



# NGĀ TAU MĪHARO O AOTEAROA

INCREDIBLE YEARS PARENTING PROGRAMME  
SOCIAL IMPACT REPORT



TE WHĀNAU O WAIPAREIRA  
KOKIRITIA I ROTO I TE KOTAHITANGA  
*Progressively Act in Unity*



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## INCREDIBLE YEARS PARENTING PROGRAMME SOCIAL IMPACT REPORT

Ngā Tau Mīharo o Aotearoa: Incredible Years Parenting Programme,  
Social Impact Report

Author:  
Dr. Sneha Lakhotia - Wai Research

Design:  
Ben Thomason - Brand & Design

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# TE TOHU



*"E kore au e ngaro, He kākano ahau i ruia mai i Rangiatea,  
Tuia te kāwai tangata i heke mai i Hawaiki nui, i Hawaiki roa, i Hawaiki pāmamoa"*

The Tohu displayed on the front cover was designed by Waipareira artist, Ben Thomason (Ngāti Raukawa ki te Tonga). The Design represents a child's life and the support they receive throughout their up-bringing. The central *manawa* line shows a child's life from start to finish. The many *puhoro* and *koru* that stem from the *manawa*, represent the choices the child will make throughout life - each with its own consequences. The two large *manaia* (shown in orange) are representations of the child's creation, the child's support network from adults and the guardians over the child's life. The two larger *koru* seen at the bottom of the design represent the child's personal support network. The circle was used to represent the circle of life and constant growth with no end.

# MIHI & ACKNOWLEDGEMENT

*E te tamaiti o te aroha  
He kākano koe i ruia mai i Rangiatea  
I hono tangaengae tō wairua ki tō tinana  
E te tamaiti o te aroha*

*E ngā mana, e ngā reo, e ngā karanga maha o te motu  
Naumai haere mai ki tēnei tuhinga mō Ngā Tau Mīharo.*

*Ka tuku ngā whakamoemiti ki te Atua,  
kia tāwharautia ngā whānau i koha mai ā rātou kōrero  
hei tāhūhū mō tēnei whare oranga o tātou.  
Kei aku rangatira, nei rā ngā mihi kauanuanu ki a koutou katoa.*

*"Ko te pū ko te whānau"*

*Ka huri ki ngā ringawhero o te kaupapa,  
e hāpai nei i te kaupapa kia tū rangatira ai tēnei kaupapa  
hei oranga mō ngā mātua me ngā uri whakaheke.  
E aku whakateitei ki te whenua, aku tamariki ki te rangi,  
ka whakamānawa atu, ka kauanuanutia koutou e mātou haere ake nei.*

*Kōkiritia i roto i te kotahitanga*

*Nō reira tēnā koutou, tēnā koutou, tēnā koutou katoa.*

This report is built on the foundation, and journey Waipareira has undertaken to measure and maximise its impact on its community. It gives me 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 their stories and 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 of this research for engaging in this process and for 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 my family for their unwavering support and encouragement throughout this journey.

Dr Sneha Lakhotia





# FOREWORD

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 the value of 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 changes 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 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. We have often had to embark on this journey in the blind. That we cannot be afraid of making mistakes and 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 our kaimahi who have taken on this responsibility and goes beyond their usual practice. And most importantly I acknowledge the whānau who have contributed so much to this journey - 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, and are associated with a wide range of adverse outcomes in later life. Conduct problems affect approximately 5 to 10 percent of children in New Zealand which equates to more than 50,000 children - these rates are higher (15% to 20%) in Māori than non-Māori.

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 that parenting interventions are effective for and acceptable to Māori. The IYP Programme for Māori whānau is called Ngā Tau Mīharo o Aotearoa; it 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 is one of the first Social Return on Investment (SROI) analyses to investigate the impact of the IYP Programme on Māori. It describes the SROI analysis of the Incredible Years Parenting (IYP) Programme delivered by Te Whānau o Waipareira in New Zealand. Waipareira commissioned this report as an independent analysis between November 2017 and November 2018. It aimed to understand, measure and report the value created by the IYP programme. This analysis forecasts the value over three financial 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.



These stages involve identifying and measuring outcomes and, where appropriate, applying financial proxies to represent those outcomes. The overall value of the outcomes is calculated and then compared to the investment required to generate them, indicating cost-effectiveness or Social Return on Investment.

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. Followingly, a Theory of Change was developed to understand how and why interventions lead to impact. The Theory of Change was verified and tested with stakeholder engagement, after which a financial value was attached to the significant changes experienced or outcomes. The stakeholders determined the value of the outcomes they experienced and then compared them with conventional market investments. These values are forecast for three years. Lastly, using financial filters, the SROI ratio calculates the value of the outcomes to the value of the investment to establish the social impact of the IYP programme.

KEY STAKEHOLDERS

- Parents and Caregivers
- Children (aged 3 - 8 years)
- Facilitators / Kaiārahi of IYP Programme
- Te Whānau o Waipareira
- Government and its agencies

### Key Findings

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* experienced significant change as a result of the IYP programme. These outcomes included:

- 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 child custody or reduced risk of losing child guardianship
- Feeling supported with access to other services
- Increased social engagement

Through the IYP Programme, 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

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 included 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. The payback period for the investment is 3.15 months.

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 benefits to children and young adults, and the value that will be created for the government and other state agencies as a result.

VALUE CREATED

- Investment - \$ 484,196.25
- Social value generated - \$1,815,855.75
- Forecast value created over three years exceeds the investment.

### 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 the 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 on 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 raised by child conduct problems and poor parenting skills; to prevent the development of the longer-term adverse outcomes associated with these issues. Efforts to introduce such programmes widely across New Zealand should be encouraged and strengthened.

Furthermore, with the emergent commitment to child wellbeing in New Zealand, this report 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 will inform and help shape the child wellbeing policies, strategy and resultant practices.

Amidst the global social impact and well-being buzz, the current Government momentum to shift focus and investment into social well-being, this analysis will be crucial to inform practices, strategy, and planning. 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. It will help further the understanding and measurement of social impact within the new Living Standards Framework, and will complete a piece of the puzzle.

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

# NGĀ TAU MĪHARO O AOTEAROA

## INCREDIBLE YEARS PARENTING PROGRAMME FOR MĀORI

The Incredible Years Parenting (IYP) programme, is parent management training programme designed to improve parental capabilities to support child development and to prevent, reduce and treat conduct problems. The IYP programme for Māori whānau is called Ngā Tau Mīharo o Aotearoa; it 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. 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.

### ACTIVITIES



### METHODOLOGY

## SOCIAL RETURN ON INVESTMENT

An internationally recognised, principles-based approach for understanding and measuring the broader concept of 'value'. This Study uses the SROI methodology 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 - 2017, 2018 and 2019.



### OUTCOMES

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.



- 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 child custody or reduced risk of losing child guardianship
- Feeling supported with access to other services
- Increased social engagement

### KEY STAKEHOLDERS

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



### CHILDREN

- Emotional development
- Cognitive development and behaviour
- Sociability



### KAIĀRAHI

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



### GOVERNMENT

- Reduced social and fiscal costs
- Decrease in crime, substance abuse, mental health difficulties, poor health, etc.

## IMPACT

THE RESULT OF 3.75:1 INDICATES THAT  
FOR EACH \$1 INVESTED,  
**A TOTAL OF \$3.75**  
OF VALUE IS CREATED

**TOTAL VALUE CREATED** | \$1,842,196.36

**TOTAL PRESENT VALUE** (after discount rate - 1.75%) | \$1,815,855.75

**INVESTMENT VALUE** | \$484,196.25

**NET PRESENT VALUE** (present value minus investment) | \$1,331,659.50

### VALUE CREATED

Over three years, the IYP programme at Waipareira generates \$ 1,815,855.75 of social value.

Forecast value created over three years exceeds the investment.

Payback period for investment over three years is 3.15 months

**SOCIAL RETURN ON INVESTMENT RATIO**

**3.75:1**



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## ABOUT US

# TE WHĀNAU O 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. Waipareira delivers an extensive portfolio of services across the justice, education, health and social sectors. It predominantly serves Māori, Pasifika, and high needs whānau within Waitakere City and the Waitematā District Health Board (DHB) region.

