# PHARE 2001
## STANDARD SUMMARY PROJECT FICHE

### 1. Basic Information

<table>
<thead>
<tr>
<th>1.1 Desiree Number:</th>
<th>RO 0108.01</th>
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<tr>
<td>1.2 Title:</td>
<td>Institution Building for Economic and Social Cohesion</td>
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<td>1.3 Sector:</td>
<td>Integrated Regional Measures</td>
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<td>1.4 Twinning component:</td>
<td>RO/2001/IB-SPP-01, Improving the institutional framework and the organisation of SMEs and Cooperatives policy, budget: 0.75 €M, Duration: 12 months</td>
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<td>1.5 Location:</td>
<td>Romania</td>
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### 2. Objectives

#### 2.1 Overall Objective(s):
To develop and implement national policies and programmes of social and economic cohesion on a multi-annual basis, in line with the provisions of the National Development Plan (NDP) and of Council Regulation 1266/99 on Extended Decentralised Implementation Systems (EDIS) in candidate countries, by strengthening the institutional capacity of central ministries (Ministry of Development and Prognosis, Ministry for SMEs and Co-operation, Ministry of Education and Research, Ministry of Tourism), the 8 Regional Development Agencies and relevant local authorities to prepare for implementation of the investment support to be provided.

#### 2.2 Project Purpose:
The achievement of the overall objective will be attained through the following projects that have a sectoral orientation and have the following specific immediate objectives:

#### A. Institution Building to Support Regional Development Policy Implementation
- To strengthen MDP’s role in the overall co-ordination of policy implementation for Economic and Social Cohesion at the national level in line with progress of EU accession negotiations and preparations for the EU Structural Funds.
- To support the preparation of valid, mature regional development programmes and projects, including feasibility studies and detailed design, in line with regional development plans and strategies, with a view to financing by Phare, national and regional budgets and other external sources of investments in the period 2002-2006.
- To support the development of decentralised, effective and broad partnerships and the networking in order to upgrade the management and technical skills of the partners, maximises synergies, increases the commitment and facilitate the exchange of experience and the dissemination of best practices

#### B. Institution Building supporting the SMEs sector
- To improve the institutional framework and the organisation of SMEs and Cooperatives policy in order to strengthen the policy-making capacity
- To improve the staff capacity to implement the acquis communautaire as well as relevant EU good practice as regards the SMEs and cooperatives environment in
order to increase the coherence of the SME policy, simplify legislation and the administrative environment.

- To improve staff capacity in programming intervention, based on enlarged partnership and inter-ministerial cooperation to identify priorities, taking into account the assessment of results from past and ongoing programmes

C. Technical and Vocational Education and Training (TVET)

- To strengthen and consolidate the achievements of the reform acquired through the Phare VET RO 9405 programme for initial TVET; and to support the rationalisation and the modernisation of the present TVET system;
- To review responsibilities, governance and accountability mechanisms in the provision of initial TVET in line with the social and economic development as stated in the National Development Plan;
- To ensure equal chances for all young people to obtain a good professional qualification at a level equal to European standards, by providing TVET which responds flexibly to the needs of each individual.

D. Institution Building supporting the tourism sector

- To strengthen the policy-making capacity of the Ministry of Tourism (MoT), in order to update the medium term Action Plan for tourism development and to define the key priorities to be addressed.
- To harmonise the legislation in tourism sector regarding: quality standards, technical standards, statistical indicators for tourism, records and common statistical analyses, ecological standards in accordance with the EU acquis in the field of tourism.
- To support the MoT for enforcing the accreditation procedure and quality standards and to improve the system of accreditation for the providers of services in tourism, based on best international practices and in accordance with the EU standards in the field.

2.3 Accession Partnership and NPAA priority

These projects meet the following Accession Partnership and NPAA priorities:

- The reinforcement of administrative and judicial capacity, including capacity to manage and control EU funds.

- The strengthening of the regional strategic thinking in order to further elaborate the National Development Plan.

- The development of a "national policy for economic and social cohesion in the view of preparing for the implementation of regional programmes as well as Community initiatives; improving inter-ministerial co-ordination for Structural Funds on a regular basis and establishing a budgetary system and its procedures allowing for pluri-annual commitments and organising its management according to structural funds standards, including appraisal and evaluation".

