

# MEASUREMENT, EVALUATION, AND LEARNING (MEL) FRAMEWORK

Prepared for Hands Up Mallee

10 March 2022



Clear Horizon

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## Acronyms

ARACY	The Australian Research Alliance for Children and Youth
HUM	Hands Up Mallee
MEL	Measurement, Evaluation, and Learning

## Acknowledgement

Hands Up Mallee acknowledges the land of the Latji Latji people and recognises the strength, resilience, knowledge, skills, and lived experience of all Aboriginal peoples on this land. We pay respect for the ongoing spiritual and cultural connections to the land and to Country held by the Traditional Owners and Custodians. We pay respect to the past and present Elders of the community.

### Acknowledgement of contributors

The MEL Framework is the culmination of a shared process undertaken by HUM collaborating partners across mid to late 2021. Key elements of the framework such as the Journey of Change, shared measures, key inquiry framework, data collection, and reflection rhythms were co-designed. Many individuals and organisations have contributed in different ways to the MEL plan.

Special thanks to:

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The HUM Executive were invited to participate, however due to a serious outbreak of COVID, they were required to coordinate the local emergency response.

The co-design process of the MEL Framework was facilitated by Clear Horizon, led by Dr Ellise Barkley with the support of Elliott Tester, Froukje Jongsma, Rini Mowson, and the technical input of Dr Jess Dart. Clear Horizon commends the commitment and participation of the HUM partners in producing this guide for bringing measurement, evaluation, and learning to life in their shared work towards better outcomes for the local community.

## How to use this document

This document contains two parts.

### **PART 1**

**Part 1** summarises the Hands Up Mallee Measurement, Evaluation, Learning (MEL) Framework. It includes a short overview of the framework and its essential parts. It is written for general audiences and can be simplified and adapted to suit.

### **PART 2**

**Part 2** is the complete MEL Framework. It gives high-level guidance on all parts of the framework for the Backbone Team, HUM Measurement Evaluation and Learning Team and core partners to help in the implementation of short and long evaluation cycles.

If you want the short and simple version, jump into Part 1.

Part 1 is a stand-alone summary that can be used for general audiences (separate to complete Framework).

## PART 1 – SUMMARY OF THE MEASUREMENT, EVALUATION, AND LEARNING (MEL) FRAMEWORK

Hands Up Mallee (HUM) is a place-based social impact initiative that brings local leaders and community together to address social issues and improve health and wellbeing outcomes for children, young people, and their families. HUM is based on the land of the Latji Latji people in the Local Government Area of Mildura in the far northwest of Victoria and was established in 2015. HUM works in partnership with the community, local service providers, agencies and three levels of government and takes a place-based approach to solutions for local issues to ensure action taken is the right action for our unique community. It is currently the Victorian trial site for the Department of Social Services *Stronger Places, Stronger People*.

HUM is committed to continuous learning and improvement to achieve social outcomes. Partners and stakeholders worked together in 2021 to co-develop an overarching framework for Measurement, Evaluation, and Learning (MEL) for 2022-2037. The framework will support learning and improvement and aims to build evidence about what HUM is achieving and how partners are working together.

The key components of the MEL Framework include:

- A **'journey of change' model** that shows how HUM works towards change.
- A **set of key questions** we want to answer through our MEL activities to help inform our decisions and where we put our energy.
- Some targeted **measurement points** to track progress and changes for children, families, communities, and systems.
- A plan for **data collection, analysis, and progress mapping**.
- **Short and long cycles of reflection and learning** for partners.
- A **toolkit** to support data and story collection and implementing MEL activities.

The framework ties together **six important elements**:

- Collaboration
- Tracking Impact
- Community voice
- Data storytelling
- Data sovereignty
- Continuous and shared learning.

For MEL to work well, it will need the contribution of all HUM partners. Partnering organisations and the community are encouraged to work together to share data, stories, and insights to help create a rich picture of the change happening in our community.



## Journey of Change

HUM's Journey of Change shows the changes we are working towards and defines what success looks like (see Figure 1). From bottom to top, it steps out four key levels of change as summarised to right.

We want children, young people, families, and community members to thrive in six areas of well-being used in the Australian Research Alliance for Children and Youth (ARACY) Nest framework:

- Valued, loved, and safe
- Material basics
- Healthy
- Learning
- Participating
- Positive sense of identity and culture.

## HUM Story of Change Summary

HUM serves the local government area of Mildura which is home to many Indigenous people. Mildura is also a primary settlement area for refugees and is home to a growing diversity of cultures. The Murray River is important to its communities, horticulture, and businesses. This part of outer regional Victoria is resilient and resourceful. Nevertheless, the region also experiences high levels of socio-economic disadvantage.

HUM's community aspiration is '**A connected community, where families matter, and children thrive**'. We know children and young people thrive when they are valued, loved, and safe, they have access to the material basics they need, are healthy, and have opportunities to learn. Further, for children and young people to thrive, they participate in community life, have a say in decisions that affect them, and have a positive sense of identity and culture.

Experts recognise that no single program, organisation, or government department can solve complex social issues alone. HUM brings together community, services, and government on a Journey of Change to learn about local issues, to find ways to address them together, and to ensure actions taken are the right actions for our unique community. HUM is now funded to help to bring all these elements together to find ways to change the system that is holding the problems that are impacting our community in place.

We will know the system is changing when we see that the voice of community is driving changes in practices and policy, when Aboriginal people are at all decision-making tables, and partnerships between community, services and government are changing ways of working and outcomes for children, young people, and families. Ultimately, we will see changes in outcomes across the whole community and notice that other communities, government, and service providers from across Australia are wanting to learn from this community.

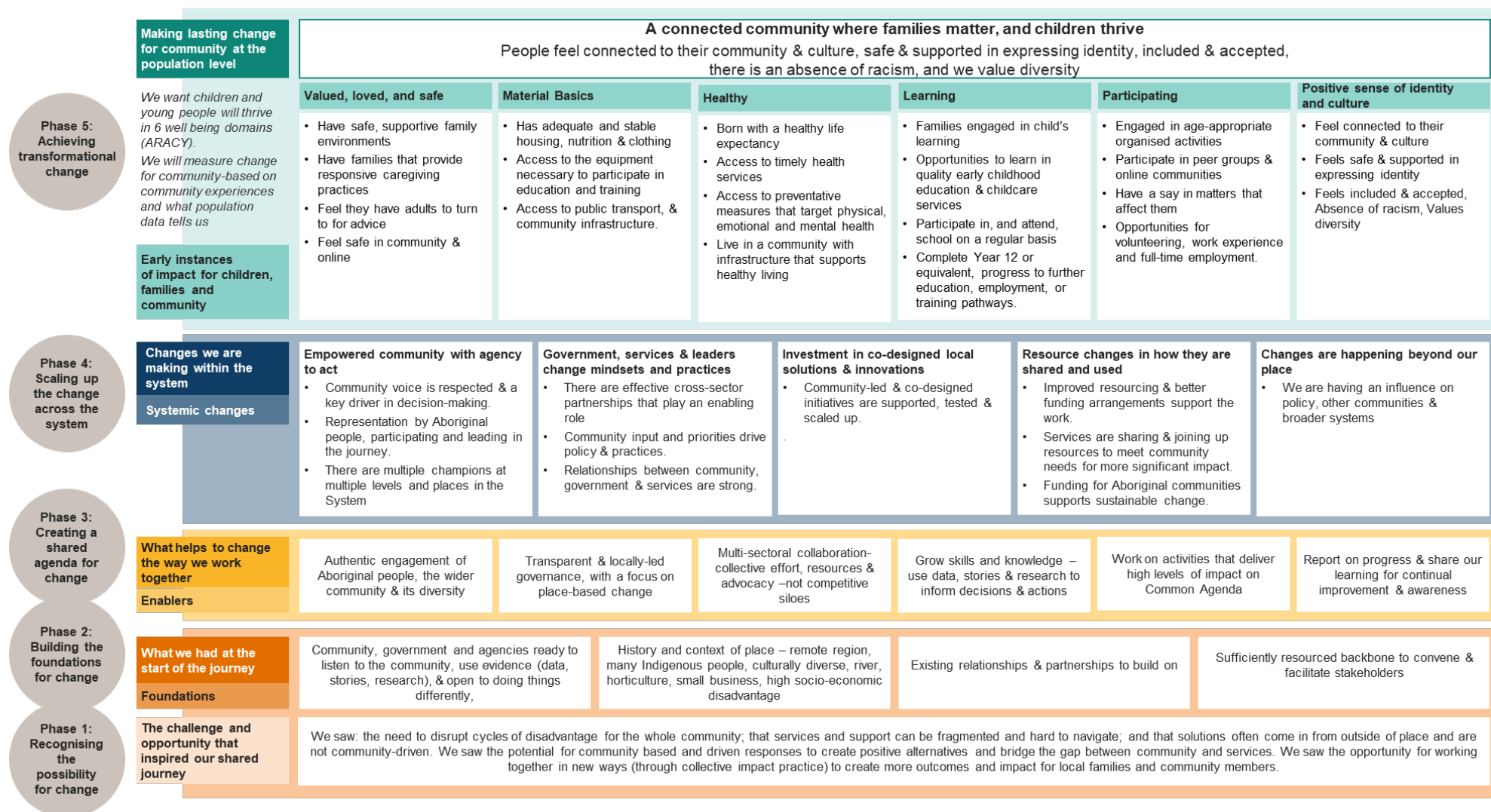
We believe that these changes will be achieved by strengthening the conditions that support our collective impact practice for transformative change. This includes: authentic and inclusive engagement with community and stakeholders; transparent and locally-led governance; working together on a shared agenda across sectors and systems; and using data and community voice for decisions and learning.

Figure 1: Journey of Change





Figure 2: Hands Up Mallee Journey of Change for MEL Framework<sup>1</sup>



<sup>1</sup> HUM plans to produce a visualised community-facing Journey of Change in 2022 – and this can be included here at a later date. The above model has the detail useful to MEL and will be useful 'backstage'.



## Our key evaluation and learning questions

HUM aims to use five key questions to guide its MEL activities and answer whether the collaboration is progressing towards achieving its intended outcomes. These include questions about HUM's results at three levels:

- Impact
- Systems and services
- Activity, reach, and engagement

Plus, questions about HUM's processes and ways of working and whether HUM's learning has improved.

To support the data collection and analysis, each key question is broken down into several sub-questions. See the detailed framework for details.



### IMPACT

1. To what extent is HUM contributing to outcomes for community and broader impact?



### SYSTEM & SERVICES

2. To what extent is HUM contributing to systems changes?



### IMPLEMENTATION & WAYS OF WORKING

3. How well and to what extent are we delivering our activities for purpose?
4. How well are we working together and progressing our collective impact practice?



### LEARNING

5. What are our key learnings from the overall HUM initiative (the work, systems, collaboration and partnership, governance and structure)?

## The data and stories we will collect

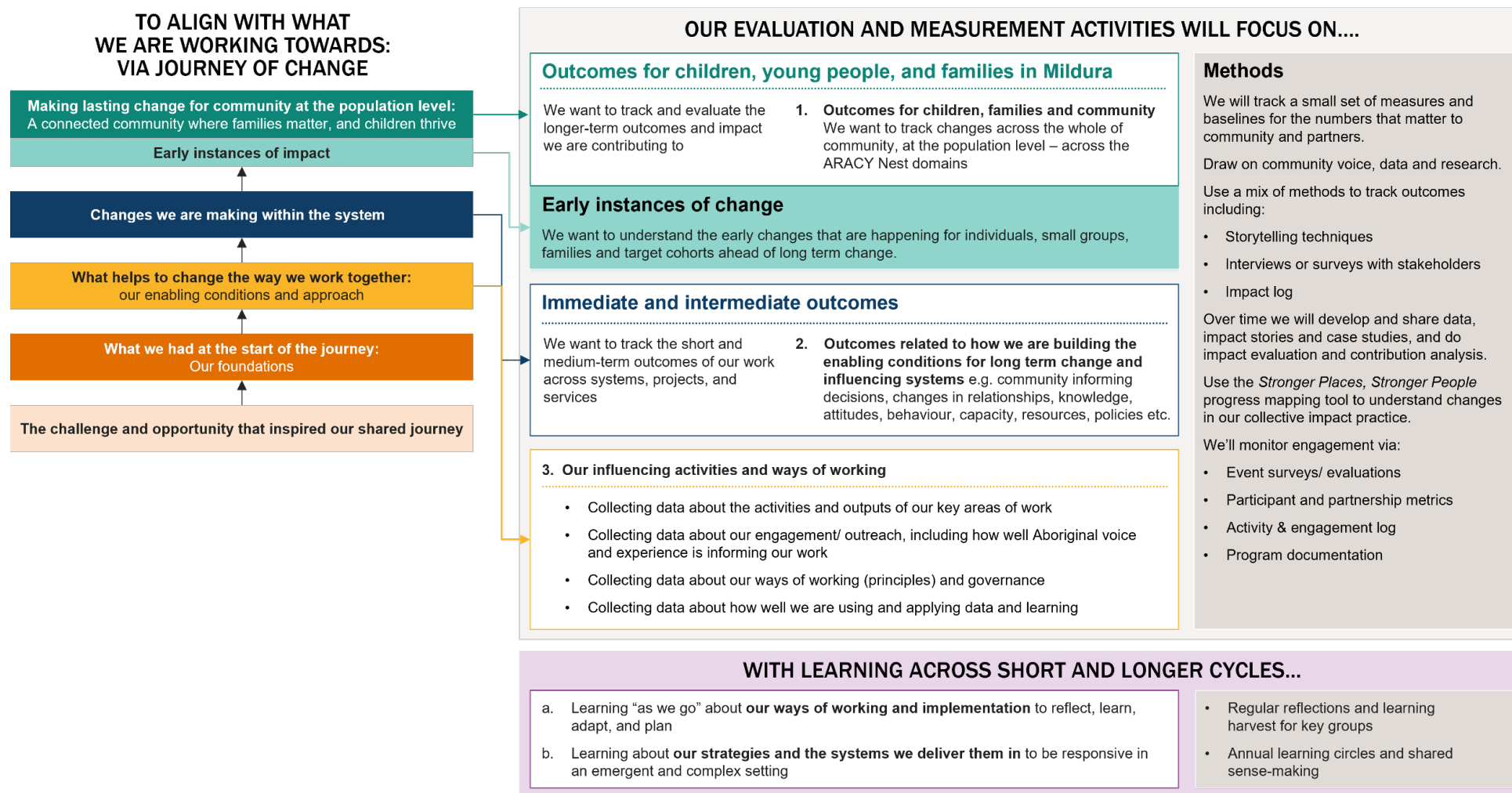
To answer these key questions, HUM will collect data and stories that will help understand and demonstrate change across all the levels of the Journey of Change.

