

Like Minds, Like Mine New Zealand

Strategic learning report

September 2020

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REPORT INFORMATION

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Kate McKegg, Julian King, Louise Were, Alicia Crocket, Kellie Spee, Debbie Goodwin and Bonnie Scarth.

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EXECUTIVE SUMMARY

Introduction

1. Te Hiringa Hauora/Health Promotion Agency is responsible for the Like Minds, Like Mine programme, which aims to increase social inclusion and reduce stigma and discrimination against people with experience of mental illness/distress. The Knowledge Institute has completed an evaluation of the programme from 2018 to 2020.
2. The evaluation process has been mindful of the long history of Like Minds, Like Mine, recognising that adaptations, changes and development of the programme represent an ongoing journey, rather than a destination to be reached. The evaluation framework (2018) and process have been anchored by the Like Minds, Like Mine guiding principles. The evaluation also has applied social justice, equity, Te Tiriti o Waitangi and benefit group¹ lenses throughout.
3. The key evaluation questions (KEQs) are:
 - KEQ 1: What have we learned about delivering Like Minds, Like Mine?
 - a) What have we learned about using a principles-focused approach to delivery?
 - b) What have we learned about ensuring the needs of benefit groups are met in delivery?
 - KEQ 2: What have we learned about what it takes to achieve valuable outcomes for Like Minds, Like Mine?
 - KEQ 3: What have we learned about the value proposition of Like Minds, Like Mine and what is needed to achieve it?
 - KEQ 4: What are any further emerging learnings from across the Like Minds, Like Mine programme?²

¹Like Minds, Like Mine benefit groups include people with serious mental distress (SMD), Māori, Pasifika and young people

²To meet current information needs in an evolving context, the KEQs were updated in 2019 from the original ones proposed in the 2018 evaluation framework to emphasise strategic learning rather than summative judgements.

4. This report is the final report for the Like Minds, Like Mine evaluation. Its primary purpose is as a strategic learning document³. It reflects on what has been learned about Like Minds, Like Mine design, delivery and outcomes. It provides information on the contextual changes that have influenced Like Minds, Like Mine design and delivery and summarises what has been learned. Lastly, it suggests some related opportunities for the future.

Approach and Methods

5. The evaluation uses a principles-focused approach. The Like Minds, Like Mine principles have been used as a frame for the key evaluation questions and criteria to bring together the diverse delivery approaches and contexts of Like Minds, Like Mine. The principle statements used for the evaluation were slightly modified from the principles listed in the Like Minds, Like Mine 2014-2019 national strategic plan based on wide consultation with stakeholders early in the evaluation. The modifications made the principles more descriptive and inclusive of the benefit groups. An additional Te Tiriti o Waitangi principle was also added to support the exploration of a Te Tiriti framing in the programme.

The principles used in the evaluation were:

- The Like Minds, Like Mine Programme (under the stewardship of the Health Promotion Agency/Te Hiringa Hauora) acknowledges the special relationship between Māori and the Crown under the Te Tiriti o Waitangi
- People with lived experience, prioritising people with serious mental distress (SMD), Māori, Pasifika and young people, are leading the Like Minds, Like Mine programme and/or its relevant workstreams
- Strong shared purpose and practice is responsive to a changing environment
- Multi-level approaches and multiple activities are used
- Human rights and the social model of disability are the foundations of the programme
- Condition-favourable contact⁴ with those with lived experience, prioritising people with SMD, Māori, Pasifika and young people, has an equalising effect (Power of contact)
- Programme activity highlights socially inclusive behaviours, prioritising people with SMD, Māori, Pasifika and young people.

³Coffman, C., and Beer T. (2011) *Evaluation to support strategic learning, principles and practices*. Center for Evaluation Innovation.

⁴Condition favourable contact refers to contact between people who have experience of mental distress and those with the potential to exclude which includes all the conditions required to make this contact effective in countering stigma and discrimination.

6. This evaluation triangulates and layers streams of evidence that speak to the different delivery contexts of Like Minds, Like Mine. This report draws on evidence from the scoping literature review and workshops; provider site visits and self-reflection activities; as well as contract monitoring reports; interviews with providers, those delivering the programme, organisational spokespeople and participants; and provider-collected pre- and post-workshop data where applicable.
7. Analysis of qualitative data was through an inductive coding process against the guiding principles and the evaluative criteria. Deductive coding was also used where critical and emergent findings were identified that did not align with the guiding principles or evaluation criteria. All coding was completed in MAXQDA. Quantitative data was analysed using basic descriptive statistics. No further statistical analysis was able to be completed because of the nature of the data.
8. The strategic learning themes in this report emerged through a systematic and structured, multi-step synthesis and reflection process completed by the evaluation team and Te Hiringa Hauora separately and then collectively. There was strong alignment between the groups' reflections on the areas of critical learning that emerged from the evaluation evidence about both the process of design and delivery, and achievement of outcomes. These themes blend learning about a principles-focused approach with learning about effective design and delivery, along with what it takes to achieve valuable outcomes.
9. Limitations in both qualitative and quantitative data are likely to have influenced the evaluation findings. For the qualitative data, the process through which interviewees were invited to participate and the multiple roles that participants often had in the programme may have introduced bias. In addition, because of implementation delays in some workstreams there was not enough time between participating in the programme and the interview to reflect on examples of sustained behaviour change. Also, some Like Minds, Like Mine activities were more well-represented in the interviews than others. For the quantitative data, the primary limitation is that the data was not standardised across the providers, and was grouped per workshop rather than by individual. As a result, the evaluation was unable to analyse quantitative data across multiple providers.

Locating Like Minds, Like Mine Within a Changing Context

10. The 23-year history of Like Minds, Like Mine signals its ability to continually adapt and respond to changes in the environment, whilst remaining true to its core goals. A change from a National to a Labour coalition government in 2017 created some changes in context that have influenced the direction of Like Minds, Like Mine. A strengthening focus by government on Te Tiriti o Waitangi and equity, as well as on population wellbeing has opened the door for Like Minds, Like Mine to make this more of a focus.
11. Similarly, strategic direction changes within Te Hiringa Hauora have also influenced the direction of Like Minds, Like Mine. For example, an increasing focus on equity and human rights, as well as a burgeoning commitment to reflect and implement a Te Tiriti framing. Another example is the creation of the Tangata Whenua Advisory Group in 2019 to provide support and advice from a Te Tiriti o Waitangi perspective to all Te Hiringa Hauora mental health programmes.

What have we learned?

12. The four strategic learning themes that emerged in the evaluation are: a) a Te Tiriti framing and applying an equity lens; b) including and supporting benefit groups; c) programme cohesion in complexity; and d) capacity and capability building. The areas of learning within these themes sit across all the KEQs. Each theme explores learning about delivering Like Minds, Like Mine using a principles-focused approach, particularly for benefit groups (KEQ 1 and 2) as well as what it takes to achieve valuable outcomes (KEQ 3).

Te Tiriti framing and applying an equity lens

13. Te Hiringa Hauora made explicit its intent to support a Te Tiriti framing of Like Minds, Like Mine design and delivery through the integration of a Te Tiriti o Waitangi principle for the evaluation in 2019. Also, within the Human Rights and Social Model of disability principle, Te Tiriti o Waitangi is seen as a foundational document with which to align Like Minds, Like Mine design and delivery. Applying a Te Tiriti framing has revealed two important areas of learning about Like Minds, Like Mine strategy, design and delivery.

14. Firstly, Māori partners and Māori-led approaches are needed at all levels of the programme to ensure policy, design and delivery meets the needs of Māori. To date there has been insufficient funding and resource applied to develop Māori capability and capacity. The evaluation also identified that Te Huringa Hauora is exploring new ways of working to better reflect their obligations as a statutory partner of Te Tiriti o Waitangi. They have progressed some foundational changes and more are planned to bring a Te Tiriti framing into Like Minds, Like Mine, but this is still emerging.
15. Secondly, systems, structures and practices that are more effective for Māori and align with Te Tiriti are required. Tauwiwi⁵ organisations have struggled to successfully adapt to provide a Māori-specific focus, so further guidance and support to improve their responsiveness for Māori would likely be beneficial. However, improving Māori responsiveness and cultural safety within Tauwiwi organisations does not replace the need for Māori specific and Māori-led approaches.
16. **Opportunities for the future:** Te Huringa Hauora deepening its understanding of how to respond to their obligations as a statutory partner; enabling Māori-led approaches, including resourcing kaupapa Māori organisations; supporting Tauwiwi organisations to develop their Māori responsiveness, cultural safety and alignment with Te Tiriti; and implementation of flexible and collaborative contracting approaches that enable these to occur.

Including and supporting benefit groups

17. Benefit groups for Like Minds, Like Mine delivery were identified in the 2014–2019 National Strategic Plan⁶. These benefit groups are the people who are disproportionately impacted by stigma and discrimination related to mental distress, namely, people with serious mental distress (SMD), Māori, Pasifika and young people. Like Minds, Like Mine intends to reduce stigma and discrimination particularly for these groups.

⁵Non-Māori

⁶Ministry of Health and Health Promotion Agency. 2014. *Like Minds, Like Mine National Plan 2014–2019: Programme to Increase Social Inclusion and Reduce Stigma and Discrimination for People with Experience of Mental Illness*. Wellington: Ministry of Health.

18. The key lesson learned, evident in changes already occurring within Te Hiringa Hauora, is that for programming to be effective for benefit groups they must have a voice, and be involved in design and delivery. Doing this ensures design and delivery is developed by, and with, those with lived experience of the benefit groups.
19. This lesson is exemplified through the deep and enduring involvement of people with lived experience in the programme. A guiding principle for Like Minds, Like Mine specifies the importance of lived experience involvement in the programme. This involvement is achieved by channelling funding through lived experience providers, as well as supporting non-lived experience organisations to develop genuine and authentic inclusion of people with lived experience. As a result, Like Minds, Like Mine has been tailored to effectively prioritise the needs of people with lived experience of mental distress throughout design and delivery. Most people with lived experience spoke highly of the programme and identified how it has supported them to speak their truth and grow their self-confidence, increased their feelings of connectedness and their motivation to help others.
20. **Opportunities for the future:** strengthening the role and voice of Māori, Pasifika and young people in design and delivery to support programme delivery that underpins their cultural values; and prioritising leadership, partnership and resource allocation for these groups.

Programme cohesion in complexity

21. Like Minds, Like Mine has the aspirational goal of increasing social inclusion in New Zealand. Yet, increasing social inclusion is an ongoing process of social change which involves all New Zealanders. There are multiple causal factors that are more powerful and pervasive than Like Minds, Like Mine is ever likely to be. It makes sense, therefore, to build Like Minds, Like Mine around a shared mission or kaupapa that seeks to support changes across multiple levels of the system, while also reinforcing its distributed, diverse, multi-organisation and decentralised structure.
22. There are three important conditions for this sense of shared mission to occur. Firstly, there is a role for strategic leadership within Like Minds, Like Mine

supporting systems level change, through policy work and the development of cross-sector relationships. Secondly, the evaluation highlighted the value of collaboration and sharing of knowledge, experience and resources within the programme to support greater reach and learning. And finally, a set of shared principles can be used to support increased coherence by providing a shared understanding of the programme's mission and kaupapa.

23. **Opportunities for the future:** Te Hīringa Hauora to provide oversight and guidance, setting strategic direction, advocating at a systems level and fostering a collaborative and cohesive programme; using the detailed principles developed during evaluation scoping intentionally to design and deliver on a shared kaupapa into the future; investing time and resource to build provider capacity and alignment with the principles; supporting sharing of expertise and experience across the programme through a more flexible and collaborative contracting model; better articulation of a systems-level approach.

Capacity and capability building

24. As Te Hīringa Hauora moves into operationalising a new strategic plan, understanding where the programme can support additional capacity and capability building is useful. The evaluation clearly identified that the skills and expertise of the providers and those with lived experience of mental distress who have contributed to Like Minds, Like Mine is critical. This applies to the design and delivery of the programme and achieving outcomes.
25. At the provider level, a critical component is supporting capability and capacity development for those with lived experience who step into leadership roles to tell their stories safely and confidently. Further, developing and resourcing capability and capacity within providers for programme monitoring and evaluation would increase Like Minds, Like Mine's ability to tell its performance story more effectively. The principles could be used as a platform for developing an evidence base about the quality, value and impact of Like Minds, Like Mine.
26. At the participant level, continuing to focus on providing tools and practical ways in which participants can change their behaviour was seen as a strength of the programme and a key mechanism of change. Additionally, intentionally developing champions and agents of change was seen as an important way

to build capacity and capability of programme participants. Therefore, the programme should continue its focus on developing the capacity and capacity of participants to respond and support social inclusion.

27. **Opportunities for the future:** supporting those delivering the programme to ensure condition-favourable contact is achieved; supporting participants to become champions and agents of change; supporting greater alignment with the principles; articulating Like Minds, Like Mine theory of change and hallmarks of increased social inclusion at a systems-level; support monitoring and evaluation of delivery, outcomes and value.

