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FINAL REPORT

*Outcome No. 2 of the Project
"Evaluation of Projects Aimed at the Roma Communities Issues"*

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1. The Evaluation Context

The social exclusion topic makes up a significant agenda of the programmes supported from ESF and from the state budget funds; in the CR, the prevention of social exclusion of Roma men and women makes an important part of these programmes. The Roma community represents about 1.5 – 2 % of the CR's inhabitants and is confronted with consequences arising from the low level of their education, which is the starting point of the loop of problems leading as far as to discrimination on the labour market, hence to a high level of unemployment, achieving 100 % in some socially excluded Roma communities. Furthermore, the Roma people face impaired access to quality accommodation, risk issues spreading out especially throughout excluded communities (drugs, prostitution, usury, indebtedness, and criminality) and health problems related to inconvenient living conditions, insufficient public health education and prejudices on the side of medical personnel. The solution to these problems requires complex knowledge of the topic, a suitable selection of support tools, and especially a systematic and long-term support open to the needs of the Roma ethnic group. The Czech Republic and the MoLSA (the Ministry of Labour and Social Affairs) have already been dealing with the prevention of social exclusion, including the exclusion of the Roma community members, for many years; since 2000, the Government of the Czech Republic has been submitting for approval the Roma Integration Policy Concept, which is updated on a regular basis and used as the background document for solutions to the co-existence of the majority society with the Roma people in the CR. As a part of the award procedure for the granting of subsidies in the field of support to social services provisioning, the MoLSA annually announces its programme aimed at the support to special social services provided in socially excluded Roma communities. In January 2007, the Social Services Act came to effect. As a part of the ESF programmes in the (2004-2006) programming period projects were supported that were aimed at the eliminating of discrimination and the preventing of social exclusion in the Operational Programme "Human Resources Development" (Measure 2.1 – Integration of Specific Population Groups at Risk of Social Exclusion), in the Single Programming Document for Objective 3 – the Capital City of Prague, and in the EQUAL Community Initiative Programme. To set the measures aimed at the prevention of social exclusion of Roma men and women correctly, the MoLSA implemented the project "The Analysis of Socially Excluded Roma Communities and Absorption Capacities of the Entities Operating in this Area", the main objective of which was to obtain basic information about the situation of socially excluded Roma communities through general mapping of the situation in individual areas of their occurrence and understanding of the processes influencing living conditions in various types of such communities. At the same time, it was also important to ascertain the availability and scope of the absorption capacity of the entities operating and providing services in this area (i.e. especially non-governmental non-profit organisations, organisations established by municipalities and regional authorities, labour offices, enterprises, natural persons, etc).

With respect to the awarding of funds from ESF in the 2007-2013 programming period, the issues related to members of socially excluded Roma communities are solved (among others) by focusing the funds directly on this group of inhabitants, i.e. as a part of Priority Axis 3 Social Integration and Equal Opportunities of the Operational Programme Human Resources and Employment, Support Area 3.2 is focused on the support to social integration of members of Roma communities. Besides the EHRD OP (Employment and Human Resources Development Operational Programme), the support to socially excluded Roma communities is also included in the OP Prague Adaptability and in the Integrated Operational Programme.

1.1 Broader Context for the Terms of Reference

The effort to achieve the best possible comprehension and description of the projects implemented under the Operational Programme Human Resources Development (OP HRD) in accordance with Measure 2.1.1 Education of Providers and Commissioning Entities in the Social Services Area and 2.1.2 Integration of Specific Groups of Inhabitants at Risk of Social Exclusion (under the charges of MoLSA), Measure 3.1 Improvement of the Quality of Education at Schools and Educational Facilities and Development of Support Systems in the Educational Sphere (under the charges of the Ministry of Education, Youth and Sport and MoLSA¹ and under the global grant administered by NROS under Measure 3.2.3 Strengthening the Capacity of Social Services Providers **led us to a very broad interpretation of the target group, the environment where the mutual relationship between the majority and the socially excluded plays its role, and the tools oriented at changing the situation.**

The target group can neither be eliminated to those who consider themselves being socially excluded and disadvantaged such as the Roma people, nor those who are as such described from the outside; in addition to this, the two groups are far from overlapping each other. **Therefore, we dealt with the impact of the projects on all the target groups, advocacy groups, institutions, educational facilities, etc that may, through their active or passive approach or by changing their operations, somehow influence the issue.**

We are therefore interested not only in the target group itself (in the narrowest possible sense of the word - the inhabitants of excluded communities), but in those who may bring along changes to the existing situation (e.g. municipalities by executing their housing policy, schools by introducing a new system of education, NGOs by making their activities more professional, etc). We believe this corresponds to the plan of the managing authority and results from the specification of the global objective for the evaluation (*to evaluate how successful the support was*) and other negotiations with the commissioning authority and experts.

1.2 History and Examples

The Roma issues, social exclusion issues, and especially the issues of the locations where problems are accumulated have been dealt with since the beginning of the 1990s - funds have been invested to interventions and activities of various types, yet the efficiency of these interventions has been analysed to the minimum extent so far. Hence, it was possible for this evaluation to only follow-up some limited analyses; a more comprehensive analysis was provided by the GAC company in its work that was, however, solely focused on excluded locations. In many respects, we had to consider the basis itself for the examination of the given topic developments in their individual manifestations, many times changeable and thus difficult to grasp.

Social exclusion locations (colloquially called ghettos) often move; a change of their owner is a sufficient reason for a local town hall to perceive the whole "problem" as solved; the situation in Tanvald may serve as an example. However, it is apparent that the problem has not disappeared by moving a ghetto away, it has only been shifted somewhere else. Another, conversely motivated, example with the same outcome may be a school that introduces modern educational methods that contain a number of motivation elements, offering its students a various spectrum of inclusive strategies; the school is obviously perceived as multi-culturally "friendly". However, after its initial success, a considerable part of the majority population "withdraws" from such a school and the school

¹ The terms of reference contained only Measure 2.1. of OP HRD, but the project documentations handed over by the commissioning entity include all the above mentioned measures of the OP HRD. The broader context for the terms of reference also resulted from the negotiations held with the commissioning entity during the introductory meeting to the project.

becomes sought for by Roma pupils (and, in the strict sense, the impact of such a positive shift is again segregation).

Success of the short-term or locally generated evaluation may not mirror the real picture of the entire climate change, processes that may have been started and their expected trajectories.

1.3 General Long-Term Context for Changes

Accordingly, the situation also applies to organisations providing direct and indirect support to the socially excluded. The targeted efforts to improve the ability of these organisations to absorb and manage large-scale grants led to a considerable progress and undisputed positive changes. For a number of recipients it is a big step forward; the originally sharp border-line between the organisations that are perceived as "Roma" ones and the ones that are seen as "white, but pro-Roma" has been gradually blurred. It starts being obvious that a longer period of time was needed for this process to happen; it is a whole sequence of gradual steps resulting to the quality, which would have been unimaginable even five years ago. In association with that the key issue is the **process of maturing/growing-up of Roma leaders, Roma elite and its influence**, while this maturity process has various levels - transnational, national, regional, and local.

On the other hand, a large number of organisations more or less used the grants designed for capacity development to co-finance their operations, salaries of specific employees, be those employees working in the field or securing an organisation's operations in any other manner. The end of the programming period thus showed that the real increase in their capacity is minimal. In case the only criterion was the scope of activities, the number of employees, etc, then the support to their development and absorption capacity may be perceived as being more or less unsuccessful. However, thanks to this experience, the majority of organisations have developed such a potential that they are able to draw up grant applications of a much higher quality and define their goals in a much better manner, being able to think conceptually, get mobilized quickly and set up and manage larger teams of people, to deal with networking and transfer experiences among similarly oriented organisations, etc. **The outcome of this intervention is therefore a change that has not been expected, it was not defined anywhere as a project's objective and, of course, no direct indexes or indicators were followed up that could prove that such a change was a success and after-effect of the programme.**

1.4 Basic Aspects of this Evaluation of Changes

On that account, this evaluation often points at effects that are far from being in direct connection with the description of the objectives and expected successes of individual projects. At the same time, it is oriented towards continuous structuring of this field in its entirety, so as the next calls would require projects to define their objectives in a better and more accurate manner, to follow the situation of their target group or environment² as it is being changed in connection with a project, and to define suitable indicators for the measure of success, outcomes and results of a project.

Our procedure therefore combines (due to the little possibility to follow-up any structured analyses and evaluations) expert analytical work, the evaluation itself and utilization of available sources in the manner allowed by the time and scope of the works. According to us, this is "the best possible procedure of what is practicably possible". Hence, no outcomes from the findings, their interpretations and subsequent proposals have been individually presented here. All the obtained findings have been directly used for the basic problem field to be interpreted and to later serve as the basis for subsequent individual recommendations.

² Under the ideal conditions, the monitoring of the impacts and effectiveness of individual projects would require control groups of recipients and non-recipients to be compared, see e.g. James Heckman, School of Economics, and University of Chicago – Evaluating the Welfare State, who developed the theory of so called "treated and non-treated groups".

1.5 Basic Orientation of the Problem Field

Two approaches have been shaping up as seen on the background of individual types of projects and interventions, however, they are not described or reflected sufficiently, and so, in many aspects (and as interpreted by many players on all the sides), they have been mingling in a very confused and incoherent manner. Consequently, these approaches may not be separated from one another – however, this does not eliminate their non-compatibility, on the contrary, they are multiplied by the inner incongruity of some assumptions, types of follow-up interventions and measures, and also the monitored outcomes:

Centralized approach	Local approach
<p>According to this approach, a change may be reached when the central government sets rules, institutions' roles, obligations of the majority, the educational system form, etc. in a different manner.</p> <p>Emphasis is put on standards, central policy and its measures, systemic/across-the-board solutions and unified tools, the utilization of which is comparable and measurable as regards the cases and locations of a similar type.</p> <p>The responsibility for the problem is up to the government that may and should solve the issue.</p> <p>This approach lacks solutions to specific impacts on the specific location and specific people, and their motivation and responsibility for themselves and the other people.</p>	<p>According to this approach, a change lies in an adopted standpoint; such a change may be achieved especially when those who have or may have some influence with respect to an issue get engaged in it and accept their responsibility.</p> <p>Emphasis is put on solving a "local problem", on individual players, their engagement, specific relations, local know-how and local potential; various and tailor-made tools and procedures are created, having various impacts, which are, however, more understandable and they may be better described without lapsing to general stereotypes of the "we – them" schedule.</p> <p>In this case, tools are formed in accordance with impacts that have to be defined at the beginning so as they might be headed for through responsible and purposeful acting.</p>

It is essential to reflect on this substantial difference and work consciously with both approaches so their utilization would avoid the trap of being ineffective and chaotic confusion, and, in the contrary, would become a combination, suitable complementing. **It is advisable to count on this double-positioning and also take it into account when other grant programmes are announced.**

Another identified **bipolarity is to be taken into account as regards the approach towards the issue from the national point of view (racial discrimination, problems arising from lacking language skills at children, etc.) or from the generally social point of view (employment, education, housing).** In many cases, the issue may be solved only when the two standpoints are not mixed up. Fortunately, in this sense, individual issues have been, at least partially, described separately and at least a part of the organisations implementing projects reflect the difference between the two approaches, despite not always being able to transform the knowledge into practice.

The effort to find presentable outcomes of interventions leads to partial changes being demonstrated as the success stories achieved through such interventions, yet any real and deeper changes may be only assumed on the basis of the partial ones, sometimes only when a considerable level of speculation is employed. Concurrently, it is appropriate to state openly that the maintaining, i.e. non-aggravating, of the situation may be/is a legitimate and coveted goal or acceptable result where it is apparent that problems have been growing (the housing issue, unemployment, drug abuse, debt traps, etc.).

2. Subject-Matter and Objectives of the Evaluation (Art. 2.2 of the Terms of Reference)

The basic task of the evaluation was to assess the setting of the implementation environment within OP HRD with respect to the specific group of projects aimed at the issues related to Roma communities.

2.1 General Objective and Specific Goals of the Evaluation

As it was described in the introductory chapter, all the materials obtained from external sources (see Annex No. 5, List of evaluation sources) and through the methods of data collection and research used as a part of the evaluation show that the term single "implementation environment" may be used only with difficulties. When considering the implementation of projects, several approaches and procedures, differing from one another, yet being more or less related to one another in some aspects, may be followed; definitely, it is not any well-arranged morphology of a social field where any positively identified set of basic signs might be identified.

The aggregate results of the evaluation were arranged, to the allowable extent, so as to show the advantages as well as shortcomings of this situation, while answering, to the maximum extent, the specific questions arising from the specific goals of the terms of reference.

2.2 Generally Defined Objectives of the Terms of Reference, Responses to Them, and Their Setting within the Context

2.2.1. Identification of the taxonomy of the projects aimed at the Roma communities issues

This specific goal is oriented towards the basic definition of the problem field and its description; we pay substantial attention to this herein and word the key theses with respect to this. Taking into account the character and nature of this evaluation and with respect to its content and time limitations, the theses are only preliminary ones and it is necessary to further work with them in the field. To schedule the taxonomy of problem groups (and the project taxonomy derived from it) in detail is a task that was avoided even by the GAC study, which was otherwise very contributive, where problem groups are classified only according to the size of the settlements where Roma communities are located. We consider this classification to be correct in regards to the most general framework of the research, however, it is insufficient otherwise. Thus, we have selected (and had to select) more complex viewpoints for the proposal of a feasible taxonomy that might be used as regards calls for project, depending especially on the approach to a problem solving procedure. The taxonomy proposed by us makes up a separate part of this final evaluation report, see Chapter 6.

2.2.2 Identification of representative projects

It is more or less an illustration of the previous specific goal that seems to be, in general, an amending element. To answer the detailed questions (see Article 3 of the terms of reference), it was necessary to idealize any given specific project nearly in all the cases, otherwise it could not be perceived as a representative project. The selection of projects to be evaluated was defined by the range of the projects the documentation of which was handed over from the MoLSA, MEYS and NROS; the selection of the 28 projects that were visited on their sites where interviews were held with the persons implementing them, and the 7 projects where a detailed research was carried out in the field was defined so as it would respect the territorial as well as theme-based aspect to the most

possible extent (see Annex No. 1). During this process, it was revealed that the records on projects were not sufficiently detailed, there was no structured database that would include all the projects financed from ESF and, concurrently, allow classifying and selecting projects according to sub-criteria, such as target groups, specific activities, problem identification, etc. The interventions that might lead to the solution of Roma issues and the issues related to excluded locations can be found across the measures of OP HRD and also, up to various levels of accentuation, within individual projects. For the upcoming programming period and taking into account the necessity to follow and assess the efficiency of these interventions, while being aware of how problematic it is to define unequivocal and constant aspects to be monitored, we propose to adjust the system for the tracking of the financial aid routed to the issues of excluded Roma communities; see the special chapter "The Issues Related to Data and Documents Collecting" in Chapter 7. Evaluation Methodology.

2.2.3 Evaluation of the efficiency and economy efficiency of the system of support provided to this type of projects

It is a goal that, again, must be associated with the initial statement that no single implementation fields may be tracked. It is apparent especially with respect to the statement mentioned in the paragraph above and with respect to the general description of the situation in the introductory chapter. For any future purposes, it is possible to suggest the criteria for evaluation of efficiency and economy efficiency of the project types according to the proposed taxonomy. In the following part (task 3), selected projects are described within the range of the questions specific for this task.

2.2.4 Evaluation of the efficiency of the projects aimed at Roma Issues

The analysis and external sources suggested that there was no agreement on how to define the "Roma issues" interest field. In the contexts of the two basic approaches (the national and social ones), there arise significant differences in this sense among a number of actively engaged persons as regards the definition of this field.

The evaluation goals were not aimed at finding such an external definition; as regards the goals specifications, efficiency may be monitored with respect to the projects that were the subject of the analyses. However, the above mentioned facts lead to the conclusion that it is not possible to achieve any all-inclusive statement on "Roma issues" as such by simply adding the projects outcomes up.

2.2.5 Review of the suitability of the evaluation criteria for project applications with respect to this type of projects

Taking into account the above described facts, we do not give any specific criteria according to which projects should be evaluated as a part of project applications evaluation. In this evaluation, we consider the illustrative list according to Article 2 as a base for a possible set of evaluation criteria that might be further considered. Therefore, what matters is to define obligatory essential elements of projects according to their individual types (see the projects taxonomy). However, it is not, and - considering the character of this evaluation - may not be a final and concluding product. Within the evaluation, there were analysed the documents available as regards the evaluation of project applications, the setting of the implementation framework, and especially the definitions and characteristics of specific criteria for the evaluation of project applications within the framework of Measure 2.1 OP HRD and also the evaluation criteria for Measure 2.1 of OP HRD. Besides this, there were also analysed specific project applications concerning the projects that had been selected for the research selection (seven), and one whole part of the questionnaire inquiry was targeting the evaluators of the applications. Apart from that, both as a part of the interview survey and during on-site-visits and field research, the persons implementing the projects were asked which parts of their project they consider to be the core ones and how they themselves define the success to be achieved

within the project, which was taken into account as a basis for evaluating the quality of a proposal of a specific project.

2.2.6 Identification of the currently available impacts of the projects as regards socially excluded Roma communities

Taking into account the narrow focus of this specific goal, especially as regards specific projects aimed at field work, it is possible, at least partially, to identify and demonstrate the impacts, however only on the general level, because the projects were not based on any mapped and described grounds; therefore, it is necessary to reconstruct the original situation according to activities and any gradual changes in them; the importance of such an impact analysis lies only in the sketching the whole situation in.

2.2.7 Evaluation of the overall success of this type of support in the 2004–2006 Programming Period

It is possible to carry out the evaluation of the overall success of the support especially by answering the global evaluation question (*To what extent was the support within the 2004–2006 system generally successful and why? What strengths and weaknesses of the support may be identified?*) and, how this can be done as a follow-up activity after the general analysis according to Article 1; we state our opinion on this goal at the end of the evaluation report. The general evaluation is reflected in the analysis related to task 1 (the taxonomy of the projects), specifically in the simplified classification of projects broken down into four groups: field and educational projects, projects supporting organisations, and “other” ones.

2.2.8 Proposal for the setting of this type of support in the 2007–2013 Programming Period

Considering the above mentioned facts and the time when the evaluation is done, the recommendations are perceived in a realistic manner. They are contained especially in the text that further elaborates the projects taxonomy (Chapter 6. 6 and elsewhere, and in the recommendations part of this final report (Chapter 4., recommendations for parts A-E). **From the long-term point of view, the substantive background for the setting of this type of support shall be created through political decisions, i.e. decisions about whether it is advisable to maintain the general variety of Roma issues or, contrariwise, direct the support to specifically defined areas.**

3. Responses to the Evaluation Questions and Tasks (Art. 2.3 of the Terms of Reference, the General Part)

The subtitles in this part of the report are stated in accordance with the original tender dossier. The framework and explanation as regards the interpretation of specific evaluation questions is given with respect to the overall definition of specific goals of the evaluation (see 1-8 above). Then the key response is the one to the global evaluation question, i.e. *To what extent was the support within the 2004–2006 system generally successful and why and what strengths and weaknesses of the support may be identified?*

3.1 The Global Evaluation Question: To what extent was the support within the 2004–2006 system generally successful and why? What strengths and weaknesses of the support may be identified?

The question is related to the support provided within the 2004-2006 programming period. Various mutually differing terms have been used to define the general framework of the topic. On one hand, the term "Roma issues" is used, and, on the other hand, "the Roma people as the target group", or more specifically "the issues of Roma communities", "socially excluded Roma communities", "socially excluded Roma locations" or only "Roma locations"; this variety of terms is then reflected in the tender dossier for this evaluation itself.

This terminological ambiguity is not any accidental mistake; it is an expression, a real picture of reality, **uncertainties contained in the method used for depicting the issues**, without any other conflicting moments and "friction areas" being created.

This evaluation may not clarify these terminological confusions, neither can it replace them with a well-arranged system of defined terminology, however, it may enable a **structured consideration of the defined issues**. Because, if we want to respond to the global evaluation question, it is necessary to specify more clearly the type of the provided support. The 2004–2006 support system consisted of three parts: Measures 2.1 under the charges of MoLSA, the Global Grant administered by NROS, and Measure 3.1 under the charges of MEYS. A major part of the analyses carried out within this evaluation had to be oriented at mapping and depicting the real state of this system which was not very well arranged and where only a limited range of data was available for the evaluation (for more details see the sub chapter "The Issues Related to Data and Documents Collecting" in Chapter 7. The Evaluation Methodology).

The analysis of the entire problem field suggests that the assistance may be evaluated as successful from several points of view, and also the effectiveness, efficiency and impact of the projects and systems aimed at the Roma community may be evaluated from various points of view. The identification of the strengths and weaknesses of the assistance is also related to this.

3.2 The Issues Related to the Utilization of the Social Exclusion Term and a Broader Conception of the Issues Arising from the Terms of Reference and Individual Evaluation Tasks and Questions

The literature dealing with the issues of social exclusion differentiates among several types or signs of exclusion, out of many existing models we use the following:

- Spatial exclusion;
- Economic exclusion;
- Cultural exclusion in the more specific sense;
- Social exclusion in the more specific sense;
- Symbolic exclusion.

When defining the overall field for the analysis, we had to complement the field with several other topics that had to be kept within the context after the evaluation had been finished. This was how the basic characteristic of the issues in the field examined by us came to existence.

- The Roma issues as the issues of social exclusion;
 - spatial exclusion;
 - economic exclusion;
 - cultural exclusion in the more specific sense;
 - social exclusion in the more specific sense;
 - symbolic exclusion;

- The Roma issues as inter cultural and multicultural issues;
- The Roma issues as the issue of nationality (minority);
- The Roma issues as the local issue;
- The Roma issues as a part of the government's strategy and an interest of the CR;
- The Roma issues as the international issue.

This classification enables the entire field of the Roma issues or the issues of socially excluded Roma communities, as the case may be, to be seen as the whole. We have preserved its complexity even though some of its elements are not the subject matter of this specific evaluation (e.g. the international aspect).

Those who are engaged in the projects usually perceive the efforts to interpret all these issue categories within the social exclusion framework as an academic topic remote from reality. This may be illustrated for example by completely different procedures and approaches, success frames of reference and evaluation criteria applied for similar projects depending on whether project managers hold the social exclusion standpoint rather than the standpoint of ethnicity and a specific problem and of the culture that is linked to ethnicity. **Another argument against the perception of the issue through the prism of social exclusion is the fact that it is an environment that is quite socially diverse:** the problems solved within the projects include not only the relationship of the Roma people as the target group and the majority (the exclusion issues), but often also the relations within the ethnic group itself caused by different cultural connections or rather their decay (for example usury, prostitution, drugs); a problem may then be solved sometimes as a local problem - when the excluded are cumulated, an exponential growth of problems and social decline is very likely to happen. The explanation of such problems is nowhere near the argument that they are a consequence of the exclusion or its accompanying effect.

If we accept this frame of reference, it would be possible to start off the thesis that **in the situation when there is no unambiguously accepted starting field that would concurrently be defined in a sufficiently broad manner, it is advisable to support a wide range of subjects with various objectives defined in accordance with substantially different subjects. In this sense, the 2004–2006 support system was selected correctly.** Considering the lack of an input analysis and substantiated priorities, it may be said that the variety was a **strong point**. The strategic objectives (missions) of many applicants differ from one another in a substantial manner. In a sense, it is beneficial within the context of this approach towards the issues as it prevents any narrowing concepts and schemes be promoted. **In this respect, the support, which was rather broad and random in regards to the chosen topics, was selected correctly because, in practice, it enabled to create conditions allowing dissimilar projects to be carried out, out of which the absolute majority is not without benefits,** even though it is sometimes difficult to quantify and prove them convincing.

A weakness is the fact that this **general feature of support was not internally structured, especially in regards to the setting of monitoring indicators and also the fact that the outputs and results of these so much differing projects were not continuously monitored and evaluated.** There was not developed any system of indicators that would correspond to the above described problem of social exclusion, which is the reason why it is not possible to obtain relevant data for the monitoring and evaluation of this type of support. Probably this was the reason why the situation has arisen when it is not defined clearly what projects belong to the group of projects "aimed at the Roma communities issues" as it has become obvious that the specification according to specific measures of the programme in question does not include any projects with a factual link to the solution of the issues on one hand, and, on the other hand, it includes projects that did not have any links to Roma issues at all or had only such links the general character of which makes it impossible to work with them within the sample of projects with minimum orientation at the Roma people. Hence, it is not possible to transfer the experience gained so far directly to the next period because, **as the first step to be taken, it is necessary to introduce a system of comparable criteria, define indicators, the monitoring system, standard evaluation procedures, which was not done when the 2004–2006 support system was launched.**

3.3 Identification of the Appropriate Evaluation Method

There was selected a combination of the data collection method itself, carried out by means of questionnaires, the field research method and on-site evaluation visits as well as interviews with defined target groups (the organisations' statutory representatives, project managers or methodists, a person who was directly engaged in a project's implementation, persons who obtained support from a project, field social workers, representatives of interested target groups such as the police, municipal authority, etc.) and concurrently realized interpretation of the existing documents and research results and other evaluations. A more detailed description of the individual evaluation methods, target groups and strategy of the survey is included under Chapter 7 The Evaluation Methodology.

The basic objective was to identify in individual projects their substantive aspects based on specific perception of Roma issues and the starting points of the subject in question, including the objectives to be reached. It is necessary to relate the searching for any efficiency level (impacts, effectiveness, efficiency, added value, etc.) to an unequivocally defined objective or, as the case may be, an expectation, the difference between the initial and final situation, while it is also necessary to credibly prove the extent to which a change was caused (or an achieved state indirectly influenced) by a project's activities.

The evaluation was designed so as, in any case, **the assessment would be related to the manner of definition of a project's objectives and the state which was to be achieved by a project.** The objectives and the targeted states of the majority of the projects cannot be mutually compared. There are, on one hand, objectives lying in the "overall change of the climate", on the other hand, objectives lying in maintaining the status quo, e.g. when an organisation works in the field to prevent usury and drug abusing from spreading throughout a community, or, in a completely different case, it prevents any new excluded locations from originating. Accordingly, the scope of this scale may be demonstrated with the difference among the projects striving to change the system of education and the projects aimed at assisting specific persons and/or families. Any proposed final structure of criteria must be related to a defined group of objectives and their integration into the overall context. Only then it is possible to ensure the monitoring of the projects concurrence and synergy effects and it is possible to talk about the evaluation of a "support type" as a whole.

The evaluation was and had to be based on the presumption that **it was to monitor a number of independent projects as individual interventions and make up a basic "map" out of individual outputs that would enable to enter the specified issues sphere. Concurrently, it was necessary to take into account the fact that the aggregate of all the surveyed projects did not give a complex picture; to achieve such a complexity** (e.g. as regards the proposed projects taxonomy) it was necessary to also consider other projects that had not been included in the broader selection according to the terms of reference, otherwise the analysis and the proposals would not be complex (e.g. the projects assisting social entrepreneurship, etc.; see the text below).

3.4 Projects Taxonomy

The projects taxonomy (for the taxonomy itself see Chapter VI) was therefore done in the most complex manner, especially in accordance with the projects' objectives, as they may serve as the basis for the selection of evaluation criteria, definition of the indicators that have to be followed, and determination of individual methodologies enabling to mutually compare similar projects. The correct definition of the projects taxonomy is also the key to the subsequently arising ability to monitor the projects' impact. In the surveyed projects, it was usually defined very generally (for details on this see the following part of the Final Report, where the projects taxonomy is described in Parts A-E and Chapter 6.).

4. Evaluation of Effectiveness, Efficiency and Impact of the Projects and Systems of Support to the Projects Aimed at the Roma Community (Art. 2.3 of the Terms of Reference, the General Initial Analysis)

A) Evaluation of the projects' outputs, impacts and efficiency of the projects operating directly in the location (field work)

A1. The bases as defined in the projects' objectives definitions and description of some contradictions arising from the nature of the solved issues

The basic problem arising in the evaluation of the efficiency of this type of activities is that **projects usually do not contain any definitions of their objectives and measurable outputs, or they are included only in an insufficient form; no evaluation criteria are usually determined, nor are there defined any success indicators either.** The project applications describe only the project's general contribution for its target group and there are described possible risks associated with the project. The general evaluation of contributions then appears only rarely in final reports and it is usually very generalized; much more emphasis is repeatedly put on the attempts to describe social mechanisms blocking the projects' efficiency; such descriptions are usually the most important part of the monitoring reports, however they are usually not evaluated further.

The following example cited from a project application shows that projects may "pass" even when stating such data in the field "benefits for the target group" that should be stated elsewhere - they define the target group and substantiate the importance of the work with the target group, state the existing social mechanisms, etc.:

Benefits for the target group:

The target group are the people at risk of social exclusion (in particular the Roma people):

1. The primary target group are the Roma living in excluded communities or, as the case may be, the people determined by ethnic poverty, and especially the people who have just completed their compulsory school education or persons at economically active age.
2. Local communities that have been refusing to or cannot solve the problems of the target communities or groups constructively.
3. The entities offering social and employment services locally that "are not able to" offer their services to members of socially excluded communities which then remain inaccessible to them.
4. Children at risk of being detained in a special treatment institution and their families.

The project's activities focus on increasing the target group's competences to solve the social exclusion problem independently. By strengthening the legal awareness and social skills of the ghetto inhabitants, the project will contribute to increasing their active participation in the society through their own economic activities (i.e. employment). Such an increased self-sufficiency of the ghettos will result to the opening of ways back to the majority society and integration within it. In this way, the project will save significant amount of funds annually spent by the state administration and self-government on repressive measures or are simply wasted on implementing inefficient measures.

When a field worker, in cooperation with at least some members of a family, manages to initiate positive changes in the existing life style, the process will start up a change in the perception of the other family members (positive examples). The same system applies to the work with a community.

The respective family or community will modify its relationship frameworks and stereotypes towards a higher conformity. The more apparent will the advantageousness of the change become depending on the profit made by the families who will then become the vehicles of such a change, the more people will struggle to achieve the change too. Examples of the clients whom the project enabled to participate in the labour market actively and therefore to use their own capacities to break out of the relationships existing in social ghettos have a positive influence on the other members of the community.

The benefit of the project for the target group of social and employment services providers lies in the mediating of access to their potential clients from among the socially marginalized Roma people, thus enabling the providers not only to extend the offer of their services, but also to perform them more efficiently. The project's benefit for potential employers may lie in their access to new workforce.

The representatives of the state administration and self-government who supervise or cooperate on the work of the field worker agree that the wage costs on the field worker are consequently a negligible sum compared to the sums spent on the mitigation of the impacts of negative phenomena (truancy, prostitution, drugs, usury, criminality, etc.) conditioned by the life in a socially pathological environment. Through his or her methodical work, the field worker is an initiator of the changes that could not be applied in any technical & bureaucratic manner.

Surely, it is not vital for the measure of benefits that everybody agrees on the necessity to finance such activities. The problem is the results of the evaluation, especially of the on-site interviews and surveys, suggest that at least a part of applicants do not understand at all how to define, structure, measure and evaluate outputs of their project(s): what will be the particular utilization of such outputs, what will be the short-term and long-term impacts. The survey suggested that it is necessary to continuously evaluate the progress as achieved by the monitored target group and adapt or direct assistance given to it accordingly; at the same time it is necessary to know the group very thoroughly, e.g. disclose its real motivation and seek for effective mechanisms for its activation. As regards impacts, it is not possible to settle for the statement that for example a certain quantity of people underwent some training, but it is necessary to monitor both the quality of such a training (What test did its participants pass? Have they received any certificate? Does it correspond to the needs of the labour market? etc.) and especially its long-term effect (Have the participants found employment? Have they made use of the knowledge obtained during the training? Do they follow it up by another training or do they repeat the same one? etc.). The interviews held with the managers of the organisations and project managers suggest that they have never been asked such questions, thus they cannot be expected to be able to draw up their future projects in a substantially different manner. This applies especially to smaller projects oriented at a specific location, the benefit of which is concurrently unquestionable (see the text below), but also to large organisations that rather take a secondary chance of the insufficient emphasis on measurable outputs on the side of the commissioning entity (they are able to comply with stricter criteria set for the evaluation of a project's impact in case of other projects).

There are usually submitted arguments claiming the implementation of such activities to be the benefit in itself; the need to anyhow separate the collecting of data on a project's impact from this fact is not perceived. As regards the efficiency, representatives of some organisations compare what they themselves would be able to do if they had the money that is invested in something else or granted to someone else. Therefore, any connections and/or success indicators that might be used for the evaluation of a project's impact and, subsequently, of the efficiency of its activities are followed up only rarely. Yet, it is interesting that one of the specific criteria for the evaluation of project applications under Measure 2.1 was the manner how the need for a project's implementation is ascertained, requiring an applicant to submit an analysis, a study, a survey carried out by means of questionnaires or otherwise, the outputs of which form the basis for an applicant's approach towards the problem solving and substantiation of a project's necessity. In addition to that, the survey in the field suggests that the entities implementing the projects have the respective location mapped in a very detailed manner, hence they would be able to measure the progress in the target group in a much more correct manner thanks to the assistance provided by ESF.

A2. The impact of the Social Services Act

The records related to the provision of services according to Social Services Act No. 108/2006 Coll. represent an exemption and a separate topic. The Social Services Act understands field work as a standardized service, the level of which is guaranteed upon a provider's registration, for a defined target group. As any other service provided pursuant to this Act, field work is also perceived statically as an activity fulfilling the defined standards. The Act does not create any tools for the monitoring of the quality/price ratio, it does not enable any dynamics. Even in the environment of the evaluated organisations, it is perceived as something that is kind of contradicting the meaning of work with this

target group, i.e. the change to be achieved, the whole orientation of the life practice of members of the target group.

