

KomenskýFond Impact Analysis for selected CEE projects 2008 - 2015

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PREFACE

Caritas Austria in cooperation with ERSTE Foundation has assigned the NPO&SE Competence Center (NPO&SE CC) to conduct an impact analysis of the KomenskýFond in selected CEE countries. The findings in this report are based on qualitative and quantitative data collection. First, the authors would like to thank the project staff in the evaluated countries for their warm welcome and support of the evaluation team throughout the field research, especially when it came to contacting interviewees.

Secondly, the authors would like to thank all the interviewees in the qualitative survey and respondents for giving extended information and insight in their life. Without their support, this study would not have been possible.

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Vienna, 8th March 2017

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EXECUTIVE SUMMARY

In 2006 the KomenskýFond was established by ERSTE Foundation and Caritas Austria to provide educational opportunities for children and young adults on the fringes of society. Caritas Austria has assigned the NPO&SE Competence Center to evaluate four out of nine KomenskýFond projects implemented in Central-Eastern Europe: Caritas Jihlava in the Czech Republic, A Mi Házunk in Hungary, Caritas Alba Iulia in Romania and Caritas Aleksinac in Serbia.

The study was based on the **following research questions**:

- How does the KomenskýFond influence the life of young people who participate in the selected projects?
- How does the KomenskýFond influence the living environment of young people who participate in the selected projects of KomenskýFond?
- How do KomenskýFond projects influence the participating organizations and employees?

For each project and overall an **impact model** was developed, which consists of impact value chains for selected stakeholder groups. An impact values chain is a logical sequence of input, activities, output, outcome and impact for a project, program or organization.

The **following stakeholder groups** got selected for KomenskýFond impact analysis:

- participating children and young adults as well as alumni
- parents and relatives of the participating children and young adults
- employees (and volunteers) in the implementing local NPOs

To gain empirical information on these stakeholder groups, a **mix-method approach** was chosen for identifying input, output and outcome. Around 40 qualitative interviews were conducted to identify the outcomes and to obtain in-depth information on the program in the four selected countries. Quantitative data were used to look at the scope and intensity of the outcome in Hungary, Romania and the Czech Republic. Another quantitative survey conducted in all four countries provided data on input and output.

Overall, the impact analysis shows the broad impact of KomenskýFond on the participating children and young adults, their families and the implementing local organizations. The **main findings** for each stakeholder group are as follows:

The **outcomes for participating children and young adults** are broad and range from an enhanced self-esteem to higher creativity and better school performance. For many outcomes, respondents agree around 90%. Especially a higher self-esteem could be found in all four evaluated countries to a large extent. Data from Romania, Hungary and the Czech Republic indicate, that the self-esteem of around 9 out of 10 children and alumni could be improved due to the organizations' activities. In Hungary, Romania and the Czech Republic, the community aspect and feeling of belonging was besides an increased chance for social inclusion also an important outcome. In these three countries, a wide range of participating children (80%) and teenager (94%) as well as alumni (97%) agree that due to the organizations' activities they spent their leisure time more meaningfully. Furthermore, better general knowledge was achieved especially according to the alumni. Most of the survey participants in the three countries also agree, that their chance for social inclusion increased due to the organizations' activities. In all three age groups (participating children, teenager and alumni) the agreement rate is over 85%. Furthermore, the projects in Romania, Hungary and the Czech Republic seem to foster community involvement and volunteering as well. Except for Romanian alumni, the respondents highly agree that due to organizations' influence they help others more e.g. with their homework. Thus they can be seen as a role model concerning education. However, the improvement of financial literacy could be found to a lesser extent. Nearly two-thirds of the alumni agree that they have learnt to handle money economically at the organizations. Moreover, the outcome "better (mental) health" has been reached rather

indirectly. Physical health improvement of the children and young adults is given due to the provided food and sportive activities. For around two thirds of the questioned children and one third of the questioned teenagers the provided meals are a reason why they attend the organizations' activities. Mental health aspects are covered according to the interviews conducted. A family-feeling and feeling of safety is given especially in Romania, Hungary and the Czech Republic.

The analysis of the different cohorts according to their length of participating in the program shows, that there is an increasing behavioural effect (e.g. obeying rules, learning how to behave at school and work). Thus, learning social behaviour is another major effect of the projects.

Due to the nature of the intervention in Serbia outcomes such as "spend leisure time meaningfully", "higher creativity" or "improved cognitive, social behavioural, motorical and emotional behavior" are not as much and directly given. Indirectly due to trainings for the teachers and the more regular childrens school attendance some of the outcomes might occur. Thus a higher willingness to attend school and better school performance are outcomes which are most relevant for participating children and young adults in Serbia.

The most striking **outcome for parents and relatives of participating children and young adults** is the relief concerning their individual life situation. Over all countries, financial relief for disadvantaged families was given due to the activities provided by KomenskýFond. Financial relief for families was especially high in Serbia due to the type of the intervention. Apart from financial relief, parents and relatives also experienced mental relief since they knew their children are in good hands at the organizations. Another important outcome, regarding the objectives of KomenskýFond is, that a mentality change concerning education within this stakeholder was found. The mentality that education has high importance was spread by the implementing local NPOs in all four analyzed countries.

For all **implementing local organizations**, the fact that the allocation of budgets for KomenskýFond allowed flexibility was highly appreciated. It was experienced as very useful and important for the organizations' work. This was the case in all four countries. The KomenskýFond did not only guarantee financial stability and economic sustainability on the meso-level, but also strengthened capacities. This is especially important since many funds do not make such an organizational development and capacity building possible. Furthermore, the impact of the KomenskýFond had been important for networking reasons, exchange and cooperations across borders. Being part of the KomenskýFond network was fruitful for all organizations especially since the network provided opportunities to discuss ideas and learn from each other.

Looking at the **output**, in total **about 2.510 children and young adults** have participated in project activities and benefited of KomenskýFonds' services between 2008 and 2015. On average 670 children and young adults were supported per year. The KomenskýFond provided an estimated 54.640 snacks and meals on average per year. Furthermore, in total around 1.220 school books were bought and given to students to foster education. Apart from supporting children, parents have also been partly benefiting of the KomenskýFond. Around 8.420 hours of parent counselling were held between 2008 and 2015 at Caritas Jihlava, A Mi Házunk and Caritas Aleksinac. The organizations analysed employed on average 36 people per year (23,75 full-time equivalent (FTE)). Furthermore about 1,2 FTE of volunteer hours were given at Caritas Jihlava, Caritas Alba Iulia and Caritas Aleksinac. The logic of the activities in Serbia is different compared to the three countries analysed in this report. In Serbia less community building activities are provided but more needs-based services to help individuals taking part in the formal education system. Thus, more children could be reached in total compared to the other three organizations even though less employees are working at the organization.

Concerning the **input**, about **815.000€ got invested from 2008-2015** in educational programs by KomenskýFond in the four countries analysed. The local NPOs' budgets consist of financial resources from KomenskýFond, other foundations and NPOs, donations by private individuals or enterprises, public institutions etc. The share of KomenskýFond on the total

budget of the organization differs in each country. In Serbia for example more than half of the organization's financial resources were provided by KomenskýFond every year (e.g. 81% in 2011, 65% in 2015). Similarly, KomenskýFond took over a large share of the financial resources of Caritas Alba Iulia in Romania (e.g. 94% in 2008, 61% in 2015). On the contrary, in the Czech Republic and Hungary the share is relatively small and has not exceeded 26% from 2008-2015.

The conducted impact analysis indicates the **following recommendations**:

- As shown in the excursus, the duration of the stay in the organization has positive effects on some outcomes. Thus the commitment of the beneficiaries is important. That is why, it is recommended to keep the wide range of activities.
- The involvement of parents and grandparents is crucial since the family background has high influence on children's education and behavior. Thus, this group should be further involved and addressed by the implementing organizations.
- Keeping regular contact with alumni is important for the sustainability of the project. It helps to keep the organization and their communicated values in mind. Thus, further generations can also benefit of the mentality change. E.g. as shown in the report, some alumni now send their own children and are aware of the importance of education.
- The communication of good case stories (e.g. successful alumnis) can be motivating for others in similar situations.
- Since digitalization is a trend in society, it is adviseable to continue and expand IT-classes. Topics such as safer internet, e-government and e-inclusion are gaining importance. Besides using the internet and computer for private and social reasons, workshops on online job search and application processes for teenagers could be an important supplement to foster the integration into the labour market.
- Public events in cooperation with municipalities, schools and local enterprises seem promising to establish contact between people from different backgrounds. Since contact is important to reduce prejudices and barriers such events can foster social cohesion. The findings of this study suggest to establish, continue and expand the contact between people from different social backgrounds.
- Outcomes on the political dimension could hardly be identified. Interaction with municipalities is given. Nevertheless, more intensified advocacy work could help to improve the situation for marginalized people on a community level. Trainings on advocacy work would therefore be helpful.
- Education is a topic that needs continuous intervention in order to achieve sustainable changes. Therefore, longterm funding is crucial for service providing organizations aiming at educational goals. Smaller amounts of money given on a regular basis for a longer period of time is preferable.
- The KomenskýFond network enables the participating organisations to learn from each other. Furthermore trust could be created. Thus, for future projects building a network and cross-country collaborations are recommendable.
- Keep the threshold low for selected organizations within a network to get funds from the KomenskýFond or similar interventions and thereby avoid administration work (e.g. by building trust within the network).
- Furthermore, keep the flexibility on spending the fund in (longterm) partnerships. The needs of people can be addressed more adequate on a local level and innovative approaches have a higher chance to get implemented.
- Focus on project and activities that can not be funded by other sources (e.g. municipalities, states, EU).

1 INTRODUCTION

1.1 BACKGROUND

The KomenskýFond was established by ERSTE Foundation and Caritas Austria to provide educational opportunities for children and young adults in difficult socioeconomic situations. It was founded in 2006 and has invested about 2,4 million euros in educational projects in Austria, Croatia, the Czech Republic, Hungary, Serbia, Romania, Moldavia, Slovakia and the Ukraine since 2008. Its main aim is to alleviate poverty through education, to reduce discrimination and promote social inclusion as well as equal opportunities for all members of the society. Creating access to education and trainings should significantly improve the future perspectives of socially disadvantaged children and families. The provided support and services range from extra tuition or help with homework to activities outside the usual living area such as day trips. Furthermore, provided hot meals, schoolbooks or bus tickets intend to support families and children in need. All these services aim to fight poverty by promoting education for vulnerable groups.

ERSTE Foundation has been supporting the initiative financially and Caritas Austria has been assisting the project as implementing partner together with local NPOs. In 2016, Caritas Austria has assigned the NPO&SE Competence Center to evaluate the implementation of four KomenskýFond projects in the Czech Republic, Hungary, Serbia and Romania with a corresponding – participative – impact analysis concept. Hence, the analysis is carried out for the following local NPOs retrospectively (2008-2015):

- 1) Serbia – Caritas Aleksinac (support for school children, Aleksinac)
- 2) Hungary – A Mi Házunk/Heart without frontiers Foundation (Our House Marist Community Center, Esztergom)
- 3) Romania – Caritas Alba Iulia (Roma school Sfantu Gheorghe)
- 4) Czech Republic – Caritas Jihlava (Erko and Klubicko)

1.2 PURPOSE OF THE REPORT

The study objective is the presentation of the impact of the selected KomenskýFond projects in CEE on the following stakeholders:

- participating children and young adults as well as alumni
- parents and relatives of the participating children and young adults
- employees (and volunteers) in the implementing local NPOs

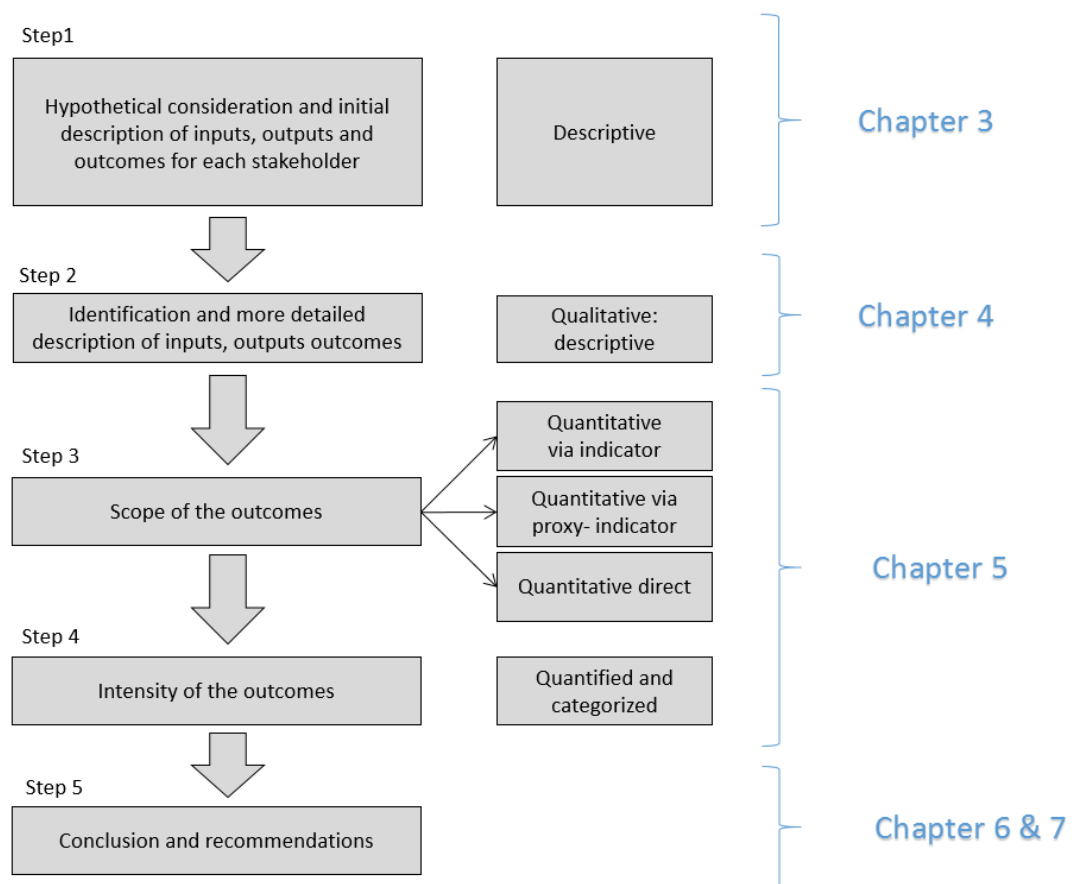
The study was based on the following research questions:

- How does the KomenskýFond influence the life of young people who participate in the selected projects?
- How does the KomenskýFond influence the living environment of young people who participate in the selected projects of KomenskýFond?
- How do KomenskýFond projects influence the participating organizations and employees?

The outcome of the cooperation within the KomenskýFond network is another important effect in the analysis. . Once the relevant stakeholder had been identified, the stepwise procedure of

impact measurement shown in Figure 1-1 has been used to evaluate KomenskýFond. The identified impacts are evaluated according to the impact value chain with the impact box (Schober/Rauscher 2014). Deadweights, i.e. effects that would have occurred anyway, have been taken into account where feasible in the impact analysis (c.f. Chapter 2). Moreover, recommendations are given on basis of the empirical results.

Figure 1-1: Stepwise procedure of KomenskýFond impact measurement



Source: illustration and translation by the author based on Then/Schober (2015): 221

This report provides on the one hand empirical findings on the intended outcomes for the selected stakeholders. On the other hand, the focus lies on the question whether the projects are implemented effectively and efficiently. However, the main objectives of the KomenskýFond have to be considered:

- Overall objective:
"To create equal opportunities for all members of societies and to reduce discrimination, intensify social cohesion and raise acceptance between marginalized groups and the rest of the society. " (Caritas 2015)
 - Specific objectives for CEE:
"To enable access to education and training for marginalized people, to sustainably improve the lives of poor and marginalized people and to support individuals to unfold capacities and raise their self-esteem." (Caritas 2015)
- "To ensure a high quality in the work with marginalized people and to strengthen those actors and organizations who actively engage in training and advocacy for marginalized

and poor people, as well as the network between these actors and organizations. To raise visibility of the concerns of marginalized people in society.” (Caritas 2015)

1.3 STUCTURE OF THE REPORT

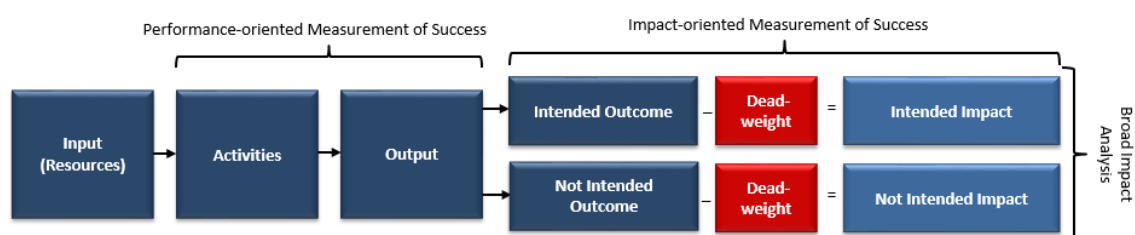
The report is divided in 7 chapters. An introduction is given in chapter 1. In chapter 2 a concise theoretical background on impact analysis is presented. The following chapter 3 focusses on the methodical procedure like the identification of stakeholders (Step 1 c.f. Figure 1-1, chapter 1.2), the generation of the hypothetical impact value model and the procedure concerning the empirical identification of input, output and outcome. Identification and description of inputs, outputs and outcomes (Step 2 c.f. Ibid.) can be found in chapter 4. The findings in this chapter originate from the qualitative interviews and the input-output survey conducted. Subchapter 4.1 focusses on Caritas Jihlava, 4.2 on A Mi Házunk, 4.3 on Caritas Alba Iulia and 4.4 on Caritas Aleksinac. The subsequent chapter 5 states findings of the quantitative survey. Thus, scope and intensity of the outcomes of the KomenskýFond are presented (Step 3 and 4 c.f. Ibid.). A conclusion on the results of the impact analysis of the KomenskýFond can be found in chapter 6 and recommendations are given in chapter 7 (Step 5 c.f. Ibid.). The present report is completed by the references in Chapter 8.

The quantitative questionnaires for all countries (incl. relative frequencies) are attached in a separately available Annex.

2 THEORETICAL BACKGROUND: IMPACT ANALYSIS

The topic of social impact, social value and impact measurement is booming. Impact analysis has become a matter of scientific but also public interest. A large and growing body of literature on analytical methods and tools has evolved to identify, measure and/or evaluate impact. However, a significant number is based on logic models and impact value chains as shown by Schober/Rauscher (2014). Impact value chains also play a central role in the present analysis and an impact model with causal interrelations is established. Therefore, the impact value chain is illustrated in Figure 2-1.

Figure 2-1: Impact Value Chain

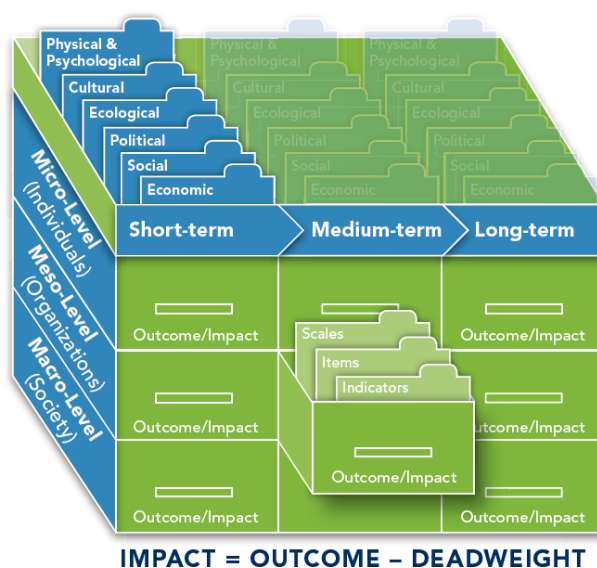


Source: Schober/Rauscher (2014):9; translation by the authors

In the impact value chain, input refers to (financial and non-monetary) resources and in-kind benefits. Activities are implemented and carried out based on this input. They generate an output. Hence, output refers to directly measurable results of goods or services of a project, program or organization, such as lessons and consultancy sessions. The output produces effects which can be called outcome. The social reality is complex and it is likely that some of the effects would have happened anyway (without the intervention). These effects can be called “deadweight” and must be deducted from the outcome. Finally, the impact remains. It is the outcome attributed to the program or project (Schober/Rauscher 2014; translation by the authors). The KomenskýFond impact analysis focusses primarily on intended outcomes. The deadweight was only considered to a limited extent.

Impacts and outcomes can be found within different dimensions as shown in the impact box (Figure 2-2). They can be classified as content-related (economic, social, political, ecological, cultural, psychological and physiological), on a structural level (micro, meso, and macro) and concerning the time period (short-, medium-, long-term).

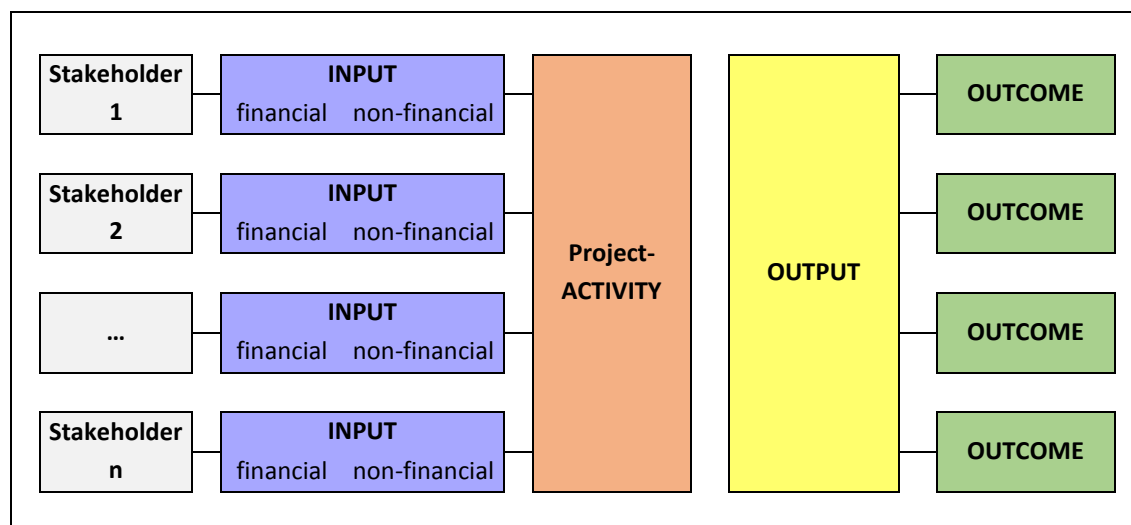
Figure 2-2: Impact Box



Source: Rauscher/Mildenberger/Krlev (2015): 48; translation by the author

In order to be able to identify precisely and present all impacts or outcomes of an intervention all relevant stakeholders have to be identified. A stakeholder analysis helps to determine which groups are either affected by the impact model or may have an influence on the model. The exclusion of stakeholders should be considered carefully, especially in the beginning. Therefore, it is important to thoroughly examine and analyze relevant stakeholder groups. At some point, however, the most important stakeholder groups have to be selected. For each of these stakeholder groups an impact value chain is generated. All impact value chains together create the impact model comprising a logical sequence of input, activities, output, outcome, and impact for a project, program or organization. In other words, an impact model consists of impact value chains for each stakeholder group as shown in Figure 2-3. Input and outcome are stakeholder-specific whereas activities and outputs are overlapping.

Figure 2-3: Impact Model



Source: illustration by the author

3 METHOD

3.1 IDENTIFICATION OF STAKEHOLDERS

As mentioned in Chapter 2, the identification of stakeholders is crucial to the analysis. Consequently, as a first step, relevant stakeholder groups have to be determined. This concerns especially those groups, which significantly benefit from the services and performances of the four local NPOs (Caritas Jihlava, A Mi Házunk, Caritas Alba Iulia and Caritas Aleksinac). For the KomenskýFond impact analysis the KomenskýFond project managers from ERSTE Foundation and representatives of the implementing organization Caritas Austria identified the stakeholders with the assistance of the evaluation team from the NPO&SE CC.

Accordingly, the following three stakeholder groups were selected:

- participating children and young adults as well as alumni
- parents and relatives of the participating children and young adults
- employees (and volunteers) of the implementing local NPOs

They can be seen as the main beneficiaries of the KomenskýFond.

The evaluation team is aware of the fact that the KomenskýFond has an impact on other stakeholder groups such as local municipalities, schools etc. as well. However, due to financial and time restrictions, these groups were excluded in the present impact analysis. Nevertheless, qualitative interviews with representatives of these groups were conducted occasionally to get a sound understanding of impacts on the participating children and young adults as well as their parents and relatives.

