PHARE 2001
STANDARD SUMMARY PROJECT FICHE

1. BASIC INFORMATION

1.1. Desiree number: RO.0104.02
1.2. Title: Access to education for disadvantaged groups, with a special focus on Roma
1.3. Sector: Human rights and civil society
1.4. Twinning Component: N/A
1.5. Location: Romania

2. OBJECTIVES

2.1. Overall Objective(s):

Fighting against marginalisation and social exclusion by improving access to education for disadvantaged groups, with a special focus on Roma

2.2. Project Purpose:

- to increase the availability and improve the conditions of pre-school education to stimulate early enrolment that is critical to children’s social and educational development, particularly for children from disadvantaged groups, including Roma.
- to stimulate that children finalise compulsory education (prevention of dropout).
- to provide second chance education for persons who did not complete their compulsory education (correction of dropout).

2.3. Accession Partnership and NPAA Priority

The 1999 Accession Partnership mentioned as a medium term objective the need to continue to implement the strategy to improve economic and social conditions of Roma and to implement measures aimed at fighting discrimination (including within the public administration), foster employment opportunities and increase access to education.

2000 NPAA: In Chapter 1.2.2. the Romanian Government assumes as responsibility on short term measures for training the staff working in the field of minorities and equipment with modern facilities of schools, which developed programmes for Roma. In Chapter 2 - Economic Criteria, National Strategy for Economic Development of Romania on Medium Term. Subchapter V - Human resources and social policies identifies priorities by: 1. de-centralising the educational system, 2. reinforcing continuing education and training according to EU practices. Also, in Chapter 3.2 - Innovation, subchapter 3.2.1. - Education, Training and Youth, a short-term priority is
considered to consolidate the reform process in the pre-university education. Ministry of Education supports as an alternative to classical forms of education the development of technical and vocational education.

As far vocational education and training is concerned, the NPAA prioritise the continuation of the reform of the system of the technical and vocational education, having in mind the following: 1. de-centralisation, 2. social partners’ involvement, 3. quality assurance, 4. competence-based training, 5. ensuring multiple financing sources, 6. transparency and national recognition of qualification.

On the medium term, Romania reinforces the above mentioned objective, stressing the need for increased efficiency of the education and training institutions in view of assuring a diversified educational and training offer that would increase the competitiveness of the labour force.
3. DESCRIPTION

3.1. Background and Justification

Romania endorses the principle of equal chances in education, regardless of the individual characteristics, cultural or socio-economic origin, mother tongue etc.

Since 1995 the Ministry of Education has been involved in a programme funded from a World Bank loan which included a teacher training component, curriculum development, management and financing etc. As a result, more flexibility was introduced in the educational system: school based curriculum, alternative textbooks, interactive teaching methods and management adapted to the local environment.

The Ministry of Education encouraged NGOs and professional organisations to organise teacher training for a variety of subjects, including intercultural education, Roma history and culture, oral history, remedial teaching. This contributed at the improvement of the quality of education in schools from Roma communities. However, this was done at a small scale at the local level, on an experimental basis.

The 1999 amendment to the Education Law created the legal grounds for access to education in mother tongue for all minorities in Romania at all levels of education. The access to basic education is a fundamental right of each child.

Roma registers the highest rate of pre-school and school non-attendance and school abandon.

The causes are multiple, and often conjugated, limiting the access to quality education:
- isolated communities, with highly difficult roads and no means of transportation;
- the low level of economic development of the areas;
- precarious financial situation of the families;
- children as working force, in the household activities and agricultural activities;
- lack of confidence in the education system of Roma families;
- parental illiteracy
- unqualified teaching staff. During the school year 2000-2001, 200 Roma persons, high school graduates without teaching qualification, have been teaching as Romani language teachers or primary school teachers in school from Roma communities;
- linguistic difficulties, as an important number of Roma have the Romani language as mother tongue. When children go to school the knowledge of Romanian language is low and they face difficulties in adapting to the school requirements;
- the issue of missing the ID (around 50.000 Roma persons are not in the position to present an ID - approximately of them being children);
- discriminating mentalities towards the Roma population

Till 1990 the studying of the phenomenon of school dropout did not constitute a priority and the teaching system did not consider school failure as a reality. After 1990, the issue has been considered as a matter of concern. The data for the 1997-1998 school year showed that approximately 11.696 pupils abandoned primary school and 17.391 pupils grades V-VIII. After 1998 the MoE signalled the gravity of the phenomenon and its negative consequences on a longer term at educational and social level. Also the kindergarten is attended by a small percentage of Roma children. This is an important factor that contributes to school failure. Children go to school without any prior
experience with a structured learning environment and find it very difficult to keep the pace with the children attending a regular kindergarten programme of three years.

