



FREEIA

**Readiness Assessment
Cohort Report**

Kia ora koutou,

This report provides a summary of responses for all those that completes the FrEEIA readiness assessment. The report provides the average score in each domain, along with the range of scores reported by individual members.

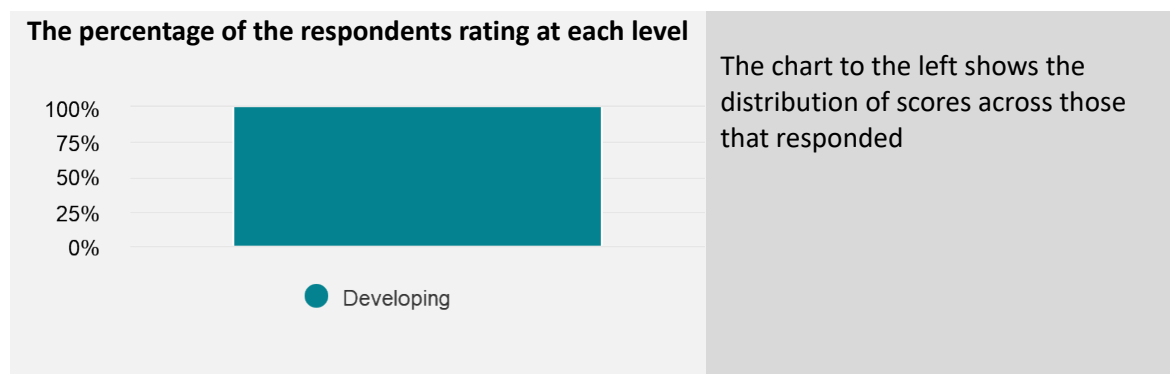
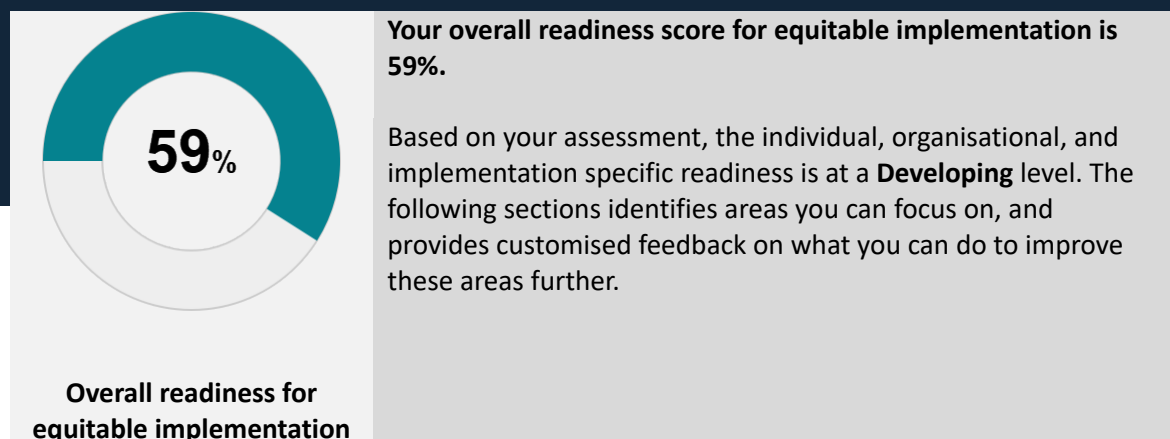
Both measures will help you get a sense of the areas that you might want to focus on for improving your readiness for equitable implementation.

Throughout the report evidence¹ based recommendations are made on actions you can do to improve your level of readiness for equitable implementation.

The domains in this tool are based on research that was funded by the National Science Challenge – Healthier Lives, and supported by a range of evidence. To read more about this research please see www.impsciotearoa.org.nz.

ASSESSMENT OVERVIEW

Overall equity implementation readiness score



¹ Gustafson, P., Abdul Aziz, Y., Lambert, M., Bartholomew, K., Rankin, N., Fusheini, A., Brown, B., Carswell, P., Ratima, M., Priest, P., & Crengle, S. (2023). A scoping review of equity-focused implementation theories, models and frameworks in healthcare and their application in addressing ethnicity-related health inequities. *Implementation Science*, 18(1), 51.

ASSESSMENT SUMMARY

The following chart provides a breakdown of how the respondents across the group collectively rated each of the domains of equity implementation readiness.



INDIVIDUAL READINESS

Score: 49%: The extent to which the individual believes the intervention is important and wants it to happen.



INTERVENTION-SPECIFIC READINESS

Score: 65%: The presence of things needed to make the intervention happen in an equitable way



ORGANISATION READINESS - PEOPLE

Score: 61%: The people resources needed for the intervention to be implemented in an equitable way.



ORGANISATION READINESS - SYSTEMS AND PROCESSES

Score: 59%: The organisational systems and processes needed for the intervention to be implemented in an equitable way.

