

# Development Effectiveness & Learning Framework (DELf)



MARY MACKILLOP  
*today*

## Background

Mary MacKillop Today is the flagship organisation of the Sisters of Saint Joseph, founded to combine and continue the works of the Sisters in bringing education and life-long learning to those on the margins of society. Guided by the Gospel, we stand with the marginalised poor, rural and remote peoples, in Australia and internationally, so they can realise their potential and participate fully in their communities. We seek to empower and transform lives through self-determination, access to education and the learning of practical life skills. The DEL framework was first developed in 2014 with the support of the Australian Council for International Development (ACFID)'s pilot of an Effectiveness Toolkit for Small NGOs in late 2014. The framework was then revised in 2019 to reflect the breadth of programs implemented by Mary MacKillop Today.

## Development Effectiveness

For Mary MacKillop Today, development effectiveness is about ensuring local ownership of our projects, mutual accountability through our partnerships, and achieving long-term sustainable change. We believe that change in communities is not only as a result of program activities but also of the principles that are embedded in our projects. Development effectiveness approaches must be results orientated so that it can provide learning for future programming.

## Purpose of the DEL framework

The purpose of the framework is to ensure Mary MacKillop Today adopts a systemised approach to measuring development effectiveness.

This Development Effectiveness and Learning framework (DELf) will measure and describe the effectiveness of our community development programs from design through to implementation and evaluation and assist us to become an active learning organisation.

The DELf seeks to enable us to measure achievement of our theory of change outlined in our Learning for Life strategy, that is that **aspiration and access to high quality learning opportunities within a supportive environment will enable the development of capabilities for the realisation of rights and freedoms.**

This framework will also describe to what extent the core principles are embedded in our program activities and to assess the change that has arisen within the scope of our program aspirations. This will assist in our learning and our long-term ability to improve our work.

Therefore, this DEL framework will focus on the following components:

- (1) *Component 1:* Measuring and describing our performance against our core principles
- (2) *Component 2:* Measuring and describing our performance against our program aspirations
- (3) *Component 3:* Measuring and describing the unintended or unexpected impact of our programs

The data and the information gathered from these processes will be used to provide material for ongoing learning and program renewal. Some of these are quantitative, some are qualitative, and

others are a combination of the two. Where possible data will be collected through participatory processes.

### ***Component 1: Measurement Against Principles-Based Approach***

Mary MacKillop Today's approach to development effectiveness is shaped by the principles-based approach adopted by our organisation. As such, our programs adopt the following approaches:

- Women at the Heart
- Reaching the Margins
- Dignity through Self-Determination
- Genuine and Accountable Partnerships

### ***Component 2: Measurement against our Program Aspirations***

Mary MacKillop Today's approach to development effectiveness is also shaped by our program aspirations as outlined in our organisational Theory of Change as articulated in the Learning for Life Strategy. These aspirations are guided by our commitment to the realisation of human rights and dignity through life-long learning.

### ***Component 3: Measurement of Unintended or Unexpected Outcomes***

Mary MacKillop Today recognises that our work may lead to changes in the communities where we work, both positive and negative, that are unexpected or unanticipated. As such, it is vital to measure beyond our stated project outcomes and indicators to measure all impacts of the project. This requires the use of open-ended and often more qualitative data collection methodologies. The DELf does not proscribe a methodology for this, providing project teams the flexibility to develop tailored approaches suitable to their project and context, however, does outline justification for the reporting of unintended or unexpected outcomes via 6-monthly reporting

## **DEL framework Components**

### ***Component 1: Measuring our Principles-based Approach in Practice***

Mary MacKillop Today's programs are underpinned by our commitment to our principles-based approach. As such, we define effective projects as those that demonstrate a commitment to:

- Women at the Heart
- Reaching the Margins
- Dignity through Self-Determination
- Genuine and Accountable Partnerships

The following table outlines our understanding of these approaches and their implications for our programs. **Table 1** also lists guiding questions to be used to determine the extent to which the project demonstrates these approaches during project scoping and design, and through ongoing monitoring, evaluation and learning.

