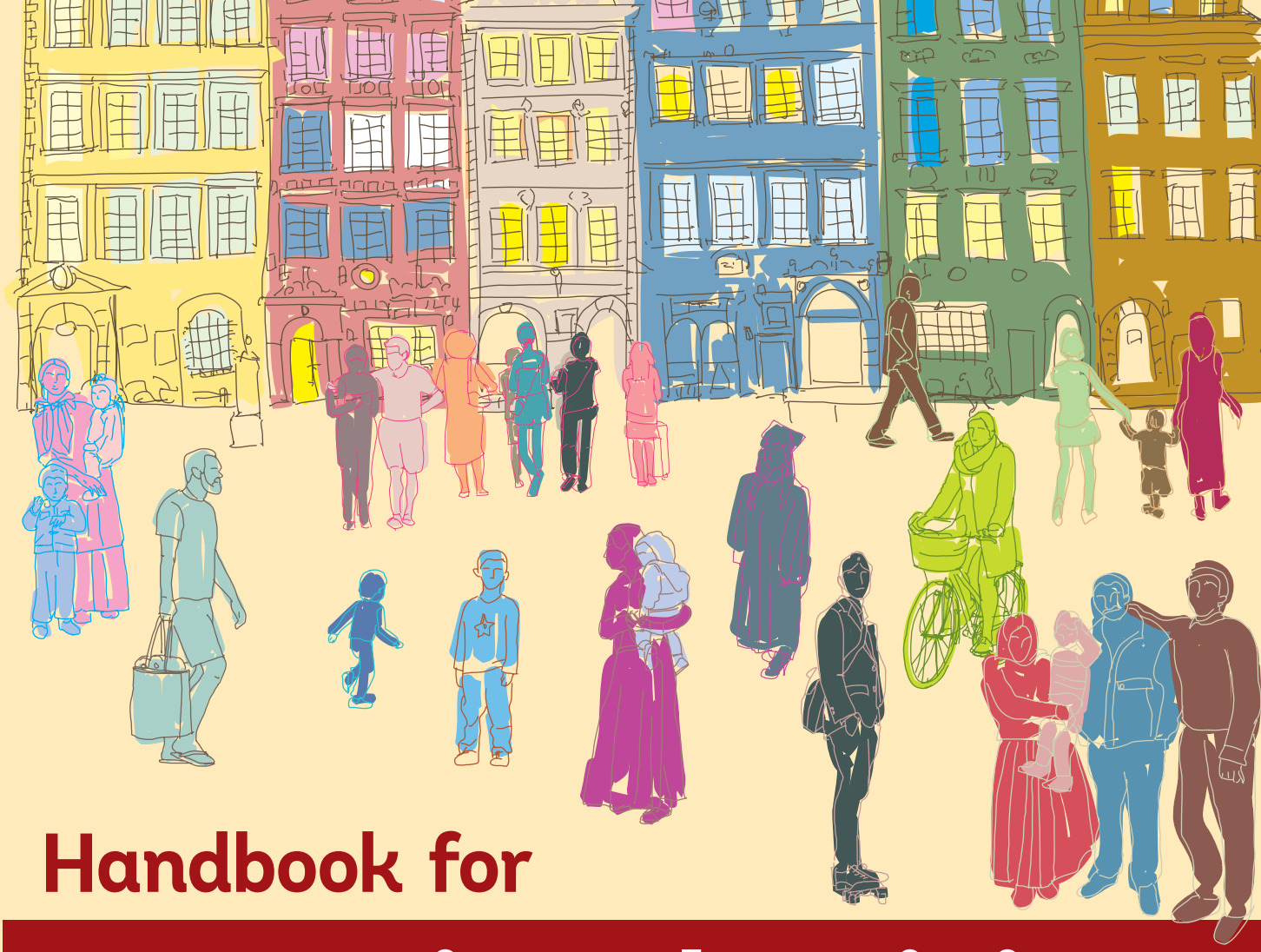
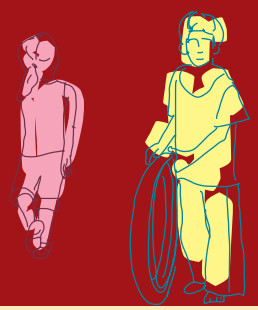


Handbook for

Improving the Living Conditions of Roma at the local level



THE WORLD BANK
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European Commission

Handbook for

Improving the Living Conditions of Roma at the local level

This handbook is based on a report by the staff of the World Bank that was produced in partnership between the World Bank and the European Commission (Directorate-General for Regional and Urban Policy and Directorate-General for Employment, Social Affairs and Inclusion), which jointly funded the activity. This handbook does not necessarily reflect the views of the European Commission or of the World Bank.

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European Commission

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ACRONYMS

CAG Roma Community Action Group

CFM citizen feedback mechanism

EU European Union

M&E monitoring and evaluation

PE participatory evaluation

PM participatory monitoring

RAP resettlement action plan

1

INTRODUCTION

A disproportionately large number of Roma in Europe today face deep poverty, social exclusion, and poor living conditions. Improving their situation is critical to achieving the targets of the Europe 2020 strategy.

The European Union (EU) Framework for National Roma Integration Strategies up to 2020 calls on the European Commission and the Member States to mobilize existing EU strategies and instruments to secure the socioeconomic inclusion of Roma. It invites the Member States to make sufficient use of EU and national funding to address Roma integration needs.

This handbook provides practical advice to local authorities and civil society organizations that prepare and implement interventions to improve the living conditions of Roma, using European, national, or local funds. It should be treated as a non-binding reference source. It suggests hands-on, practical approaches, techniques, and tools for executing interventions and enhancing their quality. It also provides ideas for broadening the range of interventions considered and is meant to inspire further innovations.

An Integrated Approach

This handbook focuses on four critical areas of Roma inclusion as identified by the EU Framework for National Roma Integration Strategies, namely, education, employment, health care, and housing (including basic services). These four areas need to be addressed in an integrated way, for several reasons.

FIRST, each of the four areas affects the others, so addressing only one area may not lead to effective or sustainable results. For example, if disadvantaged Roma do not receive sufficient education, it will be more difficult for them to find formal employment. If Roma children are not in good health, it will affect their growth, ability to learn, and school performance. Inadequate housing conditions can lead to bad health, disrupt learning, and reduce labour productivity. Insufficient income, in turn, can prevent families from maintaining good housing, accessing preventive health care, and providing an environment in which their children can learn.

SECOND, poor outcomes across the four areas may share a common cause. This means that a given intervention may be able to address outcomes in more than one area. For instance, renovating roads or providing public transport to improve a neighborhood's connectivity to a nearby town can improve residents' access to education, health care, and employment opportunities.

THIRD, a poor outcome in any one of the four areas often has multiple causes, which must be addressed together to make a positive impact. Different needs and barriers interact with each other to reinforce disadvantage, requiring holistic responses. Therefore, to be effective and sustainable, a core intervention may require complementary interventions. For example, building a new health care facility is by itself unlikely to improve the health status of residents unless other actions are taken as well. More health care providers will be needed, and they should be trained in providing health care to disadvantaged groups, including Roma. Families in the target neighbourhoods will need to be informed about the availability and benefits of

the new facility, and transportation or other access issues may need to be addressed. Social workers or health mediators may be needed to facilitate communication between service providers and users to increase the quality and uptake of services.

Integrated approaches can increase the effectiveness, efficiency, and sustainability of interventions to address the problems faced by disadvantaged Roma. An integrated approach involves linking multiple actions that jointly address a combination of interlinked barriers. This can be done in various ways, such as by:

- Combining interventions across more than one of the four critical areas. For example, a project could link housing and health interventions to improve child health.
- Combining hard (physical) and soft (service provision) measures. Improving the capacity of service providers and their cultural sensitivity to Roma is especially important. For example, one could combine the construction of a community centre with the training of social workers to run youth programmes at the centre.
- Combining actions to address supply-side and demand-side barriers. For example, in the case of a health clinic, steps could be taken to address both lack of health care providers (supply) and lack of awareness by users (demand).
- Sharing common resources to implement multiple interventions. For example, the same social worker can help disadvantaged Roma access social services while also serving as a bridge between Roma communities, public officials, and non-Roma communities.

An integrated approach, however, means more than just combining a series of interventions. It is essential to set objectives and priorities in order to avoid a jumble of incoherent, fragmented activities. With Roma communities facing so many challenges, interventions could end up being a "grab bag" of parallel activities without coordination or synergies. This can lead to inefficient use of resources and poor results. It is therefore critical to clearly define objectives and priorities and to align interventions with them.

1.2 Key Guiding Points

This handbook proposes four key guiding points for crafting interventions that will be effective and sustainable:

- Target poor and disadvantaged Roma, rather than Roma in general.
- Customize interventions to specific local needs.
- Address barriers to provision and use of services.
- Formulate a clear exit strategy to ensure the sustainability of results.

TARGET POOR AND DISADVANTAGED ROMA

Not all Roma are poor or disadvantaged. Measures should target Roma households that experience social exclusion and poor living conditions rather than Roma in general. Past measures sometimes targeted better-off Roma; for instance, social housing was provided to those able to afford rent and utilities. Such initiatives leave behind the most disadvantaged Roma and could further marginalize them.

In targeting poor and disadvantaged Roma, it is also important to follow the principle of "explicit but not exclusive targeting" of Roma, so that non-Roma who face similar disadvantages will not be excluded from the interventions. This will ensure that programme funds reach the neediest groups while also countering negative perceptions that stigmatize Roma as consuming more than their share of public resources.

CUSTOMIZE INTERVENTIONS TO LOCAL NEEDS

The most effective interventions are tailored to address a community's specific priorities and needs. An intervention that is successful in one community may not necessarily be suited for another. Even the same type of need in two different communities may have different causes and thus require different solutions. For example, in some communities, lack of access to health care facilities and providers may be the main cause of poor health, while in other communities, lack of clean water and sanitary systems may be the main cause. Still other communities may suffer health problems specifically linked to unhealthy lifestyles. To be effective, an intervention must be adapted to the needs and conditions of a specific local context.

