

ChildFund Australia Organisational Monitoring Evaluation and Learning

Purpose of the Monitoring, Evaluation and Learning (MEL) Framework

ChildFund Australia's organisational Monitoring, Evaluation and Learning Framework aims to generate credible evidence about:

- 1) If and how ChildFund Australia's projects contribute to change;
- 2) What ChildFund Australia can learn about the quality and effectiveness of its approaches;
- 3) The reach and scale of ChildFund Australia's programs.

The MEL Framework provides a framework which enables the organisation to capture, analyse and document this information. The primary users of the Framework are country and Sydney-based program teams, ChildFund Australia's Program Review Committee and the Board. The Framework and accompanying reporting processes seek to generate discussion, learning and decision making to improve the effectiveness of ChildFund Australia's projects and development approaches and bring about better outcomes for people in poverty.

This MEL Framework replaces ChildFund Australia's Development Effectiveness Framework¹, which was implemented from 2010 to June 2018. The Framework is not an all-encompassing system designed to capture all the information required by staff at different levels to track, report and communicate progress and results to internal and external stakeholders (which occurs through a range of reporting processes). Rather, it articulates the types of information required by the organisation to understand the extent to which its activities bring results and learn about how to improve the effectiveness of its approaches.

Given the diversity of ChildFund Australia's projects and the challenges associated with measuring change and contribution of complex development projects, the Framework aims to support assessment and learning by examining specific projects, or a group of similar projects within a clearly articulated framework. The Framework does not seek to aggregate and report all monitoring and evaluation data across all projects at an organisational level. This approach is not considered feasible as ChildFund Australia designs and implements projects to meet local needs in complex environments, whereby there are too many complex contextual factors and variation to enable meaningful aggregation. This approach would also not support the assessment of effectiveness, which requires more in-depth focused assessment of the strategies used and changes brought about in particular projects.

The MEL Framework however does capture and aggregate a small amount of quantitative 'headline' data at an organisational level to provide a snapshot of some of the work that has been carried out in different sector areas. It identifies some common activities and associated data sets that are likely to be collected by projects implemented in each sector, such as 'the number of children reached',

¹ While termed 'Organisational MEL Framework', this framework is also ChildFund Australia's Development Effectiveness Framework as it supports the capture, analysis and reporting of the organisation's contribution to change which is used to inform program design and strategy setting.

and ‘the number of officials who have participated in training’. This data aims to provide an indication of the reach and scale of ChildFund Australia’s programs. It is acknowledged that this headline data does not provide an indication of the quality of projects and significance of change, which must be gauged through qualitative methods. As discussed in the Program Management section, project teams are not expected to report on these data if they are not relevant to their projects. However, they are required to track and capture a range of output and outcome level data as part of their own project MEL and donor reporting requirements that are not specified in this organisational MEL Framework.

The MEL Framework seeks to support examination and learning in relation to how some of ChildFund Australia’s projects contribute to change at an **organisational level**. This will be done by examining common development and sector program² approaches used. It also aims to support assessment and learning at the **project³ level**, by helping project teams to better measure project outcomes⁴ and learn about the effectiveness of project strategies, approaches and partnerships.

Theory of Change

ChildFund Australia has a Theory of Change, which outlines the drivers of poverty, which the organisation works to address as informed by experience, technical expertise and knowledge. ChildFund Australia works across four ‘themes’, addressing poverty by:

- **Access to assets:** Building human, capital, natural and social assets around the child and their caregivers;
- **Voice, Agency and Power:** Building the confidence, sense of self-worth and resilience of children and youth (power within), the voice, agency and ability of people to bring about the changes they want in their lives (power to); and in some cases, promoting collective action (power with);
- **Protection:** Ensuring that people are protected from risks in their physical and social environment; and
- **Formal systems:** Strengthening the accessibility, quality and responsiveness of formal systems through which social services are delivered.

While the MEL Framework is structured along sector lines, whereby ChildFund Australia will analyse and report on its development effectiveness at the organisational level through its key sector programs, it will also support assessment and learning in relation to its Theory of Change. All projects are designed to link to one or more of the themes listed above. ChildFund Australia’s program effectiveness reflection and reporting processes will support regular assessment of the Theory of Change and the validity of the assumptions underpinning it, ensuring it is discussed, tested and refined from an evidence base. In addition, ChildFund Australia may also choose to make a particular theme (e.g. Access to Assets) the focus of one of its program effectiveness reports to facilitate more in-depth and targeted analysis and learning. Sector Outcome Frameworks have been mapped against the themes of the Theory of Change to support this. ChildFund Australia’s full Theory of Change is presented in a separate document, which should be referred to and used in conjunction with this Framework.

² Program: Refers to overarching ‘conceptual’ sector program approaches and program logics, rather than a specific program or project implemented by Country Offices with budget, timeframe and deliverables.

³ Project: Refers to projects that are implemented with budget, timeframe and deliverables.

⁴ Outcomes: Refers to the changes that would typically be expected to be brought about at the end of a project i.e. objectives as measured by project performance indicators.

ChildFund Australia's development theory and sector approaches

ChildFund Australia has shifted from an integrated rural development approach to a multi-level sector driven approach. It historically worked largely at the community level, providing a set of interventions in a number of villages in a program area over the long term in a program area, and was often the only development organisation working in that location in a community.

The increasing range of development actors and interventions taking place within communities, the rapid economic development of countries, along with changes to the organisation's funding model, and a recognition of the need to work directly with government at broader levels to have a larger impact has led ChildFund Australia to adapt the way it works. It has built on its technical expertise and capacity in particular areas, taking a sector-led approach, and is now working with national government and coalitions to support and complement its interventions at the community level.

The revised MEL Framework has been designed to align with and reflect ChildFund Australia's current sector approaches. It seeks to support assessment and learning in relation to the changes ChildFund Australia strives to bring about through sector programs, and the common approaches to working with in-county stakeholders. It also aims to support the testing and refinement of the organisation's Theory of Change. Figure 1 provides an overview of the organisation theory and approaches, which inform the structuring of the Framework and its focus of enquiry.

Sectors

Given ChildFund Australia's transition towards a sectoral approach, the revised MEL Framework has been structured to support organisational analysis and reporting at a sector level. This has been supported by developing Sector Outcome Frameworks, and Sector MEL Toolkits. ChildFund Australia undertakes program work in the five key sectors outlined below, in which it has developed its technical expertise and is investing more resources.

1. Child Protection

ChildFund Australia strengthens prevention and response mechanisms to violence, exploitation, abuse and neglect of children by working with communities, duty bearers, and service providers. ChildFund Australia works with communities to establish child-friendly reporting systems and referral networks, and with children and families to promote attitude and behaviour change. ChildFund also invests in developing the knowledge and skills of local social welfare professionals. Its work to develop child protection systems is also planned to be activated in times of emergencies to ensure children have access to increased support.

2. Disaster Risk Reduction

Disaster Risk Reduction (DRR) projects support vulnerable communities to reduce disaster and climatic risks and prepare for emergency responses. Areas of intervention include community based risk reduction activities; strengthening of national and sub national systems and climate adaptation and mitigation projects with a focus on agricultural and alternative livelihoods. We also design projects with integrated response capacity and measures, which can be "Switched On" to response mode in time of emergencies.

3. Education

Education projects directly and indirectly support formal (in-school) basic education (early childhood, primary and lower secondary school). Its projects aim to improve the quality of education by strengthening the capacity of teachers to improve classroom practice and learning outcomes for

children. It also maintains and strengthens school governance, and promotes children and caregivers' engagement in school management.

4. Health

Health projects aim to bring about equitable access to primary health care with a focus on Maternal Child Health, Nutrition, Sexual Reproductive Health, and Water, Sanitation and Hygiene (WASH). Areas of work include improving health facilities, capacity building of government health workers and systems strengthening, and community education and health promotion with the help of community volunteers.

5. Social and Emotional Learning

SEL programs focus on the processes through which children and young people develop and enhance the knowledge and skills necessary to understand, manage and communicate about their own emotions, feel and show empathy for others, establish and maintain helpful relationships, set and work towards goals, draw on a repertoire of coping strategies, think critically about what influences their choices, and make responsible decisions⁵. Projects in this sector are community based and aim to increase young peoples' (aged 11-25)⁶ social and emotional skills to build better futures and act for positive change. In an increasingly fast-changing, complex and diverse world, projects aim to build the capacity of young people to adapt, be resourceful, respect and work well with others, and to take personal and collective responsibility. Projects also include opportunities for young people to effectively participate in their communities and take action to positively influence change. Projects also work to ensure duty bearer systems and processes are more youth inclusive and progress youth priorities.

Other sectoral work

ChildFund Australia works in other areas including economic empowerment and livelihoods. These areas of work are closely linked with the other key sectors listed above. For example, while ChildFund Australia focuses on children, it may work directly with other groups such as mothers in order to improve their economic empowerment, which may be critical in enabling them to provide improved care, health, education and standard of living for their children.

The MEL Framework does not exclude ChildFund Australia from implementing projects that fall outside of the five key sectors. Pending the findings of upcoming evaluations in these areas in 2018/19, ChildFund Australia will make a decision on whether to introduce these as core sectors and develop corresponding Change Model and MEL Toolkit. While Outcome Frameworks have not been developed to guide the design and assessment of these sector projects, the minimum standard relating to project design, monitoring, evaluation and reporting should be used to support design, assessment and reporting in these sectors.

Approaches to working with stakeholders

ChildFund Australia largely works at three levels⁷:

- 1) the community level;
- 2) sub-national and national levels; and
- 3) regional to global.

⁵ See ChildFund Australia SEL Program Approach

⁶ This is the target age group however they have to be segregated as required in the beneficiary sections of the proposal and report formats.

⁷ These are the two common levels the organisation works in country, however there are cases whereby it works at only one level.

ChildFund Australia undertakes direct implementation and also implements projects in partnership with other stakeholders. Some partners receive funding to implement project activities, while others are non-funded partners which ChildFund Australia works with and through. Table 1 shows the types of partners the organisation commonly works with at these three different levels. While ChildFund uses specific strategies in its sectoral work, it also uses a common set of approaches to bring about change when working at these three levels. The MEL Framework seeks to accommodate and capture the work taking place at both of these levels.

