REPORT TO THE CHILDFUND AUSTRALIA BOARD ON THE AGREED STRATEGIC PLAN KPIS

MAY 2020

GOAL 1: REFOCUS OUR PROGRAMS TO RESPOND TO CHILDREN'S CHANGING NEEDS

INTRODUCTION:

This report on the KPIs for Goal 1 reflects the changes in the Monitoring, Evaluation and Learning Framework (MELF) that were approved in September 2018 and includes sectoral outcomes and indicators that are measured at project level *(previously outcomes were measured at program level)*.

KPI 1.1 shows selected Outcomes and performance against outcomes in the areas of education, safety, resilience and participation (the latter two areas falling under the Social and Emotional Learning (SEL) framework). Whilst in the first year the reporting and measuring of Outcomes in each key sector provided limited data, we anticipate that at the end of the FY19-20 reporting period and going forward, better, richer and more information related to Outcomes will be available as Country and Regional Offices continue to utilise and report on the Sector MEL and toolkits. As a component of the MEL framework, a small amount of quantitative 'headline' data will also be collected at an organisational level at the end of FY20 to provide a snapshot of achievements and progress across different sectors. This headline data aims to provide an indication of the reach and scale of ChildFund Australia's programs.

KPI 1.2 shows investments aligned against the four themes in the organisational Theory of Change: Access to Assets; Protection; Voice, Agency and Power; and Formal Systems. The addition of Formal Systems under the new MELF was informed by ChildFund's increasing work that impacts the national-level systems and capacity of government agencies and CSOs.

KPI 1.3 shows a more streamlined list of sectors: Education, Child Protection, DRR/ER, Social Emotional Learning and Health. Although there are still 'livelihood projects' being implemented, given this is in a limited number of countries and is not a strategic priority, following a meta evaluation it was determined that ChildFund will not expand the MELF to include a livelihoods sector.

KPI 1.1 Our Monitoring and Evaluation work will show that significant improvements have been achieved in children's education, health, safety, resilience, and children's degree of active participation

A selection of the data from a variety of projects derived from the new organisational MEL Framework is presented below in relation to (i) education; (ii) child protection; (iii) health; and (iv) social and emotional learning (capturing resilience and active participation above).

Education

- **72,723 (60,769 children)** total beneficiaries; **17.6%** ethnic minorities
- **49,409 (30,295 F) children** (B/G/Indeterminate; with and without disability) enrolled in schools receiving inputs
- **395 schools** that participated in ChildFund's education projects
- **4,005 teachers** (M/W/Indeterminate; with and without disability) who participated in ChildFund's education projects
- **887 education officials** (M/W/Indeterminate; with and without disability) who participated in capacity building components of ChildFund's education projects

Outcome	Performance Indicator	Result

1. Classroom practice Teachers (women and men with and without a disability) tailor their classroom practice to assist girls, boys (with and without a disability) participate actively in classroom activities, regularly assess and document their progress and respond to their learning needs and achieve expected learning outcomes.	Improved pre and post-test scores of children on Lao language proficiency *(Project: Increasing participation of ethnic girls in secondary education - Laos)*	10.75% (baseline)	47% (endline)
2. School governance and management and educational leadership School management is improved and becomes more participatory while school governance becomes increasingly transparent, gender aware, and accountable to the communities it serves.	% of trained principals and teachers with improved financial and administrative record-keeping *(Project: Easy to Learn - Cambodia)*	85% (baseline)	90% (endline)
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.	Advocacy for the integration of environmental life-skills curriculum in schools *(Project: Improving children's environmental education - Myanmar)*	The regional directors and assistant directors of the departments of environment, education, township officials and school-teachers from 75 schools across 3 townships decided to integrate environmental education into the curriculum	
4. Supportive families and communities Girls and boys (with or without a disability), have increased access to school and parents and caregivers (women and men with or without a disability) support student learning, equal participation, and school improvements.	% of children reporting parents' involvement at E2L schools compared non-E2L schools *(Project: Easy to Learn Phase 2 – Cambodia)*	76% of surveyed grade 3 children in E2L schools	51% of surveyed grade 3 children in non-E2L schools

