

GROWING THE PUNA

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TOI TANGATATM



GROWING THE PUNA PROGRAMME EVALUATION

Regenerating Mātauranga Māori Nutrition and
Physical Activity approaches in Aotearoa

ABSTRACT

Growing the Puna (GTP) is a project that grew out of an identified gap to connect students coming through tertiary providers, in particular with a focus on physical activity and/or nutrition and connecting them to both Māori communities and the health sector. This evaluation report documents the outcomes of GTP across two areas, building knowledge and awareness for whakapapa-based approaches and, informing and connecting to Māori NPA related research platforms and networks

Toi Tangata Team – Auckland New Zealand

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Introduction

Toi Tangata is an agency that enables whānau physical health and wellbeing. Specialising in positive health, our team works hard to create meaningful connections to kaupapa ora Māori. The kaupapa ora Māori is expressed in our vision Tama Tū Tama Ora - Through Physical Wellbeing We Thrive.

One of our strategic goals is vocational development and within Māori health and community services sector Toi Tangata is recognised as a lead provider of professional workforce development regarding Māori physical health and wellbeing and whānau empowerment.

Growing the Puna is a project that grew out of an identified gap to connect students coming through tertiary providers, in particular with a focus on physical activity and/or nutrition and connecting them to both Māori communities and the health sector. Additionally, from conversations in communities on ways we can strengthen the connections between knowledge creators and knowledge users recognising that all three communities, tertiary providers and our sector play roles as both creators and users.

There are a number of strategies within this project including the Summer internships, short placements, a place for students to present at Hui a Tau, strengthening relationships with tertiary providers around the country. Also, those students coming through a BSc in Human Nutrition will have the opportunity to connect into and be mentored as a part of the Toi Tangata Māori Nutrition and Dietetic rōpū.

In 2013 we initiated our first summer internship with a stipend of \$5000 per student for a ten-week internship opportunity. Projects that students work on are a discrete piece that grows their knowledge, skills and experience within the community as well as be amongst Toi Tangata and grow an understanding of Māori Public Health Nutrition and Physical Activity. To date we have had 14 students come through from a variety of tertiary providers as part of the summer internship and are looking to start including smaller placement opportunities as part of the Growing the Puna Strategy.

Programme Description for Growing the Puna

The following goals are the four main areas that were woven in to the Growing the Puna programme.

- To foster the whanaungatanga between tauira, community and sector working and passionate in the area of nutrition and physical activity
- Support and acknowledge the gifts, talents and abilities of tauira to contribute to new innovation within the sector.
- Provide platforms at regional and national level to highlight Māori nutrition and physical activity knowledge grown from Māori tauira in tertiary education.
- Facilitate opportunities for tauira to participate in a whanau, hapu, iwi learning project with reciprocal benefits to tauira and community around nutrition and physical activity

The evaluation used a programme logic model to explain how the GTP programme was expected to work and achieve its intended outcomes, as illustrated below (read from left to right): Determining the worth or merit of the project is a way of measuring performance and involves four steps:

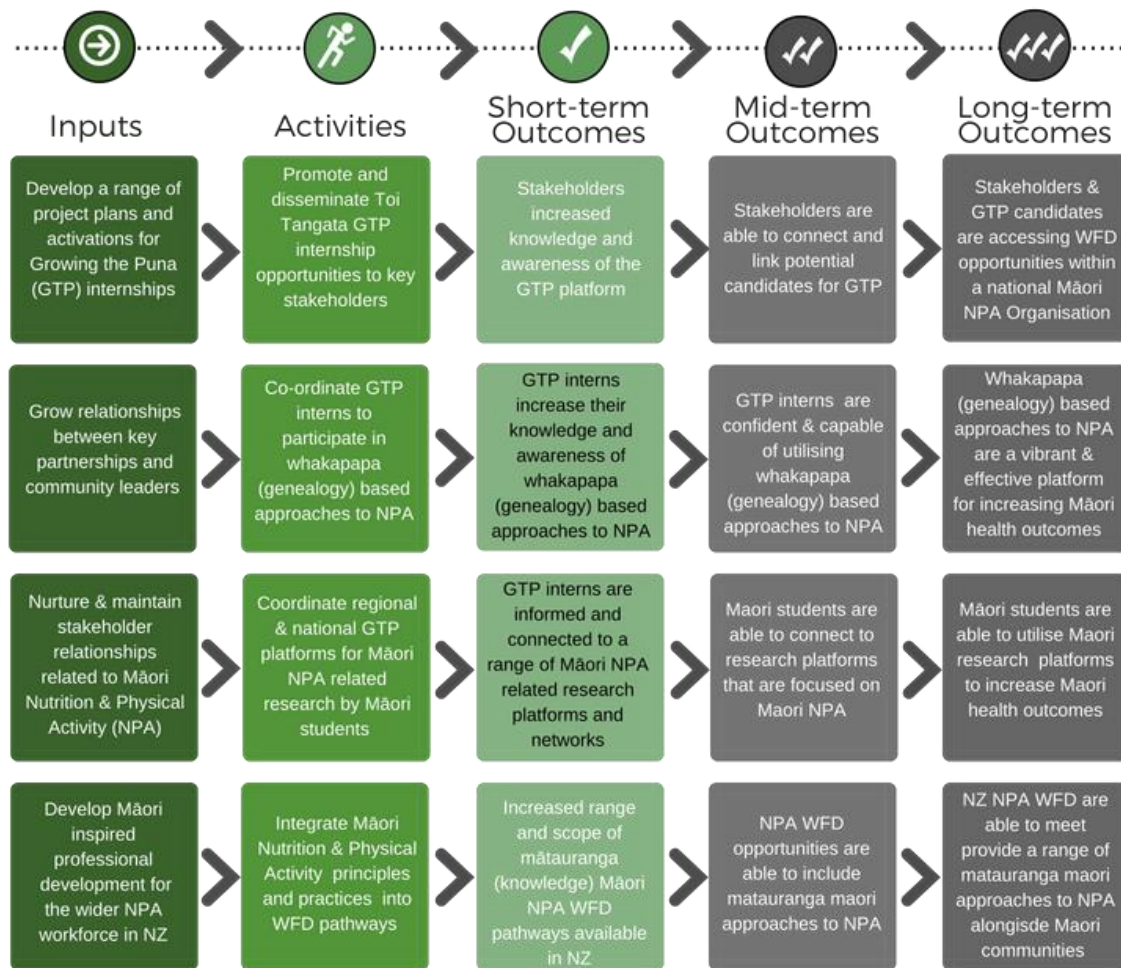
1. Establishing criteria of merit (aspects of an evaluation that define whether or not it is valuable or not valuable);
2. Constructing standards;
3. Measuring performance and comparing with standards;
4. Synthesizing data on performance into a judgement of merit or worth (Fournier, 1995)¹.