Table 1: The types of partners and common approaches used when working at different levels

Levels	Types of partners	Common approaches
Community	<ul style="list-style-type: none"> Families Community groups including children and youth groups) Community leaders such as chiefs Schools, CBOs, NGOs and Service Providers Village and district level government. Pagodas Private sector 	<ul style="list-style-type: none"> Providing and supporting community-based infrastructure Awareness raising and capacity building of community members Strengthening of local networks and referral systems Organisational capacity development of CSOs Capacity building of people delivering frontline services (government and service providers).
Subnational and national	<ul style="list-style-type: none"> Provincial and national government Sector collaborations and coalitions CSOs, NGOs and INGOs. Universities and research institute Private sector 	<ul style="list-style-type: none"> Capacity building of provincial government staff Systems strengthening Contributing to national policy development Advocating to government for wider adoption of successful models for replication implemented at the community level Piloting new and innovative sector interventions and tablet technology.
Regional to global	<ul style="list-style-type: none"> Other ChildFund Country Offices ChildFund Alliance 	<ul style="list-style-type: none"> Regional and global advocacy Regional sector-based campaigns and programs

Cross cutting Issues

ChildFund Australia works broadly across the community, not only exclusively with the most vulnerable and poorest communities. When need exists it targets high risk and more vulnerable groups across its projects that may experience higher levels of exclusion. ChildFund Australia adopts the following core guiding principles, which it implements across its projects:

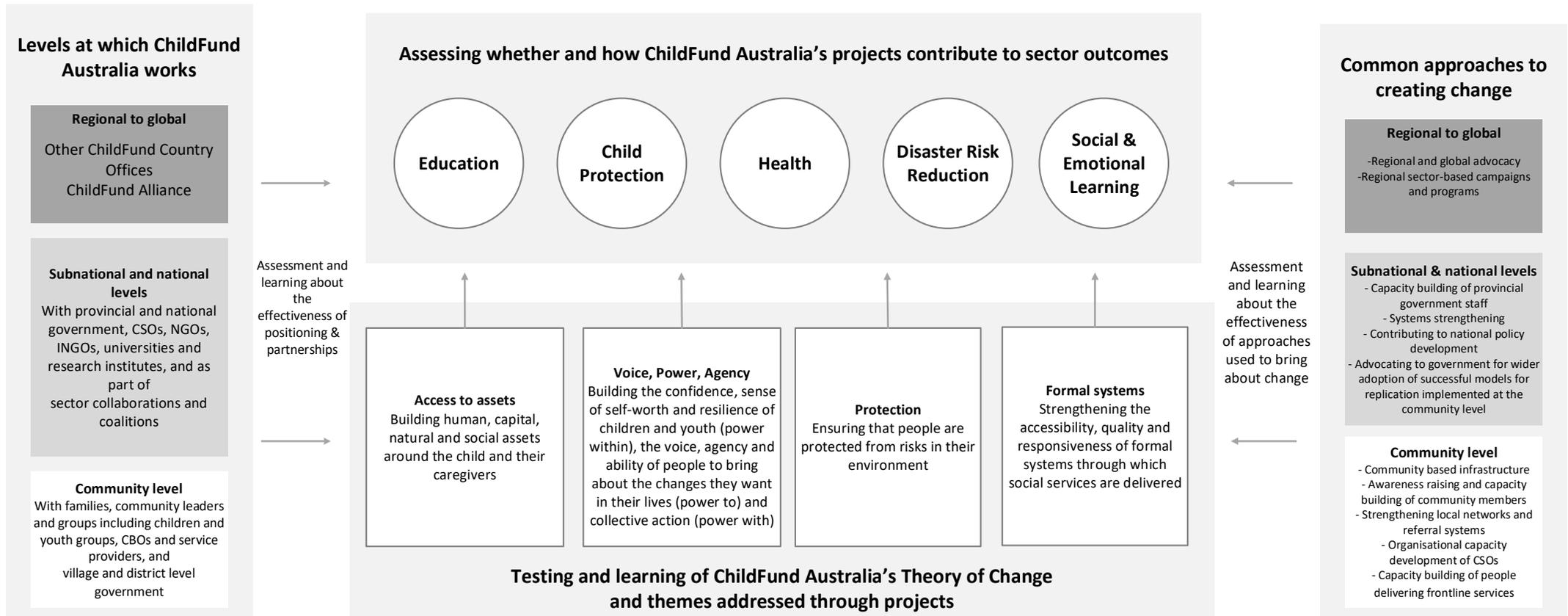
- Gender inclusion
- Disability inclusion
- Ethnicity and other exclusion factors
- Child and youth participation
- Resilience⁸ building

It is expected that project level monitoring processes will capture gender and disability disaggregated data, and that assessment and learning in relation to how well its projects have

⁸ Resilience is seen as something that sits above all projects, which all projects seek to contribute to. Resilience is also a cross cutting approach whereby projects seek to analyse and integrate resilience according to ChildFund Australia's Resilience Framework. The sector of social and emotional learning focuses on building individual resilience. Whereas resilience is addressed more broadly as a cross cutting issue when looking at environmental factors.

targeted and benefited different groups take place through mid-term project reviews and end-of-project evaluation. The Sectoral MEL Toolkits and evaluation guidance accompanying this MEL Framework have been developed to support this. ChildFund Australia may also choose to make a particular cross cutting issue the focus of one of its program effectiveness reflections and reporting processes, or conduct a separate meta evaluation to assess and analyse its work in a specific area.

Figure 1: Assessment and learning of organisation theory and approaches supported by the Development Effectiveness Framework



Components of this MEL Framework

MEL Framework architecture

To measure contribution to change and assess effectiveness, for each core sector a Change Model and Outcome Framework has been developed (see **Annex 1**). These include a sector goal, core outcomes, and a set of indicators related to each outcome. A diagram has also been developed for each sector, which shows the common strategies used to bring about the outcomes. Guidance to support data collection against outcome indicators and other sectoral project monitoring and evaluation is provided for each sector in separate Sector MEL Toolkit. An Organisational Program Effectiveness learning and reporting process has been established to support assessment and analysis against this Framework. Within this process, a selection of projects will be used to inform on sectoral analysis and learning against a selection of outcomes. All projects will report on Sector Headline Data if they are implementing associated projects (see **Annex 2**).

Sector Change Models and Outcome Frameworks

In order to know if and how ChildFund Australia is bringing about change⁹, and assess its effectiveness in bringing about those changes, the organisation has identified the changes it is seeking to bring about in each sector and the strategies used to activate these changes. A goal and set of outcomes has been developed for each sector as outlined in **Table 2** below. The outcomes are not presented in any order of priority. Some outcomes are linked and mutually reinforcing¹⁰. The outcomes are a pragmatic attempt to capture common outcomes that projects are working towards¹¹.

More detailed Sector Change Models and Outcome Frameworks have been developed for each sector and are presented in Annex 1. Outcome Frameworks include a list of outcome indicators. Indicators are purposefully broad and descriptive to ensure their relevance to a range of projects implemented in different settings, and both quantitative and qualitative measurement and local interpretation and target setting. For example, an indicator of Child Protection Outcome 2 is 'Caregivers engaging in harmful practices learn new approaches and increasingly adopt positive alternative strategies'. Country teams can collect a range of quantitative data against this indicator, such as the number of caregivers who have participated in training, and the number and percentage of caregivers who have adopted new approaches. They can also capture qualitative data, in the form of change stories and case studies, which describe caregiver's experiences in applying new approaches (i.e. barriers and enablers) and the impact of the application of these new approaches on their children and family. Suggestions for qualitative and quantitative data sets for each indicator are provided in Sector MEL toolkits.

Outcome indicators will not be systematically collected against and aggregated across all program areas, which represents a transition from the approach of the previous DEF. Rather, outcomes and indicators will guide project design, and will be used to support organisational level program effectiveness reporting and analysis. It is expected that Outcome Frameworks will continue to be revised and refined periodically.

The Outcome Frameworks have been developed to support analysis, assessment of contribution to change, and learning at an organisation level. They also aim to bring a shared understand among all staff of the outcomes ChildFund Australia is working towards. Country teams are expected to align

⁹ The previous DEF featured impact indicators, but did not make explicit the changes sought.

¹⁰ For example, within the education sector, improved practice (Outcome 2) supports improved child learning (Outcome 1).

¹¹ These are the outcomes that multi-year projects would typically expect to facilitate at the end of a project; they are not longer-term impact outcomes facilitated by working in a particular community through multiple projects over an extended period (i.e. 10 years).

their projects with Sector Outcome Frameworks when designing projects, such as when analysing and developing project logics along with their own contextually appropriate outcomes and indicators. Outcome Frameworks should not exclude Country Offices from addressing particular needs or using other activities to bring about outcomes important to communities. For example, Country Offices can still design Access, Technical and Vocational Education and Training or Non-Formal Education focused activities, even though these do not feature in the Education Change Model and Outcomes Framework - if they see a strong need and have the capacity and resources to respond.

Shift in approach to measuring change

This approach provides a shift from ChildFund Australia's previous MEL Framework¹², which had a focus on tracking, aggregating and reporting a large amount of quantitative data at an organisational level. This approach is no longer considered feasible as ChildFund Australia implements projects in complex environments, whereby there are too many complex contextual factors and variation to enable meaningful aggregation of projects across the organisation. This approach also does not support the assessment of effectiveness, which requires more in-depth focused assessment of the strategies used and changes brought about through particular projects.

While a small amount of quantitative data will be aggregated at an organisational level to provide information on the scale and reach of ChildFund Australia's projects (see **Annex 2**), the primary intent of this revised MEL Framework is to provide a conceptual framework through which to support analysis and assessment of contribution to change, and learning at an organisation level. This approach aligns with the organisation's shift towards the adoption of sector program approaches for key sectors, which are used by Country Offices in project design. This framework aligns and supports this sectoral programming approach by developing Change Models and Outcome Frameworks, which mirror these overarching sectoral program approaches.

Use by Country Offices

While Outcome Frameworks have been designed to support assessment and learning at the organisational level, it is also expected that they will be of value and use to Country Offices. Sector Change Models and Outcome Frameworks have corresponding Sector MEL Toolkits which have been designed to help country teams to design, monitor and evaluate the outcomes of sectoral work. Sector MEL Toolkits should also be used by program teams when formulating project M&E plans, and when designing and conducting case studies, mid-term reviews and evaluations.

Program teams in countries are expected to develop their own project outcomes and M&E framework; this MEL Framework seeks to align and complement project design and MEL processes, not replace them. It is not expected that all Country Offices will be working in all sectors, or bringing about all outcomes and indicators in a particular sector. They are also able to implement projects and activities that fall outside the sectoral outcomes and strategies identified. The MEL Framework and Sector MEL Toolkits do not intend to provide a set of fixed indicators, tools and procedures, which all Country Offices could use to measure all outcomes. Rather, they seek to provide ideas, suggested indicators and tools that can be drawn from and adapted as part of the design and implementation of project MEL.

¹² Previously termed the Development Effectiveness Framework.

Links between project MEL and organisational MEL

Sector MEL Toolkits, which link to sector Outcome Frameworks, have been designed primarily for Country Office use. Sector MEL Toolkits outline the types of data and assessment processes that can be used to gather information against outcome indicators, and undertake monitoring and evaluation processes, along with a suite of data collection tools. They have been designed to support country teams to measure the quality of their projects and the extent to which they are on track towards bringing about outcomes, and learn about the effectiveness of approaches and strategies used to support adaptation and ongoing improvement.

Sector Outcome Frameworks are relatively high level and are not disaggregated by gender, disability and other vulnerability factors. It is expected that gender and disability disaggregated data are collected at a project level as appropriate¹³. The Sector MEL Toolkits and Program Handbook provide suggestions for how Country Offices can undertake gender and disability disaggregated quantitative and qualitative data collection and analysis.

The shift in approach seeks to build ChildFund Australia's evidence base through strengthening project level MEL, including qualitative assessment and analysis, which can then be used to support effectiveness assessment at the organisational level. The role of Country Office in contributing project MEL information to inform on organisational assessment and learning is discussed below in the Program Effectiveness Learning and Reporting Process Section.

