



**MEASUREMENT,  
EVALUATION AND  
LEARNING (MEL)  
TOOLKIT**

**Prepared for Hands Up Mallee**

28 March 2022



**Clear Horizon**

## Acknowledgement

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

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## Acronyms

ARACY	The Australian Research Alliance for Children and Youth
CFI	Collaboration for Impact
CHAT	Collaborative health assessment tool
CSI	The Centre for Social Impact
HUM	Hands Up Mallee
MEL	Measurement Evaluation and Learning
MSC	Most significant change
MSL	Most significant learning
SIPSI	Significant instances of policy or system change

## Introduction

This toolkit is a starter pack of some of the key tools and resources that can help Hands Up Mallee (HUM) implement the Measurement, Evaluation and Learning (MEL) Framework. It is a companion document to the HUM MEL Framework and is intended to be used mostly by the Backbone Team implementing and overseeing MEL. HUM will need to select and tailor where needed the most suitable tools according to the local context and purpose of the data collection process.

The toolkit is structured as follows:

- Tools for collecting evidence about processes
- Tools for collecting evidence about results and impact
- Cross cutting tools to collect evidence about processes and results
- Tools for collecting learning and insights
- Tools for progress mapping and reflection

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

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

## Tools

The summary of the MEL tools is described in Table 1. This is a starter toolkit and can be built up over time. For a broader range of tools, see the [Place-based Evaluation Framework Toolkit](#).

\* Indicates priority methods

\*\* Indicates tools are required for *Stronger Places, Stronger People*

**Table 1. Summary of the HUM MEL tools**

Methods/ Tools	Description	Purpose	Link to tool/ guides
<b>Activity and engagement log*</b>	A shared document or record keeping system where entries can be logged and tracked over time. E.g., excel, MS forms.	To capture HUM's activity and engagement results.	To be created by Backbone Team
<b>Pivot tracker</b>	A shared document or record keeping system where entries can be logged and tracked over time. E.g., excel, MS forms.	To capture key pivots in HUM strategy or implementation.	To be created by Backbone Team. See Clear Horizon template provided for RHLE.
<b>Journey mapping</b>	The process of creating a visual 'map' across time that describes an individual, group or organisation's unique journey and key markers of interest.	Varied. Can be used to: <ul style="list-style-type: none"> <li>• Document the HUM journey.</li> <li>• Capture the process and experience of a child, family, group and/or organisation taking part in HUM activities, outlining significant changes, insights and learnings that have occurred for them due to their involvement.</li> </ul>	See Annex 1: Journey Mapping  Other resources:  <a href="#">Tamarack Institute - Journey Map Tool</a>  <a href="#">FSG - Systems Thinking Tool: Journey Mapping</a>
<b>Partnership assessment tool*</b>  Two examples are included	<b>Victorian health partnership assessment survey:</b> A partnerships analysis tool.	To help HUM reflect on the partnerships it has established and monitor and maximise their effectiveness.	<a href="#">Victorian Government - Strengthening Partnerships Tools and resources</a>

Methods/ Tools	Description	Purpose	Link to tool/ guides
<p>here. Additionally, the approach can be tailored using a survey tool such as MS Forms.</p>	<p><b>Collaborative health assessment tool (CHAT):</b> An online tool used for measuring how well collaborators of an initiative are working together.</p>	<p>To help HUM members understand how well they are working together now, and into the future as their collaboration matures.</p>	<p>See Annex 2: Collaborative health assessment tool (CHAT)</p> <p><a href="#">Centre for Social Impact and Collaboration for Impact - The Collaboration Health Assessment Tool</a></p>
<p><b>First nations impact ripple (or equivalent) *</b></p>	<p>A tool used to facilitate conversations and assessment with First Nations people and centre their perspectives on collaborative approaches and inclusion.</p>	<p>To understand and track collaborative approaches with a special focus on genuinely placing First Nations peoples at the heart of HUM as well as supporting conversation around progress and a deep dive into what has worked well and what needs to change for improvement.</p>	<p>See Annex 3: First nations impact ripple and yarn circle tools</p>
<p><b>Impact log*</b></p>	<p>A shared document or record keeping system where entries can be logged and tracked over time. E.g., excel, MS forms, Clear Horizon App.</p>	<p>To track potential HUM impacts as they occur to investigate, verify, and inform measurement, evaluation and impact story development.</p>	<p>See Annex 4: Logs for Impact and Learning</p>
<p><b>Story and community voice collection methods*</b></p> <p>There are many methods and tools available,</p>	<p><b>Storytelling:</b> The process of using facts and narrative to communicate something to a particular audience.</p>	<p>To collect stories from children, families, community members, and/or partner agencies for tracking results, and for HUM case studies, and impact stories.</p>	<p>For background see <a href="#">Centre for Public Impact, Dusseldorp Forum, and Hands Up Mallee: Storytelling for Systems Change: insights from the field</a></p>