ADDRESS BARRIERS TO PROVISION AND USE OF SERVICES

"If we build it, they will come" is a notion seldom borne out in reality. Building infrastructure or making new services available will not necessarily result in their utilization, especially in impoverished communities. If people are not aware of a service or its benefits, or if user fees are unaffordable, people will not access the service. Even when a service is offered free of charge, the indirect costs of using it—such as transportation fees or lost income for time away from work—may be too high. Fear of being mistreated or humiliated by service providers can also discourage people from using a service. The design of any measure must therefore be accompanied by the question, "If we build it, will they come?" Funding needs to be made available for complementary interventions to reduce constraints to access and use.

FORMULATE A CLEAR EXIT STRATEGY TO ENSURE SUSTAINABLE RESULTS

An intervention's impacts should not disappear with its completion or the end of funding. Financial and institutional arrangements for operating and maintaining the activities should continue beyond the initial funding. Financial resources, administrative capacity, and a governance structure need to be in place so that local services and facilities can be managed by local actors and used by residents. Interventions should include a component to build in these capacities and make them self-sustaining. Otherwise, local communities will become dependent on the intervention and risk losing the gains achieved when it ends.

However, financial sustainability may still require continued subsidies, such as from central government programmes or local budgets. For example, disadvantaged people may continue to require safety net support, in the short to medium term, to pay for services they access. An exit strategy may therefore include steps to ensure the availability and allocation of such financial resources.

1.3

Importance of Community Participation

To reinforce these guiding principles, it is important to involve the local community in the design and implementation of interventions. Local community members know what is needed, why it is needed, what the barriers are, what can be done, what is affordable to users, and what can be maintained. Participation increases community ownership and the ability of residents to maintain and operate an intervention, thus increasing the chances that it will be sustained over time. Such an active role for disadvantaged Roma communities also contributes to their social inclusion. At the same time, the participation of non-Roma communities is also critical to gain their support for the intervention, avoid stigmatization of Roma, and foster interaction and cooperation between Roma and non-Roma on the basis of mutual interests.

To this end, it is helpful to partner with civil society organizations that have established relationships of trust with disadvantaged Roma communities. Civil society actors can play an important role in reaching out and engaging these communities, since underlying mistrust towards authorities often prevents disadvantaged Roma from actively participating in official projects. Similarly, Roma mediators and community social workers can facilitate the identification, planning, and implementation of community-level interventions. They can help close the communication gap between local authorities and Roma, thereby helping to improve the format of interventions and increase their uptake by the intended users.

1.4

Organization of the Handbook

This handbook presents steps for formulating effective and sustainable interventions, followed by advice on good practices for enhancing their quality and use.

In the planning phase, the handbook helps local actors:

- Assess priority needs of the community in the four crucial areas of education, employment, health care, and housing (on page 13).
- Identify possible interventions to address these needs (on page 13).
- Identify and address risks to the effectiveness and sustainability of impacts, including capacity gaps, affordability, and community participation (on page 22).

Good practice advice is provided for:

- Engaging local communities throughout the life of an intervention (on page 27).
- Mitigating negative impacts and increasing positive benefits of resettlement (on page 35).
- Formalizing real property rights in informal settlements (on page 39).
- Monitoring and evaluating progress and outputs through participatory means (on page 41).

2

STEPS IN FORMULATING INTERVENTIONS

This section covers three basic steps that local planners and community members will need to take in formulating interventions: identifying needs and barriers, selecting and prioritizing needs and interventions in view of limited resources, and, finally, mitigating risks to effectiveness and sustainability of results.

Identify Needs and Barriers

The first step is to identify needs and assess the barriers to meeting them. For instance, a community's poor access to health services might be due to multiple barriers: existing health centres are not easily accessible, community members lack personal identification documents, or the health services are not tailored to the community's cultural context (for example, providers may not speak the community's language). In other words, when designing interventions, it is not enough to identify needs; one must also assess the barriers that prevent communities from accessing resources to meet those needs.

Prioritize Needs and Interventions

Once the needs and barriers have been identified, the next step is to determine which needs are most important to the community, identify potential interventions that can address these priority needs, and then select and prioritize interventions to be applied. It is important to recognize that there are often various options available to meet the same need, and that several interventions can be integrated to address a community's specific combination of needs and barriers.

Table 1 describes different types of interventions that could be used to meet specific needs. Every community is different, however, and the table is intended only as a guide to help local policy makers and stakeholders consider and compare possible interventions. Communities are encouraged to innovate and customize interventions to suit the local context.

Disadvantaged communities generally suffer from a series of disadvantages, which cannot all be addressed at the same time given limited resources. Local planners must therefore think about trade-offs when deciding which needs to address with which interventions. Spending more on one intervention may mean spending less on another. The prioritization of needs and interventions should take into account multiple variables, including value and significance to the community, feasibility, and cost-effectiveness. Two questions are key:

First, what are the relationships and potential synergies between the different needs

identified? Some needs are closely related and can be tackled together. By identifying and prioritizing a set of related needs and a set of interventions that can address those needs together, planners can generate synergies and avoid a hodgepodge of unrelated interventions. For instance, streetlights to ensure safety on the way to and from work, a community child care facility and services, and vocational training for adults could be provided together to facilitate employment of women while also improving the educational outcomes of children.

Second, which interventions will yield the desired results most efficiently, given the context of the community? There are several factors to consider:

- **Cost-effectiveness.** When more than one potential intervention may achieve the same outcome, it is useful to consider cost-effectiveness. For the same amount of money, how much impact would each of the interventions generate? While cost-effectiveness varies by context, and it is very difficult to accurately estimate the impact of interventions, local authorities may be able to refer to the impacts of similar interventions in the country or region to compare expected cost-effectiveness.
- **Coverage.** For a given investment of resources, which intervention would cover the largest number of beneficiaries? While some interventions may have a greater impact per individual or household than other interventions, and may therefore be technically cost-effective, they may still be undesirable if they can only be implemented with a small number of beneficiaries.
- **Low-hanging fruit**. It may be useful to consider options that are easy to implement and can produce significant benefits in a short time. Providing civil documentation such as birth and residential certificates, for example, is a low-cost intervention that can eliminate some barriers to accessing social services. By contrast, providing social housing to poor households generally requires costly, long-term subsidy programmes to be sustainable.
- **Sequencing.** When multiple interventions are envisioned, it is important to sequence them correctly by asking what needs to be in place for each intervention to work most effectively.

Table 1. Sample interventions to meet specific needs

NEED	WHAT CAN BE DONE
Access to basic community services People in the community do not have access to reliable water supply, a safe excreta disposal system, reliable electricity, heating, or waste collection.	**Rural/semi-rural neighbourhood upgrading** This involves expanding the network of basic services to low-density neighbourhoods, typically in rural or semi-rural areas. This may involve measures such as improvement of existing water supply networks. In areas where network extension is too costly and/or not possible (e.g., inexistent water supply network), a solution may call for investment in decentralized systems. Decentralized sanitation solutions, for example, can involve improved pit latrines or septic tanks, with due attention to environmental conditions such as flood risk or a high water table. Good practices might include involving the community in carrying out or supervising the works.

NEED	WHAT CAN BE DONE
(Continued from previous page) **Access to basic community services** People in the community do not have access to reliable water supply, a safe excreta disposal system, reliable electricity, heating, or waste collection.	**Urban neighbourhood upgrading** This involves expanding basic services to medium- or high-density neighbourhoods, typically located in towns and cities. Centralized solutions, in which existing municipal services are expanded to cover the neighbourhood, are generally used. This means that local authorities need to work closely with service providers. As expanding basic services can create affordability issues, local authorities should consider payment alternatives (subsidized tariff schemes and subsidized connections) and how they can be expanded to project beneficiaries. While many projects involve water and electricity connection subsidies, not all take into account tariff subsidies for low-income groups. This type of project design can be complemented with activities aimed at providing adequate housing and improving tenure security, safety, and neighbourhood connectivity and social services.
Safe location People in the community are exposed to violent environments, natural disaster risk, or man-made hazards, and/or do not have clean and safe public spaces that can be enjoyed by all community members.	**Public safety programmes for crime and violence prevention** These may help communities with high rates of crime and threats to public safety (e.g., thefts, assaults, extortion). International experience has shown that urban upgrading, which improves physical living conditions in poor neighbourhoods, can reduce levels of crime and violence. Basic services and simple environmental design interventions such as street lighting, public telephones, closed-circuit televisions (CCTVs), and improved street layout can create safer urban spaces and enhance community integration. Neighbourhood watches, as well as mediation and conflict resolution programmes, can be established. These should be complemented by social prevention programmes that address the causes of crime and violence, such as parenting skills programmes, early childhood education programmes, cultural programmes, job training programmes with at-risk adolescents, before- and after-school programmes, and educational programmes in conflict resolution.
	Resettlement and livelihood restoration When communities are located in areas prone to natural disasters (landslides, floods, earthquakes) or exposed to man-made hazards, environmental interventions should aim to mitigate these risks. In many cases, this will involve relocating households to safer areas and reassigning some of the land to other uses, such as linear parks, to keep households from returning or other households from settling there. However, relocating communities can disrupt livelihoods and create income shocks that can be hard for vulnerable groups to absorb. For this reason, relocation has to be done carefully, with interventions to preserve or improve livelihoods. In addition, since relocation often involves creating new housing solutions, local authorities can refer to the design options mentioned below for adequate housing. See also Section 3.3, "Plan resettlement carefully and mitigate negative impacts" (on page 35).

