



KOHA KAI EVALUATION

AUGUST 2020



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1 EXECUTIVE SUMMARY

This evaluation was commissioned by Community Trust South in June 2019, to document the outcomes associated with Koha Kai and to investigate how Koha Kai can become more sustainable.

Koha Kai, an incorporated charitable trust, has been active in the Southland community since March 2014 and its mantra is to “Encourage a Life of Purpose”. It provides opportunities for vulnerable adults, particularly (but not exclusively) those living with physical or intellectual disabilities to learn, grow and engage in meaningful work, empowering people through removing barriers and allowing true community integration.

Other adults taking part in Koha Kai include the culturally isolated - international students (or their spouses), refugees, single mums without the confidence to go into the workplace, people undergoing rehabilitation - and also some people who have disabilities which have not been diagnosed (such as dyslexia - or delayed learning skills).

Koha Kai has four main workstreams:

- Lunches in Schools - where trainees cook and serve healthy kai in schools at \$2 per lunch. Koha Kai are currently providing lunches for 8 schools across Southland, three times a week in each school
- Horticulture - including a large community garden (maara kai) and gardens within schools
- Hospitality - through their community meals, catering, and food truck
- Innovation - where other programmes, such as the school holiday programme are delivered

Across time, Koha Kai has predominantly been resourced through one-off grants from local entities such as Community Trust South¹ and Te Pūtahitanga o Te Waipounamu². Occasional top-up funding has been provided by government entities and some revenue is received from Koha Kai providing goods and services i.e. Lunches in Schools, the food truck, gardens, school holiday programmes and Southern Institute of Technology courses.

¹ A community owned grant making organisation.

Koha Kai have recently undertaken some restructuring due to their financial situation. As at February 2020, Koha Kai have eleven staff (including seven team leaders) and twenty trainees, down from their previous numbers of fourteen staff and twenty-nine trainees. The reduction in staff numbers meant cooking from five school sites, rather than the previous eight. The reduced operational kitchen space also meant less trainees could safely work in the kitchens.

1.1 Key evaluation questions

The evaluation aimed to answer the following key evaluation questions:

- What are the outcomes of Koha Kai?
- How can the sustainability of Koha Kai be enhanced?

1.2 Evaluation Methodology

The methodology was informed by a review of literature, including the Whānau Ora Pou, the Mental Health Foundation wellbeing framework, Treasury’s Living Standards Framework and literature on sustainability. Previous research and evaluations of Koha Kai were examined, showing a gap in the direct voice of whānau and external stakeholders. Another identified gap was in the collection of pre and post-intervention data, which can help show that changes since attending Koha Kai are unlikely to have happened due to chance.

The designed evaluation addressed these gaps by incorporating the voices of five different groups of people associated with Koha Kai. Eighteen trainees, eleven whānau, thirteen stakeholders, thirty-three people connected through the online community and three Koha Kai Associates (Board Members and the CEO) participated in the evaluation.

Data was collected through online and face to face surveys and semi-structured interviews. Survey questions were constructed to map to the following outcome domains:

- life satisfaction
- mental health
- physical health
- learning and new skills
- work and employment
- independence and

² The Whānau Ora Commissioning Agency for the South Island.

- social connection

Trainee surveys included four pre and post-intervention measures, for the areas of:

- life satisfaction
- physical health
- mental health and
- loneliness

Stakeholders were also asked to assess Koha Kai against seven factors identified as contributing to sustainability. Narrative questions included questions about impact, Koha Kai strengths and areas for improvement and what would be different if Koha Kai ceased to exist.

Semi-structured interview questions deepened the evaluators understanding of the practices of Koha Kai and the associated outcomes for trainees, whānau, schools and the broader Invercargill community.

1.3 Outcomes of Koha Kai

Since inception, sixty-three trainees and thirty-one volunteers have taken part in Koha Kai.

Findings show that the impact of Koha Kai is immense and multilayered, with outcomes being evident for trainees, whānau, schools and the wider community.

1.3.1 Trainee outcomes

The greatest outcome for trainees is improved life satisfaction and wellbeing. Koha Kai enables trainees to:

- take part in meaningful activity
- gain a sense of purpose and
- feel valued

Trainees like taking part, knowing they are contributing to something worthwhile. They are busy and less bored. They are happier, with one trainee describing Koha Kai as a “lifesaver” and many more describing it as ‘life-changing’.

These sentiments are echoed by whānau “My child is a totally different person. He is involved with a team, a family and a purpose. All he needed was somebody to say, ‘You’re a good guy, and here’s a whole lot of people that you fit with’. Koha Kai was like a magic wand, it was amazing”.

Further evidence of the impact of Koha Kai was provided through pre and post-intervention testing which showed trainee improvements in life satisfaction were highly unlikely to have happened due to chance.

Mental health is closely linked to wellbeing, and trainee mental health showed similarly substantial improvements through taking part in Koha Kai. Again, these outcomes were shown to be statistically significant and highly unlikely to have happened by chance. Trainees experience a reduction in negative stress, anxiety and depression. There is also sound evidence that this has led to a decrease in the use of prescriptions and the amount of use of mental health services.

Trainees also experience improvements in physical health by taking part in Koha Kai, through eating more healthy kai and being engaged in more physical activity. Some trainees develop increased functionality by engaging in new activities through using their hands and legs in different ways, leading to increased strength, stamina and fitness. Some trainees also play in the Koha Kai basketball team, further enhancing their fitness. Some have reduced their blood pressure and controlled their diabetes better since taking part, through adopting a healthier diet. One trainee lost 34 kilos in weight.

Trainees are engaged in formal and informal learning whilst at Koha Kai. The Koha Kai teaching programme is underpinned by a progression framework consisting of ten levels. In 2019, four trainees gained the New Zealand Certificate in Horticulture - Level 1 through their work in the Koha Kai garden. The 2019 Graduation saw seven trainees graduate through the Koha Kai progression framework and six further trainees completed 2 or more levels in the framework.

Koha Kai trainees learn a variety of new facts and skills including garden planting, harvesting fruit and vegetables, food preparation, menu creation, healthy kai, cooking, plating up of food, health and safety, customer service, cash handling and how to use technology such as the Koha Kai app. Trainees develop routines, practical skills and social skills, such as listening, communication, and how to work with others. Some trainees mentor and coach other trainees and help in overall planning. Trainees are also developing leadership skills.

Trainee outcomes included the ability to engage in a meaningful activity considered to be work. Trainees gained workplace skills, developed routines that enable them to work, and learnt to work both independently and as part of a team.

Five of the twenty trainees are currently on casual contracts with Koha Kai, therefore also earning an income. One ex-trainee is now employed as a Koha Kai Team Leader and two other team leaders were

previously volunteers at Koha Kai. Three of the four administration staff are also previous volunteers.

Some trainees have gained external work experience (outside of Koha Kai) and external employment. Of the thirty-nine trainees that have exited Koha Kai since records have been kept 47% have gone on to external employment, with 21% gaining full-time employment and 26% gaining part-time employment. A further 16% have gained employment within Koha Kai, and 8% have gone onto fulltime study.

The evaluation showed that Koha Kai helps trainees develop both independence and social connections. Through the strengths-based approach of Koha Kai, trainees grew in confidence and self-esteem. Their range of choices broadened, and they became more able to make decisions for themselves. Through their engagement with the Koha Kai progression framework and their work, trainees grew in their sense of achievement and developed a can-do attitude.

Participating in Koha Kai gave trainees precious opportunities for social contact, with both the able-bodied and those living with disabilities. Trainees developed a sense of belonging through their time at Koha Kai, they established connections and made new friends and support networks through this process. Trainees often met up with each other outside of Koha Kai to go places, to support each other or “hang out together”. Koha Kai thus helped reduce loneliness and isolation for trainees. Koha Kai is well networked, and afforded trainees many opportunities to take part in new interest groups and activities. These included school activities, awards ceremonies and helping deliver in-service training. Koha Kai also helped numerous trainees to identify pathways for further support or advocacy.

1.3.2 Whānau outcomes

Numerous positive outcomes were also identified for the whānau of trainees. Whānau said Koha Kai had changed their lives, not just the lives of their children. One hundred percent of whānau agreed Koha Kai had led to an improvement in their life satisfaction, with those living with their children experiencing the greatest gain. One mother, whose child is now living independently in the community, said, “It has changed my world. I am no longer just a caregiver. I am a mother”. Whānau expressed great appreciation for Koha Kai and said they did not know what they would do without it.

Eighty-three percent of whānau say their own mental health has improved through Koha Kai. Improvements have mainly come through dramatically decreasing their levels of stress and anxiety. It has given them respite from their caring duties and a sense of hope and optimism. They now feel better about the future because they know their child is happy and well supported through Koha Kai.

Eighty-four percent of whānau say Koha Kai has improved their physical health. This has been mainly through increasing their access to affordable healthy kai and the links between physical health and mental health. For example, whānau talked about sleeping better because they were less worried. They loved the Koha Kai meals, and trainees love being able to share these with their parents. Apart from the nutritional benefits, families talked about the meals reducing stress, mainly when they were busy, or family members were tired or unwell. One mother talked about Koha Kai meals saving them \$50 a week.

Parents also said they were able to work more, through their child attending Koha Kai. This has arisen through freeing up whānau time and energy previously devoted to caring for their child. Whānau also have more independence to do other things that they need or want to do. Some whānau also commented that their child is contributing more at home since attending Koha Kai. Whānau spoke at length about the joy they got from seeing their children in work ‘like anyone else’. Some whānau had children who were employed by Koha Kai and they also spoke about the financial independence work brings their child. This, in turn, means the whānau do not have to financially support their children as much, with one mother talking about their son now being so proud of ‘paying his way’.

1.3.3 School outcomes

Schools are benefitting greatly from Koha Kai and principals spoke of many positive outcomes. Through Koha Kai’s Lunches in Schools workstream, children are eating healthy lunches, so they return to the classroom ready to learn. Principals spoke of this reducing the barriers to learning and equalising the playing field between those who have affordable access to kai, and those who usually do not. One principal estimated that 40% of school children would come to school with no lunch. The partnership between Koha Kai and schools is very strong, and processes (including a voucher system, monetary support from other social service

organisations and the school paying for lunches) are in place to ensure no child goes hungry, and no child feels stigmatised if they cannot afford to pay.

Principals are adamant that Koha Kai is helping reduce poverty, not only in their schools but for whānau also. Lunches are only two dollars, and they have noticed children sometimes purchasing extra to take home, particularly on Fridays. Koha Kai is also helping tamariki to make healthier lunch choices, with one school cutting back the days it has takeaways available from four days to one day.

Koha Kai has also been a catalyst for greater parental and community involvement within the school. Parents come to Koha Kai events and can help with some of the Koha Kai processes such as the purchasing of vouchers or distribution of lunches. In this sense, the partnership is helping build a sense of community. Trainees benefit from this too with the schools becoming part of the trainees' network, with trainees signing up to the school Facebook page and making comments and being invited to school events.

Koha Kai is therefore helping contribute to social integration, through increasing the visibility and connections of those living with disabilities. By tamariki seeing people who live with disabilities in work children realise that people living with disabilities can make a valuable contribution to communities. This elevates the mana of trainees. Principals have commented that this is particularly great for the children within the schools who have disabilities, as it provides them with role models.

1.3.4 Community outcomes

Koha Kai also produces outcomes for the broader Invercargill community. Koha Kai has a high community profile and, is well-known for the 'Lunches in Schools' programme. Trainees are also out and about in the food truck, providing the community with meals and working in The Pantry visible to all customers. Eighty-eight percent of stakeholders agreed Koha Kai increases community cohesion by enabling people living with disabilities to interact with those that do not. Eighty-eight percent say Koha Kai reduces discrimination against those living with disabilities. It is therefore, contributing to both current wellbeing and future wellbeing as discrimination is one of the social capital indicators of future wellbeing in the Treasury's Living Standards Framework.

Eighty-eight percent agreed that Koha Kai is reducing poverty and disadvantage, through the

Lunches in Schools and the community meals they produce.

In 2019 Koha Kai produced:

- 35,574 school lunches
- 2,130 community meals
- 2,889 trainee lunches and
- 3,417 meals for trainees to take home

Koha Kai also helps to reduce the use of mental and physical health services, through improving the mental and physical health of both trainees and whānau. Similarly, Koha Kai reduces the burden on disability services. As one whānau member explained:

"He no longer has weekly professional care. He used to have a team of people he saw weekly. He doesn't need any of those people anymore." - Whānau

Additionally, through its employment outcomes, Koha Kai is contributing to increased employment rates, increased economic productivity and in some instances, reducing government expenditure on welfare payments. Koha Kai also employs and upskills community volunteers. Of the twenty-five community volunteers who have exited Koha Kai, 64% of volunteers have exited on to employment, with 32% getting full-time jobs and 32% getting part time jobs. A further 8% have become employed at Koha Kai, and one has become self-employed.

In conclusion, there is robust evidence that Koha Kai produces positive outcomes. The triangulation of data and pre and post-intervention testing demonstrates this. Additionally, all participant groups were also clear in their narrative interviews that positive changes were attributable to Koha Kai. The evaluator considers Koha Kai also provides clear and robust evidence of meeting both the Whānau Ora pou and the Mental Health Foundation's five ways to wellbeing: helping trainees to give, be active, keep learning, connect and take notice.

1.4 Factors Enabling Effectiveness

Factors that enable Koha Kai to achieve these excellent outcomes include:

- a strengths-based approach that focuses on ability rather than disability
- supportive expectations that are high but achievable

- flexible environments that are adapted to consider the nature of trainee disabilities
- the van, which provides essential transport to enable trainees to take part and opportunities for trainees to mix and socialise
- the approach of staff, which was described by stakeholders as genuine, generous, kind and compassionate. This helps trainees to feel they can discuss any issues they have with staff

The Koha Kai programme provides trainees with a sense of meaning and purpose and keeping busy has appeared as a protective factor against poor mental health. Koha Kai is not a nine to five job for its' staff, with many staff committing to te reo Māori training voluntarily so they can integrate it into the Koha Kai programme. Trainees are given many opportunities to take part in a broad range of activities outside of their regular Koha Kai work, enhancing their skills and social connections.

1.4.1 Enhancing sustainability

The greatest area of development for Koha Kai was identified as securing suitable funding to ensure ongoing sustainability. While stakeholders were universally adamant about the benefits of Koha Kai, they were concerned about its ongoing viability. Numerous stakeholders expressed a desire for core government contract funding to secure the future of Koha Kai for its' trainees, their whānau and the community.

Given the plethora of benefits across so many wellbeing domains, promising funding avenues could include cross-departmental funding. The reduction in demand for other services, such as disability support, mental and physical health services, the productivity gains and the social benefits of Koha Kai all indicate an investment in Koha Kai would pay significant dividends. The evaluator recommends Koha Kai utilise these findings to discuss opportunities for cross-departmental funding with the Ministries of Education, Health, and Social Development. This could include building a case for funding using Treasury's Cost-Benefit Analysis tool and the Living Standards Framework, recognising the impacts that have been identified through this outcomes evaluation.

Any opportunities for funding need to be carefully assessed to ensure they are in line with the Koha Kai kaupapa, and in particular the recognition that

trainees are undertaking both learning and work at Koha Kai.

Another pathway to increased sustainability could include increasing the catering side of the business and using this to subsidise more of the core activity of Koha Kai.

1.4.2 Potential development areas

Participants also identified practice-based areas of development that Koha Kai could consider including:

- paying all trainees
- investigating if any streamlining of administration and reporting processes is possible through increased use of technology
- considering the possibility of more communication with whānau



2 INTRODUCTION AND BACKGROUND

2.1 Evaluation Scope and Aim

This evaluation has been commissioned and funded by Community Trust South with the dual purpose of documenting the outcomes associated with Koha Kai and contributing towards a discussion on potential pathways towards sustainability. The evaluation has been led by Sue Quinn, Outcomes Specialist at Te Pūtahitanga o Te Waipounamu, with support from Karyn Byrd, Canterbury University Social Work student on placement at Te Pūtahitanga o Te Waipounamu (who undertook interviews and transcriptions) and Sam Selwyn (who supported the quantitative data analysis). A diagrammatic overview of the evaluation structure is provided in Figure 4 - Evaluation Overview on page 17.

This includes the key evaluation questions, the background information and literature review sources, the key participant groups taking part in the evaluation, data collection methods and the findings areas investigated in the evaluation.

2.2 Key Evaluation Questions

The key evaluation questions were:

1. What are the outcomes of Koha Kai?
2. How can the sustainability of Koha Kai be enhanced?

In order to answer these questions, a variety of literature was analysed, to inform the evaluation design. Discussions were also held with the Koha Kai Evaluation Project Team.

Initially, background information was sought to understand the purpose, structure and operations of Koha Kai. This involved a site visit and discussions with the Koha Kai Chief Executive Officer (CEO). The site visit enabled the evaluation team to observe the programme in practice, introduce themselves to the trainees and review some of the Koha Kai administrative information.

2.3 About Koha Kai

Koha Kai has been active in the Southland community since March 2014. Its mantra is to “Encourage a Life of Purpose”, and it works to empower people through removing barriers, and allowing true integration.

The Koha Kai vision is to provide inspirational mentoring and training programmes. Training programmes aim to provide learning and growth opportunities for vulnerable adults, particularly (but not exclusively) those living with physical or intellectual disabilities. In so doing, Koha Kai seeks to enhance the wellbeing of the people who are taking part in their programmes.

Figure 1 - Koha Kai Values

Kindness – above all else, choose compassion.
Openness – embrace opportunities for growth.
Honesty – accept responsibility for our journey.
Ability – strive to exceed expectations.



2.3.1 Structure

Koha Kai is an incorporated charitable trust and is also a registered charity with Charities Services.

The number of people that have taken part in Koha Kai since inception is outlined below.

Table 1 - Koha Kai participant numbers since inception

Enrolment Type	Number
Community Volunteer	30
Trainee	51
Trainee / Graduate	10
Trainee / Rangatahi	2
Volunteer Team Leader	1

Table 1 is based on enrolment data. If a trainee enrolled, left Koha Kai and returned at a later date, they have been counted twice. Definitions of terms are contained in the glossary.

Current Koha Kai workstreams are:

1. Lunches in Schools
2. Horticulture (the maara kai)
3. Hospitality
4. Innovation

During the evaluation period Koha Kai has undergone some restructuring due to financial imperatives. This has resulted in fewer staff, specifically fewer team leaders, and fewer active trainees. Prior to the restructure, Koha Kai had 14 staff and 29 trainees. The reduction in team leaders has meant Koha Kai can cook from fewer school kitchens, as each cooking site requires a team leader. Prior to the restructure, Koha Kai were cooking out of all 8 schools. Now they are only cooking out of 5 schools, meaning less operational kitchen space, and reducing the number of trainees that can safely cook from schools.

The structure and operational practice of Koha Kai in early 2020 was:

- **Four** Board members
- **Eleven staff** consisting of the Chief Executive Officer (CEO), two administration staff, one kitchen coordinator and seven team leaders. Six staff are fulltime and five are part-time
- Team leaders are now responsible for the oversight and instruction of **20 trainees** across the four workstreams operated by the Trust

- **Lunches** are being provided for **8 schools** on **3 days a week**
- **Lunches** are being **cooked from 5 schools**
- The maara kai continues to operate with 2 team leaders and 7 trainees, both included in the above numbers

2.3.2 Workstreams

LUNCHES IN SCHOOLS

Figure 2 lists the schools that Koha Kai is currently providing with Lunches in Schools.

Figure 2 - Schools receiving Lunches in Schools

- Te Wharekura o Arowhenua
- Newfield Park
- New River Primary
- St Josephs Primary
- St Patricks Primary
- Fernworth Primary
- Invercargill Middle School
- Waiau Area School

Koha Kai works in partnership with these eight schools to ensure tamariki and staff have access to affordable healthy kai. Under the guidance of team leaders, teams of trainees prepare meals at the schools, using the school kitchens. Koha Kai uses fresh local produce, and in some schools has established maara kai (gardens) that provide produce for the meals and learning opportunities for the students. The gardens are tended by a mix of school students, Koha Kai staff and school parents.

HORTICULTURE

Koha Kai has established market gardens on approximately one acre of land provided by the Dominican Sisters. This provides trainees with a different type of learning experience that offers the opportunity to gain New Zealand Qualification Authority (NZQA) credits. The garden produces vegetables and fruit for the Lunches in Schools programme and the hospitality workstream with surplus produce sold through a collaborating social enterprise – Love Local.

HOSPITALITY

The hospitality workstream of Koha Kai includes:

- Catering
- The food truck
- Community meals
- Community events, e.g. ‘Pavluber’ and Koha Kai Wastenet School Holiday Programme

Catering is undertaken for a variety of private and community events, with more than fifty events catered for in 2019. Koha Kai graduates and staff prepare the catering in the training kitchen, located at The Pantry. The graduates who are part of this team are employed on casual contracts with Koha Kai.

The mobile food truck, gifted to Koha Kai by Fight For Kidz, enables Koha Kai to provide kai directly to customers at a variety of occasions and locations. Last year it was used at more than 15 events, as well as providing street food regularly over four months until seasonal weather variations made it impractical. The food truck usually sells food at market prices therefore provides an income stream for Koha Kai.

Community meals, pre-packaged meals made from leftover kai, are frozen and available for the community to purchase from The Pantry at an affordable price of eight dollars. This ensures no kai gets wasted and supports another community initiative who gain commission from the sale of the meals. Community meals are also delivered twice a week by Koha Kai staff or trainees.

Last year 2,130 community meals were sold or distributed throughout the community.

Koha Kai also works with various support networks and charities supplying individuals or whānau who are in crisis with meals for up to a week. This helps whānau through the initial period of recovery. Koha Kai then looks at how to build on that relief, by potentially offering skills-based learning to support long term sustainable recovery and growth.

INNOVATION

Koha Kai has been innovative in trying to diversify its funding sources. Recently it trialled a school holiday programme, which is delivered in conjunction with WasteNet. The programme consisted of ninety-minute workshops, which children rotated through. Each workshop had practical activities, such as cooking and composting, and written activities designed to reinforce the learning children had that day. In all, 75 people took part with many of them participating for more than one day.

INDUSTRY STANDARDS AND ACCREDITATION

Koha Kai are mindful of the importance of meeting industry standards and accreditations.

Koha Kai has achieved Level 4 accreditation through a cross-sector accreditation programme with Ministry of Social Development.

All staff in the Koha Kai's Hospitality programme have a minimum of Unit 167 in Food Safety and are required to have a current First Aid Certificate.

All garden staff are required to have completed courses on organic vegetable growing and permaculture principles. These staff are contracted by the Southern Institute of Technology to deliver New Zealand Certificate in Horticulture Level 1 and Level 2 to trainees.

Koha Kai has approved food plans registered with Invercargill City Council and Southland District Council and are working on attaining primary industries accreditation to enable services to be delivered through multiple sites and regions.

2.3.3 Koha Kai stages of development

Stage One of Koha Kai development involved establishing the Lunches in Schools programme and the introduction of the horticulture programme (maara kai). This enabled trainees to undertake foundation studies in horticulture, hospitality and work readiness.

