

Volume 2: Annexes

EVALUATION OF THE PROJECT “SOCIAL INCLUSION OF ROMA CHILDREN AND CHILDREN WITH DISABILITIES IN THE WESTERN BALKANS AND MOLDOVA” (2018- 2021)

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ANNEX 1: Evaluation Matrix

Evaluation criteria	Evaluation questions	Sub-questions	Indicators	Data sources	Data collection method	Comments
Relevance	1. To what extent did the project design continuously respond to the needs and aspirations of the rights holders and duty bearers?	How did UNICEF channel the evolving needs and priorities of Roma children and children with disabilities into the project design?	Degree to which ToC outputs are aligned with problem analysis and self-identified needs.	Existing publications on ECD and inclusion in deep dive countries and the region. Project documents, reports, publications, products. Opinion of UNICEF staff, opinion of duty bearers/CSOs/rights holders.	<i>Primary and secondary data mix.</i> Document review, semi-structured interviews.	Evaluation universe (working hypothesis) validated and illustrated with deep dive countries' analysis.
		To what extent did UNICEF align its interventions in the respective countries with national priorities, policies and constraints?	Degree of alignment of ToC outputs with objectives priority measures outlined in national policy documents.			
			Level of satisfaction of duty bearers in the deep dive countries with the priorities chosen by the project.			
		To what extent did the project integrate a gender analysis?	Presence of gender analysis, and of results explicitly linked to this gender analysis in project documents.	Project documents. Opinion of UNICEF staff.	<i>Primary data.</i> Document review, semi-structured interviews.	Evaluation universe.
		How did the project approach adjust to the context of the COVID-19 pandemic?	Instances of adjustment or abandonment of outputs to COVID-imposed constraints.	Project documents, reports. Opinion of UNICEF staff, opinion of duty bearers/CSOs.	<i>Primary data.</i> Document review, semi-structured interviews.	Evaluation universe.
Effectiveness	2. To what extent has the project contributed to the realization of the expected changes?	To what extent did the duty bearers and other project partners expand and improve more accessible and inclusive ECI, ECD and PPE services for the target groups?	Self-reported level of knowledge, skills, know-how of practitioners (duty bearers, CSOs) before/after project. Self-reported use of new tools (e.g. IT, registries, forms and SOPs). Examples of national policies, laws or	Workshop evaluation statistics and reports. Opinions of CSOs, duty bearers, other international partners. Opinion and individual stories of supported families. Project reports. Project products and	<i>Primary and secondary data mix.</i> Document review (including collection from Official Journals/line Ministries), semi-structured interviews.	Evaluation universe (working hypothesis) validated and illustrated by deep dive countries' analysis.

			regulations that refer to project-generated data or publications.	publications. Laws, regulations, policies in deep dive countries.		
		How did the project embrace or mitigate enabling and constraining factors?	Examples of strengths, weaknesses, opportunities and threats encountered during implementation of project activities, in particular COVID constraints, international partners' cohesion, regional cross-fertilization.	Project reports, products, publications. Opinion of UNICEF staff, international partners, and duty bearers.	<i>Primary data.</i> Document review, semi-structured interviews.	Evaluation universe (working hypothesis) validated and illustrated by deep dive countries' analysis. SWOT analysis of project outcomes, with particular attention to internal and external assumptions at outcome level.
		How did the monitoring and reporting framework of the project capture change at outcome level?	Existence of project document that include objectives, results, products, activities, and inputs. Existence of process and result indicators in project document. Existence of tools to collect data and information. Frequency of data and information collection. Comparability of quantitative data reported in progress reports.	Project document, project reports.	<i>Primary data.</i> Document review.	Evaluation universe.

Impact	3. What is the potential for the project's target groups to use the new/improved offer of services?	To what extent have targeted parents and children in sampled municipalities accessed ECD, ECI, PPE services, and experienced nurturing care and quality education?	Examples of families applying acquired knowledge, skills, attitudes and accessing services in sampled municipalities within deep dive countries.	Workshop evaluation statistics and reports, opinion and individual stories of supported families. Project reports.	<i>Primary and secondary data mix.</i> Secondary document review: CSO-collected documents and storytelling. Semi-structured interviews with small number of beneficiaries. Primary document review.	Deep dive countries.
		Did the project trigger unintended changes? What factors facilitate project-induced benefits for the rights holders in targeted municipalities?	Examples of lessons learned associated to adverse factors. Examples of success stories backed by enabling factors such as existence of long-term funding mechanisms, political will, regional emulation, persisting demand.	Project reports, opinion of duty bearers, CSOs, international partners, UNICEF staff. Documents issued by municipal or national institutions (e.g. budgets, plans).	<i>Primary and secondary data mix data.</i> Document review (including documents requested from municipal and national duty bearers), semi-structured interviews.	SWOT of identified potential impacts in deep dive countries.
Sustainability	4. What is the likelihood that the project results will contribute to systemic improvement of ECD for the target groups?	To what extent are the net benefits of the interventions continuing, or are likely to continue, for the institutions supported (duty bearers and civil society partners)?	Examples of alignment between values and attitudes displayed by interviewed duty bearers and CSOs, and UNICEF-supported systems approach to ECD.	Opinion of duty bearers and CSOs. Documents issued by municipal or national institutions (e.g. budgets, plans). Laws, regulations, policies in deep dive countries.	<i>Primary and secondary data</i> Document review (including documents requested from municipal and national duty bearers, Official Journals)	Deep dive countries.
		What is the potential for duty bearers to scale models up at systems level?	Introduction of project-supported models and concepts into national systems approach, if any.	National policies, legislation, regulations. Project reports. Opinions of duty bearers, CSOs, international partners, UNICEF	<i>Primary and secondary data mix.</i> Document review (including from Official Journals and documents communicated by	Deep dive countries.

				staff.	line Ministries).	
Coherence	5. To what extent was the project coherent with the comparative advantages of UNICEF including guidance and strategic documents on ECD)?	How did the ToC reflect UNICEF strategic plan and approach on ECD (and related knowledge, expertise and experience)?	Degree to which project activities are aligned with UNICEF strategic and guidance documents on ECD, and other applicable UNICEF strategic documents.	UNICEF strategic and guidance documents. International standards applicable to ECD and inclusion of target groups. Project documents, reports. Opinion of UNICEF staff, opinion of duty bearers/CSOs.	<i>Primary and secondary data mix.</i> Document review, semi-structured interviews.	Evaluation universe.
		How did UNICEF mobilize its existing, and/or create new partnerships as a convener and as a partner for change agents?	Recurrent perception of UNICEF as “convener”, partner for implementation and/or trusted adviser.	Opinion of CSOs, duty bearers, international partners.	<i>Primary data</i> Semi-structured interviews	Evaluation universe (working hypothesis) validated and illustrated by deep dive countries’ analysis.
		To what extent has UNICEF optimized/made the most of its resources (financial and human resources, administrative)?	Degree of alignment of expertise and experience mobilised by UNICEF with project activities and overall ToC. Examples of duplication of activities, if any.	Project document and reports. Interviews with UNICEF staff, CSOs, duty bearers.	<i>Primary data.</i> Document review, semi-structured interviews.	Evaluation universe.
		To what extent was duplication of activities avoided and synergies achieved?	Examples of matching funding directed towards UNICEF and/or its implementing partners. Absence of duplication with other international partners’ intervention in the deep dive countries	Project reports. Opinion of UNICEF staff, CSOs, international partners.	<i>Primary data.</i> Document review, semi-structured interviews.	Evaluation universe (funding), deep dive countries (duplication)

ANNEX 2: Theory of Change of the Project

As part of the evaluation ToR, the evaluation team revisited the ToC of the Project document to check its validity and coherence as part of the inception phase.

The input level (what the Project did, and which was directly within its control): the Project mobilised various assets of UNICEF and its CSO implementing partners: knowledge, expertise on international norms/standards/guidelines and their implementation, financial resources provided by ADA and UNICEF, human resources (UNICEF and implementing partners' staff), administrative and institutional backup of UNICEF and its implementing partners, political clout and reputation, as well as a broad range of established partnerships.

These assets were invested into a complex set of activities: evidence generation (data production and analysis, assessment and corresponding reports), publications, advocacy and technical advice to decision makers, trainings and workshops, conferences, study visits, provision of information technology support (software in particular), COVID mitigation actions (such as assistance to migrate services online), grants administered by CSO implementing partners, information and awareness raising campaigns.

These activities were designed to create new experiences, processes, tools, knowledge and skills among direct beneficiaries, particularly decision makers and service providers (including CSOs) in the health, social and child protection, and pre-primary education sectors, as well as for a number of children with disabilities, Roma children, and their parents and families. These activities were built on the assumption that UNICEF can act as a "convener" for a broad range of actors which champion ECD services, either as duty bearers, or rights holders.

At output level, these actions are intended to elicit changes in the interaction, capacities, attitudes and actions of the direct beneficiaries (duty bearers and CSOs), guided by new pieces of legislation, regulations and policies, and equipped with new tools and knowledge, in the field of ECD.

These changes could be realized provided the following assumptions were fulfilled:

- Internal assumption: the choice of direct beneficiaries (duty bearers and CSOs) and ways to support them was the most relevant to serve ECD for the end-beneficiaries (rights holders, including children with disabilities, Roma children and their parents); and ECD outputs were indeed at the crossroads of UNICEF, ADA and governments' priorities on the one hand, and the needs and aspirations of beneficiaries on the other hand.
- External assumption: Data was available to inform the knowledge, tools and normative framework.

At outcome level, the outputs are intended to yield the new and/or improved services building on the existing framework, in three fields related to ECD:

- National normative frameworks on ECD (policies, programmes, mechanisms, legislation and regulations) that would be compliant with international norms and standards championed by UNICEF, and geared towards the realization of the rights of vulnerable children and their families;
- New/improved sets of services offered to children and their families/parents and caregivers, in the targeted communities and municipalities, which would serve as models for the implementation of the new normative framework. These services to families would typically include home visiting, early identification of developmental issues among children, early child intervention, parenting support, as well as other health and social and child protection services;
- Improved and more inclusive PPE services offered to children and their families/parents in the targeted communities and municipalities. These services would build on the existing pre-primary education infrastructure, but would bring the practices of this infrastructure in line with the standards and best practices for inclusion of vulnerable children.

These changes could be realized provided the following assumptions were fulfilled:

- Internal assumption: cross-fertilization among the three outcomes, and among the seven countries covered (and among municipalities within these countries) enticed the duty bearers to embrace these norms, standards and practices;
- External assumptions: international partners pushed a common message for inclusion of children with disabilities through ECD, in line with a SDGs and the partnership for SDGs. And the social care, child protection, health and education services had sufficient resilience to the COVID pandemic (this assumption appeared during the Project implementation, with the emergence of the pandemic).

At impact level, the outcomes are intended to elicit sustainable change for the rights holders (children with disabilities, Roma children and their families/parents, and possibly other vulnerable children and families) in the targeted areas:

- These rights holders access the ECD services offered, and benefit from them because they are of appropriate quality and tailored to their needs;
- The parents/caregivers/families access support for parenting, and thus adapt their parenting style to the needs of their children;
- Children with disabilities, Roma children and other vulnerable children increasingly access and attend PPE services.

The targets for this level (referred to as outcome level in the Project document, but related to the impact level in the revised ToC) were set per the Project documents, as follows:

- 7,550 children (3,830 girls and 3,720 boys) and 5,450 families supported through interventions aimed at early identification of developmental risks, delays and disabilities.
- 4,000 children (2,010 girls and 1,990 boys) from ethnic minority groups supported to gain access to culturally sensitive and quality health and social services.
- 1,150 children (575 girls and 575 boys) with disabilities and from ethnic minority groups supported through integrated community services which support ECD through coordinated action of service providers from all social sectors.
- 1,530 children (768 girls and 762 boys) with disabilities and from ethnic minority groups enabled to gain access to quality and inclusive pre-primary education (PPE). More than 44,000 mothers and fathers will also directly benefit from the interventions.
- 31,500 mothers (including, particularly single mothers) and 12,700 fathers (and/or other caregivers) of young children supported to provide nurturing care to their children and supported to access quality health and social care services.

These changes could be realized provided the following assumptions were fulfilled:

- Internal assumption: the demand for such services increased (in line with the awareness raising activities conducted by the Project, but also because the Project assumed that an improved offer would generate its own demand). The regional emulation backed up the respective governments' prioritization of ECD.
- External assumptions: Political will and prioritization remained stable despite possible external shocks (such as the COVID pandemic, changes of government...) And public resources (financial and human) were dedicated to ECD at both national and municipal levels.

These impacts should in turn **contribute to the larger purpose of** establishing a ECD system that would expand the outcomes, to the point of positively affecting child health, child development and education in the targeted areas and beyond.

These changes could be realized provided the following assumptions were fulfilled:

- Internal assumption: there was a transition, by UNICEF and its partners, from crafting and modelling new frameworks and services to a systems approach. This transition would demand support not only by this Project, but also by other UNICEF (or other international partners') programmes on ECD services to families and PPE systems. Such programmes, whether pre-existing, concomitant, or posterior, would have to act in synergy with the Project.
- External assumption: the respective countries also adopted the same transition from crafting and modelling, towards a systems approach to ECD including services to families and PPE.

ANNEX 3: Stakeholder Analysis

Stakeholders	Involvement in the project	Interest in the evaluation
UNICEF and ADA		
UNICEF ECARO, ECD unit	The implementing agency and co-funder of the project involved in project design, implementation, coordination and reporting.	Evaluation commissioning agency, evaluation support, top project contact point for evaluation team, interviews of project staff, participation in ERG.
UNICEF ECARO Evaluation Section		Project assessment, internal and external accountability (summative) Organisational learning Recommendations for future projects (formative)
UNICEF Country Offices		Project assessment, internal and external accountability (summative) Organisational learning Recommendations for future projects (formative)
ADA	Donor	Project assessment, internal and external accountability (summative) Recommendations for future projects (formative)
Duty bearers in individual countries		
Ministries in charge of Social affairs	Leading partners for development of policy papers and strategies in the area of social welfare and social protection Development of national strategies for Roma integration	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Ministries in charge of Health	Leading partners for development of policy papers and strategies in the area of health and nutrition Lead partners for development and accreditation of training programs for Home Visiting Program Development of roadmap for introduction of ICF into disability assessment procedures	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Ministries in charge of Education	Leading partners for development of policy papers and strategies in the area of education Development of inclusive education approaches and professional development package for preschool teaches Lead partners for development and accreditation of training programs	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
National and/or Regional Agencies under the Ministries in charge of Social affairs	Government partner institution supporting program implementation	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
National and/or Regional	Government partner institution	Summative evaluation of their activities within the project,

Agencies under the Ministries in charge of Health	supporting program implementation	Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
National Agencies under the Ministries in charge of Education	Government partner institution supporting program implementation	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Municipal administrations	Involvement in establishment and delivery of services and commitment for their sustainability	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Preschool institutions	Beneficiary and service providers	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Community social service centres (where applicable)	Beneficiary and service providers	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Educational institutions and faculties	Partners in development of training programs and advocacy work	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
CSOs in individual countries		
National CSOs involved in social service work	Supporting/implementing partner for selected components of the programme Advocacy	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Community CSOs involved in social service work	Supporting/implementing partner for selected components of the programme Advocacy	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
CSOs representing the rights and interests of RAE and other minorities	Supporting/implementing partner for selected components of the programme Advocacy	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
CSOs involved in education	Supporting/implementing partner for selected components of the programme Advocacy Development and delivery of training programs	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
CSOs involved in health-related rights	Supporting/implementing partner for selected components of the programme Advocacy	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Professional associations of education professionals	Implementing partners for capacity development	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Professional educations of social workers	Implementing partners for capacity development	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
International organisations and stakeholders		
WHO	Donor matching the funding initiatives	Informed funding initiatives and decision making

	Supporting perinatal and maternal health Supporting ECD initiatives	Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
EU Delegations	Donor matching the funding initiatives Supporting ECD initiatives	Informed funding initiatives and decision making Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
UNFPA	Donor matching the funding initiatives Supporting perinatal and maternal health Supporting ECD initiatives	Informed funding initiatives and decision making Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
World Bank	Donor matching the funding initiatives Supporting ECD initiatives	Informed funding initiatives and decision making Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
E.g.: North Macedonia		
Ministry of Labour and Social Policy	Leading role in the action regarding the new policy on ECD as well as the implementation of program in targeted 10 PPE. Also, focal point for social service workforce involved in the Project.	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Ministry of Health	Lead partner for development of Health Strategy 2030 as well as the Perinatal Care Masterplan 2030	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Ministry of Education and Science	Lead partner for the education component of the program including the Roadmap for Inclusive education	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Macedonian Association of Nurses and Midwives	Implementing partner for capacity development for home visiting nurses and family doctors	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Mellow Parenting	Implementing partner responsible for the implementation of the <i>Mellow Parenting Programme</i> which was initiated and tested in the kindergartens	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Macedonian Medical Association	Implementing partner dealing with the modules on positive parenting, which were developed for family doctors	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
National Institute of Mother and Child	Implementing partner which prepared the Perinatal Care Study	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Goce Delchev Preschool - Vinica	Beneficiary preschool institution where training on inclusive practices was delivered	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Snezhana Preschool, Chair-	Beneficiary preschool institution where	Summative evaluation of their activities within the project,

