A close-up photograph of a child's hands writing on a worksheet. The child is holding a red pencil with white polka dots. The worksheet has a grid with some text and a drawing of a plant. The background is blurred, showing the child's face and a blue and white striped shirt.

HANDS UP MALLEE 0-8 NESTED MEASUREMENT EVALUATION AND LEARNING FRAMEWORK

Prepared for Hands Up Mallee

13 October 2022

Clear Horizon

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Document review and authorisation

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Draft 1	12 October 2022	HUM	Feedback round 1 for client. One consolidated version with feedback to be provided to Clear Horizon. You are welcome to make direct changes via 'track changes'
Draft 2	11 November 2022	HUM	Feedback round 2 for client. This version of the Framework incorporates the feedback we received from HUM.

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Disclaimer

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Acronyms

Acronym	Description
ARACY	Australian Research Alliance for Children and Youth
CH	Clear Horizon
DJPR	Department of Jobs, Precincts and Regions
HUM	Hands Up Mallee
JoC	Journey of Change
KEQ	Key Evaluation Question
MEL	Measurement, Evaluation and Learning
SPSP	Stronger Place, Stronger People
0-8 Nested MEL Framework	The nested measurement, evaluation, and learning Guide for Hands Up Mallee's collaborative work focused on zero- to eight-year-old children and their families as well as the organisations that support them.

Acknowledgements

Acknowledgement of the Traditional Owners and Custodians of the Millewa-Mallee

We acknowledge the First Peoples of the Millewa-Mallee, The Latji Latji and Ngintait people as the Traditional Owners and Custodians of the Country on which we live and work. We also acknowledge their nearest neighbours, the Barkindji people. We pay our respects to Elders past, present, and emerging and acknowledge the ancient spiritual and cultural connection they hold with their Country.

Acknowledgement of contributors

The 0-8 Nested MEL Framework is the culmination of a shared process that was undertaken in 2022 by HUM partners including parents and carers, agency staff, and government representatives. Key elements of the Framework such as the Journey of Change (JoC) and the Key Evaluation Questions (KEQs) were co-designed.

HUM would like to thank all individuals and organisations who delivered a contribution. A detailed overview of the contributors can be found in Appendix 1.

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Introduction

This document represents the Nested Measurement, Evaluation, and Learning (MEL) Framework for Hands Up Mallee's collaborative work focused on zero- to eight-year-old children and their families (0-8 Nested MEL Framework).

Background

Hands Up Mallee (HUM) is a place-based social impact initiative in Mildura that brings local leaders and community together to address systemic social issues and improve health and wellbeing outcomes for children, young people, and their families.

In 2021 HUM partners and stakeholders worked together to co-design an overarching Measurement, Evaluation, and Learning Framework for 2022 to 2037. This framework aims to support learning and improvement to help the collaboration achieve its social outcomes, as well as build an evidence base that highlights what HUM is achieving and how its partners are working together.

In addition to the overarching MEL Framework, HUM made the decision to co-create two Nested MEL Frameworks to support the MEL work of its 0-8 and 9-18 Action Teams that will be aligned to HUM's overarching MEL Framework.

In 2020-21, the HUM Backbone Team and HUM partners conducted a series of Discovery Sessions to bring together the expertise of families with children aged 0-8 years, what the research says, and what the local publicly available data says about how children and families are faring (click [here](#) for more info). In April 2022 these findings helped inform the co-design process of the 0-8 Nested MEL Framework led by Clear Horizon (CH) with support from the HUM Backbone Team. The co-design process included:

- Two face-to-face Journey of Change (JoC) workshops - These took place in May 2022 and were attended by 25 people; 6 parents/carers and 13 representatives of organisations.
- A JoC feedback-loop process
- An online Key Evaluation Questions (KEQs) workshop - This took place in August 2022 and was attended by 11 people (all representatives of organisations).
- A KEQs feedback-loop process
- The development of the HUM 0-8 Nested MEL Framework.

What is covered in the HUM 0-8 Nested MEL Framework?

- The 0-8 Nested MEL Framework is made up of the following components:
- HUM 0-8 Nested MEL - Purpose, scope, audiences, and principles.
- A JoC model that shows visually how HUM's 0-8 Action Teams are expecting to create impact.
- A set of KEQs the 0-8 Action Teams want to answer to drive evaluation and learning
- A plan for data collection and implementation.
- A set of example measures and tools for tracking learnings, progress and outcomes

HUM 0-8 Nested MEL - Purpose, scope, audiences

The information below provides information about the purpose, scope, and audiences of HUM's Nested 0-8 MEL work.

Purpose

The purpose of this MEL Framework is fourfold:

- **Impact** - To help the 0-8 Action Teams demonstrate progress towards our intended outcomes.
- **Learning and improvement** – To capture 0-8 Action Teams' learnings and help collaborators improve their work and results.
- **Accountability** - To keep 0-8 Action Teams accountable to local zero- to eight-year-olds and their families, HUM funders, partners, and the broader Mildura community. The data, stories and insights from our work will feed into HUM's overarching evidence used for annual reporting to funders such as Department of Social Services and Department of Jobs, Precincts and Regions
- **Community Engagement** - To use 0-8 Action Team's MEL activities and findings to help secure local buy-in for the 0-8 Action Teams' work and strengthen parent and carer engagement in 0-8 Action Team activities.

Scope

The scope of this MEL Framework covers the activities that will be undertaken by HUM with a focus on children aged 0-8 years and their families.

Table 1. Scope

In scope	Out of scope
<ul style="list-style-type: none">• The work, learnings, and impact of the 0-8 Action Teams.• Other HUM activities that have a focus on children aged 0-8 years and their families.	<ul style="list-style-type: none">• Any other HUM activities.• Activities of HUM partners focused on 0-8-year-olds and their families that are part of their regular service delivery and/or support.

Audiences

The HUM 0-8 Action Teams need to communicate key learnings and progress to a range of audiences. The primary audiences are the people and organisations 0-8 Action Teams are accountable to and who might use the MEL findings to make decisions about their work. The secondary audiences are other people and organisations who may be interested in learning more about the findings of HUM's MEL activities.

