Budgetary Benefits to Roma Education

Program of the workshop

May 9, 2014

CEU Budapest, 002/ N13

Time	Topic	Presenter
8:50	*Meeting at Nádor street 13 entrance of CEU*	
9 – 10	Budgetary Benefits to Roma Education: Methodology and Data requirements of the Hungarian Study • Introduction of the policy question. (Investing in the education of Roma children should increase revenues and decrease expenses for national budgets. The question is the magnitude of these.) • Describing the methodology. (Estimate per capita contributions to the national budget, and per capita transfers from the national budget, for Roma adults with different levels of education. The differences of these are estimates for the budgetary benefits. Use discount rates to express those benefits at the age of potential educational investments.) • Data requirements. (Ideally: employment, unemployment, gross wages, pensions, consumption of Roma individuals and households; Formulae or estimated average rates for personal income tax, social security, consumption tax, unemployment benefits, etc. • The Hungarian study as the showcase example	Gábor Kézdi
10 – 10:30	*Coffee break*	
10:30 – 12	Budgetary Benefits to Roma Education: Methodology, Data requirements and first results of the country studies (Albania, Macedonia, Serbia) • Presenting the common methodological template. • Country studies: how those templates were filled in and what data was used exactly. • Discussion of alternative data sources	Students,Gábor Kézdi, general discussion
12 – 1	*Lunch*	

1 – 2	**Budgetary Benefits to Roma Education: Project in the Czech Republic** • Presentation and general discussion	Marie Kubikova, general discussion
3 – 4	**Ethnic Inequalities in Education: Methodology and Data requirements of the Hungarian Study** • Introduction of the policy question. (The gap between Roma and non-Roma students in terms of standardized test scores, graduation rates, enrollment at various levels.) • Describing the methodology. (Estimate these gaps and, ideally, their evolution through time. Estimate the gap for students with similar backgrounds.) • Data requirements. (Ideally: individual data in a nationally representative sample that contains information on ethnicity, outcomes and many measures of family background.) • The Hungarian study on the test score gap as the showcase example	Gábor Kézdi
4 – 4:30	*Coffee break*	
4:30 – 6	**Ethnic Inequalities in Education: Feasibility of analyses in Albania, Macedonia and Serbia** • Discussing the feasibility of similar studies in each country. (Existence of specialized surveys, mainstream surveys, administrative data, ethnic markers in admin data or mainstream surveys etc.)	general discussion
7 – 9	*Dinner at Budapest Bistro*	