Skopje	training on inclusive practices was delivered	Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Detska Radost Preschool, Gostivar	Beneficiary preschool institution where training on inclusive practices was delivered	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
8 April Preschool, Shuto Orizari, Skopje	Beneficiary preschool institution where training on inclusive practices was delivered	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Dimche Mirchev Preschool, Veles	Beneficiary preschool institution where training on inclusive practices was delivered	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
WHO Country Office	Partner agency with whom UNICEF collaborated on development of the National perinatal care masterplan 2030	Learning opportunities about ECD and PPE good practices and lessons learned, Awareness of UNICEF actions and identification of synergies
UNFPA Country Office	Partner agency with whom UNICEF collaborated on development of the National perinatal care masterplan 2030	Learning opportunities about ECD and PPE good practices and lessons learned, Awareness of UNICEF actions and identification of synergies
Faculty of Electrical Engineering and Information Technology	Expert working with the IP on development of CBoard in Macedonian, support partner organization for the Outcome 2 activities.	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Voice against Violence	Implementing partner responsible for the free parenting helpline service	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
"Open the Windows"	Implemented partner responsible for assistive technology provided to the PPE	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
National body on functional assessment	Government partner institution UNICEF dealing with the implementation of the bylaw on the functional assessment of CWD using International Classification of Functionalities (ICF)s in directing necessary support to children and youth with difficulties and disabilities	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
E.g. Kosovo*		
Ministry of Education, Science, Technology and Innovation	Leading role in the actions towards drafting the new ECE Law and ECE Coordinating mechanisms (now known as the Advisory Body) Coordinating and mobilizing role in service providers' trainings	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation

Director of Education Directorate in Dragash municipality	Involvement in establishment of ECD center and commitment for their sustainability	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Director of Education Directorate in Gjilan municipality	Involvement in establishment of ECD center and commitment for their sustainability	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Director of Education Directorate in Lipjan municipality	Involvement in establishment of ECD center and commitment for their sustainability	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Ministry of Health	Owner of the home visiting programme/ Institutional support for implementation of HVP and integration of HVP in national strategies and policies	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Main Family Medicine Center (Vushtrri) - Home Visiting Coordinator	Implementing partner for home visiting programme	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Main Family Medicine Center (Gjakove) - Director	Implementing partner for home visiting programme	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Main Family Medicine Center (Fushe Kosove) - Director	Implementing partner for home visiting programme	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Center for Human Services and Development (QSHHZH)	Implementing partner for ECD Centers	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Bethany Christian Services	Implementing partner for ECD Centers	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Action for Mothers and Children	Supporting/implementing partner for home visiting programme	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Santa Marija Zvecan	Implementing partner for ECD Centers	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation
Centre for Democratization Civil Society Mitrovica South	Implementing partner for ECD Centers	Summative evaluation of their activities within the project, Learning opportunity about ECD and PPE good practices and lessons learned Recommendations for further activities and participation

ANNEX 4: Overview of Interviewees

Name or reference (for rights holders, interviewees are referred to as Rights Holder Nb/country, to preserve anonymity)	Country	Institution (if applicable)	Function (if applicable)
UNICEF			
Ms Aleksandra Jovic	UNICEF ECARO	UNICEF, ECARO	Early Childhood Development Specialist, ECARO
Ms Ashley Wax	UNICEF ECARO	UNICEF, ECARO	Multi-Country Evaluation Specialist, ECARO
Ms Vera Rangelova	UNICEF ECARO	UNICEF, ECARO	Early Childhood Development Specialist, ECARO
Ms Ida Ferdinandi	Montenegro	UNICEF, Montenegro	Child Development Officer and project FoP under Outcome 1
Ms Ivana Cekovic	Montenegro	UNICEF, Montenegro	Education Officer and FoP for Outcome 2
Ms Milena Karisik	Montenegro	UNICEF, Montenegro	Child Rights Monitor
Ms Maja Kovacevic	Montenegro	UNICEF, Montenegro	Education Officer
Ms Maria Mokrova	North Macedonia	UNICEF, North Macedonia	Child Rights Monitor
Ms Vera Mitkovska	North Macedonia	UNICEF, North Macedonia	Education Specialist covering ECE
Ms Jelena Brajovikj	North Macedonia	UNICEF, North Macedonia	Education Officer
Ms Danche Nikovska	North Macedonia	UNICEF, North Macedonia	Health and Nutrition Officer
Ms Susie Cakas Papovska	North Macedonia	UNICEF, North Macedonia	Communication Officer
Mr. Aleksandar Nikolov	North Macedonia	UNICEF, North Macedonia	Social Policy Specialist

Ms Alexandra Ivanovska	North Macedonia	UNICEF, North Macedonia	Parenting Programmes FoP
Ms Nona Zicherman	Kosovo	UNICEF, Kosovo	HoCO
Ms Larisa Brunn	Kosovo	UNICEF, Kosovo	Head of ECD
Ms Teuta Halimi	Kosovo	UNICEF, Kosovo	Child Rights Monitoring Specialist
Ms Tamara Slavkovic	Kosovo	UNICEF, Kosovo	Mitrovica FO
Ms Fiona Slavkovic	Kosovo	UNICEF, Kosovo	Expert
Ms Yosi Echeverry Burckhardt	Serbia	UNICEF, Serbia	Deputy Country Representative
Ms Ana Prodanovic	Serbia	UNICEF, Serbia	Child Rights Monitoring specialist
Ms Jelena Zajeganovic	Serbia	UNICEF, Serbia	Health and ECD Specialist
Ms Dragana Koruga	Serbia	UNICEF, Serbia	ECD Program Assistant
Ms Edina Kozma	Albania	UNICEF, Albania	Deputy Resident Representative
Ms Linda Bushati	Albania	UNICEF, Albania	PPE component of the project
Ms Elda Denaj	Albania	UNICEF, Albania	Child Rights Monitoring specialist
Ms Mariana Bukli	Albania	UNICEF, Albania	Health component assistant
Donor			
Ms Waltraud Rabitsch	Region	Austrian Development Agency (ADA)	Region Coordinator/Good Governance and Human Rights
Ms Michaela Flenner	Region	Austrian Development Agency (ADA)	Evaluation Officer
Duty bearers			

Ms Laberi Luzha	Kosovo	Ministry of Education, Science, Technology and Innovation	Head of Early Childhood Education Division
Ms Merita Vuthaj	Kosovo	Ministry of Health	Chief of the Division for Mother and Child
Ms Albana Sahiti Morina	Kosovo	Ministry of Health	Acting Head of Primary Health Care
Mr. Vloran Cenaj	Kosovo	Municipal Education Directorate- Dragash Municipality	Former director
Ms Tylaj Hasanaj	Kosovo	Municipal Education Directorate- Gjilan Municipality	Director
Ms Adelina Puka	Kosovo	Main Family Medicine Center (Gjakove)	Head Nurse- Home visiting program
Ms Mirnije Gojnovci	Kosovo	Main Family Medicine Center (Fushe Kosove)	Head Nurse- Home visiting program
Ms Adlije Kurti	Kosovo	Main Family Medicine Center (Vushtrri)	Home Visiting Coordinator
Ms Biljana Trajkovska	North Macedonia	Ministry of Education and Science	State Advisor for Strategic Planning
Ms Ana Daneva	North Macedonia	Ministry of Health, Mother and Child Committee	Chair of the Committee
Ms Elka Todorova	North Macedonia	Ministry of Labor and Social Policy	Head of the Sector for Social and Child Protection
Mr. Mihajlo Kostovski	North Macedonia	Ministry of Health	State Advisor
Ms Vera Ristovska	North Macedonia	Ministry of Labour and Social Policy	Head of Sector for Protection of Children
Ms Lenche Milevska	North Macedonia	Goce Delchev Preschool – Vinica	Pedagogue
Ms Vasilka Postolova	North Macedonia	Goce Delchev Preschool – Vinica	Educator
Ms Nadica Miteva	North Macedonia	Goce Delchev Preschool – Vinica	Speech Therapist
Ms Natasha Janusheva	North Macedonia	Dimche Mirchev Preschool, Veles	Manager

Ms Natasha Stojkovska	North Macedonia	Snezhana Preschool, Chair-Skopje	Special educator
Ms Katerina Lazarevska	North Macedonia	Snezhana Preschool, Chair-Skopje	Educator
Ms Renata Belovinova	North Macedonia	Detska Radost Preschool, Gostivar	Preschool teacher
Ms Natasha Spasova Jovanovska	North Macedonia	8 April Preschool, Shuto Orizari, Skopje	Preschool teacher
Ms Emina Postolova	North Macedonia	13 Noemvri Preschool, Skopje (centre)	Special Educator/Rehabilitator
Rights holders			
Right-holder 1 (she/her)	Kosovo	Home visiting program	Parent
Right-holder 2 (she/her)	Kosovo	Home visiting program	Parent
Right-holder 3 (she/her)	Kosovo	Home visiting program	Parent
Right-holder 4 (she/her)	North Macedonia	Preschool program	Parent
Right-holder 5 (she/her)	North Macedonia	Preschool program	Parent
CSOs and Academia			
Ms Mimoza Shahini	Kosovo	Center for Human Services and Development (QSHHZH)	Director
Mr. Berat Thaqi	Kosovo	Bethany Christian Services	Director
Mr. Vlorian Molliqaj	Kosovo	Action for Mothers and Children	Director
Ms Blagica Radovanovic	Kosovo	Santa Marija Organization	Director + Project Assistant
Mr. Stefan Radovanovic	Kosovo	Santa Marija Organization	Translator/ Assistant
Mr Feriz Kadriu	Kosovo	Centre for Democratization Civil Society	Project Assistant

Ms Rosemary Mackenzie	North Macedonia/UK	Mellow Parenting	Chief Executive Officer
Ms Rachel Tainsh	North Macedonia/UK	Mellow Parenting	International and Programme Lead
Mr. Raquib Ibrahim	North Macedonia/UK	Mellow Parenting	Monitoring and Evaluation Coordinator
Ms Margarita Gulevska	North Macedonia	NGO Open the Windows	Executive Director
Ms Velka Lukic	North Macedonia	Macedonian Association of Nurses and Midwives	President
Ms Kornelija Cipuseva	North Macedonia	Macedonian Association of Nurses and Midwives	Project Coordinator
Ms Elena Dimushevska	North Macedonia	Voice against Violence	Executive Director
Mr. Goran Patrushev	North Macedonia	National Alliance of Special Educators and Rehabilitators of the North Macedonia and National body on functional assessment	President of the Alliance
Ms Frosina Ivanovska	North Macedonia	Parenting Helpline	Coordinator
Mr. Branimir Gerazov	North Macedonia	Faculty of Electrical Engineering and Information Technology	Associate Professor
International actors			
Ms Margarita Spasenovska	North Macedonia	World Health Organization, North Macedonia	National Professional Officer

ANNEX 5: Interview Templates

Interview template for UNICEF Staff

Interviewee(s)
Function(s)
Date of the meeting
Interviewer(s)
Location On-line
In confidence/shareable In Confidence

Introduction

Self-introduction of attendants, purpose of the evaluation, purpose of the interview, evaluation process description. Request authorisation to use quotes in a non-attributable way.

1. Please describe the key phases of the project, in the way it was implemented in your country. What were the milestones or turning points?
 2. If you think of the situation before the project, and the situation now with respect to the social inclusion of Roma children and children with disabilities - what has changed? In particular, what are you proud about in this project?
 3. Are there things that bother you, that you would have liked to do differently?
 4. What would you like to learn from this evaluation? Questions you asked yourselves, and would like us to analyse?
 5. Are there things you think the evaluation users should learn?
- Closing: next steps and the role of the country offices.

Interview template for final beneficiaries (parents/guardians of children with disabilities/Roma children supported through the project)

Interviewee(s) Nb/country (no name)
Function(s) e.g. parent of child with disabilities and/or belonging to the Roma community in Municipality
[name of municipality, name of country]
Date of the meeting
Interviewer(s)
Location On-line
In confidence/shareable In Confidence

The data collector is instructed to review the informed consent form with subjects.

Introduction

Thank you very much for your time. My name is [name of interviewer(s)] and I was selected by UNICEF ECARO to lead/conduct [as applicable] the evaluation of the UNICEF Project "Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans and Moldova." You should have received a Written Consent Form prior to our meeting: did you get a chance to read it? If not, please take a moment to read it and let me know whether you agree to sign it.

If consent form was signed:

This evaluation is not an evaluation of anyone's individual performance, not a control, not an audit, but a learning exercise.

The purpose of the interview is to understand the logic of the project and how it relates to the needs that you feel or observe. We wish to understand what was useful, what worked well, what did not work so well, and how to improve in the future.

What is necessary and valued is your personal experience and opinion.

The process ensures confidentiality. Interview notes will not be shared. Interview results will be synthesized into a general assessment report, and you won't be quoted in a way that enables to identify you. Do you agree if we

quote you, in a way that you cannot be recognized/identified?

Do you agree to having this interview together for about an hour? Would you accept it if I take notes on computer?

1. How long have you been involved in the project and what was your involvement?

Prompt if needed: What types of services did you use? Which ones have been the most and least useful/successful?

2. To what extent have the services you used been tailored your specific needs?

Note to interviewers: This question relates to relevance.

3. What has changed, if anything, in the kind of services/support you can rely on?

Note to interviewers: This question relates to effectiveness.

4. What has changed for you (if anything) as a result of your participation, regarding the development of your children, and your relationship with your children?

Note to interviewers: This question relates to impact

5. For the future, what would you like your government, your municipality, and UNICEF respectively to do for ECD of Roma children and children with disabilities?

Note to interviewers: This question relates to sustainability

Interview Template for government, local self-governance, and civil society stakeholders in deep-dive countries

Interviewee(s)

Function(s)

Date of the meeting

Interviewer(s)

Location On-line

In confidence/shareable In Confidence

Introduction

Thank you very much for your time. My name is [name of interviewer(s)] and I was selected by UNICEF ECARO to lead/conduct [as applicable] the evaluation of the UNICEF Project "Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans and Moldova." This evaluation is not an evaluation of anyone's individual performance, not a control, not an audit, but a learning exercise. The purpose of the interview is to understand the logic of the project and how it relates to the needs that you feel or observe. We wish to understand what was useful, what worked well, what did not work so well, and how to improve in the future. What is necessary and valued is your personal experience and opinion: I would like to encourage you to speak in your personal capacity, not as representatives of an institution. The process ensures anonymity. Interview notes will not be shared. Interview results will be synthesized into a general assessment report, and you won't be quoted in a way that enables to identify you. Do you agree that we may quote you, in a way that cannot be identified/connected to you? Do you agree to having this interview together, for about an hour? Would you accept it if I take notes on computer?

1. How long have you been involved in the project and what was your involvement?

2. How relevant do you think the project is, in particular its focus on ECD through the prism of health, social services, parenting and pre-primary education

Note to interviewers: This question relates to relevance

3. To what extent have activities been tailored to the specific needs of the targeted children and families?

Note to interviewers: This question relates to relevance

4. As far as you can tell, what were the key measures taken as a result of the project, for the inclusion, health and development of children with disabilities, Roma children, and their parents in your country?

Note to interviewers: This question relates to effectiveness.

5. Has your institution/organization as such been affected (positively or negatively) by the project? How will this last?

Note to interviewers: This question relates to effectiveness and sustainability

6. What has changed for you (if anything) as a result of your participation, as an actor involved in ECD? How will this last?

Note to interviewers: This question relates to effectiveness and sustainability

7. What do you think the action has changed for the children themselves, and for their families? How will this last?

Note to interviewers: This question relates to impact and sustainability

8. How would you assess your cooperation with UNICEF during the implementation of the project? Any challenges?

Note to interviewers: This question relates to coherence

9. Any additional comments/ideas?

ANNEX 6: Consent Forms and Ethical Clearance Letter

This consent form applies to (choose one): Right holders only
Rights holder Number/country

The following information is provided to inform you about the evaluation on the project “Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans and Moldova”, implemented by the United Nations Children’s Fund (UNICEF), and co-funded by the Austrian Development Agency (ADA). Please feel free to ask any questions you may have about this study and the information given below. You will be given an opportunity to ask questions, and have your questions answered. In addition, you will be given a copy of this consent form.

1. **Purpose of the study.** This study is being conducted by an evaluation team composed of three evaluators, hired by UNICEF Europe and Central Asia Regional Office, in order to better understand the effects of the project. This research will contribute to broader knowledge about the present situation in relation early child development and related services for children with disabilities and Roma children, in seven countries including yours.
2. **Description of the procedures to be followed and approximate duration of the evaluation.**
We will spend approximately one hour with you, in which we will ask you a series of questions about your experience with the services provided for early child development (such as family visits, training, coaching and advice for parents, pre-primary education, and health services). You can stop the interview at any time: this choice belongs to you. If you accept, the interview will be conducted without recording, but the interviewer will take verbatim notes on computer. These notes will only be shared within the research team, stored safely until the end of the research, and deleted at the end. You will not be quoted by name or in any identifiable fashion.
3. **Description of how confidentiality will be assured and the limits to these assurances, if any.** All data collected will be stored on a password-protected secure server, to which only project team members will have access. You will not be individually identified, information you provide will be attributed to an anonymous source. Transcribed interviews do not include any traceable, sensitive information. To preserve confidentiality, these documents will not contain any links to you directly. This consent form will be kept by UNICEF, without your name on it, to ensure that there are as many forms as interviews.
4. **Anticipated benefits resulting from this evaluation.**
 - A. *For all:* The potential benefits that may result from this study are advancing our understanding of how local institutions, civil society groups and other international actors contribute to early child development, particularly for children with disabilities and children from the underserved communities. This study will provide information to stakeholders engaged in the project to help them identify further strategies to better support early child development.
5. **Alternative procedures.** We conduct the interview by telephone, Skype, Zoom or Whatsapp, whichever you prefer. There are no other alternative procedures to participation in the interview.
6. **Contact information.** If you have any questions about this study, you can contact the person(s) below:
 - Camille Massey, Team Leader, camille.massey.pro@gmail.com
 - Zarko Sunderic, Evaluation Expert, zarko.sunderic@csp.org.rs
 - Blerta Perolli-Shehu, Evaluation Expert, blerta.shehu@gmail.com

Research Ethics Approval

25 January 2022

Camille Massey
Team Leader – independent consultant
Spengergasse 23, Top 4
1050 Vienna, Austria

RE: Ethics Review Board findings for: *Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans and Moldova* (HML IRB Review #505MOLD22)

Dear Camille Massey,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 10 – 25 January 2022. This study's human subjects' protection protocols, as stated in the materials submitted, received **ethics review approval**.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,



D. Michael Anderson, Ph.D., MPH
Chair & Human Subjects Protections Director, HML IRB

cc: Ashley Wax, Penelope Lantz, JD

ANNEX 7: Overview of Countries

All economies of the Western Balkans and Moldova have experienced negative growth in 2020 due to reductions in services, exports, personal consumption, and investment caused by the COVID-19 crisis.¹ In 2021, the Western Balkans region and Moldova are seeing a faster-than-expected recovery from the COVID-19-induced recession that all economies experienced in 2020.² "For this issue of the Regular Economic Report, the World Bank used two methods to estimate the potential poverty and distributional impact of the COVID-19 pandemic in 2020 and the possible recovery in 2021: (1) projections based on sectoral GDP growth and (2) detailed microsimulation of shocks and policy responses" says the World Bank in its Competition and Firm Recovery Post-COVID-19. Europe and Central Asia Economic Update. Office of the Chief Economist Fall 2021. Washington DC).³

Children, especially those in vulnerable situations, have been affected by school closures and other limitations imposed by the COVID-19 crisis. Efforts are needed to strengthen the rights of the child and to build resilient child protection and childcare systems. The rights of persons with disabilities need to be effectively protected, including their transition to community-based care and independent living, in line with the requirements of the UN Convention on the Rights of Persons with Disabilities. The Roma continue to be disadvantaged compared to their non-Roma neighbours, and vulnerable Roma were disproportionately affected by the COVID-19 crisis and the related restriction measures.⁴ "Many Roma continue to face discrimination, harassment and hate crime because of their ethnic origin", as underlined by the recent report from the European Union Agency for Fundamental Rights.⁵

Despite clear benefits from ECD policies backed by science and evidence, there are some reasons behind the insufficient priority given to ECD which are common in the Western Balkans and Moldova. These includes scarce resources, inadequate understanding of ECD benefits, competing development priorities, and structures of inequality that hinder addressing problems faced by the poorest people.