3.2 GENERATION OF A HYPOTHETICAL IMPACT MODEL WITH IMPACT VALUE CHAINS

The members of the KomenskýFond network, which mainly are representatives of the local NPOs but also of Caritas Austria and ERSTE Foundation, were actively participating in developing the hypothetical impact value chains. The stakeholder-specific impact values chains got filled with information from the four countries in a participative setting at the WU Vienna in April 2016. By generating the hypothetical impact value chains the focus was put on outcomes. Nevertheless, inputs, activities and outputs were also taken into account. The figure below illustrates the hypothetical impact model for the KomenskýFond with stakeholder-specific impact value chains. Activities and outputs are overlapping whereas inputs and outcomes are stakeholder-specific.

Before looking at the hypothetical model in Figure 3-1, it has to be mentioned that the participating children and young adults are in difficult socioeconomic situations. Typical problems are for example poor housing conditions, low school education or illiteracy of their parents, poor parent-child relationships or cultural differences compared to members of the mainstream society. These are socio-economic pre-conditions of the children and young adults, which cannot be seen as a part of hypothetical impact chains.

This model can be seen as the core of the present impact analysis. It will be filled stepwise with data throughout the report and is illustrated in every conclusion.

Figure 3-1: Hypothetical Impact Model KomenskýFond

STAKEHOLDER	INPUT	ACTIVITY	OUTPUT	OUTCOME
<p>participating children and young adults</p> <p>6 months - 26 years old</p>	<ul style="list-style-type: none"> • time • willingness to participate 	<ul style="list-style-type: none"> • educational activities • leisure activities • personal development activities • provision of benefits in kind • family counselling and preventive measures 	<ul style="list-style-type: none"> • number of supported children • number of involved parents • number and extent of educational/ leisure/ personal development activities • amount of provided benefits in kind (e.g. schoolbooks, bus tickets, snacks & meals) • hours of parent counselling • number of employees (full time equivalent) • amount of volunteer hours 	<ul style="list-style-type: none"> • enhanced cognitive, social, behavioral, motoric and emotional skills • enhanced self esteem • higher creativity • improved financial literacy • spend leisure time more meaningfully • better (mental) health • better school performance --> improved job prospects • better general knowledge • better knowledge of mainstream standard language • increased chance for social inclusion • higher social mobility • role model concerning education • higher community involvement/volunteering

**parents and
relatives**
of participating
children and
young adults

- trust
- time

*c.f. Stakeholder
“participating
children and young
adults”*

*c.f. Stakeholder
“participating children
and young adults”*

- relief concerning individual life situation
- increased family cohesion/better parent-child relationship
- healthier/more hygienic living environment
- more responsible family planning
- mentality change concerning education
- improved financial resources (monetary value of benefits in kind)
- enhanced financial literacy
- better self-management skills
- higher community involvement/volunteering
- less discrimination and prejudice against them
- increased chance for social inclusion

<p>local NPOs in the Czech Republic, Hungary, Romania and Serbia</p>	<ul style="list-style-type: none"> • financial resources (not KomenskýFond) • expertise & professional know-how (via human resources) • volunteers • infrastructure 	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<ul style="list-style-type: none"> • (higher) financial stability and economic sustainability • strengthend capacities • sufficient well-educated and motivated staff; higher commitment of volunteers • increased international contacts, exchange and cooperation (KomenskýFond network) • improved management skills and organizational learning • high visibility in local community
<p>ERSTE Foundation / Caritas Austria</p>	<ul style="list-style-type: none"> • KomenskýFond • expertise & professional know-how 			<p>N/A</p>

3.3 EMPIRICAL IDENTIFICATION OF INPUT, OUTPUT AND OUTCOME

A mix-method approach was chosen for identifying input, output and outcome. One major advantage of this approach is its openness in a first qualitative step followed by a rather focused survey in a second quantitative step. Qualitative methods can be more useful for identifying the outcomes and obtaining in-depth information. The benefits of the qualitative approach is, that the information is richer and has a deeper insight into the phenomenon under study. However, quantitative methods are preferable when looking at the scope and intensity of the outcome. Therefore, two quantitative surveys were conducted. One focused on outcomes and the other one on inputs and outputs.

3.3.1 Qualitative data collection and analysis

The evaluation team conducted all qualitative face-to-face interviews in the four organizations in the Czech Republic, Hungary, Serbia and Romania. Interviews took place directly at the local NPO or in the homes of the interviewees. During this fieldwork, observations were also part of the empirical study. Staff of the local NPOs provided contact data of the interviewees and helped organizing the interviews. This could have led to a selection bias, since the project managers are probably interested in positive effects of their work. However, the evaluation team worked out a research program beforehand and developed the selection criteria for interviewees. Regarding the stakeholder “participating children and young adults”, criteria for selecting the interviewees were set as follows: different age groups and gender, currently participating children/young adults as well as alumni. Furthermore, the staff of the local NPOs had to provide the evaluation team with at least one dropout. Concerning the stakeholder “employees and volunteers in the local NPOs”, the evaluation team took care to conduct interviews with both managers/heads of the organizations and people working directly with the target group. In Romania and the Czech Republic, some of the interviewed alumni now work as volunteers in the organization. Despite great efforts, the stakeholder “parents and relatives” was very hard to reach. Nevertheless, in Serbia, the Czech Republic and Hungary interviews with two parents were conducted. In Romania, one mother took part.

Most interviews were conducted without the presence of local staff. Therefore, the selection bias is somehow mitigated and can be considered overall as not too distorting. Interviews were recorded only with the consent of the interviewees. With only a few exceptions, interviews were held in the local language. All recorded interviews were translated and transcribed. Some interviewees, especially the children and young adults, were rather shy and suspicious about recording. In these cases the interviewer just took notes and did not record the interview.

A qualitative content analysis was used for interpretation. Thus, the content was systematically put in a matrix based on outcomes. The findings are described per country in the chapters 4.1.3, 4.2.3, 4.3.3 and 4.4.4.

3.3.2 Quantitative data collection and analysis

Quantitative information concerning inputs and outputs was obtained via an input-output survey, which had been sent to the contact person in each local organization. Thereby, it was possible to gain information on the number of beneficiaries, activities and services as well as employees/volunteers per year (2008 – 2015). The collected financial input data was also

important for calculating the deadweight. Presumably, a big part of the KomenskýFond could be less easily substituted and its cessation would lead to a more severe reduction of services.

Furthermore, questionnaires relating to outcomes were developed based on the qualitative findings and hypothetical impact value chains. Concerning the beneficiaries, it was decided to focus on children and young adults in the quantitative survey. The stakeholder “parents and relatives” was excluded due to the following reasons: First of all, as it was already obvious by the attempts to conduct qualitative interviews, that this group is hard to reach and a selection bias would most likely occur. Secondly, a large share of the parents and relatives are either illiterate or have difficulties in filling out documents. Social workers of the organizations help when they need to fill in forms for authorities. Such a procedure would have been an option for a quantitative survey but it most probably would lead to socially desirable answers. Therefore, the focus of the quantitative survey for beneficiaries was set on children and young adults. Three different questionnaires were used to meet the requirements of the different age levels. Each of the three versions of the questionnaires was adjusted to the age of the children in terms of the total number of questions included, the wording and the format of the individual questions:

- Version 1:
This questionnaire was prepared for children aged 12 years or younger, who are currently participating in activities provided by the local NPOs. Its main aim was to gain information on the scope of the outcomes. It was reported that many of the children have reading difficulties. Therefore, a rather playful and easy to read questionnaire using stickers was developed. After a pre-test, carried out with children of this age group, some linguistic adjustments were necessary and the number of questions had to be reduced. Therefore, in the final questionnaire only the most relevant, directly measureable outcomes were included. In the final presentation in chapter 5 this version is labeled “children aged 8-12”.
- Version 2:
A paper and pencil based questionnaire was used for currently participating children older than 12 years and young adults. So, information on scope and intensity of the outcomes could be generated. Terms and expressions that might be difficult to understand for the children were carefully avoided. A conducted pre-test drew attention to the layout of the questionnaire. Therefore, whenever feasible, pictures of smileys functioned as answer options and the layout was revised. In the final presentation in chapter 5 this version is labeled “children aged 12+”.
- Version 3:
The alumni group also got a paper and pencil survey questionnaire. The focus was on middle and long-term outcomes such as further education, finding a workplace and multiplier effects. Like the “parents and relatives”, this group was hard to reach with a quantitative survey resulting in a small number of survey participants. This is caused by the flexible and changing housing situations. Frequent relocations are common in this group and even social workers in the field have difficulties reaching out to former beneficiaries. In the final presentation in chapter 5 this version is labeled “alumni”.

Since it was impossible to carry out a postal survey directly to the beneficiaries, the questionnaires were distributed by the local NPOs. At this point, the help of the local staff was, again, crucial but could also be seen as a limitation concerning the selection of the respondents.

Statistical analysis was performed using SPSS software. In a first step, univariate analysis was used to give an overview on the response frequency. Relative frequencies for the Czech Republic, Hungary and Romania are attached in the annex in the respective national language. Furthermore, an English questionnaire for each version is attached containing relative frequencies over all three countries. In a second step, to measure each outcome, sum indices were developed over several questions where necessary. Their composition is listed in each subchapter (5.1-5.11).

Moreover, a significance analysis was conducted to find out whether the duration of the project participation has an effect on the outcome. Thus, three cohorts of alumni were compared with each other: The first cohort are alumni who attended the organizations for 1-2 years, the second cohort attended the organizations for 3-7 years and the third cohort attended the organizations for 8-9 years. Significance levels were set at the 5% level using the Jonckheere-trend test. Findings of this bivariate analysis for alumni are described in chapter 5.12.

3.3.3 Overview on empirical data collection

The following table gives an overview on the empirical data collection: The left column indicates the organization/country. The method of data collection is stated in the center column and the number of interviewees (qualitative research)/respondents (quantitative survey) is described in the right column.

Table 3-1: Overview on empirical data collection

Stakeholder "participating children and young adults"		
Organization	Method of Data Collection	Number of interviewees/respondents
Caritas Jihlava, Czech Republic	individual interview face-to-face	<ul style="list-style-type: none"> - three currently participating children/young adults - one alumnus
	quantitative survey	<ul style="list-style-type: none"> - 30 currently participating children/young adults (aged 8-12) - 73 currently participating children/young adults (aged 12+) - 33 alumni
A mi Házunk, Hungary	individual interview face-to-face	<ul style="list-style-type: none"> - four currently participating children/young adults - one alumnus
	quantitative survey	<ul style="list-style-type: none"> - 24 currently participating children/young adults (aged 8-12) - 17 currently participating children/young adults (aged 12+) - 10 alumni

Stakeholder “participating children and young adults”		
Organization	Method of Data Collection	Number of interviewees/respondents
Caritas Alba Iulia, Romania	individual interview face-to-face	<ul style="list-style-type: none"> - three currently participating children/young adults - one dropout - four alumni
	group interview face-to-face	<ul style="list-style-type: none"> - two currently participating children/young adults
	quantitative survey	<ul style="list-style-type: none"> - 47 currently participating children/young adults (aged 8-12) - 23 currently participating children/young adults (aged 12+) - 10 alumni
Caritas Aleksinac, Serbia	individual interview face-to-face	<ul style="list-style-type: none"> - two currently participating children/young adults - one dropout - one alumnus - one teacher
Stakeholder “parents and relatives of the participating children and young adults”		
Organization	Method of Data Collection	Number of interviewees/respondents
Caritas Jihlava	individual interview face-to-face	<ul style="list-style-type: none"> - two mothers
A mi Házunk	individual interview face-to-face	<ul style="list-style-type: none"> - two mothers
Caritas Alba Iulia	individual interview face-to-face	<ul style="list-style-type: none"> - one mother
Caritas Aleksinac	individual interview face-to-face	<ul style="list-style-type: none"> - one mother, one father
Stakeholder “employees and volunteers in the local NPOs”		
Organization	Method of Data Collection	Number of interviewees/respondents
Caritas Jihlava	individual interview face-to-face	<ul style="list-style-type: none"> - three employees/volunteers
A mi Házunk	individual interview face-to-face	<ul style="list-style-type: none"> - four employees/volunteers
Caritas Alba Iulia	individual interview face-to-face	<ul style="list-style-type: none"> - three employees/volunteers
Caritas Aleksinac	individual interview face-to-face	<ul style="list-style-type: none"> - three employees/volunteers

Throughout all Stakeholders		
Organization	Method of Data Collection	Number of interviewees/respondents
all four organizations	input-output survey	- one survey per local NPO
	other secondary data	

4 IDENTIFICATION AND DESCRIPTION OF INPUTS, OUPUTS AND OUTCOMES OF KOMENSKÝFOND

The focus of the KomenskýFond impact analysis lies on the identification of outcomes on micro and meso-level concerning the impact box (c.f. Chapter 2). Thus, for children or young adults who are currently participating in the projects, short-term and, to a limited extent, medium-term outcomes could be identified by qualitative interviews and quantitative questionnaires. To gain information on medium and long-term outcomes some alumni of the project were included in the empirical work. Furthermore, information given by parents, teachers, employees and volunteers were also crucial. Concerning the stakeholder “parents and relatives”, information on the micro-level was obtained by interviewing the parents. Again, conversations with staff members were also helpful to obtain relevant information. Since some interviewed parents are also alumni of the project not only short-term and medium-term but also long-term outcomes could be identified. The meso-level was addressed predominantly by interviewing staff members of the local NPOs. Furthermore, this stakeholder group also focused on some marco-level outcomes.

All the idenfitted outcomes will be presented for each local NPO separately in the subchapters below. In addition, these capters include some background information and an overview on project activities as well as data on input and output.

4.1 CARITAS JIHLAVA: ERKO AND KLUBICKO – CZECH REPUBLIC

4.1.1 Background information and overview on project activities

Two programs were supported by the KomenskýFond at Caritas Jihlava: Erko and Klubíčko. In both programs, most of the beneficiaries are part of the Roma minority.

In **Klubíčko** there are special programs for pre-school children (3 to 5 years old) and their parents on four days per week. The children are prepared for school: They learn for example the colors or are trained in coordination skills. Furthermore, the program emphasizes on their social behavior (e.g. good manners, eating habits and hygiene). In addition, speech therapy as well as canine therapy are offered to improve motorical and linguistic skills. Other important aspects of the support of children are sports and leisure activities such as excursions with the families, theatre visits, and the like. So, a service similar to kindergarten is provided to socially

excluded children and their families. Cooperations with other kindergartens is being established to connect Roma children with children from the majority population. One central objective is to actively involve parents in supervision. The project staff makes an effort to keep up a regular contact with them. Furthermore, legal advice, psychological support, help with job search or public lectures for parents on hygiene, drugs etc. are offered. Besides that, parents are accompanied to school meetings or when visiting authorities.

Erko is a low-threshold program for children and teenagers aged from 6 to 26. The services are developed for school children, young people looking for a job or youths in difficult situations. Social workers help children and young adults with homework or other problems. Leisure activities like dance performances, soccer trainings, quizzes, a visit to Praha and other trips, summer camps, cooking sessions etc. are organized to enhance social as well as financial competences and broaden the clients' horizons. Through workshops with police, ambulance and fire services preventive measures are taken. Social interactions with elderly, sick or disabled persons are enforced. The entry to Erko is free for and open to all children, "who often wander aimlessly through the streets" (CZ_I5). The facebook page of Erko is well maintained and updates are posted on a regular basis.

Concerning the deadweight: Caritas Jihlava is the only organization in town dealing with these socially excluded groups apart from organizations doing outreach work. Otherwise only paid services would be available which are not affordable for the clients. In neighboring towns, there are similar service providers but according to employees their clients would not leave the town. Therefore, they would not participate in services provided by organizations in neighboring towns. In the quantitative survey the alumnis also were questioned concerning the deadweight. 38% (strongly) agree, to the statement "since there were no other possibilities, I attended the organization". Thus, for more than half of the alumnis (62%) other options were given (c.f. annex).

4.1.2 Input-output figures

As shown in Table 4-1 the share of the KomenskýFond on the organization's financial resources is rather low; especially compared to the other three NPOs included in this study (c.f. Chapter 4.2.2, 4.3.2 and 4.4.2). Caritas Jihlava is also the only analysed organization that benefits from a high share of public funding.

Table 4-1: Source of financing - Caritas Jihlava

	2008	2009	2010	2011	2012	2013	2014	2015
ERSTE Foundation KomenskýFond	26%	14%	21%	13%	15%	21%	10%	13%
other foundations and NPOs	0%	0%	0%	0%	0%	0%	0%	0%
donations by private individuals or enterprises	0%	0%	0%	0%	0%	0%	0%	0%
public funding	74%	82%	78%	87%	84%	78%	90%	86%
others (e.g. own endowments,...)	0%	4%	1%	1%	1%	1%	0%	1%

Table 4-2 illustrates the number of employees and FTEs, which increased from 2008 onwards, reaching a peak in 2011. Regarding volunteers, a similar development is evident. The highest number of volunteers was active in 2013.

Table 4-2: Number of employees and volunteers – Caritas Jihlava

	2008	2009	2010	2011	2012	2013	2014	2015
number of employees (full-time equivalent)	6 (5,3)	6 (5,7)	8 (6,9)	12 (8,5)	11 (8,6)	10 (8,2)	10 (6,1)	10 (7,6)
number of volunteers (estimated FTE)	5 (0,4)	5 (0,4)	10 (0,8)	9 (0,7)	12 (0,9)	14 (1,1)	8 (0,6)	6 (0,5)

The number of participants who benefited of Caritas Jihlava's activities is shown in Table 4-3. Taking into account, that, on average, children attend Klubicko for 2 years and Erko for 10 years, 341 beneficiaries in pre, elementary and secondary school could be reached in total.

Table 4-3: Number of beneficiaries – Caritas Jihlava

	2008	2009	2010	2011	2012	2013	2014	2015
number of supported children in pre-school	19	31	21	28	28	33	33	42
number of supported children in elementary school	87	95	110	141	138	142	128	120
number of supported children in secondary school	16	17	19	24	24	26	29	30
Drop-outs	18	17	18	21	19	21	11	14

4.1.3 Outcome

a. Stakeholder: participating children and young adults

Overall, it seems that the project **builds the children's self-esteem**. One young adult is proud of winning the dancing competition twice, another one of being best student in class and finding new friends. In his/her perspective, becoming more outgoing is one major change in his/her life.

Besides building the self-esteem, **better school performance** is another major outcome of the organization's activities for children and young adults. One interviewee mentions his/her good grades in school. When problems at school arise, the organization helps to solve them and gives psychological support if needed. Getting this kind of support seems irreplaceable for the beneficiaries since they do not know any other organization offering similar services in Jihlava. In addition, one child mentioned that he/she worked on a computer for the first time

in his/her life at Caritas Jihlava. Another interviewee remembered that he/she took English lessons and learned how to count at a very young age thanks to the pre-school preparation. The cooking classes also seem to have a lasting impact: children learn how to prepare healthy dishes and started cooking the recipes at home with their parents. Consequently, **general knowledge and creativity development** is certainly an effect of the project. The interviewed mothers see great influence on their children. Both interviewees mentioned the positive effects on the children's speech development. Another important aspect is that they have learnt a daily routine.

One interviewed teenager proudly told that he/she completed high school and found a job, which can be considered as an important achievement for Roma teenagers in this community. Another one is a Fellow in the organization with the promise of employment after graduation. These teenagers not only function as **role models** but also show that **higher social mobility** is possible – at least in some cases.

Establishing personal relationships with other children or employees seems to be very important for the children since it provides them with a **feeling of safety and belonging**. Furthermore, it is mentioned by the parents that their children became more outgoing and found new friends. Three of the four children/young adults report in the interviews that they could find new friends in the organization. One mother reports, that her child stopped bed-wetting due to mental calming.

Asked, what they liked most about Caritas Jihlava, the children responded leisure activities such as trips, soccer, dancing and other social games. Young adults took part in leisure activities and **spent their free time meaningfully** instead of consuming alcohol/drugs or "messaging around with strangers" (CZ_I6). Thanks to trips, the "world outside" (CZ_I5) of Jihlava was perceived and led to increased interest of the children. Their parents would not have had the necessary financial resources for such activities (e.g. to visit the museum). The trips are an access to an unknown world for the children. They open up new perspectives. One employee states, that the trips should act as a motivation to live in another way. According to the interviewed mothers, their children were very happy to attend the organization's activities. One mother explains, that two children (aged 5 and 6) would only watch TV at home. Since the activities of Caritas Jihlava are free of charge, her children can attend them.

One interviewed teenager is especially proud of his/her behavior. The good manners he/she learnt "made him/her a little gentleman/lady" (CZ_I8). Thus, **social skills** get improved. If anything could be changed, all the interviewed children and young adults mention, that some other kids' negative behavior should be adjusted. They report of rude children who use bad language and offend others. Bad language seems to be a problem in Erko. This is the reason why two children would not recommend others to visit the program. Although one of the interviewed mothers is fully satisfied with the organization's activities, she is afraid that her child could start smoking because of the influence of other children.

Even though many positive outcomes could be achieved and children find new friends, **discrimination** is still an issue the beneficiaries face on a macro-level. Despite being fully positive about the organization, participating in the programs is not necessarily recommended to others. Children visiting Caritas Jihlava seem to be discriminated by others who e.g. attend the mainstream kindergarten. That is why some parents do not allow their children to attend the programs of the organization. According to employees some of the children can attend mainstream schools. Without the support of the organization, they would have been forced to go to special needs schools like many other Roma children. This shows that the activities of the organization have positive effects on the development of children and foster **inclusion**.

b. Stakeholder: parents and relatives of the participating children and young adults

The following statement of a mother, who even was a client as a child herself, shows the importance of Caritas Jihlava for her: "It's my second family, my new relatives. I cannot even imagine my life without them." (CZ_I2). Nowadays, she and her three children are clients of the organization. The family's father is in prison. The social dimension of visiting the organization is crucial to her. The exchange of experiences with other women in meetings enriches her life. Concerning the **increased chance for social inclusion** one employee mentions public meetings with parents. To change the families' lives, social interaction with members of the mainstream society is needed in his/her view. That is the reason, why the organization holds such meetings. Nevertheless, it is also mentioned in the interviews by parents that some people are ashamed of being clients at Caritas Jihlava. However, those who are visiting are thankful and emphasize the positive effects. According to employees, parents are confronted with offensive statements and aggression (e.g. "doors get kicked off"). **Roma intolerance and prejudice against Roma** is a severe issue. Some parents worry about sending their children to mainstream kindergartens. Therefore, the opportunity for their children to attend activities at Klubíčko is crucial to them.

One mother and some children themselves also mention the **relief of their parents** as they do not need to worry about helping with homework or cooking for their children. Benefits in kind e.g. clothes **reduce the financial burden**. People take advantage of services for their children and themselves.

Parents, who were former clients when they were younger, now bring their own children. This shows that the program is successful in **promoting education and changing the mentality** over generations.

Word-of-mouth recommendations bring families/children to the organization. This was the case for all interviewed beneficiaries. The organization's proximity is another aspect, why the interviewed mothers have decided to visit Caritas Jihlava. There is no substitute for Caritas Jihlava based on the same principle (low-threshold, drop-in centre).

c. Stakeholder: employees (and volunteers) in the implementing local NPOs

In the qualitative interviews employees stress the importance of the KomenskýFond for the organization. "The importance of the KomenskýFond is almost indescribable" (CZ_I5), "Without the KomenskýFond you could not even get this coffee." (CZ_I9). As shown in the financial data the share of the KomenskýFond is rather low (10%-26% of total financial resources). However, its importance lies in the **freedom of spending the funds**. Since the KomenskýFond is not earmarked it guarantees a certain freedom of action for the organization. All interviewed employees agree that this is very important for them personally and the organization as a whole too, since all other funding they get, e.g. by the Ministry of Education, is earmarked. Supplementary social activities like trips were financed by the KomenskýFond. Furthermore, there had been no meals available for the children before. The KomenskýFond made it possible to offer activities the organization deems necessary.

For the employees, this means **empowerment** and less dependence on the strict requirements of other fundings. The resulting **job satisfaction, job stability and security** has a positive impact on his/her family, one employee mentions. However, since the work is very demanding, there is still fluctuation. In the team, a focus on social workers is given and the organization lacks special pedagogues. The KomenskýFond gave some opportunities to hire new staff, which is also shown in the input-output figures (cf. Table 4-2).

The interviewed representatives of the NPO also mention **internationalization** as a positive outcome of the KomenskýFond. **Networking and know-how transfer** was given especially at the international meetings of the KomenskýFond network.

Concerning the **economic sustainability**, the organization gained a new funding source for the next 3 years and found a possibility to stay sustainable after the KomenskýFond.

4.1.4 Interim conclusion

Figure 4-1 shows the impact model of the KomenskýFond for Caritas Jihlava with the empirical results. The input-output data are based on the quantitative survey for the organization. The outcome is based on qualitative interviews with all three stakeholders and observations on site. The check (✓) symbolizes that these hypothetical outcomes have empirical evidence and were mentioned in the qualitative interviews. More information on the scope and intensity of the outcomes can be found in chapter 5.

