

A close-up photograph of three children of African descent. The child on the left is smiling broadly, showing their teeth. The child in the middle is looking slightly to the right with a gentle smile. The child on the right is also smiling. They are all wearing blue clothing. The background is blurred.

# barnfonden

Medlem i ChildFund  
Alliance

Programme Manual  
Reference #1

## Barnfonden Theory of Change & Monitoring, Evaluation & Learning Framework

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This document should be read in conjunction with Barnfonden's other Programme Manual Reference Documents, policies and guidelines

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Barnfonden is a member of FRIL, Frivilligorganisationernas Insamlingsråd, and we have two 90-accounts approved by the Swedish Fundraising Control. We are a member of Giva Sverige. Our annual impact report can be found at:

[Barnfonden - Giva Sverige](#)

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## How to read this document

The **monitoring, evaluation and learning framework (MELF)** is intended to provide a comprehensive overarching understanding of Barnfonden's programme theory of change (ToC) and how the programme will monitor, evaluate, and learn from the programme work. This document provides a description of the theory of change and its components, followed by a monitoring, evaluation and learning framework with key change models and reporting structures highlighted for programme development. A glossary of terms can be found at the end of the document. A theory of change was generated with the programme team in 2021 to guide the current and future programme work. It is aligned to Barnfonden's new strategy, 2021-25. Existing evidence, expertise learning reflections and constant collaborative efforts ground the base of this living document. The document is 'living' and will therefore be modified and adjusted as the programme learns from the evidence-based information collected over time. Review of this document will be held quarterly for Y21-22. The intentions are that after comprehensive quarterly reviews in the initial years, we will move to annual assessments of our theory and framework. Therefore, adaptations will be expected to occur in this document based on our work due to the rapidly changing world we live in.

### OUR VISION

Our vision is a sustainable world where children are listened to, cared for, and respected. A world where every child can say: I am safe. I am healthy. I am happy. I am educated. I have a voice.

### OUR MISSION

Together with children, we create sustainable solutions that protect and advance their rights and well-being. We do this through partnerships, empowerment and a holistic approach.

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

Barnfonden's MEL framework is a description of pathways that have been shown to deliver the outcomes we seek in bringing sustainable change to children, related to our vision and mission.

The MEL framework is a living guide that draws on evidence-based models as well as Barnfonden and the broader ChildFund Alliance's experience.

The aim of the framework is to capture information of what we do, in order to foster increased discussions, learning, and decision-making that can make our current and future work with communities more effective, efficient, sustainable, relevant and impactful. We will continuously test our theory of change through the evidence built to understand if we are on the right path towards our vision.

The information we collect is clearly defined at an overarching level so that it can be transferable to the diverse local contexts where we work. This framework supports programme and project work by providing broad guidance on pathways to include in project design, accompanied by measurable indicators assigned to these pathways. This will ensure we capture the information necessary to know if we are on the right track, or when it's necessary to 'course correct'. This framework aligns with our partners and ChildFund Alliance members' Theory of Changes and Monitoring, Evaluation and Learning frameworks to ensure we do not create unnecessary work for our partners. We use a collaborative and participatory approach, recognizing that this ToC and MEL framework requires the views of youth, duty bearers, and partners. A systematic review and updated process will be designed to update this framework on a routine basis. As this document is a living document, it is expected that modifications will be made to respond to the evidence collected.

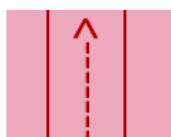
### What do we do? A brief summary.

Barnfonden sees its role as "supporter, connector and guide". We offer our services to local partners and communities with whom we have a committed relationship. Our role is not to directly



do the work in communities, but to actively support programmes and partners who live and work in our programme countries, and who assist communities, families, and children to reach the development goals they determine. This means that as well as providing a conduit to funding from the Swedish public and Swedish and European donors, we support our local partners to be strong, informed, capable and trustworthy. We work alongside them as *they* build their capacity, as *they* support the community, as *the community* in turn sees fit. The agreed parameters of our work together focus on ways in which we can support children's rights and wellbeing – for them to be able to say *I am safe*, - *I am healthy*, - *I am happy*, - *I am educated*, - *I have a voice*.

What distinguishes Barnfonden is our climate-informed child protection approach - child protection that takes into account the current development needs of children and families, while preparing for the effects of climate change. This approach puts climate change *together with* issues relating to children's right to safety and development, instead of treating them separately. Climate-informed development exposes the deeper, broader challenges and peripheral complexities that must be considered when developing community development programmes – particularly those involving children and youth.



We create a shared vision with partner communities and delivery partners working in those communities by establishing Road Maps together – comprehensive long-term, child-focused development plans they determine. This establishes a shared vision and articulates the support required. These plans address various aspects of a child's life (what we call 'focal themes') that enable us to reach our vision.



In addition, we facilitate connections between people who need development support and those who have the capacity to give it – whether as funding, advocacy, technical know-how, or other types of support. We recognise this is a two-way relationship: we and our supporters have much to learn from the communities we serve, and our systems and communication promotes this as we activate the Swedish public to take a stand on climate justice.



Additionally, Barnfonden adds a climate-informed overlay across child-focused development work. As each focal theme is addressed, we review it from the perspective of the environment and climate change: how our work and its downstream impacts *affects*, *is affected by*, and *will in future be affected by* climate and the environment. We also consider the intergenerational and equity aspects of climate change and the value of children as important agents of change.



Our cross-cutting issues of child protection, environment, gender and inclusion, climate change and conflict sensitivity/power are considered at every stage of our work. These are issues within projects that can often be overlooked, affecting the most vulnerable. Through mandated processes, we bring these issues 'into the light' in our work.

Long-term sustainable change happens if people discover their own power.

Pierre Omidyar

## Theory of Change narrative summary

This document guides Barnfonden's programmatic work, outlining strategies for sustainable change.

Barnfonden's vision is a sustainable world where children are listened to, cared for, and respected- A world where every child can say: - I am safe, - I am healthy, - I am happy, - I am educated, - I have a voice. However, problems exist in society that hinder this vision. The problems identified within communities are rooted in poverty and inequalities that lead to people being exposed to increased risks of deprivation and exclusion which exacerbates current vulnerabilities and future vulnerabilities as a result of climate change. Such risks negatively impact the rights of a child. These problems are rooted in systems, structures, lack of access to assets, power imbalances, and behaviour that requires change.

To reach the vision where children and youth rights are fully realised, targeted change is required on multiple levels (a multi-level approach). These levels are centered around children and youth but also include families, communities, government and states, global community, and the environment. As this work is based on child rights, **targeted strategies** across the multiple levels are required. These strategies involve:

- empowering children and youth, families, and communities,
- holding governments and states accountable,
- supporting global prioritization (of child rights) and
- stewardship for a sustainable planet.

These strategies should be targeted in interventions that spread across five themes, called 'focal themes', that address the specific needs of children and youth. The five identified **focal themes** are:

- health and wellbeing,
- education and life skills,
- child protection and resiliency,
- sustainable livelihoods, and
- voice and agency.

Lastly, throughout this work, it is necessary to incorporate **specific actions to anticipate for climate change**, its downstream effects and its

Barnfonden's Theory of Change is by incorporating four main notions:

- ***With Whom:*** A multi-level approach,
- ***How:*** targeted strategies,
- ***What:*** focal themes with an
- ***Overlay:*** climate-prepared and climate-informed

Through our work with partners, will contribute to a sustainable world where children are listened to, cared for, and respected. A world where every child can say: - I am safe, - I am healthy, - I am happy, - I am educated, - I have a voice can be realised.

impact on children and their families. This requires considering at multiple-levels, what information and preparation is required within this focal theme, relevant to the emergent and continued problems linked to the changing climate. In summary, the theory is... Barnfonden's vision will be achieved through our work with partners, taking a **multi-level approach** in **targeted strategies** across **5 focal themes** with **climate- informed and climate-prepared overlay**. In short, Barnfonden's ToC is defined across **these 4 main notions (With whom, How, What, and an Overlay)** viewed as pathway to solve the problems in society that negatively affect the rights of a child.

Goals have been identified across the theory of change and pathways mapped to reach these goals in the MEL framework change models. Change must occur across the multiple levels and is a determined precondition for reaching the vision labeled 'Theory Objectives'. Barnfonden aims to contribute to the change required in these levels to reach the impact envisioned. Key assumptions and risks have been recognised, such as that the delivery of programme outcomes will fall within the Theory of Change (ToC) and that all levels will welcome engagement and support from Barnfonden. Risks with political and environmental events may hinder collaboration and/or communication. Validating the ToC through existing evidence and experiences has occurred and will continuously occur with emerging evidence.



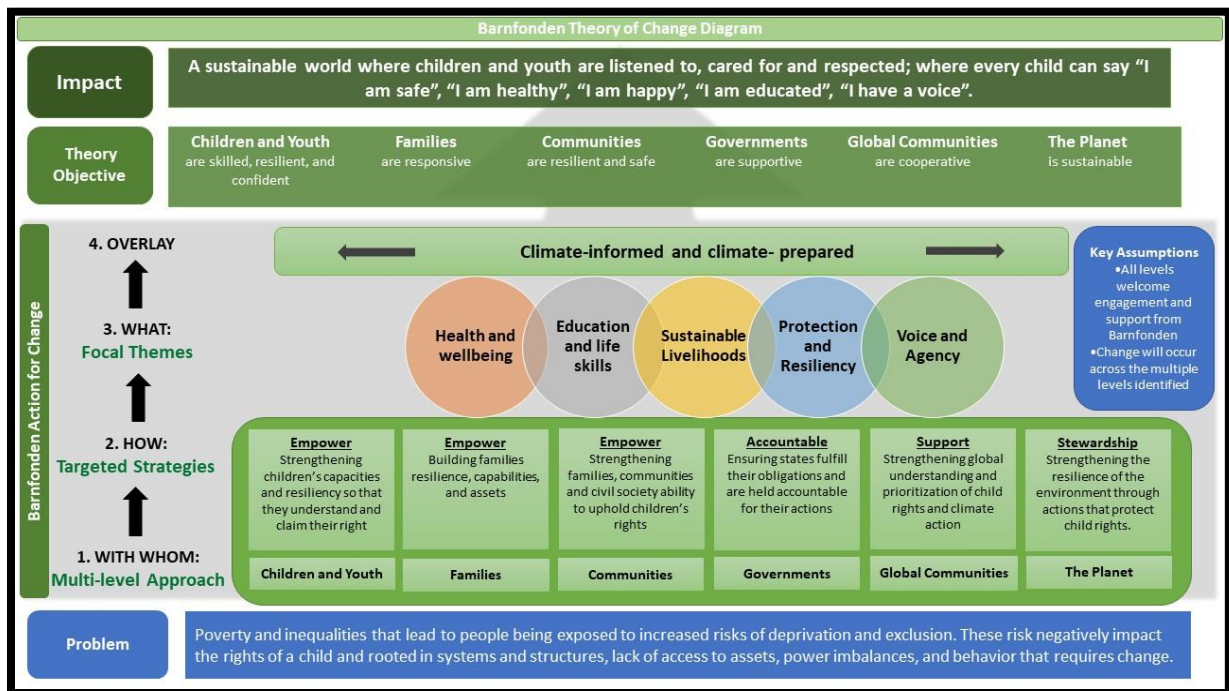
**Example of  
'climate informed / climate prepared'**

On a project within the **focus theme** of child protection and resiliency, at the **level of community** where the **targeted strategy** seeks to 'empower children, youth, families and communities', **climate-informed** outputs might be added to a project to establish systems to track climate impacts on child labour; **climate-prepared** activities might support the training of human rights defenders and strengthen rudimentary community-based child protection systems.





## Barnfonden Theory of Change Diagram



**Barnfonden's Theory of Change Diagram**, above, displays the theory of how to tackle the problems that negatively impact children. Barnfonden **Action for Change** displayed in the grey section of the diagram, illustrates what Barnfonden works on with partners and communities; the four main notions of the Theory of Change (With whom: a Multilevel approach, How: targeted strategies, What: focal themes, with an Overlay: climate-prepared and climate-informed). The action for change will contribute\* to the overall theory objective across the multiple levels that is required for a sustainable world where children are listened to, cared for and respected. A world where every child can say: - I am safe, - I am healthy, - I am happy, - I am educated, - I have a voice can be realised.





## Barnfonden's Theory of Change, in detail

Barnfonden's theory of change is the philosophy behind how we aim to reach our vision in our work with our partners and Alliance members. Our vision (a sustainable world where children are listened to, cared for, and respected. A world where every child can say: - I am safe, - I am healthy, - I am happy, - I am educated, - I have a voice) aligns strongly with those across our ChildFund family, acknowledging that each organisation within that family is independent.