Child Protection

- **57,986 (30,761 children)** total beneficiaries; **17.6%** ethnic minorities
- **17,847 children** (Girls/Boys/Indeterminate; with and without disability) who utilised child protection outputs and/or accessed child friendly services
- **38,756 children and adults** (Girls/Boys/Women/Men /Indeterminate; with and without disability) who participated in preventive activities
- **399 Social Workers and other service provider staff** (Women/Men/Indeterminate; with and without disability) whose capacity on child protection is built
- **9,989 child protection cases** reported and proportion of cases responded to

Outcome	Performance Indicator	Result
1. Formal systems A functioning formal child protection system exists in which duty bearers and service providers (men and women) have the knowledge, skills and	Proportion of callers provided with referral options to service providers *(Project: PNG Helpline Phase 2)*	16% of 3836 callers from July-December 2019 received counselling and referral to various service providers, majority of which were the police

resources to prevent and respond to child protection risks.		
2. **Supportive families and communities** Parents, caregivers (women and men with and without disability) and families provide the best possible environment for a girls and boys to develop to their full potential.	Community-based Child Protection Groups (CPG) demonstrated links with service providers and various different child protection stakeholders *(Project: Protecting and Empowering Children and Youth - Myanmar)*	CPG representatives' group formed a sustainable network with other CBOs to strengthen community-based referral mechanisms. CPGs reported 30 cases in 2019. Cases were referred to Police, Social Welfare and Ward Administrators. CPGs also linked with the regional level human trafficking prevention department.
3. **Children's self-protection knowledge and skills** Girls and boys with or without disability are able to identify risks, respond to risks that arise to the extent possible within their own scope of control, and seek appropriate help.	Children demonstrated knowledge of online safety *(Project: Swipe Safe-Vietnam)*	*From a case study:* When Swipe Safe training started in her school, Ngoc, together with her classmates, was equipped with online safety knowledge and skills such as the six key concepts of Internet, online threats and self-protection methods, information evaluation and critical thinking when being online etc. After the training, Ngoc has gradually changed some of her bad habits online and apply what she learnt to stay safe online: *"I now know how to identify fake news, phishing ads and what I should share or not share online. I am more careful when I talk to strangers online and spend less time using Internet. The six key concepts of Internet tool help me to think twice on any actions I do online."*

Health

- **39,663 total beneficiaries (16,589 children)**; **32%** ethnic minorities
- **2426 midwives and other health workers** e.g. doctors/nurses/community/ village volunteers/ traditional birth attendants (M/W/Indeterminate; with and without disability) reached through capacity building activities in their respective areas of work
- **12,976 children and adults** (B/G/M/W/Indeterminate; with and without disability) who received integrated health services including nutrition, immunisation, infection control etc.
- **901 households** reached by improvements to WASH hardware

Outcome	Performance Indicator	Result	
1. **Preventative health (health at home and community)** Mothers, fathers, girls, boys, female and male youth improve health, nutrition and hygiene practises at the home and community level.	% of vulnerable households with increased knowledge and understanding of water-borne diseases and safe drinking water *(Project: Access to safe drinking water – Cambodia)*	31% (baseline)	90% (endline)

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, girls, boys, female and male youth.	% of pregnant women receiving antenatal care at health centre at least 3 times *(Project: Improving quality of health services -Vietnam)*	7% (baseline)	90% (endline)
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.	The Community Based TB Treatment in PNG is the only project working towards this Sector Outcome in FY19. The project aims at influencing the National Health Department in systematic and accurate data collection, management and case follow-up.	To be reported in FY20	