Albania: UNICEF Albania has supported the development and the implementation of some of the Government's planning documents, including the National Health Strategy (2021-2030), the Strategy of Primary Health Care 2020-2025, the Reproductive Health Strategy, the National Social Protection Strategy (2019-2022), the National Action Plan on Persons with Disabilities 2021-2025, the Action Plan for Roma and Egyptians Inclusion 2021-2023, Inclusion of Persons with Disabilities 2021-2025, as well as the National Education Strategy 2021-2026. While Albania has improved the legislative frameworks for pre-primary education, the level of decentralization of this sub-sector often results in local communities lacking both funds and capacities to implement national policies.

Bosnia and Herzegovina: UNICEF supported the Ministry of Human Rights and Refugees to develop the 2020-2024 Bosnia and Herzegovina Action Plan for Monitoring the Implementation of the Committee on the Rights of the Child Concluding Observations. The reform efforts in the social sector in Bosnia and Herzegovina suffered from the lack of consistent political support due to the complex governance structure. However, the adoption of a new multi-sectoral 2020-2025 Early Childhood Development Strategy for the Federation of Bosnia and Herzegovina in 2020 ensured the commitment and continuation of improving sustainable Early Growth and Development services in the country.

Kosovo*: Despite substantial and consistent progress, access to early childhood education and care in Kosovo* is well below Western Balkans and European Union (EU) levels. Enrolment of children in compulsory education - primary, lower and upper secondary education - is universal (100% attending grades 1-5, 90.5% 5-9 and 86.6% 9-12). Participation of children in pre-school education and care (age 0<5) remains low, despite an increase to 8.5% from 6.2%, and well below the OECD average (over 87%) or the 2020 Education and Training targets (95%). A persistent problem remains the small number and uneven distribution of pre-school institutions in Kosovo (44 public kindergartens in 23 out of 38 municipalities), lack of appropriate infrastructure and lack of

1 The World Bank (2020). Assessment of the economic growth in 2020 in Western Balkan countries and Moldova. Washington DC

2 The World Bank (2021). Western Balkans Regular Economic Report: Fall 2021 and Moldova. Washington DC

3 The World Bank (2021). Competition and Firm Recovery Post-COVID-19. Europe and Central Asia Economic Update. Office of the Chief Economist Fall 2021. Washington DC

4 European Commission (2021). 2021 Communication on EU Enlargement Policy. Brussels: European Commission.

5 A persisting concern: anti-Gypsyism as a barrier to Roma inclusion", European Union Agency for Fundamental Rights, 2018.

didactic materials.⁶ [Another challenge is](#) the limited number of subsidised places for children from vulnerable groups (such as the unemployed), and a dominant policy and public view that PPE is a care service for employed parents rather than something to which a child is entitled for his or her care and education.⁷ Despite a recent increase to 92 per cent at pre-primary level, attendance at early childhood education facilities is still too low to have the desired effect on school readiness. The number of children aged 0-5 attending licensed preschool institutions is just 4.9 per cent and only 19.1 per cent attend preschool and pre-primary.⁸ This report also mentions that “in particular, children from Roma, Ashkali and Egyptian communities have lower attendance rates at schools, fewer employment opportunities and are more likely to be in poverty. For children with disabilities, obstacles remain in the form of limited access to appropriate education, health care and rehabilitation services, and barrier-free access to public facilities and services”. The Law on Child Protection was adopted (June 2019), and along with the Administrative Instruction for Primary Healthcare approved in November 2020 and the 2020-2021 Strategic Plan for Maternal, Child and Reproductive Health. The Strategy and Action Plan on Children’s Rights was adopted in January 2019 confirming commitment to ECD. The revised Early Childhood Education law is under finalization. The policies supporting development of young children have been mainstreamed in the sectoral strategies, such as the Education Sector Strategic Plan (2022-2026) currently under development and in the Economic Reform Agenda (2020-2022).

Moldova: The inclusion of Roma and persons with disabilities is incorporated as one of the priorities in the National Code on Education, Education Strategy 2020 and the National Program on Inclusive Education 2020. The long-term National Strategies on Health and Education 2030 are currently under development. Consolidated efforts on drafting Early Childhood Development Strategy continued during 2020 through the involvement of the Medical University, Institute of Mother and Child Health, Local Public Authorities and CSOs.

Montenegro: National Strategy for Social Inclusion of Roma and Egyptians 2016-2020 pays special attention to compliance with the objectives and priorities of the EU Framework for National Roma Integration Strategies. A new Roma Integration Strategy 2021-2025 has been developed and UNICEF Country Office was involved in consultations with the working group. A new Early Education Strategy 2021-2025 has also been developed.

North Macedonia: In North Macedonia, early childhood education and care aims to provide care and education to children from the age of zero until the age of six when they enter primary education. The entire pre-school education is not compulsory and is classified as level 0 under International Standard Classification of Education, since 2002.⁹ The learning and teaching component of pre-school education are the responsibility of the Ministry of Education and Science, whereas the care and organisation of the work of the pre-school institutions falls under the remit of the Ministry of Labour and Social Policy in cooperation with the municipalities. Between 2018 and 2021, as part of UNICEF’s national roll-out of an innovative programme on social and emotional learning and development in all public preschools, a set of professional competencies for preschool teachers was developed, UNICEF was extensively involved in development of the new Health Strategy 2030. National perinatal care masterplan 2030 has also been developed in collaboration with the World Health Organisation (WHO) and the United Nations Fund for Population Activities (UNFPA) and 3 pilot sites defined to start interventions in 2021. The National Strategy (2020-2025) on Prevention and Protection of Children against Violence was adopted in 2019, with an aim to create a secure and safe environment for children by 2025 which would be conducive to growth and development of their full potential through an advanced national system for prevention and protection against all forms of violence and other adverse childhood experiences and by providing services to support children to overcome trauma. A Concept (policy guide) for inclusive education was developed and adopted providing a road map on how to overcome the barriers that inhibit schooling and exclude from learning the most marginalized children. The adopted Law for Primary Education (2019) provided legal ground for full inclusion of all children regardless of their abilities into mainstream education. The Roadmap for Inclusive Education which also deals with the pre-primary education has been supported by the UNICEF.

Serbia: The issue of increased enrolment of Roma children in pre-schools, greater investments and increased access of Roma to health and other social services, has been placed high on the national (National Strategy for the

⁶ European Commission Kosovo Report 2021: https://ec.europa.eu/neighbourhood-enlargement/kosovo-report-2021_en.

⁷ UNICEF, 2017, “Analysis of the situation of children and women in Kosovo”, Prishtina: United Nations Children Fund.

https://www.unicef.org/kosovoprogramme/Raporti_unicef_anglisht_web.pdf

⁸ UNICEF 2019 Situation Analysis of Children and Women in Kosovo. <https://www.unicef.org/kosovoprogramme/media/1141/file/SITAN.pdf>

⁹ <https://ilostat.ilo.org/resources/concepts-and-definitions/classification-education/>

Inclusion of Roma) and the EU integration agenda (EU Accession Action Plan for Chapter 23). In 2020, the new Multi-Indicator Cluster Survey (MICS) report¹⁰ notes that while improvements are visible in reduction of child mortality, increased immunization, and net attendance in high schools among Roma, relevant ECD indicators including pre-school enrolment remained the same. The Situation Analyses on Services for Infants and Young Children with Disabilities (2017) revealed significant gaps in access and quality of services across systems despite affirmative legislation. Corresponding research of Paediatric Association of Serbia identified 17% of young children experiencing delays and disabilities. The Rulebook on Additional Educational, Health and Social Support for Children, Students and Adults was revised to support early education inclusion, more effective use of resources and better access to social services for young children and their families.

The common obstacles to ECD development in Western Balkans and Moldova also include:

Discrepancy between policies and implementation. There is a discrepancy between existing policies, laws, and strategic action plans, on the one hand, and the implementation of the existing policies that translate into available resources, adequate services, budget allocations and accompanying infrastructure, on the other.

Fragmented services increase stress on the family. A child-centred approach model is missing and fragmented services for the child and family remain a challenge. Due to fragmentation, the child does not benefit from a holistic approach which would imply one single support plan for one child and family and cooperation of all support services and professionals in its implementation.

Integrating development into health care. The health sector should continue to expand its vision of health beyond prevention and treatment of disease and include the promotion of nurturing care for children as a crucial factor in the realization of the human potential of all people.¹¹

Monitoring needs to improve. There is a lack of effective monitoring system on ECD which would provide information to policymakers and service providers on the precise situation of children. Children with disabilities as well as Roma children cannot be included unless sound data collection and analysis render them visible.

Parental practices. Effective parenting support programs are missing in several countries of the region. Children who are particularly vulnerable come from families with many children, or from poor rural single-parent families, or from families living in substandard settlements in extreme material deprivation, where parents have a low educational background. There is a lack of programs to support parental wellbeing so that they can be good parents.

Governance structures and strong coordination. In general, the implementation of early childhood development programs is often fragmented, particularly for children under 3 years and at the local level.

ECD financing. ECD funding is usually directed to separate sectors, leading to competition for scarce resources. Improved coordination can lead to increased effectiveness and efficiency of ECD programs, sometimes with the same or even reduced resources.

Obstacles to social inclusion

According to the Project document, annual progress reports of the European Commission point to weaknesses in ensuring the fundamental rights of Roma and people/children with disability across Moldova and Western Balkans region. Many Roma continue to face discrimination, harassment and hate crime because of their ethnic origin, as underlined by the recent report from the European Union Agency for Fundamental Rights.¹² The project document outlines particular difficulties in social inclusion, having that services provided tend to be concentrated both in quality and quantity in urban areas and outreach to rural areas is weak; the quality of universal or primary level services is low; poor capacities of service providers, lack of new services around early intervention and disability prevention and lack of involvement of parents and community-based organizations and civil society as potential partners in provision and for advocacy is another challenge. While countries have made progress in revising national legislation and policies, capacities for implementation remain weak. The biggest challenge is the predominant medical

¹⁰ <https://mics.unicef.org/surveys>

¹¹ Child Protection Index <http://www.childprotectionindex.org>

¹² ^[1] "A persisting concern: anti-Gypsyism as a barrier to Roma inclusion", European Union Agency for Fundamental Rights, 2018.

approach, i.e. “curing” a disability, as opposed to the social approach which builds on the strengths of the individual and ensures that their environments are supportive and enabling rather than disabling. According to the inception report submitted by UNICEF ECARO to ADA,¹³ the countries covered by the project have EU accession aspirations and are investing efforts to harmonize policies and legislation to meet European standards, however, a sizeable number of children are socially excluded and face risks and deprivations, which limit their ability to reach their full potential. Boys and girls from ethnic minority groups such as the Roma, Ashkali and Egyptian, as well as boys and girls with developmental challenges and disabilities suffer disproportionately from poverty, poor access to services and social benefits, exclusion and discrimination; they more often suffer from violence, separation from their families and placement in residential care institutions or special schools. Social and gender norms negatively impact the social inclusion of vulnerable children, and additionally hamper and limit Roma girls’ participation in education on account of a number of reasons, including early marriage.¹⁴ All the countries are committed to the SDG Agenda and have in place a robust framework of policies, legislative frameworks and national strategies with regard to social inclusion, and protection of the human rights of women and children as well as vulnerable populations, such as ethnic minorities and persons with disabilities.¹⁵ The impact of COVID pandemic, according to UNICEF sources¹⁶, in Europe and Central Asia went beyond health risks, especially for children from poor families, ethnic minorities and children with disabilities, who have been disproportionately affected by the Covid-19 pandemic. Lack of access to essential and support services was increased as was the isolation and stigmatization of children with disabilities and children from minority communities.

The situation of the project’s target groups with regard to social inclusion and in the context of ECD at the time the project was launched constitutes the baseline against which change will be assessed. It is therefore fundamental to acknowledge this situation, which is described by the project document and complementary sources. According to the project document,¹⁷ while the situation varied from one country to another, at the launch of the project, the countries covered could be characterized as having slow implementation of reforms, especially the implementation of key national strategies, poor inter-sectoral coordination and quality of services, inadequate financing of social services. Some examples of national policies, strategies and plans that address the rights and needs of girls and boys, women and men from ethnic minority populations and those with disabilities, include:

- **Albania’s** National Plan of Action for the Integration of Roma and Egyptians (2016-2020), National Action Plan on the Inclusion of Persons with Disabilities and the Law on the Inclusion of and Accessibility of People with Disabilities all address issues of social inclusion for Roma children and children with disabilities. In Albania, at the time of project start, 70% of Roma children did not visit Consulting Centres for check-up visits (as prescribed by the national standard), and about 10% of Roma and 4% of Egyptian were reported as not regularly vaccinating their children. Only 33 % of Roma children accessed pre-primary school according to World Bank Roma Survey Briefs 2017¹⁸. Less early childhood stimulation at home and restricted exposure to the majority language also mean Roma children are less prepared when they enter primary school. In Albania, at least a third of Roma children ages 7–15 were outside the school systems in 2017. Reports from the Ministry of Education showed an increase of children with disabilities attending preschool, but the system was not yet capable of accommodating to their needs. Public services (health, education and social protection), were insufficiently adjusted. Systems were^{19,20}

13 Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans and Moldova Inception Report (2019). UNICEF ECARO to ADA

14 Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans and Moldova Inception Report (2019). UNICEF ECARO to ADA

15 Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans and Moldova Project Document (2018). UNICEF ECARO

16 <https://www.unicef.org/eca/unicef-responds-covid-19-pandemic-europe-and-central-asia>

17 Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans and Moldova Project Document (2018). UNICEF ECARO

18 <https://documents1.worldbank.org/curated/en/642861552321695392/pdf/Breaking-the-Cycle-of-Roma-Exclusion-in-the-Western-Balkans.pdf>

20 Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans and Moldova Project Document (2018). UNICEF ECARO

