Plan International Australia

PROGRAMS MEL FRAMEWORK

Measuring outcomes of PIA progress in advancing Child Rights and Equality for Girls
FY2017 - FY2019
Draft Ver. 3
INTRODUCTION

This document explains Plan International Australia’s (PIA) monitoring, evaluation and learning (MEL) approach for the period FY17-FY19. The aim of the MEL framework is to support the implementation of PIA’s strategy and PIA’s well-informed, gender transformative and inclusive programs.

PIA’s Monitoring, Evaluation and Learning Framework (MELF) is strongly interconnected with Plan International Global Strategy, PIA Organisational Strategy and PIA Program Strategy. Therefore, MEL frameworks embodies the organisation’s commitment to five outcome areas namely Learn, Lead, Decide, Thrive and Sustain and it supports PIA’s projects and programs to identify, capture and make sense of progress against program and corporate strategies.

Plan International Australia’s strategy for the period FY17-FY19 aims to create new values for girls and children through gender transformative programs and gender equality policy and advocacy in three geographies namely Plan International’s (PI) territory, the Pacific under licence from PI and in Australia. Consequently, while the central guiding principle of the corporate strategy is PIA’s responsibility to create new value, the central principle of this framework is to support PIA to identify, capture and make sense of creation of new values in line with the organisations new purpose. It also aims to increase understanding on what is relevant and important to monitor in PIA’s work by defining the following Core Indicators to track PIA’s performance at the organisational level.

Schoolgirls from a village near Rembang, East-Java, Indonesia. Plan International programs in this area include child survival and development, water and sanitation, child protection, and disaster risk management.
Further, MELF puts strong emphasis on measuring outcomes at the program level and although the ‘project’ remains the basic ‘unit’ of PIA work, PIA is committed to resourcing and implementing strong MEL to identify strengths and weaknesses, lessons learned and overall ‘changes’ at the program level. In order to count as a project that is ‘gender transformative’ a project must fulfil all of the following elements:

1. GIRLS ARE DEFINED AS THE PRIMARY IMPACT GROUP.

2. ADDRESS SPECIFIC ISSUE(S) THAT HAVE INFLUENCE ON GIRLS AND EXPLICITLY AIM TO CONTRIBUTE TO EQUALITY FOR GIRLS.

3. MUST HAVE FOCUSED ACTIVITIES AND INVESTMENTS IN AT LEAST ONE OF THE STRATEGIC PRIORITIES DEFINED BY PI GLOBAL STRATEGY AND PIA PROGRAM STRATEGY UNDER LEARN, LEAD, DECIDE, THRIVE AND SURVIVE AS OUTLINED ON THE NEXT PAGE:
1. Increased access to gender sensitive and inclusive education for girls and boys especially with disabilities, from ethnic minority groups and experiencing other forms of disadvantage.

1.1. Positive change in girls’, boys’, young women and men’s enrolment, drop-out and attendance rate in pre-school, primary, secondary school and VET.

1.2. Evidence of reduced barriers to education and VET.

1.3. Positive change in parents’ and community attitudes to education (especially girls’ education).

1.4. Increase in inclusiveness of our education programs.

1.2. Increased number of girls and boys achieving age-appropriate learning competencies and outcomes.

1.2.1. Local social capacity strengthened to support ECCD and quality inclusive and gender sensitive education for girls and boys.

1.2.2. Evidence of increased engagement in decent work for young men and especially for young women.

1.2.3. Increase of students reaching nationally recognised education standards.

1.2.4. Increase in children’s engagement in their own learning.

1.2.5. Increased capacity of teachers to support teaching and learning.

1.3. Positive change in Government actors’ engagement and commitment to the provision of quality education.

1.3.1. Increased government budget allocations to support gender sensitive and inclusive education at all levels (local, district, national).

1.3.2. Evidence of improved policy for quality, inclusive and gender sensitive education (nature and type of policy change)

2.1. Evidence that girls, boys, women and men are actively addressing gender inequality and discrimination and are promoting gender equality and inclusion.

2.1.1. Improved capacity of young women and men to advocate for positive change towards gender equality.

2.1.2. Increased community awareness (including women, girls, men and boys) of human rights and the legal rights of women and girls, how to access those rights, and how to seek justice when those rights are violated.

2.1.3. Increase in the number of older men acting as positive role models (modeling respectful and equitable relationships between men and women) and young men in the community.

2.1.4. Increase in community interventions and initiatives to uphold women’s, girls and other identity groups rights.

2.2. Evidence that girls, boys, women and men actively participate in, and influence, decisions related to things that influence their lives.

2.2.1. Evidence of girls and boys being meaningfully involved in decision making concerning their health and diet, their education, and future private life including marriage, SRHR, identity and marriage.

2.2.2. Increase in women, girls and people with disabilities occupying (formal and informal) leadership positions in governmental, communal and civil society structures.

2.2.3. Evidence of barriers to meaningful participation of women, girls and people with disabilities in community leadership reduced.

2.2.4. Impact, type and number of policy changes by community leaders, police, judiciary and government aimed to reduce gender inequality and increase social inclusion of PWD.

2.2.5. Evidence of young people taking lead in actions of common interests.

3.1. Girls and boys participating in our project report that they have decision-making power in relation to their marriage, their gender identification and if and when they wish to have children.

3.1.1. Girls and women participating in our programs report positive shift in the distribution of labour and in shift in the decision-making within the household.