Figure 4-1: Impact Model KomenskýFond – Caritas Jihlava

STAKEHOLDER	INPUT	ACTIVITY	OUTPUT	OUTCOME
<p>participating children and young adults at Caritas Jihlava</p> <p>3 - 26 years old</p>	<ul style="list-style-type: none"> • time • willingness to participate 	<ul style="list-style-type: none"> • educational activities • leisure activities • personal development activities • provision of benefits in kind • family counselling and preventive measures 	<ul style="list-style-type: none"> • number of supported children: → on average: ~175/year → in total: ~370 • number of involved parents: → passive on average: ~37/year → active on average: ~18/year • number and extent of educational/leisure/personal development activities: N/A • amount of provided benefits in kind: → on average: ~3.500 snacks and meals/year → in total: ~28.100 snacks and meals • hours of parent counselling: → on average: ~80 hrs./year → in total: ~650 hrs. • number of employees (FTE): → on average: 9 employees/year → on average: 7,1 FTE • amount of volunteer hours: → on average: ~0,6 FTE 	<ul style="list-style-type: none"> • enhanced cognitive, social, behavioral, motoric and emotional skills ✓ • enhanced self-esteem ✓ • higher creativity ✓ • improved financial literacy • spend leisure time more meaningfully ✓ • better (mental) health ✓ • better school performance --> improved job prospects ✓ • better general knowledge ✓ • better knowledge of mainstream standard language • increased chance for social inclusion ~ • higher social mobility ✓ • role model concerning education ✓ • higher community involvement/volunteering ✓ + feeling of safety and belonging

parents and relatives
of participating children
and young adults at
Erko and Klubicko

- trust
- time

*c.f. Stakeholder
“participating
children and young
adults”*

*c.f. Stakeholder “participating
children and young adults”*

- relief concerning individual life situation ✓
- increased family cohesion/better parent-child relationship ✓
- healthier/more hygienic living environment ✓
- more responsible family planning
- mentality change concerning education ✓
- improved financial resources (monetary value of benefits in kind) ✓
- enhanced financial literacy
- better self-management skills
- higher community involvement/volunteering
- less discrimination and prejudice against them
- increased chance for social inclusion → **family-feeling** ✓

<p>local NPO in the Czech Republic: Caritas Jihlava</p>	<ul style="list-style-type: none"> • financial resources (not KomenskýFond) • expertise & professional know-how (via human resources) • volunteers • infrastructure 	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<ul style="list-style-type: none"> • (higher) financial stability and economic sustainability ✓ • strengthened capacities ✓ • sufficient well-educated and motivated staff; higher commitment of volunteers ✓ • increased international contacts, exchange and cooperation (KomenskýFond network) ✓ • improved management skills and organizational learning ✓ • high visibility in local community <p>+ higher flexibility due to the freedom of spending the fund</p>
<p>ERSTE Foundation / Caritas Austria</p>	<ul style="list-style-type: none"> • KomenskýFond ~ 189.000€ • expertise & professional know-how 			<p>N/A</p>

4.2 A MI HÁZUNK: OUR HOUSE MARIST COMMUNITY CENTER - HUNGARY

4.2.1 Background information and overview on project activities

"Our house" at A Mi Házunk is a low-threshold program for socially disadvantaged children and families in Esztergom. Most of the clients are people with Roma background aged 0 to 25 years. They either live nearby or in a Roma settlement 6km away. Generally, there are five groups depending on the children's age: A parent-baby group for children aged 0- 3 years, a kindergarten group for children aged 3 to 6 years, two elementary school groups for children from 6 to 16 years and an external class for drop-outs. From the age of two children can attend the day care centre without their parents.

The activities and services offered for children and young adults range from educational activities such as tutoring, IT and foreign language courses or job orientation to leisure activities like sports, excursions and summer camps, arts and crafts etc. Their main aim is to foster social skills, kindergarten/school performance and health. Furthermore, speech therapy and psycho-pedagogical support is offered.

Apart from children and young adults, parents get help as well. For example, they get assisted in filling in official forms and concerning health insurance or medical checks. Furthermore, job orientation and family care are important aspects of the organization's work. Apart from these counselling and preventing activities, clients also have the opportunity to use washing machines and showers. In addition, some of them actively take part in looking after the smaller children or preparing meals.

Concerning the deadweight: The *Order Of Malta* is also engaged in working with Roma families but mostly in terms of hygiene matters. Extra tuition, the focus of the KomenskýFond, is not available there. *Boldog Ceferin* is another organization to support people on the fringes of society. There are no group activities or activities on regular basis like at A Mi Házunk. It is more traditional, religious and unorganized according to the interviews with employees and beneficiaries. Their soccer club seems to be quite popular though. *Boldog Ceferin* would have had the capacity to take participants. In the quantitative survey the alumni also got questioned concerning the deadweight. 70% (strongly) agree, to the statement "since there were no other possibilities, I attended the organization" (c.f. Annex).

4.2.2 Input-output figures

As shown in Table 4-4 the share of the KomenskýFond on the organization's financial resources is just under one quarter. Apart from the KomenskýFond there are also other sources of financing e.g. private donors. Furthermore, the Marist Brothers, founders of A Mi Házunk, are the most important source of financing.

Table 4-4: Sources of financing - A Mi Házunk

	2008	2009	2010	2011	2012	2013	2014	2015
ERSTE Foundation KomenskýFond	24%	19%	23%	24%	25%	18%	21%	20%
other foundations and NPOs	62%	79%	61%	59%	62%	55%	64%	65%
donations by private individuals or enterprises	2%	1%	1%	3%	1%	24%	2%	2%
public funding	12%	2%	15%	14%	11%	4%	12%	13%
others (e.g. own endowments,...)	0%	0%	0%	0%	0%	0%	0%	0%

As shown in Table 4-5 the number of employees is quite stable. The number of volunteers is quite striking compared to the other organizations.

Table 4-5: Number of employees and volunteers – A Mi Házunk

	2008	2009	2010	2011	2012	2013	2014	2015
number of employees (full-time equivalent)	16 (13)	14 (11)	16 (13)	15 (12)	15 (12)	17 (14)	13 (10)	15 (12)
number of volunteers (estimated FTE)	17 (N/A)	24 (N/A)	20 (N/A)	16 (N/A)	18 (N/A)	25 (N/A)	21 (N/A)	20 (N/A)

In Table 4-6 the number of participants of educational and support activities is stated.

Table 4-6: Number of beneficiaries – A Mi Házunk

	2008	2009	2010	2011	2012	2013	2014	2015
number of supported children in pre school	27	22	24	32	30	28	33	33
number of supported children in elementary school	51	47	41	40	45	55	51	48
number of supported children in secondary school	17	14	15	16	16	12	11	6
Drop-outs	2	3	6	4	3	2	4	5

4.2.3 Outcome

a. Stakeholder: participating children and young adults

All the interviewed children have been beneficiaries for several years. Two of them have visited the organization since their early childhood. In Hungary, school attendance is compulsory until the age of sixteen. Nevertheless, some children get expelled from school due to inappropriate behaviour. The organization offers extra tuition to these so-called "private students", which are basically drop-outs younger than sixteen. Since their parents would not be able to afford any private education, it would not be possible for them to get the education they need by law. Apart from the private students, most of the children mention that they would not be capable to do their homework alone at home. To them the help at the organization is crucial and it was there, where they learnt that studying is important. The majority of the interviewees proudly tells that they got better grades and that their **school performance improved**. According to a social worker the rule of thumb was that one out of ten clients finishes education. The change for the children is described in a converse proportion: nowadays about nine out of ten clients finish education. One interviewee mentions that he/she had difficulties with studying. In the organization they found out that he/she suffers from dyslexia. Thus, A Mi Házunk provided therapy for him.

To keep the children motivated, an incentive program has been developed: they can earn points for good grades or behaviour. Those points function as a currency to "buy" school supplies. Due to the KomenskýFond these incentives could be provided more easily. Employees mention that the children's motivation also increased thanks to the various leisure activities, which aim to **foster creativity and enhance cognitive, social, behavioural, motoric and emotional skills**. The children themselves stress as well, that they attend the organization because of the activities and groups offered: especially soccer and extra tuition seems to be popular. Language classes are missing according to one interviewee. Beside these activities two child/teenager mention that they have learnt to bake and cook, another two to fill in forms and applications. Furthermore, the existence of different groups is relevant for the interviewees. It seems that the children and teenagers spend a lot of their **leisure time more meaningfully** at A Mi Házunk. One child mentions that he/she would not have free time at home since he/she has to work and help his/her parents. Another admits that at home he/she mostly plays on the phone. Except for two interviewees (who did not mention it), the summer camp at lake Balaton is a very positive memory.

Some interviewees mention that their **social skills and manners improved** e.g. they are more respectful, do not chew gum anymore or use their mobile phones less. Their relationship to teachers but also parents got better since they learnt about communication and respect. Both interviewed parents are also convinced that their children have learnt better manners and to interact more respectfully. Moreover, they have developed a **sense of community** (e.g. cooperative behaviour) **and autonomy** (e.g. walking the way to school without parents). One mother mentions that her children have learnt manners and norms of the mainstream society at A Mi Házunk. Thus, they can integrate more easily. They get positive feedback from their teachers at school for behaviour and diligence. One interviewee stresses, that participating in the program brought him/her "on the right track" (HU_I10) since he/she grew up in a bad social environment (alcohol, crime and unemployment).

According to one employee the children's **awareness on waste disposal and cleanliness** could be raised e.g. drains are less blocked.

All interviewed children and teenagers confirmed that meeting new people and finding friends (apart from cousins or relatives) was one major outcome of their organization's attendance. Thus, an **increased chance for social inclusion** is given. Also, beneficiaries mention that they have a feeling of belonging and being a part of a bigger family at A Mi Házunk. "You learn to accomplish things together" (HU_I13). E.g. one child suffered from cancer. When he/she

returned from the hospital a welcome party was organized. This meant a lot to him/her since he/she got the feeling of being appreciated and loved. Another interviewee mentions that he has the feeling that somebody cares about him at A Mi Házunk, which is very special. Furthermore, **community involvement** can be seen and children/teenagers become volunteers at A Mi Házunk e.g. group leaders and some are also a **role model concerning education**.

Concerning **responsible family planning**, one interviewee stresses that he/she does not want to get married even though it would be customary to get married at his/her age in the Roma tradition. "You don't have to get married at the age of 14 and have children." (HU_I6). The organization helps to convince the parents on this issue as well.

Asked whether their **diet changed**, one interviewee answered that he/she does not eat chewing gum any more. Another one is aware of the importance of vegetables and dairy products and a third one mentioned that he/she cooks more on her own. Two interviewees are convinced that their diet did not change.

The children got to know about A Mi Házunk via mouth-to-mouth propaganda or public events. One interviewee mentions that her/his parents already attended the organization's activities when they were younger. They would all recommend other children and teenagers to take part in A Mi Házunk's activities and answer that they would change nothing.

b. Stakeholder: parents and relatives of the participating children and young adults

Both interviewed mothers have a positive attitude towards the organization and they agree that the organization is like a second home for their children. One mother nevertheless admits, that she did have prejudices in the beginning. Although she has a Roma background herself, she was afraid of other Roma people and their possible anti-social behaviour. It turned out that this fear was unfounded and now all her three children take part in the organization's activities. She mentions that **new perspectives** are given to the families. Their **attitudes towards environmental issues, a healthy lifestyle, education and work changed** to the positive. Awareness on the importance of education could be raised within the parents. E.g. mothers attend meetings with their small children regularly and not only when problems arise. In addition, the children also influence their parents and show them new perspectives e.g. they start cooking more, are more concerned with the maintenance of order and cleanliness or eating healthy. In this sense children function as a multiplier not only to peers but also their parents. They could spread the concept of life-long learning and its importance to some parents. One interviewed teenager reports that his/her mother now has a positive attitude towards education, since she has seen the positive change in her child (.e.g helps with housework or food shopping). Only the father is still of the opinion that having a family is most important, no matter whether his child has a job, since that's the "Roma spirit" (HU_I3). To some extent a **change of the parents' mentality** can be seen anyway. One interviewed parent mentions that he/she already attended the organization's activities when he/she was younger. Now he/she brings his/her children. Thus, the younger generation gets the possibility to grow up with parents who are **more aware of the importance of education**.

Furthermore, **relief concerning their individual life situation** is given to the parents and the **social cohesion** within the organization seems to be quite high. A mother mentions that she promoted the organization to other family members as well e.g. her sister-in-law. One interviewee stresses that she has **learnt to be a more patient** mother. **Improved financial literacy** and **helping the children with educational issues** like homework etc. are other outcomes, which could be found in the qualitative evaluation. One employee mentions her effort to provide health insurance to her clients. Nowadays **all her clients have health insurance**, which was not the case a few years ago. Asked about possibilities of improvement, no suggestions were made by the interviewed parents.

c. Stakeholder: employees (and volunteers) in the implementing local NPOs

The financial situation seems to be an important topic in the organization, especially for the employees. Since the funds were not earmarked, the KomenskýFond was a **crucial source of funding for the organization**. Preventive health care measures such as cancer smears for women or blood tests could be financed. Little parts of the fund were spent on fuel in order to reach more children. They got picked up by bus and were brought to the organization. Furthermore, it is mentioned that food, educational games, school supplies, cleaning products, craft accessories, excursions (e.g. Parliament in Budapest), summer camps (e.g. football camp at Lake Balaton) and the like were financed by the KomenskýFond.

One social worker mentions that logopaedic or psycho-pedagogical support could be provided on a regular basis thanks to the KomenskýFond. The **organization became less dependent on volunteer services** which used to be more volatile and less professional. Volunteering is still important for the organization and children become volunteers - helping each other is a matter of course. Nevertheless, difficulties in keeping teachers and other trained staff can be observed. They are explained by the **financial instability of the organization**. As already shown in the input-output figures, it is also mentioned in the interviews that A Mi Házunk hardly gets financial capital from the municipality. One employee notices that donations in kind of private individuals or supermarkets are easier to obtain than direct funding. There is e.g. one big supermarket in the region which regularly donates food.

One major outcome for the employees was that they could also **improve their skills**. One employee mentions that he/she could visit a workshop on media and photography with two of his/her colleagues and another one remembers a conference visit. Moreover, a good working environment was arranged e.g. the colorful paintings of the different rooms make them look friendly.

Overall, the interviewed employees associate the KomenskýFond with **stability and greater flexibility**. It gave them the opportunity to transform some of their own visions and ideas into reality. The KomenskýFond was a "fixed star" (HU_I1) in the funding landscape. All interviewed employees worry about a more unstable financial situation in the future. One concrete concern is that the support during the summer holidays might not be possible anymore.

4.2.4 Interim conclusion

Figure 4-2 shows the impact model of the KomenskýFond for A Mi Házunk with the empirical results. The input-output data are based on the quantitative survey for the organization. The outcome is based on qualitative interviews with all three stakeholders and observations on site. The check (✓) symbolizes that these hypothetical outcomes have empirical evidence and were mentioned in the qualitative interviews. More information on the scope and intensity of the outcomes can be found in chapter 5.

Figure 4-2: Impact Model KomenskýFond – A Mi Házunk

STAKEHOLDER	INPUT	ACTIVITY	OUTPUT	OUTCOME
<p>participating children and young adults</p> <p>6 months - 25 years old</p>	<ul style="list-style-type: none"> time willingness to participate 	<ul style="list-style-type: none"> educational activities leisure activities personal development activities provision of benefits in kind family counselling and preventive measures 	<ul style="list-style-type: none"> number of supported children: → on average: ~90/year → in total: ~280 number of involved parents: → passive on average: ~55/year → active on average: ~7/year number and extent of educational/leisure/personal development activities: N/A amount of provided benefits in kind: → on average: ~12.000 snacks and meals/year → in total: ~ 96.100 snacks and meals → in total: ~740 school books hours of parent counselling: → on average: ~860 hrs./year → in total: ~6880 hrs. number of employees (FTE): → on average: 13 employees/year → on average: 10,7 FTE amount of volunteer hours: N/A 	<ul style="list-style-type: none"> enhanced cognitive, social, behavioral, motoric and emotional skills ✓ enhanced self esteem ✓ higher creativity ✓ improved financial literacy spend leisure time more meaningfully ✓ better (mental) health ✓ better school performance --> improved job prospects ✓ better general knowledge ✓ better knowledge of mainstream standard language ✓ increased chance for social inclusion ✓ higher social mobility role model concerning education ✓ higher community involvement/volunteering ✓ <p>+ feeling of belonging + sense of community and autonomy + awareness on waste disposal and cleanliness</p>

parents and relatives
of participating children
and young adults

- trust
- time

*c.f. Stakeholder
“participating
children and
young adults”*

*c.f. Stakeholder “participating children
and young adults”*

- relief concerning individual life situation ✓
- increased family cohesion/better parent-child relationship ✓
- healthier/more hygienic living environment ✓
- more responsible family planning ✓
- mentality change concerning education ✓
- improved financial resources (monetary value of benefits in kind)
- enhanced financial literacy ✓
- better self-management skills
- higher community involvement/volunteering ✓
- less discrimination and prejudice against them
- increased chance for social inclusion → **family-feeling** ✓
- + all clients have health insurance

<p>local NPO in Hungary: A Mi Házunk</p>	<ul style="list-style-type: none"> • financial resources (not KomenskýFond) • expertise & professional know-how (via human resources) • volunteers • infrastructure 	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<ul style="list-style-type: none"> • (higher) financial stability and economic sustainability ✓ • strengthened capacities ✓ • sufficient well-educated and motivated staff; higher commitment of volunteers ✓ • increased international contacts, exchange and cooperation (KomenskýFond network) ✓ • improved management skills and organizational learning ✓ • high visibility in local community ✓ <p>+ higher flexibility due to the freedom of spending the fund</p>
<p>ERSTE Foundation / Caritas Austria</p>	<ul style="list-style-type: none"> • KomenskýFond ~ 204.000€ • expertise & professional know-how 			<p>N/A</p>

4.3 CARITAS ALBA IULIA: ROMA SCHOOL SFANTU GHEORGHE – ROMANIA

4.3.1 Background information and overview on project activities

The Roma community of Őrkő, a neighborhood in the outskirts of the Romanian town Sfântu Gheorghe is the target group of the Caritas project in Romania. Its main focus is the social development, integration and education of the Roma children and youth of the community. Őrkő, although geographically a part of the city, has unofficially been segregated from it. It has a local school, which only Roma children attend, and very few of the adults in the community are employed in town, while only people who are bound by work (e.g. postmen, teachers, policemen and social workers) visit the community.

The community life was slowly getting organized around “the white house”, which was built in 2004 from EU funds and functions as community centre. Due to a good collaboration in the past years, the leaders of the community invited Caritas Alba Iulia to hold the after-school activities at the community centre about two years ago. This means a stable location for the project, as close to the community as possible.

As free time activities seem to be more appealing to children than school, the after-school project tries to offer a mix of both. Events are organized on every opportunity to celebrate, such as summer camps or holiday events. Trips to the city are also on the favorites-list, whether they mean visiting the zoo, seeing puppet shows or other cultural events, or simply eating pizza and going for walks through the city. Since the “camp” term has become very popular, “local camps” (as in events) are organized in the community, where children mingle and socialize, take part in sandwich making or handcrafting challenges. The children and teenagers are split into groups according to their age and every day, new activities await them in the daycare centre.

The five main branches of the project financed by the KomenskýFond are:

- Social assistance
- Psychological assistance
- Education (teachers)
- Extracurricular activities
- Food

Concerning the deadweight: The social organizations in and around Őrkő try to deliver complementary services and cover different target groups in the community. There is e.g. another organization which works with young mothers on the community development. In the quantitative survey the alumni also were questioned concerning the deadweight. More than half (60%) of the alumni (strongly) agree to the statement “since there were no other possibilities, I attended the organization” (c.f. annex).

4.3.2 Input-output figures

The KomenskýFond was a major source of financing as shown in Table 4-7. It took over a large share of the financial resources especially in 2010 (94%), 2014 (74%) and 2015 (61%).

Table 4-7: Sources of financing - Caritas Alba Iulia¹

	2008	2009	2010	2011	2012	2013	2014	2015
ERSTE Foundation KomenskýFond	N/A	N/A	94%	44%	35%	37%	74%	61%
other foundations and NPOs	N/A	N/A	0%	9%	31%	24%	0%	24%
donations by private individuals or enterprises	N/A	N/A	0%	0%	0%	0%	0%	1%
public funding	N/A	N/A	0%	40%	30%	37%	17%	14%
others (e.g. own endowments,...)	N/A	N/A	6%	7%	3%	1%	9%	1%

From 2008 to 2013 the number of employees at Caritas Alba Iulia increased, as revealed in Table 4-8. From 2008 to 2015 the number of employees and FTEs nearly doubled. Regarding volunteers, the table shows a positive development during the past two years.

Table 4-8: Number of employees and volunteers – Caritas Alba Iulia

	2008	2009	2010	2011	2012	2013	2014	2015
number of employees (full-time equivalent)	5 (2,6)	5 (2,6)	6 (2,6)	13 (6,2)	12 (6)	12 (7)	10 (5,5)	9 (4,5)
number of volunteers (estimated FTE)	1 (N/A)	1 (N/A)	0 (0)	2 (N/A)	0 (0)	0 (0)	2 (0,2)	4 (0,5)

In Table 4-9 the number of participants of educational and support activities is stated. It has to be noticed though, that an average of 225 children from kindergarten to secondary level was fed between 2008 and 2012 on a daily basis.

Table 4-9: Number of beneficiaries – Caritas Alba Iulia²

	2008	2009	2010	2011	2012	2013	2014	2015
number of supported children in pre-school	N/A	N/A	0	0	0	0	0	0
number of supported children in elementary school	N/A	N/A	118	111	109	97	101	121

¹ Due to a reorganization process, there are data not sufficient comparable data available for the years 2008 and 2009.

² Due to a reorganization process, there are data not sufficient comparable data available for the years 2008 and 2009.

	2008	2009	2010	2011	2012	2013	2014	2015
number of supported children in secondary school	N/A	N/A	24	46	40	58	54	49
Drop-outs	N/A	N/A	5	6	4	5	4	3

4.3.3 Outcome

a. Stakeholder: participating children and young adults

Many children attend the after-school program, especially throughout the first years of school, which seems to have a strong impact on their behavior and level of education. There, they study and do their homework for the next day. Three interviewed beneficiaries emphasize that this support was crucial to them and made it easier to successfully complete school. Besides the transfer of knowledge, the after-school program is built to strengthen the children's motivation and commitment to do their homework and subsequently finish their studies. This fosters their integration on the job market and improves their social network. Several children mention in the interviews, that they would like to finish their studies. Thus, the outcomes **better school performance and therefore improved job prospects** apply to the interviewed beneficiaries. One of the community's school teachers, who is also engaged in the after-school program, also approves these findings. He/she is convinced that the after-school activities complete the school in a very efficient manner for both, the teachers and the children. He/she notices a great difference between the children who attend the after-school program, in comparison to the children who only go to school, both in behavior and in their knowledge level. The parents of the children who are his/her current pupils now, had already been pupils of his/her in the past. Nowadays, the social behaviour of the pupils is better according to generally accepted norms (e.g. less pushing and screaming). One employee also stresses the noticeable progress between the former and the current generation, which is more involved.

Asked, what they would enjoy most about Caritas Alba Iulia, the interviewed children answered by listing up different activities. Two interviewees emphasized their good relationship with the social workers. One beneficiary answered "the camps and the great talks with the social workers on love-problems" (RO_I5). Creative activities such as colouring, dancing, singing, handcrafting are very well perceived too. Particularly boys mention rather sportive activities like soccer, running and playing outside as well. IT-classes on Fridays and the wi-fi service are also highly appreciated. Therefore, the outcome **enhanced cognitive, social, behavioral, motoric and emotional skills** applies also to the beneficiaries of Caritas Alba Iulia.

All interviewed children and teenagers have made friends through the program. Moreover, some participate in exchanges with other schools in town. Two interviewees mention that at Caritas Alba Iulia they learnt to become friends with people they could not stand before. Thereby the **chance for social inclusion increases**. Since the dropout tendency and the lack of consistency in any kind of engagement is one of the biggest challenges in the Roma community, the social dimension is very important. The created friendships keep the children coming back and bring stability. They benefit from these services their parents would never be able to afford. They feel supported and loved, which has clearly created a **sense of belonging** and **enhanced their self-esteem**. One of the interviewed teenagers claims that: "before [attending Caritas Alba Iulia], I could not speak to new people; I was very shy, I would get nervous and sweaty and I couldn't get a word out. Now I don't find any difficulty in it anymore" (RO_I5). Not only have the children themselves mentioned their enhanced self-

esteem. The interviewed mother reports too, that her son/daughter could make new friends and is more self-confident due to his/her attendance. Through the efforts of the project, the social workers think that the children and youth feel at home at the community centre.