Waipareira is guided by Te Kauhau Ora which is a representation of the core values and principles that predicate all service models, contract negotiations, and everything Waipareira offers. These values were established and are endorsed by Waipareira whānau, the 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 the support required to achieve improved health, social, education, justice and whānau outcomes.

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 Waipareira emerged as an urban iwi as a result of 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 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.

### *The “Waipareira Way” Approach*

Waipareira approach to service delivery has evolved from its interactions, commitment and work across its communities and whānau in West Auckland. It puts whānau at the centre of everything they do through strengths-based, tailored and holistic support for whānau.

#### **Whānau Ora and Māori principles**

Waipareira has its foundations in Te Ao Māori values and Whānau Ora principles. These help design and respond to the needs of whānau.

#### **Whānau-centred**

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

#### **Holistic**

Waipareira recognises the interconnected elements and their importance in a person's life to achieve positive wellbeing. It supports whānau to achieve success or address issues concurrently through integrated service delivery.

**“ HE KĀKANO  
I RUIA MAI I RANGIĀTEA  
E KORE E NGARO ”**

*A seed sown from Rangiātea will never be lost*



# CHILD WELLBEING

## ROLE OF PARENTING

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<sup>1 2 3</sup>. 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<sup>4</sup>. This consequently leads to high social and fiscal costs<sup>5 6 7</sup>.

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. The rates of conduct problems are higher in Māori (15% to 20%) than non-Māori<sup>8</sup>. The effective treatment and management of conduct problems are a high priority for New Zealand.

### Early intervention and influence of Parenting

The early years in life lay the foundation for the future development of the child. Positive early years development and good parenting reduce 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 years, 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<sup>9</sup>. The Incredible Years Parenting (IYP) programme which is based on social learning theory is identified as an effective evidence-based intervention to address conduct problems in childhood<sup>10</sup>.

<sup>1</sup>Fergusson, D.M., J. Boden, and H. Hayne, H. "Childhood Conduct Problems." In Improving the Transition: Reducing Social and Psychological Morbidity During Adolescence. Auckland: Office of the Prime Minister's Science Advisory Committee, 2011

<sup>2</sup>Ministry of Social Development. Conduct problems: Best practice report. (Wellington, N.Z.: Ministry of Social Development, 2009)

<sup>3</sup>G.S. Lindsay et al. Parenting Early Intervention Programme Evaluation: (DFE-RR121(A)). (London, Department for Education, 2011)

<sup>4</sup>A.E. Kazdin. Psychosocial treatments for conduct disorder in children and adolescents. (New York, Oxford University Press, 2007): 71–104

<sup>5</sup>D.M. Fergusson, L.J. Horwood, and E. Ridder. "Show me the child at seven: The consequences of conduct problems in childhood for psychosocial functioning in adulthood." Journal of Child Psychology and Psychiatry. 46, no. 8 (2005):837–849

<sup>6</sup>L. Feinstein and R. Sabates. Predicting adult life outcomes from earlier signals: Identifying those at risk. Centre for Research on the Wider Benefits of Learning. (Institute of Education, University of London, 2006)

<sup>7</sup>C.L. Odgers, A. Caspi, J.M. Broadbent, N. Dickson, R.J. Hancox, H. Harrington. "Prediction of differential adult health burden by conduct problem subtypes in males." Archives of General Psychiatry. 64, no. 1 (2007):476–84

<sup>8</sup>Ministry of Social Development. Conduct problems: Best practice report.

<sup>9</sup>G.S. Lindsay et al. Parenting Early Intervention Programme Evaluation: (DFE-RR121(A)).

<sup>10</sup>C. Webster-Stratton and M.J. Reid. "The Incredible Years Parents, Teachers and Children Training Series: A Multifaceted Treatment Approach for Young Children with Conduct Disorders." In Evidence-based Psychotherapies for Children and Adolescents, 2nd ed. (New York: Guilford Publications, 2010)

# INCREDIBLE YEARS

## PARENTING PROGRAMME

The Incredible Years Parenting (IYP) 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. There have been numerous research studies and evaluations demonstrating its effectiveness.

The programme 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, 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 IYP Programme pyramid is a central component of the programme. It depicts the hierarchy of parental strategies which constitute the building blocks to support child development.

A detailed description of the Incredible Years Parenting programme is provided on the following website - <http://www.incredibleyears.com/programs/parent/preschool-basic-curriculum/>.

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

### Ngā Tau Mīharo o 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. The IYP programme has been in action in New Zealand since the early 2000's. Concerns have been raised on the suitability and acceptability of western methodology-based programmes to Māori. 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<sup>11</sup>. This programme for Māori is known as **Ngā Tau Mīharo o 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), whakawhanaungatanga (relationships, belonging, connectedness), and tino rangatiratanga (self-determination, autonomy, self-preservation)
- Adopting the Whare Tapa Whā 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 has been delivering Ngā Tau Mīharo o 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.

<sup>11</sup> Werry Centre (2012). Ngā Tau Mīharo o Aotearoa. Auckland: Werry Centre

# INCREDIBLE YEARS PARENTING PROGRAMME AT WAIPAREIRA

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 the IYP programme for Māori - Ngā Tau Mīharo o Aotearoa.

## FOR EACH PROGRAMME

**14** WEEKLY SESSIONS

**2.5** HOUR SESSIONS

**1** GRADUATION CEREMONY

**15-20** PARTICIPANTS  
PER PROGRAMME

**5** PROGRAMMES  
PER YEAR

**IYP PROGRAMME  
PARTICIPANTS IN 2017-18**

**76** ENROLLED  
▶ **60** COMPLETED

## 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.

#### PROGRAMME PROMOTION

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 & INITIAL MEETING

To provide information about the programme. This is also the first step towards 'whanaungatanga' – to forge a positive relationship with the whānau.

#### ASSESSMENTS

Using standard measures like ECBI, P-COMP, Patient Satisfaction Questionnaires, and the Waipareira Mataora Snapshot to assess the conditions of the whānau.

### DELIVERY PHASE

This involves the activities in the process and delivery of the sessions as per 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.

#### MAKEUP SESSIONS

Make-up sessions are mini sessions provided once a week for a whānau or group of whānau who have missed a session, 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 & FOLLOW UP

Each participant is asked to set a goal each week for themselves as a parent and is supported by the facilitators in 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.

#### REFERRAL TO OTHER SERVICES

The participants are referred to other appropriate services ranging from family support, AOD rehabilitation, childcare, early childhood centres, food banks, etc. 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. They are also referred to the Incredible Years Specialised Services (IYSS) which is unique to the local district health board (Waitematā DHB).

#### HOME VISITS

The facilitators also visit the parents at home to solve barriers in their participation and as a part of whanaungatanga, to cement their relationships.

#### GRADUATION

Waipareira holds a graduation ceremony for the participants who have successfully completed the programme. This graduation ceremony is unique to Waipareira and is important for encouraging and celebrating the participants and their whānau for their achievement.

### POST PROGRAMME PHASE

A follow up is carried out after the completion of the programme.

“ When we graduate IY, we are prepared and can connect to other services we need. We don't have to run around and panic for anything. They take care of us. They stay connected like forever! 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 our lives.

Once you sign up with Waipareira - you're still and will always be a Waipareira whānau.”



TE WHĀNAU O WAIPAREIRA  
KOKIRITIA I ROTO I TE KOTAHITANGA  
Progressively Act in Unity



# SCOPE OF ANALYSIS

The New Zealand Incredible Years Pilot Study<sup>12</sup> and the Follow up study<sup>13</sup> demonstrate the effectiveness of the IYP programme in New Zealand. However, this brings to light the requirement of an evaluation of Ngā Tau Mīharo o 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 the Waipareira journey of outcomes and impact measurement for whānau.

### Objectives of the Study

- 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 value of the programme.

