



Do good, better.



Mana Ake

Impact Lab GoodMeasure Report
August 2020

**Impact Lab
GoodMeasure Report**
Wellington, New Zealand

**Prepared for: Mana Ake
August 2020**

ACKNOWLEDGEMENTS

We would like to thank Clare Shepherd, Ken Stewart and the Mana Ake team who contributed to the preparation of this report by sharing their values, processes, evidence and experiences with us.



Simplifying social impact measurement

I had the privilege in public life to work with people who understood the need for positive change in the lives of those around them and worked hard to achieve it.

Our social services do a tremendous job of bringing positive change to our most deserving individuals and communities. These organisations are built by volunteers and community workers who dedicate their lives to helping others.

Social service workers can see the positive impact of their work. Children thriving, families united, jobseekers in new employment and people empowered to change their life course.

With more tools they could do more good. I want to help them by finding ways to make sure that effort is recognised, results are measurable and they can make decisions about how to do more good.

Impact Lab grew from a desire to make available to community organisations tools that use the power of public information and the latest technology, so these organisations can change more lives.

By measuring social change and positive outcomes, Impact Lab enables charities and social service providers to speak the language of funders, investors and governments.

It has been a pleasure to work with Mana Ake to learn how this initiative changes lives throughout Canterbury.

Calculating social value helps inform decision making and investment and enables you to do good, better.

Thank you for joining us on this journey.

A handwritten signature in black ink, which reads "Bill English". The signature is written in a cursive, flowing style.

Sir Bill English
Impact Lab Chairman

Contents

Who we are	3
Understanding social value	4
How we measure social value	5
Mana Ake's People	8
The Mana Ake Initiative	9
The Change Journey	15
Outcomes Map	16
GoodMeasure Results	17
GoodFeatures	19
References	20
GoodMeasure summary	23
GoodMeasure for Mana Ake	24
Appendix	26



Who we are

The team at Impact Lab share the goal of helping all organisations do good, better.

Our story

Our team at Impact Lab has seen the power of understanding social change. Our founders came together working in the public sector, where we led the development of new processes to link social value measurement with decision making. We believe that all organisations should be able to understand and improve their social impact. Our mission is to help impact creators and investors make decisions that change more lives.

Our team

To make better decisions, it's crucial to consider both the hard facts and the human stories that substantiate them. Our family of researchers, data scientists and statisticians are committed to combining powerful analytics with what you know works for your community.

Alongside expertise in data-driven decision making, our team brings a wealth of real-world experience. We are parents, teachers, volunteers and customers of social services.

Our partners

Impact Lab is proud to be partnering with trust company Perpetual Guardian. Together we are using GoodMeasure to improve strategic grantmaking and support collaboration with grantees by applying a consistent measurement framework.

|| *The strength of Impact Lab is a real depth of experience in a public policy context. They understand what evidence would be helpful to enable us to make decisions for the future"*

- Debbie Sorenson, CEO, Pasifika Futures



@impactlabnz



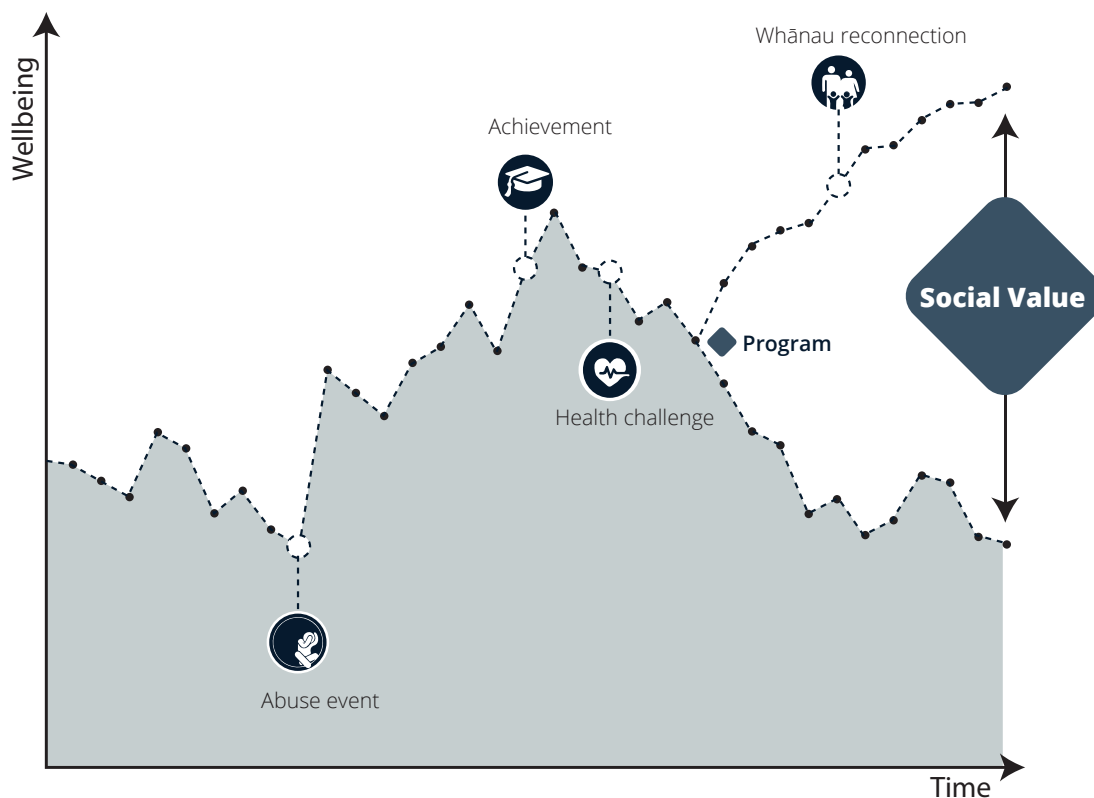
Impact Lab Ltd



@ImpactLabNZ



www.impactlab.co.nz



Understanding social value

Social value is the social impact in dollar terms that a program achieves for participants over their lifetime.

Throughout our lives, different events occur which impact our overall wellbeing trajectory. Impact Lab measures the impact on an individual's wellbeing across multiple domains when they're supported by a program to make positive changes in their life.

We measure this impact in terms of both positive benefits (such as increased income) and avoided costs to government

To calculate social value, we combine these impact values with

- ◆ Evidence from global literature about how effective a program can be
- ◆ The size of the opportunity for the people an organisation serves to achieve more positive outcomes,
- ◆ The number of people supported.

By combining these inputs, the social value calculation helps us understand how a program or intervention helps change lives for the better. We combine the social value with cost information to calculate a program's social return on investment.

How we measure social value

Our consistent approach to measurement enables comparisons across wellbeing domains and over time.

Map program dimensions

Impact Lab engages with providers to understand their people, their service and the outcomes they seek to achieve.

