

The background of the entire page is a photograph showing a pair of hands, one from the left and one from the right, holding a bright, glowing white sphere. The hands are positioned at the bottom of the frame, with the fingers gently cupping the sphere. The lighting is warm and soft, creating a sense of care and protection. The colors are primarily warm tones of orange, red, and pink, with the bright white of the sphere providing a focal point.

# **HANDS UP MALLEE** **9-18 NESTED** **MEASUREMENT** **EVALUATION AND** **LEARNING** **FRAMEWORK**

**Prepared for Hands Up Mallee**  
January 2023

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## Document review and authorisation

Version	Date	Issued to	Comments
v1	12/01/2023	Hands Up Mallee	
V2	24/01/2023	Hands Up Mallee	Addressed HUM feedback

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## Disclaimer

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## Acronyms

Acronym	Description
<b>ARACY</b>	Australian Research Alliance for Children and Youth
<b>CH</b>	Clear Horizon
<b>HUM</b>	Hands Up Mallee
<b>JoC</b>	Journey of Change
<b>KEQ</b>	Key Evaluation Question
<b>MEL</b>	Measurement, Evaluation and Learning
<b>SPSP</b>	Stronger Places, Stronger People
<b>9-18 Action Teams</b>	Action Teams that undertake work to help achieve HUM's aspired outcomes for nine- to eighteen-year-old children and young people, their families,
<b>9-18 Nested MEL Framework</b>	The nested measurement, evaluation, and learning Guide for Hands Up Mallee's collaborative work focused on nine- to eighteen-year-old children and young people, their families, as well as the organisations and communities that support them.

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## 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 9-18 Nested MEL Framework is the culmination of a shared process undertaken during September-December 2022 with the HUM team and partners, including young people, 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 contributed. A detailed overview of the contributors can be found in [Appendix 1](#).

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# 1 INTRODUCTION

This document outlines the Nested Measurement, Evaluation, and Learning (MEL) Framework for Hands Up Mallee's collaborative work focused on nine- to eighteen-year-old youth and their families (**9-18 Nested MEL Framework**).

## 1.1 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 and build an evidence base that highlights what HUM is achieving and how its partners are working together.

In line with the overarching MEL Framework, HUM also co-created two Nested MEL Frameworks to support the MEL work of its 0-8 and 9-18 Action Teams.

In 2022, the HUM Backbone Team and HUM partners, with support from the Australian Centre for Social Innovation (TACSI), helped young people and families to co-design and conduct surveys and interviews to find out what their peers had to say about living in the Mildura LGA. This included questions about what would make a difference for them, their families, and their community. Young people and families analysed the information, selected the most important insights, and presented the findings to community leaders and key organisations. Based on the findings and with HUM's support, young people and families then identified five change-enabling opportunities they believe are likely to have the biggest impact and prioritised two of them for the HUM Action Teams to implement. They also recognised the potential risks and protective factors.

The young people and families' work described above informed the co-design process of the 9-18 Nested MEL Framework led by Clear Horizon (CH) with support from the HUM Backbone Team.

The MEL framework co-design process included the following:

- One face-to-face Journey of Change (JoC) workshop in September attended by 14 people, including four young people, two parents/carers and eight organisation representatives.
- A JoC feedback-loop process
- An online Key Evaluation Questions (KEQs) workshop in November 2022 attended by eight organisation representatives.
- A KEQs feedback-loop process
- A Nested MEL Framework document development and feedback-loop process.



## 1.2 Overview: What is covered in the HUM 0-8 Nested MEL Framework?

- Framing that defines the purpose, scope, audiences, and principles.
- A JoC model that visually shows how HUM's 9-18 Action Teams are expecting to create impact.
- A measurement approach.
- A set of KEQs for the 9-18 Action Teams to guide and drive evaluation and learning.
- A plan for data collection and implementation.
- A set of example measures for tracking progress, outcomes, and learnings.

This framework will be implemented by HUM's 9-18 Action Teams and will need to be translated or adapted into mini MELs and activities across the different opportunities and Action Teams. We recommend a simplified MEL plan and toolkit for each opportunity based on the key parts of this framework.

### How this document is structured:

**Section 1: Introduction**

**Section 2: Journey of Change**

**Section 3: Measurement**

**Section 4: Evaluation**

**Section 5: Data collection and Learning**

## 1.3 Purpose and Scope

### The purpose of this MEL Framework is:

**Impact** - To help the 9-18 Action Teams demonstrate progress towards our intended outcomes.

**Community Engagement** - To use the 9-18 Action Team's MEL activities and findings to help secure local buy-in for the 9-18 Action Teams' work and strengthen parent/carers' engagement in the Action Team's activities.

**Learning and improvement** - To capture the 9-18 Action Teams' learnings and help collaborators improve their work and results.

**Accountability** - To keep the 9-18 Action Teams accountable to local nine- to eighteen-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 the Department of Social Services and State Government departments and organisations

The scope of this MEL Framework covers the activities that will be undertaken by HUM, focusing on children and young people aged 9-18 years and their families.

**Table 1. Scope**

In scope	Out of scope
<ul style="list-style-type: none"><li>• The work, learnings, and impact of the 9-18 Action Teams.</li><li>• HUM activities focused on children and young people aged 9-18 and their families.</li></ul>	<ul style="list-style-type: none"><li>• Any other HUM activities.</li><li>• HUM partners' activities focused on 9-18-year-olds and their families that are <b>part of their regular service delivery and/or support</b>.</li></ul>

## 1.4 Audiences

The primary audience of the MEL Framework includes stakeholders who require or have a stake in the evaluative findings and will use this information to make decisions. The secondary audience includes stakeholders who might read the outputs but have a broader interest, and findings might not address their specific interests.

The HUM 9-8 Action Teams need to communicate key learnings and progress to a range of audiences. We summarise the key audiences for MEL in Table 2.

