

**Nāu te rourou, nāku te rourou, ka ora ai te iwi**

**"With your food basket and my food basket  
our people will flourish!"**

## **Collaborating for Youth Success: Executive Summary**



**Developing Community-Led, Collaborative Approaches to  
Improve Outcomes for Dunedin's At Risk Youth**

**September 2016**



## COLLABORATING FOR YOUTH SUCCESS EXECUTIVE SUMMARY

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### Full report

Full report available from:

[www.dunedin.govt.nz/collaborating-for-youth-success](http://www.dunedin.govt.nz/collaborating-for-youth-success)

## PROJECT OVERVIEW

### 1. Background

The South Dunedin Social Sector Trial, known as BASE, has been in place since July 2013 and is one of 16 Social Sector Trials around New Zealand. The Social Sector Trials are a joint initiative of the Ministries of Social Development, Education, Health, Justice and NZ Police. BASE is working with a wide range of partners across Dunedin to improve outcomes for young people. The initiative's outcomes have focused on reducing truancy, youth offending, and alcohol and drug use; increasing participation in education, training, and employment; and enhancing collaboration, coordination, and communication. The Trial is in the process of transitioning from being a government-led, community-influenced initiative to becoming a community-led initiative by January 2017 and the recommendations in this report will inform that process.

A key aim of BASE has been to strengthen coordination at every level of government, the social sector, and within the community. The need for a coordinated response to ensure all young people and their families are able to thrive and fulfil their potential has come up repeatedly in discussions within the BASE Advisory Group, through consultation with young people, and through discussions with stakeholders working with young people. The Advisory Group has reviewed case studies of young people who have experienced difficulties accessing the right support at the right time and tried to identify how and when government and/or other agencies could work together better to address the barriers and issues identified. These case studies have highlighted the need to find a collaborative way to address the systemic barriers that can prevent young people and their families from reaching their full potential.

In February 2016, the Southern District Health Board and Dunedin Secondary Schools' Partnership provided funding to the BASE Advisory Group to enable a scoping project to take place to look at the systemic barriers that prevent an effective response to at risk young people and their families/whānau. The BASE Advisory Group provided oversight of the project, while a smaller Steering Group provided leadership and guidance to the scoping project over the course of four months. The Steering Group worked with a freelance consultant, Amber Ptak, to agree on the project's vision and goals, determine and manage the scope, identify key stakeholders to interview, and shape the final report.

### 2. Methodology

The project took place between March 2016 and June 2016. It included a review of relevant literature; interviews with key stakeholders across Dunedin; focus groups with young people to gain their insights; and a report of recommendations and future considerations. The project focused on the following question, which refers to local and central government ("government sector") and not-for-profit/non-governmental organisations ("social sector"). When used in this report, the term "sectors" refers to both local and central government as well as the social sector.

*How can local and central government and the social sector strengthen their collaborative approach to working with each other in order to improve outcomes for at risk youth and their families/whānau in Dunedin?*

This report includes results from the key stakeholder interviews; recommendations for government and social sector leaders on developing a community-led, collaborative approach to improving youth outcomes; recommendations for funders as partners in strategic efforts; an overview of collaboration; and an appendix outlining future considerations and tools to support the community as it embarks on a journey towards transformation.

### **3. Current Landscape: Imperatives to Change**

The intent of the scoping project is not to present a “one-size fits all” approach to solving the community’s most complex social problems concerning youth, as it is recognised that there is no silver bullet. The intent of the project is a local call-to-action for community-led, transformative leadership so that Dunedin is effectively positioned to respond to the changes within and across the government and social sectors. In order to do this effectively, the community must come together and lead in the midst of uncertainty. While central government is creating the imperative for the sector to change, there are also moral and social imperatives to do so as well.

Improvements in social economic status (SES) among Māori in New Zealand may, to some extent, ameliorate the long-standing disparities in psychosocial well-being between Māori and non-Māori. However, efforts to improve Māori well-being will require an approach that moves beyond a sole focus on rectifying socio-economic disadvantage or the position of Māori youth. Evidence suggests that approaches that privilege SES, gender or other characteristics, such as youth as distinct from its socio-cultural context, will not enhance well-being (i.e. whānau risk reconfirming ideologies that position Māori as passive recipients of non-Māori or statutory benevolence).<sup>1</sup> In short, Māori are not likely to respond positively to efforts to purchase and deliver services intended to benefit them and their whānau.

The ongoing development of strategies intended to benefit youth as a category have been shown to increase the burden of inequalities for whānau generally. This is because the role of whānau continues to be under-valued in responses designed to contribute to youth development. Recent reports that identify the over-representation of Māori across all indices, age, gender and SES consistently fail to register with policy makers, funders and the government and non-government

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<sup>1</sup> Ministerial Advisory Committee on a Māori Perspective for the Department of Social Welfare. (1986). *Puao-Te-Ata-Tu (Day Break). Report of the Ministerial Advisory Committee on a Māori Perspective for the Department of Social Welfare.* Department of Social Welfare, Wellington, New Zealand.

sectors. Instead, youth divorced from their context and idealised as a category in their own right becomes an alibi for deeply entrenched institutional bias.<sup>2</sup>

The BASE Advisory Group acknowledges these imperatives, as they have an impact on the community's capacity to initiate, lead, and sustain change. Current processes and changes that are affecting how this community comes together to respond to at risk youth and their whānau include the following:

*"The secret of change is to focus all of your energy, not on fighting the old, but on building the new."*

Socrates

- ❖ In contemporary New Zealand society, the Treaty of Waitangi has a particular whānau policy focus as New Zealand's founding document. It establishes the relationship between the Crown and Māori as tangata whenua and affirms Māori whānau rights. The Treaty of Waitangi relationship has significance to Crown agencies and the ways in which communities are configured and governed. Any discussion on rangatahi should begin with the Treaty of Waitangi and the rights and responsibilities of whānau.
- ❖ The transition of the local Social Sector Trial from government-led and community-influenced to community-led has an impact on current and future work focused on at risk youth and is an opportunity for the community to come together in new ways that are locally determined to solve local problems.
- ❖ The Productivity Commission Report, "More Effective Social Services", looked at ways to improve how government agencies commission and purchase social services. Released in September 2015, it makes several recommendations about how to make social services more responsive, client-focused, accountable and innovative<sup>3</sup>. Central government is currently responding to the recommendations outlined in this report.
- ❖ The government's intent to more effectively implement Results Based Accountability with its contractors signals changes in funding priorities and will require much greater accountability and a greater focus on outcomes from community-based organisations.
- ❖ The Child, Youth and Family Services (CYFS) overhaul, which calls for a new structure (Oranga Tamariki/ Ministry for Vulnerable Children) that will be child-centred and use evidence-based targeted interventions, will have an impact on how the sector addresses the complex needs of youth and their whānau<sup>4</sup>.
- ❖ Despite central government's significant investment in social problems, the nation has seen poor, and sometimes negative, results from social sector

<sup>2</sup> Office of the Children's Commissioner. (2015). *State of Care 2015: What We Learnt from Monitoring Child, Youth and Family*. Wellington, NZ.

