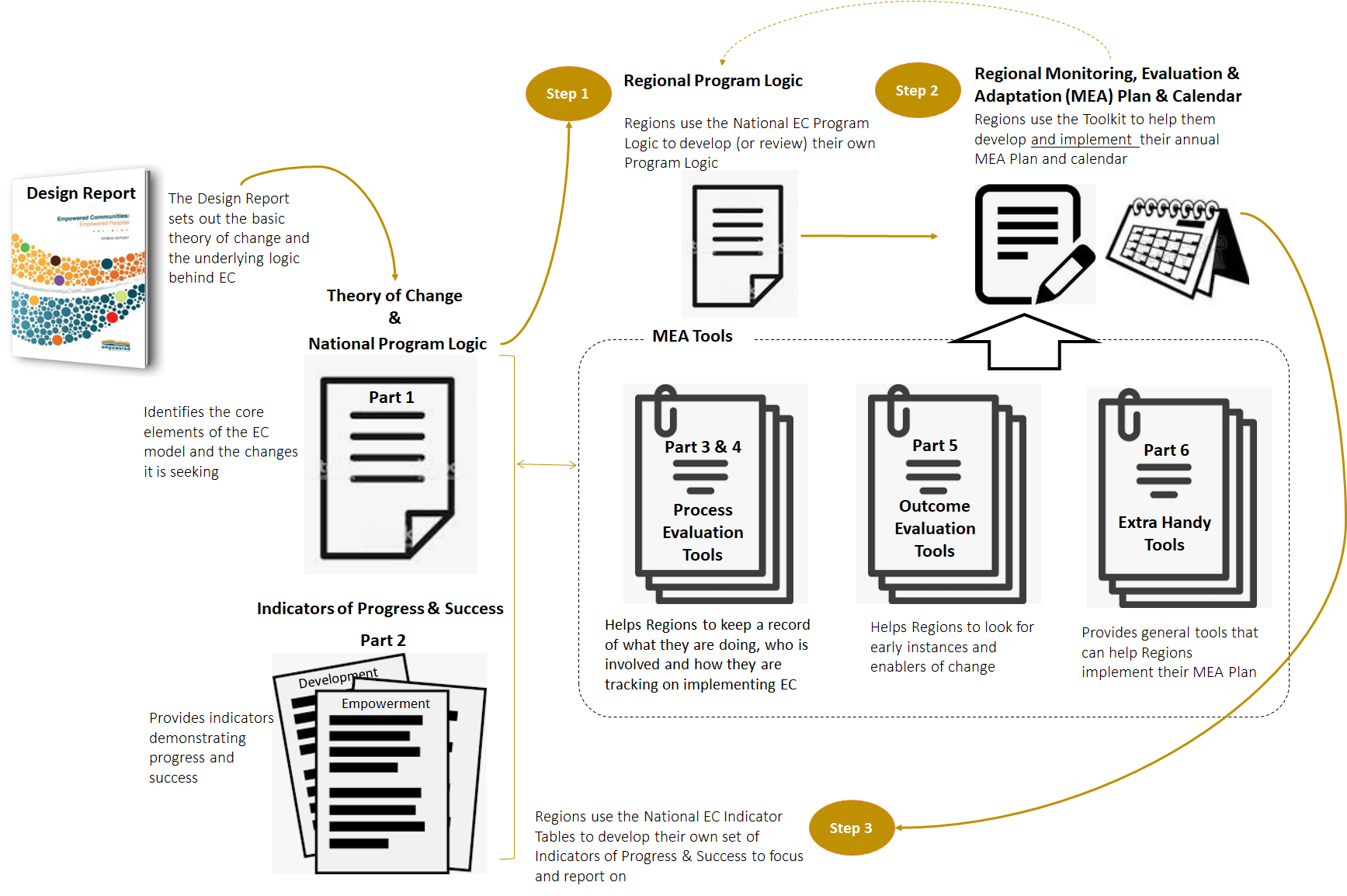
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**Monitoring, Evaluation & Adaptation Toolkit**

Version 1.1 December 2018

Prepared with support from Collaboration for Impact (CFI)



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# Acronyms:

|  |  |  |  |
| --- | --- | --- | --- |
| ACCO | Aboriginal Community Controlled Organisation | RIP | Regional Investment Plan |
| CFI | Collaboration for Impact | MEA | Monitoring, evaluation and adaptation |
| EC | Empowered Communities | PM&C | Commonwealth Department of Prime Minister & Cabinet |
| FP | First Priority | RDP | Regional Development Plan |

# Definitions:

|  |  |
| --- | --- |
| Indigenous organisation | Refers to Aboriginal Community Controlled Organisations (ACCOs) |
| Non-Indigenous service providers | Refers to organisations delivering Government funded services that are not ACCOs |

In this Toolkit Aboriginal and Torres Strait Inlander people are respectfully referred to as Indigenous People, with acknowledgement of the heterogeneity of Aboriginal and Torres Strait Islander clan groups and language groups across the Australian nation.

|  |  |
| --- | --- |
|  |  |

Toolkit Introduction

This Section provides a basic introduction to the Toolkit. It describes how it has been developed and structured, provides an overview of what it includes and gives guidance on how Regions can use it to help them develop and implement their Regional Monitoring, Evaluation and Adaptation Plans.

# Introduction:

## The purpose of this Toolkit:

This Toolkit has been developed to support the Empowered Communities (EC) Regions to develop and implement monitoring, evaluation and adaptation (MEA) systems that are aligned with this overarching National EC MEA Framework.

The Toolkit is not prescriptive. It recognises that different Regions have embarked on their EC journey from different starting points, operate differently and are at different points in their journey.

The Toolkit is intended to provide EC Partners with:

* Practical guidance and tools on how and when to monitor and document their progress so that they can capture and adapt to emerging learnings and
* Support in preparing for the upcoming developmental evaluation of EC that will be undertaken in 2019 / 2020.

The Toolkit is intended to be used collaboratively by Indigenous and Government Partners to help them to reflect on how they are progressing on their EC journey and to understand what they need to do individually and together to make progress.

## How it has been developed:

The Toolkit has been developed in partnership between EC Indigenous and Government Partners. The work has been undertaken through a Joint Working Group involving representatives from the Central EC Team, Regional Backbone Teams and representatives from the Central and Regional Prime Minister & Cabinet (PM&C) Teams with support from Collaboration for Impact (CFI) Associates Kerry Graham, Regina Hill and Skye Bullen and Independent CFI Affiliate Annie Holden. The starting point for that Group in developing this Toolkit has been the EC Design Report and the work that has been done previously to articulate EC’s Theory of Change and to develop regional program logics. Consultations were conducted with Backbone Teams to understand what monitoring, evaluation and learning approaches and tools they have been using as part of their existing MEA activities so that they could be included in and inform the Toolkit. Discussions were also held with the Central EC and PM&C Teams to understand how the EC initiative has been evolving on a cross-regional basis and to confirm what will be required to support the upcoming developmental evaluation.

It is intended that this Toolkit will be an evolving document, one that will develop as Regions use and adapt the tools within it and as they develop additional tools that can be shared with other Regions. Responsibility for the ongoing development of the Toolkit sits with the National EC Data Director. If you have any feedback on the Toolkit or Tools that can be incorporated in it, please contact the National EC Data Director.

## How the Toolkit is structured:

The contents of this Toolkit are based on the underlying principles that have informed the design of EC that were set out in the Design Report[[1]](#footnote-1) and the National EC Program Logic. The National EC Program Logic draws on the Design Report and the work that has previously been done to articulate the **theory of change** underlying EC.

The **theory of change** that underpins EC is that *Structural Reform* that Empowers Indigenous People will result in them being able to exercise greater *Agency*, which will generate Development (social, economic, family and personal), which will lead to improved Productivity. *Empowerment, Development and Productivity* will *strengthen Culture and Close the Gap* in social and economic wellbeing and advantage. (Read in reverse: the disempowerment of Indigenous People has led to a fracturing of culture, frustration and the undermining of Indigenous agency, which has stymied development and led to waste and poor productivity with a resulting gap in social and economic advantage.)

The EC Design Report defines:  
**Empowerment** as Indigenous People exercising individual agency to take responsibility for their lives and futures and Governments supporting them to do so

**Development** as closing the gap on social and economic disadvantage and enabling cultural recognition and determination of Indigenous Peoples

**Productivity** as using all available resources and opportunities efficiently and effectively, having less duplication, red tape, removing middlemen and investing in things that work.

The **National EC Program Logic** is set out in **Part 1** of this Toolkit. The National EC Program Logic identifies the core elements of EC and how those things are expected to contribute to Empowerment, Development and Productivity and through that help strengthen culture and close the gap in social and economic wellbeing and advantage.

A national set of indicators demonstrating how EC Regions are expected to make progress against the objectives of Empowerment, Development and Productivity is provided in the **Indicators of Progress and Success** tables set out in **Part 2** of this Toolkit. Those indicator tables are drawn off the Program Logic. They identify *early indicators or instances of change* that would be expected to emerge through the day to day work being undertaken through EC and be identifiable in the near to medium term. The tables map those indicators to indicators of broader based *systemic or population level change* that are likely to emerge as a result of cumulative activity over time.

The tools in this Toolkit have been designed to help Regions to be able to test whether:

* The core elements of the EC model being applied in their Region are being implemented well and
* There are early signs or enablers of change that indicate that the EC model is contributing to Empowerment, Development and Productivity[[2]](#footnote-2) and in so doing helping to strengthen culture and close the gap in social and economic wellbeing and advantage.

For ease of use, the tools in this Toolkit have been grouped into separate sections based on the purpose for which they are used. The tools in Parts 2 and 3 are implementation or process focused, the tools in Part 4 are outcomes focused and the tools in Part 5 are a handy mix of more general tools to help Regions develop and implement their MEA Plans. Specifically:

**Part 3** – contains **Tools for Keeping a Record of your Region’s EC Journey** – This section will help you record and tell the story of your EC journey. It provides tools to help you keep a record of the activity being undertaken on a day to day basis to implement EC in your Region, monitor participation and track and manage issues.

**Part 4** – contains **Tools for Monitoring Implementation and Progress** – This section provides tools to assess how you are progressing overall in the implementation of the EC model. It includes a range of drill down questions and community worksheets to help you gather evidence to demonstrate your progress and gather feedback to inform your ongoing activity.

**Part 5** – contains **Tools to Look for Early Signs and Enablers of Change** – This section provides tools to help you identify and record early instances and enablers of change contributing to the achievement of the EC objectives of Empowerment, Development and Productivity. They include a range of exploratory questions and community worksheets to help you gather evidence of capability building, shifts in individual agency and community narrative, structural reform, service system change and social and economic development.

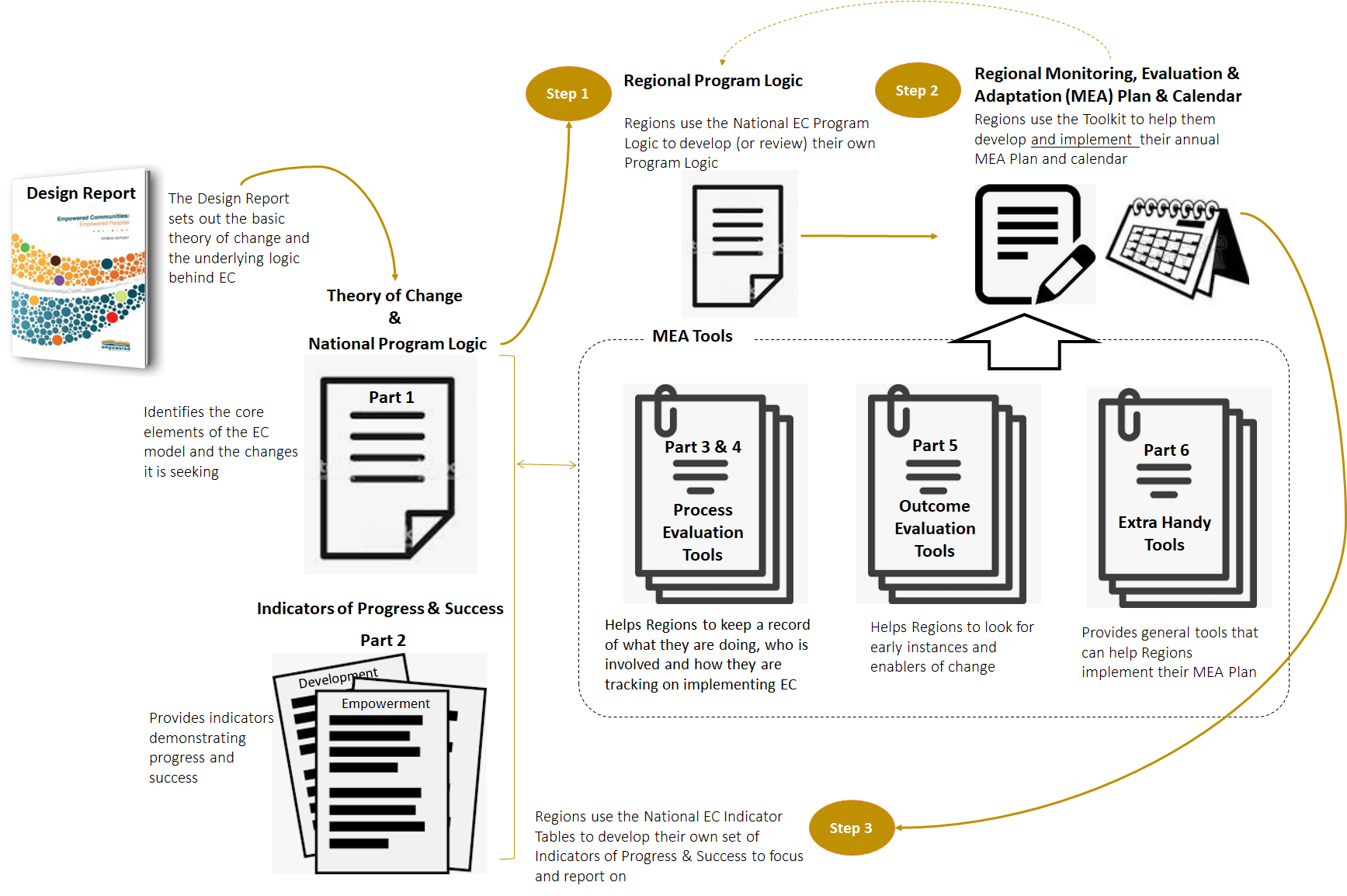
**Part 6** – contains **Other General Tools that Might be Useful** – This section provides some more generic tools to help you undertake your MEA activity. It includes tools to help you build a culture of evaluative inquiry, map stakeholder involvement, support the adoption of outcomes-based planning and reporting and assess contribution. It is anticipated that this section will be expanded over time as EC evolves and Regions develop and share evaluative practices and tools.

It is expected that Regions will use the National EC Program Logic, example indicators and tools in this Toolkit to help them:

* Articulate how the EC model is being applied in their Region through the development of their own Regional Program Logic
* Identify indicators, progress markers and / or targets against which to monitor their progress
* Develop and implement an annual Regional MEA Plan to monitor and evaluate their progress and inform and adapt their work and
* Report on their progress and success.

The following schematic shows how the different sections of the Toolkit inform one another and how they can be used by the Regions.

Figure 1 – How the different sections of the Toolkit inform one another and support Regional MEA planning and implementation activity



## What tools are in this Toolkit:

For ease of reference, an index of the tools and resources included in this Toolkit is set out in Table 1 below.

 **Handy Hint:** The titles of the tools in Table 1 have been hyperlinked to the tools to which they relate to make it easier for you to explore the Toolkit. If you click on the title of a tool in Table 1 it will take you to the part of the Toolkit that contains that Tool. If you click on the title of the tool in the individual sections of the toolkit that describes them that will bring you back to this section.

It is not expected that Regions will use all of the tools in this Toolkit. The only tools that Regions are required to use is the [**Implementation Checklist**](#_Implementation_Checklist) which is used to monitor how Regions are progressing in implementing the EC model and the [**Annual MEA Planning Tool**](#_Evaluative_Inquiry_&). Given the importance of being able to track and report on EC’s implementation nationally, it has been decided that a common tool should be used for this purpose. Regions will be required to complete and submit a copy of the Implementation Checklist and MEA Planning Tool as part of a standard half year report (due for submission in June and December of each year). The use of the rest of the tools will depend on the unique circumstances of individual Regions – while the use of one tool may be most appropriate in one region, a different tool may be more appropriate in another.

To help Regions who are not as familiar with setting up a MEA system and / or who need to manage resourcing constraints or start slowly to get stakeholders on board with their MEA strategy, we have highlighted the tools that we think are handy ways of getting started with a symbol. If Indigenous and Government Partners can start to use them to record and reflect on your work, the progress you are making, and the sorts of changes you are seeing, you will be well positioned to share what you are doing and feed into the upcoming developmental evaluation in 2019/20.

Table 1 – Index of tools and resources

| **Section** | **Tool** | **Purpose** |
| --- | --- | --- |
| Part 1 – National theory of change & program logic | [National EC Program Logic](#_National_EC_Program) | Used to help Regions to develop (or test) their Regional Program Logic, help guide Regional activity and MEA planning. |
| Part 2 – Indicators of progress & success | [Indicators of Progress & Success](#_Indicators_of_Progress) (Empowerment, Development & Productivity) | Used to help Regions think through and identify the key indicators or markers of progress or success that they want to monitor and report on as part of their MEA Plan. |
| Part 3 – Tools to record activity | [Journey Tracking Tool](#_Journey_Tracking_Tool:) | Used to keep a record of the activity that is being undertaken to implement EC and reflect on how to progress that work. |
|  | [Stakeholder Register](#_Other_Supporting_Tools:) | Used to keep a record of key stakeholders involved in EC. |
|  | [Meeting & Consultation Register](#_Other_Supporting_Tools:) | Used to keep a record of attendance and participation in key activities. |
|  | [Issues & Opportunities Register](#_Other_Supporting_Tools:) | Used to keep a record of key risks and opportunities relating to the implementation of EC generally and to individual projects |
| Part 4 – Tools to track progress on implementation | [Implementation Checklist](#_Implementation_Checklist:) | Used to monitor the progress being made in implementing the core aspects of the EC model at a Regional (or Sub-regional) level, to reflect on how things are going and to set priorities to progress implementation. |
|  | [Drill Down Questions](#_Drill_Down_Questions:) | Used to explore areas of activity relevant to the implementation of the EC model. The questions can be used to help inform the completion of the Implementation Checklist or to assess progress in particular areas of activity that are a focus for the Region. (Note: it is not expected that Regions will run through all of these questions at any one time. It is more likely that Regions will select one or more sections to focus on and run through different sets of questions over time.) |
|  | [Indigenous Service Provider Survey](#_Other_supporting_tools:_1) | Used to assess Indigenous service provider awareness of EC and the extent to which they are aligning their way of working to the EC model. |
|  | [Non-Indigenous Service Provider Survey](#_Other_supporting_tools:_1) | Used to assess non-Indigenous service provider awareness of EC and the extent to which they are aligning their way of working to the EC model. |
|  | [Community Worksheets – Part 1](#_Community_Worksheets:_3) | Used to gather feedback from Community Members about their awareness and experience of EC. The worksheets can be used to help inform the completion of the Implementation Checklist or assess progress in particular areas of activity that are a focus for the Region. (Note: as with the Drill Down Questions, it is not expected that Regions will run through all of these worksheets at any one time. It is more likely that Regions will select one or two worksheets to focus on and run through different sets of questions over time.) |
| Part 5 – Tools to identify early signs and enablers of change | [Exploratory Questions](#_Exploratory_Questions_and) Testing for Signs of Change | Used to test for the emergence of early signs and enablers of change contributing to Empowerment, Development and Productivity. (Note: It is not expected that Regions will run through all of these questions at any one time. It is more likely that Regions will select one or more sections to focus on and run through different sets of questions over time.) |
| [Community Worksheets – Part 2](#_Community_Worksheets:_4) | Used to gather feedback from Community Members about their experience of EC and test for the emergence of early signs and enablers of change contributing to Empowerment, Development and Productivity. (Note: as with the Exploratory Questions, it is not expected that Regions will run through all of these worksheets at any one time. It is more likely that Regions will select one or more worksheets to focus on and run through different sets of questions over time.) |
| [Decision Tracking Tool](#_Decision_Tracking_Tool:) | Used to assess how planning, investment and co-purchasing decisions made through EC align with Community identified priorities. |
| [Significant Instances of Change Tool](#_Significant_Instances_of) | Used to capture narratives of change and allow Regions to assess the contribution that EC has made to change in line with EC’s objectives of Empowerment, Development and Productivity. |
| Part 6 – Tools to support MEA activity | [Example Annual MEA Planning Tool](#_Example_Annual_MEA) | Used to help Regions develop and document their annual MEA Plan. |
| [Evaluative Inquiry & Reflection Tool](#_Evaluative_Inquiry_&_1) | Used to help develop a culture of evaluative inquiry, to test assumptions and think through the implications of what is happening to help keep work on track and allow Regions to learn and adapt as they go. |
| [Stakeholder Mapping & Analysis Tool](#_Stakeholder_Mapping_and) | Used to map stakeholder engagement over time and support planning for how to leverage and engage key stakeholders. |
| [Outcomes-Based Planning & Reporting Tools](#_Basic_Outcomes_Based_1) | Used to support outcomes-based project planning and reporting aligned to EC’s objectives of Empowerment, Development and Productivity. |
| [Contribution Analysis Tool](#_Contribution_Analysis_Tool:) | Used to help Regions to think through what factors might have contributed to a particular change or outcome when assessing the role played by EC in enabling change. |
| Other resources | [EC Principles](#_Attachment_1_–) | Used as a reference point for EC implementation and MEA activity. |
|  | [Indicator Mapping Table](#_Appendix_2_–) | Used to map Drill Down and Exploratory Questions in Parts 4.2 and 5.1 to the Indicators of Success & Progress in Part 2. |

Different tools (and in the case of the Drill Down and Exploratory Questions and Community Worksheets, different sections within them) will be more or less useful at different stages across the life of the EC initiative. A set of symbols (shown in Table 2 below) has been used throughout this Toolkit to provide guidance on when different tools might be most useful.

Table 2 – Key to symbols used to indicate when different tools might be most useful

|  |  |  |  |
| --- | --- | --- | --- |
| **Getting started**  1 | **Early implementation**  2 | **Scaling Up**  3 | **Sustaining results**  4 |
| * Engaging local Indigenous Leadership * Setting up Backbone Team * Connecting with Government Partners | * Connecting with community * Identifying First Priorities (FP) * Undertaking early collaborative activity | * Formalising the Partnership Interface * Developing Regional Development and Investment Plans * Securing funding allocations * Actioning initial stages of the Regional Development Plan (RDP) | * Standardising community led priority setting * Systematising collaborative investment planning and funding allocation * Implementing the RDP * Cultivating change |
| Target timeline for initial (Phase 1) EC Regions: | | | |
| 2016 | 2017 - 18 | 2018 – 20 | 2020 - 26 |

## How to use this Toolkit:

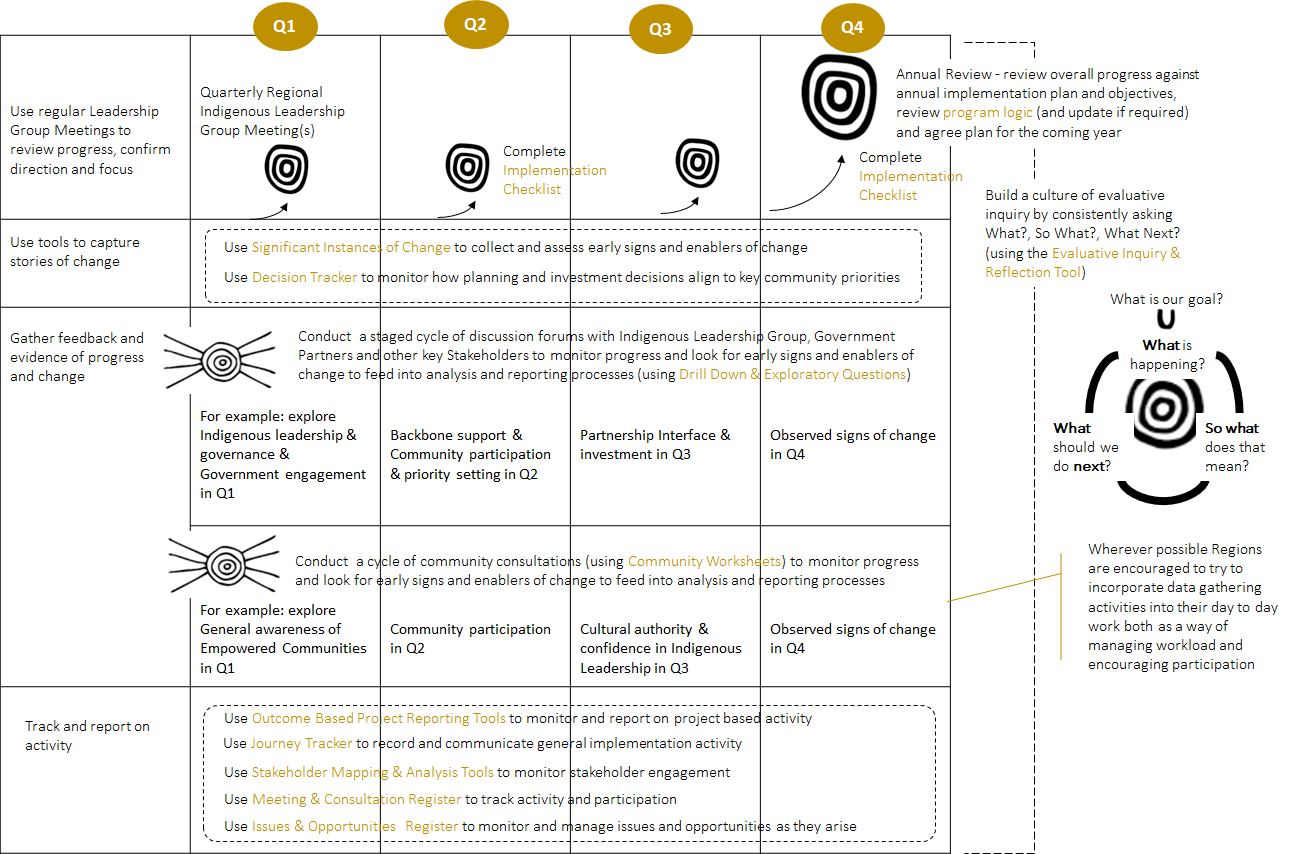
As part of the EC model there are some basic expectations as to how Regions will set up and manage their MEA process to make sure that EC activity is appropriately monitored and evaluated and that Regions are intentionally reflecting on what they are doing and delivering and adapting their activity based on what they learn through that to make progress.

Regions are required to document their **Regional Program Logic** and develop their own annual **MEA Plan** detailing how they will record their activity, track their progress in implementing the EC model and identify signs of change. (A draft MEA Planning Template is provided in Part 6 of this Toolkit to help Regions to do that.) They are also required to set up and report on a list of key **Regional Indicators of Progress and Success** that are being evaluated through that Plan. The National EC Program Logic and Indicator Tables provide a starting point for this. (Regions can just take those tools and tailor them to fit their context if they want to.) The National EC Data Director is also ready and able to support Regions to undertake this work and help them to develop and implement their MEA Plan.

It will be important for Indigenous and Government Partners to work together to develop their Regional Program Logic, MEA Plan and Indicator Table. The EC model is founded on the idea that it is only by getting Indigenous and Government Partners to work differently together that we will be able to achieve change. The tools in this Toolkit are designed to test whether or not that is happening. Regional MEA Plans therefore need to involve both Indigenous and Government Partners to apply those tools and validate what is and is not happening at a Regional level on the Indigenous and Government side to implement EC and achieve change.

An example of how the tools in this Toolkit could be used by Regions to support an annual cycle of MEA activity is set out in Figure 2 below.

Figure 2 – Example of how tools can be used to support Regional MEA activity



Regions are strongly encouraged to connect with the National EC Data Director for support when developing (or reviewing) their Regional Program Logic, MEA Plan and Indicator Table to help them develop those resources and to think through what they need to do to monitor and reflect on their work and how they can best use this Toolkit to support that.

## Things to remember when using this Toolkit:

### Data sovereignty:

It will be important for the Regions to consider the implications of Indigenous Data Sovereignty in how they design and structure their MEA Plan and how they use, analyse and share insights from the tools in this Toolkit.

**Indigenous Data Sovereignty** is the right of Indigenous Peoples to determine the means of collection, access, analysis, interpretation, management, dissemination and reuse of data pertaining to the Indigenous Peoples from whom it has been sourced or to whom it relates. For this purpose, data refers to information or knowledge, in any format, inclusive of statistics, that is about Indigenous People and that impacts Indigenous lives at the collective and / or individual level.