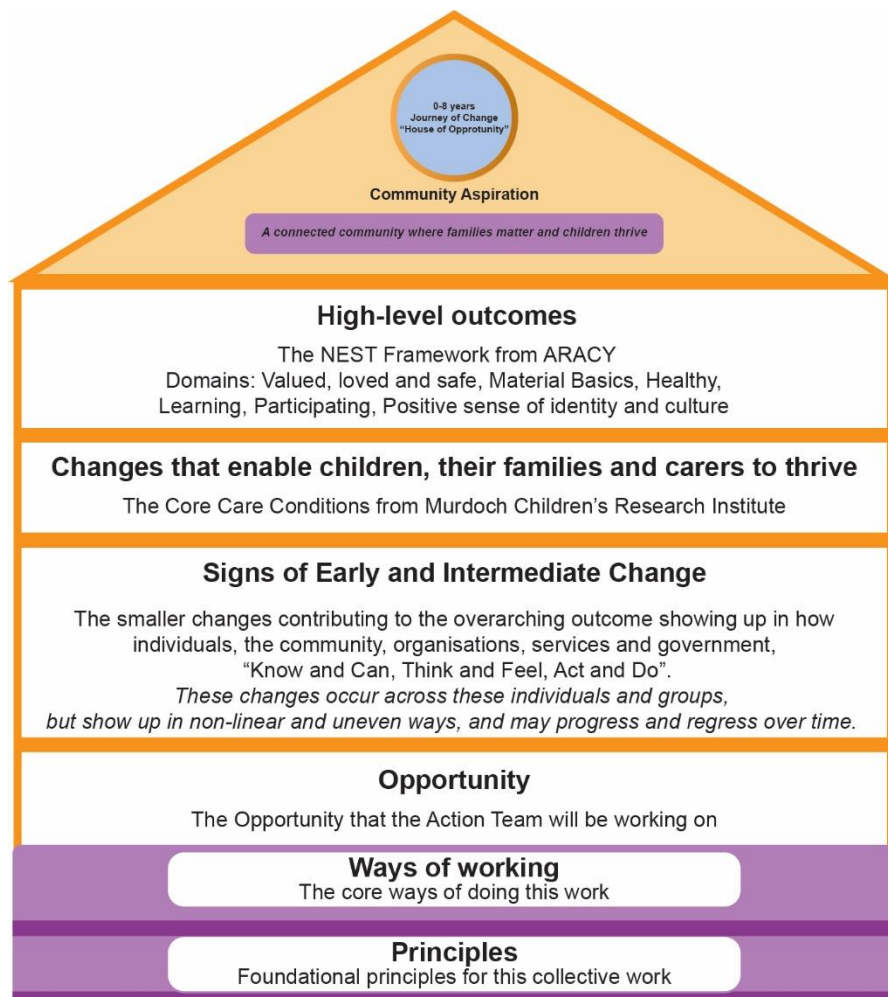
Table 2. HUM 0-8 Action Team audiences

Primary audiences	Secondary audiences
<ul style="list-style-type: none">• HUM 0-8 Action Team and core partners• HUM Backbone and MEL Team• HUM Governance, Mallee Community Voices, and the Aboriginal Yarning Group• HUM partners• Parents and carers of 0-8-year-old children who delivered a contribution to the work.• HUM funders	<ul style="list-style-type: none">• HUM 9-18 Action Teams• Three tiers of government; local, state, and federal – Teams and departments not directly involved in funding HUM• The wider Mildura community• Other place-based and/or systems change initiatives• People and/or organisations with an interest in early childhood, place-based work, and/or systems change.

HUM 0-8 Nested Journey of Change

To support the work of the 0-8 Action Teams', a HUM 0-8 Nested JoC was co-created by parents and carers, agency staff, and government representatives (see Appendix 2 for a detailed overview). A narrative summary of the 0-8 Nested JoC explains how we expect change to happen (see figure 1.).

Figure 1. Visual of the 0-8 Nested Journey of Change summary



A description of the different types of changes that HUM is looking to achieve for its work focused on 0-8-year-olds and their families can be found below.

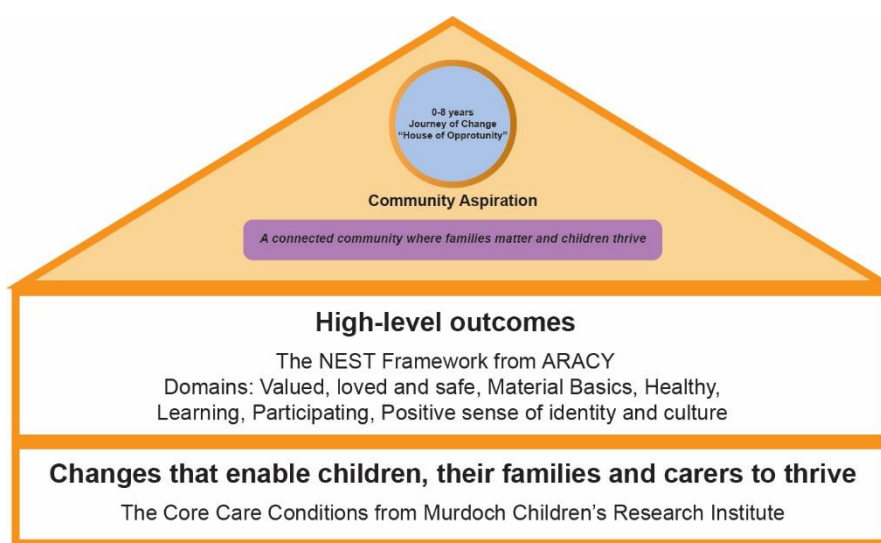
High-level outcomes & Core Care Conditions

In alignment with the overarching MEL Framework, HUM has selected the six ARACY NEST domains as the high-level **population level outcomes** / goals it's aiming to achieve through its 0-8 work. These are:

1. Children are valued, loved & safe
2. Children have material basics
3. Children are Healthy
4. Children are learning
5. Children are participating
6. Children have a positive sense of identity and culture

See Appendix 2, Table 7 for more information.

Figure 2. High-level outcomes & Core Care Conditions



Core Care Conditions

The work of HUM's 0-8 Action Teams will also be guided by the Core Care Conditions Framework which was developed by the Murdoch Children's Research Institute. The **Core Care Conditions** are the things that research has identified need to be in place for parents and carers to be able to meet the needs of their children and families. For a detailed overview of the Core Care Conditions see Appendix 2, Table 8.

To help build the Core Care Conditions and support HUM to achieve its aspired population level outcomes, such as children having access to quality early childhood education and childcare services, or children living in adequate and stable housing, five high leverage **opportunities** were identified during the Journey of Change Workshops:

1. Address participation barriers for families
2. Reduce the emotional and mental demands on families and carers
3. Co-Design inclusive family and child friendly spaces, experiences, and solutions
4. Improve the social determinants of health for families
5. Develop employment opportunities (including volunteering) that fit with family needs.

