Roma Education Fund (REF) 2018 Annual Report includes reporting for REF foundations, offices and activities in Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Kosovo*, Hungary, North Macedonia, Moldova, Montenegro, Romania, Russia, Serbia, Slovakia, Switzerland, Turkey and Ukraine.

*This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo* Declaration of Independence.
2018 has been a year highlighted by successes and challenges for Roma Education Fund (REF) and its operations.

Among the successes, the new REF Strategic Framework 2021-2030 was adopted at the board meeting in Skopje, June, 2018, after two years of development and deliberation. The new strategy signals a new direction along three approaches: a) supporting individual beneficiaries and their path to good learning outcomes, transition into labor market and public/political leadership, b) working with and sensitizing education systems through advocating for the needs and interests of Roma and c) making REF a specialized organization which is recognized as a resource center for mobilizing the human potential of Roma.

**Education leading towards employment** is a new area for REF’s efforts, and one that is seen by the Roma community, governments and donors as a final measure of effectiveness of REF interventions. At the same time, REF and the board are fully aware of the difficulties of overcoming prejudices and discrimination in schooling and entering the labor market.

Hence, the REF Strategic Framework makes resilience a key word for both parents and children – resilience for demanding quality education and achieving their academic and professional aspirations.
REF has continued the process of **reorganizing its structures and functions**. Following the board’s decision, REF is registering two new entities in Serbia and North Macedonia in 2019, and the Montenegro branch office will be closed. At the REF network level, internal operations were strengthened through cooperation agreements between the Swiss Foundation and REF entities, revision and adoption of the REF Network Operational Manual and protection of REF’s logo in the EU.

An essential part of strengthening REF’s operational efficiencies has been the review of **REF finances**, including the adoption of principles, safeguard mechanisms and an organizational culture to ensure more effective management. This is being undertaken with rising requests for REF’s services and model solutions and well-illustrated by projects which were won by all REF entities in 2018. However, all successfully awarded projects also come with **co-financing demands** – including pre-financing or non-eligible costs to be covered by REF – which require thorough discussions, including with donors, on how to deal with these financial demands in the long run.

With the new REF Strategic Framework 2021-2030 and the restructuring of the organization, **REF will be entering a new phase in its history**. It is a challenge but, indeed, also an opportunity for the organization and staff. With a new outlook and better defined objectives underpinning REF’s operations, it is my strong belief that REF will contribute even more meaningfully to closing the educational gap between Roma and non-Roma.

Thank you for your continued support,

[Signature]

Andrzej Mirga
Chair
Based on in-house evidence and analytics, Roma Education Fund’s 2018 Annual Report pairs a general overview with in-depth reporting about program and project activities in 16 countries. It brings to attention the key achievements and events by visualizing aggregated data and highlighting the stories and experiences of individuals for whom REF’s education interventions have made a positive impact.

### 2018 at a Glance

<table>
<thead>
<tr>
<th>Model (Grant program)</th>
<th>Number of projects in 2018</th>
<th>Funds committed in 2018 (EUR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education and Care</td>
<td>16</td>
<td>454,145</td>
</tr>
<tr>
<td>Primary Education</td>
<td>6</td>
<td>213,864</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>5</td>
<td>331,822</td>
</tr>
<tr>
<td>Tertiary Education</td>
<td>n/a</td>
<td>1,847,487</td>
</tr>
<tr>
<td>Adult Education</td>
<td>1</td>
<td>24,122</td>
</tr>
<tr>
<td>RomaVersitas</td>
<td>6</td>
<td>378,292</td>
</tr>
<tr>
<td>Other (Project implementation)</td>
<td>13</td>
<td>3,295,179</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>6 544 911</strong></td>
</tr>
</tbody>
</table>
REF achieves its mission to close the gap in educational outcomes between Roma and non-Roma through:

**Grant program** - REF provides grants to civil society and public institutions to implement education projects supporting early childhood education and care, primary and secondary education, tertiary level study and support centers, and adult education programs.

