

Formative Evaluation of the Family-Based Care Component within the UNICEF Croatia Country Programme (2017-2020)

Report Annexes

November 2020

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Annexe 1: Evaluation TOR

Consultancy/Services Title: **Formative Evaluation of the Family Based Care component within the Croatia Country Programme Document 2017-2021**

(Evaluation of family and community-based services for prevention and response to violence, abuse, exploitation and exclusion of the most vulnerable children in Croatia)

Reference: UNICEF CO Costed Evaluation Plan 2017 -2021

Consultancy Mode: National International
Type of Contract: Consultant Individual Contractor Institutional
Mode of Selection: Competitive Single Source

Duration of Contract: From: 15 December 2019 – 30 November 2020

1. Country context

Croatia is a high-income country (GNI per capita in 2018 was \$12,594 which is slightly above the line for high income countries of \$12,376, as per the World Bank classification for 2018-2019) with a strong policy framework for the protection and fulfilment of child rights. Croatia is a member of the European Union since 2013, with the upcoming EU presidency in 2020. In addition to the highly developed strategic frameworks and legislation, Croatia has institutionalised an important mechanism for monitoring and promoting child rights in the form of the Ombudsperson for Children. Nevertheless, there are still gaps and room for improvement, especially related to insufficient secondary legislation, weak law enforcement connected to frequent change in legislation framework, lack of supervising and monitoring mechanisms for the implementation of laws and the limited budgets of key sectors, especially the social welfare sector.

In the area of family-based care, there is a general commitment presented in the national legislative and strategic documents, but still - many challenges remain, especially in regard to violations of child's rights, safety and wellbeing in the biological family as well as in the alternative care. The number of reported cases of violation of children's rights is increasing over the years (from 5082 cases in 2014 to 6716 in 2018).

The overall gender equality in Croatia has improved within a 10 years period. Some of the most relevant international documents (ratified by Croatia) are the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)¹ and the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence. Also, Croatia has a specific equal treatment legislation implemented through the Gender Equality Act². However, out of the 28 EU member states, Croatia ranks 22nd at the

¹ UN General Assembly, Convention on the Elimination of All Forms of Discrimination Against Women, 18 December 1979, United Nations, Treaty Series, vol. 1249, p. 13, available at: <http://www.refworld.org/docid/3ae6b3970.html>

² Gender Equality Act (Official Gazette, No. 82/08, 125/11, 20/12 and 138/12)

Gender Equality Index³. The International Men and Gender Equality Survey⁴ revealed that men are in support of gender equality but they do not show that in behaviour and practice as there is no equal division of labour in housework and childcare.

The actual provision of a variety of services and the continuum of services for children and families are still very limited, with significant lack of community-based services for children and families, especially regarding family support services that target prevention of separation of children from their biological families. Also, there are geographical and urban/rural disparities in the availability of child and family services.

More than 3000 children are in public care due to inadequate parental care related to neglect and abuse, or inability of parents to provide adequate care. Children without adequate parental care, including children with disabilities and children with behavioural problems, are still being placed in the residential institutions, despite the general commitment to deinstitutionalisation and placing children in the family-based environment.

Even though the ratio of children in foster care vs. children placed in institutional care has slightly improved in favour of foster care: from the ratio 59:41 in 2014 to 65:35 in 2017, there is still a considerable number of children placed in institutions (1147 children in institutions in 2017). A particular concern is the institutionalisation of children age 0-3 which occurs in spite of the legislative regulation within the Social Welfare Act that promotes family-based placement for children under the age of 7.

Challenges also remain concerning the uneven geographical presence of foster care services and in terms of its quality. There is a continuous lack of foster parents (especially in urban areas and for specialised foster care), and insufficient mechanisms for standardised education, support, quality assurance and monitoring.

2. International recommendations on family-based care

The right of a child to live in a caring and supportive family environment is one of the most critical rights defined in the **Convention on the Rights of the Child** (CRC), which considers family as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children. Furthermore, the CRC recognizes that parents are entitled to support by the state in fulfilling their parental function. Also, it states that children temporarily or permanently deprived of their family environment, should be entitled to special protection and assistance provided by the State.

The UN Guidelines for the Alternative Care of Children⁵, provide more specific recommendations on the implementation of the Convention in relation to family-based care for children.

In June 2018, **the Committee on the Rights of the Child** issued a list of issues to be particularly addressed in the next submission of the combined fifth and sixth periodic reports

³ <https://eige.europa.eu/gender-equality-index/2019/HR>

⁴ Bijelić N. (2011). Men and Gender Equality in Croatia - Results of the International Men and Gender Equality Survey (IMAGES). Cesi: Zagreb

⁵ https://www.unicef.org/protection/alternative_care_Guidelines-English.pdf

of the Republic of Croatia. These include, among others: a) information on the efforts, including awareness-raising and parenting education programmes, to end the practice of corporal punishment in all settings, particularly in the family, and to promote positive, non-violent and participatory alternative forms of child-rearing and discipline; b) information on any steps taken to strengthen and expand the community and family-based services for children and families at risk, including parenting support services; c) information on the measures taken to strengthen the foster care system and on monitoring mechanisms for quality care in institutions and in foster care.

The Council of Europe also recognises that all children should live in a supportive, protective and caring environment that helps them develop their full potential. When a child's own family is unable, even with support, to provide adequate care for the child, the State is responsible for ensuring appropriate alternative care. Concerned with the quality and conditions of parenting in European societies, underpinned by contemporary scientific knowledge on effective parenting and effective parenting support, Council of Europe Rec(2006)19 recommended that the necessary conditions for positive parenting in the best interest of the child need to be created and that such parenting should be promoted by developing awareness of its value and importance, taking pro-active approach to parenting issues, and normalizing participation in parenting programmes.

3. Family-Based Care programmes

3.1 Programme(s) description and main programme(s) objectives

In accordance to the *Country Programme Document 2017 to 2021*, which defines joint priorities of the *Government of the Republic of Croatia and UNICEF, the Child Protection Component* is focused on the implementation of the improved and equity-based policies for prevention and response to violence, abuse, exploitation and exclusion of children from the most vulnerable groups (CP Outcome).

This includes the contribution to creating safe and stimulating family environment for all children, especially those who live in families at risk. Through progressive move towards providing whole range of services effectively preventing separation of families, joint actions aim to contribute to reducing reliance on institutional care. In situations where children are separated from the family, priority is given to accommodation in appropriate form of family care, through the foster care, which should be of temporary character until permanent solution in the best interest of the child is ensured. Also, the emphasis is given on the continuation of modelling of parenting support, with particular attention to the most vulnerable families.

Aiming to integrate all programmes/activities related to family-based care and to build interrelations among components, the initiative "**For a Stronger Family**"⁶ was created. It includes a **set of inter-related components** in the wide-ranging context of improving services aimed at family support.

- Implementation of the initiative "**For a Stronger Family**" was set for the period 2017–2020 (2021) via direct continued cooperation between the Ministry for Demographics, Family, Youth and Social Policy (MDFYSP) and UNICEF, in cooperation and consultation with the Croatian

⁶ Detailed information on the Initiative „For a Stronger Family“ and its components are presented in Annex 1

Association of Social Workers (CASW), and through the implementation of specific detailed programmes/activities, conducted by the implementing partners.

Following specific programmes/activities will be objects of the evaluation:

1. SYSTEMIC PROVISION OF PARENTING SUPPORT – Supporting sustainable provision and availability of the parenting support workshop package for parents of the young children, especially vulnerable parents/parents in adverse circumstances.
2. SERVICES FOR FAMILIES AT RISK - Strengthening capacities of relevant experts and decision makers; developing new and efficient tools and mechanisms for risk assessment and for the implementation of measures for protecting the safety and wellbeing of children.
3. QUALITY FOSTER CARE FOR CHILDREN – Development and improvement of the processes and expert mechanisms for ensuring quality care for children in foster families.
4. FOSTER CARE FOR THE YOUNGEST CHILDREN – Supporting foster families for children from 0 to 3 years of age by providing financial support for the procurement of equipment for children.
5. FOSTER PARENTS TOGETHER – Strengthening foster families for children by strengthening the capacities of foster parents' associations.
6. THE PROMOTIONAL CAMPAIGN “EVERY CHILD NEEDS A FAMILY” - national promotional campaign, which was followed by a number of community level events.
7. Activities implemented directly by UNICEF - promotional activities (including the abovementioned public campaign on foster care), supply procurement, technical assistance and consultation in legislative processes, contractual training etc.

All improvements introduced within the initiative “For a Stronger Family” are expected to be scaled up to the national level as of 2020 or 2021. The MDFYSP manifested a strong commitment to ensure sustainability mechanisms and to integrate new services, educational curricula or professional tools into the social welfare system. The new Social Welfare Act (to be adopted in 2020) is expected to provide legislative framework in favour of all introduced initiatives.

In addition to the detailed information on the Initiative “For a Stronger Family (Annex 1), the **Theory of Change on the Family-Based Care** should be used as a reference point for the Evaluation as well (Annex 2).

3.2 Key stakeholders

Development and implementation of all programmes have been agreed upon with the MDFYSP. Cooperation was defined through the Memorandum of Understanding between the MDFYSP, UNICEF and the CASW. The implementation of programmes has been agreed upon and conducted by several implementing partners.

Key stakeholders' roles:

UNICEF	<ul style="list-style-type: none"> - Development of the programmes/activities concepts in close consultation with the MDFYSP, CASW and Implementing Partners. - Coordination and support during the implementation. - Provision of technical guidance including knowledge sharing; - Financial support for programmes/projects/activities; - Procurement of equipment; - Facilitating dialogue among relevant stakeholders; - Advocacy and promotional activities.
Line ministry (MDFYSP)	<ul style="list-style-type: none"> - In cooperation with UNICEF, CASW and mutually agreed implementing partners, plan and monitor the implementation of activities for improving parental support for families in social welfare system, including foster care families for children. - Informing, coordinating and mobilizing professionals in social welfare centres, community service centres, family centres and other social welfare institutions, in order to carry out activities timely and in accordance with mutually agreed plans. - Providing, as per need, technical conditions and resources for the implementation of joint activities through provision of spatial and human capacities in MDFYSP and/or in institutions of social welfare. - Identifying and setting sustainability mechanisms and consistent implementation of all initiatives, interventions, tools, protocols, services, models, educational programmes developed within the framework of joint cooperation.
CASW	<ul style="list-style-type: none"> - Providing support and consultation from the perspective of the social work practice, in the overall process of developing, implementing and monitoring of the programmes/projects/activities. - Providing advice and recommendations in terms of the sustainability
Implementing partners and contractors	<ul style="list-style-type: none"> - In close cooperation with UNICEF, MDFYSP, CASW - developing programme/project concepts, activities and materials. - Implementing agreed programmes/projects/activities based on the jointly developed programme documents. - Exchange information and continuously discuss programme implementation with UNICEF, MDFYSP and CASW. - Suggesting improvements and potential modifications if required. - Promoting and presenting programme/project objectives within the broad professional community.
Social welfare organisations (centres for social welfare, county family centres)	<ul style="list-style-type: none"> - Enabling implementation of the programmes/projects/activities with relevant staff/social welfare professionals, based on the inputs and requests from the MDFYSP and Implementing Partners. - Providing feedback/recommendations for sustainability of the initiated actions.

Key stakeholders' financial contribution:

It is estimated that the overall **UNICEF's contribution** to the initiative "For a Stronger Family" is roughly around 10 million HRK, for the period 2017-2021. (These funds have been ensured

through the donations received from individuals and private sector in Croatia.) More accurate and detailed information will be extracted in cooperation with the evaluation team during the evaluation process.

Moreover, it should be noted that the **MDFYSP**, who facilitates implementation through the engagement of its own staff but also through the implementation of activities in social welfare organisations, continuously contributes in the form of allocated staff/time/venues and other resources. The exact amount and share of financial contribution could not be explicitly expressed, but it can be further discussed with the MDFYSP representatives during the evaluation process, if needed.

Finally, each of the **implementing partners** has expressed the estimated financial contribution within their programme documents, which will be available to the evaluation team.

3.3 Alignment with national priorities and international standards

Programmes are in line with the National Strategy for the Rights of Children in the Republic of Croatia 2014-2020; the National Program of Reforms 2018, 2019; The Plan for deinstitutionalisation, transformation and prevention of institutionalisation for 2018-2020. All those national documents emphasize a strong need and requirements for providing quality and accessible services for supporting families and promoting family-based care for children deprived of family care.

Implementation of the programmes is premised on the norms set out by international treaties, i.e. UN CRC, ratified by the Republic of Croatia. Programmes are also based on the highest international standards and on existing best practices. As described earlier, activities are aligned with a number of other international documents; UN Guidelines on the Alternative Care for Children, Council of Europe Strategy on the Rights of the Child (2016 – 2021), EU Guidelines for the Promotion and Protection of the Rights of the Child (2017) - Leave no child behind, etc.

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4. Evaluation purpose and objectives

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The Evaluation is expected to assess the extent to which the interventions conducted with UNICEF's support in the period 2017-2020 were successful in terms of relevance, effectiveness, efficiency, impact (to the extent possible) and sustainability, but also how gender⁷ and equity issues have been addressed⁸. The evaluation is expected to provide recommendations to support further improvements in provision of family and community-based services for children and families.

The evaluation is undertaken at this specific point of time because in the second half of the Country Programme Cycle 2017-2021, UNICEF and partners would like to utilise the findings, conclusions and recommendations generated by the evaluation to influence further strategic

⁷Please consult UNICEF Guidance on Gender Integration in Evaluation ([Guidance on Gender Integration in Evaluation](#))

⁸ Please consult <http://www.uneval.org/document/detail/980>

direction, to inform theory and practice in provision of the family and community-based services, and to build further partnerships.

The Evaluation will also provide inputs on the overall UNICEF’s contribution and role in the area and will inform future UNICEF’s policy dialogue, strategic programming and child-focused policy advocacy in developing and expanding family and community-based services for the most vulnerable children and families.

The main objectives of this evaluation are to:

1. Provide evidence on the achieved programme results and answer whether the concept, structure and activities of programmes/activities within the initiative “For a Stronger Family” are relevant, efficient and effective against the defined programmes/projects objectives.
2. Assess if equity and gender lenses are adequately applied in development of programmes and their implementation.
3. Assess the management and coordination mechanisms of the programmes/projects, including the role of the relevant Ministry, the Croatian Association of Social Workers, Implementing Partners, centres for social welfare, family centres other involved institutions/organisations and UNICEF.
4. Analyse programmes recognition, role and contribution within the social welfare system, in order to assess programme relevance as a ground for sustainability at the national level.
5. Provide recommendations for programmes/activities improvements and scaling up by the Government to be regularly implemented in centres for social welfare, family centres and other potential organisations within the social welfare system (e.g. transformed institutions into the centres for community-based services).

The key evaluation questions grouped by the evaluation criteria are suggested as follows:

Relevance	<ul style="list-style-type: none"> • To what extent are programmes aligned with the government policy priorities regarding family and community-based services? • How relevant and appropriate are the programmes/projects strategies and interventions related to strengthening family and community-based services for securing the right of children to be protected from violence, exploitation and abuse?
Effectiveness	<ul style="list-style-type: none"> • How effective is UNICEF’s guidance/support and leveraging role in helping to strengthen the social welfare system in relation to the family and community-based services at the national level? • To what extent were the programmes objectives achieved? • What were the major factors that influenced achievement of the objectives? • How effective are programmes, in terms of prevention and response? • Is there evidence on programmes effectiveness in terms of gender specifics?
Efficiency	<ul style="list-style-type: none"> • To what extent have UNICEF and other stakeholders made good use of its human, financial and technical resources in programmes development and implementation? • Were key programmes/activities cost-efficient in regard to the achieved outputs?
Sustainability	<ul style="list-style-type: none"> • To what extent have sustainability considerations (technical, financial, institutional) been integrated in programmes design and implementation phases? • What are the key factors that have been positively or negatively influencing long-term sustainability of programmes?

	<ul style="list-style-type: none"> • To what extent has UNICEF been able to support its partners in developing capacities and establishing mechanisms to ensure ownership and continuity of services?
Estimated Impact	<ul style="list-style-type: none"> • To what extent did programmes contribute to the recognition of the need for providing accessible and quality family support services among decision makers, families and professionals? • To what extent did programmes contribute to positive changes in provision of the family and community-based services for families at risk? • To what extent did programmes contribute to the provision of supportive and nurturing family environment for children, both in biological and in foster families? <p><i><u>Important Note:</u> Having in mind that the Initiative has been implemented for three years only, the impact level evaluation questions will be applied to the extent possible and will be further revised/agreed with the selected evaluation team.</i></p>
Participation, equity and gender	<ul style="list-style-type: none"> • To what extent programmes supported by UNICEF and related to the family-based care: <ul style="list-style-type: none"> ○ a) applied the participation principles in developing, implementation and monitoring? ○ b) were focused on particularly vulnerable groups of children and families? ○ c) reflected gender mainstreaming issues? ○ d) acted as gender responsive or even transforming at gender programme continuum?

Final evaluation questions will be developed within the Inception phase and agreed with UNICEF.

To serve the interest of UNICEF, these criteria should be applied in the framework of UNICEF's Equity-based Approach⁹ and Human Rights Based Approach.

5. Scope of the Evaluation and Limitations

The evaluation covers the period from 2017 to present, during which time the Government, UNICEF and other involved partners, jointly contributed by developing and implementing programmes for improvements in family and community-based services through the initiative "For a Stronger Family".

Geographical scope is throughout Croatia.

The knowledge generated by the evaluation should be used by:

- Croatian Government, MDFYSP, Ministry of Education and Ministry of Health - to further advance family and community-based services for children and families; to enhance intersectoral cooperation and support scaling-up, long-term sustainability and availability of services.
- Implementing partners - to discuss findings and lessons learned and ensure that in future identified implementation challenges are addressed, and good practices continuously implemented.

⁹ Please see guidelines at <http://mymande.org/content/how-design-and-manage-equity-focused-evaluations>

- Experts and Professionals in social welfare sector – to acknowledge their contribution in developing and improving interventions and to encourage their future engagement in service provision for the most vulnerable children and families.
- Relevant CSOs – to inform and further strengthen their advocacy and monitoring efforts.
- Beneficiaries – to support their active participation in further developing and monitoring of targeted services.
- Ombudsperson for Children – to inform her future monitoring, advocacy and policy advice efforts in regard to the community-based services for children and families.
- UNICEF CO for Croatia - to inform future strategic programming and child-focused policy advocacy in ensuring family and community-based services for the most vulnerable children and families.
- UNICEF CO - individual and corporate donors – to report on achieved results and further strengthen advocacy alliances.
- UNICEF Regional and HQ's Child Protection Section – for future programming, support and programme replication in other countries.

Identified evaluation limitations are as follows:

- *Limited data/information on the concrete impact on the family dynamics, behavioural practices and children's outcomes, as a result of the programmes/projects activities.*

The significant limitation is related to the impact component of the evaluation, since the evaluated new services or service improvements will be newly introduced and implemented, so they might not yet produce changes in lives of the targeted beneficiaries. Nevertheless, beneficiaries participating in testing phases of interventions are expected to provide significant feedback, as well as professionals conducting the interventions.

This mitigation strategy will be further discussed and agreed with the evaluation team.

Key informant interviews, questionnaire and focus group discussions will be used to compensate for the lack of information/data. A broad information gained through conducted internal process evaluations can also be used for mitigating limitations mentioned above.

