

Rome Education Research Project

Local Research Plan

Name of Project:

Equal chances

Name of Country: *Romania*

Name of Researchers: Angela Dobrescu, Camelia Cornean

Research Questions and Indicators

Question # 1 – How effective is each project in (A) getting and keeping Roma children in school through completion and (B) improving their educational achievement? To determine program effectiveness, the research project will seek to examine several indicators across all sites, including:

School attendance and absentee rates for students

Enrollment in preschool programs

Course grades and class rankings

School dropout rates

Rates of school re-entry after dropping out

Movement from segregated to non-segregated schools

School completion rates

Disciplinary and behavioral incidents in school (absences, repeat of a school year, percentage of stealing, lying incidents in school)

Secondary school and university enrollment, attendance, and completion rates

Post-graduation employment

Issues, Modifications, or Additions Specific to our Project/Country

- Rate of analphabetism - comparison roma /Romanian, taking into account the percent of representatives of both ethnical groups in the whole Romanian population
- Grades
- Other performances
- Abilities and competencies achieved in national curriculum subjects, and in specific curricular subjects

Question # 2 – Has each project promoted institutional or policy changes in the public schools which advance goals of equity and educational quality? In responding to this question, the research project will identify and examine changes in:

National or local government educational policies

Government and school support and involvement for sustaining the project

School learning environments provided to all students

School instructional programs

School interest in Roma cultural activities

School governance structures

School interactions with families and the Roma communities

Issues, Modifications, or Additions Specific to our Project/Country

- Systemic changes in school management, local decision, national policy
- Attitude toward roma students at local, regional and national level
- Teachers and students behavior in mixt classes or environment
- Teacher/student, student-student interaction
- Special curricula for roma students

Question # 3 – Has the project resulted 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? In assessing attitudinal changes of others toward Roma children, the research project will examine:

Characterizations and expectations of Roma children by school staff

Interactions between Roma children and school staff both in the classroom and in non-academic (i.e. cafeteria, playground, etc.) school settings

Characterizations of Roma children by non-Roma children and parents

Frequency and nature of interactions between Roma and non-Roma children in both academic and non-academic school settings

Institutional treatment (i.e. placement, disciplinary action, etc.) of Roma children compared to non-Roma children by schools

Issues, Modifications, or Additions Specific to our Project/Country

- Attitude toward roma students at local, regional and national level
- Teachers and students behavior in mixt classes or environment
- Teacher/student, student-student interaction
-
- Special curricula for roma students

Question # 4 – What is the feasibility of replicating each project within each country or in other countries based on issues of cost, resources, institutions, and culture? In assessing feasibility of program replication, the research project will develop standard program descriptions using several defined categories including:

Project goals, purposes, and target population

Nature of Project intervention

Instructional philosophy

Participant assessment approach

Project management

Facilities requirements

Staffing requirements and staff qualifications

Equipment, material, and other resource requirements

Funding sources

Relationship and interaction with families and the community

Relationship and interaction with governmental and non-governmental institutions

Research team, roles of the researchers

Romanian Team: **Angela Dobrescu** – sociologist
 Camelia Cornean – psychologist

General, common role:

- To ensure that all participants in **the research “partnership”** have effective, not simply formal, **involvement**.
- Clarify the **expectations and responsibilities** of project staff and other stakeholders in order to be **appropriate and realistic** – especially in light of other demands on their time and attention.
- Will act in the way in which the **research activities** will be seen as **complementing and strengthening** the project rather than intruding on its ongoing development and operation.

Additional roles for the researcher include:

- **Organizing and facilitating** the development of all elements of the research plan
- **Overseeing and managing the implementation** of the research plan
- Ensuring that all participants in the research “partnership” have an **understanding** of the basics of research design, data collection and analysis, and presentation
- Providing **technical expertise** on state-of-the-art research techniques, instruments, and procedures
- Providing an **external, critical perspective** on data collection and analysis
- Preparing **reports/presentations** on the findings and research of the research project

Specific roles for local team:

Equal Chances is a national project for primary schools children, spreaded all over the country – 26 schools from urban and rural area.