- **Bosnia & Herzegovina's** Framework Action Plan on Roma Educational Needs (2018-2022) and Strategy for the Advancement of the Rights and Status of Persons with Disabilities in the Federation of Bosnia and Herzegovina' (2016-2021) which is aligned with the European Disability Strategy 2010-2020. In Bosnia and Herzegovina, at the time of project launch, Roma infants were four times more likely than others to be born underweight with only 4% of children immunized. Obstacles persisted, stemming from stigma, gaps in policy/legislation frameworks in some sectors, gaps in coordination, inter-sectoral cooperation, in-service provision and gaps in capacities and knowledge to address the rights of children with disabilities.
- **Kosovo**s (UNSCR 1244)** National Development Strategy emphasizes the importance of reducing equity gaps for the most marginalized group of children such as Roma, Ashkali and Egyptian communities, children with disabilities, and rural and poor families by improving of the quality of early childhood care and education services and social inclusion. In Kosovo*, the Infant Mortality Rate was estimated at 15 per 1,000 live births, while among Roma, Ashkali and Egyptian children, it is estimated at 26 per 1000 live births. The health care system did not mainstream disability within its plans of action. Screenings, early identification and intervention of children at risk of delay or disability, did not exist and the medical model of disability had been perpetuated by medical professionals. Fewer Roma, Ashkali and Egyptian children had age-appropriate development outcomes and the equity gap broadened with age, resulting in high secondary school dropout rates and a high percentage of Roma children (around 80%) without the needed skills and qualifications that would enable them to succeed in the labour market.
- In **Moldova**, the inclusion of Roma and persons with disabilities is incorporated in the National Code on Education, Education Strategy 2020, National Program on Inclusive Education 2020, Action Plan for the Implementation of Child Protection Strategy, 2016-2020, National Strategy on Public Health 2014-2020, and Action Plan for the Support of Roma Populations. In Moldova, Roma children's enrolment rates were much lower than those of non-Roma children: one-fourth at the pre-primary level, half at primary and lower secondary levels, and one-fifth at upper secondary level. According to the latest 2012 data (MICS), an estimated 76% of all children aged 2 to 14 years in Moldova had experienced violent disciplining at home, including both physical punishment and psychological aggression.
- **Montenegro's** National Strategy for Social Inclusion of Roma and Egyptians 2021-2025 was adopted during the implementation of the Project, based on MICS 2018 data. However when the project was launched this strategy was not in place and the most recent data originated from MICS 2013, which constitutes the baseline against which the project was designed. The new Strategy aims to improve the current situation and position of the Roma and Egyptian communities in Montenegro, as well as to realize the rights guaranteed by the Constitution and other legal acts, and to combat all forms of discrimination and segregation. The adoption of this document was preceded by other strategic documents, primarily the National Action Plan for the Implementation of the "Decade of Roma Inclusion 2005-2015", adopted in 2005, with the aim of breaking the vicious circle of poverty and exclusion of Roma from the social life of Montenegro, for which education, employment, housing and health care projects were deployed. The new Strategy recognizes the problem of domestic violence and violence against women, child marriage, child neglect in Roma and Egyptian families calling for special attention to be paid to those issues. In Montenegro, in 2018 (MICS), 91% of children in Roma Settlements are materially deprived in three or more dimensions, 15 % of children aged 36-59 months in Roma Settlements are attending an early childhood education programme, 89 % of population in Roma Settlements in urban area have basic service for sanitation while it is the case with 66 % in rural area, 10 % of adolescent girls and 7 % adolescent boys aged 15-19 years have felt discriminated or harassed for any reason in the last 12 months, in Roma settlements in Montenegro 61% of men and 45 % of women aged 15-49 years are literate, in Montenegro Roma Settlements, 64 % of children aged 1 to 14 years experienced some form of physical punishment and/or psychological aggression by adult household members in the last month, 11 % of children this age were subjected to severe physical punishment.
- In **North Macedonia**, the 2014-2020 Strategy for Roma places emphasis on the inclusion of Roma in society through, inter alia, early childhood education and full access to quality health services. One of the specific strategic goals is to increase the number of Roma children in preschool education by 25%. In North

Macedonia, data from the period when the project was launched suggested a higher neonatal mortality rate among Roma population or 17.4 compared to national average of 10.2. The State Statistics Office reported that out of all children enrolled in 2016, only 2.6 per cent were Roma and only 0.5 per cent were children with disabilities. The 2018-2019 North Macedonia MICS showed that **73 %** of children age 1-14 experience a violent method of child discipline. This reality is worse for minority (Roma) children (81.8%) and children with disabilities. 36.8% of children age 36-59 months in North Macedonia attend early childhood education, while only 11.9 of children from Roma settlements in North Macedonia attend ECE. 81.8 is the early child development index score in North Macedonia, while in Roma settlements early child development index score is only 59.1, as stated in MICS 2018.

- **Serbia's** National Strategy for the Inclusion of Roma Women and Men (2015-2025) recognizes the importance of early childhood development and education services for Roma children. In Serbia, 30% of children were at risk of poverty at the time the project was launched. Roma children's mortality was almost twice as high as the national average with only 44% of children 0-3 fully immunized. As many as 10% of children living in Roma settlements were underweight and 19% stunted. National Programme on Early childhood Development (2016) and Call for Action on ECD (2018) identified strengthening family oriented, cross sectorial, early childhood interventions services as a way forward in securing critical and timely support to children with developmental delays and disabilities and their families.

ANNEX 8: Terms of Reference

Country:	Europe and Central Asia Region (ECAR)
Object of evaluation:	UNICEF Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans and Moldova
Time period of evaluation:	August 2021 – February 2022
Geographic coverage:	Albania; Bosnia & Herzegovina; Kosovo (UNSCR 1244); North Macedonia; Moldova; Montenegro; Serbia
Type of evaluation:	Regional Project Evaluation
Date of preparation of TOR:	June 2021

1. Introduction

1.1 Evaluation Rationale

With the financial support from the Austrian Development Agency (ADA), UNICEF Europe and Central Asia Regional Office (ECARO) and seven UNICEF country offices are implementing a Project to advance social inclusion and the equitable distribution of opportunities for children from ethnic minorities and children with developmental difficulties in six countries of the Western Balkans and Moldova. One of the deliverables of the 2.5 million (1.8 million/from ADA) Euro Project is an end-of-project, external and independent evaluation to assess the outcomes envisioned under the Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans and Moldova Project (hereby referred to in this document as the “Project”). This document is the Terms of Reference for the summative Evaluation of the Project. The evaluation will be used to demonstrate UNICEF’s accountability to delivering on the Project objectives and results, as well as for learning purposes to inform future programming related to the social inclusion of Roma children and children with disabilities in the south-eastern Europe.

The evaluation will be managed by the ECARO Evaluation Section, with engagement from the ECARO Early Childhood Development (ECD) team and participating countries.

1.2 Stakeholders

This evaluation findings are intended to be used by a broad range of stakeholders of which some have a direct stake in the evaluation because they are involved in implementation of the Project. These stakeholders are referred to as Primary Stakeholders. Other stakeholders, i.e., Secondary Stakeholders, refer to rights-holders and duty-bearers who benefit from the Project activities and outcomes, and organisations with which UNICEF does not have any formal partnership but that work on similar programmes and on social inclusion of Roma children and children with disabilities-related issues for which lessons and good practices drawn by the evaluation may be relevant.

Primary stakeholders include:

State Bodies. The Project aims to strengthen Government as well as non-government institutions, service providers and communities to deliver evidence-based interventions, develop inter-sectoral coordination and collaboration mechanisms, primarily between health, education and social and child protection services, and ensure sustainability through capacity development and adequate policy and budget formulation. The main Government partners that UNICEF collaborates with are the relevant state bodies responsible for the coordination of support for the social inclusion of Roma children and children with disabilities in each of the Western Balkans countries and Moldova. The line ministries and state agencies may include: Ministries of Health, Education, Social Welfare, Labour and Social Protection, public health and pedagogical institutes. The government stakeholders will use the findings of the evaluation for further improving their efforts to improve the situation of vulnerable populations.

Civil Society Organizations (CSOs). UNICEF COs have piloted solutions for social inclusion of Roma children and children with disabilities in partnership with CSO. CSOs are the main vehicle for implementing activities in support of social inclusion and will undoubtedly use the findings in their direct work to improve the services they provide and ensure that the voices of Roma children and children with disabilities and their families are heard.

Donors. UNICEF's multilateral and bilateral donors, primarily the Austrian Development Agency (ADA) but also others, that have provided complementary funding that contributed to the implemented solutions will use the findings of the Evaluation for learning purposes and informing their own programming, including the development of the new MFA regional strategy.

UNICEF. Finally, staff in UNICEF's COs and the Regional Office for Europe and Central Asia (ECARO) can draw upon the evaluation findings for regional and corporate learning and accountability purposes.

2. Context for Project Design

The Project design and purpose have been informed by the situation of Roma children and children with disabilities in the Western Balkans countries and Moldova. The policy priorities in the subregion are defined by the ratification and the implementation of the relevant UN conventions on the rights of the children, but also by the European Integration process which provides strategic direction for all Western Balkan countries and requires strengthening social inclusion of the vulnerable populations and children.

Countries in the Western Balkans and Moldova, have ratified the United Nations Convention on the Rights of the Child (UN CRC), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD). All the countries are committed to the SDG Agenda and have in place a robust framework of policies, legislative frameworks and national strategies with regard to social inclusion, and protection of the human rights of women and children as well as vulnerable populations, such as ethnic minorities and persons with disabilities. This provides a solid ground for implementation of the proposed interventions and to ensure that investments made will achieve envisaged results.

European integration is a common goal of all Western Balkan countries. Montenegro and Serbia have started the accession negotiations. North Macedonia and Albania are candidate countries. Bosnia and Herzegovina (BiH) and Kosovo* are potential candidates. Moldova is actively pursuing EU membership. Annual progress reports of the European Commission point to weaknesses in ensuring the fundamental

rights of Roma and people/children with disability across the region. Ensuring good quality accessible public health care for all citizens including the marginalized groups of society is one of the key reform priorities.¹

Roma integration is central to the enlargement process and under the Instrument for Pre-Accession Assistance. Whilst the Roma Decade² ensured that Roma integration became part of the political agenda, the post-Decade phase concentrates on achieving measurable results on the ground, clearly reducing the equity gap between Roma and non-Roma, and with special attention to priority areas (education, employment, health, housing and civil documentation). Many Roma continue to face discrimination, harassment and hate crime because of their ethnic origin, as underlined by the recent report from the European Union Agency for Fundamental Rights (FRA)³. Roma integration is also a vital part of the Chapter 23 negotiations on Judicial and Fundamental Rights, particularly for Montenegro and Serbia.

In project countries, governments have revised health, education and social protection laws and developed strategies and policies to enable the inclusion of children from ethnic minorities and children with disabilities in early learning and education/pre-school education, and some countries are making considerable progress in this regard.

The period of Project implementation was marked by numerous political (elections and tensions), health (COVID-19 pandemic) and environmental (earthquake) challenges, which exerted significant influence on the implementation of the planned activities.

In the Western Balkans, as elsewhere in the world, the COVID-19 pandemic has plunged countries into deep recession. As per the World Bank assessment⁴, all economies of the Western Balkans as well as Moldova, have experienced negative growth in 2020 due to reductions in services, exports, personal consumption and investment caused by the COVID-19 crisis. Recovery is projected to commence in 2021, with projected growth differing per countries. Because of the recession, labor market conditions have taken a turn for the worse and welfare improvements have been interrupted, although government response measures cushioned the blow. Before COVID-19 broke out in early 2020, most of the countries in the Western Balkans had made notable progress in reducing poverty and boosting household incomes. The crisis interrupted, and in some cases reversed, this process. It is also estimated that the pandemic could further contribute to an exacerbation of existing gender-based inequalities, as women's jobs are more vulnerable to the crisis.⁵ The crisis has further exacerbated difficult position of the most vulnerable populations such as Roma with unsecure employment opportunities that decreased during the pandemics.

All countries, except Albania, have experienced big changes in the political scene due to the parliamentary elections that took place within the first two years of the project implementation period. Political gridlock and post-electoral challenges were created after the elections in BiH and these caused delays in establishment of governance structures in BiH as one of the principal partners. After the resignation of the President of Kosovo* in November 2020, new national elections were held on 14 February 2021, and are expected to affect the pace of implementation of some Project activities until mid-2021. The unstable

¹ https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/bosnia_and_herzegovina_report_2020.pdf

² www.romadecade.org

³ "A persisting concern: anti-Gypsyism as a barrier to Roma inclusion", European Union Agency for Fundamental Rights, 2018.

⁴ The World Bank assessment of the economic growth in 2020 in Western Balkan countries and Moldova (-8.4% in Albania, -3.2% in Bosnia and Herzegovina, -8.8% in Kosovo*, -7.4% in Moldova, -12% in Montenegro, -5.4% in North Macedonia, -2% in Serbia)

⁵ UNICEF 2020. Living the pandemic as a new-born, adolescents and youth

political situation in Moldova led to modifications in the Government succeeded by the subsequent appointment of three ministers of education in 2020 which hampered the implementation of planned interventions. Parliamentary elections in Serbia took place in June 2020 and the Government was elected and became fully operational only in October 2020. National elections in Montenegro took place in August 2020 which resulted in a change in government. The new Government was consolidated in December 2020. North Macedonia has also seen change in Government, following the parliamentary elections in June 2020. The periods of changes of government administrations, particularly when prolonged to several months, slowed down all decision-making processes and have to some extent impacted Project activities.

The pandemic and the national measures to contain the spread of the COVID-19 disease, created enormous pressure on the capacity of institutions, and high levels of uncertainty at social, political and family level. The pandemic negatively impacted access to essential services for children and families and in many instances left parents to respond to multiple needs of their children without adequate support. Face-to-face provision of services had to be replaced whenever possible with teleservices requiring mastering of new technologies and development of digital competences among the workforce. The COVID-19 response became the main priority and captured most of the capacity of the state institutions. As a consequence, many other policy priorities were deprioritized.

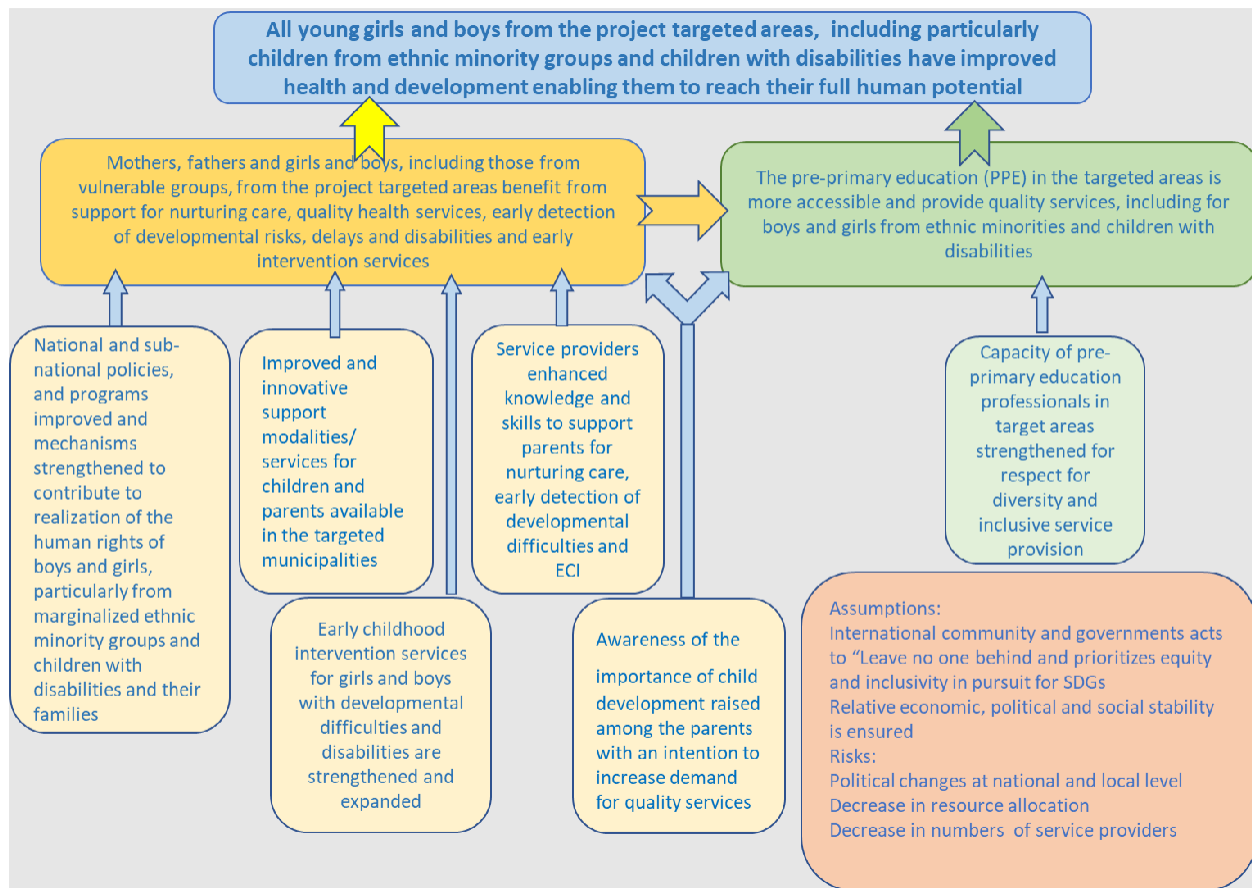
2.1 Project Description

The Project ***Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans*** aims to advance, in six countries/territories of the Western Balkans and Moldova, social inclusion and the equitable distribution of opportunities for the most vulnerable and marginalized children, children from ethnic minorities and children with developmental difficulties, including delays and disabilities. The objectives and long-term goals of the Project are closely linked to the broader country level priorities supported by UNICEF in each of the countries/territories and articulated through the Country Programme Documents (CPDs), agreed with and endorsed by the respective governments.

Working with a range of Government and non-government partners, the Project has provided technical assistance and capacity building of national and local public authorities, quality improvement of services and establishment of new service modalities, training of health, education and social service providers, support to families through improved services, parenting advice and guidance, community awareness raising, and data gathering.

In the long term, the project aimed to contribute to ensuring that all children, including particularly children from ethnic minority groups and children with disabilities, have improved health and development and can reach their full human potential. Investments and evidence-based interventions early in the lives of the most vulnerable children have proven to result in increased cognitive capital, improved school outcomes and improved later economic productivity. The social inclusion of excluded groups is positively associated with strengthened social cohesion and benefits whole societies.

The Project description includes a Theory of Change (TOC):



Specifically, at the outcome level, the project aimed at reaching the following target beneficiaries:

- **7,550 children (3,830 girls and 3,720 boys) and 5,450 families** will be supported through interventions aimed at early identification of developmental risks, delays and disabilities.
- **4,000 children (2,010 girls and 1,990 boys)** from ethnic minority groups will be supported to gain access to culturally sensitive and quality health and social services.
- **1,150 children (575 girls and 575 boys)** with disabilities and from ethnic minority groups will be supported through integrated community services which support early child development through coordinated action of service providers from all social sectors
- **1,530 children (768 girls and 762 boys)** with disabilities and from ethnic minority groups will be enabled to gain access to quality and inclusive pre-primary education (PPE). More than 44,000 mothers and fathers will also directly benefit from the interventions.
- **31,500 mothers** (including, particularly single mothers) and **12,700 fathers** (and/or other caregivers) of young children will be supported to provide *nurturing care*⁶ to their children and supported to access quality health and social care services.