This Institution Building projects will catalyse these AP priorities and will answer the specific NPAA priority of developing the institutional capacity of Ministry of Development and Prognosis, the Regional Development Agencies (RDAs) and other stakeholders in order that they can register constant progress in achieving the regional development objectives and meeting the increasing expectations of the regional communities.
2.4 Contribution to national Development Plan
Not applicable

2.5 Cross Border Impact
Not applicable

3. Description

3.1 Background and justification

In the coming 2001-2006 period a significant step-up in the level of EU financing available for Romania is going to occur through PHARE, ISPA and SAPARD. Other resources coming from IFI or bilateral agreement with Member States will be also available for similar purpose. It is imperative that the Romanian authorities are capable of using this financial support in a way that guarantees the maximal impact on regional and infra-regional disparities. The absence of appropriate skills will impediment on their ability to make effective and efficient use of this funding.

Therefore, the Romanian authorities have to build capacity in adopting the Structural Funds main principles among which: programming approach, partnership and inter-administrative co-ordination, synergy between different financial instruments, subsidiarity and decentralised decision making process, concentration of the funds in order to maximise the impact.

The disparities within the Development Regions, between the judets, towns and communes, are much larger than those between the NUTS II regions. The judets where the most difficult problems may be encountered are those currently affected by the impact of the industrial restructuring process and those predominantly agricultural. For these reasons the financial assistance was focused within the areas most seriously affected by industrial restructuring, identified at a sub-regional level, taking into account the particular situation of the areas concerned. Romania identified 11 “priority zones/target areas” (at sub-regional level) - where investment component of ESC Phare 2001 Program will be focused.

Alongside this support for investment, support for Institution Building will be provided at national and regional level to strengthen the institutions responsible for managing the aid schemes, as well as for the eligible beneficiaries of the ESC Phare investment schemes – usually located in the target areas.

A. Institution Building to Support Regional Development Policy Implementation
Phare contributed towards establishing the Structural Funds-type strategic approach through a number of projects directly related to regional development. The twinning project "Training Strategy and Structures" which is part of the 1998 Sub-Programme for Regional Policy and Cohesion has made recommendations concerning the training needs of regional stakeholders. Based on the resulted Training Strategy, a training programme should build up capacity at national level and among regional stakeholders.

Under the IB component of Phare 2000, there are also IB projects – both TA and twinning – whose beneficiaries will be the Ministry of Development and Prognosis and the 8 RDAs, giving particular importance to the development of partnership amongst regional communities, to the preparation of valid, mature regional development
programmes and projects, including feasibility studies and detailed design, and to further strengthening the capacity of the Ministry of Development and Prognosis to coordinate and support the regional planning process managed by the regional executive structures.

The creation of decentralised, effective and broad partnership proved to be one of the key factor in the success of the ESC Phare programmes. Partnerships involving upgrading of the partners skills is appropriate in order to maximise synergies, increase the commitment of all at the local and regional level, and call on a wide range of financial and intellectual contribution. The Institution Building project should help the beneficiary institutions to develop the partnership between national / regional / local stakeholders and to design regional projects.

B. Institution Building supporting the SMEs sector
Small and Medium Enterprises (SMEs) are recognised as representing the key sector for generating economic growth and for a continuous and sustainable economic development. They contribute to the creation of an important number of new jobs, absorbing a part of the labour force that became available as a result of the reshape of the economy; they have the capacity to determine, by their specific mobility and flexibility, a powerful impact on adapting production to the level, structure and phasing of the demand of the market. In this respect support of SMEs is a major policy tool for re-launching economy.

For illustrating the role and importance of SMEs in Romania, the following official indicators are relevant:
- The number of active SMEs was 394,500, representing 97% from the total commercial companies lodging their balance sheets on December 31, 1999; the private SMEs represented 99%;
- SME sector weighted 49.9% in the total turnover and 47% in the total net profit of active commercial companies;
- SME sector absorbed 40% of the total workforce, that weighting 27% in the total wage fund;
- SMEs contributed with 44.9% to the GDP.

