This report summarizes the findings of the evaluation exercise performed by IQ Consulting upon the request from UNICEF. The report includes the findings portion and the technical information portion. The data presented in this report do not necessarily represent the views of UNICEF.
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1. EXECUTIVE SUMMARY

Presently, Osterode at the moment hosts 92 families, with a total of 380 people, out of which 235 are children. RAE communities began to move from Zitkovac and Kablare camps in North Mitrovica in the former French military base “Osterode” in February 2006. During 2007, a small part of RAE families, around 15, were returned to locations where they previously resided, namely in Roma Mahala in south part of Mitrovica. Osterode has been in the media headlines and subject to numerous reports made by international organizations due to the reported high level of lead exposure, leading to possible health risks among the population.

The educational projects in Osterode Camp supported by UNICEF have been quite successful in achieving their anticipated results. While depending on the nature of activities and the intervention type, the level of success in achieving the desired impact varies, the overall implementation has been perceived by most of the respondents as successful. The success of project activities during the intervention period has been hindered mostly by the implementing environment, which most of the time has been unstable, over politicized, and quite challenging to operate in. Viewed from this perspective, the projects have been adequately designed as they were implemented without any major problems. Freedom of movement of UNICEF staff from Prishtina Office (local programme staff of Albanian ethnicity) to the north after the declaration of independence has had a visible impact on the overall project continuation.

The problems and issues addressed through the UNICEF rights-based programming have generally been focused in the biggest priorities of the communities, education and health. The only two issues categorized as being of highest priority for the beneficiaries that have not been addressed by the UNICEF projects is the issue of final re-settlement of the camp population and poverty. The latter two issues are extremely complex and very costly, and not necessarily are part of UNICEF mission. Concerning the activities that have been implemented the rights-based approach inherent in all UNICEF programming has had some difficulties to be implemented as it has created a dependency of the population on the projects and continuous support. This has been caused mainly by the inability and/or unwillingness of the primary duty bearers—the local authorities, to take over ownership and assist UNICEF in phasing out its support.
While the accurate measurement of net impact that the projects have had is very difficult to carry out due to the absence of a baseline study, both concrete and soft results can be identified. Attendance rate of 95% in elementary education level and the overall number of 42 children attending pre-school education is a quantifiable result achieved primarily because of the projects implemented. Increased willingness of children to attend school, qualitative improvement in their performance due to extra assistance with homework and learning ability are also visible results but cannot be quantified. Additional impact noticed during the camp visits are the increased level of knowledge on good parenting concepts and practices and relatively good knowledge on health related issues and more precisely, the lead poisoning and treatment which presents an immediate threat to children and adults living in the camp.

Communication and coordination between all stakeholders has not been at its best during the project implementation, hence causing at times unsuccessful information sharing between the interested parties. This improvement would increase the impact of the activities in the future, contribute towards developing local ownership of activities and consequently, towards the sustainability of interventions.

On the content aspect, one remark that should be made is to increase the focus of projects on language skills of children. The reason behind such suggestion is that language skills have been identified to be the biggest obstacle for children to continue education beyond elementary school as their current conduct of Serbian (the official language of instruction in the north where they will presumably continue education) is not satisfactory. An additional component hindering maximum participation and achievement of children in school is the lack of didactic materials due to the poor financial situation of their families. As a measure having an immediate impact and as a pre-condition for the future education of the RAE children in Osterode, UNICEF should seriously consider supplying these children with the necessary things that currently are unavailable to them.

Concerning the health situation, the projects have had an impact only in raising the awareness of the population about the risk of lead poisoning and its effect on their health, however, it has not helped them significantly to lower the lead level in the blood. To this end, only permanent settlement in an area free of exposure could yield results and that these results can only be achieved in longer periods of time.
2. BACKGROUND

UNICEF has been very active in Osterode camp since 2006 through continuation of projects implemented by the Association for Peace Kosovo (AFPK) and Caritas Kosovo with their offices in the Osterode Camp. The main objectives of the implemented projects have been education and recreational activities aiming at improving the psycho-social and physical abilities of RAE children living in Osterode camp and their successful integration in the educational and social structures in the north of Kosovo. The methodology of the projects is based on educational support, health prevention and supporting interaction and communication between members of population, such as children, parents, teachers and others.

Projects have been granted to Caritas Kosovo and AFPK due to their continuous relationship with UNICEF and their experience in working with the RAE population in Osterode camp. Projects before 2007 have been implemented jointly with Caritas Kosovo, however, due to internal issues within Caritas Kosovo, AFPK continued implementing successive project activities in 2009 on their own. In addition to educational and recreational activities, it was agreed with AFPK in addition to health education for lead pollution to expand and implement activities on better parenting with aim to improve child care, development and safe motherhood of RAE parents living in the camp.

The project methodology, according to the documentation provided by UNICEF for the purposes of project evaluation, that includes various documentation given by AFPK is based on activities, aimed to directly intervene at improving school and other skills of RAE children in the Osterode Camp. Activities consist of those with children, such as educational and recreational, and those with parents, that are further divided into three subgroups, including home visits from RAE facilitators, round table discussions with parents, and round tables with teachers. Educational activities with children include preschool and homework support activities, catch-up and Roma language classes, as well as creation of the children profiles by pedagogues. Recreational activities include course in Roma folklore, sports, film projections with educational purposes, summer camp and other special events.

Detailed description of implemented activities is given bellow:

**Preschool activities** - implemented with the youngest children from 3 to 6 years of age. These activities were segmented into two sections, with activities with children aged from 2 to 4 through elementary
lessons such as colors, letters, animals, time etc and activities with pre-primary aged children (5 to 6) which were of preparatory nature for primary education.

**Homework support Activities** - support to children in primary education to improve their success in homework and other school activities.

**Catch up classes** - activities for children in the fifth and eighth grade composed of quizzes, educative games and tests, aiming at encouraging RAE children to learn more about regular subjects taught at primary education.

**Roma language classes** for children of all age from a Roma teacher, in conjunction with the other mentioned activities.

**Creation of the children profiles** aimed to inform the project staff and also pedagogues of individual child improvement, for purposes of possible change of activities tailored to children needs, as well as for information purposes for school institutions.

**Educational-recreational activities** including Roma folklore courses, sport activities, film projections, special events (such as Saint George’s day, World Roma Day), summer camps, excursions,

Activities with parents are divided in three parts, according to AFPK documentation:

**Daily home visits** based on the “Better Parenting Initiative (BPI)”, with facilitators having the experience in lead poisoning issues, with the training from Dr. Begolli.

**Round tables with parents and teachers** with the objective of discussing the BPI activities, as well as improve communication and discussion quality between involved parties.

The primary target groups for all the projects have been children aged 7 to 15 years old. The total number of the participants from this group according to AFPK is 87 children. Meanwhile, the group of younger children consists of children aged 2 to 6 and their total number is 90. The secondary target group consists of parents and the teaching staff of “Dositej Obradovic and “Vlade Cetkovic” primary schools with temporary placement in the building of the “Branko Radicevic” school.

It should be noted that all UNICEF supported projects were designed as such to adapt to the rights based approach, strongly supported by UNICEF worldwide. However, because of the specificity of the situation in which the project was implemented, not always the activities were fully harmonized with the rights
based framework, but it should also be noted that given the circumstances, that was the only option for implementing the activities.