The main evaluation activities included:

- Development of evaluation criteria and performance standards for each of the evaluation questions (included at the end of each evaluation question.
- Data collection: Document review, Interviews with key informants and GTP students and an online survey

¹ M. Fournier, Deborah. (1995). Establishing Evaluative Conclusions: A Distinction between General and Working Logic. *New Directions for Evaluation*. 1995. 15 - 32. 10.1002/ev.1017.

Growing the Puna Programme Logic Model



Growing the Puna Activations

Throughout the duration of their time with Toi Tangata student interns were exposed to a range of opportunities and experiences that are regular events in Māori Public Health. The ability to engage with these opportunities was determined by relevance to their project and their internship schedule (eg time, travel and availability of supervision). The following includes the range of activities that most Student Interns were able to participate in during their time Toi Tangata.

Presenting at Hui a Tau

This activity involved presenting at the annual Toi Tangata which attracts between 90 to 120 Māori Community Health workers each year. Our participants are leaders and champions of indigenous approaches to health. The conference is a great platform for sharing insights, opportunities and existing tensions within the sector. Each year is a different theme and there are a range of streams that student interns can present in.

Undertaking community interviews

Each student intern conducts and completed research as part of their internship. As part of this opportunity student interns are encouraged to engage with community people regarding their project and create a list of insights that inform the developments of their project. This has included talking to parents, community garden leaders, road workers and rangatahi.

The main aim of this activation is to get student interns out of the 'classroom' and in to communities. Often institutional learning can impact on appreciating the lived experience and stories of people so it is important to provide a perspective or view beyond that learning.

Stakeholder meetings

Student interns are invited and socialised to a range of key stakeholders across the Māori Nutrition and Physical Activity workforce. They are often invited to share the project they are working on and connect to common whakapapa through whanaungatanga. These meetings are about raising their awareness of the roles and circles within which Toi Tangata collaborates and filling in the wider picture of collective action around Nutrition and Physical Activity.

Advocacy for Māori health outcomes

Each student intern comes in with their own understanding and experience of what advocacy is. Throughout their time with Toi Tangata we provide a window to Māori Public Health and expose the long history of addressing Māori health inequalities. This ranges from introduction to the Declaration of Independence, Treaty of Waitangi and the Ottawa Charter.

Students were encouraged to understand the connection between policy frameworks and health outcomes. We privilege mātauranga Māori approaches to policy development by advocating for the protection of mana, tapu and wairua, enabling the sharing of our pūrakau to guide behaviour and working in a manner enhancing way with whanau.

Connecting to their environment

Most student interns got out to connect with the environment and experience the elements from a Te Māori lens. This included walking their maunga, paddling, observations of sea currents, and learning the Māori ecosystem. From naming types of streams, and acknowledging the domains of our various Atua student interns were active learning and gaining valuable knowledge about Mātauranga Māori approaches to Nutrition and Physical Activity.

Stakeholder Partners

- Otago University
- University of Auckland
- Massey University
- Te Wānanga O Raukawa
- Auckland University of Technology
- James Cook University

Evaluation aim and questions

The broad aim of the evaluation was to assess the success and impact of 'Growing the Puna' (Outcome Evaluation). The methods used were document review, interviews, survey and observation. The evaluation questions were:

1. *To what extent is GTP increased students' knowledge and awareness for whakapapa-based approaches to NPA? (Outcome evaluation)*
2. *To what extent does GTP help get informed and connected to Māori NPA related platforms and networks? (Outcome evaluation)*

For each of the evaluation questions, criteria (aspects of the programme) were developed with the Toi Tangata Growing the Puna Lead to determine the level of achievement for each question. These indicators were drafted from two of the short-term outcomes described in the logic model described earlier and are located under the Outcome Evaluation Findings section of this report.

Evaluation Methods

The evaluation was focussed on data collected from GTP student interns and key informant interviews with partners. A short survey was sent to GTP students and then an interview was conducted via telephone.

The students completed a brief survey regarding their experience during their time on Growing the Puna. The survey was sent via email and Facebook messenger to all students who have participated in Growing the Puna. The age range for student interns ranged from 20 to 34 years of age. Six females and two male responses were received from the student intern GTP survey.

The completion rate was 72%, with 8 out of the 11 student interns returning survey responses and completing an interview. For the purpose of this evaluation we are using the data collected from our student intern GTP survey (n=8) and their key informant interviews.

Outcome Evaluation findings

This section includes the findings of the evaluation in relation to the overarching questions identified for the Growing the Puna evaluation. Each section begins with a brief description of the purpose of the evaluation question and identification of the criteria/indicators relevant to determining the level of success or impact against each question.

To what extent is GTP increased students' knowledge and awareness for whakapapa-based approaches to NPA? (Outcome evaluation)

The purpose of this question is to assess the impact and level of success Growing the Puna has achieved through the Student Internship. The overarching aim for GTP was to support students to connect and engage with mātauranga Māori NPA approaches. The data sources identified as relevant to this question were; Document reviews, key informant interviews and a survey. Criteria/Indicators were

revised and tailored to meet the goals of GTP and following interviews with the current Growing the Puna Lead.

