Are we making a difference?
Noticing Progress and Evaluating Community-led Action, Impact and Change

Here are some ideas, tools and frameworks that started sprouting in our work over 2015 - 2016 with Good Cents Porirua, Great Start Taita and Tiakina ō Tātou Tamariki. These ideas have continued to grow as we learn with each other about noticing and communicating the difference CLD is making.

Community-led development (CLD) is not a model or service - it is an approach based on [five key practice principles](#) which can make a significant contribution to community transformation and achievement of local aspirations. To be effective in locally-led change, "what you do" and the "how you do it" are equally important. So we must pay attention to who is involved and in what roles, what is going on and how well we are living CLD principles, not just our results. We need to keep noticing what is emerging, and what lies behind the results and changes observed. We expand a "what's changed, for who and by how much?" lens to intentionally notice and assess the broader factors that impact on/are impacted by locally-led action processes.

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. We need to assess what does/doesn't work as action happens, and build this into thinking and action in real time. For this purpose, developmental evaluation[1] approaches are really useful in community-led journeys as they involve a continuous and simultaneous learning process of:

Plan
Act
Evaluate
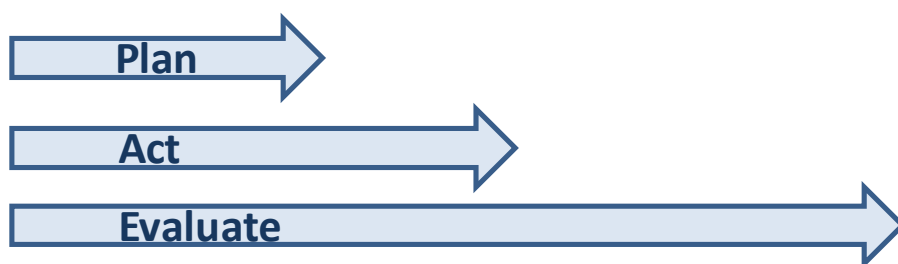
In our experience, measuring and monitoring CLD impact and change is a 'best fit' process. Each community and CLD initiative will need to 'pick and mix' from a range of evaluative approaches, tools and measures and decide what's most relevant and useful for their particular local context, aspirations and budget. We have provided our own simple [planning and evaluation tool](#). Some of

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[1] Developmental evaluation has been championed internationally by Michael Quinn Patton, see http://betterevaluation.org/plan/approach/developmental_evaluation and there are a number of world-leading practitioners in NZ including Developmental Evaluation Institute https://www.developmentalevaluation.institute/

the most helpful approaches we've found are in Appendix three below. Tamarack Institute and What Works elaborate more about putting these tools into practice.

An Indicators Framework for Noticing and Capturing Community-Led Change

Each place and initiative has its own unique context, so there is no magic CLD indicator set that can be applied to all locally-led initiatives. But here's some common framing that may assist diverse community-led change efforts to notice, measure and assess the difference they are contributing to.

Our Inspiring Communities 6 P indicator framework below has been influenced by our early work with 8 CLD initiatives[2], and Tamarack (our sister organisation in Canada) who have been working on collaborative efforts to reduce poverty. This framework helps us get clear about what is our own indicators of success. What matters most may not all be easy to measure, but our observation of trends and patterns of change over time is just as important. We are observing a living community – and like raising a child - all sorts of unexpected things will happen! So we don't limit our attention to only observing what we have chosen as indicators of success, but it does help us focus.

These indicators help focus our attention on who's involved, what's happening, how well we are doing, and what's changing at many levels – subtle changes in attitudes and beliefs about community potential, improved wellbeing, wider systems changes. Indicators should help us make sense of *how* and *why* things happened and *what* we are learning from our past work to inform our future work. Indicators at their best help us focus our observations and reflections on our community as a living, growing 'garden' and how we as 'gardeners' can help create the conditions for it to flourish.

CLD Indicator Lenses We Find Useful
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 will be a specific quantified measure e.g. % change of children under 5 enrolled in early childhood education. In other cases, the indicator may be a story e.g. '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. See Appendix One for an example of an outcome measure (*A strong and connected community*) and

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[2] For more see http://www.communityresearch.org.nz/wp-content/uploads/formidable/Understanding-and-accelerating-community-led-development-in-Aotearoa-New-Zealand..pdf

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potential CLD indicator layers. See Appendix Two for an even wider menu of potential measures for exploring progress and change in relation to the five CLD practice principles.

This creates a VERY large matrix of possible measures and we are NOT suggesting that initiatives try to assess them all. Rather, think of the matrix as a useful **guide** for choosing what might be most useful to notice, measure and assess within your locally-led framework. Try to adopt a few measures across different indicator/principle areas that best reflect your community initiative's focus and what you most want to use the evaluation evidence for. Use our CLD Planning and Evaluation Tool to help you pull together a simple framework for your use – and adapt as necessary as you go.

