

**Budapest October 2012**

**Social Economic Background of Tertiary-Level Scholarship  
Applicants as Potential Selection Criterion**

**Data Analysis**

**REF/SP working paper  
November 2012**

## **Introductory Notes:**

In Spring 2012 REF/SP elaborated a Survey Questionnaire containing questions on identity, family characteristics, family income, social safety nets, and family living conditions. The Questionnaire has been included as part of the Online Application Process for the 2012-2013 academic year scholarships.<sup>1</sup> In order to be able to submit an application for scholarship through the REF/SP Online Application Platform, each applicant had to fill in the Questionnaire along with the Scholarship Application Form and Personal Profile Page. Although the completion of the Questionnaire was compulsory, applicants were informed that the answers in the Questionnaire would only serve statistical purposes and would not be considered for the evaluation and selection process. This allowed a comprehensive selection of data. The application process lasted between mid March and end of May; respectively, the data have been collected by then. Due to the online system, the Program managed to collect data on more than 2000 applicants for the 2012-2013 academic cycle, which constitutes a decent sample size for statistical analysis. The sections below present the statistical analysis of the collected data.

## **I. Social-Economic Background of RMUSP and LHP Applicants:**

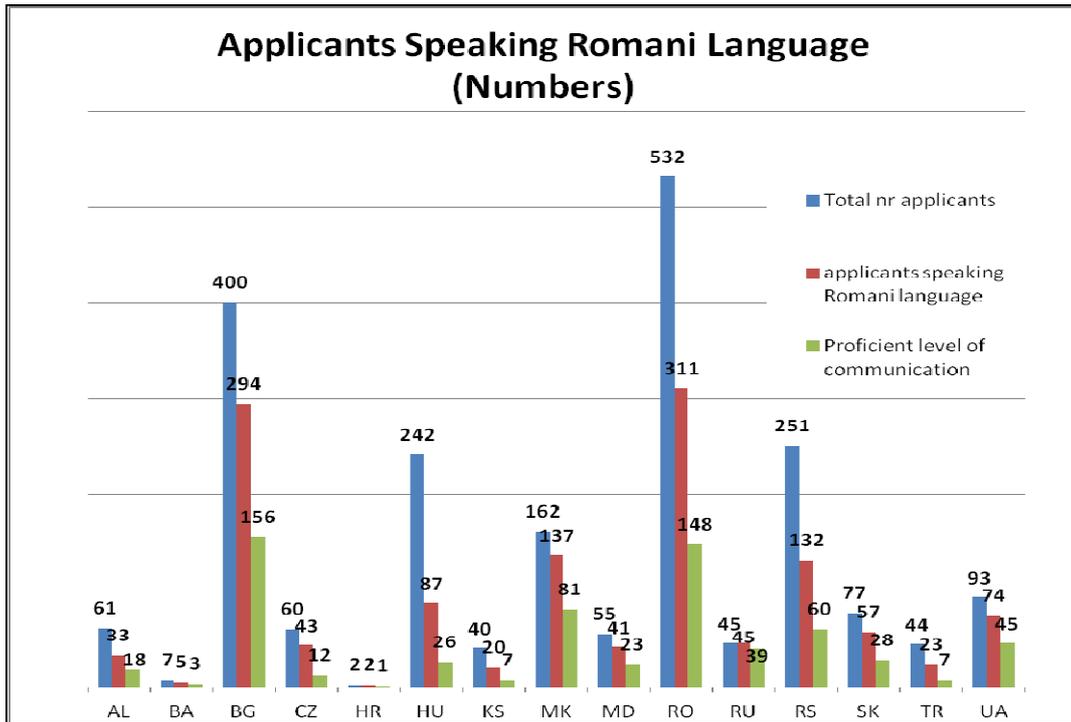
The Survey on applicants' social-economic background was structured in seven blocks of questions. The first two were on spoken languages and identity, meant to determine the degree of applicants' attachment to the ethnic group. The remaining five were on parents' level of education, social safety net, family characteristics, housing and facilities, and family income. In order to facilitate data processing and inter-country comparisons, most questions in the Survey Questionnaire were designed as closed or semi-closed.

### ***1.1. Languages:***

Among the bigger program countries (i.e. with more than 100 applicants), the highest ratios of Romani speakers among applicants are in Bulgaria and Macedonia, while the smallest - in Hungary and Serbia. Among applicants who speak Romani, overall only 50% assessed their level of spoken language as proficient. The distribution between total number of speakers and "proficient" speakers is presented in the Graph below.

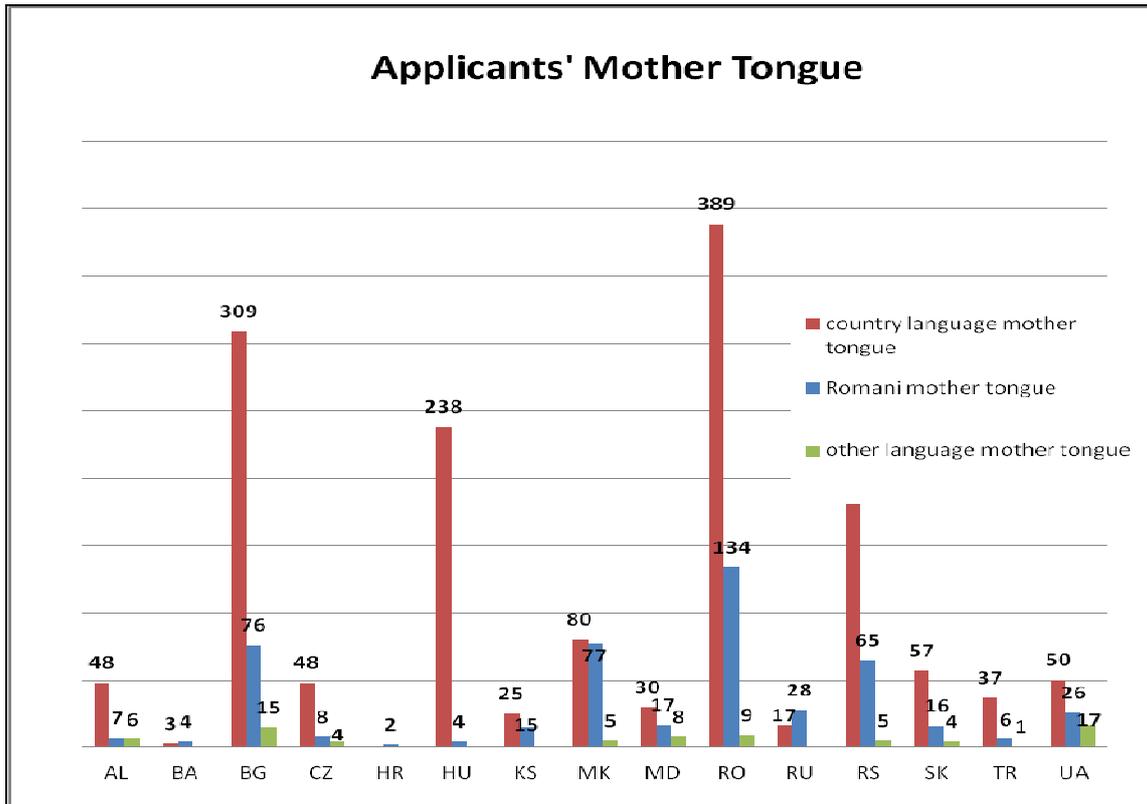
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<sup>1</sup> The Questionnaire is attached in Annex 1 at the end of this paper.



To the question “how did you learn Romani language” applicants mentioned most frequently their family and/or their community.

The Graph below illustrates the data on applicants’ declared mother tongue. It shows that in most countries the mother tongue of the greatest number of applicants is the country official language. In Romania, Hungary, and Bulgaria this number is significantly higher than the number of applicants who declared Romani as mother tongue. In Macedonia, the number of applicants for whom mother tongue is Romani and the number of those for whom mother tongues is country official language is fairly similar. If contrasted with numbers of Romani language speakers per country illustrated in the previous Graph, the data in the Graph below suggest that in some of the program countries majority of applicants speak Romani language despite it not being their mother tongue.



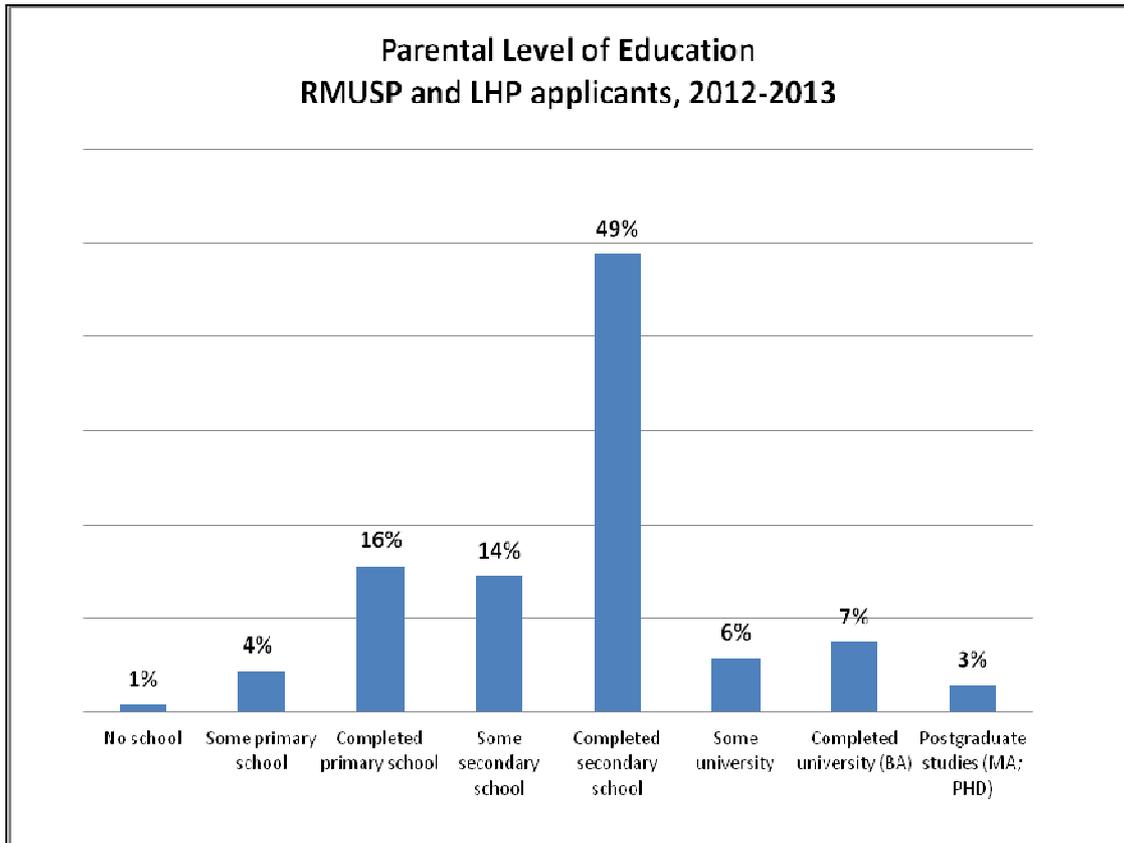
There are few scholarship applicants whose mother tongue is neither Romani, nor the country official language. In those countries where there are sizeable non-Roma minority groups, there are also applicants having as mother tongue one of those minority languages, such as Russian in Moldova and Ukraine, or Hungarian in Romania, Serbia, and Slovakia.

### ***1.2. Parental Level of Education:***

In international comparisons, the educational attainment of students' parents is often viewed as an indicator for the impact of socio-cultural and economic factors on access to higher education. The assumption is that the higher the educational attainment of an individual's parents, the higher the probability that s/he will attend tertiary education.

The aggregated data on parental level of education among LHP and RMUSP applicants is represented in the Graph below<sup>2</sup>.

<sup>2</sup> While aggregating mother' and fathers' level of education into a single indicator, the parent with the highest level of education was considered for the Graph data compilation.



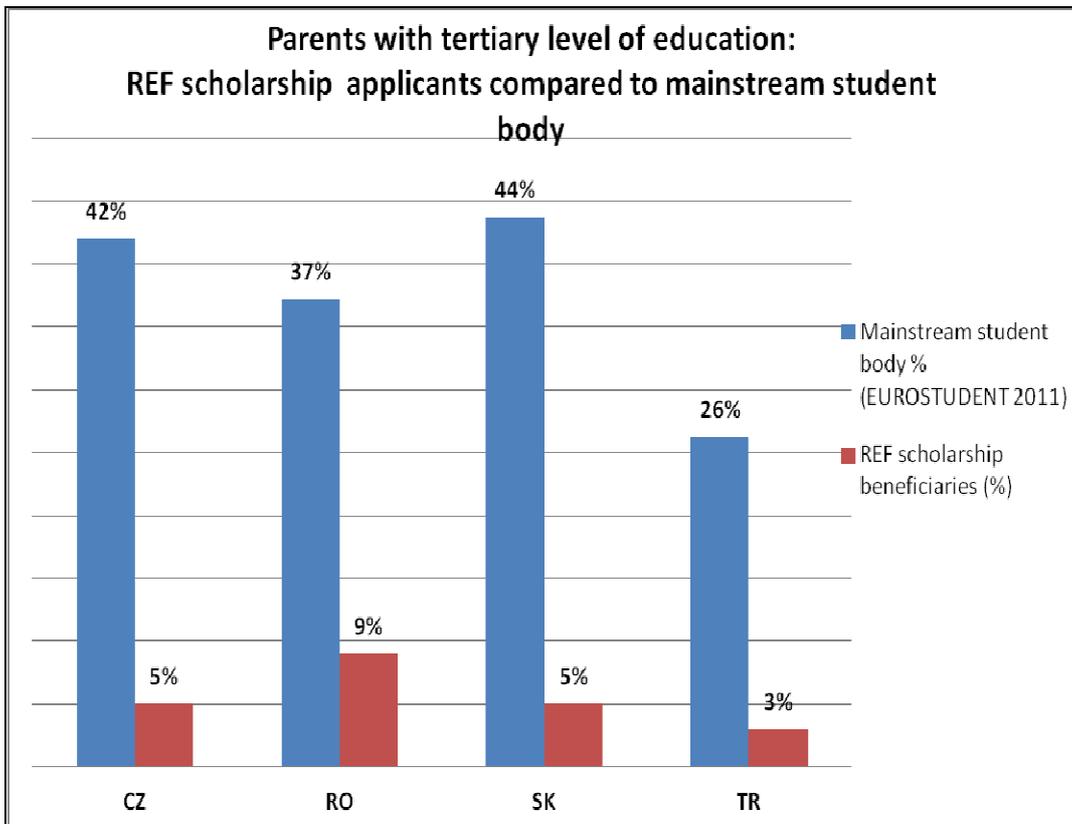
The Graph reveals that for majority of applicants parental level of education is completed secondary school. For 10% of applicants at least one parent completed higher education, while for 5% of applicants parents completed primary education as highest educational achievement.<sup>3</sup> Similar distribution is observed when analyzing the data for “potential beneficiaries” only.