Four of the interviewed children and young adults occasionally act as volunteers at the organization. **Higher community involvement/volunteering** of some (former) beneficiaries can be found at Caritas Alba Iulia.

The interviewed children and youth seemed very excited about and satisfied with the after-school project and the free time activities organized for them by Caritas. They said they would and do recommend it to other children in the community, because it helped them a lot in school and in developing valuable skills such as communication. No negative feedback or suggestions for improvement were brought up by the children regarding the organization and its staff.

b. Stakeholder: parents and relatives of the participating children and young adults

The one interviewed mother is thankful that her child is in good care at Caritas Alba Iulia. This constitutes a mental relief for her. Furthermore, she mentions that activities and food is offered for free, which she could not afford otherwise. She used to live in Austria but then got divorced and moved back to Romania. Her son was at the right age to start first grade and thus benefits of Caritas Alba Iulia's activities and services. Furthermore, she is convinced that the children are protected from the bad influence of the community at the center. She reflects, that her insistence is important in the son's consistency on participating in the activities. But afterwards he enjoyed it every time so far. This does not only show that the **organization inspires the children**, but also illustrates the important role of the parents. The interviewed mother has a **positive attitude towards education** and mentions that apart from good behavior her child's education is very important to her. Not getting accepted at school, the mother taught her older daughter to read and write. According to members of the staff, many parents are illiterate. However, the interviewee seems to be quite educated compared to other parents. Nevertheless, Caritas Alba Iulia helps her in educating her children and keeping her child at school. One interviewed teacher is convinced, that the younger parents have gained trust since their teachers are now teaching their children. They are more open, and much more supportive of their children's education and also join open-door classes and events as well as parent school meetings. In the interview, the mother feels sorry that she was not receptive enough at the thought of organizing parents' meetings. This can be explained by **a lack of trust within in the community**. Concerns are given, that private information shared with other parents might be used against them. Nevertheless, the interviewee tries to encourage other parents to get involved.

Moreover, one employee mentions that the parents realize that Romanian children in public schools actually do not receive such extensive services, or they are provided by private entities which they could never afford. This is, on the one hand, a very important step ahead. On the other hand, as it was pointed out in the interview, all the privileges which come with being part of the Roma minority tend to enable their so-called "victim mentality". Along with the poor financial situation of the Romanian state this would slow down the development and the motivation to integrate.

c. Stakeholder: employees (and volunteers) in the implementing local NPOs

According to the Caritas employees, it offered a lot beside the financial support. **Capacities** The former project coordinator believes that the KomenskýFond is "the backbone" (RO_I1) of this project. It has been covering more than half of its yearly budget and was key element of the **organization's economic sustainability and financial stability**. Furthermore,

professionals apart from social workers could be hired such as speech therapists, psychologists, educators or teachers since the funds were not earmarked.

According to the Caritas employees, it offered a lot beside the financial support. **Capacities got strengthened** through trainings, workshops and exchanges within the KomenskýFond network. Two interviewed employees explicitly mention the workshop opportunities as motivating and very helpful professionally. One of KomenskýFond's biggest advantages, reported by the interviewed members of staff, is that it offered **a lot of flexibility** in what concerns the internal organization and structure of the project. This not only has positive effects on the beneficiaries but also on the **motivation and commitment of the staff**. Since social workers constantly bring in new activities and fun elements to keep the beneficiaries of the program interested, as explained in the interviews, the KomenskýFond's financial support made most of their ideas and visions come to life. Initially, the project only offered the children food and some after-school assistance. In order for it to be efficient, the structure and the activities had to be changed, shaped and readapted constantly to the needs and the best interest of the target group. One employee is convinced that due to the KomenskýFond the offer has become more personalized and better adapted to the community and is thus more effectively implemented. Now it offers five branches of activities. Furthermore, the target group was structured depending on the age, the needs and interests of the beneficiaries.

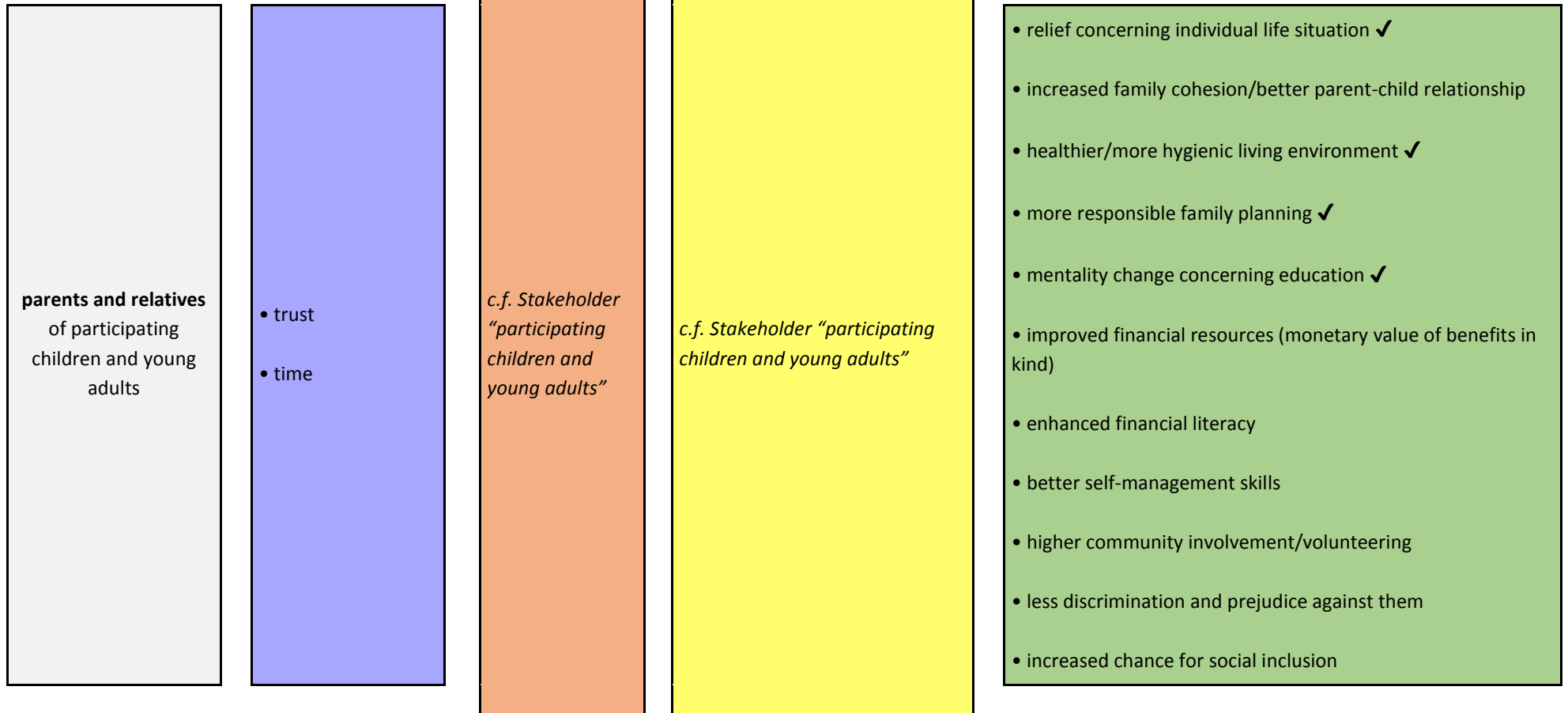
Today Caritas Alba Iulia also **has employees from the Roma community** and thus **fosters their integration in society**. For instance, one of the interviewees has received a part-time job as a mediator, between the community and the organization, as well as the school. He/she says the best part is, though, the fact that the Caritas staff integrated him/her openly, without any judgment or discrimination. They have supported him/her, given him/her professional advice and encouraged him/her from the beginning: "They were friendly and accepted me immediately as one of them, without making fun of my modest background or calling me gipsy" (RO_I4). His/her deeper insight and understanding of the community's mentality, values and problems helps in sometimes difficult situations. Another interviewed employee mentioned that to him/her personally working in the community can be very challenging and frustrating due to the community's segregation from the city life, their generally saying low level of education and negative behavior as well as some resistance to engagement, commitment and change.

4.3.4 Interim conclusion

Figure 4-3 shows the impact model of the KomenskýFond for Caritas Alba Iulia with the empirical results. The input-output data are based on the quantitative survey for the organization. The outcome is based on qualitative interviews with all three stakeholders and observations on site. The check (✓) symbolizes that these hypothetical outcomes have empirical evidence and were mentioned in the qualitative interviews. More information on the scope and intensity of the outcomes can be found in chapter 5.

Figure 4-3: Impact Model KomenskýFond – Caritas Alba Iulia

STAKEHOLDER	INPUT	ACTIVITY	OUTPUT	OUTCOME
<p>participating children and young adults</p> <p>6 - 16 years old</p>	<ul style="list-style-type: none"> • time • willingness to participate 	<ul style="list-style-type: none"> • educational activities • leisure activities • personal development activities • provision of benefits in kind • family counselling and preventive measures 	<ul style="list-style-type: none"> • number of supported children: → on average: ~155/year → in total: ~335 • number of involved parents: N/A • number and extent of educational/leisure/personal development activities: N/A • amount of provided benefits in kind: → on average: ~22.000 snacks and meals/year → in total: ~172.000 snacks and meals • hours of parent counselling: N/A • number of employees (FTE): → on average: 9 employees/year → on average: 4,6 FTE • amount of volunteer hours: → on average: ~0,2 FTE 	<ul style="list-style-type: none"> • enhanced cognitive, social, behavioral, motoric and emotional skills ✓ • enhanced self esteem ✓ • higher creativity ✓ • improved financial literacy • spend leisure time more meaningfully ✓ • better (mental) health ✓ • better school performance --> improved job prospects ✓ • better general knowledge ✓ • better knowledge of mainstream standard language • increased chance for social inclusion ✓ • higher social mobility ✓ • role model concerning education ✓ • higher community involvement/volunteering ✓ <p>+ feeling of belonging</p>



<p>local NPO in Romania: Caritas Alba Iulia</p>	<ul style="list-style-type: none"> • financial resources (not KomenskýFond) • expertise & professional know-how (via human resources) • volunteers • infrastructure 	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<ul style="list-style-type: none"> • (higher) financial stability and economic sustainability ✓ • strengthened capacities ✓ • sufficient well-educated and motivated staff; higher commitment of volunteers ✓ • increased international contacts, exchange and cooperation (KomenskýFond network) ✓ • improved management skills and organizational learning ✓ • high visibility in local community ✓ <p>+ higher flexibility due to the freedom of spending the funds</p>
<p>ERSTE Foundation / Caritas Austria</p>	<ul style="list-style-type: none"> • KomenskýFond ~ 213.000€ • expertise & professional know-how 			<p>N/A</p>

4.4 CARITAS ALEKSINAC - SERBIA

4.4.1 Background information and overview on project activities

In comparison to the other three organizations, the concept of Caritas Aleksinac to foster education is slightly different due to the special situation in the municipality. The unemployment rate in Aleksinac is very high (2016: 53% unemployed; when the project started even higher) and the broad population is faced with difficult living and working conditions. Thus, Caritas Aleksinac has no specific focus on Roma families or children. Furthermore, Aleksinac is a very spacious municipality and more than 70% of the school children have to take public transport to school. Due to these economic and geographical conditions the activities provided by Caritas Aleksinac differ from the other three countries. The KomenskýFond mainly finances public transport tickets, lunch and school books for children. The idea of providing bus tickets, lunch and school books had already existed before the KomenskýFond. The provided financial resources finally caused its implementation.

Lunch for children in elementary schools is financed because elementary school children have an official lunchbreak. Many children/parents cannot afford (proper) lunch though. That is why schools in need are selected. Caritas Aleksinac estimates how many meals they can provide/finance per year and then the schools pick the children who need the support the most. There is also a cooperation with schools concerning the purchase of books for secondary education, which are expensive and for some families hardly affordable. The provided bus tickets also aim at children in secondary education, since the municipality is spacious and secondary education institutions are not easy to reach. The beneficiaries are talented and willing to attend school but come from low income families (e.g. impoverished lifestyle, single parents). Regular school attendance and good performance are required to receive the benefits. Additionally, thanks to the KomenskýFond the existing tuition for children in elementary school could be expanded: Language as well as maths tuition is offered for children in secondary education. Furthermore IT-classes (social media, online studying, etc.) are provided by professional teachers.

In Serbia, further training for professional teachers is compulsory. Those trainings are sometimes paid by the municipalities. However, in Aleksinac the budget does not allow for these spendings. Teachers volunteer in the organization by giving extra tuition. They also help identifying the children in need. The identification of socially disadvantaged children and families is difficult because they lead a withdrawn life according to the interviewees of the organization. That is why the cooperation with schools and teachers is essential. Existing structures and knowledge on the children's situation was used to identify persons in need. To maintain the good relationship to the teachers, Caritas Aleksinac sponsors their trainings in return. Classes are chosen which either support children or the competence of the teachers. There is also an IT-workshop that aims at teachers to enhance e.g. their computer and project management skills.

Furthermore, outreach work is undertaken to address socially disadvantaged children and families.

Concerning the deadweight: Caritas Aleksinac is the only organization to help with school books, bus tickets and lunch for people on the fringes of society according to interviewees. The price for bus tickets is quite high (about 4.000 RSD per month). One mother mentions her

social welfare of 16.000 RSD for rent.³ Financing the education program might have also been possible with the support of other Caritas institutions (like Genoa, Graz or Maribor) but only by ceasing the care of the elderly and other projects of Caritas Aleksinac.

4.4.2 Input-output figures

The sources of financing of Caritas Aleksinac are shown in Table 4-10. Caritas Belgrade is in charge of the administration of finances. In the past, other NPOs such as Caritas Maribor, Genoa and Graz supported the work in Aleksinac apart from the KomenskýFond. Now the organization is afraid that no more financial resources will come and they have to find new donors. The financial situation of the whole municipality is tense and private enterprises or individuals who donate are hard to find. In rare and extreme cases, teachers spend money on bus tickets for children.

Table 4-10: Sources of financing - Caritas Aleksinac

	2008	2009	2010	2011	2012	2013	2014	2015
ERSTE Foundation KomenskýFond	62%	62%	62%	81%	80%	68%	62%	65%
other foundations and NPOs	43%	43%	38%	19%	20%	32%	38%	35%
donations by private individuals or enterprises	0%	0%	0%	0%	0%	0%	0%	0%
public funding	0%	0%	0%	0%	0%	0%	0%	0%
others (e.g. own endowments,...)	0%	0%	0%	0%	0%	0%	0%	0%

As shown in Table 4-11 about 5 employees are working in Caritas Aleksinac. Considering the full-time equivalents though, it can be seen that Caritas Aleksinac is mainly a "one-person show". The comparably high number and estimated FTEs of volunteers (mainly teachers) is necessary to provide the mentioned services.

Table 4-11: Number of employees and volunteers – Caritas Aleksinac

	2008	2009	2010	2011	2012	2013	2014	2015
number of employees (full-time equivalent)	4 (1,3)	6 (1,4)	6 (1,4)	6 (1,4)	6 (1,4)	4 (1,3)	5 (1,4)	5 (1,4)
number of volunteers (estimated FTE)	14 (0,3)	14 (0,3)	14 (0,5)	14 (0,5)	14 (0,5)	12 (0,3)	12 (0,4)	12 (0,4)

³ The average income per month in Aleksinac according to the national statistics in 2015 was about 36.500 RSD ~ 295€ (SORS 2017). The costs of one bus ticket for one month are ~33€; The mentioned social welfare for rent is ~ 130€.

Table 4-12 lists the number of beneficiaries for each activity provided. Furthermore, in the last 4 years around 30 teachers benefited of the financed trainings.

Table 4-12: Number of beneficiaries – Caritas Aleksinac

	2008	2009	2010	2011	2012	2013	2014	2015
number of beneficiaries receiving meals (185 times per school year)	148	75	90	115	99	99	55	60
number of beneficiaries receiving extra tuition	48	57	61	88	63	63	40	50
number of beneficiaries receiving public transport tickets	36	45	37	37	41	42	42	40
number of provided schoolbooks	114	53	49	51	56	55	55	50

4.4.3 Outcome

a. Stakeholder: participating children and young adults

According to teachers, the bus tickets are important for children to attend post-compulsory education. **Different opinions** are expressed on whether the provided bus tickets are effective in **improving the children's school performance**.

According to teachers, the bus tickets are important for children to attend post-compulsory education. It enables them to continue education even though their family background would not support them. Formal education helps them to improve their situation in the future, to gain skills and foster social mobility. Due to the support they get, some of the children and young adults feel more obliged to attend school on a regular basis, since they would have to pay back the money for the bus tickets if they dropped out of school. In case they start to attend school irregularly, they get a warning. Beneficiaries are carefully monitored on their absences by the teachers and the organization. Staff and teachers are convinced, that the bus tickets have a positive influence on the regular school attendance. Without this support, some children would not attend school because they would have to cycle or walk to school for hours. One interviewed teacher explicitly mentions that the services provided are important for the children's social inclusion. The interviewed parents also draw a positive picture: One parent explained, if the program had not existed, his/her children would not have finished secondary education because the financial situation did not allow for it. Whereas the interviewed parents, teachers and staff are convinced that the provided services are crucial to children to attend (secondary) school, the students' opinions vary as illustrated below.

On the one hand, two benefiting teenagers mention that the bus tickets were a great financial support but did not change their attitude towards or ambition to study. One of them explicitly mentions, that he/she does not know of any child who became a better student due to this support. Another young adult tells, that he/she had always been a good student and the project encouraged him/her to follow his/her goals. Thus, to him/her personally the support and interest of his/her parents on his/her school performance seems to be important. Without the bus tickets, it would have been harder to reach his/her goals, but not impossible. On the other

hand, an interviewed teenager stresses that without the tickets he/she would not attend school on a regular basis during wintertime. Only his/her father has a job. Since most of the fathers either work in construction or agriculture, they earn less money in winter. Thus, the bus tickets are especially helpful during the cold season. He/she has got four siblings and Caritas Aleksinac supports the whole family on a regular basis. Some siblings get e.g. lunch and books, which they would not be able to afford otherwise. In elementary school the interviewee also benefited from the lunch service. He/she suffers from diabetes which is why the service was particularly important to him/her and guaranteed that he/she could attend school regularly. All children of the family benefited from the extra tuition which resulted in improved reading and writing skills. To him/her personally, this is the most important outcome of attending the program.

To sum up, the bus tickets, lunch and books provisions seem to have **a strong impact on the financial situation of the children and families**. The impact when providing bus tickets or lunch is estimated to be far higher than providing books since teachers can compensate missing school books by copying pages, working online etc. Moreover, a **spill-over effect** was found: The support of one child in the family can have positive effects on the siblings. They get the possibility to attend secondary school more easily – as one teenager mentioned. Due to the tight financial situation, his/her sibling would have had to start working in order to contribute to the household income otherwise. Furthermore, older siblings become **role models concerning education** as seen in this case. E.g. older children help younger siblings with homework. Learning or rather **improving their Serbian language** skills was also mentioned as a positive outcome for the beneficiaries. Proper language skills are crucial at school and some of the children only speak the Roma language at home.

Concerning **leisure activities**, one student mentions a camp organized by Caritas Aleksinac where he/she got in touch with new people and found new friends. The camp has also broadened his/her horizon, since he/she could visit new and before unknown places. It was the first time for him/her to sleep in a hotel at the camp. In the interview he/she was proud and happy to tell about this experiences and thus it can be assumed that the child's **self-esteem got strengthened**.

b. Stakeholder: parents and relatives of the participating children and young adults

For the parents, the provided bus tickets, meals or books constitute a **relief of their financial burden**, especially since the supported families tend to have many children. One interviewed child mentions that his/her father's income is 15.000 RSD (and her family consist of 4 people). Another teenager pays 6.000 RSD for the bus ticket and his/her parents earn on average 20.000 RSD.⁴ Some of the parents do not know who exactly pays for the bus tickets or lunch but are nevertheless relieved to get such support. Teachers and staff assume that by experiencing support the parents' trust in school can grow and a **positive attitude towards education** will arise. This can also be seen in the interview with one mother: She reports that her son got bus tickets for 6 months but then skipped school to go working anyway. Now he is 20 years old, is unemployed, has two children from his first wife and his second wife is pregnant. His mother is convinced that with better education and by finishing school he would be able to find a job.

To foster and improve the attitude towards education, Caritas Aleksinac plans to include the parents more into its program but geography makes it very hard to reach them. For now, they mainly **receive benefits in kind** for their children (e.g. school books, bus tickets, meals but also diapers, clothes etc.). According to two interviewees it is not the parents who influence

⁴ 15.000 RSD ~ 121€; 6.000 RSD ~ 49€; 20.000 RSD ~ 161€

the children most but their grandparents. That is why a focus on them seems promising as well.

Another outcome of the provided services for the parents is, that their own situation improved. They do not only feel a financial but also a **mental relief**. Since most of them have received little education, they do not have the necessary expertise to help their children with homework or studying. Thanks to the help of Caritas Aleksinac some feel less worried about their children's situation and future.

c. Stakeholder: employees (and volunteers) in the implementing local NPOs

Financial resources are very low and Caritas Aleksinac struggles every year. The share of the KomenskýFond was very high and fundamental for the organization. It **ensured financial stability and economic sustainability**. Employees and volunteers are sceptical whether the offered benefits can still be provided after the KomenskýFond. Especially money-intensive activities like providing bus tickets or school books will be hard to finance. In very urgent cases, teachers donated money in the past to finance bus tickets. One volunteer is sure, that the extra tuition will remain since the teachers are very involved and also willing to help voluntarily. As a small reward for their engagement, **volunteering teachers receive trainings**. Such capacity building is an important aspect for the teachers. It not only has a positive influence on them but an effect on the children as well. By upgrading the teaching qualification and focussing on motivation techniques and didactics all school children benefit indirectly from the KomenskýFond.

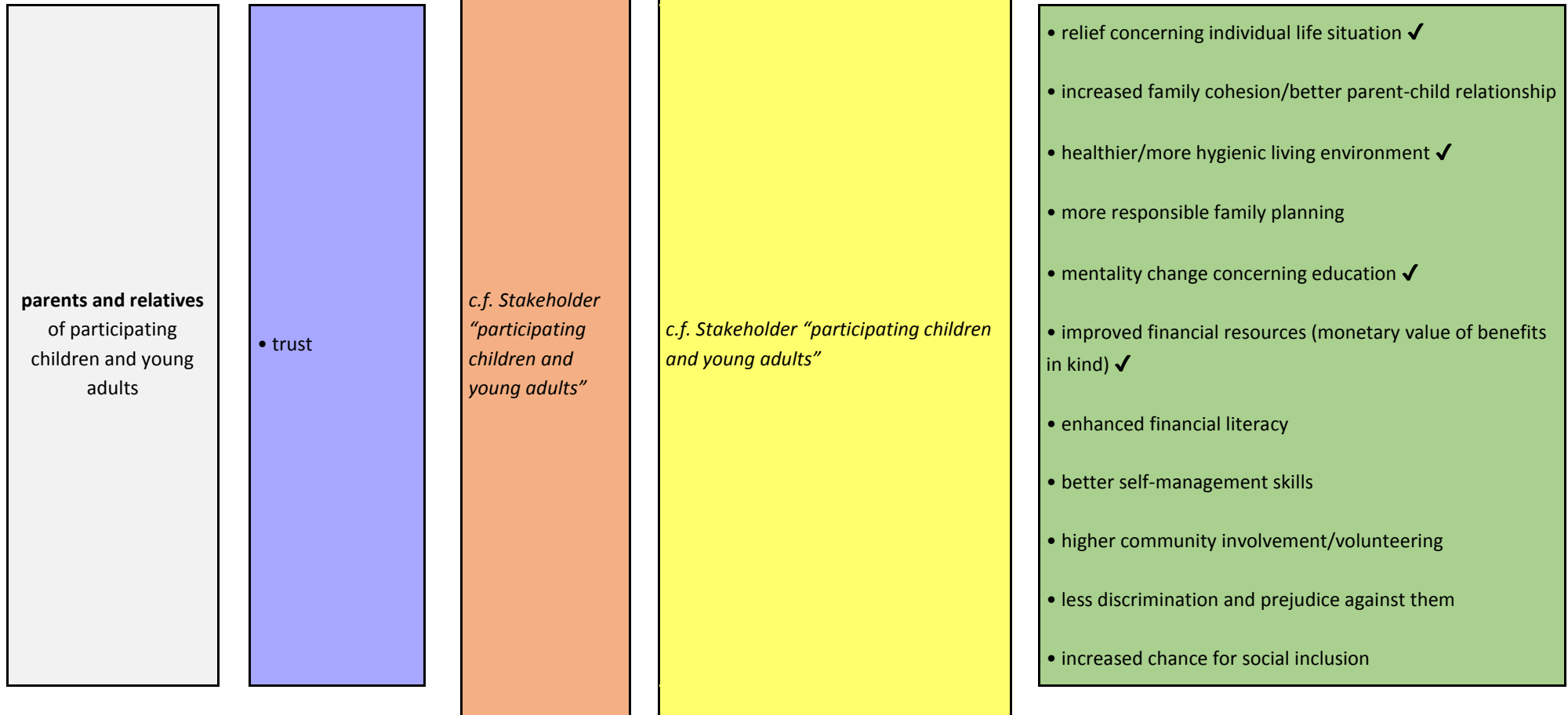
The interviewed staff emphasized that the **KomenskýFond network** had a positive effect on their work. The network gave opportunities to exchange experiences and therefore created opportunities for organizational learning. It is mentioned that e.g. the idea on multicultural camps evolved at a network meeting. Participants also have the possibility to stay overnight at Caritas Aleksinac. Furthermore, the provided workshops were informative and applicable for the staff. Their high quality was mentioned. Especially **project management and time management skills** improved.

