Measuring and Evaluating Impact and Change From a Community-led Development Perspective
A Discussion Paper –2015

About this Discussion Paper:

The Inspiring Communities CLD Learning Partners Group[1] is keen to share our thinking around noticing, measuring, and evaluating community-led action and change. In this paper we summarise ideas, tools and frameworks that are currently guiding our approach to indicator selection, and evaluation.

Over 2015-6, Good Cents Porirua, Great Start Taita and Tiakina ō Tātou Tamariki will continue 'testing out' these ideas as part of ongoing reflection, monitoring and evaluation of their locally-led change efforts. We intend to report back on our experiences and insights so that all communities benefit. We welcome your thoughts and ideas on if and how these approaches are useful for in your communities also.

1. Background

1.1   About Community-led Development (CLD) and Locally-led Change

Community-led development is not a model or service - it is an approach based on five key practice principles[2]:

1.   *Shared local visions drive action and change*
2.   *Utilising existing strengths and assets*
3.   *Many people, groups and sectors working together*
4.   *Building diverse and collaborative local leadership*
5.   *Adaptive planning and action informed by outcomes*

CLD encourages the mobilization of community action and effort with 'place' as a core focus. It provides a framework for acting on what matters locally and in ways that empower local people to make the most of all they've got. It also helps channel external investment and support towards relevant local priorities and plans.

Integrated alongside other complementary strategies[3], CLD can make a significant contribution to community transformation and achievement of local visions and goals. In terms of effective locally-led change, "what you do" and the "how you do it" are equally important. This means effective monitoring and evaluation frameworks must pay attention to who is involved and in what roles, what is going on and how well. Also important is what is emerging, and what lies behind the results

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[1] The CLD Learning Partners group comprises Inspiring Communities, Good Cents Porirua, Great Start Taita and Tiakina ō Tātou Tamariki held by Te Ora Hou. We have formed a 'community of practice' to assist with both individual and collective learning experiences. Our work together is being supported through Partnership Funding from the Todd Foundation. Short case studies and insights to date from our community-led journeys in Taita, Porirua and Kaiti/Gonville can be seen here.
[2] For more on the core CLD principles see Appendix 4 on page 16.
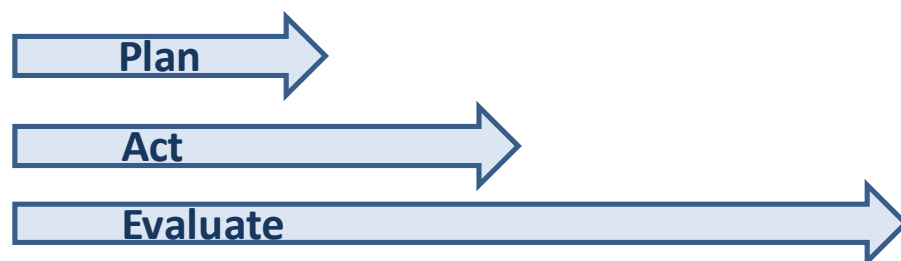[3] For example economic or social development strategies.

and changes observed. It expands a "what's changed, for who and by how much" lens to intentionally notice and assess the broader factors that impact on/are impacted on by locally-led action processes.

1.2   Taking a Developmental Approach to Evaluation

Traditional approaches to evaluation have generally involved a linear process of review after action has been taken:

Plan ➔ **Act** ➔ **Evaluate** ➔

Complex community issues however require flexible and adaptive approaches to project design, implementation and evaluation.   In practice, there is a need to gauge what does/doesn't work as action happens, and build this into thinking and action in real time. For this reason, developmental evaluation[4] approaches are really useful in community-led journeys as they involve a continuous and simultaneous learning process of:

Plan ➔

Act ➔

Evaluate ➔

In our experience, measuring and monitoring CLD impact and change is a 'best fit' process. In terms of the detail, each community and CLD initiative will need to 'pick and mix' from a range of evaluative approaches, tools and measures and decide what's most relevant and useful for their particular local context, aspirations and budget. Some of the most helpful tools and approaches we've found are attached at Appendix 3 (pages 11-16).

2. Towards an Indicators Framework for Noticing and Capturing Community-Led Change

Given each place and initiative has its own unique context, there is no magic CLD indicator set that can be applied to all locally-led initiatives. There is, however, some common framing that we think may assist diverse community-led change efforts to notice, measure and assess the difference they are contributing to.