Stage Two has involved developing opportunities to extend trainee's learning in hospitality, horticulture and work readiness. With the gifting of the food truck, Koha Kai developed processes to enable trainees to deepen their connection with the broader community, and extend their skills, such as cash handling and customer service. Stage Two also includes Koha Kai providing both internal and external work experience opportunities for senior or graduate trainees, and a stronger focus on catering and event planning. Other innovations in Stage Two included the delivery of the school holiday programme which enabled Koha Kai trainees to remain gainfully engaged during the school holidays, while also providing a new income stream for Koha Kai. Therefore, this second stage of Koha Kai development has diversified Koha Kai income streams and provided more commercial opportunities towards social enterprise sustainability.

2.3.4 Funding

Koha Kai initially ran as a pilot programme over two years, run on the 'smell of an oily rag' with very little financial support. However, Koha Kai recognised that in order to grow the benefit to the community and to continue to make an impact they needed financial input.

Community Trust South has been a significant funder of Koha Kai since 2017 providing untagged operational funding (to the value of \$574,500), to support their Stage One and Two development, through its Innovation Fund³ and general granting. Koha Kai's development has also been funded through Te Pūtahitanga o Te Waipounamu Wave funding for their Stage One development of the maara kai in schools and their Stage Two development.

Infrastructure funding has generally come from the ILT and ILT Foundation. Some wage funding has also been granted from Lotteries/Department of Internal Affairs and The Southern Trust.

Koha Kai has also had significant in-kind support from the Dominican Sisters who supported through use of their land for the horticulture programme and market garden.

Other smaller amounts of funding have come from the following: WellSouth, Fonterra, Ballance, Rural Women's' Institute, National Herb Society, Invercargill Budget Advisory Services and Slingshot. Several private individuals make regular or one-off contributions to the Koha Kai programme, including both financial donations and gifts in kind. Several Rotary groups have donated equipment supporting their ongoing development, a local real estate company (HOAMZ) donated a second-hand wheelchair van, and Macaulay Motors has provided a three-year cut-price lease of a Mazda truck to tow the food truck.

Koha Kai currently has a two-year contract (valued at \$200,000 and ending in November 2020) with the Ministry of Social Development (MSD) to support the continuation of their service whilst reviewing their funding mix. A second short term contract of \$100,000 was also awarded by MSD as interim funding to sustain Koha Kai's operations in line with the upcoming Free and Healthy School Lunches Initiative, which Koha Kai has tendered for.

Koha Kai also receives income from the following workstreams:

- The food truck
- Community meals
- Lunches in Schools
- Southern Institute of Technology
- The School Holiday programme

³ the Trust's Innovation Fund, under which Koha Kai was funded, was ceased in March 2019.

2.3.5 Learning and employment foci

The Koha Kai hospitality teaching programme is based on a progression development framework consisting of ten levels, with each trainee being regularly assessed and progressing through the different levels. As they progress through Stage 2, they gain accreditation criteria for their learning (kitchen development competencies) and graduate from the programme. As graduates, they are offered casual contracts with Koha Kai, and this allows them to support external activities – like catering events and food truck events. Recently, an extension programme has been added to the framework for graduate trainees. This involves working in public, customer services skills and cash handling through the food truck. Effectively, this allows graduates to be interns within Koha Kai, where they can earn as they learn.

Initially, Koha Kai's learning framework did not contribute to any formal qualifications as it was not aligned with New Zealand Qualifications Authority (NZQA) standards. However, Koha Kai has recently linked with Southern Institute of Technology, and their horticulture programme is now aligned to the NZQA framework and qualifications. Koha Kai are also working towards their hospitality framework becoming similarly accredited, as currently this only meets industry equivalent standard qualification levels. In addition, all team leaders are required to have the formal NZQA accreditation in their relevant respective vocational pathways.

Koha Kai also prepares trainees for paid employment, both within and outside of Koha Kai. Currently Koha Kai employ four graduate trainees on casual contracts, one graduate on a permanent part-time contract and one full-time graduate on an internship through Ministry of Social Development mainstream. Three previously employed graduates have now secured employment outside of Koha Kai.

2.3.6 Referral sources

Koha Kai has a broad range of referral sources, and, subject to availability, accept self-referrals and referrals from a range of services and organisations including:

- Community Mental Health
- Oranga Tamariki and the Justice System
- The Ministry of Social Development
- Workbridge

- Schools - James Hargest Transition Classes and Ruru Specialist School
- Disability Service Providers such as Idea Services, Community Care Trust, CCS Disability Action, Access Ability
- Red Cross - through refugee programme
- Southern Institute of Technology - international students
- Social Groups

People also sometimes make enquires through Facebook, or through promotional events that Koha Kai have attended. Some trainees have self-referred.

2.4 Literature Review

2.4.1 Previous evaluations

Previous reports on Koha Kai were reviewed, including Te Pūtahitanga o Te Waipounamu outcomes information and Results-Based Accountability, and the Ihi Research publications.

Evaluation by Te Pūtahitanga o Te Waipounamu is conducted under a Whānau Ora framework. The framework enables a myriad of outcomes to map towards results and embraces culture and humanity as important parts of wellbeing. It is holistic, strengths-based and recognises the importance of intergenerational impacts. Earlier this year, the Whānau Ora Outcomes review confirmed that the Whānau Ora Commissioning approach had created positive change for whānau and progression towards achieving self-identified priorities. Key features of the model that contribute to its success are that it is culturally grounded, whānau-centred and strengths-based. Most importantly, whānau themselves have been instrumental in driving these changes.

The seven pou for Whānau Ora are:

1. Pou Tahī – Whānau in Te Waipounamu are self-managing and empowered
2. Pou Rua – Whānau in Te Waipounamu are leading healthy lifestyles
3. Pou Toru – Whānau in Te Waipounamu are participating fully in society
4. Pou Whā – Whānau in Te Waipounamu are confidently participating in Te Ao Māori
5. Pou Rima – Whānau in Te Waipounamu are economically secure and successfully involved in wealth creation
6. Pou Ono – Whānau in Te Waipounamu are cohesive, resilient and nurturing

7. Pou Whitu – Whānau in Te Waipounamu are responsible stewards of their living and natural environment

Te Pūtahitanga o Te Waipounamu documentation reviewed showed that Koha Kai was achieving outcomes for trainees against all seven pou. However, there was an identified gap in information for whānau and tamariki, with no outcomes for schools or whānau being collected.

Ihi Research has conducted a previous evaluation of the Koha Kai flagship programme, Lunches in Schools (Savage, Dr C; Hynds, Dr A; Leonard, J; Goldsmith, L; and Te Hēmi, H, 2019). The evaluation report found:

“The impact of Koha Kai on immediate and wider whānau has been immense. Koha Kai has had a huge impact on the lives of the trainees. Case studies recorded by Janice and her team have captured the transformational changes these people have gone through” (Savage, Dr C; Hynds, Dr A; Leonard, J; Goldsmith, L; and Te Hēmi, H, 2019, p.15).

The Ihi Research evaluation showed evidence of the following outcomes being achieved by Koha Kai:

- Increased social connection for whānau who were isolated
- Improved well-being for whānau through healthy kai, increased connection and purpose
- Breaking down barriers for the disabled in the community
- Developing meaningful relationships with children and whānau in community
- Able to support others in the community with excess kai
- Community volunteers contribute and work for their kai
- Increased collaboration with community groups, disability services, Ruru Specialist School, James Hargest Transition, and the Murihiku Māori and Pasifika Cultural Trust
- Improved pathways for improved skills for independence for disabled, reduced medication, require less support as they are more independent, healthy diets
- Whānau setting their own goals outside of Koha Kai
- Community recognition and nominations for awards
- Disabled whānau moving into positions of leadership

- Whānau proud of cooking for children, being part of a service that adds value to the community
- Whānau supporting others to learn new skills and be part of Koha Kai
- Created a process that removes the stigma of a free lunch or kai for children who do not have lunch

2.4.2 Wellbeing and outcomes frameworks

In order to assess the outcomes of Koha Kai, the evaluator reviewed current literature on wellbeing and the construction of wellbeing indicators.

The Mental Health Foundation states that there are five ways to wellbeing:

- To connect, me whakawhanaunga
- Give, tukua
- Take notice, me aro tonu
- Keep learning, me ako tonu
- Be active, me kori tonu

(Mental Health Foundation of New Zealand, 2019).

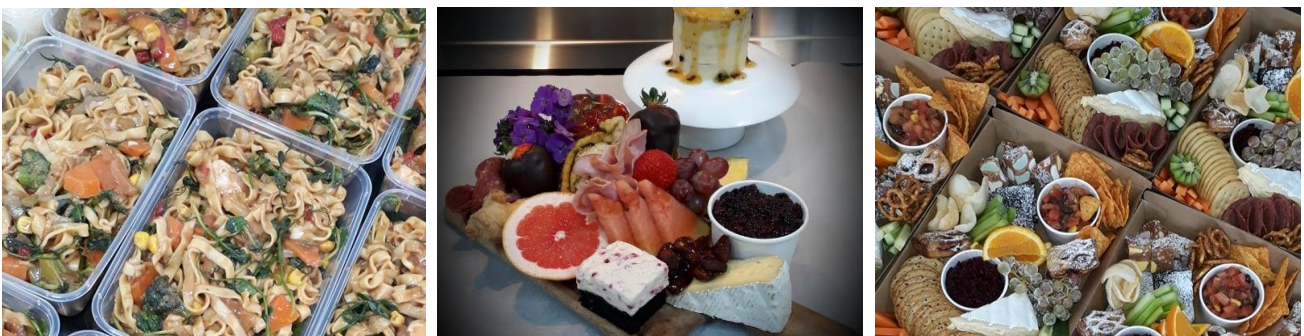
While these are universal factors for a general population, Koha Kai is distinguished by the fact it has been consistently recognised as a Whānau Ora entity. The seven Whānau Ora Pou previously discussed are also a framework for wellbeing, particularly relevant to Koha Kai.

2019 was the year of the Wellbeing Budget, which broadened the definition of success for New Zealand to include supporting mental wellbeing. The government states:

“Wellbeing is when people are able to lead fulfilling lives with purpose, balance and meaning to them” - (The Treasury, 2019).

Currently, Treasury’s advice to Ministers on priorities for improving wellbeing is informed by the Living Standards Framework Dashboard (LSF) (Te Tai Ōhanga - The Treasury, 2019), depicted in Figure 3, on page 15.

In order to construct the Wellbeing Budget, government departments were encouraged to consider potential impacts on wellbeing as part of their budget preparation. This involved using the Treasury’s Cost Benefit Analysis Tool for cost-benefit analysis (CBAX Tool User Guidance - Guide for departments and agencies using the Treasury CBAX tool for cost benefit analysis, 2018).



Koha Kai Meals & Platters

Figure 3 - Living Standards Framework

(The Treasury, 2019)

Table 2 - Wellbeing indicators in the Treasury's LSF Dashboard			
Indicators of New Zealand's current quality of life (Domains of wellbeing)			
Civic engagement and governance <ul style="list-style-type: none"> • Voter turnout • Trust in government institutions • Perceived corruption 	Cultural identity <ul style="list-style-type: none"> • Te reo Māori speakers • Ability to express identity 	Environment <ul style="list-style-type: none"> • Air quality • Access to the natural environment • Water quality (swimmability) • Perceived environmental quality 	Health <ul style="list-style-type: none"> • Healthy life expectancy • Health status • Mental health • Suicide rate
Housing <ul style="list-style-type: none"> • Household crowding • Housing cost • Housing quality 	Income and consumption <ul style="list-style-type: none"> • Disposable income • Financial wellbeing • Consumption 	Jobs and earnings <ul style="list-style-type: none"> • Unemployment rate • Employment rate • Hourly earnings 	Knowledge and skills <ul style="list-style-type: none"> • Educational attainment (tertiary) • Educational attainment (upper secondary) • Cognitive skills at age 15
Safety and security <ul style="list-style-type: none"> • Intentional homicide rate • Domestic violence • Workplace accident rate • Feeling safe 	Social connections <ul style="list-style-type: none"> • Social network support • Loneliness • Discrimination • Māori connection to marae 	Subjective wellbeing <ul style="list-style-type: none"> • General life satisfaction • Sense of purpose in one's life 	Time use <ul style="list-style-type: none"> • Leisure and personal care • Paid work • Unpaid work
Indicators of New Zealand's sustainable and intergenerational wellbeing (Capitals)			
Financial and physical capital <ul style="list-style-type: none"> Total net fixed assets Net intangible fixed assets Household net worth Multifactor productivity growth Net international investment position Total Crown net worth 	Human capital <ul style="list-style-type: none"> Educational attainment (tertiary) Educational attainment (upper secondary) Expected educational attainment Non-communicable diseases Cognitive skills at age 15 Life expectancy 	Natural capital <ul style="list-style-type: none"> Natural hazard regulation Climate regulation Sustainable food production Drinking water Biodiversity and genetic resources Waste management 	Social capital <ul style="list-style-type: none"> Trust held in others Perceived corruption Discrimination Trust in government institutions Sense of belonging

2.5 The Funding Environment

Potential sources of funding for community (not for profit) organisations are:

- Contract funding – through government departments
- Business giving - sponsorship, staff involvement, koha, pro bono work, workplace giving (payroll giving, matching gifts programmes), donations, grants and gifts in kind (Generosity New Zealand, 2017)
- Philanthropy – donations, family trusts and bequests

The current funding environment for Not for Profits in New Zealand is tight. Between 2000 to 2017 the Not for Profit Sector expanded, and as of March 2017, it was a 60 billion dollar industry (Stuff, 2017). With over 27,000 not for profits across New Zealand, it is estimated there is one not for profit for every 170 kiwis. Between 2010 and 2017, 2.5 charities were established each business day in New Zealand. And while funding growth for the sector has been strong (averaging 5.7% per annum between 2004 and 2017), the growth in the sector has put a lot of pressure on funders supporting the sector. “Looking ahead we think that more collaborations and mergers could be part of the solution” Craig Patrick (New Zealand head of JB Were) said.

Additionally, the New Zealand Cause Report found a large concentration of sector income – with 89% of income controlled by the top 11% of not for profits (McLeod, 2017, p.20). This makes it difficult for smaller and new organisations. According to McLeod, it means “that the potential innovation sitting in the remaining people and organisations often doesn’t see the funding needed to be realised”.

McLeod goes on to note, “Overall, for the NFP sector to remain as effective as possible and to maximise impact, it needs to continue to evolve and faster than in the past. Something has to change to enable continued sustainability, and that involves a combination of where funding comes from and how it is used”. This is in line with advice from Grant Thornton, who states: “The Not for Profit sector is continuously evolving. New approaches to funding, maximising your technology investment and ensuring that your best people stay with you are all critical factors for success”.

Core government funding provides another potential income stream for numerous not for profits. Government Ministries that may have outcomes aligning with Koha Kai include the Ministries of Health, Education and Social Development. However, existing government contracts can be hard to secure, as they are currently held by existing providers. New government spending may provide greater opportunities.

2.6 Sustainability

It is against this context that Koha Kai is seeking sustainability. In 2019, Ihi research undertook research with Whānau Ora entities to investigate what factors contribute to sustainability. Key organisational factors identified were:

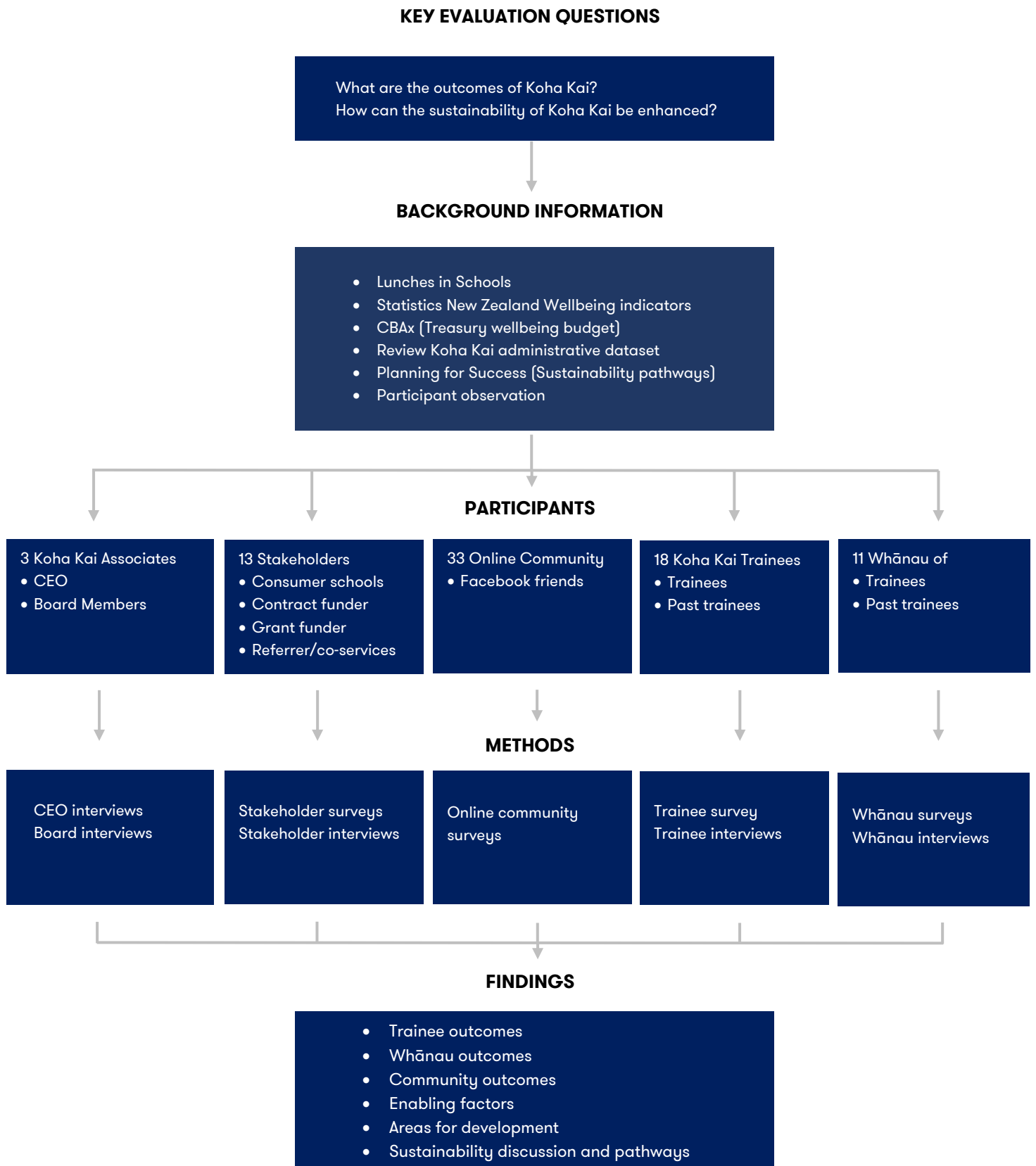
- A clear mission and purpose
- Good leadership
- Enterprise systems and process
- A commitment to continuous learning
- Being well-networked
- Future funding and support
- Being able to articulate the organisational impact

Ihi Research also found that being responsive to whānau needs requires flexibility, so adopting an approach that can change based on the different needs of each whānau. (Savage, Dr C., 2019).

Just like a business, for a Not for Profit to run efficiently and effectively it must balance its’ books, so it’s expenses cannot be greater than its income.

3 METHODOLOGY

Figure 4 - Evaluation Overview



3.1 Participants and Methods

Figure 4 provides an overview of this evaluation including the evaluation questions, participants by type and number, the methods used and the findings.

Table 2 shows the number of participants who took part in this evaluation and the data collection methods used. It also provides information on the methodology for participant selection. Random interview participants were selected from a list of those who indicated they were happy to be contacted further in initial surveys. The names of purposively selected participants were passed on through Koha Kai. The inclusion of randomly selected participants helped to minimise the chance of response bias.

Table 2 shows five participant groups took part in this evaluation. In total, sixty-four respondents completed surveys and interviews were conducted with thirty participants. The colors in Table 2 relate to the color used to represent quotes from these participants in the findings section of this report.

Table 2 - Evaluation participants and methodologies

Number of participants by type	Data collection method	No	Participant selection method
18 Trainees	Survey	17	Random
	Interviews	6	Random
	Interview	1	Purposive
11 Whānau of trainees	Survey	7	Random
	Interviews	3	Random
	Interviews	4	Purposive
13 Stakeholders	Survey	7	Purposive
	Interviews	13	Purposive
33 Online community	Survey	33	Random
3 Koha Kai Associates	Interviews	3	Purposive

A mix of surveys and interviews was used to generate quantitative and qualitative data. Copies of survey and interview questions are available on request. Survey questions generally contained statements with a five-point (strongly agree to disagree) Likert scale response option. The literature review helped inform the survey questions that were included. For example, trainee surveys contained questions mapping to the Whānau Ora Pou, the

Mental Health Foundation’s Five Ways to Wellbeing and the Living Standards Framework. They also contained four pre and post-intervention questions. These questions asked trainees to rate certain aspects of their life before and after their involvement with to Koha Kai. The wording of these questions was taken from the Statistics New Zealand 2014 General Social Survey, which corresponds to the SF_12 physical and mental health questions (Caitlin Davies, Housing New Zealand, 2018). These questions map to indicators used in the CBAX. (CBAX Tool User Guidance - Guide for departments and agencies using the Treasury CBAX tool for cost benefit analysis, 2018). The CBAX tool is a spreadsheet model that contains a database of values to help agencies monetise impacts and do cost benefit analysis.

Open-ended questions were asked in the trainee, whānau and online community surveys. However, they were not asked during the stakeholder survey because responses to open-ended questions were recorded during the interview process instead.

3.1.1 Trainees

Eighteen trainees took part in this evaluation.

SURVEYS

Seventeen current trainees participated in an online survey.

In consideration of trainees’ physical and intellectual disabilities, trainee surveys were administered through kanohi ki te kanohi (face-to-face) conversations, with Koha Kai staff inputting the data into the online survey cache. This enabled trainees who could not read, write or respond online to take part. Trainees who were largely non-verbal were asked to show their agreement in the following way:

- Strongly agree - two thumbs up
- Agree - one thumb up
- Neutral - handshaking/waving
- Disagree - one thumb down
- Strongly disagree - two thumbs down

INTERVIEWS

Trainees were asked if they wished to take part in face to face interviews conducted by the evaluation team. Nine trainees indicated they were willing to take part in interviews. From these six trainees were selected at random to take part in interviews. Semi-structured interviews were conducted by Sue Quinn and Karyn Bird, of Te Pūtahitanga o Te Waipounamu.

In addition to this, one former trainee also participated in an interview over the phone. This interview participant was selected through connecting at the Koha Kai Awards dinner.

3.1.2 Whānau

Eleven whānau members of trainees (all parents) took part in this evaluation. Some of these whānau members currently live with their children; other children now live independently of their whānau.

SURVEYS

Trainees were given copies of a letter, asking one of their whānau to complete an online survey. Initially, ten whānau survey responses were received, but the data was cleaned to remove responses from trainees, as a different survey was available for trainees. Seven whānau members responded to this online survey.

