

NATIONAL METHODOLOGY FOR MONITORING THE PLANS ON EDUCATION WITHIN THE NATIONAL STRATEGIES FOR ROMA

Created by ANTIGONE

**In the framework of DARE-Net project
Desegregation and Action for Roma in
Education Network**

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Chapter 1 – Introduction

The Guide of Methodology is a document prepared by “ANTIGONE - Information & Documentation Centre on Racism, Ecology, Peace and Non Violence” (www.antigone.gr) for the DARE-Net project. Within the DARE-Net project, the partners develop a set of indicators and a methodology for monitoring the plans on education within the National Strategies for Roma Inclusion. The indicators and methodology for monitoring the implementation of the national plan on education, within the National Strategies for Roma, represent a tool which will be used by civil society organizations for the following 10 years, during which the National Strategy has to be implemented.

The methodology will be designed in a manner that will ensure that the Roma communities, who are supposed to benefit from the public policy, will be able to express their opinion on how the actions included in the national plan on education (within the National strategies) have been implemented. The methodology and indicators will be made public, so that all NGOs working in the EU member states, active on the Roma issue, can use it to elaborate annual shadow reports, until 2020, on the implementation of the education plans.

The partners will pilot the indicators and methodology for monitoring the plans on education within the National Strategies for Roma Inclusion for 2012-2013. In each country involved in the project, a shadow report on the implementation of the national plan on education for 2012-2014 will be elaborated, piloting the indicators and methodology drafted. This task will be coordinated by each partner.

The main body of the guide consists of three Chapters. Chapter 2 is on data collection and lists the sources the researcher can use when collecting the necessary information, the methods as well as the obstacles he/she has to overcome. Chapter 3 concerns the legal and policy framework and instructs the researcher on how to map and assess legal and policy frameworks as well as how to evaluate the implementation of ECHR and EU standards on a national level. Chapter 4 is on the specific priorities concerning Roma School Segregation in Greece and basically indicates how the data should be evaluated, which systemic failures pose a threat to the implementation of certain efforts to ensure the access of Roma to education and how to formulate a safe and informed conclusion.

Chapter 2 – Data collection

2.1. Sources

Data is crucial for any researcher's work. It is the first step in framing a concise picture concerning the segregation of Roma in a country's educational system. Collecting data –or even the lack of data- may even prove important in highlighting those areas that are in need of improvement. Therefore, it is necessary to point out the best available sources for collecting data. These sources can be separated into two categories. The first category is 'primary sources' and the second 'secondary sources'. The data from each category is called primary and secondary, respectively.

2.1.1. Primary Data

Primary data is compiled through first-hand accounts, materials created by participant or witnesses original records created at the time under examination and raw data. They also include the legal status in which an event occurred, or which prevented it from occurring, including relevant municipal, regional, national and international laws, agreements and other regulatory protocols. Data created through original research is also a primary source and it includes questionnaires, surveys or statistical data relevant to the event under scrutiny. Questionnaires, interviews and observation are the most common methods for data collection (samples of questionnaires for interviews, case identification and reporting are available in the Annexes to the present document).

In this case, we have to distinguish which primary sources are available for the researcher when examining Roma segregation in education in Greece.

Data collected through interviews and questionnaires is relatively self-explanatory. The stakeholder should be very careful when preparing questionnaires and conducting interviews with the focus group. While on first glance the process of identifying segregation cases gives the impression of a passive process of observing, stakeholders are invited to establish a more active information-gathering approach, which requires substantial effort. Stakeholders must collect *prima facie* information about segregation-related problems and illustrative patterns of relevant human rights' violations. Stakeholders can either be direct witnesses of segregation cases, accurately and objectively reporting incidents they see, or learn of from the victims, their parents or other sources (through i.e. case-studies).

While the research plan should be guided by the evaluation questions rather than the available data, there are often pre-existing data sets that can be utilised or adapted. These include internal agency and program information and data sets collected by the state. General census data for Greece may be found through the Greek Statistical Authority, ELSTAT¹ or through the European Statistical Agency, EUROSTAT.²

Since the focus group is found in the area of education it is important to check for relevant statistical data from the Greek Ministry of Education which each year collects census data.³ The relevant department of the Ministry of Education works closely with the OECD, EUROSTAT and

¹ See the official website: < <http://www.statistics.gr/portal/page/portal/ESYE>>. The most recent population census was carried out in 2011.

² See the official website: < <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home>>.

³ See < http://www.minedu.gov.gr/index.php?option=com_content&view=article&id=4306%3Astatistika-dedomena-ekpaideysis-new&catid=69%3Aagenika-eggrafa&Itemid=1015&lang=el>. The relevant department of the Ministry of education works closely with the OECD, EUROSTAT and ELSTAT. So most of the data it collects is available through the aforementioned agencies in English.