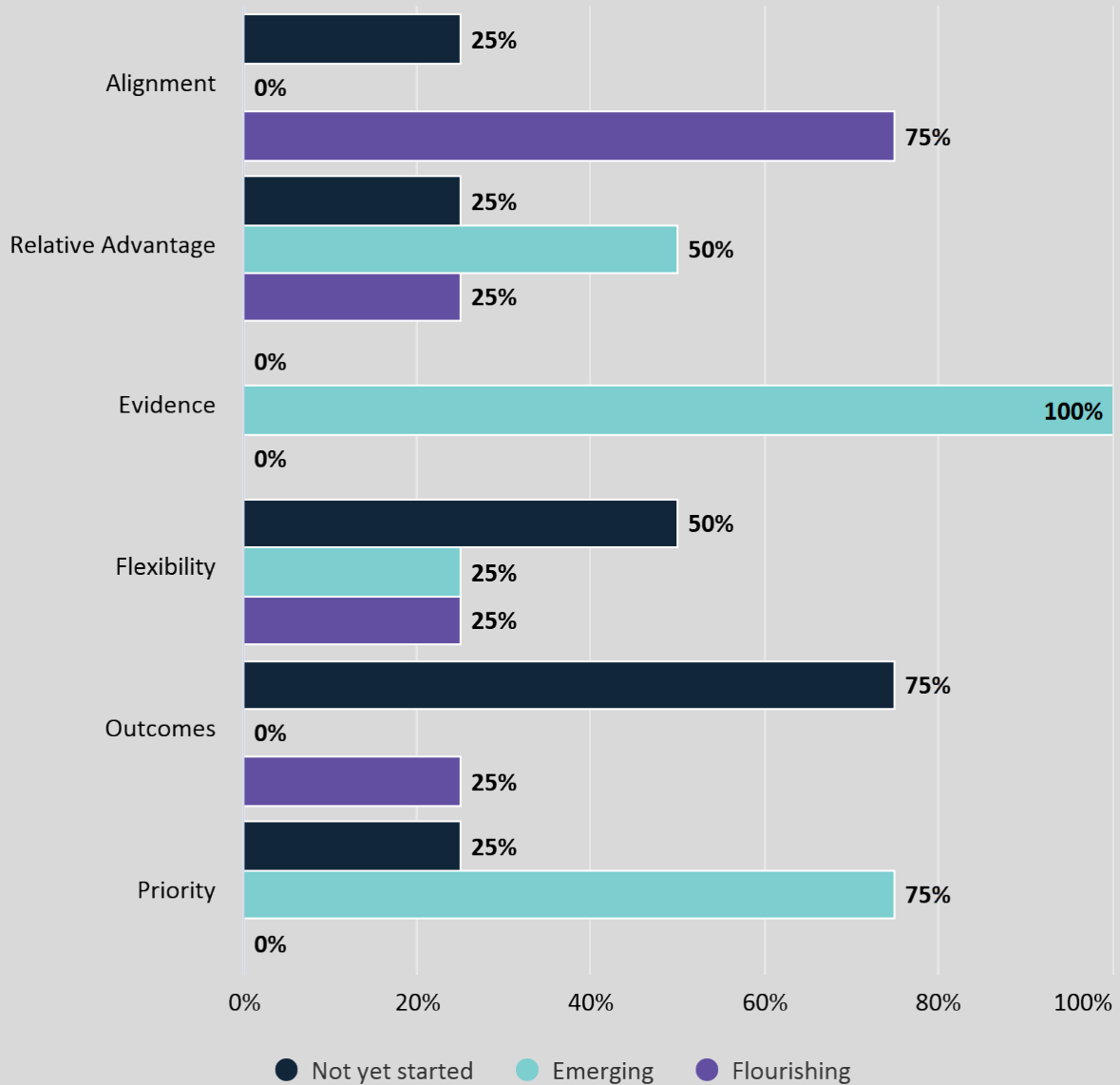


DETAIL WITHIN EACH OF THE EQUITY READINESS DOMAINS



Individual Readiness

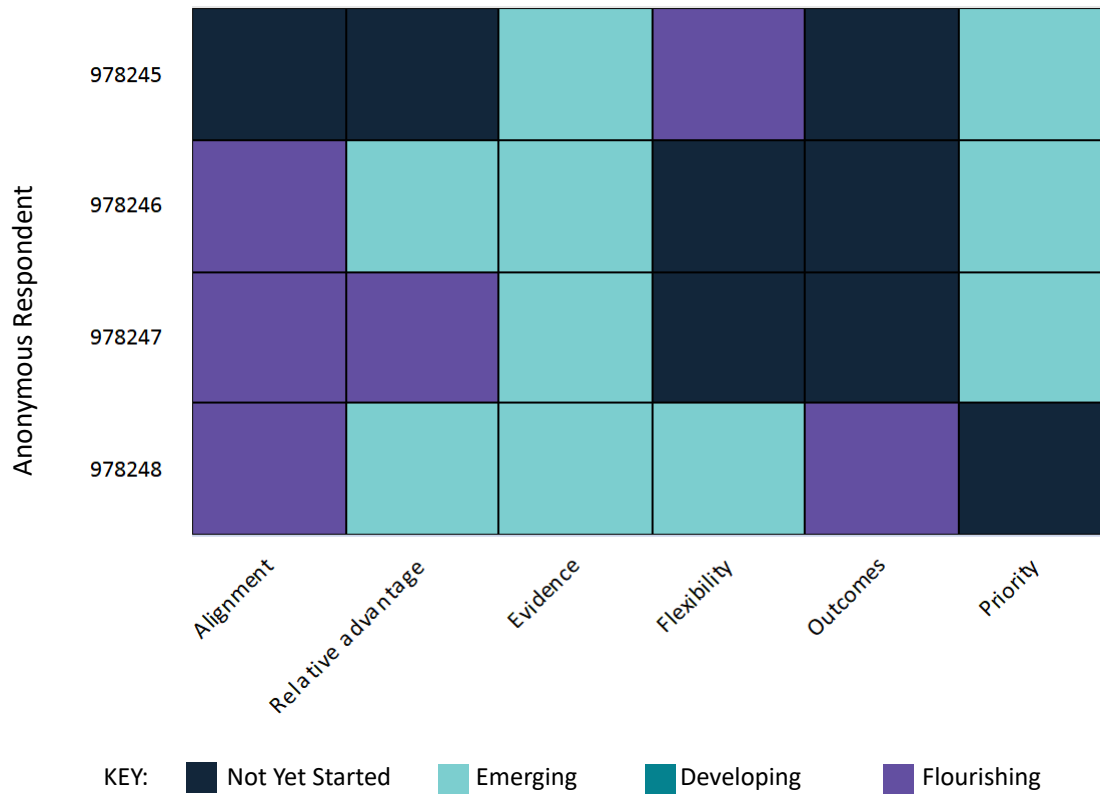
This domain relates to the extent to which your team believes the intervention is important and want it to happen. The overall score is **1.5/3**. The graph below shows the distribution of responses across the questions for this domain.



(Percent of respondents showing different levels of readiness)

Question Level Breakdown

The map below shows anonymous responses to each of the questions measured for *Individual Readiness*. It allows you to see the level of alignment across the questions, and across the different respondents.



- Alignment:** This intervention fits with how I usually do things around here
Relative advantage: This intervention seems better (or is likely to be better) than what I am currently doing
Evidence: The evidence for how this intervention will improve equity is clear
Flexibility: This intervention can be adapted to my local context
Outcomes: I can see how this intervention will lead to improved equity outcomes
Priority: Getting this intervention working is a priority amongst the other things I need to do