<sup>3</sup> Productivity Commission. (2015). *More Effective Social Services*. Wellington, NZ.

<sup>4</sup> Expert Panel. (2015). *Modernising Child, Youth and Family*. Wellington, NZ.

spending in recent decades<sup>5</sup>. How central government responds to these criticisms will have an impact on local service delivery.

- ❖ Government is developing a centralised data infrastructure that increases information sharing about high risk populations – this has been received by many as a significant move in the right direction but has raised privacy concerns among others<sup>6</sup>.
- ❖ There is demand for more collaboration at all levels of government and within the social sector, but there are few instances of effective collaboration at any level, and it is not resourced adequately across the sectors.
- ❖ Communities are beginning to organize around community-led initiatives, but many do not have supported and trusted leaders, and there are few opportunities to gain the required capacity to become an effective collaborative partner<sup>7</sup>.
- ❖ Budget cuts from funders, and a demand to do more with fewer resources, are threatening organisations' capacity to deliver high-quality services.
- ❖ There is increasing availability of high-quality research and evaluation that promotes informed debate on key social issues and facilitates the use of evidence by sharing and supporting its use in decision-making through the government's Social Policy Evaluation and Research Unit (Superu). Communities across the country are trying to understand how this research can best inform practice.

Despite the uncertainty and ambiguity that change often brings, local stakeholders are responding to a sense of urgency to re-organise now in a way that responds most effectively to local young people's needs.

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<sup>5</sup> Deloitte. (2016). *State of the State New Zealand 2016: Social Investment for Our Future*.

<sup>6</sup> Statistics NZ. *Integrated Data Infrastructure*. Retrieved online on 16 July 2016 from:  
[http://www.stats.govt.nz/browse\\_for\\_stats/snapshots-of-nz/integrated-data-infrastructure.aspx](http://www.stats.govt.nz/browse_for_stats/snapshots-of-nz/integrated-data-infrastructure.aspx).

<sup>7</sup> Superu, (2015). *Effective Community-Level Change: What Makes Community-Level Initiatives Effective and How Can Central Government Best Support Them?*. Retrieved online on 10 June 2016 from:  
[http://www.superu.govt.nz/publication/effective\\_community\\_level\\_change\\_summary](http://www.superu.govt.nz/publication/effective_community_level_change_summary).



## EXECUTIVE SUMMARY

### 1. Introduction

In May 2016, the Minister for Social Development, Anne Tolley, announced that the Social Sector Trials would begin a transition over the course of six months from being a *community-influenced* model (led by government) to becoming *community-led*. As BASE begins the transition, local leaders are asking themselves, “What are the elements of an effective community-led, collaborative approach in order to improve outcomes for Dunedin’s at risk youth and their families/whānau?”

Community-led development is not a model or a service; it is a local approach to solving a community’s greatest problems. Inspiring Communities, an organisation working to catalyse local change in New Zealand, reviewed community-led initiatives across the country and five core principles emerged as critical to success<sup>8</sup>:

- ❖ Shared local visions drive action and change.
- ❖ Utilization of existing strengths and assets.
- ❖ Many people, groups and sectors working together.
- ❖ Building diverse and collaborative local leadership.
- ❖ Adaptive planning and action is informed by outcomes.

The BASE Advisory Group believes that Dunedin has a tremendous opportunity to design a system that reflects the lessons learnt from the Social Sector Trial and other local initiatives about what works for at risk youth and their families/whānau. The systems changes that need to occur to improve outcomes for young people are massive. However, there is a strong sense of optimism and a sense of obligation to young people and their whānau to improve the entire system, not just focus on individual organisations, so that young people can reach their fullest potential.

In order to begin making the necessary shifts in thinking and organisational structures, Dunedin’s government and social sector leaders must come together in ways they have not yet imagined. In addition to public will, these changes require:

- ❖ A commitment to put youth and their whānau at the centre of planning and service delivery. This approach requires meaningful engagement and partnerships so that young people and their whānau are recognised as experts in determining what is best for them.
- ❖ A locally developed, long-term vision and plan to improve the lives of young people.
- ❖ A theory of change process that illustrates data-driven outcomes and leads to the development of coordinated strategies across the government and social sectors.

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<sup>8</sup> B. MacLennan, Bijoux D., & Courtney, M. (2015). *Community Development and Community-Led Development: What’s the Difference?* Prepared by Inspiring Communities for the Auckland District Council of Social Services, Auckland, NZ.

- ❖ A willingness to move beyond cooperation and coordination into real collaboration when the solutions require it and when it is in the best interests of young people, recognising that collaboration requires an effective governance structure focused on action and accountability.
- ❖ Bold, courageous leaders who have the ability to inspire others, both within and outside their organisations, to achieve desired outcomes, and specific tactics to move us from operations and processes to strategies and measurable outcomes.

In order to create a successful community-led initiative, leaders must commit to the true essence of collaboration:

"When your organization becomes a partner in a collaboration, you expect to change some other organization, or some system or problem other than your own organization. However, when you create a nimble collaboration, you change YOUR operations, programmes and services. You stop thinking of the people you serve in terms of their experience with you; instead, you think of them in terms of their experience with *the system*. You influence other agencies to change, and you accept the feedback about changes you need to make. You change your financing and budgets to reflect what you learn about best practices and client success. You look different 'three years or five years' from how you looked at the beginning of the collaboration."<sup>9</sup>

The BASE Advisory Group urges local leaders, both traditional and non-traditional, to join them in developing a mechanism to enable the community to identify and commit to specific actions that lead to community-led, collaborative leadership. The aim will be to further the dialogue about the shifts required to improve the system's response to young people, suggest enhanced ways of working to get the community on the right path, and embolden local leaders to take ownership for the changes that need to occur.

The Advisory Group views this document as a key point of reflection and a commitment to action as part of the transition of BASE to becoming community-led.

## 2. Results

The scoping project included key stakeholder interviews with more than 45 individuals representing 31 different organisations and/or initiatives. The interviews included Chief Executive Officers/Executive Directors, mid-level managers, project coordinators, and frontline workers from government and non-profit organisations. Two focus groups were also conducted with young people aged 15-20 years old to hear their views about what is working and not working well in terms of accessing services and/or support in Dunedin.

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<sup>9</sup> Ray K. (2002). *The Nimble Collaboration: Fine-tuning Your Collaboration for Lasting Success*. Fieldstone Alliance. St. Paul, MN, USA.