Taking into account that we have a large population of sites, in accord with our local project coordinator and lead researcher we establish the following criteria for selecting a sample of schools/ sites and a control group of schools/sites:

1. **the quality of school project development and school management** – so we will have the following distribution of sites/schools:
 Project schools
 Level 1 (high) schools: Chiliseni (Moldavia); Caracal (Southern Region); Varias (Banat)
 Level 2 (medium) schools: Maguri (Banat); Timisoara (Banat); Bucuresti
 Level 3 (low) schools: Mizil (Southern Region); Cluj (Transylvania), Humoreni (Moldavia)
 Control schools:
 Control school 1 (Transylvania)
 Control school 2 (Southern Region)
 Control school 3 (Moldavia)
2. **socio-economical and cultural criteria** : Bucuresti is a very specific culture it self, Moldavia has a different type of culture compere with Transylvania and Banat who share almost the same cultural and socioeconomic values. Banat and Transylvania are the region who cover the centrum, the northwest and the southwest of the country.
3. **The report urban – rural** : 5 urban sites, 4 rural sites – in Romania we have almost the same distribution of roma population towns/villages – in %.

Each researcher will have to work with **6 sites**, from the 5 regions investigated in the research project – Bucuresti, Southern Region, Moldavia Region, Transylvania Region, and Banat Region

Angela Dobrescu's sites:

6 sites, at the following locations:

- Caracal, Southern Region- location to be established
- Mizil, Southern Region- location to be established
- Bucuresti,
- Cluj - Transylvania Region
- Control site, school 1- Transylvania Region- location to be established,
- Control site, school 2 - Southern Region- location to be established

Camelia Cornean's sites:

6 Sites, at the following locations:

- Varias - Banat Region
- Maguri - Banat Region
- Timisoara - Banat Region
- Chiliseni - Moldavia Region
- Humoreni - Moldavia Region
- Control site, school - Moldavia Region

We establish, also, to conduct **two site visits** in Bucharest for gathering statistical data from Centrul Educatia 2000+, SON, Ministry, National Institute for Statistic, Media and for conducting interviews with the project's director and staff.

And **two site visits** in the selected schools. **The first** for gathering data and interview project staff, maybe establish some contacts in roma community, families and with roma students; **the second** for conducting interviews and surveys with roma and nonroma groups in local communities and roma/nonroma families and children.

Sites visit schedule for Camelia

Visit in Bucharest

October November December January February

Site visit 1 Site visit 2

Visit in the regional sites – 2 visits or *3 if necessary

October November December January February

Visit 1 Visit 2

Moldova Moldova

Banat Banat

Interview and survey results will be translated and compiled by the local research team using Microsoft Word.

Camelia's specific roles in:

Data Collection and Analysis

Phase 1: Background Information. In order to provide a foundation and context for understanding the goals, objectives, and accomplishments of each of the projects, each local research team will develop a brief written background statement. This statement will describe:

Structure and operation of the public school system in their country

Geographic distribution and socioeconomic characteristics of the Roma in their country

Challenges and educational problems facing Roma children in their country

Deadline for phase 1:

30 October 2000 (+2-3 weeks – if acceptable in the general research project)

Sources:

1. Centrul Educatia 2000+ - from Catalina Ulrich

Form: copies of written reports or electronic copies of statistic files, reports and needs analysis

Modalities to obtain those data:

Fax, e-mail, mail

Direct contact, visit to Bucharest

2. Ministry of National Education – Mister Gheorghe Sarau, Institute for Educational Sciences

Form: copies of written reports or electronic copies of statistic files, reports and needs analysis

Modalities to obtain those data:

Letter of recommendation and invitation to participate at this research from Centrul Educatia 2000+ and OSI to Mister Sarau and Mister Cezar Birzea

Letter of recommendation and invitation from Mister Sarau to persons involve in statistical gathering of data in the Ministry of Education

Telephonic conversation (or if necessary - face to face conversation) with those persons

Fax or email contact, exchange of information

3.National Institute for Statistics

Form: copies of written reports or electronic copies of statistic files, reports and needs analysis

Modalities to obtain those data:

Letter of recommendation and invitation from Mister Sarau, OSI and Centrul Educatia 2000+ address to persons involve in statistical gathering of data in the Institute