4.4.4 Interim conclusion

Figure 4-4 shows the impact model of the KomenskýFond for Caritas Aleksinac with the empirical results. The input-output data are based on the quantitative survey for the organization. The outcome is based on qualitative interviews with all three stakeholders and observations on site. The check (✓) symbolizes that these hypothetical outcomes have empirical evidence and were mentioned in the qualitative interviews.

Figure 4-4: Impact Model KomenskýFond – Caritas Aleksinac

STAKEHOLDER	INPUT	ACTIVITY	OUTPUT	OUTCOME
<p>participating children and young adults</p> <p>7 - 18 years old</p>	<ul style="list-style-type: none"> • willingness to study 	<ul style="list-style-type: none"> • educational activities e.g. tutoring • leisure activities e.g. camps • provision of benefits in kind e.g. bus tickets, lunch and school books • family counselling and preventive measures 	<ul style="list-style-type: none"> • number of supported children: → on average: ~250/year → in total: ~1.525 • number of involved parents: N/A • number and extent of educational/leisure/personal development activities: N/A • amount of provided benefits in kind: → on average: ~17.140 snacks and meals/year → in total: ~ 137.000 snacks and meals → in total: ~480 school books • hours of parent counselling: → on average: ~ 110 hrs./year → in total: ~890hrs. • number of employees (FTE): → on average: 5 employees/year → on average: 1,35 FTE • amount of volunteer hours: → on average: ~0,4 FTE 	<ul style="list-style-type: none"> • enhanced cognitive, social, behavioral, motoric and emotional skills • enhanced self esteem ✓ • higher creativity • improved financial literacy • spend leisure time more meaningfully • better (mental) health ✓ • better school performance --> improved job prospects ~ • better general knowledge ✓ • better knowledge of mainstream standard language ✓ • increased chance for social inclusion ✓ • higher social mobility • role model concerning education ✓ • higher community involvement/volunteering



<p>local NPO in Serbia: Caritas Aleksinac</p>	<ul style="list-style-type: none"> • financial resources (not KomenskýFond) • expertise & professional know-how (via human resources) • volunteers • infrastructure 	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<ul style="list-style-type: none"> • (higher) financial stability and economic sustainability ✓ • strengthend capacities ✓ • sufficient well-educated and motivated staff; higher commitment of volunteers ✓ • increased international contacts, exchange and cooperation (KomenskýFond network) ✓ • improved management skills and organizational learning ✓ • high visibility in local community ✓ <p>+ higher flexibility due to the freedom of spending the funds</p>
<p>ERSTE Foundation / Caritas Austria</p>	<ul style="list-style-type: none"> • Komenský Fond ~ 209.000€ • expertise & professional know-how 			<p>N/A</p>

5 SCOPE AND INTENSITY OF OUTCOMES OF KOMENSKÝFOND

In the following section, the scope and intensity of outcomes of the KomenskýFond for the stakeholder “children and young adults” are presented. This are the results of the quantitative surveys. The scope and intensity of the outcomes is indicated with the percentage of approval to relevant questions in the questionnaire. Where necessary, an index was built over several questions.

For reasons of legibility, in the figures illustrated below all percentages of values under 5% are excluded from the bar. The numbers shown in the tables represent the statements or questions in the questionnaires (c.f. Annex). They function as indicators or items of the index.

In the description of the figures, the two answer categories “strongly agree” and “agree” are summarized. This is also the case for “disagree” and “strongly disagree”. However, the authors would like to encourage the reader to take a close look at the composition of all four answer categories within the bars, since they sometimes reveal striking differences.

5.1 OUTCOME 1: BETTER GENERAL KNOWLEDGE - ACHIEVED TO A HIGH EXTENT ESPECIALLY ACCORDING TO THE ALUMNI

Measuring the outcome “higher general knowledge” the items illustrated in Table 5-1 were used. The numbers shown represent the chosen statements, which can be found in the Annex.

Table 5-1: Composition of the sum index for “higher general knowledge”

version of the questionnaire	statements/questions chosen from questionnaires (c.f. Annex)
children aged 8-12	No. 5, 7, 12
children aged 12+	No. 4, 8, 9, 11
alumni	No. 8, 12, 13, 15, 16

The results of the sum indices are visualised in Figure 5-1. Striking findings are explained in the following paragraphs.⁵

Three quarters (75,2%) of all survey participants aged 8-12 agree that their general knowledge was improved thanks to the organizations’ activities. This is reducible to the agreement on seeing a lot of new places at trips (statement 5) and learning new things (statement 7). Striking differences can be found between countries as visualized in Figure 5-1.

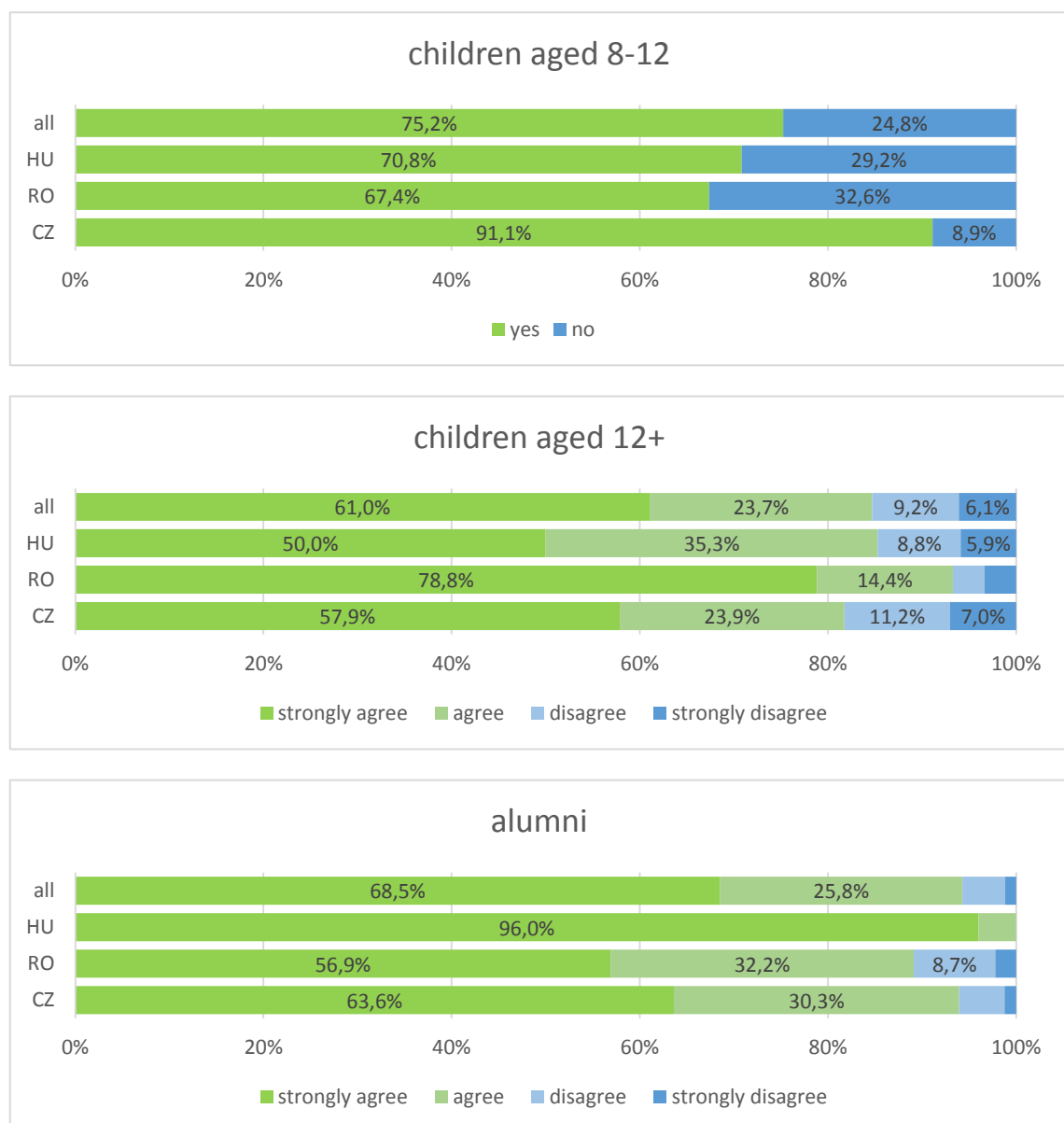
Looking at the children aged 12+, a positive outcome concerning general knowledge improvement due to the organizations’ activities can be seen (84,7% (strongly) agree). This is the result of a very high agreement to the statement 4: “I have seen new places when we made trips at (name of the organization).” Knowledge on using the computer and internet”

⁵ Due to limited resources outcomes 2-11 will be described on the index-level only. For more detailed information on each statement call for the relative frequency in the Annex.

(statement 11) is less important in this regard (c.f. annex). Considering the country specifics, however, Romania is an exception, with comparatively high agreement concerning statement 11. (c.f. annex). Furthermore, in comparison to the other two countries quite many participants strongly agree (78,8%) that their general knowledge was improved due to the organization's activity in Romania.

The sum index for the alumni shows a high level of agreement (94,3% (strongly) agree) across all countries concerning the outcome "better general knowledge" due to the organizations' activities. Especially in Hungary, all survey participants agree that their general knowledge improved. In the Czech Republic and Romania the overall agreement is slightly lower (93,9% and 89,1%).

Figure 5-1: Higher general knowledge



5.2 OUTCOME 2: ENHANCED COGNITIVE, SOCIAL, BEHAVIOURAL, MOTORIC AND EMOTIONAL SKILLS – GIVEN FOR ALL BENEFECIARIES ESPECIALLY THE ALUMNI

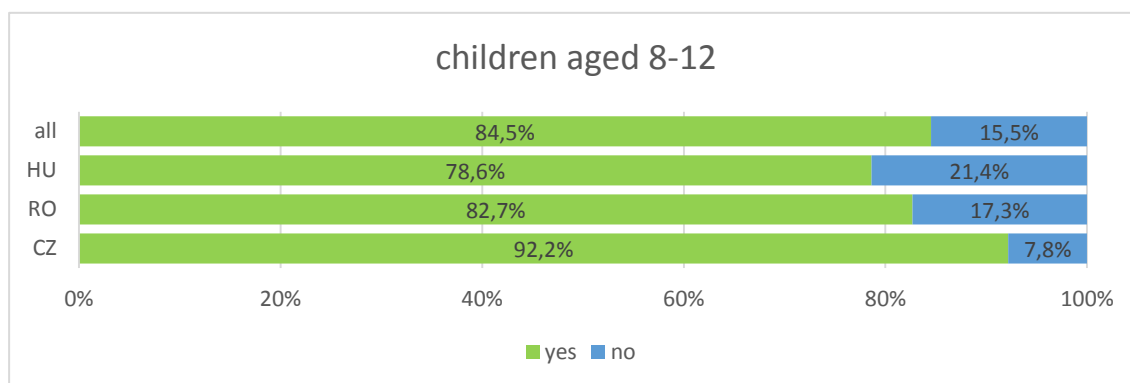
To measure the outcome “enhanced cognitive, social, behavioural, motoric and emotional skills” the following indicators were included in the sum index. The numbers shown in Table 5-2 represent the statements, which can be found in the annex.

Table 5-2: Composition of the sum index for “enhanced cognitive, social, behavioural, motoric and emotional skills”

version of the questionnaire	statements/questions chosen from questionnaires (c.f. Annex)
children aged 8-12	No. 1, 2, 10, 13, 15, 16, 17, 29 ⁶ , 30 ⁷
children aged 12+	No. 1, 5, 6, 12, 13, 14, 15, 16
alumni	No. 1, 5, 9, 10, 20, 22, 23, 24, 25, 26, 30

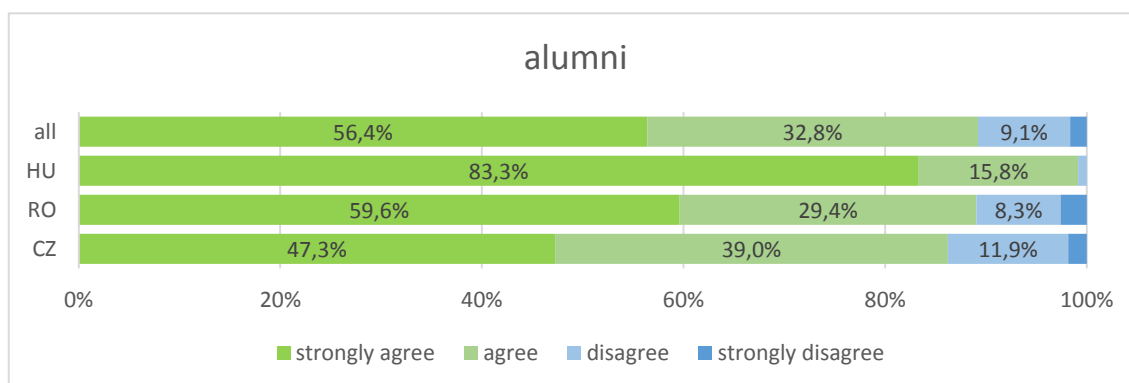
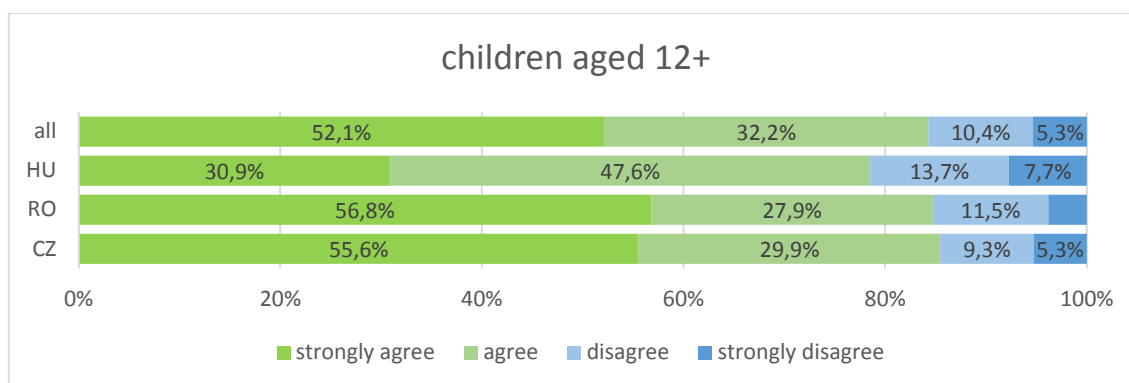
As shown in Figure 5-2 most of the children (84,5%) aged 8-12 (strongly) agree on items which measure their improved cognitive, social, behavioural, motoric and emotional skills. Compared to Hungary and Romania, a slightly higher agreement can be found in the Czech Republic (92,2%). Looking at the children aged 12+ a quite similar picture presents itself. By contrast to currently participating children, about 9 out of 10 alumni (strongly) agree on items measuring their skill enhancement and thus their agreement rate is about 5% higher. Particularly noticeable is that nearly all (99,1%) the alumni from Hungary (strongly) agree.

Figure 5-2: Enhanced cognitive, social, behavioural, motoric and emotional skills



⁶For this question the answer categories as shown in the annex had to be recoded as following: never = no; once, twice, three times, more than three times = yes

⁷For this question the answer categories as shown in the annex had to be recoded as following: never = no; once, twice, three times, more than three times = yes



5.3 OUTCOME 3: ENHANCED SELF-ESTEEM - CAN BE FOUND THROUGHOUT THE INCLUDED GROUPS

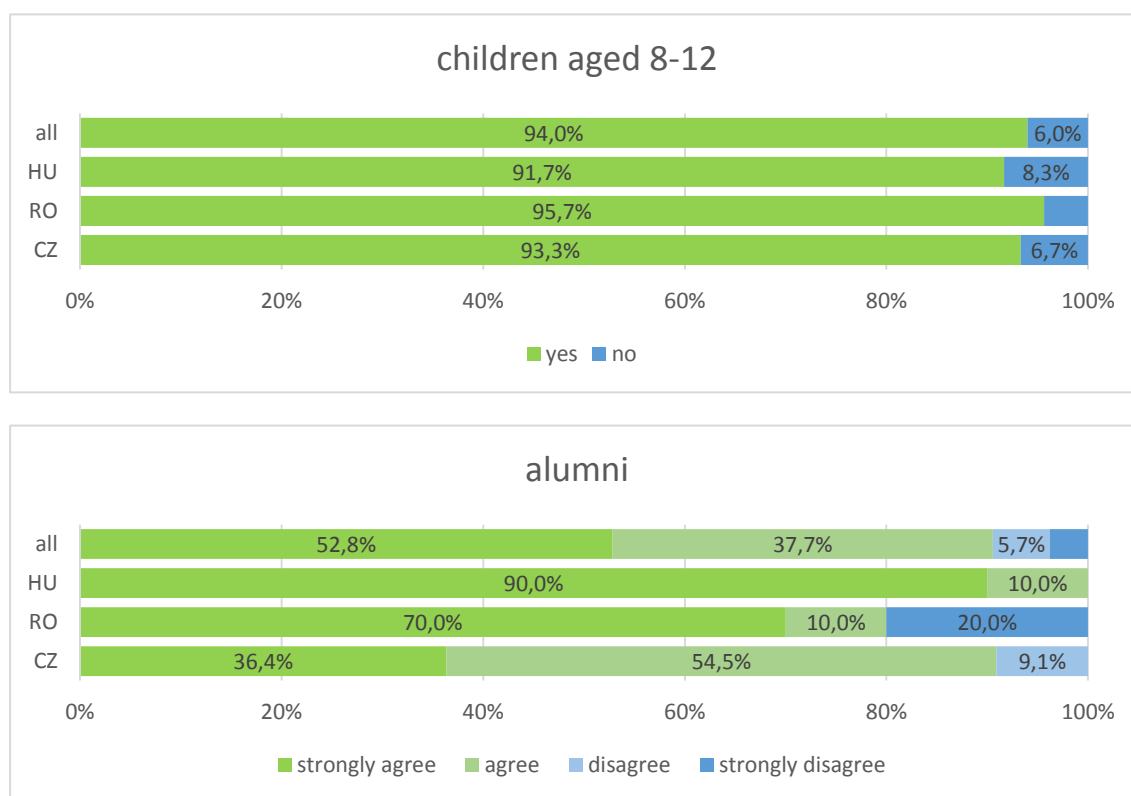
The outcome “enhanced self-esteem” was measured via the indicators shown in Table 5-3. There was no fitting question on this dimension in the questionnaire for the children 12+. Therefore, this group is excluded from the following description.

Table 5-3: Used indicators for “enhanced self-esteem”

version of the questionnaire	statements/questions chosen from questionnaires (c.f. Annex)
children 8-12	No. 19
alumni	No. 34

About 9 out of 10 children aged 8-12 agree, that their self-esteem enhanced due to the organizations’ activities. This is also the case for the alumni. Hardly any country differences are given for the children aged 8-12 as shown in Figure 5-3. Regarding the alumni, however, there is a difference especially between Hungary (100% (strongly) agree) and Romania (80% (strongly) agree).

Figure 5-3: Enhanced self-esteem



5.4 OUTCOME 4: HIGHER CREATIVITY – HIGH AGREEMENT WITHIN THE BENEFICIARIES

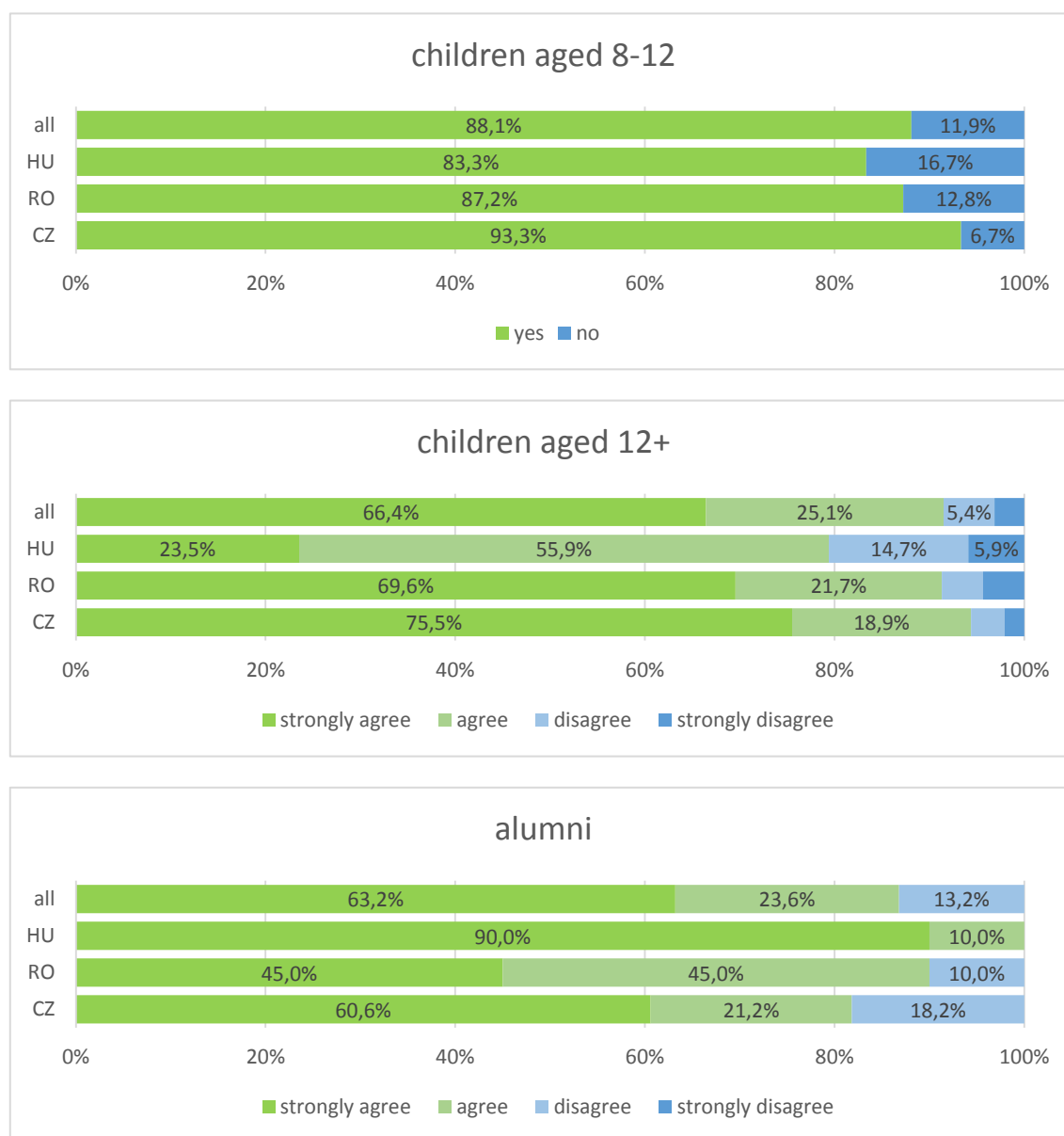
Measuring “higher creativity” the indicators shown in Table 5-4 were used.

Table 5-4: Used indicators and composition of the sum index for “higher creativity”

version of the questionnaire	statements/questions chosen from questionnaires (c.f. Annex)
children 8-12	No. 10
children aged 12+	No. 5, 6
alumni	No. 9, 10

88,1% of the children aged 8-12 who filled out the questionnaire indicated that they get help with creative activities. Thus, a higher creativity can be assumed. For children aged 12+ the situation is quite similar. Considering the country specifics, the children’s creativity was more promoted at Caritas Jihlava (CZ) followed by Caritas Alba Iulia (RO) and A Mi Házunk (HU) (93,3% / 94,4% followed by 87,2% / 91,3% and 83,3% / 79,4%). However, when looking at the alumni’s agreement, an exact opposite agreement can be found. At A Mi Házunk all alumnis agree on developing higher creativity whereas the figures for Caritas Alba Iulia and Caritas Jihlava are lower (90% and 81,8%). Overall, more than threequarters (86,8%) of the questioned alumni (strongly) agree that their creativity was enhanced due to the organizations’ activities.

