

Roma Education Fund



STRATEGY 2010-2015



The Roma Education Fund Strategy 2010-2015

Summary

THE ROMA EDUCATION FUND

(REF) has become the leading international organisation tackling the important issue of Roma education.

REF has demonstrated impact: In 2008 alone it reached 30,000 pupils and students, who showed improved educational outcomes; and helped ensure more than 800 Roma students could attend and graduate from university. Its policy recommendations influence government action and leverage resources.



ROMA
EDUCATION
FUND

BETWEEN 2010-2015, REF will:

- ◇ Reach 70,000 children a year through its grant programme
- ◇ Support 1,000 students in tertiary education in 14 countries
- ◇ Publish 4 major policy studies and evaluations per year which influence European and national policy
- ◇ Increase the leveraging ratio of the Revolving Fund to 10:1

This will require €41 million in funding, of which €19 million has been secured.

THIS DOCUMENT explains the context in which REF was established and its achievements since then. The document sets out REF's medium term strategy, the costs of implementing that strategy and REF's financial needs over the medium term.

Introduction



Roma education before the establishment of the Roma Education Fund

THE ROMA PEOPLE, who number approximately 10-12 million in Europe, are among the most vulnerable group in Europe, lagging behind the rest of their societies on almost all social indicators. Before the Roma Education Fund was created, the differences in education outcomes were striking. For example, in Bulgaria in 2000, 49.2 percent of non-Romani Bulgarians had completed some form of secondary education, compared to 6.2 percent of Romani Bulgarians. Similar figures were found in Hungary – 21.3 percent of the general population as against 2.9 percent of Roma – and in Romania – 30.8 percent and 10.2 percent respectively. Less than one-half of one percent of Roma in these countries had completed higher education. Similar statistics could be found in all countries in which Roma live; however, comprehensive and comparable data across countries was not available.

Comparable information and data on government programmes to support the inclusion of Roma in education was also not available. However, during the process of Accession to the European Union, countries were pressed to address the problems Roma face. Overall figures for all types of social inclusion activities under the EU PHARE programmes totaled €66 billion between 1993 and 2001 for Bulgaria, Czech Republic, Hungary, Romania and Slovakia.

The largest non-governmental support for Roma education activities at that time was the Roma Education Initiative of the Open Society Institute, which operated between 2002 and 2005 (though some projects continued implementation into 2007). An internal evaluation found that, through projects in seven countries, approximately 20,000 children and youth were reached,



of whom 25 percent were Roma.¹ There was evidence in some projects that educational outcomes of Roma improved over the course of the project especially in early years of education.

Establishing the Decade of Roma Inclusion and the Roma Education Fund

IN JULY 2003, the first high-level regional conference on Roma entitled "Roma in an Expanding Europe: Challenges for the Future" was held in Budapest, Hungary. Countries participating in the conference were Bulgaria, Croatia, Czech Republic, Hungary, Macedonia, Romania, Serbia and Montenegro, and Slovakia. The conference was co-financed by the World Bank, the Open Society Institute (OSI), the European Commission, UNDP, the Council of Europe Development Bank and the governments of Finland, Hungary and Sweden. There were two major outcomes. First, these eight participating countries designated a Decade of Roma Inclusion 2005-2015 during which time they would dedicate themselves to reducing disparities in key economic and human development outcomes for Roma. Second, in order to make progress in education, the World Bank and OSI were joined by other governments and established the Roma Education Fund. Initial commitments to REF were €34 million.

¹ Roma Education Initiative Final Report, June 2006, prepared by Proactive. Accessed 5 September 2009 at: http://www.osi.hu/esp/rei/Documents/REI%20Final%20Report_Final%20Full%20Report.pdf.

THE NEEDS ASSESSMENT²

prepared for the 2004 REF Donor Conference identified a wide range of issues which prevent Romani children from achieving equitable educational outcomes compared to their non-Romani peers. These included poor quality schools because of the prevalence of Roma enrollment in special schools and in segregated schools and classrooms with poor physical conditions providing for insufficient learning environments and poorly trained and motivated teachers working with Roma children. The Needs Assessment also identified constraints to access: (a) poverty and economic constraints including the cost of schooling, the low level of parental education, and high levels of unemployment; (b) discrimination within the education system; (c) social and cultural factors such as the lack of competence in the language of instruction and hostility from non-Roma parents; and (d) systemic constraints such as geographic isolation of Roma settlements, lack of identity or registration papers, inappropriate and biased testing especially of children upon entry into compulsory education, lack of Roma teachers, low enrollment in pre-school education, and education financing which provided incentives for segregated rather than integrated education.