Consequently, the efforts of the Ministry of Education and Research concentrate on two aspects: 1. bringing back to school the children / youngsters who haven't finalised the compulsory education and 2. increasing the motivation for study and providing extra support to enhance school success and full participation in the society.

After analysing the frequent causes that resulted in school abandon and the lack of education, the MoER has taken the following measures:
- organising classes with reduced frequency in the primary school for illiterate adults;
- organising home teaching for the handicapped persons;
- setting up a Roma inspector position in each school county inspectorate: Roma inspectors has a crucial role in establishing the contacts with the Roma communities and as a contact person between schools and the Ministry; the main tasks of the inspector are to monitor Roma children’s school enrolment; to support NGOs, churches etc.; to bring children to school; to identify vocational training and further study possibilities for Roma; to participate in teaching material development; to update a database on Roma education;
- implementing the pilot programme “The Second Chance” for the school reintegration and pre-vocational training for drop-out;
- initiating the programme for re-vitalising rural education;
- granting special places in high schools, professional schools and colleges for Roma pupils;
- maintaining in the school network the classes with very low number of students in the rural areas and in the communities of minorities;
- initiating a three years open distance learning programme for Roma high school graduates in teaching in Roma communities - this programme providing the recognised qualification as pre-primary or primary school teachers.

School abandon implies a huge loss for Romania on human resources and leads to negative effects on social level. The educational policy should put even more emphasis on ensuring access to education of disadvantaged and marginalised groups with a special focus on Roma people. The MoER considers as priorities the initiation of preventive and corrective measures that target the following components:

- prevention of the dropout phenomenon by improving the availability and conditions of pre-school education and by adapting the primary education to the needs of disadvantaged groups with a special focus on the needs of Roma children.
- maintenance and reintegration of the children / youngsters into the system of general education and vocational training.

A more flexible system for training Roma people as teachers is necessary, given the sensible issue of the unsatisfactory on-the-job stability of the qualified teachers teaching in the Roma communities’ schools.

In order to tackle it, the MoER has developed training programmes targeting Roma persons, currently hired as unqualified teachers in Roma communities:

- summer intensive three-weeks courses on Romani language and teaching methodology;
- ODL institutors’ university college for Roma students.

The first type of courses contributes to the Romani language teaching improvement, but not providing full qualifications it will not secure the lack of teachers. The second type results in a recognised higher education degree. The system allows full time
qualification of the Roma as teachers and provides better stability in the Roma schools communities. Currently, the funding of these two types of Roma teacher training programmes has been provided on ad-hoc basis, through fund raising from various sources. Therefore, in order to allow continuity and to build on consistency of these programmes further financing sources should be necessary.

3.2. Linked Activities

Within the process of structural reforms initiated by the democratic regimes in Romania of the ‘90s, the intervention at the systemic level on vocational education and training began with the EU Phare Programme RO-9405. The programme covered 75 pilot schools and aimed at modernising the VET system from the point of view of its links to the labour market, as well as from its internal educational capacity, namely curriculum, teacher training, school management, certification. Almost 18 MECU, the largest share of the total funding of 25 MECU had been allocated to equipment (micro-industrial and didactical) resulting in a broader opening of the schools to innovation and to active learning.

The Romanian Ministry of Education and Research has recently implemented the pilot projects to improve the quality of education and the access to primary education of all the children without any discrimination. Those pilot projects are: “The Second Chance”, aiming at school reintegration and pre-vocational training for drop-outs and “Pre-Primary Education in Romania” for pre-school children, aiming to improve the quality of education and the access of all children, without any discrimination to primary education.

“The Second Chance” pilot project started in 1999 and has been developed in 11 VET schools (previously beneficiary of the RO-9405 Programme) selected on the basis of their experience in innovative vocational education, in analysis of labour market and in teacher training programme. During the 3.5 years programme duration, the targeted young people complete the compulsory education and receive pre-vocational qualification in professions required by the local labour market in the respective geographical area. In the seven counties a number of 330 pupils (aged 14 to 25 years) were registered to attend the courses organized.

The 125 mil USD World Bank loan for “School Rehabilitation” Programme included 800 schools, to date the reconstruction or major repair of 187 schools being finalised. School maps at the country level, the methodology of the school building evaluation and standard investment guides have been also developed.

The Bucharest University open distance learning programme to train Roma institutors is in progress, based on the fundraising co-ordinated by county Roma inspectors and on the co-funding provided by the Open Society Foundation. The 60 Roma ODL students will become primary or pre-school teachers awarded with officially recognised short term university diplomas.