2.1. Background on the Osterode Camp

RAE communities began to move from Zitkovac and Kablare camps in North Mitrovica in the former French military base “Osterode” in February 2006. During 2007, a small part of RAE families, around 15, were returned to locations where they previously resided, namely in Roma Mahala in south part of Mitrovica. According to AFPK data, Osterode at the moment hosts 92 families, with a total of 380 people, out of which 235 are children.

Osterode camp during the last year has become a subject of much discussion on institutional and also media level, due to the reported high level of lead exposure, leading to possible health risks among the population. Organizations, such as Norwegian Church AID, UNICEF, Caritas and others have continuously or at different times supported the implementation of projects aiming to improve the general health and social conditions of the RAE population in Osterode.

It should be noted that camp has only been established to provide a temporary shelter for residents that were to undergo a decontamination process due to health complications suffered from staying in Cesmin Lug, Kablar and Zitkovac camps, which were highly contaminated with lead.

However, the political developments, and especially the political tensions between the local Kosovo institutions and the parallel Serbian institutions operating in Kosovo, especially after declaration of independence in February 2008, has made the solution for residents of Osterode harder. In 2007, a concerted action was made possible and there was willingness at least from the international community to permanently solve the housing problem of the residents. However, presently there is not institutional willingness, especially at the municipal level, to provide the adequate spacing for RAE families to permanently move from the camp, in north of Kosovo. In addition, low awareness from the RAE families on the issue of health hazards combined with general apathy resulting from being moved endlessly, has made RAE residents of Osterode skeptic and at times downright hostile at the prospect of moving. In addition, many RAE families are anxious to move south to Kosovo closer to the majority Albanian population out of fear of ethnic retribution, which initially drove them to the north.
The population in the camp is well aware of the attempts of the international community and Kosovo Government to solve the housing problem. However, they are unhappy to move from their existing location since they consider living in the south not feasible at this moment. They wish to permanently stay and live in Mitrovica North, with the social help of local institutions there.

It is important to mention here that in 2007 the government of Kosovo and the international community began attempting to return the RAE population in the Roma “Mahala” in south of Mitrovica municipality, a home to approximately 8000 RAE residents prior to 1999.

On April 2005, an agreement was made between the Mitrovica municipality and the international donors. A donor conference was organized afterwards, when the Prime Minister and the SRSG each pledged 200,000 EUR to launch the project.

The latest development indicate that there is definite plan to move most of the families to Roma Mahala, since the Kosovo local government and the international community are preparing to finalise the infrastructure to make the living conditions possible for the RAE residents of Osterode. However, the move will most probably be volunteer based, and it remains to be seen which families decide to move from the camp.

2.2. Background to the Evaluation

This evaluation has been commissioned by UNICEF Kosovo office as an exercise ensuring independent and unbiased evaluation of projects’ impact. IQ Consulting was selected to conduct this evaluation after passing through a competitive bidding process. The evaluation was carried out by the IQ Consulting team in close cooperation and coordination with the UNICEF project staff, AFPK as the implementing partner and the camp leader. The evaluation was carried out during March 2009 and it was focused on evaluating the projects in terms of functionality and efficiency in achieving the desired results. For this purpose IQ Consulting conducted a comprehensive assessment of the success, impact, possible flaws in implementation, as well as identifying the most effective and efficient activities and tools used in implementing Roma Educational Projects in Osterode.
3. FINDINGS

UNICEF is the only international organization still supporting projects in Osterode and the impact of its projects has been significant. Generally, the projects have addressed the biggest concerns of the population living in Osterode, however, the evaluation indicates that there is room for additional interventions and application of new methods. Below the findings of the evaluation are disseminated according to the source of feedback received, thus providing a clear picture of attitudes and opinions of various stakeholders involved.

The overall project efficiency (project cost per beneficiary) requires the application of a very complex methodology and will be impossible to do it at this stage, because children (the main project target) may have benefited from more than one activity, hence, making the ‘per activity’ cost impossible to calculate. Because of this situation, the evaluation team has chosen to conduct simple calculations of overall cost of UNICEF support in Osterode divided by the number of beneficiaries (direct and indirect) and generate a rough estimation cost efficiency, which is considered to be at a very satisfactory level. The basis for this calculation has been the number of camp inhabitants at the time of intervention as directly or indirectly all people in the camp have benefited from UNICEF supported projects.

In 2006 and 2007, UNICEF has spent around 42,000 EUR in direct activity funding for its implementing partners. When considering that the camp population at that time was a little over 400 persons, which directly or indirectly have all benefited from these activities, per person cost of investment for these two years is calculated to be at 105 EUR, or 52,5 EUR per person annually.

During the 2007, around 15 families have resettled in the Roma Mahalla in Mitrovica South leaving the camp population at an estimated 380 persons, out of which 235 children. The investments made by UNICEF in direct project activities in 2008 and 2009 have been 48,576 EUR. When this investment is divided by the number of persons residing in the camp, the per-person investment is around 128 EUR per person, or around 85 EUR annually. Both periods (2006-2007 and 2008-2009) indicate a high level of cost efficiency. It should be noted that these costs do not include the operational costs incurred by UNICEF.
3.1. Feedback from Beneficiaries

3.1.1. Families

Male participants spoke mostly during focus groups, leaving women almost totally out of discussion, showing that the role of women in children lives is still contested, at least publicly. This type of behavior should be specifically taken into account when designing future activities as tailoring interventions to the culture and mentality of the beneficiaries is a precondition for success.

Parents have expressed their general satisfaction that their children are undergoing education, due to role of education in life, but also since children are not playing around in camp while they are in school. This shows that parents think that the camp itself is unsafe or not beneficial for child play. To this end, the parents participating in the focus group discussion (FGD) believe that additional support for ensuring computers to be brought to camp is very important. They believe that this would ensure that children could learn to work with computers, since they consider it very important for their children’s future professions.

As for children who do not go to school, parents present at the focus group consider poverty, lack of employment to be the main reason why these children do not attend school, and they do not send their children to school for the fact that they don’t even have money to buy them clothes.

In particular, similar to children, focus group participants have expressed their dissatisfaction with their living conditions, with a special emphasis on lack of living space, where they have said that it is not uncommon that there are 7 to 10 persons living in one room. Facilities are cold during winter and there is no proper heating.

Unemployment and lack of social assistance in parents’ opinions are affecting every aspect of their children lives. Parents have expressed that they do not wish to return to south side of Mitrovica due to their fear from the local Albanian population, impeded freedom of movement, and most importantly due to the lack of employment. They stated that they are aware that a number of apartments, around fifty, has been built for them in the Albanian part of Mitrovica South and they have to move there by the end of the year. However they would like houses to be built in Mitrovica North and have expressed their wish for their children to continue their education there.
Parents in the focus group are confused about the exact nature of UNICEF and its activities in the camp. They do not know which organization, local or international, is implementing which projects in the camp. When asked what should be different if UNICEF continues their projects, parents have expressed that teachers need to take a more proactive role in children’s lives. Also, similar to children, they have expressed a wish that children are properly fed in the morning, which was happening at regular basis in the past.

