

Roma Education Initiative



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FINAL REPORT



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PREFACE

The Final Report on OSI's Roma Education Initiative, 2002–2005 has been published to bring to the attention of policy makers important new information in the field of Roma education.

The difficulties surrounding the education of Roma children have for long been high on the agenda of many countries but the debate on how best to address these problems has been hampered by a lack of information and analysis. Recently, however, more information on the education of Roma children has become available. Recent reports – from United Nations Development Program, European Monitoring Centre on Racism and Xenophobia, the Open Society Institute, the World Bank and the newly established Roma Education Fund, to name a few – are either dedicated exclusively to education or contain chapters and subsections dedicated to education, and most cover important topics such as the state of the problem, providing data and statistics when available, factors influencing the education of Roma, overview of existing policies and measures, and recommendations for ways forward.

Few publications, however, touch upon the design of project interventions, whether governmental or NGO, and discuss impact of such projects, information that can be instrumental as interventions continue within the Decade of Roma Inclusion. Perhaps the reason why there is so little published on impact is because so few interventions integrate external evaluation as an ongoing component of project implementation. Indeed, one recognized problem that hinders long term impact of interventions is just this, the lack of external evaluation.¹ The Final Report on OSI's Roma Education Initiative fills many of these gaps, and as such, will be an essential tool for policy makers and analysts.

The design of the Roma Education Initiative did not envisage a centralized evaluation due to the variation in implementation and timeframes of projects; difficulties over the comparability of data would not have made that possible. Instead, REI relied mostly on national-level external evaluation of projects to provide data necessary to document the achievements of REI. The national evaluations were guided centrally, but were designed and implemented locally, as were the education projects that they were assessing. Relying on such a method had its challenges and limitations. For example, the implementation timeframe was too short to measure education outcomes with any reliability; local evaluators did not collect baseline data and despite the attempts to obtain common data, variations in the data collected made difficult assessing change over time. The result is that much of the data required to substantiate many of the claims made in this Report are not really available, which poses a bit of a quandary for the analysis.

Although the Report cannot provide the detailed comparative evaluations that would facilitate the policy making process, it does provide much rich information and detail on project implementation. On this basis, ESP has paused to measure what has been achieved, and reflected upon what the lessons are in relation to policy development and how implementation efforts in the future might be improved. The publication of this Report underlines the need to have appropriate external evaluation as an integral part of all ongoing efforts in the field of Roma education. Appropriate design should include clear statements on expected outcomes, especially where data is concerned. In other words, design should stipulate precisely and unambiguously what external evaluation should be measuring. It also should provide for appropriate baseline data and/or comparative data. This exercise also points to the need for longer term assessments in order to learn about the impact of education interventions in the long term on Roma children's school success. For this, education projects and interventions must be funded for longer than three years, and certain assessments should be designed with a long-term life. Finally, this exercise has reminded ESP of the critical importance of accurate and reliable data in ongoing efforts to improve Roma education; without it, a better understanding of what works in improving education for Roma and informed policy making are not possible.

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INTRODUCTION

A. Background

The Roma Education Initiative (REI)² began in 2002 when the urgent issue of Roma education was emerging as a priority on the European level, with many international organizations and donors becoming involved. Open Society Institute (OSI) was well positioned to take a lead on this issue.

Over the past ten years, OSI and its network, including National Foundations, have worked resolutely in support of improving educational outcomes for Roma children. OSI has been deliberate in involving young Roma in its programs. Some major initiatives have focused on mentoring and tutoring secondary school students to support entrance into university, while others have provided university scholarships for Roma youth. In addition, many non-formal education and youth programs have been initiated at the local level, often supported by National Foundation grants to local Roma NGOs.

Internationally, the Step by Step Program (SbS), a high quality early childhood development program, has been highly successful in preparing children for school and in maintaining parity of achievement between Roma children and their non-Roma peers in the primary grades. Furthermore, through the Step by Step Roma Special Schools Initiative, it was proven that most Roma children placed in special schools for the ‘mentally handicapped’³ were capable of performing to mainstream education standards, when given the appropriate conditions for learning. An important outcome of the project was the integration of Roma children into regular mainstream schools. At the time of this report’s preparation, Step by Step NGOs were active as implementing partners in REI.

REI has been a joint initiative between the Open Society Institute’s Education Support Program in Budapest and Children and Youth Programs in New York. REI has made efforts to involve and collaborate with Roma NGOs, parents and local communities, other institutions and governments, as well as with other OSI network programs,⁴ such as the Roma Participation Program, the Network Women’s Program, and the European Roma Rights Centre.

Since its inception in 2002, REI funded seven national level projects in Bulgaria, Hungary, Macedonia, Montenegro, Serbia, Slovakia, and Slovenia. In addition, REI has provided support to other national efforts focused on Roma education in Bosnia and Herzegovina, Croatia, and Kosovo, through technical assistance and/or inclusion of implementing teams in international events.

REI funding and centralized activity officially came to an end on December 31, 2005 after four years of operation. However, implementation in some countries will continue to be supported until June 2006 and beyond. Furthermore, the REI legacy is expected to be evident through the network of technical expertise and capacity that was developed through the project, the impact it has had on strategic and policy level activities in countries where it operated, by exchanging with and providing technical knowledge to the Roma Education Fund (REF) and by those combined efforts – including the support of other donors – in sustaining activities at the local level.

B. Purpose of the Report

The original approach to the evaluation of REI was that countries would evaluate their own initiatives with support and pressure from the REI technical team. The International Evaluation Consultant from Proactive Information Services⁵ worked with REI country teams and their national evaluators on evaluation design and related issues in order to work towards assuring systematic and objective evaluation processes.

Originally, an overall evaluation report with centralized data collection was not envisioned. However, if REI is to be documented and lessons learned are to be disseminated, overall reporting is desirable. Therefore, in late 2004, both an internal mid-term review document and the REI Midterm Report were prepared.

For Year 4 (2005), another public report was needed to document the outcomes and lessons learned from REI. This report draws on a variety of data sources in order to:

- Describe various models of REI implementation, along with their perceived strengths and weaknesses,
- Document the degree to which REI achieved results related to educational outcomes, desegregation, implementation of the comprehensive approach, and policy impact,
- Record the 'lessons learned' from the REI experience.

This report has been prepared by the International Evaluation Consultant from Proactive Information Services Inc. with assistance from the REI Program Manager and other members of the Technical Assistance Team.⁶

ROMA EDUCATION INITIATIVE

A. Goals of REI

Equal access to quality education for Roma is REI's basic philosophy and primary goal, while **working towards integrating Roma children** into mainstream state education.

As supported by OSI policy, REI did not tolerate or support efforts that perpetuate or contribute to unequal, segregated education. REI recognized, however, that for genuine integration to occur, preparation of schools, teachers and majority communities, as well as academic preparation of Roma students are pre-requisites.

Quality integration is more than the simple placement of Roma students into classes or schools with their peers from the majority population; rather, quality integration is demonstrated by Roma and non-Roma students interacting positively with one another both in and out of the classroom. Teachers ensure that the elements of quality education apply to all students in the class.

The Open Society Institute (OSI) believes that all persons are entitled to equal protection of the laws and to equal opportunity. These goals cannot be achieved in circumstances where children from a particular racial, ethnic, or religious group are required by law or practice to attend segregated schools...

Accordingly, the OSI will focus its support on education programs for Romani children and/or programs that directly contribute to desegregation. In circumstances where such programs take place in segregated schools, they should be undertaken in the context of explicit plans to bring about desegregation.

Desegregation is defined as a set of policies and programs that end, in a timely manner, the separation of Romani children from children of the majority nationality in the education system (whether in separate schools, or separate classrooms or programs). In most cases, desegregation entails the physical movement of Romani children from predominantly or exclusively Roma schools to schools where the majority nationality predominates.

OSI recognizes that improving educational outcomes is another important goal, and that integration will be aided by demonstrating that Romani children in mainstream educational settings are capable of succeeding. OSI should ensure that all desegregation programs it supports include appropriate evaluation mechanisms to demonstrate educational success in the mainstream educational setting. Moreover, OSI should encourage these programs to include components focusing on improving educational quality in addition to desegregation per se.

OSI Policy on Roma Education as revised pursuant to comments of the OSI Board and Roma Education Meeting Participants, April 28, 2003

REI policy also stresses the importance of improving educational outcomes through the provision of quality education. REI defined **quality education** as:

- Use of child centered pedagogy, rather than subject or teacher centered pedagogy,
- Use of differentiated instruction that supports individualization and building on children's strengths rather than focusing on deficits,
- High academic expectations of all children,
- Use of curriculum that is relevant to all children and their cultures,
- A school and classroom climate that welcomes and values parents and community.

REI country teams were asked to address four inter-related **outcome areas**.

- 1. Educational Outcomes:** REI supported equitable access to quality education with specific attention to the improved academic performance of Roma children. Educational outcomes could take different forms, such as developmental progress in very young children, performance in core academic subjects that equals that of the majority population for older children, and/or improved pass rates from one grade to the next or from one level of the system to the next (e.g., more Roma children continuing in school beyond the primary grades).
- 2. Desegregation:⁷** Desegregation in REI projects was approached by supporting early childhood opportunities which promote the integration of children into mainstream schools and classes as children move up through the educational system. Within schools, desegregation occurs by ensuring that children are integrated from all-Roma classes into classes with children from the majority population. REI was not designed to deal directly with the physical transfer of children from segregated geographical settings into integrated ones, except in a few cases when pre-school children are brought to their pre-schools by bus or chaperone.
- 3. Comprehensive Approach:** Projects were expected to target children and youth ages zero to 18, using existing OSI network education and other program resources, while partnering with Roma NGOs and leaders, as well as with other NGOs, organizations, institutions, and governments. The intention was to provide a range of services – both in and out of school – to Roma children and families that, in combination, would support children's educational success.

The comprehensive approach was chosen for REI based on OSI's previous experience through the Roma Special Schools Initiative, Roma Education Research Project, and other projects implemented by Children and Youth programs in New York. These projects revealed that when working in this complex area, no individual intervention could respond to the spectrum of educational needs of all Roma children in any country or community. Rather, program models developed, adapted or expanded should offer a continuum of services in response to an array of needs and across various age groups (K-18). Projects should also promote change in the schools in order to ensure that they more effectively meet the educational needs of Roma students. Furthermore, strategies for promoting linkages and coordination among direct service projects and those supporting institutional change in the schools should be supported.

Therefore, REI's comprehensive approach was designed to maximize the use of existing resources and community capacity in order to have an impact on as many children and youth as possible within a certain community. Underlying the approach was also the belief that children's educational success cannot be supported in isolation from other aspects of their lives and the conviction that as many partners as possible need to work in concert if significant changes are to be achieved.

- 4. Policy Impact:** This refers to making systemic changes and supporting policies – both at the national and local levels – that will lead to the sustainability of initiatives after REI funding and technical assistance have come to an end. Influencing policy was a strategic direction of REI.

B. REI Project Design

The Roma Education Initiative (REI) was designed to work on both the international and national levels and included both grant-making and technical assistance functions. REI was governed by a Roma Education Initiative Working Committee, which consisted of well known practitioners and people with credible ‘voices’ on Roma education, from both within the OSI network and from outside, including members from Western Europe as well as Eastern, Central and South Eastern Europe.⁸

A Program Manager, based in OSI Budapest (Education Support Program) oversaw the entire project. Her work was supported by a technical assistance team which included; an expert in Roma education including management, strategy and policy development, a specialist in early childhood pedagogy and second language learning, as well as the international evaluation consultant.

1. International Level

Centrally, REI offered technical assistance, the main elements of which were:

- Strategy development support,
- Technical assistance in management and implementation strategies,
- Technical advice including tools and instruments for monitoring and evaluation,
- Pedagogical assistance,
- Support through access to training modules (such as School Improvement and Education for Social Justice),⁹
- Policy support, and
- Networking and exchange opportunities.

Monitoring to ensure quality implementation has been a large part of REI. Upon monitoring, projects were often asked to revise their plans which consequently, had implications for their budgets. Another impact on resources was the degree to which centralized training needs emerged, requiring more funding to support than originally envisaged.

As a centrally coordinated activity, project management teams¹⁰ were brought together for international team meetings to discuss implementation challenges, strategies for improving advocacy, Roma NGO partnerships, and community development, among other topics.

However, REI was not strictly an initiative where guidelines and funding were provided. The REI country teams viewed the support and expectations that accompanied REI as **‘value added.’**

In interviews with country directors and their teams, more than half the teams commented on the importance of the REI Program Manager having the *“big picture”* or the usefulness of having the *“outside perspective”* that the REI Program Manager and members of the Technical Assistance Team provided: *“The visits [from the Manager and Technical Assistance Team] were important ... it is sometimes difficult to see outside your own daily reality.”*

Virtually all teams cited the value of having OSI support for networking. The importance of learning from each other was a central theme in these comments: *“It is very important to listen to others ... it’s like a pot cooling, there is time for reflection. It’s inspirational and helpful.”* The face-to-face meetings were viewed as being particularly useful in the process of learning and reflection. As well, the opportunity to have time to work together in a setting removed from day to day reality was valued. *“These meetings are important because we sit together as a team with time to think strategically and work together ... the time to translate our thinking into action.”*

One team commented on the importance of having Roma representatives at the international meetings given their importance as implementing partners. Another team remarked that, not only did they learn from others regarding REI-related issues, but they established relationships which had a broader impact: *“We connected with people in southeast Europe more closely than ever before.”*

The majority of teams commented on the value of pedagogical assistance for both the trainings and the visits to schools. *“Visits are crucial because she sees classrooms and teachers and can give another perspective ... also ideas for seminars were very helpful.”* Again the external perspective was cited as valuable.

One team also mentioned that they tried to copy the international management of REI at the national level, implementing various elements of technical assistance and management.

Three of the teams remarked on the benefits of technical assistance in the area of evaluation. Assessing the impact was viewed as important *“even though you sometimes hated the data collection ... it forced you to think on a systematic level and keep an analytical approach.”* Another team commented on how they would use the evaluation approach from REI as a model for how to evaluate other projects.

Five of the teams mentioned the Education Support Program (ESP) BlackBoard¹¹ as an important support and they offered a variety of reasons. The material on the ESP BlackBoard (such as the sample evaluation instruments and training modules) was viewed as beneficial as was the opportunity provided by the ESP Blackboard for exchange of information.

We would go to BlackBoard every morning – what’s new on BlackBoard? It is a platform for reflection and self-improvement ... we used the tools and compared reports ... BlackBoard is also important for researchers as they can compare [their work] and reflect for their own professional improvement.

In closing, the majority of teams commented directly on the ‘value added’ aspect of REI, particularly the materials, strategies, and ways of thinking they could apply to other projects. As one team explained, they saw REI *“as a package ... all aspects work together towards system capacity building ... REI gives you things you can use again.”*

2. National Level

REI originally planned to fund six projects. An additional seventh was funded because demand for participation in REI was high and because the project had a high possibility for systemic impact. Though several proposals were not accepted, a number of countries decided to follow REI principles and design concepts and to fund their own initiatives. These countries were Bosnia and Herzegovina, Croatia, and Kosovo.

The majority of projects are not scheduled to end until June 2006 and June 2007 and therefore, required financial support beyond December 2005. Table 2:1 shows the countries that officially participated in REI and their implementation time frames.

Country Name	Grant Given	Implementation Began	Projected End Date	Actual End Date
Bulgaria	May 2003	September 2003	June 2005	June 2006
Hungary/Slovakia	May 2003	September 2003	December 2005	June 2006
Macedonia	December 2003	September 2004	June 2005	June 2007
Montenegro	December 2003	September 2004	June 2005	June 2007
Serbia/Slovenia	September 2002	September 2002	June 2005	June 2005

Originally, it was envisioned that projects would have at least a three year lifespan in order to give time for real impact. However, due to limited financial

resources, high demand for grants, and an on-going proposal approval process, not all projects were funded for a full, three-year time span. The relative brevity of the REI experience is a major consideration when assessing its impact and the lessons learned.

Although project proposals were in alignment with the overall REI goals, each project was unique, based on the situation and context of each particular country. However, while variations were evident, all REI projects were based on the same principles:

- Work towards ending the status quo of segregated education for Roma children,
- Demonstrate shared costs with other donors and government,
- Demonstrate feasibility and possibility for systemic change with built in strategies for systemic reform,
- Demonstrate the use of existing resources, specifically OSI network programs,

- Have a built-in monitoring and evaluation system,
- Offer a high quality continuum of education services for 0 to age 18 and beyond,
- Appropriately link both direct educational services with institutional change efforts,
- Address the complexity of the needs and contexts,
- Be based on the Roma communities' needs and conditions with the support of active and interested Roma community leadership.



a) Core Pedagogy and Methods

REI worked towards desegregation through the empowerment of Roma NGOs to work with communities and schools and through the support of good pedagogical practice in integrated schools. The former helped ensure Roma children have access to and attend integrated pre-schools and schools, while the latter helped guarantee Roma children have access to high quality, integrated education once they are in school.

Early childhood learning opportunities: Since one of the main factors in the failure of Roma students in school is the lack of school readiness when they start first grade, REI was designed to provide early learning opportunities to Roma children.

- All the primary schools in the project were linked with either formal or informal pre-school programs to give children a better chance of succeeding at school. Primary school teachers whose classes included Roma students who attended pre-school reported that these children did much better academically and were more easily integrated in the first grade.
- There was an emphasis on teaching children the official language of the country and in developing pre-literacy and pre-numeracy skills.
- REI supported other home and community-based learning opportunities, including early childhood programming provided by Roma NGOs.

Interactive child-centered pedagogy: A key component of REI projects in all countries was the use of interactive, child-centered pedagogy. At the early years, teachers were supported in the implementation of Step by Step (SbS), while in the higher grades, Reading and Writing for Critical Thinking (RWCT) became an important instructional vehicle¹².

Connections to Roma Communities: Roma NGOs have taken on a strong role particularly in helping to address school attendance problems experienced by some Roma students. In conversations with schools, all stated that Roma students' school attendance improved in REI sites. This was the direct result of the Roma NGOs visiting parents who were not sending their children to school and encouraging them to do so, as well as by providing out of school support to school-aged children through homework assistance, extra-curricular activities, and encouragement for children to attend and achieve in school.

Roma partner NGOs were involved in training, including training of Roma teaching assistants who were frequently affiliated with Roma NGOs. Roma teaching assistants¹³ were a key component of REI classrooms and schools. They assisted in classrooms, acted as role models for children, integrated Roma language, culture, and history into the curriculum, and served as a liaison between the family and the school.

Roma NGO staff often worked as trainers in other areas, such as Roma culture and history. Roma partners were also involved in all international events. In addition, they worked as advocates in the community, acted as another link between schools and families and, as previously mentioned, provided out of school support to Roma children and youth.

REI supported the capacity building of implementing NGOs in areas such as; The Education for Social Justice Primary Curriculum (a curriculum that deals with diversity and second language techniques in classrooms), the Education for Social Justice Adult Curriculum, and School Improvement training.

Other pedagogical supports: Support for teachers was also provided in the form of training in both anti-bias teaching strategies appropriate for primary students and training for adults in social justice theory and practices. In addition, School Improvement training was available to school teams that included school directors, teachers, pedagogues, other educational support personnel, parents, and other community members.

Other supports: While the strategies described above are common among REI projects, REI teams have also responded to their local contexts by implementing other programs and services in cooperation with the Roma community. For

example, in Serbia, young people (including school drop-outs) successfully completed trade-related secondary school courses supported by REI. In Slovakia, in cooperation with the OSI Network Health Program, REI has linked high quality health provision and prevention services, which assist in assuring access to school for Roma children. REI Slovenia has supported literacy programs for adults in cooperation with various state institutions. The programs offer a completion of primary school (7th or 8th grade) and literacy programs (1st to 6th grade) for adults in the community.



b) Local Implementation

Bulgaria

Bulgaria was funded in May 2003 and began implementation in September of the same year. In the 2004–2005 year, the project operated as follows:

- Number of sites – 3 (Lom, Glozene, and Blagoevgrad)
- Number of schools/pre-schools – 7
- Number of children – 1,831
- Number of Roma children – 1,023

The major implementing partners¹⁴ are the Step by Step Foundation Bulgaria, the Open Society Foundation Bulgaria, and the Roma Lom Foundation. Roma Lom Foundation was instrumental in working with youth 15 years of age and older. OSI trainings and programs supported REI implementation, including combining OSI educational programs that involved teachers and parents. Round tables were used to disseminate results and discuss policy implications.

The model follows the comprehensive approach, working with children and youth from age 3 to over 18 years of age (Figure A:1).¹⁵ The comprehensive approach also includes ‘out of school’ activities offered through a summer program as well as ‘career streaming’ provided with the assistance of Roma Lom. Municipalities were also considered partners.

When the Bulgarian team was asked to identify the key aspects of the model, they cited: the comprehensive approach, the work of Roma Lom Foundation, and “*combining different programs in the name of desegregation.*”

Hungary

Hungary was funded in May 2003 and began implementation in September of the same year. In the 2004–2005 year, the project operated as follows:

- Number of sites – 3 (Budapest, Miskolc, and Patka)
- Number of schools/pre-schools – 10
- Number of children – 530
- Number of Roma children – 460

The major implementing partners are Ec-Pec Foundation, local minority governments (Roma) and the Family Support Centre in Miskolc (Figure A:2).

The Hungarian REI model is built on the concept of Local Integration Networks (LINS). These networks were designed to bring schools, local governments, and community organizations together in support of the desegregation of Roma children and youth. As the Hungarian REI team noted in response to the question regarding the most significant aspects of their project: *“Our approach is unique ... we are trying to initiate systemic change through the Local Integration Networks.”*

Other important aspects of the Hungarian model included their attempt at integrating a school unit that was considered ‘one’, but that in fact was two separate buildings, as well as their attempt to break down the unconscious ‘tracking’ of Roma students to segregated school settings and to rerouting them into integrated, high quality educational settings.

Macedonia

Macedonia was funded in December 2003 and began implementation in September 2004. In the 2004–2005 year, the project operated as follows:

- Number of sites – 3 (Skopje, Kumanovo, and Prilep)
- Number of schools/pre-schools – 23
- Number of children – 4,380
- Number of Roma children – 1,382

The major implementing partners are Step by Step Foundation Macedonia, Open Society Foundation Macedonia, as well as Roma Education Centres (Figure A:3). Roma NGOs (Education Centres) work as equal partners in REI. Local stakeholders, such as local authorities and parents, are also involved. Trainings through the Step by Step network, as well as other trainings to strengthen the NGO sector, are important REI activities.

When asked about the most significant elements of REI, the Macedonian team noted the relationships among the Roma Education Centres and schools with the children going to the Centres before and after school. The Centres were also viewed as advocates in the community.

Montenegro

Montenegro was funded in December 2003 and began implementation in September 2004. In the 2004–2005 year, the project operated as follows:

- Number of sites – 3 (Podgorica, Berane, and Niksic)
- Number of schools/pre-schools – 11
- Number of children – 5,988
- Number of Roma children – 987

The major implementing partners are Foundation for Open Society Representative Office Montenegro, the Ministry of Education and Science of the Republic of Montenegro, the Pedagogical Centre of Montenegro, and UNICEF (Figure A:4). In the various sites, others are also key implementing partners, such as; Roma Association of Montenegro, Roma Association “Početak,” NGO Enfant-Djeca, Red Cross of Montenegro, and SOS for Women and Children – Victims of Violence.

Special emphasis is placed on children ages 3 to 11 years of age. Other features include the provision of text books for all Roma children entering Grade 1 and transportation for Roma children in REI pre-schools which were supported by the Ministry of Education and Science.

When asked about the most significant elements of REI, the Montenegro team identified the team approach at all levels, including teachers in schools working collaboratively with Roma teaching assistants and parents. A systematic approach that includes project monitoring, materials for children, quality seminars and trainings, as well as experienced Roma NGO partners was also mentioned. For example, when the Roma NGO approached the school, parents, and the municipality to organize medical help for children, assistance was forthcoming.

Serbia

Serbia was funded in September 2002 and began implementation immediately. In the 2004–2005 year, the project operated as follows:

- Number of sites – 2 (Nis and Kragujevac)
- Number of schools/pre-schools – 14
- Number of children – 5,255
- Number of Roma children – 933

The major implementing partners are Fund for an Open Society – Serbia and Center for Interactive Pedagogy (CIP). At the national level, the model includes the Ministry for Human and Minority Rights, while at the local levels, major implementing partners include the Roma Education Centre (Nis), the Roma Information Center (Kragujevac), the Association of Roma and Serbian Friendship (Kragujevac), and Stablo (Roma NGO Association of Roma and Serbian Friendship in Kragujevac).

As part of the Serbian model, the importance of working to develop policy documents, partnering with experts and other institutions, cooperating with the Roma community at all levels, as well as using quality methodologies and action planning are all highlighted (Figure A:5). As well, ‘school micro-projects’ were another feature of the Serbian approach.

When asked about the most significant project elements, the Serbian team spoke about the importance of seeing REI as a system or “*a whole.*” They mentioned that they would now start with school improvement and action planning, as they did with secondary schools. In addition, they explained that their model shows “*how the third sector can collaborate with institutions and government and have everyone work together.*”

Slovakia

Slovakia was funded in May 2003 and began implementation in September 2003. In the 2004–2005 year, the project operated as follows:

- Number of sites – 4 (Košice, Jarovnice, Smižany, and Rudňany)
- Number of schools/pre-schools – 19
- Number of children – 1,441
- Number of Roma children – 661

The major implementing partners are the Wide Open School Foundation (Ziar nad Hronom), the Open Society Foundation - Bratislava (Slovakia), Project Schola (Košice), as well as the Cultural Union of Romani Citizens (Rudňany), Dženo – Spiš (Smižany), and Civic Association ASAL (Jarovnice).

The REI model includes children from 0 to 18 years and older, but focuses particularly on connecting schools, families, communities, support programs, the NGO sector, as well as other institutions such as the Ministry of Education (Figure A:6). Creating home learning environments is a key feature of the Slovak model, consistent with their focus on life long learning based in community. In Slovakia, in cooperation with the OSI Network Health Program, REI has linked high quality health provision and prevention services, which assist in assuring access to school for Roma children.

When asked about the most significant elements of their project, the Slovakian team described a community-based approach that connects education and all people involved in both the Roma and non-Roma communities. They described the importance of: *... breaking barriers and creating an atmosphere of desegregation ... [and] the active participation of Roma parents to manage their own environments ... they become partners and educators of their own children.*

Slovenia

Slovenia was funded in September 2002 and began implementation immediately. In the 2004–2005 year, the project operated as follows:

- Number of sites – 3 (Leskovec pri Krškem, Semič, and Škocjan)
- Number of schools/pre-schools – 6
- Number of children – 359
- Number of Roma children – 51

The major implementing partners are the Developmental Research Centre for Educational Initiatives (DRCEI) Slovenia, in cooperation with the Slovenian Roma Association, Roma Association of Leskovac, Regional Roma Association of ROMANO GAV, Association of Friends and Youth, Slovenian Adult Education Center, and Peace Institute.

In the Slovenian model, the focus is on children ages four to 15 years of age (Figure A:7). Local NGOs, medical centres, municipalities, and Adult Education Centres are highlighted. The focus is on developing inclusive classrooms through the professional development of teachers, including mentoring. Step by Step modules are adapted to school needs; Reading and Writing for Critical Thinking (RWCT) is adapted for Adult Education Centres.

REI Slovenia has supported literacy programs for adults in cooperation with various state institutions. The programs offer a completion of primary school (7th or 8th grade) and literacy programs (1st to 6th grade) for adults in the community. The Slovenian model was also instrumental in institutionalizing and securing funding for the position of Roma teaching assistants.



When asked to identify the most significant elements, the Slovenian team emphasized the focus on desegregation, the involvement of Roma teaching assistants, and the training of teachers to create inclusive classrooms.

C. Summary of Strengths and Challenges

Each REI project had both strengths and challenges. Table 2:2 highlights strong and weak points identified by each country.

Country	Strengths	Challenges
Table 2:2 Key Project Strengths and Challenges by Country		
Bulgaria	<ul style="list-style-type: none"> Comprehensive Approach - Working with partners to create an 'educational umbrella' to include all educational programs Whole school approach, including successful participation of Roma coordinators Implementation of summer educational programs that involved both children and parents Deliberate involvement of Ministry officials and local government officials, where possible 	<ul style="list-style-type: none"> Difficulties in working with governmental institutions due to excessive bureaucracy Motivating teachers with low teacher salaries, with the lack of motivation resulting in poor quality teaching (as a consequence, the project was discontinued in two pre-schools and one school in Lom)
Hungary	<ul style="list-style-type: none"> Local Integration Networks established Increased cooperation with Roma parents Bringing professionals together to cooperate, such as working with Pedagogic Expert Committees to develop 'culturally independent tests' Step by Step strengthened through working with NGOs and becoming officially accepted program 	<ul style="list-style-type: none"> Motivating teachers with low teacher salaries, with the lack of motivation resulting in poor quality teaching Motivating school directors and teachers to work for desegregation Strong pressure from local community and majority parents against desegregation Initial confusion over goals and roles among implementing partner and other partners
Macedonia	<ul style="list-style-type: none"> Comprehensive, promising model which has encouraged support from others, including other donors and the Ministry Teachers accepting Roma Education Centres, working together Establishment of preparatory classes for Roma children, resulting in increased Grade 1 enrollment Increased involvement of Roma parents 	<ul style="list-style-type: none"> Training more teachers in each school Teachers' attitudes and behaviours towards Roma children and parents Slow pace of change
Montenegro	<ul style="list-style-type: none"> Higher enrollment and fewer drop-outs in the Roma school population Integration of Roma children into pre-school Alignment of REI aims and national reform Clear cooperation between schools and NGO sector Willingness of Ministry of Health to work in Roma communities 	<ul style="list-style-type: none"> Living conditions in Roma communities and difficulty in pressuring ministries to take action Lack of Roma culture, history and traditions in curriculum and educational materials Short time for REI integration did not allow for model sites to reach their potential
Serbia	<ul style="list-style-type: none"> REI strategy integrated into larger action plans; REI established key elements for a sustainable process for the integration of Roma children Policy documents create legal framework for improvement of education for Roma children Comprehensive approach implemented, along with new roles for Roma NGOs Created support for and appreciation of Roma teaching assistants Active support of international organizations and donors 	<ul style="list-style-type: none"> Capacity building for Roma NGOs needs support Frequent and dramatic changes (e.g., government policies, school directors) create the dynamic of 'starting over' Decrease in number of Step by Step classes because of political pressures Teacher and parent fears about child-centred pedagogy Slow process of change requiring trainings plus individual work with teachers Hidden biases in the curriculum Lack of educator commitment to quality education for Roma children
Slovakia	<ul style="list-style-type: none"> Use of a comprehensive approach Increased attendance of pre-school and Pre-school children Collaboration with major municipalities Empowerment of communities, including intensive home-based education Policy impact at the national level Changed parental attitudes Improved teacher attitudes and pedagogy, including the use of bilingual education 	<ul style="list-style-type: none"> Difficulties achieving high quality pedagogy in schools with only Roma students Many barriers to desegregation (e.g., difficult to find institutional allies, teacher resistance, lack of trust between Roma and non-Roma) Extremely poor conditions in Roma communities (e.g., lack of health care, inappropriate housing, unemployment)
Slovenia	<ul style="list-style-type: none"> Beginning of systematic approach to deal with issues concerning the Roma community Institutional collaboration at the local level (e.g., medical services, adult education) Change in teacher attitudes toward integration Improved teacher pedagogy, including bilingual and multicultural classrooms 	<ul style="list-style-type: none"> Difficulty finding and employing Roma teaching assistants Lack of political will to act in accordance with legislation Absence of Roma NGOs and other community-based organizations with skills to support comprehensive approach

EVALUATION METHODOLOGY

A. Evaluation Approach

From inception, evaluation was intended to be an integral component of REI projects, with each country being responsible for its own evaluation. Local national evaluators¹⁶ were to undertake the evaluation of the project outcomes related to desegregation and educational outcomes. While the national evaluators could assist in the evaluation of the project outcomes related to the comprehensive approach and policy impact, responsibility for these components lay with the country directors. Each country team was to develop its own evaluation plan, related to the common REI outcomes; however, the evaluation methodology would vary according to the focus of each country's REI project.

For a combination of reasons, a centralized international evaluation was not envisioned. The approach was, rather, that each country would have technical support to help build local capacity for evaluation and monitoring. Resources were allocated to technical support as opposed to centralized data collection. Support was provided to the country teams, including the local national evaluators, through the provision of an initial evaluation training, the development of modules and a sample 'tool kit' of instruments which were placed on the ESP BlackBoard, as well as consultation on evaluation plans and data collection instruments. Pressure for accountability was exerted through having evaluation plans approved by the International Evaluation Consultant. In addition, the evaluation reports were submitted for review by the International Evaluation Consultant and the REI Project Manager. It should be noted that countries had different levels of evaluation expertise available to them and, therefore, the level of technical support provided and the quality of the national evaluation reports were variable.

Originally, the national evaluation reports and the annual reports from the country directors were to provide the data necessary to document achievement of REI outcomes. However, in Year 3, the REI Working Committee was interested in an overall report that documented progress towards REI outcomes. Therefore, in 2004 the information supplied by the country reports was supplemented with some centralized data collection in the form of a web-survey.