Problems exist in society that hinder Barnfonden's vision of a sustainable world that realises child rights. The problems identified within communities are grounded in poverty and inequalities that lead to people being exposed to increased risks of deprivation and exclusion that exacerbates vulnerabilities. These vulnerabilities are not only evident now, but relate to future vulnerabilities which will be experienced as a result of climate change. These risks negatively impact the rights of a child. The problems are rooted in systems and structures, lack of access to assets, power imbalances, and behavior that requires change at multiple levels.

In this, we take instruction also from the UN Convention of the Rights of the Child<sup>1</sup> and guidance from the INSPIRE strategies<sup>2</sup>, as well as other evidence-based strategies and recommendations that produce the results we seek, such as guidance offered by our involvement with the ChildFund Alliance and in various international networks the Alliance participates in, such as Children in a Changing Climate Coalition, Joining Forces Coalition, GADRRRES, the Alliance for Child Protection in Humanitarian Action, Global Coalition to End Child Poverty, Child Rights connect and others.

Problems vary depending on the context of where we work, with some issues more inherent than others in particular communities. Because each community is different, development solutions need to be identified and prioritised by the community. Our **Theory of Change** aims to cover our broad-based work, while our **Road**

### What we mean by children and youth

Barnfonden considers the different requirements of three specific age categories:

#### Life stage 1: 0-5 years

#### Life stage 2: 6-14 years

#### Life stage 3: 15-24 years

Note: The term children and youth refers to unborn children (targeting pregnant/expecting mothers), infants, young children, children, adolescents, and youth across the life stages of a child and includes males, females with and without disabilities experiencing deprivation, exclusion and vulnerability. Barnfonden defines 'youth', as people aged between 15 and 24 years, which aligns with UN definitions<sup>1</sup> but does not align with the description of youth as stated in the Convention of the Right of the Child<sup>1</sup> (which is 18-24 years). Barnfonden focuses on the healthy transition of youth to adulthood.

**Families** are the people living in the same household who are related or bound by familial obligations to one another. This can include extended families who share the same house.

**Communities** means a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.

**Maps** are guides to the contextualised, specific work recommended by communities. Barnfonden has been working with three programme communities in India, Ethiopia and Cambodia to develop Road Maps – long-term strategic plans which outline shared community goals, which will be supported not only by Barnfonden, but by many actors in a particular geographic locale. This long-term, 10 to 12-year forecast gives a 'big picture' view of community development requirements pertaining to children, as identified by its residents and the other development stakeholders active there. These stakeholders

<sup>1</sup> [OHCHR | Convention on the Rights of the Child](#)

<sup>2</sup> [WHO | INSPIRE: Seven strategies for ending violence against children](#)

include NGOs, community-based organisations, traditional and faith-based structures and government. Sustainable development relies on the holistic and integrated inclusion of influences and developments at many levels- This is a theory

which is based in ‘systems thinking’<sup>3</sup> and the importance of understanding the linkages and interactions between these multi-layers. This leads us to four main ‘notions’ on which we base our theory for change.

## The Four Main Notions of Barnfonden’s Theory of Change.

- **Notion 1. With Whom: Multi-level approach**

For us to reach our vision where children and youth rights are fully realized, targeted change is required on multiple levels with a holistic perspective.

- **Notion 2. How: Targeted strategies**

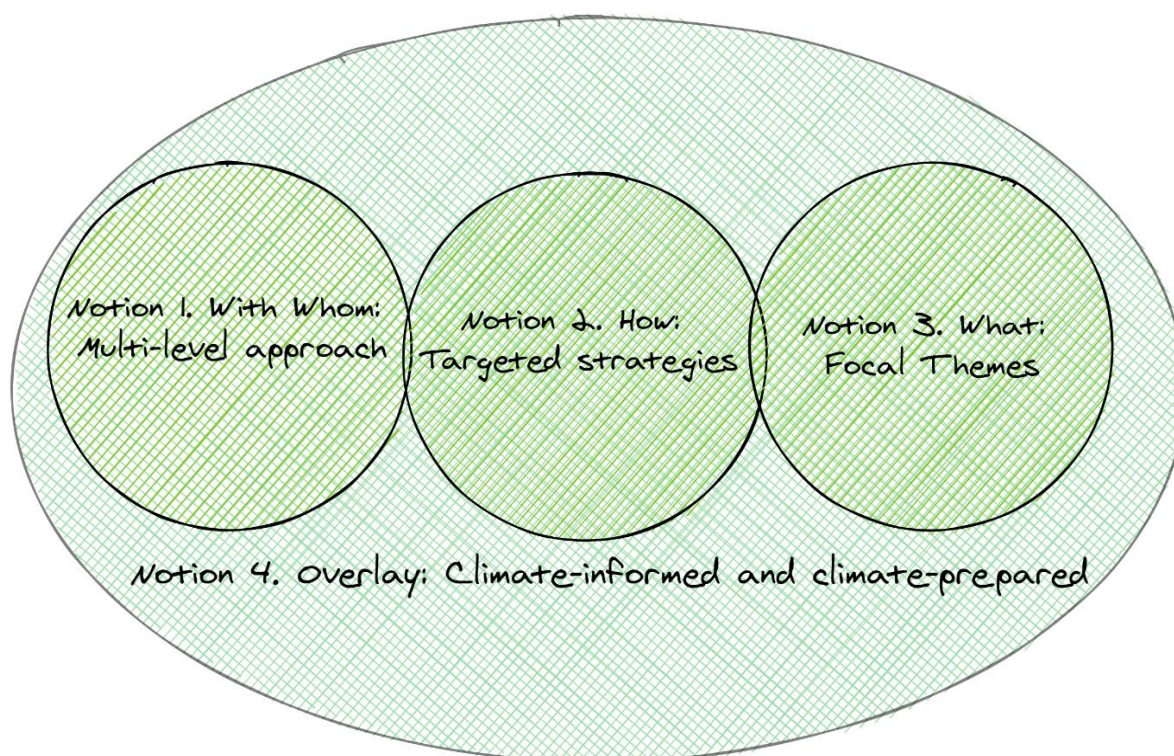
Our work at the various levels is based on child rights: supporting children and youth to claim those rights, and duty bearers to fulfil those rights through empowerment, accountability, support, and stewardship.

- **Notion 3. What: Focal themes**

Five focal themes address the specific needs of children and youth and provide clarity of intervention models for target groups and partners.

- **Notion 4. Overlay: Climate-informed and climate-prepared overlay**

The planet is part of our multi-level approach and the 6<sup>th</sup> targeted strategy that focuses on stewardship of the environment. The climate-informed and climate-prepared overlay incorporates the actions specific to anticipating for climate change, its current and downstream effects and its impact on children and their families across all the work and notions.



<sup>3</sup> [Systems thinking - Learning for Sustainability](#)

## The Four Main Notions of Barnfonden's Theory of Change

### Notion 1: With Whom Multi-Level Approach

For us to reach our vision where children and youth rights are fully realized, targeted change is required on multiple levels with a holistic perspective.

We believe that development interventions must be designed to target children and youth, their families, communities, governments and states and the global community. Perhaps controversially, we have also added 'the planet' because of the influential and increasing impact it has and will have on people's lives. During planning, design and implementation, attention must be paid to the interactions and influences made by and influencing each layer. Actions involving each layer need to be designed in such a way as to make the best contribution to the intended goal or outcome centered around children and youth. The importance in targeting these layers is critically reflected in our approach to ensure we are as holistic as possible. This approach is grounded in *the Bronfenbrenner Ecological* framework used across the international field to guide programmes as an evidence-based holistic multi-level approach required for targeting change.<sup>4</sup>

Over many years of working with children, Barnfonden and the members of the ChildFund Alliance have developed an understanding of the most significant role our work can play as we engage with these various levels, to achieve the outcomes we seek. This, therefore, leads us to Notion 2...



**Multi-level approach**

### Notion 2: What Targeted Strategies

Our work at the various levels is based on child rights: supporting children and youth to claim those rights, and duty bearers to fulfil those rights through targeted strategies.

As we plan our work across the various socio-ecological layers, we have looked to evidence of 'what works'. This provides us with a focus for our programmes and projects. While consistently pursuing our vision for children and youth, each level constitutes a body of work focussed on the following Theory objectives and Work Focuses. Each body of work nominates one of four aims, labelled as: *empowerment*, *accountability*, *support* and *stewardship*. These are the primary (but not necessarily the only) focuses of our work under each of these layers that we aim to contribute to through our focal thematic work.

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<sup>4</sup> [Ecological Framework for Prevention - Child Welfare Information Gateway](#), and [WHO | The ecological framework](#)



## Targeted Strategies

<b>Theory objective 1</b>	<b>Children and youth are resilient, skilled and confident.</b>
<b>WORK FOCUS EMPOWERING</b>	Strengthening children's capacities and resiliency so that they understand and claim their rights.
<b>Theory objective 2</b>	<b>Children and youth are supported by responsive families</b>
<b>WORK FOCUS EMPOWERING</b>	Building families resilience, capabilities, and assets.
<b>Theory objective 3</b>	<b>Children and youth are situated within resilient and safe communities</b>
<b>WORK FOCUS EMPOWERING</b>	Strengthening families, communities and civil society ability to uphold children's rights.
<b>Theory objective 4</b>	<b>Children and youth are supported by the government/state</b>
<b>WORK FOCUS ACCOUNTABILITY</b>	Ensuring that states fulfil their obligations and are held accountable for their actions.
<b>Theory objective 5</b>	<b>Children and youth are backed by the global community</b>
<b>WORK FOCUS SUPPORT</b>	Strengthening global understanding and prioritization of child rights and climate action.
<b>Theory objective 6</b>	<b>Children and youth live on a sustainable planet</b>
<b>WORK FOCUS STEWARDSHIP</b>	Strengthening the resilience of the environment through actions that protect child rights.

### What do we mean by empowerment?

Empowerment is viewed as an ongoing process. Empowerment is multifaced and participatory, involving the greater community of an individual, where people lacking equal share in resources gain greater access to and control over those resources, and/or the process by which people gain control over their lives, participation in the life of their community, and a critical understanding of their environment.<sup>5</sup>

In the context of our work, we mean identifying current strengths that can be drawn upon, and building, the:

- **Knowledge:** individual and institutional education, technical expertise, experience, creativity, belief, traditions, cultures and other formal, common or perceived knowledge of the target group along with their ability to assess information to make well informed decisions

- **Physical capabilities and assets:** health, nutrition, capacity to work, economic resources, infrastructure, land, buildings, tools and technology etc that the target group can use to sustain themselves or leverage to escape poverty and manage stress.
- **Personal and social strengths:** personal resilience, trust, spirituality, shared values, empathy, commitment, confidence etc that support the wellbeing, voice, agency and vibrancy of the target group.
- **Connections:** the connections between people, networks, laws, policies, institutions, services and structures that support the target group.

We connect our empowerment work to sustainable livelihood and asset-based community development theories<sup>6</sup>, which are people-centered, appreciative, strength-based and adaptive.

<sup>5</sup> Perkins DD, Zimmerman MA. Empowerment theory, research, and application. Am J Community Psychol. 1995 Oct;23(5):569-79. doi: 10.1007/BF02506982. PMID: 8851340.

<sup>6</sup> Kretzmann, J. and McKnight, J.P. (1996), Assets-based community development. Nat Civic Rev, 85: 23-29. <https://doi.org/10.1002/ncr.4100850405>

## What do we mean by accountability?

When Barnfonden talks ‘accountability’ in a rights-based context, we are referring to social accountability which is people-led, bottom-up and demand-driven. It covers different governance levels from national to local as well as a range of governance processes, from policy formulation and planning through to tracking of expenditure, to monitoring the quality of public services.<sup>7</sup> People-led accountability initiatives are where communities are engaged in the planning and monitoring of policies and services. It complements the more traditional forms of accountability, generally comprising State-coordinated judicial mechanisms and institutions. Supported with training, information and linkages, social accountability mechanisms empower people, both by providing vital information regarding their rights and by amplifying their voice in public affairs and making demands of duty bearers. Social accountability can improve efficiency in extending services to marginalized populations, and this has been shown to increase opportunities for children, and thus advance equity.<sup>8</sup>

## What do we mean by support?

Advocacy, lobbying, behaviour change, global

education, technical and technological assistance, financial contributions ... all these actions fall under the term ‘support’. Under the tier of the Global Community, our intention is to find opportunities where connections, partnerships, funding and joint action can be stimulated to inspire collective action help achieve our vision for children. This support is offered in the spirit of co-creation, collaboration, care and empathy.

## What do we mean by stewardship?

In many indigenous cultures, there is a word – or at least a well understood concept accumulated over generations – for environmental stewardship: protection for the land and produce, water and aquatic resources, trees and forest products, wildlife, wild foods and fibers, biodiversity, environmental services etc. For Barnfonden, our understanding of environmental stewardship includes the actions taken by individuals, groups or networks of actors, with various motivations and levels of capacity, to protect, care for or responsibly use the environment in pursuit of environmental and/or social outcomes in diverse social-ecological contexts.<sup>9</sup> This guides how humans can live in harmony with the environment, in the most respectful and sustainable way with the least negative impact on the environment – whether at local level, or to the planet.