The key evaluation criteria for this question involved selecting the indicators that would make the biggest difference for participants, and whether the GTP programme achieved what it set out to do.

Criteria for GTP interns increase their knowledge and awareness of whakapapa-based approaches to NPA

Indicators:	<i>GTP interns increase their knowledge and awareness of whakapapa-based approaches to NPA</i>
<i>GTP interns are able to;</i> <ul style="list-style-type: none"> ▪ <i>Share a whakapapa based korero or approach with communities and sector stakeholders</i> ▪ <i>Connect whakapapa-based approach with a range of settings to improve whanau experiences with NPA</i> ▪ <i>Increase their knowledge and awareness of their own whakapapa-based approaches related to NPA</i> ▪ <i>Develop, design and deliver a whakapapa-based initiative with others</i> ▪ <i>Increase the range of confidence and fluency in Whakapapa based approaches to NPA</i> 	

Share a whakapapa based korero or approach with communities and sector stakeholders

Respondents identified their confidence and capacity to share whakapapa based korero with communities and sector stakeholders. Many mentioned that this approach was new and interesting to them as it offered a unique but familiar perspective on Nutrition and Physical Activity.

Common reflections on why whakapapa was critical for Māori communities was also commonly discussed with GTP student interns.

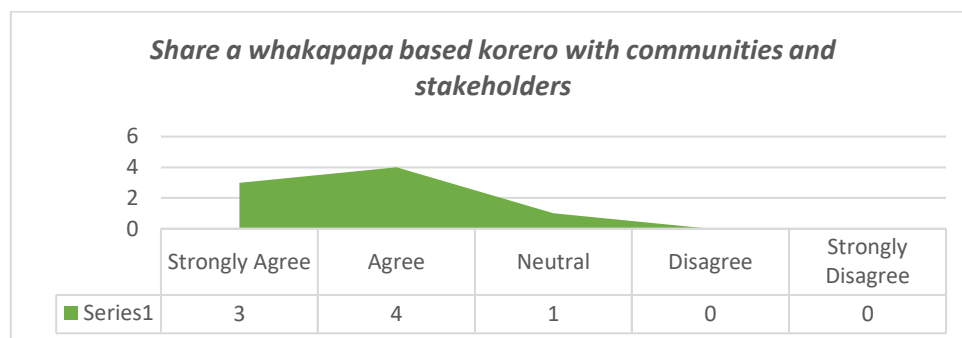
“...I loved all of it – I learnt so much about who I was and what things can help me through the next challenge. Understanding the role of whakapapa was crucial to all of that and it suited me perfectly. It turned out to be what I needed, and just at the right time...Gave me grounding and connection to Te Ao Māori which is something I believed deeply in...” (Tanekaha)

“...Because of my time with GTP I have been able to nurture my mātauranga Māori – I think in the uni you get the theory but it’s not real or not built on anything other than the research article that you are told to read. Through whakapapa-based approaches I gained a whole new way to engage and connect with whanau...” (Kauri)

“...I didn’t grow up with this approach – all mainly from sport and just fitness you know but this helped me realise that at some point the text comes off the books and you like have to do something Great learning....” (Matai)

Overall GTP student interns rated themselves between Strongly Agree to Agree regarding their ability with this criterion.

Share a whakapapa based korero with communities and stakeholders



Connect whakapapa-based approach with a range of settings to improve whanau experiences with NPA

Most Respondents reported they were able to connect whakapapa-based approaches across a range of settings and alongside whanau. They noted insights like learning about the continuum around engaging whanau in NPA, from the champions to those who aren't ready and those who can play a leadership role. Respondents often talked about the 'movers and shakers', 'aunties and uncles' and 'community champions' who had been part of their GTP experience.

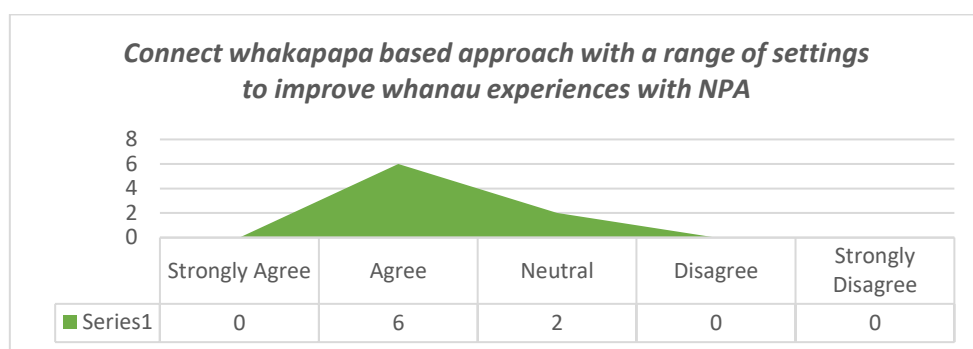
Respondents described the range of areas they participated in provided an effective overview of the Māori Nutrition and Physical Activity sector and the various activations within it. Data collected in this evaluation highlighted that when whanau centred approaches to exercise are nurtured and co-ordinated with the right people, the results will speak for themselves.

"...It was helpful for me to see what types of activities existed from this approach. It was clear to me that the range of ideas and practices in this space was driven by local values and connections. What I learnt was that through whakapapa you can regenerate the local pūrakau alongside the whanau and community..." (Totara)

"...I felt I learnt a lot from it, being taken to the people and being connected to them in their own element really opened my eyes to how things are for our communities. They want to have fun too and they love laughing as well...by using stories and connections that matter to them it is easier to engage them..." (Rata)

Overall GTP respondents rated themselves as being between Strongly Agree to Agree in their ability with this statement.

Connect whakapapa-based approach with a range of settings to improve whanau experiences with NPA



Increase their knowledge and awareness of their own whakapapa-based approaches related to NPA

The majority of respondents were positive and empowered by their experience within GTP, there was clear evidence that they had connected and nurtured a space for their own whakapapa within their NPA research practices. This ranged from establishing the foundations for Phd's and future study, to connecting with whanau with the purpose of learning more, and becoming a leader in whakapapa-based approaches to social innovation and design. These responses highlight the intrinsic value and impact GTP had on the majority of respondents.