In order to determine whether these ratios indicate a high or a low probability for REF/SP applicants to attend higher education, one needs to compare the respective ratios with the ones characteristic for mainstream body of students within the respective countries. This is necessary because different countries have different education systems, with different levels of openness towards people coming from lower social backgrounds, or with different levels of “elitism” in higher education.

There are few data available on the mainstream student body’s parental level of education. Nevertheless, the EUROSTUDENT survey project (2008-2011) collected such data for 25 countries, among which four REF/SP countries: Czech Republic, Romania, Slovakia, and Turkey<sup>4</sup>. Based on these data, the comparison between parental level of education among mainstream students and parental level of education among RMUSP applicants is illustrated in the Graph below.

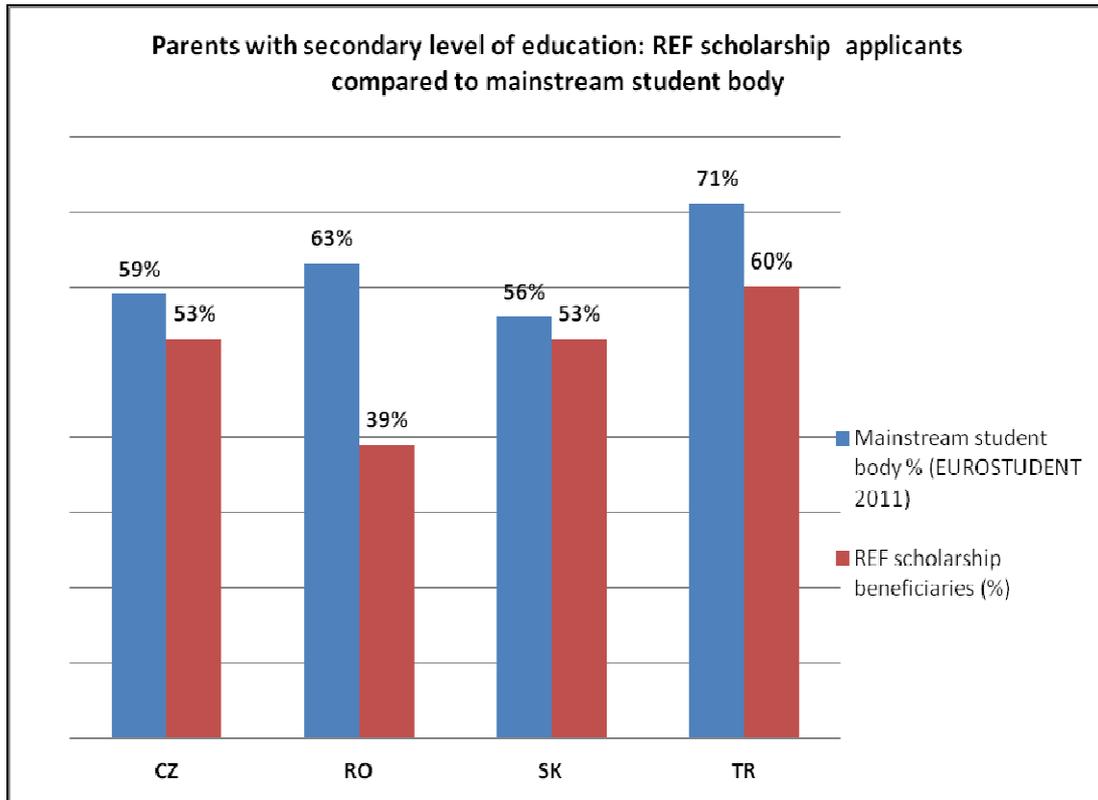
<sup>3</sup> The disaggregated data per mothers and fathers and per country reveal that mothers tend to have lower levels of education than fathers, which is consistent with the data from 2011-2012 academic year.

<sup>4</sup> EUROSTUDENT Database: <http://www.eurostudent.eu/results/data>



The Graph reveals a great discrepancy between parental education attainments of the two groups: considerably more mainstream students' parents completed higher education than RMUSP applicants' parents, in all four countries for which data are available.

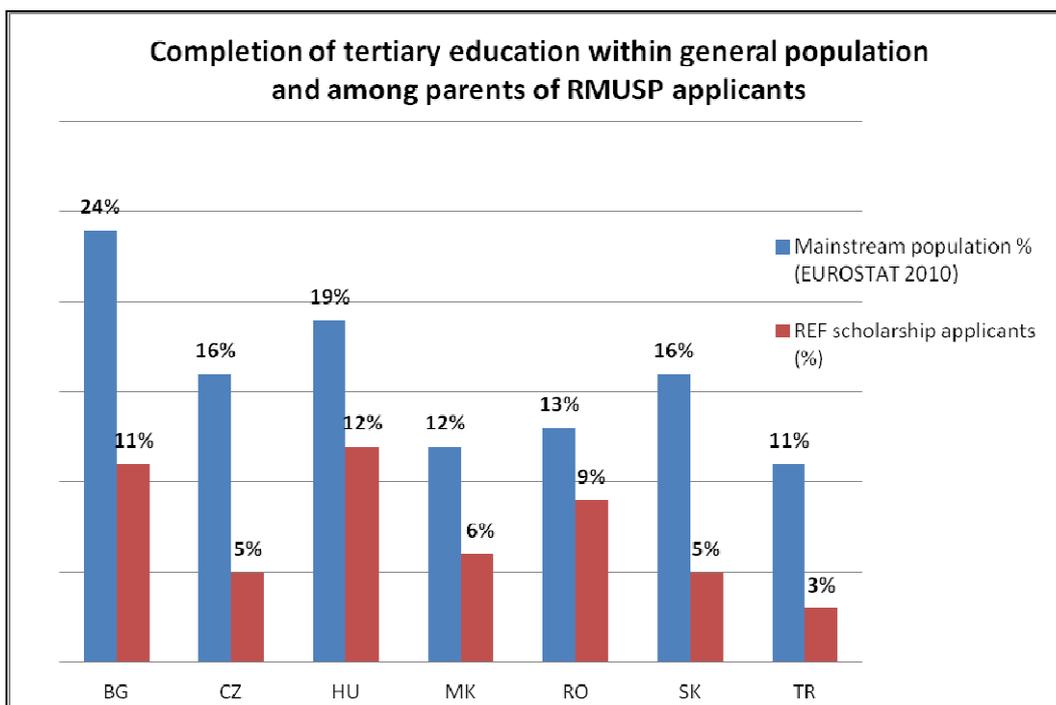
The data from the same source on the completion of secondary education level reveal a similar trend: RMUSP applicants' parents have lower level of completed secondary education as highest education level attained, compared to the parents of mainstream students, which is represented in the Graph below. However, the differences are not as striking as for the tertiary education.



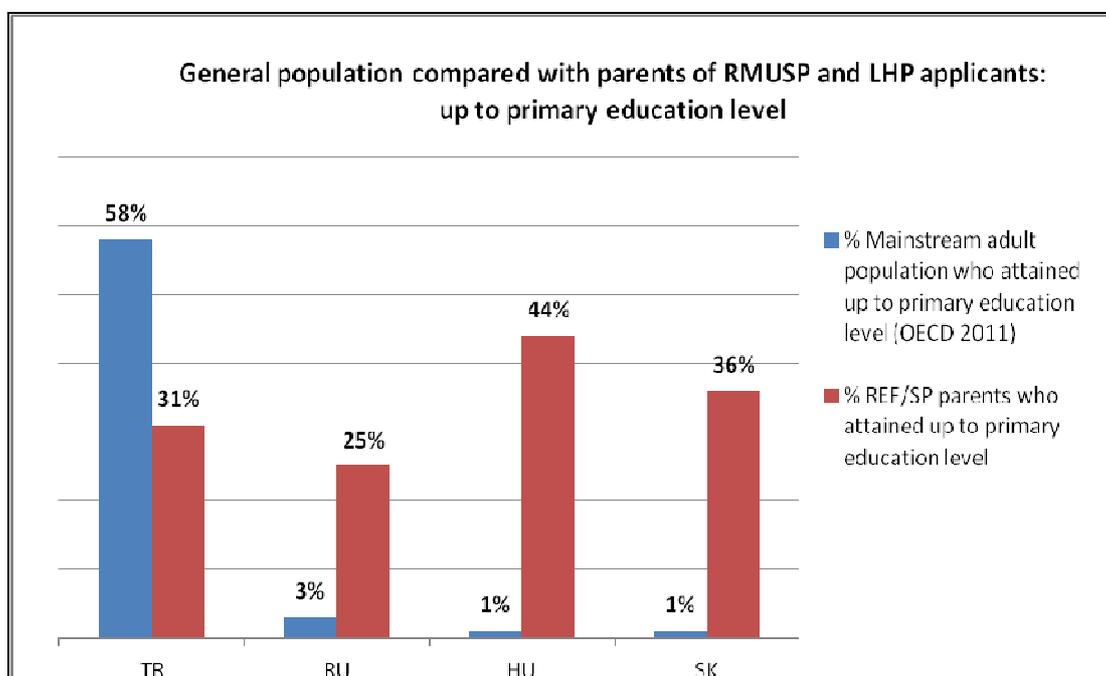
While the number of REF/SP countries with available data on mainstream students' parental level of education is limited, the data on mainstream adult population's level of education is easier to find. EUROSTAT regularly collects such information in the European countries,<sup>5</sup> which makes it possible to compare the education attainment of mainstream adult population with the one of the parents of REF/SP applicants, for the seven REF/SP countries for which EUROSTAT data are available.

Hence, the Graph below illustrates the ratios of mainstream adult population who completed tertiary education and contrasts it with the ratios of parental tertiary education completion among RMUSP applicants. The data show that even when compared to the mainstream population, the parents of RMUSP students attained tertiary level of education in a smaller proportion, with particularly striking differences in Bulgaria, Slovakia, Czech Republic, and Turkey.

<sup>5</sup> EUROSTAT database on education:  
<http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database>



Finally, the data collected by OECD<sup>6</sup> makes it possible to contrast the ratio of REF/SP applicants whose parents attained only up to primary school, with the ratio of adult population who attained up to primary school education level. The Graph below illustrates the comparison.