- *Limited data/information and monitoring system to assess the impact on the gatekeeping and decrease in placing children in institutions.*

Additional significant limitation is related to the lack of the adequate data monitoring system which would enable tracking of the interventions contributing to the gatekeeping and the decrease in placing children in institutional care. Some qualitative information might be collected through the in-depth interviews with professionals in the social welfare centres.

6. Evaluation Process and Methods

The evaluation methodology will be guided by the Norms and Standards of the United Nation Evaluation Group (UNEG): <http://www.unevaluation.org/document/detail/1914>

Evaluability Assessment

Information/data available and the developed theory of change are assessed as sufficient to allow assessment of the progress achieved and evaluation of the programme. Even though gender and age disaggregated data is not consistently publicly available, more detailed information may be obtained from the relevant administrative data sources (e.g. gender/age disaggregated data on children in foster care; data on female/male caregivers, etc.)

Sources of Information

- Relevant national and international policy documents or recommendations;
- TransMonEE data base; MDFYSP administrative database
- Country Programme Document (CPD), Biannual Workplans (BWP), Memorandums of Understanding (MoU), Programme Cooperation Agreements (PCA), Small-scale Funding Agreements (SSFA) and other documents/agreements between UNICEF and involved stakeholders/implementing partners.
- Reports and programme implementation materials provided by implementing partners
- Reports/information gained through internal process evaluations conducted by implementing partners.
- Minutes and conclusions from relevant meetings with key stakeholders and implementing partners;
- Data/information collected through survey questionnaires, interviews with key stakeholders, focus group discussions (to be defined in Inception phase); and
- Other programmatic/monitoring documents, reports, assessments.

All needed documents, together with a contact list of key stakeholders whose views should be taken into consideration, will be provided to the evaluation team once a contractual agreement will be made.

Suggested Methodological Approach

Since the evaluated services/interventions are still to be fully implemented and further adjusted within the system, this will be a formative evaluation. The evaluation process will be implemented in a participatory manner and will include different national counterparts: relevant ministries' representatives, implementing partners, service providers, other cooperating organisations, NGOs, academia and relevant national experts, as well as programme beneficiaries, including professionals, foster parents, parents, children and youth. Also, relevant UNICEF staff will be involved in the process.

The suggested methodology will be based on the mixed method approach by combining qualitative and quantitative data. The analysis will be built on information collected from variety of stakeholders through different methods including desk review of available documentation that will be mainly provided by UNICEF and the implementing partners. Also, focus groups, semi-structured interviews and consultations with key informants are expected to be used. The evaluation should critically examine the information gathered from the various sources and synthesize the information in an objective manner. If contradictory information is received from different stakeholders, an effort should be made to understand the reasons for such information, including any gender-based differences.

This approach has been selected to ensure multiple methods and sources of data and to collect valid, reliable and sufficient information for an objective and credible analysis. Triangulation of data will increase reliability of findings and conclusions.

Evaluation key questions might be assessed through focus group discussions, questionnaire(s), semi-structured interviews, comprehensive review of documents as well as synthesis and analysis of data/information. Wherever monitoring systems will not be able to bring enough evidence, the assessment will be based on stakeholders' perceptions. The evaluation results will be validated with national partners and key stakeholders.

A detailed evaluation design and final methodological approach with all relevant and high-quality tools for information/data collection and analysis is expected to be developed within the Inception phase by the evaluation team. Approval of the UNICEF team is required prior to its implementation. All materials should be gender-competent in language and presentation.

Additional interviewers/facilitators, if engaged, must have relevant qualifications and be adequately trained/consulted prior to fieldwork (including gender-competency knowledge). Prior to fieldwork, evaluators will be responsible for pre-testing some of the instruments to be utilized.

Key stakeholders and informants are to be identified within the design phase. The evaluation should follow the evaluation criteria mentioned above with appropriate additions to cover the scope of the evaluation. The approach should be participatory, gender and human rights responsive with a special focus on equity aspects.

UNICEF and the line ministry will ensure access to social welfare organisations involved in the programmes. To the extent possible UNICEF and partners will provide access to families involved in programmes.

Ethical Considerations

The evaluation will follow the principles of the UN Evaluation Group's norms and standards in particular with regard to independence, objectiveness, impartiality and inclusiveness. and will be guided by the UN ethics guidance¹⁰ as guiding principle to ensure quality of evaluation process, especially apropos conflict of interest, confidentiality of individual informants, sensitive to beliefs, manners and customs, discrimination and gender equality, to address issues of vulnerable population.

In addition, evaluators are required to clearly identify any potential ethical issue, as well as the processes for ethical review and oversight of the research/data collection process in their proposal. UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis can be found at:

https://www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

and should be consistently applied throughout the evaluation. The procedure contains the minimum standards and required procedures for research, evaluation and data collection and analysis undertaken or commissioned by UNICEF (including activities undertaken by individual and institutional contractors, and partners) involving human subjects or the analysis of sensitive secondary data. These standards explicitly recognize and reflect the spirit and intention of the Declaration of Helsinki (1964) and its attendant amendments, emphasizing the importance of respect for and protection of human rights. Also, the Procedure offers additional resources on ethics for research/data collection process involving children.¹¹

Since children and other vulnerable groups are identified as potential informants, the Ethical Review Board (ERB) should be engaged to assess the ethics of suggested evaluation

¹⁰ Please see guidelines at <http://www.unevaluation.org/document/detail/102>

¹¹ Please see <http://childethics.com/wp-content/uploads/2013/10/ERIC-compendium-approved-digital-web.pdf>

methodology. The ERB engagement will be further discussed and agreed with UNICEF within the inception phase.

The following are brief explanations of the three key principles for ethical evidence generation:

1. **Respect:** All evidence generating activities should ensure respect for all persons. Respect demands that individuals be treated as autonomous agents - individuals capable of deliberation about personal goals and of acting under the direction of such deliberation. To respect autonomy is to give weight to autonomous persons' values, preferences, and beliefs and to recognise their capability for self-legislation, making judgments, stating their opinions and making choices.
2. **Beneficence and Non-maleficence**
Beneficence - The principle of beneficence refers to the requirement that actions within evidence generating activities promote the well-being of individuals, communities or society as a whole. Beneficence includes the concept of reciprocity, whereby the evidence generated is conveyed back to the participants so that they may triangulate findings, contextualize their participation and potentially gain from the knowledge disseminated.
Non-maleficence - The principle of non-maleficence, doing no harm, requires avoiding harm or injury to participants, both through acts of commission or omission.
3. **Justice:** The principle of justice requires that consideration is given to who benefits and who bears the burden of the evidence generation. This requires that due reflection is given to determining the appropriateness of proposed methods of selecting participants.

Evaluators must ensure that it is clear to all subjects that their participation in the evaluation is voluntary. All participants should be informed or advised of the context and purpose of the evaluation, as well as the privacy and confidentiality of the discussions. In the report, the evaluator should not refer to any personal data obtained during the evaluation. The evaluator should not share any findings with media in Croatia or abroad concerning individual children, families or individual institutions.

At all times it is important communicate to all the participants that the evaluation does not refer to their efforts and that a failure to implement some components of programmes would not be considered their personal failure.

UNICEF staff members, consultants, contractors and partners will follow the **UNICEF Guidance on External Academic Publishing** (January 2017) when engaging in external academic publishing, whether in print or digital form, of the final Evaluation Report.

7. Major tasks to be accomplished and key deliverables:

Table below shows a preliminary evaluation schedule that may be subject to change during the process in agreement with UNICEF.

Description	Responsible	Expected Timeline
Evaluation – inception phase		
<i>Desk review of reference material</i> <ul style="list-style-type: none"> UNICEF team will support compilation of a list of the most important background material, documents, and reports. 	Evaluation team, UNICEF team and implementing partners	02/01– 10/03/2020
<i>Stakeholder mapping</i> <ul style="list-style-type: none"> The evaluation team will prepare a mapping of stakeholders relevant to the evaluation. 	Evaluation team	
<i>Developing work plan and methodology</i> <ul style="list-style-type: none"> The set of evaluation questions will be reviewed and finalized, and the instruments developed. Field work schedule and approach will be developed. 	Evaluation team	
<i>Submitting Inception report¹²</i> <ul style="list-style-type: none"> Evaluation work plan with timeline, methodological approach, finalised set of evaluation questions, instruments to be used, annotated outline of final report, etc. 	Evaluation team	By 10/03/2020
<i>Approving Inception report</i> <ul style="list-style-type: none"> Inception report to be reviewed and approved 	UNICEF team and implementing partners External reviewers; Ethical Review Board	By 31/03/2020
Evaluation – implementation		
<i>Data collection and analysis</i> <ul style="list-style-type: none"> Collection of evaluation data (primary and secondary) is expected to be carried out through different techniques, including desk-reviews, in-depth, informal and semi-structured interviews, questionnaire (survey) and focus group discussions. The analysis will be based on detailed protocols/transcripts of interviews, focus groups and data/ collection (survey) results. 	Evaluation team	01/04- 01/07/2020
<i>Debriefing meeting</i>	Evaluation team	

¹² The inception phase will clarify the methodology and approach to be taken for this evaluation; depending on this, there might be some changes to the contract initiated with the evaluation team.

<ul style="list-style-type: none"> Debriefing meeting will be organized to showcase the preliminary findings, testing elements for conclusions and tentative recommendations. 		
Evaluation – reporting		
<ul style="list-style-type: none"> Development of the 1st evaluation draft report 	Evaluation team	By 15/08/2020
<ul style="list-style-type: none"> Consolidated comments by UNICEF 	UNICEF team	By 05/09/2020
<ul style="list-style-type: none"> Development of the 2nd evaluation draft report 	Evaluation team	By 01/10/2020
<ul style="list-style-type: none"> Review by UNICEF and external experts 	UNICEF CO and RO team and external reviewers.	By 25/10/2020
<ul style="list-style-type: none"> Submission of the Final Evaluation Report 	Evaluation team	By 15/11/2020
<ul style="list-style-type: none"> Development of: <ul style="list-style-type: none"> (a) an Evaluation Summary with findings and recommendations from the main report (b) a Power Point Presentation of the evaluation report 	Evaluation team	By 15/11/2020
Use of evaluation findings:		
<i>Presentation</i> <ul style="list-style-type: none"> Presentation of key findings of the evaluation to UNICEF Croatia team, major stakeholders and partners 	Evaluation team	November 2020
<i>Dissemination</i> <ul style="list-style-type: none"> Dissemination of evaluation report/key report findings (to key stakeholders and partners, Regional Office, media and donors). 	UNICEF team	December-February 2021
<i>Follow-up</i> <ul style="list-style-type: none"> Management response 	UNICEF management	December - January 2021

The evaluation team is expected to produce and submit following deliverables:

- Inception report (including evaluation work plan, presentation of methodological approach, instruments to be used, annotated outline of the final report¹³), to be presented and approved by UNICEF and implementing partners – by March 10th, 2020
- 1st draft evaluation report (draft findings, conclusions and recommendations from all data sources used in the evaluation) – by August 15th, 2020
- 2nd draft evaluation report –October 1st, 2020
- Final evaluation report (upon external review) – November 15th, 2020
- Evaluation Summary Document and Power Point Presentation summarizing key findings and recommendations from the main report – November 15th, 2020.
- Final presentation - delivery of Power Point Presentation of the evaluation to stakeholders – November 2020.

¹³ See: UNICEF Evaluation Report Standards

Kindly note that a total of 57 consultancy days are estimated for this assignment with the estimated share of days as follows:

- Desk review and submission of Inception report – 15 days
- Field Work and debriefing/validation meetings – 20 days
- Draft report development – 15 days
- Final Report (including summary document) submission – 5 days
- Final presentation – 2 days

However, the evaluation team is invited to provide and explain their own assessment of working days number within their application for the assignment.

The Inception report, draft reports and final evaluation reports shall be submitted in English while an evaluation summary document and a Power Point Presentation shall be submitted both, in English and in Croatian.

Final report (up to 60 pages is suggested) should contain following chapters and be aligned with the UNICEF Adapted UNEG Evaluation Reports Standards¹⁴ and the Global Evaluation Reports Oversight System¹⁵:

- Title page and opening pages
- Executive summary
- Project description (including the logic of the project design and/or expected results chain)
- The role of UNICEF and all involved stakeholders and implementing partners
- Purpose of the evaluation
- Evaluation criteria
- Evaluation scope and objectives
- The evaluation design
- Description of methodology
- The stakeholders' participation
- Gender concerns
- Ethical issues
- Findings
- Analysis of results
- Constraints
- Conclusions
- Recommendations
- Lessons learned
- Annexes

8. Management, Accountabilities, Reporting

The evaluation will be conducted by a team of evaluators (team of individuals, company, organisation or agency), in close cooperation with UNICEF. The UNICEF premises will be available for meetings, if needed.

¹⁴ [UNICEF - Adapted UNEG Evaluation Report Standards](#)

¹⁵ http://www.unicef.org/evaluation/files/UNICEF_Global_Evaluation_Report_Oversight_System_aFinal.pdf

The proposed evaluation team shall be comprised of one evaluation team leader and evaluation team members.

The evaluation team leader will be responsible for all components of the evaluation including development and implementation of the evaluation methodology (for both qualitative and quantitative components) and quality assurance of the process of data analysis and report writing. The evaluation team leader will coordinate the evaluation process and the evaluation team at all stages and will cooperate with UNICEF and other stakeholders involved. The evaluation team leader is responsible for provision of deliverables listed previously on time and of acceptable quality.

The evaluator will report to Ms. Marijana Šalinovic, M&E Officer (evaluation manager) and will work in close cooperation with Ms. Gordana Horvat, CP Officer for Family Support Programmes and other relevant UNICEF staff. The management of the evaluation includes development of the ToR, liaison between the evaluation team and partners/stakeholders involved (supporting organization of meetings/interviews and field visits), as well as quality assurance of the report.

For the Quality Assurance purposes (Reviewing ToR, Inception Report and Evaluation Report), competent external reviewer will be engaged.

Representatives of the relevant ministries and other partners will be involved in final design of the evaluation process and will participate in defining/validating evaluation's recommendations at debriefing meetings and through providing feedback to the submitted reports.

9. Qualification Requirements

The potential contractor (team of individuals, company, organisation or agency) ensures that the Evaluation Team is a **multidisciplinary team of experts led by an Evaluation Team Leader**, in order to ensure technical expertise at each point of the evaluation. If the selected evaluation team is international, it shall include at least one national expert. The composition of the team should preferably be gender balanced. It is suggested (but not mandatory) that a team is consisted of three to five competent evaluators.

To avoid a potential conflict of interest, neither the team leader nor any of the evaluation team members should be involved in designing, implementing or monitoring the programme. Any additional conflict of interest should be explicitly mentioned in the application/team structure proposal; it will be taken into consideration by the technical review committee.

UNICEF shall approve all members of the team (national and international).

The Evaluation Team Leader is required to possess following competencies:

- Advanced university degree in social sciences (certificates in evaluation studies an asset);
- Extensive experience in designing and conducting evaluations and surveys, quantitative and qualitative analysis and data analysis (minimum of 5 years);
- Excellent knowledge of monitoring and evaluation methodologies; sound judgment and ability to objectively evaluate programmes in terms of processes, as well as results achieved (evidenced through previously conducted evaluations and references);

- Experience in conducting evaluations related to family support, family and community-based services, child and family protection, foster care or similar;
- Proven knowledge on child rights, human rights, gender equality and social inclusion;
- Excellent written and spoken English required if the team leader is an international expert, while excellent written and spoken Croatian and English is required if the team leader is a national expert;
- Excellent communication and presentation skills;
- Excellent skills in working with people and organising team work;
- Excellent conceptual and analytical report writing skills;
- Ability to keep with strict deadlines;
- Knowledge of the country context related to family/parenting support services is an asset
- Familiarity with UNICEF's mission and mandate is an asset.

Members of the Evaluation Team are required to possess following competencies:

- Advanced university degree in social sciences;
- Minimum 3 years of expertise in the area of evaluation and experience in programmes related to family support, family and community-based services, child and family protection, foster care or similar;
- Proven knowledge on child rights, human rights, gender equality and social inclusion;
- Familiarity with child and family protection and social protection system in Croatia;
- Demonstrated ability to prepare interview/focus groups protocols and other evaluation instruments and to work with databases;
- Excellent communication and presentation skills in English for international team members; excellent communication and presentation skills in Croatian and English for national team members;
- Excellent analytical and report writing skills;
- Familiarity with UNICEF's mission and mandate is an asset.

While it is expected and understood that each of the team members has different competencies, **the specific nature of each expertise required should be made explicit in the proposal** and will be further discussed.

10. Selection Criteria

The **contractor will be selected based on the following four criteria:**

1. experience in conducting programme and sector evaluations, primarily in the area of family-based care and family and community-based services
2. technical expertise of the members of the evaluation team,
3. quality of presented evaluation approach, methodology and work plan
4. the value of the technical proposal (financial offer).

The proposal will be evaluated as follows:

1. Technical components (total of 70%)

- Experience in conducting programme and sector evaluations, particularly in the area of family-based care and family and community-based services
- Technical expertise of the members of the evaluation team
- Quality of presented evaluation approach, methodology and work plan

2. Financial component (total of 30%)¹⁶

- Value of the technical proposal (financial offer)

11. Duty station and Official Travel Involved

All of the field work will take place in Croatia; all official travels will be scheduled, agreed and approved by UNICEF during the Inception phase.

12. Contract Duration

15 December 2019 – 30 November 2020

13. Performance Indicators:

Criteria for performance are quality of process and delivered products (instruments, reports, etc.), timeliness, accuracy, initiative, responsibility, competence and communication.

14. Financial considerations

The exact financial costs need to be proposed by the applicant as follows:

A) Consultant fees

B) Travel:

- Travel related costs (air fares and per diem) for traveling to and from Croatia (for international evaluators) have to be itemised within the proposed budget.

- Costs for travel and per diem during the field work (within Croatia) should be indicated as a separate cost but will be further agreed and approved by UNICEF during the inception phase, according to UNICEF policies and procedures.

C) Other relevant costs - all other relevant cost should be presented in the financial proposal (e.g. supplies, translation etc.).

Important note: Even though in-country travel related costs should be indicated in the financial proposal, they will not be taken into consideration for assessing financial proposal. This is because final methodological approach relevant for field work will be defined and agreed within the inception phase.

The evaluation team/company/agency/institution will be paid upon successful completion of assignments and submission of the deliverables in accordance with the following payment schedule:

Stage	Percentage of payment
Upon approval of the inception report	30%
Upon submission of the draft report	20%
Upon completion of the evaluation and submission of the final evaluation products: final evaluation report, evaluation summary and Power Point Presentation, endorsed by UNICEF	50%

All the original invoices related to the contract (e.g. transportation costs, accommodation, etc.) should be kept and available to UNICEF upon request.

¹⁶ Financial offer will be reviewed only if Technical proposal meets minimum required quality standards.

15. UNICEF recourse in case of unsatisfactory performance

The payments may be reduced if the assignments/deliverables are not fulfilled to the required standard. In case of serious dissatisfaction with the performance the contract may be terminated in line with UNICEF procedures and as spelled out in the institutional contract.

UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if work/outputs are incomplete, not delivered or for failure to meet deadlines. All materials developed will remain the copyright of UNICEF and that UNICEF will be free to adapt and modify them in the future.