<sup>7</sup>UNICEF, 2018. [Social Accountability stocktake.pdf \(unicef.org\)](#)

<sup>8</sup> UNICEF, 2015. [Accountability-for-Childrens-Rights-UNICEF.pdf](#)

<sup>9</sup> Bennett, N.J., Whitty, T.S., Finkbeiner, E. *et al.* Environmental Stewardship: A Conceptual Review and Analytical

Framework. *Environmental Management* **61**, 597–614 (2018). <https://doi.org/10.1007/s00267-017-0993-2>

### Notion 3: What

Focal themes address the specific needs of children and youth and provide clarity of intervention models for target groups and partnerships.

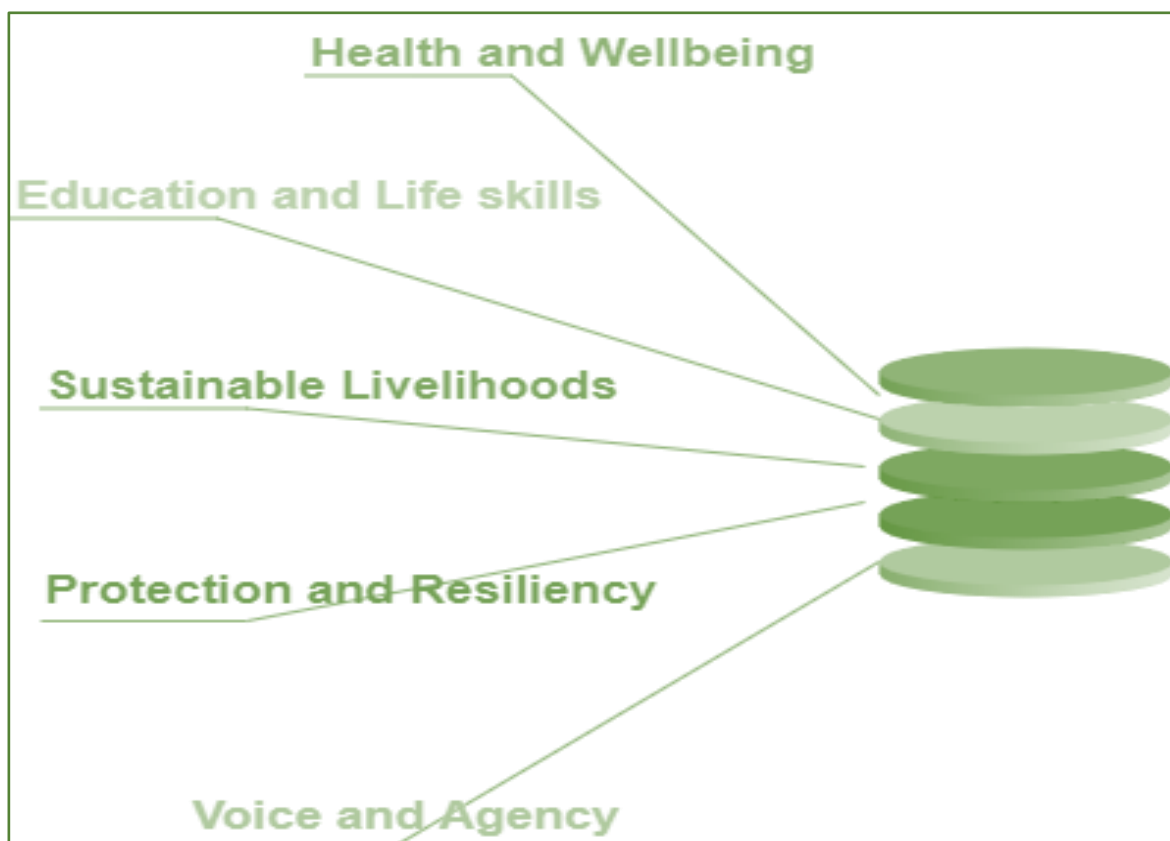
Our work has a focus: the specific needs of children and youth in order that they can say, I am safe, - I am healthy, - I am happy, - I am educated, - I have a voice. The most logical way to structure this is to categorise and prioritise our activities into describable workstreams.

Theme descriptions allow us to focus on clear deliverables that address children's specific needs, and which can be achieved, measured and reported on. Such sectoral project focal themes also provide clarity on partnerships and target groups, including age-specific target groups. Activities may vary depending on the life stage of a child, which Barnfonden categorises as 0-5 years, 6-14 years, and 15-24 years. However, regardless of age, the overall goal remains the same.

Barnfonden's work is broken down by five thematic areas to achieve the outcomes that lead to us reaching our vision.

- **Health and wellbeing:** Children and youth are healthy.
- **Education and life skills:** Children and youth are educated.
- **Sustainable livelihoods:** children and youth are skilled. Youth and families have resilient livelihoods.
- **Protection and resiliency:** Children and youth are secure and resilient.
- **Voice and agency:** Children and youth are confident and involved.

Interventions within a programme are likely to include varying mixes of all these focal themes, however this is decided by the community through participatory planning sessions. It is also dependent on government plans and the role we and our partners can play to support their work. The MEL framework, from Page 20, provides guiding examples for each focal theme.



**Above:** The five focal themes of Barnfonden's work.



## Notion 4: Overlay

A climate-informed and climate-prepared overlay incorporates the actions specific to anticipating for climate change, its current and downstream effects, and its impact on children and their families. This notion supplements the targeted strategy for the planet, 'stewardship of the environment', which aims for a sustainable planet for children and youth to live on.

Climate change, among other things, contributes to increased incidences of drought and water scarcity, floods, natural disasters and rising temperatures. These events threaten household income, food security and children's health, and can induce psychosocial problems and stress. In some instances, they lead to forced migration and even conflict. These in turn increase incidences of different forms of violence against children, such as child labor, child marriage, sexual abuse, physical abuse and gender-based violence, neglect and trafficking.<sup>10,11</sup>

A climate-informed/climate-prepared lens supplements the theory objective 6: Stewardship in our targeted strategies, which has a focus on improving, maintaining or restoring environmental health for the benefit of current and future generations. This is built in, with regard to SDG 13 Climate Action, goal 13.1 "Strengthening resilience and adaptive capacity to climate-related disasters"<sup>12</sup>. Strongly linked, climate-informed and climate-prepared development is where we bring together the climate and environment, and its impact on people. It considers the social, physical and economic implications of a degraded or climate-change impacted environment and what that means for the health and wellbeing of people. In the multi-level approach, most of the work focuses on preparedness. Under the focal themes, it is largely about education, awareness and anticipatory action.

More can be read in our Climate-Informed and Climate Prepared Approach Guidelines document and our Humanitarian Guidelines.



## Underlying assumptions and risks in the theory of change

The ToC acknowledges that there are many factors (external and internal) influencing each change that may fall outside of the activities that Barnfonden directly works with. However, by systematically monitoring and targeting the multiple levels, we aim to address the multiple factors that may influence this change and seek to learn and develop stronger strategies with our partners in the areas we find to be lacking. Key assumptions and risk have been identified but are not limited to those listed on the opposite page:

<sup>10</sup> Barnfonden, 2021, *Investigating the Link between Climate Change and Violence Against Children* [Investigating-climate-change-and-violence-against-children\\_FINAL-1.pdf](#) ([barnfonden.se](http://barnfonden.se)); Existing research suggests (although not

conclusive) that climate change has a causal effect on the conditions that lead to violence against children.

<sup>11</sup> <https://www.wvi.org/publications/climate-change/ending-violence-against-children-while-addressing-global-climate-crisis>.

<sup>12</sup> [Goal 13: Climate Action - SDG Tracker \(sdg-tracker.org\)](#)



### Assumptions

- Funding is available to cover ToC development and reviews, such as road maps.
- The delivery of programme outcomes will fall within the ToC.
- All levels will welcome engagement and support from Barnfonden.
- Capacity levels with relevant actors allow collaboration (relationships built with local partners, existing support systems and /or expertise are available at local levels).
- Change will occur across the multiple levels identified through the implemented strategies.

### Risks

- Political, change in policies that may negatively affect engagement with Barnfonden.
- Environmental disasters and or emergencies that hinder communication and engagement (e.g. Covid-19)
- Lack of access or limited access to data on proposed indicators.
- Partnership and stakeholder disengagement and/or low interest that may lead to low participation.
- Activities may lead to unexpected results that require additional inputs.

## Key partners and actors

Barnfonden's theory of change is grounded in our partnership work. Common efforts with local partners – CSOs, traditional leaders, local government, schools and other institutions – will be required in order for change to take place. **Our strength is in our connections and our ability to connect partners to implement innovative solutions in communities.** We seek partnerships in areas where expertise is required to fulfill the multisectoral/system change required, as defined in our theory. By being part of a comprehensive network and constantly forming new collaborations we gain capacity to take on the challenges we see in our communities. We strive to be a good partner, seek innovative ways of thinking, and aim to improve the quality of our work: not just what we do, but how – and strengthening those we work with.

## Accountability and validity of the theory of change

We see several layers of accountability in our role and responsibilities within the theory of change:

- We have a responsibility to uphold the voices of the children, families, and communities we work with.
- We are accountable to our partners, children, their families and the communities who have asked us to work with them.
- We are accountable to the ethics, responsibilities and trust mechanisms activated through our multi-level work.
- We are accountable to our donors and to those we work with and for, to being efficient, effective and responsive to needs in the most sustainable manner, grounded in our strategic priorities and values as an organization.

The MEL framework will guide expectations and information gathering and sharing with relevant partners, communities, and individuals while taking an inclusive and participatory approach to feedback and learnings to guarantee transparency and accountability of our role in this process.

Validating the theory of change against available evidence and the perspectives of other stakeholders ensures that the key assumptions are

credible, including assumptions about the roles that will be played by partners and other key actors. Barnfonden will seek evidence to test our ToC on a continuous basis. Involvement of all levels in our multi-level approach is critical to gather the perspectives and needs of those who will benefit from the changes. They will be continuously involved in the process of validating our theory, including:

### Validity of the focus

- Considering the available evidence and identification of the needs of the poorest and marginalized were the basis of the focus of the ToC. Collaborative involvement to ensure all perspectives take into consideration and grounded in the road maps approach that fall within this overarching theory. Changes have been identified across multiple levels which are grounded in the Bronfenbrenner Ecological framework used across the international field to guide programmes as an evidence-based framework to define the holistic multi-level approach required.<sup>13</sup>

### Validity of the solutions

- Solutions identified are grounded in evidence based approaches applied within the ChildFund Alliance and guidance from the INSPIRE strategies<sup>14</sup> and various international networks we are associated with. Constant testing of the causality of our theory will occur to ensure the results are most efficiently and effectively achieved. These solutions address problems rooted in inequalities that exist in society and their immediate causes, based on this evidence.

### Validity of the assumptions and risks

- Assumptions and risks will be considered and tested on a routine basis. Reflection on best practices to ensure we are anticipating and preparing for potential barriers to the results we aim to achieve will be developed and incorporated as we continuously gather evidence to support our theory.

<sup>13</sup> [Ecological Framework for Prevention - Child Welfare Information Gateway, WHO | The ecological framework](#)

<sup>14</sup> [WHO | INSPIRE: Seven strategies for ending violence against children](#)

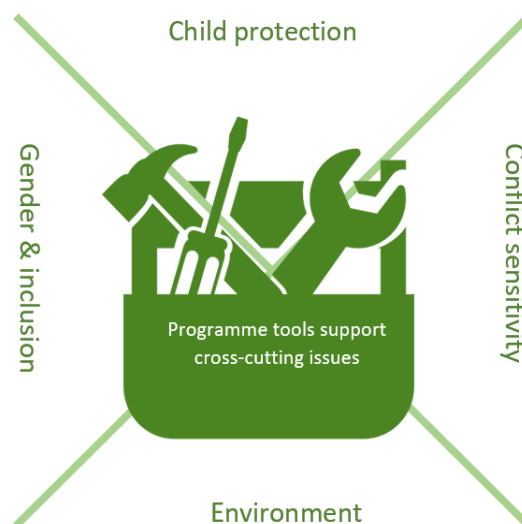


## Cross-cutting issues

As we develop plans, design projects, support the implementation of this work and monitor and evaluate, we also apply our cross-cutting issues. The use of these tools can be found in the Cross-Cutting issues section of the Programme Manual. The MEL Framework will support the programme to collate and analyse programme 'Focal theme' outcomes in relations to cross-cutting issues including: gender & inclusion; Child protection, Environment<sup>15</sup>, Conflict Sensitivity. These cross-cutting issues have been hardwired into the MEL.

