**Through the lens of community**

Inclusive, Useable and Accessible Evaluation & Learning
with cross-sector partners, families & youth
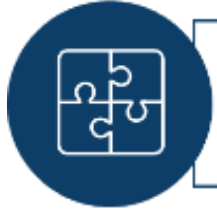
HANDS UP
MALLEE

# Agenda

Inclusive, usable and accessible ways to develop and use MEL

- Why a collaborative MEL?
- Collaboratively building a MEL Framework
- Collective approaches to creating nested MELs
- Participatory mini-MELs for ongoing evaluation & learning

**IMPACT**

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

**SYSTEM & SERVICES**

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

**IMPLEMENTATION & WAYS OF WORKING**

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

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

**LEARNING**

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

*HUM MEL Framework - Clear Horizon*

# Two important realisations

1. A MEL Framework was vital to our work
2. It needed to be informed by:

- The expertise and aspirations of our community.
- Relevant research findings.
- Local data insights.

# What a MEL Framework offers

1. Supports navigating from small-scale to population level changes
2. Embeds evaluation & learning into all work
3. Creates a line of sight

# Collaborating with experts:
## Clear Horizon

- Facilitating codesign
- Coaching to build HUM Skills
- Conducting bite-sized design sessions
- Shaping & sense-making workshops
- MEL Framework & Evaluation Toolkit

*Froukje – Clear Horizon*

# Gathering Participants
## Hands Up Mallee

- MEL Advisory Group
- HUM Executive
- HUM Aboriginal Reference Group
- Service Partners
- Government
- Community Leaders

- 32 people

**Elements of an overarching MEL Framework**
and the importance of collaboration for it to be inclusive, useable, accessible

# Overarching Framework Elements

Generic Theory of Change

Key Evaluation Questions

A Set of Principles

MEL Reporting and Learning Rhythm

**Making lasting change for community at the population level:**
A connected community where families matter, and children thrive

**Early instances of impact**

**Changes we are making within the system**

**What helps to change the way we work together:**
our enabling conditions and approach

**What we had at the start of the journey:**
Our foundations

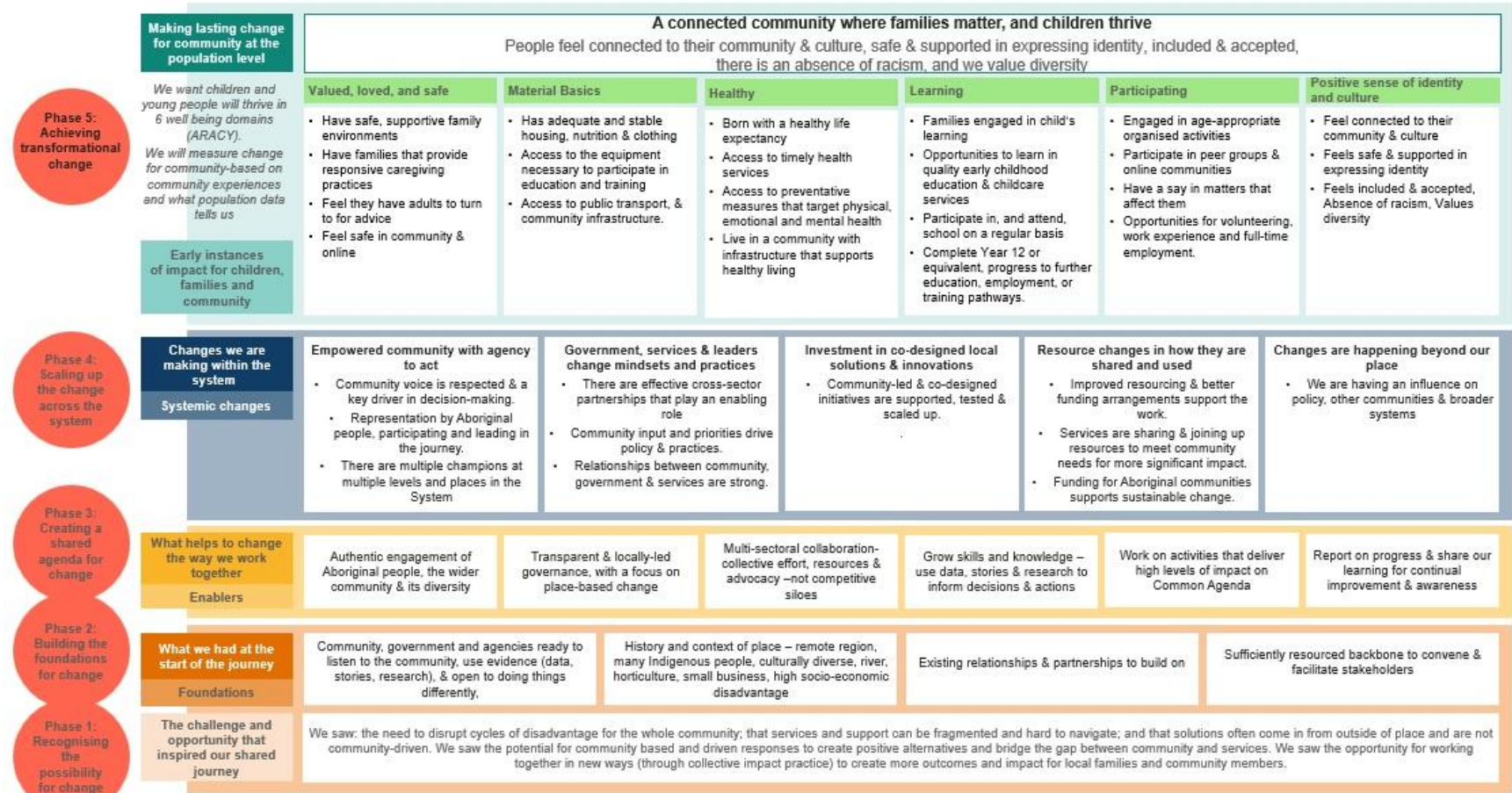**The challenge and opportunity that inspired our shared journey**