The only process ensuring the system efficiency (the capacity of the public order for this service) should be theoretically implemented when strategic planning documents of a region are being drawn up. Be the quality of these strategic plan on any level, in view of the whole complex of the static system, the measure of the efficiency of these services provisioning is not ensured in any way. There are only arising unrealistic expectations that the subjects registered by the state (and ordered by the Act to provide their social services free of charge) must also be secured finances by the state for the provisioning of their service. During contacts with providers, a remark has been repeatedly raised that subsidies for the service defined and ordered, through regional authorities, by the state should be claimable.

Thus, the concept of field work as an activity, intervention that should change the existing state has been completely fading. Hence, the Act only reinforced in their opinions those who assume that the given community will need field work forever and its objective is not and cannot be to head towards a problem solution. Any real discussion about efficiency is therefore oriented towards a discussion on standards, i.e. for example the quantity of time necessary for the given type of field work with a client so as it would be possible to compare the "performance efficiency" and procedures applied by various providers. The result is naturally entirely formal and irrelevant for the efficiency and impact evaluation.

As a result of field work being legally defined as the provisioning of (theoretically claimable for users) social work is that nearly no pressure is put on its real impact, an achieved change, to be monitored. Only a very few people who anyhow participate in the provisioning of services of this type realise that, from the systemic point of view, it will be almost impossible to use the sources in accordance with grant schemes to additionally finance the standard (continuous) securing of social services provisioning pursuant to the Act (usually pursuant to s. 69 Field Programmes), where it is provided for by the Act that it governs operations in socially excluded communities. The organisations included in this evaluation that are well informed about field social work criticize especially the fact that the current setting of the Act in its result leads to the disqualification of many Roma organisations as they have not been carrying out field work within the intention of the Act. This problem has been reflected in many organisations and the effort has been appearing in its many forms to divert from the provisioning of field programmes towards more interventionist concept of family activation (s. 65 of the Act).

A3. Assessment of the field work efficiency as a part of the evaluation

So as the efficiency might be assessed, it is first necessary to define the changes between the initial and the achieved states, to describe impacts and long-term socio-economic changes which may be proved, at least partially, to be connected to the activities done as a part of the respective project. Because the evaluation team did not obtain any specific data from the projects that would enable such a comparison (because such data were not available, see the text herein above), it was necessary to use the context of the initial state as it is described in the projects as the basis. Projects applications were used as the basis, especially the parts describing the obstacles, risks to the project, etc. to be overcome. When the projects have been completed, it is possible to evaluate how the described obstacles have been overcome, whether they have been repeating, etc. This evaluation is indirect, but its outputs are relevant with respect to the terms of reference.

A typical example of such described risks:

Description of risks and the measures to prevent them

A risk is when the number of registered clients exceeds the capacity of the project's officers. This could negatively influence the quality of the provided services.

Another risk is insufficient cooperation or lack of cooperation on the side of the project's clients. In these cases, cooperation with such clients will be terminated (with the possibility to renew it when a client shows his or her real interest.)

A risk to the project's success is also the existence of the active grey economy where it is possible to earn income illegally and, concurrently, to be a recipient of allowances from the state welfare assistance system, social and unemployment benefits. Skilled and qualified people often work illegally and the local labour market and habits are adapted to such a situation. These externalities may be eliminated only by means of the legislative measures that are currently under preparation - the Act on Material Poverty, the reform of the allowance system, strengthened control, the transfer of the state welfare assistance agenda to labour offices, changes in the local market implemented e.g. through investments and growing number of available jobs. The project may contribute to the implementation of some measures, e.g. the Act on Material Poverty, by its knowledge of the environment where it is implemented.

The local management of employment services concentrates on motivating clients, working with secondary (non-economic) profit from a permanent employment (the status enhancement, an advantage for the future when the system of social protection gets stricter). The current public services have a high threshold for clients, therefore they are a less suitable alternative of the proposed solution.

The decisive part of the Roma population and also the decisive part of future clients lives in the regions with a high unemployment rate, while it is the jobs for less qualified and unqualified applicants that are less accessible. This limitation has a structural character and the employment programme has no capacities to change this state significantly. The project focuses on the maximum utilization of the existing job opportunities by clients and the utilization of the current offer and/or modification of the qualification and retraining opportunities. The environment on the labour market will be changing (investments, development of industrial zones, landscape revitalization, growth of the tertiary sphere, etc.). The submitted solution anticipates this development and concurrently prepares the clients who have been unemployed for a long time for such opportunities. An alternative solution is a direct creation and/or support to the creation of specific jobs. However, this solution is not sustainable and is financially intensive.

In this sense, field work is considered to be an additional activity aimed at individuals. When minor changes are managed to be achieved in a local situation, it is perceived as a positive factor which however does not have to be sustainable in a long-term perspective as the major inputs determining the character of such a situation come from "outside", i.e. from those whose acts may not be influenced by any operations carried out as a part of field work (a local government as regards housing issues solution, employers and their willingness to employ the Roma people and the overall xenophobic mood in the society).

Field workers often come across the situation when they are trying to bring specific persons to the social system and get them engaged within it, however the system gives a schizophrenic impression - reality differs from what was declared. Some hopeless questions are repeatedly mentioned in the description of risks, e.g. how to teach people working habits when the only work that is really available is irregular work on the black market (without a contract, i.e. without any systemic elements)? Another question of this type is how to guide people towards trusting the systems of rights protection when these institutionalized procedures oftentimes lead to the complete opposite - more or less hidden discrimination, obstructions, etc., and it is often almost impossible for an excluded group to win their seemingly self-evident rights as regards common things?

The basic measurable impact that was traced down in field work is the transgression by a specific person or a family over a specific "social threshold" which prevents any significant inclusion processes in the given situation. In this case, it is not possible to speak about any "starting up" of a process because, besides a few exceptions, the changes are neither lasting nor continuous. **The impact of field work in this sense may be evaluated as a change that has been achieved in a specific situation (which would otherwise probably lead to social and personality regression) for a specific person with assistance provided by a field worker. If such an activity becomes generally known throughout the respective environment, it will have a positive impact on the overall climate, i.e. in total, there will be generated fewer cases to be solved through field work or, as the case may be, field work will then solve problems of such groups that would have not been able to attempt to transgress a social threshold if the original schedule had been maintained, i.e. when such work started, the groups were out of the reach of (contact with) a field worker and no communication in this respect was possible.** In this way it is probably possible, besides others, to reach unmotivated groups that did not get under the influence of the projects included into the surveyed sample as they solely work with and guide only the persons who want and are willing to make their own (minimal) contributions to the process.

A4. Summary of Part A

The results obtained from the evaluation show that almost all types of field work demonstrate the same characteristics: **their impact has a form of specific steps taken towards social inclusion of individuals, however, only in exceptional cases, they lead to starting up another gradually developing process of changes.** On contrary, if it is the repeated work with one client, it seems that efficiency is decreasing because there is often established a direct relation of **a client's dependency on a provider**, i.e. a client considers such support to be a system that he or she may take for granted and the static setting of the system pursuant to Act 108/2006 Coll. only additionally solidifies a client in his or her believe. **It is so because due to the setting of standards (i.e. Act 108/2006 and Decree 505/2006) a client is made substantially invalid** - a client is not able/does not want to exist on his or her own without social services and without the assistance provided by a specific organisation providing social services, having an idea that such a service is a common duty of the organisation. Making a client invalid in this way may contradict the standards, however, as a general subsequence, this "lapse" is steamrollered by the need to provide social services strictly pursuant to the Act. Because of the character of the system, some providers are oriented towards ensuring a continuous social neediness as the number of their clients will then not be decreasing and their service will always be on demand because it is adjusted in the manner enabling its cyclic repetition, i.e. it does not lead a client towards leaving it sometime in the future. In such a system everybody feels comfortable: an organisation has its role, the provisions of the Act are met, and a client naturally feels better when being provided such a care, even though his or her ability to live a "common" life is strongly restricted. A danger is however pending here that special communities will originate which may work very well internally, however, whoever gets out of such a cycle, he or she is not equipped with competences required for "common" life.

It is difficult to evaluate the efficiency itself of these activities – the costs of field work are given first of all by wage costs related to a field worker. In practice, what matters is the setting of the standards, see again Act 108/2006 Coll.; in this case, it is not the matter of the efficiency of an achieved change, but of the standard costs of the activities in accordance with the operations carried out pursuant to the Act and the executive regulation.

It neither seems essential to compare the organisations' efficiency levels according to the time provided to an individual client as the respective cases may be completely incomparable (the problem of reporting is also addressed in the results of this evaluation, when it is necessary to consider the manner of FSW outputs reporting so as the outputs might be mutually comparable, e.g. by means of the number of supports provided, not by means of the number of clients). Taking into account the nature of this service provisioning pursuant to the Act, the standardisation in this sense is an objective which is headed for.

A5. Recommendations for Part A

The deduced general impact as described in the previous chapter may not be quantified as there are no data available, hence it is neither possible to evaluate its efficiency. However, for the future purposes, it may be recommended **to monitor as significant indicators also the cases which ended up as "unsuccessful" after the first contact, i.e. a relationship with a client failed to be established.** Until now, when presenting their activities, all providers have been working with several types of successful interventions. Yet, it is the analyses of the borderline for the lacking ability to communicate, i.e. the cases when a respective person has not trespassed the existing social threshold, and their comparison in the time perspective, that may quite exactly enable to track the impacts of field work and provide inputs for further analyses.

B) Evaluation of the Projects' Outputs: impacts and efficiency of the projects on education, educational conditions and methodologies

B1. Comments on the projects under Measure 3.1 OP HRD

As a part of the evaluation, the evaluator was handed over a list of projects announced according to Measure 3.1. under the charges of MEYS. Yet, it was not clear at the beginning what was the key used for the selecting of the projects that were to be included to the evaluation; they were related to all four programmes of assistance (A - Improvement of the conditions for the education of pupils and students with special educational needs, B - Development of further education of teachers and other personnel in the educational sphere, C - Development of education and further education at secondary and tertiary professional schools, and D - Modernization of school educational programmes oriented at the development of key competences). All these assistance programmes are or may be relevant as regards their possible impact on the target group.

The evaluation team dealt with the issues concerning educational projects separately, and with respect to the general vagueness of the selection of the projects for evaluation, it drew up two sets of working questions:

- 1) Should there be exactly defined which of the projects aimed at supporting and developing education and educational processes focus on solving Roma issues and should such projects be monitored separately?
- 2) How may efficiency be measured of the projects that are more generally focused on changes in the educational system, and, on the other hand, of the projects that are directly aimed at developing conditions for the education of a specific group of the socially excluded?

Answers to these questions were used to create internal classification of the projects under the charges of the MoLSA (see the projects taxonomy) as well as in the answers to question no.2 of the terms of reference.

B2. The issues related to training and education in the context of acquiring social inclusion procedures

Here, the key problem seems to be the one that school systems generally have with the teaching - learning process or, in other words, with how much the teaching - learning process leads to the skills enabling all pupils³ to acquire and develop inclusion strategies. At the same time, the basic question (of the terms of reference) does not change depending on target groups, **the creating and acquiring of inclusive strategies by pupils seems to be an important task of the educational process, regardless whether pupils are, from the point of view of education, exceptionally talented and backed up by their social background, or pupils having language difficulties and problems arising from a different ethnic background, or coming from socially excluded groups.**

³ The text in this part focuses on pupils, although the inclusion strategies will get to the educational system not through them, but through the methodological management, including MEYS, the managements of schools, teachers and parents. In our country, repeated failures of some pupils in the process of education have been perceived as their "disability", nevertheless, voices may be already heard here blaming mainly the educational system for not leading schools to develop capacities to be able to accommodate these children and their needs sufficiently. On the other hand, it will naturally take a long time to change the thinking of many teachers who will recommend transferring a child to a vocational school instead of making efforts to reflect on them. First of all, inclusive strategies should be acquired by educators, school managements and other authorized bodies.

Special care focused on the group of the "excluded" who meet the respective definition characteristics may, under specific circumstances, paradoxically generate an opposite impact, because this administrative designation shifts the excluded beyond other social barrier, making them strongly socially stigmatized. The first **unintended** (mostly resulting from ignorance) **impact of such an activity is therefore a direct deepening of social exclusion of those who are, due to the existing system, disqualified within their natural groups (school class, after-school centre, youth club) and therefore they are perceived from outside as the "recipients" of positively discriminating tools, i.e. some kind of "special care"**. In case this form is selected inappropriately, the majority's negative reactions to the "different nature" of the excluded are reinforced by this; this fact may completely devalue any effect of the respective intervention. Furthermore, it is then difficult to evaluate positive impacts and subsequently the efficiency of the projects, when it is concurrently necessary to consider the level of negative influences of these interventions. This frequent "systemic burden" influences impacts on large parts of the projects.

For the purposes of the monitoring of the projects' impacts and their efficiency evaluation, it is more important to focus on the projects dealing with necessary changes in the concept of education that put higher emphasis on the **creating of inclusive environment** (either generally, through methodologies and teachers and other pedagogical staff training, or directly in the field), build on the processes that contribute to the engagement of various groups of pupils to the educational process, with the motivational tools and forming procedures not being standardized with respect to the "average pupil".

Even though this area is often discussed, changes in the practice of schools have been promoted only slowly. According to the representatives of some projects it is even impossible to speak about any targeted shift in this sense. The projects' representatives defined some causes of this situation:

- Some mechanisms were launched but they are not sufficiently followed up or, as the case may be, the financial means to assist them are being decreased, a number of schools have been facing problems related to the financing and school authorities do not have or are not willing to spend funds on the launched activities or to cover any bridging period;
- Although schools know they need assistants to work together with teachers, when subsidies are cut, schools start cancelling their jobs;
- The positive, individualized approach of teachers is suspended because a school does not have funds to remunerate them for such an approach and motivation;
- However, some schools realize today the necessity of changes in methods and teachers' approach, to develop an innovative educational plan for the school, and through these tools get closer to the target group;
- The schools attended by a higher number of Roma pupils are stigmatized in two respects: 1) their teachers are perceived as less skilled and qualified despite the fact that instructions on multicultural education might be obtained from them, and 2) the school is labelled as "Roma school", which leads to an outflow of white children, educational requirements are adjusted only to suite Roma pupils and the levels of knowledge of both groups are again not balanced.

B3. Postponed effect mechanism

From the projects focusing directly on the issues related to the education of the Roma as an ethnic group or on the issues related to the education of children from a socially excluded environment, a conclusion may be drawn that **the problem to be solved in particular is the little ability of such pupils to accept education as a purposeful process**. The period of the compulsory basic school attendance should be used to establish such habits, attitudes (responsibility, the attitude towards the future, etc.) and the ways how to solve problems that would lead to their integration to the majority society. This is not and cannot be taken for granted, and of course it is often not taken for granted even as regards the majority, where, however, such a lacking strategy which was not developed during the compulsory school attendance period is imposed on a child by social pressure, especially developed by his or her family and its surrounding environment. **There is usually no such mechanism complementing the role of a school as an institution available for a minority member or a pupil coming from a socially excluded environment. The more important are**

then the habits that a school may help to develop as a part of its functions. And such an inclusion may have either a form of merging with the majority society or a form of such an inclusion that is based on making any differences visible and creating mechanisms ensuring that the differences are tolerated by the majority (as it is the case when members of some Asian nations are concerned). A change in the methodology of teachers' work thus has to focus on helping such an individual to feel accepted, recognized and successful because he or she will then seek for such an environment on his or her own.

In connection with this, the following key phenomenon has been repeatedly mentioned – **the ability to accept the inclusion procedures lies in the creation of a natural trust in the efficiency of the postponed effect mechanism** – in the natural belief that it is meaningful to develop efforts now to enable a desired effect to manifest itself in the future, in the time which is only to come. Most of the evaluated impacts of the projects, be them very general projects or projects focused on educational activities in a specific group of excluded persons, may be related to the overcoming of this barrier and to this change in the attitude to education (acceptance of the postponed effect mechanism). It is relatively easier to monitor the level of success achieved by the Roma population within the educational system⁴. It may be estimated that the statistics about the growing number of secondary school students and the number of university students give evidence about the extent to which this barrier has been managed to be overcome. Contrary to the data depending in many respects on minor changes in the external environment (employment, housing, etc.), this change may be measured directly; one of the problems is the general fact described in the introductory part of this report, i.e. that a part of Roma students will not include themselves to any national group.

B4. Other tools used in the projects focused on education

According to some renowned authors (GAC) and in accordance with the terms of reference for the evaluation, there have been apparently considered programmes to be designed for locations where negative phenomena have been cumulating, especially the locations with local concentration in "socially excluded Roma communities".

Furthermore, efforts have been developed to focus on individual schools in these locations and create appropriate conditions. Positions that respect the systemic approach have been established at schools, enabling to employ assistants to teachers, specialised in the Roma ethnic group issues (language and cultural differences, attendance) and other issues depending on the type of social exclusion (see above).

Such an intervention often has a form of a very intensive campaign and direct assistance that may also have some negative effects (see above) and the results of which are measurable only with difficulties. Usually, it is also a structured part of the social system that is financed directly from the state budget funds in a long-term perspective, and it is not the type of interventions suitable to be implemented in the form of projects financed from the ESF.

As a follow-up to the projects aimed at education itself, there may also be analysed the impacts of the projects focusing on free time and sport activities, criminality prevention, etc. In a broader context, this has an undisputable influence on the overall change of the climate, however, they are such impacts where (besides some exceptions) it is not possible to determine to which extent they influence only a narrowly defined target group of the Roma people or socially excluded or risk groups and to which extent their impact is more general.

⁴ This means through evaluation methods and various surveys because from the point of view of statistical reporting it is very difficult and sometimes even impossible to obtain data on the Roma people in the society (besides others also due to the hiding of ethnicity in various systems of benefits and allowances).

B5. The role of the educational system in forming the relationship between the majority and excluded groups and individuals

As regards the efforts to solve the social exclusion issues and in particular the whole range of issues related to socially excluded Roma locations, **an important forming role is played by the school attended by these target groups, both through curricula of the subjects concerning social issues, and, in particular, as the environment where the social exclusion borderline is determined in some way.** A school is an environment where pupils are first set in the situation that is homogenizing (as regards the role of a pupil, accepting a time schedule, accepting the limits for what is tolerable and preferred behaviour, etc.) on one hand, and, on the other hand, this leads to an enhanced tendency to create conditions for social exclusion mechanisms originating. A number of educational programmes that are not aimed at the Roma ethnic group issues (language, cultural, etc. ones) or social exclusion issues have been solving the issues of the creation of social roles and social links throughout the educational process in general. It is undisputable that in their impacts, such programmes may be more significant than the specifically planned activities focusing on existing individuals and groups the social status of whom is only confirmed by their formal specification as "an excluded group" which also elevates the barrier which they have to overcome to get rid of such a status.

A school also plays an important role in **creating the majority's relation to minorities**, especially as regards any obvious indoctrination that pupils and students do not accept as they cannot identify with it. It is the secondary schools where an important group of potential volunteers is formed during the studies of humanities, and also even more important group of active minorities that may play a significant role in solving the problems of excluded minorities (see the text herein under on the comprehensive projects, Part C). This is also related to a more general role of the educational system in **the development of civil society and an individual's responsibility for the situation in the society and public matters; volunteer groups are established under the auspices of schools, philanthropic thinking is developed and responsibility not only for one's own life but also for lives of the others.**

B6. Summary of Part B

As regards the evaluation of the projects, their efficiency, impact and effectiveness, it may be said that, in the context of education, prevention and creation of the inclusive environment, the project tools focusing on a narrow target group may be only a partial, complementary form and that **the essential role in this context is played through direct implementation of public educational policies by the state and the currently implemented curricula reform, the policy of local self-governments, and also the curricula of specific high education facilities focusing on teacher training.**

B7. Recommendations for Part B

As an answer to the working question asked in the introduction to Part B, it is possible to come to the conclusion that there is no sense in trying to draw some exact borderline between the projects aimed at solving "Roma issues" and the projects that generally support a change in the environment and educational system towards an enhanced ability of individuals to develop inclusive strategies and towards the creating of such a social environment that enables and does not block social inclusion. On the contrary, it is possible to recommend that **the programmes that are designed for overcoming the problems arising from lacking language skills should be supported. Therefore, it is possible and suitable to orient some types of projects towards the solving of the general problem of national minorities.**

It is more difficult to find an answer to the second question asked in the introduction to Part B because the educational system does not provide any systemic possibility to monitor any group defined from outside (pupils from socially excluded groups, locations, etc.). When such classifications are introduced, they are connected to a range of negative effects. The level of success achieved by

the programmes aimed at changes in the educational system may be measured either by using direct indicators (the number of pupils and student who declare themselves to be members of the Roma ethnic group), or indirect indicators such as decreased tension between the majority and socially excluded groups.

C) Evaluation of the Projects' Outputs: The impacts and efficiency of the comprehensive projects implementing direct on-site operations

C1. The mechanisms applied to separate excluded minorities from the majority

Some projects are based on the right assumption that if inclusion is to be successful, it must also apply to the majority that may considerably hinder the inclusive strategies of the excluded, especially when the ethnic identity of an excluded individual may be easily recognized. This is how the situation and enclosed circle of social exclusion is often described; the attempts made by the excluded to change the situation are weak and unsystematic, and the majority usually does not create favourable conditions for them.

Thus, a positive impact of the projects may also be an **improved ability of the majority to accept those who are interested in decreasing and overcoming their social exclusion**. The same importance may be assigned to the improving of the general conditions setting that may increase or vice versa decrease social exclusion. A typical example in this sense is the stipulation of the condition that a council flat may be obtained only by a member of the majority, a "decent citizen" - and in some municipalities it is necessary to attach a copy of criminal records without any entries to an application or to meet the condition requiring an applicant to prove that he or she was not a "bad payer" in the past. In the situation when there are not enough flats available such a step may be perceived as a positive approach to the applicants who are socially correct, in fact another barrier is however created making it impossible for those who are escaping or still being in the social exclusion trap to return to the majority society. There is a whole number of such mechanisms and they have been significantly differing depending on the size of settlements, the agricultural or industrial character of local production, and the whole range of other local conditions, e.g. the structure of the majority population, etc.

C2. The projects' focus on changes in the mechanisms separating the excluded from the majority and the ways of thinking

Some projects are therefore more or less aimed at promoting changes in the way how the majority thinks and changes that would demonstrate themselves in the development of specific tools of local self-governments and some other institutions and subjects operating in the public space (the municipal police, owners of apartment houses, executor companies, etc.). This often applies also to schools, especially secondary ones, and educational issues, when students are used as volunteers to tutor children of pre-school and compulsory school age (besides any direct effect, this also creates suitable examples on one side and eliminates prejudices on the other side).

Because there is a whole range of tools that might be used for this purpose, and the tools considerably differ depending on local conditions, it is not easy, contrary to the above considered special topics (field work, education), to find any simple point of references for the measuring of impacts produced by the projects of this type, i.e. for the evaluation of their efficiency.

Comprehensively, it is possible to proceed from available data of the statistic character that might help to create a picture of the overall mood of the majority. The executed interviews, visits and other surveys imply that the impact of the projects of this type is demonstrated in the form of **an active group established in the majority that tries to contribute to the solving of the social**

exclusion problem or, more specifically, of the excluded locations issues. This active group in the majority stands up against seemingly neutral, yet dormant prejudiced or even phobic majority.

It is not always possible to exactly describe the size of such an active group inside the majority. Its origin and strengthening is directly linked to the activities within the projects focusing on comprehensive interventions, sometimes it gets formed as a result of other processes, and it has its own dynamics. In connection with this, the classification of excluded locations according to their size (GAC) is also very important; in big cities and agglomerations the general mood within the majority may be close to genuine neutrality, which subsequently makes the establishment of an active group very difficult. On the contrary, in smaller communities, the polarization of the majority's opinions on the excluded (and the Roma people as an ethnic group) is usually bigger. In the case of the projects of this type, it is possible to monitor "partnership maps" and their characteristics⁵ as an evaluation criterion.

C3. Issues related to the determination of the objectives and evaluation of the effects of comprehensive programmes

The basic feature of the comprehensive programmes is that they engage various target groups and make use of the current source of social movement, interests of target groups, political interests, etc. It is therefore a lobby group operating on the site and following the interests of an excluded group in the cross-sectional manner, making use of the current constellations for a required change in the situation. Hence, it is necessary to clearly define the expected objectives as regards social inclusion for the programmes financed from ESF: to describe at least some examples of expected inclusion (sometimes also unconscious) of various target groups and direct as well as indirect impacts of the changes achieved thanks to a project's influence.

In the projects of this type, an important component is an ongoing evaluation as a project that fails to carry it out may become formal: as the **main criterion of a change and a project's impact seems to be a transformation of the problem field - the attitudes adopted by main identified actors, a change of institutional barriers (the setting of various social mechanisms)**. In any case, it is the type of evaluation that only a small number of organisations have their own experiences with (positive ones e.g. *Člověk v tísní*, o.p.s., see the text herein under). In any case, an organisation implementing a project is "only" one of more players intervening into the given climate on the respective site and its strategies and procedures must be adjusted in the project so as the project might react to any changes in the behaviour of other important subjects and changes in the setting of local conditions.

C4. Summary of Part C

Some projects reported as field work may slightly overlap to comprehensiveness as it was described above; however, to differentiate between these two types, it is necessary to know what the primary objective is in a given project. Some comprehensive programmes include among the range of their activities also field work and (or) education in Roma families as this enables them to be in touch with the target group and, at the same time, it makes them legitimate participants in the given local context. However, it is essential **whether the comprehensiveness of the influence exerted on the whole social spectrum is the objective and main strategy of a project or whether it is a by-product of its field activities.**

⁵ See The Methodology for the Monitoring of the Influence of Projects With Significant Social Impact, Podnos, 2006. It is a methodology used for the monitoring of the significance of various opinion leaders and significant personalities and their activity or neutral role within the issues in question and, concurrently, for the monitoring of changes in this field.

C5. Recommendations for Part C

Comprehensive local projects seems to be highly efficient in their cross-sectional influence on more social groups and representatives of public administration bodies and interest groups; they overcome the limitations of partial projects focused only on a narrow target group, the impact and effect of which may always be only limited as they do not impact on and cannot influence a number of "external" factors, i.e. the factors that do not depend on the respective minority.

In the long-term perspective, the share of comprehensive programmes having impact on a whole range of target groups should grow. The advantage of such programmes is also that, due to the changes in local conditions, changes of target groups, changes in local self-governments after elections, etc., they are projects relatively secured against the inclination to become a part of the static support system.

D) Evaluation of the Projects' Outputs: other projects (specifically focused on cooperation with specific authorities or on the solution of defined problems)

We included into this last group e.g. a project aimed at the introducing of systemic cooperation with the Police of CR, some types of projects on cooperation with labour offices, etc., projects based on networking and transregional cooperation, projects of social entrepreneurship and also some systemic projects. They are always projects that have (contrary to the comprehensive project according to Part C) **clearly defined and determined narrow audiences of target groups and exactly defined sets of objectives**. These may also be projects oriented at solving the issues in the specific location, which differ from the previous types and are, in their own way, unique and non-transferable. They then differ from the comprehensive projects described in Part C by a clearly defined form and content, narrow objectives of a project. Taking into account the small range of the evaluated projects and limited scope of the evaluation (especially the time scope) , only a little attention is paid to this group of projects within the description of the problem field (for details see the surveyed cases, the C example - Romodrom).

Recommendations for Part D

It is advisable to always implement projects of this type only after a thorough mapping of specific conditions (depending on a project's character, local and legislative conditions, market analyses, staffing, etc.); in the case of projects the impact of which is indirect only after the evaluation whether the respective project output is applicable in practice or whether subjects operating in the field will be interested in using it be it in the form of field work, comprehensive programmes or education.

E) Evaluation of the Projects' Outputs: the projects of indirect assistance, organisations' capacity building, etc.

E1. The Nature of the Issue

As a part of the Global Grant, NROS also awarded small grants to several organisations that are active in the solving of Roma issues, with the aim to strengthen their organisational background and absorption capacity. It is relatively easy to evaluate such grants as the programmes have already been finished and it is easy to find out which of the programme's effects have survived the programme's term. Within the surveyed group, it is possible to find subjects that had to dismiss a number of employees after the end of the programme, getting in fact to the same situation as at the beginning; it is also possible to find subjects in the surveyed group that have managed to maintain the organisational growth achieved during the programme. They are data which are easy to be

controlled (the number of employees, the total scope of activities, etc.) and they are or should be a compulsory part of the information to be submitted by any subject applying for further grant support.

Despite that, more, special attention was paid to this aspect within this evaluation: **all the programmes focused on supporting the socially excluded and solving problems related to socially excluded Roma communities have a tendency to shift from the position of intervention (project) programmes to the position of a continuously existing support structure.** In one respect this is caused by the legislation of the state (see the above mentioned Act 108/2006 Coll.), however, in general, this shift results from the nature of the issue itself. Some recipients of the grants may be able to define as their general objective that "their target group should cease to exist", however most of them build their projects as lasting systems - and this is how their activities are perceived by their target group. Especially in the case of field programmes, the requirements arise regularly to introduce an "ongoing financing" system that would replace the project system, to develop the system of "claimable subsidies", "the purchasing of services by the state", etc. In such a case, the situation of organisations is not enviable because they have only a limited possibility to co-finance the activities implemented pursuant to Act No. 108/2006 Coll.

It is worrying that, in its major part, it is not the capacity enabling project activities focused on a defined change in the situation, but on gradual development of a static systemic tool that is perceived as a standard and is used as such also by the Roma ethnic group itself, but also by local political representatives in self-governments.

E2. The interpretation of efficiency of this type of support as seen from a different point of view

As regards the result of the support of this type, i.e. the support to absorption capacity constituting and its stability, the programme's results as achieved by a large part of recipients are undoubtedly positive, however they have to be interpreted in a different sense than only from the point of view of "direct capacity growth" at the supported organisations.

Thanks to a relatively small grant received by them, smaller organisations have learnt to administer European projects, and so the basic objective was met - to increase the absorption capacity of these organisations for the following period. **Despite the significant slump in the number of employees after the completion of projects in the 2004-2006 programming period, the result may be positive if the respective subject is able to get activated and mobilized quickly, to focus the existing capacities and increase new ones and to ensure quality management for the structure of the activities arising from the project funding in the 2007-2013 period.**

Larger networks (including informal ones) or the networking organisations that obtained more experiences with the programming period are advantaged in this sense, but a significant asset from the support provided from the Global Grant is a broader deployment of this skill to a number of smaller subjects.

E3. Summary of Part E

The project support of this type had demonstrably big importance for a change in the manner how some organisations work. However, it was not solely (or only exceptionally) a direct "growth in the volume of an organisation's activities". The terms of reference for the evaluation did not require an answer to be found to the question whether further support to the infrastructure of the organisations of this type was appropriate, therefore no recommendations are made and evaluation criteria are not defined here.

Conclusion Summary to the evaluation of the projects' outputs (A-E)

When evaluating their success, the projects directly focused on supporting a specific target group should always work with clearly defined quantitative and measurable or at least demonstrable qualitative results, including in the case when they are the projects aimed at negative phenomena prevention⁶. Also here it may be proved that negative phenomena as regards the project did not occur as often as it might have been expected.

On the contrary, as regards the projects focusing on changes in the environment, it is necessary they have evaluation methods developed since the beginning, using clearly defined indicators that have also been selected as relevant for the respective environment (usually related to the broadest possible group of interested people, active minorities, etc.)⁷. However, the fact must be taken into account that a number of effects may not be quantified and directly measured due to the respective project's capacities and time schedule and that in some cases it is not possible to prove how the monitored changes are directly related to the activities of the respective project.

The support to capacity building shows to be still relevant for the groups of small organisations dealing with Roma issues, however, if it is implemented, it must be definitely oriented at sustainability of an organisation's developed capacities; no dependency should be created of an organisation on similar grant support. Higher emphasis should also be put on the quality of developed capacities and an organisation's ability to seek other than grant sources of support.

The selected classification of the projects (for details on the taxonomy see Chapter 6) shows how conditions (essential elements of project applications) should be set so as it would be possible to carry out the required evaluation of impacts, efficiency and effectiveness at all. With respect to the past programming period, this analysis of the problem field provides at least the basic structure enabling impacts of the implemented projects to be described, where arguments may be raised on efficiency and purposefulness of any spent funds. In all these aspects, it may be confirmed on the basis of interim results from the projects and the realized analysis that the statement **that the funds were neither misused nor unused** is valid within the whole context. **In the light of these results, the added value is especially the move made by the providers to a qualitatively different level and, at the same time, development of new contexts: for the first time since 1990, the Roma minority issues (nationality issues) and social exclusion issues (especially in the locations where the socially excluded prevail) seem to be relatively well structured.**

In the cross-sectional (throughout various groups of participants) opinion, there exists a shared hope that it will never again be an interconnected mixture of tabooed topics, which are at the same time deformed by massive, yet inefficient financial injections, the impact of which has not been surveyed much. We believe that this evaluation may at least a bit contribute to changing this situation. Those people we met in the projects during guided structured interviews or deeper analyses often voiced their trust in such a development.

⁶ For example, it is possible to consider the indicators as follows: decreased housing indebtedness by 50%, jobs secured for 15 persons living in a socially excluded Roma community, etc.

⁷ Here, there may be set up for example the following indicators: a proposal for a legislative change/amendment, a new methodology drawn up for officers and teachers, etc.