The outcomes, indicators and tools are suggested; they can be used and adapted by Country Teams as part of design, and monitoring and evaluation process if and when appropriate. For example, teams can refer to the list of outcome and indicators for ideas when designing projects and MEL plans. Teams may find the tools useful during various stages of monitoring and evaluation, depending on the types of data they are seeking to collect at different points in the project. For example, to test if a particular project intervention is on track to bringing about intended results, team may seek to conduct in-depth analysis, using one of the participatory tools to guide evidence based data collect and analysis as part of the development of a case study.

Project management

This MEL Framework seeks to align with and complement project design and M&E processes, not replace them. Country Offices are expected to continue to collect and report on their own locally designed projects as outlined in their own project proposals and project M&E frameworks, and plans to assess if projects achieve what they set out to. They are still required to track and capture a range of data as part of their own project M&E framework and donor reporting requirements that are not encompassed by these overarching sector frameworks. Country Offices are expected to follow the guidance, procedures and minimum standards set out in the Project Cycle Management section of the ChildFund Australia Program's Handbook for these processes. As stated in the Program Handbook, Country Offices are still required to collect case studies, which remain a core method of qualitative analysis.

Table 2: Sector goals and outcomes

Where individuals and groups of people are referred to, they are inclusive of boys, girls, men, women, indeterminate, with and without disability.

Child Protection
Goal: Strengthen the protective environment for children through formal and community based mechanisms

¹³ Sector MEL toolkits will also specify gender and disability inclusion data as appropriate.

Outcomes:**1. Formal systems**

A functioning formal child protection system exists in which duty bearers and service providers have the knowledge, skills and resources to prevent and respond to child protection risks.

2. Supportive families and communities

Parents, caregivers and families provide the best possible environment for a child to develop to their full potential.

3. Children's self-protection knowledge and skills

Children are able to identify risks, respond to risks that arise to the extent possible within their own scope of control, and seek appropriate help.

Disaster Risk Reduction

Goal: Reduce disaster impact and climatic risk

Outcomes:**1. Community risk reduction and response readiness**

Communities are risk aware, adaptive and able to identify and manage localised disaster risks to the extent possible.

2. Formal systems

National and sub-national government and NGO partners have policies, processes and systems that are adaptive, risk aware and supportive of community risk reduction and response initiatives.

3. Climate adaptation and mitigation

Agriculture and livelihood activities are adaptive to climate change, with a focus on food-security, nutritional practices and inclusive of vulnerable community groups.

4. Emergency response

The priority needs of affected populations and other vulnerable groups are met in a timely and appropriate and effective manner.

Education

Goal: Improved quality of basic education and improved learning outcomes for children (ECE, Primary, Lower Secondary).

Outcomes:**1. Classroom practice**

Teachers tailor their classroom practice to assist all children participate actively in classroom activities, regularly assess and document their progress and respond to their learning needs and achieve expected learning outcomes.

2. School governance and management and educational leadership

School management is improved and becomes more participatory while school governance becomes increasingly transparent and accountable to the communities it serves.

3. Education systems

Officials demonstrate increased capacity in their supervisory roles for knowledgeable and supportive supervision and project experiences and results are used as evidence to advocate for improvements in education service delivery.

4. Supportive families and communities

Schools appropriately communicate children's learning outcomes and progress to parents / caregivers who in turn support student learning, participation, and school improvements.

Health
<p>Goal: Improved quality of health for the community (focusing on mothers, children and youth)</p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Preventative health (health at home and community) Mothers, children and youth improve health, nutrition and hygiene practises at the home and community level. 2. Health services improvement (primary health care) Formal health facilities are better able to provide quality health services to meet the needs of their catchment population - particularly focussed on services targeting mothers, children and youth. 3. Systems strengthening and linkages Local, subnational and national level systems are strengthened and supported to better respond to the health needs of the community.
Social and emotional learning
<p>Goal: To build the social and emotional skills of young people to build better futures and act for positive change</p> <p><i>(Young people is inclusive of boys, girls, people who identify as LGBTI and people with disability.)</i></p> <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Social and emotional skills Young people's social and emotional skills are improved to enable them to positively influence their lives and relationships. 2. Leadership and action for community change Young people participate in their communities and take action to influence positive change. 3. Enabling environment Duty bearer policies, systems, processes and practices are more inclusive of, and accountable to young people.

Assessment, analysis and learning

The MEL Framework provides a framework to support analysis and learning in relation to development effectiveness at the levels of project, partnership, impact and organisation. A set of questions has been developed for each of these areas to guide various assessment and reflection processes.

Project level

The organisational MEL Framework supports assessment and learning at the project level, with Sector Outcome Frameworks and MEL Toolkits providing guidance and ideas for assessing short, intermediate and end of project changes of sectoral projects. Projects will have their own locally developed M&E frameworks, and will capture evidence through monitoring, operational research and case studies, mid-term reviews and evaluations. While the focus of enquiry will be tailored to learning and information needs of different projects, the following common set of high-level questions can be drawn on in the design of assessment processes such as project reviews and evaluations:

Change questions

1. What knowledge, practice, systems and policy changes have the project contributed to?
2. To what extent are these changes (knowledge, practice, systems) resulting in changes in people's lives (boys, girls, men, women, gender diverse people, people with disability, minority ethnic groups), (access to assets, power, protection)?
3. What are the unintended outcomes of the project, both positive and negative?
4. What is the likely sustainability of outcomes?

Process questions

5. What is the quality and relevance of our interventions?
6. Are the strategies and approaches used the right ones needed to bring about the outcomes we are seeking?
7. Have the right partners and stakeholders been appropriately engaged by the project to bring about the outcomes sought?
8. What are the key successes and what factors underpin success?
9. What key challenges have been encountered and how effectively were they overcome?

Learning questions

10. For stakeholders that have received capacity building support, what enables them to apply and use new knowledge and skills, and what hinders and prevents them?
11. What motivates and inspires stakeholders to act and make change (i.e. lead actions or drive systems change)?
12. What can be learned about how ChildFund Australia should focus its activities, expertise and resources in this location and sector in order to have the greatest impact?

Partnership level

The effectiveness of ChildFund Australia's partnerships will be assessed by Country Offices on an annual basis for funded partners. A set of questions has been developed to explore core elements of effective partnerships and guide assessment.

These questions can be used to guide partner reflection workshops or partner meetings. The process used should promote open and honest discussion and reflection by both ChildFund Australia and the partner. Teams may consider the most appropriate way to ensure this.

For each question, documentation should be provided on what has been done and what could be strengthened. Teams may also choose to use ratings to help them track their partnerships and focus on areas for improvement.

Quality of the partnership

1. How openly are we communicating issues that arise?
2. Are we discussing issues together and making shared decisions?
3. How well are we responding to requests for support or information?
4. Could we be more accountable to each other and the communities we serve?

Supporting development effectiveness

5. Do we have a shared vision of the changes we are working towards?
6. How well are we sharing information and learning about change together to improve our work?
7. How well are we using our technical expertise, knowledge and ideas, links and connections to the benefit of the project and the partner (ie organisational capacity development)?
8. Where there are gaps in our internal capacities, are we appropriately bringing in external skills to ensure strong program performance?
9. What has been the key value add of each partner?

Future and sustainability

10. Do we have shared expectations for the future of the partnership (exit timeframe, or ongoing avenues for collaboration)?
11. How well are we planning and working towards an exit (at a project and organisation level), or future collaboration (joint planning, consultation and design processes)?

Impact level

For countries where ChildFund Australia works over an extended period of time, Country Offices may choose to reflect on their impact over the longer term with communities. Country Offices may seek to synthesise, present and discuss evidence of change (such as the results of impact studies, or other project reports such as evaluations or research studies) with different community stakeholders to reflect on the longer-term impact a range of projects have contributed to. This process is not mandatory; the Country Office may decide on the methodology and timing based on the programming cycle in a certain program location e.g. district. The process should also be built into their established processes in country. A set of guiding questions has been developed to support this process.

1. What are the most significant changes we have helped to bring about in your community? (i.e. over the last five years?)
2. Whose lives have been changed (men, women, boys, girls, gender diverse people, people with disability, people from ethnic minority groups), to what extent, and how have our projects contributed to those changes?
3. What other factors are likely to have contributed to these changes that are completely independent of ChildFund Australia interventions?
4. What positive results did we bring about that have not been sustained? Why did this occur?
5. What unintended changes (positive and negative) did our projects produce? How did these occur?
6. What were the barriers and enablers that made the difference between successful and disappointing projects and project changes?
7. Have we been working to address the most important issues within your community?
8. Are we working with the right groups of stakeholders in the right ways to have the biggest impact?
9. What actions should be taken based on the findings from items 1-7?

Organisational level

A set of strategic level questions are provided to support organisational level analysis and learning. As discussed below in the following section, Country Office learning papers, headline data, and other MEL data (such as select evaluations) will feed into an organisational reflection process to enable management to reflect on strategic questions from an evidence base. The questions serve as a guide to assessing and reflecting on effectiveness as part of an organisational reflection process.

1. **Sector:** Are there good practice approaches or innovations that could be shared across the sector? How can sectoral approaches be strengthened? (What new expertise, technologies, and types of interventions can ChildFund Australia explore to make its programs more effective?).
2. **Positioning:** Given that ChildFund Australia is a small organisation and one of many players in-country, how should it best position itself (levels at which it works and partnerships) and focus its activities, expertise and resources in order to have the greatest impact?
3. **Theory of Change:** To what extent have the programs and projects advanced the four themes? Is the ToC valid? Can it be further developed to help our programs achieve a greater impact?

- Access to assets** How has ChildFund Improved people’s access to and quality of services, systems and networks? How effective are its approaches and what can be learned about this theme?
- Voice, Agency, Power** How has ChildFund strengthened people’s inclusion and participation in decision-making and ability to speak out and act? How effective are its approaches and what can be learned about this theme?
- Protection** How has ChildFund addressed power dynamics or reduced vulnerabilities to create a safer environment for people or make power-holders more accountable to them? How effective are its approaches and what can be learned about this theme?
- Formal Systems** How has ChildFund increased the quality, accessibility or responsiveness of formal systems to the communities they serve? How effective are its approaches and what can be learned about this theme?
4. **Responsiveness:** How agile and responsive is ChildFund to changing needs and opportunities? Are its projects able to respond to priority needs in country, or is it using a cookie cutter approach?
 5. **Advocacy:** What implications do findings and learnings have for the advocacy approaches we use in country, and how we can better link and align our global advocacy work with our projects on the ground and vice-versa?

Reflection will be guided by an evidence base. Question will be informed by a consideration of sectoral learning papers and other evidence such as evaluations, partnership reviews and other reports. It is expected that sector approach documents and the organisation’s Theory of Change will be updated in light of new learnings.

Organisation and Country level assessment and learning processes

The core assessment and learning processes at the organisational and country levels discussed above are represented in Figure 2. At the country level, project teams are expected to design their own projects and develop and implement M&E frameworks and plans tailored to those projects. This should be done in accordance with Country Strategies, Program Approach Papers¹⁴ and Sector Change Models and Outcome Frameworks, along with the guidelines, standards and requirements outlined in ChildFund Australia’s Program Handbook.

