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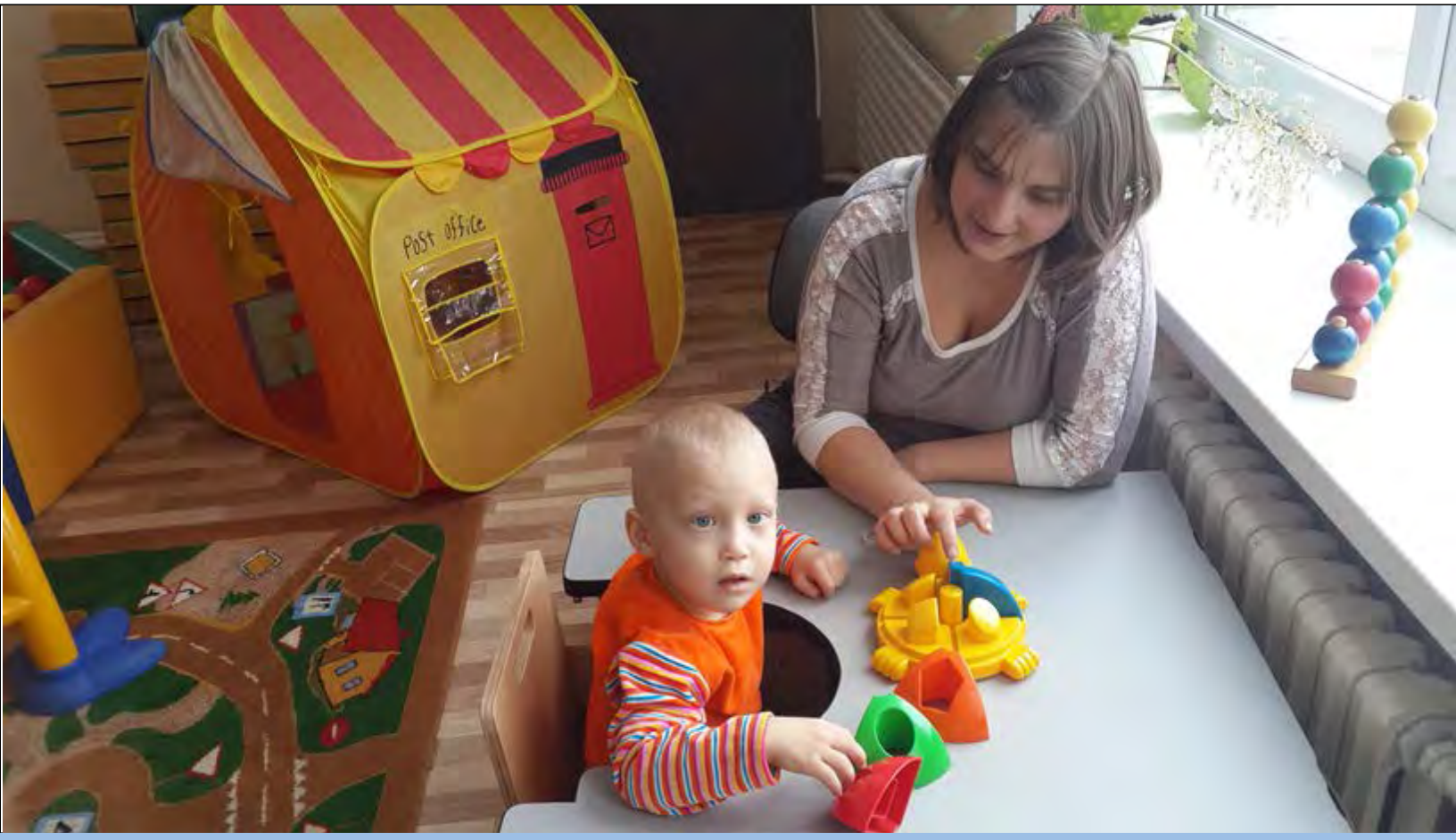

EVALUATION

Final Performance Evaluation of the USAID Community Services for Vulnerable Groups (CSVG) in Belarus Project

[March 2015]

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FINAL PERFORMANCE EVALUATION OF THE USAID COMMUNITY SERVICES TO VULNERABLE GROUPS (CSVG) IN BELARUS PROJECT

Final Report

March 2015

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CONTENTS

EXECUTIVE SUMMARY i
EVALUATION PURPOSE AND QUESTIONS i
BACKGROUND AND CONTEXT i
EVALUATION METHODS AND LIMITATIONS ii
EVALUATION FINDINGS ii
EVALUATION CONCLUSIONS iv
RECOMMENDATIONS FOR FUTURE PROGRAMMING vi
LESSONS LEARNED vii
1.0 EVALUATION PURPOSE & QUESTIONS 1
1.1 EVALUATION PURPOSE 1
1.2 EVALUATION QUESTIONS 1
1.3 EVALUATION TEAM MEMBERS 1
2.0 PROJECT BACKGROUND AND CONTEXT 2
2.1 DEVELOPMENT CONTEXT 2
2.2 PROJECT DESCRIPTION 2
3.0 EVALUATION METHODS AND LIMITATIONS 4
3.1 EVALUATION METHODOLOGY 4
3.1.1 Quantitative Research and Analysis 4
3.1.2 Qualitative Research and Analysis 4
3.2 DATA ANALYSIS 6
3.3 EVALUATION LIMITATIONS 7
4.0 FINDINGS, CONCLUSIONS AND RECOMMENDATIONS 8
4.1 EVALUATION QUESTION 1 8
4.1.1 Findings 8
4.1.2 Conclusions 16
4.1.3 Recommendations 17
4.2 EVALUATION QUESTION 2 18
4.2.1 Findings 18
4.2.2 Conclusions 23
4.2.3 Recommendations 23
4.3 EVALUATION QUESTION 3 23
4.3.1 Finding 23

4.3.2 Conclusion 24
4.3.3 Recommendations 24
4.4 RELEVANCE, EFFECTIVENESS AND EFFICIENCY OF CSVG IN MEETING PROJECT OBJECTIVES 24
4.4.1 Findings 24
4.4.2 Conclusions 28
4.4.3 Recommendations 29
5.0 LESSONS LEARNED 29

ANNEXES

Annex A: Evaluation Statement of Work
Annex B: Executive Summary in Russian
Annex C: Description of Relevant Evaluation Team and Member Qualifications
Annex D: Final Evaluation Work Plan
Annex E: List of Documents Reviewed
Annex F: Community Based Services Reported
Annex G: List of Key Informants, Focus Group Discussants, and Mini-Survey Respondents
Annex H: Data Collection Tools
Annex I: List of Grants Provided by CSVG
Annex J: Focus Group Summaries
Annex K: Focus Group Discussion and Key Informant Interview Analysis
Annex L: Mini-Survey Results
Annex M: Conflict of Interest Statements
Annex N: Table of Findings, Conclusions and Recommendations

FIGURES

Figure 4: Changes in community based services as the result of CSVG
Figure 5: Practices/behaviors in which respondents reported that they have become more competent in as a result of CSVG
Figure 3: Individuals Trained in Services to OVCs
Figure 4: Ways in which CSVG participants have transferred knowledge/experience gained from CSVG training/activities
Figure 5: Activities participated in, as self-reported

TABLES

Table 1: Breakdown of Informants by Gender and Evaluation Method
Table 2: CSVG Partner Communities with Signed Agreements
Table 3: Breakdown of FGDs by Location and Participant

Table 4: Community-based Social Services Implemented in CSVG and Non-CSVG Communities
Table 5: Most and Least Useful/Effective OVC and PWD Activities
Table 6: How do you consider the interests of men and women (aspects of gender non-discrimination) in your activities?
Table 7: How have program activities influenced your competence in consideration of the interests of men and women (gender non-discrimination) in your work?
Table 8: Percent of Communities in Each Oblast Implementing the Full De-Institutionalization Model
Table 9: CSVG's Most Effective Processes/Approaches, Outputs, and Outcomes/Impacts

ACRONYMS

CBOs	Community Based Organizations
CCF	Christian Children's Fund International
CSVG	Community Services for Vulnerable Groups in Belarus
DPOs	Disabled People's Organizations
ET	Evaluation Team
EU	European Union
FGC	Family Group Conferences for At-Risk Families
FGD	Focus Group Discussion
GoB	Government of Belarus
KGB	Committee for State Security
KII	Key Informant Interview
KSA	Knowledge, Skills and Attitudes
LOE	Level of Effort
ME&A	Mendez England and Associates
MoE	Ministry of Education
MoLSP	Ministry of Labor and Social Protection
NGO	Non-Governmental Organization
OVC	Orphans and Vulnerable Children
PMEP	Performance Monitoring and Evaluation Plan
PRIDE	Parent Resources for Information, Development, and Education
PWD	People with Disabilities
RFTOP	Request for Task Order Proposal
RTI	Regional Training Institute
SIDA	Swedish International Development Cooperation Agency
SOW	Statement of Work
SPC	Social Pedagogical Center
TOT	Training of Trainers
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

EVALUATION PURPOSE AND QUESTIONS

This is a report on the Final Performance Evaluation of the Community Services to Vulnerable Groups (CSVG) project funded by the United States Agency for International Development (USAID) Regional Mission to Ukraine, Moldova, Belarus and Cyprus. CSVG is being implemented by Child Fund International from September 12, 2005 to September 11, 2015.

The evaluation of the CSVG project was conducted by a team assembled by Mendez England & Associates (ME&A) with headquarters in Bethesda, Maryland. The team consisted of three experts – one international and two locals – with experience in social protection programs and evaluation. The purpose of CSVG's evaluation is two-fold: 1) to assess the relevance, effectiveness, and efficiency of CSVG's major activities intended to increase the inclusion of orphans and vulnerable children (OVC) and people with disabilities (PWDs) into Belarusian society; and 2) to discuss approaches for potential follow-on programming. The evaluation sought to answer three questions:

- What major changes in the community-based social services for OVC and PWDs in Belarus do stakeholders perceive to be the result, in whole or in part, of CSVG activities? How relevant are CSVG's activities to reducing the number of children being institutionalized, promoting home family care, and fostering the inclusion of PWDs in society in the absence of significant Government of Belarus (GoB) resources? What were perceived to be the most/least useful or effective activities across both components?
- What practices and behaviors have local counterparts and beneficiaries adopted to successfully advocate for and/or offer modern social protection services to OVC/PWDs without foreign assistance? In what ways were gender issues considered as an inherent concern in these practices/behaviors?
- What are the areas of CSVG implementation inefficiencies where future improvements may be achieved?

BACKGROUND AND CONTEXT

OVC and PWDs in Belarus have historically lived in institutions, an arrangement that has reduced their quality of life as well as created social problems such as poverty, substance abuse, and criminality. The purpose of CSVG is to increase the inclusion of OVC and PWDs into mainstream Belarusian society through the implementation of two components: the first focusing on OVC (60% of funding); and the second focusing on PWDs (40% of funding). The specific objectives of the OVC component are to: 1) improve access to and further develop an integrated system of community-based prevention and rehabilitation services for families with institutionalized and at-risk children; 2) improve the quality of training and education available to social service providers; and 3) provide technical assistance to social service providers through policy development, methodology consultations, and advocacy efforts. The specific objectives of the PWD component are to: 1) build the organizational, networking, and advocacy capacity of grassroots organizations supporting PWDs and their families; 2) support advocacy efforts by PWD grassroots organizations to promote inclusion; and 3) support the introduction and development of inclusive education of children and young people with disabilities.

EVALUATION METHODS AND LIMITATIONS

Both quantitative and qualitative research methods were used to investigate the evaluation questions. Data was collected using six principle methods: 1) document review; 2) interviews with USAID staff in Ukraine and Belarus; 3) key informant interviews (KIIs); 4) focus group discussions (FGDs); 5) an online survey; and 6) direct observation. Additional details about these methods are provided in the Section 3 of this report.

Limitations

The evaluation experienced a number of limitations that are discussed in depth in Section 3 of this report. Limitations included: 1) lack of a control group or appropriate counterfactual to rigorously measure difference between CSVG and non-CSVG communities; 2) limited time for data collection in the field; 2) KGB's (Committee for State Security) demand to attend meetings in one CSVG community; 3) halo bias introduced because stakeholders in the communities perceived the Evaluation Team (ET) as GoB inspectors; 4) selection bias introduced in mini-survey because of limited number of disseminators with contact information; and 5) inability to interview OVC due to confidentiality laws in Belarus. Despite these limitations, the ET was able to obtain adequate data to answer the evaluation questions and recommend future programming. Any biases experienced in the data collection were minimized by triangulating methods and sources of information as well as types of stakeholders.

EVALUATION FINDINGS

Evaluation findings, conclusions, and recommendations are summarized below and presented in more depth in the evaluation report. The reader is also referred to the mini-survey results (see Annex K) and the Table of Findings, Conclusions, and Recommendations in Annex M.

Evaluation Question 1:

Perceived Changes in Community-Based Services as a Result of CSVG

<u>OVC</u>

1. All stakeholders (100%) interviewed or included in FGDs in CSVG communities and in Minsk reported that the CSVG-introduced family-centered approach has provided the foundation for a community-based, family-focused child protection system. This approach includes a portfolio of services that are available in CSVG communities, described in detail in this report.
2. All stakeholders interviewed or included in FGDs in CSVG communities credited CSVG with changing the mindset regarding child protection from a system that removed abused and neglected children from their families and institutionalized them, to one that attempts to rehabilitate dysfunctional families and help them keep their children, or that puts children with foster parents or in family-like care settings.
3. CSVG was also credited with helping to establish an effective foster care system through the Parent Resources for Information, Development, and Education (PRIDE) approach, which trains foster parents and provides them with support for raising traumatized children.
4. Family Group Conference was not mentioned among stakeholders as a service provided by the project, and respite care and crisis centers are not available in many communities.
5. Stakeholders reported that CSVG's dissemination of training modules through regional training institutes (RTIs) and universities, as well as the emergence of community training teams have improved community-based systems. Not all courses are available.

<u>PWDs</u>

6. There are a number of services available for PWDs such as rehabilitation in habilitation centers, support groups for parents, training, and integrated education for some PWDs. Inclusive education is only available in a limited number of schools.
7. No foster care exsists for OVC PWDs and no community-based services exist for adult PWDs in the communities visited.

Non-CSVG Communities

8. Stakeholders in non-CSVG communities had no knowledge about CSVG's services.

Relevance of CSVG Activities for De-Institutionalization, Family Home Care, and Inclusion

9. OVC activities have helped establish community based services and foster care. Communities in which CSVG has implemented such activities have, on average, lower rates of institutionalization, indicating the relevance of the project's activities. By 2014, 8 of CSVG's original 12 communities had eliminated institutionalization, including Zhodino, Kobrin, Chausy, Kirovsk, Soligorsk, Smorgon, Berestovitsa, and Smolevichi.
10. PWD community-based services at habilitation centers and schools have been relevant to promoting inclusion, as have grants and advocacy campaigns.

Most and Least Effective/Useful Activities

OVC

11. Stakeholders named the family-centered approach, foster care and PRIDE, and temporary care in pedagogical centers, as the most effective services.
12. The information technology (IT) case management systems and volunteer programs were deemed the least effective.

PWDs

13. Services in habilitation centers and social taxis were named as the most useful. Grants were named as the most effective. No activities were mentioned as least effective or useful.

Evaluation Question 2:

Behaviors Adopted

1. Stakeholders included in the evaluation have adopted behaviors essential to the family-centered approach and its component services for OVC and PWDs, as described in this report, and are disseminating them through training using GoB resources. Advocacy for PWDs has also been adopted.

Gender

2. Women dominate the child protection sector. The absence of male professionals makes it more challenging to deal with the issues of male teenage OVC. Best practices for working with male and female OVC and PWDs have not been drafted. Men do not attend parenting training or participate in foster care on an equal basis with women.

Evaluation Question 3:

Inefficiencies of CSVG

1. The ET did not identify any project inefficiencies during data collection, nor did any stakeholder state that ChildFund International was inefficient in its implementation of project activities.

Relevance, Effectiveness, and Efficiency of CSVG in Meeting Project Objectives:

Relevance

1. CSVG's activities have been relevant to all three objectives of both OVC and PWD components. The project has promoted approaches recognized as essential components of

a family focused child protection system; has developed new training modules that provide the required knowledge, skills, and abilities to manage the system; and has developed relevant methodologies and legal framework to standardize the approach.

2. CSVG's activities have been relevant to building the capacity of non-governmental organizations (NGOs) through training and grants; training NGOs in advocacy; and organizing a coalition of PWD NGOs to advocate for a barrier free environment, employment, and acceptance by society.

Effectiveness

3. CSVG has transferred family-centered approaches to its partner communities and to over 40 other communities, a goal which far exceeds its original projections.
4. CSVG has helped to build the capacity and advocacy skills of over 200 disabled people's organizations (DPOs), and has advocated for barrier free environment, employment, and inclusive education.

Efficiency

5. CSVG has accomplished anticipated tasks on schedule and has consistently exceeded set targets.

Sustainability

6. The project has initiated a sustainability plan that includes dissemination of training modules through RTIs and universities and relies more on extended family and community involvement in child protection as well as expansion of volunteers. However, despite CSVG's efforts to achieve long-lasting results of its approaches, sustainability has not been achieved.
7. High turnover rate of child protection specialists has slowed down sustainability. CSVG has addressed turnover by establishing a resource and support center for child protection specialists in Minsk.

EVALUATION CONCLUSIONS

Evaluation Question 1:

Perceived Community Services

<u>OVC</u>

1. CSVG has successfully transferred their approaches to CSVG communities and has helped establish family-focused community based services for OVC and PWDs, which is improving their chances of inclusion in Belarusian society. The activities promoted by CSVG have been adopted and are viewed by stakeholders as being essential to a child protection system that meets international standards.
2. Family Group Conference approach, respite care, and crisis centers were not mentioned by stakeholders as activities that are being fully integrated into the child protection system.
3. Dissemination of CSVG's approaches through RTIs and universities has not yet been completed although it is essential in order for all communities to have access to these approaches.

<u>PWDs</u>

4. PWD services such as habilitation centers, social taxi, and inclusive education are still not universally available or capable of meeting the needs of PWDs. Inclusive education and the promotion of PWDs inclusion through a barrier-free environment and employment opportunities require expansion of training, grants, technical assistance, and advocacy.

5. Foster care for PWDs and community-based social services for adult PWDS are required in order to further inclusion process and meet GoB's mandate for deinstitutionalization.

Non-CSVG Communities

6. Information and data collected from FGDs, KIIs and mini-survey showed that CSVG's approaches were adopted in communities that received training, technical assistance, and grants; non-CSVG communities that did not receive such assistance or grants have not adopted any of these approaches.

Relevance of Activities

7. Although services are relevant, they are not practiced consistently by all communities nor widely practiced by enough communities.
8. Activities do not have the same relevance to all communities. Some communities have issues such as teenage drug addiction and suicide that the current child protection system is not addressing.

Most and Least Effective

9. Family-centered approach and community services for OVC and PWDs have been adopted as the preferred approach to caring for vulnerable children.
10. CSVG prematurely funded IT case management systems, which have not been maintained or used because IT culture and access are not widely spread in Belarus or used by certain professionals in their work. Volunteering has been applied inappropriately as a form of free labor instead of through the spirit of helping.

Evaluation Question 2:

Behaviors Adopted

1. CSVG has successfully transferred family-centered approach and the knowledge skills and abilities to practice in its participating communities. However, stakeholders in non-CSVG communities will not be able to adopt required behaviors to implement the family-centered approach without further foreign assistance.

Gender

2. The project did not take into consideration all relevant gender issues in its design and implementation. The gender balance of the professionals in the field is important to consider because there may be issues among OVC and PWDs that are more appropriately dealt with by one gender or the other.

Evaluation Question 3:

Inefficiencies

1. The ET concluded that CSVG has not had inefficiencies to be remedied in future programming, although more efficiencies can be achieved by relying more on print and social media and online training courses.

Relevance, Effectiveness, Efficiency and Sustainability of the Project:

Relevance

1. CSVG's activities have been relevant to all three OVC and three PWD objectives.

Effectiveness

2. The project has been effective in its target communities and in expanding to over 40 communities. Progress made to increase inclusion of PWDs has also been effective but the completion of this process was beyond the scope of the current project.

Efficiency

3. CSVG has been efficient in its use of time and resources and has exceeded project targets for every indicator.

Sustainability

4. CSVG's activities are not yet sustainable. The high turnover rate of child protection specialists is harming the transformation of the system to a family-centered community services model and threatening sustainability of new approaches.

RECOMMENDATIONS FOR FUTURE PROGRAMMING

Evaluation Question 1:

1. Since CSVG has done an effective job establishing a family-focused, community-based child protection system, and since many communities still have not adopted their approach, a follow-on project should continue to extend the same CSVG activities to more communities through direct technical assistance, training, and grants at a level of funding not greater than current effort. Existing CSVG community service providers can assist with further dissemination. Emphasis should be on ensuring that all communities receive training on family-centered approach through RTIs. ChildFund International should devote the remaining six-months of the project to ensuring that their dissemination plan of the family-centered approach training course through RTIs and universities is completed. The Ministry of Education (MoE) can ensure that all 118 communities practice this approach by requiring that all child protection professionals take the course at their oblast RTI or that trainers travel to uncovered communities to offer the course.
2. Follow-on project should include a small grants fund to implement Family Group Conference, respite care and crisis center services in communities that are willing to manage them. IT case management systems should not be funded.
3. Dissemination approach of all CSVG training modules should be expanded to all RTIs and more universities through additional training, meetings, and public information.
4. Follow-on project should extend inclusive education training, grants for pilots, and advocacy at national and local levels. Services for PWDs at habilitation centers in new group of targeted communities should be enhanced or established. ChildFund International should devote the remaining six months of the project to ensuring that their inclusive education advocacy coalition is capable of informing stakeholders and the public about the benefits of inclusion.
5. USAID's follow-on project should work with the MoLSP to establish foster care for OVC PWDs and with communities to establish social services for adult PWDs.
6. Follow-on project should specifically target non-CSVG communities and establish family centered approach and services for OVC and PWDs (see recommendation 1above).
7. The exisiting services for both OVC and PWDs are relevant and should be provided to non-CSVG communities.
8. IT case management should no longer be funded in a follow-on child protection project.
9. Volunteering needs to be redesigned and managed so that it is no longer perceived as free labor but as people helping each other.
10. In a follow-on project, more emphasis needs to be placed on the adequate provision that meets demand of services for PWD adults as well as children.

Evaluation Question 2:

1. Same recommendation as 1under Evaluation Question 1.

2. A follow-on project should more actively seek out male participants in training projects and male child protection professionals, as well as negotiate with MoE about a male recruitment campaign. Best practices for working with male and female OVC and PWDs as well as male parents should be developed.

Evaluation Question 3:

1. Follow-on project can achieve greater efficiencies by employing more print and social media to disseminate family-centered approach and to rely more on RTIs and universities for dissemination of training. Online courses can also be designed so that child protection specialists have access to modules without traveling to RTIs.

Relevance, Effectiveness, Efficiency and Sustainability of the Project:

1. The follow-on project should extend the same relevant activities to non-CSVG communities, per recommendation above, through reliance on service providers and RTIs for dissemination.
2. The follow-on project needs to focus on enhanced advocacy for a barrier free environment, employment opportunities and inclusive education for PWDs. Grants for advocacy and for inclusive education models, as well as training for professionals working to implement inclusive education, should be included in the project.
3. The follow-on project should continue to employ efficient approaches such as training-of-trainers (TOTs) as well as meetings of key specialists to plan initiatives and develop commitment to achieve goals set. Print and social media can be employed to a greater extent.
4. The follow-on project should include regional support centers for child protection specialists to help prevent burnout. Project could organize advocacy campaign for child protection specialists to advocate for high salaries and reduced workloads.

LESSONS LEARNED

- A system transformation as dramatic and as far reaching as that from an institutionalized model to a community-based model requires intense training and hands-on technical assistance. Hence, dissemination approaches need to be supported by direct help to communities that have not yet implemented the family-centered approach.
- A concerted effort of all stakeholders working together, both in the public and private sector, is required for system transformations. Communities need to be involved in child protection and a follow-on project should emphasize approaches that involve community action.

1.0 EVALUATION PURPOSE AND QUESTIONS

1.1 EVALUATION PURPOSE

This is a report on the Final Performance Evaluation of the Community Services to Vulnerable Groups (CSVG) project funded by the United States Agency for International Development (USAID) Regional Mission to Ukraine, Moldova, Belarus and Cyprus. CSVG is being implemented by Child Fund International from September 12, 2005 – September 11, 2015.

The evaluation of the CSVG project was conducted during the period December 2014 – February 2015 by a team assembled by Mendez England & Associates (ME&A) with headquarters in Bethesda, Maryland. The Evaluation Team (ET) consisted of three experts: international expert Dr. Randal Joy Thompson (Team Leader), and local experts Mr. Uladzislau Vialichka (Sector Specialist) and Mr. Sergei Gotin (Evaluation Specialist). They were assisted by Mr. Sergei Laboda (Local Focus Group Discussion Specialist).

The main goal of the evaluation was to: 1) assess the relevance, effectiveness, and efficiency of CSVG activities intended to increase the inclusion of orphans and vulnerable children (OVC) and people with disabilities (PWDs) into Belarusian society; and 2) discuss approaches for potential follow-on programming.

1.2 EVALUATION QUESTIONS

As per the evaluation scope of work (SOW), the ET was to answer a pre-determined set of questions:

1. What major changes in the community-based social services for OVC and PWDs in Belarus do stakeholders perceive to be the result, in whole or in part, of CSVG activities? How relevant are CSVG activities to reducing the number of children being institutionalized, promoting home family care, and fostering the inclusion of PWDs in society [in the absence of significant Government of Belarus (GoB) resources]? What activities were perceived to be the most/least useful or effective activities across both components?
2. What practices and behaviors have local counterparts and beneficiaries adopted to successfully advocate for and/or offer modern social protection services to OVC/PWDs without foreign assistance? In what ways were gender issues considered as an inherent concern in these practices/behaviors?
3. What are the areas of CSVG implementation inefficiencies where future improvements may be achieved?

1.3 EVALUATION TEAM MEMBERS

The ET comprised three members whose in-depth bio-sketches are presented in Annex C. They included:

Dr. Randal Thompson, Team Leader, is a senior development specialist with over 30 years of experience managing, conducting monitoring and evaluation (M&E) and data quality assessments of, and training on international development projects, especially those related to social sector development, vulnerable groups, welfare, orphans, PWDs, and human tracking. Dr. Thompson has worked with USAID throughout her career in Eastern European countries, including Ukraine, Belarus, Moldova, and Romania. She managed a child protection project in Romania from 1995 to 2000.

Mr. Uladzislau Vialichka, Evaluation and Sector Specialist, is a Belarusian specialist with over 20 years of experience as a trainer, facilitator, evaluator, and consultant in the areas of non-formal education, inclusion, and civil society development. He has worked in Eastern Europe with a range of international donors such as Swedish International Development Cooperation Agency (SIDA), United Nations Development Programme (UNDP), European Union (EU), and EuropeAid.

Mr. Sergei Gotin, Evaluation Specialist, is a Belarusian with over 15 years of experience in civil society development and programmatic evaluations. He has worked with many international donors, including UNDP, EU, SIDA and Danish International Development Agency in Belarus, Ukraine, Moldova, Poland, Russia, Kazakhstan, and Armenia.

2.0 PROJECT BACKGROUND AND CONTEXT

2.1 DEVELOPMENT CONTEXT

As in other countries of the former Soviet Union, OVC and PWDs in Belarus have historically lived in institutions segregated from society, an arrangement that has reduced their quality of life and created social problems such as poverty, substance abuse, and criminality. The vulnerability of this group has stemmed from their separation from family life and normal social interactions with others in their communities. In the early 2000s, Belarus realized that institutional care of OVC did not prepare them for a productive life when they reached adulthood and that family-centered, community-based care would be more life-enhancing. The GoB consequently established foster care in 2001. In 2005, when CSVG began, there were 32,000 institutionalized OVC. During the same period, the GoB ALSO changed its policy toward institutionalizing all PWDs, instead recommending that parents who were able to care for their disabled children, keep them at home, taking advantage of an increasing number of community based services. PWDs were granted disability status but were still precluded from participating in many political, social, and economic activities.

2.2 PROJECT DESCRIPTION

CSVG was launched in September 2005 by ChildFund International, then called Christian Children's Fund International (CCF), in order to help integrate OVC into society and improve their chances of leading productive lives. The project initially comprised two components, "Supporting OVC in Belarus" and "HIV/AIDs NGO Capacity Building in Belarus," the second of which was completed on December 31, 2008. In September 2008, "Expanding Participation of PWDs" was incorporated into the agreement. The OVC and PWD components have been extended several times and the project will end in September 2015.

The OVC and PWD components were based on the development hypothesis that "increased access to and range of community-based social services, combined with increased organizational capacity of both service providers and

consumers, will help empower OVC and PWDs and integrate them in economic and social development in Belarus."

CSVG was designed to shift the prevention and intervention approach to vulnerable groups from a medicalized institutionalization model to that of a family-focused, community services one that supports families in crisis and integrates vulnerable groups into society. CSVG works primarily with the Ministry of Education (MoE), which oversees the care of OVC. The project has 12 partner communities, including: Baranovichi, Ostrovets, Berestovitsa, Kobrin, Chausy, Soligorsk, Kirovsk, Zhodino, Orsha, Oshmiany, and Smolevichy.

CSVG's activities specifically include: advocating for the policy, methodological, and legal framework at the national and local government levels; establishing family-like community services, family re-integration, foster care and national adoption; standardizing family-focused care approaches across social pedagogues, psychologists and other members of care teams; disseminating information to the public about the importance of the new community- and family- centered approach, information on where to obtain help for families in crisis; capacity building for disabled people's organizations (DPOs) and community based organizations (CBOs); advocating for changes in laws pertaining to PWDs; and providing inclusive education for PWDs. CSVG has provided grants and training to child protection organizations, CBOs, NGOs, and local communities (grants only), and technical assistance to revise methodologies and laws pertaining to OVC and PWDs.

The project has two components - targeting OVCs (Beginning in 2005 and continuing through 2015 with a total budget of $4,521,114 (74% of the total funding) and targeting PWDs (beginning in 2008 and continuing through 2015 with a total budget of $1,567,172 (26% of funding) - with the following objectives:

- OVC Component: 1) improve access to and further develop an integrated system of community-based prevention and rehabilitation services for families with institutionalized and at-risk children; 2) improve the quality of training and education available to social service providers; and 3) provide technical assistance to social service providers through policy development, methodology consultations, and advocacy efforts.
- PWD Component: 1) build the organizational, networking, and advocacy capacity of grassroots organizations supporting PWDs and their families; 2) support advocacy efforts by PWD grassroots organizations to promote inclusion; and 3) support the introduction and development of inclusive education of children and young people with disabilities.

PWDs who are also vulnerable children or orphans, that is OVC PWDs, were not considered a separate target group of CSVG and, hence, this group was not considered as a separate target group in this evaluation. Many OVC PWDs are institutionalized and come under the care of the Ministry of Labor and Social Protection (MoLSP). CSVG did not work with this group. There are currently no foster families that care for OVC PWDs and there are limited community-based services available for them. All CSVG reported data focused on two target groups separately, OVC and PWDs. In 2011, the GoB issued a Presidential Decree that all institutions should be closed by 2015. The MoE is fulfilling this Decree while the MoLSP is not.

3.0 EVALUATION METHODS AND LIMITATIONS

3.1 EVALUATION METHODOLOGY

In designing and implementing this evaluation, the ET followed the guidelines outlined in USAID's Request for Task Order Proposal (RFTOP) and accompanying SOW (Annex A). As outlined in the Evaluation Work Plan (Annex D), both quantitative and qualitative research methods, comprising document review, key informant interviews (KIIs), focus group discussions (FGDs), mini-survey, and direct observation, were used to gather data to investigate the evaluation questions. Information from these methods was triangulated to ensure reliable findings, while discrepant observations and data have been noted and used as well. Table 1below shows a breakdown of the informants engaged in data collection.

Table 1: Breakdown of Informants by Gender and Evaluation Method

Method	Female	Male	Total
Mini-Survey	226	4	**230**
FGD	51	5	**56**
KII	38	1	**39**
Total	**315**	**10**	**325**

3.1.1 Quantitative Research and Analysis

The ET implemented an online mini-survey via Google Forms to uncover the perceptions of individuals involved in CSVG regarding whether the project accomplished its objectives and the extent to which they attribute deinstitutionalization and the establishment of community based, family focused services to CSVG. Mini-survey questions were designed to answer all three evaluation questions. From a database that included over 3,000 individuals who had participated in CSVG, the ET selected 286 who were considered "disseminators" of the knowledge, skills, and attitudes (KSAs) promoted by the project. The ET selected this group because they were charged with transferring KSAs to partner community social pedagogues, psychologists, parents, and beneficiaries and, therefore, were in a position to witness the spread of the new approaches to child protection and inclusion of OVC and PWDs. Respondents were from all oblasts as well as Minsk, with a breakdown of: Brest (52), Grodno (48), Vitebsk (31), Mogilev (30), Minsk (26), Gomel (22), and Minsk city (21). The complete mini-survey and its results are presented in Annex K.

3.1.2 Qualitative Research and Analysis

Qualitative research included extensive document review, FGDs, KIIs, and direct observation. The ET conducted seven FGDs in three communities and 39 KIIs in Minsk and other six communities. In order to determine whether the length of involvement had an impact on the adoption of CSVG-promoted approaches, the ET selected communities that had been involved with CSVG for many years as well as those that had been involved for only a few.

Document Review

The ET systematically reviewed 40 documents, including quarterly and annual reports, two previous evaluations, the M&E plan, and yearly updates on targets to understand CSVG's context, strategies, main activities, key stakeholders and beneficiaries, and to get a preliminary idea of its results and challenges. The ET paid particular attention to the Performance Monitoring and Evaluation Plan (PMEP) and triangulated results reported in each summary of targets with information received from primary data collection.

The initial document review also served as a vital preliminary step to design valid instruments for the subsequent stages of data collection and to identify suitable informants. Document review was supplemented by discussions with key ChildFund International staff to better understand the parameters of the project.

Communities Selected for FGDs and KIIs. Based on the document review, the ET determined that the number of partners with which CSVG has Agreements of Cooperation was slightly different from the original 12 communities listed in the SOW. According to the Director of ChildFund International, they have agreements with the following 14 communities listed in Table 2. Although Gomel, Brest, Osipovichi, and Stolbtcy are not formal CSVG partner communities or listed in Table 2, the ET included them in the evaluation as a point of comparison. Osipovichi and Stolbtcy have not been involved with the project and Brest and Gomel were targeted in CSVG's dissemination plan to include project training modules in the curricula of Regional Training Institutes (RTIs) and universities beginning in 2014.

Table 2: CSVG Partner Communities with Signed Agreements

Community	Year Agreement was Signed
Zodino	2006
Kobrin	
Orsha	
Chausy	2007
Volozhin	
Kirovsk	2009
Berestovitsa	2011
Smorgon	
Baranovichi	2012
Polotsk	
Ostrovets	
Krichev	2013
Smolevichi	
Soligorsk	

Focus Group Discussions

The breakdown of FGDs by location and participants is included in Table 3, below. The ET selected Zhodino as a community that had been involved with CSVG for several years and Baranovichi as one for only a few. The ET selected stakeholders, service providers, and beneficiaries to determine whether the groups have similar attitudes about the success and relevance of CSVG's activities.

Table 3: Breakdown of FGDs by Location and Participant

Date	Place	Component	Type of Participants	# of Participants
Jan 12	Zhodino	OVC and PWD	Local stakeholders and service providers	12
Jan 12	Zhodino	OVC and PWD	Beneficiaries (parents)	9
Jan 13	Baranovichi	OVC and PWD	Local stakeholders and service providers	13
Jan 13	Baranovichi	OVC and PWD	Beneficiaries (OVC foster parents)	6

Date	Place	Component	Type of Participants	# of Participants
Jan 15	Minsk	PWD	Stakeholders and NGOs (CSVG involved and not involved)	7
Jan 19	Minsk	OVC	Stakeholders and NGOs (CSVG involved and not involved)	4
Jan 21	Minsk	PWD	Beneficiaries (Participants of PWD Parents of Children with Disabilities Leadership course)	5

Key Informant Interviews

The ET conducted 39 KIIs in Minsk, Polotsk, Brest, Kobrin, Gomel, Krichev, Chausy, Stolbtcy, and Osipovichi with key individuals from ChildFund International, UNICEF, MoE, Minsk Oblast, Department of Labor and Social Protection, universities, RTIs, social pedagogical centers, schools, habilitation centers, DPOs, CBOs, and NGOs. Although Brest and Gomel have not signed Agreements of Cooperation with CSVG, they were targeted in the project's dissemination plan. Therefore, the ET selected these communities in order to determine how effectively the dissemination is working to establish community-based services. To identify differences (if any) between CSVG and non-CSVG communities in terms of child protection services and approaches employed and inclusion of OVC and PWDs, the ET conducted KIIs with eight individuals in Osipovichi and Stolbtcy, communities that had not participated in CSVG activities.

Direct Observation

The ET made direct observations of children in care in two social pedagogical centers, one pre-school that integrated children with disabilities, two habilitation centers, and a parent resource center, in order to determine whether inclusive and family-focused care protocols were being followed,

3.2 DATA ANALYSIS

Following data collection, the ET undertook data analysis. FGD transcripts were coded manually, summarized, and the differences and similarities of stakeholders across locations were assessed. The ET analyzed KIIs for themes across different types of stakeholders and locations and attempted to connect differences with the duration of CSVG's assistance in various locations. In addition, the number and amount of grants and trainings provided in selected communities were assessed and compared to determine whether a relationship existed between them and the types of community based services available in partner communities. Further, KII data from CSVG communities was compared to that collected from the KIIs in non-CSVG communities to determine the relevance of CSVG's direct assistance to communities versus the spread effect.

The ET compared data from the survey, FGDs, and KIIs to identify overall patterns. It also analyzed ChildFund International's training data to determine what training events, in which communities, for how many trainees, were implemented by TOTs using local, non-CSVG resources, in order to ascertain approaches and behaviors that child protection specialists had adopted without foreign assistance. Based on the initial data analysis, the ET prepared and delivered a PowerPoint presentation of its preliminary findings to a large group of stakeholders in Minsk where it was able to solicit feedback and respond to questions from stakeholders. The ET also presented the information to USAID/Ukraine. Feedback from

both presentations was incorporated in this report.

3.3 EVALUATION LIMITATIONS

There are several limitations inherent to the design of this evaluation. They include:

- **Lack of comparison communities.** Due to the fact that comparison communities were not established during project inception and that some CSVG approaches have been disseminated to communities with whom CSVG did not work, the ET was unable to compare the practices of CSVG communities with those of non-CSVG communities using an experimental or quasi-experimental methodology. However, the ET did conduct KIIs with individuals in non-CSVG communities, as well as those in CSVG communities, which had worked with the project for varying lengths of time in order to compare responses and make judgments regarding differences in practices and adoption of CSVG approaches. Further, to determine the role that CSVG has played in advancing the GoB's strategy of de-institutionalization, the ET compared statistics in CSVG communities with those in non-CSVG communities and triangulated them with data collected from interviews.
- **Limited community visits.** The ET cancelled its visit to one community because the KGB (Committee for State Security) insisted on attending meetings there and the ET determined that the KGB's presence may result in biased responses.
- **The short time for fieldwork in Belarus** and the fact that CSVG sites are geographically dispersed limited the number of communities the ET could visit. The ET did visit more than the six communities required by its SOW but was unable to gather direct information from four partner communities. Hence, the ET's conclusions are not based on data gathered from all CSVG partner communities.
- **Stakeholder reluctance.** Stakeholders in the visited communities assumed that the ET members were inspectors because inspectors in Belarus make regular site visits in the education sector. As a consequence, they were reluctant to say anything negative about CSVG. Hence, the ET was compelled to use secondary data to find challenges that CSVG faced in the field. Stakeholder reluctance may have introduced a halo bias in the data collected resulting in the predominace of positive feedback regarding CSVG's activities.
- **Limited number of stakeholders involved throughout CSVG's duration.** During the almost ten years that CSVG has been ongoing, there has been extensive turnover in participants. Therefore, the ET was not able to collect data from a large cohort of individuals who were involved for the project's entire duration. Those individuals who were involved in the project for the entire ten years may have experienced some difficulty recalling information regarding the initial years of the project and hence may have introduced a recall bias into the data collected.
- **Inability to interview OVC.** Belarusian legislation protects the confidentiality of OVC; therefore, the ET was unable to directly interview them. The Director of ChildFund International was careful to protect confidentiality of OVC. Additionally, the ET was told by social psychologists in the visited communities that OVC were traumatized and, hence, subjecting them to interviews may cause harm.
- **Selection bias in mini-survey**: The ET did not select mini-survey repondents randomly from the 3,000 CSVG participants listed in ChildFund International's database. Rather the ET selected those participants who were considered disseminators because they multiplied the knowledge they gained. Further, selection of respondents was limited to those participants who had current contact information.

Despite the above limitations, the ET was able to obtain adequate data to answer the evaluation questions and provide recommendations for future programming. Biases were minimized by triangulating information from various data collection methods and from various types of stakeholders.

4.0 FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1 EVALUATION QUESTION 1

What major changes in the community-based social services for OVC and PWDs in Belarus do stakeholders perceive to be the result, in whole or in part, of CSVG activities? How relevant are CSVG activities to reducing the number of children being institutionalized, promoting home family care, and fostering the inclusion of PWDs in society (in the absence of significant GoB resources)? What activities were perceived to be the most/least useful or effective activities across both components?

4.1.1 Findings

4.1.1.1 What major changes in the community-based social services for OVC and PWDs in Belarus do stakeholders perceive to be the result, in whole or in part, of CSVG activities?

Information to answer this question was gathered from FGDs with 23 child protection service providers and 15 foster parents in Zhodino and Baranovichi; KIIs with 17 service providers in the six CSVG-related communities; FGDs with 12 NGO staff in Minsk; and KIIs with eight individuals in the two non-CSVG communities, Osipovichi and Stolbtcy.

Table 4, below, indicates the community-based social services - attributed to CSVG by the above key informants (KIs) – that are being implemented (or not) in CSVG communities (Polotsk, Kobrin, Krichev, Chausy, Zhodino, and Baranovichi); communities in CSVG's dissemination plan (Brest and Gomel); and non-CSVG communities (Osipovichi, Stolbtcy). For example, according to KIs, "Family Oriented Approach" is implemented by all six CSVG communities and the two communities in CSVG's dissemination plan but not by the two non-CSVG communities. In this table, Y=Yes; N=No; P=Partly; DK=I Don't Know; and NM= Not Mentioned.

Table 4: Community-based Social Services Implemented in CSVG and Non-CSVG Communities

Services	CSVG Communities (Polotsk, Kobrin, Krichev, Chausy,Zhodino, Baranovichi) N= 6					Communities in CSVG's Dissemination Plan (Brest, Gomel) N=2					Non-CSVG Communities (Osipovichi, Stolbtcy) N=2				
	Y	N	P	DK	NM	Y	N	P	DK	NM	Y	N	P	DK	NM
OVC SERVICES															
Family Oriented Approach	6					2						2			
PRIDE pre-service (before families become foster ones)	6					2						2			
PRIDE in-service (for foster families)	6					2						2			
Safe Care/Parental Skills enhancement	6					2						2			

Services	CSVG Communities (Polotsk, Kobrin, Krichev, Chausy,Zhodino, Baranovichi) N= 6					Communities in CSVG's Dissemination Plan (Brest, Gomel) N=2					Non-CSVG Communities (Osipovichi, Stolbtcy) N=2				
	Y	N	P	DK	NM	Y	N	P	DK	NM	Y	N	P	DK	NM
Family Home Conferences		4			2		2								2
Home visitation	6					2						2			
Social Investigation	3		1		2			2				2			
Multi-departmental commission for child protection	6					2						2			
Case management database	1	4	1			1	1					2			
Day care and/or other services for OVC at schools	3	1			2	2						2			
Temporary care for OVCs at social pedagogical centers	6					2						2			
Crisis centers for Victims of Domestic Violence	1	3			2	1	1					2			
PWD SERVICES															
Day care services at habilitation centers for children with disabilities	5	1				2								2	
Rehabilitation services for children/people with disabilities	5	1				2								2	
PWD leadership course	3	1			2	1	1					2			
Integrated/inclusive education for children and people with disabilities	4		2			1		1				2			
Respite care for PWDs to support parents of PWDs	2	3			1		2					2			
NGO capacity building services	1	3			2	2								2	
DISSEMINATION OF CSVG APPROACHES															
Training on family oriented approach in RTIs	3	1			2	2								2	
Training of PRIDE in RTIs	1	3			2	2								2	
Training in Parenting Skills Enhancement Program in RTIs	3	1			2	1	1							2	
Other trainings in RTIs (social investigation, PWD, etc.)		3	1		2			2						2	
Education of family oriented approach at social/psychology department of University					2			2						2	

CSVG Communities

CSVG-Promoted OVC Services Reported by Stakeholders

The above KIs, FGD service providers, and the mini-survey respondents reported that the CSVG-introduced family-centered approach has been implemented in their communities as the result of ChildFund International's training and methodological guidance. This approach is comprised of a number of services that are described in more detail in the paragraphs below. KIs attributed this approach to changing the mindset of child protection specialists

and the public at large from one that believed that children-at-risk should be removed from their families and placed in institutions, to one that attempts to preserve the family by prevention and early intervention through placing the children in temporary care while the family receives assistance and rehabilitation and closely monitoring the family after the children are returned. The 17 service provider KIs also reported that the family-centered approach has instilled the concept of non-violent parenting into Belarus.

The same informants also stated that foster care is an essential service required for the family-centered approach to function and that ChildFund International has helped develop the foster care[1] system through the implementation of Parent Resources, Information, Development, and Education (PRIDE),[2] which trains foster parents and helps them cope with the challenges of caring for traumatized children.

Twenty three FGD discussants and 17 service provider informants reported that social-pedagogical centers in their communities are set-up to provide six-months of care for abused and neglected children while their parents are evaluated and treated, and that after this period, children are either returned to their families or placed with foster families. All service providers interviewed reported that alcoholism is the major cause of family dysfunction in their communities and that the growth of female alcoholism has translated into more children being taken away from mothers. These KIs blamed alcoholism as the major contributor to domestic violence and child abuse and neglect. They reported that CSVG-sponsored public information campaigns regarding the dangers of alcoholism have raised public awareness regarding this problem.

All six communities in which KIIs and FGDs were conducted have Multi-Departmental Commissions for child protection, which are an essential part of case management approach that comprises a component of the family-centered approach. These commissions are comprised of members of the child protection team such as the local MoE Directors of Child Protection, Directors of the Social-Pedagogical Centers, the Habilitation Centers, the Police, the local government, the Ministry of Health, and the Ministry of Labor and Social Protection. They all have access to the children-at-risks case file, meet to discuss the case, and share their findings and recommendations so that the entire child protection team can see them. Two KIIs in Brest and one KII in Kobrin reported that they have a case management data base system. The Director of the Social-Pedagogical Center in Chausy reported that they had an IT case management database funded by CSVG but that the local government moved the Department of Child Protection out of their previous building and did not move the server on which the database was stored. As a result, the system is not accessible by the entire Multi-Departmental Commission, although the Director stated that she still uses it on her laptop. A FDG discussant in Zhodino also reported that their CSVG-funded IT data base system is also not functioning as planned.

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[1] Foster care provides family-like care for children who cannot be returned to their families or whose families need long-term rehabilitation.

[2] Parent Resources for Information, Development, and Education (PRIDE) is a competency-based model of practice designed to strengthen the quality of family foster care and adoption services by developing and supporting foster and adoptive families who are willing, able, and have the resources to meet the needs of traumatized children and their families.

KIIs in all six CSVG communities as well as the 23 service provider discussants in the communities where FGDs were conducted reported that the temporary care provided to OVC in social pedagogical centers, as well as the counseling of foster parents that is offered in these centers, have been highly beneficial to the communities. One FGD discussant in Zhodino stated that their community was one of only three communities that have emergency foster care for children that are abused and neglected. The same discussant stated that Zhodino also has a system which tracks pregnant women at risk of abandoning their children and places an abandoned child directly into foster care from the maternity.

The majority of other CSVG specific services that support their overall family-centered approach are available in all CSVG communities. These include: social investigation, home visitation, Safe Care, Successful Parenting, and after-school day care for OVC. KIIs in all six CSVG-related communities reported that Safe Care is being taught and practiced and has assisted parents keep their children safe, especially from accidents, which account for one half of all deaths of children from birth to five-years old. In addition to training, social pedagogues also visit homes of at-risk children to teach their parents how to provide them with a safe environment. Five KIs stated that Safe Care is especially required for parents who were raised in orphanages and did not learn how to keep safe in a non-institutional environment.

KIIs in all six CSVG-related communities stated that their communities practice home visitation. Home visitation is employed both as an approach that prevents a child from being taken away from their parents and to ensure that a child is properly cared for when she is returned to her family. The CSVG protocol for social investigations is practiced in three of the communities and partly practiced in Brest, Gomel, and Krichev. CSVG is attempting to standardize social investigation so that all social protection professions follow the same objective and transparent approaches to determine when a child is at-risk and whether or not to remove a child temporarily or permanently. Social pedagogues in Brest, Gomel, and Kirchev stated that not all social pedagogues have adopted the standardized approach and that the procedure is not yet fully transparent. KIIs in five communities said that their communities have day care for OVC. Day care is provided after school for children who have been removed from and returned to their families in order to provide additional socialization and activities after school and prior to returning home for the night.

None of the KIs in any of the communities the ET visited mentioned Family Group Conference, which is a more recent service that CSVG offers. This approach attempts to involve the extended family and community members of children-at risk of being abused and neglected to participate in the process of providing a safe and healthy environment for the children. Social pedagogues meet with the extended family and some community members to discuss the children's situation and to elicit their help in keeping the children safe. CSVG has more recently introduced this approach as part of its sustainability plan to involve non-professionals in protection teams due to high turnover and budget reductions.

CSVG has disseminated a number of courses through RTIs and universities. Several of the fundamental courses that CSVG has developed are included in RTIs and universities, as seen in the table above. Integrating these courses is an essential aspect of CSVG's dissemination and sustainability plan. The school psychologist the ET interviewed in Gomel reported that she was trained in the Parenting Skills Enhancement Course in the Gomel RTI and that she has trained over 20 school psychologists who are delivering the course throughout the oblast. She informed the ET that she teaches the course twice a year at her school and that parents have been very happy about the skills they learn. She also said that she requests that parents of children who have behavioral problems in her school take the course and that

the course become mandatory for parents of abused and neglected children. Universities in Brest and Gomel have begun to integrate CSVG's family-centered approach into their curriculum in their departments of social pedagogy and psychology. The Head of the Department in Gomel informed the ET that her department is currently rewriting the curriculum and including this course as required for both social pedagogues and psychologists. She told the ET that she and five of her professors had taken this course at the RTI. Two professors had taken Successful Parenting and PRIDE.

CSVG-Promoted PWD Services in Communities

Stakeholders reported that there are a number of community-based services for PWDs available in their communities, including day care and rehabilitation services at habilitation centers, support groups for parents of PWDs, Leadership for Parents of Children with Disabilities course, respite care for parents of PWDs, PWD NGO capacity building, and integrated education. Five CSVG-related communities have both day care and rehabilitation services available for PWDs at habilitation centers. These centers provide day care and rehabilitation for disabled children who live at home. Rehabilitation services include exercise, massage, baths, speech therapy, arts and crafts, and social skills. Four FGD parents of PWDs in Zhodino and Baranovichi reported that the health and rehabilitation services in PWD habilitation centers, made possible through CSVG grants and training, have provided essential and productive services for PWD children and have also served as facilitators of support groups for parents of disabled children. They also stated that their communities have become more inclusive and that their PWD children are invited to community social events. They did express concern that larger or more habilitation centers are required to adequately serve their children because the number of disabled children requiring this service exceeds the capacity of the centers.

KIIs in four CSVG-related communities reported that the CSVG-designed Leadership for Parents of Disabled Children course was available in their communities. This course is provided to parents of PWDs and their PWD children to provide them with social coping skills and empowerment skills in order to be more confident about being included in mainstream society. Discussants in Minsk who took the course credited it with providing them with social skills and confidence to interact in typical situations they would encounter when included in society. Their parents reported that they developed skills to help their PWD children cope in society and to deal with negative attitudes toward PWDs.

Eight KIs of the PWD NGO agreed that the integration of disabled children in schools began after CSVG project started and that children with musculoskeletal infractions have been integrated first. Four KIs of this FGD reported that CSVG has contributed to necessary services for PWDs, including: 1) psychological support; 2) vocational rehabilitation; 3) health related rehabilitation; 4) education; 5) employment and job training; and 6) leisure inclusion in society.

KIIs stated that integrated education has been established in three of the CSVG-related communities but only partly in Kobrin, Brest and Chausy. In integrated education, PWDs attend schools with other children but are taught in separate classrooms. Inclusive education goes a step further and includes PWDs in the same classes as other children and the teacher teaches all of them together. Integrated education is already fully practiced in Polotsk, Gomel, and Krichev. These communities have reportedly already embraced the concept of inclusive education and have begun training teachers and creating barrier free schools to implement inclusion. Brest, Kobrin, and Chausy have some integrated schools but have not moved toward inclusion. The ET visited an integrated pre-school in Krichev. The school psychologist informed the ET that children are screened when they are ready to

enter school and that some children who have adequate speech abilities are included in classes with other children. She mentioned a recent case of a girl with cerebral palsy who entered a regular classroom.

KIs in Brest, Kobrin, and Gomel reported that CSVG had capacity building training for PWD NGOs in their communities. CSVG had a capacity building specialist on staff until this year and she provided courses in advocacy, organizational development, proposal writing, strategic planning, and other topics related to NGO-management.

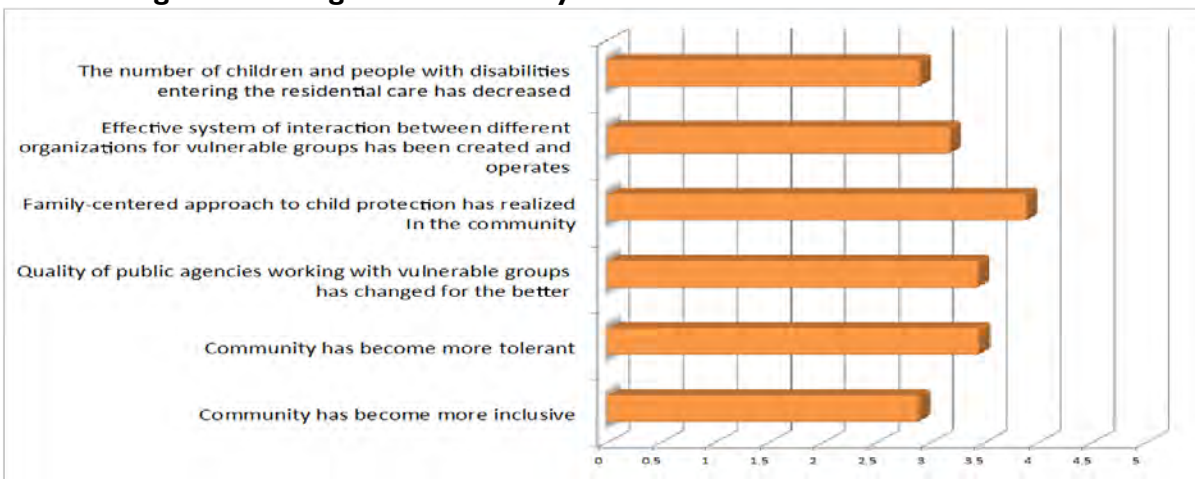
Lack of Foster Care for OVC PWDs

The ET found that foster care has not been established for PWDs and hence OVC PWDs will remain in institutions until foster care can be established. Foster care for PWDs requires additional training and community services as well as a shift in public attitudes toward the disabled. Currently the child protection system is not set-up to provide foster parents the support required to care for PWDs. The Director of ChildFund International stated that institutions for the disabled fall under the GoB's Decree to complete de-institutionalization by 2015 but that the MoLSP has not yet operationalized this Decree and communities have not yet dealt with this challenge. Further, community care for adult OVC/PWDs is currently not available and they are hence forced to remain in institutions. As disabled children who currently live with their parents become adults and eventually survive their parents, a community-based care setting will be required for this group also.

Findings from the Mini-Survey

Overall, KIs listed the following changes in community-based social services as a result of CSVG's interventions, in order of priority (see Figure 1):

Figure 1: Changes in community based services as the result of CSVG



These changes included: 1) family-centered approach to child protection has been realized in the community; 2) quality of public agencies working with vulnerable groups has changed for the better; 3) community has become more tolerant; 4) an effective system of interaction between different organizations for vulnerable groups has been created and operates; 5) the number of children and people with disabilities entering the residential care has decreased; and 6) community has become more inclusive.

Non-CSVG Communities

The findings in the non-CSVG communities contrasted with those in the CSVG-supported communities. Stakeholders in these communities had no knowledge of CSVG services. The ET interviewed eight child protection service-providers in Osiporvich and Stolbtcy. None of

them had heard about the family-centered approach. They all stated that they use the traditional approach to removing children from their families and, on average, institutionalize 10 children per year. They stated that they had received training materials concerning CSVG's Successful Parenting course but that they had not taken the course. The Director of the Social-Pedagogical Center in Stolbtcy called a colleague of hers and verified that the colleague had taken this course at the RTI. None of the KIIs had heard of PRIDE or the other services offered by CSVG.

4.1.1.2 Relevance of CSVG activities to reducing the number of children being institutionalized, promoting home family care, and fostering the inclusion of PWDs in society (in the absence of significant GoB resources).

Relevance of CSVG OVC Activities

Thirty one KIs and 23 FGD discussants stated that CSVG's activities, such as the family-centered approach, PRIDE, approaches that comprise part of the family-centered approach, training, and grants are relevant for reducing the number of children being institutionalized and promoting family care because they: 1) are training professionals in the skills and abilities that they need to manage community-based services; and 2) have provided technical assistance and financing for establishing these services and for promoting inclusion. CSVG has financed grants to facilitate the implementation of community-based services in the absence of significant GoB resources and hence their activities have been relevant to establishing a family-centered child protection system. Further, CSVG financed all the initial training modules that are currently being disseminated by Belarusian professionals in their communities.

The project has been working closely with their original 12 partner communities to eliminate institutionalization of new cases of OVC by providing alternative community-based, family-focused care services. According to ChildFund Internationl KIs, in 2004, there were 11,821 children in 179 institutions. Approximately 34% of newly detected abused and neglected children were placed in institutions. By 2013, there were 4,767 children (a 55% decrease) in 115 institutions. The number of institutions decreased by 36% between 2004 and 2013. Approximately 17% of newly detected abused and neglected children (a 50% decrease) were placed into institutions. 6,807 children (2.5 times more than in 2004) were placed with foster families. By 2014, eight of their communities had achieved this goal, including Zhodino, Kobrin, Chausy, Kirovsk, Soligorsk, Smorgon, Berestovitsa, and Smolevichi. Baranovichi, a community with which CSVG has worked more recently, still had 13% of their children at risk placed in institutions (11 children out of 83). The higher rate of institutionalization was due to the fact that some of the children were disabled and foster care has not yet been set-up to help such children. In addition, some of the children belonged to one family and no foster parent could be found to care for all of them. Whereas the countrywide indicator of institutionalization in 2013 was 17% in Belarus, in the 12 CSVG communities this indicator was 3.6%. In addition, in 2013, of the 53 out of 118 communities in Belarus (36%) who had stopped institutionalizing children, 43 of them (80%) were communities that implemented two or more elements of the CSVG model.

CSVG directly financed community-based services and opportunities for increased inclusion through their grants. Certain communities received more grants than others, including Kobrin (15 grants); Smorgon (10 grants); Orsha (8 grants); Chausy (8 grants); Zhodino (7 grants); Volochin (6 grants); Grodno (6 grants); and Gomel (4 grants). These grants have financed services at the social-pedagogical centers, habilitation centers, schools, local departments of MoE, local OVC and PWD NGOs, public information campaigns, many training courses appropriate to inclusion, and a variety of other services that have built up

family-focused services and the knowledge and skills to manage them. The Director of ChildFund International reported that during the initial pilot phase of CSVG from 2005 to 2008, the project provided several grants to its pilot communities of Smorgon, Orsha, Zhodino, and Volochin, in order to provide model community services that other communities could view as applicable to their own situation (see Annex I for a complete list of grants).

Relevance of CSVG PWD Activities for Promoting Inclusion

Community-based services for PWDs, such as habilitation centers, social taxis, respite care, grants to establish services and advocacy campaigns, and training such as the Leadership for Parents of PWDs course have been relevant for promoting inclusion by removing barriers and facilitating the interaction of PWDs in normal political, social, and economic activities. Several grants have funded services for PWDs at centers in the community where they obtain rehabilitation and health services; advocacy campaigns for enhanced employment opportunities, barrier free environments, and inclusion in the community; and pubic information campaigns regarding the challenges that PWDs face to change the public's attitude toward them.