Social and Emotional Learning

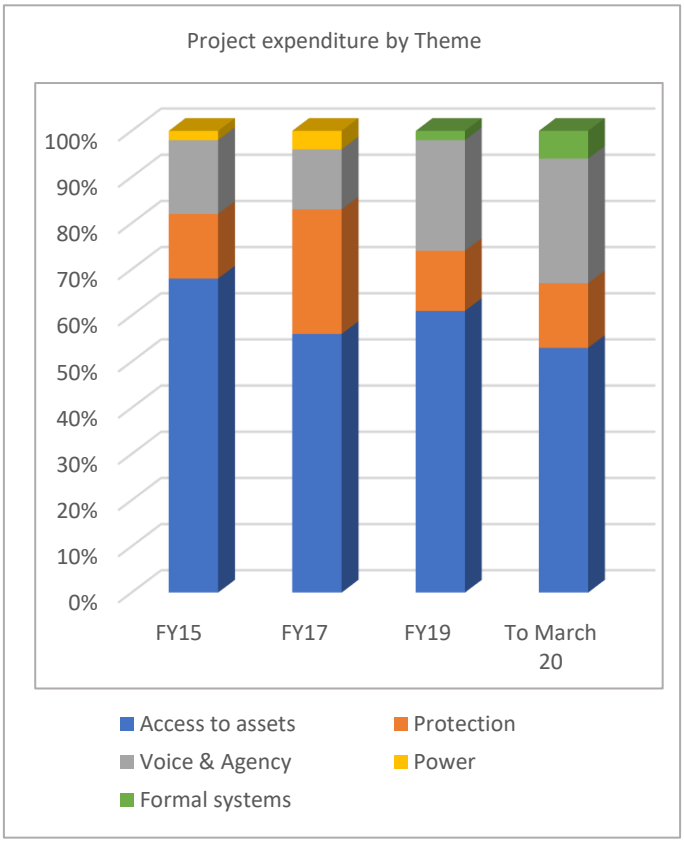
- **27,685 total beneficiaries (18,490 children)**; **13%** ethnic minorities
- **11,498 young people** (B/G/M/W/Indeterminate; with and without disability) who participated in capacity building activities on a range of social and emotional skills including planning for future, respectful relationships or engaging with others, gender-based violence, sexual reproductive health, digital media
- **8,645 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
- **906 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
- **562 project and partner staff**, and relevant duty bearers (M/W/Indeterminate; with and without disability) whose capacity is built to support young people

Outcome	Performance Indicator	Result
1. Social and emotional skills Girls and boys, young women and men have developed and are developing the social and emotional skills that enable them to cope with challenges and crises, and to positively influence their lives and relationships.	The capacity of youth ambassadors is strengthened by providing opportunities for them to build their confidence, self-efficacy, and leadership skills. *(Project: Enhancing Youth Empowerment – Myanmar)*	Youth reported: 23% using life skills learned; 21% using leadership skills; 13% using online safety knowledge
2. Leadership and action for community change Girls and boys, young women and men participate in their communities and take action to influence positive change.	Provide opportunities for young people to contribute to their community to the delivery and implementation of action plans *(Project: Enhancing Youth Empowerment – Myanmar)*	34% of Youth ambassadors led activities for youth or community development e.g. maintenance of and fund-raising for library; small-scale pig-breeding activity
3. Enabling environment Duty bearer policies, systems, processes and practices are inclusive of and accountable to girls and boys, young women and men and enable the development of their social and emotional competencies.	Provide opportunities for young people to contribute to their community to the delivery and implementation of action plans *(Project: Enhancing Youth Empowerment – Myanmar)*	63% of youth reported that parents, elders, and other community members had accepted and included their opinions in community discussions

KPI 1.2. There will be a thematic shift to increase development activity focused on human and social capital; voice, agency, and power; protection; and formal systems.