They want more medicine in the camp, as well as more green areas, since that would provide children with healthier space to play, as well help with cleaning the air in the camp. They also want a health institution to be closer to the camp, like health center, since at the moment health facilities are far. Parents have expressed their worries related to the garbage depots close to the camp, which according to them serves as a landfill for the entire city, which in turn makes the entire camp smell badly for days on end and poses a health risk. Parents also want more possibilities for children for physical activities, such as sports like football or volleyball, and also want an extra sports teacher available for children.

While it appears that the parents are generally happy with the success of the projects supported by UNICEF, they believe that more should be done to improve the conditions for them. One important point that should be noted is that parents are not aware that the projects implemented by AFPK are in fact UNICEF projects. Lack of knowledge on the part of parents indicates that the communication flow to and from the beneficiaries has not been the best. This aspect is especially important as in future activities direct feedback should be taken from beneficiaries and possible flaws or misconduct on the part of implementing agencies could be identified.

3.1.2. Children

During the FGDs with children it could be noticed that they were quite pleased with the education activities, both from regular school activities and extra-curricular activities. The influence of adults, especially was obvious during group sessions, since children most of the time answered with yes and no answers, which shows that to a large extent they are passive in their behavior.

Another observation is that children are mostly comfortable using the Albanian language, due to the fact that it is the language used in family surroundings. Even for the most basic questions a translator had to be used so children could best understand the nature of the questions. The answers were frequently given in Albanian, when the answers were longer. The question here is how well children are able to
cope with Serbian language as the official language of instruction in schools, considering their present level of competence. It is advisable to consider the bi-lingual issue when designing activities on behalf of UNICEF, since a right combination of activities in both languages, depending on the circumstances could maximize the effect of the activity. Of course, this issue is of political nature, and to a large extent depends on the external circumstances.

While asked on recreational activities, such as drawing or going to excursions, children expressed their dissatisfaction with lack of resources, such as lack of notebooks and other didactic material, as well as lack of funds to take them to excursions. Most of the activities that have been done with children required financial support of different degree, and it seems that there has been a small amount of activities that children know to do that, in school or outside, does not depend on assistance of adults, or that does not require financing.

One child who misses school said he did so since other children beat him up when he goes to school. Bullying is considered to be a very serious issue affecting children of that age and given the circumstances in which the Osterode children attend school, it can have detrimental consequences, namely, permanent dropping of school.

When asked what they would like to become when they grow up, a substantial number of children wanted to become teachers or pedagogues. This can be explained from the fact that children spend an enormous amount of time with teachers and other professional staff during their everyday life. Children understood the importance of education for their future life, since they unanimously said that it is very important to read, write or draw in order to become what they wanted in life. However, children did not understand the importance of a profession itself, or in other words, did not see the benefits of having a job. To this end, substantial effort should be put in the future in educating the children of the importance of permanent or long-term employment as this could be the only way they could realize the relevance of having a job. This is especially true when considering the fact that most of the parents of these children are not employed, so the parent role model will not be sufficient for developing the understanding of the children on this issue.

At one point during the focus group discussion, when asked who is responsible for their education and who should continue to provide them with the same, children said UNICEF. Contradictory to statements from parents who were not aware of UNICEF being the donor of projects, this shows a discrepancy in understanding of the agency that stands behind the project that benefit these groups. It is possible that
adults, which in this case are NGO staff, might have instructed children to say these things, with the hope that UNICEF will continue projects in the camp. However, these statements from children show lack of institutional presence and importance in children lives. Children see international donors as the main stakeholder in their life and fail to understand that the ultimate responsibility lies with the local institutions to provide them with means to educate themselves.

Children also expressed school was important to them since it provided them with fun time, and it was “better than just staying out”. This shows that the outside space for children is not desirable. Children have expressed that insufficient space at home does not let them enjoy their time as they would like at home.

Children expressed their satisfaction with roles of their parents at home. They see their parents as persons who should help them more with their homework, and they said that their parents help them with hygiene and other things.

When asked what they would like from UNICEF in the future, children said more notebook, colors, at TV, a DVD player. On one hand, this shows that children lack basic supplies for activities in school, but also this answer shows that children connect their success with material supplies rather with activities of programmatic nature.

The willingness of children to attend school is quite visible and is a cornerstone that should be built upon. The effectiveness of the past activities appears to be significant, with the small remark that maybe a more children-centered approach should be utilized during future activities. Such an approach would assist in building the self confidence of children, and consequently, increase the sustainability of results. Lack of language courses, especially the local languages, is an additional deficiency noticed during the evaluation. If these children are to live in Kosovo (regardless if they will live in the north or in the south) they should be able to effectively communicate both in Albanian and Serbian. This is especially important for their future education as currently it is not known where the children (and the camp population in general) will be permanently settled to live.

3.1.3. Facilitators

Facilitators consider the situation in the camp as “chaotic” in the field of health, considering that little has been done to protect the children from lead poisoning, and also consider health treatment of children by World Health Organization as ineffective.
The two main problems in the camp in the view of the members of the facilitator focus groups are lead poisoning of children and lack of treatment, and the second problem in their view, similar to parent’s view, is lack of employment. According to one participant, 95 % percent of the population is unemployed and is on social assistance scheme, which they haven’t received since the end of 2008.

Facilitators have expressed their wish to continue with UNICEF projects, however their biggest concern is how the projects make sense considering that a child needs 10 years to recover from lead poisioning, if he or she is removed from the contaminated area, but children continue to live in a contaminated camp. But, they consider the continuation of work with children and UNICEF important, since changing the donor at this point would be difficult, because they would have to adapt to the new working culture and procedures. One of the group members has complained on the medicine used on children, since in his view it was experimental medicine that has not really worked, since level of lead in children’s bodies is still very high.

Facilitators have expressed satisfaction in regards to UNICEF projects since they consider they gained theoretical and working knowledge on education and health issues during project implementation period. Specifically, they are happy with the Better Parenting Initiative, since they consider the subjects that there were trained were timely and important. The only complaint that this group had in terms of BPI have been the difficulties in talking to women about culturally sensitive subjects to the Roma population, but they considered that this issue has been solved by having a female facilitator and the women’s centre in the camp. Facilitators have complained on the decrease of their pay by half from UNICEF. It important to note here that UNICEF is not an employment agency, and the activities of the projects with facilitators had the objective of raising the awareness of the portion of RAE population on education and health issues, which later would be imparted to the rest of the population by the same. The complaint of facilitators in regards to lack of pay shows that they have not understood the role in the project properly, and that they see themselves as employees of the project, rather as beneficiaries.

The confidence and competence shown by the local facilitators is very interesting in two ways. Firstly, it shows that the capacity building carried out by UNICEF and other UN agencies (including WHO) have been successful in developing local knowledge and capacities for the issues covered by the project. Secondly, it indicates that facilitators feel the sense of ownership, which can be both positive and negative. While on one hand, such sense of ownership can assist them and AFPK in seeking support from other donors, on the other hand, it can create problems in future UNICEF activities as it appears that there is a general feeling among the facilitators that they are irreplaceable. In order to test this
statement, maybe it would be advisable that facilitators and AFPK are requested to fundraise from other sources for their activities, as such exercise would prove the local ownership of the projects and additionally, it would assist in phasing-out of the UNICEF in these activities. This last aspect is especially important when having in mind that the primary duty bearers for one reason or another are not able or willing to take over the responsibilities that were temporarily carried out by UNICEF and its partners. In turn, this would help in reducing the dependency of the local communities from the UNICEF supported projects, hence, brining the initiative within the rights-based framework.