CSVG's inclusive education training module and the project's facilitation of a PWD coalition to advocate for inclusive education are relevant to promoting inclusion without GoB resources because these are serving to help convince the MoE to make 20% of schools in Belarus inclusive by 2020.

4.1.1.3 Activities perceived to be the most/least useful or effective activities across both components

OVC Activities

Overall, 30 out of 58 KIs mentioned the family-centered approach and PRIDE as both the most useful and effective CSVG activities**.** They stated that these approaches have established the foundations of a community-based child protection system that has facilitated the process of de-institutionalization by providing alternative services to serve OVC children. The least effective CSVG activity has been the attempt to establish IT case management systems. A FGD discussant in Zhodino and a KI in Chausy explained that the e-culture and IT abilities have not been sufficiently established in communities to sustain such a system, and that the attempt to automate the case management system may have been premature.

Five KIs stated that although Alcoholics Anonymous is available in several communities, it is not popular with community members because of the stigma associated with alcoholism. Alcoholics prefer to go to Minsk for treatment. In addition, 4 informants criticized the volunteer program that CSVG has initiated as part of its sustainability strategy. They stated that the volunteers are often managed like they were under the communist system of "required volunteering," and that they are viewed more as free labor rather than as community members who are committed to helping OVC and PWDs. They strongly recommended that additional training be provided in order to implement a volunteer program in the spirit of helping rather than obliging.

PWD Activities

Overall, 25 out of 58 KIs reported that grants to PWD NGOs has been the most effective activity because these grants have financed services for PWDs as well as advocacy campaigns to promote PWD inclusions. The same group stated that services for PWDs at the habilitation centers have been the most useful for parents of PWDs. This group of informants did not report least useful or effective services. Table 5, below, lays out what

FGD discussants listed as the most and least useful or effective activities across both the OVC and PWD Components:

Table 5: FGD's Most and Least Useful/Effective OVC and PWD Activities

Community/ Stakeholders	OVC Most Effective	OVC Most Useful	OVC Least Effective	OVC Least Useful
Zhodino Service Providers	Child Shelter in social-pedagogical center Temporary foster families	Emergency service for abused children Foster Families and their Club PRIDE	IT data base for OVC	Alcoholics Anonymous
Zhodino beneficiaries	Social Pedagogical Center Services	Foster Parents Club	None mentioned	None mentioned
Baranovichi Service Providers	Psychological counseling for traumatized children and their foster parents	Successful Parenting Course Home visitation	Compulsory Successful Parenting Course for problem families	Alcoholics Anonymous
Baranovichi Beneficiaries	Foster Care Successful Parenting Course	Foster Parent Club at Social Pedagogical Center	None mentioned	None mentioned
Minsk OVC NGOs	Case Management Approach PRIDE	Case Management Approach PRIDE	Lack of Crisis Centers for victims of violence	Training materials "too American" and not applicable to Belarus
Community/ Stakeholders	**PWD Most Effective**	**PWD Most Useful**	**PWD Least Effective**	**PWD Least Useful**
ZhodinoService Providers	Public info	Habilitation Center Services for PWDs	Volunteering	None mentioned
Zhodino Beneficiaries	Habilitation Center Services for PWDs	Self-help groups for parents of PWDs	None mentioned	None mentioned
Baranovichi Service Providers	Habilitation Center Services	Self-Help Groups Social Taxi	Conveying meaning of inclusive education	None mentioned
Baranovichi Beneficiaries	None Mentioned	None mentioned	Conveying meaning of inclusive education and advocacy	None mentioned
Minsk PWD NGOs	Integrated education for PWDs with musculoskeletal Disabilities	Social Taxi Leadership course for PWDs and their parents	ChildFund International promotion of the right to work for PWDs – backsliding after successful projects	Organizational development course for PWD NGOs too broad/lacked depth.

4.1.2 Conclusions

Perceived Community Services

OVC Services

1. CSVG has successfully transferred its approaches to CSVG communities and has helped establish family-focused community based services for OVC, which is improving their chances of inclusion in Belarusian society. CSVG's 12 partner communities comprise slightly more than 10% of the 118 total communities; CSVG's 44 dissemination communities comprise slightly more than 37% of total communities. The activities promoted by CSVG have been adopted and are viewed by stakeholders as being essential to a child protection system that meets international standards.
2. Family Group Conference, respite care, and crisis centers require additional technical assistance and training to be adopted.

3. Dissemination of approaches through RTIs and universities needs further technical assistance.

PWD Services

4. Inclusive education and the promotion of PWDs' inclusion through a barrier-free environment and employment opportunities require expansion of training, grants, technical assistance, and advocacy.
5. Foster care for PWDs is required in order to further inclusion process and meet GoB's mandate for de-institutionalization by 2015. Without foster care and other family-like services, PWDs will remain institutionalized. Social activities for adult PWDs are needed to promote their inclusion in society.

Non-CSVG Communities

6. Information and data collected from FGDs, KIIs and mini-survey showed that CSVG approaches were adopted in communities that received training, technical assistance, and grants; non-CSVG communities which did not receive such assistance or grants have not adopted any of these approaches.

Relevance of Activities

7. Although OVC services are relevant, they are not practiced consistently by all communities nor widely practiced by enough communities.
8. Although PWD services are relevant, a barrier free environment still does not exist nor are PWDs provided equal employment or education opportunities.

Most and Least Effective

11. The family-focused approach and community-based services for OVC and PWDs have been effectively adopted by communities included in this evaluation and are accepted as the most appropriate approach to addressing vulnerable children.
12. CSVG prematurely funded IT case management systems, which have not been maintained or used because IT culture and access are not widely spread in Belarus or used by certain professionals in their work.

4.1.3 Recommendations

Perceived Community Services

1. Since CSVG has done an effective job establishing a family-focused, community-based child protection system, and since many communities still have not adopted their approach, a follow-on project should continue to extend the same CSVG activities to more communities through direct technical assistance, training, and grants at a level of funding not greater than current effort. Existing CSVG community service providers can assist with further dissemination. Emphasis should be on ensuring that all communities receive training on family-centered approach through RTIs. ChildFund International should devote the remaining six-months of the project to ensuring that their dissemination plan of the family-centered approach training course through RTIs and universities is completed. The Ministry of Education (MoE) can ensure that all 118 communities practice this approach by requiring that all child protection professionals take the course at their oblast RTI or that trainers travel to uncovered communities to offer the course.
2. Follow-on project should include a small grants fund to implement Family Group Conference, respite care and crisis center services in communities that are willing to manage them.
3. Follow-on project should continue to disseminate CSVG training materials. Family-focused approach should be the first one to be disseminated to all 188 communities via

RTIs, universities, and ToTs. Public information campaigns can also help to disseminate approaches.

4. Follow-on project should extend inclusive education training, grants for pilots, and advocacy at national and local levels.
5. Foster care for PWDs, and family living homes and social activities for adult PWDs, should be included in the follow-on project if USAID intends to provide for increased inclusion of PWDs.
6. Follow-on project should include a small grants fund to implement Family Group Conference, respite care and crisis center services in communities that are willing to manage them. IT case management systems should not be funded.

Non-CSVG Communities

7. A follow-on project needs to target non-CSVG communities that have not collaborated at all with CSVG with training, technical assistance, and grants, in order to build their knowledge, skills, and abilities to understand how to implement the family-centered community based approach.

Most/Least Effective Activities

8. IT case management should no longer be funded in a follow-on child protection project.
9. Volunteering needs to be redesigned and managed so that it is no longer perceived as free labor but as people helping each other.
10. In a follow-on project, more emphasis needs to be placed on the adequate provision that meets demand of services for PWD adults as well as children.

4.2 EVALUATION QUESTION 2

What practices and behaviors have local counterparts and beneficiaries adopted to successfully advocate for and/or offer modern social protection services to OVCs/PWDs without foreign assistance? In what ways were gender issues considered as an inherent concern in these practices/behaviors?

4.2.1 Findings

4.2.1.1 Practices and Behaviors Adopted

Service Delivery

The ET found that the practices and behaviors promoted and taught by CSVG have been adopted quite successfully in the CSVG communities visited, and in other communities, according to KIIs and CSVG document review. The majority of CSVG project resources was spent in the initial 12 partner communities in terms of training and grants. However, CSVG has also worked to disseminate its approaches to other communities through training and some grants. As a result, there are now 44 out of a total of 118 communities in Belarus that meet the fundamental criteria for a community-based, family-focused child protection system. The communities beyond the original 12 have developed their system primarily by using their own resources.

OVC Service Delivery

KIIs in the CSVG communities (23), service providers in the Zhodino FGD (12), and service providers in Baranovichi community (13), stated that they are practicing CSVG's family-focused approach, which includes investigating cases of suspected abuse and neglect, placing at-risk children in temporary housing at social pedagogical centers, finding foster families for children that cannot be returned to their families after six months of temporary care, hosting Effective Parenting courses, and working to end domestic violence and child abuse.

PWD Service Delivery

The same informants mentioned in the previous paragraph reported that service providers are recommending that parents of PWDs keep their children at home and take advantage of day care and rehabilitation services at the habilitation centers rather than institutionalize them, inviting PWDs to join community events, working toward integrated and inclusive education for PWDs, and advocating for the rights and inclusion of PWDs. Two discussants in the Minsk PWD NGO FGD reported that many PWDs have been integrated into regular schools, although inclusion is still not completed. These discussants also mentioned that Belarus has implemented a new social service to support parents of PWDs beginning at the maternity home.

PWD Advocacy

PWD NGOs are undertaking advocacy campaigns without foreign assistance. For example, the Director of PWD NGO BelAPDIMI reported that their NGO has implemented a number of advocacy activities. Two examples that she provided the ET include: 1) Organizing an annual festival "Set light to your star," which gathers up to 1500 people. By involving children and young people with disabilities in the festival, the NGO builds public awareness regarding the needs of PWDs, obtains financial support for their cause, and sends a message to the GoB regarding legal and policy changes required to improve their inclusion; and 2) Regular development of proposals to Parliament and the GoB. The NGO sends these formally every year to Parliament and also disseminates them via the Interdisciplinary Council on the Issues of People with Disabilities. Over the last five years, 15 of their proposals have been included into different laws and regulatory documents, including social respite centers, day care centers for young adults with disabilities, and the law on social services. All of the above is achieved without foreign assistance.

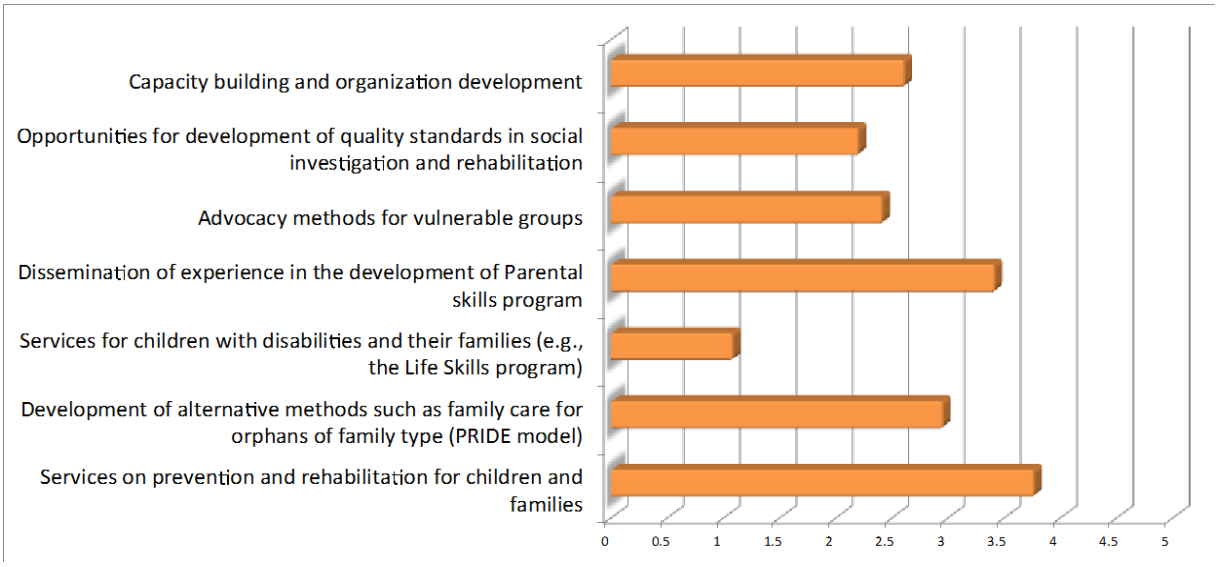
The Director of the PWD NGO Office for the Rights of PWDs reported that their NGO has undertaken the following advocacy campaigns without foreign assistance: 1) Representing the interests of disabled people in the dialogue with state and local authorities via public advisory councils; 2) Working to gain justice for PWDs whose rights have been violated in specific cases; 3) Leading a march by wheelchair users to the Presidential administration to submit a petition for a barrier free environment and the right for employment; and 4) Watchdogging on the eve of Ice Hockey Championship 2014 in Minsk for a non-barrier environment and the availability of stadiums and transport infrastructure to enable PWDs to attend the games.

Service Delivery and Advocacy Behaviors Adopted as Reported in the Mini-Survey

Figure 2, next page, indicates the practices/behaviors in which respondents reported that they have become more competent as a result of CSVG's efforts. "Services on prevention and rehabilitation for children and families," and "Dissemination of experience in the development of parental skills programs" were the highest rated.

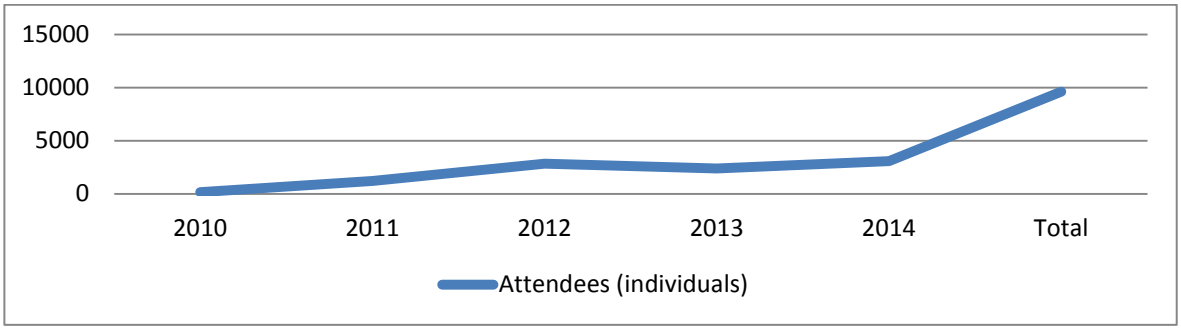
Evidence that beneficiaries have adopted these behaviors can be found through the statistics on the training courses provided by stakeholders without foreign assistance. For example, the Effective Parenting courses, which were taught by psychologists trained by the project, have reached 1,507 parents since 2010. The PRIDE courses, taught by local child protection specialists, had an even greater reach, with 13,660 parents attending between 2010 and 2014. Additionally, CSVG has been successful in facilitating the spread of information.

Figure 2: Practices/behaviors in which respondents reported that they have become more competent in as a result of CSVG



Many of the child protection specialists who received training from CSVG went on to teach classes to 9,623 individuals between 2010 and 2014, in order to improve their expertise in services to vulnerable children and families. Figure 3, below, illustrates how training has expanded in recent years due to child protection specialists disseminating their knowledge and skills using local resources.

Figure 3: Individuals Trained in Services to OVCs



Source: (Data derived from summing up all training provided by CSVG directly or by ToTs as reported in CSVG Annual Reports from 2006 – 2014)

Respondents also indicated that they have transferred the knowledge gained from CSVG to colleagues via training and presentations, methodological councils in their communities, publication of articles, and participation in scientific conferences (see Figure 4).

Respondents also indicated that they have participated in the following activities: 1) introduction of new approaches and methods of work; 2) replication/dissemination of experience and practice; 3) improvement of the quality of government institutions; 4) improvement of the social services system and assistance; 5) improvement of the quality of life of vulnerable groups; 6) de-institutionalization of vulnerable groups; and 7) development of local communities and responsibility (see Figure 5 below). That they have identified and transferred these competencies and also identified community services that have been improved as a result, as previously discussed, implies that stakeholders are engaging in CSVG-introduced approaches without additional foreign assistance.

Figure 4: Ways in which CSVG participants have transferred knowledge/experience gained from CSVG training/activities

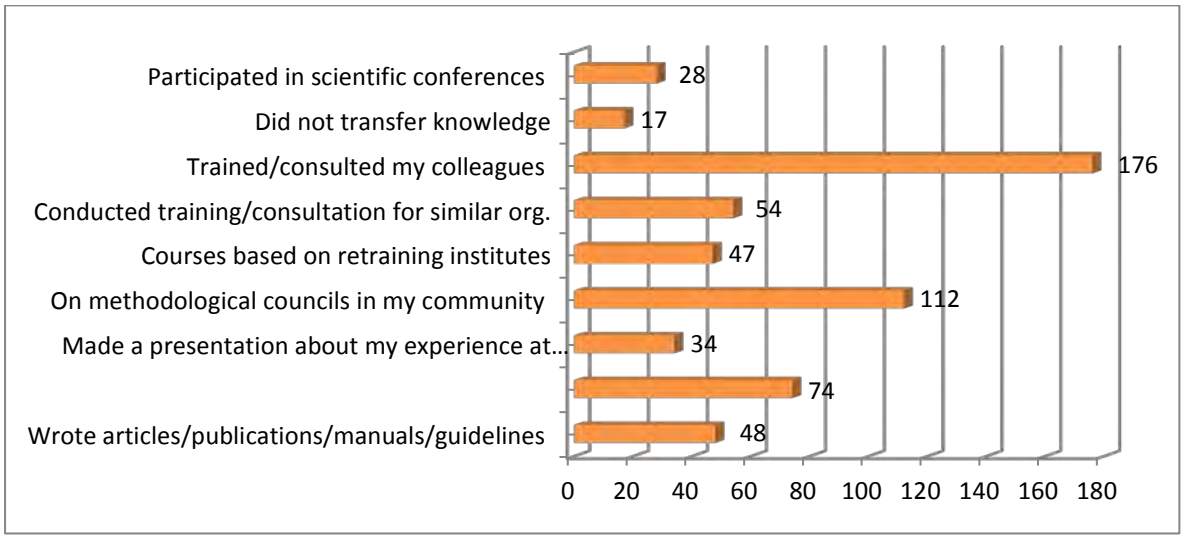
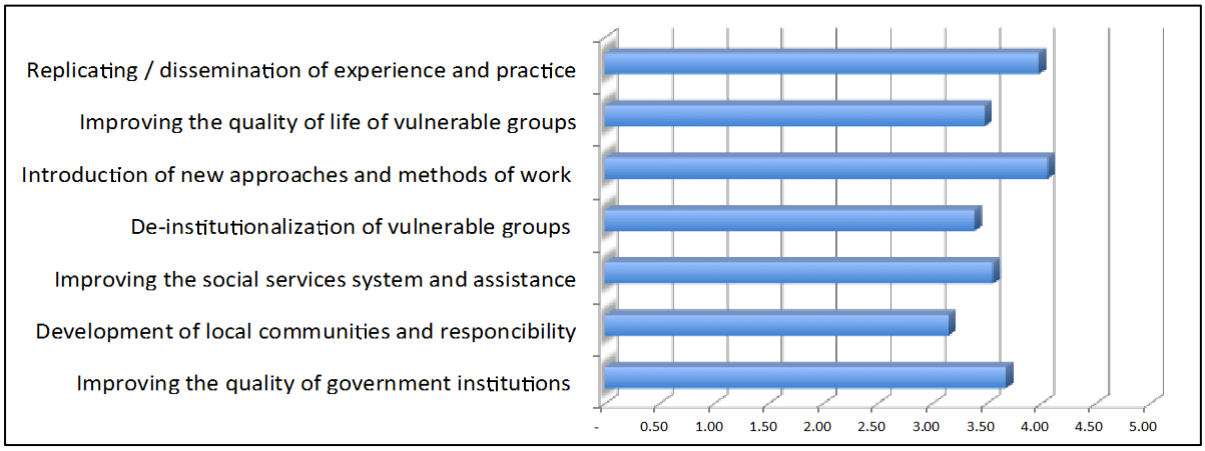


Figure 5: Activities participated in, as self-reported



4.2.1.2 Gender

The child protection sector is dominated by women and the absence of male professionals makes it more challenging to deal with male teenage OVC. Best practices for working with male and female OVC and PWDs have not been developed. The ET found that there are several gender issues that appear to affect the quality of services offered for at-risk children in Belarus, including the gender imbalance among child protection workers, an imbalance in educational offerings targeted at girls and boys, and a lack of participation in parenting classes by men.

> Gender imbalance and female dominance in child protection worldwide has become an international concern. Many countries have set targets for male recruitment and have provided incentives for men to enter the field such as education stipends. Countries also develop protocols for dealing with teenage boys and recruit men to implement these.

However, the team could find no clear evidence that gender was specifically taken into consideration in the design and implementation of CSVG, although one discussant in the Minsk PVO FGD stated that ChildFund International made a concerted effort to encourage stakeholders to consider gender in their activities.

According to the mini-survey, when asked the question

"How do you consider the interests of men and women in your profession?" 115 out of 215 respondents indicated that gender is not relevant for their work; 78 respondents said that they change their approaches depending on the gender of a person they work with; and 17 respondents stated that gender is not relevant for Belarus. However, KIs indicated that they know the challenges faced by male at-risk children are different from those faced by female at-risk children, and admitted that it is advantageous to have a male social pedagogue or psychologist to talk with teenage boys because they can relate to their issues. Despite the above, the child protection sector is dominated by women and thus male professionals may not be available in every community.

An examination of training data provided by ChildFund International indicated that women far outnumber men in all courses. Between 2010 and 2014, 8,496 individuals attended the Successful Parenting course. Of these, 7,861 were women and 635 were men. Of the 5,164 parents who attended the PRIDE course between 2010 and 2014, 4,405 were women and 759 were men. 9,623 individuals were trained between 2010 and 2014 to improve their expertise in providing services to vulnerable children and families and only 446 of these were men. More men were involved in PWD training; however, that sector is also dominated by women. Of the 1,607 PWD-related specialists trained by CSVG between 2009 and 2012, 352 were men.

The gender divide of the mini survey respondents (226 females and 4 males) is also indicative of the sector as are the discrepancies in the number of men and women who have attended CSVG courses. The child protection profession is considered a feminine profession in Belarus and the sector is not attractive to men because of cultural values combined with the low salaries professionals receive in this field.

Table 6: How do you consider the interests of men and women (aspects of gender non-discrimination) in your activities?

Response	Number of responses
This aspect is not relevant for my work	115
I change approaches to my work depending on gender of a person I work with	78
This aspect is not relevant for Belarus	17
I collect statistics about number of men and women (boys and girls)	11
Other: I did not understand the question/difficult to answer	4

When respondents were asked whether program activities had influenced their competence in the interests of men and women, the majority of respondents answered in the negative as seen in the Table 7, below (1 – no influence, 7 – the highest degree of influence).

Table 7: How have program activities influenced your competence in consideration of the interests of men and women (gender non-discrimination) in your work?

Rating	1	2	3	4	5	6	7
Nr. of Respondents	73	30	26	35	27	11	7

Average rate is: 2.88 of 7.00

FGD service providers in Zhodino stated that, beginning at age 14, there is an imbalance in terms of helpful classes offered to girls and boys. Girls have special offerings whereas boys need to discover puberty on their own, generally based on information on the Internet. Five KIs indicated that men are not generally involved in the Successful Parenting courses, and stated that they should play a larger role in parenting and that the program should make a concerted effort to include them. One FGD participant in Baranovichi pointed out that more adolescent and college-aged boys volunteer in social and educational centers than

girls. Male wheelchair users reported that female wheelchair users are probably more challenged in terms of relationships and in employment opportunities.

There are also gender imbalances in the current structure of the foster care system. Three KIs explained that contracts for foster care are written only for the foster mother who is considered an employee of the MoE. Only Letters of Cooperation are signed with the foster father. These KIs stated that such system excludes men from the care team.

4.2.2 Conclusions

Behaviors Adopted

1. CSVG has successfully transferred most family-centered approach and the knowledge skills and abilities to practice in its participating communities. However, stakeholders in non-CSVG communities will not be able to adopt required behaviors to implement the family-centered approach without further foreign assistance.

Gender

2. The project did not take into consideration all relevant gender issues in its design and implementation. The gender balance of the professionals in the field is important to consider because there may be issues among OVC and PWDs that are more appropriately dealt with by one gender or the other. Further, the intervention approaches employed to male and female OVC and PWDs need to be differentiated by gender as well as by age, social group, and other differentiators

4.2.3 Recommendations

Adopted Behaviors and Practices

1. Since CSVG has done an effective job establishing a family-focused, community-based child protection system, and since many communities still have not adopted their approach, a follow-on project should continue to extend the same CSVG activities to more communities through direct technical assistance, training, and grants. Project should rely more on dissemination approaches as well as on child protection specialists as disseminators in order to reduce costs.

Gender

2. A follow-on project should more actively seek out male participants in training projects and male child protection professionals, and negotiate with the MoE about a male recruitment campaign. Best practices for working with male and female OVC and PWDs as well as male parents should be developed and practiced by the directors of social pedagogical centers, habilitation centers, and integrated schools, and disseminated through RTIs and universities to ensure prevalence of this approach.

4.3 EVALUATION QUESTION 3

What are the areas of CSVG inefficiencies where future improvements may be achieved?

4.3.1 Finding

After examining project documents, including work plans and quarterly reports, and conducting stakeholder interviews, the ET could find no inefficiencies in CSVG's approach and determined that the project completed its planned activities on schedule and either met or exceeded its targets throughout the life-of-project. CSVG implemented its activities in many more communities than originally anticipated an employed a TOT approach that expanded the number of child protection specialists who received training without relying on the project budget.

4.3.2 Conclusion

1. The ET concluded that CSVG has not had inefficiencies to be remedied in future programming. Efficiencies can be increased through greater reliance on disseminators, print, and social media.

4.3.3 Recommendations

1. Future programming can achieve even more efficiencies by relying more on RTIs, universities, and child protection specialists to disseminate family-centered approach. Greater reliance on print and social media can expand messages to communities and training material to professionals.

4.4 RELEVANCE, EFFECTIVENESS AND EFFICIENCY OF CSVG IN MEETING PROJECT OBJECTIVES

4.4.1 Findings

4.4.1.1 Relevance

"Relevance" relates to how closely a particular project task or intervention is connected to project objectives. Overall, CSVG activities are relevant to its OVC and PWD objectives.

Relevance of OVC Activities

CSVG activities have been relevant to all three objectives of the OVC component. CSVG has defined the full de-institutionalization model as including the following services: 1) early detection, investigation, multidisciplinary cooperation, and case management in child protection services; 2) PRIDE model for recruiting, training, and supporting foster and adoptive parents; 3) family support, home visits, parental education, and innovative prevention and rehabilitation targeting the main risk factors of child abuse and neglect; and 4) day care centers. These services all provide an alternative to institutionalization and facilitate the inclusion of OVC into the community; therefore, they are relevant to OVC Objective 1. By the middle of 2014, ChildFund International reported in its 2014 annual PMEP that a total of 37 communities had implemented the full de-institutionalization model, an international standard in family-centered child protection services, against its target of 47 communities by early 2015. Table 8, below, shows the percentage of communities in each oblast that have implemented the full de-institutionalization model. The former Head of Child Protection in the MoE, who collaborated with CSVG for many years, told the ET that the full de-institutionalization model is relevant and has been adopted as the standard model by the MoE.

Table 8: Percent of Communities in Each Oblast Implementing the Full De-Institutionalization Model

Oblast	Percent of Communities
Brest	17%
Minsk	43%
Vitebsk	23%
Moglilev	45%
Grodno	55%

Child protection professionals working in community-based services are required to possess specific knowledge and skillsets that were not taught in Belarus prior to CSVG. CVSG has introduced a number of courses to improve the education and training available to child protection professionals, which are related to OVC Objective 2, including: 1) Family-Centered Approach to Child Protection; 2) PRIDE; 3) PRIDE Advanced Course; 4) PRIDE Pre-Service and In-Service courses by CCF and local trainers; 5) Successful Parenting;

4) Family Group Conference 7) Working with Traumatized Children and Children who Experienced Sexual Abuse; 8) Safe Care/Home Visiting; 9) Health Education and Substance Abuse Prevention; 10) Child Protection; 11) Volunteer Management; and 11) Strategic Planning workshops in Zhodino, Orsha, Chausy, and Kobrin. To date, CSVG has trained a total of 9,623 individuals in one or more of these courses, far exceeding the target of 1,926. The fact that so many individuals over the target took the courses is, according to the former Director of Child Protection of the MoE, indicative of the courses' relevance to managing a community-based child protection system.

CSVG's courses have been incorporated into the curricula of RTIs in various oblasts, including: 1) Family-Centered Approach integrated into Brest, Minsk, Mogliev and Gomel, in addition to the social pedagogical departments of 3 universities; 2) Successful Parenting into Brest, Minsk, Mogliev, and Gomel; and 3) PRIDE into Brest and Minsk. Such adoption illustrates that these institutions view CSVG courses as relevant and important.

CSVG has provided relevant technical assistance, methodological consultations, and advocacy through a number of activities. The project brought child protection experts from the US and Europe to introduce the Family-Centered Approach, PRIDE, and Successful Parenting and to help the MoE adopt these as standards. CSVG provided advice for the drafting of Presidential Decree #18, which sets the standards for prevention and early intervention for at-risk children, and requires that parents assume responsibility for their children and pay if the state is forced to assume this responsibility. The Head of the Minsk Oblast Children's Division, one of the authors of the Decree, told the ET that the Decree would not have been written without CSVG's guidance and support in sending a group of key decision makers on a study tour to Sacramento, California. She also stated that CSVG's consultation was highly relevant to drafting the Decree. From 2012 to 2014, CSVG's Technical Assistance Task Group developed six methodological quality standards that are currently used by 610 organizations, including for: investigation of abuse and neglect, rehabilitation of OVC families, case management, domestic violence, creating and running an afterschool youth club for OVC, and domestic violence protocol for interdisciplinary cooperation [developed in partnership with United Nations Population Fund (UNFPA)].

Relevance of PWD Activities

CSVG activities have been relevant to all three PWD objectives. CSVG's grants and trainings have been targeted at building the capacity of NGOs to provide community services to PWDs and to advocate for a more inclusive living environment for PWDs in support of PWD Objective 1. Training grants and the training course on Leadership for Parents of PWDs and their children aimed to help build the self-esteem and life skills of PWDs so that they can better cope with living in an inclusive society. From 2008 to 2010, CSVG awarded nine grants to nine NGOs, totaling approximately $90,000, to help PWDs develop marketable skills such as entrepreneurship and computer literacy, and to advocate for changes in the labor laws to allow PWDs to work in certain professions and require employers to accommodate them. Eleven grants were provided to NGOs from 2010-2012, totaling approximately $67,000, to provide community services and trainings for PWDs on self-acceptance and social coping. CSVG trained 2,651 PWD-related individuals (2,069 women, 582 men), including parents of children with disabilities, community-based staff of the MoLSP, and representatives from DPOs. The project also trained and provided resource materials to 544 DPOs, parents' associations, CBOs, and initiative groups in organizational development, cooperation, advocacy, and inclusion of PWD children. CSVG's advocacy activities supporting PWD Objective 2 have included organizing a network of DPOs who, together, advocate for changes in laws and practices for PWDs and deliver

presentations. Other advocacy activities have consisted of presentations to a wide range of groups regarding PWD issues and the justification for inclusion.

CSVG's activities to introduce inclusive education have also been relevant to the achievement of PWD Objective 3. Activities have included training, advocacy, and grants. CSVG developed a Task Group on Inclusion that developed a strategy for introducing inclusive education into Belarus. In 2014, CSVG held an inclusive education workshop of experts from the MoE to vet and refine their strategy, and developed and delivered the Inclusive Education Training Module to a total of 87 participants at the Minsk National Institute on Vocational and Professional Education and in Baranovichi, Mogilev, and Smorgon. Also in 2014, ChildFund International staff organized 16 meetings and presentations on inclusive education, which they consider to be advocacy efforts because the intent was to educate and change the attitudes of participants about inclusive education.

4.4.1.2 Effectiveness

"Effectiveness" relates to whether a particular project task or intervention produces a planned effect or result that can be qualitatively measured.

Effectiveness of OVC Activities

CSVG activities have been effective in achieving all three OVC objectives. According to the mini-survey, KIIs and FGDs, community-based care and rehabilitation services are functioning effectively in all 12 CSVG partner communities and all 44 expanded communities. CSVG training modules have been provided to over 9,623 social protection professionals and are offered in retraining institutions in all six oblasts. Family-Centered Approach training modules are now also available and incorporated into the curriculum of social pedagogical departments of all universities, illustrating their effectiveness in achieving OVC Objective 2. CSVG's activities to impact methodological approaches have been effective because the family-centered approach is now the nationally adopted standard of care. Further, Presidential Decree 18, mentioned above, has been instrumental in supporting the family-centered approach to child protection.

CSVG has effectively implemented its approaches, witnessed by the fact that the project has consistently surpassed its targets and spread the family-centered approach far beyond the 12 partner communities. The spread of CSVG's activities is significant given the project's relatively modest budget. Mini-survey respondents mentioned CSVG's most effective processes/ approaches, outputs and outcomes/impacts, the highlights of which are shown in Table 9, with the full list in Annex K, Mini-Survey Question # 29.

Table 9: CSVG's Most Effective Processes/Approaches, Outputs, and Outcomes/Impacts

Most Effective Elements	# of Mini-Survey Responses
Process/Approach	
New effective and innovative approaches. Best practices dissemination (high quality content).	32
High quality and practical oriented training and methodological materials, skills training, high quality handouts (high quality tools to deliver content).	24
Family-centered approach	16
Systematic/holistic approach of the CSVG program,	15
PRIDE	12
Successful parenting	9
Scoring/evaluation system (for selection of foster families, for risk assessment)	5
Output	
Parents become competent. Parents see their mistakes on how to teach children.	31

Most Effective Elements	# of Mini-Survey Responses
Change their behavior.	
Professionals become competent and trained	19
Prevention of children institutionalization. Decreasing of amount of children needed state protection.	18
Inter-sectoral coordination and communication on the local level.	15
Better quality of selecting of the foster families. Good quality and practical orientation of the trainings for the foster families.	12
Quality of relationships / communication of children and parents	6
Outcome/impact	
Broken stereotypes of the professionals about problems of OVC.	6
Governmental organization provide support on local level	4

CSVG has been less effective in establishing IT case management systems. CSVG provided grants to Chausy, Zhodino, and Orshy communities to establish IT case management systems so that each member of a multi-disciplinary child protection team would have online access to a child's case file, including assessments of the child's situation and recommendations for actions provided by other members. Although CSVG's nearly $25,000 grant to Chausy was used to develop an IT case management system, the local government moved the child protection office but not the server to another building. The ET interviewed a social pedagogue in Chausy who indicated that certain child protection team members, such as police, lacked IT access so the system would have had limited use. She explained that her department uses the system on their laptop computers but that the system is currently unavailable for other team members. Similarly, an IT case management system implemented in Zhodino with a CSVG grant has also not been sustained. The ET did not visit Orshy and cannot report on the disposition of that system.

Effectiveness of CSVG Activities for PWD Component

CSVG's activities to build the capacity and advocacy abilities of PWD NGOs through grants have been effective, given that this component of the project received 40% of the funding and the fact that the goal was to improve inclusion rather than completely solve it.

The advocacy network that CSVG built is currently focusing on advocating for inclusive education. CSVG plays a leadership role in promoting inclusive education and their strategy of combining training, advocacy, and technical assistance to the MoE, with helping to establish pilot schools through grants, has thus far been effective in pushing the agenda forward. However, although CSVG's work to date on promoting inclusive education has been effective by providing an approach that has been accepted by MoE, a great deal of work remains to be completed in this area before inclusive education can be realized in Belarus.

4.4.1.3 Efficiency

"Efficiency" refers to a project team's skillfulness in avoiding wasted time and effort when implementing particular project tasks and interventions. CSVG's implementation of its activities has been efficient. As discussed in Evaluation Question 3, the ET found no inefficiencies in CSVG's approach to carrying out project activities. CSVG has been efficient in its approach by employing TOTs to disseminated KSAs to communities without CSVG resources. Further, the project has accomplished anticipated tasks on schedule and has consistently exceeded set targets, indicating efficient time and resource management. Twenty three KIIs in CSVG communities reported that the project team has been efficient in their interactions and has systematically followed-through with planned training and technical assistance. Two KIs stated that CSVG's strategy of hosting meetings of specialists

in Minsk to discuss and plan approaches to key initiatives, such as CSVG training modules in RTI and university curricula - launching inclusive education pilots, and planning advocacy campaigns - has been an efficient use of time and resources and has generated widespread interest in the initiatives and commitment to working with CSVG.

4.4.1.4 Sustainability

In the last two years, CSVG has worked to implement a sustainability plan by integrating the family-centered approach, PRIDE, successful parenting, and inclusive education into the curriculum of RTIs and universities. This strategy ensures acceptance of these approaches as normal methods of functioning in the social protection system. Further, CSVG has promoted volunteering to help fill in personnel gaps in the child protection system, which is faced with a declining budget.

The eight social pedagogues and psychologists from KIIs in non-CSVG communities had not heard of the family-centered approach or other CSVG training modules. Although the professionals interviewed in these communities understood that the GoB has a policy requiring de-institutionalization and foster care, they have not received the specialized training to actually implement the policies effectively. The ET also found that communities, such as Zhodino and Chausy, which had been involved with CSVG for longer and had received a number of grants, had better developed child protection and PWD community based services and foster care, illustrating that long-term CSVG hands-on involvement has had a positive impact on transforming the system and possibly making it sustainable. Inclusive education is only at its inception stage and much work remains to be done to assist the MoE and communities actualize the concept. Additionally, the concept of an approach to advocacy is not sustainable and some FGD participants in Zhodino and Baranovichi could not even define it.

A major impediment to sustainability has been the high turnover of child protection professionals, such as social pedagogues and psychologists, and support staff in community-based services. All KIIs mentioned that turnover is a serious problem plaguing the system. ChildFund International reported that the child protection specialist turnover rate from January to July 2014 reached 200%, meaning that many TOTs trained by CSVG no longer work in the system. Further, the government has also issued a request to restructure RTIs and reduce jobs, and courses have been cut from 80 hours to 30 hours.

High turnover is attributed to four factors: 1) emotionally-draining nature of work with abused, neglected, and PWD children and the consequent phenomenon of "burnout"; 2) low salaries; 3) caseloads and report requirements, which are onerous time-consuming; and 4) the fact that the field is dominated by women, many of whom leave work when they marry and have children. The constant staff turnover requires continuous retraining, draining the system. The loss of TOTs means that new staff may not be trained quickly.

ChildFund International reported that new leadership at the MoE Department of Child Protection is more conservative than previous leadership and has recalled Instruction 47, developed by the MoE in collaboration with ChildFund International. This Instruction would regulate and standardize the process of detecting child abuse and neglect, and removing children from families. ChildFund International expressed concern that this recall would postpone the nationwide dissemination of child protection system reforms and would slow the sustainability process.

4.4.2 Conclusions

Relevance

1. The ET concluded that CSVG's activities have been relevant to all three OVC and three PWD objectives.

Effectiveness

2. The project has been effective in its target communities and in expanding to over 40 communities; however, there still remain approximately 74 communities that need to adopt the full spectrum of family-focused approaches. CSVG has been effective - given their resources and time frame - in increasing inclusion of PWDs but a barrier free environment, employment opportunities, and inclusive education still require a targeted effort of training, grants, and technical assistance in order to ensure inclusion of PWDs.

Efficiency

3. CSVG has been efficient in its use of time and resources and has exceeded project targets for every indicator.

Sustainability

4. CSVG's activities are not yet sustainable. The high turnover rate of child protection specialists is harming the transformation of the system to a family-centered community services model and threatening sustainability of new approaches.

4.4.3 Recommendations

1. The follow-on project should continue the same relevant and effective activities and extend them to non-CSVG communities via reliance on RTIs, universities, child protection specialists, and print and social media for enhanced dissemination.
2. The follow-on project needs to focus on enhanced advocacy for a barrier free environment, employment opportunities and inclusive education for PWDs. Grants for advocacy and for inclusive education models, as well as training for professionals working to implement inclusive education, should be included in the project.
3. The follow-on project should continue to employ efficient approaches such as TOTs as well as meetings of key specialists to plan initiatives and develop commitment to achieve goals set. The follow-on project can employ print and social media to a great extent to achieve efficiencies in their dissemination strategy. Online courses can also be designed so that child protection specialists have access to modules without traveling to RTIs.
4. The follow-on project should include regional support centers for child protection specialists to help prevent burnout. Project should organize an advocacy campaign of child protection specialists to advocate for higher salaries and reduced workloads.

5.0 LESSONS LEARNED

There are a number of lessons learned that can be derived from this project.

- A system transformation as dramatic and as far reaching as that from an institutionalized model to a community based model is an enormous undertaking that takes many years to accomplish. Policy changes and the introduction of new methodological approaches are not sufficient to catalyze the change. Considerable hands-on technical assistance of actively working with stakeholders to implement the new approaches combined with extensive training, as well as information to change the mindset of stakeholder and the public, are required and these can take more than one generation to change the entire system. Hence, non-CSVG communities need direct assistance along with dissemination approach.
- A concerted effort of all stakeholders working together, both in the public and private sector, is required for system transformations. In the case of child protection, the entire community needs to take responsibility for ensuring that children are well taken care of and that parents in crisis can get access to the help they need.

ANNEXES

ANNEX A: EVALUATION STATEMENT OF WORK

SECTION C – DESCRIPTION / SPECIFICATIONS/STATEMENT OF WORK

PERFORMANCE EVALUATION OF
COMMUNITY SERVICES TO VULNERABLE GROUPS (CSVG)

C.I. Introduction

This is a Statement of Work (SOW) for performance evaluation of activities administered by USAID Regional Mission to Ukraine, Moldova, Belarus, and Cyprus (the Mission):

> Community Services to Vulnerable Groups (CSVG) implemented by Child Fund International (CFI) under the Cooperative Agreement # 121-A-00-05-00703 from September 12, 2005 to September 11, 2015. USAID's contribution level is $6,956,746. The award is administered by Belarus office in Minsk. The AOR is Mr. Jahor Novikau; the current A/AOR is Ms. Anastasiya Glambotskaya. Their predecessors were Ms. Marina Abrosimova (AOR in 2005/2006), Mr. Charles Howell (A/AOR in 2005-2009), and Ms. Natalia Yeroshevich (A/AOR in 2009-2010).

C.2. Use of Evaluation Findings, Conclusions, and Recommendations

The Mission will use performance evaluation findings, conclusions, and recommendations tore- assess its role in improving the public sector governance and services and civil society development in Belarus, and make changes when appropriate. Other USG project stakeholders, including USAID/Washington, U.S. State Department, and U.S. Embassies in Ukraine, Moldova, and Belarus, will gain a better understanding of how well the evaluated activities contribute(d) to public sector and civil society development in the region.

Mission implementing partners will have an opportunity to learn about their strengths and areas for improvement. Other project stakeholders including the central and local authorities, civil society organizations (CSOs) and other private sector stakeholders, as well as local and international development partners will have an opportunity to learn more on how to benefit from USAID technical assistance in improving the public sector governance and services and strengthening civil society in the region.

C.3. General Scope of Work Requirements

The Contractor will ensure that the evaluation of abovementioned activities is consistent with USAID ADS (Chapters 203 and 578, http://transition.usaid.gov/policy/adsl) and USAID's Evaluation Policy (January 2011, http://www.usaid.gov/evaluation/policy) requirements and recommendations.

Individual evaluation scope of work requirements for each activity are discussed below (Section V). For the evaluation purposes, "relevance" is a measure of the ability of a particular project task/intervention being pertinent to project objectives; "effectiveness" is a measure of the ability of a particular project task/intervention to produce a planned effect or result that can be qualitatively measured; and "efficiency" is a measure of project team skillfulness in avoiding wasted time and effort when implementing particular project tasks/interventions.

Where appropriate, based on a review of background materials and initial discussions, the Contractor may suggest the Mission amend, add, or replace evaluation questions. Alternatively, the Mission may suggest amended, additional, or different evaluation questions to the Contractor. In those cases, the Mission and the Contractor will agree on the final set of evaluation questions at least five working days before the start of data collection in the field.

C.4. General Evaluation Design & Methodology

When planning and conducting the evaluation of any activity listed in Section I, the Evaluation Team (ET) will make every effort to reflect opinions and suggestions of all key activity stakeholders from the host government (where appropriate), civil society, mass media, and other private sector organizations, other donors and USAID and non-USAID implementing partners.

It is anticipated that a mix of evaluation methodological approaches will be required to meet the requirements outlined in Section III - General Scope of Work Requirements and Section V - Evaluation

Purpose, Background Information, Scope of Work, and Illustrative Methodology. Suggested data sources include: (a) secondary data/background documents, (b) activity plans, outputs, and reports, (c) relevant laws and central government regulations and policy documents, (d) applicable local government regulations and policy documents, (e) key informant interviews, (f) focus group discussions, (g) survey(s) of activity stakeholders and beneficiaries, (h) case study data, and (i) visits to activity sites, as well as visits to locations that might serve as a comparison.

Emphasis will be on collection of reliable empirical data and/or objectively verifiable evidence, as opposed to anecdotal evidence. Where surveys or interviews are used, appropriate sampling and questioning techniques will be utilized to ensure representative results; where references are made to data generated by USAID implementing partners and/or their partners, these references will be complemented by references to independent data sources and any significant data differences must be explained. Illustrative methodological approaches for a particular activity are discussed below.

C.5 Evaluation Purpose, Background Information, Scope of Work, and Illustrative Methodology

CSVG (Belarus) Evaluation Purpose

CSVG's final performance evaluation purpose is twofold: (1) to assess the relevance and effectiveness of major CSVG's activities intended to increase the inclusion of orphans and vulnerable children (OVC) and people with disabilities (PWD) into Belarusian society and (2) to discuss approaches for potential follow-on programming.

Activity Background Information & Context

CSVG's purpose is to increase the degree of inclusion of two vulnerable groups, OVC and PWDs, through the development of modern, sustainable community- and family-based social services into Belarusian society. More specifically, CSVG OVC activities (60% of the total estimated LOE) are intended to reduce the number of children who are being placed in state-administered orphanages and boarding schools by supporting at-home family care and moving children out of those institutions in Belarus. CSVG PWD activities (40 of the total estimated LOE) are intended to increase the inclusion of PWDs by developing innovative services and strengthening the capacity of grassroots PWD organizations.

CSVG (http://www.childfund.org/belarus)is based on the following development hypothesis (implied): "Increased access to and range of community-based social services combined with increased organizational capacity of both service providers and consumers will help empower OVC and PWDs and integrate them in economic and social development in Belarus." It was based on the following critical assumptions: (1) communities remain genuinely interested in reforming the system of services to vulnerable populations, i.e. returning OVC to biological families or placing them in other family type care, as well as rehabilitating PWDs and integrating them into the society, (2) the Government of Belarus (GOB) stays committed to the deinstitutionalization of OVC and integration of PWDs, and (3) GOB funding remains at a reasonably sufficient level to provide for effective functioning of the welfare system for these vulnerable groups during the process of transition.

OVC component objectives are:

1. Improve access to and further develop an integrated system of community-based prevention and rehabilitation services for families with institutionalized and at-risk children (35% of the total estimated LOE);
2. Improve the quality of training and education available to social service providers (25% of the total estimated LOE);
3. Provide technical assistance to social service providers through policy development, methodology consultations, and advocacy efforts (five per cent of the total estimated LOE).

PWD component objectives are:

1. Build the organizational, networking and advocacy capacity of grassroots organizations supporting PWDs and their families (15% of the total estimated LOE);
2. Support advocacy efforts by PWD grassroots organizations to promote inclusion (15% of the total estimated LOE);

3. Support the introduction and development of inclusive education of children and young people with disabilities (10% of the total estimated LOE)

An uneasy and unfinished economic and social transition has either put some groups of Belarusian society into a vulnerable position or aggravated previously existing vulnerabilities. Two social groups, OVC and PWDs, are clearly vulnerable in Belarus. There are about 504,000 PWDs and 24,000 OVC in Belarus, a country with population of 9.5 million people. About 29,000 PWDs are children and many of them are OVC.

The root cause of OVC and PWD's vulnerability in Belarus lies in their segregation from the rest of society. Until recently, OVC in Belarus have been routinely placed into institutions after the loss of their caretakers or in cases of family crises. While institutional care secures their immediate needs and safety, it does not ensure child development or help them find permanent foster families. PWDs are typically granted a disability status, which although entitled them to certain benefits yet effectively precluded them from participation in some political, social, and economic activities. This segregation often asserts itself later in life when PWD start seeking higher education or jobs and discover that opportunities are often of poor quality or not available at all.

As a result, OVC endure a difficult childhood, enter adulthood without necessary social skills and become vulnerable to poverty, crime and substance abuse. PWDs are prone to health problems, ill-adapted to the requirements of the job market and face stigma. Everyday hardship, such as mental and physical barriers, only adds to the state of vulnerability. In both cases, vulnerable people are effectively blocked from integration and viewed as a liability, rather than an asset to society and this is a development problem for the whole country.

Even in its heyday, the system of government-supported and centrally-administered welfare for OVC and PWDs had generated mixed feelings. Currently, however, the system leaves vulnerable people at a disadvantage and exposes them to multiple risks. Although certain market transformations have fostered new economic opportunities for the rest of society, the GOB kept addressing the needs vulnerable by granting them a fixed set of benefits, which are being devalued due to stagnation caused by the global economic and financial crises and weak domestic economy.

The range of services to vulnerable groups offered by government agencies remains limited and based on old school Soviet practices. Many care providers remain poorly trained. Even worse, the most resourceful and knowledgeable people from the national education system find themselves underpaid and overloaded and tend to leave for better paid jobs. In certain areas such as the Vitebsk region, there are almost no child welfare workers who have been trained on family based and child centered approaches to child welfare. Child welfare and disability agencies have very limited resources and often are unable to implement highly important niche interventions. Capacity of local CSOs, which gradually assume the responsibility for services offered to vulnerable groups, is limited and their current efforts are clearly insufficient.

Additional information can be found in: (a) the Concluding Observations on the Third and Fourth Consolidated Belarus Reports (CRC/C/BLR/3-4) of the UN Office ofthe High Commissioner for Human Rights (2011, http://tbintemet.ohchr.org/ Jayouts/treatybodyextemal/TBSearch.aspx?Lang=en&TreatyiD=5&TreatyiD= lO&TreatyiD=ll&DocTypeiD=5), (b) the Alternative Report on Rights of PWDs in Belarus (2011, http://disright.org/sites/default/files/doklad altemativnyj.pdf), (c) UNICEF Belarus Annual Report (20 1 0, http://www.unicef.by/ junisef v belarusilunicef belarus annual report 2010D. (d) a selection of other reports on PWD in Belarus compiled by the Office for the Rights of PWDs (http://disright.org/en/source), (e) an official website on Children Rights in Belarus (http://mir.pravo.byD, and (f) statistical information collected by the Ministry of Education Main Informational and Analytical Center (http://giac.unibel.byD.

At the national level, CSVG works with the Ministry of Education (MOE, http://edu.gov.by), which is the main agency responsible for the social protection and inclusive education of children, and, specifically, their Department of Special Education (http://asabliva.by), the Ministry of Labor & Social Protection (http://www.mintrud.gov.by/en), as well as two big Belarus NGOs, Belarusian Association of Assistance to Children and Young People with Disabilities (BelAPDIMI, http://www.belapdi.org/) and the Office for the Rights of Persons with Disabilities (DisRights Office, http://disright.org/en). At the local level, it partners with the district departments of education in twelve core CSVG communities: Baranovichy (http://baranovichi.edu.by/), Ostrovets (http:Ilostrovets.grodno- region.by/ru/sociaVobraz), Berestovitsa (http://berestovitsa.grodno-region.by/ru/social/education), Kobrin (http://kobrin.edu.by/), Chausy (http://chausy.gov.by/2013-01-16-08-44-45/obrazovanie), Soligorsk (http://soligorsk.edu.by/), Kirovsk (http://kirovsk.edu.byD, Smorgon (http://smorgon.grodno-region.by/ru/sociallobrazovanie), Zhodino (http://zhodino.minsk-region.by/ru/social_sphere/obrazov/vanie) , Orsha (http://goroo-orsha.by/) Oshmiany (http://oshmyany.grodno.unibel.by/), Smolevichy (http://www.smolevichi.iam.by/)

Key CSVG beneficiaries are: orphans, vulnerable and socially disadvantaged children, PWDs, their parents and other family members, other OVC/PWD caregivers, staff of the GOB-funded educational/social protection institutions who work with OVC and PWDs (orphanages, boarding schools, socio-pedagogical centers, day care centers, etc.), as well as staff and activists of non- governmental OVC/PWD service organizations and other relevant CSOs.

OVC activities included consultations with/advices to counterparts in assisted communities, family group conferences for at-risk families and home visits to vulnerable children, training sessions and study tours for child protection specialists and relevant GOB staff, assistance to local communities in strategic and sustainability planning, social policy support and development. In particular, CSVG helped the GOB develop the Child Abuse and Neglect Investigation Standard, start developing a surveillance system on child abuse and neglect and formulating national service quality standards, establish a network of training institutions that offer graduate and post-graduate training programs in modern social protection of children (http://www.asabliva.by/ru/main.aspx?guid=4771), and train child social protection professionals from almost 170 communities from six out of seven Belarus regions in innovative methods of social assistance to children and families.

The GOB registered a decline in the number of socially vulnerable children from 32,000 (2005) to 24,000 (2013). It was also reported that the rate of institutionalization of orphans in abovementioned twelve core CSVG communities declined from 15% (2005) to 0.9% (2013) and that most core CSVG communities have stopped placing orphans into GOB institutions whereas the national average level of institutionalization of orphans was 17.5% (2013).

OVC activities included support of PWD groups and PWD caretakers, leadership courses for PWDs, advocacy campaigns and needs assessments, and training programs on inclusive education. In particular, CSVG helped the GOB adopt guidance on inclusive school education, expand the number of schools that

offer integrated education programs and increase number of children with disabilities involved in those programs. CSVG also helped improve organizational and advocacy capacity of PWD organizations, expand social protection services available to PWDs, and increase number and share of young PWDs who practice independent living.

The GOB reportedly plans to join the UN Convention on the Rights of PWDs in 2014/2015 and has adopted the State Program for the Barrier Free Environment for PWDs (2011-2015), as well as the State Sub-Program on Prevention of Disabilities and Rehabilitation of PWDs (2011-2015). The GOB anticipated that more than 60% of children with disabilities would be involved in integrated education school programs in 2012/2013.

When CFI (formerly known as the Christian Children's Fund) began CSVG implementation in September 2005, the activity consisted of the following two components: (1) Supporting OVC in Belarus and (2) HIV/AIDS NGO Capacity Building in Belarus. In September 2008, USAID and CFI agreed to add another component, Expanding Participation of PWD, into the existing CA. Component 2, HIV/AIDS NGO Capacity Building in Belarus, activities were completed on December 31, 2008. In 2009, CSVG was extended for three years and later, in 2012, it was extended for another three years through September 2015.

In 2006, USAID Displaced Children and Orphans Fund sponsored a two-week evaluation of CSVG Component 1 activities conducted by Lynne Schaberg (DCOF) and Lucia Correll (an independent expert); evaluation report contained the following recommendations: continue developing the child tracking system; upgrade the training curricula for social workers; continue focusing on Community Advisory Boards; create a vision for policy makers and implementers, and develop a national policy in social protection of children.

Until 2012, CSVG was a stand-alone set of USAID activities coordinated primarily with UNICEF (http://www.unicef.by/junisefvbelarusil) and UNDP (http://undp.by/en/undp/about/) offices in Belarus. In 2012-2014, they were expected to coordinate their PWD component activities with those conducted by BRAMA Program (2011-2016).

Scope of Work

The Contractor will: (1) assess the relevance, effectiveness, and efficiency of major CSVG activities intended to increase the degree of inclusion of OVC and PWDs into Belarusian society and (2) recommend approaches for potential follow-on programming. In particular, the Contractor will answer the following questions:

1. What major changes in the community-based social services for OVC and PWDs in Belarus do CSVG stakeholders perceive to be the result, in whole or in part, of CSVG activities?

   How relevant are CSVG activities to reducing the number of children being institutionalized, promoting home family care and inclusion of PWDs in society (in the absence of significant GOB resources)? What were perceived to be the most/least useful or effective activities across both project components?
2. What practices/behaviors promoted by CSVG have their local counterparts and/or beneficiaries adopted to successfully advocate for and/or offer modem social protection services to OVC/PWDs without foreign assistance? In particular, in what ways were gender issues considered into those practices/behaviors?
3. Are there any specific areas of inefficiencies in CSVG implementation where improvements can be achieved in the future?

The Contractor will make a reasonable effort to visit at least six core CSVG communities in Grodno and Brest regions.

Illustrative Methodology

To assess the relevance of selected CSVG activities and answer question 2, in particular, the ET may decide to: (1) review CSVG plans, reports, recommendations and other outputs, as well as relevant Belarusian legislation, policy documents, social protection and integration standards/requirements, and other

secondary data/background documents, and (2) conduct key informant interviews with structured/semi-structured interview protocols and/or mini-surveys of CSVG stakeholders and beneficiaries. FGDs, site visits, and case studies may also help assess the relevance of those activities.

To assess the effectiveness of selected CSVG activities and answer questions 1, 2 and 3, in particular, the ET may decide to: (1) review CSVG plans, reports, publications, recommendations, and other outputs, as well as relevant Belarusian legislation, policy documents, social protection and integration standards/requirements, and other secondary data/background documents, (2) conduct key informant interviews with structured/semi-structured interview protocols and (3) run mini-surveys of organizations and individuals who participated in/benefited from CSVG implementation and those who represent a relevant comparison group. FGDs, site visits, and case studies may also help assess the effectiveness of those activities. While direct attribution may be impossible to measure, the ET may explore causal linkages wherever possible, taking into account the development actors and circumstances. To the extent practical, the ET may decide to consider any improvements in activities of the assisted Belarusian organizations and regions in relation to the progress made by non-assisted ones. Where applicable, testimonial evidence of CSVG contribution in improved social protection and integration of OVC and PWDs in Belarus should be supported with documentary evidence, including CSVG's documents.

To assess the efficiency of selected CSVG activities and answer question 4, in particular, the ET may decide to: (1) review CSVG plans and reports and (2) conduct key informant interviews with structured/semi-structured interview protocols and/or mini-surveys of project stakeholders. FGDs, site visits, and case studies may also help assess the efficiency of those activities.

C.6. Qualifications and Composition of Evaluation Teams

General Requirements

Given the diverse nature and geographical location of activities listed in the Section I, it is anticipated that the Contractor will employ two or more Evaluation Teams (ET). In that case, ET Leader(s) must have strong team management skills, and sufficient experience in designing and/or conducting performance evaluations of international development activities. ET Leader(s) must have good knowledge of USAID Evaluation Policy and evaluation reporting requirements.

Excellent communication, both verbal and written, skills and experience managing performance evaluations of large USAID activities are desirable.

The Contractor must assign at least one specialist (an Evaluation Specialist) with strong understanding of data collection and analysis methodologies and substantial international experience in designing and conducting evaluations of large/medium size international development activities. Evaluation Specialist(s) must have good knowledge of USAID Evaluation Policy and evaluation reporting requirements. Experience in designing and conducting performance evaluations of large/medium size USAID health, public infrastructure, mass media and public governance activities is desirable. Knowledge of Eastern Europe/CIS region health, public infrastructure and governance, civil society and mass media development issues is desirable.

Each ET will use local professional(s), preferably, working for a local organization, with: (a) detailed knowledge of relevant local operational environment, key policymakers, sector practices and promotion systems; and (b) strong understanding of data collection and analysis methodologies, which can be used in evaluation of international development activities.

Additional Requirements for CSVG Evaluation

The ET will include one or more international development specialists who have substantial knowledge of modem OVC/PWD social protection and integration systems, as well as substantial experience in conducting performance evaluations of large social services activities. Experience in conducting performance evaluations of large USAID activities is desirable. Knowledge of Eastern Europe/CIS region governance and social protection systems is desirable. Experience in successful management of medium size activities that promoted social services overseas, is desirable. Previous work experience in Eastern Europe/CIS region and knowledge of relevant local language is desirable.