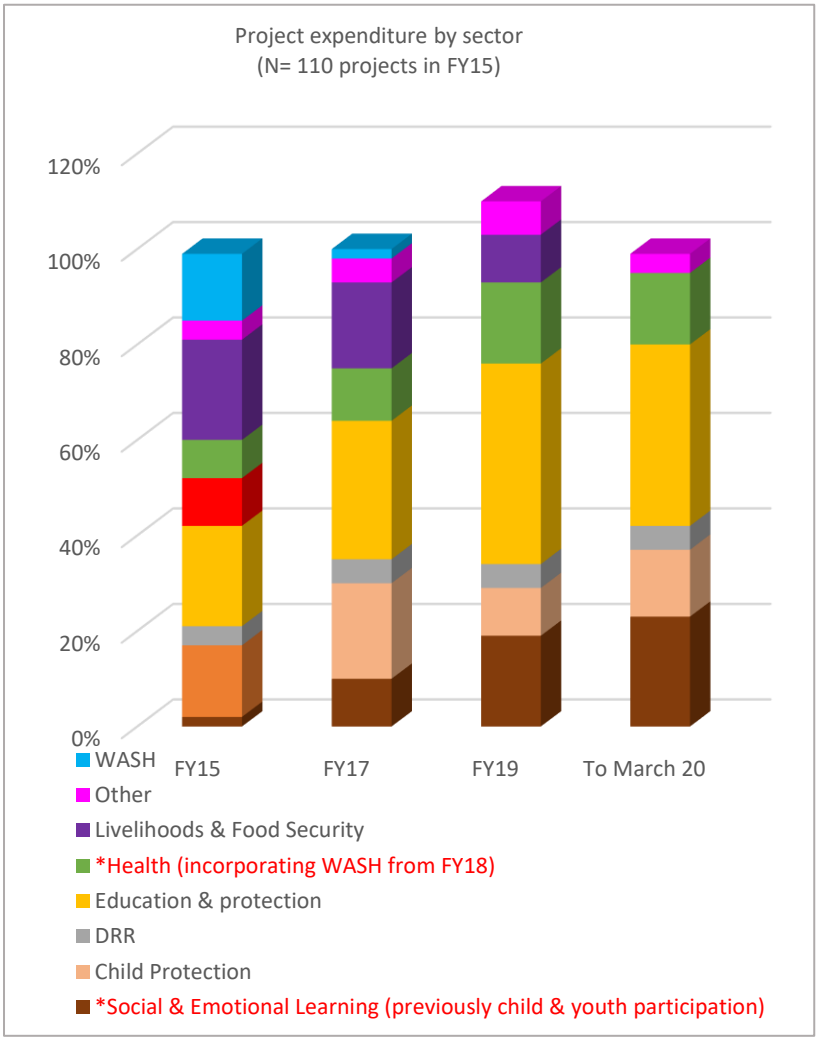
An important element of this KPI was a focus under Access to Assets to increase investment in social assets (people and capacity) rather than focusing primarily on infrastructure, resulting in a reduction in investment in physical infrastructure from 21% in FY15 to 8% in FY18.

With the introduction of Formal Systems as a new Theory of Change category in FY19 we are now able to capture our work across maintaining and strengthening existing formal systems, that in turn increases access to formal services for marginalised groups. Growth in this area continues and is a particular focus of our child protection systems strengthening work in the Pacific.



8% of FY18 total project expenditure was on physical infrastructure compared to 21% in FY15