Funding Sources: GP190001, SC180071

WBS: 1030/A0/07/880/006

Prepared by:

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Reviewed by:

Ana Dautović, Deputy Representative

Approved by:

Regina M. Castillo, Representative

Place and Date: Zagreb, October 25th, 2019

Annexe 2: Logic model and theory of change

Programme Outcome				
By 2021 the Government implements improved and equitable policy for prevention and response to violence, abuse, exploitation and exclusion of the most vulnerable children	Indicator	Baseline	Target (2021)	Source
	Percentage of children and youth deprived of parental care who are in foster care, out of all children in formal care.	74% (2017)	85%	Administrative reports of the Ministry of Demography, Family, Social Policy and Youth
	Children 0-17 years living in residential care	Children without adequate parental care: 588; Children with disabilities: 442 (2016)	Children without adequate parental care: 300; Children with disabilities: 300	Administrative reports of the Ministry of Demography, Family, Social Policy and Youth on children and youth in public care

Programme Outputs				
	Indicator	Baseline	Target (2021)	Source
Output 1: All relevant stakeholders have evidence and technical advice on driving legislation and budgeting for child protection	Improvements of the regulatory framework related to foster care, especially in regard to: A) The licencing procedures and the status of foster parents, B) Standardised education and support to foster families, C) Standardised monitoring tools and procedures for monitoring the quality of care in foster families.	Within the existing foster care regulation: A) Inadequately or inefficiently regulated in the existing legal framework, B) To be defined C) To be defined	The legislative framework has been improved so as to: A) Ensure efficient and credible licensing of foster care providers and adequately regulate their status B) Define the principles and procedures for standardised training and support for foster care providers C) Define the principles and procedures for standardised monitoring of the quality of care in foster care families	Official reports from the Ministry of Demography, Family, Social Policy and Youth; relevant legislation
Output 3: Social welfare, education and health professionals have enhanced capacities for provision of inclusive family and community based services for the most vulnerable children.	The number of child care professionals with increased knowledge and skills for working with families at risks, gained through trainings and programmes supported by UNICEF within the CP 2017-2021 Country Programme	Experts in social welfare: 0 Outreach workers: 0 Experts in health, education and justice: 0	Experts in social welfare: 300 Outreach workers: 300 Experts in health, education and justice: 400	Administrative reports Ministry of Demography, Family, Social Policy and Youth
	The number of support services and supervision mechanisms in place for foster parents	No standardised programme for education of foster families; No available standardised monitoring tools on the quality of foster care for children	1 standardised educational programme for initial education developed by the end of 2018; At least 2 additional specialised programmes for in-service education of foster parents available by the end of 2019; Instruments for care quality monitoring in foster care families developed and made available by 2019	Primary and secondary legislation on foster care, Foster care training programme (when developed).

	The number of foster care providers trained (through initial trainings)	The number of foster care providers trained and licensed through the standardised training programme developed with UNICEF's support: 0	100 new foster care providers trained and licensed through the standardised initial training each year, starting in 2019	
Output 4: Parenting support programmes reach particularly vulnerable families.	The number of social welfare experts who have gained the knowledge and skills for the implementation of the new parenting support programme developed with UNICEF's support	0 (2017)	70	UNICEF and line Ministry's records.
	The number of targeted parents reached by parenting support programmes	Vulnerable parents (within the social welfare system) reached by the new model parenting support programme, developed with UNICEF's support: 0	250	UNICEF and line Ministry's records.

Narrative of the theory of change

The Theory of Change for the area of Family-Based Care captures the key elements of how the programmes/projects/activities within the initiative “For a Stronger Family” conceptualize the change it aimed to trigger, starting from the bottlenecks as identified initial problems, through designing different sets of activities, aiming to achieve certain corresponding outputs, to finally securing change on the level of outcomes and impact.

The ToC model is both presented visually (see Figure 1 below) and narratively. The narrative analysis also identifies inputs required for the intervention, as well as identified risks, both between the level of outputs ↔ outcome and between the level of outcome ↔ impact, presented in a separate table.

In order to contribute to the long-term vision that **all children in Croatia should live in a safe and enabling family environment and, together with their families, have access to variable, effective, affordable family and community-based services aligned with their specific needs and best interests**, UNICEF has identified a number of outputs that are expected to contribute to the outcome-level change. In developing the outputs, UNICEF sought to formulate results for which it has the mandate and comparative advantage.

Based on the OVERALL Country Programme OUTCOME AND OUTPUTS, specific ones – related to Family Based-Care have been created, contributing to those defined within the Country Programme 2017-2021:

<p>FAMILY-BASED CARE OUTCOME:</p> <p>By 2021 the Croatian social welfare system, in effective cooperation with other relevant sectors, provides quality child-focused family and community-based services in support to biological families to prevent child separation, as well as quality foster care to enable family-based placements for children deprived of adequate parental care</p>	<p>Contributing to the CP OUTCOME:</p> <p><i>By 2021, the Government of Croatia ensures the implementation of improved and equitable policy for prevention and response to violence, abuse, exploitation and exclusion of the most vulnerable children.</i></p>
<p>FAMILY-BASED CARE OUTPUT 1:</p> <p>Relevant legislation provides grounds for expansion and accessibility of family and community-based services for children and families.</p>	<p>Contributing to the CP OUTPUT 1:</p> <p><i>All relevant stakeholders have evidence and technical advice on driving legislation and budgeting for child protection</i></p>
<p>FAMILY-BASED CARE OUTPUT 2:</p> <p>New parenting support services for particularly vulnerable families of the youngest children are available within the social welfare system.</p>	<p>Contributing to the CP OUTPUT 4</p> <p><i>Parenting support programmes reach particularly vulnerable families.</i></p>
<p>FAMILY-BASED CARE OUTPUT 3:</p> <p>Social welfare professionals have enhanced capacities for conducting effective interventions with families at risk, case management and inter-sector cooperation.</p> <p>and</p> <p>FAMILY-BASED CARE OUTPUT 4:</p>	<p>Contributing to the CP OUTPUT 3</p> <p><i>Social welfare, education and health professionals have enhanced capacities for provision of inclusive family and community-based services for the most vulnerable children, including children affected by emergency situations.</i></p>

Social welfare professionals and foster parents have increased capacities for effective provision and promotion of foster care.

In this regard, **to operationalise the Theory of Change**, a comprehensive initiative, titled: “For a Stronger Family” has been developed, with a special focus to contribute to the creation of **safe and encouraging family environment** for all children, especially those who live in families at risk. Through a progressive shift towards the provision of services that effectively support families with children and prevent family separation, the goal of the concerted action is to contribute to the reduction of reliance on institutional care. In situations where children are separated from their families, emphasis is placed on priority placement in the appropriate type of family-based care, through foster care, which should be of a temporary character until a permanent solution in the best interest of the child is ensured. Further, one of the main priorities of the cooperation is continued work on modelling parenting support programmes, with special attention given to the most vulnerable families.

The initiative “**For a Stronger Family**” has been therefore composed of a **set of inter-related components** in the wide-ranging context of improving services aimed at family support. The **preventive component** includes the area of support to parenting and strengthening of parental competences through services aimed at parents of the youngest children within the social welfare system. The **intervention component** focuses on providing adequate and effective support and assistance to families who have been identified as at risk in terms of the safety and wellbeing of the child. Finally, the **component that includes substitute care for children** in situations where parental care is inadequate or missing, is aimed at improving foster care for children as the most appropriate form of alternative care.

Implementation of the initiative has been set for the period 2017–2020 (2021) via direct continued cooperation between the Ministry for Demographics, Family, Youth and Social Policy and UNICEF, as defined within the Memorandum of Understanding and its annexes, in cooperation and consultation with the Croatian Association of Social Workers, and through the implementation of specific programmes/projects with implementing partners.

The logic of intervention was conceived around a number of bottlenecks related to the provision of family and community-based care for the most vulnerable children in Croatia.

Output 1: Relevant legislation provides grounds for expansion and accessibility of family and community-based services for children and families.

Accordingly, **the first output** within the initiative “For a Stronger Family” has been developed in order to contribute to addressing underlying barriers in **the enabling environment**, mostly regarding insufficiencies in secondary legislation, weak law enforcement, gaps in regulating roles and responsibilities of service providers, insufficient financial and human resources.

There are three relevant legislations for the area of Family-Based Care: The Social Welfare Act, The Family Act and the Foster Care Act. It is assumed that UNICEF’s engagement and advocacy efforts, in cooperation also with Implementing Partners, through technical assistance and provision of policy advice will contribute to the improvements in relevant legislation, which will then provide grounds for expansion and accessibility of family and community-based services for children and families within the social welfare system.

Besides direct inputs provided within the processes of legislation modifications, additional programmatic inputs are expected to complement secondary legislation and enable

implementation of the improvements in regular practice of the social welfare professionals (e.g. social work instruments and tools for family assessment, education, selection and support to foster families).

The inputs related to the legislative improvements in the area of Family-Based Care are expected to contribute to the overall Country Programme Output 1 related to the strengthened capacities of key stakeholders for *driving legislation and budgeting for child protection* in general.

Output 2: New parenting support services for particularly vulnerable families of the youngest children are available within the social welfare system.

In order to address the barriers related to insufficient or inadequate services in support to children and families, **the second output** will be focused on supporting the provision of parenting support services (primarily within the social welfare system).

The major contribution will be made through the development of the new parenting support service for particularly vulnerable families of the youngest children, beneficiaries of the social welfare system. Based on the previously developed parenting support programmes, which have been implemented mostly through the educational system and partly within the social welfare system, the idea was to create a new service in support to parents of the youngest children in the social welfare system, who face various socio-economic challenges and risks in their parenting. It is assumed that the new programme will provide additional professional knowledge, skills and tools to social welfare professionals for working with families at risk. By gaining new knowledge, skills and tools, professionals will be able to provide effective support to families facing challenges in their parenting.

Additionally, the previously developed parenting support programmes, both the one intended for general population of parents of the youngest children, and the one intended for parents of the youngest children with disabilities, will be further supported in order to increase their availability in local communities. All those are assumed to contribute to the expansion of services for families in the social welfare system and therefore fill the overall gap in this regard. Addressing directly the bottleneck related to the lack of a clear idea and vision on the role of the county family centres, it is also assumed that the development of the new service and expansion of the existing parenting support programmes, will contribute to the enrichment of the services provided by the county family centers, but also kindergartens and CSOs, which will contribute to the overall strengthening of **the supply component** by increasing the availability of the services to families at the local community levels.

Being provided with professional support at the earliest age of their children, parents will be strengthened in their parenting and will be able to provide appropriate family environment to their children in spite the challenging life circumstances, contributing to their overall growth and development. It is assumed that this building of **the demand component** would further contribute to the trust of children and families in the social welfare system, to proactively seek additional support, and is expected to contribute to further building of the accountability and awareness of the key duty bearers of the importance of developing and investing in parenting support services.

This is finally assumed to contribute to the realisation of the overall Country Programme Output 4 which anticipates that *Parenting support programmes reach particularly vulnerable families*.

Output 3: Social welfare professionals have enhanced capacities for conducting effective interventions with families at risk, case management and inter-sector cooperation.

The third output within the initiative “For a stronger Family” is expected to contribute primarily to **the supply component** and the enhanced capacities of the social welfare professionals for

conducting effective interventions with families at risk, case management and inter-sector cooperation.

In order to address the bottlenecks related to a lack of standardised professional procedures and methodologies, a set of social work instruments and tools, as well as standardised methodological approach for outreach work with families at risk will be developed and introduced in the social welfare system. It is assumed that the provision of structured methodology and tools will enable social welfare professionals to conduct quality family assessment and assessment of risks for child's safety and wellbeing, as well as to conduct effective interventions with families at risk.

Also, in order to address bottlenecks related to the inconsistent and insufficient implementation of adequate and quality case management, a comprehensive capacity building of social welfare professionals will be conducted to enable provision of the effective case management in accordance to the specific individual needs of a particular child and his/her family. The output is expected to contribute to the overall increase in the quality and effectiveness of the provision of support and assistance for families with already identified risks in terms of the safety and wellbeing of the child.

Furthermore, in terms of **the enabling environment**, the mechanisms for inter-sector cooperation are expected to be established among all relevant sectors: social welfare, education, justice, health, in actions / interventions / services intended to protect children from risks within their families. Also, the sustainability mechanisms are expected to be established by integration of the new methodology and tools into the secondary legislation (Output 1) and consequently, into the regular practice of all centres for social welfare in Croatia. Overall, the improvements in provision of quality and effective support to biological families will also contribute to the general quality of social welfare services, as well as to the prevention of institutionalisation, as a gatekeeping mechanism.

Being equipped with professional tools and increased levels of knowledge and skills, the social welfare professionals will be able to provide quality professional assistance and support to parents and children in accordance to their specific needs, in cooperation and in alignment with other relevant sectors. Parents will be supported and empowered to provide appropriate care for children, which will increase chances of preserving the family and preventing child separation from the family due to inadequate parental care or other risks for child's safety and wellbeing in the family. This way, it is also assumed that building of **the demand component**, by strengthening parents, preserving families and building trust in the public sector, will contribute to the increased support and investments in family support services, especially within the social welfare sector, but also in all other relevant sectors.

Together with the Output 4 (below), this Output, which is focused primarily on the capacity building of the social welfare professionals and strengthening inter-sector cooperation, is expected to contribute to the overall Country Programme OUTPUT 3, focused on the *enhanced capacities of the social welfare, education and health professionals for provision of inclusive family and community-based services for the most vulnerable children*.

Output 4: Social welfare professionals and foster parents have increased capacities for effective provision and promotion of foster care.

Aiming to address specific bottlenecks related to the foster care for children in Croatia, the fourth Output will be focused on promotion and improvements in foster care system.

The general lack of foster parents will be addressed through different promotional activities, including the national campaign on foster care. Also, technical support to foster parents' associations will be provided in order to strengthen their capacities for the promotion of foster

care at the local community levels. It is therefore assumed that the additional promotion of foster care, at both national and local levels, together with improvements of the foster care legislation (Output 1) will create **the enabling environment** and contribute to the recruitment of new foster families.

Although foster parents are in fact service providers, as substitute families they partially constitute **the demand component**. From this perspective, building their capacities is assumed to contribute to the strengthening of their voice to advocate for further legislative and financial improvements in foster care for children.

In regard to **the supply component**, as service providers, foster families are expected to be strengthened through the improved education and support in providing care for fostered children. Additionally, the capacities of the social welfare professionals are also expected to be strengthened for selection, education, monitoring and support to foster families and fostered children, aiming to address identified bottlenecks related to insufficient mechanisms within the regular social welfare system, especially in regard to very different practices in centres for social welfare across Croatia. It is assumed that the new methodology for selection and education of foster families will contribute to the standardisation and harmonisation of the professional work with foster parents all over the country. Additional supporting mechanisms for foster families are also expected to be developed/improved in cooperation with other partners and service providers. It is therefore assumed that the social welfare system and professionals will be strengthened for working with foster families and that the empowering of foster families will contribute to the overall care provided to children in foster families.

As mentioned earlier, this Output, together with the Output 3 (above), is expected to contribute to the overall Country Programme OUTPUT 3, focused on the *enhanced capacities of the social welfare, education and health professionals for provision of inclusive family and community-based services for the most vulnerable children*.

OUTCOME: By 2021 the Croatian social welfare system, in effective cooperation with other relevant sectors, provides quality child-focused family and community-based services in support to biological families to prevent child separation, as well as quality foster care to enable family-based placements for children deprived of adequate parental care

At the Outcome level, it is assumed that the combination of these four outputs would deliver an outcome on the level of preparing the Government of Croatia to enable, consistent with its policy priorities regarding family and community-based services and deinstitutionalisation, provision of sustainable, accessible, cost-effective, non-stigmatizing and free of charge support services for the most vulnerable children and families.

Therefore, the overall ToC logic assumes that:

If:

Relevant legislation provides grounds for expansion and accessibility of family and community-based services for children and families.

...and if:

New parenting support services for particularly vulnerable families of the youngest children are available within the social welfare system

...and if:

Social welfare professionals have enhanced capacities for conducting effective interventions with families at risk, case management and inter-sector cooperation.

...and

Social welfare professionals and foster parents have increased capacities for effective provision and promotion of foster care.

...than:

The Croatian social welfare system, in effective cooperation with other relevant sectors, will provide quality child-focused family and community-based services in support to biological families to prevent child separation, as well as quality foster care to enable family-based placements for children deprived of adequate parental care.

... to enable that:

All children in Croatia live in a safe and enabling family environment and, together with their families, have access to variable, effective, affordable family and community-based services aligned with their specific needs and best interests.

Risks and Assumptions

Alongside envisaged process of securing desired positive change, potential corresponding risks and assumptions **were identified, on the level of programme strategies ↔ programme outputs, outputs ↔ outcome, as well as outcome ↔ impact. These identified risks are presented and elaborated in the Table below.**

Table: Risks and assumptions associated with the implementation of the initiative

	Risks	Mitigation measures	Assumptions
Strategies ↓ Outputs	- Overload of key officials in relevant ministry(ies), responsible for the implementation of the initiative.	- Provide continuous technical support in implementation, frequent exchange of information and reconfirmation on the agreements.	- Designated officials in the relevant ministries will be actively engaged and committed to the realisation of the agreed objectives.
	- Lack of coordination among key officials in the relevant ministries and among the ministries.	- Initiate frequent joint discussions, meetings and other forms of exchange of information among all relevant stakeholders.	- Implementing partners will have adequate capacities to conduct activities/programmes.
	- Low capacities of some implementing partners (NGOs).	- Build capacities of IPs and provide technical support if/when required.	- Service providers and professionals are motivated and open to new norms, approaches, services.
	- Lack of motivation (due to general overload) of professionals to learn and apply new skills and methodologies.	- Encourage participatory approach in developing and implementing initiatives to ensure that planned improvements match the actual needs of professionals.	- Parents / foster parents are willing to acquire more knowledge and information and to better protect children within their families, both biological and foster families.
	- Insufficient support (logistics and operational support) of the management of the social welfare organisations in enabling implementation of activities.	- In cooperation with the relevant ministry inform and prepare the management of social welfare organisations for implementation.	- National campaigns reach and motivate citizens.
	- Weak motivation of families at risk to use services.	- In cooperation with IPs, positive promotion of the parents' right to support, focus on strengths and capacities of parents vs. weaknesses and mistakes.	
	- National promotional activities not reaching intended public (potential foster families)	- Consider various promotional channels, support local promotional activities as a supplement to national campaign.	
Outputs ↓ Outcome	- Lack of political commitment for the implementation and scaling up the improvements in service provision methodology, as well as integration of new services.	- Jointly plan actions and initiatives, clearly associate to the national priorities.	- Implementation of family and community-based services, including parenting support, remain among key national priorities.
	- Governmental instability and high turn-over of key technical officials within ministries. - Slow process of the social welfare system reform, including slow process of reorganisation and resourcing of the social welfare organisations, with still unclear division of roles and responsibilities among service providing organisations.	- Determine joint objectives and clarify roles and responsibilities - through written agreements, signed by all relevant parties. - Provide continuous technical assistance and support, maintain focus and reconfirm priorities. Continuously advocate for diversity and accessibility of services and service providers in support to children and families, within the implementation of the join initiatives, and within the legislative processes.	- Stable Government. - There is a clear idea on the priorities and required improvements within the child care system.
Outcome ↓ Impact	- Still present social norms regarding reluctance in seeking professional support in parenting. - Child institutionalization still perceived as acceptable practice within a part of the professional community and general public. - Limited public expenditures related to child protection	- Emphasise positive aspects of the family support, focus on strengths and capacities vs. weaknesses and mistakes. - Continuously advocate and promote family-based care and the importance of supporting families in providing care for children and prevent family separation, as well as prioritisation of the family placement to institutional.	- Professional community and general public recognise the importance of the caring family environment for the child's overall growth and development. - Parents are more open to receiving professional assistance in their parenting. - Government continues to increase budget allocations for family and community-based services, with emphasis to the most vulnerable children and families within the social welfare system.