Table 1. **Sample interventions to meet specific needs**

NEED	WHAT CAN BE DONE
Accessible and well-connected communities People in the community have difficulty reaching their homes, markets, workplaces, schools, and health facilities because of poor roads or pathways and/or lack of access to reliable public transportation at an affordable cost.	**Improving connectivity to existing markets and social services** Measures to rehabilitate access roads and/or improve the coverage and reliability of public transportation can be used to improve connectivity. Planners should take into account mobility patterns of the community, especially occupational patterns, and respond to these specific needs. Efforts should be made to avoid disrupting existing built-up areas when creating or extending roads and transit. **Bringing markets and social services to the neighbourhood** While improving connectivity to existing markets and social services is important, it is sometimes necessary to expand markets and services to reach vulnerable communities. In the case of social services, this can be done through the development of either temporary services (such as mobile health units or mobile employment services) or permanent infrastructure, depending on population density and the frequency of services required. When school, health care, or other social infrastructure in the community is non-existent, dilapidated, or too small, it can be built, rehabilitated, improved, or extended. Space for providing such services can also be created as part of a multiple-purpose community centre where services related to employment, health, education, child care, and other counselling and recreational activities are jointly provided. Alternatively, equipment can be upgraded for mobile social service units. Investments in social infrastructure and equipment must be accompanied by investments in building the capacity of service providers.
Spatial integration Roma communities are geographically segregated from the rest of the population, which leads to negative neighbourhood effects such as lack of access to quality services (e.g., education, health) and constrained employment opportunities.	**Desegregation** This is applicable when there is spatial segregation at the neighbourhood, settlement, or micro-regional level. The goal of desegregation is to mix deprived and better-off social groups by diversifying neighbourhoods and dispersing disadvantaged families across the urban space. Improving neighbourhood connectivity, as described above, can also help integrate disadvantaged communities. See also Section 3.2, "Address spatial segregation of Roma" (on page 32).

NEED	WHAT CAN BE DONE
Adequate housing A significant number of housing units are overcrowded, are not well insulated or ventilated, and/or are in dilapidated condition and in need of major repairs.	**Housing improvements** This may be a solution when existing housing structures are reparable, the location is safe, and the community wishes to remain in place. Various programme design options are available with different levels of private, public, and community involvement. Projects with high community involvement may result in more appropriate housing solutions but require considerable support in the form of technical assistance. When overcrowding is severe, repair of existing housing may need to be combined with construction of additional units (see below). Housing improvements can be complemented by activities to improve access to basic services, security of tenure, safety, and neighbourhood connectivity. **Construction of new housing** When there is a shortage of housing supply, resulting in overcrowding or homelessness, or when existing housing structures are considered beyond repair and/or the location is unsafe, new housing units may need to be built. When the location is unsafe, new housing will need to be constructed in a safe area and households will need to be relocated. See also Section 3.3, "Plan resettlement carefully and mitigate negative impacts" (on page 35). New housing construction can be done with low or high involvement of the community. Self-built housing units can be customized to suit household preferences but require considerable support in the form of technical assistance. Housing construction can be complemented by activities to improve access to basic services, security of tenure, safety, and neighbourhood connectivity. **Making existing housing units available to the community by brokering supply and demand** Another option, when existing housing structures are beyond repair and/or the location is unsafe, is to make existing housing units available to the Roma population. Such projects generally involve some sort of subsidy, either rental vouchers or purchase assistance. Local authorities can build upon existing national social housing programmes, when available, to provide housing units to vulnerable groups. This type of project can be complemented by activities to improve access to basic services, security of tenure, safety, and neighbourhood connectivity.

Table 1. Sample interventions to meet specific needs

NEED	WHAT CAN BE DONE
Civil documents People in the community do not have civil documents, such as birth certificates and residential addresses, needed to access social services or credit or make formal transactions.	**Providing civil documents** An intervention can be designed to facilitate civil registration. If the cost of registration is a barrier to households, subsidies can be provided.
Security of tenure People in the community who do not have formally secured real property rights need to be protected from arbitrary unlawful evictions.	**Real property rights regularization schemes** These are needed in both rural and urban areas for communities that lack formally secured real property rights. Interventions vary considerably, depending on local and national regulations, but usually include: • General assessment of the land tenure situation, involving a field survey to enable all parties involved in the process to understand what the actual land tenure situation is and identify solutions. Activities also include public awareness campaigns, introduction of mechanisms for public consultation, identification of legal and administrative procedures available for transfer of formal rights, and extensive public communication to ensure that the costs and benefits of the regularization programme are well understood. • Titling programmes typically involve a public awareness campaign, cadastral field surveys, provision of technical assistance to eligible beneficiaries, public display of the cadastral survey results, and issuance of titles. When dealing with vulnerable communities, local authorities need to identify mechanisms to overcome specific barriers. These barriers may include lack of personal identification documents, absence of proof of ownership, controversies around the actual real property rights of inhabitants, and illiteracy. See also Section 3.4, "Formalize real property rights" (on page 39).

NEED	WHAT CAN BE DONE
Capacity of social service providers and equal treatment There is an insufficient number of social service providers (e.g., teachers, health care workers) who have been trained to provide adequate services to disadvantaged groups, including Roma. As a result, disadvantaged groups often are not treated equally by social service providers.	**Teacher training** Working with children from disadvantaged sociocultural backgrounds requires a higher level of pedagogical preparation and knowledge of inclusive teaching methods. Teaching of disadvantaged Roma children can be improved through supplemental teacher training in the areas of interactive didactic strategies, intercultural education, inclusive education, and child-friendly school practices, along with training on Roma history, language, and culture. **Training of health care providers** Supplemental training can be offered to health care workers to increase their knowledge and understanding of Roma patients. Courses on diversity and sensitivity to minorities, as well as practical training, can help promote respect for Roma. **School mediators** School mediators can help close the communication gap and improve relations between schools and Roma communities. They can play an important role in decreasing the number of school dropouts and non-enrolment cases, improving academic performance of Roma students, reducing absenteeism among students, combating the segregation of Roma students in classes, improving the attitude of teachers towards the Roma, and promoting the overall development of Roma communities. In deploying school mediators, it is important to avoid relegating all Roma-related activities to them, as this would lead to a deeper disengagement of teachers from the Roma communities they serve. **Health mediators** They can serve as a bridge between Roma communities and health care professionals. For example, local health mediators can contribute to changing social norms that have discouraged the uptake of health services by addressing the social stigma associated with accessing counselling services, reproductive health services, or testing for sexually transmitted infections. Health mediators can work with health care providers to help reduce discriminatory behaviours and the use of abusive language. They can help physicians better understand Roma and interact more effectively with Roma patients, enhancing the quality of care. **Community social workers** Disadvantaged communities can benefit from on-the-ground presence of community social workers who interact with community members and monitor their needs and issues on a day-to-day basis. Especially when permanently based in a community, social workers can open a channel of communication between community members, service providers, and local authorities. They can help enhance the

Table 1. **Sample interventions to meet specific needs**

NEED	WHAT CAN BE DONE
(Continued from previous page) **Capacity of social service providers and equal treatment** There is an insufficient number of social service providers (e.g., teachers, health care workers) who have been trained to provide adequate services to disadvantaged groups, including Roma. As a result, disadvantaged groups often are not treated equally by social service providers.	relevance of interventions by gathering current information on the existing conditions and needs. Continued direct communication with community members, local civil society organizations, and government representatives is also essential to monitoring progress and introducing course correction as necessary. When community social workers come from the communities they serve, they understand the community context better and can build up relationships of trust with community members over years. It is important to make sure that community social workers have undergone necessary training.
	Education support, including extracurricular activities In collaboration with schools, communities can introduce additional activities or learning materials to make the learning experiences of Roma children more culturally relevant to their family and community lives. This could include after-school assistance to help children complete homework, along with after-school recreation activities like sports, music, and arts. Learning materials can also be introduced to enhance appreciation of Roma culture and identity.
	Public employment When a local project involves the creation of new jobs for operation or maintenance of social services or infrastructure, people from the local community can be trained and hired to fill the job openings. Besides creating additional jobs for Roma, this can improve the interaction between service providers and Roma clients and the quality of services provided to Roma communities.
Skills, information, awareness, and capacity of community members People do not have the skills, knowledge, or capacity to access markets and opportunities. People are not accessing certain social services because they lack sufficient awareness and information about the value and availability of the services.	**Training and skills enhancement** Training can be provided to increase the cognitive and non-cognitive skills and employability of the unemployed. Skills enhancements programmes (such as TVET, technical and vocational education and training) can include a life skills curriculum focused on motivation (self-esteem, interpersonal relations, life fulfilment), workplace habits, social skills, and job search skills. This can be complemented by mentorships, internships/apprenticeships, or job trial opportunities to provide trainees with some work experience. Training and technical assistance can also help provide entrepreneurs with the skills and knowledge they need to start and run a business (such as in obtaining licenses, accounting, marketing).
	Comprehensive local employment services Employment counselling, mentoring, and job search assistance can be provided to job seekers, who may not have adequate information, networks, or job search skills. Such services

NEED	WHAT CAN BE DONE
(Continued from previous page) **Skills, information, awareness, and capacity of community members** People do not have the skills, knowledge, or capacity to access markets and opportunities. People are not accessing certain social services because they lack sufficient awareness and information about the value and availability of the services.	can include information on vacancies and assistance with the preparation of job applications (e.g., curriculum vitae and interviews). As discrimination is often a barrier to employment of Roma, the employment service can also serve as a liaison between employers and prospective Roma employees. **Parent involvement** Higher student performance is associated with the involvement of parents in children's daily activities. The support of parents in the preschool and primary school years has a significant impact on children's future opportunities. Initiatives to increase parent involvement include parent-school conferences, parent support groups, counselling, parent participation in different school activities (such as assisting the teacher in the classroom), and educational activities for children led by parents. In neighbourhoods where the coverage of preschool is insufficient, Roma parents can be trained to develop learning activities with children below the age of 6. **Awareness raising** Events or materials can be prepared to inform Roma about healthy lifestyles, risky behaviours, and the importance of accessing health care services, such as prenatal check-ups and vaccinations. Such information can be provided as part of a broader life skills education. Health mediators can also be mobilized to communicate with Roma and increase their knowledge about healthy lifestyles and health care.
Income People are unable to improve housing, start a business, access education, or receive health care due to lack of income and savings.	**Employment services and opportunities** Public employment opportunities and skills enhancement programmes can increase the income of targeted vulnerable groups and communities. **Microfinance** Schemes can be developed to provide small loans to help homeowners improve their housing or local small businesses make start-up investments (e.g., facility, equipment, raw materials, other inputs). **Scholarship programmes** These can be established at a local level for secondary and tertiary education. They can be provided on a hybrid model that combines need-based and merit-based criteria in order to target vulnerable or disadvantaged students who meet certain performance standards. For tertiary education, scholarships can cover tuition and/or living expenses.