**Power is now part of Voice & Agency*
**Formal systems added in FY19*

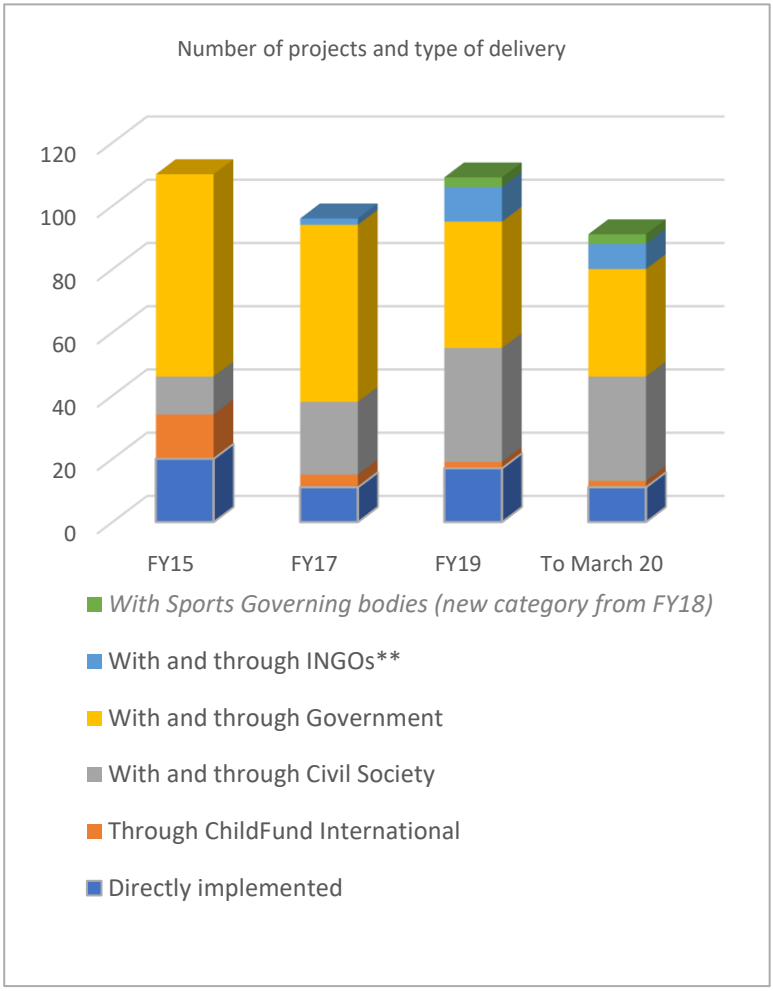


KPI 1.3. There will be a sectoral shift to increase the volume of projects focused on education, child protection, and building children's resilience.

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. Over the strategic period we have built our technical expertise and capacity in particular areas, taking a sector-led approach, and are now working with national government and coalitions to support and complement its interventions at the community level. Work is now consolidated into five key sectors including Child Protection, Education, Health, DRR/ER, and Social and Emotional Learning.

KPI 1.4. There will be an increase in the number of development projects delivered through partnership with local civil society organisations.

There has been a significant increase in the number of projects being delivered through civil society and other local sports governing bodies over the life of the strategic plan, with other 30 local civil society partners implementing activities across the ChildFund Australia project portfolio.



*** 6 out of 8 projects through consortia. 1 out of 11 projects through Alliance member in FY20*

GOAL 2: DIRECT OUR EFFORTS INTENSIVELY TO CHILDREN IN THE ASIA-PACIFIC REGION

KPI 2.4 Redirection of child sponsorship out of Category 3 and 4 countries will be undertaken through natural attrition, resulting in modest increases for Category 1 Countries. Global Community will be operational in 3 ChildFund Australia countries.

Category 1	Category 2
Vietnam	Indonesia
Cambodia	Philippines
Timor Leste	Sri Lanka
PNG	Kenya
Myanmar	Uganda
Laos	Zambia
	Ethiopia

Category 3	Category 4
India	Thailand
Guatemala	Guinea
Honduras	Mexico
Ecuador	Brazil
Bolivia	Dominica/West Indies
Senegal	
Sierra Leone	
The Gambia	

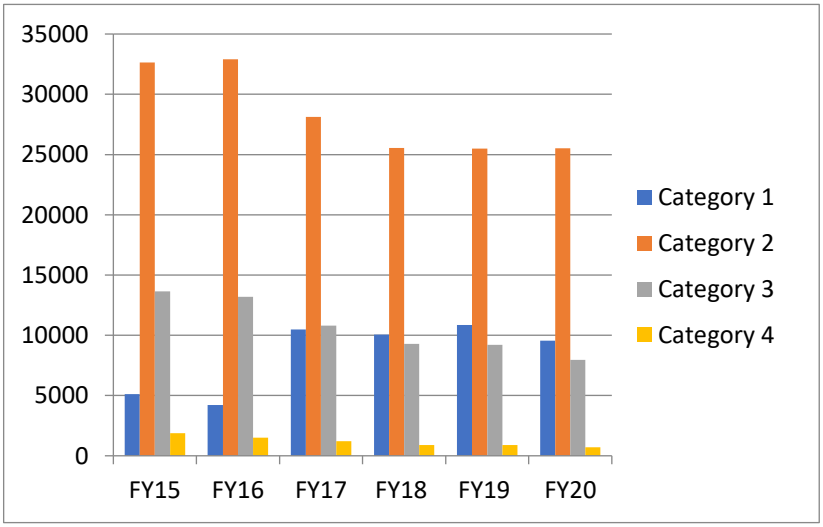
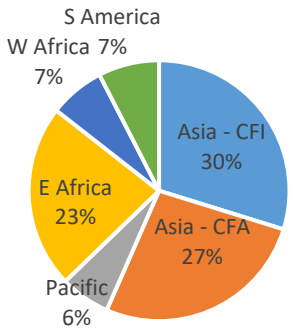
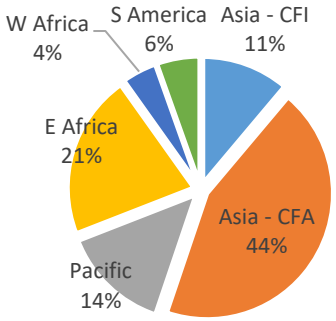