Clean and analyse data

Impact Lab uses the best of data about people's lives to understand what works, for whom, at what cost. We combine publicly available insights from the NZ Treasury, NZ Statistics and other sources. Impact values produced using Statistics NZ's Integrated Data Infrastructure are a particularly valuable resource. The IDI is a dataset containing information on every New Zealander about many areas of their lives – education, health, social welfare, employment and others. It's anonymised, so we can't identify anyone. This adds up to over 166 billion facts, for nine million New Zealanders (some have left the country, and some have passed on), for more than a generation of us.



Collect and synthesize literature

Impact Lab draws on the best academic impact literature from around the world. We access globally screened evidence from top universities and governments to estimate how impactful a program can be. We also identify service delivery model features associated with the most effective programs.

Calculate impact

Our algorithm combines New Zealanders' life experiences, with the wisdom about what works from the brightest minds across the world, with what we know about need in communities.

This combination of system level insights and grassroots know-how means we can consistently calculate the expected impact of a program, and the social return on investment.

Map social value to frameworks

Because we start with individuals' experience, we can organise our insights into the relevant government and international frameworks. The Living Standards Framework is the New Zealand Treasury's way of systematising wellbeing. It has four 'capitals' – social capital, financial and physical capital, human capital and natural capital. Impact Lab's GoodMeasure tool links the social value and return on investment created to domains within human capital.

We can also map social value and return on investment to the relevant OECD Sustainable Development Goals.





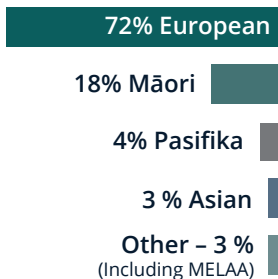
Mana Ake's People

Mana Ake – Stronger for Tomorrow is an initiative led by the Canterbury Clinical Network that provides mental health and wellbeing support for tamariki who are in school years 0-8 in the Canterbury region.

Range

- 5500 total children**
- 26 school clusters**
- 1728 children seen individually**
- 2448 children seen in groups**
- 1324 children supported by teachers in whole class groups**

Ethnicity



Location: Regions served



Teachers regularly encounter students who are experiencing issues that impact their wellbeing. Tamariki may live with fear, anxiety and grief as a result of trauma they have experienced during the early years of their lives, or be struggling with parental separation, friendships and bullying issues or a lack of confidence and self-worth. These feelings and experiences often manifest themselves in a lack of emotional regulation and self-control or other concerns such as internalising and externalising behaviours, mood disruption and/or impairing levels of anxiety. As a result, the relationships they have with whānau, friends, teachers and classmates can suffer. Without intervention students' responses to these expectations can lead to a cycle of negativity that will have lasting impacts on their wellbeing, educational achievement and physical health.

Rather than wait for significant mental health and wellbeing distress, the Mana Ake initiative takes a preventative approach, enabling local services, organisations and schools to deliver timely interventions to students that address the core indicators of wellbeing; safety and security, wellness, connectedness and engagement.

In this way, the initiative aims to enhance outcomes for Maia (the child). It supports her to build resilience and emotional regulation (self-control). It supports her whānau by working with them to identify information and strategies to enhance their child(ren)'s wellbeing. It supports her school, by working alongside them to develop a whole school/community approach to promoting and enhancing wellbeing. It supports her community by connecting services and resources with whānau, schools and each other to minimise duplication, enhance access and increase alignment across networks of support. It supports the system to minimise siloed approaches to service delivery and make pathways of support more coherent and visible to those who contribute to them and to service users.

The initiative takes an evidence informed, strengths-based, ecological and relational approach to enhance and empower the system (education, health and social sectors). In this way the system is supported to better understand the benefit of investing in and promoting wellbeing for all. It is supported to recognise concerns early, when they arise, and respond holistically, quickly and with least intrusion into the life of the school, whānau and tamariki. The outcomes they are seeking are supported by the most appropriate people/services.

By taking a universal and early intervention approach that is least intrusive and implemented locally through schools and clusters by people familiar with - and to - their communities. Mana Ake aims to reduce the stigma of seeking support and to ensure access for those who may otherwise experience barriers to accessing mental health services, thus increasing equity of access to support.



The Mana Ake Initiative

The approach Mana Ake takes creates a platform for collaboration across organisations and people that contribute to tamariki and whānau wellbeing. By working cohesively in local communities, flexing and responding to local need and enabling systems enhancement, Mana Ake empowers schools and communities to get the right support to the right children, at the right time.

In order to create change, Mana Ake recognises that those who are best placed to identify and respond to the wellbeing and mental health needs of tamariki are their whānau, teachers and the social services, health care providers and communities that already exist around them.

By highlighting the value of these relationships, creating shared resources and communication strategies and working to build connections between schools and other agencies Mana Ake helps schools and communities to use their own skills and resources to create timely, locally relevant and evidence-informed responses for their tamariki.



Government Partners

Ministry of Education

Ministry of Education
Learning Support Services

Resource Teachers, Learning
and Behaviour Learning
Support Co-ordinators

Ministry of Health

Canterbury District Health Board

General Practice (PHOs)
and Public Health Nurses

Child, Adolescent
Mental Health Service,

Community Public Health
Partnership Community Workers

Ministry of Social Development

WINZ, Oranga Tamariki, Social
Workers in schools

District Councils

Police

Community Partners

Sport Canterbury

Healthy Families Christchurch,
Healthy Active Learning Initiative

Healthier Homes Canterbury

Autism New Zealand

Big Brothers, Big Sisters,

STOP (Harmful sexual
behaviour)