### Methodology

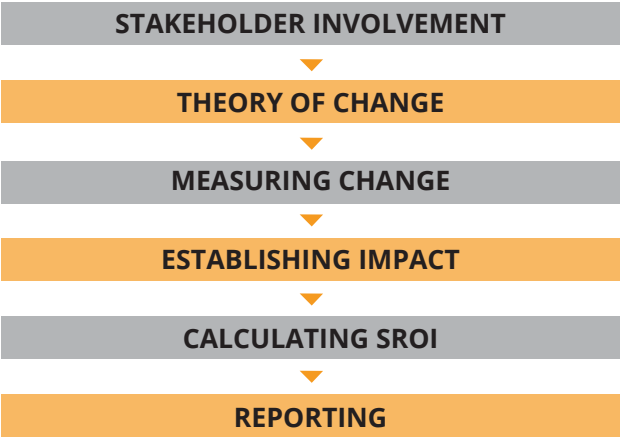
The Social Return on Investment (SROI) framework<sup>14</sup> is an evaluation tool which measures and accounts for the broader concept of 'value' and incorporates social, environmental and economic impacts. It is developed from social accounting and cost-benefit analysis.

SROI involves working with those affected by the organisation/ activity, calculating and understanding its worth to them. This framework considers a range of outcomes (intended and unintended) for all the stakeholders affected, 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.

### 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

SROI is based on **seven principles** which underpin its methodology. These principles ensure the process to be robust, transparent and consistent, yet also allow flexibility to identify and measure the varied experiences of the different stakeholders. These principles inform the **SROI Methodology** which is broadly scoped to six stages-



This study follows the SROI methodology and is informed by the seven social value principles. 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. 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 SROI analysis has engaged with stakeholders at each stage of analysis to understand what has changed for them and what they feel, to develop a theory of change to narrate the true picture and determine the value of the changes to them.

### 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, 2018 and 2019.

### CONSIDERATIONS AND LIMITATIONS OF THE STUDY

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. 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.

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 analysis should not be compared with that of a different project because the perceptions and resulting benefits to the beneficiaries of different projects will vary.

Ethics and protocols were considered in this study. Ethical approval was obtained from the Waipareira Ethics Committee in October 2017 to ensure privacy, safety, transparency and cultural competency for this study.



<sup>12</sup> F. Sturrock D. Gray. Incredible Years Pilot Study Evaluation Report. (Wellington: Ministry of Social Development, 2013)

<sup>13</sup> F. Sturrock et al. Incredible Years Follow up Study. (Wellington: Ministry of Social Development, 2014)

<sup>14</sup> New Economics Foundation. Social Return on Investment: Valuing what matters. (United Kingdom, nef, 2014)

# “ POIPOIA TE KĀKANO KIA PUAWAI ”

*Nurture the seed and it will blossom.*

## STAKEHOLDER ENGAGEMENT

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 of 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.

For this analysis the stakeholders consulted and involved in the impact assessment were those significantly affected by the IYP programme. Stakeholders who were not significantly impacted or too indirectly impacted were excluded. The following table describes the stakeholder groups which were assessed as important to understand the value of the IYP programme at Waipareira.

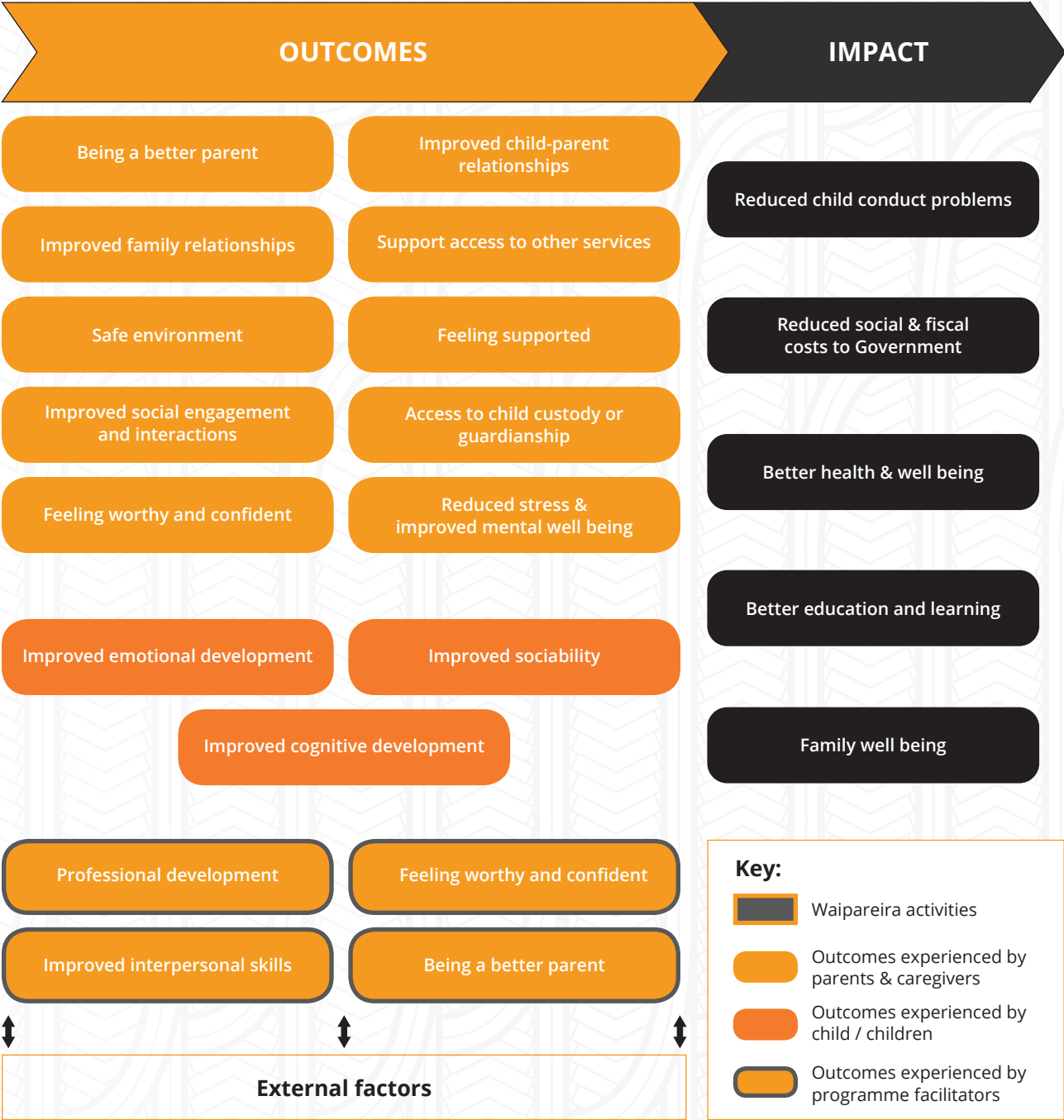
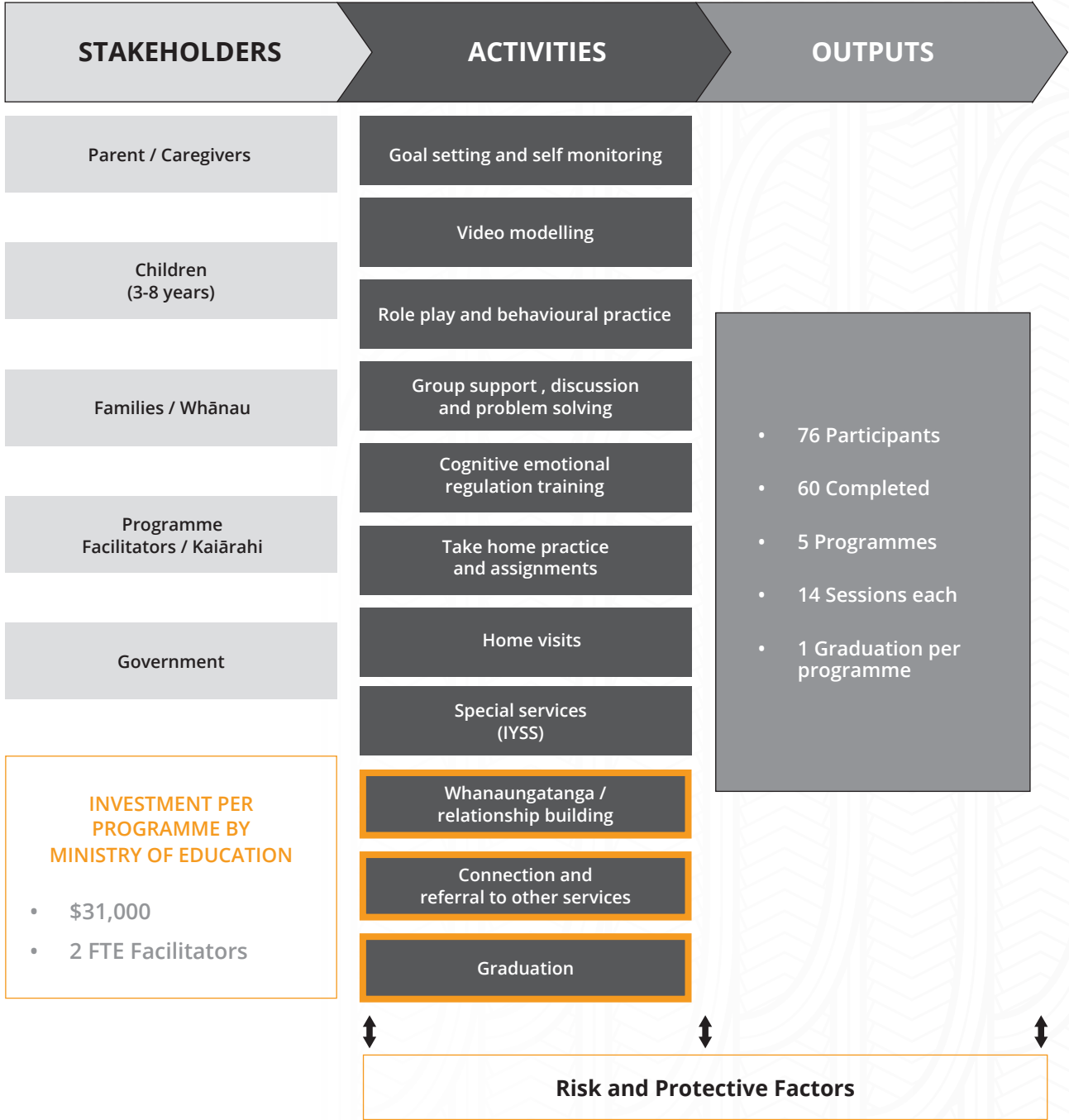
KEY STAKEHOLDERS	DESCRIPTION
Parents and Caregivers	This group includes parents and caregivers who successfully graduated from the programme.
Child/Children (3-8 years)	This includes children (aged 3-8 years) of the parents and caregivers attending the Incredible Years Programme.
Facilitators/ Kaiārahi of the IYP programme	This refers to the trained Incredible Years facilitators who run the programmes (one or more) throughout the year (1 July - 30 June).
Waipareira	Waipareira is an Urban Māori Authority based in West Auckland. It provides whānau centric services to whānau and the community. One of these services is the Ngā Tau Mīharo o Aotearoa – IYP programme for Māori.
Government and State Agencies	The Ministry of Education invests and funds the IYP programme at Waipareira. Government and State agencies benefit from the programme in the long term. These may include agencies such as, Ministry for Health, Youth, Justice and Crime, Social Development and Education to name a few.