Methods/ Tools	Description	Purpose	Link to tool/ guides
here are some examples:	<p><b>Most significant change (MSC):</b> A qualitative data collection method used to capture rich and in-depth information about meaningful instances of impacts. An open method to collect expected and unexpected changes at different level of the Journey of Change.</p>	<p>To collect stories of change from children, families, community members, and/or partner agencies that demonstrate how they have been impacted by the work of HUM and why this change is significant.</p>	<p>See Annex 5: Most significant change or learning (MSC/L)</p> <p><a href="#">Clear Horizon - MSC User Guide</a></p> <p><a href="#">Clear Horizon - MSC Template</a></p> <p><a href="#">Clear Horizon - MSC in Action</a></p>
	<p><b>Community conversations:</b> Structured, small group conversations with members of a specific community.</p>	<p>To gather children, families, community members, and/or partner agencies' thoughts, views, experiences, and insights through structured small group conversations for the purpose of understanding and data collection.</p>	<p><a href="#">Paul Born - Community Conversations (book)</a></p> <p><a href="#">Wendy Sarkissian and Wiwik Bunjamin Mau – SpeakOut: A Step-by-step Guide to SpeakOuts and Community Workshops (book)</a></p> <p><a href="#">World Vision – Community Conversations Facilitator's Guide</a></p>
<b>Data collection and analytic tools for tracking systems change</b>	<p>There are a range of tools of potential relevance depending on what is needed.</p>	<p>To understand, track, and analyse changes in systems conditions i.e., social networks and relations, changes in narrative etc.</p>	<p>See <a href="#">Place-based Evaluation Framework Toolkit</a>.</p> <p><a href="https://www.clearhorizonacademy.com/resources">https://www.clearhorizonacademy.com/resources</a></p> <p>or</p> <p><a href="https://www.betterevaluation.org/">https://www.betterevaluation.org/</a></p>
	<p><b>Social Network Analysis:</b> A graphic way of depicting the number and strength of connections between people.</p>	<p>To create a visual map that highlights the number and strength of connections between people.</p>	<p><a href="#">US Aid and TÉKPONON JIKUAGOU - Guide to Social Network Mapping</a></p> <p><a href="#">Home Office (UK) - Social Network Analysis: 'How to guide'</a></p>

Methods/ Tools	Description	Purpose	Link to tool/ guides
<b>Significant instances of policy or system change (SIPSI)</b>	A structured tool used to capture case studies about significant instances of policy and/or broader systems change(s).	To capture, measure, and report on instances of policy and/or other system change(s) and understand HUM's contribution.	See Annex 6. Significant instances of policy or system change (SIPSI) <a href="#">Clear Horizon - SIPSI Technique Guide</a>
<b>What else tool*</b>	A tool for light touch contribution analysis.	To strengthen HUM's contribution claims and to check other possible contributing factors.	<a href="#">Clear Horizon - What Else Test</a>
<b>Surveys - Community pulse check, event, feedback, etc.</b>	A list of specifically created questions to obtain Information and/or feedback from a group of people.	To capture information and collect feedback from children, families, community members, and/or partner agencies to help inform HUM's decision-making.	Other resources: <a href="#">Pew Research Center - Writing survey Questions</a>
<b>Semi-structured interview</b>	An interview in which the interviewer does not strictly follow a formalised list of questions allowing for new ideas to be brought up due to what the interviewee shares.	<ul style="list-style-type: none"> <li>To collect qualitative, open-ended data.</li> <li>To explore people's thoughts, attitudes, feelings, beliefs, reactions, and/or experiences regarding a particular topic.</li> <li>To delve deeper into personal and/or sometimes sensitive issues.</li> </ul>	<a href="#">Clear Horizon - Semi-Structured Interviews Tool</a>
<b>Group feedback methods</b>	<b>Focus group:</b> A group interview involving a small number of people who live in the same area and/or or share other traits and/or experiences.	To explore people's thoughts, attitudes, feelings, beliefs, reactions, and/or experiences regarding a particular topic.	<a href="#">Clear Horizon - A guide for running focus groups</a>
	<b>Yarn circle:</b> A conversation in which all points of view and respectful verbal statements are equally valid.	To encourage responsible, respectful, and honest conversations between participant to gather and understand their points of view and build trusting relationships.	Speak to HUM's Aboriginal elders for guidance.  See Annex 3: First nations impact ripple and yarn circle tools

Methods/ Tools	Description	Purpose	Link to tool/ guides
<b>Learning or Reflection log*</b>	A shared document or record keeping system where entries can be logged and tracked over time. E.g., excel, MS forms.	To collect information related to reflection and learning with the aim to better understand the context in which HUM operates and the environment where specific outcome/s have been achieved.	See Annex 4: Logs for Impact and Learning  To be created by Backbone Team. See Clear Horizon template provided for RHLE.
<b>Most significant learning (MSL)*</b>	A qualitative data collection method used to collect 'stories of learning'.	To help surface learnings about assumptions that don't hold true and use those insights to make changes.	See Annex 5: Most significant change or learning (MSC/L)  <a href="#">Clear Horizon - Most Significant Learning Guide</a>
<b>Progress mapping tool**</b>	A rubric tool used for consistent progress mapping for partnering SPSP communities.	A shared process to explore and map progress of implementing HUM's collective impact practice.	Tool and guide provided by SPSP/ DSS
<b>Annual learning circle**</b>	A facilitated reflection event for stakeholders to review progress mapping and evidence and do shared sense-making and planning.	For learning, reflection and improvement, and to inform SPSP action & support planning.	Tool and guide provided by SPSP/ DSS
<b>Reflection workshop*</b>	A workshop used for collaborative sensemaking. Annually this is fulfilled via the Learning Circle (above) however may be relevant for specific projects or cohorts.	To collaboratively make sense of synthesised data, agree on key findings against key MEL questions and sub-questions, and develop joint recommendations.	<a href="#">Clear Horizon - Reflection Workshop Tool</a>

# Annex 1. Journey mapping

## What is journey mapping?

Journey maps are visual depictions that describe an individual's unique life path. This method could be used to capture the process and experience of an individual, family, community, or partner agency taking part in the HUM broader movement as well as the HUM collective impact themselves, and outline significant impacts, insights and learnings as a result of the HUM broader movement. Journey map provides a visual and useful tool to demonstrate stakeholders' journey throughout their involvement with the HUM broader movement. This is a great companion tool showing the significant impacts and highlighting what has happened for and with stakeholders as a result of the HUM broader movement.