5. Responses to the evaluation tasks and questions (see par. 2.3 of the Terms of Reference, a detailed procedure according to individual tasks 1-4)

(The wording of the evaluation tasks and questions is written *in italic.*)

The Global Evaluation Question: To what extent was the support within the 2004–2006 system generally successful and why? What strengths and weaknesses of the support may be identified?

Taking into account the terms of reference, their character, the specific nature of a part of recipients and the external context in general, the support may be characterized as successful. Evidences of the above are included in the analysis of the problem field. **This support met the major part of the expectations and also, as the outcomes from the realized evaluation show, produced a number of effects that had not been defined in the expected objectives of the projects. At the same time, it did not lead to any systemic reduction of the approach towards the specified issues** (this was identified as one of the threats). **One of the strengths of the support was in particular its variety**, enabling to make use of the existing potential and differences on various sites where the support recipients operated as well as of their various ideological backgrounds (recipients with different emphasis on ethnicity or social nature of the issues, with different approach to and view of the role of field work, education, etc.). **The weakness was especially the general resignation as regards the collecting of qualitative and quantitative data about a project's impact, the resignation as regards the intervention character of the projects and the tendency to static provisioning of services.**

Task 1 - Projects Taxonomy

Propose a suitable classification of projects aimed at Roma communities issues

Description of the task:

For the purposes of the programme's evaluation and assessment of the projects the evaluators will propose a systemic classification of the projects based on suitable criteria defined for the projects and areas of support. The basic criteria for the classification may be (an evaluator will review and, as the case may be, modify the classification):

- *The area of intervention (e.g. jobs, social services, health care, housing, etc.)*
- *Typology of activities*
- *The characteristics of the organisation/organisations implementing a project (size, capacity, location, etc.)*
- *The location of the projects' operation (with respect to the map of socially excluded Roma communities)*
- *The financial scope of the projects*

The projects in the breakdown according to the support area - proposed classification

The basic classification successfully used during the evaluation was the following breakdown of the projects:

1. projects including field work as their substantial content and similar direct work with the target group (A);
2. projects dealing with education and problems related to the educating of the target group (B);

3. combined projects including the advocacy work aimed at the majority and local self-government and state administration authorities (C);
4. other projects (D);
5. projects to support organisations and their implementation capacities (E).

Comments:

The further classification according to the intervention areas (e.g. jobs, social services, health care, housing, etc.) proved to be unsuitable because the major part of the projects here do not differentiate them as the nature of field work suggests where most activities and issues are closely interconnected. In addition to this, it has been proved that the comprehensive character of services and combination of the areas of interest is the most efficient method of intervention to the respective target group, which generates the strongest effect and results.

The classification of the projects according to their financial scope respects the selected procedure by including the large-scale projects (including systemic and nationwide projects) usually to group 4 (other projects). The large-scale projects included to group 3 (combined comprehensive operations in specific locations) may make an exception.

The applied procedure does not exclude the possibility to employ local demarcation or local focus, as the case may be, when a specific call for grant applications is to be announced. The GAC analysis cited in the terms of reference would speak in favour of such a procedure. However, the evaluation did not provide sufficient information for such a procedure to be analysed in a deeper manner. On the contrary, the available sources suggest that the importance of formal as well as informal networks and cooperation among organisations with their seats in various locations has been growing. Also the fact that excluded locations may significantly change depending on external influences, especially the housing policies applied by self-governments and changes in the ownership of properties speaks against this classification.

The applied classification is therefore based on the typology of activities and it may be further broken down in a deeper manner as follows. The territorial aspect may then always be selected as a complementary view.

The evaluation questions:

1. *To what extent is important (in)direct proportionality between a certain type of projects, the attributes of engaged organisations and the level of success/efficiency of the projects?*
2. *How are the projects deployed throughout regions, taking into account local needs of socially excluded Roma communities?*
3. *Which of the support areas is not covered by operational programmes and should be?*

Comments to par. 1

The analysis implies that the projects typology (whether the typology used for the outputs of this evaluation or alternative working typology examined within the evaluation) does not have any substantial influence on the quality of projects, the level of their success/efficiency. There is no reason to reduce the field of activities, the range of operations that are implemented within the projects by various types of organisations. The analysis neither implied that it would be possible to unequivocally compare e.g. the operations of local organisations and local branches of networks or networking organisations. It is possible to unequivocally prove a number of benefits generated by both types. As it was stated herein above, subjects cannot be unequivocally evaluated as more efficient not even according to whether they are motivated on the nationality basis (their members and employees are mostly the Roma people) or they are organisations where activities are carried out by the active part of the majority. There are very strong pro and against arguments, that the evaluators were coming across in all the types of the projects, in response to the question whether the Roma people provide assistance to the Roma people in a better way than the white majority. On one hand, there are examples of very successful Roma field social workers who have their clients mostly or only from the Roma community and who are obviously able to map problems of the Roma community, get oriented in it and get into it faster and are more successful in motivating its members to get engaged in the projects activities. The various solutions implied that it was the motivation of the target group that

played the key role because it was very demanding and in addition to that it was necessary not only to attract clients to a project's activities, but also to estimate well what was their real motivation, i.e. whether a client had been sharing the same objective as the entity implementing the activities, i.e. for example whether he or she really wanted to go through a training to get a job which would help him or her to solve for example problems related to indebtedness, housing, etc. On the other hand, more successful in many projects (especially educational projects and projects aimed at the work with children and inclusive strategies at schools) were such groups that were varied, i.e. among others, they combined children and adults from the minority as well as majority, persons connected by the same issue or location (school). The strict definition of the target group and across-the-board focusing of activities only on the Roma people, performed in addition only by the Roma people, thus does not necessarily have to show to be the most suitable solution. However, regardless of the efficiency of a specific project, the work done by Roma staff is perceived as active engagement to the solving of the problems of their own ethnic group and so also as certain motivation for the other members of this group (representatives of the organisations often stated positive influence on children seeking models for their behaviour).

Comments to par. 2

The analysis implies it is difficult to define the framework for "local needs". The most impeding limitation here is the real capacity of providers or, as the case may be, the ability of larger networking organisations to establish and maintain more branches in the respective locations. The evaluation did not show there were any locations that would be completely outside the scope of interest or where the activities of recipients of this type of support would be considerably limited.

Comments to par. 3

As it was mentioned herein above, one of the identified success factors is the overall range and richness of the forms of work with the target group and other supported activities. It is not any support area that shows to be insufficient, but the form - especially a small or no pressure on the development of feedbacks, dynamic adaptation of activities according to the evaluated progress of the target group, emphasis on the quality and efficiency of services (the quality of education, the type of employment, the type of an employment contract, etc.), the setting of objectives and measurable outputs, comparison of the initial and final situation, etc.

Task 2 - Projects Representativeness

Identify a suitable method for the evaluation of projects focused on Roma issues or the Roma people as the target group.

Description of the task:

The evaluators will be provided a summary of all the projects aimed at Roma issues. Subsequently, an evaluator will choose a suitable evaluation method to ensure the representativeness of the sample - including a comprehensive study.

For details see the selection of projects for structured interviews and projects for a deeper analysis (field survey), see Annex No. 1. For more information also see the analysis of the problem field, part 3, A-E, and the recommendations contained in this chapter, or its part on the projects taxonomy.

The evaluation questions:

1. *What evaluation criteria with the ability to prove that the projects aimed at Roma communities issues have been (un)successful may be identified?*
2. *Which successful as well as unsuccessful projects should be selected for detailed evaluation of failure/success of the projects?*
3. *What data and/or information sources are available for the evaluation of this type of projects and which of them are lacking?*

Comments to par. 1, Part A

The monitored criteria related to the procedure pursuant to Act 108/2006 Coll. may serve as secondary data for the projects based on field work; on the other hand, these data relate to the type of activities other than those that are sought to be provided in the project manner.

As the basic evaluation criterion for the project evaluation, there should be additionally developed the monitoring of the types of problems that field social workers usually solve with their clients, especially the monitoring of the problems that have not been solved (contrary to the situation that has been existing until today, when only those types of issues are documented and monitored that have been solved). At the same time, it is advisable for the typology of the problems being solved to be defined by providers themselves in the first phase - so as it would match their environment and target group. Such a typology of the issues being (and not being) solved during the field work in the respective project should be a precondition for any support to be granted to this activity.

Comments to par. 1, Part B

As regards educational projects, here the overall field is to be further divided so as the evaluation would correspond to the project.

- 1) The evaluation of the projects based on the support to the education of minorities (elimination of the affects caused by lacking language skills and other cultural habits) requires simple criteria lying in the monitoring of a shift – common comparing of the initial and final situation.
- 2) We consider the projects aimed at the development of tools and forms for inclusive strategies of pupils and students from socially excluded groups to be the most efficient in the long-term perspective; however their evaluation also requires the success achieved by such pupils and students to be monitored in longer time sequences, especially with focus on the ability to overcome the barrier of social exclusion created both on the side of the excluded, and on the side of the majority. We recommend to implement the ex post evaluation of the programme as the whole.
- 3) We consider the projects of direct support to the excluded (direct positive discrimination) to be mostly contra-productive as they emphasize the borderline of the social exclusion and elevate the barrier between the majority on one side and an excluded group, which thus has its exclusion confirmed from the status point of view, on the other side (see the example of school trips which are free of charge for the pupils included to the "socially excluded" group).

It is advisable to make use of positive discrimination only in the cases when it is approved and so also made legitimate by a substantial part of the majority.

Comments to par. 1, Part C

As regards the combined projects aimed at changing the standpoints of at least the active groups in the majority, the standpoints of politicians on the local level, the local authorities of the state administration, the police, etc., it is necessary to develop comprehensive evaluation criteria lying in the monitoring of symptomatic decisions taken by these authorities and institutions. At the same time, it is advisable for the system of the monitored indicators to be defined by the entities implementing the projects themselves in the first phase - so as it would match their environment and target group. Such a system of indicators and monitored social symptoms should be a precondition for any support to be granted to this activity.

Comments to par. 1, Part D

Taking into account the nature of the Other Projects group as it is described in the analysis of the problem field, it is apparent that, as regards any projects not classified according to the selected structure, it is necessary to individually develop evaluation tools and define any indicators to be monitored so as they would correspond to the respective project, for details see the projects taxonomy herein above.

Comments to par. 1, Part E

We consider any further calls for the projects to strengthen organisations operating in this area and to build their capacities to be disputable; it may be recommended only in case it is ascertained that any financial means earmarked for this purpose will be prevented from being used to additionally finance operational costs or, as the case may be, to extend operational activities and increase the number of employees only for the term of the project. It is meaningful to extend operational activities only when they are to be oriented towards a one-off objective, otherwise it leads towards subsequent disillusion. See also our general recommendations stated herein above in the chapter "The conclusion summary to the evaluation of the projects' outputs (A-E)" and our opinion on disputable additional financing of operational costs see Act No. 108 on Social Services. The basic criterion for the evaluation is a recipient's ability to prove that the achieved level and scope of an organisation's activities are sustainable in the long-term perspective or that a substantial change has been generated as regards an organisation's ability to implement European projects.

Comments to par. 2

Taking into account the results described in Chapter 3, it seems to be of key importance to monitor the efficiency or lacking efficiency of the projects on some examples of a clearly defined type. To answer the next part of questions in the terms of reference (see the next question), there have been selected rather different types of providers.

Comments to par. 3

As it was described in the analysis of the problem field, there is only a minimum quantity of input data available to be used for the evaluation or comparison of the projects; mostly they are indirect data reconstructed on the basis of project applications. We recommend not to execute any further analysis and evaluation of the existing projects, and to focus on adhering to the conditions according to which recipients of the grants to be awarded pursuant to new calls will be obliged to determine the structure of monitored data (be them direct or indirect data, i.e. the ones having indicating character) and to monitor during the projects whether such an obligation has been being fulfilled and how. If the current situation does not change in this sense, the attempts to evaluate the projects' impacts and their efficiency, the benefits generated by them, etc. will be thrown back on the resources of very general interpretation frameworks.

Task 3 - Projects Efficiency

Identify the relative efficiency of the projects aimed at the issues of socially excluded Roma communities.

Description of the task:

On the basis of the selected projects, the evaluator will describe the initial situation (baseline) of the projects, identify the projects' objectives and the planned as well as implemented activities, and describe the existing change in the situation as compared to the baseline of the projects.

The evaluation questions:

1. *What was the baseline of the projects?*
2. *What were the declared objectives of the projects?*
3. *What were the success indicators defined for the projects?*
4. *What indicators show the highest information capacity with respect to the projects' efficiency in this area?*
5. *What types of activities had been planned and finally put to practice?*
6. *Was there any positive or negative, as the case may be, change in the baseline of the projects as regards the implemented activities?*
7. *What activities, means, methods, tools, etc. (do not) function in relation to the declared objectives of the projects and why?*
8. *What is the response to the projects on the side of Roma communities members?*
9. *What is the level of (lack of) interest in the projects in Roma communities and what are the reasons for such a situation?*
10. *How and to what extent would the situation in Roma communities get impaired in case the projects had not been implemented?*
11. *Have the projects created any mechanisms for the identification of true needs of the target group/location?*
12. *What is the level of efficiency of the partnership principle in the projects? What was the level of the target group, local self-government and other partners engagement in the projects' preparation.*
13. *How much do the exerted efforts and spent funds correspond to outputs, results and effects of the projects?*

The solution of this task was achieved (partially) by means of the questions for the survey implemented by means of questionnaires, and in particular there was drawn up a detailed description of three selected projects from the point of view of their efficiency, or the changes and shifts achieved by the respective project in practice. There were selected the following projects:

- A) SASTIPEN CR - Health Care & Social Services Assistants in Excluded Locations (DROM)**
- B) Support to social inclusion (Člověk v tísní, o.p.s.)**
- C) Romodrom for regions II. (Romodrom)**

The selected projects enable some comparison - they are of the comparably same size (12.5-13.5 million), include networking, and focus on (primarily or to a substantial level) field work in various forms and with various approaches and outreach scopes. The proposed taxonomy may also be illustrated in this manner. The three selected projects always include some specific overlapping with one of the project types - the A project in the extension of field work services (group 1), the B project in the outreach overlapping with the comprehensive operations in the location (group 3), and the specific terms of reference of the C project, as a networking project, requiring networking operations refer to group 4.

Description of the selected projects' efficiency according to the evaluation questions:

1. What was the baseline of the projects?

For each project, the baseline was significantly different.

A)

DROM is a well-established organisation receiving contributions from the state budget, nevertheless the services of health care & social services assistant were a completely new issue for it. The project theme was suggested by the regional Roma co-ordinator in Ostrava who tested a similar type of service in a limited scope and in cooperation with (or in fact to the order of) the Ostrava Hospital. However, no similar service has ever been provided on a larger scale in the CR and so it was not possible to fall back on other organisations' experiences. The need to provide a similar service to the target group was basically deducted from the fact that the average age achieved by the Roma people in the CR is by ten years lower than the total average age (both in men and women) and such a difference can hardly be expected to be based on genetic dissimilarities. Thus it may be expected that the Roma people neglect the care they should take of their health, especially the preventive care (children vaccination, dental care, regular screening, but also compensation aids, long-term illnesses, etc.) - and this is more often the case for the socially excluded. The data obtained through common social intervention as a part of standard field social work proved that a Roma client (a recipient of the field social work) visits a doctor only when there is no other possibility.

B)

Člověk v tísni has been carrying out field social work for a longer time and they have rich experience with it in many locations, the number of which was increased by four more thanks to the project. As a part of the project, common field social work is additionally extended by services focused on employment (the coordinator of local employment), specifically in six locations where field social work was already provided in the past. The organisation was therefore working with established methodologies, partially entering a new environment where the service had been lacking until the time, and partially making the service innovated by adding a new element, which was however generated from the previously provided field social work, thus being substantiated at least by the collection and evaluation of data from the field.

C)

Romodrom set off to work in the terrain which was unknown for the organisation - field social work was a new service for them (although it had been implementing other programmes - the prison, anti-drug, free-time ones), it had neither any methodology nor service registered according to law, it did not have staff, know-how, and it had no regional outreach either (until the project's launch, it had been operating only in Prague and Kladno). It however knew the situation in Roma organisations and knew that field social work was implemented by a number of local organisations in regions without knowing one another, networking, exchanging information and know-how, methodology and experience; on the top of it, methodology is often completely missing. To implement the project, Romodrom used its knowledge of the environment and Roma organisations, which it actually roofed on the basis of the agreement to submit one common project that will have a better chance to succeed. In this respect Romodrom was working as an agency mediating services for implementing entities (small organisations providing field social work), or rather mediating assistance because a roofing methodology was also developed during the project and Romodrom took charge of and became the vehicle for further systemic steps (shared training sessions, regular methodological meetings). They make references to GAC in the interviews, yet it is apparent that they do not work with the surveys actively, rather registering them, being aware of them.

2. What were the declared objectives of the projects?

Following are some quotations from the applications:

A)

"The main objective of the project is to develop and test a network of health care & social services assistants (HCSSA) for the Roma people at risk of social exclusion. HCSSAs should operate as mediators and advisers enabling better communication and mutual contacts between the Roma minority and the health care system. From the implementation point of view, the project may be divided to a pilot study, social care activities and the training itself of 20 HCSSAs. The main benefits of the pilot study will be new methods of social work, forms of management and cooperation within the network of assistance with national coverage. The benefits generated by the working with the

target group include not only its improved attitude to the health care system, but also its more responsible and active attitude to life, which will be reflected in its better employability as well as relations with the majority. A direct benefit will be a completed training of 20 HCSSAs, who will gain a direct experience with the new social work methodology and their engagement to systematic work within the project”.

B)

"The project focuses on supporting social integration of the target group of the Roma people from socially excluded locations whose inhabitants have impaired access to institutional assistance, both of the governmental and non-governmental type. The project performs this by coordinating activities in the social services area (thus reacting to the fact that such a coordination has been lacking so far), offering special advisory services, direct field social work, and activities in the area of hospital treatment, working with a client in a motivating manner, and last but not least by mapping and offering employment services in the nearest vicinity of a client.

The advisory activities and interconnection of locally available services increase the efficiency of interventions for the benefit of target clients, thus improving the accessibility of the activities for the programme's clients. The coordination of activities in the area of social services and specialised advisory services is one of a few possibilities how to establish a basis for comprehensive services that would lead towards the supporting of employment and autonomy of clients and their families. This interconnectedness does not exist today objectively. The submitted project partially solves this situation and could serve, if the proposed solution works well, as a good practice example for employment services and social services provided by the state administration. We are submitting the considerations preceding the selection of the proposed solution in the Annex hereto arranged in the problem-solution structure.

The project follows up and extends the ongoing programmes of field social work (implemented both by the applicant and the partner organisation) that represent the model of "good practice" in social services "tailor-made" to meet the needs of socially excluded communities. It extends their operations both in geographical sense (in the locations covered both by the applicant and the partner - Libice, Slaný, Zlonice, Ledce, Liberec, Kladno, Chomutov, Plzeň, Sokolov, Ústí nad Labem), and by complementing them with the local management of employment services that proved to be essential for a comprehensive solution of the issue and has been lacking among the available services so far."

C)

"The project's objective is to develop a comprehensive and coordinated programme of field social work aimed at extenuating social exclusion of the Roma minority. Romodrom wants to make use of its experiences in field social work and share the results of good practice with Roma organisations in the regions. There will be developed a systemic programme for field social work that will lead to increasing the level of provided services in individual regions. An important benefit produced by the programme is the setting of cooperation among individual Roma organisations.

The programme of field social work will be aimed at clients from the Roma minority and implemented by Roma subjects and Roma field social worker. Thus advantages will be taken of the natural knowledge of the Roma's specific needs, cultural and language particularities. Field social workers (FSW) will be trained in field work issues. Their task will be in particular to understand a client's situation, listen actively and help to solve the problem that a client is struggling with. FSWs will meet clients in the location which is natural for them: in their flats or in the street. FSWs will not be in charge of controlling a client, moving him or her in a certain direction - e.g. to an order made by some authority. FSW is a client's guide, not a guardian. In case of some clients, a FSW may achieve changes in a client's conduct taking it closer to the accepted standard, but always by helping a client to solve his or her problem. A FSW will also be instructed so as he or she would be able to find appropriate information on the problem from various sources and use it as the basis for negotiating a solution with a client and other participants. A FSW does not solve the problem as such but helps a client to find the right way towards the solution by mediating contacts to authorized institutions or services and by working with a client systematically. In the field social work programme, every FSW will work with a client in the long-term perspective and comprehensively - such an approach should

lead to enhancing client's social skills and independence. This will be the way how to start up a process leading to the extenuating or even eliminating of social exclusion."

3. What were the success indicators defined for the projects?

The success indicators and their utilization were already considered herein above. Organisations define outputs of their projects, but we will usually not find any success indicators in the projects that would try to grasp and measure impacts on the target group. It was probably not required in a formalised manner. It is not an easy issue, it would require works to be done exceeding the framework of project activities. When asked about their project's success, respondents usually give answers of the type "we managed to dissolve a Roma ghetto", "20 people (mostly the Roma) work more or less independently today, and it is a success", etc.

If we considered "success" as referred solely to the project (not taking into account any impacts on the target group), i.e. if we assumed that when some training had taken place, somebody probably learnt something thanks to it, when a service had been provided in the so and so number of cases, it was necessary and it was provided in a quality manner and to somebody (to somebody's benefit, etc.), then we could consider the fact that the activities in all three projects were implemented, which really happened in the overwhelming majority of cases (see the projects' activities part herein under), to be success indicators.

For example A)

20 trained HCSSAs

1 contact person in each location (usually an officer of the department of social services administration at municipal authorities).

Accredited training for HCSSAs

1,000 clients

or C)

1 training programme

32 trained field workers

420 trained clients of services

3,200 clients (100 clients per one field worker were counted in)

1 booklet

4. What indicators show the highest information capacity with respect to the projects' efficiency in this area?

The determined "indicators" (defined outputs) do not have any informative value with respect to the efficiency of the projects in the defined area (see above).

However, it would be at the same time possible to determine the criteria and indicators that would measure impacts on the target group (i.e. the efficiency of projects in the respective area), e.g. "the number of newly employed clients", "the number of clients who have successfully completed the prescribed level of education (a course, a school class)", "the number clients newly enrolled in a study programme", "the number of clients who have got their debts under control - i.e. they have the plan how to settle them and comply with it", "the number of clients being newly cured for their addiction - on alcohol, drugs, gambling machines", "the number of relapsing clients", "the number of new registrations at a physician's office", "the number of visits to the physician, out of which the number of visits of the preventive character", "the number of mothers who stopped smoking when they were pregnant".

There are a number of possibilities in this respect. It would be the best to select the criteria by analysing actual individual cases studies. Of course, in all three cases, quite detailed records are kept about every client. However, nobody analyses the records for any reasons other than the work with a client. Yet, undoubtedly there exist many primary and invaluable data which the organisations do not

work with. The records of clients contain all necessary information also for the evaluation of the successfulness of the services provided so far within the projects.

5. What types of activities had been planned and finally put to practice?

A) (executed on the basis of interviews; the project application has not been handed in, only a brief project summary)

- Coordination of contact officers in the locations;
- Development of a training course for HCSSAs;
- Accreditation of a training course for HCSSAs;
- Implementation of a training course for 20 HCSSAs;
- The provisioning of services by HCSSAs in selected locations (depending on the interest of the respective municipal/regional authority);
- The project's coordination and administration.

B) (executed on the basis of the project application and interviews)

- Legal advisory services and support;
- Local management of job opportunities;
- Drawing up and implementing of individual rehabilitation plans;
- Coordination of social and advisory services;
- Preparation of the methodology for the local management of job opportunities;
- Evaluation and production of a manual.

C)

- Development of the field work programme;
- Purchase of the equipment for the local office, activities of the local office, the project administration;
- Accounting, control;
- Selection of FSWs;
- Purchase of the equipment for regional offices;
- Training of FSWs for individual regions;
- Workshops for FSWs;
- Provisioning of field social work (Liberec);
- Provisioning of field social work (South Moravia);
- Provisioning of field social work (Central Bohemia);
- Provisioning of field social work (Ústí nad Labem);
- Courses - seminars for clients;
- Supervision;
- Summary of the project's results, statement of accounts, and sharing with other Roma organisations.

All the activities have been completed according to the records and verbal statements. Respondents admitted during the interviews held with them that some activities did not proceed as they had planned at the beginning of the project. Those mostly include expectations imposed on clients themselves - a typical example are the courses and seminars for clients (C) that were implemented only to a limited extent (50 %) and principally did not celebrate the expected success (they met with only a minimum interest).

6. Was there any positive or negative, as the case may be, change in the baseline of the projects as regards the implemented activities?

In the A and C cases, the implementing entity itself underwent a positive change: DROM increased the number of its employees by 20 new staff members (doubled its personnel), who now work in the regions, learnt to provide a completely new service which is on growing demand (new regions have been contacting the organisation), was able to stand extensive administration requirements (although with difficulties caused by delayed payment of instalments due to the monitoring reports); Romodrom learnt to work with local partners, expanded to regions, learnt to provide field social work, unified the

methodology, coped with the administration of a project which was of an unprecedented large scale for them. In the B case, the implementation of the programme meant neither any qualitative nor quantitative substantial shift/change for the organisation. The answers provided by the respondents prove that the changes in the internal capacity of the organisations as they were enforced by the projects' implementation (especially in the A and C cases) may have been painful and demanding (in the C case, as some external testimonies alleged, they even proceeded in a slower pace than it was expected by the surrounding environment), yet they happened and happened successfully, being evaluated unequivocally positively from the retrospective viewpoint. It is also indisputable that the implementing entities perceive them as one of the important benefits of the project, speaking about its stabilization effect on the organisation and employees, a significant shift in the level of their employees' education, the methodology development, the development and formalisation of the know-how for direct work, the supervision assistance, etc. Actually the ESF funds otherwise (besides the A case) financed the provisioning of standard social services that have also been implemented in all three cases pursuant to Act 108/2006 Coll. since 2007 and their co-financing from the ESF funds is not possible.

The positive changes in the internal capacity of the organisations are the easiest to be understood and most comfortable for the respondents to speak about them. At the same time, they are of the vital importance and it would be advisable to acknowledge this importance to them in fact. Taking into account the fact itself that the success of the projects is measured pursuant to the implementation of the projects' activities, the criteria related to the development of the implementing entities might be meaningful and relatively easily measurable.

From the point of view of the provided service itself:

For example: A)

- A brand-new service came to existence (it is partially derived from field social work, and partially complements it, however it uses the methodology and manners of the field social work recording);
- 20 new employees (mostly the Roma people) have obtained training, know-how and work;
- There exists an accredited training course for HCSSAs, etc. - see the project's activities.

or C)

- It strengthened the field social work in the regions which needed it most;
- According to the respondents' statements, clients do not know anything about "a certain project", but they know a specific officer, trust him or her, know that he or she helped them or somebody else;
- The participating NGOs know one another, share with one another, identify common problems, seek solutions, meet at methodological meetings, cooperate, while preference is given to "Roma" organisations; for more information see individual project activities.

7. What activities, means, methods, tools, etc. (do not) function in relation to the declared objectives of the projects and why?

Taking into account, as it has been repeatedly stated, the projects' objectives are defined in a very general manner as regards the change that is to be achieved and specifically as regards the implementation of planned activities, this question is somewhat problematic because the objective for all the implemented activities is that the activities will be implemented.

However, this question may also be viewed from a different aspect. In general, the A, B and C cases imply that what works very well in the given environment (for the respective target group) is what has relatively fast effect, i.e. the field social work, solution of specific problems and situations or crises, as the case may be. Good results are generated by the training provided inwardly in the implementing organisations, by introducing the systems making practical work more efficient (a sophisticated methodology, reporting system and the database of the records of the work with a client). Although in these cases it is supposed that a long-term positive effect will manifest itself later on, it generates hands-on results almost immediately and this seems to be an imperative precondition for the service to be perceived as its recipients as something useful. This is enabled when the location is entered and

basic trust is established (more successful in field social work are usually women, in particular Roma women). It is not possible to monitor any long-term effects yet, however it is the achieving of long-term changes both in the system of work, its support and state policy, and legislation and its impacts on the life of the target group that leads to some impatience/discontent that may be felt in the respondents' answers.

The respondents agree that it is nearly impossible to achieve any change of the environment/general climate, and complain unanimously about the xenophobia barrier and overall negative mood in the Czech society, which is largely fed by the media and, in many cases, also by the educational system.

8. What is the response to the projects on the side of Roma communities members?

As it has already been mentioned, the respondents' contributions suggest that the recipients of the service do not have any idea about the projects' or ESF's existence. What they however know is their "field worker". There is no need to change anything about this situation.

Furthermore, it seems that the target group accepts only those types of interventions that are of immediate benefit, hands-on result. In this sense, the response to the field social work is positive; in any other sense, there is no response at all.

9. What is the level of (lack of) interest in the projects in Roma communities and what are the reasons for such a situation?

It is not possible to survey any real interest or lack of interest and the reasons for such a situation within this evaluation. This would require a completely different procedure and methods of work, terms of reference and a separate - and surely very interesting - study; some answers are given under the previous questions (in particular the answer to question 8). We repeatedly come across the allegation that the interest of some clients in changing their situation is low, this however does not apply to the projects, but to the changing of their lives in general. FSWs come across this phenomena, however, it has not been interpreted in any way.

In this respect, the A and C examples are interesting for us. In the first case, it came out that there were enough people interested in the project, or rather to say the employment offered by the project, and that a group of 20 of them was finally selected and completed the whole training cycle and 19 of them really work as HCSSAs today. Of course, the interest is considerably "selective", however, taking into account they are exclusively women (and 75 per cent of them are the Roma), there were really uncountable barriers at the beginning of the project (the status of woman in the family, the employing of women and in particular education of women, etc.; the most problematic was the commuting of women to multi-day seminars that were held as a part of the project every month), so their resolution and interest is provably high.

In the C case, it is possible to prove the interest of the participating local Roma organisations, both on the side of their leaders (e.g. a member of the evaluation team, Miroslav Kotlár from Liberec), and their field workers. There were in total 32 of them engaged in the project. It is again the selective interest associated with the offer of jobs, which means also income, yet it is a definite motivation.

According to the statement made by representatives of larger organisations, when it comes to the drawing up of project applications, the problem has been surviving with the knowledge and experience capacity of small local organisations; they do not understand the calls and applications, they lack the staff to do that, are oriented neither in ESF's priorities nor in its individual programmes. The provided responses suggest local organisation should be trained in such skills or enabled to use consultancy services assistance (e.g. from more experienced Roma organisations that have coped with ESF projects successfully). The reason for doing so is that there is, among others, a well-founded assumption that small local organisations (even if their application for the support from ESF was successful) will not be able to manage its administration, not to speak about its financing as regards the system of pre-financing or co-financing of projects. In this respect, the project of Romodrom represents an interesting "agency" model that proved its worth despite its slow start-up phase, and it

would be possible to replicate it in other locations. In this specific case it seems disadvantageous that the project partners are scattered throughout the CR (from Liberec to South Moravia). The selection was probably a personnel issue, influenced by personal and acquaintance links, which is for a pilot project of this type appropriate. Prospectively, from the point of view of coordinating and sharing within the network, it would be more appropriate to apply the model in a geographic formation which would be more enclosed.

10. How and to what extent would the situation in Roma communities get impaired in case the projects had not been implemented?

See above; the projects, with the terms of reference set for them, do not enable to measure their impacts, hence it is neither possible to predict the trajectories of the target group's development in case they were not implemented. The worries are apparent in the answers provided by the respondents addressed during the interviews and field surveys that without intervention the target group's exclusion will further deepen and its problems will get worse and cumulated. This worry is based on the experiences obtained in the field (from direct work with clients). This belief - however credible it is - is not provable within this evaluation.

In addition, all three selected projects show one more problem: the Roma people working on the implementation of the FSW project have been making efforts to win trust in the respective location. We may say they are "fighting for the client". It is not a competitive fight among them, it may be considered in a more general way. It is far from being as easy as it may seem to be at first sight, even though a field worker is coming with an offer of help and solution of what is often a difficult situation. Compared to a prospective service recipient, the field worker has the status of the elite, i.e. the establishment in some sense, and it is not advisable to believe the establishment as the general rule goes. Moreover, rivalry is strong and stereotypes usually operate as strongly in minorities as in the majority society and so field workers legitimize their statute in the respective location only with difficulties and gradually. For example in the A example the respondents state that such a process took the whole first year of the project. In addition to that, in the locations where there was no common field social work existing concurrently with HCSSAs, clients often turned to HCSSAs to ask for general social problems to be solved (accommodation, work, debts, authorities, etc.), and when HCSSAs were not able to perform such tasks, clients turned away from them as HCSSAs could not help them, which did not agree with the process of borderlines demarcation and mutual roles definition. The above mentioned examples show once again that Roma communities are various and that it is surely not a homogenous group that might be comprehended, described or characterized without further classification and differentiation.

11. Have the projects created any mechanisms for the identification of true needs of the target group/location?

Yes, the mechanisms for primary data collecting have been set very well in all three monitored projects. In the field social work case, such a mechanism lies in keeping records about clients, individual interventions and cases (see above). Furthermore, in all the projects there were shared methodologies in some manner (meetings of field social workers and health care & social services assistants), shared solving of cases and finding of specific solutions, which also refers to or demonstrates real needs of the target group/location as they were established in the field. In the interviews, it was possible to detect a broader agreement on housing, employment and education being the most burning problems of the target group.