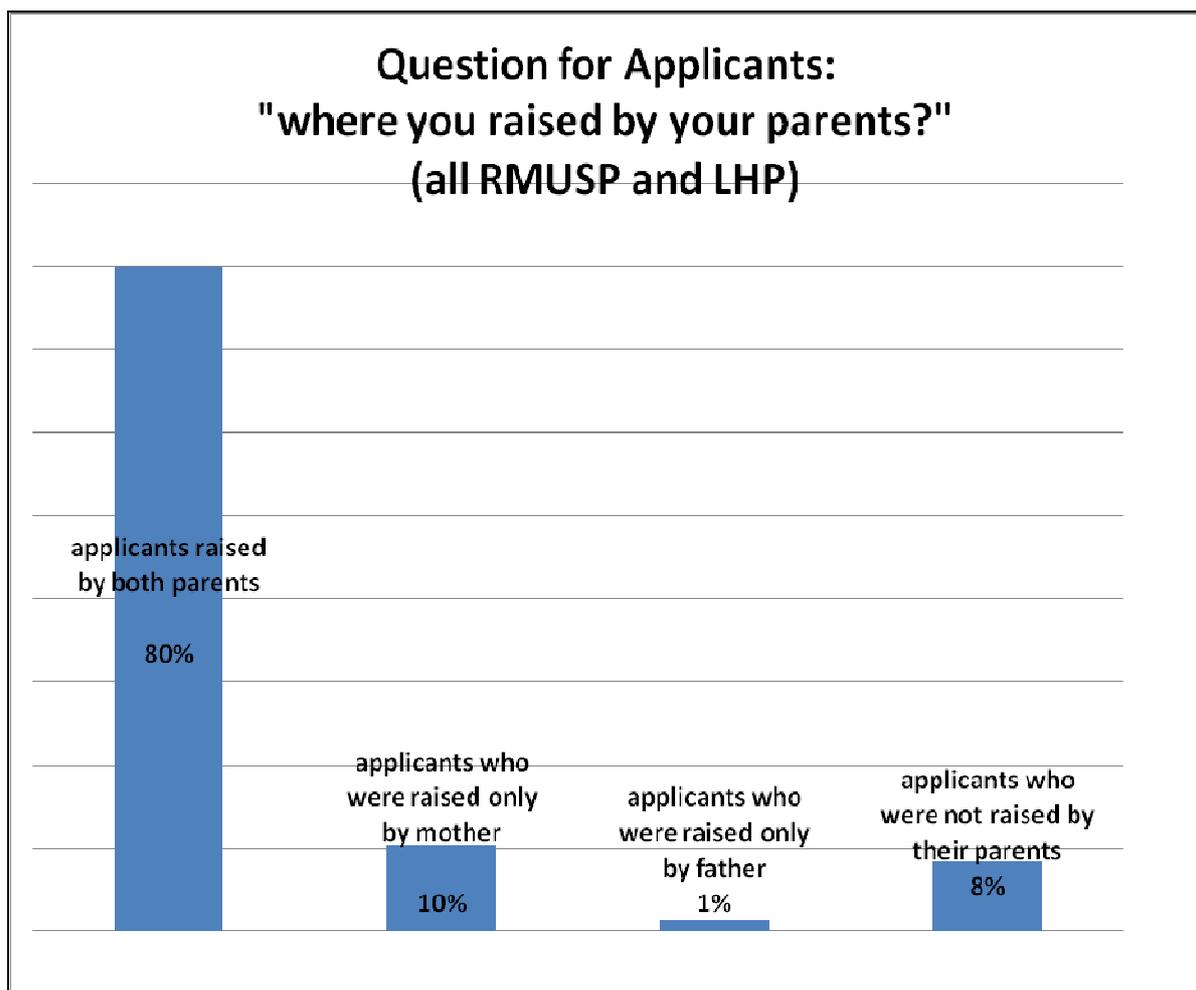
<sup>6</sup> OECD report "Education at a Glance 2011", available at <http://www.oecd.org/education/preschoolandschool/educationataglance2011oecdindicators.htm>

Among the countries for which OECD have comparable data, one can observe a considerably higher proportion of RMUSP applicants' parents who have only complete primary school as highest level of education, compared to the mainstream population. Only in Turkey this proportion is lower.

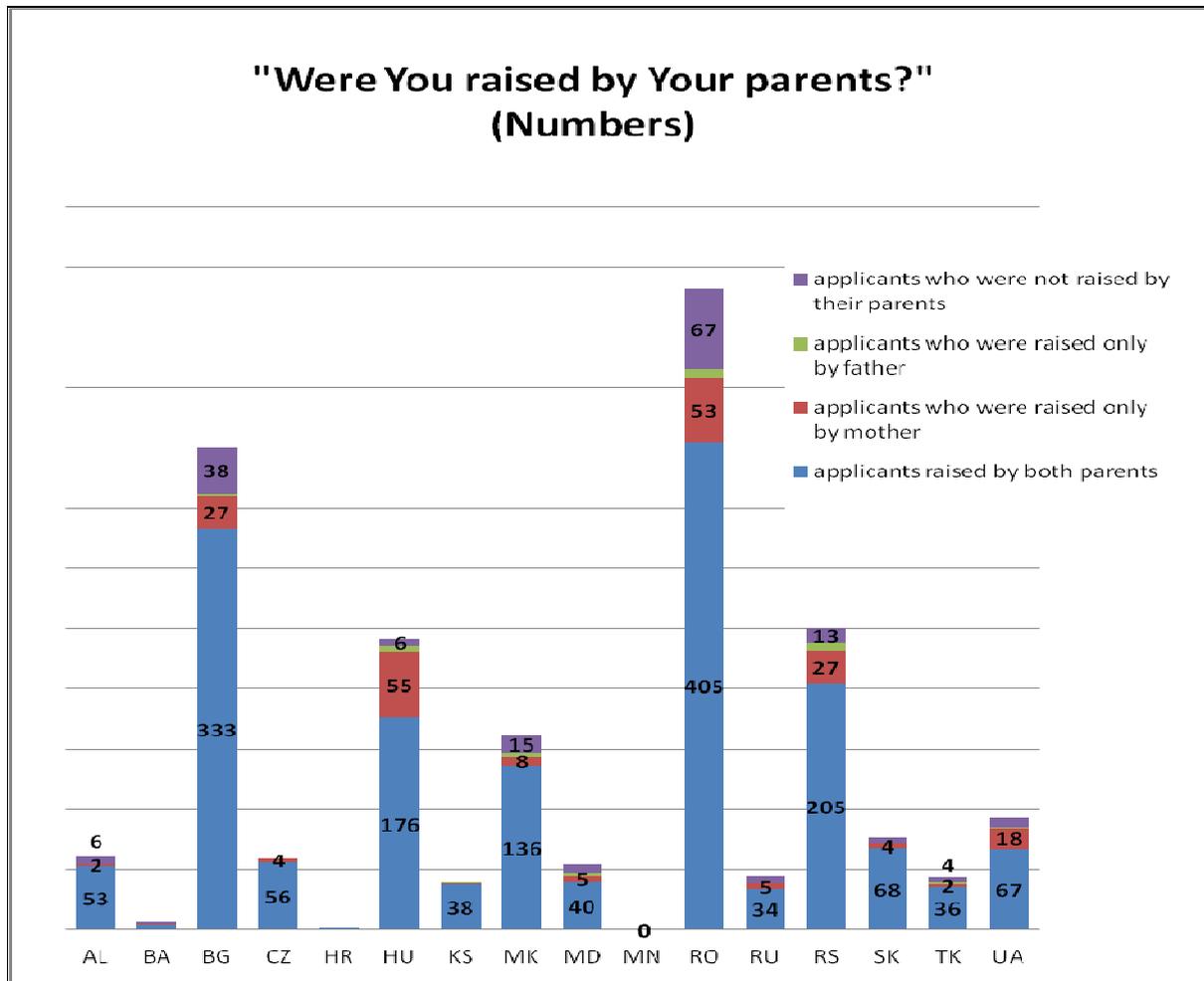
The data presented in this subsection suggest that when compared to the mainstream population or to the mainstream student body, REF/SP applicants come from families with considerably lower formal education background. If parents' educational attainment is considered to be an indicator for children's access to higher education, then the data suggest that REF/SP body of applicants would have little chance to attain and complete higher education without any kind of support.

### ***1.3. Family Characteristics:***

Among the REF/SP scholarship applicants, 80% were raised by their parents and 91% were raised at least by one of their parents. The general and country specific distributions are presented in the two Graphs below.



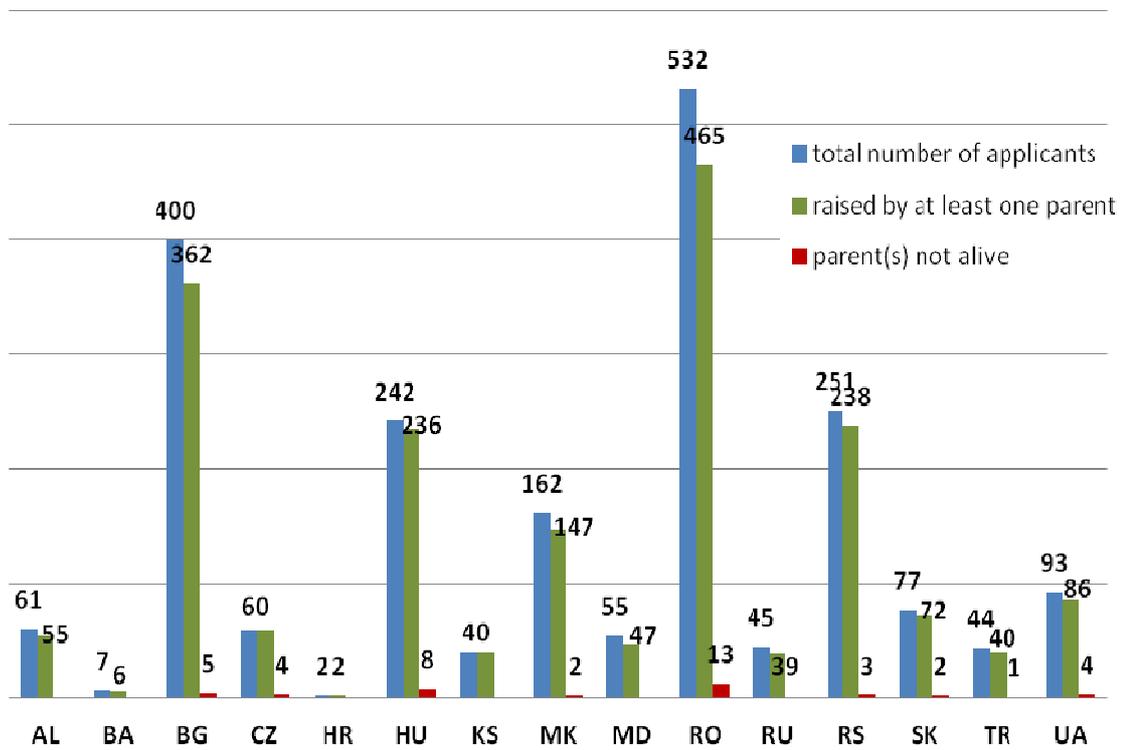
When only the “potential beneficiaries” group is analyzed, the patterns are only slightly different: 79% were raised by both parents, 10 % only by their mother, 2% only by their father, and 9% were not raised by their parents.



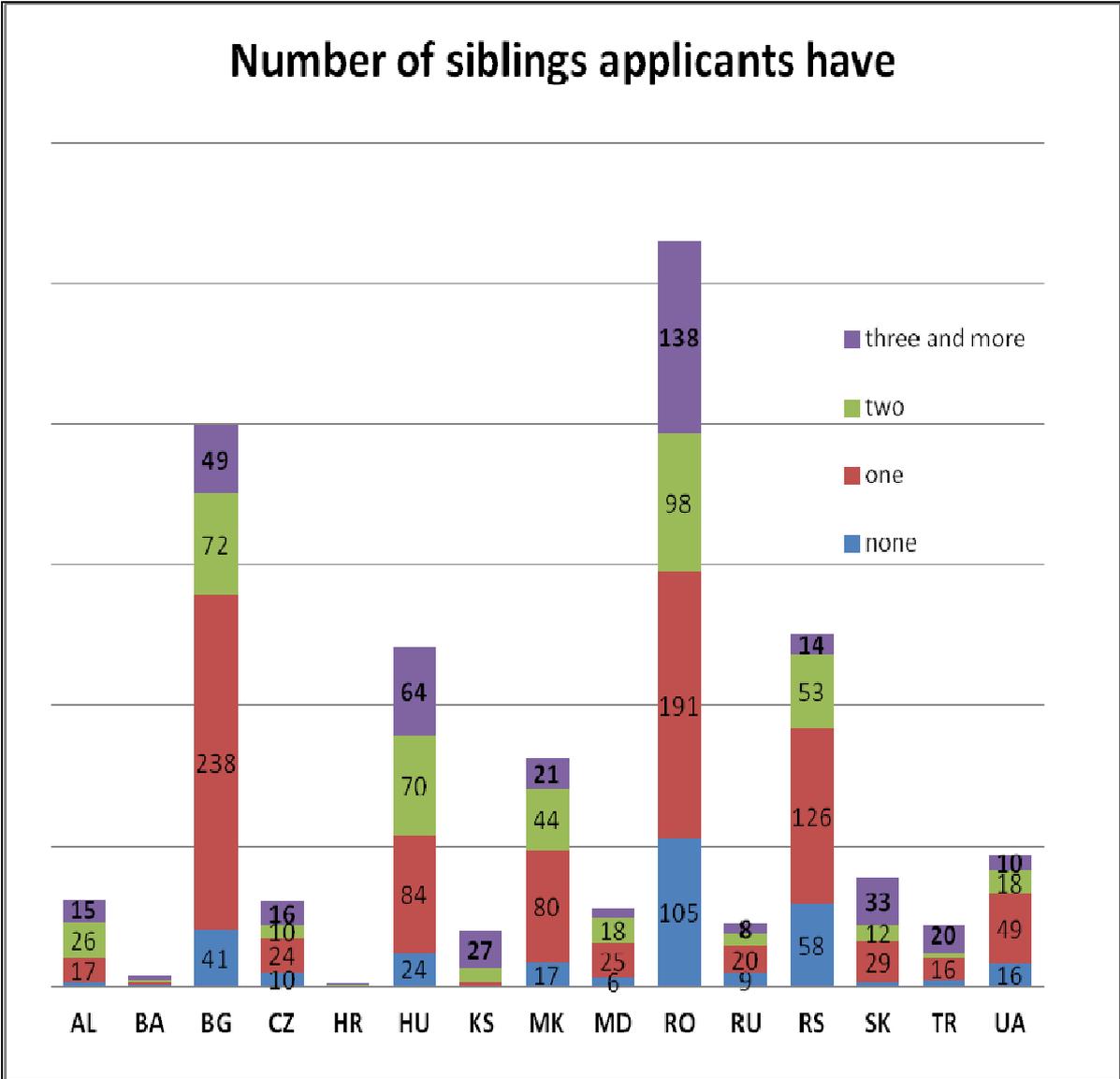
In total, 176 applicants (8%) declared not having been raised by their parents. Among them, 45 (or 2% out of total number of applicants) stated that they were raised under public care, with the highest numbers in Romania (20, or 4%), Bulgaria (11, or 3%), and Hungary (6, or 2.5%). The same tendency can be observed when analyzing separate data for the “potential beneficiaries”, with 2% among them raised in orphanages.