The policy for supporting SME sector focuses on the maximisation of SME potential to contribute to sustainable economic growth, creation of new jobs, increase contribution of SME to the gross domestic product and to the economic re-launching, increase SME contribution to exports of highly processed goods, promote innovation and technical and technological progress, strengthen the national economy competitiveness and generate development of the middle class, which will provide economic and social stability to Romanian society.

In order to fulfill these objectives, the Government has appointed the Ministry for SMEs and Co-operatives, acting as a body of the central public administration and having legal authority to accomplish the Government Programme in the field of SMEs, co-operatives sector and domestic trade. The Ministry for SMEs and Cooperatives was established on 10 January 2001 through the Governmental Decision no.15. It needs to build internal capacity to assume its role as the body in charge for SME and Cooperative policy at national level.

The Government Programme stipulates the main measures for stimulating the SMEs, co-operatives and domestic trade.
In this view, the Ministry for SMEs and co-operatives undertakes from NARD\(^1\) all responsibilities related to the stimulation of the establishment of new enterprises and SMEs development, as well as the responsibilities of the General Directorate of Domestic Trade within the Ministry of Industry and Trade.

The simplification and the improvement of the administrative framework imply concentrated efforts made by several institutions. MSMEC elaborated an action plan for removing the administrative and legislative barriers that SME face, which includes firm actions, inter-ministerial responsibilities and deadlines for accomplishing the set goals. The actions for the simplification and the improvement of the procedure of companies’ registration, as well as the simplification of procedures for obtaining approvals, authorisations and licences needed for the functioning of SME are under way. The elaboration by the MSMEC of a legislative guide will familiarise the already existing and/or potential entrepreneurs with the legislation that applies to SME.

The recommendations made by BEST Task Force (Business Environment Simplification Task Force) established with a remit to consider “the existing and new legal and administrative regulations in order to improve the quality of Community legislation and reduce its administrative burden on European business, particularly SMEs” will be reflected in the IB under Phare 2001 Programme.

The Report’s recommendation regarding a Better Public Administration are in the view of:

- Simplification and regulatory reform made central to public policy at all levels
- The impact of legislation on business - an important consideration in determining its form and content.
- Changing the administrative procedures faced by SMEs.
- The Government initiatives to facilitate the creation of enterprises.
- The need of good information and advice services which represent a valuable support in the creation of businesses and in helping them at critical stages of their development.

The IB under Phare 2001 will help at developing a “national policy for economic and social cohesion” in the view of preparing line national and regional institutions for the implementation of national programmes as well as Community initiatives, addressing the SMEs sector. The Institution Building project should also help the beneficiary institutions to develop the partnership between national / regional / local stakeholders and to design related regional training plans.

C. Technical and Vocational Education and Training (TVET)

The Feasibility Study commissioned by the MoER through the Romanian National Observatory for VET and funded by European Training Foundation (Torino) in year 2000 had as aim to recommend specific actions and measures for the completion of the reform of TVET in Romania. Recommendations for further investment in TVET have referred to the following issues:

1. continuation of reforms initiated by the Phare RO-9405 programme
2. extension of compulsory education
3. regional and local disparities in the quality of TVET and groups at risk
4. poor state of infrastructure and equipment

\(^1\) The National Agency for Regional Development
The proposed project represents the continuation of the achievements of the Phare VET programme RO 9405 and its generalisation policy. At the end of the EU Phare VET programme RO 9405, in December 1998, the system of vocational education and training has been partially completed (levels of vocational schools and post-high schools), and left clear recommendations for generalisation and the completion of the whole system.

The achievements of the TVET reform have been continued by the adoption of legislative measures that guaranteed the extension of the reform in the system and the generalisation of the curricula. Based on the ministry of education decisions regarding the generalisation, the following acts support the legal framework sustainability:

- Law of education no. 84/1995, modified in 1999;
- Government Decision no 855/1998, concerning the establishment of the National Centre for Technical and Vocational Education Development (NCTVED) having the explicit task to continue the methodological assistance to the generalisation of TVET reform.

The generalisation process started in the school year 1999-2000 with the aim of involving the whole TVET system in order to avoid inequity of students’ access to the reformed programmes. This type of non-gradual implementation was positive from the perspective of students access but had limits related to the quality of training in terms of unequal learning environment and uneven distribution of the existing resources (qualified staff and equipment).