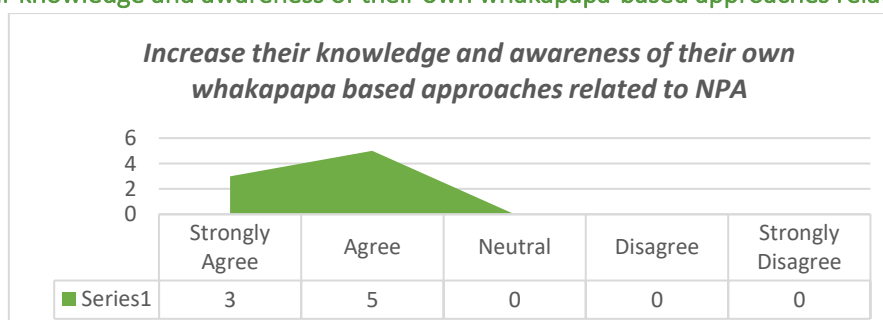
"...when you are able to benefit from learning about mātauranga Māori and through the medium of Te Reo your world is open and evolving through these positive cycles of interest and wow factor...I was brought up with these things but they weren't covered in my course and this gave me comfort to see our values in action in the areas that I am most interested in..." (Totara)

"...Absolutely loved my GTP intern experience! I would have never got this experience with others and it gave me a sense of capability that I wasn't sure I had...again the timing was perfect for me...I can say that enough..." (Matai)

"...Nga manaakitanga... the best experience for me and my whanau xx learnt heaps about myself and approaches for our people x Thanks for opportunity - still going strong in the mahi. Doing it and loving it..." (Rimu)

The majority of GTP respondents rated themselves as Agree in their ability with this statement.

Increase their knowledge and awareness of their own whakapapa-based approaches related to NPA



Develop, design and deliver a whakapapa-based initiative with others

Respondents reported learning and growing their confidence to draw from and deliver alongside a whakapapa-based approach. There was acknowledgment that this often meant listening more, collaboration with others and keeping an open mind. Respondents highlighted that facilitators and staff at Toi Tangata were valuable and useful to their journey of whakapapa-based approaches to indigenous Nutrition and Physical Activity.

“...my experience helped me listen more, and keep an open mind. Like this was new to me and it fascinated me because I didn’t know about this way of working, I didn’t know about public health at all – just a good opener to what is out there.... helped me understand that communities know what they want and our job is to support that...” (Kauri)

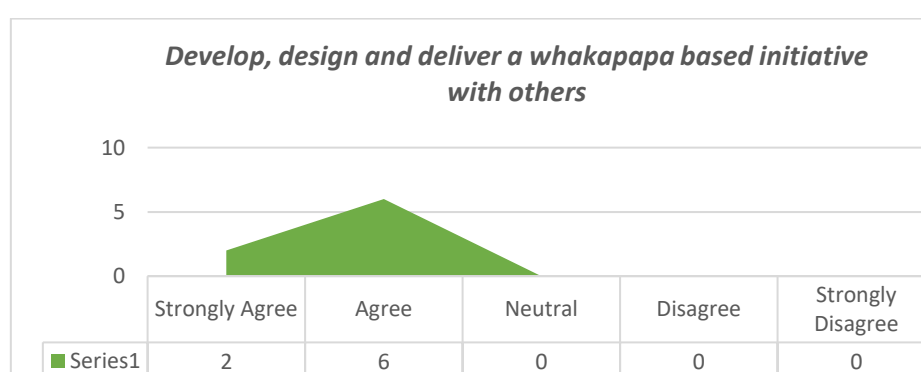
A clear majority of respondents also felt that the GTP experience connected them with a whole range of leaders and community champions who helped fill their mātauranga on working from a whakapapa-based approach. They described their journey of walking alongside others as positive, friendly and supportive. These Insights and relationships with people, places and purpose were common throughout, these are the connections and relationships that most students have maintained since completing their GTP student internship.

“...I loved the connecting with others, ...and learning about kai from Haumiatiketike like that world view challenged and grew me as a nutritionist. I had some knowledge on them but to meet communities involved in this space really opened my mind to what’s possible, by listening, shaping and reflecting throughout the process you know...” (Tanekaha)

“...it all backed up you know like it all worked out ... connecting to the places that were of value to that community, that person made the whole experience richer and more meaningful... I valued what I got out of that kaupapa and it still shapes what I think and do to this day...” (Rimu)

The majority of GTP respondents rated themselves as Agree in their ability with this statement.

Develop, design and deliver a whakapapa-based initiative with others



Increase the range of confidence and fluency in Whakapapa based approaches to NPA

Most respondents discussed their confidence and fluency in whakapapa-based approaches with ease. This was indicated strongly across most respondents with a couple not sure on where they would rate themselves. Fluency was often seen as something that indicated Te Reo was an active part of supporting and sharing a whakapapa-based approach to Nutrition and Physical Activity.

“...The concept of whakapapa and its role in Nutrition and Physical Activity was a game changed for me, my confidence and ability to share an approach like this has been one of my most significant moments for me....I am not fluent in Te Reo but I am confidence and experienced in understanding the value of whakapapa to NPA...” (Rata)

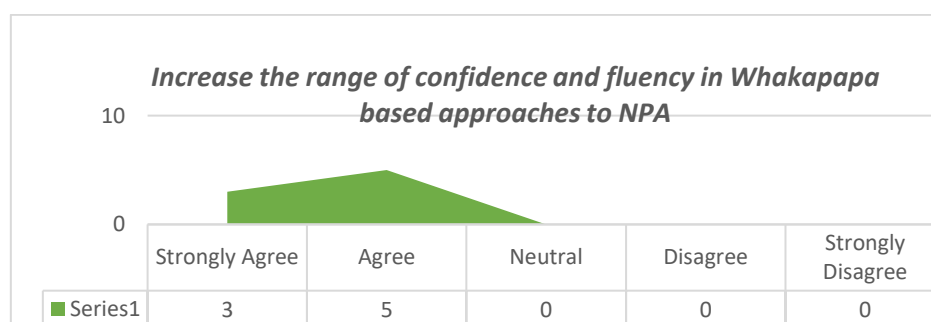
Confidence and evidence of existing practice of whakapapa-based approaches to NPA highlighted that the majority were using the approach, reshaping this within their existing roles and further advocating for indigenous mātauranga Māori approaches within the wider Nutrition and Physical Activity sector in Aotearoa.