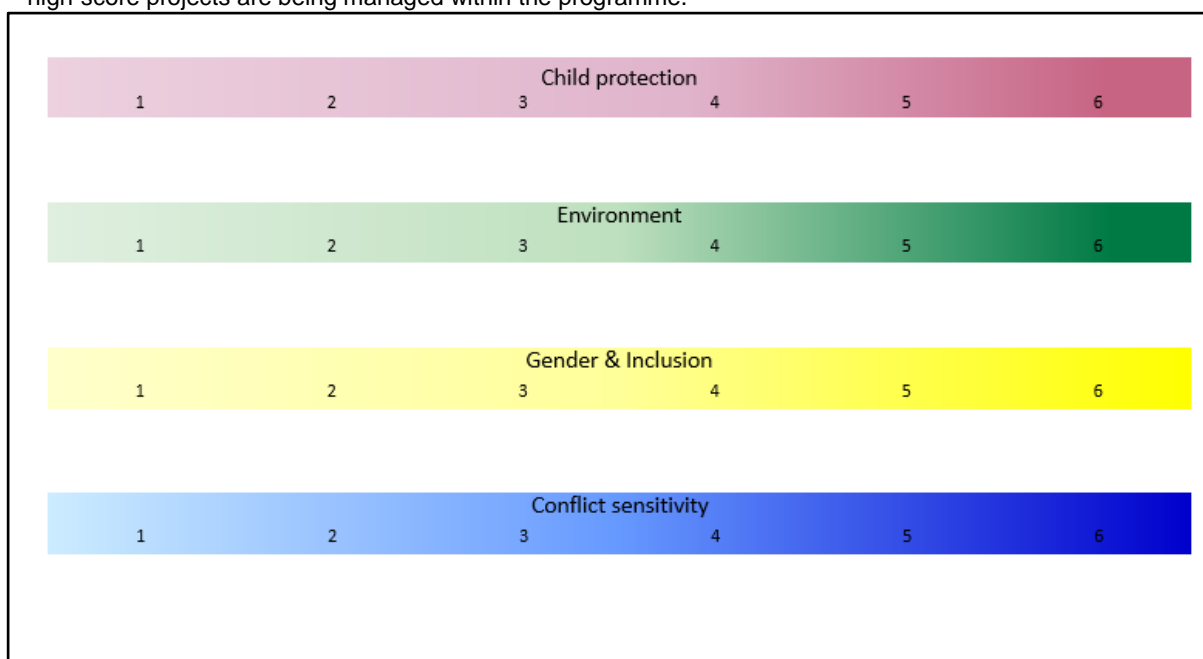
Targeted action on these issues will be captured and monitored annually with the aim to disseminate good practices and lessons learned with our partners. Programme quality review questions for each issue will guide reflection and documentation on how effective we are at addressing these key issues in our work. To ensure that this work is carried out across projects and programmes, an assessment criteria helps us see where our work lies on a spectrum.

This helps in the design and assessment of projects, allowing us to see not only where they are in addressing the issues, but potential areas they could improve/include. It also helps in our reporting so we can identify how well we are incorporating these issues into our work.



**Above:** The Cross-cutting Issues Handbook (Barnfonden Programme Manual) contains key questions the project team should ask throughout a project life cycle. This is also reviewed via the Project Quality Review Process (also found in the Programme Manual).

**Below:** Barnfonden ranks projects against a scale to help map focus and ensure an appropriate number of high-score projects are being managed within the programme.



<sup>15</sup> Refer to Crosscutting issue section Programme Manual Ref #2 for in depth understanding of environment in the context of cross-cutting issues.

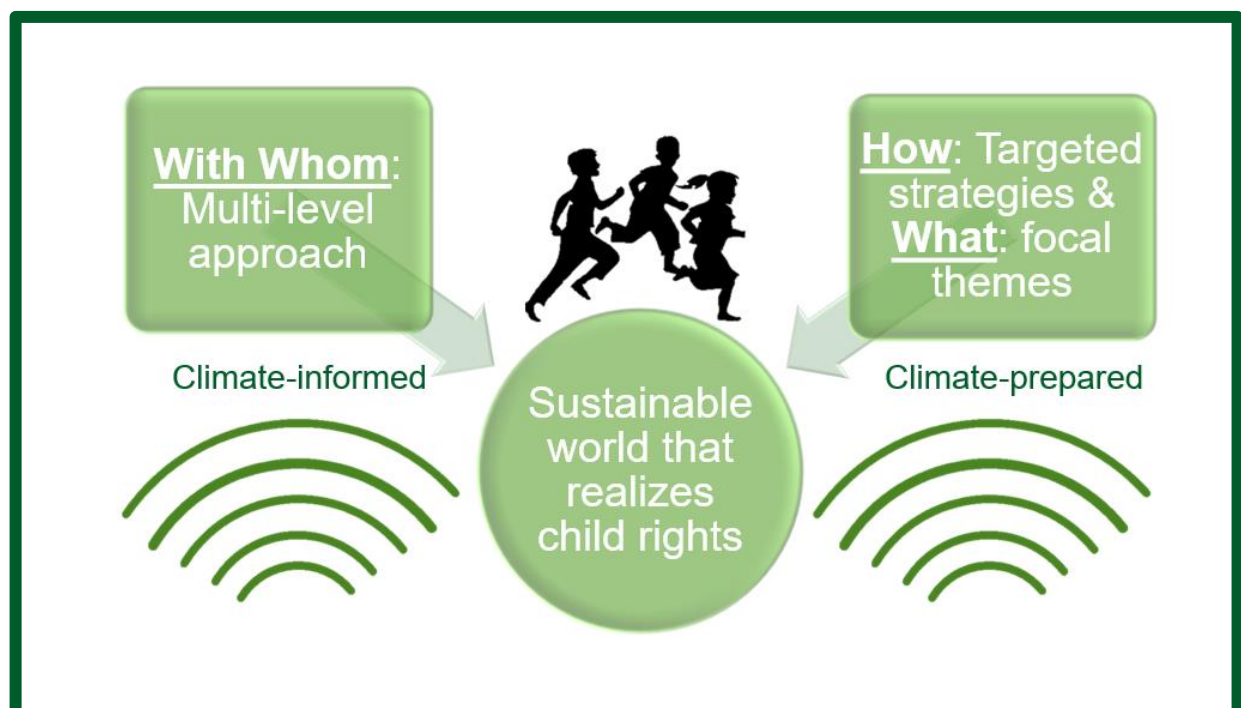
## Global commitments

Barnfonden's Strategic Plan 2021-2025 has highlighted our global commitments which are underpinned by the Convention on the Rights of the Child. The theory of change reflects our global commitment through our multi-level approach and partnerships and places child rights in the center of our work. The holistic nature of Barnfonden's work naturally supports almost all of the global development goals. However, we have identified nine of the 17 goals as our primary focus SDGs during this strategic period, with the first six forming the foundation of any child's development (SDG 1-6).

**Right:** The Sustainable Development Goals seek to end poverty and hunger, realise the human rights of all, achieve gender equality and the empowerment of all women and girls, and ensure the lasting protection of the planet and its natural resources. The SDGs are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.

**Below:** By incorporating the four main notions of the Theory of Change (a Multilevel approach, targeted strategies, focal themes with a climate-prepared and climate-informed overlay) through our work with our partners and our vision: a sustainable world where children are listened to, cared for, and respected. A world where every child can say: - I am safe, - I am healthy, - I am happy, - I am educated, - I have a voice can be realized.

Our commitment to keeping children safe in a changing climate adds support to the particular focus on SDG 13: Climate Action, and on Target 16.2: End abuse, exploitation, trafficking and all forms of violence and torture against children. In addition, SDG 17: Partnerships for the Goals, represents our strong belief that partnerships are the only way we can achieve sustainable impact for children. This can be reflected in our focal theme work and strategies across the multi-level approach.



## MEL Framework

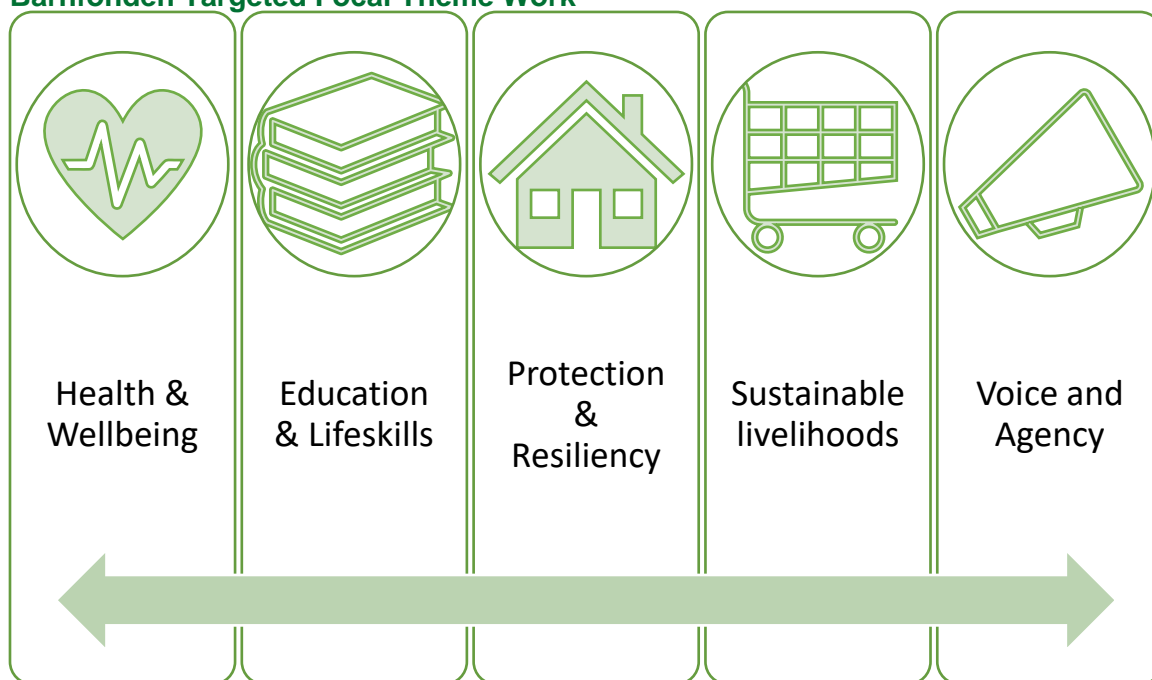
The MEL Framework has been structured to support organizational analysis and reporting on the focal theme work within the theory of change. This has been supported by developing Focal Theme Change Model Frameworks, and a Focal Theme MEL Toolkit (*in development*). Programme effectiveness reflection and 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 as part of the 5-year strategy.

The Focal Theme Change Model frameworks have been mapped against the theory of change to

support this. Barnfonden guides its programme work in the five Focal Themes outlined below.

The model frameworks correspond with the broad high-level framework for the whole programme and are used as a guide for the contextual work in the road maps and projects. Medium-level objectives and outcomes (not displayed in this document) fall under the model frameworks due to the contextual base work across the variety of communities Barnfonden works with. The medium-level contextual MEL falls within the scope of the targeted focal theme models and will contribute to these high-level overarching outcomes and objectives defined in this document.

### Barnfonden Targeted Focal Theme Work



To measure contribution to change and assess effectiveness in each theme, a **Change Model Framework** has been developed for each theme. **These include a theme goal, objective, change outcomes, and strategies.** Common definitions are also included. A diagram has also been developed for each focal theme, which shows the pathway to bring about the outcomes.

Guidance to support data collection against outcome indicators and programme monitoring and evaluation is provided for each theme in a separate MEL Toolkit (*in development*) for medium-level objectives/outcomes.

A Barnfonden programme effectiveness learning process will be established to support learning assessment and analysis against this framework



and the overall ToC. Learning and improving programme effectiveness and delivery is the aim of the MEL framework. Learning reflections are established within the reporting framework to guide improved development with lessons learned and plans for improvements documented. These will be shared across the organization to ensure transparency and mutual understanding.

### Local Theme Change Model Frameworks

Barnfonden has identified the changes it is seeking to bring about in each focal theme work stream, along with broad strategies used to reach these changes. Change model frameworks have been developed to feature the goal, objectives, outcomes, and strategies that can be applied in each focal theme workstream. These change model frameworks are purposefully broad and descriptive to ensure their relevance to a range of projects implemented in different settings and to bring a shared understanding.

The objectives are not presented in any order of priority. Outcomes for each objective are directly linked to demonstrate the pathway of change to reach the objectives. Strategies are broad and may be repeated across the themes as a snapshot of activities applicable to achieve the intended outcomes. These strategies should not be viewed as the only strategies we take in the focal themes work however, by addressing the multiple levels required, they intend to broadly encompass the targeted strategies of our ToC work.

A logical attempt to capture the change process is displayed in a diagram after the change model framework. In terms of measurement, outcomes will not be systematically collected against and aggregated across all projects but rather, outcomes will guide project design, and will be used to support organizational level programme effectiveness reporting and analysis. It is expected that the change model frameworks will continue to be revised and refined periodically.



