

*EXTERNAL EVALUATION OF INTEGRATED AND INCLUSIVE EDUCATIONAL  
PROGRAMMES AND SCHOOL DESEGREGATION MEASURES FOR ROMA CHILDREN*

***“ROMA EDUCATION CENTRE”***

***Monitoring report – Final Report***

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# Executive Summary<sup>1</sup>

## MAIN FINDINGS

The project has 3 main components: 1. to provide Roma pupils attending the summer kindergarten with a detailed curriculum and daily meals and drinks, and to provide voucher support for their enrolment in the first grade; 2. to provide Roma elementary school pupils with after school activity support, and 3. to provide complementary education program for Roma parents on early childhood development.

- *External evaluation demonstrates that the project's 3 main components were totally fulfilled.*

The project has 6 specific objectives: 1. To increase the enrolment rate of Roma children in first grade compared to previous years. 2. To reduce the school drop-out rate of Roma pupils with focus on first grade to a level comparable to the school drop-out rate of non-Roma pupils. 3. To increase the school attendance rate of Roma pupils to a level comparable to the school attendance rate of non-Roma pupils. 4. To improve the school performances of Roma children towards an Annual Average Mark of 3 (good). 5. To accelerate the school desegregation process with focus on first grade in at least five schools/communities. 6. To increase the involvement of Roma parents, children, youth, leaders and activists in the education process and school life.

- *External evaluation mainly based on statistical analysis proves that 5 of these specific objectives have been met. One of the specific objectives (nr. 4) has not been reached yet, but based on statistically identified tendencies, it can be attained in several years.*

## DETAILED FINDINGS

### *Findings based on interviews*

- Ruhama Foundation (REC) achieved its main goal in this Project: the enrolment rate of Roma children at schools increased and certain project components appeared at the systematic level, as a result of the Summer Kindergarten and School, the School of Parents and the Afterschool Programs.
- Ruhama Foundation's constant ambition to treat the individual components of schooling the Roma children at the public political level is outstanding in its significance. The recently adopted new Romanian Act on Education has for instance a special part devoted to the option of launching Afterschool Programs.

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<sup>1</sup> External evaluation of Roma Education Centre project ("Integrated and inclusive educational programmes and school desegregation measures for Roma children" – Romania) was carried out by Omnibus Ltd. (Romania). The leader of the evaluation team was Attila Papp, PhD (HAS – Budapest), members of the team were Silvia Németh (external evaluator, Tárki-Tudok, Budapest), János Márton (assistant - Omnibus Ltd, Gheorgheni, Romania), and Attila Papp (external evaluator).

*Findings based on Ruhama Foundation's database*

- The Ruhama Foundation's database provided for external evaluation contains school data of project and control schools. These data can be analysed by ethnic affiliations, and enable us to create time-series data in order to compare the results of the periods before and after the REF financed Ruhama's activities;
- Based on time-series data one can observe that the school results of Roma students increased in the analysed period (between 2004/05 and 2009/10 school years), while the non-Roma pupils results portray mainly a constant level. However, it is true that the averages of non-Roma pupils are statistically significantly higher than their Roma peers' results.
- If the dynamic tendency of Roma pupils' school results will be maintained there is a theoretical chance to equalize the Roma and non-Roma students achievements in 16 years. In the same conditions, according to a regression model one of the specific objectives of the REF application (to improve the school performance of Roma children towards a Annual Average Mark of 3) can be grasped in about 15 years after the 2006 intervention.
- After the 2006 interventions the school performance of Roma children has increased, and according to the data one can conclude that Ruhama's project schools produce a higher value-added than control schools;
- The project schools' value-added is significant in the 1st grades, however later (in higher grades) the project effects turn to be weak.
- Before the REF financed interventions the transition rate among project schools' Roma children was about 62%, and after the Ruhama intervention the retention rate among Roma pupils in project schools increases to 87%, and there are no significant differences between the whole student population and the Roma population involved in project schools;
- Drop-out rates and school year repetition rates before the interventions in 2006 among Roma children used to be higher, however after the interventions these rates among Roma students show a decreasing tendency, and at the end of the analysed period tend to zero. These indicate that Roma pupils in 2010 have a bigger chance to graduate higher level of education than in periods before the Ruhama interventions;
- In the first two school year after the interventions in 2006 Roma pupils who participated in Summer Kindergarten activities had higher school results than Roma children who did not participate in Summer Kindergartens. This tendency has been changed in 2008, and in 2008/09 and 2009/10 school years Roma pupils who participated in Summer Kindergarten produced lower school results. The cause of the shifting of the tendency probably is that the first Summer Kindergartens started the process of integration of Roma children in public kindergartens.
- Due to small number of participants in Afterschool Program is quite hard to test the significant effect of the Program upon school performance. However, comparing the results of Roma participants in Afterschool with Roma students from a control localities one can observe that the Afterschool participants have slightly higher school results than the students in the control school;
- From among the different educational and community building interventions financed by REF in 2006/07 and 2009/10 school year period information and counselling for Roma parents have a statistically significant and positive effect upon the school results. This fact indicates that enhancing the early school achievement of Roma pupils can be realized by parents' involvement in school matters.

*Findings based on external evaluation's database*

- The school results (measured both at „subjective” and „objective” levels) differ between Roma and non-Roma students.
- The Roma students in project schools have a lower school achievement than their Roma contemporaries in control schools while non-Roma students have a higher school achievement level in project schools than their fellows in control schools. This phenomenon indicates that the interventions carried out by Ruhama Foundations are fixed in schools where there emerged a real need for these type of activities.
- The differences between the achievement of Roma and non-Roma children is less in the control schools than in project schools. It also indicates that the school achievements are influenced by family or school factors and not by the mere „ethnic background”.
- The Summer Kindergarten has no negative effect upon school competencies, while it produces no positive added values at the level of school achievements. It indicates that the Summer Kindergarten can not itself produce a longlasting effect upon the Roma students school results.
- It is absolutely vital for Roma children to have the chance to participate as soon as possible in kindergarten activities. The Summer Kindergarten might be a kind of catalyst for this process, however it could not compensate for several lost kindergarten years.
- Roma pupils participating in Summer Kindergarten activities have a higher self-esteem value than the other Roma pupils. The Summer Kindergarten in this context enhances the level of self-estimation, which later would have a positive effect upon the school results.
- The Roma pupils in project schools have statistically significant higher value of the self-declared happiness index than their contemporaries in control schools. It undoubtedly indicates that Roma pupils in project schools have a positive attitude to the Ruhama Foundation's collaborators who try to help them not only in „normal” school time and context, but in other non-school places and times as well.

## **Introduction**

The Roma Education Centre (REC) “Integrated and inclusive educational programmes and school desegregation measures for Roma children” is a two year project implemented by Ruhama Foundation in partnership with the School Inspectorate of Bihor County and the University of Oradea – Faculty of Social Sciences. The project is funded by the Roma Education Fund (REF) and is an enhancement of the project “Developing and promoting inclusive and sustainable educational Programmes for Roma children through integrated community efforts” implemented by Ruhama Foundation since August 2006.

*The stated goal of the project is to improve the access of Roma pupils to preschool education and support and promote their enrolment in desegregated elementary school environment through positive interventions, thus contributing to inclusive education and enforcement of school desegregation policy at a national level.*

*The project has three main components:*

1. To provide Roma pupils attending the summer kindergarten with detailed curriculum and daily meals and drinks and provide voucher support for their enrolment in the first grade of integrated elementary education
2. To provide Roma elementary school pupils with after school activity support
3. To provide complementary education programme for Roma parents on early childhood development combined with provision of counselling for the beneficiary group

The aim of the present external evaluation – in line with the ToR – is to make an:

- Assessment of project implementation and management;
- Assessment of the impact of the project at beneficiaries’ level;
- Assessment of project impact at policy level.

### ***Methodological aspects of the external evaluation***

These 3 main dimensions of the external evaluation can be achieved by qualitative and quantitative social science research methods. Qualitative methods include document analysis and face-to-face interviews, while quantitative methods use surveys based on representative research samples and statistic multivariate analysis of different (existed and newly created) databases.

The evaluation of the project’s legal framework and education policy environment is important because we can be able to interpret the whole educational intervention done by the REF in that way. Here the central question is that whether the legal framework is favorable for the integrative education of Roma children or not, however at the same time it can also be brought to light that whether the educational projects realized by the Ruhama Foundation have dissemination impact on the systematic level or not.

With the help of interviewing the project implementers we could be able to picture how the undertaken aims was realized, what kind of positive and negative experiences have been gained. We interviewed the fellows of the Ruhama Foundation,<sup>4</sup> a fellow of the partner institute (the county main school inspectorate), school directors, educators, local Roma leaders and parents. Interviews made with fellows of the Foundation and school directors were recorded; however conversations with parents and Roma leaders were not. The reason behind it is that these conversations happened in the Roma community or between informal circumstances or just in the street, so in that way the usage of the recorder would disturb the communicational situation.

All together we made 11 recorded interviews (with 6 fellows of the Ruhama Foundation, a fellow of the county main school inspectorate, 4 school directors from the following settlements: Vasad, Curtuiseni, Rosiori, Salonta). We had conversations with parents and educators in Vasad, Curtuiseni, Lugasu de Jos, Lugasu de Sus, Osorhei, Salonta, Ciumeghiu, with local Roma leaders in Lugasu de Sus, Osorhei, Salonta and Ciumeghiu.<sup>5</sup> (Chapter of the evaluation entitled Project Assessment is built on this analysis).

The statistical analysis<sup>6</sup> was made in two levels due to the Terms of References and our project proposals. The first level analysis is built on the usage of the project's own (inner) database and with the help of it three aims can be achieved: firstly the database and data gathering behind it can be taken as a product of the project, therefore the mere availability and analysis of it indicates the success of project realization. Secondly by means of the database we can examine chronologically the school history/progress and school performance of certain Roma and non Roma, participant and non-participant children. Thirdly the database enlightens that despite of its certain limitations the existence and development of this inner database can give good feedbacks to the project management and the involved schools as well (the detailed analysis can be found in the subchapter entitled Analysis of Ruhama Foundation's Database)

The other statistical analysis was done according to the ToR's requirements, with the help of an external research.<sup>7</sup> Besides the requirements of the ToR it was needed because in our opinion – which was recorded in our pledge concerning methodology of the project – external evaluation demands real external, so as independent interpretations as well. While the Ruhama Foundation's database as the product of the project practically can be seen as an internal evaluation, so our research serves the external evaluation from all the perspectives (the analysis can be found in the subchapter entitled Analysis of External Evaluation Database)

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<sup>4</sup> The interview guide can be found in the Annexes.

<sup>5</sup> After word to word type of the recorded interviews, they were coded and processed with the help of the program Atlas.Ti.

<sup>6</sup> Statistical analysis was made by the program SPSS.

<sup>7</sup> The questionnaire can be found in the Annexes.

## Policy context

### *The legal background of educational desegregation in Romania*

By collecting, summarizing and analysing all the governmental and ministerial strategic documents<sup>8</sup> (programme from the point of view of desegregation of education and/or integrated education, two essential documents can be found, the Decree 1540 of 2007 and the Act 1 of 2011 on Education. The Romanian Ministry of Education, Research and Youth adopted Decree 1540 on 19 July 2007. This Decree controls the prohibition of Roma children's school segregation and validates the methodological guidelines for preventing and eliminating the school segregation of Roma children. In terms of volume, the Decree is only a few sections in length, and the essential regulations are summarized in two appendices. The title of Appendix 1 is „*Methodological guidelines to prevent and eliminate the school segregation of Roma children*”, and Appendix 3 contains a list with supplementary inclusive indicators.

Three essential provisions should be emphasized from the text of the Decree:

- in pursuance of Par. 2 in Section 1, it is prohibited, for the liquidation of segregation, to start segregated first and fifth classes in schools (made up, in majority or fully, of Roma children) from the 2007-2008 school year;
- according to Section 2 of the Decree, the actions of the Ministry for the prevention, prohibition and liquidation of segregation are treated as an organic part of the Romanian government's strategy for improving the conditions of the Roma population;
- Section 3 identifies the survey of segregation at institutional level and the development of action plans for desegregation as a responsibility of the county level school inspectorates and the relevant educational institutions, with the involvement of national/county/local administrative authorities, civil organizations experienced in this field and representatives of the local communities.

The *Methodological guidelines to prevent and eliminate the segregation of Roma children* (Appendix 1 to the ministerial Decree) defines the application of the principle of inclusive school in education as a priority, and the prevention and liquidation of school segregation is set as an inevitable precondition thereto. Segregation is defined as follows (Part. 2 in Section 2): „The physical separation of students belonging to the Roma ethnic group into groups/classes/buildings/schools so that the ratio of those from the Roma ethnic group to the total number of students in the school/class/group gets disproportionately high compared to the proportion of Roma students in the school-age population of the competent administrative territorial unit is considered to represent the school segregation of Roma students.”

The document defines situations, practices leading to segregation, as Roma children's enrolment to domicile-based segregated educational institutions, routing children to segregated institutions instead mixed educational institutions, enrolling children of no kindergarten-level pre-school education into the same class, or putting

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<sup>8</sup> E.g. the government programme, post-EU integration five-year government strategy, educational strategy of the Ministry of Education, etc.

- Roma children with learning disabilities and special educational needs into separate groups/classes/schools.

The methodology orders the development of mixed educational classes in kindergarten, elementary and high school education, in order to prevent segregation. Starting from the 2007-2008 school year, this requirement must be applied with compulsory effect in the first and fifth classes, while the same requirement is met gradually in the other years, and the Decree does not set any relevant term in this respect. Moreover, the regulation also urges to take some further actions:

- encourage the Roma parents, through a school mediator or any other representative of the community, to enrol their children in the school in due time;
- use the school rooms and equipment/tools in common, by Roma and non-Roma students;
- abrogate the practice that, authoritatively and based on unprofessional diagnoses, classifies the Roma students as having learning disabilities/special educational needs and, consequently, orders to put them into special or specifically integrated institutions.

The educational institutions and school inspectorates are responsible for identifying and analyzing the cases of segregation, and they are also in charge of developing the desegregation plans applicable from the 2007-2008 school year<sup>9</sup>.

The methodology leaves a door open for the county-level school inspectorates: if they have grounded arguments to prove that the desegregation of domicile-based segregated schools cannot be realized from the 2007-2008 school year, the relevant deadline can be extended in the form of various supplementary actions<sup>10</sup>.

The Decree set a 45-day term for the schools to apply the methodological guidelines concerning the desegregation of the Roma students, which means that in the year of having adopted the Decree (in 2007) the schools were obliged to develop their segregation report and the desegregation action plan, and to submit them to the county school inspectorates, until the

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<sup>9</sup> These plans are prescribed to include the following: development of institutional development plans that support the principles of the inclusive school, creation of mixed student communities at each educational level; joint use of school rooms and existing tools, which also means, in village-type administration units, that if several educational institutions that are homogeneous from an ethnic or socio-economic aspect are operated in the unit, institutions with heterogeneous classes must be created from these institutions; development and practical implementation of codes of behaviour, as well as the application of disciplinary actions to regulate any discriminative behaviour among the staff of the school or the students; training of the teaching staff in the field of intercultural and non-discriminative education, as well as differentiated and interactive presentation methods; involvement of Roma teaching staff in the schools, to facilitate the education of a specific Roma curriculum (Roma language, history of the Roma); training and employment of Roma school consultants and mediators; periodical supervision of ancillary education-methodological materials, in cooperation with the teaching staff; popularization of the ethnic identity of the Roma in mixed schools, even through the curriculum; after-school convergence lessons for students with learning disabilities, afternoon programmes in the school for students who need educational convergence, owing to having earlier studied in an environment with a lower quality of education; information supply to the local communities about the quality of education in mixed schools, and involvement of all the parents (Roma and non-Roma) in school-level decision making; financial/pecuniary support of students from low wage-level families.

<sup>10</sup> These actions among others include These actions can include employment of a school mediator and various supportive measures for the students: afternoon school, *The second chance* programme, school consulting.

school start date of 15 September the latest. The intention and applicability of the entire desegregation decree seems to be quite questionable when the short term is compared with the nature and complexity of procedures that the methodology orders to develop for the plan. Still, if we add that, in pursuance of Section 16, the violation of any provisions of the methodology might, with reference to Articles 115 & 116 of Act 128 of 1997 on the Legal Status of the Teaching Staff, imply disciplinary procedures that may range from a written notice to as far as the withdrawal of the labour contract for disciplinary reasons, it will be beyond question that, despite the short term, the headmasters of the schools took the application of this Decree rather seriously. The only question is how well the desegregation spirit of the Decree could be enforced under such conditions, or to what extent the headmasters of the schools considered the requirements of the Decree to be a compulsory obligation, without laying (or having the capacity to lay) too much emphasis, or spending too much time, on preparation.

The other regulation under review was the framework law regulating the operation of Romanian education, which was actually adopted in 2011.<sup>11</sup> The Act comprises a single provision concerning the education of students of Roma ethnicity, concerning the places reserved for them in higher education. We have not found any provisions in the Act about educational segregation/desegregation. But, to the contrary, the Act on Education stipulates general provisions with regard to educational integration and *The second chance* programmes.