The organisations are good at describing how they analyse the situation in the regions. They however do not use the tools in place. The organisations know about the existing studies, but use them only as secondary know-how complementing the information collected in the field. The responses suggest that, as regards their influence on the local policy representatives (especially in the B case, that is definitely the most distinct in this sense), the organisations operate more or less intuitively, without analysing their partners or the specific environment of the stakeholders and relations among them. It is a shame because this obviously limits the chances to influence the situation in a targeted manner

and possible solutions in the respective location on the level of the public policy of the specific municipality or region.

12. What is the level of efficiency of the partnership principle in the projects? What was the level of the target group, local self-government and other partners engagement in the projects' preparation?

In the A case, they engaged partners in partial issues and topics (the Masaryk University into the preparation of their training course, individual officers from the department of social services administration at the municipal authority as the contact workers for HCSSAs; otherwise the implementing organisation implemented the project itself; when speaking about potential cooperation, the respondents show certain contempt and it is apparent that the experiences they obtained in some specific partnerships in the past were not the best ones). The respondents confessed during the interviews that the project was counting on the cooperating municipal authorities to take over (and start paying) individual trained HCSSAs familiarized with the job. This did not happen and so the organisation was finally forced to register the HCSSAs as a social service and secure further financing and management of it as such (subsidies from regional authorities). To hand the service over to municipalities is allegedly a possibility that is still counted on, yet the issue is not on the agenda in general any more. The organisation guarantees the service, has had it registered, and the transfer would not be as easy as a few years ago. Considering the fact that the project did not count on this version, it may hardly be seen as a set-back or failure from the point of view of this evaluation.

The partner to the B project is the Advice Bureau for Citizenship, Civic and Human Rights, that will ensure for the implementing entity the provisioning of field social work in five new locations participating in the project. The project also counts on and works with authorities, but does not establish any formal partnership within the project. The strongest element of the project is its ambition to influence the local policy (social, housing, educational policies, etc.), and it must be said that they are quite successful in the locations where they were providing their field social work in the past. One of the approaches is the approach based on professional comprehension of the specified issues, the second approach is based on creating the spheres of influence and working with the actors playing an active part in the specified issues. The second approach enables to proceed more appropriately as regards the local constellation.

The C project is directly based on functional partnerships with minor organisations and it would not do without them. The respondents alleged they would next engaged the local self-governments more as soon as from the preparatory phase of the project, because it is not possible to intervene in the location where nobody knows them and would not support them. The first necessary step is to get established in the respective environment, and this requires the cooperation on the side of the self-government (most often the mayor), but they also need cooperation with officers. The cooperation with politicians seems to be generally considered to be easier and more direct than the cooperation with officers. The respondents complained of them unanimously. There were even worded some opinions that trainings should be provided to officers on how to deal with Roma clients.

The C project generally developed two types of partnerships: a) the partnership with the public administration and local self-government; and b) the partnership with local organisations the services of which Romodrom first utilized through their employees whom it paid as part-time workers, and later on actually headhunted from the home organisation by employing them as its full-time staff. From the point of view of the implementing entity this leads to the deepening of cooperation and establishing a partnership. From the point of view of the local partners this leads to a systematic "tunneling" of the partner organisations that may even be put at existential risk by their skilled employees departing. The mechanism is neither described clearly in the formal outputs of the project and also the answers obtained through the interviews are rather vague and evasive, hence various interpretations differ considerably. The reason for the discrepancies in the responses is presumably that Romodrom was and still is applying a selective approach to individual actors and so some say that not everybody "must" work for Romodrom as full-time staff (because they themselves work there in this way) and some keep working for the organisation as half-time workers, most probably because it has been clear since the beginning they have had their own agenda they are not

going to give up. From the point of view of the implementing authority the project is a successful example of a functional network development that is able to "reach out" to the EU money; from the point of view of those who did not have an opportunity to "take advantage" of the project for themselves it is interpreted as headhunting and misusing the trust of the partners who provided their know-how with field work and their best staff at the beginning.

Generally, it is possible to see different levels of success of the partnerships established among all three projects and the public administration and self-government authorities, depending especially on the personal relationships and contacts that the projects might manage to establish or, as the case may be, that were established in the past and are still existing. In this respect, the B case differs from the others as it, as the only one, considers a long-term perspective of cooperation with the local self-government, exerting efforts to establish and develop "strategic" partnerships. Despite that, it is the local know-how and the general attitude/helpfulness of the local government authorities, especially individual work targeted on individual key persons (with advocacy potential), that plays the most important role. In the locations, where an organisation's representatives do not accept such a model and strive to achieve influence and respect on the basis of a higher professionalism level, expert knowledge, transparency, etc., they are usually pushed out to the opposition role, which may be well visible in the media, but from the point of view of the local policy, it is the role of an outsider.

13. How much do the exerted efforts and spent funds correspond to outputs, results and effects of the projects?

It is expensive to provide social services, hence it may be stated on the basis of all the available data that the budgets of the projects correspond to their outputs and that all three selected organisations used the granted funds in an appropriately economical manner. The C project had a relatively high expenses on the project's management (11 %) compared to the other projects. It is so because the implementing entity has expanded and got stabilized considerably, even though the organisation's capacity building was not an objective declared by the project.

Generally, it may be then stated that all three projects have established a specific social service – a completely new one in the A project, innovated in the B project, and integrated in a network and roofed with common education, methodology and sharing in the C project. In all three cases, the services have survived the completion of the project (in some cases in a slightly reduced form) thanks to the registration of the specific service and obtaining a subsidy from the regional authority for the social service provisioning pursuant to Act 108/2006 Coll. The ideas about the projects' sustainability, based (secretly in the A project and openly in the B project) on the assumption that municipal authorities would take over the established services have not been proved in general. The local authorities like it when somebody provides the service, but, with a few exceptions, they are not interested in the agenda related to its implementation. Besides that, they do not have any reason to do that either, knowing there will always emerge some NGO to take care of it and even to raise external funds for it.

Be it as it may, if the services take hold in the long-term perspective (under the charges of the respective NGO or the local authorities) and stable resources are found – and in this respect there are no other resources available than the state budget items to finance the social services provided pursuant to the law, irrespective of the little stability, insufficiency, or even, in many cases, illusiveness (for details see the text herein above) of such a support nowadays – it will be possible to consider the funds invested from ESF to the three projects to be a successful and important investment that has played its essential role in the efforts to solve cumulated problems of the Roma communities. At the same time it is clear that the service itself will continue shaping itself (at least to the extent enabled by the Social Service Act). It seems that prospectively, along with any changes in the target group of recipients – a part of it will rather shift towards motivational and activation character (focused on families rather than individuals), and only a part of it will keep its ad hoc intervention character.

Task 4. – Criteria for the Projects' Evaluation

Review the evaluation criteria for the evaluation of project applications and propose any possible amendments to the evaluation criteria, taking into account (in)efficiency of the projects.

Description of the task:

Subsequent to the evaluation of the efficiency of (a sample) of the projects, the evaluator will assess a possible relation between the evaluation of the respective project applications and real efficiency of the projects, and will propose an amendment (if any) to the method of project applications evaluation (the evaluation criteria).

The evaluation questions:

- 1. What is the extent of the proportionality between the projects' successfulness as evaluated on the basis of project applications and the real efficiency of the projects when they are subsequently implemented in practice?*
- 2. How can be the criteria for the evaluation of project applications be best adjusted so as they would reflect the potential efficiency of the projects during their implementation?*
- 3. To what extent have there been selected the projects that (do not) lead to the defined objectives of the projects and the programme as the whole?*
- 4. How are the principles of partnership and joint decision-making taken into account during the evaluation of project applications and how can these principles be best taken into account?*

A considerable part of responses to this segment of the evaluation questions was contained in other sections of this report. Thus, here are just a few comments on this: 1) the evaluation focused on the projects that had passed through the project applications evaluation procedure and were selected to be supported; however, to be able to answer the questions, it would have been logical to select a group of unsuccessful project applications and use it as the basis for the survey on the reasons why this group has not been selected and how it differs from the selected group; 2) despite all the efforts exerted by the evaluator, it was not possible to obtain a sufficiently robust sample of materials required as the basis for any proposal – it took a long time to obtain contacts of the persons who evaluated the project applications, and finally the efforts resulted to the finding that more than a half of the sample of 80 evaluators had either never evaluated any application or had never evaluated any application aimed at Roma projects.

The following procedure was applied to obtain the contact e-mail addresses of the projects' evaluators: first, names and surnames were looked up in the MSSF MONIT system (including academic titles in the case of less common names) of the persons who participated in the factual evaluation of individual projects (55 projects altogether, see Annex No. 6). Thus, 83 various evaluators in total were identified. For them, there were further looked up e-mail addresses in the database of the evaluators (according to their surnames, and also first names when there was the need to do so); however, it was not possible to find 26 persons in the database of the evaluators on the basis of the data from the MSSF MONIT; the e-mail addresses of 23 out of the 26 above mentioned evaluators were additionally found on the basis of the first name, surname and, if there was the need to do so, also the title stated in the information sources available on the Internet (however, it is not possible to prove quintessentially in all the cases that it is the respective person). In three cases, it was not possible to find the contact data at all. Naturally, we do not mention the list of the obtained contacts of the project applications' evaluators in any of the annexes hereto, however, the evaluator has them available for the checking purposes. The list was used for the survey by means of questionnaires and one of its parts was specifically focused on this group; the answers we got are listed in Annex No. 8 hereto.

As it was stated herein above, the evaluator used the following sources for the evaluation of this section:

- 1) The project applications submitted by the organisations selected for the field survey;
- 2) The statements by the projects' evaluators where such statements were available at all;
- 3) The survey by means of questionnaires focused on the 80 evaluators of the OP HRD applications who allegedly evaluated the projects aimed at the Roma communities issues;

- 4) The methodological documents for evaluators and the methodology of the evaluation of the specific criteria of Measures 2.1 of OP HRD;
- 5) Interviews during on-site visits to the organisations;
- 6) The evaluators' own experiences with the evaluation of the projects.

Comments to quest. 1

There were probably not enough materials available for this part of the statement; first of all there were no data available at all showing the results of the evaluation for all the projects included into the evaluation. In any case, it may be however stated that the projects that were selected for the survey (28) and the field research (7) showed quite a clear correspondence between the statement of the opinion by the evaluator of the original application (where it was available) and the findings resulting from the on-site surveys.

Comments to quest. 2

There is a number of statements and recommendations contained in the text of this report; to put it briefly: it is necessary to pay attention to a detailed description of the target group, its motivation and engagement, the analysis of a project's efficiency, the identification of objectives and the manner how to check their fulfilment (quantification, success indicators) and the description of a project's quality management (the team's quality, its capacity and improvement, the monitoring of a project's progress and its evaluation, etc.). In this respect it seems that it is not necessary to change the application form and its structure; it is rather advisable to specify more clearly what should be its content, to lead applicants to exact, factual and specific statements and to discourage them from using too general statements.

Comments to quest. 3

The objectives and activities of the projects were in compliance with the global and respective specific objectives of OP HRD, the activities of the selected projects corresponded to the setting of the respective measure. As regards the compliance with the context setting under the specific project, the evaluators did not find any project that would not correspond to the setting, this even may not be expected. In the text herein above, we expressed our opinion on the extent to which it is possible to build on the declared outputs of the projects as all the projects declare that their objectives have been fulfilled, however, the objectives are defined on the programme level and therefore not in detail with respect to the problem field which they deal with. However, to be able to answer the question completely, the evaluators lacked the summary of all the projects that had been accepted and of their focus of attention (the project applications or at least their respective parts), and what was the proportion made up by the projects in our sample out of this. Furthermore, it must be stated that the objectives and priorities of OP HRD were set up in such a general manner that projects cannot miss the objective on one hand in case they somehow strive for employment and social integration, yet on the other hand these objectives are far away from the specific successes of the respective projects.

Comments to quest. 4

The issues concerning the partnerships established in the projects are covered in a separate section of the evaluations of the three example projects herein above. The field surveys imply that the principle of partnership and joint decision making is not perceived as important by the entities implementing the projects; on the other hand they have been applying some elements of these principles in practice unconsciously. However, for the reason described herein above the projects (usually) lack the strategy for partnership and, in particular, the capacity to reflect, evaluate and integrate the outputs from such evaluation with respect to any further steps to be taken within the project, work and orientation of an organisation. However, it has been turning out that a partnership, although it is not realized consciously, is the key to success in two respects (as they are specifically described e.g. in the project implemented by Romodrom), i.e. in respect of the work with the client and in respect of the partnership with the groups of stakeholders (e.g. the state administration and self-government, employees, schools). Hence, it would be advisable to emphasize the role of partners in applications and advise applicants not to push partnership away as an instrumental, required condition of the project. And, after all, as the captured evaluators of the project applications also said it would be necessary for applicants to describe exactly how and why this or that partner would be engaged in their project and how would decisions be taken in the project, how would the project be managed.

6. Projects Taxonomy

As a part of the proposed taxonomy that would be utilized for further analyses and evaluations and also for more detailed navigation for the drawing up of individual calls, we have identified five basic groups of projects (intervention types); the classification was used for the basic analysis that was executed according to par. 1 of the Terms of Reference.

They are as follows:

1. the field projects⁸
2. the projects aimed at education and related activities and changes in the education system
3. the projects aimed at changing local climate
4. other projects of the intervention character
5. the projects to strengthen organisations and build their absorption capacities and other projects to strengthen the infrastructure of providers

6.1 Field Projects

The projects that directly or indirectly intervene in excluded locations (in the field) or focus on the primary target group of the excluded or the projects directly working with those who get in touch with the target group when performing their work. This also includes education in families as it is, in our opinion, inseparably connected with the other aspects of the field work.

Examples:

- The field work supplementing the social services provided to activate families;
- Leisure time centres, community centres focused on the target group;
- Volunteer programmes aimed at educating children in their families, summer camps, events to mediate experience, etc.;
- Projects aimed at developing cooperation with specific local authorities of the state administration and the municipal as well as state police, etc., if it is a clearly defined type of cooperation;
- The training of volunteers for these programmes;
- Team events to evaluate these activities organised by the network or roof organisations implementing this type of grants.

6.2 The Projects Aimed at Education and Related Activities and Changes in the Education System

1. The projects directly aimed at the target group in a specific location

- The projects related to the pre-school education provided outside the family, directly covering the target group;
- The projects related to the school education directly covering the target group, developing conditions for this target group in specific locations;
- The projects aimed at the pupils and students from the target group who study at higher education facilities (tertiary professional schools and universities).

2. The projects aimed at general improvements, supplements to and changes in the existing system

⁸ We do not include the field social work services (s. 69 of the cit. Act – field programmes) here, as they are financed from the state budget in the systemic manner. The same applies to the service of families activation (s. 65 of the cit. Act), although in this case these are rather the services of the intervention character close to the nature of the programme financing. Nowadays, a considerable proportion of organisations have been solving the problem how to exclude any “doubled” sourcing, and so they have been submitting project applications to raise both funds from ESF and the state subsidies, making their decisions on further proceedings depending on the result.

The projects aimed at such changes in the pre-school education and training that improve the conditions and status of the target group, eliminating or lowering the barriers of social exclusion, preventing the mechanisms leading to social exclusion or its impairment from coming to existence.

6.3 The Projects Aimed at Changing Local Climate

The projects aimed at changing local climate focus not only on an excluded group or the respective ethnic group as their target group. They are the projects aimed at broader changes in a location:

- Changes in the standpoints of the majority or its specific group that may have a vital influence on the overall climate (for example by generating volunteers to work in type 1 projects);
- Projects aimed at cooperation with local self-governments whose decisions may significantly change the setting of housing policy parameters, the overall setting of the practices as applied by authorities with respect to the problem group, etc.;
- Projects of cooperation with the municipal as well as state police if it is integrated to the overall context of cooperation with the authorities of the local public administration;
- Projects of cooperation with schools if it covers more areas (e.g. volunteer activities, language education, organised after-school activities, etc.).

6.4 Other Projects of the Intervention Character

1. Individual complex projects that are created on the basis of an analysis carried out in the respective location, designed for a specific location and/or target group

They are the projects that are, due to its nature, untransferable to another location and/or another target group unless having been modified considerably.

2. Social entrepreneurship projects covering the target group

They are the projects the direct objective of which is to employ the target group and the secondary result of which is to generate profit that is reinvested to the social mission of a project or an organisation.

3. Projects assigned as individual projects on the basis of a contracting authority's analysis

6.5 The Projects to Strengthen Organisations and Build Their Absorption Capacities and Other Projects to Strengthen the Infrastructure of Providers

The projects with the objective to strengthen an organisation and its absorption capacities; the activities enabling to change an organisation so as its objectives (mission) would be significantly clarified and made more exact, the manner how they are achieved would be real and efficient, enabling to perform networking or another change causing a qualitative shift in the character of an organisation's work and impacts on the target group or in the target locations.

6.6 Summary

These five groups (incl. their further sub-classification) include the broadest possible range of plausible project types as identified according to the results of this evaluation, used sources and own experiences of the evaluators, while it is possible to find and maintain quite clear borderlines among them. For such a typology of projects it is also possible to word clear input conditions and terms of reference, direct indicators of efficiency that are to be monitored obligatorily, or indicators that may directly refer to the fulfilment of projects' objectives.

Briefly on the proposed conditions and indicators in the breakdown by individual project types

1. The field projects

They are the projects that have been very little specified until now as regards the description of achieved objectives, be it in the sense of any achieved change or another effect (changes in any unfavourable trend or reaction to a one-off change, e.g. in the case of a forced apartment moving, etc.).

The conditions proposed for a project:

- The basic description of the area which the intervention will be aimed at, and of the existing trends or the fact causing impairments of social exclusion;
- The setting up of an objective – i.e. whether the goal is to achieve measurable improvements at some group or individuals, or to avert any impairments of a social exclusion situation or another aspect of the social exclusion of a defined group, etc.;
- The proposal of the indicators and aspects related to the described area and expected effects.

2. The projects aimed at education and related activities and changes in the education system

2.1. The projects directly aimed at the target group in a specific location

The projects that are relatively easy to be monitored according to direct indicators (the number of pupils, the comparing of overall evaluations, the achieved level of education, etc.)

The conditions proposed for a project:

- To set the respective location into a broader local, regional context (to justify why it is this specific school or pre-school facility that is suitable for the intervention of this type);
- To set up measurable expected objectives;
- To carry out ongoing evaluation.

2.2. The projects aimed at general improvements, supplements to and changes in the existing system

The projects with a very long lasting effect, difficult to be measured.

The conditions proposed for a project:

- Clearly defined and realistic utilization of a project's outputs, incl. the subjects that are prospectively interested in the product;
- The certificate of applicability – description of the measurable effects that will be generated when the respective product, change of or supplement to the system is used by a specific implementing entity.

3. The projects aimed at changing local climate

The projects having a very complex impact where it is usually very difficult to prove that the reported effect is a consequence directly related to the performed activity. The projects that may vice versa easily formulate a number of indirect indicators.

The conditions proposed for a project:

- The input analysis of the problem field, identification of the subjects that are significant actors in the respective location and situation; arguments supporting the assumption that a project may influence the significant actors;
- The proposal of indicators and substantiation of their selection and setting;
- Ongoing evaluation.

4. Other projects of the intervention character

4.1. Individual complex projects that are created on the basis of an analysis carried out in the respective location, designed for a specific location and/or target group

It is not possible to enunciate any general statement.

The conditions proposed for a project:

- Sufficient substantiation of the respective situation and location;
- Sufficient substantiation of the selected procedure;
- The specification of indicators and substantiation of their selection and setting;
- Ongoing evaluation.

4.2. Social entrepreneurship projects covering the target group

The projects covering an important determinant of exclusion – the success on the labour market. The benefits are easy to be proved (the number of the employed and the length of an employment). The problem is that a project's success demonstrates itself only after some lapse of time after the end of the project.

The conditions proposed for a project:

- Conclusive evidence of a project's sustainability in the application;
- Execution of the sustainability analysis during a project.

4.3. Projects assigned as individual projects on the basis of a contracting authority's analysis

It is not possible to enunciate any general statement.

The conditions proposed for a project:

- Sufficient substantiation of the general outreach of the specific issues and the efficiency of its systemic solution;
- The specification of indicators and substantiation of their selection and setting;
- Ongoing evaluation.

5. The projects to strengthen organisations and build their absorption capacities

The projects are easy to be evaluated; however, it is necessary for a project's objectives (the character of a change and its nature) to be well described and to prevent these projects from being used for hidden additional financing of operational expenses.

The conditions proposed for a project:

- Clearly defined initial and final state;
- The setting up of measurable success criteria.

7. Evaluation Methodology

This evaluation focused on all the available projects supported from OP HRD that targeted members of Roma communities. The main objectives of this evaluation were:

1. To identify a suitable method for evaluation of the projects aimed at Roma issues;
2. To draw up the taxonomy of the projects aimed at the Roma communities issues and identify the types of such projects;
3. To evaluate the effectiveness, efficiency and impacts of the projects and the system of support to the projects aimed at the Roma community⁹;
4. To assess the evaluation criteria for the selection of projects of this type;
5. To evaluate the overall successfulness of the support in the 2004-2006 period;
6. To define recommendations for the 2007-2013 programming period.

The following steps were identified to fulfill the above specified objectives:

1. To identify a suitable method for the evaluation of projects aimed at Roma issues
 - a. To follow up the evaluations, surveys and analyses that have already been executed;
 - b. To identify all available data on the selected set of projects;
 - c. To set up evaluation criteria and representativeness criteria;
 - d. To disseminate the experience from the evaluation of projects aimed at Roma issues;
 - e. To strengthen expert capacities in the area;
 - f. To facilitate comparability of the evaluation results on the CR and the whole EU levels.
2. To develop the taxonomy of projects aimed at the Roma communities issues and identify types of the projects
 - a. To study the structure and content of individual projects and propose their systematic classification (according to their formal and content characteristics);
 - b. By means of comparative analyses to find out whether there are any specific features characterizing the classification of the projects with such a focus and whether the specific features are important for any further utilization;
 - c. To develop a typology of the projects, i.e. to propose the classification hierarchy where 1-n projects in a defined range belong to one group (type), to generally define the nature of these types;
 - d. To analyze the deployment of the project types as regards their location, content and character, and identify any white spots;
 - e. To continue monitoring the relation between the project type and its effectiveness, efficiency and impact.
3. To evaluate the effectiveness, efficiency and impact of the projects and the system of support provided to projects aimed at the Roma community
 - a. To analyze the initial and final situation of the projects, fulfilment of their objectives;
 - b. To monitor the indicators of success of the projects and their fulfilment, to evaluate the accomplishment of the programme indicators;
 - c. To evaluate the relevance of the activities, their implementation, frequency and effects;
 - d. To monitor the engagement of target groups, local actors and the roles of partners;

⁹ A note on the applied terminology: **Impacts** – long-term socio-economic changes ascribed to the programme. **Effectiveness** – the extent to which the programme's impacts helped to achieve specific and general objectives. **Efficiency** – how were the inputs to the programme economically transferred to outputs and results. **Added value** – the extent to which the programme's interventions achieve the outputs that cannot be achieved at all or with considerable time, financial or energy investments unless they are supported from SF. **Relevance** – the extent to which the programme objectives correspond to the incorporated needs and priorities on the local, regional and national levels and on the EU level.

- e. To monitor the reactions to the projects as expressed by members of the Roma communities, their motivations, barriers impeding cooperation and engagement;
 - f. To identify the factors of success of activities, tools and methods;
 - g. To identify any specific outputs of the projects;
 - h. To evaluate transferability of the outputs, appropriateness of the dissemination and valorization practices;
 - i. To evaluate sustainability of the activities and outputs;
 - j. To identify added values, to collect examples of good practice and well-tried procedures;
 - k. To evaluate the coherence between the projects' implementation and the strategies and legislative tools in the area;
 - l. To identify the results of implemented interventions and impacts of the support system (if any);
 - m. To evaluate economic efficiency of the support system;
 - n. To establish the extent of fulfilment of the expected objectives of the support system;
 - o. To detect any major problems and successes arising during the support system implementation;
4. To review the evaluation criteria for the selection of projects of this type
 - a. To collect suggestions made by the managing authority, technical assistance staff, the monitoring committee, end-receipients, mediating subjects and final beneficiaries;
 - b. To compare the evaluation of the projects in their form of applications to the projects evaluation carried out as a part of this evaluation study;
 - c. To propose the evaluation criteria that would reflect the reality and, at the same time, the required effects;
 - d. To word conclusions and recommendations.
5. To evaluate the overall successfulness of the support in the 2004-2006 period
 - a. To analyse changes in the socially excluded Roma communities (making use of the outputs from the project "Analysis of Socially Excluded Roma Locations and the Absorption Capacities of the Subjects Operating in This Area") and to assess how much the OP HRD implementation contributed to the changes;
 - b. To analyse context documents (strategies, analyses, surveys, evaluations, reports, etc.);
 - c. To carry out a search for changes/shifts in the documents wording and assess how much the OP HRD implementation influenced such changes/shifts (if any);
6. To draw up a recommendation fro the 2007-2013 programming period
 - a. To identify the strengths and weaknesses of the projects' implementation as well as the opportunities and threats for the next programming period;
 - b. To analyse the findings from all previous steps;
 - c. To word specific practical recommendations and conclusions for the users of the outputs as defined in Chapter 3 of the tender dossier.

7.1 Target Groups

The following **target groups** have been identified on the basis of the above specified objectives and detailed analysis of the tasks defined in Chapter 2.3 of the tender dossier. The target groups are listed in the alphabetical order and have been assigned an acronym for the purposes of any further references:

TARGET GROUP	ACRONYM
Decisive sphere (politicians, national policies makers, the Czech Inter-ministerial Commission for Roma Communities Affairs, regional and local decision makers)	POLIT
Entities implementing the projects	PROJECT
European Commission	EC
Evaluators of project applications	EVAL
Experts (especially on the social integration issues, the Roma ethnic group affairs and HRD, members of the respective national theme-based networks of CIP EQUAL)	EXP
Inhabitants of socially excluded Roma communities or Roma communities at risk of exclusion, the Roma men and women and other target groups of the projects	CLIENT
Local self-government and other project partners	PARTNER
Managing authority and the final beneficiary for the measures under 2.1	FB
Managing authorities of the respective programmes of ESF (OP HRD, SPD3, OP HRE, OPPA)	MA
Monitoring committee and the working group for evaluations	MC

The specific methods described herein under were focusing on the following target groups:

RESEARCH/EVALUATION METHOD	METHOD'S ACRONYM	TARGET GROUP
Documents analysis	ANAL	No target group
Questionnaire	QUE	All target groups
Evaluation visit	VIS	CLIENT, PROJECT, PARTNER
Focus group	FG	EXP, MA, FB
Structured interview	INT	POLIT, EVAL, EC, MC
Field research	FR	CLIENT, PROJECT

Each of the above described methods is characterized in detail herein under; **each method also contains the description of the method used for the selecting of respondents**, however, the general rule is they were selected in accordance with the **representativeness rule by applying the quota selection**.

7.2 Issues Related to Data and Documents Collecting

As soon as at the very beginning of this evaluation, it was established that **it is very difficult to obtain the data and information necessary for the evaluation**. Besides others, it is proved by the following facts:

- o Despite the existence of the **MONIT system** (including the central system) that should contain the maximum of data on the projects, it may be stated that **not all the data is stored in it** (e.g. the electronic versions of project applications were not available for all surveyed projects therein; the contact e-mails of entities implementing a project are not always available, etc.);
- o The MONIT system is in the version containing data on OP HRD; it is accessible only in the form of a **desktop application**, it is not possible to access it remotely, which meant that the evaluation team had to obtain data directly on a specific computer in the computer network of MoLSA;
- o Some of the **reports from the MONIT system do not contain correct data**, e.g. in one of these reports it is possible to choose one call organiser (e.g. the South Moravia Region), while the system subsequently finds out also the projects administered by another organiser; a wrong organiser is then stated in the final report;
- o There are some **reports** in the MONIT system which are **difficult to generate**, and, on the other hand, **a number of documents may be obtained only separately**, i.e. it is a time-consuming process;
- o It is not easy to obtain the **e-mail addresses of the evaluators** (or some other relevant data on the evaluators, as the case may be) because they are contained in a special database with access rights that are not quite clear; in addition, this database is not interconnected with the MONIT system and so **it is not possible to easily identify the contacts of the evaluators of specific projects** (the names of the evaluators are recorded in the MONIT system for the projects; projects are not assigned to individual evaluators in the database of evaluators);
- o Taking into account that the projects aimed at Roma matters are administered and monitored by various subjects (MoLSA, MEYS, NROS), **it is difficult to obtain complete data on a project from one resource** – first, it is necessary to seek the information who could provide the required data and only then ask for it;
- o In the case of the project ***Influencing the Internal Environment of Schools and Changing the Climate in Connection With the Development of a School Educational Programme***, which was reported among the projects aimed at Roma matters, it was established that the project was actually not focused on the declared objective;
- o In the case of the project ***Integration of the Roma Citizens Excluded from the Labour Market in the City of Hranice***, which the evaluators selected as one of the seven projects designed for detailed field research, it was established during the evaluation that in fact it was not financed from the ESF (according to the information provided by its evaluator, the project was approved, but they finally decided to return the grant and implement the activities without the support from ESF).

Annex No. 6 contains a table with selected data we obtained for the purposes of the evaluation. In particular, **the e-mail addresses** that were used when the request for the on-line questionnaire to be filled in was disseminated played a substantial role. Substantial for the purposes of the follow-up steps of the evaluation were especially **specific information on projects and their evaluation**. As regards the 28 projects selected for the evaluation (except for the on-line questionnaire to be used to address the entities implementing all the projects), there were obtained documents of about 5 pages each from the MONIT system, comprising the information. Furthermore, there were obtained the estimated and really achieved values of the monitoring indicators for all the projects included in the evaluation. For five out of the seven projects that were selected for the implementation of a detailed field research, the evaluators managed to obtain the respective project application.

7.3 Documents Analysis

It was an analysis of the document sets relevant to the specified evaluation steps and questions. The list of such documents is included in Annex No. 5: List of evaluation sources.

7.4 Survey by Means of Questionnaires

Description of the method

There were identified two major target groups that the questionnaire will be focusing on (as regards the other groups, the decision was made that the survey by means of questionnaires would either not generate any added value or it would not be relevant for the capacities of this group):

1. The evaluators of the project applications
2. The entities implementing the projects, subdivided into the following types:
 - a. The CEO, project manager, project methodologist
 - b. The officer in charge of education and preparation of specific educational methodologies
 - c. The field worker and the officers working directly with members of the Roma community

There were developed sets of questions; the one designed for the target group of the entities implementing the projects contained a common part and parts specific for the respective type (for the wording of the questionnaire questions see Annex No. 4). Furthermore, the questionnaire also contained a common introductory part informing about the survey as the whole.

The questionnaires were distributed only in the electronic form by means of a website application that enabled the form to be filled in safely and comfortably and send off on-line anonymously.

The determined target groups were addressed by means of an e-mail message (for the list of the e-mail addresses see Annexes No. 6 and 7; we do not publish the contacts of the evaluators intentionally) on 3 Nov 2008; on 10 Nov 2008 a reminder was distributed to comment that the deadline for the survey by means of questionnaires is getting close. The obtained responses were further checked for duplications (a questionnaire with an identical content was distributed repeatedly) and for completeness (questionnaires containing less than 10 % of answers were eliminated). As of 14 November 2008, the following numbers of responses were received:

	Sent off [S]	Undelivered [U]	Difference S-U	Questionnaires:	Valid:	Returnability:
Evaluators	83	11 ¹⁰	72	7	6	9.7%
Entities implementing the projects	54	19	35	26 (total)	22 (total)	74.3% ¹¹
- CEOs	-	-	-	20	17	<i>57.1%</i>
- officers in charge of education	-	-	-	2	1	
- field workers	-	-	-	4	4	

¹⁰ The e-mail contacts where the addressee responded that they had never evaluated the respective projects, i.e. that their response would not be relevant for the survey purposes, were included among the undelivered e-mails. Because the number of such responses was quite high, it is possible that also the other addressed evaluators were not relevant for the survey either.

¹¹ The reminder of the survey by means of questionnaires was distributed to the contact e-mail addresses of the projects, and so they are likely to have reached mostly the group of CEOs. The covering letter also contained a request for the e-mail to be forwarded to other staff engaged in the project. The feedback counted with respect to the questionnaires received from the group of CEOs thus better reflects the total received responses/addressed projects ratio.

The results of the survey by means of questionnaires were taken into account in the specific relevant parts of the evaluation.