**Tertiary education scholarship program** - REF provides merit-based, competitive academic scholarships for Roma students pursuing Bachelor, Master or Doctorate degrees.

**Direct project implementation** - REF implements large-scale, multi-year and multi-country projects, funded in 2018 by European Union, German Development Bank - KfW and VELUX Foundations.

**Influencing through capacity building, policy development and communications** - REF promotes evidence-based models of good practice and advocates for innovative methodologies, curriculum reform and renewed policies targeting Roma students.

### SPENDING BY PROGRAM

- **Grant Program**: 12%
- **Tertiary Scholarship Program**: 24%
- **Direct Project Implementation**: 23%
- **Capacity building, Policy Development and Communications**: 37%
- **Administrative Expenses**: 4%

### Total number of beneficiaries (grants and scholarships)

- **Male**: 4,380
- **Female**: 4,664
- **Total**: 9,928

### Total number of mentors and tutors

- **Male**: 370
- **Female**: 207
- **Total**: 577

### Total number of parents

- **Male**: 1,784
- **Female**: 2,111
- **Total**: 2,227
REF support in 2018 ensured the smooth progression from one education level to another for our beneficiaries (definition: the individuals benefiting from our programs and activities).

HOW DO WE TRACK OUR IMPACT?

Attendance rate
Are students attending school regularly?

Retention rate
Are students finishing the school year and enrolling into the following school year?

Transition rate
Are students moving to the next grade or educational level?

Dropout rate
Are students dropping out before finishing the school year?

Graduation rate
Are students successfully completing the educational level?

GPA (Grade Point Average)
Are students improving their grades?

2018 at a Glance

GRANTS PROGRAM 2018
distribution of beneficiaries per educational level

GRANTS PROGRAM
2017/18 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Countries</th>
<th>Number of projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albania</td>
<td>5</td>
</tr>
<tr>
<td>Bosnia and Herzegovina</td>
<td>3</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>3</td>
</tr>
<tr>
<td>Croatia</td>
<td>1</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>3</td>
</tr>
<tr>
<td>Hungary</td>
<td>6</td>
</tr>
<tr>
<td>Kosovo</td>
<td>3</td>
</tr>
<tr>
<td>North Macedonia</td>
<td>3</td>
</tr>
<tr>
<td>Montenegro</td>
<td>1</td>
</tr>
<tr>
<td>Romania</td>
<td>1</td>
</tr>
<tr>
<td>Serbia</td>
<td>3</td>
</tr>
<tr>
<td>Slovakia</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
</tr>
</tbody>
</table>
Retention and transition rates are conventionally highest at the preschool level in comparison to other intervention levels. In 2018, 4,335 children (2,147 female / 2,188 male) took part in REF-supported programs, with 70% transitioning to integrated primary schools and 30% to segregated schools.

| 2,823 parents participating in ECEC programs | 2,331 registered Toy Library members | Dropout rate among preschool children |
|____________________________________________|____________________________________|____________________________________|
| (2,115 female / 708 male)                     | (1,385 female / 946 male)            |                                       |

<table>
<thead>
<tr>
<th>4,355 children participated in REF-supported ECEC projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,147 female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3,287 children participated in Toy Library activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,741 female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2,331 registered Toy Library members</th>
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</thead>
<tbody>
<tr>
<td>1,385 female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2,104 parents involved in project activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,446 female</td>
</tr>
</tbody>
</table>
PRIMARY EDUCATION

1,106 children (506 female / 600 male) took part in REF-supported primary school activities designed to prevent early school leaving and improve graduation rates through tutoring and mentoring.

- **1% Dropout rate**
- **5.28%** Average GPA development after the project intervention
- **95%** Transitioned to the next grade
- **100%** of all final year primary pupils transitioned to secondary school
- **83%** Attendance rate

- **1,106** primary school beneficiaries in REF-supported activities – 99% transferred to an integrated school/class.
- **820** Roma parents active in school-related events
- **317** volunteers involved in provision of support to Roma primary school pupils
- **255** teachers participating in in-service teacher training
SECONDARY EDUCATION

Participants in REF’s secondary education interventions may receive any combination of scholarships, mentoring or tutoring support, with the aim to improve academic performance and decrease early school leaving.