The reports after the first year of generalisation, as shown by the partial evaluation conducted by of the NCTVED, state that 42 % of the schools have implemented the TVET curriculum without difficulty as far as the first school year is concerned. However, they are mentioning the lack of appropriate didactical equipment as a potential risk for the 2nd and 3rd school years implementation where the practical training requires appropriate equipment. The lowest results were reported by 24% of the schools, which claimed that even in the first year the implementation was troubled by the combined effect of lacking equipment and training of their staff.

The regional and local disparities on the availability and quality of TVET should also be addressed. Heavy industrial restructuring does also require restructuring of educational offer in TVET from traditional industrial trades to economic areas (e.g. agro-tourism) and trades, which are emerging in the labour market, as well as rural areas.

Groups at risk of social exclusion facing more difficulties in entering the labour market, like young women and institutionalised young people, should be addressed.

The development of core skills implied by the new technologies and management styles - required in order to ensure the continuation of reforms initiated by the Phare RO-9405 programme and answer to the challenges raised by the extension of compulsory education, the lasting regional and local disparities in the quality of TVET and the specific needs of the groups at risk - demand investment in TVET school infrastructure. Moreover, the introduction of the modular training through the TVET reform supported by the previous EU Phare RO 9405 supposes a modular design of the training places and appropriate facilities for acquiring core skills, such as self-management and use of IT. At the same time, the process of rehabilitation should convert under-utilised TVET schools into modern training centres, for both initial and continuing training.
According to the current information on the TVET school infrastructure, there is a need for rehabilitating, upgrading, and providing appropriate furniture and equipment to the schools. These measures have in view both respecting the safety standards and general pedagogical norms of the MoER, and the standardisation of the working process and quality assurance required by each employment occupational domain.

D. Institution Building supporting the tourism sector

Tourism is generally acknowledged to represent a good potential source of economic growth and employment generation for Romania, which has the potential to be an attractive tourist destination and in the past it was a successful destination in international tourism. However, a number of difficulties must be overcome for this potential to turn into actual sources of income for the national economy. This will require substantial investment both in hard infrastructure and soft components, such as specific training and marketing, in order to attain the quality level, which is needed for successfully competing on international markets.

The tourism sector is less developed than in other Central and Eastern European Countries, as is shown below:

- Romanian tourism contribution to GDP formation is 2.5 %, against the 11.1% CEEC average;
- Romanian tourism contributes to 5.1 % of total jobs, against 11.7% average CEEC;
- Investment in Romanian tourism is 4.4% of total investment, against 9.7% CEEC average.

The running of negotiating process of Romania access to European Union, started at February 15 2000 by European Council needs implementation of the EU rules and regulations. A distinct chapter in this process “Statistics”, temporary closed, establishes the commitment to harmonise Romanian statistics in the field of tourism. Statistic Programme of Eurostat 1998-2000 recommends monthly reports of the statistics referring to number of over nights and every three months records of incomes and expenditures of the tourist travels. Correct underlying of the economical results by tourism activity creates the possibility to determine area efficiency, of tourism contribution of GDP growing and better strategic decisions in tourism investing policy.

Tourism statistics indexes and their structure are underlined in the European Council Directive nr. 95/57 ( EC from November 23 1995 ). The premises of this directive are:

- emphasizing of the tourism role as a development tool and social and economic integration which can be underlined by basic statistic information, linked at regional level;
- necessity of competitively rising in tourism industry at the same level like EU’s countries. This implies accumulation of a large data base of information about tourism flows sizing and specific expenses as well;
- decisions substantiation, based on monthly indexes for finding seasons influence for tourism services requests by specialised companies and public authorities for the best politics and strategies for holidays advertising all year long;
- realistic approach continuity, link with the EU activity in the tourism area;
- better comparability between statistics at world level, of work methodology, developed in cooperation with other international institutions such as OECD and WTO, and link with the recommendations of UN Statistics Committee in 1993;
- efficient monitoring of tourism demand and request both as structure and dynamic, who can be improved by organizing a coherent system recognised by EU.
In the respect of the recommendations of EUROSTAT, the realisation of an Integrated Informational System in Tourism is necessary for the implementation of a methodology measuring the economical activities in tourism which be able to contribute to avoid all non correlation with EU statistics in tourism area, to support the policy-making process and the updating of the medium term Action Plan for tourism development and to identification of the key priorities to be addressed.