Bowls Canterbury

Grandparents raising
grandchildren

Laura Fergusson Trust

Resettlement Services

Right Service Right Time

Aviva

NGO Partners

Barnados NZ

Family Works

Family Help Trust

He Waka Tapu

Kaikoura Health Care

Hornby Presbyterian
Community Trust

Christchurch Methodist
Central Mission

Pasifika Futures

Purapura Whetu Trust

Stand Children's Services

St John of God Hauora Trust

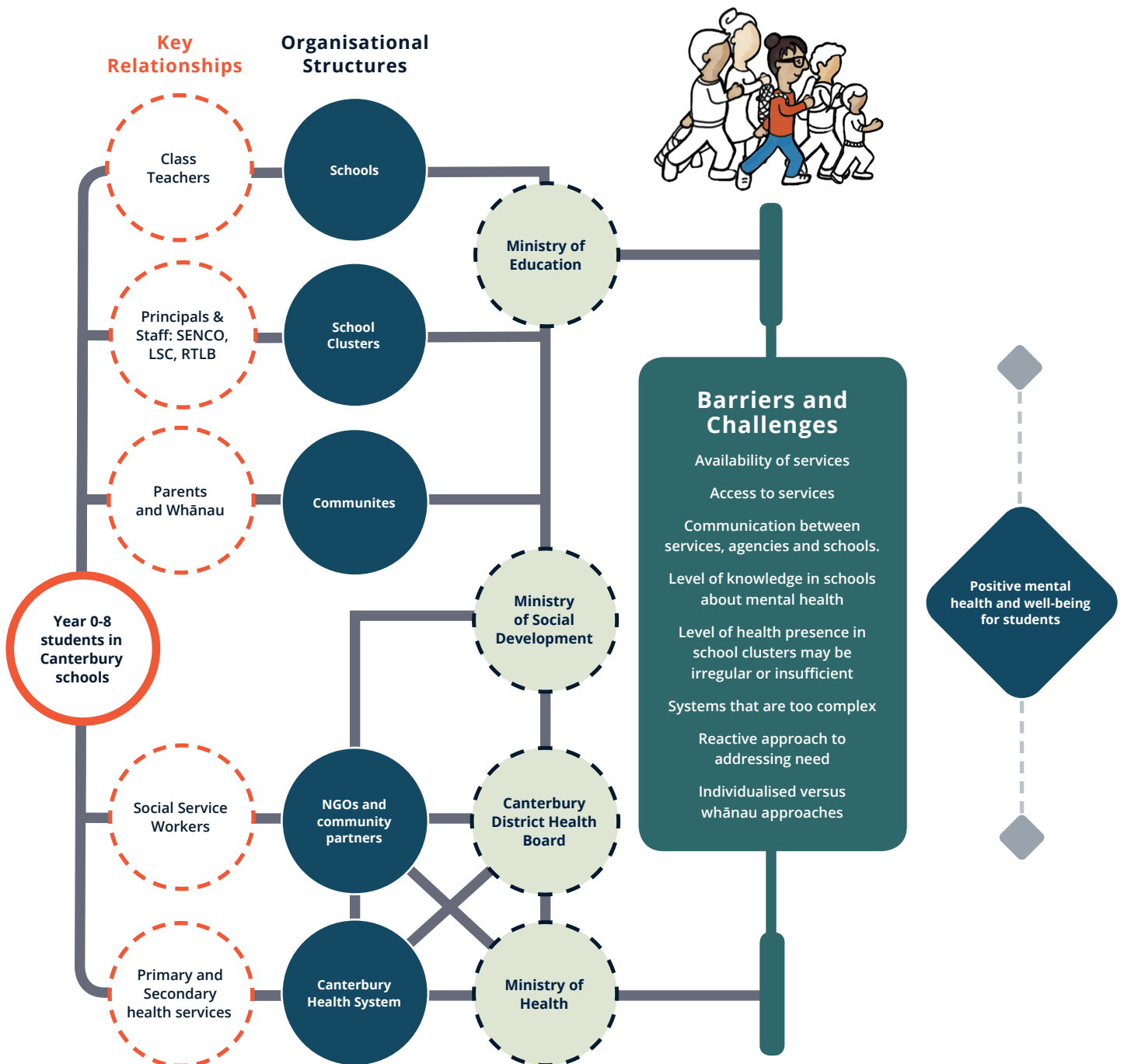
Community Wellbeing North
Canterbury Trust

Youth Alive Trust

Support Structure in Canterbury (2018)

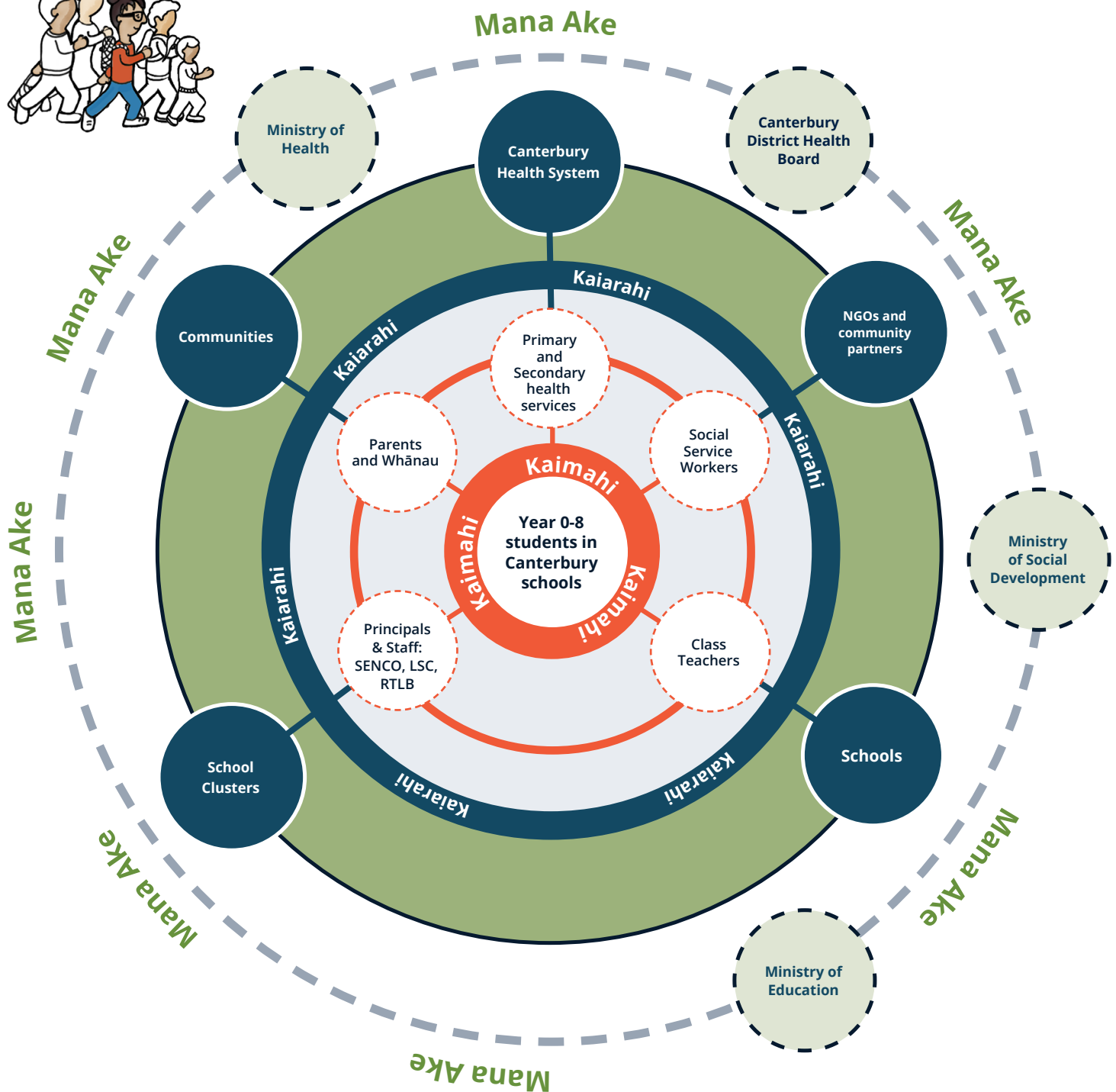
Planting the Seed

The Mana Ake initiative came about due to the increased emotional needs identified in children throughout Canterbury and Kaikoura (the Canterbury DHB region) as a result of earthquakes and aftershocks in the region between 2010-2016. Stakeholders recognised the need for additional supports to address the resulting wellbeing concerns and that the people and organisations working with Canterbury students did not always have an awareness of, or access to, the services and people that would best resource them to support their students' mental health and wellbeing. Furthermore, systems complexity, communication challenges and multiple layers of key relationships and organisations created potential barriers and challenges that needed to be addressed in the pursuit of child wellbeing.