2.3

Mitigate Risks to Achieving Effective and Sustainable Results

Local planners need to identify potential risks to the impacts of interventions, in terms of both their effectiveness and their sustainability, and plan activities to address these risks.

To be effective, interventions must address the root causes of poor outcomes. This means not only improving the quality and coverage of infrastructure and services, but also removing constraints that prevent users from accessing them. The design of any intervention must be accompanied by the question, "If we build it, will they come?" Demand-side barriers include the awareness and capacity of users, affordability and opportunity costs, and social norms and risks (safety, dignity, reputational, and so on). All these need to be assessed and addressed. Many Roma communities are highly impoverished, and merely providing new infrastructure or services will not necessarily result in their utilization. If people are not aware of a service's benefits, or if it is too costly to access, they will not be able to utilize it. Even when a service itself is provided free of charge, people may decide not to access it if the transaction or opportunity costs (e.g., transport, lost time for income generation and family care) are too high. Fear of being mistreated or humiliated by service providers could also discourage people from accessing a service.

In many cases, interventions are designed without sufficient consideration of the operational arrangements and recurrent costs (operational and maintenance) beyond the initial funding, and thus results cannot be sustained. Interventions need to be designed with a realistic exit strategy.

Building on existing government programmes can be an effective way to improve the sustainability of an intervention. Service providers often face additional challenges when they operate in marginalized communities. These include high maintenance and operation costs and low cost recovery rates. These disincentives can discourage service providers and public utility companies from continuing to serve these areas, especially once EU funds cease to pay for their services. Such risks could be reduced by building on existing programmes that have proven sustainable in the absence of EU funds. Moreover, utilizing existing programmes is cost-effective, since it allows resources and expertise to be shared. Experience shows it is easier to ensure the efficient and continuous provision of services in education, health, and day care when they are already integrated into the regular social service provision system of a municipality, state, or province.

Table 2 presents a series of questions to help local authorities assess potential effectiveness and sustainability of an intervention during the preparation phase. For each type of risk, Table 2 provides options for potential risk-mitigation activities that can be included as part of the intervention. These are just examples of available options. After considering the specific intervention and local context, local authorities may choose to introduce alternative options that will better address the risks.

Table 2. **How to ensure an intervention is effective and sustainable**

QUESTION	WHAT TO DO	EXAMPLES
Is the target population aware of the intervention? Have they been informed of and do they understand the activities to be implemented?	Raise awareness about the intervention (activities, purposes, location, timing, costs, social and environmental implications) early in the intervention cycle and promote participation.	• Public awareness campaigns • Public consultations (including through community social workers)
Is the target population aware of the benefits of accessing the activities, services, or facilities to be provided by the intervention? Do people know how the activities, services, or facilities could help them?	Raise awareness of the benefits of accessing particular activities, services, or facilities.	• Public awareness campaigns • Outreach activities by community social workers and mediators
Are other, non-target populations (e.g., non-Roma) aware of the intervention? Have they been informed of and do they understand the activities to be implemented?	Raise awareness about the intervention (activities, purposes, location, timing, costs, social and environmental implications) early in the intervention cycle and promote participation.	• Public awareness campaigns • Public consultations (including through community social workers)
Is the target population likely to be able to pay for the service or facility provided by the intervention?	Make services affordable to the target population. Ensuring sustainable operation and maintenance of services and facilities generally requires collection of user fees. But when users have difficulty paying, a way must be found to either lower the fee or help users pay it. This can be done by reducing the costs of initial investments, operation, and maintenance, and by helping to increase the population's income. Setting subsidized fee rates is another option, but a consistent source of funding needs to be secured to make it sustainable. Usually, targeted subsidies are more cost-efficient than blanket subsidies.	• Involvement of local workforce in project activities, such as upgrading infrastructure, which creates temporary jobs and develops skills for future employment • Training the local target population so they can be hired to operate and manage the service or facility in the future • Employment and income-generation interventions, such as vocational training, job search assistance, apprenticeship facilitation, and second-chance education • Assistance to help people access social benefits for which they are eligible

Table 2. **How to ensure an intervention is effective and sustainable**

QUESTION	WHAT TO DO	EXAMPLES
If the service or facility provided by the intervention will be accessed by a group collectively, or will need to be managed collectively (e.g., through a water users' association or neighbourhood association), does the community have sufficient organizational capacity to perform necessary actions collectively?	Increase the capacity of the local population to collectively manage and sustain the service or facility. Support engagement of the population in activities to increase their ownership of services and demand for service providers' accountability. Engagement of parents in school activities through parents' associations, for example, can both improve the educational performance of children and empower parents to take part in community life. Social workers and mediators can also play a role in helping the local community voice their demands.	• Technical assistance and legal support for forming and running service users' associations or committees • Use of moderators, animators, mediators, and social workers to help organize meetings and facilitate decision making • Training of users' associations or committees (e.g., in accounting, basic financial literacy, and decision-making procedures)
Will the target population be able to safely reach the service or facility at a time and cost convenient to them? Will they feel safe when they arrive?	Increase the accessibility and safety of the service or facility.	• Providing affordable transportation (e.g., buses) to access the service or facility • Providing mobile services (e.g., mobile clinics) to bring services closer to families • Introducing public safety measures (e.g., streetlights, community patrols, CCTV cameras)
Will the target population have time to access the service or facility? Will users need to sacrifice their income-generation activities to access the service or facility? Will the service or facility be available during the time of the year/week/day convenient for the target population?	Make the service or facility available within a timeframe convenient to the target population.	• Hours of operation that fit the life patterns of the target population (may require extended hours) • Clustering services to reduce the combined time required to access them (e.g., combining early childhood

QUESTION	WHAT TO DO	EXAMPLES
(Continued from previous page) Will the target population have time to access the service or facility? Will users need to sacrifice their income-generation activities to access the service or facility? Will the service or facility be available during the time of the year/week/day convenient for the target population?		education with vocational training/lifelong education for parents so that the parents can receive training while their children receive early childhood education)
Will the target population feel comfortable accessing the service or facility? Will their dignity and reputation be protected?	Enhance the cultural sensitivity of service providers.	• Cultural competency training for service providers (e.g., teachers, health care providers, police officers) • Use of social workers and mediators
Does the target population have the necessary civil documents (e.g., personal IDs, certifications of formal residence and property rights) to be eligible for the services, facilities, or properties provided by the intervention?	Facilitate the registration of personal IDs and property rights by targeted groups to ensure that investments benefit them, especially in informal settings.	• Proactive support for issuance of personal IDs and property rights (e.g., certification of possession rights, when formal ownership rights are not applicable)
Do beneficiaries of the intervention belong to a homogenous group without a history of grievances or mistrust between groups?	Foster reconciliation, mutual understanding, trust, and adaptation to/tolerance of diversity.	• Collaborative activities, such as those that require sharing responsibilities for maintaining a community facility • Recreational activities that bring people together • Campaigns against discrimination

3

GOOD PRACTICES FOR ENHANCING THE QUALITY OF INTERVENTIONS

3.1

Engage Local Communities

- **Consultations with local communities can increase their support for interventions.**
- **Various consultation methods can be used to seek information and advice from community members.**
- **Citizen feedback mechanisms help maintain channels of communication with the local community or beneficiary group.**

Community engagement through consultations and citizen feedback mechanisms can improve the effectiveness of interventions. It allows beneficiaries and other community members to share their views and information with those who plan and operate interventions. Successful engagement

- enhances the targeting and design of an intervention;
- increases community members' awareness and ownership of the intervention and their utilization of its benefits; and
- increases the accountability and performance of local authorities, decreasing the risk of fraud and corruption.

The participation of local community members is essential to the success of integrated interventions because they know what is needed, why it is needed, what the barriers are, what can be done, what is affordable to users, and what can be maintained.

Participation increases the ownership and relevance of interventions by identifying the priorities of stakeholders and their ability to operate and maintain the services. It also contributes to the social inclusion of disadvantaged Roma communities through empowerment. Participation of non-Roma communities is also critical to gain their support for the intervention, to avoid stigmatizing Roma, and to foster cooperation between Roma and non-Roma on the basis of mutual interests.

Local authorities should engage community members in both the preparation and implementation of interventions. Once an intervention is up and running, community members can remain engaged through participatory monitoring and evaluation. See also Section 3.5, "Monitor and evaluate interventions with the community" (on page 41).

"Community members" should be understood to include a wide range of local stakeholders, including both direct and indirect beneficiaries, as well as others who would be affected by or interested in the intervention.

The **ROMACT programme**, as described in the box below, can also provide support to local authorities in engaging community members.

The **ROMACT programme** can help local authorities undertake a comprehensive process to assess the needs of Roma; develop and implement targeted policies, plans, and projects to address these needs; and integrate Roma inclusion needs in mainstream policies.

Local authorities start by identifying the roots of the marginalization of the local Roma community and assessing what needs to be done. This process, which contributes to the municipality's Local Development Action Plan, is carried out in partnership with the local Roma community, represented by the **Roma Community Action Group (CAG).**

The CAG is made up of local Roma individuals who are committed to dealing with the challenges confronting their community and who are willing to enter into a dialogue with local authorities. The CAG becomes the interlocutor of the local authorities.

www.coe-romact.org

USE A VARIETY OF CONSULTATION METHODS

The consultation process helps identify interests at stake, with the ultimate aim of developing a well-informed strategy or project that has a good chance of being supported and implemented by the intended beneficiary group. Consultations are first of all a means of seeking information, advice, and opinions from the community. They can also be an occasion to share available information with community members.

Consultation processes can be carried out in various formats, depending on the target group. It is often helpful to employ several types of consultation when engaging with different stakeholders such as direct beneficiaries, experts, civil society, and private sector partners. Budget and time constraints can limit the options available and should be considered early to enable the optimal use of resources for the consultation process. Table 3 shows some consultation methods and formats that can be applied.