Integrated education is defined, in the Act, to be an integral part of the public education system. Section 13 in Article II of Chapter II on public education focuses on special and specially integrated education. The above mentioned section of the Act comprises mainly general provisions to regulate the education of students with special educational needs, and the elaboration of specific provisions is ordered to be subject to the competence of the government and the Ministry of Education, Research, Youth and Sports.

According to the definition of the Act, the objective of *The second chance*-type programmes is to support children/young people/adults, in completing their compulsory studies and getting a vocational qualification, who left the educational system without having finished the elementary and/or high school educational level but have exceeded the age group of the relevant levels by at least four years. The organization of *The second chance*-type programmes similarly falls in the competence of the line ministry, in pursuance of the Act. Educational establishments have the possibility to organize afterschool programs for pupils in partnership with the local authorities and parents' associations, or where it is possible with civil organizations that are familiar with the local conditions; these are educational, entertaining and free-time programs, which aim to strengthen the already acquainted skills or to accelerate the educational process. Methodology of the afterschool programs is developed by the Ministry of Education. For socially disadvantaged children and pupils the program can be financially supported by the state.

In connection with the Act on Education, we should also note that Romanian and international non-governmental organizations including REF have lobbied and advocate for including of some desegregation elements in the the new education act. The Civil Alliance of Romanian Romas,<sup>12</sup> an organization uniting the 19 Roma civil organizations submitted its proposals for modification of the draft Act on Education in April 2010. The document mainly comprises

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<sup>11</sup> Act 1 of 2011 on Education was published in the Official Journal of Romania on 10 January 2011. The government adopted it by assuming responsibility to the Parliament, which avoided the need to hold articles-based debates about the Act.

<sup>12</sup> In Romanian: Alianta Civică a Romilor din România.

modifications related to minority education, but it also includes a proposal for modification that applies for a separate section to be integrated in the Act. This section would prohibit and punish segregation in the educational system. The grounds of the proposal for modification imply that the presence of segregation in education is a problem that the Ministry has also officially admitted and that, thanks to the lobbying activities of the civil sphere, Decree 1540 of 2007 could actually be developed. However, in spite of the Decree and the various programmes initiated by the Ministry in this field, the phenomenon of segregation is still existent at the various educational levels, so the continuation of the relevant programmes and the legislative affirmation of the efforts of the Ministry are both necessary steps. This could be implemented on the principle of explicit prohibition of segregation in the Act on Education, which is a requirement in international legislation and which the Ministry also agrees with. Moreover, the adoption of such a section would also lead to an increased efficiency in the application of Decree 1540.

The section concerning the prohibition of segregation and proposed by the Roma organizations was not integrated in the Act, moreover, the Act does not, practically in any form, treat this issue, which is a sign worth considering.

### ***Practice of educational desegregation***

Having summarized the shortages of the legal regulations, we will hereinafter inquire into the desegregation and integration-oriented educational measures that the Ministry of Education has taken in practice after the publication of the decree on the prohibition of segregation. Several sources could be used to collect information about this issue, but the most adequate document seems to be the report annually issued by the Ministry concerning the conditions of the educational system, given that it represents a kind of official opinion, on the one hand, and the presentation mode of this topic reflects its priority level in the Ministry, on the other.

The three most recent variants of the *Report on the Conditions of the National Educational System* (published in 2007, 2008 and 2009)<sup>13</sup> state the following about the segregation of education and the education of the Roma:

1. Chapter III („*Implementing the objectives of the government programme*”) of the Report published in 2007 mentions, in relation to the objective of *support and sale of cultural variegation in education*, the adoption of Decree 1540 of 2007 developed by the Ministry, but fails to give any other relevant details. Still, the Report publishes some figures about Roma education:

- of the 250,000 students acknowledging their Roma identity, 25,500 students learnt the Roma language and the history of the Romani in 3-4 lessons a week in the 2006-2007 school year, under the leadership of 460 teachers of Roma nationality;
- 420 pedagogues of non-Roma nationality, working with Roma kindergartners and students, were trained in 2007.

2. The report published in 2008 similarly mentions ministerial Decree 1540 of 2007, among the legal regulations promoting the practical implementation of the government educational programme. However, the report does not supply any specific information about the number of schools where the action plan for the liquidation of segregation was actually elaborated from the 2008 school year. Still, this report also has some data about Roma

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<sup>13</sup> Ministerul Educației, Cercetării și Tineretului: *Starea învățământului din România 2007*. București, 2007.; Ministerul Educației, Cercetării și Tineretului: *Raport asupra stării sistemului național de învățământ*. București, 2008; Ministerul Educației, Cercetării și Inovării: *Raport asupra stării sistemului național de învățământ*. București, 2009. The 2010 Report for the 2009–2010 school year is not accessible on the Ministry website, nor on any other fora.

education. The section about the extent of implementing the objectives of the Ministry mentions, under the title „*Facilitation of educational equal opportunities*”, a PHARE programme launched in 2005, covering 24 counties. The following facts implemented through the programme are worth emphasizing:

- training 3,278 pedagogues in the field of inclusive education;
- integrating Roma pedagogues in the educational system, through training and extension training: Roma language teachers, methodological experts, school inspectors, school mediators, non-Roma pedagogues working with Roma children – altogether 2,077 persons;
- improving the access of Roma children in the first class to education, extending the training structures of kindergarten-aged Roma children who do not go to kindergarten, in summer kindergartens. Accordingly, 5,400 Roma children joined the programme in 280 kindergartens, and another 8,400 children are to join in August 2008, in 220 summer kindergartens, in the frames of the *All to kindergarten – all to the first class* programme;
- integrating some young Roma in education (as unskilled teachers currently in their training period), in the schools participating in the programme, to teach the supplementary Roma curriculum (Roma language, history and traditions of the Roma, in 3-4 lesson a week);
- employ the Roma school mediators trained in the programme, and train another 280 Roma mediators.

Some of the objectives achieved in minority education are also related to the education of the Roma:

- increasing the presence of Roma in schools: compared to the 2002-2003 school year (when 158,128 Roma students took part in education, regardless of the language of education) their number went up to 263,409 by the end of the 2007-2008 school year;
- 5,400 Roma students were enrolled in the 9th classes of the lyceums and vocational schools, while 947 places were approved to be reserved for Roma students in the universities;
- increase in the number of Roma students learning the supplementary Roma curriculum;
- organization of national competitions in the Roma language on an annual basis, and also in the subject of 'history and traditions of the Roma' from 2008.

The Report also defines education development priorities and guidelines for the 2008-2013 period. Several objectives (and actions realized in this field) are set under *Facilitation of equal opportunities and increase of presence in schools*, all related, inter alia, to the education of the Roma:

- Promoting access to education via a so-called mega-programme which is to take aim at the Roma kindergartners and students who did not attend any kindergarten education or who missed education in the first and second classes but whose age still authorizes them to re-register under the law. *Implementation*: prevention of the bias towards early drop-out among the 5-8-year-old children, in 420 underprivileged, village and small town-based communities mainly inhabited by Roma, in alternative educational programmes run for kindergartners and parents.
- Development of integrated educational information supply, orientation, counselling and support services. *Implementation*: Transformation of special schools into Inclusive Educational Centres.

- Renovation, enlargement, construction and equipment of 70 kindergartens, in the frames of the social inclusion programme. *Implementation:* Development, expansion and equipment of educational infrastructure in the kindergartens, in communities inhabited in high percentile by the Roma.

3. The report approved in 2009 similarly fails to mention the results of transposing the ministerial Decree on the prohibition of segregation into practice. However, this document also publishes some data about the education of the Roma. The following are to be highlighted among the programmes and projects of the line ministry:

- Programme for training and supporting Roma school mediators, which is aimed at training mediators (mainly of Roma nationality) who will promote the school presence of 6-16-year-old Roma and non-Roma children, and which sets the specific aim to employ an annual 20-25 newly trained mediators in each county;
- *The second chance* programme with the general objective to integrate 6-16-year-old Roma and non-Roma kindergartners and students in education, via Second chance and summer kindergarten programmes before the first class.

### ***Some characteristics of educating the Roma in Romania, reflected in figures***

The document below discloses some figures concerning the educational conditions of the Romanian Roma population, focusing on their qualification level, participation in education and drop-out.

In terms of dropping out of school, we will rely on the data of the National Statistical Office of Romania. With reference to the Statistical Almanac of Romania published in 2009, drop-out of school showed the following tendencies, by educational levels, in the 1999-2008 period:<sup>14</sup>

*Tabel 1. Drop-out rates by educational level (1999-2008)*

	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008
Elementary education (classes 1-4)	0.8	0.6	1.0	0.9	1.2	1.3	1.5	1.7	1.8
High school education (classes 5-8)	0.9	0.6	1.4	1.5	1.7	2.0	2.1	2.3	2.2
Lyceum education (classes 9-12)	3.8	3.5	3.3	2.7	2.4	2.3	2.7	3.3	2.9
Vocational education	6.1	6.6	6.8	7.9	5.9	5.5	7.4	8.2	8.5
Post-lyceum education	8.5	7.6	9.5	8.1	7.7	9.2	8.6	7.5	4.8

No current data are available concerning the drop-out rates of Roma children, however, according to UNDP, 94.4% of the 12-year-old or older children finished at least elementary education, at the national level, whereas this ratio is approx. half, no more than 46% among the similar aged Roma children.

The analysis „*The barometer of Roma inclusion*” published by the Open Society Foundation in 2007<sup>15</sup> reports on the results of a comprehensive research which started in October 2006

<sup>14</sup> Source: Institutul National de Statistică: Anuarul statistic al României. Bucuresti, 2009.

<sup>15</sup> Original title: Fundatie pentru o Societate Deschisă: Barometrul incluziunii romilor. Bucuresti, 2007.

and continued in 2007. The research affirms the well known fact that a lesser proportion of the children of Roma families participates in education than from the other part of the population. Whereas 48% of the children between 0-6 years of age from non-Roma families does not go to either day nursery or kindergarten, the corresponding figure reaches 80% among the Roma children. The 7-11 age group shows similarly great differences: only 2% of the non-Roma children fail to go to school, whereas a 19% ratio is shown for the Roma children. This ratio is increased among the 11-15-year-old Roma children, reaching 28.4%, which is also supported through the figures of other researches.<sup>16</sup>

Nearly 20% of Roma parents with a child between 7-11 years of age has at least one child who did not go to school in this period, versus 3% among parents of other ethnic origin. If the age limits are extended (to 7-15 years), the ratio of those who have at least one unschooled child reaches 30% and 8% among Roma parents and non-Roma parents, respectively. There was a category among the families interviewed in the survey that identified itself as „romanianized Roma”: their corresponding figures are 10% and 20%, which means that the school drop-out rate in this category is lower than among parents who identify themselves as Roma, but higher than the data of parents of other nationality.<sup>17</sup>

The differences between the qualification levels of Roma and non-Roma children are perceptibly reflected in the grown-up population. The table below reveals that over half of the grown-up Roma population has no school qualifications, or most of them only have elementary level qualification, whereas this ratio is only 13% in the non-Roma population.

*Tabel 2. Educational qualification by ethnic affiliation*

	<b>Non-Roma</b>	<b>Roma</b>
No qualification	2	23
Elementary qualification	11	28
High school qualification	24	33
Secondary level qualification (apprentice school, vocational school, lyceum)	48	15
Post-lyceum or higher level qualification	15	1
<b>TOTAL</b>	<b>100</b>	<b>100</b>

Quite many researches were made in the past decade (research in 1998 by the Romanian Ministry of Education, the Institute of Educational Sciences and the Institute Assessing the Quality of Life; UNDP research in 2002; survey of the World Bank in 2005) that all pointed out that nearly 15%<sup>18</sup> of the schools attended by Roma students is a segregated institute, meaning that at least 50% of their students are of Roma nationality.<sup>19</sup>

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Even though the Romanian educational legislation declares in ministerial decree the prohibition and liquidation of Roma’s educational segregation, it should serve as a warning

<sup>16</sup> Cosima Rughni: Viata în familie. In: Barometrul incluziunii romilor. p70

<sup>17</sup> Ib., pp70–71

<sup>18</sup> Estimated figures. This figure may as well be higher in reality.

<sup>19</sup> Source: Roma Education Fund: Evolutia Educatiei Romilor din România. 2007

that in the Romanian Act on Education adopted in 2011 we can hardly find even one prescription that could strengthen the decree or different provisions of it, by that enact it. In the present form this legal framework is too general, not overall and coherent enough, in that way despite the programmes proposed by the ministry and the civil sphere, it does not provide the background for the effective desegregation, still give the possibility of running segregate schools in several places.

Programmes realised in Romania in the present legal framework are appropriate mainly for problem solving on sporadic, restricted fields, however they are hardly be able to meet challenges on the systematic level. Nevertheless it could be take as a positive development that project number REF RO044 (and previously, project number REF RO015) implemented by the Ruhama Foundation contains such measures, which previously was not or just partly was present in the practice proposed and applied by the Ministry of Education, however as a consequence of the dissemination of the project's results these measures had became the organic part of the systematic educational regulation. A good example for that is the Afterschool programme, which could get into the text of the Romanian Act on Education thanks to the REF and the REF financed projects of the Ruhama Foundation.

## Project assessment

### *Number of beneficiaries and its costs*

In the available documents (with the exception of the case of summer kindergartens) we cannot find data broken down into yearly figures, only information referring to the whole project. According to the relevant report in 2009 289, in 2010 131 children have participated in summer kindergartens.<sup>20</sup> Unfortunately, on the bases of the available documents we are also not able to define the distribution of the concerned persons according to sex and environment.

However, it turns out unambiguously from the data (*Table 3.*) that there were more participants in the programme run by the Ruhama Foundation than it was proposed beforehand. In itself it is certainly a pleasing thing, because it can have positive effect if socially disadvantaged Roma children and parents take part in different kinds of educational programmes in high number. Nevertheless, it raised two questions from the point of project management: 1. Was the planning of the project in line with the real needs (then why was it under planed)? 2. Since we know that the foundation runs several similar projects from other financial sources, it can arouse that to define the circle of those who were supported only from the REF is quite hard. In this context the educational interventions financially supported by the REF could be interpreted rather as such joint possibilities, which generate effective local processes, and additionally the Foundation manages to connect other sources to these successfully.

*Tabel 3. Proposed and realized number of beneficiaries*

<b>2009-2010</b>	<b>Number of beneficiaries (children or parents)</b>	<b>Proposed number of beneficiaries</b>
Summer Kindergarten	413/ 12 communities	250/ 10 communities
Afterschool	206/10 schools	100/5 schools
Vouchers to Roma children enrolled in first grade	160	150
Information and consultation for Roma families in education issues	5820	1000
Parents School	1478/ 108 Parents' Schools	1000/ 160 Parents' Schools
Supportive Fund to Roma Children	93	50
Summer School	206	0
Roma children enrolled in mainstream kindergartens	129	100
Roma children enrolled in first grade	247	200

(Source: *Project Final Evaluation Report, II.2. and II.3.*)

In accordance with the final report of the project<sup>21</sup> in the framework of the programme (coded as REF RO044) 2.158 children and young people beneficiaries have had the advantage of the

<sup>20</sup> If we add together the numbers from the two years (420), the result will slightly differ from the data founded in another document and written in the above table (413).

<sup>21</sup> Source: *Project Final Evaluation Report, III.B. point 6*

different programme items (like summer kindergartens, vouchers, complementary supports, afterschool, information and consultation for Roma families, etc.), furthermore 7.298 parents have participated directly in the programme (through the programme of the Parents School and information and consultation). The total expenditure of the project is 224.000 euro, in that way the project cost per child is 103,79 euro. However if we extend the expenses to the parents as well (calculate all together with 9456 beneficiaries) the project cost per one beneficiary will be 23,68 euro.

The detailed financial report of the project contains the different expenses broken down according to the programme items. In the subparagraph *Other expenses* some of the realised programme items' expenses are listed. If we divide back these expenses by the number of participants in each programme, we can deal with the following costs referring to the concrete programme items.<sup>22</sup>

*Tabel 4. Total expenditure and expenditure per capita by programme items*

	<b>Total expenditure (€)</b>	<b>Number of beneficiaries (children or parents)</b>	<b>Expense/beneficiaries (€)</b>
Summer Kindergarten	10 049,57	413	24,33
Afterschool	26 281,89	206	127,58
Vouchers to Roma children enrolled in first grade	6 130,92	160	38,31
Parents School	1 721,02	1478	1,16
Supportive Fund to Roma Children in school	2 934,46	93	31,55
Summer School	5 993,59	206	29,09

(Source: *Quarterly Financial Report for the period 01/11/2008-01/11/2010*)

The highest expense per person appeared in the case of the Afterschool programme. It is over 100 euros, which is reasonable due to the fact that this programme was running through two whole academic years opposing to the other programme items, which have only one month running out, or were realised in the form of single support. The expense per person in the other cases is between 24 and 38 euros, except the Parents School programme, where the expense per person hardly exceeds 1 euro.