3.3. Results / Outputs

3.3.1. Institutional Building:

- increased availability and improved conditions for pre-school education for
disadvantaged groups;
- enriched educational offer developed on the basis of assessed needs and values of the Roma community; school curriculum including subjects as Roma history and culture, intercultural education, traditional crafts etc. and programmes for remedial teaching established;
- training programmes for teachers working in schools with disadvantaged Roma population on teaching methods adapted to the children’s needs and specific, intercultural education, curriculum development etc. available at county level;
- open distance learning programme, targeted to Roma students to become primary and pre-primary school teachers and Romani language teachers established;
- Roma mediators’ training programmes developed and implemented;
- further development and extension of the basic ideas of “The Second Chance” education programme;
- co-operation between the school and the community in educational matters established and increased, establishment of a Roma mediator position and increased parents participation in the school activities.

3.3.2. Investment:
- schools in disadvantaged communities with a large Roma population equipped with competent human resources and proper facilities, and capable to provide quality education starting with the preparatory class in kindergarten, up to the 8th grade and pre-vocational training;
- educational equipment installed and materials in Roma related teaching subjects developed and disseminated.

3.4. Activities

Institutional Building

Developing school capacity to address the needs of disadvantaged communities with a special focus on Roma

The Project Preparation Facility will assist the MoER with:
• the development of the legislative and curricula framework for the community participation (including Roma mediators and parents programmes) in the educational and pre-school programme and for the development of extra-curricular activities for children with school difficulties;
• review of previous on-going similar projects;
• develop implementation mechanism for grant facility for local projects;
• the development of the Terms of Reference for the TA (assigned to design and implement the training programmes for teachers and Roma mediators on intercultural education, including Roma history and culture, the development of remedial education and the elaboration of pedagogical materials from a multicultural perspective).

3.4.1. Training and Capacity Building

This project component will be developed by the TA, which will be contracted according to the TORs developed with assistance from PPF.
3.4.1.1. Roma Inspectors Capacity Building

The Roma inspectors will be trained in issues related to minority education, minority education projects monitoring and evaluation. They will be also involved in the train the trainers programme to be developed according to 3.4.1.2, so they will take an active role in the activities designed for the teachers from the school with a relevant number of Roma children. The short-duration intensive training should be combined with distribution of relevant training materials and support equipment within the Inspector’s office.

3.4.1.2. Teachers’ Training

A more flexible system for training people from the Roma communities to become teachers is necessary. One of the major problems of schools in Roma communities is the instability of qualified teachers. In order to tackle this issue training programmes for Roma people working currently as unqualified teachers in Roma communities were developed: 1. summer intensive courses in Romani language and teaching methodology (three weeks summer courses) and 2. long distance courses (three years) with the pedagogical college.

The first type of courses contibutes to the improvement of teaching of Romani language but represents only a partial solution as it does not provide full qualification as a teacher and the insecure position of the person as unqualified teacher remains. The second type of training (3 years open distance learning) results in a diploma which is recognised in the educational system. This system allows at the same time the full qualification of the Roma as teachers and provide for their stability in the schools in the Roma communities.

Currently, the financing of these two types of Roma teacher training programmes (open distance learning programme or intensive summer courses) has been provided on an ad hoc basis, through fund raising from various sources. Therefore, in order to allow continuity and to build on consistency of these programmes further development and financing is necessary.

Taking into account that communities with Roma represent an important percentage in Romania, the need for teacher training in subjects relevant to the specifics of Roma education is substantial. Subsequently the need can only be met with the professional contribution of the teacher training house (Casa Corpului Didactic - CCD) and of the teacher training colleges established at each county level. A transfer of capacity and expertise to these institutions will be provided by the Project as well.

The teacher training to be developed will include:

- **train-the-trainers** to be implemented for the following target groups:
  - pre-school teachers and primary school teachers;
  - teachers involved in school re-integration and vocational training for dropouts.

The training for the pre-school teacher will focus on the preparatory programmes for school. Besides the preparatory class the training will also take into consideration the needs of the children who never attended kindergarten and which are supposed to enter school. In such cases “intensive” (short term - 3 month) summer programmes will be
developed for these children. The pre-school teachers will have to design together with the school mediators adequate programmes taking into consideration the needs of the children, the specific of the community and the school curriculum requirements. It is called intensive because the curriculum is based on a customised selection of the objectives and contents present in the regular kindergarten curriculum. The preparatory class and the intensive summer programmes will contribute to the development of prerequisites for successful school participation: development of language, diversification of the communication means (drawing, singing, story telling, etc), awareness of the self and of the others, motricity, adaptation to school culture and structured activities etc.

The training of trainers will be ensured by the technical assistance contracted through the project at the national level. The TA will develop the capacity of the Teacher Training Houses (CCD) though the use of regional/local trainers. These institutions will conduct with support and monitoring of the TA the teacher training programmes for teachers in the schools with Roma students. The subjects to be covered will include: Roma history and culture, intercultural education, interactive teaching methods, curriculum development, remedial teaching programmes, oral history.

The county school inspectorates supported by the Teacher Training Houses (CCD) will designate local/regional trainers to participate in these programmes organised at national level. Consequently the trained trainers will disseminate training programmes on the same topics for teachers from the schools with Roma students at local level.