One of the outcomes from Inspiring Communities early work with a core learning cluster of 8 CLD initiatives[5] was the beginning of an evaluation framework that included recognition of the importance of process (what happened), practice /performance (how well) and participation/roles (who). Conversations about what was being achieved in communities inevitably led to questions about the how, the how well and how one thing led to another! Communities also talked about how

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[4] Developmental evaluation has been championed by Michael Quinn Patton, for more information and resource links see http://betterevaluation.org/plan/approach/developmental_evaluation
[5] For more see http://www.communityresearch.org.nz/wp-content/uploads/formidable/Understanding-and-accelerating-community-led-development-in-Aotearoa-New-Zealand..pdf

local cultures and ways of doing things began to change at the same time and how what may at first have seemed impossible, suddenly wasn't. Interestingly in Canada, Tamarack were also developing similar thinking through their Vibrant Communities initiative.   While Vibrant Communities focus on collaborative efforts to reduce poverty[6], their indicator layers (the Ps – participation, performance, progress, population, policy/systems change etc) are equally relevant in a CLD context. Hence, we have used their framework to inform the development of our CLD evaluation framing and indicator selection for Great Start, Good Cents and Tiakina ō Tātou Tamariki.

We have also added an additional indicators layer - that of 'possibility indicators.' We feel it's also important to actively capture changes in attitudes and beliefs about community potential and projects/initiatives that are now happening or on the horizon – things that may have not been possible or even thought of when an initiative first began.   These important markers of small and often subtle changes are often not formally documented but are key given that with CLD, one thing frequently leads to another, in quite an organic and emergent way.

CLD Indicator Lenses We're Exploring:
1. *Participation Indicators*: engagement, involvement and ownership of local people and stakeholders in what's happening. (*Who*).
2. *Progress Indicators*: track actions taken to achieve local visions and goals. (What happened).
3. *Performance Indicators*: track effectiveness of processes, infrastructure and frameworks in place to achieve local visions and goals. (*How/how well*).
4. *Possibility Indicators*: changes in belief about what's possible locally, new potential arising and a willingness to act. (*Can do/do next*).
5. *Population or People Indicators:* changes in wellbeing outcomes for local people. (*What's changed*).
6. *Policy/Systems Change:* tracks impacts and changes on bigger picture thinking, funding, policies, approaches that local CLD efforts have contributed to. (*Now being done differently).*

In some cases, indicators within each area above will be a specific quantitative measure eg. % change of children under 5 enrolled in early childhood education. In other cases, the indicator may take a more narrative form eg. 'How have local visions positively influenced key stakeholder plans and policies?', with evaluation processes encouraging reflection/looking back to assess and identify various contributions and changes.   An example of an outcome measure (*A strong and connected community*) and potential CLD indicator layers can be seen in Appendix 1 on page 4.

While measurement and reporting of outcomes against intent is critical, equally so is an understanding of steps taken to get there and how and why things happened – both are critical to successful developmental approaches. To better understand how CLD ways are contributing to outcomes, we are also exploring progress and change in relation to the five CLD practice principles noted on page 1.   When CLD principles are overlaid with the "P" indicator layers noted above however, a much larger set of potential measures are generated as noted on pages 5-9.

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[6] For more on the Vibrant Communities: Cities Reducing Poverty Change indicators framework and thinking see http://tamarackcommunity.ca/downloads/vc/Measuring_Community_Change.pdf

We acknowledge that five CLD principles and six "P" indicator categories creates a VERY large matrix of measures to assess and we are NOT suggesting that initiatives try to assess them all. We do think the matrix is a useful **guide** for choosing what might be most useful to notice, measure and assess within a locally-led framework. We'd encourage communities to adopt a cross selection of measures across different indicator/principle areas that best reflect their community and/or community-led initiative's emphasis and intent – also clearly link back to the overall purpose of assessment.

No matter what indicators are chosen, it's important that they are:
- grounded in the collective vision/definition of what success looks like for each local community
- as simple, meaningful and useful as possible. We need to make sure we're putting effort and attention on the things that really matter!
- utilised in 'sense making' conversations that enable local communities and stakeholders to unpack and interpret the data generated to inform future plans. This step is often overlooked and is key to informing ongoing development and effectiveness of locally-led planning and investment in y and action planning.

All three local initiatives will be trialing this approach over 2015-6 and aim to share our progress and collective 'learning from doing'.