## Structure of the Focal theme change model frameworks

- **Focal Theme Goal:** The higher-order objective which focal theme objectives contribute to/result in. Viewed as the overall achievement that each theme aims to reach directly linking to Barnfonden's vision and impact aimed to achieve. *Temat Fokus Utvecklingsmål*
- **Focal Theme Objectives:** The final positive change that the programme intends to bring through its projects and roadmaps strategies. This level is viewed as an intermediate level to the overall theory objective level. The focus on these objectives is directly centered around the child and the goal we aim to reach for each of the focal theme. *Temat Fokus mellanliggande mål eller mellan effect*
- **Focal Theme Outcomes:** Intended change that the programme brings through the roadmaps and projects as a result of effective focal thematic strategies implemented. *Temat Fokus resultatet*
- **Focal Theme Strategies:** Focal thematic actions taken, or work performed that lead to focal theme outcomes. *Temat Fokus Strategier*



## Health and Wellbeing Change Model Framework

<b>Goal: Children and youth are healthy</b>	
<b>Objectives</b>	<b>Outcomes</b>
<b>Youth understand safe sexual and reproductive and health and rights and maternal health behaviours with families and communities that support SRHR for youth</b>	<ul style="list-style-type: none"> <li>• Youth have increase knowledge and awareness of SRHR and maternal health</li> <li>• Increase support for SRHR for youth services and education in communities and families</li> </ul>
<b>Quality healthcare, services and information for children, youth, and expecting mothers</b>	<ul style="list-style-type: none"> <li>• Enhanced child friendly healthcare services</li> <li>• Increase access to health services and information for children, youth, and expecting mothers</li> </ul>
<b>Adequate nutrition, safe water and hygiene for children, youth, and expecting mothers</b>	<ul style="list-style-type: none"> <li>• Increase in WASH knowledge and infrastructures in child settings (schools and homes)</li> <li>• Increase/improve access to nutritional foods and safe water for children, youth, and expecting mothers</li> </ul>
<b>Children and youth enjoy quality stimulation</b>	<ul style="list-style-type: none"> <li>• Increase access to safe play and culture opportunities for children and youth</li> </ul>
<b>Strategies</b>	
<ul style="list-style-type: none"> <li>• <b>Targeting children and youth (Empower)</b> <ul style="list-style-type: none"> <li>○ Education building/promotion on healthy and sustainable lifestyle habits</li> <li>○ Provide services for sustainable health behaviours</li> </ul> </li> <li>• <b>Targeting family (Empower)</b> <ul style="list-style-type: none"> <li>○ Trainings and strategies developed with children's families on child friendly play and culture opportunities (i.e team sports, drama, art)</li> <li>○ Family education building on healthy and sustainable lifestyle habits and services</li> </ul> </li> <li>• <b>Targeting community (Empower)</b> <ul style="list-style-type: none"> <li>○ Child friendly and environmental sustainability health service capacity building with local health systems and staff</li> <li>○ Community based training on SRH and maternal health</li> <li>○ Capacity building on WASH maintenance and health services infrastructure development in various settings (i.e. households, schools, health centers)</li> <li>○ Trainings and strategies developed with schools and communities on child friendly play and culture opportunities (i.e team sports, drama, art)</li> </ul> </li> <li>• <b>Targeting government (Accountability)</b> <ul style="list-style-type: none"> <li>○ Sustainable health infrastructure development for food and safe water sources and services in and out of the health settings</li> <li>○ Partnership capacity building on sustainable health and outreach services</li> </ul> </li> <li>• <b>Targeting global community (Support)</b> <ul style="list-style-type: none"> <li>○ Participating in national/ subnational level working groups and networks advocating for evidence-based policy and resource allocation</li> <li>○ Advocating for sustainable health evidence-based policy change and showcasing project results and innovative practices to advocate for systems improvement</li> </ul> </li> <li>• <b>Targeting the planet (Stewardship)</b> <ul style="list-style-type: none"> <li>○ Building awareness and connections towards healthy sustainable solutions/services for children, youth, their families and communities and systems</li> </ul> </li> </ul>	



## Definitions

**Sustainable health:** addresses the behavior, attitudes, and systems to improve, maintain or restore health, while minimizing negative impacts on the environment and leveraging opportunities to restore and improve it, to the benefit of the health and well-being of current and future generations (WHO, 2017)<sup>16</sup> recognizing the changing climates' impact on current and future health outcomes of individuals and the preparedness and response to these situations that can provide sustained health.

**WASH:** Safe water sanitation and hygiene. Is the knowledge about bacteria prevention, what basic hygiene can contribute to, attitudes towards hygiene, right to access to clean water, knowledge of long term negative effects on children if lacking hygiene etc.

**Health:** Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity as defined by the World Health Organization<sup>17</sup>

**SRHR:** Sexual and reproductive health and rights is a state of complete physical, mental and social well-being in all matters relating to the reproductive system. Access to accurate information, safe, effective, affordable services are required with the notion that every individual has the right to make their own choices about their sexual and reproductive health.<sup>18</sup>

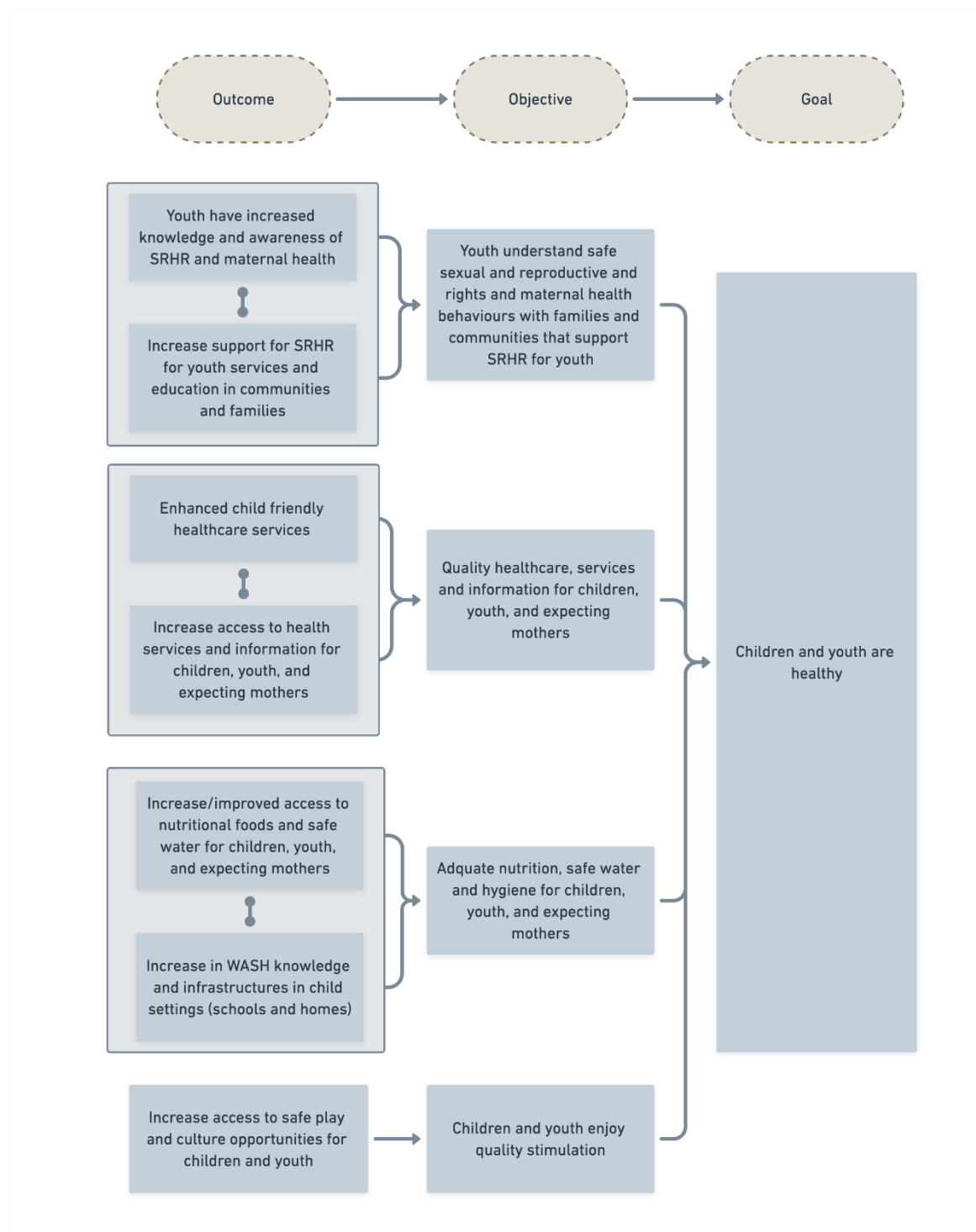


<sup>16</sup> [Environmentally sustainable health systems: a strategic document \(who.int\)](https://www.who.int/publications-detail/Environmentally-sustainable-health-systems-a-strategic-document)

<sup>17</sup> Preamble to the Constitution of WHO as adopted by the International Health Conference, New York, 19 June - 22 July 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of WHO, no. 2, p. 100) and entered into force on 7 April 1948. The definition has not been amended since 1948.

<sup>18</sup> [Sexual & reproductive health | UNFPA - United Nations Population Fund](https://www.unfpa.org/sexual-reproductive-health)

## Health and Wellbeing Pathway Diagram



## Education and Life Skills Change Model Framework

<b>Goal: Children and youth are educated</b>	
<b>Objectives</b>	<b>Outcomes</b>
<b>Children and youth have literacy, numeracy, and critical life skills to make sustainable and environmentally appropriate informed decisions</b>	<ul style="list-style-type: none"> <li>• Children and youth have increased access to educational opportunities</li> <li>• Children and youth have increased understanding of environmentally appropriate behaviors</li> </ul>
<b>Children and youth have learning environments that are child friendly and disaster ready</b>	<ul style="list-style-type: none"> <li>• Established and/or improved school and community DRR plans that include child protection specific measures.</li> <li>• Children and youth have increased knowledge and preparedness for disasters in and out of school settings</li> </ul>
<b>Children have access to quality early childhood education and primary education and youth have successful transitions in education</b>	<ul style="list-style-type: none"> <li>• Families and communities increased knowledge and support for early and continued education of children and youth</li> <li>• Established or improved inclusive child friendly learning infrastructure and teaching approaches</li> </ul>
<b>Strategies</b>	
<ul style="list-style-type: none"> <li>• <b>Targeting children and youth (Empower)</b> <ul style="list-style-type: none"> <li>○ Strengthening access to inclusive child-friendly educational services and spaces</li> <li>○ Provide life skills training for children and youth that include environment degradation and climate change preparedness</li> </ul> </li> <li>• <b>Targeting families (Empower)</b> <ul style="list-style-type: none"> <li>○ Improving knowledge and access to resources that promote continued education of children and youth regardless of age, gender, or ability.</li> <li>○ Capacity strengthening for parents with strategies to reinforce their children's learning in the home and parents and community to participate in teaching and learning programmes and school events, even during times of environmental or economic stress</li> </ul> </li> <li>• <b>Targeting communities (Empower)</b> <ul style="list-style-type: none"> <li>○ Strengthening formal and informal/alternative education systems (teacher and schoolboard trainings on child friendly schools and safeguarding measures such as online safety, anti-bullying, inclusive environments and DRR)</li> <li>○ Community and civil society strengthening on child focused DRR and child safeguarding plans and measures (including in schools)</li> <li>○ Knowledge and awareness workshops on climate change preparedness and environmental degradation and sustainable alternative practices in community settings</li> </ul> </li> <li>• <b>Targeting government (Accountability)</b> <ul style="list-style-type: none"> <li>○ Policy strengthening on climate informed policies that include DRR and child safeguarding measures for local communities and school settings</li> <li>○ Capacity building on child friendly schools and safeguarding plans that include DRR and climate change</li> </ul> </li> <li>• <b>Targeting global communities (Support)</b> <ul style="list-style-type: none"> <li>○ Building awareness and connections towards child friendly educational spaces that are sustainable and prepared for climate change effects</li> <li>○ Advocating for climate informed evidence-based policy change and showcasing project results and innovative practices to advocate for educational systems improvement</li> </ul> </li> </ul>	



- **Targeting the planet (Stewardship)**

- Building awareness and connections towards sustainable solutions/services for children, youth, their families and communities and systems