“... being confident to use it has helped me show my point of difference, I don’t think I could win an award for it but I continue to adopt and adapt a whakapapa-based approach to nutrition...I love knowing that it never leaves my lens and I keep evolving it ...” (Totara)

“...the most significant learning I took from my GTP experience was that we have a right to our own models and moreover communities can be empowered and lead others to change through their own mātauranga and experiences...I use with my work now” (Tanekaha)

Overall GTP respondents rated themselves as being between Strongly Agree to Agree in their ability with this statement.

Increase the range of confidence and fluency in Whakapapa based approaches to NPA



Determination of merit against the evaluation success criteria

Data collected for this evaluation indicate that the GTP programme is achieving Very Good for this expected outcome of GTP.

The criteria and summary of evidence demonstrates that most student interns of GTP either Strongly Agree or Agree that GTP increased students’ knowledge and awareness for whakapapa-based approaches to NPA.

Evidence collected through interviews confirm that students were positively engaged and actively using whakapapa-based approaches to NPA in their mahi. The connection to people and place was also strongly recalled by students of GTP.

Performance rating for the GTP interns increase in their knowledge and awareness of whakapapa based approaches to NPA²

Excellent	A clear example of very strong or exemplary performance in relation to the GTP interns increase in knowledge and awareness of whakapapa based approaches to NPA. A clear majority of the GTP student interns rate themselves as Strongly Agree across the five criteria areas.
Very good	<i>Strong performance to in relation to the GTP interns increase in knowledge and awareness of whakapapa based approaches to NPA. Most of the GTP student interns rate themselves between Strongly Agree to Agree across the five criteria areas.</i>
Good	Acceptable or fair performance in relation to the GTP interns increase in knowledge and awareness of whakapapa based approaches to NPA. Some the GTP student interns rate themselves as Neutral across the five criteria areas.
Poor	Unacceptably weak performance in relation to the GTP interns increase in knowledge and awareness of whakapapa based approaches to NPA. Does not meet minimum expectations for GTP goals

² *Adapted from Generic Rubric Example in SHORE & Whariki Research Centre's Easy Evaluation Training Participant Workbook 2012

To what extent does GTP help get informed and connected to Māori NPA related platforms and networks? (Outcome evaluation)

The purpose of this question is to assess the impact and level of success Growing the Puna had supporting research pathways and networks through the Student Internship. The data sources identified as relevant to this question were; Document reviews, key informant interviews and a survey. Criteria were revised and tailored to meet the goals of GTP and following interviews with the current Growing the Puna Lead.

The key evaluation criteria for this question involved selecting the indicators that increase research experience and networks across five areas. These areas were identified as critical to the programme and a core role of GTP.

Criteria for GTP interns are informed and connected to Māori NPA related research platforms and networks

Indicators:	<i>Māori students who are studying in NPA related fields are <u>informed and connected</u> to Māori NPA related research platforms and networks</i>
<i>GTP interns are able to;</i> <ul style="list-style-type: none">▪ Access Māori related NPA research and networks▪ Participate and present at Māori NPA related research platforms▪ Connect to emergent Māori research leaders in NPA and the wider NPA public health workforce▪ Utilise and engage with Māori research frameworks and networks in their work practice▪ Coordinate Māori NPA strategies and Calls-to-Action to improve Māori health outcomes	

Access Māori related NPA research and networks

Respondents were very positive and engaged regarding their description of their time with GTP. The networks and research relationships as noted earlier are maintained and proving beneficial for students. These connections made through their time have helped continue their journey in to related areas of Nutrition and physical activity.

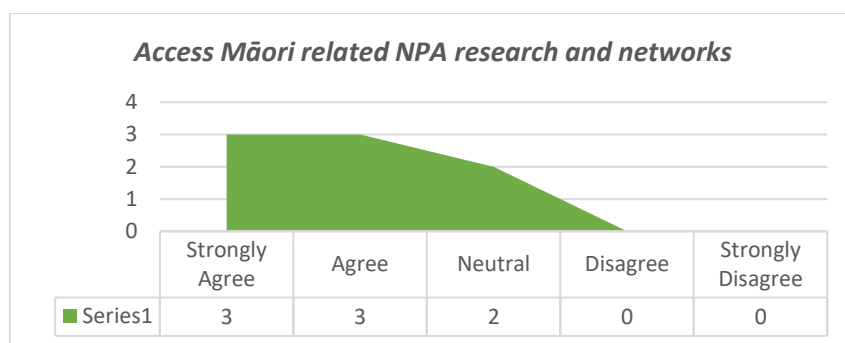
Many Respondents attribute their GTP experience as the ‘dream opportunity’ that helped them craft a space for working with mātauranga Māori (by adopting indigenous Māori values and knowledge systems) alongside communities. The ability to learn, practice and generate research opportunities and frameworks were highly valued.

“...Loved it but was challenged by it too ... taught me a lot, helped me extend my research capabilities with others..... The networks in particular...the research I was ok withbut knowing whose interests in what can help you map your future projects and align with the right kind of leadership.... My supervisors and the whole team were perfect for me..., I got little bits of everything and saw a bigger picture as a result. ...” (Rata)

“...Yes my time with GTP provided a useful platform to connect with others... these people helped me see I had more to give and get my confidence up in terms of presenting. Im not the best, I still hate it actually but I’m getting better and the academic supports that I work with continue to grow my skills in that department. It is getting easier...” (Kauri)

GTP respondents rated themselves as being between Strongly Agree to Agree in their ability with this statement. Two respondents indicated they were Neutral.