The value proposition of Like Minds, Like Mine

28. The ambition of Like Minds, Like Mine is to make a meaningful contribution to continuous processes of social change that build a more inclusive society. As noted earlier, the systems that support social inclusion are dynamic, complex and much bigger than Like Minds, Like Mine (for example, social and cultural networks, positive relationships, cohesive communities, social participation). To make a meaningful contribution to change, with a relatively modest budget, the programme needs to strategically intervene, targeting specific parts of the system most likely to achieve change.
29. The evaluation identified that Like Minds, Like Mine is indeed a set of diverse strategic interventions, aligned with success factors identified in literature that represent leverage points for system change. The importance of lived experience leadership and condition-favourable contact were affirmed in the evaluation as key mechanisms of change, alongside the other principles. In many respects, the guiding principles represent a key part of the theory of change for Like Minds, Like Mine. They are evidence and experience-based ways of working, or mechanisms of change, that support change for people with lived experience of mental distress.

Conclusion

30. Like Minds Like Mine's ongoing journey of learning, adaptation and growth is reflected in this report alongside some possible opportunities to consider for the future. As it has done over the past 23 years, Like Minds, Like Mine continues to work to reduce stigma and discrimination in Aotearoa New Zealand. Its long

history highlights its ability to adapt and grow according to a changing context. This evaluation found that the core value proposition of the programme lies in its guiding principles. These principles allow it to continue to adapt to changes in the mental health landscape whilst remaining focused on evidence and experience informed, principled ways of working that make a difference to those with lived experience of mental distress.

INTRODUCTION

31. Te Hīringa Hauora/Health Promotion Agency is responsible for the Like Minds, Like Mine programme, which aims to increase social inclusion and reduce stigma and discrimination against people with experience of mental illness/distress. The Knowledge Institute has completed an evaluation of the programme (2018-2020). The evaluation is framed by the Like Minds, Like Mine guiding principles and focuses on strategic learning and adaptation of the programme now and into the future.
32. The key evaluation questions (KEQs) are:
- KEQ 1: What have we learned about delivering Like Minds, Like Mine?
- c) What have we learned about using a principles-focused approach to delivery?
 - d) What have we learned about ensuring the needs of benefit groups are met in delivery?
- KEQ 2: What have we learned about what it takes to achieve valuable outcomes for Like Minds, Like Mine?
- KEQ 3: What have we learned about the value proposition of Like Minds, Like Mine and what is needed to achieve it?
- KEQ 4: What are any further emerging learnings from across the Like Minds, Like Mine programme?⁷
33. The evaluation framework outlined key elements that underpin all components of the evaluation:
- Guiding principles act as a reference point above and throughout the whole framework, to guide evaluation of design, delivery and immediate outcomes
 - Locating the evaluation within social justice, equity, Te Tiriti o Waitangi, benefit group (people with serious mental distress (SMD), Māori, Pasifika and young people) lenses

⁷To meet current information needs in an evolving context, the KEQs were updated in 2019 to emphasise strategic learning rather than summative judgements. Previous KEQs can be found in the evaluation framework and in earlier reports.

- Framing Like Minds, Like Mine ‘outcomes’ as gradual changes in an ongoing, long-term social process (a journey, not a destination).
34. The evaluation began in late 2017 when a scoping phase was commissioned by Te Hiringa Hauora. Implementation of data collection for the evaluation started in mid-2018 and was completed in early 2020.

This report

35. This report is the final report for the Like Minds, Like Mine evaluation. It reflects on what has been learned about Like Minds, Like Mine’s design, delivery and outcomes, as well as the use of a principles-focused approach to evaluation. It considers these areas of learning in light of the Like Minds, Like Mine strategy and opportunities.
36. The report starts by presenting some key information to describe the current delivery of the Like Minds, Like Mine programme and the environmental context that has influenced this delivery in the past three years. It then provides a summary table of programme delivery during the evaluation period (2018-2019). Following this is a summary of the evaluation approach including methodology, data collection analysis and synthesis and limitations of the evaluation data. Finally the report discusses what has been learned about Like Minds, Like Mine and possible opportunities for the future, framed by four strategic learning themes, before concluding with a discussion of the value proposition of Like Minds, Like Mine.
37. A final note about this report. The Like Minds, Like Mine community is small and are well-known to each other. To retain greater anonymity in this report we have tried to minimise mention of specific providers, activities or roles wherever possible. Rather, we have tried to keep reporting focused on the Like Minds, Like Mine programme overall. We use the term ‘providers’ in this report to refer to all organisations that are delivering aspects of the programme including Te Hiringa Hauora, Mental Health Foundation, Changing Minds, Mind and Body, Peerzone and University of Otago, Wellington. In saying this, there are some instances in this report where the design, delivery or impact of a specific programme is separated out because something unique about it is worth mentioning.

Programme overview and summary of activity

38. Like Minds, Like Mine operates in a unique and important niche within the mental health and human rights landscape. Since 1997, Like Minds, Like Mine has worked to increase social inclusion and reduce stigma and discrimination for people who experience mental distress. The programme has continually adapted and responded to changes in the environment, while holding firm to its core goals.
39. The current delivery model of Like Minds, Like Mine is presented in Figure 1 below. It is guided by a set of evidence and experience-informed principles, and identifies benefit groups⁸ that reflect people most affected by stigma and discrimination and the recipient groups⁹, where discrimination is most likely to come from. The Like Minds, Like Mine guiding principles from the National Strategic Plan are below. These were modified for the evaluation to make them more descriptive and inclusive of the benefit groups after wide consultation with stakeholders:
- Leadership and coordination is strong and includes people with mental illness
 - Strong shared purpose that responds to a changing environment
 - Multi-level approaches are used
 - Social model of disability and human rights is the foundation of the programme
 - Public contact with people with mental illness has an equalising effect (Power of contact)
 - Programme activity highlights socially inclusive behaviours¹⁰.
40. An additional Te Tiriti o Waitangi principle was added for use in the evaluation. This principle was developed and agreed by Te Hiringa Hauora and the Ministry of Health. This principle is:
- The Like Minds, Like Mine Programme (under the stewardship of Te Hiringa Hauora/Health Promotion Agency) acknowledges the special relationship between Māori and the Crown under Te Tiriti o Waitangi.

⁸The term benefit groups was identified by Te Hiringa Hauora as the preferred term to use for these groups. Previously they were referred to as priority groups which is the term used in Figure 1.

⁹The term recipient groups was identified by Te Hiringa Hauora as the preferred term to use for these groups. Previously they were referred to as priority audiences which is the term used in Figure 1.

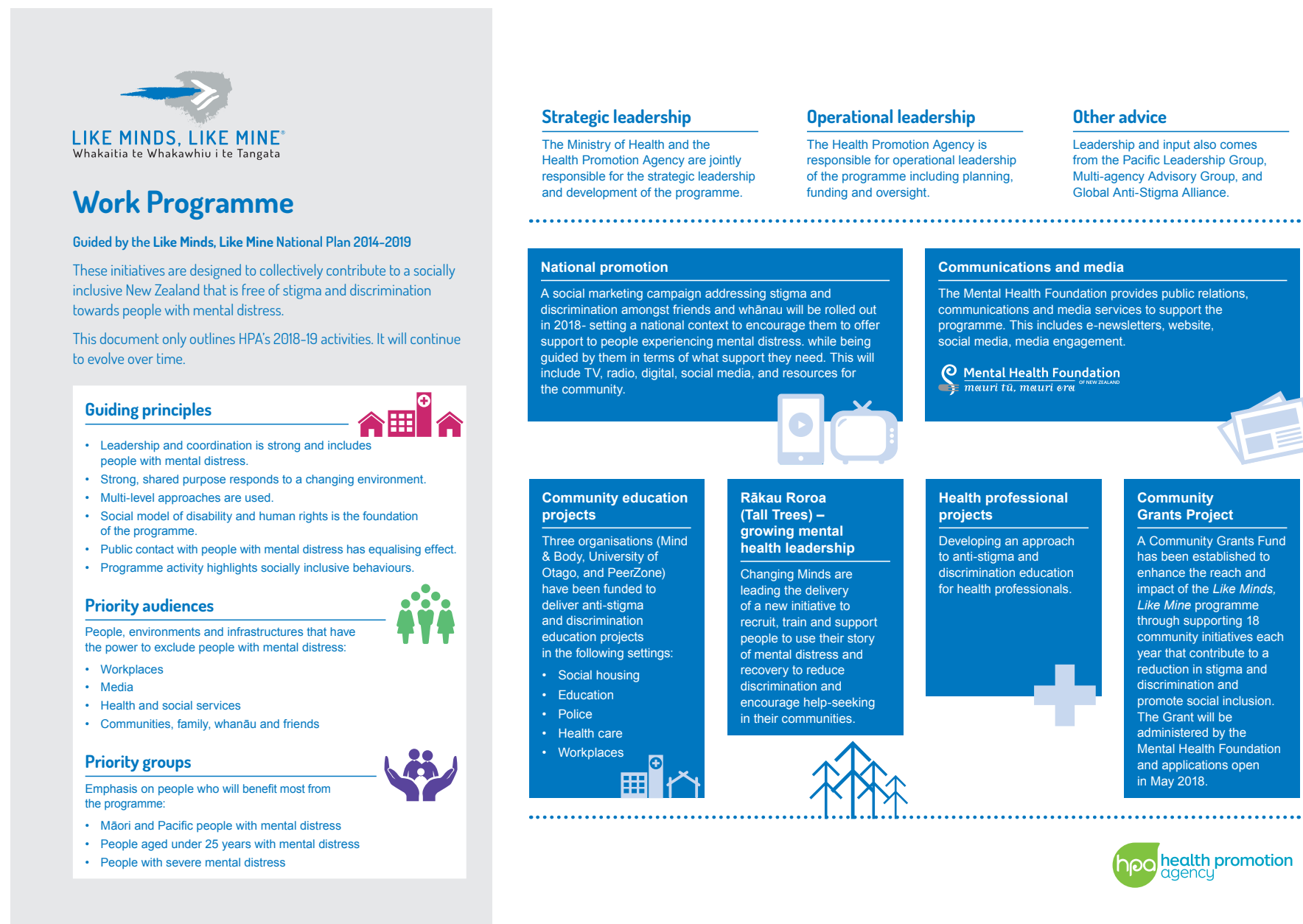
¹⁰Ministry of Health and Health Promotion Agency. 2014. *Like Minds, Like Mine National Plan 2014–2019: Programme to Increase Social Inclusion and Reduce Stigma and Discrimination for People with Experience of Mental Illness*. Wellington: Ministry of Health.

41. As the blue boxes in Figure 1 show, the Like Minds, Like Mine programme structure has six different workstreams, five of which are included in the evaluation¹¹. Each of these workstreams targets different benefit and/or recipient groups. Like Minds, Like Mine activities within these workstreams range from supporting people with lived experience to actively combat stigma and discrimination within their chosen setting (Rākau Roroa, Community Grants, Media Watch) through to supporting potential excluders¹² to reduce stigma and discriminatory practices (Community education programmes, national promotion).

¹¹ The Health Professionals workstream is not included in the evaluation because the timeframe for design and delivery was different to the rest of the workstreams which were active throughout 2018-2020.

¹² Excluders refers to people who have the power to exclude people experiencing mental distress.

Figure 1: Infographic of Like Minds, Like Mine delivery



42. A summary of programme delivery during 2018 and 2019 is provided in Table 1. It describes the activity and target audiences of the Like Minds, Like Mine workstreams.

Table 1: Summary of programme delivery by workstream groups (2018-2019)

Workstream	Brief description
National promotion	A social marketing campaign addressing stigma and discrimination amongst friends and whānau was rolled out in 2018/19 to encourage them to offer support to people experiencing mental distress, while also being guided by those with mental distress in terms of the kind of support they need. This included TV, radio, digital, social media, and resources for the community.
Communications and media (Mental Health Foundation)	The Mental Health Foundation provides public relations, communications and media services to support the programme. This includes e-newsletters, website, social media, media engagement.
Rākau Roroa	This project is an anti-prejudice and discrimination initiative which trains and supports a growing network of leaders with lived experience of mental distress and recovery. It delivers community projects all around the country, using the stories of lived-experience leaders to challenge prejudice and discrimination.
Community grants	A Community Grants Fund was established to enhance the reach and impact of the Like Minds, Like Mine programme. The fund supports community initiatives that contribute to a reduction in stigma and discrimination and promote social inclusion.
'No Worries' - delivered by Peerzone	This project is focussed on delivering anti-stigma and discrimination education in workplace settings to a wide geographical area within New Zealand.
'Education Two + Rethink' – delivered by Mind and Body	This project centres on anti-stigma and discrimination education for selected Education Providers (secondary, tertiary, alternative) in the North Island (Northland, Auckland, Waikato, Bay of Plenty and Wellington) to promote social inclusion for people with mental distress. Project delivery includes face-to-face workshops, plus e-learning support and consultation.