ELSTAT. So most of the data it collects is available through the aforementioned agencies in English.

2.1.2. Secondary Data

Secondary sources are usually more helpful for the researcher's work. This is because it includes the information compiled by other stakeholders in previous researches, reports, books, articles and scholarly journals. Media reports are also included in this category. Secondary sources usually contain an evaluation of primary data. What is more, the researcher can see if the issues that he found during his primary data analysis coincide with what other researchers have previously identified. For example, if during interviews he has identified a pattern of issues of discrimination against Roma children in a certain area, he may collaborate such information with that offered in reports of organisations such as the ECRI and formulate a national view of this issue (discrimination).

Here there is an abundance of information available for the researcher. On the one hand, the researcher can utilise reports drafted and published by Greek Governmental Organisations, Independent Authorities and NGOs such as: the Ministry of Education, the Ministry of Employment and Social Security, the Greek Ombudsman, the Greek National Commission for Human Rights, the Greek-Helsinki Monitor, the NGO 'ANTIGONE', various University-run programmes, etc.

On the other hand, the researcher may also use the information contained in reports on Greece by various UN agencies, EU and CoE agencies such as UNICEF, CRC, World Bank, FRA, ECRI, the European Commission etc. Other international or regional organisations may also produce reports on Roma Segregation or the Greek educational system such as the OSCE, the Open Society Network, the ERRC etc.

2.2. Challenges in collecting Data

Each source of data presents its advantages but also its disadvantages. The main disadvantage of primary data is its cost and duration. Carrying out interviews or going through questionnaires presents high costs (hiring more researchers, training expenses etc.) and takes a very long time to be evaluated, thus rendering the accumulated data out-dated by the time the research is over. As for statistics, they are usually outdated. As we can see, the census information provided from the Greek Statistical Authority is from 2011. That is nearly three years ago –a period that is very long under research terms.

Secondary data is almost always the cheapest and fastest available data. Reports are usually published online for free and accessible to all. It also helps the researcher form a road-map for his/her research. However, reliability and accuracy is a major issue. The researcher has to be very careful when choosing secondary sources. Usually the reports issued by the agencies named earlier are reliable sources and their data is considered official. Also, when it comes to scholarly articles, any issues of plagiarism and copyright should be handled delicately by always including references or footnotes.

Secondary data may also present issues concerning outdated information provided. Since secondary sources are usually based on the primary data collected by other researchers, it might include information derived from a previous time framework. This is not entirely problematic when the researcher uses such information for comparison to the primary data he/she has collected. In order to avoid any issues of outdated data, the researcher should prefer annual reports, which usually contain updated information.

Chapter 3 – Legal and policy framework

3.1. Mapping and assessing the legal and policy framework

The mapping of legal and policy framework involves a detailed description of existing policies, laws and regulations. Before any assessment or synthesis can occur, it is important that the researcher scans the policy, legal, and regulatory framework and summarises its main features. Assessment follows by verifying to what extent the law or regulations and policies succeed in creating a framework that promotes the educational inclusion of Roma.

Therefore, in order to assess the existing institutional framework, the researcher has to first identify the obligation of the State to prevent and combat discrimination in education affecting Roma children, which derives both from the international and European treaties it has ratified as well as from its own Constitution. Then he/she has to examine whether such an obligation has been transposed into its legal framework through national legislation (law).

Important international and regional instruments are:

- Universal Declaration of Human Rights: Art. 26 (However, not a treaty).
- 1966 International Covenant on Economic, Social and Cultural Rights: Arts. 2 (2), 3, 13 & 14.
- 1966 International Covenant on Civil and Political Rights: Art. 26.
- 1989 Convention on the Rights of the Child: Arts. 2, 28 & 29.
- 1979 Convention on the Elimination of Discrimination against Women: Art. 10.
- Convention on the Elimination of All Forms of Racial Discrimination: Arts. 1, 2 & 5.
- UNESCO Convention Against Discrimination in Education: Arts. 1, 3 & 4.
- 1950 European Convention of Human Rights (ECHR): Protocol I, Art. 2
- 1996 Revised European Social Charter: Art. 10
- 1995 Council of Europe Framework Convention for the protection of National Minorities: Arts. 12 & 14
- EU Charter of Fundamental Rights: Art. 14.

After the international and regional legislative framework has been identified, the researcher has to examine the national legislative framework. It is important to distinguish first whether the international and regional instruments have been ratified by the State in question. For example, Greece has not signed or ratified the UNESCO Convention against Discrimination in Education. Therefore, it is not bound by the obligations contained therein. On the other hand, this does not mean that the obligation to eliminate discrimination in education cannot be found in another instrument or in the national legal framework.