INTERVIEWS

Three whānau who submitted surveys volunteered to take part in face to face interviews. Names of a further four interview participants were selected from a list provided by Koha Kai kaimahi.

3.1.3 Stakeholders

INTERVIEWS

A list of stakeholders was provided to the evaluation team from Koha Kai kaimahi. Stakeholders were classified as follows:

- **Contract funders** – people associated with existing/potential multi-year funders from government departments
- **Grant funders** – people, associated with existing/potential single year or one-off funding streams
- **Principals** – Principals of schools that Koha Kai provides Lunches in Schools through. In one instance, these groups include a staff member that was nominated by a principal to take part
- **Referrers** – people who have referred clients to Koha Kai and provide co-services to Koha Kai trainees
- **Supporter** – Others in the community highly connected with Koha Kai

Thirteen stakeholders chose to take part in face to face interviews.

⁴ Triangulation means multiple research methods were used, and different groups of people took part in the research. This is a method of getting more detailed and

Table 3 - Stakeholders by type

Stakeholder Type	Number
Contract Funder	2
Grant Funder	4
Principal	3
Referrer	3
Supporter	1

SURVEYS

Surveys were completed by some stakeholders at the completion of the face-to-face interviews.

3.1.4 Online Community

SURVEYS

An online survey was shared with all people who are connected with Koha Kai through Facebook. A few people appeared to submit multiple responses to the online survey. Responses were cleaned to ensure only one response per Internet Protocol (IP) address, with the first response from each IP address included in the analysis. Further cleaning involved removing one response from a current whānau member, as whānau members had a different survey available to answer.

3.2 Analysis Methods

A mixed-method triangulation of surveys and semi-structured interviews was used to formulate the findings.⁴ Interviews were transcribed, and imported into Nvivo, a data management tool for analysing qualitative data. Both deductive and inductive analysis was used to thematically code the data in NVivo and construct robust findings.

3.2.1 Qualitative data

Survey data was analysed descriptively, and interview transcripts were analysed separately to construct detailed themes of wellbeing and life satisfaction, mental health, physical health and poverty reduction, learning and new skills, work, independence and social connection. Interviews transcripts were thoroughly analysed and coded in NVivo (a qualitative data analysis tool) to examine factors relating to Koha Kai outcomes, Koha Kai development and Koha Kai sustainability.

balanced information which according to O'Donoghue, T., and Punch, K., enables the cross-checking of data to search for consistency in findings.

3.2.2 Quantitative data

Likert scale data from surveys was analysed in both Survey Monkey and Excel. Pre and post-intervention data was analysed using SPSS, a statistical analysis software package.

A paired sample t-test was used to determine whether there was a statistically significant difference in the following variables:

- Feeling lonely
- Physical health
- Mental health
- Life satisfaction

The assumption of normality was tested graphically using the Q-Q plot for all the above four variables. A Q-Q plot is a scattergram that shows two sets of quantities against one another. If the data appears close to a straight line (i.e. the deviation from the straight line are minimal) we can infer the data is normally distributed. Data needs to be normally distributed in order to conduct a paired samples t-test for statistical significance.

Tests for statistical significance help quantify whether a result is likely to have happened due to chance, or some other factor of interest, in this case taking part in Koha Kai.

The Q plots and paired samples T-test results can be found in the findings section. When the 2 tailed significance value is below .05 a result is statistically significant. This means the difference between pre-Koha Kai and post Koha Kai scores is unlikely to have happened due to chance.

3.2.3 Presentation of the findings

Findings are presented under each main outcome areas associated with Koha Kai:

- life satisfaction
- mental health
- physical health and poverty reduction
- learning and new skills
- work and employment
- independence and
- social connection

Under each of these findings, outcomes are presented for trainees, the whānau, and the school and community. Participant quotes have been added as evidence of outcomes, appearing in the following colours:

- Trainee quotes
- Whānau quotes
- Stakeholder quotes
- Online community quotes
- Koha Kai Associate quotes

Participant quotes do not always come from the same group as the outcome. For example, to achieve triangulation, both whānau and stakeholders were asked to comment on trainee outcomes.

Findings also include a discussion of the factors enabling Koha Kai to achieve outcomes, areas identified for further development for Koha Kai and a discussion on sustainability.

3.3 Limitations

This evaluation was limited by the relatively short time frame. This meant that pre and post Koha Kai data was gathered in the same survey, rather than a survey when trainees started at Koha Kai, and then after they had been involved for some time.

The potential for interviewer bias exists in any evaluation involving interviews. This risk has been partially mitigated by the mixed methods approach, ensuring some data was collected via online surveys which participants could answer anonymously.

However, trainee surveys were administered kanohi ki te kanohi (face to face) by Koha Kai kaimahi, which potentially contains an even higher level of potential for interviewer bias. It is possible trainees may have felt pressured or led to respond in particular ways. This limitation needs to be balanced against the practical necessity of allowing those who cannot communicate verbally or in writing to have a voice. The benefit of Koha Kai conducting these conversations was the established rapport, and the knowledge of how to communicate with each trainee.

The evaluator notes that these trainee survey findings are in line with information evaluators heard in trainee interviews. The findings are also in line with findings from previous surveys reported to Te Pūtahitanga o Te Waipounamu.

4 FINDINGS

4.1 Outcomes of Koha Kai

Overall findings show the outcome of Koha Kai is both immense and far-reaching. Koha Kai is described as life-changing by both trainees and whānau. Its benefits are holistic and multidimensional. Pre and post life satisfaction ratings show trainees experience a significant improvement in life satisfaction when involved with Koha Kai.

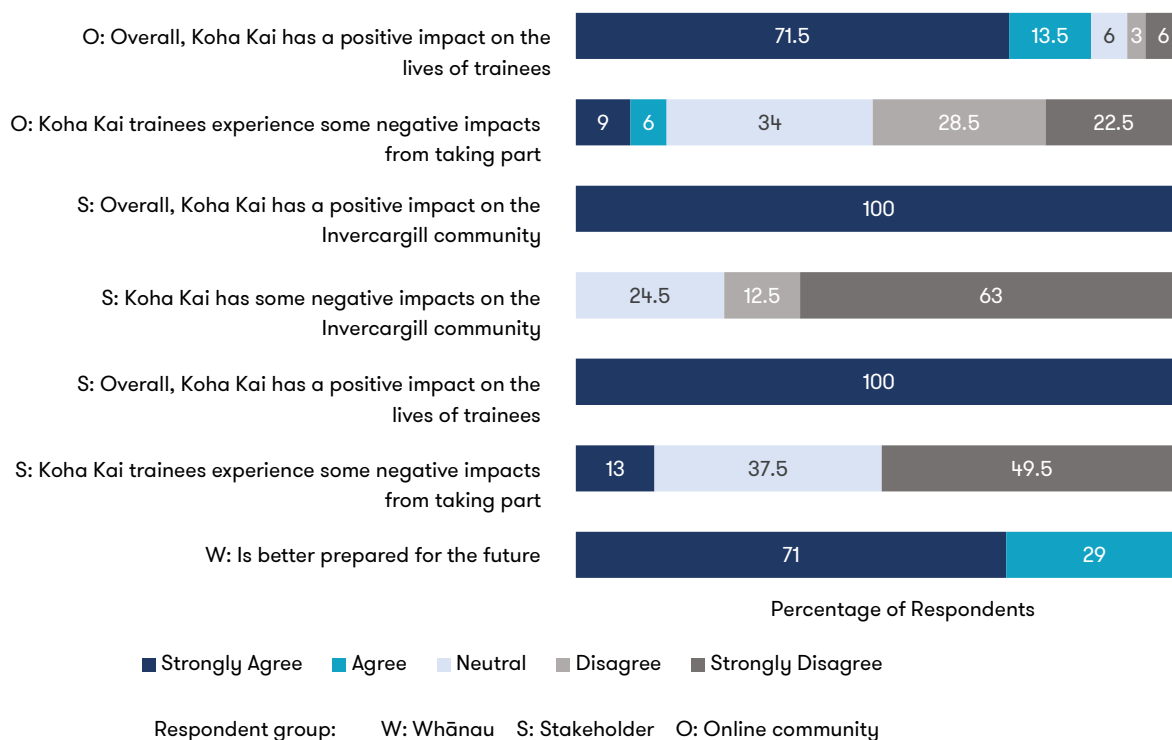
Figure 5 - Impacts of Koha Kai shows 100% of whānau agreed Koha Kai has helped their child to be better prepared for the future. Similarly, 100% of stakeholders agreed that Koha Kai has a positive outcome on the lives of trainees. Eighty-five percent of the online community agreed there was an overall positive outcome.

Positive outcomes for trainees include an increased sense of meaning and purpose and improved life satisfaction. Through Koha Kai trainees have learnt new skills and grown in independence. Their physical and mental health has improved, trainees gain work experience and grow their social skills. They make new friends and are less lonely both inside and outside of Koha Kai. They can take part in the community more. The main negative outcome for trainees mentioned by the online community was a lack of pay for trainees.

Whānau also told of significant positive benefits for themselves and for their broader whānau. These included an improvement in life satisfaction, a reduction in stress, increased access to healthy food, more time to undertake activities unrelated to caring for their child, an improvement in mental health, and improvement in physical health.

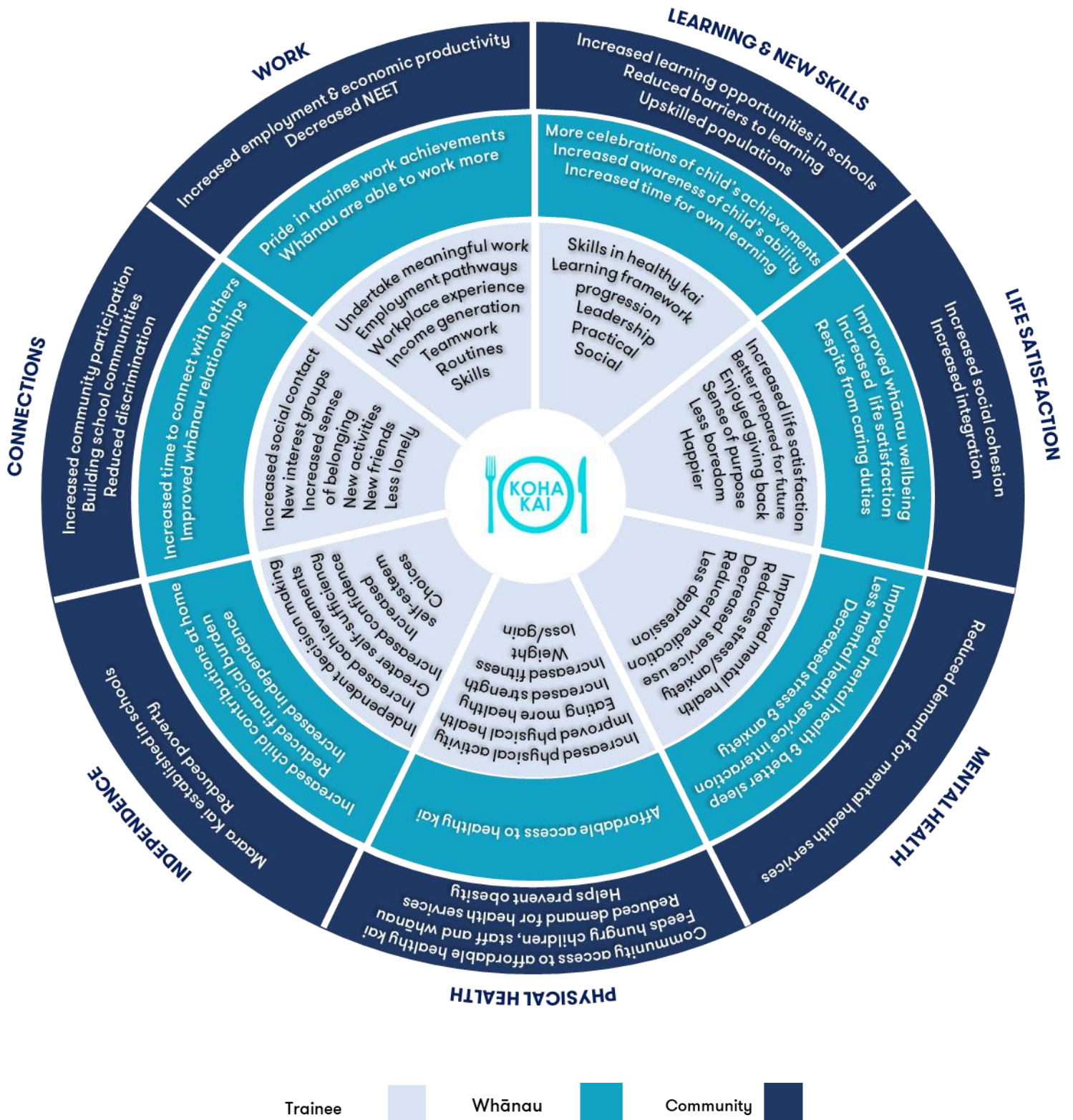
One hundred percent of stakeholders strongly agreed that Koha Kai had positive outcomes on the Invercargill community including providing school children with access to affordable healthy kai and increasing social cohesion through reducing the discrimination in the community. Stakeholders did not see any negative impacts on the Invercargill community.

Figure 5 - Impacts of Koha Kai



Based on a review of the literature and analysis of the data, findings have been presented against seven outcome areas: life satisfaction, physical health, mental health, work, learning and new skills, independence, and social connections. Figure 6 shows the trainee, whānau and community outcomes in and across these areas.

Figure 6 - Koha Kai Outcomes



4.1.1 Life satisfaction

All participant groups agreed that the greatest outcome of Koha Kai was improved life satisfaction for trainees. One hundred percent of whānau also agreed that Koha Kai had improved their own life satisfaction.

Figure 7 - Life satisfaction outcomes

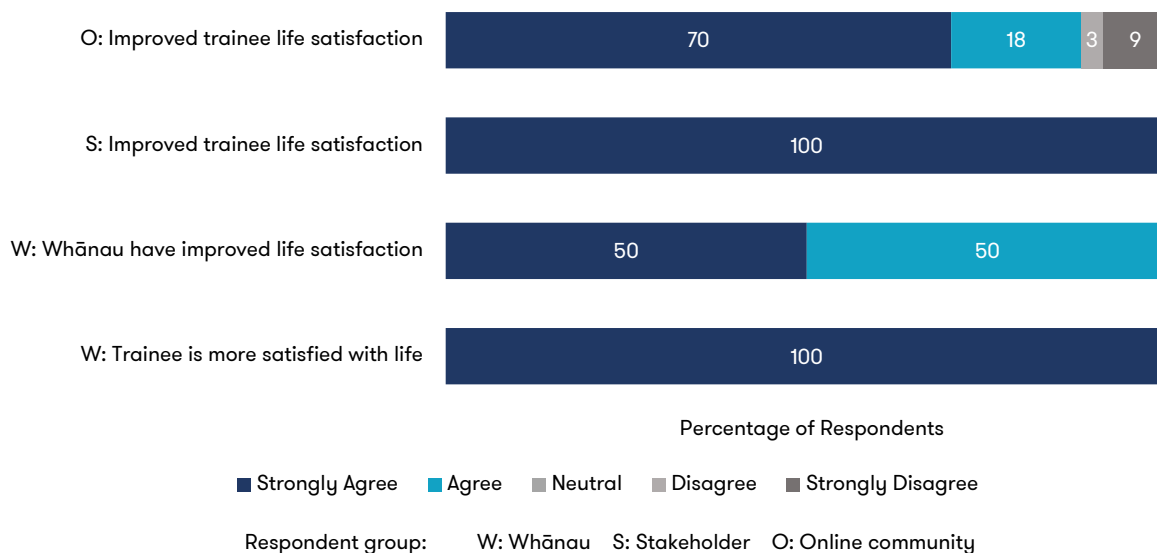
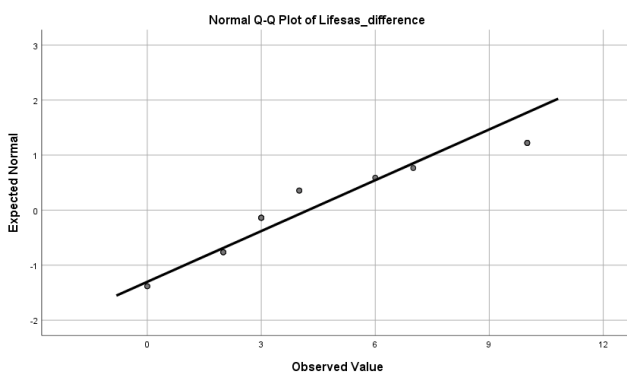


Figure 8 - Q-Q plot of life satisfaction differences



On a scale of 1 to 10, with 0 being completely dissatisfied and 10 being completely satisfied, trainees were asked to rate how satisfied they were with their life before Koha Kai and how satisfied they were with their life now.

Figure 8 shows data points close to the line, indicating a normal distribution.

Table 4 - Life Satisfaction paired samples statistics

	Mean	N	Std Deviation
Lifesa_now	8.88	17	1.453
Lifesa_before	4.65	17	2.957

Table 4 shows trainees had a mean score of 4.65 prior to starting with Koha Kai and a mean score of 8.88 after taking part in Koha Kai.

Table 5 - Life Satisfaction paired Sample T-test

	Mean	T	df	Sig (2 tailed)
Lifesa_now Lifesa_before	4.235	5.372	16	.000

Table 5 shows a paired samples T-test shows a statistically significant difference of 4.235. This provides robust evidence that Koha Kai has a positive impact on the life satisfaction of trainees.

TRAINEE OUTCOMES

Koha Kai has significantly improved the life satisfaction of trainees. Trainees described Kōha Kai as ‘life-changer’ and a ‘lifesaver’. Whānau have also commented on the enormous impact Kōha Kai has had on the lives of their children. They say their children have completely changed through going to Kōha Kai:

"Koha Kai is more than just a word. It was like a life saving place; it gave me something to do from 9 to 2.30."- Trainee

"Koha Kai has influenced my life as big time. Yeah, big time. It was a life-changer." - Past Trainee

"He's a totally different person altogether since coming to Kōha Kai because now he's got a team, a family and a purpose. All he needed really was someone to say, "you're a good guy, you can do this, under the support of us, and here's a cool lot of people that you fit with". It was like a magic wand, really it was amazing." - Whānau

Most trainees described their life before Kōha Kai as boring, with some trainees saying there was no reason to get up because there was not much to do. Whānau generally repeated the same story, and some talked about their children staying in bed or playing PlayStation all day. Similarly, stakeholders talked about how Kōha Kai makes a difference by getting people off the couch and helping them to move out of their home comfort zone:

"Prior to Kōha Kai, I had a lot of free time. Now I'm busy, it's great." - Trainee

"Before Kōha Kai life was pretty boring. I wanted to find something to do." - Trainee

Since coming to Kōha Kai, trainees are busy and happy. Working at Kōha Kai gives them a sense of purpose and belonging. They feel like they are contributing to something important, and they feel they are part of something. They have a place to go and something to do. They like getting out of the house and are making new friends. Kōha Kai helps them take the five steps to wellbeing: to connect, to give, to take notice, to learn and to be active.

WHĀNAU OUTCOMES

Whānau were adamant that Kōha Kai had changed their life: not just the life of their child, but **their** life. Whānau are less stressed and more able to do

things for themselves. Some spoke of feeling like they have their life back:

"It's changed my world. I am no longer just a caregiver; I'm now a mother." - Whānau

"My life changed when my daughter joined Kōha Kai because I didn't have to be the one who needed to keep her supported and engaged all the time. Kōha Kai did all of that. Our lives have changed because we don't have to think about her all the time. She is focused, we can see her changing and developing, and she has got good people around her." - Whānau

Stakeholders also spoke extensively of the benefits of Kōha Kai for the whānau:

"At the end of the day it's for families. The kids get up, get dressed and go somewhere, and that gives the family respite. When they get to 21 or 22, will they get any other opportunities, or not? So, who stays home to look after them? What Janice is doing is relieving families." - Stakeholder

SCHOOL AND COMMUNITY OUTCOMES

Stakeholders also spoke about the outcomes of Kōha Kai with school staff talking extensively about the positive benefits for school children, staff and their school community. These are discussed in the "Lunches in Schools" section in this report:

"To think that someone goes from zero satisfaction in life or a 2 to an 8, it's amazing. You think how unhappy and what a terrible existence it must have been. Those things seem to be so genuine, that is more important than a lot of other things we provide funding for." - Stakeholder



4.1.2 Mental health

Koha Kai is having a positive outcome on the mental health of trainees and whānau. Stakeholders that refer clients to Koha Kai can have confidence that a client's mental health will improve.

Figure 9 - Mental health outcomes

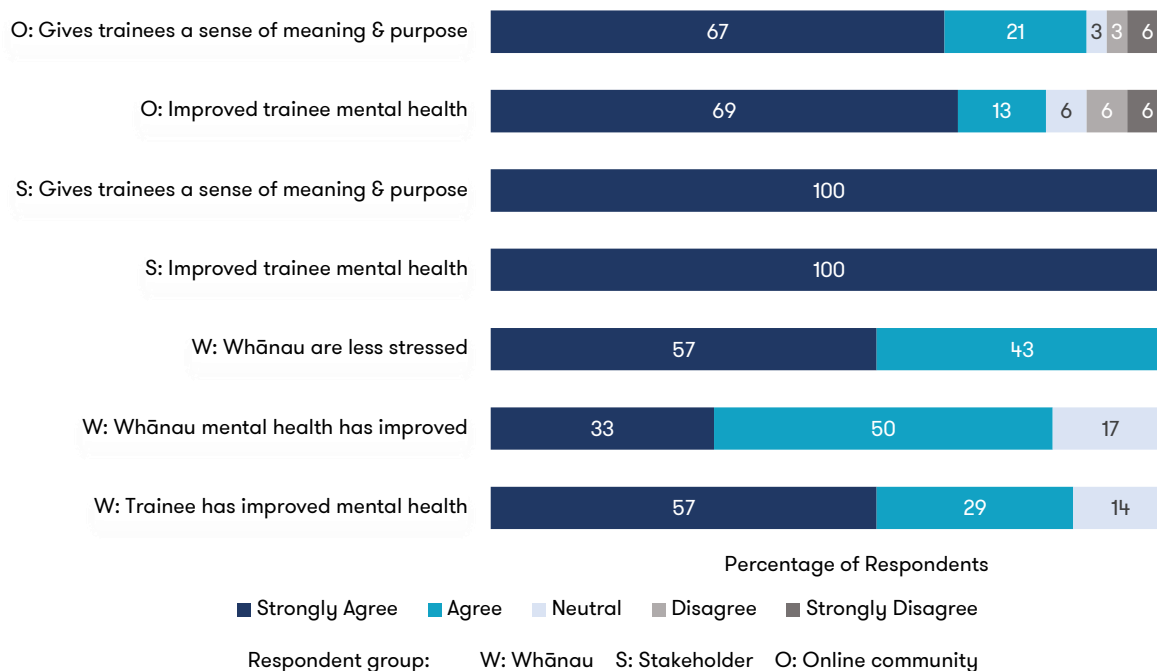
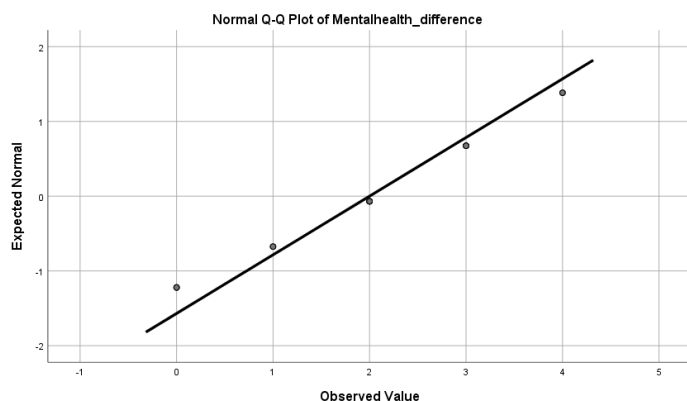


Figure 10 - Q-Q Plot of mental health difference



On a scale of 1 to 5 with 1 being poor and 5 being excellent, trainees were asked to rate their mental health prior to Koha Kai and since they had taken part.