The effectiveness of our projects in demonstrating these approaches is measured during project scoping and design via the Multi-Year Project Design Document, and then annually in the End-of-Financial Year Progress Report, using the Principles-Based Approach Ranking Graph and Guiding Questions templates (see Appendix 1: Tools for Measuring our Principles-based Approach in Practice). These tools are an opportunity for discussion and enable project teams to analyse project

effectiveness through a qualitative and principles-focussed lens. Lessons learnt from these processes are then used to adapt the project to ensure these principles become embedded in all we do. Four case studies (one for each approach) will be collected and shared annually. The extent to which our projects demonstrate these approaches will also be the focus of Mary MacKillop Today's internal evaluation process.

**Table 1: Mary MacKillop Today's Principles Based Approach**

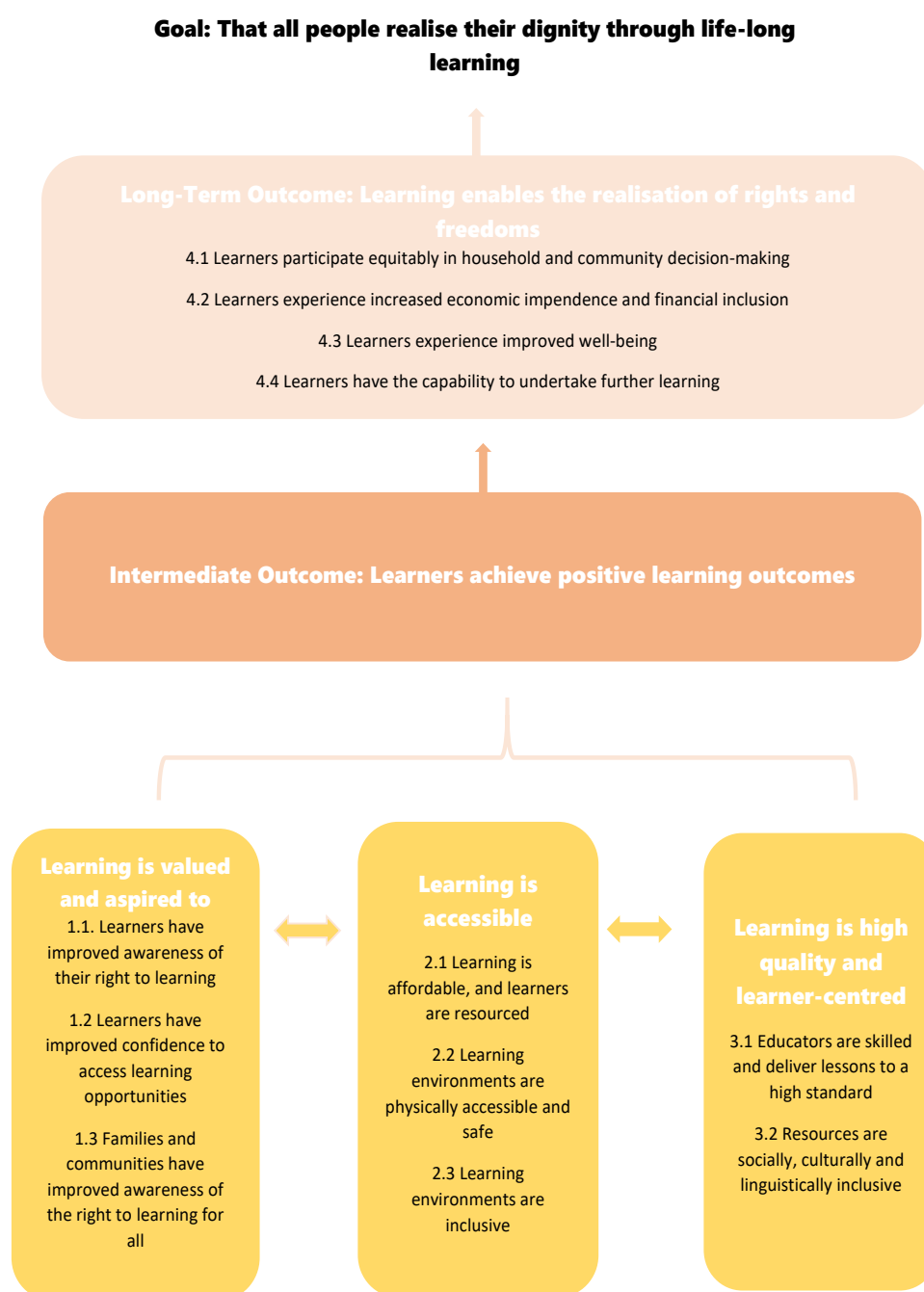
Our approach	What does this mean for our projects?	Key Questions (for Scoping/Design and MEL)	Indicators
<b>Women at the Heart</b>	Recognising the potential of women and girls to create and influence positive change, our programs seek to promote the voice and participation of women and girls in spaces where they have been typically excluded. This includes identifying and addressing gender equity as a core cross-cutting issue in all of our programs, while also designing and implementing targeted gender equity initiatives.	<ul style="list-style-type: none"> <li>Does this project have an equitable gender balance across stakeholders?</li> <li>Does this project effectively identify and breakdown barriers to genuine participation for women and girls?</li> <li>Does this project effectively capture and amplify the voices of women and girls?</li> <li>Does this project promote gender equity and provide equitable benefit to the lives of women and girls?</li> </ul>	<p>% of projects that rank 4 for 'Women at the Heart' (Target 80% by 2021)</p> <p>% of total participants who are women or girls</p>
<b>Reaching the Margins</b>	Our programs aim to reach those who are most excluded, even when this leads to a higher cost of programming. We prioritise rural and remote communities, or those in highly vulnerable urban settings. We are committed to disability awareness and inclusion and indigenous rights. This is achieved by identifying and addressing the barriers faced by vulnerable people in all initiatives, while also implementing targeted programs to address the barriers experienced by people with disability, people affected by racial discrimination and injustice and other vulnerable people.	<ul style="list-style-type: none"> <li>Do the participants of this project reflect the diversity of the communities in which we work?</li> <li>Does this project break down participation barriers for those most affected by exclusion?</li> <li>Does this project effectively capture and amplify the voices of those most affected by exclusion?</li> <li>Will this project lead to equitable benefits for people affected by marginalisation?</li> </ul>	<p>% of projects that rank 4 for 'Reaching the Margins' (Target 80% by 2021)</p> <p>% of total participants who are people with disability/people residing in locations classified as regional, rural or remote/indigenous groups</p>