- **open distance learning (ODL)** awarded with recognised qualification as pre-primary or primary school teachers for the Roma and other unqualified teachers who are currently teaching in schools with Roma. A local call for proposals will be launched for pedagogical colleges and universities for the organisation of ODL programmes. The county inspectorates (inspector for Roma education) will take responsibility for identifying high school graduates from the community who want to become teachers in the schools with Roma population and ensuring the stability of a teaching position in the school during the duration of the courses and 5 years after graduation. The TORs for the ODL will be developed by the TA.

The ODL offer will demonstrate openness and flexibility, student-centred and customised provision of training. Working with adults in a complex cultural environment will address motivating student support services. The design of the ODL should specifically address the typical features of the Roma target group, essentially its cultural and sociological characteristics.

Taking into account the broad experience existing within the EU in relationship with the ODL offer for Roma ethnic minorities, migrants or travelling workers, the TA will be expected to present ODL solutions/training in line with the European standards.

3.4.1.3. Mediators’ Training

The Roma communities in partnership with the schools and the local authorities will identify potential persons from Roma community to become school mediators. The number of mediators per school will be defined in accordance with each school’s population. The role of the mediator will be to improve the relationships between the school and the Roma community, to identify children for pre-school (preparatory class/
intensive) programmes, to support children school participation and reintegration (where
the case), to facilitate the participation of parents in school related activities.

The mediator will be target of training programmes finalised with formal recognition. The
Ministry of Education Research will establish the statute of the mediator and the
qualification before the project inception.

The training for school mediators will include:
• Basics in Educational Sciences;
• Mediation, public relationship and negotiation skills;
• Community project design and implementation.

The training will be designed and conducted taking into account the specific of the job
designed before the projects starts.

3.4.1.4. Community capacity building

The training programme will bring together school, local authority, Roma mediator and
Roma and non-Roma member of the community. The objective will be to identify the
priorities related with the education in the community and the elaboration of action plans
for the local community. Also the local projects (school rehabilitation, after school
programmes) should be organised with strong participation of the local community. The
monitoring of the implementation of the project components at the local level should be
done by beneficiary community itself, as part of the monitoring process co-ordinated/
assisted by the TA. A common goal will bring people irrespective of ethnicity together,
enhancing the collaboration and challenging the prejudice and stereotypes. The
capacity building programme will include counselling, mentoring etc. The valuable
customs of the local community (e.g. the esteem for elders’ wisdom and the sympathy
with the Roma cultural heritage) should be exploited with regard to support the capacity
building exercise.

3.4.2. School curriculum, educational materials: development and revision

3.4.2.1. Support materials for pre-school programmes

The activities will include development of support materials for teachers for intensive
and regular preschool education programmes (see 3.4 1.2). Both in intensive and
regular preschool programmes parents participation is required for bridging the gap
between the school and the community and for facilitating better children integration into
school activities. The educational materials will include books and educational games,
tapes for children, educational materials for parents (using the adequate means for the
community - leaflets, drawings, audio and video tapes). Presence in the kindergarten
activities of elements specific to Roma culture will be a tool for such purpose: Roma
stories, songs, dances, etc. A call for proposal will be organized by the TA for the
publication of the best such materials developed.

4.4.2.2. Remedial after school programmes

Teacher’s guides and educational materials for children are needed for the remedial
teaching programme. The TA will develop the teaching guides and the TORs for the call
for proposals for the educational materials. These will specifically facilitate reading and
writing and will use the children’s life experience, cultural aspects of the Roma community and will involve families.

3.4.2.3. School based curriculum adapted to the local needs

Since 1998 the school curriculum has become more flexible allowing for a broad range of subjects to be learned according to the needs identified at the local level. It might include traditional crafts, local history and geography, children literature, traditional music and dancing etc. Bridging the gap between the school and the Roma community will be achievable through a curriculum specific to Roma culture. The TA will support the local curricula development in line with the Roma community needs. The TA will assist in developing the teaching guides and the educational support materials, to include printed / illustrated text, audio and video tapes. The publishing of the educational materials and their distribution to schools will be contracted following a local call for offers.

3.4.2.4. Curriculum revision for the drop-outs programme

The curriculum for the 3.5 years courses for drop-outs has been developed in the frame of “The Second Chance” programme. Its content and implementation to date will be analysed in order to draft recommendations on necessary adjustments and further development. New qualifications for pre-vocational training component will be identified in line with the local labour market needs. On the basis of the modified curriculum and potential new trades to be added to the pre-vocational training component a further development of the educational materials will be required.