Telephonic conversation (or if necessary - face to face conversation) with those persons

Fax, email or direct contact, exchange of information

4.Counties Inspectorates

Form: copies of written reports or electronic copies of statistic files, reports and needs analysis

Modalities to obtain those data:

Letter of recommendation and invitation from Mister Sarau and Centrul Educatia 2000+ adress to persons involve in statistical gathering of data in the Inspectorate

Recommendation from Louis Ulrich, Dorel Baila

Telephonic conversation (or if necessary - face to face conversation) with those persons

Fax, email or direct contact, exchange of information

5.Schools selected in the project

Form: copies of written reports or electronic copies of statistic files, reports and needs analysis

Modalities to obtain those data:

Letter of recommendation and invitation from Mister Sarau and Centrul Educatia 2000+ address to schools headmasters

Recommendation from Catalina Ulrich

Telephonic conversation (or if necessary - face to face conversation) with those persons

Fax, email, mail or direct contact, exchange of information

6.Roma Educational Resources Center – Cluj Napoca

Form: Copies of written reports or electronic copies of statistic files, reports and needs analysis

Electronic file with the list of roma non-governmental associations

Results of some other studies

Modalities to obtain those data:

Letter of recommendation and invitation from Centrul Educatia 2000+ and OSI address to Florin Moisa

Telephonic conversation (or if necessary - face to face conversation)

Fax, email, mail or direct contact, exchange of information

7.Universitatea de Vest, “Salvati Copiii” Association

Form: copies of written reports or electronic copies of statistic files, reports and needs analysis

Results of some other studies

Modalities to obtain those data:

Letter of recommendation and invitation from Centrul Educatia 2000+ and OSI address to headmasters

Telephonic conversation (or if necessary - face to face conversation)

Fax, email, mail or direct contact, exchange of information

8.Other NGO's and researchers

Form: copies of written reports or electronic copies of statistic files, Reports and needs analysis

Results of some other studies

Modalities to obtain those data:

Letter of recommendation and invitation from Gheorghe Sarau, Centrul Educatia 2000+ and OSI address to headmasters

Telephonic conversation (or if necessary - face to face conversation)

Fax, email, mail or direct contact, exchange of information

9. Media

Form: copies of written reports or electronic copies of statistic files, reports and needs analysis

Results of some other studies

Modalities to obtain those data: articles, archives, videotapes of TV programs

Results: a written concise **summary** of those data

Modalities of working on those data:

- Statistical analysis and percentages analysis
- Content analysis
- Qualitative descriptions

<i>Activities Calendar Phase 1</i>							
<i>October</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>Phase1</i>	<i>Meeting in Budapest</i>						
	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>
	<i>Research Plan</i>						
	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>
	<i>Statistical data collecting: MEN, Center, NGO, schools,</i>						
	<i>24</i>	<i>25</i>	<i>26</i>	<i>27</i>	<i>28</i>	<i>29</i>	<i>30</i>
	<i>Visit 1 in Bucharest</i>				<i>Inspectorate, Institute for Statistics</i>		

Phase 2: Initial Interviews and Documentary Review. This phase of the research project will produce two working documents – a **Program Profile** and a **Data Inventory**.

The lead researcher has prepared a form for each document.

The lead researcher and each local research team will jointly prepare this document. It will:

Summarize available descriptive information on each program using a standard set of categories

List publicly available information sources regarding each program’s development, structure, operation, funding, and impact

Identify gaps regarding both program description and needed information sources

Deadline for phase 2:

6 November 2000

Note : This deadline can not be respected. I have a week of courses out of town from 27 october to 5 november

Sources:

A.Gathering Data

▪ **Centrul Educatia 2000+**

Form: copies of written reports, analysis of reports, program descriptions

Recorded interviews

Modalities to obtain those data:

Fax, email, mail exchange of information

Site visit – document analysis, interviews

Other founders MATRA

Form: copies of written reports, analysis of reports, program descriptions

Recorded interviews

Modalities to obtain those data:

Fax, email, mail exchange of information

Site visit – document analysis, interviews

▪ **Schools-Reports, statistics, data base**

Form: copies of written reports, analysis of reports, program descriptions

Recorded interviews

Modalities to obtain those data:

Letter, Fax, mail exchange of information

B. Analysis of written documents, videotape, articles, TV apparitions, etc.

<i>Source</i>	<i>Procedures</i>	<i>Time</i>
Centrul Educatia 2000+, Schools	Analysis of videotapes, articles, publications from the Center data base, websites (Visit in Bucharest)	3 days
Local and Central Papers	Libraries, contact local and central televisions Recommendation from Soros Open Network+Gheorghe Sarau	

C. Interviews

Persons who will be interviewed:

a. From Centrul Educatia 2000+ :

1. Programs director - Monica Dvorski
2. „Equal chances” coordinator – Catalina Ulrich
3. Project staff
4. Trainers

b. From governmental agencies:

1. **MEN:** Gheorghe Sarau – coordinator of Roma projects,
Eugen Palade – coordinator of Reform Project
2. **Counties Inspectorate:** general inspectors
Roma inspectors
3. **Local authorities social service:** social assistants from each town hall
Service

c. From nongovernmental agencies:

1. **MATRA representatives** for Roma project
2. **Other headmasters of NGO's** involved in education

Modalities

Visit in Bucharest for a. and b1. – individual meeting 1h/interview, tape recorder

Contact county Inspectorate for b.2 - - tape recorded

Response at a questionnaire or phone interview for c. - 1h/interview, tape recorded

Fax, letter, phone and email communication

Activities Calendar Phase 2,3

<i>November</i>	<i>31</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	
<i>Phase 2</i>								
	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	
	<i>Interviews, data collecting in Bucharest</i>				<i>Contact schools, inspectorate</i>			
<i>Phase 3</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	
	<i>Contacts</i>		<i>Interviews analysis, data analysis</i>			<i>Collection of statistical data</i>		
	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>	<i>26</i>	<i>27</i>	
	<i>Phase 3 / Collection of statistical data</i>							
	<i>28</i>	<i>29</i>	<i>30</i>					
<i>Phase 3</i>			<i>Meeting in Budapest</i>					

Results:

1. Written and electronic reports and data,
 2. interviews summaries, videotapes and audiotapes analysed,
- Data Inventory and a first draft of the Program Profile, a written report on contradictory data

Phase 3: Collection of Statistical Data.

Data on a program’s services will be summarized using the characteristics of the target population (including age, gender, and previous educational achievement). Service data on programs targeting educational professionals will also look at the race/ethnicity and professional experience of the target populations. Program service data will also be analyzed based on the type of services provided, the sites where the service were provided (if multiple sites exist), and the time frame for providing services to identify trends by service type, location, or over time.

Budgetary data will be summarized based on type, purpose, and source. This information will also be analyzed over time.

Comparison 1. a. Budget of roma project / Budget of other programs for roma in Romania (amount, type, purpose, source)

b. Budget of this project / total budget of the Center in educational activities (amount, type, purpose, source)

c. Budget of this project / Budget of other educational projects of the Center / OSI (amount, type, purpose, source)

d. Budget at the beginning / Budget after one year / Budget after two years

e. type, purpose, source at the beginning / after one year / after two years

Comparison 2 a. Budget of schools in the project / schools out of project (amount, type, purpose, source)

b. budget of the school at the beginning / after one year / after two years (amount, type, purpose, source)

Student impact data will be summarized based on the age, gender, race/ethnicity, socioeconomic status, parents' educational experiences, and students' previous educational experiences.

Sample :

For comparison on general indicators will be obtain a medium profile in needed categories – one from project schools one from control schools that can be compare.

Types of comparisons

Comparison 1 - Peer Comparisons will compare statistics for Roma children who are program participants with those who are not participating in the program. The characteristics of both groups will be examined to ensure comparability. The expectation is that valid, significant differences developed over time between the two groups.

Comparison 2 - Non-Peer Comparisons will compare statistics for Roma children who are program participants with non-Roma children. Again the characteristics of both groups will be examined to ensure comparability. The expectation is that valid, significant differences declined over time between the two groups.