### Definitions

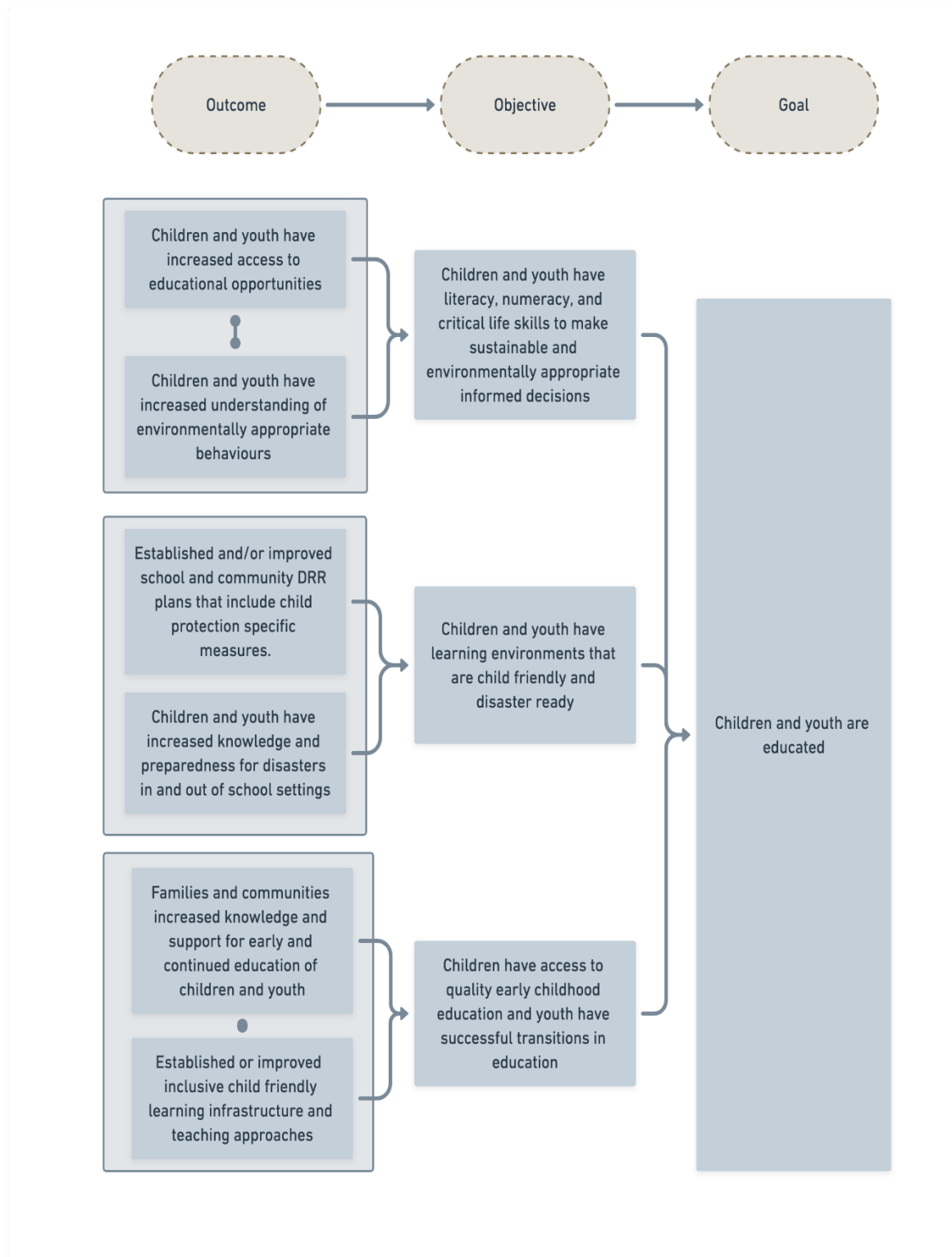
- **Life skills education:** LSE takes participatory approach in learning knowledge, function, and attitude required for in and out of school life. Generally, curriculum targets certain learner group and is planned based on its skill and knowledge needs/ UNICEF/UNESCO ten core life skills: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness, building skills, empathy, and coping with stress and emotions
- **Child friendly schools:** UNICEF model addressing child friendly learning spaces in the home, community, school and system settings addressing quality child learning opportunities that are healthy, safe, and secure and promote child's development and preparedness for the world implementing education based on children's right.<sup>19</sup>
- **DRR: Disaster risk reduction:** the concept and practice of reducing disaster risks through systematic efforts to analyze and manage the causal factors of disasters, including through reduced exposure to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events.<sup>20</sup>



<sup>19</sup>[Child Friendly Schools Manual\\_EN\\_040809.pdf \(unicef.org\)](#)

<sup>20</sup>[drrcca low res \(ifrc.org\)](#)

## Education and Life Skills Pathway Diagram



## Sustainable livelihoods Change Model Framework

<b>Goal: children and youth are skilled, youth and families have resilient livelihoods</b>	
<b>Objective</b>	<b>Outcome</b>
<b>Youth can safely earn a decent living</b>	<ul style="list-style-type: none"> <li>• Youth have increased knowledge and preparedness in technical and vocational skills and livelihood training</li> <li>• Youth have increase knowledge and awareness of their rights in terms of what is exploitative work</li> </ul>
<b>Youth and families have secure and resilient livelihoods</b>	<ul style="list-style-type: none"> <li>• Youth have increase access to non-exploitative work opportunities</li> <li>• Youth and Families have increase access to sustainable assets building opportunities</li> </ul>
<b>Youth and families are climate and disaster ready</b>	<ul style="list-style-type: none"> <li>• Improved access to climate adaptive agriculture activities (i.e.. includes water, food security and forest/land management practices)</li> <li>• Households have created child friendly DRR/CC strategies</li> </ul>
<b>Strategies</b>	
<ul style="list-style-type: none"> <li>• <b>Targeting children and youth (Empower)</b> <ul style="list-style-type: none"> <li>○ Capacity and skill building activities for resilient and sustainable income generating activities</li> <li>○ Knowledge and awareness building on effects and risks of climate change and environmental degradation and disaster risk management and climate friendly livelihood strategies</li> </ul> </li> <li>• <b>Targeting families (Empower)</b> <ul style="list-style-type: none"> <li>○ Child friendly DRR planning workshops</li> <li>○ Capacity and skill building activities for resilient and sustainable income generating activities and provisioning</li> <li>○ Knowledge and awareness building on effects and risks of climate change and environmental degradation and disaster risk management and climate friendly livelihood strategies, especially in building capacity against climate-induced hardships</li> </ul> </li> <li>• <b>Targeting communities (Empower)</b> <ul style="list-style-type: none"> <li>○ Capacity building and access to resources for climate smart agricultural practices</li> <li>○ Capacity strengthening in youth employment services and employment opportunities</li> <li>○ Capacity strengthening and development in DRR and climate informed actions, plans and committees such as for cyclones and droughts, ensuring plans are integrated across levels.</li> <li>○ Knowledge and awareness building on effects and risks of climate change, climate change and environmental degradation and disaster risk management</li> </ul> </li> <li>• <b>Targeting government (Accountability)</b> <ul style="list-style-type: none"> <li>○ Build collaboration and partners' capacity at sub-national and national ER, DRR and CC authorities to develop and strengthen policies, systems and procedures for DRR and climate change effects with a child focus lens.</li> </ul> </li> <li>• <b>Targeting global communities (Support)</b> <ul style="list-style-type: none"> <li>○ Advocating for climate informed evidence-based policy change and showcasing project results and innovative practices to advocate for sustainable and climate friendly livelihood systems improvement</li> <li>○ Advocacy messaging on climate change and disaster risk management that are child focused.</li> </ul> </li> </ul>	



- Advocating for climate change education, climate action and climate justice at global levels, and within Sweden.
- **Targeting the planet (Stewardship)**
  - Building awareness and connections towards sustainable solutions/services for children, youth, their families and communities and systems

### Definitions

**Resilience:** ChildFund defines resilience as a dynamic process whereby individuals show adaptive functioning in the face of significant adversity

**ER:** Emergency response

**DRR:** Disaster Risk Reduction are policies, processes, and actions to prevent new risk, reduce existing disaster risk, and manage residual risk, contributing to the strengthening of resilience<sup>21</sup>

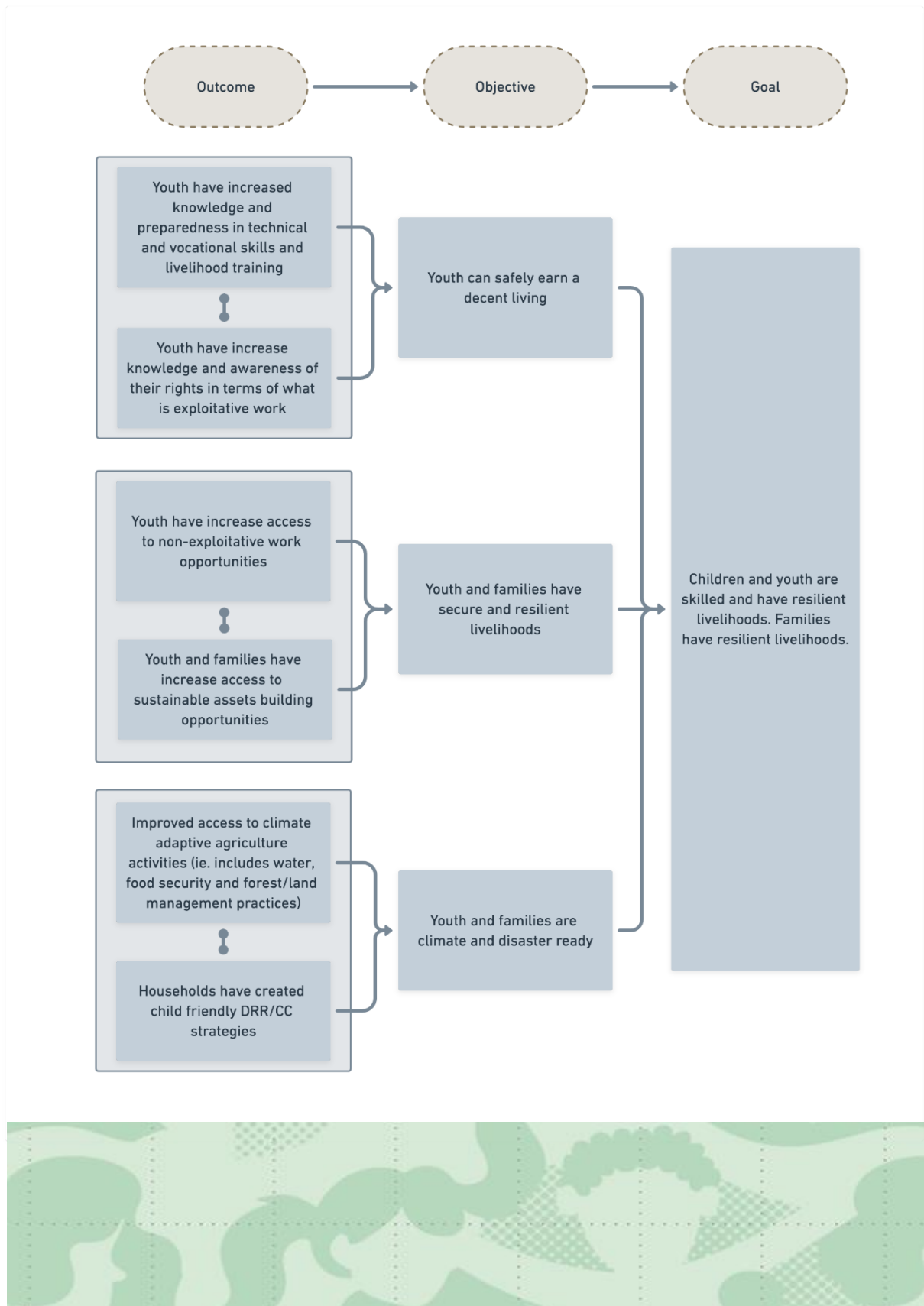
**CC:** climate change, a change in the climate that persists for decades or longer, arising from either natural causes or human activity<sup>22</sup>



<sup>21</sup> <https://www.undrr.org/publication/report-open-endedintergovernmental-expert-working-group-indicators-and-terminology>

<sup>22</sup> <https://unfccc.int/process-and-meetings/theconvention/what-is-the-united-nations-framework-convention-on-climatechange>