CP IMPACT:

Children in Croatia are protected from violence, abuse and exploitation; they live in a caring and supportive family environment; they are adequately protected in emergencies and benefit from a child-friendly justice system.

FAMILY-BASED CARE IMPACT:

Children in Croatia live in a safe and enabling family environment and, together with their families, have access to variable, effective, affordable family and community-based services aligned with their specific needs and best interests.

CP OUTCOME:

By 2021 the Government implements improved and equitable policy for prevention and response to violence, abuse, exploitation and exclusion of the most vulnerable children

FAMILY-BASED CARE OUTCOME:

By 2021 the Croatian social welfare system, in effective cooperation with other relevant sectors, provides quality child-focused family and community-based services in support to biological families to prevent child separation, as well as quality foster care to enable family-based placements for children deprived of adequate parental care.

CP OUTPUT 1:

All relevant stakeholders have evidence and technical advice on driving legislation and budgeting for child protection

CP OUTPUT 4:

Parenting support programmes reach particularly vulnerable families

CP OUTPUT 3:

Social welfare, education and health professionals have enhanced capacities for provision of inclusive family and community-based services for the most vulnerable children, including children affected by emergency situations.

FAMILY-BASED CARE OUTPUT 1:

Relevant legislation provides grounds for expansion and accessibility of family and community-based services for children and families.

FAMILY-BASED CARE OUTPUT 2:

- New parenting support services for particularly vulnerable families of the youngest children are available within the social welfare system

FAMILY-BASED CARE OUTPUT 3:

Enhanced capacities of the social welfare professionals for effective interventions with families at risk, case management approach and inter-sector cooperation.

FAMILY-BASED CARE OUTPUT 4:

Increased capacities of social welfare professionals and foster parents for effective provision and promotion of foster care.

ACTIVITIES:

Advocating for legislation improvements. Facilitating integration of programmatic inputs into legislation.

ACTIVITIES of the Programme: *SYSTEMIC PROVISION OF PARENTING SUPPORT, with the IP: Centre for Parenting Support Growing up Together*

ACTIVITIES of the Programme: *SERVICES FOR FAMILIES AT RISK, with the IP: Society for Psychological Assistance.*
Additional capacity building activities to support social welfare system: procurement of supply, facilitating participation of Ministry representatives in key events etc.

ACTIVITIES of the Projects: *1. QUALITY FOSTER CARE FOR CHILDREN, with the IP: Centre Sirius; 2. FOSTER CARE FOR THE YOUNGEST CHILDREN, with the IP: Foundation Croatia for Children 3. FOSTER PARENTS TOGETHER, with the IP: Forum for quality foster care.*
- National Foster Care Campaign
- Additional support to foster parents' associations for local promotion of foster care.

INPUTS: staff, financial resources, equipment

Annexe 3: Progress against workplans

Progress against activities listed in workplans

	Completed or on-track to be completed as per project agreements (including no-cost extensions for COVID-19)
	Minor delays but activity has been or will be completed before project end.
	Substantial delays or activity will not be completed

Activities	Timeframe	Status	Explanation
Parenting			
Implementing partner: Growing Up Together			
Output 1: A comprehensive model with methodology and tools developed, tested and made available to the social welfare system for effective provision of services for building parenting skills and supporting vulnerable parents of young children.			
<ul style="list-style-type: none"> Preparing a new model of parenting support (targeted at vulnerable parents/ those involved in child protection proceedings). 	2017		Completed
<ul style="list-style-type: none"> Testing and modifying the new model. Meetings to get regular feedback, testing one complete cycle, modifying and then testing again (<i>Module tested with 210 parents in the first round of testing and 189 in the second round</i>) 	2018- 2019		Completed
<ul style="list-style-type: none"> Finalising the new model: And then developing and publishing a manual 	2019-2020		Slightly delayed to enable further adjustments to ensure high quality product.
<ul style="list-style-type: none"> Developing and delivering standardised training for the new model. Develop and test a 3 days course, which will be accredited at the end of the process. 	2019-2020		Underway, but maybe slight delays. Had to wait for legislation and investment in family centres (training being run through these centres)
<ul style="list-style-type: none"> Developing and presenting a protocol on inter-sector co-operation: in the final year - across education and social welfare 	2019		Multiple attempts made to develop protocols – not possible due to lack of engagement of Ministry of Science and Education (instead focused on cooperation at the local level)

<ul style="list-style-type: none"> Presenting the new model in 4 regional seminars for social welfare professionals so that they recognise its value, can identify parents who would benefit and make referrals / motivate parents to attend, and evaluate the outcomes of their participation. Plus presentation at various conferences 	2018-19		Need model to be finalised first
<ul style="list-style-type: none"> Programme management and technical supervision 	2017-2020		On-going
Output 2: Key stakeholders and duty-bearers within the educational and social welfare system and those at local community levels are provided with technical support and information in order to ensure sustainable provision of the parenting support workshop packages, both previously introduced ones and the newly developed one.			
<ul style="list-style-type: none"> National verification of the universal parenting support programme by the ministry of education. 	2017		Completed
<ul style="list-style-type: none"> 4 kindergartens become professional development centres with ministry endorsement to train other kindergarten professionals 	2017/ 2019		Established 2 of the 4 centres. Had to adjust the way the training was delivered due to negotiations with the Ministry of Science and Education.
<ul style="list-style-type: none"> Workshops/ roundtables to promote parenting training with kindergarten managers . <i>(by end of 7th quarter 181 stakeholders had participated in 90 roundtables across the country)</i> 	2018-2020		Carried out several round tables at the local level. Was not possible to promote the model at the national level due to lack of cooperation from the Ministry of Science and Education. Decided to invest funds in a different mechanism for promotion.
<ul style="list-style-type: none"> Developing a national level plan for the long term implementation of parenting support models, and for their sustainability/ quality assurance. Present to the steering committee. 	2017-2019		Completed
Output 3: Increased capacities of the Centre for Parenting Support to coordinate, support and monitor the implementation of the programmes and to promote and advocate for sustainable provision of the parenting support programmes.			
<ul style="list-style-type: none"> Online monitoring tools and upgrading the centres website. 	2017-2020		On-going
<ul style="list-style-type: none"> Training of trainers for parenting programme (universal model) 	2017		Completed
<ul style="list-style-type: none"> Defining and implementing and advocacy strategy to further promote the model 	2017-2020		On-going
<ul style="list-style-type: none"> Promoting parenting support nationwide e.g. through conferences and events 	2017-2020		On-going
Additional activity: Promotion of the model through Assembly of children	2019-2020		On-going
Output 4: Effective and efficient programme management			
<ul style="list-style-type: none"> CSO management and support staff salaries/ fees prorated to their contribution to the programme 	2017-2020		On-going

<ul style="list-style-type: none"> Operational costs 	2017-2020		On-going
Output 5: Increased capacities (knowledge, skills and resources) of the social welfare and educational systems to support fathers in their parental role and encourage their engagement in child's upbringing at the earliest age (added 2018)			
<ul style="list-style-type: none"> Develop workshop materials for workshop with social welfare professionals to support fathers (<i>71 fathers received supports through the general programme and 21 through the programme aimed at non-resident fathers</i>) 	2019-2020		On-going
Services for vulnerable families –			
Implementing partner: Centre for Psychological Assistance			
Output 1: Standardised methodology and tools developed/improved and standardized training developed and available for effective provision of interventions and support to families at risk by family outreach workers			
<ul style="list-style-type: none"> Analysis of experiences in previously developed tools (<i>4 regional focus groups with 33 professionals from 29 CSW and 5 regional seminars with 212 participants</i>) 	2017		Completed
<ul style="list-style-type: none"> Develop/ revision of case management instruments and tools (<i>e.g. developed family assessment, planning and monitoring tools; developed checklist for assessing the psycho-social wellbeing of children in high conflict divorce cases. Done through a series of workshops and consultations involving several hundred professionals</i>) 	2018		Completed
<ul style="list-style-type: none"> Standardised training programme for family outreach workers (<i>developed this training and piloted with 18 family outreach workers in two areas – Zagreb and Bjelovar</i>) 	2018-19		Completed
Output 2: Social welfare professionals/case workers and family outreach workers have increased knowledge and skills on case management and provision of effective interventions in working with families at risk			
<ul style="list-style-type: none"> Preparation and delivery of case management training for social service professionals (on case management in child protection and the use of the new tools and instruments) (<i>296 participants in total</i>) 	2017-2018		Completed
<ul style="list-style-type: none"> Preparation and delivery of training for skills development on effective interventions in families for family outreach workers (<i>285 family outreach workers</i>) 	2018-19		Completed
<ul style="list-style-type: none"> Development manual for implementation of case instruments 	2018-19		Completed
<ul style="list-style-type: none"> Supervision for family outreach workers and social workers – analysed over 1000 cases (<i>231 in total</i>) 	2019-20		On-going
Output 3: Increased capacities of professionals and decision makers in social welfare, judicial, educational and child health care for inter-sector cooperation in the assessment of risks for children in a family and interventions aiming securing children wellbeing			

<ul style="list-style-type: none"> Develop training programme on inter-sector cooperation 	2019-20		Preparation of training contents is in progress. Some delays due to capacity of MDFYSP so support this process and the reorganisation of government structures – no cost extension to accommodate this work
<ul style="list-style-type: none"> Deliver training programme - each professional group receive tailored training and then all four groups work together. Also encouraging training and mentorship within each sector e.g. field visiting nurses will provide support to other nurses and act as a regional resource 	2019-20		See previous row
<ul style="list-style-type: none"> Development of protocol and manual for inter-sector cooperation - hold roundtable discussion, develop protocol, share findings. 	2017-20		Some activities have been completed but some delays (see above).
Foster care			
Implementing partner: Forum for Quality Foster Care			
Output 1: Forum for Quality Foster Care and its member-associations will have increased knowledge and skills to: apply for funding and use different fundraising modalities; organise and conduct local promotional activities and effectively communicate with media, and promote and encourage youth/adolescent's engagement			
<ul style="list-style-type: none"> Training and technical assistance to members of Forum (strategic planning workshops with 8 CSOs; 60 foster carers completed training on project proposal development; 28 in proposal writing, 18 in NGO management fundraising) 	2019-20		On-going
Output 2: Forum for Quality Foster Care will have strengthened internal organisational capacities to provide support to the member-associations and to expand the network of foster parents' associations.			
<ul style="list-style-type: none"> Capacity building and technical support for the Forum management (e.g. strengthening the board) 	2019-20		Due to challenges related to changing long-term management issues within Forum, frequent changes of presidents, individual differences in approach and ideas among board members, and the parallel demands of board members who are also foster carers.
<ul style="list-style-type: none"> National and regional meetings of foster parents - support regional meetings on the topic of: Strengthening the relationship and influence of the local community on better quality care for children without proper parental care (<i>approx. 450 participants</i>) 	2019-20		On-going
<ul style="list-style-type: none"> Technical support to new member associations 	2019-20		On-going
Output 3: Effective and efficient Project management			
<ul style="list-style-type: none"> Payment of operational costs 	2019-20		On-going
Also (from the MOU):			

▪ Participate in the Sirius project steering committee and ensure foster carers perspective in this project	2019-20		On-going
▪ Coordinate activities to strengthen the capacities of members, gather information on the needs of foster carers and share with UNICEF, help with activities such as training and the distribution of equipment	2019-20		On-going
▪ Participate in a promotional campaign	2019-20		Completed
Implementing partner: Foundation for Children			
▪ Distribute materials to support foster carers, usually baby equipment - car seats, changing units, cots etc. (<i>reached a total of 190 children</i>)	2019-20		Completed
▪ Establish mechanisms for future continuing of the provision of support for baby equipment	2020		Completed
Implementing partner: Sirius			
Output 1: The social welfare system has at its disposal quality assurance mechanisms, methodology and tools for effective provision of foster care for children, in line with international standards.			
▪ Curriculum development – training for foster parents and potential foster parents	2017-2018		Completed
▪ Development of assessment and monitoring tools	2017-2018		Some delays due to delays in the introduction of the new law on foster care, but this activity is now complete.
▪ Adaptation and finalisation of curricula and assessment and monitoring tools (<i>involved 93 representatives from social welfare centres; 70 foster carers and 5 young people</i>)	2019		Some delays due to delays in previous step – activity has now been completed .
Output 2: Social welfare professionals and foster parents have increased knowledge on application of newly developed quality assurance mechanisms, methodology and tools, gained through their participation in pilot implementation.			
▪ Introduction of the curricula, assessment and monitoring tools to trainers, foster parents and youth in foster care - recruiting trainers, then selecting a group of foster carers to participate in the pilot of the training and children to give feedback, presenting and adapting materials (<i>recruited 24 professionals from centres for social welfare</i>)	2018		Various issues led to delays e.g. social workers struggled to deliver training due to workload; could not identify as many potential foster carers as anticipated. Ended up merging groups to enable coverage.
▪ Piloting and testing of curricula (<i>with 85 existing foster carers and 49 potential foster carers</i>)	2019		Some delays due to delays in previous step – activity now completed
▪ Testing assessment and monitoring tools	2018		Some delays due to delays in the introduction of the new law on foster care. This activity has now been completed.
Output 3: Both potential/existing foster families and professional public have basic information on foster care for children, including on methodologies, tools and quality standards developed through the project.			

<ul style="list-style-type: none"> ▪ Info service on foster care <i>(283 calls from existing foster carers and 297 from potential foster carers)</i> 	2018		Completed
<ul style="list-style-type: none"> ▪ Dissemination of information through the National conference, media announcements and MDFYSP instructions <i>(approx. 110 social welfare professionals and 70 foster carers)</i> 	2019		Completed
Add-on task			
Facilitating gate-keeping, deinstitutionalisation and family based placements for children 0-3 through placement of a professional to monitor reasons for placement in MDFYSP	2019-2020		Delays due to lack of capacity in the ministry to support this process

Annexe 4: Details of each of the programme components

Systematic provision of parenting support

- Completed activities:
- Parenting support programmes for the vulnerable parents of young children, fathers and non-resident fathers have been developed and tested.
 - Two previously developed parenting programmes aimed at the parents of children under five, and the parents of preschool children with disabilities have been promoted.
 - Frontline workers have been trained to support parents and advocate for more tailored service provision.
- Activities yet to be completed:
- The finalisation and publication of the programmes for vulnerable parents and fathers and of standardised training for these models.
 - Education ministerial endorsement/ promotion of the universal parenting programme model.
 - Developing protocols for inter-sectoral cooperation.
- NGO implementing partners:
- Growing up Together (responsible for developing and implementing the parenting programme).
 - Union Societies our Children (involved in promoting the universal parenting programme).
- Budget:
- HRK 2.2 million (USD 348,000) total budget
 - HRK 1.9 million (USD 289,000) spent
- Beneficiaries to date:
- 75 social welfare professionals and 10 education professionals received training in the parenting programme for vulnerable families.
 - 65 social welfare professionals received information on identifying and motivating parents to participate in the parenting programme for vulnerable families.
 - 189 vulnerable parents and 164 preschool children participated in the parenting programme for vulnerable families.
 - 79 fathers (including 21 non-resident fathers), 67 mothers, and 56 children participated in parenting programmes for fathers.
 - 181 municipality and education sector professionals took part in round table discussions on the universal parenting programme.
- Locations:
- The new parenting programme was tested in Zagreb city and 19 of the 20 counties in Croatia.
 - The universal programme for fathers was tested in Zagreb city and two counties, and the programme for non-resident fathers was tested in four counties.
 - The round table discussions on the universal model took place in nine locations across the country.

Services for at-risk families

- Completed activities:
- New tools for case management with at-risk families have been developed through consultations with professionals.
 - Social workers have been trained in case-management and the use of the new tools.
 - Family outreach workers have been trained to work more effectively with families.
 - Family outreach and social workers have received supervision.
- Activities yet to be completed:
- Developing protocols and building the capacity of social welfare, judicial, education and health care professionals in inter-sector cooperation.
- NGO implementing partner:
- Society for Psychological Assistance
- Budget:
- HRK 3.3 million (USD 521,000) total budget
 - HRK 2.3 million (USD 371,000) spent
- Beneficiaries to date:
- All social workers working with children and families in Croatia have been encouraged to use the newly developed case management tools. This has implications for the support provided to all vulnerable families in Croatia.
 - 296 social workers received training or supervision in case management, and 285 received support in the use of the new case management tools.
 - 285 family outreach workers received training or supervision.
- Locations:
- The case management tools are in use across the country.
 - Training in case management through regional seminars has taken place in Zagreb city and five counties.
 - Capacity building for family outreach workers was carried out in Zagreb city and 11 counties.

Quality foster care for children

- Completed activities:
- A new curriculum for the training of foster families and social workers has been developed and piloted.
 - Protocols for assessment, selection, matching and monitoring of foster carers have been produced.
 - Financial and material support has been provided to those fostering children under three.
 - There has been a nationwide promotional campaign on foster care, including a helpline for foster carers.
 - A new law on foster care has been supported.
 - A social work professional has been seconded to the MDFYSP/MLPSFSP to monitor the placement of children under three in institutional care and support improvements to gatekeeping.
 - The capacity of foster carers associations has been built through, for example, training in proposal writing, strategic planning and management.

- Activities yet to be completed:
- Ongoing work to build the capacity of foster carers associations.
- NGO implementing partners:
- Sirius (capacity building, development protocols, support to the campaign and the development of the new law and the secondment of the social work professional).
 - Forum for Quality Foster Care (focused on building the capacity of foster care associations).
 - Foundation Croatia for Children (distributing material support to those fostering children three).
- Budget:
- HRK 2.6 million (USD 417,000) total budget
 - HRK 2.1 million (USD 332,000) spent
- Beneficiaries to date:
- Social workers across Croatia have been encouraged to use the new tools and instruments to support foster care, with potential implications for foster carers and children.
 - The new law on foster has the potential to impact social workers and foster carers across the country.
 - 49 new foster carers and 85 existing foster carers have participated in the piloting of training.
 - 283 existing foster carers and 297 potential foster carers called the helpline.
 - Eight foster carers associations have received support with training provided for over 60 individuals in these associations.
 - 140 families fostering 180 young children were given material support.
- Locations:
- Training has taken place in Zagreb city and 12 counties.
 - Foster carers associations have been supported at the national level and in six counties.