Access Māori related NPA research and networks



All GTP student interns delivered at our national hui forum in some shape or form. All respondents recalled what they worked on and recalled positive experiences with supervisors for their time. GTP student interns accepted this opportunity as part of the GTP programme and most had completed projects for presenting. Although the format, content and theme of each Hui-A-Tau is different students felt this opportunity was a practical and useful outcome from their time in GTP.

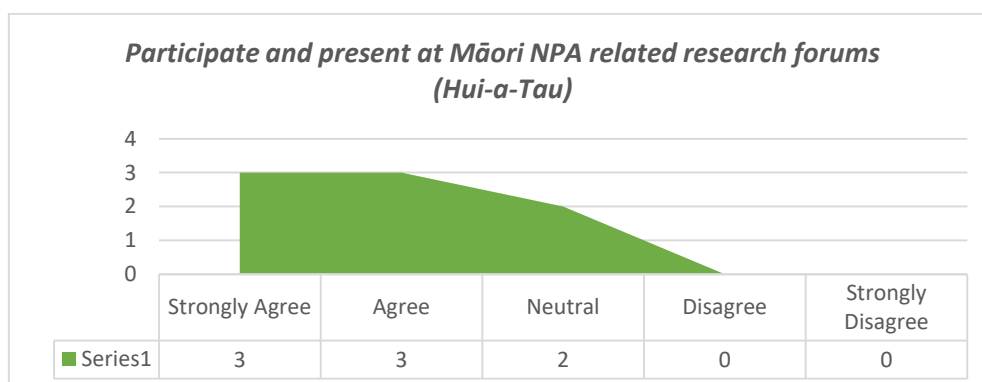
This has been the main feedback from student interns and continues to be a highlight for them and ourselves as we see and share their research journey with the sector through Hui-a-Tau.

“...I was nervous but the team helped me...because I had met some of the people through my project that year it made it easier to present. I got great feedback and support from the team at Toi.... Next time I would try add some technology to my project but for that time what I did was great. I felt I gave back to the sector and enjoyed reflecting on the mahi we undertook...” (Matai)

“...I delivered alongside the team and helped out in the running of the event, it was full on and buzzy as ...My most significant learning involved watching others share, laugh and transfer our knowledge – the stories you know – sharing with others. The whanaungatanga of hui a tau was epic and I loved that I got to experience it as part of my GTP project...” (Rimu)

GTP respondents rated themselves as being between Strongly Agree to Agree in their ability with this statement. Two respondents indicated they were Neutral.

Participate and present at Māori NPA related research forums (Hui ā Tau)



Connect to emergent Māori research leaders in NPA and the wider NPA public health workforce

Experiences shared and discussed relating to their Hui-a-tau presentation include the value of connecting to the wider workforce, gaining confidence to speak and engage an audience, and sharing their learning with others. Respondents highlight the realisation that the work they completed has the role and responsibility to grow others mātauranga in Nutrition and Physical Activity. Others saw the value of their learning from the view of professional attributes that are useful and relevant across a range of workforces and roles.

“...the Toi Tangata summer internship provided exciting opportunities for me to apply my skill set. I was able to learn, practice and grow an appropriate pathway for myself within the health sector. The resounding lesson from the internship was not only encouragement to apply myself with multiple lenses but that in fact it could be an advantageous professional attribute...” (Totara)

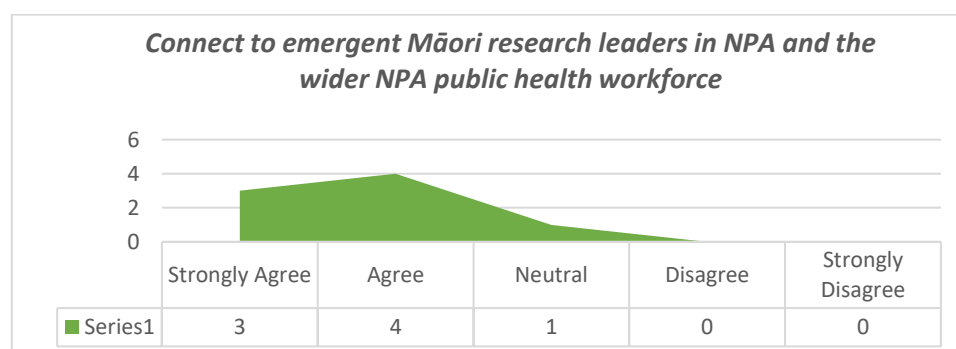
“... I gained insights to the synergies and connection points between the theory and the practice. As a young research I was reaching out and exploring what others thought, felt or believed and I was able to experience this through my time. For young researchers like myself you are keen to know others and need relationships that can guide you. I always encourage others to apply, I had the best learning from that project. (Rata)

A couple of respondents felt that the GTP experience was life changing and reignited their commitment to study on to PHD level. These two respondents are currently in their second year of Phd and remain in contact with our sector and academic leaders in their respective fields. This indicates strongly the impact and success GTP can have in connecting and building research pathways alongside key stakeholders.

“...this was the a pivotal event in my research journey, at the time I didn’t know what I wanted to do, I didn’t even know where to work or what to do with my skills [laughs].... My GTP experience hooked me up with others that would ultimately influence my current Phd research. Sometimes in uni you can feel like your [sic] learning everything but you don’t get to see it, on my waananga in GTP I got to hear it, feel it and see it. It was and remains that most significant event in my research career so far...” (Tanekaha)

Overall GTP respondents rated themselves as being between Strongly Agree to Agree in their ability with this statement.

Connect to emergent Māori research leaders in NPA and the wider NPA public health workforce



Utilise and engage with Māori research frameworks and networks in their work practice

Respondents reported feeling most confident and at ease with the networks that were secured of during their GTP experience. Research was seen as something they undertook and completed as part of the process but not the signature highlight of their time.