Figure 10, the mental health Q-Q plot, indicates normally distributed data.

Table 6 shows trainees had a mental health mean score of 2.35 prior to starting with Koha Kai compared with a mean score of 4.35 after taking part.

Table 6 - Mental health paired samples statistics

	Mean	N	Std Deviation
Mentalhealth_now	4.35	17	.786
Mentalhealth_before	2.35	17	1.115

Table 7 - Mental health paired samples T-test

	Mean	t	Df	Sig (2 tailed)
Mentalhealth_now	2.000	6.469	16	.000
Mentalhealth_before				

Table 7, the paired samples T-test, shows a statistically significant difference of 2.0. This provides robust evidence that Koha Kai has a positive impact on the mental health of trainees.

TRAINEE OUTCOMES

Whānau spoke of enormous improvements in their children's mental health through taking part at Koha Kai. Whānau said their children had reduced anxiety and are no longer depressed:

"His anxiety has dropped right back because he feels valued and included." - Whānau

"He can actually now stand up in front of people and talk about his mental health. He is so proud of himself and his changes. He has happiness now." - Whānau

Through Koha Kai, their children feel happier and more confident:

"She comes in really bright...this is what we cooked today. This is what we talked about today, this is what we laughed about today." - Whānau

Trainees have goals, know they can contribute and look forward to things. Their minds are actively keeping busy with positive activities. Trainees are clear that going to Koha Kai makes them happy:

"Koha Kai has given me a boost; I might arrive a little bit down at the beginning of the day, but by the end, I have popped up. My friends. - It's the people." - Trainee

"Her general wellbeing has improved so much. She is part of something, being involved, wearing a uniform, she is achieving, knowing that 'I am good at this, I can do', and taking on new responsibilities." - Whānau

Some trainees spoke of being referred to Koha Kai specifically by Community Mental Health:

"How this happened, it is about my mental health right. I went to see Mental Health in Invercargill, and they discussed, and they asked me ...well what would you like to do? And I said 'I want to learn about food. Because I was a real porky dude before Koha Kai.'" - Trainee

WHĀNAU OUTCOMES

Eighty-three percent of whānau agreed that Koha Kai had led to an improvement in their own mental health (refer Figure 9). This improvement seemed to be predominantly associated with a reduction in stress, and the reigniting of hope. During interviews, whānau elaborated at length about the sense of relief they felt, through having their child going to work at Koha Kai. Whānau said Koha Kai had helped them to feel

less stressed, less anxious and less worried. Moreover, Koha Kai had helped them:

"It's been a massive change. I used to wake up worrying; sometimes, I didn't wake up because I had been awake all night. He was a very sick boy. Working with his mood whatever that is - it was a constant thing." - Whānau

"It's been huge. I'm not going home worrying after visiting her, often wondering what might be going to happen next." - Whānau

"The big thing is having the weight lifted off. It is huge. The stress levels in the house have dropped substantially." - Whānau

Koha Kai has also given whānau things to celebrate and helped whānau to feel more positive about the future.

SCHOOL AND COMMUNITY OUTCOMES

One hundred percent of stakeholders strongly agreed that Koha Kai helps to improve the mental health of trainees. This was particularly important for referrers and co-service providers, who say they can confidently refer clients to Koha Kai. They know the client's mental health needs will be accommodated, and client wellbeing will improve.

Koha Kai is reducing the burden of care on government-provided mental health services. Several whānau identify that their children no longer need the support of mental health services because of Koha Kai or need only reduced support:

"My son no longer has weekly professional care. He used to have a team of people he saw weekly. He doesn't need any of those people anymore." - Whānau

"She was still suffering moments of depression when she started Koha Kai... she was calling the mental health crisis team lots and lots... but Koha Kai has influenced a change in behavior. She is a lot more positive and happier in herself." - Whānau

"In the past, he's had counsellors. But at the moment he sees nobody, but that's ok, I think he is ok for now." - Whānau

Koha Kai is seen as an organisation that can be trusted to work with clients with mental health difficulties, to help nourish their holistic wellbeing. This is partly because of the support provided, and partly due to the opportunities it provides for social

connection and taking part in a wide range of activities and learning:

“I was doing an assessment on someone recently, and he was all dressed up in basketball clothes. He had the cap on and the shorts. I asked him if he played, and he said he would like to, so I was able to give his mum some information about the Koha Kai basketball team. It was better than any medication because we are able to help them make connections.” – Stakeholder

“It’s made a huge difference for our clients... Janice is accepting of taking people with mental illness... We are always trying to find ways of making our clients days purposeful, and that’s what Koha Kai is.” – Stakeholder

For some, Koha Kai was seen as an alternative to the mental health system:

“The Doctor said you need to keep her out of the mental health system.” - Whānau

“The biggest change has been in his mental health – and the ability to now live independently with lots of family supports.” - Whānau

The evaluator considers Koha Kai provides clear evidence of meeting the Mental Health Foundation’s 5 ways to wellbeing, helping trainees to give, be active, keep learning to connect and take notice.

Figure 11 – Mental Health Foundation’s 5 ways to wellbeing



4.1.3 Physical health and poverty reduction

Figure 12 - Physical health outcomes

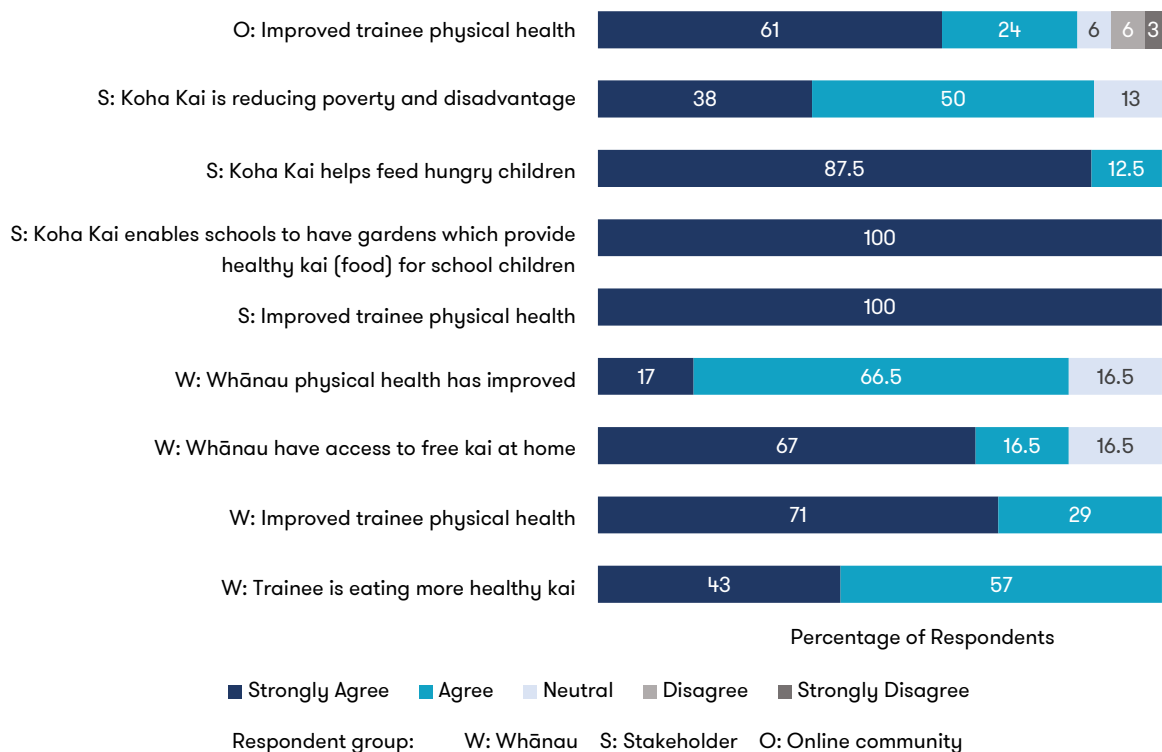
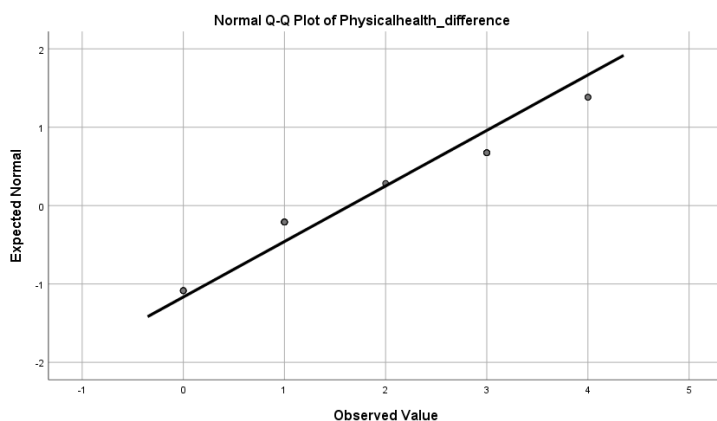


Figure 13 - Q-Q Plot of physical health differences



Trainees were asked to rate how their physical health before and after Koha Kai on a scale of 1 to 5, with 1 being poor and 5 being excellent.

Figure 13 shows trainee data plotted on a Q-Q plot, indicating a normal distribution.

Table 8 - Physical health paired samples statistics

	Mean	N	Std Deviation
Physicalhealth_now	3.55	17	1.111
Physicalhealth_before	2.24	17	1.200

Table 8 shows trainees had a mean score of 2.24 prior to starting with Koha Kai and a mean score of 3.55 since taking part in Koha Kai.

Table 9 - Physical health paired samples T-test

	Mean	t	df	Sig (2 tailed)
Physicalhealth_before Physicalhealth_now	1.647	4.811	16	.000

Table 9 illustrates that a paired samples T-test shows a statistically significant difference of 1.647, providing robust evidence that Koha Kai has a positive impact on the physical health of trainees.

TRAINEE OUTCOMES

One hundred percent of stakeholders and 100% of whānau said trainee physical health had improved through taking part in Koha Kai. Trainees concurred.

Improvements were attributed to eating more healthy kai and trainees developing their physical strength and fitness through increased physical activity. Trainees food choices change through Koha Kai and each trainee is permitted to take home 5 meals for the week. One past trainee described losing 34kgs since taking part in Koha Kai and going from eating takeaways four times a week to just once a week:

“Before I was eating meals that were very fatty, they made me feel sick. Not proper meals like Koha Kai.” - Trainee

“I have lost a little bit of weight because I have been eating the right food. I used to buy a lot more fast food – I still eat it but have cut down.” - Trainee

Apart from the physicality of working in the kitchen, many of the trainees also play basketball for the Koha Kai basketball team, which further develops their fitness.

“He plays in the Koha Kai basketball team. Fitness had been an issue, but he loves going to basketball.” - Whānau

For some trainees, there were some negative physical outcomes, such as increased tiredness, physical soreness through increased activity and some trainees put on weight due to eating more. However, trainees and their whānau were adamant the beneficial outcomes outweighed the negative:

“I exercise more now; I’m going to the gym with own personal trainer” for 1 hour a week.” - Trainee

“He has put on some weight, but he is active, he likes walking places and being actively involved. Koha Kai helps with that.” - Whānau

“He is a lot fitter; he is getting more sunlight working out in the garden and is not as pasty as he once was.” - Whānau

“It’s fantastic now; they can cook decent meals. And all trainees now know what healthy living is about and can carry these in their independent lives. I think this is the biggest thing about Koha Kai.” - Whānau

WHĀNAU OUTCOMES

Eighty-four percent of whānau said their own physical health had improved since their child started taking part in Koha Kai. Improvements were attributed to having greater access to healthy kai, improved sleep, increased activity and less stress.

The gifting of Koha Kai meals to families was universally loved by trainees and whānau:

“He often comes home with packages of food leftover from the lunches and the quality is very good.” - Whānau

Trainees love being able to give Koha Kai meals to their family, and occasionally to their friends. They say it is a big help for the family, and it makes them feel good to be able to help those they love in this way:

“The left-over Koha Kai dinners I take these to my sister’s place, she has teenage boys. She struggles a wee bit, so it’s good to help. It helps save them money, and it’s convenient to have my meals provided.” - Trainee

Families love Koha Kai meals. When they are busy, it’s quick and easy to use a Koha Kai meal, and when others in the family were sick or tired, they say Koha Kai meals are like a real blessing:

“When her father had surgery last year, she bought her dad Koha Kai meals. She will often ask if we have had tea, so will just lift them out of her freezer and give them to me to take home.” - Whānau

“The food is really good when my husband was sick for two months; we supported our household with Koha Kai meals. It made such a difference; you can’t put a price on that.” - Whānau

Families also talked about the money they saved through having access to Koha Kai meals. One whānau member estimated it saved them fifty dollars per week. As a single income family, this saving was greatly appreciated and has made a difference to their quality of life:

“Their food is going out into the community and supporting people. I can’t tell you the difference those frozen meals have made to us. They probably saved us \$50 a week in groceries. It’s amazing if anybody comes for tea, we just have the Koha Kai food. If they hadn’t been there, I don’t know what we would have done. We had no money coming into the household; it was such a blessing.” - Whānau

Whānau also described with pride how their children sometimes use the new skills they learnt to cook at home.

SCHOOL AND COMMUNITY OUTCOMES

Koha Kai staff and trainees currently make about 1,700 meals a week. That is a lot of healthy nourishing food going into the community at an affordable price.

In 2019 Koha Kai provided

- 35,574 school lunches
- 2,130 community meals
- 2,889 trainee lunches and
- 3,417 meals for trainees to take home

One hundred percent of stakeholders also agreed Koha Kai helps feed hungry children:

“Koha Kai are feeding hungry kids in schools, and they are doing the things that the government should be doing.” - Stakeholder

“Koha Kai is teaching trainees how to cook healthy food in the community and take that into places such as low decile schools, that could do with that food. And predominantly giving them healthy food as compared to other people.” - Stakeholder

“Koha Kai provides healthy meals for lower incomes.” - Online community

Principals were emphatic about the positive difference Koha Kai was making towards the health of their school children. Positive outcomes they reported included children no longer going hungry and children are making more healthy food choices due to Koha Kai. Principals saw Koha Kai lunches as levelling the playing field by ensuring all children had access to a healthy lunch. They said there are “definitely” and “certainly” children who would be going without lunch if it wasn’t for Koha Kai. One principal estimated there would be approximately 30 kids who would go without regular food. Another principal said:

“Absolutely, there would be some children in our school that would go without lunches if it wasn’t for Koha Kai. That’s why we had to get sandwiches in the past. Probably at least 40% of our school community would be in that position.” - Stakeholder

Koha Kai has a variety of systems in place to ensure that no child goes hungry. These include a voucher system, which reduces stigma for those whose parents are not paying for meals and securing financial support from other social service agencies.

“We have quite a few children who do come to school hungry, and we have always tried to feed them, but now they have these great meals that they can choose from, and they are only \$2 which is a good price for parents. If they are unable to pay, we will pay that for them. We make sure that nobody goes hungry.” - Stakeholder

“The voucher system is great – some whānau buy books, and some whānau have them funded by stakeholders, but for the students, they just present the docket for a Koha Kai meal. This drops the stigma and eliminates bullying for children wanting a \$2 lunch. Nobody knows the origins of the vouchers.” - Stakeholder

Principals are adamant that Koha Kai is reducing poverty. This view was also expressed by numerous other stakeholders, with 88% of stakeholders agreeing that Koha Kai is also helping relieve poverty beyond the school. Principals talked about children buying extra packages on Fridays to take home to whānau for the weekend and whānau having access to leftover packages from Koha Kai as “an additional bonus for whānau.”

“We know that some children are ordering two meals, will eat one and take one home. And there is a family, we get them more vouchers so that we know they are receiving dinners as well. On Fridays there are about 100-120 meals, and during the week on average of 60 orders.” – Stakeholder

There are well-documented links between eating healthy food and a range of physical health benefits. Principals were confident that Koha Kai is helping to change children’s food preferences, towards selecting healthier dietary options:

“What we are finding is the school is not having fish and chips four days a week anymore. With Koha Kai coming in Wednesday, Thursday, Friday, it’s down to only one day for fish and chips now. So that’s a subtle move, that has been a breakthrough. There was a bit of resistance, but now it’s business as usual.” - Stakeholder

“It has influenced our kid’s choices a lot. There has been a high demand for the Koha Kai food here; there has been no drop off in purchasing the meals. But there has been a drop off in the number of kids going to the shops...we are only 100 m from the shop. Our senior students used to go to the shops for the pies, so that’s changed because we now have a healthier alternative here at the school.” - Stakeholder

By influencing children to make healthy food choices, it is highly likely that Koha Kai is contributing towards the prevention of obesity, and the enormous burden that this places on our health system, as the links between poor diet and obesity are well documented (New Zealand Herald, 2014):

An online community participant described the difference that Koha Kai has made to one school family, who had been facing great adversity. The school gave the family a book of free lunch vouchers for Koha Kai, and that helped them to get through a terrible time. Their whole family were grateful to Koha Kai and felt lucky to have their tamariki in a school where they are working.

Koha Kai also have maara kai gardens in some schools:

“This encourages school and community to think about food resilience and culture of gardening.” - Online community

The gardens provide the opportunity for school children and the trainees to work together, tending the garden. The gardens, therefore, enable the children to work alongside those who are living with disabilities, providing opportunities for social interaction and the recognition that people living with disabilities have skills and knowledge to offer. The gardens provide cheap products for the lunches and give tamariki the chance to learn about how to grow their own healthy food from the land.

One principal spoke about how Koha Kai helped transform school wasteland into a productive garden:

“So what we had over in our garden area was very overgrown, was not being utilized, and we had kitchen facilities, so they (Koha Kai) got straight into it. This is now their hub for Koha Kai. We have gardens that our students also are involved with, with worm farms, composting and growing the vegetables. So, they grow the food here and take it over to the kitchens and cook it

here for our children three times a week.” – Stakeholder

The gardens provide learning opportunities for tamariki. Koha Kai is environmentally conscious, and the gardens enable teaching about planting, sowing and harvesting of healthy kai, as well as environmental sustainability.

Additionally, Koha Kai community meals are supporting communities to have access to healthy food. Access to this food is seen as particularly important for vulnerable people, such as the sick and the elderly.

“They also make community meals that are available to anyone who wants to purchase them, thereby giving the person access to nutritious meals that they may not know how to cook for themselves.” - Online community

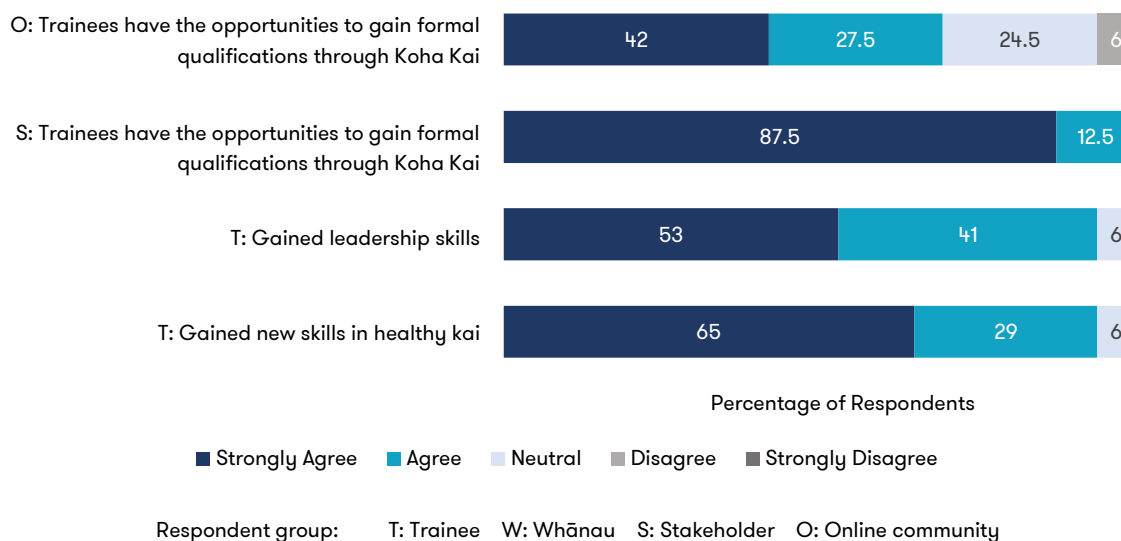
“We do buy Koha Kai from the freezer in the Pantry for meals at home. We buy it to support them, they are healthy, and they are also a really good portion size.” - Whānau

“I know of families that are grateful Koha Kai is available in Invercargill. Accessing good food for children, that their families find hard to provide.” - Online community



4.1.4 Learning and new skills

Figure 14 - Learning and new skills outcomes



TRAINEE OUTCOMES

Trainees are learning a broad mix of practical and social skills by taking part in Koha Kai.

Trainees learn a variety of new facts and skills including planting gardens, harvesting fruit and vegetables, food preparation, menu creation, healthy kai, cooking, plating up food, health and safety, customer service, cash handling and how to use technology such as the Koha Kai app:

“I believe Koha Kai offers practical skills for those with limited abilities and special needs that can lead to further education or employment. Skills in gardening, cooking, literacy, numeracy, socialising (Koha Kai sports teams) and having a positive influence by participating in many events with and within the Murihiku schools, charity benefits, and community in general.” - Online community

“My skills have really shot up, I’ve practically learnt how to cook and be patient with other people, learning and building my gardening...I am working my way through a training book that is growing my skills; also I learn from the team leader, and at the same time I am teaching the trainees” - Trainee

The Koha Kai teaching programme is underpinned by the ten stage progression framework. All trainees have a workbook, do homework and are regularly assessed against the framework:

Level 1 Induction

Six achievement standards which must be met.

Levels 2 to 5 comprise the Teina programme

Level 2 has three achievement standards.

Level 3 has four achievement standards.

Level 4 has four achievement standards.

Level 5 has four achievement standards.

Levels 6 to 8 comprise the Tuakana programme

Level 6 starts extension.

Level 7 is health and safety.

