

Empowered Communities Systems Change Tool

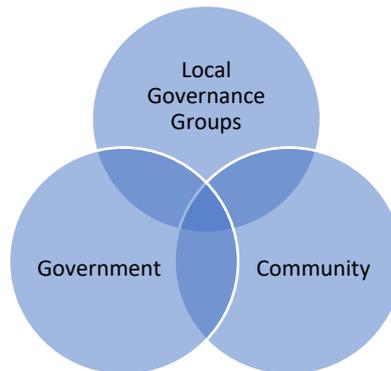
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Purpose of the Tool:

The purpose of the Systems Change Tool is to understand and collect information on how new ways of working are developing and being embedded in a systemic way across the Empowered Communities (EC) Regions.

As we move to radically change the way Indigenous communities lead their own development we all have a stake in understanding what changes are taking place within the parts of EC, i.e. within government, local governance groups and the community, and how those parts are working together. The picture below depicts the relationships and domains we are interested in understanding.



Of particular interest are changes in process, practice and policy in areas such as:

- **Decision-making and empowerment** - including how community is involved in decision making, how power and influence are being shared, how policy and programs are being developed and how government funds are being allocated
- **Relationships / collaboration** (a) within community, including the way that community / local governance arrangements are evolving and how community members are working within and with those structures, (b) between different parts of government and (c) between community leaders / local governance groups and government and how they are working together
- The **preparedness** of community and government to try new things and **to learn by doing**, from both their successes and their mistake and
- How adaptive **skills and capabilities** are developing, particularly those required to help people to work together differently.

When to use it:

It is envisaged that the EC Regions will use the Systems Change Tool periodically to identify and analyse the types of system changes that are occurring. Patterns in the types of changes that occur can then be reviewed over time.

The Systems Change Tool can also be used on a day to day basis when you have are facing a blockage in the work that you are doing or can't seem to make progress to help you to reflect on what is going on and brainstorm ideas for what you might try to get movement.

Handy hints or things to remember:

This is an activity-based Tool. It requires people to think about and discuss things that have happened, which they may have played a role in and / or been effected by. The activity can be challenging for some people because of that.

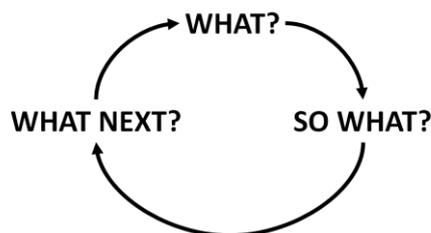
When setting up the activity think about who needs to be involved, how they might experience the activity and what you need to do from a timing, location and environment perspective to help them to feel safe and get them involved.

It may be worthwhile meeting with key people in advance of the activity to help them understand the purpose of the activity and help them to feel safe and / or help you to build a safe environment for others. You want to try to build an environment where everyone’s voice will be heard, not just the louder or “usual” suspects. That may influence how you structure the activity (e.g. including how you structure your group work so that people have a chance to speak up and feel comfortable participating).

It may also be useful to do some tThinking about how you select an initial issue or area to work on that can help people engage in the activity rather than cause dispute or close down discussion, and then work from there once people have “warmed up” and are engaged in the activity.

At the start of the activity it may be worth framing the session by talking about:

- The principles and objectives of EC, in particular the power of collaboration and the importance of trust and respect
- What you are using the activity for, whether to identify and reflect on changes that have occurred or work through a current challenge
- The purpose of the activity is to look back for the purpose of moving forward; it is not to dwell on or critique the past, but to learn from it and understand how to support and systematise the types of changes that EC is wanting to drive. It may be useful to refer to the reflective learning cycle (shown below)¹ to describe the process that you are going to step through:



- Acknowledging that people can experience or see things differently, that there is value in that difference and that everyone’s perspective is important.
- Encouraging people to be honest and open
- Noting that you are keen to capture the insights that come out of the session and get consent to take notes or record the stories and themes that emerge. (If people are likely to be concerned about this you could note that you will check in at the end of the session to confirm whether they are comfortable with your doing that and that you will only record and share what they are comfortable with.) As part of this it will be important for you to note how the information that you collect will be shared and used.

Remember that the process set out in this Tool is a guide only. The process and language used in the Tool should be adapted to suit your local context as much as possible.