**Table 2. HUM 9-18 MEL audiences**

Audience	Information need
<b>Primary audience</b>	
<ul style="list-style-type: none"><li>• HUM 9-18 Action Team and core partners</li><li>• HUM Backbone and MEL Team</li><li>• HUM Governance, Mallee Community Voices, and the Aboriginal Yarning Group</li><li>• HUM partners</li><li>• Young people who contributed to the work</li><li>• Parents and carers of 9-18-year-olds who contributed to the work</li><li>• HUM funders</li></ul>	<p>Depending on who the primary audience stakeholder is, this may include:</p> <ul style="list-style-type: none"><li>• Accountability: to demonstrate the impact and value of their collaborative HUM work.</li><li>• Learning: to understand where HUM is making progress and help identify areas for improvement.</li><li>• Decision making: to use the MEL findings to make decisions about their work.</li></ul>
<b>Secondary Audience</b>	
<ul style="list-style-type: none"><li>• HUM 0-8 Action Teams</li><li>• Three tiers of government; local, state, and federal - Teams and departments not directly involved in funding HUM</li><li>• The wider Mildura community</li><li>• Other place-based and/or systems change initiatives</li></ul>	<ul style="list-style-type: none"><li>• Learning: secondary audiences may be interested in learning more about the findings of HUM's MEL activities.</li></ul>

- People and/or organisations interested in early childhood, place-based work, and/or systems change

## 1.5 Key definitions

There are a few key terms used throughout the framework:

**Measurement** - The ongoing collection of information, both numbers and stories, to help you understand what is changing in your community because of HUM's work.

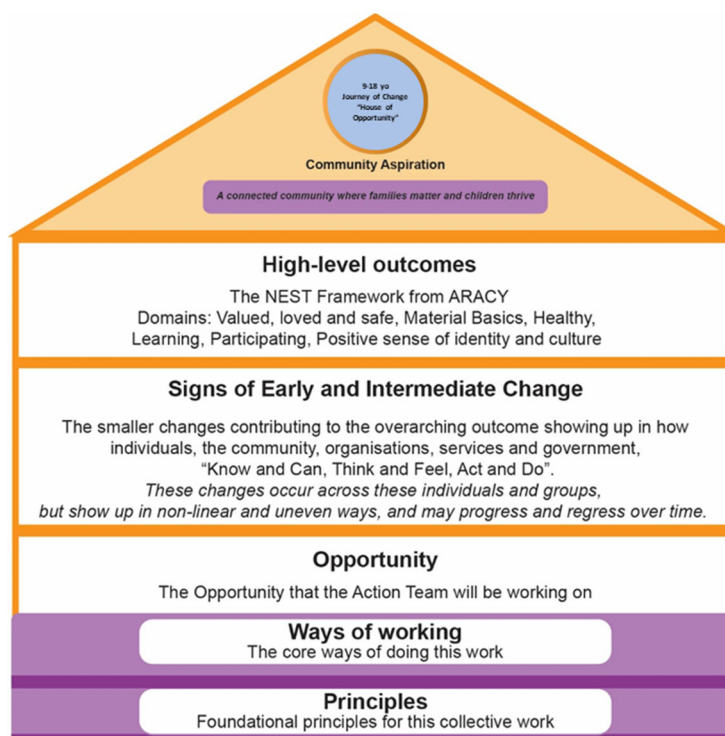
**Evaluation** - Involves developing, asking, and answering evaluation questions about your activities, the way you work, and the changes that have happened in your community because of HUM's work by using evidence: numbers and stories.

**Learning** - This means that you are using the information from your measurement and evaluation activities to help you decide what activities you should prioritise and how to do your work in a way that meets the needs of your community.

## 2 HUM 9-18 NESTED JOURNEY OF CHANGE

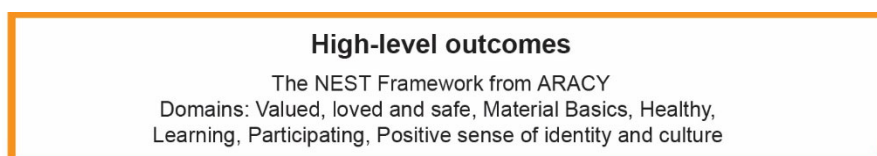
To support the work of the 9-18 Action Teams', a Nested JoC was co-created by young people, parents and carers, agency staff, and government representatives. The following Figure 1 is a high-level version of the 9-18 Nested JoC:

**Figure 1. Summary of the 9-18 Nested JoC**



The following sections include a description of the different levels and types of changes that HUM is looking to achieve for its work focused on 9-18-year-olds.

### 2.1 High-level outcomes



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 9-18 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 3](#), Table 6 for more information.

## 2.2 Signs of early & intermediate changes

### Signs of Early and Intermediate Change

The smaller changes contributing to the overarching outcome showing up in how individuals, the community, organisations, services and government, "Know and Can, Think and Feel, Act and Do".

*These changes occur across these individuals and groups, but show up in non-linear and uneven ways, and may progress and regress over time.*

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 youth, parents/carers, community, and organisations know and can, think and feel, how they act and what they do:

- **Know and Can** - Youth, parents/carers, community, and organisations know and can. This includes strengthening existing knowledge, learning new things, and building capacity and capability.
- **Think and feel** – Youth, parents/carers, community, 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** - Youth, parents/carers, community, and organisations act in particular ways and do these things. This includes how people and organisations change their behaviour and do things differently.

To help the 9-18 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 4](#), **Table 7**, **Table 8**, and **Table 9** for detailed early & intermediate outcomes that HUM can expect based on its work.

## 2.3 Opportunities

### Opportunity

The Opportunity that the Action Team will be working on

Young people and their families identified five high-level opportunities which they believe are most likely to help achieve the aspired population-level outcomes for youth:

1. Increase the amount of accessible and safe spaces youth have access to, participate in planned activities and/or socialise with others.
2. Reduce the barriers that prevent youth from participating fully in education, sport and leisure, and community life.
3. Improve youth access to timely health care and preventative measures that support their physical, emotional, and mental health.
4. Increase the likelihood of youth enjoying a positive school climate.
5. Support youth to transition between schools and from high school to further education, training, and work.

## 2.4 Ways of working

### Ways of working

The core ways of doing this work

Central to the success of the 9-18 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 youth and families

Descriptions of each way of working can be found in [Appendix 6](#).

## 2.5 Principles

### Principles

Foundational principles for this collective work

A set of six principles will further underpin the 9-18 HUM Action Teams' work:

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

## 2.6 Important things to keep in mind!

Each 9-18 opportunity will need its own JoC. While co-creating the opportunity specific JoCs, it is important for collaborators to be aware of the following:

- **The importance of having a JoC** - A JoC is a must when doing long-term systems change work. This 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 9-18 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 start with act and do (especially when people and/or organisations are involved in experiential learning activities) or think and feel.
- **Changes for the JoC's different target groups are often interconnected** - Several changes for youth and parents/carers require organisations to change first. This is because changes at this level are often linked to systems changes and building the enabling conditions for youth and parents/carers to be able to change. Similarly, changes for youth 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 the 9-18 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** - While long-term outcomes and population-level indicators are important, it's crucial to understand that achieving them takes

significant time (often 10+ years). That's why we recommend that the Action Teams mainly focus on the measurement and evaluation of the expected **early and intermediate changes**, as well as whether they are applying their principles and adhering to their ways of working.