Annexe 5: Evaluation Matrix

The evaluation matrix

Questions	Indicators	Methods and data sources	Stakeholders to be consulted
1. Relevance: The extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.			
1.1 To what extent is the programme aligned with government policy priorities regarding family and community-based services?	1.1.1 The extent to which programme goals reflect national policies including National Strategy for the Rights of the Child; Social Welfare Act, and Plan for the De-institutionalisation of children	In-depth interviews and small group discussions Review of government policies	UNICEF staff Government line ministry staff
1.2 To what extent is the programme aligned to UNICEF priorities at the national, regional and international levels?	1.2.1 The extent to which programme goals reflect UNICEF strategic priorities as reflected in the country programme document and regional and global strategic plans.	In-depth interviews and small group discussions Review of UNICEF strategies and programme documents	UNICEF staff
1.3 How relevant and appropriate is the programme for strengthening family and community-based services and securing the rights of children to protected from violence, abuse and exploitation? To what degree have children and families been consulted in programme design and delivery to help ensure that the programme is relevant to their needs?	1.3.1 The degree to which key stakeholder perceive that the programme will improve access to family-based care and child rights. 1.3.2 The degree to which children and families have been consulted in programme design. 1.3.3 The extent to which children and families perceive that the programme will protect children and improve child rights.	In-depth interviews, small group discussions and focus groups Survey Review of literature on context (such as situation analysis) and records of consultations with children and families	All stakeholder groups
1.4 Are programme interventions/ strategies appropriate for meeting programme goals? Has the programme got the balance right between interventions/ strategies at the national and regional/ local levels?	1.4.1 The extent to which programme interventions/ strategies contribute to the achievement of programme goals.	In-depth interviews, small group discussions and focus groups	All stakeholder groups except parents/ foster carers and children/ youth

Questions	Indicators	Methods and data sources	Stakeholders to be consulted
	1.4.2 The extent to which the programme combines policy change at the national level with piloting and implementation at the regional levels.	Review of programme literature (e.g. theories of change, monitoring reports)	
1.5 Are programme interventions/ strategies appropriate to context? (economic, political, social, capacity conditions - including incoherent social welfare system and changing role of the family/ perceptions of the family)	1.5.1 The extent to which programme interventions have been designed with a specific consideration of the Croatian context	In-depth interviews, small group discussions and focus groups Review of programme literature (e.g. theories of change, monitoring reports, partnership agreements, programme plans) Review of literature on context (such as situation analysis)	All stakeholder groups except parents/ foster carers and children/ youth
1.6 Have efforts been made to adjust the programme to ensure on-going relevance?	1.6.1 The extent to which efforts have been made to reflect on progress and to adjust the programme to ensure on-going relevance.	In-depth interviews and small group discussions Review of programme literature	UNICEF staff and implementation partners
1.7 Gender: Is the programme designed to address the rights, needs, and best interests of both girls and boys?	1.7.1 The degree to which specific consideration has been given to gender in the design of the programme (as reflected in objectives and the programme ToC)	In-depth interviews and small group discussions Review of programme literature	UNICEF staff and implementation partners
1.8 Equity: Is the program aiming to reach the most vulnerable groups and reduce discrimination (including Roma children and children with disabilities)?	1.8.1 The degree to which programme objectives and strategies specify the importance of reaching the most vulnerable groups.	In-depth interviews and small group discussions Review of programme literature	UNICEF staff and implementation partners
2. Coherence: The compatibility of the intervention with other interventions in a country, sector or institution			

Questions	Indicators	Methods and data sources	Stakeholders to be consulted
2.1 To what extent do the different components of the programme interact and reinforce one another to leverage results? (Including promoting relationships and synergies between programme partners)	<p>2.1.1 The extent to which the ToC demonstrates how programme components interact and reinforce one another to leverage change.</p> <p>2.1.2 The extent to which, during the programme, efforts have been made to ensure interaction between different components of the programme to leverage change.</p>	<p>In-depth interviews and small group discussions</p> <p>Review of programme literature</p>	<p>UNICEF staff and implementation partners</p> <p>Government line ministry</p>
2.2 To what extent is the programme aligned to global and regional guidance on care, family strengthening and child rights? (considering in particular UNICEF's own commitment's to international standards)	2.2.1 The degree to which programme goals reflect relevant global and regional guidance, including the UN Guidelines on the Alternative Care of Children and EU policies.	<p>In-depth interviews and small group discussions</p> <p>Review of programme literature</p> <p>Review of global guidance</p>	UNICEF staff
2.3 To what extent does the programme interact with other elements of the UNICEF CO programme to leverage results?	2.3.1 The extent to which the family-based care programme coordinates with other UNICEF programmes to leverage results.	<p>In-depth interviews and small group discussions</p> <p>Review of programme literature</p>	UNICEF staff
2.4 To what extent does the programme seek to promote coherence within government interventions?	2.4.1 The extent to which platforms and mechanisms have been established during the programme to promote coherence in government interventions related to family-based care.	<p>In-depth interviews and small group discussions</p> <p>Review of programme literature</p>	UNICEF staff Government line ministry
2.5 To what extent does the programme coordinate with other actors to add value and avoid duplication of efforts?	2.5.1 The extent to which platforms and mechanisms have been established during the programme to coordinate with other actors.	<p>In-depth interviews and small group discussions</p> <p>Review of programme literature</p>	UNICEF staff Implementation partners Government line ministries NGO/ academic sector experts
3. Effectiveness: The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.			
3.1 Have activities been completed to plan and outputs been achieved (or are they on track to be achieved before the end of the programme)?	3.1.1 The degree to which activities have been completed on time or are on track to be completed on time.	In-depth interviews and small group discussions	UNICEF staff Implementation partners

Questions	Indicators	Methods and data sources	Stakeholders to be consulted
		Review of programme literature	Government line ministries Staff from foster care associations
3.2 Has progress been made towards the achievement of programme outcomes?	3.2.1 See table below from the logframe.	In-depth interviews, small group discussions, focus groups and survey Review of programme literature Review of relevant government data	All stakeholder groups except NGO/academic sector experts
3.4 Have there been any unintended negative or positive results from the programme? Have negative results been appropriately managed?	3.4.1 The extent of negative results from the programme or and the degree to which efforts have been made to respond to negative results to minimise impact.	In-depth interviews, small group discussions and focus groups Review of programme literature	All stakeholder groups except NGO/academic sector experts
3.5 Has risk been appropriately managed within the programme?	3.5.1 The degree to which risk has been identified and efforts made to minimise risk.	In-depth interviews and small group discussions Review of programme literature	UNICEF staff Implementation partners Government line ministries
3.6 Has the programme been adjusted appropriately in response to challenges/ changes to context?	3.6.1 The degree to which efforts have been made to reflect on changes to context and to adjust the programme to ensure on-going effectiveness.	In-depth interviews and small group discussions Review of programme literature	UNICEF staff Implementation partners Government line ministries
3.7 What major factors influenced the achievement of objectives? (Have stakeholders/ beneficiaries been enabled to participate in a manner that contributes to the effectiveness of the programme?)	3.7.1 The extent to which efforts have been made to reflect on and respond to factors that influence the achievement of programme objectives. 3.7.2 The extent to which children and families have been consulted in programme delivery.	In-depth interviews, small group discussions and focus groups Review of programme literature	All stakeholder groups except NGO/academic sector experts

Questions	Indicators	Methods and data sources	Stakeholders to be consulted
3.8 What good practices and lessons learnt can be identified?	N/A	In-depth interviews, small group discussions and focus groups Review of programme literature	All stakeholder groups
3.9 Gender: Has gender been effectively addressed in the delivery of the programme? Have results benefitted girls and boys equally?	3.9.1 The extent to which gender has been considered in the delivery of the programme, including consideration of the varying needs of vulnerable girls and boys, and of male and female caregivers. 3.9.2 The degree to which, where relevant, findings related to output level indicators are disaggregated by gender. 3.9.3 The extent to which programme outputs and outcomes benefit both girls and boys and contribute to a reduction in gender discrimination.	In-depth interviews, small group discussions and focus groups Review of programme literature	All stakeholder groups
3.10 Equity: Have issues of equity been effectively addressed in the delivery of the programme? Have the most vulnerable benefitted from programme results?	3.10.1 The degree to which issues of equity have been considered in the delivery of the programme, including a consideration of the needs of particularly vulnerable groups such as Roma or children with disabilities. 3.10.2 The extent to which, where relevant, findings related to output level indicators are disaggregated to show the effects of the programme on vulnerable groups. 3.10.3 The degree to which results indicate that the most vulnerable have benefitted from the programme.	In-depth interviews, small group discussions and focus groups Review of programme literature	All stakeholder groups
4. Efficiency: The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.			

Questions	Indicators	Methods and data sources	Stakeholders to be consulted
4.1 To what extent have UNICEF and other stakeholders made good use of its human, financial and technical resources in programmes development and implementation?	4.1.1 The degree to which UNICEF focal points consider the allocation of human, financial and technical resources to be appropriate for achieving programme goals.	In-depth interviews and small group discussions Review of programme literature	UNICEF staff Implementation partners Government line ministries
4.2 Were activities carried out as scheduled and to budget? If not, why not? Were delays appropriately managed?	4.2.1 The degree to which there has been a strong rationale for any delays and efforts made to reduce impact of delays.	In-depth interviews and small group discussions Review of programme literature	UNICEF staff Implementation partners Government line ministries
4.3 Were sufficient efforts made to leverage resources? What impact has fundraising had on the programme?	4.3.1 The extent to which a strategy has been put in place to fundraise for the programme which has generated sufficient resources.	In-depth interviews and small group discussions Review of programme literature	UNICEF staff
4.4 Were efforts made to select strategies that delivered results in the most cost-efficient way (as compared to feasible alternatives in the context)?	4.4.1 The extent to which efforts were made to select the most cost-efficient strategies.	In-depth interviews and small group discussions Review of programme literature	UNICEF staff Implementation partners
5. Impact: The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.			
5.1 Has the programme impacted on the system of support for families or on the broader child welfare/ protection system? Including impacts on: <ul style="list-style-type: none"> ▪ Recognition of the need for family support services? ▪ Provision of family support services? ▪ Supportive and nurturing family environment (for biological children/ children in foster families)? ▪ Other higher level impacts? 	See table below	In-depth interviews, small group discussions, focus groups Review of programme literature Review of government data Review of government policies	All stakeholder groups
5.2 What factors have affected impact?	5.2.1 The extent to which efforts have been made to reflect on factors that affect impact and to incorporate this learning into programme strategies.	In-depth interviews, small group discussions and focus groups	All stakeholder groups
5.3 Gender: Have programme impacts benefitted males and females equally?	5.3.1 The degree to which, where relevant, findings related to impact level indicators are disaggregated by gender.	In-depth interviews, small group discussions, focus groups and survey	All stakeholder groups

Questions	Indicators	Methods and data sources	Stakeholders to be consulted
	5.3.2 The extent to which impacts benefit both girls and boys and contribute to a reduction in gender discrimination.	Review of programme literature Review of government data	
5.4 Equity: Have vulnerable children and families been able to gain from programme impacts?	5.4.1 The degree to which, where relevant, findings related impact level indicators are disaggregated to show the effects of the programme on vulnerable groups. The extent to which results indicate that the most vulnerable have benefitted from the programme (3.10.3)	In-depth interviews, small group discussions, focus groups and survey Review of programme literature Review of government data	All stakeholder groups
6. Sustainability: The extent to which the net benefits of the intervention continue, or are likely to continue.			
6.1 To what extent have sustainability considerations (financial, technical and institutional) been integration into programme design and implementation?	6.1.1 The extent to which sustainability has been extensively considered in programme design and implementation.	In-depth interviews and small group discussions Review of programme literature	UNICEF staff Implementation partners Government line ministries
6.2 Is there strong government ownership and commitment (including relating to the ongoing financing of activities instigated by the programme)?	6.2.1 The extent to which government have expressed commitment to finance programme activities and/ or embed these strategies in policy.	In-depth interviews and small group discussions Review of government policies and strategies	Government line ministries Implementation partners UNICEF staff
6.3 Is the programme embedded in institutional structures that will survive beyond the duration of the programme?	6.3.1 The degree to which the programme is embedded in institutional structures (such as NGOs or government departments) that will continue to exist once the programme comes to an end.	In-depth interviews and small group discussions Review of government policies and strategies Review of programme literature	UNICEF staff Implementation partners Government line ministries
6.4 Where piloting or modelling has been selected, what is the potential for scale-up?	6.4.1 The degree to which government or other stakeholders have expressed a commitment to continue or scale-up activities piloted by the programme.	In-depth interviews and small group discussions	UNICEF staff Implementation partners

Questions	Indicators	Methods and data sources	Stakeholders to be consulted
		Review of government policies and strategies Review of programme literature	Government line ministries
6.5 Have local capacities been enhanced? (particularly within social services, government agencies and NGO partners)?	6.5.1 The extent to which training evaluations show enhanced knowledge and/ or changed behaviours as a result of training instigated by the programme.	In-depth interviews, small group discussions, focus groups and survey Review of programme literature (including training evaluations)	UNICEF staff Implementation partners Government line ministries Social welfare frontline workers Education sector professionals
Not included as OECD-DAC criteria – added by CO in the TOR			
7. Participation, gender and equity: To what extent has the programme has been inclusive, ensuring participation from typically marginalised groups including girls?			
7.1 Participation: To what extent has the programme applied principles of participation in developing, implementing and monitoring?	7.1.1 The degree to which stakeholders, including vulnerable children and families, have had the opportunity to participate in programme design, implementation and monitoring.	In-depth interviews, small group discussions and focus groups Review of programme literature	All stakeholder groups
7.2 Gender: To what extent has the programme reflected gender mainstreaming issues? Acted as gender responsive or even transforming at gender programming continuum?	7.2.1 The extent to which the programme is gender responsive (identifies and addressed the different needs of girls, boys, men and women to promote equal outcomes) or gender transformative (explicitly seeks to redress gender inequalities and empower disadvantaged groups).	In-depth interviews, small group discussions, focus groups Review of programme literature	All stakeholder groups
7.3 Equity: To what extent has the programme focused on particularly vulnerable groups of children and their families?	7.2.2 The degree to which the programme has been designed to reach particularly vulnerable groups, and results suggests that these groups have benefited from the programme.	In-depth interviews, small group discussions and focus groups Review of programme literature	All stakeholder groups

Further details of indicators related to effectiveness and impact

Indicators will be used to assess programme effectiveness and impact as per the programme logframe. Indicators and targets for 2021 are included in the table below. As all of the indicators in the programme logframe are quantitative in nature, additional qualitative indicators have been added here.

Effectiveness

	Indicator	Target for 2021
Output1: All relevant stakeholders have evidence and technical advice in driving legislation and budgeting for child protection	Improvements in the regulatory framework related to foster care in regard to: <ul style="list-style-type: none"> ▪ Licensing procedure and the status of foster parents ▪ Standardised education and support to foster families ▪ Standardised monitoring tools and procedures for monitoring the quality of foster care 	Legislative framework improved to: <ul style="list-style-type: none"> ▪ Ensure efficient and credible licensing of foster care providers and adequately regulate their status ▪ Define the principles and procedures for standardized training and support for foster care providers ▪ Define the principles and procedures for standardized monitoring of the quality of care in foster families
Output 3: Social welfare, education and health professionals have enhanced capacities for the provision of inclusive family and community based services for the most vulnerable groups of children, including children affected by crisis situations	The number child care professionals with increased knowledge and skills for working with families at risk, gained through trainings and programmes supported by UNICEF	300 social welfare professionals 300 outreach workers 400 health, education, justice, supervision professionals
	The number of support services and supervision mechanisms in place for foster parents	1 standardised education programme for the initial education developed by the end of 2018 for foster families. At least 2 additional specialised programmes for in-service education of foster parents available by end 2019. Instruments for care quality monitoring in foster care developed and made available.
	The number of foster care providers trained	100 new foster care providers trained and licenced through standardised initial trainings each year starting in 2019.
	The extent to which social welfare, education and health professionals feel that their capacities have been enhanced as a result of programme interventions.	N/A
Output 4: Parent support programmes reach particularly vulnerable families	Number of social welfare professionals with knowledge and skills to conduct new parenting support programme for vulnerable parents	70

	Targeted parents/prime caregiver reached by the programme addressing child-rearing practices	250
	The extent to which vulnerable parents who have participated in the parenting programme feel that their child-rearing practices have been enhanced.	N/A

Impact

	Indicator	Target for 2021
Impact		
Programme outcome: By 2021 the Croatian social welfare system, in effective cooperation with other relevant sectors, provides quality child-focused family and community-based services in support to biological families to prevent child separation, as well as quality foster care to enable family-based placements for children deprived of adequate parental care	Percentage of children and youth deprived of parental care who are in foster care, out of all children in formal care	85%
Or	Children aged 0-17 years living in residential care	Children without adequate parental care: 300 (160M and 140F) Children with disabilities: 300 (170M and 130F)
By 2021 the government implements improved and equitable policy for prevention and response to violence, abuse, exploitation and exclusion of the most vulnerable children		

Changes to the evaluation matrix from the original TOR

New OECD criteria	Original questions	Revised questions	Rationale for changes
Relevance: The extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.	To what extent are programmes aligned with the government policy priorities regarding family and community-based services?	To what extent is the programme aligned with government policy priorities regarding family and community-based services?	<ul style="list-style-type: none"> Need more detailed questions to fully understand all of the components of relevance. CO has requested a stronger focus on the relevance of strategies New OECD criteria articulates different aspects of context to consider in relation to context. New OECD criteria suggest stronger focus on change.
		To what extent is the programme aligned to UNICEF priorities at the national, regional and international levels?	
	How relevant and appropriate are the programmes/projects strategies and interventions related to strengthening family	How relevant and appropriate is the programme for strengthening family and community-based services and securing the rights of children to	

	and community-based services for securing the right of children to be protected from violence, exploitation and abuse?	protected from violence, abuse and exploitation? To what degree have children and families been consulted in programme design and delivery to help ensure that the programme is relevant to their needs?	<ul style="list-style-type: none"> CO requested strong consideration of gender across evaluation. Incorporated specific questions on participation as this highlighted as a priority of the CO team in the original TOR.
		Are programme interventions/ strategies appropriate for meeting programme goals? Has the programme got the balance right between interventions/ strategies at the national and regional/ local levels?	
		Are programme interventions/ strategies appropriate to context? (economic, political, social, capacity conditions -including incoherent social welfare system and changing role of the family/ perceptions of the family)	
		Have efforts been made to adjust the programme to ensure on-going relevance?	
		Gender: Is the programme designed to address the rights, needs, and best interests of both girls and boys?	
		Equity: Is the program aiming to reach the most vulnerable groups and reduce discrimination (including Roma children and children with disabilities)?	
Coherence: The compatibility of the intervention with other interventions in a country, sector or institution.	Not included	To what extent do the different components of the programme interact and reinforce one another to leverage results? (Including promoting relationships and synergies between programme partners)	<ul style="list-style-type: none"> New element added to OECD criteria. Key issue that emerged from consultations with stakeholders during the inception mission (e.g. in relation to coherence with fundraising and communications within the UNICEF programme)
		To what extent is the programme aligned to global and regional guidance on care, family strengthening and child rights? (considering in particular UNICEF's own commitment's to international standards)	
		To what extent does the programme interact with other elements of the UNICEF CO programme to leverage results?	