3.1.2. Evidence that community accepts and supports sexual rights of girls and boys.

3.2. Increased access of girls and boys to sexual and reproductive health information and services.

3.2.1. Girls and boys and their caretakers have an increased information about sexual and reproductive health services.

3.2.2. Women and girls manage their menstruation safely and with dignity.

4.2. Vulnerable girls and boys grow up in households and communities that respect and promote their right to protection.

4.2.1. Increase in the number of girls and boys who can identify protection issues and understand how to report incidence of violence, abuse, neglect, and exploitation.

4.2.2. Reduced level of acceptance of violence and discrimination against girls, boys, men and women in the community.

4.2.3. Increase in the number of duty bearers who can prevent and respond to violence, abuse, neglect, and exploitation experienced by girls, boys, men and women.

4.2.4. Increase in the number of child protection cases reported through a community-based child protection system.

4.2.5. Increase in the number of new cases registered within the legal timeframe

4.3 Girls and boys and their families have increased capacity to thrive.

4.3.1. Evidence of programming that prevents and responds to violence against girls and boys in all humanitarian crises that PIA operates in.

4.3.2. Developed and implemented scalable models for gender-transformative parenting.

4.3.3. Evidence of effective and sustainable WASH programs that prevents and responds to violence against girls and boys.

4.3.4. Women, Girls, Boys and Men have sufficient quality and nutritious food and water to meet their needs.

4.4 Girls and boys receive the support they need to be healthy, educated and protected, and to grow up free from gender-based violence, abuse, neglect and exploitation.

4.4.1. Evidence of PLA programs advocating for GBV and sexual and reproductive health services in humanitarian crisis.

4.4.2. Evidence of engaging men/fathers in childcare and development, especially for girls and young women.

4.4.3. Evidence of governments establishing gender-aware legal frameworks and systems that prevent and respond to gender-based violence against children.

4.4.4. Increased engagement of men/fathers in childcare and development, especially for girls and young women.

4.4.5. Evidence of improved early childhood wellbeing outcomes for girls and boys.

5.2. Children and youth, and particularly girls in conflict and fragile settings where we work provide the protection.

5.3. Girls and boys participating in our programs report that they are involved in actions affecting them relating to disasters and conflicts.

5.4. Increased community resilience in relation to WASH services and behaviours/practices before, during and after disasters.

5.5. Girls and boys receive the support they need to be healthy, educated and protected, and to grow up free from gender-based violence, abuse, neglect and exploitation.

5.6. Increased engagement of men/fathers in childcare and development, especially for girls and young women.

5.7. Evidence of governments establishing gender-aware legal frameworks and systems that prevent and respond to gender-based violence against children.

5.8. Evidence of improved early childhood wellbeing outcomes for girls and boys.

Footnotes:
"Specifcally GBV, safety, reproductive health, mental health, hygiene and other WASH related barriers; increased food security and reduced barriers to education and basic services during emergencies."

"For instance, preschools and ECCD spaces/centres offer gender-sensitive early learning opportunities and opportunities for girls and boys to transcend gender roles in learning and development.

"Including ECCD, primary and secondary schools and VET.

"Evidence of increases in self-confidence of girls and women.

"For instance, girls and women and young people with disability, poor people and other vulnerable people participating in our projects report that their voices have been listened to at community level in relation to affairs of interest (i.e. health education).

"Redistributed energies, provision of safe spaces as well as gaining curricula for girls.

"Including increased community knowledge and support of women and girls during menstruation.

"i.e. latrine training, ensuring buildings are safe and aligning curricula for girls.

"If they have timely access to assistance/support to protect them from harm.

"Including health, nutrition, hygiene and community led approaches to health.

"Increased vision and awareness (including women, girls, men and boys) of early childhood development, WASH, and resilience in relation to WASH, education and gender equality.

"Evidence of effective and sustainable WASH programs that prevents and responds to violence against girls and boys.

"Evidence of governments establishing gender-aware legal frameworks and systems that prevent and respond to gender-based violence against children.

"Evidence of improved early childhood wellbeing outcomes for girls and boys."
Progress towards program strategy outcomes will be monitored annually against key outlined indicators. PIA team commits to learn by doing and to continually modify and improve program and MEL practice. This includes listening to primary stakeholders, to each other and being willing to challenge our own assumptions and attitudes. Moreover, the learning derived from monitoring and evaluation will annually inform PIA’s examination of the effectiveness of the work of the whole organisation.

Annual learning event will consider both successes and challenges in implementing the Strategy and the emerging learning will shape continues improvement. Review, reflection and learning activities will be undertaken over the life of the Strategy and, at a minimum, assessments of the Strategy’s relevance and effectiveness will occur at the end of calendar 2017, 2018, and 2019. These annual assessments and learning events based on the harmonized and aligned common set of recommended indicators will also help PIA to define key evaluation and research initiatives.

PIA aspires to improve the effectiveness of its development work and promotes outcomes based, participatory and transformative monitoring, evaluation and learning approaches. In all Monitoring, Evaluation, Learning and Research work, PIA aligns with internationally recognised ethics standards taking care of conflict of interest, informed consent, the ‘do no harm’ principle; and confidentiality of reporting evaluation results.

Kent and Princess, both 9, Nina, 8, and Led, 6, play in the grounds of their school which was damaged by an earthquake in the Philippines.
Schoolgirls from a village near Rembang, East-Java, Indonesia. Plan International programs in this area include child survival and development, water and sanitation, child protection, and disaster risk management.

Two members of the School Disaster Management Committee at their school in Rakhine State, Myanmar.