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## 3 MEASUREMENT AND IMPACT MONITORING

### 3.1 MEL Approach

To measure, evaluate, and learn from the 9-18 Action Teams' work, HUM will take a light-touch approach to its MEL work, so no undue pressure is put on the Action Teams and their members. **Each Action Team** needs to choose a few priority measures aligned with their JoC and/or the 9-18 KEQs they will collect data for.

### 3.2 HUM community aspiration

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

### 3.3 HUM 9-18 indicators

In line with Stronger Places Stronger People (SPSP) funding requirements, HUM's focused work on 9-18-year-olds will be guided by **three indicators** to track changes contributing to a population-level change. Depending on their opportunity's focus, each 9-18 Action Team will use one or multiple indicators to track their population-level impact.

The following are the three 9-18 population-level indicators:

1. Increase in the number and proportion of youth who gain year 12 attainment or a VET equivalent.
2. Increase in the number and proportion of children aged 9 to 14 years in stable accommodation.
3. The number and proportion of 9-18-year-olds subject to a child protection substantiation.

The population-level outcomes HUM aims to achieve for young people in Mildura are aligned with the NEST ARACY Framework.

### 3.4 HUM 9-18 Action Team measures

After developing the mini JoC for their opportunity, each 9-18 Action Team should determine a set of measures to help them track their progress towards achieving their expected early and intermediate changes. See [Appendix 7](#) for an overview of draft measures.

### 3.5 Data collection and analysis

To answer the 9-18 (priority) KEQs and sub-questions, HUM's 9-18 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 make informed decisions about their work and demonstrate the Action Teams' outcomes. The HUM backbone team will also use this information to report progress to funders and the wider Mildura community.

**HUM's overarching MEL Toolkit** provides a summary of the data collection methods and tools that the 9-18 Action Teams can use and the instructions on how to apply them. It also includes annexes and hyperlinks to online resources.



A **Data Collection Summary** table which includes an overview of the KEQs, example measures, example data collection methods, and tools, can be found in [Appendix 7](#).

## 3.6 Demonstrating impact

The 9-18 Action Team's MEL activities 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 Action Teams, to whom and when.

**Table 3. Schedule for 9-18 nested MEL reporting and outputs**

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

## 3.7 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 9-18 Action Teams' work. The 9-18 Action Team members will collect the primary MEL data on behalf of HUM.

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## 4 KEY EVALUATION QUESTIONS

This section provides the key evaluation questions (KEQs) that the 9-18 Action Teams will aim to answer and guide the HUM's data collection.

There are **four high-level learning and evaluation questions** (referred to as 'key evaluation questions' or KEQs) at the heart of the MEL Framework. The KEQs are the 'big picture' guiding questions that will provide guidance to the 9-18 Action Teams' MEL activities.

The KEQs were co-designed with HUM partner organisation representatives and HUM backbone team members. Under each sub-question, there are some guiding points for your consideration of what is in scope and most important.

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

- 1.a What difference has HUM made for young people, their parents/carers, families, and organisations due to our collaborative work?** (This includes wellbeing outcomes and changes to people's knowledge, confidence, skills, behaviours, perceptions, relationships, mindsets, life circumstances, etc. linked to HUM's nested 9-18 journey of change. Also, including unintended and unexpected changes both positive and negative)
- 1.b To what extent is our collaborative work contributing to systems change?** (This includes how we influenced changes in the types of services and their delivery; decision-making power shifts; resource flows; organisational practices; power dynamics; mindsets; etc.)
- 1.c. To what extent is our collaborative work achieving equity?** (This includes having an equity lens over our results to understand for whom we are achieving outcomes and in what ways; whether those who need our help the most are receiving the support; if and how we are addressing the barriers preventing young people and their parents/carers/families from accessing what they need)

### KEQ 2. Effectiveness - To what extent are we effective in the implementation of our collaborative approach?

- 2.a. How well are we working together?** (This considers if we have engaged the critical actors needed for our work; how effectively we are working together to achieve shared outcomes, if we are building the culture and enablers for collaboration and strengthening partnerships and relationships)
- 2.b. How well are we implementing our joint activities?** (This considers if we are upholding HUM principles when implementing our joint activities; if our collaborative work runs to plan: why/ why not; and what our implementation progress has been)
- 2c What are people's experiences of HUM and the work, particularly the experiences of young people, their parents/carers/families, organisations, and the community?**
- 2d. Is our collective model and are our joint activities effective in achieving the intended outcomes?** (This considers if our collaborative activities are on track and the achievement of outcomes for young people, their parents/carers/families, organisations, and the community)

### KEQ 3. To what extent is our work led by community, particularly young people?

- 3.a. To what extent are young people's ideas, aspirations, and needs guiding our work?** (This includes how and to what extent we have engaged and involved young people and their parents/carers in co-design and decision-making and if the voices and experiences of young people are shaping HUM's understanding of the issues and the way forward)
- 3.b. To what extent is our work guided by an equity and inclusion lens?** (This includes how well we are honouring diversity by applying strengths-based and (culturally) appropriate approaches that meet the needs of young people and their parents/carers/families with diverse backgrounds – Aboriginal, CALD, LGBTIQ+, people with disabilities)

### KEQ 4. To what extent are our learnings and insights used to improve our collaborative work?

- 4.a. What are the key learnings from our collaborative work?** (This includes what worked well, what didn't work well, and why; what are the enablers and barriers for the work and progressing change; key learnings; and any unexpected results of the work)
- 4.b. To what extent are we creating a learning culture?** (This includes how well we create opportunities for learning from success and mistakes, testing our assumptions/ideas, cultivating a safe, unbiased, and inclusive learning culture)
- 4.c. How well are we sharing and using our learnings for improvement?** (This considers if we are sharing our learnings in (culturally) appropriate ways, are using our learnings and how including beyond place)