Chart 1:

The structure of the processed questionnaires in the breakdown by the respondent type
(28 questionnaires in total)

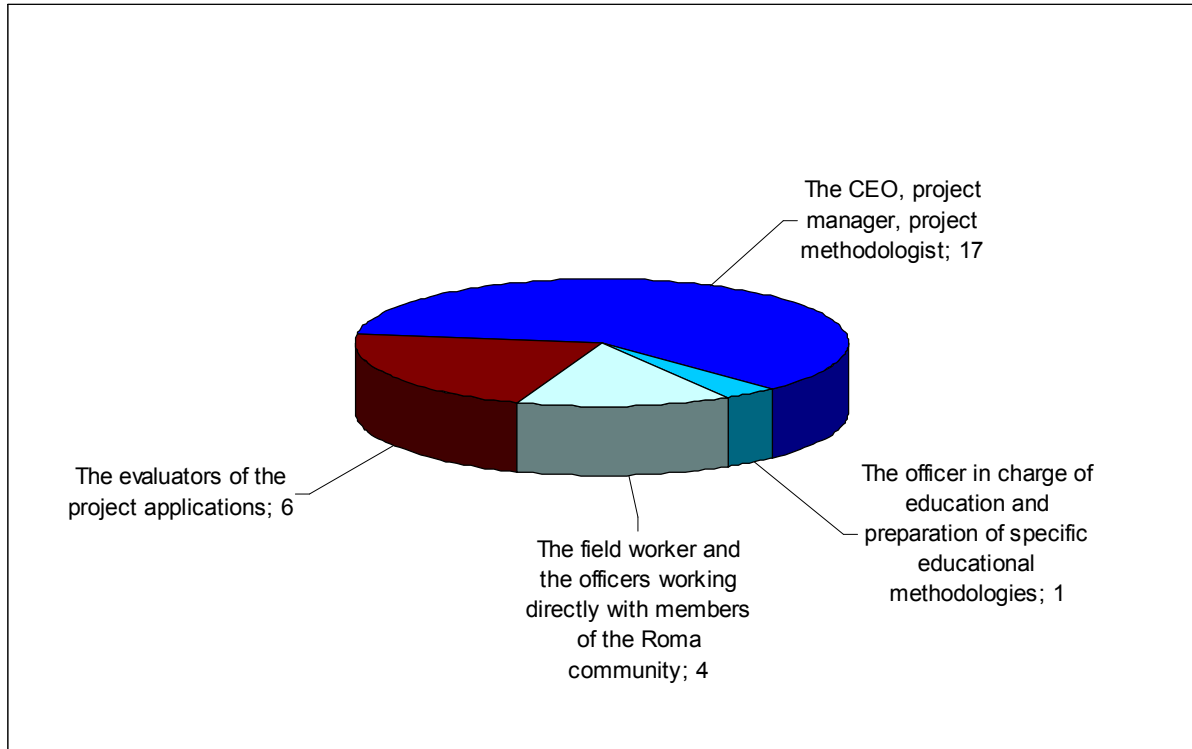


Chart 2:

Responses to the question: "The project on the Roma community topic that I participated in primarily focused on." It was possible to choose one response; 21 responses were obtained in total.

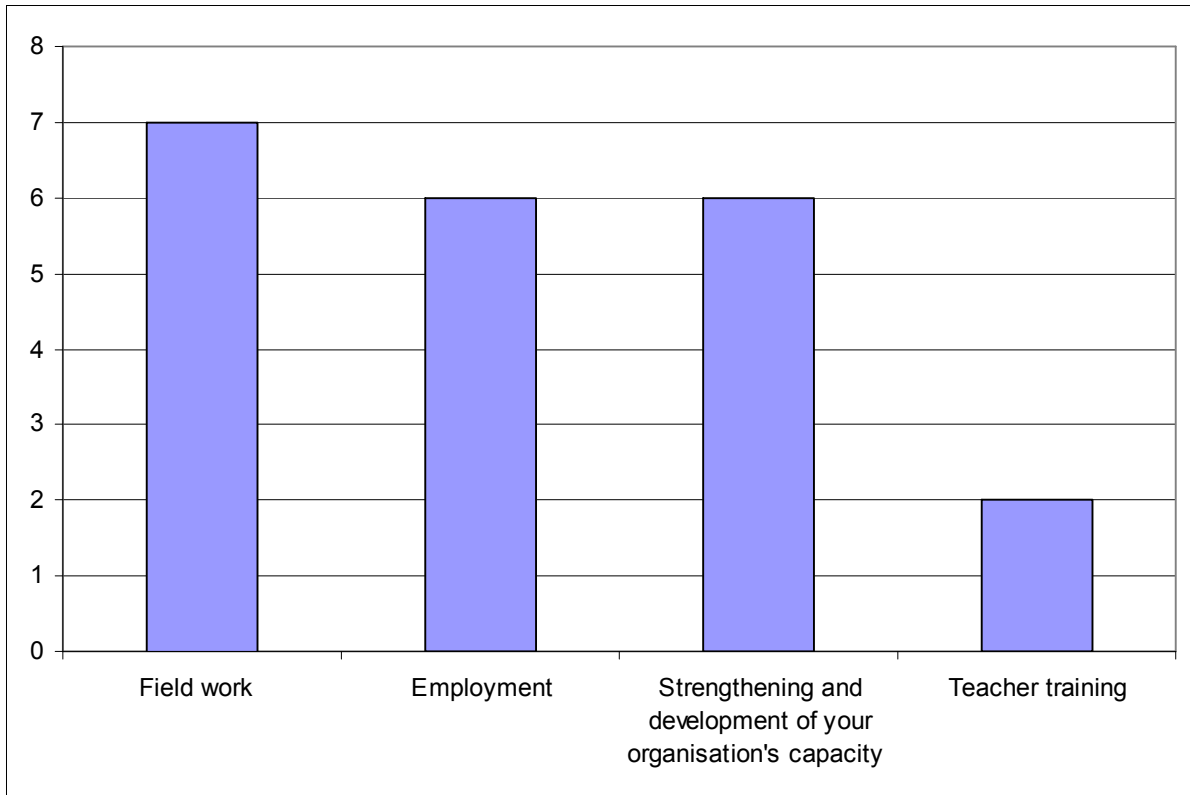


Chart 3:

Responses to the question: "The scope of your work contains:". It was possible to choose more responses.

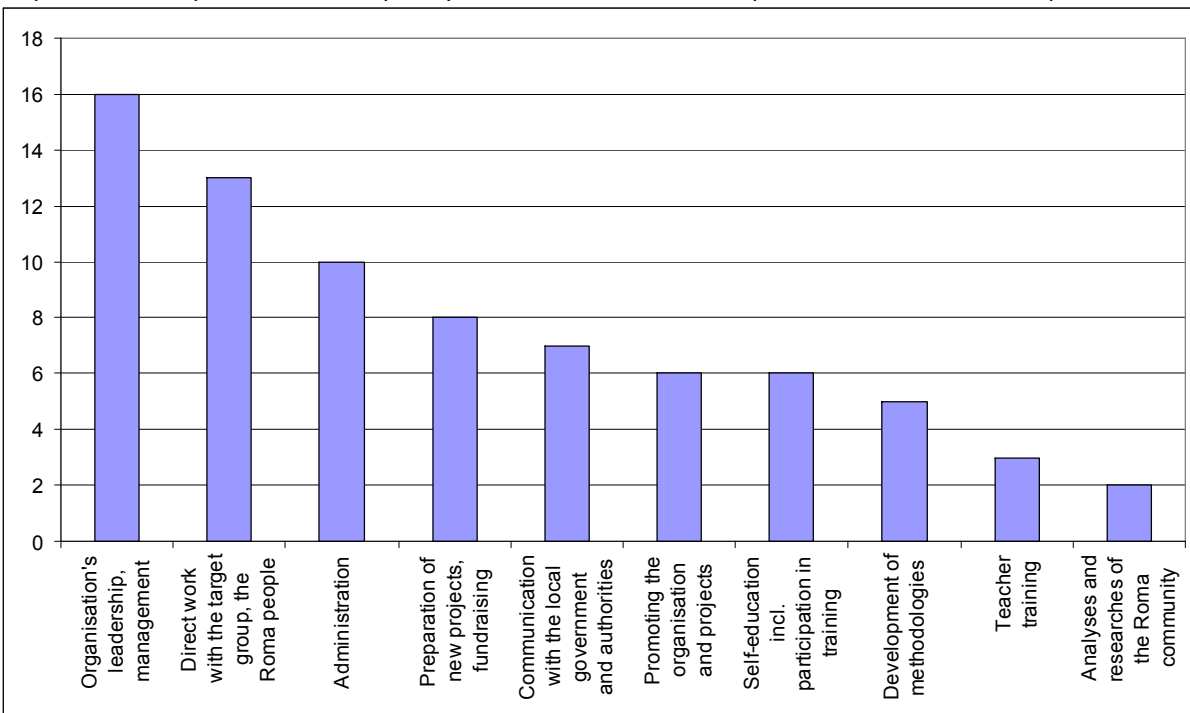


Chart 4:

Responses to the question: "You perceive the Roma communities matters from the point of view of:". It was possible to choose one response.

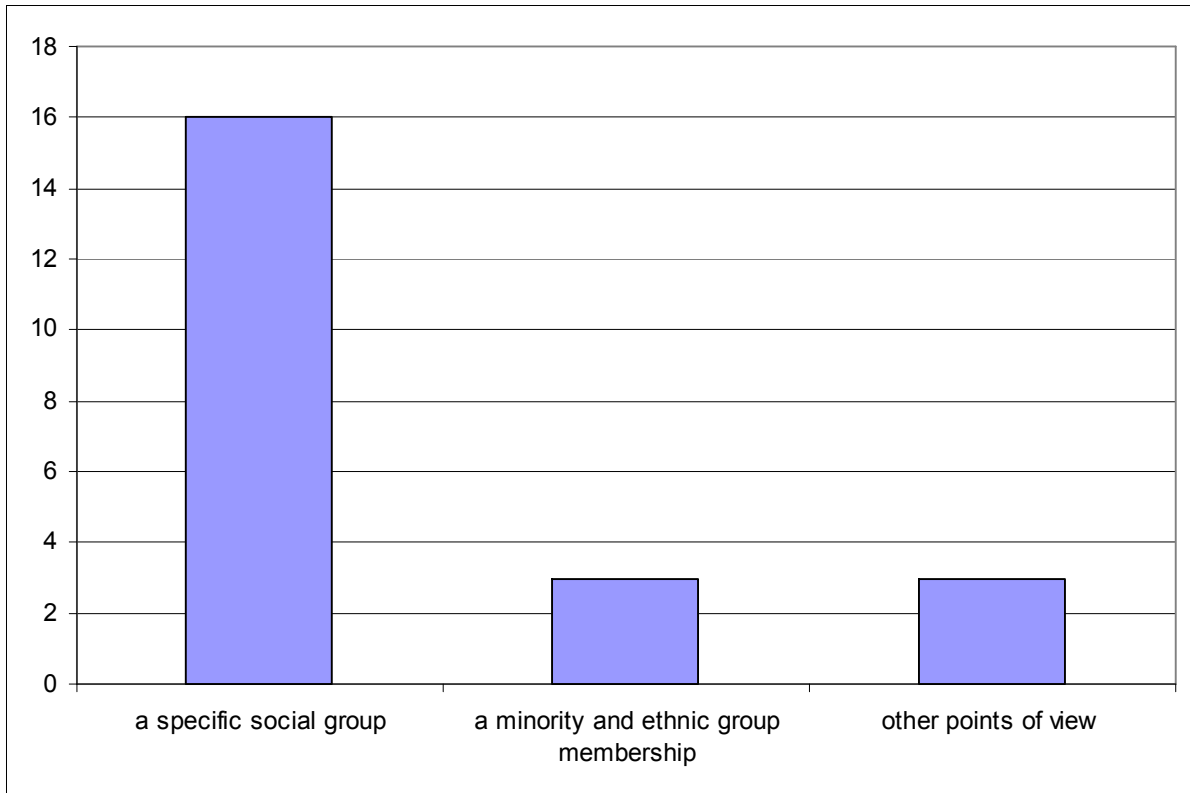


Chart 5:
 Responses to the question: "In your opinion, what is the efficiency of the activities specified herein under? Indicate your response on the scale from 1 (inefficient) to 4 (the most efficient)."

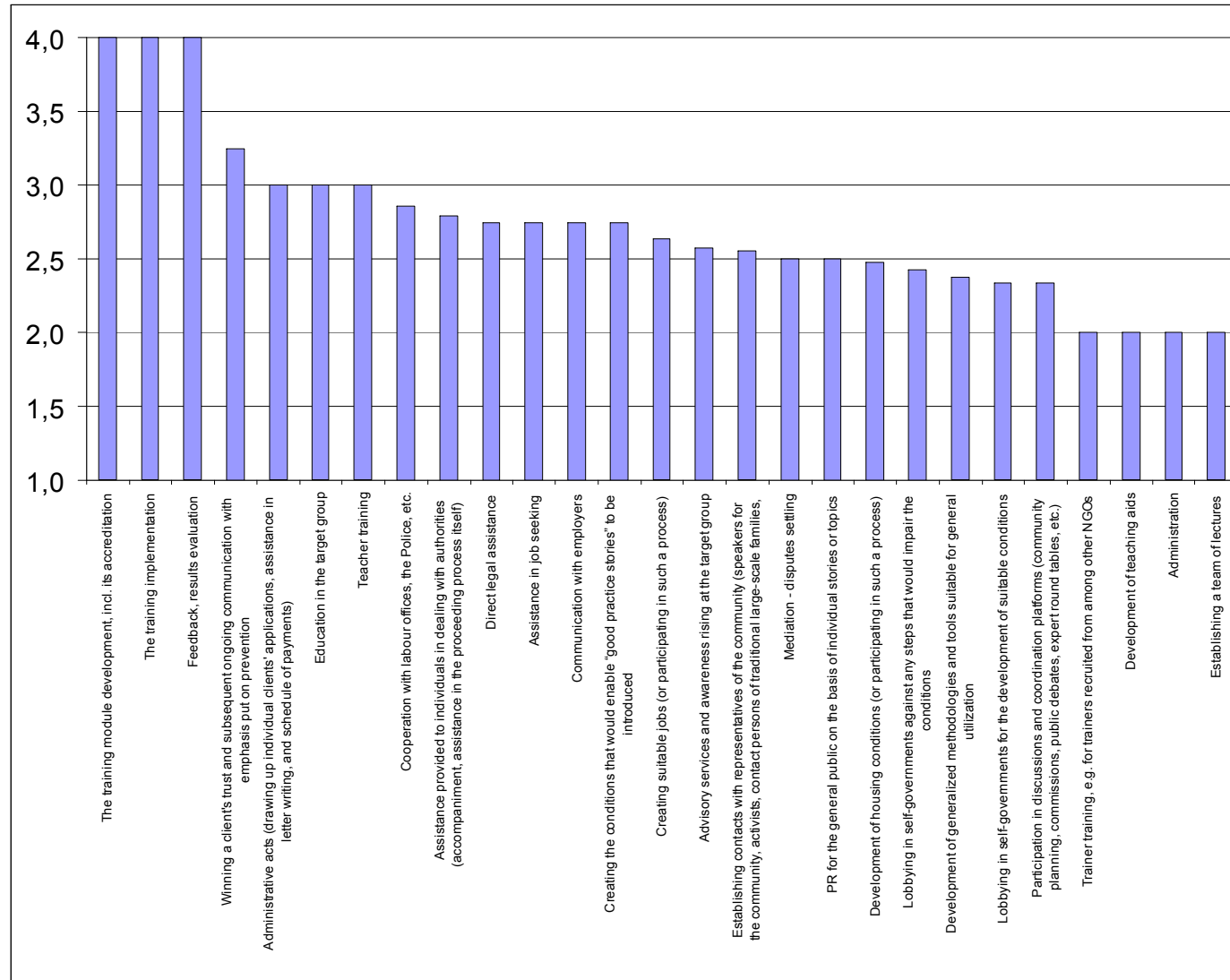
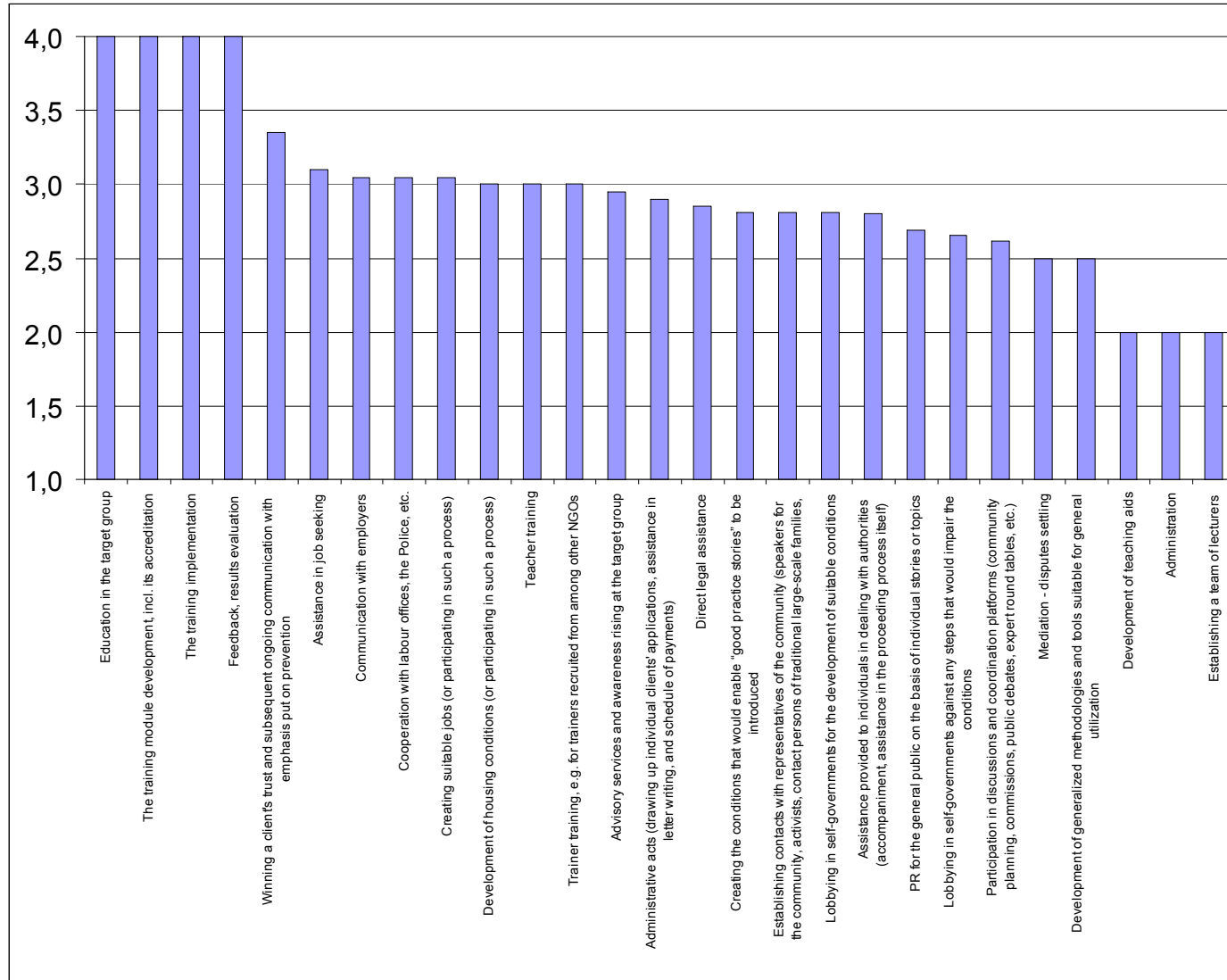


Chart 6:

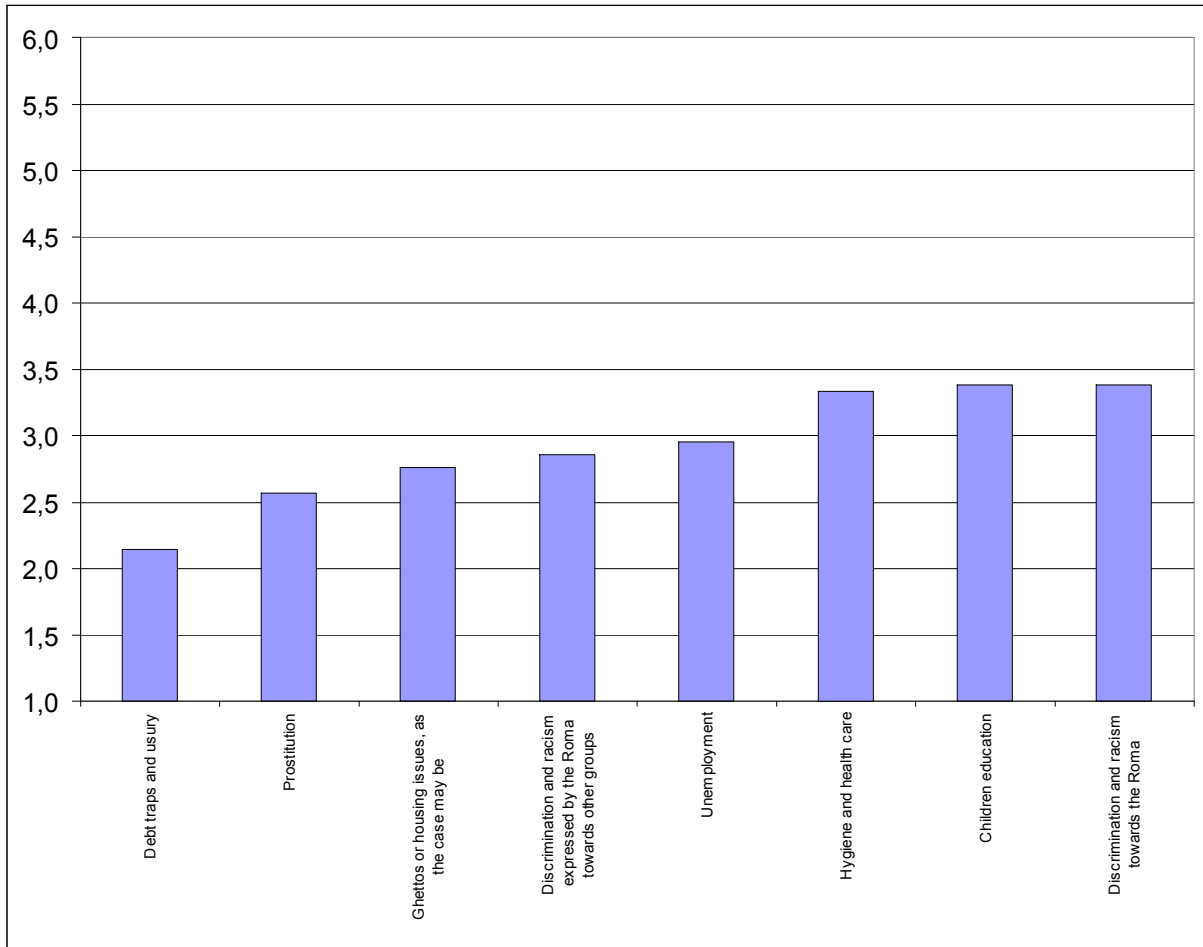
Responses to the question: "In your opinion, which of the activities specified herein under are necessary for the current situation to be maintained? Indicate your response on the scale from 1 (not necessary at all) to 4 (the key activities)."



There were obtained 20 responses in total to the question: "In your opinion, what is the coordination like between those who draw up methodological documents and those who work in the field?" It was possible to provide responses on the scale from 1 (none) to 6 (excellent), while the mean value of obtained answers is **2.85**.

Chart 7:

Responses to the question: "How has the situation changed in last 10 years taking into account the following problems: Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)"



There were obtained 21 responses in total to the question: **"Is the general public interested in solving Roma communities affairs?"**. It was possible to provide responses on the scale from 1 (no, none) to 6 (yes, strong) while the mean value of obtained answers is **2.6**. The mean value of the responses to the question *"How has changed the situation in last 10 years?"* on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly) was **3.1**.

There were obtained 21 responses in total to the question: **"Is the general public in your location interested in solving Roma communities affairs?"**. It was possible to provide responses on the scale from 1 (no, none) to 6 (yes, strong) while the mean value of obtained answers is **3.6**. The mean value of the responses to the question: *"How has the situation changed in last 10 years?"* on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly) was **3.8**.

There were obtained 20 responses in total to the question: **"Is there any significant interest of small groups (activists)?"** It was possible to provide responses on the scale from 1 (no, none) to 6 (yes, strong) while the mean value of obtained answers is **4.1**. The mean value of the responses to the question: *"How has the situation changed in last 10 years?"* on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly) was **3.9**.

For the responses to the complementary question about small groups (activists) see Chart 8:

Chart 8:

Responses to the complementary question: "Are they small groups (activists):" It was possible to choose only one answer.

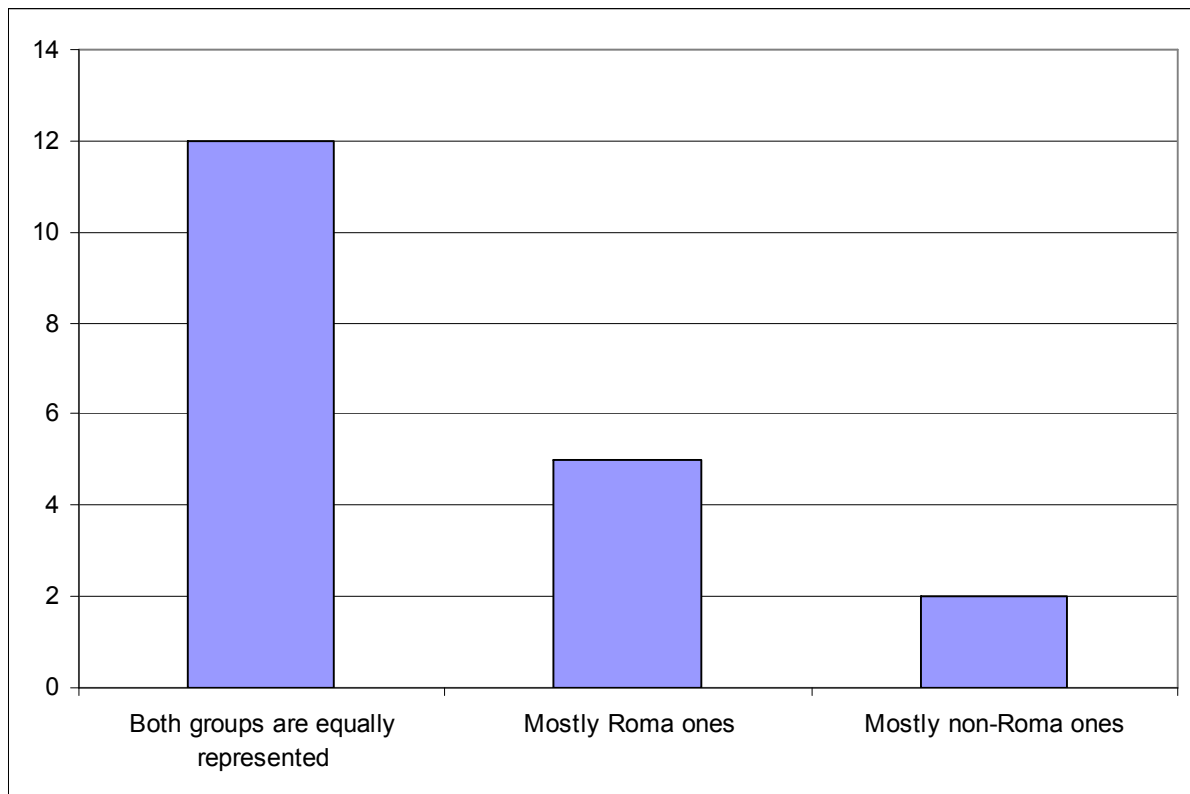


Chart 9:

Responses to the question: "There is interest on the side of the excluded:" (a question concerning persons). It was possible to choose only one answer.

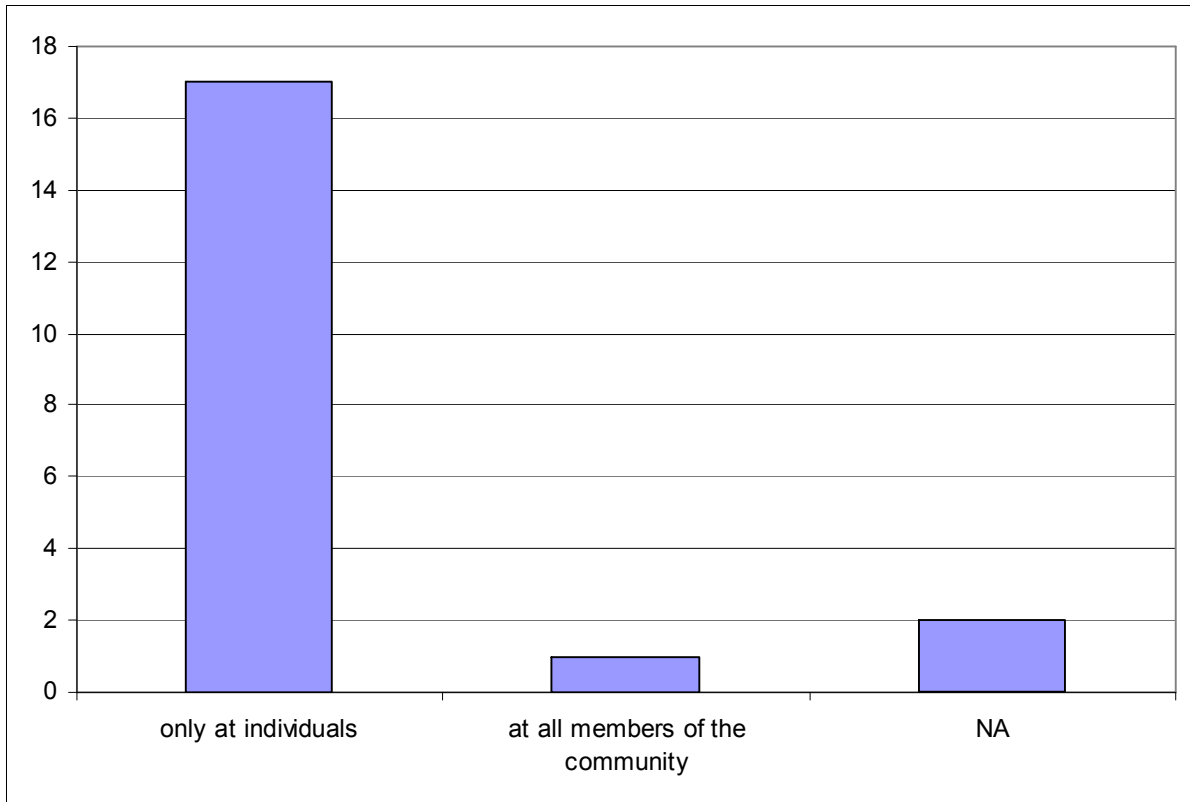


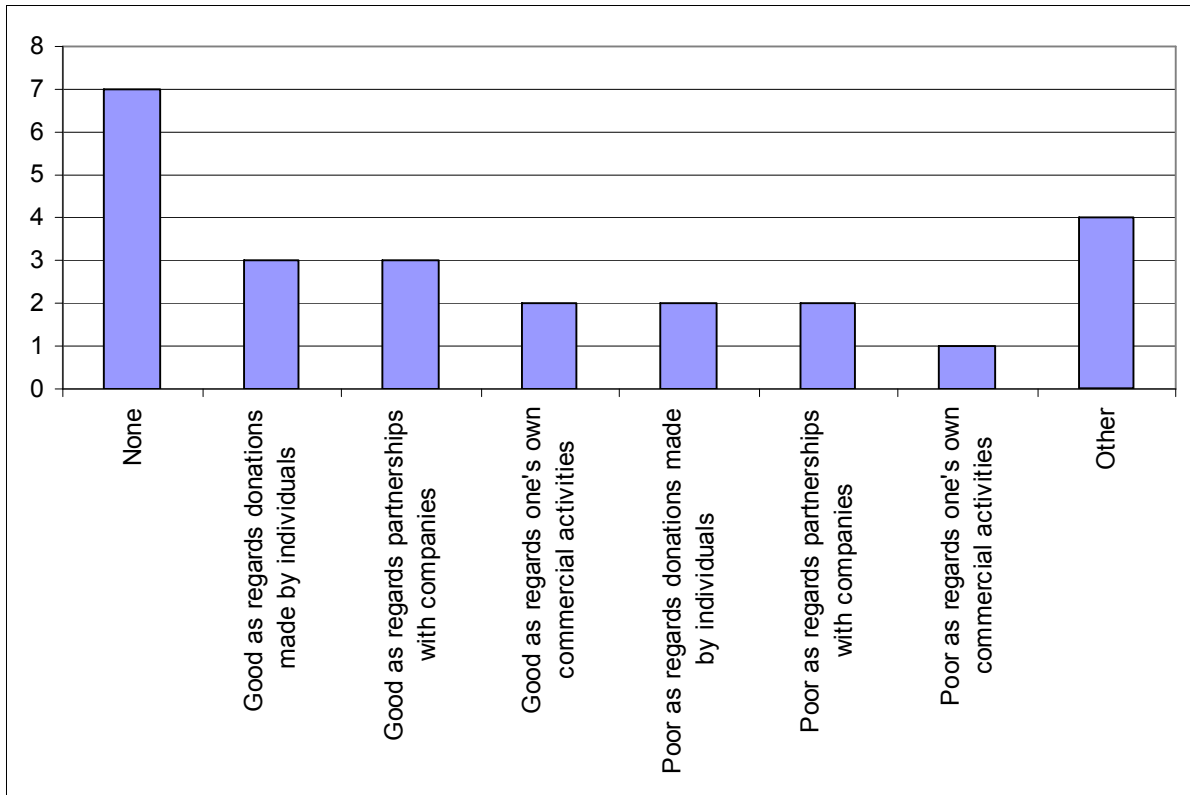
Chart 10:

Responses to the question: "There is some interest on the side of the excluded:" (question about the location). It was possible to choose only one response.



Chart 11:

Responses to the question: "What is your experience with financing from the sources other than grants and subsidies?" It was possible to choose more answers.