The Mission of the Roma Education Fund

The Roma Education Fund's **MAIN PHILOSOPHY** is that efforts to make formal school systems more responsive to the needs of Roma will benefit all children and society as a whole. Roma children do not need different, separate education programmes. On the contrary, they need a more child-centered, community-centered approach by involving Romani parents and building trust between the Roma community and the formal education system, whereby all children, despite their differences, can improve and develop as part of a more dynamic, democratic society. This can only be achieved if governments collaborate on improving policies and institutions and if Roma become fuller members of society and participants in the system. At the establishment of REF, **THE BOARD SET THE MISSION OF REF AS:**

To contribute to closing the gap in educational outcomes between Roma and non-Roma through policies and programmes, and to support the provision of quality education for Roma including the desegregation of educational systems.

² Nicholas Burnett, Peter Darvas, Tunde Kovacs-Cerovic, Dena Ringold, Clare Gillsater, Jim Stevens, Maureen McLaughlin, and Julius Varallyay, 'Needs Assessment: Summary Report – A Background Document prepared for the Roma Education Fund Donors' Conference,' Paris, December 2-3, 2004. Accessed on 10 September 2009, at <http://www.romaeducationfund.hu/documents/REFNeedsAssessment.pdf>.

The Needs Assessment suggested the following **AREAS OF INTERVENTION** for REF:

- ◇ Expanding access to pre-school education
- ◇ Ensuring full Roma participation in basic education
- ◇ Expanding access to secondary and higher education and lifelong learning
- ◇ Overcoming economic obstacles to attendance
- ◇ Assuring desegregation and integration of Roma in education

At its inception, the Roma Education Fund created four programmes:

1. Project Support – grants to governments and NGOs for projects and programmes.
2. Policy Development and Capacity Building – creating a framework for dialogue on education reform and the inclusion of Roma with governments and civil society through studies, technical assistance, and learning activities.
3. Communication and Cross-Country Learning – promoting exchange of knowledge of education reform and the inclusion of Roma while advocating for more inclusive education systems.
4. Reimbursable Grants – providing repayable loans to help NGOs and local governments access EU funds for the purpose of expanding Roma access to education.

At the time of its establishment, there were no specific indicators to measure progress of the Roma Education Fund.



THE DECADE OF ROMA INCLUSION has continued to expand, with now 12 governments committed to the process and having prepared National Action Plans. However,

half-way through the implementation of the Decade there are some major challenges that REF has identified and is trying to address.

First, the Decade process has yet to become a fully collaborative effort of countries, NGOs and other stakeholders to share experiences and learn from each other, hence the efforts of REF and other organisations to create knowledge-sharing events. Second, there are significant discontinuities between Presidencies which prevent deeper learning about and engagement in the issues, though REF has been invited by the last two Presidencies to help plan the education events. Third, there continues to be a very poor effort at gathering good data on the situation of Roma as monitoring under the National Action Plans is almost non-existent, and there are few evaluations of projects, programmes and policies intended to benefit Roma beyond the ones conducted by REF.

The past year has seen significant movement at the European level on Roma inclusion issues, with REF contributing to developments in education.



The changing context for Roma inclusion since 2005

In response to a request from the European Council, the Commission prepared a Communication ('Non-discrimination and equal opportunities: a renewed commitment'³) which discussed Community Instruments and policies for Roma inclusion. A EU Roma Summit was held in Brussels in September 2008, opened by President Barroso, and the Council adopted Common Basic Principles on Roma inclusion which Members States are invited to take account of when implementing policies. The European Parliament issued a number of resolutions and allocated €5 million for a Pilot Project on 'Pan-European activities for and coordination of integration methods for Roma' which is being managed by DG Regional Policy in cooperation with DG Employment, Social Affairs and Equal Opportunities and DG Education and Culture. Finally, in April 2009, an EU Roma Platform was established, a process through which governments and civil society can learn collectively about good practice. As the only large institution focused on a specific issue, REF has helped shape the education elements of these developments and the EU Roma Pilot has a major component on early childhood education and care.