<b>Dignity Through Self-Determination</b>	Our programs recognise and respect the dignity of all people, and therefore seek to empower those most closely affected by a decision to be the ones making the decision. We understand that a respect for dignity is the means through which effective change can occur, and that the realisation of dignity as an outcome of effective development and life-long learning. This approach also recognises the importance of collaboration with communities to ensure project impact can be sustained in the long-term.	<ul style="list-style-type: none"> <li>Does this project allow primary stakeholders to achieve something they are proud of?</li> <li>Does this project enable active decision-making for primary stakeholders?</li> <li>Will this project lead to sustained outcomes as agreed upon with communities? (i.e. is the exit strategy jointly negotiated and effective?)</li> </ul>	<p>% of projects that rank 4 against the 'Reaching the Margins' Approach (Target 80% by 2021)</p> <p>% of primary stakeholders who report high involvement in project decision-making</p>
<b>Genuine and Accountable Partnerships</b>	We recognise that good partnerships lead to good programs and sustainable outcomes. This includes formal and informal partnerships with communities, representative organisations, NGOs, civil society and government. We also recognise that locally-driven organisations, when effectively resourced and empowered, are best positioned to respond effectively to local education and learning priorities.	<ul style="list-style-type: none"> <li>Does this program promote collaboration?</li> <li>Does this project enable genuine partnerships with, and receive support from, communities, representative organisations and government?</li> <li>Do our partnerships with implementing organisations reflect our commitment to accountability, respect and mutual benefit?</li> </ul>	<p>% of projects that rank 4 for the 'Genuine and Accountable Partnerships'</p> <p>% of implementing partners 'Strongly Agree' that Mary MacKillop Today provides value to their organisation</p>

## Component 2: Learning for Life Program Indicators

The second component of the DELF aims to measure the effectiveness of our programs against our key outcomes as described in our theory of change/program logic (**Figure 1**) and informed by the Learning for Life Strategy. The intersection of our Learning for Life outcomes and our principles are detailed in **Table 2**. We measure these outcomes through the collection of data against our Learning for Life Program Indicators (see

Appendix 2: *Learning for Life* Program Indicators). All projects collect data and report on the DELF indicators relevant to the Learning for Life outcome areas addressed through their project. This data is collected regularly and reported on through 6 monthly progress reporting.

