>	Questionnaire & Interviews with Parents / Caregivers	48	1
Sociability of child	3.0	<ul style="list-style-type: none"> <li>Participants reporting improved sociability of their child</li> </ul>	Questionnaire & Interviews with Parents / Caregivers	41	1
Improved Professional Development	3.0	<ul style="list-style-type: none"> <li>facilitators reporting improved professional development</li> </ul>	Questionnaire & Interviews	5	1
Increased self-esteem	3.0	<ul style="list-style-type: none"> <li>Facilitators reporting feeling worthy and confident</li> </ul>	Questionnaire & Interviews	4	1
Being A Better Parent	3.0	<ul style="list-style-type: none"> <li>facilitators reporting improved parenting since being a part of IYP</li> </ul>	Questionnaire & Interviews	4	1
Improved Personal and Professional Relationships (Interpersonal Skills)	3.0	<ul style="list-style-type: none"> <li>facilitators reporting improved interpersonal skills</li> </ul>	Questionnaire & Interviews	4	1

**Stage 3** 

**How valuable?**

Outcomes	Value (options)			
	Ranking & Weightage	Financial Proxy		Value
Change Experienced	By stakeholder	What proxy would you use to value the change?	Where would/did you get the data?	What is the value of the proxy for the change per person?
	Highest = 1			
Being A Better Parent	1	Parenting Classes and courses	Stakeholder Interviews	\$3,325.0
Parent Child Relationship	2	Parent child Therapy	Stakeholder Interviews	\$2,240.0
Family as a Unit	3	Relationship and Couple counselling Courses	Stakeholder Interviews	\$1,680.0
Reduced Stress /Better mental well being	4	Stress reduction courses	Stakeholder Interviews	\$1,380.0
Feeling worthy and confident	5	Confidence building courses	Stakeholder Interviews	\$1,495.0



Having a safe environment	6	Group counselling sessions	Stakeholder Interviews	\$1,120.0
Feeling Supported	7	Counselling services	Stakeholder Interviews	\$1,400.0
Access to child custody / guardianship	8	Foster Care Services	Stakeholder Interviews	\$8,722.0
Feeling supported with access to other services	9	Social service Navigation Services	Stakeholder Interviews	\$74.0
Social Engagements and interactions	10	Social Activity Classes	Stakeholder Interviews	\$1,560.0
Emotional Development of Child	1	Play Therapy	Stakeholder Interviews	\$2,000.0
Cognitive Development of Child	2	Early Childhood Education (ECE)	Stakeholder Interviews	\$6,900.0
Sociability of child	3	Child Centred Social Activity	Stakeholder Interviews	\$694.0
Improved Professional Development	1	Incredible Years Leader Training Course	Stakeholder Interviews	\$1,350.0
Increased self-esteem	2	Public Speaking Classes	Stakeholder Interviews	\$700.0
Being A Better Parent	3	Parenting Courses	Stakeholder Interviews	\$175.0
Improved Personal and Professional Relationships (Interpersonal Skills)	4	Team Bonding Activities	Stakeholder Interviews	\$464.0

**Stage 4** 

How much caused by the activity?				Still material?
Deadweight %	Displacement %	Attribution %	Drop off %	Impact (in current year)
What will happen/what would have happened without the activity?	What activity would/did you displace?	Who else contributed to the change?	Does the outcome drop off in future years?	Number of people (quantity) times value, less deadweight, displacement and attribution
20%	0%	25%	20%	\$107,730
24%	0%	25%	20%	\$66,393.60
25%	0%	30%	20%	\$45,864
27%	0%	25%	20%	\$39,288.60
27%	0%	30%	20%	\$38,197.25
28%	0%	25%	20%	\$30,240
27%	0%	25%	20%	\$36,792

Calculating Social Return		
Discount rate	1.75% NZ Reserve Bank Official Cash Rate at 27 September 2018	
Current year	Year 1	Year 2
0	1	2
107,730	86,184	68,947.20
66,393.60	53,114.88	42,491.90
45,864	36,691.20	29,352.96
39,288.60	31,430.88	25,144.70
38,197.25	30,557.80	24,446.24
30,240	24,192	19,353.60
36,792	29,433.60	23,546.88