³ SEC(2008) 2172, 'Non-discrimination and equal opportunities: A renewed commitment – Community Instruments and Policies for Roma Inclusion', Commission staff working document, accompanying the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, Brussels, 2.7.2008

In recent years, a number of studies by other international organisations have illustrated the ways in which the structural features of education systems militate against effective inclusion of Roma. For example, work done by the OECD has shown the pernicious effects of streaming in education systems, whereby students are separated into different educational tracks from an early age.⁴ Such practices result in an education system reinforcing rather than ameliorating social inequalities – and Roma live in significant numbers in countries in Central Europe which have such systems. In addition, there has been considerable policy emphasis in countries and at the European level on the important role played by quality early childhood education and care in promoting good and equitable educational outcomes and social and personal development.⁵ At the same time, all the evidence demonstrates that this is an area in which Roma in general lag far behind other parts of the society.⁶



Despite these important developments, it remains the case that there has been little significant progress in generating concrete and comprehensive data on the educational progress of Roma since 2005.

⁴ OECD (2007), *PISA 2006 Science Competencies for Tomorrow's World*, Paris.

⁵ See OECD (2006), *Starting Strong II: Early Childhood Education and Care*, Paris; and European Commission/NESSE (2009), *Early Childhood Education and Care – Key lessons from research for policy makers*.

⁶ UNICEF (2007), *Education for Some More than Others? – A regional study on education in central and eastern Europe and the commonwealth of independent states (CEE/CIS)*, UNICEF Regional Office, Switzerland.

What the Roma Education Fund has achieved since 2005

This section describes **REF'S ACHIEVEMENTS** in each of the different programmes it runs.

As of 31 December 2008, REF had 61 projects under implementation, with projects in 12 countries. These projects are both small scale pilots but also, and increasingly, large projects which take successful policies and practices and expand them significantly.

The Roma Education Fund has reached increasing numbers of beneficiaries – children, parents and teachers – each year (Table 1). In 2008 alone, REF supported 30,000 children in 12 countries of the Decade of Roma inclusion plus Moldova.



Table 1. Beneficiaries of REF-funded projects, by indicator

| Year | 2005 | 2006 | 2007 | 2008 |
|--|-------------------------|---------------|---------------|---------------|
| Indicator | Number of beneficiaries | | | |
| Participation in pre-school education | 600 | 2,966 | 4,497 | 10,441 |
| Programmes to prevent early school leaving | 269 | 2,765 | 5,339 | 7,256 |
| Completion of upper secondary education | 1,278 | 2687 | 4,797 | 5,060 |
| Participation in tertiary education* | 207 | 319 | 795 | 636 |
| Desegregation of schools | 0 | 1734 | 3,553 | 5,673 |
| Enrollment in mainstream not special education | 0 | 353 | 525 | 172 |
| Total young beneficiaries | 2,354 | 10,824 | 19,506 | 29,238 |
| Parental participation in children's education | 2,050 | 17,561 | 29,780 | 29,674 |
| In-service teacher training | 551 | 2,977 | 4,018 | 4,488 |
| Roma employed by REF-funded projects | 123 | 589 | 802 | 733 |

* Note: the figures for participation in tertiary education do not include the students supported through REF Scholarship programmes (see below).

EXTERNAL EVALUATIONS

have shown that, in REF-supported projects, there is a direct link between attendance in pre-school and the increased enrolment rates of Romani children to mainstream primary education. These projects target both children and their families – which is why almost 30,000 parents were involved. In these pre-school programmes, Romani children significantly improved proficiency in the language of instruction, the early development of the social skills and intellectual capabilities of Roma children were developed, both teachers and Roma assistants began to improve their professional competences and their abilities to cope with stereotypes and prejudice against Roma and trust was built between the Romani parents and public pre-school institutions.

There has been an emphasis on giving Romani children a good educational start, by focusing on access to pre-school and successful transitions into and through primary education.



The Roma Education Fund's Policy Development and Capacity Building Programme has enabled REF to become the leading think tank on issues related to the education of Roma.