By working together on these five identified opportunities, HUM expects to see a range of interconnected **early and intermediate changes** for organisations, parents/carers, and children.

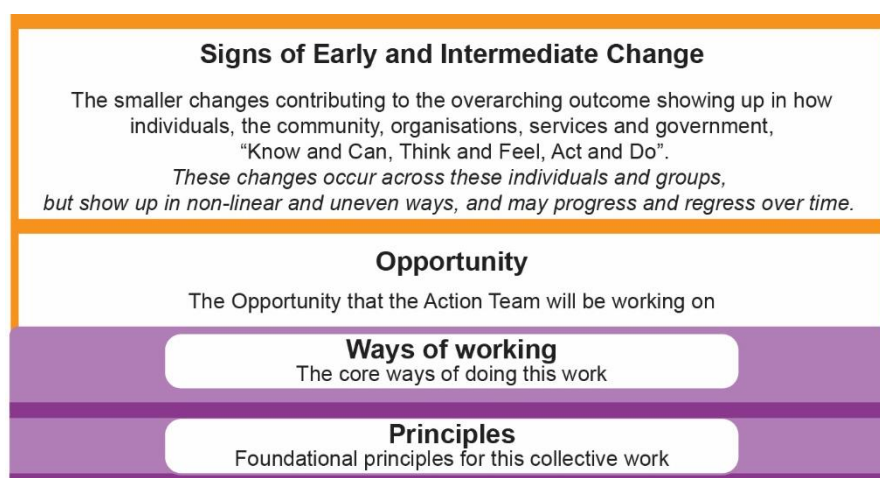
Early & intermediate changes

The types of changes we may expect to see along the way before we receive our long-term outcomes. This includes changes related to what parents/carers and organisations know and can, think and feel, how they act and what they do:

- **Know and Can** - Children, parents/carers, and organisations know and can ... > This includes things such as strengthening existing knowledge, learning new things, and building capacity and capability.
- **Think and feel** - Children, parents/carers, and organisations think and/or feel ... > This includes how people think and feel about themselves, others and/or their organisations and entails things such as motivation, a willingness to change, increased confidence, aspiration, or self-esteem.

- **Act and do** - Children, parents/carers, and organisations act in particular ways and do these things ... This includes how people and organisations change their behaviour and do things differently.

Figure 3. Signs of early & intermediate changes



To help the 0-8 Action Teams track their progress and measure their results, each Action Team will have to choose a set of **short and intermediate term measures**. See Appendix 2, Table 9, Table 10, and Table 11 for a detailed overview of all the early & intermediate outcomes that HUM expects to happen due to its 0-8 work.

Indicators

Additionally, in line with the collaboration’s SPSP and DJPR funding requirements HUM’s work (including that of the 0-8 Action Teams) will be guided by five **indicators** to track the changes it’s contributing to at a population level. See Appendix 2 for further details.

Ways of working

Central to the success of the 0-8 Action Teams, their actions and their outcomes will be three **ways of working**:

1. A focus on prevention and early intervention
2. Strong collaboration between organisations
3. Collaboration with families

Descriptions of each way of working can be found in Appendix 4. Ways of Working.

Principles

The 0-8 work will further be underpinned by a set of six **principles**:

- | | |
|--------------------|-----------------------|
| 1. Equity | 4. Participatory |
| 2. Child-centred | 5. Self-determination |
| 3. Strengths-based | 6. Learning by doing |

Important things to keep in mind!

While co-creating the 0-8 Opportunity specific JoCs, it is important collaborators are aware of the following things:

- **The importance of having a JoC** - A JoC is a must when doing long-term systems change work. This document isn't a static document, but a guide whose logic should be tested and reviewed regularly and changed if required.
- **Change doesn't always happen in the same way** - Whilst the changes in the 0-8 JoC are visually presented in a linear way, it is important to note that changes don't always happen in this order. For example, the change cycle may also start with act and do (especially when people and/or organisations are involved in experiential learning activities) or think and feel. Additionally, changes could happen in a different order.
- **Changes for the JoC's different target groups are often interconnected** - A number of the changes for parents and carers, require organisations to change first. The reason for this is that changes at this level are often linked to systems changes and building the enabling conditions for parents and carers to be able to change. Similarly, changes for children are often enabled by changes for their parents and carers.
- **Social determinants & external factors** - When creating change pathways, it is important to acknowledge and address social determinants of health as well as any underlying societal changes that may impact on the 0-8 Action Teams' ability to create change in HUM's place-based context. An example is the COVID-19 Pandemic.
- **Achieving population level impact takes significant time** - Whilst long-term outcomes and population level indicators are important; it's crucial to understand that achieving population level impact takes significant time (often 10+ years). That's why we recommend the Action Teams mainly focus on the measurement and evaluation of the early and intermediate changes they expect to see as well as whether they are applying their principles and are adhering to their ways of working.

Key evaluation questions

The KEQs are the 'big picture' questions that will provide guidance to the 0-8 Action Teams' MEL activities:

- **KEQ 1.** focuses on impact and will help the Action Teams demonstrate their progress and the difference their work is making.
- **KEQ 2.** will help the Action Teams learn more about how well they have implemented their work
- **KEQ 3.** focuses on how learnings and insights are being used to improve the Action Teams' work.

To support data collection, each KEQ includes a set of more concrete sub-questions. An overview of the key evaluation and sub-questions for the 0-8 work can be found in table 4.

Table 4. Key evaluation and sub-questions 0-8 Action Teams

KEQ 1. Impact - To what extent is our collaborative work achieving change?

- 1.a. What changes have happened for zero- to eight-year-old children, their parent/carers, and organisations due to our collaborative work?** (This includes changes to people's knowledge, skills, behaviours, feelings, mindsets, etc. that are linked to HUM's nested 0-8 journey of change. What other changes for children, parents/carers, families and/or organisations took place including unexpected changes?)
- 1.b. To what extent is our collaborative work contributing to systems changes?** (What systems are we influencing? Are we influencing policy changes and if so, how? Are we empowering families and affecting the level of influence and decision-making power they have on the type of services that are available in the Mildura LGA and how they are being delivered? What other systems change conditions did we help shift?)
- 1.c. To what extent is our collaborative work achieving equity?** (For whom are we achieving outcomes and in what ways? Are the children and families that need our help the most receiving the support they need to help them thrive? Are we addressing the underlying causes that are preventing zero- to eight-year-old children and their families in Mildura to thrive?)

KEQ 2. Effectiveness - How effective are we in the implementation of our collaborative approach?