25%	0%	30%	30%	\$164,845.80
27%	0%	30%	20%	\$1,361.30
33%	0%	35%	20%	\$24,457.68
25%	0%	35%	20%	\$54,925
27%	0%	40%	20%	\$144,058.20
33%	0%	40%	20%	\$11,485.01
25%	0%	30%	20%	\$3,543.75
25%	0%	30%	20%	\$1,470
28%	0%	30%	20%	\$352.80
32%	0%	30%	20%	\$883.46
			<b>Total</b>	\$771,888.45

164,845.80	115,392.06	80,774.44
1,361.30	1,089.04	871.23
24,457.68	19,566.14	15,652.92
54,925	43,940	35,152
144,058.20	115,246.56	92,197.25
11,485.01	9,188	7,350.40
3,543.75	2,835	2,268
1,470	1,176	940.80
352.80	282.24	225.79
883.46	706.76	565.41
771,888.45	601,026.18	469,281.74

<b>Present value of each year</b>
<b>Total Present Value (PV)</b>
<b>Net Present Value (PV minus the investment)</b>
<b>Social Return (Value per amount invested)</b>

771,888.45	590,689.12	453,278.18
		<b>1,815,855.75</b>
		1,331,659.50
		<b>3.75</b>

## A18: Sensitivity Analysis

The Table below demonstrates the sensitivity analysis and the changes in the SROI ratio if different variables like quantity, deadweight, attribution, drop off and value are changed overall and for each outcome.

	Revised Assumption	Revised Ratio	Proportion of Change
<b>Deadweight</b>	10%	4.53	20.79%
	25%	3.78	0.79%
	50%	2.52	-32.80%
	75%	1.26	-66.40%
<b>Attribution</b>	10%	4.91	30.92%
	25%	4.09	9.06%
	50%	2.73	-27.20%
	75%	1.36	-63.74%
<b>Drop Off</b>	10%	4.25	13.33%
	25%	3.64	-2.94%
	50%	2.76	-26.40%
	75%	2.08	-44.54%
<b>Duration</b>	2 years	2.81	-25.07%
	1 Years	1.59	-57.60%
	0.5 years	0.80	-78.67%

Outcome	Current Assumption		Revised Assumption		Revised ratio	Proportion of Change
<b>Being A Better Parent</b>	Quantity	54	Quantity	27	3.48	- 7.21%
	Deadweight	20	Deadweight	40	3.62	- 3.47%
	Attribution	25	Attribution	50	3.57	- 4.81%
	Drop off	20	Drop off	40	3.65	- 2.67%
	Value	\$ 3,325	Value	\$ 1,662.50	3.48	- 7.21%
<b>Parent Child Relationship</b>	Quantity	52	Quantity	26	3.58	- 4.54%
	Deadweight	24	Deadweight	50	3.64	- 2.94%
	Attribution	25	Attribution	50	3.64	- 2.94%
	Drop off	20	Drop off	40	3.69	- 1.61%
	Value	\$ 2,240	Value	\$ 1,120	3.58	- 4.54%
<b>Family as a Unit</b>	Quantity	52	Quantity	26	3.64	- 2.94%
	Deadweight	25	Deadweight	50	3.67	- 2.14%
	Attribution	30	Attribution	60	3.65	- 2.67%
	Drop off	20	Drop off	40	3.71	- 1.07%
	Value	\$ 1,680	Value	\$ 840	3.64	- 2.94%
	Quantity	52	Quantity	26	3.65	- 2.67%
	Deadweight	27	Deadweight	60	3.66	- 2.41%

