

## **Institutional Evaluations:**

Mapping systems to draw attention to unmet needs, service gaps, and options for policy and service development

Presentation by Geoff Stone and Robin Peace for the Pathways Conference Auckland, 8 February 2018







## **KEY ELEMENTS** of this presentation



In working with English Language Partners New Zealand and the New Zealand Police we have sought to take a Developmental evaluatio approach. This means seeking to:

- understand the service ecology
- identify and quantify revealed needs and challenges
- highlight options to reconcile misalligned policies and services to address unmet needs

Visual tools are very helpful for exploring these abstract ideas and focusing attention on the most important aspects to support decision-making.

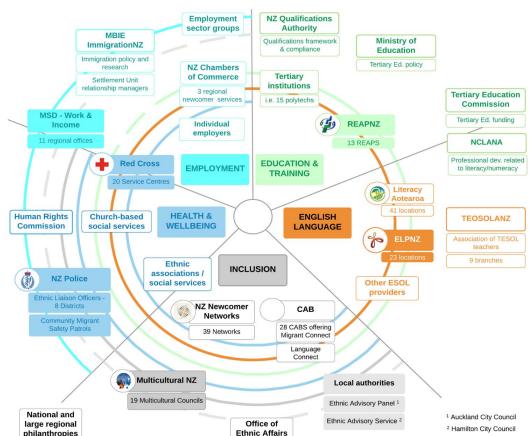
# Mapping the **ECOLOGY**



# Example: a map of the settlement service ecology organised by New Zealand Settlement Strategy outcomes

This allowed us to show:

- how complex and significantly disorganised the service ecology is, and
- that ELPNZ works across all settlement outcomes but is funded by government as if it is primarily a language school



# Mapping the **ECOLOGY**





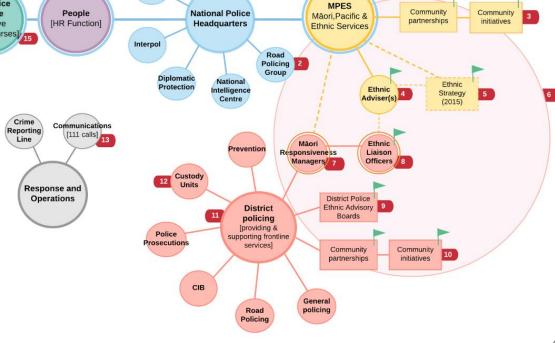
Puawaitah

child

protection

# Example: a map of the police organisational ecology

This shows 'pain points', and thus opportunities for further developing the Police's responsiveness to ethnic people and communities



Commissioners

Ethnic Focus

Forum

Research

and

Evaluation

Financia Crime Group Cross-agency

working

relationships

Multi-agency

initiatives



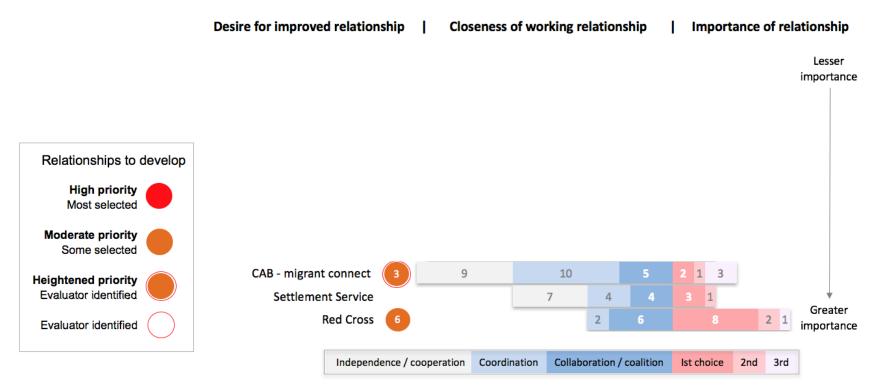
#### Example of a chart identifies an important working relationships for ELPNZ