Among the 1895 applicants who were raised at least by one parent, there are 42 (or 2%) whose parents (or parent) are not alive anymore. The highest number of applicants whose parent(s) are not alive anymore can be observed in Romania (see Graph below for country-based data). Among the “potential beneficiaries”, the ratio of students whose parent(s) are not alive anymore is 1.7%, i.e. only slightly smaller than for the group of applicants.

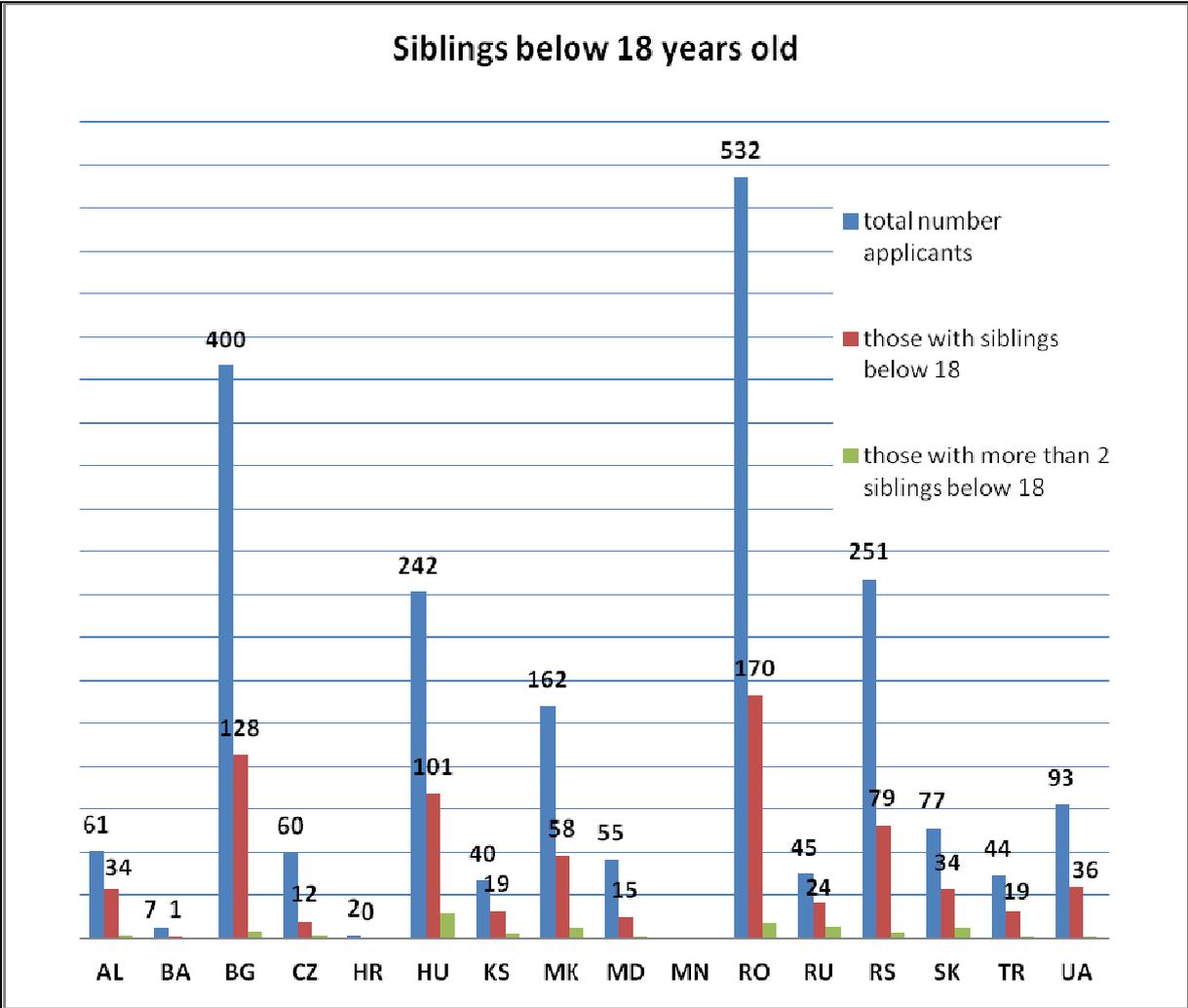
## Number of applicants whose parents are not alive



In order to determine the size of applicants' families, applicants were asked to indicate the number of siblings they have. The Graph below, which illustrates the applicants' number of siblings per country, reveals that majority of applicants come from families with two or three children. The analysis of "potential beneficiaries" data reveal a similar pattern.



The extent of the family support for applicants' attendance of tertiary education greatly depends on the number of children to be supported in the family. A telling indicator for this is to know how many siblings below 18 years old applicants have, so that to have an idea about the extent to which applicants' parents need to invest financial support in other of their potentially dependent children. The data in the Graph below present this information for each program country for the program applicants. The highest numbers of applicants with more than 2 siblings below 18 are observed in Hungary (18) and Romania (11).



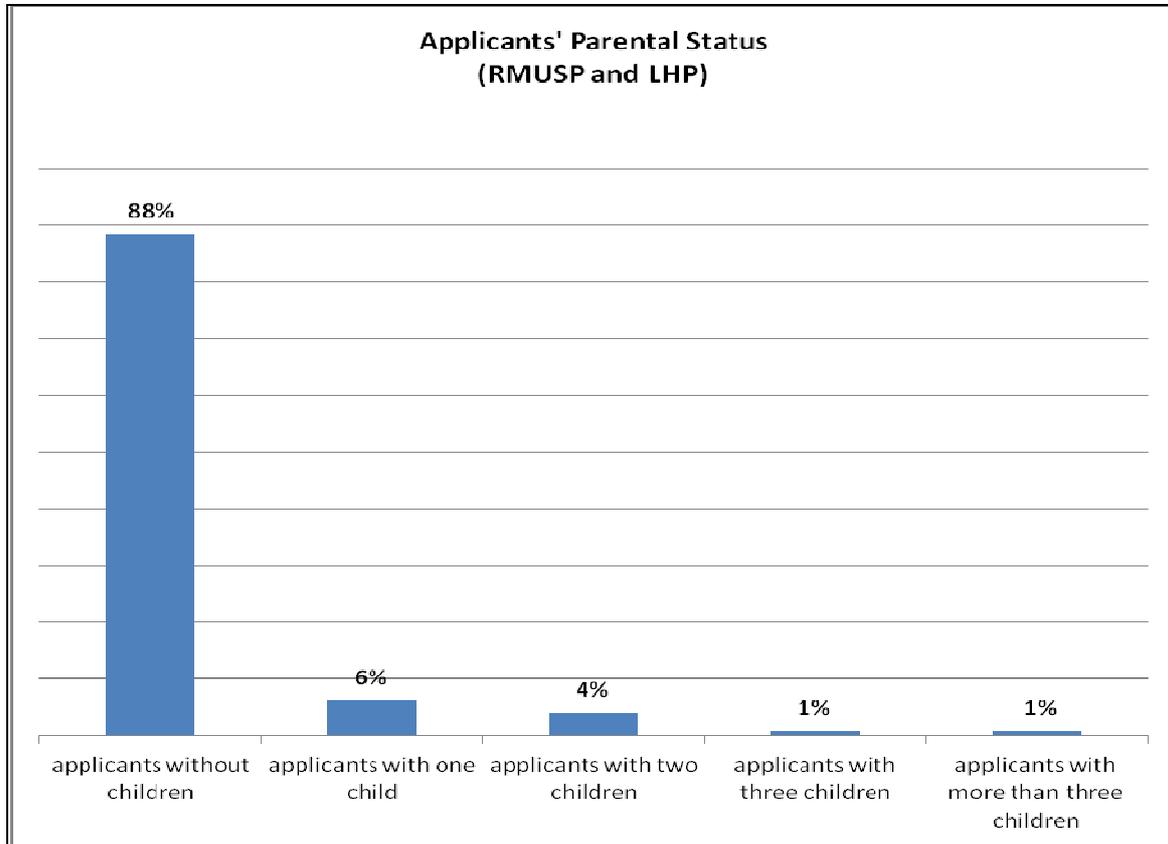
In all the countries taken together, there are 730 applicants - or 35.2% - with siblings below 18, and 70 applicants - or 3.4% - with more than 2 siblings below 18. Among the “potential beneficiaries”, these ratios are 33.8% for those with siblings below 18, and 3.5% for those with more than 2 siblings below 18.

As far as marital status is concerned, 89% of applicants and 88% of “potential beneficiaries” stated they are not married. Among the non-married, most are single.<sup>7</sup> The prevalence of single is related to the fact that applicants are relatively young, with median age ranging between 20 and 25 years old in all 16 program countries<sup>8</sup>.

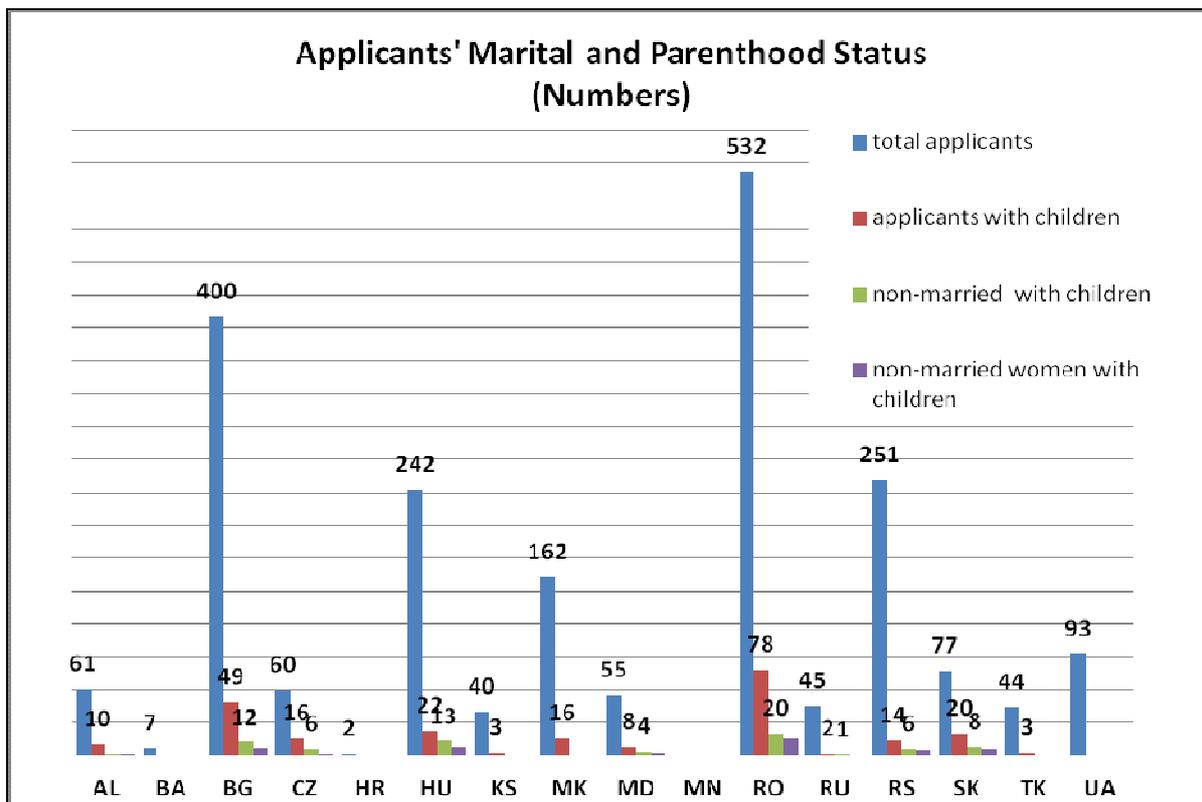
Parenthood among scholarship applicants is not frequent either: as the following Graph demonstrates, 88% of applicants do not have children at all. Among those with children, majority

<sup>7</sup> However there are some cases of separated, divorced, or widowed applicants.  
<sup>8</sup> Among all applicants, 2% are above 45 years old. The greatest numbers of applicants above 45 are in Romania (15) and Bulgaria (8).

are married. Among “potential beneficiaries”, the ratio of students who do not have any children is also 88%.



However, there are cases of single parenthood and specifically – single motherhood. Overall, there are 72 cases of single parenthood in the 16 countries, or 3.5% from the total number of applications. The greatest numbers can be observed particularly in Romania (16 cases), Hungary (8 cases), and Bulgaria (7 cases). The data per country are represented in the Graph below.



Among the “potential beneficiaries”, there are 53 cases of single parenthood, which represents 3.4% from the total number of students in the respective group.

#### **1.4. Social Safety Nets (SSN):**

The Social Safety Nets are public or private programs seeking to prevent the poor or vulnerable population from falling below certain poverty line. In the Survey Questionnaire “social safety net” has been defined as the aid and social assistance programs targeting individuals or families.

The information on the degree in which REF/SP applicants or their nuclear families benefit of Social Safety Nets can be a good indicator the social-economic background of the applicants pool. The Table below presents the numbers and ratios of students who stated that they or their nuclear families were beneficiaries of in-country social safety net programs.