This Final Evaluation Report combines cluster evaluation methodology and multi-site evaluation methodology. A cluster evaluation is used when there are broad issues or outcomes that relate to a set of projects, but the projects themselves are dissimilar in their context and implementation. In a cluster evaluation, differences are highlighted not for the purpose of showing that one strategy is better than another, but rather to learn how particular strategies may suit differing contexts. Learning is the fundamental purpose of cluster evaluation.

As REI has evolved, differences remain in context and in strategy application, thus lending itself to a cluster evaluation approach. While the desire for learning is inherent in REI, the REI Working Committee, as well as a broader public audience, are interested in measures of success. Furthermore, in some aspects, REI projects have high comparability, thus lending themselves to a multi-site evaluation approach. Therefore, some central data collection again occurred in 2005, bringing a multi-site evaluation methodology to the outcomes concerning desegregation and the comprehensive approach.

Table 3:1 Overview of Evaluation Responsibilities and Methods	Area	Responsibility for Data Collection	Method
	Value-added	International Evaluator	Interviews with key people from country teams
	Key Project Strengths and Challenges	International Evaluator	Interviews with key people from country teams supplemented by annual reports
	REI Reach	International Evaluator	Web-Survey
	Comprehensive Approach	International Evaluator	Web-Survey
	Educational Outcomes	National Evaluators	Various methods at national level
	Desegregation/Integration	International Evaluator*	Web-Survey
	Factors Affecting Desegregation/Integration	National Evaluators	Various methods used
	Policy Impact	Country teams (supplemented by International Evaluator)	Annual reporting supplemented by interviews with key people from country teams

*Originally to be the responsibility of national evaluators but, due to inconsistent reporting, central data collection was undertaken.

B. Data Sources and Methods

The data sources and methods will be discussed under three major categories:

- Documentation of REI implementation models, along with their perceived strengths and weaknesses,¹⁷
- REI results related to educational outcomes,¹⁸ desegregation, implementation of the comprehensive approach, and policy impact,
- ‘Lessons learned’ from the REI experience.

1. Models of Implementation

In their annual reports, country directors were asked to describe their REI model, including the strengths and challenges they faced during its implementation. However, additional information on project models and implementation issues was obtained at the final international meeting in Montenegro in June 2005 where each team made a presentation (see Chapter 2).

This information was supplemented by semi-structured interviews with country directors and other team members (as deemed appropriate by the country director) that were conducted at the meeting in June 2005. The semi-structured interviews were designed by the International Evaluation Consultant, in consultation with the REI Program Manager. Interviews ranged from 45 minutes to an hour and a half in duration.

2. REI Outcomes

a) Educational Outcomes

Assessing REI’s educational outcomes was the task of the national evaluators in each country. The national evaluators were given criteria to help ensure they would collect comprehensive and credible data.¹⁹

Different countries focused on children of different ages and grade levels, particularly in the early stages of implementation. Therefore, national evaluators used different assessment tools depending on what was appropriate to the child’s age/grade level. As well, different countries accept different assessments as credible and appropriate to their curricula. Given that the REI evaluation was not conceived as one where countries would be compared, standardized assessments were neither viewed as appropriate nor necessary.

It should also be noted that the length of time for REI implementation was, at maximum, less than three years and, at minimum, one year. Therefore, it would be unrealistic to expect widespread and significant effects on educational outcomes.

In relation to educational outcomes, national evaluators were asked to provide information on one, and preferably more than one, of the following:

- Roma children’s developmental progress,
- Roma children’s academic achievement at different grade levels, showing progress over time,
- Comparison (where appropriate) of Roma children’s achievement with achievement of children from the majority population,
- Number of Roma children successfully moving (passing) from one grade to the next.

National evaluators were asked to provide data on either change over time in Roma children’s achievement or through comparison of Roma children’s achievement to that of the majority population.²⁰ National evaluators and country directors were also reminded that data were to be collected on Roma children’s achievement in regular education, not in special education or remedial classes. Furthermore, achievement results were to be based on formal assessments or on official school data (e.g., pass rates).

In order to find some comparability among disparate data on educational outcomes, a simple rubric²¹ was constructed. The rubric placed each country’s REI educational outcomes on a continuum of success. Again, it should be recognized that

different countries have been implementing REI within various contexts and for different periods of time, thus affecting the likelihood of educational outcomes being evident. The rubric results must be considered in this light and the results presented. The subsequent discussion attempts to explain the context which determines the degree of success REI teams could achieve regarding educational outcomes.

b) Desegregation

In 2004, data on desegregation were extracted from each country's national evaluation report with an emphasis on those countries that had been implementing REI for more than a year. Given that country teams used various interpretations of desegregation and that certain aspects of desegregation are not visible in the early stages of implementation, it was not possible to aggregate numbers on desegregation. While national evaluators were still encouraged to deal with this outcome, questions to elicit desegregation numbers were added to the 2005 web-survey.

The web-survey asked the country directors to provide information related to their entry year into REI, the 2004–2005 school year (if different from their entry year), as well as the 2005–2006 school year. It was hoped that information would be available for the 2005–2006 school year regarding the number of Roma children who had successfully passed on to higher grades.

Country directors were asked to complete the web-survey during August – September 2005. However, many were unable to do so within this time frame and some data required clarification and re-submission. The REI Program Manager followed-up with country directors and country teams to help assure the submission of quality data. Therefore, the final data for the web-survey were not submitted until late November 2005.

In addition to desegregation/integration numbers, most national evaluations addressed attitudes of teachers, as well as children's and parents' attitudes. Some national evaluators also assessed children's interactions (majority/minority interactions). National evaluators and country directors were told that REI was interested in all these data, but particularly data on changes in teacher attitudes towards Roma children and families, as well as on the attitudes of Roma children and parents towards their school experience.

c) Comprehensive Approach

Originally, countries were asked to report on the comprehensive approach by indicating the number of children/youth served at various ages/grade levels and the number of partnerships. No centralized data collection was envisaged.

However, as previously discussed, a web-survey was undertaken in 2004 and 2005 which asked all countries to document the scope of activity, including numbers served, trainings provided, partnerships, and funders.

Data from the two surveys were aggregated, where appropriate, to paint an overall picture of REI activity and the implementation of the comprehensive approach.

d) Policy Impact

Policy impact was reported across countries based on the mid-year and annual reports supplied by country directors. Country directors were asked to describe their national and local political contexts, as well as the participation of people from REI teams in national and local policy and curriculum initiatives. Reporting policy impact at both the local level and the national level was encouraged. The interviews with country directors and team members also supplemented information regarding policy impact. (Policy Impact is discussed in Chapter 5.)

3. 'Lessons Learned'

Related to the strengths and challenges faced in REI implementation are the 'lessons learned' from the experience. Country directors were asked to address the 'lessons learned' in their annual reports. Some national evaluators also reflected upon this issue in their reporting.

'Lessons learned' were discussed in the interviews with country directors, along with the usefulness of the technical assistance provided and the teams' plans for sustainability.

Finally, the national evaluator, in consultation with other members of the Technical Assistance Team, drew conclusions and subsequent implications that speak to the 'lessons learned' from the REI experience.

C. Challenges and Limitations

1. REI Structure and Impact on Evaluation

REI was structured so that each country would evaluate its own initiative using a local national evaluator, coupled with internal monitoring by the REI country team. REI projects had common outcomes they were working towards. However, countries could accomplish these outcomes in a variety of ways, within the general REI framework. Given this structure, centralized data collection across countries in a number of outcome areas, such as educational outcomes (as previously mentioned),²² would have been inappropriate.

As a result, this has restricted the extent to which comparative analysis could be undertaken. While not a limitation per se, it is important to realize the factors that shape the type of evaluation and reporting.

2. Outcomes

Four 'outcomes' or outcome areas were identified for REI; educational outcomes, desegregation, comprehensive approach, and policy impact. In a technical sense, outcomes are benefits to people which take the form of changes in knowledge, skills, attitudes, or behaviours. Strictly speaking, the comprehensive approach is a strategy to attain improved educational outcomes and desegregation, while policy changes are outputs or products of the endeavour. However, these four areas represent the major result areas for REI and for purposes of simplicity they are referred to as the four REI outcomes.

It should be noted that a number of national evaluation reports did not provide analysis of change over time in educational outcomes nor comparisons to the achievement of majority population children, despite the concerted efforts of the REI Program Manager and the International Evaluation Consultant. There were a number of administrative and political reasons that precluded the national evaluators from producing these data (e.g., late start compounded by a teacher's strike, changes in project direction, dropped sites). As a result, a discussion on the comparative evidence of improvement in their countries could not be included in this report.

3. REI Timeframe in Relation to Outcomes

REI was implemented, at maximum, over a three year period. The two country teams that were first funded and that technically began in September 2002 took some time to begin actual activity. At the other end of the spectrum, two countries did not begin implementation until September 2004, leaving them only one school year for activity prior to submitting data for this report.

The implementation of new classroom approaches (such as Step by Step) requires teachers to make significant changes in their pedagogy while, at the same time, they are learning new ways to connect with parents and families. Therefore, it would be extremely optimistic to expect teachers to fully implement new pedagogy within one – or even two – years. Therefore, the improvements in educational outcomes that one would anticipate from a fully implemented quality education approach are unrealistic to expect in the first year, or even second year, of implementation. In particular, reduced drop out rates and higher school completion rates are longer term outcomes that are unlikely to be evident even after three years.²³

4. Identification of Roma Students

In some countries, the identification of Roma students posed problems as the racial or ethnic identification of individuals is prohibited by law. While this is understandable, given the long standing bias and oppression of certain groups, it also complicates identification for research purposes related to initiatives intended to further social justice.

In discussion with the national evaluators and country teams, it was determined that the identification of Roma children had to be done either through family self-identification or through assistance of the Roma family coordinator/teaching assistant. Where these options were not available, the child's ethnicity was not to be identified.



5. Data Collection Issues

Data collection in communities can be challenging. In three countries, the national evaluators noted difficulties in obtaining cooperation with data collection activities from some schools. They attributed this to either a lack of commitment to REI philosophy and activities, or a lack of understanding as to the importance of their evaluation. Therefore, it is not surprising that gaps in the data do exist.

For example, at the school level one national evaluator noted that there was reluctance integrating Roma culture into classrooms. Teachers felt that everything was being “*pushed from the outside*,” including the need for evaluation data. Consequently, it was not possible to collect all the intended data in these sites. In other cases (such as the Bulgarian example on *Resisting Change*) schools began with the project and then withdrew, illustrating once again the challenges inherent in this work.

In one country, the violent death of a Roma teaching assistant prohibited completion of data collection at that particular REI site; the final data could not be collected in this community.

Bulgaria – Resisting Change

Nikola Parvanov in Lom is an elite school. Five years ago it had no Roma students; there are a few now, but this is still below 10% in the lower grades. Like other REI schools, Nikola Parnova received training and mentoring to support its desegregation process. However, in 2004 parents started to complain. One parent had a problem with the way the desks were rearranged in the classrooms. He said the new arrangement left the children with insufficient light and he did not like the fact that some children sat with their backs to the blackboard.

In the meetings that were held to address the complaints deeper problems emerged:

- The school principal and teachers had not explained the integration process adequately to parents. Parents knew the school was implementing a Roma education project, but believed this meant inferior education rather than improvements for all children.
- Consequently, parents thought the teacher training was to help them teach Roma and not improve their general teaching skills.
- Teachers went to training only to get new teaching materials, not because they were committed to desegregation.

After three meetings, and close work with the school, REI asked the school board to decide on its further participation in REI. On May 17, 2004, ten days before the end of the school year, the school took the decision to be no longer involved. All educational materials were taken back and given to Hristo Botev, another participating school in Lom.

Technical Assistance Team

DISCUSSION OF RESULTS

A. REI Reach

The comprehensive approach rests on the assumption that Roma children can be best served if the strategy is an inclusive one, affecting children and youth from birth to age 18 and beyond, by empowering their families and communities and leveraging support at many levels. Therefore, one indicator of a comprehensive approach is whether the initiative was able to reach children and youth across the age spectrum. REI's reach needed to extend to children and youth both within and outside the regular school setting. In order to be successful in this endeavour, REI also needed to reach, through training, those people providing direct service to children and youth.

1. Children and Youth in School Settings

In both the 2003–2004 year and the 2004–2005 year, approximately **20,000 children and youth each year** were involved in REI across the seven countries (Table 4:1).²⁴

		Age 0 - 3	Pre-school (formal and non-formal)	0 (zero) classes	Early Childhood (Grades 1 - 4)	Grades 5 - 8	Grades 9 - 12 (secondary school, gymnasium, or technical/ vocational school)	TOTALS
Number of Children	2003 - 2004	306	2974	76	7972	9060	142	20530
Number of Children	2004 - 2005	196	2649	271	6773	6330	3565	19784
Number of Roma Children	2003 - 2004	57	1046	66	2214	1669	105	5157
Number of Roma Children	2004 - 2005	42	986	122	2435	1551	361	5497

The largest number of children served was at the Grade 5 to 8 levels, followed by Grades 1 to 4. However, there was a decline at Grades 5 to 8 and an increase at Grades 9 to 12 over the two years. The growth at Grades 9 to 12 is a result of increased activity at this level in Serbia which was supported by another donor.

When comparing changes in the number of children participating in REI projects over time, differences emerged between the total number of children and the total number of Roma children. For example, between 2003–2004 and 2004–2005, while the total number of children decreased at the early childhood level, Roma children exhibited an increase. Furthermore, Roma children were proportionately less likely to show a decline in numbers when compared to the total number of children, regardless of age category. These trends suggest that the REI country teams were making concerted efforts to reach more and more Roma children as the implementation of REI in their countries progressed.

Changes in the number of children participating in the project were influenced by a number of other intervening factors. In some instances, pre-school enrollments declined due to the closure of community NGOs through which the pre-school services were provided. In other instances, some schools were either dropped from or discontinued the project.

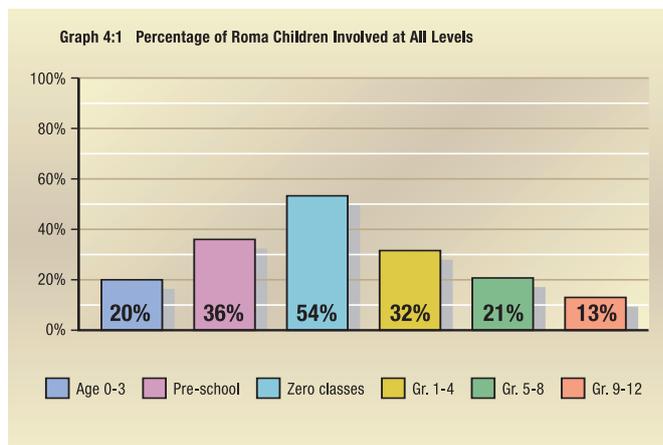
Montenegro had the largest number of children over the two years in both the zero to age three (n=273) and pre-school (n=2,196) categories. Bulgaria had the largest number of children in zero classes (n=252), while Montenegro had the largest number of children in Grades 1 to 4 (n=4,897), followed by Macedonia (n=3,725).

Again at the Grade 5 to 8 level, Montenegro served the largest number of students (n=4,142), followed by Macedonia (n=3,922). Serbia had the largest number at Grades 9 to 12 or secondary schools, gymnasium, or technical/vocational schools (n=3,458). These larger numbers at the higher grades are a result of the countries 'scaling up' to the higher grades because of the support from other donors.

Of the children and youth served by REI, approximately one-quarter were **Roma children**. (Children other than Roma children were served by REI because REI is working in integrated settings.) Overall, the largest number of Roma children in REI were at Grades 1 to 4, followed by Grades 5 to 8 (as previous, Table 4:1). Furthermore, at the high school/secondary level, the small number of Roma students reflects the fact that, in some countries such as Slovenia, some schools have had no Roma youth progress beyond Grade 8 for many years.

When viewed as a proportion of the populations involved in REI, the highest percentage of Roma students was at the zero classes (54%), followed by the pre-school level (36%) and Grades 1 to 4 (32%) (Graph 4:1).

Across the grade spectrum, REI has provided quality education to thousands of Roma children who, otherwise, would be in schools where the pedagogy and teacher expectations would not support their learning. Many might not be attending school at all. However, the inclusion of the largest proportion of Roma children in pre-school, zero classes and Grade 1 bodes well for the future. With quality educational interventions introduced early, Roma children have an increased chance of obtaining the necessary literacy and numeracy foundation to support their academic success and continued participation in education in higher grades.



2. Children and Youth in Other Settings

a) Tutoring and Mentoring

In 2003–2004, six countries had **tutoring/mentoring** initiatives operating in 221 classes as part of REI. A total of 3,445 children were involved, of whom 1,600 (46%) were identified as Roma. However, in 2004–2005 all countries had tutoring/mentoring initiatives, with the involvement of 3,275 children, of whom 2,214 (68%) were Roma.

In both years, the largest number of children was at the early childhood level (Grades 1 to 4). In 2004–2005 there were 1,853 children at this level, of whom 1,419 were Roma. Tutoring and mentoring involved 168 teachers and 45 Roma teaching assistants in 2003–2004 and 166 teachers and 40 Roma teaching assistants the following year.

Of the tutoring/mentoring classes provided in 2004–2005, 152 were provided by schools (51 of which were in Slovakia), and 57 were offered by Roma community centres/NGOs (22 of which were in Macedonia).

Tutoring and mentoring outside regular school hours provides an additional support to children’s learning. While the majority of these classes were in schools, the involvement of Roma community centres/NGOs provides a positive model for future educational initiatives involving Roma communities.

b) Summer Programs

In 2003–2004, four countries offered **summer programs**, as compared to five countries the following year. Fifty-four separate classes were offered in 2003–2004 and 66 in 2004–2005. The majority of summer programs were provided by schools at the early childhood (Grades 1 to 4) level (n=4), equally by schools and Roma community centres at Grades 5 to 8 (n=3 for each), and by Roma community centres at Grades 9 to 12 (n=2).

In 2003–2004, 1,005 children had participated, of whom 814 (81%) were Roma. In the following year, 1,257 children participated of whom 963 (77%) were Roma. The largest number of children and Roma children who participated in both years was at the early childhood level; in 2004–2005, 823 children were at the early childhood level of whom 573 were Roma.

In 2003–2004, 55 teachers and 27 Roma teaching assistants were involved in the delivery of summer programs, as compared to 67 teachers and 21 Roma teaching assistants the following year.

Summer can be a time when children may lose some of the educational gains they have made during the school year. Summer programs assist children in solidifying their learning. As with tutoring and mentoring, the summer programs provided through REI are an example of how schools and communities can work together to foster Roma children’s educational success.

3. Educational Reach

While there was an increase in the number of schools and pre-schools involved with REI over the two year period, the number of teachers and Roma teaching assistants remained fairly stable (Table 4:2).

		Age 0 - 3	Pre-school (formal and non-formal)	0 (zero) classes	Early Childhood (Grades 1 - 4)	Grades 5 - 8	Grades 9 - 12 (secondary school, gymnasium, or technical/vocational school)	TOTALS
Number of Schools/Pre-schools	2003 - 2004	4	29	6	26	26	6	74
Number of Schools/Pre-schools	2004 - 2005	3	27	4	30	30	26	90
Number of Teachers	2003 - 2004	24	210	5	316	451	19	1025
Number of Teachers	2004 - 2005	6	113	23	254	327	336	1059
Number of Roma Teaching Assistants	2003 - 2004	15	61	2	31	13	0	122
Number of Roma Teaching Assistants	2004 - 2005	48	27	4	31	8	2	120

The overall increase in the number of schools is due to the involvement of more schools at the secondary/gymnasium/technical/vocational level, largely as a result of previously mentioned efforts in Serbia.

Other educators were also involved with REI. In 2004–2005, 25 school psychologists were active in REI, most of whom (n=17) were at the Grade 1 to 8/9 level. Twenty pedagogues were involved, again most (n=18) at the Grade 1 to 8/9 level. A total of 93 other school staff participated in REI, most frequently at the Grade 1 to 8/9 level (n=43) and at pre-school (n=34).

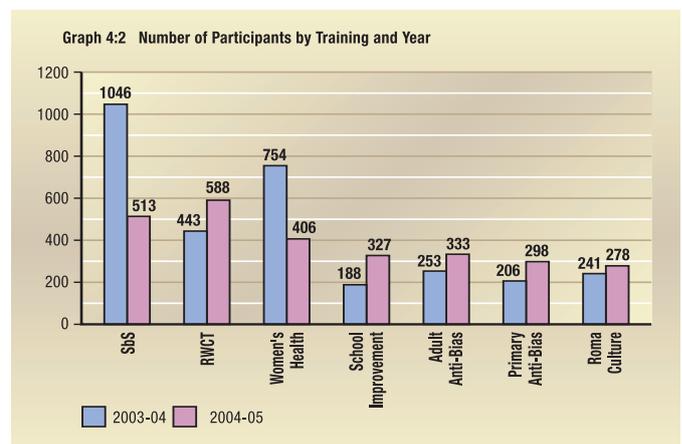
While teachers and Roma teaching assistants provided the core educational programming, the involvement of other educators is important in creating whole school environments that provide quality education for Roma and other students. In future educational initiatives, the inclusion of these ‘other’ educators deserves increased attention.

4. Trainings

In both 2003–2004 and 2004–2005, all countries provided trainings with 324 trainings in the former year and 190 in the latter year. A total of 4,554 people participated in 2003–2004 and 3,735 in 2004–2005, representing 8,289 participants in total.

While Step by Step (SbS) attracted the largest number of participants in 2003–2004, Reading and Writing for Critical Thinking (RWCT) had the highest number of participants the following year (Graph 4:2).

Participants in these trainings usually included teachers, Roma teaching assistants, school administrators, and parents. However, in specific trainings, such as those related to Women’s Health, participants included Roma activists, social workers, community workers, health assistants, young people, and nurses. Again, the inclusion of these people in other trainings (such as adult anti-bias training or school improvement) would be worth consideration in future educational initiatives.



In summary: Over 20,000 children and youth in each of the last two years were affected by REI activities, of whom over 5,000 per year were Roma children and youth. Over 1,000 teachers were involved in each of the past two years, while approximately 120 Roma teaching assistants were involved each year. While the reach of REI is limited to certain communities, overall the numbers of children and adults affected by REI activities are notable. Furthermore, the teachers, teaching assistants and others who were trained through REI will have an increased set of skills and knowledge with which to continue their work with Roma children and youth.

B. Comprehensive Approach

In order to be successful, the comprehensive approach needs to reach Roma children in both school and non-school settings, while at the same time training those who provide service. However, as a comprehensive package, the approach stresses collaboration and partnerships, along with strategic use of existing resources. At a national level, a comprehensive approach would go beyond education to include health, housing, human rights, and economic development.

1. Community Connections

The comprehensive approach encouraged schools, parents, communities, local governments, and agencies to work collaboratively at multiple levels. All REI projects, with the exception of Hungary, listed primary or secondary partnerships with Roma NGOs. In addition, 15 other Roma community organizations were reported as being involved with REI. The involvement of Roma NGOs and community organizations is an important element in REI, particularly as it helped to link schools and communities in efforts to support quality education for Roma children and youth.

In 2003–2004, all projects involved Roma parents, for a total of 1,300 participating Roma parents. This number increased in 2004–2005 to 1,527 Roma parents as primary partners, and 304 Roma parents as secondary partners.²⁵ Thirty-seven community leaders also participated in REI in 2004–2005; 15 of whom were in Slovakia.

Partnerships also existed at both the local and national levels, with municipalities being the most frequently stated primary partner. All countries cited ministries and other governmental institutions as primary or secondary partners. Universities, medical centres, and a variety of other partners were also listed. These partnerships were important as they provide a basis for scaling-up to the national level and for sustaining activities within REI communities.

2. Funders and Other Partners

Nine non-governmental organizations and seven other community associations acted as secondary partners. All countries listed other funders besides REI, including:

- PHARE EU Commission,
- Pestalozzi Children's Foundation,
- UNICEF,
- USAID,
- Council of Europe,
- Local Open Society Institute (e.g., FOSIM, FOSI ROM, FOSS),
- US Steel Košice,
- Carpatian Foundation,
- Jacob's Foundation,
- Plenipotentiary of Slovak Government for Roma Communities,
- Norwegian People's Aid,
- Swiss Development Corporation,
- Save the Children,
- Ministries of Education,



-
- various embassies, and
 - local municipalities.

In some countries, such as Macedonia and Serbia, other funders based grants directly on the REI model and experience; therefore, funds that were leveraged from the Pestalozzi Children's Foundation and USAID could be viewed as 'scaling up' the REI model. In Macedonia, for example, USAID and Pestalozzi contributed a total of \$675,000 US over the period of 2004 to 2006. The Roma Education Fund (REF) has also assisted in 'scaling up' REI projects in Montenegro and Macedonia.

In summary: REI teams have been successful in finding other partners and funders to support their work, boding well for sustainability, and 'scaling up.' Partners at the community level, particularly Roma NGOs, provide a critical link between school and community, while partners such as ministries and other governmental institutions are crucial if appropriate educational policies are to be enacted. The financial support of other donors speaks to the perceived importance of issues surrounding Roma education and the need for broad-based financial and political support.

C. Educational Outcomes

From inception, high quality education that would produce positive educational outcomes for Roma children and youth was a cornerstone of REI. Educational outcomes take a variety of forms according to the age of the student. The subsequent discussion provides a summary by country, followed by an overview of achievement and factors affecting educational outcomes. As discussed previously, the reader should note the short implementation timeframe for REI, particularly in relation to outcomes such as drop-out and school completion rates, as well as the existence of gaps in the educational outcome data.

1. Country Highlights

The following discussion is based on results from each country's national evaluation reports. In some cases, excerpts from the reports are included where they clearly illuminate the situation regarding educational outcomes.

a) Bulgaria

Bulgarian sites participating in REI changed over the course of the project. This is an intervening factor when attempting to assess improvement in educational outcomes over time. Therefore, the following discussion highlights the comparison in achievement between Roma and non-Roma students in the second, fifth, and sixth grades measured through tests of language and mathematics. The content of the tests was designed to meet the requirements of the obligatory academic curriculum approved by the Ministry of Education.

At Grade 2, the non-Roma students out-performed Roma students in tests on Bulgarian language, although the differences were only evident on particular sub-tests, such as writing under dictation and composing sentences from random words. At the Grade 5 level, similar results were evident as Roma students did less well on certain language sub-tests, such as possessive pronouns, spelling, punctuation, and agreement. Similar results are documented at Grade 6, with the gap expanding.²⁶

At Grade 2, in mathematics, both non-Roma and Roma students were assessed as "doing mathematical problems very well." Similar results are found at Grade 5, with some evidence that Roma students were more successful on some sub-tests than their majority peers. However, at Grade 6, students from the majority population were more successful than their Roma classmates. Differences surfaced particularly on items where mathematical problems were text-based.

The Bulgarian achievement data suggest that, overall, Roma students do not perform as well on curriculum-based language tests as do their majority population peers. However, these differences are not universal and there are areas in mathematics where Roma children out-perform their peers. Overall, differences in mathematical achievement are less marked. However, as the age/grade level increases, so do differences in achievement, pointing to the importance of early intervention and good

pedagogy at the early years. This also exposes the fact that as students move into the higher grades, the curriculum is more demanding and Roma students have not had years of quality educational preparation.

b) Hungary

In Hungary, REI sites continued to face issues of placement of students into special education, as well as other problems related to the continued segregation of Roma children. Evidence of academic achievement is limited, with only some slim evidence that Roma students are more successful in the transition from pre-school to primary school than they are from primary to secondary school. It appears that implementation issues – and the fact that Roma students continued to be placed in special education and remedial settings – overrode any reasonable assessment of academic achievement in mainstream settings.

There were no data provided which allowed for analysis of changes over time in Hungarian children's educational outcomes.

c) Macedonia

Data from Macedonia are available in relation to the role of the Roma Education Centres (REC) involved with REI. Data indicated that the number of Roma students enrolled in primary education who attended the RECs had a lower drop-out rate than non-attenders (i.e., 2.3% of students in the RECs leaving school in primary, as compared to 6.3% of those not attending the RECs).

At the Grade 5 level, both groups of students demonstrated equally high drop-out rates. Again, it is not unexpected that positive outcomes would be less evident at the higher grades over the short period of REI implementation. However, 91% of students who benefited from the services of RECs successfully completed their grade, as compared to 65% of other students. Absenteeism was also higher among non-REC students.

Teachers reported that students involved with REC have better discipline, better achievement, increased self-confidence, improved creativity, higher completion of tasks/assignments, and increased motivation for learning. *However, data do not exist to indicate how this compares to the learning of majority students or the achievement of Roma students in relation to mainstream curriculum expectations.* It should be remembered, however, that the Macedonian REI project is only about a year and a half into actual implementation and judgements on the academic impact of REI strategies on students may be considered premature.

d) Montenegro

Enrollment of Roma children in Montenegro has increased 36% in first grade, 23% in second grade, 15% in third grade, and 12% in both fourth and fifth grades. However, while the pass rate for Roma students is 60% or more up to Grade 4, it drops to 29% at Grade 5. Furthermore, only 33% of children are sent for the correctional exam in the fifth grade. This follows the same trend evident in other countries.

The largest proportion of students drop-out in the first grade and this trend declines until the fifth grade when it increases again. Assessment data over time on the academic success of Roma students indicates that there is a statistically significant increase in mathematics achievement for Roma students in primary school over time. Improvement in the area of language skills was also evident, but less marked. However, differences in achievement still remain between Roma and non-Roma children.

The following excerpt from the Montenegro national evaluation report²⁷ provides a more in-depth explanation of changes in academic results.

Excerpt from Montenegro REI National Evaluation Report

The average general success of the Roma children from the first to the fifth grade of primary school was 2.67, and now it is 2.96. T-test between these two average successes is $t=03.59$ and it is significant at the level of statistical significance of 0.0001. Pearson correlation test shows that there is a statistically significant correlation between these two successes $r=.69$ (See table below).

		N	Correlation	Sig.
Academic achievement of Roma children	Pair 1 General success First & Second	125	.692	.000
	Pair 2 Mont. language First & Second	124	.645	.000
	Pair 3 Nature & society First & Second	119	.629	.000
	Pair 4 Mathematics First & Second	124	.595	.000
	Pair 5 Physical education First & Second	124	.665	.000
	Pair 6 Arts First & Second	124	.679	.000
	Pair 7 Musical education First & Second	124	.607	.000

The table above shows that apart from the general success there is a statistically significant increase in the grades in mathematics ($t=3.29$; $p=0.001$). The progress in academic achievement also occurred in the field of language. We can almost speak about continuity here

		Paired Differences				
		Mean	Std. Deviation	t	df	Sig. (2-tailed)
Academic achievement of Roma children	Pair 1 General success First & Second	.27	.85	3.595	124	.000
	Pair 2 Mont. language First & Second	.11	.79	1.595	123	.113
	Pair 3 Nature & society First & Second	.13	.84	1.740	118	.084
	Pair 4 Mathematics First & Second	.23	.76	3.294	123	.001
	Pair 5 Physical education First & Second	.19	.83	2.489	123	.014
	Pair 6 Arts First & Second	-.323E-02	.85	-.425	123	.672
	Pair 7 Musical education First & Second	.15	.95	1.804	123	.074

if we compare all the four data: among Roma children the progress occurred from 2.37 to 2.51, and among non-Roma children from 3.82 to 3.90. Although these are minimal improvements, it is positive that we see improvement; however it is worth noting that there is still a difference in results between the Roma and non-Roma children.

The Montenegro data show that Roma children involved in REI were making significant progress in their academic achievement, although differences still exist between the achievement of Roma and non-Roma children. In addition, the Montenegro research shows that attendance results for Roma children improved. While results over time show an improvement for both Roma and non-Roma children in REI, there was a stronger positive change for Roma children. In fact, there is a statistically significant reduction in the number of absences for Roma children over time.

		N	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Mean Difference
Montenegrin-Serbian language	First study Roma child	133	2.37	.98	-11.484	302	.000	-1.45
	Non Roma	171	3.82	1.17	-11.741	300.348	.000	-1.45
	Second study Roma child	124	2.51	.89	-11.368	304	.000	-1.39
	Non Roma	184	3.90	1.17	-12.108	303.509	.000	-1.39

e) Serbia

Data in Serbia show higher results for Roma children in Step by Step classrooms than in other settings. However, Roma children have consistently lower results than non-Roma children in both language arts and mathematics at the end of the first, second, fourth and eighth grades. The Serbian research also shows there are differences in excused absences between the Roma and non-Roma children involved in REI. Roma children are more likely to be absent from school than their non-Roma peers.

The following excerpt from the Serbian evaluation report²⁸ explains the trends in the academic results in more detail.

Excerpt from Serbian REI National Evaluation Report

Average marks of Roma and non-Roma children in Serbian language and mathematics		2003/2004		2004/2005		2004/2005	
		Mean 1 st grade	Std. Error	Mean 1 st grade	Std. Error	Mean 2 nd grade	Std. Error
Serbian language	Roma child	2.81	.141	2.82	.156	2.95	.160
	Non Roma	3.89	.054	4.39	.134	3.95	.156
Mathematics	Roma child	2.53	.151	2.79	.171	2.73	.132
	Non Roma	3.65	.058	4.33	.126	4.01	.135

In last year’s research, we found a positive effect of the program on Roma children’s achievements. The results (school marks) of Roma children from the Step-by-Step program were scientifically better than results of Roma children from classes not involved in the project (or which have only remedial work or a Roma teaching assistant from the project), and better than results of the Roma children’s national average for marks in Serbian language and mathematics.²⁹ Similar results were found in this year’s research. This comparison is shown in the following table.