Figure 5-4: Higher creativity



5.5 OUTCOME 5: IMPROVED FINANCIAL LITERACY – JUST ALUMNI INCLUDED, ACHIEVED TO A LESSER EXTEND

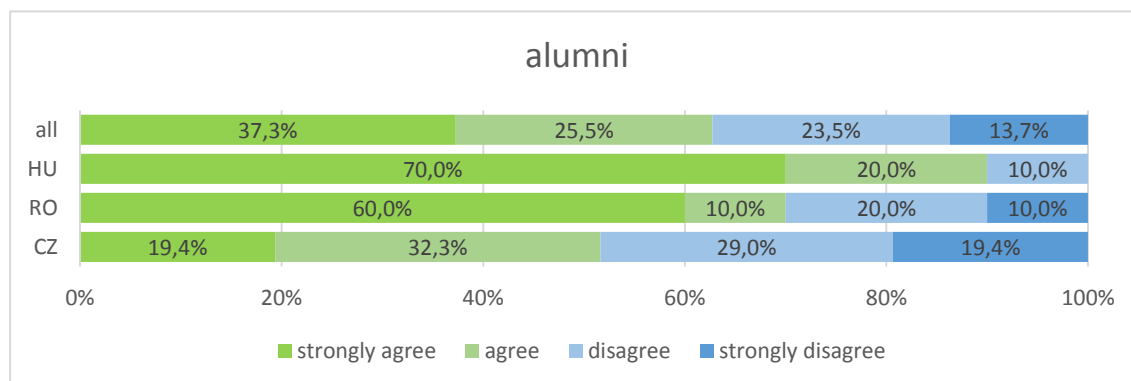
The outcome “improved financial literacy” was collected for the alumni only, which were on average 24 years old (c.f. annex). Children might have problems answering such a complex question that is why no statement was included in the two questionnaires for currently participating children as shown in Table 5-5.

Table 5-5: Used indicators for “improved financial literacy”

version of the questionnaire	statements/questions chosen from questionnaires (c.f. Annex)
alumni	No. 28

As shown in Figure 5-5 about two thirds (62,7%) of the alumni (strongly) agree that they have learnt to deal with money at the organizations. The agreement on this statement varies quite a lot across the three countries. Whereas in Hungary 9 out of 10 alumni (strongly) agree, in the Czech Republic just over half of the alumni (strongly) agree. This finding is striking since in the qualitative interviews no indication on improved financial literacy were given (c.f. Chapter 4).

Figure 5-5: Improved financial literacy



5.6 OUTCOME 6: SPEND LEISURE TIME MEANINGFULLY – ACHIEVED THROUGHOUT ALL BENEFICIARIES

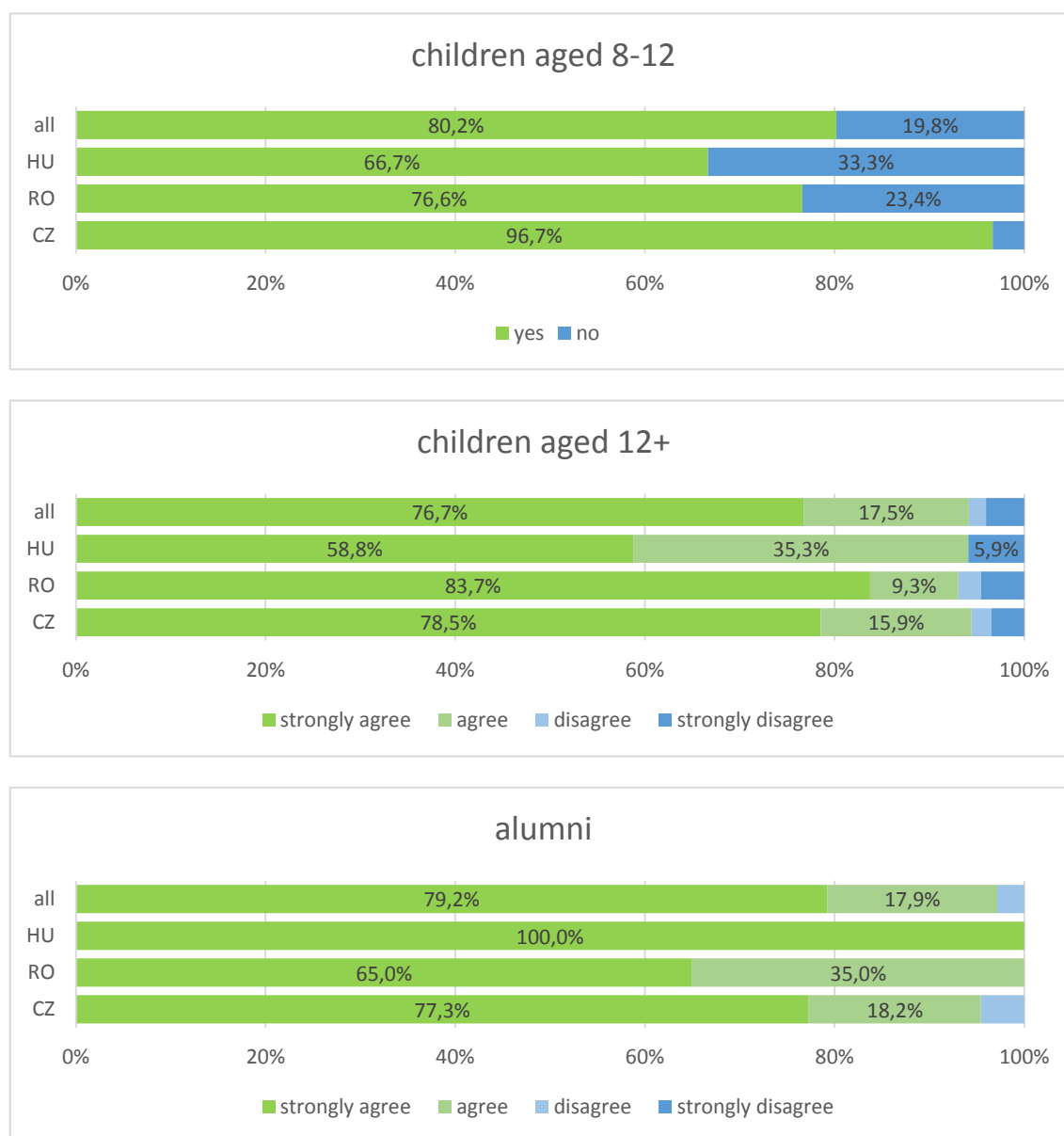
The outcome “spend leisure time meaningfully” was measured via indicators represented in Table 5-6.

Table 5-6: Used indicators and composition of the sum index for “spend leisure time meaningfully”

version of the questionnaire	statements/questions chosen from questionnaires (c.f. Annex)
children 8-12	No. 5
children aged 12+	No. 4, 9
alumni	No. 8, 13

8 out of 10 children aged 8-12 agree that due to the organization’s trips, they got to know new places which contributes to spending their freetime meaningfully. Likewise, the majority of the children aged 12+ as well as the alumni (strongly) agree that they spend their leisure time more meaningfully due to the organization’s activities (94,2% and 97,1%). Especially making trips to new places plays a central role hereby (c.f. annex). Whereas for children aged 8-12 the bar chart depicts country differences, this is hardly the case for alumni and children aged 12+.

Figure 5-6: Spend leisure time meaningfully



5.7 OUTCOME 7: BETTER (MENTAL) HEALTH – PYHSICAL HEALTH IMPROVEMENT NOT GIVEN DIRECTLY

Measuring the outcome “better (mental) health” the indicators illustrated in Table 5-7 were used. It has to be mentioned that only statements concerning physical health were obtained in the quantitative survey. The aspect of mental health was established in the qualitative interviews (c.f. Chapter 4).

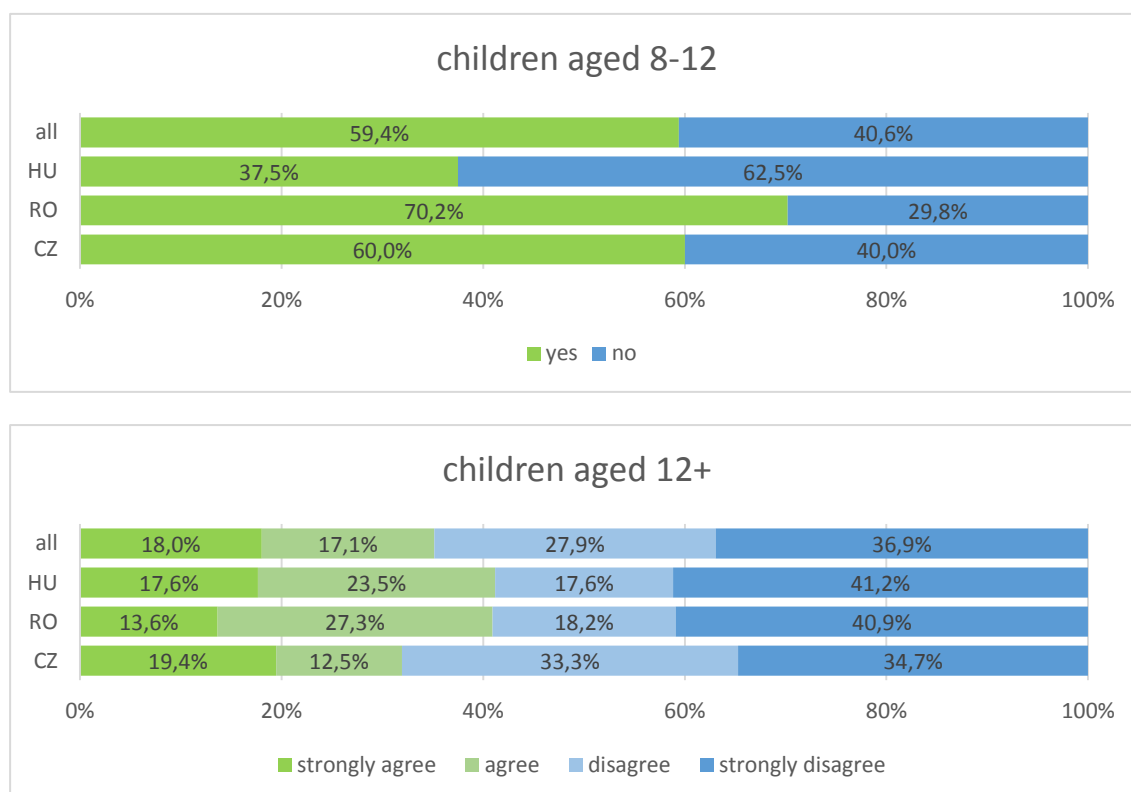
Table 5-7: Used indicators and composition of the sum index for “better (mental) health”

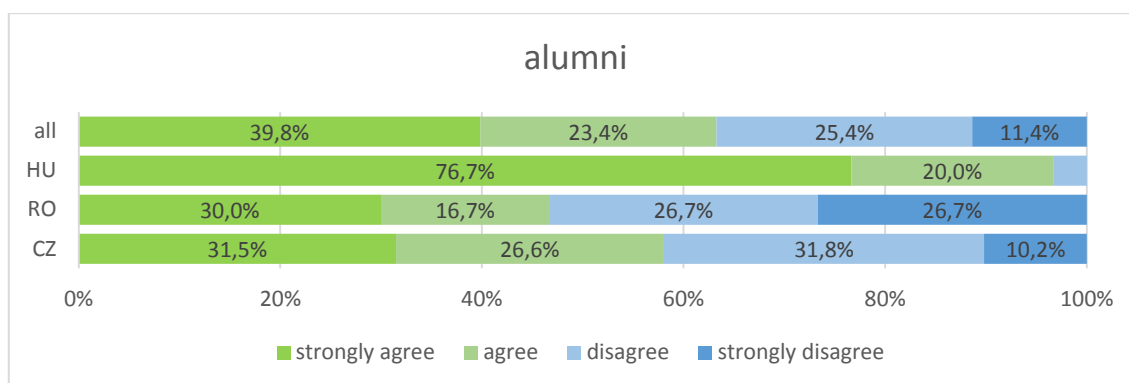
version of the questionnaire	statements/questions chosen from questionnaires (c.f. Annex)
children 8-12	No. 9
children aged 12+	No. 10
alumni	No. 14, 17, 29

As shown in Figure 5-7 the agreement of the beneficiaries on the outcome „better (mental) health” is quite low. Compared to all the other outcomes, the highest percentage on disagreement can be found here.

59,4% of the children aged 8-12 agree, that they attend the organization because of the food they receive. Thus the importance of the supply of food can be seen. For children aged 12+ the percentage is even lower. Only 35,1% (strongly) agree that the lunch provided is a reason why they attend the organization. Interestingly, Hungary has the highest rate of agreement with 41,2% in this age group followed by Romania (40,9%) and the Czech Republic (31,9%). Turning now to the alumni, again, the agreement rate is quite different. Nearly two thirds of the participants (63,3%) said that their health status improved due to meals provided by the organizations. The country differences for the alumni and children aged 8-12 are striking as shown in the bar charts.

Figure 5-7: Better (mental) health





5.8 OUTCOME 8: BETTER SCHOOL PERFORMANCE AND IMPROVED JOB PROSPECTS – ACHIEVED, BUT TO A LESSER EXTENT

The outcome “better school performance” and therefore “improved job prospects” was measured with several items. It is one of the core objectives of the KomenskýFond to foster education and thus a rather extensive sum index was developed with various items as shown in Table 5-8.

Table 5-8: Composition of the sum index for “better school performance – improved job prospects”

version of the questionnaire	statements/questions chosen from questionnaires (c.f. Annex)
children 8-12	No. 3, 4, 11, 14, 17, 27 ⁸ , 28 ⁹
children aged 12+	No. 2, 3, 7, 15, 16, 28, 29 ¹⁰
alumni	No. 2, 3, 4, 7, 11, 18, 24, 25, 26, 27, 35, 36, 37

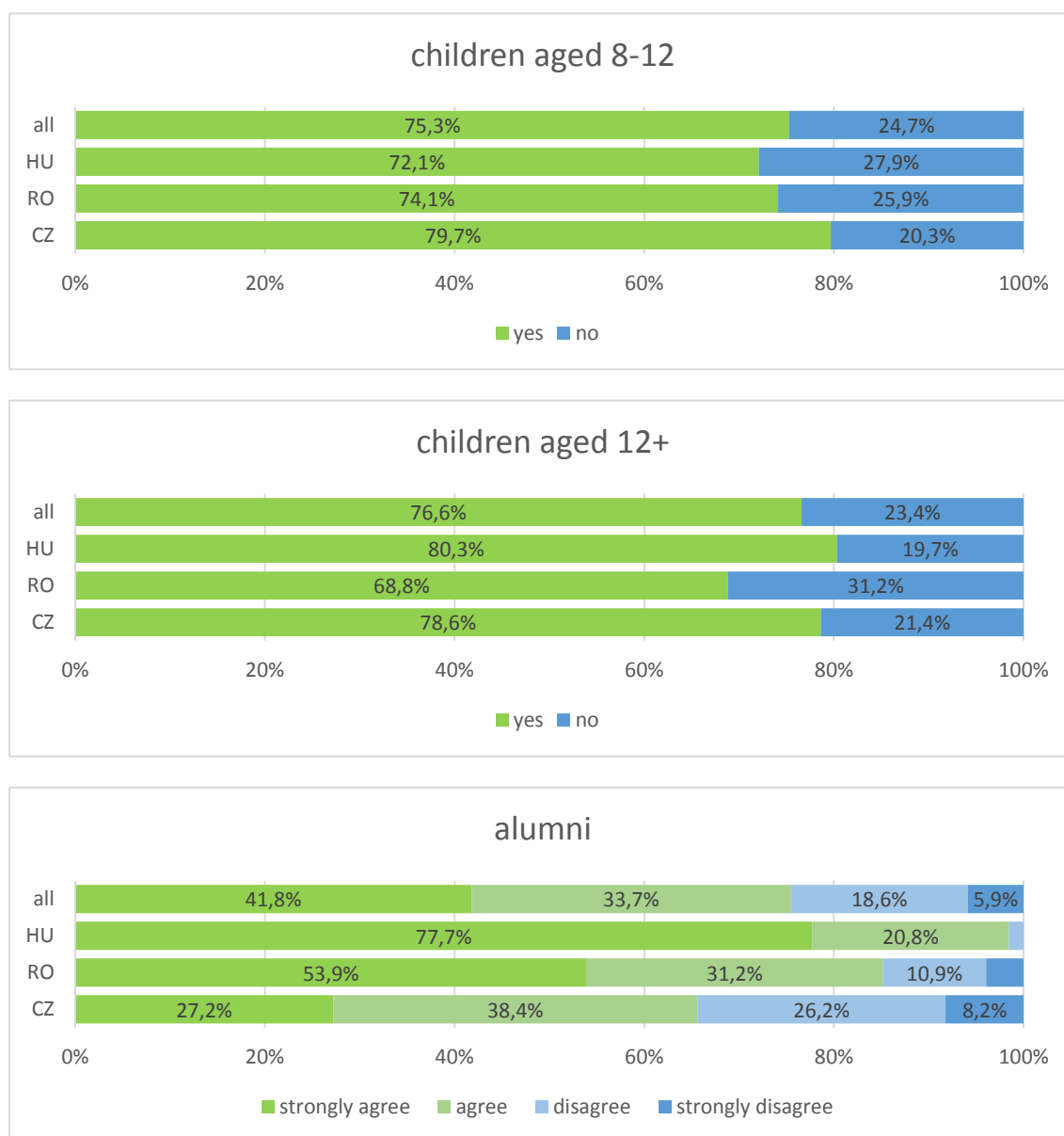
Three quarters of the children aged 8-12 and aged 12+ surveyed reported that their school performance improved. The differences between the three countries are rather low for children aged 8-12. Concerning children aged 12+ a slightly higher deviation can be found. In addition, the agreement across the three countries varies more with Hungary having the highest agreement (80,3%) and Romania the lowest (68,8%). Whereas the overall agreement with three quarters for the alumni is equal to the children, the country differences vary even more. Nearly all questioned alumni from Hungary (strongly) agree that their school performance and thus their job prospects improved (98,5%). In contrast, in the Czech Republic two thirds (strongly) agree. Romania is in between and 85,1% of the questioned alumni (strongly) agree.

⁸ For this item the answer categories as shown in the annex had to be recoded as follows: I always did my homework = yes; I did not do it once, I did not do it twice, I did not do it three times, I did not do it more than three times = no

⁹ For this item the answer categories as shown in the annex had to be recoded as follows: always = yes; I missed it once, I missed it twice, I missed it three times, I missed it more than 3 times = no

¹⁰ For statement 28 and 29 the answer categories as shown in the annex had to be recoded like for the children aged 8-12; all the other items (2,3,7,15,16) got recoded as follows: (strongly) agree = yes; (strongly) disagree = no

Figure 5-8: Better school performance – improved job prospects



5.9 OUTCOME 9: INCREASED CHANCE FOR SOCIAL INCLUSION – HIGH AGREEMENT OF BENEFICIARIES

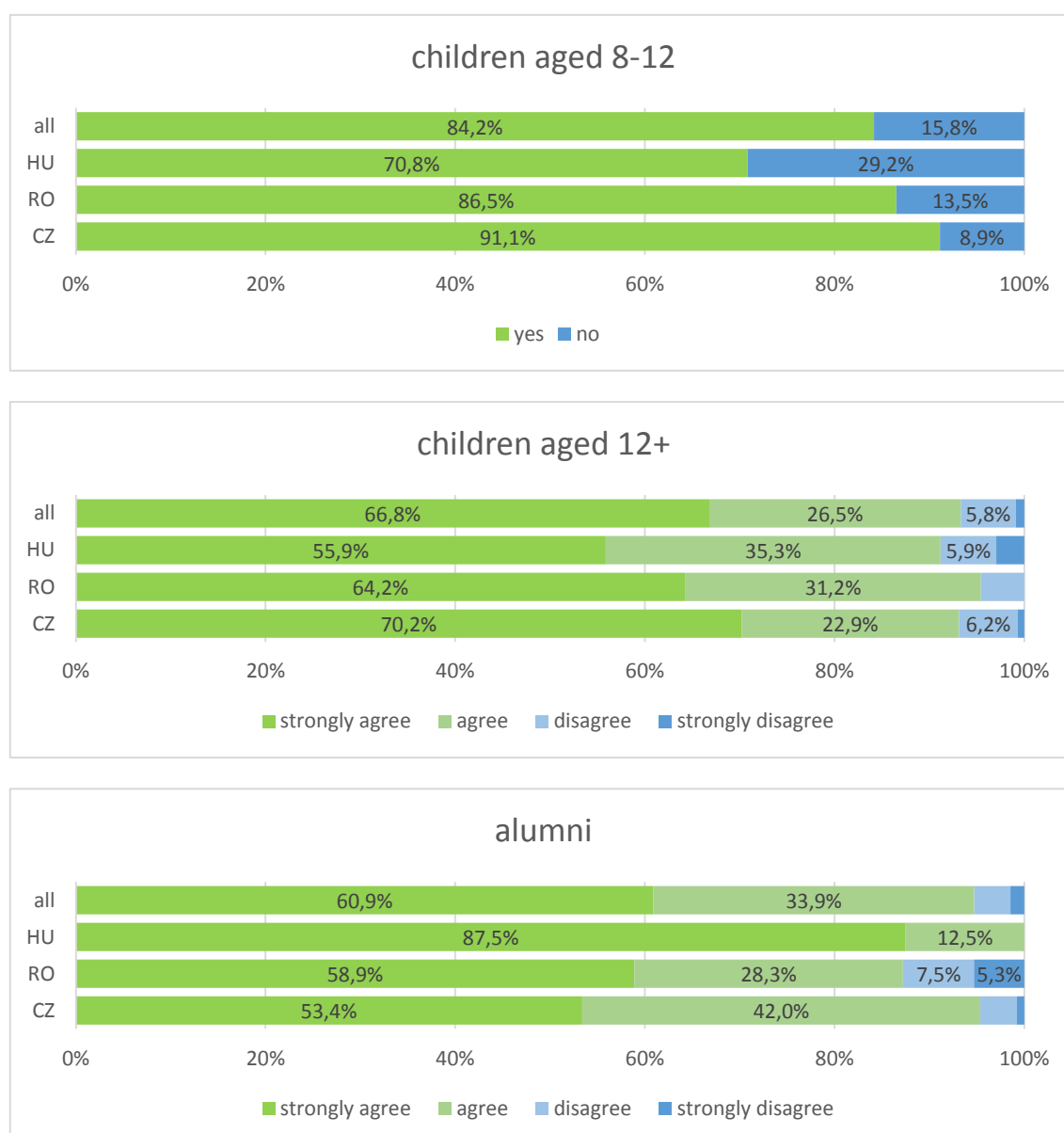
The outcome “increased chance for social inclusion” was measured via indicators represented in Table 5-9. Aspects such as meeting friends and making new ones while participating in the organization’s activities were included. For further information on the exact items please have a look at the annex.

Table 5-9: Composition of the sum index for “increased chance for social inclusion”

version of the questionnaire	statements/questions chosen from questionnaires (c.f. Annex)
children 8-12	No. 1, 2, 13
children aged 12+	No. 1, 12
alumni	No. 1, 5, 20, 30

According to the sum index for children aged 8-12 across all countries 84,2% agree that their chance for social inclusion increased. The percentages are highest in the Czech Republic (91,1%) followed by Romania (86,5%) and Hungary (70,8%). Less country differences can be seen for children aged 12+ where overall 93,3% (strongly) agree. Similarly, there are only small differences between the countries for the alumni. However, it is striking that in Hungary all responding alumni (strongly) agree. Overall, 94,7% of the alumni (strongly) agree that their chance for social inclusion increased.