It will be important for Backbone Staff to consider and test with their Regional Indigenous Leadership Group and Community Members how they want the collection, storage, analysis and communication of data to be managed and to establish protocols for doing this. As part of that, it will be important to make sure that the Backbone understands how the Community would like to provide and receive feedback. Community requirements are likely to vary Region by Region and the tools and processes that support that (including those in this Toolkit) will need to be tailored to meet those requirements.

### Data management and privacy:

Taking the above considerations into account, it will also be important for Regions to develop robust processes by which they can gather, make use of, store and share information and data so that it can inform their own activity and feed into a broader-based national evaluation process. It will be important for each of the Regions to develop their own processes and protocols for storing information and data gathered through their MEA process to ensure that relevant privacy considerations are complied with and that information and data can be identified and accessed easily.

Some of the tools in this Toolkit have or may be translated into an online survey format to assist with the storage of data. Regions wanting to access or use online survey versions of the tools or Drill Down and Exploratory Questions in this Toolkit are encouraged to contact the National EC Data Manager to make sure that those tools are managed in a structured and consistent way.

### Compliance with good ethical practice:

Regions should make sure that they comply with good practice when gathering feedback and information through their MEA process. Informed consent should be obtained from parties providing information to make sure that they understand how the information they provide will be used, stored and shared and that they are comfortable with that. Written consent will not necessarily be required but a process that allows Community Members to opt in or out of data collection activities will be.

Part 1. National EC Program Logic

This Section sets out the National EC Program Logic and describes how it can be used by Regions to develop (or test) their own Regional Program Logic.

# [National EC Program Logic:](#_What_tools_are)

Program logic models are used to describe how an initiative (or program) is intended to work. They link what is being done (or done differently) to the shorter and longer term outcomes that the initiative is expected to deliver. In the case of EC, the **National EC Program Logic** identifies the core elements of the EC model and how those things are expected to contribute to Empowerment, Development and Productivity and through that help strengthen culture and close the gap in social and economic wellbeing and advantage.[[3]](#footnote-3) It is split into separate sections for each of the different stakeholder groups involved in EC to demonstrate how the EC model relies on and impacts each of those different those groups.

|  |  |
| --- | --- |
| **What** is it for: | Used to help Regions develop (or test) their Regional Program Logic, guide Regional activity and inform MEA planning. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Who** is involved: | * Indigenous Leadership Group * Government Partners * Backbone | **When**: | Initially: when developing the Regional Program Logic  And then annually: when reviewing Regional progress, updating the Regional Program Logic (where required) to reflect the local evolution of the Regional EC model and testing for alignment with the National EC Framework |

|  |  |
| --- | --- |
| **How** is it used: | Use the **National EC Program Logic** as a basis against which to develop (or test) a Regional Program Logic that reflects how the core elements of the EC model are being adopted and implemented in the Region, using language suited to the Region. That can be done by gathering feedback from individual members of the Indigenous Leadership Group and key Government Partners about the fit between the National and Regional Program Logic and then reflecting on that feedback in a group forum or by conducting one or more group discussion forums.  It order to prepare for the upcoming developmental evaluation in 2019/20 it will be useful for Regions to identify any substantive differences between the National and Regional program logic model and be able to explain the reason(s) for them.  Once developed, the Regional Program Logic should be used to inform the development of the Regional MEA Plan. Insights gathered through the Region’s MEA activity should be used to inform ongoing activity to implement EC. It would be worthwhile building in an annual process (ideally linked to the development of the Region’s annual MEA Plan) through which the Region revisits its Program Logic, updates it to reflect any changes or shifts in the Regional EC model, and notes and identifies the reason for any substantive differences between the Regional Program Logic and the National one. |

### National EC Program Logic:

Excel Version: [Part 1 National EC Program Logic\National EC Program Logic.xlsx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%201%20National%20EC%20Program%20Logic\National%20EC%20Program%20Logic.xlsx)











### Link between the National EC Program Logic and the structure of this Toolkit:

Although the National EC Program Logic is quite detailed, the core elements of the EC model that it identifies as being different under EC can broadly be grouped into eight areas (referred to in the Toolkit as *Implementation Areas*):

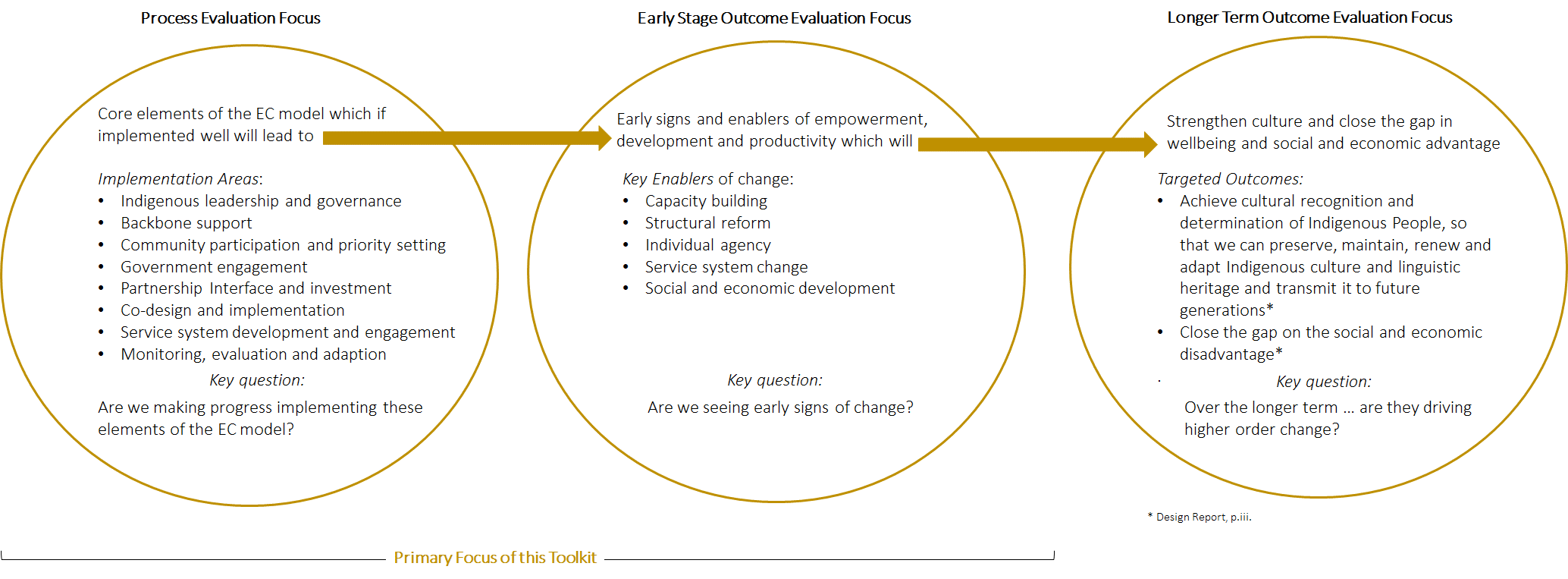
1. The establishment and recognition of culturally authorised **Indigenous leadership and governance structures** to interface with Government
2. The provision of **backbone resources** to support the operation of the EC model and the Indigenous Leadership Group
3. **Community participation** in priority setting and the implementation of a Regional Development Agenda
4. **Government** **engagement** and participation in a different way of working
5. The establishment of a formal **Partnership Interface** and the co-design of Regional **Investment** Plans to support community-led regional development
6. The collaborative **co-design of program activity** by Indigenous Community and Government Partners to implement that Regional Agenda and Investment Plan
7. Local **service system development** and the **engagement** of Indigenous and non-Indigenous service providers to strengthen local service delivery and
8. The establishment of **monitoring, evaluation and adaptation** systems to track and support the implementation of the overall model.

The National EC Program Logic also identifies five key enablers of change (referred to in the Toolkit as *Key Enablers*):

1. **Capacity building**
2. **Structural reform** (or changes in how Government works, Government systems, policies, practices and legislation) to support Indigenous Empowerment, Development and Productivity
3. An increase in **individual agency** and shifts inprevailing community narratives
4. **Service system change** (including changes in Indigenous organisation capacity and sustainability, and what and how local services are provided) and
5. **Social and economic development**.

We have structured this Toolkit around those groupings. In broad terms, the first group of *Implementation Areas* has been used to develop a series of process evaluation tools and progress indicators to test what progress is being made in implementing the EC model. They focus on whether the core elements making up EC are in place and whether they are operating effectively. The second group of *Key Enablers* has been used to develop a series of outcome evaluation tools and success indicators to test whether the EC model is delivering the sorts of changes envisaged in the Program Logic.

Figure 3 – Schematic showing how the themes from the National EC Program logic “map” to the Toolkit



Part 2. Indicators of Progress & Success

This Section provides a list of indicators demonstrating progress in implementing EC and achieving its objectives of Empowerment, Development and Productivity. It can be used by Regions to define Regional Indicators of Progress and Success.

# [Indicators of Progress & Success:](#_What_tools_are)

It is important that Regions are able to articulate their progress in implementing EC and the early signs of change they are seeing that demonstrate they are delivering against the EC objectives of Empowerment, Development and Productivity. In accordance with that, Regions are required to develop Regional Indicator Tables identifying the key indicators against which they will monitor their progress and success. It is expected that those tables will change over time depending on where Regions are up to in their EC journey. The National Indicators of Progress and Success set out in this section are based on the National EC Program Logic and can be used by Regions to help them develop their own set of Regional Indicators to track their progress and success.

|  |  |
| --- | --- |
| **What** is it for: | Used to help Regions think through and identify the key indicators or markers of progress and success that they want to monitor and report on as part of their annual MEA Plan. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Who** is involved: | * Indigenous Leadership Group * Government Partners * Backbone | **When**: | Annually: when defining or reviewing Regional Indicators of Success and Progress and developing their annual MEA Plan |

|  |  |
| --- | --- |
| **How** is it used: | Use the National **Indicators of Progress & Success** as a reference to help define Regional indicators or markers against which to monitor and report on progress in implementing EC and early instances of impact. Those indicators should be used as a basis for your annual MEA Plan.  It makes sense for the Indigenous Leadership Group and key Government Partners to assess their progress against those indicators on at least an annual basis (in line with your MEA process). It is recommended that they review their Indicator Tables at the same time and update them where relevant. |

### Indicators of Progress & Success:

The National Indicators of Progress and Success are set out in three tables, one each for Empowerment, Development and Productivity. The tables give examples of **early instances of change** that might be achieved as a result of a specific activity at an operational or cohort level and identify the sorts of **system or population level change** that those nearer term outcomes are seeking to contribute to over time. The intention in showing that link is to demonstrate how the work that is being done now “fits” within a broader long-term change strategy. It will be important for Regions to baseline the population or system level indicators that are relevant to them so they can monitor changes over the long term at that level. It is expected, however, that Regions’ main focus will be on identifying and monitoring the progress that they are making at an activity or cohort level.

The indicators in the National Indicator Tables take different forms. Some are process-based indicators, relating to the implementation of key elements of the EC model; others are outcome-based indicators, relating to changes in behaviour or status based on activity that is being undertaken through EC (e.g. as part of the Region’s First Priorities or RDP).

Figure 4 – Explanation of the structure of the National Indicator Tables

|  |  |
| --- | --- |
| **Early instances of change** | **Systems or population level change** |
| 1. Can be **process-based** and relate to the implementation of core operational elements of the EC model | …. that as embedded and systematised translate into broader system change |
| *For example:* |  |
| A (Sub) Regional Partnership Interface and negotiating process between PM&C and the Indigenous Leadership Group has been agreed and is in place and operating | Government Partners formally recognise the EC Partnership Interface as their key interface with Indigenous Communities in the Region and work with them when making policy, program and investment decisions relevant to the Region |
| 2. Can be **outcome-based** and relate to project or program outcomes that are delivered for a particular group (or cohort) of people that are being supported | … that as things scale will achieve a broader impact or over time have knock-on impacts at a population level |
| *For example:* |  |
| No. (%) of police warnings issued to local community members participating in the EC sponsored Behaviour Management Program has reduced | Regional incarceration rates have declined |
| No. (%) of children participating in community kindergarten assessed as starting school ready to learn has increased | School completion rates and attainment has improved |

The National Indicator Tables are not prescriptive. They are provided as a menu from which Regions can draw to develop their own set of indicators, recognising that those indicators will vary over time depending on where the Region is up to in its EC journey and what areas it is focusing on through its First Priorities and Regional Development Agenda.

 **Handy Hint:** The sub-headings in the Empowerment and Productivity Tables have been used to map the indicators back to the *Implementation Areas* and *Key Enablers* referred to in Part 1 and to **Drill Down** and **Exploratory Questions** included in Parts 4 and 5 of the Toolkit. Regions can use those questions to gather evidence of the progress they are making against the indicators in the tables. The asterisk symbol has been used to identify when an indicator has been used in both the Empowerment Table and Development Table. Appendix 2 provides further detail on how the National Indicators map to the Drill Down and Exploratory Questions included in the Toolkit.

## Empowerment:

The indicators in this table include process-based indicators relating to the implementation of core structural elements of the EC model and outcomes-based indicators covering shifts in individual agency, decision making and investment enabled through EC.



| **Empowerment** | **Early instances of impact: (cohort or program level)** | **Evidence of systems change (system or pop. level impact):** |
| --- | --- | --- |
| **Indigenous governance** | Cohesive, culturally authorised Indigenous EC Leadership and governance structures are in place to support regional planning and to negotiate with Government on the development and implementation of Regional Investment Plans (RIPs) and to provide advice to Government on purchasing decisions relating to the provision of services in the Region | Government Partners respect and recognise the authority of EC leadership and governance structures (demonstrated through how they engage with them at the Partnership Interface and more generally) |
|  | Regional Leadership Group processes and decisions are transparent and conflicts are managed |
|  | The Indigenous EC Leadership Group is demonstrating the knowledge, skills and experience it needs to be able to engage with Government effectively |
| **Backbone support** | A regional backbone structure or organisation has been set up and is operating to support the local EC Leadership Group to work with Community and Government to implement the EC model |  |
|  | Structures are in place to maintain ongoing operational (backbone) support for the EC governance model and Partnership Interface |
| **Structural reform** |  |
| **Community participation & priority setting** | Community Members are generally aware of EC | Community structures and systems supporting priority setting ensure decisions are made as close to the ground and are as inclusive as possible. Community decision making is efficient and decisions reflect Community priorities and needs\* |
| Community Members are stepping up to support the implementation of EC |
| Community Members are participating in forums to identify Community priorities and support (Sub) Regional planning and activity\* |
| A comprehensive Community endorsed (Sub) RDP is in place that identifies regional development priorities and strategies for implementation |
| Reflected in:   * Participation: [Estimated] level of Community participation in EC priority setting and planning forums and activities (no. of Indigenous People participating divided by estimated resident Indigenous population) * Gender mix: Proportion of men vs women participating * Youth involvement: Proportion of participants aged > 24 years (overall and as a proportion (%) of the estimated resident Indigenous population aged > 24 years) |
| Community Members have access to additional data and information about Government service funding to better inform their priority setting and planning decisions | *[See Government engagement]* |
| Community Members are stepping up to support the co-design of local services or activities in the RDP (or Sub-regional Plan). They are providing feedback and participating in the co-design of services and service planning\* | Service delivery is more effectively targeted to Community priorities and needs, service quality and outcomes are improved, duplication and wastage is reduced, making funding allocations more productive\* |
| **Government engagement** | PM&C Partners are working proactively at a central and local level to support and enable the implementation of EC | Government engagement in EC has broadened and there is proactive involvement in EC across (other) Commonwealth Agencies, State and Territory, and Local Governments |
|  | Government Partners are demonstrating the commitment, knowledge, skills and experience needed to work differently with Indigenous Leaders and Community | Government Partners’ HR and training policies and practices are aligned to with the EC model |
|  | Government data and funding information is being shared to inform local priority setting, investment planning and decision making but is not yet systematised | Data sharing processes are systematised, ensuring data sovereignty and allowing Indigenous Communities to be better informed when undertaking local priority setting, investment planning and decision making\* |
| **Partnership Interface** | A (Sub) Regional Partnership Interface and negotiating process between PM&C and the Indigenous Leadership Group has been agreed and is in place and operating | A broad group of Government Partners formally recognise the EC Partnership Interface as their key interface with Indigenous Communities in the Region and work through that Interface when making policy, program and investment decisions relevant to the Region |
|  |  |
|  | Regular structured meetings are being held between the Regional Indigenous Leadership Group and Government Partners to support the implementation of EC and the development and implementation of RIPs |  |
|  | There are examples of where power is being shared by Government | Two way accountability processes are in place and operate to hold Indigenous and Government Partners to account for the actions for which they are responsible |
| **Capacity building** | The Indigenous Leadership Group is better positioned to inform and influence Government Partner decisions that impact Communities in the Region through EC | Indigenous Leaders have more influence on Government Partners and Government decision making |
| **Investment** | Weight is being given to Community views in relation to the allocation of Indigenous Advancement Scheme (IAS) and other discretionary funds and Communities are having more power over decisions that impact them.  Reflected in:   * Proportion of IAS funding eligible for renewal put through the Partnership Interface (by no. and $ value or purchasing arrangements) * Proportion of IAS funding renewed or reallocated in line with Indigenous Leadership Group recommendations (by no. and $ value of co-purchasing decisions) | Jointly agreed RIPs are in place that align with Community priorities and support the implementation of RDPs |
|  | Regional budgets have been established to provide funding in line with the RIP |
|  | Funds are being allocated in line with the RIP[[4]](#footnote-4) |
|  |  |
|  | Other Government funds are being reviewed through the Partnership Interface and allocated in line with Community priorities | The Partnership Interface provides a mechanism for the Community to influence broader Government service funding and delivery system |
| **Activity co-design & implementation** | Indigenous and Government Partners are working collaboratively to co-design and implement activities to action specific (sub) Regional Priorities (i.e. agreed First Priorities or strategies in the RDP) | The co-design process is embedded in the way Indigenous and Government Partners do business |
|  | First Priority Agreements and RDPs are being implemented and are starting to show positive results |  |
| **Monitoring, evaluation & adaptation** | Projects being funded and implemented as part of the (Sub) RDP strategies have a MEA Plan and are being evaluated | A Regional MEA Plan is in place that is aligned to this National EC MEA Framework and being used to monitor progress and guide activity |
|  | Community Members are being kept up to date about what is being done and achieved through EC |  |
| **Structural reform** | Government Partners are working to progress structural reforms required to implement the structural reforms required to embed the Partnership Interface and regional investment planning and budgeting process | Structural reforms required to embed the Partnership Interface and regional investment planning and budgeting process have been actioned and those processes are embed in practice |
|  | Indigenous and Government Partners are working collaboratively to progress structural reforms required to implement the RDP | Necessary structural reforms have been actioned to implement the RDP |
|  | There are examples of how Government is starting to take up its role as enabler (rather than director) of change | Government is consistently operating as an enabler. Its presence in Communities is in support of Community structures and Leadership. It is strengths, rather than welfare or deficits based.  The socio-economic impact of Government funded or contracted projects has increased (i.e. training, employment opportunities are increased)\* |
|  | Decisions have been taken that indicate a shift in focus from the provision of welfare and support services based on deficiency to a more strengths-based approach |
|  | Perverse incentives generated through Government policy or practice adversely influencing community behaviour and outcomes have been identified and removed |
| **Individual agency** | Natural Leaders and community champions and role models are standing up and leading change | Community Members are more engaged and are participating more in the Community\* |
| There are examples where individuals and families are taking up responsibility for themselves, their future and that of their Community | There are positive changes in the prevailing individual and Community narrative and behaviour based on of individual responsibility, empowerment and self-determination |
| **Social & economic development** |  | Culture and cultural authority is respected and strong |

## Development:

The indicators in this table have been structured to align with the strengthening of culture and the five social norms identified in the EC Design Report. They are provided as a ‘menu’ from which Regions can draw from in identifying the most appropriate indicators for their community. From a practical perspective different Regions will focus on different areas and work in different ways to influence those norms. It will be important for Regions to define indicators that fit with the work they are doing. In a number of cases it will make sense for Regions to define indicators both in absolute terms and by way of comparison between Indigenous and non-Indigenous outcomes in order to demonstrate progress in closing the gap in wellbeing and social and economic advantage.

| **Development** | **Early instances of impact: (cohort or program level)** | **Evidence of systems change (system or pop. level impact):** |
| --- | --- | --- |
| ***Indigenous people:* Are connected to and strong in their culture** | No. and proportion (%) of Community Members agreeing that traditional authority and culture is respected | Culture is strong and plays a positive role in the Community. The Community is able to draw on traditional authority and culture to influence individual behaviour and reinforce positive social norms  No. and proportion (%) of Community Members agreeing that culture has been strengthened, that culture is strong and playing a positive role in the Community |
| No. and proportion (%) of Community Members identifying with their culture / agreeing that they feel connected to and strong in their culture |
| No. and proportion (%) of Community Members regularly accessing their traditional homelands or participating in cultural activities |
| Rate of Indigenous language acquisition  Proportion (%) of Indigenous People speaking their Indigenous language at home |
| Familiarity with cultural stories, identities and song lines |  |
| **Participate in education & learning with parents involved** | No. and proportion (%) of parents / families and children who have a positive attitude towards school  No. and proportion (%) of parents / families who are confident engaging with early childhood and school systems and staff  Level of parent - school engagement in specific activities (e.g. participation in student learning plan development and review meetings) | Parents / families are strongly engaged in the education of their children. They are involved in and support and inform the operation of their local pre-school and school communities |
| No. and proportion (%) of schools offering bilingual education  Inclusion and quality of cultural programming in mainstream schooling  Ratio of Indigenous teachers / teaching aides per Indigenous student  Teacher quality and turnover | Pre-school and school environments are culturally safe and supportive and respect and incorporate Indigenous culture |
| Participation rate in (4 year old) early childhood development education  Pre-school and school attendance | Children are starting school ready to learn and are achieving at school, reflected in: |
| * Proportion of children who are vulnerable based on language and cognitive skills when they start school (AEDC) |
| Literacy and numeracy levels (comparing actual vs equivalent year level expectation) |
| * Proportion of children performing above minimum national standard or upper performance scale based on NAPLAN performance |
|  | School retention Years 6 – 7, Years 10 – 11 | * Proportion of population completing Year 12 or equivalent |
|  |  | * Proportion of children with ATAR scores above 80 (top 20%) |
| **Care for children & other vulnerable people** | Participation in peri-natal health checks  Attendance rate at maternal and child health checks (0 -1 day, 4 months, 6 months, 12 months, 2 years) | Children and communities are healthy, reflected in:   * Average birthweight * Infant mortality |
| Proportion (%) of children completing a school entry health check | * Proportion of children developmentally vulnerable when they start school (AEDC) * Proportion of children identified as having vision or hearing impairment or other health or developmental issue warranting further investigation in school entry health check |
| Proportion (%) of children identified as having vision or hearing impairment or other health or developmental issue warranting further investigation in school entry health check receiving appropriate follow up treatment |
|  | Incidence of poor child nutrition and activity levels | * Incidence of lifestyle related diseases (e.g. heart disease and Type 2 Diabetes) * Life expectancy |
|  | Incidence of smoking |
|  |  |
|  | No. and proportion (%) of children in OOHC who are in kith / kin placements  Rate of family reunification and average time to reunification | Children and families are safe, reflected in:   * No. and proportion of children in OOHC |
|  | Proportion of older people who are not able to access appropriate aged care housing within their local area | Older people and people with a disability are cared for and are active members of the Community, reflected in:   * Homelessness rate |
|  | Proportion of people living with a disability qualifying for NDIS (in an area where the NDIS has been rolled out) with an NDIS plan | * Social and economic participation * Self-reported health and wellbeing |
| **Participate in work or training** | Proportion of Indigenous People with a positive attitude towards work | Adult Community Members are engaged / involved in training and work, reflected in:   * Proportion (%) of people aged 19 - 24 years participating in vocational or tertiary education * Proportion (%) of people with a post-school qualification * Workforce participation (%) and employment rate (%)   Families are financially secure and (less) reliant on welfare, reflected in:   * Median/average weekly income for Indigenous households * Welfare dependency (Newstart, CDP etc.) |
| Participation in vocational training or tertiary education |
|  | Employer attitudes toward Indigenous recruitment and employment |
|  | Availability of work experience / placement opportunities |
|  | Participation in transition to work programs  Transition into work  Compliance with CDP equivalent requirements |
|  | Indigenous business growth and sustainability | Indigenous business is strong, reflected in:   * No. of Indigenous owned businesses and enterprises (overall, opening and closing) |
| **Have stable housing and aspire to home ownership** | No. and proportion (%) of households in public or community housing | Families have access to suitable, stable accommodation and are renting and buying their own homes, reflected in:   * Homelessness rate * Proportion (%) of households in overcrowded dwellings * Proportion (%) of households in private rental * Proportion (%) of households owning or purchasing their homes |
| Proportion (%) of households in arrears for public or community housing over previous 12 months |
| Housing availability  Housing quality:   * Access to clean water and functional sewerage * Timely completion of maintenance requests |
| Participation in affordable home loan / purchasing schemes |  |
| **Live in safe communities with rights respected under the law and community values** | No tolerance attitude towards family and lateral violence within the Community | Communities are safe and free from violence and discrimination, reflected in:   * Rate of family violence incidents (overall and where a child is present) |
| Instances of violence (per ‘000 pop.) |
| No. of Indigenous patients with alcohol related hospitalisations or community health presentations |
| No. of Indigenous People treated or hospitalised for assault (by age group and gender) |  |
| No. of interactions with police | * Incarceration rates |
| Incidence of crime (by age) (including assault, sexual assault and drug related crime) |  | |
|  | Community perception of racism / discrimination  No. of juvenile diversions | * Proportion (%) of Indigenous People who have experienced racial prejudice in the past 12 months |  |

## Productivity:

The indicators in this table include improvements in economic participation and wellbeing, operational efficiency and effectiveness, service system improvement and economic development enabled through EC.



| **Productivity** | **Early instances of impact: (cohort or program level)** | **Evidence of systems change (pop. or system level impact):** |
| --- | --- | --- |
| **Individual agency** | Community Members are more engaged and are participating more in the Community (making better use of human capital)\* |  |
| **Community participation & priority setting** | Community Members are stepping up to support the co-design of local services or activities in the RDP (or Sub-regional Plan). They are providing feedback and participating in the co-design of services and service planning\* | Community structures and systems supporting priority setting ensure decisions are made as close to the ground and are as inclusive as possible. Community decision making is efficient and decisions reflect Community priorities and needs\* |
| **Capacity building** | The relationship between Indigenous Leaders and Government is more effective | Government decision making is more time and resource efficient and decisions are more effectively targeted in line with Community priorities and needs |
|  | Dealings between Indigenous and Government Partners are more productive and efficient  Reflected in:   * Information being shared * Discussions being more open and constructive * The turnaround time for decisions has improved etc. |
| **Structural reform** | There are examples of Government staffing, effort and / or purchasing activity being reallocated based on Community feedback, better targeting effort and investment, improving outcomes and reducing waste | Government staffing, effort and purchasing decisions are consistently directed in support of community defined priorities, better targeting effort and investment, improving outcomes and reducing waste |
| Government Partners are employing more Indigenous staff |
| There are examples where purchasing decisions have been made based on Community priorities and feedback and KPIs have been set based on Community expectations | Government commissioning and purchasing processes and practices are designed to respond to Community defined priorities and incorporate Community KPIs |
| **Government engagement** | There are examples of cross-Government coordination | Cross-Government activity is being coordinated through EC. Any cross-Government duplication of effort or investment is reduced. Cross-Government service gaps are reduced. |
| **Capacity building** |  |
| **Investment** |  | Any efficiency savings are being reinvested in the Community |
| **Service system change** | Service providers are being held more accountable to the Community for their services | Service delivery is more effectively targeted to Community priorities and needs, service quality and outcomes are improved and duplication and wastage is reduced, making funding allocations more productive\* |
|  |  | There are no more gammon (dodgy) deals. Decisions are made impartially based on merit. |
| **Service system development & engagement** | Investments have been made through EC to help strengthen the capacity and sustainability of Indigenous organisations | Government procurement and purchasing policies, processes and practices are being used to support the development of local Indigenous organisations |
| **Service system change** | Indigenous organisations are becoming more competitive | Indigenous service providers’ services are more effectively targeted to Community priorities and needs, service quality and outcomes are improved, and duplication and wastage is reduced, making funding allocations more productive |
|  |  | Indigenous organisations / services are providing a greater proportion of Government commissioned or purchased services |
| **Service system development & engagement** | Non-Indigenous service providers are engaged with and supportive of EC | Government procurement and purchasing policies, processes and practices are being used to encourage non-Indigenous service providers to support the development of local Indigenous organisations |
| **Service system development & engagement**  and  **Service system change** | Non-Indigenous service providers are working differently | Non-Indigenous service providers’ services are more effectively targeted to Community priorities and needs, service quality and outcomes are improved, and duplication and wastage is reduced, making funding allocations more productive |
| Non-Indigenous service providers have adopted policies and practices to improve service design and delivery so that their services are better targeted to and meets Community priorities and needs |
|  | Non-Indigenous service providers have adopted policies and practices to support Indigenous employment and have increased their Indigenous employment |  |
|  | Non-Indigenous service providers are employing and developing more Indigenous staff |
|  | Remote (FIFO) service costs are being avoided |
|  | There are examples of increased capacity building and collaboration between non-Indigenous and Indigenous service providers | Non-Indigenous service providers are supporting Indigenous service providers to build their capability, collaborating with them and exiting services where local Indigenous organisations have the capacity to deliver them |

|  |  |  |
| --- | --- | --- |
| **Service system change** | Community Members are making better use of available services  Community outcomes across the five norms are improving | The five norms are strong  There is a socio-economic dividend to Government based on reduced vulnerability, improved health, education, employment outcomes and reduced justice and welfare entitlement-based expenditure and increased revenue generation through broadening of the tax base [calculated in line with social investment bond style assessments] |
| **Social & economic development** | There are examples where individuals / families are starting to exercise control and choice over their lives, where their wellbeing has increased, where they are better able to manage their own financial security and contribute to their families, Community and economy | Local Indigenous employment has increased, welfare dependency is reduced and individuals and families are more financially secure |
|  | Community resources and effort are less focused on managing conflict and more focused on constructive activity | Local economic activity and GRDP has increased[[5]](#footnote-5) (e.g. through increased business revenue and employment) |
|  | Community Members are participating more in the economy (e.g. doing paid and unpaid work) |  |
|  | New Indigenous organisations / businesses have been established |  |
|  | Local entrepreneurs are becoming active |  |
|  | New commercial / investment opportunities are being identified and are being acted on in a more equitable, culturally informed way | Communities are sharing more equitably in the socio-economic benefits and returns delivered through local investments (i.e. through training, employment, business investment and contracting opportunities etc.) |
|  |  | Natural resources are being better leveraged and used more sustainably |

Part 3. Tools for Keeping a Record of your Region’s EC Journey

This Section provides tools to help you to keep a record of the activity that is being undertaken on a day to day basis to implement EC in your Region, monitor participation and track and manage issues.