The following responses were obtained to the open question (listed in the alphabetical order): **"If you were writing your project application without any limitations and restrictions imposed by the conditions of the call for proposals, what would you remove as redundant from the project application?"**

Formal requirements
I do not know
In particular the limited time determined for the project implementation.
In some applications, some items are needlessly repeated, which then results in the strategy when the same thing is described in other words and from a different point of view (you describe the same clients in the section on the location-field of a project's implementation, in the section on the target group, etc.). It is not very comfortable to quantify objectives because their fulfilling does not always depend on you but on the type of the users who will find your service.
In the case of employment services NGOs should not be limited as regards creating their own profit; the indicators, as they are set up, do not have any informative value.
Nothing
Simplification of project applications.
That it is designed for the 2nd stage of the basic school and older pupils (it is important to engage younger children too)
The interconnectedness with various EU documents of the regional authority...we were only copying everything from the documents to the application
The data on the previous projects.
The parts where one has to repeat again and again what has already been said elsewhere in the application.

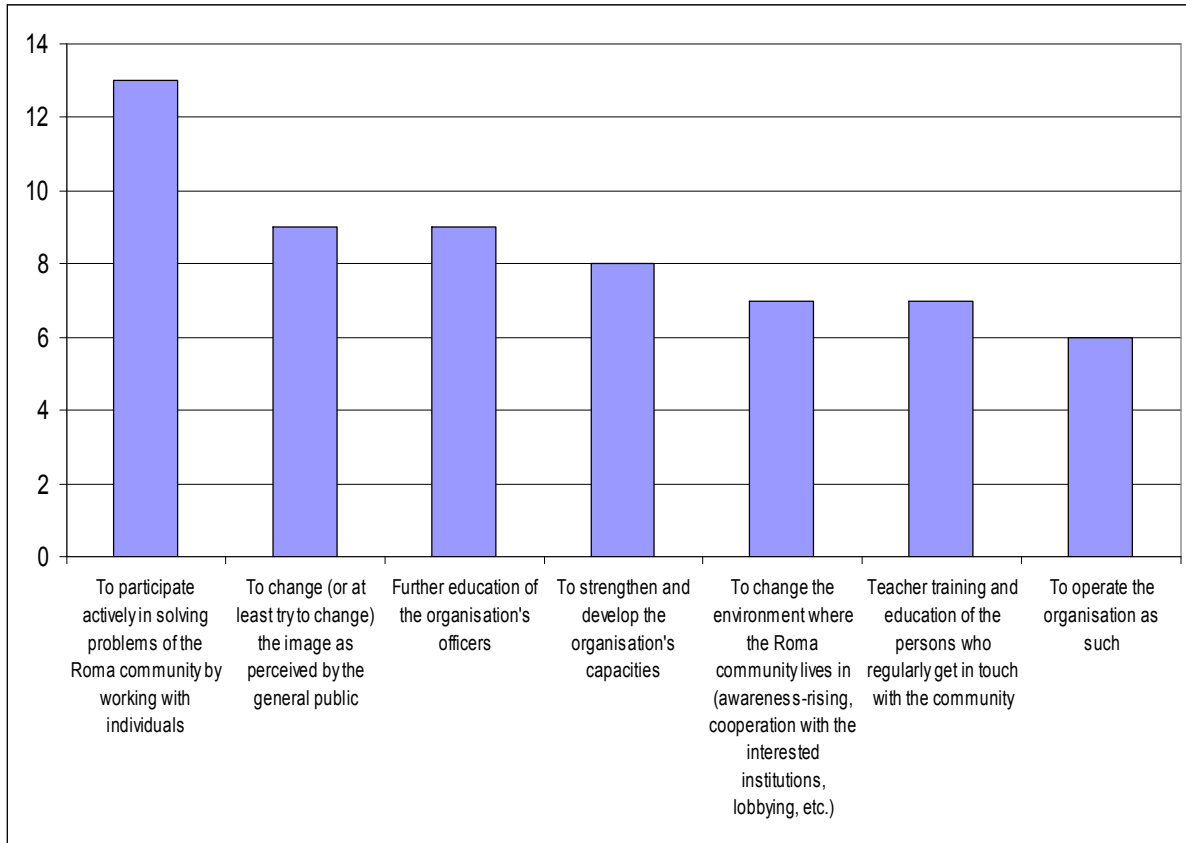
The following responses were obtained to the open question (listed in the alphabetical order): **"If you were writing your project application without any limitations and restrictions imposed by the conditions of the call for proposals, what would you add as substantial?"**

A long-term conception for problem solving processes
Better defined (tight) indicators. A well-arranged, brief handbook.
Controlling whether objectives have been achieved and a project's feasibility
Funding of the projects for a school year.
I do not know.
Individual work with children and pupils, an offer of long-term prospects (housing, work), a long-term relationship
Nothing
Recommendations of the respective municipal authorities on the efficiency of the services or activities
The application form seemed very comprehensive to me, I would not add anything.
The method defining how to provide support, with subsequent monitoring of the quality of such support provisioning
We think the applications are usually so detailed that they do not require any further amendments.
Without any changes

The following responses were obtained to the open question (listed in the alphabetical order according to the first indicator; the logic of the three indicators was maintained): **“What should be monitored so as the results achieved by your organisation might be demonstrated clearly?” State no more than 3 indicators.”**

1.	2.	3.
Objectives	Target groups	Fulfilment of the indicators
Engagement of pupils without any preferring of ethnic groups		
Operating profit (loss)	Activities of the enterprise in the community	Goodwill of the organisation in the region
Qualitative indicators	Specific examples of “good practice”	
Reactions expressed by participants	Reactions expressed by governing bodies	Reactions expressed by the general public
Satisfaction of the clients targeted by the service	Achievement of the service's objective	
The ability to secure self-financing (as regards sustainability)	The number of provided individual assistances (not the number of clients)	
The feedback provided by the Roma themselves	The feedback provided by local authorities and institutions	
The number of clients	The number of active members	
The number of contacts with users in the context of their successfulness in the education process	The number of contacts with users in the context of their successfulness on the labour market	The number of contacts with users in the context of their successfulness in their social environment
The number of participants in the project	The number of the Roma employed on the basis of the project activities	The number of activities organised as a part of the project
The number of satisfied clients	Utilization of the possibility of multi-source financing	An integrated supply of activities according to the existing demand
The number of successfully solved contracts (successful means that an officer did everything what belonged among his or her responsibilities)	Feedback from clients	
The project's objectives really empower clients in such a way that they will be subsequently able to stand the test of finding and maintaining their position in the society without professional assistance of experts	Does the project's implementation lead to positive changes in the clients, community and majority?	The ability of clients to hold up their position in the majority society - education, employment, communication, housing

Chart 12:
 Responses to the question: "The funds raised for your project enabled:". It was possible to choose more than one response.



The following responses were obtained to the open question (listed in the alphabetical order): **"What would not come to existence if your project was not implemented?"**

Cannot be specified
Educational programmes aimed at basic competences (personality education, craft courses, multicultural cooperation, interest education).
Four jobs on the positions of direct work with clients - some administrative processes - necessary for the administration, but useful for the organisation's operations - some new programmes for clients - partnerships with various institutions and employers
Jobs
No jobs for the Roma would be created (about 40 employed/year)
No study materials for pupils would be drawn up. Better availability for homework. Pupils' inclusion to the collective of their class.
Roma police assistance
The concept of the school's orientation
The complex of activities that support and motivate the Roma in their efforts to enter the labour market (from entrance examinations to a secondary school to employment), also quality partnerships (national as well as international) that deal with Roma issues on the professional level.
The methodology of the work with hard-to-place clients seeking employment
The methodology of the work with young people in 15-18 age group in socially excluded locations. Advisory services and motivational activities for a specific target group. No space would be created where activities with the group might be implemented.
The skills in the area of field social work.
The social services targeting this group would not be provided in our region.
The system of interest education - ICT, working with information, English language teaching.

The following responses were obtained to the open question (listed in the alphabetical order): **"Which aspects of the existing situation would cease to exist or get impaired if your project was not implemented?"**

Cannot be specified
Generally, there are not many of such complex activities. The Roma who participated in the project obtained new skills, precious information, employment, education, etc. The project influenced the status of the Prague Roma on the labour market.
No services would be supplied in the location for this age group.
Pupils would leave the educational system with increased frequency.
Social services - specialised social advisory services, field programmes in socially excluded Roma communities and the Police assistance programme
The care of clients would get impaired.
The exhaustion of the two officers responsible for the SROP project administration; we think this was caused by unclear rules governing the project administration and the communication with the implementation structure.
The field work in some locations would totally cease to exist (at least until the next call for proposals->drawing up a project->launch of a project's implementation)
The living standard of many families and individuals in the region would slump sharply
The situation in socially excluded locations would get impaired (the number of such people would increase, there would be more such communities, the image of the Roma would get impaired - there would be no positive models, etc.)
They would get no access at all to the individual programmes, they would not have any opportunity to participate in the activities, education, courses.

The following responses were obtained to the open question (listed in the alphabetical order): **“What socio-economic changes of a longer effect has your project generated?”**

- extension of the working team and of the services offered by the community centre for members of the target group; the responsibility for some programmes has been handed over to the community members or inhabitants of the municipality - improvement of the communication with institutions - improved communication and a subsequently introduced change teaching them how to be more in charge of their own lives
Some participants in the project were successfully employed or mastered such competences that will make it easier for them to get a job. Some participants also established their own businesses. In total, the situation of the Prague Roma on the labour market has been improved.
Cannot be specified
Cannot be evaluated
The wording of the question is not appropriate.
The programmes have enabled to employ socially excluded Roma people, which also “frees of” some families from the ghetto
A contribution to the solution of the Roma community in Holešov (participation in the local partnership - integration of the Roma community).
Stabilization of the working team, jobs for some Roma people from socially excluded communities, the availability of assistance for the socially excluded.
It took a too short time period.
The relationship of pupils and their parents towards the school.
The unemployment rate in the Roma community in the region decreased down to 8 %
The number of young people from socially excluded communities who are able to independently find their way in the social environment and on the labour market has increased and their interest in the legal labour market has grown.

7.5 Evaluation Visits

The evaluators selected the available projects of the specified focus and, subsequently, identified **28 projects** (selected to be visited on site) by means of the quota selection, taking into account the recommendations from the project “The Analysis of the Socially Excluded Roma Locations...” and in particular taking into account the type and location of a project. A record was taken of each of the evaluation visits (for the structure see Annex No. 2).

7.6 Structured Interviews

This method was used as a complementary procedure to interview the people whom it was difficult to reach and in the cases where a personal visit would not significantly contribute to the effect, where it is necessary to act quickly, and also in the cases of additional surveys done with the people who had already been addressed in the past (evaluation visits, field research).

7.7 Field Research

Taking into account the character of the problem surveyed by this evaluation, it is the key method. It was necessary to complete the above described evaluation methods by this qualitative survey that was focused on real impacts of the projects, the level of engagement and motivation of the target group, the sustainability issues and success factors. Four people were working in the team (IM, TH, JB and MK), who commonly use this method in their work and also provide trainings on it. In addition, three more members of the team (PŠJ, JoŠ and JK) are experienced in working with the target group directly in the field. The selection of the location was very carefully considered and based on the identified types of the projects (preparation of the projects taxonomy). A detailed field research was **executed in seven locations and covered several identified target groups (see Annex No. 1).**

THE EVALUATION TEAM

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LIST OF ABBREVIATIONS

ESF	European Social Fund
EES	European Employment Strategy
EU	European Union
GAC	GAC spol. s r.o., following up the operations of Ivan Gabal Analysis & Consulting
SPD	Single Programming Document
FB	Final Beneficiary
MoLSA	Ministry of Labour and Social Affairs of CR
MEYS	Ministry of Education, Youth and Sport of CR
NGO	Nongovernmental Non-Profit Organisation
NROS	Nadace rozvoje občanské společnosti (Civil Society Development Foundation)
OP HRE	Operational Programme Human Resources and Employment
OP HRD	Operational Programme Human Resources Development
OP EC	Operational Programme Education for Competitiveness
OP PA	Operational Programme Prague – Adaptability
HRD	Human Resources Development
FEP	Framework Educational Programme
MA	Managing Authority
FSW	Field Social Work
SEP	School Educational Programme
IB	Intermediate Body
HCSSA	Health Care & Social Services Assistant

ANNEX No. 1: The projects selected for evaluation visits and field research

The projects **highlighted in blue** have been selected for field research

	Organisation's name	Project's title	Subsidies in CZK	Notes The size of the location where the project is implemented (large – over 50 thousand inhabitants – L, medium – M – 20-50 thousand inhabitants, small – up to 20 thousand inhabitants – S)
1	DROM, o.p.s., Brno	SASTIPEN ČR – Health care and social service assistants in excluded locations	10, 802, 620	L, M
2	Sdružení pro probaci a mediaci v justici, Praha 2	The system of mentoring in the criminal justice	6, 166, 280	L, M, S – general project/project not linked to any location
3	Člověk v tísní, Praha 2	Support to social inclusion	11, 403, 019	L, M, S – general project/project not linked to any location
4	Humanitas-Profes, o.p.s. I/175/B	Securing children's rights in a multicultural society	3, 362, 840	L
5	Technické služby Vsetín	Job opportunities	3, 507, 964	M
6	Romodrom	Project - Romodrom for regions II.	13, 266, 400	L, M, S
7	Společn. Romů na Moravě	Project - Field social work in Roma communities	7, 941, 475	L, M, S
8	Občanské sdružení Slovo 21	Pale o vudar – To open the door	4, 678, 600	L, M, S
9	Univerzita Karlova v Praze, Fakulta humanitních studií – I/229 B	Czechkid – multiculturalism through children's eyes	2, 397, 000	Project not linked to any location
10	Občanské sdružení Altus	Building the capacity of Roma NGOs providing social services in the Pardubice Region CZ.04.1.03/2.3.15.2/0196	621, 380	Project not linked to any location

	Organisation's name	Project's title	Subsidies in CZK	Notes The size of the location where the project is implemented (large – over 50 thousand inhabitants – L, medium – M – 20-50 thousand inhabitants, small – up to 20 thousand inhabitants – S)
11	Český západ	Development of the Český západ organisation	574, 846	S
12	EKOLTES Hranice, a. s.	Integration of the Roma citizens excluded from the labour market in the City of Hranice	Not available	S
13	Institut pedagogicko psychologického poradenství ČR	Prevention of premature school-leaving and support to secondary education for socially and culturally disadvantaged pupils and students – PROPOS	Systemic project	Project not linked to any location
14	Romské občanské sdružení K. Vary	Project of education for Roma field social workers	713, 000	L
15	Krok	Project of education and cooperation	2, 007, 010	S
16	o.s. SPOLEČNĚ - JEKHEANE	What you learn when you are young will not be enough for your profession	649, 126	L
17	Sdružení Romů a národnostních menšin Plzeňského kraje	Jekhetano Drom – Common journey CZ.04.1.03/2.3.15.2/0130	649, 600	L
18	IQ Roma servis	My life - my choice. Programme for a new perspective of the young Roma generation	3, 915, 372	L
19	Společenství "Začít spolu"	Opportunity	1, 507, 356	L
20	Základní škola Ústí nad Labem, Předlice, Školní náměstí 100 – I/242 A	Creation and verification of a school educational programme for children from the socially disadvantaged environment in the Roma community of Předlice	1, 400, 536	S

	Organisation's name	Project's title	Subsidies in CZK	Notes The size of the location where the project is implemented (large – over 50 thousand inhabitants – L, medium – M – 20-50 thousand inhabitants, small – up to 20 thousand inhabitants – S)
21	AISIS – I/210 B	Project management for people working in the educational sector	5, 993, 112	Systemic project
22	Dům dětí a mládeže Větrník, Liberec 1, Riegrova 16, příspěvková organizace – I/114 B	Continuous training for pedagogical staff, especially the free time activities pedagogy and vocational training	1, 331, 021	L
23	Středisko volného času Holešov – II/232 A	Community training centre	1, 416, 120	S
24	Základní škola a Mateřská škola Krásná Lípa,	Let's learn together	837, 010	S
25	Střední škola EDUCHEM, a.s. – III/066 A	JANOV - activities for children from socially disadvantaged families	1, 221, 194	M, S
26	Vzájemné soužití	The key to a change	14, 997, 742	L
27	Speciální základní škola Skuteč, okr. Chrudim – iii/163A	Life is not completed when the basic school education is completed - "We are going on"	3, 059, 248	S
28	DROM, o.p.s. Brno	The educational programme in two stages organised by DROM for field social workers	5, 725, 500	National coverage

ANNEX No. 2: The scenario of interviews and visits (the follow copy for the project evaluators)

Notes and instructions:

1. Get ready for the interview, study documents about the organisation and its project in advance.
2. Identify yourself with the link to the project "Evaluation of Projects Aimed at Roma Communities Issues" and with the name of the entity charged with the evaluation and with the name of the contracting authority; you will also be issued the MoLSA's authorization to execute the evaluation - you are acting on behalf of these entities.
3. Do not send this document or any other documents, as the case may be, designed exclusively for internal needs of the team to the organisations; if they ask questions about this, they may be submitted the objectives of the evaluation and be provided a general introduction to the model of the interviews: what they will be about and how long they will take.
4. There will be selected 28 projects, out of which 7 will also be subject to field research (for details on this see special instructions)
5. In the respective organisation, you should identify the persons in accordance with the below specified table and, ideally, carry out a separate interview with a representative from each of the three groups, i.e. 3 interviews altogether in each organisation; the groups are divided to A, B and C, and in every group there are two more types of persons; therefore, the record about an interview is to be broken down by the 6 specified groups; the reason for this is to get various views of the same aspect and compare them subsequently within one organisation and within the whole evaluation (the structure of the record does not have to be so strict, nevertheless, its is necessary to stick to the classification by the target groups and the general itemization of topics/blocks)

GROUP A (answers only the questions in Block A)

1. Field worker (be they volunteers or paid staff)

This means a person who really works in the field, performing for example interventions in families, etc.

2. The other staff working directly with the target group

Mediation, advocacy, various cultural activities, clubs, free time activities, except for trainings and education (see herein under)

GROUP B (answers only the questions in Blocks A and B)

1. Those who train and educate directly the target group

2. Those who train and educate pedagogical and non-pedagogical staff of schools

GROUP C (answers all the questions, i.e. A, B, C)

1. Other

Methodologists, project coordinators, administration, PR and communication, executives in specific areas

2. Management

Directors of organisations or the person who is able to answer the whole range of the below specified questions

The structure for interview recording

Basic data

- Name and address of the organisation
- Type of the organisation (size, location, scope of activities, focus ...should comply with our typology)
- The project's title, source and the volume of the financial assistance provided
- The project's topic in one's own words /max 2 lines/
- The interview participant (according to the above specified classification, e.g. B2)
- Participated in the project's development – y/n
- Has experiences from other projects y/n
- How long has he or she been working on this or similar type of job position (YEARS)
- Description of the project's activities according to the following scheme - the type of an activity /example/3 lines/

PART A (For all three groups)

Block 1

What he/she considers to be the most important in his/her work

Who is his/her most important fellow worker

Where he/she learnt most for this work and whom from

Who is the most important person for him/her, standing outside the organisation, yet influencing his/her work

What is the objective of his/her work - what is the situation he/she would like to achieve

Comments: we will obtain the basic identification of authorities and, in relation to this, also the basic identification of values - objectives

Block 2

Where he/she sees his/her biggest personal achievement at work

Where he/she sees the biggest achievement accomplished through the organisation's activities

Where he/she sees the biggest achievement accomplished through the project (he/she is not sure to be able to distinguish this from the previous topic)

Comments: This only develops the previous block

Block 3

What hinders him/her most at his/her work

Who hinders him/her most at his/her work (as regards the position, not only the respective name)

What he/she would do differently if it was possible (ask for three examples)

What should not be done, yet has to be done

What else he/she would change

Comments: This block focuses on determining the real situation – as regards the topics, persons, functions of the system, external terms of reference

Block 4

If he/she could make decisions regardless of the projects, what he/she would do to achieve the strongest possible fast effect, fast change (the change may not concern people - what matters is what processes he/she would cause and what tools he/she would use for it)

If he/she could make decisions regardless of the projects, what he/she would change in practice, in the long-term perspective

Comments: the synthesis of the previous blocks

Block 5

If he/she worked at the Ministry and was responsible for its grant-making programme, what he/she would focus the grants on

If he/she worked at the Ministry, what he/she would ban

If he/she worked at the Ministry, what he/she himself/herself would not do

Comments: The logical conclusion for Group A. As regards the other groups, it may be positioned after Block 8

PART B (For groups B and C)

Block 6

What external feedbacks he/she has on his/her work:

From the target group itself

From representatives of the public administration authorities

From the general public

Block 7

Is/are there any organisation(s) in the surrounding area that they cooperate well with - if so, what are the differences between their work and his/her organisation's work

Is/are there any organisation(s) in the surrounding area that they do not cooperate with - if so, what are the aspects of its work that do not produce any benefits

Block 8

Do they have any experience they would like to share with the others

What are the issues they are not able to take care of - what they would like to learn, what would help them

Do they know about anybody who has some skills they are lacking, while being interested in learning them

What organisations do they cooperate with or would/would not like to cooperate and why

Whom do they expect support from (moral, financial, organisational)

What could change the overall successfulness of their work from outside – it means the mood in the society, standpoints adopted by public administration, etc.

PART C (Only for group C)

Block 9

According to what do they evaluate the effectiveness of the work performed by their inferior workers (is it evaluated...)

Can he/she give an example when some of his/her inferior workers accomplished an extraordinary achievement. Specify.

Can he/she give an example when some of his/her inferior workers failed in performing something. Specify.

Comments: an indirect question concerning successes in general

Block 10

If he/she was to draw up the project without any limitations and restrictions, what he/she would change in it.

What evaluation criteria he himself/she herself would set up - what should be actually monitored according to them so as the organisation's results might be demonstrated

What he/she would change today in the setting and selection of the project's success indicators

Block 11

How he/she would present an example of long-term socio-economic changes generated by their project

How and to what extent did their project contribute to the achieving of its specific objectives

How do they evaluate the efficiency of the spent funds with respect to the results of their project

What would not come to existence or what would not be prevented from coming to existence without their project.

Comments: – questions drawn up intentionally in the basic, simple way, the intentional re-writing of the evaluation questions

The last block – three classical wishes – for all three groups

Comments: the goal is to learn something what is external to the structured questions, what was not said, yet it is significant

ANNEX No. 3: The field research methodology

FIELD RESEARCH

The follow copy for the evaluators within the project "Evaluation of Projects Aimed at Roma Communities Issues"

Notes and instructions:

6. Any field research shall always be performed by two members of the team, while one of them may be "from the site, local"
7. Get ready for the research, identify representatives of the two groups specified herein under whom are to be addressed, places to be visited; study documents about the organisation and its project in advance
8. Identify yourself with the link to the project "Evaluation of Projects Aimed at Roma Communities Issues" and with the name of the entity charged with the evaluation and with the name of the contracting authority; you will also be issued the MoLSA's authorization to execute the evaluation - you are acting on behalf of these entities.
9. Do not send this document or any other documents, as the case may be, designed exclusively for internal needs of the team to the organisations; if they ask questions about this, they may be submitted the objectives of the evaluation.
10. There will be selected 7 projects that will be subject to field research.
11. You may take written records of the research, you may do audio recording of interviews, take photographs, prepare documents; your report according to the below specified structure will be important.

The structure for field research recording

Basic data:

- Name and address of the organisation
- The project's title, source and the volume of the financial assistance provided
- Brief characteristics of the location, problem, project...
- Sources for the research: visited persons and objects, obtained documents...

Target groups:

- Clients of the services (those whom the project focused on)
- Partners and stakeholders (interested groups), those interested in the project's results; it may be the Roma community where the organisation operates (unless the project focused directly on it), the state administration and self-government (officers), politicians, the police, schools, neighbours, other Roma organisations, other organisations dealing with the same problem...

CLIENTS OF THE SERVICES

Three groups of questions: as regards the people they meet, activities - what specifically they like about what the people (or organisations) do - and finally, what they like and what should change

What they know about the project

Have they talked to anybody about the project? Whom did they talked to and what did they say had changed for them (thanks to the project)

What (parts of the project) attracted their attention, which activity did they like most

Whom they know in the organisation implementing the project and what did the person do for them

If they themselves worked in the organisation (on the project), what would they wish to do, what would they do differently

Would they like to work on something similar or tie in a similar project

Are they interested in taking care of the project's outputs

What annoys them in their surrounding

What should be changed

If he/she was to offer his/her helping hand, what area would he/she do so in, what he/she would do for his/her neighbourhood

PARTNERS (not only the project partners)

The selection of those who will be interviewed is important: they are “the other stakeholders”, they are not only the entities and natural persons with some level of “concurrency” in their activities, i.e. not only the project partners

First, identify 10 subjects and 5 people in the organisation that are, in your opinion, the most important stakeholders with respect to the given topic – in some organisations, they will be school directors, somewhere else the local police, etc. Out of them those should be subsequently selected who are on various levels of “compatibility”

What they know about the project

Have they talked to anybody about the project? Whom did they talk to and what did they say had changed for them (thanks to the project)

What (parts of the project) attracted their attention, which activity did they like most

Whom they know in the organisation implementing the project and what did the person do for them

What has changed in their organisation and their own lives as the result of the project

What should be changed, how they would deal with the situation

Do they know the organisation and the project, whom exactly and why, what attracted their interest

What feedback is provided by politicians, representatives of the self-government, neighbours...(other stakeholders)

What would not come to existence or what would not be prevented from coming to existence without their project.

Do they think it would be good to continue the project? If so, what would they do differently next time, what new things would they do

... and finally three classical wishes

In the case when the research includes a visit to the respective location:

What makes the project visible? What are its visible impacts? What exactly was done? Who takes care of it now and how? How are they further developed, improved? Have they changed anything in it?

Have they associated anything else with it? How does it differ from other products? Is there anything it may be compared to?

ANNEX No. 4: Survey by means of questionnaires

Target group 1: Evaluators of the project applications

- 1) What were the strengths of the applications, which sections were well elaborated therein?
- 2) What were the factors in the applications that most probably "convinced" you?
- 3) Which parts of the project applications do you consider the most important, key for your decision-making?
- 4) In your opinion, which parts in the projects were the weakest, worst elaborated?
- 5) Which parts were not clear and where you would have needed further explanation?
- 6) Which parts of the project applications do you consider redundant?
- 7) Which parts would you add to the project applications, which parts are missing?

Target group 2: Entities implementing the projects

Type 1, The CEO, project manager/project methodologist

1) The project, which you participated in, dealing with the Roma community issues was primarily focused on: *(Choose one possibility)*

- Teacher training
- Employment
- Field work
- Strengthening and development of your organisation's capacity

2) The scope of your work contains: *(More possibilities may be chosen)*

- Administration
- Organisation's leadership, management
- Promoting the organisation and projects
- Self-education, incl. participation in trainings
- Direct work with the target group - the Roma
- Teacher training
- Development of methodologies
- Analyses and researches of the Roma community
- Preparation of new projects, seeking new grant possibilities
- Communication with the local government and authorities

3) We perceive the Roma communities issues from the point of view of: *(Choose one possibility)*

- Specific social group
- Members of a minority and ethnic group
- In another way (please, specify):

4) In your opinion, what is the efficiency of the activities listed herein under?

Indicate your response on the scale from 1 (inefficient) to 4 (the most efficient).

Part I.:

- Administrative acts (drawing up individual clients' applications, assistance in letter writing, schedule of payments)
- Assistance provided to individuals in dealing with authorities (accompaniment, assistance in the proceeding process itself)
- Winning a client's trust and subsequent ongoing communication with emphasis put on prevention
- Mediation - disputes settling
- Direct legal assistance
- Assistance in job seeking
- Communication with employers

Part II.:

- Advisory services and awareness rising at the target group
- Establishing contacts with representatives of the community (speakers for the community, activists, contact persons of traditional large-scale families, etc.)
- Cooperation with labour offices, the Police, etc.
- Creating suitable jobs (or participating in such a process)
- Development of housing conditions (or participating in such a process)
- Lobbying in self-governments for the development of suitable conditions
- Lobbying in self-governments against any steps that would impair the conditions
- Participation in discussions and coordination platforms (community planning, commissions, public debates, expert round tables, etc.)

Part III.:

- PR for the general public on the basis of individual stories or topics
- Development of generalized methodologies and tools suitable for general utilization
- Creating the conditions that would enable "good practice stories" to be introduced

5) In your opinion, which of the activities specified herein under are necessary for the current situation to be maintained? *Indicate your response on the scale from 1 (not necessary at all) to 4 (the key activities).*

Part I.:

- Administrative acts (drawing up individual clients' applications, assistance in letter writing, schedule of payments)
- Assistance provided to individuals in dealing with authorities (accompaniment, assistance in the proceeding process itself)
- Winning a client's trust and subsequent ongoing communication with emphasis put on prevention
- Mediation - disputes settling
- Direct legal assistance
- Assistance in job seeking
- Communication with employers

Part II.:

- Advisory services and awareness rising at the target group
- Establishing contacts with representatives of the community (speakers for the community, activists, contact persons of traditional large-scale families, etc.)
- Cooperation with labour offices, the Police, etc.
- Creating suitable jobs (or participating in such a process)
- Development of housing conditions (or participating in such a process)
- Lobbying in self-governments for the development of suitable conditions
- Lobbying in self-governments against any steps that would impair the conditions
- Participation in discussions and coordination platforms (community planning, commissions, public debates, expert round tables, etc.)

Part III.:

- PR for the general public on the basis of individual stories or topics
- Development of generalized methodologies and tools suitable for general utilization
- Creating the conditions that would enable "good practice stories" to be introduced

6) In your opinion, what is the coordination like between those who draw up methodological documents and those who work in the field? *Provide responses on the scale from 1 (none) to 6 (excellent).*

7) How has the situation changed in last 10 years taking into account the following problems: *Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)*

- Ghettos or housing issues, as the case may be
- Debt traps and usury
- Prostitution
- Unemployment
- Children education
- Hygiene and health care
- Discrimination and racism towards the Roma
- Discrimination and racism expressed by the Roma towards other groups

8) Is the general public interested in solving Roma communities affairs?:
Indicate your response on the scale from 1 (no, none) to 6 (yes, strong)

How has the situation changed in last 10 years?:
Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)

9) Is the general public in your location interested in solving Roma communities affairs?:
Indicate your response on the scale from 1 (no, none) to 6 (yes, strong)

How has the situation changed in last 10 years?:
Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)

10) Is there any significant interest of small groups (activists)?:
Indicate your response on the scale from 1 (no, none) to 6 (yes, strong)

How has the situation changed in last 10 years?:
Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)

The complementary question if the value of your response to question 10 "Is there any significant interest of small groups (activists)" was 2-6:

10a, They are small groups (activists): *(Choose one possibility)*

- Mostly Roma ones
- Mostly non-Roma ones
- Both groups are equally represented

11) Is there any interest in solving the situation on the side of socially excluded Roma people?
Indicate your response on the scale from 1 (no, none) to 6 (yes, strong)

How has the situation changed in last 10 years?:
Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)

Two complementary questions if the value of your response to question 11 "Is there any interest in solving the situation on the side of socially excluded Roma people?" was 2-6:

11a1, There is interest on the side of the excluded: *(Choose one possibility)*

- Only at individuals
- At all members of the community
- NA

11a2, There is interest on the side of the excluded: *(Choose one possibility)*

- Only in some locations
- In all the locations without any difference
- NA

12) What is your experience with financing from the sources other than grants and subsidies?
(Choose one possibility)

- None
- Good as regards partnerships with companies
- Poor as regards partnerships with companies
- Good as regards one's own commercial activities
- Poor as regards one's own commercial activities
- Good as regards donations made by individuals
- Poor as regards donations made by individuals
- Other (please, specify)

13. If you were writing your project application without any limitations and restrictions imposed by the conditions of the call for proposals,

a, what would you remove as redundant from the project application:

b, what would you add to the project application as substantial:

14. What should be monitored so as the results achieved by your organisation might be demonstrated clearly? *State no more than 3 indicators.*

15. The funds raised for your project enabled: *(You may choose more possibilities)*

- To participate actively in solving problems of the Roma community by working with individuals
- To change the environment where the Roma community lives in (awareness-rising, cooperation with the interested institutions, lobbying, etc.)
- To change (or at least try to change) the image as perceived by the general public
- Teacher training and education of the persons who regularly get in touch with the community
- Further education of the organisation's officers
- To strengthen and develop the organisation's capacities
- To operate the organisation as such
- Choose one or more responses.

16. If your project was not implemented?:

a, what new things would not come to existence?

b, which of the existing things would cease to exist or get impaired?

17. What socio-economic changes of a longer effect has your project generated?

Type 2, The officer in charge of education and preparation of specific educational methodologies

1) The project, which you participated in, dealing with the Roma community issues was primarily focused on: *(Choose one possibility)*

- Teacher training
- Employment
- Field work
- Strengthening and development of your organisation's capacity

2) The scope of your work contains: *(More possibilities may be chosen)*

- Administration
- Organisation's leadership, management
- Promoting the organisation and projects

- Self-education, incl. participation in trainings
- Direct work with the target group - the Roma
- Teacher training
- Development of methodologies
- Analyses and researches of the Roma community
- Preparation of new projects, seeking new grant possibilities
- Communication with the local government and authorities

3) We perceive the Roma communities issues from the point of view of: *(Choose one possibility)*

- Specific social group
- Members of a minority and ethnic group
- In another way (please, specify):

4) In your opinion, what is the efficiency of the activities listed herein under?

Indicate your response on the scale from 1 (inefficient) to 4 (the most efficient).