### ***Assessment of management and project implementation***

With an aim to assess the implementation of the Project, we have, based on the expectations of the Roma Education Fund (REF) and the methodology of our application, arranged some on-site visits to Ruhama Foundation and to the schools involved in the Project. Integrated into the visits, we have also inspected some Afterschool Programmes (Curtuiseni, Vasad, Batar, Ciumeghiu) and have visited several settlements inhabited by the Roma (Curtuiseni, Vasad,

<sup>22</sup> These expenses do not contain the administrative, travel- and salary costs, which were aroused during the realization of the concrete programme items, but they were calculated exclusively on the bases of the expenses assigned to the programme items in the financial report.

Ciumeghiu, Salonta, Lugasu de Jos, Osorhei). In our first visit we made semi-structured interviews with the associates of Ruhama Foundation, as well as its partner institute, the School Inspectorate of Bihor County. In the other visits we had a talk with the school leaders, pedagogues, local leaders and Roma parents, and also asked some students from the 3<sup>rd</sup> and 4<sup>th</sup> classes, both taking and not taking part in the Project, to fill in a questionnaire (Batar, Ciumeghiu, Salonta, Rosiori).

To assess project management and project implementation, we made an interview with the President, the educational expert and 5 other associates of the Ruhama Foundation, and with the expert of the School Inspectorate of Bihor County responsible for minority education. Additionally, we also made interviews in 4 schools. All these conversations but one were recorded, and our comments below are based on the word for word records of the interviews and their coding.

In general, Ruhama Foundation<sup>23</sup> achieved its main goal<sup>24</sup> in this Project: the rate of Roma children enrolled at schools increased<sup>25</sup> and certain project components appeared at the system level, as a result of the Summer Kindergarten and School, the School of Parents and the Afterschool Programmes. The recently adopted new Romanian Act on Education - as having been indicated above - has for instance a special part devoted to the option of launching Afterschool Programmes, and the constant ambition of the Foundation to treat the individual components of schooling the Roma children at the public political level is also outstanding in its significance.

The Project, which is primarily a kind of educational intervention, represents a part of the Foundation's activities. This means, that we do not consider any increase in the educational opportunities of the Roma as a stand-alone activity, and on the operational level, this Project of the Foundation is in many aspects linked to other projects (Romanian state projects or those funded from other resources).<sup>26</sup> The discussions primarily reflected that schooling raises at the local level, the issues of improving the social and infrastructure-related living conditions of the Roma families (sewerage, water and power supply etc.), increasing their chances on the labour market and supplying the parents and children with official documents.<sup>27</sup>

*'In fact, our work with disadvantaged groups in general, can't be reported, and we couldn't report taking into consideration one aspect only, let's say children who need, or families who need infrastructural support. Housing for example. We had communities which had housing problems. Or problems with access to water, or discrimination problems. We couldn't deal with only one problem of the Roma community, taking it as the major problem, because every time the problem was linked to another one. This is the reason why in this organisation besides the department for community development we have other offices, too such as*

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<sup>23</sup> Hereinafter the 'Foundation'.

<sup>24</sup> „The goal of the project is to improve the access of Roma pupils to preschool education and support, and promote their enrolment in desegregated elementary school environment through positive interventions, thus contributing to inclusive education and enforcement of school desegregation policy at a national level.”

<sup>25</sup> We can state it on the bases of our interviewees' narratives too, because many of them mentioned that Summer Kindergartens have promoted school enrolment. During the analysis of the Ruhama Foundation's database we will see that before the REF financed interventions the transition rate among project school's Roma children was about 62%, and after the Ruhama's intervention the retention rate among Roma pupils in project schools increases to 87%, and there is no significant differences between the whole student population and the Roma population involved in project schools.

<sup>26</sup> Assessing any financial and administrative relations among these various projects was not subject of our task.

<sup>27</sup> Some parents do not have an identity card and, for the lack thereof, the children do not have a birth certificate which is inevitable for enrolling in a school.

*department for professional development, social assistance, different social services amongs which education occupies a special place.’ (Ruhama Foundation interview-P1a).*

*‘There are also some, who haven’t got their papers ready, they couldn’t do their papers, and I meet them in the street and I ask, why don’t you come to school, and he says, because you don’t accept me. So, he didn’t finish a single class yet, he is 10-12 years old and says, he doesn’t come to school, because I don’t let him. They don’t exactly know that I can’t register them for school because the law says so (official papers are necessary)’ (school director, interview- P6).*

The Foundation carries out its various activities through a specific signalling system. Given that its structure is based on volunteering and civil organizational work, this signalling system should, in our judgement, actually be interpreted as a civil response to the lack of Roma minority self-governance and/or interest representation.<sup>28</sup> The model implies the establishment of so-called Local Support Groups (GSL) and Local Initiative Groups (GIL) in the individual settlements. The former incorporates the various local institutions (local government, police, church, school etc.), whereas the latter is made up of the local Roma informal leaders. The educational and other local plans concerning the Roma community are discussed by these quasi informal forums, but one of their important missions is that the local officials and authorities should also be informed about them and that these bodies should also support them when necessary. The so-called Young Roma Forum, a body holding the young schooled of Roma origin together, also plays a role at the local levels. This Forum is designed to improve the self-assessment of the young Roma, and its members also seize the opportunity to have an active share in local public affairs and projects.

The main partner institutions in the REF-supported educational projects of the Foundation are the School Inspectorate of Bihor County and the State University of Oradea. In our interviewees’ opinion, their cooperation with the School Inspectorate is excellent: they have a joint discussion about the projects that they could cooperate in, at the beginning of each year. In the viewpoint of the School Inspectorate, from among the civil organizations in Bihor county, primarily Ruhama Foundation seems to represent the single reliable NGO partner in terms of Roma schooling. In the discussions, we did not talk about the role that the University of Oradea can play in the REF-financed educational project<sup>29</sup>. However, we learnt after the interviews that the University’s role may primarily be seen in providing (having provided) a building for the Foundation to operate in.<sup>30</sup>

According to the formal description the project has three main components: 1. To provide Roma pupils attending the Summer Kindergarten with detailed curriculum and daily meals and drinks, and provide voucher support for their enrolment in the first grade of integrated elementary education; 2. To provide Roma elementary school pupils with after school activity support; 3. To provide complementary education programme for Roma parents on early childhood development, combined with provision of counselling for the beneficiary group. Let us now examine how the activities are actually carried out in relation to these three components, as we learnt from our interviewees.

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<sup>28</sup>From the perspective of the project this model is useful by all means, because it is operating too. However, it is still a question that could it be extended to the systematic level? The advantage of the minority self-government system is that needs of the local minority could be fulfilled in local level by a formally legitimate, institutional, so as elected committee.

<sup>29</sup> But had a relevant talk in connection to other projects.

<sup>30</sup> However, the third party observer finds it quite eye-catching that a wire fence is built between the building that hosts the Foundation committed to integration/inclusion and the other buildings of the University in use, moreover, the asphalt pavement in the garden ends as you get closer to the building of the Foundation.

## ***Summer Kindergarten***

Many considered the Summer Kindergarten as the most successful programme component,<sup>31</sup> and find its impact in that “it is no more needed”. The aim of this training form is to “approximate” the kindergarten to the Roma parents and children, owing to which they will later on find it easy to use the ordinary, state-funded kindergarten. Furthermore, the summer kindergarten prepares the children for school from administrative point of view, too. Often their birth certificate is issued during this period.

*,The summer kindergartens are not considered a solution on their own, they do not replace the public kindergartens. The project-type summer kindergartens are seen as an emergency solution, a crisis solution. I mean, these kindergartens were addressed exclusively to children just before starting the first grade, so they are 6, 5-6, 7 years old, some even older, we had children who were 8 (...) The acquisition of skills a child gets there don't compensate the acquisition ... can't be compared to the acquisition of skills a child develops in 2, 3 or even 4 years when he/she reaches the first grade. Behind the educational aspects of these one month – kindergarten, you have to see some other administrative work as well, which are addressed to these children during or even before this month. The birth certificates of these children are issued during this period, so they are ready to go to school. The local authorities and the municipality is involved in this work. The public health authorities are also involved in the preparation for the first grade of these children with the compulsory vaccines. All these happen before September.’ (Ruhama Foundation, P1a)*

*,When somebody hears of the summer kindergarten ... and so, what can a child learn in the summer kindergarten? Well, look, you educate the parents on treatment of lice, to get the compulsory vaccines for the kids. You have make a birth certificate ... you have to make an ID for the mother, so you can get a birth certificate for the child. Otherwise he/she can't attend the first grade. So, there is lots and lots of work behind the summer kindergarten.’ (Ruhama Foundation, P1b)*

This does of course imply a certain amount of risk, because if the Summer Kindergarten can function, the representatives of the local powers might be interested in failing to offer the services of the state kindergarten to Roma pupils, arguing that “only the summer kindergarten is enough for them”.

*,There is a clear risk for the side of the local authorities to have an excuse, so the Roma children ... leave us with the kindergarten, the summer kindergarten is coming, they will go anyway to the summer kindergarten. We try notto creat a model, becasue there is a bug risk, because it is easier for the local authorities to transform the idea of the summer kindergarten into the solution for the pre-school age Roma children. This is what we don't want.’ (Ruhama Foundation, P1b)*

Summer Kindergartens generally received 20 children in a one-month period, in the summer. In addition to a kindergarten pedagogue, a local person of Roma origin also attended the activities: this person meant a certain amount of security as he/she could translate everything into the Romani language for all the Roma children who did not speak Romanian (or

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<sup>31</sup> Summer Kindergartens will be discussed in a more detailed way later, during statistical analyses.

Hungarian).<sup>32</sup> The activities were primarily focused on pre-school programmes, and the participants also received meals, which improved the success of the programme.

*'The children enjoyed it very-very much. They came, got their elevencies, it was a pleasure to see that in that hot weather the children came, barefoot, as they could, but I think not only for that sandwich, but, in my opinion, also for the activities, the programs. (...) The summer kindergarten worked with a special program, the colleagues attended a training previously, two teachers coordinated the whole thing, they attended a preparation and then worked according to a strict program. So, it wasn't something like, the children come to the kindergarten and we play and that's all, it was serious work (...) So, it was very-very good, because there were children who don't come to the regular kindergarten, I always tell this at the opening of the school year, not only for the Roma parents, but for everyone, that we have not only a summer kindergarten, but also a one with permanent program, and I didn't understand why some parents let their children only got to the summer kindergarten, because in my opinion this one month was very useful: the child learned how to be part of a community, how to use the bathrooms, how to use the toilets, to wash their hands before eating.'* (school director, interview - P7)

11 REF-funded Summer Kindergartens operated in 2006, but by 2010 their number dropped to 5 (although 10 was planned in the project), because local kindergartens also supported the participation of Roma children in kindergarten activities in quite many places.

*'This is the effect. That you do the summer kindergarten, but the effect is that you don't need it anymore.'* (Ruhama Foundation, interview - P7a).

### ***Afterschool Activity***

The official name of the Afterschool Programme is "school after school". Their activities are performed in an about 2-hour block after the lessons, regularly in the same schools where the pupils had the morning lessons. In some places the activities are led by the same pedagogues, and in other places a certain kind of local rotation applies, so other pedagogues similarly connected to the school would moderate the activities which in the majority of the cases, mean that they do the homework or practice certain exercises. (Cold or warm) meals are provided in this training form, and according to our interviewees this programme is popular for these meals and for its duration (it is available all over the school year).

*,Usually the programs take place in the respective school, with teachers from that school, they worked in the summer program regularly and I insisted to work with kindergarten teachers and elementary school teachers, rather than secondary school teachers. We worked with secondary school teachers only in places where we couldn't find kindergarten or elementary school teachers, and in the afterschool program we try to work with teachers different from those who teach the children in the morning, so they don't get used to the same*

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<sup>32</sup> As in any other region, so as in Bihar county Roma communities cannot be seen as a homogeneous one. There are groups, which preserved the Romani language, but there are others, which didn't and use mainly the language of the environment. In that way we can find communities who speak the Romanian language, while others speak the Hungarian. It would be important to know whether the degree of segregation depends on the language of instruction in schools or not, but unfortunately we do not have such kind of data in the available documents.

*teacher, so that the teacher only does a quality work because he/she knows that he/she will work also in the afternoon. We wish the teacher who works in the mornings to do a good job and another teacher does the afternoon work. The two teachers are in touch with each other. So then, the afterschool program becomes an assistance-program, support for the first graders, and recently for the second graders, too, which involves activities like doing the homework, socializing activities, behaviour counselling, forming learning and life capabilities, games, educational games, all included in the two-hour programme, to which the daily food is added up.’ (Ruhama Foundation – interview P1b)*

*,Because meal is included in the programme, in some settlements we could offer a warm meal, because there existed a local restaurant,... children do their homework there, because if they go home, their parents can’t help them because they can’t read or write, so besides they do their homework they also get a meal. Which is actually quite important for the parents. We say for the parents, because the moment the child comes to school it means that he/she goes home with half a sandwich for his little brother.’ (Ruhama Foundation – interview P2)*

10 settlements had “Afterschool” programmes in the 2009-2010 school year, whereas only 9 settlements had this offer in the 2010-2011 school year, but with 17 groups – because while earlier this kind of activity was only organized for 1<sup>st</sup> class pupils, this year it has also been extended to the 2<sup>nd</sup> classes almost everywhere, except in Tamasda and Gepiu. In these two latter settlements the children are said to have learnt to “write after dictation”, so there was no need to arrange afterschool training programmes in the second classes.

The pupils attending these Afterschool Programmes are not of Roma origin in each case. There are places where practically the whole (mainly Roma) class would stay in the school for the afternoon activities (sometimes with their own teachers), but in other places the ethnic ratios of the schools seem to be reflected in the structure of those attending these activities.

*’We didn’t accept only Roma children for the afterschool program. There was no such criteria, that only Roma children. We couldn’t have had a class of 20 children only from Roma pupils. So, it’s not only about Roma children.’ (School director, interview - P7).*

*,All the class (stays in the afternoon). Otherwise we couldn’t cover the minimum number of pupils. So they all were there, starting from the summer kindergarten, they were all there, and then they entered the afterschool programme.’ (Teacher, interview - P8)*

The difference in the methodology of the morning and afternoon lessons is, in our interviewees’ opinion, that in the afternoon the children are treated “a bit looser”, and if they can finish their homework, they can sometimes even listen to music or watch cartoons.

*,We do the homework, and if we have time, we do other exercises, a drawing, we have coloured paper, we do something else, we work. (...) And the children are more relaxed, first they eat, have a break, and it’s not like in the classroom, because there they have to be quiet, and... so when we have less homework, or have a more leisure programme, then we watch a cartoon, listen to some music, and they are more relaxed, they feel differently than during the school classes.’ (Teacher, interview - P8)*

May we however note that in our assessment work we had the chance to get an insight into these trainings in a number of places, and we found that frontal education was used everywhere, without any exception, the children wore uniforms in some places and the lessons resembled an “average” morning lesson in their curricula. We had the impression that Afterschool Activities meant the extension of the morning lessons, and no elements of

pedagogical innovation were ever recorded. This is supposed to be a system-level problem, however, the scarce methods these pedagogues applied in their activities were quite thought provoking.<sup>33</sup>

### ***School of Parents***

The “School of Parents” programme component is available since 2006 in the same settlements as that host the Summer Kindergarten and Afterschool Activities. Its aim is practically to give information for parents on the child-rearing issues, but on operative level there were two separate objectives: on one hand to „attract” parents to school, on the other hand to improve communication between teachers and Roma parents, respectively to hand over/show the methodology needed for this communication:

*‘Through these meetings we followed two aims: one, to bring the parents to school and the other to teach the teacher to communicate, to talk to the parent, to discuss a subject with the parent, and we had a training for the teachers. The teachers were invited here, to our organisation and we discussed how to communicate a message to adults. It is very simple for a teacher to work with children. He/she learns how to deal with them, how to teach them, he/she knows the pedagogical approaches, knows what to do, whereas working with adults is very different. We taught them working techniques with adults, secrets which they can apply at these meetings and we also gave them methodology.’ (Ruhama Foundation, P1)*

These activities were likewise held in the schools and, based on what we have heard, the organizers tried to avoid the image and form of a traditional meeting for parents. This had in fact a structural, as it were intercultural reason: the teachers were complaining about the Roma parents, because they did not show up at the parents meetings, and the parents were complaining about the school and claimed that the reason for not attending the parents meetings is because the teachers frustrate them with their children’s learning progresses or bad behaviour. The Ruhama Foundation recognized this and through the school for parents followed a more informal approach and used the tools of adult training to address the parents.. Pedagogues and non-Roma parents also attended these activities, which facilitated horizontal learning.

*,The school for parents is a programme we have started (...) in 2006 exactly from the need we identified at local level: the teachers informed us about the parents not attending the parents meetings. During the discussion with the parents they told us they don’t attend these meetings because they are always told that their children are so and so, that they don’t learn, thus absolutely negative things. They said the first was also the last meeting they attended at school. So, we decided to organize different meetings with the parents, ones that differ from the classical parents meetings, where they can be informed, counseled, taught about how to educate their children, how to communicate with them, how to interact with the teachers in such a way that the parents would be involved in the life of the school as much as possible. We thought this programme in which parents are invited to the School for the parents. For the first such meetings we, from the foundation, went out to the community to bring in parents to*

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<sup>33</sup>The impact of the Afterschool Programme cannot be shown statistically with the help of the Ruhama Foundation’s database either, due to that we have suitable data referring to just a few pupils. However, despite the inadequate quantity of data it can be seen that those Roma children who have participated in the Afterschool Program performed a little bit better, than those Roma children who attended the control school (for further information see the referring parts of the chapter entitled *Analysis of the Ruhama Foundation Database*).