The right to education without discrimination is usually included in the State's superior legal text, such as the Constitution. Indeed Art. 16 read in light of Art. 14 enshrine this very right under the Greek legal system. Apart from the Constitution, the State regulates issues of discrimination and educational rights through laws which usually ratify international or regional instruments as those mentioned above. For example, Law 3304/2005 transposed into the Greek legal system Directives 2000/78/EC and 2000/43/EC on equal treatment.

After the legislation has been identified, the researcher has to examine its implementation in practice. This is where policy initiatives come into the picture. These can either come in the form of laws or in the form of circulars promoting a specific behaviour that should be followed by principals and teachers in the field of education, in order to eliminate discriminatory practices or promote Roma integration. For example, in 2010 the Ministry of Education issued another **special circular**⁴ that pointed to the obligation of school headmasters to assist and encourage the enrolment and participation of Roma children in schools. The circular reminded headmasters that Roma children have a **special Student Card** that follows them from school to school. Because of the frequent moving of families this Card allows schools to trace back the school history of the child and ensures a continuation in the school career of the child. The ministry thus invited school headmasters to enrol children even without the appropriate documentation (proving their residence), even if they were older than the class they should attend.

Apart from such legal texts, the State may even choose to promote Roma educational integration through various programmes. Since 2011 and the inauguration of the National Roma Integration Strategies under EU auspices, Greece has implemented policy incentives to increase school attendance *via* two programmes – ‘*Education of Roma Children*’⁵ and ‘*Roma Children in Macedonia and Thrace*’⁶.

3.2. Evaluation of the implementation of EU and ECHR standards on national level

Evaluation is carried out by translating the objectives of the legal and policy framework into outcomes, results. This means that gathering data is an essential component at this stage. For example, in order to evaluate whether the educational integration of Roma is being implemented, we should translate the goal into an outcome, i.e. if the number of Roma school attendance is higher.

It is extremely difficult for the researcher to evaluate the legal and policy framework on his/her own. As we saw above, the accumulation of statistical data does not always coincide with the time framework under examination. The researcher has to depend on information derived from other sources. The reports of monitoring bodies set up under international or regional treaties the State is party to, usually review the implementation of the State’s obligations and issue recommendations it should follow for the best attainable result. For example, the recent report on the implementation of the “EU Framework for National Roma Integration Strategies” observes that Greece will need to put in place stronger measures to end and reverse the situation through a quality, accessible and mainstream inclusive education system.⁷

Furthermore, the researcher should not neglect the importance of case-law. National case-law or that formulated by the ECtHR is very important in identifying the shortcomings in the implementation of the legal framework. Recommendations from monitoring bodies (EU and non) are also crucial for the evaluation stage. What is more, the ECtHR has developed through its jurisprudence a number of underlining standards when referring to the right to education and non-discrimination of Roma children. These standards can be summarised in the following: (1) Roma children constitute a vulnerable and disadvantaged minority, (2) special consideration should be given in relevant regulatory frameworks and decisions in particular cases, (3) Roma require special protection that also extends to the sphere of education, (4) particular attention should be given to

⁴ Φ.3/960/102679/Γ1.

⁵ The official website of the programme: <<http://www.keda.gr/roma/>>.

⁶ The official website of the programme: <<http://roma.eled.auth.gr/>>.

⁷ European Commission, *Report on the implementation of the EU Framework for National Roma Integration Strategies*, COM(2014) 209 final - 2.4.2014, p. 3.

their needs, (5) a difference of treatment may be necessary for the correction of inequality, (6) specific safeguards have to be in place, (6) the State has specific positive obligations when it comes to the education of Roma and (7) should undertake positive measures to ensure the full enjoyment of Roma children's right to education.

When it comes to examining the implementation of judicial decisions or recommendations, it is relatively easy to evaluate the implementation, since it entails compliance. If the State complies, then we can say that, *prima facie*, the State has followed through its obligations. States are under an international obligation to implement judgements however, in practice they are either slow or reluctant or will implement it wrongfully. The Committee of Ministers monitors the implementation of judgements delivered by the ECtHR. Execution of said judgments is one of the monitoring tasks it overtakes. If the State fails to comply the Committee of Ministers may refer a case to the ECtHR which in turn will issue a declaration on its non-compliance under article 46 of the ECHR.

However, the role of human rights organisations, NGOs or civil society cannot be overlooked when examining the implementation of ECtHR standards or the Recommendation of EU bodies. Evaluations are usually included in reports issued by such bodies and they are formulated according to ECtHR standards and a set of indicators. They usually identify the shortcomings of national legislation and propose measures for improvement. The advisory opinions of consultative organisations/bodies to the State may also prove helpful, especially when they concern draft bills or governmental policies on issues that concern Roma integration.