⁶ See www.nurturing-care.org

The Project has specific outputs under 2 Project Outcomes:

Outcome 1: Mothers, fathers and girls and boys, including those from vulnerable groups (Roma, Egyptian, children with disabilities), from the project targeted areas benefit from support for nurturing care, quality health services, early detection of developmental risks, delays and disabilities and early intervention services.

Outcome 2: The pre-primary education (PPE) in the project targeted areas is more accessible and provides quality services including for boys and girls from ethnic minority groups and children with disabilities.

Outputs under Outcome 1

- 1.1. National and sub-national policies, and programs improved and mechanisms strengthened to contribute to realization of the human rights of boys and girls, particularly from marginalized ethnic minority groups and children with disabilities and their families
- 1.2. Service providers enhanced knowledge and skills to support parents for nurturing care, early detection of developmental difficulties and early childhood intervention (ECI)
- 1.3. Improved and innovative support modalities/services for children and parents are made available in targeted municipalities (e.g. counselling services, home visits, public service facilities, parental workshops, ECD centres, community based programs)
- 1.4. Early childhood intervention services for children with developmental difficulties and disabilities strengthened and their availability expanded
- 1.5. Awareness of the importance of child development raised among the parents with an intention to increase demand for quality services

Outputs under Outcome 2

2.1 Capacity of pre-primary education professionals (teachers, principals, psychologists, speech therapists, volunteers) in the project targeted areas, strengthened for respect for diversity and inclusive service provision.

More specifics on the proposed Project interventions, including country specific targets can be found in Annex I (Logframe Matrix).

During the implementation of the Project, UNICEF country offices have been expected to adhere to targets outlined in the logical framework (Annex I), based on which specific results frameworks have been developed with each Implementing Partner to ensure monitoring of progress. UNICEF country offices conduct regular spot checks and audits to review the partner's financial records, as well as to ensure that performance monitoring systems are in place.

The direct beneficiaries of the intervention are boys and girls from birth up to the age of school entry and their mothers and fathers or other immediate caregivers. The project primarily targets young children from ethnic minority groups (Roma, Ashkali and Egyptian) and children with developmental risks, delays and disabilities and their caregivers. Additionally, project interventions have aimed to reach children and their caregivers from socio-economically disadvantaged families, children and families living in rural areas, and child returnees and their families from EU readmission programmes.

COVID-19 impact on Project activities

With the new context of the pandemic starting in March 2020, the Project needed to adjust plans for the implementation of the Project activities. UNICEF provided additional resources and direct implementation support to partner institutions, implementing partners and service providers to review and adjust modalities to overcome challenges due to COVID-19 lockdowns and limited access to project sites. Since the outbreak of the COVID-19 pandemic, majority of activities were conducted online.

3. Objectives and Scope of the Evaluation

3.1 Purpose and Objectives

This summative evaluation serves the Purpose of meeting the accountability requirements set forth in the Project Document to demonstrate and understand the Project's performance and delivery of results. Additionally, this evaluation will serve to support future planning and decision making, and to provide a basis for informed advocacy for children in the Project countries and beyond.

The evaluation aims to understand how results have been achieved (including the enabling and constraining factors and mitigating strategies), as well as to document good practices across countries and successful results; and identify lessons learnt. It will seek to develop, in a participatory manner, forward-looking recommendations to strengthen UNICEF's results going forward.

Specifically, this evaluation has three primary objectives, which are to:

- Provide an independent assessment of the performance of the Project in relation to expected results towards the strengthening of social inclusion of Roma children and children with disabilities, including analysis of the achievement of immediate effects of project interventions;
- To provide actionable recommendations for UNICEF on improving its work at country level and on supporting the sustainability of the results, including those related to longer-term changes; and,
- To identify good practices and innovative approaches, and provide lessons learned and forward-looking guidance for actors working toward improving social inclusion of Roma children and children with disabilities.

The evaluation will need to consider the UNICEF's focus on equity and will look at how social inclusion of Roma children and children with disabilities was supported, and whether their specific needs are addressed. To the extent possible, the [UN Inclusion Disability Strategy](#) should be applied as appropriate. Further, given the unanticipated impact of the COVID-19 pandemic, the evaluation will also seek to understand how well UNICEF adapted its programming to the emerging context, needs and challenges.

3.2 Scope

The evaluation is related to the Project supported activities in the following countries: Albania, Bosnia & Herzegovina, Kosovo*), North Macedonia, Moldova, Montenegro and Serbia. The evaluation will examine results obtained within the targeted countries during the agreed upon timeline (December 2018 – to date). The project end 31 December 2021. Evaluation scoping and planning will need take the timeline into consideration. The evaluation will include ECARO as the Project coordinator and provider of technical support to the COs. A list of specific geographic coverage is included in Annex II.

3.3 Evaluation Questions

The questions that will guide this evaluation are aligned with the evaluation criteria developed by the OECD Development Assistance Committee (DAC)⁷ and focus on four criteria of most relevance for learning and use by UNICEF and the donor – relevance, coherence, effectiveness, and sustainability (issues around impact is covered under sustainability).

Relevance

1. To what extent did the Project design respond to the needs and priorities of Roma children and children with disabilities, and continue to do so as circumstances changed? (especially within the context of COVID-19)?

Coherence

2. To what extent has UNICEF demonstrated its added value as a partner and implementer? (especially in operating contexts of middle to high income countries with supportive institutional capacity)?
3. To what extent has the Project leveraged other resources and interventions to deliver results?
4. To what extent has duplication of activities been avoided and synergies have been achieved in the context of the Project, including with external actors?

Effectiveness

5. To what extent has the Project achieved, or is expected to achieve, its objectives and planned results⁸?
6. To what extent are the intermediate effects of the Project realized, or have the potential to be realized?
7. What were the enabling and constraining factors (and mitigating strategies) that supported the achievement of Project results?
8. Were there any unintended results (positive or negative) from Project implementation?
9. How effectively did the Project adapt to and respond to the circumstances caused by COVID-19 pandemic?

Sustainability

10. To what extent are the net benefits of the interventions continuing, or are likely to continue, for the institutions supported? What factors will facilitate further sustainable benefits?
11. To what extent did the Project contribute to building resilient services for the most vulnerable children such as Roma children and children with disabilities in the countries it operated in?
12. What will happen when the project is over? What will last?

4. Methodology

⁷ The DAC evaluation criteria were first defined in 1991 under the leadership of the OECD.

⁸ To be completed as part of responding the EQ:

https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Evaluierung_Templates/Annex9_Results_AssessmentForm_Template.xlsx

This summative evaluation will be guided by the “Norms and Standards” and the “Ethical Guidelines for Evaluation” developed by the United Nations Evaluation Group (UNEG)⁹ and UNICEF’s corporate guidance for equity focused evaluations¹⁰.

It will be planned and implemented with a non-experimental design, using mixed-methods and drawing upon secondary data when possible, and generating primary data only when credible secondary data is unavailable. The team is expected to gather primary data principally through Key Informant Interviews (KIIs) and an online survey, however, UNICEF welcomes the use of alternative data generating approaches that add further value, e.g., administration of surveys, observation, use of big data, etc. Given the pandemic, it is foreseen that this evaluation and data collection will be carried out remotely.

Two countries will be selected for more in-depth primary data collection to provide richer evidence to respond to the evaluation questions. The purposive selection of the two country deep dives should consider: diversity of activities, relative share of funding, and opportunities for learning. The two countries will be selected by a set criteria during the inception phase.

The evaluation is expected to use a theory-based approach. The overarching theory of change (ToC) and logframe should be validated during the Inception Phase. For the country deep dives, a country ToC will need to be tailored and validated for each based on the Project TOC.

Country Offices are heavily engaged in multiple initiatives, particularly in the response to COVID. Hence the evaluation, to the extent possible, will use secondary data and lightly engage COs and partners for primary data collection. Although the final data and information collection methodology will be determined together with the evaluation team, as well as the timeframe of the evaluation, the approaches proposed will include the following, all of which are envisioned to be conducted remotely:

- Literature research and review, and analysis of secondary quantitative data, review of material on the environment in which UNICEF operates, and recent plans and strategies, including: progress reports, financial data, Project planning documents, HACT data, country office annual reports, relevant survey data analysis, recent and relevant evaluation reports, success stories, etc.
- Online survey to all Project COs and implementing partners to gather primary data and fill in data gaps from secondary data;
- Depending on the agreed upon design for the evaluation, two country deep dives might be considered to include key informant interviews with national authorities, UNICEF, implementing partners, ADA, front line workers (if possible), and other stakeholders (via online/virtual means) (approximately six interviews per country).

A thorough stakeholder analysis should be conducted during the inception phase to identify key individuals to participate in the data collection. Depending on the agreed upon design of the evaluation, the evaluation team will need to determine criteria for sampling to ensure adequate coverage across all project sites and across the objectives of the Project.

⁹ UNICEF 2017.

¹⁰ UNICEF 2011.

As this is a remote evaluation, the evaluation workplan should take into account the required time for organizing online interviews and responses to inquiries.

The evaluation report is expected to be user friendly to facilitate dissemination of findings and exchange of experiences in the ECA region, and globally.

4.1 Data Availability

Project data: As part of Project implementation, routine field monitoring was planned to be conducted by project staff in cooperation with implementing partners utilizing the established program monitoring and financial spot check procedures in line with the Harmonized Approach to Cash Transfer (HACT)⁴⁶. All partners were required to submit quarterly and annual reports. Service providers and project partners administered surveys, tailored questionnaires, satisfaction feedback data, external quality assessments and reports, etc. In addition, ECARO compiled annual progress reports on all country activities.

Administrative data: Administrative data is generally not disaggregated for use in this evaluation. However, Multiple Indicator Cluster Surveys (MICS), supported by UNICEF provided disaggregated data by ethnicity (it will include samples representative of the Roma population) and disability (it will include a new module on children with functional difficulties). This includes: Bosnia and Herzegovina (2019), North Macedonia (2018/19), Kosovo (2019), Montenegro (2018) and Serbia (2019).

Country evaluations and assessments: Country Offices engaged in number of recent evaluations, which provide relevant, external analysis on activities specific to the Project. A non-exhaustive list of sources include: Analysis of ECD services in Federation BiH, Situational Analysis of ECD Services (Kosovo), Evaluation of Universal Home Visiting Programme (Kosovo, North Macedonia, Serbia, 2019), Country Programme evaluation (Serbia, 2019), UNICEF Global Evaluation on ECD, case study on Serbia (2021), ECEvaluation (Serbia 2021), Developmental Evaluation on UNICEF ECD response to COVID (Moldova, 2021).

Where available, data will be disaggregated by sex.

Data Limitations

Lack of regularly available disaggregated data has presented an obstacle in Project monitoring and reporting. Administrative data (with rare exceptions) are not disaggregated per ethnicity or disability whatsoever limits their use in reporting. MICS, where available, is aligned with SDG targets and indicators and provides disaggregated data, including by ethnicity. Further, the impact of the pandemic inhibited collection of routine data in 2020.

Given the COVID restrictions, it will be difficult to obtain primary data directly from rights-holders. To the extent possible, the evaluation will need to rely on data collection and reporting from implementing partners and service providers. Available secondary data will be sought on rights-holders. UNICEF, in partnership with the governments and other partners, has collected survey data on the impact of COVID-19 on populations. Where appropriate, this data should be used.

The evaluation team will be encouraged to explore innovative methods to gather primary data from rights-holders within the dynamic context of COVID-19 and remote data collection.

4.2 Ethical considerations

The evaluation must be in line with the United Nations evaluation norms and standards.¹¹ The evaluation must be external and independent and will be carried out in an objective, impartial, open and participatory manner, based on empirically verified evidence that is valid and reliable.

The ethical principles that will guide the evaluation are independence, impartiality, credibility, responsibility, honesty and integrity.¹² Similarly, it is essential for the evaluation team to maintain respect for the dignity and diversity of the individuals interviewed, and to take into consideration respect for human rights, gender equity and equality¹³ throughout the evaluation process. The team will take the appropriate measures to preserve the confidentiality of information and data of the individuals involved, while respecting the right to provide information in confidence. Here, it is essential that informed consent be obtained when the information is collected.

Although not anticipated with this evaluation, UNICEF requires that when interviewing minors, it is essential that the evaluation team refer to the UNICEF guidelines, Ethical Research Involving Children.¹⁴ It is also necessary to minimize the risks associated with any possible negative consequences and maximize the benefits for the main stakeholders by foreseeing unnecessary harm or injury that may arise from the findings of a negative or critical evaluation, without compromising its integrity.

The evaluation must also comply with the UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis,¹⁵ and according to the methodology selected and the subject evaluated, it must be reviewed by an external ethical review committee. The evaluation will not be able to proceed with the data collection before being approved by the ethical review committee. If the institution has its own ethical review mechanisms, they could substitute for the external committee, provided that these mechanisms comply with the minimum quality standards established in UNICEF's policy. In its methodological proposal, the evaluation team should clearly indicate any possible ethical issues and specify the supervision and the ethical review mechanisms that are applicable to the evaluation process.

In addition, members of the evaluation team are required to disclose in writing any past experience, of themselves or their immediate family, which may give rise to a potential conflict of interest, and to deal honestly in resolving any conflict of interest which may arise during the evaluation.

5 Evaluation Process

Once the evaluation team is on board, the evaluation will be structured in three main phases defined by accompanying activities as described below. The process will adhere to the ADA's guidelines for Project and Programme Evaluation (refer to Annex IV).

¹¹ **UNEG Norms and Standards (2016)**: Available from www.uneval.org/document/detail/1914

¹² The evaluation team must comply with the UNEG/UNICEF standards and guidelines:

Ethical Guidelines for UN Evaluations (2008): Available from www.unevaluation.org/document/detail/102 and **Code of Conduct for Evaluation in the UN system (2008)**: Available from www.unevaluation.org/document/detail/100

¹³ **Integrating Human Rights and Gender Equality in Evaluation – 2011**

Towards UNEG Guidance, www.uneval.org/document/detail/980

¹⁴ **Ethical Research Involving Children (2013)**. Available from <http://childethics.com/wp-content/uploads/2013/10/ERIC-compendium-approved-digital-web.pdf>

¹⁵ **UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis, 2015**: www.unicef.org/supply/files/ATTACHMENT_IV-UNICEF_Procedure_for_Ethical_Standards.PDF

Inception Phase

- **A Desk Review.** The evaluation team will commence the evaluation with a document review for which an electronic library will be established comprising relevant documentation that will be updated on an ongoing basis during the evaluation process. Documentation made available to the team may include but will not be limited to: Project proposal, country plans, implementing partner reports, reports from programmatic visits, spot checks, newsletters, RO simplified Project dashboard (presents targets and reporting per country), Interim Progress Reports, country-specific documents/data, etc. The evaluation team will provide a two-pager explaining how the team will proceed with document review prior to the inception report.
- **A virtual inception mission (IM).** Once the initial desk review is completed, a virtual inception mission with the RO and COs of deep dive countries will be organised for the Evaluation Team. One important purpose of the IM is to introduce the evaluation team to staff and key evaluation stakeholders, (possibly including members of an Evaluation Reference Group (ERG) if coordination is feasible) established as a sounding board for the evaluation to foster transparency and participation and to review key evaluation deliverables. In addition to discussing with RO staff the practicalities of the evaluation data collection¹⁶, other important purposes of the IM refer to verification of: a) the constructed TOC; b) evaluability vis-à-vis the planned evaluation focus and programme of work; c) the refinement of the evaluation questions and development of sub-questions, if needed; and d) the stakeholder analysis conducted during the desk review.
- **An Inception Report (IR)**

An inception report will be submitted that demonstrates impartiality, and that aligns with UNICEF's quality standards.¹⁷ The IR will be subject to quality assurance performed by the evaluation manager, a review conducted by internal evaluation stakeholders, the donor and the ERG, an ethical review¹⁸ – should proposed data gathering involve vulnerable groups, sensitive subjects and/or use of confidential data – and, finally, an external quality assurance check that requires a satisfactory rating for the data collection phase to proceed.¹⁹ The approval of the IR marks the completion of the Inception Phase.

Based on the desk review, the IR will: provide a contextual description and summary of initial findings; justifications of proposed changes to the evaluation ToR; an outline of the detailed methodology (including sampling strategies for all primary data collection); deep dive country selection and final criteria used for selection; theoretical frameworks against which the Project will be assessed; a description of the quality assurance mechanism of the evaluation team. The IR will also outline evaluation team strategies for management of data gaps, or data reliability issues, and it will include ethical considerations and approaches relating to primary data generation, as well as the process for ethical review and oversight of the evaluation process, if needed. Attached to the IR will be an evaluation matrix outlining evaluation questions, sub-questions, judgement

¹⁶ The evaluation team will collaborate closely with the ACO on the organization of the virtual inception mission to set up interviews with the relevant government authorities and institutions, civil society organizations (CSOs) development and humanitarian partners, rights-holders and other key stakeholder and, if relevant, organize site visits.

¹⁷ Please refer to Annex B.

¹⁸ ECARO has a Criteria for Ethical Review Checklist to determine whether an ethical review is needed. If required, there is a regional LTA in place for an Institutional Review Board to ensure data collection and analysis instruments and protocols are reviewed and cleared before proceeding to data collection mission.