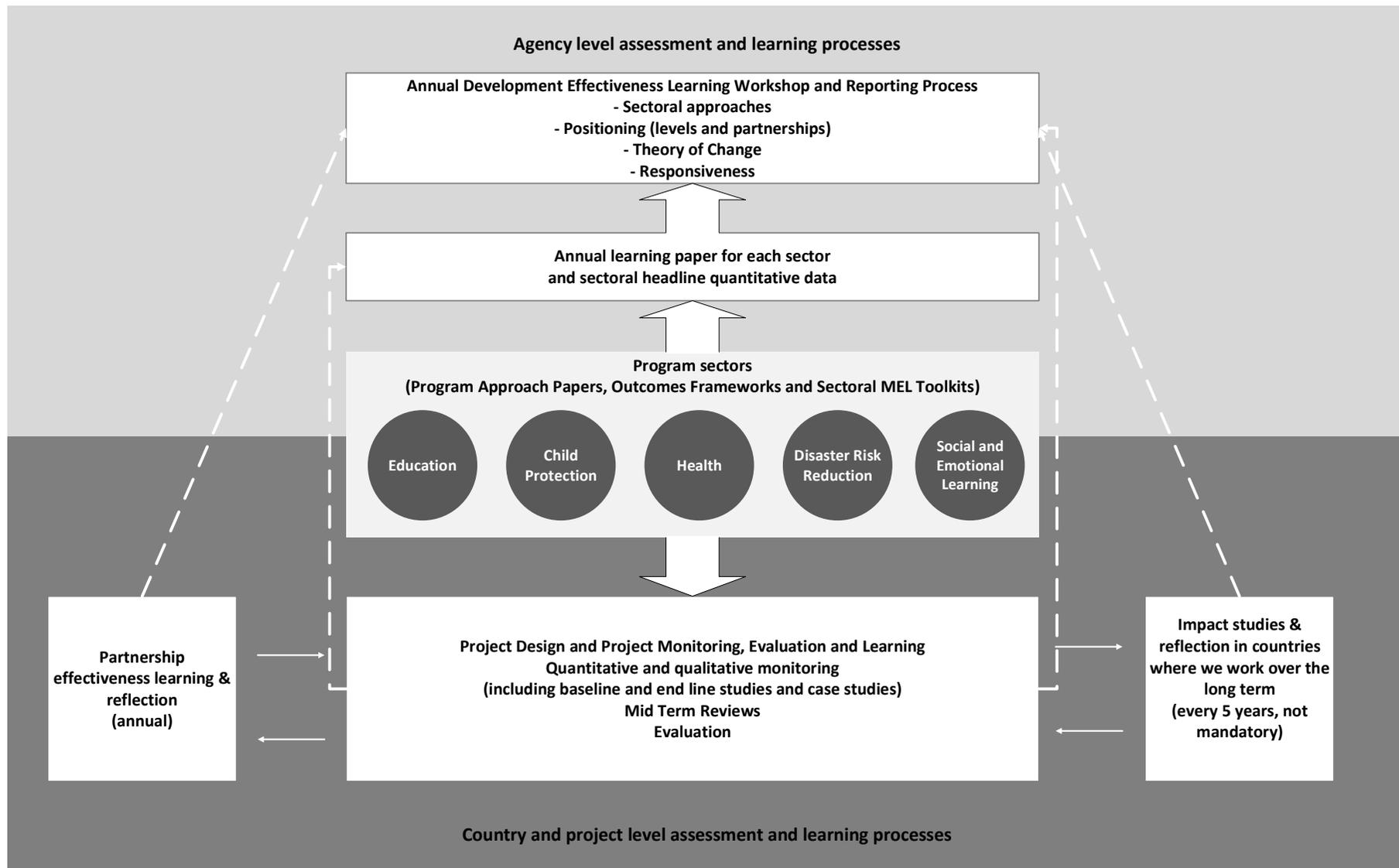
Country teams are expected to conduct partnership reflections in collaboration with their partners, such as through a partner workshop or meeting. For countries where ChildFund Australia works over an extended period of time, Country Offices may choose to facilitate community reflection processes on their longer-term impact based on impact studies or other evidence such as project evaluation reports (this process is not mandatory). It is expected that these processes will in turn inform on design of new projects. Country Offices will also develop sectoral learning papers in collaboration with Sydney-based staff (for one select project or group of projects).

At an organisational level, ChildFund Australia will hold a program effectiveness learning workshop and reporting every 12-18 months using existing process, e.g. March Meeting or Program Summit, to answer the strategic organisation level questions provided previously. Analysis will be based on in-

¹⁴ Current Program Approach Papers include Education, Child Protection, DRR, and S4D; Social and Emotional Learning and Health are under development.

depth sectoral learning papers submitted by Country Offices (informed by evidence collected through project M&E) coupled with an overarching sectoral analysis. The organisational reflection process may also draw on other sources of evidence available as indicated by the dotted lines in the diagram. This would involve select forms of high quality data only to augment analysis.

Figure 2: Organisational and Country level assessment and learning processes



Program Effectiveness Learning and Reporting Process

At the organisational level, the MEL Framework will be used to support structured learning and reporting. Every 12-18 months, ChildFund Australia will hold program effectiveness and learning workshop and associated report will be produced. The primary purpose of the organisational learning and reporting process is to support ChildFund Australia to assess and learn about the effectiveness of its development approaches. This requires undertaking an in-depth analysis of some of the projects from a strong evidence base. It is not considered feasible or beneficial to examine all outcomes across all projects each year, given the range of projects, the variable quality of project data, and the time and resources involved.

While the focus and content of the report will change each year, its key elements will include:

- I. **Headline data reporting** for each sector;
- II. **Sector learning papers and wider sectoral analysis** – learning papers which outline the extent to which select projects (or elements of projects) are achieving change, and what can be learned about the approaches used by particular projects, coupled with a wider sectoral analysis;
- III. **An organisational analysis** (against the organisational questions outlined above), conducted through the reflection workshop.

Headline reporting

Key data sets will be reported on each year to provide an overview of how the organisation has invested each year, and how many people have been supported by its projects. Within each sector, a set of headline quantitative data (see **Annex 2**) has been determined by sectoral specialists. The headline data will only be aggregated by sector at the end of each financial year.

Sector learning papers

Each year, it is expected that one in-depth learning paper will be produced for each sector. It is recommended that in the first year, only one outcome for each sector is reported on, supporting targeted and quality analysis¹⁵. Projects will be selected by the Sector Advisors in Sydney in close collaboration with the Head of Programs and country teams and in alignment with ChildFund Australia strategic priorities. Learning papers will follow a case study style format and will provide an analysis of the changes brought about (as identified in sector Outcome Frameworks) and the effectiveness of approaches used through either one project, or a group of similar projects¹⁶. Teams are encouraged to explore challenges, failures and learnings, rather than only showcasing success. They should also provide available evidence against associated outcomes indicators (when applicable to the specific outcomes and strategies they are analysing).

Sector learning paper content must be evidence-based and can be drawn from project evaluations, mid-term reviews, or case studies / operational research processes collected through evidence-based enquiry. The learning paper can be produced by Sector Specialists in Country Offices with the support of Sydney-based staff. An organisational template will be provided to support this and ensure consistency of learning papers. Care will be taken in the selection and development process to ensure learning papers provide rich data on challenges and learnings, as well as achievements.

¹⁵ For example, one Country Office may produce a learning paper related to only one sector (i.e. education), and another country office may be selected to produce a learning paper related to child protection; it is not expected that all Country Offices produce a learning paper for each sector.

¹⁶ Country teams are still expected to report on progress and achievement against outcomes as part of standard project reporting processes. It is not however expected that all this information will be elevated and analysed at an organisation level.

Guidance will be developed to aid in the selection and development of learning papers to help maintain objectivity.

ChildFund Australia may also choose to align the focus of sectoral learning papers to a particular theme within the organisation's Theory of Change, or a particular cross-cutting issue. This would enable it to examine its overarching approaches to addressing poverty in greater depth. As such, each year ChildFund Australia will provide guidance to Country Offices regarding the focus of sectoral learning papers.

Based on the project specific learning paper, the Sectoral Advisor will produce a short summary analysis, highlighting lessons and actions at the broader sectoral level. This can be developed through a consultative process with Country Office teams, such as through sectoral working group meetings or other processes. Other evidence, such as mid-term reviews, project evaluations and case studies can also be used to inform on the wider sectoral analysis.

Organisational level analysis

The organisational analysis will take place through an annual program reflection process, such as at a program summit or the annual March meeting. During this process, program staff will reflect on the completed sectoral learning papers, sectoral analyses and other relevant evidence (such as evaluations, partnership reports and impact reports) to answer the broader strategic organisational level questions outlined above.

The annual reflection and reporting processes aims to generate discussion, learning and decision making to improve the effectiveness of ChildFund Australia's projects and development approaches and bring about better outcomes for people in poverty. Findings will be used to update and refine the organisation's Theory of Change, and sectoral program approach documents.

Implementing and resourcing the MEL Framework

The MEL Framework involves a shift from tracking and reporting quantitative output data, to increasing ChildFund Australia's qualitative methods and analysis to better assess and learn about project quality and outcomes. The revised Framework recognises that it will take time to build this evidence base by keeping organisational level reporting requirements relatively light.

This MEL Framework will be accompanied by a transition and communications plan. In addition, the Sydney office will support country office teams to implement the MEL Framework by:

- Training country teams on the revised MEL Framework - The training will be piloted and refined before a broader rollout. The training will take on a 'learning by doing' approach and will take into consideration country structure and capacity.
- Supporting design processes by helping teams to develop project logics which consider alignment with Sector Outcome Frameworks and develop their own contextually appropriate outcomes and indicators;
- Supporting qualitative assessment, analysis and documentation; and
- Assisting to plan and produce sectoral learning papers.

Annexes

1. Sector Change Models and Outcomes Framework
2. Sector Headline Data
3. Glossary of Terms

Accompanying documents

- ChildFund Australia Theory of Change
- Sector MEL toolkits
- Program Handbook

Annex 1: Sector Change Models and Outcome Frameworks

In order to know if and how ChildFund Australia is bringing about change, and assess its effectiveness in bringing about those changes, the organisation has identified the changes it is seeking to bring about in each sector and the strategies used to activate these changes. Change model diagrams feature the sector goal, outcomes, and the core strategies used to activate the outcomes. The outcomes are not presented in any order of priority. Some outcomes are linked and mutually reinforcing. The outcomes are a pragmatic attempt to capture the common kinds of outcomes that projects are working towards.