Average marks for Roma children	Average mark in SWS classes	Average mark in not SWS classes (only remedial classes)	National average for Roma children
Serbian language	3.33	2.36	2.64
Mathematics	3.25	2.50	2.51

The same data for non-Roma children are shown in the following table. As we can see, non Roma children in the sample classes have very high achievement, so we can assume that the program could not make it better (“the ceiling effect”).

Average marks for non Roma children	Average mark in SWS classes	Average mark in not SWS classes (only remedial classes)	National average for non Roma children
Serbian language	4.46	4.32	4.24
Mathematics	4.43	4.36	4.09

As part of the program evaluation, we have analyzed the achievements of 4th and 8th grade elementary school pupils, which attended remedial classes within the “Equal Opportunities for All” [REI] program. Comparative analysis of achievements of Roma and non-Roma children at the end of the 4th and 8th grade, for the subjects of Serbian language and mathematics, shows that the Roma children have lower results compared to non-Roma children. The difference between the Roma and non-Roma results is constant, i.e., doesn’t change from 4th to 8th grade of elementary school.

The Serbian data show that Roma children participating in REI achieve at higher levels than those in non-Step by Step classes and have better results in Serbian language and mathematics than the national average. When compared to non-Roma peers also Roma students was lower at both Grade 4 and Grade 8. These results suggest that REI helped to improve the educational outcomes for Roma children; however, a longer time period of intervention is required in order to close the gap with their non-Roma peers in comparable educational settings.

Average marks in Serbian language and mathematics for Roma and non-Roma pupils of the 4 th and 8 th grade		2003/2004		2004/2005		
		Grade	Mean (from 5)	Std. Error	Mean (from 5)	Std. Error
Serbian language	Roma child	4	3.08	.206	2.89	.132
	Non Roma	4	4.18	.079	4.37	.067
	Roma child	8	2.58	.192	2.75	.175
	Non Roma	8	3.61	.075	3.90	.085
Mathematics	Roma child	4	2.78	.220	2.61	.124
	Non Roma	4	3.94	.084	4.20	.080
	Roma child	8	2.29	.205	2.28	.124
	Non Roma	8	3.37	.080	3.30	.094

f) Slovakia

In participating pre-school classes in Slovakia, the school attendance rate of children improved significantly. The number of missed lessons also decreased in primary schools by an average of 163.5 per student; the number of unexcused absences decreased by 20.2 on average per student. In addition, the average student grade point average significantly improved in Grades 2 and 3, and slightly in Grades 5 and 6 – a good starting point for upcoming academic years.

The following excerpt from the Slovakian evaluation report⁵⁰ explains the trends in the academic results in more detail.

Excerpt from Slovakian REI National Evaluation Report

Due to the fact that in Jarovnice a tutoring and mentoring plan is in place, the success rates displayed on Graph 2 of students in Grade 9 is not comparable to the success rate of 9th graders in academic year 2003/04 (these are not the same students). In the remainder of the schools, the same population was observed.

From the comparison of different grades (academic years 2003/04 and 2004/05) clearly shown on Graph 2 we can summarize that a significant improvement in the student success rate in Grade 3 (increase by 0.4) and Grade 2 (increase by 0.3) has occurred as well as a slight increase in the success rate of students in Grades 5 and 6 (by 0.1).

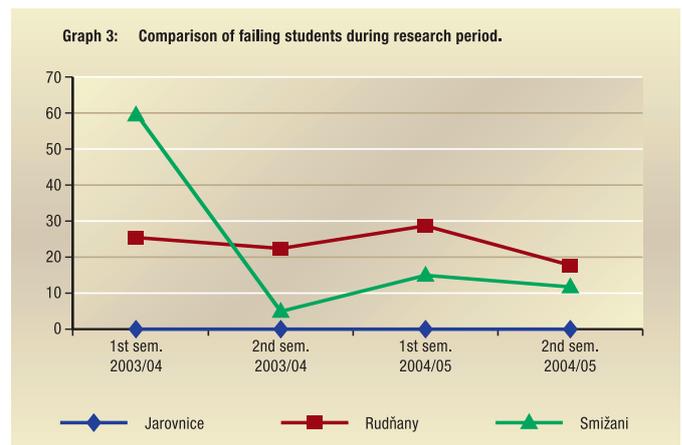
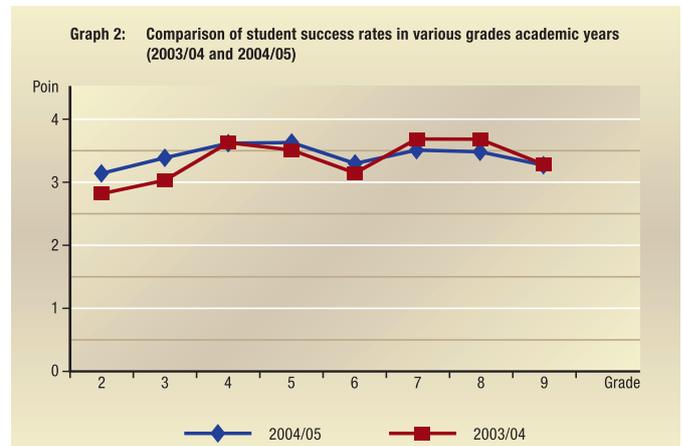
As Graph 3 shows, all primary school students in Jarovnice passed. The number of failing students in Smižany and Rudňany decreased toward the end of the academic year. It is clear that the work of teachers, parents and other participants in the project contributed to the positive results in student performance.

Teachers of students in Grade 0 evaluated the performance of their students. ...*“The progress of students was also apparent in their knowledge of Slovak language. Some student’s vocabulary was initially below average. To achieve an increase in their vocabulary, the use of reading, listening to fairy-tales and poems, and games with pictures were used. Today students are able to answer questions with a simple sentence and with the help of questions and pictures tell a simple story plot. Each student attended tutoring once a week.”*

“A Roma teacher’s assistance was of great help in the work with the students. She accompanied students to and from school, helped them with table manners in the school canteen, assisted with following hygiene and cleanliness rules.... She was crucial in overcoming the initial language barrier.”

Teachers evaluated the non-graded Grades with the following: *“The majority of students attended Grade 0. They were able to follow rules of hygiene ... and had a basic vocabulary. Connecting consonants and vowels to build words, reading/understanding words and transcribing printed text proved to be a significant challenge for students. During math classes, they learned to add and subtract, solve problems and got familiar with some geometry terms.”*

The school performance for Roma students participating in REI Slovakian sites showed gradual improvement. Improved academic results were correlated with improved school attendance, as well as in the changes in teachers’ approach and increased cooperation between schools and families.



g) Slovenia

The Slovenian research focused on the progress of first graders. In one school, at least half the children made progress on all developmental domains. However, in the other two schools, children made less progress in all the developmental domains. More specifically, two-thirds of all first graders made progress on fewer than half the developmental domains. Results were worse than those of first graders in the previous year, but results cannot be compared statistically because of small population sizes.

Approximately half the children in the second grade (that is, children who had also been in REI in the first grade) made progress in more than half of all developmental domains; the others in less than half of the domains of development. When this year's second graders are compared to last year's, they show greater progress. In their first year in school, this cohort of students showed gains in pre-writing and logical mathematical thinking, while in Grade 2 they improved in understanding, expressing, and pre-writing, as well as in health and safety.

The national evaluators concluded: *According to the results, first grade children, taught by high quality teachers (according to the ISSA³¹ standards) have, on average, made progress in more domains of development than children taught by low quality teachers. This trend has been confirmed by second grade children and teachers and in cases when we consider achievements of all children (first grade children, second grade children that were included in our project last year and those that have been included in the project for the first time). The conclusion is, that high quality teachers can more easily support child's development than low quality teachers can, even though more Roma children have been included in classrooms with high quality teachers.*

2. Summary of Achievement Results

Academic achievement results are rated on a rubric in order to allow for overall comparison of educational success among countries.

Rubric

1: little or no evidence of educational success for Roma students; Roma students generally perform at lower levels than majority population students; there is little or no evidence that Roma students' academic standing has improved over time; generally, Roma children are performing below mainstream grade level expectations

2: limited evidence of educational success for Roma students; Roma students generally perform at lower levels than majority population students; evidence that Roma students' academic standing has improved over time is inconsistent; a significant proportion of Roma children are performing below mainstream grade level expectations

3: there is evidence of educational success for Roma students; a significant proportion of Roma students are performing at the same levels as majority population students; there is consistent (although not universal) evidence that Roma students' academic standing has improved over time; half or more of Roma children are performing at mainstream grade level expectations

4: there is consistent evidence of educational success for Roma students; most Roma students are performing at the same levels as majority population students; there is strong and consistent evidence that Roma students' academic standing has improved over time; most Roma children are performing at mainstream grade level expectations.



The data presented on academic achievement in each national evaluation report have been considered in relation to this rubric. The graph presents the average rubric score and the rubric score for each country (Graph 4:3).

Although there are signs of academic progress for Roma students in most cases, their academic achievement has not yet matched that of their majority population peers, reflecting the limited time frame of REI interventions.

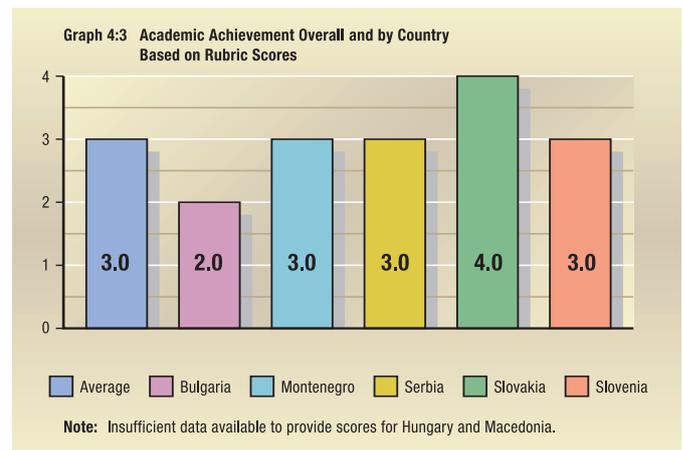
Despite the expectation that the length of REI implementation might correlate with the degree of educational success, the reality is more complex. As detailed in the discussion that follows, factors support and hinder educational success. For example, although Serbia was the first REI team funded, problems at the community level had an impact on the school's participation. As the vignette (Serbia – White Flight)³² in the following section indicates, one school had to deal with enrollment issues before it could address implementation of good practices within pre-school and primary school classrooms.

In summary: Across all countries, there is evidence that participation in REI has improved the educational outcomes for Roma students. However, there is variation among the REI countries regarding educational outcomes, in part reflecting the diverse REI contexts and experiences. In some cases, data were missing, either as a result of changes in strategy or a late start in implementation.

3. Factors Affecting Educational Outcomes

The annual monitoring reports from REI teams coupled with the observations in the national evaluation reports shed some light on both the factors that support and hinder the improvement of educational outcomes for Roma children and youth.

- The economic situation of Roma families is such that materials and textbooks are not available for Roma children if their parents are expected to purchase these items. Children may also have to contribute to the family's income which may interfere with their education; for example, children's seasonal labour in Macedonia (picking grapes and vegetables) occurs in early autumn at the beginning of the school year.
- Teachers, as well as other educators in the school, do not have the exposure to training that would provide a basis for behavioural and attitudinal change; hence, many continue to believe that Roma children are not capable of academic achievement, leading to low expectations of children. While REI has supported teacher professional development, there continues to be limited teacher in-service and pre-service training opportunities, not only in child centred pedagogy, but also in areas such as minority cultures, second language teaching methodology, parental involvement, school improvement, and education for social justice.
- Despite national policies that may support integrated schools, resistance exists at the community level, often on the part of majority population parents to having their children attend classes with Roma children. Schools, as illustrated by the Serbian experience, face not only the challenges of educational change, but also the challenges found in their social fabric of their communities.
- A positive influence on student success is the work of Roma NGOs with children and their close cooperation with the local school. Evidence suggests that both children's achievement and attendance improve when Roma NGOs are working with children in support of their educational success.
- The involvement of Roma teaching assistants and the use of child-centred pedagogy once again are important aspects of REI which have been previously shown to support the educational success of Roma children.
- The comprehensive, community approach appears to be a positive factor in supporting educational success for Roma children. For example, in Slovakia where the approach has been well implemented, improved educational outcomes are in evidence.



Many factors have the potential to impact on children's outcomes, some of which are also related to desegregation issues. Therefore, further discussion of barriers and solutions is found at the conclusion of the following section on desegregation/integration.

Serbia – White Flight

Vuk Karadzic is a medium sized primary school in Niš. It is situated in one of the worst neighbourhoods: behind a bus station and close to a large Roma ghetto called Little Belgrade. The school always had a high percentage of Roma students. In the past, the municipality paid teachers a 5% bonus to work there. As Serbia's financial crisis took hold and the school deteriorated, more well-off families sent their children to other schools closer to the city center. The number of pupils had dropped almost by half in the late 1990s and Roma students comprised 80% of children in lower grades. The quality of education declined rapidly.

The school management readily accepted a partnership with REI. The new project brought renewed attention to the school and the municipality started renovating the building. However, despite physical changes, it quickly became evident how deeply rooted the problems were. Teachers reacted negatively to starting a "Roma" project. They felt the school needed more Serbian children. This got worse before the 2003 academic year when only 35 children enrolled for the 1st grade class, all of them Roma. This consolidated opposition to the REI project among teachers and Serbian parents.

REI Serbia organized a set of meetings to bolster support for ongoing desegregation in the school. After three intense and emotional discussions, the school collective identified three main problems: Roma children should attend pre-school so they would be better prepared, the school should introduce new programs and content, and the buildings, and facilities should continue to be improved. School management and staff still feared for the school's future, but with support from REI and a local Roma NGO, went ahead with the plan.

Persistence paid off: the 2004 academic year welcomed 14 Serbian children into first grade and the number of children attending pre-school in Little Belgrade almost doubled from the previous year. External testing confirmed that Roma children were better prepared for school.

Technical Assistance Team

In summary: *The implementation of quality education is affected by changing, complicated, and challenging realities. Educational outcomes need to be assessed in the longer term and judgements should be made taking into account the multiple social and political complexities that exist within all countries. However, the REI experience suggests that school success for Roma students within a quality educational environment is indeed possible, particularly when it is supported by a comprehensive, collaborative community approach.*

D. Desegregation/Integration

1. Reporting on Desegregation/Integration

REI teams reported on desegregation in both their annual reports and their national evaluation reports. However, in 2004, it became obvious that the numbers were inconsistently reported and, therefore, questions were added to the web-survey. Data from the web-survey provides the basis for this section of the report, with excerpts from the countries' annual reports and descriptive vignettes enhancing the discussion.

Desegregation numbers were collected for each project's entry year, for the 2004–2005 year, and for the current 2005–2006 school year (as of September 2005). As previously explained, REI projects began at different times. Therefore, the entry years for the countries varied. Because Macedonia's entry year numbers are the same as their 2004–2005 numbers, their entry year numbers are excluded from the analysis to avoid double counting. It should also be noted that the numbers for 2005–2006 are

lower than the previous year, but this is most likely due to a lack of complete data or conservative forecasting, rather than an actual drop in numbers.

Given the fact that integration can take a variety of forms, REI teams were asked to report on the number of Roma children:

- Who entered pre-school as a result of REI,
- In both integrated and segregated pre-school settings,
- Who successfully passed into, or were included, in zero/first grade,
- Who successfully passed from one grade to another (that is, from an integrated class into another integrated class)
- Who passed into integrated primary schools from segregated pre-schools,
- Who passed into integrated secondary schools from segregated primary schools,
- Who were transferred out of segregated classes into integrated classes within the same school.

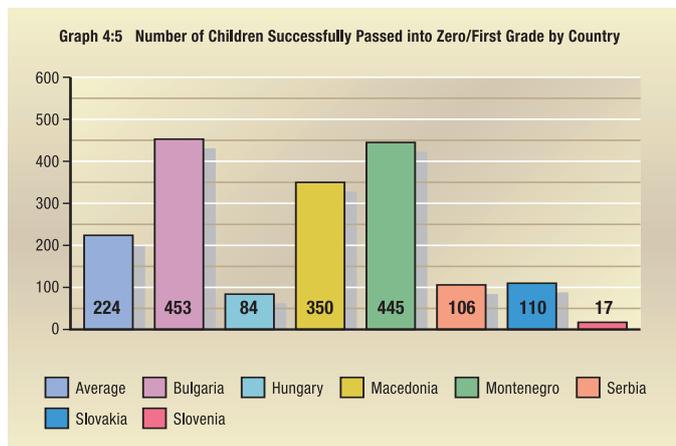
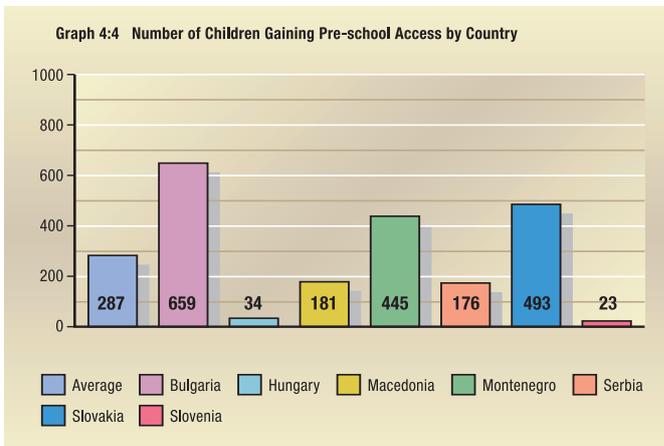
2. Desegregation/Integration Numbers

Table 4:3 Desegregation Numbers In Each Year by Category		Number of Roma children			
		Counts For Each Year			
		Entry Year*	2004 - 2005	2005 - 2006**	2011
Categories:	Who gained access to pre-school due to REI	627	794	590	2011
	In integrated pre-schools	420	162	437	1319
	In segregated pre-schools	270	368	184	822
	Who successfully passed into, or were included in, zero/first grade	386	784	395	1565
	Who successfully passed from one grade to another (from one integrated class into another integrated class)	1443	2639	1655	5638
	Who passed into integrated primary schools from segregated Pre-schools	107	173	61	341
	Who passed into integrated secondary schools from segregated primary schools	15	0	26	41
	Who were transferred out of segregated classes into integrated classes within the same school	35	38	30	103

* Macedonia's entry year was reported as the same as the 2004-2005 year, so their entry year numbers have been excluded from the analysis.
 ** Given the timing of data collection, 2005-2006 numbers may be lower than actual numbers if data collection had taken place later in the fall.

In total, **2,011 Roma children** gained access to pre-school as a result of the REI project (Table 4:3). This was a result not only of creating more pre-school spaces, but also of encouraging parents to send their children to participate in pre-school opportunities. More Roma children in REI sites were in integrated pre-schools (n=1,319) than were in segregated pre-schools (n=822).³³

On average, 287 children per country gained access to pre-school as a result of REI involvement. The highest number of children who gained pre-school access was in Bulgaria

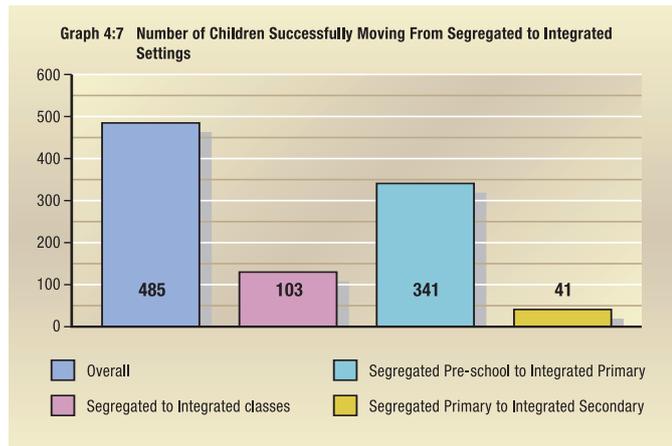
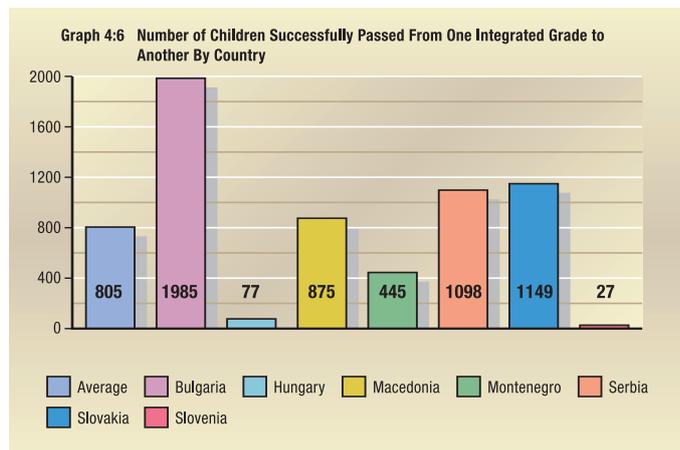


(Graph 4:4). It should be remembered that numbers will vary according to the emphasis of the REI project, as well as the educational policies of the country.³⁶ More importantly, these numbers represent Roma children who would not have had access to pre-school had it not been for REI.

In total, 1,565 Roma children successfully passed into or were included in zero year/first grade. On average, this represents 224 children per country. The highest numbers were in Bulgaria and Montenegro (Graph 4:5).

The largest numbers, regardless of year and country, were those Roma children who successfully passed from one grade to another; that is, passing from one integrated class into another integrated class at the next grade level. In total, 5,630 Roma children made this successful transition in REI sites, for an average of 805 children per country. These statistics also speak to positive educational outcomes for Roma children involved in REI (Graph 4:6).

Overall, 485 children moved from segregated to integrated settings, including 103 Roma children who moved out of



segregated classes into integrated classes within the same school (Graph 4:7). Most of these students were in Slovakia (n=95). Roma children also moved from segregated schools into integrated schools. For example, 341 Roma children moved into integrated primary schools from segregated pre-schools, the majority of whom were in Montenegro (n=201). Another 41 passed into integrated secondary schools from segregated primary schools, the majority of whom were in Slovakia (n=30). REI was responsible for the movement of these children from segregated to integrated settings.

It is not surprising that the numbers are lower at the higher level transition, given that most REI activity (at least in the initial stages) was at the pre-school and early years levels. Impact on the higher grades will take longer than the two to three years REI teams have been working in the various countries.

In summary: *Approximately 2000 children gained access to pre-school as a result of REI. As a result of REI, hundreds more moved from segregated to integrated educational settings, often because of their improved academic skills and knowledge; thus illustrating the importance of linking quality education to desegregation.*

3. Factors Affecting Desegregation

a) Attitudes Documented by External Evaluators

The national evaluation reports from a number of countries shed light on the attitudes of educators, parents and children, all of whom have the potential to affect the quality of integration. In addition, a number of evaluators addressed the interaction between Roma and non-Roma children. Where national evaluation reports deal with these issues, the findings are summarized below.

In **Bulgaria**, the national evaluator documented parent attitudes which compared Roma and non-Roma parents showing that, “regardless of their ethnic affiliation they think that school is an extremely important educational institution in the life of their children.” Interviews with children confirmed that children liked to be at school with their friends, communicating with their classmates, talking with their teachers, and participating in Bulgarian language and mathematics lessons. In fact, the evaluator reports: “Results show that they want to do more at school – reading, writing, and mathematics.”

The **Bulgarian evaluation** also dealt with the interaction between Roma and non-Roma children in the classroom. The national evaluator reports that: “55% of the Bulgarian students and 48% of the Roma students play with all their classmates at school; 40% of Bulgarian students and 36% of Roma students play only with their friends.” This illustrates that, while there is interaction among both groups, it was not universal.

Finally, the **Bulgarian national evaluation report** also notes in its Executive Summary that: *The teachers used different strategies of teaching which help them present the new knowledge in an interactive, attractive, available, and useful way. These practices really help the processes of desegregation through stimulation of high academic results...*

The national evaluation in **Hungary** cited some 'lessons learned' regarding student success, desegregation, and the comprehensive approach. For example, it noted that at the transition between primary school and secondary school success on the entrance exam and actual enrollment in secondary school are not the same thing. Other barriers may come into play that inhibit Roma students continuing their education. Furthermore, *"integration and desegregation cannot be interpreted separately. Its [integration] realization is not possible without drawing in the parents, introducing educational programs for [Roma] parents, or other tools for reducing poverty."* In addition, free choice of school, coupled with segregation at the settlement level, increases the likelihood of segregation in school.

The national evaluation in **Montenegro** demonstrated that desegregation created positive effects on both minority Roma children and majority children. *"Desegregation enabled the introduction of multiculturalism into pre-school institutions and primary schools by introducing Roma and non-Roma children to alternative cultures, and at the same time promoting attitudes of tolerance towards other cultures and toward differences."* Desegregation at the pre-school level was a successful strategy. However, the research indicated that placing small numbers of Roma children into majority primary classrooms is problematic. *"Less than three is not efficient enough. In such circumstances Roma children still feel a certain level of anxiety (according to the data from Roma teaching assistants)."*

Furthermore, the national evaluation in **Montenegro** indicated that *"if the desegregation is not connected with new methods and forms of work (cooperative learning, workshops, introduction of evaluation ... individualized work), on its own it does not give results."* This finding reinforces the contention that desegregation needs to be coupled with effective instructional practice in order to produce gains in achievement. It was concluded that the quality of desegregation affects the level of achieved outcomes.

Again, desegregation was linked to educational success as observed in **Montenegro** in the following example. Children arrive at the pre-schools shy, quiet and unsociable, spending their time mostly with other Roma students. *"From limited knowledge of the [majority] language, characteristic short sentences and quiet speech, they developed full spontaneously formed sentences, free of shyness and participating in the most complete forms of communication."* Desegregation affected the overall personal development of both Roma and non-Roma children in the development of self-respect, interest in school, motivation, and the will and persistence to work.

Desegregation in **Montenegro** was also more likely to be effective where teachers and school administrators were confident in REI, and if parents of both minority and majority children are involved in school and classroom activities. Finally, the role of Roma NGOs should not be underestimated. They acted as important partners and links with the school system. They contributed to preparing children and families for pre-school enrollment, as well as to "the faster socialization of children."

In the **Slovakian national research**, student interactions and opinions were tracked. At the level of Grades 1 to 4, the vast majority of students work with everyone else in their classrooms. While one-third of students prefer their own friends, a very small number of students do not want to work with any other children. Three-quarters of students also like everything/most things about school and 80% answered that they always/almost always like being in school.

In **Slovakia**, the national evaluation also demonstrated that in primary school: *"In comparison with the previous year, interaction outside the classroom increased and students communicated more with each other. We especially value the fact that elements of Roma culture are present in the schools as a whole, not only in classrooms with Roma students."*

The **Serbian national evaluation** documented a tendency towards the improvement of social status of Roma children in integrated classrooms. However, the data also showed that majority parents have retained a distance from the Roma communities, as well as from those of other nationalities (e.g., Croatian and Albanian). Finally, while *"teachers treat Roma and non-Roma children relatively equally ... the differences exist in teachers' expectations of school achievement."*

The **Serbian national research** also used socio-metric methods to examine the interaction between Roma and majority population children. Their research showed that in primary school V. Kradizic there was no difference between the Roma and non-Roma children in terms of children choosing with whom they would interact in the classroom; that is, children's choices are based on the individual characteristics of their peers, not on ethnic differences.

In **Slovenia**, the national evaluator noted a negative trend in some attitudes towards integration over the course of the research. *“The pessimistic attitude of teachers concerning the positive effects of integration is worrying. At the same time, the analysis has shown how deep-rooted attitudes and stereotypes are and how hard it is to change them. An increased rejection of the integration of Roma children is definitely a reflection of a negative political atmosphere, which has been deteriorating during the whole project and has culminated with strictly segregated interventions into education.”* Roma parents remain supporters of integration and since the first data collection period, their support has grown stronger. On the other hand, the proportion of non-Roma parents who are opposed to integration has risen, likely in response to the changing political climate.

b) Feedback from REI Implementing Teams

The information provided by the countries suggests that REI projects were successful in different ways and to different degrees in integrating Roma children into schools and classrooms with their same age majority peers. The annual monitoring reports from REI teams cast some light on both the factors that support and hinder desegregation.

Slovenia – “Roma parents won’t protest”

In Leskovec pri Krškem, not one Roma student had ever gone beyond Grade 8 in past 25 years. In a separate, sub-standard building, Roma children attended ‘catch up’ classes that never helped them catch up.

The school explained that this was because of space problems and that they could not separate Slovenian children *“because their parents would protest.”* Slovenian law stipulates a maximum of 28 children to a class. There was a combined class once a week for children in the second grade, and combined classes twice a week for children in the third and fourth grades.

After incessant lobbying and negotiating with REI, the school administration finally agreed to switch places for the school library and the segregated classroom. This was a major achievement as there was resistance from the entire school community and the town of Leskovec. It is unlikely that the school would have thought of such a simple solution without the external pressure brought to bear by the REI team in Slovenia.

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A number of factors which were identified as being **barriers** to desegregation were:

- Problems with community resistance, usually on the part of majority parents, but sometimes by Roma parents who have concerns about their children's safety and well being in integrated settings. In Hungary, for example, when schools were merged and parents had free choice, parents from the majority population did not want their children in the same schools as Roma children. Local authorities did not want to alienate majority parents and resisted desegregation.
- Institutional structures and processes that support segregation, such as inappropriate testing of students which doom Roma children to special education settings.
- Teachers and school directors lack the motivation – the incentives – to want to make schools more welcoming to Roma children and families.
- The process takes time, particularly as the biases to be overcome have existed for centuries. REI teams, such as Montenegro, argue that they have just begun and have not had sufficient time in the lifespan of REI to make broad and deep changes.
- There is a lack of political will to change the status quo. Even where national policies are technically supportive of desegregation, there is an inability and/or unwillingness to implement state policy at the local level.

Hungary – Local Government Holds the Power

Hungary's National Educational Integration Network promotes desegregation through providing financial incentives for merged schools. The local government in Miskolc is more interested in the money aspect than the merger aspect of this policy.

A local Roma school, which had been a model site and regional training center for SBS for eight years merged with another local primary school under the new policy. This Roma school was especially high achieving. Not only was it unique in Hungary, but also in other countries in the region, as not one of its students was enrolled in another pure vocational program and all had decided to continue their education beyond Grade 8. On paper, the primary school was a successfully integrated school for approximately 300 Roma and 300 non-Roma children. In reality, the children were in separate classes in totally separate buildings. The local government had no intention to desegregate the school despite its collecting the money (money) for doing so.

Both principals were asked to apply for the job of principal of the new 'integrated' school. The local government handles such appointments under the decentralized education system in Hungary. The former principal of the 'Roma school' – an inspired champion of SBS and desegregation – wrote an application essay outlining her strategy for the total integration of the two schools. She was far more qualified than the other principal for the job. She received "unofficial" calls from local government officials asking her to tone down her integration strategy. She was steadfast and refused to back down. Consequently, she lost the job because she stood for desegregation.

Technical Assistance Team

REI teams also highlighted a variety of **strategies that support** desegregation. These included:

- Strong connections with and involvement of the NGO sector, particularly Roma NGOs,
- Parental participation and involvement that extends beyond asking parents to come to the school, and includes working in communities in collaboration with Roma NGOs,
- Roma teaching assistants working in schools and classrooms, bringing Roma culture into the classroom, acting as role models, and connecting school to family and community,
- Trainings, including workshops on Roma culture and traditions, as well as intensive social justice training,
- Finding ways to connect Roma and non-Roma children both in and beyond the classroom; for example, the theatre performances used in Macedonia where children acted together, while the performance itself contained elements of Roma culture, history and traditions,
- Establishment of broad-based school teams that include school directors, teachers, Roma teaching assistants, parents, and community, working together on school improvement,
- Establishment of new structures, such as the Desegregation Committees operating in Slovakia.

A number of the teams stressed the connection between desegregation and educational outcomes. As students are more successful academically, because of improved teacher practice, teachers' and school directors' attitudes start to change.³⁵ Their expectations of Roma students rise, as they begin to view their students differently, thinking that they can and should be integrated into mainstream education.

While the majority community may still oppose desegregation, changing the attitudes of educators in support of integration is an important step.

In summary: REI has supported the integration of hundreds of Roma children, particularly at the early childhood level. However, results and observations drawn from national evaluation reports,³⁶ coupled with the feedback from the country teams, underscore the complexity and difficulty of creating high quality integrated settings appropriate for the education of Roma children. The important links between quality education and desegregation are apparent; quality education and desegregation are mutually supportive. However, the barriers to desegregation remain daunting. In particular, the lack of political will to support desegregation, particularly at the local level, reflects the racism that continues to exist within many communities and institutional structures.

E. Policy Impact

While working directly in schools and communities, REI projects sought to influence policies on the local and the national levels. REI was intended to operate strategically, changing local practice while working to influence the policy context. This approach helps create national policies that legitimize the grassroots work, while the work at the local level demonstrates effective practices in anticipation that they can later be replicated in other communities, hopefully with the support of national and local governments.

1. Policy Work by Country

In **Bulgaria**, the parliamentary elections of July 2005 changed the landscape so that *“it is not clear what will be the degree of continuity in the field of policy connected with the desegregation of Roma people and assuring quality education for Roma students.”* Neither is the country’s role or commitment to the Decade of Roma Inclusion clear at this time. A Steering Committee had been established to help solve problems at the national level, while the use of local round tables sought to involve community, as well as Ministry of Education officials.