For example, the National Commission on Human Rights in 2009 drafted a report on the situation and rights of Roma people in Greece which identified issues that either had not been regulated or had not been implemented and which recommended the actions that are necessary for a more effective framework.

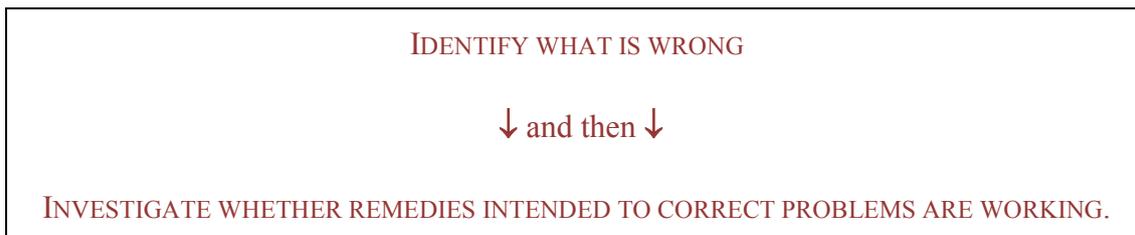
Chapter 4 – Specific priorities

4.1. Monitoring

The object of the monitoring process

The monitoring process can be conducted on the basis of **two axles**. It can either focus on the violations of the Roma's right to education and non-discrimination or on the State's efforts to progressively realize the enjoyment of those rights.

In order to monitor a segregation case, stakeholders are invited to:



! Monitoring can go on indefinitely; even if there is evidence or it is established that the situation has improved. A successful desegregation may not endure in time.

What to monitor

Theoretically, every change may affect the identity of the segregation case. Stakeholders may, *inter alia*, study:

- Changes in school personnel.

EXAMPLE

If the school director changes, it is worth exploring if he/she is more favourable to desegregation.

- Action plans of government organs from the national to the local levels: Such action plans can be studied to see if laws, policies and programs are implemented as intended. The various benchmarks set as targets, can be used by the stakeholders as standards for monitoring the achievements of the relevant authorities.

EXAMPLE

The Greek National Action Plan for Human Rights includes a program on the New School (School of the 21st century) aiming at the integration in primary education of socially excluded and vulnerable groups⁸. The implementation of the program is ongoing. Stakeholders are invited to evaluate its implementation in order to study its impact on desegregation.

- Execution of the ECtHR's judgments.
- Conduct of investigation by competent authorities.

EXAMPLE

On February 22, 2011 the Deputy Prosecutor of the Supreme Court (Areios Pagos) communicated to the Prosecutors of Appeals Courts the complaints addressed by Organizations and Communities in Cooperation for Roma Human Rights in Greece regarding the exclusion of Roma children from public education. According to the complaint, 6 schools of primary education were attended exclusively by Roma pupils. In five areas access to schools was denied. Furthermore, in 10 Roma

⁸ Greece, National Action Plan for Human Rights, March 2014, p. 146.

communities access to schooling was not feasible because of the lack of transport which, by law, had to be provided by the Municipality. Moreover, according to the complaint the Parents' Associations of schools in the city of Lamia was collecting signatures requesting the exclusion of Roma children or their transfer to other schools. The Prosecutor requested that prosecutors of all instances are informed of the complaint and take action to combat the negative perception of Roma children and ensure their, unhindered and without discrimination, equal integration in all State structures. On March 15, 2011 the Office of the Public Prosecutor of Amfissa sent a letter to the Public Prosecutor of Areios Pagos stating that after having conducted an investigation no similar incidents were certified concerning the children of the three Roma encampments in Amfissa.

How to monitor

It is necessary that stakeholders undertaking monitoring regularly produce information, **in the form of reports**. A tool, such as a recording format or survey, is used to collect data that can measure the performance of the State. Those instruments detail the events or findings in a given period and provide an overall assessment, indicating whether there are changes from one period to another, such as improvement or deterioration of the situation.

Data analysis can also be useful. It can either reveal problems or signs of improvement that are not identifiable at first glance or present the findings in a more visible and convincing manner. A wide range of tools and techniques of data analysis can be used, namely: time series, use of charts or plots, and cross-tabulation.

4.2. Evaluation of information gathered

The evaluation of sources that provided us with information is both a difficult and complicated process. News articles and information found on the Internet may be false or even biased. That is why the researcher has to make sure that the information he/she has obtained is verifiable and factual. Information provided by most monitoring bodies is usually easier to evaluate because they have already been reviewed by the drafters or secretariats of the relevant organisation. The same applies to scholarly articles published in university journals or books found in University libraries. The editors usually review and verify the information contained in the relevant texts.