Data collection will need to be done every year so that HUM can bring evidence to the table for reporting and reflection. It will also mean over 15 years; a robust evidence base will be generated about HUM's impact, effectiveness, and learnings.

- HUM have identified a **small set of measures** that it will track over time. The Backbone Team will track and report the measures at least once a year. These measures align with *Stronger Places*, *Stronger People* population-level indicators of interest. HUM working groups, governance, and specific initiatives may decide on a small set of relevant measures for their focus areas and review them as part of their learning cycles to inform decisions.
- HUM partners, including the Backbone Team, will also track change using a **mix of methods to collect community voice, stories, and local data**. HUM will also collect data about activities, engagement, and learnings.
- **Learnings** will be collected routinely, as part of the way of working, to give insight into what is working, what is not, and why. The Backbone Team can lead and support the collective to bring evidence together and invite partners to be involved in shared sense-making and mapping progress. HUM will also use tools to help understand and demonstrate HUM's contribution to changes.

HUM's key evaluation and learning activities across the year are summarised in Figure 3. Implementation of data collection and learning can be done in stages as needed (i.e., start small and grow MEL).

Figure 3: Summary of measurement, evaluation and learning activities aligned with the Journey of Change



## What will our learning and evaluation activities produce?

There is a range of ‘products’ that HUM will create, including:

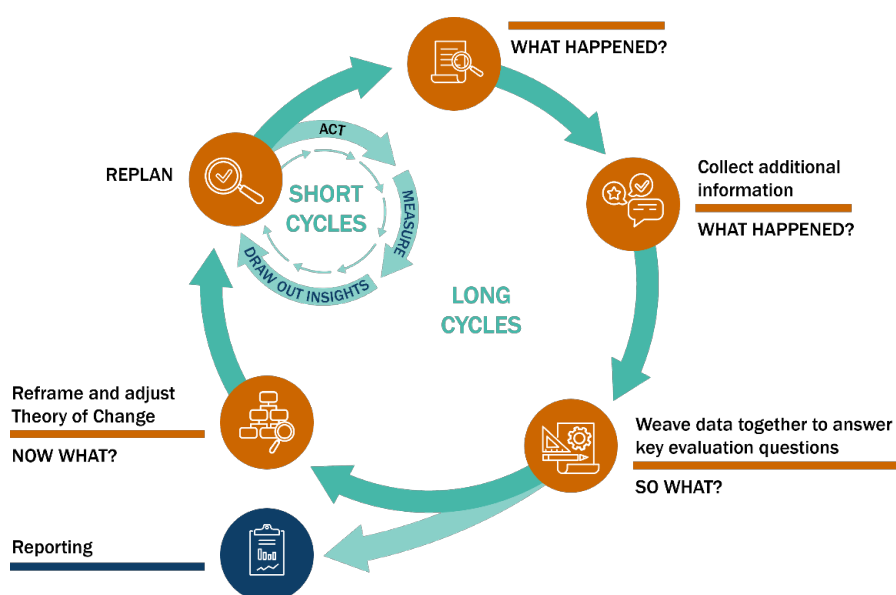
- Regular updates for key groups and partners throughout the year.
- Good news stories, impact stories and case studies for sharing and reporting to key audiences.
- An annual progress and outcome reports via Stronger Places, Stronger People.
- Point in time and project level evaluations in line with the approach of the MEL Framework.

## Sharing and using the findings for learning and evaluation

One of the most critical aspects of the Framework is to set up processes that encourage partners to use and share data, stories and insights being collected. Using the evidence will improve and amplify HUM impact and keep accountable to the community. HUM takes an action learning approach, where it is safe to learn and share.

Learning will happen across shorter cycles (i.e., quarterly) and longer cycles (across a year or more). The approach encourages HUM partners to review and reflect on evidence (**‘what happened?’**) and to interpret and evaluate what the results mean (**‘so what?’**) to inform action (**what next?**). See Figure 4.

**Figure 4: Long and short learning and evaluation cycles**



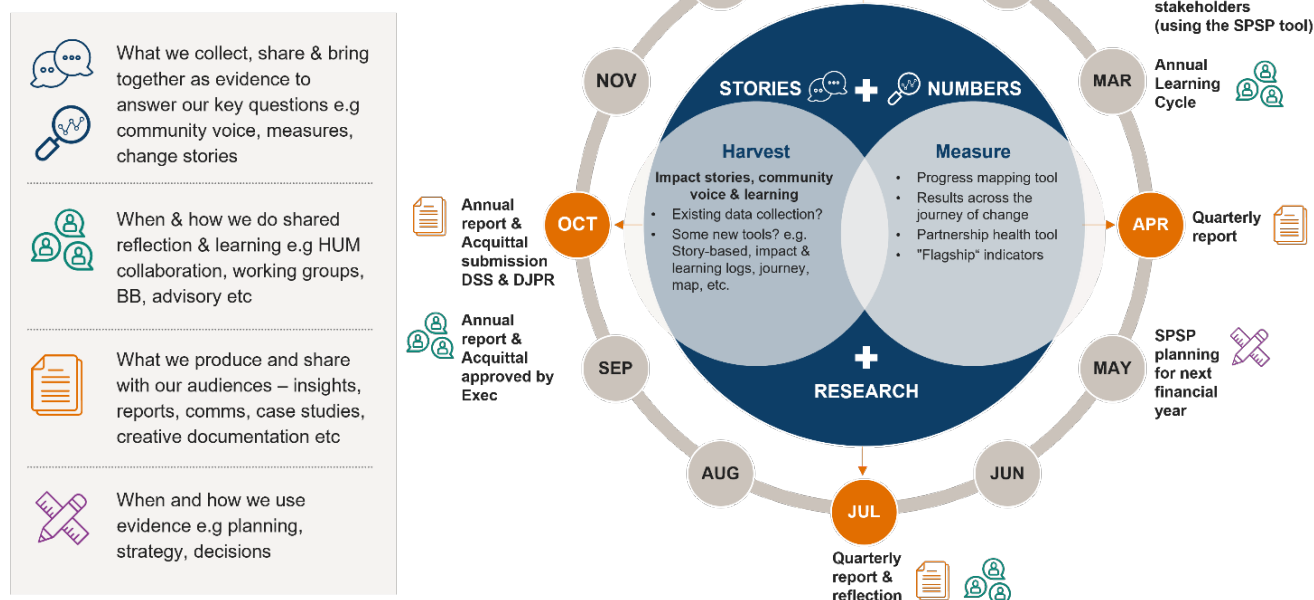
The Framework is intended to support the evaluation and learning of the MEL Team, Governance, Backbone Team, Mallee Community Voices, Action Teams, and partners. For the key groups, the reflection will be built into regular meetings. For the broader collaboration, HUM partners come together once a year for progress mapping and reflection. Other learning and capability events will be run as needed. Figure 5 summarises what evaluation and learning look like across a typical calendar year.

Learning is built into the existing meeting for key groups, including governance and will happen around projects within HUM. The annual “all in” gatherings will be designed to be inclusive and culturally safe and encourage shared sense-making of data and reflection for action and planning. HUM will take a staged/tiered approach to collective learning as value and momentum are established.

## Annual cycle

Figure 5: MEL rhythm and flow across the year

# MEL RHYTHM & FLOW



## Roles and responsibilities

The Backbone Team will lead the implementation of the HUM MEL Framework. However, the MEL Team, Governance Group, Mallee Community Voices, and partners all have vital roles. To benefit from sharing data and insights, HUM partners and the community will need to contribute. Other considerations for implementation include:

- **Resourcing and capacity building** - To implement, HUM will need to invest in resourcing and potentially some capability building with the Backbone Team, key groups, and partners.
- **Time considerations** - It takes time to do measurement, evaluation, and learning well, in an embedded way – HUM can start small and build up to implementing all aspects of the framework as a staged approach.
- **Ethics and community control** - It is critical that evaluation and learning are done ethically and appropriately and, where possible, support community control and ownership of data (including Indigenous Data Sovereignty).
- **'Nested' MEL plans** – may be needed for key initiatives or focus areas to give more detail and guidance on what is required for them. And MEL activities each year will need a 'light touch' plan.
- **Point in time evaluations** - Beyond the routine cycles of learning outlined each year, HUM may want to conduct or commission point in time evaluations for the whole initiatives or projects. These offer the chance to do a 'deep dive' to answer the key evaluation questions more in-depth.

Want to know more? <https://www.handsupmallee.com/about-hum>

This summary has been produced by HUM with the support of Clear Horizon.

## PART 2 – THE FULL MEL FRAMEWORK

### Introduction to the MEL Framework

This document outlines the Measurement, Evaluation and Learning (MEL) Framework for Hands Up Mallee (HUM). It is an over-arching MEL framework that brings together the MEL needs and activities across the HUM collaboration and builds on the extensive efforts already happening in place. It is designed to provide HUM with long term guidance – from 2022 to 2037 – and is not a detailed work plan for MEL implementation. The framework has been co-designed by HUM partners.

#### Introduction

Hands Up Mallee (HUM) is a place-based Social Impact initiative, based in the local government area of Mildura in the far northwest of Victoria. It was established in 2015 to bring local leaders and community together to address social issues and improve health and wellbeing outcomes for children, young people, and their families. Hands Up Mallee works in partnership with the community, local service providers, agencies and three levels of government. It takes a place-based approach to solutions for local issues to ensure action taken is the right action for our unique community. It is currently the Victorian trial site for the Department of Social Services *Stronger Places, Stronger People*. HUM is committed to continuous learning and improvement to improve social outcomes.

Partners and stakeholders worked together in 2021 to co-develop an 'overarching Measurement, Evaluation, and Learning (MEL) Framework to cover 2022-2037. The framework will support learning and improvement and aims to build evidence about what HUM is achieving and how partners are working together.

The development of this framework is part of the larger effort to collect and utilise rigorous evidence to support broader learning, improvements and demonstrate the effectiveness of collective impact practice. This framework will need to be supported by detailed MEL plans for specific projects and focus areas ("nested" parts of HUM's work).

Our approach has been designed to align with the measurement and reporting framework of *Stronger Places, Stronger People* and the minimum specifications of the [Place-based Evaluation Framework](#).

#### What is in the MEL Framework?

The framework has the following components:

- Framing and foundations that defines the purpose, scope, audiences, and MEL principles.
- A Journey of Change model that shows visually how HUM are working to create impact.
- A set of key questions to drive evaluation and learning – these are the questions we want to answer.
- A small set of measurement indicators for tracking progress and outcomes for the community and across the system.
- A plan for data collection, analysis, and progress mapping.
- A process for short and long cycles of reflection and learning for partners.
- A high-level implementation guide for data collection, analysis, and outputs.
- A tailored mixed-methods starter toolkit that can be built up over time.

## Purpose and scope

For HUM partners, the purpose of MEL includes:

Strategic learning for improvements	To provide timely information and data for strategic learning to inform HUM decision-making.
Accountability and reporting	To keep HUM transparent and accountable to their local community, partners, governance group, and funders.
Movement building	To use the MEL findings to help maintain momentum, strengthen community connection, commitment, and engagement, and build a movement for change.
Building an evidence-based initiative (knowledge building)	To contribute to the growing body of knowledge about collective impact and its contribution to systems and population-level changes by demonstrating how HUM outcomes have been achieved at different levels using the collective impact approach. This includes information on the links between HUM activities and their expected and unexpected changes.

## What is in scope?

The MEL Framework covers the following scope and inclusions.

The MEL framework will <u>cover</u> :	The MEL framework <u>will not cover</u> :
<ul style="list-style-type: none"><li>• The work, impact, and learnings of the HUM collaboration.</li><li>• The work, impact, and learnings of the HUM backbone.</li><li>• The work, impact, and learnings that were achieved after Stronger Places Stronger People (SPSP) funding started.</li><li>• Meeting the evidence needs of the community, partners, and funders.</li><li>• Short and long learning cycles over the next fifteen years.</li></ul>	<ul style="list-style-type: none"><li>• Detailed project-level MEL planning and measures. However, these will be included in HUM's nested MEL documents.</li><li>• Evaluation of the individual HUM members' contributions (organisations, government, business, community, and individuals).</li></ul>

## Audience

The audience refers to all stakeholders with an interest and use for HUM's MEL findings. The audiences for the MEL Framework include the HUM Backbone Team, HUM governance and working groups, local community members including Aboriginal leaders and community members, Mallee Community Voices, service partners, community partners, three levels of government, including *Stronger Places*, *Stronger People* funders the Department of Social Services and the Department of Jobs, Precincts and Regions, and philanthropy partners. These audiences will continue to grow and change over time.



More broadly, the findings may be of interest to other Federal and State government departments, other collective impact initiatives, researchers, service providers beyond our community and prospective partners. See Annex 1 for details of audiences and needs.

## Key definitions

There are a few key terms used in the framework to know:

**Measurement** involves the ongoing collection and tracking of routine data.

**Evaluation** involves posing and answering key inquiry questions using evidence. Evaluation can be defined as:

...the systematic collection of information about the activities, characteristics, and outcomes of place-based approaches to make judgments about the place-based approach, improve the effectiveness and/or inform decisions about future activities.<sup>2</sup>

**Learning** refers to capturing what is being learned and using both measurement and evaluation data to answer key questions to inform strategy, practice, and delivery adaption (includes both formal and informal learning).