## Who completes journey mapping?

The HUM backbone team and relevant partner agencies will lead journey mapping data collection, analysis and reporting. Clear Horizon may provide journey mapping implementation or advisory support.

## When to use journey mapping?

The HUM backbone team could facilitate an annual journey-mapping process prior to or during the longer learning cycle workshop.

## How to use journey mapping?

Journey mapping can be an independent or companion tool to the Most Significant Change / Learning (MSC./L) story. Drawing on the information provided in the MSC/L story tool, this method focuses on key aspects that took place at different stages during stakeholder experience and involvement throughout the HUM broader movement.

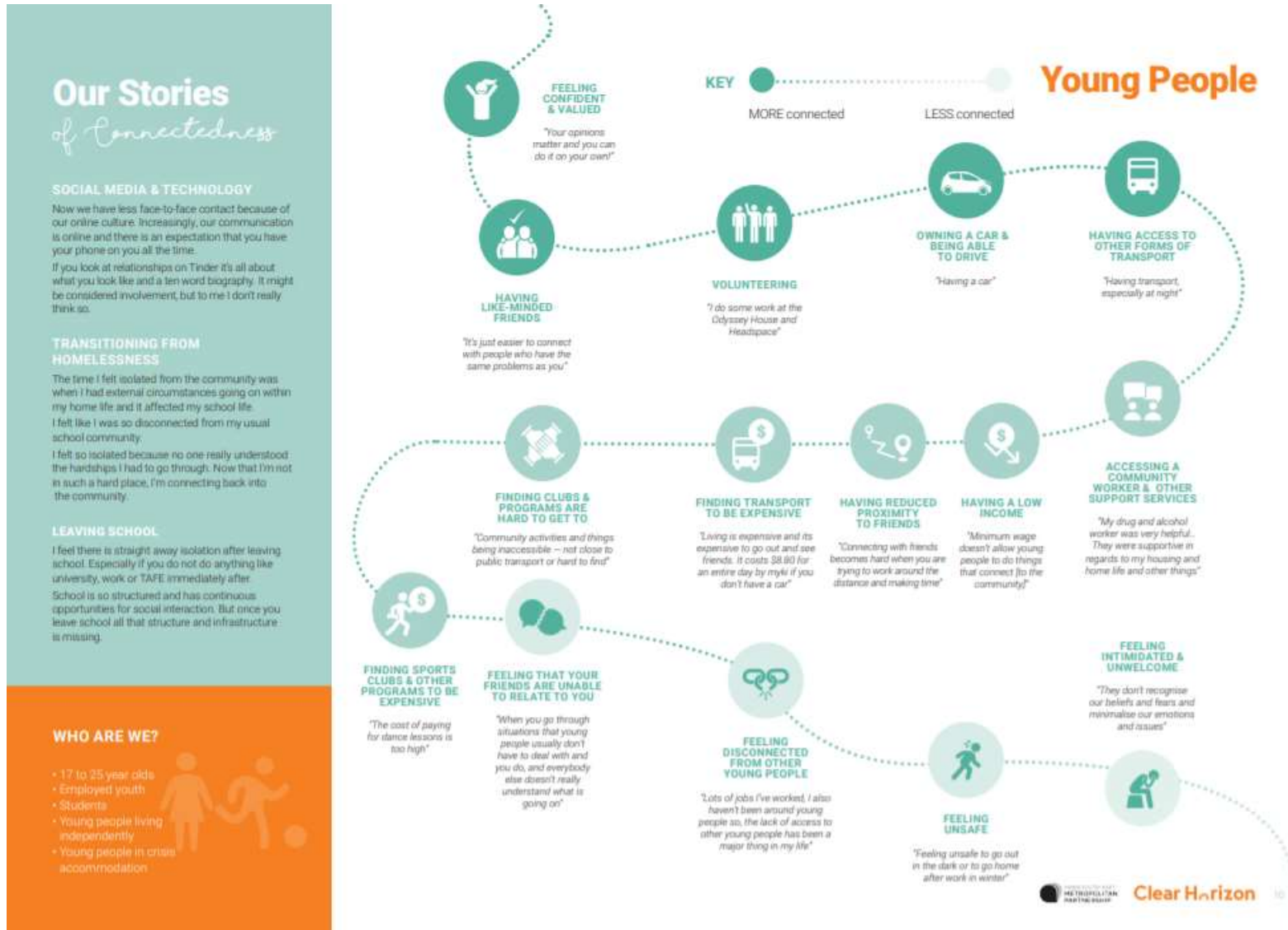
Below is a table that has a beginning, a middle, and an end. To develop a journey map, please take the information from the MSC/L story and populate it into the table below to show the stakeholder journey story.