The National Centre for Tourism Education has been established in 1971 as a public school in direct subordination to the Ministry of Tourism. The main objective of the Centre is to design and carry on medium- and high-level courses and training programmes similar to those of the EU countries in terms of the standard of performance.

One of the main points in the activity of the Centre during the past few years has been to consider some matters that had long been awaiting attention:

- having a sound legal framework to regulate the training activity and to allow for an unquestionable certification of the students upon completion of the programmes,
- finding appropriate financial resources necessary for a high quality of the training process,
- strengthening the links with the professional associations and the industry units,
- improving teaching aid production,
- diversifying the training offer by including new courses to match new needs,
- upgrading training quality to match latest standards.

Having the Centre included in the PHARE programme 1995-1996 was the starting point of the coming closer to the European dimension of tourism education. Then, the importance granted to the tourism education in the Ruling Programme for the 2001-2004 period shows the enormous needs in the field of developing methodologies and occupational standards for the organisation and running of professional training courses.

The IB under Phare 2001 will help at developing a “national policy for economic and social cohesion” in the view of preparing line national and regional institutions for the implementation of regional programmes as well as Community initiatives.

3.2 Linked activities:
See Annex 4.1

3.3 Results

A. Institution Building to Support Regional Development Policy Implementation

A.1 Overall co-ordination, policy programming and decentralisation

- Improved co-ordination between the Ministry of Development and Prognosis and the key ministries in order to develop a common approach to strategic issues.
- Effective involvement of key ministries, RDAs and local partners in the identification and the preparation of regional development programmes.
- Improved knowledge regarding regional development policies and practices to all actors playing a role in this field, such as MDP and line ministries staff, RDAs and local authorities staff and other institutions at national, regional and local level;
- Broader partnership development at regional level to increase commitment and maximise synergies towards effective implementation of programmes and projects.
• Training Needs Assessment for MDP and RDAs staff in order to develop capacities for EDIS application, and development of a training plan;
• Well trained staff of the RDAs in all the aspects of Technical and Financial Management of programmes and projects according to structural funds standards (identification of projects – especially infrastructure projects, selection, evaluation, monitoring, payments)

A.2 Economic and Social Cohesion Investment Project Preparation Facility
• Preparation for implementation of at least 20 large infrastructure projects with regional impact, including elaboration of required technical and implementation documents as feasibility studies, detailed technical designs, preparation activities for aid schemes, tender documentation, environmental impact assessment.
• Brochures with examples of good practices disseminated at national, regional and local level to facilitate experience exchange.
• At least 3 national grant schemes designed, based on lessons learned from implementation of previous programmes.
• Ex-post evaluation of Phare 1998 and 2000 programmes in order to draw up lessons for designing future programmes and projects.

B. Institution Building supporting the SMEs sector

B1. Technical assistance

o Mechanisms and methodologies developed and MSMEC’ staff adequately trained to assess the developments in the SME sector and to design, monitor and measure implementation of SME development policies and programmes / projects, against established targets.

o Methodology developed and staff adequately trained to: establish a comprehensive statistical database on SMEs; monitor the health and evaluate the needs of the SME sector; create mechanisms to adapt policies/programmes to the changing requirements of the SME sector.

o Close communication established between MSMEC and small and medium-sized businesses in order to ensure that SMEs provide their practical input on policies and programmes. Consultation mechanisms established with national and regional public and private stakeholders for SME sector.

o SMEs better informed and equipped to meet norms and standards resulting from the adoption of the EU acquis.

o Improved quality and affordability of business information services for SMEs. Relevant information for the SME sector disseminated in printed form, through the network of Euro Info Centres and on Internet (reports, studies, practical guides for SMEs, other relevant information for SMEs. Improved level of knowledge of entrepreneurs on business-related matters.