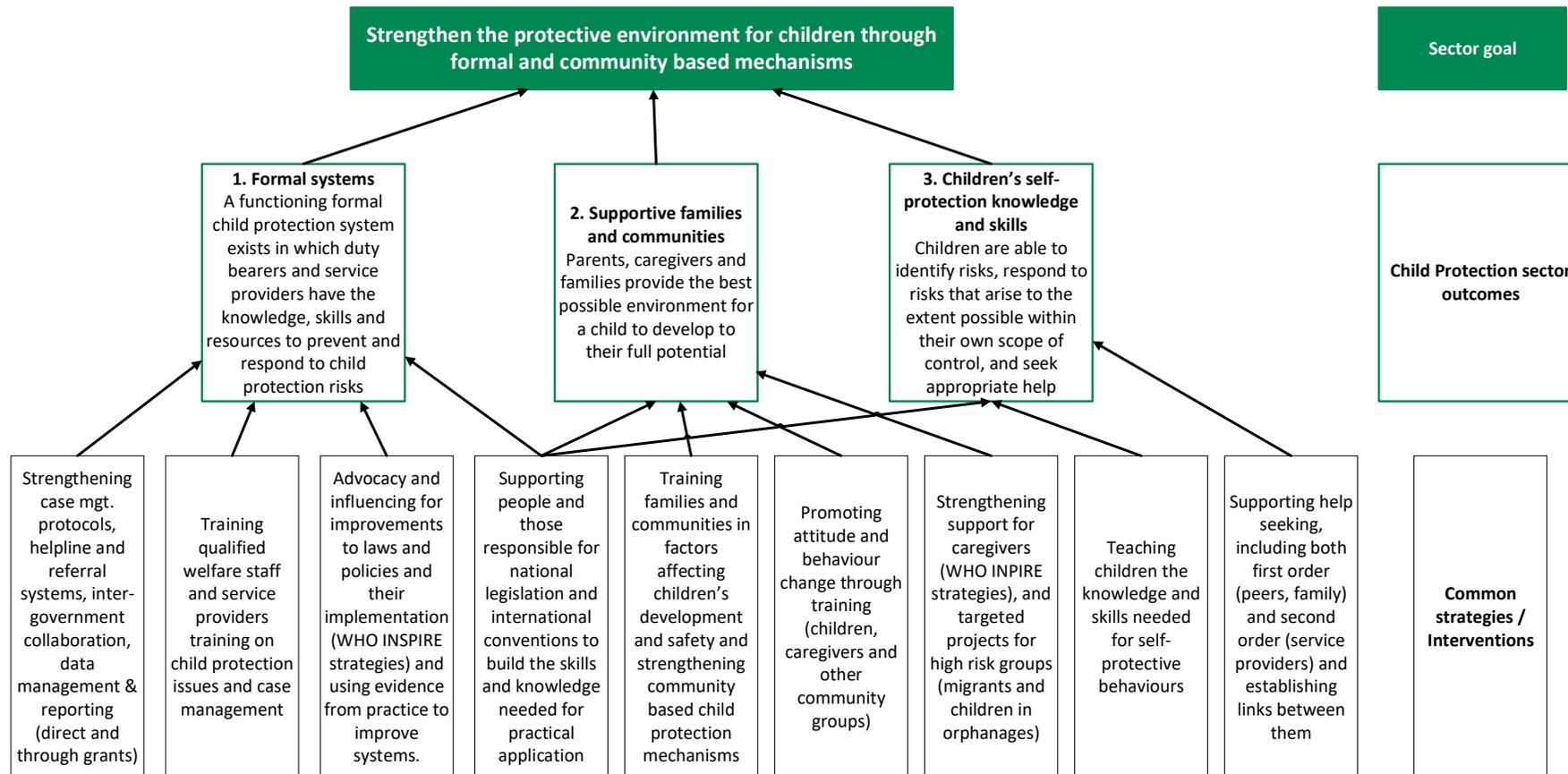
Outcome Frameworks feature a list of outcome indicators. Indicators are purposefully broad and descriptive to ensure their relevance to a range of projects implemented in different settings, and both quantitative and qualitative measurement and local interpretation and target setting. Outcome indicators will not be systematically collected against and aggregated across all projects, which represents a transition from the approach of the previous DEF. Rather, outcomes and indicators will guide project design, and will be used to support organisational level program effectiveness reporting and analysis. It is expected that Outcome Frameworks will continue to be revised and refined periodically.

The outcomes have been coded against ChildFund Australia's Theory of Change with text below each outcome (in the Outcomes Framework Table) listing the related Theory of Change themes. This will support assessment and learning in relation to the Theory of Change from an evidence base, as described above in the main MEL Framework document.

This annex includes:

- Child Protection Change Model and Outcomes Framework
- Disaster Risk Reduction Change Model and Outcomes Framework
- Education Change Model and Outcomes Framework
- Health Change Model and Outcomes Framework
- Social and emotional learning Change Model and Outcomes Framework

Child Protection Change Model (Goal, Outcomes and Change Pathways)



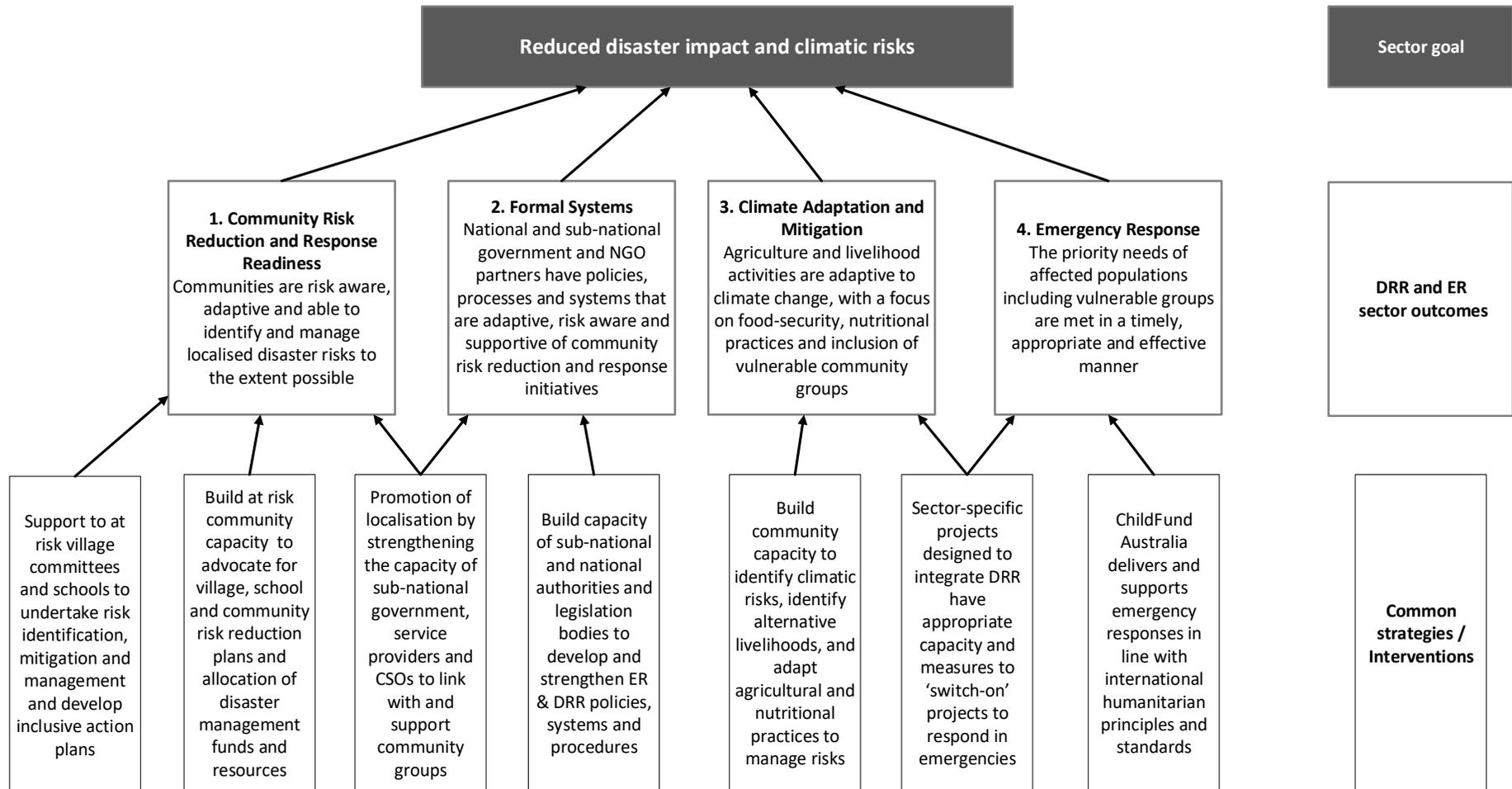
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Child Protection Outcomes framework

Sector goal: Strengthen the protective environment for children through formal and community-based mechanisms

Outcomes	Indicators of success (broad and descriptive) <i>Where individuals and groups of people are referred to in any indicators, they are inclusive of boys, girls, men, women, indeterminate, with and without disability</i>
<p>1. Formal systems</p> <p>A functioning formal child protection system exists in which duty bearers and service providers have the knowledge, skills and resources to prevent and respond to child protection risks.</p> <p>(ToC: Formal Systems and Protection)</p>	<ul style="list-style-type: none"> • Qualified welfare staff and service providers have more appropriate knowledge and skills which they apply to deliver improved child protection services in accordance with global good practice standards and local contexts. • Strengthened inter-government departmental collaboration (Justice, Health and Welfare) resulting in improved response to child protection cases. • Children and families have improved access to appropriate and effective case management and referral services when needed. • Duty bearers, organisations and service providers are more aware of national child protection laws and policies and their child protection responsibilities to do no harm to children and better act to respond where needed. • Improvements to existing child protection laws, practices and policies among duty bearers (government, service providers and other organisations) • Improved Child protection system readiness for emergency contexts.
<p>2. Supportive families and communities</p> <p>Parents, caregivers and families provide the best possible environment for a child to develop to their full potential.</p> <p>(ToC: Access to assets and protection)</p>	<ul style="list-style-type: none"> • Caregivers better understand child development and those engaging in harmful practices learn new approaches and increasingly adopt positive alternative strategies. • Caregivers and communities are more aware of child protection risks and solutions and increasingly take active steps to provide a safe environment for children. • Caregivers are more aware of national Child Protection laws and policies and increasingly call for their application by duty bearers. • The child protection needs of high-risk children are better met and their supportive environments are improved. • Issues specific to families that limit their ability to create safe environments are addressed, resulting in improvements to a child's potential for development.
<p>3. Children's self-protection knowledge and skills</p> <p>Children are able to identify risks, respond to risks that arise to the extent possible within their own scope of control, and seek appropriate help.</p> <p>(ToC: Access to Assets, Protection, Voice, Agency & Power).</p>	<ul style="list-style-type: none"> • Children learn self-protective behaviours (such as trusting their instincts, reading warning signs, and understanding personal boundaries) • Children know more about what to expect should and should not happen to them in the home, at school and in the wider community. • Children know more about who to turn to for help if they are neglected, exploited or abused and are more aware of different options. • Children increasingly display help-seeking behaviour by establishing links with first points of help (peers, family) and second order points for help (hotlines, service providers and police).