It has an **EXTENSIVE PROGRAMME OF RESEARCH.**

REF has published and disseminated five major studies in the last two years which it has then followed-up with policy makers. These studies look at major government programmes; for example, *Analysis of the impact of affirmative action for Roma in high schools, vocational schools and universities* showed how



to make the affirmative action programme in Romania more effective; *A successful school integration program* demonstrated how the desegregation programme in Hungary leads to better educational and social outcomes for all students, Roma and non-Roma alike; and *School as Ghetto: Systemic Overrepresentation of Roma in Special Education in Slovakia* exposed the systemic features of the Slovak education system which result in 60 percent of children in special education being of Romani origin.

The Roma Education Fund's unique combination of knowledge, advocacy and seed money has enabled it to influence government policy and practice around Roma inclusion.

The Romanian government's policy on desegregation in education is directly influenced by the previous work that the REF has done in Bulgaria, the advocacy of REF staff with the Romanian government and knowledge-sharing visits between Romanian and Bulgarian stakeholders. REF's capacity building work with the national development agencies in Hungary and Romania has resulted in significant changes to the way that Structural Funds were used, specifying activities related to Roma and enabling much greater access for NGOs; for example, several REF-supported innovations such as the after-school ('Tanoda') programme have become models for the use of Structural Funds.

This is an important signal that REF has persuaded other partners about its approach and has leveraged this knowledge and small amount of its own money to build successful partnerships. In the largest programme to date, REF has contributed 10 percent of funding to leverage €5 m for a secondary school scholarship programme in Romania. This is the scaling up of a project originally supported by REF. The main driving force behind the expansion was an external evaluation which showed the project's

Overall approximately 30 percent of funding for REF projects comes from sources other than REF – mainly from national and local governments.



effectiveness plus a cross country learning programme for the Romanian Government and civil society representatives to Macedonia where a similar programme had been successfully implemented for four years. In the case of Romania, the Government scaled up the project from 200 to 800 students in a 3 year programme and contributed €5 million from its Structural Funds.

ALLIANCE FOR INCLUSION OF ROMA IN EDUCATION (Macedonia)

Future scientist thanks the REF secondary scholarship program



Ervin Salimovski, a REF scholarship recipient has made a wish and secured his fulfillment with hard work and studying. Ervin comes from a poor Roma family in Kriva Palanka, a very small city in the North-East part of Macedonia. At the age of 15, he did what most children his age would require a great deal of courage and belief to do; he has followed his dream to be an electrical engineer and has enrolled in the Mihajlo Pupin secondary school in Skopje, school 100 km away from his closest family and friends. At the school, he has worked his way through the hearts of the teachers who have instantly noticed his talents in electro technology.

"All of the professors were always very nice to me. They helped me understand their subjects and learn a lot about what I was to expect from my occupation further on. I was very happy when I was assigned a mentor by REF who was teaching Math, one of the subjects I loved but also had to profoundly understand. Working with the mentor on my Math has secured me a great knowledge in the subject which has a great involvement in all other subjects essential for my occupation. If it wasn't for the scholarship I wouldn't have been able to commit myself fully to the studying and completing my secondary education as one of the best students in school. The assistance I received thanks to the program has also encouraged me to succeed enrolling in the Faculty of Electrical Engineering and Information Technology." – Ervin said.

May 2006 is a month Ervin will remember for the rest of his life. Chosen among 3 best students in his school, he went to Veles on the 25th State Competition for electro technical and mechanical secondary schools in Macedonia. Having to solve 4 assignments on 4 different fields, Ervin has won the 3rd place on the State Competition. He was competing with 13 other best students in the country.