# Tools for Keeping a Record of your Region’s EC Journey:

The people involved in EC will change over time. From an operational perspective, it is important to be able to share the “story” of what has been done and learnt along the EC journey from both a Community and Government Partner perspective so you can bring new people on board. It will also be important to be able to share your journey with others who are seeking to evaluate or learn from the work that is being done.



## [Journey Tracking Tool:](#_What_tools_are)

[](#_What_tools_are)Journey Tracking Tools are designed to provide a simple means of recording your EC journey.

|  |  |
| --- | --- |
| **What** is it for: | Used to keep a record of the activity that is being undertaken to implement EC and reflect on how to progress that work. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Who** is involved: | * Backbone * Government Partners | **When**: | Monthly (or more often) |

|  |  |
| --- | --- |
| **How** can you:   1. Collect data: | Use the **Journey Tracking Tool** to record your activity. Establish a process by which Backbone Staff regularly record EC activity using a visual or text based version of the tool.  Often Regions will be working on multiple “streams” of work at any one time. It can be useful to set up separate trackers for each of the different streams of work so that it is easier to keep track of what is happening in the different areas and use them to help plan, focus and communicate what is being done in different areas.  You can structure the process you use to maintain your Journey Tracking Tool in different ways. You could work to maintain the Tracking Tool on an ongoing basis and build in a regular time each month to review it as a Backbone Team to make sure it is up to date and to reflect on what has been achieved and what needs to be done next, or you could build in time each week or fortnight to update and review the tool as a Team. However you structure it, the process of completing and reviewing the Journey Tracking Tool should be used to reflect on where you are up to, how things are progressing and what you might need to do or do differently to progress your work.  The Backbone Team should periodically “check in” with their Government counterparts to review their Journey Map and “layer in” any additional activity that has been happening within Government. Alternatively both the Backbone and the Government Partners can maintain separate Journey Maps and come together periodically to compare them as a way of building an understanding of what is happening on either side and helping to align effort.  The documented Journey Maps become records of the work being delivered through EC and can provide evidence of the practice and system changes that are being realised through that work and the contribution being made to initiatives driving change. |
| 1. Record data: | You can maintain the tool in paper or electronic format or set it up as a wall poster if you want to use it that way. If using a paper or poster version it is useful to scan or photograph your “Journey Map” regularly so you can store and share them in electronic format. |
| (c) Communicate: | Backbone Teams can share their Journey Map(s) with their Regional Indigenous Leadership Group as part of their regular reporting cycle to keep the Leadership Group up to date on the work being done and provide a basis for them to reflect on how things are going and what needs to be done (or done differently) to progress EC. It can also be useful to use (simplified) versions of your Journey Map(s) to share the work being done through EC with the Community. The manner in, and frequency with which, this is best done is likely to vary by Region. It is recommended that Regions consult with the Community to understand how and how often they would like to be kept updated.  Regional Government Teams can also share and review their Journey Maps with Regional and Central Staff to help review and coordinate activity. |

### Example:

An example Journey Map has been developed by the Inner Sydney EC Backbone Team tracking the work they have done in the early childhood education area.

[Part 3 Tools to Track Activity\ISEC\_Early Childhood\_Journey Map\_Example.pptx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%203%20Tools%20to%20Track%20Activity\ISEC_Early%20Childhood_Journey%20Map_Example.pptx)

### Journey Tracking Tool:

**Region: Focus Area:**

|  |  |
| --- | --- |
| **Context (or Starting Point)** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Community Engagement** | **Planning** | **Co-design** | **Capacity Development** | **Investment** | **Implementation** |
| **Timing:** |  |  |  |  |  |  |

### Instructions for using this Tool:

Set up the Journey Tracker template to suit your Region and decide how you want to cover different streams of work.

Establish a process by which Backbone and / or Government staff regularly record and review EC activity using a visual or text based version of the tool.

Start by noting what the context in which the activity being embarked on is being undertaken in the space provided. What is your starting point (or baseline) for EC in relation to the focus area being monitored?

Record the key things you are working on, fitting them into the different columns in the Journey Tracker so you can see when you are working on different sorts of things. Populate and maintain the Journey Tracker in a way that works for you. Feel free to use text, symbols, images and connectors to show how things link to one another. Don’t feel the need to record every single thing you do. Focus on recording the broader dimensions of your work, key events and decision points, the things that would be important to be able to explain the journey that you have been on to someone who has not been involved. Use call out boxes to highlight changes in context that are likely to or could impact your work, make observations about what has happened or capture key insights or learnings. When you are recording community meetings etc. it can be useful to make note of the how many people participated, what sorts of people participated and whether that group were broadly representative of those you were seeking to engage (as a way of being able to keep track of who is participating in EC and how representative that group is). It is also useful to record any operational funding that is provided to support particular activity or funding that is provided through co-purchasing or Investment Plan allocations.

Use the process of completing and reviewing the Journey Tracking Tool to reflect on where you are up to, how things are progressing and what you might need to do, or do differently, to progress your work. It can be useful to incorporate that process into part of your regular cycle of Backbone Team meetings.

**Handy Hint**: Different EC Regions have had different starting points for their overall EC journey. Some have had well established community governance and planning structures with cohesive Leadership Groups that have been working to engage with Government and influence Government policy and decision making over an extended period; others have not had that starting point. It will be important for Regions to make sure they have documented the starting point for their EC journey so that can be taken into account when people reflect on what has been done and achieved over time. Some Regions have documented their starting point to some extent in the Design Report and their 2017 Progress Reports. Regions should check to make sure they have a clear record of the starting point for their EC journey that identifies how well positioned the Region was to take up the EC model. A short checklist of questions has been set out below to help Regions reflect on that. (It can also be used more generally when describing the starting point for different focus areas.)

Figure 5 – Checklist of questions to consider when assessing the starting point for your work

What is the existing situation?

Is there alignment around the need to take action?

Is there a history of coordinated action?

Is an existing group or governance structure of some kind in place to coordinate action?

Is the Community engaged and supportive of that group?

Have Community Leaders been working to engage with Government and influence policy and decision making? If so how?

How has Government engaged with them?

Have they been successful?

What has enabled that success or held them back?

What needs to change?

If Regions have not clearly documented the story of how they came to be part of EC and where they were starting from when they commenced their EC journey then it is strongly recommended that they do that. The Journey Tracking Tool can be used as one way of doing that.

### Blank template:

[Part 3 Tools to Track Activity\Journey Tracking Tool\_Template.pptx](C:\\Users\\Regina\\Documents\\Documents\\Working Documents\\Government\\EMP_COM\\EC Evaluation Framework\\Drafts\\Revised Draft\\Part 3 Tools to Track Activity\\Journey Tracking Tool_Template.pptx)

### [Other Supporting Tools](#_What_tools_are):

It can also be useful to maintain a:

* **Stakeholder Register** to record who has been involved in (or is being invited to be involved) in EC
* **Meetings & Consultations Register** to record when and where you have conducted specific meetings or forums and the attendance at those forums.
* **Minutes** of key meetings should also be recorded and stored in a structured way.

A series of Excel Registers has been provided to help with this as part of this Toolkit (see below). Simple Customer Relationship Management (CRM) software packages can also be purchased and used to do this.

An **Issue & Opportunities Register** can also be used to monitor and manage issues and opportunities as they arise. It can be used to track items at a whole of Region or a project specific level. (An Excel Register for this has also been provided below.)

In addition to the above areas, Regions will also need to keep track of what:

* Operational funding is provided for what purposes under EC (e.g. for Backbone and capability building activities) and
* Funding is allocated through co-purchasing decisions made through the Partnership Interface or through the Regional Investment Plan.

It has been assumed that Backbone Organisations and Government Partners will have existing budget and financial management tools to track this and so we have not included tools to track funding flows in this Toolkit.

### Blank templates:

[Part 3 Tools to Track Activity\Stakeholder Register\_Template.xlsx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%203%20Tools%20to%20Track%20Activity\Stakeholder%20Register_Template.xlsx)

[Part 3 Tools to Track Activity\Meetings & Consultations Register\_Template.xlsx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%203%20Tools%20to%20Track%20Activity\Meetings%20&%20Consultations%20Register_Template.xlsx)

[Part 3 Tools to Track Activity\Issues & Opportunities Register\_Template.xlsx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%203%20Tools%20to%20Track%20Activity\Issues%20&%20Opportunities%20Register_Template.xlsx)

**Part 4. Tools for Monitoring Implementation and Progress**

This Section provides tools to assess how you are progressing overall in the implementation of EC. It includes a range of drill down questions and community worksheets to help you gather evidence to demonstrate your progress and to gather feedback to inform your ongoing activity.

# Monitoring Implementation and Progress:

As well as tracking your general activity and thinking about what and how you are working on particular things, it is also important to periodically stand back and reflect on how well you are progressing in implementing the EC model overall. This section includes a high level Implementation Checklist and supporting Drill Down Questions and Community Worksheets to help you to do that.

## [Implementation Checklist:](#_What_tools_are)

Using a consistent tool to track the operational implementation of EC makes it easier for the Central EC and Government Teams to understand how different Regions are progressing and helps them to be able to report on progress and identify and provide support to different Regions. Given the importance of being able to track and report on the implementation of EC nationally, it has been decided that a common tool should be used for this purpose. Regions will be required to complete and submit a copy of the Implementation Checklist as part of a standard half year report (due for submission in June and December of each year).

|  |  |
| --- | --- |
| **What** is it for: | Used to monitor the progress being made in implementing the core aspects of the EC model at a Regional (or Sub-regional) level, to reflect on how things are going and to set priorities to progress implementation. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Who** is involved: | * (Sub) Regional Indigenous Leadership Group * Government Partners * Backbone | **When**: | Quarterly or Half Yearly with Half Yearly submission as part of the Regions’ standard reporting requirements |

|  |  |
| --- | --- |
| **How** can you:   1. Collect data: | Use the short form **Implementation Checklist** to get your (Sub) Regional Indigenous Leadership Group and Government Partners to reflect on how the implementation of EC is progressing.  You can do that by getting them to complete individual paper or online surveys, collating the results of those surveys and then reviewing the output with the Regional Leadership Group and key Government Partners, or by facilitating one or more group discussion(s). In either case, a concluding group session should be used to review and discuss similarities and differences in perspective.  The exercise of completing the Implementation Checklist should be used to help Regional Leaders and Government Partners reflect on what needs to be done (or done differently) to progress EC and to help identify and address key implementation opportunities, issues or constraints.  Ideally the above assessment process should be undertaken as part of the Region’s regular cycle of Indigenous Leadership Group meetings.  More detailed “drill down questions” relating to the different sections of the Implementation Checklist can be used to validate high level assessments and / or explore areas where people have different perspectives. (Those questions are provided in Section 4.2 below).  Community Worksheets can also be used to gather more general community feedback to complement the above process. (Copies of those Worksheets are provided in Section 4.3 below). |
| 1. Record data: | Survey versions of the Implementation Checklist can be completed on paper or online. Ideally paper copies should be scanned or photographed so they can be stored electronically or manually entered into the online system. Collective assessments generated in group sessions should be entered into the online survey tool and stored electronically. |
| (c) Communicate insights: | Information about how EC is progressing should ideally be shared with the Community on a regular basis. The manner in and the frequency with which this is best done is likely to vary by Region. It is recommended that Regions consult with the Community to understand how and how often they would like to be kept updated. (It may be that insights gained through the Implementation Checklist can be integrated into simplified Journey Maps (from Part 3) to communicate how things are going.) |

### Implementation Checklist:

The Implementation Checklist tests whether the core elements of the EC model have been implemented. The sections of the Checklist align to the eight *Implementation Areas* identified in the National EC Program Logic (see [Part 1](#_Link_between_the)).

Table 3 – Link between Implementation Areas and the sections in the Implementation Checklist

|  |  |
| --- | --- |
| ***Implementation Area*** | **Implementation Checklist section heading** |
| 1. Indigenous leadership & governance | Indigenous leadership & governance |
| 1. Backbone support | Backbone support |
| 1. Community participation & priority setting | Community participation (for First Priorities and RDP)  Priority setting & planning (for First Priorities and RDP) |
| 1. Government engagement | Government engagement |
| 1. Partnership Interface & investment | Partnership Interface  Investment planning  Investment co-design  Investment |
| 1. Activity co-design & implementation | Activity co-design  Implementation |
| 1. Service system development and engagement | Indigenous organisation development  Non-Indigenous service provider engagement |
| 1. Monitoring, evaluation & adaptation | Monitoring, evaluation & adaptation |





### Instructions for using this Tool:

The Implementation Checklist can be used at a whole of region or a sub-regional level depending on the structure of the Region to monitor progress. Paper and online versions of the Implementation Checklist are available. The Checklist can also be printed in A0 size and used in a poster format.

Backbone Staff should work with their Regional Indigenous Leadership Group to determine how they want to complete the Implementation Checklist. As noted above, you can get your Regional Indigenous Leadership Group and Government Partners to complete a paper or online version of the Implementation Checklist individually, collate the results and then review those results with the full Leadership Group or work through the Implementation Checklist with the Regional Indigenous Leadership and key Government Partners in a group session(s).

Group session(s) should be used to review and discuss similarities and differences in perspective and to reflect on what needs to be done (or done differently) to progress EC and help identify and address any key implementation issues or constraints. A record should be kept of the stakeholders participating in any group review or assessment process, as well as the results of any final collective assessment of how the Region (or Sub-region) is progressing and agreed areas for focus going forward. There is provision to do that in the online tool.

Key National EC Implementation Milestones will also need to be assessed as part of this process and reported on in their Half Yearly Report. Those Milestones will be nominated by the Central EC and PM&C Team on an annual basis.

### Blank template:

[Part 4 Tools to Track Implementation & Progress\Implementation Checklist\_Template.xlsx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%204%20Tools%20to%20Track%20Implementation%20&%20Progress\Implementation%20Checklist_Template.xlsx)

Contact the National EC Data Director to access an online version of this tool.

## [Supporting “Drill Down” Questions:](#_What_tools_are)

A supporting set of “drill down” questions testing whether the eight *Implementation Areas* identified in the National EC Program Logic (see [Part 1](#_Link_between_the)) have been implemented is also available. These “drill down” questions can be used to support the completion of the Implementation Checklist or they can be used to support independent discussions about specific areas of activity the Region is interested in exploring.

The questions are broken into the eight *Implementation Areas*:

|  |  |
| --- | --- |
| 1. Indigenous leadership & governance 2. Backbone support 3. Community participation & priority setting 4. Government engagement | 1. Partnership Interface & investment 2. Activity co-design & implementation 3. Service system development & engagement and 4. Monitoring, evaluation and adaptation. |

The questions have been designed for use with people who are more closely involved in the implementation of EC and are more familiar with the design, objectives and activities being undertaken as part of EC (i.e. Regional Indigenous Leadership Group Members, Government Partners, Backbone Staff and other more closely involved Community Members or service providers). They are not designed to be used with general Community Members. A related set of Community Worksheets has been developed to support broader based community consultation. Copies of those Worksheets are provided in Section 4.3 below.

|  |  |
| --- | --- |
| **What** is it for: | Used to explore areas of activity relevant to the implementation of the EC model. The questions can be used to help inform the completion of the Implementation Checklist or to assess progress in particular areas of activity that are a focus for the Region. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Who** is involved: | * (Sub) Regional Indigenous Leadership Group * Government Partners * Backbone Staff * Other Relevant Stakeholders (e.g. key community and organisational representatives) | **When**: | Recommended that Regions use a selection of relevant questions (appropriate to the stage in their EC journey that they are up to) to gather more detailed evidence of implementation across the year. Regions may choose to conduct a single data gathering activity or phase data collection across the year by focusing on different areas each quarter. Regions should document the process that they intend to use and the areas that they intend to focus on in their MEA Plan. |

|  |  |  |
| --- | --- | --- |
| **How** can you:   1. Collect data: | Use the **Drill Down Questions** to develop interview or facilitation guides to help you stimulate discussion, gather evidence and encourage reflection and learning about how different aspects of the EC model are progressing. You can do that by conducting one-on-one or small group interviews or discussion forums with your (Sub) Regional Indigenous Leadership Group, Government Partners, Backbone Staff and other relevant stakeholders (including key Community Members and service providers). [[6]](#footnote-6) If you are conducting a range of different discussions then it will be important to draw together the insights gathered through them so that they can be recorded and shared. It is recommended that the collation process be done collaboratively by the Backbone Staff working with members of the groups they have consulted with.  It is not anticipated that Regions will ask all of the drill down questions at any one time; rather it is anticipated that Regions will identify particular areas they want to focus on at different times that align with where they are up to in their EC journey and ask questions from that area. By way of example, a Region could structure their MEA Plan to ask questions about Indigenous leadership & governance and Government engagement in Quarter 1, Backbone support and Community participation & priority setting in Quarter 2 and Partnership Interface and investment in Quarter 3 (see [Figure 2](#_How_to_use) by way of example).  Different areas covered by the Drill Down Questions will be more or less relevant depending on where individual (Sub) Regions are up to in implementing EC. Not all questions in an area will always be relevant. Backbone Staff will therefore need to consider which questions to ask when using the Drill Down questions and tailor interview and facilitation guides to meet their needs. Staff may also need to amend the wording of some questions to make sure that they are framed in a way appropriate to the Region.  The process of asking and reviewing the Drill Down questions should be used to identify and explore similarities and differences in perspective, to identify areas requiring further exploration or work and to develop strategies to undertake that work.  Community conversations and supporting Community Worksheets can also be used to gather more general community feedback to complement the above process. | |
| 1. Record: | Notes from the above individual group discussions should be recorded, scanned or photographed so they can be stored electronically. |
| (c) Communicate: | Summary reports can be shared with the Indigenous Leadership Group and Government Partners and the broader Community. The manner in which that is best done is likely to vary by Region. It is recommended that the Backbone consult with the Community to understand how they would like that to be done. |

### “Drill Down” Questions:

The following questions are largely process based evaluation questions (although there are some follow up, outcome based questions included to test whether the core elements of the EC model are working as intended).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Indigenous leadership & governance |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Is there a sufficient level of buy in and support amongst local Indigenous Leaders and Indigenous organisations for EC to be successful? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If not: Where is the buy in strong and where does it need build? What are the key issues in building buy in and support? What can be done to address those issues? |  |  |  |  |  |
| If there is: Is there anything that can be done to expand or strengthen the level of buy in and support for EC? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Do Community Members generally know who is in the Indigenous EC Leadership Group? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Is the role of the local Indigenous EC Leadership Group clear? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Are local Indigenous EC Leadership and governance structures inclusive of different interests and groups? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If not: Which interests and groups still need to be included? How can that be addressed? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Are local Indigenous EC Leadership and governance structures seen by the Community as having the cultural authority and capability to negotiate with Government and advise on service delivery? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If not: What are the key issues? How can they be addressed? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Is the local Indigenous EC Leadership Group cohesive and working effectively together in a way that puts aside organisational allegiances, Community and family politics? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Is the work the Indigenous EC Leadership Group is doing and the way they are working supporting Community empowerment? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  |  |  |  |

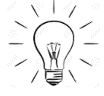
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Is the Indigenous EC Leadership Group accountable to the Community and seen by Community as being so? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Are decision making processes clear and transparent? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Is there a clear process for managing conflicts of interest and are conflicts appropriately managed? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If not: What are the key accountability issues? How can they be addressed? |  |  |  |  |  |
| Are there any other governance related issues that need to be addressed? What can / should be done to address them? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Do local Indigenous EC Leaders have the knowledge, skills and experience they need to undertake their role? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If not: What areas need to be strengthened? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Do local Indigenous EC Leaders have access to appropriate opportunities and support to develop their skills so they can engage with Government effectively? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If not: What is missing? What can / should be done to better support them? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Are local Indigenous EC Leadership and governance structures viewed by Government as having the authority and capability to be effective negotiation partners? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If not: Why not? What does Government see as being the key issue(s)? How can that be addressed? |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Backbone support |  | |  | |  |  |  |
| Is a Regional Backbone structure or organisation in place? | ⭘ Don’t know | | | ⭘ Yes | ⭘ No |  |  |
|  | Don’t know | | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Is the work the Backbone is doing and the way it is working supporting Indigenous Empowerment? | ⭘ | | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  | |  | |  |  |  |
|  | Don’t know | | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Does the Backbone work in a way that puts aside organisational allegiances, Community and family politics? | ⭘ | | ⭘ | | ⭘ | ⭘ | ⭘ |
| Is the Backbone engaging effectively with the Community? | ⭘ | | ⭘ | | ⭘ | ⭘ | ⭘ |
| Is it working with people from different groups across the Community? | ⭘ | | ⭘ | | ⭘ | ⭘ | ⭘ |
| If not: Which interests and groups is it not connecting with? How can that be addressed? |  | |  | |  |  |  |
|  | Don’t know | | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Is the Backbone supporting the Regional Indigenous Leadership Group well? | ⭘ | | ⭘ | | ⭘ | ⭘ | ⭘ |
| Is it engaging and working effectively with Government Partners? | ⭘ | | ⭘ | | ⭘ | ⭘ | ⭘ |
| Is it helping coordinate activity effectively? | ⭘ | | ⭘ | | ⭘ | ⭘ | ⭘ |
| If not: What is it doing well and what needs work? |  | |  | |  |  |  |
|  | Don’t know | | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Does the Backbone have the skills and resources it needs to do its work? | ⭘ | | ⭘ | | ⭘ | ⭘ | ⭘ |
| If not: What are the key areas that need to be strengthened? | |  |  | |  |  |  |
|  | | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Is the Backbone and the work it is doing sustainable? | | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Is there anything that can / should be done to better support the Backbone to do its work? | |  |  | |  |  |  |
| Do you have any (other) feedback about the backbone and how it is going? | |  |  | |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Community participation |  |  | |  |  |  |
| 1. Community awareness and support for EC | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Are Community Members generally aware of EC and what it is about? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  | |  |  |  |
| If not: Is there anything that can / should be done to build Community awareness of EC? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Do Community Members generally support EC? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  | |  |  |  |
| Are Community Members stepping up to help support the implementation of EC? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| If so: How are they doing that? |  |  | |  |  |  |
| Is there anything that can / should be done to encourage (more) Community Members to get involved in EC? |  |  | |  |  |  |
| 1. Community engagement & participation |  |  | |  |  |  |
| What sorts of approaches are being used to engage Community Members in EC? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Are different groups participating in EC (including men, women, young people, different family groups etc.)? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Are there any groups that have not been well involved or represented? | ⭘ Don’t know | | ⭘ Yes | ⭘ No |  |  |
| If so: Which interests and groups still need to be included? How can that be addressed? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Have people who don’t usually join in these sorts of Community planning processes been involved? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| If so: What do you think has encouraged or allowed them to participate? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Do you believe decision making has been strengthened and is more inclusive because of that? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  | |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Are the Community discussions that are being held accessible, respectful and safe? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Are differences in view taken into account and Community and family politics managed? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Are meetings more constructive because of that? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Is there anything that can / should be done to better encourage and support people to participate? |  |  |  |  |  |
| 1. Access to data | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Do Community Members and Leaders have access to relevant data and funding information to inform their decision making (e.g. about Government programs being delivered or planned in their Community)? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If not: What additional data is being provided? What types of data or information are missing? What can / should be done to address that? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Do Community Members have a better understanding of what and who Government is funding in the Community? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Is access to data improving decision making? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| What makes you say that? Can you provide an example(s) to demonstrate that? |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. (Sub) Regional priority setting |  |  | |  | |  | |  | |
| Have Community Members agreed on a set of things they see as being a priority for focus in the (Sub) Regional Plan? | ⭘ Don’t know | | ⭘ Yes | ⭘ No | |  | |  | |
| If so: What have they prioritised? |  | |  |  | |  | |  | |
| If not: What is happening to try to do that? Is there anything else that needs to be done to help work through that? |  | |  |  | |  | |  | |
| Have those priorities been put into a Regional (or Sub-regional) Development Plan yet? | ⭘ Don’t know | | ⭘ Yes | ⭘ No | |  | |  | |
| If so: Has that Plan been shared with and endorsed by the Community? | ⭘ Shared | | and ⭘ Endorsed | | |  | |  | |
| If so: How has that been done? |  | |  | | |  | |  | |
|  | Don’t know | Strongly disagree | | | Disagree | | Agree | | Strongly Agree | |
| Does the RDP reflect the priorities identified by the Community? | ⭘ | ⭘ | | | ⭘ | | ⭘ | | ⭘ | |
| If not: What has been included? What is different / missing? How has that happened? |  |  | | |  | |  | |  | |
| 1. Activity co-design and implementation | Don’t know | Strongly disagree | | Disagree | | Agree | | Strongly Agree | |
| Are Community Members stepping up to support the co-design of local services or activities in the RDP (or Sub-regional Plan)? | ⭘ | ⭘ | | ⭘ | | ⭘ | | ⭘ | |
| If so: How are they doing that? |  |  | |  | |  | |  | |
|  | Don’t know | Strongly disagree | | Disagree | | Agree | | Strongly Agree | |
| Is the input from Community Members leading to better service / program design and delivery? | ⭘ | ⭘ | | ⭘ | | ⭘ | | ⭘ | |
| If so: What makes you say that? What are you observing? |  |  | |  | |  | |  | |
|  | Don’t know | Strongly disagree | | Disagree | | Agree | | Strongly Agree | |
| Are Community Members using services more? | ⭘ | ⭘ | | ⭘ | | ⭘ | | ⭘ | |
| Are there better Community outcomes? | ⭘ | ⭘ | | ⭘ | | ⭘ | | ⭘ | |
| What makes you say that? Can you provide an example(s) of that? |  |  | |  | |  | |  | |

**Handy Hint**: You may want to combine some of the implementation related questions in this Section with outcome related ones in the Government policy & practice change section of the Exploratory Questions in Section 5.1.