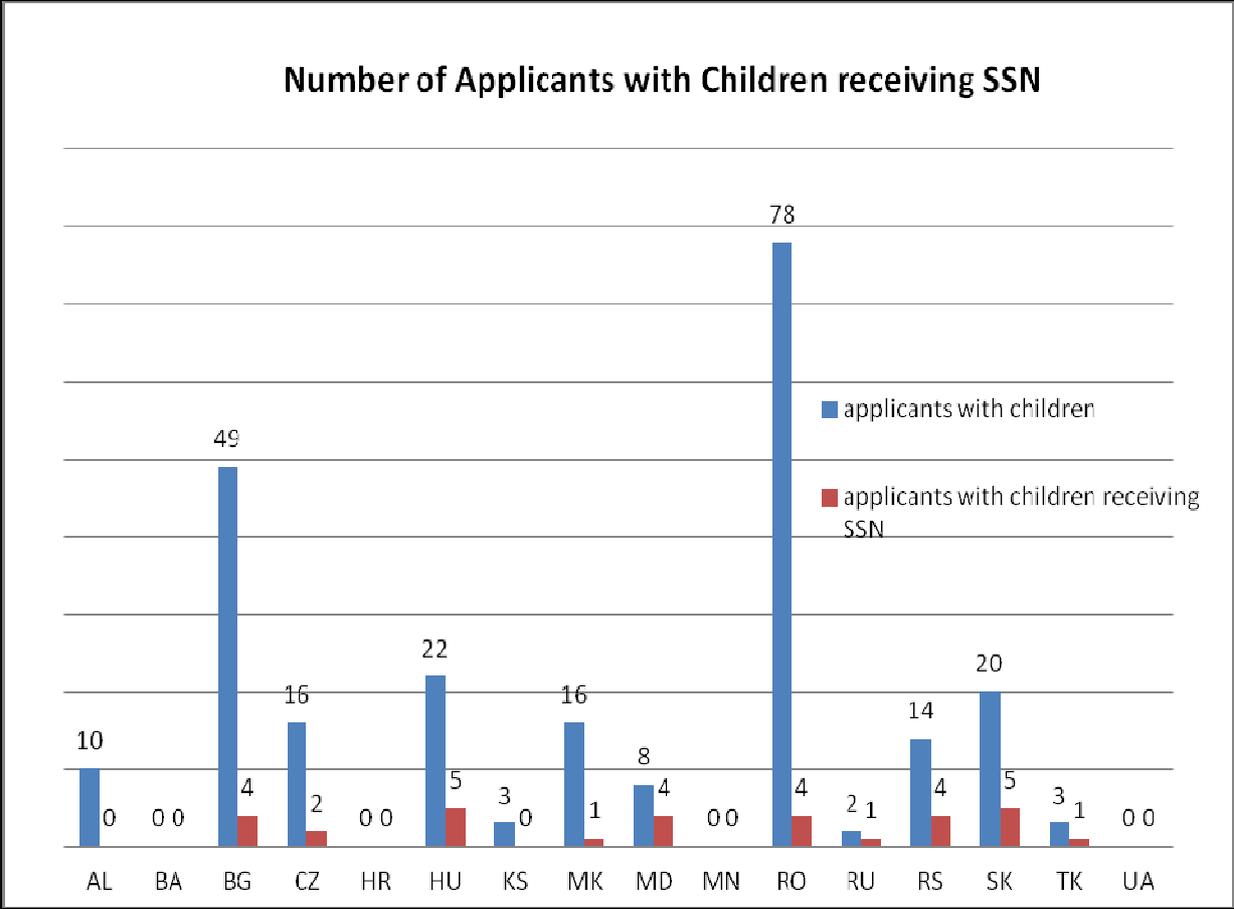
Overall, 15% of applicants stated that they benefit of social-safety nets, in most cases – state sponsored ones (i.e. public sector). The highest proportions of safety net beneficiaries among scholarship applicants can be observed in Hungary, Czech Republic, Slovakia, and Turkey. Among “potential beneficiaries”, 16% stated that they benefit of SSN, with the highest ratios in Slovakia, Turkey, Czech Republic, and Macedonia.

Overall, the most frequently mentioned safety net support forms were social welfare (money support), fee waivers and scholarships for schooling, child allocation, food based programs, and paid community work.

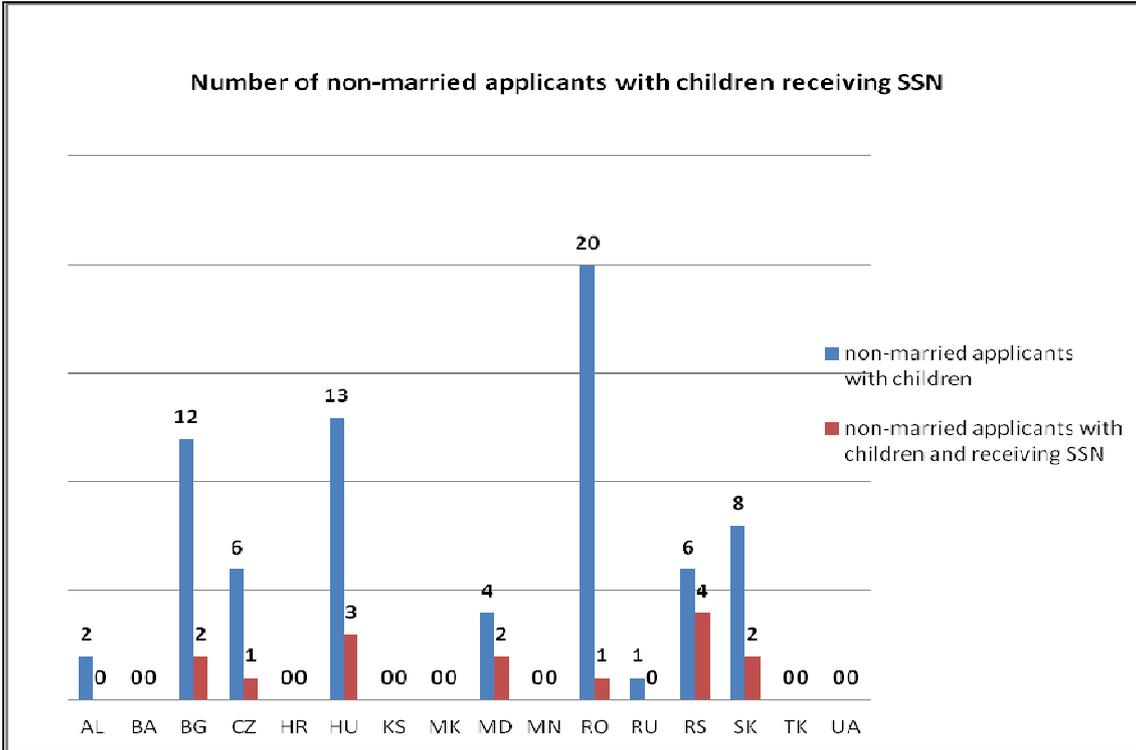
In Hungary, most beneficiaries of SSN mentioned paid community work, food based programs, and fee waivers for schooling as forms of SSN. In Czech Republic, they mentioned scholarships, fee waivers for healthcare and child allocations. In Slovakia, most frequently mentioned SSN forms are money support, child allocation, and waivers for healthcare. Finally, in Turkey applicants mentioned the food based programs and the exceptions for healthcare as the forms of SSN of which they benefit.

<b>SOCIAL SAFETY NET (SSN)</b>							
<b>program countries</b>		<b>APPLICANTS</b>			<b>POTENTIAL REF/SP BENEFICIARIES</b>		
		<b>total number of applicants</b>	<b>beneficiaries of social-safety nets</b>		<b>total number</b>	<b>beneficiaries of social-safety nets</b>	
			<b>number</b>	<b>ratio</b>		<b>number</b>	<b>ratio</b>
1	AL	61	7	11%	32	6	19%
2	BA	7	0	0%	7	0	0%
3	BG	400	49	12%	256	28	11%
4	CZ	60	13	22%	60	13	22%
5	HR	2	0	0%	2	0	0%
6	HU	242	71	29%	203	56	28%
7	KS	40	2	5%	33	2	6%
8	MK	162	33	20%	127	28	22%
9	MD	55	9	16%	55	9	16%
11	RO	532	31	6%	384	24	6%
12	RU	45	2	4%	45	2	4%
13	RS	251	31	12%	139	20	14%
14	SK	77	29	38%	77	29	38%
15	TK	44	16	36%	44	16	36%
16	UA	93	13	14%	93	13	14%
<b>total</b>		<b>2071</b>	<b>306</b>	<b>15%</b>	<b>1557</b>	<b>246</b>	<b>16%</b>

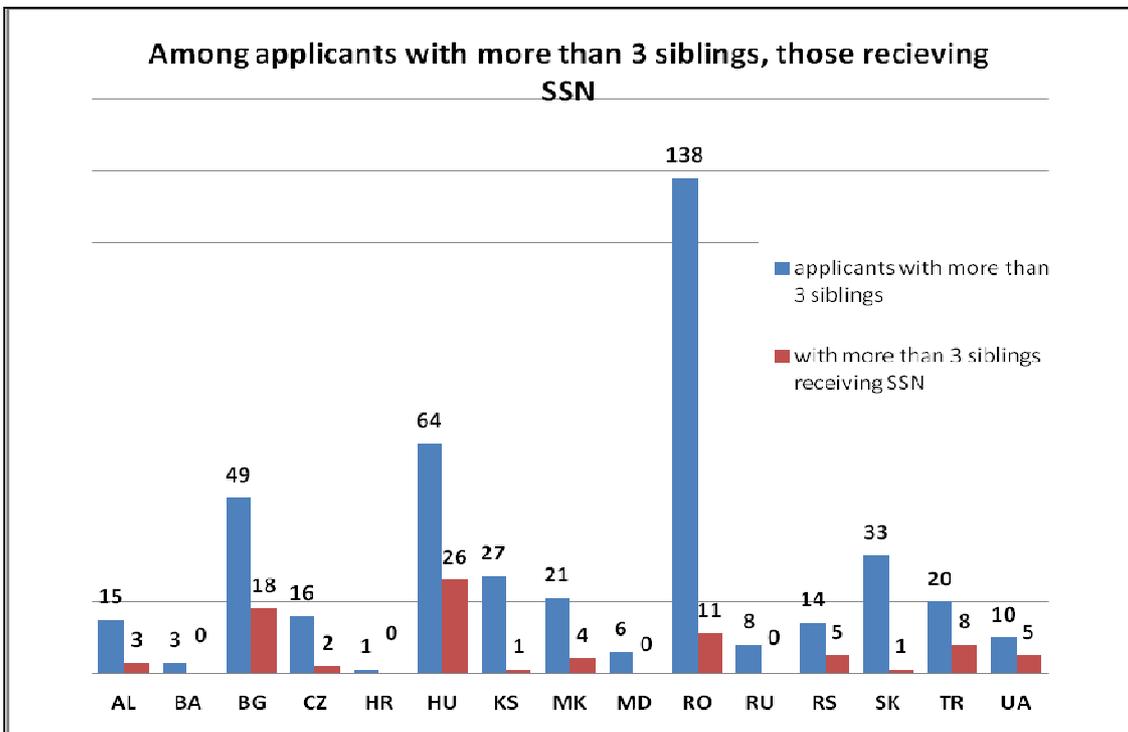
Among the applicants who declared that they are beneficiaries of SSN, a small part also indicated that they have children, as the Graph below illustrates.



At the same time, relatively few single parents receive SSN, especially in Romania, Hungary, and Bulgaria, as the following Graph demonstrates.

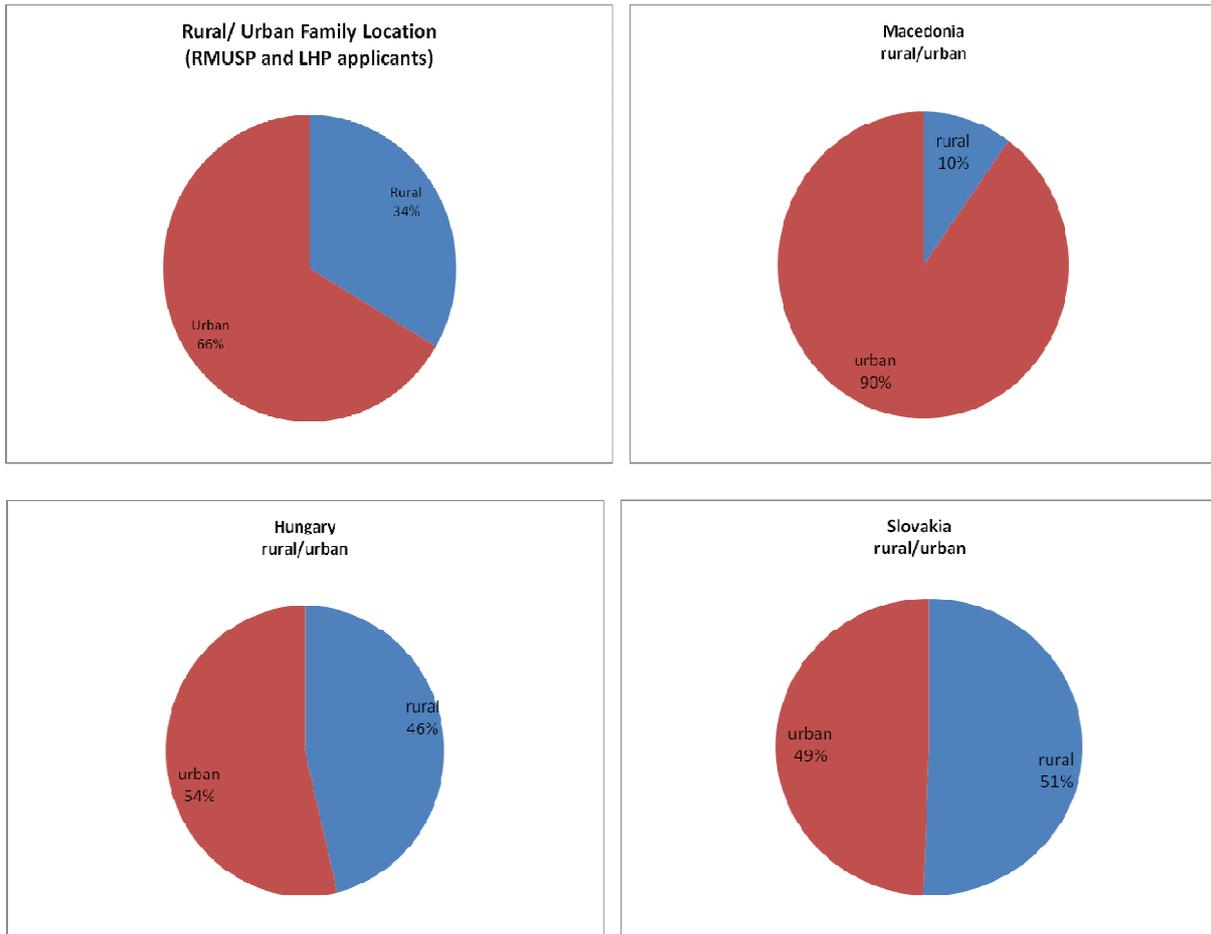


Among the applicants who have more than three siblings, there are also only few who receive (or whose families receive) social safety nets.