<b>Reduced Stress /Better mental well being</b>	Attribution	25	Attribution	50	3.68	- 1.87%
	Drop off	20	Drop off	40	3.71	- 1.07%
	Value	\$ 1,380	Value	\$ 690	3.65	- 2.67%
<b>Feeling worthy and confident</b>	Quantity	50	Quantity	25	3.65	- 2.67%
	Deadweight	27	Deadweight	60	3.66	- 2.41%
	Attribution	30	Attribution	60	3.67	- 2.14%
	Drop off	20	Drop off	40	3.71	- 1.07%
	Value	\$ 1,495	Value	\$ 747.50	3.65	- 2.67%
<b>Having a safe environment</b>	Quantity	50	Quantity	25	3.67	- 2.14%
	Deadweight	28	Deadweight	60	3.68	- 1.87%
	Attribution	25	Attribution	50	3.7	- 1.34%
	Drop off	20	Drop off	40	3.72	-0.81%
	Value	\$ 1,120	Value	\$ 560	3.67	- 2.14%
<b>Feeling Supported</b>	Quantity	48	Quantity	24	3.66	- 2.41%
	Deadweight	27	Deadweight	60	3.67	- 2.14%
	Attribution	30	Attribution	60	3.69	- 1.61%
	Drop off	25	Drop off	50	3.71	- 1.07%
	Value	\$ 1,400	Value	\$ 700	3.66	- 2.41%
<b>Access to child custody / guardianship</b>	Quantity	36	Quantity	18	3.38	- 9.87%
	Deadweight	25	Deadweight	50	3.5	- 6.67%
	Attribution	30	Attribution	60	3.43	- 8.54%
	Drop off	30	Drop off	60	3.54	- 5.61%
	Value	\$ 8,722	Value	\$ 4,361	3.38	- 9.87%
<b>Feeling supported with access to other services</b>	Quantity	36	Quantity	18	3.75	0.01%
	Deadweight	27	Deadweight	60	3.75	0.01%
	Attribution	35	Attribution	70	3.75	0.01%
	Drop off	20	Drop off	40	3.75	0.01%
	Value	\$ 74	Value	\$ 37	3.75	0.01%
<b>Social Engagements and interactions</b>	Quantity	36	Quantity	18	3.69	- 1.61%
	Deadweight	33	Deadweight	65	3.69	- 1.61%
	Attribution	35	Attribution	70	3.68	- 1.87%
	Drop off	20	Drop off	40	3.73	- 0.54%
	Value	\$ 1,560	Value	\$ 780	3.69	- 1.61%
<b>Child Outcomes</b>						
<b>Emotional Development of Child</b>	Quantity	56	Quantity	28	3.61	- 3.74%
	Deadweight	25	Deadweight	50	3.66	- 2.41%
	Attribution	35	Attribution	70	3.6	- 4.01%
	Drop off	20	Drop off	40	3.7	- 1.34%
	Value	\$ 2,000	Value	\$ 1,000	3.61	- 3.74%
<b>Cognitive Development of Child</b>	Quantity	48	Quantity	24	3.39	- 9.61%
	Deadweight	27	Deadweight	60	3.43	- 8.54%
	Attribution	40	Attribution	80	3.27	- 12.81%
	Drop off	20	Drop off	40	3.61	- 3.74%
	Value	\$ 6,900	Value	\$ 3,450	3.39	- 9.61%

<b>Sociability of child</b>	Quantity	41	Quantity	21	3.72	- 0.81%
	Deadweight	33	Deadweight	65	3.72	- 0.81%
	Attribution	40	Attribution	80	3.71	- 1.07%
	Drop off	20	Drop off	40	3.74	- 0.27%
	Value	\$ 694	Value	\$ 347	3.72	- 0.81%
<b>Facilitators/ Kaiārahi Outcomes</b>						
<b>Improved Professional Development</b>	Quantity	5	Quantity	3	3.74	- 0.27%
	Deadweight	25	Deadweight	50	3.74	- 0.27%
	Attribution	30	Attribution	60	3.74	- 0.27%
	Drop off	20	Drop off	40	3.75	0.01%
	Value	\$ 1,350	Value	\$ 675	3.74	- 0.27%
<b>Increased self esteem</b>	Quantity	4	Quantity	2	3.75	0.01%
	Deadweight	25	Deadweight	50	3.75	0.01%
	Attribution	30	Attribution	60	3.75	0.01%
	Drop off	20	Drop off	40	3.75	0.01%
	Value	\$ 700	Value	\$ 350	3.75	0.01%
<b>Being A Better Parent</b>	Quantity	4	Quantity	2	3.75	0.01%
	Deadweight	28	Deadweight	60	3.75	0.01%
	Attribution	30	Attribution	60	3.75	0.01%
	Drop off	20	Drop off	40	3.75	0.01%
	Value	\$ 175	Value	\$ 87.50	3.75	0.01%
<b>Improved Personal and Professional Relationships (Interpersonal Skills)</b>	Quantity	4	Quantity	2	3.75	0.01%
	Deadweight	32	Deadweight	60	3.75	0.01%
	Attribution	30	Attribution	60	3.75	0.01%
	Drop off	20	Drop off	40	3.75	0.01%
	Value	\$ 464	Value	\$ 232	3.75	0.01%