Workstream	Brief description
'Social Housing Two + Rethink' – delivered by Mind and Body	This project centres on anti-stigma and discrimination education for selected Social Housing Providers in the North Island (Auckland, Hamilton, Tauranga and Wellington) to promote social inclusion for people with mental distress. Project delivery includes face-to-face workshops, plus e-learning support and consultation.
Psychological Medicine education – delivered by University of Otago	This project focuses on reducing stigma and discrimination through enhancing the practice of trainee doctors and medical students. The project uses the World Health Organization Quality Rights Initiative training tools, and the latest evidence-based literature to include a human rights focus.
NZ Police anti-stigma and discrimination education – delivered by University of Otago	This project focuses on delivering anti-stigma and discrimination education to police staff and recruits. University of Otago works with Kites Trust and the New Zealand Police to deliver contact-based education for staff and recruits to improve the police response to people who experience mental distress.

Locating Like Minds, Like Mine within a changing context

43. The latest iteration of Like Minds, Like Mine has been operating since 2014. This evaluation does not cover this entire timeframe. Evaluation scoping started in 2017 and data collection started early 2018 and finished in late 2019. This section identifies key contextual and environmental changes that have occurred during this iteration of Like Minds, Like Mine at the central government level, and within the Te Hiringa Hauora environment.

International environment

44. Like Minds, Like Mine is part of the Global Anti-Stigma Alliance (GASA). Through this alliance, Like Minds, Like Mine has consolidated links with other similar overseas programmes and associated research. By sharing its developments over the past 23 years with GASA and other international connections, the programme has built a solid international reputation, as well

as ensuring global practice experience and evidence informs the programme's change over time. In particular, Like Minds, Like Mine was one of the first programmes to aim to reduce stigma and discrimination through a combination of national marketing and community driven initiatives. Similarly, the deep integration of people with lived experience of mental distress in Like Minds, Like Mine is seen globally as a unique and special characteristic of the programme.

Government environment

45. The most recent strategic plan for Like Minds, Like Mine (2014-2019) signalled a major change of direction for the programme from a community-based, regional-networked approach to a nationally-led approach targeted to the recipient groups and guided by a set of principles. Te Hīringa Hauora became the single lead agency for Like Minds, Like Mine in early 2015, with the Ministry of Health retaining strategic responsibility. Strategic development was supported through a joint project group¹³.
46. A change in government in 2017 from a National to a Labour coalition government led to further changes within the health sector. With the new government came a stronger focus on Te Tiriti o Waitangi and equity, as well as a focus on population wellbeing. For example, the 2019 wellbeing budget provided a \$1.9 billion package for mental health.
47. The Ministry of Health under the Labour coalition government has reviewed and is currently refocusing mental health delivery in New Zealand. The mental health and addictions inquiry and the subsequent recommendations from He Ara Oranga Report¹⁴ suggested a greater focus on wellbeing and recovery for those experiencing mental distress at all stages of severity. He Ara Oranga also recommends a focus on mental health promotion and prevention at a population level, which will be coordinated by a newly formed independent commission (The Mental Health and Wellbeing Commission).

¹³Ministry of Health and Health Promotion Agency. 2014. *Like Minds, Like Mine National Plan 2014–2019: Programme to Increase Social Inclusion and Reduce Stigma and Discrimination for People with Experience of Mental Illness*. Wellington: Ministry of Health.

¹⁴Government Inquiry into Mental Health and Addiction. 2018. *He Ara Oranga: Report of the Government Inquiry into Mental Health and Addiction*. Accessed from: www.mentalhealth.inquiry.govt.nz/inquiry-report/

Te Hiringa Hauora environment

48. The health context that Te Hiringa Hauora operates in today also has changed considerably since its inception in 2012. In 2019, changes were signalled in the form of a new Letter of Expectation from the Minister of Health and the formation of a new Governance Board and new Chief Executive. In response, Te Hiringa Hauora has been repositioning and reframing its future approach and role in relation to health promotion.
49. Since October 2019, Te Hiringa Hauora has been developing a strategic plan that affirms a new strategic direction for the organisation. This new direction reflects a desire to have a more proactive strategic leadership role within the health sector. The strategy also focuses on equity and human rights. Another important recent shift across all of Te Hiringa Hauora is their commitment to reflecting and implementing a Te Tiriti framing in their work. Mechanisms are being put in place across the organisation to support this way of working.
50. Like Minds, Like Mine has been, and will continue to be, influenced by changes in the strategic direction at Te Hiringa Hauora. The roles and responsibilities of Te Hiringa Hauora in relation to Like Minds, Like Mine are likely to become clearer as the organisational strategic direction is confirmed in future months, along with guidance from He Ara Oranga and Health and Disability System Review.

Mental health team environment

51. The Mental Health team within Te Hiringa Hauora has responsibility for the delivery of Like Minds, Like Mine. Throughout the evaluation this team has undergone changes in personnel. There have been new appointees into leadership positions, as well the creation of a new mental wellbeing manager role. Each new appointment has come with the opportunity to reconsider and positively redefine facets of Like Minds, Like Mine. These new appointments have also at times slowed progress.
52. Like Te Hiringa Hauora overall, a new strategic plan has been in development for Like Minds, Like Mine since late 2019 and is still to be confirmed. This plan

will reflect what has been learnt about Like Minds, Like Mine in the past few years and will support future implementation of the programme. Some directions signalled in the current version of the strategy include the development of a kaupapa Māori approach, providing stronger leadership and coordination and narrower targeting of the programme.

53. It is important to note that early engagement and reflection through the evaluation scoping process and changes in the contextual environment have already resulted in changes within Te Hiringa Hauora mental health team environment. For example, two new advisory groups have been convened to support Like Minds, Like Mine development and delivery. Firstly, a Pasifika Leadership Group was established in 2018 to support Like Minds, Like Mine specifically. Secondly, the Tangata Whenua Advisory group was established in 2019 with a wider remit to provide support and organisational advice from a Te Tiriti o Waitangi perspective to all mental health programmes delivered by Te Hiringa Hauora.
54. Throughout the evaluation, the mental health team have consistently demonstrated a willingness to learn and adapt to support better achievement of outcomes, especially for Māori and Pasifika populations. Some small positive changes have been implemented and others are planned for the future, as detailed in the remainder of this report.

EVALUATION APPROACH

55. This section presents a brief overview of the evaluation approach, data collection, analysis and synthesis methods, as well as associated limitations. More information on the evaluation approach and methods is available in the appendices to this report.

Our principles-focused approach

56. The evaluation used a principles-focused approach¹⁵, whereby the Like Minds, Like Mine guiding principles are used as a frame for the key evaluation questions and evaluation criteria. The principles were used in the evaluation to bring together the diverse Like Minds, Like Mine delivery approaches and contexts. An additional Te Tiriti o Waitangi principle was added to support the ongoing exploration of a Te Tiriti framing specifically in the evaluation. There is scope for this Te Tiriti principle to be added as a guiding principle for the programme as well.
57. In complex environments, such as the delivery context for Like Minds, Like Mine, principles can provide guidance about how to think or behave toward a desired result¹⁶. The guiding principles were used to collaboratively develop evaluative criteria for the quality of design and delivery, as well as expected immediate outcomes (See Appendix A for evaluation criteria). The agreed criteria were aspirational; they described a fairly high standard for design, delivery and immediate outcomes. This collaborative process ensured that what was considered important and valuable for Like Minds, Like Mine was transparent and evaluable. A further benefit of this collaborative criteria creation process was that the evaluation team, with stakeholders, invested in building a shared understanding and definitions of what the principles mean

¹⁵Patton, M. Q. (2017) *Principles-Focused Evaluation*, Guilford Press. New York.

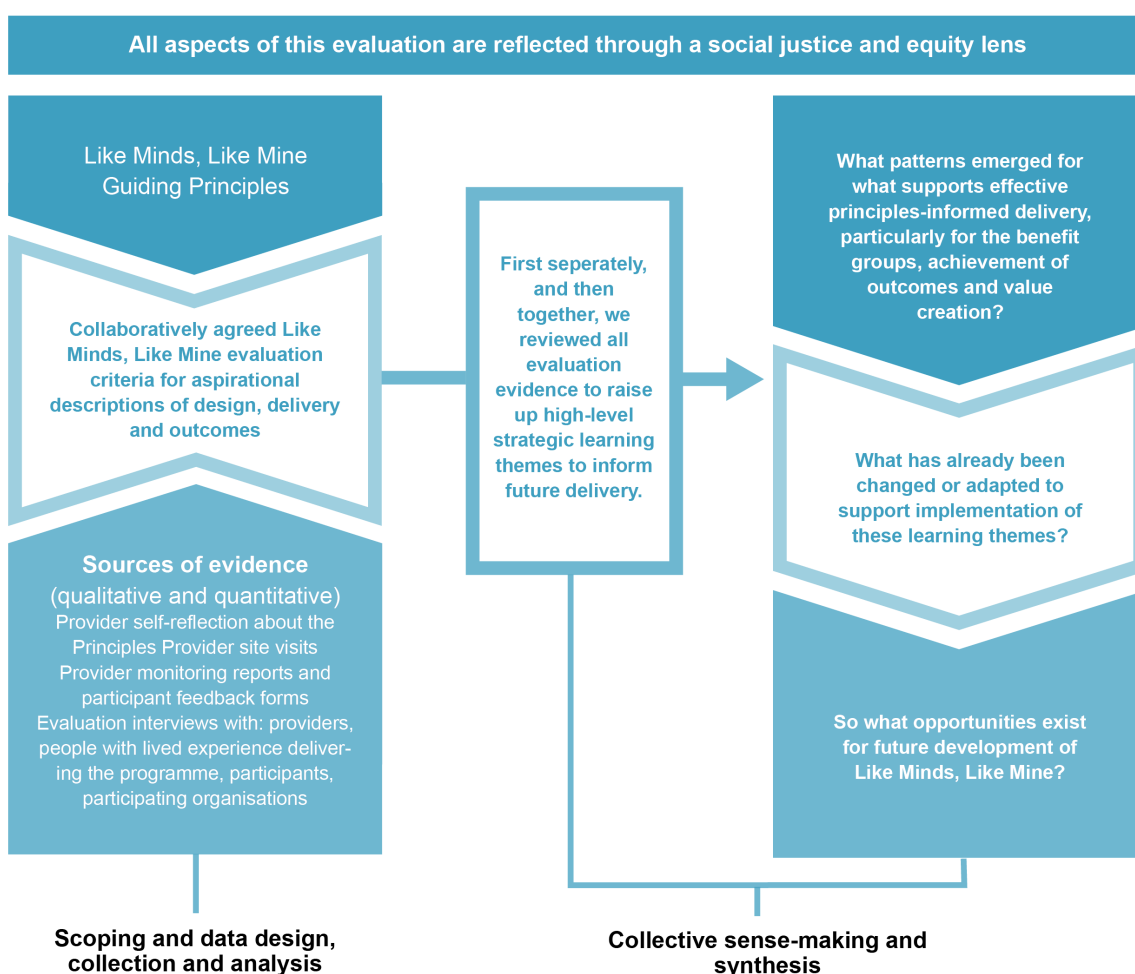
¹⁶*Ibid.*

for programme design, delivery and outcomes. The process supported the integration of the principles in a meaningful way into both the evaluation and the programme delivery. This process could continue in the future, to cohere and align delivery, monitoring and evaluation for the next iteration of Like Minds, Like Mine.

Evaluation process

58. Figure 2 below presents an overview of the evaluation process, demonstrating how the guiding principles informed the creation of a suite of collaboratively agreed criteria and data collection methods. These criteria were then used to frame the review of evidence completed by the evaluation team to identify high-level strategic learning themes.

Figure 2: Like Minds, Like Mine evaluation process



Data collection and analysis

59. The evaluation triangulated and layered multiple sources of evidence to build a picture of the different ways in which Like Minds, Like Mine is being implemented. Data collection methods that informed the development of strategic learning themes are listed below. For more information about data collection and analysis please see the Appendix B: Methods.
- Early scoping activities (i.e. literature review, workshops)
 - Provider¹⁷ site visits
 - Provider interviews
 - Provider self-reflections
 - Provider contract monitoring reports
 - Interviews with facilitators/educators and those delivering Like Minds, Like Mine activities
 - Interviews with organisational spokespeople
 - Pre and post workshop questionnaires collected by providers (including a report on research done on the social marketing campaign)
 - Interviews with individual participants.
60. Analysis of qualitative data was through an inductive coding process against the guiding principles and the evaluative criteria. Deductive coding also was used where critical and emergent findings were identified that did not align with the guiding principles or evaluation criteria. All coding was completed in MAXQDA. Quantitative data was analysed using basic descriptive statistics. No further statistical analysis was able to be completed because of the nature of the data that was provided. This is discussed in more detail in the limitations section.