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Appendix 1: Sample Outcome Area and Key Indicator Layers

Intended Outcomes	Participation Indicators:	Progress Indicators:	Performance Indicators:	Possibility Indicators:	Population or People Indicators:	Policy/Systems Change:
The stuff we want to see happen.	*Engagement, involvement and ownership of local people and stakeholders in what's happening. (who)*	*Tracks actions taken to achieve the visions and goals. (what happened)*	*Tracks effectiveness of processes, infrastructure and frameworks in place to achieve local visions and goals. (how/how well)*	*Changes in belief in what is now possible to do next and willingness to act on those beliefs.*	*Changes in wellbeing outcomes for local people (what's changed)*	*Tracks impacts and changes on bigger picture thinking, funding, policies, approaches that local CLD efforts have contributed to.*
Sample outcome area and indicators:						
1. A strong and connected community.	Number of people & organisations engaging in or attending planning processes, meetings and events	# of resident-led projects underway	Stakeholder assessment of collaboration health and progress	Confidence that community action underway will make XX a better place to live.	# residents who know the names of more than 5 neighbours	Changes in funding and support for locally-led projects
Method and Timeframe: p rocess for data collection eg. (interviews, story gathering, reflective practice, survey, google analytics, vox pop etc)	*Count new names from engagement/planning/meeting registration lists over last 12 months*	*Count active projects and initiatives*	*Survey of collaboration stakeholders*	*Vox pop at community event*	*Annual residents survey*	*List and tally revenue/contributions leveraged from mutliple stakeholder sources*

Appendix 2: Indicators of Effective Community-led Development by CLD Principle - [7]

Note: indicators below are examples rather than an exhaustive list of measures

CLD Principles[8]	Participation/process Indicators *(who)*	Progress Indicators *(what)*	Performance Indicators *(how/how well)*	Possibility Indicators *(Can do/do next)*	People/Population Indicators *(What's changed?)*	Policy/Systems Change Indicators *(Now done differently)*
1. *Shared local visions drive action and change.*	• Local stakeholders identified and aspirations shared • Processes developed ensure inclusion and engagement in local planning • Engagement/participation rates in community engagement processes to develop local visions/ priorities/plans (# people involved, roles, sectors/groups, participation methods) • Local planning and action projects designed by local people • Local governance group in place involving range of local stakeholders • Local people in decision making roles	• Following engagement with community/ stakeholders, shared vision/goals identified • Action plan (s) developed to achieve vision and goals • Resourcing secured/allocated to achieve local goals • Milestones being achieved • Reflective/developmental processes established in ways that maximise community contributions • Potential synergies between iwi and community development plans identified and activated	• Local people have a sense of ownership, can articulate future vision, and are actively involved in making it happen • Resourcing enables action on locally identified priorities • Participants on governance/leadership groups enjoy their work, acquiring & sharing new skills • Learnings from action/reflection processes woven into next stages of planning and action. • Work and activities are clearly linked and contributing effectively to achievement of vision • Agreement that local community priorities and needs are well known and driving change in effective ways	• Belief that community's vision and associated actions will make a difference • Increased sense of community pride and belonging • New leaders/ organisations wanting to be involved in locally-led action • New actions/goals identified as progress is made and are woven into next steps and approaches	• Reported changes in sense of community, civic engagement, having a voice and power in influencing local change • Specific initiative outcomes in relation to improvements in quality of life and vision, such as: – stable school roll – rehabilitated natural environments – local business develoment – improved perceptions of neighbourhood – improved sense of personal wellbeing – improved living standards	• Agencies formally supporting and enabling locally-led planning • New local mechanisms/ structures in place for enabling and activating CLD approach eg shared governance arrangements, matching funds, reduced red tape/compliance costs, community engagement/reporting processes. • Local visions now influencing other stakeholder plans, practices and investment

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[7] Note this table offers a first cut version of some example indicators only. Useful indicators will be refined and tested by CLD Learning Partners over 2015-6.

[8] For more detail on the CLD principles and what underpins them see Appendix4.