**Collective Impact** is one of the models used for place-based initiatives and informs the HUM approach. It is a progressive, staged approach to achieving a shared social goal not business as usual. It is widely agreed that securing long-term, sustainable change takes many years.

## MEL principles

HUM partners want MEL to be authentic, relevant, rigorous, and designed to fit available resources. Our principles for MEL are:

- Use data and evidence, both numbers and stories, for purpose/ action and to amplify our impact.
- Ensure Aboriginal communities and partners are participating and leading, and their rights for self-determination are supported.
- A culture of two-way learning for better understanding.
- Value and include the diversity of community experiences and perspectives to inform decision-making, learning, and evaluation.
- Participatory and creative approaches to build engagement, trust, and agency.
- Share data and findings in accessible, timely, and usable ways.
- Balance community and funders needs.
- Gather data and stories in ethical and respectful ways.
- A shared commitment to MEL over the long term.

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<sup>2</sup> Modified from Patton (1997: 23).

## Journey of Change

### Overview

HUM has developed a “Journey of Change” model (theory of change) that shows how change is expected to happen and what success for HUM looks like. It will be used to identify, test, and refine the causal links between HUM ways of working and the short, medium, and long-term outcomes HUM is trying to achieve and influence.



**HUM’s Journey of Change focuses on outcomes for children and youth aged 0-25 years in the Mildura Local Government Area (LGA) over a 15 year (or more period).** It identifies the enabling conditions and systemic changes HUM thinks will be needed for transformative change at the population level.

The Journey of Change will be ‘tested’ and iterated over time as we learn about how change happens. The change processes in the Journey of Change are also dynamic and will not be linear. We acknowledge that we are learning together and are committed to aligning and integrating our actions to achieve systems-level and population-level change for children and young people and families in the Mildura LGA.

The model has been developed with HUM partners through a series of stakeholder workshops and consultations during 2021.

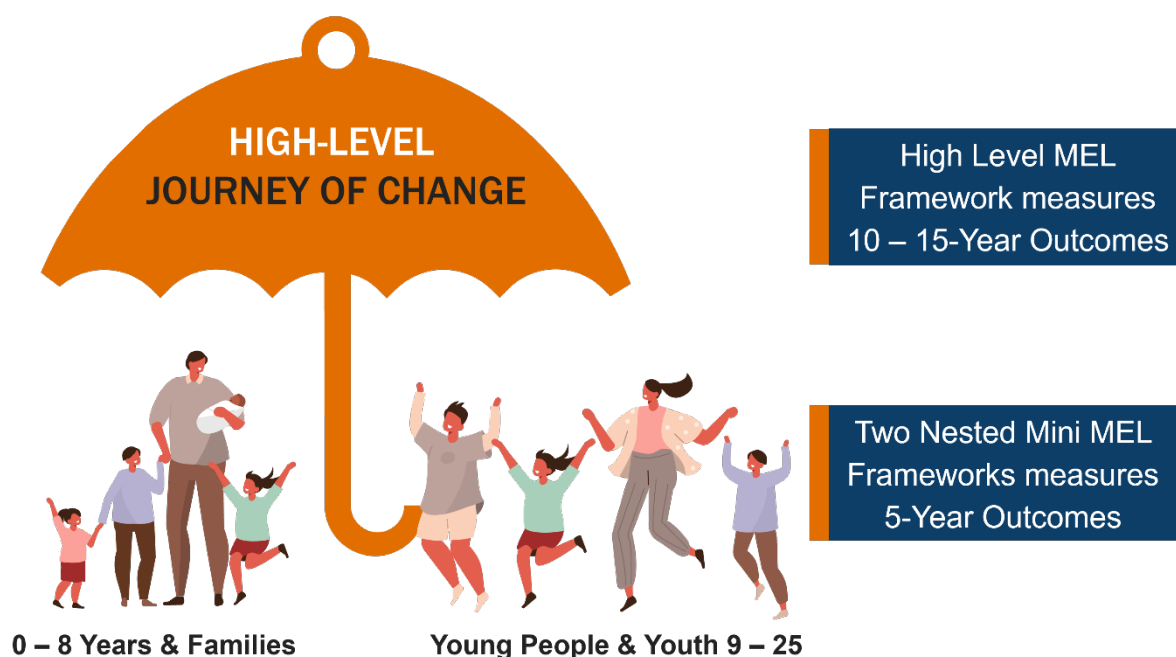
#### *It’s an “umbrella” model for the whole initiative*

The Journey of Change is high level and can be considered an “umbrella” model that sits across the whole HUM initiative. Over time HUM plans to develop a series of “nested” Journeys of Change models that sit underneath the umbrella. The nested Journey of Change are a sub-set of the umbrella model and will articulate how changes are expected to happen for specific focus areas and across shorter timeframes. These nested Journeys of Change models will align with the umbrella model where possible and provide more detail and specific change theories for key areas. See Figure 6.

HUM plans to make nested Journey of Change models and MEL plans for:

- 0 to 8-year-old children and their families.
- Young people and youth aged 9 to 25 years old and their families.

Figure 6. The overall HUM Journey of Change



HUM's Journey of Change is included in Figure 6 as a one-page visual model (Note: The Journey of Change is going to have a community version and MEL version). Below we include the narrative of the Journey of Change and a breakdown of outcomes across three levels.

### HUM Journey of Change Narrative

HUM serves part of the local government area of Mildura which is home to many Indigenous people. Mildura is also a primary settlement area for refugees and is home to a growing diversity of cultures. The Murray River is important to its communities, horticulture, and businesses. This part of outer regional Victoria is resilient and resourceful. Nevertheless, the region also experiences high levels of socio-economic disadvantage.

HUM's community aspiration is '**A connected community, where families matter, and children thrive**'. We know children and young people thrive when they are valued, loved, and safe, they have access to the material basics they need, are healthy, and have opportunities to learn. Further, for children and young people to thrive, they participate in community life, have a say in decisions that affect them, and have a positive sense of identity and culture.

Experts recognise that no single program, organisation, or government department can solve complex social issues alone. HUM brings together community, services, and government on a Journey of Change to learn about local issues, to find ways to address them together, and to ensure actions taken are the right actions for our unique community. HUM is now funded to help to bring all these elements together to find ways to change the system that is holding the problems that are impacting our community in place.

We will know the system is changing when we see that the voice of community is driving changes in practices and policy, when Aboriginal people are at all decision-making tables, and partnerships between community, services and government are changing ways of working and outcomes for children, young people, and families. Ultimately, we will see changes in outcomes across the whole community and

notice that other communities, government, and service providers from across Australia are wanting to learn from this community.

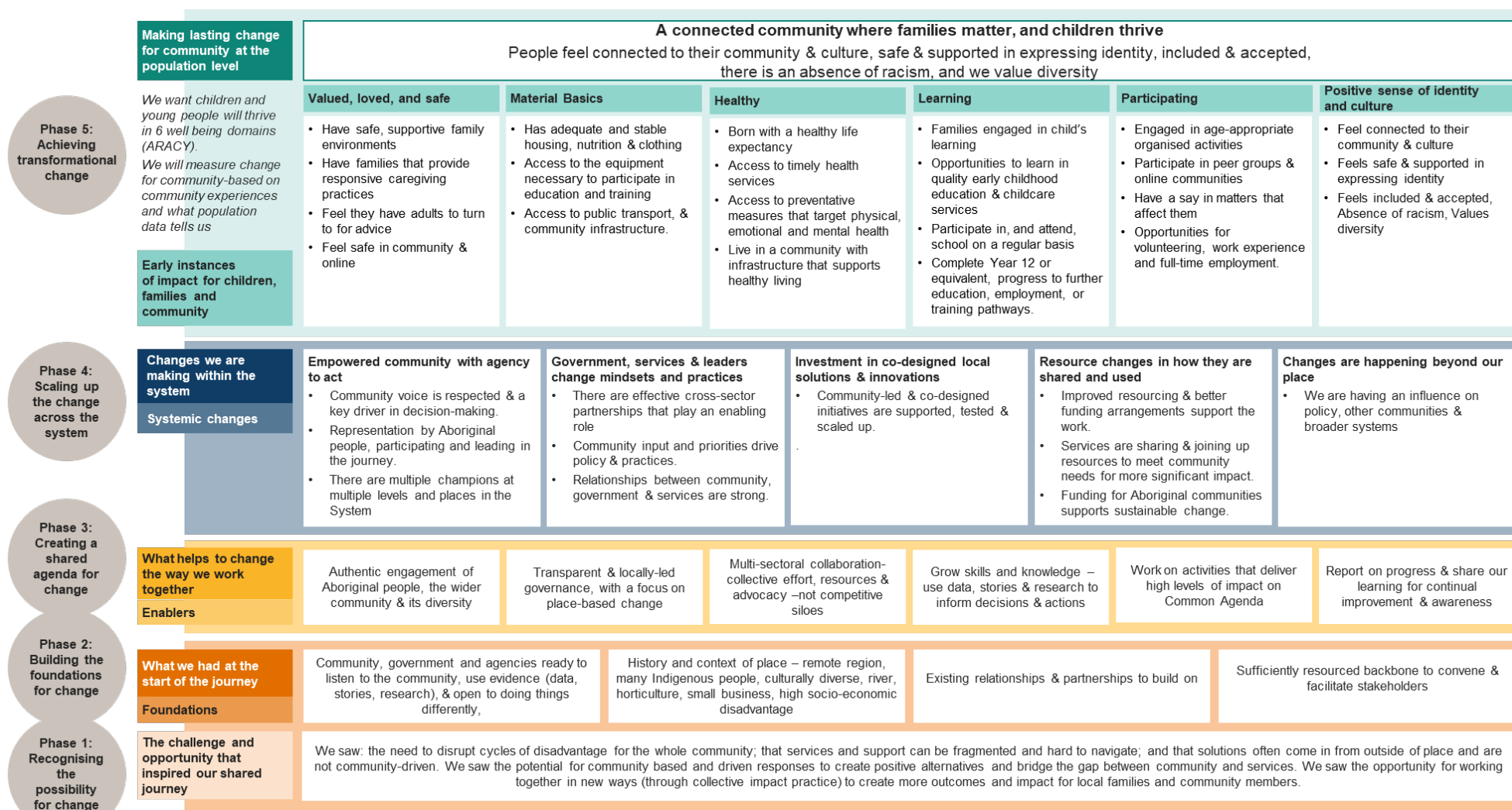
We believe that these changes will be achieved by strengthening the conditions that support our collective impact practice for transformative change. This includes: authentic and inclusive engagement with community and stakeholders; transparent and locally-led governance; working together on a shared agenda across sectors and systems; and using data and community voice for decisions and learning.



*Children's Voices Project in Partnership With Loose Parts Play*



Figure 7. HUM Journey of Change (whole of initiative)



## A breakdown of the levels in the Journey of Change

### Population level changes

The population-level changes for children are mapped against the [Australian Research Alliance for Children and Youth \(ARACY\) Nest framework](#) and its six domains<sup>3</sup>:

Domain	Outcomes - Children and Young People ...
<b>Valued, loved, and Safe</b>	<ul style="list-style-type: none"><li>• Have safe and supportive family environments</li><li>• Have families who provide responsive caregiving practices</li><li>• Are safe at home</li><li>• Feel they have adults to turn to for advice</li><li>• Feel safe in community and online</li></ul>
<b>Material Basics</b>	<ul style="list-style-type: none"><li>• Live in adequate and stable housing, and have adequate nutrition and clothing</li><li>• Have access to the equipment necessary to participate in education and training</li><li>• Have access to public transport, &amp; community infrastructure.</li></ul>
<b>Healthy</b>	<ul style="list-style-type: none"><li>• Are born with a healthy life expectancy</li><li>• Have access to timely health services</li><li>• Have access to preventative measures that target physical, emotional, and mental health</li><li>• Live in a community with infrastructure that supports healthy living.</li></ul>
<b>Learning</b>	<ul style="list-style-type: none"><li>• Have families who are engaged in their learning</li><li>• Have opportunities to learn in quality early childhood education and childcare services</li><li>• Participate in and attend school on a regular basis</li><li>• Complete Year 12 or equivalent and progress to further education, employment, and/or training pathways.</li></ul>
<b>Participating</b>	<ul style="list-style-type: none"><li>• Are engaged in age-appropriate organised activities</li><li>• Participate in peer groups and appropriate online communities</li><li>• Have a say in matters that affect them</li><li>• Have opportunities for volunteering, work experience, and full-time employment.</li></ul>
<b>Positive sense of identity and culture</b>	<ul style="list-style-type: none"><li>• Feel connected to their community &amp; culture</li><li>• Feel safe and supported in expressing their identity</li><li>• Feel included and accepted</li><li>• Do not experience racism</li><li>• Value diversity</li></ul>

<sup>3</sup> The Nest framework is an evidence-based wellbeing framework for children and young people. The research shows these six interconnected outcomes are essential to supporting children, youth, and their families to reach their potential and thrive. To have optimal wellbeing, a child or young person needs to be adequately resourced in all six domains.