Synthesis and getting to strategic themes

61. The strategic themes emerged after a systematic and structured reflection process where all data from the evaluation were reviewed against the KEQs by both the evaluation team and a team from Te Hiringa Hauora. Patterns, surprises, contradictions, strengths and possible opportunities¹⁸ were discussed initially by each team separately and then the two groups came together to

¹⁷In this report the word 'providers' refers to all those who are resourced to fund Like Minds, Like Mine activities, These organisations are: Te Hiringa Hauora (specifically their marketing, research and operations teams), Mental Health Foundation, Changing Minds, Mind and Body, University of Otago (Wellington) and Peerzone.

¹⁸Williams, B. (n.d.). *Qualitative Data Analysis*. Retrieved from <http://www.bobwilliams.co.nz/ewExternalFiles/analysis2.pdf>

compare their reflections. There was strong alignment between the groups' reflections on the areas of critical learning that emerged from the evaluation evidence about both the process of design and delivery, and achievement of outcomes. These reflections are grouped into the four strategic learning themes reported in this document. These themes combine three types of strategic learning - learning about using a principles-focused approach, learning about effective programme design and delivery, as well as learning what it takes to achieve valuable outcomes.

Limitations

62. This section identifies key limitations of this evaluation that are likely to have influenced the findings and our subsequent ability to draw conclusions about what has been learned. As previously explained, Like Minds, Like Mine intends to work directly with excluders to change their behaviour for the benefit of people with lived experience of mental distress across all areas of society. The chain of outcome logic is complex. This complexity limits the evaluation's ability to conclusively determine whether the outcomes, such as behaviour changes by excluders, have been achieved or not and whether changes can be linked to Like Minds, Like Mine. However, exploring the experiences of those who have participated in the programme (i.e. attended a workshop or received a grant) and the contribution the programme might be having to more immediate outcomes, such as increased awareness, knowledge and beliefs, is more feasible. The qualitative and quantitative limitations identified in this section reflect these challenges.

Qualitative data (interviews)

63. Much of the evidence used in this evaluation is qualitative in nature, both from the providers and the participants. A number of important limitations for this evaluation were due to the process used to access participants of the programme. This access was made via providers of the programme. Typically, providers gave the evaluation team a list of possible interviewees who were considered key contacts and then these people were contacted to access participants as per a snowball approach. The exception to this was within Rākau Roroa where all participants of the programme were invited through Facebook to be interviewed for the evaluation.

64. The selected nature of the participants meant that those who were interviewed were likely to feel more strongly and/or positively about the programme, which potentially introduces a bias into the analysis. This potential bias was mitigated in the evaluation by assuring interviewees' confidentiality and reinforcing the intention of the evaluation to support learning about overall delivery.
65. The timing of interviews relative to preferred programme delivery also has been a limitation. Some programmes were delayed in their delivery as they worked to access new audiences. In some instances, the programme had only really begun to be fully implemented at the point at which interviews took place. This means that there may be fewer examples of behaviour change because there was not enough time between participating in a workshop and being interviewed for behaviour change to have occurred. Additionally, because of this timing there were limited examples of organisations who had delivered Like Minds, Like Mine activities to all staff, over time, to support organisational change.
66. Another limitation was the delay in being granted permission to access participants within one Like Minds, Like Mine provider until late 2019/early 2020. This delay meant that building a comprehensive set of interviewees over the course of 6-8 months for one provider as we had hoped was not possible. As a result, all our interviewees provided data about one set of workshops, rather than coming from multiple workshops. As a result, findings may not be reflective of all the work of this provider.
67. A further limitation for participant interviews is that many interviewees had multiple roles within the Like Minds, Like Mine programme, including being organisational leaders as well as programme participants. In fact, few interviewees were just participants. In most cases, we were not given permission to speak with individual employees who had participated. We were thus limited in our ability to talk to people who had just attended the programme rather than also being involved in helping to organise it. Therefore, this may have introduced a bias in those who were possibly more invested in the programme.
68. Another limitation is that some Like Minds, Like Mine activities were less well represented in the interviews than others and resulted in our analysis of data being across the whole programme rather than focused on individual

workstreams. Typically the findings discussed in this report relate to the whole Like Minds, Like Mine programme rather than specific workstreams or activities.

69. Finally, we did not specifically ask participant interviewees whether they belonged to a benefit group because of the sensitive nature of this question. This means that where we indicate findings about benefit groups, these are based on those who voluntarily shared their belonging to one of the benefit groups.

Quantitative analysis (pre and post workshop data)

70. The pre and post workshop data provided by the community education providers has not been standardised across the different programmes, so we have analysed the data by programme rather than across multiple programmes. The original intention was to support providers to have some degree of standardised reporting to enable across-programme comparisons. However, this was not possible because of the delays between planning, scoping and then implementing the evaluation. Although the original evaluation framework was finalised in February 2018, the implementation of the evaluation did not commence until early 2019 after most providers had already set up their monitoring systems. Further, another provider had set up a comprehensive monitoring system wrapped around their work that did not align with the timing of the data collection phase of the evaluation. Standardisation was not possible, even for part of the time covered by the evaluation.
71. As a result of monitoring systems already being set up and providers not explicitly funded for data collation and analysis, there was variability in how the quantitative data was given to the evaluation team. Much of the data provided for the evaluation was grouped per workshop, so there was insufficient detail about individuals to complete any statistical analyses on the data set. This means that we were unable to draw any statistically-based conclusions about participant change. The exception to this is the research completed on the National Marketing Campaign where statistical analysis was possible.
72. Finally, because of the grouped nature of the provider data we were not able to access data about the ethnicity of participants, so there is no quantitative analysis specific to Māori and Pacific benefit groups.

WHAT HAVE WE LEARNED?

73. This section presents strategic learning that has emerged as part of the evaluation, grouped into four themes. These themes are:
- Te Tiriti framing and applying an equity lens
 - Including and supporting benefit groups
 - Programme cohesion in complexity
 - Capacity and capability development
74. These learning themes include learning about both delivering Like Minds, Like Mine using a principles-focused approach (KEQ 1 and 2) as well as what is being learned about what it takes to achieve valuable outcomes (KEQ 3). For each theme, we introduce the learning that has emerged through the evaluation and then explore the evidence that has contributed to this learning before finally identifying some possible opportunities for future implementation.

Theme 1: Te Tiriti framing and applying an equity lens

75. This section explores what we have learned through the evaluation about delivering Like Minds, Like Mine in relation to a Te Tiriti o Waitangi framing and what we have learned about what it takes to achieve equitable outcomes for Māori. Te Hiringa Hauora made explicit its intent to support a Te Tiriti framing of Like Minds, Like Mine design and delivery through the integration of a Te Tiriti o Waitangi principle for the evaluation in 2019. Also, within the Human Rights and Social Model of disability principle, Te Tiriti o Waitangi is seen as a foundational document with which to align Like Minds, Like Mine design and delivery. Applying a Te Tiriti framing has revealed two important areas of learning about Like Minds, Like Mine strategy, design and delivery.
76. Firstly, Māori partners and Māori-led approaches are needed at all levels of the programme to ensure policy, design and delivery meets the needs of Māori. To

date there has been insufficient funding and resource applied to develop Māori capability and capacity. Additionally, the evaluation identified that Te Hīringa Hauora is exploring new ways of working to better reflect their obligations as a statutory partner of Te Tiriti o Waitangi. They have progressed some foundational changes (detailed later in this section) and more are planned to bring a Te Tiriti framing into Like Minds, Like Mine, but this is still an emerging space.

77. Secondly, developing systems, structures and practices that are more effective for Māori and align with Te Tiriti are required. Tauīwi¹⁹ organisations have struggled to successfully adapt to provide a Māori-specific focus, so further guidance and support to improve their responsiveness for Māori would likely be beneficial. However, improving Māori responsiveness and cultural safety within Tauīwi organisations, does not replace the need for Māori specific and Māori-led approaches.

Partnering with Māori to meet the needs of Māori

78. The inclusion of the articles of Te Tiriti as criteria within the evaluation's Te Tiriti o Waitangi principle signalled the need to partner with Māori and support a Te Tiriti framing within Like Minds, Like Mine. However, the evaluation identified a lack of funding and support that existed for Māori organisations to deliver the programme.

One of the challenging areas was accepting that no Māori or Pacific providers were directly funded... ..but I think that challenge has also led to one of our biggest learnings and how we think about the future of the program and how we involve everyone, and it's led to the changes that we see currently in the program and also the thinking for the future programs.

Like Minds, Like Mine provider

79. The evaluation highlighted that the Like Minds, Like Mine providers²⁰ acknowledge their role as Tauīwi and the importance of recognising Te Tiriti o Waitangi in their work. Nevertheless, this was a challenging area for them to operationalise because of the very limited funding and resource dedicated to developing and maintaining partnerships with Māori.

¹⁹Non-Māori

²⁰Like Minds, Like Mine providers refers to Te Hīringa Hauora and external providers.

the programme is limited by the level of resourcing to be able to effectively 'partner' with Māori/iwi/marae. The level of partnership facilitated has been at the operational level and based on existing linkages.

Like Minds, Like Mine provider

80. At all levels of Like Minds, Like Mine there was a realisation by providers that for partnership with Māori to be achieved, Māori organisations needed to be funded to deliver the programme. Whilst Māori were employed and involved within many of the providers, there is an understanding by providers that this does not equate to partnering with Māori to achieve Māori outcomes.

Not really a new learning for me, but really highlights it as well, is in the work so far is the 'me' – and I'm going to be really specific here – brown voices to be able to be forefronted by brown communities to achieve their engagement and social and community network or social movements or whatever's going to go on. So, by that I mean having specific organisations actually funded to do work. So, having Māori and Pacific organisations funded to do the work, because otherwise you risk everything being generalised and therefore basically it won't fall together.

Like Minds, Like Mine provider

81. Partnership with Māori and developing Māori-led approaches in current Like Minds, Like Mine practice is still emerging. However, this is an area where there has been some progress during the evaluation. For example, as a short-term action, Te Hiringa Hauora released some additional funding in 2019 for one kaupapa Māori organisation to deliver some Like Minds, Like Mine activities and they hope to extend this further in the next round of contracting. Another example is the formation of the Tangata Whenua Advisory Group in 2019, which provided an opportunity for better Māori representation at strategic and leadership levels of Like Minds, Like Mine. This group has only recently been formed, but has the potential to support better partnership models with Māori.
82. However, whilst partnering with Māori is a positive move, evidence in the literature shows that equitable outcomes for Māori are more likely to occur when Māori organisations are designing and delivering the programme 'as Māori'^{21,22}.

²¹Wehipeihana, N. (2019). Increasing cultural competence in support of indigenous-led evaluation: A necessary step toward indigenous evaluation. *Canadian Journal of Program Evaluation / La Revue canadienne d'évaluation de programme* 34.2 (Fall / automne), 368–384 doi: 10.3138/cjpe.68444

²²Baker, M., Pipi, K., and Cassidy, T. (2015). Kaupapa Māori action research in a Whānau Ora collective: An exemplar of Māori evaluative practice and the findings. *Evaluation Matters—He Take Tō te Aromatawai* 1: 2015 doi: 10.18296/em.0006

Ultimately, participation and outcomes ‘as Māori’ within Like Minds, Like Mine will come from ensuring there are resources available for Māori to choose for themselves how they design and deliver the Like Minds, Like Mine kaupapa for Māori. In this regard, He Kākano ō te Rangiātea²³ remains a useful resource to support discussions about what a ‘by Māori, for Māori, as Māori’ approach to Like Minds, Like Mine might look like in the future.

Developing systems, structures and practices that are aligned with Te Tiriti and effective for Māori

83. The evaluation showed there is a high level of experience and expertise in Tauwiwi organisations to deliver Like Minds, Like Mine to a general audience. Feedback from Tauwiwi providers illustrated their willingness to grow their capacity and capability to better respond to the needs of Māori. Yet they were not able to enhance their cultural safety and responsiveness as successfully as they wanted to. Providers generally struggled to attain and/or maintain integration of Māori in their work. For some, the inclusion of Māori concepts and terms are as far as they have been able to go at this point in time, whereas others are working toward embedding the needs of Māori more deeply into their work. For example, some are working closely with Māori organisations throughout their design and delivery, or engaging Māori expertise to support a culture change within their organisation to enhance their internal structures and ways of working to better support Te Tiriti aspirations.

I think it's been a wonderful advantage of having Māori and Pasifika facilitators... .. is that they can speak to their knowledge of Pasifika and Māori framework while in a workshop - to participants who are Māori and Pasifika. And not just a Pākehā person reading out what they've learnt, or what they've researched in a textbook.

Like Minds, Like Mine provider

I think along that process somewhere I think we kind of made up, well I certainly made up in my head, that being able to engage in Te Ao Māori was something tangible that we had to acquire to be able to make that connection. And then in the last year it's

²³New Zealand. Like Minds, Like Mine. (2009). He Kākano Ō Rangiātea, He Kete Mātauranga. Auckland, New Zealand: Mental Health Foundation of New Zealand.

really been about moving through that and to realizing that it's about tikanga²⁴. It's about us embedding in our approach and embedding it into our systems and how we engage across the board with everything.