## Sustainable Livelihoods Pathway Diagram



## Protection and Resiliency Change Model Framework

<b>Goal: Children and youth are secure and resilient</b>	
<b>Objective</b>	<b>Outcome</b>
<b>Children and youth have positive relationships in supportive homes and communities</b>	<ul style="list-style-type: none"> <li>• Children and youth have increased exposure to responsive and supportive peers, families and communities.</li> <li>• Children and youth have increased opportunities to develop positive relationships with people from different age groups and cultures, (online and offline)</li> <li>• Children and youth have greater sense of purpose, self-worth, valued social role, self-efficacy or social competence.</li> </ul>
<b>Children and youth have access to quality child protection services</b>	<ul style="list-style-type: none"> <li>• Children and youth have increased knowledge and awareness of their rights and services to protect them</li> <li>• Children, youth and families have improved access to appropriate and effective case management and referral services when needed</li> </ul>
<b>Children and youth are protected from exploitation and abuse (on and offline) and from environmental risks</b>	<ul style="list-style-type: none"> <li>• Established or improved community-based protection mechanisms against sexual abuse and exploitation</li> <li>• Established or improved Child protection systems and other formal systems that are effective and prepared for the impact of disasters, with relevant laws, policies and processes in place.</li> </ul>
<b>Strategies</b>	
<ul style="list-style-type: none"> <li>• <b>Targeting children and youth (Empower)</b> <ul style="list-style-type: none"> <li>○ Knowledge and awareness building on child rights and resilience and how to exercise them (building risk awareness and services to support children)</li> <li>○ knowledge and skill building for self-protective supportive behaviours and attitudes and how to build positive relationships</li> </ul> </li> <li>• <b>Targeting families (Empower)</b> <ul style="list-style-type: none"> <li>○ Education and support for families on child rights, protection, and positive/responsive parenting behaviour and child protection mechanism and services in community (linking families to services)</li> <li>○ Knowledge, attitude and skill training for duty bearers including parents to challenge and change harmful norms and practices which permit, model or endorse gender inequality and GBV</li> <li>○ Strengthen support for families and knowledge building of factors affecting child development and safety, in response to climate change effects (i.e prevention of child labour or early marriage)</li> <li>○ Support family coordinated plans to anticipate, prepare for and respond to disasters and climate change effects</li> </ul> </li> <li>• <b>Targeting communities (Empower)</b> <ul style="list-style-type: none"> <li>○ Training workshops for communities, local partners and service providers on child protection duty bearer roles and responsibilities in various settings (schools, health, etc.)</li> </ul> </li> </ul>	



- Capacity training workshops on functional community-based child protection mechanisms and systems that can link with families and children and have
- Support community coordinated DRR plans to anticipate, prepare for and respond to disasters and climate change effects.
- **Targeting government (Accountability)**
  - Advocate and promote dialogue forums for child rights and child protection (WHO INSPIRE strategies) among various government levels that include DRR and climate change response linkage
  - Support enforcement of laws and policies for child protection that include climate change response measures and resilience.
  - Advocated and support coordinated systems in place to keep children safe that prepare for and support children and families in response to disasters and the effects of climate change,
  - Advocating and supporting adoption of climate change policies that mitigate impact on the earth (i.e. emissions and pollution reduction) but also ensure plans that specific vulnerabilities of children.
- **Targeting global communities (Support)**
  - Support evidence-based climate-smart technologies introduced in communities.
  - Advocate for climate informed evidence-based policy change and showcasing project results and innovative practices to advocate for child protection mechanism and systems improvement.
  - Advocate and promote dialogue for child rights and child protection in the same spaces that include DRR and climate change (Link WHO INSPIRE strategies with climate change action).
- **Targeting the planet (Stewardship)**
  - Building awareness and connections towards sustainable solutions/services for children, youth, their families and communities and systems

## Definitions

**Child Protection:** is actions, means, and mechanisms that prevent and respond to violence, exploitation, abuse, and neglect affecting children. (ChildFund Alliance, 2017)

**Community-based child protection mechanism** is a network or group of individuals at community level who work in a coordinated manner towards protection of children from all forms of violence, in all settings.

**WHO INSPIRE strategies**<sup>23</sup>: is a set of seven evidence based strategies to end violence against children. They are implementation and enforcement of laws; norms and values; safe environments; parent and caregiver support; income and economic strengthening; response and support services; and education and life skills.

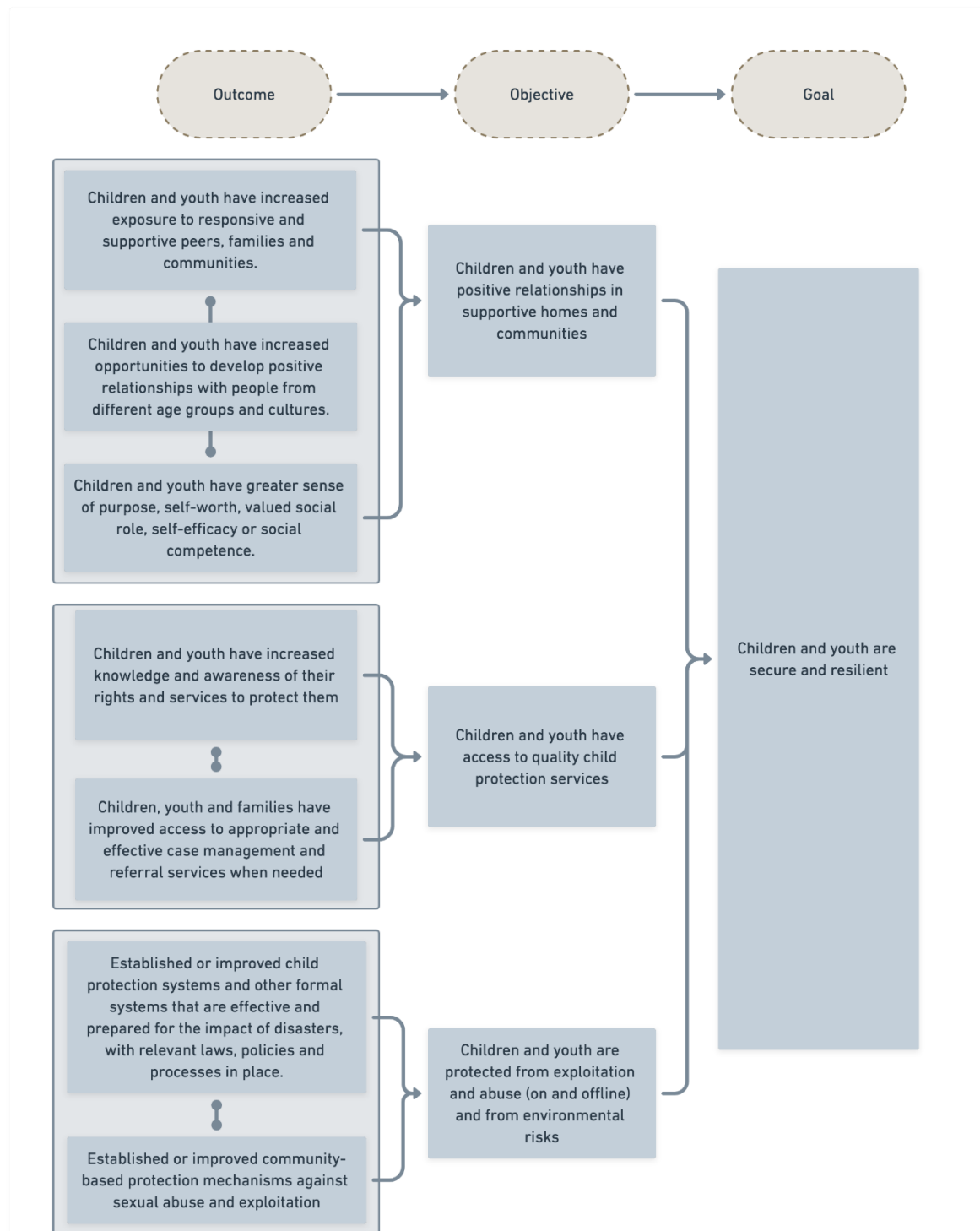
**GBV:** Gender based violence is violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately.<sup>24</sup>



<sup>23</sup> [INSPIRE: Seven strategies for Ending Violence Against Children \(who.int\)](https://www.who.int/publications/m/item/inspire-seven-strategies-for-ending-violence-against-children)

<sup>24</sup> [What is gender-based violence? | European Commission \(europa.eu\)](https://ec.europa.eu/anti-trafficking/what-is-gender-based-violence/)

## Protection and Resiliency Pathway Diagram



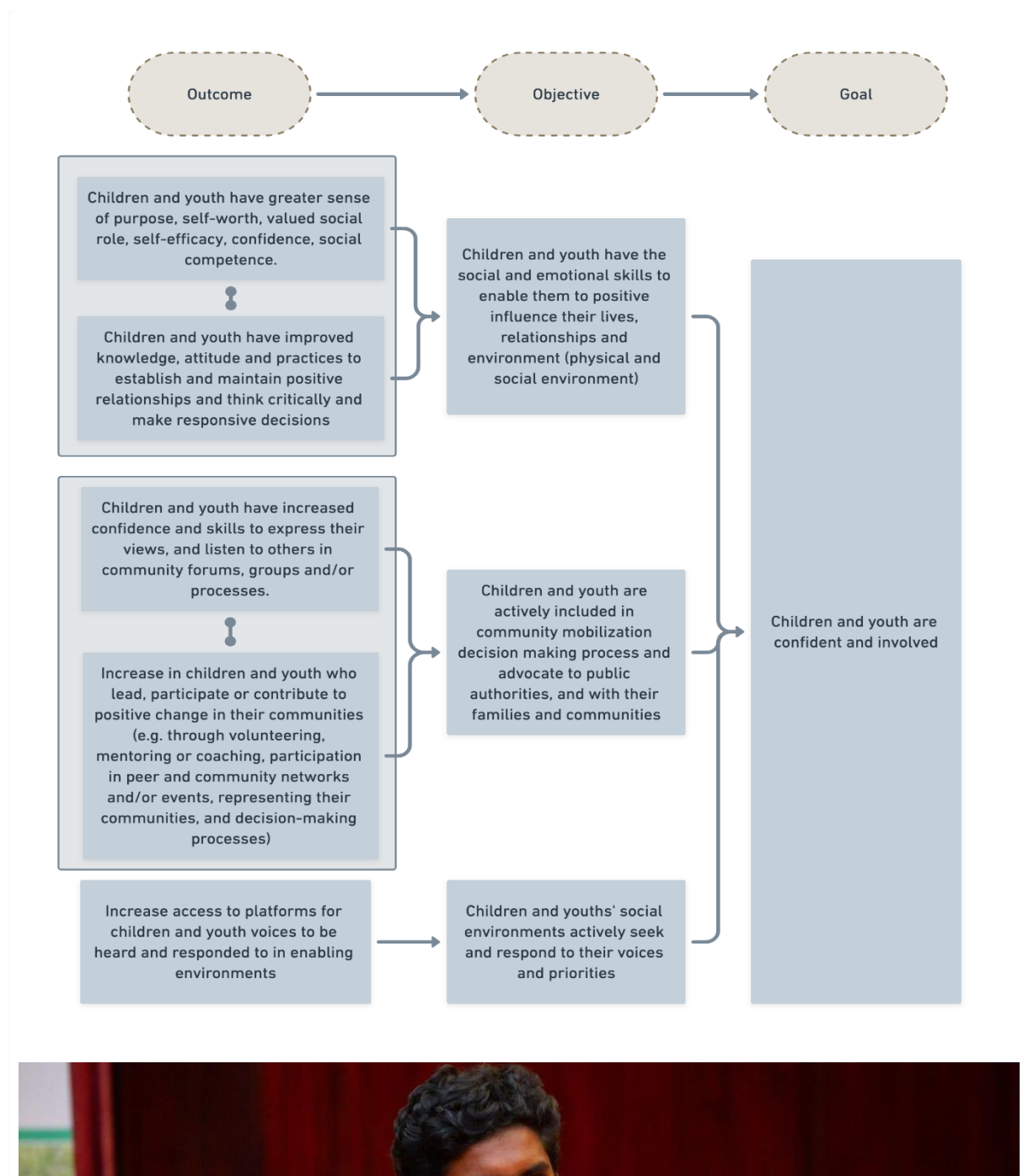
## Voice and Agency Change Model Framework