## Systemic changes

To support long term change, HUM is investing in influencing systems changes that will also create the conditions for changes for children, young people, and families to be sustained. These systems changes are categorised into five different domains and include:

<b>Empowered Community with Agency to Act</b>	<ul style="list-style-type: none"><li>• Community voice is respected and a key driver in decision-making.</li><li>• Aboriginal people are represented, participate and are at the decision-making table.</li><li>• There are multiple champions at multiple levels and places in the system</li></ul>
<b>Government, Services &amp; Leaders Change Mindsets Practices</b>	<ul style="list-style-type: none"><li>• There are effective cross-sector partnerships in place that play an enabling role.</li><li>• Community input and priorities drive practices and policy changes.</li><li>• Relationships between community, government and services are vital.</li></ul>
<b>Investment in co-designed local solutions &amp; innovations</b>	<ul style="list-style-type: none"><li>• Community-led and co-designed initiatives are supported, tested, and scaled.</li></ul>
<b>Resources Changes &amp; How They Are Shared &amp; Used</b>	<ul style="list-style-type: none"><li>• Improved resourcing and better funding arrangements support the work.</li><li>• Services are sharing and joining up resources to meet community needs for more significant impact.</li><li>• Funding for Aboriginal communities supports sustainable change.</li></ul>
<b>Changes Beyond Place</b>	<ul style="list-style-type: none"><li>• We are having an influence on policy, other communities, and broader systems.</li></ul>

## Enablers of Change

A key part of the Journey of Change is the premise that long term change will need strong enabling conditions, including how we work. HUM acknowledges that some success factors or enablers of change are required to achieve population-level outcomes for children, young people, and families. These enablers of change help shape the way HUM's collaborative partners work together. These enablers of change are:

<b>Authentic engagement</b>	<ul style="list-style-type: none"><li>• Authentic engagement of Aboriginal people, the wider community &amp; its diversity.</li></ul>
<b>Locally led Governance</b>	<ul style="list-style-type: none"><li>• Transparent &amp; locally led governance with a focus on place-based change.</li></ul>
<b>Collaboration</b>	<ul style="list-style-type: none"><li>• Multi-sector collaboration, collective effort, sharing of resources and advocacy, and no competition or working in silos.</li></ul>

<b>Capacity building &amp; Evidence based decision-making</b>	<ul style="list-style-type: none"> <li>• Grow skills and knowledge and use data, stories, and research to inform decisions and action.</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• Work on activities that are expected to deliver high levels of impact on the Common Agenda.</li> </ul>
<b>Demonstrate progress</b>	<ul style="list-style-type: none"> <li>• Report on progress and share our learning for continual improvement &amp; awareness.</li> </ul>

## **Foundations**

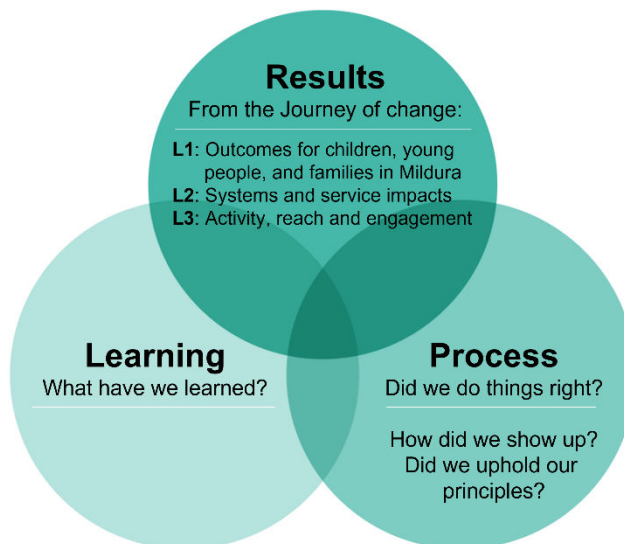
When HUM started, there were several important foundations, including:

<b>Locally led, evidence-based &amp; flexible</b>	<ul style="list-style-type: none"> <li>• Community, government, and agencies are locally led, using evidence (data, stories, research) and doing things differently.</li> </ul>
<b>Recognition of history and context</b>	<ul style="list-style-type: none"> <li>• A recognition of the Mildura LGA's unique history and context of place - we are an outer regional Victorian LGA approximately 600 km from Melbourne, with many Aboriginal people. We are culturally diverse, we have rivers and horticulture, small business, and high socio-economic disadvantage.</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>• HUM has existing relationships and partnerships in place to build on.</li> </ul>
<b>Backbone</b>	<ul style="list-style-type: none"> <li>• A sufficiently resourced backbone to convene stakeholders and facilitate the collaborative work.</li> </ul>

## The questions we want to answer

This section includes the key MEL questions HUM partners want to answer over the longer term. While **measuring results** is an important part of the MEL framework, we are also interested in learning about our **processes** and harvesting **learning**. Figure 8 below shows the interlink between these aspects.

Figure 8: Evaluation lenses



## Key MEL questions

The key questions for HUM's MEL framework are listed in

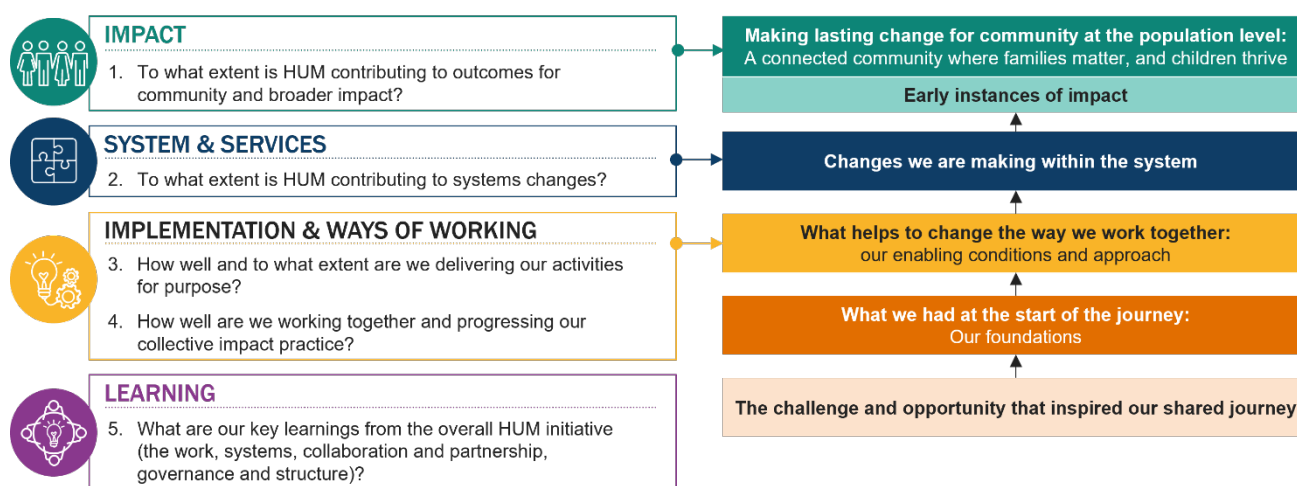


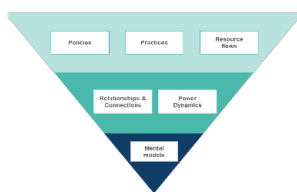
Table 1. Key MEL Questions

Key questions	Sub-questions
Results level 1: Impact	

Key questions	Sub-questions
1. To what extent is HUM contributing to outcomes for community and broader impact?	1.1 What are the early signs of impact for children, young people, and families in the Mildura LGA that HUM is contributing to? <i>In outcome areas relating to valued, loved and safe, health, material basics, learning opportunities, participation, and positive sense of identity and culture.</i>
	1.2 What significant changes can we see in the population level trends (positive and negative) for children, young people, and families in the Mildura LGA?
	1.3 What was the role and contribution of the HUM collaboration and the HUM backbone team in achieving these changes?

## Results level 2: Systems and services

2. To what extent is HUM contributing to systems changes?



- 2.1 What systems changes have happened because of HUM?

*Includes expected and unexpected, positive, and negative changes. Systems changes involve shifts in mindset, power relations, relationships, policies/ structures, practices, and resource flows.*

- 2.2 What did the HUM collaboration and backbone do to contribute to these changes, and what were the other contributing or hindering factors?

*Includes the extent of contribution by services and government investment and coordination.*

## Results Level 3: Implementation and ways of working

3. How well and to what extent are we delivering our activities for purpose?

- 3.1 To what extent and how well are we implementing our activities?

*Includes:*

- *What proportion of our activities are on track? Why/why not?*
- *What changes or pivots have we made and why?*
- *Do these changes better meet the needs of children, young people, and families in the Mildura LGA?*

4. How well are we working together and progressing our collective impact practice?

- 4.1 How well are we working together as a collaboration (including the Backbone Team, services, government departments, community, etc.)?

- 4.2 To what extent are we upholding our HUM principles?

- 4.3 Are community aspirations and priorities driving our HUM activities and how we use our resources?

- 4.4 What is the quality of our engagement?

- *To what extent is our engagement authentic and inclusive of the people and organisations needed to achieve our goals?*
- *Who is currently not involved and needs to be engaged to help us achieve our community aspiration?*

Key questions	Sub-questions
	4.5 To what extent are we using ethical and culturally appropriate ways of deepening engagement with Aboriginal people?
	4.6 To what extent are we using evidence (such as evaluation outcomes, data, community voice, and research) to inform our learning and the decisions we make? What could be done better? <i>Includes HUM collaboration and backbone teams' learning and improvement.</i>
	4.7 How well are we creating and nurturing a safe space for learning?
	4.8. Are our funders, partners, and governments creating the enabling conditions for us to do our collaborative work well?

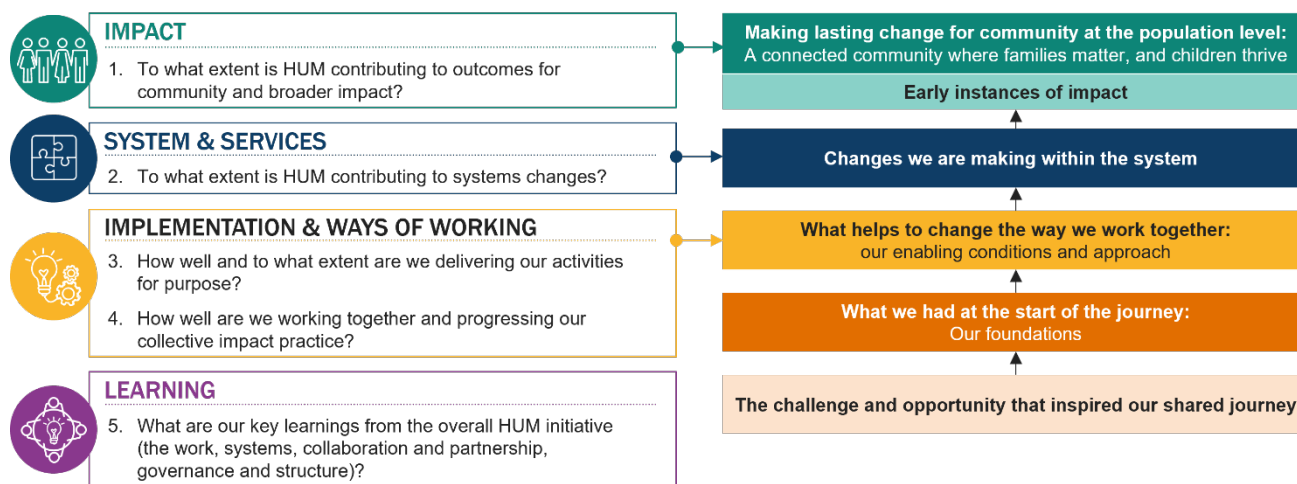
## Learning

- |   |  |
|---|--|
| <p>5. What are our key learnings from the overall HUM initiative (the work, systems, collaboration and partnership, governance, and structure)?</p> | <p>5.1 What have we learned about what works and what gets in the way of HUM achieving positive changes? What could be done differently or improved?</p> |
|   | <p>5.2 What have we learned about how we are using the Collective Impact approach to create systems changes?</p>   |
|   | <p>5.3 What have we learned from the unintended outcomes that have happened because of our collaborative work?</p>                                       |



*Generations Music Together at Chaffey Aged Care*

1 and align with the different levels of the Journey of Change (see below). Some questions will be more relevant to HUM at particular points in time. The questions align with the *Stronger Places, Stronger People* approach and reporting.<sup>4</sup> To help guide data collection and analysis, each key question is further broken down into several sub-questions.



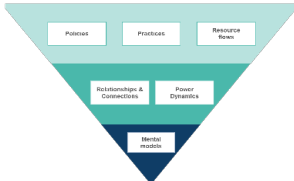
**Table 1. Key MEL Questions**

Key questions	Sub-questions
<b>Results level 1: Impact</b>	
2. To what extent is HUM contributing to outcomes for community and broader impact?	1.4 What are the early signs of impact for children, young people, and families in the Mildura LGA that HUM is contributing to? <i>In outcome areas relating to valued, loved and safe, health, material basics, learning opportunities, participation, and positive sense of identity and culture.</i>
	1.5 What significant changes can we see in the population level trends (positive and negative) for children, young people, and families in the Mildura LGA?
	1.6 What was the role and contribution of the HUM collaboration and the HUM backbone team in achieving these changes?
<b>Results level 2: Systems and services</b>	
6. To what extent is HUM contributing to systems changes?	2.1 What systems changes have happened because of HUM? <i>Includes expected and unexpected, positive, and negative changes. Systems changes involve shifts in mindset, power relations, relationships, policies/ structures, practices, and resource flows.<sup>5</sup></i>

<sup>4</sup> Annex 2 shows the links between these questions and SPSP reporting framework. Not all the questions need to be addressed at once, instead several may be selected each year to inform annual learning and reporting.

<sup>5</sup> See Annex 3 for Water of Systems Change framework that is helpful background to this question.



Key questions	Sub-questions
	<p>2.2 What did the HUM collaboration and backbone do to contribute to these changes, and what were the other contributing or hindering factors?</p> <p><i>Includes the extent of contribution by services and government investment and coordination.</i></p>

### Results Level 3: Implementation and ways of working

7. How well and to what extent are we delivering our activities for purpose?	<p>3.1 To what extent and how well are we implementing our activities?</p> <p><i>Includes:</i></p> <ul style="list-style-type: none"> <li>- What proportion of our activities are on track? Why/why not?</li> <li>- What changes or pivots have we made and why?</li> <li>- Do these changes better meet the needs of children, young people, and families in the Mildura LGA?</li> </ul>
8. How well are we working together and progressing our collective impact practice?	<p>4.1 How well are we working together as a collaboration (including the Backbone Team, services, government departments, community, etc.)?</p> <p>4.2 To what extent are we upholding our HUM principles?<sup>6</sup></p> <p>4.3 Are community aspirations and priorities driving our HUM activities and how we use our resources?</p> <p>4.4 What is the quality of our engagement?</p> <ul style="list-style-type: none"> <li>- To what extent is our engagement authentic and inclusive of the people and organisations needed to achieve our goals?</li> <li>- Who is currently not involved and needs to be engaged to help us achieve our community aspiration?</li> </ul> <p>4.5 To what extent are we using ethical and culturally appropriate ways of deepening engagement with Aboriginal people?</p> <p>4.6 To what extent are we using evidence (such as evaluation outcomes, data, community voice, and research) to inform our learning and the decisions we make? What could be done better?</p> <p><i>Includes HUM collaboration and backbone teams' learning and improvement.</i></p> <p>4.7 How well are we creating and nurturing a safe space for learning?</p> <p>4.8. Are our funders, partners, and governments creating the enabling conditions for us to do our collaborative work well?</p>

### Learning

9. What are our key learnings from the overall HUM	5.1 What have we learned about what works and what gets in the way of HUM achieving positive changes? What could be done differently or improved?
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<sup>6</sup> The current (2022) principles set is included in Annex 4.