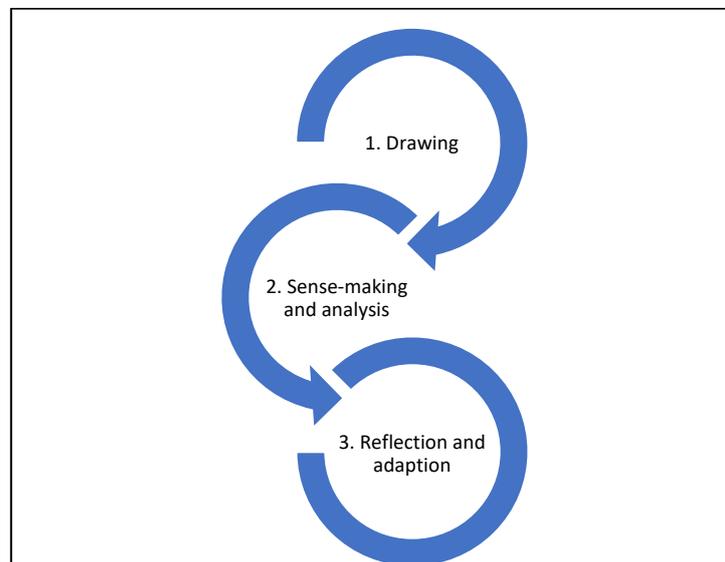
¹ Developmental Evaluation Consortium 2016

What you will need:

- A quiet space to run the activity
- 80 - 120 minutes together to complete the activity
- A facilitator, ideally one whom the participants know and who is good at reading how comfortable people are and can help work with people to make them feel safe and engage in discussion and reflection
- Instructions for the facilitator (this document)
- When you are doing the activity to review the progress of EC and reflect on what you have learned: 5-7 participants (or up to 3 groups of 5-7 participants), it is useful to include a mix of people from the EC Region, including Indigenous Leaders, opt-ins and government (it may be that, if you work with less diverse groups, that you need to run a few sessions with different groups to get a more complete perspective of what changes are seen as occurring and then test the combined view with the broader group)
- When you are using it as a tool to work through a specific challenge or blockage: you can use it on your own or with a similarly sized group of people who are involved in, or who you think can help you reflect constructively on, your challenge
- A recording device (iphone or smart phone)
- Print outs of '101 How to Draw' (in Appendix 1 of this document) for each participant
- Plain A4 paper and A3 paper
- A whiteboard and markers if possible
- Print outs of the Activity 3 handout for the group(s) to complete.

How the Tool works:

The process that you go through when using this Tool can be summarised into three stages as:



Information to be recorded (and reported back centrally to support Baseline Reports):

The intention in using this Tool is for you to be able to identify, reflect on and help systematise progress on the system-related changes that you are starting to see because of EC. The activity is valuable in supporting that, however, it will also be important for you to record the stories and insights that emerge through the activity so that you and others can understand – and not lose sight of – the changes that are emerging.

Because of that, it is important that you record the outcomes of the activity. A template is provided in Appendix 2 that can help you to do that. At a minimum, we recommend that you record:

- The date of the activity and who (or at least which groups of people) were involved in the activity
- The narrative of the story that is discussed in the activity (recorded and written up – 500 words)
- A copy of the drawing that you produce in Activity 1: Storytelling (you might do this by taking a photograph of the picture that you draw)
- The themes that come out of your discussions in response to the questions in Activity 2: Sense making
- The answers to the questions in Activity 3: Reflection and Adaption.

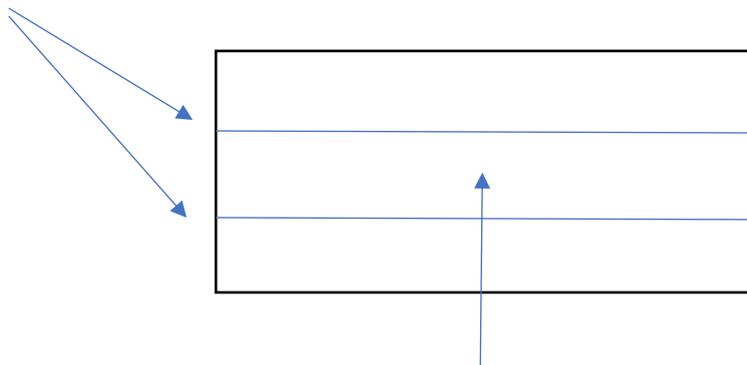
Note: The above case study(s) is what you will need to share with the Central EC Team as part of your Baseline Report. It is expected that several case studies may emerge from each EC Region. We recommend each Region share their top 3 drawings and analysis with the Central Team.

Activity 1: Draw the systems change:

Set up:

Some people are not as confident as others about drawing, to level the playing field, print copies of Appendix 1 “101 how to draw” to provide some tips on how to draw.

Give participants a couple of sheets of A4 plain paper (A3 even better!) and get them to draw two lines across the page, like this:



Ask your story-tellers to draw the picture in between these lines.