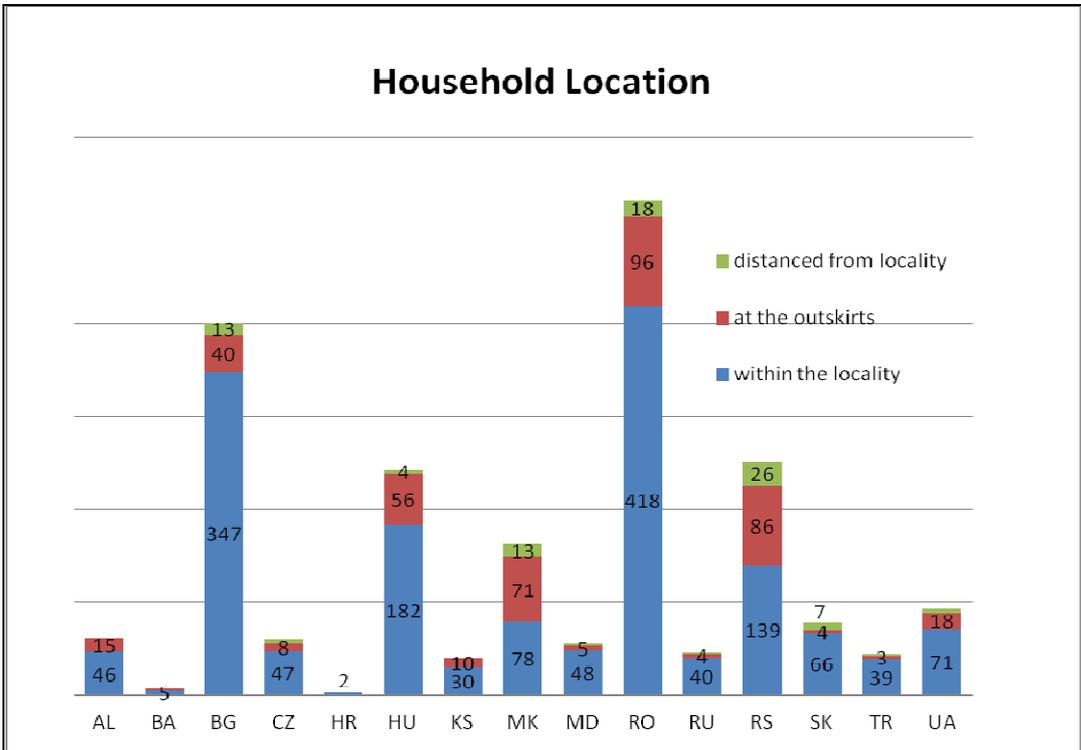
### 1.5. Living Conditions:

One of the questions in the survey asked students to indicate whether their household is located in rural or in urban areas. Absolute majority of applicants (66%) indicated that their household is located in urban area. The highest ratio of applicants whose household is located in urban areas is in Macedonia, which is consistent with the data collected in 2011-2012. At the same time, in Hungary and Slovakia the ratio of applicants coming from rural areas is around 50%

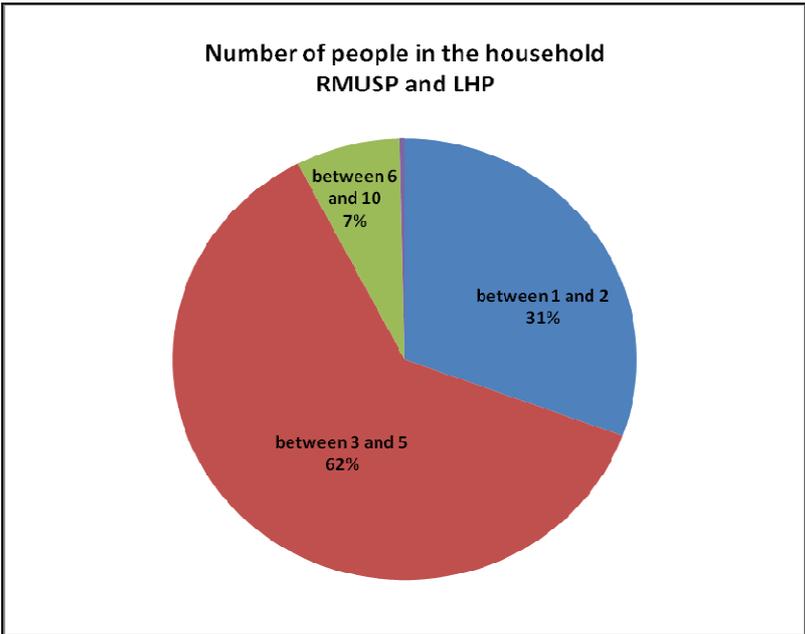


The Questionnaire also inquired whether the respective household is located within the locality (city, town or village), at its outskirts, or at a certain distance from it. This may be an indicator for family's proximity to public services and facilities, and therefore an indirect indicator for family's wellbeing.

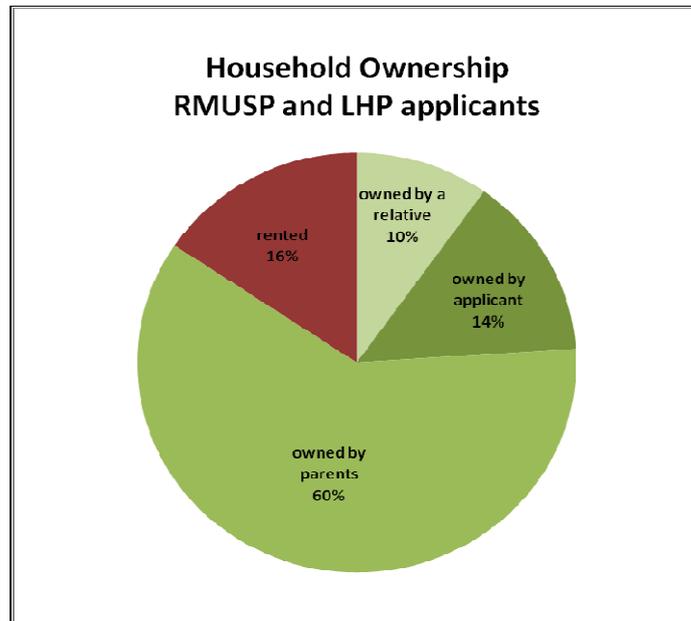
The Graph below shows that majority of applicants live within their localities. However, in Macedonia and Serbia a relatively high number of applicants whose household is located in the outskirts or at a certain distance from the locality can be observed.



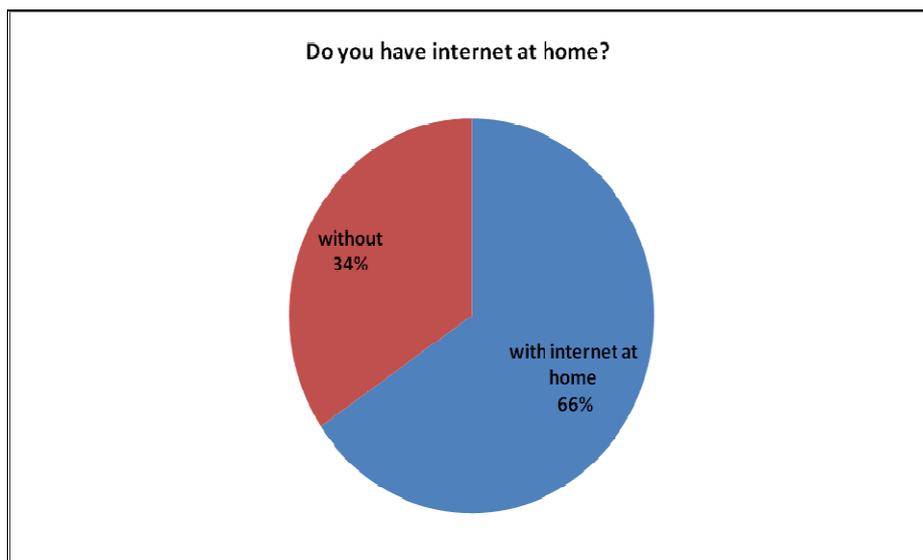
Majority of applicants live in households with a total number of persons between 3 and 5. The ratio of applicants in whose households there are between 6 and 10 residents is particularly high in Romania (10%), Russia (13%), and Turkey (13%).



Absolute majority of applicants live in homes owned by their parents, by a relative, or by themselves. Overall, only 16% stated that they live in rented places. However, in some countries the situation is different than the average: in Turkey 48% of applicants stated that they live in rented places; in Slovakia – 35%, and in Hungary – 23%.



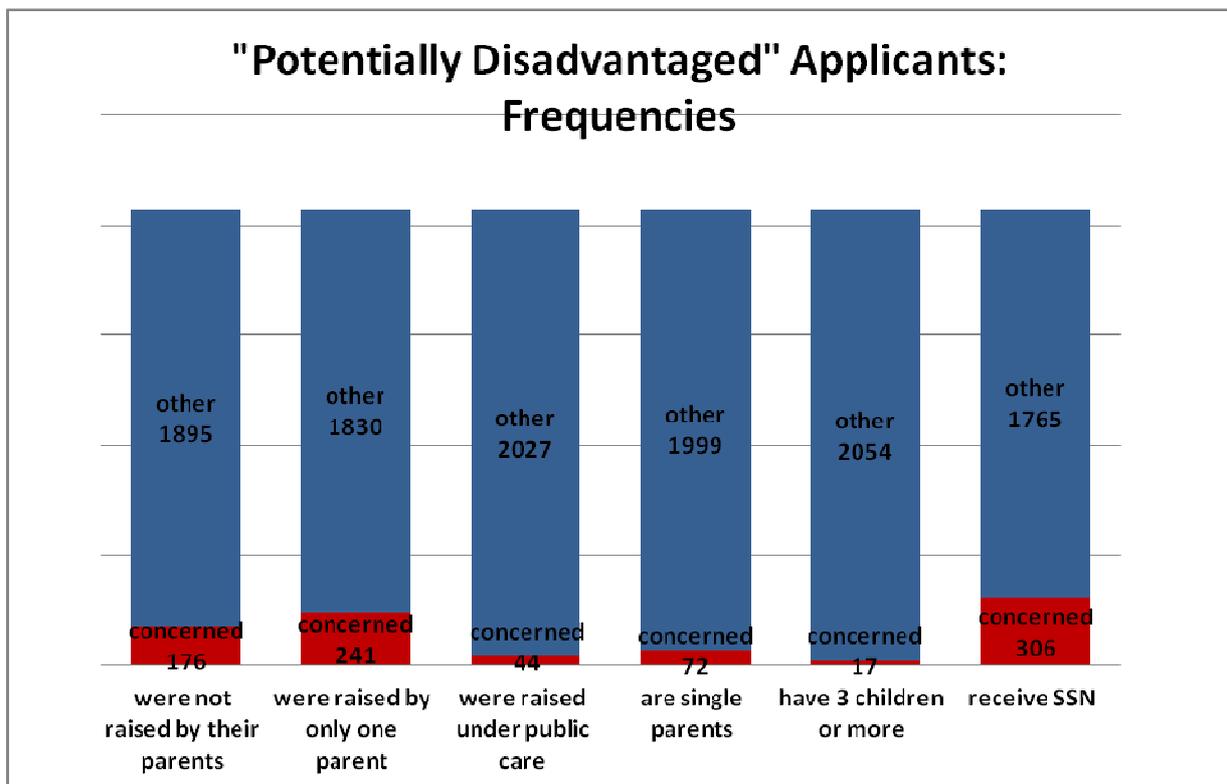
A particularly high ratio of applicants indicated that they have internet at home, as the Graph below illustrates. The most “net connected” applicants are in Russia and Slovakia, while the least – in Czech Republic and Albania.



**1.6. The ratio of potentially disadvantaged applicants:**

The following categories (or combination of categories) of students may be considered among the “potentially disadvantaged” group of applicants:

- were not raised by their parents (176 applicants)
- were raised by only one parent (241 applicants)
- were raised under public care (44 applicants)
- are single parents (72 applicants)
- have 3 children or more (17 applicants)
- receive SSN (306 applicants)



The advantage of the above categories is that if applied in the process of REF/SP selection, students would be able to present proofs (i.e. birth certificates, SSN certificates, etc) that would be verifiable.