ACTIONS FOR IMPROVEMENT

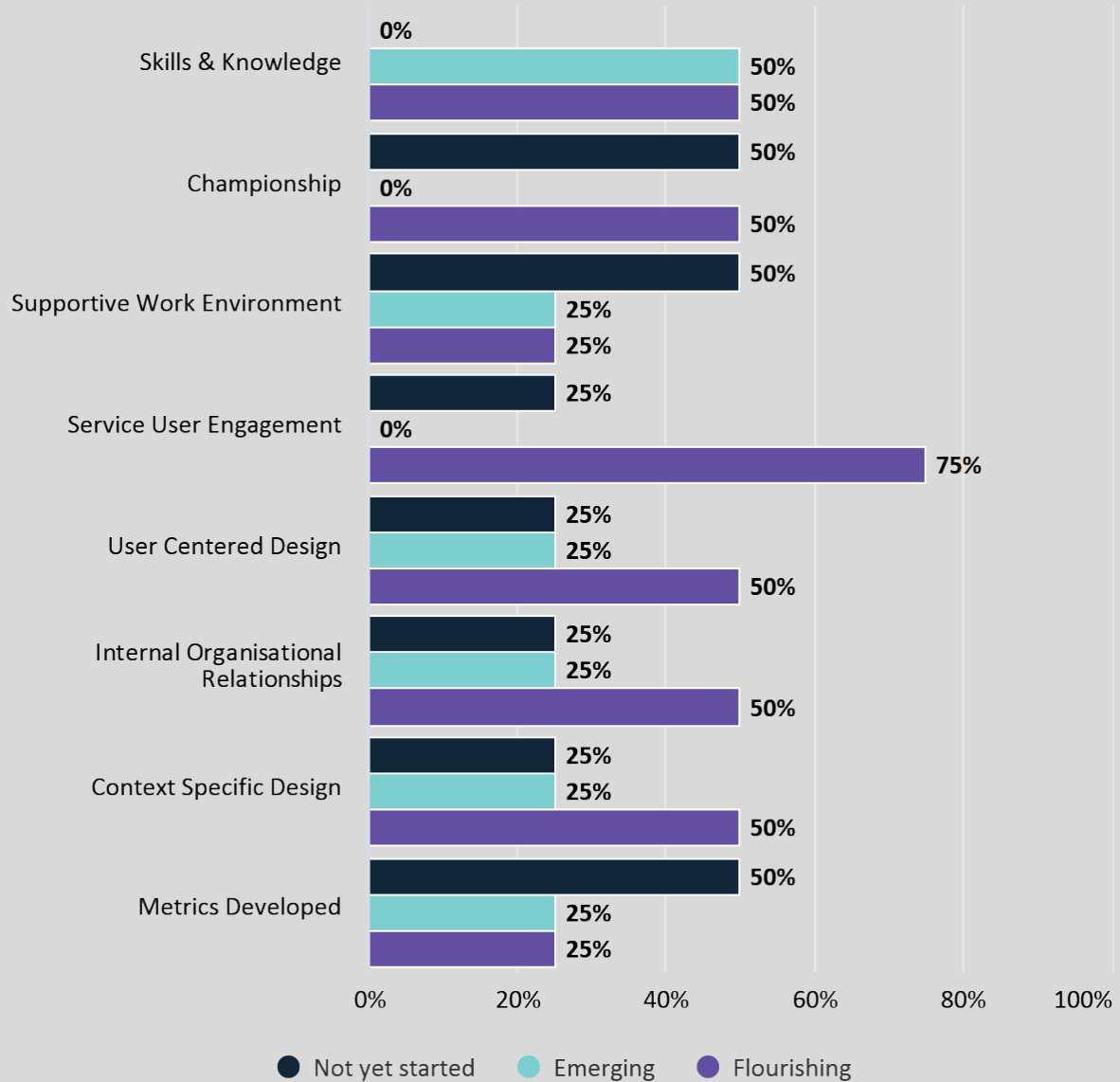
Overview: Your recent assessment indicates an 'emerging' overall rating in the 'Individual Readiness' domain. Here are six evidence-based strategies that can be considered in to help enhance individual readiness within your organisation:

- **Education and Training Programs:** Provide comprehensive training sessions and workshops to help individuals understand the importance and benefits of the new intervention. Training should cover how the intervention aligns with current practices, the evidence supporting its efficacy, and its potential to improve equity. Interactive sessions with case studies and real-world examples can enhance understanding and acceptance.
- **Engage Leadership and Champions:** Identify and involve key leaders and champions within the organisation who are respected and influential. These individuals can advocate for the intervention, share success stories, and provide ongoing support and motivation to their peers. Leadership buy-in is crucial for fostering a culture that values and prioritises equity-focused interventions.
- **Customise the Intervention to Local Contexts:** Tailor the intervention to fit the specific needs, resources, and cultural context of the organisation. Involving staff in the customisation process can increase buy-in and ensure the intervention feels relevant and practical. This may include modifying procedures, materials, or communication strategies to better align with local practices.
- **Clear Communication of Evidence and Benefits:** Develop and disseminate clear, concise, and compelling communication materials that outline the evidence supporting the intervention and its expected benefits. Use multiple formats (e.g., presentations, infographics, videos) to reach different audiences within the organisation. Highlighting success stories from similar organisations can also build confidence in the intervention's potential.
- **Incentives and Recognition Programs:** Implement incentives and recognition programs to encourage participation and engagement with the new intervention. Recognize and reward individuals and teams who actively contribute to the successful implementation and demonstrate improved equity outcomes. This can foster a positive and competitive spirit, motivating others to follow suit.
- **Ongoing Support and Feedback Mechanisms:** Establish mechanisms for continuous support and feedback throughout the implementation process. This can include regular check-ins, peer support groups, and accessible resources (e.g., FAQs, help desks). Creating a feedback loop where staff can share their experiences, challenges, and suggestions for improvement ensures that the intervention remains dynamic and responsive to their needs.