**Table 1. A table template to populate journey map information**

Beginning	Middle	End

After populating the **Error! Reference source not found.** above, this is the time to think about representation of the story as a picture or diagram. The picture should include the following information: a beginning (before the engagement with the HUM broader movement), middle (throughout the engagement with the HUM broader movement), and end (the current situation where changes have happened). Use the information from the table above as guidance for drawing the story and looking for **common themes**. Position the changes on the drawing according to when they took place. Over the page, you will see an example of a journey map.

Figure 1. An example of a journey map



## Annex 2. Collaborative health assessment tool (CHAT)

### What is collaborative health assessment tool?

The Centre for Social Impact (CSI) and Collaboration for Impact (CFI) have developed an online diagnostic tool for organisations to assess the 'health' of their collaborative relationships. It is an evidence-based tool that is interactive and user-friendly and can help HUM to understand how well they work together now, and in the future as their collaboration matures. Due to their complex nature, social problems are often referred to as 'wicked' –i.e. they have multiple roots causes and are hard to define.

[Collaborative health assessment tool \(CHAT\)](#) covers of a range of items in the enablers for systems change. It collects a broader set of views about how HUM is travelling against most of the enablers for systems change. The tool uses participatory approach and is part of the broad sweep approaches to systems change evaluation.

Within the HUM context, CHAT could be used in the form of a card sorting exercise, paper survey, or online tool that should be implemented as much as possible at an individual level. This tool seeks to gain responses from at minimum the leadership group, but ideally from a broader range of involved partners, working groups and community members. Ideally this would be used as part of the leadership exploration process and would therefore act as a baseline.

### Who completes collaborative health assessment tool?

The HUM backbone team uses CHAT with a diverse range of community members and partner agencies. The HUM backbone team will facilitate the face-to-face or remote assessment using this tool.

### When to use collaborative health assessment tool?

The HUM backbone team aims to complete this tool once a year through the longer learning cycle.

### How to use collaborative health assessment tool?

The HUM backbone team will lead the use of the CHAT by:

- Creating an account within the CHAT website
- Setting the launch and closing dates for completing CHAT
- Identifying the relevant working groups or people working in the HUM partnership
- Identifying the goals for the partnership
- Composing and sending the invitation message to relevant stakeholders to complete the survey.

## CHAT dimension of collaboration and survey questions

Dimension	Sub-dimension	Survey question
<b>Structure</b>		
<p><u>Shared goal:</u></p> <p>The overarching objective being pursued by the collaboration as a whole, over and above partners' individual agendas.</p>	Shared aspiration	Our collaboration has clearly defined the problem that it wishes to address
	Shared understanding of challenge	Partners understand why collaboration is required to address the problem
	Shared understanding of approach	Partners have a clear understanding of what a collaborative approach requires
<p><u>Shared resources:</u></p> <p>The extent that resources necessary to sustain the collaboration's activities such as data, funding, and time are available and committed to the collaboration. What is deemed appropriate, depends on the goals of the collaboration</p>	Sufficient resources for coordinating infrastructure	<p>We use common language to describe our approach</p> <p>We have separate funding for coordinating our collaboration's activities</p>
	Shared data	We can access the data we need
	Financial support	There are sufficient funds to sustain collaboration operations for the next two years
	Shared capabilities	We have skills/ expertise/ specialisation to address the goals of the collaboration
	Mutually beneficial	My organisation feels it's worthwhile to stay and work within the collaboration
<p><u>Shared authority:</u></p> <p>The extent that collaborators participate in decision-making, their willingness to delegate decision-making power to others and their capacity to deliver on the decisions they make.</p>	Participatory decision-making	<p>All partners participate in decision-making</p> <p>Partners have sufficient authority to commit their organisations to decisions</p>
	Authority to commit	Partners are willing to distribute power to achieve our goals
	Shared power	

Dimension	Sub-dimension	Survey question
<p><u>Shared accountability:</u></p> <p>The extent that collaborators understand their responsibilities and take ownership for the results</p>	Tracking progress and impact	We have a system in place by which progress toward shared goals is measured
	Shared responsibility	Each partner's areas of responsibility are clear and understood
	Shared ownership of the final products or outcomes	Partners feel ownership in the results/products of their work
	Tracking collaboration's health	We have a system in place to evaluate how well our collaboration is performing
<b>Process</b>		
<p><u>Whole-system engagement:</u></p> <p>Whole system engagement goes beyond diversity of stakeholders. It also refers to the extent that those affected by the issue are participating in the collaboration and informing its activities</p>	Stakeholders/community as co-creators	Those affected by the issue are members of this collaboration  Community needs inform our collaboration's responses  Our collaboration has a diverse range of members (e.g. businesses, local government reps, community members)
	Needs-based response	
	Diversity of stakeholders	
<p><u>Communication flows:</u></p> <p>The existence and quality of information exchange processes with stakeholders within and external to the collaboration.</p>	Dissemination of evaluation data	The collaboration reviews and shares its findings
	Adequate internal communication	Communication among partners is effective (promotes understanding, cooperation, and transfer of information)
	Adequate external communication	This collaboration has an external communication strategy to help achieve our goals
	Shared language	
<p><u>(Building) Adaptive capacity:</u></p> <p>The collaboration's ability to learn from its environment, as well as and strategies in place to enable learning and discover solutions through experience</p>	Commitment to seeking innovative approaches	We seek out different viewpoints to find alternative solutions
	Learning culture	We have a practice of regular reflection to ensure we learn as we go