- 2.a. How well are we working together?** (Are we working together towards shared outcomes? Have we implemented effective ways of working that are supporting us to achieve our intended outcomes? Are we using a shared language that everyone understands? Is our approach helping our collaboration including our partners and relationships to grow stronger?)
- 2.b. How well are we engaging children and families in our collaborative work?** (Are we deeply engaging children and families who live in the Mildura LGA in our co-design and decision-making processes? Are we applying strengths-based and (culturally) appropriate approaches that meet the needs of Aboriginal people and other children, carers, and families with diverse backgrounds - CALD, LGBTIQ+, people with disabilities?)

2.c. How well are we implementing our joint activities? (Are we following the HUM principles when implementing our joint activities? Are our collaborative activities on track? Does our collaborative work run to plan? Why/ why not?)

KEQ 3. Learnings - How well are our learnings and insights being used to improve our collaborative work?

3.a. To what extent are we creating a learning culture? (How are we creating opportunities for learning? Are we testing our assumptions and ideas? Have we created a safe space to make mistakes? Are we learning from different perspectives and overcoming biases?)

3.b. What are the key learnings from our collaborative work? (What worked well, what didn't work well, and why? What unexpected results happened (positive/negative) due to our work? What were the key enablers that helped us progress our work as well as the barriers that stood in the way of creating change?)

3.c. How are we using our learnings for improvement? (Who is implementing our learnings and how? Are we sharing our learnings with others? How do we know that our learnings have improved our work and/or the work of others both within and beyond place?)

Data collection & implementation

MEL Approach

To measure, evaluate, and learn from the 0-8 Action Teams' work, HUM will be taking a light-touch approach to its 0-8 MEL work that does not put undue pressure on the Action Teams and their individual members. Each Action Team should choose a few priority measures that are aligned to their JoC and/or the 0-8 KEQs they will collect data against. .

Data collection and analysis

To answer the 0-8 (priority) KEQs and sub-questions, HUM's 0-8 Action Teams can use a mix of easy to use quantitative and qualitative data collection and analysis methods and tools. The information collected will help team members to make informed decisions about their work and demonstrate the Action Teams' outcomes. This information will also be used by the HUM backbone team to report HUM's progress to funders and the wider Mildura community.

A summary of the data collection methods and tools that the Action Teams can make use of and instructions on how to apply them is provided in **HUM's overarching MEL Toolkit** which includes annexes and hyperlinks to online resources.

A HUM 0-8 Data Summary Table including an overview of the KEQs, example measures, and example data collection methods and tools can be found in Annex 5.

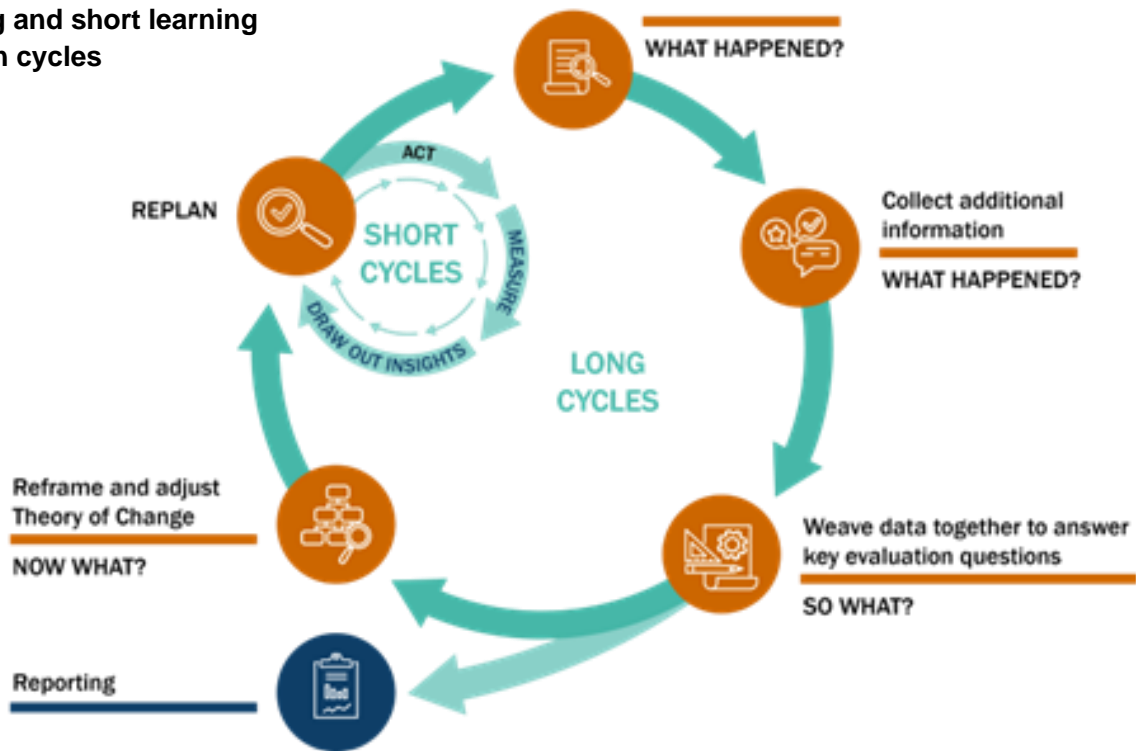
Data collection for learning and improvement

Reporting requirements for the HUM 0-8 nested MEL activities will be aligned to HUM's overarching MEL rhythms and routines. The data and stories collected via HUM's 0-8 Nested MEL work are intended to feed into HUM's short and long learning cycles, as well as help grow an evidence base, build momentum, and demonstrate impact. Short learning cycles will be used to test ideas, track HUM's 0-8 Nested MEL activities and engagement, and manage risks in shorter-term processes. The longer learning cycle is about developing a deeper understanding of how HUM's 0-8 work is progressing and how it is contributing to HUM's overarching goals and learnings.

Learning involves (See Figure 4):

- **Reflection** - Reflecting on HUM 0-8 Action Team processes and results (What happened and how?)
- **Developing insights** - Interpreting what this information means or tells us (So what?)
- **Using insights** - Using the gathered insights to inform action (What next?)

Figure 4. Long and short learning and evaluation cycles



For an overview of HUM’s shorter and longer cycles of learning for the 0-8 work, see table 3.