Skilled workshop facilitators, social workers, or community mediators can be hired to organize and lead these consultations.

Table 3. Alternative formats for consultations with local communities

FORMAT	DESCRIPTION	TARGET GROUP
Public feedback through comments	A call for comments can be made to the public. This call should outline an easily accessible method for submitting comments, such as by e-mail, social media, letters, or telephone, and define a reasonable time period for their submission. The project planners and implementers will respond to the comments. Synthesis of the comments and responses to them should be made public: for example, comments and responses can be posted weekly or biweekly in media accessible to community members and the target group, and on well-known websites.	Intended Roma beneficiaries and, when appropriate, other stakeholders such as neighbouring (non-Roma) communities and local authorities.
Interviews	Interviews can be conducted by phone or face-to-face to elicit stakeholders' perceptions on issues relevant to the project.	Key informants or leaders in Roma civil society.

FORMAT	DESCRIPTION	TARGET GROUP
Workshops	A meeting or series of meetings can be organized for discussions on particular topics relevant to the planned or ongoing intervention. Workshops may involve brainstorming on a particular issue, analyzing past challenges and achievements, envisioning a future scenario, or enhancing understanding of activities and expected outcomes.	Intended Roma beneficiaries and, when appropriate, other stakeholders such as neighbouring (non-Roma) communities and local authorities.
Community gathering or town hall meeting	A large forum or community meeting can be used to share information with a large group of community members in a transparent manner. Such an event requires careful preparation to keep the discussion focused on the intended issue. A well-designed and clearly communicated process is necessary to ensure that each participant has the opportunity to comment during the consultation.	The public and intended Roma beneficiaries and other stakeholders, such as neighbouring (non-Roma) communities and local authorities.
E-discussions	Web-based discussions can be held through e-mail lists, blogs, or on a website. The advantages include low costs and the potential ability to reach a large audience. The disadvantage is potential exclusion of some members of the target group, those who have limited or no Internet access and computer literacy. Thus, electronic means are best used as a tool to complement other consultation methods.	The public and intended Roma beneficiaries, other stakeholders, and/or experts.
Continuous communication through community social workers	Having a permanent, on-the-ground presence of community social workers can facilitate daily communication between community members, social service providers, local authorities, and other actors. Social workers can gather the most current information on the conditions of existing infrastructure, services, and development opportunities through active and continuous dialogue with the community members.	The public and intended Roma beneficiaries and other stakeholders, such as neighbouring (non-Roma) communities and local authorities.

ESTABLISH CITIZEN FEEDBACK MECHANISMS

During implementation of an intervention, it is crucial to maintain channels for feedback from local community members. This can be achieved through the establishment of an effective citizen feedback mechanism (CFM).

A well-designed and well-implemented CFM can enhance the effectiveness of an intervention by generating public awareness about the intervention and its objectives. Providing local authorities with practical suggestions, complaints, and grievances allows them to be more accountable, transparent, and responsive to beneficiaries and to assess the effectiveness of internal organizational processes. CFMs may also help deter fraud and corruption and mitigate other project-related risks.

There are six core CFM principles:

1. **Fairness**
   Complaints and grievances are treated confidentially, assessed impartially, and handled transparently.
2. **Objectivity and independence**
   The CFM operates independently of all interested parties in order to guarantee fair, objective, and impartial treatment.
3. **Simplicity and accessibility**
   Procedures for filing complaints and seeking action are simple and easy for citizens to understand. The CFM is accessible to all stakeholders, even those in remote areas, irrespective of the language they speak, their level of education, and their income.
4. **Responsiveness and efficiency**
   The CFM is designed to both receive and respond to complaints. Staff who handle complaints, grievances, and suggestions are trained to respond to them with quick and effective action.
5. **Speed and proportionality**
   All complaints, grievances, and suggestions, whether simple or complex, are addressed and resolved as quickly as possible. The actions taken are swift, decisive, and correct.
6. **Participatory and social inclusion**
   All stakeholders, including the media, are encouraged to bring grievances and comments to the attention of local authorities. Special attention is paid to making sure that poor people and marginalized groups are able to access the CFM.

The fundamental steps for creating an effective CFM are summarized in Table 4.

Table 4. Creating an effective citizen feedback mechanism

Survey and adapt existing procedures	Most countries have formal governmental procedures that define responsibilities for grievance redress and resolution of conflicts between citizens and local authorities. Whenever possible, local authorities should build the CFM on these existing procedures.
Estimate the volume of users and assess necessary resources	It is important to estimate how many people are likely to use the CFM in order to assess the resources—human, financial, and technological—that need to be incorporated in its design and budget.
Develop standard operating procedures and flowcharts that codify how citizen feedback, including complaints and grievances, will be addressed	An effective CFM consists, at a minimum, of a description of procedures established to redress complaints. Flowcharts are an effective way of illustrating how the citizen feedback process will unfold.

Develop and publicize the CFM principles	The key to the overall success of CFMs is organizational commitment. This commitment can be affirmed by declaring that local authorities welcome complaints as opportunities for improvement, and by publicizing the CFM policy. An effective policy typically communicates a set of guidance principles, the scope and types of grievances or complaints to be addressed, and performance standards.
Assign citizen feedback responsibilities and train staff to handle complaints	Local authorities need to be equipped with sufficient capacity to implement the CFM. Staff should be trained on how to handle complaints and grievances and on why the CFM is important. Citizens can also be trained to undertake some feedback activities themselves. For example, several community members can be designated as focal points who communicate complaints to appropriate parties and/or make initial efforts to resolve grievances. They should be selected democratically and given training for these roles.
Encourage citizens to use the CFM	Even the best-designed CFM cannot be effective unless citizens are aware of it and understand how it functions. It is important to prepare communication materials about a CFM, its procedures, the levels/officers to which different types of complaints should be addressed, operating service standards, and other relevant information. At a minimum, the citizen feedback procedures and the contact number or e-mail address for reporting complaints need to be posted. This information needs to be made easily accessible to the public in a visible and convenient location and at no cost to them. It is also important to ensure that the information reaches the most vulnerable beneficiaries.

Example of citizen feedback mechanism

As soon as plans for an intervention have been made, community members are given clear and reliable information about the measure, its expected impacts, and the proposed strategies for mitigating negative impacts. This information is made easily accessible to the public at a visible and convenient location, at no cost to community members. Citizen feedback procedures and the contact numbers and e-mail addresses for reporting complaints are visibly posted.

At any stage of the process, affected persons can complain directly to the designated staff. A designated phone number, e-mail address, postal address, and complaint box are made available to the public for this purpose.

The local authority makes every effort to achieve an amicable settlement of all complaints/grievances within three days of receiving the complaint. If a complain cannot be resolved, local authorities convene a Citizen Feedback Committee consisting of (a) staff from local authorities, (b) contractors/service providers, and (c) representatives from the community. The committee hears the case and provides a response within two weeks.

If the case is not resolved at the level of the Citizen Feedback Committee, it may be submitted by either party to the national-level authority (such as the Managing Authority) or to a court.

3.2

Address Spatial Segregation of Roma

- **Desegregation and non-segregation are different.**
- **Desegregation as well as non-segregation measures can be funded in segregated neighbourhoods.**
- **Projects should avoid generating increased concentration or further physical isolation of deprived Roma communities.**

Spatial or residential segregation of Roma often perpetuates marginalization by creating disadvantages, such as inferior access to basic infrastructure, social services, and economic opportunities. Segregated neighbourhoods may continue to expand as new generations of young adults stay in the community and form new families. Many will not find opportunities to take part in broader social and economic life outside the segregated neighbourhoods, meaning that segregation is passed on from one generation to the next.

Some measures aimed at improving Roma living conditions can lead to further segregation. For example, Roma families might be resettled from an informal settlement in precarious conditions to an area with a new social housing complex built to accommodate Roma families only. This could improve their housing but result in further concentration and physical isolation from the rest of society. Such measures can hurt Roma families in the long run, and even the benefits from the improved housing will not be sustained if segregation hampers residents' opportunity to take part in broader economic and social activity.

This section focuses on the spatial or residential segregation of Roma, in which Roma and non-Roma are physically separated in different neighbourhoods. This is different from segregation in service provision, such as in education and health care. While spatial segregation can lead to segregation in service provision, it is not always the cause of it, and desegregation in service provision (e.g., school desegregation) may not necessarily require residential desegregation.

DISTINGUISH DESEGREGATION FROM NON-SEGREGATION

Desegregation means to undo segregation. It is an action or process that ends the existing separation of two groups—for example, Roma and non-Roma. For example, if disadvantaged Roma live in an isolated neighbourhood and have limited interaction with non-Roma, desegregation could mean taking steps to have Roma live among non-Roma neighbors or have Roma children study in the same school with non-Roma children. The former involves spatial desegregation, while the latter involves desegregation of service provision.

Spatial desegregation, in turn, can take place at the neighbourhood or household level. The former aims to desegregate the entire neighbourhood, as by dismantling an informal settlement and resettling the residents into mixed neighbourhoods, while the latter aims to help individual households move into integrated neighbourhoods.

Non-segregation means implementing interventions without creating segregation or reinforcing existing segregation. For example, an intervention could extend a basic service such as piped water to a segregated neighbourhood on a non-segregated basis—that is, without increasing the concentration of Roma or isolating them further. Non-segregation does not in itself achieve spatial desegregation, which requires a different set of interventions. But both approaches, desegregation and non-segregation, can improve the living conditions of people in segregated neighbourhoods.

PROMOTE SPATIAL DESEGREGATION THROUGH SHORT- AND LONG-TERM ACTIONS

Desegregation is not an end goal, but a means to remove barriers to accessing services, markets, and spaces by a marginalized group, thereby enhancing its members' ability and opportunity to take part in society. Effective and sustainable desegregation begins with physically moving people (Roma or non-Roma) to form mixed, integrated neighbourhoods. However, much more than a physical move is required if desegregation is to achieve its aims.

If a segregated Roma community and the surrounding non-Roma society are not prepared to live next to each other, they will likely have difficulty adapting to the change. In addition, relocation may disrupt Roma livelihoods by impeding their access to existing social networks and sources of income. In either case, desegregation could fail to achieve its objectives and could even have a negative impact.