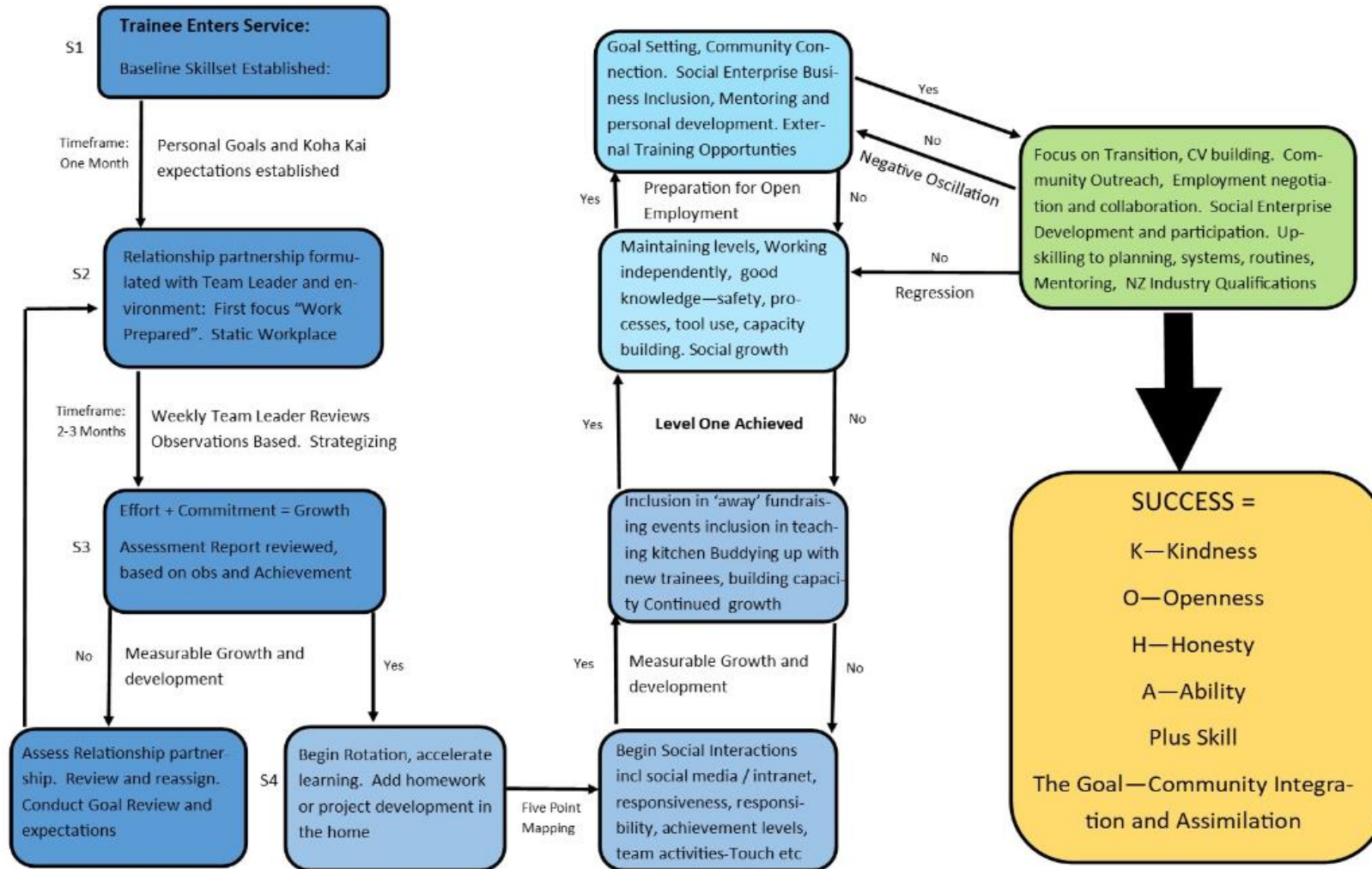
Level 8 is interpersonal and leadership skills, communication and decision making.

Levels 9 and 10 are Tuakana Graduate Level

Achieving them begins the transition process into open employment.

Level 9 - is about the workspace, demonstrating knowledge and understanding such as using technology, using and being familiar with rosters, communication, self-advocacy, and appropriate use of language.

Figure 15 - The Koha Kai Progression Framework



Level 10 - is about working both together and independently, and it also includes recording information - the different ways of gathering data and information and using that in a leadership role. Mentoring others and being confident in the workplace are also part of this level.

Table 10 shows learning outcomes for graduates at the 2019 graduation. This represents their progress since the 2018 graduation. Four graduates gained the New Zealand Certificate in Horticulture, Level 1 through their work in the Koha Kai garden. Fifteen graduates progressed through various levels in the Koha Progression Framework (KKPF). Three trainees who started later in 2019 gained participation or encouragement awards.

Whānau love seeing their children learning new skills and having a sense of achievement. As their children grow in achievement, they also grow in independence and both these things help whānau feel a sense of pride and to have hope for the future.

Table 10 - 2019 graduation outcomes

Number of trainees	2019 Graduation Outcome
4	Gained NZQA Certificate in Horticulture, Level 1
7	Graduated through the Koha Kai Progression Framework (KKPF)
1	Completed 10 KKPF levels
1	Completed 5 KKPF levels
4	Completed 2 KKPF levels
2	Completed 1 KKPF level
1	Gained a participation award
2	Gained an encouragement award

Stakeholders spoke extensively about the learning focus of Koha Kai and saw this as a feature that distinguishes Koha Kai from other similar entities.

“There are (our) clients who are trainees who have progressed into the further study; there are a number doing Level 1 horticulture SIT.” - Stakeholder

“The graduation is really special, isn’t it? They are so excited. It might be the first time they’ve ever received anything like that.” - Stakeholder

Koha Kai was also seen as developing trainees’ social skills. Parents liked that the trainees work in teams and that the team makeup varies regularly, so they get used to having to work with all sorts of different people.

Through socialising and working with others, they saw their children developing new skills. Whānau say Koha Kai are quick to notice new strengths and provide opportunities for trainees to grow in these:

“My daughter is very empathetic with people who can’t do it, she has great coaching and peer support abilities, so Janice gets her to do that. That’s such a privilege and so edifying for her. This has been such a sense of achievement and great for her.” - Whānau

“Mentoring trainees has helped her progression.” - Whānau

WHĀNAU OUTCOMES

Whānau have learnt a great deal about their child’s capabilities through Koha Kai. Some whānau spoke about their children now achieving things that they previously thought were impossible:

“I never thought he could do it.” - Whānau

“The families often say, ‘we never thought he would be able to do that’ or ‘there would never be anything for him’. Yes, they love it” - Stakeholder

Whānau have had many celebrations of their children’s achievements through Koha Kai, from the smallest things, like seeing their child get out of bed each day, to the larger things, like seeing their child get an award at the Koha Kai awards ceremony:

“As parents of children who attend school things - I think they really like coming along to see their child achieving. For many of us, we get to go to our children in top sports teams, or school productions and this might be the first-time families have witnessed their children claiming an award.” - Stakeholder

SCHOOL AND COMMUNITY OUTCOMES

“Koha Kai gives those children a good start in life and allows them to learn without them being constantly hungry.” - Online community

Koha Kai enhances the learning of school children. By ensuring children have healthy lunches, they are more able to learn. Principals talked about Koha Kai “removing the barriers to learning”. Principals have also talked about tamariki and rangatahi learning through connecting with Koha Kai people and processes. These include taking part in the school gardens or helping with the Lunches in Schools:

“Koha Kai is a significant initiative where we are finding the barriers are starting to be removed. Food was one of the main barriers

and used as an excuse as kids were grumpy.” - Stakeholder

“There are 13, 14 and 15 year olds who are very capable still have some barriers to learning in life. Koha Kai has been a great medium to get them also involved to grow their confidence and wellbeing.” - Stakeholder

Schools have also benefited from greater learning opportunities for their tamariki, created through Koha Kai. The maara kai established to provide learning opportunities around growing healthy kai and environmentally sustainability. One principal spoke of teachers loving using it, and the children loved getting out of the classroom and learning by doing. One school also talked about students benefitting from having the opportunity to help the trainees with meal preparation:

“This is our point of difference where we are looking to change the rules a bit; we have got younger children also where their behaviour is better as a result. I think it is a sense of accomplishment; a lot of it has to do with their bucket not being filled enough. They are giving back which is something we are really working on with our children.” - Stakeholder

Stakeholders said it was good for the community to see people who live with disabilities learning new skills and taking part in things out in the community. Stakeholders saw this as elevating the visibility and mana of people living with disabilities. They said, this in turn, contributes towards reducing discrimination against those living with disabilities and helps enhance social cohesion.

“This is also one of Janice’s visions that people with a disability can be just as able as people who live without disability. I think this vision is working; I absolutely think this breaks down discrimination, disability has been mainstreamed and been made more acceptable than it ever has been.” - Stakeholder

“Certainly, from what I have seen and heard. What I saw from observing in the kitchens Koha Kai provides social interactions, skills they may have not already learnt, it brings them out of their shell, and hopefully, it provides a pathway towards employment.” - Stakeholder

“I think it’s fantastic she is giving these people a real sense of purpose in life. Otherwise, they can just get absorbed into

the system and don’t walk away with anything. They get a real sense of achievement, just like we all do when we do something special. She teaches them life skills whereby they can go home and cook a meal for themselves where they probably would never have been able to have done that before.” – Stakeholder

“It is good for the whole community to see that people living with a disability can achieve. They are out there working. There are people out there who are fully-abled who are in the dole queue, they are able, but they are not working. I think that is inspiring for people to see that.” - Stakeholder

“It must be quite satisfying for the families that their family members are learning new skills, socialising and being a part of the community – one of the cool things the food truck they are at the A&P show right amongst it.” - Stakeholder

“There are (our) clients who are trainees who have progressed into further study, there are a number doing Level 1 horticulture SIT, and some are doing work in other places.” – Whānau

“And I keep saying get off the couch cause that is what they were doing, to see them get off the couch, to get out of their home comfort zone. To actually learn, and work and then some of them pass it on in the way that they do it through their knowledge. It just blew me away.” – Koha Kai Associate



CASE STUDY

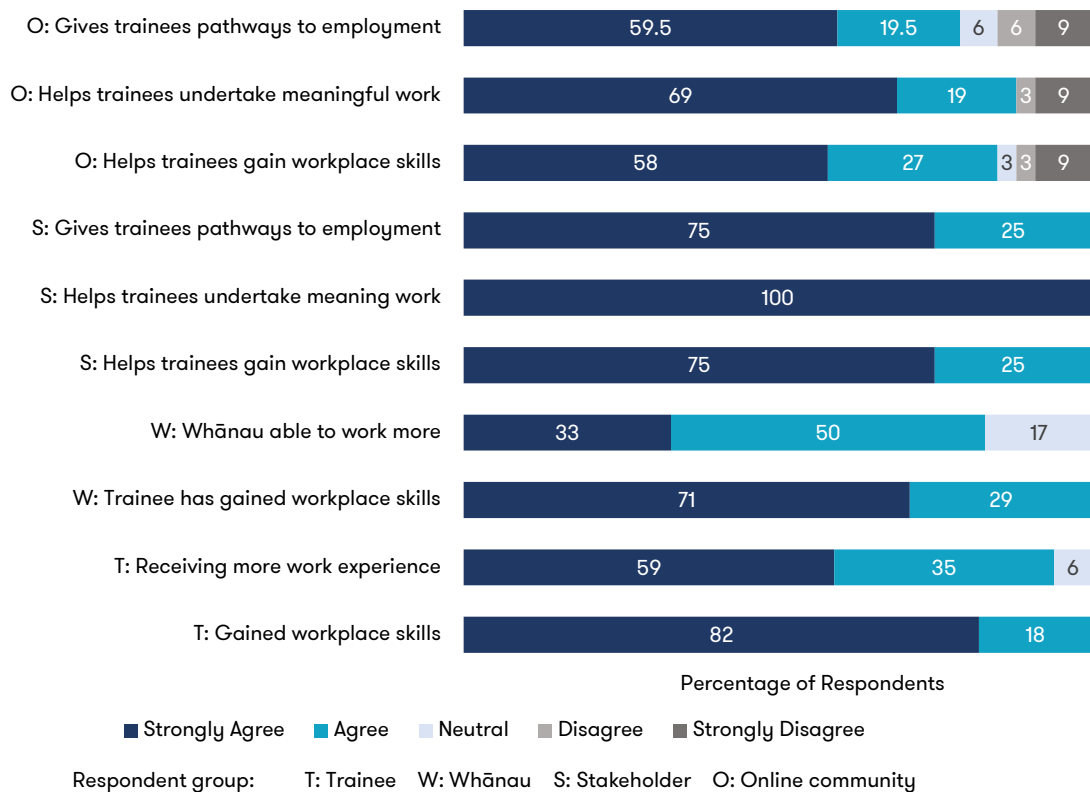
When Cheryl⁵ came to Koha Kai, she was completely nonverbal in the setting. But Koha Kai staff and processes adapted to ensure Cheryl can be included. Communication has been through putting thumbs up, or thumbs down to signify whether she understood something or not. Part of the Koha Kai programme uses music and incorporates te reo. Gradually, staff started noticing changes in Cheryl. She started trying to make noises and has been able to express herself for the first time. She has started incorporating te reo Māori and is able to say kia ora and mōrena in ways that others can identify what she is meaning. She is able to call Koha Kai team leaders and other trainees by their name. Throughout the time she has begun to speak more and more words. Staff can now 'gap-fill' some of her sentences. Recently one team leader reported that Cheryl had come in from outside and clearly said to her "What do you want me to do now". This was an incredible achievement that has been cherished by the staff.



⁵ Names have been changed to protect the identity of participants.

4.1.5 Work and employment

Figure 16 - Work outcomes



TRAINEE OUTCOMES

Trainees, whānau and stakeholders alike referred to Koha Kai as work, although in their kōrero stakeholders referred to trainees moving on to external employment opportunities more than other participant groups.

One hundred percent of trainees and stakeholders said that trainees are gaining workplace skills through Koha Kai. Trainees acquire a large number of practical and soft skills to set them up well for the world of work. They are learning to get up in the morning, to turn up at work regularly, to think for themselves, to be adaptable, flexible and reliable. They are learning to listen, to work independently and as part of a team, and they are learning conflict management and leadership skills.

Whānau enjoy seeing their children developing new skills and are immensely grateful that their children can take part in Koha Kai. Like trainees, they talk about the mix of practical and social skills that Koha Kai enables trainees to develop. Whānau also talked about the opportunities associated with the different workstreams of Koha Kai, such as working in the schools, The Pantry, catering and working in the food truck:

“What I saw from observing in the kitchens Koha Kai provides social interactions, skills they may have not already learnt, it brings them out of their shell, and hopefully it provides a pathway towards employment.” - Stakeholder

“I did start off at Koha Kai a bit rocky – I used to cry all the time if I was told off and sulk..... I have now turned that around; I am working on it. It’s my attitude, and how I respond, it depends on the day and how the person is. If they are in a grump, I just leave them.” – Trainee

“If I was talking to a friend about Koha Kai, I’d say Koha Kai are great to be working for and they would be good to work for and get some more skills.” – Trainee

“Her skill set has developed hugely. We encourage and see it as an integral pathway to getting a job in the community. She can do cash handling if she gets into the food truck -that will give her that opportunity.” – Whānau

This range of opportunities means that trainees can acquire different skills and experiences, as they move through the different Koha Kai progression framework levels. Whānau spoke with pride about seeing their child working in The Pantry, undertaking the community catering. Trainees too spoke of feeling proud that people in the community could see them 'through the window':

"Koha Kai has created routines like getting up in the morning, have a shower, get your stuff together, have breakfast before you go to work. On top of what they do, we have taught her additional life skills, like if you are going to be late for work you need to ring the team leaders." - Whānau

During their interviews, Koha Kai trainees referred to Koha Kai as 'work'. To them, when they are going to Koha Kai, they are going to work. Some trainees have become paid employees of Koha Kai:

"I work at Koha Kai 4 days a week now. 3 days Lunches in Schools with me being a graduate last year I can now work in the training kitchen and do catering events." - Trainee

Some trainees thought they might like to find employment outside of Koha Kai eventually, but others are content to continue working for Koha Kai. They expressed a clear desire **not** to have to try and find work in other workplaces:

"My son sees himself as a 'working man'. He knows he is different from his brothers going to uni but is proud to be going to work (Koha Kai) three days a week. He gets to experience work that represents more purpose than mundane entry-level jobs." - Whānau

Some whānau of trainees also said they did not want Koha Kai to focus on external work opportunities for their trainee. One whānau member felt that given the level of disability of their child, Koha Kai provided the best possible working environment. They felt other workplaces would set their child up for failure, whereas the Koha Kai working environment sets their child up to succeed. Trainees too spoke of challenges when trying to find work outside of Koha Kai:

"My family have been trying hard to help me find work, but there is nowhere for me to work. I think it is my job to do if I do leave Koha Kai. I am interested in working in kitchens. I used to work in areas like swimming pools, café, cleaning, and selling lollies. I would like to find a place where I can be more involved; it's very hard." - Trainee

Participants also recognized that Koha Kai itself provides work experiences, with 100% of stakeholders and 78% of the online community agreeing that Koha Kai enables trainees to undertake meaningful work:

"Going to work means everything to them; it gives them an equal footing. For example, a conversation like 'what's your week been like, oh it's been really busy at work and what about you?' This type of conversation provides an equal footing for both parties. We are equal. It's about having a meaningful life and a sense of purpose." - Stakeholder, talking about Southland disAbility Enterprises

"I am so relieved that my son is enjoying his work at Koha Kai rather than lying around on the couch at home." - Whānau

Since Koha Kai's inception there have been 39 enrolled trainees who have exited Koha Kai. Table 11 shows the outcome for each of these enrolled trainees, noting that if a trainee enrolled, exited and re-enrolled later, and exited again, they are counted twice.

Table 11 - Koha Kai exit outcomes

Percentage of those exiting	Exit outcome
21%	Full-time employment, external
26%	Part-time employment, external
3%	Full-time work at Koha Kai
3%	Part-time work at Koha Kai
10%	Casual work at Koha Kai
8%	Full time study
31%	Other

Note: Percentages are rounded.

Forty-seven percent of trainees who exited secured external employment, with 21% securing full-time employment and 26% securing part-time employment. A further sixteen percent have secured contracts with Koha Kai, 3% full-time, 3% part-time and 10% casual.

One ex-trainee is now in fulltime employment with Koha Kai. Koha Kai have also employed eight people who were previously volunteers. These people have been employed in team leader roles. For many of these, paid employment once seemed an impossible dream:

"We had a report done on our child several years ago by WINZ, and they said he would only be capable of working for 15 hours a week, and now look at him, he is working 30 hour weeks and is about to go into a 40 hour week. I never thought he could do it. It's the

community together helps get him there. ILT, and all the stakeholders that make it happen. Janice had an idea and made it come true.” - Whānau

One whānau member, and some stakeholders felt Koha Kai may be best to collaborate with other agencies when seeking external work opportunities for trainees. They felt current external work opportunities provided by Koha Kai are quite narrow and may not suit the abilities and desires of all trainees. Other organizations who specialise in developing career pathways and work placements could increase opportunities both for Koha Kai and the trainees.

WHĀNAU OUTCOMES

Koha Kai also has work impacts for whānau. Eighty-three percent of whānau say Koha Kai has given them the opportunity to work more. This has arisen through freeing up whānau time and energy that was previously devoted to caring for their children. Some of the parents interviewed were working, while others were not. Both working and non-working parents spoke about the impact of having a disabled child on their working life:

“When my daughter left school, I knew I had to stop work. Employees are not interested in people who have high needs children and get called away from work a lot.” - Whānau

COMMUNITY AND SCHOOL OUTCOMES

Koha Kai is contributing to increased employment and increased economic productivity by providing meaningful work for people who would not otherwise be engaged in work.

Trainees are producing goods and services that are highly valued by the schools, and others amongst the Invercargill community:

“Now these trainees are productive, not like those on monetary benefits of the government sitting around doing nothing. If it weren’t for Koha Kai, they would be at home playing Space Invaders or lying on the couch, and they would have no friends.” - Koha Kai Associate

Stakeholders spoke of referring clients to Koha Kai as a pathway to external work:

“Some of our clients who were trainees are now doing work in other places.” – Stakeholder

One of the community outcomes of Koha Kai is thus to contribute to the external labour force. This contribution comes through both trainee and whānau participation in the labour force. Whānau participation in the labour force may also lead to

reduced unemployment, depending on whānau circumstances.

Increasing the participation of those living with disabilities in the workforce also contributes to the increased visibility of disabled people, increased social cohesion and reduced discrimination:

“It shows those who don’t generally interact with people who have disabilities that their disabilities don’t define them.” – Online community

“Koha Kai lessens the gap between people with disabilities and those without.” – Online community

Koha Kai also contributes to community work outcomes through providing volunteer work and upskilling its volunteers.

Table 12 shows the outcomes of 25 people that have volunteered at Koha Kai and subsequently exited.

Table 12 - Volunteer exit outcomes

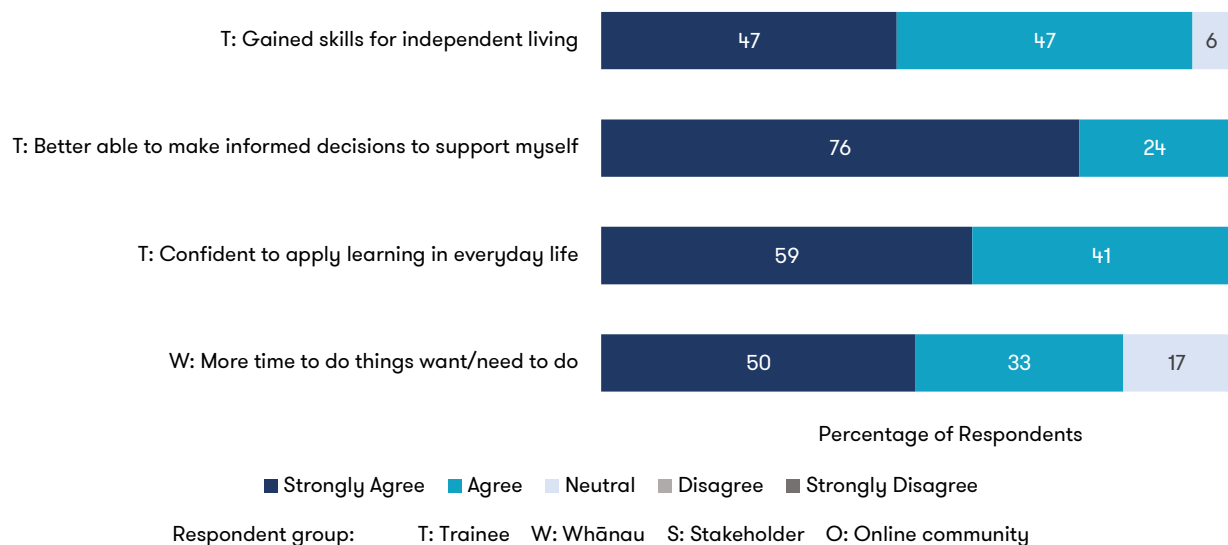
Percentage of those exiting	Exit outcome
32%	Full-time employment, external
32%	Part-time employment, external
4%	Became self-employed
4%	Part-time work at Koha Kai
4%	Casual work at Koha Kai
24%	Other

Sixty-four percent of volunteers have exited on to employment, with 32% getting full-time jobs and 32% getting part time jobs. A further 8% have been employed at Koha Kai, and one is self-employed.