## What is Working Well?

- ❖ **Enormous Goodwill:** The government and social sectors are filled with highly qualified and compassionate individuals who work tirelessly each day to benefit their community. Young people identified a number of service providers who “have their back”.
- ❖ **Relationships Built On Respect and Trust:** Frontline workers regularly identified the respect and trust they have with other providers because of the relationships they’ve built over the decades and, as a result, there are strong referral and triage systems in place for young people and families. Young people identified relationships as the key to agencies working with them meaningfully.
- ❖ **Quality Providers and Services:** Many providers have existed for decades and are well established. Families have high-quality options to access services and support in Dunedin. According to young people, Dunedin’s relatively small size is an advantage because they can use public transport to access the “multiple service providers they are required to access”.
- ❖ **Strong Coordination and Innovation in the Sectors:** Projects cited as positive models of local coordination include, but are not limited to: Community Advisory Panel, Family Violence Collaborative, Otago Youth Wellness Trust, North East Valley Project, South Dunedin Social Sector Trial (BASE), Strengthening Families, Youth Alcohol and Drug Multi-Agency Group, and the Youth Employment Strategy.
- ❖ **Leaders Remain Positive About the Changes Happening at the Local and National Levels:** Management and CEO-level leaders recognise that, while change is difficult and could take years to achieve, many of the changes are necessary to improve outcomes for at risk youth.

## What Challenges Need to Be Addressed?

- ❖ **Stakeholders Have Difficulty Identifying Local Change Champions:** Strong leaders and champions are critical to any change effort. Communities need champions to understand the problems, initiate change, coordinate change efforts in the wider community and in their organisations, sustain enthusiasm for the changes, set the direction and influence people to follow that direction, and model respect and integrity throughout the process. Many interviewees could not identify a community leader fitting this description.
- ❖ **Few Examples of True Collaboration:** While Dunedin has pockets of strong coordination, there are few examples of true collaboration in systems change efforts. In order for collaboration to be successful, leaders must be willing to address three common barriers: time, trust, and turf. Leaders must also come together around a common vision and purpose, meaningful power-sharing, mutual learning, and mutual accountability for results while developing a sound governance structure. One stakeholder noted “It is difficult to build a car if you have never been in one.”

- ❖ **Funding Models Limit Progress:** Funding was the challenge most cited during the stakeholder interviews. The funding challenges exist across distinct domains:
  - *Transparency:* It is unclear how much money is allocated from different government and local/regional funders to provide support and services to Dunedin's youth. It is also unclear who receives this funding, how decisions to fund specific projects/providers are made, and if funders are able to demonstrate progress as a result of their funding models.
  - *Funding for Services:* The current funding for service delivery does not take into account young people's complex needs that may require access to a range of services over a sustained period of time and not demonstrate positive outcomes quickly. In order to respond to youth with complex needs, funders need to adopt new ways of funding and working with providers to organise services, which include flexible funds, collaborative teams, and single plans across multiple agencies.
  - *Funding for General Operating Support and Capacity Building:* There are few funders in the region who provide access to general operating and/or unrestricted funding and it puts a strain on organisations' abilities to grow, change, adapt, and increase their effectiveness. Capacity building is fundamentally about improving effectiveness. For the sector and individual organisations to innovate and operate, access to general operating and capacity building support is critical<sup>10</sup>.
  - *Funding for Long-Term Systems Change, including for Collaboration and Infrastructure:* Solving complex social problems takes time and an incredible amount of resources. Many funders do not fund beyond 12-month grant cycles and this places a significant burden on the social sector to demonstrate longer-term outcomes. The sector needs funders who are willing to invest in long-term systems changes in order to move from outputs to outcomes. Additionally, collaboration puts a significant strain on an organisation's resources and funding is often required – but not provided – to support the various leadership roles, including the convener, technical assistance providers, facilitators, and capacity-builders.
- ❖ **Too Much Attention on Process Improvement and Not Enough on Strategy Development:** Leadership deals with strategy; management and frontline workers deal with tactics. If executive-level leaders are not at the table developing strategy and managers are not developing new tactics based on these sound strategies, then progress is nearly impossible. Many local initiatives lack a strong strategic vision for change. Executing a strategy (process) demands sustained leadership commitment, resource allocation, continuity, metric and time-horizon precision, and mass participation; however, more attention is being paid to execution versus developing and/or correcting strategy first.
- ❖ **The System Is Built Around Equality, Not Equity:** The entire system must shift its thinking, structures, and practices from equality to equity.

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<sup>10</sup> Pond, A. (2015). *Supporting Grantee Capacity: Strengthening Effectiveness Together*. GrantCraft, A Service of the Foundation Center, New York, NY, USA.

Equality aims to ensure that everyone gets the same things in order to enjoy full, healthy lives. Equity, in contrast, involves trying to understand and provide what people need to enjoy full, healthy lives. The concept of equality is damaging, particularly for already disadvantaged people. Investing resources from an equity perspective improves outcomes. Investing resources from an equality perspective prevents the system from addressing the real challenges people face and perpetuates the issues it is supposed to address. When communities approach this work to benefit “all”, they leave the most disadvantaged behind.

- ❖ **Government and Social Sectors Lack the Capacity to Collect, Analyse and Disseminate Data and/or Evaluate Progress:** Data and evaluation are necessary tools for understanding and solving complex problems. The sectors need greater capacity to evaluate what is working so that the community can better understand and analyse the problem(s) it intends to solve, monitor progress, make course corrections, and replicate or scale successful initiatives across the community/region. Local change initiatives are not using data to improve process outcomes; they are simply adding new tactics and many of the tactics are not yet proven to work. As a result, it feels as though initiatives are spinning in circles with no forward advancement.
- ❖ **Change Fatigue:** Change is inevitable, but progress is not. Many frontline workers and mid-level managers are tolerating uncertainty and ambiguity with a sense of paralysis and/or frustration. Rather than change helping the sectors move forward, there is a sense that it is tearing them apart. In order for change to be successful, leaders need to communicate where “we” are coming from, be clear about where we are heading and why, and have a sound approach to managing the transformation that ensures we get there. Leaders also need to include others in the change process versus forging ahead without an attempt at building consensus around the direction. Attention to change management is critical during any change effort, as is celebrating both large and small successes along the way.
- ❖ **Government, Funders, and the Social Sector are Averse to Risk and Failure:** Progress cannot happen if the sectors do not embrace risk and failure. Unfortunately for too many non-profit organisations, failure is perceived as more than an uncomfortable and painful outcome, but a grave and dangerous one. Yet failure is critical to innovation and learning. One of the most common reasons that non-profit organisations fear innovation is the tenuous nature of social sector and government funding<sup>11</sup>.