Chart includes the increase in Global Community sponsorships in Asia Pacific

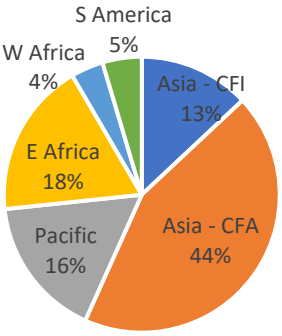
Funds Overseas by Region FY15



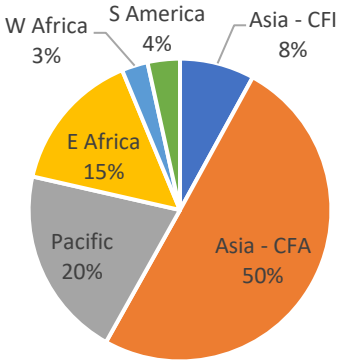
Funds Overseas by RegionFY17



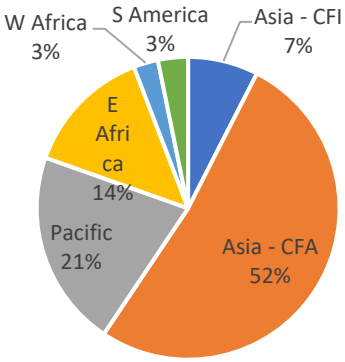
Funds Overseas by Region FY18 Actual



Funds Overseas by Region FY19 Actual



Funds Overseas by Region FY20 Reforecast



GOAL 3: HELP COMMUNITIES BE PREPARED TO ADDRESS THREATS AND RISKS; AND PROTECT CHILDREN IMPACTED BY CONFLICTS AND DISASTERS

KPI 3.1 Risk identification and preparedness is evident in our regular program work in communities, as evidenced by mainstreaming of risk assessments in our project design, and an increase in the number of projects which incorporate objectives addressing risk and preparedness.

Our Monitoring and Evaluation data shows that in 2019 ChildFund Australia's work in DRR and ER reached **32, 870** individuals, including **15,745** children in 2019. To date we have measured the number of DRR mainstreamed projects that were operational on an annual basis and this does not adequately demonstrate impact. The mainstreaming of DRR can be difficult to measure in relation to specific outcomes and sectorial level outcomes.

Moving forward, to add greater value in emergency response, we plan to anchor DRR activities on our existing technical expertise and program work e.g. child protection. We will develop indicators that measure the switch on/scale up capacity of our key existing programs/projects to demonstrate our overall contribution to emergency response.

KPI 3.2 Successful examples of youth leadership in disaster preparedness processes in our communities will have been implemented.

There are two key examples that demonstrate how ChildFund Australia's program investment in youth leadership and development has resulted in the successful activation of young people in disaster preparedness.

First, the Youth Change Makers Project in Timor Leste was successfully pivoted to assist with the Covid-19 response. As a cohort, the youth change makers are influencers within their own communities and were subsequently engaged by Ba Future, the local partner to share and socialise key messaging on hygiene. The collaborated to produce short films which were released in Tetum and a number of local languages through social media blasts.