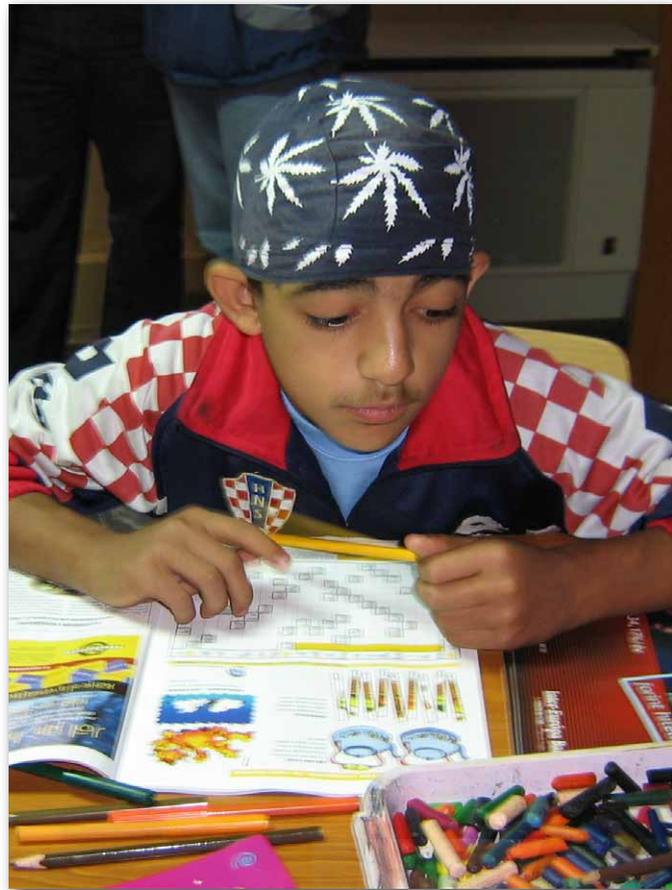


It provides NGOs, which have been successful in applications for national Structural Funds, with an advance that allows them to start activities before actual financing from the EU becomes available. By the end of 2008, REF helped mobilize around €2.4 million through grants totally €290,000, with a leveraging ratio of 8:1. As of December 2008, out of the 19 projects that have finished, ten NGOs paid back the loan in full and a further two have paid back more than 50 percent. In 2005-2007, the Grant Programme was running in three countries – the Czech Republic, Hungary, and Slovakia. However, given the demand for and success of the programme, in September 2008 the REF Board approved extending it to the Western Balkans.

The Roma Education Fund has become an important player at the European level

REF is playing an active role in the new EU Roma Platform to strengthen knowledge sharing around education issues and was one of the few organisations invited to present at the first EU Roma Summit in September 2008. In addition:

- ◇ REF contributed an amicus brief for the landmark case at the European Court of Human Rights, *D.H. and Others vs. the Czech Republic*, which found that the practice of systematically enrolling Roma children in special schools for the mentally handicapped was unlawful. REF has subsequently investigated the situation in Czech Republic in more detail (with the European Roma Rights Centre) and in Slovakia. The resulting reports provide concrete recommendations to help governments respond to the European Court's verdict.
- ◇ REF is in partnership with the European Roma Rights Centre to identify good practice in the use of Structural Funds for the inclusion of Roma in 18 EU Countries, under contract from the European Commission; REF is providing expert advice and serves as the quality assurance mechanism for the study on education issues. The report will be released in 2010.
- ◇ Two of REF's projects have been included in the EU CEDEFOP catalogue of best practice. This has resulted in several international study visits to these sites in Bulgaria and Hungary.



Pre-service teachers work as mentors: EU CEDEFOP catalogue of best practice

A primary school in Szeged town in Hungary; attended predominantly by socially disadvantaged Romani pupils was abolished with the Desegregation Act of Szeged Municipality. The pupils were integrated into other mainstream schools in the city. The in service teacher training students of the University of Szeged worked with the pupils to help them to catch up with social and educational integration in their new schools through the Mentor Programme supported by REF. The following text was written by one of these students:



I applied for the Mentor Programme in the summer of 2007. I can't deny that I had fears because I had never worked with socially disadvantaged or Roma pupils before. But my first expressions were so favorable that I started to work with the pupils with enthusiasm and with full of joy.

The integration of the pupils takes a lot of patience and energy from the pedagogues and the mentor teachers in the schools. The results can be measured in a long run, so we have to fall back upon the little successes. But I do think that it's worth because we provide them the chance to get on better in their lives. Every time I walk into the school I try to see what these pupils will be instead of look at their faults.

The development of the child is clearly visible according to all of the colleagues at the school. Unfortunately, the child lacks some basic skills, which almost seem impossible to be made up for, so his school performance will not likely to reflect her real capabilities. With the work of the student mentor, it became recognizable, that the child's capabilities and skills are not at all weaker than those of the other children.