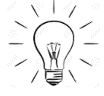
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Government engagement |  |  | |  |  |  |
| *Note: it will be important for Regions to consider these questions in relation to local PM&C, other Commonwealth Agencies and Departments, State or Territory and Local Government* | | | | | | |
| Government support for the implementation of the EC model | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Is the work Government Partners are doing and the way they are working supporting Indigenous Empowerment? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Are central[[7]](#footnote-7) Government Partners working proactively to enable and support the implementation of EC? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Are local[[8]](#footnote-8) Government Partners working proactively to enable and implement the EC model? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Do local Government Partners have the flexibility / authority they need to implement EC? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| If not: What is missing? What can / should be done to address that? |  |  | |  |  |  |
| Are there any (other) areas that need to be worked on to improve Government engagement and performance in relation to EC? What can / should be done to address that? |  |  | |  |  |  |
| Capacity of Government Staff to work in a different way | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Are local Government Partners bought in to the EC model? Do they have the attitudes and commitment needed to support the model? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| If not: Which Government Partners are not bought in or committed to EC? Why do you think that is? What can / should be done to address that? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Do local Government Partners have the knowledge and skills that they need to undertake their role? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| If not: What areas need to be strengthened? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Are Government Partners’ HR and training policies and practices being used to encourage Government Staff to change their way of working? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Do local Government Partners have access to appropriate opportunities and support to develop the knowledge, skills and experience they need to work differently in line with the EC model? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| If not: What is missing? What can / should be done to better support them? |  |  | |  |  |  |
| Data sharing | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Is Government data and funding information being shared with the Regional Indigenous Leadership Group and Backbone to inform local priority setting, investment planning and decision making? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Have systems and processes been put in place to support and systematise that? | ⭘ Don’t know | | ⭘ Yes | ⭘ In progress | | ⭘ No |
| Does anything more need to be done in relation to data sharing to support EC? |  |  | |  |  |  |
| Extended Government involvement | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Has Government involvement extended beyond PM&C to other parts of Government? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| If yes: What other parts of Government are involved? How engaged are they? |  |  | |  |  |  |
| Is there anything else that can/should be done to broaden Government involvement in EC? |  |  | |  |  |  |
| Cross-Government coordination | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Are different parts of Government using EC to coordinate their activity or funding? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? Can you provide an example(s) that demonstrates that? |  |  | |  |  |  |

|  |  |  |  |  |  |  |
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| Partnership Interface and investment |  |  | |  |  |  |
| *Note: it will be important for Regions to consider these questions in relation to local PM&C, other Commonwealth Agencies and Departments, State or Territory and Local Government* | | | | | | |
| 1. Partnership Interface and shared decision making | |  | |  |  |  |
| Has a (Sub) Regional Partnership Interface been established? | ⭘ Don’t know | | ⭘ Yes | ⭘ In progress | | ⭘ No |
| Who is involved in or making use of it? Is it only PM&C or are other parts of Government involved? |  | |  |  | |  |
| Is there anything that can/should be done to broaden involvement in the Partnership Interface? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Is the Partnership Interface working effectively? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  | |  |  |  |
| Is there anything that can / should be done to improve how the Partnership Interface is working? |  |  | |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | Don’t know | | Strongly disagree | | | | | Disagree | Agree | | | | Strongly Agree | | | | | | | |
| Do central Government Partners behave in a way that shows they see the Regional (or Sub-regional) Partnership Interface as the key mechanism for engagement with Indigenous communities in the Region? | | | | ⭘ | | ⭘ | | | | | ⭘ | ⭘ | | | | ⭘ | | | | | | | |
| Do local Government Partners behave in a way that shows they see the Regional (or Sub-regional) Partnership Interface as the key mechanism for engagement with Indigenous communities in the Region? | | | | ⭘ | | ⭘ | | | | | ⭘ | ⭘ | | | | ⭘ | | | | | | | |
| What makes you say that? | | | |  | |  | | | | |  |  | | | |  | | | | | | | |
|  | | | | Don’t know | | Strongly disagree | | | | | Disagree | Agree | | | | Strongly Agree | | | | | | | |
| Have shared decision making and negotiation processes been agreed and documented? | | | | ⭘ | | ⭘ | | | | | ⭘ | ⭘ | | | | ⭘ | | | | | | | |
| Are regular meetings being held between the Regional Indigenous Leadership Group and Government Partners? | | | | ⭘ | | ⭘ | | | | | ⭘ | ⭘ | | | | ⭘ | | | | | | | |
| Are those meetings constructive? | | | | ⭘ | | ⭘ | | | | | ⭘ | ⭘ | | | | ⭘ | | | | | | | |
| Does the Regional Indigenous Leadership Group feel respected and heard? | | | | ⭘ | | ⭘ | | | | | ⭘ | ⭘ | | | | ⭘ | | | | | | | |
| Is power being shared? | | | | ⭘ | | ⭘ | | | | | ⭘ | ⭘ | | | | ⭘ | | | | | | | |
| What makes you say that? | | | |  | |  | | | | |  |  | | | |  | | | | | | | |
| Can you provide an example(s) that demonstrates how power is (or is not) being shared? | | | |  | |  | | | | |  |  | | | |  | | | | | | | |
| 1. Two-way accountability | | | |  | |  | | | | |  |  | | | |  | | | | | | | |
|  | | | | Don’t know | | Strongly disagree | | | | | Disagree | Agree | | | | Strongly Agree | | | | | | | |
| Are Indigenous and Government Partners both being held accountable for the actions for which they are responsible? | | | | ⭘ | | ⭘ | | | | | ⭘ | ⭘ | | | | ⭘ | | | | | | | |
| If not: What is happening? What can be done to address that? | | | |  | |  | | | | |  |  | | | |  | | | | | | | |
| 1. (Sub) Regional investment planning and budget allocation | | |  | | |  | | | |  | | |  | | | | | | |  | | | |
| Has a Regional (or Sub-regional) Investment Plan been agreed? | | ⭘ Don’t know | | | | ⭘ Yes | | | | ⭘ In progress | | | ⭘ No | | | | | | |  | | | |
|  | | | Don’t know | | Strongly disagree | | | | | Disagree | | | Agree | | | | Strongly Agree | | | | | | |
| Does that Plan reflect the priorities set out in the (Sub) Regional Development Plan? | | | ⭘ | | ⭘ | | | | | ⭘ | | | ⭘ | | | | ⭘ | | | | | | |
| If not: What is in line with the RDP? What is different / missing? Do you know why there are these differences? Is there anything that can / should be done to address those differences? | | |  | |  | | | | |  | | |  | | | |  | | | | | | |
| Has a (Sub) Regional budget (pool of funds) been established for investment in accordance with the (Sub) Regional investment Plan? | | | ⭘ Don’t know | | | | | ⭘ Yes | | ⭘ In progress | | | ⭘ No | | | | | |  | | | | |
| If so: What amount has been budgeted (allocated) to the Region: | Allocated: | | | | | | $ | | ⭘ Don’t know | | | | | | | | |  | | | |  | | |
| What proportion of the budgeted funds are: | New to the Region: | | | | | | $ | | Reallocated within Region: | | | | | | | | | $ | | | |  | | |
| Have any of the budgeted funds been distributed yet? | Distributed: | | | | | | $ | | ⭘ Don’t know | | | | | | | | |  | | | |  | | |
| If so: How have those funds been used? Has that been in line with Community priorities? |  | | | | | |  | |  | | | | | | | | |  | | | |  | | |
| If not: How do you think that happened? |  | | | | | |  | |  | | | | | | | | |  | | | |  | | |
| Have any other funds (outside of the (Sub) Regional budget) been reviewed through the Partnership Interface and allocated based on Community priorities? | ⭘ Don’t know | | | | | | ⭘ Yes | | $ | | | | | | | | | ⭘ No | | | | |  | |
| If yes: What sorts and sources of funds has that been done with? |  | | | | | |  | |  | | | | | | | | |  | | | | |  | |
| Are steps being taken to encourage other purchasing or funding decisions to be reviewed through the Partnership Interface? Is there anything else that can / should be done to do that? |  | | | | | |  | |  | | | | | | | | |  | | | | |  | |
| Have any efficiency savings been realised through EC? | ⭘ Don’t know | | | | | | ⭘ Yes | | $ | | | | | | | | | ⭘ No | | | |  | | |
| Have they been retained by the Region for investment through the Partnership Interface? | ⭘ Don’t know | | | | | | ⭘ Yes | | $ | | | | | | | | | ⭘ No | | | |  | | |
| 1. Reallocation of Government effort and funding |  | | | | | |  | | | |  | | | |  | | | | | |  | | | |
| Have Government Partner HR, Procurement or purchasing policies, processes and practices etc. been aligned to support EC? If so how? |  | | | | | |  | | | |  | | |  | | | | | | | |  | | |
|  | Don’t know | | | | | | Strongly disagree | | | | Disagree | | | Agree | | | | | | | Strongly Agree | | | |
| Has Government staffing or effort been refocused to better align with Community priorities and needs? (e.g. has Government staffing or program activity adjusted based on Community priorities and advice) | ⭘ | | | | | | ⭘ | | | | ⭘ | | | ⭘ | | | | | | | | ⭘ | | |
| How consistent is that? Can you provide an example(s) that demonstrates that? | | | | | | |  | | | |  | | |  | | | | | | | |  | | |
|  | Don’t know | | | | | | Strongly disagree | | | | Disagree | | | Agree | | | | | | | Strongly Agree | | | |
| Have Government purchasing decisions been made based on Community priorities and advice? | ⭘ | | | | | | ⭘ | | | | ⭘ | | | ⭘ | | | | | | | | ⭘ | | |
| How consistent is that? Can you provide an example(s) that demonstrates that? | | | | | | |  | | | |  | | | | | | |  | | | |  | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Activity co-design & implementation (between Indigenous and Government Partners) | | | | | |  |  | | |  | |  | | | |
|  | | | Don’t know | | Strongly disagree | | Disagree | | | Agree | | Strongly Agree | | | |
| Are Indigenous and Government Partners working well together to action Community priorities set out in the RDP? (e.g. are they co-designing programs or co-purchasing services) | | | | ⭘ | | ⭘ | ⭘ | | | ⭘ | | ⭘ | | | |
| What makes you say that? Can you provide an example(s) that demonstrates that? | | | | | |  |  | | |  | |  | | | |
| Are Indigenous and Government Partners consistently working in a collaborative way co-designing and co-purchasing programs? Has it become a way of doing business? | ⭘ Don’t know | | | | ⭘ Yes, early stages | | | ⭘ Yes, progressing | | | ⭘ Yes, established | | | | ⭘ No |
| Are there other things that Indigenous and Government Partners could / should be working on together? What needs to be done to make that happen? | | | |  | |  |  | | |  | |  | | | |
| Have First Priority initiatives been implemented? | | ⭘ Don’t know | | | | ⭘ Yes, early stages | | | ⭘ Yes, progressing | | | ⭘ Yes, done | ⭘ No | | |
| Are (other) strategies in the (Sub) RDP being actioned? | | ⭘ Don’t know | | | | ⭘ Yes, early stages | | | ⭘ Yes, progressing | | | ⭘ Yes, done | | ⭘ No | | |

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| --- | --- | --- | --- | --- | --- |
| Are the activities being undertaken showing positive results? | ⭘ Don’t know | ⭘ Yes | ⭘ Varied | ⭘ No | ⭘ Too early to tell |
| What makes you say that? What evidence do you have to support that? |  |  |  |  |  |

**Handy Hint**: You may want to combine some of the implementation related questions in this Section with outcome related ones in the Service system change section of the Exploratory Questions in Section 5.1.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Service system development and engagement |  |  | |  |  |  |
| 1. Investing in Indigenous organisations | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Are local Indigenous organisations well placed to compete on an even playing field with non-Indigenous service providers? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Why do you say that? |  |  | |  |  |  |
| Has support been provided to local Indigenous Organisations through EC to help them compete on an even playing field? | ⭘ Don’t know | | ⭘ Yes | ⭘ No |  |  |
| If so: What support has been provided through EC? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Is that making a difference? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? What sorts of changes are you observing? |  |  | |  |  |  |
| Are there any areas where further support is required? If so, what is needed? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Are Government procurement and purchasing policies, processes and practices being used to support the development of local Indigenous Organisations? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes your say that? Can you provide an example(s) that demonstrates that? |  |  | |  |  |  |
| Is there anything Government Partners can / should do to better support the development of local Indigenous Organisations? |  |  | |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| 1. Non-Indigenous service provider engagement | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Are non-Indigenous service providers working in the (Sub) Region generally aware of EC and what it is about? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  |  |  |  |
| If not: Is there anything that can / should be done to build their awareness of EC? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Do non-Indigenous service providers working in the (Sub) Region generally support EC? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  |  |  |  |
| If not: Which organisations are not supportive? What can be done to get them more on board? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Are Government procurement and purchasing policies, processes and practices being used to encourage non-Indigenous service providers to support the capacity development of local Indigenous organisations? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| What makes your say that? Can you provide an example(s) that demonstrates that? |  |  |  |  |  |
| Is there anything Government Partners can / should do to encourage non-Indigenous service providers to support the capacity development of local Indigenous organisations? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Is the way that non-Indigenous service providers working in the (Sub) Region are operating supporting Indigenous empowerment? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  |  |  |  |
|  | Don’t know | No | Some | Most | All |
| Are non-Indigenous service providers gathering feedback about their services and involving Community Members in the planning and co-design of their services? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Are they working in a way that is accountable to the community (e.g. by setting and reporting on KPIs based on Community expectations)? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| What makes you say that? Can you provide an example(s) that demonstrates that? |  |  |  |  |  |
|  | Don’t know | No | Some | Most | All |
| Are they working in a culturally appropriate and safe way? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If not: What can / should be done to address that? |  |  |  |  |  |
|  | Don’t know | No | Some | Most | All |
| Do they have strategies to employ, train and promote Indigenous staff? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Are they employing more Indigenous staff? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Are they employing Indigenous staff at both management and non-management levels? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Are they recording and reporting publically on their Indigenous employment strategy? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |

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| 1. Monitoring, evaluation and adaptation |  |  | | |  | |  | | |  |
| Does the Region have an annual Monitoring, Evaluation and Adaptation (MEA) Plan in place? | ⭘ Don’t know | | ⭘ Yes | ⭘ Under development | | | | | ⭘ No | |
|  | Don’t know | Strongly disagree | | | Disagree | | Agree | | | Strongly Agree |
| Is the Region well placed to participate in a broader EC evaluation? | ⭘ | ⭘ | | | ⭘ | | ⭘ | | | ⭘ |
| Is it monitoring and documenting the implementation of EC effectively? | ⭘ | ⭘ | | | ⭘ | | ⭘ | | | ⭘ |
| Is it documenting early instances and enablers of change? | ⭘ | ⭘ | | | ⭘ | | ⭘ | | | ⭘ |
| Are all projects being funded and implemented as part of the (Sub) RDP strategies being evaluated? Do they have a MEA Plan? | ⭘ Don’t know | | ⭘ All | ⭘ Most | | ⭘ Some | | ⭘ No plans in place | | |
| Is information gathered through the MEA process being used by the Indigenous Leadership Group to inform and guide ongoing EC activity? | ⭘ | ⭘ | | | ⭘ | | ⭘ | | | ⭘ |
| If so: Can you provide an example(s) that demonstrates that? |  |  | | |  | |  | | |  |
| Are Community Members being kept up to date on what it being done and achieved through EC? | ⭘ | ⭘ | | | ⭘ | | ⭘ | | | ⭘ |

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| --- | --- | --- | --- | --- | --- | --- |
| 1. Service system development and engagement |  |  | |  |  |  |
| 1. Investing in Indigenous organisations | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Are local Indigenous organisations well placed to compete on an even playing field with non-Indigenous service providers? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Why do you say that? |  |  | |  |  |  |
| Has support been provided to local Indigenous Organisations through EC to help them compete on an even playing field? | ⭘ Don’t know | | ⭘ Yes | ⭘ No |  |  |
| If so: What support has been provided through EC? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Is that making a difference? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? What sorts of changes are you observing? |  |  | |  |  |  |
| Are there any areas where further support is required? If so what is needed? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Are Government procurement policies and practices structured to support the capacity development of Indigenous Organisations? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes your say that? |  |  | |  |  |  |
| Is there anything that Government Partners can / should do to better support the development of local Indigenous Organisations? |  |  | |  |  |  |
| 1. Non-Indigenous service provider engagement | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Is the way non-Indigenous service providers are working in the (Sub) Region supporting Indigenous Empowerment? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  | |  |  |  |
| Are non-Indigenous service providers working in the (Sub) Region generally aware of EC and what it is about? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  | |  |  |  |
| If not: Is there anything that can / should be done to build their awareness of EC? |  |  | |  |  |  |
|  | Don’t know | Strongly disagree | | Disagree | Agree | Strongly Agree |
| Do non-Indigenous service providers working in the (Sub) Region generally support EC? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  | |  |  |  |
| If not: Which organisations are not supportive? What can be done to get them more on board? |  |  | |  |  |  |
|  | Don’t know | No | | Some | Most | All |
| Are non-Indigenous service providers involving Community Members in the planning and co-design of their services? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Are they working in a way that is accountable to the community (e.g. by setting and reporting on KPIs based on Community expectations)? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| If so: Can you provide an example of that? |  |  | |  |  |  |
|  | Don’t know | No | | Some | Most | All |
| Are they working in a culturally appropriate and safe way? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| If not: What can / should be done to address that? |  |  | |  |  |  |
|  | Don’t know | No | | Some | Most | All |
| Do they have strategies to employ, train and promote Indigenous staff? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Are they proactively employing Indigenous staff at both management and non-management levels? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Are they recording and reporting publically on their Indigenous employment strategy? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Are non-Indigenous service providers working proactively to support the development of local Indigenous organisations? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Are they initiating partnerships with them? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Are they working collaboratively with Indigenous organisations to develop, tender for and / or deliver services? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Are they sharing power with their Indigenous partners? | ⭘ | ⭘ | | ⭘ | ⭘ | ⭘ |
| Can you provide an example of a collaboration to demonstrate that? |  |  | |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Monitoring, evaluation and adaptation |  |  | | |  |  | | c |
| Does the Region have an annual Monitoring, Evaluation and Adaptation (MEA) Plan in place? | ⭘ Don’t know | | ⭘ Yes | ⭘ Under development | | | ⭘ No | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Don’t know | Strongly disagree | | | Disagree | | Agree | | Strongly Agree |
| Is the Region well placed to participate in a broader EC evaluation? | ⭘ | ⭘ | | | ⭘ | | ⭘ | | ⭘ |
| Is it monitoring and documenting the implementation of EC effectively? | ⭘ | ⭘ | | | ⭘ | | ⭘ | | ⭘ |
| Is it documenting early instances and enablers of change? | ⭘ | ⭘ | | | ⭘ | | ⭘ | | ⭘ |
| Do all projects being funded and implemented as part of the (Sub) RDP strategies have a MEA Plan? | ⭘ Don’t know | | ⭘ All | ⭘ Most | | ⭘ Some | | ⭘ No plans in place | |
| Is information gathered through the MEA process being used by the Indigenous Leadership Group to inform and guide ongoing EC activity? | ⭘ | ⭘ | | | ⭘ | | ⭘ | | ⭘ |
| If so: Can you provide an example(s) that demonstrates that? |  |  | | |  | |  | |  |
| Are Community Members being kept up to date on what it being done and achieved through EC? | ⭘ | ⭘ | | | ⭘ | | ⭘ | | ⭘ |
| Are learnings and insights from the MEA process being shared with other Regions, where appropriate? | ⭘ | ⭘ | | | ⭘ | | ⭘ | | ⭘ |
| Is there anything that can / should be done to strengthen the Region’s MEA process? |  |  | | |  | |  | |  |

### Instructions for using these Drill Down Questions:

Backbone Staff should:

* Review the above questions and identify which are most relevant to their Region given where it is up to and what it has been focusing on
* Develop an annual plan identifying how they will use the Drill Down Questions to support their local MEA strategy (i.e. what areas and questions will be used, what stakeholder groups will be engaged and how that will be done - by one-on-one or small group interviews or group discussion etc. – and how discussions will be facilitated)
* Identify how they tailor interview and facilitation guides or use survey forms to support that strategy
* Coordinate the conduct of relevant discussions or surveys.

Backbone Staff should ideally try to get a Community Member to facilitate or co-facilitate discussions with them. (When seeking feedback on the work being undertaken by Backbone Staff discussions will obviously need to be facilitated by someone other than a member of the Backbone Team.)

Discussions should be used to review and discuss similarities and differences in perspective, to identify and celebrate early signs of change and opportunities or areas for further action, and to develop strategies to undertake that work.

A record should be kept of the stakeholders participating in any discussions (this may be done using the Region’s Meeting and Consultation Register).

If you are conducting a range of different discussions, it will be important to draw together the insights gathered through them so they can be recorded and shared. It is recommended the collation process be done collaboratively by the Backbone Staff and community facilitators working with members of the groups they have consulted to make sure the analysis and collation process reflects Community views and ensure that principles of Indigenous data sovereignty are maintained.

### Blank template:

[Part 4 Tools to Track Implementation & Progress\Drill Down Questions.docx](C:\\Users\\Regina\\Documents\\Documents\\Working Documents\\Government\\EMP_COM\\EC Evaluation Framework\\Drafts\\Revised Draft\\Part 4 Tools to Track Implementation & Progress\\Drill Down Questions.docx)

Contact the National EC Data Director to access an online version of these questions.

### [Other Supporting Tools:](#_What_tools_are)

Two specific survey tools have been developed to gather information from Indigenous and non-Indigenous service providers to understand their level of engagement and buy in to EC. These surveys can be provided to service providers in paper or online format.

[Part 4 Tools to Track Implementation & Progress\Indigenous Service Provider Survey.docx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%204%20Tools%20to%20Track%20Implementation%20&%20Progress\Indigenous%20Service%20Provider%20Survey.docx)

[Part 4 Tools to Track Implementation & Progress\Non-Indigenous Service Provider Survey.docx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%204%20Tools%20to%20Track%20Implementation%20&%20Progress\Non-Indigenous%20Service%20Provider%20Survey.docx)

## [Community Worksheets – Part 1:](#_What_tools_are)

A series of Community Worksheets have also been developed to complement the Drill Down Questions in Section 4.2.

These Community Worksheets are not intended to be used with the Regional Indigenous Leadership Group, Government Partners, Backbone Staff or people who have been more closely involved in the operation of EC; they are designed to gather feedback from the broader Community to get a sense of what it thinks about EC and how it is going.

As with the supporting Drill Down Questions in Section 4.2, these Worksheets can be used by Backbone Staff to support the completion of the Implementation Checklist or they can be used as separate tools to support independent discussions about specific areas of activity where the Region is specifically interested in exploring how things are going in relation to those areas.

|  |  |
| --- | --- |
| **What** is it for: | Used to gather feedback from Community Members about their awareness and experience of EC. The Worksheets can be used to help inform the completion of the Implementation Checklist or assess progress in particular areas of activity that are a focus for the Region. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Who** is involved: | * Community * Backbone | **When**: | Recommended that Regions use a selection of relevant questions (appropriate to the stage in their EC journey that they are up to) to gather more detailed evidence of implementation across the year. Regions may choose to conduct a single data gathering activity or phase data collection across the year by focusing on different areas each quarter. Regions should document the process they intend to use and the areas they intend to focus on in their MEA Plan. |

|  |  |
| --- | --- |
| **How** can you:   1. Collect data: | Use the **Community Worksheets** to help guide community conversations or interviews to stimulate discussion, gather evidence and encourage reflection and learning about how community members are experiencing and viewing EC. The Community Worksheets can be used on a stand-alone basis or incorporated into other community engagement activities being conducted as part of EC. They are designed to be able to be used in one-on-one or small group interviews or broader group discussions.  Ideally Backbone Staff will work with local community facilitators to (co) facilitate discussions using the Worksheets.  If you are conducting a range of different discussions then it will be important to draw together the insights gathered so they can be recorded and shared. It is recommended that the collation process be done collaboratively by the Backbone Staff and community facilitators working with members of the groups that they have consulted with to make sure the analysis and collation process reflects Community views.  It is not anticipated that Regions will work through all of the Worksheets at any one time; rather it is anticipated that Regions will identify a particular area(s) they want to focus on at different times that align with where they are up to in their EC journey and use the Worksheets relevant to that area(s). By way of example, a Region could structure their MEA Plan to ask questions about the general level of Community awareness and understanding of EC in Quarter 1, Community participation in EC in Quarter 2 and Community views about the cultural authority of the Indigenous EC Leadership Group and confidence in them in Quarter 3 (see [Figure 2](#_How_to_use) by way of example).  Backbone Staff will therefore need to consider which Worksheets to use as part of their MEA planning. Staff may also need to amend the wording of some questions in the Worksheets to make sure they are framed in a way appropriate to the Region.  The Community consultation process should be used to identify and explore similarities and differences in perspective, to identify areas requiring further exploration or work and to develop strategies to undertake that work. |
| 1. Record data: | Worksheets can be completed in paper or poster format. Ideally the paper worksheets or posters should be scanned or photographed so they can be stored electronically. (Where that is done then community members may be given the option of retaining their copy of their Worksheet(s) as a record of the session.) Summary reports may also be produced in paper, poster or electronic format. Again, paper or poster versions should be scanned or photographed so they can be stored electronically. |
| (c) Communicate: | Summary reports should be shared with the Regional Indigenous Leadership Group to inform their planning and review activity. Feedback should also be given to the Community. The manner in and frequency with which this is done is likely to vary by Region. It is recommended that the Backbone consult with the Community to understand how they would like that to be done. |

### Community Worksheets:

The first worksheet is an introductory worksheet designed to help the facilitator(s) get a sense of the level and awareness that the Community Member(s) they are working with have of EC. Worksheets 2 – 4 are largely process evaluation focused and are designed to help understand whether core elements of the EC model are in place and how effectively they are working. They cover the first three *Implementation Areas* identified in the National EC Program Logic (see [Part 1](#_Link_between_the)): Indigenous Leadership & governance, Backbone support and Community participation & priority setting. Worksheets have not been prepared for the other *Implementation Areas* because those areas are less likely to be ones that general Community Members will have a good line of sight to and be able to comment on. (The Drill Down Questions and supporting service provider survey tools in Section 4.2 are the ones you should use to cover those Implementation Areas.)

Table 4 – Process evaluation focused Worksheets



| **Worksheet** | | **Description** |
| --- | --- | --- |
| 1. | What do you know and think about EC? | Worksheet 1 has been designed so that it can be used whenever starting off an interview or consultation to get a sense of the participant(s) exposure to EC. It asks general questions about EC to assess what level of awareness and understanding Community Members have of EC and what involvement they have had in it. The answers Community Members give to these questions will help the Interviewer / Facilitator tailor their approach to the interview or consultation. |
| 2. | Who is in the Regional EC Leadership Group and how are they going? | Worksheet 2 explores what awareness participants have of the Regional EC Leadership Group and governance structure, whether they think that Group has the relevant cultural authority and skill to negotiate with Government on behalf of the Community and how well they think they are working. (It maps to *Implementation Area 1. Indigenous Leadership & governance*.) |
| 3. | What involvement have you had with the EC Backbone and how do you think they are going? | Worksheet 3 explores what involvement participants have had with the Backbone Team, their perception of them and how well they think the Backbone is working. (It maps to *Implementation Area 2. Backbone support.*) |
| 4. | Is the Community getting involved in EC? How? | Worksheet 4 explores what level of community participation there has been in EC and how representative and effective that has been. (It maps to *Implementation Area 3.Community participation & priority setting*.) Questions at the end of this worksheet start to explore whether projects or activities being undertaken by EC in response to Community priority setting are starting to show results. |

The above Worksheets form part of a broader Community Workbook designed to help Regions gather feedback from Community Members about EC. The second part of the Workbook is included in Section 5.2 which contains a series of outcome evaluation based worksheets. The full Workbook can be accessed through the link at the end of this Section 4.3.

### Instructions for how to use these Community Worksheets:

As with the Drill Down Questions in Section 4.2., Backbone Staff should:

* Review the Worksheets and identify which ones are most relevant to their Region given where it is up to in its implementation journey
* Develop an annual plan identifying how they will use the Community Worksheets to support their local MEA strategy
* Tailor worksheets to align with Regional requirements and
* Work with local community representatives to coordinate and use the Worksheets.

Ideally Backbone Staff should try to get a Community Member to facilitate discussions using the Worksheets and to take notes to record what people say. (This is particularly important when seeking feedback on the work being undertaken by Backbone Staff.) A record should be kept of the community members participating in the consultation process (this may be done using the Region’s Meeting and Consultation Register).

Ideally Backbone Staff should also work with a group of Community Representatives to review the feedback gathered through the community consultation process to identify themes and prepare a summary for the Regional Indigenous Leadership Group and Community.

### Blank Community Workbook:

[Community Workbook.docx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Community%20Workbook.docx)

Part 5. Tools to Look for Early Signs and Enablers of Change

This Section provides tools to help you to identify and record early instances and enablers of change contributing to the achievement of the EC’s overarching objectives of Empowerment, Development and Productivity.

# Looking for Early Signs and Enablers of Change:

The changes envisioned by EC are not short term ones. They will take many years to emerge. It will be important, however, to look for early signs and enablers of change to identify whether or not the work being undertaken through EC is moving in the right direction. This section provides a set of Exploratory Questions and Community Worksheets designed to help Regions gather evidence of change. It also includes two tools to help Regions capture and test stories of change: a Decision Tracking Tool, to map how Community priorities and needs identified through the EC priority setting process have been translated into action through the regional planning and investment process, and a Significant Instances of Change Tool to collect “Change Narratives” that identify how EC is contributing to change.