3.4.3. Investment

Grant Scheme for Local Projects

A grant scheme will be established to provide finance to projects proposed by county school inspectorates and schools with an important percentage of Roma population in partnership with local authorities and NGOs. The schools could be situated in areas with a high percentage of Roma population, as well as in areas where Roma population is lower but there is a risk of exclusion or discrimination as regards access to education. County projects should aim at ensuring better access to education for Roma children and at prevention and correction of the drop-out problem in the respective county, as well as in the local level where the schools, that are included in the county proposal, operate. The project proposal will include:

- A county strategy paper for the improvement of access to education of Roma. This document should be in line with the sectorial strategy developed by the MoER, as part of the National Strategy for the Improvement of the Roma Situation and should include implementation arrangements, budgetary allocations from public funds and the financial request from Phare. The collaboration of the County Council will be essential for the allocation to the towns and villages appropriate funds to support the activities envisaged by the project.

- A proposal of 6-10 schools per county (depending on the Roma population of the county and the total number of schools in that county), with a description of the local community, Roma population, school related problems of the Roma children, local resources for the project implementation (qualified teachers, Roma partners,
potential Roma teachers, etc.). A standard application form according to the practical
guide.

The selection of the counties will be done taking into account the following criteria:

- the commitment of the county inspectorate to take concrete measures to improve
  access to education and quality of education for Roma as proved by the county
  inspectorate strategy (e.g. facilities for training programmes for teachers from the
  schools with Roma population, support measures for teachers in the schools with
  Roma, type of support for the school, extra funding from the county budget and other
  sources);
- Financial support committed by the County Council for continuation of the project
  activities;
- the profile of the schools participating to the project (relevance of the problems of the
  Roma population, rate of drop-out and non-registration to school, stability of
  teachers);
- partnership at the local level with the local authorities, the Roma community and
  NGOs, commitment of the local stakeholders to participate in the project activities
  and to collaborate with each other.

Applications forms, a standard fiche for school presentation and a guidebook for local
projects containing the description of the grant scheme, eligibility criteria, evaluation grid
and financial procedures will be prepared before 15 October 2001 under the PPF
contract.

A national call for project proposals will be launched at county level. All the county's
representatives (school general inspector, Roma inspector, representatives of the
County Council and the Prefecture, involved NGOs) will be invited to participate in a
conference in order to explain the project objectives, procedures and requirements for
the project proposal development. The representatives of the Ministry of Education and
Research and the TA will present the MoER strategy for the improvement of access to
education for Roma and will conduct workshops for supporting the county
representatives to draft project proposals in line with this strategy and the Phare
procedures.

Further assistance will be provided to the county inspectorates selected to participate in
the project. The TA will cover two distinct categories of activities:
- support to county/local level for the preparation, the submission and the
  implementation of projects;
- support to national level authorities for programme management, (covering in
  particular calls for proposal process and the project selection process) and the
  monitoring of projects.

The financial proposal could include the components:
- works (school repairs and refurbishing, current water, central heating, technical
  facilities for meals provision - if it will be the case);
- educational equipment (TV, video and audio players, computers and additional
  educational IT items);
- furniture, food preparing and/or preservation facilities (e.g. refrigerators) and
  educational materials;
- consumables for education activities and pupils’ meals to be provided free-of-
  charge.
The grant application could include provision of free-of-charge school meals for the first year, considered as an incentive for enrolment and attendance. The social functions of the room allocated for school meals should be designed such as to comply with a broader social function, including as support facility for the work of the school mediators.

The commitment of the local authorities to further ensure financially and technically conditions for provision of meals or for supporting part of the meals’ costs for the pupils in disadvantaged communities will foster the application’s consideration for Phare funding.

As a result up to 10 county project proposals will be selected. This will mean about 60 schools directly benefiting from the project activities. The number of schools per county will be decided so that the project would produce the maximum impact. The grants will be managed at county level according to Phare procedures. TA will be involved in providing support for the school inspectorates in project management and in monitoring the local projects’ implementation.

The proposed schools from the selected counties will be the beneficiaries of the training programmes included in the subprogramme IB, on the basis of the activities they include in their local strategy (see B from the application form). The activities will be concentrated at the level of the counties selected to produce an impact firstly on the beneficiary schools and secondly on all the schools from the county. The County Inspectorate will facilitate the information and the awareness on this topic of all the other schools in the county. General awareness on the Roma issue (Intercultural education) will be an issue to be promoted in all schools irrespective of the number of Roma students.

4. INSTITUTIONAL FRAMEWORK

4.1. Roles

4.1.1. The Ministry of Education and Research will play the co-ordination role. In this respect, the MoER will:
- organise a Project Steering Committee (PSC), which will include all the national responsible ministries and authorities in the field (representatives of the selected counties, others ministries, NGOs, employers), in order to ensure coherence and transparency both national and local;
- organise the training of trainers at national level with TA support: the selection of the ODL provider, the training of its staff and the monitoring of the ODL delivery;
- disseminate the information about the project development in the whole country in order to raise awareness concerning Roma education and to foster the capacity to develop similar projects;
- develop Terms of Reference for the school rehabilitation projects according to the MoER standards;
- organise the call for proposals for the county projects;
- distribute the funds allocated to school projects according to the budgets approved and the Phare procedures: organising tenders with TA support, signing contracts for works and supply contracts etc.