Like Minds, Like Mine provider

84. Collectively, a key area of learning has been the need for development of systems, structures and practices within Like Minds, Like Mine that are aligned with Te Tiriti and effective for Māori. As noted earlier, the changing context within the Ministry of Health and Te Hīringa Hauora has supported positive changes within the design and delivery of Like Minds, Like Mine as it moves toward alignment with a Te Tiriti o Waitangi framing.
85. However, the evaluation highlighted that this work has been largely outside of providers' contracted deliverables and has been limited by the degree of involvement of Māori in Like Minds, Like Mine. Te Hīringa Hauora have acknowledged these limitations and are looking to change their contracting model for future funding rounds. This change is intended to allow providers to be better supported, both in terms of developing a collective understanding of a Te Tiriti framing of Like Minds, Like Mine, as well as the development of systems, structures and practices that are more effective for Māori and align with Te Tiriti.
86. Another area where the evaluation identified potential for better systems and structures for a Te Tiriti framing was in the monitoring of outcomes for Māori. Within the evaluation we were able to gather some insight about Māori outcomes through our qualitative interviews, but there was limited quantitative data able to be analysed specifically in relation to Māori outcomes. The national marketing campaign was able to complete a Māori specific analysis which showed positive results but other quantitative analysis was not possible.

Opportunities for future implementation

87. The development of a Te Tiriti o Waitangi framing and applying an equity lens has been an area of significant learning and exploration within the evaluation timeframe. Some positive shifts have occurred and more are planned. Further opportunities to strengthen this area in the future are:

²⁴ Māori are the indigenous peoples of Aotearoa (New Zealand). Tikanga is the Māori customary system of values and practices that have developed over time and are deeply embedded in the social context

- Te Hiringa Hauora further deepening its understanding of how to fulfil their obligations as a statutory partner
- Integrating a specific focus on developing capacity and capability to enable Māori-led approaches at all levels of the programme. This includes resourcing kaupapa Māori organisations to develop their own approaches
- Supporting Tauwiwi organisations capacity and capability to develop their Māori responsiveness and cultural safety
- A more flexible approach to contracting, that includes softer deliverables (for example, recognition of relationship building) would support Like Minds, Like Mine providers to explore and focus on *how* they are delivering rather than just *what* they are delivering. This opens the way for greater development of systems, structures and practices that align with Te Tiriti and are effective for Māori.

Theme 2: Including and supporting benefit and recipient groups

88. This theme discusses what has been learned about including and supporting benefit groups so the programme is effective for them. Throughout this evaluation, a focus on Te Tiriti, social justice and equity has taught us many things about how value might be created within Like Minds, Like Mine for members of the key benefit groups. The key lesson learned, evident in changes already occurring within Te Hiringa Hauora, is that in order for programming to be effective for benefit groups, they must have a voice, and be involved in design and delivery. This approach ensures design and delivery is developed by, and with, those with lived experience of the benefit groups.
89. The 2014-2019 Like Minds, Like Mine National plan identified benefit and recipient groups. Benefit groups are those disproportionately impacted by stigma and discrimination related to mental distress, namely, people with serious mental distress (SMD), Māori, Pasifika and young people. Recipient groups refer to settings where stigma and discrimination are more likely to occur, namely, workplaces, health and social services, media, communities and among whānau, family and friends. These groups (benefit and recipient) are where Like Minds, Like Mine activities were to be targeted.

90. The intention was that across all the Like Minds, Like Mine providers, each benefit and recipient group would be directly targeted by at least one provider rather than each provider targeting all benefit and recipient groups. Contract monitoring for the community education programmes asked providers to report how they were targeting these settings (recipient groups) and benefit groups. Currently, recipient groups are covered across the programme delivery landscape. Benefit groups also were targeted, but not fully embedded into the programme. Delivery was 'for' and sometimes 'with' Māori, Pasifika and young people rather than 'by' and 'as' Māori, Pasifika and young people.
91. During early evaluation scoping, providers and subject experts stressed that benefit groups should be included explicitly in the development of key evaluation questions and in the development of evaluation criteria to ensure these groups were a fundamental part of all evaluation conversations. This is why one of the key evaluation questions focuses on what has been learned about ensuring the needs of benefit groups are met in delivery (KEQ 2). Further, many of the principle statements and criteria talk about prioritising people with serious mental distress, Māori, Pasifika and young people. In particular, the prioritisation of these groups was considered in the following principles:
- People with lived experience, prioritising people with serious mental distress (SMD), Māori, Pasifika and young people, are leading the Like Minds, Like Mine programme and/or its relevant workstreams.
 - Condition-favourable contact with those with lived experience, prioritising people with SMD, Māori, Pasifika and young people, has an equalising effect (Power of contact)
 - Programme activity highlights socially inclusive behaviours, prioritising people with SMD, Māori, Pasifika and young people
92. Many of the organisations funded to design and deliver the programme are lived experience organisations²⁵ and have been involved with Like Minds, Like Mine delivery for many years. Funded organisations that aren't lived experience organisations are employing and working with people with lived experience to ensure their inclusion in the programme. Directly channelling funding through lived experience organisations, as well as supporting non-lived experience organisations to develop genuine and authentic inclusion of people with lived experience, has created a programme that is tailored to effectively prioritise the needs of people with lived experience of mental distress throughout design and delivery.

²⁵ A lived experience organisation is one where people with lived experience will be in decision making roles at all levels of the organisation

Having people who I consider to have what some people define as serious mental distress involved in the programme means that our audiences reframe their conceptualization of mental illness as opposed to dismissing us as not reflective of that group of people.

Like Minds, Like Mine provider

93. A key area of learning was the comprehensive application of the lived experience principle throughout Like Minds, Like Mine. All lived experience providers demonstrated a deep knowledge and understanding of what is needed for appropriate design and delivery of programmes and activities that will benefit those with lived experience. The evaluation findings confirmed that this knowledge and application flows through all programme activity. The work of those with lived experience in the programme also demonstrates how key benefit groups can support the development of knowledge and capability in others to deliver more effectively to benefit groups.

you've got people who have the lived experience, heading it up and being involved at every level, and that creates that point of difference in terms of the type of message, the angle, the perspective on things.

Like Minds, Like Mine facilitator

94. In contrast, we learned that whilst there was some involvement of other benefit groups in Like Minds, Like Mine activity, there was minimal funding dedicated to provider organisations that specifically focus on or are run by Māori, Pasifika and young people. This was identified by Te Hīringa Hauora as an area for improvement early in the evaluation and some improvements have been made in this area, but there is still more work to do. At a strategic level Te Hīringa Hauora have created the Pasifika Leadership group and the Tangata Whenua Advisory Group. At a more operational level, additional funding was found for two additional programme offerings – one to a kaupapa Māori organisation and the other for a Pasifika-led community programme. These were however temporary measures, and the intention for the next round of Like Minds, Like Mine is to create partnerships and programme structures that will support benefit groups to have more involvement at all stages of design and delivery.

95. Finally, the evaluation has highlighted that providers believe strongly that outcomes for the benefit groups are most likely to be achieved when benefit groups are deeply embedded in programme design and delivery. In general, most people with lived experience of mental distress involved in the evaluation spoke highly of the programme and identified how it has supported them to speak their truth and grow their self-confidence, feelings of connectedness and their motivation to help others. This speaks to the strength of the integration of lived experience perspectives throughout all stages of the current programme and the benefits of this approach.

what they've taught me is huge in my life, I suppose. But that comes down to inspiring as well, doesn't it, because they've inspired me to speak about my own experiences. They've inspired me to want to help other people. They've inspired me to learn.

Like Minds, Like Mine participant

I'm thinking well, that kind of positive regard, that positive reinforcement for speaking my truths, is actually incredibly positive for my mental health. You know, I'm someone, my mental distress issues come from childhood adversity and trauma, and so I've had early experiences of "don't speak the truth". And if you do, it causes all kinds of trouble in the family. And your circle. So that's actually incredibly positive as an adult to be speaking my truth, to be having it reported in a more prominent kind of platform, and to be getting some positivity for it. That's good. It's good for me.

Interviewee who delivers Like Minds, Like Mine

Opportunities for future implementation

96. Similar to the previous theme, finding ways to increase inclusion and support of people from the benefit groups in Like Minds, Like Mine design and delivery has been a focus area in the past two years. Further opportunities to strengthen and enhance the changes already made are:
- Further strengthening the role and voice of the intended benefit groups - Māori, Pasifika and young people - in designing and delivering programme activities that are underpinned by their cultural values and practices. Like Minds, Like Mine is much more likely to succeed and bring about deep, sustainable change if delivery is 'by' and 'as' Māori, Pasifika and young people.

- Prioritising resourcing, leadership and partnership with Māori, Pasifika and young people in Like Minds, Like Mine, similar to the way the programme currently does for people with lived experience, would support better inclusion and outcomes for these groups.

Theme 3: Programme cohesion in complexity

97. This theme discusses learning that has emerged from the evaluation in relation to the cohesion of the programme in a complex operating environment. Evaluation findings highlighted that coherence around a shared mission or kaupapa, that seeks to support changes across multiple levels of the system, does support the delivery of a cohesive Like Minds, Like Mine programme. It also reinforces its distributed, diverse, multi-organisation and decentralised structure.
98. Three important conditions for this cohesion to occur in complexity emerged through the evaluation. Firstly, that there is a role for strategic leadership within Like Minds, Like Mine to support systems level change, through policy work and the development of cross-sector relationships. Secondly, the evaluation highlighted the value of collaboration and sharing of knowledge, experience and resources within the programme to support greater reach and learning. And finally, a set of shared principles can be used to support increased coherence by providing a shared understanding of the programme's mission and kaupapa.
99. The Like Minds, Like Mine guiding principle of using multi-level approaches supported the desire to have an approach that targets individual, community, organisational and systems level change. As noted already, Like Minds, Like Mine is a dynamic and complex programme with an aspirational goal. Increasing social inclusion is an ongoing process of social change which involves all New Zealanders. There are multiple causal factors that are more powerful and pervasive than Like Minds, Like Mine is ever likely to be. In this respect, Like Minds, Like Mine is trying to achieve a great deal with a relatively modest budget.
100. Evaluation evidence showed that multi-level approaches are being implemented, but the levels that have been primarily targeted are individual, organisation and community. There is a strong focus on delivery on the ground with individuals as part of an organisation or community, but there has been limited systems-level work, such as cross-agency level or policy and advocacy

work within Like Minds, Like Mine to date. The value of a multi-level approach therefore has not yet been realised and there is a need for a clearer articulation of a systems-level approach as part of Like Minds, Like Mine. Te Hiringa Hauora, working with the Ministry of Health, Tangata Whenua Advisory Group and the Pacific Leadership Group have an important strategic role to play in the development of this systems-level approach.

101. The evaluation identified that the Like Minds, Like Mine guiding principles matter to people, particularly those delivering the programme. The evaluation highlighted the value of unpacking the Like Minds, Like Mine guiding principles early on. The evaluation team worked with stakeholders to articulate in more concrete terms how the principles should be reflected in the design, delivery and immediate outcomes of Like Minds, Like Mine. As a result, the programme is now better-positioned to enact the principles in the future. This also led to a range of changes throughout the programme delivery to improve its quality and effectiveness.
102. The evidence suggests that the principles motivate people to act in ways that contribute to the overall programme intent and vision. They have also acted as a point of reference for implementation, providing some coherence and consistency to the programme across diverse settings. At the same time, they have enabled the adaption of approaches to respond to changing contexts while remaining true to the strategic intent of the programme.
103. Collaboration and sharing was raised as important for the effectiveness of the programme during the evaluation and relates directly to the Like Minds, Like Mine principle of strong shared practice. Providers wanted to understand and support other Like Minds, Like Mine activities to support wider reach of key messages across wider audiences. Further, providers highlighted the need for key messages to be consistent across the diverse delivery options and wanted to signpost participants toward other activities so they could become part of the Like Minds, Like Mine kaupapa.

[An improvement could be] National level strategy to tie together the silos of work into one integrated programme that people can recognise will make a big difference, as well as intentional support to open each workstream to the public in a way that allows them to choose what to get involved in, will ignite a social movement.

Like Minds, Like Mine provider

104. Like Minds, Like Mine providers became more connected during the course of the evaluation, for example, through Rākau Roroa graduates becoming involved in other activities and Te Hiringa Hauora creating a forum for community education providers to regularly meet. However, the evaluation identified that the programme structure did not intentionally enable strong collaborative working, learning and sharing amongst the providers. As an example, the contracting model used was robust in many respects from a procurement and auditing perspective. However, its competitive nature did not encourage providers to work together in design and delivery to share knowledge and expertise to create more comprehensive and connected activities. This is something that Te Hiringa Hauora is looking to change in the upcoming funding round for Like Minds, Like Mine, by building in a collaborative planning process as part of the contracting round.