**Figure 1: Theory of Change /Program Logic Summary**



**Table 2: Aspirations & Approaches Summary Table**

	Women at the Heart	Reaching the Margins	Dignity Through Self-Determination	Genuine and Accountable Partnerships
<b>Learning is Valued &amp; Aspired to</b>	Learning opportunities for women and girls are valued, and women and girls aspire to learn equally. Communities value gender equity.	Learning is valued and aspired to equally for all people, including people with disability, First Nations and indigenous people and people in rural and remote regions. Communities value inclusion.	Individuals and communities are aware of their right to learn and are confident in their own capabilities to undertake or contribute to learning. Learners have choice and the freedom to act on this choice.	Learning within and between partners is valued. Learning for all is valued by strategic partners including government and civil society.
<b>Learning is Accessible</b>	Learning environments are inclusive, safe, relevant and accessible for women and girls.	Learning environments are inclusive, safe, relevant and accessible to all people especially people with disability, indigenous people and people in rural and remote areas and others who experience exclusion.	Individuals, households and communities have the skills and confidence to create and sustain accessible learning environments and contribute to breaking down barriers to learning.	Project and strategic partners including government and civil society actively engage in removing barriers to education.
<b>Learning is High Quality and Learner-Centred</b>	Learning environments meet the needs and contribute to the achievements of all women and girls. Learning content promotes gender equity.	Learning environments meet the learning needs and contribute to the achievements of those who may experience exclusion including people with disability, indigenous people and people in rural or remote communities. Learning content promotes inclusion.	Individuals, households and communities have the skills and confidence to create and sustain quality learning environments. Learners have opportunities to contribute to and assess the quality of their learning.	Government/civil society partners actively support (financially or non-financially) the creation of high-quality teaching and learning environments

### *Collecting Learning for Life Indicators*

All development projects have a monitoring plan recorded in the Multi-Year Design Document which outlines what data will be collected, when, by whom and how the data will be used for learning and project adaptation. All relevant Learning for Life Program Indicators are to be included in project-level monitoring plans in addition to any project-specific indicators.

Data should be collected through participatory methods wherever possible, and Mary MacKillop Today is committed to creating opportunities for primary stakeholders to analyse and make sense of monitoring data alongside project teams.

### *Disaggregation of Monitoring Data*

Indicators are to be disaggregated by gender, age, disability, indigenous peoples/ethnic minority and rural/urban participants as far as possible. This enables us to understand the level and quality of participation of vulnerable groups and who may be excluded from benefit, while also understanding cross-cutting issues, emerging problems and trends and how the project can be strengthened in response. Appropriate disaggregation can thus inform baselines to demonstrate impact as well as ensure transparency around the prioritisation of development issues in final design decisions.



### **Component 3: Measuring Qualitative & Unintended Outcomes**

The final component of the DELf seeks to measure the unintended or unexpected outcomes of the project activities, both positive and negative. This enables us to see beyond our anticipated outcomes to truly measure the impact of our work on participating communities.

Monitoring plans should reflect a mixed-method approach, enabling the collection of qualitative and quantitative data that helps us to understand expected and unexpected impacts.

Identifying positive unexpected outcomes enables us to examine factors that helped us achieve these outcomes and replicate the approaches taken to ensure these outcomes can be more intentional in future programs.

Identifying negative unexpected outcomes enables us to address and correct their cause in a timely manner and tighten risk management to minimise the likelihood of these negative impacts occurring in the future.

The DELf does not proscribe tools or approaches, enabling project teams to develop approaches appropriate to their context. Tools should be open-ended and qualitative. All project designs must include at least one tool, method or approach for measuring qualitative outcomes throughout implementation, for example Most Significant Change, PhotoVoice, Key informant interviews, Focus groups etc.