CLD Principles[8]	Participation/process Indicators (who)	Progress Indicators (what)	Performance Indicators (how/how well)	Possibility Indicators (Can do/do next)	People/Population Indicators (What's changed?)	Policy/Systems Change Indicators (Now done differently)
2. _Utilising existing strengths and assets_	• Diversity of local people, groups and resources involved in the initiatives(s) • New projects that are bolted onto existing groups/ collaborations etc • Voter participation in local elections (Council and School/Kura Board of Trustees, Community Trust etc) • # of local organisations actively involved in community building activities - going beyond their traditional /core functions) • Rates/trends in parent volunteers/engagement at local events and facilities eg. sports clubs • Attendance at local community events • Local residents actively part of local CLD governance processes • Local residents stepping up to take on active 'doing' roles as part of CLD efforts (can be paid/unpaid).	• Range of uses/roles of existing local assets etc • Extent to which community perspectives/views are gathered, included and fed back to local people & and external stakeholders • # of actions taken by local people to progress issues/new initiatives • Community stories and feedback are part of local evaluation and review processes • # of actions/ processes that intentionally seek to engage & involve diverse sectors of the community eg. new migrants, sports clubs, young people, gangs, sole parents, businesses, churches etc.	• New processes/projects seen to build from existing local wisdom and experience • # and range of new people leading/involved in local community projects/activities. • People feel they have a real say/can get involved in local issues • People feel they can influence decisions that affect their area • Those championing CLD projects feel supported by other leaders/groups in the community. • Those championing community-led initiatives feel connected to others who can help • Perceived level of information sharing between groups/sectors/ neighbourhoods • Agreement that young people (or other target groups)are valued in this community	• Local assets, gifts, talents identified and activated in new ways • Increased % of residents who believe they can influence change in their community • Increased % of residents/groups getting involved with local action/projects • New resources and assets have been identified to assist local efforts	• Names of neighbours/children known in a street • People feel well informed about local affairs • People feel able to ask a neighbour for help • Levels of trust and confidence within the community • Locals feel they are/can contribute to their community • Levels of community spirit and pride • Existing local organizations feel supported and valued • Perceptions of health and wellbeing at individual and community levels	• Recognition of assets and strengths in a place/local people • Changes in agency work practices/ approaches to build on local strengths and/or align with locally-led efforts • Agency/funder support for local capacity & capability building and leadership development • Stakeholder plans include new initiatives that build onto existing local initiatives rather than starting from scratch.

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3. Many people, groups and sectors working together.	• Participation/diversity at local network and planning meetings • New organisations/ agencies involved in community-led change efforts • Different combinations of people/organizations working together	• Number of collaborative projects underway • New strategic alliances/project groups advancing locally-led projects (numbers of partners, sectors involved) • New and/or increased level of funders/funding and resources identified to support community change efforts • Participation/leader ship of local residents in new initiatives or projects • Potential synergies between iwi and community development plans identified	• Perceptions about quality of relationships and collaboration • Perceptions about individual/ organisational capacity and effectiveness in collaboration • Knowledge about how to volunteer/support community-led activities • Giving rates (time and money) to support local organisations and initiatives • Perceptions of the way people are working together to support and improve their community	• Collaboration partners optimistic about what they can achieve together • Collaboration partners prepared to try new things together • Local community feels supported by external partners • Belief that XX community is/can be an even better place to live • New partnerships forming to explore new ideas/potential projects	• % of residents who report regular social contact with their neighbours in the last month • % of residents who felt isolated or lonely over the past twelve months • % residents who report new local connections • Volunteer hours supporting local projects/organisatio ns • % residents who have done/ received a favour for/from a neighbour • Levels of trust in the community • % of people who feel that in their local area people from different backgrounds get on well together	• Willingness of local boards/local council to act in support of an issue, idea or proposal raised by the community • Long term funding arrangements established to support local efforts • Changes to existing processes, plans, systems as a result of new collaboration efforts • New multi sector governance arrangements established to support CLD efforts