*HUM MEL Framework – Clear Horizon*

# High-level Journey of Change

Adopted ARACY's NEST Outcomes

Strive to ensure the enabling conditions are in place and looks for signs of systemic changes and early signs of impact



**Making lasting change for community at the population level**

A connected community where families matter, and children thrive

People feel connected to their community & culture, safe & supported in expressing identity, included & accepted, there is an absence of racism, and we value diversity

| | Valued, loved, and safe | Material Basics | Healthy | Learning | Participating | Positive sense of identity and culture |
|---|---|---|---|---|---|---|
| We want children and young people will thrive in 6 well being domains (ARACY). We will measure change for community-based on community experiences and what population data tells us | • Have safe, supportive family environments<br>• Have families that provide responsive caregiving practices<br>• Feel they have adults to turn to for advice<br>• Feel safe in community & online | • Has adequate and stable housing, nutrition & clothing<br>• Access to the equipment necessary to participate in education and training<br>• Access to public transport, & community infrastructure. | • Born with a healthy life expectancy<br>• Access to timely health services<br>• Access to preventative measures that target physical, emotional and mental health<br>• Live in a community with infrastructure that supports healthy living | • Families engaged in child's learning<br>• Opportunities to learn in quality early childhood education & childcare services<br>• Participate in, and attend, school on a regular basis<br>• Complete Year 12 or equivalent, progress to further education, employment, or training pathways. | • Engaged in age-appropriate organised activities<br>• Participate in peer groups & online communities<br>• Have a say in matters that affect them<br>• Opportunities for volunteering, work experience and full-time employment. | • Feel connected to their community & culture<br>• Feels safe & supported in expressing identity<br>• Feels included & accepted, Absence of racism, Values diversity |

**Phase 5: Achieving transformational change**

*Early instances of impact for children, families and community*

**Changes we are making within the system / Systemic changes**

| Empowered community with agency to act | Government, services & leaders change mindsets and practices | Investment in co-designed local solutions & innovations | Resource changes in how they are shared and used | Changes are happening beyond our place |
|---|---|---|---|---|
| • Community voice is respected & a key driver in decision-making.<br>• Representation by Aboriginal people, participating and leading in the journey.<br>• There are multiple champions at multiple levels and places in the System | • There are effective cross-sector partnerships that play an enabling role<br>• Community input and priorities drive policy & practices.<br>• Relationships between community, government & services are strong. | • Community-led & co-designed initiatives are supported, tested & scaled up. | • Improved resourcing & better funding arrangements support the work.<br>• Services are sharing & joining up resources to meet community needs for more significant impact.<br>• Funding for Aboriginal communities supports sustainable change. | • We are having an influence on policy, other communities & broader systems |