An alternative solution to the problem of dependence of facilitators on pay from projects would be a rotation system, where after a chosen period of time, different facilitators would be chosen for trainings and work. This would increase the number of beneficiaries in terms of raising the awareness on health and education issues. However, this tactic could prove to be challenging, since it could face resistance from existing facilitators, and also sustainability of project could be challenged, considering that work with certain beneficiaries would have to halted, so work could begin with others.

In terms of activity efficiency, the discussion indicates that UNICEF has adapted a very suitable approach and has achieved the desired results. The use of local facilitators is most likely the only approach that guarantees access to households in the camp. This statement is based on the knowledge on the specific characteristics of RAE culture and the mentality which was also displayed during the parents’ FGD.

Effectiveness can also be ranked quite high for the projects analyzed during this evaluation. It appears that the activities were very effective in building the local capacities and local knowledge to implement future activities. Additionally, the knowledge gained by the facilitators is applicable and useful regardless of their future settlement as it contains universal knowledge on health and good parenting. This dimension also is very important as it shows that the results achieved are quite sustainable and can be maintained even if UNICEF support ceases.

3.1.4. Teachers

Teachers consider that they have a sufficient level of knowledge of the state of affairs in Osterode camp. The main obstacles in their opinion are lack of knowledge of Serbian language by children, which makes it necessary that teachers spend a large amount of time with children in pre-school age to teach them Serbian. Another obstacle in their opinion is inconsistency in attendance and retention in regards to schools.
In terms of parents, teachers have complained that parents come rarely to meetings, and when they do, they say their children are not coming to school due to lack of school material, clothes and other necessities. According to the teacher group, all the meetings they have with parents start with complaints of this nature. Teachers claim that books are available for children in schools, but not to take home, and parents have insisted that the school buys books for children to take home. Parents do not come in sufficient numbers to meetings. Another complaint has been that parents do not devote enough time for their children at home, to make them learn, but they only hope that this learning will take place at school.

On the other hand, the group has expressed satisfaction with the overall rate of presence in school compared to previous years, and they are satisfied with children’s progress, especially children from grade 1 to 4. Problems have been noticed in learning from children from grade 5 to 8, but according to one teacher, that is expected, since according to her, some tendencies such as the tendency for early marriage “is in their genes”. Teachers consider that it is hard for the majority of Roma to continue with high school education, since it is either parents who do not allow them to continue, or children have been taught not to see the importance of education at this stage.

Roma language courses are seen as beneficial, but according to one group member, there is inconsistency in learning by children, since some of them are good in Roma language, while some of them don't know it at all. The necessity of courses also was put into questioning, since only a small number of families use Roma language in households. Considering that many activities of this project aside from the Roma language courses are seen as more beneficial and are thus prioritized highly, projects in the future need to analyze carefully the real need for the Roma language courses, considering the small proportion of children who actually use the language in family and school surroundings.

Lack of necessary means for existence has been identified as the main problem with the RAE population in the camp by participants in the teacher focus group. In their opinion, children lack spaces and necessary clothing, access to safe playgrounds and food.

Teachers are somewhat aware of UNICEF projects implemented in schools, and some of them cannot make the distinction between projects supported by UNICEF, NCA or Caritas. In terms of evaluating the benefits from the projects, teachers are ambivalent on the direct benefits to them from the project.
These answer shows that teachers have difficulties understanding the nature of the project and their role in it.

Teachers also complained that projects that they are aware of are short, so when they end children get accustomed to the project, it stops, than starts again, and that together with children not coming to school consistently, creates gaps in children’s development. The best timeline for the project in their opinion would be identical to the length of the school year.

In the aspect of possible changes to the project, teachers said that more recreational activities need to be included in the project, since children would regularly attend education if recreational activities attracted them. Also, an emphasis needs to be put on general education classes, not just language, since according to them, children need classes in culture, way of speaking and other courses of similar nature. On the other hand, another member of the group said that basic knowledge in math and language is absolutely necessary, and all the other classes should come secondary to that. The group considers the children of the last generation to be the best in terms of grades and overall achievements. However, they are pessimistic about the continuation of their studies in high school.

The feedback obtained from the FGD with teachers indicates a very important perception of the people that were directly involved in the work with children. The language barrier mentioned above is also considered problematic in terms of future development of children, but also, regular attendance of classes. While acknowledging the impact that the project has had in terms of improving the learning ability of children, a great deal remains to be achieved in order to ensure the continuation of education by children. To this end, working with parents more intensively could prove to the most appropriate way of passing the message across and stimulating children to make more efforts in improving their performance.

An interesting element that is worth analyzing is also that of discontinuity of projects and their timing. In order to achieve maximum results and mitigate the risk of interrupting with regular school activities, projects should be designed in such way that they coincide with the timing of the school year.
3.2. Feedback from Key Informants

3.2.1. Feedback from Central Level Informants

Key informant interviews at the central level have taken place during March 2009. The purpose of these interviews was to take into account the specific circumstances that have influenced programming and/or projects implemented in Osterode. By contextualizing information received from stakeholders/beneficiaries through focus group discussion, the evaluation team has attempted to identify the net impact of the project. While acknowledging the drawbacks in this endeavor due to the absence of a baseline analysis, the project team is still convinced that an impartial and accurate impact assessment is still possible.

Depending on the source of information (respondent) the project team was able to obtain various positions and opinions, which at times differ from one another. These opinions have been analyzed in the context of respective respondents’ backgrounds and an overview was generated. The respondents interviewed through utilizing this research instrument have been asked to provide feedback regarding several aspects of project implementation. Some of the aspects inquired about include past and current priorities and concerns of the camp population, the perceived and the measurable impact that UNICEF supported projects have had in improving the lives of the beneficiaries and forwarding the rights of the target population; the appropriateness of instruments used during the implementation, the level of coordination and cooperation between stakeholders and alike. The positions of the respondents concerning these issues are further elaborated upon below.

The respondents unanimously agree that the situation of the RAE population in Osterode is concerning. Despite the fact that the conditions in this camp are by far better than in the other camps such as that in Cezmin Lug, they also believe that Osterode is a temporary solution to the problems that these communities face. Based on this feedback, one can conclude that the intervention approach adopted by UNICEF was adequate and well-designed to yield sustainable results. One aspect that should be considered when assessing the adequateness of the approach is the specific socio-economic and political situation in these communities. While the implementing environment was characterized by a significant degree of uncertainty and politically sensitive implications, the methods of intervention enabled a steady project flow that was resistant towards external influences.
Aside from the immediate results that the projects have achieved, it is worth noting that the skills acquired by the children during the implementation of these can be considered to be sustainable in the long run. The capacity building carried out with the local facilitators has resulted with a know-how that they will be able to apply anywhere they are settled once Osterode camp is closed. The specific situation in which the RAE communities from Osterode are situated is such that it has conditioned the children learning with knowledge of both Serbian and Albanian languages. More specifically, while it is obvious from the observations made during camp visits and FGD with the children from the camp that their native language is Albanian, they will most likely (due to many reasons) have to attend school in the north, where knowledge of Serbian is essential. Such complications have hindered project success and have limited the possible results that could have been achieved.