Data gathered at the beginning of your initiative (see Quick tips on making the most of community feedback and Mapping community strengths and assets) can provide an excellent baseline from which to identify changes over time

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 yet it is key to informing ongoing development and effectiveness of locally-led planning and investment in your initiative and action planning.

Telling your story effectively
One of the greatest rewards of doing our evaluation work, is to be able to share our story with others who might have an interest in or influence in helping us achieve our vision e.g. members of our local community, funders, partners, policy decision-makers or others previously marginalized from our efforts.

How we share our story can have a powerful impact on who listens, engages and walks with us to engage with our vision. Here are some great storytellers that have helped CLD initiatives tell the story of the difference they are making in communities in a way that people really sit up and listen. Moya Sayer Jones at http://www.onlyhuman.com.au and
Pixar at https://www.khanacademy.org/partner-content/pixar/storytelling. The second one is useful even if you are not making a film!

The difference we are making is all about impacts on people lives, our planet, who has power and much more. These are compelling human interest stories of joy and frustration, successes and challenges. A story which communicate the 'before' and 'after' difference we have observed through our work, combining stories, statistics and your insights over time about *how* those results have been achieved, can help other communities work for change too. Check out our stories from Aotearoa communities using a CLD approach and we encourage you to share yours with us here. And here's an example of insights harvested by a funder from across the social innovators they support that we can all learn from: http://12lessons.mcconnellfoundation.ca/.
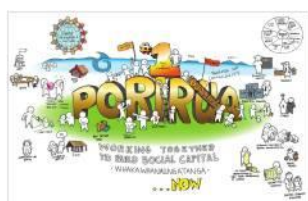
Noticing the Difference CLD Makes – helpful tools[3]

> "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.

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

Each CLD initiative we've worked alongside has used various 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[4]:

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, 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:* Find out what already works well.
   2. *DREAM/IMAGINE:* Imagine what could work even better in the future.
   3. *DESIGN/INNOVATE*: Plan and prioritize how that future vision could actually work in practice
   4. *DELIVER/IMPLEMENT*: Navigate the change, and notice the difference being made.

Appreciative Inquiry is particularly useful in assessing change when used as part of participatory 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.

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[3] Adapted from Learning by Doing: *Community-led Change in Aotearoa NZ* Inspiring Communities (2013), pages 154-59
[4] See http://whatworks.org.nz/ for more resources on these methods and http://www.communityresearch.org.nz/ has excellent webinars that help bring these alive in real examples

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2.   Programme Logic Models: A framework that helps with the planning, implementation, evaluation and communication of initiatives or programmes by linking key components together in a causal manner to more clearly identify inputs, activities, outcomes and impact. Logic Models are *usually* used in the early design stage of a programme or initiative. However, key components need to be known in order to be placed into the model. Logic Models often need to be revisited and adapted as things change or new information comes to light – since things don't always happen in a linear, logical way! Using a logic model makes it

relatively simple to notice if, for example, our inputs and activities are not achieving the outcomes we expected and to adjust our approaches or goals accordingly
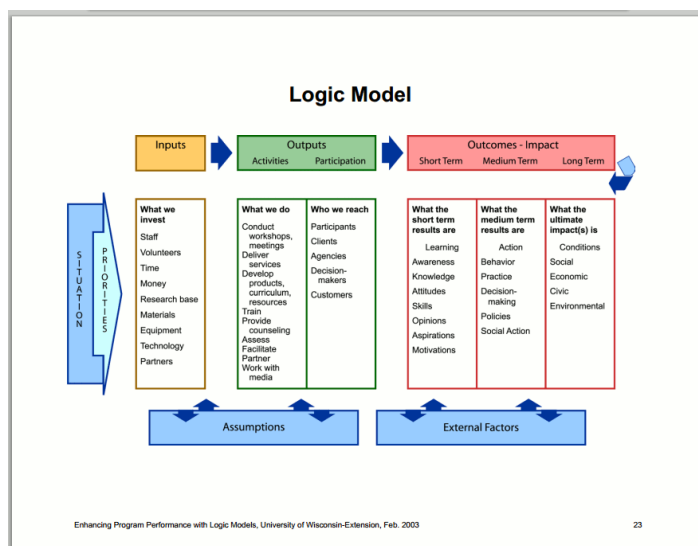
Diagram from: betterevaluation.org

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, a theory of change focuses on achieving a change and conditions or approaches needed to achieve that change.