4.1.2. The National Center for Vocational and Technical education Development will:
- reformulate the curriculum for the “Second chance” education programme
- develop the curriculum and support materials for new occupations;
- provide experts for the training programmes
- monitor the VET activities in the county projects.

4.1.3. The County School Inspectorate will:

- establish at the county level a Project Steering Committee (CPSC) made up of representatives of: school Inspectorate (Inspector general or deputy, Roma inspector, County Council, Prefectura, Roma NGOs, Teacher Training House) in order to insure co-ordination at the county level of the training programmes and investment, to facilitate collaboration between school, Roma community and local authorities;
- organize training programmes together with the Teacher Training House, as part of IB at the county level
- distribute the funds allocated to the school projects according to the budgets approved and the Phare procedures: collaborate with TA for organizing tenders, signing contracts for works and supply contracts, etc.
- monitor the implementation of the project activities at the school level.

4.1.4. The schools will:

- facilitate the participation of the teachers in that school in the training programmes organized at the county level or at the long distance courses. The schools will have as a criteria for teacher evaluation the participation in the training programmes organized by the project;
- identify potential school mediators and teachers to participate in the training programme;
- support the school mediator to initiate and develop activities according to her/his job description;
- organise after school programmes (meals included), remedial teaching activities, parents participation, vocational activities adapted to local specific situation;
- identify and organise reintegration programmes for dropouts in line with “The Second Chance” Programme where the target population can attend such programmes (equipment, qualified personnel, convenient location).

4.1.5. The county/local authorities will:

- organize a steering committee at the village or town level for the project made up of school representatives, parents, NGOs, local businesses, Direction for Child Protection, etc.
- allocate funds for the school mediators;
- allocate funds for the current school overheads (including new costs as heating, meals, running water etc.);
- identify, in agreement with the school and the other representatives of the community, the educational priorities at community level, to develop an action plan for this and allocate resources;
- develop action plan for achieving the identified priorities and allocating the resources;
- monitor the school rehabilitation and the others project activities.

4.2. Constraints:
Roma population often lives in areas with limited resources where the local authorities do not always control enough resources and capacity to support the activities aiming at improving the situation of Roma. The funds allocated to local authorities from the communities with a large Roma population should take into consideration the needs of the local community, rather the result of taxes collected as it is generally the case. The approval of a national strategy for the improvement of the Roma situation should bring awareness of the local authorities on this issue and a positive involvement of the Ministry of Public Information in providing such information at the local level could contribute in the allocation of larger funds to disadvantaged Roma communities by the County Councils.

5. DETAILED BUDGET

<table>
<thead>
<tr>
<th>Phare Investment Support</th>
<th>Support Institution Building</th>
<th>Total Phare (=I+IB)</th>
<th>National Cofinancing *</th>
<th>IFI*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract 1</td>
<td>3 mil</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contracts with the counties, Up to 400,000</td>
<td>1,3 mil.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4 mil. 3 mil</td>
<td>7mil.</td>
<td>1,33 mil.</td>
<td>8,33 mil.</td>
<td></td>
</tr>
</tbody>
</table>

6. IMPLEMENTATION ARRANGEMENTS

6.1. The Central Finance and Contracts Unit (CFCU) will:
- organise international tender for the TA, sign contracts, allocate funds;
- support MoER in launching the call for proposal;
- sign contracts and allocate funds to the inspectorates for the projects granted.

6.2. Implementing Authority: Pre-University Department of MoER
28-30, G-ral Berthelot st. Bucharest, Romania
Tel./Fax: +004 01 3135547

6.3. Senior Project Officer: Mrs. Liliana Preoteasa
General Director
Pre-University Department of MoER
6.4. The Technical Assistance will:

- provide expertise for the project implementation in relevant fields as:
  - educational policy design - to assist county school inspectorates to develop the county strategy for improvement of access to education for Roma;
  - training of trainers - to design and conduct training programmes at national level, to monitor training programmes at the county level, to monitor teaching activities and participation to the training programmes;
  - open distance learning - to develop terms of reference for the ODL and monitor the ODL provision;
  - educational building - to assist the MoER in designing the ToR for the school rehabilitation projects, to assist the MoER to organise tenders submitted by the County School Inspectorates addressing the school rehabilitation and to monitor the works contracts;
  - procurement / contracts / grants - to assist the MoER to organise tenders for supplies (educational materials, educational equipment, furniture, consumables) and to monitor the procurement;
  - subcontract under direct agreement with CCD training at county level;
  - subcontract as a result of a local call for proposals the ODL provision for Romani language primary school teachers.