Instructions to help people draw the picture:

1. Ask the participants to think of an issue or area of activity that occurred in the last 12 months involving or providing examples of:
 - a. Shared **Decision-making and empowerment** - how community is involved in decision making, how power and influence are being shared, how policy and programs are being developed and how government funds are being allocated
 - b. **Relationships / collaboration** (a) within community, including the way that community / local governance arrangements are evolving and how community members are working within and with those structures, (b) between different parts of government or (c) between community leaders / local governance groups and government and how they are working together
 - c. Community and government trying new things and **learning by doing** or
 - d. Community or government working together differently in some way.

(For example they might look at: funding reform, decision making between government and community, community organisation and governance or power and empowerment.)

2. Depending on how many people are involved it might be useful to agree to focus on one story or, if you are working in a few different groups, agree on a few different stories where each group works on a different one.
3. Ask participants to draw the story of what happened. Get them to draw it as a ‘snapshot’ up to a point in time. Try and stick to the nuts and bolts of what happened – analysis comes next.
 - a. What was the start, the middle and the end of the story?
 - b. Who were the main actors? Who were they interacting with? What roles were people playing?
 - c. What were the main decision points or forks in the road? What key decisions were made? Who made them? How where they made?
 - d. Use the 5 Rs as prompts to help tell the story (not all of them may be relevant)
 - i. Resources – What dollars, information and assets went into the story?
 - ii. Rules – What formal or informal “rules”, policy or legislation were in play or influencing how people behaved or what occurred?
 - iii. Roles – What roles did people have or play?
 - iv. Relationships – What relationships were drawn on or established?
 - v. Results – What came out at the end of the story? What was achieved or delivered?
4. It may be useful to get participants to think about and draw the story on their own first, or it might work well to get them to just start by drawing it in a group(s). Take the approach that you think will work best for the group and help everyone to get involved. Encourage participants to make mistakes, let them draw the story again if they want to, use whiteboards if it helps to draft it.
5. Give participants 15 mins to draw the picture, once close to completion ask them to tell the story to you. Ask questions to help participants to “fill out” the story if that is useful. If participants are comfortable with you doing it, record the conversation or write notes down to help you write it up as a case study later. Remember to ask for permission first.

Activity 2: Make Sense of the drawing:

Set up and instructions:

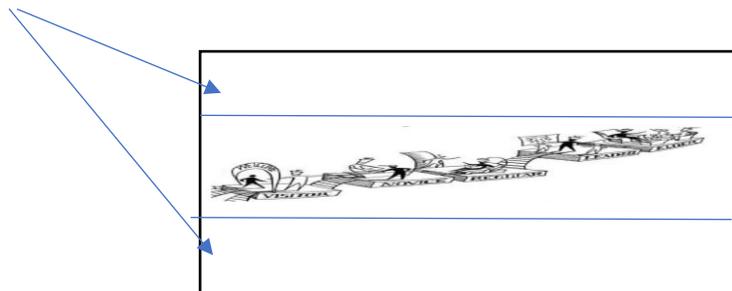
Flag to participants that you are moving from the drawing (What happened?) into the sense making (So what?) phase of the activity.

Either get participants to work through the following questions or facilitate the sense making activity by asking the following questions to help participants make sense of the inter-connections and dynamics going on in their story:

- 1.1 What is, or is not, changing? (i.e. what rules, roles, relationships, resources, results)
- 1.2 What is enabling change? (i.e. what rules, roles, relationships, resources)
- 1.3 What is blocking change? (i.e. rules, roles, relationships, resources)
- 1.4 What formal or informal “rules”, policy or legislation influenced how people behaved or what occurred?
- 1.5 Were the roles that people played formal roles or ones that they took up on their own? Did people “make or take” space to make things happen?

- 1.6 Who was influencing whom? In what ways?
- 1.7 What relationships are being strengthened or weakened?
- 1.8 How is information flowing, how fast / slow? How is feedback occurring?
- 1.9 What is different or significant about what is happening?
- 1.10 What are the consequences of what is going on?
- 1.11 What could be introduced to change the dynamic?
- 1.12 Would this be replicable with different people / in different circumstances? Is this systemic?

The answers can be written above or below the line. Ask participants to assign the question numbers to each answer to help with collating the information later on. Perhaps write the enablers in green and blockers in red.



Hint: try and keep people in the moment, what is going on in the story (i.e. not going forward to solve the issues) but really analyse what is going on. They can go to recommendations and solutions later but the gold is in getting them to really unpack what dynamics are playing out.

If participants have done this independently or in separate groups then it can be worthwhile getting people to share their insights and reflect on them together.