## **Evaluation**

Mary MacKillop Today is committed to undertaking evaluations of all development projects every 3 years. Evaluations will measure impact against our Learning for Life program aspirations and the extent to which the project has upheld our organisational approach i.e. the extent to which the project has amplified the voices of women and girls, and those on the margins, have enabled sustainable change and self-determination, and have facilitated genuine partnerships and collaboration.

Evaluations should reflect the [OECD evaluation criteria](#) and seek to measure program relevance, coherence, effectiveness, efficiency, impact and sustainability.

In 2020, Mary MacKillop Today will develop and pilot an internal evaluation methodology to enable active learning within and between our programs. Evaluation findings will be shared with all relevant stakeholders as outlined below and will be used to inform the scale-up, adaptation, or transition out of a project.

## **Active Learning**

Mary MacKillop Today is committed to be an active learning organisation so we can continually improve our projects and to ensure that we continually adapt to the changing social, economic, environmental and political context of the communities we work in. Staff and partners learn from the evidence gathered under this framework and more widely from the sector to plan and implement projects so they can more closely meet the needs and goals of the communities we work in and better embody our core principles and program aspirations. This occurs through regular

discussions and project-level meetings, including during monitoring visits, as well as annual reflection sessions held with program staff at both our Sydney and Timor-Leste offices. Formal reporting processes always provide space to discuss lessons learnt and identify program adaptations to be made.

## Accountability to Stakeholders

Mary MacKillop Today is committed to sharing our monitoring, evaluation and learning data with all key stakeholders including primary stakeholders (i.e. members of the community who are directly participating in our projects), partners, strategic partners including government and civil society actors, donors and funding partners and members of the Australian public. **Table 3** below summarises the general approaches taken when sharing findings with stakeholders.

**Table 3: Sharing Findings with Stakeholders**

Stakeholder	Project-Level Monitoring Data	DELf Data	Evaluation Findings
Primary Stakeholders	Shared regularly through verbal updates and community meetings in-line with project monitoring plans.	Shared annually through accessible summary of annual report.	Shared in accessible formats and through community meetings (as far as possible) following evaluation report publication
Community/ Other Project Stakeholders (e.g. Govt, Civil Society)	Shared regularly via Stakeholder Meetings and interim reports in-line with project monitoring plans	Shared annually through accessible summary of annual report and sharing of full annual report	Shared in full or accessible formats either directly or via Stakeholder Meetings.
Partners	Project-level monitoring data is collected by and analysed with partners.	Shared annually via the Annual Report and provision of accessible summary	Partners will provide feedback to draft reports and receive full report and summary version
Internal (Members, Board and Staff)	Shared periodically through reflection sessions, and in Board reporting.	Shared annually via DELf report to the Board, Annual Report and annual staff reflection sessions	Full evaluation report made available to any member of staff and summary and recommendations reviewed during
Donors (General)	Shared regularly via Newsletters, blog posts, website updates and social media	Shared annually via Annual Report which is published on the website and sent directly to selected donors as required	Evaluations reported on in Newsletters, blog posts etc. and summary available on website. Full report available on request.
Donors (Institutional/Tied Funds)	Shared regularly in line with reporting requirements	Shared annually via Annual Report	Full evaluation reports are shared with the relevant funding partner. Full or summary reports may be shared with other funding partners who are not directly engaged in the evaluated project as deemed appropriate.
Members of the Public	Shared regularly via the website (blog posts) and social media. Data shared periodically via media release and/or media interviews	Shared annually via Annual Report which is published on the website	Summary Reports are published on the website. Full report available on request.



## Appendix 1: Tools for Measuring our Principles-based Approach in Practice

The following ranking graph is a tool to use in order to rank your organisation's practices aligned to each core Mary MacKillop Today principles-based approach. For each approach, your organisation should define which level (1, 2, 3 or 4) your practices are most aligned with. These tools are an opportunity for discussion and enable project teams to analyse project effectiveness through a qualitative and principles-focussed lens. Lessons learnt from these processes are then used to adapt the project to ensure these principles become embedded in all we do.