Intervention-Specific Readiness

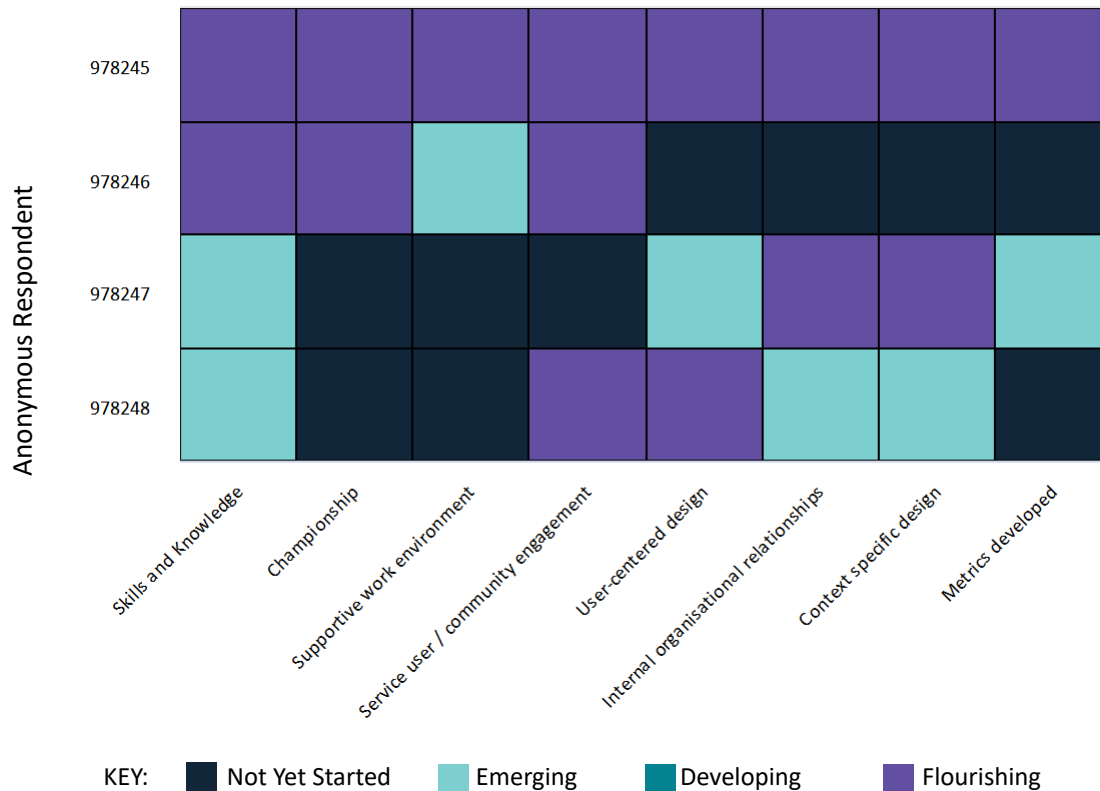
This domain relates to the key equity readiness aspects that are specific to the intervention's implementation pathway. The overall score is **1.9/3**. The graph below shows the distribution of responses across the questions for this domain.



(Percent of respondents showing different levels of readiness)

Question Level Breakdown

The map below shows anonymous responses to each of the questions measured for *Intervention-Specific Readiness*. It allows you to see the level of alignment across the questions, and across the different respondents.



Skills & Knowledge: We have sufficient skills and knowledge to implement the intervention

Championship: We have someone in the leadership role, or a well-connected person, who supports and will advance the intervention

Supportive Work Environment: We have the necessary supports, processes, and resources to enable this intervention

Service User/Community Engagement: There are mechanisms for service users, communities and those most impacted (people at highest risk and/or with lived experience) to be meaningfully involved in implementation

User-Centered Design: Services are designed to meet the needs and preferences identified by those impacted by inequalities

Internal Organisational Relationships: The relationships within this organisation support the intervention

Context Specific Design: The implementation pathway considers the context where the intervention will be delivered, including any adaptations to address equity barriers (e.g. access)

Metrics Developed: The implementation pathway establishes the relevant monitoring and evaluation metrics

ACTIONS FOR IMPROVEMENT

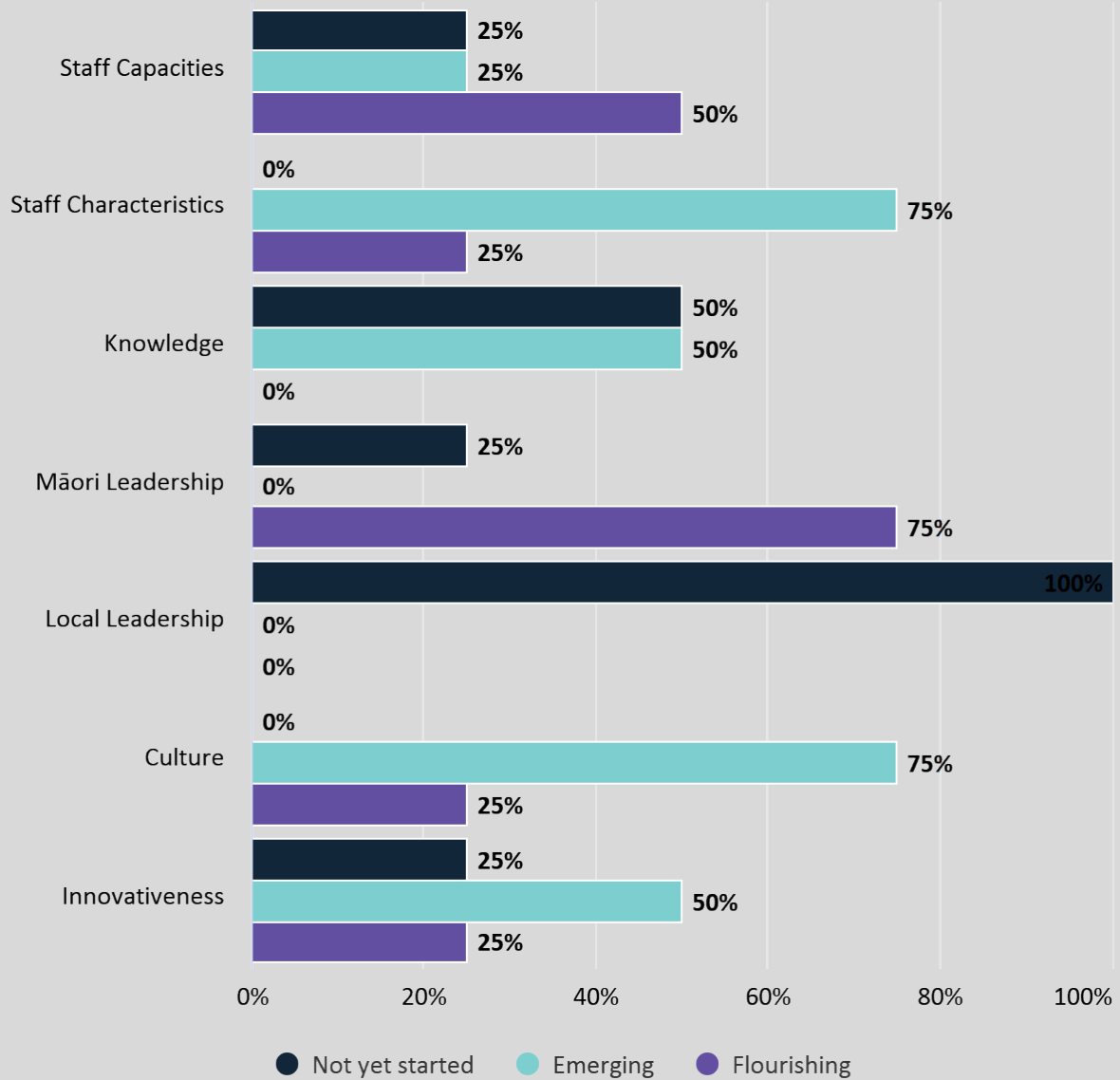
Overview: Your recent assessment indicates a *flourishing* score in the 'Intervention-Specific Readiness' domain. The following evidence based strategies leverage the strength of your organisation in this area, ensuring you continue to excel in implementing equity-focused interventions, and leading by example.