*the school, we created the environment for them, we reorganised the benches in such a way that there were no barriers between teachers and parents, trainers and parents and we have chosen subjects like: the qualities of a good parent, what doesn't it mean to be a good parent and what does it mean to be a bad parent. And then the parents were put in groups and they discussed the subject, they shared their opinion about what makes a parent good or bad, and we discussed absolutely nothing about the learning situation or school attendance of their children. Nothing like this was brought up and therefore the parents felt appreciated, valued, good and understood. This was the start to attract the parent to school.'* (Ruhama Foundation, P1a)

As part of our assessment work, we also talked with parents in some places, asking questions about this specific programme component, too. Even parents who admitted to be illiterate had a positive image of the school and their children's schooling. However, for some parents the "School of Parents" remained to be a "meeting" ("sedinta" in Romanian) that was held some time "at the beginning of the school year" and focused on the statement that "schooling the children is a very important issue". According to an associate in the Foundation, the School of Parents was held within the framework of the Summer Kindergarten, and based on the statements of a pedagogue it was similarly held in the beginning of the year. All these opinions lead to the conclusion that the School of Parents is not indeed a "school", given that it does not offer continuous activity. But it must be stated, that project management also reported that they were trying to size up the parents' needs and then to develop the curricula and have regular meetings with the parents on that basis.

### ***Project impact – policy level***

The ambition to demonstrate and disseminate good practices to public and to policy-makers was a constantly recurring element in the interviews with the project leaders. The Foundation takes the activity as a genuinely civil ethos, meaning that the aim of the project components under its management is to "fill in" the gaps between the state and the private sphere, to stimulate the system, even if at the price of self-liquidation of any project component. The objective of the Summer Kindergartens aimed to be an example for the state kindergartens to extend their activities to the Roma children as well, the Summer Schools were designed to support school opportunities, whereas the Afterschool was based on recognizing the deficiencies of the formal educational system.

*,In these conditions our aims included also public education policy proposals. And this is how we found another need. Leaving aside this aspect, of working on public education policies, in fact what is happening now, and we have indicators in the Ministry of Education's project; thus in this project we had indicators to promote the project's best practices at central level, which fully happened, and not just proposals in general, but in fact we motivated the ministry to take over whole programmes of ours and to propose them at national level.'* (Ruhama Foundation, P1a)

*,Our aim, the basic problem remains. That is, imagine we can cover 20 settlements, and we are doing it with devotion and we are doing it quite well. On the long term the challenge is to leave these settlements and see that the public system is the one responding to the needs of its own citizens. (...) The projects we implement in our organisation have the pay off (...) to make public policy proposals, thus this is our main preoccupation. We are pleased with what we are doing, we sleep well with the thought of our work for the community, but this is not enough*

*when you think of the problems of these poor, not necessarily Roma, communities. Communities with poor people, with little access to resources. And then from these programmes we not only learn, but also try to make proposals. We have different proposals in public policies initiated by us, some of them transformed, some...’ (Ruhama Foundation, P1a)*

The Foundation, partly as a member of the Roma Civic Alliance of Romania (RCA), had several legislative initiatives in the fields of education, housing and employment. The proposals concerning second chance and afterschool programmes, which were in fact integrated into the new Act on Education that entered into legal force in January 2011, are definitely noteworthy in terms of education.<sup>34</sup> Associated to the foundation is also the way the social allowance, the family income is calculated. According to this when this subvention is calculated, grants given to socially disadvantaged highschool students (ex. bani de liceu) are not taken into account, otherwise more families would fall from the subventions.

*,The money for highschool, 180 RON/month for an acadmic year were given to those children who came from very poor families. Most of the beneficiaries of these money were also beneficiaries of social aid (...) When after a few weeks we returned to the community in Gepiu, a Roma woman, mother of a highschool child told us that the highschool money caused a big problem to them. How come? Didn’t you get the money? Yes, we did, we did. Then why do you say so? Because they cut our social allowance. (...) The family was taken away this right as soon as they accepted the highschool money. And now the solution was to go to the local council and tell them that they didn’t understand the law, or if they understood, they interpreted it wrong, (...) or to call a meeting to change the law. We called the members of the parliament from Bihor County, we presented them the situation, we made clear our point of view and today the law of the minimum wage garanted is modified. The highschool money and other educational grant are not taken into consideration when the garanteed minimum wage is calculated. And (...) it started from here, from the Gypsies from Gepiu, from the Roma colony here. So, you can sleep peacefully, because you know that a whole country was affected positively by your action.’ (Ruhama Foundation, P1a)*

Nevertheless, the Foundation runs not only bottom-up activities, but also fosters top-down education policy steps. A good example for that is the so-called desegregation competition, during which 20 local schools have made desegregation plan and implement it as well during a whole academic year. According to our interviewees and on the bases of official documents<sup>35</sup> as well, it can be stated that the project (the competition) can be taken as a successful cooperation between the county school inspectorate and the Ruhama Foundation. However, considering that this “forced” desegregation practically serves the local implementation of a ministerial decree, there were such interviewees who remarked on the idleness of the local actors:

*“Whatever we see this desegregation competition, it will be paradox. Because, what we do in reality? (...) We awarded negligent, lazy people, who previously haven’t done anything in order to implement*

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<sup>34</sup> It is worth mentioning, that such kind of activities like the Second Chance and the Afterschool program have already been running and/or have appeared on the agenda several years ago. Their introduction, systematic extension has been the part of the EUMAP’s recommendations in 2007 addressed to the Romanian government (*Acces egal la educatie de calitate pentru romi. Raport de monitorizare. 2007. Romania. OSI, EUMAP, 19-20.*). The Second Chance, for example started in 2000 as a pilot program, and since 2003 the Romanian government extended it with PHARE supports to the system level. Projects supported by the REF both directly and indirectly contributed to the full measure presence of desegregation in the current Romanian legislation.

<sup>35</sup> *Invatamantului preuniversitar bihorean in anul scolar 2009-2010. – Raport - ISJ Bihor, p. 39*

*a ministerial decree. (...) I did tell them: do not boast much about these received equipments, because these were gifted to you not because you keep the law, but for that you made extra efforts.” (Ruhama Foundation, P1a)*

## **Assessment of beneficiaries' achievement**

The effect of the project on beneficiaries achievement was analysed by using two research sources. According to the project related documents there exists a statistical database elaborated in the framework of the project. This database contains information on 5000 Roma and non Roma students (from the first to eighth grades) from six localities of Bihor county: in five settlement the project was implemented and one settlement was used as a control one. In the next subsection we are going to analyse this database provided by Ruhama Foundation in June of 2011.

The second source of the assessment of the beneficiaries' achievement is a result of our external evaluation. During our monitoring activities we carried out an educational research among students of third and fourth grades in 10 school<sup>36</sup>: in 6 school the Ruhama Foundation implemented the project (hereinafter these schools will be named as project school) and 4 school was chosen as a „control school”.

The difference between these sources can be described in the following way: the educational sociological research carried out by the Ruhama Foundation refers to different school years while the assessment realized as part of this external evaluation is only a kind of „snapshot” of the educational skills of the pupils. By using the database of Ruhama a longitudinal, time-series comparison can be made, while the databases created during the external evaluation permits a cross-section analysis.

### ***Analysis of Ruhama Foundation's database***

The Ruhama Foundation's database provided for external evaluation on the 1st of June 2011 contains school data of seven localities. At five localities Ruhama Foundation has been carrying out activities financed by Roma Education Fund from 2006 (hereinafter we will refer to these places as project localities or project schools), and in two places (in control localities or control schools) there is no activity by Ruhama. According to their type and measure settlements and schools bear similar characteristic features, therefore they are comparable.<sup>38</sup> However it is worth to remark that because of the lack of information concerning pupils' family background, we cannot define statistically clearly characteristics of pupils from project and control schools, so during the comparison we were not able to take the impact of family background into the analysis.<sup>39</sup>

One of the most important features of the database is that it contains data from 2004/05 school year until 2009/10 school year. Based on these kinds of information we can compute time-series data for that period, and we can distinguish the period before the implementation (school years 2004/05 and 2005/06) of the Ruhama's activity, and period after the implementation (from 2004/05 till 2009/2010). Moreover, because of the existence of control localities, we can also make comparison between places where the Ruhama Foundation had (educational, community building) interventions and places free from these kind of activities.

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<sup>36</sup> The settlements involved in the research were: Ciumeghiu, Batar, Salonta, Osorhei, Lugasu de Jos, Alesd (project schools), and Rosiori, Magesti, Lugasu de Sus, Cheriu (control schools).

<sup>38</sup> This statement based on an oral conversation with the creator of the database, we have no relevant statistical data.

<sup>39</sup> In the survey realized in the framework of external evaluation we put some questions related to family background.

From methodological point of view it is worthy to mention that this kind of comparison is sometimes problematic because the project schools seems to have better school results before the intervention period, too. These differences between the project and control schools can be managed by comparison of the time-series tendencies in the two groups, and by comparing the added-value produced in the two reference groups.

In the database we can find data at student level. For each school year there are data regarding to school results, regular attendance, drop-out, school repetition, school transition. The database provided by Ruhama Foundation contains information for 3.867 elementary school students (1th-8th grade). The number of students in each school year has dispersion between 2.079 and 2.296. The database also contains ethnic data: 1.706 of the students is Roma (44%), and their number in different school years varies between 905 and 983.

*Tabel 5. Number of students by type of locality and ethnic affiliation*

		<b>Non-Roma</b>		<b>Roma</b>		<b>Total</b>	
		N	%	N	%	N	%
<b>PROJECT</b>	Ciumeghiu	180	9,2	168	11,9	348	10,3
	Diosig	760	38,9	404	28,5	1164	34,5
	Gepis	46	2,4	153	10,8	199	5,9
	Sacuieni	846	43,3	516	36,4	1362	40,4
	Telechiu	123	6,3	175	12,4	298	8,8
	<i>Total - project</i>	<i>1955</i>	<i>100,0</i>	<i>1416</i>	<i>100,0</i>	<i>3371</i>	<i>100,0</i>
<b>CONTROL</b>	Tasad	110	53,4	190	65,5	300	60,5
	Galos-Petreu	96	46,6	100	34,5	196	39,5
	<i>Total - control</i>	<i>206</i>	<i>100,0</i>	<i>290</i>	<i>100,0</i>	<i>496</i>	<i>100,0</i>
	<b>TOTAL</b>	<b>2161</b>		<b>1706</b>		<b>3867</b>	
	<b>Total - %</b>		<b>55,9</b>		<b>44,1</b>		<b>100</b>

*Tabel 6. Total number of students by school year and by grades*

	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
<b>1</b>	293	349	291	257	264	268
<b>2</b>	359	263	345	306	260	268
<b>3</b>	282	330	239	311	280	231
<b>4</b>	292	283	319	231	314	265
<b>5</b>	314	333	343	353	262	322
<b>6</b>	271	265	257	259	299	211
<b>7</b>	254	253	235	223	245	295
<b>8</b>	195	220	222	202	196	219
<b>Total</b>	<b>2260</b>	<b>2296</b>	<b>2251</b>	<b>2142</b>	<b>2120</b>	<b>2079</b>

*Tabel 7. Total number of Roma students by school year and by grades*

	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
<b>1</b>	173	182	158	140	159	166
<b>2</b>	146	141	183	169	143	163
<b>3</b>	125	129	117	159	151	123
<b>4</b>	150	126	122	112	163	142
<b>5</b>	121	170	163	150	129	165
<b>6</b>	81	77	97	88	101	81
<b>7</b>	74	57	50	70	70	88
<b>8</b>	35	54	34	26	47	55
<b>Total</b>	<b>905</b>	<b>936</b>	<b>924</b>	<b>914</b>	<b>963</b>	<b>983</b>

*Tabel 8. Total number of Roma students in project schools by school year and by grades*

	<b>2004/2005</b>	<b>2005/2006</b>	<b>2006/2007</b>	<b>2007/2008</b>	<b>2008/2009</b>	<b>2009/2010</b>
<b>1</b>	152	164	133	128	134	141
<b>2</b>	114	123	162	137	124	129
<b>3</b>	110	98	100	143	126	114
<b>4</b>	137	112	95	95	149	116
<b>5</b>	104	150	136	113	106	148
<b>6</b>	56	58	84	74	73	66
<b>7</b>	54	35	34	57	56	60
<b>8</b>	28	42	28	19	39	48
<b>Total</b>	<b>755</b>	<b>782</b>	<b>772</b>	<b>766</b>	<b>807</b>	<b>822</b>

Besides the mentioned data the database contains information regarding the pupils' or their families' involvement in Ruhama Foundation's activities financed by REF: participation in Summer Kindergarten, in Summer School, and in Parent School, Roma children support with Voucher, counselling for Roma parents, benefitting of the Supportive Fund.

The database is anonymous, however does not contain sex-variable, therefore the analysis can not take into account the differences between boys and girls. The database also does not contain information on the socio-economics background of the children and their families, and therefore we can not build up a wholistic explanation of the variation of school results. From methodological point of view it is also important to notice that the external evaluation at this stage can not assess the effect of the Afterschool Programme, because in the database there are only 34 students (from 2 settlements) who had participated in Afterschool programme. The small number of this type of students do not afford to have statistically relevant information in this respect (however later we will have a short description about the participation in Afterschool programmes).

So the comparison of Roma and non-Roma students will mainly be based on the school results of the 1st grade students. The reason of this method in the one hand is that the 1st grade students are very „close” (in time) to the Summer Kindergartens, and in the other hand that we try to focus on educational inequalities at the early stage of the school life. From methodological aspect it is important to mention, that teachers' evaluation (giving marks) can be influenced by several subjective factors. That is why the school performance/

achievements will have a kind of distortion anyway, which unfortunately we cannot eliminate during the current analysis. That is why it is primarily important to be attentive to the trends and not to the directly measured individual values. We could get rid off this methodological limitation, if the school performance or competences would be measured with the same method (e.g. with tests) in all the schools.<sup>40</sup>

Based on time-series data one can observe that the school (language) results<sup>41</sup> of the Roma students increased in the analysed period, while the non-Roma pupils results show a constant level. However, it is true that the average of non-Roma pupils is statistically significantly higher than their Roma fellows' results. (Fig. 1) The differences between these two ethnic students' groups can be also grasped on the level of mathemathical results. (Fig. 2.)