The researcher may use a **check-list** in order to evaluate any data from books and articles:

- Does the author have expertise to write on the specific subject? Check the credentials or CV of the author.
- Is the information up to date? Check the publication date of the article or book.
- Does the publisher affect the information in the source? Is the journal peer reviewed or does it contain a mission statement.
- What do reviews say about the source? Usually books and articles have reviews from independent scholars.
- Is the source appropriate for research? Check the popularity of the research, the bibliography used by the author, and through a combination of author, date and publisher decide whether you can include it.

The researcher may also use a checklist to evaluate information found online:

- Is it credible? Check to see whether the author is identified and whether there is a link to an organisation that actually exists. See if the purposes of the webpage are clear and has as a primary purpose to provide information without any political or commercial bias.
- Is it accurate? Check if there are any errors, even typographical or spelling mistakes. Based on what the researcher has read so far, does it seem credible and has the site been evaluated?
- Is it timely? Check for clear information on the date of publication, last update and if the links to other pages still function.
- Is it objective? Check for factual information that is consistent and clear. Check to see for indications of bias such as sponsors or advertisements. Are political views clearly distinguishable?
- Are there details on the information provided? Presentation of facts, statistical data, bibliography or documents to support the information.

Above all the researcher has to make use of his/her own critical thinking. *Critical thinking* is defined as the ability to assess the authenticity or accuracy of information claims or arguments. Living in an information rich environment requires recognition of the dynamic and fluid nature of information and possession of the skills that are necessary to successfully meet the researcher's information needs within this setting. In order to think critically, one must be information literate. Essentially, critical thinkers demonstrate that they can:

- challenge information and demand accountability
- adapt to new sources of information and continue to require credibility
- avoid abrupt conclusions -- reserve judgment until they have more information
- evaluate and re-evaluate sources on a regular basis.

These skills are not inherent; rather, they are developed and require a conscious effort on the part of the information seeker. Usually when the researcher starts gathering information and reading through it, he/she is able to identify what can be included and what should be left on the side.

4.3. Methods for analysing the information

Data analysis can also be useful for monitoring either the violations of the Roma's right to education and non-discrimination or the State's efforts to progressively realize the enjoyment of those rights. It can either reveal problems or signs of improvement that are not identifiable at first glance or present the findings in a more visible and convincing manner. A wide range of tools and techniques of data analysis can be used, namely: time series, use of charts or plots, and cross-tabulation.

The goal of analysis is to arrange the collected material so that the answer to the initial problem of the project reveals itself. The problem dictates what kinds of information has to be analyzed, and on the type of information depends which tools can be used to handle it. For descriptive research the researcher can usually choose the problem to be studied, and select also the types of information he/she wants to collect and analyze.

The most salient clues for selecting the method of analysis can be obtained by looking at the extent of data and at the time perspective. Once the researcher has decided on these, he/she can find in the cells of table 1 the most often used methods of analysis for each approach. When selecting the method of analysis it is advisable to consider whether the researcher can base his/her work on a theoretical model that is already known. Sometimes a model, even a preliminary one, could help the work decisively, on the condition that the researcher can handle it with a suitable method of

analysis. Three usual approaches are: *Exploratory* research (=you have no model to start with), *Refining* an earlier model or expanding it and *Projects* which include hypotheses and testing them. This third taxonomy concerning the existence of earlier theory is of minor importance and the researcher can take it into account later when fine-tuning the method.

If the researcher chooses an existing model as a starting point, its format will somewhat restrict his/her freedom in selecting the method of analysis. For example, written models are most easily handled with the *methods of case study* or *comparison*, while mathematical models consisting of variables require *quantitative methods* for analysis.

TABLE 1. LOGICAL STRUCTURES OF DESCRIPTIVE ANALYSIS

Whichever aspects of the objects the researcher has chosen to collect and analyze the logical method and tools of analysis must be able to handle them.

Once the population has been chosen (here Roma children) for research information - or in which your findings will be applied (here School segregation) - and the option relies on the principle of sampling, the researcher will have an idea about the *number* of cases or specimens that have to be studied. In this respect there are two main approaches which require completely different methods of analysis:

- ***Intensive* study. If just one or a few objects are studied it can be feasible to study the specimens as *holistic* entities with their inherent sets of characteristics, all of which are essential. Suitable methods for this are, among others, Case Study and Comparative Study.**
- ***Extensive* study. If there are hundreds or thousands of cases it will be possible to focus on just a few, important attributes of the objects. Often you will want to measure these attributes, thus transforming them into *variables*. Possible methods include Classification, and the quantitative methods for the analysis of variables.**

Time perspective of the selected model and data also regulate the selection of analysis methods. The principal alternatives are:

- ***Synchronic*, or cross-sectional view includes no temporal dimension. It can be relevant when the object of study is more or less static, or when you just want to take a "snapshot" of the object and discover its internal or contextual structure, sometimes called a *static* invariance. Typical methods in synchronic study are explained on the pages about Case Study, Comparative Study and Classification.**
- ***Diachronic* view, which means regarding the object of study as a process. In humanistic studies time span usually agrees with the life of man, but in natural sciences it can be anything from microseconds (e.g. in nuclear physics) until millions of years (in geology). For a "longitudinal" analysis of *dynamic* invariances, that is, processes, change and development, you must select one of the diachronic (or historical) methods.**

The researcher may also resort to a qualitative analysis of data, which involves aiming to uncover and / or understand the big picture - by using the data to describe the phenomenon and what this means. Both qualitative and quantitative analysis involves labelling and coding all of the data in order that similarities and differences can be recognised. Responses from even an unstructured qualitative interview can be entered into a computer in order for it to be coded, counted and analysed. The qualitative researcher, however, has no system for pre-coding, therefore

a method of identifying and labelling or coding data needs to be developed that is bespoke for each research - which is called content analysis.

Content analysis can be used when qualitative data has been collected through:

1. Interviews
2. Focus groups
3. Observation
4. Documentary analysis

Content analysis is '...a procedure for the categorisation of verbal or behavioural data, for purposes of classification, summarisation and tabulation.'

The content can be analysed on two levels:

1. Basic level or the manifest level: a descriptive account of the data i.e. this is what was said, but no comments or theories as to why or how
2. Higher level or latent level of analysis: a more interpretive analysis that is concerned with the response as well as what may have been inferred or implied

Content analysis involves coding and classifying data, also referred to as categorising and indexing and the aim of context analysis is to make sense of the data collected and to highlight the important messages, features or findings.

In order to present qualitative research, the following should be taken into account:

1. When planning the presentation of qualitative data, consider that the data are:
 1. Subjective
 2. Interpretative
 3. Descriptive
 4. Holistic
 5. Copious
2. It may be suggested that the researcher base the structure of the presentation of the research around the categories or themes that have emerged
3. The themes or categories may be presented as sections with relevant sub-sections
4. Quotes can be used to demonstrate and or inform or support findings, but it is recommended that the researcher consider the reliability and validity of each quote
5. Consideration may also be given to whether or not qualitative data can be represented in a quantitative form (i.e. 6 out of 10 people...)

!!! Once the analysis is finished, and before reporting its results, the researcher should remember to verify its validity.

4.4. Identifying systemic failures

Once the researcher has gathered all the necessary information through data collection and after it has analysed and verified the validity of the collected data, he/she can start formulating a

picture on what the main issues and challenges in Roma educational integration are. The shortcomings and failures of certain policies should be obvious when reading through secondary data that contains critique on State policies.

The researcher should make use of critical thinking when identifying systematic failures. The best way to find such failures is by adopting an end result approach. For example, at the end of the school year if it is found that there still are Romani children segregated in mainstream schools or classes, even though State law prohibits discrimination and segregation in the field of education, then the researcher can safely deduce that the State has failed to take the necessary steps to ensure the equal access of Roma children to quality education. Systematic is defined as a regular action, following fixed order, procedure or principle. So in order to distinguish whether the failure is systematic the researcher has to be able to distinguish a pattern of continuity. In the example above, if the researcher notes that the State has continued to fail to ensure equal access to education for Romani children, he can safely deduce that this failure constitutes a systematic failure.

At this stage the researcher can also make use of a list of indicators. Indicators usually reflect EU or ECHR standards. For example, in the *Sampanis and others v. Greece* case the ECtHR held that school authorities had not adopted a unified and clear criteria in selecting children who were to be enrolled in preparatory classes, namely on how to transfer them into common classes. The conditions of enrolment of children and placement in special preparatory classes in an annex of prefabricated materials separated from the main building of the school, has produced discriminatory consequences. A possible indicator from this standard could be the existence of enrolment measures, selection and distribution of children that do not lead to segregation among Romani children.

4. 5. How to draw the right conclusions

For any research project and any scientific discipline, drawing conclusions is the final, and most important, part of the process. Whichever reasoning processes and research methods were used, the final conclusion is critical, determining success or failure. If an otherwise excellent analysis and research is summarized by a weak conclusion, the results will not be taken seriously.

Success or failure is not a measure of whether a hypothesis is accepted or refuted, because both results still advance scientific knowledge. Failure is flaws in the reasoning processes, which invalidate the results. As long as the research process is robust and well designed, then the findings are sound, and the process of drawing conclusions begins.

The key is to establish what the results mean. How are they applied to the issue of Roma segregation?

What Has Been Learned?

Generally, a researcher will summarize what they believe has been learned from the research, and will try to assess the strength of the analysis.