*Note: Wider whānau/family, schools, communities and participants that dropped out of 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 are not considered key stakeholders for this forecast analysis. They can be further explored in a follow up/evaluation study of the programme.*



# THEORY OF CHANGE

Developing and understanding the theory of change is central to the SROI process. In this analysis, the theory of change was informed and guided by the stakeholder groups that experienced the change, supported by secondary research. The outcomes in the Theory of Change were tested for materiality by judging each outcome. The figure below represents the theory of change for the Incredible Years Parenting Programme at Waipareira.



# “ NĀU I WHATU TE KĀKAHU, HE TĀNIKO TĀKU ”

*You wove the cloak, I made the border.*

## OUTCOMES CHANGES EXPERIENCED

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 the key stakeholders and also examines the outcomes that represent end-points in the chains of changes for each stakeholder (and are therefore included on the Value Map). The outcomes were measured and verified via one on one interviews and questionnaires administered to the stakeholders.

### 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.
- 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 for verification in a follow up or future evaluation study.





# OUTCOMES

## CHANGES EXPERIENCED BY PARENTS & CAREGIVERS

Engagement with the stakeholders brought to light the impact of the programme. This section describes and discusses the changes valued by the parents and caregivers of the IYP programme at Waipareira. Ten significant changes are identified and described in this section.

### BEING A BETTER PARENT

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 at the IYP Programme at Waipareira.

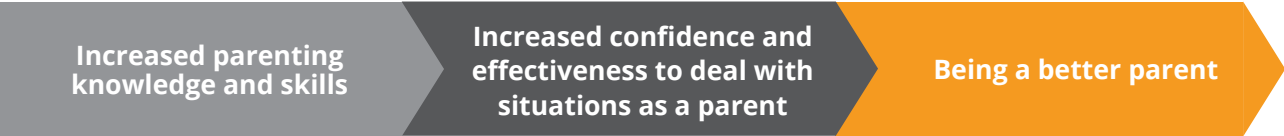


*"I think all parents should do it. Just like all drivers should do a First Aid course, all parents should do a IY course. Because there's always going to be something you learn."*

Through the programme the participants 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 shared 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 thinking - "What would she (facilitator) do?" and they said "everything she taught me, I still do".

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 to attend the programme. 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 the bomb! It has changed my perceptions of parenting. I feel like a parent now". Regular comments from parents were, "I am able to cope better with their (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 then helped them to focus on addressing the key issues and also reduce concerns of how others might perceive them. Thus, participating in the programme at Waipareira provided the parents and caregivers more knowledge and skills, and hands-on experience to parenting which makes them feel like better parents.



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

*"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. So, we had to join ourselves and to be better parents. And we're going through Child Youth and Family. But this (IYP) is like five years' worth of it. We are definitely better parents and our kids love us now. We have grown closer."*

*"I was growing as a parent with the kids. We were together on this journey and we moved together and we're still moving together. No one's perfect but in saying this, this course is awesome and it's for every walk of life – solo mums, solo dads, partners. It makes us accountable as parents."*

# OUTCOMES

## CHANGES EXPERIENCED BY PARENTS & CAREGIVERS

### 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 of the programme. The parents were using the strategies, being better parents, and this was showing positive 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 relationships 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 would have been 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 their 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. This was as a result of a strong bond with their child. Overall, parents expressed the relationship with their child was renewed, strengthened and their bonding was growing stronger as a result of the programme.



*"It has been really nice and calm. I think there's more of that than there was, definitely, and that's because we (parents) hang out with him (son) more and really notice all the little efforts. He's standing a bit prouder, much happier to go to school than he was. So, I see it is trickling through."*

*"Speaking to my kids and trying to set rules has improved a lot. 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 - more quality time and bonding."*

*"Before I was just being like go and play and they'd all go and play. But now I get on at their level and play with them. I've never done that before this programme. I'd just let them do their own thing. But it helps to actually give them time. It taught me a lot every time. Got me closer to my kids."*



“ MA WHEREO MA PANGO  
KA OTI AI TE MAHI ”

With red and black the work will be complete



# " HE WAKA EKE NOA "

A canoe which we are all in with no exception

## OUTCOMES CHANGES EXPERIENCED BY PARENTS & CAREGIVERS

### 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. They reported better communication and coping skills of the family as a whole, as well as less conflict and ability to resolve issues collectively.

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 a decrease 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 brothers or sisters. One parent summarised the outcome; "family is the most important thing in the world, and this course has got us together again!"

*"Before it would always affect us turning a little thing into a big ruckus and they're ringing the police and a big routine over again. Now, we're at the healing stage. More connection, more teamwork. Less arguments, less attitude. Getting over all the negativity, and acknowledging what we've done and moving on- forward."*

*"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 time out to spend more time for ourselves. We are incorporating date nights and all sorts of stuff, because you need time together."*

**87%**  
52 OUT OF 60

EXPERIENCED  
THE CHANGE

*"It's (IY) brought us closer. Got us to work like a team. All the negatives - IY helped us turn them into positives. There are more outings, more connection, more just togetherness really, instead of being apart."*

Improved communication,  
coping skills

Less arguments  
and conflicts,  
more teamwork

Family as a unit

# OUTCOMES

## CHANGES EXPERIENCED BY PARENTS & CAREGIVERS

### FEELING SUPPORTED

The IYP programme brought together similar people together under one roof, where they shared their stories and feelings. There was a strong sense of not feeling alone in their situation and facing challenges in life as a parent. 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 more, 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 elsewhere – 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.