In **Hungary**, there was a concerted attempt to register Roma teaching assistants as a recognized official state position. However, the European Union requires a reduction in the number of such positions and, consequently, the Roma teaching position was not registered. The director of Ec-Pec sat on the school integration working group and on the National Development Plan working group, the latter of which intends to use Step by Step standards in the development of a quality assurance plan. In May of 2005, the REI team held a conference for all partners including the Ministry. REI has also helped to spearhead the development of alternative assessment instruments designed to reduce bias in testing. REI results are being channelled to the National Education Integration Network in the hopes they will build on the REI experience. Unfortunately, the integration networks run contrary to local political structures.

In February 2005, **Macedonia** officially launched the Decade of Roma Inclusion. Two REI partner Roma NGOs, plus the Step by Step NGO were included in the working group to develop national strategies for the Decade. As a result, several Decade goals are similar to REI goals, thus ensuring continuity of REI’s mission. Foundation OSI Macedonia (FOSIM) has maintained regular information flow on the activities of the Decade and the Roma Education Fund (REF), while hosting several donor meetings and a forum (including representatives of governments, Roma NGOs and donors) to discuss future plans for Roma education support. REF has supported parts of the REI model, specifically work with Roma NGOs, as a means of fostering sustainability of REI efforts.

In **Montenegro**, the Ministry of Education was a key partner in REI; therefore, policy impact of REI is evident in Montenegro. Policy papers developed during REI’s existence include; National Strategy for Reduction of Poverty and Development, National Action Plan for Children’s Rights and the Action Plan for the Decade of Roma Inclusion. The executive director of the SbS NGO was the leader from the NGO sector in national policy development and was also the external consultant for the World Bank in the needs assessment for the Roma Education Fund. The Roma Education Fund (REF) has provided a grant to Montenegro to ‘scale up’ their REI project, thus supporting sustainability and enhancement of current REI activities.

In **Serbia**, the REI team, including the project director from the National Foundation, the SbS director and the Roma NGOs were all actively involved in creating policy. During the implementation of REI, the following policies were developed; Draft Strategy for Improvement of Education of Roma, Common Action Plan for Advancement of Roma Education, and Local Strategies for the Improvement of Education of Roma. Regarding the Decade of Roma Inclusion, REI staff and partner NGOs are part of national and local level policy groups and are key contributors to the Action Plan for the Decade of Roma Inclusion. As a direct result of REI’s work, Roma teaching assistants are a priority in the Decade Action Plan and the Ministry of Education financially supports 30 Roma teaching assistant positions. The director of SbS conducted the needs assessment for education of Roma for the World Bank, which became a starting point for the Roma Education Fund. The REI project director is part of the Steering Committee to monitor Decade action plans. In addition, a Conference on Education of Roma 2003 was held where the REI

project was presented. Roma and non-Roma NGOs created a network and committee for advocacy, lobbying, and monitoring of policy implementation.

In **Slovakia**, the REI director is a member of the Ministry of Education's Expert Committee for the Education of Roma, as well as the Advisory Committee for the Roma Education Fund. She also works very closely with the Plenipotentiary for the Roma Community on all national strategic documents. Also at the national level, the Roma teaching assistant is being recognized as an official state position, funded by the state. Supportive equipment and educational materials are being supplied to schools working actively on the integration of Roma children, while the new Educational Act pays special attention to the integration of Roma students. At the local level, Desegregation Committees involve local decision makers, and local REI coordinators are involved in developing regional strategies for the integration of Roma. There have been concerted efforts to cooperate with local governments to improve access to pre-school education for Roma children. In addition, information campaigns seek to influence public opinion through newspaper articles and other media.

In **Slovenia**, the policy work has been complex. The National Strategy for Roma Education was submitted to the government in October 2003 and accepted in June 2004. The REI project director was a member of the group that wrote the national strategy, which included REI philosophy and strategies.³⁷

A national election was held in the fall of 2004. The new government decided not to use the strategy and developed their own. The new strategy perpetuated the educational segregation of Roma children through separating them in order "to improve their educational outcomes by placing them in smaller classes and helping them learn the language." (The only aspect of the original policy that was retained was the acceptance of Roma teaching assistants.) The REI project director was dismissed from the national strategy group for speaking in the media against the new policy. In April 2005, 33 professionals signed an open letter to the Ministry of Education (including the REI project director and researcher) denouncing the new policy. The REI project director published six articles on the topic between April and July 2005. Since then, the new government has dismissed all members of the national strategy committee and formed a completely new group.

In November 2005, the Slovenian REI team held a national round table to disseminate publicly the results of the REI project. Donors, Roma activists, academics, and Ministry of Education representatives attended, as did the media. REI is awaiting response from the government.

2. Summary of National Policy Impact

Table 4:4 summarizes REI policy work and impact to date. This table is intended to provide an overview across REI projects, not to make comparative judgements about the success of some countries over others in the policy arena. Again, it should be recognized that, in many situations, shifting political contexts hold sway over what could be accomplished and consolidated.

In summary: REI and those spearheading the project in their countries have had influence on the strategic policy level, which is necessary to support the work in schools

and communities. Specifically, influence has been felt on the national policy level and many countries have moved towards legitimizing the position of Roma teaching assistant. However, the fact remains that national policies are not always implemented at the local level. Ensuring that policy and actions work in concert, particularly at the local level, continues to be a challenge in the region.

Table 4:4 Policy Impact by Country		Working on National level committees	Dissemination or advocacy strategies (e.g., conferences, round tables, fora, use of media)	Development of national policy products (e.g., documents, legislation, measurement tools)	Involvement in Roma Education Fund related activities	Legitimization of Roma teaching assistants	Changes in supports for schools (e.g., books for Roma children)
Country Name:	Bulgaria	•	•			•	•
	Hungary	•	•	•		(attempted)	•
	Macedonia	•*	•		•		
	Montenegro	•*		•	•		
	Serbia	•*	•	•	•	•	
	Slovakia	•	•	•	•	•	•
	Slovenia	•	•	•		•	

* Includes direct involvement and influence on the Decade of Roma Inclusion.

SUMMARY AND LESSONS LEARNED

A. Summary of Findings

1. REI Reach

Over 20,000 children and youth in each of the last two years were affected by REI activities, of whom over 5,000 per year were Roma children and youth. This represents a significant number of children affected by the REI pilot interventions, particularly given the limited number of REI sites.

Over 1,000 teachers were involved in each of the past two years, while approximately 120 Roma teaching assistants were involved each year. While the reach of REI is limited to certain communities, overall the numbers of children and adults affected by REI activities are notable.

Furthermore, the teachers, teaching assistants and others who were trained through REI will have an increased set of skills and knowledge with which to continue their work with Roma children and youth.

2. Comprehensive Approach

In addition to working with children and youth from zero to 18, REI teams have been successful in finding other partners and funders to support their work, boding well for sustainability, and ‘scaling up.’ Partners at the community level, particularly Roma NGOs, provide a critical link between school and community, while partners such as ministries and other governmental institutions are crucial if appropriate educational policies are to be enacted.

The financial support of other donors speaks to the perceived importance of issues surrounding Roma education and the need for broad-based financial and political support.

3. Educational Outcomes

Across all countries, there is evidence that participation in REI has improved the educational outcomes for Roma students. However, there is variation among the REI countries regarding educational outcomes, in part reflecting the diverse REI contexts and experiences.

The implementation of quality education is affected by changing, complicated, and challenging realities. Educational outcomes need to be assessed in the longer term and judgments should be made taking into account the multiple social and political complexities that exist within all countries. However, the REI experience suggests that school success for Roma students within a quality educational environment is absolutely possible, particularly when it is supported by quality educational practices and a comprehensive, collaborative, community approach.

4. Desegregation/Integration

Approximately 2000 children gained access to pre-school as a result of REI. As a result of REI, hundreds more moved from segregated to integrated educational settings, often because of their improved academic skills and knowledge; thus illustrating the importance of linking quality education to desegregation.

REI has supported the integration of hundreds of Roma children, particularly at the early childhood level. However, results and observations drawn from national evaluation reports,³⁸ coupled with the feedback from the country teams, underscore the complexity and challenges inherent in creating high quality integrated settings appropriate for the education of Roma children.

The important links between quality education and desegregation are apparent; quality education and desegregation are mutually supportive. However, the barriers to desegregation remain daunting. In particular, the lack of political will to support desegregation, particularly at the local level, reflects the racism that continues to exist within many communities and institutional structures.

5. Policy Impact

REI and those spearheading the initiative in their countries have had influence on the policy level, which is necessary to support the work in schools and communities. However, the fact still remains that national policies are not always implemented at the local level. Ensuring that policy and actions work in concert, particularly at the local level, continues to represent a major challenge in the region.

B. Learnings from REI Project Teams

The REI project directors and key team members reflected on a variety of ‘lessons learned’ during the interviews, as well as in their annual monitoring reports.

1. Collaboration

One theme was the importance of cooperation at all levels, particularly the cooperation and **collaboration with Roma NGOs**, the Roma communities, and local governments. “If the local government is not involved in desegregation there will be no success – or success will be accidental.” A team approach was viewed as crucial when working with local governments and communities, particularly in relation to desegregation. The importance of constructing a strong network that includes Roma NGOs should not be understated.

However, as one REI project director stated: *“Integration and desegregation in school cannot be interpreted separately. Its realization is not possible without drawing in the parents, introducing educational programs for the parents, or other tools for reducing poverty.”* This observation speaks directly to the importance of **involving Roma parents** directly in any initiatives that promote desegregation. However, sometimes the concerted efforts to involve parents and communities can be challenging. As one REI project director stated:

I pushed them [the master teacher trainers] to provide activities for parents and children and teachers in places where we knew the police were afraid to go ... but in some ways it was a big success [because of the impact on children and families].

2. Support Systems

Workshops on Roma tradition and culture were viewed as being of great importance because they contribute to self-esteem of both Roma children and their families, as well as to the understanding of teachers and other educators. In a related vein, REI teams also spoke of the importance of **social justice training** for educators and others.

The need for **supports and support systems** was also emphasized. Mentoring for teachers and others who are engaged in professional learning and change was viewed as critical. A number of REI teams advocated that the best way to start was with School Improvement training, including representatives from the community. A focus on whole school improvement is one avenue for involving educators, community representatives and parents in a collaborative process designed to support improved student learning.

Regarding the **centrally-delivered technical assistance**, the REI web-page and ESP BlackBoard were viewed as the significant instruments for easier communication, transparency, and data accessibility. Technical assistance was viewed as something that was important to a project as complex as REI. As one team reported: *“It [technical assistance] gave us the clear direction,*

possibility of immediate information exchange on a network level, high quality of professional maintenance of program and individual motivation according to the 'high expectations,' and an awareness of 'problems are our friends.'" Another team noted the significance of what was important through centralized technical assistance: "Pedagogical support through mentoring and monitoring of the complete project, support in the finding of an adequate model in the project management, availability of all required data, annual meetings, and mutual support and exchange of information and web site."

3. Networking and Leveraging Support

Another lesson concerned the place of **networking**. First, REI teams recommended building on existing networks. Through networks, influence can be exerted and support can be leveraged. Political networks can also assist in advocating for change at the educational policy level.

Through networks REI teams were not only able to influence policy changes but also leverage support from other international funders. In a short period of time, REI teams were able to work at the local level while, at the same time, leverage political and financial support. The combination of working 'upstream' at the political/policy level and 'downstream' at the practical school and community level provided REI with the opportunity to inform policy with real world practice.

4. Comprehensive Approach

REI teams unanimously supported the **comprehensive approach** as a way to affect change. However, they recognized the difficulties inherent in the approach; *"With so many partners and so much team work [it is difficult], but it is still the best approach ... everyone understands that it needs time and preparation - clarity [on roles and structures] is crucial."*

It is difficult to extract particular aspects of the comprehensive approach and suggest these are the key elements. The strength of the approach is that it is by nature, comprehensive and does not seek to divorce educational and community interventions from one another, or to divide children by their age or educational level. This holistic approach to addressing the needs of children and youth – and their families – by building on existing initiatives and including multiple partners was heralded by all REI teams as the approach holding the greatest potential for truly improving educational outcomes and realizing desegregation in the longer term.

5. Timing

In terms of affecting change in educational success for Roma children, the lesson learned was the importance of **starting early**; *"You need to start at pre-school ... if you start later with children then results are slower ... in fifth grade there is already a 50% drop-out rate. What can you do?"* While REI initiatives spanned the zero to 18 age continuum, the importance of intervention at the pre-school and early years cannot be underestimated. Unfortunately, REI did not have the implementation time frame to track the longer term impact of early educational interventions with the youngest children.

A related lesson learned was that **time** is required in to implement projects as complex and ambitious as REI: *"A minimum of four years is needed to rally and leverage resources and build the capacity needed for [an initiative such as] this."* Change takes time and in this process, *"Sometimes you have to be happy with very small achievements."*

6. Monitoring and Evaluation

Another lesson was the importance of **monitoring and evaluation** at the local level, particularly in order to document results in the long term: *"You need to establish a system of quality control, including a data base on Roma children to track their achievements."* Related to this concept, another REI team commented that: *"You need to document outcomes and make results visible to others."* However, quality monitoring and evaluation requires expertise as well as the commitment of human and financial resources. In combination, these are difficult to muster, given the need to deploy resources to address the more immediate needs of Roma children and families.

Teams advocated for **dissemination of both results and ‘lessons learned’** as others should be able to benefit from the REI experience: *“We would like to publish a guidebook with all our experiences and practical advice, as well as the results of our monitoring process and policy recommendations.”*

C. REI – Learnings and Implications

1. Quality Matters to Educational Success

Teachers who already have had experience implementing child-centered, interactive methods can more easily move to deeper levels of implementation, including the commitment to delivering quality education to Roma children within an inclusive educational environment.

Quality teaching and inclusive educational environments make a difference to children’s success. Children achieve in supportive environments that are child-centred, respectful, and where high expectations for success are the norm. As noted earlier, *“quality education practice helps the process of desegregation through stimulation of high academic results.”* Change in teacher practice and attitudes are inter-twined, but both have an impact on student success.

While quality early years intervention is clearly crucial, if school success is to be sustained for Roma students, supports and quality pedagogy need to be injected at the higher grades.

2. Desegregation Requires Political Will

Communities and schools exist within political environments. As was noted in the REI Midterm Report (2004): *“The role that lead-implementing agencies had to play in coercing schools and local education authorities to desegregate was enormous. While this could be done at the project level through the expenditure of great effort, it is not realistic in the current climate to believe this could be done on a larger scale relying only on the efforts of dedicated local NGOs and educational institutions.”*

Montenegro – Obstacles to Integration

REI Montenegro worked primarily in three sites: Podgorica, Niksic and Berane. Each had its own set of issues. However, in January 2004, two refugee camps were added –Konik 1 & 2. Roma have lived there since the Kosovo conflict.

REI established two informal pre-schools to prepare children for school. Approximately 80 children attend. An early primary outreach unit in Konik 1 teaches grades 1-4. The Ministry of Education pays all teachers that work in the camps and they received training and mentoring from REI.

In theory, children above 4th grade attend the nearby primary school. No one is able to say how many actually do, but it is very few. The lack of transportation, the school’s limited classroom space, no school meals and the fact that the pupils speak Montenegrin poorly, provide significant barriers to integration.

The teachers, who work in the camp outreach classrooms and in the primary school, are devoted. Their biggest challenge, they say, is overcoming the language barrier between Albanian-speaking Roma children and the Montenegrin spoken in the school; it is one of the biggest reasons for poor success in learning outcomes and retention rates. The REI national evaluation revealed that Roma children are able to overcome language barriers with the help of the Roma assistant and through activities that require non-language skills, such as drawing, modeling and games. These activities develop confidence, reduce social distance and make communication richer and more spontaneous. Children also learn Montenegrin more quickly.

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Lack of political will and widespread bias at the local level translates into maintenance of the status quo. Without concerted efforts to overcome bias and without legal enforcement of national desegregation policies, any meaningful progress on desegregation will not be achieved.

3. Networking and Strategic Alliances

Strategic alliances represent an avenue for fostering positive change on multiple levels. REI projects were compelled to use a consortium of partners (e.g., NGOs, service providers, schools, local education authorities, teacher training institutions). Experience has demonstrated that such broad-based coalitions are necessary for success.

On a political level, strategic alliances are important in mobilizing support for the building of civil societies through the inclusion of Roma in the political and social realities of the region. Initiatives that promote equity of opportunity and excellence in educational practice require political will combined with multi-lateral financial and policy support.

Roma NGOs and community leaders will be crucial in developing both the vision and implementation strategies within such strategic alliances, both at the local and national levels. Furthermore, Roma partner NGOs were essential in providing services related to the implementation of the comprehensive approach.

4. Comprehensive Approach

The comprehensive approach was not only valued by the REI implementing partners, but deemed as a cornerstone for building future initiatives. The complexity and sensitivity of the issues demand a complex, comprehensive approach; one that brings together everyone who has the potential to impact on the lives of Roma children and youth.

The accomplishments of the REI project in Slovakia speak to the success of the comprehensive approach. In Slovakia, a broad spectrum of children and youth participated in programming, while parents and community were directly involved. Programs

Slovakia – Strict Criteria at Šaca Zakladna

Kosice is the largest city in eastern Slovakia; it has a population of almost a quarter of a million people. The number of Roma pupils in Kosice's primary schools increases every year, causing alarm among the majority population and for many Slovak school directors. The school director of Šaca Zakladna Skola agreed to an integration plan with REI, but insisted on certain strict criteria:

- Roma children would have to pass a readiness test,
- There would be respect for school rules,
- Regular school attendance, and
- The level of hygiene of Roma children should be same as that of other children.

At the end of the academic year in 2004, 178 non-Roma and 14 Roma were enrolled at nearby pre-school. An additional 16 Roma children were taught in a separate classroom and a further 17 Roma children attended pre-school in a local community education centre run by a local NGO, Project Schola.

The 16 segregated children all failed the readiness test for 2005 academic year. However, the test was given prematurely. Project Schola protested and after a later retest, three children passed, although largely on the strength of classroom observations; REI national evaluators felt that most of the children were school ready. In the end, none of the children entered the primary school that year because the school director excluded them on the other criteria. Also, a new regulation introduced school fees at the pre-school and many Roma parents sent their children to the community center instead.

Despite all this, the project was able to achieve integration for an additional 10 Roma children for the 2006 academic year.

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extended beyond formal education, into the community. Actions at the community level were bolstered by the work done on the national policy front. While educational outcomes were strong, the comprehensive approach was implemented over a period of time and, as the vignette indicates, was not immune from local pressures.

REI was hardly the first venture of OSI and the Wide Open School Foundation, Žiar nad Hronom into Roma issues. For example, Slovakia participated in the School Success for Roma Students (Roma Step by Step Special Schools Project) which began in 1999. Wide Open School Foundation has also had a close relationship with the Plenipotentiary of Slovak Government for Roma Communities for some time. Another equal partner in the comprehensive approach was Project Schola, a local NGO which runs a community education centre. Slovakia's success speaks to the importance of a comprehensive approach, as well as the need for time to develop relationships, both at the local community level and at the national political level.

5. Research and Evaluation

Achieving significant educational outcomes and quality integration appear to be long term prospects. The potential to accelerate their progress lies not only in influencing the political and social context, but also in documenting the successes and barriers that are evident along the way.

In order to be effective, research and evaluation must take into account local conditions, explaining to participants the importance of monitoring progress and documenting success. Studies also need to be long term, given the complexity of the context and the slow speed of significant educational change. Perhaps what is even more important is to track the experiences and achievements of Roma children over time in order to understand what is really making a difference to their futures.

D. Directions for Future Endeavours

In sustaining and extending the activities of the Roma Education Initiative, the following should be considered:

- Future large scale projects should be supported not only through financial support for improved educational practice, but also through political and economic pressures that facilitate desegregation.
- Roma NGOs are a crucial partner in any endeavour that promotes improved educational outcomes for children and families. Their participation should be actively supported, and valued.
- Projects need time, experience, support and resources (financial and human) if they are to develop fully and truly implement a comprehensive approach. Related to the timeframe, projects would also benefit from a start-up or development phase which would allow projects to lay the groundwork for implementation.
- Local contexts are crucial and need to be explored and understood in order to maximize the comprehensive approach and minimize the chance of negative community reaction that can – and has – resulted in violence and tragedy. The need to involve all levels of community in the development and implementation of projects that directly affect children, youth, and families is paramount.
- Monitoring and evaluation should be built into projects in order to learn what is most effective in promoting quality integrated education for Roma children and youth. The progress and achievement of Roma students needs to be tracked over time.

NOTES

- 1 OSI, Equality for Roma in Europe: A Roadmap for Action, January 2006.
- 2 Additional information on the Roma Education Initiative and on the education of Roma children can be found on the REI web-site www.osi.hu/esp/rei or contact Christina McDonald (REI Program Manager) at cmcdonald@osi.hu.
- 3 The term 'mentally handicapped' is used rather than other terms such as 'cognitive disabilities' because 'mentally handicapped' is the descriptor commonly used in the region.
- 4 Network programs are programs that were developed centrally, and then implemented uniformly on the Soros Foundation network level. Those that were primarily used in REI were: SbS, RWCT, Debate, Health, and Network Women's program.

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- 5 Proactive Information Services Inc., a Canadian-based company, was established in 1984, specifically to provide research and evaluation services to clients in the public and non-profit sectors. Proactive's clients include ministries of education, other government departments, school districts, other educational organizations, foundations, and other NGOs across Canada, as well as in Europe and South America. For more information about Proactive, see www.proactive.mb.ca.
 - 6 Technical assistance was provided to all REI projects in overall implementation quality and in pedagogical support and external evaluation. The team consisted of: Susan Rona, Dawn Tankersley and Linda E. Lee. For more detail, see page 7.
 - 7 Desegregation refers to the "action of incorporating a racial or religious group into a community." It is not only policy-based but also is coupled with the development and provision of educational support programs including teacher pre and in-service training, anti-bias education, curriculum development, mediation and community development/ awareness raising. These factors in combination are seen as advancing the process of integration into school and the larger society.
 - 8 See Appendix for a list of Roma Education Initiative Working Committee members.
 - 9 Education for Social Justice was originally known as Adult Anti-Bias.
 - 10 A list of the project directors and a list of the external evaluators is found in the Appendix.
 - 11 The ESP Blackboard is an e-learning software platform that houses position papers, resource links, specialist contacts, case studies, distance training, and other materials on several topics specific to ESP and REI. The ESP Blackboard allows for real time communication and easy posting of materials for immediate access.
 - 12 To learn more about the pedagogy of these programs, please see <http://www.issa.nl> and <http://www.rwct.net/>.
 - 13 In some countries, Roma teaching assistants were known as Roma family coordinators. The value of this role was established through the Step by Step Roma Special Schools Initiative.
 - 14 The network of REI partners, including all countries, is found in the Appendix.
 - 15 The figures referenced in this section of the report were prepared by the REI country teams to describe their project models. Figures are found in an Appendix to this report.
 - 16 The national evaluators are external to the country teams and were selected by the country teams as they were recognized researchers from within each country. Their evaluation reports are available on the REI website <http://www.osi.hu/esp/rei>.
 - 17 The documentation of REI implementation (including perceived strengths and weaknesses) was included as part of Chapter 2 to give the reader a picture of REI, so that the evaluation approach – and the subsequent presentation of REI outcomes – would be understandable within the REI context.
 - 18 The national evaluators were sent the criteria in a February 2005 memo, followed up by an in-person meeting in June 2005.
 - 19 Details on the methodology and focus for data collection are found in each country's external evaluation report. These reports are posted on the REI website <http://www.osi.hu/esp/rei>.
 - 20 While it was specified that such data were to be collected and reported on, this did not happen in all cases. The message was conveyed numerous times including in a follow-up memo to country directors and national evaluators on February 17, 2005 which contained a reminder that data need to reflect achievement in regular education.
 - 21 A rubric is a descriptive scale, with criteria describing each point on the scale or continuum. A rubric allows for comparisons across different data sets. For example, different academic tests may be used in different countries but these different data can still be used to judge whether students are achieving above, at, or below curriculum expectations for their age/grade level. The rubric is found on page 51.
 - 22 See page 16.
 - 23 It can be concluded from the educational research literature that educational change is slow and non-linear, fraught with challenges and uncertainty, as well as excitement. See: Fullan, M. (1993). *Change Forces: Probing the Depths of Educational Reform*. London: The Falmer Press; and, Wallace, A. M. (2004). *Towards a planning framework for managing complex programmatic change*.
 - 24 Results by country, as well as other detailed analyses, are found in the Appendix.
 - 25 Partners by country are listed in the Appendix.
 - 26 For detail on specific sub-tests, please see the national evaluation report available on the REI web-site.
 - 27 See: Oljaca, Milka; Vujacic, Milja and Vulikic, Borko "Integration of Roma Children and Youth Into The System of Education (REI Montenegro) Evaluation Report."
 - 28 See: Baucal, A., Stepanovic, I. and Ksenija, K. "Equal Opportunities for All Program: Integration of Roma children and youth into educational system (REI Serbia) – Evaluation Report."
 - 29 Data of the Centre for Evaluation in Education, Belgrade, 2004.
 - 30 See: Wide Open School Foundation, Slovakia (2005). "Annual Research and Evaluation Report – Roma Education Initiative Academic Year 2004/2005."
 - 31 The International Step by Step Association (ISSA) is a non-governmental membership organization established in the Netherlands in 1999, which unites individuals and organizations into a powerful network to foster democratic principles and promote parent and community involvement in early childhood education. Visit <http://www.issa.nl/> for more information. To read more about the Slovenian conclusions, see the REI web-site for the national evaluation report.
 - 32 The vignettes were prepared by members of the Technical Assistance Team to provide the reader with concrete illustrations of issues addressed during the project.
 - 33 The number of children in integrated pre-school settings plus the number of children in segregated pre-school settings does not equal the total number of children who gained access to pre-school as a result of REI. The explanation is that some Roma children would still have been in segregated pre-schools, even if REI had not existed.
 - 34 Desegregation data by country are found in the Appendix.
 - 35 This phenomenon has been documented in reports such as those produced for the Step by Step Roma Special Schools Initiative. Reports can be found at www.soros.org/children/articles_publications/romachildren.
 - 36 For more detailed results, please refer to the national evaluation reports from each country at <http://www.osi.hu/esp/rei>.
 - 37 For details on the original strategy, please see Slovenia's Annual Monitoring Report at <http://www.osi.hu/esp/rei>.
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APPENDICES

A. Project Directors, National Foundation Representatives, and External Evaluators

Project Directors: Bulgaria – Emil Buzov and Neda Kristanova (NF) • Hungary – Eva Deak • Macedonia – Suzana Kirandziska and Spomenka Lazarevska (NF) • Montenegro – Sasa Milic, Darko Curic (NF), Tamara Srzentic (NF) • Serbia – Jadranka Stojanovic • Slovakia – Eva Koncokova and Eva Durikova (NF) • Slovenia – Tatjana Vonta

External Evaluators: Bulgaria – Yoana Tsvetkova • Hungary – Szilvia Nemeth • Macedonia – Zoran Velkovski • Montenegro – Milka Oljaca • Serbia – Aleksander Baucal • Slovakia – Doc. Zita Badurikova PhD. CSc. • Slovenia – Albina Necak Luk and Mateja Brejc

B. Roma Education Working Committee Members*

Chair: Tomislav Reskovac Executive Director – OSI Croatia

Members: Zaklina Durmis – Director Educational NGO „Dendo Vas” – Macedonia • Silvia Rigova – Executive Director Project Schola – Slovakia • Angela Kocze – Executive Director European Roma Information Office – Hungary • Susan Rona Roma Education Specialist – Canada • Nikolay Kirilov Director Pakiv Program – Bulgaria • Rumyan Russinov Director Roma Participation Program – OSI Budapest Bulgaria • Liz Lorant Director Children and Youth Programs – OSI New York USA • Michael Stewart Professor of Anthropology University College London, Lecturer at Nationalism Program, – CEU United Kingdom • Dimitrina Petrova Executive Director European Roma Rights Center – Bulgaria

C. Network of REI Partners**

The following section provides the contact information and brief description of the non-governmental, governmental and other cooperation partners of the Roma Education Initiative in the different countries where it was operating. The implementing partners involved in the REI projects are key actors in education reform with a particular focus on equity and the Roma minority in their countries.

The REI projects have been implemented via consortiums of local partners, including more than 40 education and Roma NGOs. Strategic alliances represent an avenue for fostering positive change on multiple levels. Experience has demonstrated that such broad-based coalitions are necessary for success.

This comprehensive approach was designed to maximize the use of existing resources and community capacity in order to have an impact on as many children and youth as possible within a certain community. Underlying the approach is the belief that children's educational success cannot be supported in isolation from other aspects of their lives and the conviction that as many partners as possible need to work in concert if significant changes are to be achieved.

Bulgaria

Step by Step Foundation / Bulgaria • Roma Lom (Roma NGO) • Bulgarian Reading Association • Open Society Foundation - Sofia • Open Society Club - Sofia • Municipality Glojene • Municipality Lom • Municipality Blagoevgrad

* Members' title and position reflect their status at the time of the project, and may have changed since that time.

** Source of REI Partners list is found at the REI website www.osi.hu/esp/rei.

Hungary

EC-PEC Foundation • National Institute of Education (NIE) • University of Miskolc, Faculty of Pedagogy

Macedonia

Aid for handicapped and the Poor "Romano Pro Angle" (Roma NGO) • KHAM (Roma NGO) • Dendo vas (Roma NGO) • Center for Educational Support "Vrama si" (Roma NGO) • Foundation for Cultural and Educational Initiatives Macedonia "Step by Step" • Foundation Open Society Institute Macedonia (FOSIM)

Montenegro

Enfants - Djeca • Foundation Open Society Institute - Representative Office Montenegro • Pedagogical Center of Montenegro (Step by Step Program) • Red Cross of Montenegro Roma • Association of Montenegro (Roma NGO) • Roma Association "Pocetak" (Roma NGO) • SOS for Women and Children - Victims of Violence

Serbia

Center for Interactive Pedagogy (CIP) • Society for the Improvement of Roma Settlements (Roma NGO) • Roma Educational Center (REC) (Roma NGO) • Roma Information Center (Roma NGO) • Association of Roma Students (Roma NGO) • Association for Educational Improvement (DUO) • "Ponos" (Roma NGO) • Center for Minority Rights (Roma NGO) • Association of Roma and Serbian Friendship Stablo - Kragujevac (Roma NGO) • Association Rom Said Balis (Roma NGO) • Yugoslav Center for Minority Rights • Yu Roma Center (Roma NGOs Osman Balic) - Nis • Fund for an Open Society - Serbia

Slovakia

Wide Open School Foundation • Open Society Foundation - Slovakia • Projekt Schola • Dženo-Spiš Civil Association • Jilo-Srdce Civic association (Roma NGO) • Cesta nadeje, Civic Association (Roma NGO) • ASAL Civic Association • Sakoneske Mistes, Civic Association (Roma NGO) • Zore (Roma NGO)

Slovenia

Developmental Research Center for Educational Initiatives Step by Step (DRCEI) • Slovenian Roma Association (Roma NGO) • Regional Roma Association ROMANO GAV (Roma NGO) • Association of Allies of Soft Landing • The Union of Roma societies Roma societies of Semic, Crnomelj and Metlika ; Employment Service of Slovenia (Regional office Krško, Crnomelj, Novo mesto, Metlika) • Municipality Krško • Municipality Semic • Municipality Novo Mesto • Peace Institute • Public University Krsko • Friends of Youth Association Novo mesto

Bulgaria

Step by Step Foundation / Bulgaria 14 Batcho Kiro str., Sofia 1000, Bulgaria, Phone: +359-2- 9805712, 9804942, 9806508, Fax: +359-2-9806508, Website: www.stepbystep.bitex.com, E-mail: emil.step@bitex.com, Contact person: Emil Buzov

Step by Step Program Foundation Bulgaria uses the democratic principles for education to develop educational models for the following activities they are involved in: offering equal access to quality education for children and adults; offering educational technologies and strategies connected with the interactive teaching methods and organisation of the school environment; monitoring, evaluation and research of educational projects; developing specific projects in the field of permanent education as well as training and re-training teachers.

Roma Lom (Roma NGO) 4 Neofit Bosveli St.Lom 3000, Bulgaria, Phone: +359-9-7128751, Fax: +359-9-7128751, Website: <http://www.roma-lom.org>, E-mail: roma-lom@roma-lom.org, Contact person: Nikolay Kirilov

Roma Lom Foundation is a non-profit organization founded in 1996. Its mission is to stimulate the empowerment process of excluded groups and the social emancipation of the disadvantaged communities through building the capacity and the expertise of the civic organizations and initiative groups; working for local development, and inclusion of these organizations in the third sector; increasing the level and quality of education of the children and young people; income generation and improvement of the economic status of the groups in disadvantaged position improvement of the quality and the access to social services and healthcare through offering new type of services.

To fulfill its mission, Roma Lom Foundation perceives its role as an active agent of change, which works purposefully for: stimulation of initiative citizen groups working for sustainable community development development and approbation of practices and models for problems solving and lobbying for successful practices application on regional and national level; stimulation of the communication and ethnic-cultural dialogue for mutual understanding, overcoming prejudices and promotion of tolerance as a norm in the relations between different ethnic groups in Bulgaria; provision of methodological assistance for the development of other community organizations from the region and the whole country; mobilizing the internal potential of the community and attraction of partners for joint resolving of the problems.