The ET(s) will use local expertise, a Senior Local Social Protection Consultant, an individual(s) or an organization(s) with detailed knowledge of national and local policies and/or legislation and other aspects of local operational environment (including gender issues), governance systems, relevant public and private sector counterparts, their service practices and incentives.

Note: One individual may act as both an ET Leader and an Evaluation Specialist if all qualifications requirements are met. One individual may act as the ET Leader for two or more evaluations unless evaluation schedules clearly conflict with each other; likewise, one individual may act as the Evaluation Specialist for two or more evaluations unless evaluation schedules clearly conflict with each other.

USAID asks that gender be considered in the formation of ET(s). ET Leader(s), Evaluation Specialist(s), and senior local consultants will be key personnel under this award.

C.7. Evaluation Management

The Mission will appoint the Evaluation COR and up to three Activity Managers to provide technical guidance and administrative oversight in connection with evaluation of activities listed in Section I, to review the Evaluation Work Plans (EWPs), and to review and accept the draft and final Evaluation Reports (ERs). One Activity Manager will also be Alternate COR (A/COR). The Mission may delegate one or more staff members (or involve staff of other USAID missions) to work full-time with the ETs or to participate in the field data collection. The Evaluation COR will inform the Contractor about any full-time/part-time Mission delegates no later than three working days after the submission of a draft EWP. All costs associated with the participation of full-time/part-time Mission delegates in the evaluation will be covered by the Mission.

To facilitate evaluation planning, the COR will make available to the Contractor the following documents within one working day of the award effective date (as warranted, the Contractor will receive additional project-related documentation):

> CSVG - 17 Annual Work Plans, three Performance Monitoring and Evaluation Plans, 40 Quarterly Reports and 14 Annual Reports, as well as the lists of CSVG documents intended to promote social integration of OVC and PWDs in Belarus.

To keep the Mission informed about the status of the evaluation of each activity listed in the Section I, the Contractor will submit an electronic version of a draft EWP for that activity to the Evaluation COR within 15 working days following the award and at least 10 working days prior to the proposed ET's departure for the field data collection. The submitted EWP should be fully consistent with the Scope of Work requirements and Contractor's proposal (if the latter is fully or partially incorporated into the Task Order).

The EWP should highlight all evaluation milestones and include: (1) a preliminary list of interviewees, (2) a preliminary list of survey participants (when survey is planned), (3) a preliminary schedule of the ET interviews/meetings, site visits and focus group discussions (FGD) (when planned), (4) all draft evaluation questionnaire(s), survey(s), FGD guides, etc., which the Contractor may use for evaluation, (5) sites and dates for piloting draft evaluation questionnaire(s) and survey(s), (6) adjustments to the evaluation methodology (if needed) including selection criteria for comparison groups and site visits, and (7) an Evaluation Report (ER) outline. The Contractor will update the submitted EWP (first of all, the lists of interviewees, the lists of survey participants, the schedule of interviews/meetings/site visits/surveys/focus group discussions, etc.) and submit the updated version to the COR on a weekly basis.

ETs will conduct weekly briefings for the Evaluation COR, Activity Managers, and other relevant Mission personnel in order to keep them informed of the progress of the evaluation of each particular activity listed in Section I and any issues that may arise/have arisen. ETs shall also be prepared to do a briefing for the Evaluation COR, Activity Managers, and other relevant Mission personnel within two working days after their arrival for the field data collection. The ET(s) will discuss any evaluation barriers/constraints and significant deviations from the original updated EWP with the Evaluation COR and seek USAID's guidance on those matters.

ET(s) will invite the Evaluation COR and other relevant Mission personnel to participate in all meetings, group discussions, site visits and other activities planned in conjunction with the evaluation as soon as those

events are on agenda. ET(s) shall be prepared to have USAID staff and other activity stakeholders invited by the Evaluation COR to any meeting, site visit, or other activity planned in conjunction with the evaluation as observers.

C.8. Logistical Support

The Contractor will be responsible for all logistical support of the evaluation activities, including translation/interpretation, transportation, accommodation, meeting/visit arrangements, office space, equipment, supplies, insurance and other contingency planning. The Contractor must not expect any substantial involvement of Mission staff in either planning or conducting the evaluation (except for full-time/part-time Mission delegates discussed above). Upon request, the Mission will provide the Contractor with introductory letters to facilitate meeting arrangements. USAID requests that any forthcoming American and local holidays be considered in scheduling evaluation meetings, group discussions, surveys, and site visits in the United States, Ukraine, Moldova, Belarus, and any other country where those meetings, group discussions, surveys, and visits will take place.

C.9. Deliverables

To document performance evaluation of each activity listed in C. 1 , the Contractor will submit a clear, informative, and credible ER (up to 30 pages, excluding annexes and references) that reflects all relevant ET findings, conclusions, and recommendations made in conjunction with the performance evaluation of each activity. Each ER must describe in detail the activity evaluation design and the methods used to collect and process information requested in the C.3 General Scope of Work Requirements and relevant subsection of C.5 Evaluation Purpose, Background Information, Scope of Work, and Illustrative Methodology. It must disclose any limitations to the evaluation and, particularly, those associated with the evaluation methodology (selection bias, recall bias, unobservable differences between comparator groups, etc.). The ER Executive Summary Section should be three-five pages long and reflect the purpose of the evaluation, evaluation methodology and its limitations, key evaluation findings, conclusions, and recommendations.

Each ER must be in line with relevant USAID ADS (Chapters 203 and 578) and USAID Evaluation Policy requirements and recommendations. In particular, ERs should represent thoughtful and well-organized efforts that include sufficient local and global contextual information so the external validity and relevance of each activity evaluation can be assessed. Evaluation findings should be based on facts, evidence, and data. Findings should be specific, concise and supported by reliable quantitative and qualitative evidence [i.e. there should not be words like "some", "many", "most" in the report and frequency of responses and absolute number of interviewed respondents should be given, e.g. five out of 11 experts agreed that ...; 30 per cent of survey respondents reported that ...; seven out of eight visited lead partners had business plans...]. Conclusions should be supported by a specific set of findings. Recommendations should be clear, specific, practical, action-oriented, and supported by a specific set of findings, conclusions, estimates of implementation costs, and suggested responsibility for the action. The Contractor shall ensure that conclusions and recommendations are based on data that are accurate, objective, and reliable.

In the annexes, each ER should include the Evaluation SOW (C.5 can be reduced to the relevant subsection); an Executive Summary section in official local language; description of the relevant ET and its member qualifications; the final version of the Evaluation Work Plan (EWP); the conflict of interest statements, either attesting to a lack of conflict of interest or describing existing conflict of interest, signed by all members of the ET; the tools (in English and local language(s)) used for conducting the evaluation such as questionnaires, checklists, and discussion guides; in- depth analyses of specific issues; properly identified sources of information; and statement(s) of differences regarding significant unresolved difference (if any) of opinion reported by either ET members or the Mission or the implementer(s) of the evaluated activity.

ERs will be written in English and submitted in electronic form readable in MS Word 2010 based on MS Word Times New Roman 12 or other legible font of similar size. Any data used to prepare those reports (except for the data protected by any formal agreements between the Contractor and interviewees and survey/focus group participants) will be presented in the MS Office compatible format suitable for re-analysis and submitted either by e-mail or on a CD or a flash drive to the COR. The data should be fully

documented and well organized for use by those not fully familiar with the evaluated activities or the evaluations. USAID will retain ownership of all evaluation records including interview transcripts or summaries, survey(s), datasets developed, copies of which are provided to the COR.

ET(s) will present their major evaluation findings and preliminary conclusions in writing at separate pre-departure briefings for the Mission and activity stakeholders (where feasible). As a rule, those briefings will be conducted in the country where all/most stakeholders of the evaluated activity are located. ET(s) will use MS PowerPoint to present those findings and conclusions.

Draft ER will be due in ten working days after a corresponding pre-departure briefing for the Mission. Each draft ER must include all relevant ET findings and conclusions made in conjunction with the evaluation of a particular activity, as well as preliminary ET recommendations. Each draft ER shall be prepared in line with general requirements (clarity, credibility, length, font size, etc.) set for the final ER. It may include the feedback received from the Mission and activity stakeholders at pre-departure briefing(s). The Mission will have 15 working days to review each draft ER and provide comments to the Contractor. The Mission will decide whether activity stakeholders will be invited to comment on a draft ER.

The final ER will be due in 10 working days following the receipt of the Mission's comments on a draft ER. The Contractor will use either a cover memorandum or similar format to explain how comments provided by the Mission and activity stakeholders (when solicited) were addressed in the final ER if the final ER differs substantially from the draft one. Both the Mission and the Contractor will have a right to initiate an extension of the ER review or preparation/completion time for up to 10 working days at no additional cost.

ANNEX B: EXECUTIVE SUMMARY IN RUSSIAN

КРАТКОЕ РЕЗЮМЕ

ЦЕЛЬ И ВОПРОСЫ ОЦЕНКИ

Данный документ представляет собой отчет об окончательной оценке результативности проекта «Услуги для уязвимых групп в местных сообществах» (CSVG), финансируемого Агентством США по международному развитию (USAID) в лице его региональной миссии в Украине, Молдове, Беларуси и на Кипре. CSVG реализуется представительством Международного детского фонда в Республике Беларусь (CFI) с 12 сентября 2005 года по 11 сентября 2015 года.

Оценка проекта CSVG была проведена группой экспертов, собранной компанией Mendez England & Associates (ME&A) со штаб-квартирой в г. Бетесда, штат Мэриленд. Команда состояла из трех экспертов - один международный и два местных - с опытом работы с программами социальной защиты и проведения оценок проектов. Цель оценки CSVG включала две составляющих: 1) оценить актуальность, эффективность и результативность основных мероприятий и видов деятельности проекта CSVG, направленных на повышение инклюзии в белорусское общество детей-сирот, детей из уязвимых групп (OVC) и людей с инвалидностью (PWD); и 2) обсудить подходы к возможному последующему планированию программы. Данная оценка стремилась получить ответ на три вопроса:

- Какие основные изменения в сфере социальных услуг на местном уровне для детей-сирот, детей из уязвимых групп (OVC) и людей с инвалидностью (PWD) заинтересованные стороны в Беларуси воспринимают как непосредственный или частичный результат деятельности проекта CSVG? Насколько деятельность проекта CSVG имеет отношение к снижению числа детей в учреждениях опеки, продвижению семейных форм ухода и содействию инклюзии людей с инвалидностью в общество при отсутствии значительных ресурсов со стороны правительства Республики Беларусь? Какие мероприятия были восприняты как наиболее/ наименее полезные и эффективные в обоих компонентах деятельности?
- Какие практики и подходы местные партнеры и бенефициары использовали для успешного адвокатирования и/или предложения современных услуг социальной защиты для OVC/PWD без иностранной помощи? Каким образом гендерные аспекты рассматривались как неотъемлемая часть таких практик/ поведения?
- В каких областях заключены примеры неэффективной реализации проекта CSVG, которые могут быть улучшены в будущем?

ОСНОВАНИЯ И КОНТЕКСТ

Дети-сироты, дети из уязвимых групп (OVC) и люди с инвалидностью (PWD) в Беларуси исторически размещались в специальных учреждениях, что само по себе приводило к снижению их качества жизни, а также создавало такие социальные проблемы как бедность, злоупотребление алкоголем и наркотиками, преступность. Целью проекта CSVG является увеличение инклюзии групп OVC и PWD в активную часть белорусского общества через реализацию двух компонентов: первый сосредоточен на детях-сиротах и детях из уязвимых групп (60% финансирования); второй сфокусирован на людях с инвалидностью (40% финансирования). Специфическими целями компонента OVC являются: 1) повышение доступности и дальнейшее развитие комплексной системы профилактики и реабилитации на базе местных сообществ для семей с детьми из учреждений и группы риска; 2) повышение качества подготовки и обучения, доступных для провайдеров социальных услуг; и 3) оказание технической помощи провайдерам социальных услуг путем разработки предложений для государственной политики, методологических консультаций и деятельности по адвокатированию. Специфическими целями компонента PWD являются: 1) укрепление организационного, сетевого\партнерского и адвокационного потенциала организаций на местном уровне, поддерживающих людей с инвалидностью и членов их семей; 2) поддержка адвокатирующих мероприятий организаций людей с инвалидностью на местном уровне в целях содействия инклюзии;

и 3) содействие внедрению и развитию инклюзивного образования детей и молодежи с ограниченными возможностями.

МЕТОДЫ ОЦЕНКИ И СУЩЕСТВУЮЩИЕ ОГРАНИЧЕНИЯ

Для работы с вопросами оценки использовались как количественные, так и качественные методы исследования. Данные были собраны с помощью шести основных методов: 1) изучение документов; 2) интервью с сотрудниками USAID в Украине и Беларуси; 3) глубинные интервью с основными действующими лицами; 4) дискуссии в рамках фокус-групп; 5) интернет-опрос; 6) непосредственное наблюдение. Дополнительная информация о методах сбора данных представлена в Разделе 3 настоящего отчета.

Ограничения

Команда по оценке столкнулась с рядом ограничений, которые подробно рассматриваются в Разделе 3 данного отчета. Ограничения включали: 1) отсутствие контрольной группы или соответствующих данных для точного измерения различий между местными сообществами, задействованными в проекте CSVG и не вовлеченными в него; 2) ограниченное время для сбора данных в полевых условиях; 3) запрос со стороны КГБ (Комитета государственной безопасности) на участие во встречах в одном из местных сообществ, участвующих в проекте; 4) погрешность восприятия в связи с тем, что заинтересованные стороны в сообществах часто воспринимали команду по оценке скорее в качестве государственных инспекторов; 5) погрешность при отборе респондентов для мини-опроса, связанная с ограниченным числом мультипликаторов опыта проекта с указанной контактной информацией; и 6) невозможность интервьюирования детей-сирот и детей из уязвимых групп в связи с законами о конфиденциальности, действующими в отношении таких групп в Беларуси. Несмотря на эти ограничения, команда по оценке смогла получить адекватные данные, чтобы ответить на вопросы оценки и сформировать рекомендации относительно будущих программных возможностей. Любые погрешности в процессе сбора данных были сведены к минимуму путем триангуляции методов и источников информации, а также типов заинтересованных сторон.

РЕЗУЛЬТАТЫ ОЦЕНКИ

Результаты, выводы и рекомендации оценки в краткой форме приведены ниже, а также в более развернутой форме представлены в Отчете по оценке. Читатель также может ознакомиться с результатами мини-опроса (см. Приложение К) и Таблицей результатов, выводов и рекомендаций в Приложении М.

Вопрос оценки 1:

Случившиеся изменения на уровне услуг в местных сообществах как результат проекта CSVG

<u>OVC</u>

13. Все заинтересованные стороны (100%), принявшие участие в глубинных интервью и дискуссиях в рамках фокус-групп в местных сообществах CSVG и в Минске, констатировали, что предложенный в рамках проекта семейно-ориентированный подход на уровне местных сообществ предоставил основу для развития фокусированной на семье системы защиты детства. Этот подход включает в себя набор услуг, доступных в CSVG сообществах, подробно описанных в настоящем отчете.
14. Все заинтересованные стороны, принявшие участие в глубинных интервью или фокус-группах в местных сообществах, констатируют изменение способа мышления о защите детей: от системы, нацеленной на изъятие из семьи подвергшихся насилию и безнадзорных детей - к системе, которая пытается реабилитировать неблагополучные семьи и помочь им сохранить детей либо поместить их в приемные семьи или детские дома семейного типа.
15. Проект CSVG также признан заинтересованными сторонами в качестве полезного средства создания эффективной системы защиты детства с помощью методологии PRIDE (Parent Resources for Information, Development, and Education), которая готовит приемных родителей и обеспечивает им поддержку для заботы и воспитания травмированных детей.

16. Семейно-групповая конференция не была упомянута заинтересованными сторонами как услуга, предоставляемая в рамках проекта. Услуги по социальной передышке и кризисные центры на практике недоступны во многих местных сообществах.
17. Заинтересованные стороны также констатировали, что распространение опыта проекта CSVG в виде учебных\тренинговых модулей в рамках Институтов развития образования (ИРО) и университетов, а также появление подготовленных групп тренеров в сообществах улучшили систему защиты детства на местном уровне. Пока не все курсы доступны в сообществах.

PWD

18. Существует ряд услуг, доступных для людей с инвалидностью, таких как реабилитация в коррекционных центрах, группы поддержки для родителей, подготовка и интегрированное обучение для некоторых категорий людей с инвалидностью. Инклюзивное образование доступно только в ограниченном количестве школ.
19. Практика приемных семей на сегодняшний день не существует в отношении детей-сирот и детей из уязвимых групп, также для людей с инвалидностью практически не существует никаких услуг в местных сообществах, визиты в которые были организованы в рамках оценки.

Сообщества, не вовлеченные в проект CSVG

20. Заинтересованные стороны в не вовлеченных в проект сообществах не имеют знаний\информации об услугах, развиваемых в рамках CSVG.

Релевантность действий в проекте CSVG для де-институционализации, семейных форм ухода и инклюзии

21. OVC ориентированная деятельность помогла создать спектр услуг и развить систему приемных семей на уровне местных сообществ. Те сообщества, в которых проект CSVG реализовал свои мероприятия, имеют в целом более низкие темпы институционализации, указывающие на релевантность деятельности в рамках проекта. К 2014 году 8 из 12 вовлеченных в проект на ранней стадии местных сообществ полностью решили вопрос институционализации, в частности в Жодино, Кобрине, Чаусах, Кировске, Солигорске, Сморгони, Берестовице и Смолевичах.
22. PWD ориентированные услуги на местном уровне в коррекционных центрах и школах продемонстрировали релевантность относительно продвижения инклюзии за счет реализации грантовых мероприятий и адвокатирующих кампаний.

Наиболее и наименее эффективные/полезные мероприятия

OVC

23. Заинтересованные стороны назвали семейно-ориентированный подход, приемные семьи, PRIDE и временный уход в социально-педагогических центрах, как наиболее эффективные услуги.
24. Управление случаями с использованием информационных технологий и волонтерские программы были признаны наименее эффективными компонентами проекта CSVG.

PWD

13. Услуги в коррекционных центрах и социальное такси были отмечены как наиболее успешные услуги, наряду с грантовым компонентом. В рамках данного аспекта не было названо каких-либо видов деятельности, которые бы рассматривались заинтересованными сторонами как наименее эффективные или полезные.

Вопрос оценки 2:

Укоренившееся поведение

1. Заинтересованные стороны, принявшие участие в оценке, переняли модели поведения, необходимые для реализации на практике семейно-ориентированного подхода и составляющих его услуг для детей-сирот, детей из уязвимых групп и людей с инвалидностью, как описано в настоящем отчете. Они также распространяют данные модели через обучение с использованием

предоставляемых государством ресурсов. Адвокатирование в интересах людей с инвалидностью также укоренилось в качестве действенной практики.

Гендер

2. Женщины доминируют в сфере защиты детства. Отсутствие специалистов-мужчин делает данную сферу более сложной для работы с вопросами мальчиков-подростков OVC. Лучшие практики в работе с мужчинами\мальчиками и женщинами\девочками среди детей-сирот, детей из уязвимых групп и людей с инвалидностью не были подготовлены. Мужчины не посещают тренинги для родителей и не участвуют на равных основаниях с женщинами в системе отношений приемных семей.

Вопрос оценки 3:

Неэффективность в проекте CSVG

2. Команда по оценке не идентифицировала какие-либо выраженные аспекты неэффективности в проекте. Также никто из основных заинтересованных сторон не заявил, что CFI демонстрировал неэффективность в процессе реализации проектной деятельности.

Релевантность, результативность и эффективность проекта в достижении целей проекта

Релевантность

8. Мероприятия в рамках проекта CSVG соответствовали всем трем целям как OVC, так и PWD компонентов. Проект способствовал развитию подходов, признанных в качестве основных компонентов системы семейно-ориентированной защиты ребенка; разработаны новые учебные модули, которые обеспечивают необходимые знания, навыки и способности для управления системой; разработаны соответствующие методики и правовая основа для стандартизации данного подхода.
9. Деятельность проекта CSVG способствовала развитию потенциала неправительственных организаций (НПО) путем обучения и грантов; тренингов для НПО в сфере адвокатирования; организации коалиций НПО, работающих с интересами людей с инвалидностью для адвокатирования безбарьерной среды, занятости, и инклюзии данной целевой группы в обществе.

Результативность

10. Проект CSVG смог передать семейно-ориентированный подход своим партнерам в местных сообществах. Данный результат намного превосходит первоначальные прогнозы.
11. Проект CSVG помог наращиванию потенциала и навыков адвокатирования у более чем 200 организаций, действующих в интересах людей с инвалидностью. Он также организовал адвокатирование по вопросам безбарьерной среды, занятости и инклюзивного образования.

Эффективность

12. Проект CSVG в целом добился достижения поставленных целей в рамках оговоренных сроков и демонстрирует стабильное превышение достигаемых результатов над поставленными задачами.

Устойчивость

13. Проект инициировал план обеспечения устойчивости, который включает распространение учебных модулей через ИРО и университеты, и в большей степени полагается на расширение круга семей и сообщества по защите детей, а также расширение круга волонтеров. Тем не менее, несмотря на все усилия проекта по достижению долгосрочных результатов, устойчивость пока не была достигнута в полной мере.
14. Высокая текучесть кадров специалистов сферы защиты детства проблематизирует устойчивость результатов проекта. CSVG попытался бороться с данной проблемой, выступая в качестве своеобразного ресурсного центра поддержки специалистов по защите детства в Минске.

ВЫВОДЫ ОЦЕНКИ

Вопрос оценки 1:

Случившиеся изменения на уровне услуг в местных сообществах как результат проекта CSVG

OVC

1. CSVG успешно адаптировал свои подходы в местных сообществах, а также помог создать услуги на базе семейно-ориентированного подхода для детей-сирот, детей из уязвимых групп и людей с инвалидностью, который увеличивает их шансы на инклюзию в белорусском обществе. Предлагаемые в рамках проекта CSVG действия были приняты и рассматриваются заинтересованными сторонами как системообразующие для системы защиты детства, соответствующей международным стандартам.

2. Семейно-групповые конференции, социальная передышка и кризисные центры не были упомянуты заинтересованными сторонами в качестве действий, которые в полной мере интегрированы в систему защиты детства.

3. Распространение подходов проекта CSVG через ИРО и университеты пока не завершено, в то время как это важно для обеспечения доступа сообществ к этим подходам.

PWD

4. Услуги для людей с инвалидностью – коррекционные центры, социальное такси, а также инклюзивное образование все еще редко доступны или не способны удовлетворить потребности людей с инвалидностью. Инклюзивное образование и продвижение включенности людей с инвалидностью через безбарьерную среду и занятость требуют расширенной подготовки, грантов, технической помощи и адвокатирования.
5. Приемные семьи для детей с инвалидностью и социальные услуги в сообществах для взрослых людей с инвалидностью требуются для дальнейшего процесса инклюзии и решения задач по де-институционализации, обозначенных правительством Республики Беларусь.

Сообщества, не вовлеченные в проект CSVG

6. Информация и данные, полученные в рамках фокус-групп, глубинных интервью и мини-опроса показали, что подходы проекта CSVG были приняты в сообществах, которые прошли обучение, техническую помощь и грантовую поддержку. Сообщества, не получившие такую помощь или гранты, не адаптировали в практику данные подходы.

Релевантность действий

7. Несмотря на то, что услуги актуальны, они не практикуются последовательно во всех сообществах, также они практикуется в недостаточном количестве сообществ.
8. Деятельность в рамках проекта не обладает одинаковой релевантностью применительно ко всем сообществам. Некоторые сообщества имеют в повестке дня такие вопросы, как подростковая наркомания и самоубийства, которые не имеют соответствующих форм обращения и методов работы в рамках нынешней системы защиты детства.

Наиболее и наименее эффективные/полезные мероприятия

9. Семейно-ориентированный подход и услуги в местных сообществах для детей-сирот, уязвимых детей и людей с инвалидностью были приняты в качестве доминирующего подхода в отношении уязвимых групп.
10. Ранее проект CSVG финансировал систему управления случаями на основе использования информационных технологий, которая на данный момент не обслуживается и не используется должным образом в связи с тем что технологическая культура и доступ к интернету не получили достаточного распространения в Беларуси либо используются в работе узким кругом профессионалов. Волонтерство не было применено надлежащим образом как способ взаимопомощи, и был использовано скорее как форма бесплатного труда.

Вопрос оценки 2:

Укоренившееся поведение

3. Проект CSVG успешно передал семейно-ориентированный подход, а также знания и практические навыки участвующим в проекте местным сообществам. Тем не менее, заинтересованные стороны в сообществах, не вовлеченных в проект, без дальнейшей зарубежной помощи не смогут перенять необходимое поведение, чтобы осуществить переход к семейно-ориентированному подходу.

Гендер

4. Проект не принял во внимание все соответствующие гендерные аспекты в своей конструкции и реализации. Гендерный баланс профессионалов в области важно учитывать, так как в среде целевых групп существуют вопросы, которые могут быть более эффективно рассмотрены вместе с людьми одного пола.

Вопрос оценки 3:

Неэффективность

2. Команда по оценке пришла к выводу, что проект CSVG не имел критических проявлений неэффективности, которые могли бы быть приняты в расчет при последующем программном планировании. В то же время большая результативность могла бы быть достигнута за счет использования печатных и социальных медиа и организации онлайн тренинговых курсов.

Релевантность, результативность, эффективность и устойчивость проекта

Релевантность

5. Деятельность в рамках проекта CSVG полностью соответствовала всем трем целям компонента OVC и соответственно всем трем целям компонента PWD.

Результативность

6. Проект оказался результативным в своих целевых сообществах и в своем расширении на более чем 40 местных сообществ. Достигнутый прогресс по увеличению инклюзии людей с инвалидностью также был заметен, однако завершение этого процесса выходит за рамки текущего проекта.

Эффективность

7. Проект CSVG был эффективен с точки зрения использования времени и финансовых средств и достиг проектных индикаторов по каждому из отслеживаемых параметров.

Устойчивость

8. Мероприятия проекта CSVG пока не достигли должного уровня устойчивости. Высокая текучесть кадров в сфере защиты детства мешает трансформации системы в направлении модели семейно-ориентированных услуг в местных сообществах и угрожает устойчивости новых подходов.

РЕКОМЕНДАЦИИ К ПОСЛЕДУЮЩЕМУ ПРОГРАММНОМУ ПЛАНИРОВАНИЮ

Вопрос оценки 1:

13. Так как проект CSVG проделал эффективную работу по созданию семейно-ориентированной, основанной на местном сообществе системы защиты детства, и так как многие сообщества до сих пор не приняли данный подход, последующий проект должен продолжить расширение тех же действий на большее количество сообществ через прямую техническую помощь, обучение и гранты на уровне финансирования не ниже предыдущего. Существующие поставщики услуг в CSVG сообществах могут помочь с дальнейшим распространением опыта. Особое внимание следует уделить обеспечению того, чтобы все сообщества прошли подготовку по семейно-ориентированному подходу через областные ИРО. CFI должен посвятить оставшиеся шесть месяцев проекта к тому, чтобы проведение курсов по семейно-ориентированному подходу через

сеть ИРО было реализовано в соответствии с имеющимся планом. Министерство образования должно гарантировать, что все 118 местных сообществ (районов) практикуют этот подход, все специалисты по защите детства прошли соответствующий курс в своем областном ИРО, а тренеры посещают пока не охваченные сообщества, чтобы предложить данный курс.

14. Последующий проект должен включать в себя фонд малых грантов для реализации семейно-групповых конференций, социальной передышки и услуг кризисных центров в сообществах, которые готовы к такой практике. Обеспеченные информационными технологиями системы управления случаями не должны финансироваться.
15. Распространение всех учебных модулей проекта CVSG должно быть расширено на все ИРО и еще большее число университетов за счет дополнительного обучения, встреч и общественно доступной информации.
16. Последующий проект должен расширить инклюзивность образовательной подготовки, обеспечить гранты для пилотных проектов и адвокатирования на национальном и местном уровнях. Услуги для людей с инвалидностью и коррекционных центров в новой группе целевых сообществ должны быть созданы или усилены. CFI должен посвятить оставшиеся шесть месяцев проекта обеспечению того, чтобы их коалиция по инклюзивному образованию была способна информировать заинтересованные стороны и общественность о преимуществах инклюзии.
17. Последующий проект USAID должен работать с Министерством труда и социальной защиты, чтобы развить практику приемных семей для детей-сирот и детей из уязвимых групп с инвалидностью, а также с сообществами, чтобы развить социальные услуги для взрослых людей с инвалидностью.
18. Последующий проект должен быть нацелен на сообщества, ранее не вовлеченные в проект CSVG, укоренение семейно-ориентированного подхода и услуг для детей-сирот, детей из уязвимых групп и людей с инвалидностью (см. Рекомендацию 1 выше).
19. Существующие услуги для детей-сирот, детей из уязвимых групп и людей с инвалидностью актуальны и должны в дальнейшем также предоставляться в ранее не вовлеченных в CSVG сообществах.
20. Управление случаями с использованием информационных технологий больше не следует финансировать в последующих проектах в сфере защиты детства.
21. Потребности в волонтерстве должны быть переосмыслены, работа с ним должна быть организована таким образом, чтобы подобная деятельность более не воспринималась как бесплатный труд, а скорее рассматривалась как форма взаимопомощи.
22. В последующем проекте больше внимания должно быть уделено надлежащему обеспечению услуг в соответствии с потребностями взрослых людей с инвалидностью, а также детей в аналогичной ситуации.

Вопрос оценки 2:

3. Те же рекомендации, что и в п.1 по Вопросу оценки 1.
4. Последующий проект должен в большей степени вовлекать мужскую часть представителей заинтересованных сторон в тренинговую активность и работу в сфере защиты детства, а также стимулировать переговоры с Министерством образования по поводу кампании по найму мужчин. Лучшие практики работы с мужской и женской частью детей-сирот, детей из уязвимых групп и людей с инвалидностью, равно как вовлечения мужского контингента из числа родителей должны быть развиты и распространены.

Вопрос оценки 3:

1. Последующий проект может достичь большей эффективности за счет использования печатных и социальных медиа для распространения семейно-ориентированного подхода и больше полагаться на ИРО и университеты в распространении обучения. Онлайн курсы также могут быть разработаны таким образом, чтобы специалисты по защите детей имели доступ к учебным модулям без посещения ИРО.

Релевантность, результативность, эффективность и устойчивость проекта:

5. Последующий проект должен расширить тот же набор действий для не покрытых CSVG местных сообществ в соответствии с приведенной выше рекомендацией при опоре на провайдеров услуг и ИРО как источники распространения опыта.
6. Последующий проект должен сосредоточиться на улучшенном формате адвокатирования безбарьерной среды, занятости и инклюзивного образования для людей с инвалидностью. Гранты для адвокатирования и реализации моделей инклюзивного образования, а также подготовки специалистов, работающих для реализации инклюзивного образования, должны быть включены в проект.
7. Последующий проект должен продолжать практику использования уже отмеченных в качестве эффективных подходов, таких как тренинги для тренеров, встречи ведущих специалистов для планирования инициатив и развития консолидированных действий для достижения поставленных целей. Печатные и социальные медиа могут быть использованы в значительно большей степени.
8. Последующий проект должен включать работу с региональными центрами поддержки для специалистов по защите детей, чтобы помочь предотвратить выгорание. Проект мог бы организовать адвокатирующую кампанию для специалистов по вопросам защиты детей с целью более продвижения более высокого уровня оплаты труда и сокращения рабочих нагрузок.

Извлеченные уроки

- Трансформация системы как драматичный и долгосрочный процесс перехода от институциональной модели к модели на основе местного сообщества, требует интенсивного обучения и практической технической помощи. Следовательно, распространение этих подходов должно быть поддержано прямой помощью местным сообществам, которые пока еще не реализовали у себя на практике семейно-ориентированный подход.
- Согласованные усилия всех заинтересованных сторон, работающих вместе, как в государственном, так и в неправительственном секторе, необходимы для преобразования системы. Местные сообщества должны быть вовлечены в действия по защите детей, а последействия по проекту должны сделать акцент на подходах, предполагающих участие местного сообщества.

ANNEX C: DESCRIPTION OF RELEVANT EVALUATION TEAM AND MEMBER QUALIFICATIONS

Dr. Randal Thompson, Team Leader, is a senior development specialist with over 30 years of experience managing, conducting monitoring and evaluation (M&E) and data quality assessments of, and training on international development projects, especially those related to social sector development, vulnerable groups, welfare, orphans (OVCs), persons with disabilities (PWDs), and human tracking. Dr. Thompson has worked with USAID throughout her career in Eastern Europe and CIS Region in Belarus, Croatia, Czech Republic, Hungary, Moldova, Poland, Romania, Russia, Slovakia, and Ukraine.

Dr. Thompson has significant experience conducting and overseeing M&E of USAID projects. For the USAID Europe and Eurasia Bureau, she led an evaluation of the negative social impacts of the post-Soviet transition on social inclusion, education, child welfare, youth, trafficking, and social protection to increase community participation in order to produce a rigorous evaluative and statistical report to increase investment in the social sector. As Chief of Party for the USAID/Liberia Monitoring and Evaluation Project (L-MEP) and the USAID/Iraq Performance Monitoring and Evaluation Project (PERFORM), Dr. Thompson conducted M&E of the USAID portfolio, including data quality assessments, in order to assist with new project designs. For USAID Nicaragua, Dr. Thompson designed and evaluated projects in health and education. As a Program and Evaluation Officer for USAID, she designed and carried out a series of Agency-wide evaluations in several sectors, including health and civil society.

Dr. Thompson has considerable experience working on, managing and evaluating USAID projects related to social sector development. As Director of the USAID Social Sector Office in Romania, she implemented social protection, child welfare and health projects including: 1) designing and implementing a multi-million dollar child welfare program to reduce the number of children in institutions, and set up foster care, family intervention, and community-based services; 2) providing grants to supervise the development of NGO coalitions for child welfare; and 3) helping build community-based organizations for health and child welfare service delivery. For the USAID/Europe and Eurasia Bureau, Dr. Thompson developed a social transition strategy, oversaw the design of a regional anti-trafficking program based on a citizen participation model, and held workshops for regional experts lobbying for better social policies.

Dr. Thompson holds a PhD and M.A in Human and Organizational Systems, an MBA in Business Administration, an MA in Political Philosophy, and a BA in Political Philosophy. She speaks English and basic Russian.

Mr. Uladzislau Vialichka, Evaluation and Sector Specialist, is a Belarusian specialist with over 20 years of experience as a trainer, facilitator, evaluator and consultant in the areas of non-formal education, inclusion and civil society development. He has worked in Eastern Europe/CIS region with a range of international donors such as SIDA, UNDP, EU, and EuropeAid.

Mr. Vialichka has ample experience working with vulnerable children and people with disabilities, inclusion, and social organizations in Belarus. As Organizational and Capacity Building Expert of EuroBelarus, he actively cooperates with the Belarusian Establishment "Office for the Rights of People with Disabilities" on issues of inclusive higher education and employment, non-barrier environment, non-discrimination, advocacy, and policy in the thematic areas on the rights of people with disabilities. For Swedish NGO Forum Syd, he worked with a variety of NGOs in Belarus, including the Belarusian Association for Assistance to Disabled Children and Young People with Disabilities, that provide healthcare for children suffering as a consequence of the Chernobyl disaster, promoted the rehabilitation and non-barrier environments for disabled people, provided non-formal education for women in need, and organized educational, prevention and healthcare programs for young children and women at risk. He developed educational activities for target groups for the Christian Children Fund of Ukraine. For Belarusian NGO "World Without Borders", he developed two project applications to work with youth and inmates related to social exclusion, and worked in close cooperation with the Ministry of Education, local authorities, institutions of social security, public schools, social-pedagogical centers and families of children.

Mr. Vialichka has extensive experience working with local NGO's and conducting programmatic evaluations. Together with S. Gotin he developed a specific methodology of IMACON project appraisal tool, which paid special attention to including cross-cutting issues such as gender equality, inclusiveness, non-discrimination, and poverty reduction. While working under the Evaluation and Implementation of

Decentralized Cooperation program, he assessed 17 projects of organizations that provide activities to vulnerable groups such as Belarus Red Cross, Caritas Vitebsk\Grodno, and the youth focused NGO, Healthy Choice. Mr. Vialichka assessed the relevance, efficiency, and effectiveness of the Decentralized Cooperation Program in supporting sustainable impact on civil society, promoting social dialogue between the third sector and the public authorities and in building sustainable partnerships between Belarusian and European non-state actors. For UNDP, he assessed the potential for cooperation between EU and Belarusian NGOs for the Support to Partnership and Civil Society Development in Belarus Project. He was in charge of monitoring and evaluating partnership projects and providing organizational development activities for Forum Syd and cooperating organizations. For the International Consortium EuroBelarus, he provided organizational development and capacity building for Belarusian CSOs. Under EuropeAid funded Support to the Capacity Building and Networking of Belarusian Non-Governmental Organizations and Local Authorities program, he raised awareness of donor assistance to Belarusian civil society to, and developed capacities of, local NGOs and authorities.

Mr. Vialichka holds a B.A. in Teaching History and English and an M.A. in Theory of Pedagogic. He is fluent in English, Belarusian, Russian and Swedish.

Mr. Sergei Gotin, Evaluation Specialist, is a Belarusian with over 15 years of experience in civil society development and programmatic evaluations. He has worked with many international donors, including UNDP, EU, Swedish International Development Cooperation Agency (SIDA), Finish MFA, and Danish International Development Agency in Belarus, Ukraine, Moldova, Poland, Russia, Kazakhstan, and Armenia.

Mr. Gotin is highly experienced in civil society development in Belarus, including conducting organizational development trainings, participatory planning, inclusion, and coordination between NGOs, stakeholders and local authorities. For the Belarusian Transport Union, he facilitated participatory planning and concept development for the city level executive committee and city Mayor. He conducted a series of training courses for local NGOs and authorities to participate in a development program, and trained Belarusian experts on EU programs to consult stakeholders and local authorities at the local level for the EU/Clearing House Project. He carried out organizational development and supported environmental civil society organizations in Belarus and Moldova for SIDA and for the Government of Sweden/STREAM Project. For the SIDA/Support for Development of Good Governance & Civic Society Project on the Local Level, he carried out needs assessments and provided trainings on organizational development, project management, and social enterprise project planning for local partners. For the World Council of Churches, he undertook capacity building activities, including organizational development for local structures, and created a development and organizational strengthening manual for local partners. Under UNDP's Post-2015 National Consultations, Mr. Gotin advised on disabilities and inclusion methodologies, and established an innovative mechanism for collecting micro-stories from disabled and non-disabled Belarusians on education employment, accessibility and public perception. Working for the Office of the International Finance Corporation, he facilitated training seminars for social enterprises of the Belarusian Society of People with Disabilities, and conducted capacity building events as a follow-on to the UN International Day of People with Disabilities. For the Belarusian Organization of Working Women, he developed an organizational development plan, as well as conducted organizational assessments. He set up field offices, and coordinated projects to assist collaboration and social work of Christian churches for the Belarusian Round Table of Interchurch Aid. He is also co-author of IMACON project appraisal methodology.

Mr. Gotin has extensive evaluation experience, including participating in many civil society programmatic evaluations in Belarus. For the mid-term project review of the Danish International Development Agency/Environmental NGOs, he assessed the civil society program and provided recommendations and lessons learned. For the International Federation of Red Cross and Red Crescent Societies, he conducted the final performance evaluation of the Strengthening National Mechanisms for the Reintegration and Rehabilitation of Victims of Human Trafficking in Belarus. As an Evaluation Expert for the UNDP/Enhancing Human Security in the Chernobyl Affected Areas of Belarus Project, he conducted a mid-term evaluation to assess the project's reached targets, and provided remedial recommendations. He evaluated projects under the EuropeAid/Monitoring and Evaluation of Decentralized Cooperation Program. Recently he was hired by MA&E to evaluation team to evaluate BRAMA project funded by USAID in Belarus.

Mr. Gotin holds a B.S. in Physics. He is fluent in English, Russian, Belarusian, and Polish. He also holds a Certificate in Monitoring of Development Interventions, from the Management for Development Foundation, Armenia, 2011, and a Certificate in Evaluation for Potential Evaluators, from the Management for Development Foundation, Armenia, 2004.

Mr. Sergei Laboda, Focus Group Discussion (FGD) Specialist: Mr. Laboda is a Belarusian communication and pedagogical professional with extensive prior experience facilitating FGDs and other evaluation and training formats (Open Space, International Café etc.). He is currently the Director of the Center for Effective Communication in Minsk. Over the past ten years, Mr. Laboda has served as a local coordinator and/or trainer of 18 international development projects funded and implemented by Germany, Switzerland, and Denmark. He has also been a lecturer at the Pedagogical University of Minsk.

Mr. Laboda also has more than 10 years' experience in training and consulting Belarusian NGOs of different profile (but first of all social and educational non-profit organizations) on the issues of educational activities, management, public communication and mediation.

Mr. Laboda holds B.S. in pedagogics, graduate of MBA-Diploma «International Management» at European University Viadrina (Frankfurt/Oder, Germany). He is fluent in Belarusian, Russian, German and English.

ANNEX D: FINAL EVALUATION WORK PLAN

WORK PLAN & EVALUATION RESEARCH DESIGN

In response to:

Final Performance Evaluation of the USAID Community Services for Vulnerable Groups in Belarus Project (CSVG)

January 23, 2015

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Table of Contents

1. Introduction and Purpose of Evaluation

2. Evaluation Team

3. Evaluation Tasks and Sub-tasks

3.1 Pre-Mobilization Activities
3.2 In-Country Activities
3.3 End-of-Mission Activities

4. Evaluation Design

5. Evaluation Methodology

6. Proposed Site Visits and Meetings

Annex 1 – Evaluation Statement of Work

Annex 2 – Evaluation Questions

Annex 3 – Mission Schedule

Annex 4 - Questions for Focus Group Discussions

Annex 5 – Mini-survey questionnaire

Annex 6 - List of Stakeholders for Interview

Annex 7 – KII preliminary questionnaire

Annex 8 – Evaluation Design Matrix

Annex 9 – Interviewee Profile and Illustrative Questions

Annex 10 – Draft Outline of Evaluation Report

I. INTRODUCTION AND PURPOSE

This workplan lays out how the ME&A Evaluation Team (ET) plans to conduct the final performance evaluation of the Community Services for Vulnerable People in Belarus Project (CSVG) implemented by Child Fund International (CFI) from September 12, 2005 to September 11, 2015. The workplan builds upon the Statement of Work (SOW) provided by USAID Regional Mission to Ukraine, Moldova, Belarus and Cyprus in their solicitation as well as the original proposal that ME&A submitted in response.

The economic and social transition in Belarus has, in some cases, aggravated the challenges faced by vulnerable groups such as orphans and vulnerable children (OVC) and persons with disabilities (PWD). In 2012, Belarus reported a population of 512,000 PWD and approximately 24,000 OVCs. The vulnerability of both groups has stemmed in large part from their stigmatization and segregation from society into institutions. Both groups also suffer from a lack of financial resources and public services, and insufficient public awareness of their daily challenges.

CSVG has been working to increase the inclusion of OVCs and PWDs through the development of modern, sustainable, and family-based social services aimed at integrating these two groups into the mainstream of Belarus society. Further, OVC project activities are intended to reduce the number of children who are being placed in state-administered orphanages and boarding schools by supporting at-home family care and moving children out of those institutions. PWD project activities are intended to increase the inclusion of PWD by developing innovative services and strengthening the capacity of grassroots PWD organizations.

The CSVG project has employed a comprehensive systems change model to shift the prevention and intervention approach to vulnerable groups from a medicalized institutionalization model to a family-focused, community-services model that supports families in crisis and integrates vulnerable groups into society. CSVG activities hence have focused on shifting the policy, methodological, and legal framework at the national and local government levels to facilitate the new approach; coupled the establishment of family-like community services, family re-integration, foster care, and national adoption, and family-focused care approaches practiced by social workers and other members of the care team to implement the approach; and supported information disseminated to the public regarding why the new approach is preferred and how and where to obtain help for families in crisis

OVC component objectives include:

- Improve access to and further development of an integrated system of community-based prevention and rehabilitation services for families with institutionalized and at-risk children.
- Improve the quality of training and education available to social service providers.
- Provide technical assistance to social service providers through policy development, methodology consultations, and advocacy efforts (five percent of the total estimated LOE).

PWD component objectives include:

- Build the organizational networking and advocacy capacity of grassroots organizations supporting PWDs and their families.
- Support advocacy efforts by PWD grassroots organizations to promote inclusion.
- Support the introduction and development of inclusive education of children and young people with disabilities.

The purpose of the CSVG evaluation is to:

- Assess the relevance, effectiveness, and efficiency of major CSVG activities intended to increase the degree of inclusion of OVC and PWD into Belarusian society; and
- Recommend approaches for potential follow-on programming.

As stated in the scope of work, for the evaluation purposes, "relevance" is a measure of the ability of a particular project task/intervention being pertinent to project objectives; "effectiveness" is a measure of the ability of a particular project task/intervention to produce a planned effect or result that can be

qualitatively measured; and "efficiency" is a measure of project team skillfulness in avoiding wasted time and effort when implementing particular project tasks/interventions.

Specifically, the evaluation will determine:

What major changes in the community-based social services for OVC and PWDs in Belarus stakeholders perceive to be the result, in whole or in part, of CSVG activities. How relevant are CSVG activities for reducing the number of children being institutionalized, promoting home family care, and fostering the inclusion of PWDs in society (in the absence of significant Government of Belarus (GoB) resources). What activities were perceived to be the most/least useful or effective activities across both components.

The practices and behaviors that local counterparts and beneficiaries have adopted to successfully advocate for and/or offer modern social protection services to OVC/PWDs without foreign assistance. The ways in which gender issue were considered as an inherent concern in these practices/behaviors.

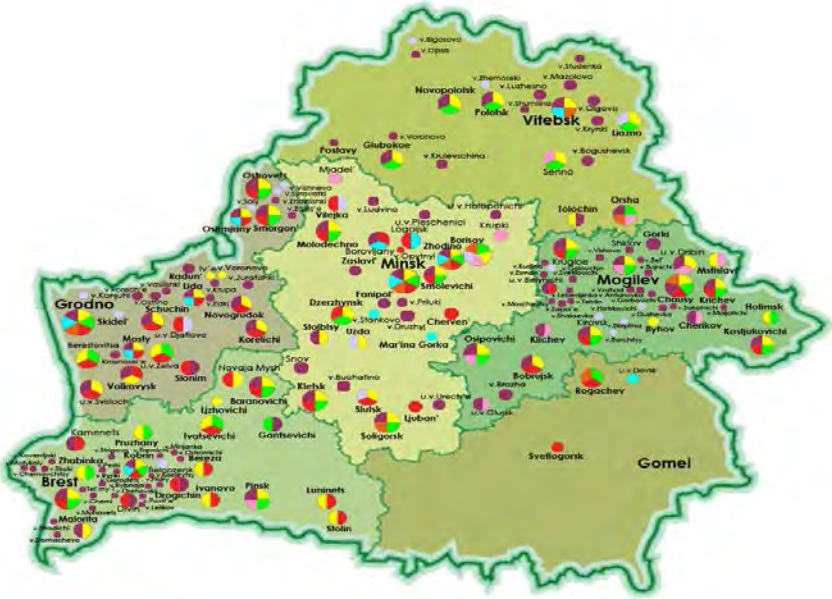
The areas of CSVG implementation inefficiencies where future improvements may be achieved.

The evaluation will establish, whenever possible, causal linkages between CSVG activities and the achievements of the assisted counterparts/beneficiaries.

USAID/Belarus added the following additional gender questions to the ET SOW. We will attempt to answer the majority of these questions based on the perceptions of individuals but not in any rigorous way, given the fact that these questions were not contained in the original SOW and the ET does not have the time nor resources to construct a survey instrument to answer them. We cannot answer the question related to street children, since CSVG did not deal with street children as a special target. In addition, we will not be able to measure the impact of the over-representation of female social workers on boys at risk for abandonment. The statement "overrepresentation of women" reflects a value judgment that our evaluation is not designed to truth test. Our answers to the remaining questions will be based upon the perceptions of individuals interviewed or included in focus groups and will not be derived from a rigorous survey instrument.

- In families where there is a child with a disability, is there a difference in child care and housework responsibilities for men and women in the house compared to families that do not have children with disabilities? Also, are there additional responsibilities related to the disability that may differentially affect a parent's or social worker's willingness or availability to participate in CSVG activities?
- Do parents have different expectations for their children with disabilities based on whether the child is male or female?
- Are there any stereotypes about boys that lead to greater abandonment and decreased likelihood of adoption of male children? Are such stereotypes being addressed by CSVG project and its stakeholders?
- What distinct factors lead boys and girls to leave their families, in the case of street children?
- Does CSVG project work with both mothers and fathers at risk to prevent abandonment?
- What is the generally accepted view of the role of fathers in raising children? How is this implicated in cases of child abandonment?
- What is the impact of the overrepresentation of women among social workers on boys at risk for child abandonment (e.g., in terms of identification and providing referrals to appropriate services)?
- What efforts are being undertaken to counter norms that social work is a "female profession" and to diversify the workforce? Do such efforts include introducing men to nontraditional fields or increasing the pay and prestige associated with social work?

Figure 1: Location of CSVG Activities



** ChildFund diagram illustrates existence and practicing different OVC\PWD components and tools in the communities covered by CSVG program activities.*

2. EVALUATION TEAM

The ET is composed of three experienced, highly regarded development professionals, supported by a translator and a logistics manager, and a focus group facilitator.

Dr. Randal Thompson, Team Leader, is a senior development specialist with over 30 years of experience managing, conducting monitoring and evaluation (M&E) and data quality assessments of, and training on international development projects, especially those related to social sector development, vulnerable groups, welfare, orphans (OVCs), persons with disabilities (PWDs), and human tracking. Dr. Thompson has worked with USAID throughout her career in Eastern Europe and CIS Region in Belarus, Croatia, Czech Republic, Hungary, Moldova, Poland, Romania, Russia, Slovakia, and Ukraine.

Dr. Thompson has significant experience conducting and overseeing M&E of USAID projects. For the USAID Europe and Eurasia Bureau, she led an evaluation of the negative social impacts of the post-Soviet transition on social inclusion, education, child welfare, youth, trafficking, and social protection to increase community participation in order to produce a rigorous evaluative and statistical report to increase investment in the social sector. As Chief of Party for the USAID/Liberia Monitoring and Evaluation Project (L-MEP) and the USAID/Iraq Performance Monitoring and Evaluation Project (PERFORM), Dr. Thompson conducted M&E of the USAID portfolio, including data quality assessments, in order to assist with new project designs. For USAID Nicaragua, Dr. Thompson designed and evaluated projects in health and education. As a Program and Evaluation Officer for USAID, she designed and carried out a series of Agency-wide evaluations in several sectors, including health and civil society.

Dr. Thompson has considerable experience working on, managing and evaluating USAID projects related to social sector development. As Director of the USAID Social Sector Office in Romania, she implemented social protection, child welfare and health projects including: 1) designing and implementing a multi-million dollar child welfare program to reduce the number of children in institutions, and set up foster care, family intervention, and community-based services; 2) providing grants to supervise the development of NGO coalitions for child welfare; and 3) helping build community-based organizations for health and child welfare service delivery. For the USAID/Europe and Eurasia Bureau, Dr. Thompson developed a social transition

strategy, oversaw the design of a regional anti-trafficking program based on a citizen participation model, and held workshops for regional experts lobbying for better social policies.

Dr. Thompson holds a PhD and M.A in Human and Organizational Systems, an MBA in Business Administration, an MA in Political Philosophy, and a BA in Political Philosophy. She speaks English and basic Russian.

Mr. Uladzislau Vialichka, Evaluation and Sector Specialist, is a Belarusian specialist with over 20 years of experience as a trainer, facilitator, evaluator and consultant in the areas of non-formal education, inclusion, capacity building and civil society development. He has worked in Eastern Europe/CIS region with a range of international donors such as SIDA, UNDP, EU, and EuropeAid.

Mr. Vialichka has ample experience working with vulnerable children and people with disabilities, inclusion, and social organizations in Belarus. As Organizational and Capacity Building Expert of EuroBelarus, he actively cooperates with the Belarusian Establishment "Office for the Rights of People with Disabilities" on issues of inclusive higher education and employment, non-barrier environment, non-discrimination, advocacy, and policy in the thematic areas on the rights of people with disabilities. For Swedish NGO Forum Syd, he worked with a variety of NGOs in Belarus, including the Belarusian Association for Assistance to Disabled Children and Young People with Disabilities, that provide healthcare for children suffering as a consequence of the Chernobyl disaster, promoted the rehabilitation and non-barrier environments for disabled people, provided non-formal education for women in need, and organized educational, prevention and healthcare programs for young children and women at risk. He developed educational activities for target groups for the Christian Children Fund of Ukraine. For Belarusian NGO "World Without Borders", he developed two project applications to work with youth and inmates related to social exclusion, and worked in close cooperation with the Ministry of Education, local authorities, institutions of social security, public schools, social-pedagogical centers and families of children.

Mr. Vialichka has extensive experience working with local NGO's and conducting programmatic evaluations. Together with S. Gotin he developed a specific methodology of IMACON project appraisal tool, which paid special attention to including cross-cutting issues such as gender equality, inclusiveness, non-discrimination, and poverty reduction. While working under the Evaluation and Implementation of Decentralized Cooperation program, he assessed 17 projects of organizations that provide activities to vulnerable groups such as Belarus Red Cross, Caritas Vitebsk\Grodno, and the youth focused NGO, Healthy Choice. Mr. Vialichka assessed the relevance, efficiency, and effectiveness of the Decentralized Cooperation Program in supporting sustainable impact on civil society, promoting social dialogue between the third sector and the public authorities and in building sustainable partnerships between Belarusian and European non-state actors. For UNDP, he assessed the potential for cooperation between EU and Belarusian NGOs for the Support to Partnership and Civil Society Development in Belarus Project. He was in charge of monitoring and evaluating partnership projects and providing organizational development activities for Forum Syd and cooperating organizations. For the International Consortium EuroBelarus, he provided organizational development and capacity building for Belarusian CSOs. Under EuropeAid funded Support to the Capacity Building and Networking of Belarusian Non-Governmental Organizations and Local Authorities program, he raised awareness of donor assistance to Belarusian civil society to, and developed capacities of, local NGOs and authorities.

Mr. Vialichka holds a B.A. in Teaching History and English and an M.A. in Theory of Pedagogic. He is fluent in English, Belarusian, Russian and Swedish.

Mr. Sergei Gotin, Evaluation Specialist, is a Belarusian with over 15 years of experience in civil society development and programmatic evaluations. He has worked with many international donors, including UNDP, EU, Swedish International Development Cooperation Agency (SIDA), Finish MFA, and Danish International Development Agency in Belarus, Ukraine, Moldova, Poland, Russia, Kazakhstan, and Armenia.

Mr. Gotin is highly experienced in civil society development in Belarus, including conducting organizational development trainings, participatory planning, inclusion, and coordination between NGOs, stakeholders and local authorities. For the Belarusian Transport Union, he facilitated participatory planning and concept development for the city level executive committee and city Mayor. He conducted a series of training courses for local NGOs and authorities to participate in a development program, and trained Belarusian experts on EU programs to consult stakeholders and local authorities at the local level for the EU/Clearing

House Project. He carried out organizational development and supported environmental civil society organizations in Belarus and Moldova for SIDA and for the Government of Sweden/STREAM Project. For the SIDA/Support for Development of Good Governance & Civic Society Project on the Local Level, he carried out needs assessments and provided trainings on organizational development, project management, and social enterprise project planning for local partners. For the World Council of Churches, he undertook capacity building activities, including organizational development for local structures, and created a development and organizational strengthening manual for local partners. Under UNDP's Post-2015 National Consultations, Mr. Gotin advised on disabilities and inclusion methodologies, and established an innovative mechanism for collecting micro-stories from disabled and non-disabled Belarusians on education employment, accessibility and public perception. Working for the Office of the International Finance Corporation, he facilitated training seminars for social enterprises of the Belarusian Society of People with Disabilities, and conducted capacity building events as a follow-on to the UN International Day of People with Disabilities. For the Belarusian Organization of Working Women, he developed an organizational development plan, as well as conducted organizational assessments. He set up field offices, and coordinated projects to assist collaboration and social work of Christian churches for the Belarusian Round Table of Interchurch Aid. He is also co-author of IMACON project appraisal methodology.

Mr. Gotin has extensive evaluation experience, including participating in many civil society programmatic evaluations in Belarus. For the mid-term project review of the Danish International Development Agency/Environmental NGOs, he assessed the civil society program and provided recommendations and lessons learned. For the International Federation of Red Cross and Red Crescent Societies, he conducted the final performance evaluation of the Strengthening National Mechanisms for the Reintegration and Rehabilitation of Victims of Human Trafficking in Belarus. As an Evaluation Expert for the UNDP/Enhancing Human Security in the Chernobyl Affected Areas of Belarus Project, he conducted a mid-term evaluation to assess the project's reached targets, and provided remedial recommendations. He evaluated projects under the EuropeAid/Monitoring and Evaluation of Decentralized Cooperation Program. Recently he was hired by MA&E to evaluation team to evaluate BRAMA project funded by USAID in Belarus.

Mr. Gotin holds a B.S. in Physics. He is fluent in English, Russian, Belarusian, and Polish. He also holds a Certificate in Monitoring of Development Interventions, from the Management for Development Foundation, Armenia, 2011, and a Certificate in Evaluation for Potential Evaluators, from the Management for Development Foundation, Armenia, 2004.

Mr. Sergei Laboda, Focus Group Discussion (FGD) Specialist: Mr. Laboda is a Belarusian communication and pedagogical professional with extensive prior experience facilitating FGDs and other evaluation and training formats (Open Space, International Café etc.). He is currently the Director of the Center for Effective Communication in Minsk. Over the past ten years, Mr. Laboda has served as a local coordinator and/or trainer of 18 international development projects funded and implemented by Germany, Switzerland, and Denmark. He has also been a lecturer at the Pedagogical University of Minsk.

Mr. Laboda also has more than 10 years' experience in training and consulting Belarusian NGOs of different profile (but first of all social and educational non-profit organizations) on the issues of educational activities, management, public communication and mediation.

Mr. Laboda holds B.S. in pedagogics, graduate of MBA-Diploma «International Management» at European University Viadrina (Frankfurt/Oder, Germany). He is fluent in Belarusian, Russian, German and English.

3. EVALUATION TASKS and SUB-TASKS

3.1 Evaluation Preparation Activities

Conference Call

On Thursday, December 18, 2014, a conference call was held with USAID/Ukraine and USAID/Belarus. Participants included: Peter Luzik (USAID/Ukraine), Matthew Sumpter, Jahor Novikau, and Larissa Komarova (USAID/Belarus), Andres Rueda and Audra Stark (ME&A), and Randal Thompson (CSVG

Evaluation Team Leader). The group discussed the location of focus groups, other evaluation matters, and USAID informed the ET that a USAID staff member may be participating in interviews as an observer.

Meeting with USAID/Belarus and Child Fund International

On Tuesday, December 23, 2014, Ulad Vialichka, Local Evaluation Specialist for the CSVG Evaluation, met with Jahor Novikau from USAID/Minsk and AOR of the CSVG Project, and Irina Mironova Head of Child Fund International (CFI) and COP of the CSVG project. CFI provided an in-depth overview of the project and participants, discussed the ideal approach to the focus groups, key informant interviews, and survey. CFI will provide the ET with a comprehensive list of stakeholders and will also introduce the team to key stakeholders at the community level to facilitate the data collection process.

On Tuesday, December 30, 2014, Ulad Vialichka met again with Irina Mironova and CFI Program Manager, Yulia Popruzhenko, to discuss in more depth the evaluation strategy and plan. CFI agreed to provide the ET with key stakeholder names and contact information by January 5 so that we can finalize the list for KIIs, FGDs, and the mini-survey.

Literature Review

The ET was provided with a selection of project-related documents by ME&A, all of which were reviewed prior to this work plan and to the in-country start of the mission. These included CVSG Work Plans, Annual Reports, Quarterly Reports, PMPs and Training Materials among others. The documents reviewed provided a useful insight into the planning and operating activities of CSVG and will be the source of reference for the ET for data and information related to project objectives, indicators and targets.

Further, several links to government policies were also reviewed in order to ascertain the official GoB policies toward OVCs and PWDs and how it may have changed over time.

Preparation of Draft Work Plan and Evaluation Design

This activity was completed prior to the mobilization of the Team Leader in collaboration with the local experts and ME&A Evaluation Project Manager. The initial draft workplan was submitted on January 2, 2015 and we expected to receive feedback from USAID/Ukraine so that we could re-submit the final workplan by January 8, 2015. The ET hopes to proceed with the focus groups and survey prior to the arrival of the Team Leader in Ukraine and Belarus. We anticipated that USAID would approve the workplan by January 10, 2015 so that data collection could begin prior to the arrival of the Team Leader.