Fig. 1. School results of 1st grade Roma and non-Roma students (language)

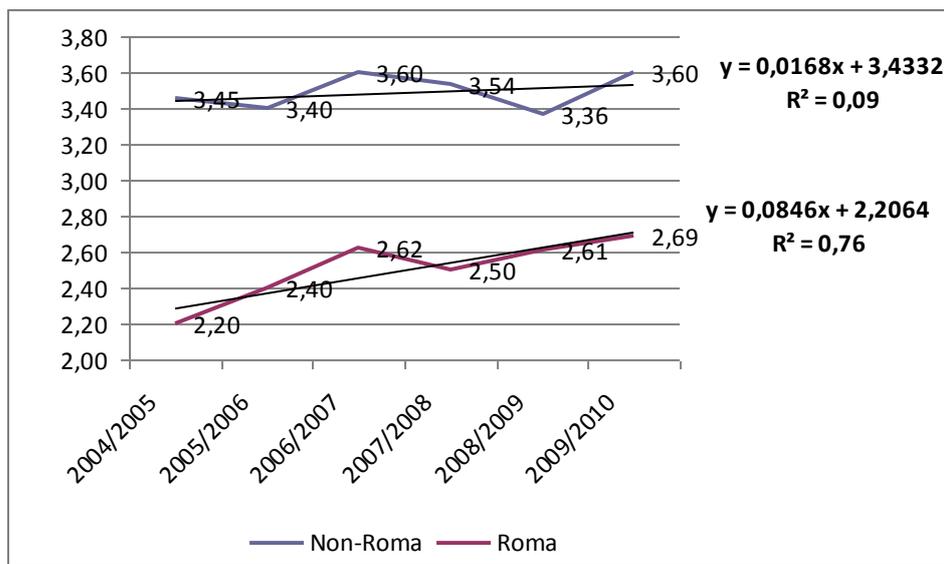
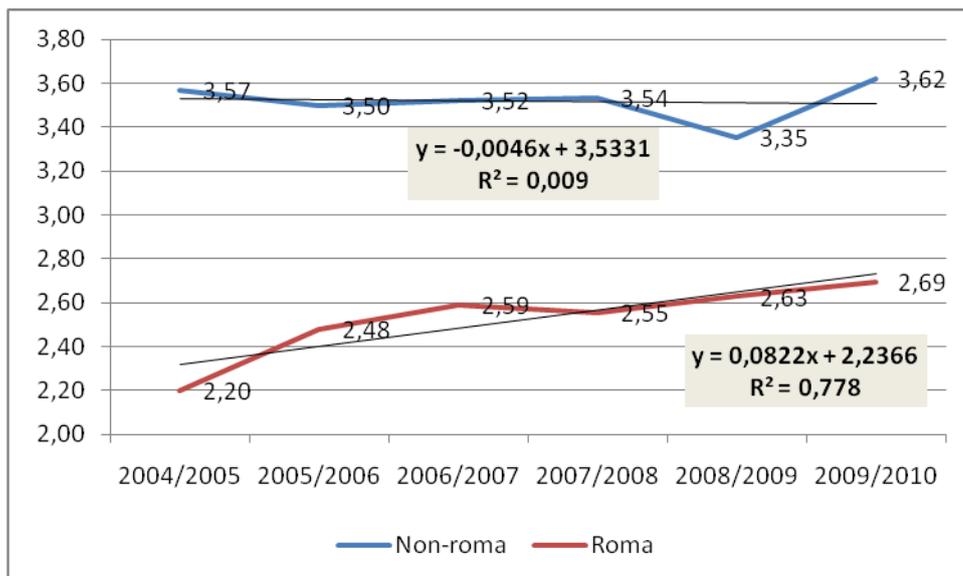


Fig. 2. School results of 1st grade Roma and non-Roma students (mathematics)

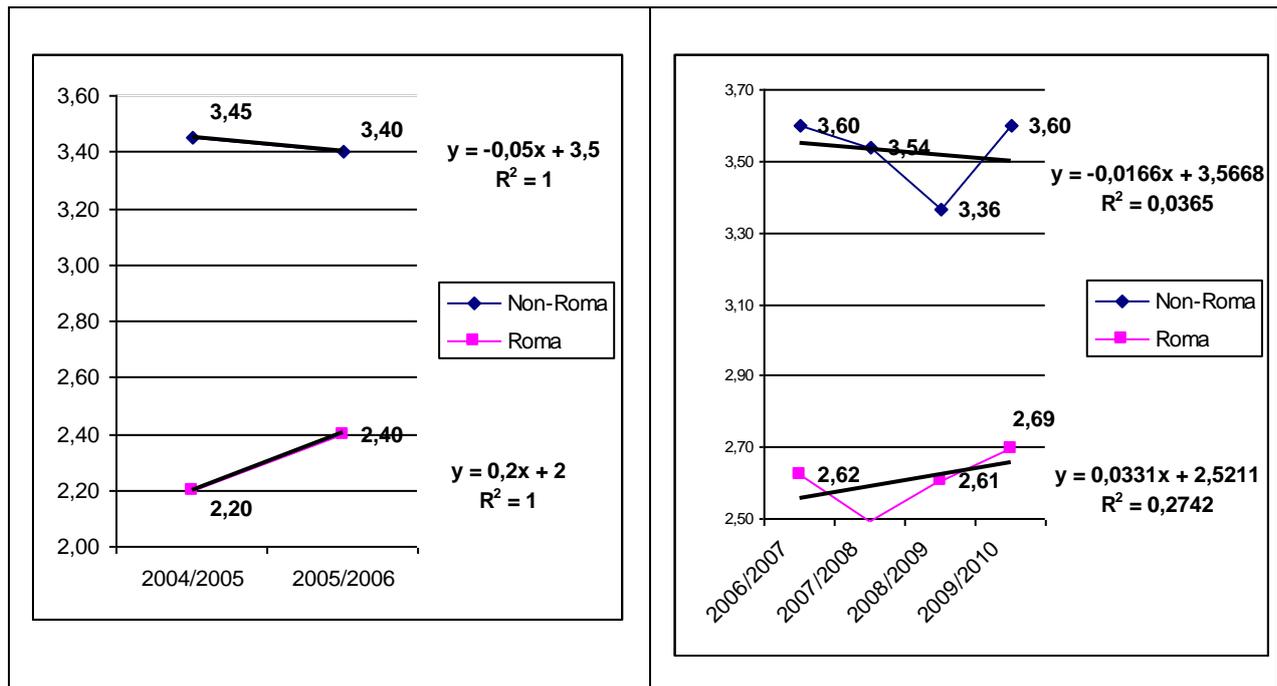


<sup>40</sup> As it will be seen later, we tried to implement this principle during our own research.

<sup>41</sup> The school results is measured as a mean of the school year grade in mathematics or in language. The grading system is: 1 – poor; 2 – satisfactory; 3 – good; 4 – very good.

According to the regression model fit to language school results (Fig. 1.) the dynamic tendency of Roma pupils' school results suggests that there is a chance for equalizing the Roma and non-Roma students' achievements in 16 years. The school results of Roma pupils slightly increased after the 2006's intervention. Based on the tendencies emerged after the 2006's intervention (Fig. 3.) it can be calculated that the Roma and non-Roma students' school results can be the same only in 21 years' time. According to the regression model one of the specific objectives of the REF application<sup>42</sup> can be grasped in 15 years' time after the intervention of 2006.<sup>43</sup>

Fig. 3. Language school results' tendencies of 1st grade Roma and non-Roma students before and after the intervention.



In the analysed period between 2004/05 and 2009/10 school years the increase of school results of Roma pupils can be observed both in project and control schools. However, the linear regression curve fits to the results, so it indicates that in the case of the project schools the increasing is little more intensive than in control schools. (Fig. 4.) Variations of school results of the school year 2005/06 and 2006/07<sup>44</sup> will be analysed later. Now in this regard we can only state that – statistically - it is hard to demonstrate the Ruhama's interventions' direct effects because before the intervention the control schools had shown a decreasing tendency and control schools portrayed an increasing tendency. While after the interventions of 2006 both school types showed an increasing trend (Fig. 5.), and it emerges the question: Which type of school produces a higher added-value-?

<sup>42</sup> „To improve the school performances of Roma children towards a General Annual Mark/Annual Average Mark of 3 (good).”

<sup>43</sup> These estimates are based on the regression model: Roma and non-Roma children's performance will be the same, if the two regression lines will meet, so when the two indicated equations will be equal. We can estimate the time to be needed in order to achieve the Annual Average Mark of 3 (due to that indicated in the aim of the project) in the way that in the equation of the regression line referred to Roma children's performance we calculate the value of X on condition that Y=3.

<sup>44</sup> The first Ruhama-interventions were implemented between these two academic years.

Comparing the changes of school results between the project and control schools after the first intervention in 2006 one can observe that during the period between the 2006/07 and 2009/10 school year project-schools produced a +0.13 point change of average, while control schools show a -0.08 point change of average. Moreover, if we compare the fitting of the linear regression curves to school results (Fig. 5) we can observe that in the case of project schools the regression line is a little bit more steeper.<sup>45</sup> Based on these data it can be concluded that project schools produced a higher value-addedness than control schools.

Fig. 4. Mathematical school results of 1st grade Roma students by type of localities

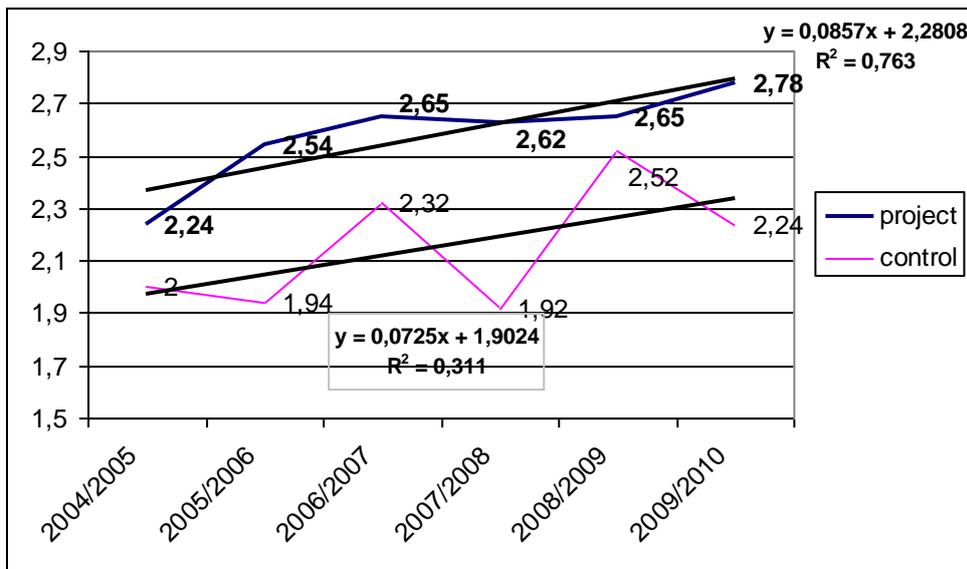
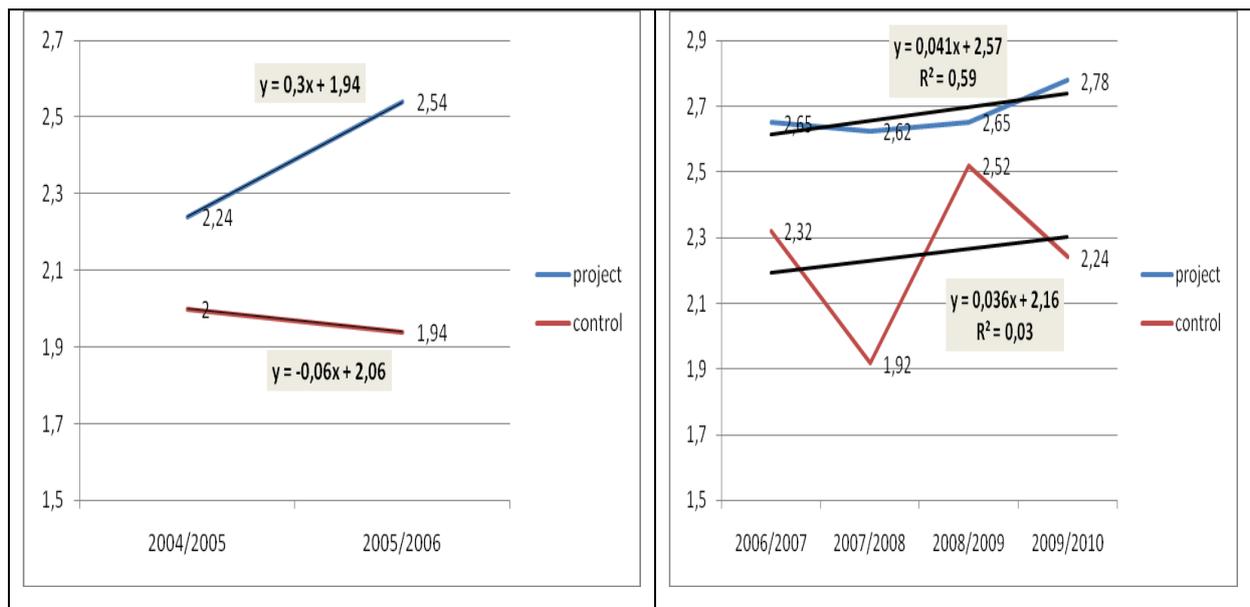


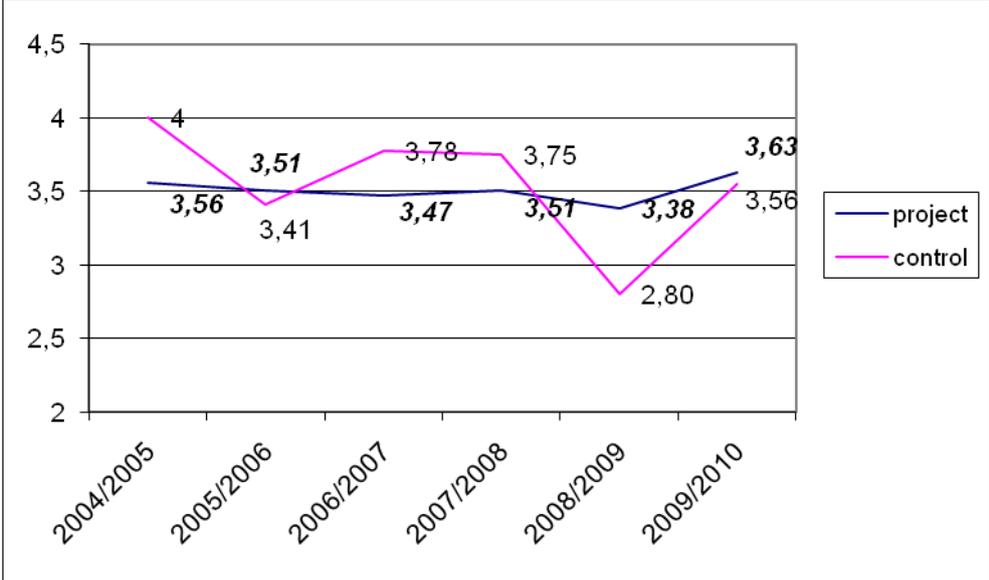
Fig. 5. Mathematical school results of 1st grade Roma students by type of localities before and after the intervention.



<sup>45</sup> In statistical terms this is indicated by B coefficient which is 0.04 in project schools and 0.03 in control schools. Also the model explanation rate (indicated by R-squared) is much more higher in project schools than in control schools.

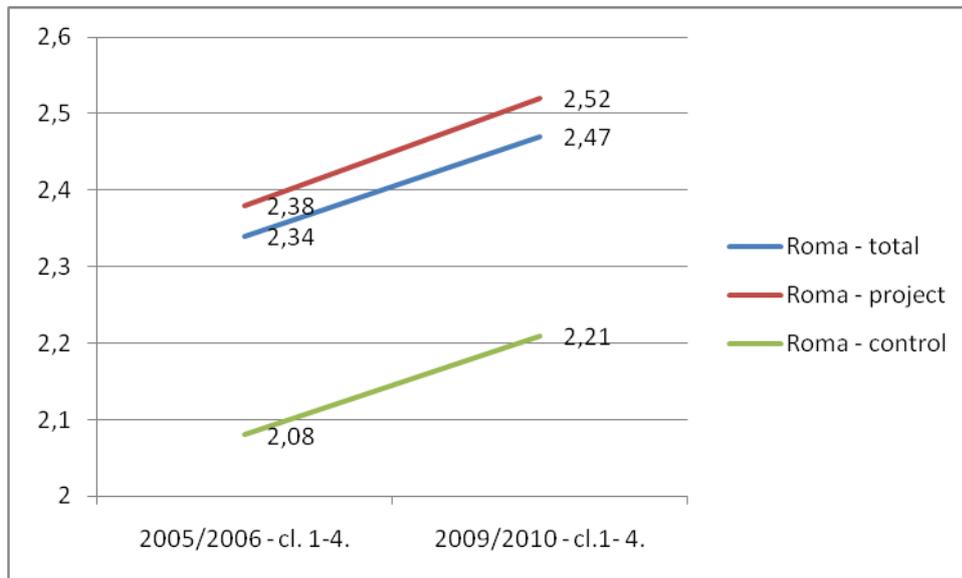
Comparing the variation in time of project and control school results it is obvious that in the case of non-Roma students there is no real „distance” between the project and control school characteristics (Fig. 6.) while as we have seen earlier (Fig. 4 and Fig. 6.) in the case of Roma pupils there are significant differences between the two school types. These data indicates that the interventions carried out by Ruhama Foundation for Roma students produces statistically relevant positive changes, while in the case of non-Roma pupils there is no correlation between the intervention and school results.

Fig.6. Mathematical school results of 1st grade non-Roma students by type of localities



To this point we have analysed the 1st grade student school results. We can raise the question: rather the changes on school results after the intervention can be observed or not in the case of higher grade students? To answer this question we can compare the 1s-4th grade Roma students’ aggregated school results of the academic year 2005/06 and 2009/10.. The first group of students represent the period before intervention, the latter one represents the period of different educational intervettions. Comparing these two groups by control and project schools we can state that the average of school results in each type of school had increased by 0.14 and 0.13 points, however the differences between the project and control schools’ results are not statistically significant. (Fig. 7.) Along with the school results of the 1st grade Roma students (see Fig. 4., and Fig 5.) these findings indicates that the effect of REF financed interventions can be identified mainly at the level of 1st grade Roma students, and in higher grades/classes these effects seem to be less and less.