Disaster Risk Reduction Change Model (Goal, Outcomes, and Change Pathways)



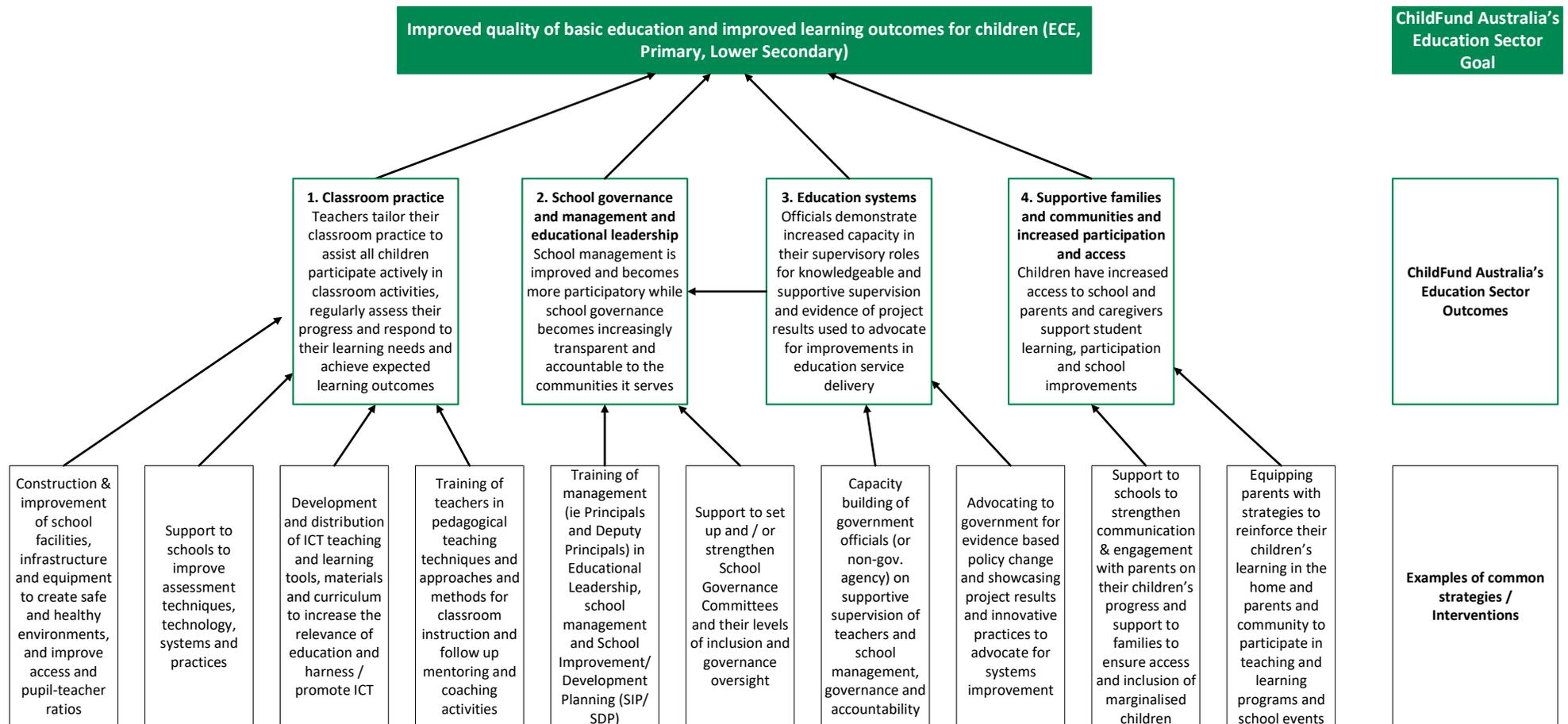
Disaster Risk Reduction Outcomes measurement framework

Sector goal: Sector goal: Reduce disaster impact and climatic risk

Outcomes	Indicators of success (broad and descriptive) <i>Where individuals and groups of people are referred to in any indicators, they are inclusive of boys, girls, men, women, indeterminate, with and without disability</i>
<p>1. Community Risk Reduction and Response Readiness</p> <p>Communities are risk aware, adaptive and able to identify and manage localised disaster risks to the extent possible.</p> <p>(ToC: Access to assets and protection))</p>	<ul style="list-style-type: none"> • At-risk communities and schools better understand how they are vulnerable to and exposed to natural hazards. • At-risk communities and schools know how to assess and prioritise disaster risk, develop and implement disaster risk reduction plans, factoring in the needs of vulnerable groups. • Community disaster committees are more representative of youth, women, men, boys, girls, people with disability and other vulnerable groups and use inclusive planning and decision-making processes. • At-risk communities and schools are better able to mobilise support from government and civil society actors.
<p>2. Formal Systems</p> <p>National and sub-national government and NGO partners have policies, processes and systems that are adaptive, risk aware and supportive of community risk reduction and response initiatives.</p> <p>(ToC: Formal systems and protection)</p>	<ul style="list-style-type: none"> • Government and NGO partners are aware of and provide stronger support for community disaster risk management plans through technical support, funding and service and system linkages during disaster preparedness and emergency response. • Sub-national level, emergency plans are drafted, appropriate emergency response process is developed, and emergency funds are allocated. • Mandated government agencies at national and sub-national level better manage and support emergency responses.
<p>3. Climate Adaptation and Mitigation</p> <p>Agriculture and livelihood activities are adaptive to climate change, with a focus on food-security, nutritional practices and inclusive of vulnerable community groups.</p>	<ul style="list-style-type: none"> • Vulnerable groups including youth, farmers, women and people with disability acquire life skills and access alternative livelihood options to adapt to changed climatic conditions. • Communities adopt agricultural and nutritional practices that are climate appropriate and improve their food security and enable a market supply/value chain that is sustainable. • Communities adopt improved food processing and food storage practices.

Outcomes	Indicators of success (broad and descriptive) <i>Where individuals and groups of people are referred to in any indicators, they are inclusive of boys, girls, men, women, indeterminate, with and without disability</i>
(ToC: Access to assets, Voice, Agency and Power, and protection)	
<p>4. Emergency Response The priority needs of affected populations and other vulnerable groups are met in a timely and appropriate manner.</p> <p>(ToC: Access to assets, Voice, Agency and Power, and protection)</p>	<ul style="list-style-type: none"> • Boys, girls, women and men, and other vulnerable groups affected by disasters receive timely and appropriate support. • Relevant resources/activities from other ChildFund Australia projects are 'Switched-On' during emergency response. • In the event of a disaster, communities use their knowledge, networks and plans to manage and respond to the disaster as effectively as possible. • Vulnerable groups play key operational, management and decision-making roles in emergency response initiatives.

Education Change Model (Goal, Outcomes and Change Pathways)



Education Outcomes framework

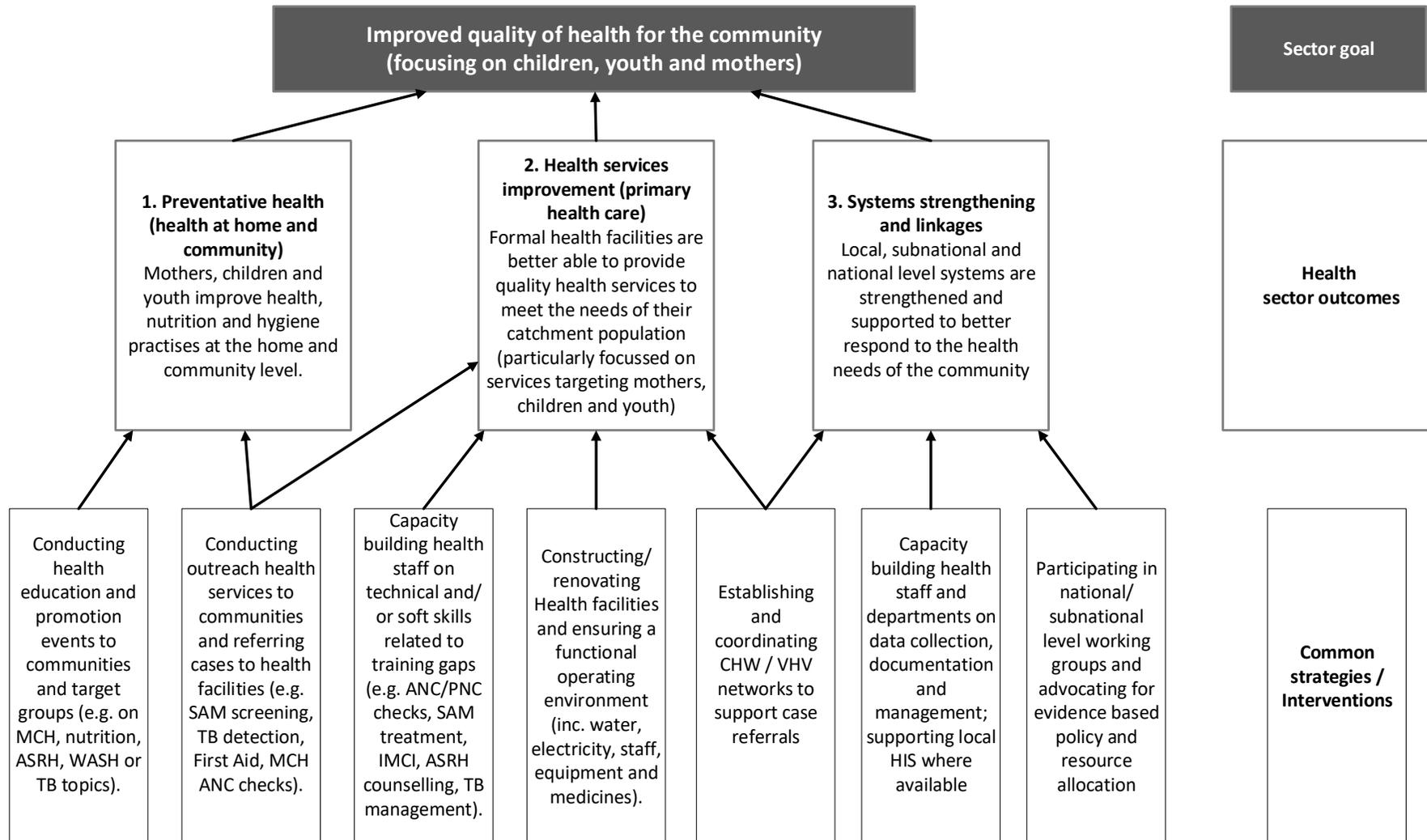
Goal: Improved quality and relevance of basic education for children (ECE, Primary, Lower Secondary)

Outcomes	Indicators of success (broad and descriptive) <i>Where individuals and groups of people are referred to in any indicators, they are inclusive of boys, girls, men, women, indeterminate, with and without disability</i>
<p>1. Classroom practice</p> <p>Teachers tailor their classroom practice to assist all children participate actively in classroom activities, regularly assess and document their progress and respond to their learning needs and achieve expected learning outcomes.</p> <p>(ToC: Access to Assets, and Power, Voice & Agency)</p>	<ul style="list-style-type: none"> • Children are more actively engaged in classroom processes and activities and increasingly express their ideas and opinions and their views are incorporated. • Teachers increasingly use a variety of teaching and learning techniques and approaches. • Teachers increasingly use, and are able to explain, how they systematically assess individual student learning outcomes, using a variety of strategies and use assessment data to inform their teaching. • Teachers better document individual students' learning achievement and better respond to learning difficulties. • Teachers demonstrate increased confidence and clarity in presenting and organising classroom instruction and learning processes. • Teachers increasingly use positive discipline techniques for managing children in their classes. • Children's levels of achievement are shown to be improving. • Children are happier, healthier and/or safer in school.
<p>2. School governance and management and educational leadership</p> <p>School management is improved and becomes more participatory while school governance becomes increasingly transparent and accountable to the communities it serves.</p> <p>(Power, Voice & Agency)</p>	<ul style="list-style-type: none"> • Teachers have a more respected voice in school decision making and greater job satisfaction in terms of school level management. • Principals and teachers improved their management of administrative record keeping and finances in accordance with government / agency protocols and standards. • Principals and teachers better collect, analyse and use basic education statistics and indicators to inform school and classroom management. • Principals and other senior staff demonstrate more effective leadership, particularly in providing supportive supervision of teachers in both their pedagogical and administrative roles. • School governance bodies better reflect diversity in their composition and all members such as teachers, students, parents / community members are democratically selected. • School governance bodies increasingly participate in developing, implementing and reviewing school improvement plans • Principals are generally more accountable to school governance bodies, including their budgetary management. • Students' councils are better organised and integrated into school management and governance procedures.
<p>3. Education systems</p>	<ul style="list-style-type: none"> • Government (and non-government) officials are included in ongoing capacity building (training, mentoring, coaching, monitoring, reflection and evaluation).