There should have been some sessions at the start, I think, well, OK, where are the overlaps, you know, in resources and people, in education. You know, because I would happily do some sessions for them in exchange, you know. But, yes, it's taken just a few of us that get on, for that to happen. Rather than it being something that was part of the project.

Like Minds, Like Mine provider

Opportunities for future implementation

105. Opportunities that have emerged within this theme for future implementation of Like Minds, Like Mine are:
- For Te Hiringa Hauora to provide coordination, oversight and guidance as the lead Crown agent for Like Minds, Like Mine. Setting strategic direction, advocating at a systems level, and fostering a collaborative and coherent programme are all areas that have emerged as important to include in the future of Like Minds, Like Mine.
 - For the more detailed principles created for the evaluation – including the additional Te Tiriti o Waitangi principle – to be used in the next iteration of the programme in a more intentional way to design and deliver on a shared kaupapa.
 - Invest time and resources to foster a strong shared purpose and to build provider capacity and alignment with the guiding principles

that resonate strongly with those delivering the programme. This investment will support greater coherence and effectiveness of the programme, given its complex operating environment.

- Using a more collaborative and flexible contracting approach would create value through supporting better sharing of expertise and experience across the programme. This may also have the benefit of improving the integration of benefit groups into the programme, for example, engaging them early in the design process to more effectively explore their needs.
- Development of a stronger systems-level approach also would support greater leveraging of Like Minds, Like Mine activity on the ground. Articulating an intentional systems-level approach with specific system-level outcomes for Like Minds, Like Mine would enhance the kaupapa by supporting advocacy conversations at a national policy level. For example, working at a policy level to advocate for more socially inclusive workplaces is likely to complement Like Minds, Like Mine delivery on the ground, particularly in sectors such as education that are currently hard to access.

Theme 4: Capacity and capability building

106. This final theme discusses what has been learned about capacity and capability building to support future implementation of Like Minds, Like Mine. As discussed earlier, the programme, as well as the context for delivery, has continually changed over the more than 20 years Like Minds, Like Mine has been in existence. This latest iteration represented a substantial shift from previous iterations, with expectations about new programme developments and innovation a key feature. As Te Hiringa Hauora moves into operationalising the next strategic plan, insights from the evaluation about where the programme might support capacity and capability building may be useful, especially for those providers innovating and developing new delivery approaches.
107. The evaluation highlighted some key areas where further development of capacity and capability is likely to support better implementation as well as outcomes for Like Minds, Like Mine. These areas sit at two levels. The first is capability and capacity building within the providers to support effective implementation and delivery. The second is capacity and capability building with Like Minds, Like Mine participants as a mechanism of change for achieving the programme's medium and longer term outcomes.

Capacity and capability building at the provider level

108. The evaluation affirmed the value of the existing expertise, experience, commitment and passion of those delivering Like Minds, Like Mine. In many respects, the success of the programme is reliant on the skills and expertise of those with lived experience who are delivering it, whether that is in a workshop setting or a community event. These people are required to tell their story and be openly vulnerable, while exhibiting excellent facilitation and people skills. It was highlighted in the evaluation that the ongoing development of the unique skill set of these people needs to be more intentionally planned for and recognised within the programme.

Recruiting facilitators of a specific heritage, cultural competency, that have used mental health services related to their mental distress, have experience facilitating or potential to facilitate, availability to facilitate workshops and feel comfortable sharing their lived experience in workshops is not an easy undertaking. This is an extremely niche market and has required a lot of work to find, screen, train and secure these individuals.

Like Minds, Like Mine provider

109. Condition-favourable contact was identified throughout the evaluation as a key mechanism of change. Achieving effective condition-favourable contact is not without its challenges, particularly for those who are new and emerging in this space. Interviews with participants and providers highlighted the need to wrap support around new and emerging facilitators with lived experience to scaffold them into leadership positions and ensure they share their story at a pace that works for them.

I think is probably something that would sit with Like Minds is, you know, some training around, you know, what parts of your story feel OK to share? Because I don't – I don't share all of my story. I share this bit and I don't talk about that bit because that's something that's still quite emotionally raw. So I choose to talk about [names some experiences]. That feels like it's comfortable, it sits OK, I can hold the space, and afterwards I feel OK. And so even after doing this for such a long time, I know the bits of my story that feel OK. And I think there needs to be some training around that.

Like Minds, Like Mine provider

110. This scaffolding process has already begun through Like Minds, Like Mine funding for Rākau Roroa and some of the other programme activities that intentionally support people with lived experience to come together as a community in a safe and constructive way, for example Media Watch. It has also been demonstrated on a smaller scale through one provider working successfully with a partnering organisation and specific individuals over time to build their capability to deliver appropriately. These examples are indicative of the focus, resource and time it takes to develop people with lived experience who are skilled and able to support others to combat stigmatising and discriminatory practices.

I really like the idea of having people who have mental health experiences lead these projects, because I think through experience, you learn a lot. You build your skills and you can kind of work on things beyond that as well. So, you're really investing in the capacity of people with lived experience to mobilise. Because I think we're often talked about rather than with, and I'd like to transition from even talking with to leading. But there's no way we're going to be able to do that without the appropriate skill set. And so, giving us chances to do develop those skills are really important.

Interviewee who delivers Like Mine, Like Minds

111. Finding ways to support leadership in the programme specifically from people in the benefit groups is equally important. As discussed earlier, the evaluation identified some of the ongoing challenges providers faced trying to support engagement with the benefit groups. These findings point to a need to support the development of leadership and engagement of all benefit groups in Like Minds, Like Mine.
112. Another learning that emerged is that providers need additional resources and support to develop their capacity and capability to effectively monitor and evaluate their delivery. The evaluation was limited in its ability to explore quantitative outcomes because there was no standardised data collected from participants across providers. More effective data design, collection and analysis would be supported by coordination of evaluation and monitoring activities, as well as resourcing a capacity building approach for providers.
113. As discussed earlier, it is challenging to identify and attribute individual changes to Like Minds, Like Mine because there are many other influencing

societal factors and there is a complex chain of outcomes. These range from influencing excluders to improving inclusion for people with lived experience of mental distress. Along with more effective data design, collection and analysis at provider level, we see a need to develop a shared expectation of how Like Minds, Like Mine will achieve change (at all levels). This includes what the key mechanisms of change are, and how these changes might be evaluated consistently. We see the guiding principles playing an important role in this, as they articulate what's important and valuable about how the programme is delivered. They are an essential aspect of the programme's theory of change.

Capacity and capability building at the participant level

114. Evidence from the evaluation identified that Like Minds, Like Mine is at its most effective when it inspires people through condition-favourable contact to change their behaviour, while providing them with useful tools and examples. Like Minds, Like Mine also was effective at deliberately growing champions and agents of change for social inclusion within communities and workplaces.

there's echoes of the training in the back of my mind with everything that I try and do and deliver. I think about what I've learned and what I've been exposed to, and sometimes I love revisiting it because it's just a good kick up the bum, really.

Like Minds, Like Mine participant

115. In order to translate participant inspiration to effective ongoing action, participants need tools and resources that support them to make behavioural changes. This evaluation has affirmed this as an area for ongoing capacity and capability development for participants in order to further support valued outcomes.

And the resources that they left behind were excellent. And some staff picked up and took them away. And when we came back together the next day, some staff took them home and discussed at home, and let me know about that, and that it was a really good thing for them to be able to talk about at home. So yes, there was good feedback from people. But then we got sent all these cards, resource cards about having conversations with people around mental health, and people took them off to their [workspace].

Like Minds, Like Mine participant

Opportunities for future implementation

116. For this theme, opportunities for stronger investment in capacity and capability building at both provider and participant levels in the future are:
- Supporting capacity and capability of those delivering the programme to ensure condition-favourable contact is achieved
 - Developing participants, particularly from the benefit groups, to become champions and agents of change emerged in the evaluation as an important mechanism for change and could be further strengthened
 - Allocating resources to build capacity and alignment with the guiding principles to support greater cohesion about the programme value
 - Better articulation of the Like Minds, Like Mine theory of change, including clarity about the key mechanisms of change. This will assist future evaluation efforts
 - Resourcing to support providers to monitor and evaluate their delivery, as well as programme outcomes and value
 - Explore and articulate what increased social inclusion would look like at a systems level. Exploring what multi-level system improvements in awareness, knowledge, beliefs and behaviour are expected, embodied in the guiding principles, would facilitate clarity in future Like Minds, Like Mine delivery and evaluation. Similarly, unpacking under what conditions and assumptions these improvements are likely to occur might also be useful for future implementation.

LIKE MINDS, LIKE MINE'S VALUE PROPOSITION

117. The evaluation findings identified several ways in which Like Minds, Like Mine is currently creating value. These practices were identified through unpacking some of the mechanisms of change for the programme and by exploring what is working well and what can be improved, both from a delivery and an outcomes perspective.
118. Ultimately, the intended impact of Like Minds, Like Mine can be understood as growing social capital by supporting the creation of a more inclusive society. A capital asset is something that is not directly consumed; it stays whole and generates a payback. A more inclusive society is a form of social capital, and the payback is social value (for example, people with mental illness being able to exercise their rights and participate in society). Positive spinoffs could include economic benefits, such as increased employment and improved productivity, but the immediate value of Like Minds, Like Mine should be viewed through the broader lens of social value.
119. The ambition of Like Minds, Like Mine is to make a meaningful contribution to continuous processes of social change that build a more inclusive society. The systems that support social inclusion are dynamic, complex and much bigger than Like Minds, Like Mine (for example, social and cultural networks, positive relationships, cohesive communities, social participation). The potential of Like Minds, Like Mine needs to be understood in this context. To make a meaningful contribution to change, with a relatively modest budget, the programme needs to make strategic interventions, targeted to specific parts of the system. In other words, the programme needs to amplify or multiply its efforts by targeting points of leverage.
120. Like Minds, Like Mine is indeed a set of diverse strategic interventions, aligned with success factors (the guiding principles) identified in literature that represent leverage points for system change. It targets multiple settings, at multiple levels,

with a combination of top-down and bottom-up approaches. It targets potential excluders, with the aim of creating conditions that support social inclusion for people with mental distress. It targets specific benefit groups and recipient groups where the greatest difference can be made. Resources are allocated to providers that are considered to be well-placed to leverage the experience, expertise, and passion of people who are committed to supporting increased social inclusion.

121. What sets Like Minds, Like Mine apart is the inclusion of the evidence and experience informed guiding principles. The use of the guiding principles in the evaluation was affirmed by stakeholders in the early scoping phase. These principles were identified as fundamental to the programme's quality and effectiveness, a consistent thread, capable of providing coherence to a complex programme operating environment and structure.
122. We have explored in this report the key role that Te Tiriti o Waitangi and a human rights approach should have in future implementation and the importance of lived experience leadership throughout every facet of the programme. The need for multi-level approaches that articulate individual, community/organisational and systems-level change has been acknowledged in this report, as has the need for a strong shared purpose to cohere the diverse strands of delivery. Finally, the crucial role of effective condition-favourable contact and highlighting socially inclusive behaviours are affirmed in this evaluation. All these guiding principles that underpin Like Minds, Like Mine are key mechanisms of change to reduce stigma and discrimination and increase social inclusion. As such, sustained inclusion of them within the Like Minds, Like Mine theory of change will continue to create value for the programme.
123. Evidence in this evaluation points to the strong value proposition of Like Minds, Like Mine to continue to contribute to the mental health landscape in Aotearoa New Zealand. We acknowledge in this report the difficulty of evidencing the entire chain of logic for Like Minds, Like Mine. Instead we have elevated the voices of those with lived experience of mental distress who have delivered or participated in the programme. These people emphasised throughout the evaluation that 'by us and as us – this makes a difference to us'.

CONCLUSION

124. This report reflects on what has been learned about the delivery of Like Minds, Like Mine, particularly in relation to the principles-focused approach and benefit groups, as well as what is needed to support the achievement of outcomes and create value. Our learning spans the past three years of design and delivery of Like Minds, Like Mine, which reflected the operationalisation of a new way of working.
125. Four strategic learning themes have emerged in the evaluation that reflect aspects of the programme that could be strengthened and/or improved. Each of these themes represents an area of learning as well as opportunities for future programming.
126. Firstly, developing a Te Tiriti framing for the Like Minds, Like Mine programme by partnering with Māori organisations and developing systems, structures and practices that support equity for Māori. Secondly, including and supporting benefit groups to be deeply embedded in the programme will support better achievement of outcomes. Thirdly, supporting programme coherence to a kaupapa through leadership and collaboration using the guiding principles. Finally, providing ongoing capacity and capability development for providers and participants is essential to ensure ongoing adaptation and success of the programme.
127. Throughout the three years of the evaluation, Like Minds, Like Mine providers have signalled a desire to learn and adapt to better meet the needs of those they are seeking to support. Some of what has been learned has already been used to influence current and future implementation. Yet, there is also an acknowledgement that while shifts have occurred, the journey is ongoing, particularly in some areas such as understanding a Te Tiriti framing.