3.2 Data Collection Activities

Focus Group Discussions

The ME&A CSVG ET will conduct 7 focus groups discussions (FGDs) between January 12 and January 21, 2015 prior to the arrival of the Team Leader so that this data will be ready for review and incorporation into the draft evaluation report. Ulad Vialichka will oversee the process and ensure that FGDs are conducted to the highest professional standards and that the data is valid and credible. The FGD questionnaire included in Annex 4. The FGD was piloted on January 12 in Zhodino. We conducted two focus groups there, one for OVC and PWD service providers and stakeholders; the other one - for parents of OVCs and PWDs. There is a plan to hold the same tandem of FGDs in one more community – Baranovichi, and also to provide 3 FGDs in Minsk: with NGOs working with OVC, specialized on PWD issues (both involved in CSVG program and not involved) and beneficiaries of PWD leadership course held by CFI in 2012.

Mini-Survey

In order to obtain data from an adequate number of participants in the CSVG project and observe wide-spread effects and outcomes, we have designed a mini-survey for individuals/organizations who have received training and/or technical assistance from the project. This survey will be delivered by survey monkey and telephone (many of those who should be targeted are not fluent with Internet communication). The over-all database of contacts of CSVG program available at ChildFund is about 3000

people, so we plan to cover at least 300 contacts with mini-survey. The selection of interviewed respondents is based on the criteria of their participation in training programs of ChildFund and their partner Development Education Institutes.

This target group for mini-survey has been chosen because they belong to the main target group, on which Child Fund activities were addressed. Unfortunately it is hardly possible to cover significant amount of final beneficiaries by mini-survey due to confidence reasons and also low level of computer literacy of beneficiaries (especially OVCs).

The questionnaire for mini-survey is included in Annex 5.

Key Informant Interviews

During the visit of ET leader Ms. Randal Thompson to Belarus (January 28 – February 9, 2015) Evaluation team plans to hold series of Key Informant Interviews with the main stakeholders of the CSVG program in Minsk as well as local partners and service providers. Apart from Minsk-based interviews it is also planned to visit at least 5 local communities of CSVG program (both old participants of CSVG and comparatively new)

We will also personally deliver a mini-survey to individuals at pedagogical institutions and service providers in communities who have not received CVSG assistance in order to determine whether and to what extent CSVG has changed the approach to the care and inclusion of OVCs and PWDs in communities in which they have worked (February 2-7, 2015).

Initial Meetings

The initial in-person briefing meeting between the CSVG ET and USAID/Ukraine will take place on Tuesday, January 27 in Kyiv at 3PM.

Data Collection

Data collection will take place in Kyiv on January 27, and in Belarus from January 12 to February 7, 2015.

Data Analysis

Data analysis and preparation of out-briefing will take place in Minsk on February 9 and in Kiev on February 10, 2015.

3.3 End-of-Mission Activities

Outbriefing and Presentation of Findings

The ET will conduct an outbriefing and presentation of findings for USAID staff in Kyiv on February 11, 2015.

Completion and Submission of Draft Report to USAID

The Draft Evaluation report will be submitted to USAID/Ukraine on February 24, 2015.

Final Report submitted to USAID with integrated comments

The Final Evaluation Report will be submitted to USAID/Ukraine on March 31, 2015.

4. EVALUATION DESIGN PLAN

The Evaluation Design Matrix (Annex 5) highlights the approach and sequence of events that the ET will undertake in implementing the assignment i.e. Development of Methodology – Data Collection – Results Analysis and Reporting. This remains our underlying approach for this evaluation. Specific evaluation research questions that will drive the evaluation are contained in Annex 6.

5. METHODOLOGY and LIMITATIONS

The ET recognizes that the credibility of an evaluation's findings, conclusions and recommendations rests for the most part on the quality of the research design as well as data collection methods and analysis used. Given the wide scope of activities undertaken by CSVG only a combination of both quantitative and qualitative research methods will suffice if a clear picture is to emerge as to how CSVG performed over the lifetime of the project.

This performance evaluation is limited by a number of issues. First of all, a non-CVSG comparison group was not established at the initiation of the project, so the comparison between communities who have received CSVG assistance and those that have not will not be able to derive conclusive evidence regarding the impact of CSVG. Since staff of pedagogical institutions in non-CSVG communities have often received the curricula employed in CSVG communities, there is a strong possibility that some of the approaches recommended by CSVG may have already been implemented in non-CSVG communities. Furthermore, the GoB has passed legislation promoting deinstitutionalization, the development of community based services, and inclusive education and non-CSVG communities are most likely aware of this legislation and may have acted on it without directly participating in CSVG. Information regarding CSVG approaches has been broadcast by the media and hence many non-CSVG communities may be aware of these approaches and may have already implemented them. The demonstration and spread effect of CSVG, hence, may influence our findings.

Significant limitation of evaluation is specific of Belarusian legislation regarding OVC sphere, where a lot of information is confidential. Therefore it is hardly possible for ET to reach directly OVC final beneficiaries in local communities.

Further, due to the fact that only 2 weeks were allotted to data collection in this evaluation, and communities are quite dispersed geographically, the ET is limited in the number of communities we can visit and the number of KIIs we can schedule in target communities. We have attempted to broaden the data collection effort through FGDs and the mini-survey.

Moreover, there has been extensive turnover in individuals who have participated in CSVG over the almost ten years the project has been ongoing. Hence, we will not be able to collect data from a large cohort of individuals who have been involved for the entire duration of the project.

In addition, CFI project records do not always include contact information for participants nor do they always specify whether participants are involved only in OVC, PWD, or OVC/PWD care.

5.1 Quantitative Research and Analysis

In order to capture data from a significant number of organizations that have been involved in CSVG, we have designed a survey included in Annex 2 that measures whether these organizations have adopted CSVG-recommended services and practices. CFI has provided the ET a data base of 3000 individuals who have participated in training and/or technical assistance. Not all of these individuals have included contact information. Out of those individuals who do have contact information, we have selected 300 individuals, who are the direct graduates of Child Fund and Development Education Institutes' training programs on different OVC\PWD related themes and methods of work.

As stated in the section on limitations above, since a comparison group was not established at the inception of this project and since there have been noted spread and demonstration effects of the project, it is not possible at this point to construct a comparison group for which the ET can control for extraneous effects. Hence, we will survey individuals in pedagogical institutions and service delivery organizations in 5 non-CSVG communities. The results will be qualitative and not statistically valid but may provide some idea on how CSVG activities have made a difference in terms of the care and inclusion of OVCs and PWDs.

The evaluation will review CSVG's quantitative targets to determine whether they have met these, and if not, the reasons why targets were not met.

5.2 Qualitative Research and Analysis

5.2.1. PROPOSED FOCUS GROUP DISCUSSIONS (FGDS)

The ME&A CSVG ET will contract with Sergei Laboda to conduct 7 focus groups discussions (FGDs) between January 12 and January 23, 2015. We plan to conduct two FGDs in Baranovichi and two in Zhodino. One of the focus groups included OVC and PWD service providers and Parents of OVCs and PWDs. Because of legal protection and prohibition, children will not be included. We also plan to conduct three FGDs in Minsk, one with NGOs working on OVC, one with NGOs working on PWD, one with beneficiaries of the PWD leadership course provided by CFI. This group includes both PWDs and members of their families.

5.2.2 PROPOSED KEY INFORMANT INTERVIEWS (KIIs)

The ET will conduct a number of KIIs in Minsk as well as in other selected communities from the list below. In addition, some KIIs will be conducted in the US and in Kyiv.

Minsk KIIs

We will conduct three days of KIIs in Minsk. The list of KIIs is included in Annex 6. Preliminarily it covers three organizations working with PWDs, six working with OVCs and five working with PWDs/OVCs and also groups of CFI experts (Pride model, Parental skills program, capacity building etc.) and members of National training team (OVC\PWD).

Community Visits and KIIs

The ET plans to visit the following communities for KIIs. We plan to conduct three to four interviews per community. This is the maximum number of key informants we can interview given the reality that in addition to Minsk meetings we are planning to visit five communities spread out geographically in less than 2 weeks of data collection.

- Smorgon
- Grodno
- Kobrin
- Gomel
- Krichev

This list reflects a combination of communities that have been involved in the project for many years and those who have been involved in the project for fewer years, includes OVC and PWD stakeholders, and is based on other criteria such as availability of a number of local people for interviews and the intention to conduct not less than three interviews in each community.

The list of proposed KIIs in Annex 6. Out of 28 contacts, 19 work with OVCs, 7 work with PWDs, and 2 work with OVCs/PWDs. Also ET will try to meat with representatives of final beneficiaries in local communities if it will be possible (most probably it will be PWD related persons. Their contacts will be received later during arrangements on local meetings).
KIIs will be selected form the following stakeholder groups:

CFI: The ET will hold one KII with CFI officials in Richmond, Virginia and two KIIs with CFI officials in Minsk in order to obtain information regarding the activities they initiated and to seek answers to questions that the team identified after reviewing CFI documents. We will also interview a small group of CFI national trainers to determine who the TOTs are that they have trained, in which subjects, how many trainings the TOTs have conducted, and whether they have kept post-training records that measure understanding of course material.

USAID's Office of Disadvantaged Children: The ET will attempt to interview an individual in USAID's ODC, if available and willing, who are knowledgeable about the project and who have been to Belarus. The team will obtain a historical perspective as well as view the project within the broader international context of disadvantaged children.

Ministry of Education Officials: The Ministry of Education was the key CSVG stakeholder for shifting the legal, methodological, and procedural framework to facilitate the shift to a family-focused, community

service oriented system for OVCs and PWDs and for fostering inclusive education. Hence, the ET will hold a KII with one MoE officials who was directly involved.

Universities and Pedagogical Institutions: The ET will hold interviews with administrators and professors of universities and pedagogical institutions that initiated an inclusive education curriculum and also those that have instituted child-centered training for social workers. We will also attempt to determine whether appropriate curricula have been developed for all key professions in the child protection system. We will interview individuals in Minsk Oblast Retraining Institute, a partner university in Minsk, as well as Grodna and Gomel Retraining Institutes. We will also interview an individual from Gomel University.

Local Ministry of Education Officials: The ET will interview local MoE officials in Grodna and Polotsk regarding institutions under their management, regarding the devolution of financial obligation for child protection to the local level, and in regard to schools that have instituted inclusive education.

Ministry of Labor and Social Protection: We will interview an individual from this Ministry in Kobrin.

School Officials of Inclusive Education Pilot Schools: The ET will interview school officials of in Krichez, Grodna, and Smorgon.

Directors of State and NGO Child Protection Institutions/Services: The ET will interview select Directors of both state and non-state child care/protection organizations regarding their approach to care. We will interview a total of 12 people who belong to socio-pedagogical centers or habilitation centers in all of the communities and 5 individuals from NGOs.

PWD Grantees: The ET will interview 2 PWD groups that have received grants to determine what they have accomplished and their perspective on CSVG, as well as the inclusion of PWDs in Belarus, as well as their experience, if any, with inclusive education. These groups are run by PWDs so interviewing them will be able to capture the perspective of PWDs regarding how the system and attitudes have changed and CSVG's role in the change process.

Work Plan Annex I: Evaluation Statement of Work

See ANNEX A of final report

Work Plan Annex 2 – Evaluation Questions

1. What major changes in the community-based social services for OVC and PWDs in Belarus do CSVG stakeholders perceive to be the result, in whole or in part, of CSVG activities?

   How relevant are CSVG activities to reducing the number of children being institutionalized, promoting home family care and inclusion of PWDs in society (in the absence of significant GOB resources)? What were perceived to be the most/least useful or effective activities across both project components?

2. What practices/behaviors promoted by CSVG have their local counterparts and/or beneficiaries adopted to successfully advocate for and/or offer modem social protection services to OVC/PWDs without foreign assistance? In particular, in what ways were gender issues considered into those practices/behaviors?

3. Are there any specific areas of inefficiencies in CSVG implementation where improvements can be achieved in the future?

Work Plan Annex 3 – Mission Schedule

CSVG Schedule ◀ ~ November 2014 – March 2015 ~						
Sun	**Mon**	**Tue**	**Wed**	**Thu**	**Fri**	**Sat**
November 16	**17**	**18**	**19**	**20**	**21**	**22**
23	**24**	**25**	**26**	**27** *US: Thanksgiving*	**28**	**29**
30	**December 1**	**2**	**3**	**4**	**5**	**6**
7	**8**	**9**	**10**	**11**	**12**	**13**
14	**15**	**16** Review Materials Home	**17** Review Materials Home	**18** Conference call w/USAID	**19** Review Materials Home	**20**
21	**22**	**23** Ulad Vialichka meets with Jahor Novikau and Irina Mironova	**24**	**25** *US: Christmas*	**26**	**27**
28	**29**	**30** Ulad Vialichka meets Irina Mironova for coordination	**31**	**January 1** *US: New Year*	**2** Submit Draft Workplan	**3**
4	**5**	**6** USAID feedback received on Draft Workplan	**7** *Belarus Orthodox Christmas*	**8** Submit Final Work Plan	**9**	**10** USAID approves final workplan
11	**12** 2 FGDs with service providers and beneficiaries Baranovichy	**13** 2 FGDs with service providers and beneficiaries Zhodino	**14**	**15** FGD(PWD) Minsk	**16**	**17**
18	**19** FGD (OVC) Mini-survey Minsk	**20** Mini-survey	**21** FGD (PWD participants of CFI leadership course) Mini-survey Minsk	**22** Mini-survey	**23** Mini-survey	**24** Thompson and Vialichka Travel to Ukraine Mini-survey

25 Kyiv	**26** Mini-survey ET preparation to Meeting with USAID	**27** Meeting with USAID KIIs Kyiv Mini-survey	**28** Mts & Interviews w/Stakeholders Minsk Mini-survey	**29** Mts & Interviews w/Stakeholders Minsk	**30** Mts & Interviews w/Stakeholders Smorgon *night in Minsk*	**31** Mts & Interviews with Stakeholders Minsk
February 1 Minsk	**2** Mtgs & Interviews with Stakeholders Grodno, *night in Grodno*	**3** Mtgs & Interviews with Stakeholders Kobrin, *night in Kobrin*	**4** Mtgs & Interviews with Stakeholders Gomel, *night in Gomel*	**5** Mts & Interviews with Stakeholders Krichev, *night in Minsk*	**6** Mtgs & Interviews with Stakeholders Minsk	**7** Mtgs & Interviews w/Stakeholders, Analyze Data Minsk
8 Minsk	**9** Out-Briefing In Minsk	**10** Out-Briefing in Kiev	**11** Travel Home	**12**	**13**	**14**
15	**16** Write Draft Report Home *US: Washington Day*	**17** Write Draft Report Home	**18** Write Draft Report Home	**19** Write Draft Report Home	**20** Write Draft Report Home	**21**
22	**23**	**24** Submit Draft Report Home	**25**	**26**	**27**	**28**
March 1	**2**	**3**	**4**	**5**	**6**	**7**
8	**9**	**10**	**11**	**12**	**13**	**14**
15	**16**	**17** Receive Comments Home	**18**	**19**	**20** Integrate Comments Home	**21**
22	**23** Integrate Comments Home	**24** Integrate Comments Home	**25** Integrate Comments Home	**26**	**27**	**28**
29	**30** Integrate Comments Home	**31** Submit Final Report Home	**1**	**2**	**3**	

Work Plan Annex 4– Basic questions for Focus Group Discussions (to be adopted according to specific of participants)

1. What major changes have occurred in the provision of social services at the local level for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities), in your opinion, directly or indirectly connected with the results of CSVG program implementation?

Какие основные изменения произошли в предоставлении социальных услуг на местном уровне для уязвимых групп населения (дети-сироты; дети, пережившие семейное насилие; люди с инвалидностью), которые напрямую или косвенно, на Ваш взгляд, связаны с результатами реализации программы CSVG?

2. Which of the services provided for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities) are the most popular, useful and effective? Why, in your opinion, these examples are successful?

Какие из предоставляемых сервисов для уязвимых групп населения (дети-сироты; дети, пережившие семейное насилие; люди с инвалидностью) являются наиболее востребованными, полезными и эффективными? Почему, с Вашей точки зрения, данные примеры являются успешными?

3. Which of the services provided for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities) are the least useful and / or ineffective, what are the evidences of that?

Какие из предоставляемых сервисов для уязвимых групп населения (дети-сироты; дети, пережившие семейное насилие; люди с инвалидностью) являются наименее полезными и/или недостаточно эффективными, в чём конкретно это проявляется?

4. What are the current problems, difficulties, challenges exist in working with vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities) at the local level? What kind of support (tools, approaches, solutions) you need?

Какие актуальные проблемы, трудности, вызовы существуют в работе с уязвимыми группами населения (дети-сироты; дети, пережившие семейное насилие; люди с инвалидностью) на местном уровне? Какая поддержка (инструменты, подходы, решения) Вам необходима?

5. Did CSFG program equally covered boys and girls - orphans and children who have experienced domestic violence, as well as men and women - people with disabilities? How equivalent in quality and quantity were groups of fathers and mothers at risk involved in program activities? What other aspects related to gender characteristics, it is important to note when discussing the progress and results of program activities?

В равной ли степени программа CSFG работала с мальчиками и девочками - детьми-сиротами и детьми, пережившими семейное насилие, а также с

мужчинами и женщинами - людьми с инвалидностью? Насколько равнозначными по количеству и качеству были группы отцов и матерей зоны риска, вовлеченных в программные активности? Какие еще аспекты, связанные с гендерными особенностями, важно отметить, обсуждая ход и результаты программных мероприятий?

6. What sense do you mean by the concepts of "inclusion" and "advocacy" for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities)?

Какой смысл Вы вкладываете в понятия «инклюзия» и «адвокатирование» для уязвимых групп населения (дети-сироты; дети, пережившие семейное насилие; люди с инвалидностью)?

7. What aspects CFI needs to pay attention to increase the capacity and efficiency of CSVG program in Belarus in the future?

На какие аспекты нужно обратить внимание МДФ для того, чтобы повысить потенциал и эффективность реализации программы CSVG в Беларуси в будущем?

Work Plan Annex 5– Mini-survey questionnaire

Mini-survey of service-providers and multipliers of the program "Community services for vulnerable groups" (CSVG)

Dear Sir\Madam,

We contacted you because you and / or your organization participated in the activities, as part of the Child Fund International program CSVG project (2005-2014).

ME&A (Mendez England & Associates), a consulting company in the USA, with the participation of national and international experts, is conducting an independent evaluation of CSVG program. As part of the assessment process we collect information from people and organizations that participated in the program in order to evaluate its effectiveness, as well as understand how to organize the continuation of the program in the future.

Your participation is important to us because it is one of the sources of information from which we can get a direct and confidential opinion on the quality of program services from its direct beneficiaries.

Completing the survey will take no more than 20-25 minutes. Your participation in the assessment is voluntary. ME&A guarantees confidentiality of your information. Information (including personal one) you provide will only be used in a generalized way. This means that according to the survey it will be impossible to track individual responses of survey participants and their names, these organizations, etc.

If you have any questions about the survey, you can ask them representatives of the expert team and the head of this research Mr. Ulad Vialichka u.vialichka@gmail.com, and he will give you the information you need or will assist in filling out the questionnaire.

Top of Form

Basic information about the respondent

As mentioned above, polling data is confidential. Your name will be accessible only to ME&A experts and will be used to contact you if necessary.

1. Your Name and Family name *
(this data is confidential)

2. Your sex *
   - o Female
   - o Male
   - o I prefer not to answer

3. Name of the organization, where you work (or have worked at the time, when we took part in the project) *
If you changed job place since then, when you have participated in the project, please specify the organization / structure / organization on whose behalf you participated in the project. Current place of work (if different), you can specify later.

4. In what city is (or was) the organization on whose behalf you are participating in the program?*
If you changed the city of work from the time when you participated in the program, please indicate the organization / structure / organization on whose behalf you are participating in the program.

5. Choose region, where the city\town is situated *

- o Minsk city
- o Brest region
- o Vitebsk region
- o Gomel region
- o Grodno region область
- o Minsk region
- o Mogilev region

6. Since when do you work (worked) in this organization? *

- o Started earlier than 2005
- o 2006
- o 2007
- o 2008
- o 2009
- o 2010
- o 2011
- o 2012
- o 2013
- o 2014

7. Till when have you been working in this organization? *

- o Up to now
- o 2006
- o 2007
- o 2008
- o 2009
- o 2010
- o 2011
- o 2012
- o 2013
- o 2014

Information about new place of employment

Please, provide us information about your new place of employment

8. New (current) employment

9. Location (city, town) of new employment

10. Please, comment the fact of changing workplace.

We are interested in information about the connection of the new and former employment with the activities of the CSVG program. If the change of place of work was associated with the program or its completion, also indicate this. Tell us also if you are using the knowledge and experience gained through the program or your new job.

Top of Form

Information about organization

We ask you to respond further questions on the basis of the place of work / position that you had when you were involved in the program CSVG

11. Your organization *

- State institution (for example Social Service Center)
- Local government body
- Non-governmental organization
- Other (please, specify):

12. What your organization is doing? *

Please, choose one or more options, the most reflecting sphere of activity of your organization.

- Direct assistance / services to vulnerable groups
- Training, professional development specialists providing such services, replicating the experience
- Decision-making regarding the situation of orphans, children in situations of violence and \ or people with disabilities (eg, local authority, department of the executive committee, etc.)
- Formation and implementation of social policy development, legislative and regulatory framework of activities related to the situation of vulnerable groups (such as the Ministry)
- Other (please, specify):

13. What is your role/function in the organization?

Choose one or more options. Name your real role, which may not necessarily exactly match the name of the position or job description. It can vary or amend the direction of the organization. For example, the role of Social Service Center is direct assistance to target groups. But the specialist Social Service Centre can, among other, provide training or develop methodical guidelines.

- Specialist on services for the target groups (children, parents, people with disabilities etc.)
- Trainer, lecturer
- Methodist (specialist responsible for development of methods, technologies of work etc.).
- Manager/chief, decision-maker
- Expert, consultant, advisor
- Other (please, specify):
- Participation of respondent in program activities

14. Do you know about implementation by Child Fund International the program Community Services to Vulnerable Groups in Belarus?

- No, I don't
- Yes, I do
- I am the participant of CSVG program

Role and function in the program

15. What was the subject of your cooperation with the program?

Choose one or more topics, covered by the program to understand how you are connected to it.

- People with disabilities and their families
- Orphans, violated children
- Other (please, specify):

16. Which of CSVG components have you taken part in?

Choose one or more options from the list

- Trainings and other educational activities for orphans and violated children
- Trainings and other educational activities for parents of disadvantaged families or foster families
- Trainings and other educational activities for people with disabilities and their families
- Trainings and professional development for the staff of the system of education and \ or social protection
- Trainings and other educational activities for other representatives of local communities (e.g. non-governmental organizations, employers, etc.)
- Participation in the National trainers' team of CSVG program
- Development of appropriate direction of activities within the Regional Institute of Education Development
- Participation in the development of guidelines and standards
- Participation in national conferences, round tables on relevant topics
- Active work with the media, promotion of modern ideas and technologies work with vulnerable groups in the information space

Competence and multiplication

17. Which issues have you become more competent thanks to participation in CSVG program?

Answer the question on a five-point scale, where 1 is not changed, 5 changed to the maximum extent (0 - It is difficult to evaluate whether or not to participate in activities to develop competencies in this field)

	0	1	2	3	4	5
Services on prevention and rehabilitation for children and families						
Development of alternative methods such as family care for orphans of family type (PRIDE model)						
Services for children with disabilities and their families (e.g., the Life Skills program)						
Dissemination of experience in the development of Parental skills program						
Advocacy methods for vulnerable groups (prevention of domestic violence, increase public literacy regarding vulnerable groups, public campaigns etc.)						
Opportunities for development of quality standards in social investigation and rehabilitation						
Strengthening organizational capacity, organizational development						

18. Which methods of education \ upgrading qualification were used when transferring competences to you?

- Lectures, courses for upgrading qualification
- Seminars \ trainings
- Study and exchange visits within Belarus
- Study and exchange visits outside Belarus
- Literature, manuals, study materials
- Other (please, specify):

19. To what extent change your competence in the above areas affected by the situation in the community?
Please rate on a scale the degree of this influence on the components, where 1 is not affected, 5 - affects as much as possible (0 - It is difficult to estimate)

	0	1	2	3	4	5
Community has become more inclusive						
Community has become more tolerant						
Information on the status of vulnerable groups has become more open and discussed						
The number of families wishing to host orphans has increased						
Quality of public agencies working with vulnerable groups has changed for the better						
Family-centered approach to child protection has realized In the community						
Effective system of interaction between different organizations for vulnerable groups has been created and operates						
The number of children and people with disabilities entering the residential care has decreased						

20. How do you consider the interests of men and women (aspects of gender non-discrimination) in your activities?

- This aspect is not relevant for Belarus
- This aspect is not relevant for my work
- I collect statistics about number of men and women (boys and girls)
- I change approaches to my work depending on gender of a person I work with
- Other (please, specify):

21. How program activities influenced your competence in consideration of the interests of men and women (gender non-discrimination) in your work?

	1	2	3	4	5	6	7	
No Influence								The highest degree of influence

Exchange of experience and interaction

22. Have you transferred gained professional knowledge / experience to other specialists? If yes, then how?

- No, I did not do that
- Trained / consulted my colleagues
- Conducted training / consultation for experts of organizations similar to the one in which I work (for example, Social Service Centre employee trained staff of other SSC)
- Conducted presentation of the principles and approaches to related organizations
- Conducted lecture or training within the course of upgrading qualification
- Presented experience at wider meetings of experts in my city / region
- I was invited to present experience at the meeting of experts in other city / region
- I hosted people studied and learned about my experience on the basis of my organization
- Wrote articles / publications / manuals / guidelines
- Via participation in scientific conferences

23. Please, assess how often you exchange professional information with colleagues from other cities on the issues related to the theme of CSVG program

- I maintain contacts regularly
- I maintain contacts sporadically
- I don't keep contacts with colleagues

24. Which way do these professional contacts happen?

- I don't keep contacts with colleagues
- I am contacted by my colleagues (by phone or e-mail …)
- I initiate contact with my colleagues
- We meet at the seminars, round tables initiated by the program
- We meet at the meetings, courses, seminars organized out of program frames
- We maintain contact and communication by electronic means of communication and social networks (Vkontakte, Facebook, Classmates, etc.)

25. How intensively you personally, as an expert, hold professional contacts with the Child Fund International (CFI) and / or their experts?
Please, indicate how often you contact CFI - consulting, participation in events, communicating by e-mail ...

- Once a week or more often
- 1-2 times a month
- Once for several months
- Once a year or more rare
- I don't keep contacts with CFI

Evaluation of the program

26. Who is your target group within the frames of your professional activity?

- Children from families at risk
- Disadvantaged families, where parents can be deprived of parental rights
- Neighbors and people from surrounding of families at risk
- People with disabilities
- Families of people with disabilities
- Other (please, specify):

27. With whom your interact in the process of your work activities?

	No interaction	Information Exchange	Participated in each other's events	Jointly organized events or activities	Common goals, coordination of achieving them together
Local governance bodies					
Educational institutions					
Social protection institutions					
Non-governmental organizations					
Church based organizations					
Media, journalists					
Business companies, employers					

28. Please, assess the extent to which the program contributes to the development of the following aspects

Evaluate your subjective opinion, on a scale the degree of influence of the program on individual aspects, where 1 is no influence, 5 - the maximum positive impact (0 - It is difficult to estimate)

	0	1	2	3	4	5
Improving the quality of government institutions (both national and local level) responsible for the work with vulnerable groups						
Development of local communities and their ability to take responsibility for the socialization of vulnerable groups						
Improving the social services system and assistance to vulnerable groups						
De-institutionalization of vulnerable groups (reducing the number of vulnerable groups in institutions - schools, children's homes, etc.).						

	0	1	2	3	4	5
Introduction of new approaches and methods of work with vulnerable groups						
Improving the quality of life of vulnerable groups						
Replicating / dissemination of experience and practice from the program						

29. What, in your opinion, can be considered the greatest success of the program?
Please, name one or more of the most valuable achievements of the program - something that can be considered a success, the pride of the program. We are interested in your personal opinion as a specialist.

30. How the program affected you personally? What kind of effects for you personally generated by the program?
Describe one or more of the most important effects of participation in the program. If you don't have such effects, please indicate it as well.

31. How can you evaluate the efficiency of the team of the Child Fund International for the implementation of the program?
Please rate, professional and organizational quality of CFI employees with whom you had a chance to interact within the program

	1	2	3	4	5	6	7	
Minimal efficiency								Maximal efficiency

Recommendations for improvement of CSVG program

32. If you would participate in planning a new program of similar orientation in the future, what would you do differently?

Please, suggest your ways to improve the program in terms of its content.

33. What would you do different way when planning the program from the point of management?

Please, suggest your ways to improve the program in terms of its organization and management.

Please, press the button "Ready" in the bottom of this page
Only after pressing this button your responses will be saved in the database.

Your responses are saved. Your participation and answers are of high importance for us!

Thank you very much for your participation in the survey!

Work Plan Annex 6– List of Stakeholders for Interview

INTERVIEWS in MINSK : list of stakeholder's contacts

Name	Organization	Note
Irina Mironova	Head, Child Fund International representation in Belarus	
Yulia Popruzhenko	Program manager, Child Fund International representation in Belarus	
	Program Experts Child Fund International representation in Belarus	
	National team of Trainers of CFI	
Jahor Novikau	Program officer, USAID Minsk	
Galina Ivanovna Rudenkova	Ministry of Education	Head of Child Protection Unit in 2005-2014
Alla Sergeevna Kardash	Head of Minsk Oblast Committee on Juvenale Deliquencies	
Antonina Michailovna Zmushko	Head of Special Education Department, Ministry of Education	
Marina Alexandrovna Sorotnik	Head of Department for Social Work, Ministry of Education	
Anna Pavlovna Gurko	Vice-Rector, Minsk Oblast re-training institute	Child Protection trainer
Nina Ivanovna Kashkan	Minsk Oblast re-training institute, Faculty	PRIDE trainer, Task Group member
Marina Ananenko	UNICEF, Child Protection Specialist	OVC Project Manager in 2006-2010
Alexander Karankevich	UNICEF, Senior Child Protection Specialist	Joint advocacy/ lobbying
Olga Lukashova	UNFPA, Domestic Violence specialist	Domestic violence prevention program
Sergei Drozdovsky	Office for the rights of people with disabilities	PWD program partner
Elena Titova	BelAPDIMI	OVC\PWD program partner

Regional travels (contact list)

Place/persons	Organization	Notes
GRODNO:		
Galina Iosifovna Rutkovskaya	Socio-pedagogical center, Director	Sub-grants, trainer on SafeCare, Family-centered approach
Galina Birich	Grodno Oblast Re-training Institute	PWD/OVC: Sub-grants &curriculum development (Family-centered approach, PRIDE, Inclusive education)
Igor Anatolyevich Slinko	Grodno Oblast Re-training Institute	Sub-grants &curriculum development (Family-centered approach, PRIDE, Aflatoun, Parenting Education)
Liudmila Vladimirovna Nitskaya	Grodno Educational Department, Chief specialist	OVC: multidisciplinary team
Natalya Davydchik	Grodno preschool #100	OVC: SafeCare home visitor
SMORGON:		
Larissa Genrikovna Tatarinova	Socio-pedagogical center, Director	OVC services: youth afterschool clubs
Olga Alexandrovna Chekun	Socio-pedagogical center, Deputy head	OVC: PRIDE, trainer on Family-centered approach, Marte Meo therapy, Aflatoun program
Natalya Nikolaevna Mikenya	Socio-pedagogical center, Psychologist	OVC: Parenting Education, PRIDE
Inna Sergeevna Telyak	Habilitation Center for Chldren with Disabilities, Psychologist	PWD: Inclusive Education, trainer, sub-grant
Irina Fedorovna Makarenko	Smorgon preschool # 6	PWD: Inclusive Education, sub-grant
KOBRIN		
Galina Vavilovna Pasyuk	Socio-pedagogical center, Director	OVC: multidisciplinary teams, community volunteers, PRIDE
Lidia Michailovna Baranchuk	Divin Children's House, Psychoogist	OVC: Sub-grants, PRIDE master trainer
Irena Romualdovna Rumayntseva	Habilitaion Center for Children with Disabilities, Director	PWD: sub-grants (services)
Svetlana Ivanovna Nikolenko	Kobrin School #3, Deputy head	OVC: sub-grants, social drama theatre, life skills education,

		social and financial education for children
Yelena Kheilo	BelAPDiMI Kobrin branch	OVC: sub-grants
Tatiana Nikolaevna Boiko	Kobrin Department of Labour and Social protection, Head	OVC: subgrants (12 step AA groups, domestic violence, prevention of child abuse)
Krichev		
Tatiana Alexandrovna Odynets	Krichev preschool #19, Psychologist	OVC/PWD: PWD self-help groups, inclusive education, OVC Parenting education
Raissa Valerianovna Gotovchik	Socio-pedagogical center, Social pedagogue	OVC: multidisciplinary teams, community volunteers, PRIDE
Svetlana Leonidovna Boltikova	Socio-pedagogical center, Director	OVC: multidisciplinary teams
Yelena Ivanovna Kostenich	Socio-pedagogical center, Psychologist	OVC: PRIDE, Pareting education
GOMEL:		
Sergei Baumanis, Gennadiy Zolotarev	NGO Invalidy -spinalniki	PWD sub-grant: services +advocacy for PWD job placement, capacity building
Yelena Anatolyevna Smirnova	Gomel Oblast Re-training Institute, faculty member	OVC: capacity building for CP practitioners (PRIDE, Family-centered approach)
Tatiana Yurievna Shatyuk	Gomel University, Head of the Chair of social and pedagogic psychology	OVC: capacity building, curriculum development
Marina Letoshko	Habilitaion Center for Children with Disabilities, methods specialist	PWD: Inclusive education, trainer

The stakeholders for the mini-survey, KIIs, and FGDs will be derived from the groups listed previously in this work plan. By January 8 2015, we will be able to provide the names and contact information for all those stakeholder who we will include in our sample.

Work Plan Annex 7 – KII preliminary questionnaire

KIIs interview instruments for service providers from the communities, (not) covered by CSVG activities

Вопросы, выделенные синим цветом - задаем тем, кто принимал участие в программе.
Вопросы, выделеные зеленым цветом задаем только тем, кто НЕ принимал участие в программе

Questions highlighted in blue - ask those who participated in the program.
Questions highlighted in green set only to those who do not participate in the program

Благодарим Вас за то, что вы согласились встретиться с нами сегодня.	Thank you for meeting with us today.
Мы представляем ME&A (Mendez, England & Associates), консалтинговая компания из США. Мы проводим независимую оценку программы «Услуги в местных сообществах для уязвимых групп.» (Если требуется - даем вариант текста на английском - Community Services to Vulnerable Groups, далее - CSVG). Данная программа реализовывалась Международным детским фондом в 2005-2015 году.	We are experts of ME&A (Mendez, England & Associates), a consultancy company from USA. We are conducting an evaluation for "Community services for vulnerable groups (2005-2014, hereinafter - CSVG) program", implemented by Child Fund International in 2005-2014
Проведение оценки – это стандартная практика для организаций, работающих в области развития во всем мире, и USAID не является исключением. По результатам оценки мы составим краткий отчет для USAID, и надеемся, что он будет доступен Вам и ключевым заинтересованных сторон, однако окончательное решение на этот счет остается за USAID.	Conducting an evaluation is a standard practice in development organizations around the world, including USAID. We will write a concise evaluation paper for USAID. We hope they will share it with you and key stekaholders, but it is USAID's evaluation and thus it wil be their decision.
В своей работе мы используем стандартный общепринятый подход к оценке, в том числе используя принципы анонимности и отсутствия ссылок на источники информации. Во время нашей беседы мы будем делать заметки, однако при написании отчета мы не будем указывать ваше имя или название вашей организации – либо использовать предоставленную информацию таким образом, который даст возможность определить, что она поступила от вас или вашей организации.	There are a standard set of best practices in evaluation that we will use, including anonymity and non-attribution. We will take notes during our conversation. But in writing the report, we will not use your name or the name of your organization – or use the information you provide in such a way that can be traced back to you or your organization.
В рамках оценки программы USAID попросил нас сфокусироваться на ряде вопросов, связанных с реализацией мероприятий программы и ее результатами.	
В рамках оценки программы USAID попросил нас сфокусироваться на ряде вопросов, связанных с реализацией мероприятий программы и ее результатами. Исходя из этого запроса мы хотим	For the evaluation of the program, USAID has asked us to focus on a set of issues around program activities and outputs. We thus want to focus our questions on

задать Вам несколько вопрсов, которые касаются Вашего участия в программе а также того, как Вы и Ваша организация смогла изменить ситуацию в сообществе в части проблемы институциализации детей из неблагополучных семей и социализации людей с инвалидностью.	your participation in the program as well as on how you and your organization were able to change situation in the community regarding the problem of institutionalisation of vulnerable children as well as on socialization of PWDs.
Для сравнительного анализа хода реализации программы мы проводим интервью также со специалистами организаций, которые не принимали участие в программе и контакты которые были получены из источников, независимых от программы.	For a comparative analysis of the implementation of the program, we will also conduct interviews with experts of organizations that did not participate in the program and the contacts that have been obtained from the sources, independen from the program.
Ваше участие в интервью является добровольным. Вы можете отказаться от интервью прямо сейчас. А также Вы можете отказаться от ответа на любой из вопросов без объяснения причин. Есть ли у вас какие-либо вопросы к нас перед тем, как мы приступим к интервью?	Your participation in this interview is voluntary. You may refuse the interview right now. And also you can refuse to answer any of the questions without explanation. Do you have any question for us before we begin with a set of brief, direct questions?

SOW references numbers (to connect specific questions with interview questions) - see first column of the table below:

The Contractor will:

- assess the relevance,
- effectiveness, and
- efficiency of major CSVG activities intended to
- increase the degree of inclusion of OVC and PWDs into Belarusian society and
- recommend approaches for potential follow-on programming.

Q.1. What major changes in the community-based social services for OVC and PWDs in Belarus do CSVG stakeholders perceive to be the result, in whole or in part, of CSVG activities?

Q.1a. How relevant are CSVG activities to reducing the number of children being institutionalized, promoting home family care and inclusion of PWDs in society (in the absence of significant GOB resources)?
Q.1b. What were perceived to be the most/least useful or effective activities across both project components?

Q.2. What practices/behaviors promoted by CSVG have their local counterparts and/or beneficiaries adopted to successfully advocate for and/or offer modem social protection services to OVC/PWDs without foreign assistance?
Q.2a. In particular, in what ways were gender issues considered into those practices/behaviors?

Q.3. Are there any specific areas of inefficiencies in CSVG implementation where improvements can be achieved in the future?

SOW Ref #	Russian	English
n/a	**1. Данные об интервьюируемом:** Имя: Организация: Контакные данные: Город: Область:	**1. Personal data:** Name: Organization: Contact: Town/City: Region of Belarus:
n/a	**2. Пожалуйста, кратко расскажите о вашей организации и ее деятельности.** *Ипользуем данное описание для ответов на вопросы ниже. При необходимости - задаем уточняющие вопросы.*	**2. Can you give us short overview about your organization and its activities?** *Using the answer to note the answers to the list of questions below. Asking guiding questions if needed.*
	Информация об организации/интервьюируемом: **Организация:** ● Государственное учреждение (например, ТЦСОН) ● Орган местной власти ● Некоммерческая организация ● Другое (пожалуйста, уточните) **Организация занимается:** ● Прямой помощью/оказанием услуг представителям уязвимых групп ● Обучением, повышением квалификации специалистов, оказывающих такие услуги, мультиплицированием опыта ● Принятием решений относительно ситуации детей-сирот, детей в ситуации насилия и\или людей с инвалидностью (например, орган местной власти, отдел исполкома и т.п.) ● Формированием и реализацией социальной политики, развитием, законодательным и нормативным регулированием сферы деятельности, связанной с положением уязвимых групп (например, министерство) ● Другое (пожалуйста, уточните)	**Overview of the organization/person:** **Organization:** ● State institution (for example Territorial Social Service Center) ● Local government body ● Non-governmental organization ● Other (please, specify): **Organization provides:** ● Direct assistance / services to vulnerable groups ● Training, professional development specialists providing such services, replicating the experience ● Decision-making regarding the situation of orphans, children in situations of violence and/or people with disabilities (eg, local authority, department of the executive committee, etc.) ● Formation and implementation of social policy development, legislative and regulatory framework of activities related to the situation of vulnerable groups (such as the Ministry) ● Other (please, specify): **Does your organization work with:** ● People with disabilities and their families ● Orphans, violated children, their families **What is your role/function in the organization:** ● Specialist on services for the target groups ● Trainer, lecturer ● Methodist (specialist responsible for development of methods, technologies of work etc.).

	Ваша организация работает с: ● Людьми с инвалидностью и их семьями ● Сиротами, детьми в кризисной ситуации, их семьями **Ваша роль в организации:** ● Специалист, работаю с целевой группой ● Тренер, преподаватель ● Методист (разрабатываю методики/подходы) ● Руководитель \ Лицо принимающее решение ● Эксперт, консультант, советник ● Другое (пожалуйста, уточните)	● Manager/decision-maker ● Expert, consultant, advisor ● Other (please, specify):
n/a	**3. Знакомы ли Вы/ Принимали ли Вы участие в программе, реализуемой Международным детским фондом - название "Услуги в местных сообществах для уязвимых групп" - по-английски "Community Services to Vulnerable Groups in Belarus"?** ● Нет, не знаком(а) \ не принимал(а) ● Да, знаком(а) с этой программой ● Да, принимал(а) участие в мероприятиях этой программы *В случае затруднений - задаем наводящий вопрос: мероприятия, направленные на де-институционализацию детей, увеличение количества и улучшение качества социальных услуг для детей-сирот, детей в ситуации насилия и людей с инвалидностью и членов их семей на местном уровне, повышение уровня инклюзии этих уязвимых групп и т.п.* *Вопросы, выделенные синим цветом задаем только тем, кто сообщил что знаком или принимал участие в программе.*	**3. Do you know/participate in implementation by Child Fund International of the program Community Services to Vulnerable Groups in Belarus?** ● No, I don't ● Yes, I know about this program ● Yes, I participated in some activities of this program *In case of difficulty - ask a leading question: measures aimed at de-institutionalization of children, increase the quantity and improve the quality of social services for orphans and violated children and people with disabilities and their families at the local level, increasing the level of inclusion of these vulnerable groups, etc.* *Questions highlighted in blue ask only those who said that he knew or participated in the program.*
(1).1 **(1).2** **(1).3** **Q.1** **Q.1a** **Q.1b** **Q.2** **Q.2a**	**4. Опишите, пожалуйста, то, как в Вашем сообществе организована работа с социально <u>уязвимыми детьми и их семьями</u>? Какие методологии, подходы и принципы используются (сообщите, если у них есть какие-то названия)? Как Ваша организация узнала/изучила данные методологии и подходы? Какую помощь Вам оказала программа? Что из поддержки программы было**	**4. Please describe how is your community work with socially <u>vulnerable children and their families</u> organized? What methodologies, approaches and principles are used (if they have any names - please provide)? How does your organization learn / study these methodologies and approaches? What kind of assistance have you received from the program? What of this assistance was the most useful?**

	наиболее полезно? *Интерпретируем ответ для того, чтобы понять и ответить на вопросы (при обработке данных):* 1. *Ведется ли профилактическая работа (профилактика институциализации) в принципе?* 2. *Используются ли методы, направленные на стимулирование восприятия проблемы социально уязвимых людей как проблемы сообщества в целом?* 3. *Известно ли в сообществе о методике PRIDE?* 4. *Практикуется ли семейно-центрированный подход в защите ребенка?* 5. *На сколько изменения в системе работы связаны с интервенцией программы. На сколько эти изменения устойчивы и инсститутционализированы?*	*Interpret the answer in order to understand (on data processing stage):* 1. *Is there prevention work (prevention of institutionalization) organized in principle?* 2. *Are approaches, focused on increasing ownership of the community on care of the vulnerable children is used?* 3. *Did they know about PRIDE methodology?* 4. *Do they practice family-centered approach in child protection?* 5. *In what extend are the changes in the work related/connected to the program intervention? Are these changes sustainable and institutionalized?*
(1).1 **(1).2** **(1).3** **Q.1** **Q.1a** **Q.1b** **Q.2** **Q.2a**	**5. Опишите, пожалуйста, то, как в Вашем сообществе организована работа по социализации <u>детей с инвалидностью</u>? Какие методологии, подходы и принципы используются (если у них есть какие-то названия)? Как Ваша организация узнала/изучила данные методологии и подходы? Какую помощь Вам оказала программа? Что из поддержки программы было наиболее полезно?** *Интерпретируем ответ для того, чтобы понять и ответить на вопросы (при обработке данных):* 1. *Ведется ли работа с ЛсИ в принципе?* 2. *Имеется ли понимание различий между гуманитарным и инклюзивным подходом?* 3. *Оказываются ли услуги для детей с инвалидностью и их семей, направленные на инклюзивный подход*	**5. Please describe how does your community organize work on socialization of <u>children with disabilities</u>? What methodologies, approaches and principles have been used (if they have any names)? How does your organization learn / study these methodologies and approaches? What kind of assistance have you received from the program? What of this assistance was the most usefull?** *Interpret the answer in order to understand and answer the questions (in data processing):* 1. *Is there work with PWD in principle?* 2. *Is there an understanding of differences between humanitarian and inclusive approach?* 3. *Are services offered for children with disabilities and their families aimed at inclusive approach (for example, the Life Skills program)* 4. *Are there any systematic services offered for parents, like programs for development of Parental skills?* 5. *In what extent are the changes in the work related/connected to the program intervention. Are these changes sustainable and institutionalized?*

	(например, программа Life Skills) 4. *Предлагаются ли какие-то системные услуги для родителей, такие как программа развития родительских навыков.* 5. *На сколько изменения в системе работы связаны с интервенцией программы. На сколько эти изменения устойчивы и инсиституционализированы?*	
(1).4 Q.2	**6. Опишите, как у Вас организована работа с широкой общественностью по вопросам правильного отношения и/или поведения в отношении уязвимых групп?** *Если собеседник затрудняется ответить - задаем уточняющий вопрос: Проводятся ли мероприятия в сфере профилактика домашнего насилия, направленные рост общественной грамотности в вопросах положения уязвимых групп, общественные кампании и акции и т.п?* **Как ваше участие в программе (сотрудничество с МДФ) повлияло на подходы к этой работе?** *Интерпретируем данные для понимания того, в какой степени осуществляется адвокатирование в интересах уязвимых групп. Оцениваем влияние программы на запланированные эффекты и изменения.*	**6. Describe how do you organize work with the general public in terms of proper attitude and / or behavior in relation to vulnerable groups?** *If the interviewee has difficulties answering, ask a guiding question: Are there activities in the field of prevention of domestic violence, increase public literacy regarding vulnerable groups, public campaigns etc.?* **How has your participation in the program (cooperation with CFI) influenced the approach to this work?** *Interpret the data in order to understand the extent to which extend Advocacy for vulnerable groups is done. Evaluation achivement of the expected outcomes and impact of the program.*
Q.2a	**7. Учитывает ли ваша организация гендерные вопросы в своей деятельности? Каким образом ваша организация работает с гендерными вопросами в рамках деятельности?**	**7. Does your organization incorporate gender into its work? How does your organization incorporate gender into its work?**
Q.2a	8. Оказывал ли МДФ вашей организации поддержку с целью включения гендерных вопросов в деятельность и используемые подходы? Если да - какую? Какие виды помощи/поддержки вы получили за последние пять лет для включения гендерных вопросов в деятельность организации?	8. Has, and how has, CFI supported you to incorporate gender into your activities and approaches? What kind of assistance have you received to help you incorporate gender into work over the last ten years?
(1).2	**9. Организована ли работа по**	**9. Whether organized work to improve the quality of**

(1).3 Q.1a Q.2	**повышению качества оказываемых услуг? Как? Кем? Проводил ли МДФ оценку качества оказываемых услуг? Как программе повлияла на Вашу собственную систему оценки/повышения качества оказываемых услуг?** *Интерпретируем данные для понимания ведется ли работа по* *1. Развитие стандартов качества в социальном расследовании и реабилитации* *2. Укрепление потенциала организации, организационное развитие* *3. Оцениваем то, как программа повлияла на развитие стандартов и укрепление потенциала.* *4. Оцениваем наличие системы внутренней оценки качества оказываемых услуг как один из критериев устойчивой/саморазвивающейся системы.*	**services? How? By Whom? Does CFI evaluate quality of the social services? How has the program contributed to the system of the assesment/improvement of the quality of the social services?** *Interpret the answer in order to understand are any activities, focused on:* *1. Development of quality standards in social investigation and rehabilitation* *2. Strengthening organizational capacity, organizational development* *3. Evaluate how the program has influenced the development of the standards and capacity building.* *4. Assess the existence of a system of internal evaluation of quality of services as a criteria of sustainable / self-developing system.*
	Имеется ли у Вас локальная статистика за последние 10 лет о переводе в интернаты (или использование других способов институциализации) детей? Пожалуйста, поделитесь этими данными. Какова динамика? *Получаем/копируем/фотографируем доступные документы.*	**Do you have any local statistics/data on institutionalization of children for the last 10 years? Please, provide data.** **What is the dynamic?** *Taking/copying/making photo of the documents available*
	В частности, интересуют ответы на следующие вопросы: *Задаеам данные вопросы в случае если данные недоступны и/или их нельзя копировать.* Сколько детей из интернатных учреждений было воссоединено с их семьями (в том числе приемными) в 2005-2014 (по годам)? Сколько детей было охвачено услугами на базе местного сообщества в 2005-2014 (по годам)? Сколько новых детей-сирот и детей в ситуации насилия было воссоединено с	**In particular, we are interested in the answers to the following questions:** *Asking these questions if data is available and / or cannot be copied.* How many institutionalized children have been reunited with families (including foster families) in 2005-2014 (by the year)? How many children have been placed in community based services in 2005-2014 (by the year)? How many newly abandoned children have been reunited with families or placed in community based services instead of being institutionalized in 2005-2014 (by the year)? How many PWD and their families have been covered by

	их семьями либо охвачено услугами на базе местного сообщества вместо институционализации в 2005-2014 (по годам)? Сколько людей с инвалидностью и их семей были охвачены услугами на базе сообщества в 2005-2014 (по годам)?	community based services in 2005-2014 (by the year)?
(1).2 Q.1 Q.1a Q.1b (2)	**10. Как, по вашему мнению, повлияло участие Вашей организации/сообщества в программе CSVG на динамику выше? Что может быть подтверждением/доказательства данного влияния?** *Если удалось запросить показатели заранее - показываем их интервьюируемому и просим интерпретировать.*	**10. How has participation of your organization/community in CSVG program is related to the dynamic\statistic mentioned above? What could be proof / evidence of this influence?** *If you are able to request advance indicators - show them and ask the interviewee to interpret.*
(1).2 (1).4 Q.1	**11. Опишите, как изменилось отношение Вашего сообщества к социальным проблемам и вызовам за последние 10 лет? Как на эти изменения повлияла программа CSVG? Что может быть подтверждением/доказательства данного влияния?** *Интерпретируем при анализе чтобы понять можем ли мы утверждать, что за последние 10 лет:* ● *Местное сообщество стало более инклюзивным* ● *Местное ообщество стало более толерантным* ● *Информация о положении уязвимых групп стала более открытой и обсуждаемой* ● *Увеличилось количество семей, желающих принять у себя детей-сирот* ● *Изменилось в лучшую сторону качество работы государственных учреждений, работающих с уязвимыми группами* ● *В сообществе реализован семейно-центрированный подход в защите ребенка* ● *Создана и работает эффективная система взаимодействия различных организаций в интересах уязвимых групп*	**11.Please, describe, how has your community attitude changed in the past 10 years? How has CSVG program influenced these changes? What could be proof / evidence of this influence?** *Interpreting during the data analysis about can we say that for the last 10 years:* ● *Local community has become more inclusive* ● *Local community has become more tolerant* ● *Information on the status of vulnerable groups has become more open and discussed* ● *The number of families wishing to host orphans has increased* ● *Quality of public agencies working with vulnerable groups has changed for the better* ● *Family-centered approach to child protection has realized in the community* ● *Effective system of interaction between different organizations for vulnerable groups has been created and operates* ● *The number of children and people with disabilities entering the residential care has decreased* ● *Evaluate the influence of the program on these changes* ● *Evaluate sustainability and institutional memory.*

	● *Сократилось число детей и людей с инвалидностью, попадающих в интернатные учреждения* ● *Оцениваем то, как программа повлияла на данные изменения.* ● *Оцениваем устойчивость данных изменений и институциональную память.*	
(1).1 (2) **Q.1b**	**12. Какого рода проблемы/Вызовы с точки зрения семейно-центрированного/инклюзивного подхода в социальной защите ребенка имеются в Вашем сообществе? Если бы Вы принимали участие в планировании мероприятий аналогичной программы в будущем, какого рода мероприятия и цели Вы бы включили в нее? Почему?** *Анализируем возможные предложения для продолжения программы а также с точки зрения релевантности программы.*	**12. What kind of problems/challenges do you see in terms of family-centered/inclusive approach in social protection of the children in your community? If you were to participate in the planning of a similar program in the future, what kind of activities and goals would you include in it? Why?** *Analyze possible proposals for a continuation of the program as well as in terms of the relevance of the program.*
Q3	**13. Какие сильные стороны системы менеджмента (системы управления) программой МДФ вы можете отметить, основываясь на работе МДФ с вашей организацией? Какие слабые стороны системы менеджмента вы можете отметить на основе опыта вашей совместной работы за последние 10 лет?** *При необходимостти, напрямую спрашиваем вопрос о наличие специфических областей, в котроых реализация прогарммы CSVG было неэффективно и в чем программа могла бы быть усовершенствована в будущем.* *Анализируем то, к какой из областей менеджмента относятся упоминаемые сильные и слабые стороны. Рассчитываем частоту упоминания тех или иных областей систмы менеджмента МДФ и обобщаем данные.*	**13. What do you see as the strengths of the program (CFI) management structure based on its work with your organization? What do you see as weaknesses in program (CFI) management structure based on this experience over the last 10 years.** *If needed, ask directly whether there any specific areas of inefficiencies in CSVG implementation and where improvements can be achieved in the future?* *Analysing management areas, and the strengths and weaknesses. Calculating the frequency of mentioning the areas of CFI managemet system and generalizing data.*
(2) Q.3	14. Благодарим вас за вашу работу по по развитию сферы социального обслуживание и повышения степени	14. Thank you for all your work in developing social care and increasing the level of inslusion of the society of Belarus and for talking with us today. In conclusion, **is there anything**

	инклюзивности общества Беларуси, а также за то, что вы согласились поговорить с нами сегодня. **Возможно, в заключение вы хотите сказать еще что-то, что с вашей точки зрения является важным по отношению к теме нашей беседы?**	**else that you would like to tell us that is relevant to our conversation today?**

Work Plan Annex 8 – Evaluation Design Matrix

CSVG Evaluation Design Matrix			
Main Evaluation Questions	**Sub Questions**	**Data Sources**	**Data Collection Methods**
1. What major changes in the community-based social services for OVC and PWDs in Belarus do CSVG stakeholders perceive to be the result in whole or in part of CSVG activities? How relevant are CSVG activities to reducing the number of children being institutionalized, promoting home family care and inclusion of PWDs in society (in the absence of significant GOB resources)? What were perceived to be the most/least useful or effective activities across both project components?	How many and what particular community-based social services have been funded by CSVG for OVCs, PWDs, and OVCs/PWDs in what locales in Belarus? Would these services for the target groups have been established without CSVG assistance? How many overall community based services for OVCs and PWDs have been established in Belarus since the initiation of the CSVG and what percent of these can be attributed to the activities of CSVG? How many institutionalized children have been reunited with families in assisted communitied? How many have been placed in community based services in assisted communities? How many newly abandoned children have been reunited with families or placed in community based services instead of being institutionalized in assisted communities? To what extent can you connect these changes to CSVG activities? Can you directly tie specific community services to the reduction of children in institutions? What government policy changes have been enacted to support placing OVCs and PWDs at risk of being abandoned in community based services instead of institutions? Which of these can be linked to CSVG activities? How has GOB funding shifted in support of OVCs	Managers and Staff of CSVG-assisted community based service organizations. Staff of institutions assisted by CSVG or where staff have been trained. Staff of organizations CSVG has not assisted. Staff at Social Service Centers, Social Pedagogic Centers and other involved institutions. Social service and childhood protection specialists dealing with OVCs and PWDs. Belarus Government Officials in Ministry of Education, and other relevant ministries TBD. Activity documentation: weekly and quarterly reports, M&E plan and results framework. Surveys that have been completed on OVCs and PWDs. Partner NGO documentation.	Document review Direct Observation Key informant interviews with USAID staff, activity staff, community-based services staff, staff at remaining institutions, Ministry of Education staff, Social Protection Staff, CSOs, media. Focus groups with parents

CSVG Evaluation Design Matrix			
Main Evaluation Questions	**Sub Questions**	**Data Sources**	**Data Collection Methods**
	and PWDs? How likely is it that this funding will continue or increase? What has CSVG done to help families in crisis to prevent abandoning OVCs and PWDs? Which services funded by CSVG are you likely to sustain following the completion of the project because of their high impact and which ones will you not fund? Which high-impact services would you like a follow-on project to sustain/expand?		
2. What practices/behaviors promoted by CSVC have their local counterparts and/or beneficiaries adopted to successfully advocate for and/or offer modern social protection services to OVS and PWDs without foreign assistance? In what ways were gender issues considered in those practices/behaviors?	How has the attitude toward OVCs and PWDs changed since CSVG was initiated and is this changed attitude fully inculcated into the cultural and medical norms of Belarus? Will these continue without CSVC? How are child protection specialists being trained now at Pedagogical Institutions? What is the attitude o toward the placement and care of OVCs and PWDs? Are there differences between the treatment/[placement options provided to boys versus girls? Are there attitudinal differences toward male OVCs/PWDs and female OVCs/PWDs by stakeholders in various positions?	Community based-service providers. Social service and child protection specialists. Staff at Social service and educational institutions. Staff of Ministry of Social Protection and other relevant ministries. CSVG staff. USAID staff. Attitudinal survey of Managers and Social Workers dealing with OVCs and PWDs.	Document review Key informant interviews with CSVG staff. Key informant interviews and focus group with service providers from social service and educational institutions. Key informant interviews with ministry of Education Staff. Prior survey results
3. Are there any specific areas	Has CSVG implemented high quality activities on	Activity results, framework,	Key informant interviews

CSVG Evaluation Design Matrix			
Main Evaluation Questions	**Sub Questions**	**Data Sources**	**Data Collection Methods**
of inefficiencies in CSVG implementation where improvements can be achieved in the future?	time? Which activities have been delivered most successfully and which activities have been lacking? How does CSVG manage its implementation plan, project monitoring, and feedback mechanisms regarding their activities? What feedback do stakeholders provide regarding the efficiency and effectiveness of CSVG activities? How positive is the relationship of CSVG staff with all the different stakeholder groups? Will stakeholders want to continue working with CSVG staff and/or with CSVG as an organization with a change of staff? How well-organized are CSVG's management processes? How well trained/prepared are CSVG staff to deliver required activities? Has CSVG selected communities effectively and efficiently and have they allotted their budget effectively and efficiently? What constraints to effective management do CSVG staff experience?	/logframe/other documents describing objectives and intended results Activity M&E documents Post-training evaluations and post-tests. Activity documentation (weekly and quarterly reports, M&E plan & results framework reporting CSVG staff. USAID staff. Staff at community services organizations, institutions, Social service and educational Institutions, and Ministry of Education and other relevant ministries TBD.	with: USAID staff CSVG staff Staff at community based service organizations CSVG has helped. Staff at institutions CSVG has helped. Staff at Educational Institutions CSVG has helped. Officials at Ministry of Education. Focus group of trainees of CSVG training programs.

Work Plan Annex 9 – Interviewee Profile & Illustrative Questions

DRAFT KII QUESTIONNAIRE FOR THE DIRECTORS OF COMMUNITY BASED SERVICE DELIVERY ORGANIZATIONS ASSISTED BY CSVG

DRAFT: Not for Distribution
Community Services to Vulnerable Groups in Belarus (CSVG) Project Final Performance Evaluation
Participant Interview Schedule
Date: / / **Interviewer**:_____ **Location**:_____

Participant Number:_____ **Participant Gender**: M___. F.____

Good Morning/Afternoon. My name is _____. I am a member of the research team selected by the United States Agency for International Development (USAID) to evaluate the Community Services to Vulnerable Groups in Belarus Project (CSVG) implemented form 2005 to 2015. The purpose of the CSVG evaluation is to:

- Assess the relevance, effectiveness, and efficiency of major CSVG activities intended to increase the degree of inclusion of OVC and PWD into Belarusian society; and
- Recommend approaches for potential follow-on programming.