*“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. 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. 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 continuous learning and we all help to support each other. In this room, we make big changes and it can even make us feel really good about ourselves and what we do. I used to be recluse. I was depressed and had no one. I was a first-time mum. 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 time.”*



# OUTCOMES

## CHANGES EXPERIENCED BY PARENTS & CAREGIVERS

### REDUCED STRESS IMPROVED MENTAL WELLBEING

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”.

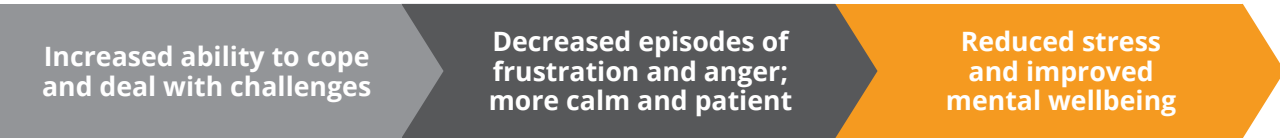
While the IYP programme and the kaiārahi were not qualified to address severe conditions, the support, safe environment and strategies were cited as essential to help ease mild to moderate concerns such as stress, anger, impatience and anxiety. The programme at Waipareira helped reduce their stress related to parenting by providing them strategies and skills to cope, building their confidence, providing a support network and a 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 enabling them to deal with life better and be more positive.



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

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

*“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.”*





# OUTCOMES

## CHANGES EXPERIENCED BY PARENTS & CAREGIVERS

### FEELING WORTHY & 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 with and coupled with their circumstances, the parents and caregivers felt “low” and negative. 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 in being a better parent. However, these were also 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.

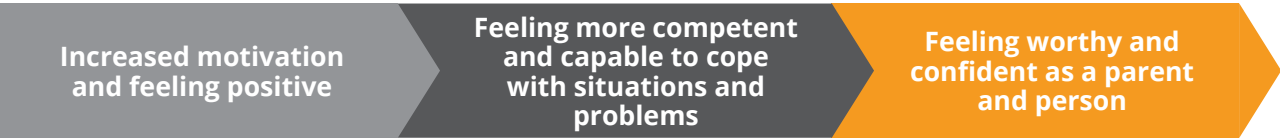
The supportive and positive environment of the programme motivated them to take up challenges with a smile and deal with them successfully. The stakeholder group reported improved self-esteem and drive to life. These chains of changes lead to them feeling confident and worthy not only as a parent but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



*“I feel happier because I wasn’t. I feel a sense of achievement. Like yeah, I did it! Those achieved moments it’s more encouraging and you keep doing it. I feel valued finally!”*

*“For me it’s knowing that you can’t and don’t get it right all the time and that’s okay. It’s (IY) helped, I feel good about myself when I’m having a good effect on the kids and other people. It lifts your spirit, it’s built my confidence!”*

*“The programme helped me to change my perspective for the better in life and I’m just really grateful. I don’t think Viv (Kaiārahi) 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.”*



“ HE AROHA WHAKATŌ,  
HE AROHA PUTA MAI ”

*If kindness is sown, then kindness you shall receive*



# OUTCOMES

## CHANGES EXPERIENCED BY PARENTS & CAREGIVERS

### HAVING A SAFE ENVIRONMENT

During engagement with the parents and caregivers, it was consistently reported that the programme at Waipareira gave them a 'safe environment'. This meant it provided a place where parents and caregivers have built trust and can be themselves. This was enabled through the whanaungatanga sessions. It was learnt- the participants themselves set the 'kawa' (protocols) 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 not feeling judged. It enabled open and honest conversations where each participant offered a free mind to listen and help each other cope together. Also, the delivery of the programme in a kaupapa Māori way, provided the participants 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.

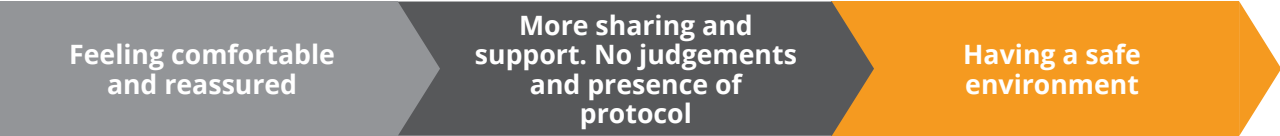
This was confirmed as a distinct outcome as opposed to feeling supported. It was reasoned as a place which was exclusive to Waipareira. It was an environment which was hard to find or create elsewhere.



*"Delivered by Māori to Māori as opposed to delivered by Pākehā 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. "*

*"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. 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. I think it's open-minded the way they deliver. It's all very compassionate."*

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



# OUTCOMES

## CHANGES EXPERIENCED BY PARENTS & CAREGIVERS

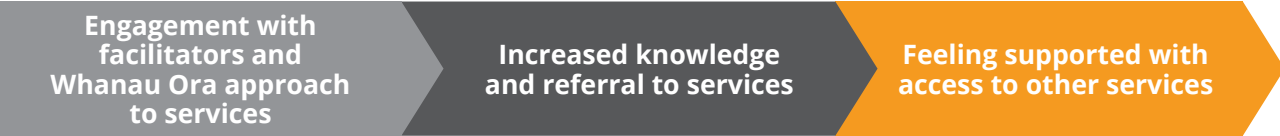
### FEELING SUPPORTED WITH ACCESS TO OTHER SERVICES

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. In some instances, they also directly take them to the services or help them access it.

As one parent stated, the kaiārahi spoke to her child's teacher and helped build trust and a relationship with the school teacher for her child's well-being. As a result, she started attending school meetings and in some instances was accompanied by the kaiārahi for support and to engage effectively. For other parents, the course came with a lot of 'freebies' - access to more help than they expected; this varied from free food and 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 'above and beyond' and weighted the kaiārahi involvement as extremely valuable.



*"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 into. 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. . 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. They ask if we would like this service and refer us and we can take it from there. They genuinely care!"*



# OUTCOMES

## CHANGES EXPERIENCED BY PARENTS & CAREGIVERS



### SOCIAL ENGAGEMENTS & 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. 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 through the programme.

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 them with their friends they had lost touch with after getting busy with their children and are now 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 parent spoke of previously being a recluse and stressed out being a bad parent. With the support of the IYP programme 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.



# OUTCOMES

## CHANGES EXPERIENCED BY PARENTS & CAREGIVERS

### ACCESS CHILD CUSTODY OR 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 the probable impacts would be, if this situation had materialised. There was a belief that they were terrible parents or had ‘failed’ as parents. This put them at risk of losing their child’s custody/guardianship.

However, there was a consistent comment that owing to participating and engaging with the programme, they learnt and acquired skills to better understand and manage their children. Their abilities as a parent improved and they could cope better. They had improved relationships with their children and were coming together as a family positively. The parents and caregivers highlighted that they felt much more confident as parents, calmer and they felt their own and their children’s situation was much better; with the risk of losing the custody of the child and guardianship not being a grave 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.

It was expressed that 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.



*“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. They (facilitators) gave us these tools and the support. That’s a lift up.”*





“

*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 they 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 especially. 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 off each other. This (IY) is a support system for solo dads.*

Parent on IYP Programme

”

# OUTCOMES

## CHANGES EXPERIENCED BY CHILDREN

The purpose of the IYP programme is to improve and 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 being exposed to the new practices and skills resulting from the IYP programme. They reported three main changes in their child's development and behaviours.

### EMOTIONAL DEVELOPMENT OF CHILD

In the interviews, the parents and caregivers said that they observed improved moods and greater enthusiasm in the children - when they arrive at school and get back home. They arrive happier, keener and enjoy play and daily activities at home and school. The parents and caregivers observed that their child can express emotions and thoughts more easily and do not throw as many tantrums as before. They showed improved moods and responded to changes better. They can follow instructions, mingle and try to understand the parents / caregiver better.