Dimension	Sub-dimension	Survey question
<p><u>Holding/authorising environment:</u></p> <p>Refers to a setting that enables the collaboration to “work together in ways that lead to agreement. An effective holding environment helps maintain sufficient pressure on the group to accomplish real work without overwhelming participants with too much stress.”</p>	Generating support	Our collaboration is continuously building support and buy-in at a leadership level
	Level of urgency	There is clear urgency across my community to address the issue
	Safety	This collaboration has designed a safe environment in which disagreements and conflicts between members can be discussed
	Trust	Collaboration members trust one another

## **Annex 3. First nations impact ripple and yarn circle tools**

### **What are First nations impact ripple and yarn circle tools?**

First nations impact ripple and yarn circle tools aim to support conversation around progress and deep dive into what has worked well and what needs to change for improvement with a special focus of genuinely placing First Nations peoples at the heart of the HUM broader movement.

### **Who completes First nations impact ripple and yarn circle tools?**

The HUM backbone team will facilitate and lead the implementation of the First nations impact ripple and yarn circle tools. The tools involve a diverse range of stakeholders including community members, working groups, leadership group, partner agencies and other relevant stakeholders. Clear Horizon may provide support to implement the tools and report the collected data.

### **When to use First nations impact ripple and yarn circle tools?**

The HUM backbone team may use the First nations impact ripple and yarn circle tools on an annual basis prior to or during the longer learning cycle workshop.

### **How to use First nations impact ripple and yarn circle tools?**

A separate guidelines are developed and attached on how to use the tools. An overview of the tools can be seen on the Figure 1 below. The actual detailed tools are illustrated in the

Figure 1. First nations impact ripple and yarn circle tools

# FIRST NATIONS RIPPLE MAPPING TOOL

## TOOL VISUALISATION



This tool is designed for diverse stakeholders to assess collaborative approaches; it has a special focus of genuinely placing First Nations peoples at the heart of the initiative. It aims to support conversation around progress and deep dive into what has worked well and what needs to change for improvement.

## ELEMENTS



THE CHALLENGE



FIRST NATIONS PEOPLE  
COLLABORATING TO  
ADDRESS THE CHALLENGE



SHARED LEARNINGS  
BETWEEN COLLABORATORS



THE RIPPLES OF IMPACT

There are three levels of impact depicted in the ripples:

- knowing
- doing
- being

Figure 2. The first nations impact ripple and yarn circle tools

	KNOWING	DOING	BEING
<b>FIRST NATIONS AT THE CENTRE</b>	<p>First Nations led gathering of diverse stakeholders.</p> <p>First Nations designed approach.</p>	<p>Implementation is monitored by First Nations groups.</p> <p>Community is becoming increasingly involved in decision-making.</p>	<p>First Nations groups lead and share lessons learned with the collaboration.</p> <p>Community is leading decision making based on lessons learned.</p> <p>Communities feel benefit of community-led decisions.</p>
<b>THE AGREED CHALLENGE</b>	<p>First Nations groups work collaboratively with others to identify issues, determine need for collaborative approach, determine First Nations approaches, set the agenda to create change, and determine what success looks like.</p>	<p>Taking steps to make change, listening to First Nations people and doing things differently.</p> <p>Gathering information so we know what is working and not working.</p>	<p>Collaboration and community sharing progress of activities and looking at what has worked and not worked.</p>
<b>COLLABORATION</b>	<p>Collaboration has agreed ways of being accountable to First Nations groups without being tokenistic or exclusive.</p> <p>Agreed understanding of who needs to be at the table to facilitate change.</p> <p>Collaboration determines what successful collaboration looks like.</p> <p>Collaboration determines what change looks like.</p>	<p>Collaboration facilitates implementation, facilitates gathering of information about progress of implementation, and ensures accountability to First Nations groups.</p> <p>Adaptations are made as needed, based on progress to outcomes.</p> <p>Community increasing its support for the collaboration.</p>	<p>Collaboration shares information about how well the collaboration is leading to improvements in community, and what has worked and not worked.</p>
<b>LEARNING</b>	<p>First Nations groups determine what we need to learn, thinking about issues and progress towards goals.</p> <p>Collaboration supports delegation of learning activities.</p>	<p>First Nations facilitated learning process.</p> <p>First Nations led facilitation of sense-making.</p> <p>Merging of First Nations and non-First Nations learning styles for diverse learning.</p>	<p>First Nations led dissemination of lesson learned and adaptations.</p>

## Annex 4. Logs for Impact and Learning

### What is impact or reflection log?

The impact or reflection log is a simple approach to tracking and documenting potential impacts or instances of learnings “on the run” by the HUM key stakeholders or groups of people. Although the approach of impact and reflection logs are similar, however the questions asked to elicit the data in the logs are slightly different.

### Who completes impact or reflection log?

All people involved in the HUM broader movement can contribute and send instances of impact or learning through impact or reflection log. They could send early signs of impact or instances of impact / learning / reflection or any changes that they hear, see, observe or experience within the HUM collective impact initiative.

### When to use impact or reflection log?

Logging impact or reflection log is an on-going process throughout the year. The impact or reflection log data analysis could be done quarterly to feed into the shorter learning cycle. The overall data analysis could be done annually to understand the impacts, changes, reflection and learning throughout the year.