Mana Ake Systems Enhancement

The approach Mana Ake takes creates a platform for collaboration that engages those who contribute to child and whānau wellbeing to work cohesively in local communities and to flex and respond to local need. By supporting systems enhancement, Mana Ake works collaboratively with services to get the right support to the right children at the right time.

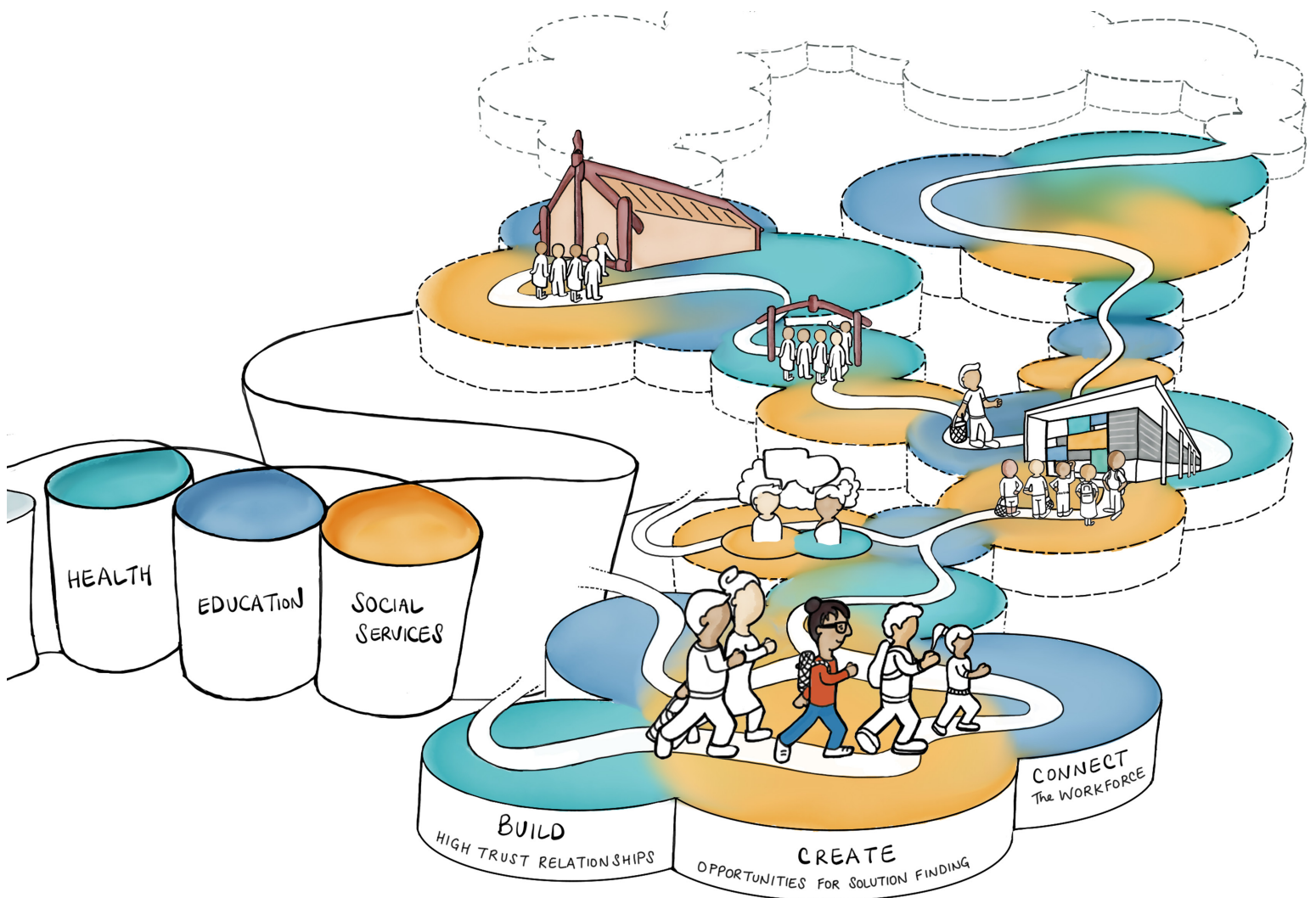


Kaimahi – supporting wellbeing for tamariki, whānau and schools
Kaiarahi – supporting strategic approaches to wellbeing in schools and clusters
Mana Ake – supporting system partnerships that promote wellbeing

Since launching in April 2018, Mana Ake has demonstrated the ways in which an early intervention, strengths-based approach integrated in school and community systems can bring together local needs and local solutions. Mana Ake's flexible, responsive and relational approach has also enabled the quick response of system partners to the aftermath of the 2019 Mosque Attacks and an ability to respond to emerging wellbeing concerns through remote working during the COVID19 lockdown.

By enabling a system-level alignment that is centred on creating positive outcomes for children, Mana Ake has supported organisations to work more cohesively together to support child wellbeing and mental health.

Specially-trained kaimahi and kaiarahi with a diverse range of skills and experience, from Mana Ake's 13 partner NGOs work to build relationships with schools and their communities that break down silos and build positive connections that enhance wellbeing.





MANA AKE
STRONGER FOR TOMORROW

Mana Ake Stronger for Tomorrow

E atawhai ana mātou

We nurture and protect

Te whakatōkia o ngā kakano i ruia mai

the seeds sown near and far,

E nga māhuri tōtara e tipu ana mō āpōpō.

so that they may grow into mighty totara for a not so distant tomorrow.

Nā tātou katoa hei awhi te kaupapa,

We embrace our responsibility,

Hei mana ake te tū tauira tonu ai.

To encourage students on a path of lifelong learning.

Haumi ē, Hui ē, Tāiki ē

Unified! Together! Strong!



The change journey

Mana Ake supports tamariki to learn new skills that enhance their wellbeing, enabling them to be self-determining with a high degree of autonomy (mana whakahaere), leading to positive life-long personal and societal impact. Mana Ake's delivery focus is to work with school communities to get the right support, for the right people, at the right time, in order to best serve the wellbeing needs of tamariki and whānau.

Systems Enhancement

Mana Ake works with schools, social services & community partners to co-design a system level approach to mental health and wellbeing.

Come Together

26 school clusters throughout the Canterbury region, 13 NGOs, Community Partners, Social Services, Healthcare & Education Providers, Whānau & guardians.

A cross government executive leadership group and a local governance alliance led by the Canterbury Clinical Network inform the implementation of Mana Ake.

Support Collaboration

Trained, skilled kaimahi with a social service, education, health or youth work background build close working relationships with schools. Kaimahi co-design intervention plans with schools and connect them with partner organisations.