- **Attendance rate**: 90%
- **Retention rate**: 97%
- **39%** transitioned to the labor market
- **61%** transitioned to university

3,102 students in the secondary education scholarship programs (1,741 female / 1,361 male)

<table>
<thead>
<tr>
<th>Beneficiaries</th>
<th>Participated in REF-supported secondary education activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,102</td>
<td></td>
</tr>
<tr>
<td>1,741 female</td>
<td></td>
</tr>
<tr>
<td>1,361 male</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students awarded secondary education scholarship and/or other academic support</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,832</td>
</tr>
<tr>
<td>1,587 female</td>
</tr>
<tr>
<td>1,255 male</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students received project-based mentoring support</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,086</td>
</tr>
<tr>
<td>1,120 female</td>
</tr>
<tr>
<td>976 male</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students received project-based tutoring support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,720</td>
</tr>
<tr>
<td>988 female</td>
</tr>
<tr>
<td>732 male</td>
</tr>
</tbody>
</table>
TERTIARY EDUCATION - SCHOLARSHIPS

The main goal of Roma Education Fund’s Tertiary Scholarship Program is to contribute to the emergence of a critical mass of Roma graduates who will become professionals in their fields and to remain connected to the Roma community to support its further advancement. In the 2017-18 academic year, REF awarded scholarships to students from 14 countries through four tertiary education scholarship schemes.
TERTIARY EDUCATION - GRANT PROJECTS

The RomaVersitas academic centers offer mentoring, tutoring and professional development training, while strengthening students’ Roma identity and community participation. In 2018, RomaVersitas centers in Albania, Hungary, Kosovo, North Macedonia, Romania and Serbia worked with 425 students.

Second Chance programs provide those with incomplete primary and/or secondary education with tutoring and financial support for completing formal education. In 2018, REF supported Adult Education programs in Albania.

139 beneficiaries obtained foreign language certificates across all REF-supported RomaVersitas centers
(86 female / 53 male)

109 beneficiaries graduated and transitioned to the labor market
(71 female / 38 male)

ADULT EDUCATION

Second Chance programs provide those with incomplete primary and/or secondary education with tutoring and financial support for completing formal education. In 2018, REF supported Adult Education programs in Albania.

76 adult-beneficiaries involved in Second Chance Secondary Education Program in Albania

17 beneficiaries are female and 59 beneficiaries are male

13 graduated with a secondary education diploma in the academic year 2017/18
(3 female and 10 male)

Average attendance rate 90%
Spotlights

PRIMARY EDUCATION

Biljana Mursic and her family were living on the edge of poverty. Although her siblings did not have much success in school and finished only primary education, Biljana was different. She had the opportunity in third grade to move to a mainstream school where she was integrated with non-Roma pupils.

According to Biljana, her one year attending the integrated school was crucial for her educational development. During her time there she was able to increase her grades and gain more knowledge. When she returned home, she found out she was much more advanced than her classmates. In the fifth grade she asked to transfer into a non-Roma class, but her request was denied by school authorities stating that her educational achievements would be worse in a non-Roma class. Despite her setbacks, Biljana completed primary school and enrolled in secondary education with a focus on economics.

Growing up in a Roma settlement, Biljana saw many injustices which motivated her to join law enforcement. With the help of the Desa and Jerko Bakovic Foundation and REF, Biljana attended English language tutoring classes and is currently enrolled in the police academy in Zagreb. In her spare time she likes to practice martial arts.
“REF’s modest stipend and academic support made all the difference during my first year of secondary school when I was considering dropping out. My tutor assisted me both in school and at home, and gave me space to share my concerns. When my tutor and I were both stuck with a particular subject, my tutor asked for additional help from the Association of Roma “Euro Rom”. It really helped my academic performance in the subject where I had been falling behind. Seeing my progress, my parents encouraged my younger sister to also enroll in secondary school.”