		To what extent does the programme seek to promote coherence within government interventions?	
		To what extent does the programme coordinate with other actors to add value and avoid duplication of efforts?	
<p>Effectiveness: The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.</p>	How effective is UNICEF's guidance/support and leveraging role in helping to strengthen the social welfare system in relation to the family and community-based services at the national level?	Have activities been completed to plan and outputs been achieved (or are they on track to be achieved before the end of the programme)?	<ul style="list-style-type: none"> ▪ More detailed questions needed to cover all key elements of effectiveness. ▪ Need to more strongly and explicitly align the evaluation questions to the programme outcomes and outputs ▪ Incorporated specific questions on participation, equity and gender as this highlighted as a priority of the CO team in the original TOR. ▪ Needed greater clarity in question on gender.
	To what extent were the programmes objectives achieved?	Has progress been made towards the achievement of programme outcomes?	
	How effective are programmes, in terms of prevention and response?	Have there been any unintended negative or positive results from the programme? Have negative results been appropriately managed?	
		Has risk been appropriately managed within the programme?	
		Has the programme been adjusted appropriately in response to challenges/ changes to context?	
	What were the major factors that influenced achievement of the objectives?	What major factors influenced the achievement of objectives? (Have stakeholders/ beneficiaries been enabled to participate in a manner that contributes to the effectiveness of the programme?)	
		What good practices and lessons learnt can be identified?	
	Is there evidence on programmes effectiveness in terms of gender specifics?	Gender: Has gender been effectively addressed in the delivery of the programme? Have results benefitted males and females equally?	

		Equity: Have issues of equity been effectively addressed in the delivery of the programme? Have the most vulnerable benefitted from programme results?	
Efficiency: The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.	To what extent have UNICEF and other stakeholders made good use of its human, financial and technical resources in programmes development and implementation?	To what extent have UNICEF and other stakeholders made good use of its human, financial and technical resources in programmes development and implementation?	<ul style="list-style-type: none"> ▪ Adjusted to reflect new OECD criteria ▪ Fundraising and its impact on programme activities highlighted as a key concern by CO.
		Were activities carried out as scheduled and to budget? If not, why not? Were delays appropriately managed?	
		Were sufficient efforts made to leverage resources? What impact has fundraising had on the programme?	
	Were key programmes/activities cost-efficient in regard to the achieved outputs?	Were efforts made to select strategies that delivered results in the most cost-efficient way (as compared to feasible alternatives in the context)?	
Impact: The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.	To what extent did programmes contribute to the recognition of the need for providing accessible and quality family support services among decision makers, families and professionals?	Has the programme impacted on the system of support for families or on the broader child welfare/ protection system?	<ul style="list-style-type: none"> ▪ Changing wording to ensure that all higher-level impacts are covered (not just those intended by the programme) ▪ Specific questions on gender/ equity as priorities highlighted by the CO.
	To what extent did programmes contribute to positive changes in provision of the family and community-based services for families at risk?	<p>Including impacts on:</p> <ul style="list-style-type: none"> ▪ Recognition of the need for family support services? ▪ Provision of family support services? ▪ Supportive and nurturing family environment (for biological children/ children in foster families)? ▪ Other higher level impacts? 	
	To what extent did programmes contribute to the provision of supportive and nurturing family environment for children, both in biological and in foster families?		
		What factors have affected impact?	
		Gender: Have programme impacts benefitted males and females equally?	

		Equity: Have vulnerable children/ families been able to gain from programme impacts?	
Sustainability: The extent to which the net benefits of the intervention continue, or are likely to continue.	To what extent have sustainability considerations (technical, financial, institutional) been integrated in programmes design and implementation phases?	To what extent have sustainability considerations (financial, technical and institutional) been integration into programme design and implementation?	<ul style="list-style-type: none"> Identified as a priority by stakeholders – detailed questions added to ensure full examination of all aspects of sustainability.
	What are the key factors that have been positively or negatively influencing long-term sustainability of programmes?	Is there strong government ownership and commitment (including relating to scale-up and the ongoing financing of activities instigated by the programme)?	
	To what extent has UNICEF been able to support its partners in developing capacities and establishing mechanisms to ensure ownership and continuity of services?	Is the programme embedded in institutional structures that will survive beyond the duration of the programme?	
		Where piloting or modelling has been selected, what is the potential for scale-up?	
		Have local capacities been enhanced? (particularly within social services, government agencies and NGO partners)?	
Not included as OECD criteria – added by CO in the TOR Participation, gender and equity: To what extent has the programme has been inclusive, ensuring participation from typically marginalised groups including girls?	To what extent programmes supported by UNICEF and related to the family-based care: a) applied the participation principles in developing, implementation and monitoring?	Participation: To what extent has the programme applied principles of participation in developing, implementing and monitoring?	<ul style="list-style-type: none"> No changes made
	To what extent programmes supported by UNICEF and related to the family-based care: reflected gender mainstreaming issues? d) acted as gender responsive or even transforming at gender programme continuum?	Gender: To what extent has the programme reflected gender mainstreaming issues? Acted as gender responsive or even transforming at gender programming continuum?	
	To what extent programmes supported by UNICEF and related to the family-based care: were focused on particularly vulnerable groups of children and families?	Equity: To what extent has the programme focused on particularly vulnerable groups of children and their families?	

Annexe 6: Data collection instruments

Checklist for interviews and small group discussion with UNICEF child protection staff and implementation partners

Criteria	Questions
Relevance:	<ul style="list-style-type: none"> ▪ What do you feel are the key issues that affect the ability of children to grow-up within family in Croatia? (probe on factors that prevent and enhance children's capacity to receive family based care, and on contextual factors – economic, political, capacity etc. Also on how issues of gender and equity affect the provision of family-based care) ▪ To what degree is UNICEF's programme working to address these issues? (probe on issues the programme is not addressing and why – this will allow an exploration of gaps) ▪ How were decisions made on what the programme would focus on? (probe on evaluations, evidence or consultations, including with children, who made decisions and degree to which government had a say) ▪ The programme involves a range of different strategies – advocacy for policy change, developing tools; training etc. How were decisions made on which strategies to use? Do you feel the right choices have been made? ▪ Much of the work in the programme is at the national level, with some activities taking place at the regional level. How was this decision made? What do you feel about the balance between regional and national level activities? (probe on where decisions are made/ power lies within Croatia, and on degree of coordination at the regional level) ▪ What have been the key policy developments in relation to family-based care in Croatia? What efforts have UNICEF made to align the programme to these developments? (explore how proactive and reactive UNICEF is in relation to policy change) ▪ How was gender considered in the design of the programme? ▪ How was equity considered in the design of the programme? (probe on Roma and children with disabilities) ▪ What impact is current Covid-19 crisis having on children's ability to grow-up within family in Croatia? Thinking ahead, what support does UNICEF need to provide in response to these challenges?
Coherence:	<ul style="list-style-type: none"> ▪ There are three streams to the programme – to what degree are these separate and interlinked? What (if any) efforts are made to connect the different streams? ▪ What (if any) efforts are made to create linkages between programme partners? ▪ Aside from MDFYSP does UNICEF work with other government line ministries in the programme? Why? Why not? ▪ Do different line ministries collaborate with one another on issues of care/ social welfare? Does UNICEF promote this collaboration? Why? Why not? ▪ Aside from government and the implementation partners, who else works on issues of family based care/ alternative care in Croatia? What relationship (if any) does UNICEF have with these actors?
Effectiveness:	<ul style="list-style-type: none"> ▪ What are the key achievements of the programme to date? (probe on what you are most proud of or feel should be particularly highlighted) ▪ Share table on progress against planned activities and delays and check that this is correct. What are the reasons for delays?

	<ul style="list-style-type: none"> ▪ Explore progress against each output and outcome in the programme log-frame (and gather information against indicators) ▪ Have there been any unintended results from the programme (probe on negative and positive results)? ▪ How has gender been considered in the way that the programme has been delivered? ▪ Has the programme benefitted girls and boys equally? What about vulnerable groups (probe on disability and Roma)? Why? Why not? ▪ What factors have helped the programme to achieve its goals? ▪ What factors have prevented the programme from achieving its goals? ▪ To what degree have programme beneficiaries (families and children) been able to participate in the delivery of the programme? What difference has this made to the programme? ▪ What have been the key risks that the programme has faced? How have these been responded to/ mitigated? (probe here on the impact of the current Covid-19 crisis on any outstanding activities, and how the programme needs to adjust in response to this crisis) ▪ What changes have been made during the programme? Why? ▪ What are the key lessons that have been learnt during the programme? (probe: if you were to give advice to others running a similar programme, what would you say?)
Efficiency:	<ul style="list-style-type: none"> ▪ What has been done in the programme to promote greater efficiency? ▪ What efforts have been made to make sure that the strategies chosen are the most cost effective? ▪ Do you feel there are enough resources to run the programme successfully? (probe on financial, staff, capacities) ▪ Have the need to generate evidence or stories of success had an impact on the programme? How?
Impact:	<ul style="list-style-type: none"> ▪ Has the programme impacted on system of support for families? What about on the broader child welfare system? Probe on: <ul style="list-style-type: none"> ○ Recognition of the need for family support services? ○ Provision of family support services? ○ Supportive and nurturing family environment (for biological children/ children in foster families)? ○ Other higher level impacts? ▪ What factors have affected impact? ▪ Have programme impacts benefitted girls and boys equally? ▪ Have vulnerable children been able to gain from programme impacts?
Sustainability:	<ul style="list-style-type: none"> ▪ What efforts have been made to make sure that the programme is sustainable? How successful do you think that these efforts have been? Is there more that should be done to make the programme sustainable? (probe here on the impact of Covid-19 on the sustainability of the programme and any additional actions that need to be taken to ensure that the programme is sustainable in the light of the Covid-19 crisis) ▪ Is there government commitment and ownership of the programme? (probe on proof of this)? ▪ Will NGO partners continue to implement activities instigated by the programme once it comes to an end? (probe on each aspect of the programme in turn) ▪ Will the changes made in processes (such as case management with vulnerable families, assessment of foster carers etc.) continue to be used once the programme comes to an end?

	<ul style="list-style-type: none"> Will the training programme developed through the programme (e.g. with foster carers and social workers on case management) be replicated/ used more widely? What efforts will be made to ensuring learning is not lost? (probe on follow-up training or supervision and any issues related to staff turn-over) Where has piloting or modelling been used? How have you ensure that this will be scaled up or replicated?
Participation, equity and gender	<ul style="list-style-type: none"> Summarise key findings on these three issues from the discussion so far – ask if they have anything else to add.

Checklists for interviews and small group discussions with government line ministries

Criteria	Questions
Relevance:	<ul style="list-style-type: none"> What do you feel are the key issues that affect the ability of children to grow-up within a family in Croatia? (probe on factors that prevent and enhance children’s capacity to receive family based care, and on contextual factors – economic, political, capacity etc. Also on how issues of gender and equity affect the provision of family-based care) To what degree is the programme working to address these issues? (probe on issues the programme is not addressing and why) How were decisions made on what the programme would focus on? (probe on evaluations, evidence or consultations, including with children, who made decisions and degree to which government had a say) The programme involves a range of different strategies – advocacy for policy change; developing tools; training etc. How were decisions made on which strategies to use? Do you feel the right choices have been made? Much of the work in the programme is at the national level, with some activities taking place at the regional level. How was this decision made? What do you feel about the balance between regional and national level activities? (probe on where decisions are made/ power lies within Croatia, and on degree of coordination at the regional level) What have been the key policy developments in relation to family-based care in Croatia? What efforts have UNICEF made to align the programme to these developments? (explore how proactive and reactive UNICEF is in relation to policy change) How was gender considered in the design of the programme? How was equity considered in the design of the programme? (probe on Roma and children with disabilities) What impact is current Covid-19 crisis having on children’s ability to grow-up within a family in Croatia? Thinking ahead, what support does UNICEF need to provide in response to these challenges?
Coherence:	<ul style="list-style-type: none"> Does the family-based care programme include any activities which encourage greater cross-sector work within government? How successful have these activities been? What have been the factors that affected achievements? (probe on the efforts to get inter-sector protocols with the ministry of education in relation to parenting programme – why did this not succeed? Also on delays in relation to inter-sector cooperation on case management) Aside from this work, is the work of other government departments relevant to the goals of the programme? What more could be done to ensure collaboration with these departments? How could UNICEF assist in this?

	<ul style="list-style-type: none"> ▪ Aside from government and the implementation partners, who else works on issues family based care/ alternative care in Croatia? What relationship (if any) does UNICEF have with these actors?
Effectiveness:	<ul style="list-style-type: none"> ▪ What are the key achievements of the programme to date? (probe on what you are most proud of or feel should be particularly highlighted) ▪ Where have there been delays in the programme? What are the reasons for this? ▪ Have there been any unintended results from the programme (probe on negative and positive results)? ▪ What factors have helped the programme to achieve its goals? ▪ What factors have prevented the programme from achieving its goals? ▪ How has gender been considered in the way that the programme has been delivered? ▪ Has the programme benefitted girls and boys equally? What about vulnerable groups (probe on disability and Roma)? Why? Why not? ▪ To what degree have programme beneficiaries (families and children) been able to participate in the delivery of the programme? What difference has this made to the programme? ▪ What have been the key risks that the programme has faced? How have these been responded to/ mitigated? (probe here on the impact of the current Covid-19 crisis on any outstanding activities, and how the programme needs to adjust in response to the crisis) ▪ What changes have been made during the programme? Why? ▪ What are the key lessons that have been learnt during the programme? (probe: if you were to give advice to others running a similar programme, what would you say?)
Efficiency:	<ul style="list-style-type: none"> ▪ Do you feel there are enough resources to run the programme successfully? (probe on financial, staff, capacities) ▪ Do you feel the programme is being run in a cost-efficient way?
Impact:	<ul style="list-style-type: none"> ▪ Has the programme impacted on system of support for families? What about on the broader child welfare system? Probe on: <ul style="list-style-type: none"> ○ Recognition of the need for family support services? ○ Provision of family support services? ○ Supportive and nurturing family environment (for biological children/ children in foster families)? ○ Other higher level impacts? ○ What factors have affected impact? ▪ Have programme impacts benefitted girls and boys equally? ▪ Have vulnerable children been able to gain from programme impacts?
Sustainability:	<ul style="list-style-type: none"> ▪ To what degree are government committed to the reforms promoted by the programme (probe on commitment to rolling out parenting programming/ on-going support to the programme once the programme closes; commitment to changes in the case management and the degree to which this has been integrated into government guidance; commitment to changes to the assessment and training of foster carers; the impact of Covid-19 on the likely sustainability of the programme and any additional actions that need to be taken to ensure that the programme is sustainable in the light of the Covid-19 crisis)

Small group discussions for parents who received parenting training

Relevance:	<ul style="list-style-type: none"> ▪ What does it mean to care for a child well? How can we tell if a child is well cared for? ▪ What does a parent need to look after a child well? ▪ What is most important?
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	<ul style="list-style-type: none"> ▪ What challenges do you as parents face in caring for your children? ▪ What are the biggest challenges? Why?
Effectiveness and sustainability:	<ul style="list-style-type: none"> ▪ Ask the participants to reflect back on the training they received through the programme. What did you like about this training? ▪ What did you learn from it? ▪ What did you think about how the training was run? (probe on the facilitation, the venue, how long the training took etc.) ▪ Was there anything you didn't like about this training? ▪ Were there any ways this could be improved? ▪ Ask them to think back to right after the training, did anything change in terms of how you parent or care for your child as a result of the training? What? If changes have happened - ask them to think of stories or incidents at home that help to illustrate this. ▪ What about now? Have these changes continued? Why? Why not? ▪ Have you stayed in touch with other parents who took part in the programme? What about with those that facilitated the programme? ▪ Reflect back on the earlier discussion Ask: Which of the factors needed to be a good parent did the training help you to address? ▪ Which factors did it not cover? ▪ What other forms of support do you need?

Small group discussion for parents who have received social service support

Relevance:	<ul style="list-style-type: none"> ▪ What does it mean to care for a child well? How can we tell if a child is well cared for? ▪ What does a parent need to look after a child well? ▪ What is most important? ▪ What challenges do you as parents face in caring for your children? ▪ What are the biggest challenges? ▪ Who supports parents to care for children and overcome these challenges? For each explore how this person or agency supports them. ▪ Who provides the most important support?
Effectiveness:	<ul style="list-style-type: none"> ▪ What role (if any) do social workers play in helping you to care for your child well? What about family outreach workers? ▪ What is your relationship like with social workers? What about with family outreach workers? ▪ How do they treat you/ behave with you? How well do they support you? (ask separately for social workers and family outreach workers) ▪ Have you been assessed by social workers or family outreach workers? What was the process like for you? What did you think about the questions that you were asked? What about how you were treated during this assessment? ▪ How long have you been connected with social workers? How about family outreach worker? ▪ Has the type of support you receive from them, or how they behave with you changed over time? How? ▪ Would you like to see changes in how social workers behave with you? What about family outreach workers?

	<ul style="list-style-type: none"> ▪ Are there types of support that you would like them to provide that they do not currently provide?
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Remote focus group with foster carers

<p>Relevance:</p>	<ul style="list-style-type: none"> ▪ What does it mean to care for a child in foster care well? How can we tell if a child is well cared for? ▪ What does a foster carer need to look after a child well? ▪ What is most important? ▪ What challenges do you as foster carers face in caring for children? ▪ What are the biggest challenges? <p><i>(Could split into small groups for the challenges discussion and do a very simple ranking exercise e.g. one person is the recorder and writes down each challenge on a separate piece of paper and then organises them from most to least important according to the direction of the group)</i></p>
<p>Types of support received (explores effectiveness, sustainability and impact):</p>	<p>Discuss assessment and recruitment with all foster carers. For the other areas, ask the foster carers to identify the types of support they have received that have been provided/enhanced through the programme and select the questions listed below accordingly.</p> <p><u>Recruitment and assessment</u></p> <ul style="list-style-type: none"> ▪ What do you think about the recent recruitment campaign for foster carers? Do you feel it was successful? Why? Why not? ▪ Does anyone in the group have experience of being assessed as a new foster carer in the last 2-3 years? What do you think about this assessment process? <p><u>Foster carers associations</u></p> <ul style="list-style-type: none"> ▪ Are you part of a foster carers association? ▪ Does this association help or support you? How? ▪ Could the support provided by these associations be improved? ▪ What kinds of support do you think these associations need to provide better support for foster carers? <p><u>Training</u></p> <ul style="list-style-type: none"> ▪ Ask the participants to reflect back on the training they received through the programme. What did you like about this training? ▪ What did you learn from it? ▪ What did you think about how the training was run? (probe on the facilitation, the venue, how long the training took etc.) ▪ Was there anything you didn't like about this training? ▪ Were there any ways this could be improved? ▪ Do you think that this training is necessary for all foster carers? ▪ Ask them to think back to right after the training, did anything change in terms of how you care for children as a result of the training? What? If changes have happened - ask them to think of stories or incidents at home that help to illustrate this. ▪ What about now? Have these changes continued? Why? Why not?