**Table 4: Principles-Based Approach Ranking Graph**

	Women at the Heart	Reaching the Margins	Dignity Through Self-Determination	Genuine and Accountable Partnerships
	<i>To what extent does this project empower women and girls to participate and achieve their learning goals?</i>	<i>To what extent does this project empower vulnerable people<sup>1</sup> to participate and achieve their learning goals?</i>	<i>To what extent does the project empower primary stakeholders to participate in decision-making and achieve sustainable outcomes?</i>	<i>To what extent does this project promote collaboration between communities and key stakeholders?</i>
<b>Level 4: Empower</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Women &amp; girls are empowered to make decisions throughout the project cycle.</li> <li><input type="checkbox"/> Barriers to and risks of participation for women and girls are regularly identified, analysed and effectively addressed.</li> <li><input type="checkbox"/> Project activities and resources strongly promote gender equity.</li> <li><input type="checkbox"/> Project outcomes are measured and equitably benefit women and girls.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Vulnerable groups are empowered to make decisions throughout the project cycle.</li> <li><input type="checkbox"/> Barriers to and risks of participation for vulnerable groups are regularly identified, analysed and effectively addressed.</li> <li><input type="checkbox"/> Project activities and resources strongly promote inclusion of vulnerable groups.</li> <li><input type="checkbox"/> Vulnerable groups experience project outcomes and benefits equitably.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Primary stakeholders are empowered to make decisions throughout the project cycle.</li> <li><input type="checkbox"/> The project builds on existing skills to promote self-determination and outcomes that are sustainable.</li> <li><input type="checkbox"/> Information is regularly shared in accessible formats and feedback is regularly provided.</li> <li><input type="checkbox"/> An exit strategy is jointly negotiated and documented with communities, project partners and external stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Project partners and stakeholders are empowered to make decisions throughout the project cycle.</li> <li><input type="checkbox"/> The project aligns with and supports the role of local actors, including government.</li> <li><input type="checkbox"/> The project builds the capacity of local actors to achieve their mission; while promoting two-way learning with Mary MacKillop Today.</li> <li><input type="checkbox"/> The partner or project team leads project implementation along with communities, and decision-making occurs equitably and collaboratively.</li> </ul>

<sup>1</sup> This includes people with disability, indigenous peoples, people in rural and remote locations and others who experience marginalisation.

<b>Level 3: Collaborate</b>	<ul style="list-style-type: none"> <li>❑ Women and girls participate in decision-making at most stages of the project cycle.</li> <li>❑ Risks and barriers are identified and analysed during design and then at least once a year.</li> <li>❑ Most project activities and resources promote gender equity.</li> <li>❑ Outcomes are measured, and women and girls feel most benefits equitably.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Vulnerable people participate in decision-making at all stages of the project cycle.</li> <li>❑ Risks and barriers are identified and analysed during design and then at least once a year.</li> <li>❑ Most project activities and resources promote inclusion of vulnerable people.</li> <li>❑ Outcomes are measured, and vulnerable people feel most benefits equitably.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Primary stakeholders participate in decision making through all stages of the project cycle.</li> <li>❑ The project builds skills for self-determination and outcomes are sustainable.</li> <li>❑ Primary stakeholders participate in project decision-making.</li> <li>❑ An exit strategy has been identified and negotiated with project partners and external stakeholders, but not community.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Project Partners participate in decision making through all stages of the project cycle.</li> <li>❑ The project aligns with and supports the role of most local actors including government.</li> <li>❑ The project provides some learning opportunities for partners and local actors to build capacity.</li> <li>❑ The partner or project team leads project implementation mostly in collaboration with communities.</li> </ul>
<b>Level 2: Consult</b>	<ul style="list-style-type: none"> <li>❑ Women and girls are consulted in decision-making at some stages of the project cycle.</li> <li>❑ The project identifies barriers/risks during design but not consistently addressed or monitored in implementation.</li> <li>❑ Some project activities and resources promote gender equity.</li> <li>❑ Project outcomes and benefits tend to be experienced more by men and boys.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Vulnerable people are consulted in decision-making at all stages of the project cycle.</li> <li>❑ The project identifies barriers/risks during design but not consistently addressed or monitored in implementation.</li> <li>❑ Some project activities and resources promote inclusion of vulnerable people.</li> <li>❑ Project outcomes and benefits are not equitably experienced by vulnerable people.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Primary stakeholders are consulted during project decision-making.</li> <li>❑ The project promotes the importance of self-determination and sustainability.</li> <li>❑ Primary stakeholders are consulted about project decision-making.</li> <li>❑ An exit strategy has been identified and negotiated with project partners but not external stakeholders or community.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Project partners are consulted during project decision-making.</li> <li>❑ The project aligns with and supports the role of some local actors including government.</li> <li>❑ The project provided limited learning opportunities for partners and local actors.</li> <li>❑ The partner or project team leads project implementation with some collaboration with communities.</li> </ul>
<b>Level 1: Inform</b>	<ul style="list-style-type: none"> <li>❑ Women and girls are informed of project decisions once they are made.</li> <li>❑ Potential barriers or risks related to the participation of women and girls have not been identified or addressed.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Vulnerable people are informed of project decisions once they have been made.</li> <li>❑ Potential barriers or risks related to the participation of vulnerable groups have not been identified or addressed.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Primary stakeholders are informed of project decisions once they have been made.</li> <li>❑ The project does not utilise the skills and knowledge of participating communities, does not build skills for self-reliance but rather creates dependency.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Project partners and stakeholders are informed of project decisions once they have been made</li> <li>❑ The project does not clearly align with the priorities and work of key local stakeholders</li> </ul>