Similarly, children that have been aided with their homework and whose learning ability has been assisted through the project have benefited from the project both immediately and will continue to benefit in the future by continuing their education. However, the willingness of children to attend school and their increased learning ability is not the only factor determining whether they will continue school past elementary level. An additional and very influential factor determining such choice is for instance their future settlement. If for any reason camp families are settled in the north as they have long requested, the camp children might not be able to continue their education in Serbian properly, as their competency level of this language is very poor.

The cultural aspect of RAE education is also a factor that may prevent children from attending school past elementary level. This is especially true when considering the low level of education of parents and relatively low importance prescribed to school by the RAE population. By the time they reach the age of fourteen or fifteen (graduate from elementary school) they will be expected to work and contribute to the family’s budget. Additionally, the financial situation of the families in the camp, may be detrimental for further education of camp children, as their parents may not be in the position to cover the costs of traveling, clothing, books and other related expenses.

The third programmatic aspect of intervention—that of health has also yielded both immediate and long-term results. While in the short run, the projects have educated the camp population about the consequences of lead poisoning and contributed to the prevention of this phenomenon, in the long run, they have contributed to the general health and wellbeing of the camp population.
3.2.2. Feedback from Local Informants

Local stakeholders interviewed during the course of this evaluation provide somewhat different feedback from that obtained at the central level. While the central level informants focus more on the macro perspective and stress the importance of influences and processes from a ‘bird perspective’, local informants provide more straightforward information.

The three biggest problems indicated by the local informants generally include three main aspects and issues faced by the communities in Osterode, social welfare (families living off social assistance), permanent settlement of families living in Osterode, and health hazard (lead poisoning). Out of these three, one was directly addressed by UNICEF and two of them only indirectly (through education activities).

Some of the measurable results indicated by local informants that relate to education activities include the increase of the number of children attending pre-school education whereby currently 42 children attend school at this level. Another achievement indicated by local informants includes the increase of the number of children attending elementary school, where current enrolment rate is said to be around 95% of children in that age group. These two measurable results are directly assigned to the UNICEF supported projects, which according to the informants, have directly contributed towards these results in terms of increasing the interest of children attending school and assisting them with learning. The recommendations from some of the informants regarding education projects include follow-up activities with children reaching high-school age and financial assistance for children attending school (cash or in-kind by covering the costs of didactic materials).

Concerning the second group of activities in the field of health education and awareness, the local informants believe that UNICEF has done a really good job in building local capacities in this field and they strongly believe that the impact will be sustainable even in the long run. To this end, some of the local informants believe that the project components implemented by other agencies have been not as successful as they would have expected from a worldly renowned organization. While most of the aspects related to project implementation are rated by local informants as either being very successful or successful, the two aspects concerning which have not been satisfactory according to the local

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1 The rating scale was the following: very successful, successful, somewhat successful, unsuccessful, and completely unsuccessful.
Informants include addressing the community priorities and participation of communities. While the first aspect relates to the nature of UNICEF work and the focus of its activities which is predetermined by its mission, the latter remark should be seriously considered. Participation of communities has also been determined not to be at a satisfactory level in the focus group discussion, where the first indicator of this project deficiency is considered to be lack of knowledge by the communities about the projects.

Involvement of local (municipal) authorities in project implementation and problem solving was another aspect that the local informants were asked about. It appears that the level of involvement of local authorities in project implementation is perceived to be insufficient. While some of the respondents note that health education and other health-related activities have been coordinated with the local authorities, others believe that the assistance of the municipal authorities (in the north), could have been greater. On the other hand, education projects are perceived to have had very little input from the municipal authorities in Mitrovica North. In some activities UNICEF has been successful in generating support from the local authorities, and on other occasions it has been less successful. This has largely depended on the nature of intervention and the sector in which the intervention has taken place. The reasons behind such difference in success can be ascribed to numerous factors including here, the willingness of local authorities to engage, their financial resources to contribute and support activities concerning RAE community in Osterode, or lack of efforts of UNICEF project staff with partners to engage local authorities and seek their support. Being that there is no concluding evidence of either of these reasons causing the lack of involvement by the local authorities, one can only suggest that all these aspects should be carefully considered if the activities are to be continued.

It should be noted that all local stakeholders insist that the projects and activities implemented in the camp (including UNICEF supported activities) are only temporary and that they miss the real cause of the problems. Such belief on the part of the local stakeholders, is based on the premise that only permanent resettlement can resolve the situation, as it (the camp population being IDPs) is the root of their problems. All interviewees in this group consider that projects implemented in the camp have been fragmented, lacked integrated solutions to the local population problems and that the real issue to be addressed if there is willingness is the permanent settlement of Osterode families in a safer environment. While this was considered to be the best case scenario for key informants at the central level as well, the differences in opinion consists of the fact that local informants have been less engaged in the project implementation and are more critical of the efforts made to resolve RAE community problems in Osterode. Being that the re-settlement issue have been overly politicized and complicated
by political developments, it could be argued that UNICEF was in fact powerless to provide solutions to this issue.
4. CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

The only remark concerning community involvement and inclusion of local authorities in achieving sustainable impact on the target population relates to the phasing-off of the UNICEF support. To this end, it should be noted that UNICEF could have generated greater support from the municipal authorities in the north, hence, reducing the dependency of the communities from the UNICEF support, and creating grounds for gradual withdrawal from the camp.

The Osterode camp has been provided only as a temporary solution and this has influenced the UNICEF activities in terms of challenges to long terms planning and sustainability of projects. The latest initiatives from the local Kosovo government and the international community to find a permanent solution to the RAE housing problem will inadvertently change some of UNICEF projects components in reflection to the new situation in the ground. The housing solution could both prove advantageous, since it could provide an opportunity for long term solution to health and education issues, but could also become disrupting, considering that there is a level of reluctance from some of the residents to move to Roma Mahala.

In order to clearly and accurately illustrate the communication and coordination between various actors during the implementation of the UNICEF supported activities, below the positions of the actors and their role in improving the situation on the ground is presented in a graph.
As it can be seen in the visual presentation of the communication flow, the information dissemination and involvement of various actors has been at times unsatisfactory. The strongest communication and coordination can be noticed between the camp population, their leader (internal constituencies) and AFPK the implementing partner, which in the graph appears as semi-internal actor\(^2\).

Second to this, is the communication between UNICEF Prishtina Office and the UNICEF Zone Office in Zvecan, which most of the time has been very effective, with the link being broken down occasionally, and the communication between UNICEF Prishtina and its central level counterparts such as WHO, or

\(^2\) AFPK has been situated as both an external and internal actor because of its specific role of mediating between the external interventions, and local community. The presence in the camp and at the same time, activities outside the camp is the reason for positioning AFPK in the borderline between internal and external forces.
other UN agencies partaking in the UNKT meetings. The reason why the communication flow between these actors is considered to need improvement is because of the multi-level communication which is the cause for occasional incomplete dissemination of information within this group, partially caused by the complexity of the problems and the situation in the ground.