## [Exploratory Questions to Test for Early Signs and Enablers of Change:](#_What_tools_are)

A set of Exploratory Questions has been developed to test for early signs of change and enablers of empowerment, development and productivity. They include a general set of questions testing for instances of change and questions exploring each of the five *Key Enablers* of change identified in the National EC Program Logic (see [Part 1](#_Link_between_the)):

1. Observed signs of change
2. Capability development
3. Structural reform (or changes in how Government works, Government systems, policies, practices and legislation)
4. Individual agency
5. Service system change (including changes in Indigenous organisation capacity and what and how services are provided) and
6. Social and economic development.

The different areas can be aggregated or used separately to explore different areas of change. The questions have been designed for use with people who are more closely involved in the implementation of EC and are more familiar with the design, objectives and activities being undertaken as part of EC (i.e. Regional Indigenous leadership Group Members, Government Partners, Backbone Staff and other more closely involved Community Members or service providers). They are not designed to be used with general Community Members. A related set of Community Worksheets has been developed to support broader based community consultation. Copies of those Worksheets are provided in Section 5.2 below.

|  |  |
| --- | --- |
| **What** is it for: | Used to test for the emergence of early signs and enablers of change. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Who** is involved: | * (Sub) Regional Indigenous Leadership Group * Government Partners * Backbone Staff * Other Relevant Stakeholders (e.g. key community and organisational representatives) | **When**: | Recommended that Regions use a selection of relevant questions (appropriate to the stage in the EC journey they are up to) to gather more detailed evidence of implementation across the year. Regions may choose to conduct a single data gathering activity or phase data collection across the year by focusing on different areas each quarter. Regions should document the process they intend to use and the areas that they intend to focus on in their MEA Plan. |

|  |  |
| --- | --- |
| **How** can you:   1. Collect data: | Use the **Exploratory Questions** to develop interview or facilitation guides to help you stimulate discussion, gather evidence and encourage reflection and learning about what early signs or enablers of change people are seeing as a result of EC. You can do that by conducting one-on-one or small group interviews or discussion forums with your (Sub) Regional Indigenous Leadership Group, Government Partners, Backbone Staff and other relevant stakeholders (including key community and organisational representatives in some cases). If you are conducting a range of different discussions then it will be important to draw together the insights gathered through them so they can be recorded and shared. It is recommended that the collation process be done collaboratively by the Backbone Staff working with members of the groups they have consulted with. [[9]](#footnote-9)  It is not anticipated that Regions will ask all of the exploratory questions at any one time; rather it is anticipated that Regions will identify particular areas they want to focus on at different times that align with where they are up to in their EC journey and ask questions from that area. Backbone Staff will therefore need to consider which questions to ask and tailor the tools to meet their needs. Staff may also need to amend the wording of some questions to make sure they are framed in a way appropriate to the Region.  The process of asking and reviewing the Exploratory Questions should be used to identify and explore similarities and differences in perspective, to identify early signs of change and opportunities or areas for further action, and to develop strategies to undertake that work.  Community conversations and supporting Community Worksheets can also be used to gather more general community feedback to complement the above process. (Copies of those Worksheets are provided in Section 5.2 below). |
| 1. Record: | Notes from the above individual or group discussions should be recorded, scanned or photographed so they can be stored electronically. |
| (c) Communicate: | Summary reports can be shared with the Indigenous Leadership Group and Government Partners and the broader Community to share and celebrate signs of change, maintain engagement and build momentum. The manner in which that is best done is likely to vary by Region. It is recommended that the Backbone consult with their Indigenous Leadership Group and the Community to understand how they would like that to be done. |

### Exploratory Questions:

The following questions are outcome based evaluation questions. They are designed to test whether *Key Enablers* of change are present and whether EC is delivering on its objectives of empowerment, development and productivity.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Observed signs of change[[10]](#footnote-10) |  |  |  | | | | |  |  | | |
| Have you noticed any significant change(s) in the community since EC was established? | | | | | ⭘ Don’t know | | | ⭘ No | ⭘ Yes |  | |
| If yes: What have you noticed? Why is that significant? | | | | | | | |  |  | | |
| What do you think has helped make that change happen? | | | | | | | |  |  | | |
| Do you think what’s been done through EC has influenced or contributed to it at all? If so how? | | | | | |  | | | | | |
| How significant do you think that contribution has been? | | ⭘ Not relevant | | ⭘ Limited contribution | | | ⭘ Moderate contribution | | | | ⭘Significant contribution | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | Don’t know | Strongly disagree | | Disagree | | Agree | Strongly Agree |
| Do you believe EC has contributed to Indigenous empowerment: Indigenous People exercising individual agency to take responsibility for their lives and futures and Governments supporting them to do so? | | | ⭘ | ⭘ | | ⭘ | | ⭘ | ⭘ |
| What makes you say that? | | |  |  | |  | |  |  |
| If it has: What role has EC played? | | |  |  | |  | |  |  |
| How significant do you think that contribution has been? | ⭘ Not relevant | ⭘ Limited contribution | | | ⭘ Moderate contribution | | ⭘Significant contribution | | | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | | | | | |

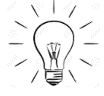
|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | Don’t know | | Strongly disagree | Disagree | | Agree | Strongly Agree |
| Do you believe EC has contributed to Indigenous development: closing the gap on social and economic disadvantage and enabling cultural recognition and determination of Indigenous Peoples? | | | ⭘ | | ⭘ | ⭘ | | ⭘ | ⭘ |
| What makes you say that? | | |  | |  |  | |  |  |
| If it has: What role has EC played? | | |  | |  |  | |  |  |
| How significant do you think that contribution has been? | ⭘ Not relevant | ⭘ Limited contribution | | ⭘ Moderate contribution | | | ⭘Significant contribution | | | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | Don’t know | | Strongly disagree | Disagree | | Agree | Strongly Agree |
| Do you believe EC has improved productivity: using available resources and opportunities efficiently and effectively, having less duplication, red tape, removing middlemen and investing in things that work? | | | ⭘ | | ⭘ | ⭘ | | ⭘ | ⭘ |
| What makes you say that? | | |  | |  |  | |  |  |
| If it has: What role has EC played? | | |  | |  |  | |  |  |
| How significant do you think that contribution has been? | ⭘ Not relevant | ⭘ Limited contribution | | ⭘ Moderate contribution | | | ⭘Significant contribution | | | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Capacity building |  |  |  |  |  |
| Indigenous Leadership Group capacity | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Are Indigenous Leaders better positioned to engage with and influence Government because of EC? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| What makes you say that? Can you provide an example(s) that demonstrates that? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Has the Regional Leadership Group developed knowledge, skills or experience through EC that has helped them engage with Government Partners more effectively? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If so: What has that looked like? Can you provide an example(s) that demonstrates that? |  |  |  |  |  |

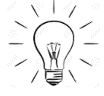
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Is their relationship with local Government Partners stronger / more effective with EC than before? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If yes: How have things changed? Can you provide an example that demonstrates that change? | |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Are Indigenous Leaders having more influence on Government Partners and Government decision making through EC? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| What makes you say that? Can you provide an example(s) that demonstrates that? |  |  |  |  |  |
| Government capacity | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Are local Government Partners better positioned to engage with the Community and Community Leaders because of EC? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| What makes you say that? Can you provide an example(s) that demonstrates that? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Have local Government Partners developed knowledge, skills or experience through EC that has helped them engage with the Community and Community Leaders more effectively? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If so: What has that looked like? Can you provide an example(s) that demonstrates that? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Is their relationship with Community Leaders (through the Regional Indigenous Leadership Group) stronger / more effective with EC than before? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If yes: How have things changed? Can you provide an example that demonstrates that change? |  |  |  |  |  |
| Effectiveness of collaboration (combined capacity) | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Are Regional Indigenous Leaders and Government Partners working more effectively together? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Are relationships respectful? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Is communication more open and effective? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Is information being shared? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Is power and accountability being shared? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Is decision making more productive and efficient? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Are policy, program and purchasing decisions being made closer to the ground so that they reflect Community priorities and needs? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Why do you say that? Can you provide an example(s) that demonstrates these things? |  |  |  |  |  |
| Are there any things that can / should be done to improve / strengthen the way the Indigenous Leadership Group and local Government Partners are working with one another? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Is cross-Government effort and investment more coordinated? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| What makes you say that? Can you provide an example that demonstrates that? |  |  |  |  |  |
| What impact has that had on local service provision or the Community? |  |  |  |  |  |
| Are there any things that can / should be done to encourage coordination? |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Structural reform | |  | | |  | | |  | | |  | | | | |  | |
| Structural reform required to embed the EC model | | Don’t know | | | Strongly disagree | | | Disagree | | | Agree | | | | | Strongly Agree | |
| Are structures in place to maintain ongoing backbone / operational support for the EC model? | | ⭘ | | | ⭘ | | | ⭘ | | | ⭘ | | | | | ⭘ | |
| Have Government Partners implemented the structural reforms required to establish and embed the EC model as the standard way of working with Community (e.g. the Partnership Interface, collaborative regional investment planning and budgeting processes)? | | ⭘ | | | ⭘ | | | ⭘ | | | ⭘ | | | | | ⭘ | |
| What makes you say that? What progress has been made? | | | |  | |  | | |  | | |  | | |  | |
|  | | | Don’t know | | | Strongly disagree | | | Disagree | | | Agree | | | Strongly Agree | |
| Are all of the structures and processes that have been set up likely to be strong enough to sustain the EC model over the long term? | | ⭘ | | | ⭘ | | | ⭘ | | | ⭘ | | | | | ⭘ | |
| What makes you say that? | |  | | |  | | |  | | |  | | | | |  | |
| If not: What needs to be done to make the EC model sustainable? | |  | | |  | | |  | | |  | | | | |  | |
| Other structural reform | |  | | |  | | |  | | |  | | | | |  | |
| Are other structural reforms needed to implement the (Sub) RDP? What are they? | |  | | |  | | |  | | |  | | | | |  | |
| *In the case of each of those reforms:* | |  | | |  | | |  | | |  | | | | |  | |
| Has that reform been progressed? | | ⭘ Don’t know | | | ⭘ No | | ⭘ Limited progress | | | ⭘Moderate progress | | | | ⭘ Significant progress | | | |
| What progress has been made? What needs to be done to make (further) progress? | |  | | |  | | |  | | |  | | | | |  | |
|  | | Don’t know | | | Strongly disagree | | | Disagree | | | Agree | | | | | Strongly Agree | |
| Do you think EC has played a role in / contributed to any progress that has been made? | | ⭘ | | | ⭘ | | | ⭘ | | | ⭘ | | | | | ⭘ | |
| If so, what role do you think EC has played? | |  | | |  | | |  | | |  | | | | |  | |
| How significant do you think the above influence or contribution has been? | ⭘ Not relevant | | | | ⭘ Limited contribution | | | ⭘ Moderate contribution | | | | | ⭘Significant contribution | | | | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | | | | | | | | | | | | |
| If the reform has been implemented: What has been the impact of that reform on the Community? Has it contributed to empowerment, development or productivity? How? | |  | | |  | | |  | | |  | | | | |  | |

**Handy Hint**: You may want to combine some of the outcome related questions in this Section with implementation related ones in the Government engagement Section of the Drill Down Questions in Section 4.2.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Government policy and practice change | | Don’t know | | Strongly disagree | | Disagree | | Agree | | | Strongly agree | | |
| Are Government Partners working differently as a result of EC? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| If so: What have you observed that is different? What has the impact of that been? | |  | |  | |  | |  | | |  | | |
|  | | Don’t know | | Strongly disagree | | Disagree | | Agree | | | Strongly agree | | |
| Is the work that Government Partners are doing and the way they are working supporting Indigenous empowerment, development or productivity? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| What makes you say that? Can you provide an example(s) that demonstrates that? | |  | |  | |  | |  | | |  | | |
|  | | Don’t know | | Strongly disagree | | Disagree | | Agree | | | Strongly agree | | |
| Are Government Partners acting as enablers in support of Community structures and Leadership? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| Are Government Partners employing more Indigenous staff? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| Are they employing Indigenous staff at both management and non-management levels? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| Are Government Partners listening to the Community more? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| Are they involving Community Members in policy and program design? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| Are they involving Community Members in service planning and service reviews? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| Are tenders being issued and purchasing decisions made based on Community priorities and feedback? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| Are KPIs in purchasing agreements being set to reflect Community expectations? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| Can you provide an example(s) that demonstrates these things? Are Government Partners consistently working in this way? | |  | |  | |  | |  | | |  | | |
|  | | Don’t know | | Strongly disagree | | Disagree | | Agree | | | Strongly agree | | |
| Has the focus of Government activity shifted from the provision of welfare and support services based on deficiency to a more strengths-based approach that offers opportunities for training and capacity-building with EC? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| What makes you say that? Can you provide example(s) that demonstrates those things? | | | |  | |  | |  | | |  | | |
|  | | Don’t know | | Strongly disagree | | Disagree | | Agree | | | Strongly Agree | | |
| Have any policies or programs identified by the Community as driving bad outcomes, inefficiencies or duplication been removed or changed? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| If yes: Can you provide an example(s) that demonstrates that? | |  | |  | |  | |  | | |  | | |
|  | | Don’t know | | Strongly disagree | | Disagree | | Agree | | | Strongly Agree | | |
| Do you think EC has played a role in / contributed to any of these changes? | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | ⭘ | | |
| If so, what role do you think EC has played? | |  | |  | |  | |  | | |  | | |
| How significant do you think the above influence or contribution has been? | ⭘ Not relevant | | | ⭘ Limited contribution | | ⭘ Moderate contribution | | | | ⭘Significant contribution | | | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | | | | | | | | |
|  | | | Don’t know | | Strongly disagree | | Disagree | | Agree | | | Strongly Agree | | |
| Do you think Government Partner effort and investment is being better targeted to Community priorities and needs? | | | ⭘ | | ⭘ | | ⭘ | | ⭘ | | | | ⭘ | |
| What makes you say that? Can you provide an example(s) that demonstrates that? | | |  | |  | |  | |  | | | |  | |
| Is that delivering better Community outcomes? | | |  | |  | |  | |  | | | |  | |
| What makes you say that? What evidence do you have to support that? | | |  | |  | |  | |  | | | |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Individual agency | | |  |  | |  | |  | | | |  | |
| Individual agency | | | Don’t know | Strongly disagree | | Disagree | | Agree | | | | Strongly Agree | |
| Are Natural Leaders stepping up to act as change agents and role models with EC? | | | ⭘ | ⭘ | | ⭘ | | ⭘ | | | | ⭘ | |
| Can you provide an example(s) that demonstrates that? | | |  |  | |  | |  | | | |  | |
|  | | | Don’t know | Strongly disagree | | Disagree | | Agree | | | | Strongly Agree | |
| Are Community Members taking greater responsibility for themselves and their families with EC? | | | ⭘ | ⭘ | | ⭘ | | ⭘ | | | | ⭘ | |
| Are people behaving in a way that is aligned with the five EC norms? | | | ⭘ | ⭘ | | ⭘ | | ⭘ | | | | ⭘ | |
| What makes you say that? Can you provide an example(s) that demonstrates that? | | |  |  | |  | |  | | | |  | |
|  | | | Don’t know | Strongly disagree | | Disagree | | Agree | | | | Strongly Agree | |
| Do you think Community Members are more engaged in what is happening in the Community? | | | ⭘ | ⭘ | | ⭘ | | ⭘ | | | | ⭘ | |
| Are people stepping up in the Community? Are they participating in and contributing to the Community with EC more than before? | | | ⭘ | ⭘ | | ⭘ | | ⭘ | | | | ⭘ | |
| What makes you say that? Can you provide an example(s) that demonstrates that | | |  |  | |  | |  | | | |  | |
|  | | | Don’t know | Strongly disagree | | Disagree | | Agree | | | | Strongly Agree | |
| Do you think EC has played a role in / contributed to any of these changes? | | | ⭘ | ⭘ | | ⭘ | | ⭘ | | | | ⭘ | |
| If so, what role do you think EC has played? | | |  | |  |  | | |  | | | |
| How significant do you think that contribution has been? | | ⭘ Not relevant | | ⭘ Limited contribution | | ⭘ Moderate contribution | | | | | ⭘Significant contribution | | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | | | | | | | | |
| Prevailing community narrative | | | Don’t know | Strongly disagree | | Disagree | | Agree | | | | Strongly Agree | |
| Is the prevailing community narrative (i.e. how people talk about themselves and their community) one based on individual responsibility, empowerment and self-determination? | | | ⭘ | ⭘ | | ⭘ | | ⭘ | | | | ⭘ | |
| Has the prevailing community narrative changed since EC started? | | | ⭘ | ⭘ | | ⭘ | | ⭘ | | | | ⭘ | |
| If yes: How has it changed? | | |  |  | |  | |  | | | |  | |
|  | | | Don’t know | Strongly disagree | | Disagree | | Agree | | | | Strongly Agree | |
| Do you think EC has played a role in / contributed to any of these changes? | | | ⭘ | ⭘ | | ⭘ | | ⭘ | | | | ⭘ | |
| If so, what role do you think EC has played? |  | | |  | | |  | | |  | | | | |
| How significant do you think that contribution has been? | ⭘ Not relevant | | | ⭘ Limited contribution | | | ⭘ Moderate contribution | | | ⭘Significant contribution | | | | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |

**Handy Hint**: You may want to combine some of the outcome related questions in this Section with implementation related ones in the Service system engagement & development Section of the Drill Down Questions in Section 4.2.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Service system change |  |  |  |  |  |
| Service delivery | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Are services being better designed and delivered to meet Community needs? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Has service duplication been reduced? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Are service providers coordinating / collaborating better (eg. are referral pathways better)? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Is the quality / cultural safety / performance of services improving? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Can you provide examples that demonstrate any of these things? |  |  |  |  |  |
| Are there services or changes to the way existing services are delivered that the Community has asked for that are still not being delivered? Why do you think that is? What can / should be done to address that? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Are Indigenous Leaders having a greater say in Government purchasing processes and decisions through EC? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| If yes: What makes you say that? Can you provide an example(s) that demonstrate that? |  |  |  |  |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | Strongly Agree |
| Are contracts being awarded on merit? Are there no more gammon (dodgy) deals? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| Are the right service providers being awarded the contracts? | ⭘ | ⭘ | ⭘ | ⭘ | ⭘ |
| What makes you say that? |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | Don’t know | Strongly disagree | | | Disagree | Agree | | | | | Strongly Agree |
| Are service providers being held more accountable to the Community? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| If yes: What makes you say that? Can you provide examples of those things? | | | |  |  | | |  |  | | | | |  |
|  | | | | Don’t know | Strongly disagree | | | Disagree | Agree | | | | | Strongly Agree |
| If yes: Do you think EC has played a role in / contributed to and of these changes? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| If so, what role do you think EC has played? | | | |  |  | | |  |  | | | | |  |
| How significant do you think that contribution has been? | | | | ⭘ Not relevant | ⭘ Limited contribution | | | ⭘ Moderate contribution | | | ⭘Significant contribution | | | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | | | | | | | | | |
| Non-Indigenous service provider behaviour | | | | Don’t know | No | | | Some | Most | | | | | All |
| Are non-Indigenous service providers working differently as a result of EC? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| If so: What have you observed that is different? What has the effect of that been? | | | |  |  | | |  |  | | | | |  |
|  | | | | Don’t know | Strongly disagree | | | Disagree | Agree | | | | | Strongly Agree |
| Do you think Government policies and practices are influencing how non-Indigenous service providers are operating? If so, how? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| What makes you say that? Can you provide an example(s) that demonstrates that? | | | |  |  | | |  |  | | | | |  |
|  | | | | Don’t know | No | | | Some | Most | | | | | All |
| Are non-Indigenous services better aligned to community priorities and needs? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Has their service delivery improved? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Are they more coordinated with other service providers? Are referral pathways stronger? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Is the quality / cultural safety / performance of their services improving? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Can you provide examples that demonstrate these things? | | | |  |  | | |  |  | | | | |  |
|  | | | | Don’t know | No | | | Some | Most | | | | | All |
| Are non-Indigenous service providers employing more Indigenous People? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Is that happening across all levels, including leadership and management? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Are they providing appropriate training opportunities to support that recruitment and support career pathways? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| If not: What can / should be done to address that? | | | |  |  | | |  |  | | | | |  |
| Is there anything else that can / should be done to promote local Indigenous employment? | | | |  |  | | |  |  | | | | |  |
|  | | | | Don’t know | Strongly disagree | | | Disagree | Agree | | | | | Strongly Agree |
| Is the level of FIFO staffing going down? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Are non-Indigenous service providers working to support the capacity development of local Indigenous organisations? | | ⭘ | | | | ⭘ | ⭘ | | | ⭘ | | ⭘ | | |
| Are they initiating partnerships with them? | | ⭘ | | | | ⭘ | ⭘ | | | ⭘ | | ⭘ | | |
| Are they working collaboratively with Indigenous organisations to develop, tender for and / or deliver services? | | ⭘ | | | | ⭘ | ⭘ | | | ⭘ | | ⭘ | | |
| Are they sharing power with their Indigenous partners? | | ⭘ | | | | ⭘ | ⭘ | | | ⭘ | | ⭘ | | |
| Can you provide an example of a collaboration to demonstrate that? | |  | | | |  |  | | |  | | |  | |
|  | | | | Don’t know | Strongly disagree | | | Disagree | Agree | | | | | Strongly Agree |
| Are non-Indigenous service providers exiting services where local Indigenous organisations have the capacity to deliver them? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Can you provide an example(s) to demonstrate that? | | | |  |  | | |  |  | | | | |  |
| Is there anything else non-Indigenous service providers can do to support the capacity development of local Indigenous organisations? | | | |  |  | | |  |  | | | | |  |
|  | | | | Don’t know | Strongly disagree | | | Disagree | Agree | | | | | Strongly Agree |
| Do you think EC has played a role in / contributed to any of these changes? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| If so, what role do you think EC has played? | | | |  |  | | |  |  | | | | |  |
| How significant do you think that contribution has been? | ⭘ Not relevant | | | | ⭘ Limited contribution | | | ⭘ Moderate contribution | | | ⭘Significant contribution | | | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | | | | | | | | | |
| Indigenous sector development | | | | Don’t know | No | | | Some | Most | | | | | All |
| Is the operational capability of Indigenous organisations improving with EC? Are they becoming more competitive? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Are they growing? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| What makes you say that? Can you provide an example(s) that demonstrates that? | | | |  |  | | |  |  | | | | |  |
|  | | | | Don’t know | No | | | Some | Most | | | | | All |
| Are Indigenous services better aligned to community priorities and needs? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Has their service delivery improved? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Are they more coordinated with other service providers? Are referral pathways stronger? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Is the quality / cultural safety / performance of their services improving? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| Can you provide examples that demonstrate these things? | | | |  |  | | |  |  | | | | |  |
|  | | | | Don’t know | Strongly disagree | | | Disagree | Agree | | | | | Strongly Agree |
| Are Government procurement and contracting practices supporting the development of Indigenous organisations and businesses? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| What makes you say that? Can you provide an example(s) that demonstrates that? | | | |  |  | | |  |  | | | | |  |
|  | | | Don’t know | | Strongly disagree | | | Disagree | Agree | | | | | Strongly Agree |
| Are local Indigenous organisations / services providing a greater proportion of Government commissioned or purchased services (directly or through collaborative tendering with non-Indigenous service providers)? | | | ⭘ | | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
|  | | | | Don’t know | Strongly disagree | | | Disagree | Agree | | | | | Strongly Agree |
| Is the financial sustainability of Indigenous service providers improving? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
|  | | | | Don’t know | Strongly disagree | | | Disagree | Agree | | | | | Strongly Agree |
| Do you think EC has played a role in / contributed to any of these changes? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| If so, what role do you think EC has played? | | | |  |  | | |  |  | | | | |  |
| How significant do you think that contribution has been? | | | | ⭘ Not relevant | ⭘ Limited contribution | | | ⭘ Moderate contribution | | | ⭘Significant contribution | | | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | | | | | | | | | |
| Service take up and outcomes | | | | Don’t know | Strongly disagree | | | Disagree | Agree | | | | | Strongly Agree |
| Are community members making better use of available services? Are they using services more? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| What makes you say that? Why do you think that is? Can you provide an example that demonstrates that? | | | |  |  | | |  |  | | | | |  |
|  | | | | Don’t know | Strongly disagree | | | Disagree | Agree | | | | | Strongly Agree |
| Are Community outcomes better? | | | | ⭘ | ⭘ | | | ⭘ | ⭘ | | | | | ⭘ |
| If yes: What makes you say that? What evidence do you have of that? | | | |  |  | | |  |  | | | | |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Social and economic development |  |  |  |  | |  |
| Social development | Don’t know | Strongly disagree | Disagree | Agree | | Strongly Agree |
| Are family and Community politics being managed better / less disruptive with EC? Is the Community more cohesive? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| What makes you say that? And what impact has it had on the Community? |  |  |  |  | |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | | Strongly Agree |
| Are people feeling more connected to and strong in their culture with EC? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| Has respect for traditional authority and culture been strengthened? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| What makes you say that? And what impact has it had on the Community? |  |  |  |  | |  |
| *[Include relevant questions about progress against social norms being acted on through EC in the Region]* | | |  |  | |  |
| Do you think EC has played a role in / contributed to any of these changes? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| If so, what role do you think EC has played? |  |  |  |  | |  |
| How significant do you think that contribution has been? | ⭘ Not relevant | ⭘ Limited contribution | ⭘ Moderate contribution | | ⭘Significant contribution | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | |
| Economic development | Don’t know | Strongly disagree | Disagree | Agree | | Strongly Agree |
| Are individuals and families more active in the economy through paid and / or unpaid work following the introduction of EC? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| What makes you say that? Can you provide an example(s) that demonstrates that? |  |  |  |  | |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | | Strongly Agree |
| Have more jobs been created because of EC? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| If so: What kinds of jobs? |  |  |  |  | |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | | Strongly Agree |
| Has local Indigenous employment increased with EC? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| Has welfare dependency reduced with EC? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| Are new Indigenous organisations and businesses being established with EC? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| Are local Indigenous entrepreneurs becoming more active? Is entrepreneurship being encouraged? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| Are new economic development and investment opportunities being identified and actioned? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| Is additional investment being attracted into the Region because of EC? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| If yes: Can you provide an example(s) of that additional activity / investment? |  |  |  |  | |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | | Strongly Agree |
| Are investments being made in a more culturally appropriate and Community informed way? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| If yes: What makes you say that? What difference is it making? |  |  |  |  | |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | | Strongly Agree |
| Are Communities sharing more equitably in the socio-economic benefits and returns delivered through local investments with EC (e.g. by securing contracts, participating in training or work)? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| If yes: Can you provide an example(s) that demonstrates that? |  |  |  |  | |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | | Strongly Agree |
| Are natural resources being used more sustainably? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| If yes: Can you provide an example(s) that demonstrates that? |  |  |  |  | |  |
|  | Don’t know | Strongly disagree | Disagree | Agree | | Strongly Agree |
| Do you think that EC has played a role in / contributed to any of these changes? | ⭘ | ⭘ | ⭘ | ⭘ | | ⭘ |
| If so, what role do you think EC has played? |  |  |  |  | |  |
| How significant do you think that contribution has been? | ⭘ Not relevant | ⭘ Limited contribution | ⭘ Moderate contribution | | ⭘Significant contribution | |
| Limited = small contribution, but high probability that it would have occurred anyway; Moderate = contribution that played an important role with other factors; Significant = would not have occurred but for the contribution made | | | | | | |

### Instructions for how to use these Exploratory Questions:

Backbone Staff should:

* Review the above questions and identify which questions are most relevant to their Region given where it is up to and what it has been focusing on
* Develop an annual plan identifying how they will use the Exploratory Questions to support their local MEA strategy (i.e. what areas and questions will be used, what stakeholder groups will be engaged and how that will be done - by one-on-one or small group interview or group discussion etc. – and how discussions will be facilitated)
* Identify how they tailor interview and facilitation guides to support that strategy
* Coordinate the conduct of relevant discussions.

Backbone Staff should ideally try to get a Community Member to facilitate or co-facilitate discussions with them. (When seeking feedback on the work being undertaken by Backbone Staff discussions will obviously need to be facilitated by someone other than Backbone Staff.)

Discussions should be used to review and discuss similarities and differences in perspective, to identify and celebrate early signs of change and opportunities or areas for further action, and to develop strategies to undertake that work.

A record should be kept of the stakeholders participating in any discussions (this may be done using the Region’s Meeting and Consultation Register).

If you are conducting a range of different discussions then it will be important to draw together the insights gathered through them so that they can be recorded and shared. It is recommended that the collation process be done collaboratively by the Backbone Staff and community facilitators working with members of the groups they have consulted to make sure the analysis and collation process reflects Community views and ensure that principles of Indigenous data sovereignty are maintained.

### Blank template:

[Part 5 Tools to Look for Early Instances and Enablers of Change\Exploratory Questions.docx](C:\\Users\\Regina\\Documents\\Documents\\Working Documents\\Government\\EMP_COM\\EC Evaluation Framework\\Drafts\\Revised Draft\\Part 5 Tools to Look for Early Instances and Enablers of Change\\Exploratory Questions.docx)

Contact the National EC Data Director to access an online version of these questions.