¹⁹ For details on UNICEF's external quality assurance review, please refer to Annex B.

criteria/indicators, data sources and instruments/methods²⁰; a stakeholder analysis; a timeline; the TOC; a work plan; and an overview of the division of labour between the evaluation team members, (evaluation ToR will be annexed)

Sample: Inception Report – Content . *Note: This is a sample, and can be adapted to the needs of this exercise*

1. Presentation of the context and object of the evaluation
2. Purpose, objectives and scope of the evaluation
3. Validated Theory of change (including for the two deep dive countries)
4. Evaluation framework (evaluation criteria and questions), with an evaluation matrix (disaggregating each evaluation criterion, with evaluation questions, indicators, information sources and methods of gathering information)
5. Preliminary stakeholder analysis, analytical framework and preliminary positioning of stakeholders
6. A complete methodology with:
 - an explanation and rationale of the methodological design and analytical framework;
 - sample and list of people to interview and sites to visit;
 - data collection tools (questionnaire, interview guidelines, etc.);
 - limitations and mitigation measures;
 - ethical considerations;
 - data analysis (how the data will be analysed, what technique and approach will be used, software, etc.); forward-looking methodology for recommendations;
 - dissemination of the evaluation;
7. Work plan and description of the role and responsibilities of each team member
8. Deliverables and quality assurance

The Data Collection Phase

- Following the inception phase, a three-week remote data collection mission with full participation of all team members will be organised during which primary and, if relevant, secondary data will be generated. At the end of the data collection, the evaluation Team Leader will present preliminary observations and findings to UNICEF Management, CO staff, the ERG and, if required, other stakeholders.
- RO, with support from COs, will provide organizational support during the data collection process ensuring, to the extent possible, smooth access to key stakeholders at national and sub-national level via logistical / coordination facilitation.

The Reporting Phase

- The evaluation team will prepare a draft evaluation report that will be subject to a review undertaken by RO staff and the evaluation manager; an external quality assurance that requires a satisfactory rating and, if required, an ethical review. Following the first review of the draft report and the initial quality assurance, the evaluation team will incorporate the comments provided and prepare a second report, alongside a response matrix detailing how comments were addressed. The second draft will be presented and shared with the CO staff, ERG, the donor, and

²⁰As reference:

https://www.entwicklung.at/fileadmin/user_upload/Dokumente/Evaluierung/Evaluierung_Templates/Annex7_EvaluationMatrix_Template.xlsx

relevant RO colleagues for feedback. Comments will be incorporated into the final draft report, coupled with a response matrix. If the draft report does not pass UNICEF's external quality assurance with a satisfactory rating, another draft report will be submitted for quality assurance. As with the IR, it is a requirement for evaluation reports to obtain a minimum satisfactory rating before finalization.

Sample: Evaluation Report – Content . *Note: This is a sample, and can be adapted to the needs of this exercise*

1. Table of Contents
2. Executive Summary (no more than 5 pages)
3. Acronyms
4. Context and Object of Evaluation (including scale and complexity of the object, ToC and logical model, context of key social, political, economic, demographic, and institutional factors, key stakeholders)
5. Evaluation Purpose, Objectives, and Scope
6. Evaluation Methodology (including evaluation criteria - including mainstreaming of gender equality and human rights norms and standards, evaluation framework, design and methods, data sources and sampling methods, ethical issues, limitations, etc.)
7. Findings (suggested to be organized by evaluation criteria or evaluation question)
8. Conclusions and Lessons Learned
9. Recommendations
10. Annexes (including ToRs, List of persons interviewed, List of documents consulted, more details on methodology, such as data collection instruments, including details of their reliability and validity, evaluators biodata and/or justification of team composition, evaluation matrix, results framework and TOC)

The evaluation report should adhere to the UNICEF-adapted UNEG evaluation report standards: <https://www.unicef.org/evaluation/media/816/file/UNICEF-Adapted-UNEG-Evaluation-Report-Standards.pdf>

- Once a final draft report has been approved, the evaluation Team Leader will present the evaluation findings and recommendations with UNICEF Management, CO staff, the ERG and, if relevant, other national stakeholders. Recommendations should target UNICEF ECARO and Project Country Offices. The report will comply with UNICEF's reporting standards (including report structure)²¹ and be no longer than 40-50 pages excluding annexes. Visual aids / data visualization are expected to be part of the final evaluation to enhance readership. Upon completion of the evaluation report, it will be rated in UNICEF's Global Evaluation and Research Oversight System (GEROS),²² and it will be published on UNICEF's global website. Reference to the quality assurance templates can be found in Annex III.
- In addition to the final report, the vendor will develop a graphical Evaluation Brief publication that summarizes the main findings, conclusions, lessons, and recommendations, and includes visual aids to enhance readership and learning. The Brief will be disseminated to external stakeholders.

²¹ <https://www.unicef.org/media/54771/file>

²² https://www.unicef.org/evaldatabase/index_GEROS.html

6. Organization of the Evaluation

6.1. Timeline, Work Plan and Deliverables

The evaluation will be managed by UNICEF's Regional Office for Europe and Central Asia, Evaluation Section, in close collaboration with the ECARO ECD team. A workplan and timeline is provided below.

Timeline for major workplan activities

Activity	Aug	Sept	Oct	Nov	Dec	Jan	Feb
Inception and Desk review	X	X					
Inception report		X					
Report reviewed by evaluation stakeholders, ethical review and quality assurance conducted		X					
Finalization and approval of Inception Report		X					
Data Collection and Mission and presentation of preliminary observations and findings			X	X			
First draft report						X	
Report reviewed by evaluation stakeholders, ethical review and quality assurance conducted						X	
Final Report							X
Final presentation and Evaluation Brief							X

The evaluation main deliverables are outlined below. Number of days is indicative.

Evaluation main deliverables and deadlines

Evaluation Deliverables	Completion Dates	# of days Team Leader	# of days Team Member
Remote Inception Mission with presentation	One week after evaluation kick-off	4	
Inception Report (20 pages excluding annexes), including presentation	2 weeks after the inception mission	10	3
Data collection and preliminary findings presentation to RO/CO staff, the ERG and other stakeholders as requested	4-6 weeks after the beginning of the Inception Phase.	15	15
Draft Report (40-50 pages excluding executive summary and annexes towards which each team member will contribute with, at least, 10 pages)	Maximum 3 weeks after completion of the data collection.	10	8
Final Report (as above)	3 weeks after internal review and external quality assurance on draft report have been completed.	4	2
Final presentation to RO / CO / ERG	1-2 weeks after approval of final report.	2	

A PowerPoint Presentation of the evaluation, its main findings, recommendations and conclusions. A skype presentation to RO staff			
Evaluation Brief	1-2 weeks after approval of final report	2	
Total		47	28

6.2. Team Composition and Requirements

General Competency Requirements

The evaluation team will consist of a two-person international team (Team Leader and Evaluation Specialist). All team members will be professionals with a relevant higher academic/post-graduate degree and, as a team, they should have expertise in social inclusion, particularly Roma inclusion and disability issues specified below. All team members should have knowledge of UNICEF's mandate and experience of working closely with Government partners and/or UN agencies. Relevant experience from south-eastern and eastern European countries is considered an asset for the international team members. A minimum of one team member should be from the region.

- The evaluation team should have an in-depth understanding of programming in social inclusion area, particularly for Roma children and children with disability.
- Team members should have experience working in the region, particularly for Western Balkans and/or Moldova.
- The evaluation team should have experience in evaluation, qualitative and quantitative data collection analysis, preferably with some experience working on remote evaluations.
- Advantage if the team has working knowledge of Bosnian-Croatian-Montenegrin-Serbian, Albanian, and/or Romanian.

The Team Leader

The Team Leader must have documented professional experience in conducting rigorous independent evaluations that meet professional evaluation standards - and more than 12 years of professional experience, and a minimum of 5 years as an evaluation team leader. The Team Leader should, furthermore, have a strong background in development work with a profound understanding of development and Human Rights-Based programming. It is also a requirement that the Team Leader has expertise in social inclusion, and evaluation experience from the Europe and Central Asian Region or a MIC is considered an advantage. In addition, he/she must have expertise relating to one or more of the sectors in which UNICEF works (outlined below under team members). As the leader of the evaluation, the candidate will demonstrate previous experience in managing a multi-disciplinary team and delivering quality evaluation outputs.

Team Member (Evaluation Specialist)

The second team member should have relevant higher academic/post-graduate degrees and a minimum of five to seven years of relevant professional experience including in research or/and evaluation, and sector expertise in two, ideally more, of the following three sectors:

1. Social inclusion policies;
2. Roma inclusion and the social inclusion of Roma children; and

3. Policies related to inclusion of people with disabilities, and more specifically children with disabilities.

The ideal evaluation team will cover the sectors listed above.

6.3. Roles and Responsibilities

The evaluation will be managed by the ECARO Multi-Country Evaluation Specialist who will collaborate with the ECARO ECD team to ensure evaluation utility and relevance, among other. The Team Leader will be overall responsible for the quality and submission of all main evaluation deliverables towards which all team members will contribute as explained below.

Role and Responsibility – Team Leader

The Team Leader has the overall responsibility for the evaluation. Specific tasks of the Team Leader will include but may not be limited to:

- Guide the desk review of existing information on the context including national policies and priorities and UNICEF's work and all relevant programme and project documents and reports, previous studies, research and evaluations;
- Review relevant documentation related to the Project;
- Lead the process to review the TOC, the stakeholder analysis developed during the desk review.
- Design the overall evaluation framework and the data collection and analysis instruments;
- Provide detailed methodological guidance for the team with regards to the tool development and overall direction for data analysis and quality assurance;
- Present the evaluation to the RO, ERG and, if relevant, other stakeholders and organize the practicalities related to the planning of the field work;
- Provide guidance in preparation of evaluation deliverables;
- Lead the data collection and analysis, and decide upon the division of roles and responsibilities among team members during the entire evaluation process;
- Coordinate the work of the evaluation team and consolidate inputs to ensure timely delivery of evaluation products;
- Conduct interviews with a range of key stakeholders and informants as per the inception report;
- Lead the planning and analyses, and discussions of evaluation questions and issues common to the whole team;
- Lead the consolidation of the teams' inputs for the inception and data collection and field mission;
- Submit the IR, the draft and final evaluation reports, and develop and deliver a power point presentation on the main findings and recommendations emerging from the evaluation once the evaluation report has been finally approved;
- Manage the evaluation work plan, respecting deadlines for specific activities and deliverables;
- Maintain continuous communication with evaluation team and UNICEF staff involved in management of the evaluation; and,
- Hold weekly coordination meetings with the Evaluation Manager.

Common tasks and duties for all team members

All team members are requested to refer attentively to the documentation made available in the electronic library developed for the evaluation, including the ToR, context information and information on UNICEF's interventions.

- All team members are requested to familiarize themselves with UNICEF’s global normative products in the substantive areas for which they are responsible. These are available on the UNICEF website www.unicef.org.
- All team members will contribute to concise written reports as per their specific area of expertise and the division of labour outlined in the IR: a) at the end of the desk review phase and prior to the start of the data collection they will contribute with, at least, 5 pages; and b) for the draft evaluation report, they will contribute with, at least, 10 pages. Team members will also contribute to the revision of the final draft report and provide inputs to team discussion during all evaluation phases. Evaluation team members will participate actively in all phases of the evaluation engaging in analyses and discussions of findings.
- Complementary to the evaluation ToR, the evaluation Team Leader will prepare a number of orienting documents and tools (including an evaluation matrix) in discussion with the evaluation team. These documents should be read by all team members and will be used as a framework for guiding the questions to be asked and data to be gathered during the evaluation.
- All team members will be requested to participate during the entire data collection.

The Evaluation Reference Group (ERG)

The ERG does not have any formal evaluation management responsibilities. It will act in an advisory capacity and provide inputs on all main evaluation deliverables that are expected to strengthen the quality and credibility of the evaluation. The reference group members will be expected to:

- Be a sounding board for feedback during the evaluation;
- Provide feedback on the evaluation approach presented by the Evaluation Team Leader when the IM is organized;
- Enable access to key informants during the evaluation process;
- Participate in interviews with evaluators as relevant;
- Review and comment on the IR;
- Participate in the presentation of evaluation preliminary findings;
- Review and discuss the final report, in particular, findings and recommendations that concern possible strategic shifts UNICEF should make in its ECD and/or social inclusion work;
- Support the dissemination of results.

The ERG will be established at the regional level. Suggested composition includes: UNICEF ECARO (chair) and Representatives from Project Country Offices.

7. Payment Schedule

Payments will be made in four tranches aligned to the evaluation deliverables as outlines in Table 4 below.

Table 4. Payment schedule

Inception Report: Upon approval of the Inception Report	20%
Data Collection: Upon the end of data collection and presentation of initial findings to CO staff and ERG	30%
First Draft Report: Upon approval of the first draft of the evaluation report	30%
Final Draft Report: Upon approval of the final evaluation report	20%

8. Application Requirements

Proposer(s) must submit a technical and a price proposal (in separate documents) that will be split between technical and commercial (price proposal) scores (a 70/30 split).

The **technical proposal** (70 points) should include the following information:

- Cover letter
- Presentation of the firm/research institution/consulting group and experiences
- Understanding of this ToR and Evaluation needs
- Team composition (incl. identification of team leader), with complete CVs
- Matching the team skills with the required skills
- Proposed methodology and rationale for it
- Detailed Timeline/Chronogram and level of effort by each team member (role of each team member)
- Sample(s) or link(s) of previous Evaluation(s) by the team members

The technical proposal will be assessed with the following criteria:

Technical sub-criteria	Description	Maximum Points
Completeness of technical requirements (5 points)	Overall conformity of the proposal, including appropriate referencing and supporting documents (description of institution and key personnel, understanding of ToRs, matching team skills with required skills, proposed methodology, detailed timeline, references and written sample)	5
Qualifications of team (35 points)	Overall conformity with requirement of the Team leader	20
	Evaluation specialists	15
Quality of technical proposal (30 points)	Understanding of the ToRs (match between the proposed approach and requested scope of evaluation)	3
	Quality of the methodology and methods proposed, innovative design, rationale for the methodology	20
	Realistic work plan and level of effort of team	5
	Understanding of ethical considerations and integration of such in the methodology	2
Maximum Score for technical criteria		70
Minimum Score for technical compliance		49

Total Maximum points for the technical proposal is **70** points. Only proposals which receive a minimum of **49** points will be considered further.

Financial Proposal should include:

1. Detailed budget as per the Financial Proposal template
2. Explanation of budget assumptions with regard to planning, team composition, field work, etc.

The total amount of points allocated for the price component is **30**. The maximum number of points will be allotted to the lowest price proposal that is opened and compared among those invited firms/institutions which obtain the threshold points in the evaluation of the technical component. All other price proposals will receive points in inverse proportion to the lowest price; e.g.:

Score for price proposal X = (Max. score for price proposal (**30** Points) * Price of lowest priced proposal) / Price of proposal X

Total obtainable Technical and Price score: **100**

The Proposer(s) achieving the highest combined technical and price score will (subject to any negotiations and the various other rights of UNICEF detailed in this LRPS) be awarded the contract(s).

All interested institutions are requested to include in their submission detailed costs including:

- a) Daily rate including hours per day
- b) Expenses associate with remote data collection, and translation etc. Please include all relevant coststhat are required for this exercise) to be agreed prior to commencing the project
- c) Any additional requirements needed to complete the project (evaluation) or that might have an impacton cost or delivery of products
- d) The consultants would be required to use their own computers, printers, photocopier etc.

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ANNEX 10: List of Project-generated Documents Reviewed

Regional

Project documents

Social Inclusion of Roma Children and Children with Disabilities in the Western Balkans and Moldova Project Proposal, October 2018.

Project document Inception Phase March 2019

Project Proposal with comments ADA, 2018

Project reports

First progress report:

ADA Budget Plan 2020 and 2021

ADA Progress Report Final Version, May 2020

Annex 2 ADA Detailed plan 2020

Donor Statement By Activity (Uncertified) From 11 December 2018 To 31 December 2019, 30.03.2020

Second progress report:

ADA Second Progress Report-DRAFT-CONSOLIDATED, 22.03.2021

Annex 2 ADA Detailed Plan 2021

ADA final report Draft, 21.04.2022

Donor Statement By Activity (Uncertified) From 11 December 2018 To 31 December 2020, 21.01.2021

Final report:

ADA Second Progress Report-DRAFT-CONSOLIDATED, 22.05.2022

Project products

List of products developed

Early Childhood Intervention:

Methodological Guide ECI Situation Analyses 2nd Draft, September 2021

Home visiting modules:

The care of small and/or sick newborns, Module 22, Bettina Schwethelm, Draft 2, March 30, 2020

Healthy weight, physical activity and sedentary time, Module 20, Draft

Learning at home COVID:

UNICEF ECA's 15-Day Challenge #LearningAtHome, 1 day, 1 activity - concept brief, 19.03.2020

Challenge Learning At Home, ECAR

Listing At Home Activities COVID19, Draft

Support to parents at home

Toolkit of Resources COVID-19

Parenting app:

01.-Bebbo Communication & Promotion Plan Final, 14.10.2021

02.-Bebbo WHO Final, 14.10.2021

03.-Bebbo Message Tracker Final, 14.10.2021

04.-Bebbo Background Final, 14.10.2021

05.-Bebbo press release Final, 14.10.2021

06.-Bebbo Search Engine Optimization Guidelines Final, 14.10.2021

07&08.-Bebbo Campaign and Communication idea Final (1), 14.10.2021

09.-Bebbo Landing page Final, 14.10.2021

10.-Bebbo Social Media Posts Final, 14.10.2021

Partnerships:

- 20.-Bebbo blog ECD RO advisor Final, 14.10.2021
- 21.-Bebbo op-ed template Final, 14.10.2021
- 22.-Bebbo Sponsorships proposal Final, 14.10.2021
- 23.-Bebbo National Partnerships guidelines Final, 14.10.2021

Programming:

- 24.-Bebbo Overall presentation Final, 14.10.2021
- 25.-Bebbo M&E Framework Final, 14.10.2021

Internal documents

Criteria for selection of countries for deep-dive evaluation
Annex 1: Logframe matrix
Annex 1 Logframe Inception Phase March 2019
Annex 2: Time Schedule
Annex 3a and 3b: BUDGETS Summary & Detailed
Annex 4: List of reference documents
Annex 5: Activities
Annex 6: Risk analysis by country
Environmental-Gender-Social Standards Checklist
ADA Visibility Guidelines

Other documents

Roma Briefs: Europe and Central Asia, February 2019
Joint regional meeting ADA presentation

Albania

Project reports

Strengthening planning and delivering of equitable and quality maternal and child health care services (Tirana, Korça, Vloa and Elbasan), Final report, December 2019
Progress report, Support of institutional development for quality and inclusive health services implementing the universal progressive home visiting in 4 target regions (Tirana, Elbasan, Korçe, Vlore), October 2021

Project products

Annex 1: Guidë Trajneri, Tirana 2019
Annex 5: Adress books with health and social services
Adresar faqe 1
Adresari faqe 2
Korce
Vlore

Të dashur prindër!