Desegregation therefore requires an integrated approach that combines both hard and soft measures across different sectors over the course of the intervention. Some measures may require a long and expensive process, so careful planning is necessary. Below are key elements that need to be considered when undertaking desegregation.

Awareness raising and consultation

It is important for both Roma and non-Roma who will be involved in desegregation to be informed about the process before it begins. If people understand how desegregation will happen and what it is intended to achieve, this will, in most cases, increase their support for the intervention. Lack of information gives rise to worries, uncertainty, and suspicion, which can fuel resistance. Desegregation will not succeed if stakeholders do not understand its benefits and fail to support it. Awareness raising and consultation are thus essential to ensure that stakeholders stay informed, provide feedback, participate, and feel ownership of the process.

Preserving supportive social networks

A resettled Roma family risks losing the positive social ties to other Roma families it enjoyed in its old neighbourhood. Many Roma families work with and mutually support extended networks of families and friends, and these social ties provide a safety net in difficult times. Losing access to them could increase a household's vulnerability to shocks such as loss of income or health problems.

In carrying out desegregation, it is important to minimize disruption to existing networks and to foster new ones. In many cases, improving Roma access to mainstream social services can partially replace mutual support networks, but interventions should still strive to foster positive social ties in the new community. Planners should also consider the possibility that tensions might exist between various Roma groups, and simply creating a community that blends different Roma and non-Roma residents might not work.

Enhancing cultural competency and combating discrimination

Decades of segregation have hindered interaction and communication between Roma and non-Roma. Different customs, perceptions, and circumstances make it difficult for each group

to understand and accept the other. Such differences can lead to misunderstandings, mistrust, and mutual disapproval, fuelling tensions and conflicts and leading in some cases to discrimination.

It is important to increase the capacity of both groups to understand and respect their differences through interaction, training, and awareness activities. In addition, when Roma or non-Roma are moved to a new neighbourhood, they need to be familiarized with the new community's rules and codes of conduct. Increasing the general public's appreciation of Roma cultures can also boost the Roma's self-esteem and empower them to take a more active role in social and economic life.

Mediating conflicts and communication gaps

A mediation service should be provided to help resolve conflicts or tensions that arise between groups, whether between Roma and non-Roma or between different Roma groups. Mediators and social workers can also serve as a bridge between disadvantaged Roma and public officials or service providers to enhance the quality and uptake of social services.

Restoring or improving income-generation activities

If desegregation requires resettling Roma from a segregated neighbourhood to a non-segregated one, many Roma families will need to find new sources of income. The skills and knowledge they used to make a living in the segregated neighbourhood might not be suited to the income-generation opportunities in the new location. Furthermore, housing and other living costs typically are higher in non-segregated neighbourhoods, and Roma will need to earn more than they did in their old neighbourhood, where they may have relied in part on available resources such as cultivable land, water from a river or lake, forest products, or even scavenging landfills. Assistance to help resettled Roma find new livelihoods include vocational training, non-cognitive skills training, and job search assistance.

USE NON-SEGREGATION INTERVENTIONS TO PROMOTE SPATIAL DESEGREGATION

Measures that do not include direct or immediate spatial desegregation could still contribute to spatial desegregation in the long run by creating enabling conditions. Interventions in the following areas, for example, can contribute to spatial desegregation by increasing Roma's capacity or opportunity to integrate with broader society on their own in the future.

Improving connectivity

While spatial desegregation is generally associated with resettling segregated people into mixed neighbourhoods, segregation may in some cases be addressed by enhancing the segregated neighbourhood's connectivity to a broader community. This can be done by improving public transportation and roads, removing physical barriers, and increasing access to basic services such as water, sewerage, and electricity. Depending on the context, tailored upgrading of services might be a more efficient and feasible solution to improving the integration and living conditions of disadvantaged Roma than resettling them in a different neighbourhood.

Upgrading housing

Housing improvements can help create a safe, healthy living environment in which Roma children can grow and develop into productive adults. This may increase their possibility of finding employment, leading in turn to further social and economic integration. Due to the scale of the problem, often housing of Roma families has to be improved within segregated neighbourhoods.

Providing social services

Access to improved nutrition, hygiene, health care, education, and other social services can help Roma become healthier and more productive, enabling them to participate in broad economic and social life. The coverage and quality of health care, as well as sanitary conditions, can be improved in segregated neighbourhoods without spatial desegregation measures, as long as they are provided a non-segregated basis.

Segregated Roma-only schools tend to have inferior facilities and equipment and provide lower-quality education than integrated schools, and segregated schools are prohibited in many EU Member States. Sometimes, however, school desegregation is not possible. In this case there are interventions, such as those involving Roma school mediators or Roma parents, that can increase the educational achievements of Roma children. School mediators also play an important role in assisting students and families when Roma children are placed in integrated or desegregated schools. It is worth noting that a major reason why Roma children drop out of school is the mistreatment and humiliation they receive from non-Roma classmates.

Plan Resettlement Carefully and Mitigate Negative Impacts

- **In cases where resettlement is not really needed, alternative measures can be used to avoid or minimize displacement.**
- **If resettlement is necessary, it is important to mitigate its negative social and economic impacts.**
- **Land acquisition and resettlement, if not properly managed, can lead to loss of assets, income, and social support networks, as well as social tension, delays, and cost overruns.**
- **Affected people should be compensated for lost assets before any physical displacement or loss of assets occurs.**
- **If resettlement is necessary, it may offer an opportunity to improve people's economic and social well-being through measures that include spatial desegregation.**
- **Affected households should be involved in planning, implementing, and monitoring resettlement processes.**

Resettlement—moving households from their current locations to new sites—is sometimes done to improve the living conditions of Roma. For example, measures to reduce people's vulnerability to natural disasters or other environmental hazards often require resettlement. On the other hand, resettlement may also be done for reasons unrelated to improving conditions for the Roma—for example, households may be required to move if land is taken for the building of new infrastructure. A third purpose of resettlement is to pursue spatial desegregation by forming mixed neighbourhoods.

Resettlement for any reason may offer an opportunity to improve the economic and social well-being of affected households, but only if planned carefully. If inappropriately planned or executed, resettlement may have negative social, economic, and cultural impacts. Relocation can disrupt the livelihoods of Roma households by impeding their access to existing social networks and sources of income. Moreover, if families are moved to a neighbourhood where they cannot afford rent and utilities or cannot find employment, they will not be able to stay and will likely move to another marginalized neighbourhood.

For these reasons, it is important first to assess whether resettlement is really needed. Depending on the needs of the target community, there could be more cost-effective and less disruptive ways of achieving the same ends. For example, if the need is to improve access to basic services, bringing services to the disadvantaged community or improving its connectivity to existing services might be more cost-effective and feasible than moving people to a new neighbourhood.

If resettlement is truly needed, it is crucial to plan measures to mitigate negative impacts and enable the resettled households to reestablish livelihoods and social networks and adjust to the new environment. However, mere restoration of prior livelihoods often is not enough to protect people from increased competition for resources and employment, higher costs of living, and weakened social support networks in the new location.

Resettlement of Roma should avoid moving them to an area where they will be further concentrated or segregated. However, family and community preferences should also be taken into account where possible. While many Roma families prefer to live in mixed neighbourhoods, some do not feel comfortable living next to non-Roma neighbors, perhaps out of fear of being mistreated or shunned. When resettlement results in mixed neighbourhoods, careful planning and adequate social work can help Roma and non-Roma families adjust to the change.

In addition to avoiding unnecessary resettlement, it is crucial to avoid involuntary resettlement if possible, especially in cases where the affected community has made clear its wishes to remain in place. When involuntary resettlement cannot be avoided, additional measures will be needed to mitigate social and economic impacts for both the relocating and receiving communities.

The suggestions that follow are applicable to resettlement for a variety of purposes. Some of them may also be helpful in cases where households suffer loss of assets and livelihoods (economic displacement) as a result of interventions other than resettlement.

ASSESS WHETHER RESETTLEMENT IS REQUIRED AND EXPLORE ALTERNATIVES

The first step is to assess whether a proposed intervention requires physical or economic displacement. If it does, look for alternative designs or options that can avoid or minimize displacement.

ASSESS PROBABLE SOCIAL IMPACTS OF RESETTLEMENT

If resettlement is deemed necessary, the first step is to identify all people who could be affected and examine the expected impacts on their income, assets, social networks, and living conditions. The impacts may result from loss of physical assets such as dwellings, farm buildings, agricultural land, and trees; from loss of access to common resources such as water and forest; and from the breakup of communities and social support networks.

The following activities are recommended to identify affected people, impacts, and necessary actions.

Mapping

A map of the area from which people will be relocated is a useful tool for identifying affected households and their assets.

Census

Basic information on affected people should be collected to identify their ages, genders, occupations, and special needs.

Inventory

An inventory of assets that will be lost or compromised as a result of resettlement can be made for each affected household in order to estimate the scale of displacement.

Socioeconomic surveys and studies

It is important to survey all income sources and estimate the expected income loss from resettlement. Low-income households often combine multiple sources of income, such as wage labour, informal work, small-scale enterprise, agriculture, and social benefits. Information about the structure of the community and the economic ties between households can help identify those that are most vulnerable to economic displacement.

Data analysis

Data collected through the census, inventories, socioeconomic surveys, and other studies can be analysed to establish valuation standards for compensation of lost assets, identify potential options for restoring livelihoods and improving affected people's economic and social well-being, and establish indicators and a baseline for monitoring the impacts of resettlement.

Consultation with affected people

Findings of these analyses can be shared with affected people and used to engage them in consultations to explore strategies for resettlement and livelihood restoration and the types of assistance that can be provided.

PREPARE A RESETTLEMENT ACTION PLAN

Once the probable social impacts of resettlement and the options for restoring and improving livelihoods have been identified, it is essential to make a resettlement action plan (RAP). The RAP lays out actions intended to ensure that livelihoods are at least restored to their pre-resettlement levels. The plan can be designed, budgeted, and implemented as an integral part of the project. One option is to treat resettlement as a specific component of a larger project and internalize the associated mitigation actions and expenses in the overall budget and implementation schedule.