As a CSVG participant, you're your views and experience in the project can make a valuable contribution to the evaluation and we hope that you will agree to be interviewed for this purpose. Your participation in the evaluation is *entirely voluntary* and there will be no consequences for you if you decide to decline to be interviewed. If you do participate please note that your name will not appear in any evaluation report or presentation nor will any quote be attributed to you as an individual. The interview should take no more than 45 minutes.

Do you have any questions or need any clarification about the evaluation goals or process? Do you agree to participate in this evaluation interview? **Yes**_____ **No**_____

1. Please describe your organization, how many children you care for, whether these children are abandoned or orphaned, how they were assigned to your organization, whether they came from institutions or they came to you instead of being institutionalized? Are your children OVCs or PWDs, or both?

2. What care model do you employ?

3. Are the children included into the local education system? Do they receive life skills training? Job training?

4. When will the children leave your organization and where will they go? Will they be employed, further educated? Will they live independently or with a family?

5. How long has CSVG provided assistance to your organization?

6. What has been the nature of this assistance, i.e. technical assistance, training, funding, materials and supplies? Please describe this assistance in detail.

7. What care models has CSVG introduced your organization to that you have adopted?

8. Are there any care models they recommended that you have not adopted? Ones that you have not adopted? Why?

9. Do you participate in any advocacy activities in regard to OVCs and/or PWDs? If so, who do you advocate to? What has been their response?

10. Has CSVG assistance to your organization had a direct impact on reducing the number of OVCs and PWDs institutionalized? What evidence do you have for this?

11. Has the attitude in your community toward the integration of and care for OVCs and PWDs changed as a result of CSVG assistance? Has the attitude changed in Belarus?

12. Would the GOB have established community based services and developed policies to integrate OVCs and OWDs into society without CSVG assistance?

13. How important has CSVG assistance been overall to helping to change attitudes toward and care of OVCs and PWDs in your community?

14. What has been the quality of CSVG assistance? What would you improve?

15. How often do CSVG staff visit you and what is the nature of their visits? What is your relationship with the staff? Are they responsive?

For Directors of community-based service delivery organizations devoted to care and advocacy for PWDs:

1. How has CSVG assistance helped further build the capacity of your organization in areas such as strategic planning, financial management, HR management, governance, and your service delivery system? Please provide examples of how your capacity has improved in these areas. What further assistance do you require?

2. Do you network with other organizations working to improve the care of and advocate the inclusion of PWDs in Belarusian society? Do you have a formal network with meetings? If so, what has this network done? If not, what have been the constraints to developing such a network?

3. Has your organization been involved with advocacy efforts? If so, please describe these and their impact on changing government policy or cultural attitudes.

4. Has information been provided to PWDs and their families regarding their rights and how to secure these rights?

For Directors of community-based service delivery organizations devoted to prevention and care of children at risk of or having HIV/AIDs:

1. What specific services have you developed for children and youth who have HIV/AIDs and what access to they have free or low-cost drug therapy?

2. What advocacy have you undertaken and what information campaigns have you authored to promote the knowledge of HIV/AIDs, information regarding prevention and treatment, and the rights of those infected?

3. What networks with other similar organizations have you formed and what actions has the network taken to further the inclusion of AIDs-infected individuals into society?

4. Do you have any data on the incidence of HIV/AIDs in Belarus and whether it has declined since the CSVG project funded your organization?

Work Plan Annex 10 – Draft Outline of Evaluation Report

FINAL PERFORMANCE EVALUATION OF USAID/UKRAINE COMMUNITY SERVICES FOR VULNERABLE PEOPLE IN BELARUS PROJECT (CSVG)

EXECUTIVE SUMMARY

Evaluation Purpose
Project Background
Evaluation Methods and Limitations
Findings
Conclusions
Recommendations

1.0 EVALUATION PURPOSE AND EVALUATION QUESTIONS

1.1 Evaluation Purpose
1.2 Evaluation Questions
1.3 Evaluation Team

2.0 PROJECT BACKGROUND

3.0 EVALUATION METHODS & LIMITATIONS
3.1 Evaluation Methdology
3.2 Evaluation Limitations

4.0 FINDINGS, CONCLUSIONS & RECOMMENDATIONS
4.1 Question 1
4.1.1 Findings
4.1.2 Conclusions
4.1.3 Recommendations
4.2 Question 2
4.2.1 Findings
4.2.2 Conclusions
4.2.3 Recommendations
4.3 Question 3
4.3.1 Findings
4.3.2 Conclusions
4.3.3 Recommendations
4.4 Relevance, Effectiveness, and Efficiency of CSVG activities
4.5 Recommendations on Approaches for Follow-on Programming

ANNEXES

LIST OF FIGURES

ANNEX E: LIST OF DOCUMENTS REVIEWED

Source and Name of Document	Year
CSVG Project Proposal Document	2005
CSVG Ceiling Increase Request	2007
CSVG Project Proposal Document	2008
CSVG Project Proposal Document	2009
CSVG Ceiling Increase Request	2011
CSVG Projrct Proposal Document	2012
CSVG Annual OVC Work Plans	2006, 2007 2008, 2009, 2010, 2011, 2012, 2013
CSVG Annual PWD Work Plans	2008, 2009, 2010, 2011, 2012, 2013
CSVG Performance Monitoring Plan	2005-2008
CSVG Performance Monitoring Plan	2008-2009
CSVG Performance Monitoring Plan	2012-2015
CSVG OVC Quarterly Reports	2006 (3), 2007 (3), 2008 (3), 2009 (3), 2010 (3) 2011, 2012 (3), 2013 (3)
CSVG PWD Quarterly Reports	2009 (3), 2010 (3), 2011 (3), 2012 (3), 2013 (3)
CSVG OVC Annual Reports	2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013
CSVG PWD Annual Reports	2009, 2010 2011, 2012, 2013
CSVG Annual Performane Report and PMEP and sub-grants Annexes Support to OVCs in Belarus	October 1, 2013 to September 30, 2014
CSVG Annual Performane Report and PMEP and sub-grants Annexes Support to PWDs in Belarus	October 1, 2013 to September 30, 2014
Miid-Term assessment of Christian Fund International	2006
The Displaced Chidlren and Orphan's Fund Assessment Trip of CFI in Belarus	2009
A Study on Barriers to the Domestic Adoption in the Republic of Belarus (Исследование барьеров развития национального усыновления в Республике Беларусь, in Russian)	No year
Training Handouts: Session 1, Inclusive Education, Benefits and Key Approaches (Международный тренинг «ИНКЛЮЗИВНОЕ	

ОБРАЗОВАНИЕ. ПРЕИМУЩЕСТВА И ОСНОВНЫЕ ПОДХОДЫ», in Russian)	No year
Training Handouts: Session 1, Inclusive Education, Benefits and Key Approaches (Международный тренинг «ИНКЛЮЗИВНОЕ ОБРАЗОВАНИЕ. ПРЕИМУЩЕСТВА И ОСНОВНЫЕ ПОДХОДЫ», in Russian)	No year
Quality Standards for Investigation (ПОРЯДОК ОРГАНИЗАЦИИ РАБОТЫ ПО СОЦИАЛЬНОМУ РАССЛЕДОВАНИЮ, in Russian)	No year
Inclusion and international experience of providing education for people with disabilities: Presentation (Персективы и возможности внедрения инклюзивного образования в Республике Беларусь, in Russian)	No year
NGO Organizational Development Training: NGO Project Management Handout (УПРАВЛЕНИЕ ПРОЕКТОМ в некоммерческой организации, in Russian) Organizational Development for NGO Training: Strategic Planning Handout (КАК РАЗРАБОТАТЬ СТРАТЕГИЧЕСКИЙ ПЛАН ОРГАНИЗАЦИИ , in Russian)	No year
Trainer's Resource: Impact of Trauma on Child Development (Влияние травмы на развитие ребёнка , in Russian)	No year
How to deal with conflict - training materials (Мини-тренинг «Поведение в конфликтной ситуации. Навыки уверенного п оведения» , in Russian)	No year
The needs of children with disabilities to improve access to services in the field of education Presentation (Потребности детей с инвалидностью в расширении доступа к услугам в сфере образования, in Russian)	No year
Leadership Without Limitations: Training of Trainers (ОБУЧАЮЩИЙ КУРС «ЛИДЕРСТВО БЕЗ ОГРАНИЧЕНИЙ» «ТРЕНИНГ ДЛЯ ТРЕНЕРОВ», in Russian)	No year
NGO Organizational Development Training: Effective Negotiation Handout (ЭФФЕКТИВНЫЕ ПЕРЕГОВОРЫ: ДЛЯ ПОДДЕРЖКИ ПРОДУКТИВНОЙ И УСТОЙЧИВОЙ РАБОТЫ ПО ПРОБЛЕМЕ ВИЧ/СПИДа , in Russian)	No year
NGO Organizational Development Training: How to Hold Youth Campaigns: Idea to Evaluation Handout(МОЛОДЕЖНАЯ АКЦИЯ: ОТ ИДЕИ ДО ОЦЕНКИ ДЛЯ ПОДДЕРЖКИ ЭФФЕКТИВНОЙ И УСТОЙЧИВОЙ РАБОТЫ ПО ПРОБЛЕМЕ ВИЧ/СПИДа, in Russian)	No year
Methodological Recommendations on Investigation (Методические рекомендации по социальному расследованию , in Russian)	No year
TOT with HIV/AIDS Trainers Team Manual (Сборник материалов в помощь тренерам – членам тренерской команды в разработке и проведении тренингов по проблеме ВИЧ/СПИД для специалистов и представителей уязвимых групп , in Russian)	No year
NGO Organizational Development Training: NGOs how they work (Что такое некоммерческая организация и как она работает, in Russian)	No year
NGO Organizational Development Training: Conflict Management Handout	

(УПРАВЛЕНИЕ КОНФЛИКТАМИ МАТЕРИАЛЫ ТРЕНИНГА, in Russian)	No year
Local coordinating councils for people with disabilities (Местные координационные советы по делам инвалидов: Методическое пособие, in Russian)	No year
At the Heart of Organization's Success (ОБУЧАЮЩИЙ КУРС «ЛИДЕРСТВО БЕЗ ОГРАНИЧЕНИЙ» «МАСТЕРСТВО ОБЩЕНИЯ» «В ЦЕНТРЕ УСПЕХА ОРГАНИЗАЦИИ», in Russian	No year
Family legal advice. Answers to the frequently asked questions about legal guarantees for children with disabilities and their families (Ответы на часто задаваемые вопросы о правовых гарантиях для детей с особенностями психофизического развития и их семей, in Russian)	No year

ANNEX F: COMMUNITY BASED SERVICES REPORTED

Annex F: Community Based Services Reported by KIIs and FGDs in Communities ET Visited

Services	Polotsk	Brest	Kobrin	Gomel	Krichev	Chausy	Ospo-vichi	Stolbtcy	Zodino	Baran-Ovichi
Family-oriented approach in practice	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
PRIDE pre-service (before families become foster ones)	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
PRIDE in-service (for foster families)	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Safe Care \ Parental skills enhancement	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Family home conferences	No	No	No	No	No	No	No Mention	No Mention	No mention	No mention
Home visitation	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Social investigation	Yes	Partly	Yes	Partly	Partly	Yes	No	No	No Mention	No Mention
Multi-departmental commission for child protection	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Case management database	No	Yes	Yes	No	No	Partly	No	No	No	No
Day care and\or other services for OVC at schools	Yes	Yes	No	Yes	Yes	Yes	No	No	No Mention	No Mention
Temporary care for OVCs at social pedagogical centers	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Respite Care for PWDs to support parents of PWDs	No	No	Yes	No	No	No	No	No	Yes	No Mention
Crisis Centers for Victims of Domestic Violence	No	Yes	Yes	No	No	No	No	No	No Mention	No Mention

Services	Polotsk	Brest	Kobrin	Gomel	Krichev	Chausy	Ospo-vichi	Stolbtcy	Zodino	Baran-Ovichi
Day care services at habilitation centers for children with disabilities	Yes	Yes	Yes	Yes	Yes	No	Don't know	Don't Know	Yes	Yes
Rehabilitation services for children\people with disabilities	Yes	Yes	Yes	Yes	Yes	No	Don't know	Don't Know	Yes	Yes
PWD Leadership course	Yes	No	Yes	Yes	Yes	No	No	No	No Mention	No Mention
Integrated \ inclusive education for children and people with disabilities	Yes	Partly	Partly	Yes	Yes	Partly	No	No	Yes	Yes
Training on family oriented approach in Regional Training Institutes (RTIs)[3]	Not available at Vitebsk oblast RTI	Yes	Available at Brest oblast RTI	Yes	Available at Mogilev oblast RTI	Available at Mogilev oblast RTI	Don't know	Don't Know	No Mention	No Mention
Training of PRIDE in RTIs	Not available at Vitebsk oblast RTI	Yes	Available at Brest oblast RTI	Yes	Not available at Mogilev oblast RTI	Not available at Mogilev oblast RTI	Don't Know	Don't Know	No Mention	No Mention
Training in Parenting Skills Enhancement Program in RTIs	Not available at Vitebsk	Yes	Available at Brest oblast RTI	Not available	Available at Mogilev oblast	Available at Mogilev oblast	Don't know	Don't know	No Mention	No Mention

[3] Re-Training Institutes exist only in Oblast cities

Services	Polotsk	Brest	Kobrin	Gomel	Krichev	Chausy	Ospo-vichi	Stolbtcy	Zodino	Baran-Ovichi
	oblast RTI				RTI	RTI				
Other trainings in RTIs (social investigation, PWD etc.)	Not available at Vitebsk oblast RTI	Partly	Partly available at Brest oblast RTI	Partly	Not available at Mogilev oblast RTI	Not available at Mogilev oblast RTI	Don't Know	Don't Know	No Mention	No Mention
Education on Family-oriented approach at social-pedagogic/social pedagogy/ psychology department of University[4]		Partly		Partly			Don't Know	Don't Know	No Mention	No Mention
NGO Capacity Building Services	No	Yes	Yes	Yes	No	No	Don't Know	Don't Know	No Mention	No Mention

Green – service at place
Blue – partly practiced
Red – doesn't exist/stakeholders did not know or did not mention it/no information available

[4] Family oriented approach is in the process of integration into University curriculum only in Oblast cities

ANNEX G:
LIST OF KEY INFORMANTS, FOCUS GROUP DISCUSSANTS, MINI-SURVEY RESPONDENTS

List of people interviewed within KII

Regional meetings:

Place/Date	Name	Organization
Polotsk 30.01 Friday	Angela Viktorovna Volosevich	Socio-pedagogical center, Director
	Irina Egorovna Kislova	Socio-pedagogical center, Deputy Director
	Valeri Vasilievich Pun'ko	Educational Department, deputy head
	Maria Marianovna Aniskovich	Educational department, Leading specialist on Child protection sector
	Sergei Butko	NGO Prometei
Brest 02.02 Monday	Natalya Vassilievna Fetisova	Brest oblast Re-training Institute
	Maria Pavlovich	Brest rayon Socio-pedagogic center
	Irina Georgievna Karoza	School #18, psychologist
Kobrin 03.02. Tuesday	Galina Vavilovna Pasyuk	Socio-pedagogical center, Director
	Irena Romualdovna Rumayntseva	Habilitaion Center for Children with Disabilities, Director
	Tatiana Nikolaevna Boiko	Kobrin Department of Labour and Social protection, Head
Gomel 04.02. Wendsday	Gennadi Zolotarev, Sergei Baumanis	NGO Spinal invalids
	Tatiana Georgievna Shatyuk	Gomel University, Head of the Department of social and pedagogic psychology
	Irina Vladimirovna Stishinok	Gomel Oblast Re-training Institute, lecturer
	Marina Vasilievna Letoshko	Habilitaion Center for Children with Disabilities
Krichev 05.02. Thursday	Tatiana Alexandrovna Odynets	Krichev preschool #19, Psychologist
	Raissa Valerianovna Gotovchik	Socio-pedagogical center, Social pedagogue
Chausy 05.02. Thursday	Valentina Stepanovna Akhmetova	Socio-pedagogic center
	Oksana Maslovskaya	School # 2
Stolbtcy 06.02 Friday	Nikolajenya Zhanns	Director of the social pedagogical center
	Blashko Svetlana,	Director of the territorial center of social service
	Ganza Elena	Key specialist on education, sport and tourism of the executive council department
Osipovichi 06.02. Friday	Busel Tatiana	Director of the social pedagogical center
	Four specialists	Adaptation and rehabilitation of the territorial center of social service

Meetings in Minsk:

Date	Name	Organization
Wendsday 28.01.	Jahor Novikau, Larissa Komarova	USAID-Minsk
	Irina Mironova	CFI, director
Thursday 29.01	Galina Ivanovna Rudenkova	former worked in Ministry of Education, Head of Child Protection Unit in 2005-2014
	Yulia Popruzhenko	CFI, project manager
	Galina Fomenok	CFI, specialists
	Zhanna Ovchinnikova	CFI, specialists
	Natalia Riabova	former capacity building specialist of CFI
Saturday, 31.01	Sergei Drozdovski	office for promoting rights of people with disabilities
	Marina Ananenko	UNICEF, Child protection specialist
	Elena Titova	BelAPDIMI
	Sergei	
Friday, 06.02	Antonina Michailovna Zmushko	PWD: Head of Special Education Department, Ministry of Education
	Alla Sergeevna Kardash	Head of Minsk Oblast Committee on Juvenale Deliquencies
	Marina Alexandrovna Sorotnik	OVC: Head of Department for Social Work, Ministry of Education

List of FGD Discussants for CSVG Evaluation:

FGD 1 – Stakeholders, Zhodino (12 January 2015)

	Name	Organisation
1	Valentina Dejnar	Social pedagogical center
2	Tatiana Konoshonok	Social pedagogical center
3	Tatiana Sermyazhko	Socio-pedagogical and psychological service of school №1
4	Mariya Gurko	children's Clinic
5	Aleksandr Mischenko	Psychologist, drug treatment study
6	Natalia Bukatich	Social worker
7	Ludmila Muzychenko	Social pedagogical center, director
8	Lidiya Samusevich	Department of education
9	Iryna Kucepalova	Habilitation and Development Training and Rehabilitation center
10	Svetlana Akulovich	Nursery / kindergarten
11	Taiciya Borovskaya	Nursery / kindergarten
12	Valentina Kozlovskaya	Habilitation and Development Training and Rehabilitation center

FGD 2 – Beneficiaries, Zhodino (12 January 2015)

	Name	
1	Nataliya Podolyak	foster parent
2	Margarita Galinovskaya	foster parent
3	Anzhela Radkevich	foster parent
4	Marina Kuprejchik	foster parent
5	Natalia Gribok	foster parent

FGD 3 – Stakeholders, Baranovichy (13 January 2015)

	Name	Organisation
1	Iryna Brechko	Social pedagogical center
2	Svetlana Zhebrik	Social pedagogical center
3	Inessa Odinokova	Socio-pedagogical and psychological service of school
4	Galina Parhonovich	Socio-pedagogical and psychological service of school
5	Olga Yarockaya	Representatives of the interdepartmental group
6	Tatiana Stolyarchuk	Department of education
7	Nataliya Kosikova	Local TV company "Inteks"
8	Julia Michalchuk	Home visitor, social worker
9	Ludmila Yevlash	Social pedagogical center
10	Ksenia Obzhelian	Social pedagogical center, director
11	Regina Vencel	Baranovichi State University, Head of the sector of scientific and methodological resources for inclusive education
12	Sergei Puzikov	Director of the school № 13

13	Alina	Nursery / kindergarten

FGD 4 – Beneficiaries, Baranovichy (13 January 2015)

	Name	
1	Olga Antonuk	foster parent
2	Tatiana	foster parent
3	Elena	foster parent
4	Zhanna Levaya	foster parent
5	Danuta	foster parent
6	Svetlana Stolyarchuk	foster parent

FGD 5 – PWD NGOs, Minsk (15 January 2015)

	Name	City	Organisation
1	Irina Logvin	Minsk	Belarusian Association of Assistance to Disabled Children and Young People (BelAPDIiMi)
2	Elena Strah	Zhitkovichy	Belarusian Association of Assistance to Disabled Children and Young People, Zhitkovich
3	Tatiana Pukalo	Bobrujsk	Belarusian Red Cross Society "Mercy and Health"
4	Elena Serkulskaya	Minsk	Public Association of Persons with Disabilities "Special World"
5	Tamara Luneva	Minsk	Youth public association "Revelation"
6	Tatiana Yakovleva	Minsk	International Charity Association "Children. Autism. Parents"
7	Alexej Konstantinov	Minsk	Centre "Levaniya"

FGD 6 – OVC NGOs, Minsk (19 January 2015)

	Name	
1	Olga Gorbunova	NGO "Radislava"
2	Elena Titova	Belarusian Association of Assistance to Disabled Children and Young People (BelAPDIiMi)
3	Elena Lyakh	SOS village for children
4	Leonid Skorobagaty	International NGO "Good Will"

FGD 7 – PWD Leadership course, Minsk (21 January 2015)

	Name	
1	Anna Sharko	PWD leadership course participant
2	Natalia Sharko	Parent
3	Igor Maslovsky	PWD leadership course participant
4	Svetlana Maslovskaya	Parent
5	Yana Sheremet'eva	PWD Leadership course volunteer

CSVG Mini-Survey Respondents

Name of respondent	Organization	City\Town	Oblast
1. Gotovchik Raissa Valerianovna	Krichevsky socio - pedagogical center, Krichev	Krichev	Mogilev Oblast
2. Abbasova Irina	Brest social education center	Brest	Brest Oblast
3. Avlasenko Lyudmila	SPC, Rogachec	Rogachev	Gomel Oblast
4. Avramenko Valentina	Mogilev State Regional Institute of Education Development	Mogilev	Mogilev Oblast
5. Anna Hudnitskaya	SPC with the shelter of the Leninsky rayon of Minsk	Minsk	Minsk city
6. Anufrieva Tatiana	Nursery 13. Kobrin.	Kobrin	Brest Oblast
7. Artsimenya Yulia	SPC of Baranovichi rayon	Novaya Mysh	Brest Oblast
8. Atroshchenko Katerina	SPC Dokshitsy area	Dokshytsy	Vitebsk Oblast
9. Afanasieva Valeriya	Escherischensky SPC	Gorodok	Vitebsk Oblast
10. Akhmetova V.S.	Chausy SPC	Chausy	Mogilev Oblast
11. Bai Yelena	Brestsky State University named after AS Pushkin	Brest	Brest Oblast
12. Baykovskaya Vera	SPC Sharkovshchina Region	Sharkovshchina	Vitebsk Oblast
13. Bayrash I.G.	Education Department of Sport and Tourism	Soligorsk	Minsk Oblast
14. Bakalo Marina Tadeushevna	Nursery 53 Grodno	Grodno	Grodno Oblast
15. Baranchuk Lydia	Divinsky orphanage	Divin, Kobrin rayon	Brest Oblast
16. Batura Irina	Mogilev State University named after AA Kuleshov	Mogilev	Mogilev Oblast
17. Baturina Inessa	Vitebsk Regional Institute of Education Development	Vitebsk	Vitebsk Oblast
18. Belova Anna	Staroborisov high school Borisov rayon	Staro-Borisov	Minsk Oblast
19. Birich Galina	Grodno Retraining Institute (RI)	Grodno	Grodno Oblast
20. Boychuk Lydia	Nursery 18	Kobrin	Gomel Oblast
21. Boltenkova Inna Stefanovna	High school 23	Brest	Brest Oblast
22. Boltikova Svetlana	Krichev rayon SPC	Bel, Krichev rayon	Mogilev Oblast
23. Borzhimovskaya Alina	Kruglyansk rayon SPC	Krugloye	Mogilev Oblast
24. Boyarenko Galina	Mogilev RI	Mogilev	Mogilev Oblast
25. Brechko Irina	SPC Baranovichi	Baranovichi	Brest Oblast
26. Bukatich Natalia	Zhodino SPC	Zhodino	Minsk Oblast
27. Butel Tatiana	Vetrinsk school after DV Tyabut Polotsk rayon	Zhernoseki, Polotsk rayon	Vitebsk Oblast
28. Byakova-Mikutel Svetlana	Revelation	Minsk	Minsk city
29. Vakushenko Tatiana	Masherov University	Vitebsk	Vitebsk Oblast
30. Varvashevich Irina	Kolpenitsk school, Baranovichi rayon	Bolshaya Kolpenitsa	Brest Oblast
31. Vilova Irina	Rogachev SPC	Rogachev	Gomel Oblast

Name of respondent	Organization	City\Town	Oblast
32. Volosach Tatyana	Borisov Hospital	Borisov	Minsk Oblast
33. Volosevich Anzhela	Polotsk rayon SPC	Polotsk	Vitebsk Oblast
34. Volchanina Tatiana	Borisov 2nd Children's Clinic	Borisov	Minsk Oblast
35. Vyukhina Yulia	Soligorsk rayon SPC	Soligorsk	Minsk Oblast
36. Galinovskaya Anna	Brest University	Brest	Brest Oblast
37. Galuza Marina	Shchuchin rayon SPC	Shchuchin	Grodno Oblast
38. Gerliani Yelena	Smorgon SPC	Smorgon	Grodno Oblast
39. Godovanyuk Irina	Grodno SPC	Grodno	Grodno Oblast
40. Golikova Galina	Grodno RI	ChildFund International in Belarus	Minsk city
41. Golovnya Anna	Radunsky SPC	Radun	Grodno Oblast
42. Golub (Chaburko) Oksana	Pushkin University	Brest	Brest Oblast
43. Golubtsova Alesya	Kruglyansk rayon SPC	Gribino	Mogilev Oblast
44. Gonchar Polina	Vileika gymnasium 2	Vileika	Minsk Oblast
45. Gorelysheva Valentina	Krynkovsk, Lynkov secondary school	Krynki	Vitebsk Oblast
46. Gorenkova Yelena	Bogushevsk school 2	Bogushevsk	Vitebsk Oblast
47. Gorovets Zinaida	Polotsk rayon SPC	Polotsk	Vitebsk Oblast
48. Gorodetskaya Lyudmila	Gomel State University named after F.Skorina	Gomel	Gomel Oblast
49. Grinyuk Yelena	Sports and Tourism department of Salihorsk rayon executive committee	Soligorsk	Minsk Oblast
50. Gritsuk Anzhela	Nursery 6 of Kobrin	Kobrin	Brest Oblast
51. Grushkevich Olga	Nursery 3 of Kobrin	Kobrin	Brest Oblast
52. Guneva Valentina	Chausy Habilitation center	Chausy	Mogilev Oblast
53. Gur Olga	Polotsk Cadet School	Polotsk	Vitebsk Oblast
54. Gurieva Irina	Children's home 1	Orsha	Vitebsk Oblast
55. Gutovets Olga	Department of Education, Sport and Tourism	B.Berestovitsa	Grodno Oblast
56. Davydchik Natalia	Nursery 100, Grodno	Grodno	Grodno Oblast
57. Dvorak Galina	Dobrynskaya secondary school of Yelsk rayon	Elsk	Gomel Oblast
58. Delikatnaya Svetlana	Nursery 20, Grodno	Grodno	Grodno Oblast
59. Delun Nadezhda	Ivanovo RSPC	Ivanovo	Brest Oblast
60. Denisyuk Lyudmila	Nursery 19	Kobrin	Brest Oblast
61. Dindikova Svetlana	Rogachev RSPC	Rogachev	Gomel Oblast
62. Drugakova Tatiana	Orsha rayon SPC	Orsha	Vitebsk Oblast
63. Dubovik Svetlana	High school 3 of Dyatlovo	Dyatlovo	Grodno Oblast
64. Dyatlova Svetlana	Center for Further Education of Children and Youth Vetraz	Minsk city	Minsk city
65. Yevlash Lyudmila	SPC in Baranovichi	Baranovichi	Brest Oblast
66. Yemelianenko Tatiana	Rogachev RSPC	Rogachev	Gomel Oblast
67. Zhartun Olga	Secondary school 3 in Gomel	Gomel	Gomel Oblast

Name of respondent	Organization	City\Town	Oblast
68. Zhebrik Svetlana	SPC in Baranovichi	Baranovichi	Brest Oblast
69. Zhoglo Irina	Brest RSPC	Brest	Brest Oblast
70. Zhuk Valentina	Yalutsevichi kindergarten-preschool	Zelva	Grodno Oblast
71. Zhuk Galina	Berestovitsa RSPC	Berestovitsa	Grodno Oblast
72. Zaitseva Natalia	Lepel SPC	Lepel	Vitebsk Oblast
73. Zandarovich Natalia	National Adoption Centre	Vitebsk	Vitebsk Oblast
74. Zakhozhaya Anastasia	Gomel SPC	Gomel	Gomel Oblast
75. Zmitrovich Yelena	Ostrovets RSPC	Vorniany, Ostrovets rayon, Grodno.	Grodno Oblast
76. Ivakhnenko Yelena	SPO with a shelter Pershamaiski rayon Minsk	Minsk	Minsk city
77. Kozachenko Tatyana	Health center- nursery 36 of Mogilev	Mogilev	Mogilev Oblast
78. Kalinevich Y.K.	High school 3 of Mosty	Mosty	Grodno Oblast
79. Kaluzhionok Victoria	Polotsk RSPC	Polotsk	Vitebsk Oblast
80. Kaminskaya Nadezhda	Oshmiany SpPC	Oshmyany	Grodno Oblast
81. Kanarskaya Anna	Yuratishkovsky nursery - high school"	Yuratishki	Grodno Oblast
82. Kapalygina Irina	Grodno State University	Grodno	Grodno Oblast
83. Karoza Irina	School 18 of Brest	Brest	Brest Oblast
84. Karpach Natalia	School 35	Grodno	Grodno Oblast
85. Katashevich Yelena	SPC Berezovsky rayon (studied PRIDE), now in successful parenting	Bereza	Brest Oblast
86. Katovich Yelena	Brozhsk high school Bobruisk rayon	Brozha, Bobruisk rayon	Mogilev Oblast
87. Kachalovskaya Lyudmila	Peskov high school Kobrin rayon	Kobrin	Brest Oblast
88. Kachanovskaya Yelena	Pinsk SPC	Pinsk	Brest Oblast
89. Kashkan Nina	Minsk Regional Institute of Education and Development	Same	Minsk city
90. Kechik Olga	Department of Sports and Tourism of the Kirov rayon Executive Committee	Kirovsk	Mogilev Oblast
91. Kilbina Marina	Khotimsk rayon socio-pedagogical center	Khotimsk	Mogilev Oblast
92. Kislova Irina	Social pedagogical center of Polotsk rayon	Polotsk	Vitebsk Oblast
93. Kovalevskaya Svetlana	Social and educational centers, Orsha rayon	Orsha	Vitebsk Oblast
94. Kozlova Vera	Department of Education, Sport and Tourism Gluboksky executive committee	Glubokoye	Vitebsk Oblast
95. Kozleda Svetlana	Department of Education, Sport and Tourism Slutsky rayon Executive Committee	Slutsk	Minsk Oblast
96. Konoshonok Tatiana	Zhodino socio-pedagogical center	Zhodino	Minsk Oblast
97. Korzhevich Valentina	Babinichi school Vitebsk region	Vitebsk region	Vitebsk Oblast

Name of respondent	Organization	City\Town	Oblast
98. Korolenko Lyudmila	School 2	Slonim	Grodno Oblast
99. Kostenich Yelena	Krichevsky rayon socio-pedagogical center	Krichev	Mogilev Oblast
100. Koyan Vasili	Secondary school	Domachevo	Brest Oblast
101. Krasikova Alena	Vitebsk office of "Positive Movement"	Vitebsk	Vitebsk Oblast
102. Kryachok Evgeniya	Nursery 15	Kobrin	Brest Oblast
103. Kudrenok Evgeniya	Gymnasium 5	Grodno	Grodno Oblast
104. Kuznetsova Yelena	Department of Sport and Tourism Administration of the Central rayon of Gomel	Gomel	Gomel Oblast
105. Kuzmenko Yelena	Chechersk regional social and pedagogical center	Chechersk	Gomel Oblast
106. Kupriyanchik Inna	Baranovichi SPC	Bovichiara	Brest Oblast
107. Kustovskaya (Yushina) Olga	Chausy SPC	Chausy	Mogilev Oblast
108. Kucharchik Galina	Secondary school 36 of Grodno in the Polish language	Grodno	Grodno Oblast
109. Kutsepalova Irina	Habilitation center	Zhodino	Minsk Oblast
110. Lemeshevskaya Natalia	Gantsovichy area SPC	Gantsevichi	Brest Oblast
111. Letoshko Marina	Habilitation and Development Training and Rehabilitation center	Gomel	Gomel Oblast
112. Litvin Elena	High school 3 of Mosty	Mosty	Grodno Oblast
113. Logvin Irina	NGO BelAPDIiMI	Minsk	Minsk Oblast
114. Lozyuk Kristina	SEC withe shelter of the Frunzenski district	Minsk city	Minsk city
115. Lomako Olga	Dyatlovo SPC	Dyatlovo	Grodno Oblast
116. Lukashkova Irina	Mogilev State University named after AA Kuleshov	Mogilev	Mogilev Oblast
117. Lyubimova Ekaterina	Pervomaisky district of Bobruisk SPC	Bobruisk	Mogilev Oblast
118. Lyahova Elena	Mogilev Regional Habilitation center	Mogilev	Mogilev Oblast
119. Liakhovich Lyudmila	Orsha center clinic	Orsha	Vitebsk Oblast
120. Magolina Oksana	Slutsk socio-pedagogical center	Slutsk	Minsk Oblast
121. Makarevich Vatslav	Dzerzhinsky SPC	Dzerzhinsk	Minsk Oblast
122. Makarenko Irina	Nursery 6	Smorgon,	Grodno Oblast
123. Makey Natalia	Shchuchin rayon SPC	Leshchanka	Grodno Oblast
124. Malashchenko Anna	High School 1 Fanipol	Fanipol	Minsk city
125. Malikova Elena	Chausy hospital	Chausy	Mogilev Oblast
126. Mafeenya Oksana	Luban rayon socio-pedagogical center	Luban	Minsk Oblast
127. Makhanov Alexander	Kletsk rayon socio-pedagogical center	Kletsk	Minsk Oblast
128. Meshkova Natalia	Department of Education Khotimsk executive committee	Hotimsk	Mogilev Oblast
129. Mikenya Natalia	Smorgon SPC	Smorgon	Grodno Oblast
130. Mimish Victoria	Yodki school	Lida	Grodno Oblast

Name of respondent	Organization	City\Town	Oblast
131. Momlik Irina	Kobrin rayon socio-pedagogical center	Kobrin	Brest Oblast
132. Morozova Antonina	Nursery 70 Vitebsk	Vitebsk	Vitebsk Oblast
133. Moseyko Edita	Social education center Ostrovets district	Vorniany	Grodno Oblast
134. Muzychenko Ludmila	Zhodino socio-pedagogical center	Zhodino	Minsk Oblast
135. Nefedova Tatyana	Social education center in Senno	Senno	Vitebsk Oblast
136. Novik Elena	School 3 in Zelva	Zelva	Grodno Oblast
137. Obzhelyan Xenia	Social education center	Baranovichi	Brest Oblast
138. Olekhnovich Tamara	Oblast Executive Committee	Vitebsk	Vitebsk Oblast
139. Osipovich Galina	Children. Autism. Parents.	Bobruisk	Mogilev Oblast
140. Pavlovich Maria	Social education center	Brest area	Brest Oblast
141. Palubets Alesya	Gubichi school	Buda -Koshelevo	Gomel Oblast
142. Panfilova Antonina	Dobrush rayon social and pedagogical center	Dobrush	Gomel Oblast
143. Pasyuk Galina	Kobrin rayon socio-pedagogical center	Kobrin	Brest Oblast
144. Peletskaya Natalia	Director of social education center, Oshmiany rayon	Oshmyany	Grodno Oblast
145. Petushkova Tatiana	Nursery19 of Krichev	Krichev	Mogilev Oblast
146. Pishch Natalia	Socio-pedagogical center	Lyahovichi	Brest Oblast
147. Plesko Marina	Brest Regional Institute of Education Development	Brest	Brest Oblast
148. Pogodina Elena	M. Tank University	Minsk	Minsk city
149. Podbilskaya Elena	Cherven rayon socio-pedagogical center	Cherven	Minsk Oblast
150. Podgurskaya Svetlana	Nachevsk high school	Nacha	Brest Oblast
151. Ponomarenko Natalia	Minsk City Institute of Educational Development	Minsk	Minsk city
152. Pochesuy Oksana	Social and educational center of the Moscow rayon	Minsk city	Minsk city
153. Pukalo Tatiana	Club "Mercy and Health" Red Cross	Bobruisk	Mogilev Oblast
154. Radoman	SPC	Bobruisk	Mogilev Oblast
155. Rachitskaya O.A.	Krasnoselskaya High School	Krasnoselskii	Grodno Oblast
156. Rashkevich Irina	Bakshtovsky kindergarten - high school	Bakshty, Ivie rayon	Grodno Oblast
157. Reznik Elena	Kletsk rayon socio-pedagogical center	Kletsk	Minsk Oblast
158. Rindevich Inna	Social education centers of Molodechno rayon	Molodechno	Minsk Oblast
159. Rodko Svetlana	Smorgon Habilitation and Development Training and Rehabilitation center	Smorgon	Grodno Oblast
160. Rumo Veronika	Kirov nursery of Vitebsk ryon	Vitebsk rayon	Vitebsk Oblast
161. Rutkovskaya Galina	Grodno State social-pedagogical center	Grodno	Grodno Oblast

Name of respondent	Organization	City\Town	Oblast
162. Rybak Elena	Staritsk school	Staritsa	Minsk Oblast
163. Savchuk Victoria	Brest University	Brest	Brest Oblast
164. Sadovskaya Tatiana	Educational center Contact	Minsk	Minsk city
165. Sazanovich Liana	Kletsk rayon socio-pedagogical center	Kletsk	Minsk Oblast
166. Sapetova Svetlana	Central rayon Hospital	Chausy	Mogilev Oblast
167. Sveyko Natalia	Berestovitsa rayon socio-pedagogical center	Berestovitsa	Grodno Oblast
168. Svetlakova Olga	M. Tank university, Department of Special Education	Minsk	Minsk city
169. Segenchuk Katherina	High school 10 Brest	Brest	Brest Oblast
170. Selvisyuk Katherina	High School 7 Brest	Brest	Brest Oblast
171. Semenova Natalia	Vitebsk State.University	Vitebsk	Vitebsk Oblast
172. Serbenkova Maria	Socio-pedagogical center Partyzanski district	Minsk	Minsk city
173. Sergeyeva Katerina	Family Support Center	Minsk	Minsk city
174. Serkulskaya Elena	Wheelchair association Special World	Minsk	Minsk city
175. Sidorenko Galina	SPC	Rogachev	Gomel Oblast
176. Skameyko Natalia	Social education centers of Luniniets area	Luninets	Brest Oblast
177. Slinko Elena	Grodno Oblast RI	Grodno	Grodno Oblast
178. Slinko Igor	Grodno Oblast RI	Grodno	Grodno Oblast
179. Smirnova Elena	GOIRO	Gomel	Gomel Oblast
180. Solovey Tatiana	Drogichin RSPC	Drogichin	Brest Oblast
181. Solopova Tatiana	Bogushevsk school 2 of Senno rayon	Bogushevsk	Vitebsk Oblast
182. Stetsenko Marina	Svisloch rayon socio-pedagogical center	Svisloch	Grodno Oblast
183. Stishenok Irina	Gomel Regional Institute of Educational Development	Gomel	Gomel Oblast
184. Storozhenko Natalia	Mogilev city socio-pedagogical center	Mogilev	Mogilev Oblast
185. Strechen Yulia	Kkamenetsky regional socio-pedagogical center	Pelishche	Brest Oblast
186. Sudas Olga	Ostrino nursery	Ostrino, Shchuchin rayon	Grodno Oblast
187. Odynets Tatiana	Nursery19 of Krichev	Krichev	Mogilev Oblast
188. Tekalo Elena	Volkovysk Regional socio-pedagogical center with children's social shelter	Volkovysk	Grodno Oblast
189. Telyak Inna	Smorgon Habilitation and Development Training and Rehabilitation center	Smorgon	Grodno Oblast
190. Teraz Alla	Nursery 14 Kobrin	Kobrin	Brest Oblast
191. Tereshchuk Lyudmila	Brest region Habilitation center	Kleyniki	Brest Oblast
192. Tokarevich E.Y.	M. Tank University	Minsk	Minsk city
193. Tolochko Anna	Vereykovsk school	Vereyki	Grodno Oblast
194. Trotsyuk Galina	Rynkovsk High School	Kobrin	Brest Oblast

Name of respondent	Organization	City\Town	Oblast
195. Truhan Lyudmila	Belarusian Association "Positive Movement"	Minsk	Minsk city
196. Turbolets Svetlana	Masherov University	Vitebsk	Vitebsk Oblast
197. Ulanova Natalia	Social education center Borisov rayon	Borisov	Minsk Oblast
198. Fetisova Natalia	Brest Regional Institute of Educational Development	Brest	Brest Oblast
199. Filkova Elena	SPC of Soviet district	Minsk	Minsk city
200. Kharitonchik Valentina	Nursery 10	Mogilev	Mogilev Oblast
201. Khatkevich Snezhana	Grodno oblast Habilitation center	Grodno	Grodno Oblast
202. Hinets Svetlana	Pre-school education facility	Kobrin	Brest Oblast
203. Hitryuk Vera	Baranovichi State University	Baranovichi	Brest Oblast
204. Hlebets Lena	High school	Beloozyorsk	Brest Oblast
205. Kholodovich Svetlana	Ivatsevichy rayon SPC	Ivatsevichi	Brest Oblast
206. Homenya Tatiana	Pinsk rayon SPC	Pinsk	Brest Oblast
207. Tsymbalyuk Alla	Stolin rayon SPC	Stolin	Brest Oblast
208. Chekun Olga	Smorgon SPC	Smorgon	Grodno Oblast
209. Chervontseva Elena	High school 32 of Gomel	Gomel	Gomel Oblast
210. Chernivitskaya Zhanna	Radunsk Gymnasium	Radun	Grodno Oblast
211. Chigileychik-Funk Yulia	National Adoption Center	Minsk	Minsk city
212. Chichurina Raisa	Pushkin University	Brest	Brest Oblast
213. Shalamovskaya Elena	Nursery 95 of Mogilev	Mogilev	Mogilev Oblast
214. Sharkunova Irina	Gymnasium 1	Gymnasium 1	Minsk Oblast
215. Shatrova Natalia	Grodno rayon SPC	Grodno	Grodno Oblast
216. Shatyuk Tatiana	F.Skorina university	Gomel	Gomel Oblast
217. Shatseva Tatiana	Preschool Child Development Center	Vetka	Gomel Oblast
218. Shelopuho Antonina	High school 4	Vitebsk	Vitebsk Oblast
219. Shelpuk Olga	Drogichin RSPC	Drogichin	Brest Oblast
220. Shekh Natalia	National Adoption Center	Minsk	Minsk city
221. Shirokova Galina	Socio-pedagogical center of Slonim rayon	Slonim	Grodno Oblast
222. Shklyarevskaya Nadezhda	Department of Education, Sport and Tourism Soligorsk rayon executive committee	Soligorsk	Minsk Oblast
223. Shkuta Katherina	Grodno rayon socio-pedagogical center	Loyki	Grodno Oblast
224. Shobik Natalia	Khotimsk rayon socio-pedagogical center	Khotimsk	Mogilev Oblast
225. Shulitskaya Irina	Volkovysk rayon socio-pedagogical center with children's social shelter	Volkovisk	Grodno Oblast
226. Shumskaya Lyudmila	Social education center of Postavy rayon	Postavy	Vitebsk Oblast
227. Shust Lyudmila	Department of Education, Sport and Tourism	Oktyabrsky	Gomel Oblast

Name of respondent	Organization	City\Town	Oblast
228. Yaznevich Galina	Vileyka rayonl center of Habilitation and Development Training and Rehabilitation	Vileika	Minsk Oblast
229. Yakovuk Alla	Nursery 9 of Kobrin	Kobrin	Brest Oblast
230. Yarotskaya Olga	Nursery 2, 19	Baranovichi	Brest Oblast

ANNEX H: DATA COLLECTION TOOLS

KEY INFORMANT INTERVIEW INSTRUMENTS

KIIs interview instruments for service providers from the communities, (not) covered by CSVG activities

Вопросы, выделенные синим цветом - задаем тем, кто принимал участие в программе.
Вопросы, выделеные зеленым цветом задаем только тем, кто НЕ принимал участие в программе

Questions highlighted in blue - ask those who participated in the program.
Questions highlighted in green set only to those who do not participate in the program

Russian	English
Благодарим Вас за то, что вы согласились встретиться с нами сегодня.	Thank you for meeting with us today.
Мы представляем ME&A (Mendez, England & Associates), консалтинговая компания из США. Мы проводим независимую оценку программы «Услуги в местных сообществах для уязвимых групп.» (Если требуется - даем вариант текста на английском - Community Services to Vulnerable Groups, далее - CSVG). Данная программа реализовывалась Международным детским фондом в 2005-2015 году.	We are experts of ME&A (Mendez, England & Associates), a consultancy company from USA. We are conducting an evaluation for "Community services for vulnerable groups (2005-2014, hereinafter - CSVG) program", implemented by Child Fund International in 2005-2014
Проведение оценки – это стандартная практика для организаций, работающих в области развития во всем мире, и USAID не является исключением. По результатам оценки мы составим краткий отчет для USAID, и надеемся, что он будет доступен Вам и ключевым заинтересованных сторон, однако окончательное решение на этот счет остается за USAID.	Conducting an evaluation is a standard practice in development organizations around the world, including USAID. We will write a concise evaluation paper for USAID. We hope they will share it with you and key stekaholders, but it is USAID's evaluation and thus it wil be their decision.
В своей работе мы используем стандартный общепринятый подход к оценке, в том числе используя принципы анонимности и отсутствия ссылок на источники информации. Во время нашей беседы мы будем делать заметки, однако при написании отчета мы не будем указывать ваше имя или название вашей организации – либо использовать предоставленную информацию таким образом, который даст возможность определить, что она поступила от вас или вашей организации.	There are a standard set of best practices in evaluation that we will use, including anonymity and non-attribution. We will take notes during our conversation. But in writing the report, we will not use your name or the name of your organization – or use the information you provide in such a way that can be traced back to you or your organization.
В рамках оценки программы USAID попросил нас сфокусироваться на ряде вопросов, связанных с реализацией мероприятий программы и ее результатами.	
В рамках оценки программы USAID попросил	

нас сфокусироваться на ряде вопросов, связанных с реализацией мероприятий программы и ее результатами. Исходя из этого запроса мы хотим задать Вам несколько вопрсов, которые касаются Вашего участия в программе а также того, как Вы и Ваша организация смогла изменить ситуацию в сообществе в части проблемы институциализации детей из неблагополучных семей и социализации людей с инвалидностью.	For the evaluation of the program, USAID has asked us to focus on a set of issues around program activities and outputs. We thus want to focus our questions on your participation in the program as well as on how you and your organization were able to change situation in the community regarding the problem of institutionalisation of vulnerable children as well as on socialization of PWDs.
Для сравнительного анализа хода реализации программы мы проводим интервью также со специалистами организаций, которые не принимали участие в программе и контакты которые были получены из источников, независимых от программы.	For a comparative analysis of the implementation of the program, we will also conduct interviews with experts of organizations that did not participate in the program and the contacts that have been obtained from the sources, independen from the program.
Ваше участие в интервью является добровольным. Вы можете отказаться от интервью прямо сейчас. А также Вы можете отказаться от ответа на любой из вопросов без объяснения причин.	Your participation in this interview is voluntary. You may refuse the interview right now. And also you can refuse to answer any of the questions without explanation.
Есть ли у вас какие-либо вопросы к нас перед тем, как мы приступим к интервью?	Do you have any question for us before we begin with a set of brief, direct questions?

SOW references numbers (to connect specific questions with interview questions) - see first column of the table below:

The Contractor will:

- assess the relevance,
- effectiveness, and
- efficiency of major CSVG activities intended to
- increase the degree of inclusion of OVC and PWDs into Belarusian society and
- recommend approaches for potential follow-on programming.

Q.1. What major changes in the community-based social services for OVC and PWDs in Belarus do CSVG stakeholders perceive to be the result, in whole or in part, of CSVG activities?

Q.1a. How relevant are CSVG activities to reducing the number of children being institutionalized, promoting home family care and inclusion of PWDs in society (in the absence of significant GOB resources)?
Q.1b. What were perceived to be the most/least useful or effective activities across both project components?

Q.2. What practices/behaviors promoted by CSVG have their local counterparts and/or beneficiaries adopted to successfully advocate for and/or offer modem social protection services to OVC/PWDs without foreign assistance?
Q.2a. In particular, in what ways were gender issues considered into those practices/behaviors?

Q.3. Are there any specific areas of inefficiencies in CSVG implementation where improvements can be achieved in the future?

SOW Ref #	Russian	English
n/a	**1. Данные об интервьюируемом:** Имя: Организация: Контакные данные: Город: Область:	**1. Personal data:** Name: Organization: Contact: Town/City: Region of Belarus:
n/a	**2. Пожалуйста, кратко расскажите о вашей организации и ее деятельности.** *Ипользуем данное описание для ответов на вопросы ниже. При необходимости - задаем уточняющие вопросы.*	**2. Can you give us short overview about your organization and its activities?** *Asking guiding questions if needed.*
	Информация об организации/интервьюируемом: **Организация:** ● Государственное учреждение (например, ТЦСОН) ● Орган местной власти ● Некоммерческая организация ● Другое (пожалуйста, уточните) **Организация занимается:** ● Прямой помощью/оказанием услуг представителям уязвимых групп ● Обучением, повышением квалификации специалистов, оказывающих такие услуги, мультиплицированием опыта ● Принятием решений относительно ситуации детей-сирот, детей в ситуации насилия и\или людей с инвалидностью (например, орган местной	**Overview of the organization/person:** **Organization:** ● State institution (for example Territorial Social Service Center) ● Local government body ● Non-governmental organization ● Other (please, specify): **Organization provides:** ● Direct assistance / services to vulnerable groups ● Training, professional development specialists providing such services, replicating the experience ● Decision-making regarding the situation of orphans, children in situations of violence and/or people with disabilities (eg, local authority, department of the executive committee, etc.) ● Formation and implementation of social policy development, legislative and regulatory framework of activities related to the situation of vulnerable groups (such as the Ministry) ● Other (please, specify):

SOW Ref #	Russian	English
	власти, отдел исполкома и т.п.) ● Формированием и реализацией социальной политики, развитием, законодательным и нормативным регулированием сферы деятельности, связанной с положением уязвимых групп (например, министерство) ● Другое (пожалуйста, уточните) **Ваша организация работает с:** ● Людьми с инвалидностью и их семьями ● Сиротами, детьми в кризисной ситуации, их семьями **Ваша роль в организации:** ● Специалист, работаю с целевой группой ● Тренер, преподаватель ● Методист (разрабатываю методики/подходы) ● Руководитель \ Лицо принимающее решение ● Эксперт, консультант, советник ● Другое (пожалуйста, уточните)	**Does your organization work with:** ● People with disabilities and their families ● Orphans, violated children, their families **What is your role/function in the organization:** ● Specialist on services for the target groups ● Trainer, lecturer ● Methodist (specialist responsible for development of methods, technologies of work etc.). ● Manager/decision-maker ● Expert, consultant, advisor ● Other (please, specify):
n/a	**3. Знакомы ли Вы/ Принимали ли Вы участие в программе, реализуемой Международным детским фондом - название "Услуги в местных сообществах для уязвимых групп" - по-английски "Community Services to Vulnerable Groups in Belarus"?** ● Нет, не знаком(а) \ не принимал(а) ● Да, знаком(а) с этой программой ● Да, принимал(а) участие в мероприятиях этой программы	**3. Do you know/participate in implementation of CSVG in Belarus?** ● No, I don't ● Yes, I know about this program ● Yes, I participated in some activities of this program *In case of difficulty - ask a leading question: measures aimed at de-institutionalization of children, increase the quantity and improve the quality of social services for orphans and violated children and people with disabilities and their families at the local level, increasing the level of inclusion of these vulnerable groups, etc.*

SOW Ref #	Russian	English
	В случае затруднений - задаем наводящий вопрос: мероприятия, направленные на де-институционализацию детей, увеличение количества и улучшение качества социальных услуг для детей-сирот, детей в ситуации насилия и людей с инвалидностью и членов их семей на местном уровне, повышение уровня инклюзии этих уязвимых групп и т.п. *Вопросы, выделенные синим цветом задаем только тем, кто сообщил что знаком или принимал участие в программе.*	*Questions highlighted in blue: ask them only to those who said that they knew or participated in the program.*
(1).1 **(1).2** **(1).3** **Q.1** **Q.1a** **Q.1b** **Q.2** **Q.2a**	**4. Опишите, пожалуйста, то, как в Вашем сообществе организована работа с социально <u>уязвимыми детьми и их семьями</u>? Какие методологии, подходы и принципы используются (сообщите, если у них есть какие-то названия)? Как Ваша организация узнала/изучила данные методологии и подходы? Какую помощь Вам оказала программа? Что из поддержки программы было наиболее полезно?** *Интерпретируем ответ для того, чтобы понять и ответить на вопросы (при обработке данных):* *6. Ведется ли профилактическая работа (профилактика институциализации) в принципе?* *7. Используются ли методы, направленные на стимулирование восприятия проблемы социально уязвимых людей как проблемы сообщества в*	**4. Please describe how is your community's work with socially <u>vulnerable children and their families</u> organized? What methodologies, approaches and principles are used (if they have any names - please provide)? How does your organization learn/ study these methodologies and approaches? What kind of assistance have you received from the program? What of this assistance was the most usefull?** *Interpret the answer in order to understand (on data processing stage):* *6. Is there prevention work (prevention of institutionalization) organized in principle?* *7. Are approaches, focused on increasing ownership of the community on care of the volnurable children is used?* *8. Did they know about PRIDE methodology?* *9. Do they practice family-centered approach in child protection?* *10. In what extend have the changes in the work been related/connected to the program intervention? Are these changes sustainable and institutionalized?*

SOW Ref #	Russian	English
	целом? 8. *Известно ли в сообществе о методике PRIDE?* 9. *Практикуется ли семейно-центрированный подход в защите ребенка?* 10. *На сколько изменения в системе работы связаны с интервенцией программы. На сколько эти изменения устойчивы и инсститутционализированы?*	
(1).1 **(1).2** **(1).3** **Q.1** **Q.1a** **Q.1b** **Q.2** **Q.2a**	**5. Опишите, пожалуйста, то, как в Вашем сообществе организована работа по социализации <u>детей с инвалидностью</u>? Какие методологии, подходы и принципы используются (если у них есть какие-то названия)? Как Ваша организация узнала/изучила данные методологии и подходы? Какую помощь Вам оказала программа? Что из поддержки программы было наиболее полезно?** *Интерпретируем ответ для того, чтобы понять и ответить на вопросы (при обработке данных):* 6. *Ведется ли работа с ЛсИ в принципе?* 7. *Имеется ли понимание различий между гуманитарным и инклюзивным подходом?* 8. *Оказываются ли услуги для детей с инвалидностью и их семей, направленные на инклюзивный подход (например, программа Life Skills)* 9. *Предлагаются ли какие-то системные услуги для родителей, такие как программа развития*	**5. Please describe how does your community organize work on socialization of <u>children with disabilities</u>? What methodologies, approaches and principles are used (if they have any names)? How does your organization learn/ study these methodologies and approaches? What kind of assistance have you received from the program? What of this assistance was the most usefull?** *Interpret the answer in order to understand and answer the questions (in data processing):* 6. *Is there work with PWD in principle?* 7. *Are there differences between humanitarian and inclusive approach?* 8. *Are services offered for children with disabilities and their families aimed at inclusive approach (for example, the Life Skills program)* 9. *Are there any systematic services offered for parents, like programs for development of Parental skills?* 10. *In what extend do the changes in the work are related/connected to the program interventions? Are these changes sustainable and institutionalized?*

SOW Ref #	Russian	English
	родительских навыков. *10. На сколько изменения в системе работы связаны с интервенцией программы. На сколько эти изменения устойчивы и инсститутционализированы ?*	
(1).4 Q.2	**6. Опишите, как у Вас организована работа с широкой общественностью по вопросам правильного отношения и/или поведения в отношении уязвимых групп?** *Если собеседник затрудняется ответить - задаем уточняющий вопрос: Проводятся ли мероприятия в сфере профилактика домашнего насилия, направленные рост общественной грамотности в вопросах положения уязвимых групп, общественные кампании и акции и т.п?* **Как ваше участие в программе (сотрудничество с МДФ) повлияло на подходы к этой работе?** *Интерпретируем данные для понимания того, в какой степени осуществляется адвокатирование в интересах уязвимых групп.* *Оцениваем влияние программы на запланированные эффекты и изменения.*	**6. Describe how you have organized the work with the general public on the proper attitude and / or behavior in relation to vulnerable groups?** *If the interviwee has difficulties to answer - ask a guiding question: Are there activities in the field of prevention of domestic violence, increase public literacy regarding vulnerable groups, public campaigns etc.?* **How has your participation in the program (cooperation with CFI) influenced the approach to this work?** *Interpret the data in order to understand the extent to which avocacy for vulnerable groups is done. Evaluation of achievement of the expected outcomes and impact of the program.*
Q.2a	**7. Учитывает ли ваша организация гендерные вопросы в своей деятельности? Каким образом ваша организация работает с гендерными вопросами в рамках деятельности?**	**7. Does your organization incorporate gender into its work? How does your organization incorporate gender into its work?**
Q.2a	8. Оказывал ли МДФ вашей организации поддержку с целью	8. Has, and how has, CFI supported you in incorporating gender into your activities and

SOW Ref #	Russian	English
	включения гендерных вопросов в деятельность и используемые подходы? Если да - какую? Какие виды помощи/поддержки вы получили за последние пять лет для включения гендерных вопросов в деятельность организации?	approaches? What kind of assistance have you received to help you incorporate gender into work over the last ten years?
(1).2 (1).3 Q.1a Q.2	**9. Организована ли работа по повышению качества оказываемых услуг? Как? Кем? Проводил ли МДФ оценку качества оказываемых услуг? Как программе повлияла на Вашу собственную систему оценки/повышения качества оказываемых услуг?** *Интерпретируем данные для понимания ведется ли работа по* 5. *Развитие стандартов качества в социальном расследовании и реабилитации* 6. *Укрепление потенциала организации, организационное развитие* 7. *Оцениваем то, как программа повлияла на развитие стандартов и укрепление потенциала.* 8. *Оцениваем наличие системы внутренней оценки качества оказываемых услуг как один из критериев устойчивой/саморазвивающейся системы.*	**9. Has organized work helped you improve the quality of services? How? By whom? Does CFI evaluate quality of the social services? How does the program contribute to the system of the assesment/improvement of the quality of the social services?** *Interpret the answer in order to understand are any activities, focused on:* 5. *Development of quality standards in social investigation and rehabilitation* 6. *Strengthening organizational capacity, organizational devlopment* 7. *Evaluate how the program has influenced the development of the standards and capacity building.* 8. *Assess the existence of a system of internal evaluation of quality of services as a criteria of sustainable / self-developing system.*
	Имеется ли у Вас локальная статистика за последние 10 лет о переводе в интернаты (или использование других способов институциализации) детей? Пожалуйста, поделитесь этими данными. Какова динамика? *Получаем/копируем/фотографируем доступные документы.*	**Do you have any local statistics/data on institutiaization of children for the last 10 years? Please, provide data.** **What is the dynamic?** *Taking/copying/making photo of the documents available*

SOW Ref #	Russian	English
	В частности, интересуют ответы на следующие вопросы: *Задаеам данные вопросы в случае если данные недоступны и/или их нельзя копировать.* Сколько детей из интернатных учреждений было воссоединено с их семьями (в том числе приемными) в 2005-2014 (по годам)? Сколько детей было охвачено услугами на базе местного сообщества в 2005-2014 (по годам)? Сколько новых детей-сирот и детей в ситуации насилия было воссоединено с их семьями либо охвачено услугами на базе местного сообщества вместо институционализации в 2005-2014 (по годам)? Сколько людей с инвалидностью и их семей были охвачены услугами на базе сообщества в 2005-2014 (по годам)?	**In particular, we are interested in the answers to the following questions:** *Asking these questions if data is available and / or can not be copied.* How many institutionalized children have been reunited with families (including foster families) in 2005-2014 (by year)? How many children have been placed in community based services in 2005-2014 (by year)? How many newly abandoned children have been reunited with families or placed in community based services instead of being institutionalized in 2005-2014 (by year)? How many PWD and their families have been covered by community based services in 2005-2014 (by year)?
(1).2 Q.1 Q.1a Q.1b (2)	**10. Как, по вашему мнению, повлияло участие Вашей организации/сообщества в программе CSVG на динамику выше? Что может быть подтверждением/доказательства данного влияния?** *Если удалось запросить показатели заранее - показываем их интервьюируемому и просим интерпретировать.*	**10. How has participation of your organization/community in CSVG program related to the dynamic\statistic mentioned above? What could be proof / evidence of this influence?** *If you are able to request advance indicators - show them and ask the interviewee to interpret.*
(1).2 (1).4 Q.1	**11. Опишите, как изменилось отношение Вашего сообщества к социальным проблемам и вызовам за последние 10 лет? Как на эти изменения повлияла программа CSVG? Что может**	**11.Please, describe, how your community attitude has changed during the past 10 years? How has CSVG program influenced these changes? What could be proof / evidence of this influence?**

SOW Ref #	Russian	English
	быть подтверждением/доказательства данного влияния? *Интерпретируем при анализе чтобы понять можем ли мы утверждать, что за последние 10 лет:* ● *Местное сообщество стало более инклюзивным* ● *Местное ообщество стало более толерантным* ● *Информация о положении уязвимых групп стала более открытой и обсуждаемой* ● *Увеличилось количество семей, желающих принять у себя детей-сирот* ● *Изменилось в лучшую сторону качество работы государственных учреждений, работающих с уязвимыми группами* ● *В сообществе реализован семейно-центрированный подход в защите ребенка* ● *Создана и работает эффективная система взаимодействия различных организаций в интересах уязвимых групп* ● *Сократилось число детей и людей с инвалидностью, попадающих в интернатные учреждения* ● *Оцениваем то, как программа повлияла на данные изменения.* ● *Оцениваем устойчивость данных изменений и институциональную память.*	*Interpreting during the data analysis about can we say that for the last 10 years:* ● *Local community has become more inclusive* ● *Local community has become more tolerant* ● *Information on the status of vulnerable groups has become more open and discussed* ● *The number of families wishing to host orphans has increased* ● *Quality of public agencies working with vulnerable groups has changed for the better* ● *Family-centered approach to child protection has realized in the community* ● *Effective system of interaction between different organizations for vulnerable groups has been created and operates* ● *The number of children and people with disabilities entering the residential care has decreased* ● *Evaluate the influence of the program on these changes* ● *Evaluate sustainability and institutional memory.*
(1).1 (2) **Q.1b**	**12. Какого рода проблемы/Вызовы с точки зрения семейно-центрированного/инклюзивного подхода в социальной защите ребенка имеются в Вашем**	**12. What kind of problems/challenges do you see in terms of family-centered/inclusive approach in social protection of the children in your community? If you were to participate in the planning of a similar program in the future, what kind of activities and goals would you**

SOW Ref #	Russian	English
	сообществе? Если бы Вы принимали участие в планировании мероприятий аналогичной программы в будущем, какого рода мероприятия и цели Вы бы включили в нее? Почему? *Анализируем возможные предложения для продолжения программы а также с точки зрения релевантности программы.*	**include in it? Why?** *Analyze possible proposals for a continuation of the program as well as in terms of the relevance of the program.*
Q3	**13. Какие сильные стороны системы менеджмента (системы управления) программой МДФ вы можете отметить, основываясь на работе МДФ с вашей организацией? Какие слабые стороны системы менеджмента вы можете отметить на основе опыта вашей совместной работы за последние 10 лет?** *При необходимостти, напрямую спрашиваем вопрос о наличие специфических областей, в котроых реализация прогарммы CSVG было неэффективно и в чем программа могла бы быть усовершенствована в будущем.* *Анализируем то, к какой из областей менеджмента относятся упоминаемые сильные и слабые стороны. Рассчитываем частоту упоминания тех или иных областей систмы менеджмента МДФ и обобщаем данные.*	**13. What do you see as the strengths of the program (CFI) management structure based on its work with your organization? What do you see as weaknesses in program (CFI) management structure based on this experience over the last 10 years.** *If needed, ask directly about any specific areas of inefficiencies in CSVG's implementation and where improvements can be achieved in the future.* *Analysing the management areas, connected to the strengths and weaknesses. Calculating the frequency of mentioning the areas of CFI managemet system and generalizing data.*
(2) Q.3	14. Благодарим вас за вашу работу по по развитию сферы социального обслуживание и повышения степени инклюзивности общества Беларуси, а также за то, что вы согласились поговорить с нами сегодня. **Возможно, в заключение вы**	14. Thank you for all your work in developing social care and increasing of level of inslusion of the society of Belarus and for talking with us today. In conclusion**, is there anything else you would like to tell us relevant to our conversation today?**

SOW Ref #	Russian	English
	хотите сказать еще что-то, что с вашей точки зрения является важным по отношению к теме нашей беседы?	