### 3. Overview of Recommendations

The scoping project illuminated many systemic barriers to providing a consistent and effective response to young people and their whānau. While there is no single approach that will address all these barriers, the BASE Advisory Group recommends a strategic approach that is community-developed, leadership and governance-focused, and action-oriented. The BASE Advisory Group recommends the following (See **Recommendations** section for more detail on each recommendation):

<sup>11</sup> Williams, E. (2011). *Taking on Failure – and Innovation – in the Social Sector*. Harvard Business Review. Retrieved online on 19 August 2016 from: <https://hbr.org/2011/05/taking-on-failure-and-innovati>

- I. Understand what it means to collaborate (versus cooperate or coordinate)**
- II. Meaningfully engage with community and develop a partnership with Iwi to identify the problems to solve and build the public imperative for change**
- III. Identify, recruit and invest in the right leaders**
- IV. Agree on and analyse the problems we are trying to solve**
- V. Develop a shared long-term vision and theory of change**
- VI. Develop and invest in a collaborative framework to guide the work**
- VII. Create a governance structure rooted in accountability and action and embrace the role of culture**
- VIII. Work with funders as partners in strategic efforts**
- 4. Conclusion**

The report *The Healthy Communities Movement and the Coalition for Healthier Cities and Communities* states that, to sustain community initiatives, practitioners must move from projects that address symptoms of social problems to changing the underlying community cultures, incentives and settings that give rise to these symptoms<sup>12</sup>. A community-led initiative's relevance depends on its ability to help leaders make that transition.

Growing a healthy community is a lifelong process, one that requires constant nurturing and vigilance. Healthy communities are powerful because they help unleash human potential. They build trust and relationships. They mobilize the creativity and resources of the community toward a shared vision for the future. Healthy communities call for inspired leadership from every corner of the community.

The BASE Advisory Group is advocating to build a community that is capable of addressing local problems by engaging the voices and talents of the community. Healthy communities generate ideas and relationships across the lines that divide us; they lead to action for positive change by giving a focus to what communities aspire to and building on what they are achieving. Acting upon a shared vision for the future is the foundation upon which a healthier community is built.

With this report and its recommendations we are striving to inspire and galvanise engagement around a vision for a healthy community with a focus on our most vulnerable, including young people, and their whānau.

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<sup>12</sup> T. Norris and M. Pittman. (2000). The Healthy Communities Movement and the Coalition for Healthier Cities and Communities. *Public Health Rep.* Mar-Jun; 115 (2-3): 118-124.

## RECOMMENDATIONS FOR AN EFFECTIVE COMMUNITY-LED, COLLABORATIVE APPROACH

### I. Understand What It Means to Collaborate

*Collaboration is not the outcome:  
it is a mechanism used to accomplish outcomes.*

If there was one word that inspired local providers as much as it frustrated them, it was the term “collaboration”. The term means different things to different people. It is understood how difficult it is to truly collaborate and many providers do not believe they have the capacity to engage at this level. In addition, the system wasn’t structured in a way to reward collaboration. Since effective collaboration is often required when solving complex social problems, it is necessary to understand what it is, what it takes, and how it is different from cooperation and coordination.

COOPERATION	COORDINATION	COLLABORATION
<ul style="list-style-type: none"> <li>• Loose connections, low trust</li> <li>• Tacit information sharing</li> <li>• Ad hoc communication flows</li> <li>• Independent goals</li> <li>• Adapting to each other or accommodating others actions and goals</li> <li>• Power remains with organisations</li> <li>• Resources remain with organisation</li> <li>• Commitment and accountability to own organisation</li> <li>• Relational timeframe short</li> <li>• Low risk/low reward</li> </ul>	<ul style="list-style-type: none"> <li>• Medium connections, work-based trust</li> <li>• Structured communication flows, formalised project-based information sharing</li> <li>• Joint policies, programs and aligned resources</li> <li>• Semi-interdependent goals</li> <li>• Power remains with parent organisations</li> <li>• Commitment and accountability to parent organisation and project</li> <li>• Relational timeframe medium-based on prior projects</li> </ul>	<ul style="list-style-type: none"> <li>• Dense interdependent connections, high trust</li> <li>• Frequent communication</li> <li>• Tactical information sharing</li> <li>• System change</li> <li>• Pooled, collective resources</li> <li>• Negotiated shared goals</li> <li>• Power is shared between organisations</li> <li>• Commitment and accountability to network first and community and parent organisation</li> <li>• Relational timeframe—long term (3 years)</li> <li>• High risk/high reward</li> </ul>

From *Collaboration for Impact*<sup>13</sup>

For collaboration to work, the community and government need to enhance their capacity to work together and deliver. For government, this may mean establishing roles and processes to facilitate collaborative cross-sector work at the local level. In communities this can include training, mentoring, and technical support. The Māori and Pacific Education Initiative is an example of how a funder can adapt its culture and processes to better support Māori and Pacific communities<sup>14</sup>.

The stakeholders interviewed for this scoping exercise recognised that collaboration “needs to be our way of working, but that it cannot be so agency

<sup>13</sup> Collaboration for Impact. Retrieved online on 19 August 2016: [www.collaborationforimpact.com](http://www.collaborationforimpact.com)

<sup>14</sup> Superu (2015). *Effective Community-Level Change: What Makes Community-Level Initiatives Effective and How Can Central Government Best Support Them?* Retrieved online on 10 June 2016 from: [http://www.superu.govt.nz/publication/effective\\_community\\_level\\_change\\_summary](http://www.superu.govt.nz/publication/effective_community_level_change_summary)

focused that we ignore the broader community and the people we are coming together to help.”

The BASE Advisory Group adopted the following definition for collaboration<sup>15</sup>:

**Collaboration** is a mutually beneficial and well-defined relationship entered into by two or more organisations to achieve results they are more likely to achieve together than alone. The organisations believe they are interdependent. Partners agree that each organisation has a unique role to play to address the issue. The relationship includes a commitment to mutual relationships and goals; a jointly developed structure and shared responsibility; and sharing of resources and rewards. Partners focus on the way in which the current system can be improved by changing individual organisation policies and procedures.

Collaboration is a very intense way of working together while still retaining the separate identities, autonomy, and decision-making authority of the organisations involved.

The beauty of collaboration is the acknowledgment that each organisation has a separate and special function, a power that it brings to the joint effort. When the problems have been addressed, or the system has been improved, the collaboration comes to an end.

## **II. Meaningfully Engage with Community and Develop a Partnership with Iwi to Identify the Problems to Solve and to Build the Public Imperative for Change**

A successful collaboration must take into account the issues that people in the community care about (e.g. safety, education, housing, health) and how important these issues are to the community (perceived importance and consequences to the community). Community includes youth, whānau, Iwi, government and nonprofit partners, funders, civic leaders, and local business leaders.

Unfortunately, those who are socially and economically powerful, such as government officials or traditional community leaders, often define these problems - and their solutions - for the population they are trying to “help.” While everyone is indirectly affected by social problems, those who are directly experiencing particular issues are often left out of the process of identifying what the problem really is. It is important to work with the people who are most affected by the problem that the community is trying to solve.