Table 3. HUM 0-8 learning cycles

For HUM’s 0-8 Nested MEL work the short cycle of learning activities will involve:	The longer annual cycle of measurement, learning, and evaluation will involve:
<ul style="list-style-type: none"> Collecting routine data in an ongoing way to inform the Action Teams’ decision-making and contribute to HUM’s quarterly overarching MEL reporting. Quarterly reflection sessions 	<ul style="list-style-type: none"> Tracking of a small set of key measures aligned with 0-8 Action Team priorities / projects. Collection of data and stories to feed into HUM’s overarching evidence used for annual SPSP progress mapping and reflection events such as the learning circle. Reporting and communications of 0-8 Nested MEL findings to key audiences and funders. Annual learning and shared sense-making events.

Key learning and reflection activities for the 0-8 Action Groups are summarised in Table 4.

Table 4. Summary of learning and reflection activities per year for the 0-8 Action Teams

Learning and Reflection activities	Learning cycle	How often
Tracking 0-8 Action Team learnings	Short cycle	Ongoing
Action Team Reflection Session	Short cycle	Bi-monthly
Participation in HUM Learning Circle	Long cycle	Annually

Demonstrating impact

The MEL activities of the 0-8 Action Team are designed to support HUM to demonstrate its collaborative results to the Mildura LGA community, HUM's funders, and HUM's other MEL audiences. The following table outlines what should be communicated and/or reported by the HUM 0-8 Action Teams, to whom and when.

Table 5. Schedule for 0-8 nested MEL reporting and outputs

Output / Report	Timing
Snapshots / summaries / communication materials to communicate 0-8 Action Team progress	To be determined
Action Team reports to feed into: <ul style="list-style-type: none"> SPSP Progress Mapping The HUM Annual Report 	<ul style="list-style-type: none"> Annually - March - May Annually - September
Case studies	As needed
Evaluation reports	Every 2-3 years or upon the finalisation of Action Team projects

Roles and responsibilities

HUM's MEL Enablers in close collaboration with the HUM Backbone Team will be responsible for overseeing the measurement and evaluation of the 0-8 Action Teams' work. The 0-8 Action Teams' members will collect the primary MEL data for the 0-8 work on behalf of HUM.

Appendix 1. Contributors to the 0-8 MEL Framework co-design process

The list below provides an overview all individuals and organisations who delivered a contribution to delivering the 0-8 Nested MEL Framework.

Table 6. Contributors to the 0-8 MEL Framework co-design process

Name	Representing
Joy Crombie	Family
Kerry Laming	Family
Tynneille Evans	Family
Stephanie Legg	Family
Krystal Roberts	Family
Hannah Borg	Family
Cheree Jukes	Mildura Rural City Council
Janelle Harrington	Mildura Rural City Council
Kassie Hocking	Department of Jobs, Precincts and Regions
Jodie Arnold	Department of Education and Training
Rhonda Smith	Mallee Family Care
Carli Leishman	Mallee Family Care
Simone Heald	Sunraysia Community Health Services
Kelly Knaess	Sunraysia Community Health Services
Linda Henderson	Sunraysia Community Health Services
Rachel Fuller	Sunraysia Community Health Services
Felicity Cummins	Sunraysia Community Health Services
Kaitlin Williams	Department of Families, Fairness and Housing

Name	Representing
Christine Cottrell	Connected Beginnings Mildura
Melissa Mott	Connected Beginnings Mildura
Hine Billing	Sunraysia Mallee Ethnic Community Council
Juvelina Gutierrez	Sunraysia Mallee Ethnic Community Council
Catherine Thompson	Hands Up Mallee Backbone
Rachel Drummond	Hands Up Mallee Backbone
Ada Peterson	Hands Up Mallee Backbone
Sian Harris	Hands Up Mallee Backbone
Dean Wickham	Hands Up Mallee Backbone
Lila Wolff	Hands Up Mallee Backbone
Fiona Merlin	Hands Up Mallee Backbone

Appendix 2. 0-8 Nested Journey of Change

HUM 0-8 Nested Journey of Change visual

Figure 5. provides a visual of the HUM 0-8 Nested Journey of Change. A readable version can be found on this Miro board: <https://miro.com/app/board/uXjVPfye4I=/>

Detailed description of the HUM 0-8 Journey of Change

A detailed description of the different components of the HUM 0-8 Nested Joc can be found below.

HUM community aspiration

HUM's community aspiration is: *"A connected community where families matter, and children thrive"*.