4.1.6 Independence

Figure 17 - Independence outcomes



TRAINEE OUTCOMES

Koha Kai helps trainees to gain a large variety of practical and emotional skills for everyday life. When they start at Koha Kai, numerous trainees had limited ability to take care of their own needs or make their own decisions. Frequently they had few responsibilities.

Several whānau credited Koha Kai with their children starting to get up and get ready in the morning. Whilst having a shower and getting ready for the day is second nature to many of us, this was not the case for many trainees prior to Koha Kai. They had nothing to get up and get ready for.

Koha Kai is helping trainees to think and plan for themselves. They now feel like they have more choices; they can make decisions and take actions that they did not previously.

Ninety-four percent of trainees said they have gained skills for independent living through Koha Kai. Skills range from implementing new routines to feeling comfortable speaking to others, asking questions in public, learning how to cook a meal for themselves, growing their own vegetables and having a regular cooking night at home.

“Now I go to Koha Kai and help my sister with her boys. I go to Koha Kai in Miss Daisy. The van drops me home after work. I am more organized in the morning now, get up earlier like Dad and have breakfast.” – Trainee

“I am learning how to cook and trying new recipes. I even have my own Koha Kai cookbook. I make pumpkin soup at home all by myself.” – Trainee

Whānau spoke about their children (trainees) growing in independence, confidence and self-esteem. For the first time trainees believed that they could do things, rather than they could not. Trainees develop their own voice, and make decisions for themselves, rather than relying on others:

“In the beginning, I stayed with her to help settle her in, to get used to the kitchens and supervisors. But now I don’t need to stay- she likes to be independent.” - Whānau

“She is becoming more and more autonomous about what she wants and how she wants to do it.” – Whānau

“It has given her independence and her ability to be able to do something. She began to say things like ‘I can actually do this.’ – Whānau

“Her confidence has gone up 1000% things like now she has taken responsibility for her uniform she gets her bag sorted.” – Whānau

“Before, he just sat and waited to be directed. They’re teaching him to have an opinion, a voice. Now he’s confident. Now he

is confident enough to say no, I don't want to do that.” - Whānau

As their world opens up, trainees grow in confidence and motivation, developing new skills and interests:

“Working at Koha Kai was a huge motivation for her to complete her license. It increased her confidence and independence to get herself there. Also, because she has got her full, she can have somebody else in the car because she has her full license.” - Whānau

Whānau said Koha Kai is giving their children skills to cope with life and helping them feel better prepared for the future:

“My biggest concern is what happens to my boy if I'm not here. That's a big worry for me. But I think Koha Kai could support him. I think Koha Kai will give him the skills to cope.” - Whānau

“She is being prepared for the future, well this is a given. Because she has proved to herself how good her abilities are.” - Whānau

Numerous Koha Kai trainees have developed an interest in sport through joining the Basketball Club. Trainees have taken part in community events and activities through the food truck. Trainees have been encouraged to learn te reo, waiata and haka. Some Koha Kai trainees have gone into paid employment in the community or for Koha Kai. Both parents and trainees love the financial independence that their pay packet gives them. Trainees like being able to pay their own bills and make their own choices about what they want to spend their money on.

WHĀNAU OUTCOMES

Whānau too have grown in independence through Koha Kai. For some whānau, Koha Kai has relieved them of caring duties, thereby freeing up some precious time for themselves.

For these whānau, Koha Kai has had a major impact on their independence. They feel as if they have their life back:

“It gives me a bit of a break” - Whānau

“Slowly, we have gone into being independent of one another. It was a transition that was hard for both of us. Then he started to enjoy being independent.” - Whānau

“Previously he relied so heavily on me. He followed me around everywhere. There was no space for me.” - Whānau

Some whānau talked about trainees gaining further independence through paid work:

“He can now pay board and can pay his bills, like his credit card, and his phone bill. It has previously been on my account. He said, ‘mum, I will be able to put money into my own kiwi saver’. It's the little things like that that make him feel financially independent.” - Whānau

COMMUNITY AND SCHOOL OUTCOMES

“It's providing full community integration for our people with disabilities. It shows the wider community how independence can be achieved with the right support and training.” - Online community

“Koha Kai displays the real value of people with disabilities” - Online community



4.1.7 Social connection

Figure 18 - Social connection outcomes

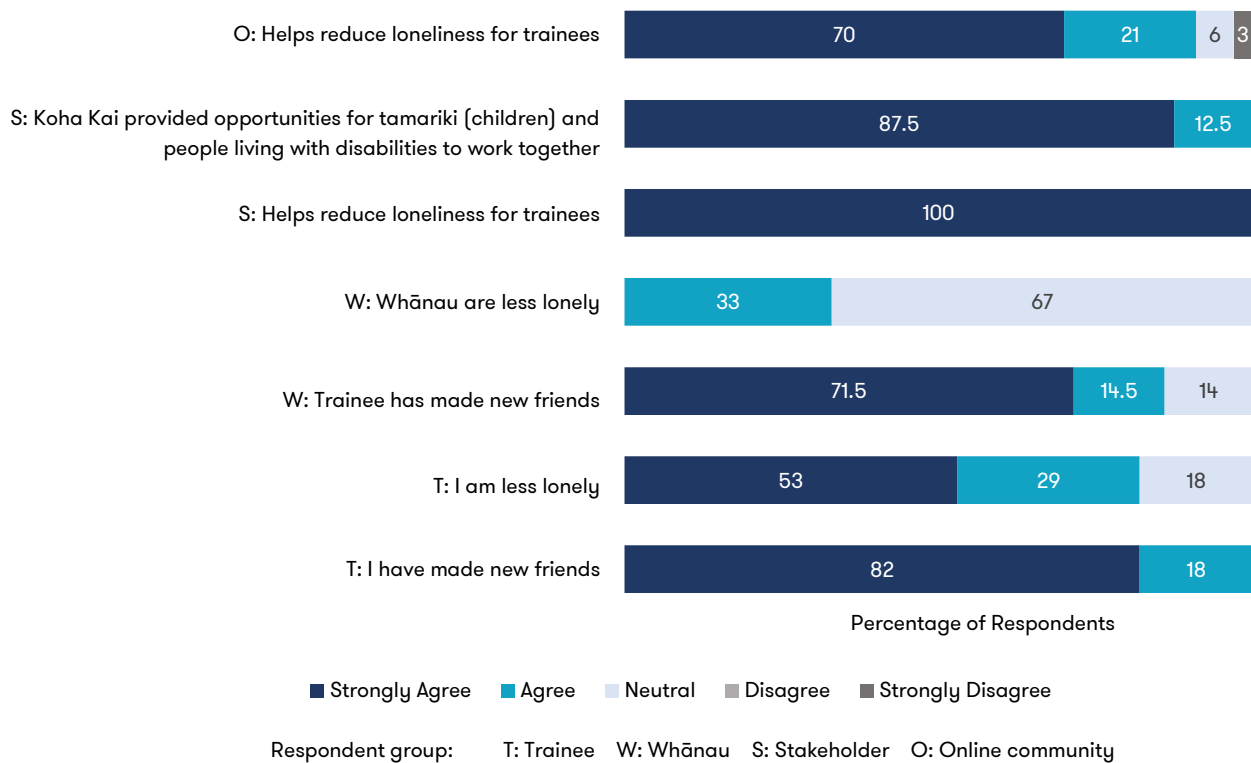


Figure 19 - Q-Q plot of loneliness difference



On a 5-point scale, with 1 being all of the time and 5 being none of the time, trainees were asked to rate how lonely they were before and after taking part in Koha Kai.

Figure 19 indicates normally distributed data.

Table 13 shows trainees had a mean score of 2.88 prior to Koha Kai and 4.24 since taking part in Koha Kai.

Table 13 - Loneliness paired samples statistics

	Mean	N	Std Deviation
Lonely_now	4.24	17	.831
Lonely_before	2.88	17	1.317

Table 14 - Loneliness paired sample T test

	Mean	t	df	Sig (2 tailed)
Lonely_now - Lonely_before	1.353	4.226	16	.001

Table 14 provides evidence of a statistically significant difference of 1.353. This provides robust evidence that Koha Kai has a positive impact on how lonely trainees feel. The magnitude of the effect is smaller than other aspects of life. This is most likely because some trainees said they were not lonely prior to Koha Kai – hence the higher mean starting score than for example physical or mental health.

TRAINEE OUTCOMES

Koha Kai is like a family to trainees, providing a sense of belonging, being part of something meaningful and feeling important. Koha Kai enables trainees to contribute and connect with others. Before their involvement with Koha Kai many trainees did not venture outside their homes much during the week. But after joining Koha Kai there were many opportunities for social interaction. Trainees got out and about in public, in schools and at community events. One stakeholder commented:

“What I touched on before, that previously they felt invisible and now they don’t that is such a big breakthrough. They were always on the side-lines looking in on life and now, what a huge change in their life they are in here now and looking out.” - Stakeholder

One hundred percent of trainees agreed they had made new friends at Koha Kai, and eighty-two percent said they were less lonely since taking part in Koha Kai.

“I have great friends at Koha Kai they always have my back. We have fun and joke around. I like having friends arounds me, it makes me feel comfortable.” - Trainee

Trainees love making new friends. Groups are regularly mixed up within the schools, so trainees can meet and work with many other trainees. Trainees don’t just support each other in work time - many socialize with each other outside of Koha Kai. The evaluator heard many heartwarming stories of things they do together including staying at each other’s houses, going on outings together and starting their own clubs based on common interests.

If there is something on in the community, trainees ring each other up and get a group together to go, and if they’re feeling down or worried trainees turn to each other for support. As one whānau member commented:

“She has made strong connections with the team leaders and has made new friends. Genuine friends, friends who she can gas bag on the phone with all night long. This never happened before Koha Kai. It also happens outside Koha Kai as well, they play basketball together, they catchup for coffees in town. They do peer support with their friends if one of them needs support.” - Whānau

WHĀNAU OUTCOMES

Whānau of Koha Kai trainees love seeing their children make new friends and increase their support networks.

This contributes to their own sense of relief and wellbeing. Whānau also noticed that their children contribute more around the house since taking part in Koha Kai.

Some whānau talked about relationships with their children improving which they mainly attributed to each growing in their own sense of wellbeing, and their child getting out more.

Whānau of school children have further opportunity for parental involvement through the Koha Kai model. Koha Kai works in active partnerships with schools, and parents can become part of the Lunches in Schools process or help tend the gardens. Koha Kai also help run events at the school such as the whānau days, where Koha Kai provides catering.

“The parents loved the Whānau Day with Koha Kai that we put on for them.” - Stakeholder

The Whānau Day enabled children and their whānau to share healthy kai cooked by the Koha Kai trainees and to take part in physical activities together. Schools commented that these events sometimes bring in whānau that they might not otherwise see, the ‘hard to reach’ whānau.

SCHOOL AND COMMUNITY OUTCOMES

Participation and social inclusion are important principles of a socially cohesive community. Koha Kai is enabling people living with disabilities to take part in the community; in ways, they would not be able to without Koha Kai. In so doing, they are creating an inclusive community, where people with disabilities mix with people from all walks of life.

“Koha Kai provides true integration through giving people opportunities to participate.” - Stakeholder

“Our people with special needs, have the opportunity to be a part of their community and undertake meaningful work.” - Online community

Koha Kai helps enhance connectedness between different groups of people within the community. Stakeholders say the CEO of Koha Kai is a ‘natural connector’.

“Janice naturally connects people and pulls in different groups in the community providing all sorts of social cohesion.” - Stakeholder

“She has got other community members in. They have blended in nicely with the Koha Kai team. Koha Kai has been a catalyst for that kind of community involvement.” - Stakeholder

For example, Koha Kai also has helped grow connections between school communities and other community helping agencies:

“With the quality of the food and the affordability at the price of \$2, also we have had other community groups come forward to pay for items like vouchers. Such as the Lions, Rural Women’s and other community groups so that no child misses out, so there is a good sense of buy-in from the community. It has a ripple effect.” - Stakeholder

Koha Kai has also facilitated greater parental involvement in the school community, with parents being involved with various aspects of the school lunches process. Schools are getting to know parents that have previously been hard to reach. Similarly, the seniors at the school became connected in with the Koha Kai systems:

“Koha Kai has been a great vehicle and pulled more of the community in. This has happened because their children are being involved. The parents will come into buy vouchers or put an order in, and if they are late with their order, they will take it straight to the person. It has been a great partnership, and the community are talking about it.” – Stakeholder

Principals spoke extensively of the benefits of tamariki seeing and interacting with people living with disabilities. Koha Kai increased the visibility of people living with disabilities and tamariki can see that those with disabilities are able to contribute, work and create things of value. This is great for all children at the school, but principals spoke of this being particularly beneficial for those school children who live with disabilities themselves.

Figure 20 shows that one hundred percent of stakeholders agreed Koha Kai gives tamariki and those living with disabilities opportunities to work together. This is in line with stakeholder survey findings outlined in Figure 19, where one hundred percent agreed Koha Kai helps contribute to community cohesion and eighty-eight percent agreed that Koha Kai helps reduce discrimination.

Schools also work hard to help Koha Kai, and its trainees feel part of the school community. They recognise the social goals of Koha Kai and are keen to help further them. They provide land for Koha Kai gardens and help tend the gardens. Parents and tamariki help out with the distribution of lunches, providing opportunities for the trainees to interact socially with able-bodied people. Trainees join school groups and attend school events, thereby broadening their world and increasing their

opportunities to take part in new and different activities.

“There are some really nice things happening with the FaceBook page with the Koha Kai workers liking our posts. We try and invite them to things, we invite them to our Kapa Haka performance, and we invited them to our school photos so they could get a photo. We really want to build connections with them and our community – they are such a gorgeous group of people, honestly.” – Stakeholder

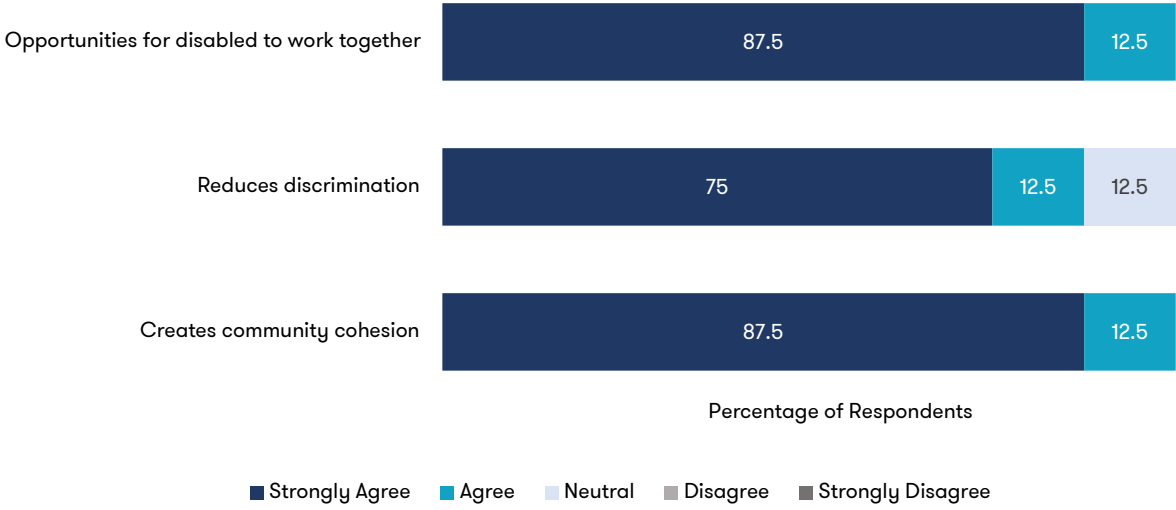
Principals and stakeholders elaborated on the schools and community impacts of Koha Kai as follows:

“Having our tamariki see Koha Kai within their Kura, cooking delicious 5+ lunches or tending the gardens and interacting with them in such a positive way hopefully means their perspective now and in the future is one of inclusion for our people with special needs. Integrating trainees in this way (who in our recent and even today haven’t been afforded the same opportunities to gain employment or even achieve a higher education) has a huge impact on the mental health and wellbeing of not just the trainees but their whānau, whanaunga, and the wider community.” - Online community

“I think it is the visibility of people who have disabilities. People with disabilities, for quite some time have been educated in mainstream schools, so kids do grow up with them in primary schools. But for adults, they are not usually in our workplaces they seem to slip away. I think Koha Kai are doing a lot to reverse that – like being out and about in their truck at the A&P show and other events they cater for.” – Stakeholder

“By removing barriers such as food, money and transport Koha Kai has blended in really well with the idea of breaking down those barriers (Difficult to hear) we are seeing the school student is showing more resilience, they are taking risks, they are more confident. We want the students to talk about the barriers so we can get rid of them. So, Koha Kai has contributed to that.” – Stakeholder

Figure 20 - Social Connection outcomes for the community as identified by stakeholders



4.2 Attributable Change

Social science evaluation is limited in its ability to unequivocally determine causation. However, it is highly likely that the positive outcomes highlighted in this report are attributable to Koha Kai:

- Evaluation participant numbers were sound. Fifty eight percent of all trainees took part in the survey. Thirty-seven percent of whānau took part. Good numbers of stakeholders also participated.
- Strongly significant relationships were uncovered in the pre and post-testing showing it is very unlikely that the changes could have happened due to chance.
- Four different participant groups were consistently positive about Koha Kai outcomes for trainees. Triangulation of the perceptions of multiple trainees, whānau, stakeholders and most of the online community indicates Koha Kai creates these positive outcomes. Stakeholders were the most positive about trainee outcomes, followed by trainees themselves and then whānau. The online community, whilst still mostly positive, were the least positive participant group.
- Narrative comments from trainees and whānau describe Koha Kai as “life changing”. While other processes have played a part in supporting trainees, whānau are clear that Koha Kai is responsible for most of the positive change that has occurred for their children:

“It’s a combination of other things in his life, but this (Koha Kai) is the biggest change.” - Whānau

Positive impacts continue after trainees exit the Koha Kai programme.

“So, it hasn’t gone out the back door; I still think of them every day. I don’t like buying too many vegies from the shop, because they don’t seem real. I like real food. I like, going to the garden, preparing your garden, get you kai, plate it up, that’s what I learnt from the Koha Kai team. I still involve myself with Koha Kai; I like to visit Janice.” – Past Trainee

Together these evaluation findings therefore provide robust evidence that Koha Kai is having a major positive impact on the lives of trainees and their whānau.



Koha Kai Gardens

4.3 Findings in Context

4.3.1 Living Standards Framework

The findings of this evaluation have been compared to the ‘Our people’ indicators in the current Treasury Living Standards Framework (The Treasury, 2019). The evaluator considers that findings show Koha Kai contributes to the following selection of Living Standards dashboard indicators listed in Table 15, with indicators with stronger evidence being highlighted in grey. In some instances, Koha Kai is making a clear impact, but this impact may not lead to someone gaining the overall indicator definition. For example, Koha Kai is having a clear impact on the knowledge and skills of trainees, and some trainees are gaining NCEA credits for the first time in their lives. However, trainees may not achieve NCEA level 2 or equivalent. Nonetheless, the contribution to people’s skills and knowledge should not be ignored or invalidated.

Table 15 - Koha Kai outcomes mapping to the relevant Treasury Living Standards Indicators

Domain	Indicator	Definition
Cultural identity	Ability to express identity	Percentage of adults who said it was easy or very easy to express their identity in New Zealand
Cultural identity	Te Reo Māori Speakers	Percentage of people who can converse about a lot of everyday things in te reo Māori
Health	Health status	Percentage of adults reporting good or very good health
Health	Mental Health	Percentage of adults with high levels of psychological distress
Health	Suicide rate	Deaths caused by intentional self-harm, the age-standardised rate per 100,000 people
Income and consumption	Financial wellbeing	Percentage of adults who report they do not have enough money to meet everyday needs
Jobs and earnings	Employment rate	Percentage of adults who are employed
Jobs and earnings	Youth NEET rate	Percentage of young people aged 15-24 years who are not in employment, education or training (NEET)
Knowledge and skills		Percentage of adults aged 25-64 with at least an upper secondary education (Equivalent to NCEA level 2 or higher)
Social connections	Discrimination	Percentage of adults who experienced discrimination on the past 12 months in NZ
Social connections	Loneliness	Percentage of adults who felt lonely at least some of the time in the last four weeks
Social connections	Social network support	Percentage of adults who had face to face contact with friends who do not live with them at least once a week
Subjective wellbeing	Family wellbeing	Percentage of people with a score of 7/10 or higher for family wellbeing
Subjective wellbeing	General life satisfaction	Percentage of people with a score of 7/10 or higher for life satisfaction
Subjective wellbeing	Sense of purpose in one’s life	Percentage of people with a score of 7/10 or higher for feeling that life is worthwhile
Time use	Paid work	Average actual weekly hours worked by employed adults
Time use	Satisfaction with work-life balance	Percentage of people who are ‘satisfied’ or ‘very satisfied’ with their work-life balance
Time use	Unpaid work	Average hours per day spent doing unpaid work

It is also notable that discrimination is one of the social capital indicators of sustainable and intergenerational wellbeing in the Treasury’s Living Standards Framework, so Koha Kai is also contributing to future wellbeing as well as current wellbeing. A number of these indicators also had values attached to them in the CBAX spreadsheet.

4.3.2 The Treasury's Cost Benefit Analysis Tool (CBAX)

The findings of this evaluation have been compared with the wellbeing indicators in Treasury's CBAX Tool, which associates a monetary value to a range of impacts. Negative dollar (\$) values indicate a cost, whereas a positive dollar (\$) values indicates a benefit. The evaluator considers that Koha Kai outcomes align with a number of the wellbeing indicators, as detailed in Table 16. The evaluator therefore recommends Koha Kai discuss and seek advice from government departments over the potential use of developing a business case, using the CBAX.