Kenan Suljic
Scholarship recipient, Secondary School for Mechanical Engineering Tuzla, Bosnia and Herzegovina

“As part of my work in the ‘Chirikli’ fund as a volunteer, I provided legal advice to Roma, especially for Roma women in the Roma settlements because these women and children are the most vulnerable. Also, in my region I performed short home courses for Roma children, helping them learn the basics of the school curriculum. I often acted as an intermediary between the local school administrations and the parents when it was necessary to solve pressing issues. Finally, I frequently help Roma youth to learn about the wonderful opportunities offered by Roma Education Fund. I am convinced that REF grows new intellectuals of Roma youth around the world.”

Olena Vaidalovych
Law and Humanities Program Scholar
MA in Human Rights and Law, Ukraine
“In the hospital where I work, I cooperate with specialists in performing cardiopulmonary resuscitation to newborns and to adults. The feeling after performing a successful resuscitation cannot be described with words: in such moments one realizes the fragility of human life, how important it is to care about one’s health, and it also has an incredible effect on how I answer the question whether I have chosen the right school for my vocation. And now, it is clear to me, my answer is yes. As a student of Nursing I am also interested in the health of my community and have been volunteering for two years at the community center Farebný svet (the Colored World Community Center) near where I live. The community center brings local Roma people together. Three times a year I give them lectures on various areas of health and healthcare such as first aid, prevention of sexually transmitted diseases and among others, I organize motivational discussions with young Roma to motivate them to study further.”

Mikulas Lakatos
BA studies in General Nursing, Faculty of Nursing and Professional Health Studies, Slovak Medical University of Bratislava, RMUSP Scholar Slovakia

Katarina Dimce has been teaching mathematics in Tirana for 26 years. She joined a REF-supported project, implemented by the Roma Woman Rights Centre, to help Roma adults achieve their basic qualifications. Working as a tutor at the Lidhja e Prizrenit school, Katarina has assisted Roma adults to complete the nine years of compulsory education that are required for even basic official employment. “I congratulate the Roma students for the initiative they have taken to get back to school after several years of not attending. This is the first and most important step. Compulsory education – nine years in Albania – is undeniably important, as it plays a crucial role in preparing students for further education and life in general. I noticed that the number of girls attending school has increased, and some of them are accompanied by their parents who are also interested in their daughters’ education.”
Direct Project Implementation

**SHAPING ACADEMIC AND EMPLOYMENT SKILLS FOR YOUNG ROMA**

- **Target Group:**
  - Roma Youth (14-18)
  - Roma Young Adults (18-28)
  - Vocational Education Training (VET) Schools, Providers and Training Companies

- **Budget:**
  - €2,000,000

- **Duration:**
  - 2018
  - 2022

- **Target Countries:**
  - Hungary
  - Romania
  - Slovakia

This project is supported by

**PEDAGOGY SCHOLARSHIP PROGRAM IN CZECH REPUBLIC, HUNGARY, ROMANIA AND SLOVAKIA**

- **Target Group:**
  - 180 14-18 year old female secondary school students

- **Budget:**
  - €2,412,751

- **Duration:**
  - 2014
  - 2023

- **Target Countries:**
  - Czech Republic
  - Slovakia
  - Hungary
  - Romania

This project is supported by
FORMAL AND NON-FORMAL EDUCATION FOR SUSTAINABLE DEVELOPMENT IN THE CENTER REGION