An effective RAP usually includes the following components:

A compensation framework

This describes the categories of expected losses; eligibility criteria for compensation and assistance; methods used to value losses; proposed types and levels of compensation to be paid (this can be summarized in a table that describe different types of entitlements for different types of losses); and how and when compensation will be paid. Compensation should take place prior to displacement.

A description of resettlement assistance and restoration of livelihood activities

Resettlement can be approached as a development initiative to restore and improve livelihoods. If physical displacement is involved, the RAP must describe how the resettlement site will be selected and prepared and how services and enterprises will be replaced. In particular, it should specify how livelihoods will be restored:

different measures may be needed for different types of livelihoods, such as land-based, wage-based, and enterprise-based. Consideration should be given to cultural property (places of ritual significance, graveyards, etc.). People with special vulnerabilities may require special types of assistance.

A detailed budget

A careful estimate of all costs of the RAP must be made so these can be sufficiently budgeted. If the budget turns out to be unfeasible, the components of the project that require resettlement may have to be re-designed or dropped.

An implementation schedule

The timing of compensation, relocation assistance, and livelihood restoration activities should be aligned with the other project activities. Employment, agricultural, and academic cycles may need to be considered to avoid disruption to families.

A description of organizational responsibilities

To ensure accountability, it is important to identify and define the roles and responsibilities of all organizations that will be responsible for implementing the RAP.

A mechanism/channel for citizen feedback

It is common for people affected by resettlement to have grievances. These often concern issues of compensation, eligibility criteria, location of resettlement sites, and the quality of services and assistance provided at the sites. Procedures can be established to allow affected people to communicate complaints, questions, and concerns about the resettlement, so these can be resolved in a timely manner. People should be offered several ways to contact responsible authorities, such as telephone numbers, office locations, mailing addresses, e-mail addresses, and so on.

A framework for monitoring, evaluation, and reporting

A monitoring and evaluation framework can establish indicators and milestones to track the progress of RAP implementation and assess the impacts of resettlement. This serves to verify that the planned measures are taken appropriately and the livelihoods of affected people are restored or improved. Corrective measures may then be taken in case of shortcomings.

It is critical to ensure that the entire resettlement process, from the planning to the closing stages, is fully documented so that evidence exists that the objective of restoring livelihoods has been achieved.

CONSULT STAKEHOLDERS

A wide range of stakeholders may be affected by and/or influence the processes and impacts of resettlement. These include people or groups who are going to be resettled, or believe they are going to be resettled; those who live in the resettlement site (host location), or believe they live in the resettlement site; and any people or groups who can shape or implement the resettlement.

Consultation is an essential part of designing and implementing resettlement, as it enables stakeholders to stay informed, provide feedback, and contribute to resettlement planning and implementation.

The following are essential to good consultation practices:

Enable free flow of information

Information must be shared widely and early in the resettlement process. Information materials should be easily understandable and accessible by various means (e.g., a public notice board, leaflets, community newsletter, the Internet, door-to-door canvassing). Special provisions should be made for outreach to vulnerable groups who lack access to public media.

Promote participation of stakeholders
Stakeholders should remain involved throughout the RAP planning and implementation. They should have opportunities to discuss alternatives to resettlement; expected impacts; the resettlement strategy; compensation rates, eligibility, and entitlements; the choice of resettlement area; timing of relocation; and development initiatives. Additional topics for consultation include procedures for redressing grievances and for monitoring and evaluation.

For more detailed information regarding stakeholder consultation, see Section 3.1, "Engage local communities" (on page 27).

3.4

Formalize Real Property Rights

- **Lack of formal real property rights can prevent Roma from accessing basic infrastructure, social services, and credit.**
- **It is essential to gather comprehensive information about the status of properties in the community.**
- **Alternatives to full ownership rights include possession certificates, administrative authorization, and leases.**
- **Specific measures may be needed to assist vulnerable individuals who face additional challenges in formalizing their real property rights.**
- **Regularization of Roma settlements and regularization of the real property rights of their inhabitants are distinct but complementary measures.**

Local authorities need to understand the importance of formalizing Roma settlements and the real property rights of their inhabitants. Real property includes lands, housing structures, and other physical improvements made to the lands.

A large share of Roma live in informal settlements and lack formal recognition of their real property rights. Such informality contributes to and perpetuates marginalization. For instance, when informal settlements are not considered part of the formal city, Roma may be denied access to basic infrastructure and social services. Households without formal rights to real property may also find it difficult to access credit. This, together with uncertainty about the future status of their assets, constrains economic opportunities. Formalization of real property rights is thus a critical intervention for ensuring the socioeconomic inclusion of marginalized Roma.

There are three main types of informal households:

- Those that occupy informal structures that are precarious and/or located in an area inadequate for housing;
- Those that occupy informal structures that could in theory be regularized; and

- Those that occupy formal structures but without formal permission. For instance, some families informally occupy publicly owned apartments in large apartment buildings.

Strategies for formalization of real property rights may differ somewhat in each case, but the following key elements apply broadly to formalization processes.

GATHER COMPREHENSIVE INFORMATION ABOUT REAL PROPERTY RIGHTS IN THE COMMUNITY

Key information to be collected includes:

Status of real properties

Who owns, uses, rents, or possesses them; whether the owners and possessors have legal (ownership, possession, or lease) rights to them; and whether these rights are accurately registered and updated.

Need for formalization of real properties

It is not always the case that informal properties need to be formalized. For example, when families occupy an area that is unsuitable for residential use for safety or environmental reasons, their occupation should not be supported by formalizing it. In such cases, resettlement of the occupants, rather than formalization of their property rights, should be considered.

CONSIDER WHETHER GRANTING A FULL OWNERSHIP RIGHT IS THE BEST OPTION

Formalizing real property rights does not necessarily mean converting informal rights into full ownership rights. The issuance of such rights is often neither feasible nor desirable. For instance, families may have settled on state land that cannot be fully privatized, or families may not be able to afford to purchase it. In other cases, the allocation of full ownership rights may drive gentrification. Local authorities should be aware of the various options available and should consult with the communities and the legal owners as to which ones are most appropriate. The range of available options will differ across countries, depending on their laws. Common alternatives to full ownership include:

Possession certificates

Many countries have legal provisions to formalize uninterrupted and uncontested possession. In some countries possession can be converted into full ownership rights after a certain period of time, usually five to ten years.

Administrative authorizations

These are granted by public authorities to the occupants of their land. They are usually issued administratively, which tends to be faster and cheaper than using the judicial process.

Leases

Leases usually do not confer real property rights. However, if they are granted for a sufficient period of time, they can contribute to a greater sense of security.

As a general rule, these rights need to have a horizon long enough to provide investment incentives, and they should be defined in a way that makes them easy to observe, enforce, and exchange.

IDENTIFY VULNERABLE INDIVIDUALS AND ADOPT SPECIFIC MEASURES TO ASSIST THEM

The inhabitants of informal settlements do not constitute a homogenous group. Significant socioeconomic differences can be observed between and within communities. Certain individuals such as women, widows, and orphans are more at risk of not having their rights formalized. Tenants may also be adversely affected by the increase in real

property values triggered by formalization policies. To mitigate these risks, it is essential to identify vulnerable individuals, assess the specific challenges they might face in formalizing their properties, and define measures to assist them. Some possible measures include registering property rights in the names of both spouses, providing free legal assistance to low-income families, and exempting poor households from real property registration fees.

FORMALIZE SETTLEMENTS AS A STEP TOWARDS REGULARIZATION OF REAL PROPERTY RIGHTS

Many Roma settlements are not formally recognized in local land use plans and other planning documents. Local governments have a key role to play in the formalization of these settlements because they have the authority to include them in local land use plans and adopt specific land use and subdivision regulations.

While the formalization of settlements consists of acknowledging their existence as a whole, formalization of the real property rights of their inhabitants is a distinct operation, one that aims to ensure these rights are registered in the formal land registration system. In practice, settlement formalization is often a prerequisite for formalization of real property rights.

Monitor and Evaluate Interventions with the Community

- **M&E can help identify barriers and necessary changes to project design.**
- **Participatory M&E permits continuous, on-the-ground tracking of results and leads to higher accountability and ownership at the community level.**
- **Designing M&E plans with the beneficiaries allows stakeholders to understand how activities are linked to outcomes and what intermediate outputs are produced and can be monitored.**
- **A good participatory M&E plan defines what will be monitored, when information will be collected, who will be in charge of collecting the information, and which actors will be informed.**

Monitoring and evaluation (M&E) is essential to effective management of interventions. It should not be considered as a mere reporting exercise that feeds information to the national-level authority or the European Commission, but as an internal management activity that improves the performance of ongoing and future interventions.

Local authorities need to incorporate M&E throughout the whole cycle of an intervention, starting from conception (identifying needs and

priorities) to completion (evaluating results), with active involvement of the community at every step.

Monitoring provides critical information to assess:

- whether resources (money, materials, staff) are being delivered and used in accordance with the approved budget and timetable;
- whether the intended outputs (number of houses constructed, training courses given, patients treated, and so on) are being produced in a timely manner; and
- whether there are any adjustments to be made.

Evaluations can generate valuable information for future extension or replication of a project by examining the extent to which it has achieved its intended results (increases in employment, school enrolment, and so on) and reviewing why the results have or have not been achieved.

Monitoring is a continuous process for tracking progress; it informs implementation and management decisions. Evaluations are periodic and are generally carried out at discrete points. They are used to answer specific questions related to design, implementation, and results of an intervention.

Conventionally, M&E is conducted through a top-down approach in which data are reported to funding agencies. Nonetheless, M&E can benefit from participatory approaches in which communities monitor interventions and provide feedback to local authorities. This permits more continuous, on-the-ground tracking of results and leads to higher accountability and ownership at the community level. A bottom-up participatory monitoring approach allows the community to provide, read, and understand the monitoring information. It helps spot potential misuse of funds or other misbehaviour. Communities that are involved in M&E will have better understanding of how an intervention is expected to improve living conditions and how activities are linked to expected results.