Part I.:

- Education in the target group
- Teacher training
- Trainer training, e.g. for trainers recruited from among other NGOs
- Development of teaching aids
- The training module development, incl. its accreditation
- The training implementation
- Administration
- Establishing a team of lecturers
- Feedback, results evaluation

Part II.:

- Advisory services and awareness rising at the target group
- Establishing contacts with representatives of the community (speakers for the community, activists, contact persons of traditional large-scale families, etc.)
- Cooperation with labour offices, the Police, etc.
- Creating suitable jobs (or participating in such a process)
- Development of housing conditions (or participating in such a process)
- Lobbying in self-governments for the development of suitable conditions
- Lobbying in self-governments against any steps that would impair the conditions
- Participation in discussions and coordination platforms (community planning, commissions, public debates, expert round tables, etc.)

5) In your opinion, which of the activities specified herein under are necessary for the current situation to be maintained? *Indicate your response on the scale from 1 (not necessary at all) to 4 (the key activities).*

Part I.:

- Education in the target group
- Teacher training
- Trainer training, e.g. for trainers recruited from among other NGOs
- Development of teaching aids
- The training module development, incl. its accreditation
- The training implementation
- Administration
- Establishing a team of lecturers
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Part II.:

- Advisory services and awareness rising at the target group
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- Cooperation with labour offices, the Police, etc.
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- Lobbying in self-governments for the development of suitable conditions
- Lobbying in self-governments against any steps that would impair the conditions
- Participation in discussions and coordination platforms (community planning, commissions, public debates, expert round tables, etc.)

6) In your opinion, what is the coordination like between those who draw up methodological documents and those who work in the field? *Provide responses on the scale from 1 (none) to 6 (excellent).*

7) How has the situation changed in last 10 years taking into account the following problems: *Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)*

- Ghettos or housing issues, as the case may be
- Debt traps and usury
- Prostitution
- Unemployment
- Children education
- Hygiene and health care
- Discrimination and racism towards the Roma
- Discrimination and racism expressed by the Roma towards other groups

8) Is the general public interested in solving Roma communities affairs?:
Indicate your response on the scale from 1 (no, none) to 6 (yes, strong)

How has the situation changed in last 10 years?:
Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)

9) Is the general public in your location interested in solving Roma communities affairs?:
Indicate your response on the scale from 1 (no, none) to 6 (yes, strong)

How has the situation changed in last 10 years?:
Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)

10) Is there any significant interest of small groups (activists)?:
Indicate your response on the scale from 1 (no, none) to 6 (yes, strong)

How has the situation changed in last 10 years?:
Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)

The complementary question if the value of your response to question 10 "Is there any significant interest of small groups (activists)" was 2-6:

10a, They are small groups (activists): *(Choose one possibility)*

- Mostly Roma ones
- Mostly non-Roma ones

- Both groups are equally represented

11) Is there any interest in solving the situation on the side of socially excluded Roma people?
Indicate your response on the scale from 1 (no, none) to 6 (yes, strong)

How has the situation changed in last 10 years?:

Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)

Two complementary questions if the value of your response to question 11 "Is there any interest in solving the situation on the side of socially excluded Roma people?" was 2-6:

11a1, There is interest on the side of the excluded: *(Choose one possibility)*

- Only at individuals
- At all members of the community
- NA

11a2, There is interest on the side of the excluded: *(Choose one possibility)*

- Only in some locations
- In all the locations without any difference
- NA

Type 3, The field worker and the officers working directly with members of the Roma community

1) The project, which you participated in, dealing with the Roma community issues was primarily focused on: *(Choose one possibility)*

- Teacher training
- Employment
- Field work
- Strengthening and development of your organisation's capacity

2) The scope of your work contains: *(More possibilities may be chosen)*

- Administration
- Organisation's leadership, management
- Promoting the organisation and projects
- Self-education, incl. participation in trainings
- Direct work with the target group - the Roma
- Teacher training
- Development of methodologies
- Analyses and researches of the Roma community
- Preparation of new projects, seeking new grant possibilities
- Communication with the local government and authorities

3) We perceive the Roma communities issues from the point of view of: *(Choose one possibility)*

- Specific social group
- Members of a minority and ethnic group
- In another way (please, specify):

4) In your opinion, what is the efficiency of the activities listed herein under?

Indicate your response on the scale from 1 (inefficient) to 4 (the most efficient).

Part I.:

- Administrative acts (drawing up individual clients' applications, assistance in letter writing, schedule of payments)

- Assistance provided to individuals in dealing with authorities (accompaniment, assistance in the proceeding process itself)
- Winning a client's trust and subsequent ongoing communication with emphasis put on prevention
- Mediation - disputes settling
- Direct legal assistance
- Assistance in job seeking
- Communication with employers

Part II.:

- Advisory services and awareness rising at the target group
- Establishing contacts with representatives of the community (speakers for the community, activists, contact persons of traditional large-scale families, etc.)
- Cooperation with labour offices, the Police, etc.
- Creating suitable jobs (or participating in such a process)
- Development of housing conditions (or participating in such a process)
- Lobbying in self-governments for the development of suitable conditions
- Lobbying in self-governments against any steps that would impair the conditions
- Participation in discussions and coordination platforms (community planning, commissions, public debates, expert round tables, etc.)

5) In your opinion, which of the activities specified herein under are necessary for the current situation to be maintained? *Indicate your response on the scale from 1 (not necessary at all) to 4 (the key activities).*

Part I.:

- Administrative acts (drawing up individual clients' applications, assistance in letter writing, schedule of payments)
- Assistance provided to individuals in dealing with authorities (accompaniment, assistance in the proceeding process itself)
- Winning a client's trust and subsequent ongoing communication with emphasis put on prevention
- Mediation - disputes settling
- Direct legal assistance
- Assistance in job seeking
- Communication with employers

Part II.:

- Advisory services and awareness rising at the target group
- Establishing contacts with representatives of the community (speakers for the community, activists, contact persons of traditional large-scale families, etc.)
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- Lobbying in self-governments against any steps that would impair the conditions
- Participation in discussions and coordination platforms (community planning, commissions, public debates, expert round tables, etc.)

6) In your opinion, what is the coordination like between those who draw up methodological documents and those who work in the field? *Provide responses on the scale from 1 (none) to 6 (excellent).*

7) How has the situation changed in last 10 years taking into account the following problems: *Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)*

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- Debt traps and usury

- Prostitution
- Unemployment
- Children education
- Hygiene and health care
- Discrimination and racism towards the Roma
- Discrimination and racism expressed by the Roma towards other groups

8) Is the general public interested in solving Roma communities affairs?:
Indicate your response on the scale from 1 (no, none) to 6 (yes, strong)

How has the situation changed in last 10 years?:
Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)

9) Is the general public in your location interested in solving Roma communities affairs?:
Indicate your response on the scale from 1 (no, none) to 6 (yes, strong)

How has the situation changed in last 10 years?:
Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)

10) Is there any significant interest of small groups (activists)?:
Indicate your response on the scale from 1 (no, none) to 6 (yes, strong)

How has the situation changed in last 10 years?:
Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)

The complementary question if the value of your response to question 10 "Is there any significant interest of small groups (activists)" was 2-6:

10a, They are small groups (activists): *(Choose one possibility)*

- Mostly Roma ones
- Mostly non-Roma ones
- Both groups are equally represented

11) Is there any interest in solving the situation on the side of socially excluded Roma people?
Indicate your response on the scale from 1 (no, none) to 6 (yes, strong)

How has the situation changed in last 10 years?:
Indicate your response on the scale from 1 (it has worsened significantly) to 6 (it has improved significantly)

Two complementary questions if the value of your response to question 11 "Is there any interest in solving the situation on the side of socially excluded Roma people?" was 2-6:

11a1, There is interest on the side of the excluded: *(Choose one possibility)*

- Only at individuals
- At all members of the community
- NA

11a2, There is interest on the side of the excluded: *(Choose one possibility)*

- Only in some locations
- In all the locations without any difference
- NA

ANNEX No. 5: List of evaluation sources

1) General and strategic documents

- o *Bridging the Gap by 2015* [online]. The World Bank Group, c2008 [cit. 2008-08-11]. URL: <<http://go.worldbank.org/0HDSM1HYQ0>>.
- o *Commission Staff Working Document accompanying the Communication from the Commission to the European parliament, the Council, the European Economic and Social Committee and the Committee of the Regions : Non-discrimination and equal opportunities : A renewed commitment : Community Instruments and Policies for Roma Inclusion* [online]. Brussels : European Commission, 2008 [cit. 2008-11-12]. 57 s. URL: <<http://ec.europa.eu/social/BlobServlet?docId=546&langId=en>>. COM(2008) 420. SEC(2008)XXX.
- o *Čunek připravuje koncepční řešení romské problematiky* [online]. 8. 03 2007 [cit. 2008-08-11]. URL: <<http://www.mmr.cz/cunek-pripravuje-koncepcni-reseni-romske-problematiky>>.
- o *Decade of Roma Inclusion 2005-2015* [online]. July 16 2008 [cit. 2008-11-12]. On the "Europeanization" of Roma Policy. URL: <<http://www.romadecade.org/index.php?content=310>>.
- o *Decade of Roma Inclusion 2005-2015* [online]. OSI Roma Initiatives Office [cit. 2008-08-11]. URL: <<http://www.romadecade.org/>>.
- o Evropská antidiskriminační legislativa. *Sdružení Dženo* [online]. 5. 8. 2008 [cit. 2008-08-11]. URL: <http://www.dzeno.cz/?c_id=16722>.
- o *Koncepce romské integrace 2005* [online]. Praha : Rada vlády ČR pro záležitosti romské komunity [cit. 2008-08-11]. URL: <<http://www.vlada.cz/dokument8150.html>>.
- o *Národní akční plán sociálního začleňování* [online]. Praha : MPSV, poslední aktualizace: 18.2.2008 [cit. 2008-08-11]. K dispozici jsou archivní, aktuální i připravované akční plány. URL: <<http://www.mpsv.cz/clanek.php?lg=1&id=1098>>.
- o *Rada vlády ČR pro záležitosti romské komunity* [online]. Praha : Úřad vlády ČR, c2007 [cit. 2008-08-11]. URL: <<http://www.vlada.cz/cs/rvk/rzrk/rzrk.html>>.
- o *Sociální legislativa* [online]. Praha : MPSV, poslední aktualizace: 4.8.2008 [cit. 2008-09-29]. Včetně zákona o sociálním zabezpečení a zákona o sociálních službách (ve znění pozdějších předpisů). URL: <<http://www.mpsv.cz/cs/3459>>.
- o *Strategie integrace romské komunity Moravskoslezského kraje na období 2006-2009* [online]. Krajský úřad Moravskoslezského kraje, Odbor kultury a památkové péče, srpen 2006 [cit. 2008-08-11]. URL: <http://verejna-sprava.kr-moravskoslezsky.cz/zip/nme_strategie_romske_komunity.pdf>.
- o *Strategie integrace romské komunity ve Středočeském kraji* [online]. [cit. 2008-08-11]. Na stránce jsou k dispozici odkazy i na příbuzné dokumenty (analýzy apod.) týkající se především Středočeského kraje. URL: <<http://www.kr-stredocesky.cz/portal/odbory/socialni-oblast/romska-integrace/>>.
- o *Strategie prevence kriminality na léta 2008 až 2011* [online]. Praha : MV ČR, odbor prevence kriminality, 16. října 2007 [cit. 2008-08-11]. URL: <<http://web.mvcr.cz/archiv2008/dokument/2007/prevence/strategie1016.html>>.
- o *Změna dlouhodobé koncepce : Centrum interkulturního vzdělávání (CIV)* [online]. [cit. 2008-08-11]. V rámci internetové prezentace centra je k dispozici mj. i seznam literatury k tématu interkulturního vzdělávání (http://pf1.ujep.cz/CIV_literatura.asp), odkazy na další tematicky relevantní weby (http://pf1.ujep.cz/CIV_odkazy.asp) a personální obsazení centra (http://pf1.ujep.cz/00_slozeni.asp?ID=29). URL: <http://pf1.ujep.cz/CIV_cinnost.asp>.

- o *Zpráva o plnění Koncepce romské integrace na období 2004 - 2008 ve Zlínském kraji za rok 2007* [online]. Zlín : Rada Zlínského kraje, 19.6.2008 [cit. 2008-08-11]. URL: <<http://www.kr-zlinsky.cz/docDetail.aspx?docid=71392&nid=7026&doctype=ART>>.

2) Programming documents and methodical aids

- o ČIŽINSKÝ, Pavel, et al. *Diskriminace : manuál pro pracovníky institucí* [online]. Praha : Poradna pro občanství / Občanská a lidská práva, 2006 [cit. 2008-08-11]. URL: <<http://www.diskriminace.info/dp-migrace/diskriminace.pdf>>.
- o *Evropský sociální fond 2007-2013 : Operační program Lidské zdroje a Zaměstnanost* [online]. Evropský sociální fond ČR, aktualizace: 18.10.2007 [cit. 2008-08-11]. URL: <<http://www.esfcr.cz/clanek.php?lg=1&id=5507>>.
- o *Evropský sociální fond v České republice, 2007-2013* [online]. [cit. 2008-08-11]. URL: <http://ec.europa.eu/employment_social/esf/members/cz_cs.htm>.
- o *Jednotný programový dokument pro Cíl 3 regionu NUTS 2 hlavní město Praha* [online]. 8. verze. Praha : MPSV; hlavní město Praha, únor 2004 [cit. 2008-11-12]. 183 s. Programový dokument schválený Evropskou komisí dne 18. 2. 2004. URL: <<http://www.esfcr.cz/files/clanky/219/jpd3.pdf>>.
- o *Programový Dodatek k Jednotnému programovému dokumentu pro Cíl 3 Regionu NUTS 2 hlavní město Praha*. Praha : MPSV; hlavní město Praha, 2004 [cit. 2008-11-12]. 112 s. Schváleno Monitorovacím výborem dne 20. září 2004 (ve znění změn ze dne 14. června 2006). URL: <<http://www.esfcr.cz/files/clanky/220/JPD3-dodatek-0606-final.pdf>>.
- o *Indicators for Monitoring and Evaluation : An indicative methodology* [online]. European Commission [cit. 2008-11-12]. 55 s. The New Programming period 2000-2006 : methodological working papers, Working Paper 3. URL: <http://biogov.cpdr.ucl.ac.be/communication/papers/indic_en105.pdf>.
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6) Internal sources, e.g. sources created during this evaluation

- a. Výsledky dotazníkového šetření
- b. Zápisy telefonických rozhovorů
- c. Záznamy evaluačních návštěv
- d. Záznamy z terénního výzkumu
- e. Data a sestavy generované MSSF-MONIT a MSSF-CENTRAL (zejména sestavy týkající se hodnocení projektů, monitorovacích indikátorů a projektové žádosti)
- f. Zápisy ze schůzek týmu a rozšířené skupiny expertů
- g. Zápisy z jednání se zadavatelem
- h. Připomínky členů týmu a rozšířené skupiny expertů
- i. Připomínky zadavatele

ANNEX No. 6: Summary of the projects and contacts

Název organizace	Název projektu	Identifikační číslo	Subjekt	Opatření	Zařazení mezi 28 vybranými projekty	Zařazení mezi 7 vybranými projekty	Kontakty na realizátory projektu - kromě e-mailu (uvedeny pouze u 28 vybraných projektů)	Kontakty na realizátory projektu - e-mail
DROM, o.p.s., Brno	SASTIPEN ČR – Zdravotně sociální pomocníci ve vyloučených lokalitách	CZ.04.1.03/2.1.15.1/0056	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ano	ne	Kratochvíl, Michal, tel. 545 211 576	drom@iol.cz
Sdružení pro probaci a mediaci v justici, Praha 2	Systém mentoringu v trestní justici	CZ.04.1.03/2.1.15.1/0039	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ano	ne	Křížanová, Barbora, tel. 296 180 297	krizanova@spj.cz
Člověk v tísni, Praha 2	Podpora sociálního začleňování	CZ.04.1.03/2.1.15.1/0052	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ano	ano	Moravec, Štěpán, tel. 226 200 466	stepan.moravec@clovekvtsni.cz
DROM, o.p.s., Brno	Dvoustupňový vzdělávací program DROM pro TSP	CZ.04.1.03/2.1.15.1/0055	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ano	ne	Kratochvíl, Michal, tel. 545 211 576	kratochvil.drom@seznam.cz
Univerzita Palackého v Olomouci, Pedagogická fakulta, Olomouc	Vzdělávání poskytovatelů služeb minoritním skupinám obyvatelstva s ohledem na jejich uplatnění na trhu práce	CZ.04.1.03/2.1.15.1/0019	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ne	ne		valenta@pdfnw.upol.cz
Občanské sdružení Slovo 21	Pale o vudar – Otevřít dveře	CZ.04.1.03/2.1.15.2/0016	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ano	ne	Horváthová, Martina, tel. 222 511 434	slovo21@centrum.cz

Moravskoslezský kraj	TERNE ČHAVE (Mladí lidé) - projekt vzdělávání odborných pracovníků center pro rozvoj funkční gramotnosti romské mládeže	CZ.04.1.03/2.1.15.2/0072	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ne	ne	Chovanioková, Petra, tel. 595 622 318	petra.choanikova@kr-moravskoslezsky.cz
Občanské sdružení Vzájemné soužití	Klíč ke změně	CZ.04.1.03/2.1.15.2/0057	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ano	ne	Vishwanathan Sri Kumar, tel. 596 130 715	vzajemne.souziti@tiscali.cz
Univerzita Jany Evangelisty Purkyně	VIA II - Vzdělávání terénních sociálních pracovníků	CZ.04.1.03/2.1.15.3/0019	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ne	ne		fleischmann@pf.ujep.cz
Romské občanské sdružení K. Vary	Vzdělávání romských terénních sociálních pracovníků	CZ.04.1.03/2.1.15.3/0005	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ano	ne		ghb.kv@seznam.cz
Romodrom	Romodrom pro regiony II.	CZ.04.1.03/2.1.15.3/0068	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ano	ano	Sindimwo, Dennis, tel. 739 592 532	sindimwo@romodrom.cz

Společenství Romů na Moravě	Terénní sociální práce v romských komunitách	CZ.04.1.03/2.1.15.3/0077	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ano	ano	Kročil, Michal, tel. 545 246 674	srm@srm.cz
Krok	Vzdělávání a spolupráce	CZ.04.1.03/2.1.15.3/0148	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí	ano	ne	Čamlíková, Hana, tel. 518 616 801	krok_os@seznam.cz
Statutární město Most – I/117 A	Romský klub pro děti ZŠ zaměřený na doučování a volnočasové aktivity	CZ.04.1.03/3.1.15.1/0117	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne	Fadrhons, Petr, tel. 476 448 363	petr.fadrhons@mumost.cz

Základní škola Ústí nad Labem, Předlice, Školní náměstí 100 – I/242 A	Vytvoření a ověření školního vzdělávacího programu pro děti ze sociálně znevýhodněného prostředí v romské lokalitě Předlice	CZ.04.1.03/3.1.15.1/0242	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ano	ne	Krestová, Jiřina, tel. 475 600 054	zspredlice@ustipost.cz
Humanitas-Profes, o.p.s – I/175 B	Realizace práv dítěte v multikulturní společnosti	CZ.04.1.03/3.1.15.1/0175	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ano	ne	Dorušková, Věra, tel. 272 739 627	hp@satoya.cz
AISIS – I/210 B	Projektový management pro pracovníky ve školství	CZ.04.1.03/3.1.15.1/0210	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ano	ano	Kotík, Milan, tel. 731 191 977	milan.kotik@aiisis.cz
Univerzita Karlova v Praze, Fakulta humanitních studií – I/229 B	Czechkid – multikulturalita očima dětí	CZ.04.1.03/3.1.15.1/0229	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ano	ne	Kovář, Milan, tel. 251 080 213	milan.kovar@fhs.cuni.cz
Dům dětí a mládeže	Průběžné vzdělávání	CZ.04.1.03/3.1.	MŠMT,	3.1 Zkvalitňování vzdělávání	ano	ne	Bednárová,	lida.bednarov

Větrník, Liberec 1, Riegrova 16, příspěvková organizace – I/114 B	pedagogických pracovníků zejména zájmového vzdělávání a odborné přípravy	15.1/0114	MPSV	ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání			Ludmila, tel. 482 710 401	a@ddmliberec.cz
Základní škola, Staré Město, okres Uherské Hradiště – I/229 B	Škola pro život	CZ.04.1.03/3.1.15.1/0012	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		josef.jurnykl@zsstmesto.uhe du.cz
Základní škola Josefa Kajetána Tyla Písek – I/201 D	Příprava a tvorba školních vzdělávacích programů ZŠ J.K.Tyla Písek a ZŠ Bosňany, Alešova ul. v návaznosti na prohloubení odborné pedagogické způsobilosti učitelů	CZ.04.1.3/3.1.15.1/0201	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		jaromir.hlatky@zstylova.cz
AISIS – I/213 D	Ovlivnění vnitřního prostředí škol a změna klimatu v souvislosti se vznikem ŠVP	CZ.04.1.03/3.1.15.1/0213		3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne	Kotík, Milan, tel. 731 191 977	milan.kotik@ai sis.cz

ZŠ J.A. Komenského 1534 Lysá nad Labem, okres Nymburk I/158 D	Rozvoj klíčových kompetencí a celoživotního vzdělávání učitelů	CZ.04.1.03/3.1.15.1/0158	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		zsjaklysa@volny.cz
Základní škola Hranice, Nová 1820 II/008 A	Společně dokážeme víc	CZ.04.1.03/3.1.15.2/0008	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		zsnova.hranice@centrum.cz
Základní škola a Dětský domov Zábřeh II/039 A	Nové formy výchovy a vzdělávání v dětských domovech	CZ.04.1.03/3.1.15.2/0039	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		specskolyadd.zabreh@seznam.cz
Církevní speciální škola Diakonie ČCE Čáslav-II/167 A	Kovadlina – středisko pro žáky se specifickými vzdělávacími potřebami a jejich všestranný rozvoj osobnosti	CZ.04.1.03/3.1.15.2/0167	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		jitka.rich@seznam.cz

Základní škola a mateřská škola Brno, Křenová 21, příspěvková organizace II/276 A	Avas džas sikhlol, chavore! (Pojďme se učit, děcka!)	CZ.04.1.3/3.1.1 5.2/0276	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		klida@centrum.cz
Základní škola Ostrava - Kunčičky, Škrobálkova 51/300, příspěvková organizace II/285 A	Školní klub pro děti zaměřený na zvyšování počítačové gramotnosti, přípravu pro volbu povolání a volnočasové aktivity	CZ.04.1.03/3.1. 15.2/0285	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		jiri.smelik@zs37.ostrava.indos.cz
Genesis, o.s. II/376 A	Junioraktiv – zlepšení podmínek pro vzdělávání žáků ze speciálních škol a klientů dětských domovů v podkrušnohorském regionu	CZ.04.1.03/3.1. 15.2/0376	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		gregorova@wmm.cz
Středisko volného času Holešov – II/232 A	Vzdělávací komunitní centrum	CZ.04.1.03/3.1. 15.2/0292	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ano	ne	Slovenčíková, Jana, tel. 573 395 355	duha@svcduha.cz

Speciální základní škola, Skuteč, okres Chrudim – III/ 163 A	Život nekončí základním vzděláním - "Jedeme dál"	CZ.04.1.03/3.1.15.3/0163	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ano	ne		eva.rybenska@zvs.skutec.indos.cz
Základní škola a Mateřská škola Krásná Lípa, příspěvková organizace – III/168 A	Vzdělávejme se společně	CZ.04.1.03/3.1.15.3/0168	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ano	ne	Preyová, Ivana, tel. 412 383 415	preyova@krasnalipa.cz
Odborné učiliště a Praktická škola, Jirkov, Jezerská 272- III/128 A	PŘEKONEJ JAZYKOVOU BARIÉRU	CZ.04.1.03/3.1.15.3/0128	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		planicka@oups.cz
Speciální základní škola a Praktická škola Fugnerova 22 Trmice – III/077 A	Odpolední bezbariérové vzdělávací centrum	CZ.04.1.03/3.1.15.3/0077	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		zvs.trmice@volny.cz

Střední škola EDUCHEM, a.s. – III/066 A	JANOV - aktivity pro děti ze sociálně slabých rodin	CZ.04.1.03/3.1. 15.3/0066	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ano	ne	Koláček, Viktor, tel. 476 111 136	kolacek@edu chem.cz
Základní škola Odry, Komenského 6, příspěvková organizace III/106 A	Komunikační centrum pro pomoc dětem se specifickými poruchami učení a pro žáky speciální třídy zaměřené na zvyšování počítačové gramotnosti, přípravu pro volbu povolání.	CZ.04.1.03/3.1. 15.3/0106	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		r.hendrych@e mail.cz
Pedagogicko psychologická poradna Plzeň – III/098 A	Nechci stát na okraji	CZ.04.1.03/3.1. 15.3/0098	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		diana.valecko va@seznam.c z
Dům dětí a mládeže RADOVÁNEK, Kaznějov, Pod Továrnou 333 – III/025 A	Duhový most	CZ.04.1.03/3.1. 15.3/0025	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		info@radovan ek.cz

Lumen vitale - centrum vzdělávání – III/012 A	Volnočasové a edukační aktivity pro žáky se speciálními vzdělávacími potřebami a pilotní ověřování komplexu dalšího vzdělávání učitelů těchto žáků.	CZ.04.1.03/3.1.15.3/0012	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne		není (Renata Fejfarová)
Khamoro o.s.	Khamoro - Romské integrační centrum	CZ.04.1.03/2.3.15.1/0006	NROS	3.2.3 Globální grant - Posílení kapacity poskytovatelů sociálních služeb	ne	ne	Glac, Štěpán tel. 352666174	khamoro@c-box.cz
Obč. sdružení "JEKHETANI LUMA - SPOLEČNÝ SVĚT"	Agentura Luma	CZ.04.1.03/2.3.15.1/0083	NROS	3.2.3 Globální grant - Posílení kapacity poskytovatelů sociálních služeb	ne	ne		martina.brzobohata@seznam.cz
Český západ	Rozvoj Českého západu	CZ.04.1.03/2.3.15.1/0110	NROS	3.2.3 Globální grant - Posílení kapacity poskytovatelů sociálních služeb	ano	ano	Kosová, Jana, tel. 353 391 132	janakosova@tiscali.cz
o.s. SPOLEČNĚ - JEKHETANE	Co se v mládí naučíš, k profesi ti nestačí	CZ.04.1.03/2.3.15.1/0245	NROS	3.2.3 Globální grant - Posílení kapacity poskytovatelů sociálních služeb	ano	ne	Jabůrková, Vendula, tel. 605 475 696	jaburkova.vendula@post.cz
Občanské sdružení Altus	Posílení kapacity romských NNO poskytujících sociální služby v Pardubickém kraji CZ.04.1.03/2.3.15.2/0196	CZ.04.1.03/2.3.15.2/0196	NROS	3.2.3 Globální grant - Posílení kapacity poskytovatelů sociálních služeb	ano	ne	Kalina, Aleš, tel. 776 312 267	ales.kalina@seznam.cz

Sdružení Romů a národnostních menšin Plzeňského kraje	Jekhetano Drom – Společná cesta CZ.04.1.03/2.3.15.2/0130	CZ.04.1.03/2.3.15.2/0130	NROS	3.2.3 Globální grant - Posílení kapacity poskytovatelů sociálních služeb	ano	ne	Tišer, Štefan, tel. 377 445 241	srnmpk@volny.cz
Rada Romů města Chomutova	Žít společně	CZ.04.1.03/2.3.15.2/0029	NROS	3.2.3 Globální grant - Posílení kapacity poskytovatelů sociálních služeb	ne	ne		jan.sipos@seznam.cz
EKOLTES Hranice, a.s.	Integrace romských občanů vyloučených z trhu práce ve městě Hranice	CZ.04.1.03/2.1.25.1/2109	MPSV	2.1 Integrace skupin obyvatelstva ohrožených sociálním vyloučením	ano	ano	Vinkler, Milan, tel. 581 601 662	vinkler@ekoltes.cz
IQ Roma servis	Můj život - moje volba. Program pro novou perspektivu mladé romské generace	CZ.04.1.03/2.1.25.2/2298	MPSV	2.1 Integrace skupin obyvatelstva ohrožených sociálním vyloučením	ano	ano	Klamková, Katarína, tel. 549 241 250	katarina.klamkova@iqrs.cz
Společenství "Začít spolu"	Příležitost	CZ.04.1.03/2.1.25.2/2335	MPSV	2.1 Integrace skupin obyvatelstva ohrožených sociálním vyloučením	ano	ne	Frisch, Jan, tel. 377 220 557	frisch@spolecenstvz.cz
Technické služby Vsetín	Pracovní šance	CZ.04.1.03/2.1.25.2/2222	MPSV	2.1 Integrace skupin obyvatelstva ohrožených sociálním vyloučením	ano	ne	Zvoníčková, Jana, tel. 571 428 890	jana.zvonickova@tsvsetin.cz

Sdružení pěstounských rodin	Romské komunitní centrum	CZ.04.1.03/2.3.15.1/0015	NROS	3.2.3 Globální grant - Posílení kapacity poskytovatelů sociálních služeb	ne	ne	Gregorová, Jana, tel. 543 249 142	pestouni@pestouni.cz
Liberecké romské sdružení	Posílení kapacity Libereckého romského sdružení	CZ.04.1.03/2.3.15.1/0059	NROS	3.2.3 Globální grant - Posílení kapacity poskytovatelů sociálních služeb	ne	ne	Kotlár, Miroslav, tel. 485 134 817	rkc.liberec@rkc.liberec.cz
Základní škola a mateřská škola Brno, nám. 28. října 22, příspěvková organizace	Modernizace školního vzdělávacího programu s ohledem na potřeby žáků se sociálním znevýhodněním - romských žáků	CZ.04.1.03/3.1.15.3/0029	MŠMT, MPSV	3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systémů ve vzdělávání	ne	ne	Tománek, Libor, tel. 545 212 165	ltomanek@osmec.cz
Ministerstvo práce a sociálních věcí - odbor 22	Zajištění místní a typové dostupnosti sociálních služeb	CZ.04.1.03/2.1.00.1/0010	Odbor 22 MPSV	2.1 Integrace specifických skupin obyvatelstva ohrožených sociální exkluzí (systémový projekt)	ne	ne	Petroková, Helena, tel. 221 922 296	helena.petrokova@mpsv.cz
Institut pedagogicko psychologického poradenství ČR	Prevence odchodů a podpora středoškolského studia pro sociokulturně znevýhodněné žáky a studenty (PROPOS)	CZ.04.1.03/3.1.00.8/0002		3.3.1 Zkvalitňování vzdělávání ve školách a školských zařízeních a rozvoj podpůrných systému vzdělávání	ano	ne		martin.profant@msmt.cz

ANNEX No. 7: Contacts to the Roma Regional Coordinators

Krajští koordinátoři romských poradců					
Kraj	Koordinátor	Telefon	Mail	Web kraje	Poznámka k ověřování kontaktů, další získané kontakty
Hlavní město Praha	Božena Fílová	236 002 093	bozena.filova@cityofprague.cz	www.praha-mesto.cz	V současnosti členka Rady HMP pro oblast národnostních menšin a integrace cizinců na území hl. m. Prahy a pro udělování grantů v této oblasti, kontakty na ostatní členy: Jana.Cerna@cityofprague.cz; Jiri.Janecek@cityofprague.cz; Lenka.Alincova@cityofprague.cz; Iva.Kotvova@cityofprague.cz; Tomas.Chalupa@cityofprague.cz; Milan.Pesak@cityofprague.cz; Andrej.Sulitka@cityofprague.cz (Zdroj: http://magistrat.praha-mesto.cz/?path=aplikace&apl=zastupitel&case=komise&Zid=10111&paging=1&id=4543&sh=708176603)
Jihočeský	Roman Slivka	386 720 639	slivka@kraj-jihocesky.cz	www.kraj-jihocesky.cz	Kontakt (e-mail) ověřen (zdroj: http://www.kraj-jihocesky.cz/index.php?par[id_v]=264&par[lang]=CS)
Jihomoravský	Jiří Daniel	606 609 890	DANIEL.JIRI@kr-jihomoravsky.cz	www.kr-jihomoravsky.cz	Kontakt (e-mail) ověřen pouze na serveru Vlada.cz; kontakt na předsedkyni Rady pro národnostní menšiny: m.markova@mybox.cz; další kontakty na tuto Radu: soukalova.eva@kr-jihomoravsky.cz; koupilova.vera@kr-jihomoravsky.cz (zdroj: http://www.vlada.cz/scripts/detail.php?id=16646)
Karlovarský	Mgr. Pavel Vaculík	353 502 522	pavel.vaculik@kr-karlovarsky.cz	www.kr-karlovarsky.cz	Kontakt (e-mail) ověřen (zdroj: http://www.kr-karlovarsky.cz/NR/exeres/94893FF9-2466-4EDD-AF7E-38942168D40D.htm)

Královéhradecký	Mgr. Marek Jankovič	495 817 345	mjankovic@kr-kralovehradecky.cz	www.kr-kralovehradecky.cz	Kontakt (e-mail) neověřen, kontaktním pracovníkem je Mgr. Zuzana Machová: zmachova@kr-kralovehradecky.cz; kontakty na romské poradce v kraji: andrs@broumov-mesto.cz; b.matys@mestodobruska.cz; poskocilova@mudk.cz; michaela.hanusova@mmhk.cz; jiracek@jaromer-josefov.cz; jirankova@mujicin.cz; prosvicova.stepanka@muko.cz; tp@mestonachod.cz; douskova@munovapaka.cz; dvorackova@novemestonm.cz; luskova@novybydzov.cz; sarka.kopecka@rychnov-city.cz; jaklova@trutnov.cz; vojtech@trutnov.cz; liptakpavel@muvrchlabi.cz (zdroj: http://www.kr-kralovehradecky.cz/scripts/detail.php?id=13009)
Liberecký	Ing. Josef Holek	485 226 558, 739 541 597	jozef.holek@kraj-lbc.cz	www.kraj-lbc.cz	Kontakt (e-mail) ověřen (http://www.kraj-lbc.cz/index.php?page=117&REDIRECTED=true&c=7c7c32fea732a5951eacac0ddca096be)