The worst information flow concerns the coordination of all stakeholders with the municipal authorities in the north. While this may have been a product of various factors, the most important being the overall political situation after February 2008 Declaration of Independence of Kosovo, other factors may have also been influential in causing this shortcoming.

In addition to the communication, the complexity of the situation has also hindered the project success. Lack of a final settlement solution for the camp population has partially been caused by the circumstances, but also various forces and factors, including here, the alarming economic situation, RAE culture, as well as the environmental hot spot in which the camp is situated, have also been quite influential. The chart below illustrates the implementing environment visually, and acknowledges the influences of these forces in project implementation and hindering UNICEF and its implementing partners in achieving the desired results.
Chart Explanation:

The following circumstances influenced the activities: Political Situation, Bad Economic Situation, Environmental and Health Problems, and Culture of the Camp Population among others.

Primary Beneficiaries: Children

Secondary Beneficiaries: Parents, Teachers and Facilitators

Complicated communication flow (red lines): caused sometimes difficulties in passing the message across. Lack of knowledge on the part of beneficiaries about UNICEF involvement in projects also confirms communication problems. Camp leader also represents an obstacle to communication as he keeps a lot of information for himself.

Future Uncertainties: Future permanent settlement of Osterode families also conditions the sustainability of project success due to the language barriers that children have (children are not bilingual-Albanian and Serbian).
4.2. Recommendations

Based on these findings there are possibilities to improve aspects of programming and implementation. The recommendations bellow have been divided into recommendations aimed at UNICEF projects components and recommendations towards external stakeholders, which include recommendations for systematic changes that are beyond intervention possibilities of a single agency.

Recommendations for UNICEF:

Organizational Issues

- Reporting should be reviewed on several levels, including reporting between local offices of UNICEF and the central office, as well between the implementing partner for UNICEF projects in Osterode and facilitators. During the project evaluation it was evident that a certain number of information was not available to central offices of UNICEF, and communication was held between offices due to internal communication issues.

- Project evaluation and monitoring has become heavily dependent on reporting by the local implementing partner and Roma facilitators. This presents a specific challenge to UNICEF projects, since it is a natural tendency of these groups to present overly positive evaluation of projects in order for them to continue working with UNICEF. A regular visit by local UNICEF officers and their reporting to central offices in regards to project development would mitigate such problems in the future as it would improve the direct project monitoring.

- Facilitator performance needs to be linked with their payment. During project evaluation, it was apparent that facilitators considered that they were eligible for payment no matter what the outcome of the projects was. Facilitators should be clear what they are being paid for and also when the project is expected to end. Activities aimed at raising the awareness of facilitators on education and health issues were aimed at creating future members of community that would be able to spread this information to their fellow residents. Even though UNICEF has told the facilitators that their engagement is temporary, they continue to perceive themselves as being irreplaceable.

- When asked about UNICEF and its projects, parents and teachers had difficulties in identifying which projects were implemented by which organization. This shows that promotion campaigns aiming at promoting both project outcomes and UNICEF have been insufficient. Projects need to contain budget lines and components specifically aimed at promotion.

- Teachers have complained that RAE parents do not come to meetings consistently. UNICEF has to find a way to make this presence mandatory if necessary, to the need of parents to understand the importance of education of their children in these meetings, as well as monitor their children’s progress.
Timing of projects needs to be synchronized with school year activities, so there is minimal discrepancy in activities.

**Education Issues**

- Child centered programming should be implemented as part of projects, since during the evaluation children showed passivity in answering. Parents, and local NGO staff either answered for them, or required specific answering from children. Even though there was no direct classroom observing, focus group discussions show that Osterode children remain passive observers instead of being active participants.

- Recreational activities need to be organized in more efficient manner, since it has been noticed that many problems, such as reluctance of locals to accept RAE population in their land in the lake in north of Kosovo, were not foreseen. Recreational activities need to be intertwined with project components that have the objective to teach children through play. It seems at this moment that there is a clear division between recreational activities and educational activities, whereas there could be components that mix the both.

- Activities like homework support and language support need to be intensified for children from 5th to 8th grade due to an identified deterioration in their performance and increased dropout rate with children in this range.

- One of the biggest obstacles for children to be integrated within the social structures in Mitrovica North has been insufficient knowledge of Serbian language. Projects need to expand their activities aiming at teaching children the Serbian language. A possible recommendation would be to hire a local language teacher that would work exclusively with Roma children to teach them Serbian language in Osterode camp grounds. Exposure of children to two languages, Albanian language at family surroundings and Serbian language in schools also could prove an asset in the future, since Roma children could become basically proficient in both languages thus becoming adaptable in all the future scenarios.

- Roma language instructions have been put into question by respondents, due to the lack of usage of this language within the camp grounds. Considering the burden on children to learn Serbian language, their use of Albanian language in family surroundings, activities need to reconsider the importance of Roma language, and arrange activities that best reflect the practical need of each of above mentioned languages in school and other surroundings. This is not to say that Roma language has no significance whatsoever. Roma cultural activities, as part of the recreational project components are seen to be extremely beneficial to the general well being of children and they should be continued. However, as Serbian language instructions should be increased at every stage of child education, the Roma languages should be re-evaluated as not to overburden the education curricula.

- When asked in focus group sessions on what they would like to become when they grow up, children almost unanimously expressed that they would wish to become teachers or
pedagogues. This is normal considering the level of presence of teachers and pedagogues in their lives, and also is a positive role model. But this also shows that parents are not serving as proper role models in children lives. Future activities should include presentations by persons that could serve as role models, preferably members of the RAE community inside or outside of the Osterode camp, and also general introductions to available professions in Kosovo.

**Health Issues**

- Insufficient child nutrition, especially during breakfast time, has been identified as a major factor for reluctance of Roma parents to send their children to school. As basic as this rationale is, UNICEF staff needs to take into consideration that projects need to include a certain amount of budget for food, if school attendance is to be successful, at least at this stage of project. Alternatively, UNICEF should advocate with school authorities and other institutions at the local level to provide food and other necessary items to Roma children so they could continue education.

- There is a general satisfaction with the BPI initiatives and results are very satisfying, according to most of focus groups feedback. It is recommended that there is a continuation of these activities in the future. Inclusion of larger number of women facilitators may be one of the necessary changes to maximize the impact of BPI activities as it would facilitate better interaction between project staff (facilitators) and mothers.

- Health education campaigns on led poisoning and prevention have been very successful ad should be continued. This is proven by the vast knowledge of parents about led-related issues, however, the follow up activities (i.e. treatment) have lagged behind due to the socio-economic situation of RAE communities in Osterode and the overall situation of these communities.

- Women participation in activities has been seen as especially beneficial during BPI implementation. Considering that this evaluation came from RAE community male representatives during focus group discussions that are usually conservative in this respect, this presents a very good opportunity to use such window of opportunity in the future, not only in health related activities, but also in educational activities. Project activities should include female facilitators, and other possibilities for direct involvement of women in most of activities envisaged by UNICEF projects.

**Recommendations for External Stakeholders (including recommendations for systematic macro changes)**

- Roma population in the Osterode camp is aware that at one point in time they will move from the camp into a different location. Even though that would mean a possible end of lead poisoning, the majority of Roma population fear from moving to Mitrovica South due to possible retaliation from the local Albanian population. In addition, most of the population is exhausted from moving from location to another, and they have given up hope almost entirely. However,
UNICEF needs to be aware of these developments and act accordingly by making the necessary changes to the project.