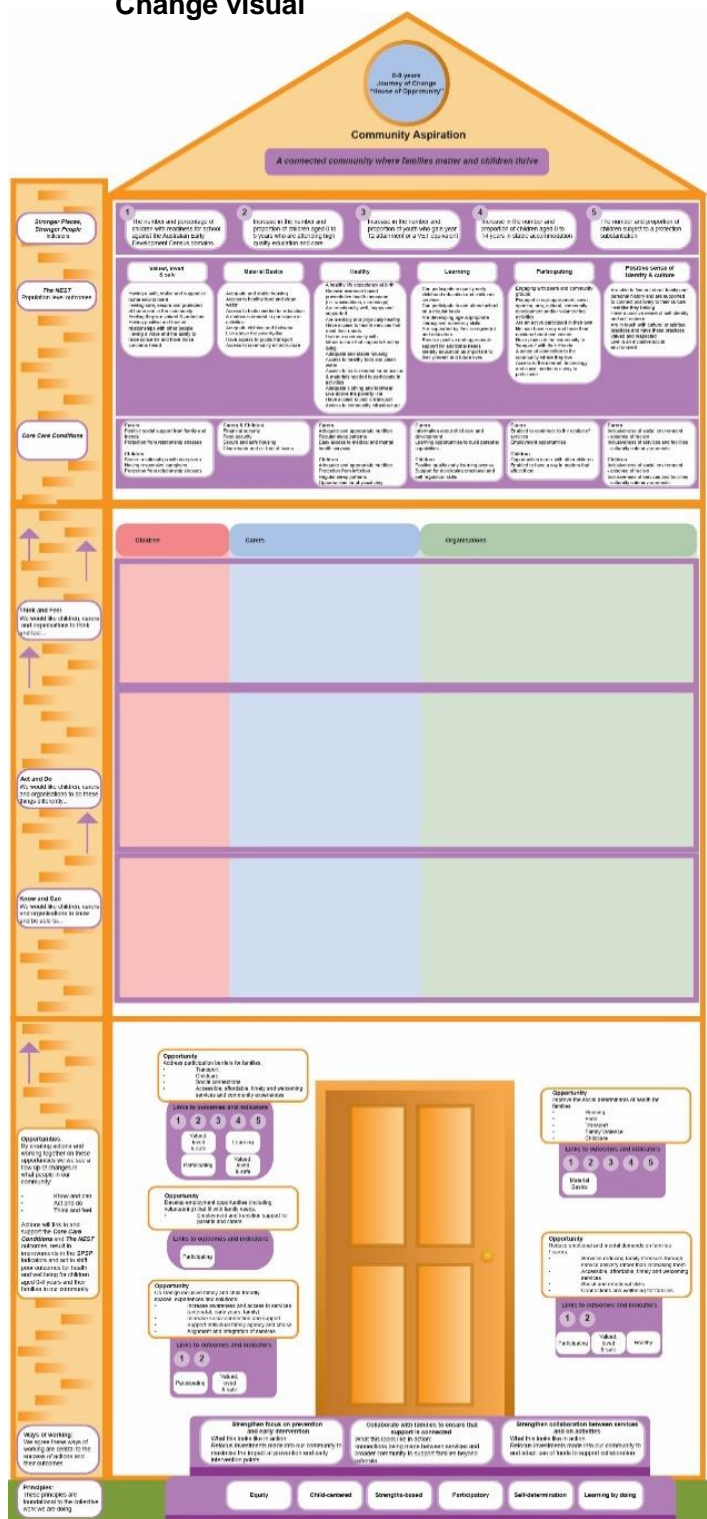
HUM indicators

To help HUM demonstrate its progress in line with the collaboration's SPSP funding requirements, HUM has chosen five population level indicators to track its progress against. HUM's work focused on achieving change for 0-8-year-old children and their families will be undertaken by the 0-8 Action Teams. Each Action Team will be working on a different opportunity, and it is expected that only two Action Teams will be active at a time. This means not all opportunities will be covered at once. Whether a 0-8 Action Team will be using only one or multiple of the HUM indicators to track their population level impact will depend on their opportunity's focus.

Indicator overview

1. The number and percentage of children with readiness for school against the Australian Early Development Census domains.
2. Increase in the number and proportion of children aged 0 to 5 years who are attending high quality education and care.

Figure 5. HUM 0-8 Nested Journey of Change visual



3. Increase in the number and proportion of youth who gain year 12 attainment or a VET equivalent.
4. Increase in the number and proportion of children aged 0 to 14 years in stable accommodation.
5. The number and proportion of children subject to a child protection substantiation.

For an overview of the five 0-8 Action Team opportunities that were identified during the JoC workshops, including their indicators, see Appendix 3.

HUM population level outcomes

The population level outcomes HUM aims to achieve for children and young people in Mildura are aligned to the NEST ARACY Framework and can be found in table 7.

Table 7. HUM population level outcomes

Outcome area	Population level outcomes: Children ...
Valued, loved & safe	<ul style="list-style-type: none"> • Have a safe, stable, and supportive home environment • Feel safe, secure, and protected at home and in the community • Feel valued • Have positive and trusted relationships with other people • Have a voice and the ability to raise concerns and have those concerns heard
Material Basics	<ul style="list-style-type: none"> • Live in adequate and stable housing • Have access to healthy food and clean water • Have access to tools and material they need for their education and to participate in activities • Have adequate clothing and footwear • Live above the poverty-line • Have access to public transport • Have access to community infrastructure
Healthy	<ul style="list-style-type: none"> • Have a healthy life expectancy at birth • Receive evidence-based preventative health measures (i.e. vaccinations, screenings) • Are emotionally well, happy, and supported • Are mentally and physically healthy • Have access to health services that meet their needs • Live in a community with infrastructure that supports healthy living

Outcome area	Population level outcomes: Children ...
Learning	<ul style="list-style-type: none"> • Have access to quality early childhood education and childcare services • Can participate in and attend school on a regular basis • Are developing age-appropriate literacy and numeracy skills • Are supported by their caregiver(s) and educators • Receive positive and appropriate support for additional needs • Identify education as important to their present and future lives
Participating	<ul style="list-style-type: none"> • Are able to find out about family and personal history and are supported to connect positively to their culture • Feel like they belong • Have a positive sense of self-identity and self-esteem • Are in touch with their cultural and/or spiritual practices and have these practices valued and respected • Live in an inclusive social environment
Positive sense of identity and culture	<ul style="list-style-type: none"> • Engage with peers and community groups • Engage in age-appropriate social, sporting, arts, cultural, community development and/or volunteering activities • Are an active participant in their own life, can have a say and have their opinions heard and valued • Have places in the community to 'hang-out' with their friends • Feel a sense of connection to the community where they live • Have access to the internet, technology, and social media as a way to participate

HUM 0-8 Nested MEL Core Care Conditions

In addition to the NEST ARACY Framework, the work of HUM's Action Teams will be guided by the Core Care Conditions Framework which was developed by the Centre for Community Child Health on behalf of Social Ventures Australia. The core care conditions are the things that need to be in place for carers to be able to meet the needs of their children and families and for children to thrive.

An overview of the core care conditions can be found below:

Table 8. HUM core care conditions

Core care conditions	Carers	Children
Valued, loved & safe	<ul style="list-style-type: none"> • Receive positive social support from family and friends • Are protected from relationship stresses 	<ul style="list-style-type: none"> • Have secure relationships with caregivers • Have responsive caregivers • Are protection from relationship stresses
Material Basics	<ul style="list-style-type: none"> • Have financial security • Have food security • Live in secure and safe housing • Have access to clean water and air free of toxins 	<ul style="list-style-type: none"> • Have financial security • Have food security • Live in secure and safe housing • Have access to clean water and air free of toxins
Healthy	<ul style="list-style-type: none"> • Have adequate and appropriate nutrition • Have regular sleep patterns • Have easy access to medical and mental health services 	<ul style="list-style-type: none"> • Have adequate and appropriate nutrition • Are protected from infection • Have regular sleep patterns • Have opportunities for physical play
Learning	<ul style="list-style-type: none"> • Understand child development • Have access to learning opportunities to build personal capabilities 	<ul style="list-style-type: none"> • Have access to good quality early learning opportunities • Are supported to develop their emotional and self-regulation skills
Participating	<ul style="list-style-type: none"> • Are authentically engaged in the design of services • Participate in employment pathways and/or are employed 	<ul style="list-style-type: none"> • Mix with other children • Have a say in the matters that affect them
Positive sense of identity and culture	<ul style="list-style-type: none"> • Are included in their social environment / don't experience racism • Have access to inclusive services and facilities / culturally safe environments 	<ul style="list-style-type: none"> • Are included in their social environment / don't experience racism • Have access to inclusive services and facilities / culturally safe environments

Expected early and intermediate outcomes for the work of the 0-8 Action Teams

By working together on the five identified opportunities (See Appendix 3.), HUM expects to see a range of interconnected early and intermediate changes happen for organisations, parents/carers, and children in three areas that will help them to achieve their aspired population level changes and community aspiration: 1) Know and can, 2) Think and feel, and 3) Act and do.