Bulgarian Reading Association 11, Slaveikov Sq., Sofia 1000, Phone: +359-2-9809740, Fax: +359-2-9809740, E-mail: ldachkova@osf.bg, bulra@osf.bg, Contact person: Lydia Dachkova, Chair of the Board

The Bulgarian Reading Association (BulRA) was officially established in 2001. The development of the association was triggered by a project titled Reading and Writing for Critical Thinking (RWCT), organized by International Reading Association (IRA), supported by OSI, New York and initially coordinated in Bulgaria within OSI, Sofia. Members of the RWCT network together with other educators, sharing the values and ideas of BulRA and IRA, became founder members. BulRA works to promote literacy in a wider sense towards democratization of education for active citizenship. Some of the main goals of BulRa are as follows: a) to popularize reading and the skills related to it for autonomous and critical thinking as the main feature of the educational process at school, university and any forms of continuous education; to support the professional development and qualification of students and teachers at different educational levels through teaching, research and publishing activities; b) to create and develop programs in the field of reading and literacy. Among the main areas of activities of BulRA are: training (active and cooperative learning, quality education, education for active citizenship, civic and critical literacy, emerging literacy), publishing (Critical Thinking journal, oriented to professional development, research and reflection; Promoting Critical Thinking through Reading & Writing. Pragmatic aspects; guidebooks and manuals for the trainings, etc.); conferences and workshops for professional development of university faculty, teachers, students, specialists involved and interested in the changes of education for a democratic society.

BulRA has received funding for projects from: a) local donors (OSI, Sofia; Foundation for Interethnic Initiatives for Human Rights; ICT Development Agency, Ministry of Transport and Communications, Bulgaria; Ministry of Environment, Bulgaria. b) international donors (OSI, NY; ASSIST Inc, USA; HMC, UK; IRA; Youth Programme, Education & Culture, European Commission; Democracy Commission, Embassy of USA in Bulgaria; Peace Corps; RE:FINE;REF; DGLS.).

Open Society Foundation – Sofia 56, Solunska St., Sofia 1000, Bulgaria, Phone: +359-2-930-6619, Fax: +359-2-951-6348, Website: <http://www.osf.bg>, E-mail: bzahariev@osf.bg, Contact person: Boyan Zahariev

Open Society Club – Sofia • Municipality Glojene • Municipality Lom • Municipality Blagoevgra • Roma leaders Nikolay Kirilov - Chairman of the Municipal Council Lom Stoyan Naidenov - Mayor of Glojene

Hungary

EC-PEC Foundation H-1072 Budapest, Rákóczi út 22. IV./24, Phone: +36-1-2663379, Fax: +36-1-2663463, E-Mail: ecpec@ecpec.hu, Web site: <http://www.ecpec.hu>, <http://rei.ecpec.hu/begin.php3>, Contact person: Ms. Emese Ibolya

The Ec-Pec Foundation was established in February 2001 and has been operating country-wide since then with a Budapest office. Its main mission is the promotion of the child-centered Step by Step program in different educational institutions, kindergartens and primary schools in order to support the integration of disadvantaged children and children with special needs into the public educational system. The Ec-Pec Foundation is a member of ISSA (International Step by Step Association)

network operating in 30 countries. The membership offers regular possibilities for participation and exchanging experiences on international ISSA and other professional events related to early childhood development. The Foundation's main field of operation is providing teacher trainings, complex school improvement programs in the interest of establishing the philosophy of inclusive pedagogy in public education.

National Institute of Public Education H-1051 Budapest, Dorottya u. 8. Phone: +36-1-235-7100. E-mail: nemethsz@oki.hu. Website: <http://www.oki.hu>. Contact person: Ms. Szilvia Nemeth

The Institute is engaged in research and development activities in public education and in related areas and its activities include pre-school, primary and secondary education as well as lifelong learning. The Institute's responsibilities further involve the education of students with special needs, the education of the Roma minority, developing programmes providing equal chances and doing research and development that aim to modernise the content and methods of school education and adult education.

University of Miskolc, Faculty of Pedagogy H-3515 Miskolc, Egyetemváros, Phone: +36-46-565111 ext. 2130, Fax: +36-46-565228, E-mail: viresz@chello.hu, Website: <http://www.uni-miskolc.hu/~btntud/>, Contact person: Ms. Orchidea Juhasz

Macedonia

Aid for handicapped and the Poor "Romano Pro Angle" Trizla bb, Susalna Tut. Kom. Prilep 7500, Macedonia, Phone: +389-48-401230, Fax: +389-48-401230, E-mail: moitete@yahoo.com, Contact person: Zarko Ginovski

The Center for Educational Support "Romano Pro Angle" is non-governmental organization placed in town Prilep. The centre aims to support and improve both the education of Roma population and various activities linked with the promotion of education. The nearest primary school is "Dobre Jovanoski".

Kham Done Bozinov 56, Kumanovo 1300, Macedonia, Phone: +389-31-437911, Fax: +389 31 437912, E-mail: kham@mt.net.mk, Contact person: Milan Demirovski

RWHA "KHAM" has been working on women, youth, human rights issues since 1999. In 2002 the organization launched the education center "Future" which works for the education of Roma children, youth and adults. This center is financed by Foundation Open Society Institute Macedonia (FOSIM). The education center operates on the basis of the "Step by step" program. The nearest primary school is "11 Oktomvri".

Dendo Vas Bertrand Rasel 40, Settl. Dame Gruev, Skopje 1000, Macedonia, Phone: +389-2-2036-16, Fax: +389-2-204-5309, E-mail: dendovas@yahoo.com, Contact person: Zaklina Durmis

The Centre for Educational Support "Dendo-vas" is a non-governmental organization aiming to support and improve both the education of Roma population and carries out various activities linked with the promotion of education. The centre is placed in Skopje's settlement Dame Gruev and the elementary school nearby is "Strasho Pindzur".

Center for Educational Support "Vrama si" Ivo Lola Ribar b.b., Kumanovo 1300, Macedonia, Phone: 389-31-428-942, Fax: +389-31-428-942, E-mail: vramasi@mol.com.mk, Contact person: Ramis Osmanovski

The Center for Educational Support "Vrama si" from Kumanovo began to work with implementing the project "It's time" in January 2002. It has been financed by FIIOOM. After two-month preparatory work, implementation of activities began in March 2002. The Center is located in Bavci district which is a Roma district. Close to the Center there are two other Roma districts; Stari Lozja and Baraki.

The Centre for Educational Support "Vrama si" worked part of CRZ "Drom" from 2002 to 2005. In 2006 the Centre for Support and Education "Vrama si" was registered as independent association of Roma and continued to realize the existing program which is financed by FIOOM, USAID and Pestalozzi. The nearest school is primary school "H.T.Karpos".

Foundation for Cultural and Educational Initiatives Macedonia “Step by Step” Partizanski odredi” 72 a, Skopje 1000, Macedonia, Phone: +389-2-3077-900, Fax: +389-2-3077-900, Website: www.stepbystep.org.mk, E-mail: skiran@soros.org.mk, Contact person: Suzana Kirandziska, Executive director

Foundation Open Society Institute Macedonia (FOSIM) “Jane Sandanski” 111, Skopje 1000, Macedonia, Phone: +389 2 244 44 88, Fax: +389 2 244 44 99, Website: <http://www.soros.org.mk>, E-mail: slazare@soros.org.mk, Contact person; Spomenka Lazarevska, Education and Youth Program Director

Roma leaders Zaklina Durmis, Mile Demirovski, Ramiz Osmanovski Zarko Ginovski

Montenegro

Enfants – Djeca Grahovo, 84310 Rožaje, Montenegro, Phone: +381-871-35951, +381-67-588533, Fax: +381-871-35951, +381-67-588533, E-mail: emd.h.rozaje@cg.yu, Contact person: Smail Pepic

This NGO has a strong background in dealing with issues of Roma education. They have established and monitored two sites in northern cities of Berane and Rozaje that can be considered, to certain extent to be out-of-formal sites, in terms of space, running costs, and the activities conducted. In the previous period “Enfants” has provided playrooms for pre-school children living in camps near the sites in order to enroll them (once they are ready for school) into regular primary school system. They have also provided compensatory classes for Roma children already enrolled in the formal school system (in order to help them understand and catch with the rest of majority children). “Enfants” has, moreover, tried to provide catch up classes for the children who, by their age, overcame natural entry point for formal primary school system and has arranged for them, examination committees at the two local primary schools where examination takes place twice a year in order to offer second chance enrollment and continuation of their education within the formal system. In the framework of REI these activities would be continued but with much more defined responsibilities and more intensive coordination/cooperation with local schools.”Enfants” would also remain as a driving force within the Roma community - providing close ties with families and encouraging their involvement in the project related activities. Their activities were supported by French humanitarian organization “Enfants du monde” but after their mission in Montenegro has been terminated, their contracting NGO continued its activities with support of other donors: Norwegian People’s Aid, UNICEF and FOSI ROM. They have been, for the past two years, one of the rare sources of information for the Montenegrin Ministry of Education and Science on number of Roma children (non)integrated in the formal school system in Berane and Rozaje and on their motivation/quality of their school performance. “Enfants” also did a lot in terms of raising public awareness on the health issues among Roma women and some of those activities were financed by FOSI ROM (some of the FOSI sponsored projects include: Education in health issues (2001), Education of Roma youth through Workers’ University (2001), Education for Roma and Egyptians in Rozaje (2002), Education and upbringing of Roma children and youth in Berane (2002)).

Foundation Open Society Institute - Representative Office Montenegro Njegoševa 26, 81000 Podgorica, Montenegro, Phone: +381-81-665099, 665101, Fax: +381-81-665-099, 665 101 ext. 103, Website: http://www.osim.cg.yu/fosi_rom_en/frame_about_us.html, E-mail: tsrzentic@osim.cg.yu, Contact person: Tamara Srzentic, Roma Program coordinator

Pedagogical Center of Montenegro (Step by Step Program) Svetog Petra Cetinjskog 25/5, Podgorica, 81000 ,Montenegro, Phone: +381-81-248668, 248667, Fax: +381-81-248668, 248667, Website: <http://www.pccg.cg.yu>, E-mail: sasam@pccg.cg.yu, Contact person: Sasa Milic, Executive Director

Red Cross of Montenegro Jovana Tomaševica 6, Podgorica 81000, Montenegro, Phone +381-81-242918, +381-69-225074, E-mail: ckcg@cg.yu, Contact person: Mensut Krpuljevic

With the departure of the Italian humanitarian organization INTERSOS (on August 31, 2002), Red Cross of Montenegro has been delegated by the UNHCR Office in Montenegro (as the main supervisor) to manage two IDP settlements in Konik suburb of Podgorica i.e. IDP camps Konik I and Konik II. B by means of recent foreign donations they were carrying out playrooms for pre-school children at the Roma Camp II in Konik suburb in Podgorica, in terms of their more successful preparation for

the enrollment in two near primary schools (also made part of this proposal) and in terms of dealing with the socially most vulnerable Roma IDPs accommodated in two above mentioned camps. In the framework of the intended REI project, Red Cross would organize would organise pre-school activities with Roma children in the premises already available in the camp, while their volunteers would work with families as to enhance their interest and motivation for education of their children. Recently Red Cross has initiated establishment of the Parents' Council in order to support/enhance parents' interest for children's education. Red Cross also intends to develop projects of Roma children/youth-related psychosocial support.

Roma Association of Montenegro Isen Gaši, Vrela Ribnicka 6, Podgorica 81000, Montenegro, Phone: +381-67-879880, The Roma Association of Montenegro is the oldest Roma NGO in Montenegro.

They had a very important role in the development of the Step by step project "Kindergarten as a family center and Roma in it", developed/carried out by the Pedagogical center of Montenegro in the past two years, in 4 pre-school institutions throughout Montenegro. Since the very beginning of the project, Pedagogical center had close cooperation with kindergarten managers, educators and associates participating in the project as well as with the parents of the children involved, primarily through Association of Roma of Montenegro. "Step by step" program has been used as a methodological framework for the above mentioned project - carried out at the kindergarten in Konik suburb in Podgorica. Dedication of this NGO in the recruitment of selected Roma children for the kindergarten and their devotion to the "cause" which represented basis of the project (work with the families, assistance to parents etc.) has been outstanding and has shown that they were more than reliable partners in this process. They have, apart from the above mentioned project carried out several projects related mostly to socio-economic status of Roma and they were the first to create municipal Roma associations, while at the same time monitoring and driving their activities. Bearing in mind the fact that the above mentioned project represents the "nucleus" of our ambitions/intentions within REI, this Association already has unreplaceable role in all activities related to recruitment of children, monitoring of their performance and motivation and providing wider participation of Roma parents and Roma educators in all educational activities. These would remain their main responsibilities in REI.

Roma Association "Pocetak" Podgoricki put 2, Nikšić 81400, Montenegro, Phone: +381-83-253524, +381-69-482241, Fax: +381 83/253 524, +381-69-482241, E-mail: roma-pocetak@cg.yu, Contact person: Veselj Beganaj

The association was established back in year 2000 with the aim to assist the process of emancipation and integration of Roma, help increase overall standard of Roma, support the cultural heritage as well as the tradition, customs and language of Roma and improve educational level of Roma people. Social and health protection as well as observance of Roma human rights was also made part of their long term mission. This NGO implemented many important projects aimed at understanding the overall socio-statistical picture of Roma in Nikšić (and Montenegro) and carried out several projects aimed at integration of Roma children in the formal school system (some of the FOSI sponsored projects include: Step by step - preparation of Roma children for the enrollment to primary schools (2000), Cultural programs as an instrument for the development of the culture, tradition and customs of Roma in Montenegro (2001), Step by step II (2001), Let's help them hold up - compensatory classes for primary school Roma pupils (2001), "Zenon"-affirmation of social integration of Roma (2002)). UNICEF also has been cooperating closely with "Pocetak" since year 2000 and has developed good partnership with this NGO primarily through capacity building of their staff in work with Roma families and in carrying out Roma related educational activities. Thorough research on number and background of Roma children in Nikšić has been done by "Pocetak" and in cooperation with some other non-Roma NGOs dealing with Roma. Apart from FOSI ROM "Pocetak" has been beneficiary of British Embassy and UNDP and it has proven good expertise in work with Roma families - motivating them to send children to school, initiating playroom activities for preschool children in Roma settlements, organizing workshops with children and parents on children's rights, on health, education, protection issues, organizing preparatory lessons for first grade children's enrollment to primary school etc. In addition, "Pocetak" was nominated leader of the first Roma NGO network, established under the auspices of the OSCE and intended to act as a coordinating policy team for broad array of issues. In the framework of the REI, "Pocetak" would have role of establishing/enhancing close cooperation with Roma families and local schools involved in the project, assisting in educational activities (where necessary), encouraging parents and enabling better participation of parents in activities within REI asking for their participative and intensive role.

SOS for Women and Children - Victims of Violence Nada Koprivica Vuka Karadžica br. 97, Nikšić 81400, Montenegro, Phone: +381-83-213358, 213086; +381-69-532657, E-mail: sosnk@cg.yu, romacentar@cg.yu,

SOS for Women and Children - Victims of Violence was established in 1998 primarily as an NGO that would protect and promote women and children rights and generally human rights, foster education of young Roma and contribute to the increase of literacy among Roma women. Their other activities include also networking with other women groups and with other relevant NGOs dealing with marginalized groups as well as offering free legal advice to Roma women. They are founders of Roma Center which was a multi-phase project supported by for several years UNICEF and by FOSI ROM (other FOSI sponsored projects include: Teacher, may I....(2001), Research on number and development of Roma children in Nikšić (2001), Preparatory education for primary school for Roma children (2002)). Roma Center contributed to the fact that Nikšić now (in comparison with 1998) has largest number of Roma children integrated in school. This NGO carried out annual parents-targeted campaigns aimed at increase of the number of Roma children who are to enter school and they have successful cooperation with other Roma-interested NGOs like "Pocetak" and "Humanitarac". They have advocated against segregation on several occasions. Very present in public advocacy in Roma issues. Special emphasizes has been put on health education of Roma women and with their excellent experience in education of Roma children they may offer significant contribution in education of Roma girls/young mothers in basic literacy, life skills and basic early childhood care. They would also, in the framework of REI, continue (in cooperation with "Pocetak") all educational activities with Roma children in a more coordinated manner and with clearly defined share of responsibilities.

Roma leaders Veselj Beganaj, Ismail Pepic

Serbia

Centre for Interactive Pedagogy (CIP) Drinciceva br. 30, app.4, Belgrade, Serbia, Phone:+381-11-322-3909, Fax: +381-11-322-3909, Website: www.cip.org.yu, E-mail: ciiip-milena@sbb.co.yu, Contact person: Milena Mihajlovic

CIP is a non-governmental, non-profit association of citizens – professionals, who work in education and have the following aims: to promote educational practice in institutional and non-institutional forms of education, at all levels and ages; to produce modern educational methods, techniques and programs applicable and available to all who are involved in the education children and adults; to elevate the level of professional competence of various professional groups in different fields and segments of society, through a variety of programs and educational contents; to contribute to the democratization of social and educational processes, by applying programs and methods that promote: the development of tolerance and respect for differences in a society; the constructive solution of social problems and conflicts; the inclusion of marginalized formal and informal population groups in education processes and social processes as a whole.

Society for the Improvement of Roma Settlements Obilicev Venac 3a/7, Belgrade, Serbia, Phone: +381-11-188-508, Fax: +381-11-182-072, Website: www.durn.org.yu, E-mail: drustvor@Eunet.yu Contact person: Alexandra Mitrovic

The society is a non-governmental organization whose main goal is aiding the development of Roma communities and the improvement of living conditions in them. The society rallies experts, research workers and social activists, willing to help in the development of Roma communities and improvement of their living conditions.

Roma Educational Center (REC) Urosa Dimica 45, Nis, Serbia, Phone: +381-18-23-377, E-mail: rec_ni@yahoo.com, Contact person: Refika Mustafic

The center pursues the following activities: providing expert and technical assistance for Roma settlements in developing programs and projects for their improvement; assistance in the implementation of field programs and projects for overall improvement; scientific-research activities in the fields of socio-economics, education, culture, ecology-environment, architecture/urban planning, and other similar areas; organizing scientific and professional meetings and workshops for settlement economics, urban living culture, environmental and ecological conditions, social relations, culture, education and vocational training; educational activities in connection with the goals and activities of the Society; providing aid in initiating and promoting activities of local Roma organizations and clubs that work for the improvement of Roma settlements.

Roma Information Center (RIC) Atisinska 20/11, Kragujevac, Serbia, Phone: +381-346-810, E-mail: ricoffice@ptt.yu, Contact person: Rozalija Ilic

The Center is a Roma NGO, whose goal is the development and emancipation of Roma, fighting against stereotypes, promotion of Roma human rights and improvement of the legal position of the Roma, informing the public about international protection standards of Roma rights, increasing cultural awareness and self-awareness about the position of the Roma, studying social relations and phenomena connected to the Roma, supporting communication between the Roma in order to develop and strengthen their identity in all areas of social life, the expense and improvement of education of Roma youth and the educational culture of the Roma.

Association of Roma Students Gagarinova 22, V/2, Novi Sad, Serbia, Phone:+381-63-86-30-492, E-mail: romanistudent@yahoo.com, Contact person: Dorde Jovanovic

The Association is a non-governmental organization founded in 2002, with the aim of raising a group of young Roma intellectuals capable of making fundamental changes for the Roma people and among them. In the educational field, they implemented a project called "University In The Eyes Of The Roma" the aim of which was to develop the Roma pupils' aspiration towards continued education and the enrollment of as many of them as possible in high schools and universities.

A campaign was organized as a part of the project, with TV clips and radio jingles, promotional placards in the Serbian and Roma languages and rostra in gymnasiums and faculties, to motivate Romas and the rest of the population, to understand this problem; in addition, the association has worked on preparing Roma high-school students for enrolling in universities.

Association for Educational Improvement (DUO) Turgenjevleva 5, Belgrade. Serbia. Phone: +381-11-545-951, E-mail: jasminab@Eunet.yu, Contact person: Jasmina Markovic

The Association is an NGO formed for the purpose of creating opportunities for the exchange and development of new ideas and initiatives for project development in the field of education and culture. The chief activity of the organization is the "Community Centers Project" in Yugoslavia, as a part of the international Community Centers Project in South Eastern Europe. The activities are organized in three Serbian cities in vocational schools. Some of the activities are: computer courses; language courses; ecology courses; training in ancient crafts - coopers and tinsmiths; training for water and soil quality examination; arts: painting and folk dancing. The "New Literacy Teacher Training Program" has the goal of using concepts of new literacy in the classroom.

Roma NGO "Ponos" Koste Abrasevica 18A, Nis, Serbia, Phone: +381 18 368 877, Contact person: Dragutin Lazic

This NGO offers community-based preschool preparatory classes and nursery for Roma children, serving their local community. The preschool is housed in the community center, and training and pedagogical support is offered by the Step by Step Program – Center for Interactive Pedagogy.

Center for Minority Rights (Roma NGO) The center established network of NGOs which are dealing with education of Roma.

Roma NGO Association of Roma and Serbian Friendship Stablo - Kragujevac • Association Rom Said Balis (Roma NGO) • Yugoslav Center for Minority Rights • Yu Roma Center (Roma NGOs Osman Balic) – Nis

Fund for an Open Society - Serbia Zmaj Jovina 34 11000 Belgrade, Serbia, Phone: +381-11-3025800, 3025833, Fax: +381-11-3283602, E-mail: office@fosserbia.org, Contact person: Tatjana Stojic

Roma Leaders Refika Mustafic, Rozalija Ilic, Aleksandar Spasic, Emilija Ilic, Osman Balic, Petar Antic, Milan Petrovic, Anica Zekovic

Slovakia

Wide Open School Foundation Dr. Janského 19/16, Žiar nad Hronom 965 01, Slovakia, Phone: +421-45-6723137; Fax: +421-45-6735394, Website: <http://www.skoladokoran.sk>, E-mail: nsd@nsd.sk, Contact person: Eva Koncoková, Executive director

Open Society Foundation – Slovakia Baštová 5, Bratislava 811 03, Slovakia, Phone: +421-2-544-18867, Website: <http://www.osf.sk>, E-mail: osf@osf.sk, Contact person: Alena Pániková, Executive director Contact person: Barbora Kahátová, barbora@osf.sk

Projekt Schola Krivá 23, Košice 040 01, Slovakia, Phone: +421-55-6771024, Website: <http://www.projektschola.sk>, E-mail: rigova@netkosice.sk, Contact person: Silvia Rigová, Executive director

Dženo-Spiš, Civil Association Kultúrny dom Smižany Slovakia, Phone: +421-53-4431709, Fax:+421-905-349015, E-mail: dzeno-spis@stonline.sk, Contact person: Júlia Veselá

Jilo-Srdce, Civic Association (Roma NGO) Special Primary school, Jarovnice 082 63 Slovakia, Phone: +421-905-546812, E-mail: szs.jarovnice@stonline.sk, Contact person: Eva Lukáčová

Gesta Nádeje, Civic Association (Roma NGO) Dr. Janského 9, Žiar nad Hronom 965 01 Slovakia, Phone: +421-903-554228, E-mail: ozcn@stonline.sk, Contact person: Miroslav Sklenka

ASAL-Civic Association (Roma NGO) Jaronice 474, Jarovnice 082 63 Slovakia, Phone: +421-908-306052, Contact person: Marán Gina
Sakoneske Mištes, Civic Association (Roma NGO) Jaronice 294, Jarovnice 082 63, Slovakia, Contact person: Florián Gina

Roma NGO Zore Huta 79, Rudnany 053 23, Slovakia, Contact person: Dana Pustulkova
Zore is a women's association focused on education, training and voluntary work in Rudnany.

Roma Leaders Vlasta Adamova, Ladislav Bily, Marian Gina, Milan Husar, Eva Lukacova Lichvarova, Maria Horvath, Igor Pavlikova, Maria Vesela, Julia Sarissky, Jan Sarisska, Maria Vozarova, Jana Sabova, Erika Kotrady, Milan Bafiova Slavomira

Slovenia

Developmental Research Centre for Educational Initiatives – Step by Step (DRCEI) at Educational Research Institute Gerbiceva 62, Ljubljana 100, Slovenia, Phone: +386-41-742694, Fax: +386-1-429-2025, Website: www.pedagoski-institut.si/kzk/korakzakorakom.html, E-mail: tana.zoran@moj.net, Contact person: Tatjana Vonta

The Step by Step Developmental Research Center for Educational Initiatives was established in order to research, develop, initiate, implement and promote various activities in the educational field, which support educational reform processes in public schools in Slovenia. Through these activities we aim to ensure equal opportunities in education for all children and involve families and community members into the educational process. The Center's programs are based on principles of democratic civil society, children's and parent's rights, contemporary knowledge of child development and learning abilities and introduction of changes into the educational system.

Slovenian Roma Association Ulica arhitekta Novaka 13, Murska sobota 9000, Slovenia, Phone: +386-2-5308100, Fax: +386-2-5308104, Website: <http://www.zveza-romov.si/index.php>, E-mail: info@zveza-romov.si, Contact person: Jožek Horvat- Muc

This association is concerned about Roma employment, culture, social security, health and recognition. It co-operates with many different institutions. It organizes cultural evenings with focus on Roma culture and publish cultural book of Roma literature and poetry. The association works in Roma communities and hold workshops for children.

Regional Roma Association ROMANO GAV Jakceva ulica 28, Novo mesto 8000, Slovenia, Contact person: Jelenka Kovacic
Association of Allies of Soft Landing C. 4. julija 58, Krško, Slovenia, Phone: +386-31-276275, Website: <http://www.kid-pina.si/~dzmp/>, E-mail: DZMP@kid-pina.si

The Union of Roma societies Roma societies of Semic, Crnomelj and Metlika; Employment Service of Slovenia (Regional office Krško, Crnomelj, Novo mesto, Metlika) Municipality Krško Cesta krških žrtev 14, Krško 8270, Slovenia, Phone: +386-7-498-1100, Fax: +386-7-492-2221, Website: <http://www.krsko.si/>, E-mail: obcina.krsko@krsko.si

Municipality Semic Bernardka Zorko Štefanov trg 9, Semic 8333, Slovenia, Phone: +386-7-3565360, Fax: +386-7-3565365, Website: <http://www.semic.si/>, E-mail: bernardka.zorko@lukrsko.si

Municipality Novo mesto Seidlova 1, Novo mesto 8000, Slovenia, Phone: +386-73939202, Fax: +386-739-39208, Website: <http://www.novomesto.si/si/>, E-mail: mestna.obcina@novomesto.si

Peace Institute Ljubljana, Slovenia, Phone: +386-1-234 7728, Website: <http://www.mirovni-institut.si>, E-mail: brankica.petkovic@mirovni-institut.si, Contact person: Brankica Petkovic

Peace institute was established in 1991 by a group of independent intellectuals. In 1995 actions widened to the wholesome issues of modern public and political studies. Bigger action was taken in the fields of racism, political conflicts and studies of social practice.

The Center for civic society within Peace Institute researches conceptual and structural movements in the field of institutionalized and informal civic initiatives. It supports development of non-governmental, non-profitable and volunteering sector and tries to develop means for step-by-step transformation of non-governmental organizations and groups. It works in the direction of their noticeable and effective participation in social, economical and political processes.

The goals of the center are encouragement of productive partnership between non-governmental organizations like Roma associations, independent researchers and different institutions. Other fields of work are also human rights, minorities and marginalized groups.

Public University Krško Dalmatinova ulica 8, Krško 8270, Slovenia, Phone: +386-7-4881170, Website: <http://www.lukrsko.si/portal/index.php>, E-mail: svetovalno.sredisce@lukrsko.si, Contact person: Vida Andrejaš

The Public university organizes education for adults and tries to motivate them for learning and job searching. It organizes special education for Roma concerning literacy, workshops about surviving in nature (connection with Roma community) in programs for acquiring the profession of salesman. Their library is applying a project called "Book toddler".

In the frame of "Week of life-long education" the university organized a meeting "We read by the Roma fire", where Olivera Mirkovic and Sanda Libenšek read books for children and adults. In Roma community they arrange workshops under the themes Roma kitchen and Herbs & Mushrooms.