Kaiarahi work at the school cluster level to co-ordinate and mentor Kaimahi, support local cross system relationships and collaboration and help schools to share and explore data in order to best support the provision of services.

Leading Lights online platform documents locally agreed pathways of support and functions as a shared reference point for education professionals that aims to minimise system/service gaps for children and whānau.

The Mana Ake website provides locally reviewed information for whānau to enhance wellbeing.

Tailored Provision of Interventions

Schools work in clusters, using their local knowledge and data, to agree how best to identify and prioritise students who would benefit from wellbeing support

At any point, schools can request 1-on-1 or group support.

For Tamariki

Kaimahi deliver group or individual interventions to address emotional regulation, social relationships and/or resilience, that are evidence-informed, culturally relevant, suitable for local context and low cost.

For Whānau & Teachers

Whānau and teachers of children accessing support inform goal setting and intervention approaches. Kaimahi share intervention plans and closure summaries to support new skills and strategies to be sustained.

For the wider community, kaimahi support whānau through drop-in sessions, information evenings and parent education opportunities, and social groups.

Teachers are supported through workshops in schools, termly professional development forums & wellbeing pathways.

Evidence & Data Driven Design and Collaboration

Evidence-Based Design

Interventions utilise solution-focused therapies, motivational-interviewing, basic cognitive behavioural strategies, person-centred counselling, psychoeducation, family work and group therapy.

Interventions are strengths-based and focus on: improving self-control and emotional regulation, building resilience and confidence, coping with grief, building healthy friendships and relationships and reducing anxiety, stress, and depression in order to positively improve wellbeing, engagement, attendance and learning at school.

Data-driven feedback loops

Kaiarahi bring together school leadership teams in their clusters to look at data, identify trends and explore opportunities for earlier interventions

Across Canterbury, Mana Ake bring school leadership teams together in cluster forums to share what works & learn from each other.

Through a range of alliancing forums, Mana Ake partners continually revisit and reimagine the ways the resources can best support students and their whānau in their local communities.

Outcomes Map

The outcomes that Mana Ake aims to achieve and how these are reflected in the GoodMeasure calculation.

How participants access support

Into the Mana Ake Initiative [first point of contact]		Ministry of Education	Mana Ake	Kaiarahi or Kaimahi
Once Mana Ake is present within a school [individual experience]				
Kaimahi within the school	School – Teachers, Administration team, DP/ SENCO/Pastoral Lead	Learning Support Staff	3rd party referrals: RTLBs, Resettlement Services, Public Health Nurses, GPs.	Families, Parents, Whānau

Participant description

Year 0-8 students in the Canterbury region

Intervention structure

Systems Enhancement

Tailored Provision of Mental Health and Wellbeing Support

Data Driven, Needs-Matched Services

Process Outcomes

Self-control
 Emotional regulation
 Emotional literacy
 Self-esteem
 Resilience
 Reduce stigma around accessing support
 Cultural connectivity
 Streamline collaboration

GoodMeasure Outcomes

These outcomes directly contribute to this year's social value calculations.

Improve mental health
 Improve educational achievement
 Improve physical health
 Reduce addiction
 Reduce mental health incidents

Additional Outcomes

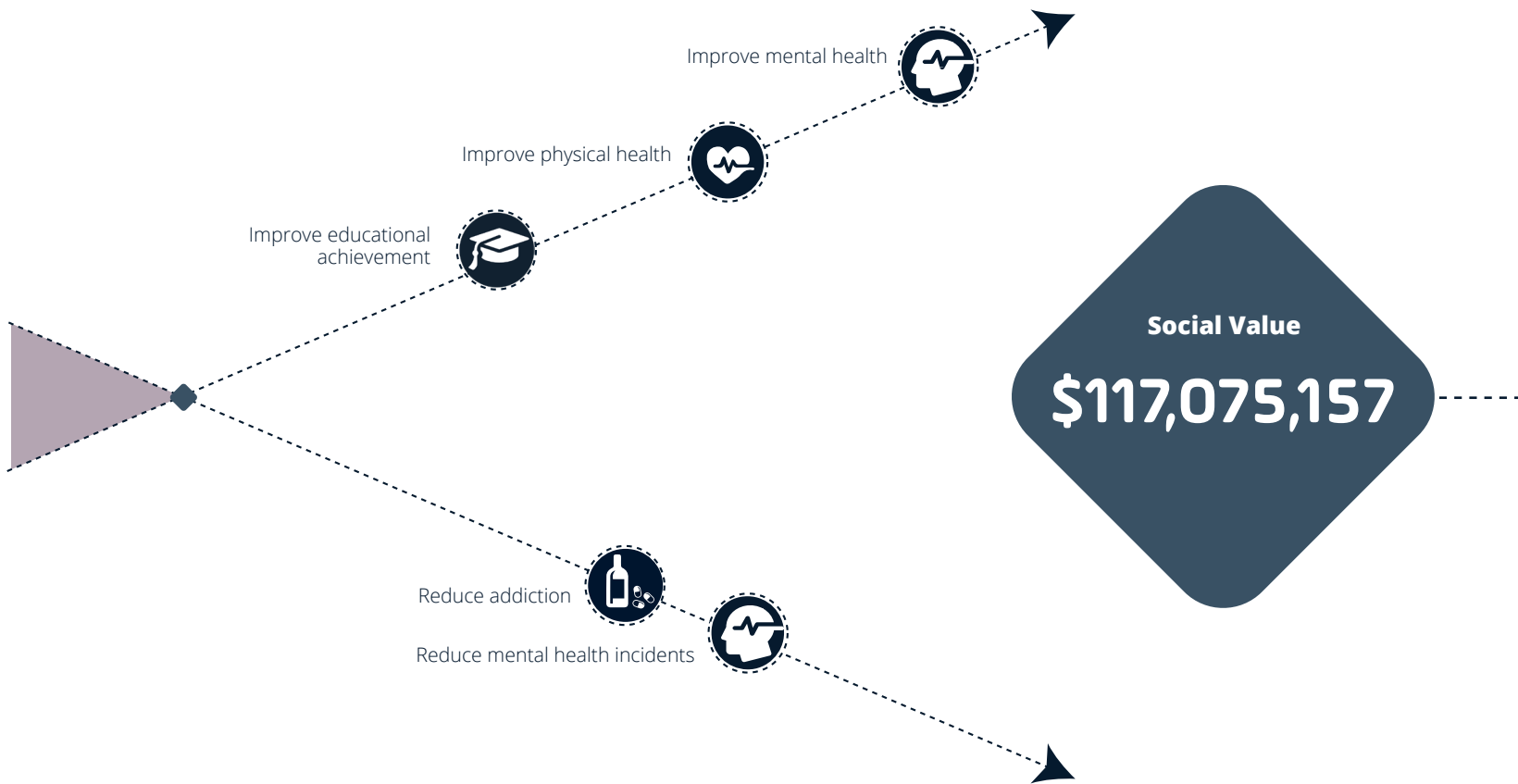
These outcomes do not directly contribute to this year's social value calculations.

