



Creating Radical and New Knowledge to Improve Native Hawaiian Wellbeing

2018 Year in Review



The Liliu‘okalani Trust (LT), Office of Hawaiian Affairs (OHA), Kamehameha Schools (KS), Consuelo Foundation, and Chaminade University offer a review of Kūkulu Kumuhana activities in 2018.

In 2018, Kūkulu Kumuhana activities were focused on deepening our collective understanding of the wellbeing dimensions first identified in 2017: 1) **Ea**—self-determination, 2) **‘Āina Momona**—healthy and productive land and people, 3) **Pilina**—mutually sustaining relationships, 4) **Waiwai**—ancestral abundance and collective wealth, 5) **‘Ōiwi**—cultural identity and native intelligence, and 6) **Ke Akua Mana**—spirituality and the sacredness of mana. The following sections share highlights from the multiple hosted community conversations where the wellbeing dimensions were disseminated and where participants vetted them and contributed potential indicators and measures.

Bishop Museum, July 27, 2018

The Bishop Museum Kūkulu Kumuhana gathering was an opportunity to re-engage the initial gathering’s participants, invite others to join the conversation, review the wellbeing dimensions, and move toward identifying indicators, measures, and possible research questions for each. The conversations reaffirmed the interrelationship between the dimensions. Similar to the initial gathering, the indicators, measures, and questions developed throughout the day reflected the importance of Native Hawaiian identity, a holistic perspective, multidimensionality, and social justice.

In general, indicators were rooted in a strengths-based perspective toward building strong foundations at the individual, ‘ohana, community, organization, and policy levels. Participants were able to clearly articulate indicators at each of these levels that, together, represent the context of well-being. Examples include: increased connection to Native Hawaiian culture, language, genealogy; increased production of locally-grown foods; increased number of Native Hawaiian owned businesses; increase in Native Hawaiians holding leadership roles, and an increase in policies that support collective control of natural resources.

Participants were reminded not to think about whether a measure exists, but to think about the possibilities. Thus measures included more accessible types of data such as the number of parcels/farms producing food and number of Native Hawaiian owned businesses as well as data that are not currently collected, such as the number of home gardens in a community and number of 'āina-based businesses.

During the afternoon, participants were asked to develop research questions. The questions generated included both areas to explore and specific research questions. The following examples reflect the type of strengths-based questions posed by the group: *How do we measure healthy families and communities? How do we measure family engagement? How do we assess cultural connection as the foundation for healing and growth? How do we strengthen our families and communities?*

Key Learnings:

- Participants clearly valued the opportunity to discuss Native Hawaiian wellbeing and to be part of the conversation to shape research on the dimensions.
- There were some lessons learned that were used to inform the planning for subsequent gatherings.
 - First, the Indicator Matrix Worksheet continues to be helpful in documenting peoples' thoughts about the dimensions.
 - Second, the Kūkulu Kumuhana Native Hawaiian Wellbeing Research & Strategy Development Worksheet needs more time to walk through than can be provided in a large-group setting. It would probably be best used with small groups whose members are drawn from the same organization.
 - Finally, to demonstrate respect for kūpuna at the tables during the break-out sessions, some mākuā and youth who may have had differing opinions did not share their perspectives. This suggests that there is a need to provide space for all to provide their mana'o in future gatherings.





Native Control of Native Research

On August 8, 2018, Kūkulu Kumuhana convened at the University of Hawai‘i West O‘ahu campus. The Native Hawaiian Education Council invited our group to engage participants in a discussion on Native Hawaiian Wellbeing at the Native Control of Native Research (NCNR): Building the Case for a Community Based Research Agenda, Research for the Benefit of Families and Communities, Toward Abundant Communities. The NCNR agenda included round table discussions on Social Emotional Learning (SEL), Community-Based Institutional Review Board (IRB), and Kūkulu Kumuhana’s Wellbeing framework. OHA, LT, and KS facilitated the Kūkulu Kumuhana discussion.