Focus Group Discussion Questions in English and Russian

Questions for FGD «Stakeholders\service providers in the communities» (Zhodino, Baranovichi):

1. **Какие основные изменения** произошли в предоставлении социальных услуг на местном уровне для уязвимых групп населения (дети-сироты; дети, пережившие семейное насилие; люди с инвалидностью), которые напрямую или косвенно, на Ваш взгляд, связаны с **результатами реализации программы CSVG**?

   What major changes have occurred in the provision of social services at the local level for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities), in your opinion, directly or indirectly connected with **the results of CSVG program implementation?**

2. **Какие из предоставляемых сервисов** для уязвимых групп населения (дети-сироты; дети, пережившие семейное насилие; люди с инвалидностью) являются **наиболее востребованными, полезными и эффективными**? **Почему**, с Вашей точки зрения, данные примеры являются успешными?

   Which of the services provided for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities) are **the most popular, useful and effective**? **Why**, in your opinion, these examples are successful?

3. **Какие из предоставляемых сервисов** для уязвимых групп населения (дети-сироты; дети, пережившие семейное насилие; люди с инвалидностью) являются **наименее полезными и/или недостаточно эффективными**, в чём конкретно это проявляется?

   Which of the services provided for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities) are **the least useful and / or ineffective**, what are the evidences of that?

4. **Какие актуальные проблемы, трудности, вызовы существуют в работе с уязвимыми группами населения** (дети-сироты; дети, пережившие семейное насилие; люди с инвалидностью) на местном уровне? **Какая поддержка** (инструменты, подходы, решения) Вам необходима?

   What are the current problems, difficulties, challenges exist in working with vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities) at the local level? **What kind of support** (tools, approaches, solutions) you need?

5. **В равной ли степени программа CSFG работала с мальчиками и девочками** - детьми-сиротами и детьми, пережившими семейное насилие, а также с мужчинами и женщинами - людьми с инвалидностью? Насколько равнозначными по количеству и качеству были группы отцов и матерей зоны риска, вовлеченных в программные активности? **Какие еще аспекты, связанные с гендерными особенностями**, важно отметить, обсуждая ход и результаты программных мероприятий?

   Did CSFG program equally covered boys and girls - orphans and children who have experienced domestic violence, as well as men and women - people with disabilities? How equivalent in quality and quantity were groups of fathers and mothers at risk involved in program activities? **What other aspects related to gender characteristics**, it is important to note when discussing the progress and results of program activities?

6. **Какой смысл** Вы вкладываете в понятия **«инклюзия» и «адвокатирование» для уязвимых групп населения** (дети-сироты; дети, пережившие семейное насилие; люди с инвалидностью)?

   What sense do you mean by the concepts of **"inclusion" and "advocacy" for vulnerable groups** (orphans, children who have experienced domestic violence, people with disabilities)?

7. **На какие аспекты нужно обратить внимание** МДФ для того, чтобы повысить потенциал и эффективность реализации программы CSVG в Беларуси в будущем?

   What aspects CFI needs to pay attention to increase the capacity and effectiveness of CSVG program in Belarus in the future?

Mini-survey questionnaire in English

Mini-survey of service-providers and multipliers of the program «Community services for vulnerable groups» (CSVG)

Dear Sir\Madam,
We contacted you because you and / or your organization participated in the activities, as part of the Child Fund International program "Community services for vulnerable groups (2005-2014, hereinafter - CSVG).

ME&A (Mendez, England & Associates), a consulting company in the USA, with the participation of national and international experts is conducting an independent evaluation of CSVG program. As part of the assessment process we collect information from people and organizations who participated in the program in order to evaluate its effectiveness, as well as understand how to organize the continuation of the program in the future.

Your participation is important to us because it is one of the sources of information from which we can get a direct and confidential opinion on the quality of program services from its direct beneficiaries.

Completing the survey will take no more than 20-25 minutes. Your participation in the assessment is voluntary. ME & A guarantees confidentiality of your information. Information (including personal one) you provide will only be used in a generalized way. This means that according to the survey it will be impossible to track individual responses of survey participants and their names, these organizations, etc.

If you have any questions about the survey, you can ask them representatives of the expert team and the head of this research Mr. Ulad Vialichka u.vialichka@gmail.com, and he will give you the information you need or will assist in filling out the questionnaire.

Top of Form

Basic information about the respondent

As mentioned above, polling data is confidential. Your name will be accessible only to ME & A experts and will be used to contact you if necessary.

1. Your Name and Family name *
(this data is confidential)

2. Your sex *
   - o Female
   - o Male
   - o I prefer not to answer

3. Name of the organization, where you work (or have worked at the time, when we took part in the project) *

If you changed job place since then, when you have participated in the project, please specify the organization / structure / organization on whose behalf you participated in the project. Current place of work (if different), you can specify later.

4. In what city is (or was) the organization on whose behalf you are participating in the program?*
If you changed the city of work from the time when you participated in the program, please indicate the organization / structure / organization on whose behalf you are participating in the program.

5. Choose region, where the city\town is situated *

- o Minsk city
- o Brest region
- o Vitebsk region
- o Gomel region
- o Grodno region область
- o Minsk region
- o Mogilev region

6. Since when do you work (worked) in this organization? *

- o Started earlier than 2005
- o 2006
- o 2007
- o 2008
- o 2009
- o 2010
- o 2011
- o 2012
- o 2013
- o 2014

7. Till when have you been working in this organization? *

- o Up to now
- o 2006
- o 2007
- o 2008
- o 2009
- o 2010
- o 2011
- o 2012
- o 2013
- o 2014

Information about new place of employment

Please, provide us information about your new place of employment

8. New (current) employment

9. Location (city, town) of new employment

10. Please, comment the fact of changing workplace.
We are interested in information about the connection of the new and former employment with the activities of the CSVG program. If the change of place of work was associated with the program or its completion, also indicate this. Tell us also if you are using the knowledge and experience gained through the program or your new job.

Top of Form

Information about organization

We ask you to respond further questions on the basis of the place of work / position that you had when you were involved in the program CSVG

11. Your organization *

- o State institution (for example Social Service Center)
- o Local government body
- o Non-governmental organization
- o Other (please, specify):

12. What your organization is doing? *
Please, choose one or more options, the most reflecting sphere of activity of your organization.

- o Direct assistance / services to vulnerable groups
- o Training, professional development specialists providing such services, replicating the experience
- o Decision-making regarding the situation of orphans, children in situations of violence and \ or people with disabilities (eg, local authority, department of the executive committee, etc.)
- o Formation and implementation of social policy development, legislative and regulatory framework of activities related to the situation of vulnerable groups (such as the Ministry)
- o Other (please, specify):

13. What is your role/function in the organization
Choose one or more options. Name your real role, which may not necessarily exactly match the name of the position or job description. It can vary or amend the direction of the organization. For example, the role of Social Service Center is direct assistance to target groups. But the specialist Social Service Centre can, among other, provide training or develop methodical guidelines.

- o Specialist on services for the target groups (children, parents, people with disabilities etc.)
- o Trainer, lecturer
- o Methodist (specialist responsible for development of methods, technologies of work etc.).
- o Manager/chief, decision-maker
- o Expert, consultant, advisor
- o Other (please, specify):

Participation of respondent in program activities

14. Do you know about implementation by Child Fund International the program Community Services to Vulnerable Groups in Belarus?

o No, I don't
o Yes, I do
o I am the participant of CSVG program

Role and function in the program

15. What was the subject of your cooperation with the program?
Choose one or more topics, covered by the program to understand how you are connected to it.

o People with disabilities and their families
o Orphans, violated children
o Other (please, specify):

16. Which of CSVG components have you taken part in?
Choose one or more options from the list

o Trainings and other educational activities for orphans and violated children
o Trainings and other educational activities for parents of disadvantaged families or foster families
o Trainings and other educational activities for people with disabilities and their families
o Trainings and professional development for the staff of the system of education and \ or social protection
o Trainings and other educational activities for other representatives of local communities (e.g. non-governmental organizations, employers, etc.)
o Participation in the National trainers' team of CSVG program
o Development of appropriate direction of activities within the Regional Institute of Education Development
o Participation in the development of guidelines and standards
o Participation in national conferences, round tables on relevant topics
o Active work with the media, promotion of modern ideas and technologies work with vulnerable groups in the information space

Competence and multiplication

17. Which issues have you become more competent thanks to participation in CSVG program?
Answer the question on a five-point scale, where 1 is not changed, 5 changed to the maximum extent (0 - It is difficult to evaluate whether or not to participate in activities to develop competencies in this field)

	0	1	2	3	4	5
Services on prevention and rehabilitation for children and families						
Development of alternative methods such as family care for orphans of family type (PRIDE model)						
Services for children with disabilities and their families (e.g., the Life Skills program)						
Dissemination of experience in the development of Parental skills program						

	0	1	2	3	4	5
Advocacy methods for vulnerable groups (prevention of domestic violence, increase public literacy regarding vulnerable groups, public campaigns etc.)						
Opportunities for development of quality standards in social investigation and rehabilitation						
Strengthening organizational capacity, organizational development						

18. Which methods of education \ upgrading qualification were used when transferring competences to you?

- o Lectures, courses for upgrading qualification
- o Seminars \ trainings
- o Study and exchange visits within Belarus
- o Study and exchange visits outside Belarus
- o Literature, manuals, study materials
- o Other (please, specify):

19. To what extent change your competence in the above areas affected by the situation in the community?
Please rate on a scale the degree of this influence on the components, where 1 is not affected, 5 - affects as much as possible (0 - It is difficult to estimate)

	0	**1**	**2**	**3**	**4**	**5**
Community has become more inclusive						
Community has become more tolerant						
Information on the status of vulnerable groups has become more open and discussed						
The number of families wishing to host orphans has increased						
Quality of public agencies working with vulnerable groups has changed for the better						
Family-centered approach to child protection has realized In the community						
Effective system of interaction between different organizations for vulnerable groups has been created and operates						
The number of children and people with disabilities entering the residential care has decreased						

20. How do you consider the interests of men and women (aspects of gender non-discrimination) in your activities?

- o This aspect is not relevant for Belarus
- o This aspect is not relevant for my work
- o I collect statistics about number of men and women (boys and girls)

o I change approaches to my work depending on gender of a person I work with
o Other (please, specify):

21. How program activities influenced your competence in consideration of the interests of men and women (gender non-discrimination) in your work?

	1	2	3	4	5	6	7	
No Influence								The highest degree of influence

Exchange of experience and interaction

22. Have you transferred gained professional knowledge / experience to other specialists? If yes, then how?

o No, I did not do that
o Trained / consulted my colleagues
o Conducted training / consultation for experts of organizations similar to the one in which I work (for example, Social Service Centre employee trained staff of other SSC)
o Conducted presentation of the principles and approaches to related organizations
o Conducted lecture or training within the course of upgrading qualification
o Presented experience at wider meetings of experts in my city / region
o I was invited to present experience at the meeting of experts in other city / region
o I hosted people studied and learned about my experience on the basis of my organization
o Wrote articles / publications / manuals / guidelines
o Via participation in scientific conferences

23. Please, assess how often you exchange professional information with colleagues from other cities on the issues related to the theme of CSVG program

o I maintain contacts regularly
o I maintain contacts sporadically
o I don't keep contacts with colleagues

24. Which way do these professional contacts happen?

o I don't keep contacts with colleagues
o I am contacted by my colleagues (by phone or e-mail …)
o I initiate contact with my colleagues
o We meet at the seminars, round tables initiated by the program
o We meet at the meetings, courses, seminars organized out of program frames
o We maintain contact and communication by electronic means of communication and social networks (Vkontakte, Facebook, Classmates, etc.)

25. How intensively you personally, as an expert, hold professional contacts with the Child Fund International (CFI) and / or their experts?
Please, indicate how often you contact CFI - consulting, participation in events, communicating by e-mail ...

o Once a week or more often
o 1-2 times a month
o Once for several months

o Once a year or more rare
o I don't keep contacts with CFI

Evaluation of the program

26. Who is your target group within the frames of your professional activity?

o Children from families at risk
o Disadvantaged families, where parents can be deprived of parental rights
o Neighbors and people from surrounding of families at risk
o People with disabilities
o Families of people with disabilities
o Other (please, specify):

27. With whom your interact in the process of your work activities?

	No interaction	Information Exchange	Participated in each other's events	Jointly organized events or activities	Common goals, coordination of achieving them together
Local governance bodies					
Educational institutions					
Social protection institutions					
Non-governmental organizations					
Church based organizations					
Media, journalists					
Business companies, employers					

28. Please, assess the extent to which the program contributes to the development of the following aspects

Evaluate your subjective opinion, on a scale the degree of influence of the program on individual aspects, where 1 is no influence, 5 - the maximum positive impact (0 - It is difficult to estimate)

	0	1	2	3	4	5
Improving the quality of government institutions (both national and local level) responsible for the work with vulnerable groups						
Development of local communities and their ability to take responsibility for the socialization of vulnerable groups						
Improving the social services system and assistance to vulnerable groups						
De-institutionalization of vulnerable groups (reducing the number of vulnerable groups in institutions - schools, children's homes, etc.).						

	0	1	2	3	4	5
Introduction of new approaches and methods of work with vulnerable groups						
Improving the quality of life of vulnerable groups						
Replicating / dissemination of experience and practice from the program						

29. What, in your opinion, can be considered the greatest success of the program?
Please, name one or more of the most valuable achievements of the program - something that can be considered a success, the pride of the program. We are interested in your personal opinion as a specialist.

30. How the program affected you personally? What kind of effects for you personally generated by the program?
Describe one or more of the most important effects of participation in the program. If you don't have such effects, please indicate it as well.

31. How can you evaluate the effectiveness of the team of the Child Fund International for the implementation of the program?
Please rate, professional and organizational quality of CFI employees with whom you had a chance to interact within the program

	1	2	3	4	5	6	7	
Minimal effectiveness								Maximal effectiveness

Recommendations for improvement of CSVG program

32. If you would participate in planning a new program of similar orientation in the future, what would you do differently?

Please, suggest your ways to improve the program in terms of its content.

33. What would you do different way when planning the program from the point of management?

Please, suggest your ways to improve the program in terms of its organization and management.

Please, press the button "Ready" in the bottom of this page
Only after pressing this button your responses will be saved in the database.

Your responses are saved. Your participation and answers are of high importance for us!
Thank you very much for your participation in the survey!

Mini-Survey Questionnaire in Russian

Анкетирование участников программы «Услуги в местных сообществах для уязвимых групп»
Добрый день!

Мы связались с Вами потому, что Вы и/или Ваша организация принимали участие в мероприятиях в рамках реализуемой Международным детским фондом программы «Услуги в местных сообществах для уязвимых групп (2005-2014).» (Community Services to Vulnerable Groups, далее - CSVG).

ME&A (Mendez, England & Associates), консалтинговая компания из США, с участием национальных и международных экспертов проводит независимую оценку данной программы. В рамках проводимой оценки мы собираем информацию от людей и организаций, которые принимали участие в работе программы для того, чтобы оценить ее эффективность, а также понять, как можно организовать продолжение программы в будущем.

Ваше участие важно для нас, поскольку это один из источников информации, с помощью которых мы можем получить непосредственное и конфиденциальное мнение о качестве предоставляемых проектом услуг от его прямых благополучателей.

Заполнение анкеты займет не более 20-30 минут. Ваше участие в оценке является добровольным. ME&A гарантирует сохранение конфиденциальности предоставленной Вами информации. Информация (в том числе персональная), предоставленная Вами, будет использована исключительно в обобщенном виде. Это означает что по данным исследования будет невозможно отследить индивидуальные ответы участников анкетирования и их имена, данные организации и т.п.

Если у вас возникнут какие-либо вопросы, касающиеся исследования, вы можете задать их представителю экспертной команды и руководителю исследования Владиславу Величко по адресу u.vialichka@gmail.com, и он предоставит Вам необходимую информацию или окажет помощь в заполнении анкеты.

* Обязательно
Top of Form

Общие данные о интервьюируемом

Как уже упоминалось выше, все данные опроса являются конфиденциальными. Ваше имя будет доступно только экспертам ME&A и будет использоваться для связи с Вами в случае необходимости.

1. Ваше Фамилия и Имя *
(данные конфиденциальны)

2. Ваш пол *

- ○ Женщина
- ○ Мужчина

Предпочитаю не отвечать

3. Название организации, в которой Вы работаете (или работали в то время, когда принимали участие в проекте) *
Если Вы сменили место работы с того времени, когда Вы участвовали в проекте, пожалуйста укажите ту организацию/структуру/учреждение, от имени которой Вы прнимали участие в проекте. Текущее место работы (если оно отличается) Вы сможете указать позднее.

4. В каком городе находится (или находилась) организация, от имени которой Вы принимали участие в программе. *
Если Вы сменили город, в котором работаете с того времени, когда Вы участвовали в программе, пожалуйста укажите ту организацию/структуру/учреждение, от имени которой Вы принимали участие в программе.

5. Выберите область, в которой находится этот город *

- г. Минск
- Брестская область
- Витебская область
- Гомельская область
- Гродненская область
- Минская область
- Могилевская область

6. С какого года вы работаете (работали) в данной организации *

- Начал работу ранее 2005 года
- С 2006
- С 2007
- С 2008
- С 2009
- С 2010
- С 2011
- С 2012
- С 2013
- С 2014

7. По какой год вы работали (работаете) в данной организации *

- По настоящее время

- по 2006
- по 2007
- по 2008
- по 2009
- по 2010
- по 2011
- по 2012
- по 2013
- по 2014

Информация о новом месте работы

Сообщите нам информацию о новом месте Вашей работы

8. Новое (текущее) место работы

9. Местонахождение (город) нового места работы

10. Прокомментируйте, пожалуйста, факт смены работы.
Нас интересует информация о связи нового и прежнего места работы с деятельностью программы "Услуги в местных сообществах для уязвимых групп". Если смена места работы была связана с программой или ее завершением, также укажите это. Расскажите также используете ли Вы знания и опыт, полученные в рамках программы, на новом месте работы.

Top of Form

Информация об организации

Мы просим далее отвечать на вопросы, исходя из того места работы/должности, которая у Вас была тогда, когда Вы принимали участие в программе CSVG

11. Ваша организация

- Государственное учреждение (например, территориальный центр социального обслуживания населения, социально-педагогический центр, коррекционный центр, университет, институт развития образования и т.п.)
- Орган местной власти (соответствующий отдел исполкома, сельсовета, инспекция или комиссия по делам несовершеннолетних или людей с инвалидностью и т.п.)
- Общественная организация
- Другое:

12. Чем занимается Ваша организация?
Выберите один или несколько вариантов, наиболее полно отражающих сферу деятельности Вашей организации.

- ☐ Прямой помощью/оказанием услуг представителям уязвимых групп - таких как дети, семьи, люди с инвалидностью
- ☐ Обучением, повышением квалификации специалистов, оказывающих такие услуги, распространением опыта
- ☐ Принятием решений относительно ситуации детей-сирот, детей в ситуации насилия и\или людей с инвалидностью (например, орган местной власти, отдел исполкома и т.п.)
- ☐ Формированием и реализацией социальной политики, развитием, законодательным и нормативным регулированием сферы деятельности, связанной с положением уязвимых групп (например, министерство)
- ☐ Другое:

13. Какова Ваша роль/функция в организации
Выберите один или несколько вариантов. Укажите Вашу реальную роль, которая может не обязательно полностью соответствовать названию должности или должностной инструкции. Она может отличаться или дополнять направление работы организации. Например, роль социально-педагогического центра (СПЦ) - оказание прямой помощи целевым группам. Но специалист СПЦ может, в том числе, заниматься обучением или разработкой методических указаний.

- ☐ Специалист по работе с целевыми группами (дети, родители, люди с инвалидностью и т.д.)
- ☐ Тренер, преподаватель
- ☐ Методист (специалист, отвечающий за подготовку методик, технологий работы и пр).
- ☐ Руководитель/начальник, лицо принимающее решение
- ☐ Эксперт, консультант, советник
- ☐ Другое:

Участие интервьюируемого в мероприятиях программы

14. Известно ли Вам о программе "Услуги в местных сообществах для уязвимых групп" или о ее подкомпонентах - «Расширение участия людей с инвалидностью во всех сферах жизни» и «Развитие услуг для предупреждения попадания детей в интернатные учреждения»?
В английской версии, Community Services to Vulnerable Groups, далее - CSVG, программа реализуемая представительством Международного Детского Фонда в Республике Беларусь

- ○ Нет, я не знаю о программе
- ○ Мне известно о программе

- ◯ Я - участник/участница программы

Роль и функция в программе

15. По какому поводу Вы взаимодействовали с программой

Выберите один или несколько компонентов

- ☐ Расширение участия людей с инвалидностью во всех сферах жизни
- ☐ Развитие услуг для предупреждения попадания детей в интернатные учреждения
- ☐ Другое:

16. В каких мероприятиях программы Вы принимали участие?

Выберите один или несколько вариантов из списка.

- ☐ Тренинги и иное обучение для детей-сирот и детей, попавших в ситуацию насилия
- ☐ Тренинги и иное обучение для родителей или приемных семей
- ☐ Тренинги и иное обучение для детей и взрослых с инвалидностью и их семей
- ☐ Тренинги и повышение квалификации для сотрудников системы защиты детства / образования
- ☐ Тренинги и обучение для иных представителей местных сообществ (например, общественные организации, работодатели и т.п.)
- ☐ Участие в работе национальной тренерской команды программы
- ☐ Адаптация / внедрение новых методик, изученных в рамках программы, в работу Института развития образования или университета
- ☐ Участие в Рабочих группах по разработке методических рекомендаций и стандартов, создании или адаптации тренинговых программ
- ☐ Участие в национальных конференциях, круглых столах и т.п.
- ☐ Другое:

Компетентность и мультипликация

17. Как изменился уровень Ваших компетенций в перечисленных ниже вопросах благодаря участию в программе?

Ответьте на вопрос по пятибалльной шкале, где 1-не изменился, 5- изменился в максимальной степени (0 - затрудняюсь оценить или не участвовал в мероприятиях по развитию компетенций в данной сфере)

	0	1	2	3	4	5
Профилактика и реабилитация для детей и семей	◯	◯	◯	◯	◯	◯
Семейные формы устройства для детей сирот и детей,	◯	◯	◯	◯	◯	◯

	0	1	2	3	4	5
лишенных попечения родителей (модель PRIDE)						
Услуги для детей с инвалидностью и их семей (например, программа Life Skills)	○	○	○	○	○	○
Обучение и подготовка родителей, развитие родительских навыков (Parental skills program)	○	○	○	○	○	○
Адвокатирование в интересах уязвимых групп (профилактика домашнего насилия, рост общественной грамотности, общественные кампании и акции и т.п.)	○	○	○	○	○	○
Развитие стандартов качества в сфере работы с детьми-сиротами, людьми с инвалидностью и т.п, совершенствование нормативной и правовой базы в данной области	○	○	○	○	○	○
Укрепление потенциала и повышение эффективности организации, организационное развитие	○	○	○	○	○	○

18. Какие методы обучение/повышения квалификации были использованы при передаче вам компетенций?

- ☐ Лекции, курсы повышения квалификации
- ☐ Семинары-тренинги
- ☐ Визиты по обмену опытом внутри Беларуси
- ☐ Зарубежные визиты по обмену опытом
- ☐ Литература, пособия, учебные материалы
- ☐ Другое:

19. В какой степени изменение Вашей компетентности в вышеперечисленных областях влияет на ситуацию в сообществе?
Оцените по пятибалльной шкале степень этого влияния по компонентам, где 1-не влияет, 5 - влияет в максимальной степени (0 - затрудняюсь оценить)

	0	1	2	3	4	5
Сообщество становится более инклюзивным, учитывающим интерес детей сирот, людей с инвалидностью, их семей	○	○	○	○	○	○
Информация о положении детей-сирот, детей в ситуации насилия, людей с инвалидностью становится более открытой и обсуждаемой	○	○	○	○	○	○

	0	1	2	3	4	5
Меняется в лучшую сторону качество работы государственных учреждений, работающих с упомянутыми выше уязвимыми группами						
В сообществе реализуется семейно-ориентированный подход в защите ребенка						
Создана и работает эффективная система взаимодействия различных организаций в интересах уязвимых групп						
Сокращается число детей-сирот, детей в ситуации насилия и детей с инвалидностью, попадающих в интернатные учреждения						

20. Как Вы учитываете интересы мужчин и женщин (аспекты недискриминации по признаку пола) в своей деятельности?

- Данный аспект не актуален для Беларуси
- Данный аспект не является актуальным для моей работы.
- Я собираю статистику о количестве мужчин/женщин (мальчиков/девочек).
- Я меняю подходы в своей работе в зависимости от пола человека, с которым работаю
- Другое:

21. Как повлияли мероприятия проекта на Вашу компетентность в вопросах учета интересов мужчин и женщин (недискриминации по признаку пола) в Вашей деятельности?

	1	2	3	4	5	6	7	
Никак не повлияли								Повлияли в высокой степени

Обмен опытом и сетевое взаимодействие

22. Передавали ли Вы полученные профессиональные знания/опыт другим специалистам? Если да, то как?

- Нет, я не передавал(а) свои знания/опыт другим специалистам.
- Обучал(а)/консультировал(а) коллег по работе
- Проводил(а) презентации/обучение для смежных организаций
- Проводил(а) обучение в рамках курсов повышения квалификации / семинаров в Институте развития образования (ИРО)
- Представлял(а) опыт на методических объединениях специалистов в своем городе/районе

- ☐ Меня приглашали представлять опыт на общих собраниях специалистов в другом городе/районе
- ☐ Я принимал(а) на базе своей организации людей, которые изучали и знакомились с моим опытом
- ☐ Писал(а) статьи/публикации/пособия/методические указания
- ☐ Через участие в научно-практических конференциях
- ☐ Другое: ☐

23. Оцените, насколько регулярно Вы обмениваетесь профессиональной информацией с коллегами из других городов по вопросам, связанным с темой программы

- ○ Я не поддерживаю контакты с коллегами
- ○ Поддерживаю, но нерегулярно
- ○ Поддерживаю регулярно

24. Как происходят такие контакты с коллегами из других сообществ?

- ☐ Я не поддерживаю контакты с коллегами
- ☐ Со мной связываются коллеги (по телефону, электронной почте…)
- ☐ Я связываюсь с коллегами по своей инициативе
- ☐ Мы встречаемся на семинарах и круглых столах, организованных проектом
- ☐ Мы встречаемся на встречах, курсах, семинарах, организованных вне рамок проекта
- ☐ Поддерживаем контакты и связи с помощью электронных средств коммуникации и социальных сетей (Вконтакте, Facebook, Одноклассники и т.п.)

25. Как интенсивно Вы лично, как специалист, поддерживаете профессиональные контакты с ChildFund (Международным Детским Фондом) и/или его экспертами
Укажите как часто Вы контактируете с ChildFund (Международным Детским Фондом) - консультируетесь, участвуете в мероприятиях, переписываетесь по электронной почте...

- ○ 1 раз в неделю или чаще
- ○ 1-2 раза в месяц
- ○ 1 раз в несколько месяцев
- ○ 1 раз в год или реже
- ○ Я не поддерживаю контакты с ChildFund (Международным Детским Фондом)

Оценка программы

26. С кем из перечисленных ниже групп вы работаете в рамках своей профессиональной деятельности?

- ☐ Дети и семьи в социально опасном положении
- ☐ Соседи и люди из окружения семей в социально опасном положении
- ☐ Дети с инвалидностью или ОПФР
- ☐ Родители и члены семей, воспитывающих детей с инвалидностью или ОПФР
- ☐ Взрослые с инвалидностью
- ☐ Семьи людей с инвалидностью
- ☐ Дети-сироты
- ☐ Приемные семьи
- ☐ Дети, нуждающиеся в государственной защите
- ☐ Специалисты, работающие с детьми и семьями
- ☐ Другое:

27. С какого рода субъектами и как Вы взаимодействуете в процессе своей работы?

	Нет взаимодействия	Обмен информацией	Участие в мепоприятиях друг друга	Совместные мероприятия	Общие цели и планы
Органы местной власти (включая ИДН, КДН и правоохранительные органы)	○	○	○	○	○
Образовательные учреждения (включая детсады, школы, интернаты для детей, ЦКРОиР, СПЦ)	○	○	○	○	○
Учреждения социальной защиты (ТЦСОН, интернаты для людей с инвалидностью и др.)	○	○	○	○	○
Учреждения здравоохранения	○	○	○	○	○
Общественные организации	○	○	○	○	○
Религиозные организации	○	○	○	○	○

	Нет взаимодействия	Обмен информацией	Участие в мепоприятиях друг друга	Совместные мероприятия	Общие цели и планы
Средства массовой информации, журналисты					
Различные коммерческие организации					

28. Оцените, в какой степени программа вносит вклад в развитие перечисленных ниже аспектов
Оцените на Ваш субъективный взгляд, по пятибалльной шкале степень влияния программы по отдельным аспектам, где 1-отсутствие вляиния, 5 - максимальное позитивное влияние (0 - затрудняюсь оценить)

	0	1	2	3	4	5
Улучшение качества работы государственных служб и структур (на национальном и местном уровне), отвечающих за работу с детьми-сиротами или в социально опасном положении, детьми с инвалидностью, членами их семей .						
Развитие местных сообществ и их способности брать ответсвенность за социализацию детей из перечисленных выше уязвимых групп.						
Совершенствование социальных услуг и системы помощи						
Деинституциализация детей-сирот / детей в социально опасном положении, детей с инвалидностью (сокращение их числа в специальных учреждениях – интернатах, детских домах и т.п.)						
Внедрение новых подходов и методов работы с перечисленными группами						
Улучшение качества жизни представителей перечисленных выше групп						
Распространение опыта и практик, наработанных в рамках проекта.						

29. Что, с Вашей точки зрения, может считаться наибольшим успехом программы?
Перечислите одно или несколько наиболее ценных, с Вашей точки зрения, достижений программы - то, что можно считать успехом, предметом гордости программы. Нас интересует Ваше личное мнение как специалиста. Отвечайте в свободной форме.

30. Как на Вас лично отразилось участие в программе? Какого рода эффекты для Вас лично оказала программа?
Опишите один или несколько наиболее важных для Вас лично эффектов от участия в программе. Отвечайте в свободной форме. Если Вы не ощущаете эффектов как таковых, также укажите это.

31. Как вы можете оценить эффективность команды Международного детского фонда по реализации программы?
Оцените, пожалуйста, профессиональные и организационные качества сотрудников МДФ, с которыми Вам довелось взаимодействовать в рамках реализации программы

	1	2	3	4	5	6	7	
Минимальная эффективность	○	○	○	○	○	○	○	Очень высокая эффективность

Рекомендации по улучшению программы

32. Если бы Вы принимали участие в планировании новой программы схожей направленности в будущем, что бы Вы сделали по-другому?
Предложите пути улучшения программы с точки зрения ее содержания.

33. Что бы Вы сделали по-другому при планировании программы с точки зрения системы ее управления?
Предложите пути улучшения программы с точки зрения организации и управлению ею.

Пожалуйста, нажмите кнопку "Готово" внизу этой страницы.
Только после нажатия на эту кнопку Ваши ответы будут сохранены в базе данных.

Ваши ответы сохранены. Ваши ответы очень важны для нас!
Спасибо за участие в анкетировании

ANNEX I: LIST OF GRANTS PROVIDED BY CSVG

Sub-grants implemented in 2007- 2009

From 2005 to 2015, 136 sub-grants were awarded for a total amount of USD 982,493.15

Sub-Grantee Name	Project name	Grant amount	Project dates
I. Zhodino community			
Zhodino Social-pedagogic center	Educative course for future foster parents	$4,573	06.08.2007 06.02.2009
Education department of Zhodino Executive committee	Assistance to prevention of social orphanage through creation of favorable conditions for family support, strengthening family upbringing and development of children life skills	$9,856.5	06.12.2007 06.02.2009
NGO "Focus Group"	Future Without Violence and Abuse	$5,577	No data
Youth NGO "Healthy Choice"	Family University	$6,266	01.08.2006 01.08.2007
II. Orsha Community			
Orsha School #20	Development of preventive services to strengthen family capacity and to prevent child abuse and neglect	$4,999	04.10.2007 01.03.2008
Orsha School #20	Children and parents - a way to each other	$12,000	26.05.2008 01.07.2009
Orsha Social-Pedagogic Center	Educative program for candidates to foster parents	$4,942	04.10.2007 28.02.2009
Orsha Social-Pedagogic Center	Educative program for candidates to foster parents (Prolongation)	$4,050	08.04.2009 01.09.2009
Orsha Social-Pedagogic Center	Assistance to prevention of social orphanage through creation of favorable conditions for family support, strengthening family upbringing and development of children life skills	$9,008.80	19.10.2007 15.06.2009
III. Kobrin Community			
Kobrin School #3	My Family	$16,440	01.09.2008 01.09.2009
Kobrin Social-pedagogic center	Education for foster and adoptive parents	$6,999.33	24.12.2008 15.09.2009
Kobrin Social-pedagogic center	Family-centered approach in child protection system	$9,707.40	11.05.2009 15.09.2009
Kobrin Habilitation Center for Children with disabilities	Family-centered approach in child protection system	$9,992.22	12.12.2007 01.04.2009
Divin State Boarding School for Orphans and Children Without Parental Care	Host family	$2,938	20.07.2006 20.07.2007

Sub-Grantee Name	Project name	Grant amount	Project dates
NGO "Kobrin branch of BelAPDIMI	Family Support Center	$6,101.58	19.07.2006 30.09.2007
NGO "Kobrin branch of BelAPDIMI	Family Support Center – 2	$4,999	26.12.2007 26.12.2008
NGO "Kobrin branch of BelAPDIMI	Family Support Center – 2 Prolongation	$4,794.33	02.09.2008 22.04.2009
IV. Chausy Community			
Chausy School #1	Children and Parents	$6,900	28.04.2008 28.07.2009
Education department of Chausy executive committee	Education for foster and adoptive parents	$4,999	26.06.2007 26.06.2008
Education department of Chausy executive committee center	Education of future foster parents on PRIDE program (Prolongation)	$3,799.10	31.10.2008 31.07.2009
Education department of Chausy executive committee	Prevention of social orphanage through introduction of family-centered approach to institutions of child protection system	$9,649	20.02.2008 05.04.2009
V. Volozhin Community			
Volozhin region Social-pedagogic center	A family for every child	$4,481	22.08.2007 12.12.2008
Volozhin region Social-pedagogic center	Introduction of social orphanage prevention services to the work of child protection system	$9,885	02.11.2007 02.01.2009
VI. Health Education and Substance Abuse Prevention			
Chausy School #1	Healthy me - healthy country	$4,998	21.04.2008 21.04.2009
Volozhin Territorial Center for Social Support of Population	We choose life	$4,679	16.09.2008 16.08.2009
Kobrin School #9	Our choice is health	$4,990	03.11.2008 30.06.2009
Smorgon regional youth creativity center	We choose health	$4,159	01.04.2008 01.04.2009
VII. Creation of network database on child protection			
Educational department of Orsha executive committee	Creation of network database on child protection in Orsha	$19,862	26.10.2007 30.09.2009
Educational department of Zhodino Executive committee	Zhodino social network	$15,371.08	13.12.2007 01.10.2009
Educational Department of Chausy executive committee	Cross-sector cooperation on child and family protection through creation of unified informational record system	$24,851	26.03.2008 15.10.2009
VIII. Dissemination of Information campaigns			
Kobrin Territorial Center of Social	Children against violence	$4,735	10.09.2007

Sub-Grantee Name	Project name	Grant amount	Project dates
Support of Population			10.11.2008
Volozhin Social-pedagogic center	Let's say "no" to child abuse	$4,987	22.08.2007 12.12.2008
Orsha Social-Pedagogic center	Informational campaign on alternative forms of adoption of orphans	$4,664	04.10.2007 04.11.2008
Zhodino Social-pedagogic center	Childhood without violence	$4,992	06.08.2007 30.11.2008
Social-pedagogic center of Chausy	Information campaign on alternative forms of child care development	$4,999	27.06.2007 27.06.2008
Education Department of Brest District Executive Committee	Family for every child	$4,950	26.03.2009 10.09.2009
Smorgon Social Pedagogic Center	There is no justification for child abuse	$4,960	27.03.2009 07.09.2009
Education Department of Kirovsk Executive Committee	Family for every child	$4,900	12.03.2009 12.08.2009
IX. Innovative projects			
Belarusian Children's Hospice	Upbringing of a «special» child in a family	$9,633	01.04.2008 31.01.2009
Belarusian Children's Hospice	Upbringing of a «special» child in a family (Prolongation)	$4,999	16.03.2009 16.08.2009
Belarusian Children's Hospice	Translation and publication of methodologic materials on psychotrauma	$10,000	08.05.2009 08.09.2009
NGO "Penitentiary Health"	School for Social Adaptation of Children in Baby Houses of Habilitation Institutions and Their Mothers	$10,000	26.05.2008 26.06.2009
Smorgon Social Pedagogic Center	First steps of motherhood	$9,560	01.09.2008 28.08.2009
NGO Belarusian public union of riding and hippotherapy	Lucky horseshoe	$9,900	21.05.2008 21.05.2009
NGO BelAPDIMI	Family for every child	$9,994	17.04.2008 30.06.2009
X. Social Support for Families and Children in Disadvantaged Situation			
Local Foundation “Center for Support of Rural Development and Entrepreneurship of Stolin District”	My Second Home	$9,994.77	30.10.2008 30.06.2009
NGO “Youth Educational Centre "Fialta	Think. Act. Play	$9,962	05.12.2008 15.09.2009
Orsha Children's Polyclinic №1	Competent mothers – healthy children	$6,274.58	09.02.2009 31.08.2009

Sub-Grantee Name	Project name	Grant amount	Project dates
Bragin Branch of NGO "Belarusian Women's Union"	Peace and Harmony into Every Home	$10,000	17.03.2009 31.08.2009
Pinsk Branch of NGO "Mothers Against Drugs"	The Youth Choose Friendship	$10,000	05.12.2008 15.09.2009
XI. Portage Projects			
Kobrin Habilitation Center for Children with disabilities	Assistance to Children with disabilities of Early Age	$5,336.46	26.01.2009 30.09.2009
Slavgorod Habilitation Center for Children with disabilities	Live and learn together	$4,930	25.02.2009 25.08.2009
Education Department of Bykhov Executive Committee	The palm full of happiness	$4,999	14.04.2009 29.08.2009
XII. Prevention of Domestic Violence			
NGO "Radislava"	Support Service as a form of assistance for women and children suffered from violence	$24,964	No data
NGO "Radislava"	National Conference on the Problem of Domestic Violence	$5,823	22.05.2009 22.08.2009
Volozhin Territorial Center for Social Support of Population	Region without violence	$7,871.5	24.10.2008 24.08.2009
Kobrin Territorial Center of Social Support of Population	Crisis Center for Women and Children	$9,997.05	01.12.2008 01.09.2009
XIII. Rehabilitation Services for Alcohol Addicted and their Co-dependant relatives			
National NGO "Mothers against Drugs"	A Way to Recovery	$15,000	09.08.2006 31.10.2007
National NGO "Mothers against Drugs"	A Way to Recovery-2	$24,195	19.10.2007 13.03.2009
XIV. Projects implemented in more than one community (Zhodino, Orsha, Kobrin)			
NGO BelAPDIiMI	Together for a "Special" Child	$18,742	17.07.2006 30.09.2007

Sub-grants implemented in 2010-2012

Sub-Grantee Name	Project name	Grant amount	Project dates
I. Reforming Child Protection System			
Mogilev City Social-Pegagogic Center	Family-centered approach in Mogilev child protection system	$2,500	4/18/2011-12/18/2011
Education Department of Grodno Executive Committee	Developing multidisciplinary cooperation of child protection organizations	$2,500	5/6/2011-2/6/2012
Education Department of Ostrovets Executive Committee	Prevention of social orphanage through introduction of family-centered approach in child protection system	$2,500	5/12/2011-1/12/2012
Education Department of Kirovsk Executive Committee	Family is everyone's concern	$2,500	5/30/2011-1/30/2012
Grodno Oblast Re-training Institute	No more children's tears	$2,920	6/2/2011-4/2/2012
Brest Oblast Re-training Institute	Developing multidisciplinary cooperation of child protection organizations in Brest oblast	$5,892.50	2/20/2012-9/20/2012
Polotsk City Socio-Pedagogic Center	Incorporation of family-centered approach into the child protection system in Polotsk	$6, 989.70	2/27/2012-9/27/2012
Baranovichi City Socio-Pedagogic Center	Step towards	$8,530	3/5/2012-9/5/2012
Education Department of Dzerzhinsk Executive Committee	Understanding a family means saving it	$6,082.6	4/30/2012-9/30/2012
Education Department of Novopolotsk Executive Committee	Prevention of social orphanage	$6,283	5/10/2012-9/30/2012
Education Department of Soligorsk Executive Committee	Family for every child	$4,640	5/21/2012-9/30/2012
Minsk Regional Re-training Institute	Lighthouse	$4,990	5/8/2012-10/15/2012
II. Parenting Skills Enhancement Program			
Department of Education of Kirovsk Executive Committee	Parenting academy	$1,800	4/27/2010-11/30/2010
Department of Education of Chausy Executive Committee	Learning to be a parent	$1,800	9/1/2010-12/31/2010
Department of Education of Smorgon Executive Committee	Way to successful parenting	$1,800	9/1/2010-1/20/2011
Slonim School #2	We are together	$7,270	1/27/2012-8/27/2012
Brest Socio-Pedagogic Center	To teach parents to make their children happy	$7,980	2/9/2012-9/9/2012
Kobrin Socio-Pedagogic Center	Effective parenting	$9,044.17	4/2/2012-10/15/2012
Education Department of Grodno Executive	The development of support services for parents	$6,635	3/12/2012-9/30/2012

Sub-Grantee Name	Project name	Grant amount	Project dates
Committee	with young children		
Brest School #17	Steps towards each other	$7,868	3/12/2012 – 9/30/2012
INGO "UniHelp" (former "Health into the 21 century")	Happy childhood	$5,653	4/5/2012-10/15/2012
Mogilev Habilitation Center for Children with Disabilities	The course to understanding	$6,770	4/13/2012-9/30/2012
Vitebsk State University, Education Re-training Institute	Being on child's side	$6,662.5	5/8/2012-9/30/2012
Krichev preschool #19	Family harmony is world harmony	$5,822	5/8/2012-9/30/2012
III. Innovative Services			
NGO "Mutual Financial Assistance Consumer's Cooperative Association"	The basics of financial literacy for children and young people	$6,700	2/10/2012-9/10/2012
Smorgon Socio-Pedagogic Center	Aflatoun club	$9,990	3/6/2012-9/6/2012
Kobrin School #3	"Aflatoun" at school	$9,990	4/5/2012-9/30/2012
Grodno School for Hearing Impaired Children	The course to successful self-fulfillment	$4,990.5	5/15/2012-9/30/2012
Education Department of Oktyabrski Rayon of Grodno Executive Committee	Keeping the souls warm	$ 6,365	5/22/2012-9/30/2012
IV. PRIDE Model Projects			
Ostrovets Socio-Pedagogic Center	I am looking for my mother	$9,137	2/9/2012-9/9/2012
Grodno Oblast Re-training Institute	Steps towards each other	$8,209	2/9/2012-9/9/2012
Mosty Socio-Pedagogic Center	We are together	$7,354	2/17/2012-9/17/2012
Oshmyany Socio-Pedagogic Center	To give a family to a child	$7,027	2/21/2012-9/21/2012
Education Department of Moscovsky rayon, Minsk	Special children in foster family	$4,607	5/3/2012-10/17/2012
Education Department of Logoisk region executive committee	Warming children's hearts	$5,909	5/3/2012-9/30/2012
Smorgon Socio-Pedagogic Center	Family care for each child	$ 6,994	5/23/2012-10/17/2012
V. Inclusive Education			
Zhodino habilitation center for children with disabilities	Open world	$9,968	2/10/2012-9/10/2012
Belarus Red Cross Society, Belarusian railway branch	We are together	$7,000	4/9/2012-9/30/2012
Smorgon Kindergarten #6	10 point score to eyesight	$6,832	4/28/2012-9/30/2012
NGO "Belarusian Association of Assistance to Children and Young People with Disabilities"	Take care of a family with a special child	$6,979	4/28/2012-9/30/2012
VI. Adoption			

Sub-Grantee Name	Project name	Grant amount	Project dates
Socio-pedagogic center of Leninski destrict, Minsk	I rely on you	$ 4,999	5/28/2012-9/30/2012
Lida regional socio-pedagogic center	Adoption – a way to child	$ 4,996	6/12/2012-10/15/2012
VII. Child Abuse Prevention			
NGO Belarusian Fund "SOS-Kinderdorf"	Perspective: Create your life	$ 6,859	4/6/2012-9/26/2012
Belarus Red Cross Society	No to child abuse	$ 6,160	5/7/2012-9/30/2012
Education Department of Oshmyany Executive Committee	Family violence prevention	$ 4,892	5/3/2012-9/30/2012
Education Department of Rogachev Executive Committee	Family Center "Dialogue"	$ 5,870	5/18/2012-9/30/2012

PWD Sub-grants implemented in 2008-2010

Sub-Grantee Name	Project name	Grant amount	Project dates
Youth NGO "The ABC of entrepreneurship"	"Make a choice for your future"	$9,960.00	02.04.2009 01.09.2009
Bobruisk NGO "Association of people on wheelchairs"	"Right to work"	$9,968.00	02.04.2009 01.09.2009
NGO "Belarusian Association of Assistance to Children and Young People with Disabilities" (Baran branch)	"Workshop for social and labor rehabilitation of children/young people with disabilities"	$9,990.00	06.03.2009 01.09.2009
NGO "Belarusian Children Hospice"	"Creation of twenty-four-hour respite care service for hopelessly ill children with disabilities"	$10,000.00	16.02.2009 16.08.2009
Gomel NGO "Association of People with mobility disability"	"Empowerment for equal opportunities and equal rights"	$9,810.00	19.02.2009 19.08.2009
Mozyr NGO "Association of people on wheelchairs"	"New horizons"	$9,997.00	20.02.2009 20.08.2009
Pinsk NGO "Association of people on wheelchairs"	"Computer literacy education course - new opportunity for employment of young people with disabilities"	$9,611.01	19.02.2009 19.08.2009
NGO "Rehabilitation and sport club of people with disabilities"	"Equal rights for people with disability in employment and sport activity"	$9,953.70	11.03.2009 01.09.2009
NGO "Young Men Christian Association"	"Social Integration of children with mental and physical disabilities"	$9,929.62	20.03.2009 31.08.2009

PWD Sub-grants implemented in 2010-2012

Sub-Grantee Name	Project name	Grant amount	Project dates
Kobrin branch of NGO "Belarusian Association of Assistance to Children and Young People with Disabilities"	Alternative communication school	$4,797.00	8/1/2010-5/31/2011
Zhitkovichy branch of NGO "Belarusian Association of Assistance to Children and Young People with Disabilities"	Different, equal and active	$7,000.00	5/25/2010-2/25/2011
Gomel Non-Governmental Organization of People with Supporting Motor System Disabilities "Invalidy-Spinalniki"	Life without barriers	$6,691.00	5/17/2010-1/16/2011
NGO "Belarusian Association of UNESCO Clubs"	Healing of Magic	$7,000.00	5/28/2010-5/27/2011
NGO "Belarusian Children's Hospice"	Development of sustainable supporting services for children with disabilities and their families	$6,550.00	5/7/2010-5/6/2011
Brest Youth NGO of People with Disabilities "Invalid I Sreda"	The art of being yourself	$6,679.00	8/1/2010-3/8/2011
NGO "Special World"	First step to independence	$4980.00	5/10/2011-1/10/2012
NGO "Young Men Christian Association"	Together on the way to health	$4999.00	8/1/2011-2/30/2012
Minsk branch of NGO "Association of People on Wheelchairs"	Do as I Do !	$4998.00	5/6/2011-5/5/2012
NGO Gomel Organization of People with Supporting Motor System Disabilities "Invalidy-spinalniki"	Life and its barriers	$9991.00	2/13/2012-9/13/2012
NGO "Belarusian Association of Assistance to Children and Young People with Disabilities", Kobrin branch	Special childhood - regular childhood	$7067.36	3/14/2012-9/30/2012

PWD Sub-grants implemented from October 2012

Sub-Grantee Name	Project name	Grant Amount	Project Dates
DayCare services (afterschool care for children at social risk)			
Rogachev Department for Education/ Rogachev Scio-pedagogic Center	Creating a DayCare group at Rogachev school #4	$2666,4	4/26/2013-10/26/2013
Smorgon Socio-pedagogic Center	Inside the circle of friends	$2676,4	6/20/2013-12/30/2013
Polotsk Socio-pedagogic Center	Together	$2500	6/24/2013-12/24/2013
Minsk City Re-training Institute	CITY-Home	$3500	5/6/2013-12/6/2013
Home visitation service			
Grodno Department for Education, Grodno Socio-Pedagogic Center	Enhancing parenting capacity to interact with their child in safe environment	$3,500	4/23/2013-12/23/2013

Sub-Grantee Name	Project name	Grant Amount	Project Dates
Chausy Socio-Pedagogic Center	At home amongst friends	$3,759	10/1/2014-4/1/2015
Inclusive Education			
Smorgon Habilitation Center	Inclusion. Resources. Possibilities.	$4,259	7/7/2014-12/5/2014
Mozyr Secondary School #10	School for Everyone	$2,746	12/1/2013-5/1/2014
Baranovichi State University	Inclusive teacher for inclusive education	$3,670	6/26/2013-12/26/2013
Smorgon Pre-school #6	At home amongst friends	$2,755	6/28/2013-12/28/2013

ANNEX J: FOCUS GROUP SUMMARIES

FGD-Report «Stakeholders\service providers in the communities» (Zhodino, 12.01.2015, 13:30 - 15:30)

FGD for PWD\OVC-stakeholders\service providers (12 participants - 11 women and 1 man) - representatives of the social-pedagogic center (with child shelter), the center of corrective and developmental education, the territorial center of social services for population, commission on infants affairs (part of local authorities) and local department of education, also from the school and kindergarten, representatives of the local clinic.

1. **What major changes have occurred in the provision of social services at the local level for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities), in your opinion, directly or indirectly connected with the results of CSVG program implementation?**

OVC:

There is a new alternative to boarding houses for orphans - foster families and family-type homes. With the direct support of the CFI program the number of foster families in the city has increased (from 2 ten years ago to over 30 today). Problems of orphans, the popularization of adoptive parenthood and adoption are actively discussed in the local media (local newspaper, television channel "Sphere"). Citywide information campaign is held in the city to promote the adoption of orphans. Relevant social advertising (banners, posters and flyers) is presented in the city.

"City child protection program", developed in 2007 with the support of CFI-project plays an important role in the promotion and coordination of social services to help vulnerable children at the local level. Participants of the FGD appreciate this document, as it allows coordinating the efforts of all concerned agencies and organizations and gives them a clear understanding and ability to deal with situations when there is a need for outside intervention to help vulnerable children and protect their rights. All city services connected with this target group are working in close co-ordination; an interdepartmental working group has been created.

"Know-how" proposed in the city – "temporary foster family" - for the rapid deployment of children from disadvantaged families in the case of their difficult life situation. Participants of the FGD (representatives of the social-pedagogic center (with child shelter) are very proud of the fact that they were the first in Belarus, who were engaged in the implementation of this form of social assistance to orphans and children from disadvantaged families. Today such social services for vulnerable children are already offered in three communities in Belarus.

Social-pedagogic center support foster parents (counseling, direct assistance, training, club of foster parents, day shelter for children from disadvantaged families). The system of prevention and detection of potential social orphans works proactively since the registration of a pregnant woman and during her pregnancy. In case of refusal by parents of newborns they are immediately taken to the foster family, and not to the boarding school as before.

Participants of the training programs of CFI today act as trainers at the local level. 5 people from the city have been trained in long-term CFI-program. They implement successfully the educational program "Pride" (effective parenting) within the family-oriented approach of CFI in their working with socially disadvantaged families. This changed the opinion of local experts in the organization of their daily work. For example one participant (she is the member of the Interdepartmental Commission for the Protection of Children's Rights in the city) said that during last 7 years they did not send children to boarding school for orphans and instead of this they created two temporary foster families who take children from 0 to 3 years. This form of orphans-placement in foster families according to focus group participants is a very good practice, because children are in a foster family and do not lose a parent-child relationship.

Today instead of calling the police in cases of violence against children citizens are calling for an emergency care for children which is based in the city social-pedagogic center. This service works since 2006. That the inhabitants of the city are aware of and apply to this service is the result of active information campaigns and the success of working with vulnerable children in the city, which was made possible through projects implemented with the CFI-support. Today the telephone service of emergency care is paid by the social-pedagogic center and included in the functional responsibilities of employees of the center.

PWD:

Earlier children with disabilities were only at home but now they can attend the center of corrective and developmental education, which offers not only health, but also educational programs for them. In the city social youth center a tennis court was built; this facility is actively involved in working with children with disabilities, including wheelchair users.

In 2015 the city plans to open workshops for people with disabilities in the territorial center of social services for population.

Problems of people with disabilities are regularly covered in the local newspaper and on the city TV channel. All participants noted that in general there is a growing understanding of the specificity of life of people with disabilities among residents of the city and a positive attitude toward them. In the field of leisure and entertainment there is no separation in healthy children and children with disabilities for all proposed joint activities (city festivals, concerts, sporting events and excursions).

Thanks to the new possibilities for active social inclusion of children with disabilities supported by CFI-projects their parents were also interact with each other to communicate and initiate joint activities. Church associations of various confessions actively help them.

Now the parents of disabled children have a choice: to give the child to the regular or special kindergarten or school. Educational institutions are trying to help those who want to send their children with special needs into the regular kindergarten group or school class. The City Department of Education is making efforts to train teachers and educators to work with disabled children. Though it is still impossible to say that the majority of teachers are conscious bearers of the idea of integration and inclusion, their attitude towards children with disabilities is gradually changing. There are problems with access to educational institutions and the creation of barrier free environment but the major task is the need to change the mindset of teachers and educators. Project activity of CFI in the region has been a catalyst of these changes.

According to the majority of FGD participants the main merit of the projects implemented with the support of CFI - they have learned to see and hear each other. In this case it was important not so much financing but the fact that different players at the local level to hear each other, coordinate and unite their efforts to protect children's rights.

2. **Which of the services provided for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities) are the most popular, useful and effective? Why, in your opinion, these examples are successful? Which of the services provided are the least useful and / or ineffective, what are the evidences of that?**

OVC:

Among the most popular services are the following:

- Child shelter in social-pedagogic center: for 4 years took 122 children; 135 children have been saving center-based recovery; from 14 to 20 children attend the shelter every day;

- Telephone emergency service for children in situations of violence. If necessary on-call leaves a specially trained group (social worker, a psychologist, a policeman) which conducts social investigation. CFI approach will be used to assess the security situation finding the child in the family;
- temporary foster families, foster families and family type homes;
- Club of foster parents in social-pedagogic center;
- Training of candidates for foster parents on the program «PRIDE».

Working with disadvantaged parents in the format of "Alcoholics Anonymous" is inefficient and unclaimed. Today the city has two such groups but they are not popular. Many people with alcohol addiction prefer to go to Minsk for rehabilitation service. As the cause of the small demand for this service indicates "the effect of the small town" - people do not want to talk about their problems in the community because the majority refers to alcoholics with disdain. Also participants of FGD noted the increase in the incidence of alcoholism among women. Alcoholism in the family - one of the main problems that have a negative impact on children - is often a contributing factor to the increase in domestic violence.

PWD:

The center of corrective and developmental education is the most popular services provider for children with disabilities. The clients (families of children with disabilities) are not only interested in health and educational programs, but also in the possibilities of communication, joint leisure activities, organization of self-help groups. In general all participants of FGD noted that services for people with disabilities in the city are in demand and helpful but they are not sufficient for PWD-children and almost never available for disabled adults. With people with disabilities getting older the offer of social services for them worsens. Social services for PWD-children are limited but still available. In case of PWD-adults except the minimum set of leisure clubs such services are not offered.

Important note: the opportunity to work with a unified database of vulnerable groups proved to be unclaimed and ineffective. Despite the provision of CFI corresponding hardware and software and conducting training for employees of all involved agencies, in reality the system does not work. Only one participant (the psychiatrist from a local clinic) said that he uses this database. The rest think that this program is a little ahead of its time. Below are two arguments for "justification":

High staff turnover and the need to train employees each time anew;

The overall low level of use of the service "e-governance";

The need to duplicate all information on paper (double work).

