

CWS

Protection through Education 2020 – Table of Indicators

Overall Goal	Preventing street-involvement of Roma children living in informal settlements by increasing their school participation and performance		
Objective 1	Increase age-appropriate preschool and first grade enrollment, attendance and performance of vulnerable Roma children (especially girls) that are at high risk of being street involved living in two segregated informal settlements in Belgrade		
Key activities	Indicators	Progress to date	Means of verification
<p>1.1 Activity “Access, enrolment and attendance” - education team will provide support to Roma families, children and schools in order to enable access and support enrolment of children into local primary schools in accordance with the informed preferences of parents.</p> <p>1.2. Activity “Direct learning support” - education team will provide direct learning support to Roma children that have been assisted to enroll in school through a school-after-school program at CYI’s community education support center located in a secure space neat the target settlements.</p> <p>1.3. Activity “Preventing drop-out” - education team will provide support to schools and Roma parents to prevent school leaving and contribute to creating conducive conditions for the retention of children in primary school.</p>	<ul style="list-style-type: none"> ▪ # of children identified as of preschool age vs # of children enrolled (disaggregated by gender and settlement) ▪ # of children identified as of first grade age vs # of children enrolled (disaggregated by gender and settlement) ▪ # of children regularly attending classes (at least 90%) ▪ # of children regularly attending workshops (at least 90%) ▪ # of children completing preschool vs # enrolled ▪ # of children completing the first-grade vs # enrolled ▪ # of children supported to re-enter (pre)school after dropping out (at least 80%) ▪ # of children improve academic performance (disaggregated by gender) (at least 80%) ▪ # of families informed about the rights and obligations and offered support vs # of families that accept support ▪ # of collaborative efforts with teachers, Roma teaching assistants and other school staff (disaggregated by schools and type) (at least 30) ▪ # of direct learning support (disaggregated by type) (at least 100) 	<ul style="list-style-type: none"> ▪ 56 beneficiaries identified – 56 enrolled (33 girls and 23 boys, 19 from Vuka Vrcevic, 35 from Mali Leskovac and two from other settlements) ▪ 66 beneficiaries identified – 56 enrolled (30 girls and 26 boys, 28 from Vuka Vrcevic, 28 from Mali Leskovac) ▪ 82% ▪ 77% ▪ 56 enrolled into preschool – 56 completed ▪ 56 enrolled, 53 finished first grade (there is a high chance that all of them will finish in August) ▪ there were no dropouts from preschool ▪ To be reported at the end of the project ▪ 125 families were informed and were offered support, 124 accepted ▪ 37 in total (Individual Educational Plans – 13, exercising right to free schoolbooks – 2, sharing educational materials with teachers – 8, joint extra support in order for children to get graded -5, documents handling – 9) ▪ 27 unique children supported 135 times on school classes ▪ 39 unique children supported 117 times on workshops 	<ul style="list-style-type: none"> ▪ written daily reports of the program team ▪ school reports ▪ assessment of children’s learning needs ▪ school records and outreach team records ▪ school and workshop records ▪ database ▪ individual learning plans ▪ interviews/consultancies with teachers

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Objective 2		Increasing the ability of parents to support their children’s education	
Key activities	Indicators	Progress to date	Means of verification
<p>2.1. Activity “Family strengthening” - education team will provide support to families to create conducive conditions for children’s participation in and academic achievement at primary school, and to overcome barriers and mitigate circumstances that prevent participation or raise the risk of early school leaving and negatively impact on academic performance.</p> <p>2.2. Activity “Specialized support for children that are street-involved or at high risk of street-involvement” - education team will refer children that are identified to be street-involved to CYI’s Drop-In Shelter and outreach service for street-involved children.</p>	<ul style="list-style-type: none"> ▪ # of workshops for parents (disaggregated by topic) (at least 10) ▪ # of individual sessions/one-on-one counseling for parents (disaggregated by gender) (at least 15) ▪ # of unique participants in workshops (disaggregated by gender) (at least 40) ▪ # of parents participating as workshop assistants (disaggregated by gender) (at least 50) ▪ # of families that receive in-kind support (disaggregated by type of support) (at least 80 families) ▪ # of families informed about their rights, supported as required/when needed to obtain documentation and are referred to respective institution (disaggregated by type of support, type of mediation or type of referral) (at least 80 families) ▪ # of Roma parents in Parent’s Councils (at least 3 parents) ▪ # of peer-to-peer parents’ groups formedⁱ (at least 3) ▪ # of parents participating in peer-to-peer learning groupsⁱⁱ (disaggregated by gender) (at least 10) ▪ # of referrals to drop-in shelters (at least 20) 	<ul style="list-style-type: none"> ▪ 6 workshops (Open doors) ▪ To be reported at the end of the project ▪ 10 (8 women and 2 men) ▪ 2 women (The target of 50 in the proposal was a typo. It should have been 5.) ▪ 124 families ▪ 124 families ▪ 0 parentsⁱⁱⁱ ▪ N/A ▪ N/A ▪ 30 mutual beneficiaries 	<ul style="list-style-type: none"> ▪ written monthly reports by program team ▪ workshop records ▪ individual sessions and one-on-one counseling records ▪ peer-to-peer learning groups records ▪ assessment of family needs ▪ data obtained from the schools ▪ database
Objective 3		Conducting gender sensitive trainings and workshops for Roma girls and boys, mothers and fathers, to challenge the traditional gender stereotypes	
Key activities	Indicators	Progress to date	Means of verification
3.1 Activity “Equality workshops for children”	<ul style="list-style-type: none"> ▪ # of children participating in equality workshops monthly^{iv} (disaggregated by gender) (at least 30) ▪ # of new gender-related activities (disaggregated by type) (at least 2) 	<ul style="list-style-type: none"> ▪ 43 children (23 girls and 20 boys) ▪ 0^v 	<ul style="list-style-type: none"> ▪ written monthly reports by program team ▪ workshop records

