

MEL Outcomes & Indicators

Outcome 1

Enlarge access to sports for children and young people in the Szeklerland.

Activities

- Basketball, tournaments/camps
- basketball training
- coaches education

Indicators	Data Source	Responsible for data	Frequency
Number of participants in the training sessions (portion of children and young people that stem from the Szekler minority)	Attendance lists	Coaches	semi-annual evaluation (winter training Oct.-March and summer training Apr.-Sep.)
Frequency of attendance of children and young people of the Szekler minority	Attendance lists	Coaches	semi-annual evaluation (winter training Oct.-March and summer training Apr.-Sep.)
Number of training sessions held every 6 months	Practice session lists	Coaches	semi-annual evaluation (winter training Oct.-March and summer training Apr.-Sep.)

Outcome 2

Expand the number of children of the Szeklerland that get the opportunity to explore new activities and skills and identify talent and passion.

Activities

- Basketball, tournaments/camps
- basketball training
- support of locals through course offerings to diversify their skillset

Indicators	Data Source	Responsible for data	Frequency
Number of courses	List of courses	Sandy	Once a year
Number of attendees of each course over the course of 6 months	Attendance lists	Course leaders	semi-annual evaluation
Frequency of attendance of each attendee over the course of 6 months	Attendance lists	Course leaders	semi-annual evaluation
Number of people that have discovered new passions and/or hobbies -> what they learned/ new experiences?	Interviews	Zsolt	once a year 10 people in total, 5 of which have been interviewed before and 5 new interviewees

Outcome 3

Strengthen the cultural identity of children and young people of the Szekler community.

Activities

- support of locals through course offerings to diversify their skillset

Indicators	Data Source	Responsible for data	Frequency
Number of attendees of courses with cultural purpose such as but not limited to traditional dance courses, traditional art courses	Attendance lists	Course leaders	semi-annual evaluation
Frequency of attendance of each attendee over the course of 6 months	Attendance lists	Course leaders	semi-annual evaluation
Improvement of cultural and traditional knowledge	Trivia (Quiz) -> increased knowledge about culture, background, tradition	Course leaders	Twice a year

Outcome 4

Increase diversity among the participants of our activities to grant equal opportunities to the people of the Szekler community.

Activities

- Basketball, tournaments/camps
- basketball training
- support of locals through course

Indicators	Data Source	Responsible for data	Frequency
Define different "backgrounds" of participants in activities such as but not limited to basketball practice, painting courses, ...	Attendance lists with details (gender, age, background, foster child?)	Sandy	annual evaluation

Outcome 5

Increase acceptance and tolerance not only within the local community, but also between the neighboring community and other minorities.

Activities

- children-for-children tutoring
- awareness training
- basketball training
- learn romanian

Indicators	Data Source	Responsible for data	Frequency
Have an unbiased sample participants measure how accepted and tolerated they feel in their social circle and their community (middle school)	Regular survey	Zsolt	semi-annual school start and end, all students of the middle school of Bögöz
Have an unbiased sample participants measure how accepted and tolerated they feel in their social circle and their community (elementary school)	Painted pictures of children -> who is close to you -> Development Observation	Éva	semi-annual all children, decide on sample based on quality
Observations	Interviews with Coaches and course leaders	Sandy (Coaches) Evi (course leaders)	once a year

Outcome 6

Reduce the time children and young people of the Szeklerland spend neglected at home.

Activities

- basketball training
- support of locals through course offerings to diversify their skillset

Indicators	Data Source	Responsible for data	Frequency
How much time do children spend engaged in our activities?	Statistics from school + courseleaders	Zsolt	once a year end of the schoolyear

Outcome 7

Improve quality of education received and the educational opportunities of children in the Szeklerland.

Activities

- children-for-children tutoring
- awareness training
- support of locals through course offerings to diversify their skillset
- learn romanian

Indicators	Data Source	Responsible for data	Frequency
How much does their Romanian improve?	tests, school grades	Zsolt	twice a year
How many children go to renowned secondary schools after middle school?	Statistics	School of Bögöz	once a year
How many young adults go to university?	Statistics	School of Bögöz	once a year
How capable are project staff in dealing with children and creating a development friendly environment?	Interviews	Evi/Sandy	once a year

Questions for Surveys and Interviews

Outcome 2		
Indicators	Data Source	Questions
Number of people that have discovered new passions and/or hobbies -> what they learned/ new experiences?	Interviews	<ul style="list-style-type: none"> a. Have you ever engaged in this activity before attending the course offered by us? b. What was your motivation to join this course? c. How long have you been part of this course? d. Has the skill or activity you are learning in this course impacted your day-to-day life? If so, then how? e. Have your future plans/perspective been impacted by one (or more) of the activities/courses offered by Basketball Leben? If so, how?

Outcome 3		
Indicators	Data Source	Questions
Improvement of cultural and traditional knowledge	Trivia (Quiz)	Course leaders have to come up with meaningful questions

Outcome 4		
Indicators	Data Source	Questions
Define different "backgrounds" of participants in activities such as but not limited to basketball practice, painting courses, ...	Attendance lists with details (gender, age, background, foster child?)	<ul style="list-style-type: none"> a. Age b. Gender c. Member of the Roma minority d. Village they live in e. Whether the child is a foster child? f. Diagnosed mental disability g. Diagnosed physical disability

Outcome 5		
Have an unbiased sample participants measure how accepted and tolerated they feel in their social circle and their community (middle school)	Regular Survey	<ul style="list-style-type: none"> a. How often do you feel accepted in your community (never, very rarely, rarely, sometimes, often, very often, always)? b. Did you experience or observe bullying in your immediate circle in the last 6 months? If yes, feel free to explain the incident briefly. c. Did you feel restricted in stating your desires or opinions openly out of fear in the last 6 months? If yes, feel free to explain the incident briefly.
Have an unbiased sample participants measure how accepted and tolerated they feel in their social circle and their community (elementary school)	Painted pictures of children -> who is close to you -> Development Observation	<ul style="list-style-type: none"> a. Please draw a picture of the social circle currently surrounding you – even the ones that you might not particularly like at the moment. b. The drawing should distinguish between who the people are that are close to you and the ones that are rather further away.
Observation	Interviews with Coaches and course leaders	<ul style="list-style-type: none"> a. Have you observed changes in the behavior of any of the children or the group dynamic? If so, please elaborate and give examples if possible. b. Have the way children express themselves among each other or towards supervisors changed? If so, please elaborate and give examples if possible.

Outcome 7		
How do the capabilities of the project staff develop in dealing with children and creating a development friendly environment?	Interviews	<ul style="list-style-type: none"> a. Did you participate in any additional training for child education? b. By whom was the training offered and when? c. How have you implemented the knowledge and skills acquired from the training in your interactions with children within the project? d. Can you provide examples of challenges you faced when applying the training in real-life situations? How did you overcome these challenges? e. Have you observed any changes or improvements in your approach to working with children since receiving the training? If so, can you elaborate on these changes? f. Can you share any feedback or testimonials from children or their guardians regarding your interactions within the project?