*“It has helped my kids, especially my oldest because he used to have real tantrums and smash things and then go to his room and smash his whole room but 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. This is because of what IY has taught me, it would not have happened like that before.”*

*“They've been a lot happier. The kids not as grumpy, like it's not oh no dad I want this. - Not doing that anymore. They actually stop and listen to what we say.”*

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

**87%**  
56 OUT OF 65

EXPERIENCED  
THE CHANGE



# OUTCOMES

## CHANGES EXPERIENCED BY CHILDREN

### COGNITIVE DEVELOPMENT OF CHILD

Majority of the parents and caregivers perceived that their children showed improved cognitive development as a result of the programme. The parents and caregivers observed an improvement in their child's attention span and focus. 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. The parents and caregivers also thought their children have become more independent and developed the ability to think and act for themselves; they could reason out tasks and find solutions. The children showed more curiosity and a greater ease and fluency in speaking. Another aspect was 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.

**73%**  
48 OUT OF 65  
EXPERIENCED  
THE CHANGE

*"My son has now got a routine. We set a little routine for 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."*

*"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!"*

### SOCIABILITY OF CHILD

Almost all the parents and caregivers observed changes in their child's sociability since being on the programme. The parents stated that their children seemed more comfortable interacting with others – extended family, cousins, at school. They were learning to share things with their siblings and friends – toys, books etc. They found it easier to work in groups and enjoy playing with their friends. Also, some of them felt more at ease when making new friends and interacting with them. They had become more sociable.

**65%**  
42 OUT OF 65  
EXPERIENCED  
THE CHANGE

*My daughter 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. But then last month, I went to their room and they were actually playing tea house together with their dolls.*

*"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. It is going to help them so much in life. The younger two are also learning from the older one."*

“

*"The IYP programme absolutely makes a change! 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. But once the parents build a strong relationship with their child then they're able to drop them off at kindergarten and leave. 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 teachers giving them those transition warnings, so they start to hear them. So definitely all of those children start to respond to because it's happening at home. 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.*

*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, sometimes a longer but definitely there.*

*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.*

*I certainly see them (parents) 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."*

”

A Teacher's Testimonial



# OUTCOMES

## CHANGES EXPERIENCED BY FACILITATORS / KAIĀRAHI

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.

### IMPROVED PROFESSIONAL DEVELOPMENT

All facilitators/kaiārahi mentioned improved professional development as a result of the programme. This referred to increased skills and knowledge 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 develop professional relationships. They felt better qualified and 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.

“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. They have an opportunity to plan and see what it would look like for them without me hovering.”



# OUTCOMES

## CHANGES EXPERIENCED BY FACILITATORS / KAIĀRAHI

### IMPROVED INTERPERSONAL SKILLS

In the interviews and questionnaires, all the kaiārahi responded that they experienced some change in their interpersonal skills since being a part of the programme. Four out of five reported experiencing a significant amount of change. 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 resulted 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 was greater appreciation and sharing of work and responsibilities, which has led them to have improved interpersonal skills.

“I’ve changed in the way that I see things. 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.”

“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.”

Increased knowledge and management of programme and activities

Further training and better service - better qualified

Improved professional development

Better communication and team building

Improved social and professional relationships

Improved interpersonal skills

# OUTCOMES

## CHANGES EXPERIENCED BY FACILITATORS / KAIĀRAHI

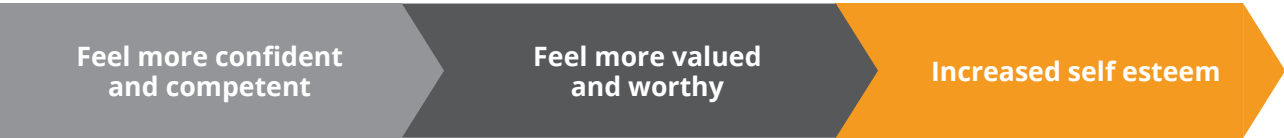
### INCREASED SELF-ESTEEM

Almost all 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 their 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.

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

*“I’ve changed in the way that I see things because I was a little bit of everything. I think in the time that I’ve been delivering I’ve learnt so much. I feel confident, respected and grateful for the mahi.”*



# OUTCOMES

## CHANGES EXPERIENCED BY FACILITATORS / KAIĀRAHI

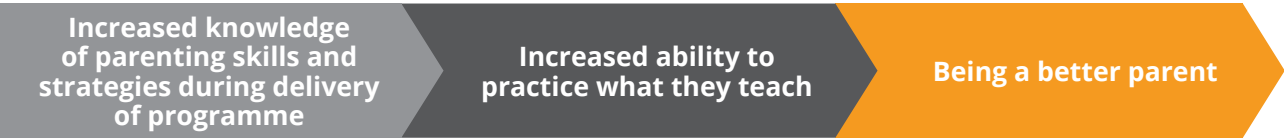
### BEING A BETTER PARENT

All facilitators responded that they were 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 their children and family, and had a toolbox to look back at every time.

*“I think praise was a big thing. I praised my son right after 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, with his little brother’s development. So, I can see the things that I taught him and 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.”*

*“After doing the training, I wished that I’d done Incredible Years when my kids were younger.”*





# OUTCOMES

“

*I went to a parenting course with an external agency that specifically focused on teenagers and we didn't have whanaungatanga, so you didn't really get to know people. There wasn't that extra and ongoing connection, 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 bikkie at half time. The last session was the last session, there was no graduation or certificates. The last session 14 is just pass, the certificates out – thank you so much for coming and wish you the best - then that's it. There's no follow-up either.*

*Whereas, I suppose at the Waipareira IY, there is kai's at the end and so people actually stay around and talk. They're encouraged to also, stay and share food, which is what we do. We do tend to stay for quite a while. Then that facilitates that whanaungatanga more and the more conversations. The kaiārahi are a part of our lives. They know practically all the services around. They wrap with other services to support us in different areas at the same time.*

*Parent on IYP Programme*

”

## OUTCOMES FOR WAIPAREIRA

The programme does 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. This analysis will help the organisation in 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. The report will provide a better understanding of the programme and its social value - to its audience and users.

*Note: 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 & 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<sup>15,16,17</sup>. These constitute a significant predictor of lifetime resource use which results in substantial costs in education, health, justice and welfare sectors leading 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 implies Government resources can be spent on prevention and supporting positive outcomes, rather than more reactive treatment and welfare services.

Cost-benefit analysis combined with a consideration of the potential long-term benefits associated with the programme suggests the long-term rate return to society and government from the programme is likely to be high<sup>18</sup>, some suggest ten times higher than its cost<sup>19</sup>. Although there are no guaranteed cost-benefit analyses conducted overseas that 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<sup>20</sup>.

*Note: 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. 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.*

<sup>15</sup> Fergusson, D.M., J. Boden, and H. Hayne, H. "Childhood Conduct Problems." In Improving the Transition: Reducing Social and Psychological Morbidity During Adolescence. Auckland: Office of the Prime Minister's Science Advisory Committee, 2011

<sup>16</sup> G.S. Lindsay et al. (Parenting Early Intervention Programme Evaluation: (DFE-RR121(A))

<sup>17</sup> Ministry of Social Development. Conduct problems: Best practice report.

<sup>18</sup> D. O'Neill. Cost-Benefit Analysis of Early Childhood Intervention: Evidence from a Randomized Evaluation of a Parenting Programme. IZA Discussion Paper No. 4518, 2009

<sup>19</sup> S. Scott. "Conduct disorders in children." British Medical Journal. 334 no.646 (2007): 646

<sup>20</sup> Fergusson, D.M., J. Boden, and H. Hayne, H. "Childhood Conduct Problems." In Improving the Transition: Reducing Social and Psychological Morbidity During Adolescence. Auckland: Office of the Prime Minister's Science Advisory Committee, 2011

# 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 makes it distinct 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.