Key questions	Sub-questions
initiative (the work, systems, collaboration and partnership, governance, and structure)?	<p>5.2 What have we learned about how we are using the Collective Impact approach to create systems changes?</p> <p>5.3 What have we learned from the unintended outcomes that have happened because of our collaborative work?</p>



*Generations Music Together at Chaffey Aged Care*

## Data collection, analysis, and shared sense-making

This section outlines the MEL approach and relevant methods for data collection and analysis to answer the questions we want to answer.

### Approach to MEL

The HUM broader movement aims to solve complex social issues for children, young people, and families in the Mildura LGA. In response, the MEL Framework extends beyond conventional program evaluation and is a reflexive, **learning-driven methodology to cater to HUM's emergent work and complex setting**.

The MEL framework uses a **theory-based approach**, where the key questions and measurement points (aligned to the Journey of Change model) will help HUM track progress and impact over time. It is structured so that MEL activities are **phased** for understanding and evaluating the progressive outcomes in the short and medium term, ahead of longer-term population-level outcomes that take many years to achieve.

Each year, HUM will do 'light touch' MEL planning to determine the priority focus areas and MEL activities, including a schedule for data collection, analysis, and sense-making activities for that year.

The **MEL approach** ties together **six elements** important to HUM:

Collaboration

Tracking Impact

Community voice

Data storytelling

Data sovereignty

Continuous and shared learning.

### Participatory and mixed methods

HUM intends for MEL to be **participatory**, where MEL activities will involve community members and other relevant stakeholders to evaluate the activities and results of the HUM collaboration, from the co-design process until the development of future recommendations.

HUM will prioritise **community voice, data, and research** as its three critical sources for informing understanding, analysis, and place-based decision making. This involves collecting feedback and experiences from the community, valuing local and traditional knowledge and culture, ensuring self-determination for Aboriginal people, and engaging community leaders, families and local groups about the learning process and results.



HUM's MEL framework utilises **mixed methods** for collecting and using qualitative and quantitative data, including numbers and stories. Data collection relies on regular ongoing measurement methods (existing data collection tools and new techniques), annual evaluative activities, and periodic evaluation methods (see later section). Methods for harvesting learning and supporting reflection, shared sense-making, and progress mapping are also included.

A **separate toolkit** is provided as a companion resource to this framework. It is envisaged that the toolkit for data collection and analysis will evolve over time.

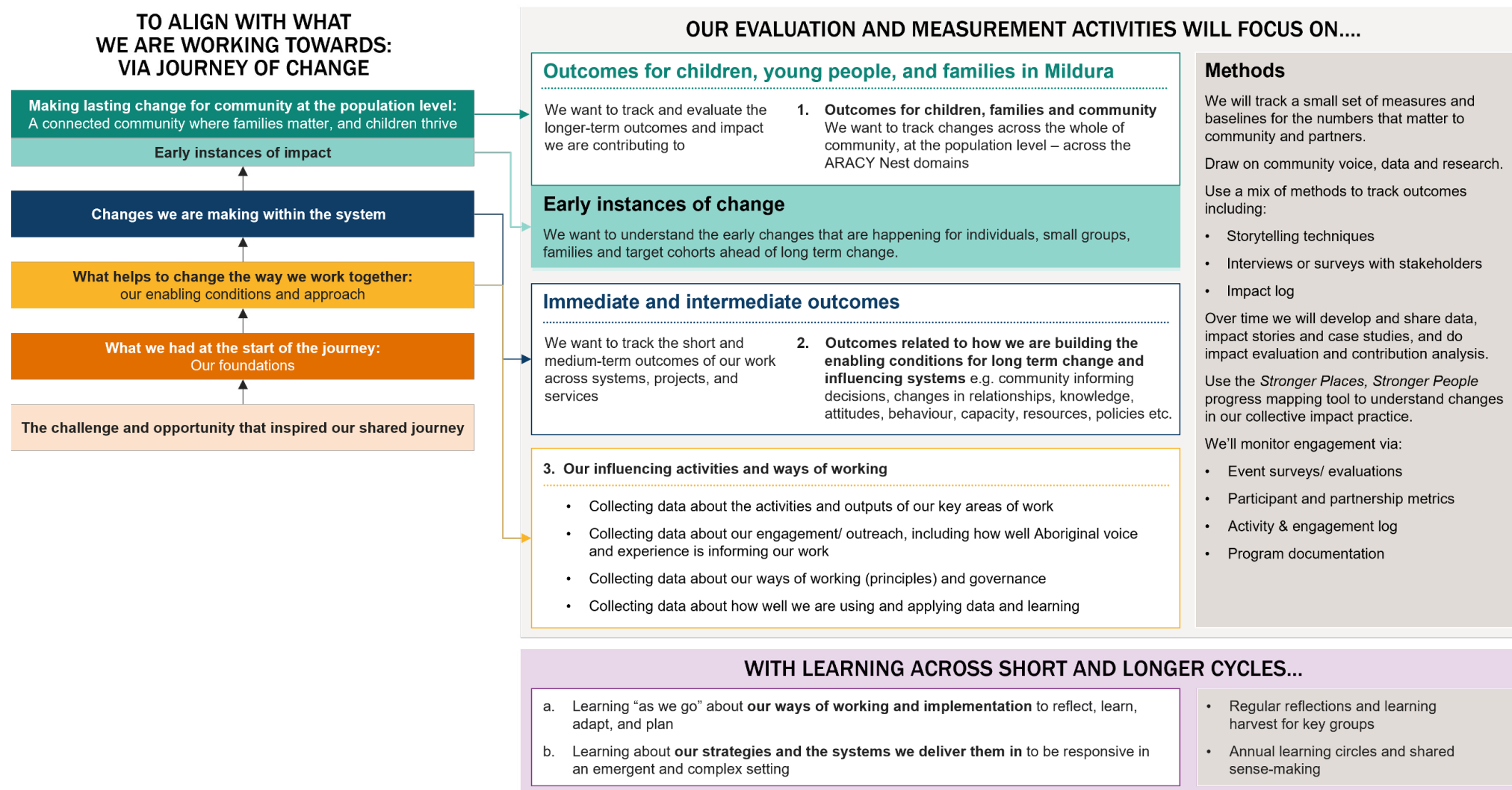
Figure 9 (overleaf) provides a one-page visual that summarises the proposed measurement, evaluation and learning activities and how they align with Journey of Change.



*Journey-Mapping the Red Cliffs Co-Design and Prototyping Project*



Figure 9: Summary of measurement, evaluation, and learning activities aligned with Journey of Change



## Summary of data collection, analysis, and shared sense-making

### 'At a glance' summary of data collection, analysis, and sense-making across the year

Each year, a simple MEL plan can be created to schedule MEL activities. The amount of data collection and partner contribution each year will depend on resourcing and capacity. The key areas to cover off on each year are as follows:

- **Track a small set of measures** (including the flagship indicators for *Stronger Places, Stronger People*). Working groups or project groups may need specific measures for their focus areas. Try to keep the set of measures manageable and not too large. The Backbone Team leads this. The timing of the review will depend on the decisions/action they can inform. For example, working group-specific measures may be reviewed quarterly to inform decisions. In contrast, long-term indicators may only need to be reviewed annually by the Backbone Team for strategy and reporting.
- **Collect community voice, experiences of changes, and feedback on services.** Methods will be selected to suit the participants and may include storytelling techniques, community conversations, or 'open net' such as the Most Significant Change technique (or equivalent). An 'impact log' could be kept by partners to help record and track changes being observed. These activities will be done by HUM partners and shared as much as possible. The Backbone Team or nominated partners could collate into case studies, impact stories, or community experience snapshots. HUM can produce findings for reporting or communications such as good news stories from these data and stories.
- **Collect stories of change, feedback and insights from stakeholders and partners.** Methods could include a partner survey, interviews, focus groups, and/or story-based techniques. This will identify instances of impact being observed for community members, systems-level changes, as well as changes in how partners are working together. An annual partner survey/ health check will offer a baseline and consistent way to track partner experiences and areas to improve.
- **Collect insights and lessons.** Insights and lessons are often surfaced all the time however are often not harvested and shared. Create some simple ways to be able to collect reflections done by working groups, the Backbone Team, and specific projects as part of their annual meeting cycle etc. This may mean that learning and reflection questions are included in the agenda, insights are documented at routine intervals, or point in time reflections are held (using Most Significant Learning for example). Tools that help record insights over time include a 'reflection log', 'pivot tracker', or journey mapping.
- **Come together once a year for progress mapping and learning circle** for *Stronger Places, Stronger People*. Other reflection, shared sense-making or capacity building events for HUM partners can be organised to suit people's needs and engagement capacity.
- **Share data** as much as possible between partners and with stakeholders, **Use the data and stories** that are being collected to create case studies, community tailored communications pieces and for reporting.
- Some light **contribution analysis** will be done to help show the causal links between HUM's strategy, activities, and impact.

Remember, HUM can start small and build up how much of the above is collected each year. If HUM works towards bringing together the above lines of evidence and learning, we will have what we need to support our way of working and answer the questions we want to answer.



## Measurement

Over the long-term HUM will track key measures across three levels of the Journey of Change:

<b>Level 1</b>	Measures of outcomes for children and young people in the Mildura LGA across the six ARACY Nest domains.
<b>Level 2</b>	Measures to track systems and services level changes.
<b>Level 3</b>	Measures to demonstrate progress towards implementing the required foundation and enablers for change as well as HUM activities, engagement, and outreach.

Level 1 measures are reviewed annually or on-a-needs basis. Level 1 measures will be important in the long-term and can be compared against baselines from the start of the initiative. Level 2 and 3 measures are collected and reviewed more frequently to inform shorter cycles of learning and adaption. Each level of measurement is described below. **HUM's key measures are still in process of being refined and are likely to change over time as we learn what is most relevant and meaningful.**

### Level 1: Population level outcomes for children, families, and community

HUM will track a small set of **flagship indicators**. These are HUM's priority indicators and align with the ARACY NEST domains and the *Stronger Places, Stronger People* indicator bank. There are also indicators to track early instances of change for children, young people, and families in the Mildura LGA.

Level of change	Early ideas for key measures	Key source/methods
<b>Population impact</b>	<p>Flagship indicators – aligned with SPSP requirements:</p> <ul style="list-style-type: none"> <li>The number and percentage of children with readiness for school against the Australian Early Development Census (AEDC) domains.</li> <li>Increase in the number and proportion of children aged 0 to 14 years in stable accommodation.</li> <li>The number and proportion of children subject to a child protection substantiation.</li> <li>Increase in the number and proportion of children aged 0 to 5 years who are attending high quality education and care.</li> <li>Increase in the number and proportion of youth who gain year 12 attainment or a VET equivalent.</li> </ul>	Mixed data sources via Seer Data Platform
<b>Instances of impact/ community level</b>	<ul style="list-style-type: none"> <li>Stories of families and children or specific cohorts showing positive changes against one (or more) of the ARACY domains.</li> </ul>	<p>Story-based collection methods</p> <p>Impact log</p>

## Use of existing data

It is important HUM makes use of relevant existing public data sets to help the collaboration understand trends, as well as track key metrics at the population level. To this end HUM is working with Seer Data and analytics over 2022, to bring relevant data sets into an integrated platform where it can explore the data more easily, draw out insights, and create visualisations. A key task entails organising the data sets so that it becomes possible to track the trends in the selected indicators at the population level.

## Level 2: Systems level change

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For Level 2, HUM collects data in the following ways:

- 'Truth telling' indicators and/or story collection methods that collect and track community's experiences with services and any systemic changes happening that HUM has influenced.
- Case studies to dig deeper.

HUM will need to continue to collect the **feedback and experiences of the community**. This may include using 'truth indicators' or 'local indicators' that are community determined and might include signs that the system is improving, that services are improving, changes in the way communities talk and feel, or changes in the way families behave towards children for example. These would be meaningful to community and data on these would be gathered by HUM partners to help verify or challenge HUM findings. If appropriate, a simple survey tool could be created to provide a 'community pulse check'. Additionally, conversation-based techniques could be used to gather and document experiences.

HUM can also collect feedback and stories of change to help identify changes happening at the systems level. Qualitative methods such as locally appropriate storytelling and data collection techniques, Most Significant Change, the Impact Log, case studies, survey, and/or community pulse checks can help generate data for this results level (See toolkit section below).

The measures and methods for Level 2 will be developed and refined by HUM over time. Below are some place-holder examples.

Level of change	Early ideas for key measures – PLACEHOLDER ONLY	Example methods
<b>Systemic changes</b>	<ul style="list-style-type: none"><li>• Number of contributing partners who substantially align their practices to the shared agenda.</li><li>• Improved trust and engagement with support services.</li><li>• Strengthening relationships between community and agencies.</li><li>• Community experience of services (truth indicator).</li></ul>	<ul style="list-style-type: none"><li>• Project level data.</li><li>• Data collection tool for truth indicators</li><li>• Impact log</li><li>• Case studies</li><li>• Community pulse check survey to capture feedback ie each June quarter</li><li>• Progress mapping findings</li></ul>

### Level 3: Progress, activity, and engagement

**Progress** can be mapped and evaluated using the *Stronger Places, Stronger People* progress mapping tool (see toolkit). This will track how partners are working together, implementing collective impact practice, and some systemic changes (particularly important for complex place-based initiatives).