Participatory monitoring yields best results when it is used to monitor low-complexity activities that do not require a high level of technical expertise. The community can be involved in M&E at various stages, including the design of the M&E plan, its implementation, and evaluation following completion of the intervention.

M&E cannot be based solely on community monitoring, however. This should be combined with approaches that involve other stakeholders, such as service providers, project managers, and funding agencies. Where appropriate, third-party actors can also offer an independent assessment of project implementation and results.

CONSTRUCT A RESULTS CHAIN WITH COMMUNITY INVOLVEMENT

An M&E plan is needed to allow project managers and stakeholders to systematically track progress, demonstrate results on the ground, and assess whether changes to the intervention design are needed. The design of such a plan starts at the project conception stage, and possibly even earlier, with the identification of community needs and priorities. The first step is usually to identify priority community needs and define interventions to address them.

This process considers the following questions:

- What are the objectives (intended impacts) of the intervention?
- What outcomes (results) are sought?
- What immediate outputs are needed to produce the intended results?
- What activities are required to generate these outputs?
- What inputs do these activities require?

Answers to these questions can be used to construct a results chain.

For example, the objective of an intervention could be to reduce youth unemployment in a certain area by providing vocational training. The training is expected to make youths more competitive in the job search, and unemployment among the beneficiaries should go down. The inputs include financing to construct a community centre where training will take place; trainers; and the implementation team in charge of administering the program. The activities are the construction of the centre and the provision of training courses. The outputs are the newly constructed centre and the number of training courses offered. The outcome is the number of youths who complete and pass the course's final exam. The impact is the rate of unemployment among the beneficiaries after they complete the course.

A good M&E framework focuses on outcomes (results), not only on outputs. In the case of Roma children's education, for instance, the objective should be to increase skills, not just to build schools. Outcomes (results) could be to scale up the utilization of early childhood education services by Roma, rather than simply to augment the number of available preschools. Such outcome/result-focused orientation will lead to the formulation of activities that are driven by objectives, not vice versa.

Constructing a results chain together with community members can help manage their expectations and identify what can reasonably be achieved with the existing resources. It also can help identify additional impediments that need to be resolved to achieve the intended impacts.

USE SMART INDICATORS

Once the results chain has been developed, the next step in preparing the M&E plan is to define the indicators for monitoring progress and evaluating achievement of results. As previously explained, it is important to clearly distinguish inputs, activities, outputs, and outcomes. While interventions should focus on achieving outcomes, monitoring inputs and outputs is still necessary to assess the implementation progress and the efficient use of resources. Indicators need to be carefully formulated, using the SMART principles: specific, measurable, attributable, relevant/realistic, and time-bound. It is important that the data needed to monitor the indicators be readily available at realistic cost, and that sufficient funds be allocated to periodically compile and process the data.

Depending on the context of the programmes, local actors may be required to track certain common indicators established by national-level authorities.

The M&E plan should also indicate:

- who will be responsible for gathering information;
- the sources of information;
- the format in which the information will be presented;
- the periodicity of information gathering;
- who in the community will be informed of the progress;
- the budget for the M&E; and
- which funding source will be used to finance the information gathering (if necessary).

Determining the timing of monitoring is important, since outcomes and impacts often do not occur until sometime after project completion. A participatory M&E plan needs to be defined through community involvement. Since a sizable part of the participatory M&E activities will be undertaken by the community, their input is key for a successful process.

EXAMPLES OF INDICATORS

Access to public utilities and housing for the poor

- People provided with access to improved water sources (number)
- People provided with access to improved sanitation (number)
- People provided with access to all-season roads within a 500-meter range (number)
- People provided with access to regular solid waste collection (number)
- People provided with access to electricity through household connections (number)

Education

- Preschool attendance rate (%)
- Primary school completion rate (%)
- Additional qualified primary teachers who received cultural competency training and are serving Roma communities (number)
- Additional classrooms built or rehabilitated at the primary level and are serving Roma neighbourhoods (number)
- System for learning assessment at the primary level (rating scale)

Health

- People with access to a basic package of health, nutrition, or reproductive health services (number)
- Health personnel who received cultural competency training, serving Roma communities (number)
- Health facilities constructed, renovated, and/or equipped in Roma neighbourhoods (number)
- Children immunized (number)
- Pregnant women receiving antenatal care during a visit to a health provider (number)
- Births attended by skilled health personnel (number)
- Pregnant/lactating women, adolescent girls, and/or children under age five reached by basic nutrition services (number)

Civil documents

- Target population with property use or ownership rights recorded (number)
- Land parcels with use or ownership rights recorded (number)
- Target land area with use or ownership rights recorded (hectares)
- New personal identification documents issued to Roma (number)

Participation and civic engagement

- Participants in consultation activities (number)
- Intended beneficiaries who are aware of project information and project-supported investments (%)
- Grievances registered by Roma related to delivery of project benefits that are addressed (%)
- Community contributions to the total project cost (%)
- Roma-focused subprojects or investments for which arrangements for community engagement in post-project sustainability and/or operation and maintenance are established (%)
- Beneficiaries who say that investments reflected their needs (%)

USE PARTICIPATORY MONITORING

Participatory monitoring (PM) is a system of collecting, recording, measuring, and analysing information in a participatory way, and then communicating it and acting on it, to improve performance at the community level. It offers many advantages, including holding community leaders and government institutions accountable, providing ongoing feedback, sharing control of M&E activities, encouraging corrective actions, and facilitating dialogue between citizens and authorities.

PM activities, when used effectively, can act as a valuable management mechanism and can also have a significant impact on results tracking and on improving local governance. PM should be viewed as a process in which primary beneficiaries and stakeholders take the lead in tracking progress towards, and achievement of, selected results. Thus, it is distinct from consultative M&E, which generates information to be used by external actors. PM allows for continuous joint learning and reflection on goals and results.

PM includes the following steps:

- A general meeting is called to ask who would be interested in participating in the monitoring exercise. It is important to make sure that volunteers actually have time for this activity.
- Once the community decides who wishes to participate, the facilitator meets with the group at a time convenient to them.
- The facilitator builds consensus on the purpose of the exercise, explains his/her role, clarifies expectations, and reviews the schedule.
- Community members then identify the M&E questions they want answered. Questions come solely from the community; there are no predetermined questions or forms from the facilitators. The group then brainstorms ways to collect the data and decides who should be responsible for data collection.
- Once data collection is complete, the group meets again to analyse the data and reach consensus on findings, conclusions, and recommendations.
- Finally, the group reports to the larger community and together they prepare a plan of action to improve performance if needed.

PM should be conducted at each stage of the project cycle. The key is to have straightforward forms, mechanisms, and reports that are regularly updated and easy for the community to understand. An example of a streamlined monitoring form is provided below.

Form for Participatory Monitoring

Results chain	Indicators	Status now	Target for the period
Objectives (impacts):			
Outcomes (results):			
Outputs:			
Activities:			

Primary responsibility at the community level rests with the authorities and/or neighbourhood community groups that are involved in project implementation. It may not always be possible, or desirable, for everyone at the community level to maintain records and analyses data. In this case, community members should select a person or a small group to take on this responsibility. However, all beneficiaries should have access to monitoring information, which should be shared periodically so that community members are fully informed when decisions regarding implementation are made. This can be done during regular meetings. Progress for the preceding period, such as the preceding month, is discussed, and decisions are made for the subsequent period. While community members can run these regular meetings, staff of local authorities should also be present. Such a process ensures active involvement of all concerned in the review and planning processes.

The periodicity of information gathering should be determined based on the characteristics of the project and planned activities.

USE PARTICIPATORY EVALUATION

Participatory evaluation (PE) refers to an evaluation process in which community members and local authority staff are involved. Instead of having a team of outsiders conduct the evaluation, local partners conduct it themselves. If outsiders are involved, their role is limited to facilitation and technical advice.

In participatory evaluation, key decisions are made by the community members and local authority staff. These include decisions about timing (when to conduct the evaluation); processes (indicators and analysis); and sharing, reporting, and using the findings. Participatory evaluations are by nature more flexible than conventional ones. During a PE, it is possible to go beyond the objectives stated in the project document to include issues and indicators based on people's experience. Sometimes issues arise that were not anticipated prior to implementation. These can be identified during a PE.

Participatory evaluation is most effective when the project design, implementation, and monitoring have also been conducted in a participatory manner. Participatory design implies that community members have jointly decided the project scope and activities and share the same vision regarding the objectives and expected results. This ensures that community members have been involved from the beginning in deciding the indicators to be used in monitoring and evaluation. Likewise, when it is time for the evaluation, community members should be clear about why and how the evaluation will be conducted.

The process starts with a discussion among participating community and local authority staff about designing such an evaluation process. Just as involving communities is essential for designing an appropriate intervention, their involvement is critical for understanding the intervention's effectiveness once it ends. This means not just involvement in answering questions posed by outside evaluators, but involvement in designing the evaluation, including what questions to ask and of whom.

PE includes the following steps:

- The planning process begins with discussions among the partners about when to conduct the participatory evaluation; how to conduct it; who will participate in the process, and how; how the data will be analysed; and how this analysis will be shared and used by partners. Among other things, partners need to decide whether the indicators selected for the baseline will suffice for conducting the evaluation or whether additional indicators are necessary to capture the complete picture.
- Once partners have decided what to evaluate, they must decide how to collect information. Some possible methods include using the monitoring data, repeating the baseline survey, or conducting focus group discussions with participants and local authority staff.
- Information and findings are shared with the general community and key stakeholders.

FURTHER READING

European Commission web page on EU and Roma
http://ec.europa.eu/roma

European Commission web page on European Structural & Investment Funds
http://ec.europa.eu/contracts_grants/funds_en.htm

Handbook for Improving the Living Conditions of Roma (full handbook with case studies)
http://wrld.bg/K14mq

The 10 Common Basic Principles on Roma Inclusion
http://bookshop.europa.eu/en/the-10-common-basic-principles-on-roma-inclusion-pbKE3010317/

Council of Europe web page on ROMACT
http://coe-romact.org