Fig. 7. Mean of language achievement in 1-4th grades students before and after the intervention

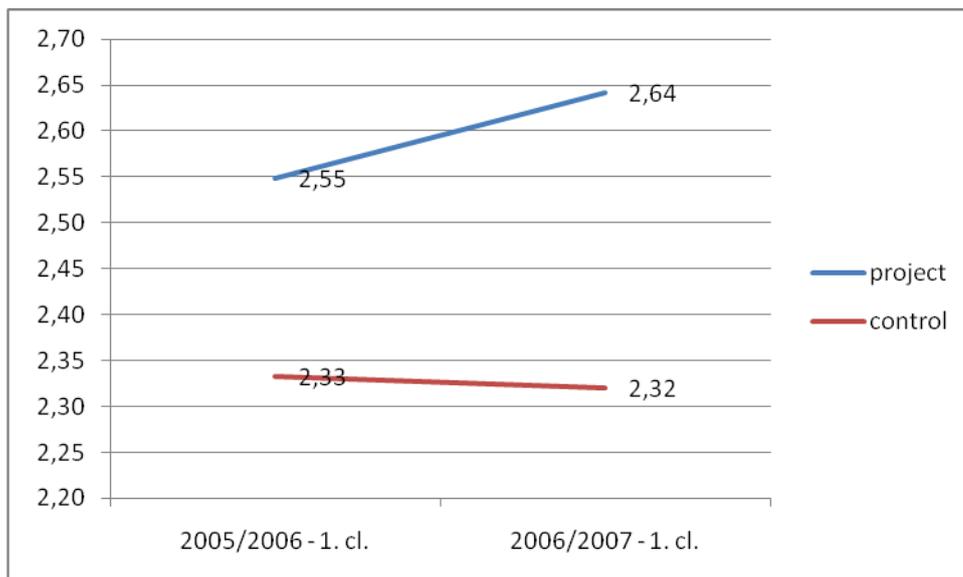


Let's analyse in a detailed way the „transition period” of the academic year 2005/06 (final year of non-intervention) and 2006/07 (first year of intervention). The central question at this stage is: are there any significant changes in the school achievement between these two academic years? So it is important to find out if Ruhama interventions had or did not have any direct effects on the school achievement of children in these two academic years. In order to answer this question we have computed two new variables. One variable contains two values (the student was a 1st grade student in 2005/06 or in 2006/07), the other one is referring to 1st grader's mathematical school results. If we compare the average of school results by school years we can conclude that in the transition period the changes of mean are not statistically significant.

However, if we try to explain these changes of school results by using the ethnic variable we find that the changes of school results among Roma and non-Roma students are significant, and school results in 30 percentages can be explained by ethnic affiliation<sup>46</sup>. Moreover, if the project vs. control school variable is introduced there is a significant interaction between ethnicity and the type of schools. It means that in spite of the fact that there are no significant time-based differences between the observed school years, there are significant differences among the schools, and among Roma and non-Roma students. Although the non-Roma students have higher school achievements in both types of school, but Roma students in project schools have significantly higher school results than their peers in control schools. (Fig. 8.)

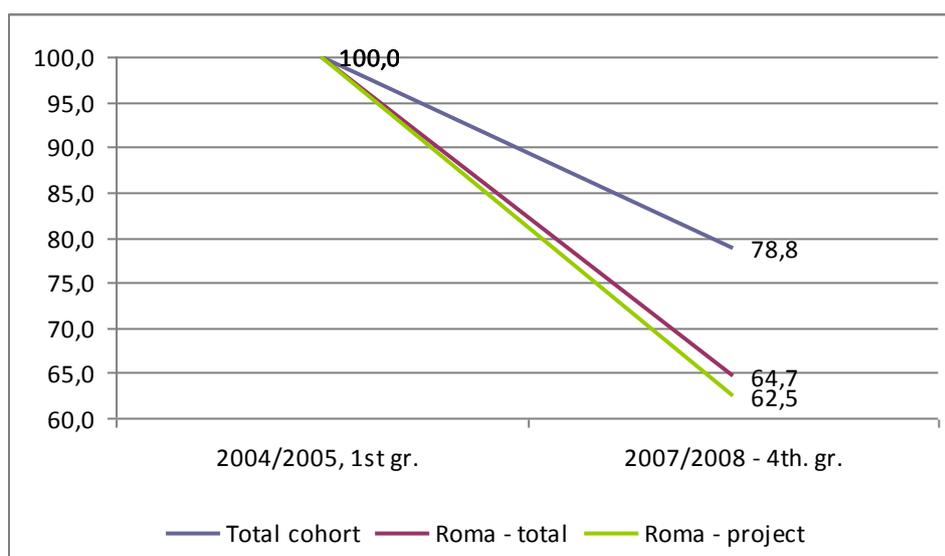
<sup>46</sup> 2-way ANOVA,  $\eta^2=0,547$ , the rate of explanation is represented by:  $\eta^2\text{-square}=0,299$  (29,9%).

Fig.8. Mathematical school results of 1st grade Roma students in „transition period” (school years 2005/06 and 2006/07)<sup>48</sup>



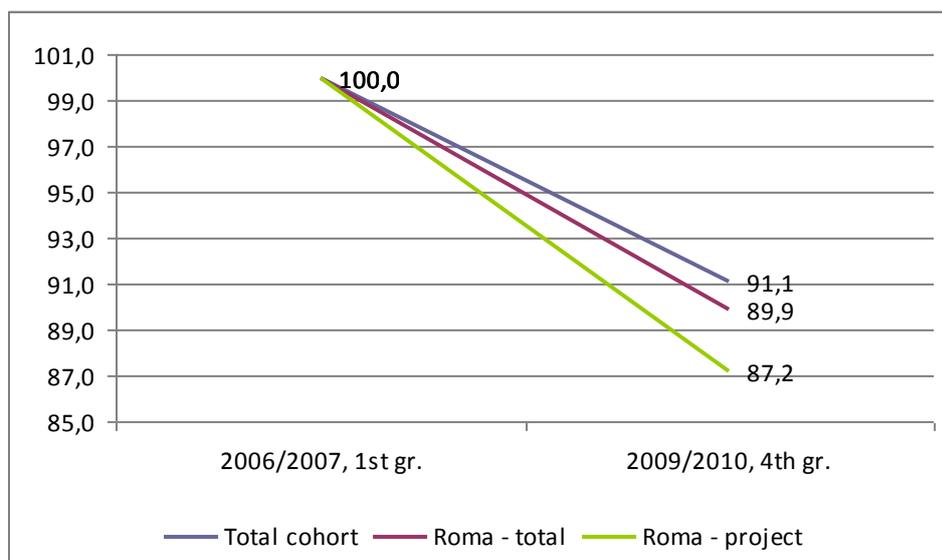
The transition rates can be analysed in two elementary school (1-4 grade students) cohorts: one is constituted by students enrolled in school in 2004/05 school year (before the REF interventions), the another is consisted of children who started the school in September of 2006/07 (after the first intervention of Ruhama Foundation). Before the interventions the transition rate of the whole cohort was 78.8%, it was 64.7% among the whole Roma pupil-population, and 62.5% among project school's Roma children. After the Ruhama's intervention the retention rate among Roma pupils in project schools increased to 87.2%, and there is no significant difference between the whole student population and the Roma population involved in project schools. (Fig. 9 and Fig. 10.)

Fig. 9. Transition rates in a cohort before intervention (2004/2005=100%)



<sup>48</sup> Due to new variables figures in chart are not the same with the data on Fig. 4.

Fig. 10. Transition rates in a cohort after intervention (2006/2007=100%)



Drop-out rates used to be significantly higher among Roma students than among non-Roma students. However, according to time-series analysis on this indicator one can easily observe that at the end of analysed period (in 2009/10 school year) the drop-out rate of Roma students, alike of non-Roma students', tend to be zero. We can also see on Fig. 11 that before the first interventions financed by REF the drop-out rates had shown an ascending tendency, and after the school year 2006/07 the tendency turned to be descending.

School year repetition rates significantly differ between Roma and non-Roma students. While in the case of non-Roma student population this indicator seems to be constant (at about 9%), in the case of Roma children there is an intensive decreasing tendency: in school year 2004/05 the rate was 25.4%, and in school year 2009/10 it showed a level of 0.6% (Fig. 12.) The decreasing tendencies of drop-out rates and school year repetition rates forecast that Roma pupils in 2010 had higher chances for graduating from higher levels of education than before the Ruhama's interventions.

Fig. 11. Drop-out rates among Roma and Non-Roma students

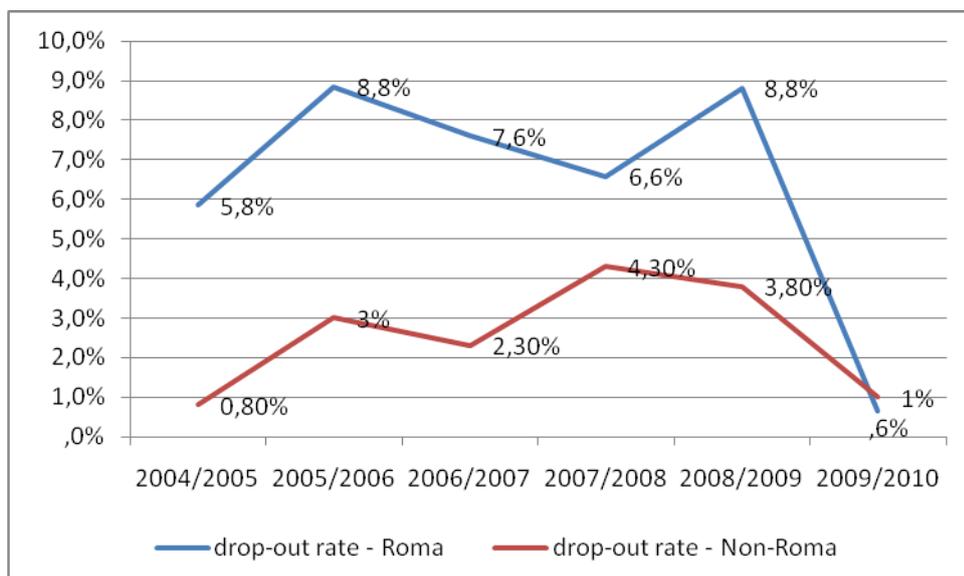
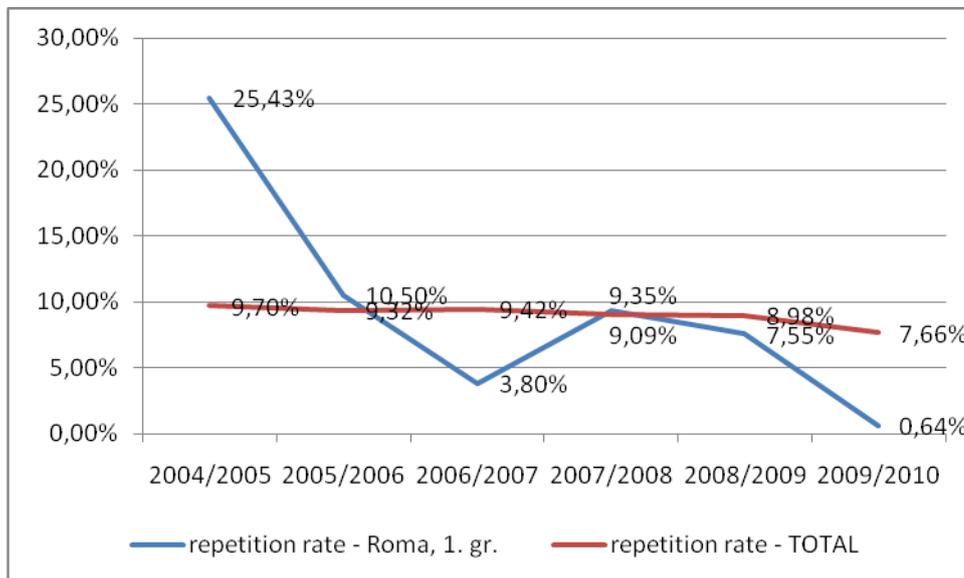


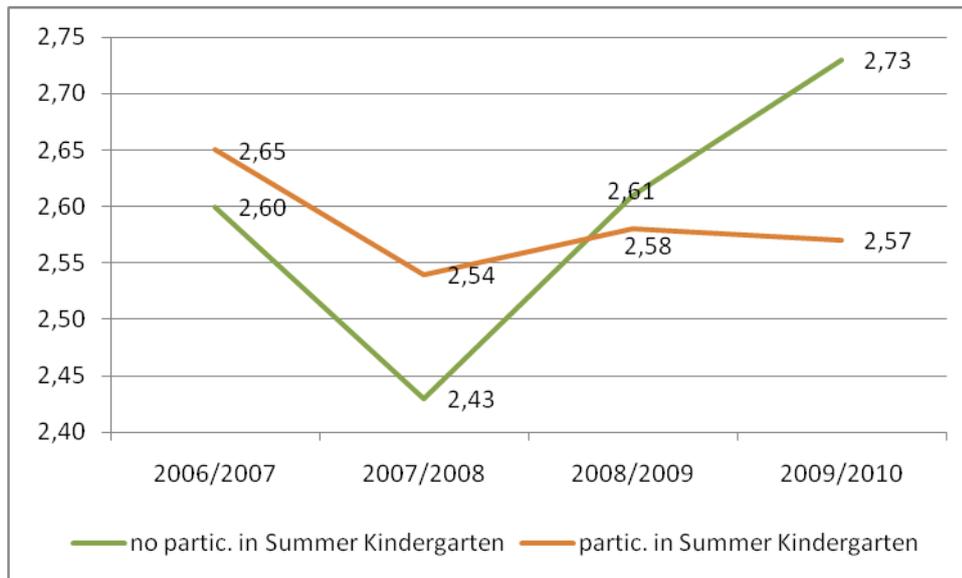
Fig. 12. School year repetition rates among the total student population and 1st grade Roma students.



Using the Ruhama Foundation’s database we try to analyse how the participation in Summer Kindergarten has an influence on the school results of pupils. Based on time-series data after the intervention in 2006 it can be seen that in the first two school years (in 2006/07 and 2007/08) the work of Summer Kindergartens were succesful because those Roma pupils who participated in these Kindergarten activities achieved better at school than those Roma children who did not participate in them. (Fig 13.) In these two academic years there is also a significant correlation between the Summer Kindergarten participation and the unexcused attendance (pupils participated in Summer Kindergarten had lower unexcused attendance rate). It is easy to recognize that attendance rate has a decisive role in the formation of school competencies, and in the first two years the higher level of school results among the pupils who participated in Summer Kindergarten can be explained – among other facts – by low unexcused attendance rates.

However, the relationship between the Summer Kindergartens and school result had changed after two years, and since the academic years of 2008/09 and 2009/10 those Roma pupils who participated in Summer Kindergartens have produced lower school results, too. Probably the cause of this tendency-shift is that the first Summer Kindergartens started the process of integration of Roma children within the boundaries of public kindergartens. At the same time the yet existing Summer Kindergartens had to dealt with pupils not enrolled in public kindergartens at all. In these cases the Summer Kindergarten obviously can not compensate the longlasting effect of public kindergartens, therefore these pupils have produced lower school results.

Fig 13. Language school results of 1st grade Roma students by participation in Summer Kindergartens



By analysing the statistically significant effect of Summer Kindergartens upon the school results at local level, three patterns can be distinguished: 1. There are some (mainly urban) localities where the Summer Kindergartens have a statistically significant positive effects on their participants' of school result. 2. There are some schools where the participants of Summer Kindergartens have lower school results than their peers; 3. There are cases where there is no correlation between the participation in Summer Kindergarten and the school results. Deeper understanding of these patterns would be possible by carrying out locality-oriented case studies. Based on statistical data we can ask some questions. One could question why the Summer Kindergartens seem to be more successful in urban areas? The second pattern could arise the question of the effectiveness of pedagogical methods used in kindergartens, but also could indicate the fact that a three or four weeks long Summer Kindergarten could not be enough for establishing school expected skills of children. The third pattern of relationship arises the importance of enhancing Summer Kindergartens' pedagogical methods in order to have a significant effect upon the later school results of Roma children. All things considered, we can establish that Summer Kindergartens do not have statistically significant impact: they have no impact on the school performance of all the Roma pupils of the project schools who previously have attended Summer Kindergartens; however in local level, sporadically they could have positive effects. The impact of Summer Kindergartens can be measured especially with the increasing ratio of school enrolment.

We have mentioned earlier that in the database there is only a small number of those pupils who participated in Afterschool Programme , so it is quite hard to evaluate the effects of that Programme by the help of quantitative methods. From the 34 children who participated in Afterschool 27 were in 1st grade in the academic year of 2009/10. These 27 students were enrolled in 2 different schools (localities), and in one place we could make a comparison between Roma students who participated in Afterschool and their peers who not participated in this type of programme. According to school-data there are no real differences between the two groups of Roma students. However, if we compare the results of participants in Afterschool with Roma students from a control localities which portray the same school characteristics it can be stated that the Afterschool participants have a little bit higher school

results than the students of the control school. (e.g. in mathematics: 2.41 in project schools, and 2.26 in control schools).

Finally, by using a linear regression model we try to describe to what extent the different interventions have an effect upon the school results. Comparing the yearly based data we can state that among the different interventions financed by REF in 2006/07 and 2009/10 school year period information and counselling for Roma parents have a statistically significant and positive effect upon the school results. (*Table 9.*)<sup>49</sup> This fact indicates that the early school achievement of Roma pupils can be realized by parents' involvement into school matters. Involvement of the Roma parents, providing information and counselling for them regarding the school and life in general could be the first step towards their children's successful school-life.