	<ul style="list-style-type: none"> ▪ Reflect back on the earlier discussion Ask: Which of the challenges/ factors needed to be a good foster carer did the training help you to address? ▪ Which factors did it not cover? ▪ What other forms of support do you need? <p><i>(Could split into two groups and get them to brainstorm on the good sides of the training and ways it could be improved just for 5-10 minutes and then bring them back to plenary to share and discuss the rest of the questions)</i></p> <p><u>Baby equipment</u></p> <ul style="list-style-type: none"> ▪ What equipment did you receive? ▪ How useful was this equipment? ▪ How did you get this equipment? What did you think about the process for applying/ being selected to get this equipment? ▪ Is the baby that this equipment was for still with you? ▪ Do you have other babies in your care? ▪ Do you still have the equipment? <p><u>Engagement in developing the assessment tool/ curriculum for training foster carers</u></p> <ul style="list-style-type: none"> ▪ How were you involved in developing these tools/ training materials? What happened during the discussions you took part in? ▪ What did you think about how the discussion was organised? (probe on whether it was enjoyable; if they learnt anything; if they felt listened to) ▪ What were some of the key points you raised during the discussion? ▪ How many children/ young people took part? Did everyone participate? ▪ After the discussion, did you hear again from the NGO? Do you know what happened with your contributions?
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Online survey

1. Which county do you work in (tick one box)?

- Bjelovar-Bilogora
- Brod-Posavina
- Dubrovnik-Neretva
- Grad Zagreb
- Istra
- Karlovac
- Koprivnica-Križevci
- Krapina-Zagorje
- Lika-Senj
- Međimurje
- Osijek-Baranja
- Požega-Slavonija
- Primorje-Gorski kotar
- Šibenik-Knin
- Sisak-Moslavina
- Split-Dalmacija
- Varaždin

- Virovitica-Podravina
- Vukovar-Srijem
- Zadar
- Zagreb (**county**)
- Zagreb City

2. What is your profession

- Social workers
- Social pedagogue
- Psychologists
- Legal experts
- Other

3. How many years have you worked in this area? (tick one box)

- 0-5 years
- 6-10 years
- 11-15 years
- 16+ years

4. What do you think is important for ensuring that children can grow up safe and protected in their own families?

	Not important	A bit important	Somewhat important	Very important	The most important
Support with parenting					
Support with drug or alcohol addiction					
Financial or material support					
Counselling or other support with mental health					
Support from professional from a centre for social work					
Support from a family outreach worker					
Better policies or legislation to outline supports for vulnerable families					
The implementation of existing policies or					

legislation on support for vulnerable families					
--	--	--	--	--	--

5. Are there any other issues not included in question 4 above that are important for ensuring that children can grow up safe and protected in their own families? Please list

6. What do you need to do your job well and provide support to families so that they can care for children well?

	Not important	A bit important	Somewhat important	Very important	The most important
Better or more regular training					
Better or more regular supervision					
Better case management tools (e.g. tool for assessing child safety in the family and risk in the family)					
A smaller case load					
More time with families, less time in the office					
Better pay					
More even coverage of services across the country					
Greater cooperation/coordination between social workers and family outreach workers					
Greater cooperation between sectors (e.g. between social services and health workers or teachers)					

7. Are there any other issues not included in question 6 above that are important for you to do your job well? Please list.

8. Are you aware of UNICEF's 'For a stronger family' programme? (tick one box)

- Yes (Go to question 9)
- No (Go to question 10)

9. What do you think of UNICEF's 'For a stronger family' programme? (tick one box)

UNICEF is making the situation worse through this programme

UNICEF makes no contribution through this programme

UNICEF makes a minor contribution through this programme

UNICEF makes an important contribution through this programme

UNICEF makes a major contribution through this programme

Don't know

10. UNICEF have helped to develop case management tools through their partner agency (Society for Psychological Assistance). What do you think of these tools? (tick one box)

	I am not using this tool	I am using this tool and it is making it harder for me to support families	I am using this tool and it is having no impact on my ability to support families	I am using this tool and it has slightly improved my ability to support families	I am using this tool and it has greatly improved my ability to support families	Don't know
List of general risks to the child's well-being						
Development risk assessment list						
Child safety assessment list						
Questionnaire of parental behaviors in situations of separated parenting						
List for assessing the threat to the child's psychosocial well-being in situations of conflicting separated parenting						
A scale for assessing current relationships among family members						
Family Impact Questionnaire						
Parental stress scale						
A questionnaire of everyday worries						

11. Have you received training in case management over the last 3 years through the Centre for Psychological assistance as part of the 'for a stronger family initiative'? (tick one box)

- Yes (go to question 12)
- No (go to question 13)

12. What do you think of this training?

The training was not helpful

The training was somewhat helpful

The training was very helpful

13. Are there any ways that this training could be improved?

14. Have you received supervision organised by the Centre for Psychological Assistance as part of the 'for a stronger family initiative'?

- Yes (go to question 15)
- No (got to end)

15. What did you think of this supervision?

- The supervision was not helpful
- The supervision was somewhat helpful
- The supervision was very helpful
- Don't know

16. Are there any ways that this supervision could be improved?

Annexe 7: List of documents reviewed

- Committee on the Rights of the Child (2018) *List of issues prior to the submission of the combined fifth and sixth periodic reports of Croatia* Geneva: Committee on the Rights of the Child
- Council of Europe (2016) *Council of Europe Strategy for the Rights of the Child 2016-2021* Brussels: Council of Europe
- European Parliament (2019) *The employment and social situation in Croatia* Brussels: EU
- EveryChild (2011) *Scaling down. Reducing, reshaping and improving residential care around the world* London: EveryChild
- Government of Croatia (2018) *The law on foster care* Croatia: The Government of Croatia
- Government of Croatia (2013) *Social Welfare Act* Croatia: The Government of Croatia
- Government of Croatia (2014) *The National Strategy for Combatting Poverty and Social Exclusion (2014-2020)* Croatia: Government of Croatia.
- Government of the Republic of Croatia (undated) *Croatia - voluntary national review of the UN 2030 agenda for sustainable development implementation* Croatia: Government of Croatia
- Martinovic, S (2019) *Seminar on "children without adequate parental care moving towards life in the community" Thematic discussion paper - Croatia* Brussels: European Commission
- Ministry of Demography, Family, Youth and Social Policy (2018) *Plan for de-institutionalisation, transformation, prevention of institutionalisation* Zagreb: Government of Croatia
- Oven, N (2019) *Evaluation of the first education for programme managers* Croatia: Growing up Together
- Oven, N, Modić Stanke, K and Bušljeta, K (2019) *Conclusions of the impact analysis of other pilot implementations of support programmes for parents and children* Croatia: Growing up Together
- Pečnik, N, Špaček, M and Bušljeta, K (2020) *Evaluation of the outcomes of the first and second pilot implementation of the "we grow together" program* Croatia: Growing up Together
- Sirius (2016) *Formative evaluation of Government of Croatia and UNICEF's parenting support programmes 'growing up together' and 'growing up together PLUS'* Croatia: Sirius
- Stubbs, P and Zrinščak, S (2017) *ESPN European Semester Report [Croatia] 2016– 2017 , Oct. 2017*, Brussels: European Commission, Directorate-General for Employment, Social Affairs and Inclusion
- Stubbs, P, Ledic, M, Rubil, I and Zrinscal, S (2017) *Child Poverty and household coping strategies in Croatia* Croatia: The institute of Economics, Zagreb and Adris Foundation
- The Government of the Republic of Croatia and UNICEF *Mid-Term Review 2014. Findings and recommendations* Croatia: UNICEF
- UNICEF (2015a) *Situation analysis* Croatia: UNICEF
- UNICEF (2015b) *Poverty and welfare of preschool aged children in the Republic of Croatia* Zagreb: UNICEF
- UNICEF (2016a) *Country programme document UNICEF Croatia* Croatia: UNICEF
- UNICEF (2017a) *Theory of Change – Family-based care* Croatia: UNICEF
- UNICEF (2017b) *For a stronger family* Croatia: UNICEF

- UNICEF (2017c) *Programme document: Systematic Provision of Parenting Support (including Appendix 1: Detailed description of activities)* Croatia: UNICEF
- UNICEF (2017d) *Workplan on Child Protection* Croatia: UNICEF
- UNICEF (2017e) *Programme document - Fostering the youngest - support to foster families for children 0-3 years of age. Agreement with the Foundation Children for Croatia (ZHSD)* Croatia: UNICEF
- UNICEF (2017f) *Programme document. Quality improvements in foster care for children - developing and improving processes and professional mechanisms for quality provision of foster care in Croatia. Agreement with Sirius Croatia*: UNICEF
- UNICEF (2017g) *Request for Services Under Corporate Contract - Centar za civilne inicijative (Forum for Quality Foster Care)* Croatia: UNICEF
- UNICEF (2017h) *MOU between UNICEF and Ministry of Demographics, Family, Youth and Social Policy, Republic of Croatia, in cooperation with Croatian Association of Social Workers* Croatia: UNICEF
- UNICEF (2017i) *Programme document: Services for families at risk: Assessment and mitigation risk for wellbeing of children* Croatia: UNICEF
- UNICEF (2018a) *Amended Programme document: Systematic Provision of Parenting Support (including Appendix 1: Detailed description of activities)* Croatia: UNICEF
- UNICEF (2018b) *MOU Between UNICEF and Forum for Quality Foster Care for Children (Forum)* Croatia: UNICEF
- UNICEF (2018c) *Amended - Programme document. Quality improvements in foster care for children - developing and improving processes and professional mechanisms for quality provision of foster care in Croatia. Agreement with Sirius Croatia*: UNICEF
- UNICEF (2018d) *Workplan Child protection 2018-19* Croatia: UNICEF
- UNICEF (2018e) *Country office annual report* Croatia: UNICEF
- UNICEF (2018f) *Strategy note. Croatia child protection programme component 2017-2021* Croatia: UNICEF
- UNICEF (2018g) *UNICEF Croatia. Confidential report to the UN committee on the rights of the child. Submission for the list of issues prior to reporting (LOIPR) Final Draft March 8 2018* Croatia: UNICEF
- UNICEF (2019a) *Country Office Annual Report 2019* Croatia: UNICEF
- UNICEF (2019b) *Croatia Data profile trends - key data relevant for the Croatia CP 2017-2021 and beyond* Croatia: UNICEF
- UNICEF (2019c) *Croatia data profile* Croatia: UNICEF
- UNICEF (2019d) *UNICEF guidance on gender integration in evaluation* New York: UNICEF
- UNICEF (2020a) *Progress reports Society for Psychological assistance* Croatia: UNICEF
- UNICEF (2020b) *Progress reports Growing Up Together* Croatia: UNICEF
- UNICEF (2020c) *Progress reports Sirius Croatia*: UNICEF
- United Nations (1989) *The United Nations Convention on the rights of the child (preamble)* New York: UN
- United Nations General Assembly (2010) *Guidelines for the alternative care of children, GA Res 142, UNGAOR, 64th Session, Supplement No.49, Vol. I (A/64/49 (2010) 376* New York: UN.

Annexe 8: Further details of ethics and gender in the evaluation

The ethical protocol

Aspect	Actions to be taken
Informed consent	<p>Informed consent will be sought from all participants.</p> <p>Simple information sheets have been developed to describe the purpose of the evaluation to participants. In face to face interviews/ discussion participants will be asked to sign translated consent forms. In remote discussions/ interviews, the consent form will be shared in advance and participants will be asked to provide their verbal consent. The scripts are tailored to specific participant groups and highlights that participants have a choice about whether or not they participate, and can chose to leave at any time, without consequence. Participants will be given a copy of the script at point of recruitment and this will include details of a UNICEF staff member who can be contacted if they have further questions about the process. Copies of the script and consent form will also be available at the point of data collection.</p> <p>Participants will be recruited by UNICEF staff, implementation partners or family outreach workers. At the point of recruitment, the scripts will be used to explain the purpose of the evaluation and to seek verbal consent. At the start of each interview or focus group, the scripts will be repeated by the evaluation team and participants will be asked to give their written consent to participate using the consent forms. Those recruiting participants will be briefed on the importance of gaining informed consent, and of respecting the wishes of participants who do not want to take part in the evaluation.</p> <p>It is recognised that some groups participating in the evaluation, including those from vulnerable homes, are often disempowered and that particular efforts will have to be made with these groups to ensure that they know that they have a choice about whether or not to participate.</p>
Confidentiality, anonymity and data protection	<p>Efforts will be made to ensure that all data is confidential. Data will be secured on a remote password protected server that only the evaluation team can access. It will be destroyed one month after the final report has been approved.</p> <p>Participant names will be recorded on signed consent forms. These will be stored securely separately from data and linked using a system of coding. Names will not be used in the final report and any identifying features will be changed in descriptions of participants. This will ensure the anonymity of findings. When verbal consent is</p>

	<p>provided this will be recorded in interview transcripts and participant names will not be recorded.</p> <p>When interviews/ discussions take place remotely, participants will be asked to find a private place to speak with research team, and to let the team know where this is not possible so that alternative arrangements can be made.</p>
Researcher code of conduct, capacities and training	<p>All of the evaluation team have been trained in ethical research and evaluation, and team members have also received training in child safeguarding. The evaluation team includes a national team member who bring awareness of contextual issues, including gender dynamics, that may impact on ethics.</p> <p>All members of the evaluation team will sign a code of conduct prior to data collection. The code of conduct includes the stipulation that the team must not coerce or pressurise participants into taking part. The code of conduct also includes reference to the teams' obligation to act independently and impartially, and with credibility and accountability.</p>
Degree of risk and how risk will be addressed	<p>It is likely that most evaluation participants will only face minimal risk from taking part in the evaluation. It is possible that UNICEF employees, line ministry employees, implementation partner employees and frontline workers could face employment risk if they reveal serious concerns about the activities or their superiors or organisation during the evaluation. However, this risk is addressed through ensuring the anonymity of findings. Vulnerable parents may face emotional risk if they relive traumatic events through the evaluation. This risk will be minimised by:</p> <ul style="list-style-type: none"> ▪ Ensuring that proper consent procedures are in place so that participants are aware that they do not have to take part in discussions and can stop at any time. ▪ Using small group discussions to generalise discussions and avoid a focus on personal experiences. ▪ Pausing or stopping the discussion or changing the subject if participants appear to be becoming upset. ▪ Ensuring that referral mechanisms are in place to provide follow-up support to participants where necessary (see below).
Compensation	No compensation will be offered to participants.
Feedback/ future contact	<p>The consent form/ script will include the contact details of a UNICEF staff member who can be contacted for feedback/ to raise any concerns about the evaluation/ ask further questions about the evaluation process. It will be made clear to participants that this staff member can be contacted if they wish the find out about the results of the evaluation.</p> <p>The evaluation findings will be fed back to participants via the implementation partners. To facilitate this process a user friendly summary of findings will be produced.</p>
Referral and follow-up support	Participants will be referred to relevant partner agencies if they reveal situations of on-going abuse/ harm during the evaluation,

	including harm to children. The need for and availability of such referral will be made clear to participants during the consent process.
Particular considerations to protect the team and participants from COVID-19 infection	<p>During face to face interviews maximum efforts will be made to protect both the team and participants from COVID-19 infection:</p> <ul style="list-style-type: none"> ▪ When consent is sought, the risk of infection and mitigating measures will be highlighted to ensure that participants can make informed choices about their participation. ▪ Where possible, all meetings will take place outside (in a location where confidentiality can also be maintained). ▪ In line with government guidance, participants will maintain 1m distance outside and 2m distance inside. ▪ Participants and the evaluator will wear a visor and/ or mask at all times. A visor and/ or mask will be provided to the participant. Hand sanitiser will also be provided. ▪ There will be no physical contact, such as hand shaking. ▪ The symptoms of COVID-19 will be explained to participants and they will be asked not to attend the interview if they or anyone else in their household has symptoms over the last 2 weeks. The evaluator will also not attend the interview if they, or anyone else in their household has had symptoms. ▪ Interviews will take place close to the home of the participants so that they do not have to travel on public transport. If travel is needed, a taxi will be provided. Interviews will also take place close to the homes of the evaluator so that overnight stays and frequent meals in restaurants are not necessary. ▪ As the situation is changing rapidly, government guidance and decisions about carrying out face to face interviews will be reviewed regularly. If rates of COVID-19 increase and the risk is felt to be too great, the interviews will immediately cease. Protocols will be adjusted to ensure they are in line with any changes to government guidance. ▪ Both participants and the evaluator will be frequently reminded that if their situation changes (e.g. if they start to care for someone who is particularly vulnerable to COVID-19) they can withdraw from the interview process without consequence. The primary importance of their health and wellbeing will be highlighted at all times.

How gender was addressed in the evaluation

Aspect of the evaluation	How gender has been addressed
Analysis of the context of the evaluation	Gender is considered in the analysis of the context of the evaluation, for example in relation to the politicisation of the family.
Purpose and objectives of the evaluation	Objective 2 of the evaluation is to: <i>Assess if equity and gender lenses are adequately applied in the development of programmes and their implementation</i>

Evaluation questions	Gender is highlighted in several of the evaluation questions (see Annexe 4). The questions included in the original TOR were adjusted to ensure a stronger focus on gender.
Sample	The sample has been chosen with a consideration of gender equity, particularly in relation to choosing both male and female parents, foster carers and care leavers.
Data collection	The interview and focus group protocols cover specific questions on gender (see Annexe 5). Single-sex group discussions were used with parents to maximise the participation of both men and women and help enable a deeper understanding of differences by gender.
Ethics	Gender was considered in the development of the ethical protocol, for example, in relation to gaining informed consent and around the assessment of risk.
Analysis	Data were disaggregated by gender where possible, and issues related to gender were explored during data analysis.

Annexe 9: Record of ethical approval

UNICEF CO Montenegro, Ethics Review Panel, Evaluation Form - Research Proposal: Social Protection System Assessment in Montenegro						
Criteria	1 (SM)	2 (OK)	3 (LB)	Comments	Status (feedback from researchers)	
Harms and Benefits						
Are there any substantial physical risks (e.g., exercise leading to muscle damage) that could be anticipated for the participants from participation in this research?	no	No	No			
Are there any substantial social risks (e.g., loss of privacy, loss of status, loss of reputation) that could be anticipated for the participants from participation in this research?	no	No	No			
Are there any substantial psychological or emotional risks (e.g., loss of self-confidence, psychological trauma, etc.) that could be anticipated for the participants from participation in this research?	Yes/no	Yes	Yes, moderate	SM: Issue of foster care is a sensitive issue and it could lead to some psychological and emotional risks, especially in the case of children included in research. But, this issue is well anticipated in inception paper, researchers are aware of these possible risks and they developed special child-friendly mechanisms to avoid or minimize these risks. OK: However, project team has envisaged this danger and outlined mitigating strategies to minimize the risks.		
Are there any risks anticipated to the participants, other than specified above? (e.g potential violent recriminations)	no	No	No			
Are there benefits of the research to the participants, the research community, other stakeholder(s) and society at large that would justify current research?	yes	Yes	Yes	SM: Definitely yes.		


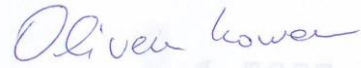
Will the benefits outweigh the risks?	yes	Yes	Yes		
Research Design					
Is the study designed using accepted research principles, methods and practices?	yes	Yes	Yes	SM: Evaluation study is designed using accepted research principles, has very good ballance between qualitative and quantitative methods and suveys, protocols for interviews and focus groups are well elaborated.	
Do the sample size and statistical techniques have adequate power to produce reliable and valid results using the smallest number of research participants?	yes	Yes	Yes	SM: Sample size is really representative and the number of 437 people included in reserach should provide highly reliable results/data. Sample is very detailed elaborated in Annex 8. OK: The qualitative part of the evaluation is very extensive and includes most relevant groups and clearly explains the reason for not including some very vulnerable groups. Quantitative part of the evaluation is less reliable because of the lack of sampling frame and using convenience sample. However, given the type of the information that quantitative survey is to collect and the fact that it can be treated as consultative, not representative, it will be sufficient.	
Are the inclusion and/or exclusion criteria for the selection of participants appropriate (i.e does not stigmatize or favor any group) and based purely on the research goal of the activity?	yes	Yes	Yes	SM: Inclusion and exclusion criteria are defined and from my point of view they are reasonable and well elaborated (esspecially in the case of children) OK: The project team have reached concious decision to exclude most vulnerable groups which is a proper choice in this situation.	