Improve prosocial behaviour
 Improve social connectivity
 Improve student engagement + retention
 Improve teacher satisfaction & teaching quality
 Improve anger management
 Improve parenting confidence and skill
 Improve parent-child attachment
 Reduce bullying
 Reduce violent and risky behaviour
 Reduce child maltreatment

GoodMeasure results summary

Every year, Mana Ake delivers \$117,075,157 of measurable good to New Zealand society.

This GoodMeasure report has been calculated for those receiving face-to-face and group support. Mana Ake's impact is much greater, as the initiative touches the lives of all 52,000 primary aged children in Canterbury.

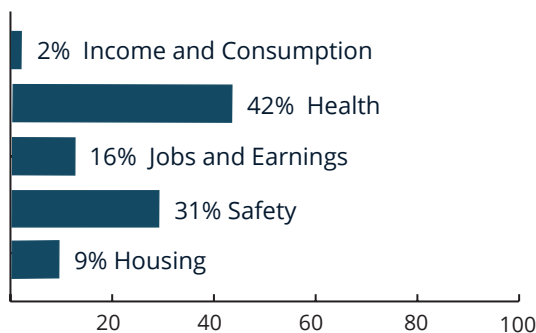


Social value breakdown

Mana Ake creates social value across different aspects of people's lives.

This chart shows the breakdown of social value created according to the NZ Treasury Living Standards Framework. Each domain highlights a different aspect of wellbeing.

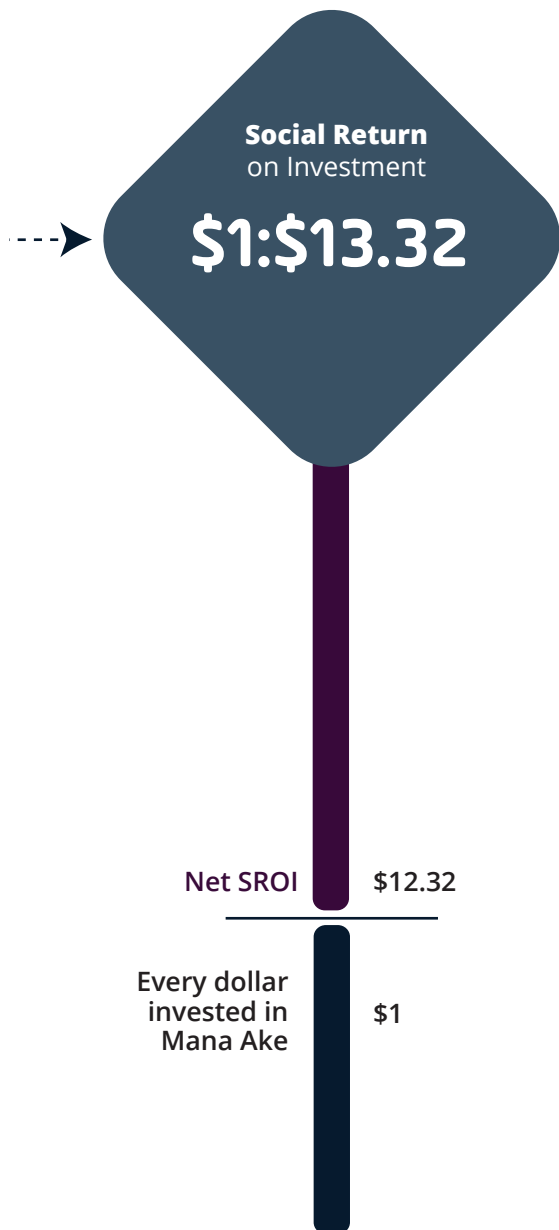
Social value by domain (%)



Housing: Measurements of housing are costs and benefits associated with measures of access to housing, housing quality and services related to housing.

When we consider the operating costs of Mana Ake, we can calculate the social return on investment that is generated for every dollar that is invested in the program.

Social value generated for each participant:	\$23,652
Measurable benefits as proportion of program cost:	1332%
*Cost of the program per participant:	\$1,598



This means that every dollar invested in Mana Ake delivers \$13.32 of measurable good to New Zealand.

April 19 - March 20

The Living Standards Framework is a practical application of national and international research around measuring wellbeing.

It was designed drawing from the Organisation for Economic Co-operation and Development's (OECD) internationally recognised approach, in consultation with domestic and international experts, and the NZ public.

Definitions

Jobs and Earnings: Freedom from unemployment

Income and Consumption: People's disposable income

Safety: People's safety and security and freedom from risk of harm

Health: People's mental and physical health

* This includes direct operational costs associated with delivery of 1:1 and group support, and system enhancement for schools. \$1, 163 363 in discretionary costs (e.g., evaluation) and sector system enhancement are excluded.

GoodFeatures

GoodFeatures are a tool that allows service providers to compare the features of their unique service offerings to the features of effective practice in comparable programs identified in international academic literature.

Culture ◆ Programs that are culturally responsive and reflect the needs of the community were seen to positively impact behavioural change.

Effective cultural adaptation involves a planned, organized, iterative, and collaborative process that often includes the participation of persons from the targeted population for whom the adaptation is being developed.

Program is informed by Māori and Pacific definitions of wellbeing that break down barriers between physical and mental wellbeing. For example, elements of Māori wellbeing represented by Te Whare Tapa Whā and Pacific models like the Samoan Fonofale and Fa'afaletui which are both based on the fale.

Program encourages whānau involvement and values connections with culture and spirituality.

Trust ◆ Program targets a pre-adolescent population and implements a preventative rather than reactive system to develop children's self-control and resilience.

Program recognises that positive relationships between students, parents, schools & communities are integral to generating positive mental health and wellbeing outcomes for students.

Program focuses on stress reduction, particularly around developmental periods, to avoid serious consequences in adulthood.

Program understands the reciprocal nature of social and emotional learning and academic achievement and fosters the student's sense of self-efficacy, emotional well-being, and academic capabilities.

Structural Features ◆ Program uses relationship and communication structures to enable the early identification of risk factors for children.

Program ensures that referral partners are using evidence-based processes, programs, and intervention structures.

Program works to co-ordinate both internal services and referral partners to work from a single, shared intervention plan for each participant.

Program is directly integrated into the school curriculum and includes teacher-led components in order to increase access, create equity and reliability of service provision.

Program focuses on creating equitable access to resources and highlights the importance of local, community-driven mental health provision.

Delivery Mechanisms ◆ Program tracks student progress through goal-setting. Goals are concrete, measurable, and reflect participants personal and cultural values. Clear timeframes are put in place around goal completion with opportunities to reflect on both successes and 'goal mistakes' where an alternative pathway could have been taken.

Program facilitators recognise the role of conflict detection, attention, and emotional acceptance in goal monitoring; and the effects of fatigue, shifting priorities, and intentions on implementing behavioral changes.