## [Community Worksheets – Part 2:](#_What_tools_are)

A series of Community Worksheets has also been developed to complement the Exploratory Questions in Section 5.1. They form the second half of a Community Workbook designed to help Regions gather feedback from Community Members about EC. (The first half is covered in Section 4.3).

These Community Worksheets are not intended to be used with the Regional Indigenous Leadership Group, Government Partners, Backbone Staff or people who have been more closely involved in the operation of EC; they are designed to gather feedback from the broader Community to get a sense of what it thinks about EC and how it is going.

|  |  |
| --- | --- |
| **What** is it for: | Used to gather feedback from Community Members about their experience of EC and test for the emergence of early signs and enablers of change. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Who** is involved: | * Community * Backbone | **When**: | Recommended that Regions use a selection of relevant questions (appropriate to the stage in their EC journey that they are up to) to gather more detailed evidence of implementation across the year. Regions may choose to conduct a single data gathering activity or phase data collection across the year by focusing on different areas each quarter. Regions should document the process they intend to use and the areas that they intend to focus on in their MEA Plan. |

|  |  |
| --- | --- |
| **How** can you:   1. Collect data: | Use the **Community Worksheets** to help guide community conversations or interviews to stimulate discussion, gather evidence and encourage reflection and learning about how community members are experiencing and viewing EC. The Community Worksheets can be used on a stand-alone basis or incorporated into other community engagement activities that are being conducted as part of EC. They are designed to be able to be used in one-on-one or small group interviews or broader group discussions.  Ideally Backbone Staff will work with local community facilitators to (co)facilitate discussions using the Worksheets.  If you are conducting a range of different discussions then it will be important to draw together the insights gathered through them so they can be recorded and shared. It is recommended that the collation process be done collaboratively by the Backbone Staff and community facilitators working with members of the groups they have consulted to make sure the analysis and collation process reflects Community views.  It is not anticipated that Regions will work through all of the Worksheets at any one time; rather it is anticipated that Regions will identify a particular area(s) they want to focus on at different times that align with where they are up to in their EC journey and use the Worksheets relevant to that area(s). By way of example, a Region could structure their MEA Plan to ask questions from the first half of the Community Workbook about the general level of Community awareness and understanding of EC in Quarter 1, Community participation in EC in Quarter 2 and Community views about the cultural authority of the Indigenous EC Leadership Group and confidence in them in Quarter 3 and then use Worksheet 5 from this half of the Workbook to test for Observed signs of change in Quarter 4 (see [Figure 2](#_How_to_use) by way of example).  Backbone Staff will therefore need to consider which Worksheets to use as part of their MEA planning. Staff may also need to amend the wording of some questions in the Worksheets to make sure they are framed in a way appropriate to the Region.  The Community consultation process should be used to identify and explore similarities and differences in perspective, to identify areas requiring further exploration or work and to develop strategies to undertake that work. |
| 1. Record data: | Worksheets can be completed in paper or poster format. Ideally the paper worksheets or posters should be scanned or photographed so they can be stored electronically. (Where that is done then Community Members may be given the option of retaining their copy of their Worksheet(s) as a record of the session.) Summary reports may also be produced in paper, poster or electronic format. Again, paper or poster versions should be scanned or photographed so that they can be stored electronically. |
| (c) Communicate: | Summary reports should be shared with the Regional Indigenous Leadership Group to inform their planning and review activity. Feedback should also be given to the Community. The manner in and frequency with which this is done is likely to vary by Region. It is recommended that the Backbone consult with the Community to understand how they would like that to be done. |

### Community Worksheets:

This part of the Community Workbook includes Worksheets 5 – 9 which are outcome evaluation focused (remembering that Worksheets 1 – 4 which are largely process evaluation focused are covered in Section 4.3 of this Toolkit). Worksheet 5 explores whether Community Members have observed any significant changes since the establishment of EC. Worksheets 6 – 9 ask more specific questions to test for specific signs of change. They explore the *Key Enablers* of change identified in the National EC Program Logic (see [Part 1](#_Link_between_the)): Capability building, Individual agency, some aspects of Structural reform, Service system change and Social and economic development.

Table 5 – Outcome evaluation focused Worksheets

| **Worksheet** | | **Description** |
| --- | --- | --- |
| 5. | Have things changed with Empowered Communities? | Worksheet 5 explores whether Community Members have observed any significant changes as a result of EC and the contribution they have made to EC’s objectives of empowerment, development and productivity. |
| 6. | Do you think the Community’s capacity to influence Government has increased with Empowered Communities? | Worksheet 6 explores whether Community Members believe they have more influence with Government through EC than before and whether they have observed changes in how Government engages and works with Community and Community Leaders as a result of EC. (It maps to *Key Enabler 1. Capacity building and changes in Government Partner practice referred to in Key Enabler 2. Structural Reform*.) |
| 7. | Are people taking up responsibility more with Empowered Communities? | Worksheet 7 explores whether Community Members are taking more responsibility for themselves, their family and Community with EC and whether there has been a positive shift in the prevailing community narrative to one of self-determination and empowerment. (It maps to *Key Enabler3. Individual agency.)* |
| 8. | Are local services improving with Empowered Communities? | Worksheet 8 explores whether Community Members have noticed positive changes in what and how local services are being delivered as a result of EC. (It maps to *Key Enabler4. Service system change.*) |
| 9. | Has the cultural, social and economic wellbeing of the Community improved with Empowered Communities? | Worksheet 9 explores whether Community Members have noticed positive changes in social and economic development in the Community that have helped strengthen culture and close the gap in social and economic advantage as a result of EC. (It maps to *Key Enabler 5. Social & economic development.*) |

### Instructions for how to use these Community Worksheets:

As with the Community Worksheets in Section 4.3., Backbone Staff should:

* Review the Worksheets and identify which ones are most relevant to their Region given where it is up to in its implementation journey
* Develop an annual plan identifying how they will use the Community Worksheets to support their Regional MEA strategy
* Tailor worksheets to align with Regional requirements
* Work with local community representatives to coordinate and use the Worksheets.

Ideally Backbone Staff should try to get a Community Member to facilitate discussions using the Worksheets and to take notes to record what people say. (This is particularly important when seeking feedback on the work being undertaken by Backbone Staff.) A record should be kept of the community members participating in the consultation process (this may be done using the Region’s Meeting and Consultation Register.)

Ideally Backbone Staff should also work with a group of Community Representatives to review the feedback gathered through the community consultation process to identify themes and prepare a summary for the Regional Indigenous Leadership Group and Community.

### Blank Community Workbook:

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## [Decision Tracking Tool:](#_What_tools_are)

In order to be true to the principles of self-determination and empowerment it will be important to be able to show that regional planning and investment decisions respond to the interests and priorities identified by the Community. Decision Tracking Tools can be used to trace whether and how community priorities flow through to planning, investment, purchasing processes and into implementation (and even into policy changes).

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| **What** is it for: | Used to assess how planning, investment and co-purchasing decisions made through EC align with Community identified priorities. |

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| --- | --- | --- | --- |
| **Who** is involved: | * (Sub) Regional Indigenous Leadership Group * Government Partners * Backbone * Community | **When**: | At key decision points (to test alignment with Community priorities) |

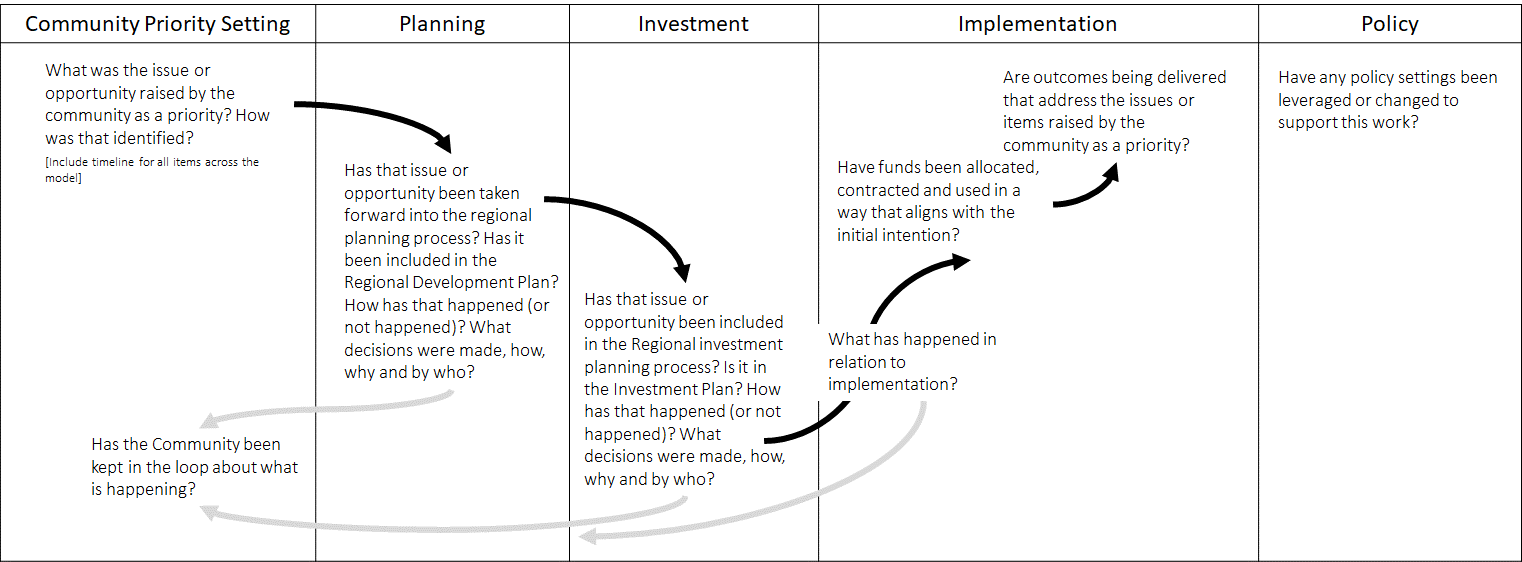
|  |  |
| --- | --- |
| **How** can you:   1. Collect data: | Use the **Decision Tracking Tool** to map whether priorities identified at the Community level are reflected in Regional Development and Investment Plans and funding allocation decisions.  The tool can be used to map “Decision Trails” on a real time basis as steps in the planning and decision making process are completed, or retrospectively once Regional Development and Investment Plans have been set and investments are being made.  Decision Trails can be prepared by the Backbone Team and shared and validated with other stakeholders or developed collaboratively with them in group discussions with the Regional Indigenous Leadership Group, Government Partners and Community Members using the Decision Tracking Tool.  Regions will often be working on multiple areas at any one time. It can be useful to set up separate decision trails for each of the different areas so the documents do not become too complex and are easier to use to reflect on what is / has happened in the context of a particular focus area.  The process of developing and reviewing key Decision Trails should be used to reflect on how effectively the EC model is working and provide a basis for consideration and action where decisions are not reflecting community priorities and interests.  The documented Decision Trails become records of the work and outcomes being delivered through EC. |
| 1. Record data: | Decision Trails can be documented in paper, poster or electronic format. If using a paper or poster version it is useful to scan or photograph your work so you can store them in electronic format. |
| (c) Communicate: | Decision Trails can be produced in visual poster format and shared with the Community as an example of what is happening / being achieved through EC. They can also provide a useful means of demonstrating how EC is delivering against its key objectives of empowerment, development and productivity. |

### Example:

[Under development with ISEC]

### Decision Tracking Tool:

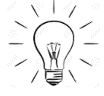
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| --- | --- |
| Region |  |
| Focus Area |  |
| Date: |  |
| Developed by: |  |
| Reviewed by: |  |



|  |  |
| --- | --- |
| Observations: |  |
| Next steps: |  |

### Instructions for how to use this Tool:

Decision Tracking Tools can be used to track forward (identifying priorities identified by the community and assessing how they were taken forward) or to track backwards (identifying investment or contracting decisions that have been made and tracking them back to look for how they fit with the priorities identified by the community). Both approaches are equally valid.

**Handy Hint**: The Journey Tracking Tool can be a useful reference point when building a Decision Trail.

Backbone Teams should work with their Regional Indigenous Leadership Group to determine which approach they want to use (tracking forward or backwards), what areas they want to focus on and how the Region wants to go about mapping their Decision Trails (i.e. whether the trails will be developed internally by the Backbone and validated with other stakeholders or developed in group discussion with stakeholders.)

Whatever approach, it is often useful to map out the decision trail in poster format. Guiding questions are provided to help staff complete or facilitate a discussion to develop a decision map.

Regions can populate the Decision Trail in a way that works for them. Staff should feel free to use text, symbols, images and connectors to show how things link to one another. You don’t need to record every single thing that happened. Focus on recording the broader dimensions of process, key events and decision points, the things that would be important to be able to explain the process by which Community priorities were translated into action to someone who has not been involved. Use call out boxes to highlight changes in context that impacted what happened, make observations about what has happened or capture key insights or learnings.

Once the Decision Trail has been completed, time should be taken to reflect on how well Community priorities have been translated into action and what insights and learnings can be taken out of the decision making process to inform further activity in that area or other areas in the future.

A record should be kept of how the Decision Trails were developed and who participated in their development, validation and review.

### Blank template:

[Part 5 Tools to Look for Early Instances and Enablers of Change\Decision Tracking Tool.docx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%205%20Tools%20to%20Look%20for%20Early%20Instances%20and%20Enablers%20of%20Change\Decision%20Tracking%20Tool.docx)

## [Significant Instances of Change Tool:](#_What_tools_are)[[11]](#footnote-11)

It will be particularly important for Regions to be able to identify and tell the story of change that is occurring in their Community(s). The Significant Instances of Change Tool provides a mechanism for Regions to collect “Change Narratives” that describe how EC is contributing to change, including capability building, shifts in individual agency, structural reform, service system change and social and economic development.

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| **What** is it for: | Used to capture narratives of change and allow Regions to assess the contribution EC has made to change in the Region in line with EC’s objectives of Empowerment, Development and Productivity. |

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| --- | --- | --- | --- |
| **Who** is involved: | * (Sub) Regional Indigenous Leadership Group * Government Partners * Backbone | **When**: | Change Narratives should be prepared as changes emerge.  Panel reviews to validate narrative assessments may be conducted on an as needed basis or on a regular cycle. |

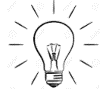
|  |  |
| --- | --- |
| **How** can you:   1. Collect data: | Use the **Significant Instances of Change Tool** to collate and analyse examples of change (e.g. capability building, shifts in individual agency, structural reform, service system change and social and economic development). The Tool allows the Regions to capture and record stories of change in a structured way. It also provides a framework to assess the significance of the changes that are identified and the contribution EC has played in enabling change. Examples of change can be mapped and categorised based on the nature of the change, allowing Regions to look for patterns in the outcomes being delivered through their work. Pattern recognition work can also be undertaken at a cross-Regional level. Variations of the Tool can also be used to capture “missed” opportunities for change, which can provide useful insights into what is constraining change.  Change Narratives can be prepared and assessed for significance and contribution by the Backbone Team in consultation with people involved in the relevant change, including Government Partners. They should then be shared and tested with the Regional Leadership Group and a “Review Panel” of key Government Partners and Community Members.[[12]](#footnote-12) Government Partners can also develop Change Narratives capturing change from their perspective in a similar way to the Backbone.  The process of developing and assessing Change Narratives should be used to help Regional Leaders and Government Partners reflect on what is being achieved through EC as well as what is enabling and constraining progress. It should therefore help them reflect on what needs to be done or done differently from both a strategic and tactical level to progress EC.  The documented Change Narratives become records of the work and outcomes being delivered through EC. |
| 1. Record data: | Change Narratives should be documented in electronic format using the narrative and assessment template provided. “Change Maps” can be prepared in paper, poster or electronic format to build a sense of what and how instances of change are emerging and building over time. If using a paper or poster version it is useful to scan or photograph your work so you can store them in electronic format. |
| (c) Communication: | Change Narratives can be used to provide the Community with examples of what is happening through EC. They can also provide a useful means of demonstrating how EC is working towards its key objectives of empowerment, development and productivity. |

### Example:

[Part 5 Tools to Look for Early Instances and Enablers of Change\Significant Instances of Change\ISEC Example\_Missed Opportunity.docx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%205%20Tools%20to%20Look%20for%20Early%20Instances%20and%20Enablers%20of%20Change\Significant%20Instances%20of%20Change\ISEC%20Example_Missed%20Opportunity.docx)

### Instructions for how to use these Tools:

Backbone Staff should establish a process through which potentially relevant examples of change (or missed opportunities for change) can be identified and a decision made as to whether and (if so) how to prepare a Change Narrative (or Missed Opportunity for Change Narrative). The Change Narratives should be prepared using the narrative and assessment template provided. The information required to complete the narrative section of the template may be gathered through one on one discussions or a group workshop. Once the narrative has been completed, including the collection of evidence to demonstrate the nature of the change and the factors contributing to it, an assessment can be made of the significance of the change and the strength of EC’s contribution to it using the Assessment and Validation Rubric provided.

**Handy Hint**: The Journey Tracking Tool can be helpful in identifying examples of change (or missed opportunities for change).

It is recommended that a formal Panel be established to review Change Narratives and test the assessment of them (using the Assessment and Validation Rubric). Ideally that group would involve members of the Indigenous Leadership Group and key Government Partners as well as other key Community stakeholders not directly involved in the oversight or delivery of EC activities. A National Panel could also be established to compare and calibrate assessments at a cross-Regional level if that is desired. Backbone Staff can develop a “Change Map” plotting assessed instances of change over time based on the nature and significance of the change and the role played by EC in enabling or achieving it. The process of developing and assessing the Change Narratives and reviewing the Change Map should be used to reflect on what is being achieved through EC, as well as what is enabling and constraining progress and to help inform planning and day to day activity.

### Blank templates:

[Part 5 Tools to Look for Early Instances and Enablers of Change\Significant Instances of Change\Significant Instances of Change\_Template.docx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%205%20Tools%20to%20Look%20for%20Early%20Instances%20and%20Enablers%20of%20Change\Significant%20Instances%20of%20Change\Significant%20Instances%20of%20Change_Template.docx)

[Part 5 Tools to Look for Early Instances and Enablers of Change\Significant Instances of Change\Missed Opportunity for Change\_Template.docx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%205%20Tools%20to%20Look%20for%20Early%20Instances%20and%20Enablers%20of%20Change\Significant%20Instances%20of%20Change\Missed%20Opportunity%20for%20Change_Template.docx)

[Part 5 Tools to Look for Early Instances and Enablers of Change\Significant Instances of Change\Example Change Map\_Template.pptx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%205%20Tools%20to%20Look%20for%20Early%20Instances%20and%20Enablers%20of%20Change\Significant%20Instances%20of%20Change\Example%20Change%20Map_Template.pptx)

**Part 6**.**Other General Tools that Might be Useful**

This section provides some more generic tools to help you undertake your MEA activities.

# General Tools:

This section provides some more generic tools to help you undertake your MEA activities. It includes tools to help you build a culture of evaluative inquiry, map stakeholder involvement, support the adoption of outcomes-based planning and reporting and assess contribution. It is anticipated that this section of the Toolkit will be expanded over time as EC evolves and Regions develop and share a range of evaluative practices and tools.

1. 

## [Example Annual MEA Planning Tool:](#_What_tools_are)

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| **What** is it for: | Used to help Regions develop and document their annual MEA Plan. |

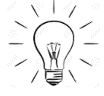
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| **Who** is involved: | * Backbone * Government Partners * Indigenous Leadership Group * National Data Director | **When**: | Annually |

|  |  |
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| **How** is it used: | Use the **MEA Annual Planning Tool** to help you develop and document an Annual Regional MEA Plan setting out what monitoring and evaluation activities will be undertaken through the year, how they will be used to support Regional and Community reporting and to help guide and inform ongoing activity.  Ideally the Backbone Team should work collaboratively with key Government Partners to work through the planning process and make sure the MEA Plan takes into consideration the activity being undertaken by both Indigenous and Government Partners and the Community.  The draft Plan should be reviewed and signed off by the Regional Indigenous Leadership Group and Government Partners.  Ideally the MEA planning process should be aligned with the Region’s annual activity planning cycle and be linked to an annual reflection on how the Region is going and a review of the Region’s Program Logic. (See for example the annual cycle in [Figure 2](#_How_to_use).) |

### Instructions for how to use this Tool:

Backbone Staff should:

* Review their Regional Program Logic and work plan or agenda.
* Think through (a) what milestones they will need to monitor and track the implementation of EC and (b) what indicators or markers of change they will need to look for to identify whether or not the Region is making progress against EC's objectives of empowerment, development and productivity.

**Handy Hint**: You can refer to the National EC Program Logic and Indicators of Progress & Success tables in Parts 1 and 2 of this Toolkit to help you do this.

* Use this Toolkit to help you think through how you might monitor and evaluate those milestones and indicators.
* Work through the questions in the table in the Annual MEA Planning Template to help build your annual MEA Plan.

The above work is best done collaboratively between the Backbone Team and key Government Partners to make sure the MEA Plan takes into consideration the activity being undertaken by both Indigenous and Government Partners and the Community. The National EC Data Director will be able to help you to work through this planning process and to implement your plan.

### Blank template:

[Part 6 General Tools\Annual MEA Planning\_Template.xlsx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%206%20General%20Tools\Annual%20MEA%20Planning_Template.xlsx)

## [Evaluative Inquiry & Reflection Tool:](#_What_tools_are)

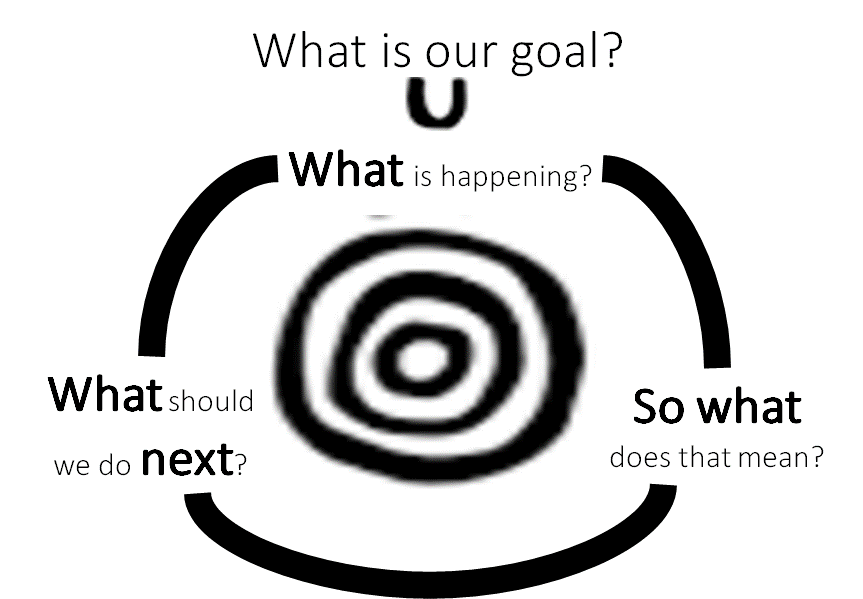
It will be important for Regions to develop a culture of evaluative inquiry to support the ongoing development and adaptation of EC in order to drive change. Consistently using a simple set of evaluative questions can help Regions to do that.

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| **What** is it for: | Used to help develop a culture of evaluative inquiry, test assumptions and think through the implications of what is happening to help keep work on track and allow Regions to learn and adapt as they go. |

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| **Who** is involved: | * Backbone * Other relevant stakeholders | **When**: | As needed to support MEA activity |

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| **How** is it used: | The **Evaluative Inquiry & Reflection Tool** is primarily intended to encourage reflection. It has been included in this Toolkit to provide Regions with a simple framework they can use to facilitate individual and group reflection about what is being observed through the application of other tools in this Toolkit.  Backbone Staff can use the questions outlined in the Tool, or a paper or poster version of it, to get stakeholders to step through the process of confirming **What** is their goal and asking: **What** is happening? **So What** does that mean? **What** should we do **next**? |

### Evaluative Inquiry & Reflection Tool:



**Guiding questions:**

**What** is our goal? What are we trying to achieve?

**What** is (or is not) happening? Why do we think that is happening?

**So what** does that mean for us? What do we need to think about or work on?

**What next**? What do we need to do to make progress towards our goal?

### Instructions for how to use this tool:

You can use the image or questions set out in the tool at any time you want to encourage evaluative inquiry. It can be useful to start by providing an overview of the Evaluative Inquiry & Reflection process. You can do that verbally or use a paper or poster version of the Tool to support that. You should then facilitate a discussion tailored to the topic and context that you are working on that steps stakeholders through the questions in the Tool:

**What** is our goal? What are we trying to achieve?

**What** is (or is not) happening? Why do we think that is happening?

**So what** does that mean for us? What do we need to think about or work on?

**What next**? What do we need to do to make progress towards our goal?

The outputs from that process should then be used to inform what comes next in relation to the topic you are exploring.

### Poster template:

[Part 6 General Tools\What\_So What\_What Next Poster.pptx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%206%20General%20Tools\What_So%20What_What%20Next%20Poster.pptx)

### Other Supporting Tools:

This FSG resource includes a range of other tools to support evaluative inquiry and reflective learning and adaptation: [Part 6 General Tools\Facilitating Intentional Group Learning\_FSG.pdf](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%206%20General%20Tools\Facilitating%20Intentional%20Group%20Learning_FSG.pdf)

## [Stakeholder Mapping and Analysis Tool:](#_What_tools_are)

In order to be successful, Regions will need to engage and work with a range of different stakeholders. Stakeholder Mapping and Analysis Tools can help you assess and manage existing relationships and monitor what progress you are able to make in establishing and leveraging relationships over time.

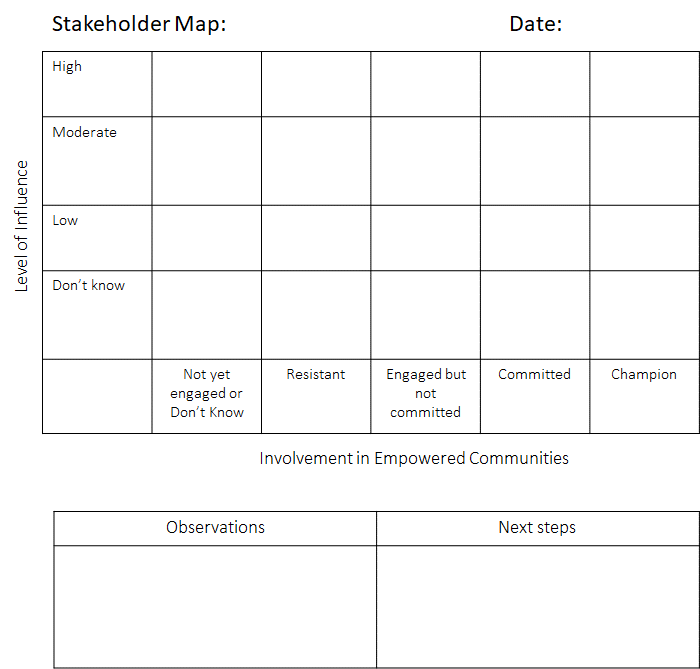
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| **What** is it for: | Used to map key stakeholder engagement over time and support planning for how to leverage and engage key stakeholders. |

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| **Who** is involved: | * Regional Indigenous Leadership Group * Government Partners * Backbone | **When**: | Annually and / or as otherwise needed to support tactical and strategic planning |

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| **How** can you:   1. Collect data: | You can use the **Stakeholder Mapping and Analysis Tool** to help identify key stakeholders, reflect on how engaged they are and develop strategies to (better) leverage their involvement or manage resistance etc.  Comparisons in stakeholder maps over time can be used to demonstrate shifts in the level and nature of stakeholder involvement.  Backbone Staff can work with Regional Indigenous Leaders and Government Partners to map and analyse whether, and if so how, key stakeholders are engaged with EC.  The process of completing the above mapping and analysis should be used to identify and explore similarities and differences in perspective, to identify early signs of change in stakeholder behaviour, to identify opportunities or areas for further action, and to develop strategies to undertake that work. |
| 1. Record data: | Stakeholder Maps can be developed in paper or poster format or electronically. When using a paper or poster version it is useful to scan or photograph your work so you can store them in electronic format. You need to take care when completing and storing these documents as they will contain sensitive material and so should be stored and managed in a way that recognises that. |
| (c) Communication: | Stakeholder Maps are usually used for internal reflection and planning processes and would not ordinarily be shared broadly. |

### Stakeholder Mapping & Analysis Tool:

(Note: The stakeholder mapping tool provided below is just one example of this type of tool. You will be able to find a range of like tools on the internet.)



|  |  |
| --- | --- |
| Step 1 | Work through key stakeholders and map their names onto the grid (or add in new names if you are updating an existing version). Use different symbols to make it easy to identify different stakeholder groups. |
| Step 2 | Reflect on which stakeholders you have made progress with since your last assessment. Record any shifts or observations in the section provided. |
| Step 3 | Reflect on which stakeholders you need to engage or manage to help progress your work and what strategies you can use to do that. Record your observations and next steps in the sections provided. |

### Instructions for using this Tool:

Backbone Staff should work with their Regional Indigenous Leadership Group and key Government Partners to identify key stakeholders and “map” them to the Stakeholder Assessment Grid and develop tailored strategies to (better) leverage and engage relevant stakeholders. The above mapping should be reviewed periodically to assess what progress is being made in engaging relevant stakeholders and involving new stakeholders in EC.