In order to assess the overall value of the change (outcomes) experienced, it is required to establish precisely how much value is as result of the IYP programme at Waipareira. Following the principle ‘not to over-claim’, SROI methodology applies accepted accounting standards to discount the value which include *Deadweight, Displacement, Attribution, Duration and Drop off*. These accounting values are shown in the Impact map and explained in details in the technical assured report.

After stakeholders had identified their tangible and material outcomes, they were asked to prioritise them and place a monetary value on them through two empirical valuation approaches; ‘willingness-to-pay exercise’ - how much the person wants a certain good or service, or is willing to pay for it, and ‘revealed preference – replacement valuation’. These approaches helped to represent the value of stakeholders in context to the geographical area. Rigorous secondary research and stakeholder engagement was undertaken to confirm the agreed financial values and precisely calculate their cost/value to ensure credibility.

THE FOLLOWING TABLES SHOW THE PROXY FINANCIAL VALUES USED IN THIS ANALYSIS INVESTMENT:

## FACILITATORS / KAIĀRAHI

OUTCOME	IDENTIFIED PROXY	VALUE OF OUTCOME
Improved Professional Development	Incredible Years training course	\$ 6,750
Increased Self-esteem	Public speaking classes	\$ 2,800
Being a Better Parent	Parenting courses	\$ 700
Improved Interpersonal Skills	Team bonding activities	\$ 1,856

## PARENTS & CAREGIVERS

OUTCOME	IDENTIFIED PROXY	VALUE OF OUTCOME
Being a Better Parent	Parenting classes and courses like family coaching course.	\$ 179,550
Improved Parent-Child Relationship	Parent-child therapy sessions	\$ 116,480
Family as a Unit	Relationship and couple counselling courses	\$ 87,360
Reduced Stress & Improved Mental Wellbeing	Stress reduction courses	\$ 71,760
Feeling Worthy & Confident	Confidence building courses	\$ 76,245
Having a Safe Environment	Group counselling sessions	\$ 56,000
Feeling Supported	Counselling services	\$ 67,200
Access Child Custody/Guardianship	Foster care services	\$ 313,992
Feeling Supported with Access to Other Services	Navigation services	\$ 2,516
Social Engagements and Interactions	Social activity classes	\$ 56,160

## CHILDREN

OUTCOME	IDENTIFIED PROXY	VALUE OF OUTCOME
Emotional Development of Child	Play therapy	\$ 114,000
Cognitive Development of Child	Early Childhood Education (ECE)	\$ 324,300
Sociability of Child	Child centred social activity	\$ 29,148



# MEASURING THE SOCIAL RETURN ON INVESTMENT

Investment includes financial and non-financial resources - funding, resources 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 in financial years 2017-2018. The expenditure per programme includes discretionary expenses for deliverables and cost for 2 FTE IYP programme facilitators. Also, the Ministry provides funding for additional expenses like food, transportation, venue hire, childcare, etc. Besides the consolidated funding from MOE, inputs regarding time, cost and resource were identified by Waipareira kaimahi and volunteers. The total investment forecasted for three years is \$484,196.25.

## INVESTMENT IN IYP PROGRAMME AT TE WHĀNAU O WAIPAREIRA

### INVESTMENT PER YEAR

**\$161,398.75**

### INVESTMENT OVER 3 YEARS

FINANCIAL YEARS  
2017, 2018, 2019

**\$484,196.25**

## VALUE CREATED

As mentioned earlier, 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.



**Parents &  
Care Givers**  
**\$ 1,313,403.92**



**Children**  
**\$ 515,542.42**



**Facilitators /  
Kaiārahi**  
**\$ 15,250.01**

**Total Value Created**  
**\$ 1,842,196.36**

Note: 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.

## 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 by using a discount rate. This reflects the present-day value of benefits projected into the future.

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-valuation of some tangible outcomes based on issues such as duration of impact. In line with this principle, this SROI has not considered the value for the children and youth in the long term and value for 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.

## PAYBACK PERIOD

Another means of presenting the results is to consider the payback period- that is the moment the investment cost is repaid fully. Based on the full funding and investment and assuming the value accumulates at a steady rate, the payback period is 3.15 months.

## PAYBACK PERIOD

**3.15 MONTHS**

## SENSITIVITY ANALYSIS

The sensitivity analysis demonstrates confidence in the findings of this forecast analysis. Variation across the variable values demonstrates a variance in ratio from 4.91 to 0.80. A lowest ratio of 0.80 still reveals a positive figure and close to break even for the investment in the programme over three years. 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.

$$\text{SROI RATIO} = \frac{\text{Present Value Created}}{\text{Present value of investment}}$$

**SOCIAL RETURN  
ON INVESTMENT 3.75**

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

Note: The SROI analysis and report is prepared comprehensively and openly explains the methodology, outcomes as well as the processes of calculation and derivation to ensure transparency. The various assumptions and valuations used in this analysis are described in the detailed technical report available online or by request.

\* New Zealand Reserve Bank



*"At home the parents are the best teachers. They're the most impacting teachers and influential teachers to children - more so than school. They'll always remember what mum and dad said more than anyone else. So, this course was life changing. It 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. I loved it and recommend it to everyone I meet!"*

*"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 a life changing impact on us, the child, whānau, community! In fact, I don't think they realise how much of an effect it has on families."*





IMPACT MAP

This analysis is demonstrated in a detailed impact value map, which is externally validated by Social Value International.

Stage 1		Stage 2				Stage 3					Stage 4											
Who and how many?		At what cost?		What changes?		How long?		How valuable?			How much caused by the activity?				Still material?							
Stakeholders		Inputs		Outputs		Outcomes	Evidence		Value (options)			Deadweight %	Displacement %	Attribution %	Dropp off %	Impact (in current year)	Calculating Social Return on Investment					
						Change experienced	Duration of outcomes	Quanityity	Ranking & weightage		Financial proxy						Value	Discount rate	1.75%	NZ Reserve Bank official Cash deposit		
Who do we have an effect on?	How many in a group?	What will / did they invest and much (money / time)?	Financial value (for total population for the accounting period)	Summary of activity in numbers	What chages did the stakeholders experience?	How long should we measure the change for? (In years)	Number of people	By stakeholder	What proxy would you use to value the change?	What is the value of the proxy for the change per person?	What will happen / what would happen 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	Year 1	Year 2	Year 3				
Who has an effect on us?								Highest = 1														
Parents / Caregivers	60	Time: 2.5 Hours 15 Sessions	Not valued as it is voluntary participation when referred.	• 14 weekly sessions + 1 Graduation ceremony per programme	Being a better parent	3	54	1		Parenting Classes and courses	\$3,325.0	20%	0%	25%	20%	\$107,730.00	107,730.00	86,184.00	68,947.20			
					Parent child relationship	3	52	2		Parent child Therapy	\$2,240.0	24%	0%	25%	20%	\$66,393.60	66,393.60	53,114.88	42491.90			
					Family as a unit	3	52	3		Relationship and Couple counselling Courses	\$1,680.0	25%	0%	30%	20%	\$45,864.00	45,864.00	36,691.20	29,352.96			
					Reduced stress /better mental well being	3	52	4		Stress reduction courses	\$1,380.0	27%	0%	25%	20%	\$39,288.60	39,288.60	31,430.88	25,144.70			
					Feeling worthy and confident	3	50	5		Confidence building courses	\$1,495.0	27%	0%	30%	20%	\$38,197.25	38,197.25	30,557.80	24,446.24			
					Having a safe environment	3	50	6		Group counselling sessions	\$1,120.0	28%	0%	25%	20%	\$30,240.00	30,240.00	24,192.00	19,353.60			
					Feeling supported	3	48	7		Counselling services	\$1,400.0	27%	0%	25%	20%	\$36,792.00	36,792.00	29,433.60	23,546.88			
					Access to child custody / guardianship	3	36	8		Foster Care Services	\$8,722.0	25%	0%	30%	30%	\$164,845.80	164,845.80	115,392.06	80,774.44			
					Feeling supported with access to other services	3	36	9		Social service Navigation Services	\$74.0	27%	0%	30%	20%	\$1,361.30	1,361.30	1,089.04	871.24			
					Social engagements and interactions	3	36	10		Social Activity Classes	\$1,560.0	33%	0%	35%	20%	\$24,457.68	24,457.68	19,566.14	15,652.92			
Children (aged 3-8)	65			• 5 programmes per year	Emotional development of child	3	56	1		Play Therapy	\$2,000.0	25%	0%	35%	20%	\$54,925.00	54,925.00	43,940.00	35,152.00			
					Cognitive development of child	3	48	2		Early Childhood Education (ECE)	\$6,900.0	27%	0%	40%	20%	\$144,058.20	14,4058.2	115,246.56	92,197.25			
					Sociability of child	3	41	3		Child Centred Social Activity	\$694.0	33%	0%	40%	20%	\$11,485.01	11,485.00	9,188.00	7,350.40			
Facilitators / Kaiārahi	5	Time	Already accounted for in funding	• 60 participants completed IYP programme per year	Improved professional development	3	5	1		Incredible Years Leader Training Course	\$1,350.0	25%	0%	30%	20%	\$3,543.75	3,543.75	2,835.00	2,268.00			
					Increased self esteem	3	4	2		Public Speaking Classes	\$700.0	25%	0%	30%	20%	\$1,470.00	1,470.00	1,176.00	940.80			
					Being a better parent	3	4	3		Parenting Courses	\$175.0	28%	0%	30%	20%	\$352.80	352.80	282.24	225.79			
					Improved personal and professional relationships (interpersonal skills)	3	4	4		Team Bonding Activities	\$464.0	32%	0%	30%	20%	\$883.46	883.46	706.76	565.41			
Te Whānau o Waipareira		Team supervisor	10,218.75		Improved understanding of programme												Total			\$771,888.45	\$601,026.18	\$469,281.74
					Improved processes and measurement												Present value of each year			\$771,888.45	\$590,689.12	\$453,278.18
Ministry of Education		Funding for three years	465,000.00		Improved processes and measurement												Total present value			\$1,815,855.75		
																	Net present value			\$1,331,659.50		
Total				\$484,196.25											Social Return on Investment (value per amount invested)			3.75				