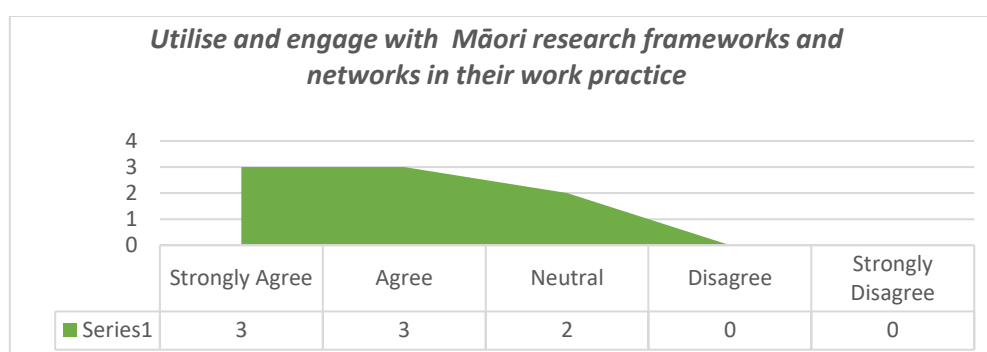
Most felt that research trends and learning from within their institution were part of the picture but not the whole story. Participating in GTP provide the opportunity to connect, share and grow alongside others located outside of tertiary settings.

“...you know getting a taste for all those things was most valuable to me, I felt the biggest gain for me was connecting with others who I wouldn’t know existed. Like in the waananga space, I got so much out of knowing our research processes – you know....whanaungatanga, manaaki those things are key to who we are as Māori in NPA and we can protect the space for that....” (Rimu)

“...Like with Atua Matua, that was a game changer for me, it gave me so much more understanding of what performance is, and how to get the most from yourself. By being in the environment was about moving beyond exercise and in to people, places and whakapapa...” (Kauri)

Overall GTP respondents rated themselves as being between Strongly Agree to Agree in their ability with this statement.

Utilise and engage with Māori research frameworks and networks in their work practice



Coordinate Māori NPA strategies and Calls-to-Action to improve Māori health outcomes

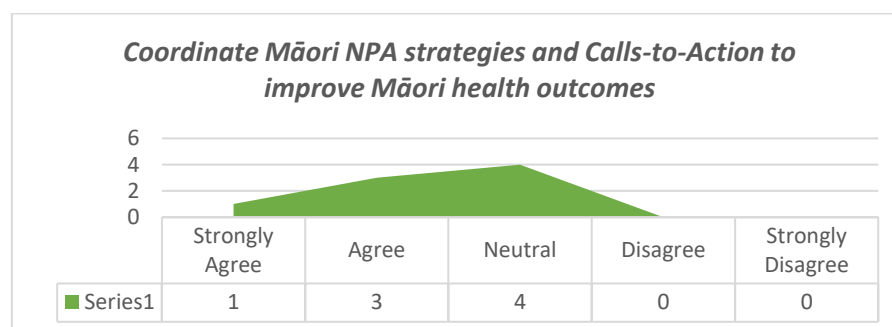
Respondents were less sure about this ability and highlighted their research as a barrier with many focussed on activation and engagement with communities at a practice level. Some discussed learning it as part of their GTP experience but not knowing fully where to use these skills. Some students were not exposed to submissions and national advocacy during their internship but had some knowledge on advocacy and systems change.

“...I didn’t really do any of that, I remember at the time we were talking about the water crisis in Hawkes Bay and talking about how we could use a tikanga based policy to help whanau are safe and more importantly informed...” (Tanekaha)

“...Improving Māori health is a collective enterprise, my learning about the social determinants and cultural responses came together for me in my time with GTP. (Totara)

Overall GTP respondents rated themselves as being between **Agree** to **Neutral** in their ability with this statement.

Coordinate Māori NPA strategies and Calls-to-Action to improve Māori health outcomes



Determination of merit against the evaluation success criteria

Data collected for this evaluation indicate that the GTP programme is achieving at a 'Good' for the expected outcome of GTP. The summary of evidence demonstrates that most student interns of GTP either Agree or are Neutral in their ability to inform and connect with Māori NPA research and networks

Evidence collected through interviews confirm that students enjoyed networking and relationship building because it extended what they were learning and contributed to research innovation and practice. Students have continued with GTP relationships and some remain in pursuit of higher studies which they attribute to their GTP experience

Performance rating for the GTP interns being informed and connected to Māori NPA related research platforms and networks

Excellent	A clear example of very strong or exemplary performance in relation to the GTP interns who are informed and connected to Māori NPA related research platforms and networks. A clear majority of the GTP student interns rate themselves as Strongly Agree across the five criteria areas.
Very good	Strong performance in relation to the GTP interns who are informed and connected to Māori NPA related research platforms and networks. Most of the GTP student interns rate themselves as Strongly Agree to Agree across the five criteria areas.
Good	<i>Acceptable or fair performance in relation to the GTP interns who are informed and connected to Māori NPA related research platforms and networks. Most of the GTP student interns rate themselves as Agree or Neutral across the five criteria areas.</i>
Poor	Unacceptably weak performance in relation to the GTP interns who are informed and connected to Māori NPA related research platforms and networks. <u>Does not meet minimum expectations for GTP goals</u>

Evaluation Summary

The broad aim of the evaluation was to assess the success and impact of Growing the Puna. The methods used for this evaluation for document review, interviews, survey and observation. The evaluation questions were: To what extent has GTP increased students' knowledge and awareness for whakapapa-based approaches to NPA? (Outcome evaluation)

The purpose of this question is to assess the impact and level of success Growing the Puna has achieved through the Student Internship. The overarching aim for GTP was to support students to connect and engage with mātauranga Māori NPA approaches. The data sources identified as relevant to this question were; Document reviews, key informant interviews and a survey. Criteria/Indicators were revised and tailored to meet the goals of GTP and following interviews with the current Growing the Puna Lead. The key evaluation criteria for this question involved selecting the indicators that would make the biggest difference for participants, and whether the GTP programme achieved what it set out to do.