As many students belonging to one of these categories also belong to other categories, the total number of “potentially disadvantaged” is not simply the sum of the above. To calculate the total number, we counted students belonging to several categories only once.

Hence, out of the 2071 applicants, **724 (or 35%)** belong to at least one of the categories mentioned above. Among these 724 applicants, 651 applied for RMUSP and 73 for LHP.

## II. The Link between the Applicants' Social-Economic Background and their Academic Standing:

One might assume that applicants coming from disadvantaged social-economic background might have lower academic achievements than their fellow applicants. This assumption results from the expectation that applicants from poorer settings had access to secondary education of a lower quality, had less parental support, and have to work in parallel with studies to support themselves and their families. In order to determine whether this expectation is justified, we calculated correlation coefficients between applicants' parental level of education and their GPA and NSB scores<sup>9</sup>. The correlation coefficients are listed in the Table below, containing coefficients for the program as a whole and for larger program countries.

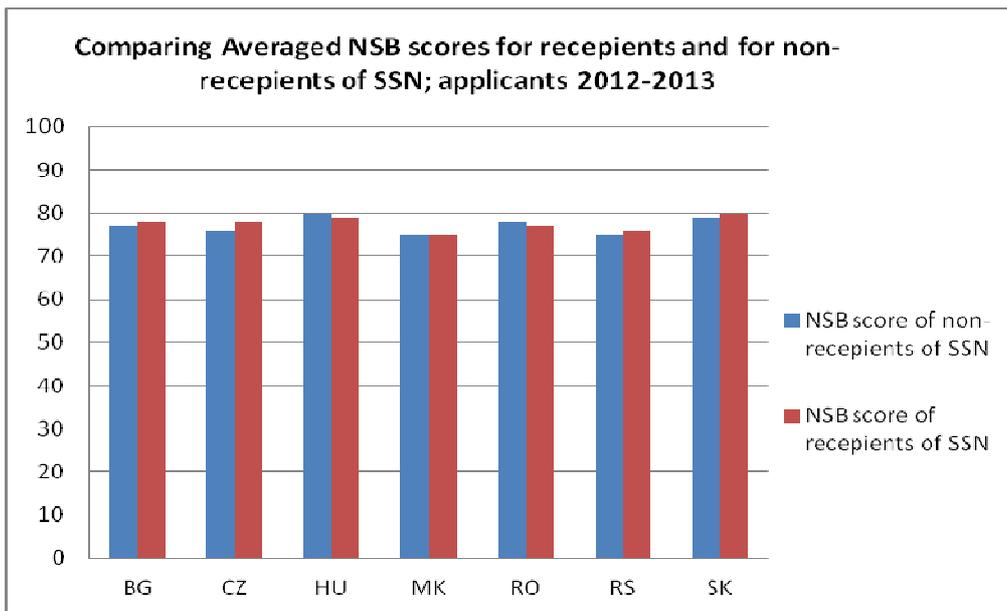
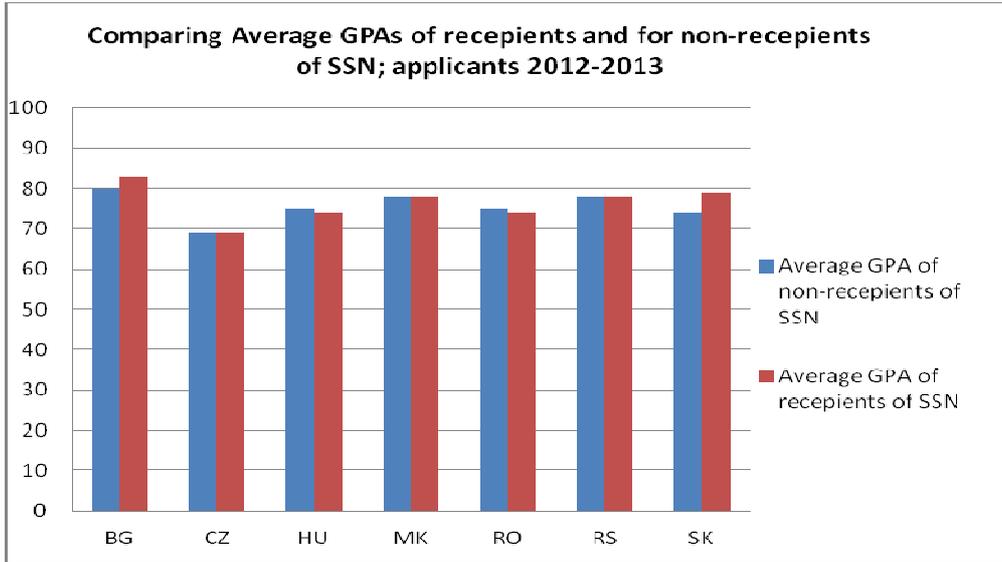
<b>Correlation Coefficients; RMUSP and LHP applicants 2012-2013</b>		
<b>programs/countries</b>	<b>GPA and Parental Level of Education</b>	<b>NSB Scores and Parental Level of Education</b>
total RMUSP +LHP	0.028	0.028
BG	-0.016	0.004
HU	-0.099	-0.055
MK	0.046	0.034
RO	0.033	0.089
RS	0.117	0.095

The correlations between parental level of education and academic achievement are insignificant, which means that applicants whose parents have lower academic background among the total pool of applicants do not necessarily have lower academic achievement as well, or that it is not a strong enough factor to determine applicants' academic achievement.

When the GPAs and NSB scores of applicants coming from disadvantaged social economic settings are compared with the GPAs and NSB scores of their fellow applicants, there is no significant difference observed: the GPA and NSB scores of the two groups are virtually the same. The two Graph below proves this on the example of Social Safety Net: on average, the GPA and NSB scores of the group of applicants receiving Social Safety Nets are comparable with the GPA and NSB scores of the applicants not receiving SSN.

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<sup>9</sup> NSB scores are the scores given by National Selection Board members to each applicant in the process of selection for REF/SP scholarships. The selection criteria and respective weights are presented in Annex 2 at the end of this paper.



The same result can be observed when grouping applicants between those who never were REF/SP beneficiaries before and those who benefited of REF/SP scholarships in the past; between those who have children and those who have not; between those who come from large families and those who do not; and between those who are single parents and those who are not. In all of these cases GPAs and NSB scores remain comparable.

From the 724 applicants who belong to the **“potentially disadvantaged”** group (as explained in Sub-section 1.6 above), 132 are already rejected (i.e. are not in the category of “potential beneficiaries”). This represents **18%** of **rejected** “potentially disadvantaged” students out of the

total number of “potentially disadvantaged” students, which is slightly lower than the ratio of rejected applicants (both disadvantaged and not) among the **total number of applicants** (i.e. 418 applicants / or **20%** out of the total 2071 are in the **rejected** category).

This means that among the REF/SP pool of applicants, the social-economic dimension is not a strong enough factor influencing applicants’ academic situation and success in REF/SP selection, or at least not strong enough to overcome other possible factors influencing it (such as difficulty of specialization or difficulty of school). Still, even if it has only a marginal impact, the social-economic dimension can be determinant in individual cases of equally good students ranked near the threshold in the competition. Therefore, the social-economic dimension deserves consideration for the selection process.

## Annex 1 - Survey Questionnaire

<b>Scholarship Applicants Survey</b>				
question No.	mandatory/ non-mandatory	text of the question	mode of answer	choices for answers
<b>Important note:</b> The information requested below will serve REF for statistical purpose only. This information will be kept confidentially and will NOT be used as a criterion in the selection process.				
<b>1</b>	mandatory*	<b>Spoken Languages</b>		
<b>1a</b>	mandatory*	<b>What is your mother tongue?</b>	[dropdown menu] + [text field] if "other" is chosen as an option from dropdown menu	
<b>1b</b>	mandatory*	<b>Do you speak Romani language?</b>	[radio button]	<b>choice 1: yes</b> <b>choice 2: no</b>
	if Question 1b responded yes, then mandatory*	<b>Please indicate the level of your knowledge of Romani</b>		
<b>1b_1</b>	if Question 2 responded yes, then mandatory*	<b>Listening comprehension</b>	[radio button]	<b>Choice 1: Basic</b> <b>Choice 2: Intermediary</b> <b>Choice 3: Proficient</b>
<b>1b_2</b>	if Question 2 responded yes, then mandatory*	<b>Oral communication</b>	[radio button]	<b>Choice 1: Basic</b> <b>Choice 2: Intermediary</b> <b>Choice 3: Proficient</b>
<b>1b_3</b>	if Question 2 responded yes, then mandatory*	<b>Reading</b>	[radio button]	<b>Choice 1: Basic</b> <b>Choice 2: Intermediary</b> <b>Choice 3: Proficient</b>

<b>1b_4</b>	if Question 2 responded yes, then mandatory*	<b>Writing</b>	[radio button]	<b>Choice 1: Basic</b> <b>Choice 2: Intermediary</b> <b>Choice 3: Proficient</b>
<b>1c</b>	if Question 1b responded yes, then mandatory*	<b>Please indicate how you learned Romani</b>	[multiple choice] + [text field, if "other" chosen in the multiple choice list ]	<b>Choice 1: Family</b> <b>Choice 2: Kindergarten</b> <b>Choice 3: School</b> <b>Choice 4: Friends</b> <b>Choice 5: Community</b> <b>Choice 6: Language Courses</b> <b>Choice 7: Other (please specify)</b>
<b>1d</b>	mandatory*	<b>What language/languages do you speak in your family?</b>		
<b>1d_1</b>	mandatory*	<b>First language</b>	[dropdown menu] + [text field], if "other" is chosen as an option from dropdown menu	
<b>1d_2</b>	optional	<b>Second language (if applicable)</b>	[dropdown menu] + [text field], if "other" is chosen as an option from dropdown menu	
<b>1d_3</b>	optional	<b>Third language (if applicable)</b>	[dropdown menu] + [text field], if "other" is chosen as an option from dropdown menu	
<b>1e</b>	optional	<b>What other languages do you speak and at what level?</b>		
<b>1e_1</b>	optional	<b>Another Language 1</b>	[dropdown menu] + [text field], if "other" is chosen as an option from dropdown menu	

	if 1e_1 responded, then mandatory*	<b>Level</b>	[radio button]	<b>Choice 1: Basic</b> <b>Choice 2: Intermediary</b> <b>Choice 3: Proficient</b>
<b>1e_2</b>	optional	<b>Another Language 2</b>	[dropdown menu] + [text field], if "other" is chosen as an option from dropdown menu	
	if 1e_2 responded, then mandatory*	<b>Level</b>	[radio button]	<b>Choice 1: Basic</b> <b>Choice 2: Intermediary</b> <b>Choice 3: Proficient</b>
<b>1e_3</b>	optional	<b>Another Language 3</b>	[dropdown menu] + [text field], if "other" is chosen as an option from dropdown menu	
	if 1e_3 responded, then mandatory*	<b>Level</b>	[radio button]	<b>Choice 1: Basic</b> <b>Choice 2: Intermediary</b> <b>Choice 3: Proficient</b>
<b>2</b>	mandatory*	<b>Identity</b>		
<b>2a</b>	mandatory*	<b>Are you perceived by your friends as Roma?</b>	[RADIO BUTTON]	<b>Choice 1: By most of them</b> <b>Choice 2: By few of them</b> <b>Choice 3: Rather not</b> <b>Choice 4: I don't know</b>
<b>2b</b>	mandatory*	<b>What of the following characteristics do you feel as describing your affiliation to the Roma ethnic group?</b>	[CHECK BOX + TEXT AREA]	<b>Choice 1: Language</b> <b>Choice 2: Traditions and culture</b> <b>Choice 3: Music</b> <b>Choice 4: A set of values. Please mention [TEXT AREA]</b> <b>Choice 5: Experiences of stigma, discrimination and exclusion. Please mention [TEXT AREA]</b> <b>Choice 6: Other characteristics. Please mention [TEXT AREA]</b>

<b>2c</b>	mandatory*	<b>How do you prefer to identify yourself in a public context?</b>	[RADIO BUTTON]	<b>Choice 1: As a Roma</b> <b>Choice 2: As a non-Roma</b> <b>Choice 3: It depends on the audience</b> <b>Choice 4: Other. Please specify [TEXT AREA]</b>
<b>2d</b>	mandatory*	<b>How do you prefer to identify yourself in a private context (with close friends)?</b>	[RADIO BUTTON]	<b>Choice 1: As a Roma</b> <b>Choice 2: As a non-Roma</b> <b>Choice 3: It depends on the context</b> <b>Choice 4: Other. Please specify [text area]</b>
<b>2e</b>	mandatory*	<b>Please mark any Roma-related activities /projects you have been involved in:</b>	[CHECK BOX+ TEXT FIELD]	<b>Choice 1: I have never been involved in any Roma-related activities /project</b> <b>Choice 2: Roma Rights</b> <b>Choice 3: Roma Culture</b> <b>Choice 4: Roma Community Development</b> <b>Choice 5: Roma Youth Development</b> <b>Choice 6: Roma Education</b> <b>Choice 7: Other [TEXT AREA]</b>
<b>2f</b>	if question 2e answered with choices 2,3,4,5,6,7, then question 2f should be mandatory*	<b>Please describe your participation in Roma-related activities.</b>	[TEXT AREA]	
<b>3</b>	mandatory*	<b>Parents' Level of Education</b>		
<b>3a</b>	mandatory*	<b>Have you been raised under public care (orphanage; institution)?</b>	[RADIO BUTTON]	<b>choice 1: yes</b> <b>choice 2: no</b>
<b>3b</b>	if question 3a answered "no", then question 3b mandatory*	<b>What is the highest level of education that your mother obtained?</b>	[RADIO BUTTON]	<b>Choice 1: No school</b> <b>Choice 2: Some primary school</b> <b>Choice 3: Completed primary school</b> <b>Choice 4: Some secondary school</b> <b>Choice 5: Completed secondary school</b> <b>Choice 6: Some university</b> <b>Choice 7: Completed university (BA)</b> <b>Choice 8: Postgraduate studies (MA; PHD)</b> <b>Choice 9: I have not been raised by my mother</b>