**Phase 4: Scaling up the change across the system**

**What helps to change the way we work together / Enablers**

| Authentic engagement of Aboriginal people, the wider community & its diversity | Transparent & locally-led governance, with a focus on place-based change | Multi-sectoral collaboration-collective effort, resources & advocacy –not competitive siloes | Grow skills and knowledge – use data, stories & research to inform decisions & actions | Work on activities that deliver high levels of impact on Common Agenda | Report on progress & share our learning for continual improvement & awareness |
|---|---|---|---|---|---|

**Phase 3: Creating a shared agenda for change**

**What we had at the start of the journey / Foundations**

| Community, government and agencies ready to listen to the community, use evidence (data, stories, research), & open to doing things differently, | History and context of place – remote region, many Indigenous people, culturally diverse, river, horticulture, small business, high socio-economic disadvantage | Existing relationships & partnerships to build on | Sufficiently resourced backbone to convene & facilitate stakeholders |
|---|---|---|---|

**Phase 2: Building the foundations for change**

**The challenge and opportunity that inspired our shared journey**

We saw: the need to disrupt cycles of disadvantage for the whole community; that services and support can be fragmented and hard to navigate; and that solutions often come in from outside of place and are not community-driven. We saw the potential for community based and driven responses to create positive alternatives and bridge the gap between community and services. We saw the opportunity for working together in new ways (through collective impact practice) to create more outcomes and impact for local families and community members.

**Phase 1: Recognising the possibility for change**

## A connected community where families matter, and children thrive

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**Phase 5: Achieving transformational change**

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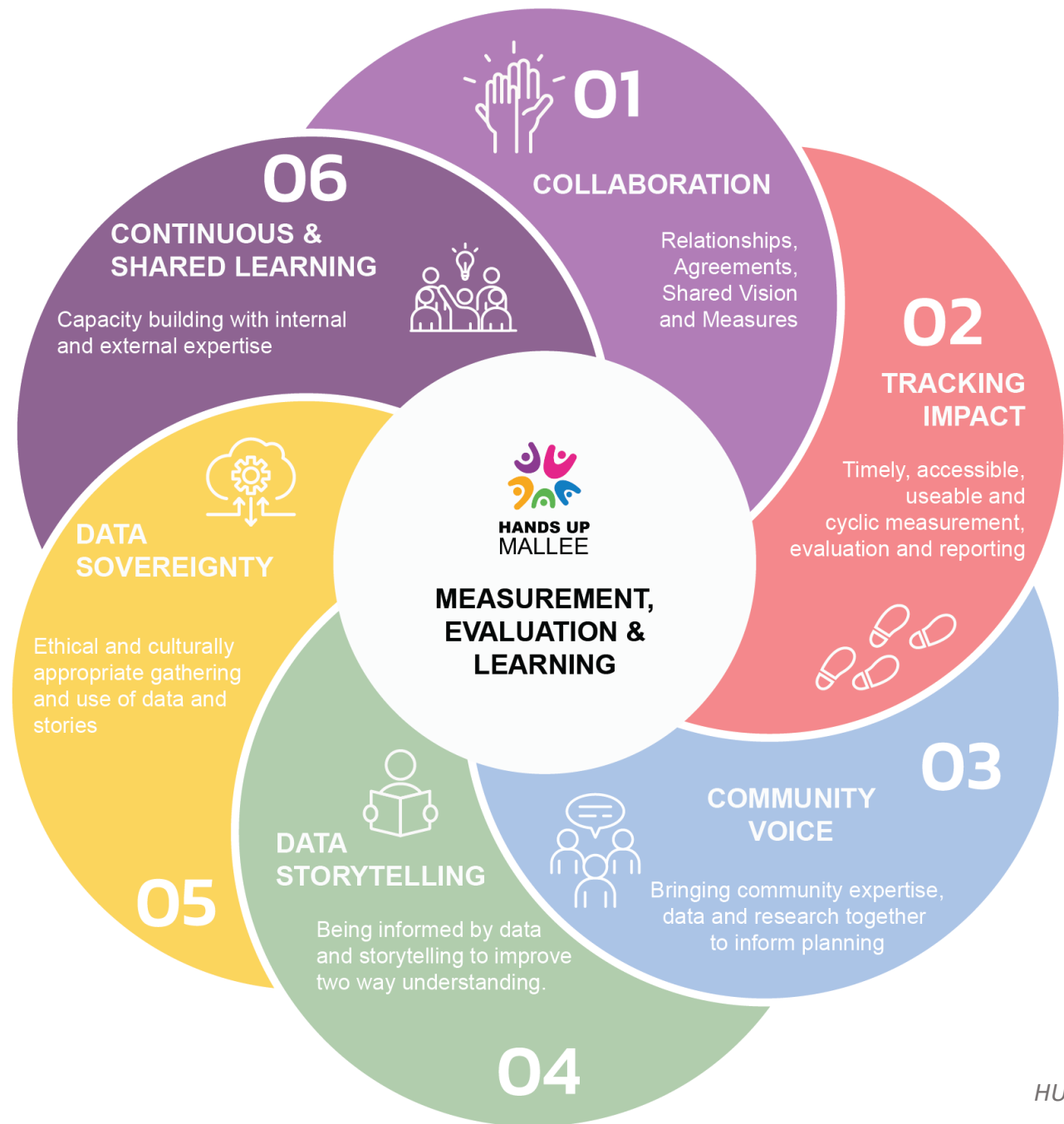**Phase 1: Recognising the possibility for change**