- **Know and Can** - Children, carers, and organisations know and can ... > This includes things such as strengthening existing knowledge, learning new things, and building capacity and capability.
- **Think and feel** - Children, carers, and organisations think and/or feel ... > This includes how people think and feel about themselves, others and/or their organisations and entails things such as their motivation and their willingness to change, increased confidence, aspiration, or self-esteem.
- **Act and do** - Children, carers, and organisations act in particular ways and do these things ... > This includes how people and organisations change their behaviour and do things differently.

An overview of the specific early and intermediate outcomes that have been identified for the 0-8 work can be found in the three tables below. These outcomes can be used to build a different JoC's for each of the five 0-8 Action Team opportunities, as well as other projects or strategies that focus on achieving outcomes for 0-8-year-olds and their families

Table 9. Children, parent/carers, and organisations know and can

Children	Parents/Carers	Organisations
<ul style="list-style-type: none"> • Have a strong understanding and connection to their culture, history, and kinship (<i>Aboriginal children</i>) • Are developing new skills as they need them 	<ul style="list-style-type: none"> • Have a strong understanding and connection to their culture, history, and kinship (<i>Aboriginal carers</i>) • Are developing new skills as they need them • Understand that each child is different (identity, personality, abilities, etc.) and therefore has their own unique needs • Have the skills for responsive caregiving • Know what their children need and how to support them to thrive • Know where to go to get support and understand the benefits of seeking help • Know how to access good places for them and their children to play and meet others 	<ul style="list-style-type: none"> • Have a strong understanding of the identities and needs of families • Have a strong understanding of the issues and barriers that families are facing • Have a strong understanding of what other organisations do, who for & how it works • Have the skills to effectively support families & children with diverse needs and aspirations • Have the skills to effectively contribute to solving social issues

Table 10. Children, parents/carers, and organisations think and feel

Children	Parents/Carers	Organisations
<ul style="list-style-type: none"> • Feel safe, accepted, and welcome • Feel heard • Feel comfortable to ask for help from their carers, friends, and the other adults in their life (family members, teachers, etc.) • Feel connected to their community • Feel confident and empowered 	<ul style="list-style-type: none"> • Feel safe, accepted, and welcome • Feel heard • Feel comfortable to ask for help from organisations and their peers • Feel connected to their community • Feel confident and empowered • Are committed to ongoing learning • Are self-aware • Don't make assumptions and have deep empathy • Understand and value that each person is different and unique 	<ul style="list-style-type: none"> • Are committed to ongoing learning • Are self-aware • Don't make assumptions and have deep empathy • Understand and value that each person is different and unique • Co-design their programs and activities with the conditions that support families in mind • Are committed to working differently and changing the systems that prevent families from thriving • Know families' strengths

Table 11. Children, parents/carers, and organisations act and do

Children	Parents / Carers	Organisations
<ul style="list-style-type: none"> • Develop trusted relationships with adults and other children • Are meeting new people • Connect meaningfully with others • Actively participate in ongoing learning 	<ul style="list-style-type: none"> • Are meeting new people • Connect meaningfully with others • Actively participate in ongoing learning • Act as role models to their children • Do things that support them and their children to thrive • Support their children to participate in the things they like • Are seeking help when needed • Have a say in how services are designed and delivered • Work in partnership with organisations and contribute to decision making • Are non-judgmental and meet their children and other people where they are at <p>Create safe spaces for their children (physical, emotional, cultural, spiritual)</p>	<ul style="list-style-type: none"> • Give families a say in how services are designed and delivered • Work in partnership with families in decision making • Are non-judgmental and meet people where they are at • Create safe spaces for families (physical, emotional, cultural, spiritual) • Use multiple forms of evidence, including family voice to improve their service • Understand and respond to children and families' priorities • Provide accessible, affordable, and timely services, programs and activities that meet families' needs • Don't add to families' stress • Genuinely collaborate with other organisations to provide carers and children the support they need • Build on families' strengths • Provide spaces, useful information, and tools to support families to thrive and connect • Provide suitable employment and care opportunities to carers returning to work

Appendix 3. 0-8 Action Team opportunities

To help build the Core Care Conditions and support HUM to achieve its aspired population level outcomes, five high leverage opportunities were identified for the HUM 0-8 Action Teams to work on:¹

1. Address participation barriers for families
2. Reduce the emotional and mental demands on families / carers
3. Co-Design inclusive family and child friendly spaces, experiences, and solutions
4. Improve the social determinants of health for families
5. Develop employment opportunities (including volunteering) that fit with family needs.

An overview of these five opportunities including what they may entail as well as information about how they link to the overarching HUM indicators and population level outcomes can be found in table 11.

Table 11. HUM opportunities for the 0-8 work

Opportunity	What this may entail ...	Links to the following indicators	Is expected to help achieve the following population level outcomes
Address participation barriers for families	<ul style="list-style-type: none"> • Transport • Childcare • Social connections <p>Accessible, affordable, timely and welcoming services and community experiences</p>	1, 2, 3, 4 and 5	<ul style="list-style-type: none"> • Valued, loved & safe • Material Basics • Learning • Participating
Reduce the emotional and mental demands on families / carers	<ul style="list-style-type: none"> • Services reducing family stressors through service delivery rather than increasing them. • Accessible, affordable, timely and welcoming services • Increase the social and emotional skills of carers • Connections and wellbeing for families 	1 and 2	<ul style="list-style-type: none"> • Valued, loved & safe • Participating • Healthy

¹ These opportunities were identified by the participants of the two 0-8 JoC workshops that took place in May 2022 and were further refined by the HUM backbone team.