At-risk children receive consistent, timely, high-quality individualised care coordination through all stages of screening, referral and treatment. Care prioritises local knowledge, values, and preferences and combines this with evidence-based treatments that are standardised in a way that allows for management of the quality of care & services.

References and further reading

In compiling our reading lists we consider a wide variety of topics, focussing on specific aspects of service delivery or outcome attainment. Here are a selection of readings that may be of interest.

- Agnew, Francis, et al.** "Pacific Models of Mental Health Service Delivery in New Zealand (PMMHSD) Project." Le Va; Health Research Council of New Zealand, 2004.
- Anae, M., et al.** "Towards promoting youth mental health in Aotearoa/New Zealand: Holistic "houses" of health." *International Journal of Mental Health Promotion*, Vol. 4, No. 2, pp. 5-14, 2002.
- Bruns, Eric, et al.** "Family Voice With Informed Choice: Coordinating Wraparound With Research-Based Treatment for Children and Adolescents." *Journal of Clinical Child & Adolescent Psychology*, Vol. 43, No. 2, pp. 256-269, 2013.
- Buckley, J., et al.** "Cognitive control in the self-regulation of physical activity and sedentary behaviour." *Frontiers in Human Neuroscience*, Vol. 8, Iss. 747, 2014.
- Denham, Susanne A. & Brown, Chavaughn.** "'Plays Nice With Others': Social-Emotional Learning and Academic Success." *Early Education and Development*, Vol. 21, No. 5, pp. 652-680, 2010.
- Doyle, O., et al.** "Investing in early human development: Timing and economic efficiency." *Economics and Human Biology*, Vol. 7, No. 1, pp. 1-6, 2009.
- Duckworth, Angela L.** "The significance of self-control." *PNAS*, Vol. 108, No. 7, pp. 2639-2640, 2011.
- Durlak, Joseph A., et al.** "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development*, Vol. 82, No. 1, pp. 405-432, 2011.
- Elkins-Brown, N., et al.** "How Mindfulness Enhances Self-Control." *Mindfulness and Self-Control*; Psychology Press, 2017.
- Fuggle, Peter, et al.** "Can we improve service efficiency in CAMHS using the CAPA approach without reducing treatment effectiveness?" *Journal of Child Health Care*, Vol. 20, No. 2, pp. 195-204, 2016.
- Greenberg, M.** "Promoting Resilience in Children and Youth - Preventive Interventions and Their Interface with Neuroscience." *Annals New York Academy of Sciences*, Vol. 1094, pp. 139-150, 2006.
- Inzlicht, M., et al.** "Exploring the Mechanisms of Self-Control Improvement." *Psychological Science*, Vol. 23, No. 4, 2014.
- Johns, Charlotte.** "Mental Health and Wellbeing in New Zealand Education." (2017) *Journal of Initial Teacher Enquiry*, Vol. 3, 2017.
- Korpershoek, Hanke., et al.** "A Meta-Analysis of the Effects of Classroom Management Strategies and Classroom Management Programs on Students' Academic, Behavioral, Emotional, and Motivational Outcomes." *Review of Educational Research*, Vol. 86, No. 3, pp. 643-680, 2016.

- Mansouri, F., et al.** "Sex dependency of inhibitory control functions." *Biology of Sex Differences*, Vol. 7, No. 11, 2016.
- McClelland, E., et al.** "Enhanced academic performance using a novel classroom physical activity intervention to increase awareness, attention and self control: Putting embodied cognition into practice." *Improving Schools*, Vol. 18, Iss. 1, pp. 83-100, 2015.
- McClintock, Kahu, et al.** "An Examination of Child and Adolescent Mental Health Services for Māori Rangatahi [Youth]." *International Journal of Adolescence and Youth*; Taylor & Francis, Vol. 21, Iss. 1, pp. 96-103, 2012.
- Moffitt, Terrie E, et al.** "A Gradient of Childhood Self-Control Predicts Health, Wealth, and Public Safety." *PNAS*, Vol. 108, No. 7, pp. 2693-2698, 2011.
- Moffitt, Terrie E., et al.** "Lifelong Impact of Early Self-Control." *American Scientist*, Vol. 101, No. 5, 2013.
- Mustillo, Sarah, et al.** "Outcomes From Wraparound and Multisystemic Therapy in a Center for Mental Health Services System-of-Care Demonstration Site." *Journal of Emotional and Behavioral Disorders*, Vol. 15, Iss. 3, pp. 143-155, 2007.
- Naughton, Jonine, et al.** "Clinical change after the implementation of the Choice and Partnership Approach within an Australian Child and Adolescent Mental Health Service." *Child and Adolescent Mental Health*, Vol. 23, pp. 50-56, 2018.
- New Zealand, Department of Internal Affairs**, He Ara Oranga: Report of the Government Inquiry into Mental Health and Addiction. Government Inquiry into Mental Health and Addiction, 2018.
- New Zealand, Ministry of Health.** Briefing to the Incoming Minister of Health, 2017: The New Zealand Health and Disability System. 2017.
- New Zealand, Ministry of Health.** Submission to the Government Inquiry into Mental Health and Addiction. 2018.
- Oakley Browne, Mark A., et al.** New Zealand, Ministry of Health. Te Rau Hinengaro: The New Zealand Mental Health Survey. 2006.
- O'Mara, Alinson J., et al.** "Do Self-Concept Interventions Make a Difference? A Synergistic Blend of Construct Validation and Meta-Analysis." *Educational Psychologist*, Vol. 41, No. 3, pp. 181-206, 2006. https://doi.org/10.1207/s15326985ep4103_4
- Oriol, Xavier, et al.** "The Role of Self-Control and Grit in Domains of School Success in Students of Primary and Secondary School." *Frontiers in Psychology*, Vol. 8, No. 1716, 2017.
- Piquero, A., et al.** "On the Malleability of Self-Control: Theoretical and Policy Implications Regarding a General Theory of Crime." *Justice Quarterly*, Vol. 27, Iss. 6, pp. 803-834, 2010.
- Sharma, Manoj.** "Mindfulness-based stress reduction for stress management in healthy people: a systematic review." *Journal of Evidence-Based Complementary and Alternative Medicine*, Vol. 19, No. 4, 2014.
- Willoughby, B., et al.** "A randomized controlled pilot trial of classroom-based mindfulness meditation compared to an active control condition in sixth-grade children." *Journal of school psychology*, Vol. 52, No. 3, pp. 263-78, 2014.





Whether you're funding change-making organisations or delivering the services that make a difference, GoodMeasure simplifies impact measurement so you can learn what works and make a bigger impact.

We take great pride in providing a research process that our customers can trust. GoodMeasure's power comes from calculations using multiple reputable data sources, including the Treasury Living Standards Framework for Wellbeing. GoodMeasure also uses the best of the worldwide evidence about what works. This includes published literature and evidence databases from world renowned academics and impact organisations.

Contact us

 www.impactlab.co.nz

 info@impactlab.co.nz

Understanding social value


Throughout our lives, different events occur which impact our overall wellbeing trajectory. Impact Lab measures the impact on an individual's wellbeing across multiple domains when they're supported by a program to make positive changes in their life.