# “ KI TE KAHORE HE WHAKAKITENGA KA NGARO TE IWI ”

*Without foresight or vision the people will be lost.*

## CONCLUSION

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 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 creating a value of \$1,815,855.75 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 children of the parents and caregivers participating in the IYP programme also experience critical changes. The engagement of parents and caregivers in the IYP programme has catalysed the development of their children and improved their behaviour and management. 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 and wrap around services provides a platform to intervene and address the needs of the whānau early and efficiently.

This analysis will 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.

Bringing about a positive impact on the whānau, parents, caregivers and children eventually leads to substantial value for the Government. However, this long term value to the Government has not been included in this analysis to avoid over claiming and as the scope of the analysis is three years.

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. Also not being able to gather any data from families, schools and communities directly is the other limitation of this forecast, as it is certain that these stakeholders benefit as a result of the programme.

*"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."*



# WAYS FORWARD

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.

This report is one of the first SROI analyses 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, 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.

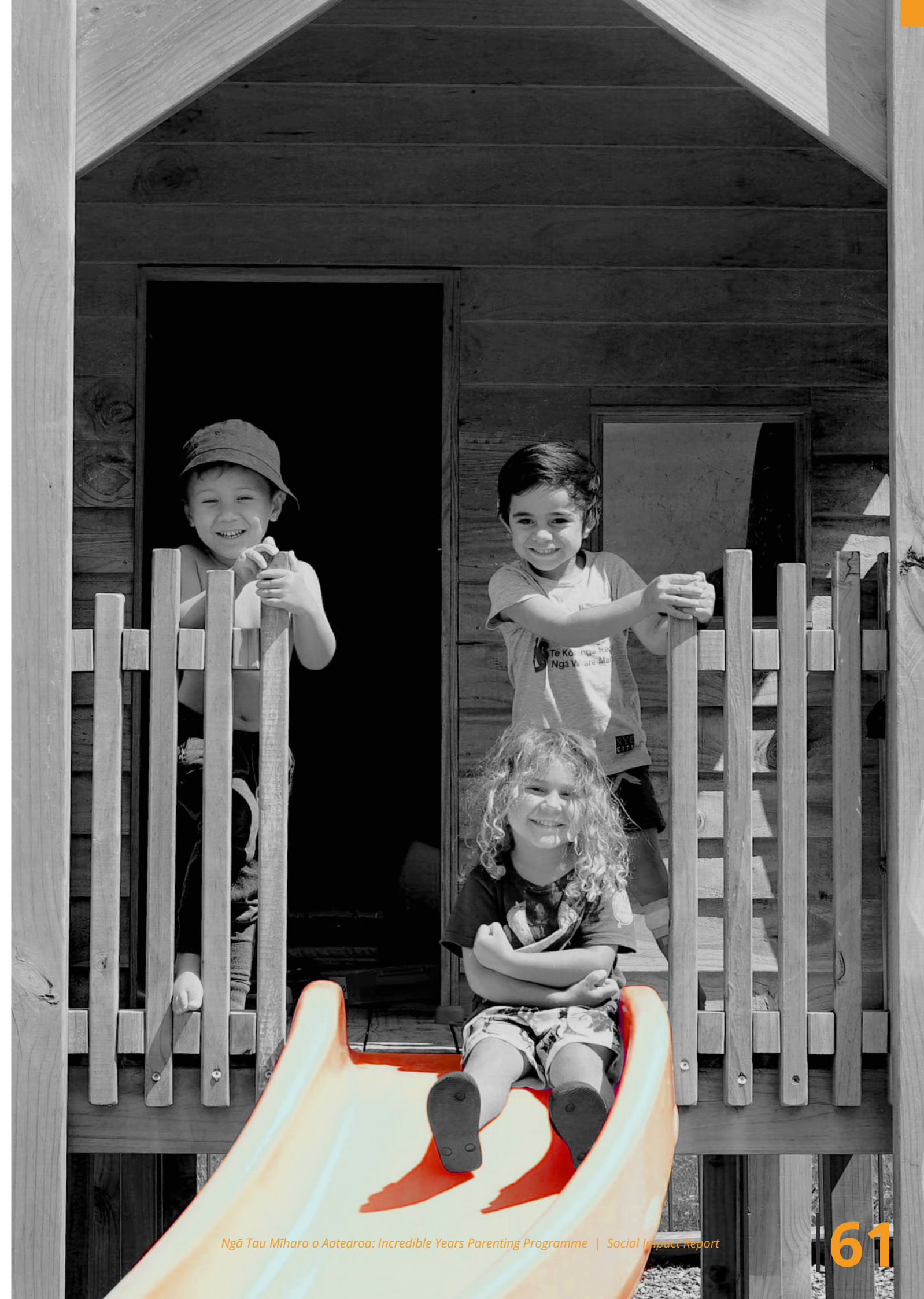
This report provides a compelling story to funders, investors and critics. It also challenges the traditional notion of value and success from outputs and financial measures, to a broader consideration of social, environmental, as well as economic outcomes and value that is created by various activities.

For Government and state agencies, this analysis provides robust evidence on the importance of early intervention and parenting behaviours management programmes in child wellbeing. It is essential to make social investments into programmes such as Incredible Years Parenting - to reduce the short-term stresses and concerns raised by child conduct and poor parenting problems and; to prevent the development of the longer-term adverse outcomes associated with these problems. It supports increased policy focus on such interventions, particularly policies that tackle the role of the family in early childhood development.

*With the growing Government momentum to improve child well-being and investment in 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 complete a piece of the puzzle.*

*"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."*





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# 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
- **ECE:** Early Childhood Education
- **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.
- **Kaiārahi:** Facilitator, navigator
- **Kaupapa:** Purpose, topic, policy.
- **Karakia:** Incantation, ritual chant, prayer.
- **Kaumātua:** Elderly plural/elderly singular.
- **Kawa:** Protocol, customs.
- **Marae:** Courtyard or open area in front of the meeting house (wharenui) 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.
- **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 to assist families to reach their aspirational goals.
- **Whanaungatanga:** Relationship, kinship ties, sense of family connection.







**TE WHĀNAU O WAIPAREIRA**

KOKIRITIA I ROTO I TE KOTAHITANGA

*Progressively Act in Unity*