### How to use impact or reflection log?

The impact and reflection logs are set up in a manner so that a wide group of people (HUM key stakeholders) can contribute entries. At its most simple level, the impact stories could be sent to an email address -- such as [impact@hum.net.au](mailto:impact@hum.net.au) while learning stories could be sent to [learning@hum.net.au](mailto:learning@hum.net.au). The other option is to develop two online surveys for each log. Then teams and/ or citizens can easily send emails to these accounts or fill in the surveys from anywhere and anytime. We can take the impact or reflection log a step further by building more structure into the response, through a smartphone application so that multiple people can easily access and create entries.

People can also add a photo or other evidence if desired. The idea is to harness the “eyes and ears” of a wider group of people to spot emergent changes happening as they occur. The data, whether it be from a simple email, online surveys, or smartphone app, is then usually received/ managed by a person or the backbone team who can sift through the incoming data and clean and organise it. This person might apply some sort of strength-of-evidence rating or determine whether there is sufficient evidence to “count” as an instance of impact.

The output is twofold:

- A simple count of the number of instances of impact or learnings of each type over a time period
- A number of instances that have been earmarked for follow-up and verification and development into a case study.

### Domains of change

It can be helpful to have a classification system to count different types of changes. We refer to this as “domains of change”. The draft domains of change for HUM might be:

- Impacts for children, you or families
- Local people reporting better experiences (eg. of services)
- Local people taking up decision making and leadership
- A change in how people talk about themselves, their community, and others
- Changes in how people are working together
- Government working differently
- New instances of data use and sharing
- Changes in resource flows and access (or infrastructure)
- Changes in policy or policy settings
- Relationships and connections
- Mindsets and mental models
- Others

## Fields for data collection

### Here are the suggested fields for HUM impact log.

A description of the “instance of impact”. [This should be described in terms of the “what”, not the how].

Why is this impact or change important?

When did this happen?

How this links back to the work of the initiative.

Name of the working group/project

Name of relevant community or partner agencies doing the work

The “domain of change” this instance fits into as a drop down.

What “level” of change this fits into (drop down menu)

Impact on an Individual or family

Impact for multiple people or community – if so how many

Services/ system level impact that might have broad scale influence

Other initiatives / people / organisations / agencies that might also have contributed to this result and please specify their contributions

Attach any evidence that this occurred, such as a photo, newspaper clip or voice-recorded story.

Permissions

Do we have permission to use this story as part of the evaluation from the person/ agency involved y/N  
If not, can we get the permission y/N  
If yes, from who?

Followed up, and if so who should be contacted.

Should this be followed up Y/N  
If yes, who should follow up?

**Here are the suggested fields for HUM reflection log.**

What are we learning - a description of the “instance of learning” [This should be described in terms of the “what”, not the how].

Why is this learning important?

When did this happen?

How this links back to the work of the initiative.

Name of the working group / project

Name of relevant community or partner agencies doing the work

The “domain of change” this instance fits into as a drop down.

What could be changed, improved or adapted as a result of the learning?

Attach any evidence that this occurred, such as a photo, newspaper clip or voice-recorded story.

**Permissions**

Do we have permission to use this story as part of the evaluation from the person/ agency involved Y/N  
If not, can we get the permission Y/N  
If yes, from who?

Followed up, and if so who should be contacted.

Should this be followed up Y/N  
If yes, who should follow up?

## Annex 5. Most significant change or learning (MSC/L)

### What is most significant change or learning?

Most significant change and/or learning (MSC/L) is a qualitative data collection method to capture rich and in-depth information about meaningful instances of HUM intended and unintended impacts towards children, families, community and relevant partner agencies – to inform HUM reporting and improvements. MSC/L uses storytelling to explore the changes that stakeholders have experienced as a result of their involvement in the HUM broader movement, this could be positive, negative or neutral stories. MSC/L method is part of the overall exercise to develop case study reporting.

HUM broader movement could use MSC/L to collect data on a specific topic of interest to demonstrate intended and unintended outcomes or impacts as a result of the HUM broader movement.

### Who completes the most significant change or learning?

The HUM backbone team and relevant working groups will nominate and select some significant change stories annually. They are also responsible to collect necessary data from children, families and community to develop MSC/L reports. If required, Clear Horizon team could support the HUM backbone team, leadership group or working groups to implement MSC/L data collection, analysis and reporting.

The following stakeholders are a suggested guide as to whom should be involved as the data sources to write a significant change story:

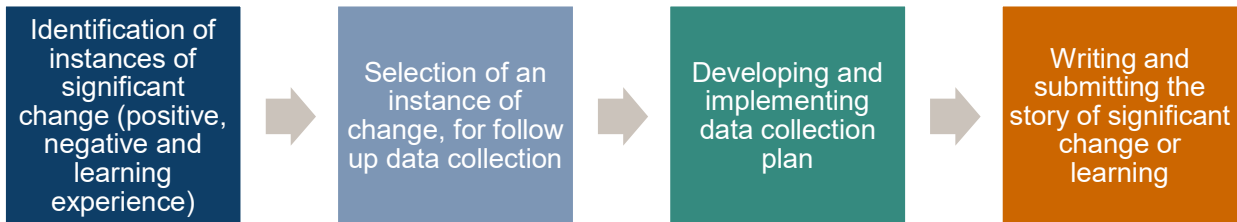
- Children
- Families
- Community members
- Partner agencies of HUM or their relevant representatives
- Residents of Northern Mallee region
- The HUM backbone team
- The HUM leadership group
- HUM working groups
- Representatives from relevant organisations, businesses, government, philanthropy, resources hand other key stakeholders who may engage in the HUM broader movement.