HUM can measure **activity and engagement** around key areas of priority. This could involve keeping track of the numbers of partners, frequency, and approaches in engagement with Aboriginal communities, number of community members engaged, the proportion of project aligning with HUM/ community aspirations – for example. These project-level metrics can be “rolled up” together to tell the bigger picture of activity and engagement.

If HUM wants to measure the ongoing **health of the partnership** (optional), tools such as the Collaboration Health Assessment Tool (CHAT) or Victorian health partnership assessment survey may be of interest to use every 1-2 years.

#### Level 3: Our work – Progress, activity, and engagement

Level of change	Early ideas for key measures	Key methods
<b>Progress on working together and enabling conditions</b>	<ul style="list-style-type: none"><li>Progress can be mapped against the phases of collaborative change.</li><li>Progress markers or priorities can be set if useful, for the year ahead to evaluate against.</li></ul>	Progress mapping tool
<b>Activity, reach and engagement</b>	<ul style="list-style-type: none"><li>Number of active partners.</li><li>Proportion of local partners involved in collective efforts/ key impact projects.</li><li>Frequency and approaches in engagement with Aboriginal community.</li><li>No. of community members engaged in projects (and who they are -wider community and diversity).</li><li>Proportion of projects aligning/ not aligning with the common agenda.</li></ul>	Project data collection and analysis over time

### Methods for data collection, analysis, and shared sense-making

Where possible, HUM can draw on the tools and methods already being used for measurement, evaluation, and learning. The following methods are intended to be a starter toolkit for the MEL Framework– from which HUM can select and prioritise via their annual MEL planning. Some methods will need adapting to suit or yet to be developed (and could be created by the Backbone Team). The methods will be relevant to the ‘whole of initiative’ MEL and to nested projects and programs. They are a guide and not all a mandatory list.

The methods of relevance for delivering the MEL Framework are (\* notes priority):

For collecting evidence about process	For collecting evidence about results and impact
<ul style="list-style-type: none"> <li>• Activity and engagement log*</li> <li>• Pivot tracker</li> <li>• Journey mapping</li> <li>• Partnership assessment tool*, for example: <ul style="list-style-type: none"> <li>- Victorian health partnership assessment survey</li> <li>- Collaborative health assessment tool (CHAT)</li> </ul> </li> <li>• First nations impact ripple* or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Impact log*</li> <li>• Story and community voice collection methods*, such as: <ul style="list-style-type: none"> <li>- Storytelling</li> <li>- Most Significant Change</li> <li>- Community Conversations</li> </ul> </li> <li>• See tools for tracking systems change</li> <li>• Significant instances of policy or system change (SIPSI)</li> <li>• What else tool* for contribution analysis</li> </ul>
Cross-cutting tools for collecting data and stories across process and results	For collecting learning and insights
<ul style="list-style-type: none"> <li>• Surveys - i.e., community pulse check, event, feedback, etc.</li> <li>• Semi-structured interview</li> <li>• Group feedback methods: <ul style="list-style-type: none"> <li>- Focus group</li> <li>- Yarn circle</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learning or Reflection log*</li> <li>• Most significant learning (MSL)*</li> </ul>
For mapping progress and shared reflection	
<ul style="list-style-type: none"> <li>• Progress mapping tool **</li> <li>• Annual learning circle **</li> <li>• Reflection workshop*</li> </ul>	

\* Priority methods

\*\* Specific tools or processes required for *Stronger Places, Stronger People*

See Annex 5 for a summary about these methods and timing and Annex 6 for how these methods can help answer the key evaluation questions and the HUM Toolkit for more information. See Toolkit for further details and Annex 3 for guidance relevant methods for tracking systems change.

## Analysis

The Backbone Team will lead the collection and the collation of data for the collaboration. However, partners will contribute and lead when arranged. The Backbone Team will do the analysis of the data

and stories which will feed into the communications and reporting for HUM. For specific projects and working groups, analysis of data may be undertaken by small groups or partners.

In 2022, most of the analysis will be qualitative and will contribute to *Stronger Places, Stronger People* reporting. In the future, quantitative analysis of population-level indicators will become increasingly relevant. It will be important for HUM to do some light contribution analysis as part of the analysis for MEL to understand and identify other relevant contextual or contributing factors that may influence the results.

The strategic learning activities (see later section) offer an opportunity for sharing insights and for shared sense-making and reflection. It is an essential and valuable part of the analysis and evaluative process.

In addition to the Progress Mapping Tool, HUM may also want to create simple rubrics to define 'what good looks like' to help answer some of the key learning questions or for particular areas of the work.

## Evaluation

### Point-in-time evaluation

Beyond the routine cycles of learning and evaluation outlined in this plan, HUM may want to conduct or commission point-in-time evaluations or for projects and pilots. These evaluations offer the chance to do a 'deep dive' to answer the key evaluation questions in a more in-depth way. Evaluations can be conducted internally or externally. It is recommended that evaluations are co-designed with key stakeholders and are participatory. An evaluation every few years is recommended, and this may link with external evaluations for key partners.

Any evaluation plans should be aligned to HUM's MEL Framework and draw on all relevant data collected over the short and long-term learning cycles to answer HUM's key MEL questions. A more detailed scoping of the evaluation studies would need to be undertaken prior to the evaluation process. The scoping process would need to assess data gaps and identify data collection methods required to fill any gaps in the last data collection cycle.

To ensure it meets the needs of HUM, the Evaluation Terms of Reference would need to clearly explain the evaluation focus, requirements of the data collection process, and outputs, including the preferred format for the final report.

Evaluations will benefit from the inclusion of more rigorous contribution analysis.

### Developmental Evaluation

Developmental evaluation by project teams or the Backbone Team may be relevant when HUM is designing innovation or pilot initiatives, re-designing services, or as a support process for complex longer term or iterative projects. Developmental evaluation is an approach that helps inform the development or design of an initiative or intervention or establishes a continuous feedback loop between the evaluator and the team designing and implementing emergent social change initiatives. This rapid feedback cycle can assist innovators and change-makers working in complex or uncertain environments to test and adapt their design as it is being developed, in order to maximise the team's responsiveness to change and new learnings while maintaining a line of sight to intended outcomes. Developmental evaluation is increasingly an accompaniment to place-based work, social innovation, systems change initiatives, and co-design.



*Systems Mapping Workshop For a Best Start in Life*



# Strategic Learning and reporting

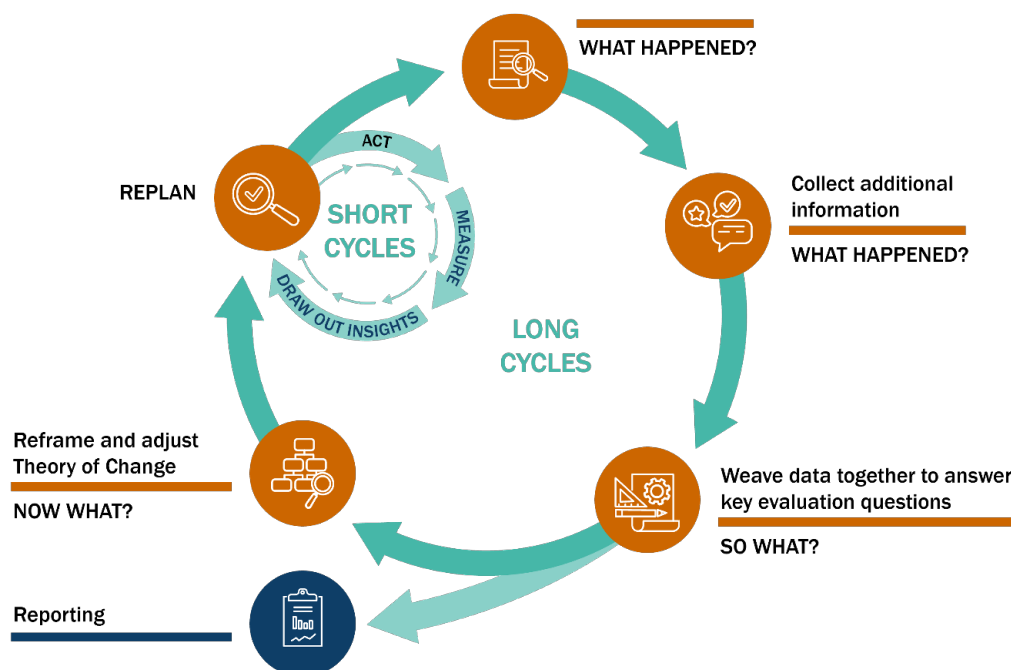
## Strategic learning

For the HUM MEL activities to be of use and help enhance HUM's impact, we need to develop rhythms and routines to support short and long cycles of learning. The data and stories collected via MEL are intended to feed into both learning cycles, as well as the other purposes for doing MEL including growing an evidence base, helping build momentum, and for accountability and reporting.

The short cycle of learning is often about tracking activities, engagement, managing risk and getting a pulse on what is working and what is not in shorter-term processes. The longer cycle of learning is about developing a deeper understanding of how HUM is making progress and identifying impact and contribution role and areas for improving effectiveness.

Learning is underpinned by the evaluation logic: **What happened** (looking at our data)? **So, what** (can be framed against addressing the key evaluation questions)? **Now what?**

**Figure 10: Long and short learning and evaluation cycles**



For HUM the **short cycle** of learning will involve:

- The backbone team, and MEL Team collecting routine data and collating data from partners in an ongoing way to inform monthly decision making and the working groups.
- A quarterly snapshot being created by the backbone team for sharing with stakeholders.
- A reflection session every three months for the backbone team, MEL Team, Action teams, working groups, and Steering/ governance Committee – to embed a quarterly 'pulse check' and reflection. This will involve reviewing data and the short loop questions of interest, to inform decision making and action for the next quarter.

The longer annual cycle of measurement, learning and evaluation will involve:

- Tracking of a small set of key measures across some priority areas of population change.
- Collection of data and stories by partners and community to feed into the evidence used for annual progress mapping and reflection events such as the learning circle.
- Reporting and communications of findings to key audiences and funders.
- Annual learning and shared sense-making events.

Key learning and reflection activities are summarised in Table 3.

**Table 2: Summary of learning and reflection activities each year**

Learning and Reflection activity	Who	How often
Pulse Check	Backbone Team	Monthly
Backbone and Action Teams learning reflections	Backbone Team	Monthly
	Action Teams	Bi-monthly
Quarterly learning insights	MEL Group	Quarterly
Mallee Community Voices	Community	Quarterly
Learning Circle	Backbone Group, Governance + partners + Mallee Community Voices	Annually
Governance	Governance	Annually

## Outputs and reporting

The data and evidence generated through the MEL activities will be used to create the outputs and reports that HUM audiences need. See Table 4.

**Table 3: Schedule for reporting and outputs**

Output	Timing	Audience
Snapshots and summaries	Monthly, 6 weeks & quarterly depending on group	Backbone Group, Advisory Group, Working Groups
Updates to HUM partners	Quarterly – repurposed summary based on snapshots and summaries for key groups	Core partners

Output	Timing	Audience
<b>Communication materials</b> HUM newsletters, blog posts, case studies, video clips	Quarterly or to be determined	Community and partners; reporting audiences
<b><i>Stronger Places, Stronger People</i> Progress Mapping report/Action and Support Plan</b>	Annual March - May	Backbone Group, Advisory Group, Working Groups
<b>Annual report</b> (based on <i>Stronger Places, Stronger People</i> reporting framework agreed by DSS and DJPR each financial year)	October	Primary audiences
<b>Contribution analysis and case studies:</b> may be part of annual reporting or discrete studies.	Annual- as needed	Primary and secondary audiences and/or public
<b>Digital reporting dashboards or static report cards:</b> could cover engagement, partnership metrics, and metrics for systems and community level changes.	Optional	Primary audiences and/or public
<b>Evaluation Reports</b> (for point in time evaluation studies)	Every 2-3 years	Primary and secondary audiences

# Operationalising the MEL Framework

## Implementation

### Roles and responsibilities

To get the benefits of sharing data and insights, HUM partners and community will need to contribute in different ways. The implementation of the HUM MEL Framework will be led by the Backbone Team. MEL Enabling Team, Governance Group, Mallee Community Voices, Action Teams and partners all have key roles too, as do the wider group of partners. Working together to implement the Plan will help build the culture and capacity for learning across the partnership.

It will be important to determine governance and implementation responsibilities, including clear roles and responsibilities for overseeing MEL Framework implementation and annual MEL planning and delivery, reporting outputs and recommendations for adjusting the MEL Framework.

### Annual delivery and ‘nested’ MEL plans

#### Annual MEL planning

Each year, HUM will do ‘light touch’ MEL planning to determine the priority focus areas and MEL activities, including a schedule for engagement and data collection, analysis and sense-making activities for that year. HUM can start small and build MEL activities up each year.

HUM will need to keep reflexive in annual planning and implementation, while looking to implement in a way aligned with ‘tight’ parts of this framework, such as the tracking of flagship indicators, collecting a small sample of change stories from community and partners, progress mapping, holding a learning circle reflection, and reporting. Annual activities should look to link with HUM stakeholder engagement and communications plans too.

If a full MEL implementation is not possible, adopt and prioritise data collection tools that will measure the most meaningful outcomes for the HUM broader movement.

#### Implementation across the year, starting in 2022

A ‘light touch’ implementation plan for 2022 MEL is recommended to schedule in key activities and clarify key responsibility and timing. This could be a light plan produced by the HUM Backbone team. See Figure 11 for a guide to the annual rhythm and flow of MEL across the year.