*Table 9. The effect of Ruhama Foundation's interventions on the school results of 1st grade Roma students*

<i>Forms of interventions</i>	<b>2006/2007</b>		<b>2007/2008</b>		<b>2008/2009</b>		<b>2009/2010</b>	
	<i>Beta-coef.</i>	<i>sig.</i>	<i>Beta-coef.</i>	<i>sig.</i>	<i>Beta-coef.</i>	<i>sig.</i>	<i>Beta-coef.</i>	<i>sig.</i>
Information and Counselling for Roma parents	,207**	,039	,265**	,014	,176**	,014	,303***	,000
Afterschool	n.d.	n.d.	,041	,649	-,100	,649	,176	,608
Voucher	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.	-,100	,365
Summer School	,022	,802	-,013	,890	,207	,890	-,046	,642
Social Service for Roma Families	-,104	,244	-,169	,076	-,007	,076	-,027	,727
School for Parents	-,136	,422	,189	,247	-,238	,247	,079	,542
Summer Kindergarten	,079	,618	-,181	,250	,015	,250	-,353	,284

### ***Analysis of External Evaluation Database***

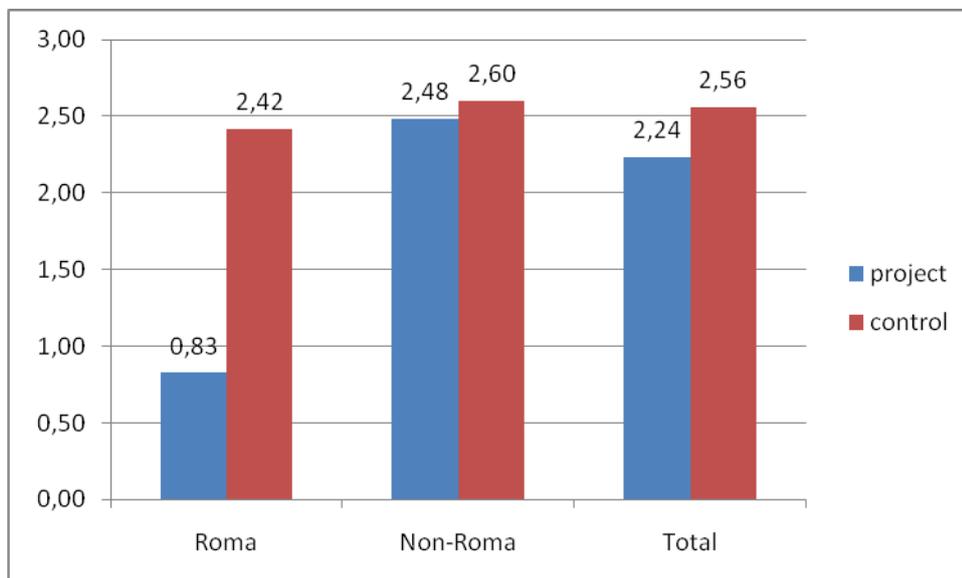
The cross sectional analysis database contains educational data for 313 pupils: 224 in project schools (71,6%), and 89 in control schools (28,4%). In our sample there is also an ethnic variable: 28.9% of the pupils declared that one of their parents is Roma. The rate of Roma students in project schools is 25.5%, while in control schools it is 37.5%.

<sup>49</sup> In the linear regression model the Beta co-efficient (*Beta-coef*) measures the direct impact, so that in what degree an independent variable will influence the fluctuation (variation) of the dependent one, if we shift out (or take under control) the impact of the other variables. In *Table 9* besides Beta-values the indicated level of significance (*sig.*) refers to the probability of the given variable's impact. In sociological analyses level of significance under 0.05, so when there is 95% chance that an event will happen, is taken as properly comforting, adequate, so as statistically significant.

From methodological point it is worth to mention that control and project schools do not differ significantly from the point of family background (the job of the father, family status of the parents, number of people living in the same household). This means that the two types of schools have the same socio-demographic features; therefore other characteristics (like the school performance) can be compared reliably.

In the questionnaires used for external evaluation - among others - there were questions regarding the participation in kindergarten activities, the student self-esteem and their school achievement.<sup>50</sup> According to the question 'How many years/how long did you go to kindergarten?' The answers show that in the case of children studying at project schools the number of years spent in kindergarten are significantly less than in control schools. (Fig. 14.) It indicates that the social environment of the schools and of the Roma communities involved into the project were really in the need of an external support for enhancing the children's participation in kindergarten. With other words the Ruhama Foundation chose Roma communities facing with real problems of schooling of their children.

Fig. 14.: Years spent in kindergarten



School achievement was measured by using three indicators: 1. the final results of students of the previous academic-year, 2. pupils' self-evaluation of school results<sup>51</sup> 3. the students' competences in reading and mathematics competences of t (using a simple, text-based mathematical exercise<sup>52</sup>). Because of the role of the teacher and of self-declaration the first two indicators can be interpreted as „subjective” indicators, while the third one can be seen as an objective one.

The school results (measured in both - „subjective” and „objective” - levels) differ between Roma and non-Roma students. The first „subjective achievement” (the final results in the previous school year) in the case of project schools differs statistically significantly between

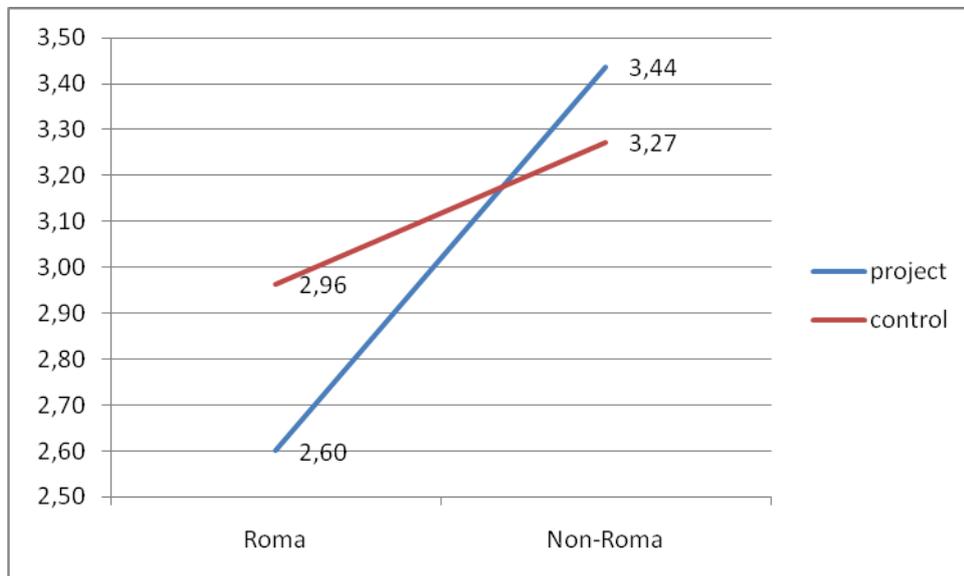
<sup>50</sup> See the questionnaire in the Annexes.

<sup>51</sup> The question used in the survey was: 'What student do you consider you are? 1 – very poor; ... 5 – very good'

<sup>52</sup> The exercise was adopted from a school competency test elaborated by Romanian Academy of Science for 2nd grades students.

Roma and non Roma students, while in the case of control schools one can also observe a difference, but this is not a statistically significant one. (Fig. 15.) The school results can be explained by the mere ethnic affiliation in 12 percentages.

Fig. 15. Final grade of students in previous school-year among Roma and non-Roma students in project and control schools (1- non satisfactory, 2 – satisfactory, 3 – good, 4 – very good)

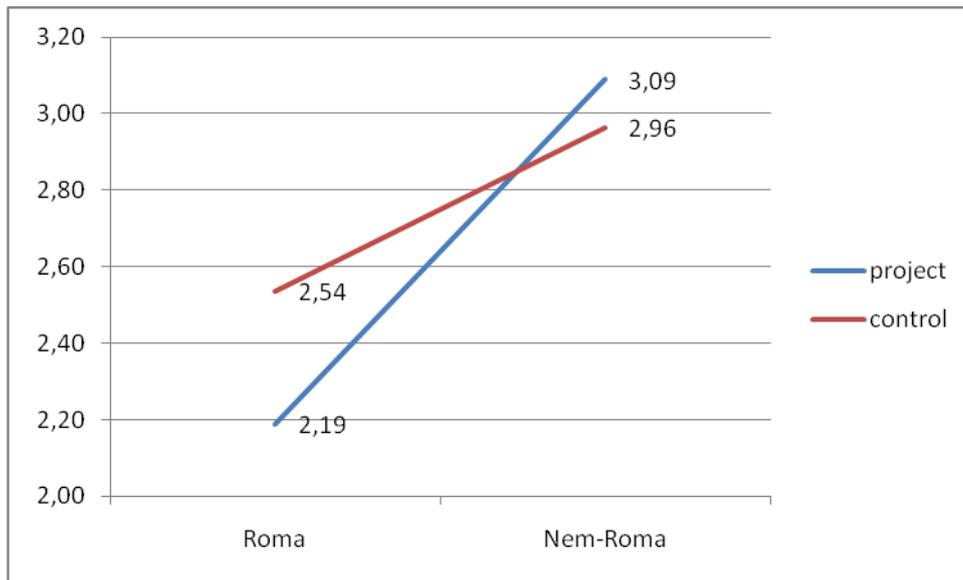


If we try to explain the variance of the school results by ethnic affiliation in the case of project and control schools<sup>53</sup> we can identify a statistically significant effect based on interaction. It means that the Roma students in project schools have lower school achievement than their Roma peers in control schools while non-Roma students have a higher school achievement level in project schools than their peers in control schools. This phenomenon indicates that the interventions carried out by Ruhama Foundations were located in schools/localities of a real need for these types of activities.

The „subjective” school results measured by using the students’ self-evaluation portray the tendency described earlier (in the case of the first school achievement indicator, see Fig. 16.)

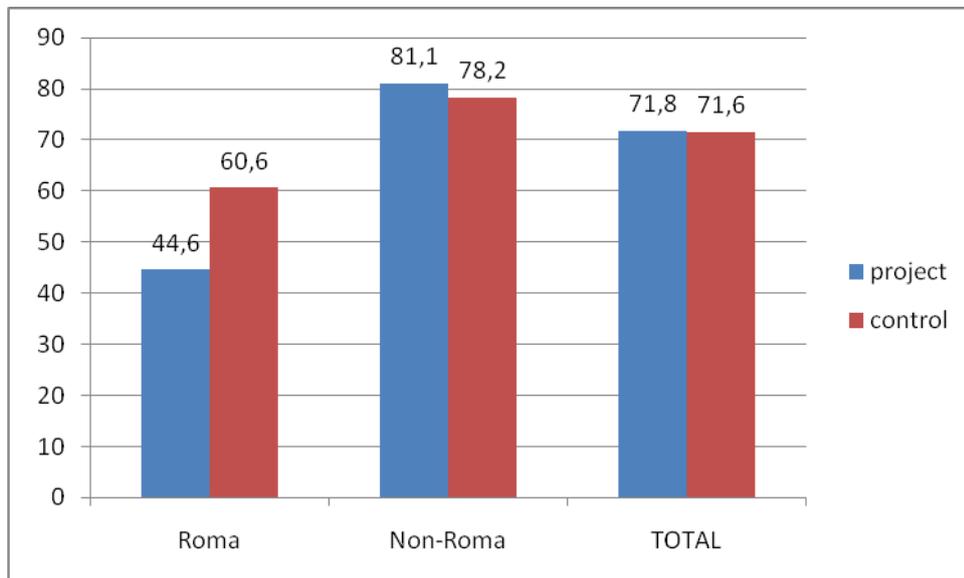
<sup>53</sup> Method used: 2-way ANOVA

Fig.16 . School results based on self-evaluation of Roma and non-Roma students in project and control schools (Scale: 1 – very poor; ... 5 – very good)



The difference between Roma and non Roma students' mathematical competencies measured at „objective” level (rate of the correct answers to the mathematical exercise) is significant only in project schools. (Fig. 17). It is also important to note that the differences between the achievement of Roma and non-Roma children are lower in control schools than in project schools. It indicates that the school achievement of the children is influenced not only by ethnic affiliation but also by family and school factors.

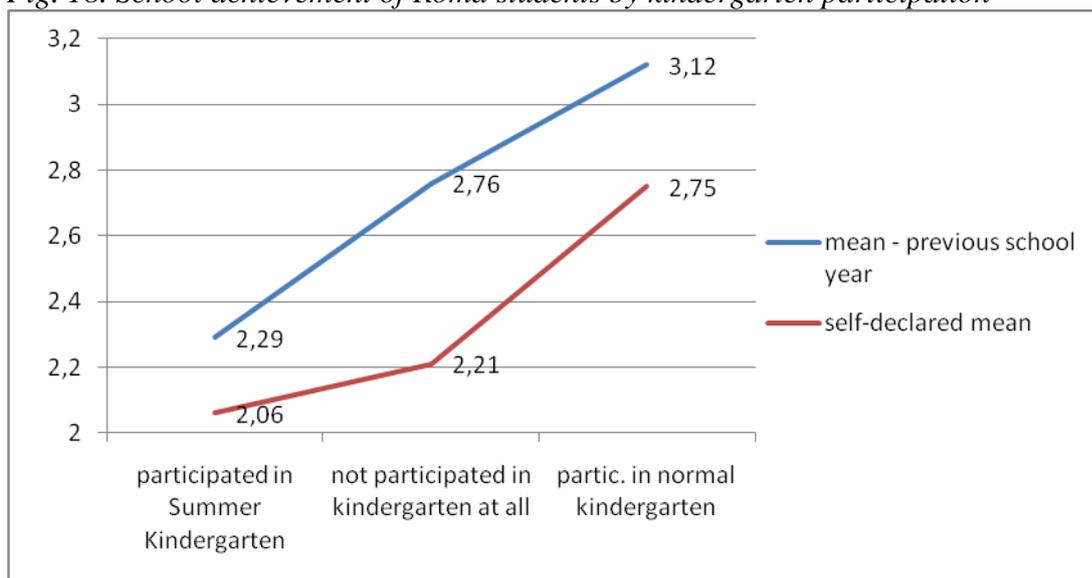
Fig. 17: The rate of correct answers



It is worthy to notice that in the case of non-Roma students the school achievements – in objective terms – are higher in the control schools than in project schools while at the level of subjective evaluation it is quite the opposite. The project schools seem to overestimate the subjective competences of non Roma students, while the control school produces a higher objective level of mathematical skills.

By the survey carried out in the framework of external evaluation we tried to determine the effect of Summer Kindergarten. In the questionnaire we asked the students if they participated in Summer Kindergarten or in a public one. This question enabled us to categorize the students into the following three groups: 1. students who participated only in Summer Kindergarten; 2. students who did not participate in kindergarten at all (neither in Summer Kindergarten nor in public kindergarten); 3. pupils who participated in a mainstream kindergarten. Analysing the so called „subjective” school results by using this variable referring to kindergarten participation we can conclude that school achievement measured by average mean– in spite of the relatively small sample size – the results of the members of the three previously described groups, differ statistically (level of significance: 0.001). Pupils who participated in Summer Kindergarten have the lowest mean of school achievement (2,29), Roma students who did not participate in any kindergarten activities have a mean of 2,76, and those Roma students who went to public kindergartens have the highest mean (3,12). Using the another subjective school achievement indicator, based on self-evaluation, we can identify – at the level of significance: 0.075 – the same tendency. (Fig. 18.) These results suggests that the Summer Kindergarten has no positive influence on the students’ school achievement in the 3rd and 4th grade. This fact is not surprising, it supports the research results of Ruhama Foundation’s database: the effect of Summer Kindergarten does not exist after the 2nd grade.

*Fig. 18. School achievement of Roma students by kindergarten participation*



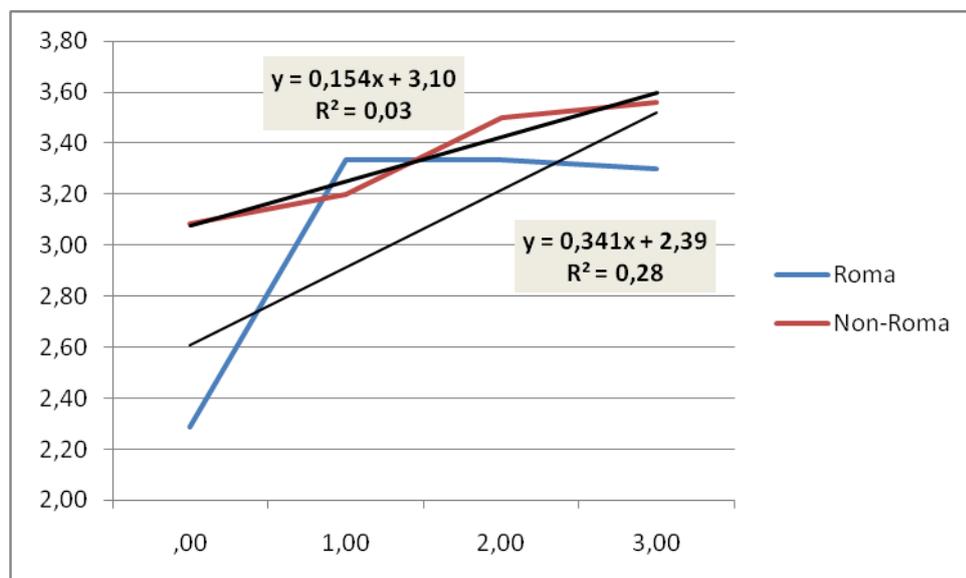
It is important to mention that the differences of the results measured by the mathematical competency test among the three groups based on kindergarten participation are not statistically significant. Therefore it can be concluded that at the level of „objective” school results the Summer Kindergarten had no negative effect on school results, while at subjective level it produced no positive added value. Also it is important to note that Roma students participated in regular (public) kindergarten have a school average of 3.12, which is quite close to non-Roma students results level.