Fletore e shëndetit të fëmijës

Ushqyerja e shëndetshme gjatë shtatzanisë dhe ushqyerjes me gji

Udhërrëfyese ilustrativ është përgatitur për t'u ofruar prindërve dhe anëtarëve të tjerë të familjes njohuri dhe aftësi lidhur me praktikën më të mirë për ushqyerjen ndaj foshnjës, fëmijës, nënës dhe gruas shtatzënë

Ushqyerja e fëmijës nga 1 deri 5 vjeç

Ushqyerja e fëmijës 6-12 muajsh

Ushqyerja vetëm me qumësht gjiri gjatë 6 muajve të parë

Internal documents

Annex C: Programme Document, November 2018
Institutional contract with Partneritet Per Zhvillim, May 2021
Summary for ADA

Other documents

UN Economic and Social Council (ECOSOC), Country programme document: Albania, E/ICEF/2016/P/L.12, 18 July 2016
UNICEF, Evaluation of the UNICEF Albania Country Programme 2017-2021, Final Report December 2020, Tirana, December 2020

Bosnia and Herzegovina

Project documents

FBiH EDUS Programme Document, 2019
RS Programme Document Center for education, 2021

Project reports

2018 EDUS Final Report
2019 EDUS Final Report

Project products

Dnevni red_Radionica 13-14 septembar 2021
Dnevni red_Radionica 15-16 septembar 2021
Dnevni red_Radionica 17 septembar 2021

Documents related to duty bearers

FBiH_WG_Rulebook for continued education of ECD professionals
RS_WG ECD Strategy 2021-2025
Kriteriji za formiranje i rad Komisija FINAL, 08.10.2021
Protokol o postupanju FINAL, 08.10.2021
Shema suradnje unutar referala FINAL, 08.10.2021
Smjernice za procjenu i upucivanje final, 2021

Internal documents

Roadmap for Implementation of Recommendations: "Analysis of Applicable Regulations and Practices for Assessment and Referral of Children with Disabilities in the 10 Cantons of the Federation of Bosnia and Herzegovina"
UNICEF BiH, Terms of Reference for a Local Individual Consultancy to support advancement of International Classification of Functioning, Disability and Health (ICF) methodology in the Federation of Bosnia and Herzegovina, August 2020 to December 2021
Potpisna lista Radionica - Međunarodna klasifikacija funkcioniranja, onesposbljenosti i zdravlja primjena u Federaciji BiH, Sarajevo, 13.-14. septembar 2021
Potpisna lista Radionica - Međunarodna klasifikacija funkcioniranja, onesposbljenosti i zdravlja primjena u Federaciji BiH, Sarajevo, 15.-16. septembar 2021
Potpisna lista Radionica - Reforma procesa procjene djece s teškoćama u skladu s Međunarodnom klasifikacijom funkcioniranja onesposobljivosti i zdravlja - primjena u Federaciji BiH, 17. septembar 2021
FBiH SSFA EDUS, 2021

Other documents

UN Economic and Social Council (ECOSOC), Country programme document: Bosnia and Herzegovina, E/ICEF/2014/P/L.12, 19 August 2014
UN Economic and Social Council (ECOSOC), Country programme document: Bosnia and Herzegovina, E/ICEF/2020/P/L.16, 17 July 2020
Službene novine Federacije BiH Godina XXVIII - Broj 37, srijeda, 12. 5. 2021. godine
Herzegovina Neretva Canton amendment, 2021
Zenica Doboј Canton amendment, 2020
Strateški plan za unapređenje ranog rasta i razvoja djece u Federaciji Bosne i Hercegovine 2020-2025. godina

Kosovo

Project products

UNICEF, Analysis of the Situation of Women and Children in Kosovo*, 30 September 2019

Implementing partners' documents

Center for Human Services and Development -QSHHZH:

Programme Document Amendment QSHHZH, October 2020

ECD advisory body meeting minutes, 30 April 2020

Final Meeting minutes, ECD Advisory Body, 02.04.2021

Programme document QSHHZH 2019-2020

Standard Quarterly January - February 2021

Standard Quarterly October - December 2020

Standard Quarterly Report July - September 2020 Final

Standard Quarterly April - June 2020

Standard Quarterly January - March 2020

Standard Quarterly November - December 2019

Bethany Christian Services-BCS

Narrative report April - June 2020

Narrative Report July - September 2020

Narrative report_October - December 2019

SSFA Agreement Bethany Christian Services 2019-2020

Standard Quarterly Progress Report January - March 2020 final

Other documents

UN Economic and Social Council (ECOSOC), Country programme document: Serbia, 2016-2020 Results and Resources Framework for Kosovo ** under United Nations Security Council resolution 1244 (1999), E/ICEF/2015/P/L.16/Add.1, 10 July 2015

UN Economic and Social Council (ECOSOC), Country programme document: Serbia, 2021–2025 results and resources framework for Kosovo** under Security Council resolution 1244 (1999), E/ICEF/2020/P/L.18/Add.1, 15 July 2020

A Situational Analysis of Early Childhood Development ECD Services in Kosovo, World Bank 2021

Implementation Report Roma and Ashkali Inclusion Strategy, 2017

Kosovo Economic Reform Programme (ERP) 2019-2021

Kosovo Education Strategy 2017-2021

Kosovo Multiple Indicator Cluster Survey and Roma, Ashkali and Egyptian Communities in Kosovo, 2020

Kosovo National Development Strategy 2017-2021

SABER Early Childhood Development Country Report Kosovo, World Bank 2021

Republic of Moldova

Project reports

Analytical Brief # 3, August 2021

LV On-line Programmatic Visit Report PositiveParenting CNETIF, 05.05.20

Tranche Report ADA, 30.11.2020

CNETIF Joint Partnership Review ADA, 30.05.2019

Final Partnership Evaluation ADA, 30.11.2020

ADA Second Progress Report Moldova, 26.02.21

Narrative report Tranche 3, ONLINE PROJECT CNETIF, 21.06.2020

Programmatic Visit Report ADA CNETIF, 01.11.2020

Rapoart de evaluare_ADA Project, 2020

Raport generalizat cadre didactice, October, November, December 2020

Raport generalizat privind asistentii de educatori, 02.11.2020-26.01.2021

Raport educatori Cantemir, 08.11.2020

Raport formare de formatori, 23.01-24.01.2020

Project products

Lista materialelor informaționale elaborate de cnetif PEP online, May 2020

Agenda sesiuni de formare onlin a cadrelor didactice și de conducere din instituțiile de educație timpurie, direcția învățământ general basarabeasca. Tema: educația parentală online în condiții de carantină, 05.05.2020

Agenda seminarului de instruire "Organizarea procesului educațional pentru copiii cu cerințe educaționale speciale", 23.01.-24.01.2020

Copiii cu deficit de atenție și hiperactivitate (adhd)

Ce nevoi au copiii cu deficiență mintală și cum îi putem ajuta?

Ce nevoi are copilul cu autism și cum îl putem ajuta?

Tulburările de limbaj și comunicare la copiii de vârstă preșcolară

Asistența copiilor cu deficiențe de auz

Asistența copiilor cu deficiențe de vâz

Asistența copiilor cu dizabilități fizice/neuromotorii

Atelier de lucru pentru cadre didactice și de conducere din raioanele călărași, sîngerei, cantemir, 22.11.2020

Atelier de lucru pentru părinți, cadre didactice și de conducere din raioanele călărași, sîngerei, cantemir, 29.11.2020

Atelier de lucru pentru cadre didactice și de conducere din raioanele călărași, sîngerei, cantemir, 11.11.2020

Modulul IV: Educația copilului cu cerințe educaționale speciale, suport de curs teoretic și ghid practic (pentru educatorii parentali și părinți)

Оказание поддержки детям с нарушением опорно-двигательного аппарата

Оказание поддержки детям с нарушением зрения

Оказание поддержки детям с нарушением слуха

В чем нуждаются дети с психическими отклонениями и как мы можем им помочь?

Дети с дефицитом внимания и гиперактивность (сдвг)

Что нужно ребенку с аутизмом и как мы можем ему помочь?

Programe de educație parentală:

Curriculum de educație parentală și metodologia de organizare și realizare a programelor de educație parentală

Modulul I: Dezvoltarea copilului mic suport de curs teoretic și ghid practic (pentru educatorii parentali)

Modulul II: Sănătatea copilului suport de curs teoretic și ghid practic (pentru educatori parentali)

Modulul III: Educația copilului suport de curs teoretic și ghid practic (pentru educatorii parentali)

Suport emotional:

Dezvoltarea abilităților sociale și emoționale la copii în condiții de post-pandemie COVID-19, 11.11.2020

Activități de dezvoltare a abilităților/competențelor emoționale și sociale la copii

Modul de activități pentru dezvoltarea și optimizarea competențelor emoționale

Asistența parentală pentru dezvoltarea emoțională a copilului preșcolar

Suport info parinti, 20.04.2020

Acordați primul ajutor copilului traumat!

Citiți împreună cu copilul dumneavoastră

Cum vorbim cu copilul despre boala cauzată de noul coronavirus (COVID-19)

Cum putem educa cu blândețe

Jocul în viața copilului

Jucăria în viața copilului

Copilul și lumea emoțiilor

Ce nevoi au copiii mici și cum pot fi satisfăcute cu succes?

Nu lăsați copilul mic fără supraveghere oriunde s-ar afla!!

Temperamentul copilului meu
Respectați regulile de igienă personală
Rolul familiei în dezvoltarea copilului. Implicarea taților în creșterea și educația copilului
Creați și păstrați rutinele zilnice
Не оставляйте маленького ребенка без присмотра, где бы он ни находился !
Stresul părinților și bunăstarea emoțională a copiilor

Instruiri ADA 2019-2020:

Anexa Omulețul
Certificate formare 23_24.01.2020
Fișa Postului de Părinte (Dr. Noel Swanson)
Anexa nr.1 la ordinul nr. 1780 din 03 decembrie 2018
pentru-parinti-remember1
Studiu de caz
Studiu de caz gradinita

Internal documents

Cantemir_Copii rromi+dizabilitati 18.10.2019
Copii rromi+dizabilitati 2019, Călărași (12 IET)
Singerei_copii Romi+dizability (1) (1)
Călărași -instruire CES
Cantemir_Informații privind nr. părinților IET r. Cantemir, 09.04.2020 (1)
Sîngerei- Ed.parentală
Fisa postului măturător
Fisa postului asistent de educator
Fisa postului antrenor sportiv
Fisa postului asistent medical
Fisa postului cadru didactic de sprijin
Fisa postului conducător muzical
Fisa postului contabil responsabil de alimentație și plata bonurilor
Fisa postului contabil responsabil de salarizare
Fisa postului contabil-șef
Fisa postului contabil
Fisa postului director
Fisa postului educator
Fisa postului îngrijitor încăperi de producție și de serviciu
Fisa postului lenjereasă-cusătoreasă
Fisa postului logoped
Fisa postului metodist
Fisa postului muncitor pentru deservirea blocului
Fisa postului operator la mașina de spălat
Fisa postului paznic
Fisa postului secretar
Fisa postului director adjunct pe gospodărie
Fisa postului bucătar auxiliar
Fisa postului bucătar-sef
Fisa postului bucătar
Fisa postului dădacă
Fisa postului magaziner
Fisa postului spălător de veselă
Note for the Record: Programme Document on Social Inclusion of Children with Disabilities and Roma in Moldova, MDA/2019/004
ADA_Images_Training_Social_Emoțional, 11.11.20
Anenii NOI_Date formari Educatori parentali 1 (003)
Categorica de personal pentru care am desfășurat sesiunile de instruire: Asistenți de educatori și

derecicatoare din cadrul IET

Categoria de personal pentru care am desfășurat sesiunile de instruire: Cadre didactice

Date formari on-line_Educatori parentali 1 (003)

Formatori locali_educatori parentali_ADA Project

On-line Monitoring Visit Basarabeasca 05.05.20

Photos Zoom Meeting, 11.11.2020

Schedule of trainings, 21.04.-23.04.2020

Training special Needs screen-shots ADA, 11.1.2020

UP-DATE Date formari EP CNETIF, 22.05.2020

1. Tabele_chest.1_EDucatori parentali_Decembrie 2019-01

1. Tabele_chest.2_Parinti. Decembrie 2019_upd

1. Tabele_chest.1_Educatori parentali _Noiembrie 2020

3. Tabele_chest.2_Parinti_Noieembrie 2020

4. Tabele_chest.3_Parinti_Noieembrie_ADA 2020 (3)

Correspondence:

Subject: 1.Programul zilei în familie. Activități și Rutine. 2.Igiena (mâinilor a feței a habitatului), 02.05.2020, 8:50:02 AM

Subect: instruire online, 03.05.2020, 5:26:08 PM

Subject: Seminar_EP_Grup I,II,III,IV, 04.05.2020, 5:35:21 AM

Subject: Re sesiuni on-line 06.05.2020, 04.05.2020, 6:42:04 AM

Subject: Re: instruire online, 04.05.2020, 6:48:29 AM

Subject: EDUCATIA PARENTALA, 04.05.2020, 7:05:54 AM

Subject: Fwd sesiuni EP, 04.05.2020, 7:08:14 AM

Subject: 5 mai 2020 1200-1230 Conferință - Educație Parentală, 04.05.2020, 11:59:15 AM

Subject: Invitație la conferință, 04.05.2020, 12:22:51 PM

Subject: conferinta 05.05.2020 12 .40-13.10 Ciliuta Nadejda, 04.05.2020, 12:58:02 PM

Subject: Repere metodologice privind organizarea Educației parentale pentru familiile care au copii de 0-7 ani, 04.05.2020, 1:50:36 PM

Subject: conferința Zoom 11.00-11.30, 04.05.2020, 2:50:09 PM

Subject: conferința Zoom 14.00-14.30, 04.05.2020, 2:56:22 PM

Subject: Re: conferința Zoom 14.00-14.30, 04.05.2020, 3:03:13 PM

Subject: Conferinta ZOOM, 04.05.2020, 3:53:09 PPM

Subject: Conferinta ZOOM ...ORELE 13.20-13.50 GRUPUL NR2, 04.05.2020, 4:10:39 PM

Subject: Re: conferinta 05.05.2020 12 .40-13.10 Ciliuta Nadejda, 04.05.2020, 7:25:42 PM

Subject: link instruire online, 05.05.2020, 5:29:06 AM

Subject: Fwd Присоединяйтесь к текущей конференции Zoom, 05.05.2020, 6:11:37 AM

Subject: Invitație la sesiunile on-line cu Tatiana Rotaru, Botanica, 05.05.2020, 7:16:52 AM

No Subject, 05.05.2020, 9:22:48 AM

Subject: ora 13.20-13.50gr nr2... Conferinta ZOOM, 05.05.2020, 9:57:00 AM

Subject: Agenda sesiunii de formare 05.05.2020.docx, 05.05.2020, 10:22:20 AM

No Subject, 05.05.2020, 12:00:37 PM

Subject: Buna ziua stimate colege, 05.05.2020, 12:21:09 PM

No Subject, 05.05.2020, 2:34:55 PM

No Subject, 05.05.2020, 3:48:34 PM

Subject: DECTST Căușeni- Instruirea educatorilor parentali I-Sesiune, 05.05.2020, 4:25:24 PM

Subject: Oraul sesiunilor de formare, 05.05.2020, 5:07:07 PM

Subject: "Cum vorbim cu copilul despre CoronaVirus", 05.05.2020, 6:43:37 PM

Subject: ora 10.20 Conferinta ZOOMSandu Alina, 06.05.2020, 6:27:29 AM

Subject: Repere metodologice, 06.05.2020, 8:38:13 AM

Subject: ora 13.20 gr nr4 Conferinta ZOOM....Alina Sandu, 06.05.2020, 8:59:40 AM

Subject: Buna ziua stimate college, 06.05.2020, 9:11:43 AM

Subject: Initație la o nouă conferință, 06.05.2020, 9:24:01 AM

Subject: Sesiune la data de 07.05.2020 Stresul, 06.05.2020, 9:52:15 AM

Subject: Grupul -V Stresul Sesiunea la data de 07.05.2020, 06.05.2020, 10:20:50 AM

No Subject, 06.05.2020, 10:15:17 AM

Subject: Grupul -I Stresul Sesiunea la data de 07.05.2020, 06.05.2020, 10:09:32 AM
Subject: Sesiune online, 05.05.2020, 3:17:33 PM
Subject: pr 09.40 gr nr 1.. Conferinta ZOOM.... Sandu Alina, 07.05.2020, 5:39:42 AM
Subject: Режим дня (рутина), 07.05.2020, 5:43:19 AM
Subject: Гигиена, 07.05.2020, 5:47:25 AM
Subject: Sesiune formare Educatie parentala 04.05.20, 07.05.2020, 6:45:34 AM
Subject: igiena personala, 07.05.2020, 7:47:30 AM
Subject: Sesiunea_Educatie parentala, 07.05.2020, 7:53:38 AM
Subject: ora 9.40 gr nr3 Conferinta ZOOM... Alina Sandu, 08.05.2020, 6:10:45 AM
Subject: Link pentru conectare, 08.05.2020, 6:15:27 AM
No Subject, 08.05.2020, 7:29:40 AM
Subject: Please join Zoom meeting in progress, 08.05.2020, 8:56:51 AM
Subject: Anenii Noi formari online, 11.05.2020, 5:16:04 AM
Subject: Sesiunea la data de 12.05.2020 "Jocul și jucăria", 11.05.2020, 9:25:44 AM
Subject: 12 mai ...ora 10.20 ..gr nr1 Conferinta ZOOM....Alina Sandu, 12.05.2020, 6:08:20 AM
Subject: 12 mai...ora 13.20 gr nr2 Conferinta ZOOM....Alina Sandu, 12.05.2020, 8:36:06 AM
Subject: Fwd, 12.05.2020, 9:19:13 AM
Subject: 13mai...ora 10.20...gr3...Conferinta ZOOMSandu Alina, 13.05.2020, 5:42:04
Subject: Sesiunea la data de 19.05.2020 "Primul ajutor", 18.05.2020, 4:44:11 PM
Subject: Metodologia EP. Recomandări metodice. Ropot Galina