- **Advanced Professional Development:** Build on existing strengths by offering advanced, specialised training programs that delve deeper into the nuances of the intervention. Encourage continuous learning through certifications, advanced degrees, and participation in professional conferences. This will ensure that staff remain at the forefront of best practices and emerging trends in equity-focused care.
- **Empowering Leadership and Advocacy:** Enhance the capacity of existing leaders by providing advanced leadership training and opportunities for peer mentoring. Develop programs that focus on strategic advocacy, policy influence, and systems change to further empower leaders to drive the intervention and promote equity across broader contexts.
- **Optimising Support Structures and Resources:** Conduct periodic reviews to ensure that support structures and resources remain aligned with evolving needs. Invest in state-of-the-art technologies and innovative solutions that can further streamline processes and enhance the effectiveness of the intervention. Regularly update resource allocations based on data-driven insights and feedback from staff.
- **Deepening Stakeholder Engagement:** Strengthen existing stakeholder engagement mechanisms by incorporating more sophisticated and inclusive methods. Use advanced participatory action research techniques, digital engagement platforms, and regular community forums to ensure ongoing, meaningful involvement of service users, communities, and those most impacted by inequalities.
- **Innovative Service Design:** Continue to refine and innovate service design by integrating cutting-edge approaches such as human-centered design, design thinking, and culturally responsive practices. Regularly pilot new service models and incorporate feedback from diverse populations to ensure that services are not only meeting needs but also setting new standards for equity and inclusivity.
- **Enhancing Monitoring and Evaluation Systems:** Build on existing monitoring and evaluation frameworks by incorporating advanced data analytics, real-time reporting, and predictive modelling. Utilise sophisticated tools to track progress, identify trends, and forecast outcomes. Regularly publish findings and best practices to contribute to the broader field and foster a culture of transparency and continuous improvement.



Organisation Readiness - People

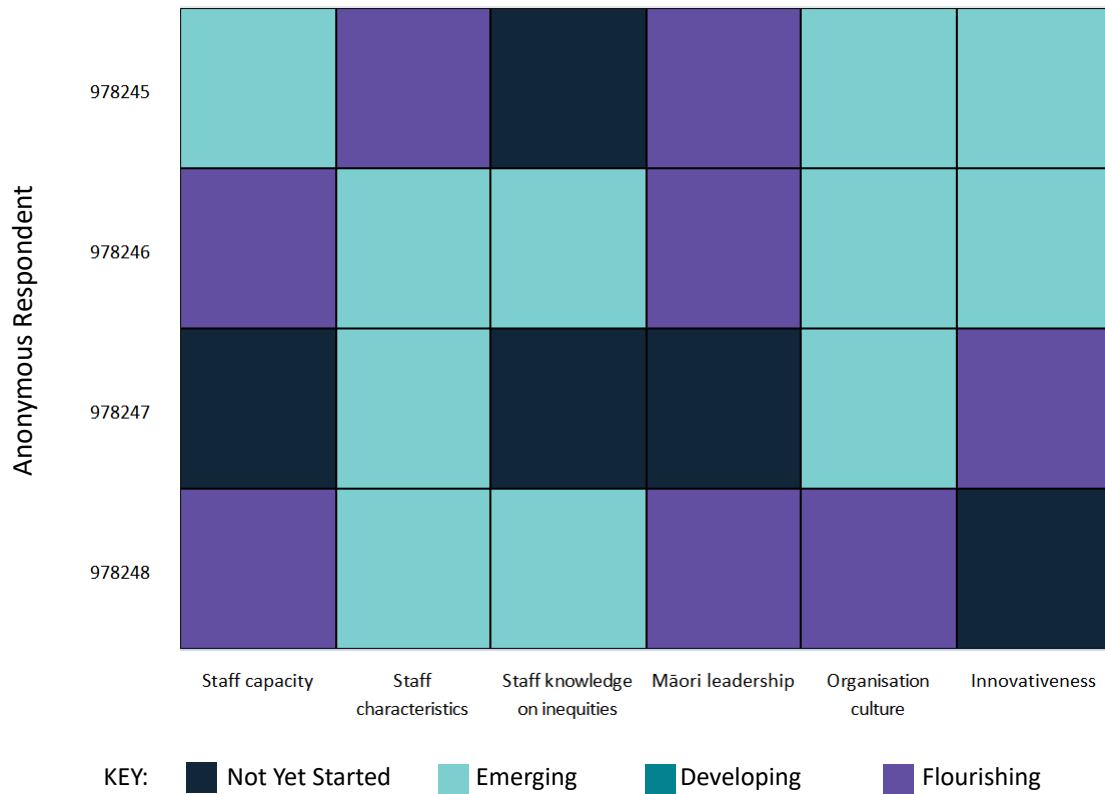
This domain relates to the extent to which there is the people aspects in place to support equitable implementation. The overall score is **1.8/3**. The graph below shows the distribution of responses across the questions for this domain.



(Percent of respondents showing different levels of readiness)

Question Level Breakdown

The map below shows anonymous responses to each of the questions measured for *Organisational Readiness - People*. It allows you to see the level of alignment across the questions, and across the different respondents.



- Staff Capacity:** We have enough of the right people to get things done
- Staff Characteristics:** Our workforce reflects the population served, in particular the communities that experience the greatest inequities
- Knowledge:** Staff are knowledgeable about inequities and their causes, and have a shared language of understanding
- Māori Leadership:** We have Māori in leadership roles in our organisation
- Local Leadership:** We have people from the population served who have leadership roles in our organisation
- Organisation Culture:** Equity is a part of the norms and values in how we do things here
- Innovativeness:** There is an openness to do things differently to address inequities