Are there any planned provisions for monitoring and addressing adverse issues when identified throughout data collection (e.g. drug abuse, illness or disease, domestic violence etc.)?	yes/no	Yes	Yes	SM: In the Annex 9 - Consent form (p. 82) it is mentioned "You should know though that if you tell us about a situation where a child is being harmed at the moment, we have a duty to report this so that action can be taken". Of course, it is OK... but if researchers would like to encourage interviewed to be honest and open and not avoid to provide this kind of information, than, it seems to me that researchers should offer some extra confidentiality and anonymity.	Feedback to SM: We have included further reassurances regarding anonymity
Are the researcher(s) qualifications, competence and experience suitable to ensure ethical conduct of the research?	yes	Yes	Yes?	SM: Yes, LB: The paper provides information about names and roles of the experts. Please, consider adding a sentence on professional background.	Feedback to LB: Sentence added
Have the researcher(s) obtained permission from the relevant authorities?	no	No information	Yes?	SM: I couldn't find any official permission. OK: From the plan it seems that they do, since they rely on authorities for recruitment of participants. Please Clarify	Feedback to SM: Clarified in the report Feedback to OK: The government of Croatia is extensively involved in the design of the evaluation and has approved the evaluation. However, parents and social workers will need to approve the participation of children on a case by case basis once these participants have been selected. This has been clarified in the document.

Will be participants be able to obtain information/feedback about the results of the research?	yes	Yes	Yes	SM: The consent form/ script will include the contact details of a UNICEF staff member who can be contacted for feedback/ to raise any concerns about the evaluation/ ask further questions about the evaluation process. It will be made clear to participants that this staff member can be contacted if they wish the find out about the results of the evaluation. LB: Not directly, but through CO office /web page	Feedback to LB: The evaluation findings will be fed back to participants via the implementation partners. To facilitate this process a child/ user friendly summary of findings will be produced.
Should this research be referred to a technical expert or policy maker for additional comments?	no	No	No		
Research Instruments					
Are the questions for surveys, focus groups or interviews value neutral, culturally and age appropriate and not likely to cause stress to participants?	yes	Yes		SM: All questions are listed in Annex 7 and from my point of view the list of questions is enormous... But, having in mind that research will include sample from different target groups, it is completely understandable. All questions are formulated in a highly professional level, neutral, culturally and are appropriate.	
Is there provision to ensure privacy of the participants when answering questions in surveys or face-to-face interviews?	yes	Yes		SM: All of the information that you provide us will be anonymous. Only the evaluation team will have access to the notes we take and UNICEF will not see them. No names or other identifying features will be included in the final report (p. 82 - Annex 9).	
Informed Consent					
Is informed consent sought from participants?	yes	Yes	Yes		

Is the process for obtaining informed consent appropriate? Does it fully explain the project and what it involves simply?	yes/no	Yes	Yes	SM: It seems to me that Consent form should provide more information about the project/evaluation that one sentence "We would like to learn from you from you about the types of support that children and young people like you need in Croatia".	Feedback to SM: Additional details provided
Is the written and/or oral information to be shared with research participants to receive their consent complete and understandable?	yes	Yes	Yes		
Is the consent of parents or guardians sought if research involves participants who may be unable to give informed consent ? (e.g. children under the age of 16, people with certain disabilities etc.)	yes	Yes	Yes	SM: For child participants, consent will be sought from their parent or caregiver, and children will also be asked to assent to their participation in the evaluation (page 16)	
Is there provision for participant's right to unconditionally withdraw from the research at anytime?	yes	Yes	Yes		
Is there provision for participants to be informed about risks and benefits?	yes	Yes	Yes		
Is it clear to the participants who is leading the research and how to get in contact with them?	yes	Yes	Yes		
If the data collection activity involves collection/storage and eventual destruction of biological specimens, does the informed consent address this issue?	no	No	N/A		
Privacy and Confidentiality					
Is there provision to ensure confidentiality of personal information, including the identity of participants ?	yes	Yes	Yes	SM: Confidentiality, anonymity and data protection are well elaborated at page 17 and Annex 9	
Is there provision to ensure secure storage of hard data (e.g. paper questionnaires)?	no	Yes	Yes	SM: Not mentioned in the inception paper OK: The consent forms with information about the participants are properly stored.	Feedback to SM: We will not have any paper materials
Is there provision to ensure secure storage of soft data (e.g. computer files)?	yes	Yes	Yes	SM: Data will be secured on remote/password protected server that only the evaluation team can access. It will be destroyed one month after the final report has been approved.	

Is there provision to ensure that data and particularly personally identifiable data is only accessible to a limited number of persons (e.g. members of research team)?	yes	Yes	Yes	SM: Clearly elaborated at page 17 and annex 9	
Does the research indicate for how long will the data/samples be kept and when and how it will be disposed of?	no	No information	No	SM: Couldn't find this information	Feedback to SM: Included on p.19: It will be destroyed one month after the final report has been approved.
Is there provision to ensure secure storage and disposal of biological specimens, if applies?	N/A	N/A	N/A		
Payment and Compensation					
Will payment or compensation be offered to the participants?	no	No	No	SM: No compensation will be offered to participants (p.18 and Annex 9)	
Will any payment or compensation offered likely impact on responses?	no	No	No		
Will any payment or compensations offered likely raise unrealistic expectations?	no	No	No		
Will any payment or compensation likely be misunderstood?	no	No	No		
Will any payment or compensation cause any issues or tensions within and between communities (e.g. provision of payments to drug addicts, payments in poor areas etc.)?	no	No	No		
Conflict of Interest and Funding					
Will researchers have any (identified or potential) conflicts of interest ?	no	no	No		
Panel's Decision	Check as appropriate				
Recommended	X				
Requires Minor Revisions or the Provision of Additional Information (and resubmission)					

Not recommended (significant ethical issues that cannot be addressed within the current proposed approach)					
Reviewer's Name:	Saša Milić				
Reviewer's Organization and Position:	University of Montenegro - Full Professor				
Date:	March 16th, 2020				
Signature					
Reviewer's Name:	Lidija Brnovic				
Reviewer's Organization and Position:	independent consultant				
Date:	23/03/2020				
Signature					
Reviewer's Name:	Olivera Komar				
Reviewer's Organization and Position:	University of Montenegro				
Date:	March 23rd, 2020				
Signature					

Annexe 10: Further details of the survey findings

Characteristics of the survey participants

Table 1: County where the participant works

	General social workers	Social workers working on foster care	Family outreach workers
Bjelovar-Bilogora	11	3	3
Brod-Posavina	4	3	0
Dubrovnik-Neretva	2	1	0
Istra	5	2	2
Karlovac	3	0	0
Koprivnica-Križevci	4	2	2
Krapina-Zagorje	11	4	3
Lika-Senj	2	0	0
Međimurje	9	0	1
Osijek-Baranja	12	3	0
Požega-Slavonija	3	2	0
Primorje - Gorski kotar	13	4	2
Sisak-Moslavina	7	3	1
Split-Dalmacija	9	2	4
Šibenik-Knin	2	1	0
Varaždin	15	3	2
Virovitica-Podravina	2	1	1
Vukovar-Srijem	2	0	0
Zadar	5	1	0
Zagreb County	12	6	4
Zagreb, The City of	17	2	8
Total	150	43	33

- Almost half of the survey participants had been working for less than five years.
- 6% of the social workers and 18% of the family outreach workers had been working in their professions for 5-10 years. The remainder had been working for 11 years and over.

Forms of support which are most important for ensuring children can grow up safe and protected in families

Table 2: Forms of support identified as important by social workers (N=149)

	Not important	Mostly unimportant	Neutral	Mostly important	Very important	Mean
Support with drug or alcohol addiction			8	31	110	4.68
Better policies or legislation that outline supports for vulnerable families	2	1	12	47	87	4.50
Counselling or other support with mental health			9	61	79	4.47
Support from a family outreach worker		1	14	61	73	4.38
The implementation of existing policies or legislation on support for vulnerable families	1		19	58	71	4.33
Support with parenting			17	74	58	4.28
Support from a professional from a Centre of Social Welfare		4	21	80	44	4.10
Financial or material support		1	24	88	36	4.07

Table 3: Forms of support identified as important by family outreach workers (N=33)

	Not important	Mostly unimportant	Neutral	Mostly important	Very important	Mean
Support with drug or alcohol addiction				3	30	4.91
Support with parenting				4	29	4.88
Support from a family outreach worker				5	28	4.85
Greater support for children with disabilities			1	3	29	4.85
Counselling or other support with mental health				6	27	4.82
Support from a professional from a Centre for Social Welfare				8	25	4.76
Better policies or legislation that outline supports for vulnerable families			1	8	24	4.70
The implementation of existing policies or legislation on support for vulnerable families			2	13	18	4.48
Financial or material support			4	15	14	4.30

Other issues highlighted:

- Better cooperation between sectors and interdisciplinary approaches (e.g. between social, education and health sectors for early identification of at risk families/ children, and between judges/ the courts and social workers to improve decision making on children's care).

- Support to parents living in remote rural areas who cannot access services in the cities.
- Support to parents in livelihoods/ finding employment.
- A more inclusive community that fully supports families
- Respite care and/ or practical support to families to help them manage every day tasks such as cooking, shopping and cleaning.
- Parenting support for parents who have children with disabilities or behavioural problems, or for parents with disabilities, including learning difficulties.

What is needed to ensure good quality foster care

Table 4: Forms of support identified as important by social workers working on foster care (N=43)

	Not important	Mostly unimportant	Neutral	Mostly important	Very important	Mean
Appropriate initial education for foster parents				7	36	4.84
Providing professional help and support			1	8	34	4.78
More material support for foster carers		2	3	18	20	4.72
Regular annual education for foster parents			1	11	31	4.68
More specialised foster care (for example for children with disabilities or behavioural problems)			4	8	31	4.63
Regular supervision and support for foster carers		1	3	9	30	4.58
Greater efforts to recruit more foster carers			4	10	29	4.58
More careful assessment of foster carers	1		3	14	25	4.44
Better policies or legislation on foster care	1	1	3	11	27	4.44
The implementation of existing policies or legislation on foster care		1	4	18	20	4.33
Support reintegrating children back to the biological family		1	9	12	21	4.23
Respite foster care (short term placements to give carers/ children a break)	3	1	12	16	11	3.72

Other issues highlighted:

- The importance of fully qualified and trained specialised foster carers (to care for children with disabilities or behaviour difficulties).
- Those caring for children with disabilities should get proper remuneration (and more support that those caring for children who do not have disabilities).
- Allowing automatic registration of children in foster care to kindergartens.
- A better network of services (e.g. mental health, speech therapists)
- Remuneration for kinship foster carers.
- Paid leave for foster carers when they get a new foster child.

- More regular supervision of foster carers.

What is needed for the social welfare workforce to be effective and provide support to families so that they can care for children well

Table 5: Issues identified by social workers as important for the social welfare workforce to be effective and support families to care for children well (N=150)

	Not important	Mostly unimportant	Neutral	Mostly important	Very important	Mean
Greater cooperation between sectors (e.g. between social services and health workers or teachers)			1	17	132	4.87
More even coverage of services across the country			3	16	131	4.85
A smaller case load		1	4	21	124	4.79
More time with families, less time in the office		1	6	32	111	4.69
Better or more regular training		2	8	46	94	4.58
Greater cooperation/coordination between social workers and family outreach workers		1	22	57	70	4.31
Better or more regular supervision	3	2	19	53	73	4.27
Better case management tools (e.g. tool for assessing child safety in the family and risk in the family)		9	25	57	59	4.11
Better pay		4	29	66	51	4.09

Table 6: issues identified by family outreach workers as important to be effective and support families to care for children well (N=33)

	Not important	Mostly unimportant	Neutral	Mostly important	Very important	Mean
Greater cooperation between sectors (e.g. between social services and health workers or teachers)				3	30	4.91
More even coverage of services across the country			1	8	24	4.70
Better or more regular training			1	12	20	4.58
Sufficient time to conduct interventions with families			4	11	18	4.42
Better pay	1		2	9	21	4.42
Greater cooperation/coordination between social workers and family outreach workers		1	2	12	18	4.42
Better or more regular supervision			2	8	23	4.39
Better case management tools (e.g. tool for assessing child		1	7	13	12	4.09

safety in the family and risk in the family)						
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Other issues highlighted/ comments made:

- Less administrative tasks.
- More autonomy and freedom in the choice and application of tools and procedures
- The introduction of specialised teams.
- More training for family outreach workers and ensuring that these professionals are employed fulltime.
- Better equipped Centres for Social Welfare.
- Shorter working hours.
- More foster families.
- Support in dealing with complex cases involving a range of professionals.
- Counselling and support for social workers and family outreach workers.
- Improvements to the judiciary and ensuring that cases are dealt with more quickly.
- Greater cooperation with the police, including in responding to threats and abuse.
- Cooperation with teachers and kindergartens.
- Longer term and more intensive work with families.
- Cooperation between family outreach workers and social workers – monthly meetings are necessary.

“Legislation is almost unenforceable (regular visits and the like) if one social worker performs work for over 200 families.” (Social worker)

“Larger number of employees in the centres - we currently have over 3 times more families than prescribed, less burden of unnecessary administration and bureaucratization, which terribly suffocates us.” (Social worker)

“Cooperation with the judiciary is especially important, as it is crucial for some measures in the field of family law protection. In my experience, some judges have completely different criteria when it comes to parental care, compared to the professional staff of the centre, which is actually unacceptable, especially from the aspect of children's rights and interests.” (Social worker)

Awareness of and views on the ‘For a stronger family programme’

- 62% of the social workers and 90% of the family outreach workers had heard of the ‘For a stronger family programme.’
- 85% of social workers felt the programme made a major or important contribution. 6.5% think that the programme makes a minor, no contribution or makes the situation worse (the remainder did not know).
- Of the 29 family outreach workers that answered this question, 17 felt that the programme had made an important or major contribution and 7 that it had made a minor contribution (5 don't know).

Views on support offered through the 'For a Stronger Family' programme

Table 7: Social worker views on case management tools developed by the programme (N=149)

	Number/ percentage that used the tool	Those that use the tool report that the tool:				
		Makes it much harder to support families	Makes it somewhat harder to support families	Don't know/ can't decide	Makes family support a little easier	Makes family support a lot easier
List of general risks to the child's well-being	104	1	6	20	54	23
	69.8 %	0.9 %	5.8 %	19.2 %	51.9 %	22.1 %
Development risk assessment list	135	5	6	12	65	47
	90.6 %	3.7 %	4.4 %	8.8 %	48.1 %	34.8 %
Child safety assessment list	134	3	5	16	68	42
	89.9 %	2.2 %	3.7 %	11.9 %	50.7 %	31.3 %
Questionnaire of parental behaviours in situations of separated parenting	92	2	4	22	47	17
	61.7 %	2.2 %	4.3 %	23.9 %	51.1 %	18.5 %
List for assessing the threat to the child's psychosocial well-being in situations of conflicting separated parenting	48	2	1	24	53	21
	67.8 %	2.0 %	1.0 %	23.8 %	52.5 %	20.7 %
A scale for assessing current relationships among family members	67	2	3	33	24	5
	45.0 %	3.0 %	4.5 %	49.2 %	35.8 %	7.5 %
Family impact questionnaire	62	4	2	33	18	5
	41.6 %	6.5 %	3.2 %	53.2 %	29.0 %	8.0 %
Parental stress scale	69	2	4	30	27	6
	46.3 %	2.9 %	5.8 %	43.5 %	39.1 %	8.7 %
A questionnaire of everyday worries	62	4	0	31	22	5
	41.6 %	6.5 %		50.0 %	35.5 %	8.0 %

Table 8: Social workers who work on foster care views on the case management tools for foster care (N=43)

	Total number/ percentage of users	Respondents who use this tool report that the tool made it:				
		Much harder to work with foster carers	A little harder to work with foster families	Don't know/ can't decide	A little easier to work with foster carers	Much easier to work with foster carers
Scale of readiness to foster a child	18 41.9 %			8 44,4 %	5 27,8 %	5 27,8 %
Stress events questionnaire	17 39.5 %		1 5,9 %	7 41,2 %	5 29,4 %	4 23,5 %
Scale of family involvement in community	19 44.2 %		2 10,5 %	9 47,4 %	5 26,3 %	3 15,8 %
Family resources scale	19 44.2 %			8 42,1 %	6 31,6 %	5 26,3 %
Risk inventory	17 39.5 %			6 35,3 %	7 42,2 %	4 23,5 %
Guidelines for conducting interviews	24 55.8 %			6 25,0 %	9 37,5 %	9 37,5 %
Curricula for the basic and additional training of foster parents	18 41.9%			8 44.4%	5 27.8%	5 27.8%

Social worker views on case management training and supervision

- 44 respondents of the 150 social workers who responded to the survey had attended the case management training.
- Of those that attended, 43% (19) found the training to be very helpful and 50% (22) that it was mostly helpful. The remainder did not know or did not answer this question.

15 social workers that attended the training recommended ways that it could be improved:

- More regular/ continuous training.
- Smaller groups and working with professionals on specific issues.
- More closely connected to the legalisation and situation on the ground.
- More practical/ concrete examples
- Greater opportunities for social workers to exchange learning with one another (rather than be lectured by 'experts.')
- Less focus on the use of standard lists, and more on the application of these tools to real life situations in families.

“I consider it a waste of time of utopian education that we hope for some ideal methods and possibilities, if the basic problems that currently make our work difficult are not solved beforehand. For example: chronic shortage of experts in certain centres (in our centre, for example, according to the specification, six and a half employees are missing), lack of heads of measures, protection of employees of the centres and heads of measures.” (Social worker)

“I think we justify ourselves and our work with these lists. We spend a lot of time making lists, and as experts we are educated enough to recognise the needs of the family, how to work with families in need, as well as the resources of the community in which we work. We definitely need more time to go to the field and work with families and we need to appreciate ourselves and our work more, rather than focusing on the extra paperwork we “justify” ourselves with.” (Social worker)

15 of the 150 social workers that responded to the survey had received supervision through the programme. Of these 15 social workers, 13 found the supervision to be helpful and 2 found it to be unhelpful. Several of the social workers commented that supervision should be offered more frequently and continuously.

Family outreach workers views on training and supervision

- 25 of the 33 family outreach workers who took part in the survey said that they had received training through the programme.¹⁷
- All of the training participants found it to be helpful (11 said it was very helpful and 14 somewhat helpful).
- Family outreach workers commented that the training was good, but too condensed. Trainings should be more frequent, regular and perhaps mandatory. More practical work should be introduced.
- 17 of the surveyed family outreach workers had received supervision. 12 found this supervision to be very helpful and 4 somewhat helpful.
- Family outreach workers commented that the supervision should be offered more regularly and consistently, and allow them to explore their cases in a relaxed way (one commented that methodical supervision made it hard for them to do this, others liked the methods used).

¹⁷ This is strange as there is no central registry of family outreach workers, and the only way to contact this group was through a record of family outreach workers who had attended training courses. This may be because the link to the survey was passed on informally to other family outreach workers, or that family outreach workers had received the training but did not realise it had been provided through the programme.