	<input type="checkbox"/> The project does not actively address gender equity as a cross-cutting issue. <input type="checkbox"/> The project either does not benefit women or girls; or the impact is not measured.	<input type="checkbox"/> The project does not actively address inclusion of vulnerable people. <input type="checkbox"/> The project does not enable vulnerable people to achieve their learning goals; or this impact is not measured.	<input type="checkbox"/> Primary stakeholders are not given opportunities to provide feedback <input type="checkbox"/> An exit strategy has not been agreed to with communities, project partners nor external stakeholders.	<input type="checkbox"/> The project does not actively build the capacity of local actors to achieve their mission <input type="checkbox"/> The project promotes respectful collaboration rather than actively engaging in it.
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**Table 5: Guiding Questions Template**

Use the following guiding questions to discuss the core principle ranking graph with your team and identify clear actions or steps you can take to improve or strengthen your approaches.

Our Approach	Overall Ranking	What are we doing really well?	What are some areas for improvement?	Are there any specific actions we could take to improve?	When will these actions be taken, and who is responsible?
Women at the Heart					
Reaching the Margins					
Dignity Through Self-Determination					
Genuine & Accountable Partnerships					

## Appendix 2: Learning for Life Program Indicators

**Guidance note:** For the purposes of informing project design and measuring impact, indicators from each of the five outcome levels below (mid-term x 3; intermediate; long-term) should be incorporated in project plans/ logframes. The total number of indicators to be addressed under each outcome level will be dependent on the relevance of each indicator to the specific project at hand. For DFAT-funded projects, please ensure as many indicators marked with an Asterix (\*) are included in the project plan/ logframe as possible to ensure effective donor reporting.

Mid-Term Outcome 1: Learning is valued and aspired to	
1.1 Learners have improved awareness of their right to learning	
1.1.1	# of people who attend rights awareness/training
1.1.2	# of women provided with functional and economic agency, awareness raising, gender or rights training, or other support, that enables them to better participate in political and other community processes*
1.2 Learners have improved confidence to access learning	
1.2.1	% of people who participate in awareness who report increased aspiration to undertake learning
1.3 Families and communities have improved awareness of the right to education for all	
1.3.1	# of people who attend community awareness activities promoting the value of learning for all
1.3.2	# of parents/family members who participate in awareness/training sessions promoting the value of learning for all
1.3.3	# of people who participated in sessions on gender issues and women's equal rights* [G.02]