3c	if question 3a answered "no", then question 3c mandatory*	<b>What is the highest level of education that your father obtained?</b>	[RADIO BUTTON]	<b>Choice 1: No school</b> <b>Choice 2: Some primary school</b> <b>Choice 3: Completed primary school</b> <b>Choice 4: Some secondary school</b> <b>Choice 5: Completed secondary school</b> <b>Choice 6: Some university</b> <b>Choice 7: Completed university (BA)</b> <b>Choice 8: Postgraduate studies (MA; PHD)</b> <b>Choice 9: I have not been raised by my father</b>
<p>While completing the questions below, please keep in mind the following definition of terms:</p> <ol style="list-style-type: none"> <li><b>Nuclear family</b> - a family that may include the father, the mother, and children.</li> <li><b>Extended family</b> - a family that may include not only parents and children but also other relatives (such as grandparents, aunts, or uncles).</li> <li><b>Social Safety Net</b> - public or private programs seeking to prevent the poor or vulnerable population from falling below certain poverty line. In this survey "social safety net" refers to aid and social assistance programs targeting individuals or families.</li> <li><b>Dependent</b> - a person who relies on another, especially a family member, for financial support.</li> </ol>				
4	mandatory*	<b>Social Safety Net</b>		
4a	mandatory*	<b>Are you or your nuclear family currently benefitting from a social safety net program?</b>	[radio button]	<b>choice 1: yes</b> <b>choice 2: no</b>
4b	if "yes" responded in question 4a, then mandatory*	<b>Is the respective safety net program provided by the public sector or the private sector?</b>	[check box]	<b>choice 1: Public sector (the state)</b> <b>choice 2: International aid. Please specify [text area]</b> <b>choice 3: Civil society (NGOs). Please specify [text area]</b> <b>choice 4: Business sector (company; firm). Please specify [text area]</b> <b>choice 5: Private sector (charity). Please specify [text area]</b>

<b>4c</b>	if "yes" responded in question 4a, then mandatory*	<b>What type of safety net benefits do you or your nuclear family receive?</b>	[check box]	<b>choice 1: Social welfare (money support; please specify the amount in your national currency [text field allowing only numbers]</b> <b>choice 2: Food-based programs</b> <b>choice 3: Subsidies. Please specify [text area]</b> <b>choice 4: Paid community work</b> <b>choice 5: Fee waivers and exemptions for healthcare</b> <b>choice 6: Fee waivers and /or scholarships for schooling</b> <b>choice 7: Child allocation /benefits</b> <b>choice 8: Other. Please specify [text area]</b>
<b>5</b>	mandatory*	<b>Family characteristics</b>		
<b>5a</b>	mandatory*	<b>Do you currently live with your family?</b>	[radio button]	<b>choice 1: yes, I live with my nuclear family</b> <b>choice 2: yes, I live with my extended family</b> <b>choice 3: no</b>
<b>5b</b>	mandatory*	<b>Were you raised by your parent(s)?</b>	[radio button]	<b>Choice 1: yes</b> <b>Choice 2: no</b>
<b>5c</b>	if 5b responded with yes, then this question is mandatory*; otherwise should be invisible	<b>Were you raised by one or by two parents?</b>	[radio button]	<b>choice 1: I was raised only by my mother</b> <b>choice 2: I was raised only by my father</b> <b>choice 3: I was raised by both my mother and my father</b>
<b>5d</b>	if choice 1 in question 5c, then enable mandatory* question 5d; in this case, 5e and 5f will be invisible	<b>Is your mother alive?</b>	[radio button]	<b>Choice 1: yes</b> <b>Choice 2: no</b>
<b>5e</b>	if choice 2 in question 5c, then enable mandatory* question 5e; in this case, 5d and 5f will be invisible	<b>Is your father alive?</b>	[radio button]	<b>Choice 1: yes</b> <b>Choice 2: no</b>

<b>5f</b>	if choice 3 in question 5c, then enable mandatory* question 5f; in this case, 5d and 5e will be invisible	<b>Are your parents alive?</b>	[radio button]	<b>Choice 1: yes</b> <b>Choice 2: no</b> <b>Choice 3: only my mother is alive</b> <b>Choice 4: only my father is alive</b>
<b>5g</b>	mandatory*	<b>How many siblings do you have?</b>	[radio button]	<b>choice 1: 0</b> <b>choice 2: 1</b> <b>choice 3: 2</b> <b>choice 4: 3</b> <b>choice 5: 4</b> <b>choice 6: 5</b> <b>choice 7: other. Please specify [text field]</b>
<b>5h</b>	mandatory*	<b>How many of your siblings are currently below 18 years old?</b>	[radio button]	<b>choice 1: 0</b> <b>choice 2: 1</b> <b>choice 3: 2</b> <b>choice 4: 3</b> <b>choice 5: 4</b> <b>choice 6: 5</b> <b>choice 7: other. Please specify [text field]</b>
<b>5i</b>	mandatory*	<b>Do you have children?</b>	[radio button]	<b>Choice 1: yes</b> <b>Choice 2: no</b>
<b>5j</b>	mandatory* if "yes" chosen in 5h	<b>How many children do you have?</b>	[radio button]	<b>choice 1: 1</b> <b>choice 2: 2</b> <b>choice 3: 3</b> <b>choice 4: 4</b> <b>choice 5: other. Please specify [text field]</b>
<b>5k</b>	mandatory* if "yes" chosen in 5h	<b>Do you have children with disabilities?</b>	[radio button]	<b>Choice 1: no</b> <b>Choice 2: yes</b>

<b>5l</b>	mandatory* if "yes" chosen in 5k	<b>How many children with disabilities do you have?</b>	[radio button]	<b>choice 1: 1</b> <b>choice 2: other. Please specify [text field]</b>
<b>5m</b>	mandatory*	<b>What is your marital status?</b>	[RADIO BUTTON]	<b>Choice 1: Single</b> <b>Choice 2: Married</b> <b>Choice 3: Separated</b> <b>Choice 4: Divorced</b> <b>Choice 5: Widowed</b>
<b>6</b>	mandatory*	<b>Housing and Facilities</b>		
<b>6a</b>	mandatory*	<b>Who owns the home in which you live?</b>	[RADIO BUTTON]	<b>Choice 1: owned by me</b> <b>Choice 2: owned by my parent(s)</b> <b>Choice 3: owned by a relative</b> <b>Choice 4: the place I live in is rented</b>
<b>6b</b>	mandatory*	<b>What is the type of your living place?</b>	[RADIO BUTTON] + [text field]	<b>Choice 1: flat</b> <b>Choice 2: house</b> <b>Choice 3: other: [text field]</b>
<b>6c</b>	mandatory*	<b>What is the composition of your household?</b>	[text field]	<b>Number of adults: [text field]</b> <b>Number of children under 18: [text field]</b>
<b>6d</b>	mandatory*	<b>What is the structure and size of your house?</b>		
<b>6d_1</b>	mandatory*	____ <b>rooms</b>	[text field]	
<b>6d_2</b>	mandatory*	____ <b>square meters in total</b>	[text field]	

<b>6e</b>	mandatory*	<b>Where is your household located?</b>	[RADIO BUTTON]	<b>Choice 1: rural area</b> <b>Choice 2: urban area</b>
<b>6e_1</b>	this question should be activated as mandatory* if choice 1 in question 6e	<b>Is your household located within the locality?</b>	[RADIO BUTTON]	<b>Choice 1: Yes. My household is located within the locality.</b> <b>Choice 2: No. My household is at the outskirts.</b> <b>Choice 3: No. My household is distanced from the locality.</b>
<b>6e_2</b>	this question should be activated as mandatory* if choice 3 in question 6e_1	<b>At what distance from the locality is your house situated (meters)?</b>	[text field]	
<b>6e_3</b>	this question should be activated as mandatory* if choice 2 in question 6e	<b>Is your household located within the city?</b>	[RADIO BUTTON]	<b>Choice 1: Yes. My household is located within the city.</b> <b>Choice 2: No. My household is at the city outskirts</b> <b>Choice 3: No. My household is some distance from the city</b>
<b>6e_4</b>	this question should be activated as mandatory* if choice 3 in question 6e_3	<b>At what distance from the city is your house situated (meters)?</b>	[text field]	
<b>6f</b>	mandatory*	<b>Facilities and services in the neighborhood</b>		
<b>6g</b>	mandatory*	<b>Do you have public transportation means near your household?</b>	[RADIO BUTTON]	<b>Choice 1: yes</b> <b>Choice 2: no</b>

<b>6h</b>	this question should be activated as mandatory* if choice 2 in question 6g	<b>At what distance is the nearest public transportation station from your household? (meters)</b>	[text field]	
<b>6i</b>	mandatory*	<b>Is there a medical dispensary near your household?</b>	[RADIO BUTTON]	<b>Choice 1: yes Choice 2: no</b>
<b>6j</b>	this question should be activated as mandatory* if choice 2 in question 6i	<b>At what distance is the nearest medical dispensary from your household? (meters)</b>	[text field]	
<b>6k</b>	mandatory*	<b>Do you have access to internet at home?</b>	[RADIO BUTTON]	<b>Choice 1: yes Choice 2: no</b>
<b>7</b>	mandatory*	<b>Family Income</b>		
<b>In the following 2 questions please indicate the amounts in your national currency</b>				
<b>7a</b>	mandatory*	<b>What is the monthly average amount of your family income?</b>	[text field]	
<b>7b</b>	mandatory*	<b>What is the monthly average amount of your family expenses?</b>	[text field]	
<b>7c</b>	mandatory*	<b>How many adults contribute to the monthly income in your nuclear family?</b>	[text field]	
<b>7d</b>	mandatory*	<b>Who in your family (nuclear and/or extended) contribute to the monthly family income?</b>	[check box]	<b>choice 1: grandmother choice 2: grandfather choice 3: mother choice 4: father choice 5: spouse/partner choice 6: myself choice 7: sibling(s) choice 8: uncle(s) choice 9: aunt(s) choice 10: nobody choice 11: other. Please specify [text field]</b>

<b>7e</b>	mandatory*	<b>How many adults in your family are officially employed?</b>	[text field]	
<b>7f</b>	mandatory*	<b>Is there any member of your family (nuclear and/or extended) working abroad and supporting your family?</b>	[radio button]	<b>Choice 1: yes Choice 2: no</b>
<b>7g</b>	if question 7e responded with "yes", then this question shall be mandatory*; otherwise, it should be invisible	<b>How many members of your family (nuclear and/or extended) are working abroad and supporting your family?</b>	[text field]	
<b>7h</b>	mandatory*	<b>How many dependents are there in your family?</b>	[radio button]	<b>choice 1: 0 choice 2: 1 choice 3: 2 choice 4: 3 choice 5: 4 choice 6: 5 choice 7: 6 choice 8: 7 choice 9: other. Please specify [text field]</b>
<b>7i</b>	mandatory*	<b>Do you have dependents with disabilities in your family?</b>	[radio button]	<b>Choice 1: yes Choice 2: no</b>
<b>7j</b>	if 7i responded with "yes", then this question should appear as mandatory; otherwise it should be invisible	<b>How many dependents (other than children) with disabilities are there in your family?</b>	[radio button]	<b>choice 1: 1 choice 2: 2 choice 3: other. Please specify [text field]</b>
<b>7k</b>	mandatory	<b>Has any of the members in your household received a bank loan?</b>	[radio button]	<b>Choice 1: No Choice 2: Yes. I currently have a bank loan. Choice 3: Yes. My spouse /my partner currently has a bank loan. Choice 4: Yes. My parent(s) currently have a bank loan. Choice 5: Yes. My sibling(s) currently have a bank loan.</b>

## Annex 2 – Scholarship Selection Criteria

Criteria	Considerations for the evaluation	Value in relation to the total points	
		for new applicants	for renewal applicants
<b>1. Grade point average (GPA)</b>	GPA value inserted automatically by the system	40%	35%
<b>2. Statement of Purpose</b>	<ul style="list-style-type: none"> <li>• Style and fluency of writing;</li> <li>• Comprehensive information;</li> <li>• Ability to express academic goals and/or accomplishments clearly;</li> <li>• Commitment and motivation to study;</li> <li>• Academic progress from previous year/s, if renewal applicant.</li> </ul>	15%	15%
<b>3. Essay on awareness of Roma issues</b>	<ul style="list-style-type: none"> <li>• Style and fluency of writing;</li> <li>• Comprehensive information;</li> <li>• Ability to express ideas and arguments clearly;</li> <li>• Awareness regarding Roma issues;</li> </ul>	15%	15%
<b>4. Extra-curricular activities</b>	<ul style="list-style-type: none"> <li>• Participation in any extra-curricular activities;</li> <li>• Participation in relevant extra-curricular activities;</li> </ul>	10%	10%
<b>5. Recommendation letter</b>	Level of skills and qualities presented in the letter	5%	5%
<b>6. Interview / renewal bonus points</b>	See interview paper-based evaluation sheet	15%	20%