CLD Principles[8]	Participation/process Indicators *(who)*	Progress Indicators *(what)*	Performance Indicators *(how/how well)*	Possibility Indicators *(Can do/do next)*	People/Population Indicators *(What's changed?)*	Policy/Systems Change Indicators *(Now done differently)*
4. *Building diverse and collaborative leadership.*	• Local residents stepping up and/or supported to step up to take on active 'doing' roles as part of CLD efforts (can be paid/unpaid roles). • Processes established to regularly connect local leaders and community contributors. • Calls for help and assistance with CLD projects are increasingly answered by willing volunteers	• Local community award/recognition processes in place • Relationships established between iwi leaders and local community • Number of forums held that intentionally bring diverse leaders & community actors together to discuss local issues/actions • Local leadership/ people development strategy in place • Communication channels created to actively share and cross fertilise local news, activities and needs • # of stories/ postings in (social) media about local action and change • Perceptions of power sharing • New partnering arrangements in place	• Quantity and/or quality of local coverage about locally-led action & change generated in print, broadcast, or electronic media • General community recognition of community-led projects, events and initiatives eg. Have you heard of XXX organisation entity, what activities do you know of that are associated with this …. • Recognition of community-led efforts by local authorities, businesses and community funders.	• Local leaders prepared to try new things/ideas they've generated • Confidence that conflicts/challenges that arise in the community can be overcome • Belief that local leaders work well together • Levels of trust in community leaders • Perceived depth of leadership in the community • Leadership development integrated into all locally-led initiatives	• Local leaders report increased skills, confidence and sense of optimism • % community members feeling positive about their community's direction and local leadership	• Intentional strategies developed to develop and support collaborative local leadership development • Mechanisms in place so that understanding/ knowledge about local leaders and their contributions is widely known/shared • Existing local leaders involved in training/ supporting next tranche of local leaders (each one teach one). • Agency/funder support for collaborative capacity building and leadership development

CLD Principles[8]	Participation/process Indicators *(who)*	Progress Indicators *(what)*	Performance Indicators *(how/how well)*	Possibility Indicators *(Can do/do next)*	People/Population Indicators *(What's changed?)*	Policy/Systems Change Indicators *(Now done differently)*
5. *Adaptive planning and action informed by outcome measures*	• Multiple useful opportunities for reflection enacted (eg surveys, 1-1 chats, report backs, meetings) • Active engagement/ participation of multiple voices/views in both strategy/project reviews (who, sectors etc) • Consistency/growth in participation of local people in locally-led efforts • Local people's contribution to results/ leadership is fed back to empower further participation • Participants in change processes enabled/resourced to participate in reflection and development of next steps • Failure and success are equally valued and included in ways that empower and enable local people • Number/frequency of community celebrations	• Areas/aspects that need improving/ adapting are widely shared • Number/quality of action-reflection sessions held to review progress and learning to date, and adapt next steps/direction as required • Number of plans and projects reviewed and adapted/updated based on new knowledge/local learning • Community informed of progress and resulting changes to targets/approaches etc • Projects lead to other projects	• CLD stakeholders are engaged and empowered by what's happening and how • Projects generate momentum and interest, as well as positive outcomes • Projects are able to be effectively sustained in ways that include local people	• New areas for potential action identified and actioned through action-reflection processes • Outcomes lead to new projects and inclusion of different parts of the local community	• Local people say that locally-led change efforts are making a positive impact on local quality of life • Local people feel their community is a great place to live/moving forward	• New community resources or structures created to support local change efforts • New or adapted policies that local change efforts have contributed to • Quantity and quality of local community support in behind CLD efforts • New working relationships and ways of working with/within the communities

Appendix 3: Noticing the Difference CLD Makes – helpful tools
From Learning by Doing: Community-led Change in Aotearoa NZ 2013
Pages 154-59

> "The journey is as important as the destination. We need to give them equal weight."
>
> **_Michael Quinn Patton_**

Throughout the process of learning together about CLD we've been guided by "12 emerging principles of capturing and making sense of outcomes" developed by Mark Cabaj of Tamarack.

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12 Emerging Principles of Capturing and Making Sense of Outcomes

1. Be as clear as you can (but no clearer)
2. Take a utilisation focus
3. Use a contingency approach
4. Engage stakeholders from beginning to end
5. Invest proportionally
6. Avoid trying to re-prove the proven or testing the obvious
7. Gather hard and soft data from multiple sources
8. Emphasise sense-making
9. Look for contribution rather than attribution to change
10. Use goal oriented and goal free evaluation
11. Strive for roughly right
12. Be adaptable and flexible in your approach

From http://tamarackcci.ca/files/capturing_and_making_sense_of_outcomes_emerging_principles_-_nov_27.pdf

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Each CLD initiative we've worked alongside has used various other tools and frameworks to both gauge progress and assist their development. Those that have proven most useful in helping to track changes and to notice the difference CLD approaches are making include:

1.   Appreciative Inquiry: An intentionally strengths based approach that focuses on identifying and building on what an organisation or community does well rather than on eliminating what it does badly. By asking questions and envisioning the future the positive experiences, relationships and other assets, including the difference that is being made, are highlighted. This reveals potential that can then be used to foster motivation for improvement through a cycle of four processes:

1. *DISCOVER/INQUIRE:* The identification of organizational processes that work well.
2. *DREAM/IMAGINE:* The envisioning of processes that would work well in the future.
3. *DESIGN/INNOVATE*: Planning and prioritizing processes that would work well.
4. *DELIVER/IMPLEMENT*: Navigating the change, including noticing the difference being made.