Develop meaningful strategies to engage youth and their whānau, and meet them where they are to better understand the context in which they live. To do this well, consider the obstacles that may inhibit participation of the people affected by the problem, including their history of being ignored, institutional or

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<sup>15</sup> Winer, M. & Ray, K. (1994). *The Collaboration Handbook*. Fieldstone Alliance. St. Paul, MN, USA.



personal biases, sense of powerlessness, lack of time/transportation/childcare, and experiences of ineffective engagement.

### **Tactics:**

Develop methods that could be used to **listen to the community and Iwi**, including listening sessions, public forums, interviews, surveys, and focus groups. The community should ask, "Who are the stakeholders who care about the issue? What do stakeholders know about the situation (e.g. who is affected, how many are affected, what factors contribute to the problem)?" Social or community problems are problems that by their very definition concern a large number of people.

**Community mobilisation** is based on the simple premise that human beings are by nature social creatures whose behaviours, attitudes and beliefs are profoundly affected by the norms and values of the communities in which they live. It is the process of engaging communities to change the norms within their own communities. By its very nature it tends to be a primary level intervention. The goal is usually structured to successfully mobilise and support:

- ❖ The "grass tops" decision makers and gatekeepers at the national and local levels, those who ensure financial, policy, and resource support.
- ❖ The "grassroots" local community influencers, those highly respected community members who provide support for culture change.
- ❖ Local people (e.g. young people) to build participation in programmes, promote use of services, and offer support for change<sup>16</sup>.

**Civic engagement** means working to make a difference in the civic life of communities and developing the knowledge, skills, values and motivation required to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. A morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate<sup>17</sup>.

**Community organising** is the process by which people come together to identify common problems or goals, mobilise resources, and, in other ways, develop and implement strategies for reaching the objectives they want to accomplish. An important point to remember is that community organisation is fundamentally a grassroots process. It's not about an outside "expert" or funder telling a community what it should work on. Instead, it's about community members getting excited about something and using that energy to create change. In short, community organisation is all about empowering people to

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<sup>16</sup> Advocates for Youth. *Strategies Guided by Best Practice for Community Mobilization*. Retrieved online on 1 August 2016: <http://www.advocatesforyouth.org/publications/publications-a-z/2398-strategies-guided-by-best-practice-for-community-mobilization>.

<sup>17</sup> *Civic Responsibility and Higher Education* (2000). Ed. Ehrlich, T. The Oryx Press, Phoenix, AZ.

improve their lives, however that might be best done<sup>18</sup>. Community organisers are often at the core of community organising.

**Campaigns for change:** Building public will by increasing awareness around an issue is important to the success of any collaborative. Social marketing is a campaign for change and is used to change hearts and minds by instilling empathy and shared understanding or developing a call-to-action. Elements of successful communications include developing a communications plan, developing local stories using data that highlight the issue the community plans to address, and sharing plans and progress. Social marketing and campaign structures are useful tactics when engaging the public.

### III. Identify, Recruit and Invest in the Right Leaders

Change initiatives fail when they engage the wrong people. Effective leadership is critical to community-led initiatives; having people with influence, those who have the influence to make change in the community and within organisations, is the single most important variable to making change. Dunedin must identify the right leaders to have at the table to solve its most complex problems, particularly concerning young people. These people could include elected officials, business people, nonprofit organisations, grassroots leaders, and ordinary citizens who have influence when it comes to what decisions get made and how things can change. These are the people whose opinions are respected, whose insights are valued, and whose support is almost always needed to make big changes. They have their finger on the pulse of the community, they are able to express the point of view of the public, and have some influence over public opinion. These people have vision and know how to get things done. This process takes time and commitment and must be done well.

Leaders create the culture of a community-led initiative, model positive behavior, and influence change. Leaders build and maintain relationships, deal with conflict, facilitate difficult conversations, and stay on course. It is important that leaders within the collaboration are able to (a) speak for their respective agencies, (b) make policy and practice changes, and (c) commit resources. It is also important to understand the dynamics that can emerge when everyone around the table is a leader and used to being in charge. In collaboration, leadership is distributed. Members step forward to take the lead on different aspects at different times.

*"In order for anything to change, someone, somewhere has to start acting differently."*

*Key Stakeholder Interview*

Leaders are often challenged by issues relating to driving change, aligning programmes with mission, thinking generatively, creating a desired culture, developing strategic partnerships, and understanding one's impact on others. Leaders must also demonstrate results, develop tactical solutions, supervise

<sup>18</sup> The Community Toolbox. *Communications to Promote Interest and Participation. Chapter 7 – Encouraging Involvement in Community Work. Section 7 – Involving People Most Affected by the Problem.* Retrieved online on 16 July 2016: <http://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement/involve-those-affected/main>

individuals and teams, and manage resources well. Strong leaders have the ability to increase the understanding and awareness of the issues facing the community, instill empathy and bring people together to solve problems. This job isn't an easy one, so communities must choose wisely, and everyone sitting around the table must be aware of their task<sup>19</sup>.

#### IV. Agree On and Analyse the Problem We Are Trying to Solve

Stakeholder interviews have shown there is not a consistent view across the community on the most significant problems facing youth in Dunedin. Also, defining the problem broadly ("all youth fulfil their greatest potential") fails to engage the right leaders and uses an equality approach, rather than an equity approach, to problem-solving. In order to solve complex problems concerning youth, leaders need to agree on and understand the problem they intend to solve.

##### Tactics:

**Define the problem** in terms of needs, not solutions. For example, "Youth truancy in our schools is unacceptably high" (describing the problem) offers space for many more possible solutions than "We need more youth to stay in school" (jumping to the solution). Define the problem as one everyone shares and avoid assigning blame for the problem. This is particularly important if different people (or groups) with a history of bad relations need to be working together to solve the problem.

- ❖ What is the problem? Youth truancy is often not the problem to solve, it is a symptom of a larger issue. The community must come together around the real, underlying problems if it hopes to address them.
- ❖ Why does the problem exist and who is causing the problem? There should be agreement among participants as to why the problem exists to begin with, which should lead to identifying root causes of the problem and who or what needs to change to address it.
- ❖ **How much, or to what extent, is this problem occurring?** How many people are affected by the problem? How significant is it? During the stakeholder interviews, many people identified teen pregnancy as a key issue. However, data tells a different story: the rate of teen pregnancies is quite low.

**Use data and evaluation as a tool for change:** the absence of data was an issue identified regularly during the key stakeholder interviews. Data should be used as a tool for change in any community-led, collaborative approach. In order to improve outcomes and make course corrections, access to and sharing information is critical.