Comparison 3 - Longitudinal Comparisons will compare statistics for the same Roma children at various points in time to assess their growth and change. The expectation is that valid, significant trends will be apparent over time.

Profile at the beginning of the project/ after one year/ after two years

Comparison 4 - Developmental Comparisons will compare statistics for Roma children using standards derived from developmental or educational research (i.e. achieve reading literacy by age 8) or based on policy decisions (i.e. have no more than 5% dropouts). The expectation is that Roma children will meet the established standards.

Note :

We do not have standards data on either developmental or educational research, but according with the true of the finding that ethnicity, by it's one, does not introduce or determine differences in developmental stages, we can compare, for the first grades in particular, the progress made by roma with the normal progress of the other children. Is the problem that David raised with false diagnosis and orientation of children.

We can use a developmental observations to assess the level of development or maybe standardized tests. BUT Only RAVEN COLOR, who measure logical – mathematical type of intelligence, is standardized on Romanian primary school level children.

Modalities:

1. introducing collected data in an electronic format (computer-readable (Microsoft Excel) spreadsheet format)

2. Conduct statistical SPSS analysis on the gathered data

Activities Calendar Phase 2,3

<i>November</i>	<i>31</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>Phase 2</i>							
	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>
	<i>Interviews, data collecting in Bucharest</i>				<i>Contact schools in Banat, Moldova</i>		
	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>
<i>Phase 3</i>	<i>Contact schools</i>		<i>Interviews analysis, data analysis</i>			<i>Collection of statistical data</i>	
	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>	<i>26</i>	<i>27</i>
	<i>Phase 3 / Collection of statistical data</i>						
	<i>28</i>	<i>29</i>	<i>30</i>				
	<i>Phase 3</i>		<i>Meeting in Budapest</i>				

Results

1.computer-readable (Microsoft Excel) spreadsheet format of data

2.summarize and analyze the resulting data

Phase 4: Interviews/Surveys of Project and School

Will be conducted with the staff involve in the project, staff not involve, director, magnet schools, volunteers etc, in the first site visit.

The local researcher will work with the local school mediators.

The interviews will be conducted in the school, surveys will be taken in a school normal meeting.

In each site will be conduct either:

1. an interview
2. a survey

The topics are those mentioned in guidelines offered by lead researcher

- Modalities:
- written questionnaire (close and open questions)
 - Interviews (recorded – direct or by phone)
 - Open conversation
 - Dialogues in small groups in and out of school

Activity Calendar phase 4

<i>December</i> <i>Phase 4</i>				<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
				<i>Meeting in Budapest</i>			
	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
	<i>Visit schools from Moldavia - 1</i>						
	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>
	<i>Visit schools from Banat - 1</i>						
	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>
	<i>Data analysis, interviews analysis, data - computer form</i>						
	<i>26</i>	<i>27</i>	<i>28</i>	<i>29</i>	<i>30</i>	<i>31</i>	<i>1</i>
				<i>Holliday</i>			

Results

- 1. Written questionnaire analysed**
- 2. Recorded interviews analysed**
- 3. Interview and survey results translated and compiled using Microsoft Word.**

Phase 5: Site Visits. Each local research team will conduct visits to sites relevant to the operation of the project (including direct service centers or sites operated by the project and schools involved in or benefiting from project services). During these site visits, the local research team will:

Tour the site

Tour of local communities:

- 1** Representatives from roma and nonroma ethnic groups
- 2** Each town hall head master
- 3** NGO’s headmasters from local communities
- 4** Priests and other important social, cultural or religious figures for local community
- 5** Mediators – young teenagers from roma community who mediate the relation between family and school

Tour of the school

Observe a sample of classroom or project activities

Observe project staff or school staff meetings

Conduct follow-up interview(s) with the project director and other project managers

Conduct a series of individual or group interviews with project and/or school staff

Conduct a series of group interviews with project participants

Modalities: direct observation, active participation, interviews, surveys, open dialogue groups

For a better understanding the researcher will work with mediators and local representatives and will select carefully the meeting places.

protocols will be project-specific and will be developed based upon the results of the first four phases of research data collection and analysis.