Appreciative Inquiry is perhaps most useful in assessing change when used as part of participatory and collaborative evaluation approaches focused on innovation and creativity with a wide range of stakeholders. It is also useful in building the evaluation capacity of those participating.
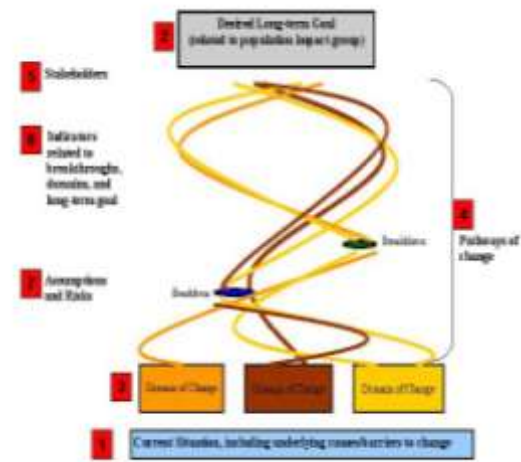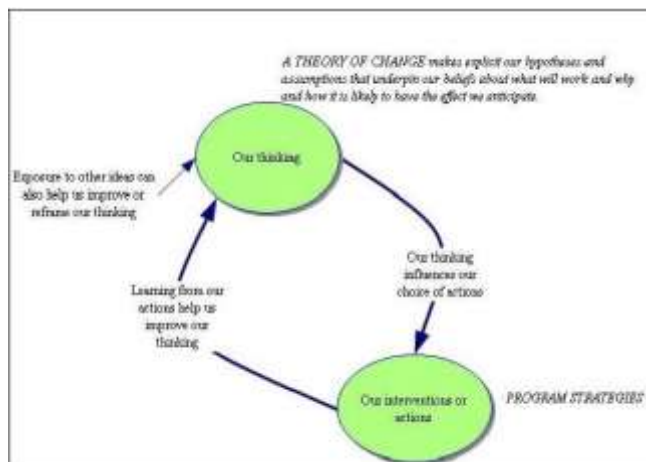

2.   Programme Logic Models: A framework that helps with the planning, implementation, evaluation and communication of programmes by linking key components

together in a causal manner to more clearly identify inputs, activities, outcomes and impact. Logic Models *usually* start with a programme, or are initially developed at the design stage of a programme because the key components need to be known in order to be placed into the model. They can, however, be developed at later stages too and are often revisited and adapted as new information comes to light or to guide particular stages, such as evaluation. Using a logic model makes it relatively simple to notice if, for example, outcomes are out of sync with inputs and activities and to adjust approaches or goals as appropriate.
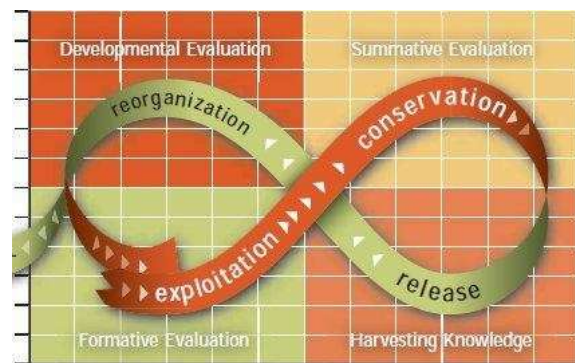
(from http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html)

3.   Theory of change: A graphic representation of the change process that also expresses causal connections between action and results but, rather than describing the outcomes of a programme, focuses on attaining a particular change and developing approaches to achieve this.

(From http://www.theoryofchange.org/)

A theory of change articulates underlying assumptions and describes a process of desired social change by making explicit the way we *think* about a current situation or problem, its causes, the long-term change we seek, and what needs to happen in society in order for that change to come about. By uncovering the collective thinking about what achievements are intended, interventions and actions can be developed and adapted more proactively as potential weaknesses or gaps are also identified. This focus on the intended change helps develop more coherent and nimble approaches to achieve this change that reach beyond any specific programme, especially if the theory of change is collective, and regularly tested, reviewed and evaluated. As well, successes and lessons can be easily demonstrated along the way.