ACTIONS FOR IMPROVEMENT

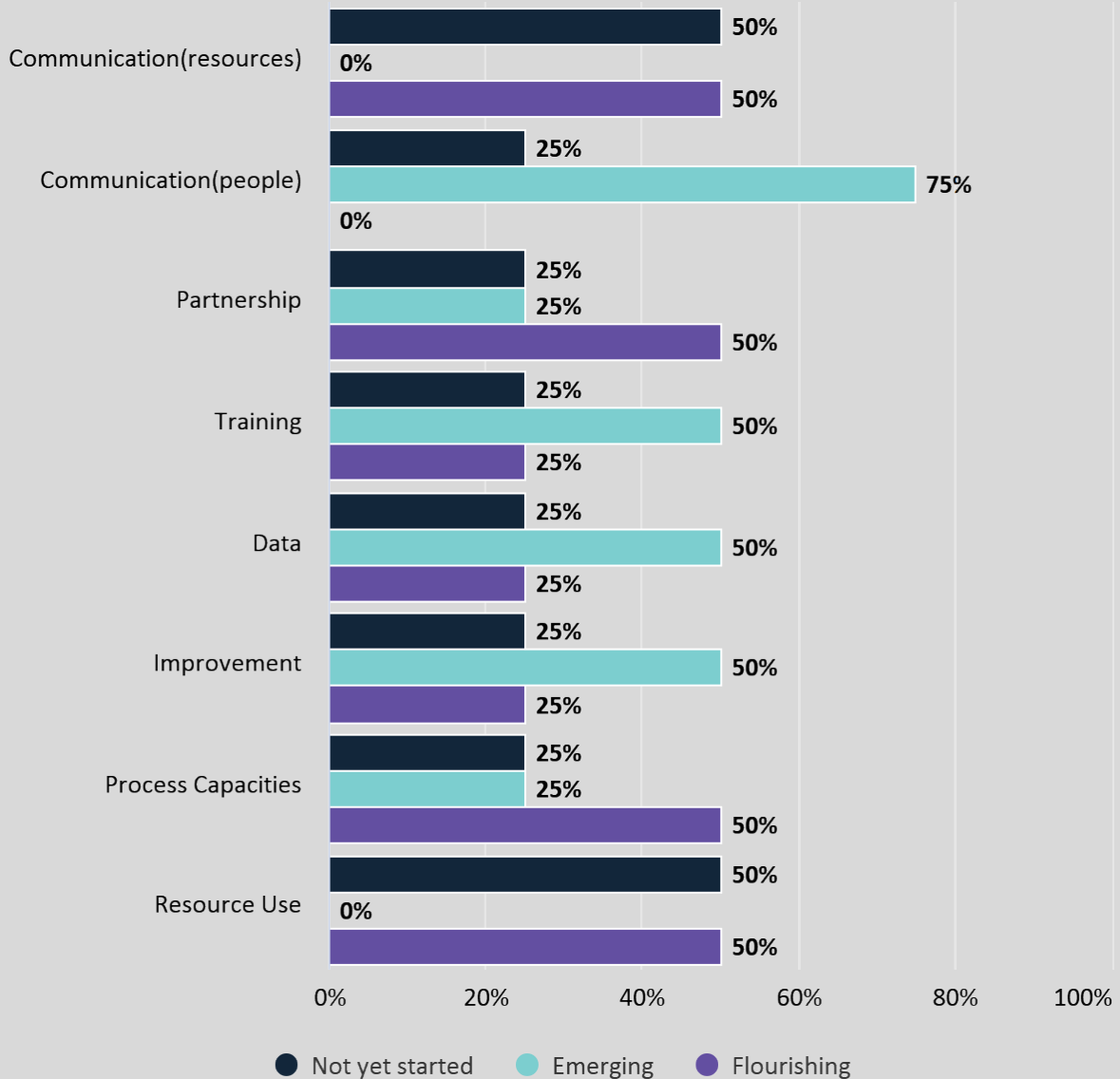
Overview: Your recent assessment indicates a *flourishing* score in the ‘Organisational Readiness – People’ domain. The following evidence based strategies leverage the strength of your organisation in this area, ensuring you continue to excel in implementing equity-focused interventions, and leading by example.

- **Advanced Recruitment and Retention Strategies:** Build on existing recruitment success by implementing advanced strategies to attract and retain top talent from diverse backgrounds. This includes developing targeted recruitment campaigns, offering competitive benefits, and creating inclusive onboarding processes. Additionally, implement retention programs such as professional development opportunities, mentorship, and pathways for career advancement to ensure long-term engagement and growth.
- **Enhanced Cultural Competency and Equity Education:** Elevate your existing training programs by integrating advanced modules on cultural competency, equity, and social justice. Offer specialised workshops, certifications, and continuous learning opportunities that delve deeper into the causes of inequities and effective interventions. Encourage staff to participate in external conferences and training to bring back innovative ideas and best practices.
- **Leadership Excellence Programs:** Expand leadership development initiatives to further empower and support leaders from underrepresented groups. This can include executive coaching, advanced leadership training, and participation in national and international leadership forums. Foster a culture of peer mentoring and support networks to enhance leadership skills and drive equity-focused change from the top.
- **Institutionalising Equity in Organisational Practices:** Deepen the integration of equity into all aspects of organisational culture by embedding it into strategic planning, performance metrics, and accountability structures. Develop comprehensive policies and frameworks that ensure equity considerations are central to decision-making processes. Regularly assess and refine these policies to stay aligned with best practices and evolving needs.
- **Strategic Community Partnerships and Collaborations:** Strengthen and formalise partnerships with community organisations, advocacy groups, and other stakeholders. Establish joint initiatives, collaborative projects, and shared goals to address inequities. Utilise community-based participatory research methods to ensure that community insights and perspectives are integral to the organisation’s efforts.
- **Innovation and Continuous Improvement:** Foster a culture of continuous improvement and innovation by encouraging staff to explore new approaches and technologies that enhance equity. Support pilot projects, incubators, and innovation labs where staff can experiment with and develop groundbreaking solutions. Regularly review and scale successful initiatives, ensuring they contribute to the organisation’s equity goals.