128. Like Minds, Like Mine continues to work to reduce stigma and discrimination in Aotearoa New Zealand. Its long history highlights its ability to adapt and grow according to a changing context. The journey of learning, adaptation and growth from the past three years is reflected in this report, alongside some possible opportunities for the future.

APPENDIX A – EVALUATION CRITERIA

Te Tiriti o Waitangi criteria

Table 2: Te Tiriti o Waitangi criteria for the evaluation

Guiding principle	Kawanatanga	Rangatiratanga	Mana Taurite
The Like Minds, Like Mine Programme (under the stewardship of Te Hīringa Hauora/Health Promotion Agency) acknowledges the special relationship between Māori and the Crown under the Te Tiriti o Waitangi.	Partner with Māori to determine the overall strategic direction of the programme.	Ensure Māori participate in the design and delivery of the programme according to their worldview and tikanga.	Ensure equitable programme resources and outcomes for Māori in comparison to non- Māori.

Like Minds, Like Mine Guiding Principles criteria

Table 3: Guiding principles criteria for the evaluation

Guiding Principle	How the design of Like Minds, Like Mine programmes should reflect the guiding principles	How the delivery of Like Minds, Like Mine programmes should reflect the guiding principles	Immediate outcomes related to the different levels of change the Like Minds, Like Mine programme hopes to effect.
People with lived experience, prioritising people with serious mental distress (SMD), Māori, Pasifika and young people, are leading the Like Minds, Like Mine programme and/or its relevant workstreams.	People with lived experience, prioritising people with SMD, Māori, Pasifika and young people, are leading and engaged in key aspects of programme design, including decision-making and allocating resources	People with lived experience, prioritising people with SMD, Māori, Pasifika, and young people, are leading and engaged in key aspects of delivery, including taking key roles in the delivery of the programme.	People with lived experience, prioritising people with SMD, Māori, Pasifika, and young people, are recognised as contributors and leaders in their communities and the settings they engage with
Strong shared purpose and practice is responsive to a changing environment	The Like Minds, Like Mine programme and structure enables workstreams, partners and allies to work together to design a cohesive programme.	The Like Minds, Like Mine programme and structure enables workstreams, partners and allies to engage with one another during delivery and implementation; to reflect on and share their strategies and resources.	<p>People with lived experience, prioritising people with SMD, Māori, Pasifika, and young people, have a sense of ownership of the Like Minds, Like Mine programme.</p> <p>People with lived experience, prioritising people with SMD, Māori, Pasifika, and young people, have a sense of connectedness and belonging towards Like Minds, Like Mine's partners and allies</p>
Multi-level approaches and multiple activities are used	<p>The design of the Like Minds, Like Mine draws on, and contributes to, evidence/experience-based models for using multi-level approaches and multiple activities.</p> <p>The Like Minds, Like Mine programme and structure enables workstreams, partners and allies to collectively work across all levels in the system to reinforce programme messages and outcomes.</p>	The Like Minds, Like Mine programme (including workstreams, partners and allies) intentionally engages across multiple levels in groups, organisations, communities and systems.	The Like Minds, Like Mine programme is effective across multiple levels in groups, organisations, communities and systems, so that people feel supported to be socially inclusive
Human rights and the social model of disability are the foundations of the programme	<p>Human rights and disability rights, particularly Te Tiriti o Waitangi (Treaty of Waitangi) the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), and the social model of disability, are embedded in the design of the Like Minds, Like Mine programme.</p> <p>Like Minds, Like Mine programme staff have a sound working knowledge of the UNCRPD, ensuring it is applied in programme design processes.</p>	<p>Workstreams are aware and continually demonstrating how a human rights approach, particularly the UNCRPD, can be applied and aligned with Like Minds, Like Mine programme and workstreams.</p> <p>Delivery focuses on challenging and eliminating social constructs that create environments (such as settings, relationships and other social and contextual environments in which people may experience stigma) that reinforce stigma and discrimination.</p>	<p>People with the power to exclude, prioritising Māori, Pasifika and young people, are more aware and have more understanding about mental distress. For example...</p> <ul style="list-style-type: none"> - the realities and myths of mental distress. - that everyone will experience mental distress at some time in their lives. - that their behaviour can increase social exclusion and social inclusion. - that they could do something different because this is an issue that impacts them and those they are close to.

Guiding Principle	How the design of Like Minds, Like Mine programmes should reflect the guiding principles	How the delivery of Like Minds, Like Mine programmes should reflect the guiding principles	Immediate outcomes related to the different levels of change the Like Minds, Like Mine programme hopes to effect.
			<p>People with the power to exclude, prioritising Māori, Pasifika and young people, know more about mental distress. For example...</p> <ul style="list-style-type: none"> - the drivers of mental distress such as discrimination based on culture - the impact of discrimination and how it effects/ restricts potential pathways and opportunities for people experiencing mental distress <p>People with the power to exclude, prioritising Māori, Pasifika and young people, have changed beliefs about mental distress. For example they believe...</p> <ul style="list-style-type: none"> - that discrimination is wrong - that experiencing mental distress is just one part of the normal human journey - people who experience mental distress are equal contributors to society - in the significance of cultural connection and reconnection for Māori living with discrimination related to lived experience <p>People with the power to exclude, prioritising Māori, Pasifika and young people, are behaving in ways that support inclusion. For example providing options for treatment, such as dialogue and therapies, that are wider than the traditional drugs and wards approach.</p> <p>People with the power to exclude, prioritising Māori, Pasifika and young people, have changed beliefs about mental distress. For example they believe...</p> <ul style="list-style-type: none"> - that a person is more than just the labels they carry. - that they should change what they are doing to be less stigmatising and discriminatory <p>People with lived experience, prioritising people with SMD, Māori, Pasifika and young people feel a sense of reduction in their own self-stigma</p>
Condition-favourable contact with those with lived experience, prioritising people with SMD, Māori, Pasifika and young people, has an equalising effect (Power of contact)	The Like Minds, Like Mine programme enables workstreams to create condition-favourable contact within the design process.	Providing opportunities for condition-favourable contact between people with lived experience of mental distress and others are fundamental to the delivery of the Like Minds, Like Mine, programme and key messages.	

Guiding Principle	How the design of Like Minds, Like Mine programmes should reflect the guiding principles	How the delivery of Like Minds, Like Mine programmes should reflect the guiding principles	Immediate outcomes related to the different levels of change the Like Minds, Like Mine programme hopes to effect.
Programme activity highlights socially inclusive behaviours, prioritising people with SMD, Māori, Pasifika and young people	<p>Workstreams design ways of operating, tools and resources that supports the development of inclusive environments, and the ability to respond.</p> <p>Where possible, design of context specific resources that support peoples' ability to respond are developed in collaboration with programme participants.</p>	<p>Workstreams reflect on their early implementation to ensure that opportunities are actually created to support peoples' ability to respond.</p> <p>Key messages about social inclusion and how people can respond to those experiencing mental distress are embedded in the materials and resources, content of and practice of those delivering the workstreams.</p> <p>Delivery finds ways to challenge stigma and discriminatory beliefs and practices, as well as supporting the development of the ability to respond across individuals and communities.</p>	<p>People with the power to exclude, prioritising Māori, Pasifika and young people, are aware and understand where to access information and support.</p> <p>People with the power to exclude, prioritising Māori, Pasifika and young people know ways to respond that encourages and supports inclusion in a range of settings (professional, personal, social, cultural)</p> <p>People with the power to exclude, prioritising Māori, Pasifika and young people, have changed beliefs. For example:</p> <ul style="list-style-type: none"> - they can/should make a difference to the lives of people who experience mental distress. - they can confidently work with people with lived experience. <p>People with the power to exclude, prioritising Māori, Pacific and young people, are behaving in ways that</p> <ul style="list-style-type: none"> - encourage and support inclusion such as open conversations, offering support and positive language - embrace diversity - are more inclusive in a range of settings (professional, personal, social, cultural) <p>People with lived experience, prioritising those with SMD, Māori, Pasifika and young people, have greater access to and increased choices for opportunities and options.</p> <p>People with lived experience, prioritising those with SMD, Māori, Pasifika and young people, are able to access responsive supports and services</p>

VFI criteria	Definition (from draft evaluation framework)
Relevance	The intersection between the needs being addressed and the Like Minds, Like Mine strategic objectives i.e. to what extent are the workstreams and their activities meeting the strategic objectives of Like Minds, Like Mine?
Input efficiency	<p>Good stewardship of public funds – e.g., sound procurement practices, fiscal accountability, etc.</p> <p>We suggest that this criterion be excluded from the evaluation as it is assured by standard financial management systems in state sector agencies and is auditable.</p>
Output/Technical efficiency	Conceptually, maximising outputs for a given budget. In a Like Minds, Like Mine context this would include delivery of intended outputs on time, within budget and to the intended quality (i.e., in line with guiding principles). Typically, this type of efficiency treats programmes as static (which is not the case for Like Minds, Like Mine) – so the framework also includes the concepts of adaptive management and emergent strategy (below).
Adaptive management/ Emergent strategy	This is where we believe considerable attention should rest for the VFI approach. Given the long-term nature of the programme and the complexity of the context, having deliberate processes in place to adapt and change the programmes according to the needs of the target population, priority settings and resources is more valuable than meeting a set and static workplan. In the Like Minds, Like Mine context, this is arguably a more important determinant of performance and value than static measures of input-output efficiency. ²⁶ The evaluation should track the ways in which Like Minds, Like Mine evolved during the three-year period in response to a changing environment and to new opportunities and learning. It should seek to understand the responsiveness of Like Minds, Like Mine to a changing context and how this contributes to its success.
Allocative efficiency	This sits across all levels of the outcome framework and considers the extent to which the choices made represent a good mix of investments to meet the needs of the target market/priority settings given the resources available. This allows for flexibility across the life of the programme as contexts and programme approaches change and adapt. Decisions affecting allocative efficiency happen initially at the fund allocation stage (refer relevance) and then at a finer level within each workstream (outputs)

²⁶For example, see Olson & Eoyang, (2001). *Facilitating Organization Change: Lessons from Complexity*. Wiley.

VFI criteria	Definition (from draft evaluation framework)
Social justice/ equity	<p>We see this as sitting across all aspects of this approach. This is a critical component of the success of the programme and as such needs to be present at all levels. By using a social justice/equity lens we acknowledge that there are likely to be tradeoffs between efficiency and social justice/equity depending on the target market and priority settings. For example, affecting beliefs and behaviour in a hard-to-reach group may cost more than 'preaching to the converted' yet represent a more worthwhile investment in terms of meeting Like Minds, Like Mine's objectives.</p>
Effectiveness	<p>Achieving immediate objectives or meeting immediate needs. For Like Minds, Like Mine this would focus on achievement of immediate outcomes against the framework of guiding principles.</p>
Outcome efficiency	<p>Outcome efficiency typically refers to whether the programme has reached its end goal and maximises outcomes for a given budget. For Like Minds, Like Mine, the end goal is a long-term goal that is made up of many contributing factors, many of which are difficult to attribute, measure and benchmark. Therefore, we suggest a focus on the contribution of Like Minds, Like Mine to an ongoing journey rather than a fixed three-year destination point. Note that return on investment (ROI) is a potential indicator of outcome efficiency, and in the Like Minds, Like Mine context would focus on monetisable aspects of Like Minds, Like Mine performance such as economic output.</p> <p>Given the uncertainties in projecting future value and the intangible dimensions of social inclusion outcomes, we recommend that cost-benefit analysis should include range estimates based on scenario and sensitivity analysis to inform a judgement about the prospect of Like Minds, Like Mine returning a positive ROI on selected dimensions such as employment outcomes – i.e., a 'break-even analysis'. The 2010 economic evaluation of Like Minds, Like Mine may be considered sufficiently current and sufficiently broad to serve this purpose – or, it could be updated in the final year of the evaluation. This requires further discussion with Te Hīringa Hauora and a decision to be made by the end of 2018.</p> <p>Note that the ROI analysis would provide one source of evidence that would feed into the wider multi-criterial assessment as indicated in this table.</p>

APPENDIX B: METHODS

Data collection methods

129. The data collection for Like Minds, Like Mine encompasses many streams of evidence that relate to the evaluation criteria and the different population groups where Like Minds, Like Mine targets change. Table 4 below presents the data sources that align with the population groups that Like Minds, Like Mine works with and delivers to. It also provides an indication of which key evaluation questions the data source informs.