Target Group: 820 Children, 200 Adults, 260 Teachers

Duration: 2018 - 2021

Target Countries: ROMANIA Mureș County, 7 schools

Budget: €2,000,800

COMPETENCE, INNOVATION AND PROFESSIONALISM IN EDUCATION

Target Group: 300 preschool, primary, and secondary school teachers

Duration: 2018 - 2020

Target Countries: ROMANIA 3 regions

Budget: €1,433,330
**EU Regional Action for Roma**

**Western Balkans and Turkey**

**Objectives:**
- To reduce the gap between Roma and non-Roma in participation in quality schooling
- To improve Roma students’ transition from education towards employment
- To promote desegregation and durable systemic change within education systems

**Budget:**
- € 3 million
- € 3.8 million

**Duration:**
- 2018 to 2021

**This project is supported by:**
- Funded by the EU
- Implemented by
REF research activities deliver powerful evidence-based background to inform and guide its advocacy, scholarships, and grant-making activities. In 2018, REF research focal points included:

- **Building evidence needed for policy change** through external research and community engagement

- **Internal measurement and evaluation** for building support for the adoption of REF models by governments and other NGOs

- Using **evidence and community empowerment** to shape international, national, and local education policy

- **Shifting societal narratives** about Roma education

In 2018, REF Research worked in partnership with Georg Eckert Institute (GEI), and the Council of Europe (CoE) in conducting a textbook research titled, “The Representation of Roma in European Curricula and Textbooks.”

Many textbooks currently contain a narrative which separates the Roma community from the national society, which cultivates ideologies in non-Roma students that perpetuate the exclusion of Roma. Eight young Roma academics analyzed the representation of Roma in over 500 textbooks with the long-term goal for a powerful counter-narrative: “Roma communities are, and historically have been, ingrained citizens of European culture and society.”

The textbook research report will be published in the summer of 2019, with promotion events and national and international advocacy actions to follow.
Advocacy

REF uses the results of our activities to advocate for sustainable changes, with the aim to bring a fair and inclusive society and educational equity to Roma.

REF’s advocacy activities in 2018 centered on:

- Networking, coalition building, gaining political support
- Increasing REF’s impact in educational policy shaping
- Creating educational platforms for engagement and empowerment of Roma communities
- Increasing the employability of Roma graduates

In addition to our participation in country specific issues, regional and national advocacy events, REF has also participated in following EU level advocacy events in 2018:

- EU Roma Week
- Hearing of European Economic and Social Committee of the European Parliament
- EU Roma Platform
- Conference of Alliance of Anti-Gypsyism
Communications, Visibility and Fundraising

REF Communication works together with all departments in order to engage our supporters, develop human capital, reinforce the message of inclusiveness, and ultimately strengthen REF’s reputation as a knowledge and resource center.

Original Film: Roma Health Scholarship Program (RHSP) – “10 Years After”

REF produced an original film marking the 10-year anniversary of the Roma Health Scholarship Program composed around four individual beneficiaries from Bulgaria, North Macedonia, Romania and Serbia.

Prominent Initiative: Educated Romania

REF Romania was actively involved in the launch of a new education program titled, “Educated Romania” with His Excellency Klaus Werner Iohannis, President of Romania and initiator of the educational strategic project.

Fundraising: “Keep Our Toy Library Open – Roma children play, learn and integrate”

REF launched its first crowdfunding campaign to help support one of our toy libraries located inside Konik Camp, Montenegro. The 50-day campaign reached two-thirds of its target amount by relying heavily on social media and peer-to-peer fundraising.
# Finance and Administration