Since we had recently convened at the Bishop Museum (see above), we decided to continue with the goal of identifying indicators and measures in each dimension of the Kūkulu Kumuhana Wellbeing framework. The morning and afternoon activities included introducing the framework, sharing images to promote thinking about wellbeing, and engaging participants to complete the Indicator Matrix Worksheet in small groups of three or four. Then, we discussed each group’s indicators and reported out a few high-level examples of our collective work to the entire gathering. Twenty participants joined our round table discussion and we collected 14 Indicator Worksheets.

Key Learnings:

- Organizations recognize the importance of understanding wellbeing through a Native Hawaiian lens.
- Organizations are inviting us to present on and engage others in the growing body of work.
- In Native research, wellbeing is implicit.
 - o We can help make the concept of wellbeing more visible and accessible by further defining dimensions and measures.
 - o Venues such as the NCNR are excellent opportunities for community members to talk about wellbeing, a Community-Based IRB, and Social-Emotional Learning in the same space.

Department of Native Hawaiian Health-JABSOM, ‘Ike A‘o Series

On September 14, 2018, we were invited to present on the emerging work of Kūkulu Kumuhana to the faculty and staff of the Native Hawaiian Health Department at the John A. Burns School of Medicine. We were part of a series that started with a symposium on colonial history and cultural trauma. The Kūkulu Kumuhana symposium closed the series by focusing on positive cultural solutions that focused on strengths rather than disease/deficits.

By the time of the symposium, we had completed a preliminary analysis of the data from the Bishop Museum and Native Control of Native Research convenings. We provided a sneak peak of a few indicators related to health. Our presentation primarily focused on the 2017 and 2018



efforts to lift up dimensions of a collective Native Hawaiian wellbeing framework and to begin to identify indicators and measures of each dimension.

Key Learnings:

- The framework seemed to resonate with medical faculty and staff by assisting in the framing of Native Hawaiian wellbeing. Faculty and staff shared that Kūkulu Kumuhana can help medical students deepen their thinking about decolonizing their practice and aligning their work with community strengths and needs.
- It may be helpful to use a timeline approach to talk about policy and data. For example, use a person with a need as a means to map out data needed to understand wellbeing and identify data and service gaps: for example, a person experiencing community reintegration from prison from release to their wellbeing endpoint. What are the policy implications? Where are key transition points? Are supports available and accessible at the key transition points?

Moving forward, we need to build out a more robust Kūkulu Kumuhana powerpoint presentation. Additionally, engage participants in future session to further understand the indicator of choice and how to break it down further to identify sub-indicators across the ecosystem (e.g., choice as nested within ‘ohana, communities, organizations, and the lāhui).

Native Control of Native Research-Hana Hou

On September 26, 2018, Kūkulu Kumuhana convened at the Kamehameha School Kapālama campus at the Ka’iwakiloumoku Hawaiian Cultural Center to continue the discussions held earlier in the year along with two groups to discuss Community-based Institutional Review Board and Social-Emotional Learning.

The Kūkulu Kumuhana group was facilitated by OHA, LT, and KS and included community representatives from Papa Ola Lōkahi, Kamehameha Kapālama Middle School, Boys and Girls Club, and Chaminade University of Honolulu. The morning discussion explored the indicators compiled through the stakeholder session held in July 2018 at the Bishop Museum.