Outcomes	Indicators of success (broad and descriptive) <i>Where individuals and groups of people are referred to in any indicators, they are inclusive of boys, girls, men, women, indeterminate, with and without disability</i>
Officials demonstrate increased capacity in their supervisory roles for knowledgeable and supportive supervision and project experiences and results are used as evidence to advocate for improvements in education service delivery. (ToC: formal Systems)	<ul style="list-style-type: none"> • Officials whose roles is to provide regular and effective educational services increasingly visit schools and provide constructive advice because of their role as partners. • Officials, school staff and other stakeholders are more willing and motivated to strive to reform education systems where gaps and opportunities are identified. • More relevant, effective and evidence-based practices are adopted by government for scale up and replication. • Improvements to education laws and policies, or the development and adoption of new laws and policies to which ChildFund Australia advocacy has contributed towards.
4. Supportive families and communities Schools appropriately communicate children's learning outcomes and progress to parents / caregivers who in turn support student learning, participation, and school improvements. (ToC: Access to Assets, Power, Voice & Agency, and Protection)	<ul style="list-style-type: none"> • Parents are more informed about the learning progress and achievements of their children • Parents/caregivers are more aware of and use simple actions at home to reinforce what their children are learning at school. • Marginalised children such as children with disability, those at risk of dropping out of school, and those in remote locations have improved access to schools. • Parents and other community members increasingly contribute to improving school environments (materials and facilities), participate in teaching and learning programs, and are increasingly involved in school events through governance and management activities.

Health Change Model

(Goal, Outcomes and Change Pathways)

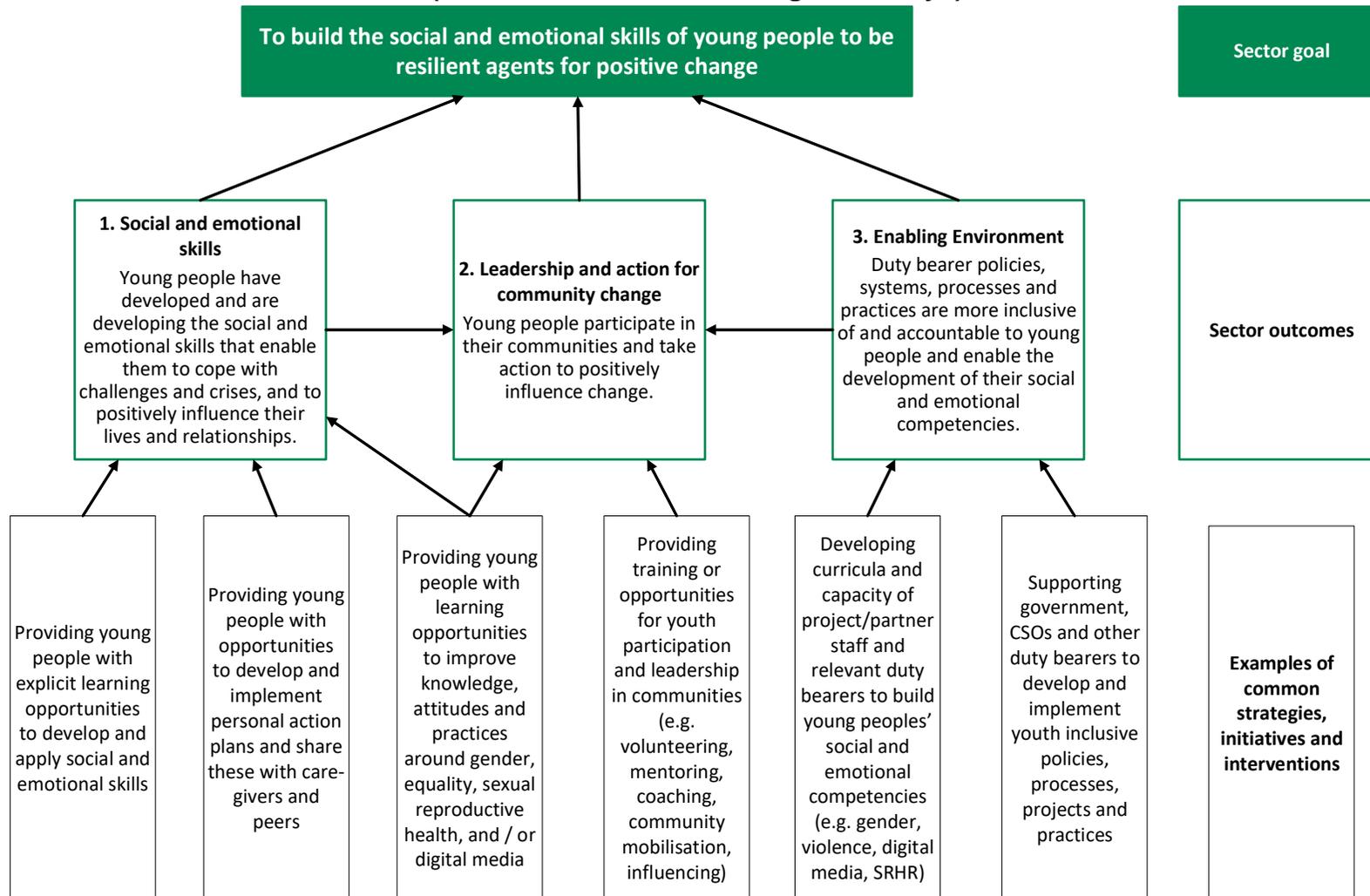


Health Outcomes framework

Sector goal: Improved quality of health for the community (focusing on children, youth and mothers)

Outcomes	Indicators of success (broad and descriptive) <i>Where individuals and groups of people are referred to in any indicators, they are inclusive of boys, girls, men, women, indeterminate, with and without disability</i>
<p>1. Preventative health (health at home and community)</p> <p>Mothers, children and youth improve health, nutrition and hygiene practises at the home and community level.</p> <p>(ToC: Access to Assets, Power, Voice & Agency, and Protection)</p>	<ul style="list-style-type: none"> • Parents and caregivers have correct knowledge and attitudes, and adopt appropriate practices to preserve maternal and child health and access MCH services appropriately when required • Youth have increased confidence, knowledge and skills to ensure their SRH and greater self-care (including inclusive and informed decision making, empowerment and contraception access) • Parents, caregivers and children have correct knowledge and attitudes, and adopt appropriate practices to support good nutrition and growth monitoring • Households increase/improve their infrastructure that will reduce infectious illness and benefit their families' health such as safe water systems, and latrines, etc. • Communities can manage high-risk threats such as TB and work together to identify, refer and treat cases.
<p>2. Health services improvement (primary health care)</p> <p>Formal health facilities are better able to provide quality health services to meet the needs of their catchment population - particularly focussed on services targeting mothers, children and youth.</p> <p>(ToC: Formal systems)</p>	<ul style="list-style-type: none"> • Health personnel and outreach workers have increased confidence, knowledge and skills to appropriately advise, support and treat MCH, nutrition, WASH, ASRH and TB needs of the population. • Health facilities are constructed or renovated; and supported with health equipment, staff, water, electricity and other essential needs for proper functionality, to fill gaps in service area coverage • Referral mechanisms to government health services are strengthened and men, women, mothers, children and youth are referred to appropriate services by VHVs, CHWs (e.g. SAM patients, TB cases referred to treatment centres). • Other barriers to health services access are reduced, such as cost of service and transport, opening hours, youth and child friendly spaces, and remote access.
<p>3. Systems strengthening and linkages</p> <p>Local, subnational and national level systems are strengthened and supported to better respond to the health needs of the community.</p> <p>(ToC: Formal systems)</p>	<ul style="list-style-type: none"> • ChildFund influences advocacy and technical activities to promote the development of relevant, effective and evidence based practices by National Health Departments and Ministries • Country Offices partner with national and subnational government and other sector partners • Health information and management systems are strengthened and health data is collected and managed by health centres and departments.

Social Emotional Learning Change Model (Goal, Outcomes and Change Pathways)



Social and emotional learning (SEL) Outcomes Framework

Sector goal: To build the social and emotional skills of young people to build better futures and act for positive change.

Outcomes	Indicators of success (broad and descriptive) <i>Where individuals and groups of people are referred to in any indicators, they are inclusive of boys, girls, men, women, indeterminate, with and without disability</i>
<p>1. Social and emotional skills</p> <p>Young people’s social and emotional skills are improved to enable them to positively influence their lives and relationships.</p> <p>(ToC: Access to assets, Protection, and Voice, Power & Agency)</p>	<p>Young people have improved:</p> <ul style="list-style-type: none"> • social and emotional competencies (see SEL Appendix 1) for specific skills) • knowledge, attitude and practices to establish and maintain positive relationships. • confidence, knowledge and skills to think critically about, make responsible decisions and help-seek in critical areas, including gender, violence, sexual/reproductive health, digital media.
<p>2. Leadership and action for community change</p> <p>Young people participate in their communities and take action to influence positive change.</p> <p>(ToC: Access to assets, Voice, Power & Agency)</p>	<ul style="list-style-type: none"> • Young people have increased confidence and skills to express their views, and listen to others in community forums, groups and/or processes. • An increased number of young people lead, participate or contribute to positive change in their communities (e.g. through volunteering, mentoring or coaching, participation in peer and community networks and/or events, representing their communities, and decision-making processes). • Young people experience positive personal benefits as a result of increased community action and engagement
<p>3. Enabling environment</p> <p>Duty bearer policies, systems, processes and practices are more inclusive of, and accountable to young people and actively seek and respond to their views and priorities.</p> <p>(ToC: Voice, Power & Agency, Formal Systems)</p>	<ul style="list-style-type: none"> • Changes to government, CSO and/or community policies, structures, systems and practices result in the increased participation of young people to address social and/or environmental issues. • Project and partner staff, and relevant duty bearers have improved knowledge, skills, attitudes and resources to support young people to develop social and emotional skills.

Appendix 1: ChildFund Australia SEL Key Concepts and Topics

Key concepts and topics within comprehensive Social and Emotional Learning programs

This table summarises key concepts and topics addressed within comprehensive SEL programs, aligning them to the Theory of Change. The addition of “Understanding Human Rights and Gender” captures the centrality in ChildFund’s SEL programs on rights-based approaches and gender equity.