Generating Leads for Future Research

Most research uncovers more questions than answers. The researcher can use these to suggest interesting directions for further study. If, for example, there are still specific trends

apparent within the results. These could form the basis of further study, or research refinement and redesign.

Evaluation - Flaws in the Research Process

The researcher will then evaluate any apparent problems with the data. This involves critically evaluating any weaknesses and errors in sources, which may have influenced the results. The researcher must be thorough in pointing these out, justifying the methodology and reasoning.

For example, in identifying why Roma children are physically prevented from attending school, the researcher may find that arguments concerning fear of parents related to health risks, cleanliness etc., do not stand, and that in fact racist and stereotypical behaviour may be the true cause.

What are the Clear-Cut Benefits of the Research?

The next stage is to evaluate the advantages and benefits of the research. Well constructed research is useful, even if it is just adding to the fount of human knowledge or what has already be found in previous research. This will help in keeping all information updated.

Recommendations Based Upon the Conclusions

The final stage is the researcher's recommendations based upon the results, depending upon the field of study. This area of the research process can be based around the researcher's personal opinion, and will integrate previous studies.

Looking at the previous example with the racist behaviour of parents, a researcher may find that a way to deal with Roma educational segregation is to include a strategy on combating racial discrimination and raising public awareness through educational programmes on human rights.

The area in a research paper that causes intense and heated debate amongst scientists is when drawing conclusions. It is critical in determining the direction taken by the scientific community, however the researcher will have to justify their findings through proper valid argumentation (in the previous example, the researcher can argue that the education on human rights will help people change their views on how they should be respected – the researcher may also use good practices for argumentation).

Summary - The Strength of the Results

The key to drawing a valid conclusion is to ensure that the deductive and inductive processes are correctly used, and that all steps of the scientific method were followed. If your research had a robust design, questioning and scrutiny will be devoted to the research conclusion, rather than the methods.

4. 6. How to write the conclusion

The conclusions are always contained in the final part of the research paper. It draws all the information together and tying it to the initial research. The researcher must keep in mind that his/her research starts with a broad look at the issue under investigation (in this case Roma segregation). This research later on narrows to specific results (the collected data). The discussion is carried out on these results, thus opening the research once again (through the evaluation/analysis).

The research basically follows this path:

Beginning: *By looking into previous research, the researcher formulates a **research question** ->*

Discussion: *An assessment/evaluation of the results is carried out on how to answer the research question and compared to existing knowledge in the field ->*

Conclusions: *Formulation of a completely developed argument or thoroughly answer the research question*

For example, in academic writing, a well-crafted conclusion can provide the final word on the value of the researcher's analysis, research, or paper.

!!! The researcher must complete the conclusions with conviction

Conclusions show readers the value of a completely developed argument or thoroughly answered question. The researcher should consider the conclusion from the reader's perspective. At the end of a paper, a reader wants to know how to benefit from the work accomplished in the research paper. Here are **ways to think about the purpose of a conclusion**:

- To **connect** the paper's findings to a larger context, such as the wider conversation about an issue as it is presented in a course or in other published writing.
- To **suggest** the implications of the researcher's findings or the importance of the topic.
- To **ask** questions or suggest ideas for further research.
- To **revisit** the main idea or research question with new insight.

Effective conclusions take the paper beyond summary and demonstrate a further appreciation of the paper's argument and its significance: why it works, why it is meaningful, and why it is valuable. To get started, the researcher must ask himself/herself these questions:

- *How do the ideas in the paper connect to what scholars/other researchers have written in their treatment of the topic?*
- *What new ideas have been added to the conversation? What ideas have been critiqued?*
- *What are the limitations of the data, methods, or results?*
- *What are the consequences of the strongest idea that comes out of the paper?*
- *How can the researcher return to the question or situation describe under scrutiny?*
- *What overall shortcomings are identified?*

Annex 1
Interview Template

Branch office: _____
 Name of interviewer: _____
 Date of interview: _____

Case title

1. Information on the interviewee:

Full name:		Sex (M/F):
Nationality:	Ethnicity:	
Place of birth (village, district, country):	Date of birth:	
Profession/Title:		
Address:		
How is the source connected to the victim and/or the case:		

2. Incidents:

Incident	Victim	School/Class	Responsible authority	Date
i.e. problems while enrolling the child / forced change of school/interruption of bussing				

Place where the case is reported (province, district, village or town):

Type of segregation:

- Inter-school segregation
 Intra-school segregation
 Intra-class segregation
 Other: _____

Date the segregation started: _____

Total number of segregated Roma children: _____

How and when do the interviewee get to know about the case: _____

He/She is aware that the incident is a segregation case

Reason of the segregation: _____

Other abuses or discriminatory practises: _____

3. Information on victims:

3.1 The group

Characteristics of group:

Nationality:
Age:
School:
Class:
Location or address of group:
Number of members:

3.2 Individuals (repeat for each one)

Full name:	Sex (M/F):
Nationality:	Ethnicity:
Place of birth (village, district, country):	Date of birth:
Grade of Education:	
Address:	
How did the victim get to know about the segregation:	
Is the victim aware of that the incident is a segregation case:	

4. Information on school/class:

Name of School/Class:
Name of Director and/or teacher:
Number of Roma students:
Number of non-Roma students:
Precedents of segregation/desegregation:

5. Case description (what the segregation consists of): _____

6. Consequences of segregation for victims:

6.1. School change

Interruption of education

Lower quality of education

Other: _____

6.2. Practical difficulties: _____

Psychological consequences: _____

Social disadvantages: _____

Professional integration: _____

7. Interventions or actions

What interventions were made, what action was taken? By whom, when?

Response of the authorities? Impact?

8. Consent of the sources and confidentiality:

May the *information* be communicated to the media or the authorities? _____ (yes/no)

May the *source's name* be communicated to the media or the authorities? _____ (yes/no)

Comments: _____

Annex 2
Case Summary Form

This event was documented by:

Branch office: _____

Name of field monitor: _____

Date filled in: _____

Case title

Place where the case is reported (province, district, village or town):

Type of segregation: _____

Date the segregation started: _____

1. Related incidents:

Incident	Victim	School/Class	Responsible authority	Date

Total number of segregated Roma children: _____

Other abuses or discriminatory practises: _____

2. Case description:

3. Consequences of segregation for victims:

4. Information on victims:

Characteristics of group: Age: School: Class:
Location or address of group:
Number of members:
How did the victims come to know about the segregation:

5. Information on school/class:

Name of School/Class:
Name of Director and/or teacher:
Number of Roma students:
Number of non-Roma students:

6. Information on sources:

A. Fact-finding mission report _____
Media information _____
Official reports _____
Court records or police records _____
Reports from other NGOs or IGOs _____
Academic writings _____

B. Interviews
Number of interviews: _____
No of Written Statements-Interview Template: _____

7. Interventions or actions
What interventions were made, what action was taken? By whom, when?

Response of the authorities? Impact?

What further interventions should be made? By whom?

What further information should be collected? By whom?

Annex 3
Case Reporting Form*

Date of the report: __/__/____
Case Report Number: _____

Preparing Officer(s) _____

Area office _____

A. Summary of the case based on all available information:

(Note the details, including the places, dates, circumstances, etc.)

B. Identification of the witnesses/interviewees:

(List all witnesses)

Surname: First name(s):

Interview Template Number and Date of Interview:

Reliability of Information:

C. Victims

1. Characteristics of group:

Nationality:

Age:

School:

Class:

Location or address of group:

Number of members:

2. Information on individuals (repeat for each one of them):

Full name:

Sex (M/F):

Nationality:

Ethnicity:

Place of birth (village, district, country):

Date of birth:

Grade of Education:

Address:

Other comments/information about the victims:

D. Incident

1. What happened to the victims specified above - Recitation of the facts:

2. Type of segregation:

3. Reason of segregation:

4. Violation (please specify briefly the elements of the violation and nature of person responsible):

5. Date/period of segregation:

6. Place (province, district, village or town):

* Please use supplementary sheets, if there is insufficient space. Also use supplementary sheets for any additional information not included in the questions -- indicating the source of information. This form has been prepared for a single segregation case.

7. Other abuses or discriminatory practises:
8. Consequences of segregation for the victims:

E. School

1. School and class details:
2. Responsible director or other responsible authority:
3. Number of Roma students:
4. Number of non-Roma students:
5. Precedents of segregation/desegregation:

F. Various information

1. Has the witness, the victim, and/or someone else reported the case to the authorities? If yes, who and to which authorities (i.e. police / judicial authorities / prosecutor / ombudsman / other)?
2. Was there any response or action by the authorities?
3. Has a witness and/or victim reported the case to a nongovernmental organization or other intergovernmental organization? If yes, who to what NGO/IO?
4. Did the above organization(s) take action?
5. Does the victim/source of information/witness agree that their names may be cited or that the given information may be used for steps with the authorities or may be disclosed in public reports?
6. What action has been undertaken by the observer with the authorities responsible for the violation?
7. Response given by the authorities (authorities responsible for the violation and other authorities).
8. Are documents annexed to this report? If yes, please specify.
9. Status of case:
10. Other comments:

G. Recommendations

1. Recommendations for action by the School authorities:
2. Recommendations for action by National Authorities:
3. Other Recommendations:

SOURCES

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