In 2007, REF acquired the **REF TERTIARY EDUCATION SCHOLARSHIP PROGRAMME** from the Open Society Institute. The Programme objective is to promote an increased number of Roma professionals to contribute to their societies and to challenge negative stereotypes.



RMUSP provides scholarships to partially cover the fees and living expenses of students studying for BA, MA or PhD degrees at accredited institutions.

The Roma Memorial University Scholarship Programme (RMUSP) is the largest tertiary education scholarship programme for Roma and reaches more than 650 scholars a year (Table 2)

Table 2: Roma Memorial University Scholarship Programme awards by country, 2005-2008

| Country | Grants awarded (by academic year) | | | | |
|--------------------------|-----------------------------------|------------|------------|------------|--------------|
| | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | TOTAL |
| Romania | 228 | 243 | 160 | 125 | 756 |
| Bulgaria | 151 | 140 | 172 | 178 | 641 |
| Hungary | 90 | 96 | 114 | 107 | 407 |
| Macedonia | 55 | 70 | 113 | 111 | 349 |
| Serbia (see also Note 2) | 51 | 48 | 55 | 65 | 219 |
| Slovakia | 36 | 25 | 26 | 28 | 115 |
| Turkey | n/a | 4 | 6 | 44 | 54 |
| Czech Republic | 16 | 15 | 12 | 3 | 46 |
| Kosovo | 0 | 0 | 12 | 2 | 14 |
| Montenegro | See Note 2 | 0 | 6 | 1 | 7 |
| Croatia | 0 | 2 | 2 | 2 | 6 |
| Bosnia & Herzegovina | n/a | n/a | n/a | 4 | 4 |
| TOTAL | 627 | 643 | 678 | 670 | 2,618 |

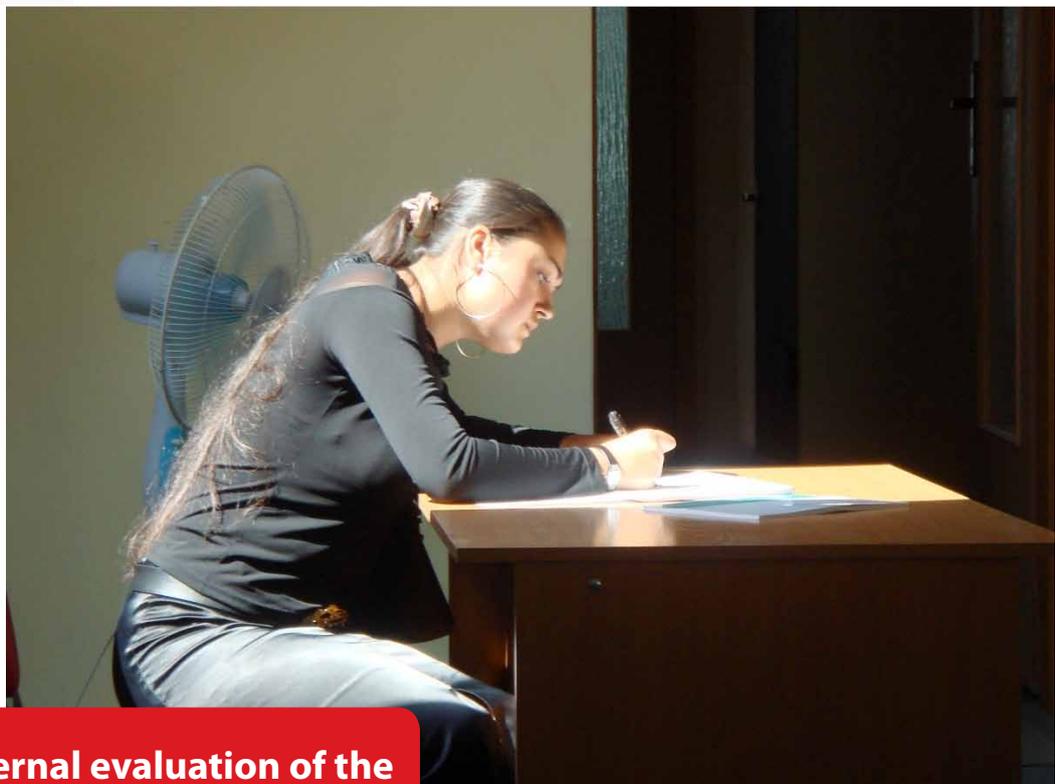
Notes:

1. n/a = not applicable because the Programme was not operational in that country in that year.
2. The figure for 2005-2006 in Serbia refers to Serbia and Montenegro, as the country was then called.