Table 4: Summary of data collection according to targeted population groups

Population group	Data source (and number planned)	Relevant KEQ
Organisations involved in the delivery of Like Minds, Like Mine (i.e. providers, including Te Hīringa Hauora)	Site visits (8)	KEQ 1
	Provider interviews (8)	KEQ 1a)
	Provider self-reflection against the principles (2 rounds of reflection - 2018 and 2019)	KEQ 1b) KEQ 2
	Review of quarterly monitoring reports (all reports)	KEQ 3
Individuals with lived experience who are involved in the delivery of Like Minds, Like Mine	Interviews with facilitators / educators and those delivering activities to reduce stigma and discrimination (8-10)	KEQ 1
		KEQ 1a)
		KEQ 1b)
		KEQ 2 KEQ 3
Organisations participating in the programme	Interviews with organisational spokespeople (8-10)	KEQ 1 KEQ 1b) KEQ 2
Individuals participating in the programme	Pre and post workshop data collected by providers (all data from 2018 and 2019)	KEQ 1 KEQ 1b)
	Interviews with individual participants (30-40)	KEQ 2

130. As mentioned earlier, data collection for the evaluation was completed between 2018 and March 2020. This document also includes, where relevant, some of the early information provided in the scoping workshops. This document integrates findings from all data collected for the evaluation. Table 5 below identifies the data sources that have been collected, describing what has been completed and how it was analysed.

Table 5: Data sources

Data source	What has been completed so far	Analysis method
Scoping work	Literature review Scoping workshop with key stakeholders Scoping workshops with providers Scoping workshops with benefit groups (Māori, Pasifika, young people)	Verbatim write up of key points raised in the workshops
Provider site visits	8 visits completed February 2019	High level thematic analysis against the principles and the evaluation criteria based on evaluation debrief notes and a provider reflection exercise where these were available. No direct quotes are available because site visits were not transcribed and recorded.
Provider interviews	8 interviews completed Sep-Oct 2019	Qualitative thematic analysis against the principles and the evaluation criteria
Provider self-reflections	8 reflections completed 2018 (Mar – Jul) 8 reflections completed 2019 (Sep – Oct)	Qualitative thematic analysis against the principles and the evaluation criteria
Review of quarterly monitoring reports	From all external providers up until December 2019.	Qualitative thematic analysis against the principles and the evaluation criteria
Facilitator /educator interviews	10 interviews	Qualitative thematic analysis against the principles and the evaluation criteria
Interviews with organisation spokespeople	13 interviews completed	Qualitative thematic analysis against the principles and the evaluation criteria
Participant interviews	38 completed (9 with lived experience)	Qualitative thematic analysis against the principles and the evaluation criteria
Pre and post workshop data	2018 data from all five community education programmes.	Basic descriptive statistics
Research on national marketing campaign	Report submitted to Te Hīringa Hauora from external research company about the reach and impact of that national marketing campaign	No analysis done by evaluation team as analysis completed by external research company

131. Most interviewees represented more than one role/population group where change is targeted, so we asked them about each of the roles they had within the interviews. Roles that were considered relevant for the evaluation were:
- Participant
 - Organisation spokesperson
 - Person with lived experience delivering Like Minds, Like Mine activities
 - Like Minds, Like Mine providers.
132. An example of how people had multiple roles was that 10 interviewees spoke both from an organisation perspective as well as from an individual participant perspective. There were also two people who participated in Rākau Roroa, but who also had a role as a facilitator of Like Minds, Like Mine activities. For these interviews, the interviewer very intently asked for separate feedback about both roles. Similarly, there were several interviewees who were involved with more than one Like Minds, Like Mine activity. Again, these people were asked to talk specifically about both activities, and if there were any differences and/or similarities that needed to be noted.
133. In total 55 interviewees participated in the evaluation comprising 70 roles with Like Minds, Like Mine. Twenty of these interviewees had lived experience of mental distress.
134. Table 6 below identifies the number of interviewees from each Like Minds, Like Mine activity. Please note that these figures include interviews with Like Minds, Like Mine providers.

Table 6: Number of interviewees from each Like Minds, Like Mine activity

Like Minds, Like Mine activity	Number of interviewees by role	Total interviewees
Peerzone – No Worries	9 participants 4 organisational spokespeople 1 provider	10
Changing Minds - Rākau Roroa	7 participants 3 deliver Like Minds, Like Mine activity 1 provider	8
University of Otago Wellington - Healthcare	4 organisational spokespeople 13 participants 1 delivers Like Minds, Like Mine activity 1 provider	19
University of Otago Wellington - Police	8 reflections completed 2018 (Mar – Jul) 4 participants 2 deliver Like Minds, Like Mine activity 1 organisational spokesperson 1 provider	6
Mind and Body - Social housing	5 participants 2 deliver Like Minds, Like Mine activity 3 organisational spokespeople 1 provider	7
Mind and Body – Education	3 participants 2 deliver Like Minds, Like Mine activity 2 organisational spokespeople 1 provider	5
Mental Health Foundation - Media and community grantees	4 deliver Like Minds, Like Mine activity 1 provider	5
Mental Health Foundation – Media Watch	2 deliver Like Minds, Like Mine activity 1 provider	3
Te Hiringa Hauora/Health Promotion Agency	3 providers	3
Multi-Agency Group	1 delivers Like Minds, Like Mine activity	1

135. Ethical approval was received from NZ Ethics Committee in April 2019 for the evaluation with an amendment in June 2019 to receive verbal consent rather than written consent. Discussion guides are provided in Appendix C: Discussion guides.

APPENDIX C: DISCUSSION GUIDES

Provider interviews

LMLM PROVIDERS: DRAFT INTERVIEW GUIDE

Note: This is intended as a semi-structured interview guide; questions may differ between interviews and may be adapted as new learning unfolds.

Interviewees

LMLM providers, namely Changing Minds, Mental Health Foundation, Te Hīringa Hauora/Health Promotion Agency (Marketing, Research, Operations), University of Otago Wellington, Mind and Body, Peerzone

Overview and introduction

1. Evaluation purpose
2. Recording
3. Confidential interviews, will not be attributed in any reporting. If there is a chance they may be identifiable in reporting, we will check with them specifically before submitting any reports to Te Hīringa Hauora.
4. No right or wrong answers, genuinely want to hear what you think
5. Start with some questions and then move into a conversation based on the guiding principles self-reflection worksheet.
6. Duration: Approximately one hour.

Opening questions

1. What have you been most proud of about your involvement in Like Minds, Like Mine to date?
2. What has been your biggest challenge, what have you been able to do about this?

Meeting the needs of the priority groups (KEQ1b)

3. Please tell us about ways you have considered the needs of the priority groups (those with serious mental distress, Māori, Pacific and young people) in your programme.
4. Can you give us some examples of how their needs are reflected in your Like Minds, Like Mine work to date?
5. Given what you know about the needs of the priority groups, can you please share with us some ways you think that your project could be more responsive to the needs of the priority groups?
6. And what about Like Minds, Like Mine more generally, how can the whole programme be more responsive to the priority groups?

Reflection on resource allocation (VFI criteria – KEQ 2)

7. If you could have a little bit more money, what's the first thing you'd do with it for your project, that would add the most value? What about for Like Minds, Like Mine overall?
8. Conversely, if you had a little less money, what's the first thing you'd cut to minimise loss of effectiveness? What about for Like Minds, Like Mine overall?
9. What do you think is essential to your project for getting value for money that you couldn't afford to lose? What about for Like Minds, Like Mine overall?

Learning and emergent strategy (KEQ 3)

10. Tell us about anything new you learned that led to changes in your programme? For example, what did you learn, how did you learn it, how did you change your programme, what was the result of the change?

11. Tell us about any changes in your programme that came about through changes in the policy/mental health sector environment.
12. Tell us about any changes in your programme that came about through changes in the operating environment?

Self-reflection on alignment with the Like Minds, Like Mine guiding principles

13. Do you have any questions about the self-reflection worksheet before we start?
14. Are there any particular parts of your reflection that you'd like to specifically share with us before we start?
15. Given that it's new, do you have any feedback on Te Tiriti o Waitangi principle that you'd like to share with us?
16. Was there anything that surprised you when you reflected on your alignment with the principles?
17. Which principle do you think you are most strongly aligned with and why?
18. Which principle would you like to work on to become more closely aligned and why?
19. What do you think has supported your alignment with the principles?
20. What do you think has inhibited your alignment with the principles?
21. Were there any tensions for you when reflecting on your projects alignment with the principles. What were these tensions?

Thanks and close

Facilitator interviews

LMLM facilitators – Interview guide

Note: For those with lived experience who have taken part in LMLM, we need to explore their perceptions of stigma and discrimination and whether/how LMLM may have influenced these. I imagine it will come up in several questions, but we might need to specifically probe these areas when interviewing those with LE who have participated in the programme.

1. What has your involvement with Like Minds, Like Mine been to date?
2. What was your experience like with that (positive, negative everything in between)?
3. What personal impact did your involvement have, in terms of your own mental health and feelings/experience of stigma and discrimination?
4. What, if any changes have you made in your life as a result of your involvement with Like Minds, Like Mine activities?
5. What, if any changes have you noticed about the organisation/s you work for that may have been influenced by Like Minds, Like Mine?
6. What do you see as the strengths of Like Minds, Like Mine?
7. What would you change about the way the Like Minds, Like Mine activities/programmes are delivered, if anything?
8. And what do you think could be improved on, overall, with Like Minds, Like Mine?
9. Where do you think Like Minds, Like Mine has the biggest impact (e.g. employment, mental health services, personal mental health, broader community etc.)?
10. And for whom does it have the biggest impact (e.g. individuals with mental illness, employers, mental health workers etc.)?
11. Overall, how well do you feel that Like Minds, Like Mine reduces stigma and discrimination for persons with mental illness/distress in NZ?
12. What are the key words you would use to describe Like Minds, Like Mine/ the programme/organisation delivering you were involved with?

Participant interviews

LMLM Participants – Interview guide

Note: For those with lived experience who have taken part in LMLM, we need to explore their perceptions of stigma and discrimination and whether/how LMLM may have influenced these. I imagine it will come up in several questions, but we might need to specifically probe these areas when interviewing those with LE who have participated in the programme.

1. What Like Minds, Like Mine organisations and activities have you been involved with?
2. What was your experience like with that (positive, negative everything in between)?
3. What personal impact did your involvement have, in terms of your mental health knowledge, understanding, empathy?
4. What, if any changes have you made in your life as a result of your involvement with Like Minds, Like Mine activities?
5. What would you change about the way the Like Minds, Like Mine activities/ programmes are delivered, if anything?
6. What do you see as the strengths of Like Minds, Like Mine?
7. And what do you think could be improved on, overall, with Like Minds, Like Mine?
8. Where do you think Like Minds, Like Mine has the biggest impact (e.g. employment, mental health services, personal mental health, broader community etc.)?
9. And for whom does it have the biggest impact (e.g. individuals with mental illness, employers, mental health workers etc.)?
10. What are the key words you would use to describe Like Minds, Like Mine/ the programme/organisation delivering you were involved with?

Organisational interviews

Organisation spokespeople – Interview guide

1. Please tell us a little bit about your organisation e.g. what it does, where it operates, who it employs.
2. Please tell us about the Like Minds, Like Mine activities your organisation has been involved in.
3. What was it about Like Minds, Like Mine and these activities that appealed to you?
4. Tell us about how you heard about Like Minds, Like Mine and the process of setting up and implementing these activities in your organisation.
5. What supported the implementation of Like Minds, Like Mine activities and/or contributed to its success in your organisation.
6. Were there any challenges or barriers that made it tricky to offer Like Minds, Like Mine activities at your organisation? Please explain what they were and how they were managed.
7. What do you think the impact of Like Minds, Like Mine activities has been on your organisation? Can you give us some examples please?
8. What do you think it was about Like Minds, Like Mine and the activities that created this impact?
9. What has been the most important change in your organisation because of the Like Minds, Like Mine activities and why was it the most important?
10. Do you think any of these things would have happened if Like Minds, Like Mine hadn't been provided? Why or why not?
11. What would you tell other organisations like yours who are interested in offering Like Minds, Like Mine activities?

GLOSSARY

Aotearoa:	North Island - now used as the Māori name for New Zealand.
Iwi:	Extended kinship group, often refers to a large group of people descended from a common ancestor and associated with a distinct territory
Kaupapa:	A topic or programme theme
Kaupapa Māori:	A research methodology which is underpinned by Māori world views and practices.
Māori:	The indigenous people of New Zealand
Marae:	An ancestral place of significance to people who connect to the land of that area. Within the marae, there can be a cluster of buildings where people can gather, meet and stay together, and a burial ground to enable people to return to their ancestral lands
Pākehā:	New Zealander of European descent
Pasifika:	People who identify as being from, or descendants of people from the Pacific Islands e.g. Tonga, Samoa, Cook Islands, Fiji, Niue, Tokelau.
Tangata whenua:	People of the land; host people
Tauīwi:	Someone who is non-Māori, i.e. foreigner, European, colonist.
Te Tiriti o Waitangi:	The agreement signed in 1840 by representatives of the British Crown and Māori chiefs from the North Island of New Zealand. It is considered as a founding document of New Zealand.
Tikanga:	Correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning, plan, practice, convention, protocol - the customary system of values and practices that have developed over time and are deeply embedded in the social context .