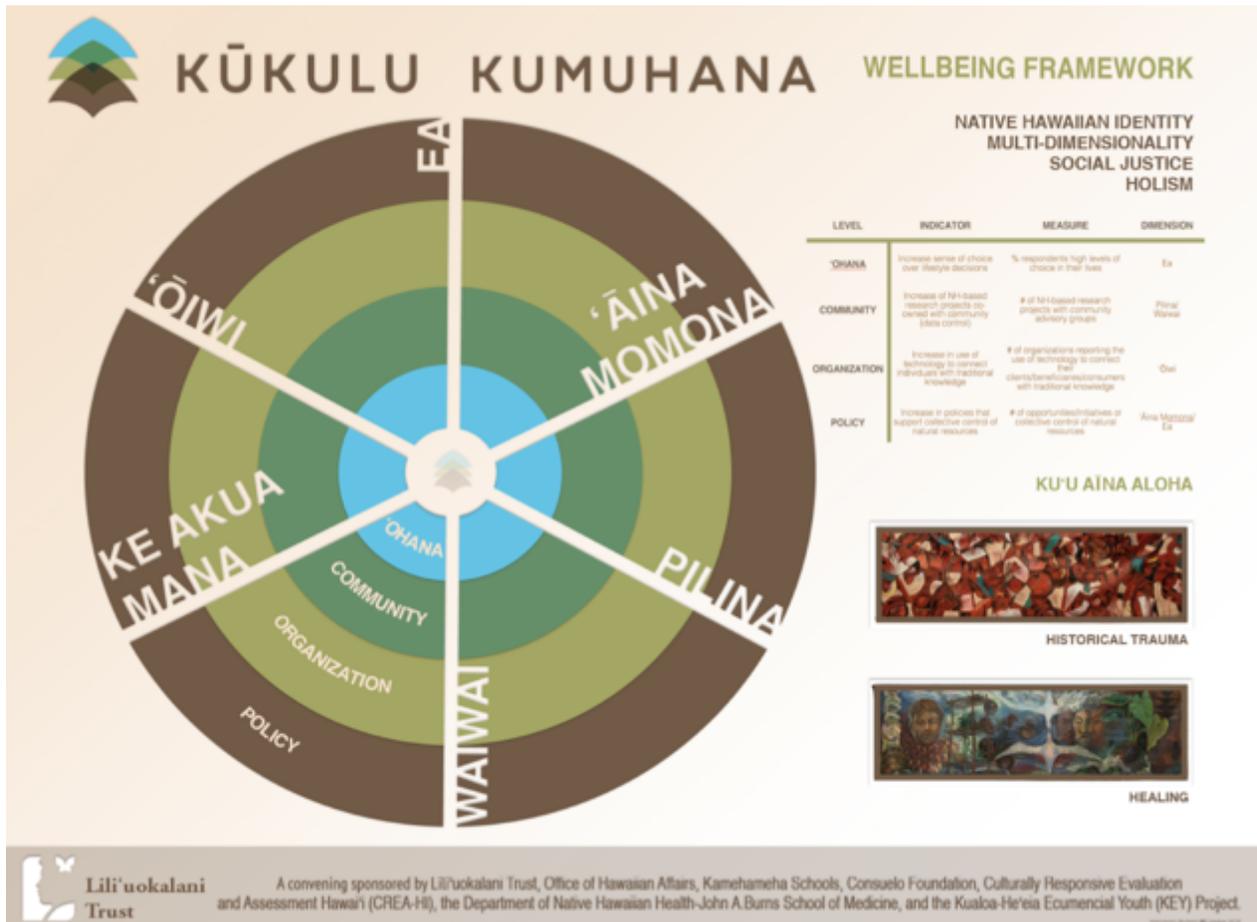
The working group explored the indicator focused on increased sense of choice over lifestyle decisions. This was discussed at length in a open brain-storming session followed by an exercise using an “upstream/downstream” model to identify interdependencies among factors. At the end of the convening, all participants were invited to provide their mana’o and any wonderings about the six dimensions of Kūkulu Kumuhana in a Table Walk activity (see images on the next page).

- American Evaluation Association Annual Conference (November 3, 2018). *The Role of Evaluators in Giving Voice to Marginalized Communities and Peoples*. Roundtable presentation. Cleveland, OH.

Looking Forward

In 2019, we plan to share back the data and information we gathered with our 2017 and 2018 participants and others in two half-day convenings in the Spring and early Summer. At these convenings we want to discuss the content of the work and how participants and their organizations connect to it, and then to network and explore how to organize to create a sustainable network to promote Native Hawaiian Wellbeing. If you have any questions, please email Palama Lee at plee@onipaa.org





National Association of Social Workers Annual Conference (October 5, 2018). *Kūkulu Kumuhana: Creating Radical and New Knowledge to advance Native Hawaiian Wellbeing*. Poster presentation. Honolulu, HI.