Table 16 - Koha Kai outcomes in context of relevant CBAX indicators

Wellbeing domain	Description	\$ Values adjusted to 2019 ⁶
Cultural identity	Being able to express a cultural identity for every 1-point change (0-4 scale)	9,563
Health	Inpatient hospital visit	-5,304
Health	Outpatient hospital visit	-366
Health	Specialist visit (initial)	-366
Health	Specialist (subsequent)	-262
Health	Specialist (per hour)	-157
Health	Practice nurse visit	-42
Health	Home nurse visit	-105
Health	Hospital nurse	-58
Health	Community services nurse	-58
Health	GP visit (20 minutes) - Privately funded	-84
Health	GP visit (20 minutes) - Publicly funded	-84
Health	Hospital pharmacist	-58
Health	Mental health for every 1-point change (improvement) (0-100 scale)	4,608
Health	Physical health for every 1-point change (improvement) (0-100 scale)	1,158
Income and consumption	Jobseeker Support - Generalised	-9,766
Income and consumption	Supported living payment - Generalised	-14,450
Income and consumption	Supported living payment - Single/18+	-14,648
Jobs and earnings	25% of Average annual income - NCEA level 1 or equivalent	11,499
Jobs and earnings	25% of Average annual income - Other post-school	14,177
Jobs and earnings	100% of Minimum wage annualised after tax (33% of annual wages, e.g. 4 months)	10,444
Jobs and earnings	100% of Average annual income - NCEA level 1 or equivalent	45,995
Jobs and earnings	Being unemployed	-69,117
Social connections	Feeling lonely for every 1-point change (increase) (0-4 scale)	-17,633
Social connections	Gaining a friend (for every friend gained)	592
Social connections	Having contact with neighbours for every 1-point change (0-4 scale)	8,572
Social connections	Being a member of a club (per membership)	2,536
Subjective wellbeing	Not being in the labour force	7,684
Subjective wellbeing	Having access to general help for every 1-point change (0-4 scale)	5,805
Time use	1-hour citizen compliance burden - Cost of an individual's time	-27
Time use	15 minutes citizen compliance burden - Cost of an individual's time	-7

⁶ The adjusted value uses the start year specified in Primary Inputs sheet to adjust the values in the Impacts Database forward to a common year basis using the nominal GDP data in the GDP inflator hidden worksheet. For consistency, all values in the Impacts Database have been adjusted forward using GDP adjusters, even though some values could potentially be adjusted using CPI adjusters, 68).

4.4 Factors Enabling Effectiveness

This section expands on the factors enabling Koha Kai to achieve positive outcomes for trainees, their whānau and the community.

4.4.1 Meaning and purpose

One of the greatest factors enabling Koha Kai to achieve positive outcomes is the fact that it gives trainees and staff a sense of meaning and purpose. Time and again, trainees and their whānau spoke about the benefits of creating a routine and how wonderful it was able to get out of the house and take part in something:

“Koha Kai is more than just a word. It was like a life-saving place; it gave me something to do from 9-to 2.30pm I would be out of the house; I would be away.” - Trainee

“She is better organized at getting up in the morning. She wants to be ready and catch the van, so that makes her get up earlier. It gives her a purpose in life.” - Whānau

“She doesn’t have time to dwell on her disability anymore. It’s a lot more like...’ok I have to have my chores done by this time because I have to be at Koha Kai. So, the routine helps set up her timings. Just like anybody else going out to work every day, allowing for a shower getting dressed, time to eat breakfast, and allowing time to get to work.” - Whānau

“A sense of belonging and purpose shouldn’t be for a select few, but for all. I feel like Koha Kai are really striving to achieve this.” - Online community

There is also a real sense of pride in the mahi that Koha Kai undertakes. The nature of the work, helping to provide the community with healthy food options at an affordable price, is seen as important and a worthy task. It’s also work people like doing. Whānau and trainees talked about this, saying they didn’t want them (or this child) to end up “just stacking shelves”. They want to do work that is fulfilling.

“The core strengths of Koha Kai are developing that life of purpose for those trainees who have relied on other social benefits, monetary or whatever. Seeing these guys and girls do things they would otherwise not be able to do. On the social side of it, there are benefits to the individual and their whānau and friends around them” - Koha Kai Associate.

4.4.2 Being busy protects

Related to providing a sense of meaning and purpose, Koha Kai was seen as keeping trainees busy. This was identified by both trainees and whānau as a protective factor against poor mental health:

“I’m really busy now. With catering events with Koha Kai and my other interests, I’m really busy. It’s great.” - Trainee

“She can’t have too much downtime because it affects her mentally.” - Whānau

“She had mental health issues and depression. And sometimes, the more help she got from mental health services, the more she relied on them. So, by being so busy with the life she has now, the risk is always there, but she has that potential, but the busyness helps protects her.” - Whānau

Time and again, whānau talked about their children no longer having time to overthink things and get bored, or to dwell on their disability.

4.4.3 Integration

Koha Kai integrates people with disabilities and people without disabilities as they work together alongside one another. Speaking with trainees, it was evident that the hierarchical structures at Koha Kai are very flat – there are few distinctions between team leaders, staff and the trainees. Trainees feel like part of the team, no different from anyone else. They blend into the team and easily approach the staff if they have concerns:

“She relates to the people, like Janice and Carole and the Team Leaders. She has said in the past that she would rather be around able-bodied people than people with disabilities.” - Whānau

4.4.4 Building partnerships and community

Koha Kai is well supported by the Invercargill community. Koha Kai has connected many different groups of people within the community around common purposes and focus. The partnership between schools and Koha Kai works well because there are common goals and social aims. Both partners want to feed hungry children, provide opportunities for tamariki to learn about healthy kai, and both partners want to build the school community and provide opportunities for vulnerable adults (living with disabilities) and tamariki to interact.

In so doing, Koha Kai has been able to knit together the resources of many and coordinate inputs, to maximise outcomes. For example:

- The Fight for Life Charity provided a food truck so that Koha Kai trainees can provide their kai in community settings
- A local business, Macaulay Ford, has provided a cheap lease of a truck, so the food truck can be driven from place to place, enabling trainees to sell their kai at any location
- Local charities have donated money to purchase lunches for local school children who cannot afford them
- Koha Kai and schools work together to grow fruit and vegetables that can be used in Koha Kai meals
- Teachers, parents and school children get involved in Koha Kai and school systems and processes
- The gardens provide teachers and students with learning opportunities and Koha Kai with produce, so that food can go directly from garden to plate
- Trainees feel connected to the schools they work within. They have joined the school Facebook page, attend events at the school (like kapa haka) and delight in people from school recognising them when they are out and about

This creation of communities of interest and pooling of resources has helped Koha Kai achieve positive outcomes. It is difficult to imagine such a partnership between a school and an enterprise-driven solely by commercial motives.

4.4.5 A focus on the ability

Koha Kai is known for focusing on people's ability, rather than their disability. They identify and uplift people's strengths. They treat trainees as people who are capable of many things. They challenge trainees to try doing things they may not have previously done before. The progression framework ensures trainees are continuously learning. Trainees respond well to this approach which encourages and inspires a can-do attitude.

"They always tell you you're doing a good job or if you're not, they will say 'have you done it this way or have you done it that way' you get a chance to double-check with the team leader if you're not sure. They are kind how they talk to us." - Trainee

"He is treated as a person first. At Koha Kai, they do not constantly remind trainees of their disability." - Whānau

"That's what she hears all the time about abilities. She is hearing the word ability all the time, not disability. That's what she needs." - Whānau

4.4.6 Approach

The approach at Koha Kai is strengths-based and kind. Staff and team leaders are patient with trainees as they are developing their skills and mistakes are treated as learning experiences:

"I slipped up once, and I went to see Janice, and she said, 'don't beat yourself up, it's ok, we all fail at times.'" - Trainee

"By focusing on what people can do, and nurturing their strengths, Koha Kai helps vulnerable adults to achieve things that they never thought possible." - Stakeholder

This approach inspires confidence, which in turn builds independence and further skills:

"Her confidence has gone up immeasurably, 100 percent, and this is because of Koha Kai." - Whānau

This approach also applies to staff as well as trainees:

"Even the supervisors that she has employed might be people that would probably have difficulty finding employment, and she has seen the supervisors going from strength to strength." - Stakeholder

Koha Kai staff were described as kind and encouraging. The initiative itself is based on love and inclusion:

"Koha Kai teaches and spreads Maori cultural values and tikanga through our community of inclusiveness, love, caring sharing, support, mana, that when one benefits, we all benefit. This is VERY important, not only for Maori but for all of us. Reo is one aspect of this. Our children are learning the importance of inclusiveness which is important for all our futures to make Invercargill, NZ and the world more resilient and more of a kind community." - Online community

4.4.7 Communication

Communication was seen as particularly strong, with most people liking that they could stay

connected via Facebook. One parent was not so keen on Facebook, but she noted her son loved it. Another trainee talked about it growing their confidence and trainees like showing it to their friends and whānau.

Some whānau talked about a range of issues that their child, or they, had with Koha Kai. In nearly all instances these issues had been resolved through careful and compassionate management from the CEO of Koha Kai. Whānau liked that management is approachable. Whānau also said their children could talk to staff or management if they were experiencing any issues. The Koha Kai response would generally be practical and supportive.

4.4.8 Giving

Koha Kai encourages generosity and enables trainees to give meals to people, enabling the trainees to really connect to the sense of giving:

“We were allowed to take kai home that we cooked. It was like learning, giving and giving back to other people.” - Past trainee

Trainees also get a sense of giving through the social support they are providing others:

“She gives the meals to her sister, and it’s great because she feels like she is really helping her, and the boys.” - Whānau

4.4.9 Adapted environments

Koha Kai goes to great length to ensure the environment caters to the abilities of the trainees. Sometimes this means adapting the equipment utilised by trainees, to ensure they are able to use it:

“The difference with Koha Kai is they are just so welcoming without judgement. Janice is very good at thinking of everything. Like with the food truck, even for people with wheelchairs, there is still a place for them.” - Stakeholder

For example, Koha Kai asked a local software agency to develop an application (app) for trainees to use on their mobile phones. It talks, and the rosters are colour coded for the different schools – so even if the trainees don’t know the name of the school the colour prompts them into knowing which school they are working at, so they receive the information even if they are unable to read. Trainees love the app, and use it with ease:

“Now I know what is happening in my life a fortnight in advance. I use the Koha Kai app. I love it. The app has three different components. First, it has your roster on it with the school in different colours. And they have it so that you can hear as well for those

who can’t read. So that it is for everybody.”
- Trainee

The cookbooks developed by Koha Kai have easy to follow recipes with pictures and few words. These have been very popular not just with the trainees, but with other NGO’s and government departments who have accessed these for their clients with literacy problems:

“The cookbook is for everybody, too; it is set up for people who cannot read or write. I would say half the people who work at Koha Kai cannot read. Janice has done an amazing job.” - Trainee

The Koha Kai food truck contains the ability for coffee to be made outdoors so that trainees with wheelchairs can still perform their barista duties. This adaptation of the environment is crucial in creating opportunities for the trainees to take part:

“I have done things I would not normally have done. At high school, it was a nightmare trying to get them to let me do home economics because of the wheelchair. I managed to get them to do it – it was a fight, but I got there. I always wanted a job in hospitality, but I got told no because of the hygiene etc., but with Koha Kai, I can! They have adjustable kitchens for me.” - Trainee

“So, it took a very long time to get him into a space he could function as a normal person, and it took a lot of different factors for that to happen.” - Whānau

4.4.10 Expectations

Another factor that whānau and stakeholders related to the successfulness of Koha Kai was its flexibility around systems and expectations.

While Koha Kai has high expectations of trainees, it is also seen as being compassionate and realistic and driven by wanting to do what is best for the trainee, rather than a profit motive. This is quite different from most traditional businesses, where employment contracts have more rigidly stipulated expectations and penalties for non-compliance. If trainees are facing physical or mental health challenges, Koha Kai is supportive and can adjust expectations accordingly:

“I’m happy to call in if it’s too difficult for me to come in. They know what’s happening inside. If I’m sick for the day – there is no pressure.” - Trainee

“If he does have a bad week or drops back a bit they’re interested in what’s going on, but

they don't put pressure on, they support, they encourage. Before it fed failure every day." - Whānau

"Koha Kai understands his health implications. A week ago, he was left in charge, he stressed about that, but the volunteer was able to calm him down." - Whānau

"Previously he has tried kitchen hand jobs and was training for a cafe job, he had a trial in a kitchen and he just couldn't cope. He had too many seizures. He has epilepsy and Asperger's. Seizures involve shaking, vomiting, and his skin color is white as a sheet. That employer couldn't cope and just did not understand. Whereas Koha Kai understands." - Whānau

Koha Kai have processes for inducting trainees that make them feel comfortable with the transition. When they initially meet with a potential trainee, they meet at a place the potential trainee feels comfortable, such as a café or their home. They take time to learn about the person and the potential challenges they will face through taking part. They don't rush into things or overwhelm trainees and learning occurs at the pace of the trainee:

"Koha Kai took it slowly at the start so that it was comfortable for my son to go back." - Whānau

"Also, I like the way the learning stages are staggered, so they can manage." - Stakeholder

"The supervisors put the trainees feel very at home. They are not put in a situation where they have no idea." - Whānau

"He is challenged by change, but with lots of encouragement and time, he comes around, in his own time." - Whānau

If trainees are not finding the work meaningful or purposeful, Koha Kai will try and work with the trainee to see how they can contribute in other roles or ways. This is not the case for all traditional businesses or even many, not for profits. Koha Kai does not disengage from trainees; rather trainees choose when they wish to disengage with Koha Kai. This ensures that trainees are not 'exited' from the service before sustainable change has been made. Many trainees also stay in touch with Koha Kai once they have exited and re-engage at a later stage of their life.

Stakeholders talked about the importance of this for current, potential and past trainees:

"Some trainees are doing work in other places, and the great thing is, they can always come back to Koha Kai. It does not have an endpoint if the client does not want it to". - Stakeholder

"Even if our clients don't end up working in there, we sometimes hear that they might make a connection and go out and meet them for a coffee. Cause socialization is a big thing, and you hear of them making connections there." - Stakeholder

Koha Kai does not give up on people, whānau say:

"The staff are really good. They stayed in touch with her, and that's why she went back, the relationship she has with them." - Whānau

4.4.11 Increased opportunities

All participant groups commented on the wide range of opportunities that open up for trainees through taking part in Koha Kai:

"Janice treats her trainees as people, not as people with disabilities. She has achieved that through the enterprise because of her passion and support for the cause. She has provided and delivered experiences and opportunities that I don't think would have been there before." - Stakeholder

These opportunities have helped contribute to immense growth in trainees' skills, confidence and connections.

4.4.12 The van

The van has provided essential transport for trainees, and respite for the whānau. Without the van, a number of trainees could not get to Koha Kai. They may have to take a taxi, which becomes too expensive and a barrier to taking part. Stakeholders say continued access to the van is vitally important:

"The other thing was that they were picked up and dropped off by the Koha Kai van service – this is absolutely key in making it work. Accessibility, motivation is a big thing for our clients. If you set it up where somebody turns up every Monday, it helps get them into good routines. It is an essential part of the engagement. Koha Kai also have a high lift to get wheelchairs in and out of the van which is brilliant. That's the first thing I notice." - Stakeholder

In the beginning, travelling in the van helps trainees to be organised, to have something to get up for (the

van's going at 9.00am!). It also helps them to socialise and mix with the others at Koha Kai.

Some trainees who are more able to be independent, travel via taxi or Miss Daisy. But even for these trainees, the van is still the fallback. For example, one trainee is currently learning to organise Miss Daisy to get to Koha Kai but after a busy day at Koha Kai, is relieved to take the van back home. Another currently drives to Koha Kai. However, recently this trainee had a car accident; their car was written off, and they were without a vehicle for six months. During this time the van provided essential transport. They may not have been able to keep going without the van as buses are infrequent and do not always go to within walking/wheeling distance for those living with disabilities.

4.4.13 Safety

Some whānau talked about their children being particularly vulnerable to mistreatment and being taken advantage of, due to the nature of their disability. Whānau were clear that they see Koha Kai as a safe place for their children to go, and this was important to them:

“Just to know where he is, not being abused. I have never worried about him at Koha Kai.” - Whānau

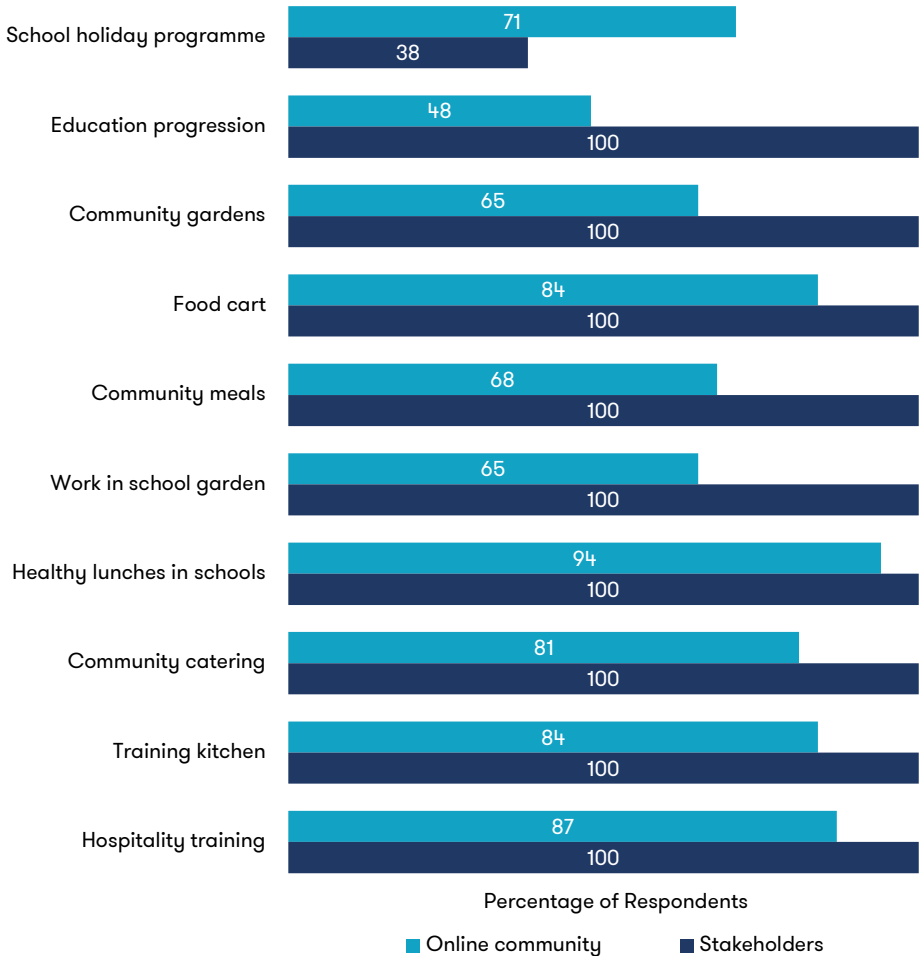
4.4.14 Knowledge of Koha Kai activities

Figure 21 shows Koha Kai is generally well-known to the online community and very well-known to stakeholders. Knowledge of the benefits of Koha Kai is strong. This shows that Koha Kai does a good job of promoting itself.

The lack of sustainable funding does not, therefore, appear to be due to a lack of knowledge about the initiative or its achievements.

The least well-known aspects of Koha Kai to its online community are its progression framework, the community garden, the school's gardens and the community meals. Koha Kai could consider further Facebook posts about these aspects of the organisation. This also fits with feedback from one whānau member interviewed that their child felt like the gardens were not getting promoted enough, compared to the training kitchen and Lunches in Schools.

Figure 21 - Online community and stakeholder knowledge of Koha Kai activities



4.5 Sustainability

Stakeholders were asked to assess Koha Kai against the factors that Ihi Research has identified as contributing towards sustainability for entities.

One hundred percent of stakeholders agreed that Koha Kai was possessing most of the sustainability factors. These stakeholders were particularly complimentary about Koha Kai’s vision; it’s an innovative approach and the leadership shown by the current CEO:

“As an organisation, they never stand still they are always working on the next project.”
- Stakeholder

“Their vision is exceptional.” - Stakeholder

“The Koha Kai programme is targeted to need. It has a strong purpose and goal. Its staff are passionate, dedicated and committed to the goals, which are all about the people (trainees). Koha Kai has a great understanding of community are well networked and innovative. They are always looking for opportunities to evolve. The

leadership is particularly strong.” - Koha Kai Associate

So overall stakeholders believe Koha Kai possess many of the organisational factors that can enhance sustainability.

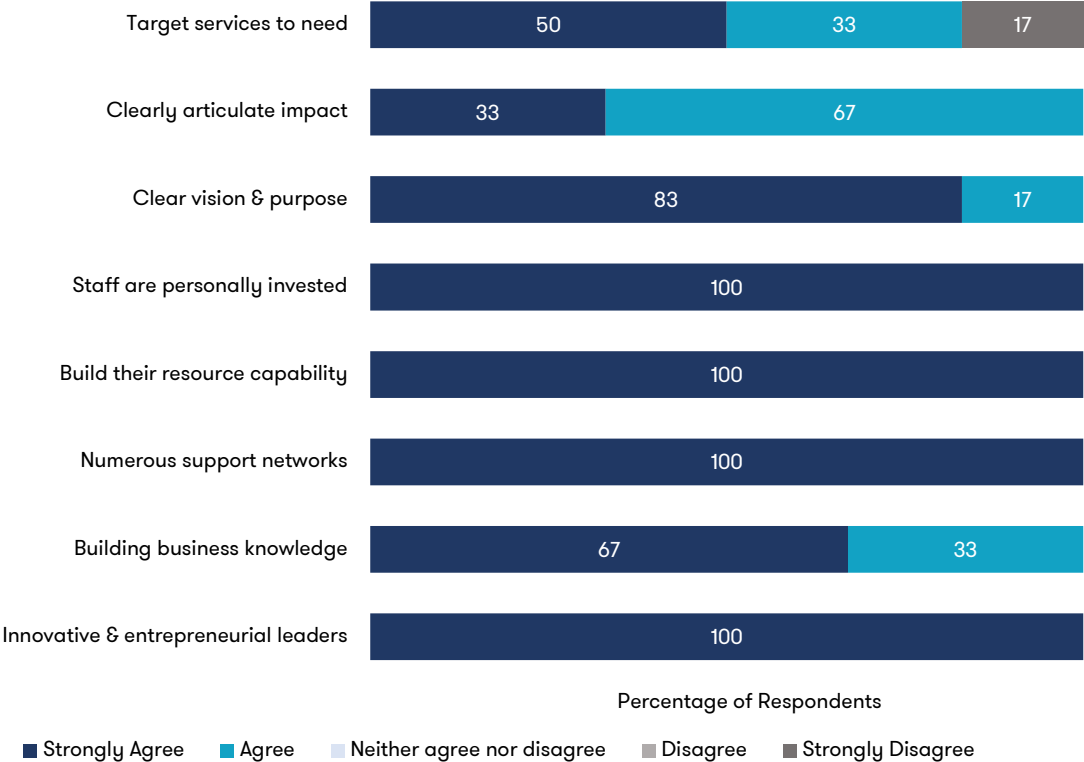
“Other people just talk about things. She does things.” - Stakeholder

The key ingredient missing is the funding. Some participants also discussed the importance of staff succession planning.

Areas that Koha Kai had weaker agreement than others were in their ability to articulate the impact and to build their business knowledge. This is in line with some of the narrative comment’s stakeholders made about Koha Kai.

Further discussion on further developing sustainability is provided in the Areas for Development section of this report.