Second, the Improving Children's Environmental Practice Project in Myanmar aims to build a safer and more resilient society through strengthening children's environmental awareness and resilience education. Eighty girls and boys collaborated with teachers in Dawei District of Tanintharyi Region to demonstrate mock drills as part of schools' disaster preparedness initiatives.

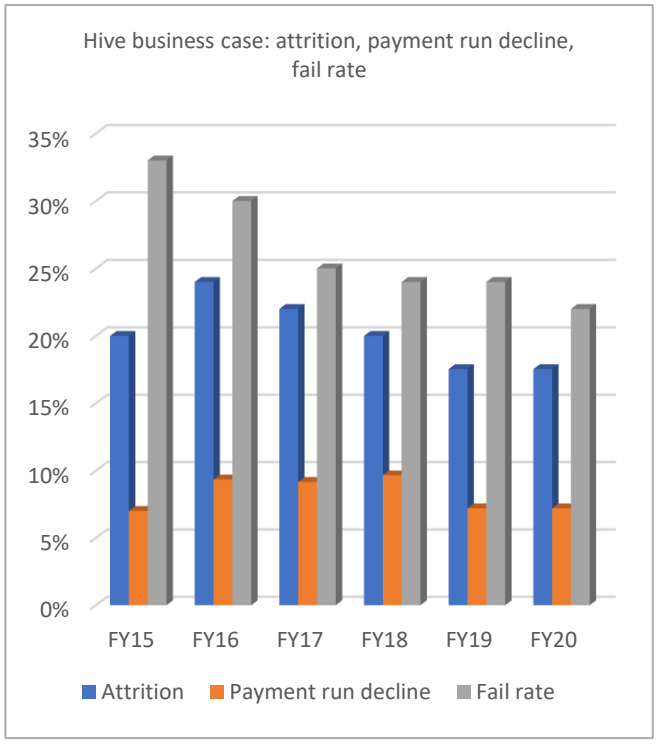
KPI 3.3. ChildFund Australia mobilises response within 24 hours to global level 3 emergencies where we are able to make an effective contribution, and within 36 hours to severe localised or national emergencies. Response may be direct or through partners.

Since 2014, ChildFund Australia mobilised six effective responses to Global Level 3 emergencies within a 24-hour period in the Philippines, Nepal, Iraq and Syria. During this period ChildFund Australia also mobilised six effective responses to Level 1 and 2 emergencies in Vanuatu, Myanmar, Fiji, Sierra Leone and Laos.

All responses above were delivered by local partners, apart from the fire emergency response in Myanmar in the 2014/15 period which was directly implemented.

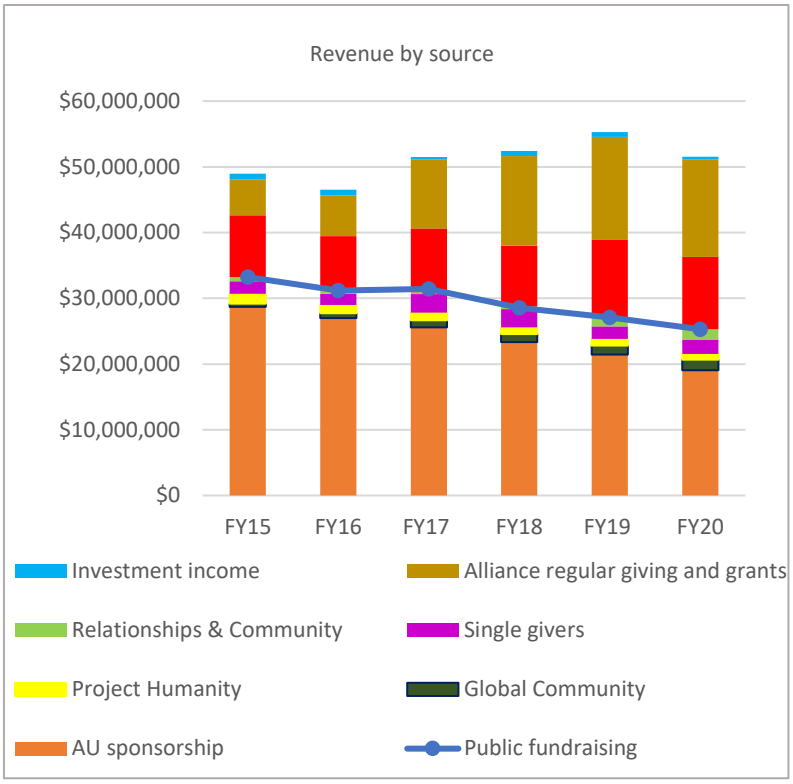
GOAL 4: DIVERSIFY REVENUE TO ENABLE SUSTAINED, LONG-TERM ORGANISATIONAL GROWTH.