Therefore the database is not being actively used although it has a number of advantages and additional services - for example it is able to make recommendations in an automatic mode and make a plan of rehabilitation for a particular subject of the vulnerable group.

3. **What are the current problems, difficulties, challenges exist in working with vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities) at the local level? What kind of support (tools, approaches, solutions) do you need?**

OVC/PWD:

Participants of FGD drew attention to the following contradiction in the legislative sphere: on the one hand there is a huge amount of documents regulating their work and defining clear algorithms action in a particular situation. But on the other hand these same documents introduced a large number of indirect restrictions that make it impossible to try and introduce innovative ways of working with vulnerable children. This confusing and contradictory rules and regulations strongly de-motivate providers. As an

example participants mentioned the case of the attempts to cater for disadvantaged children in a child shelter in social-pedagogic center. Proponents had to go through endless bureaucratic circles and engage a deputy of the National Assembly but eventually their idea was implemented only partially. Funds were involved mainly in the form of donations; attracting budget funds for such purposes is almost impossible because it is not spelled out in the existing legislation.

Educational program for foster parents should be organized given the fact that most of them do not have teacher education and in the case of children with physical and mental disorders foster parents lack the special knowledge and attainments about their child's disorder.

Participants of FGD named the new target group for social intervention - children from normal families who are prone to deviant behavior. No one from social services providers in the city is working with this group purposefully.

According to the participants of FGD there is no real work with volunteers. Volunteering is often used for good pictures in the press or on television, as well as for statistical reports. As one of the participants of FGD said that even officials from the power vertical fixed today by the state for disadvantaged families as volunteers. Little attention is paid to the organization of work with volunteers and ways to attract but not force them. In practice such "voluntary-compulsory volunteering" is often simply a disguised form of free labor.

Important note: participants of FGD raised the problem of "burnout syndrome" of people who work in this area, and the lack of effective practices aimed at minimizing the consequences of such a state. They also noted the high staff turnover especially among young professionals and the domination of women employees in these institutions.

4. Did CSFG program equally covered boys and girls - orphans and children who have experienced domestic violence, as well as men and women - people with disabilities? How equivalent in quality and quantity were groups of fathers and mothers at risk involved in program activities? What other aspects related to gender characteristics, it is important to note when discussing the progress and results of program activities?

OVC/PWD:

When working with vulnerable children before they are teenagers there are no fundamental differences related to gender features. But beginning with the age of 14 there is a clear imbalance. If teenage girls are offered a number of special classes (for example "Health of a future mother") with involving medical professionals and obstetricians from antenatal clinics and polyclinics, teenage boys have to discover puberty on their own. The main source of such information for them (as for girls) is the Internet.

In the project activities for mothers and fathers at risk is an overwhelming superiority on the side of women. In the training program for foster families the percentage of men was a maximum of 10%. At the same time the focus group participants noted interesting facts: last year the city children commission deprived 15 people of parental rights, 13 of them - women and only 2 men; 4 children from social shelter who have the opportunity to return to their biological parents are not returned to their mothers but back to the fathers. The reason for this trend is the growth of female alcoholism. The most recent trend is father initiatives in the form of informal men's clubs and self-help groups that promote "positive fatherhood".

Social services for vulnerable groups are dominated by women. Emotionally difficult and low-paid work in the social sector does not attract men.

5. What sense do you mean by the concepts of "inclusion" and "advocacy" for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities)?

There is a problem of adequate understanding of inclusion; there is no clear distinction between inclusive and integrative approaches, often these concepts are not separated and substitute for each other.

Participants included in the local group of CFI-Trainers (4 people of FGD took part in an appropriate educational program) noted that inclusive education is trying to develop an approach to teaching and learning, which will be more flexible to meet the diverse learning needs of all children, and then all children win (not only children with special needs).

If talking about inclusion, it was mostly talking about children with disabilities. At the same time other vulnerable groups are out of inclusion focus. Example: children who have returned from prison. Adults who are returning from prison, also outside attention of social services in the city - no one helps them.

The question of "advocacy" has been answered practically in unison - that's what we do - namely, the protection of the rights of children and help them in difficult situations, as well as the maximum involvement of the public and the structures of power – all this is "advocacy." One participant mentioned that the CFI released a practical guide to advocacy.

6. What aspects CFI needs to pay attention to increase the capacity and effectiveness of CSVG program in Belarus in the future?

- Participants' responses were formulated in the form of requests:
- assist in the promotion of an inclusive approach in education and to inform and educate the society about inclusion and even especially parents and teachers;
- continue to support the training program for foster parents;
- Facilitate training, specializing in the prevention and resolution of family conflicts and institutionalization of this work at the local level;
- The city has an acute shortage of qualified specialists in family counseling, modern forms of organization of such work are not represented;
- Teach to providers of social services how to manage volunteers, as well as how involve and motivate them, as opposed to the spreading practice of "voluntary coercion".

The general conclusion: The informative discussion and high activity of the majority of participants of FGD shows that long-term CFI-support for the regional point has in general led to stable positive results and changes in the provision of services to vulnerable groups at the local level. The results of the CFI project activities in Zhodino (7 major projects) has deeply affected the majority of providers by changing their attitude towards mental grounds and forms of working with vulnerable groups.

FGD-Report «Beneficiaries in the communities»
(Zhodino, 12.01.2015, 16:00 - 18:00)

FGD for PWD\OVC beneficiaries (parents of PWD-Children and forest parents of OVC) - 9 participants (11 women)

1. **What major changes have occurred in the provision of social services at the local level for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities)?**

The situation of orphans and the disabled in the city has improved significantly. In addition to word of mouth, the local media (the local newspaper and TV station) began to play an important role in promoting the idea of adoptive parenthood. Two foster mothers said that they had found their foster children through the ads in the local newspaper. If previously people with disabilities had no other choice but to stay within their four walls, now they are actively entering the society. the services in the center of corrective and developmental education are very popular. Parents of disabled children create self-help groups and together organize activities for their children. A foster mom said that they receive

assistance from the city services care. Parents of disabled children no longer feel alone, began to actively support each other and spend free time together.

The number of foster families and family-type homes has increased in the city. All orphans live in foster families or family-type homes. There are training programs and support for foster parents. All mothers responded positively about services in the social-pedagogic center where they can get advice and take part in educational programs. One adoptive mother participated in an educational program for family-oriented approach "Pride" from CFI. She said that she actively uses this knowledge in practice. Sometimes she even has to advise workers of the city clinics and schools about the specifics of working with foster children and children with special behavior.

2. **Which of the services provided for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities) are the most popular, useful and effective? Why, in your opinion, these examples are successful? Which of the services provided are the least useful and / or ineffective, what are the evidences of that?**

The mothers of children with disabilities named the services in the center of corrective and developmental education as an example of effective work: rehabilitation programs, recreation for children with disabilities, self-help groups of parents. Specialists who know the specifics of working with disabled children work there and parents are satisfied with the results of this work. The demand for the services in the center of corrective and developmental education is much greater than its availability today.

Foster mothers also noted the socio-pedagogical center and a full range of services this institution provides: from day shelter for children from disadvantaged families to the foster parents club.

There are complaints about teacher and educator training. Many teachers do not know the specifics of working with children from foster families. They do not realize that social orphans bear the consequences of trauma. Such teachers do not consider the past children and their psychological state. This applies both to schools and kindergartens.

The positive factor is that many teachers are willing to learn and even listen carefully to foster parents who have been trained by the method of CFI.

3. **What are the current problems and difficulties of vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities)? What kind of support they need?**

The problems that were raised during the discussion:

- Lack of knowledge about working with vulnerable children and children with disabilities by the majority of social workers, psychologists, educators at kindergartens and school teachers;
- Availability of many social services for people with disabilities is limited;
- Not enough places in kindergartens ready to accept children with disabilities;
- The status of an "adoptive parent" does not offer any social benefits;
- Barrier-free environment is only in a few institutions.

Many educators and social workers work "out of place" and treat their duties too formally. They often behave rudely, visit adoptive families without any prior notice and literally make these families face the fact: here we are, we've come to check. Foster parents have large volume of paper work (reports, drafting plans for the development of the child, etc.). Filling in forms is time-consuming to the detriment

of education and childcare. This is especially difficult for family-type homes - for one child up to 10 pages of text must be done every quarter, and if the number of children is 7 or 12?

Only 3 of 9 mothers said they had heard the word "inclusion". But only one of them tried to give a definition: "Inclusion - is to connect children together, for example a child with Down's syndrome and a normal child." When asked about the difference between integration and inclusion is, she said: "Integration is when children are more or less adapted into the society" and "Inclusion - it's more about people with disabilities for example Down's syndrome." This example demonstrates that the parents of vulnerable children do not know what inclusion is. Therefore it is important to promote the idea of inclusion not only in a professional environment, but also in the whole society.

Parents of children with disabilities stressed the importance of support for children with disabilities and the development of social services for children with tutoring features.

At events and educational programs for parents of vulnerable children mostly women are present (men are not more than 10%).

Focus group participants do not have experience of working with volunteers, no one came to them. Volunteering in the city is not developed and there is no such service.

Everyone in the city knows Charitable Fund "Good and Hope", which helps orphans, foster families and provides nursing care to people with disabilities who need it.

4. **What aspects providers need to pay attention to increase the capacity and effectiveness of social services for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities) at the local level?**

There is a need to increase the supply of services to the center of corrective and developmental education. Not only the number of programs is important, but so is their content. It is necessary to restore the group for the blind and visually impaired children, which has been closed this year.

All providers need to develop volunteering, actively cooperate with church and community organizations to adopt their good experience.

Training foster parents and parents of disabled children should be continued. Learning formats need to be adapted and suitable for families: short courses in the evenings or on weekend's seminars. It is necessary to specify the maximum content of training with a focus on the use of acquired knowledge in practice - not only teach what is right in theory, but also how to effectively apply this knowledge.

The general conclusion: parents of vulnerable children and children with disabilities are positive about the coordinated work of urban services and child protection agencies. Efforts should be made to promote understanding of inclusion in society, especially among specialists in the field of education, also to develop volunteering, to increase the supply of social services, to support training of professionals and target groups.

FGD-Report «Stakeholders\service providers in the communities»
(Baranovichi, 13.01.2015, 13:30 – 15:30)

FGD for PWD\OVC-stakeholders\service providers (13 participants - 12 women and 1 man): representatives of the social-pedagogic center (with child shelters), the center of corrective and developmental education, the territorial center of social services for population, commission on infants affairs (part of local authorities) and city department of education, also from the schools and kindergarten.

1. **What major changes have occurred in the provision of social services at the local level for vulnerable groups (orphans, children who have experienced domestic violence,**

people with disabilities), in your opinion, directly or indirectly connected with the results of CSVG program implementation?

OVC:

Thanks to the cooperation with the CFI (project "Step to meet ") in 2012, general guidelines for work with orphans and vulnerable children was developed and approved, which became the basic instrument of work for any specialist in this field. Previously, there was no general approach; actions of the experts were based on their own perceptions. This document based on the recommendations of CFI. An important result of the project –the team of like-minded people was created from the representatives of social services and institutions in the city, from the educational institutions, who have learned to work together and implement ideas into practice.

The local group of coaches (trainers) CFI on family-oriented approach (the program "Pride") was prepared. They are actively multiplying the acquired knowledge not only in Baranovichi, but also in other cities in the Brest region. A joint training program for candidates for adoptive parents and adoption was held - 3 groups (tutorial is based on the CFI, consisting of 12 modules). Because of these trainings for professionals (teachers and psychologists) as part of the family-oriented approach based on the CFI methodology, many of them have changed the basic approach - from the punishment to the assistance to the family, "the child and its safety in the family are the most important, the withdrawal of the child is the last option." The result: occupancy of the social shelter decreased this year. Presidential Decree №18 provided legislative support for the early detection of vulnerable children and assist in their return to their biological families (up to 65% live today in families in Baranovichi earlier this percentage was at the range of 20-30%). 3 family type children's homes were opened in the city from 2007; the actual number of foster families - 48.

The program "Successful parenting" based on CFI methodology used in the kindergartens and socio-pedagogical centers, the program "Home visit" is proposed for young parents. Preparatory course for candidates for foster parents and adoptive parents is used since 2009. Socio-pedagogical center gathers 2 - 3 groups during the year for these courses. People get information on courses by advice of friends and rumor, and from adverts made by socio-educational center and the city authorities.

PWD:

There are opportunities for children with disabilities to study with their peers in educational institutions, to attend kindergartens, as well as to attend habilitation and development center where they are offered not only rehabilitation services, adaptive physical education and entertainment, but also to programs to develop their capacities.

The topic of "inclusive approach in education" is being developed at a local university on methodological level. There is a resource center to support inclusion (CFI project), in-depth trainings for students are carried out there, as well as further education for specialists. Thanks to the university, series of training sessions for the social workers and teachers on the topic of inclusive education were held in the city. The theory of inclusive approach in education is spread but there are a lot of obstacles to implement this approach in practice: the city couldn't provide possibilities for children to study in their neighborhood, there are lot of barriers for movement of disabled people (no lifts, ramps and etc.). Theoretical material about inclusion is included in the curricula of all pedagogical and psychological disciplines at the University. There are 9 students with disabilities (4 of them in a wheelchair) in University now. Basic forms of learning - part-time or distance, but on examination sessions they come to the university.

In general, the attitude of the community towards people with disabilities is changing - from ignoring or compassion to participation and involvement in public life. Local TV shows some stories about people with disabilities. Social taxi service appeared in the city (opening of the service has an indirect relationship to the CFI program). There was a special program for autistic children opened in

habilitation and development center recently. The city has workrooms for people with disabilities (at social service centers).

A secondary school №13 is the leader in integration approach among the educational institutions. It has 51 children (18% of the total number of children) with special needs, 10 of them with the problems of the musculoskeletal system, 3 of them in wheelchairs. The first integration class at the school was opened in 2009 (3 disabled children out of 16 in total). Integrated classes is valuable for all children, they have already formed quite a different attitude towards children with disabilities. The process of integration of disabled children with their peers usually goes better, but a large number of parents still have prejudices. For example, myth that "cerebral palsy" is transmitted through the air like an infection. To break parents' stereotypes is much harder and takes longer time and great educational work is needed to change the public consciousness.

2. **Which of the services provided for vulnerable groups (orphans, children who have experienced domestic violence) are the most popular, useful and effective? Why these examples are successful?**

OVC:

The most popular service for adoptive parents is the consultancy service on providing psychological care for children who have experienced psychological violence in their biological families or if there are problems in foster families. Consultancy is an effective tool to help adoptive parents to overcome difficulties which they faced when takes children, main reason lack of knowledge on how to deal with the children. The main provider is social pedagogical center.

The educational programs "Successful parents», "Home visit" based on CFI methodology are useful for parents. Training programs on family-centered approach are useful for professionals. Apart from the fact that learning is a source of knowledge, it becomes an additional motivational incentive for parents and professionals to effectively build their communication and work with foster children and social orphans.

PWD:

Opportunity to visit Habilitation and Development Center, participation in activities aimed at supporting parents with disabled children, the creation of self-help groups. Social taxi service is very popular. Around 40 persons use that service to take children with disabilities in habilitation and development center.

3. **Which of the services provided are the least useful and / or ineffective, what are the evidences of that?**

OVC:

There is a practice of voluntary-compulsory training for unmotivated parents from problem families on the CFI program «Successful parents". Compulsion in such cases is not effective for the program and for participants. For example, clubs "Dialogue" for problem parents are established at territorial centers and attendance of that club is a prerequisite for the return of children to their biological families, but not all parents participate there voluntarily. Specialists are in urgent need of training on alternative forms and methods of motivation for these parents. There is a lack of practical techniques and methods.

There is also a problem of adapting the content of educational programs for foster parents. Most adoptive parents have no special or pedagogical education but programs do not always take this into account. Also appropriate training and educational programmes for services providers needed.

The city has not developed the way of work on domestic violence issue, there is no temporary residence for victims of domestic violence (1 room in the social service center, where you can spend the night, but it is impossible to live). There is lack of specialists able to work on that issue, including the use of modern techniques.

There is no coordinated approach between all actors involved in the prevention of substance use. The vexed problem of the use of synthetic drugs and smoking mixtures ("Spice") among adolescents and young people. 26 crimes on drug trafficking involving adolescents (a quarter of them - for the distribution of "Spice") recorded in 2014, though still in 2013 was zero of such crimes. According to the deputy chair of the City Commission on work with infants "We have no experience in the prevention of such crimes, there is no coordination of the work, there is no trained professionals, there are no tests - we try and often learn from our mistakes."

PWD:

Existing services in general are useful, but they do not cover the demand.

Important Note: There is no common database on vulnerable children and people with disabilities in the city, only adolescents with deviant behavior are registered at the City Commission on work with infants. CFI proposed to implement such a tool but the costs to maintain such database was very expensive, so it was decided to postpone that idea.

Work on the prevention of alcohol dependence of parents from problem families is not effective. "Anonymous Alcoholics" as a form of rehabilitation is not claimed (factor of a small town where "everyone knows everything"). Protestant community would actively assist the authorities in treating alcoholism, but by the state have very cautious attitude towards them (traditionally Orthodox Church provides the support and to a lesser extent the Catholic Church).

4. **What are the current problems, difficulties, challenges exist in working with vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities) at the local level? What kind of support (tools, approaches, solutions) you need?**

OVC:

School specialists are not ready to work with the problems of children from foster families and adopted children. Need a purposeful work with teachers and with foster parents, perhaps even in mixed groups.

PWD:

Misunderstanding arises in the understanding of the mechanisms of inclusion and its practical implementation and realization in practice. There is no clear understanding of the differences between inclusive and integrative approaches, these concepts are often not separated and substitute each other. General framework of inclusion in the discourse is still under discussion in the context of exclusively "inclusive approach" in education.

Important note: "new" group of vulnerable children is formed already - teenagers who use and / or distribute psychotropics (drugs) and smoking mixes ("Spice"), and they are not necessarily from problem families. Those children are put to the special closed institution in Krivichi. But there assembled and young criminals, and social orphans prone to deviant behavior. It's no good but we don't have any other options today.

5. **Did CSFG program equally covered boys and girls - orphans and children who have experienced domestic violence, as well as men and women - people with disabilities? How equivalent in quality and quantity were groups of fathers and mothers at risk involved in program activities? What other aspects related to gender characteristics, it is important to note when discussing the progress and results of program activities?**

OVC/PWD:

According to the director of school №13 (all participants agreed with him): "Society dominated by the traditional view: the man works to earn money; women should be engaged in the upbringing of children, the father's role is limited to the 2 functions: encouragement "give your child pocket money" or punishment "to do the belt."

Men are rarely participants of project activities, mostly women. Example: out of 45 participants who attended the program "Successful parents", only 3 were men. By the way, women are dominated among the providers of services for vulnerable groups. Participants of the focus group made an interesting observation that among adolescent volunteers in social and educational centers boys from college are more active; girls don't show much interest in volunteering and not so active.

According to the observations of a member of the committee on deprivation of parental rights, cases on return of children to fathers happens much more often now while before they were exceptional cases. Accordingly, increased the number of cases of deprivation of parental rights from women, the reason is the rapid growth of female alcoholism. In the past two years, there is a tendency to increase the return of children to fathers. By decision of the guardianship service from mothers to fathers were put 17 children in 2013.

Sex education (education about sexuality) of teenagers is the problem area. Targeted work on that topic not conducted anywhere; the best option is that teenagers can get information from the "advanced" parents, but mostly, according to focus group participants: "Sex education is gained from and in the Internet."

In general, we can talk about lack of a gender perspective in the upbringing and education of children and teenagers. Traditional attitude to the division of the roles: a boy - the future man, father; girl - mother, wife. This mental orientation is the basis for inefficient work (rather complete absence of it) in matters of puberty and the beginning of sexual life of teenagers.

6. What sense do you mean by the concepts of "inclusion" and "advocacy" for vulnerable groups (orphans, children who have experienced domestic violence, people with disabilities)?

Discussion of this issue immediately went under focus "inclusion in education" and caused a heated debate: on the one hand, it was the statement that "the pursuit of absolute inclusion is an utopia," on the other hand it is not necessary to artificially accelerate the process at the level of the rapid adoption of "inclusive education" and to speed up the process, as this may lead to a "profanity" of the very essence of the idea.

Despite the importance of "inclusive education" and the presence of the positive experience of the integration of people with disabilities in the city (university and school number 13), most of the focus group participants assess the current state with the implementation of real inclusion on "zero level" and note the unavailability of infrastructure of most educational institutions, low inclusive culture and the lack of specific training for the teachers. Participants (the director of the school and a representative of the Resource Centre for Inclusion at the University) cited the example of "suspending" the efforts of civil society organizations and some institutions of education project "Inclusive Education Concept" developed by the Ministry of Education. They consider document underdeveloped and contradictory, and that is in the form in which it was tabled Ministry of Education, it is able to "kill" the essence of the idea of inclusive education.

The representative of the Resource Center for inclusion in a local university gave a clear explanation of what is the idea of inclusion in education is about (one can assume that an adequate understanding of this phenomenon is the result of active interaction of center with CFI). She noted that the previously the dominant was a model of separate education when a child with a disability had no chance to learn with peers in kindergarten or school, and had to stay at home or in special schools, now that separation is replaced by integrated education. With the development and expansion of integrated classes and kindergarten groups became obvious that it's not enough just to open the doors of the usual school or kindergarten for children with special needs and place it in a regular classroom with their peers. Inclusive education, in her view, is a logical continuation of integrated education, but offers better and more flexible approaches to the organization of educational process and interaction with each child.

According to focus group participants, today the city (and the whole Belarus) is only at the beginning of awareness and understanding of what inclusion means and it will take time to implement this approach in practice, quickly this cannot happen. Example: the director of the school №13 with the greatest experience of integration in the city, quite skeptical of the implementation of this approach in the format "only speaking and use the right words": "Absolute inclusion - absolute utopia. We can not create a completely equal opportunities for all. Can not a child with cerebral palsy study with healthy children, he needs special conditions. Inclusion, in my opinion, is when we begin to teach together those children that we can teach together. So, the children with mild complications that hinder learning, for example, lungs impaired vision and hearing. Integration is studying alongside. Too early to talk about inclusion, we first need to conduct large-scale training of adults on learning opportunities to children with special needs". He also noted that should lead to the preparation of professionals who can work in an inclusive approach.

The question about "advocacy" turned out to be a surprise, all the participants told that they were not familiar with the concept, and they hear it at the first time, only one member of the social pedagogical center said that "it's probably about the protection of children's rights or something in this spirit" but she was unable to give any coherent explanation, although she remembered that saw some manual on advocacy which was done by CFI.

7. **What aspects CFI needs to pay attention to increase the capacity and effectiveness of CSVG program in Belarus in the future?**

Due to lack of time, participants answered by brief statements-wishes:

- Further promotion of inclusion - to prepare trainers and multipliers, for example, based on the Resource Center of the University (now there are only 13 specialists);
- Continue to support training programs for foster parents, to develop new content modules corresponding to social changes and trends. For example, take into account the upward trend in the number of civil (unregistered) marriages and single-parent families;
- somehow to respond to the growing influence of "grandmothers" in the education of children in the families, may be even involve them in training programs for successful parenting. This thesis provoked debate, as part of a group do not adequately considered in the framework of family-oriented approach to involve grandmothers in the programs, as they do not always have a positive impact on relationships in families, they could contribute to the destruction of families;
- Promote the training of specialists in the prevention of the use of psycho-active substances and smoking mixtures;
- Support information campaigns in the society in order to raise awareness of the problems of orphans and vulnerable children and people with disabilities.

The general conclusion: The content of group discussion and active participation of the majority of persons shows that the CFI support of this regional point led to concrete results and positive changes in the provision of services to vulnerable groups at the local level. Results of the discussions indicate that the main difficulties currently connected with the promotion and understanding of the meaning of inclusion at the local level, the dominance of the traditional approach to the understanding of gender differences, as well as slowing down offers to the growing demand for social services, particularly for people with disabilities.

FGD-Report «Beneficiaries in the communities»
(Baranovichi, 13.01.2015, 16:00 - 18:00)
FGD for OVC beneficiaries (forest parents of OVC) - 6 participants (6 women)

1. **What major changes have occurred in the provision of social services at the local level for vulnerable groups (orphans, children who have experienced domestic violence)? Which of the services provided for vulnerable groups (orphans, children who have**

experienced domestic violence) are the most popular, useful and effective? Why these examples are successful?

Participants didn't identified any significant changes, they said, "now and before they are satisfied with all"; "all" refers to the help of the social services, social workers and educational centers; they are able to receive certain services (health related recreation), foster children put on record to obtain houses since 2006.

Participants noted that today they are very well informed about all the possibilities and innovations by social service institutions (by letters, by phone and on meetings). Whereas previously they did not know or they themselves had to make an effort to obtain the necessary information for foster children, now the situation has changed and they provided with all the information in a timely.

One of the participants, which became stepmother recently less than a year ago, said that the only one case of misunderstanding by the public institution - kindergarten near the house occurred. She was refused of a place for a foster child, and had to bring him in the kindergarten in another area of the city. While another adoptive mother replied that she was in a similar situation and on the contrary she has a positive experience.

All noted the tendency of growth of positive attitude towards foster children and their parents by relatives, neighbors and citizens. Foster parents can share with one another, club for foster families is located at the social pedagogical center, and as well they have opportunities to meet in self-help groups.

Participants of the focus group attend such meetings and consider them to be very necessary. They also noted that the social pedagogical center organizes training courses for foster parents. For example, 5 of those present foster mothers participated in the program "Successful parents" (CFI methodology "Pride"). The program has been very useful, since most do not have special education, the knowledge they gained them successfully began to implement in practice in their families.

2. Which of the services provided are the least useful and / or ineffective, what are the evidences of that?

The group found it difficult to answer this question. One of the mothers said, and all agreed with her: "We are happy with everything and foster parents are "modest people by nature" and they don't used to ask for something".

Only one offer was expressed: a free social rental of items for young children. The foster parents could not buy a lot so it will be useful for them to have possibility to use things that were already used by some other parents. To take the necessary things for temporary use and then return them. To do this just a space to allocate the things needed and to establish accounting of their use. Such kind of social rental could be based in the social pedagogical center or at any other place.

3. What are the current problems and difficulties of vulnerable groups (orphans, children who have experienced domestic violence)? What kind of support they need?

Often there are untrained school teachers. One of the mothers described the case about her hyperactive boy. She had to teach the teacher how to deal with these children, "Perhaps that teacher would need to take same training course as we had to work with children with special needs".

The ccomplexity in the relationship between children and the biological parents exists: how to link a foster child with the relatives, many of whom do not show any initiative to communicate with the child, although such opportunities exist and adoptive parents do not interfere, but on the contrary, seek to influence somehow the unmotivated biological parents.

One participant said that the one free ticket for public transport should be issued not only for foster child, but for the foster parents as well.

Answering the question "Have you heard anything about such a concept as" inclusion?"- One mother said:" The word I have heard - something about inclusive education, but for us it is not understandable. It's difficult still. On the courses we were told - something like collaborative learning, involvement of all". Her personal attitude is illustrated by personal experience: "At my neighbor there a boy with Down syndrome, but he is learning in a regular school. I think this is correct - no need to separate these children. They need to communicate together. My son plays with him and we do not focus our attention on the fact that his friend is a special child. This attitude must come from adults, children need to learn together and parents should understand it". Other participants said they had heard about the "inclusion", but still do not understand the meaning. At the same time, they unanimously noted that there is not seen a lot of activity to disseminate information on the situation of children with disabilities in the city.

None of the foster mothers complained about the need to fill a large number of papers. They said that it is not difficult: during the year to keep a diary of observations, once a year to provide it for the social services and report every six months on "the plan of development of the child" - you need to fill in only a few pages. And they do the reports together with the specialists from the custody service of and workers from social pedagogical center.

The question "How actively involved the husband in the events for foster parents?" The response was: unanimous answer that husbands or fathers are busy at work and they find it difficult to take time off for any event. At best, they go to parents meetings at schools. One of the foster mothers said "my husband has recently undergone a program for successful parenting and regrets that he didn't experience it earlier. The program gave him personally a lot of useful information". Another participant whose husband just got acquainted with the materials that she brought with her from the training said: "My husband read - nothing special he said, we do the same. Nothing new".

4. **What aspects providers need to pay attention to increase the capacity and effectiveness of social services for vulnerable groups at the local level?**

One of the mothers expressed the wish that the state has a specific period of time limits for the restoration of the rights of biological parents. Today, it does not have any time constraints.

All agreed with the proposal of one of the moms that there is a need to organize training programs not only for the adoptive parents, but also for the parents deprived of parental rights. Especially for those who are motivated to return their children.

The general conclusion: The participants of this group were terse and uncritical. Statement expressed by one of them - "foster parents are modest people" - is fully applicable to the whole group. They are satisfied that the work of institutions dealing with the issue and social services are coordinated. The participants of the focus group couldn't give any description of their understanding of the world "inclusion". By the way, the same conclusion about understanding of the world "inclusion" can be drawn with respect to many providers of social services.

FGD-Report «Stakeholders\service providers»
(Minsk, 15.01.2015, 12:00 - 14:00)

FGD for PWD- stakeholders \ service providers (8 participants - 7 women and 1 man) - representatives of NGOs

1. **What major changes have occurred in the provision of social services at the local level for people with disabilities, in your opinion, directly or indirectly connected with the results of CSVG program implementation?**

Services, aimed at the real integration of people with disabilities appeared. For example, 67% of children with cerebral palsy are students of integrated classes now.

At the same time, the accuracy of the statistics can be questioned. For example, according to the official data, there are about 400 children with autism in Minsk, although according to data, coming from NGO involved in helping children with autism, there are about 2000 children with this disability, and only 10% of the total numbers of these children are provided with the social services.

If earlier children with infraction of the musculoskeletal system were mainly trained in special schools and often not even near their living place, now they are able to study not far from home; but the this right doesn't mean its real implementation. Integration began with attraction of children with infraction of the musculoskeletal system. 10 years ago, everything started from this category. Now situation in Minsk is not bad: many schools can educate children with this type of disability, and parents insist on possibility to go to school situated not far from their living place. Parents are not always supported in this intention and sometimes are replied that classes are overcrowded. There is a contradiction in it. For example, the school №25 was originally built to provide access to education for children with disabilities, but now they educate only six such students.

The situation in Minsk looks much better than in small towns. Now there is an urgent need to train tutors (attendants). There has been some backsliding, for example, parents of children with cerebral palsy, who could not afford accompany them to school, had to return to the form of education at home.

Participants of the discussion noted, that the subject of social services needs a complex approach, as it includes family and not only a child with a disability. According to the idea of one of the participants, it is very important to determine the spectrum of social services, they should be provided in the following areas:

- Psychological support
- Vocational rehabilitation
- A special health-related rehabilitation
- Education
- Employment and job training
- Leisure / inclusion in society.

The program CSVG contributed to these changes through the support of the organizations, training the staff in new approaches to work with disabled people, training on leadership and organizational development according to needs of organizations providers. Public organizations due to their project activities, became visible at the local level, the authorities consider them as partners. For example, in Zhitkovichi a project on promotion a barrier-free environment and advocacy was implemented. Local authorities not only listen to public organizations, defending the rights of people with disabilities, but also responded in different ways, up to requests to the prosecutor.

CFI Leadership School for young people with disabilities not only contributed to their personal growth, but also allowed to integrate them into community activities, including activities of public organizations. Young people with disabilities became active in society, requests from schools to conduct educational activities on inclusion started to appear.

The new social service - maintenance and support of vulnerable families with disabled children, starting from the maternity home.

Through the help of CFI it became possible to get acquainted with foreign advanced experience in work with disabled people, both through the invitation of specialists and experts to participate in educational programs, and through the organization of study visits.

With the support of CFI the national team of trainers in the field of inclusion was formed and trained. Its members began to promote and disseminate information about the inclusion in their environment and in their localities. The problem is that the projects had a local character, and the state does not implement even legislated things. It is too early to talk about mass implementation of services provided to people with disabilities.

Participants noted the role of the CFI in initiating the creation of a coalition of organizations working with disabled people, and in the development of proposals for lobbying. As a unifying agenda, the theme of promoting an inclusive approach in education was chosen. It is hard to talk about coalition and even about the network of organizations today, because negotiation of agreements face objective obstacles (difference in understanding the strategy and tactics, in putting priorities, principles of partnership and cooperation) and subjective obstacles (the ambitions of leaders organizations, neglecting the effective communication, personal dislike between some leaders). Many of the participants believe that, despite the difficulties in communication, it is important to gain an understanding and find a compromise. Everyone understands that acting alone cannot make significant changes.

2. Which of the services provided for people with disabilities are the most popular, useful and effective? Why, in your opinion, these examples are successful? Which of the services provided are the least useful and / or ineffective, what are the evidences of that?

The "social taxi" service is very popular and useful, but there are some limitations. Demand for this service is much bigger than the supply. This led to implementation of several restrictions (8 round trips, which means that only 4 trips per month are possible). This service is provided only in a few cities (Minsk, Bobruisk, and Baranovichi). Initially, the service was designed only for people with impaired musculoskeletal system, but became popular among people with others disabilities.

At parking space, special places for disabled drivers began to appear, but other drivers often occupy them. It is necessary to make a legal mechanism work not formally, but in a real format.

Services for employment of persons with disabilities are in a great demand, but the supply is limited. Even there is backsliding, comparing with time when CFI just began supporting creation of appropriate social enterprise. For example in Bobruisk from 62 people trained during the project implementation, 43 persons were employed. Today, their number has declined significantly, and the company under various pretexts, tries to get rid of workers with disabilities.

Minsk also has a positive experience in teaching different professions. In the Republican Scientific and Practical Center for Rehabilitation of Persons with Disabilities, vocational training services are very popular. At the same time, it is important to talk about expanding the range of specialties offered and their conformity to modern realities. Workshops on employment by local social services centers do not solve the problem; they rather act from the perspective “filling time with something”.

According to one participant: "The problem of attitude to work - it's not a problem of people with disabilities. This is a problem of culture. If a person receives a subsidy and feels good at home, he does not really want to get out of this comfort zone. The question of motivation and value basis for active inclusion in public life is very acute. "

3. What are the current problems and difficulties exist in working with people with disabilities at the local level? What kind of support (tools, approaches) you need?

Disabled people do not know their rights. They not only need information, but also active engagement in activities on defending their rights. They need help to move away from the dependency position.

A long-term training course on organizational development, implemented by the CFI, was very helpful, but complicated at the same time. The course must be adapted to needs of organizations and be more practice-oriented. There is a need for in-depth training on narrower topics, such as "Attracting and management of volunteers ", "Effective communication in organization", "Basics of financial management and accounting», «PR and promotion of services", "Optimization of regional offices" for national organizations.

4. What sense do you mean by the concepts of "inclusion" for people with disabilities?

The idea of inclusion today is mostly declared, rather than confirmed by actual practice. There are no clear distinction between concepts of inclusion and integration; there are not many examples of implementation of this approach. One participant called an "inclusion - an illusion, utopia," but at the same time, the right benchmark of the direction to move, as differences will anyway not disappear with time.

The discussion of the situation with "freezing" the project concept of inclusive education, prepared by the Ministry of Education, was very illustrative. On the one hand, there were complaints about the quality of the content and low professional level of the staff working on the document in the Ministry. On the other hand, a question of interaction and cooperation for promotion of mutual interests and attempts to create a network / coalition of non-governmental organizations working with disabled people became acute. CFI was able to initiate communication on this topic and invited organizations to joint discussion. The discussion revealed fundamental differences, connected even not with the text of the concept (which could be improved by joint efforts), but with the different understanding of the discussion procedure between the CFI and the "Office for the Protection of Persons with Disabilities". Unfortunately, this conflict went to the level of negative interpersonal communication made in the public space (e-mail discussion of the project concept).

One of the participants referred a motivational statement to the audience: «To strengthen our overall position CFI initiated a working group of representatives of various organizations. The contradiction happened because of the concept: some people said that this variant could not be accepted as the final one; other people say that if we do not finalize it now, it will never be done. It seems to me that there was a conflict between the Office of the Rights of Persons with Disabilities and CFI for who is in charge for the document. We have fulfilled the main task - to stop the acceptance of the concept. Now we need to work together."

This case demonstrates how complex the issue of building a coalition of organizations is, and it is an acute challenge for CFI as one of the initiators of the process. In the near future, it is very important to put it in a constructive direction. Possibly, it may be necessary to attract a facilitator / mediator in order to enable the conflicting parties agree and unite their efforts in order to achieve a common result. In this regard, meeting of organizations scheduled for February 2015, is very important to return the communication to the constructive format.

5. Did CSFG program equally covered men and women - people with disabilities? Do parents have different expectations for their children with disabilities based on whether the child is male or female?

In general, most of the participants of the project were women. It can be explained by the traditional understanding of men and women social roles division: a man works while woman takes care of children. Gender division is also supported by the state. For example, when registering for the service of care for a disabled child, a man is assigned to a boy, a woman – to a girl. At the same time, the number of "active fathers" of disabled children has been increasing. If earlier 70% of families with a disabled children were incomplete (usually a father left the family, and the child remained with a mother), now more and more fathers stay with the family. The participants are very positive about this fact and

expressed the wish to increase the number of women participating in project activities. It is important to work out appropriate formats to attract them.

6. What aspects CFI needs to pay attention to increase the capacity and effectiveness of CSVG program in Belarus in the future?

Expressed wishes relate to the following areas of support:

- Ensure the continuity of the program;
- Support the development of networking;
- Stimulate creation of new organizations;
- Strengthen the practical orientation of training.

General conclusion: The nature of group discussion and activity of the majority of participants shows that the program CSVG initiated important processes of change in the provision of social services to people with disabilities at the local level. With the support of CFI, organization-providers in both public and private sectors were able to strengthen their organization and promotion of their services. At the same time, the success has mostly a local character. One of the key problems identified during the meeting - creation of a coalition of organizations working with and for people with disabilities, promotion and lobby of their interests. The situation with promotion of the concept of inclusive education demonstrates how complex the issue of building networking organizations is. It is a relevant challenge for the CFI as one of the initiators of the process.

FGD-Report «Stakeholders\service providers»
(Minsk, 19.01.2015, 12:00 - 14:00)
FGD for OVC-stakeholders \ service providers (4 participants - 3 women and 1 man) - representatives of NGOs

1. What major changes have occurred in the provision of social services for vulnerable groups (orphans, children who have experienced domestic violence) in your opinion, directly or indirectly connected with the results of CSVG program implementation?

During the discussion, speaking about the importance of the CFI work, the representative of the public organization working to prevent child abandonment and getting children in boarding schools, said: "The lack of high-quality services caused the collapse of many families with disabled children. When a family got At the same time, participants of the focus group expressed some critics regarding the implementation of the "Pride" in Belarus:

- Training materials were not quite adapted to the Belarusian context;
- Meaningful texts and case studies were very "American": participants often had difficulty in understanding the language and definitions;
- The manual contained too much of text;
- The program in general and training modules were very stretched in time;
- The teaching staff was very unstable, changed often;
- There was a large "turnover" among the participants: someone quitted his job, someone dropped out due to a family situation, etc.

One of the participants in the focus group, who was trained at the program "Pride", said: "All of our parents feel that they are “ideal teachers”, but we're still working with them. When I conduct my own lessons on the program "Pride", I adapted material according to my needs”.

a disabled child, a mother did not know where to go with questions. Relatives always blamed a mother for giving birth to such a child. We worked hard together with the CFI to make hospitals talk with the whole family in such situations, not to make it a problem of mother only.”

With the support of CFI the work on early intervention into the complex family situations associated with the threat of rejection a disabled child began. In one of the projects a new social service "temporary stay of the child in the foster family" appeared. Parents who cannot cope with the fact of having a child with a disability, for an adaptation period may give the child to a foster family. The "temporary stay" service is now available on the basis of public health clinics and centers of Habilitation and Development Training.

Focus group participants mentioned an interagency work of representatives of various institutions and organizations as a positive result of the program SSVG. All trainings and seminars of CFI always gathered people from different structures. Kobrin and Bobruisk are named as the most successful regions, where in frames of the program SSVG an interagency team began its work.

Cooperation with the CFI has strengthened the capacity of non-governmental organizations - providers of social services. As part of the organizational development projects, many employees and leaders of regional organizations could get training in the USA. According to one of the participants of the focus group, today these leaders are actively involved in projects-implementation in their regions.

The representative of an organization involved in prevention of domestic violence, said that from 2007 to 2009 they have implemented two projects with the support of CFI, and then regularly participated in training programs of CFI. According to her, «CFI is a flexible fund; before cooperation we didn't work with children. But we've got a flexible view on these things, and it is clear that only a parent can reach out to the children." After working with CFI her organization has expanded the list of services. They were the first in the country who offered a social service "asylum for women and their children affected by violence". The organization staff now includes a child psychologist, and the needs of children are on the forefront of their activities.

In 2006 with the support of CFI the first conference on domestic violence in Belarus was organized. The topic was not discussed publically before. Through this conference, many NGOs working with domestic violence established contacts with the Interior Ministry and the institutions of social protection. Belarus became the first country among post-Soviet countries that in 2008 adopted the Law "On crime prevention." The Law for the first time covers prevention of specific types of offenses, including alcoholism and domestic violence. As a result of the successful advocacy campaigns in 2014, several changes were implemented: now the law has a paragraph about domestic violence. At this conference, for the first time the idea of uniting the efforts of organizations working in this field was publically presented. Now 20 organizations from 11 regions of Belarus are a part of a NGOs network aimed at prevention of domestic violence

An important change occurred in the legislation system – the Presidential Decree №18 was adopted. The orphans and socially vulnerable children will be placed to a "duty adoptive family." Therefore, social and educational centers in regions (with temporary shelters for social orphans) will be closed and merged with territorial social services. According to one of the participants of the focus group, "traumatized children should not stay in a charity-school. It is slightly becomes understandable."

One of the focus group participants (a male), who represents a public organization of adoptive parents, spoke critically on the promotion of idea of "temporary foster families": "Since 2009, the training program for foster families and guardianship authorities within program of CFI «Pride" started. In my opinion, the wrong strategy was chosen. The strategy doesn't take into account Belarusian peculiarities. Adoptive parents were intensively taught that they are not parents and can not be attached to a foster child. By 2012, this training reached its peak and the norm of "temporary status of an adoptive parent" was legislated. If someone of the foster parents, attached to their foster children, opposed this norm, children were simply taken away from them. There were three such cases".

Another participant who was trained at the program "Pride", also supported this view of not quite adapted to Belarusian conditions approach of CFI: «The "Pride" promotes the approach where families

should not be tied to the child. This approach is justified by the security reasons which prevent adoptive parents from burning out emotionally. In fact, this approach proposes a shift from a position of a parent "by heart" to a position of a "professional parent" who works on the contract base with time limitations".

She also gave an example that in 1999 the Britain brought the concept of "temporary parenting" to Belarus, but a temporary parenting have been existing there for a long time and was not limited by the term "up to 18 years old," and most of children had disabilities. In England, a "receiving parenting" is a job for people who accept disabled children or adolescents for some time and then return them to their biological families. In Belarus, due to the fact that orphanages are being closed, all the children happened to get to adoptive families till they are 18 years old.

According to the same participant (the head of a large public association of parents of children with disabilities): "It was a mistake to bring not adopted programs to our families. We have different situation. The British put the condition - to return children to biological families. But we didn't have this possibility, especially for children with disabilities. Therefore, it was wrong to implement trainings of "Pride" without analysis of our situation and possible negative consequences".

A male participant summed up the discussion on this issue quite hard: "The circle of families, which is a part of the fellowship of our organization, has a critical negative attitude to this practice – to assign mother role for 3 months, then extend it for a year, then extend it until the moment when a child turns 18 years old. Children want a family and do not want to be orphans. But in Belarus, "the assignment of parents" is already legislated. While adaptive parents are paid, it is a job, not parenting! "

According to all participants, there is one exit from this situation - adoption of children, but then the problem will have economic consequences for an adopted child. He loses all benefits and support from the state, and his new parents lose the status of a foster parent that will also negatively affect the material condition of the family. Adaptive parents receive just a symbolic sum of money. If in rural areas it is possible to survive if private farming is available, in the city one can not survive with such money. Focus group participants noted that today there are very few cases when foster families adopt children. Reason: while children are in a foster family, they have the status of orphans and they have benefits. As soon as a child is adopted, he loses all benefits (housing, education). Many foster parents would adopt a child, but they will not be able to manage the economic family situation.

Discussion on the first issue was very informative and took a long time, but it is possible to determine one of the key challenges in this area: the low status of the adoptive family and the generally very low status of social work in the community. If the status of adoptive families abroad is high enough, in Belarus, according to one of the participants: "Adaptive parents are second-class citizens. Even teachers in schools allow to say to a foster child, that their adoptive parents earn money on them. "

2. **Which of the services provided for vulnerable groups (orphans, children who have experienced domestic violence) are the most popular, useful and effective? Why, in your opinion, these examples are successful? Which of the services provided are the least useful and / or ineffective, what are the evidences of that?**

One of the participants called "Support of the family with the help of case management method" as the most popular and effective service, which is now just in the beginning of implementation, and mostly by NGOs. In her opinion, a specific person should be in charge of the family: discuss the development of the family, set up the goals. State social educational centers or regional centers of social services have a huge "staff turnover", so they cannot provide sustainable and qualitative family support, many experts leave after six months of work in these institutions.

With the regard to services for foster parents, training programs are very popular. According to one participant, "Foster parents say that only the CFI invites to trainings; the state can only come, check and take away the child."

According to the participant from the public association of parents of disabled children, all the services of their organization are popular. The "Early Intervention" program provided by centers of Habilitation and Development and Training is also very popular. She gave an example of one of the regional habilitation and development centers: with the support of CFI, the training program was implemented. The program showed consistent results in five years: from all 20 families with disabled children who participated in the training, not even one parent left the family, and 14 families got new children.

One of the non-governmental organizations, supported by CFI, published a guide on all types of social services. Family can learn it immediately after leaving the maternity hospital. This idea was later supported by the Ministry of Labour and Social Protection of Population

There are services that are currently not effective. For example, so-called "Social respite" (was implemented in the framework of the UNICEF program): a service for parents who have children with disabilities. But it is expensive (about 5 million Belarusian rubles per month) and is implemented in a strange way: a disabled child may be temporarily taken from the family and placed in a boarding school.

Public organizations that promote the service, insisted on creating the conditions for a comfortable stay of a disabled child in a place for "social respite." But the government has decided to simply put them in special boarding schools, for example, to "Novinki" in Minsk (name of the city district that plays a role of the nick name for places where mentally disabled and "crazy" people are placed).

We have already mentioned the "crisis rooms" for victims of domestic violence. According to one of the participants of the focus group, now all regions will be obliged to open crisis rooms (there should be 146) to have a nice report on the International Convention. But there is a big problem: there is no education for a staff, no equipment and no motivation. According to one of the participants: "Sometimes there are simple barracks without a bed. Sometimes there are without equipment. Mogilev prosecutors recently checked the crisis rooms in urban territorial social service centres. Everything was very bad. The executive committee banned usage of crisis rooms. "

Also a very popular service now is education and advanced training of specialists in domestic violence. In higher education institutions there are no topics on working with a domestic violence even in frames of courses taught for social professions.

Contradictory situation that has arisen as a result of creation of a "temporary foster family", according to a representative of the NGO of foster parents, led to almost total irrelevance of the telephone counseling service for new adoptive parents. Earlier, phone was ringing all the time, now there may be one call per three months only. Now new foster families are not created, but rather re-structured: if you have one child, then you must be willing to accept more, up to 4, otherwise those children family already have will be taken away. Adoptive parents are tied by the "contract" system. And if the family asks for help in social and educational centers, that means they can not cope with their problems and need to be deprived of bonuses.

3. **Did CSFG program equally covered boys and girls - orphans and children who have experienced domestic violence? How equivalent in quality and quantity were groups of fathers and mothers involved in program activities? What other aspects related to gender characteristics, it is important to note when discussing the progress and results of program activities?**

According to focus group participants, access to CFI activities was equal for men and women. But women were more involved and active. Social services in the country are underpaid and are mainly represented by women. The recipients of services are also mostly women. And domestic violence occurs more towards women.

According to one participant, if a man asked her organization for social services, they would give it to him. She also noted that the CFI constantly paid attention to the importance of taking into account gender equality and the needs of families in preparation and implementation of project activities.

A man, representing a public organization of foster families said that it is easier for him to work with fathers, because women are too emotional, but mostly women ask for help in the organization. A ratio is about one to four (from 20 people 15-16 are adoptive mothers).

In the sphere of domestic violence, almost all services targeted at women. Sometimes older men call and complain about the violence made by adult children. As for children, those boys who are up to 17 years old are accepted to "crisis rooms".

Participants agreed that it is necessary to work towards the gender balance not only in the provision of services, but also in the group of experts, providing them. For example, men are almost never presented in training programs on domestic violence for professionals. Perhaps, if male psychologist was available, men would also apply for help.

4. What sense do you mean by the concepts of "inclusion" and "advocacy" for vulnerable groups (orphans, children who have experienced domestic violence)?

Since the main discussion went around first three questions, it was proposed to answer this question in the form of short sentence, as if participants explain to "people passing by on the street" what is inclusion and advocacy. The following answers were given:

- "Inclusion - providing equal rights and opportunities in all aspects of society for people with disabilities";
- "Inclusion in working with families - all processes for families should take into account and include participation of families";
- "Using knowledge and experience gained from certain people, and when we are bringing the voice - this is the process of advocacy";
- "Protecting the interests of groups of people who are unable to do it themselves";
- "Advocacy is creation of conditions for realization of rights of certain group of people";
- "Advocacy - representing the interests of families in various institutions, as well as representing the interests of people with mental disorders."

General conclusion:

One of the important results of the discussion in this focus group was identified contradictions between implemented CFI approach aimed at encouraging orphans and social orphans to get in "temporary foster family" against the background of the low status of adoptive parenthood in society, and "formalization" of the process by the state.

CFI support of professionalization of work that is done by adoptive parents and their understanding of the "temporary nature" of foster children, led to the situation when new adoptive families almost don't emerge, and existing families are re-structured. Foster parents are tied by the contract system. The mentality of the society, attitude towards adaptive families and adaptation as a process, as well as practice of formalization of such programs by the state was not taken into account.

At the same time, there was a significant contribution of CFI in promotion of the concept of violence-free education, professional development of organizations who act as providers of social services, support of public discussion of domestic violence, attraction of public attention to the problems of vulnerable groups of people, coordination of multidisciplinary teams to protect the rights of families and

children on local level, training of custody professionals and changing the basic approach of their activities from controlling / punishing to helping the family and the child.

FGD-Report «Beneficiaries PWD»
(Minsk, 21.01.2015, 12:00 - 14:00)
FGD for PWD-beneficiaries - 5 participants (3 women and 2 young people with disabilities – a boy and a girl)

1. **What major changes have taken place with you and around you after your participation in CFI Leadership School for young people with disabilities?**

The composition of this focus group allowed discussing CFI Leadership School from three positions: the parents (2 mothers), their children - young people with disabilities (a boy and a girl) and a volunteer (a young woman).

The mother of a young man in a wheelchair, answering the question, said: "All my life I have been preparing my son for independence. This program helped me to believe that there are people who can and want to help us. Leadership School gave my son a good impetus for independent living. The boy was able to find a new circle of friends, not limited to school friends. Now he has grown and, recalling his participation in CFI Leadership School (2012), says that he actively uses this experience in his life: "It seems to me that I was to resolve conflicts with people better. Also, I liked to talk with volunteers, with many of them I still keep in touch. Also, we sang songs to a guitar. I can play the piano now. I liked Interactive Theater very much. We acted out the situations that occur in real life."

The boy's mother said that he often uses his new skills to resolve conflicts among their friends, as a mediator tries to reconcile the conflicting parties.

The young girl with a disability (cerebral palsy) said that prior to her participation in the CFI Leadership School the people she studied with at school treated her not very well which made her think that 90% of people would treat her the same way. But thanks to the CFI Leadership School she changed her opinion: "Only 20% of people treated me like in school and 80% were very friendly. During CFI Leadership School I saw that anyone, if they want, can become a leader. I have never had such a purpose in my life. I received a huge flow of useful information. One of the effects of my participation in the program is "flexibility in communication": I am able to be soft in some situations and show strength of character in others".

Now she is studying at the University of Culture (cultural heritage and tourism, museology), but wants to leave, because she doesn't find it interesting. She wants to study psychology in a private university. She evaluates critically her experience of studying at the State University: "Many teachers are normal people, but they are put in the state system and they cannot afford to be flexible. They are very formal to students. When I told my teacher I had been in hospital she said that in spite of my illness I had to write 3 essays before the deadline like everybody else".

The volunteer girl also responded very positively about her experience of participation in CFI Leadership School. She especially noted the opportunity to make new contacts: "I studied at the Pedagogical University. It was interesting to talk with volunteers from other spheres. I met with the NGO "Special World" - we still keep in touch.

The volunteer girl brought the manual of one training module of the program to the focus group meeting and noted that she often uses it: "There was a lot of information in the course. The course dealt with various aspects of life of people with disabilities. We discussed the conflict-management and the Convention on the Rights of Persons with Disabilities. We staged a job interview situation. I liked the variety in the program: there were serious studies and games, we did not get tired. The knowledge of the Convention helped greatly in my studies at university. Many people speak today about the teachers who go to school and do not want to consider the interests of children with disabilities. In my opinion, this is the problem of the imperfection of the integrated education in schools. Teachers are

unaware about the special needs of these children; many of them do not want to give them more time and attention."

The young Girl is still an active volunteer and she tries to help children with disabilities: "We devote a lot of time and attention to children with disabilities. When they turn 18 years old, less work is done with them. I sometimes go to visit young people with disabilities over 18 years in private institutions and orphanages. After graduation, I worked in the public social institution, but left it, because the work in the state sector has strict frames. I was wondering - how to attract business to help people with disabilities. I'm studying now advertising and PR and work in an advertising firm. I find corporate social responsibility and social advertising as interesting topic. I understand that my knowledge can be useful for work in the social sphere, but I cannot find like-minded people with whom I could implement my ideas."

2. **What was the most important, useful and effective for you in this program? Why these examples are successful? What was the least useful and / or ineffective, what are the evidences of that?**

The volunteer girl named the following topics as the most useful:

- Time management;
- Setting long-term goals;
- Planning and structuring their lives.

After participating in the CFI Leadership School she began to keep a personal diary, which she uses for time planning.

The mother of the boy in a wheelchair also noted the importance of learning the basics of time and family budget planning. Her son noted the importance of the program section devoted to employment issues. He does not work yet, but is determined to find a job and help the family.

The girl with a disability said that at the beginning of the program, many participants had psychological difficulties with self-acceptance. Perhaps, they should have been offered psychological support before the course and only then started training.

The big plus of the program - there were different trainers. There were four and each of them had their point of view. The participants could take something important especially for them from each trainer. Also, a big plus of the program was a good variety of structured content of training modules, the presence of handouts in the form of a brochure on each of them.

The mother of the girl with disabilities noted the importance of work with parents: "We need to start working with parents of disabled children earlier; almost all of them take too much care of their children. And this work should start when children are young. "

As a proposal to strengthen the program the invitation of expert professionals from different fields was suggested, i.e., a lawyer or an expert from the employment agency who work with people with disabilities, to talk about their experience. It would also be good to attract for CFI Leadership School officials to have a discussion with them about the actual problems of people with disabilities.

3. **Did CFI Leadership School equally cover boys and girls - young people with disabilities? What other aspects related to gender characteristics, it is important to note when discussing the progress and results of program activities?**

According to focus group participants, the program was designed for everyone, regardless of age and gender. But only two fathers were present, all other parents were mothers. Among young people with disabilities there were more girls and only 4 boys. The girls were very emotional, the boys just silent. It is important that both boys and girls together discuss all issues. If they were separated, the learning

efficiency would be lower. The girl with disability called the presence of boys as volunteers "the highlight" of the program, as they were creative and funny.

4. **What are the current problems and difficulties that you face today? What kind of support do you need?**

The main problems associated with access to the profession, availability of educational institutions and undeveloped barrier free environment, were summarized by the mother of the boy in a wheelchair: "My son wanted study shoemaking in a Lyceum, but we were told that they do not have conditions for young people with disabilities there. We applied to Electronics College, but they didn't have enough students enrolled for the course. We have to wait for a year for them to enroll enough students. We have a big problem – absence of barrier free environment. If we give people on wheelchairs a barrier-free environment they will not need any help. We use social taxi only as a last resort. We move around on public transport, because we are interested in getting around the town. Minimal steps are done, but very often they are only "on the paper". In reality, it is not under the ramp angle, the Congress of the ramp ends so that the wheelchair can roll. For example, the elevators in the subway: either they do not work or it is difficult to find help to take advantage of them."

5. **What aspects providers need to pay attention to increase the capacity and effectiveness of social services for people with disabilities?**

The simplest thing - before you start doing anything for people with disabilities, you need to understand what they feel and what they need.

It is very important to increase civic engagement of parents of disabled children and society as a whole. Motivate members of associations to become more active in defending the rights of people with disabilities, not only to come to parties and events where gifts are handed out.

It is important to consider the needs, preferences and opportunities of young people with disabilities to bring them into public organizations. There's a need for new formats of activities not only in the form of shares and public events, but also through information campaigns on the Internet and social networks.

6. **What sense do you mean by the word "inclusion"?**

There was a suggestion to formulate the answer to this question in a short sentence to explain what «inclusion» is and the following answers have been given:

- "At one of the seminars there was an example about the difference between inclusion and integration, which I liked. When there are different toilets - for men, for women and for people with disabilities – that is the integration, and when in the men's and women's restrooms we have cabins for disabled people - it's inclusion. Integration - is the acceptance and selection in a separate group. And Inclusion is the ideal for living together of different people without any restrictions."
- "I understand that inclusion is a space where everyone feels comfortable. Where everything available to others is available to me. "
- "I also think it is to live together without restrictions. General availability ";
- "My stay in school and university - it was integration. Inclusion when all of us feel comfortable. The definition is and will be, but the real inclusion will never be."

The question "What has changed in 10 years in the integration?" was answered by the mother of the boy in a wheelchair with an example from her life: "In the past, when my son was in a special school, there was no elevator there. He had to climb to the fourth floor with the help of special sticks and his classmates helped him with his bag. Now the school has a ramp, toilets for the disabled, but no elevator. If the parents of disabled children come to the school and say that we need the conditions, then the school will help them. If we do not demand, nothing will happen. In 2004, there was no integration, only

2 integrated schools throughout the country. And now, with a strong desire any school can be made into an integrated one."

The general conclusion:

All focus group participants noted the usefulness of their participation in CFI Leadership School. The resulting experience became an example of real inclusion for them; it also enabled them to act more confidently in their personal, professional and social life. The experience of this program, in their opinion, should multiply.