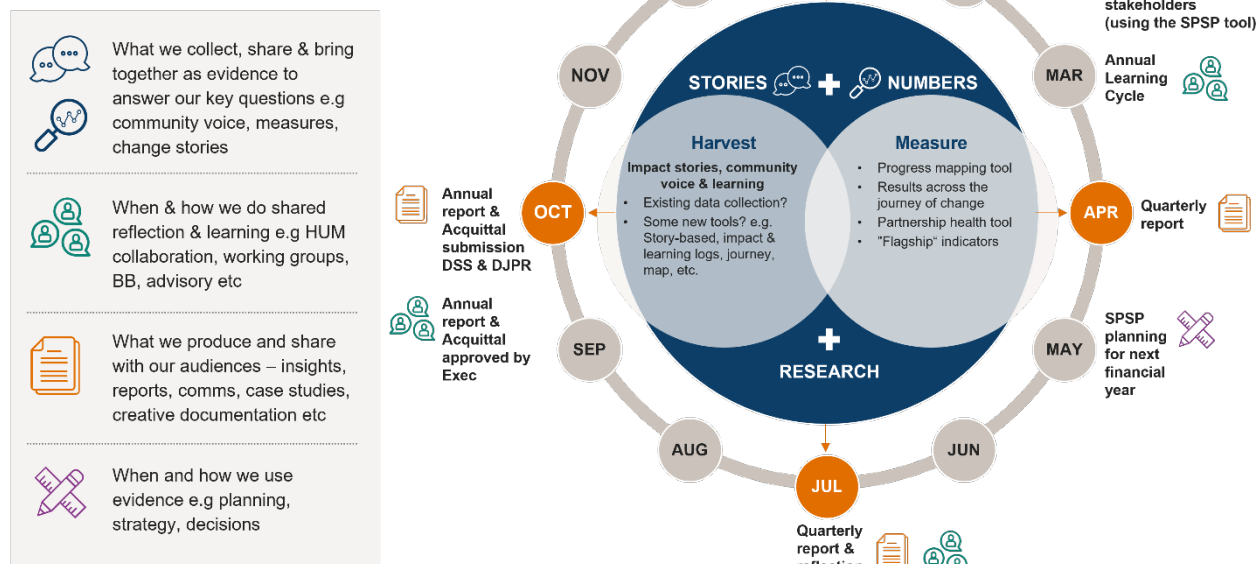
#### Nested MEL Plans

Nested MEL Plans may be designed and implemented for key projects, initiatives, or programs within HUM (if they need a detailed MEL approach). The nested plans should follow the overarching approach of the MEL Framework and contribute evidence relevant to the HUM outcome domains and measures identified to help build the evidence base.

It is envisaged that “nested” MEL plans that focus on 0- to 8-year-olds and 9- to 18-year-olds will be developed in the future that will also align with these domains.

Figure 11: MEL rhythm and flow across the year

# MEL RHYTHM & FLOW



## Capability and capacity building

In operationalising the MEL Framework, the HUM backbone team and MEL Team play a significant role as leaders of the MEL system as well as provide capacity building to the partner agencies in collecting and analysing relevant MEL data.

Successful MEL implementation requires effective MEL design plus the capability and capacity for HUM as a collective to deliver it. There also needs to be demand from leaders and strategic planning/management systems established to reinforce the use of the combined insights gathered from community knowledge and experience, data, and evidence-based research. In order for people to engage meaningfully in MEL, they need a basic level of understanding about, and skills in, evaluation (capability) and the capacity to be involved to the level required.

## Ethics and data security

In all data collection activities, HUM will need to establish clear ethical protocols to ensure there is informed consent for the data collection and use, cultural safety, and the principles of Indigenous Data Sovereignty are upheld.

## Ethics and Indigenous Data Sovereignty

If we are going to collect data from people then we need to consider ethics, confidentiality, privacy, and who will own the data. The most common place that we need take note of ethics is as part of the design of ethical procedures for participant interviews or survey. An important consideration to agree on is who owns the data; this includes being clear on use of local/traditional knowledge and cultural practices, public release of information and intellectual property.

Cultural safety is also important. See the [Australian Evaluation Society's Cultural Safety Framework](#) for principles and guidance.

In keeping with the principles of HUM, where possible, evaluation and learning should also be done in ways that support Indigenous Data Sovereignty. This means setting up processes, structures, and authority so Aboriginal and Torres Strait Islander peoples maintain and control data about their community, traditional knowledge, and cultural heritage.

It is envisaged that the DSS Data Sharing Agreement will serve as an umbrella guide to the exchange, access, use and storage of data between partners.

## Next steps and enablers for implementation

Consider the enablers and structures that HUM needs in place to support effective implementation of the MEL Framework. These include (yet are not limited to):

- Setting up a MEL governance group for MEL authorised to oversee implementation and a MEL lead or team authorised to deliver.
- Ensure executive approval and integration into other HUM policies, structures, and processes.
- Ensure all relevant stakeholders understand their roles and responsibilities in the MEL implementation. MEL cannot be the responsibility of the backbone alone.
- Allocate resourcing and assess internal capacity and capability to develop as needed.
- Socialise MEL and embed in the 'way of working' with partners.
- Invest in building the culture of learning and MEL 'champions' and supports.





## Annex 1: Audiences

The audience refers to stakeholders with an interest and use for the MEL findings. Primary audiences are stakeholders who require the evaluative findings and learnings, use them directly, or are affected by them. Secondary audiences are stakeholders who may have an interest in the evaluative findings but for whom the evaluation is not specifically tailored. They could include stakeholders who have an interest in work of HUM and seek to receive refined communication materials.

**Table 4. Audiences for HUM MEL framework**

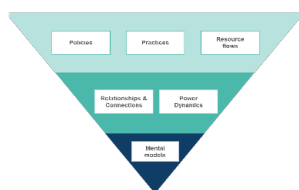
Audience	Information needs
<b>Primary audience</b>	
HUM backbone team	<ul style="list-style-type: none"> <li>• To support overarching learnings and insights for improvement.</li> <li>• To build evidence and data for evaluation and reporting.</li> <li>• To inform decision making related to HUM planning and development.</li> </ul>
HUM governance and working groups	<ul style="list-style-type: none"> <li>• To support strategic learning and improvements.</li> <li>• To inform movement building, accountability, and reporting, information on the following is needed: <ul style="list-style-type: none"> <li>○ Data on the process of working together; what are the enabling and limiting factors, influence on the system change.</li> <li>○ Key outcomes as a result of HUM.</li> <li>○ Progress against HUM Journey of Change.</li> </ul> </li> </ul>
HUM collaborative partners	<ul style="list-style-type: none"> <li>• To inform strategic learning and ways forward.</li> <li>• To support knowledge building and reporting, the following information is needed: <ul style="list-style-type: none"> <li>○ What are we contributing to the broader collective?</li> <li>○ what is the evidence to assess our performance as partners and agencies?</li> <li>○ What are our contributions to outcomes?</li> <li>○ Stories of change.</li> <li>○ Data on the impact of working together directly.</li> <li>○ Evidence for policy change.</li> <li>○ Evidence for advocacy.</li> </ul> </li> <li>• To support movement building, the following information is required: <ul style="list-style-type: none"> <li>○ Evidence to keep momentum and get executives as well as key players involved.</li> <li>○ Data related to the shared measurement that connects with other organisations.</li> </ul> </li> </ul>

Audience	Information needs
Community partners, leaders and groups including Aboriginal leaders and groups	<ul style="list-style-type: none"> <li>• To understand the best way to keep Elders informed (work out who is taking a lead).</li> <li>• To support strategic learning and future recommendations.</li> <li>• To support reporting back to community, the following information is required: <ul style="list-style-type: none"> <li>○ What are the key achievements and success?</li> <li>○ Where is the progress being made?</li> <li>○ What do the results mean?</li> <li>○ Data on impact and value of participating.</li> <li>○ How HUM responds to community inputs.</li> <li>○ What are we learning?</li> </ul> </li> </ul>
Three levels of government including local, state and federal governments, particularly area office leaders Department of Education and Training (DET), Department of Families, Fairness and Housing (DFFH) and Department of Justice and Community Safety (DJCS)	<ul style="list-style-type: none"> <li>• To understand any shifts in socio-economic disadvantage.</li> <li>• To measure change/impact across community indicators.</li> <li>• To track the outcomes for children and youth.</li> <li>• To support knowledge building, accountability and reporting, the following information is needed: <ul style="list-style-type: none"> <li>○ What has worked in communities? How are the model, policy, and funding intertwined and how does this contribute to the systemic change?</li> <li>○ Examples of the influence of collective impact approach; benefits of collaborative partnerships; community-led examples of the lived experience related to the HUM work.</li> <li>○ Quantitative and qualitative data (numbers, stories, case examples).</li> </ul> </li> </ul>
Stronger Places Stronger People	<ul style="list-style-type: none"> <li>• To fulfill the reporting requirements.</li> <li>• To help demonstrate the effectiveness of the collective impact approach, the following information is required: population-level changes (6 flagship indicators and early instances); systems change; progress.</li> <li>• To serve the Community of Practice.</li> </ul>
Philanthropy partners, and researchers	<ul style="list-style-type: none"> <li>• To fulfill the reporting and accountability requirements.</li> <li>• To secure future funding opportunities.</li> <li>• To inform research about place-based collective impact initiatives.</li> </ul>
Secondary audience	
Broader community including newspapers and radio	<ul style="list-style-type: none"> <li>• To generate good news stories.</li> <li>• To provide examples of change and impact.</li> </ul>
Other governments and collective impact initiatives	<ul style="list-style-type: none"> <li>• To support learning.</li> <li>• To understand enablers and barriers to systemic change.</li> <li>• To build knowledge related to the CI success and learnings.</li> </ul>
Broader services including consulting companies, and business	<ul style="list-style-type: none"> <li>• To provide community insights about Social Impact.</li> </ul>
Prospective philanthropy	<ul style="list-style-type: none"> <li>• To support collective learnings.</li> <li>• To understand policy influence.</li> <li>• To secure future funding opportunities.</li> </ul>

## Annex 2: Inquiry framework alignment with SPSP reporting

Table 5: Alignment with *Stronger Places, Stronger People* reporting framework

Key questions	Sub-questions	SPSP Questions
<b>Results level 1: Impact</b>		
1. To what extent is HUM contributing to outcomes for community and broader impact?	1.7 What are the early signs of impact for children, young people, and families in the Mildura LGA that HUM is contributing to? <i>In outcome areas relating to valued, loved and safe, health, material basics, learning opportunities, participation, and positive sense of identity and culture.</i>	6. What have been the long-term impacts of your mission/initiative for targeted geography groups and populations?
	1.8 What significant changes can we see in the population level trends (positive and negative) for children, young people, and families in the Mildura LGA?	2. What are early instances of impact of your initiative?
	1.9 What was the role and contribution of the HUM collaboration and the HUM backbone team in achieving these changes?	4. Has your initiative contributed to any cumulative impacts or amplification?
<b>Results level 2: Systems and services</b>		
2. To what extent is HUM contributing to systems changes?	2.1 What systems changes have happened because of HUM? <i>Includes expected and unexpected, positive, and negative changes. Systems changes involve shifts in mindset, power relations, relationships, policies/ structures, practices, and resource flows.<sup>7</sup></i>	3. What systemic changes are you seeing within your community?
	2.2 What did the HUM collaboration and backbone do to contribute to these changes, and what were the other contributing or hindering factors? <i>Includes the extent of contribution by services and government investment and coordination.</i>	5. How has your initiative influenced the broader system, behaviour of system actors, or significant system patterns?



<sup>7</sup> See Annex 3 for Water of Systems Change framework that is helpful background to this question.

Key questions	Sub-questions	SPSP Questions
<b>Results Level 3: Implementation and ways of working</b>		
3. How well and to what extent are we delivering our activities for purpose?	<p>3.1 To what extent and how well are we implementing our activities?</p> <p><i>Includes:</i></p> <ul style="list-style-type: none"> <li>- <i>What proportion of our activities are on track?</i></li> <li>- <i>Why/why not?</i></li> <li>- <i>What changes or pivots have we made and why?</i></li> <li>- <i>Do these changes better meet the needs of children, young people, and families in the Mildura LGA?</i></li> </ul>	n/a
4. How well are we working together and progressing our collective impact practice?	<p>4.1 How well are we working together as a collaboration (including the Backbone Team, services, government departments, community, etc.)?</p> <p>4.2 To what extent are we upholding our HUM principles?<sup>8</sup></p> <p>4.3 Are community aspirations and priorities driving our HUM activities and how we use our resources?</p> <p>4.4 What is the quality of our engagement?</p> <ul style="list-style-type: none"> <li>- <i>To what extent is our engagement authentic and inclusive of the people and organisations needed to achieve our goals?</i></li> <li>- <i>Who is currently not involved and needs to be engaged to help us achieve our community aspiration?</i></li> </ul> <p>4.5 To what extent are we using ethical and culturally appropriate ways of deepening engagement with Aboriginal people?</p> <p>4.6 To what extent are we using evidence (such as evaluation outcomes, data, community voice, and research) to inform our learning and the decisions we make? What could be done better?</p> <p><i>Includes HUM collaboration and backbone teams' learning and improvement.</i></p> <p>4.7 How well are we creating and nurturing a safe space for learning?</p> <p>4.8. Are our funders, partners, and governments creating the enabling conditions for us to do our collaborative work well?</p>	1. <b><i>How are enabling conditions being created and evolved?</i></b>

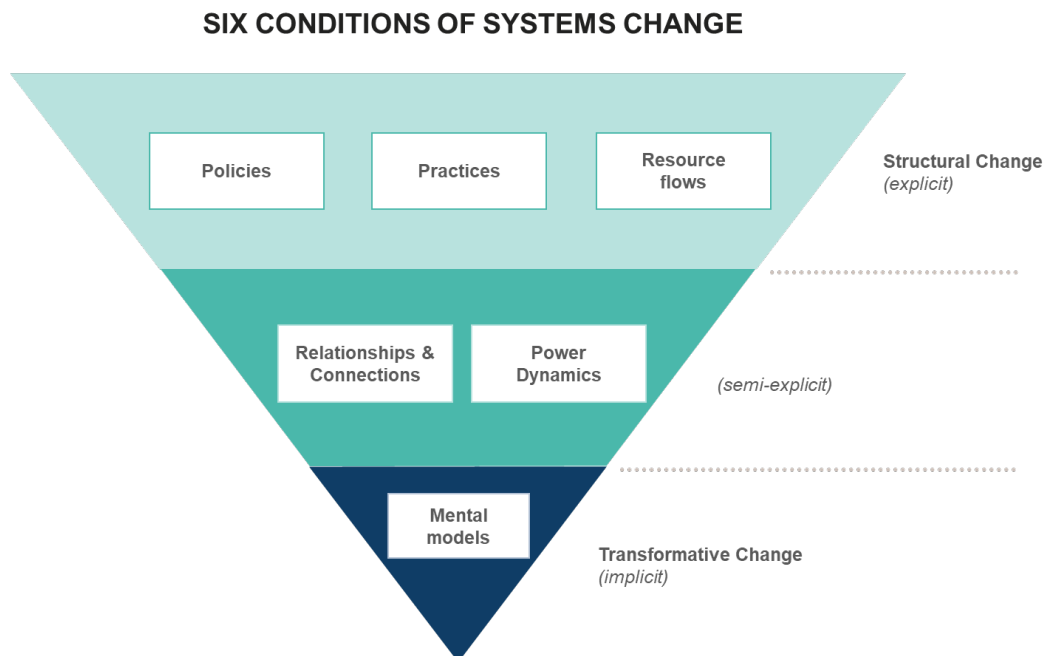
<sup>8</sup> The current (2022) principles set is included in Annex 4.