Friends of Youth Association Novo mesto Rozmanova ulica 10, Novo mesto 8000, Slovenia, Phone: +386-7-3371470, Website: <http://www.drustvopm-mojca.si/index.php>, E-mail: dpm.mojcal@siol.net

Roma leaders Damjan Hrvat, Anton Zupet, Sonja Lièen, Tesari Franc Bogoviè

REI PROJECT MODELS: FIGURES A:1 – A:7

FIGURE A:1 – BULGARIA

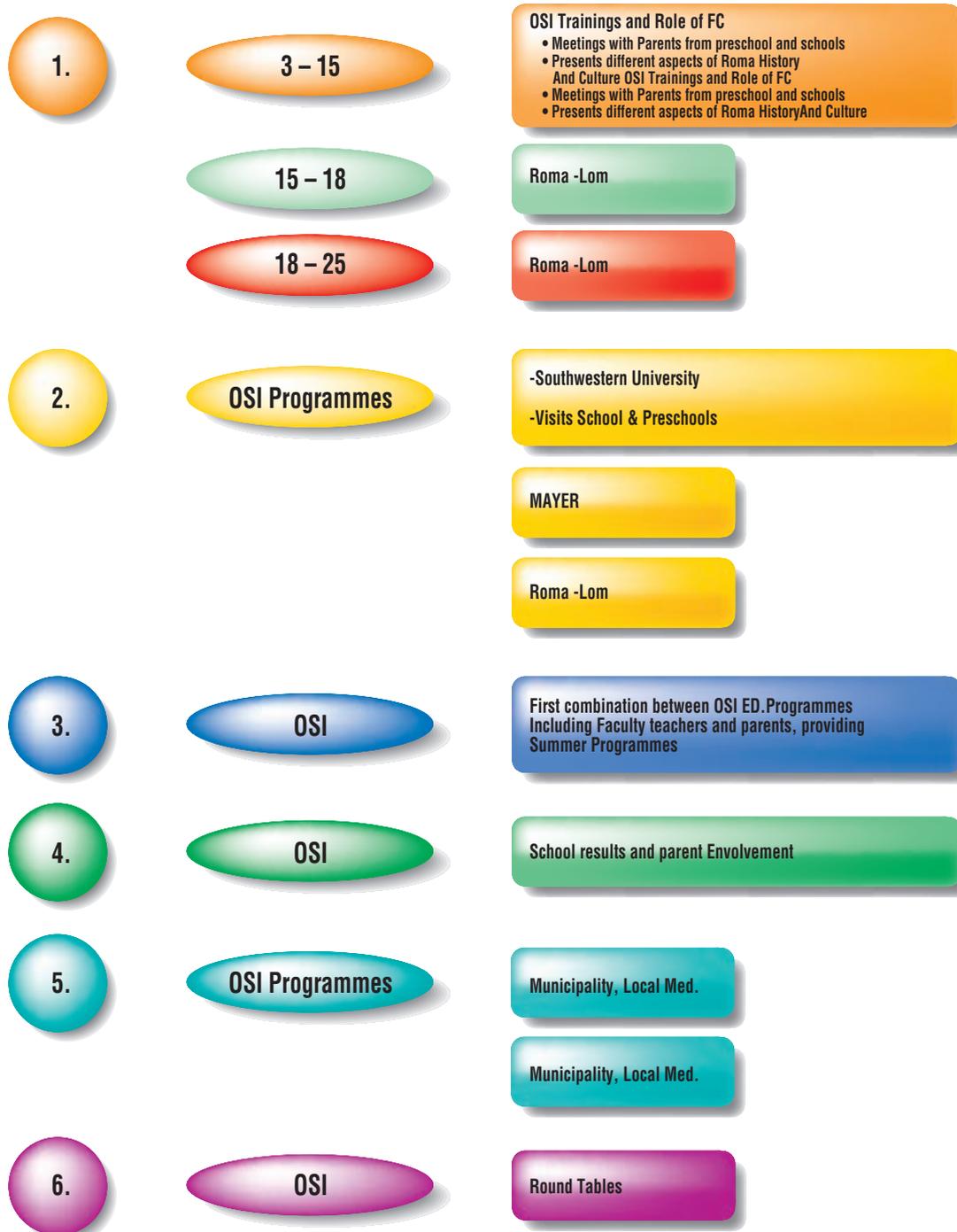


FIGURE A:2 – HUNGARY

LOCAL INTEGRATION NETWORKS

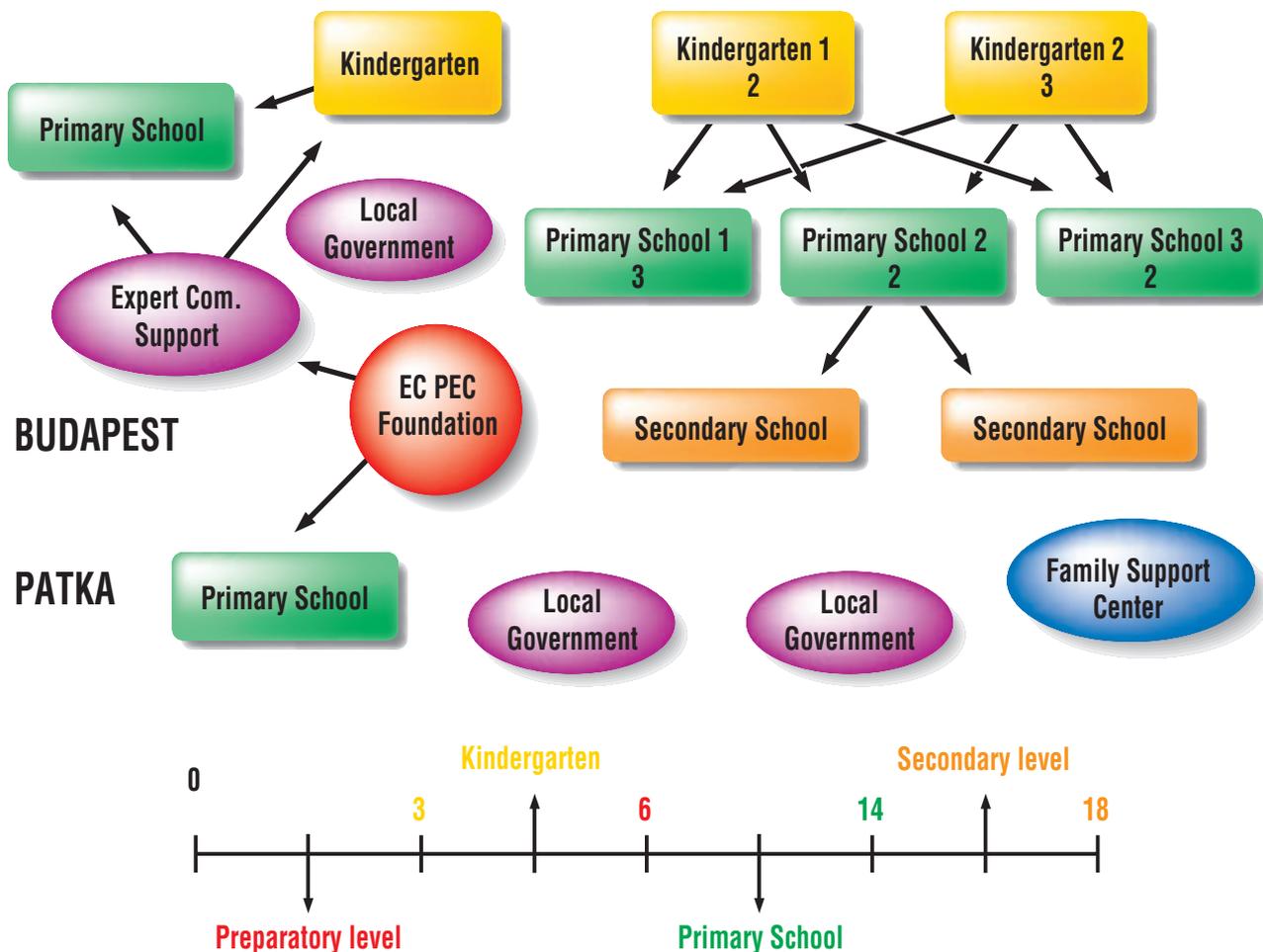


FIGURE A:3 – MACEDONIA

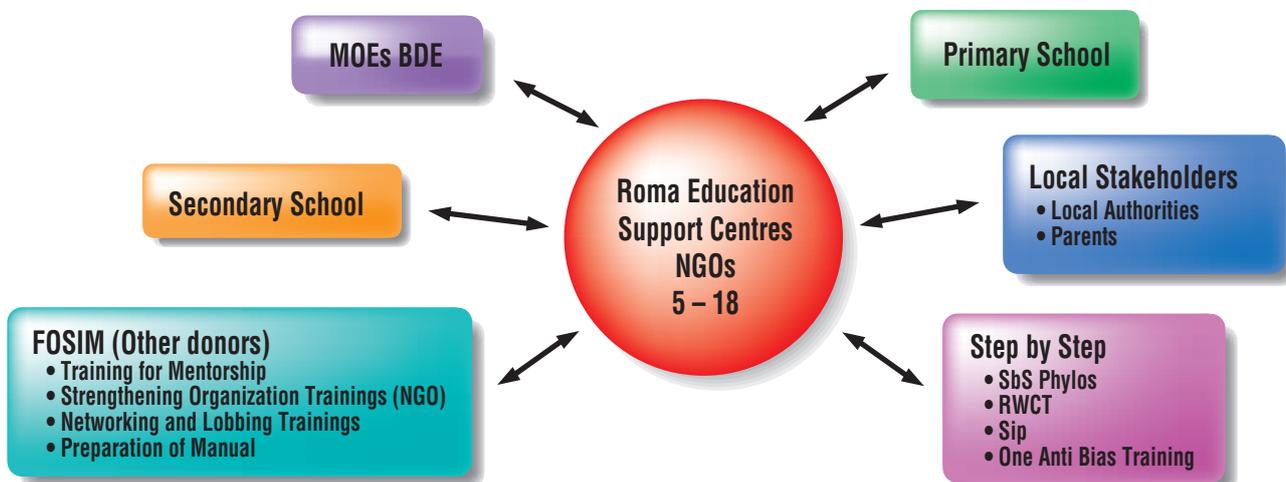
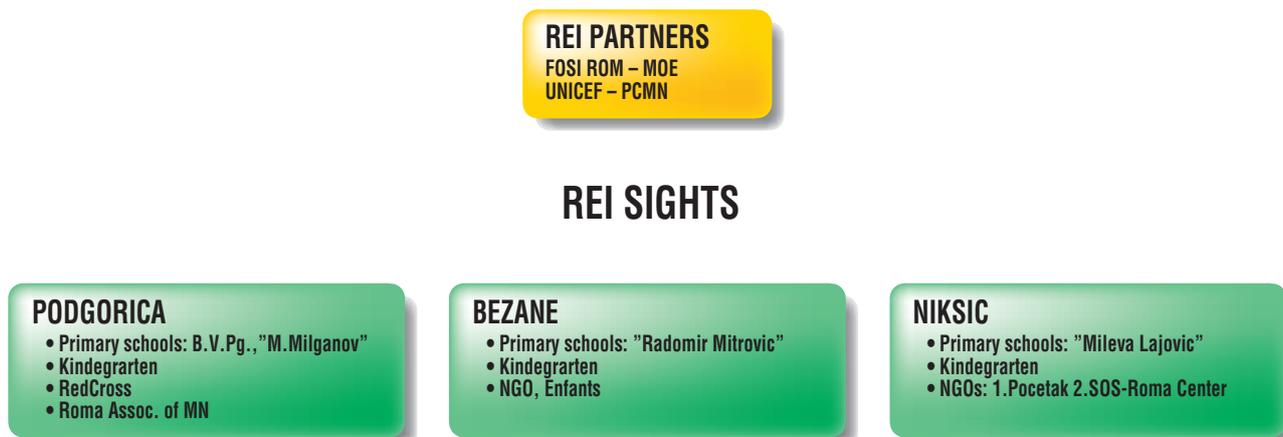


FIGURE A:4 – MONTENEGRO



1.

3 – 15 yrs of age, Special emphasis on 3 – 11 yrs
2.

OSI Education Programmes+

 - All together in schools action (gen. public, teachers, parents)
 - Press conference of all REI Partners
 - Provision of textbooks for all Roma children entering grade 1. (MoEs)
 - Provision of Roma Children in REI schools for grades 2 – 4 (OSI Montenegro)
 - Transport for REI children in REI pre-schools (MoEs)
3.

Unique: a pilot project with a strong systematic feature / involvement of MoEs, Bureau for Ed.
4.

Entrance rate increased by 40% at 2 sites

 - REI children did very well at school (10% finished with excellent and very good)
 - The first time ever were Roma children enrolled in state Kindergartens in NK and Bezane.
5.

Participatory Management over the Project

 - Contributed to the systematic character of REI in Montenegro
 - Caused difficulties in harmonizing activities and responsibilities.

FIGURE A:5 – SERBIA

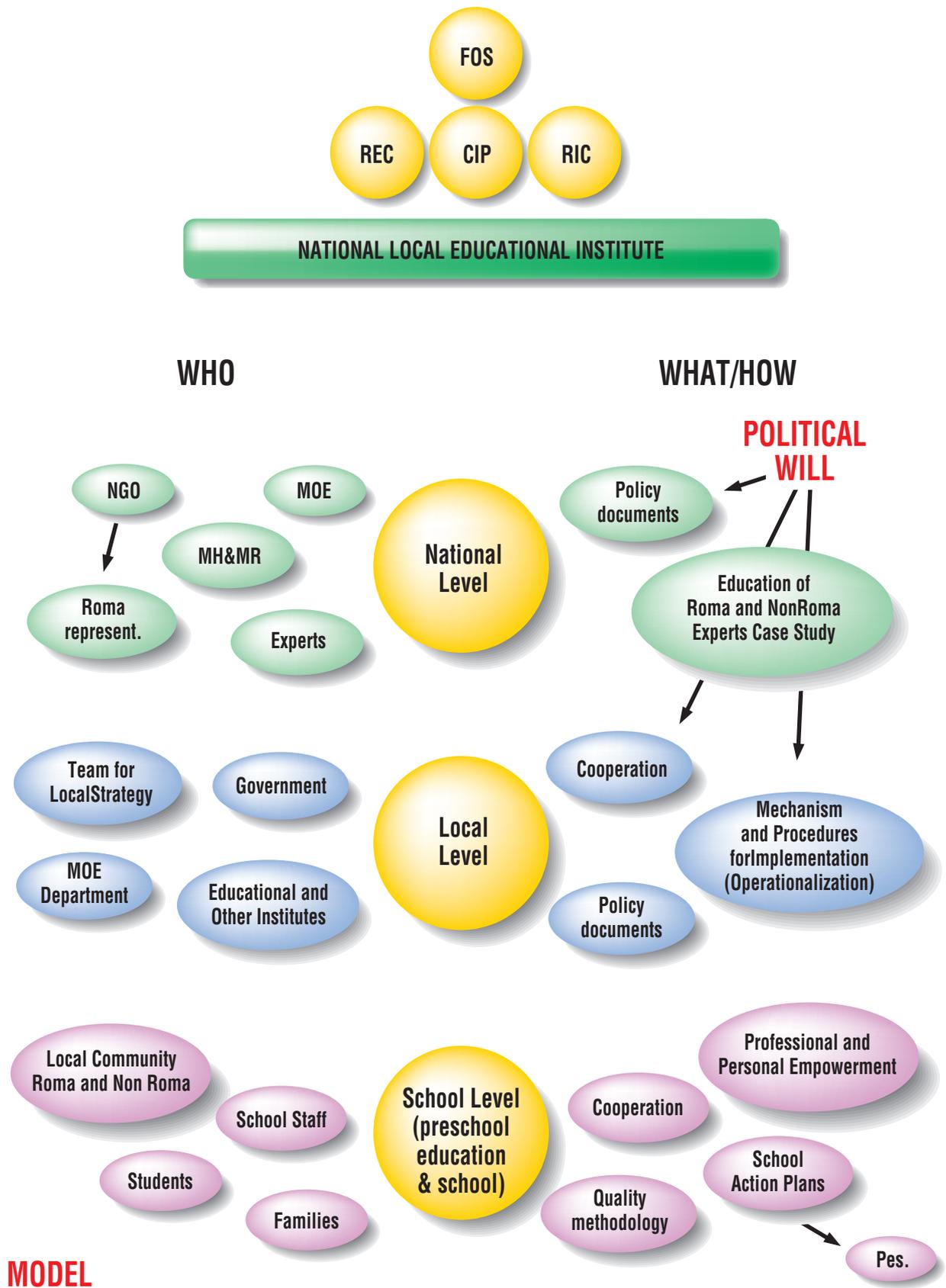


FIGURE A:6 – SLOVAKIA

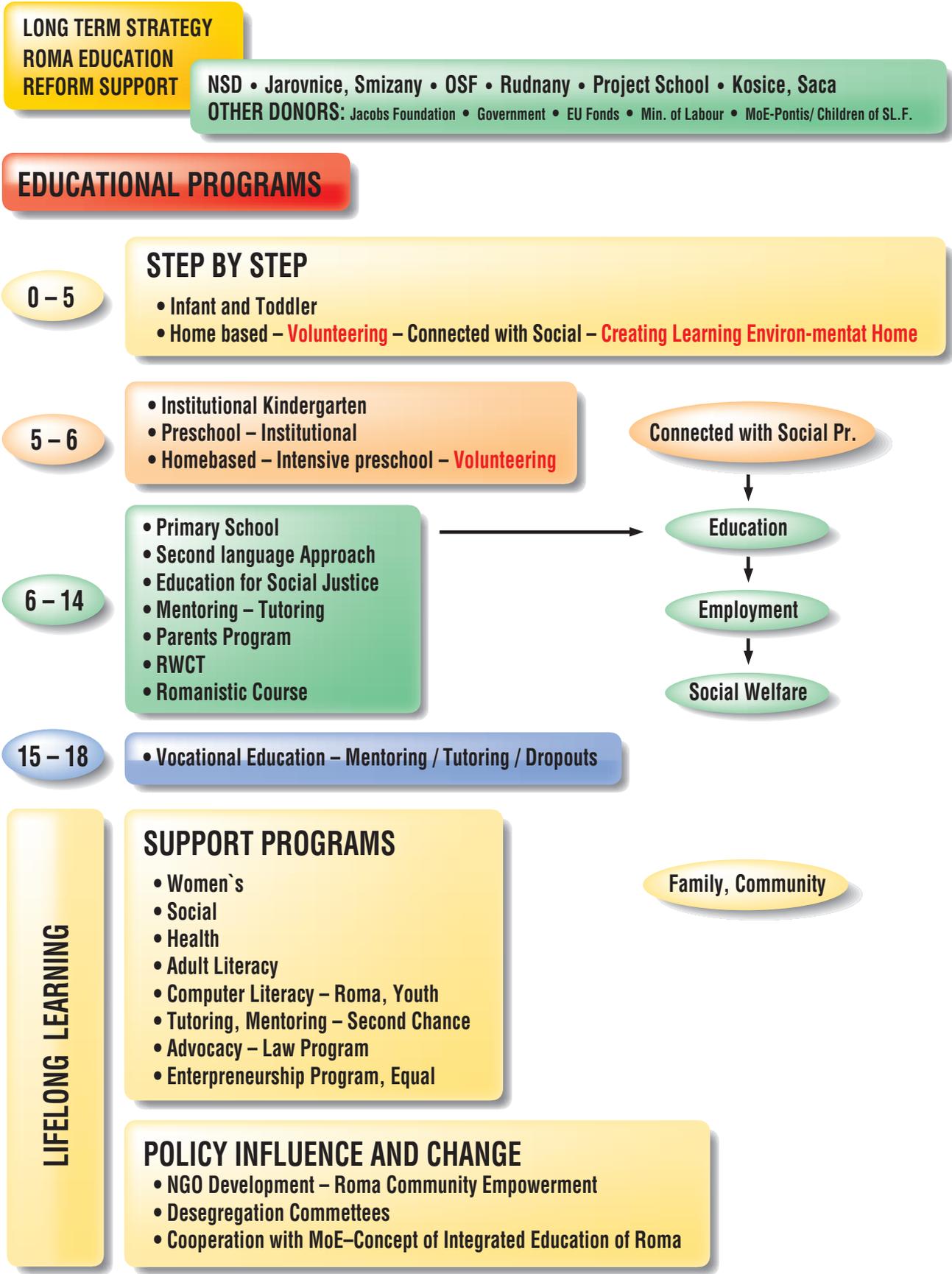


FIGURE A:7 – SLOVENIA

Barriers:

- No or extremely weak NGO sector
- Low level of Roma Community development
- Political changes on National Level
- Political will

- SbS modules adapted to schoolneeds
- RWCT for Adult Ed. Centers
- Mentoring

- + Inclusive Classrooms
- + Professional development of Teachers
- + Outcomes for Particular Children

0 – 4

Medical Centers Local NGOs (2) Local Organizations. Municipalities

4 – 6

Medical Centers Local NGOs (2) Local Organizations. Municipalities

6 – 8

Roma Local NGOs (2) Local Organiz. Municipalities

8 – 15

Local NGOs (2) Adult Ed. Centers

15 – 18

Local NGOs (2) Adult Ed. Centers Local organizations (employment services)

[ALL COUNTRIES]: DETAILED TABLES BY OVERALL AND COUNTRY

DATA ON THE COMPREHENSIVE APPROACH

Unless otherwise specified, please answer questions for the period beginning September 1, 2004 and ending August 31, 2005.

Country Name:

Name of Individual Completing This Form:

Table 1. AGE 0 - 3, PRESCHOOL, and SCHOOL RELATED
School Year: (2004 - 2005)

You may leave a textbox blank if the answer is zero. For example, if you have no children in the category "Age 0-3" in question 1, then you may leave q1a's textbox blank.

1. TOTAL NUMBER OF CHILDREN

- q1a. Age 0 - 3
- q1b. Preschool (formal and non-formal)
- q1c. 0 (zero) classes
- q1d. Early Childhood (Grades 1 - 4)
- q1e. Grades 5 - 8
- q1f. Grades 9 - 12 (secondary school, gymnasium, or technical/vocational school)
- TOTAL

2. NUMBER OF ROMA CHILDREN

- q2a. Age 0 - 3
- q2b. Preschool (formal and non-formal)
- q2c. 0 (zero) classes
- q2d. Early Childhood (Grades 1 - 4)
- q2e. Grades 5 - 8
- q2f. Grades 9 - 12 (secondary school, gymnasium, or technical/vocational school)
- TOTAL

3. NUMBER OF SCHOOLS

- q3a. Age 0 - 3
- q3b. Preschool (formal and non-formal)
- q3c. 0 (zero) classes
- q3d. Early Childhood to Middle Years (Grades 1 - 8/9)
- q3e. Grades 9/10 - 12 (secondary school, gymnasium, or technical/vocational school)
- TOTAL

4. NUMBER OF TEACHERS

- q4a. Age 0 - 3
- q4b. Preschool (formal and non-formal)
- q4c. 0 (zero) classes
- q4d. Early Childhood (Grades 1 - 4)
- q4e. Grades 5 - 8

q4i. Grades 9 - 12 (secondary school, gymnasiums, or technical/vocational school)

TOTAL

5. NUMBER OF ROMA TEACHER ASSISTANTS

q5a. Age 0 - 3

q5b. Preschool (formal and non-formal)

q5c. 0 (zero) classes

q5d. Early Childhood (Grades 1 - 4)

q5e. Grades 5 - 8

q5f. Grades 9 - 12 (secondary school, gymnasiums, or technical/vocational school)

TOTAL

6. NUMBER OF SCHOOL PSYCHOLOGISTS

q6c. 0 (zero) classes

q6d. Early Childhood to Middle Years (Grades 1 - 8/9)

q6e. Grades 9/10 - 12 (secondary school, gymnasiums, or technical/vocational school)

TOTAL

7. NUMBER OF PEDAGOGUES

q7a. 0 (zero) classes

q7b. Early Childhood to Middle Years (Grades 1 - 8/9)

q7c. Grades 9/10 - 12 (secondary school, gymnasiums, or technical/vocational school)

TOTAL

8. NUMBER OF OTHER STAFF

q8a. Age 0 - 3

q8b. Preschool (formal and non-formal)

q8c. 0 (zero) classes

q8d. Early Childhood to Middle Years (Grades 1 - 8/9)

q8e. Grades 9/10 - 12 (secondary school, gymnasiums, or technical/vocational school)

TOTAL

Table 2. SCHOOL-RELATED EXTRA-CURRICULAR ACTIVITIES

Table 2, Section A. TUTORING/MENTORING:

You may leave a textbox blank if the answer is zero. For example, if you have no children in the category "Grades 5-8" in question 9, then you may leave q9b's textbox blank.

9. TOTAL NUMBER OF CHILDREN (Tutoring/Mentoring)

q9a. Early Childhood (Grades 1 - 4)

q9b. Grades 5 - 8

q9c. Grades 9 - 12

TOTAL

10. NUMBER OF ROMA CHILDREN (Tutoring/Mentoring)

q10a. Early Childhood (Grades 1 - 4)

q10b. Grades 5 - 8

q10c. Grades 9 - 12

TOTAL

11. NUMBER OF TEACHERS (Tutoring/Mentoring)

q11a. Early Childhood (Grades 1 - 4)

q11b. Grades 5 - 8

q11c. Grades 9 - 12

TOTAL

12. NUMBER OF ROMA TEACHER ASSISTANTS (Tutoring/Mentoring)

q12a. Early Childhood (Grades 1 - 4)

q12b. Grades 5 - 8

q12c. Grades 9 - 12

TOTAL

13. NUMBER OF CLASSES (Tutoring/Mentoring)

Tutoring/Mentoring services may be provided by Schools, Roma Community Centres or Non-Government Organizations (NGOs), and other organizations. For your project, please list the number of classes according to who provides the services.

13a Number of classes provided by Schools: (Tutoring/Mentoring)

q13a_1. Early Childhood (Grades 1 - 4)

q13a_2. Grades 5 - 8

q13a_3. Grades 9 - 12

TOTAL

13b Number of classes provided by Roma Community Centres/Non-Government Organizations (NGOs): (Tutoring/Mentoring)

q13b_1. Early Childhood (Grades 1 - 4)

q13b_2. Grades 5 - 8

q13b_3. Grades 9 - 12

TOTAL

q13b_Name. Please specify the name of the NGO or Roma Centre.

13c Number of classes provided by Other organizations: (Tutoring/Mentoring)

q13c_1. Early Childhood (Grades 1 - 4)

q13c_2. Grades 5 - 8

q13c_3. Grades 9 - 12

TOTAL

q13c_Name. Please specify the name of the other organization(s).

Table 2, Section B. Summer Programs:

You may leave a textbox blank if the answer is zero. For example, if you have no children in the category "Grades 5-8" in question 14, then you may leave q14b's textbox blank.

14. TOTAL NUMBER OF CHILDREN (Summer Programs)

q14a. Early Childhood (Grades 1 - 4)

q14b. Grades 5 - 8

q14c. Grades 9 - 12

TOTAL

15. NUMBER OF ROMA CHILDREN (Summer Programs)

q15a. Early Childhood (Grades 1 - 4)

q15b. Grades 5 - 8

q15c. Grades 9 - 12

TOTAL

16. NUMBER OF TEACHERS (Summer Programs)

q16a. Early Childhood (Grades 1 - 4)

q16b. Grades 5 - 8

q16c. Grades 9 - 12

TOTAL

17. NUMBER OF ROMA TEACHER ASSISTANTS (Summer Programs)

q17a. Early Childhood (Grades 1 - 4)

q17b. Grades 5 - 8

q17c. Grades 9 - 12

TOTAL

18. NUMBER OF GROUPS (Summer Programs)

q18a. Early Childhood (Grades 1 - 4)

q18b. Grades 5 - 8

q18c. Grades 9 - 12

TOTAL

q19. Who provided the summer program for:

(Please check all that apply)

	School	Roma Community Centre	Step by Step NGO	Other NGO	Other
q19a. Grades 1-4	<input type="checkbox"/>				
q19b. Grades 5-8	<input type="checkbox"/>				
q19c. Grades 9-12	<input type="checkbox"/>				

Table 2, Section C: OTHER CATEGORIES

q20. Please list other categories in SCHOOL-RELATED EXTRA-CURRICULAR ACTIVITIES, in addition to tutoring/mentoring and summer programs.

L

l.

ll.

lv.

l.

Table 3. TRAINING AND EDUCATION

For each of the following questions in Table 3, dealing with training and education, please answer as follows:

For the period September 1, 2004 to August 31, 2005:

- (a) **NUMBER OF TRAININGS** - How many RE3-related trainings have been offered?
 (NOTE: For our purposes, a day of training is 8 hours or more per day.)
 (b) **NUMBER OF PARTICIPANTS** - How many participants have attended the trainings?
 (NOTE: If one person took three trainings, count this person as three people.)

You may leave a textbox blank if the answer is zero. For example, if the number of trainings in question 21 is zero, then you may leave q21a's textbox blank.

21. STEP BY STEP

q21a. Number of Trainings

q21b. Number of Participants

q21c. Type of participant (check as many as apply):

- Teachers Parents
 Administrators Roma TA's
 Other (please specify below)

q21_oth. Other type of participant (please specify):

22. Reading and Writing for Critical Thinking (RWCT)

q22a. Number of Trainings

q22b. Number of Participants

q22c. Type of participant (check as many as apply):

- Teachers Parents
 Administrators Roma TA's
 Other (please specify below)

q22_oth. Other type of participant (please specify):

23. ADULT ANTI-BIAS (Education for Social Justice)

q23a. Number of Trainings

q23b. Number of Participants

q23c. Type of participant (check as many as apply):

- Teachers Parents
 Administrators Roma TA's
 Other (please specify below)

q23_oth. Other type of participant (please specify):

24. PRIMARY ANTI-BIAS

q24a. Number of Trainings

q24b. Number of Participants

q24c. Type of participant (check as many as apply):

- Teachers Parents
 Administrators Roma TA's
 Other (please specify below)

q24_oth. Other type of participant (please specify):

25. SCHOOL IMPROVEMENT

q25a. Number of Trainings

q25b. Number of Participants

q25c. Type of participant (check as many as apply):

- Teachers Parents
 Administrators Roma TA's
 Other (please specify below)

q25_oth. Other type of participant (please specify):

26. SECOND LANGUAGE METHODS

q26a. Number of Trainings

q26b. Number of Participants

q26c. Type of participant (check as many as apply):

- Teachers Parents
 Administrators Roma TA's
 Other (please specify below)

q26_oth. Other type of participant (please specify):

q26d. Who provided the training?

27. TUTORING AND MENTORING

q27a. Number of Trainings

q27b. Number of Participants

q27c. Type of participant (check as many as apply):

- Teachers Parents
 Administrators Roma TA's
 Other (please specify below)

q27_oth. Other type of participant (please specify):

q27d. Who provided the training?

28. ROMAN CULTURE AND HISTORY

q28a. Number of Trainings

q28b. Number of Participants

q28c. Type of participant (check as many as apply):

- Teachers Parents
 Administrators Roma TA's
 Other (please specify below)

q28_oth. Other type of participant (please specify):

q28d. Who provided the training?

29. ADVOCACY

q29a. Number of Trainings

q29b. Number of Participants

q29c. Type of participant (check as many as apply):

- Teachers Parents
 Administrators Roma TA's
 Other (please specify below)

q29_oth. Other type of participant (please specify):

q29d. Who provided the training?

30. HEALTH - WOMEN'S PROGRAM

q30a. Number of Trainings

q30b. Number of Participants

q30c. Type of participant (check as many as apply):

- Teachers Parents
 Administrators Roma TA's
 Other (please specify below)

q30_oth. Other type of participant (please specify):

q30d. Who provided the training?

31. LITERACY

q31a. Number of Trainings

q31b. Number of Participants

q31c. Type of participant (check as many as apply):

- Teachers Parents
 Administrators Roma TA's
 Other (please specify below)

q31_oth. Other type of participant (please specify):

q31d. Who provided the training?

32. JOB TRAINING

q32a. Number of Trainings

q32b. Number of Participants

q32c. Type of participant (check as many as apply):

- Teachers
- Administrators
- Other (please specify below)
- Parents
- Roma TAs

q32_oth. Other type of participant (please specify):

q32d. Who provided the training?

33. OTHER TRAINING (please specify)

The name of the other training:

q33a. Number of Trainings

q33b. Number of Participants

q33c. Type of participant (check as many as apply):

- Teachers
- Administrators
- Other (please specify below)
- Parents
- Roma TAs

q33_oth. Other type of participant (please specify):

q33d. Who provided the training?

Table 4. COMMUNITY CONNECTIONS

The following definitions are needed for each of the following questions in Table 4.

- **Primary Partner:** Delivering or co-delivering services, or working jointly on a common policy goal.
- **Secondary Partners:** Cooperation remains at the general level, including the provision of "in-kind" contributions and/or working for a common purpose, or general advocacy purposes, but not making a direct contribution to R.E.I..

Section A: Community Connections - Primary Partners

You may leave a textbox blank if the answer is zero. For example, if the number of "Other" in question 34 is zero, then you may leave q34b's textbox blank.

34. NUMBER OF Non-Government Organizations (NGOs): (Primary Partners)

q34a. Roma

q34b. Other

TOTAL

q34_names. Please specify the names of these NGOs.

35. NUMBER OF OTHER COMMUNITY ASSOCIATIONS: (Primary Partners)

q35a. Roma

q35b. Other

TOTAL

q35_names. Please specify the names of these other community associations.

36. NUMBER OF COMMUNITY LEADERS: (Primary Partners)

q36a. Roma

q36b. Other

TOTAL

q36_names. Please specify the names of these community leaders.

37. NUMBER OF PARENTS: (Primary Partners)

q37a. Roma

q37b. Other

TOTAL

q37a. Roma

q37b. Other

TOTAL

Section B: Community Connections - Secondary Partners

You may leave a textbox blank if the answer is zero. For example, if the number of "Other" in question 38 is zero, then you may leave q38b's textbox blank.

38. NUMBER OF Non-Government Organizations (NGOs): (Secondary Partners)

q38a. Roma

q38b. Other

TOTAL

q38_names. Please specify the names of these NGOs.

39. NUMBER OF OTHER COMMUNITY ASSOCIATIONS: (Secondary Partners)

q39a. Roma

q39b. Other

TOTAL

q39_names. Please specify the names of these other community associations.

40. NUMBER OF COMMUNITY LEADERS: (Secondary Partners)

q40a. Roma

q40b. Other

TOTAL

q40_names. Please specify the names of these community leaders.

41. NUMBER OF PARENTS: (Secondary Partners)

q41a. Roma

q41b. Other

TOTAL

Table 5. OTHER PARTNERS

The following definitions are needed for each of the following questions in Table 5.

- **Primary Partner:** Delivering or co-delivering services, or working jointly on a common policy goal.
- **Secondary Partners:** Cooperation remains at the general level, including the provision of "in-kind" contributions and/or working on a common purpose, or general advocacy purpose, or sitting on a committee with REI representatives, or giving REI official permission to do something differently.

Section A: Other Partners - Primary Partners

42. OSE NETWORK PROGRAMS (LIST) * (Primary Partners)

* The OSE network programs include: Network Women's Programs, Health Program, etc.

L.

B.

BL.

IV.

E.

43. GOVERNMENTS/STATE (LIST) (Primary Partners)

L.

B.

BL.

h.

i.

43. GOVERNMENTS/STATE (LIST) (Primary Partners)

l.

k.

ml.

nv.

o.

44. INSTITUTIONS (LIST) (Primary Partners)

l.

k.

ml.

nv.

o.

45. FUNDERS (LIST) (Primary Partners)

l.

k.

ml.

nv.

o.

46. OTHER (LIST) (Primary Partners)

l.

k.

ml.

nv.

o.

Section B: Other Partners - Secondary Partners

47. OSU NETWORK PROGRAMS (LIST) * (Secondary Partners)

* The OSU network programs include: Network Women's Programs, Health Programs, etc.

l.

k.

ml.

nv.

o.

48. GOVERNMENTS/STATE (LIST) (Secondary Partners)

l.

k.

ml.

nv.

o.

49. INSTITUTIONS (LIST) (Secondary Partners)

l.

k.

ml.

nv.

o.

50. FUNDERS (LIST) (Secondary Partners)

l.

k.

ml.

nv.

o.

51. OTHER (LIST) (Secondary Partners)

l.

k.

ml.

nv.

o.

Table 6. Desegregation Numbers

This table is divided into three sections:

- Section A is for the school year your country first participated in REI (Entry Year).
- Section B is for the 2004 - 2005 school year; that is, the school year that began September 2004.
- Section C is for the 2005 - 2006 school year; that is, the school year beginning September 2005.

You may leave a textbox blank if the answer is zero. For example, if the count for question 52 is zero, then you may leave q52's textbox blank.

Section A: Entry Year

Entry Date. For the purposes of comparability, each country is being asked for their entry date as a baseline [Example September 2002]. **What is your country's entry date (Month and Year)? (Required)**

As of the start of this school year, please specify:

q52. Number of Roma children who gained access to kindergarten due to REI.

q53. Number of Roma children in integrated kindergartens.

q54. Number of Roma children in segregated kindergartens.

q55. Number of Roma children who successfully passed into, or were included in one/first grade.

q56. Number of Roma children who successfully passed from one grade to another (from an integrated class into another integrated class).

q57. Number of Roma children who passed into integrated primary schools from segregated kindergartens.

q58. Number of Roma children who passed into integrated secondary schools from segregated primary schools.

q59. Number of Roma children who were transferred out of segregated classes into integrated classes within the same school.

Section B: 2004 - 2005 School Year

As of the start of the 2004 - 2005 school year, please specify:

q60. Number of Roma children who gained access to kindergarten due to REI.

q61. Number of Roma children in integrated kindergartens.

q62. Number of Roma children in segregated kindergartens.

q63. Number of Roma children who successfully passed into, or were included in one/first grade.

q64. Number of Roma children who successfully passed from one grade to another (from an integrated class into another integrated class).

q65. Number of Roma children who passed into integrated primary schools from segregated kindergartens.

q66. Number of Roma children who passed into integrated secondary schools from segregated primary schools.

q67. Number of Roma children who were transferred out of segregated classes into integrated classes within the same school.