We measure this impact in terms of both positive benefits (such as increased income) and avoided costs to government.

To calculate social value, we combine these impact values with:

- ◆ Evidence from global literature about how effective a program can be,
- ◆ The size of the opportunity for the people an organisation serves to achieve more positive outcomes,
- ◆ The number of people supported.

By combining these inputs, the social value calculation helps us understand how a program or intervention helps change lives for the better. We combine the social value with cost information to calculate a program's social return on investment.

 **Helping you do good, better.**

Our team

To make better decisions, it's crucial to consider both the hard facts and the human stories that substantiate them. Our family of researchers, data scientists and statisticians are committed to combining powerful analytics with what you know works for your community.

Alongside expertise in data-driven decision making, our team brings a wealth of real-world experience. We are parents, teachers, volunteers and customers of social services.



Sir Bill English
Impact Lab Chairman

GoodMeasure for Mana Ake

Understanding Mana Ake's Impact

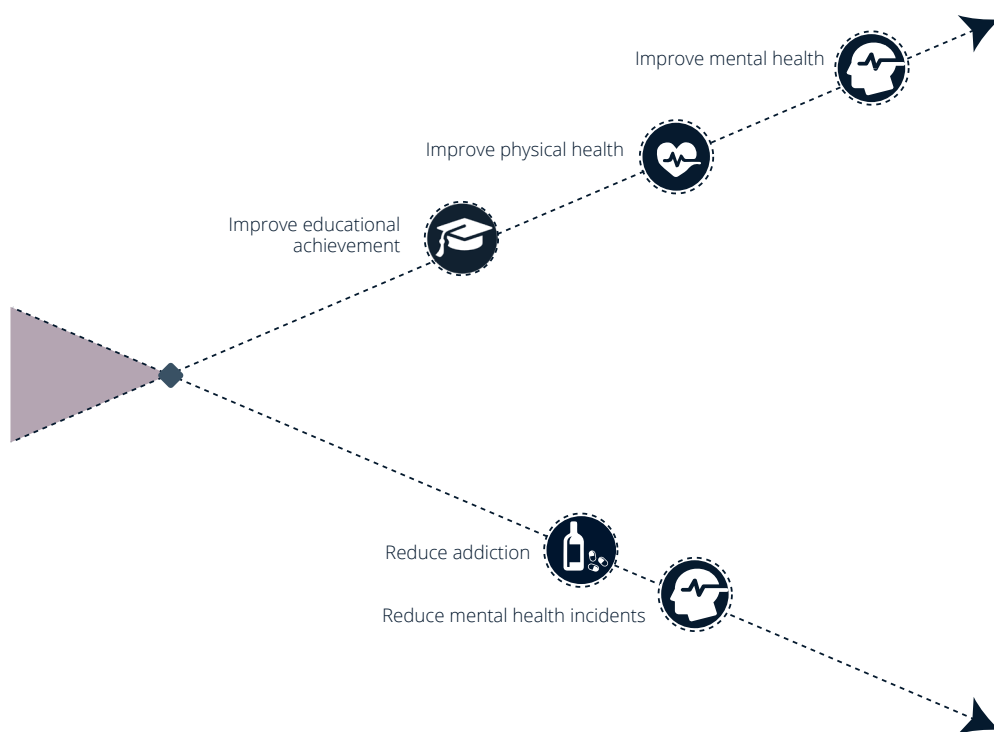
Mana Ake works to resource students and their whānau with the tools and skills to support their mental health and wellbeing. By focusing on self-control, emotional regulation and resilience the Mana Ake interventions and wider ecosystem aims to change life trajectories for at-risk students.

What does the Mana Ake initiative do?

Mana Ake supports teachers and families to provide consistent approaches to supporting child wellbeing. The initiative works to streamline communications, enhance systems-level collaboration, leverage local skills and knowledge and connect both children, whānau and schools with the right services and skill sets to address child mental health and wellbeing needs.

Whom does Mana Ake serve?

Mana Ake works with all children in years 0-8 at Canterbury schools. This GoodMeasure report has been calculated for those receiving face-to-face and group support totaling 5500 children. Mana Ake's real-world impact is much greater, as the initiative touches the lives of all 52,000 primary aged children in Canterbury.



Mana Ake's Impact

Social Value
\$117,075,157

Social value definition

Social value generated for each participant	\$23,652
Measurable benefits as proportion of program cost	1332%
Cost of the program per participant	\$1,598

When we take into account the operating costs of Mana Ake we can calculate the social return on investment that is generated for every dollar in the program.

Social Return on Investment

\$1:\$13.32

Every \$1 invested in Mana Ake results in \$13.32 returned to NZ

GoodMeasure Outcomes

These outcomes directly contribute to this year's social value calculations.

- Improve mental health
- Improve educational achievement
- Improve physical health
- Reduce addiction
- Reduce mental health incidents

Additional Outcomes

These outcomes do not directly contribute to this year's social value calculations

- Improve prosocial behaviour
- Improve social connectivity
- Improve student engagement + retention
- Improve teacher satisfaction & teaching quality
- Improve anger management
- Improve parenting confidence and skill
- Improve parent-child attachment
- Reduce bullying
- Reduce violent and risky behaviour
- Reduce child maltreatment



Appendix

Below is a list of definitions of key terms contained in this report

Amount invested

The dollar amount that has been invested in a specific program, in New Zealand dollars.

Cost per person

The dollar amount invested in the program divided by the number of people supported by the program (include those who did not successfully complete it).

Domain

A domain is a way of dividing or filtering the subject and outcome material in your Impact Lab results. Impact Lab refer to domains as per the New Zealand Treasury's living standards framework domains.

Population

The group of people supported by the program, in terms of age, gender, and ethnicity.

Programs

The services delivered by the provider for the amount invested

Social ROI

This is the Social Return on Investment. It is calculated by comparing the social value generated by the program to the amount invested in it

Social Value

The social impact in dollar terms that the amount invested achieves for participants over their lifetime. The social value is calculated by combining impact values with a service delivery quality score, with the size of the opportunity to support a population, and the number of people supported.

Attribution

Some data and information used in the Social ROI calculations is licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) license. It is attributed to the NZ Treasury.

Disclaimer

This disclaimer sets out important information about the scope of our (Impact Lab Limited) services. It should be read in conjunction with the contract that we have entered into with you (or your company/organisation) for our services, including the applicable terms and conditions.

We have endeavoured to ensure that all material and information on GoodMeasure (including all ROI calculations and impact numbers) (together, the Information) is accurate and reliable. However, the Information is based on various sources, including information that you have provided to us, which we do not independently verify. Accordingly, we do not provide any representations or warranties in relation to any information, including any representations or warranties relating to the accuracy, adequacy, availability or completeness of the information or that it is suitable for your intended use. We do not provide advice or make any recommendations in relation to decisions, financial or otherwise, that you may make.