Key SEL concepts and skills and relevance to ChildFund Theory of Change

Key SEL Concept	Topics or Skills
Self-awareness <i>ToC: Voice, Agency and Power; Protection</i>	<ul style="list-style-type: none"> ✓ Identifying emotions ✓ Accurate self-perception ✓ Recognizing strengths ✓ Self-confidence ✓ Self-efficacy
Self-management <i>ToC: Voice, Agency and Power; Protection</i>	<ul style="list-style-type: none"> ✓ Stress management ✓ Self-discipline ✓ Self-motivation ✓ Goal setting ✓ Seeking help
Responsible decision-making <i>ToC: Voice, Agency, Power; Protection</i>	<ul style="list-style-type: none"> ✓ Identifying problems ✓ Analysing situations ✓ Solving problems ✓ Evaluating decisions ✓ Reflecting on decisions
Social awareness <i>ToC: Access to Assets</i>	<ul style="list-style-type: none"> ✓ Understanding diverse perspectives ✓ Understanding behavioural impacts on others ✓ Empathy ✓ Appreciating diversity ✓ Respect for diverse others
Relationship skills <i>ToC: Access to Assets; Voice, Agency, Power</i>	<ul style="list-style-type: none"> ✓ Communication ✓ Relationship building ✓ Peer support ✓ Resolving conflict ✓ Respecting rights of others
Understanding human rights and gender <i>ToC: Voice, Agency, Power</i>	<ul style="list-style-type: none"> ✓ Ethical responsibility ✓ Understanding and promoting human rights ✓ Gender, gender norms, gender roles ✓ Understanding gender equity ✓ Promoting gender equity

Annex 2: Sector Headline data

CHILD PROTECTION	
CP1	Financial investment in Child Protection
CP2	Number of children reached (B/G/Indeterminate; with and without disability) – utilising child protection outputs and/or accessing child friendly services
CP3	Number of children and adults (B/G/M/W/Indeterminate; with and without disability) participating in preventive activities
CP4	Number of child protection groups/networks/clubs
CP5	Number of Social Workers (M/W/Indeterminate; with and without disability) trained
CP6	Number of trained social workers applying knowledge and skills for improved case management
CP7	Number of child protection cases reported and proportion of cases responded to
CP8	Number of child protection facilities supported e.g. child friendly spaces built, upgraded, supported, counselling rooms
CP9	Number of child protection organisation implementing new projects or micro projects through small grants e.g. cascade training on child protection, updating in-take forms
CP10	Number of local in-country partners whose organizational, technical and project management capacity is built through partnership with ChildFund
DISASTER RISK REDUCTION	
DRR1	Financial investment in DRR projects
DRR2	Number of functioning DRR Committees that at least partly represent identified vulnerable groups
DRR3	Number of implemented community action plans or disaster risk reduction plans that are at least partly financed and/or are at least partly implemented by local level government
DRR4	Number of farmers (B/G/M/W/Indeterminate; with and without disability) that have adopted climate-smart agricultural and/or nutritional practices
DRR5	Number of people (B/G/M/W/Indeterminate; with and without disability) whose capacity is built on Disaster Risk Reduction and/or Climate Change Adaptation
DRR6	Total financial investment in emergency response
DRR7	Number of children and adults (B/G/M/W/Indeterminate; with and without disability) reached by ChildFund Australia emergency responses
DRR8	Number of local in-country partners whose organizational, technical and/or project management capacity is built through partnership with ChildFund Australia
Note:	<i>The following indicators are tracked and reported by DRR Advisor</i>
DRR9	Number of emergency responses that are supported financially and/or technically by: ChildFund Australia; 1) ChildFund country offices with sub-national and/or local level government; 2) ChildFund country offices with CSO partners; 3) ChildFund country office with both government and CSO partners
DRR10	The percentage of funded country office and ChildFund Alliance emergency response projects for which funding is released by ChildFund Australia within 24 hours
DRR11	The percentage of funded Australian Humanitarian Partnership emergency response activations for which a response specific to ChildFund operational involvement is received by Plan International Australia within 24 hours
EDUCATION	
E1	Financial investments in education
E2	Number of children (B/G/ Indeterminate; with and without disability) enrolled in schools receiving inputs
E3	Number of schools participating in ChildFund’s education projects

E4	Number of teachers (M/W/Indeterminate; with and without disability) participating in ChildFund's education projects
E5	Number of school governance committees supported under ChildFund's education projects
E6	Number of education officials (M/W/Indeterminate; with and without disability) participating in capacity building components of ChildFund's education projects
E7	Number of schools at which facilities built or upgraded (i.e. classrooms, libraries, water supply systems, toilets, playground)
E8	Number of local in-country partners whose organizational, technical and project management capacity is built through partnership with ChildFund
HEALTH	
H1	Financial investment in health projects
H2	Number of health facilities built or upgraded
H3	Number of midwives and other health workers e.g. doctors/nurses/community/ village volunteers/ traditional birth attendants (M/W/Indeterminate; with and without disability) trained in the community
H4	Number of children and adults (B/G/M/W/Indeterminate; with and without disability) receiving integrated health services including nutrition, immunisation, infection control etc.
H5	Number of people (disaggregated for women, boy and girls <18, sex indeterminate; with and without disability) reached by community health promotion/information/education activities (excluding health services delivered by Health Centre Personnel)
H6	Total number of people (disaggregated for women, boys and girls <18, sex indeterminate; with and without disability) covered in catchment area of all ChildFund supported health facilities
H7	Number of households reached by improvements to WASH hardware
H8	Number of local in-country partners whose organizational, technical and project management capacity is built through partnership with ChildFund
SOCIAL AND EMOTIONAL LEARNING	
SEL1	Financial investment in SEL projects
SEL2	Number of young people (B/G/M/W/Indeterminate; with and without disability) who participated in capacity building activities on a range of social and emotional skills including planning for future, respectful relationships or engaging with others, gender-based violence, sexual reproductive health, digital media
SEL3	Number of young people (B/G/M/W/Indeterminate; with and without disability) who acquired social emotional skills through participation in clubs, arts, culture and sports for development activities
SEL4	Number of young people (B/G/M/W/Indeterminate; with and without disability) who participated in community-oriented activities including cultural exchange, volunteering, mentoring, and influencing change
SEL5	Number of young people (B/G/M/W/Indeterminate; with and without disability) whose capacity is built on a range of work-related skills including work preparedness, small business concepts, workers' rights
SEL6	Number of SEL-focused curriculum developed based on country context including gender, ARH, digital media, etc
SEL7	Number of organisations that promoted and built youth leadership, resilience and participation formed within a ChildFund-supported projects/partnership
SEL8	Number of project and partner staff, and relevant duty bearers (M/W/Indeterminate; with and without disability) whose capacity is built to support young people
SEL9	Number of local in-country partners whose organisational, technical and project management capacity is built to support youth participation through partnership with ChildFund

Annex 3 Glossary of Terms

Term	Definition
Activity	Activities are the actions taken or work performed through which inputs, such as funds, technical assistance, and other types of resources are mobilised to produce specific outputs.
Beneficiaries	Any person receiving a benefit from a product and/or services delivered and/or participating in activities delivered through projects implemented by ChildFund Australia and/or partners.
Case study	<p>Case studies are the intensive study of a particular case (a group, location, event, country, intervention, etc). A case study involves an intensive study of one or more cases rather than an extensive study of many, and which involve multiple sources of evidence – often a combination of quantitative and qualitative data.</p> <p>When developing a case study, it is important to be clear about what the case is – is it a person, a site, a project, an event, a procedure, a country, or something else? And what is it a case of? A case of successful implementation - or a case that illustrates the barriers to successful implementation? A typical day? A small project, as compared to a large project?</p> <p>Case studies are a useful way to assess project outcomes and impact in-depth, and to compare results for different cases. For example, a case study may assess the outcomes experienced by two different communities you are working with and to compare the results. Or it may assess the different outcomes or changes experienced by women and men participating in a project, and explore the reasons why. Or it may assess the effectiveness of the different mechanisms used in the project to create change.</p>
Change stories	<p>Stories are a form of qualitative data and provide in-depth personal accounts of change. Stories are best used to measure the impact of projects on target populations – beneficiaries, clients, and community members.</p> <p>Stories are often documented in evaluations using the Most Significant Change (MSC) technique. MSC is a story-based monitoring and evaluation tool assessing change and impact from the perspective of stakeholders. MSC utilises storytelling as a means of identifying and assessing the impact of project activities from the perspective of stakeholders.</p>
Child Protection	Preventing and responding to violence, exploitation, abuse and neglect of children
Child Safeguarding	The measure developed and implemented by organisations that are designed to ensure the safety, wellbeing and protection of children they are in contact with in the course of their work
Impact	Impact is the longer-term change that a project or collection of projects outcomes has contributed towards.

Log frame	<p>A log frame has four components of results: outputs, component objectives, outcome (or purpose) and impact (or goal.) A log frame is presented in the form of a matrix that sets out for each component a description, indicators, means of verification and assumptions.</p> <p>A log frame is a management tool that project teams use for communications, monitoring and evaluation. The log frame does not provide a method for designing projects; it provides a format that serves as a repository of information about the project.</p> <p>A log frame only looks at the causal relations of the activities of a project, it does not show the causal relationships / pathways of the social change we seek and assumes that social change is a predictable, linear process. The log frame does not provide information to make evident the theory of change that orientates the process.</p> <p>A log frame helps project teams to monitor progress and check if project activities are being implemented well. However, it can encourage rigid thinking and does not encourage program staff to question and explore if they are implementing the right activities to bring about the outcomes sought.</p>
Objective	<p><i>Term used in Logical Framework (logframe) component of every project proposal</i></p> <p>A statement of what a project is designed to achieve within the life of the project and should contribute to the achievement of Project Goal. They are more specific and outline the “who, what, when, where, and how” of reaching the goals. Most projects have two or more objectives. Objectives should be measurable and have at least one main performance indicator accompanying them. Under each Objective, the Outputs considered necessary to produce to achieve it are listed. Under each Output, the Activities/Inputs considered necessary to produce them are listed.</p>
Outcome	<p>Outcomes are the changes achieved during the life of a project. Short and medium outcomes include changes in knowledge, attitudes and skills, while end of program outcomes often reflect changes in practice, decisions, and systems.</p>
Outputs	<p>Outputs are the physical products, goods and services which result from a project.</p>
Partners	<p>Partners are individuals, groups of people or organisations that ChildFund Australia collaborates with to achieve mutually agreed objectives.</p>
Program	<p>A Program refers to the ‘conceptual’ sector program approach and change model, rather than a specific program implemented by Country Offices.</p>
Project	<p>A Project refers to projects that are implemented by Country Offices and partners with budget, timeframe and deliverables.</p>
Social Emotional Learning	<p>Social and Emotional Learning (SEL) is a programming area concerned with promoting the process of acquiring social and emotional values, attitudes, competencies, knowledge, and skills that are essential for learning, being effective, well-being, and success in life (UNICEF, 2015a).</p>

Theory of Change	<p>A Theory of Change explains how activities are understood to produce a series of results that contribute to achieving the final intended impacts. It can be developed for any level of intervention – an event, a project, a program, a policy, a strategy or an organisation.</p> <p>Theory of Change is about exploring how change happens to guide our broader strategic thinking rather than articulate a pre-determined pathway towards results.</p> <p>It typically involves working backward through identifying the goal and / or outcomes sought and then identifying the preconditions necessary to achieve these, and the interventions the initiative will perform to achieve these preconditions.</p> <p>A Theory of Change shows a causal pathway from here to there by specifying what is needed for goals and outcomes to be achieved. It requires you to articulate underlying assumptions. It changes the way of thinking about initiatives from what you are doing to what you want to achieve and starts there.</p>
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