22 ELP centre managers and the CE were surveyed.



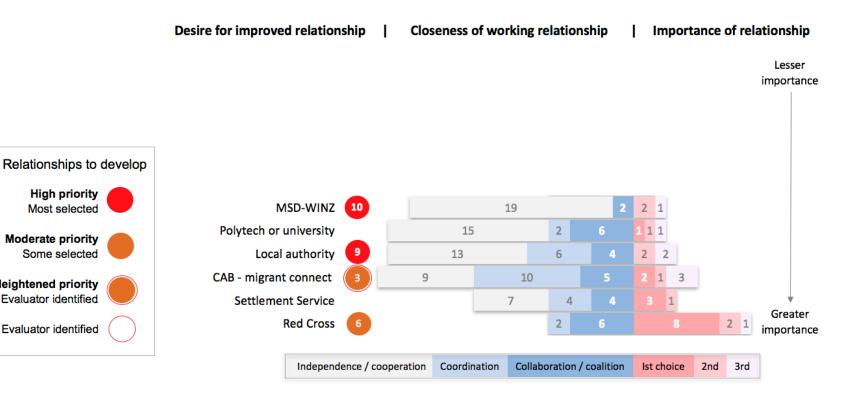


#### Showing assymetry in working relationships





#### Showing under-developed working relationships that need to be prioritised



**High priority** 

Most selected

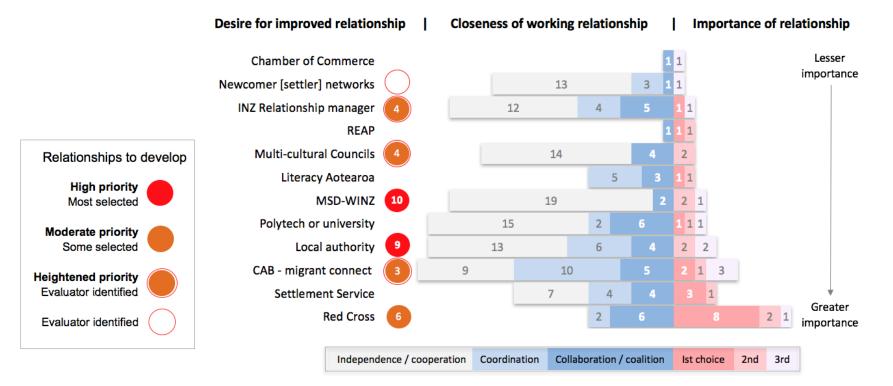
Some selected

Moderate priority

**Heightened priority** Evaluator identified



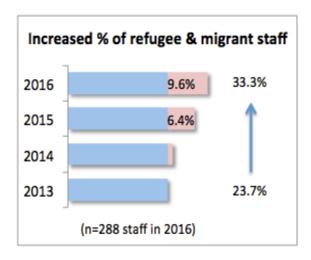
Including relationships the evaluator identified as potentially important and mutually advantageous

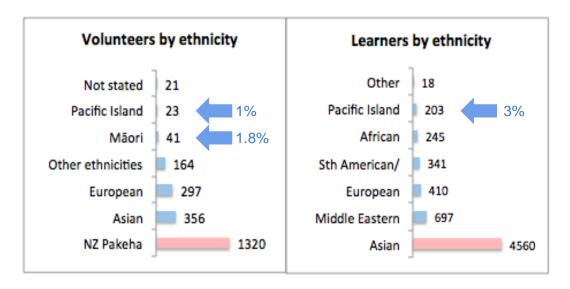




Charts that provide different ways for ELPNZ to think about and respond to diversity.

ELPNZ has become an increasingly diverse organisation. However, diversity is uneven, with lower numbers of Pacific learners, and Maori and Pacific volunteers. [sub in high res charts]

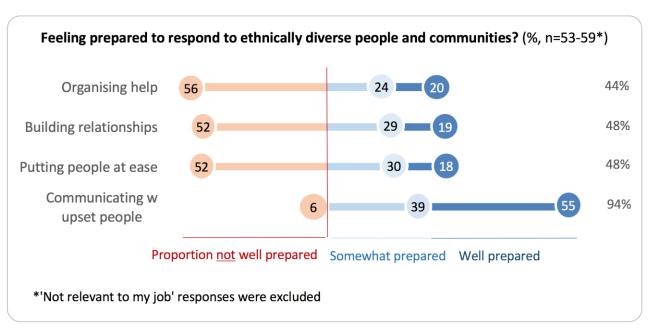




#### About REVEALED NEEDS



A chart showing where Police could focus their efforts in terms of further preparing to respond to ethnic people and communities



This picture was substantiated by instructive examples which could guide organisational development

# Addressing PATCHWORK SOLUTIONS & POLICY GAPS



Alignment mapping showing where to act and what is possible, including likely benefits

This example is a proposed theory of action for ELPNZ and others that could address unmet needs and structural issues

ENGLISH LANGUAGE HEALTH & WELLBEING

**EMPLOYMENT** 

**INCLUSION** 

EDUCATION & TRAINING

NZ Chambers of Commerce

3 regional newcomer services

MSD - Work & Income

11 regional offices

Employment sector groups

> MBIE ImmigrationNZ

Immigration policy and research

Settlement Unit relationship managers

Local authorities

Ethnic Advisory Panel <sup>1</sup>

Ethnic Advisory Service <sup>2</sup>

CAB

28 CABS offering Migrant Connect NZ Newcomer Networks

39 Networks

**Multicultural NZ** 

19 Multicultural Councils

REAPNZ

13 REAPS

ELPNZ 23 locations

Examples of possible intersecting objectives

ELPs link newcomers to local settlement and social services as necessary WINZ supports newcomers to get the English language service that best meets their needs.

ELPNZ advises WINZ about the English language proficiency and related work-readiness of it's learners. INZ routinely includes ELPNZ in local coordination networks/meetings to do with settlement. INZ also seeks support from employers for newcomers to access English language learning.

MBIE gains well documented evidence of settlement barriers.

All newcomers have comprehensive settlement information, they know where to get advice and how to access translation services.

All newcomers are routinely introduced to ELPNZ services and the benefits of becoming proficient in English.

All newcomers have sufficient social support and opportunities to reinforce English language learning. Settlement barriers are systematically identified resulting in practical help for the newcomers concerned and advocacy.

REAPS consistently look to ELPNZ to support rural TESOL delivery.

ELPNZ provides education materials, training and moderation, and drives a consiousness of settlement outcomes and monitoring of such.