Mid-Term Outcome 2: Learning is accessible	
2.1 Learning is affordable, and families are resourced	
2.1.1	# of people who are assisted financially to undertake learning
2.1.2	# of people with improved access to sufficient food [F.01]
2.2 Learning environments are physically accessible, healthy and safe	
2.2.1	# of people who participated in sessions on prevention, reduction and response to violence, abuse and exploitation of children* [CP.01]
2.2.2	% of participants with increased awareness of child protection as a result of their training
2.2.3	% of participants with increased awareness of Preventing Sexual Exploitation, Abuse and Harassment (PSEAH) policies and reporting mechanisms as a result of their training

2.2.4	# of women who report feeling safe while accessing learning programs
2.2.5	% of children perceiving their learning environment as a safe space
2.2.6	# of public buildings with hand washing facilities* [W.05]
2.2.7	# of people who participated in sessions on climate related hazards and disasters (climate change mitigation, adaptation, preparedness, resilience and early warning)* [C.01]
2.3 Learning environments are inclusive and attainable	
2.3.1	# of people who received disability support services specific to their needs* [G.06]
2.3.2	# of educators/professionals trained in disability awareness and inclusion* [G.08]
2.3.3	% of educators trained who demonstrate the use of inclusive education strategies to a high standard
2.3.4	# of children accessing early learning/school readiness program

### Mid-Term Outcome 3: Learning is high quality and learner-centred

3.1 Educators are skilled and deliver high quality learning	
3.1.1	# of teachers trained (disaggregated by community-based/school-based) in order to improve learning outcomes* [E.03]
3.1.2	% of teachers/educators (disaggregated by community-based/school-based) trained who deliver program to a high standard
3.1.3	# of parents/caregivers trained to support learning
3.1.4	% parents/caregivers trained who report applying skills to foster learning
3.1.5	# of community workers trained inside the community in disability awareness and inclusion
3.2 Resources and content are socially, culturally and linguistically inclusive and relevant	
3.2.1	# of learning resources produced that meet quality standards (i.e. # of titles)
3.2.2	# of learning resources distributed
3.2.3	# of learners accessing learning resources that meet quality standards

Intermediate Outcome: Learners achieve positive learning outcomes	
4.1	# of people who attain formal qualification
4.2	% of people with improved literacy and numeracy
4.3	% of children attending early childhood programs with improved school readiness
4.4	% of people with improved preventative health knowledge
4.5	% of people with improved financial literacy
4.6	% of people who have improved knowledge of formal decision-making processes as a result of their training

Long-Term Outcome: Learning enables the realisation of rights and freedoms	
5.1 Learners participate equitably in household and community decision-making	
5.1.1	# of women's groups, organisations and coalitions actively involved in community development activities* [G.05]
5.1.2	# of women who report that they are able to exercise increased control over how their income is used
5.1.3	# of women supported to assume leadership roles at the community, regional and national level* [G.04]
5.1.4	# of Disabled Persons Organisations (DPOs) actively involved with the project* [G.07]
5.1.5	# of people with disabilities better able to represent their interests and are better informed about their rights
5.1.6	# of people who participated in the development, adoption and/or implementation of local disaster risk reduction strategies or climate change plans* [C.02]
5.2 Learners experience increased economic independence and financial inclusion	
5.2.1	# of people with increased incomes* [L.02]
5.2.2	# of people (disaggregated by age) reached with livelihoods support interventions (including life skills, literacy, technical /vocational /job skills training or leadership programs)* [L.05]
5.2.3	# of people in rural areas who establish a small business
5.2.4	# of people who successfully gain employment as a result of skills training or capacity building
5.3 Learners experience improved well-being	
5.3.1	# of people participating in interactive events or sessions related to public health measures and prevention* [H.09]
5.3.2	# of people who received mental health and psychosocial support* [H.11]
5.4 Learners have the capability to undertake further learning	



5.4.1	# learners who enrol in further formal education/learning program as a result of the project
5.4.2	# of people assisted to gain recognised post-secondary qualifications (workforce skills development)* [E.04]

*\*Informed by ANCP Indicators under the Australian Government's Partnerships for Recovery development policy. Refer to ANCP Indicators – Guidance (August 2020) for ANCP guidance notes specific to each indicator.*

*\*\* Indicators are to be disaggregated by gender, age, disability, indigenous peoples/ethnic minority and rural/urban participants as far as possible.*