Opportunity	What this may entail ...	Links to the following indicators	Is expected to help achieve the following population level outcomes
Co-Design inclusive family and child friendly spaces, experiences, and solutions	<ul style="list-style-type: none"> • Increase awareness and access to services (antenatal, early years, family) • Increase social connection and support • Support individual family agency and choice • Alignment and integration of services 	1 and 2	<ul style="list-style-type: none"> • Valued, loved & safe • Participating
Improve the social determinants of health for families	<ul style="list-style-type: none"> • Housing • Food • Transport • Family Violence • Childcare 	1, 2, 3, 4 and 5	<ul style="list-style-type: none"> • Material basics
Develop employment opportunities (including volunteering) that fit with family needs.	<ul style="list-style-type: none"> • Employment and transition support for parents and carers 		<ul style="list-style-type: none"> • Participating

Appendix 4. Ways of working

Central to the success of the 0-8 Action Teams, their activities, and their outcomes are three ways of working:

- **A focus on prevention and early intervention** - Instead of focusing on the effects of the challenges that are preventing children and families to thrive, the 0-8 Action Teams will focus on prevention and early intervention. This is expected to ensure the maximum possible impact will be achieved with the available resources (people's time, money, and other resources).
- **Strong collaboration between organisations** - This includes things such as preventing competition, organisation's aligning, building on, and strengthening each other's activities, and working together to advocate for changes into how investments into the Mildura community are made; a shift from project, program, and service funding with strict requirements to flexible funding arrangements that support collaboration and enable systems changes.
- **Collaboration with families** - This requires organisations to work not only work together, but to also build genuine and sustainable relationships with families and the broader community. This is expected to contribute to holistic service delivery and a service usage experience for families that meets their needs and aspirations which goes beyond just referrals.

Appendix 5. Data summary table including examples

The table below includes an overview of the 0-8 KEQs and sub-questions as well as an overview of example measures and methods / tools that could be used to collect this information. Collecting data takes time. Therefore, it is important only data will be collected that will be used by the Action Teams and/or HUM more broadly.

Table 12. Example measures and methods

KEQ and sub-questions	Measures / Evidence	Methods / tools that could be used to collect this information
KEQ 1. Impact - To what extent is our collaborative work achieving change?		
1.a. What changes have happened for zero- to eight-year-old children, their parents/carers, families, and organisations due to our collaborative work?	<ul style="list-style-type: none"> Evidence of changes to people's and organisations' knowledge, skills, feelings, behaviours, conditions, etc. linked to HUM's nested 0-8 journey of change. Evidence of other (unexpected) changes that happened for children, carers, families and/or organisations? 	<ul style="list-style-type: none"> Impact / reflection log Partner data Input / feedback from children, carers and partners captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.) Group reflection Journey mapping
1.b. What systems are we influencing? Are we influencing policy changes and if so, how?	<ul style="list-style-type: none"> Evidence of shifts in systems change conditions (policies, practices, resources flows, relationships, power dynamics, mindsets). # and % of community members involved the 0-8 Action Teams' decision-making. The local services that are available in Mildura and the ways how they are delivered meet the needs and aspirations of 0-8-year-olds and their families. 	<ul style="list-style-type: none"> Impact / reflection / engagement log Input / feedback from children, carers and partners captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.) Group reflection Journey mapping SIPSI

KEQ and sub-questions	Measures / Evidence	Methods / tools that could be used to collect this information
1.c. To what extent is our collaborative work achieving equity	<ul style="list-style-type: none"> The local services that are available in Mildura and the ways how they are delivered meet the needs and aspirations of 0-8-year-olds and their families. Specific equity indicator(s) aligned with Action Team priorities. 	<ul style="list-style-type: none"> Input / feedback from children, carers and partners captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.) Group reflection Local population level data that demonstrates change against the specific equity indicator(s)
KEQ 2. Effectiveness - To what extent are we effective in the implementation of our collaborative approach?		
2.a. How well are we working together?	<ul style="list-style-type: none"> Evidence that effective ways of working have been put in place Evidence that demonstrates that shared accessible language is being used. # and % of 0-8 Action Team members who believe their collaborative work has helped to strengthen relationships. Evidence that demonstrates alignment of activities 	<ul style="list-style-type: none"> Input / feedback from children, carers and partners captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.) Individual / group reflection Rubric CHAT
2.b. How well are we engaging children and families from diverse backgrounds in our collaborative work?	<ul style="list-style-type: none"> # and % of children and carers involved in 0-8 Action Team co-design processes. # and % of children and carers involved in 0-8 Action Team decision-making processes. Evidence that the 0-8 Action Teams are applying strengths-based and (culturally) appropriate approaches that meet the needs and aspirations of 0-8-year-old children and carers with diverse backgrounds. 	<ul style="list-style-type: none"> Impact / Engagement log Input / feedback from children, carers and partners captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.) Individual / group reflection Rubric

KEQ and sub-questions	Measures / Evidence	Methods / tools that could be used to collect this information
2.c. How well are we implementing our joint activities?	<ul style="list-style-type: none"> • # and % of 0-8 Action Group activities that are on track. • # and % of 0-8 Action Group activities that are achieving their intended results. • Evidence that demonstrates that the 0-8 Action Groups adhere to the HUM principles when implementing their joint activities. 	<ul style="list-style-type: none"> • Activity / impact log • Partner data • Input / feedback from children, carers and partners captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.) • Individual / group reflection • Rubric

KEQ 3. Learnings and improvement - To what extent are our learnings and insights used to improve our collaborative work?

3.a. To what extent are we creating a learning culture?	<ul style="list-style-type: none"> • # and types of learning opportunities that were created by the 0-8 Action Teams. • Evidence that 0-8 Action Teams' assumptions and ideas are being tested. E.g., # and types of prototypes that were trialled. • # and % of Action Group members who feel comfortable to share their ideas and make mistakes. • Evidence that the 0-8 Action Group work is informed by diverse perspectives. 	<ul style="list-style-type: none"> • Activity / learning / reflection log • Input / feedback from Action Team members captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.) • Individual / group reflection • Journey mapping
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KEQ and sub-questions	Measures / Evidence	Methods / tools that could be used to collect this information
3.b. What are the key learnings from our collaborative work?	<p>Responses to inquiry questions:</p> <ul style="list-style-type: none"> • What worked well, what didn't work well, and why? • What unexpected results happened (positive/negative) due to our work and how? • What were the key enablers that helped us progress our work as well as the barriers that stood in the way of creating change? (Partners, funders, and governments) 	<ul style="list-style-type: none"> • Impact / learning / reflection log • Input / feedback from Action Team members captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.) • Individual / group reflection • Journey mapping
3.c. How are we using our learnings for improvement?	<ul style="list-style-type: none"> • Evidence about how 0-8 Action Team learnings have improved: <ul style="list-style-type: none"> • Further 0-8 Action Team activities, processes and ways of working. • HUM partner activities, processes and ways of working. • Evidence about how 0-8 Action Team learnings have been shared with others 	<ul style="list-style-type: none"> • Impact / log • Input / feedback from Action Team members captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.) • Individual / group reflection • Journey mapping • Media tracking