Figure 22 - Stakeholder assessment of Koha Kai sustainability factors



“We desperately need long term sustainability” – Koha Kai

4.6 Areas for development

4.6.1 Funding and sustainability

Stakeholders were in agreement that Koha Kai deserves more funding:

“This has got to be good for economics, right? One of my understandings was that this might lead to employment and to take people off the sickness benefit or whatever benefit and get them engaged in something. Even if they are subsidised, it’s better than sitting at home, they are contributing to something, and they have purpose and smiles on their faces.” - Stakeholder

Stakeholders also agreed funding and sustainability are the key issues facing Koha Kai:

“I really worry about their funding model. That is hugely important and hugely at risk. They don’t have enough funding; No, I’m not criticising what they spend their money on I think they are very careful of what they spend their money on and have never had the impression that there is every anything wasted. It’s the lack of funding.” - Stakeholder

Stakeholders were asked if they could give Koha Kai any advice on how to access further funding. Most suggestions involved approaching different government departments, with numerous stakeholders stating Koha Kai should be able to access core government funding:

“We have given her seed funding but she really needs Government contracts for the long term.” - Stakeholder

One stakeholder emphasised the importance of community development and specifically suggested trainees speak to the grant application submitted:

“Maybe hearing the voice of the people who are directly affected. The people with a disability are talking directly to the submission. Who is better to talk about it than them?” - Stakeholder

Some stakeholders mentioned specific government departments that they thought should be responsible for providing some form of economic support to Koha Kai.

The evaluator believes part of the issue appears to be around funding silos, where government departments have only a narrow focus and fund narrowly around then. The holistic nature of Koha Kai outcomes seems to be having the perverse effect of leading each government department to say it is another

government departments responsibility to find the funding.

Other funding issues identified by the evaluator may include funders tendency to continue to fund previously funded entities, or large organisations. Once particular types of grant funding or contracts are established, they can sometimes take on a life of their own and may not be regularly reviewed. Also, government funding may tend to focus on tertiary care rather than preventative care, and medicalised models of health.

Some stakeholders identified systemic issues that need to be addressed in the disability sector. They could not understand the logic behind some of the current Ministry of Health and ACC funding decisions. They emphasised funding should be available through the disability sector. One stakeholder suggested:

“Try to put more time into understanding and utilizing the system and its loopholes” - Stakeholder

This stakeholder went on to reflect that the disability sector might do well to consider taking the emphasis off the parents as sole providers of care for their children. Perhaps Koha Kai could receive funding for caring for the trainees?

Koha Kai associates occasionally said trainees have full-time carers. Families are loathed to lose these, but Koha Kai encourages independence, and support workers do not attend with trainees. This has led to one situation where a caregiver was still being paid to look after a trainee while the trainee was attending Koha Kai. The caregiver was sitting outside in the car:

“(Name of organisation) have given funding to have a caregiver for somebody who comes to Koha Kai, they sit in the car playing games. Why can’t the funding come directly to Koha Kai instead?” - Koha Kai Associate

“If they weren’t involved in this, they would most likely just be at home and then somebody probably has to look after them at home, and they would probably be being paid.” - Stakeholder

One whānau member commented:

“There is nobody out there saying let us look for the value. There is nobody guiding in the disability sector – there should be someone like Koha Kai right around the country.” - Whānau

Stakeholders were universally adamant that Koha Kai achieves incredible outcomes that benefit people

living with disabilities, their whānau and the broader community.

Some stakeholders would like to see a national rollout of this successful model, whereas others noted Koha Kai would need to stay local if they wanted local funding that was more rooted in community development. A few other stakeholders cautioned against Koha Kai growing too big or too quickly and felt they needed to make sure their current core operations (seen as Lunches in Schools) were sustainable before making any moves to expand to different projects or different regions.

Some stakeholders felt that the Ministry of Education should be providing funding for Koha Kai, as its primary purpose is to provide training and skills development for trainees.

Koha Kai's commitment to the learning of trainees is highly valued by stakeholders, who see this as one of the distinguishing factors of Koha Kai. Koha Kai should continue to progress getting accreditation for their Teina programme and investigate potential pathways for government funding per learning student (trainee):

"I truly hold the belief if that they keep pushing; they will get the funding they need...But I do wonder why Koha Kai aren't accessing the education budget, why they train people. There are whole budgeting streams for training people to get them into work." - Stakeholder

Some stakeholders felt that the Ministry of Social Development could provide a promising funding pathway, as trainees are taking part in work and also securing external employment opportunities.

Potential contracts with the Ministry of Social Development may have a caveat though. As previously discussed, trainees, whānau and stakeholders all spoke of Koha Kai providing trainees with meaning and purpose. Going to Koha Kai was seen as 'going to work'. Within Koha Kai, work opportunities are tailored to the abilities of the trainee, and the environment is adapted to ensure needs created by their disability are met. Expectations, whilst designed to enable trainees to stretch and grow, are realistic. Koha Kai is therefore driven by social motives, not just commercial demands. For example, specially adapted equipment is provided to enable those living with disabilities to be able to perform tasks.

Thus, Koha Kai itself is seen by some families as providing the ideal working environment for their whānau. The work is meaningful and gives their child

a sense of purpose and the environment is both enabling and encouraging.

Some parents did not want their children to have to look for other work opportunities where the work may be more mundane, and the environment more challenging.

"I can't see him in a full-time job... Employment is not really a goal in that way. I'm not saying I don't want him to do something; he could be a volunteer or something similar because he is slow, he is methodological and slow. He has had health issues, and a lot of things have deteriorated."
- Whānau

Most trainees also talked about wanting to continue working at Koha Kai rather than moving on.

"They love structure so much; change and uncertainty are very difficult for them. He wants to graduate but will be able to work in the schools with his mates making lunches." - Whānau

Therefore, the implication for government contract funding is that contracts need to recognise that Koha Kai itself provides a legitimate form of work for trainees. Contract purpose and payments should not be solely focused on gaining external employment or work placements for trainees. Such contracts would create risks for Koha Kai as well as for the trainee.

One of the benefits of having no enduring government contracts with specific government departments is the lack of service specifications defined by the government. For example, some contracts define that the people taking part can only be referred from particular organisations, they must have particular disabilities or pre-conditions, they must be of a particular age, they must be seeking a particular type of outcome, or they must only stay a particular length of time. One of the reasons that Koha Kai has been so successful for so many is that it has not been bound by these types of prescriptions.

However, the flipside of this is that Koha Kai is facing severe sustainability issues. Every organisation can keep referring to Koha Kai, but few are paying for this privilege. For example, community and mental health have referred at least four clients but paid for none. Disability organisations have referred numerous trainees.

Robust evidence now exists that Koha Kai not only enhances the wellbeing of these organisations' clients, but it reduces the burden on these organisations by reducing demand for their services.

Additionally, Koha Kai has been well recognised through winning a variety of awards, and significant accolades from government Ministers.

When Hon Peeni Minister for Whānau Ora visited in March 2018. He said:

“You’ve got an organically grown kaupapa that’s here to serve the community. It’s certainly one of those special enterprises that are unique to New Zealand. It’s community-focused and not focused on a strict business model. Their driver was to focus on improving the wellbeing of their community” (Otago Daily Times with N.Z on Air, 2018).

Henare went on to say that this needs to be shared with the entities that have an interest and stake in what Koha Kai are doing, such as health and education. He made particular note of the Koha Kai food “Smelling it in the kitchen was just beautiful and to know our kids are getting that is even better.” (Otago Daily Times with N.Z on Air, 2018).

The evidence shows it would make good sense for government organisations to work together to find sustainable funding for Koha Kai into the future. If such funding is secured, it would be best if this is provided through an integrated contract that meets the needs of all government departments and has a singular set of reporting requirements. This will help ensure overheads do not spiral out of control, and more money can be put back into service delivery rather than meeting the individual reporting requirements of various funders.

4.6.2 Pay

Although not specifically prompted about trainee pay a number of whānau, stakeholders and the online community commented on this.

Most trainees did not discuss pay. They all seemed very happy with Koha Kai as is, and when asked what could make Koha Kai better, none of them suggested getting paid. One graduate trainee was getting paid, and she talked about how great this was. She said getting paid was a real incentive to work, and it helped her to feel motivated and valued. It also contributed to her financial independence:

“The first pay packet was like WOW. Being paid is the best part...Over time I have got myself a new cell phone, and the things I needed. Clothes, and it's nice having an hourly rate. Gives you more of an incentive. I feel like a normal person.” - Trainee

This trainee really appreciated being paid what she considered a proper hourly rate:

“At the (other charity organisation) it’s just a lump sum I divided it up to work out how much the hourly rate would be, and it was much lower than Koha Kai. I want to be paid like everybody else. Now I get \$18 per hour. I understand being on the benefit, and it affects your income.” - Trainee

There was a strong message from the online community that trainees should be paid. Some of the online community directed this message to Koha Kai.

Comments mostly come from whānau of past trainees. Some directed their comments to Koha Kai:

“Non-disabled people are paid while the disabled are lucky if they get a meal. Never wages. It’s wrong.” - Online community

Others directed this message to funders:

“How did my daughter ever feel valued by working 18 hours a week for 3 meals as payment???? Shame on funders that think this is ok” - Online community

But the message was generally the same: the disabled trainees working at Koha Kai deserve a wage:

“Real jobs, real pay, respect.” - Online community

“It makes a mockery of disabled people.” - Online community

There was a strong correlation between respondents that were negative about Koha Kai achieving outcomes and respondents that strongly emphasised trainees should be paid.

Whānau had mixed views about their children getting paid. Some felt it was more important for their children to have something meaningful to do, that provided them with a sense of joy and purpose. They were not at all worried about the pay. They said the meals they received were a form of payment, and they bought great joy to the trainees, particularly when they were able to share them or gift them to others:

“I know people talk about trainees not getting paid, but they are actually supporting people that need it. That has been a huge impact. They would love to pay for everybody. I think they will be able to do that one day.” - Whānau

“But it doesn’t worry us about the money that our son earns or doesn’t earn. It’s more that

he is occupied and happy, that's what suits us." - Whānau

However, other whānau thought the pay was important:

"Being paid, and it doesn't have to be a lot to make such a difference for her, its once or twice a fortnight which is great for her, if it's anymore then that's a bonus." - Whānau

"I sit at home, and I think I would love to see Koha Kai get paid to train and pay their trainees. And then they can have the experience of receiving a full wage." - Whānau

Some stakeholders requested clarity over whether Koha Kai trainees were getting paid or not. Stakeholders were predominantly in favour of trainees getting paid, or at least subsidised for their work. From their perspective, paying trainees makes good economic sense:

"Her vision was to create a way forward for them where some are getting paid; this has got to be good for economics, right? One of my understandings was that this might lead to employment and to take them off the sickness benefit or whatever benefit and get them engaged in something. Even if they are subsidised, it's better than sitting at home they are contributing to something, and they have purpose and smiles on their faces." - Stakeholder

4.6.3 The disability sector

Some whānau spoke extensively of their experiences within the disability sector and other organisations that were providing services within that. There were mixed reviews. People did, however, agree that choice was a key component and that an organisation that suits one person may not suit someone else. For example, one whānau member had another child with disabilities who worked at another organisation, and that suited her, and she loved getting paid. Her other child however, preferred Koha Kai; the nature of the work suited him much better. The choice, therefore, was seen as an important component.

Despite that, some participants did think that Koha Kai was unique:

"I struggle with the disability sector, though. There is nothing else like Koha Kai. There is nobody out there saying 'hey let us find that - what CAN you do?' - Whānau

"I have [another organization] working with me. They help me a bit, but not as much as Koha Kai. ...I get a little bit out of it... They

can help us if we want... It's only one on one...it's serious, and it's structured." - Trainee

Some whānau had struggled to get a support worker allocated to their child and were loath to give this up in case they lost care hours when their child was not attending Koha Kai. However other whānau are excited that their children can attend Koha Kai without a support worker and see this as a vital part of their development:

"We told agencies to stop support staff going right in with her. We have said, just drop her at the gate and leave. Because it is her development, we really want to leave her to it." - Whānau

This is another example of how Koha Kai is relieving resource pressure on another government sector. So, Koha Kai is reducing the need for mental health services, health services and disability services. Despite this Koha Kai has funding from none of those sectors.

4.6.4 Internal development

Some stakeholders felt an opportunity exists for improving some Koha Kai processes, such as the documentation of impacts and statistical information and reports. It was felt it should be easy for Koha Kai to say, at any given time, exactly how many trainees they have, what these trainees are doing, where they are working, which level of the progression framework they are on, and how they have progressed through the progression framework and the outcomes for trainees. Some stakeholders did not have confidence that current systems enable easy access of such information.

"We were trying to work out how many people they had had through the programmes, and it's hard to tell... Getting info about trainee placements has been hard... we have to do quite a bit of digging to get information....People want to know the figures....if the main objective is to support trainees and building skills they should be recording levels and how many people are doing it... there has to be improvement in this." - Stakeholder

"We need a lot more data, we have all the narrative we need in the world, we need data." - Stakeholder

"The administrative systems are antiquated, it's all paper, and two copies of everything. But the app is fantastic, and the recipe book and the training book is innovative and brilliant." - Koha Kai Associate

“I would love to track this and collect some data. I would like to have a look at the numbers. I would say... approximately 50 children a day would order a hot Koha Kai meal. Our Kura has 185 kids.” - Stakeholder

Staff upskilling or integrating some of the reporting functions within the app that has been created for trainees were opportunities for enhancing systems and processes.

Some whānau felt there may be too many staff involved in the administrative side of Koha Kai.

“Sometimes I think they are a bit too heavy – there are too many people in the office. If I was a fundholder, I might want some streamlining of that.” - Whānau

Some of the online community and one whānau complained about too many of the staff being related and wondered if people were being employed on merit. A couple of whānau felt they would like more regular connection with Koha Kai, including some input into proactive planning around their children’s future.

However, the vast majority of comments about staff were extremely positive, with many people commenting on the passion and commitment of staff. Many commented that staff tended to give their own time and some stakeholders and whānau were worried about staff burnout.

4.7 Life without Koha Kai

We asked participants what life would be like without Koha Kai, and participants were adamant life would be worse for a lot of people:

“It would be a sad loss to the community. The money would just go back to corporate food suppliers rather than benefitting our own people”. - Online community

“There would be little employment or training opportunity for people with disabilities. There would be less inclusiveness of people with disabilities in our community. When one group of people (or in this case two-children and trainees) are empowered then all of us benefit, society as a whole step up.” - Online community

“I work with young students who have challenges, both physically and cognitively. All they want is to be accepted, have friends and do the same sort of things everyone else does. There is such a huge need for this programme in Southland.” - Online community

“Trainees may not have the skills to cook healthier or grow their own produce. They may feel it harder to socialise and or join sports teams due to the cost, finding other team members etc. They may feel lonely or find it hard to join groups within the community.” - Online community

“It would be a sad, sad place.” - Online community

“There would be unemployment and poor mental health.” - Online community

“I don’t know what we would do without the Koha Kai team – I can’t imagine what trainees’ lives would be like without Koha Kai.” - Whānau

“I would hate to think of it ever being taken away. It would be an absolute disaster. ‘It is my very strong opinion that it should be rolled out Nationwide.’ The government would actually save money if they funded this programme.” - Whānau

“What is Janice saving society? – it’s outstanding what she does.” - Stakeholder

“No matter how wonderful a job they do, it is subject to funding. Somebody has to pop their hand up very soon.” - Stakeholder



5 CONCLUSION

This evaluation has shown that the outcomes achieved by Koha Kai are both extensive and exceptional.

Koha Kai provides trainees and staff with a sense of meaning and purpose through being at work and contributing to a worthwhile community venture. There is robust evidence that being gainfully occupied improves trainee's mental health and sense of self-worth as well as giving them confidence in their abilities. This has positive impacts on whānau wellbeing and functioning. There is also ample evidence that community cohesion and social inclusion occurs through the shared activity as people with disabilities work alongside people without disabilities. The level of support from the Invercargill community is high and common goals are evident between Koha Kai and schools in tackling poverty reduction, healthy eating, and social inclusion. Support from businesses and other charities also adds to a diverse community of interest and compassion.

Koha Kai's strengths are its focus on ability and trainee strengths, and its innovative and practical approach to supporting trainees. Koha Kai provides a caring and enabling environment that is responsive to the needs of trainees, whānau, staff, and community partners. The evaluation shows Koha Kai has high expectations of all involved but integrates these throughout realistically and compassionately.

The Koha Kai outcomes wheel (Figure 6 pg 22) shows that the outcomes being achieved map to various wellbeing frameworks, currently being utilised in New Zealand.

Trainees have improved life satisfaction and wellbeing; they are learning and developing new skills and growing in confidence and independence. They get work-based training and develop new social connections both in Koha Kai and in the general community. They have improved mental and physical health.

The lives of whānau of trainees are also being transformed, with whānau saying Koha Kai is life changing. Through Koha Kai whānau have a respite from caring duties. Their life satisfaction improves, as does their physical and mental health. They have reduced stress and anxiety. They love seeing their children flourishing and as their child's independence grows, so too does parents' independence. Whānau are able to work more and do more of the things they want – they have 'more me time'. Children are contributing more around the house, and sometimes cook at home or bring home the healthy kai they

have cooked at Koha Kai. For some families, this creates significant cost savings.

Schools benefit greatly from Lunches in Schools with well-fed tamariki that have reduced barriers to learning. Staff enjoy having access to the healthy kai, and principals note children dietary preferences are changing – with more children choosing healthy foods. There has been a decrease in takeaways, and some children buy food to take home because it is so affordable and tasty. This helps reduce cost and stress for parents and helps reduce poverty. Likewise, the community meals are seen as reducing poverty.

The increased mental and physical health of trainees and their whānau leads to less demand for mental and physical health services. There is, therefore, cost savings for these sectors through Koha Kai.

Koha Kai helps reduce the number of people who are not in employment education or training (NEET). It increases economic productivity by helping people who would otherwise be inactive to engage in meaningful activity.

It increases parental involvement in schools and the participation of people living with disabilities. It contributes to social integration and cohesion.

Koha Kai is thus helping to achieve numerous indicators on the Living Standards framework and Treasury Wellbeing spreadsheet the CBAX Tool.

Koha Kai provides for all of the Mental Health Foundations five ways to wellbeing, enabling trainees to connect, give, take notice, keep learning and be active. (Mental Health Foundation of New Zealand, 2019).

It also illustrates the rich and diverse outcomes of wellbeing that are evident through the lens of a Whānau Ora approach. Through Koha Kai, trainees, their whānau and school communities:

- are becoming self-managing and empowered leaders
- are leading positive, healthy lifestyles
- are fully participating in society
- are confidently participating in te ao Māori
- are working towards becoming economically secure and involved in wealth creation
- are more cohesive, nurturing and resilient
- are responsible stewards of their living and natural environments.

It is evident Koha Kai has extensive and broad-ranging community support. However, this is not enough to sustain the organisation, funding-wise. The biggest challenge for the development of Koha Kai is the lack of sustainable investment from government agencies whose strategies aspire to achieve the same

outcomes as Koha Kai. The evaluation provides significant evidence that Koha Kai and those involved with it deserve better funding support.

The Wellbeing budget should, therefore, provide an opportunity for Koha Kai to secure further funding from government sources.

However, there is a tension between the need for funding and ensuring the kaupapa does not get diluted or stultified by rigid and prescriptive funding agreements.

Stakeholders, Koha Kai kaimahi and whānau, were all in agreement that the biggest goal for Koha Kai development was to establish sustainability.

Scaling up could bring with it a number of challenges, and one of the Koha Kai kaimahi noted how important it would be to get the right staff. There was a sense that most current staff treat Koha Kai as more than just a job. Kaimahi also talked about the importance of appropriate training for any new kaimahi.

Whilst all stakeholders felt that Koha Kai was innovative, some stakeholders also felt there was a flip side to this. About one-quarter of stakeholders mentioned that Koha Kai needed to be careful not to try and grow too much, but to stick to their core model, which was predominantly seen as providing Lunches in Schools and catering, whilst also enabling trainees to learn and progress. They felt there was extensive evidence that the model works, and that Koha Kai needs to be selective about the opportunities it takes up, to ensure the continuation of the commitment to the core vision.

However, many stakeholders loved the fact that Koha Kai is flexible and innovative. They describe it as visionary, and its staff as generous kind-hearted people that treat work as more than just a job. They notice the very real difference Koha Kai makes for school children, trainees, their whānau, and the contribution it makes to their community.

Whānau, trainees and stakeholders all want Koha Kai to be sustainable, and they despair at the thought of losing Koha Kai.

6 RECOMMENDATIONS

The evaluator recommends:

1. Koha Kai and Community Trust South use this evaluation report to inform government departments about the full range of outcomes associated with Koha Kai and lobby for core funding through cross-departmental collaboration and an integrated contract. This should involve the Ministries of Health, Education and Social Development and the Office for Disability Issues.
2. Koha Kai continues to work towards NZQA accreditation for their Teina course.
3. The Koha Kai Board, along with key stakeholders, develop funding streams that recognise Koha Kai as a provider of education and employment, alongside work-based training.
4. Koha Kai expands their activity for graduates to provide more opportunities for regular hours of work and income generation. This may be through increasing hospitality and catering, ensuring maximum use of the training kitchen is maintained and/or responding to other opportunities that can offer graduates employment, such as the Free and Healthy School Lunches Programme tender.
5. Koha Kai examines the possibility of developing a business case for government funding, using Treasury's Cost Benefit Analysis Tool (CBAX).
6. Koha Kai looks to examine their administration systems to ensure streamlined data collection and reporting of statistics and outcomes. This may involve leveraging off the existing app technology.
7. Koha Kai works collaboratively with external specialist organisations to broaden its ability to find meaningful, supportive paid employment opportunities for trainees moving out of Koha Kai. This may include negotiating with Work and Income to have a specialist work broker assigned to Koha Kai.

7 GLOSSARY OF TERMS

This glossary provides an explanation of terms used, as they pertain to this specific research report. This is not intended to define how these terms may be defined in everyday usage.

Community meals	Meals prepared by Koha Kai graduates, that are available for the public to purchase at a cost of \$8 per meal. These meals are also occasionally gifted to vulnerable members of the community and may be delivered by community volunteers or trainees.
Community volunteer	A member of the community that is volunteering their time at Koha Kai
Food truck	The Koha Kai mobile food trailer. This is often parked on the street and attends events and provides employment for Koha Kia graduates. The food truck has a café menu and people generally pay for food from the food truck.
Graduate	A previous trainee of Koha Kai, that has progressed through the Koha Kai progression framework, and is now employed at Koha Kai. Graduates may be working part time, full time or on casual employment contracts.
Lunches in Schools	This is the Koha Kai flagship programme that provides lunches to school children and staff. Meals are prepared by a team of Koha Kai trainees working within a school kitchen and are generally purchased by student and staff for \$2, but some meals are subsidised or given away for free. Extra meals are also sometimes purchased to take home
On-line community	People who responded to an online survey that was circulated via the Koha Kai Facebook page.
Rangatahi	Young person
Stakeholders	People within the Koha Kia community that are connected with Koha Kai activities through providing funding, referring potential trainees, utilising Koha Kai services or supporting Koha Kai.
Tamariki	Child
Trainee	A Koha Kai team member who is living with disability or other factors that makes them vulnerable to exclusion from mainstream work
Whānau	Parents of a Koha Kai trainee.

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