Audio – video recordings

Results:

1. Summaries of the observations, interviews, and focus groups in Microsoft Word numerical
2. categories for standard statistical analysis
3. used to prepare a revised draft of the Program Profile.

Phase 6: Participant Interviews and Field Interviews. Each local research team will conduct field interviews with students, their families, and other relevant community members (including educational professionals). Interviews will be conducted either with individuals or with small groups in their homes, in community sites, or in other appropriate locations.

Sample

Roma and nonroma families:

maximum 10 roma/10 nonroma families for each site will be interviewed

minimum 5 roma/5 nonroma families for each site will be interviewed

maximum 4 – 5 groups of roma families/4 – 5 groups of roma families

minimum 2 groups of roma/2 nonroma families for each site will be interviewed

Those families will be selected taking into account the opinion of school project staff, school mediator and research representativity criteria, participation on the project

Roma and nonroma children:

10 roma/ 10 nonroma children from each site will be interviewed

4 – 5 groups of children

Those children will be selected taking into account the opinion of school project staff, school mediator and research representativity criteria, participation on the project

Criteria - to be developed

Modalities: interviews, observations, visit to families, active participation in community activities

Results:

1. Summaries of these interviews will also be prepared using Microsoft Word
2. Information categorized and studied by the lead researcher, local research teams, and research advisory committee using matrix analysis, pattern matching, trend analysis, and holistic interpretation.
3. Numerical categories for standard statistical analysis.
4. Final version of the Program Profile

Activity calendar Phase 5, 6

January	2	3	4	5	6	7	8
Phase 5,6	<i>Holliday</i>				<i>Review of project: time, instruments, data</i>		
	9	10	11	12	13	14	15
	<i>visit sites and schools from Moldavia - 1</i>						
	16	17	18	19	20	21	22
				<i>Data analysis</i>			
	23	24	25	26	27	28	29
	<i>visit sites from Banat - 1</i>						

	30	31	1				
	<i>Data analysis</i>						
<i>February</i>				2	3	4	5
<i>Phase 5,6</i>							
	6	7	8	9	10	11	12
	<i>Revisit sites from Moldavia - 2</i>						
	13	14	15	16	17	18	19
	<i>Data analysis</i>						
	20	21	22	23	24	25	26
	<i>Revisit sites from Banat - 2</i>						
<i>March</i>	27	28	1	2	3	4	5
	<i>Data analysis</i>						
	6	7	8	9	10	11	12
	<i>Data analysis</i>						
	13	14	15				

Reporting the Results

1. Preliminary report (in January 2001)

information collected during the first three data collection and analysis phases of the project

2. Final report (in March 2001)

information collect during the entire project.

Both reports will be organized around the four research questions (as further refined during the course of the research project). Each will employ both a case study methodology to present our findings for each of the seven programs and a cross-site analysis to present consistent trends and patterns.

This research reports is designed to inform multiple audiences. Of course, this includes the OSI Education Sub-Board and the Soros Foundation network. However, it also includes:

Administrators, staff, boards, and funders of each project

School administrators, staff, and governing bodies affected by the projects as well as others across the region

Roma families and communities

Roma governing agencies and non-governmental organizations

National and local governmental agencies across the region and particularly in the seven countries where these projects operate

International funders and advisory organizations

Among these audiences, our research will be used as a basis for the development of strategic approaches to strengthen or expand educational services for Roma children. In addition, it will provide significant information to the administrators and staff of the participating project (and of other projects) by helping to identify their own strengths, weaknesses, and emerging issues or needs. It will also enable project administrators and staff to develop a better understanding of when and how to reflect on one's project and recognize avenues for improvement.

In order to address the needs of these various audiences, the final report will encompass multiple elements. This will include:

Detailed report presenting our findings and conclusions across all projects

Brief summary of our findings and conclusions across all projects

Detailed reports presenting findings, conclusions, and recommendations for each project

Brief summaries of our findings, conclusions, and recommendations for each project

As researchers, we are also interested in learning about our own research processes – understanding both its successes and shortcomings – and sharing what we learned with our colleagues. As such, we will seek to consistently document and archive our research plans, tools, and developmental processes throughout this project.