KPI 4.1 The return on investment from the Hive, as stated in the Business Case, will be realised.

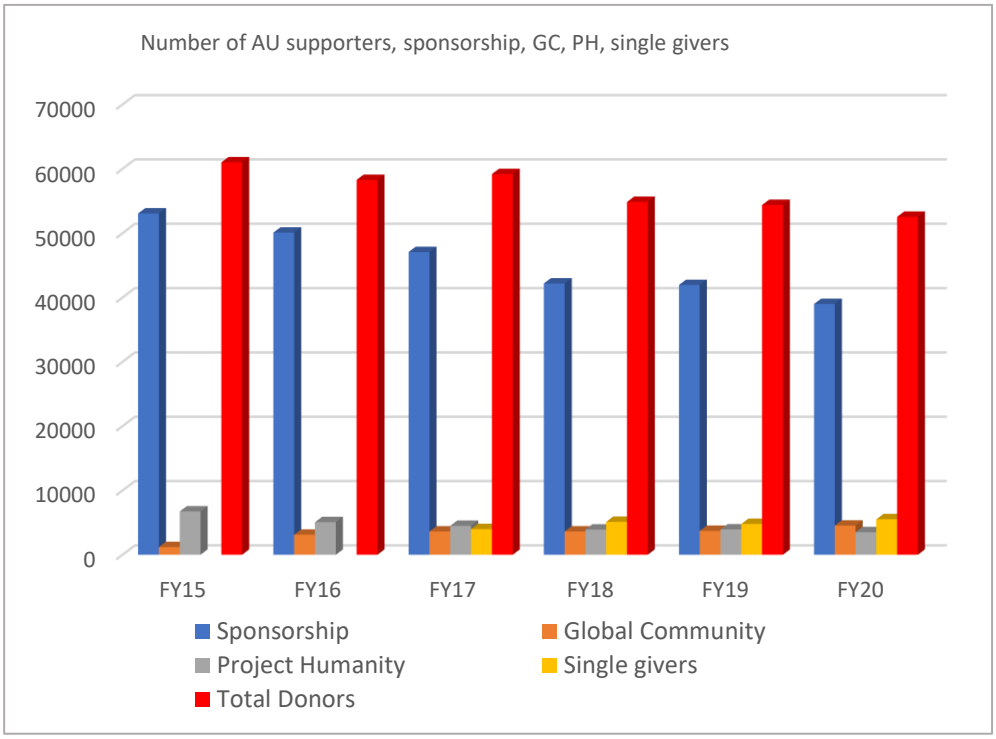


Reporting amended from FY16 to report total payment run decline rate, not just cc decline.

KPI 4.2 Total public fundraising will diversify but not increase over the duration of this plan.



KPI 4.3 The total number of Australian regular-giving supporters will stabilize but not increase over the duration of this Plan.



GOAL 5:

STRENGTHEN THE ORGANISATION'S AGILITY, AND ABILITY TO RESPOND TO CHANGE AND OPPORTUNITY.

KPI 5.1 There will be a significant increase in staff knowledge in the areas prioritized in this strategic plan, measured through competency assessments, undertaken as part of annual performance processes, and staff climate surveys.

Data is no longer collected on this KPI. The previous data was not robust.