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1) <sup>19</sup> Lobell, J., Menon, P., & Sikka, M. (2016). Self-Coaching Strategies for Nonprofit Leaders. *Nonprofit Quarterly*. Retrieved online on 1 August 2016: <https://nonprofitquarterly.org/2016/04/18/self-coaching-strategies-for-nonprofit-leaders/>

There are many questions to ask when the collaboration begins to analyse the problem it intends to solve. Helpful questions include<sup>20</sup>:

- ❖ Who currently collects data relating to the focus of the collaboration and/or the problem the community intends to solve?
- ❖ How are data collection procedures aligned across systems or agencies?
- ❖ What baseline information does the collaboration need to understand the problem? What kind of information is needed (qualitative and quantitative) to help the collaboration develop an implementation plan?
- ❖ How does data inform current practice? How does it drive actions the collaboration currently takes towards addressing the focus of the collaboration? How is data utilised?
- ❖ What is the data's relevance to the collaboration's vision and what story does it tell? Is the data culturally relevant?
- ❖ Does the collaboration have access to a local researcher or evaluator who can be a partner in the work?
- ❖ How does the collaboration define success as it relates to each initiative?
- ❖ How will the collaboration measure success?

**Invest in cross-system dialogue and training** to understand the system's current response to the problem you are trying to solve. Cross-training has the potential to create empathy for the other partners and to actually change practice. When one agency worker understands more fully what the others do and why they do it, change happens in one's own practice. Cross-system dialogues promote philosophical discussions about the people, policies, and practice of each agency. These dialogues are invaluable to create common ground, common vision, and a place from which the partners can reach agreement on an issue.

## V. **Develop a Shared, Long-Term Vision and Develop a Theory of Change**<sup>21</sup>

Collaborations are formed once the right group of committed individuals has identified the problem they want to solve. The next step is to develop a vision. A vision statement is the community's dream; it is understood by all members of the collaborative, it is inspiring and "short enough to fit on a t-shirt". Vision statements reflect a long-term time horizon.

Once the vision is agreed upon, there are a number of strategies to use to move to next steps. It is common to move into developing mission statements, objectives, strategies, and action plans. While this process has merit, it often fails to engage the collaborative critically around what is required for the social change to occur. The development of a **theory of change** is a useful tool to bridge the gap between what changes need to occur and to whom, and the coordinated strategies that need to be developed to achieve them.

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<sup>20</sup> Allo, J. and Ptak, A. (2009). *If I Knew Then What I Know Now: Project Leadership in Multi-Level Change Efforts to Address the Co-Occurrence of Domestic Violence and Child Maltreatment*. National Council of Juvenile and Family Court Judges. Reno, NV, USA.

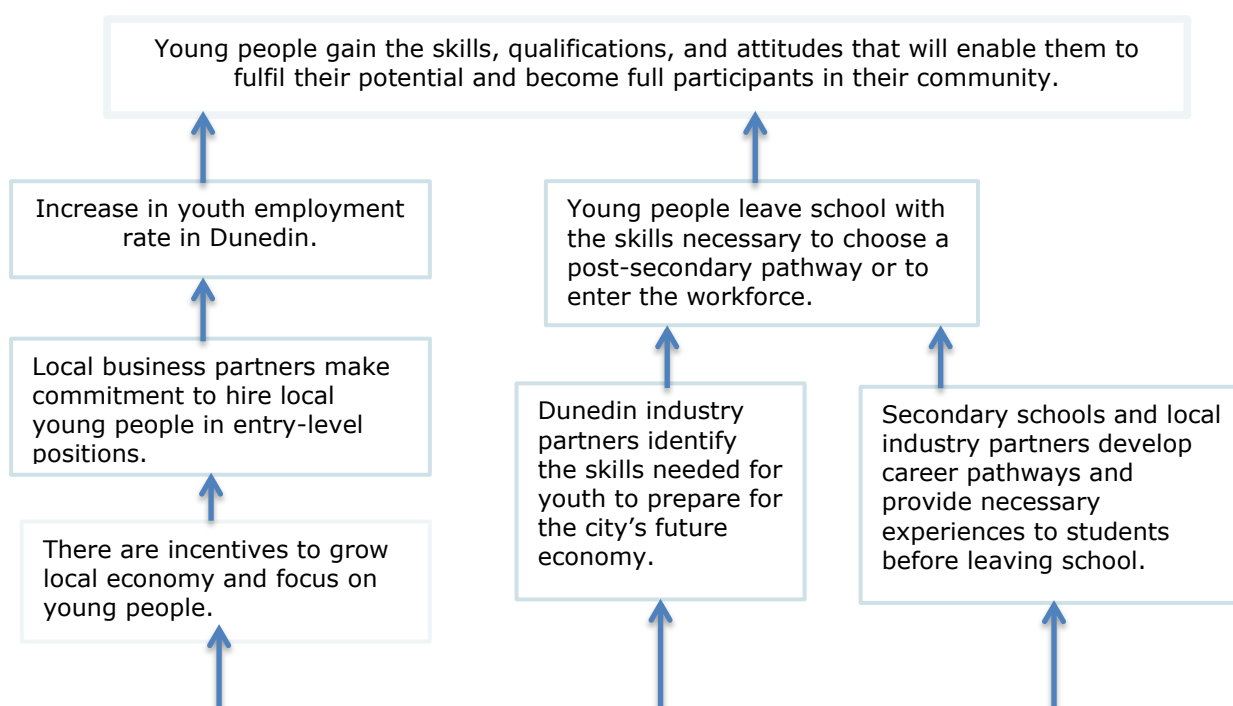
<sup>21</sup> The Community Toolbox. Retrieved online on 16 July 2016: <http://ctb.ku.edu/en/table-of-contents>

A theory of change is useful for organisations or initiatives to use when they begin to plan. It is a process designed to depict how a complex change initiative will unfold over time. It creates an illustration of all the various moving parts that must operate in concert to bring about a desired outcome. The Community Builder's Approach to Theory of Change is a useful document to review to gain context prior to agreeing to develop a theory of change<sup>22</sup>. The process is intense and usually takes place over three to six months. The rewards for using a theory of change outweigh the time used for planning. The process requires participants to adhere to a level of conceptual clarity that they are often not accustomed to, which is why it is necessary to have a skilled facilitator at the helm, managing the process.

A narrative that describes each outcome in greater detail and includes indicators for each outcome accompanies the illustrated theory of change. While there are multiple ways to build out indicators, one suggested indicator framework includes:

- ❖ Who is the target of the outcome? (population)
- ❖ What is the threshold for change? (how good?)
- ❖ How many need to change? (target)
- ❖ By when? (timeline)
- ❖ What progress is being made? (data sources to measure over time)

### **Simplified Example of a Theory of Change for Increasing Participation in Education, Training and Employment**



<sup>22</sup> *The Community Builder's Approach to Theory of Change*. (2009). Aspen Institute. Retrieved online on 1 August 2016: <https://www.aspeninstitute.org/publications/community-builders-approach-theory-change-practical-guide-theory-development/>

<b>What Needs to Change:</b>					
Culture	Policy	Infrastructure	Future Economy	Public Imperative	

<b>Who Needs to Change:</b>					
Businesses	Schools	Teachers	Youth	Family/Whānau	Youth Organisations

When the theory of change illustration and narrative are complete, the collaborative identifies the outcomes it will work on in “logical order” and begin to develop coordinated strategies to achieve the outcomes.

