

Roma Education Research Project Local Research Plan

Name of Project:	Educational Centers Approach, Foundation for Romany Child
Name of Country:	Slovak Republic
Name of Researchers:	Zita Badurikova, Alica Petrasova

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?

How is the school attendance of the Roma children participated on the project comparing with other Roma and non Roma children? How is the adaptation process of these groups of children in the first grade? Is the school readiness of the experimental group of children higher than Roma children coming to the school from the families? What is the effect of the participation on the project on the school achievement of Roma children? Are the school results of experimental group of children better than those Roma children who did not get any institutional education?

We will compare Roma children attending the Educational centers with Roma children from the families and non Roma children.

Specific for this research is, that we are going to follow the influence of the project on the development of the children in period one and two years after their participation on the work of the Educational centers. In the educational process in the elementary classes in Slovakia there is only verbal assessment, so the comparisons of the school achievement will be complicated. On the other hand in our schools are not used standardized tests to assess the school achievement.

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

As a result of the operation of the project we will be looking for the answer on followed questions:

Is there a change in the primary schools in their approach to the acceptance of Roma children?

Is there a change in the teacher approach to the Roma children?

Is there a change in the approach of local authorities to Roma education?

Is there a change in the curriculum? What are the opinions of the teacher about creating Roma classes in regular schools?

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?

The research questions are:

What are the teachers experiences with the work with Roma children participated on the project comparing other Roma and non Roma children?

What are additional activities of the teachers to help the Roma children the adaptation process in the school?

What attitudes have Roma and non Roma children each to the other? How do Roma children in the first and the third grade characterize themselves?

What did think parents about Roma children at the beginning of the school attendance and after one (two) years of common life in the classroom.

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?

What are minimum material and personal conditions for the existence of the project?

What institutions are important to cooperate with to establish the Educational centers? What legislative changes must be done to replicate the project?

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?

Education Act and other legislative regulations, statistic yearbooks, official materials of governmental and non-governmental institutions and Roma organizations.

When do you expect to complete this document?

October 31, 2000

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)?

Klara Orgovanova, Project director. Eva Koncokova, Wide Open School Foundation, Program Director. Head of the School office – local authority for Presov region. Teachers and Roma assistant working in the Educational Centers.

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?

Gathering of the documents, the study and the analysis of the documents. Main sources are the library of the Inforoma Foundation, Foundation for Roma Child, School curricula.

When do you expect to complete these activities?

November 10, 2000

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 parents, and other adults, (C) the project's budget and expenditures.

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.

We are going to follow the children participated on the project in last 3 years (now attending 1st, 2nd and 3th grades of primary (elementary) schools) and relevant number of Roma children from the families and non Roma children.

What are the relevant characteristics of the students that you expect to use as comparison group(s)?

Roma children attending no Educational centers, no kindergartens and non Roma children. As most of non Roma children attend kindergartens at least one year, it is impossible to find relevant group of non Roma children comming to the first grade from the families.

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?

School attendance, evaluation records, diaries, portfolios.

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?

Records on specialized teacher training, records about parent participation on the life of the educational institution, activities for the families.

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?

Visits in the centers and schools, discussions with teachers, asking for the records.

When do you expect to complete these activities?

November 31, 2000

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. 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)?

Teachers and assistant participating at the project, head of the school office, parents, school principals and teachers in the primary schools, centers for teaching methodology, inspectors.

Do you expect to conduct interviews or surveys with each of these groups

Probably no with inspectors.

What steps do you expect to take to identify individuals to interview, obtain their participation, and conduct the interviews?

Identification of the schools attended by the Roma children participated on the project, preliminary interview with the principals, local authorities, teachers.

When do you expect to complete these activities?

December 30, 2000

Phase #5 – 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.

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?

3 Educational Centers and 14 Primary schools

IF RELEVANT, how many project service sites (i.e. centers) will you visit?

3

How do you expect to conduct the site visits?

Observing and discussing with the children, teachers and other adults.

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

Preliminary visit in the centers and schools, free discussion about the project. Written answers on the questions and followed on discussion, if needed.

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?

Identifications of relevant primary schools. Ask for the agreement of the local authority and the parents to make the research. To prepare guidelines for the interviews with the teachers, parents and children.

When do you expect to complete these activities?

February 20, 2000

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?

Preliminary visit in the centers and schools, taking part on the classroom meetings, visits in the family, when needed. Asking for help other Roma families, having good reputaion in the Roma community.

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?

For interviews we plan to use teachers from the centers and Roma assistant to interpret when needed and students. In some cases we plan to use help of the school psychologist. The interviews will be anonymous.

When do you expect to complete these activities?

February 20, 2000

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).

Description	Justification	Cost Estimate
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<p>Additional Staff (primarily to assist with interviews of Roma adults or children):</p>	<p>1 psychologist, 1 teacher-coordinator, 3 teachers, 1 Roma assistant, 2 students, 1 accountant</p>	<p>USD 3500 +taxes 12%</p>
<p>Travel (primarily for site visits and interviews):</p>	<p>Travel costs for the researcher from Bratislava to Presov (4X), travel for interviews to Zehna, Solivar and Presov</p>	<p>USD500</p>
<p>Other Needs:</p>	<p>Dictafone (4), tapes, batteries, printer cartridge, paper, translation of the report,</p>	<p>USD500</p>