Figure 5-9: Increased chance for social inclusion



5.10 OUTCOME 10: ROLE MODEL CONCERNING EDUCATION – HIGH AGREEMENT EXCEPT FOR ROMANIAN ALUMNI

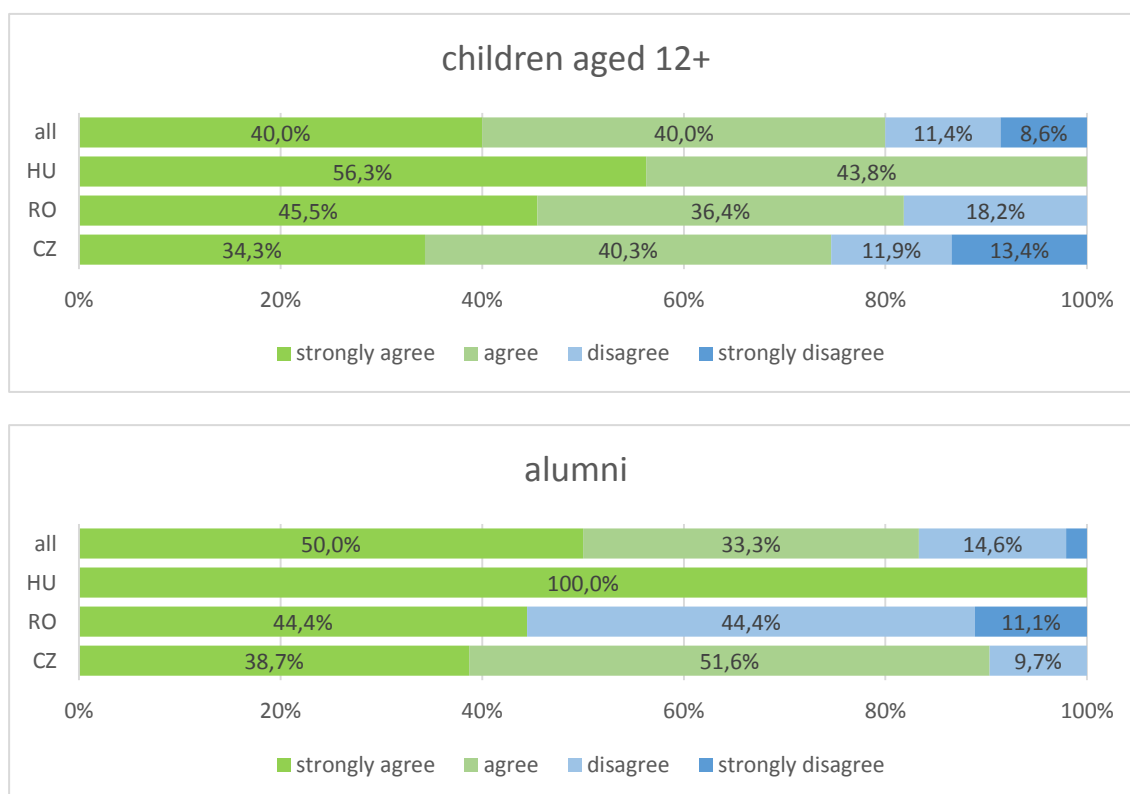
The indicators shown in Table 5-10 were used to measure if the beneficiaries become role models concerning education due to the organizations' activities. Survey participants were asked whether they help other children with homework and problems.

Table 5-10: Used indicators for "role model concerning education"

version of the questionnaire	statements/questions chosen from questionnaires (c.f. Annex)
children aged 12+	No. 34
alumni	No. 53

For both versions of the questionnaire, across all countries about 8 out of 10 respondents function as a role model concerning education in helping others with homework and problems. The high agreement of children aged 12+ as well as alumni shows a strong multiplier effect, especially in Hungary. In both versions 100% of the respondents (strongly) agree. In the Czech Republic about three quarters of the children aged 12+ and 9 out of 10 alumni (strongly) agree that they help in case difficulties arise. Interestingly, in Romania there is a quite striking difference between children aged 12+ (81,8% (strongly) agree) and alumni (44,4% strongly agree).

Figure 5-10: Role model concerning education



5.11 OUTCOME 11: HIGHER COMMUNITY INVOLVEMENT / VOLUNTEERING – HIGH AGREEMENT BUT TO A LESSER EXTEND IN ROMANIA

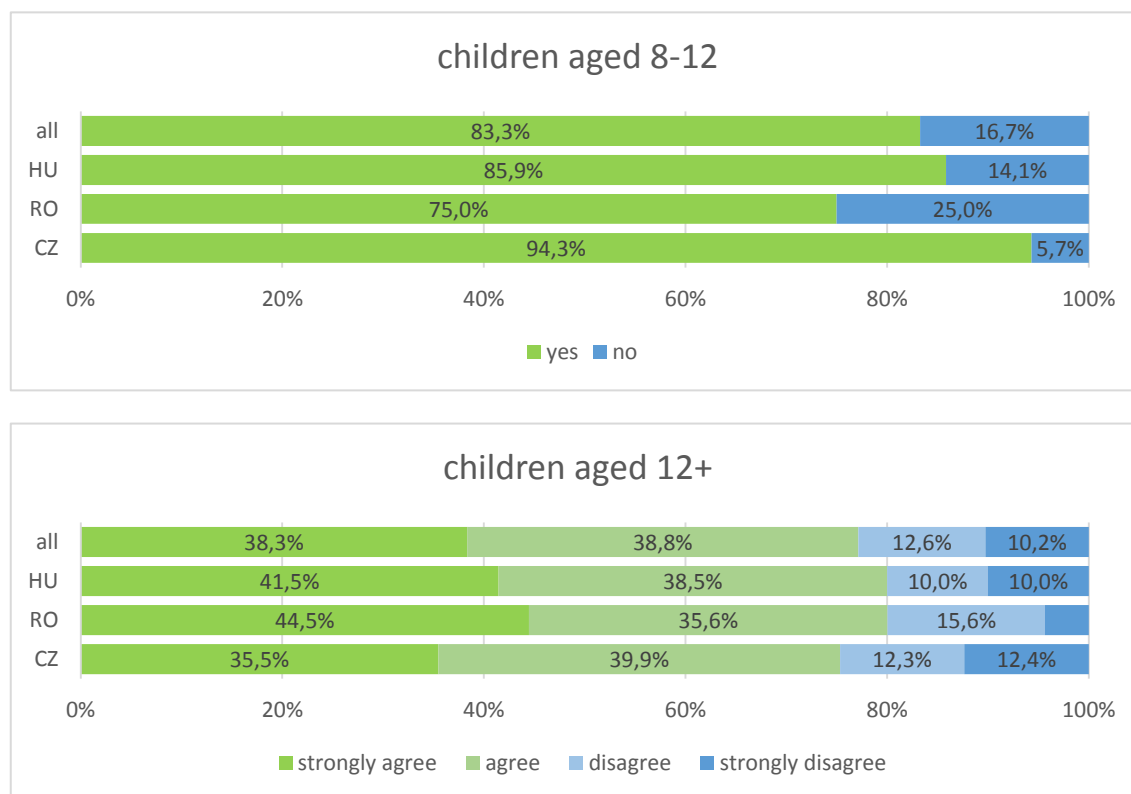
To measure the outcome “higher community involvement/volunteering” the following indicators were included in the sum index. The numbers shown in Table 5-11 represent the statements which can be found in the annex.

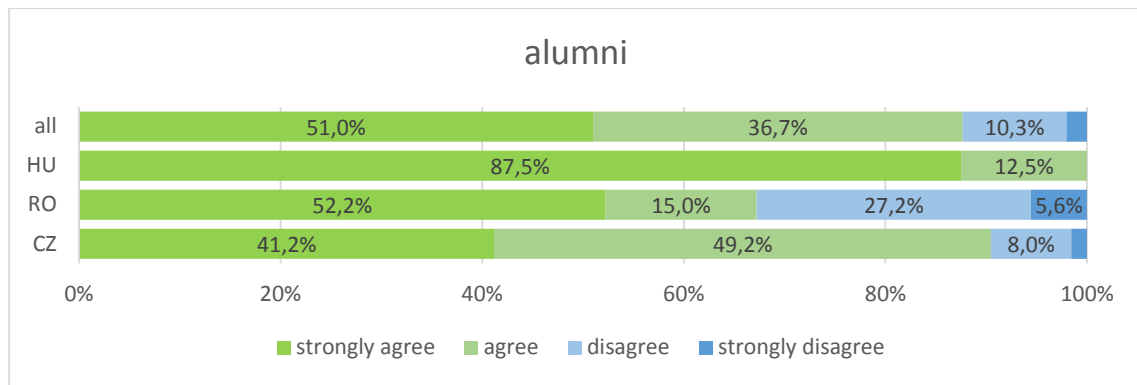
Table 5-11: Composition of the sum index for “higher community involvement/volunteering”

version of the questionnaire	statements/questions chosen from questionnaires (c.f. Annex)
children 8-12	No. 16, 29, 30
children aged 12+	No. 14, 34
alumni	No. 23, 53

83,3% of the respondents aged 8-12 indicated, that their community involvement improved concerning helping others and sharing. Especially in the Czech Republic the number is very high (94,3%). About three quarters (77,2%) of the children aged 12+ (strongly) agree, that they share with and help others more often due the organizations’ activities. Hardly any country differences arise in these age groups. Considering the alumni, 87,7% (strongly) agree that the organizations’ activities made them more sharing and inspired them to help others. The agreement is high in Hungary (100% (strongly) agree) and comparably low in Romania (67,2% (strongly) agree).

Figure 5-11: Higher community involvement/volunteering





5.12 EXCURSUS: EFFECT OF THE DURATION OF PARTICIPATION IN THE PROJECT – THE LONGER THE BETTER

As an excursus, the authors decided to examine whether the duration of taking part in the projects has an effect on the outcome. Three cohorts of alumni were formed for this purpose: 1-2 years of attendance; 3-7 years of attendance and 8-9 years of attendance.

The results of the Jonckheere-Terpstra-test calculated in SPSS, show significant differences in the cases described in Table 5-12.

Table 5-12: Statistically significant differences of outcomes between cohorts with different length of participation

Outcome	Presumed Effect direction	Actual Effect direction	level of significance
Finding new friends	The longer children participate in the program the more likely they make friends	Like presumed	0,003**
Concentrate on homework more easily	The longer children participate in the program the more likely they will be able to concentrate on homework	Like presumed but with little difference between the higher age groups	0,004**
Increase the effort to finish school	The longer children participate in the program the more likely they will increase their effort to finish school	Like presumed	0,033*
Being polite and friendly to others	The longer children participate in the program the more likely they will be more polite and nicer.	Like presumed	0,021*
Importance of rules	The longer children participate in the program the more likely they will understand the importance of behavioral rules.	Like presumed	0,020*

Outcome	Presumed Effect direction	Actual Effect direction	level of significance
How to behave at school	The longer children participate in the program the more likely they will have learnt how to behave in school properly	Like presumed	0,019*
How to behave at a work	The longer children participate in the program the more likely they will have learnt how to behave properly at a workplace	Like presumed	0,004**
Handling money economically	The longer children participate in the program the more likely they will have learnt how to handle money economically	Like presumed	0,028*
Adopting a healthy diet	The longer children participate in the program the more likely they will have learnt how to eat healthy	Like presumed	0,027*
Helped with further formal education	The longer children participate in the program the more likely they will have a positive effect for further education	Like presumed but with little difference between the longer attendance cohorts	0, 008**
Helped in application processes	The longer children participate in the program the more likely they will have had a positive effect in an application process	Like presumed but with little difference between the longer attendance cohorts	0, 000***
Contribution to finding a job	The longer children participate in the program the more likely they will have had a positive effect on finding a job	Like presumed but with little difference between the longer attendance cohorts	0, 003**

The outcome of **finding new friends** in more detail reveals, that all participants that participated for 8-9 years strongly agreed having had this outcome due to the organizations' activities. In the cohort from 3-7 years still 72% strongly agreed on that and 22% agreed. Just

one participant did not find new friends. The participants with the shortest duration of participation strongly agreed just to 38%. 62% agreed to have found new friends.

Looking at the outcome of **concentrating on homework more easily** in more detail shows, that especially the cohort from 1-2 years attendance has a comparable higher number of participants that did not agree strongly to having had this effect.

Especially those participating for a longer period (8-9 years) agreed strongly (83%) compared to the two other groups (61% respectively 35%) that the activities of the organization led to an **increase in effort to finish school**.

All children and young adults that participated the organizations' programs for 8-9 years strongly agree that they **have learnt to be more polite and more friendly to others**. In the cohort of 1-2 years participation time the percentage with 40% is much lower. Quite the same situation can be found concerning the importance of behavioral rules. Again, all children and young adults that participated in the programs for 8-9 years strongly agree that **rules are important**. In the group of 1-2 years duration, the percentage with 48% is much lower. In this group, there are also some participants that didn't have the impression to have learnt this in the organization. With view on having learnt **how to behave in school and at a work** there is also a significant and clear picture. Again, the participants with the longest attendance state much more strongly that they have learnt how to behave in such situations than those attending for 3-7 years or even less those with just 1-2 years of participation.

Concerning the **handling of money** participants with just 1-2 years of attendance in the organization had much less the impression that they have learnt to be economical. 43% (strongly) disagree in this group.

Looking at **adopting a healthy diet** reveals, that more than half of the participants in the cohort with 1-2 years attendance did (strongly) not agree to have learned anything due to the organization's activities. However, the health effect improves the longer the alumni had been at the organization. 100% participants of the cohort 8-9 years (strongly) agree.

Findings concerning the outcomes "**contribution to finding a job**", "**fostering application processes**" and "**fostering further formal education**" are very similar. Again, the cohort of participants that left the organization during the first 2 years is much less positively affected in these dimensions. Nearly 70% did not see a positive effect on finding a job, compared to 50% in the two other cohorts that strongly agree on a positive effect. The percentages for "helped in the application process" are similar. The effect on further formal education is seen more positive in the cohort of 1-2 years of attendance with 28% strong agreement.

The findings from this analysis suggest that the duration of participating in the programs has a positive effect on several outcomes. Especially attending for only 1-2 years seems to have a much lower effect on future job possibilities.

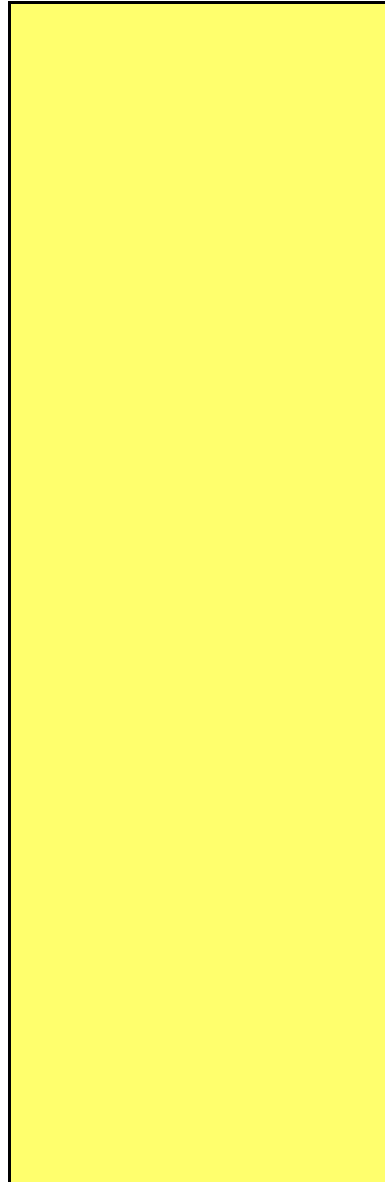
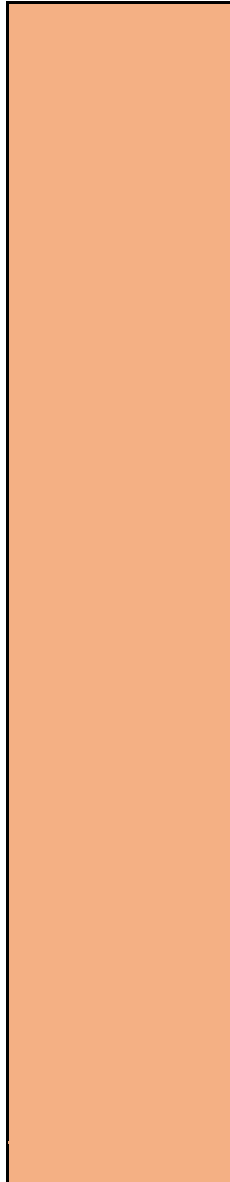
5.13 INTERIM CONCLUSION

Figure 5-12 shows the impact model of the KomenskýFond for Caritas Jihlava, with the empirical results. The input-output data are based on the quantitative survey for the organization. The outcome is based on qualitative interviews with all three stakeholders and quantitative survey data. The check (✓) symbolizes that these hypothetical outcomes have empirical evidence based on the qualitative interviews. The scope and intensity of the outcomes is indicated with the percentage of approval to relevant questions in the questionnaire. Where necessary an index was built over several questions.

The corresponding figures for A Mi Házunk and Caritas Alba Iulia can be found in Figure 5-13 and Figure 5-14.

Figure 5-12: Evidence-Based Impact Model KomenskýFond – Caritas Jihlava

STAKEHOLDER	INPUT	ACTIVITY	OUTPUT	OUTCOME
<p>participating children and young adults at Caritas Jihlava</p> <p>3 - 26 years old</p>	<ul style="list-style-type: none"> time willingness to participate 	<ul style="list-style-type: none"> educational activities leisure activities personal development activities provision of benefits in kind family counselling and preventive measures 	<ul style="list-style-type: none"> number of supported children: → on average: ~175/year → in total: ~370 number of involved parents: → passive on average: ~37/year → active on average: ~18/year number and extent of educational/leisure/personal development activities: N/A amount of provided benefits in kind: → on average: ~3.500 snacks and meals/year → in total: ~28.100 snacks and meals hours of parent counselling: → on average: ~80 hrs./year → in total: ~650 hrs. number of employees (FTE): → on average: 9 employees/year → on average: 7,1 FTE amount of volunteer hours: → on average: ~0,6 FTE 	<ul style="list-style-type: none"> enhanced cognitive, social, behavioral, motoric and emotional skills ✓ 92% children aged 8-12 85% children aged 12+ 86% alumni enhanced self-esteem ✓ 93% children aged 8-12 91% alumni higher creativity ✓ 93% children aged 8-12 94% children aged 12+ 82% alumni improved financial literacy 52% alumni spend leisure time more meaningfully ✓ 97% children aged 8-12 94% children aged 12+ 95% alumni better (mental) health ✓ 60% children aged 8-12 32% children aged 12+ 58% alumni



- better school performance --> improved job prospects ✓
80% children aged 8-12
79% children aged 12+
66% alumni
- better general knowledge ✓
91% children aged 8-12
82% children aged 12+
94% alumni
- better knowledge of mainstream standard language
- increased chance for social inclusion ~
91% children aged 8-12
93% children aged 12+
95% alumni
- higher social mobility ✓
- role model concerning education ✓
75% children aged 12+
90% alumni
- higher community involvement/volunteering ✓
93% children aged 8-12
75% children aged 12+
90% alumni
- + feeling of safety and belonging



<p>local NPO in the Czech Republic: Caritas Jihlava</p>	<ul style="list-style-type: none"> • financial resources (not KomenskýFond) • expertise & professional know-how (via human resources) • volunteers • infrastructure 	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<ul style="list-style-type: none"> • (higher) financial stability and economic sustainability ✓ • strengthened capacities • sufficient well-educated and motivated staff; higher commitment of volunteers ✓ • increased international contacts, exchange and cooperation (KomenskýFond network) ✓ • improved management skills and organizational learning • high visibility in local community <p>+ higher flexibility due to the freedom of spending the funds</p>
<p>ERSTE Foundation / Caritas Austria</p>	<ul style="list-style-type: none"> • KomenskýFond ~ 189.000€ • expertise & professional know-how 			<p>N/A</p>

Figure 5-13: Evidence-Based Impact Model KomenskýFond – A Mi Házunk

STAKEHOLDER	INPUT	ACTIVITY	OUTPUT	OUTCOME
<p>participating children and young adults at A Mi Házunk</p> <p>6 months - 25 years old</p>	<ul style="list-style-type: none"> time willingness to participate 	<ul style="list-style-type: none"> educational activities leisure activities personal development activities provision of benefits in kind family counselling and preventive measures 	<ul style="list-style-type: none"> number of supported children: → on average: ~90/year → in total: ~280 number of involved parents: → passive on average: ~55/year → active on average: ~7/year number and extent of educational/leisure/personal development activities: N/A amount of provided benefits in kind: → on average: ~12.000 snacks and meals/year → in total: ~ 96.100 snacks and meals → in total: ~740 school books hours of parent counselling: → on average: ~860 hrs./year → in total: ~6880 hrs. number of employees (FTE): → on average: 13 employees/year → on average: 10,7 FTE amount of volunteer hours: N/A 	<ul style="list-style-type: none"> enhanced cognitive, social, behavioral, motoric and emotional skills ✓ 79% children aged 8-12 79% children aged 12+ 99% alumni enhanced self esteem ✓ 92% children aged 8-12 100% alumni higher creativity ✓ 83% children aged 8-12 79% children aged 12+ 100% alumni improved financial literacy 90% alumni spend leisure time more meaningfully ✓ 67% children aged 8-12 94% children aged 12+ 100% alumni better (mental) health ✓ 38% children aged 8-12 41% children aged 12+ 97% alumni

				<ul style="list-style-type: none"> • better school performance --> improved job prospects ✓ 72% children aged 8-12 80% children aged 12+ 98% alumni • better general knowledge ✓ 71% children aged 8-12 85% children aged 12+ 100% alumni • better knowledge of mainstream standard language ✓ • increased chance for social inclusion ✓ 71% children aged 8-12 91% children aged 12+ 100% alumni • higher social mobility • role model concerning education ✓ 100% children aged 12+ 100% alumni • higher community involvement/volunteering ✓ 86% children aged 8-12 80% children aged 12+ 100% alumni + feeling of belonging + sense of community and autonomy + awareness on waste disposal and cleanliness
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**parents and
relatives**
of participating
children and
young adults

- trust
- time

*c.f. Stakeholder
“participating
children and young
adults”*

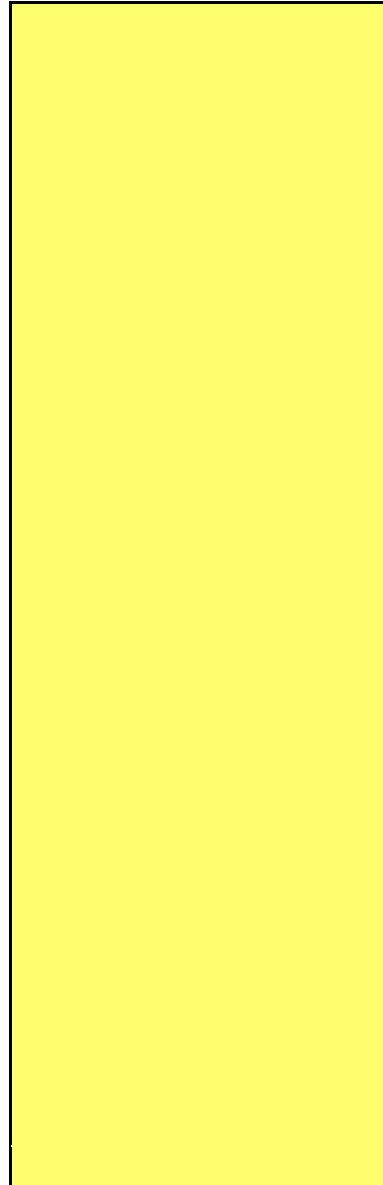
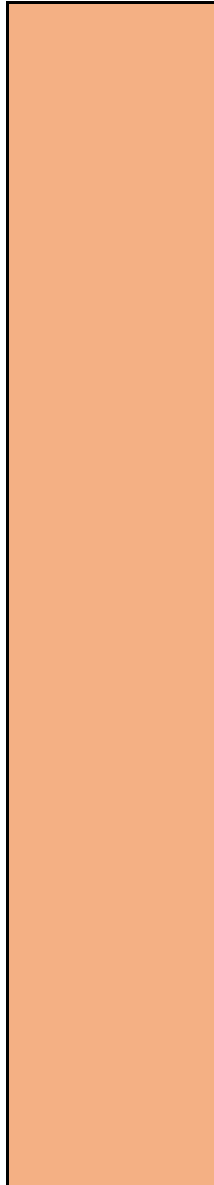
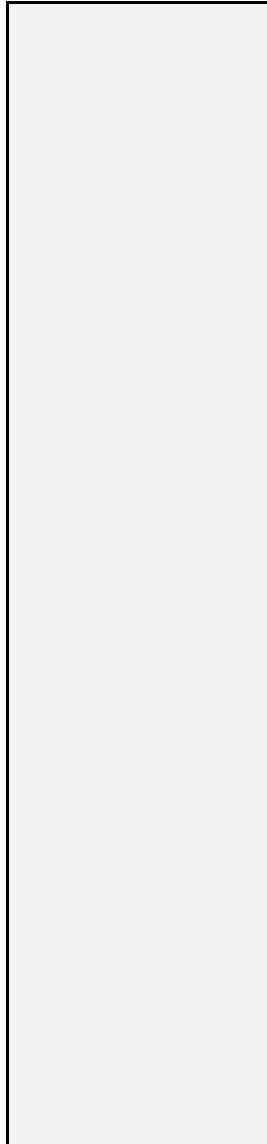
*c.f. Stakeholder “participating
children and young adults”*

