

Roma Education Research Project Local Research Plan

Name of Project:	Evaluation of the Mentoring and Non-Mentoring Program
Name of Country:	Hungary
Name of Researchers:	Anna Imre, Csaba Prónai

After each research question, please describe any issues, modifications, or additions that are relevant to your specific project or country.

Research Question #1 – How effective is your project is (A) getting and keeping Roma children in school through completion and (B) improving their educational achievement?

Issues, Modifications, or Additions Specific to Your Project/Country?

No

Research Question #2 – Has your project promoted institutional or policy changes in the public schools which advance goals of equity and educational quality?

Issues, Modifications, or Additions Specific to Your Project/Country?

In our case this question is not relevant.

Research Question #3 – Has your project results in (A) a change in attitude toward Roma children among teachers and other school staff, (B) a change in attitude toward Roma children among non-Roma children and their parents, and (C) a change in self-characterization by Roma children?

Issues, Modifications, or Additions Specific to Your Project/Country?

In our case only the C-question is relevant.

Research Question #4 – What is the feasibility of replicating your project within your country or in other countries based on issues of cost, resources, institutions, and culture?

Issues, Modifications, or Additions Specific to Your Project/Country?

no

Please describe your current plans or best estimates for carrying out the research associated with the Roma Education Research Project in your home country. In your descriptions, indicate an approximate timeline for completing the different phases of the plan. Where appropriate, indicate how the responsibilities for the research activities will be divided among

the researchers. If any or all of the activities associated with any phase of the research project are not relevant to your local plan, indicate that in your responses to the appropriate planning questions below.

We recognize and expect that some activities, allocations of responsibility, or schedules will change as you carry out your local research plan. When it becomes apparent that any of the plans included in this document need to change, please notify us as soon as possible.

Phase #1 – Prepare a brief written background description on (A) the structure and operation of the public school system in your country, (B) the geographic distribution of Roma children in your country, and (C) educational problems and challenges facing Roma children in your country.

What sources do you expect to use in preparing this written background description?

Statistics, Research Reports, Experts' Reports

When do you expect to complete this document?

19th November

Phase #2 – Gather information to prepare Program Profile by (A) conducting initial interviews with the Project Director, other project managers, and representatives of organizations knowledgeable about the project (Soros Foundation, other funders, national and local governmental agencies, and non-governmental organizations) and (B) obtaining and review written documents, news articles, and videotapes related to the project.

Who do you expect to interview (indicate position and organizational affiliation)?

Program Manager by the Soros Foundation

What steps do you expect to take and what sources do you expect to employ to obtain written documents, news articles, and videotapes related to the project?

Collecting Data and Documents; Consultations

When do you expect to complete these activities?

19th November

Phase #3 – Collect statistical records on (A) the project's impact on Roma students (see Research Question #1), (B) direct services provided by the project to school staff, Roma

<p>parents, and other adults, (C) the project's budget and expenditures.</p>
<p>Which Roma students do you expect to use to assess the project's impact, including age/grade level, type of community, geographical region, and other relevant characteristics? If only a sample of students benefiting from the project will be included in the research, indicate the anticipated size of the sample and list the criteria to be used in selecting the sample.</p> <p>All the Mentored Roma students (by the Soros Foundation)</p>
<p>What are the relevant characteristics of the students that you expect to use as comparison group(s)?</p> <p>All the supported (but not in the Mentoring system) Roma students (by the Soros Foundation)</p>
<p>What types of records (i.e. enrollment, attendance, course grades, completion, and disciplinary) will you seek to obtain for both the target population of Roma students and the comparison groups?</p> <p>Annual Reports written by the Mentored Roma students; Applications written by the supported (but not in the Mentoring system) Roma students</p>
<p>IF RELEVANT, what types of records will you seek to obtain for adults (school staff, parents, or others) who are direct recipients of project services or direct participants in project activities?</p> <p>Annual Reports written by the Mentor-teachers</p>
<p>What steps do you expect to take to identify and obtain the records and to ensure that they are in the appropriate computer-readable format for analysis?</p> <p>Collecting and making first draw analysis of the Project Documents; Collecting and making statistical analysis of the Applications written by the supported (but not in the Mentoring system) Roma students; Collecting the Mentors' and Roma students' Annual Reports and creating codes in them</p>
<p>When do you expect to complete these activities?</p> <p>22th December</p>