Key questions	Sub-questions	SPSP Questions
Learning		
5. What are our key learnings from the overall HUM initiative (the work, systems, collaboration and partnership, governance, and structure)?	5.1 What have we learned about what works and what gets in the way of HUM achieving positive changes? What could be done differently or improved?	n/a
	5.2 What have we learned about how we are using the Collective Impact approach to create systems changes?	
	5.3 What have we learned from the unintended outcomes that have happened because of our collaborative work?	



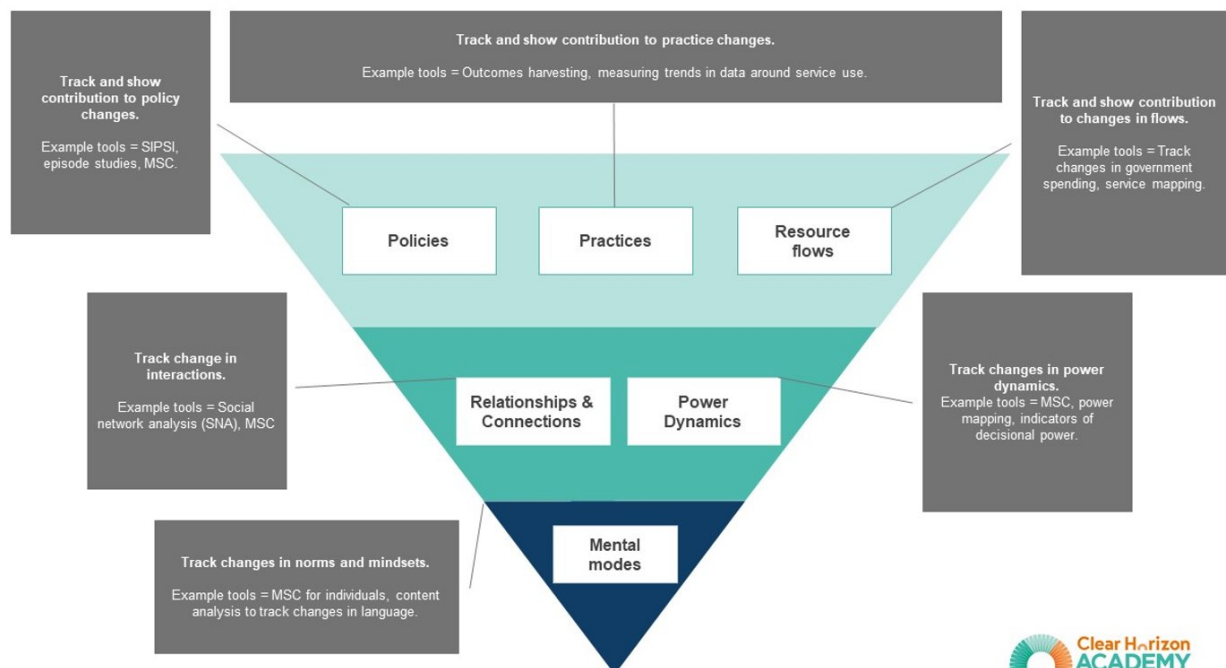
## Annex 3: The Water of Systems Change

This is a useful framework for understanding the conditions for systems change. It helps frame the systems change level in the Journey of Change and also the domains of interest for the key evaluation and learning questions. Below are some examples of methods that can help track these domains.



From Kania, Kramer & Senge 2018, [\*The Water of Systems Change\*](#)

### METHODS RELEVANT FOR MEASURING SYSTEMS LEVEL CHANGE



## Annex 4: HUM principles

The HUM principles will develop and change over time. Here are the current agreed principles (2022):

### RESPECT

*Valuing and including community diversity strengthens relationships and builds trust*

- Value and cater for diversity.
- Act with integrity, compassion, and empathy.
- Collaborate and build trust to strengthen commitment and ownership.
- View children, youth, and families as drivers of change.
- Empower people, families, youth, and children to take charge of their lives.
- Respect and promote the self-determination of Indigenous Australians.

### COMMITMENT

*Sharing ownership of the Community Aspiration aligns resources to improve community outcomes*

- Engage all community in creating solutions to address the Common Agenda.
- Coordinate efforts and align resources to address the Common Agenda and its underlying inequities.
- Map the big picture so all can see where their work or responsibility links to the Common Agenda.
- Provide support for the short and long term.
- Ensure partnerships, teamwork and processes are effective and efficient.

### CONTINUOUS IMPROVEMENT

*Learning, leading and innovating builds community capacity, for Social Impact*

- Ensure our actions are mutually reinforcing to solve complex problems.
- Evaluate, innovate, and adapt to get the best results.
- Build on existing evidence to achieve better outcomes.
- Use multiple ways to participate, communicate, and coordinate effort.
- Listen, learn, and lead for continuous improvement.

### ACCOUNTABILITY

*Keeping ourselves and each other accountable to the Common Agenda ensures quality outcomes for our community*

- Adapt a shared responsibility to achieve the best outcomes.
- Develop and use a Shared Measurement System.
- Use measurement and feedback to ensure high performance.
- Inspire and inform the community.
- Share our community's progress.

## Annex 5: Summary of data collection methods (\* marks priority)

Methods/ Tools	Description	Purpose	Timeline	Link to KEQs
<b>For collecting evidence about process</b>				
<b>Activity and engagement log*</b>	A shared document or record keeping system where entries can be logged and tracked over time. E.g., excel, MS forms.	To capture HUM's activity and engagement results.	Ongoing	Activity reach and engagement
<b>Pivot tracker</b>	A shared document or record keeping system where entries can be logged and tracked over time. E.g., excel, MS forms.	To capture key pivots in HUM strategy or implementation.	Ongoing	Learning, activity reach and engagement
<b>Journey mapping</b>	The process of creating a visual 'map' across time that describes an individual, group or organisation's unique journey and key markers of interest.	Varied. Can be used to: <ul style="list-style-type: none"> <li>Document the HUM journey.</li> <li>Capture the process and experience of a child, family, group and/or organisation taking part in HUM activities, outlining significant changes, insights and learnings that have occurred for them due to their involvement.</li> </ul>	As needed	Learning, progress, and impact
<b>Partnership assessment tool*</b>  Two examples are included	<b>Victorian health partnership assessment survey:</b> A partnerships analysis tool.	To help HUM reflect on the partnerships it has established and monitor and maximise their effectiveness.	Annually	Progress and ways of working

Methods/ Tools	Description	Purpose	Timeline	Link to KEQs
here. Additionally, the approach can be tailored using a survey tool such as MS Forms.	<b>Collaborative health assessment tool (CHAT):</b> An online tool used for measuring how well collaborators of an initiative are working together.	To help HUM members understand how well they are working together now, and into the future as their collaboration matures.	Annually	Progress and ways of working
<b>First nations impact ripple (or equivalent)*</b>	A tool used to facilitate conversations and assessment with First Nations people and centre their perspectives on collaborative approaches and inclusion.	To understand and track collaborative approaches with a special focus on genuinely placing First Nations peoples at the heart of HUM as well as supporting conversation around progress and a deep dive into what has worked well and what needs to change for improvement.	Optional - as needed	Learning and ways of working

#### For collecting evidence about results and impact

<b>Impact log*</b>	A shared document or record keeping system where entries can be logged and tracked over time. E.g., excel, MS forms, Clear Horizon App.	To track potential HUM impacts as they occur to investigate, verify, and inform measurement, evaluation and impact story development.	Ongoing	Impact, systems change, ways of working
<b>Story and community voice collection methods*</b>	<b>Storytelling:</b> The process of using facts and narrative to communicate something to a particular audience.	To collect stories from children, families, community members, and/or partner agencies for tracking results, and for HUM case studies, and impact stories.	Annually	Impact, systems change, ways of working, and learning
There are many methods and tools available, here are some examples:	<b>Most significant change (MSC):</b> A qualitative data collection method used to capture rich and in-depth information about meaningful instances of impacts.	To collect stories of change from children, families, community members, and/or partner agencies that demonstrate how they have been impacted by the work of HUM and why this change is significant.	Annually	Impact, systems change, ways of working, and learning

Methods/ Tools	Description	Purpose	Timeline	Link to KEQs
<b>Data collection/ analytic tools for tracking systems change</b>  <b>Significant instances of policy or system change (SIPSI)</b>  <b>What else tool*</b>	<b>Community conversations:</b> Structured, small group conversations with members of a specific community.	To gather children, families, community members, and/or partner agencies' thoughts, views, experiences, and insights through structured small group conversations.	As needed	All
	There are a range of tools of potential relevance depending on what is needed, see Toolkit	To understand, track , and analyse changes in systems conditions ie social networks and relations, changes in narrative etc.	As needed	All
	A story-based tool used to capture case studies about significant instances of policy and/or broader systems change(s).	To capture, measure, and report on instances of policy and/or other system change(s) and understand HUM's contribution.	Annually	Impact, systems change, ways of working
	A tool used to capture information for a light touch contribution analysis.	To strengthen HUM's contribution claims and to reduce bias.	As needed	Impact and systems change
<b>Cross-cutting tools for collecting data and stories across process and results</b>				
<b>Surveys, Community pulse check, event, feedback, etc.</b>	A list of specifically created questions to obtain Information and/or feedback from a group of people.	To capture information and collect feedback from children, families, community members, and/or partner agencies to help inform HUM's decision-making.	As needed	All



Methods/ Tools	Description	Purpose	Timeline	Link to KEQs
<b>Semi-structured interview</b>	An interview in which the interviewer does not strictly follow a formalised list of questions allowing for new ideas to be brought up due to what the interviewee shares.	<ul style="list-style-type: none"> <li>To collect qualitative, open-ended data.</li> <li>To explore people's thoughts, attitudes, feelings, beliefs, reactions, and/or experiences regarding a particular topic.</li> <li>To delve deeper into personal and/or sometimes sensitive issues.</li> </ul>	As needed	All
<b>Group feedback methods</b>	<b>Focus group:</b> A group interview involving a small number of people who live in the same area and/or or share other traits and/or experiences.	To explore people's thoughts, attitudes, feelings, beliefs, reactions, and/or experiences regarding a particular topic.	As needed	All
	<b>Yarn circle:</b> A conversation in which all points of view and respectful verbal statements are equally valid.	To encourage responsible, respectful, and honest conversations between participant to gather and understand their points of view and build trusting relationships.	As needed	All
<b>For collecting learning and insights</b>				
<b>Learning or Reflection log*</b>	A shared document or record keeping system where entries can be logged and tracked over time. E.g., excel, MS forms.	To collect information related to reflection and learning with the aim to better understand the context in which HUM operates and the environment where specific outcome/s have been achieved.	Ongoing	Learning
<b>Most significant learning (MSL)*</b>	A qualitative data collection method used to collect 'stories of learning'.	To help surface learnings about assumptions that don't hold true and use those insights to make changes.	Annually	Learning

Methods/ Tools	Description	Purpose	Timeline	Link to KEQs
<b>For mapping progress and reflection</b>				
<b>Progress mapping tool</b> **	A tool used for consistent measurement of progress across different levels of change at the SPSP site level.	To monitor, explore and measure HUM's "progress" and help develop a shared understanding of HUM's "readiness" and alignment with the collective impact minimum partner requirements for SPSP participation.	Annually	Progress and ways of working
<b>Annual learning circle</b> **	A facilitated discussion regarding the findings of the progress mapping process used to inform a site's SPSP action & support plan.	To review the progress mapping findings, including a discussion about what success looks like, and what the opportunities and risks are moving forward. Insights are used to create action and support plans which will set out HUM's priorities for the next twelve months and describes the support needed to achieve them.	Annually	All
<b>Reflection workshop*</b>	A workshop used for collaborative sensemaking. Annually this is fulfilled via the Learning Circle (above) however may be relevant for specific projects or cohorts.	To collaboratively make sense of synthesised data, agree on key findings against key MEL questions and sub-questions, and develop joint recommendations.	On a needs basis and at a project or cohort level.	Learning

\* Priority methods

\*\* Specific tools or processes required for *Stronger Places, Stronger People*

## Annex 6: Data collection against key questions

Below is a map of **priority methods** relevant per key question.

Priority method & activities	Key questions from Section 3				
	Q1	Q2	Q3	Q4	Q5
• Activity & engagement log		X	X	X	
• Partnership assessment tool, e.g., • Victorian health partnership assessment survey • Collaborative health assessment too (CHAT)		X	X	X	X
• First Nations Impact Ripple Tool or equivalent	X	X	X	X	X
• Impacts log	X	X	X	X	
• Story, community voice collection methods, and other narrative based interviews etc	X	X	X	X	X
• What else tool	X	X			
• Learning or Reflection log			X	X	X
• Most Significant Learning tool and reflection pulse checks with key groups i.e., advisory, action groups, etc	X	X	X	X	X
• Progress Mapping Tool	X	X	X	X	X
• Annual learning circle	X	X	X	X	X
• Reflection workshop	X	X	X	X	X