4.   Eco-cycle Framework: As well as helping to describe the lifecycle of an initiative and the way decisions can feed into what comes next, the eco-cycle can also be valuable in defining the most useful kinds of evaluation for particular stages. For example, developmental evaluation supports the design and progress of innovation to guide creation and adaptation especially in emergent and complex situations[9] while a formative evaluation is focused on improving, strengthening and fine tuning an

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[9] See Michael Quinn Patton (2011) *Developmental Evaluation*. The Guildford Press, New York.

intervention or existing programme. There may be some performance monitoring and process evaluation between exploitation and conservation when a summative evaluation can be useful where its merits or worth are assessed.

The release phase allows for a harvesting of knowledge to uncover patterns and/or principles of effectiveness and learnings, ideally to feed into the next phase of the process. In this way an initiative or organisation can continue to evolve in ways that can most usefully contribution to the achievement of stated goals.

(Image from http://www.appartenance-belonging.org/en/resources/the_panarchy_loop)

5.   Outcome mapping helps with the 1) documentation of the journey; 2) reassessment (and revision) of the intended 'destination'; and 3) improving capacities and capabilities to continue the journey. The process is participatory and focused on outcomes rather than impact, while recognising that impacts (desired changes in state) are the ultimate goal.

Outcomes are understood as changes in behaviour, relationships, activities or action of people, groups and organisations with who an initiative works directly. These outcomes can be logically linked to the initiative but are not necessarily caused by them. Guided by understandings of 'boundary partners' and spheres of influence, outcome mapping has three core stages: intentional design, outcome and performance monitoring and evaluation planning. By using outcome mapping, contributions to such outcomes can be revealed and social and organisational learning can be influenced.

6.   Outcomes Harvesting is a way of working out what has happened. It does not measure progress towards predetermined outcomes or objectives, but rather collects evidence of what has been achieved, and works backward to determine whether and how the project or intervention contributed to the change. It yields evidence-based answers to the following questions:
- What happened?
- Who did it (or contributed to it)?
- How do we know this? Is there corroborating evidence?
- Why is this important? What do we do with what we found out?

Answers to these questions provide important information about the contributions made by a specific program toward a given outcome or outcomes.

7.   Most Significant Change is a form of participatory monitoring and evaluation. Many stakeholders are involved both in deciding the sorts of change to be recorded and in analysing the data. The process occurs throughout the initiative cycle and provides information to help people manage activities and monitor progress towards goals while also providing information on outcomes and impact and outcomes.

Essentially, the process involves the collection of significant change stories from those directly involved and the systematic selection of the most significant of these stories by panels of designated stakeholders or staff. Various people then sit down together, read the stories aloud and have regular and often in-depth discussions about the value of these reported changes. The process has been recognised as effective in identifying unexpected changes; distinguishing prevailing values across groups and organisations; encouraging analysis as well as data collection from those closest; delivering a rich picture that requires no specialist skills and useful in monitoring and evaluating

bottom-up initiatives that do not have predefined outcomes against which to assess progress or achievement.

8.   Splash and ripple is a particular approach of outcome measurement that uses metaphor to help grow understandings. The rock is like a material Input, the person holding the rock is like a human resource Input. The act of dropping the rock is like an Activity. When the rock reaches the water, it creates a **splash.** These are the outputs. The **ripples**, spreading out from the splash are like the Outcomes, and then later the Impacts. The edge of the pond represents the geographic and population boundaries of the initiative. is an outcomes measurement approach to planning and managing initiatives that encourages those involved to be clear both about what they are **doing** and what they are **changing**.

Partly driven by a desire for greater accountability, outcomes measurement also helps to influence wise planning and management decisions. The Splash and Ripple approach includes five guiding ideas: time, reach, control, context and learning and improvement and has been used by police, justice and health services as well as communities and community groups.

9.   Impact stories are personal tales of transformation that share insights, experience and changes via a story telling approach. They are about individuals and are generally written in the first person to simply communicate the 'what happened/what changed, how and why' in an honest, authentic and very 'human' way. They are often accompanied by a picture. Written well, impact stories build emphathy and understanding about local situations and contexts by encouraging a relational connection to the story. They can help bring 'big picture' data and observations to life and are useful for connecting cause, effect and contribution in ways that purely statistical approaches are often unable to.