Activity 3: Reflection and adaption:

Set up and instructions:

Flag to participants that you are moving from the sense making (So what?) into the reflection and adaption (What next?) phase of the activity.

Either get participants to work through the following questions or facilitate the reflection and adaptation activity by asking the following questions to help participants (a) pull out the insights that they have had through the drawing and sense making process and (b) think about what they can do next to help continue to drive or systematise the changes that they have seen or identified as being needed. You can print out the following page and get them to use it like a worksheet if you like.

If participants do the activity independently or in separate groups then it can be worthwhile getting people to share their insights and reflect on them together in a full group session.

Reflection and adaption activity:

1. Through this process what have been 3 key learnings or 'a-ha' moments:

a.

b.

c.

2. Given each of these learnings what do we need to change?

a.

b.

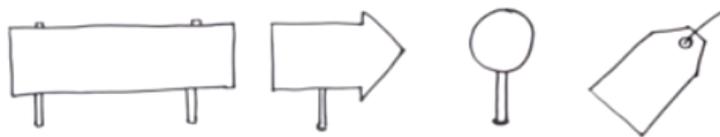
c.

Appendix 1: How to draw 101

1. **People** – draw a star and apply a head! Or a stick figure works just as well!



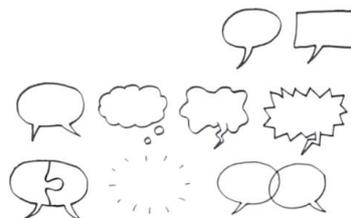
2. **Place** – simple drawings like below can provide 'sign posts' to where you are



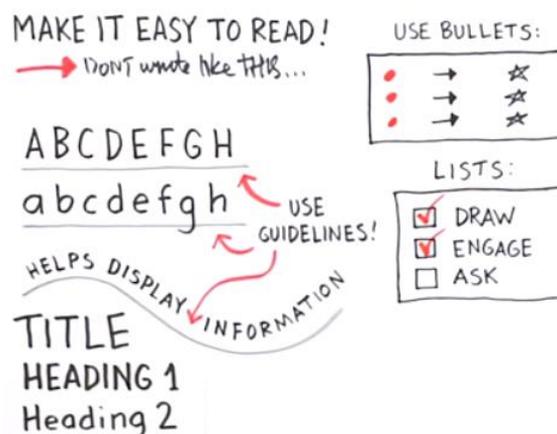
3. **Process** – use arrows and lines to show that a process is underway



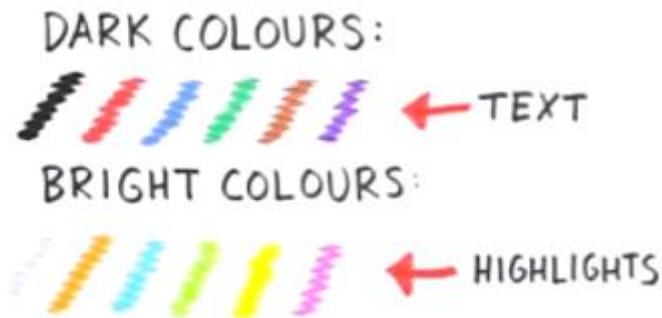
4. **Speech** – use speech bubbles to help draw attention to phrases



5. **Text** – use capitals, takes longer but easier to read, use guidelines to write on and use bullets and lists.



6. **Colour** – use dark colours for text and light colours to highlight



7. **Effects** – use little lines and colouring to emphasise points



Reference: Learning Graphic Facilitation – 7 Elements by the Bigger Picture.
<https://www.youtube.com/watch?v=S5DJC6LaOCI> – watch the 3min youtube

Appendix 2: Example case study write up template:

EC Region: [Region]

[Case Study Title]

Date prepared: [Date]

How prepared: [Include a brief description or how information was gathered and what groups contributed so we can understand whose voices have contributed to the development of the case study]

Description: [Provide a short summary of the story that was discussed in Activity 1 (500 words). Include a photograph of the drawing that was developed or a diagram of it if you think that is useful]

Types of change identified: [use the table below to identify the types of changes that were identified or where there were shifts emerging]

	In community	In Government	Outcomes
Decision making			
Relationships collaboration			
Learning by doing			
Adaptive skill capability development			
Other [describe]			

Key themes or insights:

[Summarise the key themes explored in Activity 2: What was different or significant about what happened? Are the identified changes systemic? Would they be replicable with different people / in different circumstances? What enabled or blocked change? What could be done to systematise or achieve (further) change]

Key learnings:

[Describe the key “ah ha” insights and associated next steps identified in Activity 3]

Other observations: [If you have any other comments or observations include them here]