(From http://www.theoryofchange.org/)
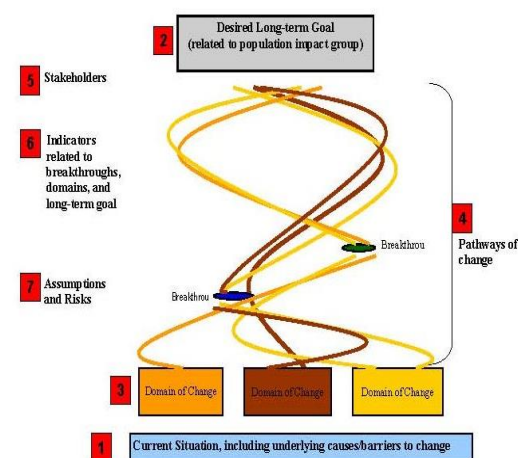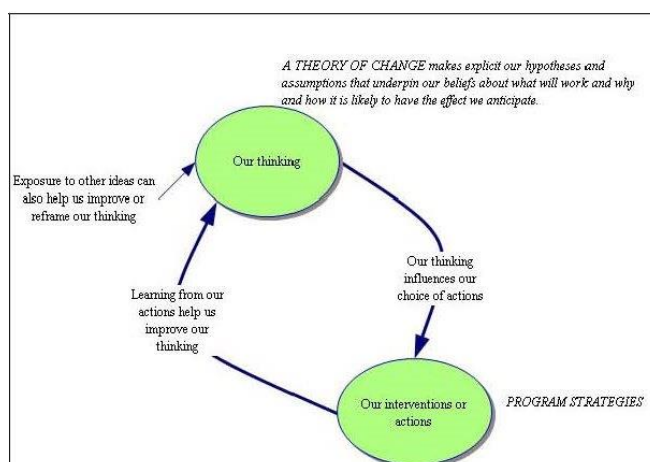
A theory of change spells out underlying assumptions and describes a process of desired social change by making explicit the way we *think* about a current situation or problem, its causes, the long-term change we seek, and what needs to happen in society in order for that change to come about. By uncovering 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

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lessons can be easily demonstrated along the way. Our [Planning and Evaluation tool](#) elaborates an example of using a Theory of Change approach.

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[5] while a formative evaluation is focused on improving, strengthening and fine tuning an

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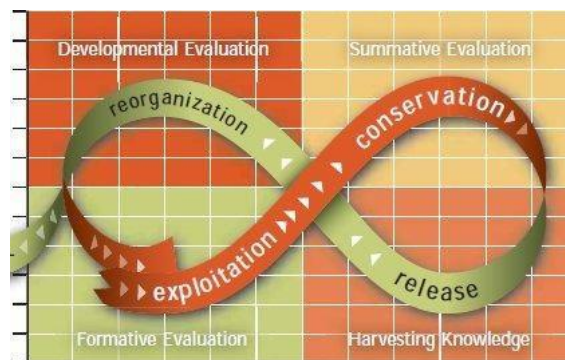
The release phase allows for a harvesting of knowledge to uncover patterns and/or principles of effectiveness and learnings, ideally to feed into the next phase of the process. In this way an initiative or organisation can continue to evolve in ways that can most usefully contribute to the achievement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

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

See our [eco-cycle resource](#) for other ways this lifecycle framework can be useful.

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 whom 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 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?

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

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 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, monitor progress towards goals while also providing information on outcomes and impact.

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. Mangakino's story is an example of applying a most significant change approach.

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. Splash and Ripple 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 empathy 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 how they might be used differently in the future. See our asset mapping tool here.

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

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Community asset mapping helps to mobilise communities and can also be used to document and assess changes. Comparing community asset maps over time (e.g. 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.

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: *process 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*

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Appendix 2: Indicators of Effective Community-led Development by CLD Principle - [6]

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

CLD Principles[7]	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. *Grow from shared local visions*	• Local stakeholders identified and aspirations shared • Processes developed to 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/hapū 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	• 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 development – 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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[6] Note this table offers some example indicators only

[7] For more detail on the CLD principles and what underpins them see http://inspiringcommunities.org.nz/ic_resource/nga-matapono-cld-principles/

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CLD Principles[7]	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)*
			ways			
2. *Build from strengths*	• Diversity of local people, groups and resources involved in the initiatives(s) • Strong understanding of history of this place from mana whenua and tauiwi perspectives • New projects that are bolted onto existing groups/ collaborations etc • Voter participation in local elections (Council and School/Kura Board of Trustees, Community Trust) • # 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	• 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	• 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	• 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/local iwi/hapū • 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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CLD Principles[7]	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)
	• Local residents stepping up to take on active 'doing' roles as part of CLD efforts (can be paid/unpaid).	people, gangs, sole parents, businesses, churches etc.	community			
3. *Work with diverse people and sectors*	• Participation/diversity at local network and planning meetings • Mana whenua relationships well established • 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/leadership of local residents in new initiatives or projects • Potential synergies between iwi and community development plans	• 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/organisations • % 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	• 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

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CLD Principles[7]	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)*
		identified			backgrounds get on well together	
4. *Grow collaborative local 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/hapū 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)	• 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, iwi/hapū, 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

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		media about local action and change • Perceptions of power sharing • New partnering arrangements in place				
5. *Learn by doing*	• 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 and/or resourced to participate in reflection and development of next steps • Failure and success are	• 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	• CLD stakeholders are engaged and empowered by what's happening and how • Projects generate momentum and interest, as well as positive outcomes • Projects can 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

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CLD Principles[7]	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)*
	equally valued and included in ways that empower and enable local people • Number/frequency of community celebrations	targets/approaches etc • Projects lead to other projects				

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