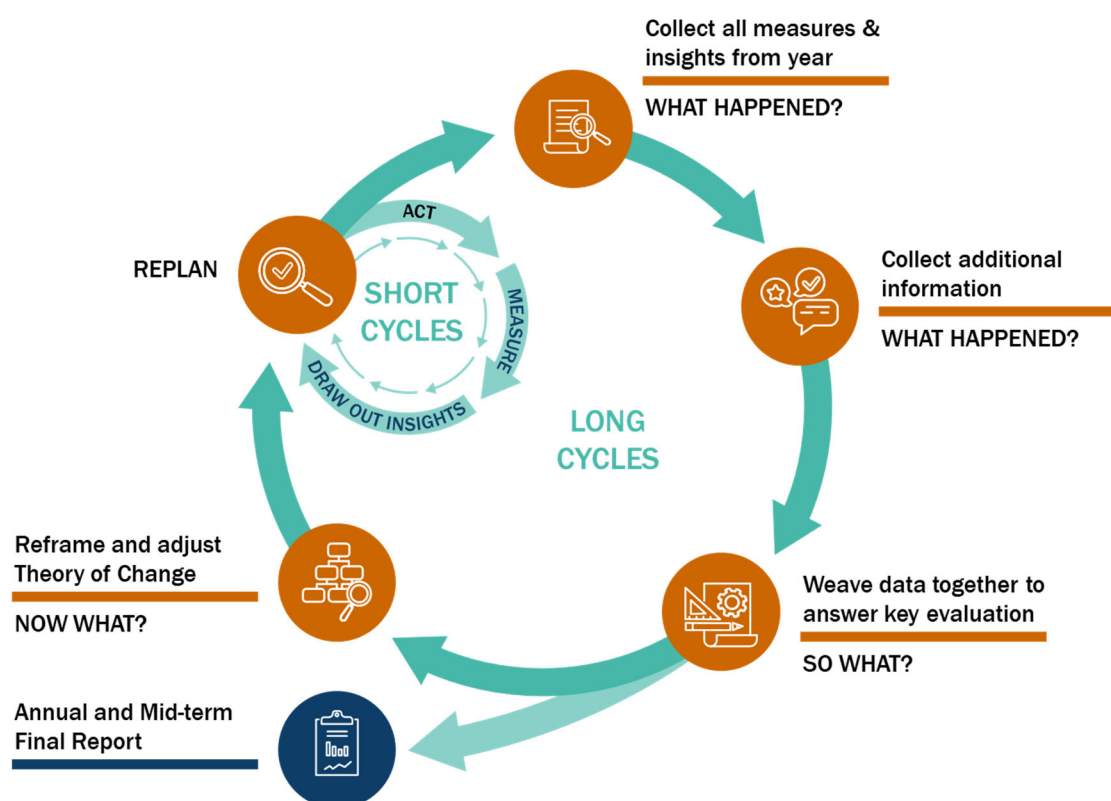
## 5 DATA COLLECTION FOR LEARNING AND IMPROVEMENT

The reporting requirements for HUM 9-18 nested MEL activities will be aligned with HUM's overarching MEL rhythms and routines. The data and stories collected via HUM's 9-18 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 9-18 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 9-18 work is progressing and how it is contributing to HUM's overarching goals and learnings.

Learning involves (Figure 2):

- **Reflection** - Reflecting on HUM 9-18 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 2. Long and short learning and evaluation cycles



## 5.1 Learning Cycles

Table 4 below presents an overview of HUM's shorter and longer learning cycles for the 9-18 work:

**Table 4. HUM 9-18 learning cycles**

For HUM's 9-18 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"><li>• Collecting routine data in an ongoing way to inform the Action Teams' decision-making and contribute to HUM's quarterly overarching MEL reporting.</li><li>• Quarterly reflection sessions</li></ul>	<ul style="list-style-type: none"><li>• Tracking of a small set of key measures aligned with 9-18 Action Team priorities/projects.</li><li>• 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.</li><li>• Reporting and communications of 9-18 Nested MEL findings to key audiences and funders.</li><li>• Annual learning and shared sense-making events.</li></ul>

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## APPENDIX 1. CONTRIBUTORS TO THE 9-18 MEL FRAMEWORK CO-DESIGN PROCESS

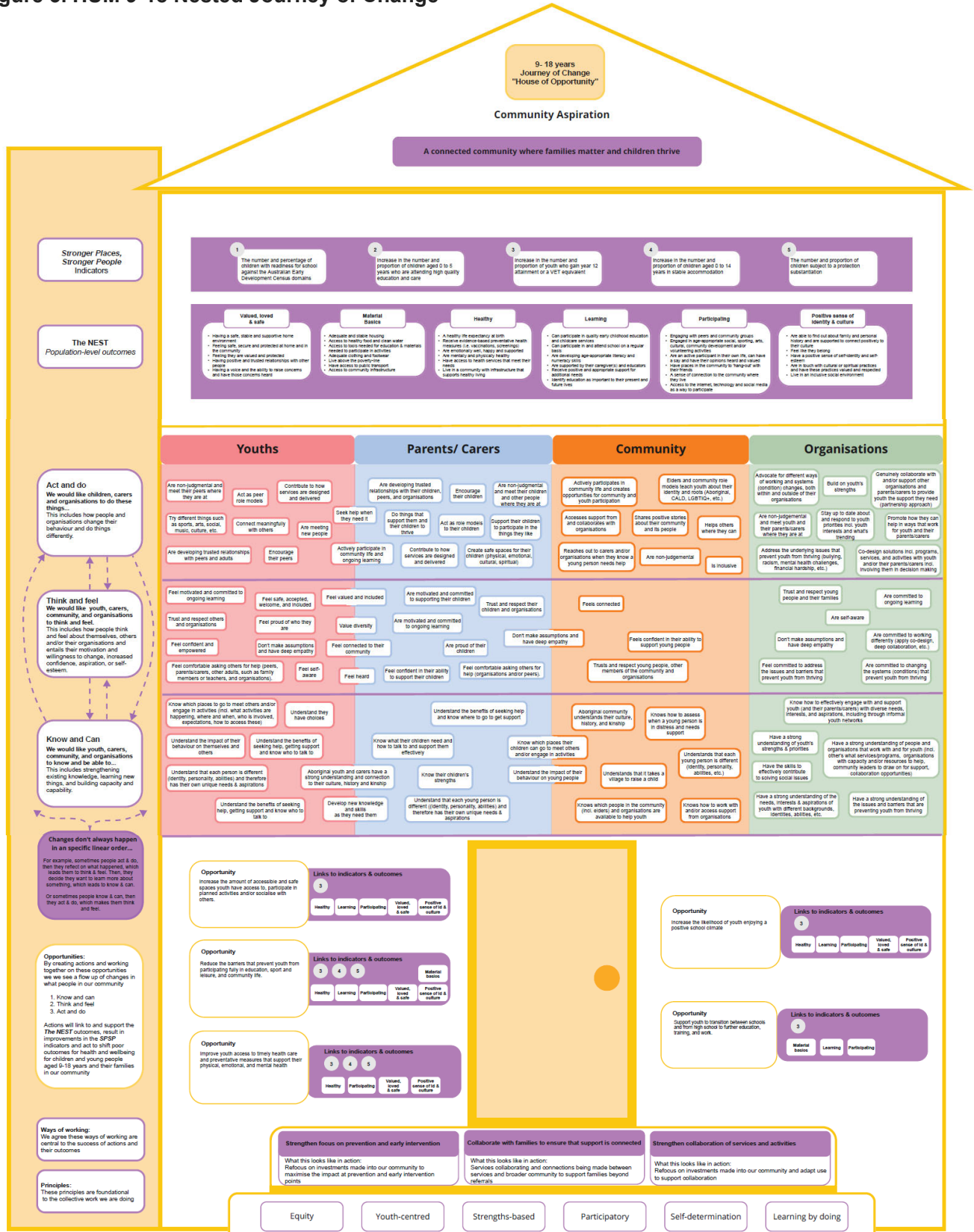
The list below provides an overview all organisations and stakeholder groups who contributed to the development of the 9-18 Nested MEL Framework:

- Mildura Rural City Council
- Sunraysia Community Health Services
- Department of Education and Training
- Arts Mildura
- Mallee Accommodation and Support Program (MASP)
- Department of Fairness, Families and Housing
- Hands Up Mallee
- Victoria Police
- Young People (4)
- Families (2)

# APPENDIX 2. 9-18 NESTED JOURNEY OF CHANGE

Figure 3 represents HUM's 9-18 Nested Journey of Change. A modifiable version can be found on this Miro board: [https://miro.com/app/board/uXjVPxW2kvs/?share\\_link\\_id=578060468608](https://miro.com/app/board/uXjVPxW2kvs/?share_link_id=578060468608)

Figure 3. HUM 9-18 Nested Journey of Change



## APPENDIX 3. HUM POPULATION-LEVEL OUTCOMES

The population-level outcomes HUM aims to achieve for children and young people in Mildura are aligned with the NEST ARACY Framework and can be found in Table 6.

**Table 5. HUM population-level outcomes**

Outcome area	Population-level outcomes: Children ...
<b>Valued, loved &amp; safe</b>	<ul style="list-style-type: none"> <li>• Have a safe, stable, and supportive home environment</li> <li>• Feel safe, secure, and protected at home and in the community</li> <li>• Feel valued</li> <li>• Have positive and trusted relationships with other people</li> <li>• Have a voice and the ability to raise concerns and have those concerns heard</li> </ul>
<b>Material Basics</b>	<ul style="list-style-type: none"> <li>• Live in adequate and stable housing</li> <li>• Have access to healthy food and clean water</li> <li>• Have access to tools and materials they need for their education and to participate in activities</li> <li>• Have adequate clothing and footwear</li> <li>• Live above the poverty line</li> <li>• Have access to public transport</li> <li>• Have access to community infrastructure</li> </ul>
<b>Healthy</b>	<ul style="list-style-type: none"> <li>• Have a healthy life expectancy at birth</li> <li>• Receive evidence-based preventative health measures (i.e. vaccinations, screenings)</li> <li>• Are emotionally well, happy, and supported</li> <li>• Are mentally and physically healthy</li> <li>• Have access to health services that meet their needs</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 access to quality early childhood education and childcare services</li> <li>• Can participate in and attend school regularly</li> <li>• Are developing age-appropriate literacy and numeracy skills</li> <li>• Are supported by their caregiver(s) and educators</li> <li>• Receive positive and appropriate support for additional needs</li> <li>• Identify education as important to their present and future lives</li> </ul>



<b>Participating</b>	<ul style="list-style-type: none"> <li>• Are able to find out about family and personal history and are supported to connect positively to their culture</li> <li>• Feel like they belong</li> <li>• Have a positive sense of self-identity and self-esteem</li> <li>• Are in touch with their cultural and/or spiritual practices and have these practices valued and respected</li> <li>• Live in an inclusive social environment</li> </ul>
<b>Positive sense of identity and culture</b>	<ul style="list-style-type: none"> <li>• Engage with peers and community groups</li> <li>• Engage in age-appropriate social, sporting, arts, cultural, community development and/or volunteering activities</li> <li>• Are active participants in their own life, can have a say and have their opinions heard and valued</li> <li>• Have places in the community to 'hang-out' with their friends</li> <li>• Feel a sense of connection to the community where they live</li> <li>• Have access to the internet, technology, and social media as a way to participate</li> </ul>

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## APPENDIX 4. EXPECTED EARLY AND INTERMEDIATE OUTCOMES FOR THE WORK OF THE 9-18 ACTION TEAMS

By working together on the identified opportunities, HUM expects to see a range of interconnected early and intermediate changes happen for organisations, community, parents/carers, and youth 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** - Youth, parents/carers, community, and organisations know and can ...  
This includes strengthening existing knowledge, learning new things, and building capacity and capability.
- **Think and feel** - Youth, parents/carers, community, and organisations think and/or feel ...  
This includes how people think and feel about themselves, others and/or their organisations and entails their motivation and willingness to change, increased confidence, aspiration, or self-esteem.
- **Act and do** - Youth, parents/carers, community, 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 9-18 work can be found in the next three tables below. These outcomes can be used to build different JoC's for each of the 9-18 Action Team opportunities, as well as other projects or strategies that focus on achieving outcomes for 9-18-year-olds and their families.