10.   Asset Mapping

Asset mapping is a process of identifying and documenting the resources, strengths, gifts and assets that are already in communities. Including those that are often not seen, understood or counted. Asset mapping processes encourage dialogue about what local people value and aspire to, the connections between assets and who/how local communities are already using their assets and in what ways as well as how they might be used differently in the future.

> **Asset:** An item of value owned; a quality, condition, or entity that serves as an advantage, support, resource, or source of strength

Community asset mapping helps to mobilise communities and can also be used to document and assess changes. Comparing community asset maps over time (eg. baseline and post project/intervention asset maps) enables communities to track changes and analyse what's been gained and/or lost and how/why changes may have come about. For more see http://www.abcdinstitute.org/toolkit/

Checklist of Principles and Practice Associated with Effective CLD

(From Inspiring Communities: Learning by Doing; page 93)

Principles and practice associated with effective community-led development – some useful questions to ask:	?
Local people actively engaged: *How are local people involved in all aspects of the project, e.g. in vision/outcome/priority setting, leading/participating in activities, learning and reflection, and in ongoing decision making?*	
Clear vision and outcomes: *How will outcomes for individuals, families, and/or the local community be strengthened as a result of this project? What will success look like?*	
An understanding of how change might happen and what will be required: *Have long/short term goals and change strategies been identified? Are timeframes and resource requirements realistic? Is there an understanding of how change might happen in this community?*	
A strengths-based approach: *What local strengths, assets and resources have been identified that could assist with the implementation of this project?*	
Building relationships and working together with others: *What new relationships have been or will be formed? How have other agencies/partners been involved in developing/supporting the project so far? What kind of collaboration(s) will be required to support the project next?*	
Community capacity building: *What will be required for local people to effectively participate in the project? How will community capacity and skill-sets be developed along the way?*	
Skilled teams[10] to work with communities: *What skill-sets and relationships do staff/volunteers have that enable them to work as a team, in and with the community?*	
A focus on growing local leadership: *How will local leadership be identified, supported and strengthened as a result of this project?*	
Reflection and review: *How is this built into the project so that things can be adapted along the way based on what is working/not working, what is needed next and why?*	
Documenting progress and celebrating success: *How will progress and changes be documented and communicated to everyone? How can successes be celebrated to ensure energy levels remain high and achievements recognised and rewarded?*	

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[10] Key competencies include: being patient and hopeful, proactive and yet responsive, creative, inspiring and able to bring out the best in others, connecting, bridge building and collaborating, and knowing when to step forward, and when to step back to let others lead.

CLD Principle	This means….
1. Shared local visions drive action and change	• Building visions and priorities with those who live, work, care, play, and invest in that place – the principle of ahi kaa.[11] • Tailor-making solutions from the 'ground up' and reflecting local aspirations, needs and conditions. • Growing a shared sense of optimism and collective caring for people, place and the future ahead.
2. Utilising existing strengths and assets.	• Acknowledging everyone has a contribution to make – with attention to involve groups often ignored. • Valuing local people as 'experts' in their place. • Proactively engaging local voices and ideas. • Building action plans on existing community strengths, assets and resources. • Encouraging and supporting local people with energy to do things, and connecting them up with others who can help.
3. Many people, groups and sectors working together.	• Involving all those who have a stake in creating visions and aspirations, plans and activities and working/doing together. • Fostering new connections between diverse people, organisations and sectors to unlock resources and enable new thinking. • Creating strong local relationships and linkages – at street/neighbourhood level, between local groups, agencies, businesses and also with organisations based outside the local area.
4. Building diverse and collaborative leadership.	• Intentionally strengthening, growing and joining up local leadership. • Recognising and celebrating local leadership and achievements. • Making change visible and communicating progress within communities.
5. Adaptive planning and action informed by outcome measures.	• Holding an intentional vision/goal with a flexible 'doing' framework. • Not waiting for the 'perfect' plan or 'complete' analysis – they don't exist. • Being prepared to take action, acknowledging uncertainty & adapting as things progress. • Proactively sharing experiences, learnings, and results within &across communities. • Understanding that ongoing small steps collectively contribute to larger transformational change. • Making links and encouraging systems changes (policy, funding, practice etc) for lasting impact within communities.

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[11] Ahi Kaa is a fundamental traditional Māori cultural concept meaning 'site of burning fires'. In contemporary times, Ahi Kaa is used to refer to people who uphold a particular purpose within the community. That is, they are the 'keepers of the home fires' be that at home, on the marae (traditional settlements) or within a particular organisation or movement.