## SOURCES OF FUNDS AND SPENDING OF REF FOUNDATIONS IN 2018 IN EUR

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>REF SWITZERLAND</th>
<th>REF HUNGARY</th>
<th>REF ROMANIA</th>
<th>REF SLOVAKIA</th>
<th>COMBINED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening foundation capital</td>
<td>477,010</td>
<td>764,958</td>
<td>(282,379)</td>
<td>(135,320)</td>
<td>824,269</td>
</tr>
<tr>
<td>Third party donor income</td>
<td>7,421,498</td>
<td>1,803,702</td>
<td>211,443</td>
<td>96,388</td>
<td>9,533,031</td>
</tr>
<tr>
<td>Other income</td>
<td>164,021</td>
<td>56,943</td>
<td>(65,347)</td>
<td>437</td>
<td>156,054</td>
</tr>
<tr>
<td><strong>Total Sources</strong></td>
<td>8,062,529</td>
<td>2,625,603</td>
<td>(136,283)</td>
<td>(38,495)</td>
<td>10,513,354</td>
</tr>
<tr>
<td>Transfers within REF network</td>
<td></td>
<td>1,648,321</td>
<td>703,638</td>
<td>240,700</td>
<td>2,592,659</td>
</tr>
<tr>
<td><strong>TOTAL SOURCES WITH TRANSFERS</strong></td>
<td>8,062,529</td>
<td>4,273,924</td>
<td>567,354</td>
<td>202,205</td>
<td>13,106,012</td>
</tr>
<tr>
<td>Grant program</td>
<td>1,763,230</td>
<td>35,905</td>
<td>0</td>
<td>157,812</td>
<td>1,956,947</td>
</tr>
<tr>
<td>Tertiary scholarship Program</td>
<td>1,615,934</td>
<td>187,631</td>
<td>34,285</td>
<td>9,637</td>
<td>1,847,487</td>
</tr>
<tr>
<td>Own educational projects</td>
<td>35,150</td>
<td>2,074,418</td>
<td>1,097,115</td>
<td>88,496</td>
<td>3,295,179</td>
</tr>
<tr>
<td>Capacity building, Policy Development and communications</td>
<td>158,438</td>
<td>207,825</td>
<td>0</td>
<td>0</td>
<td>366,263</td>
</tr>
<tr>
<td>Administrative expenses</td>
<td>153,526</td>
<td>839,819</td>
<td>0</td>
<td>13,744</td>
<td>1,007,089</td>
</tr>
<tr>
<td>Other expenses</td>
<td>168,875</td>
<td>11,081</td>
<td>78,932</td>
<td>0</td>
<td>258,888</td>
</tr>
<tr>
<td>Provision for future projects &amp; co-funding</td>
<td>1,508,065</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,508,065</td>
</tr>
<tr>
<td>Accumulated capital</td>
<td>402,785</td>
<td>247,523</td>
<td>(642,173)</td>
<td>(67,484)</td>
<td>(59,350)</td>
</tr>
<tr>
<td><strong>Total Spending</strong></td>
<td>5,806,003</td>
<td>3,604,202</td>
<td>568,158</td>
<td>202,205</td>
<td>10,180,568</td>
</tr>
<tr>
<td>Transfers within REF network</td>
<td>2,256,526</td>
<td>296,702</td>
<td>0</td>
<td>0</td>
<td>2,553,228</td>
</tr>
<tr>
<td><strong>TOTAL SPENDING WITH TRANSFERS</strong></td>
<td>8,062,529</td>
<td>3,900,904</td>
<td>568,158</td>
<td>202,205</td>
<td>12,733,796</td>
</tr>
</tbody>
</table>
From total overall funding of €10 million, REF spent €1.9 million on grants contracted in its grant program and €1.8 million on tertiary scholarship programs for Roma students. Altogether REF spending under these two programs in 2018 is allocated to the main educational models of REF as follows:

<table>
<thead>
<tr>
<th>Model (Grant program)</th>
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<th>Funds committed in 2018 (EUR)</th>
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<tbody>
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<tr>
<td>RomaVersitas</td>
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<tr>
<td>Other (Project implementation)</td>
<td>4</td>
<td>3,295,179</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>6,544,911</strong></td>
</tr>
</tbody>
</table>

In 2018, REF developed and implemented 13 projects from funding provided, inter alia, by the European Commission, KfW, and VELUX FOUNDATIONS with a total spending of €3.3 million. A further €336,000 was spent on technical assistance, capacity building and advocacy. The total administrative expenses, €1.2 million, represent 12% of total spending.

**SPENDING BY PROGRAM**
Thank you

2018 Donors

Your support means the world to us.

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