Organisational Readiness – Systems and Processes

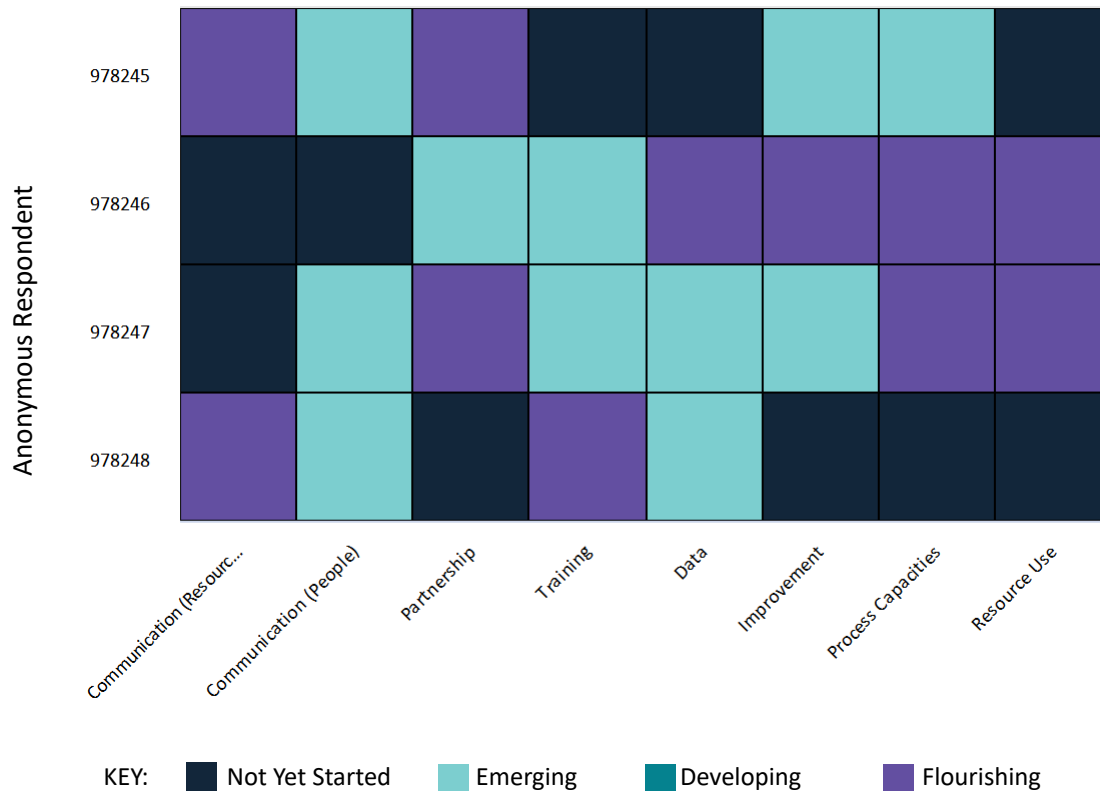
This domain relates to the extent to which the systems and process in your organisation are equity ready. The overall score is **1.8/3**. The graph below shows the distribution of responses across the questions for this domain.



(Percent of respondents showing different levels of readiness)

Question Level Breakdown

The map below shows anonymous responses to each of the questions measured for *Organisational Readiness - People*. It allows you to see the level of alignment across the questions, and across the different respondents.



Communication(Resources): Language and communication needs and health literacy demands are explicitly considered in collateral resources (e.g. brochures, letters, videos, graphics, maps)

Communication(People): Language and communication needs and health literacy demands are explicitly considered in interactions between service users and staff (in any role)

Partnership: There are clear and visible partnerships between the service/organisation and communities that experience inequities

Training: There is training or specific programmes available to ensure foundational knowledge, awareness and tools to act on inequalities, e.g. Te Tiriti o Waitangi, decolonisation, anti-racism, cultural safety

Data: There are systems to measure and monitor data (access, quality, outcomes) by relevant equity parameters, e.g. ethnicity

Improvement: We use local data to identify and prioritise areas of focus to address inequities

Process Capacities: We have the ability to robustly plan, implement, and evaluate changes in areas that effect equity

Resource Use: There is the ability to acquire and allocate resources, including time, money, effort, and technology for equity-focused work

ACTIONS FOR IMPROVEMENT

Overview: Your recent assessment indicates an 'emerging' overall rating in the '*Organisation Readiness – Systems and Processes*' domain. Here are six evidence-based strategies that can be considered to help enhance this domain in your organisation.

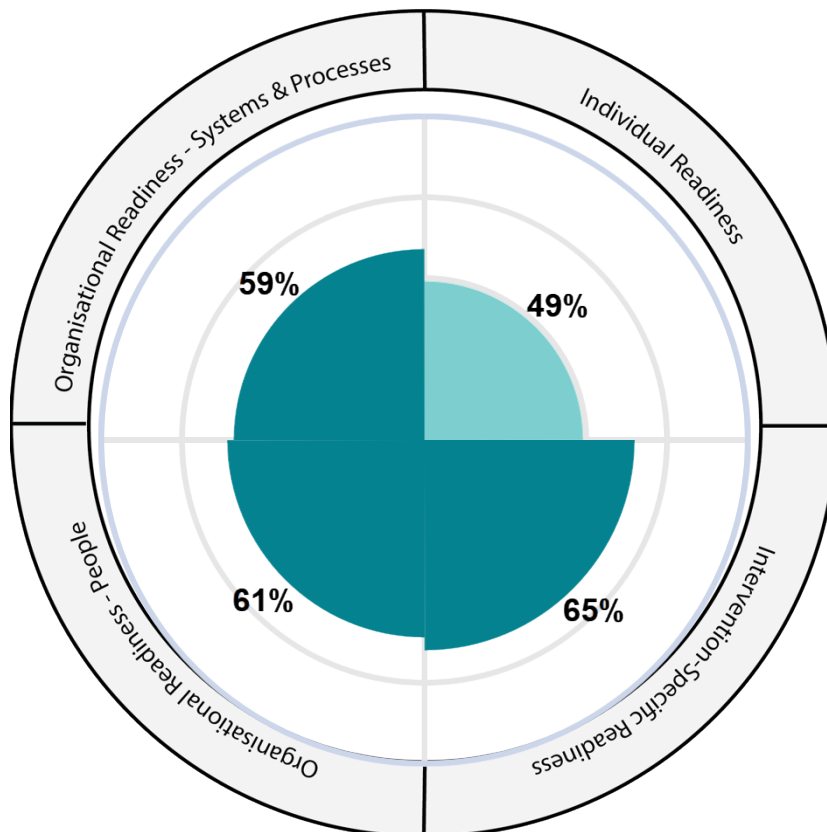
- **Enhance Language and Communication Support:** Develop and implement comprehensive strategies to address language and communication needs. This includes producing multilingual collateral resources such as brochures, letters, videos, graphics, and maps. Invest in training programs for staff to improve their ability to communicate effectively with service users who have diverse language and literacy needs. Utilise plain language and culturally appropriate materials to ensure accessibility and understanding.
- **Strengthen Community Partnerships:** Establish and maintain clear and visible partnerships with communities that experience inequities. Create formal agreements or memorandums of understanding with community organisations to foster collaboration. Engage community leaders and members in advisory roles and decision-making processes to ensure that services are responsive to their needs and priorities.
- **Implement Comprehensive Equity Training Programs:** Provide ongoing training and specific programs to build foundational knowledge, awareness, and tools to act on inequalities. This can include training on Te Tiriti, decolonisation, anti-racism, and cultural safety. Ensure that all staff, regardless of role, have access to and are encouraged to participate in these training opportunities to build a shared understanding and commitment to equity.
- **Develop Robust Data Systems:** Establish and enhance systems to measure and monitor data related to access, quality, and outcomes by relevant equity parameters, such as ethnicity. Invest in technology and infrastructure to support data collection, analysis, and reporting. Use this data to inform decision-making, identify disparities, and track progress towards equity goals.
- **Utilise Local Data for Strategic Planning:** Leverage local data to identify and prioritise areas of focus to address inequities. Conduct regular assessments and community needs analyses to gather relevant data. Use this information to inform strategic planning, set priorities, and allocate resources effectively. Engage stakeholders in the process to ensure that priorities align with community needs.
- **Allocate Resources for Equity-Focused Work:** Develop the capacity to acquire and allocate resources, including time, money, effort, and technology, specifically for equity-focused initiatives. Create budget lines and funding streams dedicated to equity work. Ensure that staff have the necessary time and support to engage in equity-related activities and that technology and tools are available to facilitate this work.