## **VI. Develop and Invest in a Collaborative Framework to Guide the Work**

In order for community-led, collaborative approaches to be successful, they need strong leaders, a governance structure rooted in accountability and action, an evidence-based collaborative framework that puts the people they are influencing at the centre, and effective tactics to increase public will. During the stakeholder interviews, providers and others identified the following as important elements of a collaborative framework:

- ❖ The framework must be a template for identifying the key problem(s) the community is trying to solve.
- ❖ The framework must provide the opportunity to think long-term and strategically versus short-term and operationally.
- ❖ The framework must put the people the community is trying to support at the centre and be participatory in nature.
- ❖ The framework must emphasize community ownership and locally identified and driven solutions.
- ❖ The framework must help the community understand and target “root causes,” which will help shift thinking from equality to equity.

There are multiple collaborative frameworks to use when developing a community-led initiative. The main report includes details of five popular approaches.

## **VII. Create a Governance Structure Rooted in Accountability and Action and an Understanding of Culture**

Governance structures encompass how collaboratives are organised to address their goals. Creating an effective governance structure is important and often overlooked. Strong governance focuses on accountability, whereas leaders are accountable to the collaboration and to each other. Effective governance focuses on action; in order to be effective, the collaboration must achieve something in the end. Typically, collaborations are framed to be problem-driven (“we are here to address a specific problem together”) or opportunity-focused, which means the group convenes to address a shared opportunity. Understanding the nature of different organisations’ cultures helps governing bodies to develop and oversee change.



There are a number of roles and/or responsibilities within governance that should be discussed by all members of the decision-making body.

## Structure

Many collaborative structures have a shared leadership structure that may include the following:

- ❖ **Convenor:** These individuals/organisations hold everything together. They have a lot of responsibility, but often very little authority to make change. They are connectors who oversee and connect all details associated with the collaborative. They have the difficult task of balancing neutrality with their own level of expertise and moving the collaborative towards action.
- ❖ **Chair/Co-Chairs:** These individuals have significant influence in the community. They are ultimately the collaborative's spokespeople and champions. They are skilled facilitators. They understand the vision well and are action-oriented. They know how to bring people together and maintain momentum while staying on course.
- ❖ **Executive Committee:** This is a smaller group of individuals from the Advisory Committee and they meet to set agendas, check-in on progress, deal with conflict, and make course corrections when needed. A lot of accountability for the collaboration rests with this committee. The Executive Committee provides the convenor with the support they need to manage the project. This committee tends to focus on process as well as action. These individuals often have significant influence to make change within their organisations and/or defined community.
- ❖ **Advisory/Oversight Committee:** This is a larger group of committed stakeholders who provide oversight to the project. This group typically meets monthly and meetings are structured around action and decision-making associated with the long-term strategic plan (i.e. less process). The reason the group meets is to understand what work is underway, to celebrate successes, to highlight and make decisions on how to address challenges and failures, and to connect the sub-committee work back to the larger group. Advisory Committee members commit to the collaboration, usually through a formal pledge of participation, and they have influence to make or influence change within their organisations (CEO or COO-level).
- ❖ **Sub-Committees, Working Groups or Task Groups:** Sub-committees are where the work gets done. An Advisory Committee member often chairs subcommittees so that there is continuity and leadership across the governance structure. The sub-committees also involve members of the community outside the formal structure. A charter that outlines goals, objectives, leadership, timelines, and specific activities should guide the sub-committee work. The sub-committee typically comes back to the Advisory Committee with recommendations so that the influencers have the final decision and authority to make change happen. Sub-committees provide an opportunity to engage mid-level managers and frontline workers.

- ❖ **Community Partners:** there is an important role for agency partners and other community stakeholders (informal/formal and non-traditional/traditional) to engage in the collaborative process without having a layer of accountability within the governance structure above. Finding meaningful ways for these individuals/organisations to contribute is critical to the success of the collaboration.
- ❖ **Other Leadership Roles:** the list of potential leadership roles in a community-led, collaborative approach is endless. The ultimate goal is that the collaborative is rooted in a long-term vision and strategy to accomplish results. Other leadership roles may include: catalyst, advocate, community organiser, capacity-builder, and technical assistance provider.

All partners outlined above are accountable to each other and to the collaboration as a whole. They share the risks and the rewards. They, too, are spokespeople and champions for the work.

## Culture

According to Collaboration for Impact, culture is the secret sauce of every successful community collaborative - it is difficult to define, difficult to develop, and yet one of the most powerful enablers of high impact<sup>23</sup>. Research conducted by Bridgespan found that collaborations that facilitated significant social impact displayed at least three cultural traits<sup>24</sup>:

- ❖ **Trust:** Successful collaborations develop deep relationships and trust among collaborators. The things that help build these authentic relationships are:
    - The goodwill of the participants
    - The process of problem solving together – grappling with data and research to unlock a solution to the issue.
- Once these relationships are established, ongoing communication between partners is critical to maintain trust.
- ❖ **Modesty:** The lead conveners of successful collaboratives place collaborators and the collaborative out front for publicity and credit. Sharing credit helps create a sense of cohesion and mutual value among collaborators.
  - ❖ **Maturity:** Collaborators willingly suppress their institutional or individual agendas in support of the common agenda. One hallmark of a mature collaborative is that collaborators take a coordinated approach to funding. With money and jobs potentially at stake, this is a true test of trust. Collaborators may write a joint application, the group might jointly agree on which organisation should apply for the funding, or the lead convener

<sup>23</sup> Collaboration for Impact. Retrieved online on 19 August 2016: [www.collaborationforimpact.com](http://www.collaborationforimpact.com)

<sup>24</sup> Bridgespan Group. *Needle-Moving Collective Impact Guide: Capacity and Structure*. Retrieved online on 19 August 2016: <http://www.bridgespan.org/Publications-and-Tools/Revitalizing-Communities/Community-Collaboratives/Guide-Capacity-and-Structure.aspx#.V7F-UY6OuRs>

may apply for funding with the intent of subcontracting portions of the funding to partner organisations. This absence of competition is a symptom of both a strong culture and a collective endorsement of the collaborative's common agenda<sup>25</sup>.

When governance is given the attention it deserves, collaboratively-led projects can accomplish the results they set out to achieve.

### **VIII. Work with Funders as Partners in Strategic Efforts**

Funders (i.e. government, local trusts, philanthropists, businesses) play a critical role as partners in systems and culture change efforts. When the collaborative is structured appropriately, strategic funders become allies within the change effort and they use their financial influence to drive change. In large-scale, community-led initiatives, funders should be at the table and supporting initiatives that lead to long-term, systemic change. Funders' grantmaking strategies should align to the strategic direction of community-led initiatives and leverage the unique needs and assets of the communities they serve.