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<p>3.2 Activity “Equality workshops for parents”</p>	<ul style="list-style-type: none"> ▪ workshop curriculum developed^{vi} ▪ # of workshops for women delivered^{vii} (at least 2) ▪ # of workshops for men delivered^{viii} (at least 2) ▪ # of joint workshops delivered (at least 1) ▪ # of consultations conducted (disaggregated by gender) (at least 20) 	<ul style="list-style-type: none"> ▪ 3 equality workshops ▪ To be reported at the end of the project. 	<ul style="list-style-type: none"> ▪ written monthly reports by program team ▪ workshop records
<p>Objective 4</p>		<p>Advocating for the adoption of affirmative action policies for the inclusion of Roma children living in informal settlements in education</p>	
<p><i>Key activities</i></p>	<p><i>Indicators</i></p>	<p><i>Progress to date</i></p>	<p><i>Means of verification</i></p>
<p>4.1 Activity “Policy advocacy”</p>	<ul style="list-style-type: none"> ▪ research and mapping out of coalitions, government-led initiatives, networks completed ▪ # of policy makers at local and national levels informed about the need for adopting affirmative action policies (at least 10) ▪ # of contacts with professionals within services/institutions (disaggregated by type of contact and services/institutions) (at least 1,000) ▪ # of decision makers contacted (disaggregated by institutions and type of contact) (at least 5) ▪ # of government-led initiatives joined by CWS/CYI (disaggregated by type) (at least 2) 	<ul style="list-style-type: none"> ▪ 2 – one with MODS^x and one with SIPRU^x ▪ 17 policy makers ▪ 2,742 contacts with professional within services/institutions^{xi} ▪ 7 decision makers^{xii} ▪ 1 with SIPRU 	<ul style="list-style-type: none"> ▪ meeting notes/minutes/e-mail or any other written correspondence ▪ number and type of meetings and consultations CWS/CYI are invited to

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Objective 5	Assessing impact of the project, sharing knowledge and good practices regionally		
Key activities	Indicators	Progress to date	Means of verification
<p>5.1. Activity “Research” – CWS and CYI will conduct a research in target settlements to document and assess the impact of the program on children.</p> <p>5.2. Activity “Sharing knowledge and good practices” - sharing developed good practices for provision of education support for extremely vulnerable children in severely excluded families through the Network of Organizations for Children Serbia (MODS) and the Regional Resource Centre (Child Hub platform).</p>	<ul style="list-style-type: none"> ▪ # of current and former beneficiaries included in the research (disaggregated by gender and educational status) (at least 300) ▪ # of good practices shared through Child Hub Network and MODS throughout their newsletter ▪ Brochure presenting good practices is distributed to at least 50 stakeholders (CSOs, schools, institutions, etc.) and 20 practitioners in South-eastern Europe ▪ # of Facebook posts published per month (at least 5) ▪ # of Instagram posts published per month (at least 5) ▪ # of page visits/interactions 	<ul style="list-style-type: none"> ▪ 383ⁱ ▪ To be reported at the end of the project ▪ To be reported at the end of the project ▪ 4.9 Facebook posts in average on monthly basis ▪ 2.6 Instagram posts in average on monthly basis ▪ 50,519 people reached through Facebook posts during the reporting period 	<ul style="list-style-type: none"> ▪ baseline data ▪ MODS and Child Hub platform reports/records ▪ number of newsletters/articles referring to the program shared by Child Hub and MODS ▪ social networks statistics and analysis ▪ survey of current and former beneficiaries

ⁱ CWS suggests discontinuing the use of this indicator and reconsider it in the next program cycle.

ⁱⁱ Ibid

ⁱⁱⁱ The team mapped 12 parents who were assessed to have some level of capacity to engage in the councils – however, none of them wanted to become part of school councils citing lack of time. Further efforts were stopped due to the virus outbreak. School administration agreed to take a more active role working with the team in motivating parents to join the councils as the new school year approaches.

^{iv} CWS suggests taking out the time feature of the indicator due to covid-19 situation and need to suspend group activities over certain period of time, which affected the results.

^v The planning was interrupted by the covid-19 pandemic.

^{vi} Ibid

^{vii} Ibid

^{viii} Ibid

^{ix} Network of Children Organizations in Serbia

^x Social Inclusion and Poverty Reduction Unit at Government of Serbia

^{xi} More detailed data (by type and service/institution) will be provided in the final report

^{xii} Ibid.

¹ Disaggregated data will be presented in the final report.