The process of completing the Mapping and Analysis Tool should be used to identify and explore similarities and differences in perspective, identify opportunities or areas for (further) action and develop strategies to undertake that work.

### Blank template:

[Part 6 General Tools\Stakeholder Mapping & Analysis Tool\_Template.pptx](C:\\Users\\Regina\\Documents\\Documents\\Working Documents\\Government\\EMP_COM\\EC Evaluation Framework\\Drafts\\Revised Draft\\Part 6 General Tools\\Stakeholder Mapping & Analysis Tool_Template.pptx)

## [Basic Outcomes-Based Project Planning & Reporting Tools](#_What_tools_are):

A range of projects are likely to be implemented as part of EC. It will be important to make sure those projects are well designed and implemented and that they have robust MEA plans to monitor their progress and evaluate their impact. A set of Outcomes Based Planning & Reporting Tools have been developed to help Regions to support the organisations that they are working with to do that.

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| **What** is it for: | Used to support outcomes-based project planning and reporting aligned to EC’s objectives of Empowerment, Development and Productivity. |

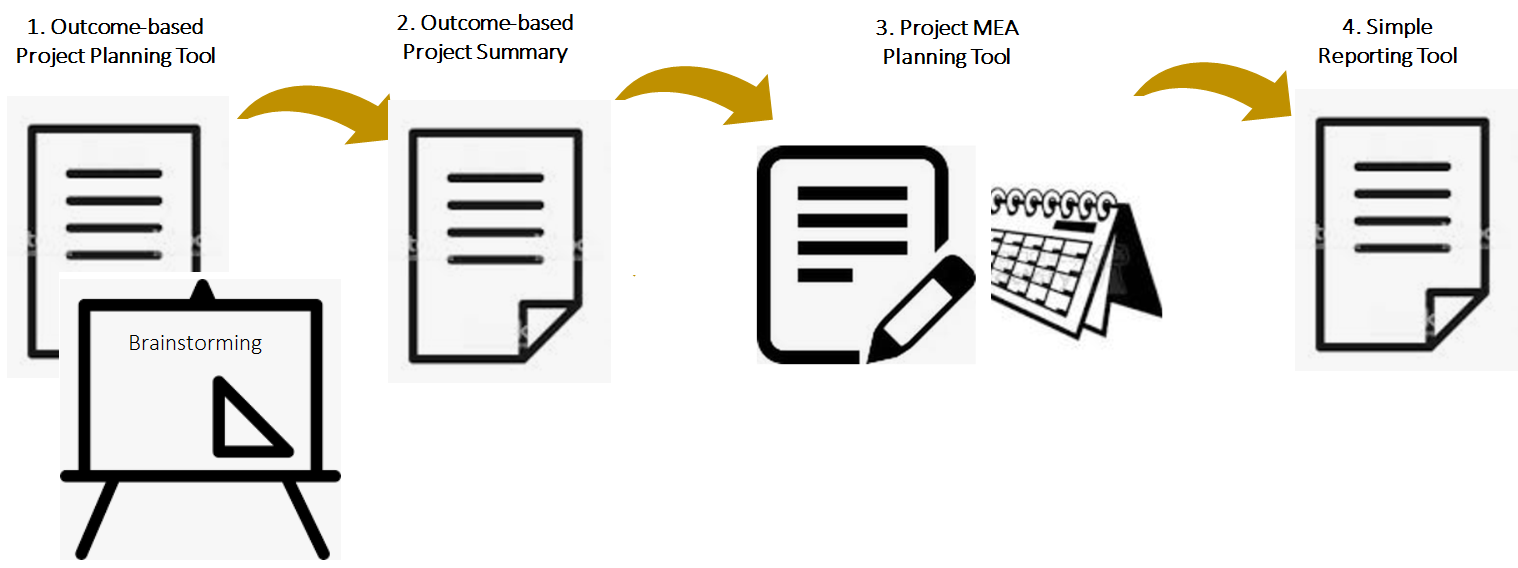
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| --- | --- | --- | --- |
| **Who** is involved: | * Backbone * Other relevant stakeholders | **When**: | As projects are being developed |

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| **How** can you:   1. Collect data: | Use the **Outcomes Based Planning Tool** to help stakeholders brainstorm, design and document their project. The Tool provides a short set of questions designed to help parties articulate the high level objective of their project, identify the specific group they are seeking to support and what they want to help change for them. It helps identify the activities and resources required to achieve that change and specify what needs to be measured to track and report on implementation progress and quality and outcome delivery.  Use the **Project Planning** and **MEA Planning Tools** to help develop and document project plans and MEA strategies.  Use the **Simple Reporting Tool** to support reporting on project implementation and impact. |
| 1. Record data: | Brainstorming activity when designing projects can be recorded in paper or electronic format. The insights from that work should be used to develop a formal Project Plan and MEA Plan. |
| (c) Communication: | Those Plans can be used to communicate what the project is about, how it will be delivered and assessed. Simple Project Reports can be used to share how projects are progressing and what is being delivered through them. |

### Outcome-based Project Planning & Reporting Tools:

A set of four tools have been provided to help with outcome-based project planning and reporting.

Figure 6 – Set of four Outcome-based Project Planning & Reporting Tools



### Instructions for how to use these Tools:

Backbone Staff can use these tools to help facilitate project planning and reporting or share them with other stakeholders to help guide them through that process. People using the tools should work through the questions in the Outcomes Based Planning Tool to brainstorm and scope their project. The outputs of that process can be recorded in the Outcome-based Project Summary Template. The Project MEA Planning Tool can then be used to develop a monitoring and evaluation strategy for the project. Key outcome indicators identified in that Plan can then be incorporated into and reported on using the Simple Project Reporting Tool.

### Blank templates:

[Part 6 General Tools\Project Planning Tools\Outcomes Based Project Planning Tool\_Template.docx](C:\\Users\\Regina\\Documents\\Documents\\Working Documents\\Government\\EMP_COM\\EC Evaluation Framework\\Drafts\\Revised Draft\\Part 6 General Tools\\Project Planning Tools\\Outcomes Based Project Planning Tool_Template.docx)

[Part 6 General Tools\Project Planning Tools\Simple Project Summary\_Template.docx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%206%20General%20Tools\Project%20Planning%20Tools\Simple%20Project%20Summary_Template.docx)

[Part 6 General Tools\Project Planning Tools\Project MEA Planning\_Template.xlsx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%206%20General%20Tools\Project%20Planning%20Tools\Project%20MEA%20Planning_Template.xlsx)

[Part 6 General Tools\Project Planning Tools\Project Reporting\_Template.docx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%206%20General%20Tools\Project%20Planning%20Tools\Project%20Reporting_Template.docx)

## [Contribution Analysis Tool](#_What_tools_are):

It will be important for Regions to be able to demonstrate the contribution they are making to the changes being realised in their Community(s). Contribution analysis provides an approach for doing that. It requires you to brainstorm the factors that may have contributed to a change and to gather evidence to demonstrate whether, and if so how strongly, different factors are likely to have contributed to it.

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| **What** is it for: | Used to help Regions to think through what factors might have contributed to a particular change or outcome when assessing the role played by EC in enabling change. |

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| **Who** is involved: | * Backbone * Other relevant stakeholders | **When**: | As needed to support contribution analysis activity |

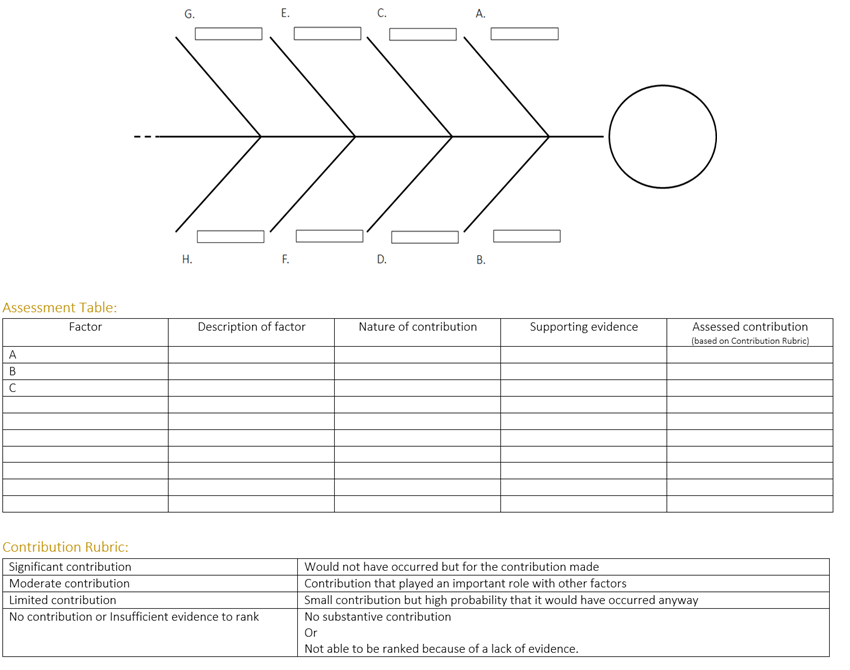
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| **How** can you:   1. Collect data: | Use the **Contribution Analysis Tool** to help identify factors likely to have contributed to a particular instance of change, collect evidence of contribution and assess the relative strength of different contributing factors.  The Tool can be used to develop “Contribution Stories” that identify and explain what role EC has played in enabling change.  Backbone Staff can work with relevant stakeholders to brainstorm and develop a Contribution Story using the Contribution Analysis Tool. That story can then be tested and validated with different groups in an iterative series of discussions to get to a point where there is a high level of confidence in the assessment.  The documented Contribution Stories become records of the outcomes being delivered through EC. |
| 1. Record data: | Contribution Stories are often developed in paper or poster format. Assessment Tables recording the evidence on which the analysis is based can be documented in paper or electronic format. When using a paper or poster version of the Contribution Story it is useful to scan or photograph your work so you can store it in electronic format. |
| (c) Communication: | Contribution Stories are usually used as an input into a broader piece of evaluative analysis. They can be used to provide the Community with examples of what is happening through EC and can also provide a useful means of demonstrating how EC is working towards its key objectives of empowerment, development and productivity. |

### Example:

[Under development with ISEC]

### Contribution Analysis Tool:

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| Step 1. Clearly describe the change you are assessing and record that in the circle at the head of the “fish” diagram. |
| Step 2. Brainstorm factors that (could have) contributed to that change and record the different factors at the end of each spine on the diagram. If you come up with factors that are related then feel free to group them and write them along a single spine. |
| Step 3. Identify the role or contribution each factor has played in enabling the change and document that in the Assessment Table. |
| Step 4. Identify and list the evidence you have to demonstrate the contribution that factors has made to the change. In some cases you may need to consult with others to gather evidence of this. If you do not have any evidence then leave this column blank. |
| Step 5. Based on the evidence you have, assess the strength of the contribution made by each factor based on the Contribution Assessment Rubric provided at the end of this Tool. Record your assessment in the table and highlight the factors you have identified as being significant in the fish diagram (e.g. by using a highlighter or circling them). |
| Step 6. Review your assessment with other stakeholders to develop and validate it. |



### Instructions:

Backbone Staff should convene a workshop involving stakeholders with knowledge of the change they are looking to assess. They should use the Contribution Analysis Tool to clearly define the change that is being analysed, brainstorm factors that may have played a role in enabling or achieving that change and identify evidence to support the link between those factors and the change. Workshop participants should repeatedly ask “what else could have played a role?” through the brainstorming process to try to make sure that they think through as many potential causal factors as possible. It is likely that time may be required to collate evidence before holding a follow up session to review the emerging Contribution Story and assess the relative strength of different contribution relationships based on the gathered evidence.

The emerging Contribution Story should be documented and tested with a broader range of stakeholders to make sure the analysis is robust. Regions may choose to set up a formal Review Panel to validate Contribution Assessments. (This Panel may be the same Panel as that used to review and test Regional Change Narratives and Assessments). A National Panel could also be established to compare and calibrate assessments at a cross-Regional level if that is desired.

### Blank Template:

[Part 6 General Tools\Contribution Analysis Tool\_Template.docx](file:///C:\Users\Regina\Documents\Documents\Working%20Documents\Government\EMP_COM\EC%20Evaluation%20Framework\Drafts\Revised%20Draft\Part%206%20General%20Tools\Contribution%20Analysis%20Tool_Template.docx)

# [Appendix 1 – EC Principles:](#_What_tools_are)

EC is anchored by an Indigenous Empowerment policy framework where First Nations peoples have a right to development, including economic, social and cultural development as families, individuals, communities and as peoples.

### Fundamental Goals:

To close the gap on the social and economic disparity of the First Nations peoples of the EC regions.

To enable the cultural recognition and determination of First Nations peoples of the EC regions to preserve, maintain, renew and adapt cultural and linguistic heritage and transmit it to future generations.

### Implementation Principles:

**1. Indigenous leadership and governance**: Indigenous Leaders establish governance structures that are recognised as the key engagement interface with all levels of Government (the Partnership Interface).

**2. Indigenous agency:** Indigenous people take charge of their lives through self-determination and the right to take responsibility.

**3. Structural reform**: Governments put in place structural and system reforms to ensure that the joint commitment to a reform framework outlasts changes of Government, Ministers, and particular Indigenous Leadership.

**4. Subsidiarity**: Indigenous and Government Partners put in place frameworks that support grassroots decision making, as close to the ground as possible, co-purchasing of services and co-designing initiatives between Indigenous Communities and Governments.

**5. Responsibility**: public policy does not restrict Indigenous responsibility; there is an obligation to act to avoid passive service delivery and enable Indigenous individuals and families to make choices and take responsibility.

**6. Place based investment**: Government makes place-directed investments to support cohesive plans of 5-10 years duration for social, economic and cultural development, aimed at building the capability to close the gap on Indigenous disparity.

**7. Productivity**: before additional investment is sought, ensure maximum productivity is being achieved with existing resources and opportunities, and over time generate a productivity dividend by:

* Stabilising funding within a region
* Removing middlemen
* Reducing duplication and inefficient and ineffective services
* Ensuring decisions are made as close to the ground as possible.

**8. Partnership**: Indigenous and Government Partners work together to enable Indigenous People to participate on an equal footing with Governments, sharing responsibility, supporting community aspirations and Indigenous-led development; all partners own the partnership at all levels.

**9. Transparency**: Indigenous people have access to all Government data and funding information for their Region (with appropriate caveats around privacy, confidentiality, and excessive administrative burden).

**10. Co-design**: Indigenous and Government Partners identify priorities and jointly formulate long term investment plans, informed by shared understanding of regional and community need and aspirations, existing service provision and Government support.

**11. Shared accountability and authority**: two way accountability frameworks are developed and formally put in place between Indigenous and Government partners.

**12. Capability building**: regions and communities with lower levels of readiness are supported by governments to build their governance and leadership capacity; in turn strong organisations and leaders can support and build individual and family capability.

**13. Innovation and flexibility**: EC Regions and Sub-Regions are able to develop tailored solutions and progress at their own pace; enable and fund greater innovation to drive more effective outcomes; Governments are prepared to take risks.

**14. Scale up innovation**: best practices are shared and leveraged between EC Regions and across Sub-Regions

**15. Adaptive learning**: systems are put in place to support rapid learning about what works and what does not and adaptive practices.

**16. Delivery focus**: a robust Monitoring, Evaluation and Adaptation Framework is jointly developed and agreed to drive best practice, effective decision making and investment in EC Regions to close the gap on Indigenous disparity.

# [Appendix 2 – Mapping Table Linking National Indicators to Drill Down and Exploratory Questions:](#_What_tools_are)

The following tables identify how the National Indicators of Progress & Success map to the Drill Down and Exploratory Questions included in the Toolkit.

### Drill Down Questions:

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| Indigenous leadership & governance |  |
| Cohesive, culturally authorised Indigenous EC Leadership and governance structures are in place to support regional planning and to negotiate with Government on the development and implementation of Regional Investment Plans and to provide advice to Government on purchasing decisions relating to the provision of services in the Region (RIPs) | Is there a sufficient level of buy in and support amongst local Indigenous Leaders and Indigenous organisations for EC to be successful? |
| If not: Where is the buy in strong and where does it need build? What are the key issues in building buy in and support? What can be done to address those issues? |
| If there is: Is there anything that can usefully be done to expand or strengthen the level of buy in and support for EC? |
|  | Do Community Members generally know who is in the Indigenous EC Leadership Group? |
|  | Is the role of the local Indigenous EC Leadership Group clear? |
|  | Are local Indigenous EC Leadership and governance structures inclusive of different interests and groups? |
|  | If not: Which interests and groups still need to be included? How can that be addressed? |
|  | Are local Indigenous EC Leadership and governance structures seen by the Community as having the cultural authority and capability to negotiate with Government and advise on service delivery? |
|  | If not: What are the key issues? How can they be addressed? |
|  | Is the local Indigenous EC Leadership Group cohesive and working effectively together in a way that puts aside organisational allegiances, Community and family politics? |
|  | Is the work that the Indigenous EC Leadership Group is doing and the way they are working supporting Community empowerment? |
|  | What makes you say that? |

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| Regional Leadership Group processes and decisions are transparent and conflicts are managed | Is the Indigenous EC Leadership Group accountable to the Community and seen by Community as being so? | |
|  | Are decision making processes clear and transparent? | |
|  | Is there a clear process for managing conflicts of interest and are conflicts appropriately managed? | |
|  | If not: What are the key accountability issues? How can they be addressed? | |
|  | Are there any other governance related issues that need to be addressed? What can / should be done to address them? | |
| The Indigenous EC Leadership Group are demonstrating the knowledge, skills and experience it needs to be able to engage with Government effectively | | Do local Indigenous EC Leaders have the knowledge, skills and experience skills that they need to undertake their role? |
| If not: What areas need to be strengthened? |
| Do local Indigenous EC Leaders have access to appropriate opportunities and support to develop their skills so that they can engage with Government effectively? |
|  | | If not: What is missing? What can / should be done to better support them? |
| Government Partners respect and recognise the authority of EC leadership and governance structures (demonstrated through how they engage with them at the Partnership Interface and more generally) | | Are local Indigenous EC Leadership and governance structures viewed by Government as having the authority and capability to be effective negotiation partners? |
| If not: Why not? What does Government see as being the key issue(s)? How can that be addressed? |

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| Backbone support |  | | |
| A regional backbone structure or organisation has been set up and is operating to support the local EC Leadership Group to work with Community and Government to implement the EC model | Is a Regional Backbone structure or organisation in place? | | |
| Is the work that the Backbone is doing and the way it is working supporting Indigenous Empowerment? | | |
| What makes you say that? | | |
|  | Does the Backbone work in a way that puts aside organisational allegiances, Community and family politics? | | |
|  | Is the Backbone engaging effectively with the Community? | | |
|  | Is it working with people from different groups across the Community? | | |
|  | If not: Which interests and groups is it not connecting with? How can that be addressed? | | |
|  | Is the Backbone supporting the Regional Indigenous Leadership Group well? | | |
|  | Is it engaging and working effectively with Government Partners? |  | |
|  | Is it helping to coordinate activity effectively? |  | |
|  | If not: What are they doing well and what needs work? |  | |
|  | Does the Backbone have the skills and resources it needs to do its work? | | |
|  | If not: What are the key areas that need to be strengthened? | |  |
|  | Is the Backbone and the work it is doing sustainable? | |  |
|  | Is there anything that can / should be done to better support the Backbone to do its work? | | |
|  | Do you have any (other) feedback about the backbone and how it is going? | | |

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| Community participation |  | |
| 1. Community awareness and support for EC |  | |
| Community Members are generally aware of EC | Are Community Members generally aware of EC and what it is about? | |
|  | What makes you say that? | |
|  | If not: Is there anything that can / should be done to build Community awareness of EC? | |
| Community Members are stepping up to support the implementation of EC | Do Community Members generally support EC? | |
| What makes you say that? | |
| Are Community Members stepping up to help support the implementation of EC? | |
|  | If so: How are they doing that? | |
|  | Is there anything that can / should be done to encourage (more) Community Members to get involved in EC? | |
| 1. Community engagement & participation | |  |
| Community Members are participating in forums to identify Community priorities and support (Sub) Regional planning and activity  Community structures and systems supporting priority setting ensure that decisions are made as close to the ground and inclusive as possible. Community decision making is efficient and decisions reflect Community priorities and needs | | What sorts of approaches are being used to engage Community Members in EC? |
| Are different groups participating in EC (including men, women, young people, different family groups etc.)? |
| Are there any groups that have not been well involved or represented? |
| If so: Which interests and groups still need to be included? How can that be addressed? |
| Have people who don’t usually join in these sorts of Community planning processes been involved? |
| If so: What do you think has encouraged or allowed them to participate? |
| Do you believe decision making has been strengthened and is more inclusive because of that? |
|  | | What makes you say that? |
|  | | Are the Community discussions that are being held accessible, respectful and safe? |
|  | | Are differences in view taken into account and Community and family politics managed? |
|  | | Are meetings more constructive because of that? |
|  | | Is there anything that can / should be done to better encourage and support people to participate? |
| 1. Access to data | |  |
| Community Members have access to additional data and information about Government service funding to better inform their priority setting and planning decisions | | Do Community Members and Leaders have access to relevant data and funding information to inform their decision making (e.g. about Government programs being delivered or planned in their Community)? |
|  | | If not: What additional data is being provided? What types of data or information are missing? What can / should be done to address that? |
|  | | Do Community Members have a better understanding of what and who Government is funding in the Community? |
|  | | Is access to data improving decision making? |
|  | | What makes you say that? Can you provide an example(s) to demonstrate that? |
| 1. (Sub) Regional priority setting | |  |
| A comprehensive Community endorsed (Sub) RDP is in place that identifies regional development priorities and strategies for implementation | | Have Community Members agreed on a set of things that they see as being a priority for focus in the (Sub) Regional Plan? |
| If so: What have they prioritised? |
| If not: What is happening to try to do that? Is there anything else that needs to be done to help work through that? |
|  | | Have those priorities been put into a Regional (or Sub-regional) Development Plan yet? |
|  | | If so: Has that Plan been shared with and endorsed by the Community? |
|  | | If so: How has that been done? |
|  | | Does the RDP reflect the priorities identified by the Community? |
|  | | If not: What has been included? What is different / missing? How has that happened? |

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| 1. Activity co-design and implementation |  |
| Community Members are stepping up to support the co-design of local services or activities in the RDP (or Sub-regional Plan). They are providing feedback and participating in the co-design of services and service planning | Are Community Members stepping up to support the co-design of local services or activities in the RDP (or Sub-regional Plan)? |
| If so: How are they doing that? |
| Is the input from Community Members leading to better service / program design and delivery? |
| If so: What makes you say that? Can you provide an example(s) of that? |
| Community Members are making better use of available services | Are Community Members using services more? |
| Community outcomes across the five norms are improving  The five norms are strong | Are there better Community outcomes? |
| What makes you say that? Can you provide an example(s) of that? |

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| Government engagement |  |
| Government support for the implementation of the EC model | |
| PM&C Partners are working proactively at a central and local level to support and enable the implementation of EC | Is the work that Government Partners are doing and the way they are working supporting Indigenous Empowerment? |
|  | What makes you say that? |
|  | Are central[[13]](#footnote-13) Government Partners working proactively to enable and support the implementation of EC? |
|  | What makes you say that? |
|  | Are local[[14]](#footnote-14) Government Partners working proactively to enable and implement the EC model? |
|  | What makes you say that? |
|  | Do local Government Partners have the flexibility / authority they need to implement EC? |
|  | If not: What is missing? What can / should be done to address that? |
|  | Are there any (other) areas that need to be worked on to improve Government engagement and performance in relation to EC? What can / should be done to address that? |
| Capacity of Government Staff to work in a different way | |
| Government Partners are demonstrating the commitment, knowledge, skills and experience needed to work differently with Indigenous Leaders and Community | Are local Government Partners bought in to the EC model? Do they have the attitudes and commitment needed to support the model? |
| If not: Which Government Partners are not bought in or committed to EC? Why do you think that is? What can / should be done to address that? |
| Do local Government Partners have the knowledge and skills that they need to undertake their role? |
|  | If not: What areas need to be strengthened? |
| Government Partner’s HR and training policies and practices are aligned to with the EC model | Are Government Partner’s HR and training policies and practices being used to encourage Government Staff to change their way of working? |
|  | Do local Government Partners have access to appropriate opportunities and support to develop the knowledge, skills and experience they need to work differently in line with the EC model? |
|  | If not: What is missing? What can / should be done to better support them? |
| Data sharing |  |
| Government data and funding information is being shared to inform local priority setting, investment planning and decision making but is not yet systematised | Is Government data and funding information being shared with the Regional Indigenous Leadership Group and Backbone to inform local priority setting, investment planning and decision making? |
| Data sharing processes are systematised, ensuring data sovereignty and allowing Indigenous Communities to be better informed when undertaking local priority setting, investment planning and decision making | Have systems and processes been put in place to support and systematise that? |
| Does anything more need to be done in relation to data sharing to support EC? |
| Extended Government involvement |  |
| Government engagement in EC has broadened and there is proactive involvement in EC across (other) Commonwealth Agencies, State and Territory, and Local Governments | Has Government involvement extended beyond PM&C to other parts of Government? |
| If yes: What other parts of Government are involved? How engaged are they? |
| Is there anything else that can / should be done to broaden Government involvement in EC? |
| Cross-Government coordination |  |
| There are examples of cross-Government coordination | Are different parts of Government using EC to coordinate their activity or funding? |
|  | What makes you say that? Can you provide an example(s) that demonstrates that? |

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| Partnership Interface and investment |  |
| Partnership Interface and shared decision making |  |
| A (Sub) Regional Partnership Interface and negotiating process between PM&C and the Indigenous Leadership Group has been agreed and is in place and operating | Has a (Sub) Regional Partnership Interface been established? |
| A broad group of Government Partners formally recognise the EC Partnership Interface as their key interface with Indigenous Communities in the Region and work through that Interface when making policy, program and investment decisions relevant to the Region | Who is involved in or making use of it? Is it only PM&C or are other parts of Government involved? |
| Is there anything that can/should be done to broaden involvement in the Partnership Interface? |
|  | Is the Partnership Interface working effectively? |
| What makes you say that? |
|  | Is there anything that can/should be done to improve how the Partnership Interface is working? |
|  | Do central Government Partners behave in a way that shows they see the Regional (or Sub-regional) Partnership Interface as the key mechanism for engagement with Indigenous communities in the Region? |
|  | Do local Government Partners behave in a way that shows they see the Regional (or Sub-regional) Partnership Interface as the key mechanism for engagement with Indigenous communities in the Region? |
|  | What makes you say that? |
|  | Have shared decision making and negotiation processes been agreed and documented? |
| Regular structured meetings are being held between the Regional Indigenous Leadership Group and Government Partners to support the implementation of EC and the development and implementation of RIPs | Are regular meetings being held between the Regional Indigenous Leadership Group and Government Partners? |
| Are those meetings constructive? |
| There are examples of where power is being shared by Government | Does the Regional Indigenous Leadership Group feel respected and heard? |
| Is power being shared? |
|  | What makes you say that? |
|  | Can you provide an example(s) that demonstrates how power is (or is not) being shared? |
| 1. Two-way accountability |  |
| Two way accountability processes are in place and operate to hold Indigenous and Government Partners accountable for the actions for which they are responsible | Are Indigenous and Government Partners both being held accountable for the actions for which they are responsible? |
| If not: What is happening? What can be done to address that? |
| 1. (Sub) Regional investment planning and budget allocation | |
| Jointly agreed RIPs are in place that align with Community priorities and support the implementation of the RDP | Has a Regional (or Sub-regional) Investment Plan been agreed? |
| Does that Plan reflect the priorities set out in the (Sub) Regional Development Plan? |
| If not: What is in line with the RDP? What is different / missing? Do you know why there are these differences? Is there anything that can / should be done to address those differences? |
| Regional budgets have been established to provide funding in line with the RIP | Has a (Sub) Regional budget (pool of funds) been established for investment in accordance with the (Sub) Regional investment Plan? |
| If so: What amount has been budgeted (allocated) to the Region: |
|  | What proportion of the budgeted funds are new to the Region vs. being reallocated with the Region? |
| Weight is being given to Community views in relation to the allocation of Indigenous Advancement Scheme (IAS) and other discretionary funds and Communities are having more power over decisions that impact them.  Funds are being allocated in line with the RIP[[15]](#footnote-15) | Have any of the budgeted funds been distributed yet? |
| If so: How have those funds been used? Has that been in line with Community priorities? |
| If not: How do you think that happened? |
| Other Government funds are being reviewed through the Partnership Interface and are being allocated in line with Community priorities | Have any other funds (outside of the (Sub) Regional budget) been reviewed through the Partnership Interface and allocated based on Community priorities? |
| If yes: What sorts and sources of funds has that been done with? |
| The Partnership Interface provides a mechanism for the Community to influence broader Government service funding and delivery system | Are steps being taken to encourage other purchasing or funding decisions to be reviewed through the Partnership Interface? Is there anything else that can / should be done to do that? |
| Any efficiency savings are being reinvested in the Community | Have any efficiency savings been realised through EC? |
|  | Have they been retained by the Region for investment through the Partnership Interface? |
| 1. Reallocation of Government effort and funding? |  |
| There are examples of Government staffing, effort and / or purchasing activity being reallocated based on Community feedback, better targeting effort and investment, improving outcomes and reducing waste  Government Partner HR, Procurement or purchasing policies, processes and practices etc. have been aligned to support EC | Have Government Partner HR, Procurement or purchasing policies, processes and practices etc. been aligned to support EC? If so how? |
| Has Government Partners’ staffing or effort been refocused to better align with Community priorities and needs? (e.g. has Government staffing or program activity adjusted based on Community priorities and advice) |
| Government staffing, effort and purchasing decisions are consistently directed in support of community defined priorities, better targeting effort and investment, improving outcomes and reducing waste |
| How consistent is that? Can you provide an example(s) that demonstrates that? |
| Have Government Partners’ purchasing decisions been made based on Community priorities and advice? |
| How consistent is that? Can you provide an example(s) that demonstrates that? |