<b>Goal: Children and youth are confident and involved</b>	
<b>Objective</b>	<b>Outcome</b>
<b>Children and youth have the social and emotional skills to enable them to positive influence their lives, relationships and environment( physical and social environment)</b>	<ul style="list-style-type: none"> <li>• Children and youth have greater sense of purpose, self-worth, valued social role, self-efficacy, confidence, social competence.</li> <li>• Children and youth have improved knowledge, attitude and practices to establish and maintain positive relationships and think critically and make responsive decisions</li> </ul>
<b>Children and youth are actively included in community mobilization decision making process and advocate to public authorities, and with their families and communities (i.e. developing DRR plans and environmental stewardship activities)</b>	<ul style="list-style-type: none"> <li>• Children and youth have increased confidence and skills to express their views, and listen to others in community forums, groups and/or processes.</li> <li>• Increase in children and youth who 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)</li> </ul>
<b>Children and youth's social environments actively seek and respond to their voices and priorities</b>	<ul style="list-style-type: none"> <li>• Increase in access to platforms for children and youth voices to be heard and responded to in enabling environments</li> </ul>
<b>Strategies</b>	
<ul style="list-style-type: none"> <li>• <b>Targeting children and youth (Empower)</b> <ul style="list-style-type: none"> <li>○ SEL training to build confidence and skills to express their views, and listen to others in community forums, groups and/or processes</li> </ul> </li> <li>• <b>Targeting families (Empower)</b> <ul style="list-style-type: none"> <li>○ Training and support for families to be responsive to, inclusive of, and accountable to children and youth and their views/priorities</li> <li>○ Parent training activities on the knowledge, skills, attitudes and resources to support young people to develop social and emotional skills</li> </ul> </li> <li>• <b>Targeting communities (Empower)</b> <ul style="list-style-type: none"> <li>○ Capacity building and training in community settings for youth inclusive and enabling environments</li> <li>○ Community building activities on the knowledge, skills, attitudes and resources to support young people to develop social and emotional skills (teachers)</li> </ul> </li> <li>• <b>Targeting government (Accountability)</b> <ul style="list-style-type: none"> <li>○ Fostering dialogue and advocating for child and youth voices to be heard for policy response and actions</li> <li>○ Advocacy in duty bearers roles, systems, and practice to provide a youth inclusive environments</li> </ul> </li> <li>• <b>Targeting global communities (Support)</b> <ul style="list-style-type: none"> <li>○ Advocating for child and youth voices and actions to be heard on global and national engagement platforms.</li> <li>○ Supporting Swedish youth understanding for climate action for child rights</li> </ul> </li> <li>• <b>Targeting the planet (Stewardship)</b> <ul style="list-style-type: none"> <li>○ Building awareness and connections towards sustainable solutions/services for children, youth, their families and communities and systems</li> </ul> </li> </ul>	
<b>Definitions:</b> SEL: Social and emotional learning is a form of education and human development that includes; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. <sup>25</sup>	

<sup>25</sup> [CASEL-SEL-Framework-11.2020.pdf](#)



## Voice and Agency Pathway Diagram



## Programme Effectiveness Learning and Reporting Framework

The programme effectiveness learning and reporting framework guides how we will measure our effectiveness in our work. Within this process, a selection of projects will be used to provide information on Focal Theme analysis and learning against a selection of outcomes. All projects will report on Focal Theme Featured Data. Focal Theme learnings will be produced as an in-depth analysis of each theme. In addition to thematic work assessments, Barnfonden's projects will be assessed against the ToC notions with the intentions to constantly review and adapt our theory based on emerging evidence. Reflection and reporting processes will aim to generate discussion, learning and decision making to improve the effectiveness of Barnfonden's projects and approaches, resulting in enhanced outcomes. Reporting will be tailored according to funding and project timelines and the scalability of our work.

### Key elements of the MEL reporting

1. Focal Theme Featured Data
2. Focal Theme Learnings
3. Theory of Change Assessment and Learning

### Focal Theme featured data

Key data within the theme will be reported to provide a snapshot of how Barnfonden's programme work has been invested each year, and the reach of its projects. Each 'theme' has a set of quantitative indicators. In addition, 'cross-cutting issue' featured data will also be gathered and reflected on in reporting. At times this will reflect thematic work directly, and/or it could be overarching.

*Draft indicators(in development)*

Health and wellbeing	Education and life skills	Sustainable livelihoods	Child protection and resilience	Voice and Agency
*Children and youth data disaggregated by gender (boy, girl), ability/disability *people include families, communities, partners etc..				
# of financial investment in HW  # of mothers (pregnant) and children health needs met  # of children participating in health and wellbeing activities  # of people reached by health and wellbeing activities	# of financial investment in EL  # of children enrolled in education (formal/informal /ECC)  # of school committees supported in education projects  # of people reached by Education and	# of financial investment in SL  # children reached in sustainable livelihoods activities  # of people reached by sustainable livelihood activities  # of children reached in in	# of financial investment in CP/R  # of children accessing or have access to CP services  # of children families participating in child protection and resilience activities  # of people reached in child protection and resilience activities	# of financial investment in V/A  # of children and youth participating in voice and agency activities  # of people reached by voice and agency activities  # of children reached through community advocacy

<i># of families reached by WASH activities</i>	<i>life skills activities</i>  <i># of families reached in parenting workshops</i>  <i># of communication/public awareness campaigns that address EL</i>	<i>DRR/CC adaptation/ ED</i>  <i># of emergency responses supported (i.e. via cash transfers)</i>  <i># of communication/public awareness campaigns that address SL</i>	<i># of families participating in prevention and resilience activities</i>  <i># of communication/public awareness campaigns that address CP/R</i>	<i># of children reached through youth clubs</i>  <i># of communication/public awareness campaigns that enable children's voices to be heard</i>
<b>Cross cutting issues featured data</b>				
<b>Environment</b> # of projects with environmental strategies % of what extent they are (on spectrum)				
<b>Gender and Inclusion</b> # of projects with gender and inclusion strategies % of what extent they are (on spectrum)				
<b>Child protection</b> # of projects with child protection strategies % of what extent they are (on spectrum)				
<b>Conflict sensitivity</b> # of projects with conflict sensitivity strategies % of what extent they are (on spectrum)				

## Focal Theme learnings

Each Focal Theme will be expected to produce one in-depth learning over the coming years. Learnings will follow a case study style format and provide analysis of the theme outcomes identified in the Focal Theme Change Frameworks. The learning paper will aim to include challenges, learnings, and best practices identified along with reflective learnings on how the cross-cutting issues and climate-informed/climate-prepared overlay was applied. Linking evidence to the outcomes is intended to be supported through project evaluations and/or other evidence-based data collected such as mid-term reviews, project evaluations, case studies, and workshops. It is important that these not only highlight success, but the challenges and barriers faced in achieving the outcomes intended. Reflections from various stakeholders and partnerships should be included along with the direct voices of children.

<b>Cross cutting issues learnings</b>
<b>Environment</b> How has environment been addressed via projects this year? Short summary and change that occurred
<b>Gender and Inclusion</b> How has gender and inclusion been addressed via projects this year? Short summary and change that occurred
<b>Child Protection</b> How has child protection been addressed via projects this year? Short summary and change that occurred
<b>Conflict sensitivity</b> How has conflict sensitivity been addressed via projects this year?



Based on the learnings, an overarching summary of thematic work will be produced by the MEL advisor to highlight the pathway to the results Barnfonden aims to achieve. Focal Thematic learnings will vary contingent on project evaluations and funding availability. The idea is that thematic learnings will provide deep dives into our targeted thematic work to evaluate how effective our strategies have been in reaching the results we aim to achieve in our theory of change.

## Theory of Change Assessment and Learnings

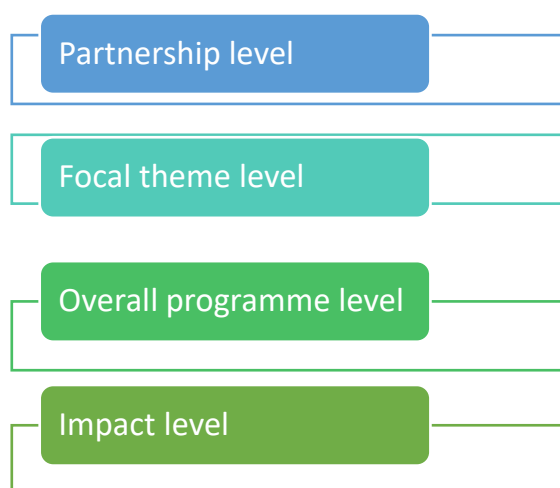
Key learning assessment areas will occur across the levels of work to guide reflection and learning of the theory of change. Testing and revisiting the theory to ensure it is valid will occur on a continuous basis.

### 1. At partnership levels

- Barnfonden will assess and learn from the effectiveness of its' partnerships. A yearly reflection review and feedback process will be developed for our own level of understanding and improvement in the quality of our partnerships and ability in supporting effectiveness and future sustainability.
- Monitoring how many partners and which approaches we take with our partners that have led to positive change.
- Reviewing and identifying partners we seek for future development.
- Are we sharing and disseminating information with our partners? Is it mutual?

### 2. At focal theme levels

- Barnfonden will assess and learn from the effectiveness in the thematic work through a selection of projects which will be used to inform on Focal thematic analysis and learning against a selection of outcomes.
- All projects will report on Focal Thematic Featured Data.
- Focal Theme learnings and best practices will be extracted from various projects and highlighted for organizational learning from reflection workshop documentation.
- Drawing from project reviews and evaluations, an assessment of contributed change will also be drawn and included per theme.



### 3. At overall programme level

- Theory of Change: To what extent have the projects and programme advanced the five themes in its focal theme work? Is the ToC valid? Can it be further developed to help our programmes achieve a greater impact?
- Focal theme work: Are there good practice approaches or innovations that could be shared across the themes? How can thematic strategies be strengthened? What new expertise, technologies, and types of interventions can Barnfonden explore to make its programmes more effective?

- Partnerships: What new partnerships can Barnfonden explore to make its programmes more effective? Are our partners aiding in our ability to reach our vision?
- Anticipatory action and response to emergent situations: How effective was our anticipatory action within our communities? What have we learned through this process? Who was important to involve in the decisions? What do we need to improve for future anticipatory responses?

#### 4. Impact level

- What are the significant changes occurring in the communities we work with (highlighted through most significant change stories and indicators measured over a period of time).
- What has been achieved through our work? Does it connect to our ToC impact we aim to reach?
- What were the key factors contributing to positive results?
- What were barriers/enablers to success?
- What were the necessary preconditions for impact to occur?
- Roadmap results and progress, are we on the right path?

Reflection will be guided by the evidence-based information collected. Focal Thematic learnings and other evidence such as evaluations, partnership reviews, workshops and other reports will guide the effectiveness assessment. It is expected that focal theme documents and the organization's ToC will be updated considering new learnings as they develop.

#### MEL budget

All projects will aim for a specific budget allocation dedicated to MEL activities and the capacity building exercises that implementing a MEL plan may entail. An estimated range will be produced, the amount of which will relate to 'reasonable' amounts within the programme budget. However, it is important to note that there should be consideration in budgets to ensure this work is carried out through projects in the most *effective* way.

#### Ethical principles and standards

MEL activities are guided by a set of ethical principles and standards. Policies include, but are not limited to; Code of Conduct; Child Safeguarding Policy. Ethical principles which guide all our work: Do no harm, data protection, informed consent, and ensuring safety of participants are also applied in relation to MEL.



## Glossary of terms

- **Assumptions:** Hypotheses about factors or risks which could affect the progress or success of the intended objective, and which are beyond the control or responsibility of Barnfonden. *Antaganden*
- **Focal themes:** Thematic areas in Barnfonden focused work that addresses various aspects of a child's life. Barnfonden focal pillars are five thematic areas; health and wellbeing, education and life skills, sustainable livelihoods, protection and resiliency, and voice and agency.
- **Focal theme objectives:** The final positive change that the programme intends to bring through its projects and roadmaps strategies. This level is viewed as an intermediate level to the overall theory objective level. The focus on these objectives is directly centered around the child and the goal we aim to reach for each of the focal pillar. *Temat Fokus mellanliggande mål eller mellan effekt*
- **Focal theme goal:** The higher-order objective which focal theme objectives contribute to/result in. Viewed as the overall achievement that each pillar aims to reach directly linking to Barnfonden's vision and impact aimed to achieve. *Temat Fokus Utvecklingsmål*
- **Focal theme outcome:** Intended change that the programme brings through the roadmaps and projects as a result of effective focal theme strategies implemented. *Temat Fokus resultatet*
- **Focal theme strategies:** Focal thematic actions taken, or work performed that lead to focal theme outcomes. *Temat Fokus Strategier*
- **Impact:** Positive and negative, primary and secondary long-term effects produced by the programme, projects, interventions, directly or indirectly, intended or unintended. \*Note: The word is also widely used in a more comprehensive sense that includes both short-term and long-term effects. *Effekter på lång sikt (impact)*
- **Indicator:** Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to a project or programme, or to help assess the performance of an action taken. *Indikator*
- **Medium-level objectives** are the short- and medium-term results that [are](#) expected to contribute to the focal themes with regard to its target group or target area. Medium-level objectives are context specific and found in the Roadmaps and projects
- **Medium-level outcome:** are the short- and medium-term change that is expected to contribute to the focal theme outcomes with regard to its target group or target area. Medium-level outcomes are context specific and found in the Roadmaps and projects.
- **Theory Objective:** Broader long-term aim to which the programme will contribute to over and beyond the lifetime of the actions. This level is viewed as a high-level objective that Barnfonden can contribute to, but which requires extensive efforts, usually from multiple actors within society to achieve. High-level objectives provide the justification for undertaking an intervention. *Utvecklingsmål eller Avsedd långsiktig effekt*
- **Strategies:** also called activities: Actions taken, or work performed to produce specific outcomes. *Strategier: även kallade aktiviteter*
- **Validity:** The extent to which the theory of change, strategies and data collection instruments measure what they intend to measure. *Validitet*





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