Section C: 2005 - 2006 School Year

As of the start of the 2005 - 2006 school year, please specify:

q68. Number of Roma children who gained access to kindergarten due to REI.

q69. Number of Roma children in integrated kindergartens.

q70. Number of Roma children in segregated kindergartens.

q71. Number of Roma children who successfully passed into, or were included in one/first grade.

q72. Number of Roma children who successfully passed from one grade to another (from an integrated class into another integrated class).

q73. Number of Roma children who passed into integrated primary schools from segregated kindergartens.

q74. Number of Roma children who passed into integrated secondary schools from segregated primary schools.

q75. Number of Roma children who were transferred out of segregated classes into integrated classes within the same school.

Thank you very much for your cooperation. You may exit the web survey by closing this browser window or click on the following image to be directed to the Proactive website. DATA SUPPORT BY: Proactive Information Service Inc. If you have any questions or concerns about this web survey, please contact: CHRISTINA MCDONALD by e-mail: cmedonald@osi.hu OR Linda Lee by email: linda@proactive.mb.ca.

OSI - ROMA EDUCATION INITIATIVE (REI)

DATA ON THE COMPREHENSIVE APPROACH 2005

[ALL Countries]: Detailed Tables by Overall and Country

Overall:	Count	7
	Column	100%

Based on the total number of respondents.

			TOTAL RESPONSES
Country Name:	Bulgaria	Count	1
	Hungary	Count	1
	Macedonia	Count	1
	Montenegro	Count	1
	Serbia	Count	1
	Slovakia	Count	1
	Slovenia	Count	1
	Total	Count	1

Table 1. Age 0–3, Pre-school, and School Related. School Year: (2004–2005)

q1. Total Number of Children			q1a. Age 0 - 3	q1b. Pre-school (formal and non-formal)	q1c. 0 (zero) classes	q1d. Early Childhood (Grades 1 - 4)	q1e. Grades 5 - 8	q1f. Grades 9 - 12 (secondary school, gymnasium, or technical/vocational school)	q1. TOTAL
Country Name:	Bulgaria	Sum	0	405	208	516	702	0	1831
	Hungary	Sum	0	200	0	180	150	0	530
	Macedonia	Sum	0	349	0	1947	1934	150	4380
	Montenegro	Sum	154	1183	0	2528	2123	0	5988
	Serbia	Sum	0	125	0	887	895	3348	5255
	Slovakia	Sum	42	259	63	484	526	67	1441
	Slovenia	Sum	0	128	0	231	0	0	359
	Total	Sum	196	2649	271	6773	6330	3565	19784

q2. Number of Roma Children			q2a. Age 0 - 3	q2b. Pre-school (formal and non-formal)	q2c. 0 (zero) classes	q2d. Early Childhood (Grades 1 - 4)	q2e. Grades 5 - 8	q2f. Grades 9 - 12 (secondary school, gymnasium, or technical/vocational school)	q2. TOTAL
Country Name:	Bulgaria	Sum	0	148	85	347	443	0	1023
	Hungary	Sum	0	170	0	160	130	0	460
	Macedonia	Sum	0	156	0	648	428	150	1382
	Montenegro	Sum	0	240	0	625	122	0	987
	Serbia	Sum	0	72	0	409	278	174	933
	Slovakia	Sum	42	191	37	204	150	37	661
	Slovenia	Sum	0	9	0	42	0	0	51
	Total	Sum	42	986	122	2435	1551	361	5497

q3. Number of Schools			q3a. Age 0 - 3	q3b. Pre-school (formal and non-formal)	q3c. 0 (zero) classes	q3d. Early Childhood to Middle Years (Grades 1 - 8/9)	q3e. Grades 9/10 - 12 (secondary school, gymnasium, or technical/vocational school)	q3. TOTAL
Country Name:	Bulgaria	Sum	0	4	0	3	0	7
	Hungary	Sum	0	3	0	4	3	10
	Macedonia	Sum	0	4	0	4	15	23
	Montenegro	Sum	0	7	0	4	0	11
	Serbia	Sum	0	2	0	8	4	14
	Slovakia	Sum	3	4	4	4	4	19
	Slovenia	Sum	0	3	0	3	0	6
	Total	Sum	3	27	4	30	26	90

q4. Number of Teachers			q4a. Age 0 - 3	q4b. Pre-school (formal and non-formal)	q4c. 0 (zero) classes	q4d. Early Childhood (Grades 1 - 4)	q4e. Grades 5 - 8	q4f. Grades 9 - 12 (secondary school, gymnasium, or technical/vocational school)	q4. TOTAL
Country Name:	Bulgaria	Sum	0	36	17	34	45	0	132
	Hungary	Sum	0	13	0	12	17	4	46
	Macedonia	Sum	0	22	0	98	117	0	237
	Montenegro	Sum	0	14	0	21	5	0	40
	Serbia	Sum	0	3	0	47	120	325	495
	Slovakia	Sum	6	13	6	23	23	7	78
	Slovenia	Sum	0	12	0	19	0	0	31
	Total	Sum	6	113	23	254	327	336	1059

q5. Number of Roma Teacher Assistants			q5a. Age 0 - 3	q5b. Pre-school (formal and non-formal)	q5c. 0 (zero) classes	q5d. Early Childhood (Grades 1 - 4)	q5e. Grades 5 - 8	q5f. Grades 9 - 12 (secondary school, gymnasium, or technical/vocational school)	q5. TOTAL
Country Name:	Bulgaria	Sum	0	0	0	3	0	0	3
	Hungary	Sum	0	1	0	3	2	0	6
	Macedonia	Sum	0	2	0	2	2	2	8
	Montenegro	Sum	0	13	0	8	0	0	21
	Serbia	Sum	0	3	0	7	2	0	12
	Slovakia	Sum	48	5	4	5	2	0	64
	Slovenia	Sum	0	3	0	3	0	0	6
	Total	Sum	48	27	4	31	8	2	120

q6. Number of School Psychologists			q6c. 0 (zero) classes	q6d. Early Childhood to Middle Years (Grades 1 - 8/9)	q6e. Grades 9/10 - 12 (secondary school, gymnasium, or technical/vocational school)	q6. TOTAL
Country Name:	Bulgaria	Sum	0	0	0	0
	Hungary	Sum	0	0	0	0
	Macedonia	Sum	0	3	0	3
	Montenegro	Sum	0	4	0	4
	Serbia	Sum	0	2	4	6
	Slovakia	Sum	3	5	1	9
	Slovenia	Sum	0	3	0	3
	Total	Sum	3	17	5	25

q7. Number of Pedagogues			q7c. 0 (zero) classes	q7d. Early Childhood to Middle Years (Grades 1 - 8/9)	q7e. Grades 9/10 - 12 (secondary school, gymnasium, or technical/vocational school)	q7. TOTAL
Country Name:	Bulgaria	Sum	0	1	0	1
	Hungary	Sum	0	0	0	0
	Macedonia	Sum	0	4	0	4
	Montenegro	Sum	0	4	0	4
	Serbia	Sum	0	2	2	4
	Slovakia	Sum	0	4	0	4
	Slovenia	Sum	0	3	0	3
	Total	Sum	0	18	2	20

q8. Number of Other Staff			q8a. Age 0 - 3	q8b. Pre-school (formal and non-formal)	q8c. 0 (zero) classes	q8d. Early Childhood to Middle Years (Grades 1 - 8/9)	q8e. Grades 9/10 - 12 (secondary school, gymnasium, or technical/vocational school)	q8. TOTAL
Country Name:	Bulgaria	Sum	0	4	0	3	0	7
	Hungary	Sum	0	8	0	12	7	27
	Macedonia	Sum	0	8	0	0	0	8
	Montenegro	Sum	0	7	0	4	0	11
	Serbia	Sum	0	0	0	5	5	10
	Slovakia	Sum	0	4	0	8	4	16
	Slovenia	Sum	0	3	0	11	0	14
	Total	Sum	0	34	0	43	16	93

Table 2. School-Related Extra-Curricular Activities, Section A: (Tutoring/Mentoring)*

q9. Total Number of Children			q9a. Early Childhood (Grades 1 - 4)	q9b. Grades 5 - 8	q9c. Grades 9 - 12	q9. TOTAL
Country Name:	Bulgaria	Sum	212	0	0	212
	Hungary	Sum	50	60	0	110
	Macedonia	Sum	334	203	150	687
	Montenegro	Sum	535	446	0	981
	Serbia	Sum	287	376	0	663
	Slovakia	Sum	204	150	37	391
	Slovenia	Sum	231	0	0	231
	Total	Sum	1853	1235	187	3275

q10. Number of Roma Children			q10a. Early Childhood (Grades 1 - 4)	q10b. Grades 5 - 8	q10c. Grades 9 - 12	q10. TOTAL
Country Name:	Bulgaria	Sum	151	0	0	151
	Hungary	Sum	45	50	0	95
	Macedonia	Sum	334	203	150	687
	Montenegro	Sum	472	82	0	554
	Serbia	Sum	180	123	0	303
	Slovakia	Sum	195	150	37	382
	Slovenia	Sum	42	0	0	42
	Total	Sum	1419	608	187	2214

q11. Number of Teachers			q11a. Early Childhood (Grades 1 - 4)	q11b. Grades 5 - 8	q11c. Grades 9 - 12	q11. TOTAL
Country Name:	Bulgaria	Sum	9	0	0	9
	Hungary	Sum	5	8	0	13
	Macedonia	Sum	7	8	3	18
	Montenegro	Sum	16	8	0	24
	Serbia	Sum	22	30	0	52
	Slovakia	Sum	17	10	4	31
	Slovenia	Sum	19	0	0	19
	Total	Sum	95	64	7	166

q12. Number of Roma Teacher Assistants			q12a. Early Childhood (Grades 1 - 4)	q12b. Grades 5 - 8	q12c. Grades 9 - 12	q12. TOTAL
Country Name:	Bulgaria	Sum	3	0	0	3
	Hungary	Sum	2	2	0	4
	Macedonia	Sum	2	2	2	6
	Montenegro	Sum	8	0	0	8
	Serbia	Sum	7	2	0	9
	Slovakia	Sum	5	2	0	7
	Slovenia	Sum	3	0	0	3
	Total	Sum	30	8	2	40

q13a. Number of Classes Provided by Schools			q13a-i. Early Childhood (Grades 1 - 4)	q13a-ii. Grades 5 - 8	q13a-iii. Grades 9 - 12	q13a. TOTAL
Country Name:	Bulgaria	Sum	9	0	0	9
	Hungary	Sum	3	4	0	7
	Macedonia	Sum	0	0	0	0
	Montenegro	Sum	21	18	0	39
	Serbia	Sum	0	32	0	32
	Slovakia	Sum	25	21	5	51
	Slovenia	Sum	14	0	0	14
	Total	Sum	72	75	5	152

q13b. Number of Classes Provided by Roma Community Centers/NGOs			q13b-i. Early Childhood (Grades 1 - 4)	q13b-ii. Grades 5 - 8	q13b-iii. Grades 9 - 12	q13b. TOTAL
Country Name:	Bulgaria	Sum	0	0	0	0
	Hungary	Sum	0	0	0	0
	Macedonia	Sum	11	8	3	22
	Montenegro	Sum	3	6	0	9
	Serbia	Sum	0	10	0	10
	Slovakia	Sum	7	5	4	16
	Slovenia	Sum	0	0	0	0
	Total	Sum	21	29	7	57

q13b. Name	Country Name:							TOTAL RESPONSES
	Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Specify the name of the NGO/ Roma Center.				1				1
Enfants - Djeca Berane				1				1
Red Cross - Podgorica					1			1
RIC (Roma Information Center)					1			1
REC (Roma Education Center)					1			1
Roma Community Center						1		1
ASAL						1		1
Sakoneste Mistes						1		1
Dzeno Spis						1		1
Romano - Pro Angle			1					1
Drom			1					1
Kham			1					1
Dendo - Vas			1					1
No Response							1	1
Total	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q13c. Number of Classes Provided by Other Organizations			q13c-i. Early Childhood (Grades 1 - 4)	q13c-ii. Grades 5 - 8	q13c-iii. Grades 9 - 12	q13c. TOTAL
Country Name:	Bulgaria	Sum	0	0	0	0
	Hungary	Sum	0	2	0	2
	Macedonia	Sum	0	0	0	0
	Montenegro	Sum	0	0	0	0
	Serbia	Sum	0	0	0	0
	Slovakia	Sum	0	0	0	0
	Slovenia	Sum	0	0	0	0
	Total	Sum	0	2	0	2

q13c. Name	Country Name:							TOTAL RESPONSES
	Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Please specify the name of the other organization(s).		1						1
Family Support Center - Miskolc		1						1
No Response	1		1	1	1	1	1	6
Total	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

Table 2. School-Related Extra-Curricular Activities, Section B: (Summer Programs)*

q14. Number of Children			q14a. Early Childhood (Grades 1 - 4)	q14b. Grades 5 - 8	q14c. Grades 9 - 12	q14. TOTAL
Country Name:	Bulgaria	Sum	337	176	0	513
	Hungary	Sum	50	28	0	78
	Macedonia	Sum	121	110	40	271
	Montenegro	Sum	120	0	0	120
	Serbia	Sum	0	10	10	20
	Slovakia	Sum	144	30	30	204
	Slovenia	Sum	51	0	0	51
	Total	Sum	823	354	80	1257

q15. Number of Roma Children			q15a. Early Childhood (Grades 1 - 4)	q15b. Grades 5 - 8	q15c. Grades 9 - 12	q15. TOTAL
Country Name:	Bulgaria	Sum	223	135	0	358
	Hungary	Sum	45	25	0	70
	Macedonia	Sum	121	110	40	271
	Montenegro	Sum	19	0	0	19
	Serbia	Sum	0	10	10	20
	Slovakia	Sum	114	30	30	174
	Slovenia	Sum	51	0	0	51
	Total	Sum	573	310	80	963

q16. Number of Teachers			q16a. Early Childhood (Grades 1 - 4)	q16b. Grades 5 - 8	q16c. Grades 9 - 12	q16. TOTAL
Country Name:	Bulgaria	Sum	9	11	0	20
	Hungary	Sum	3	3	0	6
	Macedonia	Sum	6	4	3	13
	Montenegro	Sum	3	0	0	3
	Serbia	Sum	0	1	1	2
	Slovakia	Sum	10	2	4	16
	Slovenia	Sum	7	0	0	7
	Total	Sum	38	21	8	67

q17. Number of Roma Teacher Assistants			q17a. Early Childhood (Grades 1 - 4)	q17b. Grades 5 - 8	q17c. Grades 9 - 12	q17. TOTAL
Country Name:	Bulgaria	Sum	3	0	0	3
	Hungary	Sum	1	2	0	3
	Macedonia	Sum	2	2	1	5
	Montenegro	Sum	0	0	0	0
	Serbia	Sum	0	2	0	2
	Slovakia	Sum	6	2	0	8
	Slovenia	Sum	0	0	0	0
	Total	Sum	12	8	1	21

q18. Number of Classes			q18a. Early Childhood (Grades 1 - 4)	q18b. Grades 5 - 8	q18c. Grades 9 - 12	q18. TOTAL
Country Name:	Bulgaria	Sum	9	11	0	20
	Hungary	Sum	3	3	0	6
	Macedonia	Sum	6	6	3	15
	Montenegro	Sum	4	0	0	4
	Serbia	Sum	0	1	1	2
	Slovakia	Sum	9	2	2	13
	Slovenia	Sum	6	0	0	6
	Total	Sum	37	23	6	66

q19a. Who Provided the Summer Program for:			Country Name:							TOTAL RESPONSES		
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia			
Who provided the summer program for grades 1 - 4?	School	Count	1	1		1			1		4	
	Roma Community Centre	Count	1		1				1		3	
	Step by Step NGO	Count	1						1		2	
	Other NGO	Count								1	1	
	Other	Count		1							1	
		No Response	Count				1					1
	Total	Count	1	1	1	1	1	1	1	1	7	

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q19b. Who Provided the Summer Program for:			Country Name:							TOTAL RESPONSES		
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia			
Who provided the summer program for grades 5 - 8?	School	Count	1	1					1		3	
	Roma Community Centre	Count	1		1		1				3	
	Other NGO	Count	1					1			2	
	Other	Count		1			1				2	
	Step by Step NGO	Count						1			1	
		No Response	Count			1					1	2
	Total	Count	1	1	1	1	1	1	1	1	7	

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q19c. Who Provided the Summer Program for:			Country Name:							TOTAL RESPONSES		
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia			
Who provided the summer program for grades 9 -12?	Roma Community Centre	Count			1		1				2	
	Step by Step NGO	Count						1			1	
	Other	Count					1				1	
		No Response	Count	1	1	1				1		4
	Total	Count	1	1	1	1	1	1	1	1	7	

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

Table 2. School-Related Extra-Curricular Activities, Section C: (Other Categories)*

q20. Other categories in school-related extra-curricular activities, in addition to tutoring/mentoring and summer programs			Country Name:							TOTAL RESPONSES	
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia		
Workshops/Visits/Involvement/Cooperation with Family/parents	Count		1	1		1				3	
Art	Count			1					1	2	
Teacher Trainees from the University of Muskolc Mentoring Students	Count		1							1	
Educational Re-Integration of Young Roma Mothers in order to finish their Studies	Count		1							1	
Detecting Children not receiving Regular Education and transferring them to Local Schools	Count		1							1	
School Mini-Projects	Count						1			1	
Designing a Wall Paper	Count			1						1	
Celebrations, Shows, and Visits	Count								1	1	
Drama	Count			1						1	
I.T. Training	Count			1						1	
Reading	Count								1	1	
Science and Technics	Count								1	1	
Sport and Play	Count								1	1	
Pre-school Excursion (organized by the Red Cross)	Count				1					1	
	No Response	Count	1						1		2
Total	Count	1	1	1	1	1	1	1	1	7	

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

Table 3. Training and Education*

q21. Step by Step			q21a. Number of Trainings	q21b. Number of Participants
Country Name:	Bulgaria	Sum	5	136
	Hungary	Sum	3	59
	Macedonia	Sum	12	155
	Montenegro	Sum	0	0
	Serbia	Sum	3	90
	Slovakia	Sum	4	45
	Slovenia	Sum	1	28
	Total	Sum	28	513

q21c. Step by Step			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Type of participant	Teachers	Count	1	1	1		1	1	1	6
	Roma TAs	Count					1	1	1	3
	Administrators	Count					1		1	2
	Other	Count					1			1
	Parents	Count						1		1
	No Response	Count				1				1
	Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q21. Step by Step oth.			Country Name:	TOTAL RESPONSES
			Serbia	
Other type of participant (please specify):	Representatives of Local Ministry of Education	Count	1	1
	Total	Count	1	1

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q22. Reading and Writing for Critical Thinking (RWCT)			q22a. Number of Trainings	q22b. Number of Participants
Country Name:	Bulgaria	Sum	4	185
	Hungary	Sum	3	52
	Macedonia	Sum	3	41
	Montenegro	Sum	6	130
	Serbia	Sum	2	60
	Slovakia	Sum	6	120
	Slovenia	Sum	0	0
	Total	Sum	24	588

q22c. RWCT			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Type of participant	Teachers	Count	1	1	1	1	1	1		6
	Roma TAs	Count				1	1	1		3
	Administrators	Count				1				1
	Parents	Count						1		1
	No Response	Count							1	1
	Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q23. Adult Anti-Bias (Education for Social Justice)			q23a. Number of Trainings	q23b. Number of Participants
Country Name:	Bulgaria	Sum	2	60
	Hungary	Sum	2	42
	Macedonia	Sum	4	19
	Montenegro	Sum	6	130
	Serbia	Sum	0	0
	Slovakia	Sum	2	50
	Slovenia	Sum	2	32
	Total	Sum	18	333

q23c. Adult Anti-Bias			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Type of participant	Teachers	Count	1	1	1	1		1	1	6
	Administrators	Count	1			1		1	1	4
	Roma TAs	Count		1		1		1	1	4
	Other	Count				1		1	1	3
	Parents	Count	1					1		2
	No Response	Count					1			1
	Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q23. Adult Anti-Bias oth.			Country Name:			TOTAL RESPONSES
			Montenegro	Slovakia	Slovenia	
(ESJ) Other type of participant	Community Leaders/Representatives (e.g. Mayor, Police Chief)	Count		1	1	2
	Pedagogues	Count	1			1
	Psychologists	Count	1			1
	Volunteers	Count		1		1
	Total	Count	1	1	1	3

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q24. Primary Anti-Bias			q24a. Number of Trainings	q24b. Number of Participants
Country Name:	Bulgaria	Sum	2	68
	Hungary	Sum	0	0
	Macedonia	Sum	0	0
	Montenegro	Sum	6	120
	Serbia	Sum	0	0
	Slovakia	Sum	4	80
	Slovenia	Sum	1	30
	Total	Sum	13	298

q24c. Primary Anti-Bias			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Type of participant	Teachers	Count	1			1		1	1	4
	Administrators	Count				1		1	1	3
	Roma TAs	Count				1		1		2
	Other	Count				1				1
	Parents	Count						1		1
	No Response	Count		1	1		1			3
	Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q24. Primary Anti-Bias oth.			Country Name: Montenegro	TOTAL RESPONSES
Other type of participant	Pedagogues	Count	1	1
	Psychologists	Count	1	1
	Total	Count	1	1

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q25. School Improvement			q25a. Number of Trainings	q25b. Number of Participants
Country Name:	Bulgaria	Sum	2	34
	Hungary	Sum	0	0
	Macedonia	Sum	3	23
	Montenegro	Sum	3	180
	Serbia	Sum	1	40
	Slovakia	Sum	2	50
	Slovenia	Sum	0	0
	Total	Sum	11	327

q25. School Improvement			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Type of participant	Teachers	Count	1		1	1	1	1		5
	Administrators	Count				1	1	1		3
	Other	Count				1	1	1		3
	Roma TAs	Count				1	1	1		3
	Parents	Count					1	1		2
	No Response	Count		1					1	2
	Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q25. School Improvement oth.			Country Name:			TOTAL RESPONSES
			Montenegro	Serbia	Slovakia	
Other type of participant	Pedagogic - Psychology Advisory Center	Count			1	1
	Methodical - Pedagogical Center	Count			1	1
	School Inspection	Count			1	1
	Pedagogues	Count	1			1
	Psychologists	Count	1			1
	Representatives of Local Ministry of Education	Count		1		1
	Total	Count	1	1	1	3

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q26. Second Language Methods			q26a. Number of Trainings	q26b. Number of Participants
Country Name:	Bulgaria	Sum	1	16
	Hungary	Sum	0	0
	Macedonia	Sum	1	27
	Montenegro	Sum	3	120
	Serbia	Sum	0	0
	Slovakia	Sum	2	50
	Slovenia	Sum	0	0
	Total	Sum	7	213

q26c. Second Language Methods			Country Name:							TOTAL RESPONSES	
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia		
Type of participant	Teachers	Count	1		1	1		1		4	
	Other	Count			1	1				2	
	Roma TAs	Count				1		1		2	
	Parents	Count						1		1	
		No Response	Count		1			1		1	3
	Total	Count	1	1	1	1	1	1	1	7	

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q26. Second Language Methods oth.			Country Name:		TOTAL RESPONSES
			Macedonia	Montenegro	
Other type of participant	Educators/Representatives from Roma NGOs	Count	1		1
	Pedagogues	Count		1	1
	Psychologists	Count		1	1
	Total	Count	1	1	2

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q26d. Second Language Methods			Country Name:							TOTAL RESPONSES	
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia		
Who provided the training?	Wide Open School Foundation	Count						1		1	
	Slovenian Training Team	Count			1					1	
	Step by Step Foundation	Count	1							1	
	Pedagogical Center (of Montenegro)	Count				1				1	
		No Response	Count		1			1		1	3
	Total	Count	1	1	1	1	1	1	1	7	

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q27. Tutoring and Mentoring			q27a. Number of Trainings	q27b. Number of Participants
Country Name:	Bulgaria	Sum	0	0
	Hungary	Sum	0	0
	Macedonia	Sum	0	0
	Montenegro	Sum	0	0
	Serbia	Sum	0	0
	Slovakia	Sum	12	21
	Slovenia	Sum	9	121
	Total	Sum	11	142

q27c. Tutoring and Mentoring			Country Name:							TOTAL RESPONSES	
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia		
Type of participant	Teachers	Count						1	1	2	
	Administrators	Count						1	1	2	
	Roma TAs	Count						1	1	2	
	Other	Count						1		1	
	Parents	Count						1		1	
		No Response	Count	1	1	1	1	1			5
	Total	Count	1	1	1	1	1	1	1	7	

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q27. Tutoring and Mentoring oth.			Country Name: Slovakia	TOTAL RESPONSES
Other type of participant	Project Coordinators	Count	1	1
	Project Managers	Count	1	1
	Total	Count	1	1

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q27d. Tutoring and Mentoring			Country Name:							TOTAL RESPONSES	
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia		
Who provided the training?	MTT	Count								1	1
	Wide Open School Foundation	Count							1		1
	No Response	Count					1				5
	Total	Count	1	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q28. Roma Culture and History			q28a. Number of Trainings	q28b. Number of Participants
Country Name:	Bulgaria	Sum	0	0
	Hungary	Sum	0	0
	Macedonia	Sum	0	0
	Montenegro	Sum	0	0
	Serbia	Sum	13	195
	Slovakia	Sum	2	50
	Slovenia	Sum	2	33
	Total	Sum	17	278

q28c. Roma Culture and History			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Type of participant	Teachers	Count					1	1	1	3
	Other	Count					1	1	1	3
	Administrators	Count					1	1	1	2
	Parents	Count					1			2
	Roma TAs	Count						1	1	2
	No Response	Count	1	1	1	1				4
	Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q28c. Roma Culture and History oth.			Country Name:			TOTAL RESPONSES
			Serbia	Slovakia	Slovenia	
Other type of participant	Community Leaders/Representatives (e.g. Mayor, Police Chief)	Count		1	1	2
	Children and Young People/Students	Count	1			1
	Volunteers	Count		1		1
	Total	Count	1	1	1	3

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q28d. Roma Culture and History			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Who provided the training?	Roma Student	Count							1	1
	RIC (Roma Information Center)	Count						1		1
	REC (Roma Education Center)	Count						1		1
	Projekt Schola	Count							1	1
	No Response	Count	1	1	1	1				4
Total	Count	1	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q29. Advocacy			q29a. Number of Trainings	q29b. Number of Participants
Country Name:	Bulgaria	Sum	0	0
	Hungary	Sum	0	0
	Macedonia	Sum	0	0
	Montenegro	Sum	0	0
	Serbia	Sum	0	0
	Slovakia	Sum	8	120
	Slovenia	Sum	0	0
	Total	Sum	8	120

q29c. Advocacy			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Type of participant	Teachers	Count							1	1
	Administrators	Count							1	1
	Other	Count							1	1
	Parents	Count							1	1
	Roma TAs	Count							1	1
	No Response	Count	1	1	1	1	1		1	6
Total	Count	1	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q29. Advocacy oth.			Country Name:	TOTAL RESPONSES
			Slovakia	
Other type of participant	Roma Activists	Count	1	1
	Social Workers	Count	1	1
	Health Assistants	Count	1	1
	Total	Count	1	1

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q29d. Advocacy			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Who provided the training?	Open Society Foundation	Count							1	1
	Projekt Schola	Count							1	1
	No Response	Count	1	1	1	1	1		1	6
Total	Count	1	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q30. Health - Women's Program			q30a. Number of Trainings	q30b. Number of Participants
Country Name:	Bulgaria	Sum	0	0
	Hungary	Sum	0	0
	Macedonia	Sum	0	0
	Montenegro	Sum	0	0
	Serbia	Sum	2	280
	Slovakia	Sum	2	50
	Slovenia	Sum	10	76
	Total	Sum	14	406

q30c. Health - Women's Program			Country Name:							TOTAL RESPONSES	
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia		
Type of participant	Roma TA's	Count						1	1	1	3
	Teachers	Count							1	1	2
	Administrators	Count							1	1	2
	Other	Count					1		1		2
	Parents	Count								1	1
	No Response	Count	1	1	1	1					4
	Total	Count	1	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q30c. Health - Women's Program oth.			Country Name:			TOTAL RESPONSES
			Serbia	Slovakia		
Other type of participant	Roma Activists	Count		1		1
	Social Workers	Count		1		1
	Community Workers	Count		1		1
	Health Assistants	Count		1		1
	Children and Young People/Students	Count		1		1
	Total	Count	1	1		2

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q30d. Health - Women's Program oth.			Country Name:							TOTAL RESPONSES	
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia		
Who provided the training?	School Counsellors	Count								1	1
	Nurses	Count								1	1
	Open Society Foundation	Count						1			1
	REC (Roma Education Center)	Count					1				1
	MTI	Count								1	1
	No Response	Count	1	1	1	1					4
	Total	Count	1	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q31. Literacy			q31a. Number of Trainings	q31b. Number of Participants
Country Name:	Bulgaria	Sum	0	0
	Hungary	Sum	0	0
	Macedonia	Sum	0	0
	Montenegro	Sum	0	0
	Serbia	Sum	0	0
	Slovakia	Sum	1	15
	Slovenia	Sum	0	0
	Total	Sum	1	15

q31c. Literacy			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Type of participant	Other	Count							1	1
	Parents	Count							1	1
	Roma TA's	Count							1	1
		No Response	1	1	1	1	1	1	1	6
	Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q31c. Literacy oth.			Country Name:	TOTAL RESPONSES
			Slovakia	
Other type of participant (please specify):	Volunteers	Count	1	1
	Total	Count	1	1

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q31d. Literacy			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Who provided the training?	Wide Open School Foundation	Count							1	1
		No Response	1	1	1	1	1	1	1	6
	Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q32. Job Training			q32a. Number of Trainings	q32b. Number of Participants
Country Name:	Bulgaria	Sum	12	47
	Hungary	Sum	0	0
	Macedonia	Sum	0	0
	Montenegro	Sum	0	0
	Serbia	Sum	0	0
	Slovakia	Sum	0	0
	Slovenia	Sum	3	45
	Total	Sum	0	0

q32c. Job Training			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Type of participant	Roma TA's	Count	1						1	2
	Teachers	Count	1							1
	Administrators	Count	1							1
	Other	Count							1	1
	Parents	Count							1	1
		No Response		1	1	1	1	1	1	5
	Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q32. Job Training oth.			Country Name:		TOTAL RESPONSES
			Bulgaria	Slovakia	
Other type of participant	Community Members	Count		1	1
	Children and Young People/Students	Count	1		1
	Volunteers	Count		1	1
	Community Leaders/Representatives (e.g. Mayor, Police Chief)	Count	1		1
	Total	Count	1	1	2

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q32d. Job Training			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Who provided the training?	Roma Lom Foundation	Count	1	1						1
	Coordinator for Education Center	Count						1		1
	No Response	Count			1	1	1		1	5
	Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q33. Name			Country Name:							TOTAL RESPONSES	
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia		
The name of the other training.	Network Workshops for Preschool and Primary Schools	Count								1	1
	Music - Dramatic Circle	Count						1			1
	Literature - Dramatic Circle	Count						1			1
	Case Study	Count									1
	Participative Planning and Evaluation	Count					1				1
	Learning Environment and Interactive Methods of Teaching	Count					1				1
	Developing Skills for Successful Learning	Count		1			1				1
	Cooperative Learning	Count		1							1
	Adult Anti-Bias for Trainers	Count	1								1
	No Response	Count			1	1					2
Total	Count	1	1	1	1	1	1	1	1	7	

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q33. Other Training			q32a. Number of Trainings	q32b. Number of Participants
Country Name:		Sum		
Bulgaria		Sum	2	26
Hungary		Sum	4	80
Macedonia		Sum	0	0
Montenegro		Sum	0	0
Serbia		Sum	6	145
Slovakia		Sum	5	50
Slovenia		Sum	6	109
Total		Sum	23	410

q33c. Other Training			Country Name:							TOTAL RESPONSES	
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia		
Type of participant	Teachers	Count		1				1		1	3
	Other	Count	1					1	1		3
	Administrators	Count					1			1	2
	Parents	Count					1		1		2
	Roma TAs	Count					1		1		2
	No Response	Count			1	1					2
	Total	Count	1	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q33c. Other Training oth.			Country Name:			TOTAL RESPONSES
			Bulgaria	Serbia	Slovakia	
Other type of participant	Children and Young People/Students	Count		1	1	2
	Trainers	Count	1			1
	Educators/Representatives from Roma NGOs	Count		1		1
	Pedagogues	Count		1		1
	Psychologists	Count		1		1
	Volunteers	Count			1	1
	Total	Count	1	1	1	3

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q33d. Other Training			Country Name:							TOTAL RESPONSES	
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia		
Who provided the training?	Trainers of the Ec-Pec Foundation	Count		1							1
	CIP (Center for Interactive Pedagogy)	Count					1				1
	Projekt Schola	Count						1			1
	MITT	Count								1	1
	Step by Step Foundation	Count	1								1
	No Response	Count			1	1					2
	Total	Count	1	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