Criteria for GTP interns increase their knowledge and awareness of whakapapa-based approaches to NPA

Indicators:	<i>GTP interns increase their knowledge and awareness of whakapapa-based approaches to NPA</i>
<u><i>GTP interns are able to:</i></u>	
<ul style="list-style-type: none"> <i>Share a whakapapa based korero or approach with communities and sector stakeholders</i> <i>Connect whakapapa-based approach with a range of settings to improve whanau experiences with NPA</i> <i>Increase their knowledge and awareness of their own whakapapa-based approaches related to NPA</i> <i>Develop, design and deliver a whakapapa-based initiative with others</i> <i>Increase the range of confidence and fluency in Whakapapa based approaches to NPA</i> 	

Determination of merit against the evaluation success criteria

Data collected for this evaluation indicate that the GTP programme is achieving Very Good for this expected outcome of GTP. The criteria and summary of evidence demonstrates that most student interns of GTP either Strongly Agree or Agree that GTP increased students' knowledge and awareness for whakapapa-based approaches to NPA. Evidence collected through interviews confirm that students were positively engaged and actively using whakapapa-based approaches to NPA in their mahi. The connection to people and place was also strongly recalled by students of GTP.

Performance rating for the GTP interns increase in their knowledge and awareness of whakapapa-based approaches to NPA

Excellent	A clear example of very strong or exemplary performance in relation to the GTP interns increase in knowledge and awareness of whakapapa-based approaches to NPA. A clear majority of the GTP student interns rate themselves as Strongly Agree across the five criteria areas.
Very good	<i>Strong performance to in relation to the GTP interns increase in knowledge and awareness of whakapapa based approaches to NPA. Most of the GTP student interns rate themselves between Strongly Agree to Agree across the five criteria areas.</i>
Good	Acceptable or fair performance in relation to the GTP interns increase in knowledge and awareness of whakapapa-based approaches to NPA. Some the GTP student interns rate themselves as Neutral across the five criteria areas.
Poor	Unacceptably weak performance in relation to the GTP interns increase in knowledge and awareness of whakapapa-based approaches to NPA. Does not meet minimum expectations for GTP goals

To what extent does GTP help student interns get informed and connected to Māori NPA related platforms and networks? (Outcome evaluation)

The purpose of this question is to assess the impact and level of success Growing the Puna had supporting research pathways and networks through the Student Internship. The data sources identified as relevant to this question were; Document reviews, key informant interviews and a survey.

Criteria were revised and tailored to meet the goals of GTP and following interviews with the current Growing the Puna Lead. The key evaluation criteria for this question involved selecting the indicators that increase research experience and networks across five areas.

Criteria for GTP interns are informed and connected to Māori NPA related research platforms and networks

Indicators:	<i>GTP interns are <u>informed and connected</u> to Māori NPA related research platforms and networks</i>
<i>GTP interns are able to:</i>	
<ul style="list-style-type: none"> • Access Māori related NPA research and networks • Participate and present at Māori NPA related research platforms • Connect to emergent Māori research leaders in NPA and the wider NPA public health workforce • Utilise and engage with Māori research frameworks and networks in their work practice • Coordinate Māori NPA strategies and Calls-to-Action to improve Māori health outcomes 	

Determination of merit against the evaluation success criteria

Data collected for this evaluation indicates that the GTP programme is achieving at a 'Good' for the expected outcome of GTP. The summary of evidence demonstrates that most student interns of GTP either Agree or were Neutral about being informed and connect with Māori NPA related research platforms and networks. Evidence collected through interviews confirm that students enjoyed networking and relationship building because it extended what they were learning and contributed to research innovation and practice. Students have continued with GTP relationships and some remain in pursuit of higher studies which they attribute to their GTP experience.

Performance rating for the GTP interns being informed and connected to Māori NPA related research platforms and networks

Excellent	A clear example of very strong or exemplary performance in relation to the GTP interns who are informed and connected to Māori NPA related research platforms and networks. A clear majority of the GTP student interns rate themselves as Strongly Agree across the five criteria areas.
Very good	Strong performance to in relation to the GTP interns who are informed and connected to Māori NPA related research platforms and networks. Most of the GTP student interns rate themselves as Strongly Agree to Agree across the five criteria areas
Good	<i>Acceptable or fair performance in relation to the GTP interns who are informed and connected to Māori NPA related research platforms and networks. Most of the GTP student interns rate themselves as Agree or Neutral across the five criteria areas.</i>
Poor	Unacceptably weak performance in relation to the GTP interns who are informed and connected to Māori NPA related research platforms and networks. <u>Does not meet minimum expectations for GTP goals</u>

Glossary

Atua	Ancestor with continuing influence, god, supernatural being, deity
Hapū	Kinship group, clan, tribe, subtribe
Haumie - tiketike	God of uncultivated food
Hui	A meeting, gathering or conference
Hui ā Tau	Annual conference
Iwi	Often refers to a large group of people descended from a common ancestor and associated with a distinct territory
Mana	Prestige, authority, control, power, influence, status, spiritual power
Manaakitanga	Hospitality, kindness, generosity, support - the process of showing respect, generosity and care for others.
Māori	Indigenous person of Aotearoa/New Zealand
Mātauranga Māori	The body of knowledge originating from Māori ancestors
Maunga	Mountain
Puna	Spring (of water), well, pool.
Pūrākau	Myth, ancient legend, story.
Tapu	Sacred, prohibited, restricted, set apart, forbidden, under atua protection
Tauira	Student
Te reo Māori	The Māori language
Tikanga	The customary system of values and practices that have developed over time and are deeply embedded in the social context
Wairua	Spirit, soul - spirit of a person which exists beyond death
Wānanga	To meet and discuss, deliberate, consider
Whakapapa	Whakapapa means to place in layers and is used to describe recitation of genealogies
Whānau	Extended family, family group, a familiar term of address to a number of people
Whanaungatanga	Relationship, kinship, sense of family connection