So, all these results indicate that the Summer Kindergarten cannot produce a longlasting effect upon the Roma students school results’ on its own. It is also important to analyse the school results by the years spent in kindergarten.

If we analyse the effect of the variable called 'years in kindergarten' on the school competencies we can identify a statistically significant and positive relationship between them from the following two aspects: the more the years spent in the kindergarten the higher the school achievement. (Fig. 19.) However we can observe that in the case of Roma pupils the effect of the number of years spent in kindergarten upon the school achievement measured by the final average grade of the previous academic year is stronger than in the case of non-Roma students. One can observe that the regression curve fit to the Roma students's results is steeper than the curve fit to non-Roma students. Statistically interpreting the equation of linear regression we can state that in the case of Roma pupils one year spent in kindergarten yields 0.34 unit increase at school achievement level. In the case of non-Roma students this increase is only 0.15. If a non-Roma pupil did not go to kindergarten, his/her school result-average is about 3.10, while if a Roma pupil had no pre-school experience his/her average is of 2.39.

So it can be concluded that in the localities of the project schools a mere expansion of the kindergarten activity to Roma children could produce a higher school achievement. The early enrolment to kindergarten is much more important in the case of Roma pupils than of non-Roma because they - due to their family background - can compensate the lack of kindergarten participation more easily. According to these facts we can emphasize that it is very important to enable the early participation of Roma children in kindergarten activities. The Summer Kindergarten might be a kind of catalysator on this process, however it could not compensate the influences of long-lasting kindergarten presence.

Fig. 19. School results (average of final grade) by years in kindergarten

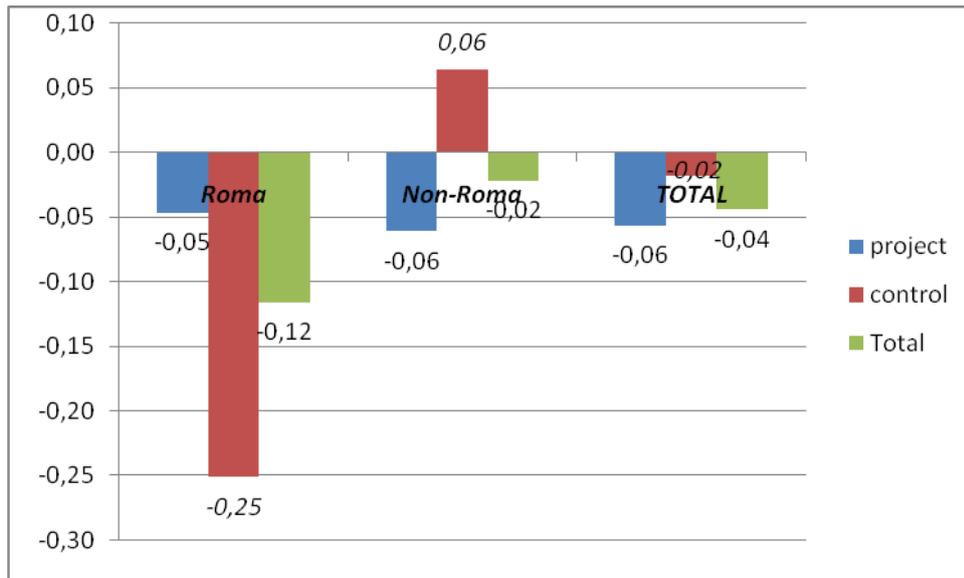


By cross sectional analysis it is hard to determine the real effects of the project, however we can register that the self-esteem index<sup>54</sup> of Roma children in project schools is higher than of

<sup>54</sup> In the questionnaire we use an adapted self-esteem scale of Robert Burns. (Robert Burns: *Self-Concept Development and Education*. Holt Publishing House, London, 1982) The self-esteem index was computed as a mean of the standardized (mean: 0, standard deviation: 1) items of the self-esteem questions. (see the Questionnaire in the Annexes). The items refers to self-declaration regarding to communication ability, openness, tranquillity, being nice and happy. The range of the values of the variable is from -2,42 to 0,61. Low values refer to negative self-esteem, high values refer to positive self-esteem.

their peers in control schools. This difference is not statistically significant, and can be a result either of the project or of the dominance of Roma children in the project schools where they could feel more secure. . (Fig. 20.) We can also observe that in the control schools at the level of self-esteem there is a real „ethnic boundary” between Roma and non-Roma students, while in the case of control school this ethnic differences ceased to exist. Based on these facts we can say that the Ruhama Foundation’s activities in Roma communities can have an influence on all students of the project school, regardless of their ethnic background.

Fig. 20. : Index of self-esteem among students



If we analyse the mean of self-esteem by earlier kindergarten participation we can observe that Roma pupils participating in Summer Kindergarten activities have a higher self-esteem value than those Roma pupils who did not participate in any kindergarten activities or who regularly went to a public kindergarten. The Summer Kindergarten in this context enhance the level of self-esteem, which later would have a positive effect upon the school results. According to our data there is a positive and statistically significant correlation between the self-esteem index and school results measured as a final grade, or as mathematical competences. (correlation coeff: 0.26, resp. 0.26, level of significance: 0.06, resp 0.08).

Analysing separately the variation of the different items of the self-esteem of children between project and control schools we can identify statistically significant mean-differences in communication skills and the self-declaration of being happy. Roma pupils in project schools regarded themselves to be much less communicative than their peers in project schools, and also they reported of a higher level of happiness than Roma pupils in control schools. The lower communication competences of Roma pupils might be explained by language difficulties: the language used by Roma pupils at home and at school are different. Some students speak Romani at home, while other students’ mother tongue is Romanian but they use only a so called restricted code. The statistically significant higher value of the self-declared happiness-index of pupils undoubtedly indicates that Roma pupils in project schools have a positive attitude to the fact that „somebody” (namely the representatives of the Ruhama Foundation’s staff) tries to help them not only within „ordinary” school time and context, but in other non-school places and times as well.

## Conclusions

The activity of the Ruhama Foundation runs in a country, where the estimated number of Roma people is the highest within the EU, further on accordingly to different international (e.g. PISA) assessments we know that the performance of Romanian 15-16 years old youngsters is almost the weakest in Europe. Set out from this Romanian school interventions supported by the REF (like the discussed one as well) meet serious structural, systematic resistances, because they should fight for the possibly highest school enrolment ratio of Roma children and for the improvement of the school performances of the already enrolled pupils at the same time.

According to the McKinsey report<sup>56</sup> (2010) the performance of every educational system can be improved, however this international analysis draws our attention to that we should distinguish the different transitions according to school performances: thus it does matter that whether the educational system wants to make a poor to fair or a fair to good improvement journey. Given that according to international assessments Romania belongs to educational systems with rather poor performances, it is advisable to consider what the McKinsey's Report states concerning the improvement such kind of education systems (with poor to fair direction). The report highlights three territories of interventions with vital importance: 1. providing motivation and scaffolding for low skill teachers; 2. getting all schools to a minimum quality level; 3. getting students in seats.

Evaluating the activity of the REF and the Ruhama Foundation we can declare that the project primarily serves the school enrolment of Roma children. Programmes like Summer Kindergarten, Afterschool, Parents School, Vouchers directly-indirectly promotes this school enrolment, and can have positive impact in the near future by all means. It is true, however, that according to our analyses – despite the different activities with the parents – these program items do not contribute directly to the improvement of school performances, but they have an indirect effect on increasing the school enrolment and decreasing the school drop out. These aims are in harmony with the aim of the project as well. Thus we can shortly evaluate the whole project as it gives chance to increase the enrolment, and at the same time it opens the possibility before other kind of constructive changes (assessment, launch pedagogical innovation). This is partly promoted by the new educational law too, however it is still a question, that how the present valid instructions referring to Roma education and the liquidation of segregation will be implemented in local scenes.

Shortly, we can conclude that despite of structural, country-wide educational challenges the project's main components were executed and almost all specific objectives have been met.

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<sup>56</sup> Morshed, Mona – Chijioke, Chinezi – Barber, Michael: *How the world's most improved school systems keep getting better?* McKinsey Company, 2010.

## Recommendations

### *A. Recommendations for the REF*

- The fulfilment of the desegregation: the present Romanian jurisdiction makes possible the acceleration of desegregation processes. These processes can be strengthened by the more intensive involvement of parents and local actors. Nevertheless educational desegregation activities cannot be successful besides the maintenance of the segregation within the settlements. School services should be made available for socially disadvantaged children living in Roma communities (in colony) as well;
- Due to that one of the biggest challenge is the mere school enrolment, it would be important to start programmes, which serve especially this aim. Even though Summer Kindergarten serves this aim, however it is worth to consider the launching of such a complex program, which building on a longer term of kindergarten attendance can promote school enrolment;
- Besides the fulfilment of desegregation and enrolment, more attention should be paid to the establishment of integration pedagogical culture and its spread in forms of continuing trainings;
- Pedagogical interventions could be successful, if they are followed by valid assessment and external control; the new Romanian educational law prescribes the introduction of competence-based education and competence assessments, and due pilot programs the REF can support the dissemination of referring international know how in Romania.

### *B. Recommendations for the Ruhama Foundation*

- During the lobby for the rise of the Ruhama Foundation's programs to the system level, it would be important to pay attention to programs aiming the strengthening of the pedagogical culture too;
- The direction of innovation in pedagogical culture can be either the join in teacher continuing trainings or curricular renewal of the higher education programs;
- Strengthening the local Roma network for safeguarding interests could be managed with lobbying for a kind of – system level – minority interest enforcement. The present local signalling is effective, but fragile at the same time, because it is person-dependent and based on informal foundations;
- The function of Summer Kindergarten should be transformed into school preparing and enrolment programme with a longer run out;
- Enrolment programmes should be extended in the horizontal way too and targeting other segregated Roma communities;
- The project accompanying inner database should be settled on new foundations:
  - It should be completed with socio-demographic data (sex, qualification of the parents, other data on family background) and other kind of data concerning the school (the size of the school, level of equipment, qualification of teachers, etc);

- School performance should be assessed with standardized, competence-based tests;
- Within the framework of the Afterschool activity it should be introduced as a basic principle that only educators arrived from other schools can hold the lessons, however –due to system level deficiencies – it could be the ground for pedagogical innovation;
- Activities with the participation of the parents should be made regular, systematic and projects which strengthen the parents- school relationship should be introduced;
- The involvement of the parents should be supplemented with adult-training and school programs based on children-parents common learning.

## Annexes

### Student Questionnaire

Are you a ... ?

1. Boy

2. Girl

How old are you? \_\_\_\_\_

<b>Where have you born?</b> ..... .....	<b>Where are you living?</b> ..... .....
---	--

**Do you live with your parents?**

1. Yes, I do.

2. No. If NOT, who do you live with? \_\_\_\_\_

**Do you have brothers or sisters?**

1. Yes                      If YES, how many brothers or sisters do you have?  
\_\_\_\_\_

2. No

**How many persons are living together at your home?** \_\_\_\_\_

**How many rooms do you have?** \_\_\_\_\_

**Your parents:**

1. are living together
2. are divorced
3. one of my parents does not live
4. my parents do not live

**What do you think your parents are ...** (*you can mark two responses!*)

1. Roma
2. Romanians
3. Hungarians
4. Have other nationality
5. I don't know

**What is your parents' job ?**

**Mother's job:** \_\_\_\_\_

**Father's job:** \_\_\_\_\_

**Have you been pupil at a kindergarten?**

1. Yes If YES, for how many years did you attend kindergarten? .....
2. No

**Have you participated in the Summer Kindergarten too?**

1. Yes
2. No

**After finishing classes do you used to stay in the school?**

1. Yes      If YES, please specify what do you use to do in the school?

---

2. No

**Do you have classes in the afternoon?**

1. Yes

2. No

**At the end of the last school year what kind of annual school report did you have?**

1. not satisfactory    2. satisfactory    3. good    4. very good

**What kind of student do you consider yourself?**

1. very good

2. good

3. so-so

4. poor

5. very poor

**Do you like to go to school?**

1. I like it very much

2. I like to go to school

3. Sometimes I like it, sometimes I do not like it

4. I do not like to go to school

5. I do not like it at all

**Would you like to be changed something in your school ? If yes, please specify what would you like to be changed in the school ?**

.....

.....

.....  
.....

**What kind of child do you consider yourself ? Please mark in the cells the proper answer!**

communicative				silent
---------------	--	--	--	--------

open				close
------	--	--	--	-------

likeable				not likeable
----------	--	--	--	--------------

calm				nervous
------	--	--	--	---------

happy				sad
-------	--	--	--	-----

**What did you eat yesterday?**

For breakfast:

.....

For lunch:

.....

For dinner:

.....

**What do you want to be when you grow up?**

.....

.....

.....  
.....

**Read it and answer the question!**

There were nuts in a bowl. One day Peter ate 9 nuts, the other day he ate 7 nuts, so as no more nuts remained in the bowl.

How many nuts were in the bowl in the very beginning?

*ANSWER : ..... nuts*

**THANK YOU VERY MUCH!**

*This box is filling out by the operator !*

**Locality :** .....

**School:** .....

**Class:** .....

**Language of instruction:** .....

## **INTERVIEW GUIDE**

for conversation with fellows of the Ruhama Foundation

### **ANTECEDENTS OF THE PROJECT, PRESENT ACTIVITY**

Please, shortly specify the Foundation's activity!

How does the project supported by REF connected to other activities, projects?

What kind of antecedents does the project have directly and before 2006?

What kinds of activities are going at the present? Where, in which settlements are these activities are going? Please, shortly describe number of the participants! (How many beneficiaries? In how many settlements? How many schools were included? etc.)

What kind of difficulties have you met during the project implementation?

To what extent do you find the whole project implementation successful? Why?

### **SUMMER KINDERGARTEN**

Where do you get the idea of the summer kindergarten from? Who does belong to the target group?

Where did you organize the summer kindergarten?

Who, what kinds of educators were participated? How did you involve kindergarten teachers?

What do you think about the financial maintenance of the summer kindergartens? Is it only supported by the REF or from other sources as well?

What do you think, how the success of the summer kindergartens can be defined?

### **AFTERSCHOOL**

Where do you get the idea of the Afterschool from? Who does belong to the target group?

Where do you organize these educational activities? Do you organize it in the same school/building?

Who, what kinds of educators are participated? How did you involve educators to the afterschool? Do you teach in the same school where teaching runs in the morning or not?

What do you think about the financial maintenance of the afterschool? Is it only supported by the REF or from other sources as well?

What do you think, how the success of the afterschool can be defined?

### **PARENTS SCHOOL**

Where do you get the idea of the parents school from? Who does belong to the target group?

Where are these activities for the parents organized? What is the aim of these activities, meetings?

Who does participate in these activities? Do Roma and non Roma parents participate too? Are the school educators present?

What do you think about the financial maintenance of the parents school? Is it only supported by the REF or from other sources as well?

What do you think, how the success of the parents school can be defined?

### **OTHER PROGRAM ITEMS**

Please, describe the other program items too! Who does belong to the target group and what is the direct aim of it?

How do the different educational and social activities merge into each other?

### **SEGREGATION-DESEGREGATION IN LOCAL LEVEL**

What do you think, in those settlements where the Foundation works, what chance does the liquidation of segregation have?

What do you concretely do in order to foster the desegregation process?

## **INTERVIEW GUIDE**

for conversation with representatives of the schools

### **DESCRIBING THE SCHOOL AND ITS ENVIRONMENT**

Please, shortly describe the demographic picture of the settlements! (Number of inhabitants, the ratio of Roma people, etc)

Please, shortly describe the school! (Number of pupils, educators etc.)

What kind of tenders, projects does the school participate in?

How does your cooperation with the Ruhama Foundation begin?

How does the project supported by the REF/Ruhama fit into the other activities, projects?

### **SUMMER KINDERGARTEN**

Where did you organize the summer kindergarten?

How many people were participated in the summer kindergarten?

Who, what kind of educators was participated? How did you involve kindergarten teachers?

What do you think, how the success of the summer kindergartens can be defined?

### **AFTERSCHOOL**

Where did you get the idea of the Afterschool from? Who does belong to the target group?

Where do you organize these educational activities? Do you organize it in the same school/building?

Who, what kinds of educators are participated? How did you involve educators to the afterschool? Do you teach in the same school where teaching runs in the morning or not?

What do you think, how the success of the afterschool can be defined?

### **OTHER PROGRAM ITEMS**

Please, describe the other program items too! Who does belong to the target group and what is the direct aim of it?

How do the different educational and social activities merge into each other?

### **SEGREGATION-DESEGREGATION AT LOCAL LEVEL**

What do you think, in your settlement what chance does the liquidation of segregation have?

What do you concretely do in order to foster the desegregation process?