Phase #4 – Conduct surveys or interviews of project staff, knowledgeable school staff, (adult participants in project activities, and representatives of government agencies and non-governmental organizations who know about the project – these not). Surveys or interviews will focus on project structure and operation, direct services provided by the project, and project impact on Roma students, families, communities, schools, and

others.
Who do you expect to interview or survey (indicate positions and organizational affiliations)?
Mentors, Formteachers, Headmasters
Do you expect to conduct interviews or surveys with each of these groups
No. “Adult participants in project activities, and representatives of government agencies and non-governmental organizations who know about the project” – these not!!!
What steps do you expect to take to identify individuals to interview, obtain their participation, and conduct the interviews?
Step 1: Consultation with the Program Manager (by the Soros); Step 2: 1 st Focus Group with 10 students; Step 3: Final Local Plan; Step 4: Field visit; Step 5: Making individual interviews
When do you expect to complete these activities?
End of February

<u>Phase #5</u> – Conduct site visits to schools and direct service locations operated by the project (i.e. centers) for (A) tours of the schools and/or locations, (B) observations of classrooms or project activities, (C) follow-up interviews with the project director, other project management staff, and project direct service staff, and (D) interviews and/or focus groups with school staff, students, parents, and others.
In our case without B and C !!!
Schools mean in our case everytime: Mentors, Roma students, headmasters and formasters!!!
How many schools do you expect to visit? What are their relevant characteristics? If you are visiting only a sample of schools that are participating/benefiting from the project, what criteria did you use to make the selections?
25 mentored students, 25 non-mentored students, 10 mentors, 20 parents, 10 formasters, 10 headmasters.
In the formulation of sample we intend to take schooltype and geographical location in to consideration
IF RELEVANT, how many project service sites (i.e. centers) will you visit?
Maximum 50

How do you expect to conduct the site visits?

With individual trips

**What steps do you expect to take to recruit interview subjects among program staff?
How do you expect to conduct the interviews?**

Step 1: Consultation with the Program Manager (by the Soros); Step 2: 1st Focus Group with 10 teachers; Step 3: Final Local Plan; Step 4: Field visit; Step 5: Making individual interviews

What steps do you expect to take to recruit interview subjects among school staff, students, parents, and others? How do you expect to conduct the interviews?

This question is duplicated

When do you expect to complete these activities?

End of February

Phase #6 – Conduct field interviews with Roma students, Roma families, and other appropriate interview subjects. Field interviews should be conducted in homes, community centers, or other community locations.

What steps do you expect to take to identify potential interview subjects and to obtain their participation in the interviews?

Step 1: Consultation with the Program Manager (by the Soros); Step 2: Focus Group; Step 3: Final Local Plan; Step 4: Field visit; Step 5: Making individual interviews

How do you expect to conduct the interviews and particularly how do you expect to deal with language differences and with gaining the confidence of the Roma interview subjects?

With Roma interviewers

When do you expect to complete these activities?

End of February

Most local Soros foundations have agreed to provide you access to equipment, supplies, materials, and other resources that you need to carry out your local research project. Please contact the representative of the local foundation to arrange for this assistance. If you have any questions or problems regarding this assistance, please contact Christina McDonald.

If you need additional resources to support your local research beyond those made available by the local foundation, please list these additional budgetary requirements in the categories below. Provide brief justifications for the requests and estimated costs (if possible).

Instead of filling out the table bellow see our Budget Plan in an other attachment!!!

Description	Justification	Cost Estimate
Additional Staff (primarily to assist with interviews of Roma adults or children):		
Travel (primarily for site visits and interviews):		
Other Needs:		