Moravskoslezský	Mgr. Helena Balabánová	595 622 349, 724 065 799	helena.balabanova@kr-moravskoslezsky.cz	www.kr-moravskoslezsky.cz	Kontakt (e-mail) neověřen, kontakty na romské poradce v kraji: jozef.balaz@centrum.cz; rsalay@mukrnov.cz; hubalovsky@rymarov.cz; merova.katerina@frydekdistek.cz; ipietruchova@frydlantno.cz; josef.grochal@jablunkov.cz; libuse.jurcikova@trinecko.cz; guznarova@tesin.cz; smahlikova.jana@havirov-city.cz; jarmila.szurmanova@karvina.org; jirina.kubatova@muor.cz; iveta.smidova@bilovec.cz; helena.nedvedova@mufrenstat.cz; blanka.mikundova@koprivnice.cz; galiova@novyjicin-town.cz; strnadlova@odry.cz; pernicova@hlucin.cz; renata.potysova@kravare.cz; martin.koky@opava-city.cz; putkova@vitkov.info; a.fafejtova.mu@budisovnb.cz; lpolackova@ostrava.cz; daniel.vrana@kr-moravskoslezsky.cz
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Olomoucký	PhDr. Renátna Kóttnerová	585 508 218, 602 764 893	r.kottnerova@kr-olomoucky.cz	www.kr-olomoucky.cz	Kontakt (e-mail) ověřen (zdroj: http://www.kr-olomoucky.cz/OlomouckyKraj/Soci%C3%A1ln%C3%AD+v%C4%9Bci/Integrace+p%C5%99%C3%ADslu%C5%A1n%C3%ADk%C5%AF+romsk%C3%BDch+komunit/Kontakty/kontakty_CZ.htm?lang=CZ), kontakty na romské poradce v kraji: martina.skapova@mesto-hranice.cz ; renata.harwigerova@mujes.cz ; petr.sedlak@konice.cz ; jemelkova@mesto-lipnik.cz ; rozehnalova@mestolitovel.cz ; fricarovae@mu-mohlenice.cz ; pavla.nachtmannova@mmol.cz ; gabriela.petrzelova@mestopv.cz ; jana.zouzelkova@mu-prerov.cz ; cernochova@sternberk.cz ; petra.vorlova@musumperk.cz ; i.olbert@unicov.cz ; marcinkova@muzabreh.cz (zdroj: http://www.kr-olomoucky.cz/NR/rdonlyres/9894B9E4-BB4E-4821-A40B-1007DBD15A53/0/Seznam_poradc%C5%AF_2007.doc)
Pardubický	Marta Válková	466 026 440	marta.valkova@pardubickykraj.cz	www.pardubickykraj.cz	Kontakt (e-mail) ověřen (zdroj: http://www.pardubickykraj.cz/org.asp?the ma=3362&category=740)
Plzeňský	Bc. Jiří Nový	377195 372	jiri.novy@plzensky-kraj.cz	www.plzensky-kraj.cz	Kontakt (e-mail) ověřen (zdroj: http://www.plzensky-kraj.cz/EOS/PersonDetail.asp?PersonID=19797)

Středočeský	Cyril Koky	257 280 640	koky@kr-s.cz	www.kr-stredocesky.cz	Kontakt (e-mail) ověřen, kontakty na romské poradce v kraji: turkova@benesov-city.cz; osvz2@muberoun.cz; ruzena.spiskova@mesto.brandysnl.cz; nykodym@meucaslav.cz; mikulas.feco@mestocernosice.cz; holasova@cesbrod.cz; farova@mestodobris.cz; prevence@mesto-horovice.cz; ludmila.svecova@mestokladno.cz; ludmila.navratilova@mukolin.cz; Lenka.Mudrova@mestokralupy.cz; malinova@mukutnahora.cz; davidkova@mestolysa.cz; j.slajs@melnik.cz; ffk@centrum.cz; vladimira.michalova@mnhradiste.cz; marcela.brodilova@neratovice.cz; hana.kozurikova@centrum.cz; kurator@mesto-podebrady.cz; antonin.hejduk@prijbram-city.cz; kkucerova@murako.cz; oldriska.hazafyova@ricany.cz; skalova@mu.sedlcany.cz; zahradkova@meuslany.cz; ladislav.murgac@mesto-vlasim.cz; ladislava.trachtova@votice.cz (zdroj: http://www.kr-stredocesky.cz/portal/odbory/socialni-oblast/romska-integrace/poverene-osoby-zabyvajici-se-romskou-problematikou-obci-s-rozsirenou-pusobnosti.htm)
Ústecký	Bc. Anna Hampalová	475 657 406	hampalova.a@kr-ustecky.cz	www.kr-ustecky.cz	Kontakt neověřen (web Ústeckého kraje http://www.kr-ustecky.cz/ byl 9. 11. nedostupný)

Vysočina	Ing. Josef Pokorný	564 602 164	pokorny.josef@kr-vysocina.cz	www.kr-vysocina.cz	Kontakt (e-mail) ověřen (zdroj: http://extranet.kr-vysocina.cz/telefon/osoba/pokorny.j)
Zlínský	Jiřina Bradová	577 043 156	jirina.bradova@kr-zlinsky.cz	www.kr-zlinsky.cz	Kontakt (e-mail) ověřen (zdroj: http://ist.kr-zlinsky.cz/userDetail.aspx?UserID=1511)

Source: http://www.esfcr.cz/mapa/kontakty_kordi.html, included 9. 11. 2008, column added to the original chart.
 Contact verification note, new contacts included.

ANNEX No. 8: The results of the survey by means of questionnaires – responses provided by the evaluators

What were the strengths of the applications, which sections were well elaborated therein?
Sufficient description of the target group, the description of a project's activities.
I cannot remember any such sections of the applications.
The substantiation why the respective project is important.
The applications of high quality had their objectives and procedures well elaborated.
Basically, it may be stated that they were well elaborated as regards the substantiation of their usefulness and entering a community. Oftentimes, also the key activities and methodology of the projects corresponded well to the described situation. This however applies to the applicants with several years of experience in working with the Roma community.
In most cases (as regards the projects that I did not reject) the projects complied with the subsidy title specification. Approximately one third of the applications was based on verified or objectively established facts about the target group of a project, and the applicants had already obtained experience with the persons to be engaged to a project, e.g. in another project.
What were the factors in the applications that most probably "convinced" you?
Local partnerships and participation in a service network. Personal know-how of the implementing entities.
Good knowledge of the target group.
When the applications focused on working with children, free-time activities, Roma assistants for schools.
Where a real interest in the issues was apparent, where it was useful and therefore also necessary for the specified area.
In particular, they convinced me by the substantiation of their project and the appropriately set up key activities.
I evaluated as positive the applications which apparently showed that an applicant had identified needs of the target group, set up the mechanisms for ongoing verification of a project's success and had been following up some other activities with the target group. I also considered any already established cooperation with schools and the effort to engage children's parents to a project as other partners to be suitable. I also watched for the viability of a project as regards the personnel capacity of a project and the number of persons participating in a project.
Which parts of the project applications do you consider the most important, key for your decision-making?
The time period for which services will be provided, the description, economic costliness, the size of a target group.
The substantiation of a project's necessity, key activities, a project's objectives.
Content, implementation with respect to a project's costs, meaning and viability
Comprehensibility, usefulness and appropriate financing.
Almost all of them are important, however, the most important is the description of a project as the whole, key activities and a project's budget.
The verification of a project's necessity, how an applicant established the adequacy for participating persons of the manner how a project's objective would be achieved; how a project will be staffed, how it will be managed (responsibilities), how its performance will be continuously verified, the adequacy of a project's costs.

In your opinion, which parts in the projects were the weakest, worst elaborated?
Lacking description of a project's economy (non-/eligible costs), sustainability.
Key activities and the budget.
Financing – oftentimes overvalued; the money was used in non-expedient manner.
Objectives, unreal character, low necessity, unreal finances
The weakest points were mostly the monitoring indicators, description and specification of target groups, risk management and a project's budget.
Project management – especially, who will be responsible for what and also the risks of implementation – what risks may come up and what an applicant will do in such a case – applicants did not give much consideration to this in their applications, or though of it just in a general manner. Taking into account the target group of a project and the amount of the support, I did not consider this to be very important.
Which parts were not clear and where you would have needed further explanation?
More details about the cost/benefit ratio, financing, sustainability. Documents substantiating the professional skills of the implementing staff, lecturers, etc.
Unclear items in the projects' budgets, it appeared quite often. Individual activities of a project were sometimes insufficiently linked together in a logical manner.
Where will they get such a large target group, how will they get it engaged?
Very often it was the budget in connection with the description of a project.
Which parts of the project applications do you consider redundant?
Everything was suitable.
None
Nothing seemed redundant to me – at least in the projects I was evaluating in 2006, I do not know the projects that were drawn up later.
The horizontal topic, an applicant's experiences.
I did not consider any part to be absolutely redundant, all of them gave some evidence about an applicant.
Which parts would you add to the project applications, which parts are missing?
Detailed specifications of particular activities to be provided by municipalities, partners, participation in community planning.
In my opinion, it is not about any part missing in the applications. It is rather about the manner how the application form asks the questions about individual areas.
I cannot answer this question at the moment, I would have to have the form in front of me again. Maybe more data about a project's implementation team and the manner of addressing the target group – the selection of staff for a project.

ANNEX No. 9: The Terms of Reference for Tenderers

13 individually numbered pages

**ZADÁVACÍ DOKUMENTACE PRO PŘEDKLADATELE
NABÍDEK
(Terms of Reference)**

**Veřejná zakázka malého rozsahu dle ustanovení § 12 odst. 6 zákona č. 137/2006 Sb.,
zákon o veřejných zakázkách ve znění pozdějších předpisů.**

Evaluace projektů zaměřených na problematiku
romských komunit

Datum: 7.8. 2008

Zpracoval/a: Mgr. Vít Kettner
Schválil/a: PhDr. Iva Šolcová



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1. ZÁKLADNÍ INFORMACE

1.1. Předmět zakázky

Evaluace projektů zaměřených na problematiku romských komunit

1.2. Způsob zadání zakázky

Zakázka malého rozsahu dle Operačního manuálu

1.3. Předpokládaná hodnota předmětu veřejné zakázky

1.500.000 Kč bez DPH

1.4. Zadavatel

Instituce: Česká republika - Ministerstvo práce a sociálních věcí
Adresa: Na Poříčnickém právu 1, 128 01 Praha 2
IČ: 00551023
DIČ: CZ 00551023
Odbor: odbor řízení pomoci z Evropského sociálního fondu
Odpovědná ředitelka: PhDr. Iva Šolcová

1.5. Kontaktní údaje zadavatele pro tuto zakázku

Mgr. Vít Kettner
vit.kettner [zavináč] mpsv.cz
Pevná linka: +420 257 196 833
Pracoviště: Kartouzská 4, Praha 5, 150 00

1.6. Harmonogram zakázky

- Zveřejnění a rozeslání výzvy k podání nabídek:
- Konec lhůty pro podání nabídek:
- Předpokládaný termín zahájení činností:
- Předpokládaný termín ukončení projektu:

červenec 2008
srpen 2008
srpen 2008
prosinec 2008



2. POPIS ZAKÁZKY

2.1. Kontext evaluace

Operační program Rozvoj lidských zdrojů (OP RLZ) Evropského sociálního fondu v ČR určený pro období 2004 - 2006 identifikoval hlavní problémy vybraných skupin osob ohrožených sociální exkluzí se zaměřením na příslušníky romské komunity. Dle OP RLZ 2004 – 2006 jsou hlavními problémy příslušníků romské komunity (1,5 – 2 % populace; 150 – 200 tis. osob) vysoká nezaměstnanost, nízká kvalifikace, nízká motivace k práci a vzdělávání, závislost na sociálních dávkách, dlouhodobá a opakovaná nezaměstnanost. Ve způsobu zaměstnání převládá příležitostná práce.

V průběhu implementace OP RLZ, připravil Řídící orgán OP RLZ (ŘO) výzkumný projekt „**Analýza sociálně vyloučených romských lokalit a absorpční kapacity subjektů působících v této oblasti**“, který byl pod vedením ŘO realizován společností GAC spol. s r. o. Projekt byl financován z prostředků Evropského sociálního fondu a státního rozpočtu ČR.

Hlavním cílem projektu bylo získat relevantní a aktuální informace o situaci sociálně vyloučených romských lokalit a porozumět procesům, které ovlivňují životní podmínky v jejich různých typech. Zároveň bylo cílem zjistit možnosti a míru absorpční kapacity subjektů poskytujících služby v této oblasti (tedy především NNO, obce, kraje a jimi zřizované organizace, úřady práce atd.). Výstupy projektu, zejména elektronická interaktivní mapa obsahující popisné informace o životních podmínkách ve zkoumaných sociálně vyloučených romských lokalitách v ČR¹, mají přispět k efektivnímu nastavení čerpání prostředků z Evropského sociálního fondu v období 2007-2013 směrem k aktivnímu řešení situace v sociálně vyloučených romských lokalitách.

Priorita 2. OP RLZ 2004 – 2006 byla mj. specificky zaměřená na integraci specifických skupin obyvatelstva ohrožených sociální exkluzí (Opatření 2.1.) včetně opatření na posílení kapacity poskytovatelů sociálních služeb. Pro Opatření 2.1. bylo vyčleněno zhruba 74,7 % z celkové alokace finančních prostředků na prioritu 2. Vzhledem k tomu, že probíhají anebo se chýlí ke konci jednotlivé projekty v rámci priorit OP RLZ, je v této situaci na místě provést hodnocení realizovaných projektů v rámci předešlého období. Evaluace bude mít souhrnný charakter s cílem vyhodnotit výstupy, výsledky a účinky realizovaných projektů. Hodnocení se specificky zaměří na problematiku projektů s cílovou skupinou příslušnic a příslušníků romských komunit. Řídící orgán ve spolupráci s Pracovní skupinou pro záležitosti romských komunit vypracoval tuto zadávací dokumentaci pro externí nezávislé evaluátory.

¹ <http://www.esfcr.cz/mapa>



2.2. Předmět a cíle evaluace

Evaluace si klade za úkol vyhodnotit nastavení implementačního prostředí v rámci OP RLZ se specifickým zaměřením na projekty s cílovou skupinou romských komunit. Specifické cíle této evaluace jsou:

- Identifikovat taxonomii projektů zaměřených na problematiku romských komunit
- Identifikovat reprezentativní projekty
- Vyhodnotit účinnost a hospodárnost systému podpory tohoto typu projektů
- Vyhodnotit účinnost projektů zaměřených na romskou problematiku
- Posoudit vhodnost hodnotících kritérií pro projektové žádosti tohoto typu projektů
- Identifikovat aktuálně dostupné dopady projektů ve vztahu k sociálně vyloučeným romským lokalitám
- Zhodnotit celkovou úspěšnost tohoto typu podpory v období 2004 – 2006
- Navrhnout úpravu nastavení tohoto typu podpory pro programové období 2007 - 2013

2.3. Evaluační úkoly a otázky

Globální evaluační otázka:

Nakolik byla podpora v systému 2004 – 2006 celkově úspěšná a proč? Jaká lze identifikovat slabá a silná místa podpory?

Úkol 1 . – Taxonomie projektů

Navrhněte vhodnou klasifikaci projektů zaměřených na problematiku romských komunit

Popis úkolu:

Pro účely evaluace programu a hodnocení projektů evaluátoři navrhnou systematické členění projektů na základě vhodných kritérií projektů a oblastí podpory. Základními kritérii pro třídění mohou být (evaluátor posoudí a případně modifikuje klasifikaci):

- Oblast zásahu (např. pracovní místa, sociální služby, zdravotnictví, bydlení apod.)
- Typologie aktivit
- Charakteristika organizace / organizací realizujících projekt (velikost, kapacita, lokalizace...)
- Lokalita působnosti projektů (ve vazbě na mapu sociálně vyloučených romských komunit)
- Finanční rozsah projektů

Evaluační otázky:

1. Do jaké míry je významná (ne)přímá úměrnost mezi určitým typem projektů, atributy zapojených organizací a úspěšností / účinností projektů?
2. Jak jsou projekty regionálně rozloženy s ohledem na lokální potřeby sociálně vyloučených romských lokalit?
3. Která oblast podpory není pokryta operačními programy a měla by být?



Úkol 2. – Reprezentativita projektů

Identifikujte vhodnou metodu evaluace projektů zaměřených na romskou problematiku nebo Romy jako cílovou skupinu.

Popis úkolu:

Evaluátorům bude poskytnut přehled všech projektů zaměřených na romskou problematiku. Evaluátor následně zvolí vhodnou metodu evaluace tak, aby byla zajištěna reprezentativita vzorku - může jít i o vyčerpávající studii.

Evaluační otázky:

1. Jaká lze identifikovat vypovídající evaluační kritéria (ne) úspěšnosti projektů zaměřených na problematiku romských komunit?
2. Které úspěšné i neúspěšné projekty je vhodné zvolit pro detailní vyhodnocení (ne) úspěšnosti projektů?
3. Jaká data a/nebo informační zdroje jsou k dispozici pro evaluaci tohoto typu projektů a jaká chybí?

Úkol 3. – Účinnost projektů

Identifikujte relativní účinnost projektů zaměřených na problematiku sociálně vyloučených romských komunit.

Popis úkolu:

Hodnotitel na základě zvolených projektů popíše výchozí situaci (baseline) projektů, identifikuje cíle projektů, plánované a realizované aktivity a popíše aktuální změnu stavu oproti výchozí situaci projektů.

Evaluační otázky:

1. Jaká byla výchozí situace projektů?
2. Jaké byly deklarovány cíle projektů?
3. Jaké byly definovány indikátory úspěšnosti projektů?
4. Jaké indikátory vykazují nejvyšší vypovídací schopnost ve vztahu k účinnosti projektů v této oblasti?
5. Jaké typy aktivit byly plánovány a nakonec realizovány?
6. K jaké pozitivní nebo naopak negativní změně výchozího stavu projektů vzhledem k realizovaným aktivitám?
7. Jaké aktivity, prostředky, metody, nástroje apod. (ne) fungují ve vztahu k deklarovaným cílům projektů a proč?
8. Jaká je odezva na projekty u příslušníků romských komunit?
9. Nakolik existuje v romských komunitách (ne)zájem o projekty a proč?
10. Jak a do jaké míry by se situace v romských komunitách zhoršila, kdyby projekty nebyly realizovány?
11. Mají projekty vytvořeny mechanismy pro identifikaci skutečných potřeb cílové skupiny / lokality?



12. Do jaké míry je účinný princip partnerství v projektech? Nakolik byly do přípravy projektů zapojeny cílové skupiny, místní samosprávy a další partneři?
13. Do jaké míry odpovídá vynaložené úsilí a prostředky výstupům, výsledkům a účinkům projektů?

Úkol 4. – Hodnotící kritéria projektů

Posuďte hodnotící kritéria pro hodnocení projektových žádostí a navrhněte případnou úpravu hodnotících kritérií s ohledem na (ne)účinnost projektů.

Popis úkolu:

V návaznosti na vyhodnocení účinnosti (vzorku) projektů evaluátor posoudí možný vztah mezi hodnocením žádostí projektů a skutečnou účinností projektů a navrhne případnou úpravu způsobu hodnocení projektových žádostí (hodnotících kritérií).

Evaluační otázky:

1. Nakolik existuje úměrnost mezi úspěšností projektů při hodnocení žádostí a skutečnou účinností projektu při jejich následné realizaci?
2. Jak nejlépe lze upravit hodnotící kritéria projektových žádostí tak, aby odrážela potenciální účinnost projektů při jejich realizaci?
3. Do jaké míry byly vybrány projekty, které (ne)vedou k definovaným cílům projektů a programu jako celku?
4. Jakým způsobem jsou při hodnocení projektových žádostí zohledněny principy partnerství a společného rozhodování a jak nejlépe zohlednit tyto principy?

2.4. Požadované výstupy

1. Vstupní zpráva (do 1. měsíce od podepsání smlouvy)
2. Závěrečná zpráva (návrh do 15. listopadu 2008)



3. UŽIVATELÉ EVALUACE

- Řídící orgán(y) programů ESF – OP RLZ, JPD 3, OP LZZ
- Rada vlády ČR pro záležitosti romské komunity
- Pracovní skupina pro záležitosti romských komunit
- Pracovní skupina pro evaluace
- Národní tématické síť CIP EQUAL
- Realizátoři projektů (zpětná vazba)
- Evropská komise
- Širší veřejnost

4. INFORMAČNÍ ZDROJE A METODY

- Zpráva o stavu romských komunit za rok 2006
- Přehled projektů podpořených z ESF
- Monitorovací zprávy
- Zprávy z jednání PS pro záležitosti romských komunit
- Dotazníky
- Osobní návštěvy, hloubkové pohovory
- Terénní výzkum
- Fokusní skupiny
- Zohlednění „tvrdých“ i „měkkých“ dat

5. POPIS POŽADOVANÉ NABÍDKY

5.1. Základní pokyny pro předkladatele nabídek

- 5.1.1. Několik subjektů může předložit společnou nabídku za podmínky, že bude v nabídce jasně specifikováno, který subjekt bude smluvní stranou v případě uzavření smlouvy, tento subjekt bude také odpovědný zadavateli ohledně implementace projektu a bude kontaktní osobou při realizaci projektu a před uzavřením smlouvy
- 5.1.2. Splnění kvalifikačních předpokladů (viz požadovaná Část III. nabídky) prokazuje jen ten, který bude smluvní stranou v případě uzavření smlouvy
- 5.1.3. V případě, že uchazeč, hodlá k plnění předmětu veřejné zakázky použít subdodavatele, identifikuje tohoto subdodavatele v nabídce obchodní firmou nebo názvem společnosti, adresou sídla, právní formou, statutárním orgánem, identifikačním číslem, bylo-li přiděleno. Jde-li o zahraniční právnickou osobu, městem registrace a číslem registrace a institucí, kde byla



společnost zaregistrována, statutárním orgánem. Jde-li o fyzickou osobu bydlícím či místem podnikání, identifikačním číslem, bylo-li přiděleno, příp. osobu oprávněnou jednat za tuto fyzickou osobu

- 5.1.4. Dále v nabídce identifikuje části veřejné zakázky, které hodlá plnit tímto dodavatelem. Odpovědnost za plnění subdodavatele zůstává na uchazeči. Změna tohoto dodavatele je podmíněna souhlasem zadavatele. Kvalifikační předpoklady (viz požadovaná Část III. nabídky) nemůže prokázat za uchazeče subdodavatel, krom bodů 8 a 9 části III.
- 5.1.5. Nabídka bude na titulní straně podepsaná osobou oprávněnou jednat jménem či za uchazeče.
- 5.1.6. Nabídka bude napsána v češtině.
- 5.1.7. Nabídka bude předložena v jednom originále a třech kopiích a v elektronické podobě na CD-ROM (.rtf nebo .pdf).
- 5.1.8. Nabídka bude předložena v bezpečně zalepené obálce viditelně označená nápisem "Evaluace projektů zaměřených na problematiku romských komunit - NEOTVÍRAT do termínu jednání hodnotící komise".
- 5.1.9. Všechny části nabídky budou svázané v jeden celek v pořadí ČÁST I, ČÁST II a ČÁST III. Takto svázaný dokument a přiložená elektronická verze nabídky na CD-ROM budou tvořit celkovou nabídku. Bude-li nabídka postrádat některou z požadovaných částí nebo dokumentů, může být tato nabídka vyřazena z dalšího hodnocení hodnotící komisí
- 5.1.10. Nabídky budou předloženy nejpozději do vypršení lhůty pro podání nabídek na kontaktní adresu zadavatele (viz Část 1.5 této zadávací dokumentace)
- 5.1.11. Uchazeč může podat pouze jednu nabídku. Uchazeč, který podal nabídku, nesmí být současně subdodavatelem jiného uchazeče.
- 5.1.12. Zadavatel nepřipouští variantní řešení.
- 5.1.12. Zadavatel si vyhrazuje právo:
 - odmítnout všechny předložené nabídky,
 - zrušit zakázku bez udání důvodu,
 - nevracet podané nabídky
 - vyloučit ty nabídky, které nebudou úplné (nabídka nebude obsahovat všechny požadované dokumenty a přílohy dle zadávací dokumentace a všechny dokumenty a přílohy na které se nabídka uchazeče odvolává) a jednoznačné

5.2. Struktura nabídky

Část I. Věcná část

1. Identifikace uchazeče:
 - 1.1. Obchodní firma nebo název společnosti
 - 1.2. Adresa sídla



- 1.3. Kontaktní korespondenční adresa, e-mail, telefon
 - 1.4. Právní forma
 - 1.5. Statutární orgán
 - 1.6. Identifikační číslo, bylo-li přiděleno
 - 1.7. Údaj o tom, zda-li je uchazeč plátce DPH
 - 1.8. Jde-li o zahraniční právnickou osobu město registrace a číslo registrace a instituci, kde byla společnost zaregistrována
 - 1.9. Bankovní spojení
 - 1.10. Číslo účtu
2. Představení společnosti s referencemi (případně doložené odkazy na webu) na realizované zakázky za poslední 3 roky
 3. Představení členů realizačního týmu doložené životopisy (mohou být v přílohách)
 2. Popis, jak budou realizovány evaluační úkoly
 3. Popis průběžných a finálních výstupů z aktivit
 4. Harmonogram aktivit
 5. Tato zadávací dokumentace (v příloze)

Část II. Finanční nabídka

- Celková cena bez DPH a s DPH
- Návrh rozvrhu plateb za výstupy

Část III. Doklady prokazující splnění kvalifikačních předpokladů uchazeče

1. Registrační listina společnosti - výpis nebo ověřená kopie výpisu z obchodního rejstříku ne starší než 90 kalendářních dní
2. Originál nebo ověřená kopie oprávnění k podnikání nebo oprávnění k jiné činnosti vydané na základě zvláštních právních předpisů, která je předmětem činnosti uchazeče
3. Prokazuje-li splnění profesních kvalifikačních předpokladů dle odst. 1 . a 2. zahraniční uchazeč, je povinen prokázat svou kvalifikaci výpisu za zákonného zahraničního registru, má-li v něm být dle práva státu svého sídla či místa podnikání nebo bydliště zapsán (evidován)
4. Není-li zahraniční uchazeč v žádném registru zapsán, prokáže kvalifikační předpoklady čestným prohlášením, z něhož bude vyplývat, že v příslušné zahraniční zemi není pro jeho právní formu povinnost být zapsán (evidován) v nějakém registru nebo není určitý doklad vydáván
5. Listiny prokazující splnění kvalifikačních předpokladů v jiném než českém jazyce musí být přeloženy do angličtiny úředně ověřeným překladem
6. Čestné prohlášení v originále podepsané osobou s oprávněním jednat jménem či za společnosti prohlašující, že:
 - není v likvidaci



• na majetek uchazeče neprobíhá insolvenční řízení v němž bylo vydáno rozhodnutí o úpadku nebo insolvenční návrh nebyl zamítnut proto, že majetek nepostačuje k úhradě nákladů insolvenčního řízení, nebo nebyl konkurs zrušen proto, že majetek byl zcela nepostačující

- nemá nedoplatky:
 - v evidenci daní a poplatků,
 - na pojistném a na penále na veřejné zdravotní pojištění,
 - na pojistném a na penále na sociální zabezpečení,
 - na příspěvku na státní politiku zaměstnanosti
 - že žádný z členů týmu předkladatele nabídky není členem týmu jiného předkladatele nabídky
7. V případě, že za společnost bude jednat osoba neuvedená ve výpise z obchodního rejstříku či jiné obdobné evidenci, předloží uchazeč originál plné moci, opravňující osobu jednat jménem společnosti. V případě uchazeče fyzické osoby předloží tato osoba originál plné moci opravňující jednat za tuto osobu, pokud je jiná osoba takto pověřená.
8. Uchazeč doloží seznam významných služeb poskytnutých v posledních třech letech s uvedením jejich rozsahu, doby plnění a připojí čestné prohlášení o dvou poskytnutých službách obdobného charakteru. Zadavatel v této souvislosti dále stanoví, že za poskytování služeb obdobného charakteru se považují činnosti se zaměřením dle této zadávací dokumentace.
9. Uchazeč předloží přehled o složení realizačního týmu, tzn. osob odpovědných za poskytnutí služby. Za všechny členy týmu předloží uchazeč zpracovaný profesní životopis bude mít tuto strukturu:
- jméno a příjmení osoby,
 - označení pozice v týmu,
 - dosažené vzdělání, včetně uvedení univerzity - instituce, certifikáty,
 - celková délka praxe v oboru,
 - přehled profesní praxe vztahující se k plnění předmětu této veřejné zakázky,
 - přehled nejdůležitějších projektů na realizaci porovnatelného typu služeb na jejichž plnění se osoba podílela, včetně uvedení její pozice a odpovědností
- 10. Doklady prokazující splnění kvalifikačních předpokladů uchazeče nesmí být k poslednímu dni, ke kterému má být prokázáno splnění kvalifikace, starší 90 kalendářních dnů.**

5.3. Požadavek na zpracování nabídkové ceny



- Nabídková cena bude uvedena bez DPH a včetně DPH a bude vyjádřena v české měně.
- Maximální cena této zakázky je 1.500.000 Kč bez DPH.
- Uchazeč v tabulce dále uvede cenu bez DPH a včetně DPH za zpracování jednotlivých výstupů.
- Výši nabídkové ceny je možné překročit za podmínky, že dojde ke změně předpisů upravujících sazbu DPH pro služby, které jsou předmětem plnění této zakázky.

6. HODNOCENÍ NABÍDEK

6.1. Hodnotící kritéria

- Každá nabídka bude hodnocena podle ekonomické výhodnosti, čímž je pro účely této zakázky míněna sada kvalitativních a kvantitativních kritérií
- Kvalitativní kritéria budou posuzovány na základě bodové škály:
 - 1 až 5 bodů = zcela neuspokojivé
 - 6 až 10 bodů = neuspokojivé
 - 11 až 15 bodů = uspokojivé
 - 16 až 20 bodů = velmi dobré
 - 21 až 25 bodů = vynikající
- V dané sadě kvalitativních kritérií získá nabídka kredit, který vznikne tak, že celková suma bodů za sadu kritérií hodnocené nabídky bude poměřena s nejlepší nabídkou a vynásobena váhou dané sady kritérií podle vzorce:

$$(\text{Hodnocená nabídka} / \text{Nejlepší nabídka}) \times 70 = \text{Kredit 1.}$$

Kde hodnocenou nabídkou je součet bodů hodnocené nabídky za příslušnou sadu kvalitativních kritérií; nejlepší nabídka je nabídka, která dosáhla v hodnocení dané sady kritérií nejvyššího počtu bodů; 70 je váha skupiny kvalitativních kritérií.

Kvantitativní kritéria (cena) budou dále posuzovány podle vzorce:

$$(\text{Nejnižší cena} / \text{Hodnocená nabídka}) \times 30 = \text{Kredit 2.}$$

Nabídka (tématické oblasti) bude posuzována podle definovaných hodnotících kritérií:

1. Celková kvalita nabídky (70% váha)	1 Přidaná hodnota - nové aktivity nebo nabízené výstupy (1-25 bodů)
	2 Kvalita/vhodnost zpracování úkolů a výstupů (1-25 bodů)
	3 Celková schopnost nabídky doručit požadované výstupy v daných termínech (1-25)
2. Celková cena (30% váha)	<ul style="list-style-type: none"> Bez DPH

6.2. Hodnotící proces

- Hodnocení bude provedeno v souladu s principy transparentnosti a nediskriminace.
- Hodnotící komise otevře obálky v den jednání hodnotící komise
- Hodnotící komise posoudí splnění kvalifikačních předpokladů
- Zadavatel nepřipouští překročení maximální ceny této zakázky. V případě, že uchazeč nabídne vyšší nabídkovou cenu než je maximální cena této zakázky, bude jeho nabídce v tomto dílčím kritériu hodnocení přiřazeno 0 bodů.
- V případě, že nabídka nedostojí požadavkům na kvalifikační předpoklady nebo bude neúplná, vyřadí komise tuto nabídku z hodnocení
- Komise posoudí nabídky dle hodnotících kritérií uvedených výše
- Každá nabídka získá celkový kredit vypočtený součtem získaných kreditů za celkovou kvalitu, počet dní a cenu služeb
- Nabídka, která získá nejvyšší celkový kredit (Kredit 1.+ 2.), bude vybrána jako vítězná nabídka (ekonomicky nejvýhodnější nabídka)
- Zpráva z jednání hodnotící komise bude vyhotovena a podepsána všemi členy hodnotící komise. Zpráva z jednání hodnotící komise podléhá rozhodnutí subjektu s oprávněním jednat jménem zadavatele.
 - O výsledku hodnocení budou všichni uchazeči, kteří podali nabídku ve lhůtě pro podání nabídek, informováni dopisem na korespondenční adresu uvedenou v jejich nabídce. Uchazeč, jehož nabídka byla vyhodnocena jako nejvhodnější bude vyzván k uzavření smlouvy.