- Moving of RAE residents in Roma Mahala presents a direct challenge for their future children education. Some of RAE parents have said that even if they move to the Roma Mahala in the future, they would want their children to continue the education in north of Mitrovica. This request has to be taken into account, as possibilities of organized transport by local authorities should be seriously considered. However, keeping RAE children from schools in south of Mitrovica could cause a form of segregation of children from the local Albanian community, so this issue should also be considered. To this end, UNICEF should actively engage in advocating on behalf of these communities with the local authorities.

- Some members of the RAE community in Osterode, and especially facilitators, have been unhappy about the health interventions on their children, especially the medicine given to them. It is advisable that activities and interventions are devised in the future that will regain the trust of the community.

- Living conditions of the RAE population in Osterode remain very unfavorable. Unemployment is set at a very high rate, and social assistance is not provided on regular basis. This causes problems for all the activities done by international donors (including UNICEF). Existing advocacy coalitions, or groups established for this specific purposes should aggressively lobby with local institutions both in north and south of Mitrovica to provide the RAE community with basic access to nutrition, medicine, as well as clothing, food and school material for RAE children, so they could continue to attend education regularly.

- Residents have complained especially about the access to health facilities and medicine. Depending of their final place of residence, one or many organizations, both international and local, should advocate for easy access to health institutions by the RAE population, and provision of medicine, especially concerning the treatment of lead poisoning of their children.
5. TECHNICAL INFORMATION

5.1. Preparation Phase

For the purpose of this evaluation, IQ Consulting staffs have reviewed all the project documents furnished by UNICEF staff. This exercise has helped realize the context in which the project has been implemented as well as the nature of the projects that were subject to this evaluation. The desk research also included the review of relevant reports and documents (of different organizations) concerning Osterode.

Furthermore, the project team used the evaluation instruments for conducting this evaluation (attached to this report) which were subject to approval by UNICEF. The research instruments comprised of two documents—guidelines for conducting in-depth face to face interviews and guidelines for conducting focus group discussions (FGDs). Both these documents were only guidelines and by no means did they represent limitations for the interviewer and moderators. They simply contained the necessary themes that were to be covered during the interviews and FGDs. A great deal of questions derived from answers of respondents.

In addition, a site visit to Osterode (jointly with UNICEF) has taken place and introductory meetings with local leaders and NGOs operating in the camp have been conducted. They have been briefed about the methodology of the evaluation and about the entire project.

5.2. Field Work Phase

Face to face interviews have been conducted with UNICEF Project Staff and partners (i.e. Camp leader, other UN agencies, local government, relevant ministries, local and international NGOs, etc.). The purpose of the interviews with key informants was to contextualize the project achievements, obstacles endured during the implementation and perspectives of various stakeholders involved. A total of 12 of respondents were interviewed for this evaluation. The interviews at the camp and those with local authorities in Mitrovica North were carried out by Marina Bogojevic, who is an experienced researcher with a satisfactory background in the NGO sector. The interviews conducted at central level, were carried out by Mr. Kushtrim Shaipi and Mr. Ariel Shaban.

An additional component of this evaluation was that of conducting steered focus group discussions (FGD) with different participant composition (one with children, one with parents of children, one with
facilitators and one with teachers). The focus group discussions were moderated by Ms. Marina Bogojevic who has a long experience in conducting such discussions. The information obtained from each of the FGDs were separately filed and analyzed, and are included in this report through using the triangulation analysis framework.

**Analysis of Reporting.** After the evaluation data have been processed and tested for relevance to the objectives of the evaluation, Mr. Shaipi and Mr. Shaban proceeded with analyzing the data and producing the final report. The analysis of data has been conducted to identify patterns of perceptions present within various targets. The analysis was focused on interpreting the data in terms of efficiency, effectiveness, sustainability and impact in order to identify the best practices so far as well as possible future activities and programming opportunities for UNICEF.

**5.3. Obstacles During the Evaluation**

While performing this evaluation exercise, the IQ Consulting team incurred several types of obstacles that caused delays in the planned implementation timeline. Aside from the holiday season that delayed the initiation of the evaluation (first half of January), the project team also faced difficulties in coordination with all actors involved. An example illustrating such difficulties is that of the field visit to Osterode Camp that was carried out by IQ Consulting staff and UNICEF project staffs. For organizing this meeting, aside from IQ Consulting and UNICEF Prishtina, the visit was also coordinated with the UNICEF office in Zvecan, Camp Leader representative and with the AFPK staffs. It should be noted that the first tentative visit in the camp was annulled because of tensions derived from political developments. This obstacle is very important to note as it also illustrates the level of effort that needed to be made by UNICEF for successful implementation of the project.

Another minor difficulty in conducting this evaluation concerns the coordination with the AFPK staffs, which were present in all visits to the camp. Such logistical hassle could have also had an impact on the feedback obtained from the beneficiaries as they could have not feel free to criticize the implementing agency (AFPK) even if they had wanted to, because of their presence at the site during the evaluation. However, in order to minimize this possible impact, the IQ Consulting researcher had them leave the room whenever topics involved discussion on the performance of AFPK. As a result, the focus group discussions were conducted without any significant difficulties and the results obtained are satisfactory.
6. ANNEX 1. LIST OF INTERVIEWEES

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<thead>
<tr>
<th>#</th>
<th>Name</th>
<th>Position/Occupation</th>
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<tbody>
<tr>
<td>1</td>
<td>Aferdita Spahiu</td>
<td>UNICEF Education Programme Officer</td>
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<td>2</td>
<td>Agron Gashi</td>
<td>UNICEF Health and Nutrition Officer</td>
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<td>3</td>
<td>Ivana Milosavljevic</td>
<td>UNICEF Project Officer</td>
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<td>4</td>
<td>Ardita Tahirukaj</td>
<td>WHO Prishtina</td>
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<td>5</td>
<td>Edis Agani</td>
<td>European Commission Liaison Office in Kosovo</td>
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<td>Edita Krasniqi</td>
<td>Chief of Minister’s Cabinet MLSW</td>
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<td>Levent Koro</td>
<td>UNDP Economic Development Programme</td>
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<td>8</td>
<td>Feride Dashi</td>
<td>Save the Children in Kosovo</td>
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<td>9</td>
<td>Florent Vranica</td>
<td>Catholic Relief Service</td>
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<td>10</td>
<td>Agon Berisha</td>
<td>International Committee of Red Cross</td>
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<td>11</td>
<td>Arber Osmani</td>
<td>European Center for Minority Issues</td>
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<td>12</td>
<td>Habib</td>
<td>Osterode Camp Leader</td>
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<td>13</td>
<td>School Director</td>
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<td>14</td>
<td>Leon Malazogu</td>
<td>Project on Ethnic Relations</td>
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<td>15</td>
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<td>AFPK</td>
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<td>16</td>
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<td>Municipal Directorate for Health (UNMIK M. North)</td>
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<td>Municipal Directorate of Education (UNMIK M. North)</td>
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<tr>
<td>18</td>
<td></td>
<td>Deputy Mayor of Mitrovica North</td>
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ANNEX. 2. GUIDELINES FOR INTERVIEWS WITH KEY INFORMANTS

Instructions to the interviewer:

Through this instrument the interviewer will conduct face-to-face interviews with key informants at the Osterode Camp in Mitrovica North and local activists and municipal authorities linked to the projects implemented in this camp and supported by UNICEF. The list of interviewees will be furnished at a timely manner by the project coordinator. The interviewer should by no means influence the opinions of the respondents, modify or harmonize them with one another. Impartiality is of special importance for the objective evaluation of the report. The data obtained from various stakeholders/informants, will be compared and contrasted and presented as such in the final report. The interviewer should be politically correct at all times and should pay specific attention to the sensitiveness of issues addressed during the evaluation.