- relief concerning individual life situation ✓
- increased family cohesion/better parent-child relationship
- healthier/more hygienic living environment ✓
- more responsible family planning ✓
- mentality change concerning education ✓
- improved financial resources (monetary value of benefits in kind)
- enhanced financial literacy ✓
- better self-management skills
- higher community involvement/volunteering ✓
- less discrimination and prejudice against them
- increased chance for social inclusion → **family-feeling** ✓

<p>local NPO in Hungary: A Mi Házunk</p>	<ul style="list-style-type: none"> • financial resources (not KomenskýFond) • expertise & professional know-how (via human resources) • volunteers • infrastructure 	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<ul style="list-style-type: none"> • (higher) financial stability and economic sustainability ✓ • strengthened capacities ✓ • sufficient well-educated and motivated staff; higher commitment of volunteers ✓ • increased international contacts, exchange and cooperation (KomenskýFond network) ✓ • improved management skills and organizational learning ✓ • high visibility in local community ✓ <p>+ higher flexibility due to the freedom of spending the funds</p>
<p>ERSTE Foundation / Caritas Austria</p>	<ul style="list-style-type: none"> • KomenskýFond ~ 204.000€ • expertise & professional know-how 			<p>N/A</p>

Figure 5-14: Evidence-Based Impact Model KomenskýFond – Caritas Alba Iulia

STAKEHOLDER	INPUT	ACTIVITY	OUTPUT	OUTCOME
<p>participating children and young adults at Caritas Alba Iulia</p> <p>6 - 16 years old</p>	<ul style="list-style-type: none"> time willingness to participate 	<ul style="list-style-type: none"> educational activities leisure activities personal development activities provision of benefits in kind family counselling and preventive measures 	<ul style="list-style-type: none"> number of supported children: → on average: ~155/year → in total: ~335 number of involved parents: N/A number and extent of educational/leisure/personal development activities: N/A amount of provided benefits in kind: → on average: ~22.000 snacks and meals/year → in total: ~172.000 snacks and meals hours of parent counselling: N/A number of employees (FTE): → on average: 9 employees/year → on average: 4,6 FTE amount of volunteer hours: → on average: ~0,2 FTE 	<ul style="list-style-type: none"> enhanced cognitive, social, behavioral, motoric and emotional skills ✓ 83% children aged 8-12 85% children aged 12+ 89% alumni enhanced self esteem ✓ 96% children aged 8-12 80% alumni higher creativity ✓ 87% children aged 8-12 91% children aged 12+ 90% alumni improved financial literacy 70% alumni spend leisure time more meaningfully ✓ 77% children aged 8-12 93% children aged 12+ 100% alumni better (mental) health ✓ 70% children aged 8-12 41% children aged 12+ 47% alumni



- better school performance --> improved job prospects ✓
74% children aged 8-12
69% children aged 12+
85% alumni
- better general knowledge ✓
67% children aged 8-12
93% children aged 12+
89% alumni
- better knowledge of mainstream standard language
- increased chance for social inclusion ✓
87% children aged 8-12
95% children aged 12+
87% alumni
- higher social mobility ✓
- role model concerning education ✓
82% children aged 12+
44% alumni
- higher community involvement/volunteering ✓
70% children aged 8-12
80% children aged 12+
67% alumni
- + feeling of belonging

parents and relatives
of participating
children and young
adults

- trust
- time

*c.f. Stakeholder
“participating
children and
young adults”*

*c.f. Stakeholder “participating
children and young adults”*

- relief concerning individual life situation ✓
- increased family cohesion/better parent-child relationship
- healthier/more hygienic living environment ✓
- more responsible family planning ✓
- mentality change concerning education ✓
- improved financial resources (monetary value of benefits in kind)
- enhanced financial literacy
- better self-management skills
- higher community involvement/volunteering
- less discrimination and prejudice against them
- increased chance for social inclusion

<p>local NPO in Romania: Caritas Alba Iulia</p>	<ul style="list-style-type: none"> • financial resources (not KomenskýFond) • expertise & professional know-how (via human resources) • volunteers • infrastructure 	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<ul style="list-style-type: none"> • (higher) financial stability and economic sustainability ✓ • strengthen capacities ✓ • sufficient well-educated and motivated staff; higher commitment of volunteers ✓ • increased international contacts, exchange and cooperation (KomenskýFond network) ✓ • improved management skills and organizational learning ✓ • high visibility in local community ✓ <p>+ higher flexibility due to the freedom of spending the funds</p>
<p>ERSTE Foundation / Caritas Austria</p>	<ul style="list-style-type: none"> • KomenskýFond ~ 213.000€ • expertise & professional know-how 			<p>N/A</p>

6 CONCLUSION

The KomenskýFond was established in 2006 by ESTE foundation and Caritas. It had the following two specific objectives for CEE:

- I. "To enable access to education and training for marginalized people, to sustainably improve the lives of poor and marginalized people and to support individuals to unfold capacities and raise their self-esteem." (Caritas 2015)
- II. "To ensure a high quality in the work with marginalized people and to strengthen those actors and organizations who actively engage in training and advocacy for marginalized and poor people, as well as the network between these actors and organizations. To raise visibility of the concerns of marginalized people in society." (Caritas 2015)

Based on these objectives, different activities and projects were established in CEE countries. The present impact analysis focusses on four out of nine projects:

- 1) Serbia – Caritas Aleksinac (support for school children, Aleksinac)
- 2) Hungary – A Mi Házunk/Heart without frontiers Foundation (Our House Marist Community Center, Esztergom)
- 3) Romania – Caritas Alba Iulia (Roma school Sfântu Gheorghe)
- 4) Czech Republic – Caritas Jihlava (Erko and Klubicko)

For each project and overall an impact model was developed. Conclusions can be made concerning financial aspects (input), outputs and outcomes.

Financial aspects (input)

Overall, about 815.000€ got invested from 2008-2015 in educational programs by KomenskýFond in the four countries analysed. The local NPOs' budgets consist of financial resources from KomenskýFond, other foundations and NPOs, donations by private individuals or enterprises, public institutions etc. The share of KomenskýFond on the total budget of the organization differs in each country. In Serbia for example more than half of the organization's financial resources were provided by KomenskýFond every year. Similarly, KomenskýFond took over a large share of the financial resources of Caritas Alba Iulia in Romania (e.g. 94% in 2008, 61% in 2015). On the contrary, in the Czech Republic and Hungary the share is relatively small and has not exceeded 26%. Caritas Jihlava is the only analysed organization to have a very high share of public funding. Donations in kind are obtained at A Mi Házunk in Hungary, where they play an important role. Caritas Aleksinac also receives donations in kind. On the contrary, for Caritas Jihlava and Caritas Alba Iulia they seem to be less important. Nevertheless, especially employees at Caritas Alba Iulia, Caritas Aleksinac and A Mi Házunk agree in the qualitative interviews, that their financial situation is rather tense without KomenskýFond.

Activities and their output

As shown in the yellow column in Figure 6-1 in total about 2.510 children and young adults have participated in project activities and benefited of KomenskýFonds' services between 2008 and 2015. On average 670 children and young adults were supported per year. The KomenskýFond provided an estimated 54.640 snacks and meals on average per year. Furthermore, in total around 1.220 school books were bought and given to students to foster education. Apart from supporting children, parents have also been partly benefiting of the KomenskýFond. Around 8.420 hours of parent counselling were held between 2008 and 2015 at Caritas Jihlava, A Mi Házunk and Caritas Aleksinac. The organizations analysed employed

on average 36 people per year (23,75 full-time equivalent (FTE)). Furthermore about 1,2 FTE of volunteer hours were given at Caritas Jihlava, Caritas Alba Iulia and Caritas Aleksinac as shown in Figure 6-1.

The logic of the activities in Serbia is different compared to the three countries analysed in this report. In Serbia less community building activities are provided but more needs-based services to help individuals taking part in the formal education system. Thus, more children could be reached in total compared to the other three organizations even though less employees are working at the organization.

Outcome

The check (✓) symbolizes that these hypothetical outcomes have empirical evidence based on qualitative interviews. The scope and intensity of the outcomes is indicated with the percentage of approval of the benefiting children, young adults and alumni.

The **outcomes for participating children and young adults** are broad and range from an enhanced self-esteem to higher creativity and better school performance. All hypothetically identified outcomes were found in the quantitative survey to a large extent. For many outcomes, respondents agree around 90%. Especially a higher self-esteem could be found in all four evaluated countries to a large extent. Data from Romania, Hungary and the Czech Republic indicate, that the self-esteem of around 9 out of 10 children and alumni could be improved due to the organizations' activities. In Hungary, Romania and the Czech Republic, the community aspect and feeling of belonging was besides an increased chance for social inclusion also an important outcome. In these three countries, a wide range of participating children (80%) and teenager (94%) as well as alumni (97%) agree that due the organizations' activities they spent their leisure time more meaningfully. Furthermore, better general knowledge was achieved especially according to the alumni. Most of the survey participants in the three countries also agree, that their chance for social inclusion increased due to the organizations' activities. In all three age groups (participating children, teenager and alumni) the agreement rate is over 85%. Furthermore, the projects in Romania, Hungary and the Czech Republic seem to foster community involvement and volunteering as well. Except for Romanian alumni, the respondents highly agree that due to organizations' influence they help others more e.g. with their homework. Thus they can be seen as a role model concerning education. However, the improvement of financial literacy could be found to a lesser extent. Nearly two-thirds of the alumni agree that they have learnt to handle money economically at the organizations. Moreover, the outcome "better (mental) health" has been reached rather indirectly, which is not very surprising since KomenskýFond has a focus on education. For around two thirds of the questioned children and one third of the questioned teenagers the provided meals are a reason why they attend the organizations' activities. Mental health aspects are covered according to the interviews conducted. A family-feeling and feeling of safety is given especially in Romania, Hungary and the Czech Republic.

The analysis of the different cohorts according to their length of participating in the program shows, that there is an increasing behavioural effect (e.g. obeying rules, learning how to behave at school and work). Thus, learning social behaviour is another major effect of the projects.

Due to the nature of the intervention in Serbia outcomes such as "spend leisure time meaningfully", "higher creativity" or "improved cognitive, social behavioural, motorical and emotional behavior" are not as much and directly given. Indirectly due to trainings for the teachers and the more regular childrens school attendance some of the outcomes might occur. Thus a higher willingness to attend school and better school performance are outcomes which are most relevant for participating children and young adults in Serbia.

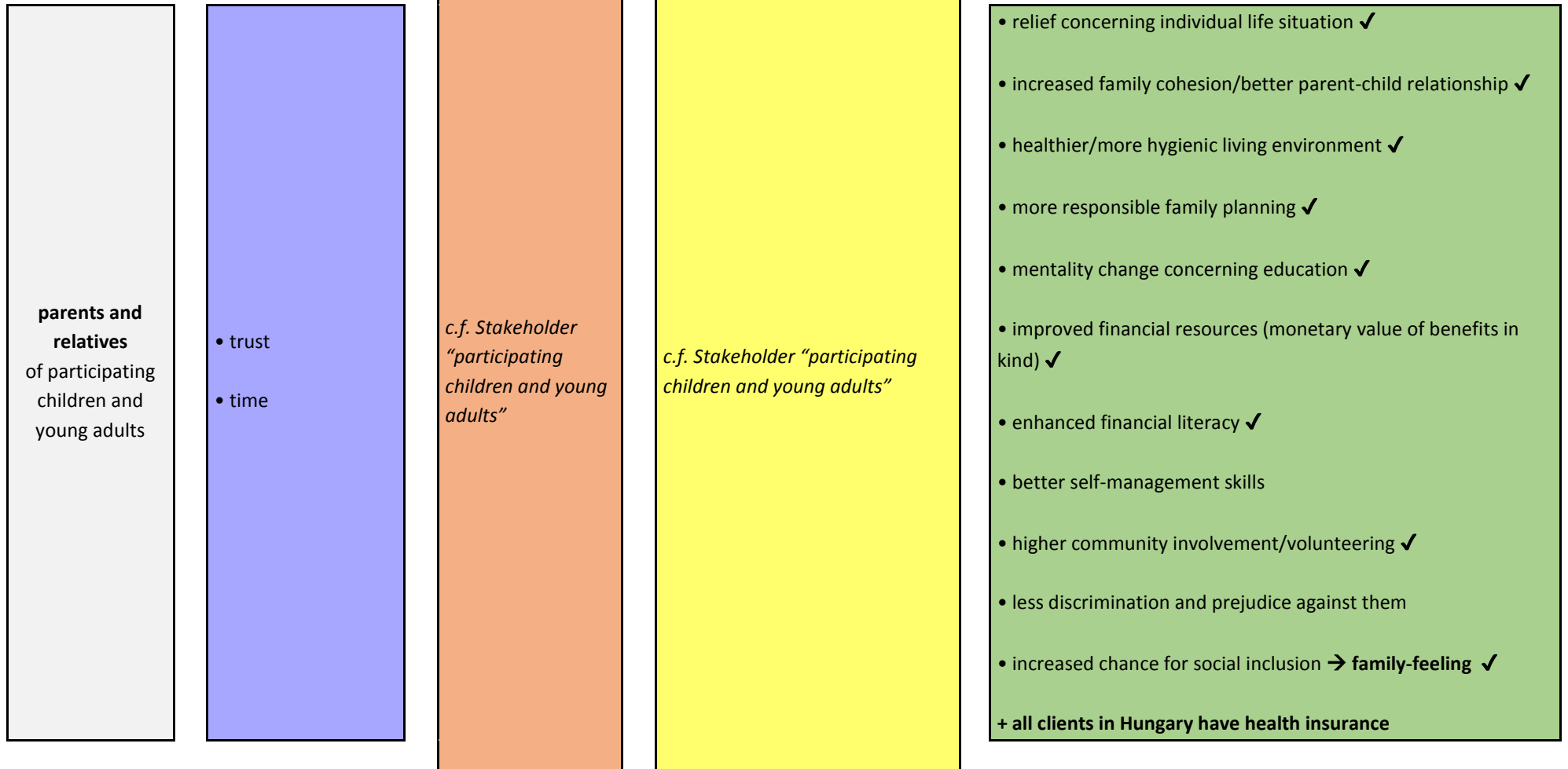
Figure 6-1: Evidence-Based Impact Model KomenskýFond – all four countries

STAKEHOLDER	INPUT	ACTIVITY	OUTPUT	OUTCOME
<p>participating children and young adults at Caritas Jihlava, A Mi Házunk, Caritas Alba Iulia and Caritas Aleksinac</p> <p>6 months - 26 years old</p>	<ul style="list-style-type: none"> time willingness to participate 	<ul style="list-style-type: none"> educational activities leisure activities personal development activities provision of benefits in kind family counselling and preventive measures 	<ul style="list-style-type: none"> number of supported children: → on average: ~670/year → in total: 2.510 number of involved parents: N/A number and extent of educational/leisure/personal development activities: N/A amount of provided benefits in kind: → on average: ~54.640 snacks and meals/year → in total: ~433.200 snacks and meals → in total: ~1.220 school books 	<ul style="list-style-type: none"> enhanced cognitive, social, behavioral, motoric and emotional skills ✓ 85% children aged 8-12 84% children aged 12+ 89% alumni enhanced self-esteem ✓ 94% children aged 8-12 91% alumni higher creativity ✓ 88% children aged 8-12 91% children aged 12+ 87% alumni improved financial literacy ✓ 63% alumni spend leisure time more meaningfully ✓ 80% children aged 8-12 94% children aged 12+ 97% alumni better (mental) health ✓ 60% children aged 8-12 35% children aged 12+ 63% alumni better school performance --> improved job prospects ✓ 75% children aged 8-12 77% children aged 12+ 75% alumni

			<ul style="list-style-type: none"> • hours of parent counselling¹¹: → on average: 1.050 hrs./year → in total: 8.420 hrs. • number of employees (FTE): → on average: 36 employees/year → on average: 23,75 FTE/year • amount of volunteer hours¹²: → on average: ~1,2 FTE/year 	<ul style="list-style-type: none"> • better general knowledge ✓ 75% children aged 8-12 85% children aged 12+ 94% alumni • better knowledge of mainstream standard language ✓ • increased chance for social inclusion ✓ 84% children aged 8-12 93% children aged 12+ 95% alumni • higher social mobility ✓ • role model concerning education ✓ 80% children aged 12+ 83% alumni • higher community involvement/volunteering ✓ 83% children aged 8-12 77% children aged 12+ 88% alumni + feeling of safety and belonging + sense of community and autonomy + awareness on waste disposal and cleanliness
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¹¹ This is only for the Czech Republic, Hungary and Serbia. For Romania no data were available.

¹² This is only for the Czech Republic, Romania and Serbia. For Hungary no data were available.



<p>local NPOs in the Czech Republic, Hungary, Romania and Serbia</p>	<ul style="list-style-type: none"> • financial resources (not KomenskýFond) • expertise & professional know-how (via human resources) • volunteers • infrastructure 	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<p><i>c.f. Stakeholder “participating children and young adults”</i></p>	<ul style="list-style-type: none"> • (higher) financial stability and economic sustainability ✓ • strengthened capacities ✓ • sufficient well-educated and motivated staff; higher commitment of volunteers ✓ • increased international contacts, exchange and cooperation (KomenskýFond network) ✓ • improved management skills and organizational learning ✓ • high visibility in local community ✓ <p>+ higher flexibility due to the freedom of spending the funds</p>
<p>ERSTE Foundation / Caritas Austria</p>	<ul style="list-style-type: none"> • KomenskýFond ~ 815.000€ • expertise & professional know-how 			<p>N/A</p>

The most striking outcome for **parents and relatives of participating children and young adults** is the relief concerning their individual life situation. Over all countries, financial relief for disadvantaged families was given due to the activities provided by KomenskýFond. Financial relief for families was especially high in Serbia due to the type of the intervention. Apart from financial relief, parents and relatives also experienced mental relief since they knew their children are in good hands at the organizations. Another important outcome, regarding the objectives of KomenskýFond is, that a mentality change concerning education within this stakeholder was found. The mentality that education has high importance was spread by the implementing local NPOs in all four analyzed countries.

For all **implementing local organizations**, the fact that the allocation of budgets for KomenskýFond allowed flexibility was highly appreciated. It was experienced as very useful and important for the organizations' work. This was the case in all four countries. The KomenskýFond did not only guarantee financial stability and economic sustainability on the meso-level, but also strengthened capacities. This is especially important since many funds do not make such an organizational development and capacity building possible. Furthermore, the impact of the KomenskýFond had been important for networking reasons, exchange and cooperations across borders.

The identified outcome can be structured according to the impact box shown in Figure 6-2. The intervention of the KomenskýFond emphasises on the micro-level: a focus on social and cultural outcomes on the micro-level is given. To a lesser extent the physical & psychological dimension on the micro-level is also addressed. Furthermore, on the meso-level economic and social outcomes are dominant. Direct political or ecological outcomes are hardly given. It is the focus of the KomenskýFond to intervene on a micro-level and thus foster change in the realities and life outcomes of socially disadvantaged children and families. Outcomes on the macro-level might be given indirectly on the local level, which was not the focus of this impact analysis though.

Figure 6-2: Outcomes illustrated in the Impact Box¹³

	MICRO-LEVEL <i>Individuals</i>	MESO-LEVEL <i>Organisations</i>	MACRO-LEVEL <i>Society</i>
Cultural	<p><u>CHILDREN:</u></p> <ul style="list-style-type: none"> - make more effort to finish school (n.a./86%/85%) - behave at school (85%/75%/79%) - almost always go/went to school (last week) (77%/87%/79%) - almost always do/did homework (last week) (68%/79%/74%) - see new places (80%/96%/98%) - interesting activities (n.a./92%/96%) - get help with crafting, making music, painting, sports (88%/89%/85%) - get better know-how on how to use PC and internet (55%/64%/87%) - I have learnt to be polite and/or friendly (87%/78%/94%) - share my belongings (83%/74%/92%) - I have learnt to be on time (83%/78%/73%) - better knowledge of mainstream standard language <p><u>PARENTS:</u></p> <ul style="list-style-type: none"> - mentality change concerning education 		
Ecological	<p><u>CHILDREN:</u></p> <ul style="list-style-type: none"> - awareness on waste disposal 		

¹³ Outcomes written in black are from the quantitative survey (children aged 8-12/children aged 12+/alumni). Outcomes written in red are from the qualitative interviews.

	MICRO-LEVEL <i>Individuals</i>	MESO-LEVEL <i>Organisations</i>	MACRO-LEVEL <i>Society</i>
Social	<p><u>CHILDREN:</u></p> <ul style="list-style-type: none"> - found new friends (87%/91%/98%) - friends also attend (87%/94%/94%) - I have learnt to be polite and/or friendly (87%/78%/94%) - share my belongings (83%/74%/92%) - behave at school (85%/75%/79%) - I have learnt to be on time (83%/78%/73%) - Because I do/did not get along with other children and young adults, I do/did not like attending (n.a./4%/4%) - Because I do/did not get along with some employees, I do/did not like attending (na.a/6%/26%) - I help my younger siblings and/or other children with their homework and other problems (n.a./80%/83%) - higher social mobility - sense of community and autonomy <p><u>PARENTS:</u></p> <ul style="list-style-type: none"> - increased family cohesion/better parent-child relationship - higher community involvement/ volunteering - increased chance for social inclusion 	<p><u>NGOs:</u></p> <ul style="list-style-type: none"> - sufficient well-educated and motivated staff - higher commitment of volunteers - increased international contacts, exchange and cooperation - improved management skills and organizational learning 	
Economic	<p><u>CHILDREN:</u></p> <ul style="list-style-type: none"> - learnt to handle money economically (n.a./n.a./63%) <p><u>PARENTS:</u></p> <ul style="list-style-type: none"> - improved financial resources - enhanced financial literacy 	<p><u>NGOs:</u></p> <ul style="list-style-type: none"> - higher financial stability and economic sustainability - strengthened capacities - higher flexibility due to the freedom of spending the funds 	

	MICRO-LEVEL <i>Individuals</i>	MESO-LEVEL <i>Organisations</i>	MACRO-LEVEL <i>Society</i>
Political		<u>NGOs:</u> - high visibility in local community	
Ecological	<u>CHILDREN:</u> - awareness on waste disposal		
Physical & Psycho-logical	<u>CHILDREN:</u> <ul style="list-style-type: none"> - easier to concentrate (n.a./85%/81%) - did more sports (n.a./n.a./72%) - I like attending because I get something to eat (60%/35%/59%) - proud of achievements (94%/n.a./91%) - feeling of safety and belonging - sense of community and autonomy <u>PARENTS:</u> <ul style="list-style-type: none"> - relief concerning individual life situation - healthier/more hygienic living environment - more responsible family planning 		

7 RECOMMENDATIONS

- As shown in the excursus, the duration of the stay in the organization has positive effects on some outcomes. Thus the commitment of the beneficiaries is important. That is why, it is recommended to keep the wide range of activities.
- The involvement of parents and grandparents is crucial since the family background has high influence on children's education and behavior. Thus, this group should be further involved and addressed by the implementing organizations.
- Keeping regular contact with alumni is important for the sustainability of the project. It helps to keep the organization and their communicated values in mind. Thus, further generations can also benefit of the mentality change. E.g. as shown in the report, some alumni now send their own children and are aware of the importance of education.
- The communication of good case stories (e.g. successful alumnis) can be motivating for others in similar situations.
- Since digitalization is a trend in society, it is advisable to continue and expand IT-classes. Topics such as safer internet, e-government and e-inclusion are gaining importance. Besides using the internet and computer for private and social reasons, workshops on online job search and application processes for teenagers could be an important supplement to foster the integration into the labour market.
- Public events in cooperation with municipalities, schools and local enterprises seem promising to establish contact between people from different backgrounds. Since contact is important to reduce prejudices and barriers such events can foster social cohesion. The findings of this study suggest to establish, continue and expand the contact between people from different social backgrounds.
- Outcomes on the political dimension could hardly be identified. Interaction with municipalities is given. Nevertheless, more intensified advocacy work could help to improve the situation for marginalized people on a community level. Trainings on advocacy work would therefore be helpful.
- Education is a topic that needs continuous intervention in order to achieve sustainable changes. Therefore, longterm funding is crucial for service providing organizations aiming at educational goals. Smaller amounts of money given on a regular basis for a longer period of time is preferable.
- The KomenskýFond network enables the participating organisations to learn from each other. Furthermore trust could be created. Thus, for future projects building a network and cross-country collaborations are recommendable.
- Keep the threshold low for selected organizations within a network to get funds from the KomenskýFond or similar interventions and thereby avoid administration work (e.g. by building trust within the network).
- Furthermore, keep the flexibility on spending the fund in (longterm) partnerships. The needs of people can be addressed more adequate on a local level and innovative approaches have a higher chance to get implemented.
- Focus on project and activities that can not be funded by other sources (e.g. municipalities, states, EU).

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