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# More than one MEL

Overarching High-level

Nested MEL

Mini MELs

HIGH-LEVEL

0 – 8 Years & Families

Young People & Youth 9 – 18

High Level MEL Framework measures 10 – 15-Year Outcomes

High Level MEL Framework measures 10 – 15-Year Outcomes

**Preparing Nested MELs through discovery**

**Youth-Led Consultation & Discovery Sessions**

# Youth Input into a Theory of Change

How did this ensure that the MEL Framework use is inclusive accessible and useable?

# Keeping it collaborative
## Participatory approaches to evaluation and learning

# Creating mini MELs

Clarifies purpose and scope

Prepares evidence collection along the way
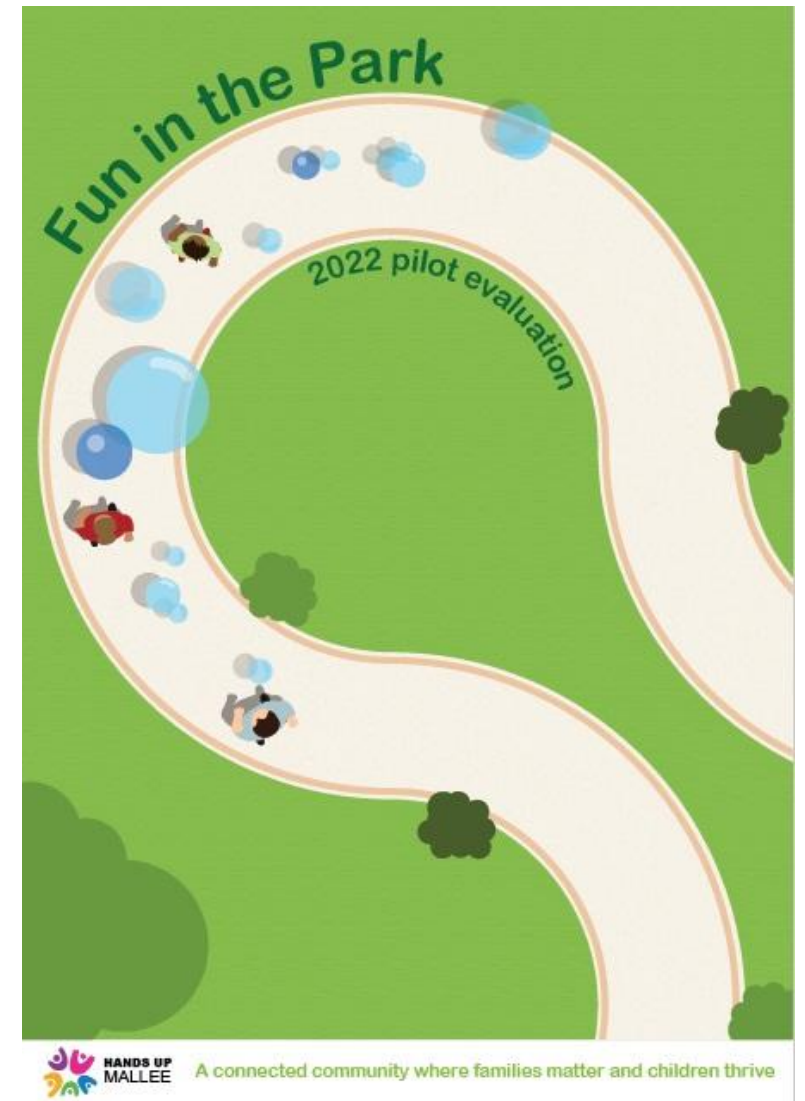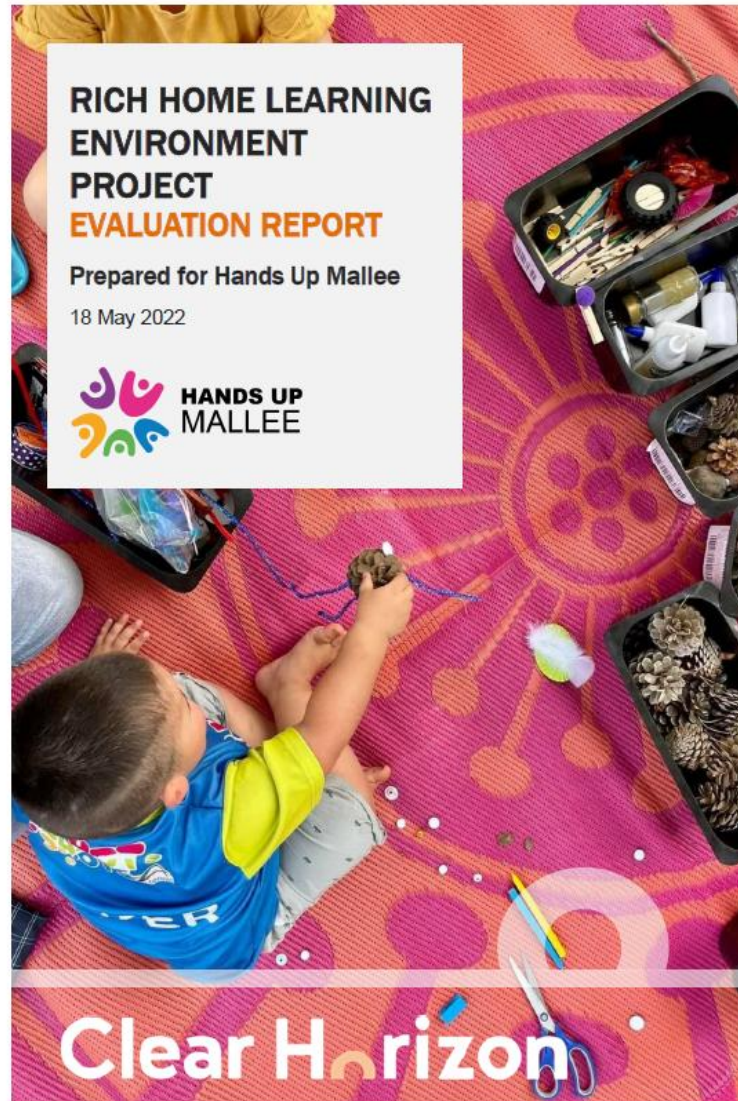
Encourages better design of actions