7. IMPLEMENTATION SCHEDULE

- The Terms of Reference for the TA will be developed by the PPF before December 31, 2001. The tendering will be launched in January 2002.
- The call for proposals for county inspectorates will be launched 3 month after the contract of TA is signed (June 2002).
- Grant contracts signed November 2002.

8. EQUAL OPPORTUNITY

The participation of Roma women in the teaching process as a teacher, mediator or in the management of schools as a director will foster the affirmation of their value and prestige in the Roam community. This will support the change of the cultural image of women in Roma community, offering a model to young girls and gathering prestige in their community.

9. ENVIRONMENT

NA

9. RATES OF RETURN AND FEASIBILITIES STUDIES
10. INVESTMENT CRITERIA

Sustainability: School rehabilitation is an investment with long lasting effects. The purchase of modern utilities for running water and heating system will solve the current problems of the schools having the running costs covered by the local authorities.

Commitment: The local authorities will declare their commitment to protect and maintain the investment output for a period of 10 years, as well as the allocation of staff, hired by the local authority, responsible with guarding and maintaining the school facilities.

11. CONDITIONALITY AND SEQUENCING

1. The statute of the school mediator are adopted by the MoER and included in the Statute of the Teaching Staff. The occupational standards will be approved by the responsible authorities.
2. Pre-school education is generalized and condition for the implementation are created.
3. The MoER designs and approves the norms of after-school projects.
4. An office for the project team is allocated. The project implementation unit is created and experienced staff in relevant issues (Roma education, school rehabilitation) is allocated.

During the project implementation:
1. The local authorities (County and Local Councils) will make budgetary allocation starting with 2003 for the continuation of the project activities.
2. Consistent support at the political level for project development.

CONDITIONALITY:

For the Roma Children Access to Education project, the role of Roma school mediators is crucial. The definition of the statute of Roma school mediator and its inclusion in the Statute of Teaching Staff is a condition for the successful implementation of the project.
ANNEXES TO PROJECT FICHE

1. Logical framework matrix in standard format
2. Detailed implementation chart
3. Contracting and disbursement schedule by quarter for full duration of programme (including disbursement period)
4. Project Activities Timing Chart
<table>
<thead>
<tr>
<th>Programme name: and number:</th>
<th>Contracting period expires: 30 November 2003</th>
<th>Disbursement period expires: 30 November 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOGFRAME PLANNING MATRIX FOR Access to education for disadvantaged groups, with a special focus on Roma</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Number RO0104.02</td>
<td>Total Budget:(MECU) 8.30</td>
<td>Phare contribution: (MECU) 7.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intervention logic</strong></td>
<td><strong>Objectively verifiable indicators of achievement</strong></td>
<td><strong>Sources and means of verification</strong></td>
</tr>
<tr>
<td><strong>Overall objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fighting against marginalisation and social exclusion by improving access to education for disadvantaged groups, with a special focus on Roma</td>
<td>- 25% rate of improving community pupils participation to education by developing of local programmes regarding this item</td>
<td>- national statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- reports from school county inspectorates</td>
</tr>
<tr>
<td><strong>Project purpose</strong></td>
<td>- 50% de-creasing rate of unrolled pupils in schools</td>
<td>- the census of pupils aged of school</td>
</tr>
<tr>
<td></td>
<td>- 50% de-creasing rate of pupils repeating classes in schools</td>
<td>- school statistics</td>
</tr>
<tr>
<td></td>
<td>- 25% de-creasing of drop-outs in compulsory education</td>
<td>- monitoring reports of the TA</td>
</tr>
<tr>
<td></td>
<td>- positively attitude of Roma community regarding this programme</td>
<td>- Roma inspectors reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- effectively involvement of local authorities</td>
</tr>
</tbody>
</table>
### Expected results

<table>
<thead>
<tr>
<th>Roma.</th>
<th>30% increasing rate of re-integrated pupils in compulsory education system</th>
</tr>
</thead>
<tbody>
<tr>
<td>- to stimulate that children finalise compulsory education (prevention of drop-out)</td>
<td>- 50% rate of re-integrated youngsters with certification</td>
</tr>
<tr>
<td>- to provide second chance education for persons who did not complete their compulsory education (correction of drop-out)</td>
<td></td>
</tr>
<tr>
<td><strong>Expected results</strong></td>
<td><strong>adequate CCD training programmes for teacher who teach in Roma communities</strong></td>
</tr>
<tr>
<td>• increased availability and improved conditions for pre-school and primary education for disadvantaged groups</td>
<td>• improved learning environment (school buildings with proper facilities and educational materials)</td>
</tr>
<tr>
<td>• elements of Roma culture present in the curricula</td>
<td>• efficiency of remedial teaching programme and intensive kindergarten programme in selected schools</td>
</tr>
<tr>
<td>• remedial teaching and after school programmes established</td>
<td>• number of subjects related to Roma culture presents in</td>
</tr>
<tr>
<td>• further development and extension of the “The Second Chance”</td>
<td><strong>monitoring reports</strong></td>
</tr>
<tr>
<td></td>
<td><strong>school curriculum</strong></td>
</tr>
<tr>
<td></td>
<td><strong>stability of teachers involved in this programme</strong></td>
</tr>
</tbody>
</table>
### 3.4.1. Training and Capacity Building