### When to use the most significant change or learning?

The most significant change or learning process starts with the identification of instances of change (drawing on positive and negative experiences, success or failure stories) that may be worthy of further inquiry – within the domains specified on the HUM Journey of Change. For each story that is selected, data will be collected from multiple sources (e.g. interviews, document review, focus group discussions), and a story of significant change is prepared that describes (with supporting evidence):

- The beginning describes what happened prior to HUM participation
- The middle describes what activities that have happened with the HUM broader movement, particularly the activities that the story tellers have engaged during the implementation
- The end describes any changes as a result of HUM or contribution of HUM towards the changes.

**Figure 1. Most significant change or learning steps**



### Most significant change or learning – story template

The HUM backbone team conducts a MSC/L exercise to understand experience and impacts of the HUM broader movement towards key stakeholders.

The significant change story can take any shape you please. Normally when significant change stories are written for evaluations, the stories have a beginning, a middle, and an end.

- The beginning describes what key stakeholders were doing, usually a year ago and why they decided to get involved in the HUM broader movement
- The middle describes what activities key stakeholders have involved with the HUM broader movement
- The end describes any changes key stakeholders experienced as a result of their participation with the HUM broader movement as well as HUM contributions towards the change.

The notes below are just a guide, to help getting a sense of the MSC/L shape, we don't have to respond to each point directly and we can add in new elements to the story.

#### **Beginning – before you got involved with the HUM broader movement**

Tell us a little about you. What projects/activities did you participate? What made you get involved? How did you hear about the HUM broader movement?

**Middle – what you did with the HUM broader movement**

Tell us about your experiences with the HUM broader movement. What did you learn? What was good or not so good? Looking back, what if anything would you change and what do you think the HUM initiative should keep doing?

**The end – what changed?**

What have been the biggest changes for you over the past six months that you could attribute to being related to your involvement in the HUM broader movement?

**Significant change**

Thinking about the changes listed above, which change is most significant and why? What is HUM contribution towards the change?

## Annex 6. Significant instances of policy or system change (SIPSI)

### What is Significant Instances of Policy and Systems Improvement?

Significant<sup>1</sup> Instances of Policy<sup>2</sup> and Systems Improvement<sup>3</sup> (SIPSI) is a story-based tool that seeks to capture case studies about significant instances of changes in both policy and broader systems. SIPSI is a mash-up of Most Significant Change (MSC) technique and Outcomes Harvesting. SIPSI differs from MSC in that the case studies are longer, backed by multiple lines of evidence, adds contribution analysis and uses a selection panel to review and rate both significance and contribution against a rubric for each SIPSI case study. SIPSI is unlike [Outcomes Harvesting](#) in that it is more of an internal monitoring and dialogue process while Outcomes Harvesting tends to be led by an external consultant, is likely to produce many more case studies and is a more in-depth endeavour.

### Who completes Significant Instances of Policy and Systems Improvement?

Similar to the most significant change or learning, the HUM backbone team and relevant governance structure will nominate and select some significant policy or system change stories every year, depending on the availability of the system or policy changes.

In developing significant policy and system change stories, the HUM backbone team or relevant partner agencies will gather necessary data from children, families, community, agencies or other relevant stakeholders. They may work together with Clear Horizon team to implement SIPSI data collection, analysis and reporting. In the end of the process, an expert panel validation will be needed to strengthen the validity and reliability of the SIPSI case studies. The HUM backbone team is expected to organise an expert panel to review and rate the stories and strength of evidence for the stories using a performance rubric, while Clear Horizon may provide support in developing and using the performance rubric.

### When to use Significant Instances of Policy and Systems Improvement?

HUM broader movement conducts SIPSI as part of the annual routine performance evaluation, however the panel selection process may be organised on an annual basis or every other year, depending on the number of SIPSI reports collected every year or two years.

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<sup>1</sup> We mean that the result will make (or has potential to make) a substantial difference to your mission's outcomes (population level outcomes). Sometimes it helps to think of it as something that is "newsworthy", something that is a breakthrough in your journey towards your mission outcomes. For example, it might be a key aspect of your journey of change that you have theorised as being a critical precondition of achieving your mission outcomes.

<sup>2</sup> We mostly refer to public policy, although it could also be used to mean the policy of any organisation. It can include (but is not strictly limited to): laws and legislation, regulations (these are typically supporting laws, but are more technical), official policy positions announced in strategy or policy/systems documents, and changes in the way service systems are implemented.

<sup>3</sup> We refer to changes in the conditions that are holding a societal problem in place. In addition to public policies, this can also include practices, flows of resources and data, power dynamics, interactions, and mindsets.

## How to use Significant Instances of Policy and Systems Improvement?

Four steps to develop SIPSI case study include:

### Step 1: Harvest

The first step in SIPSI is to find the candidate instances of policy/systems improvement. The HUM broader movement uses the following methods to gather them:

- Impact log
- Reflection log
- Most significant change
- Most significant learning
- Shorter or longer learning cycles.