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| 1. Activity co-design & implementation (between Indigenous and Government Partners) | |
| Indigenous and Government Partners are working collaboratively to co-design and implement activitiesto action specific (sub) Regional Priorities (i.e. agreed First Priorities or strategies in the RDP)  The co-design process is embedded in the way Indigenous and Government Partners do business | Are Indigenous and Government Partners working well together to action Community priorities set out in the RDP? (e.g. are they co-designing programs or co-purchasing services) |
| What makes you say that? Can you provide an example(s) that demonstrates that? |
| Are Indigenous and Government Partners consistently working in a collaborative way co-designing and co-purchasing programs? Has it become a way of doing business? |
| Are there other things that Indigenous and Government Partners could / should be working on together? What needs to be done to make that happen? |
| First Priority Agreements and RDPs are being implemented and are starting to show positive results | Have First Priority initiatives been implemented? |
| Are (other) strategies in the (Sub) Regional Development Plan being actioned? |
|  | Are the activities that are being undertaken showing positive results? |
|  | What makes you say that? What evidence do you have to support that? |

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| 1. Service system development and engagement | |
| 1. Investing in Indigenous organisations |  |
| Investments have been made through EC to help strengthen the capacity and sustainability of Indigenous organisations | Are local Indigenous organisations well placed to compete on an even playing field with non-Indigenous service providers? |
|  | Why do you say that? |
|  | Has support been provided to local Indigenous Organisations through EC to help them compete on an even playing field? |
|  | If so: What support has been provided through EC? |
|  | Is that making a difference? |
|  | What makes you say that? What sorts of changes are you observing? |
|  | Are there any areas where further support is required? If so what is needed? |
| Government procurement and purchasing policies, processes and practices are being used to support the development of local Indigenous organisations | Are Government procurement and purchasing policies, processes and practices being used to support the development of local Indigenous Organisations? |
| What makes your say that? Can you provide an example(s) that demonstrates that? |
|  | Is there anything that Government Partners can / should do to better support the development of local Indigenous Organisations? |

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| 1. Non-Indigenous service provider engagement |  |
| Non-Indigenous service providers are engaged with and supportive of EC | Are non-Indigenous service providers working in the (Sub) Region generally aware of EC and what it is about? |
|  | What makes you say that? |
|  | If not: Is there anything that can / should be done to build their awareness of EC? |
|  | Do non-Indigenous service providers working in the (Sub) Region generally support EC? |
|  | What makes you say that? |
|  | If not: Which organisations are not supportive? What can be done to get them more on board? |
| Government procurement and purchasing policies, processes and practices are being used to encourage non-Indigenous service providers to support the development of local Indigenous organisations | Are Government procurement and purchasing policies, processes and practices being used to encourage non-Indigenous service providers to support the capacity development of local Indigenous organisations? |
| What makes your say that? Can you provide an example(s) that demonstrates that? |
| Is there anything that Government Partners can / should do to encourage non-Indigenous service providers to support the capacity development of local Indigenous organisations? |
| Non-Indigenous service providers have adopted policies and practices to improve service design and delivery so that their services are better targeted to and meets Community priorities and needs | Is the way that non-Indigenous service providers working in the (Sub) Region are operating supporting Indigenous empowerment? |
| What makes you say that? |
| Are non-Indigenous service providers gathering feedback about their services and involving Community Members in the planning and co-design of their services? |
| Are they working in a way that is accountable to the community (e.g. by setting and reporting on KPIs based on Community expectations)? |
|  | What makes you say that? Can you provide an example(s) that demonstrates that? |
|  | Are they working in a culturally appropriate and safe way? |
|  | If not: What can / should be done to address that? |
| Non-Indigenous service providers have adopted policies and practices to support Indigenous employment and have increased their Indigenous employment | Do they have strategies to employ, train and promote Indigenous staff? |
| Are they employing more Indigenous staff? |
| Are they employing Indigenous staff at both management and non-management levels? |
| Are they recording and reporting publically on their Indigenous employment strategy? |

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| 1. Monitoring, evaluation and adaption |  |
| Projects being funded and implemented as part of the (Sub) RDP strategies have a MEA Plan and are being evaluated  A Regional MEA Plan is in place that is aligned to the National EC Framework and being used to monitor progress and guide activity | Does the Region have an annual Monitoring, Evaluation and Adaption (MEA) Plan in place? |
| Is the Region well placed to participate in a broader EC evaluation? |
| Is it monitoring and documenting the implementation of EC effectively? |
| Is it documenting early instances and enablers of change? |
|  | Are all projects being funded and implemented as part of the (Sub) RDP strategies being evaluated? Do they have a MEA Plan? |
|  | Is information gathered through the MEA process being used by the Indigenous Leadership Group to inform and guide ongoing EC activity? |
|  | If so: Can you provide an example(s) that demonstrates that? |
| Community Members are being kept up to date about what is being done and achieved through EC | Are Community Members being kept up to date on what it being done and achieved through EC? |

### Exploratory Questions:

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| 1. Observed signs of change[[16]](#footnote-16) |  |
|  | Have you noticed any significant change(s) in the community since EC was established? |
| *Open inquiry covering all outcome areas* | If yes: What have you noticed? Why is that significant? |
|  | What do you think has helped make that change happen? |
|  | Do you think what’s been done through EC has influenced or contributed to it at all? If so how? |
|  | How significant do you think that contribution has been? |
|  | Do you believe that EC has contributed to Indigenous empowerment: Indigenous People exercising individual agency to take responsibility for their lives and futures and Governments supporting them to do so? |
|  | What makes you say that? |
|  | If it has: What role has EC played? |
|  | How significant do you think that contribution has been? |

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|  | Do you believe that EC has contributed to Indigenous development: closing the gap on social and economic disadvantage and enabling cultural recognition and determination of Indigenous Peoples? | |
|  | What makes you say that? | |
|  | If it has: What role has EC played? | |
|  | How significant do you think that contribution has been? |
|  | Do you believe that EC has improved productivity: using available resources and opportunities efficiently and effectively, having less duplication, red tape, removing middlemen and investing in things that work? | |
|  | What makes you say that? | |
|  | If it has: What role has EC played? | |
|  | How significant do you think that contribution has been? | |

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| Capacity building |  |
| Indigenous Leadership Group capacity |  |
| The Indigenous Leadership Group is better positioned to inform and influence Government Partner decisions that impact Communities in the Region through EC | Are Indigenous Leaders better positioned to engage with and influence Government because of EC? |
|  | What makes you say that? Can you provide an example(s) that demonstrates that? |
| The Indigenous EC Leadership Group are demonstrating the knowledge, skills and experience it needs to be able to engage with Government effectively | Has the Regional Leadership Group developed knowledge, skills or experience through EC that has helped them to engage with Government Partners more effectively? |
| If so: What has that looked like? Can you provide an example(s) that demonstrates that? |
| The relationship between Indigenous Leaders and Government is more effective | Is their relationship with local Government Partners stronger / more effective with EC than before? |
|  | If yes: How have things changed? Can you provide an example that demonstrates that change? |
| Indigenous Leaders have more influence on Government Partners and Government decision making | Are Indigenous Leaders having more influence on Government Partners and Government decision making through EC? |
|  | What makes you say that? Can you provide an example(s) that demonstrates that? |
| Government capacity |  |
| Dealings between Indigenous and Government Partners are more productive and efficient | Are local Government Partners better positioned to engage with the Community and Community Leaders because of EC? |
|  | What makes you say that? Can you provide an example(s) that demonstrates that? |
| Government Partners are demonstrating the commitment, knowledge, skills and experience needed to work differently with Indigenous Leaders and Community | Have local Government Partners developed knowledge, skills or experience through EC that has helped them to engage with the Community and Community Leaders more effectively? |
| If so: What has that looked like? Can you provide an example(s) that demonstrates that? |
| The relationship between Indigenous Leaders and Government is more effective | Is their relationship with Community Leaders (through the Regional Indigenous Leadership Group) stronger / more effective with EC than before? |
|  | If yes: How have things changed? Can you provide an example that demonstrates that change? |
| Effectiveness of collaboration (combined capacity) |  |
| Dealings between Indigenous and Government Partners are more productive and efficient | Are Regional Indigenous Leaders and Government Partners working more effectively together? |
| Government decision making is more time and resource efficient and decisions are more effectively targeted in line with Community priorities and needs | Are relationships respectful? |
| Is communication more open and effective? |
| Is information being shared? |
| Is power and accountability being shared? |
|  | Is decision making more productive and efficient? |
|  | Are policy, program and purchasing decisions being made closer to the ground so that they reflect Community priorities and needs? |
|  | Why do you say that? Can you provide an example(s) that demonstrates these things? |
|  | Are there any things that can / should be done to improve / strengthen the way the Indigenous Leadership Group and local Government Partners are working with one another? |
| Cross-Government activity is being coordinated through EC. Any cross-government duplication of effort or investment is reduced. Cross-Government service gaps are reduced. | Is cross-Government effort and investment more coordinated? |
| What makes you say that? Can you provide an example that demonstrates that? |
| What impact has that had on local service provision or the Community? |
|  | Are there any things that can / should be done to encourage coordination? |

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| 1. Structural reform |  | |
| Structural reform required to embed the EC model |  | |
| Structures are in place to maintain ongoing operational (backbone) support for the EC governance model and Partnership Interface | Are structures in place to maintain ongoing backbone / operational support for the EC model? | |
| Government Partners are working to progress structural reforms required to implement the structural reforms required to embed the Partnership Interface and regional investment planning and budgeting process  Structural reforms required to embed the Partnership Interface and regional investment planning and budgeting process have been actioned and those processes are embed in practice | Have Government Partners implemented the structural reforms required to establish and embed the EC model as the standard way of working with Community (e.g. the Partnership Interface, collaborative regional investment planning and budgeting processes)? | |
| What makes you say that? What progress has been made? | |
| Are all of the structures and processes that have been set up likely to be strong enough to sustain the EC model over the long term? | |
| What makes you say that? | |
| If not: What needs to be done to make the EC model sustainable? | |
| Other structural reform |  | |
| Indigenous and Government Partners are working collaboratively to progress structural reforms required to implement the RDP | Are other structural reforms needed to implement the (Sub) RDP? What are they? | |
| *In the case of each of those reforms:* | |
| Necessary structural reforms have been actioned to implement the RDP | Has that reform been progressed? | |
| What progress has been made? What needs to be done to make (further) progress? | |
|  | Do you think that EC has played a role in / contributed to any progress that has been made? | |
|  | If so, what role do you think EC has played? | |
|  | How significant do you think the above influence or contribution has been? |
|  | If the reform has been implemented: What has been the impact of that reform on the Community? Has it contributed to empowerment, development or productivity? How? | |

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| Government policy and practice change |  |
| There are examples of how Government is starting to take up its role as enabler (rather than director) of change | Are Government Partners working differently as a result of EC? |
| If so: What have you observed that is different? What has the impact of that been? |
| Government is consistently operating as an enabler. Its presence in Communities is in support of Community structures and Leadership. It is strengths, rather than welfare or deficits based. | Is the work that Government Partners are doing and the way they are working supporting Indigenous empowerment, development or productivity? |
| What makes you say that? Can you provide an example(s) that demonstrates that? |
| Government Partners are employing more Indigenous staff | Are Government Partners employing more Indigenous staff? |
|  | Are they employing Indigenous staff at both management and non-management levels? |
|  | Are Government Partners listening to the Community more? |
|  | Are they involving Community Members in policy and program design? |
|  | Are they involving Community Members in service planning and service reviews? |
| There are examples where purchasing decisions have been made based on Community priorities and feedback and KPIs have been set based on Community expectations | Are tenders being issued and purchasing decisions made based on Community priorities and feedback? |
| Are KPIs in purchasing agreements being set to reflect Community expectations? |
| Government commissioning and purchasing processes and practices are designed to respond to Community defined priorities and incorporate Community KPIs | Can you provide an example(s) that demonstrates these things? Are Government Partners consistently working in this way? |
| Decisions have been taken that indicate a shift from the provision of welfare and support services based on deficiency to a more strengths-based approach | Has the focus of Government activity shifted from the provision of welfare and support services based on deficiency to a more strengths-based approach that offers opportunities for training and capacity-building with EC? |
| The socio-economic impact of Government funded or contracted projects has increased (i.e. training, employment opportunities are increased) | What makes you say that? Can you provide example(s) that demonstrates those things? |
| Perverse incentives generated through Government policy or practice adversely influencing community behaviour and outcomes have been identified and removed | Have any policies or programs identified by the Community as driving bad outcomes, inefficiencies or duplication been removed or changed? |
| If yes: Can you provide an example(s) that demonstrates that? |
|  | Do you think that EC has played a role in / contributed to any of these changes? |
|  | If so, what role do you think EC has played? |
|  | How significant do you think the above influence or contribution has been? |

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| There are examples where Government staffing, effort and purchasing decisions are being directed in support of community defined priorities, better targeting effort and investment, improving outcomes and reducing waste  Government staffing, effort and purchasing decisions are consistently directed in support of community defined priorities, better targeting effort and investment, improving outcomes and reducing waste | Do you think Government Partner effort and investment is being better targeted to Community priorities and needs? |
| What makes you say that? Can you provide an example(s) that demonstrates that? |
| Is that delivering better Community outcomes? |
| What makes you say that? What evidence do you have to support that? |

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| 1. Individual agency |  | |
| Individual agency |  | |
| Natural Leaders and community champions and role models are standing up and leading change | Are Natural Leaders stepping up to act as change agents and role models with EC? | |
| Can you provide an example(s) that demonstrates that? | |
| There are examples where individuals and families are taking up responsibility for themselves, their future and that of their Community  Community outcomes across the five norms are improving  The five norms are strong | Are Community Members taking greater responsibility for themselves and their families with EC? | |
| Are people behaving in a way that is aligned with the five EC norms? | |
| What makes you say that? Can you provide an example(s) that demonstrates that? | |
| Community Members are more engaged and are participating more in the Community | Do you think Community Members are more engaged in what is happening in the Community? | |
|  | Are people stepping up in the Community? Are they participating in and contributing to the Community with EC more than before? | |
|  | What makes you say that? Can you provide an example(s) that demonstrates that | |
|  | Do you think that EC has played a role in / contributed to any of these changes? | |
|  | If so, what role do you think EC has played? | |
|  | How significant do you think that contribution has been? |
| Prevailing community narrative |  | |
| There are positive changes in the prevailing individual and Community narrative and behaviour based on of individual responsibility, empowerment and self-determination | Is the prevailing community narrative (i.e. how people talk about themselves and their community) one based on individual responsibility, empowerment and self-determination? | |
| Has the prevailing community narrative changed since EC started? | |
| If yes: How has it changed? | |
|  | Do you think that EC has played a role in / contributed to any of these changes? | |
|  | If so, what role do you think EC has played? | |
|  | How significant do you think that contribution has been? | |

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| Service system change | |  | |
| Service delivery | |  | |
| Service delivery is more effectively targeted to Community priorities and needs, service quality and outcomes are improved, duplication and wastage is reduced, making funding allocations more productive\* | | | | Are services being better designed and delivered to meet Community needs? | |
| Has service duplication been reduced? | |
| Are service providers coordinating / collaborating better (e.g. are referral pathways better)? | |
| Is the quality / cultural safety / performance of services improving? | |
| Can you provide examples that demonstrate any of these things? | |
|  | | | | Are there services or changes to the way existing services are delivered that the Community has asked for that are still not being delivered? Why do you think they are not being delivered? What can / should be done to address that? | |
| Indigenous Leaders have more influence on Government Partners and Government decision making | | Are Indigenous Leaders having a greater say in Government purchasing processes and decisions through EC? | |
|  | | If yes: What makes you say that? Can you provide an example(s) that demonstrate that? | |
| There are no more gammon (dodgy) deals. Decisions are made impartially based on merit. | | Are contracts being awarded on merit? Are there no more gammon (dodgy) deals? | |
| Are the right service providers being awarded the contracts? | |
|  | | What makes you say that? | |
| Service providers are being held more accountable to the Community for their services | | Are service providers being held more accountable to the Community? | |
|  | | If yes: What makes you say that? Can you provide examples of those things? | |
|  | | Do you think that EC has played a role in / contributed to any of these changes? | |
|  | | If so, what role do you think EC has played? | |
|  | | How significant do you think that contribution has been? | |
| Non-Indigenous service provider behaviour | |  | |
| Non-Indigenous service providers are working differently | | Are non-Indigenous service providers working differently as a result of EC? | |
| If so: What have you observed that is different? What has the effect of that been? | |
| Government procurement and purchasing policies, processes and practices are being used to encourage non-Indigenous service providers to support the development of local Indigenous organisations | | Do you think Government policies and practices influencing how non-Indigenous service providers are operating? If so, how? | |
| What makes you say that? Can you provide an example(s) that demonstrates that? | |
| Non-Indigenous service providers’ services are more effectively targeted to Community Priorities and needs, service quality and outcomes are improved, duplication and wastage is reduced, making funding allocations more productive | | Are non-Indigenous services better aligned to community priorities and needs? | |
| Has their service delivery improved? | |
| Are they more coordinated with other service providers? Are referral pathways stronger? | |
| Is the quality / cultural safety / performance of their services improving? | |
| Can you provide examples that demonstrate these things? | |
| Non-Indigenous service providers are employing and developing more Indigenous staff | | Are non-Indigenous service providers employing more Indigenous People? | |
| Is that happening across all levels, including leadership and management? | |
|  | | Are they providing appropriate training opportunities to support that recruitment and support career pathways? | |
|  | | If not: What can / should be done to address that? | |
|  | | Is there anything else that can / should be done to promote local Indigenous employment? | |
| Remote (FIFO) service costs are being avoided | | Is the level of FIFO staffing going down? | |
| There are examples of increased capacity building and collaboration between non-Indigenous and Indigenous service providers | | Are non-Indigenous service providers working to support the capacity development of local Indigenous organisations? | |
| Are they initiating partnerships with them? | |
| Non-Indigenous service providers are supporting Indigenous service providers to build their capability, collaborating with them and exiting services where local Indigenous organisations have the capacity to deliver them | | Are they working collaboratively with Indigenous organisations to develop, tender for and / or deliver services? | |
| Are they sharing power with their Indigenous partners? | |
| Can you provide an example of a collaboration to demonstrate that? | |
| Are non-Indigenous service providers exiting services where local Indigenous organisations have the capacity to deliver them? | |
| Can you provide an example(s) to demonstrate that? | |
| Is there anything else that non-Indigenous service providers can do to support the capacity development of local Indigenous organisations? | |
|  | | Do you think that EC has played a role in / contributed to any of these changes? | |
|  | | If so, what role do you think EC has played? | |
|  | | How significant do you think that contribution has been? | |

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| Indigenous sector development | |  | | |
| Indigenous organisations are becoming more competitive | | Is the operational capability of Indigenous organisations improving with EC? Are they becoming more competitive? | | |
|  | | Are they growing? | | |
|  | | What makes you say that? Can you provide an example(s) that demonstrates that? | | |
| Indigenous service providers’ services are more effectively targeted to Community priorities and needs, service quality and outcomes are improved, duplication and wastage is reduced, making funding allocations more productive | | Are Indigenous services better aligned to community priorities and needs? | | |
| Has their service delivery improved? | | |
| Are they more coordinated with other service providers? Are referral pathways stronger? | | |
|  | | Is the quality / cultural safety / performance of their services improving? | | |
|  | | Can you provide examples that demonstrate these things? | | |
| Government procurement and purchasing policies, processes and practices are being used to support the development of local Indigenous organisations | | Are Government procurement and contracting practices supporting the development of Indigenous organisations and businesses? | | |
| What makes you say that? Can you provide an example(s) that demonstrates that? | | |
| Indigenous organisations / services are providing a greater proportion of Government commissioned or purchased services | | Are local Indigenous organisations / services providing a greater proportion of Government commissioned or purchased services (directly or through collaborative tendering with non-Indigenous service providers)? | | |
|  | | Is the financial sustainability of Indigenous service providers improving? | | |
|  | | Do you think that EC has played a role in / contributed to any of these changes? | | |
|  | | If so, what role do you think EC has played? | | |
|  | | How significant do you think that contribution has been? | | |
| Service take up and outcomes | |  | | |
| Community Members are making better use of available services | | Are community members making better use of available services? Are they using services more? | | |
|  | | What makes you say that? Why do you think that is? Can you provide an example that demonstrates that? | | |
| Community outcomes across the five norms are improving  The five norms are strong  There is a socio-economic dividend to government based on reduced vulnerability, improved health, education, employment outcomes and reduced justice and welfare entitlement based expenditure and increased revenue generation through broadening of the tax base [calculated in line with social investment bond style assessments] | | Are Community outcomes better? | | |
| If yes: What makes you say that? What evidence do you have of that? | | |
| Social and economic development | |  | | |
| Social development | |  | | |
| Community resources and effort are less focused on managing conflict and more focused on constructive activity | | Are family and Community politics being managed better / less disruptive with EC? Is the Community more cohesive? | | |
|  | | What makes you say that? And what impact has it had on the Community? | | |
| Culture and cultural authority is respected and strong | | Are people feeling more connected to and strong in their culture with EC? | | |
|  | | Has respect for traditional authority and culture been strengthened? | | |
|  | | What makes you say that? And what impact has it had on the Community? | | |
| There are examples where individuals / families are starting to exercise control and choice over their lives, where their wellbeing has increased, where they are better able to manage their own financial security and contribute to their families, Community and economy | | Are more people making positive choices and exercising control over their lives to improve their wellbeing and ability to participate in the Community and economy? | | |
| What makes you say that? Can you provide an example(s) to demonstrate that? | | |
| Community outcomes across the five norms are improving  The five norms are strong  There is a socio-economic dividend to government based on reduced vulnerability, improved health, education, employment outcomes and reduced justice and welfare entitlement based expenditure and increased revenue generation through broadening of the tax base [calculated in line with social investment bond style assessments] | | *[Include relevant questions about progress against social norms being acted on through EC in the Region]* | | |
| Do you think that EC has played a role in / contributed to any of these changes? | | |
| If so, what role do you think EC has played? | | |
| How significant do you think that contribution has been? | | |
| Economic development | | | |  |
| Community Members are participating more in the economy (e.g. doing paid and unpaid work) | | | | Are individuals and families more active in the economy with EC doing paid and unpaid work? |
| Local economic activity and GRDP has increased[[17]](#footnote-17) (e.g. through increased business revenue and employment) | | | | What makes you say that? Can you provide an example(s) that demonstrates that? |
|  | | | | Have more jobs been created because of EC? |
|  | | | | If so: What kinds of jobs? |
| Local Indigenous employment has increased, welfare dependency is reduced and individuals and families are more financially secure | | | | Has local Indigenous employment increased with EC? |
| Has welfare dependency reduced with EC? |
| New Indigenous organisations / businesses have been established | | | | Are new Indigenous organisations and businesses being established with EC? |
| Local entrepreneurs are becoming active | | | | Are local Indigenous entrepreneurs becoming more active? Is entrepreneurship being encouraged? |
| New commercial / investment opportunities are being identified and are being acted on in a more equitable, culturally informed way | | | | Are new economic development and investment opportunities being identified and actioned? |
|  | | | | Is additional investment being attracted into the Region because of EC? |
|  | | | | If yes: Can you provide an example(s) of that additional activity / investment? |
|  | | | | Are investments being made in a more culturally appropriate and Community informed way? |
|  | | | | If yes: What makes you say that? What difference is it making? |
| Communities are sharing more equitably in the socio-economic benefits and returns delivered through local investments (i.e. through training, employment, business investment and contracting opportunities etc.) | | | | Are Communities sharing more equitably in the socio-economic benefits and returns delivered through local investments with EC (e.g. by securing contracts, participating in training or work)? |
| If yes: Can you provide an example(s) that demonstrates that? |
| Natural resources are being better leveraged and used more sustainably | | | | Are natural resources being used more sustainably? |
|  | | | | If yes: Can you provide an example(s) that demonstrates that? |
|  | | | | Do you think that EC has played a role in / contributed to any of these changes? |
|  | | | | If so, what role do you think EC has played? |
|  | | | | How significant do you think that contribution has been? |

1. A summary of those Principles is provided in Appendix 1. [↑](#footnote-ref-1)
2. Reflected in the Indicators Tables in Part 2. [↑](#footnote-ref-2)
3. It is noted that the National EC Program Logic reflects the EC model as currently agreed to by the Government. As such, it does not incorporate all of the elements proposed in the original Design Report. [↑](#footnote-ref-3)
4. It is assumed that Regions will maintain detailed records of how funding is allocated and applied so they can also draw on that as part of their MEA process. [↑](#footnote-ref-4)
5. It is assumed that Regions will have access to additional Regional economic data to assess GRDP. [↑](#footnote-ref-5)
6. Regions wanting to use the questions in survey format as a precursor to a group discussion may do so where they believe that will be an effective means for encouraging individual reflection and gathering feedback from a particular stakeholder group. Regions are encouraged to consult with the National EC Data Director if using the questions in this way to make sure that appropriate steps are taken to test the tool with their stakeholder group prior to implementation to ensure that the questions are being interpreted consistently and as intended. [↑](#footnote-ref-6)
7. Referring to central offices responsible for liaising with Ministers and coordinating Departmental or Agency activity at a “head office” level. [↑](#footnote-ref-7)
8. Referring to staff working at an operational level on the ground with the Backbone and Indigenous EC Leadership Group. [↑](#footnote-ref-8)
9. Regions wanting to use the questions in survey format as a precursor to a group discussion may do so where they believe that will be an effective means for encouraging individual reflection and gathering feedback from a particular stakeholder group. Regions are encouraged to consult with the National Data Manager if using the questions in this way to make sure that appropriate steps are taken to test the tool with their stakeholder group prior to implementation to ensure that the questions are being interpreted consistently and as intended. [↑](#footnote-ref-9)
10. Based on Most Significant Change methodology developed by Jess Dart, Clear Horizons. <https://www.clearhorizon.com.au/blog-posts/publications/msc-publications.aspx> [↑](#footnote-ref-10)
11. Based on the Significant Instances of Systems and Policy / Systems Change (SIPSI) technique developed by Clear Horizons <https://www.clearhorizon.com.au> [↑](#footnote-ref-11)
12. There would potentially be value in building in a cross-Regional or National review process to help test and calibrate the assessment process. [↑](#footnote-ref-12)
13. Referring to central offices responsible for liaising with Ministers and coordinating Departmental or Agency activity at a “head office” level. [↑](#footnote-ref-13)
14. Referring to staff working at an operational level on the ground with the Backbone and Indigenous EC Leadership Group. [↑](#footnote-ref-14)
15. It is assumed that Regions will maintain detailed records of how funding is allocated and applied so they can also draw on that as part of their MEA process. [↑](#footnote-ref-15)
16. Based on Most Significant Change methodology developed by Jess Dart, Clear Horizons. <https://www.clearhorizon.com.au/blog-posts/publications/msc-publications.aspx> [↑](#footnote-ref-16)
17. It is assumed that Regions will have access to additional Regional economic data to assess GRDP. [↑](#footnote-ref-17)