SUMMARY ACROSS THE DOMAINS

The chart below provides a summary of the state of equity readiness across the four domains.

This report is to be used in the facilitated conversation with the group that completed this assessment. Information on how to structure this session can be found at

www.impsciaotearoa.org.nz/freeia-readiness-tool.



NEXT STEPS

Now that all have completed the self-assessment the respondents should be invited to come together to discuss the results. This workshop can be either face to face or virtual. If possible, this workshop should be facilitated by a person skilled at facilitation, and has an understanding on equity and equitable implementation. Guidance on how to conduct this workshop can be found here [\[CLICK to download workshop facilitators guide\]](#).



THANK YOU

www.impsciaotearoa.org.nz

APPENDICES

1

Top Strengths and Areas for Development

2

Reasons for 'Don't Know' Responses

Top Strengths and Areas for Development

Top Six Strengths		Six areas with the lowest rating	
Area	Score	Area	Score
Service User Engagement	3.0/3	Outcomes	0.8/3
Staff Capacities	2.5/3	Knowledge	1.0/3
Partnership	2.5/3	Flexibility	1.1/3
Alignment	2.3/3	Relative Advantage	1.5/3
Skills & Knowledge	2.3/3	Evidence	1.5/3
Metrics Developed	2.3/3	Priority	1.5/3

Service User Engagement: This intervention fits with how I usually do things around here

Staff Capacities: This intervention seems better (or is likely to be better) than what I am currently doing

Partnership: This intervention can be adapted to my local context

Alignment: I can see how this intervention will lead to improved equity outcomes

Skills & Knowledge: We have sufficient skills and knowledge to implement the intervention

Metrics Developed: We have someone in the leadership role, or a well-connected person, who supports and will advance the intervention

Outcomes: This intervention fits with how I usually do things around here

Knowledge: This intervention seems better (or is likely to be better) than what I am currently doing

Flexibility: This intervention can be adapted to my local context

Relative Advantage: I can see how this intervention will lead to improved equity outcomes

Evidence: We have someone in the leadership role, or a well-connected person, who supports and will advance the intervention

Priority: We have the necessary supports, processes, and resources to enable this intervention

Reasons for 'don't know' responses

The table below provides the reasons given to questions where the response was 'don't know'. If the cell is blank then all respondents were able to provide a rating for that question.

INDIVIDUAL READINESS	
This intervention fits with how I usually do things around here	
Reasons for 'don't know'	
This intervention seems better (or is likely to be better) than what I am currently doing	
Reasons for 'don't know'	
The evidence for how this intervention will improve equity is clear	
Reasons for 'don't know'	
This intervention can be adapted to my local context	
Reasons for 'don't know'	
I can see how this intervention will lead to improved equity outcomes	
Reasons for 'don't know'	Testing - Team member Test - Team member Test - Team member
Getting this intervention working is a priority amongst the other things I need to do	

INTERVENTION-SPECIFIC READINESS	
We have sufficient skills and knowledge to implement the intervention	
Reasons for 'don't know'	
We have someone in the leadership role, or a well-connected person, who supports and will advance the intervention	
Reasons for 'don't know'	
We have the necessary supports, processes, and resources to enable this intervention	
Reasons for 'don't know'	Test - Team member
There are mechanisms for service users, communities and those most impacted (people at highest risk and/or with lived experience) to be meaningfully involved in implementation	
Reasons for 'don't know'	Test - Team member
Services are designed to meet the needs and preferences identified by those impacted by inequalities	
Reasons for 'don't know'	
The relationships within this organisation support the intervention	
Reasons for 'don't know'	
The implementation pathway considers the context where the intervention will be delivered, including any adaptations to address equity barriers (e.g. access).	
Reasons for 'don't know'	
The implementation pathway establishes the relevant monitoring and evaluation metrics.	
Reasons for 'don't know'	

ORGANISATION READINESS - PEOPLE	
We have enough of the right people to get things done	
Reasons for 'don't know'	Test - Team member
Our workforce reflects the population served, in particular the communities that experience the greatest inequities	
Reasons for 'don't know'	

Staff are knowledgeable about inequities and their causes, and have a shared language of understanding	
Reasons for 'don't know'	Testing - Team member
We have Māori in leadership roles in our organisation	
Reasons for 'don't know'	
We have people from the population served who have leadership roles in our organisation	
Reasons for 'don't know'	Testing - Team member Test - Team member Test - Team member Test - Team member
Equity is a part of the norms and values in how we do things here	
Reasons for 'don't know'	
There is an openness to do things differently to address inequities	
Reasons for 'don't know'	

ORGANISATION READINESS - SYSTEMS AND PROCESSES

Language and communication needs and health literacy demands are explicitly considered in collateral resources (e.g. brochures, letters, videos, graphics, maps).	
Reasons for 'don't know'	Test - Team member
Language and communication needs and health literacy demands are explicitly considered in interactions between service users and staff (in any role).	
Reasons for 'don't know'	Test - Team member
There are clear and visible partnerships between the service/organisation and communities that experience inequities	
Reasons for 'don't know'	test - Team member
There is training or specific programmes available to ensure foundational knowledge, awareness and tools to act on inequalities, e.g. Te Tiriti o Waitangi, decolonisation, anti-racism, cultural safety	
Reasons for 'don't know'	
There are systems to measure and monitor data (access, quality, outcomes) by relevant equity parameters, e.g. ethnicity	
Reasons for 'don't know'	
We use local data to identify and prioritise areas of focus to address inequities	
Reasons for 'don't know'	
We have the ability to robustly plan, implement, and evaluate changes in areas that effect equity	
Reasons for 'don't know'	
There is the ability to acquire and allocate resources, including time, money, effort, and technology for equity-focused work	
Reasons for 'don't know'	Testing - Team member