Unfortunately, there are many barriers that prevent this type of partnership from happening, including the inherent imbalance of power; local boards of trustees may not be connected to the problems the community is trying to solve; and the grantmaking/ funding process is not equitable.

Since funding came up as an issue throughout the local interview process, it is important to highlight what the community identified needing from local and government funders with the goal that funders become partners alongside the community.

When done well, collaboration allows funders to leverage the contributions of multiple players to make more progress toward shared goals. For funders, working collaboratively means deepening relationships with partners and putting a common vision ahead of individual organisations or agendas. Funders can effectively support grantee collaboration by funding infrastructure that enables these efforts to thrive, connecting people and groups working in common areas, and emphasizing long-term learning and impact over short-term gains<sup>26</sup>.

Restricted funding, lack of capacity-building support, and the current government funding model were the most cited structural barriers to effective collaboration and practice. In *Good to Great and the Social Sector*, Jim Collins writes, "Restricted giving misses a fundamental point: to make the greatest impact on society requires first and foremost a great organization, not a single great programme."<sup>27</sup>

The challenges associated with restricted funding cited in the interviews include:

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<sup>25</sup> Collaboration for Impact. Retrieved online on 19 August 2016: [www.collaborationforimpact.com](http://www.collaborationforimpact.com)

<sup>26</sup> Grantmakers for Effective Organisations. Retrieved online 13 May 2016 at <https://www.edfunders.org/>.

<sup>27</sup> Collins, J. (2005). **Good to Great and the Social Sectors: Why Business Thinking is Not the Answer**. <http://www.jimcollins.com/books/g2g-ss.html>.

- ❖ **It prevents funding for critical staff and infrastructure required to do the work:** Without people, a roof over their heads, equipment, the use of technology, and other critical resources, organisations would not be able to function. “While we understand your concerns around sustainability, believe us when we say we are even more concerned about maintaining the resources needed to run our business. Tell a for-profit business that you will invest in a product, but you will not fund people, technology, or costs related to operating their business and I guarantee that business will collapse. Why do we treat nonprofit businesses so differently?”
- ❖ **It wastes time and distracts from “the work”:** Service providers spend thousands of hours each year managing funders’ grant applications, unique outputs and outcomes, reporting mandates, and separate accounting procedures. It also leads to burnout. “Paperwork doesn’t improve outcomes, relationships do. Our staff spend more time managing funders’ expectations than meeting with the people we serve.”
- ❖ **It positions the funder as the expert:** Local service providers have an in-depth understanding of the people they serve and the complex issues they face each day. “The message from central government and our funders is to collaborate, to implement family-centred care, and to work towards an integrated services model. We know all of this, but the current funding model not only discourages it, it prevents it from happening. If we had more flexibility, we could improve outcomes. But, unfortunately, we cannot separate control from funding.” “The distrust, suspicion, and micromanagement of how nonprofits spend funds needs to end. Do they think we are buying too many pens or actually paying someone a living wage?”
- ❖ **It limits creativity and innovation, as well as family/whānau-centred care:** Innovation cannot happen if people are not allowed the flexibility to adapt to changing circumstances. The current funding model stifles innovation. “We are unable to try new things. No one is encouraged to fail, which prevents us from learning what works.” “We just do what we are funded to do. This is a horrible place for the sector to be.”
- ❖ **It is inequitable:** Restricted funding is in opposition to the deeply held values in the sector. The burdens placed on small organisations and those serving disadvantaged populations are significant. “When funders refuse to pay for or limit what we can spend, it widens the gap between large, well-resourced organisations serving mainstream populations and small organisations serving communities of colour, rural communities, the disabled, and other already disadvantaged populations.”

## Recommendations for Funders

1. Support efforts to enhance the non-profit infrastructure in communities. Organisations like the Dunedin Council of Social Services are critical to providing professional development and public advocacy on behalf of the sector.
2. For government, consider a single funding stream that is managed by a local managed care entity. For community-led projects to occur, local control over how money is spent is crucial to improving outcomes.
3. Fund operations (overhead and full costs), in addition to programme support. Organisations cannot run without a talented team of professionals and critical resources.
4. Fund coordination and collaboration adequately. Any time collaboration is suggested or mandated, it is time away from "working with people." Additionally, collaboration is not successful unless organisations and the system changes, so understanding and funding these changes are necessary to institutionalise the efforts.
5. Develop a funding strategy that aligns with organisations and/or collaborative efforts. Come to the table as a strategic partner to increase the opportunities for change to occur.
6. Work with other funders to develop common outcomes, grant applications, and reporting forms. When funders collaborate in this way, it reduces the time nonprofits spend on paperwork and increases the time spent with families.
7. In addition to funding operations, fund capacity-building projects. This includes professional development for leaders, managers and frontline staff; one on one technical assistance; support to enhance technology capabilities or evaluation capacity; and staff to run collaborative projects.
8. Invest in long-term systems change initiatives. While funding short-term pilot projects to encourage innovation and new ways of working can be fruitful, the sector needs funders who understand that systems change efforts take years and often decades. Twelve-month grant applications prevent the sector from developing and implementing a long-term vision for change.
9. Enhance local community philanthropy by (a) working with local businesses to partner with the nonprofit sector, and (b) building public will to encourage individual/community philanthropy. Public/private partnerships have the potential to transform community outcomes.

10. Share what you are learning as a result of your funding. Who and what did you fund that had impact? What did you fund that may have failed? Lead the conversation around flexibility, innovation, and long-term investments and why these things matter.
11. Shift to equitable funding practices. Review your grant applications, efforts to engage community, and decision-making processes. How are you working to resource efforts that benefit those with the greatest needs?

## Full Report

The full report contains a number of appendices that provide more detailed information and tools to support next steps, as follows:

- A.** Steering and Advisory Groups
- B.** Key Stakeholder Interviews
- C.** Overview of Service Delivery Models:
  - Whānau Ora
  - Family-Centred Practice
  - Integrated Social Services
  - Systems of Care and Wraparound
- D.** Dunedin's Youth Voice
- E.** Dunedin's Community Assets: Voices from the Sectors
- F.** Challenges to Effective Collaboration: Voices from the Sectors
- G.** Equity versus Equality
- H.** Risk, Failure and the Social Sector
- I.** Collaboration as a Strategy to Improve Outcomes for Youth with Complex Needs
- J.** An Overview of Human-Centred Design
- K.** Leadership in Collaborative Efforts
- L.** Collaborative Frameworks
- M.** Effective Governance in Collaborative Efforts
- N.** Embracing the Role of Culture in Change Management
- O.** Joint Initiatives for Youth & Families
- P.** Generation Z

The full report is available from:

[www.dunedin.govt.nz/collaborating-for-youth-success](http://www.dunedin.govt.nz/collaborating-for-youth-success)