**Table 6. Youth, parent/carers, community, and organisations Know and Can**

Youths	Parents/Carers	Community	Organisations
<ul style="list-style-type: none"> <li>• Develop new knowledge and skills as they need them</li> <li>• Understand their culture, history, and kinship (<i>Aboriginal youth</i>)</li> <li>• Understand that each person is different (identity, personality, abilities, etc.) and therefore has their own unique needs &amp; aspirations</li> <li>• Understand the impact of their behaviour on themselves and others</li> <li>• Know which places to go to, to meet others and/or engage in activities (incl. having knowledge about what activities are happening where and when, who is involved, the expectations, how to access these places/activities, etc.)</li> <li>• Understand the benefits of seeking help, getting support and know who to talk to</li> <li>• Understand they have choices</li> </ul>	<ul style="list-style-type: none"> <li>• Develop new knowledge and skills as they need them</li> <li>• Understand their children's culture, history, and kinship (<i>Aboriginal parents/carers and non-Aboriginal parents of Aboriginal children</i>)</li> <li>• Understand that each young person is different (identity, personality, abilities, etc.) and therefore has their own unique needs &amp; aspirations</li> <li>• Know their children's strengths</li> <li>• Understand the impact of their behaviour on their children</li> <li>• Know which places their children can go to, to meet others and/or engage in activities (incl. having knowledge about what activities are happening where and when, who are involved, the expectations, how their kids can access these places/activities, etc.)</li> <li>• Understand the benefits of seeking help and know where to go when they need support</li> <li>• Know what their children need and how to talk to and support them effectively</li> </ul>	<p>Understands their culture, history, and kinship (<i>Aboriginal community members</i>)</p> <p>Understands that it takes a village to raise a child</p> <p>Understands that each young person is different (identity, personality, abilities, etc.)</p> <p>Understands the impact of their behaviour on young people</p> <p>Knows how to assess when a young person is in distress and needs support</p> <p>Knows which people in the community (incl. elders) and organisations are available to help youth</p> <p>Knows how to work with and/or access support from organisations</p>	<ul style="list-style-type: none"> <li>• Understand the issues and barriers that are preventing youth from thriving</li> <li>• Understand the needs, interests &amp; aspirations of youth with different backgrounds, identities, abilities, etc.</li> <li>• Know youth's strengths</li> <li>• Understand youth-priorities</li> <li>• Understand the ecosystem of people and organisations that work with and for youth (incl. Having knowledge about what services/programs others provide, which organisations have the capacity and/or resources to help, which community leaders to draw on for support, and the opportunities for collaboration)</li> <li>• Know how to effectively engage with and support youth (and their parents/carers) with diverse needs, interests, and aspirations, including through informal youth networks</li> <li>• Have the skills to effectively contribute to solving social issues</li> </ul>

**Table 7. Youth, parent/carers, community, and organisations Think and Feel**

Youths	Parents/Carers	Community	Organisations
<ul style="list-style-type: none"> <li>Have a strong connection to their culture, history, and kinship (<i>Aboriginal youth</i>)</li> <li>Feel safe, accepted, welcome, and included</li> <li>Feel connected to their community</li> <li>Are self-aware</li> <li>Value diversity</li> <li>Don't make assumptions and have deep empathy</li> <li>Are motivated and committed to ongoing learning</li> <li>Feel comfortable asking others for help (peers, parents/carers, other adults, such as family members or teachers, and organisations).</li> <li>Feel heard</li> <li>Feel confident and empowered</li> <li>Feel valued and included</li> <li>Trust and respect others and organisations</li> <li>Are proud of who they are</li> </ul>	<ul style="list-style-type: none"> <li>Have a strong connection to their culture, history, and kinship (<i>Aboriginal parents/carers</i>)</li> <li>Feel connected to their community</li> <li>Value diversity</li> <li>Don't make assumptions and have deep empathy</li> <li>Are motivated and committed to ongoing learning</li> <li>Are motivated and committed to supporting their children</li> <li>Feel comfortable asking others for help (organisations and/or peers).</li> <li>Feel heard</li> <li>Feel confident in their ability to support their children</li> <li>Feel valued and included</li> <li>Trust and respect their children and organisations</li> <li>Are proud of their children</li> </ul>	<ul style="list-style-type: none"> <li>Has a strong connection to their culture, history, and kinship (<i>Aboriginal community members</i>)</li> <li>Feels connected to their community</li> <li>Values diversity</li> <li>Doesn't make assumptions and have deep empathy</li> <li>Feels confident in their ability to support young people</li> <li>Trusts and respect young people, other members of the community and organisations</li> </ul>	<p>Feel committed to address the issues and barriers that prevent youth from thriving</p> <p>Are committed to ongoing learning</p> <p>Are self-aware</p> <p>Value diversity</p> <p>Don't make assumptions and have deep empathy</p> <p>Are committed to working differently (apply co-design, deep collaboration, etc.)</p> <p>Are committed to changing the systems (conditions) that prevent youth from thriving</p> <p>Trust and respect young people and their families</p>

**Table 8. Youth, parents/carers, community, and organisations act and do**

Youths	Parents / Carers	Community	Organisations
<ul style="list-style-type: none"> <li>• Are developing trusted relationships with peers and adults</li> <li>• Are meeting new people</li> <li>• Connect meaningfully with others</li> <li>• Actively participate in community life and ongoing learning</li> <li>• Are non-judgmental and meet their peers where they are at</li> <li>• Act as peer role models</li> <li>• Encourage their peers</li> <li>• Seek help when they need it</li> <li>• Try different things such as sports, arts, social, volunteering, music, culture, etc.</li> <li>• Contribute to how services are designed and delivered</li> </ul>	<ul style="list-style-type: none"> <li>• Are developing trusted relationships with their children, peers, and organisations</li> <li>• Actively participate in community life and ongoing learning</li> <li>• Are non-judgmental and meet their children and other people where they are at</li> <li>• Act as role models to their children</li> <li>• Encourage their children</li> <li>• Do things that support them and their children to thrive</li> <li>• Support their children to participate in the things they like</li> <li>• Seek help when they need it</li> <li>• Contribute to how services are designed and delivered</li> <li>• Create safe spaces for their children (physical, emotional, cultural, spiritual)</li> </ul>	<ul style="list-style-type: none"> <li>• Is inclusive</li> <li>• Actively participates in community life and creates opportunities for community and youth participation</li> <li>• Elders and community role models teach youth about their identity and roots (Aboriginal, CALD, LGBTIQ+, etc.)</li> <li>• Are non-judgemental</li> <li>• Helps others where they can</li> <li>• Reaches out to parents/carers and/or organisations when they know a young person needs help</li> <li>• Accesses support from and collaborates with organisations</li> <li>• Shares positive stories about their community and its people</li> </ul>	<ul style="list-style-type: none"> <li>• Address the underlying issues that prevent youth from thriving (bullying, racism, mental health challenges, financial hardship, etc.)</li> <li>• Stay up to date about and respond to youth priorities incl. youth interests and what's trending</li> <li>• Advocate for different ways of working and systems (condition) changes, both within and outside of their organisations</li> <li>• Are non-judgemental and meet youth and their parents/carers where they are at</li> <li>• Build on youth's strengths</li> <li>• Promote how they can help in ways that work for youth and their parents/carers</li> <li>• Co-design solutions incl. programs, services, and activities with youth and/or their parents/carers incl. involving them in decision making</li> <li>• Genuinely collaborate with and/or support other organisations and parents/carers to provide youth the support they need (partnership approach)</li> </ul>