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Ordin seminar-Noi-2019
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Montenegro

Project reports

Unapređenje zdravlja romske i egipćanske populacije kroz socijalnu inkluziju i zdravstvenu edukaciju - Analiza realizovanih projektnih aktivnosti i ishoda
§1 "Caring families" Roma parents pilot study – Facilitator interview analysis
Statistical analysis of the Roma parent groups in Montenegro

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Report: Follow-up Survey on Parents' and Caregivers' Knowledge, Attitudes, Practices & Social Norms Associated with Violence Against Children, November 2019

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Training for preschools 2019-2020:

Report from field visits in preschools July 2019

2.2. АГЕНДА, Примена на асистивната технологија во предучилишно образование

2.4. Disability MCD

2.8. Image Eduino 2

2.8. Image Eduino 000

Implementing partners' documents

Parenting helpline:

- Programme Document Amendment Form Voice Against Violence (VAV), 2020
- SSFA VAV 2020
- SSFA VAV 2021
- SSFA VAV 2021 Extension
- VAV Programme Document, 2020
- Narrative report - 1st June - 31st August, 2021
- Narrative report - 4th of March - 7 May, 2021
- Narrative report – interim April - July 2020
- Narrative report – interim August – October 2020
- Narrative report – interim November - 15th January 2021
- Narrative report – interim 1501-0303-2021

Parenting programme – Mellow parenting

- Mellow Parenting CP Amendment 1, 2019
- Final signed contract, 18.09.2019
- Mellow Parenting Proposal Revised, 02.09.2019
- SSFA Mellow parenting, 14.09.2021
- ToR_Positive parenting FINAL
- 2018 Going Mellow - Dec 2018 mak
- Accreditation Diagram
- Mellow overview and training
- North Macedonia Babies Booklet
- North Macedonia Group Booklet
- North Macedonia Toddlers Booklet

VAC Conference – For every child love

- Admin Note_ VAC Conference, 2019
- Concept Note VAC conference, 2019
- Final English Agenda VAC Conference, 28-29 November 2019
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Presentations:

- 1.2_TED_TALK_Warren Larkin_FINAL
- 1.5_Jonathan Passmore_FINAL
- 1.5_Štetna iskustva u detinjstvu Skoplje-comments
- 1.5_Štetna iskustva u detinjstvu Skoplje-ENGLISH
- 2.3_prezentacija Dusan Kicovic new ENGLISH
- 2.3_prezentacija Dusan Kicovic new
- 2.6_Sultana_PBIS Resilience final
- 3.5_Serbia_Protection_Bratislava Stojkovic ENGLISH
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Serbia

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Belgrade Psychological Centre:

Theory of Change for supporting improvement of Early Childhood Intervention System in Serbia, 2018-2021

Programme cooperation agreement between Beogradski Psiholoski Centar and The United Nations Children's Fund for the implementation of UNICEF-funded programme relating to the UNICEF programme for Serbia, 2021-2025

Programme cooperation agreement between Belgrade Psychological Center – bpc and the United Nations Children's Fund for the implementation of UNICEF-funded programme relating to the UNICEF programme for the republic of Serbia, 2016-2020

Action Plan on PSEA Signed

PSEA Assessment, December 2020

ECI Programme Document BPC, 2019

OSFS letter on choosing BPC for UNICEF, 2019

HACT Programme visit, 2019

BPC no-cost extension, 2020

ToR for engaging ANIP by OSF in Serbia, 05.2019

MoU between OSF & UNICEF, July 2019

Draft Model ECI without comments, 2019-2021

Пројекат: "Креирање услова за развој свеобухватног система ране интервенције код деце на раном узрасту у Србији", Тренинг CST стратегије, 29. 4. 2021. године

Early childhood intervention (ECI): recommended practices, from reflection to practice, training action, February 2020

Feedback 2 day Advocacy, May 2021

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UN Economic and Social Council (ECOSOC), Country programme document: Serbia, E/ICEF/2015/P/L.16, 10 July 2015

UN Economic and Social Council (ECOSOC), Country programme document: Serbia, E/ICEF/2020/P/L.18, 14 July 2020

ANNEX 11: Evaluation Team Division of Work

- **Camille Massey, International Consultant, Team leader**

Camille Massey holds a double, trilingual Master's Degree from Sciences-Po Paris in International Law and Public Affairs, and in International Development. She has worked since 2017 as an independent senior evaluator leading project, programme, thematic and country evaluations, as well as meta-evaluation and evaluation capacity building for various United Nations agencies and other international and regional organisations. She particularly conducts evaluations in the area of human rights, democracy and the rule of law, including standard-based evaluations. She became a certified evaluator in 2007 and has worked since then on strategic evaluations with the Council of Europe, the European Union, UNICEF, OHCHR, UNODC, UNDP, and the OSCE. She was a senior Evaluator at the Council of Europe from 2014 to 2017, and Evaluator at the OSCE Secretariat from 2010 to 2011. Until 2010, she worked as Human Rights and Strategic Planning advisor for the OSCE in Bosnia and Herzegovina and in Serbia respectively. She has field experience in all countries of the Western Balkans, the South Caucasus, Eastern Europe and North Africa, as well as several EU Member States. She has long experience leading and coordinating rich and diverse evaluation teams, including remotely under COVID 19 constraints. She has lived in France, Bosnia and Herzegovina, Serbia, and Georgia. She currently lives in Vienna, Austria.

- Team management
- Methodology
- Data collection: UN interviews on par with National Consultant
- Responsible for drafting and quality assurance of all deliverables

- **Blerta Perolli-Shehu, Evaluatoin Specialist, Team Member**

Blerta Perolli Shehu works as professor and currently Vicedean for academic affairs at the Faculty of Education University of Prishtina. Ms. Shehu is a social protection/ education professional with a PhD focused in International Family and Community Studies. She is an experienced professional in Education and Psychology Research, with focus on Early Childhood Development and Education, and Inclusive Education. Ms. Shehu has a proven 20 year experience in Program Development and Evaluation, Policy Analysis, Strategic Planning and Development, Project Management, Monitoring and Evaluation (with focus on education, social welfare and health) and a vast experience in social protection systems and social services provision, serving as an international expert for evaluations and implementations focused on child protection and social services for vulnerable groups for organisations such as: EU, UNICEF, ILO, GiZ, Save the Children, Terre de Hommes, SOS Children's Villages, HANDIKOS, and government ministries in Kosovo, Western Balkans and CEE/CIS region. She has prepared, launched and headed integrated programmes focused on developing responses to the situation of the children in Kosovo, and throughout the years she was engaged in the development of all relevant documents, policies, strategies and standards for social and family services in Kosovo and beyond.

Blerta Perolli-Shehu was in charge of:

- Document review for one deep dive country (Kosovo*) and two other countries
- Interviews with stakeholders in Kosovo* and analysis of these interviews
- Context analysis
- Contributions to the evaluation report

- **Žarko Šunderić, Evaluation Specialist, Team Member**

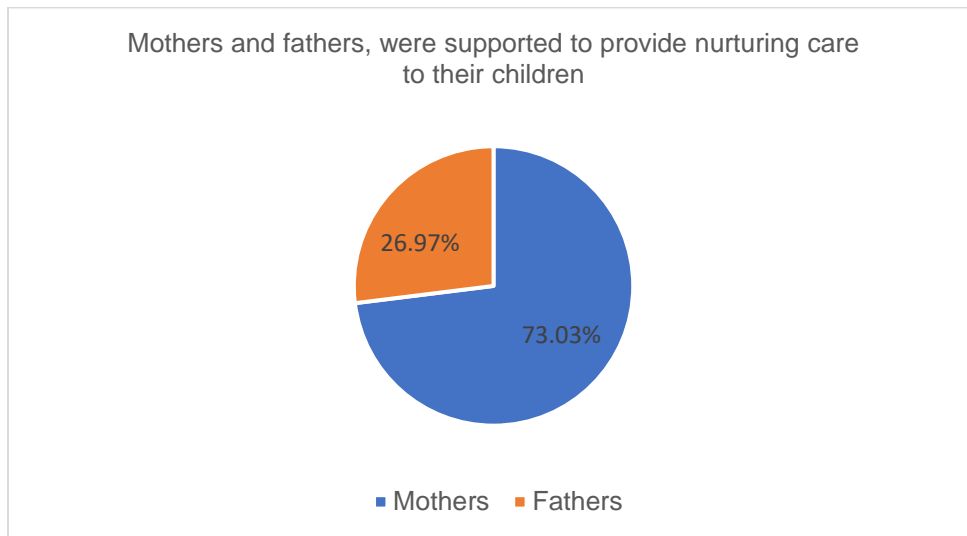
Žarko Šunderić works as a director of the Center for Social Policy, Belgrade based think-tank organization. Mr. Šunderić is expert in the area of social inclusion and poverty reduction, with over 10 years' experience in reform processes, including last 8 years as team leader in the Government of Serbia's The Social Inclusion and Poverty Reduction Unit. Mr Šunderić has initiated and established the regional Western Balkans Network: The Future of the Welfare State, which gathers leading think-tank organizations and researchers in the Western Balkan countries dealing with welfare state issues. Mr. Šunderić has extensive skills in governance and coordination of the comprehensive Government strategies in the area of social inclusion and poverty reduction. He has an extensive knowledge and experience in central policy coordination and planning, including participation in development of the functions of the centre of the government related to strategic planning, policy coordination and analysis. Also, he has sound experience with the statistical system and data, focusing on the area of socio-economic indicators. Žarko has been working as evaluator of strategic documents, development programs and projects for various counterparts (UNICEF, EU, SDC, ASB, CARE International, Government of Montenegro, Government of Serbia, etc.)

Žarko Šunderić was in charge of:

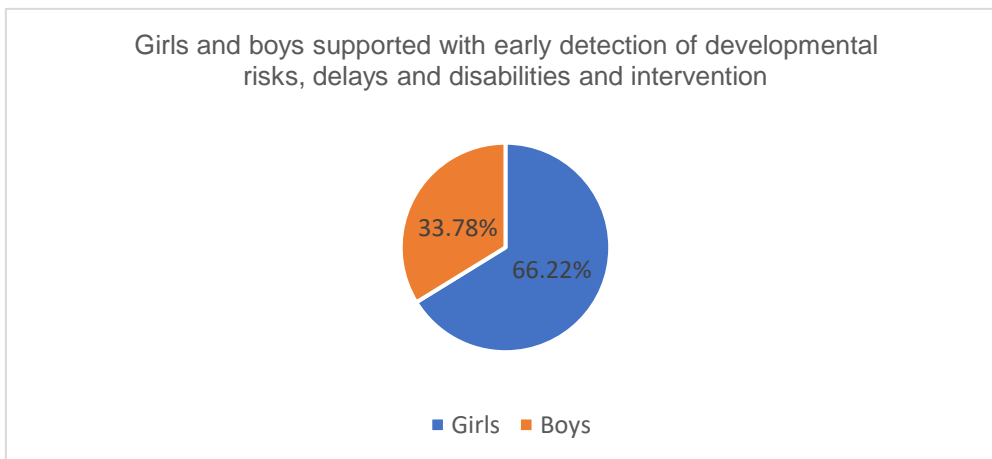
- Document review for one deep dive country (North Macedonia) and two other countries
- Interviews with stakeholders in North Macedonia and analysis of these interviews
- Context analysis
- Contributions to the evaluation report

ANNEX 12: Detailed Breakdown of Project Beneficiaries, by Project Indicator²¹

As a result of Project interventions, by the end of the Project implementation 63,171 caregivers (target was 44,200), mothers and fathers, were supported to provide nurturing care to their children, including for children with developmental risks, delays and disabilities, and enabled to access quality services. This Project target has been met and exceeded by more than 140%. As for the gender disaggregation, 46,135 mothers (73.03% of the total number of beneficiaries for this indicator) and 17,036 fathers (26.97% of the total number of beneficiaries for the indicator) were supported to provide nurturing care to their children. (Indicator 1.1)

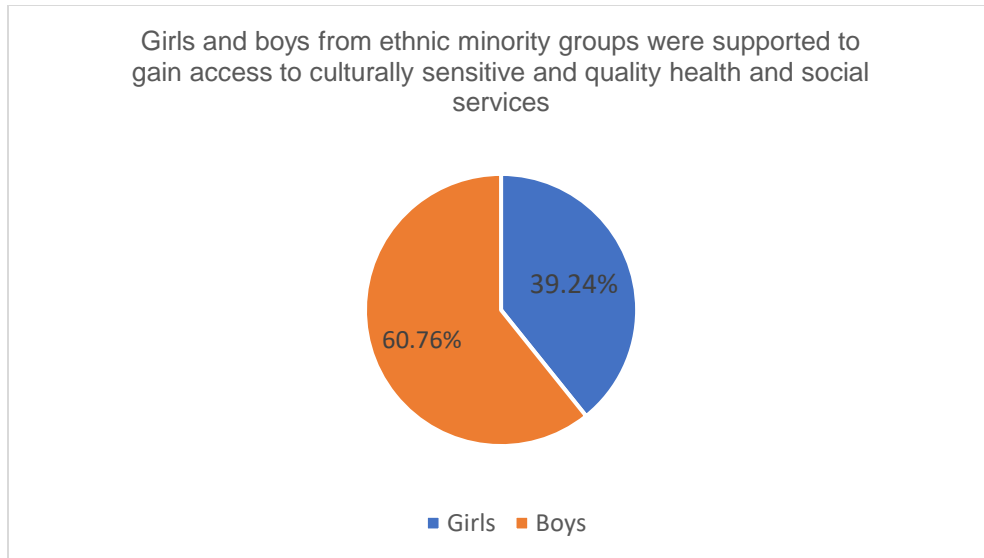


In total, 11,755 families (target was 5,450 families), with 7,784 girls and 8,315 boys, were supported with early detection of developmental risks, delays and disabilities and intervention services, which assisted in exceeding the Project target for more than 215%. As for the gender disaggregation, 66.22% of girls and 33.78% of boys were supported with early detection of developmental risks, delays and disabilities and intervention. (Indicator 1.2)

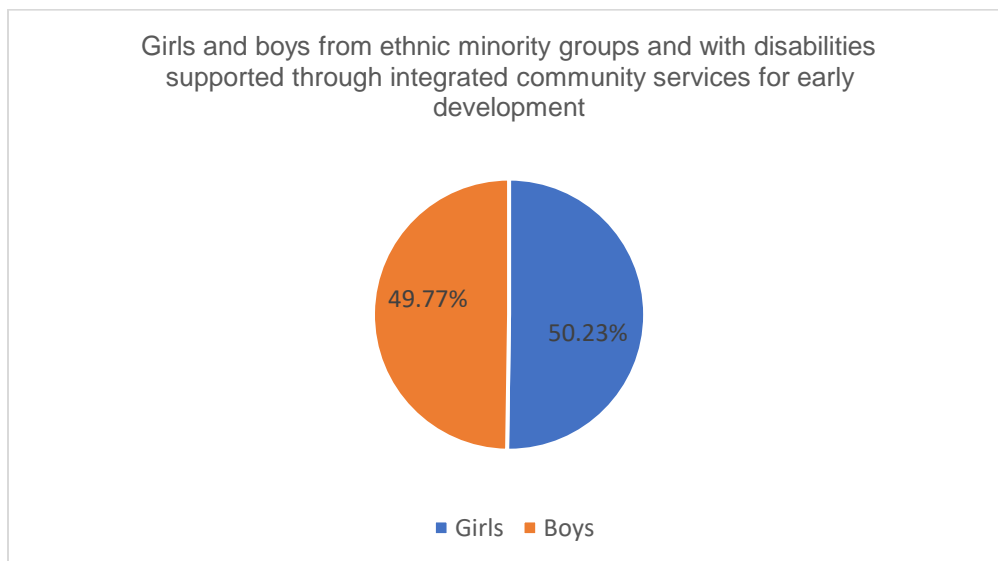


²¹ Source of data for this Annex is the Final Project Report (June 2022)

In total, 10,908 girls and boys from ethnic minority groups were supported to gain access to culturally sensitive and quality health and social services (target was 4,000), which enabled exceeding the Project target by more than 270%. Disaggregated by gender, 39.24% of girls and 60.76% of boys from ethnic minority groups were supported to gain access to culturally sensitive and quality health and social services. (Indicator 1.3)



Development and social inclusion of 2,208 boys and girls (target was 1,150) from ethnic minority groups and with disabilities were supported through integrated community services for early development. This Project target also exceeded the target for 192%. Disaggregated by gender, 50.23% of girls and 49.77% of boys from ethnic minority groups and with disabilities were supported through integrated community services for early development. (Indicator 1.4)



In total 14,962 boys and girls (target was 1,530) from ethnic minority groups and with disabilities gained access to quality inclusive pre-primary education. This Project target significantly exceeded the target by almost 980%, thanks to the innovative approach in the work with targeted children. Disaggregated by gender, 48.83% of girls and 51.17% of boys from ethnic minority groups and with disabilities gained access to quality inclusive pre-primary education. (Indicator 2.1).