For example, when we conduct a round of MSC interviews with key stakeholders, a collection of significant change stories from one person's perspective could help to identify any emerging systems-change stories.

### Step 2: Collect evidence

Once we have a promising instance of policy or system change, the next step is to collect an initial round of evidence to support the case study. We often use multiple forms of evidence to support a case, such as drawing evidence from grey/published literature, administrative data, demographic data or be derived from interviews and participatory exercises with a variety of stakeholders.

### Step 3: Document

Once the evidence has been gathered, the next step is to document it as a narrative and substantiated with evidence. The standard sections of the case study template we use in SIPSI are:

- the instance of policy/systems improvement in a nutshell
- the context to the improvement
- a description of the outcome
- the significance of the outcome
- what is next
- the contribution of your organisation
- evidence to support the above.

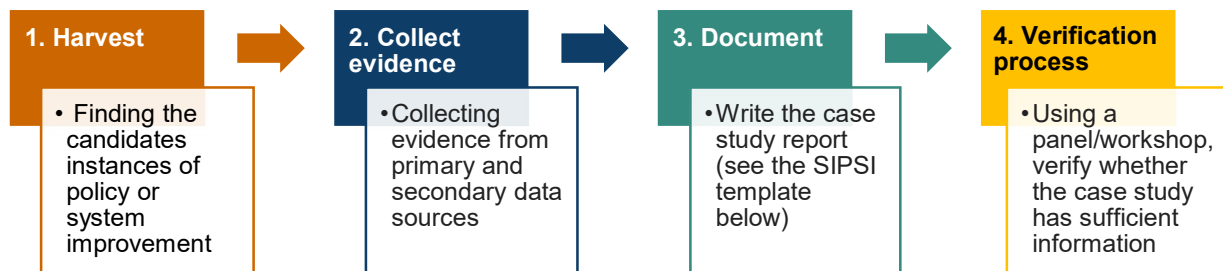
### Step 4: Verification process

Once case studies are completed, they can be put through an expert panel verification process. This may include a panel/workshop with key stakeholders or expert who assess the case studies and determine:

- whether there is sufficient evidence to support that the improvement has happened
- the significance of this improvement
- whether the contribution of your agency is sufficient to stake a claim to the result, in conjunction with other actors or factors. If there is insufficient information, additional information is often sought.

Verified case studies are ranked high, moderate or low. Highly ranked instances tend to receive a lot of attention, both for learning how the change was arrived at, celebration and for accountability. Lower-ranked instances are valued and may be counted towards a target

**Figure 2. A summary of SIPSi development steps**



## SIPSi – story template

### The instance of policy/systems change in a nutshell

*This is a short, pithy paragraph that summarises the policy/ systems and what your organisation did to contribute to this change. We find it really handy to have a summary of the bigger narrative.*

### Description of the outcome

*This opening statement should outline the thing that has happened (the improvement/change being claimed). It should include some evidence that explains how you know it has happened, and when. For example, it might be when and where this news was announced, or a description of the change in the system. In this section, we don't yet talk about what your initiative/agency did to contribute to this outcome.*

### The significance of the outcome

*The narrative needs to explain briefly why this policy/ systems or systems change is important to your mission outcomes (or could potentially be important). It can help to refer back to your Journey of Change, and why you see this as a significant step in the right direction. If appropriate, you can strengthen the case by providing quantification of potential reach of the benefits: how many boys and girls, families or specific groups of underrepresented people could potentially benefit. Or if the change includes flows of spending, you can detail how much funding may be influenced. If relevant, you should explain how this improvement addresses a significant bottleneck or problem that has been a constraint/barrier to progress in the past.*

### What is next?

*Describe what has to happen next in order for the benefits promised by this policy/systems improvement to be realised. In the case of a policy that has just been announced, but not implemented, outline what*

*needs to happen for the policy to be implemented. In the case of a systems improvement, note any further systems change improvements that need to happen to move you closer to your mission outcomes. Note any risk of systems springing back. Note any challenges and further support required. Make an assessment on the viability of the new policy/systems leading to sustainable change.*

### **The contribution of HUM broader movement and other stakeholders**

This is the section where you finally get to talk about your initiative. Here you should make a clear link between your actions and the outcome (as described in the first paragraph). It should include a description of what your initiative actually did to support this outcome. Where outputs are referred to, specify number or reach, and if possible, quality. You should also clearly describe any other contributing factors or actors. You end this section with an overall conclusion about the extent to which your initiative contributed to the outcome. Here there should be an honest assessment of any other contributing factors. In SIPS I we tend to use the ‘What Else’ Test<sup>4</sup> as it is a simple approach to contribution analysis that suits a case study. This involves:

- cross-checking to see if outcomes have been achieved
- checking that your implementation was sufficient to make a claim for contribution
- considering the context to ensure the same results aren’t showing up elsewhere
- considering who else may have contributed
- testing your claim with key informant interviews
- synthesising your contribution claim.

It is also fine to use alternative approaches, such as: John Mayne’s contribution analysis, general elimination methodology, and process tracing.

### **Evidence**

Evidence must be used to substantiate the outcome’s description and significance, as well as the contribution of your organisation.

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<sup>4</sup> “What else” test is a basic guide for non-evaluators to strengthen their contribution claims. This tool can be seen as a minimum requirement for making contribution claims. It was developed by Jess Dart from Clear Horizon.