			<ul style="list-style-type: none"> <li>• Don't add to the existing stress that is being experienced by youth and their parents/carers</li> <li>• Provide accessible, affordable, and timely services, programs, activities, spaces, and tools that meet youth's needs and aspirations (no/low cost, close to home, inclusive, etc.)</li> <li>• Use multiple forms of evidence, including youth voice to improve their service/program delivery</li> </ul>
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## APPENDIX 5. WAYS OF WORKING

Central to the success of the 9-18 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 prevent children, young people and families from thriving, the 9-18 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 in 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 not only work together but 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 6. DATA COLLECTION SUMMARY TABLE

Table 9 below includes an overview of the 9-18 KEQs and sub-questions, as well as example measures and methods/tools that could be used to collect this information. Remember that collecting data takes time and effort. Therefore, it is important to only collect the most meaningful data for Action Teams and/or HUM to become informed.

**Table 5. Data Collection Summary**

KEQ and sub-questions	Measures / Evidence	Methods/tools that could be used to collect this information
<b>KEQ 1. Impact - To what extent is our collaborative work achieving change?</b>		
1.a. What difference has HUM made for young people, their parents/carers, families, and organisations due to our collaborative work?	<ul style="list-style-type: none"> <li>Evidence of changes for youth, parents/carers, families, community and organisations' knowledge, skills, perceptions, confidence, behaviours, attitudes, life circumstances, etc. linked to HUM's nested 9-18 journey of change.</li> <li>Evidence of other unexpected changes (positive and negative) for youth, parents/carers, families, community and organisations.</li> <li>Number and percentage of youth, parents/carers, families, community and organisations reporting changes linked to HUM's nested 9-18 Journey of Change (by type of change, Action Team, demographics).</li> </ul>	<ul style="list-style-type: none"> <li>Impact / reflection log</li> <li>Data shared by services / partners</li> <li>Input / feedback from youth, parents/carers, and partners captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.)</li> <li>Individual/ Group reflection</li> <li>Journey mapping</li> <li>Local population-level data that demonstrates change against the specific indicator(s)</li> </ul>
1.b. To what extent is our collaborative work contributing to systems change?	<ul style="list-style-type: none"> <li>Evidence of shifts in systems' conditions (policy, resource flows, practices, relationships, decision-making, power dynamics, etc.)</li> <li>Evidence of youth, parents/carers, families, and community actively involved in the 9-18 Action Teams' decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Impact / reflection log</li> <li>Engagement log</li> <li>Input / feedback from youth, parents/carers, partners, and services captured through interviews, surveys,</li> </ul>



KEQ and sub-questions	Measures / Evidence	Methods/tools that could be used to collect this information
	<ul style="list-style-type: none"> <li>• Evidence of services changing organisational practices to meet the needs and aspirations of youth, parents/carers, families, and community.</li> <li>• Increase of local services available in Mildura delivering services that meet the needs and aspirations of youth, parents/carers, families, and community.</li> </ul>	<p>MSC/MSL, community conversations, photovoice, drawings, etc.)</p> <ul style="list-style-type: none"> <li>• Data shared by services/ partners</li> <li>• Group reflection</li> <li>• Journey mapping</li> <li>• SIPSI</li> <li>• What else tool</li> </ul>
1.c. To what extent is our collaborative work achieving equity?	<ul style="list-style-type: none"> <li>• Increase of local services available in Mildura delivering services that meet the needs and aspirations of youth, parents/carers, families, and community.</li> <li>• Evidence that those who need help the most are receiving support aligned with their needs and aspirations.</li> <li>• Number of people receiving support by demographics (gender, ethnic background, disabilities, support required, supports provided)</li> <li>• Specific equity indicator(s) aligned with Action Team priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact / reflection log</li> <li>• Input / feedback from youth, parents/carers, partners, and services captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.)</li> <li>• Data shared by services/ partners</li> <li>• Individual/ Group reflection</li> <li>• Local population-level data that demonstrates change against the specific equity indicator(s)</li> </ul>
<b>KEQ 2. Effectiveness - To what extent are we effective in the implementation of our collaborative approach?</b>		
2.a. How well are we working together?	<ul style="list-style-type: none"> <li>• Evidence of effective ways/ practices/mechanisms for working collaboratively are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement log</li> <li>• Input/ feedback from youth, parents/carers, partners, and services captured through</li> </ul>

KEQ and sub-questions	Measures / Evidence	Methods/tools that could be used to collect this information
	<ul style="list-style-type: none"> <li>• Evidence that knowledge, data, lessons etc., are being shared in accessible language.</li> <li>• Number and percentage of 9-18 Action Team members who report that their collaborative work has helped to strengthen relationships.</li> <li>• Evidence of partnerships/agreements/alliances demonstrating alignment of activities, priorities, etc.</li> <li>• Increased number of partnerships, agreements, alliances, groups, etc., formed</li> <li>• Number of partnerships, agreements, alliances, groups, etc.</li> <li>• Number and type of critical actors engaged by role, organisation, involvement, etc.</li> </ul>	<p>interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.)</p> <ul style="list-style-type: none"> <li>• Data shared by services/ partners</li> <li>• Individual/ Group reflection</li> <li>• Collaboration Rubric/ Partnership assessment tool</li> <li>• Social Network Analysis</li> </ul>
2.b. How well are we implementing our joint activities?	<ul style="list-style-type: none"> <li>• Evidence that the 9-18 Action Teams adhere to the HUM principles when implementing their joint activities.</li> <li>• Evidence of 9-18 Action Teams achieving their intended results for youth, parents/carers, families, community and organisations.</li> <li>• Number and percentage of 9-18 Action Teams that are on track.</li> <li>• Number and percentage of 9-18 Action Teams achieving their intended results.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact / reflection log</li> <li>• Input / feedback from youth, parents/carers, partners, and services captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.)</li> <li>• Data shared by services/ partners</li> <li>• Individual/ Group reflection</li> <li>• Principles rubric</li> </ul>
2.c. What are people's experiences of HUM and the work, particularly the experiences of young people, their parents/	<ul style="list-style-type: none"> <li>• Evidence of youth, parents/carers, families, community, and organisations having a positive experience of the HUM initiative and its collaborative work.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact / reflection log</li> <li>• Input / feedback from youth, parents/carers, partners, and services</li> </ul>