The Roma Education Fund has expanded the number of scholarship programmes it runs, to provide a more flexible response to the needs of Roma university students.

In addition to RMUSP, **REF operates a Law and Humanities Programme in Moldova, Russia and Ukraine;** the Roma Health Scholarship Programme in Romania and Bulgaria, where it supports about 100 students pursuing medical degrees, and has plans to expand to two other countries in 2010; an Interregional Scholarship Scheme to encourage Roma students to

study in another country; and the Supplementary Scholarship Scheme. In total, REF supported more than 800 university students in 2008.



The first external evaluation of the efficiency and effectiveness of REF as an institution was completed in October 2008.⁷

The report summarized its main finding as follows:

„the greatest challenge in front of REF is to preserve and further enhance its committed, client friendly and efficient functioning with better regulated and documented, transparent daily operations, however, WITHOUT making the organization over-bureaucratized” (page 5).

⁷ Eszter Kosa and Barbara Tonte (2008), ‘External Evaluation of the Roma Education Fund’, Roma Education Fund: Budapest.

The Roma Education Fund Strategy 2010-2015: tackling the challenges that lie ahead

As described above, REF has been able to document **successful policies and programmes** for the inclusive education of Roma, through activities funded by REF, governments and other donors.

The central challenge now is to use this knowledge to scale up these interventions in order to significantly expand the number of Roma beneficiaries and take structural reforms to the next level.

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This will require:

- ◇ Enhanced funding and commitment from governments
- ◇ Broader knowledge development and sharing from REF, especially on the how-to-do as well as on the what-to-do, to influence change at the European and national level
- ◇ Using REF funds to leverage resources and catalyse change
- ◇ Working with governments and NGOs to understand education-specific interventions

The core mission of the REF involves building on the experience of diverse successful pilots in Roma education in order to create sustainable and systemic changes at the level of education systems. **Through major expansion of its existing good practice programmes, REF wants, in the next five years, to:**

- ◇ Reach 70,000 children a year through its grant programme
- ◇ Support 1,000 students in tertiary education in 14 countries
- ◇ Publish 4 major policy studies and evaluations per year which influence European and national policy
- ◇ Increase the leveraging ratio of the Revolving Fund to 10:1



Within these overall objectives, REF programmes will continue to be driven by country priorities and targeted to where the needs are the greatest. These country priorities are set out in its series of Country Assessments, which will be updated in the next two years.

To achieve these overall targets, REF would maintain the same five programme areas which have provided a good overall framework for REF's activities. However, three major developments would be necessary in order to achieve these ambitious targets.

First, REF will become more involved in implementing projects of significant size, through the use of government funding (including through Structural Funds). This will require establishing branches in EU countries in addition to the one established in Romania. These branches would be established in order to develop and implement large scale projects (not pilots), which build on knowledge of what works and are carried out in partnership (rather than in competition) with local NGOs. REF will carefully evaluate the progress of the office in Romania and, if it is positive, REF expects to establish an office in two more EU countries by 2015.

Second, the scholarship programmes would be adjusted to increase the number of scholars and university graduates by providing additional support to tackle the causes of high drop out, especially in the first year of study.

Third, **REF will continue to expand its policy development and capacity building.** This will enable lessons of experience and good practice to be identified and disseminated, and REF to have a stronger impact at the policy level, both in countries and at the European level. Two important themes will get particular emphasis: (a) ensuring successful transitions for Roma students from one stage of education to the next, since the evidence shows that there is a significant drop out of students just

before and just after shifting from one stage to another; and (b) monitoring and evaluation – for example, REF will re-run its workshops for partner organisations and develop more consistent project-level indicators across countries.

As REF's operations continue to mature and grow, **its system of internal controls will be strengthened** to ensure that its procedures remain robust and transparent. Recently, REF developed a service agreement between its different organisations to ensure transparency and separation between its implementing and grant-making functions. The range of the annual audit will be extended beyond the legal requirements to report on these systems.

The funding gap

To achieve these goals, REF would have to raise €40.6 million for the period 2010-2015.