Table 4. Community Connections, (Primary Partners)

q34. Number of Non-Government Organizations (NGOs)			q34a. Roma	q34b. Other	q34. TOTAL
Country Name:	Bulgaria	Sum	1	2	3
	Hungary	Sum	0	0	0
	Macedonia	Sum	4	0	4
	Montenegro	Sum	1	3	4
	Serbia	Sum	2	1	3
	Slovakia	Sum	4	1	5
	Slovenia	Sum	0	2	2
	Total	Sum	12	9	21

q34. Names of these NGOs, Section A: (Primary Partners)		Country Name:							TOTAL RESPONSES
		Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Roma Community Center	Count						1		1
Society for Development of Volunteer Work	Count							1	1
Society for Soft Landing	Count							1	1
Roma Self-Government, Miskolc	Count								1
The Bulgarian Reading Association	Count	1	1						1
Open Society Club - Blagoevgrad	Count	1							1
Roma Lom Foundation	Count	1							1
CIP (Center for Interactive Pedagogy)	Count				1				1
RIC (Roma Information Center)	Count					1			1
REC (Roma Education Center)	Count					1			1
Enfants NGO	Count				1				1
Red Cross	Count				1				1
SoS Phone NGO	Count				1				1
Roma Association "Pocetak"	Count				1				1
Romano Pro Angle	Count			1					1
Drom	Count			1					1
Kham	Count			1					1
Dendo-Vas	Count			1					1
Dzeno-Spis	Count						1		1
Srdce	Count						1		1
Sakoneste Mistes	Count						1		1
ASAL	Count						1		1
Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q35. Number of Other Community Organizations (Primary Partners)			q35a. Roma	q35b. Other	q35. TOTAL
Country Name:	Bulgaria	Sum	0	3	3
	Hungary	Sum	2	0	3
	Macedonia	Sum	0	0	0
	Montenegro	Sum	0	0	0
	Serbia	Sum	0	2	2
	Slovakia	Sum	7	1	8
	Slovenia	Sum	3	15	18
	Total	Sum	12	21	33

q35. Names of Other Community Associations Section A: (Primary Partners)		Country Name:							TOTAL RESPONSES
		Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Local Municipalities	Count	1						1	2
Zore	Count						1		1
Sacakere Roma	Count						1		1
Vaso Sikade Chave	Count						1		1
Universities for Adults	Count							1	1
Employment Service of Slovenia	Count							1	1
Cultural Society of Ernomelj	Count							1	1
Roma Societies of Semi, Ernomelj, and Metlika	Count							1	1
The Union of Roma Societies	Count							1	1
Teams for Developing Local Strategies for Improving the Education of Roma	Count					1			1
Roma Self-Governments	Count		1						1
	No Response								2
Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q36. Number of Community Leaders (Primary Partners)			q36a. Roma	q36b. Other	q36. TOTAL
Country Name:	Bulgaria	Sum	1	1	2
	Hungary	Sum	2	0	2
	Macedonia	Sum	3	1	4
	Montenegro	Sum	2	0	2
	Serbia	Sum	5	3	8
	Slovakia	Sum	8	7	15
	Slovenia	Sum	1	3	4
	Total	Sum	22	15	37

Table 4. Community Connections, Section A: (Primary Partners)*

q36. Names Please specify the names of these community leaders Section A: (Primary Partners)									TOTAL
Country Name:		Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
	Adamova Vlasta Bily Ladislav Gina Marian Husar Milan Lukacova Eva Lichvarova Maria Horvath Igor Pavlikova Maria Vesela Julia Sarissky Jan Sarisska Maria Vozarova Jana Sabova Erika Kotirady Milan Barlova Slavomira								
	Damijan Hrvat Anton Zupet Sonja Liben Tesari Franc Bogovc								
	Gabor Váradai Jenő Farkas Roma leaders		1						
	Ms Refika Mustafic Ms Rozalija Ilic Mr Aleksandar Spasic Ms Emilija Ilic Mr Osman Balic Ms Gordana Petrovic					1			
	Nikolaj Kirilov - Chairman of the Municipal Council Lom Stoyan Naidenov - Mayor of Gjojlene				1				
	Veselj Begaraj Ismail Pepic1					1			
	Zaklina Durmis Mile Demirovski Ramiz Osmanovski Zanko Ginoski						1		
Total		1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q37. Number of Parents (Primary Partners)			q37a. Roma	q37b. Other	q37. TOTAL
Country	Bulgaria	Sum	0	0	0
Name:	Hungary	Sum	0	0	0
	Macedonia	Sum	0	0	0
	Montenegro	Sum	1403	0	1403
	Serbia	Sum	0	0	0
	Slovakia	Sum	120	53	173
	Slovenia	Sum	4	0	4
	Total	Sum	1527	53	1580

Table 4. Community Connections, (Secondary Partners)*

q38. Number of Non-Government Organizations (NGOs) (Secondary Partners)*			q38a. Roma	q38b. Other	q38. TOTAL
Country	Bulgaria	Sum	0	0	0
Name:	Hungary	Sum	0	0	0
	Macedonia	Sum	0	0	0
	Montenegro	Sum	0	0	0
	Serbia	Sum	2	0	2
	Slovakia	Sum	0	6	6
	Slovenia	Sum	0	1	1
	Total	Sum	2	7	9

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q38. Names Names of these NGOs Section B (Secondary Partners)*	Country Name:							TOTAL RESPONSES
	Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Secondary Partners: Nis Center for Minority Rights					1			1
Yu Roma Center					1			1
The Friends of Youth Association							1	1
Women's Organization Health Center						1		1
Fireman Station						1		1
Red Cross						1		1
No Response	1	1	1	1				4
Total	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q39. Number of Other Community Associations (Secondary Partners)			q39a. Roma	q39b. Other	q39. TOTAL
Country	Bulgaria	Sum	0	0	0
Name:	Hungary	Sum	0	0	0
	Macedonia	Sum	0	0	0
	Montenegro	Sum	0	0	0
	Serbia	Sum	3	0	3
	Slovakia	Sum	0	0	0
	Slovenia	Sum	0	4	4
	Total	Sum	3	4	7

q39. Names. Names of Other Community Associations Section B (Secondary Partners)*	Country Name:							TOTAL RESPONSES
	Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Type of participant "Ponos" Nis					1			1
"Roma Said Balic" - Nis					1			1
Association of Roma and Serbian Friendship					1			1
Local TV and Radio							1	1
High Schools							1	1
No Response	1	1	1	1		1		5
Total	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q40. Number of Community Leaders (Secondary Partners)			q40a. Roma	q40b. Other	q40. TOTAL
Country Name:	Bulgaria	Sum	0	0	0
	Hungary	Sum	0	0	0
	Macedonia	Sum	0	0	0
	Montenegro	Sum	0	0	0
	Serbia	Sum	3	0	3
	Slovakia	Sum	0	0	0
	Slovenia	Sum	0	0	0
	Total	Sum	3	0	3

q40. Names Please specify the names of these community leaders. (Secondary Partners)*			Country Name:							TOTAL RESPONSES	
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia		
Who provided the training?	Petar Antic Milan Petrovic Anica Zekovic	Count						1			1
	No Response	Count	1	1	1	1	1	1	1	1	6
	Total	Count	1	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q41. Number of Parents (Secondary Partners)			q41a. Roma	q41b. Other	q41. TOTAL
Country Name:	Bulgaria	Sum	30	60	90
	Hungary	Sum	194	92	286
	Macedonia	Sum	0	0	0
	Montenegro	Sum	0	0	0
	Serbia	Sum	60	120	180
	Slovakia	Sum	20	20	40
	Slovenia	Sum	0	0	0
	Total	Sum	304	292	596

Table 5. Other Partners, Section A: (Primary Partners)*

q42. OSI Network Programs (Primary Partners)			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Children and Youth/Childhood and Secondary Education Program	Count			1		1				2
RWCT (Reading and Writing for Critical Thinking)	Count		1						1	2
ESP - REI (Educational Support Program - Roma Education Initiative)	Count					1				1
Open School	Count				1					1
Community Center	Count				1					1
Advocacy Program	Count						1			1
(Public) Health Program	Count						1			1
Network Women's Program	Count						1			1
	No Response	Count		1						1
Total	Count		1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q43. Governments/State (Primary Partners)			Country Name:							TOTAL RESPONSES
			Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Ministry of Education (and Sport)	Count			1	1	1	1	1	1	5
Office for/Ministry of Human (and Minority) Rights	Count					1			1	2
Ministry of Labour, (Family,) and Social Affairs/Policy	Count						1	1		2
Municipality of Patka	Count		1							1
Municipality of Miskolc	Count		1							1
Municipality of District Seven, Budapest	Count		1							1
Local governments in Nis and Kragujevac	Count					1				1
Government's Office for Nationalities	Count								1	1
Plenipotentiary of Slovak Government for Roma Communities	Count						1			1
National Bureau for Education	Count				1					1
	No Response	Count	1							1
Total	Count		1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q44. Institutions (Primary Partners)		Country Name:							TOTAL RESPONSES
		Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Primary Schools	Count			1		1			2
Official Pre-school	Count					1			1
Secondary Schools	Count					1			1
Bureau for Education Development	Count			1					1
Dept. for Development/Promotion of Education in Minority Languages	Count			1					1
National Institute for Public Education	Count		1						1
Methodical - Pedagogical Centre	Count						1		1
Methodical - Psychology Advisory Center	Count						1		1
Institute for Ethnic Studies	Count							1	1
Peace Institute	Count							1	1
	No Response	Count	1		1				2
Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q45. Funders (Primary Partners)		Country Name:							TOTAL RESPONSES
		Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Local Open Society Institute [FOSIM, FOSI ROM, FOSS]	Count			1	1	1			3
American Embassy	Count						1	1	2
Pestaloci Foundation/Pestalozzi Children's Foundation	Count			1		1			2
OSI - Budapest/ REI - Budapest	Count			1	1				2
Ministry of Education	Count							1	1
Plenipotentiary of Slovak Government for Roma Communities	Count						1		1
Jacob's Foundation	Count						1		1
Carpatian Foundation	Count						1		1
US Steel Kosice	Count						1		1
UNICEF (UNICEF)	Count				1				1
USAID	Count			1					1
Council of Europe	Count		1						1
	No Response	Count	1						1
Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q46. Other (Primary Partners)		Country Name:							TOTAL RESPONSES
		Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
National Daily Papers, Dela and Dnevnik	Count							1	1
Nr 3 Pedagogic Placement Committee, Budapest	Count		1						1
Family Support Center, Miskolc	Count		1						1
	No Response	Count	1		1	1	1		5
Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

Table 5. Other Partners, Section B: (Secondary Partners)*

q47. OSI Network Programs (Secondary Partners)		Country Name:							TOTAL RESPONSES
		Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
HESP (Higher Education Support Program)	Count					1			1
Public Health Program	Count					1			1
Network Women's Program	Count					1			1
	No Response	Count	1	1	1		1	1	6
Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q48. Governments/State (Secondary Partners)		Country Name:							TOTAL RESPONSES
		Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Ministry of Education (and Sport)	Count	1	1						2
Regional Inspectorates of Lom, Vratza, Blagoevgrad	Count	1							1
State Agency for Child Protection	Count	1							1
Ministry Commissioner for Disadvantaged and Roma Children	Count		1						1
National Education Integration Network	Count		1						1
Ministry of Labour, (Family) and Social Affairs/Policy	Count	1							1
	No Response			1	1	1	1	1	5
Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q49. Institutions (Secondary Partners)		Country Name:							TOTAL RESPONSES
		Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Public Health Institution	Count					1			1
National Employment Institution	Count					1			1
Center for Social Welfare	Count					1			1
	No Response	1	1	1	1		1	1	6
Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q50. Funders (Secondary Partners)		Country Name:							TOTAL RESPONSES
		Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
Swiss Development Corporation	Count					1			1
Norwegian People's Aid	Count					1			1
	No Response	1	1	1	1		1	1	6
Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

q51. Other (Secondary Partners)		Country Name:							TOTAL RESPONSES
		Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
No Response	Count	1	1	1	1	1	1	1	7
Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

Table 6. Desegregation Numbers

(Entry Date). For the purposes of comparability, each country is being asked for their entry date as a baseline [Example September 2002]. What is your country's entry date (Month and Year)? (Required) Section A: Entry Year*		Country Name:							TOTAL RESPONSES
		Bulgaria	Hungary	Macedonia	Montenegro	Serbia	Slovakia	Slovenia	
September 2002	Count					1		1	2
September 2003	Count	1	1		1		1		4
January 2004	Count			1					1
Total	Count	1	1	1	1	1	1	1	7

* In this type of table, a one listed in a cell means that the code has come up for that particular country.

Section A: Entry Year			Pre-school						Roma children passing from segregated to integrated settings			Country Total:
			q52. Number of Roma children who gained access to pre-school due to REI.	q53. Number of Roma children in integrated pre-schools.	q54. Number of Roma children in segregated pre-schools.	q55. Number of Roma children who successfully passed into, or were included in zero/first grade.	q56. Number of Roma children who successfully passed from one grade to another (from an integrated class into another integrated class).	q57. Number of Roma children who passed into integrated primary schools from segregated pre-schools.	q58. Number of Roma children who passed into integrated secondary schools from segregated primary schools.	q59. Number of Roma children who were transferred out of segregated classes into integrated classes with in the same school.	Entry Year TOTAL (q53- q59)	
Country Name:	Bulgaria	Sum	241	241	0	156	755	0	0	0	1152	
	Hungary	Sum	0	0	0	0	0	0	0	0	0	
	Macedonia**	Sum	0	0	0	0	0	0	0	0	0	
	Montenegro	Sum	205	40	165	205	205	95	0	0	710	
	Serbia	Sum	32	86	0	0	0	0	0	0	86	
	Slovakia	Sum	135	39	105	25	384	12	15	35	615	
	Slovenia	Sum	14	14	0	0	0	0	0	0	14	
	Total	Sum	627	420	270	386	1344	107	15	35	2577	

** For Macedonia, their entry year was the same as the 2004 - 2005 school year, so their entry year numbers were excluded from the analysis.

Section B: 2004 - 2005 School Year			Pre-school						Roma children passing from segregated to integrated settings			Country Total:
			q60. Number of Roma children who gained access to pre-school due to REI.	q61. Number of Roma children in integrated pre-schools.	q62. Number of Roma children in segregated pre-schools.	q63. Number of Roma children who successfully passed into, or were included in zero/first grade.	q64. Number of Roma children who successfully passed from one grade to another (from an integrated class into another integrated class).	q65. Number of Roma children who passed into integrated primary schools from segregated pre-schools.	q66. Number of Roma children who passed into integrated secondary schools from segregated primary schools.	q67. Number of Roma children who were transferred out of segregated classes into integrated classes with in the same school.	2004 - 2005 School Year TOTAL (q61- q67)	
Country Name:	Bulgaria	Sum	211	211	0	142	670	0	0	0	1023	
	Hungary	Sum	16	19	22	39	35	38	0	8	162	
	Macedonia	Sum	68	68	0	195	857	0	0	0	1120	
	Montenegro	Sum	240	53	187	240	240	106	0	0	826	
	Serbia	Sum	72	72	0	106	430	0	0	0	608	
	Slovakia	Sum	178	30	159	45	380	28	0	30	672	
	Slovenia	Sum	9	9	0	17	27	0	0	0	53	
	Total	Sum	794	462	368	784	2639	173	0	38	4464	

Section C: 2005 - 2006 School Year			Pre-school						Roma children passing from segregated to integrated settings			Country Total:
			q68. Number of Roma children who gained access to pre-school due to REI.	q69. Number of Roma children in integrated pre-schools.	q70. Number of Roma children in segregated pre-schools.	q71. Number of Roma children who successfully passed into, or were included in zero/first grade.	q72. Number of Roma children who successfully passed from one grade to another (from an integrated class into another integrated class).	q73. Number of Roma children who passed into integrated primary schools from segregated pre-schools.	q74. Number of Roma children who passed into integrated secondary schools from segregated primary schools.	q75. Number of Roma children who were transferred out of segregated classes into integrated classes with in the same school.	2005 - 2006 School Year TOTAL (q68- q75)	
Country Name:	Bulgaria	Sum	207	207	0	155	560	0	0	0	922	
	Hungary	Sum	18	22	24	45	42	45	11	0	189	
	Macedonia	Sum	113	113	0	155	0	0	0	0	268	
	Montenegro	Sum	0	0	0	0	0	0	0	0	0	
	Serbia	Sum	72	72	0	0	668	0	0	0	740	
	Slovakia	Sum	180	23	160	40	385	16	15	30	669	
	Slovenia	Sum	0	0	0	0	0	0	0	0	0	
	Total	Sum	590	437	184	395	1655	61	26	30	2788	

Country Name:		Sum	Pre-school					Roma children passing from segregated to integrated settings					Country Total:
			Deseg1. Sum of Years. Number of Roma children who gained access to pre-school due to REI.	Deseg2. Sum of Years. Number of Roma children in integrated pre-schools.	Deseg3. Sum of Years. Number of Roma children in segregated pre-schools.	Deseg4. Sum of Years. Number of Roma children who successfully passed into, or were included in, zero/first grade.	Deseg5. Sum of Years. Number of Roma children who successfully passed from one grade to another (from an integrated class into another integrated class).	Deseg6. Sum of Years. Number of Roma children who passed into integrated primary schools from segregated pre-schools.	Deseg7. Sum of Years. Number of Roma children who passed into integrated secondary schools from segregated primary schools.	Deseg8. Sum of Years. Number of Roma children who were transferred out of segregated classes into integrated classes with in the same school.	(Sum of Deseg 6-7-8) Sum of Years. Number of Roma children who passed into an integrated setting from a segregated setting.	Deseg9th Sum of Years. TOTAL (Deseg2 - Deseg9)	
Bulgaria	Sum	659	659	0	456	1985	0	0	0	0	0	3097	
Hungary	Sum	34	41	46	84	77	84	11	8	103	351		
Macedonia*	Sum	181	181	0	350	857	0	0	0	0	1388		
Montenegro	Sum	445	93	352	445	445	201	0	0	201	1536		
Serbia	Sum	176	230	0	106	1098	0	0	0	0	1434		
Slovakia	Sum	493	92	424	110	1149	56	30	95	181	1956		
Slovenia	Sum	23	23	0	17	27	0	0	0	0	67		
Total	Sum	2011	1319	822	1565	5638	341	41	103	485	9829		

* For Macedonia, their entry year was the same as the 2004 - 2005 school year, so their entry year numbers were excluded from the analysis.

OSI - ROMA EDUCATION INITIATIVE (REI) DATA ON THE COMPREHENSIVE APPROACH: 2003 - 2004 AND 2004 - 2005

[ALL Countries]: Supplementary Detailed Tables

Table 1. Age 0 - 3, Pre-school, and School Related

q1. Total Number of Children			q1a. Age 0 - 3	q1b. Pre-school (formal and non-formal)	q1c. 0 (zero) classes	q1d. Early Childhood (Grades 1 - 4)	q1e. Grades 5 - 8	q1f. Grades 9 - 12 (secondary school, gymnasium, or technical/vocational school)	q1. TOTAL
Year	2003 - 2004 Overall	Sum	306	2974	76	7972	9060	142	20530
	2004 - 2005 Overall	Sum	196	2649	271	6773	6330	3565	19784
	Both Years Combined Overall	Sum	502	5623	347	14745	15390	3707	40314

* "Both Years Combined Overall" combines the numbers from both years. There is a possibility of double counting since students may have been involved in both years.

q2. Total Number of Roma Children			q2a. Age 0 - 3	q2b. Pre-school (formal and non-formal)	q2c. 0 (zero) classes	q2d. Early Childhood (Grades 1 - 4)	q2e. Grades 5 - 8	q2f. Grades 9 - 12 (secondary school, gymnasium, or technical/vocational school)	q2. TOTAL
Year	2003 - 2004 Overall	Sum	57	1046	66	2214	1669	105	5157
	2004 - 2005 Overall	Sum	42	986	122	2435	1551	361	5497
	Both Years Combined Overall	Sum	99	2032	188	4649	3220	466	10654

* "Both Years Combined Overall" combines the numbers from both years. There is a possibility of double counting since students may have been involved in both years.

q1. Total Number of Children Both Years			q1a. Age 0 - 3	q1b. Pre-school (formal and non-formal)	q1c. 0 (zero) classes	q1d. Early Childhood (Grades 1 - 4)	q1e. Grades 5 - 8	q1f. Grades 9 - 12 (secondary school, gymnasium, or technical/vocational school)	q1. TOTAL
Country Name:	Bulgaria	Sum	0	1024	252	1418	1764	0	4458
	Hungary	Sum	0	290	0	225	169	0	684
	Macedonia	Sum	0	833	0	3725	3922	150	8630
	Montenegro	Sum	273	2196	0	4897	4142	0	11508
	Serbia	Sum	0	268	0	2456	2929	3458	9111
	Slovakia	Sum	90	648	95	1239	1802	99	3973
	Slovenia	Sum	139	364	0	785	662	0	1950

q2. Total Number of Roma Children Both Years			q2a. Age 0 - 3	q2b. Pre-school (formal and non-formal)	q2c. 0 (zero) classes	q2d. Early Childhood (Grades 1 - 4)	q2e. Grades 5 - 8	q2f. Grades 9 - 12	q2. TOTAL
Country Name:	Bulgaria	Sum	0	384	119	815	920	0	2238
	Hungary	Sum	0	229	0	190	149	0	568
	Macedonia	Sum	0	381	0	1247	621	186	2435
	Montenegro	Sum	0	445	0	985	192	0	1622
	Serbia	Sum	0	170	0	764	528	231	1693
	Slovakia	Sum	90	400	69	516	751	49	1875
	Slovenia	Sum	9	23	0	132	59	0	223

[Overall Percentage of children who are Roma]			q2/q1a * 100: Age 0 - 3	q2/q1b * 100: Pre-school (formal and non-formal)	q2/q1c * 100: 0 (zero) classes	q2/q1d * 100: Early Childhood (Grades 1 - 4)	q2/q1e * 100: Grades 5 - 8	q2/q1f * 100: Grades 9 - 12	q2/q1 * 100: TOTAL
Year	2003 - 2004 Overall	Sum	19	35	87	28	18	74	25
	2004 - 2005 Overall	Sum	21	37	45	36	25	10	28
	Both Years Combined Overall	Sum	20	36	54	32	21	13	26

Table 2. School-Related Extra-Curricular Activities, Section A: Tutoring/Mentoring

aq10. Number of Classes (2003 - 2004)			aq10a. Early Childhood (Grades 1 - 4)	aq10b. Grades 5 - 8	aq10c. Grades 9 - 12	aq10. TOTAL
Year	2003 - 2004 Overall	Sum	106	110	5	221

q9. Total Number of Children			q9a. Early Childhood (Grades 1 - 4)	q9b. Grades 5 - 8	q9c. Grades 9 - 12	q9. TOTAL
Year	2003 - 2004 Overall	Sum	1703	1644	98	3445
	2004 - 2005 Overall	Sum	1853	1235	187	3275
	Both Years Combined Overall	Sum	3556	2879	285	6720

q10. Total Number of Roma Children			q10a. Early Childhood (Grades 1 - 4)	q10b. Grades 5 - 8	q10c. Grades 9 - 12	q10. TOTAL
Year	2003 - 2004 Overall	Sum	994	539	67	1600
	2004 - 2005 Overall	Sum	1419	608	187	2214
	Both Years Combined Overall	Sum	2413	1147	254	3814

Tutorin [Overall Percentage of children who are Roma]			q10/q9a * 100: Early Childhood (Grades 1 - 4)	q10/q9b * 100: Grades 5 - 8	q10/q9c * 100: Grades 9 - 12	q10/q9 * 100: TOTAL
Year	2003 - 2004 Overall	Sum	58	33	68	46
	2004 - 2005 Overall	Sum	77	49	100	68
	Both Years Combined Overall	Sum	68	40	89	57

q11. Number of Teachers			q11a. Early Childhood (Grades 1 - 4)	q11b. Grades 5 - 8	q11c. Grades 9 - 12	q11. TOTAL
Year	2003 - 2004 Overall	Sum	69	92	7	168
	2004 - 2005 Overall	Sum	95	64	7	166
	Both Years Combined Overall	Sum	164	156	14	334

q12. Number of Roma Teacher Assistants			q12a. Early Childhood (Grades 1 - 4)	q12b. Grades 5 - 8	q12c. Grades 9 - 12	q12. TOTAL
Year	2003 - 2004 Overall	Sum	29	14	2	45
	2004 - 2005 Overall	Sum	30	8	2	40
	Both Years Combined Overall	Sum	59	22	4	85

Table 2. School-Related Extra-Curricular Activities, Section B: Summer Programs

q18. (q15 in 2003 - 2004). Number of Classes			q18a. Early Childhood (Grades 1 - 4)	q18b. Grades 5 - 8	q18c. Grades 9 - 12	q18. TOTAL
Year	2003 - 2004 Overall	Sum	44	8	2	54
	2004 - 2005 Overall	Sum	37	23	6	66
	Both Years Combined Overall	Sum	81	31	8	120

q14. Total Number of Children			q14a. Early Childhood (Grades 1 - 4)	q14b. Grades 5 - 8	q14c. Grades 9 - 12	q14. TOTAL
Year	2003 - 2004 Overall	Sum	709	286	10	1005
	2004 - 2005 Overall	Sum	823	354	80	1257
	Both Years Combined Overall	Sum	1532	640	90	2262

q15. Number of Roma Children			q15a. Early Childhood (Grades 1 - 4)	q15b. Grades 5 - 8	q15c. Grades 9 - 12	q15. TOTAL
Year	2003 - 2004 Overall	Sum	582	222	10	814
	2004 - 2005 Overall	Sum	573	310	80	963
	Both Years Combined Overall	Sum	1155	532	90	1777

Summer Programs (Overall Percentage of children who are Roma)			q15/q14a * 100: Early Childhood (Grades 1 - 4)	q15/q14b * 100: Grades 5 - 8	q15/q14c * 100: Grades 9 - 12	q15/q14t * 100: TOTAL
Year	2003 - 2004 Overall	Sum	82	78	100	81
	2004 - 2005 Overall	Sum	70	88	100	77
	Both Years Combined Overall	Sum	75	83	100	79

q16. Number of Teachers			q16a. Early Childhood (Grades 1 - 4)	q16b. Grades 5 - 8	q16c. Grades 9 - 12	q16. TOTAL
Year	2003 - 2004 Overall	Sum	36	17	2	55
	2004 - 2005 Overall	Sum	38	21	8	67
	Both Years Combined Overall	Sum	74	38	10	122

q17. Number of Roma Teacher Assistants			q17a. Early Childhood (Grades 1 - 4)	q17b. Grades 5 - 8	q17c. Grades 9 - 12	q17. TOTAL
Year	2003 - 2004 Overall	Sum	22	5	0	27
	2004 - 2005 Overall	Sum	12	8	1	21
	Both Years Combined Overall	Sum	34	13	1	48

Table 1. Age 0 - 3, Pre-school and School Related

q3. Number of Schools			q3a. Age 0 - 3	q3b. Pre-school (formal and non-formal)	q3c. 0 (zero) classes	q3d. Early Childhood (Grades 1 - 4)	q3e. Grades 5 - 8	q3. TOTAL
Year	2003 - 2004 Overall	Sum	4	29	6	26	6	71
	2004 - 2005 Overall	Sum	3	27	4	30	26	90
	Both Years Combined Overall	Sum	7	56	10	56	32	161

q4. Number of Teachers			q4a. Age 0 - 3	q4b. Pre-school (formal and non-formal)	q4c. 0 (zero) classes	q4d. Early Childhood (Grades 1 - 4)	q4e. Grades 5 - 8	q4f. Grades 9 - 12 (secondary school, gymnasium, or technical/vocational school)	q4. TOTAL
Year	2003 - 2004 Overall	Sum	24	210	5	316	451	19	1025
	2004 - 2005 Overall	Sum	6	113	23	254	327	336	1059
	Both Years Combined Overall	Sum	30	323	28	570	778	355	2084

q5. Number of Roma Teacher Assistants			q5a. Age 0 - 3	q5b. Pre-school (formal and non-formal)	q5c. 0 (zero) classes	q5d. Early Childhood (Grades 1 - 4)	q5e. Grades 5 - 8	q5f. Grades 9 - 12 (secondary school, gymnasium, or technical/vocational school)	q5. TOTAL
Year	2003 - 2004 Overall	Sum	15	61	2	31	13	0	122
	2004 - 2005 Overall	Sum	48	27	4	31	8	2	120
	Both Years Combined Overall	Sum	63	88	6	62	21	2	242

Table 3. Training and Education

Trainings: Part 1 of 2			q21a. (Step by Step) Number of Trainings	q22a. (Reading and Writing for Critical Thinking) Number of Trainings	q23a. (Adult Anti-Bias) Number of Trainings	q24a. (Primary Anti-Bias) Number of Trainings	q25a. (School Improvement) Number of Trainings	q26a. (Second Language Meibhaus) Number of Trainings	q27a. (Tutoring and Mentoring) Number of Trainings
Year	2003 - 2004 Overall	Sum	45	17	8	4	6	5	126
	2004 - 2005 Overall	Sum	29	24	18	13	11	7	11
	Both Years Combined Overall	Sum	73	88	26	17	17	12	137

Trainings: Part 2 of 2			q28a. (Roma Culture and History) Number of Trainings	q29a. (Advocacy) Number of Trainings	q30a. (Health- Women's Program) Number of Trainings	q31a. (Literacy) Number of Trainings	q32a. (Job Training) Number of Trainings	q33a. (Other Training) Number of Trainings	Table 3. TOTAL Number of Trainings
Year	2003 - 2004 Overall	Sum	15	7	37	11	5	38	324
	2004 - 2005 Overall	Sum	17	8	14	1	15	23	190
	Both Years Combined Overall	Sum	32	15	51	12	20	61	514

Participants: Part 1 of 2			q21b. (Step by Step) Number of Participants	q22b. (Reading and Writing for Critical Thinking) Number of Participants	q23b. (Adult Anti-Bias) Number of Participants	q24b. (Primary Anti-Bias) Number of Participants	q25b. (School Improvement) Number of Participants	q26b. (Second Language Methods) Number of Participants	q27b. (Tutoring and Mentoring) Number of Participants
Year	2003 - 2004 Overall	Sum	1046	443	253	206	188	123	158
	2004 - 2005 Overall	Sum	513	588	333	298	327	213	142
	Both Years Combined Overall	Sum	1559	1031	586	504	515	336	300

Participants: Part 2 of 2			q28b. (Roma Culture and History) Number of Participants	q29b. (Advocacy) Number of Participants	q30b. (Health- Women's Program) Number of Participants	q31b. (Literacy) Number of Participants	q32b. (Job Training) Number of Participants	q33a. (Other Training) Number of Participants	Table 3: TOTAL Number of Participants
Year	2003 - 2004 Overall	Sum	241	220	754	178	81	663	4554
	2004 - 2005 Overall	Sum	278	120	406	15	92	410	3735
	Both Years Combined Overall	Sum	519	340	1160	193	173	1073	8289

Table 4. Community Connections

aq33. Number of Parents (2003 - 2004)			aq33a. Number of Parents Roma	aq33b. Number of Parents Other	aq33. TOTAL Number of Parents
Year	2003 - 2004 Overall	Sum	1300	198	1498
	2004 - 2005 Overall	Sum	0	0	0
	Both Years Combined Overall	Sum	1300	198	1498

q37. Number of Parents (2004 - 2005) (Primary Partners)			q37a. Primary Partners Roma	q37b. Primary Partners Other	q37. TOTAL Primary Partners
Year	2003 - 2004 Overall	Sum	0	0	0
	2004 - 2005 Overall	Sum	1527	53	1580
	Both Years Combined Overall	Sum	1527	53	1580

q41. Number of Parents (2004 - 2005) (Secondary Partners)			q41a. Primary Partners Roma	q41b. Primary Partners Other	q41. TOTAL Primary Partners
Year	2003 - 2004 Overall	Sum	0	0	0
	2004 - 2005 Overall	Sum	304	292	596
	Both Years Combined Overall	Sum	304	292	596

Table 6. Desegregation Numbers for Entry Year, 2004 - 2005 and 2005 - 2006***

Sum of the Entry year. (2004 - 2005 and 2005 - 2006)	Deseg1. Sum of Years. Number of Roma children who gained access to pre-school due to REL.	Deseg2. Sum of Years. Number of Roma children in integrated pre-schools.	Deseg3. Sum of Years. Number of Roma children in segregated pre-schools.	Deseg4. Sum of Years. Number of Roma children who successfully passed into, or were included in zero/first grade.	Deseg5. Sum of Years. Number of Roma children who successfully passed from one grade to another (from an integrated class into another integrated class).	Deseg6. Sum of Years. Number of Roma children who passed into integrated primary schools from segregated pre-schools.	Deseg7. Sum of Years. Number of Roma children who passed into integrated secondary schools from segregated primary schools.	Deseg8. Sum of Years. Number of Roma children who were transferred out of segregated classes into integrated classes with in the same school.	(Sum of Deseg 6-7+8) Sum of Years. Number of Roma children who passed into an integrated setting from a segregated setting.	Deseg9. Sum of Years. TOTAL (Deseg2 - Deseg8)
Valid N	7	7	7	7	7	7	7	7	7	7
Mean	287	188	117	224	805	49	6	15	69	1404
Median	181	93	0	110	857	0	0	0	0	1434
Mode	23	23	0	17	27	0	0	0	0	67
Std. Deviation	246	220	187	186	691	75	11	36	91	1007
Minimum	23	23	0	17	27	0	0	0	0	67
Maximum	659	659	424	453	1985	201	30	95	201	3097
Sum	2011	1319	822	1565	5638	341	41	103	485	9829

*** Macedonia's entry year numbers were the same as their 2004 - 2005 numbers, therefore their entry year numbers were excluded from the analysis.

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