KEQ and sub-questions	Measures / Evidence	Methods/tools that could be used to collect this information
carers, families, organisations, and the community?	<ul style="list-style-type: none"> <li>• Number and percentage of youth, parents/carers, families, community, and organisations who report having a positive experience of the HUM initiative and the work.</li> <li>• Number and percentage of youth, parents/carers, families, community, and organisations who would encourage others to become part of the HUM initiative.</li> <li>• Number and percentage of youth, parents/carers, families, community, and organisations reporting changes linked to HUM's nested 9-18 Journey of Change (by type of change, Action Group, demographics).</li> </ul>	<p>captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.</p> <ul style="list-style-type: none"> <li>• Individual / Group reflection</li> <li>• Journey mapping</li> </ul>
2.d. Is our collective model and are our joint activities effective in achieving the intended outcomes?	<ul style="list-style-type: none"> <li>• Evidence of 9-18 Action Teams achieving their intended results for youth, parents/carers, families, community, and organisations.</li> <li>• Evidence that those who need help the most are receiving support aligned with their needs and aspirations.</li> <li>• Number and of 9-18 Action Teams that are on track.</li> <li>• Number and percentage of 9-18 Action Teams achieving their intended results.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact / reflection log</li> <li>• Data shared by services/ partners</li> <li>• Input / feedback from youth, parents/carers, and partners captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.)</li> <li>• Individual / Group reflection</li> <li>• Activity/ outputs log / Project Plan</li> </ul>

KEQ and sub-questions	Measures / Evidence	Methods/tools that could be used to collect this information
<b>KEQ 3. To what extent is our work led by community, particularly young people?</b>		
3.a. To what extent are young people's ideas, aspirations, and needs guiding our work?	<ul style="list-style-type: none"> <li>• Evidence that the ideas, aspirations, and needs of youth and parents/carers inform the 9-18 Action Teams work.</li> <li>• Evidence that the 9-18 Action Teams are applying strengths-based and (culturally) appropriate approaches that meet the needs and aspirations of youth and carers with diverse backgrounds.</li> <li>• Number of consultation opportunities with youth, parents/carers, and partners.</li> <li>• Number of youths, parents/carers, and partners involved in consultation opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Impact/ reflection log</li> <li>• Engagement log</li> <li>• Input / feedback from youth, parents/carers, and partners captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.)</li> <li>• Group reflection</li> <li>• Rubric</li> </ul>
3.b. To what extent is our work guided by an equity and inclusion lens?	<ul style="list-style-type: none"> <li>• Evidence that diverse perspectives inform the 9-18 Action Teams' work.</li> <li>• Evidence that the 9-18 Action Teams use an equity and inclusion lens when designing and implementing their joint activities (culturally appropriate ways, using accessible language and communication channels).</li> <li>• Evidence that those who need help the most are receiving support aligned with their needs and aspirations.</li> <li>• Number of people receiving support by demographics (gender, ethnic background, disabilities, support required, supports provided)</li> <li>• Specific equity indicator(s) aligned with Action Team priorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact/ reflection log</li> <li>• Engagement log</li> <li>• Input / feedback from youth, parents/carers, and partners captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.)</li> <li>• Group reflection</li> <li>• Data shared by services/ partners</li> <li>• Local population-level data that demonstrates change against the specific equity indicator(s)</li> </ul>

KEQ and sub-questions	Measures / Evidence	Methods/tools that could be used to collect this information
<b>KEQ 4. To what extent are our learnings and insights used to improve our collaborative work?</b>		
4.a. What are the key learnings from our collaborative work?	<ul style="list-style-type: none"> <li>• Responses to inquiry questions:</li> <li>• What worked well, what didn't work well, and why?</li> <li>• What are the unexpected results of our work (positive/negative)?</li> <li>• What were the enablers/ barriers for our work and progressing change? (Partners, funders, governments, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Impact / learning / reflection log</li> <li>• Input / feedback from Action Team members captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.)</li> <li>• Group reflection</li> <li>• Journey mapping</li> </ul>
4.b. To what extent are we creating a learning culture?	<ul style="list-style-type: none"> <li>• Evidence that 9-18 Action Teams' assumptions and ideas are tested (e.g., Number and types of prototypes that were trialled).</li> <li>• Evidence that diverse perspectives inform the 9-18 Action Teams' work.</li> <li>• Evidence that Action Teams created learning opportunities.</li> <li>• Number and percentage of Action Group members who report feeling comfortable when sharing ideas and making mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning / reflection log</li> <li>• Activity /engagement log</li> <li>• Input / feedback from Action Team members captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.)</li> <li>• Individual / group reflection</li> <li>• Journey mapping</li> </ul>

KEQ and sub-questions	Measures / Evidence	Methods/tools that could be used to collect this information
4.c. How well are we sharing and using our learnings for improvement?	<ul style="list-style-type: none"> <li>• Evidence of how learnings have been used to improve: <ul style="list-style-type: none"> <li>• 9-18 Action Teams activities, processes, and ways of working.</li> <li>• HUM partner activities, processes, and ways of working.</li> </ul> </li> <li>• Evidence that HUM 9-18 Action Teams' learnings are used beyond place</li> <li>• Evidence of HUM 9-18 Action Teams' learnings are shared in (culturally) appropriate ways, using accessible language and communication channels</li> </ul>	<ul style="list-style-type: none"> <li>• Impact / log</li> <li>• Input / feedback from Action Team members captured through interviews, surveys, MSC/MSL, community conversations, photovoice, drawings, etc.)</li> <li>• Individual / group reflection</li> <li>• Journey mapping</li> <li>• Media tracking</li> </ul>