(Annex 1 provides the details.)

The most important assumptions underlying the figures are that the rates of increase for beneficiaries and co-financing continue as in REF's first four years of operation (resulting in 70,000 beneficiaries a year and a rate of co-financing which increases by 5 percent per year) and that the expansion of programmes enables unit costs to continue to fall by 5 percent per year. Administrative costs would remain at 15 percent of programme costs.

This target will be achieved through (i) seeking multi-year commitments from donors; (ii) following a different strategy to raise funds for use within and outside the European Union; and (iii) expanding the role of REF as an implementing agency in order to access a larger amount of funds available from national Structural Funds resources and directly from the European Union for Roma education initiatives.

A differentiated strategy is needed to raise money REF's activities in countries inside and those outside the European Union. At present, REF spends 60 percent of its programming money in the European Union, but most of REF's donors donate resources for spending outside the European Union. For resources to be spent within the European Union, REF will target (a) national governments through co-financing projects from ministerial and local government

budgets; (b) World Bank and OSI, (c) certain bilateral donors; and (d) national structural fund agencies by establishing local REF offices.

For resources to be spent outside the European Union, REF will target (a) bilateral donors, (b) national governments (especially Pre-Accession funding as well as budgets of Line Ministries); and (c) private foundations in Europe. One vehicle for bilateral donors, especially those whose development assistance programmes are relatively new, is a Multi-Donor Trust Fund being established by the World Bank.



Conclusion

The Roma Education Fund has achieved a great deal since it was established in 2005. With commitments from existing and new donors, it is ready to accelerate progress in closing the gap in educational outcomes between Roma and non-Roma.

Annex - funding needs

| Figures in EUR | | | | | | | |
|---|------------------|------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Expenditure Item | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | Totals |
| Communication | 200,000 | 220,000 | 242,000 | 266,200 | 292,800 | 322,100 | |
| Project Grants | 5,816,000 | 5,815,000 | 5,828,000 | 5,856,000 | 5,990,000 | 5,956,000 | |
| Revolving Funds | 200,000 | 300,000 | 400,000 | 500,000 | 600,000 | 700,000 | |
| Scholarship Programme | 838,000 | 1,033,000 | 1,210,000 | 1,300,000 | 1,390,000 | 1,200,000 | |
| Policy Development and Technical Assistance | 1,117,700 | 1,173,600 | 1,232,300 | 1,293,900 | 1,358,600 | 1,426,500 | |
| Administration | 1,226,000 | 1,281,000 | 1,337,000 | 1,382,000 | 1,445,000 | 1,441,000 | |
| Sub-total | 9,397,700 | 9,822,600 | 10,249,300 | 10,598,100 | 11,076,400 | 11,045,600 | 62,189,700 |
| Income | | | | | | | |
| Assumed co-financing for Projects from national and local governments | 2,897,900 | 3,042,800 | 3,194,900 | 3,354,600 | 3,522,400 | 3,698,500 | |
| Expected repayments of Revolving Fund grants | 50,000 | 100,000 | 250,000 | 350,000 | 500,000 | 600,000 | |
| Sub-total | 2,947,900 | 3,142,800 | 3,444,900 | 3,704,600 | 4,022,400 | 4,298,500 | 21,561,100 |
| External financing needs | 6,449,800 | 6,679,800 | 6,804,400 | 6,893,500 | 7,054,000 | 6,747,100 | 40,628,600 |
| Donor commitments already secured | 3,914,000 | 3,437,000 | 2,912,000 | 2,912,000 | 2,912,000 | 2,912,000 | 18,999,000 |
| Financing gap | 2,535,800 | 3,242,800 | 3,892,400 | 3,981,500 | 4,142,000 | 3,835,100 | 21,629,600 |

The key assumptions underlying these figures are:

Project grants: the rate of increase of beneficiaries continues the current trend of 15 percent per year on average; the co-financing ratio for projects continues to the current trend and increases 5 percent per year; Unit costs fall by 5% a year as beneficiaries increase

Scholarships: the average grant increase by 5 percent per year; the number of scholarships awarded reaches 1000 in 2012-13 and is maintained at this level

Policy development – funding increases by 5 percent per year

Administration – remains at approximately 15 percent of overall programme costs