ANNEX K: FOCUS GROUP DISCUSSION AND KEY INFORMANT INTERVIEW ANALYSIS

Number of Stakeholders that Mentioned Services in Response to Question 1

Data from KIIS and FGDs to Support Community Based Services Reported by KIIs and FGDs in Communities ET Visited: Number of stakeholders that mentioned service or lack of service

Services	Polotsk	Brest	Kobrin	Gomel	Krichev	Chausy	Ospovich	Stolbtcy
Family oriented approach in practice	Yes 5 out of 5	Yes 3 out of 3	Yes 3 out of 3	Yes 4 out of 4	Yes 2 out of 2	Yes 2 out of 2	No 0 out of 5	No 0 out of 3
PRIDE pre-service (before families become fosters)	Yes 5 out of 5	Yes 3 out of 3	Yes 3 out of 3	Yes 4 out of 4	Yes 2 out of 2	Yes 2 out of 2	No 0 out of 5	No 0 out of 3
PRIDE in-service (for foster families)	Yes 5 out of 5	Yes 3 out of 3	Yes 3 out of 3	Yes 4 out of 4	Yes 2 out of 2	Yes 2 out of 2	No 0 out of 5	No 0 out of 3
Safe Care/ Parental skills enhancement	Yes 5 out of 5	Yes 3 out of 3	Yes 3 out of 3	Yes 4 out of 4	Yes 2 out of 2	Yes 2 out of 2	No 0 out of 5 1 mentioned receipt of training materials	No 0 out of 3
Family home conferences	No 0 out of 5	No 0 out of 3	No 0 out of 3	No 0 out of 4	No 0 out of 2	No 0 out of 2	No mention	No mention
Home visitation	Yes 3 out of 5	Yes 1 out of 3	Yes 1 out of 3	Yes 2 out of 4	Yes 1 out of 2	Yes 2 out of 2	No 0 out of 5	No 0 out of 3
Social Investigation	Yes 2 out of 5	Partly 1 out of 3	Yes 2 out of 3	Partly 1 out of 4	Partly 1 out of 2	Yes 2 out of 2	No 0 out of 5	No 0 out of 3
Multi departmental commission for child protection	Yes 4 out of 5	Yes 3 out of 3	Yes 3 out of 3	Yes 4 out of 4	Yes 2 out of 2	Yes 2 out of 2	No 0 out of 5	No 0 out of 3
Case management database	No 0 out of 5	Yes 3 out of 3	Yes 1 out of 3	No 0 out of 4	No 0 out of 2	Partly 1 out of 2	No 0 out of 5	No 0 out of 3
Day care and/or other services for OVC at schools	Yes 2 out of 5	Yes 3 out of 3	No 0 out of 3	Yes 2 out of 4	Yes 2 out of 2	Yes 2 out of 2	No 0 out of 5	No 0 out of 3
Temporary care for OVCs at social	Yes 3 out of 5	Yes 1 out of 3	Yes 2 out of 3	Yes 3 out of 4	Yes 2 out of 2	Yes 2 out of 2	No 0 out of 5	No 0 out of 3

Services	Polotsk	Brest	Kobrin	Gomel	Krichev	Chausy	Ospovich	Stolbtcy
pedagogical centers								
Respite care for PWDs to support parents of PWDs	No 0 out of 5	No 0 out of 3	Yes 1 out of 3	No 0 out of 4	No 0 out of 2	No 0 out of 2	No 0 out of 5	No 0 out of 3
Crisis Centers for Victims of Domestic Violence	No 0 out of 5	Yes 1 out of 3	Yes 1 out of 3	No 0 out of 4	No 0 out of 2	No 0 out of 2	No 0 out of 5	No 0 out of 3
Day Care services at habilitation centers for children with disabilities	Yes 2 out of 5	Yes 1 out of 3	Yes 1 out of 3	Yes 2 out of 4	Yes 2 out of 2	No 0 out of 2	Don't know	Don't know
Rehabilitation services for children/ people with disabilities	Yes 2 out of 5	Yes 3 out of 3	Yes 3 out of 3	Yes 3 out of 4	Yes 2 out of 2	No 0 out of 2	Don't know	Don't know
PWD leadership course	Yes 3 out of 5	No 0 out of 3	Yes 3 out of 3	Yes 3 out of 4	Yes 2 out of 2	No 0 out of 2	No 0 out of 5	No 0 out of 3
Integrated/ inclusive education for children/ people with disabilities	Yes 2 out of 5	Partly 1 out of 3	Partly 1 out of 3	Yes 2 out of 4	Yes 2 out of 2	Partly 1 out of 2	No 0 out of 5	No 0 out of 3

Communities for KIIs (Times Mentioned)							
Responses	**Minsk (13)**	**Polotsk (5)**	**Brest (3)**	**Kobrin (3)**	**Gomel (4)**	**Kridev (2)**	**Chausy (2)**
Evaluation Question 1: Major changes in community based services for OVCs and PWDs							
Family Focused Approach	13	5	3	3	4	2	2
Mindset Change	13	5	3	3	4	2	2
Alcoholism Problem	10	4	2	3	2	2	2
Women Alcoholics	3	1	1	2	1	1	1
Foster Care / PRIDE	10	5	3	3	4	2	2
Relevance							
Training	12	5	3	3	4	2	2
Grants	10	2	1	1	2	1	1
Most Effective							
OVC Family Centered Approach	12	5	3	3	4	2	2
PRIDE	12	5	3	3	4	2	2
Grants	11	3	2	2	2	2	3
Least Effective							
Alcoholics Anonymous		1	1		1	1	1
Volunteer Program		2		2			

Communities for KIIs (Times Mentioned)							
Responses	**Minsk (13)**	**Polotsk (5)**	**Brest (3)**	**Kobrin (3)**	**Gomel (4)**	**Kridev (2)**	**Chausy (2)**
Evaluation Question 2: Adopted Behaviors							
Training	13	5	3	3	4	2	2
OVC Parenting Family-Focused Approach		5	5	3	4	2	2
PWD Keep Children at Home		5	5	3	4	2	2
Gender							
No Influence		3	3	2	2	1	1
Some Influence			2	1		1	1
Evaluation Question 3: Inefficiencies							
No	5	5	3	3	4	2	2
Relevance of CSVG OVC	10	5	3	3	4	2	2
Relevance of CSVG PWD	5	4	2	1	3	1	1
Effectiveness of OVC	13	5	3	3	4	2	2
Effectiveness of PWD	13	4	1	2	2	1	1
Efficiency							
Yes	9	3	1	1	3	2	2

FGD «Stakeholders\service providers in the communities» (Baranovichi, 13.01.2015, 13:30 – 15:30)

FGD for PWD\OVC-stakeholders\service providers

13 participants - 12 women and 1 man - representatives of:

- the social-pedagogic center (with child shelters) - 4

- the center of corrective and developmental education - 1

- the territorial center of social services for population – 1

- the commission on infants affairs (part of local authorities) – 2

- the city department of education – 1

- the local television "Intex" – 1

- the schools – 2

- the university -1

Statements	agreed	disagreed
The local group of coaches (trainers) on family-oriented approach (the program "Pride") was prepared, they are actively multiplying the acquired knowledge	6	2
The program "Successful parenting" based on CFI methodology used in the kindergartens and socio-pedagogical centers	8	2
People get information on courses for foster parents and adoptive parents in the socio-pedagogical center by advice of friends and rumor, and from adverts made by socio-educational center and the city authorities	6	1
The city couldn't provide possibilities for children to study in their neighborhood, there are lot of barriers for movement of disabled people (no lifts, ramps and etc.)	9	4
The most popular service for adoptive parents is the consultancy service on providing psychological care for children who have experienced psychological violence in their biological families or if there are problems in foster families.	8	2
There is a practice of voluntary-compulsory training for unmotivated parents from problem families on the CFI program «Successful parents". Compulsion in such cases is not effective for the program and for participants.	7	5
Most adoptive parents have no special or pedagogical education but educational	8	4

programs for them do not always take this into account.		
The city has not developed the way of work on domestic violence issue; there is no temporary residence for victims of domestic violence.	8	2
Work on the prevention of alcohol dependence of parents from problem families is not effective. "Anonymous Alcoholics" as a form of rehabilitation is not claimed.	7	2
School specialists are not ready to work with the problems of children from foster families and adopted children. Need a purposeful work with teachers and with foster parents, perhaps even in mixed groups.	8	2
Misunderstanding arises in the understanding of the mechanisms of inclusion and its practical implementation and realization in practice.	8	4

FGD «Beneficiaries in the communities» (Baranovichi, 13.01.2015, 16:00 - 18:00)

FGD for OVC beneficiaries: the forest parents of OVC - 6 participants (6 women)

Statements	agreed	disagreed
The program "Successful parents" (CFI methodology "Pride") has been very useful.	5	1
We are happy with everything and foster parents are "modest people by nature" and they don't used to ask for something	5	1
Child protection specialists were rude to foster parents	1	5
Volunteering was not properly managed	2	4
There are untrained school teachers. The teacher would need to take same training course as we had to work with children with special needs.	4	2
A concept of inclusion is not understandable.	5	1

FGD «Stakeholders\service providers in the communities» (Zhodino, 12.01.2015, 13:30 - 15:30)

FGD for PWD\OVC-stakeholders\service providers

12 participants - 11 women and 1 man - representatives of:

- the social-pedagogic center (with child shelters) - 3

- the center of corrective and developmental education - 2

- the territorial center of social services for population – 1

- the commission on infants affairs (part of local authorities) – 1

- the city department of education – 1

- the local newspaper – 1

- the schools – 1

- the kindergarten - 1

- the local clinic - 1

Statements	agreed	disagreed
"City child protection program", developed in 2007 with the support of CFI-project plays an important role in the promotion and coordination of social services to help vulnerable children at the local level.	11	1
"Know-how" proposed in the city – "temporary foster family" - for the rapid deployment of children from disadvantaged families in the case of their difficult life situation.	10	2
Social-pedagogic center support foster parents (counseling, direct assistance, training, club of foster parents, day shelter).	9	2
Today instead of calling the police in cases of violence against children citizens are	8	4

calling for an emergency care for children which is based in the city social-pedagogic center.		
Problems of people with disabilities are regularly covered in the local newspaper and on the city TV channel.	10	2
Working with disadvantaged parents in the format of "Alcoholics Anonymous" is inefficient and unclaimed.	7	2
The center of corrective and developmental education is the most popular services provider for children with disabilities.	8	1
The opportunity to work with a unified database of vulnerable groups proved to be unclaimed and ineffective.	9	1
There is a huge amount of documents regulating the work with OVC and defining clear algorithms action in a particular situation. But on the other hand these same documents introduced a large number of indirect restrictions that make it impossible to try and introduce innovative ways of working with vulnerable children.	10	1
There is no real work with volunteers. Volunteering is often used for good pictures in the press or on television, as well as for statistical reports.	7	2

FGD «Beneficiaries in the communities» (Zhodino, 12.01.2015, 16:00 - 18:00)

FGD for PWD\OVC beneficiaries - 9 participants (11 women):

- *parents of PWD-Children - 3*
- *forest parents of OVC - 6*

Statements	agreed	disagreed
The local media (the local newspaper and TV station) began to play an important role in promoting the idea of adoptive parenthood.	5	1
The services in the center of corrective and developmental education as an example of effective work: rehabilitation programs, recreation for children with disabilities, self-help groups of parents.	2	1
Child protection specialists were rude to foster parents	4	2
Volunteering in the city is not developed and there is no such service	6	2
Lack of knowledge about working with vulnerable children and children with disabilities by the majority of social workers, psychologists, educators at kindergartens and school teachers	6	2
The status of an "forest parent" does not offer any social benefits	5	1
Barrier-free environment is only in a few institutions	8	1
A concept of inclusion is not understandable.	6	1

FGD «Stakeholders\service providers» (Minsk, 15.01.2015, 12:00 - 14:00)

FGD for PWD- stakeholders \ service providers of NGOs - 8 participants (7 women and 1 man)

Statements	agreed	disagreed
The accuracy of the state statistics in the provision of social services at the local level for people with disabilities can be questioned.	5	2
Public organizations due to their project activities, became visible at the local level, the authorities consider them as partners.	6	1
CFI Leadership School for young people with disabilities not only contributed to their personal growth, but also allowed to integrate them into community activities, including activities of public organizations.	6	1

Through the help of CFI it became possible to get acquainted with foreign advanced experience in work with disabled people.	5	1
The problem is that the projects had a local character, and the state does not implement even legislated things. It is too early to talk about mass implementation of services provided to people with disabilities.	5	2
The important role of the CFI in initiating the creation of a coalition of organizations working with disabled people, and in the development of proposals for lobbying.	6	2
It is hard to talk about coalition and even about the network of organizations today, because negotiation of agreements face objective obstacles (difference in understanding the strategy and tactics, in putting priorities, principles of partnership and cooperation) and subjective obstacles (the ambitions of leaders organizations, neglecting the effective communication, personal dislike between some leaders).	6	2
A long-term training course on organizational development, implemented by the CFI, was very helpful, but complicated at the same time. The course must be adapted to needs of organizations and be more practice-oriented.	4	1
The idea of inclusion today is mostly declared, rather than confirmed by actual practice. There are no clear distinction between concepts of inclusion and integration; there are not many examples of implementation of this approach.	4	2

FGD «Stakeholders\service providers» (Minsk, 19.01.2015, 12:00 - 14:00)

FGD for OVC-stakeholders \ service providers of NGOs - 4 participants (3 women and 1 man)

Statements	agreed	disagreed
Training materials of the "Pride" were not quite adapted to the Belarusian context. Meaningful texts and case studies were very "American": participants often had difficulty in understanding the language and definitions.	2	1
Cooperation with the CFI has strengthened the capacity of non-governmental organizations - providers of social services.	3	1
Due to the indirect support of CFI crisis rooms for women and children who became victims of violence were opened across the country on the base of territorial social services centres. Today, there are 120 rooms, but lot of them exist only formally and are not completely adapted for receiving clients.	3	-
Before cooperation with CFI most workers of guardianship services perceived themselves as a control and punitive body, but now specialists turned to a family with the intention to understand and support, not only punish.	3	1
The “Pride" promotes the approach where families should not be tied to the child. This approach is justified by the security reasons which prevent adoptive parents from burning out emotionally. In fact, this approach proposes a shift from a position of a parent “by heart” to a position of a “professional parent” who works on the contract base with time limitations. Therefore, it was wrong to implement trainings of “Pride” without analysis of our situation and possible negative consequences”.	2	1
Today there are very few cases when foster families adopt children. Reason: while children are in a foster family, they have the status of orphans and they have benefits. As soon as a child is adopted, he loses all benefits (housing, education). Many foster parents would adopt a child, but they will not be able to manage the economic family situation.	3	-
Support of the family with the help of “case management method" as the most popular and effective service, which is now just in the beginning of implementation, and mostly by NGOs.	3	-
State social educational centers or regional centers of social services have a huge "staff turnover", so they cannot provide sustainable and qualitative family support, many experts leave after six months of work in these institutions.	4	-

The idea of inclusion today is mostly declared, rather than confirmed by actual practice. There are no clear distinction between concepts of inclusion and integration; there are not many examples of implementation of this approach.	4	-

FGD-Report «Beneficiaries PWD» (Minsk, 21.01.2015, 12:00 - 14:00)

FGD for PWD-beneficiaries - 5 participants of CFI Leadership School: the parents (2 mothers), their children – 2 young people with disabilities (1 boy and 1 girl) and 1 volunteer (a young woman).

Statements	agreed	disagreed
This program *(CFI Leadership School)* helped me to believe that there are people who can and want to help us. Leadership School gave us a good impetus for independent living.	5	-
The importance of learning the basics of time and family budget planning.	4	1
At the beginning of the program, many participants had psychological difficulties with self-acceptance. Perhaps, they should have been offered psychological support before the course and only then started training.	3	2
We need to start working with parents of disabled children earlier; almost all of them take too much care of their children. And this work should start when children are young.	5	-
As a proposal to strengthen the program the invitation of expert professionals from different fields was suggested, i.e., a lawyer or an expert from the employment agency who work with people with disabilities, to talk about their experience. It would also be good to attract for CFI Leadership School officials to have a discussion with them about the actual problems of people with disabilities.	5	-
If we give people on wheelchairs a barrier-free environment they will not need any help. We use social taxi only as a last resort. We move around on public transport, because we are interested in getting around the town. Minimal steps are done, but very often they are only "on the paper".	5	-
It is very important to increase civic engagement of parents of disabled children and society as a whole. Motivate members of associations to become more active in defending the rights of people with disabilities, not only to come to parties and events where gifts are handed out.	5	-
There's a need for new formats of activities not only in the form of shares and public events, but also through information campaigns on the Internet and social networks.	5	-
There are no clear distinction between concepts of inclusion and integration; there are not many examples of implementation of this approach.	3	1

ANNEX L: MINI-SURVEY RESULTS

MINI-SURVEY FINDINGS

Summary Demographic Data

Total answers (after removing of broken/mistaken answers) – 230
Women 226
Men 4

Brest oblast 52
Grodno oblast 48
Vitebsk oblast 31
Mogilev oblast 30
Minsk oblast 26
Gomel oblast 22
Minsk city 21

64 of 230 have been working from the beginning of the program in child protection
108 started working in child protection later than 2005 and are still working
55 have left working in child protection

Question Responses

11. Organization:

State institution (for example Social Service Center, school) – 207
Local government body - 14
NGO - 8
Other – small business – 1

12. What your organization is doing?

Direct assistance / services to vulnerable groups	121
Training, professional development specialists providing such services, replicating the experience	89
Decision-making regarding the situation of orphans, children in situations of violence and \ or people with disabilities (eg, local authority, department of the executive committee, etc.)	41
Formation and implementation of social policy development, legislative and regulatory framework of activities related to the situation of vulnerable groups (such as the Ministry)	5

"Other" has been added by 50 people, including 1) protection of children's rights – 7; 2) different kind of education and training for children 27; 3) medical assistance 1; 4) services for vulnerable children 4.

13. What is your role/function in the organization?

Specialist on services for the target groups (children, parents, people with disabilities etc.)	105
Trainer, lecturer	105

Manager/chief, decision-maker	44
Methodist (specialist responsible for development of methods, technologies of work etc.).	26
Expert, consultant, advisor	20

14. Do you know about implementation by Child Fund International the program Community Services to Vulnerable Groups in Belarus?

Yes, I know about program	104
I am the participant of CSVG program	71
No, I don't know	55

15. What was the subject of your cooperation with the program?

Orphans, violated children	212
People with disabilities and their families	19

16. Which of CSVG components have you taken part in?

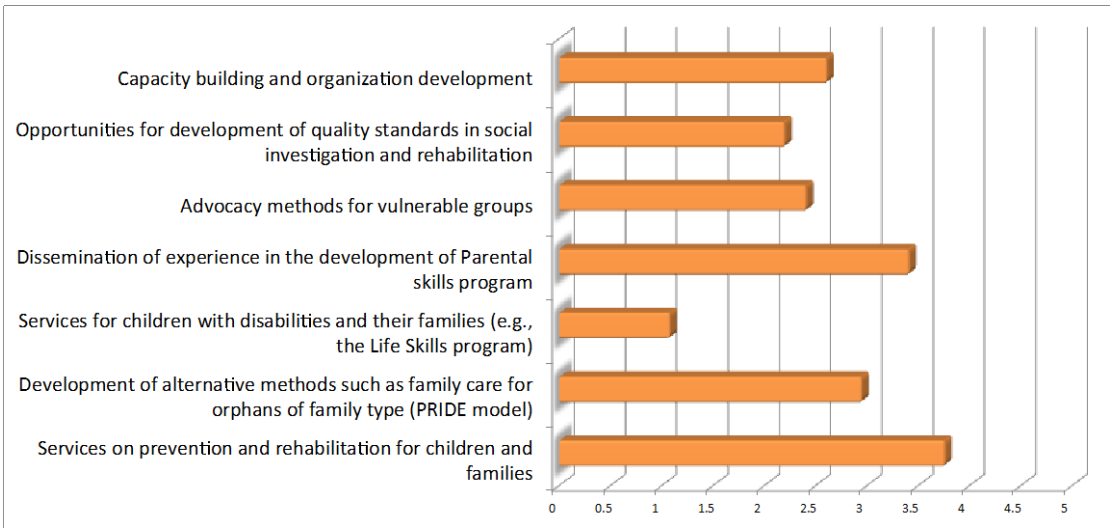
Trainings and other educational activities for parents of disadvantaged families or foster families	129
Trainings and professional development for the staff of the system of education and \ or social protection	106
Participation in national conferences, round tables on relevant topics	56
Trainings and other educational activities for orphans and violated children	43
Participation in the National trainers' team of CSVG program	27
Trainings and other educational activities for people with disabilities and their families	16
Trainings and other educational activities for other representatives of local communities (e.g. non-governmental organizations, employers, etc.)	15
No, I did not take part in any program activities	3
Development of appropriate direction of activities within the Regional Institute of Education Development	0
Participation in the development of guidelines and standards	0

17. Which issues have you become more competent thanks to participation in CSVG program?

Issue	0	1	2	3	4	5	Average
Services on prevention and rehabilitation for children and families	14	0	13	36	63	71	3,76
Dissemination of experience in the development of Parental skills program	36	4	8	19	56	74	3,41
Development of alternative methods such as family care for orphans of family type (PRIDE model)	53	9	6	19	42	66	2,95
Capacity building and organization development	51	13	11	28	46	36	2,61
Advocacy methods for vulnerable groups (prevention of domestic violence, increase public literacy regarding vulnerable groups, public campaigns etc.)	50	18	19	27	44	26	2,41
Opportunities for development of quality standards in social	61	14	21	18	44	22	2,20

Issue	0	1	2	3	4	5	Average
investigation and rehabilitation							
Services for children with disabilities and their families (e.g., the Life Skills program)	99	19	12	7	10	14	1,08

Some people did not answer some questions, so total amount in line less than 230



18. How have you gained these competences?

Trainings-seminars	216
Handbooks, guidelines, training materials	155
Courses and retraining's	76
Study visits in Belarus	35
Study visits abroad	12

19. How does your change in competences in above mentioned issues influence the situation in your community? (0 difficult to answer, 1 minimum, 5 maximum)

Issue	0	1	2	3	4	5	Average
Family-centered approach to child protection has realized In the community	4	4	8	45	80	67	3.89
Community has become more tolerant	18	5	16	44	71	51	3.45
Quality of public agencies working with vulnerable groups has changed for the better	17	4	15	47	81	42	3.44
Effective system of interaction between different organizations for vulnerable groups has been created and operates	21	10	19	46	68	35	3.18

Issue	0	1	2	3	4	5	Average
The number of children and people with disabilities entering the residential care has decreased	31	18	18	37	56	36	2.90
Community has become more inclusive	33	6	22	45	58	27	2.89

Some people did not answer some questions, so total amount in line less than 230

20. How do you consider the interests of men and women (aspects of gender non-discrimination) in your activities?

This aspect is not relevant for my work	115
I change approaches to my work depending on gender of a person I work with	78
This aspect is not relevant for Belarus	17
I collect statistics about number of men and women (boys and girls)	11
Other: I did not understand the question/difficult to answer	4

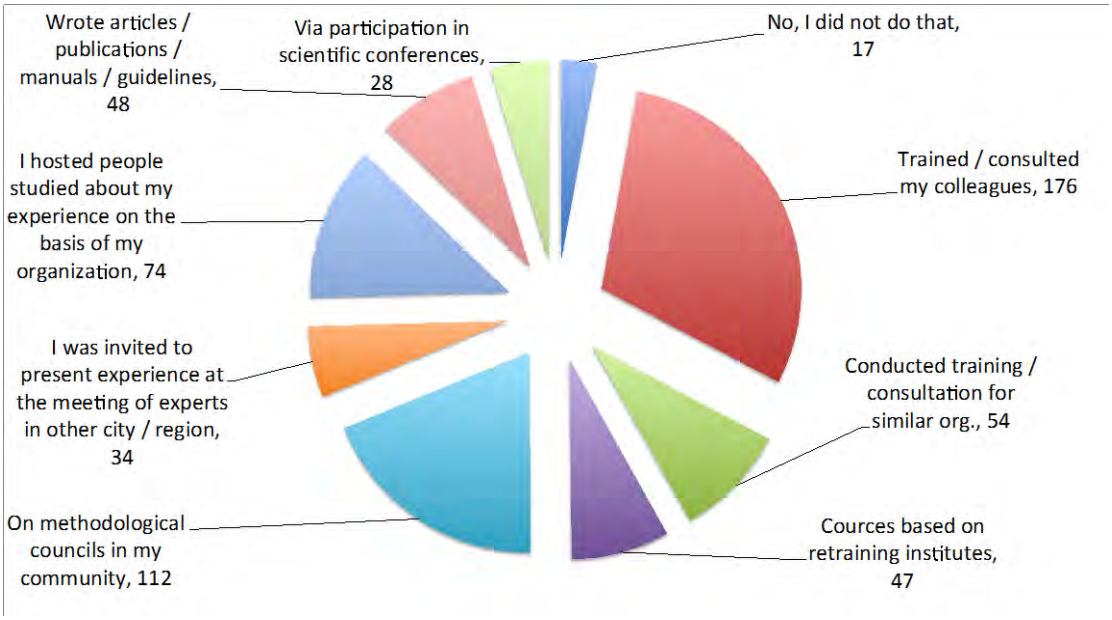
21. How have program activities influenced your competence in consideration of the interests of men and women (gender non-discrimination) in your work?

	1	2	3	4	5	6	7	
No influence	73	30	26	35	27	11	7	The highest degree of influence

Average rate is: 2.88 of 7.00

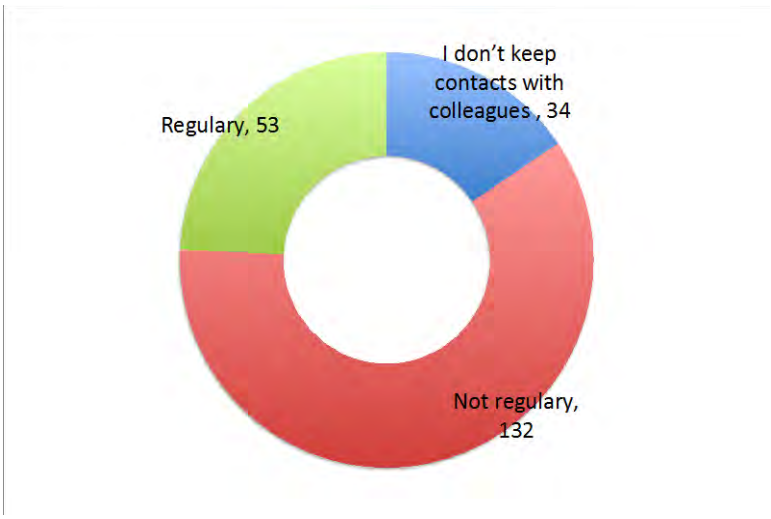
22. Have you transferred gained professional knowledge / experience to other specialists? If yes, then how?

Trained / consulted my colleagues	176
On methodological councils in my community	112
I hosted people studied about my experience on the basis of my organization	74
Conducted training / consultation for similar org.	54
Wrote articles / publications / manuals / guidelines	48
Courses based on retraining institutes	47
I was invited to present experience at the meeting of experts in other city / region	34
Via participation in scientific conferences	28
No, I did not do that	17



23. Please, assess how often you exchange professional information with colleagues from other cities on the issues related to the theme of CSVG program

I keep contacts with colleagues unregularly	132
I keep contacts with colleagues regularly	53
I don't keep contacts with colleagues	34



24. Which way do these professional contacts happen?

I am contacted by my colleagues (by phone or e-mail …)	127
I initiate contact with my colleagues	112
We meet at the seminars, round tables initiated by the program	100
We meet at the meetings, courses, seminars organized out of program frames	94
Contacting using social networks, like Facebook	63
I don't keep contacts with colleagues	25

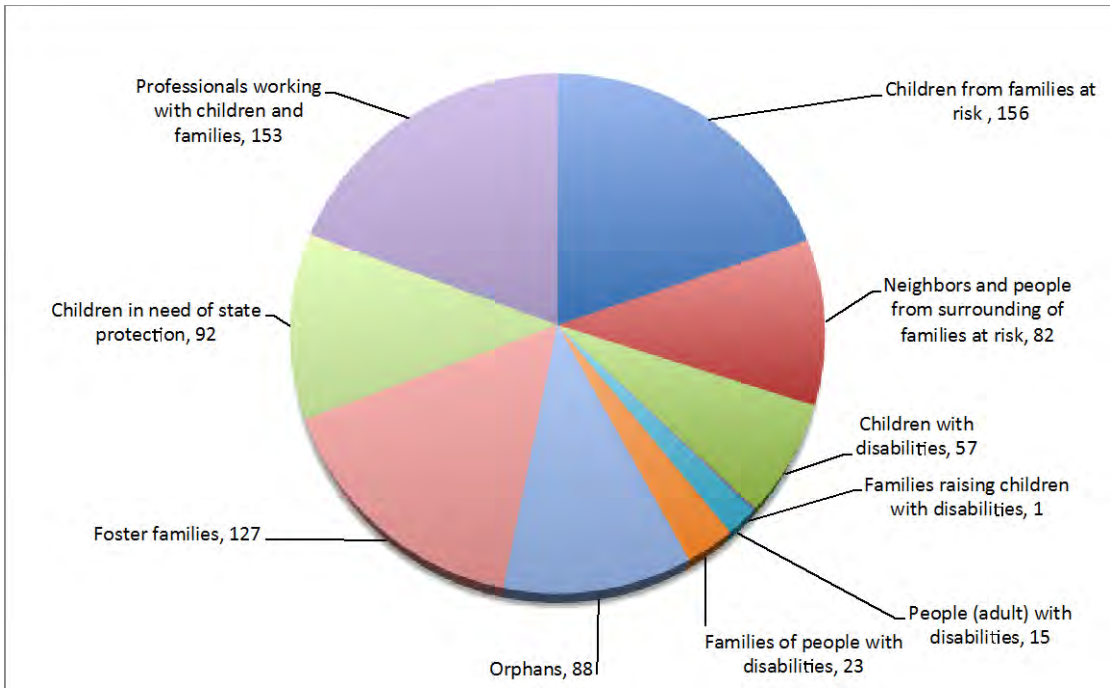
25. How intensively do you personally, as an expert, hold professional contacts with the Child Fund International (CFI) and / or their experts?

Once every several months	106
Once a year or more rare	40
1-2 times a month	41
I don't keep contacts with CFI	29
Once a week or more often	5

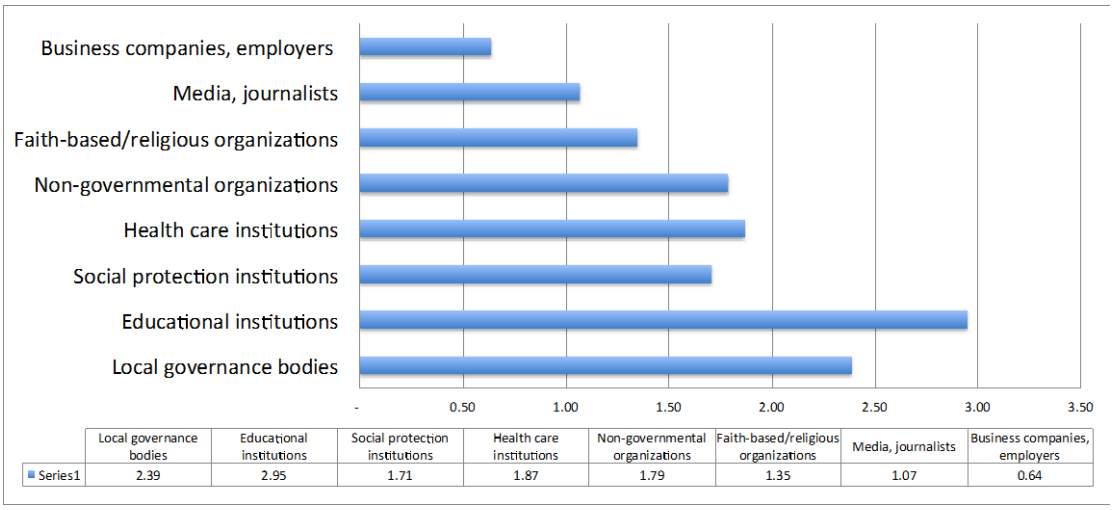
26. Who is your target group within the framework of your professional activity?

Children from families at risk	156
Professionals working with children and families	153
Foster families	127
Children in need of state protection	92
Orphans	88
Neighbors and people from surrounding of families at risk	82
Children with disabilities	57
Families of people with disabilities	23
People (adult) with disabilities	15
Other: Students	2
Families raising children with disabilities	1

27. With whom do you interact in the process of your work activities?

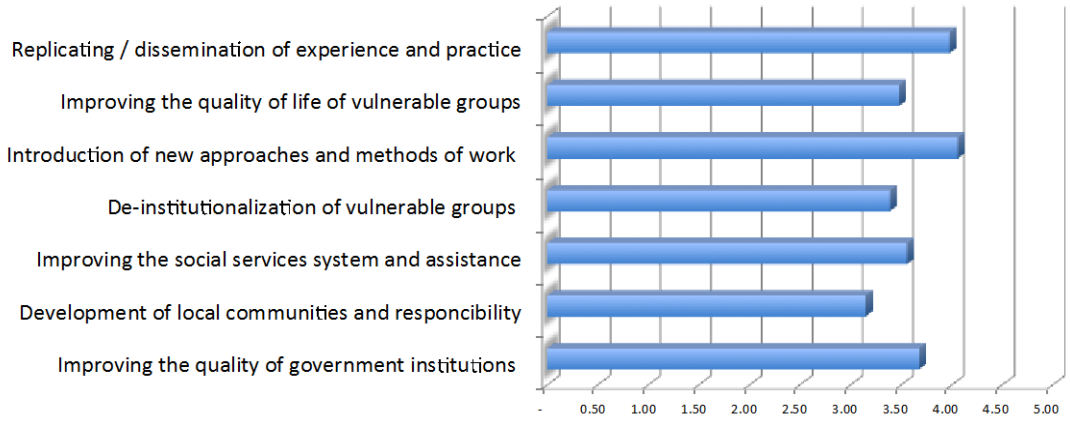


	0 - no interaction	1 – Exchange information	2 - Participated in each other's events	3 - Jointly organized events or activities	4 - We have common goals, coordinate and achieve them together	Average
Educational institutions	1	33	39	47	98	2.95
Local governance bodies	14	63	26	43	65	2.39
Health care institutions	24	90	23	31	40	1.87
Non-governmental organizations	30	63	49	47	16	1.79
Social protection institutions	33	71	40	44	17	1.71
Faith-based/religious organizations	75	31	49	34	9	1.35
Media, journalists	64	92	25	18	6	1.07
Business companies, employers	133	19	18	20	2	0.64



28. Please, assess the degree of your participation in the following directions of program activities:

	0	1	2	3	4	5	Average
Introduction of new approaches and methods of work	6	2	9	35	62	95	4.06
Replicating / dissemination of experience and practice	5	3	14	34	65	87	3.98
Improving the quality of government institutions	11	4	17	41	76	63	3.68
Improving the social services system and assistance	11	11	16	43	60	63	3.56
Improving the quality of life of vulnerable groups	11	5	21	50	78	43	3.48
De-institutionalization of vulnerable groups	17	9	18	43	64	51	3.39
Development of local communities and responsibility	25	8	19	52	62	39	3.15



29. What, in your opinion, can be considered the greatest success of the program?

It was open question. People provide answers as plain text. Text analyzed and generalized later by evaluation team.

Statement	Times mentioned in comment
Process/Approach	
New effective and innovative approaches. Best practices dissemination (high quality content).	32
High quality and practical oriented training and methodological materials, skills training, high quality handouts (high quality tools to deliver content).	24
Family-centered approach	16
Systematic/holistic approach of the CSVG program,	15
PRIDE	12
Successful parenting	9
Scoring/evaluation system (for selection of foster families, for risk assessment)	5
Targeted home visiting	3
Education on inclusion	2
Training of trainers	2
Joint education of participants from state and NGO sector	2
Review of the concept of inclusive education. Implementation of the practice of inclusive education	2
Small grant financial support	1
Feedback from foster families	1
Output	
Parents become competent. Parents see their mistakes on how to teach children. Change their behavior.	31
Professionals become competent and trained	19
Prevention of children institutionalization. Decreasing of amount of children needed state protection.	18
Intersectoral coordination and communication on the local level.	15
Better quality of selecting of the foster families. Good quality and practical orientation of the trainings for the foster families.	12
Quality of relationships / communication of children and parents	6
Dissemination of the idea of inclusive approach to socialization of PwD vs medical care approach	4
Quality of state-owned provider's services improved	4
Improvement of the quality of life. Safety and health of the children.	3
Non-violence approach in teaching children	3
Successful children socialization	3
Trustful relationships between professionals and vulnerable families	3
Change of relations of biological and foster parents	2
Parents, trained in the program, not sending children back to orphanage	1
Networking of parents. Communication of parents in difficult social situation.	1
Changes attitude of the community about families in difficult social situation	1
No phone calls to the hotline about relations between parents and children	1
Tolerance to PwD	1
Self-help groups of parents with children with disabilities	1
Outcome/impact	
Broken stereotypes of the professionals about problems of OVC.	6
Governmental organization provide support on local level	4
Ministry of education and local authorities become family-centered	2
Relationships between parents and children improved	1

Statement	Times mentioned in comment
Parents apply knowledge, what they get from the program	1

30. How the program affected you personally? What kind of effects for you personally generated by the program?

This was an open question. People provided answers as plain text. Text analyzed and generalized later by evaluation team

Statement	Times mentioned in comment
Get knowledge, competence on different issues (work with parents, how to organize meetings, how to work with parents). Strength my position as an expert in the community	43
All kinds of personal development (I become motivated to the success, increase my ability to achieve results, become more objective oriented e.t.c.)	21
Develop contacts with my colleagues. Develop network of my personal contacts.	19
I change a lot my personal behavior as parent	15
Attitude to the parents (foster parents, biological parents, alcohol addicts e.t.c.) has changed	11
I develop my qualification as trainer	9
Develop skills of effective communication (active listening, argumentation).	6
Become more effective in facilitation interinstitutional relationships	3
Change my attitude from medical to inclusive	3
Get and use organizational development skills for my organization	1
Become foster parent	1

31. How do you evaluate the effectiveness of the team of the International Children's Fund for the implementation of the program?

	1	2	3	4	5	6	7	
Low	0	1	1	8	24	45	141	High

Average rate: 6.42 of 7.00

32. If you would participate in planning a new program of similar orientation in the future, what would you do differently?

33. What would you do different way when planning the program from the point of management?

It was open question. People provide answers as plain text. Text analyzed and generalized later by evaluation team. Answers to this two questions was merged as people not distinguish management and content issues in their answers.

Statement	Times mentioned in comment
Nothing. Everything was good	137
Even more adaptation to our culture and mentality. Modern Belarusian examples and cases.	20
Meetings on exchange of experience should be organized more often then one per year. Focus on experience exchange inside of the Belarus. Exchange of experience between program attendee. Local experience should be collected.	15
Trainings should be longer (take more time). Some topic should be covered more deeply with more focus on practical cases	11
Program is costly. To continue need financial support. Budget for additional salary/incentives for specialists/multiplications. Small grant support.	10
Even more attention to trainings in inter-institutional groups. Specialists from different institutions should be trained as well in joint groups. Trainings can be organized on the base of different institutions to learn how they working.	9
More work on changing national legislation/advocacy activities	7
Need to decrease amount of reporting. Reporting system can be simplified and/or available online.	6
Expending selection of topics for training specialists (independent living, child and computer, child and money, trauma, hyper-active children, project planning/development e.t.c.)	6
Adaptation of training materials to local legislations and norms	5
More training materials (handouts, video e.t.c.)	5
Program planning should provide more practical skills.	5
Smaller groups. Less participants on one training	3
More flexible scheduler of the training. To make possible to adjust the scheduler to the rural area life style. Shorter version for PwD parents.	3
Allow people/parents to attend trainings anonymously. Volunteer participation	3
Better dissemination of information, media coverage	3
More close work with ministry of education. More education for the ministry of education specialists.	2
Establishment of standards of social work	2
To see successful inclusion in practice	2
Mentorship/supervision support of the trainees of ToT.	2
More diversity of trainers/co-training	2
More cooperation with the universities	2
Internships abroad	2
Equal participation of state and non state actors	2
Trainings should be shorter. Difficult find time	1
Trainings in regions would be organized by local trainers	1
"Health" module should be removed	1
Participation in the trainings for parents from vulnerable families should be obligatory and should be end by exams.	1
To include into handouts trainings technics (team building, meditation texts e.t.c.)	1

Statement	Times mentioned in comment
Even more efforts on building relationships of the CFI staff and local specialists	1
More support from the government	1
Communication via translator time consuming. Will be good if it will be possible to communicate without translator.	1
Program participants know their own scheduler in advance and need to be part of the planning of the activities	1
Establish trainers community in social networks	1
Remote areas should be used as pilot	1
Training for children from 14 years old on leadership.	1
To involve boss into training and activities.	1
Day off for parents at the day of training	1

FINDINGS/CONCLUSIONS/RECOMMENDATION summary

General comments

Limitation: the sampling of the mini survey was mostly focused on specialists, involved into the multiplication of the best practices. So survey data about PWDs is not representative.

Finding	Conclusion	Recommendation	Comment
Q-14. 55 of 230 (24%) don't know about CFI CSVG program.	CSVG branding unfocused.	Develop clear and comprehensive visibility and branding strategy, find some good name for promotion in media instead of CSVG.	
Q-12. 121 of 230 say, that their organization doing direct assistance. 89 do trainings and retraining. Only 41 are decision makers on the level of the target group issues and only 5 involved into the local policy. Q-13. 44 of 230 are managers/decision makers Q-32, Q-33. Issue on even more active training in inter-institutions group and even more attention to the inter-institution coordination is in the top of issues Q29. People consider program success as new effective approach (32), training (24), specific approach (pride – 12, family centered approach 16, successful parenting 9). Q-17. Issues of competence on direct service and knowledge transfer get higher rate (3,76-2,95 of 5), that issues like	Program successful on implementation of the approach, training, development of the system of direct services. Less successful in advocacy, local policy, best practices conceptualization	More focus on decision makers on local and national level, more activities in the field of advocacy, conceptualization, changes in legislation and regulatory framework.	Add from KIIs about success of the cities, where LA considered as real stakeholders and involved into the discussions on the issues

Finding	Conclusion	Recommendation	Comment
advocacy, quality standards, CB (2,20-2,61 of 5)			
Q-18. Most of competences are delivered via trainings (216 of 230) and guidelines (155 of 216). Competences via retraining get 76 of 230. Study-visits in Belarus (35) and outside Belarus (12) are used by objectively minor amount of people. Q-23, 24, 25. Only about 30 of 230 people have no professional contacts. Most (about 60%) contacting with colleagues as well as with CFI few times a year and about 22% of them contact once a month or more often.	High level of focus to multiplication and networking visible and successfully implemented. Multiplication approach comprehensively covers all key channels and balances these channels well. The program gets the level of amount of trained specialist and dissemination of the approaches, that secures further snow-ball dissemination of the approach without big focus on knowledge transfer from CFI Communication and networking of the specialists is systematic and fruitful. Main focus on knowledge transfer on trainings and guidelines seems relevant. Balance of channels to gain competence is appropriate.	Develop updated guidelines and training/presentation materials (including video cases) based on Belarusian experience, cases and with Belarusian people. Use potential of interest to scientific conceptualization for this adaptation. More focus on advocacy and local policy development based on inter-institution coordination strengthening and local institutions capacity building.	
Q-22. Main channel of multiplication is the working place of the people (176 of 230 trained their colleagues, 112 train colleagues on the methodological councils). Some conceptualization of the experience done by 33% (76 of 230 in total – 48 by writing articles/guidelines, 28 by participating in scientific conferences). When we filter only practical working specialists (not trainers/experts) 26 of 161 of them either publish their materials either present their experience on the conferences.			
Q-32,Q-33. People in open question 20 times (one of the highest rate) asking to adopt training materials to the local mentality and culture. Additional 5 asking to adopt it to the local legislation.			
Q-19. High rate of influence to the community changes get output-level competences (family centered approach – 3,89 of 5, quality of public service agencies – 3,44 of 5), but less on outcome/impact level (2,89 0f 5 and highest amount of people, refused to answer – 33 of 230).	Clear positive link between CSVG efforts and quality of service delivery.		
Q-19. Community become more tolerant (average 3,45 of 5) then inclusive (average 2,89 of 5)	Community is ready to accept people from the vulnerable groups inside the community, but less ready to practically include/integrate them.	Pay attention to the work with public opinion. Consider mass media as real stakeholder and partner.	

Finding	Conclusion	Recommendation	Comment
		Provide good examples and cases of inclusion in Belarusian communities and benefits for the community from this. Provide approach how to achieve this.	
Q-20, Q-21. Gender challenges are considered as not relevant for the work by 50% (115 of 213) specialists. In addition 17 say that gender challenges are not relevant for Belarus. Only 34% (78 of 230) change their approach of daily work depending on gender of their client.	CSVG stakeholders as well as direct target group face very low competence on gender. Mostly CSVG community doesn't understand how gender is linked to the quality of life of the beneficiaries.	Build capacity of CFI on gender issues. Incorporate gender challenges into the content of the program. Train trainers and managers how to mainstream gender as cross-cutting issue.	
Q-24. More than 50% (127 of 230) keep professional contacts by e-mail. 63 of 230 use social networks for the professional contacts.	The level of computer literacy in the community of the experts is higher than it was expected with CSVG service providers		
Q-27. The highest level of CSVG interaction is with local governance bodies (average 2,39 of 4) and educational institutions (2,95 of 4). Middle level is with NGOs (1,79), health intuitions (1,87) and social protection institutions (1,71). Lowest is with FBO (1,35), media (1,07) and Employees/business (0,64)	State actors and educational institutions are dominating as partners in CSVG. Local employers, media and FBO are mostly ignored or just informed about activities. Relationships with CFI are not considered by local stakeholders as cooperation with NGO.	Make focus on non-state actors at the community level. Develop and implement mechanisms of involvement actors from different sectors, especially NGO and media. Contribute to their capacity building and make them equal partner with shared values and objectives.	Scoring system is 0 – means no interaction 1 - Exchanged information 2 - Participated in each other's events 3 - Jointly organized events or activities 4 - We have common goals, coordinate and achieve them together
Q-28. The lowest rate of involvement of the specialists in the CSVG program direction of activities get community development (3,15 of 5 with average 3,61 of 5 from 7 key directions of activities)	People do not consider their work in CSVG as community development		
Q-31. The effectiveness of the CFI management in CSVG implementation get rate high (141 of 230) or rather high (45 of 230). Only 33 give medium score and only one say rather low.	The level of satisfaction on the program management among direct beneficiaries of the program is very high.		

ANNEX M: CONFLICT OF INTEREST STATEMENTS

DISCLOSURE OF CONFLICT OF INTEREST FOR USAID EVALUATION TEAM MEMBERS

Name	Randal Thompson
Title	Team Leader, CSVG
Organization	
Evaluation Position?	**X Team Leader** Team member
Evaluation Award Number *(contract or other instrument)*	
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	Community Services to Vulnerable Groups Belarus (CSVG)
I have real or potential conflicts of interest to disclose.	Yes **No**
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	
Date	May 13, 2014

DISCLOSURE OF CONFLICT OF INTEREST FOR USAID EVALUATION TEAM MEMBERS

Name	Uladzislau Vialichka
Title	Local expert, Belaruz
Organization	
Evaluation Position?	☐ Team Leader ☐ X Team member
Evaluation Award Number *(contract or other instrument)*	
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	Community Services to Vulnerable Groups Belarus (CSVG)
I have real or potential conflicts of interest to disclose.	Yes **No**
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	

Date	May 13, 2014

DISCLOSURE OF CONFLICT OF INTEREST FOR USAID EVALUATION TEAM MEMBERS

Name	Sergei Gotin
Title	Regional Specialist
Organization	ME&A
Evaluation Position?	☐ Team Leader ☒ Team member
Evaluation Award Number *(contract or other instrument)*	RAN-I-00-121-TO-14-00001
USAID Project(s) Evaluated *(Include project name(s), implementer name(s) and award number(s), if applicable)*	Final Performance Evaluation of the Community Services to Vulnerable Groups (CSVG)
I have real or potential conflicts of interest to disclose.	No
If yes answered above, I disclose the following facts: *Real or potential conflicts of interest may include, but are not limited to:* *1. Close family member who is an employee of the USAID operating unit managing the project(s) being evaluated or the implementing organization(s) whose project(s) are being evaluated.* *2. Financial interest that is direct, or is significant though indirect, in the implementing organization(s) whose projects are being evaluated or in the outcome of the evaluation.* *3. Current or previous direct or significant though indirect experience with the project(s) being evaluated, including involvement in the project design or previous iterations of the project.* *4. Current or previous work experience or seeking employment with the USAID operating unit managing the evaluation or the implementing organization(s) whose project(s) are being evaluated.* *5. Current or previous work experience with an organization that may be seen as an industry competitor with the implementing organization(s) whose project(s) are being evaluated.* *6. Preconceived ideas toward individuals, groups, organizations, or objectives of the particular projects and organizations being evaluated that could bias the evaluation.*	n/a

I certify (1) that I have completed this disclosure form fully and to the best of my ability and (2) that I will update this disclosure form promptly if relevant circumstances change. If I gain access to proprietary information of other companies, then I agree to protect their information from unauthorized use or disclosure for as long as it remains proprietary and refrain from using the information for any purpose other than that for which it was furnished.

Signature	Sergei Gotin
Date	December 11, 2014

ANNEX N: SUMMARY FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND COSTS

Evaluation Question	Findings	Conclusions	Recommendations for Follow-On Programming	Estimated Costs Per Year
Evaluation Question 1				
EQ 1a. Services Identified by Stakeholders	1. Stakeholders in CSVG communities reported the following services were introduced or influenced by CSVG and have provided the foundation for a community-based, family-focused child protection system: a family-centered approach; pre- and in-service PRIDE; Safe Care/parental skills; home visitation; social investigation; multi-departmental commissions for child protection; case management data base; day care for OVCs; temporary care for OVCs in social pedagogical centers; day care and rehabilitation services for PWDs in habilitation centers; integrated and/or inclusive education for PWDs; capacity building for NGOs; respite care; crisis centers for victims of domestic violence. CSVG training programs included in curricula of Regional Training Institutes (RTIs) and universities. Services were introduced both by CSVG's direct involvement and also by the grants CSVG provided to local MoE departments and NGOs. 2. Stakeholders credited CSVG with changing the mindset regarding child protection from a system that removed abused and neglected children from their families and institutionalized them to one that attempts to rehabilitate dysfunctional families and help them keep their children or that puts children	Conclusion corresponding to 1, 2, and 3. CSVG has successfully transferred their approaches to CSVG communities and has helped to establish family-focused community based services for OVC and PWDs that are improving their chances of inclusion in Belarusian society. The activities promoted by CSVG have been adopted and are viewed by stakeholders as being essential to a child protection system that meets international standards.	Recommendation corresponding to 1, 2, and 3. Since CSVG has done an effective job establishing a family-focused community-based child protection system and since many communities still have not adopted their approach, a follow-on project should continue to extend the same CSVG activities to more communities through direct technical assistance, training, and grants.	$300,000 per year to disseminate approaches to new communities.

Evaluation Question	Findings	Conclusions	Recommendations for Follow-On Programming	Estimated Costs Per Year
	with foster parents or in family-like care settings. Stakeholders also credited CSVG with establishing a culture of non-violent parenting in Belarus and promoting the concept of inclusion for both OVCs and PWDs. 3. They credited CSVG with helping to establish an effective foster care system through the PRIDE approach, which both trains foster parents and provides support for raising traumatized children. The number of foster parents has increased since CSVG's involvement.			
	4. Some stakeholders reported that some individuals are providing the Effective Parenting Course for a small fee and that the PWD Leadership course also be given for a small fee.	4. Both the Effective Parenting Course and the PWD Leadership course could be given for a small fee to certain audiences to generate funds for NGOs or the project.	4. The follow-on project should include a mechanism whereby the project or NGOs or beneficiaries provide the Effective Parenting and PWD leadership courses for a small fee to individuals who are capable of paying.	4. Estimated revenue for project to provide course for a fee $20,000
	5. Family Group Conference was not mentioned among stakeholders, and respite care and crisis centers are not available in many communities.	5. The Family Group Conference approach, respite care, and crisis centers require additional technical assistance and training to be adopted because they were not mentioned by stakeholders as being integrated into the child protection system.	5. Follow-on project should include a small grants fund to implement these services in communities that are willing to manage them.	5. $30,000

Evaluation Question	Findings	Conclusions	Recommendations for Follow-On Programming	Estimated Costs Per Year
	6. Foster care for PWDs was not identified by stakeholders as being established in any community. The ChildFund International Director reported that foster care for PWDs is required to complete deinstitutionalization and also to achieve inclusion for PWDs. Further parents of PWDs noted that social activities for adult PWDs were lacking and this lack is hampering their inclusion.	6. Foster care for PWDs is required in order to further the inclusion process and meet the GoB mandate for deinstitutionalization by 2015. Social activities for adult PWDs are needed to promote their inclusion in society.	6. Foster care for PWDs, family living homes and social activities for adult PWDs should be a key focus of a follow-on project.	6. $100,000
	7. Stakeholders in non-CSVG communities had no knowledge about CSVG services. One KII in Stolbtcy reported having received course materials for the Successful Parenting course and stated that one colleague had taken the course. These communities continue to employ the traditional approach to child protection and institutionalize on average ten children per year.	7. Since CSVG approaches were adopted in communities that received training, technical assistance, and grants and non-CSVG communities who did not receive these had not adopted any of these approaches, non-participating communities need direct assistance through training and grants in order to adopt the family-centered approach.	7. A follow-on project needs to target non-CSVG communities with training, technical assistance, and grants in order to build their knowledge, skills, and abilities to implement the family-centered community based approach.	7. $200,000
	8. Stakeholders reported that CSVG's dissemination of training modules through Regional Training Institutes (RTI) and universities and the emergence of community training teams have improved community-based systems but that this approach is still in its early stages.	8. Dissemination of approaches through RTIs and universities needs further support.	8. Dissemination approach should be expanded to all RTIs and more universities through additional trainings, meetings, and public awareness raising.	8. $100,000
	9. Inclusive education is only at its inception stage and has not spread to all partner communities. Stakeholders stated that inclusion of PWDs is still far from being realized because barrier free environments,	9. Inclusive education and the promotion of PWD inclusion require expansion of training, grants, technical assistance, and advocacy.	9. Follow-on project should extend inclusive education training, grants for pilots, and advocacy at national and local levels.	9. $300,000

Evaluation Question	Findings	Conclusions	Recommendations for Follow-On Programming	Estimated Costs Per Year
	employment opportunities, and inclusion in social activities and education do not yet exist.			
EQ 1b Relevance of Services	1. Services provided for OVC and PWDs are relevant for deinstitutionalization, family care, and inclusion. Communities with CSVG services have higher rates of deinstitutionalization. 2. 4 KIIs and 5 FGDs stated that CSVG needs to include more relevant activities such as: approaches to deal with teenage drug addiction and suicide.	1. Although services are relevant, they are not practiced consistently in all communities nor widely practiced by enough communities. 2. Activities do not have the same relevance to all communities. Some communities have issues such as teenage drug addiction and suicide that the child protection system should address.	Recommendations corresponding to 1 and 2. Services need to include more issues, such as teenage drug abuse and suicide.	$20,000
EQ 1c Most and Least Effective	1. The family-centered approach, PRIDE, social-pedagogical center services, habilitation center services are the most effective activities. Foster parents in the FGDs stated that habilitation centers provide useful services for their disabled children but that these centers are not capable of keeping up with the demand for PWD services and hence not all disabled children are receiving available benefits. 2. FGD in Zhodino and KII in Chausy reported that their IT case management systems did not function as planned and were no longer used or useful.	1. PRIDE, family centered approach, habilitation centers and social pedagogical center have been the most effective services. Services for PWDs, such as in habilitation centers, need to be expanded so that all disabled children can have access to them. 2. CSVG prematurely funded IT case management systems that have not been maintained or used because IT culture and access has not been widely spread in Belarus and certain professionals do not use IT in their	1. In a follow-on project, more emphasis needs to be placed on the adequate provision of services that meets demand for PWD adults and children. 2. IT case management should no longer be funded in a follow-on child protection project.	$50,000

Evaluation Question	Findings	Conclusions	Recommendations for Follow-On Programming	Estimated Costs Per Year
		work.		
Evaluation Question 2				
EQ2a Adopted Behaviors and Practices	1. The 23 KIIs in the CSVG communities, the 12 service providers in the Zhodino FGD, and the 13 service providers in Baranovichi stated that they are practicing the family-focused approach, which includes investigating cases of suspected abuse and neglect; placing the children at risk in a temporary housing in social pedagogical centers; finding foster families for children that cannot be returned to their families after six months of temporary care; recommending that parents of PWDs keep their children at home and take advantage of SafeCare and rehabilitation services at the habilitation centers; hosting the Effective Parenting course, inviting PWDs to join in community events; working toward integrated and inclusive education for PWDs; advocating for the rights and inclusion of PWDs; and working to end domestic violence and child abuse. Evidence that the stakeholders have adopted these behaviors is provided in the statistics on training courses provided by stakeholders without foreign assistance as well as in the self-reports of adopted practices by respondents to the mini-survey.	1. CSVG has successfully transferred family-centered approach and the knowledge skills and abilities to practice it in CSVG communities.	1. This finding and conclusion are covered by Recommendations for findings 1, 2, and 3	1. Included in amount for Recommendation for Findings 1,2,3
EQ2b Gender	1. The child protection sector is dominated by women and the absence of male professionals makes it more challenging to deal with the issues of male teenage OVCs. Best practices for working with male and female OVCs and	1. The project did not take into consideration all the relevant gender issues when designing and implementing the project. There are a number of gender issues that	1. A follow-on project should more actively seek out male participants in training projects and male child protection professionals and	1. $20,000

Evaluation Question	Findings	Conclusions	Recommendations for Follow-On Programming	Estimated Costs Per Year
	PWDs have not been drafted. Men do not attend parenting training or participate in foster care on an equal basis with women. Cultural and economic barriers to male involvement exist.	should be addressed in an OVC/PWD activity. The gender balance of professionals in the field is important to consider because there may be issues among OVCs and PWDs that are more appropriately dealt with by one gender or the other. Further, the intervention approaches used with male and female OVCs and PWDs may need to be differentiated by gender as well as by age, social group, etc.	negotiate with the MoE about a male recruitment campaign. Best practices for working with male and female OVCs and PWDs; and male parents should be developed.	
Evaluation Question 3				
EQ 3 Inefficiencies	1. The ET did not find inefficiencies in CSVG after reviewing work plans and M&E Plan and annual reports and after interviews with 23 stakeholders.	1. There are no inefficiencies to report.	1. There is no need to change future programming to achieve greater efficiencies.	N/A
Relevance, Effectiveness, Efficiency and Sustainability				
Relevance of CSVG Activities	1. CSVG activities have been relevant to all three objectives of the OVC and all three objectives of the PWD components. The project has promoted approaches recognized as essential components of a family focused child protection system; has developed new training modules that provide the required knowledge, skills, and abilities to manage the system; and relevant methodologies and legal framework to standardize the approach. The project activities have been relevant to building the capacity of NGOs through training and grants; have trained DPOs and CBOs in advocacy; have organized a coalition	1. CSVG activities have been relevant to all 3 OVC and 3 PWD objectives.	1. The follow-on project should continue the same relevant activities and expand them to non-CSVG communities.	1. See Project Amount listed for Findings 1.2.3.

Evaluation Question	Findings	Conclusions	Recommendations for Follow-On Programming	Estimated Costs Per Year
	of PWD DPOs to advocate for a barrier free environment, employment, and acceptance by society. The coalition is advocating for inclusive education and CSVG is providing inclusive education training and technical assistance.			
Effectiveness of CSVG Activities	1. CSVG has effectively realized the three OVC and three PWD objectives. CSVG has transferred family-centered approaches to CSVG partner communities and to over 40 other communities, a goal that far exceeds their original projections. CSVG has exceeded all target they set in their M&E Plan. They greatly improved education for child protection professionals and developed several methodological standards and regulations in support of the system. CSVG has built the capacity and advocacy skills of over 200 DPOs; has advocated for barrier free environment, employment, and inclusive education and has organized a coalition of DPOs for advocate for inclusive education. 2 discussants in Minsk PWD FGD stated that coalition is fraught with divisiveness. A barrier free environment, employment opportunities, and inclusive education are still not available.	1. The project has been effective in its target communities and in expanding to over 40 communities. However, a barrier free environment, employment opportunities, and inclusive education still require a targeted effort of training, grants, and technical assistance.	1. A follow-on project needs to focus on enhanced advocacy for a barrier free environment, employment opportunities and inclusive education for PWDs. Grants for advocacy and for inclusive education models should be included in the project as well as training for professionals working to implement inclusive education.	1. $50,000
Efficiency of CSVG Activities	1. CSVG has been efficient in its approach by employing TOTs who have disseminated knowledge, skills, and abilities to communities without CSVG resources. CSVG has accomplished anticipated tasks on schedule and has consistently exceeded set targets, indicating efficient time management. 23 KIIs	1. CSVG has been efficient in their use of time and resources and have exceeded their targets for every indicator.	1. A follow-on project should continue to employ efficient approaches such as TOTs as well as meetings of key specialists to plan initiatives and develop commitment to achieve goals set.	1. See project amount listed for Findings 1.2. and 3.

Evaluation Question	Findings	Conclusions	Recommendations for Follow-On Programming	Estimated Costs Per Year
	in CSVG communities reported that the CSVG team was efficient in their interactions with them and has systematically followed through with planned training and technical assistance. 2 KIIs stated that CSVG's strategy of hosting meetings in Minsk of key specialists to discuss and plan approaches to their key initiatives such as including CSVG training modules in RTI and university curricula, launching inclusive education pilots, and planning advocacy campaigns has been an efficient use of time and resources and has served to generate widespread interest in these initiatives and commitment to working with CSVG to realize their goals.			
Sustainability of CSVG Activities	1. CSVG has initiated a sustainability plan that includes dissemination of training modules through RTIs and universities and relies more on extended family and community involvement in child protection as well as expansion of volunteers. CSVG has addressed turnover by establishing a resource and support center for child protection specialists in Minsk.	1. CSVG activities are not yet sustainable. The high turnover rate of child protection specialists is harming the transformation of the system to a family-centered community services model and threatening sustainability of new approaches. Support to child protection specialists needs to continue.	1. Follow-on project should include regional support centers for child protection specialists to help prevent burnout. Project needs to advocate for high salaries and reduced workloads for child protection specialists.	1. $25,000
Total				$1,200,000