# Favourite Participatory Evaluation Tools

Journey Mapping
Experiences
Achievements & Barriers
What was significant & why
What was learnt
What's Next
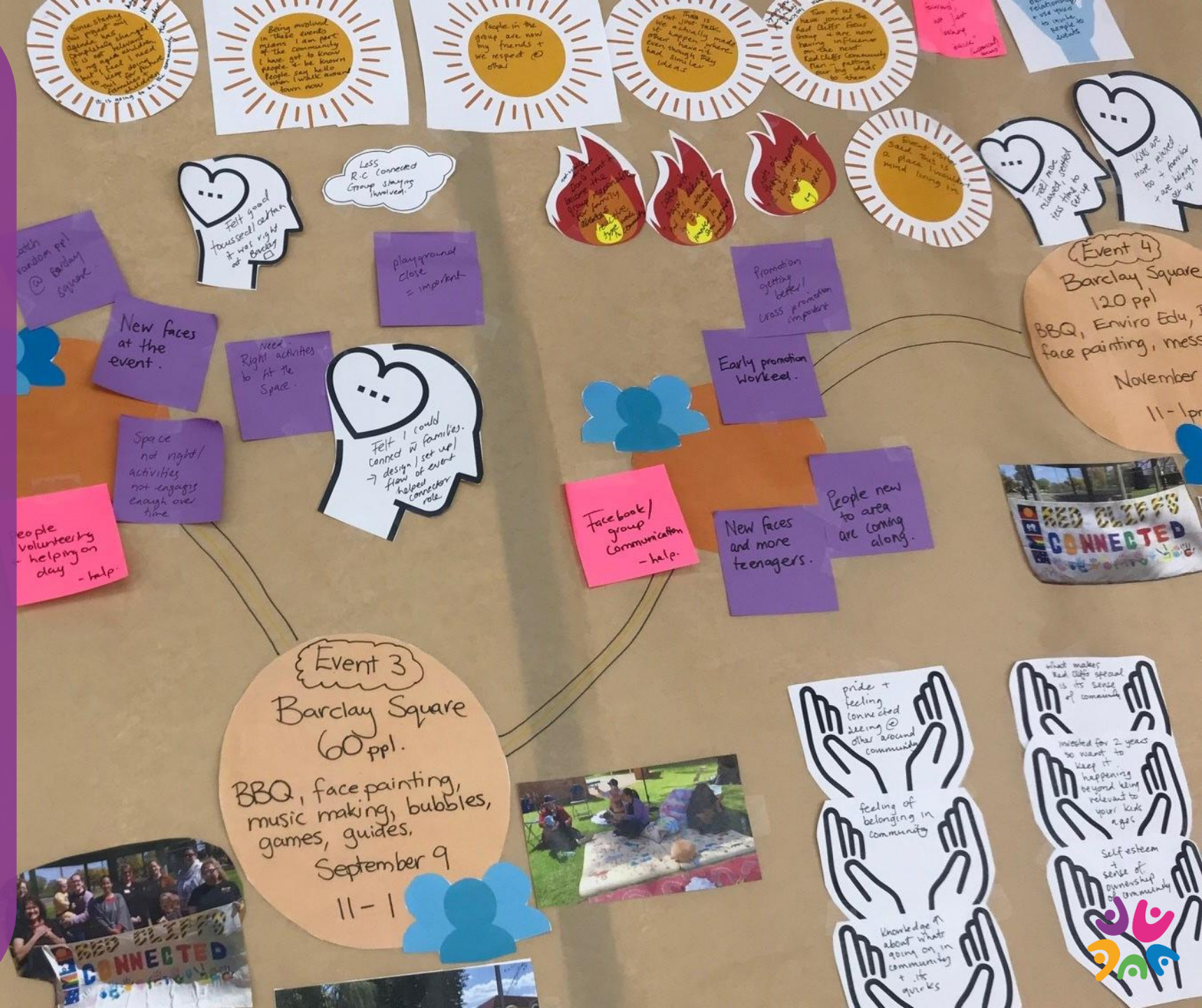
# Evaluating: better together

- Learning from external evaluation reports

- Internal evaluation reports

- Use mini-MEL template at start of each project

RICH HOME LEARNING ENVIRONMENT PROJECT
**EVALUATION REPORT**

Prepared for Hands Up Mallee

18 May 2022

**HANDS UP MALLEE**

**Clear Horizon**

*Fun in the Park*

*2022 pilot evaluation*

**HANDS UP MALLEE** A connected community where families matter and children thrive

*HUM*

# Thank-you

You can find out more about Hands Up Mallee or contact us at:

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