3.4.1.1. Capacity building for Roma inspectors
- Training of trainers
- Open distance learning

3.4.1.2. Training of teachers
- Training of trainers
- Open distance learning

3.4.1.3. Training of mediators

3.4.1.4. Community capacity building

### 3.4.2. School curriculum, educational materials: development and revision

3.4.2.1. Educational materials for pre school education

#### Means:
- Use of 60 trainers of the national educational system.
- In service training of 500 teachers.
- 30 Roma teachers attending ODL.
- Involvement of the county inspectorates.
- Learning packages produced and disseminated.
- 50 schools rehabilitated, educational materials and equipment installed and used.
- Working groups of teachers participating in the project.
- Call for proposals for...
| 3.4.2.2. Remedial after school programmes |
| 3.4.2.3. School based curriculum adapted to local needs |
| 3.4.2.4. Curriculum revision for the drop-outs programme |
| elaboration/adaptation of educational materials on given topics |
| equipment and supplies |
| collaboration between the project team and the directions of the M.E.C. responsible for the relevant areas |
## Annex 2 - Detailed implementation chart for project: RO0104.02

### Project Name: Access to education for disadvantaged groups, with a special focus on Roma

<table>
<thead>
<tr>
<th>calendar months</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finalise the project fiche and develop the project documents for implementation</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>Technical assistance</td>
<td></td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant scheme for local projects</td>
<td></td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training of trainers</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>School mediator</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>ODL</td>
<td>D</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
</tbody>
</table>

*Note: The chart continues beyond 2004. The activities are listed with their corresponding months.*
### Access to education for disadvantaged groups, with a special focus on Roma

CUMULATIVE CONTRACTING AND DISBURSEMENT SCHEDULE (MEURO 7.0)

<table>
<thead>
<tr>
<th>Date</th>
<th>Contracted</th>
<th>Disbursement</th>
</tr>
</thead>
<tbody>
<tr>
<td>31/03/02</td>
<td>3000000</td>
<td>500000</td>
</tr>
<tr>
<td>30/06/02</td>
<td>3000000</td>
<td>1000000</td>
</tr>
<tr>
<td>30/09/02</td>
<td>7000000</td>
<td>2500000</td>
</tr>
<tr>
<td>31/12/02</td>
<td>7000000</td>
<td>3000000</td>
</tr>
<tr>
<td>31/03/03</td>
<td>7000000</td>
<td>5000000</td>
</tr>
<tr>
<td>30/06/03</td>
<td>7000000</td>
<td>5500000</td>
</tr>
<tr>
<td>30/09/03</td>
<td>7000000</td>
<td>6000000</td>
</tr>
<tr>
<td>31/12/03</td>
<td>7000000</td>
<td>6500000</td>
</tr>
<tr>
<td>31/03/04</td>
<td></td>
<td>6500000</td>
</tr>
<tr>
<td>30/06/04</td>
<td></td>
<td>7000000</td>
</tr>
<tr>
<td>30/09/04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31/12/04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Jan-02</td>
<td>Feb-02</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Tendering TA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA Tendering Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TA Contract signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation Assistance CP</td>
<td>Apr-02</td>
<td></td>
</tr>
<tr>
<td>Assistance at County Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Call for Proposals for County Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for ToT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation CP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>County Contracts Signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection of County Trainers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intensive training of Roma county inspectors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training of Trainers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Based Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow Up Community Based Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow Up Teacher Training (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow Up Teacher Training (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow Up Teacher Training (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring Teaching Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tendering Mediators Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation Tenders for Mediators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mediators' Training Contract Signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selection and recruitment of Mediators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mediators Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement and hiring the mediators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring of Mediators Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tendering ODL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ODL offer evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ODL Contract Signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ODL courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tendering educational materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of Educational Materials Offer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contract Signature for Educational Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publishing the educational materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tendering for works at county level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works Evaluation at county level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Jan-02</td>
<td>Feb-02</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Contracts Signature for Works</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works at School level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tendering educational equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational equipment evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational equipment contract signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery of educational equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tendering consumables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consumables evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consumables contract signature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery of consumables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring of school based activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of Projects Implementation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>