Part One: Introductory Questions.

1. Are you familiar with the overall situation at camp Osterode? If yes, can you please state your opinion regarding this situation?

   Yes, very familiar   Somewhat familiar   Not familiar

2. What is the overall situation at camp Osterode?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. In your opinion, which are the three most pressing problems that Roma population of the camp faces?
   a. ____________________
   b. ____________________
   c. ____________________

4. Are you familiar with any projects implemented at Osterode Camp by either local or international NGOs? If yes, have you ever been involved in implementing such programs/projects? (please elaborate)

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. Are you familiar with projects implemented/supported by UNICEF at Osterode Camp? If yes, Please list the ones you are familiar with.
Part Two: Education Projects and Activities

6. Are you familiar with the education situation of Roma children at Osterode Camp?
   - Yes, very familiar
   - Somewhat familiar
   - Not familiar

7. Are you familiar with education projects implemented by UNICEF at Osterode Camp? If yes, can you please rate the following aspects regarding these projects.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very successful</th>
<th>Successful</th>
<th>Somewhat Successful</th>
<th>Not successful</th>
<th>Completely unsuccessful</th>
<th>No answer</th>
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<tbody>
<tr>
<td>1. Overall project design and planning</td>
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<td>2. Overall Implementation</td>
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<td>3. Selection of Local Contractors (if Any)</td>
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<td>4. Behavior towards the camp population</td>
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<td>5. Cooperation and coordination between different projects</td>
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<td>6. Addressing the community priorities</td>
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<td>7. Community participation</td>
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<td>8. Cooperation with camp leaders and administrators</td>
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<td>9. Cooperation with municipal authorities</td>
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8. Can you list at least three concrete examples of success with regards to educational projects?
   a. ________________________________
9. If educational projects were to continue, should anything change (content, format, approach etc)?

Part Three: Cultural Projects and Activities

10. Are you familiar with the cultural situation of Roma children at Osterode Camp?
   Yes, very familiar Somewhat familiar Not familiar

11. Are you familiar with culture-related projects implemented by UNICEF at Osterode Camp? If yes can you please rate the following aspects regarding these projects.

<table>
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<th>Statement</th>
<th>Very successful</th>
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<th>Somewhat Successful</th>
<th>Not successful</th>
<th>Completely unsuccessful</th>
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<td>3. Selection of Local Contractors (if Any)</td>
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<td>4. Behavior towards the camp population</td>
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<td>5. Cooperation and coordination between different projects</td>
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<td>6. Addressing the community priorities</td>
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<td>7. Community participation</td>
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<td>8. Cooperation with camp leaders and administrators</td>
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<td>9. Cooperation with municipal authorities</td>
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12. Can you list at least three concrete examples of success with regards to cultural projects?
   a. ______________________________
13. If cultural projects were to continue, should anything change (content, format, approach etc)?

**Part Four: Sports and Leisure activities**

14. Are you familiar with the sports situation of Roma children at Osterode Camp?
   - Yes, very familiar
   - Somewhat familiar
   - Not familiar

15. Are you familiar with sports-related projects implemented by UNICEF at Osterode Camp? If yes can you please rate the following aspects regarding these projects.

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<tr>
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<th>Somewhat Successful</th>
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16. Can you list at least three concrete examples of success with regards to sports projects?
   a. __________________________
   b. __________________________
   c. __________________________
17. If sports projects were to continue, should anything change (content, format, approach etc)?

Conclusive remarks

18. How successful were the UNICEF-Supported projects in alleviating the situation of Roma at Osterode Camp?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

19. How sustainable are the results obtained from the UNICEF-supported projects?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

20. Has the overall targeting for projects been appropriate? (elaborate)

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

21. Would you like to add something?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
ANNEX 3. GUIDELINES FOR CONDUCTING FOCUS GROUP DISCUSSIONS

Instructions to the Moderator

The set of topics indicated below should only serve for steering the discussion in the focus group. It should be noted that the focus groups may show signs of hesitation to speak freely, and also may show signs of unwillingness to cooperate. The first 10 minutes of discussion to be focused on ice-breaking discussion about the overall conditions of living, the concerns of the participants that should serve for creating the link between the moderator and participants in the FGD. After the set of general discussion, the moderator slowly and very carefully steers the discussion towards the topics of interest for this evaluation. The topics of discussion are listed below. The order of topics may be changed in accordance with the flow of the discussion. Feel free to ask additional questions deriving from the discussions. If answers are unclear, ask clarifying questions. FGD plan is the following:

Introduction (10 min)

Briefly introduce yourself and the purpose of the discussions, which is the evaluation of UNICEF-supported activities in the Osterode Camp. The reason for evaluation is to measure the impact that these projects have had, as well as identify possibilities for further improving activities in the future. Explain that the discussions in focus groups are one of the instruments for evaluation and that the evaluation team has also reviewed the project documents and has interviewed key informants (people that are knowledgeable about similar projects). Ask for their permission to record the discussion and explain that whatever they say will be kept confidential and will be available only to the project staff. That is the reason why you will not request them to indicate their names. Guarantee complete anonymity! If they disagree about the recorder, take notes about the discussion.

Ice-Breaking Topics:

What are their living conditions in the camp?

Who are they most satisfied with (both local and international actors)?

What do they think of the support they have received so far by local and international organizations?

What do they think of the support (if any) by the governmental institutions?

Note: If participants hesitate to talk, ask them individually. You want everyone in the room to participate in the discussion.
Part Two: evaluation of specific project activities supported by UNICEF: *Note: Link this set of topics with the discussion in the first portion of the exercise (30-40 minutes)*

What is the general opinion on the projects implemented by UNICEF? Ask them whether they have personally participated/benefited from these projects?

When discussion begins, start asking specific questions about the type of projects implemented and whether they were adequately designed? Was the focus of projects adequate? Was the quality of implementation adequate? Was the participation of camp community at a satisfactory level?

*Note: these questions should be asked for all projects separately*

**The list of projects includes:**

1. Education projects (pre-school and school children)
2. Cultural and sports activities
3. Good parenting activities
4. Excursions for children

Ask about the specific benefits they perceive from these projects (ask them to illustrate these benefits with examples)...try to understand whether they are sincere in their answers or they only say what ‘they should say’.

**Final Part: Solicit recommendations for future activities (10-15 minutes).**

Ask questions about the type of projects they would like to be implemented? (if same as the past projects, ask them about the improvements that can be made for increasing the impact)...if different from projects implemented so far, ask specific questions about the type of activities they would like to see being implemented, who should implement them? Why are the suggested activities so important for the community?