B2. Twinning

o MSMEC staff knowledgeable to undertake impact studies of the regulatory framework on SME sector with regard to acquis communautaire as a result of collective work undertaken with twinning partners.
o MSMEC able to ensure improved co-ordination with relevant ministries and local/regional authorities, in order to develop synergetic approaches to strategic issues on SME and private sector development, in particular the definition of a national policy to improve SME access to medium and long term finance for investment and coherent implementation frameworks for aid schemes

o MSMEC able to continuously up-date and ensure timely implementation of the Action Plan for Removing Barriers Faced by SMEs (APBR). Enhanced capacity of MSMEC to coordinate efforts for improving business environment for SMEs.

C. Technical and Vocational Education and Training (TVET)

• Study on Rationalised TVET System in Romania, containing proposals on policy development
• 100 VET schools providing VET at all levels with good qualifications and up-to-date skills, relevant to the needs of their communities, forming partnerships with local enterprises and maintain structural links with employment agencies and local authorities.
• 11 regionally distributed VET schools (selected from the schools involved in the Phare VET RO 9405) become resource centres for their respective communities. In each priority area a resource centre is providing adult training, based on training needs analysis and the demands from enterprises and NAE counties' offices. They offer training in the 3 major profiles: services, technology and resources.
• Additional 11 resource centres (also selected from the schools involved in the Phare VET RO 9405) for different occupational fields will liaise with outside-area VET schools, to make the whole set of measures coherent at national level and assure sustainability of the VET reform, providing alternative models of training, such as distance education programmes, and trainer training in the 3 major profiles: services, technology and resources.
• Shared knowledge and experience gained through the project, through groups of schools covering a wide spectrum of occupational families within the three main profiles: resources, services and technics, relevant to their area.
• Revised curricula, adapted to the use of the new occupational learning equipment, to facilitate the provision of training with good qualifications and up-to-date skills. Adoption of training modules adapted to the needs of young people with physical, social or mental disabilities in view of their integration in normal schools.
• 100 administrative staff and 200 teaching staff of the 100 VET schools trained to work with the IT equipment
• 55 teacher trainers trained: 44 staff of the 22 resource centres, 7 staff of the NCVETD and 4 university lecturers (e.g. Universities in Craiova, Brasov, Suceava, Baia Mare) from trained in the delivery of the staff development as contained in this project, the training partly consisting of developing the training programmes assisted by TA and local experts.
• 200 teaching staff of the 100 VET schools trained for the use of IT to assist in adapting curricula and developing learning materials:
• 413 educators trained for applying student centred education: 122 deputy-directors and 244 teaching staff of all schools and resource centres, 10 staff of the NCVETD (VET curriculum specialists), 35 inspectors (in the counties included in the 11 areas) and 2 staff of the MoER
• training of 372 educators to provide education and training to students with special needs in view of their integration in normal school, out of which: 333 representatives
of all schools and resource centres, i.e. either the director or one of the deputies and 2 teaching staff of each VET school or resource centre, 4 staff of the NCVETD, 35 inspectors and 2 staff of the MoER, Management training for delivering modern VET, a total of 261 educators trained in finance, human resource management, quality assurance and action planning; 111 directors and 111 deputy-directors of all schools and resource centres, 2 staff of the NCVETD, 35 inspectors and 2 staff of the MoER

- **Planning of education and training on demand** - a total of 289 people trained: 111 directors and 111 deputy-directors of all schools and resource centres, 22 members of the 11 regional Education Committees (2 of each), 8 staff of the NCVETD (regional coordinators), 35 inspectors, and 2 staff of the MoER

- **Working with enterprises** - a total of 489 educators and counterparts from enterprises trained: 333 representatives of all schools and in-area resource centres, i.e. either the director or one of the deputies and 2 teaching staff, 111 representatives of local enterprises (1 for each TVET school or resource centre), 8 staff of the NCVETD, 35 inspectors and 2 staff of the MoER

- Development of models for a Regional Education Action Plan (REAP) and for a School Action Plan (SAP), Regional Consortia assisted in producing their REAPs. TVET schools and resource centres received support for the elaboration of their SAPs.

- A report on a system of National Vocational Qualifications to facilitate the delivery of VET equal to European standards delivered, which contains the following components:
  - Policy and procedures for co-operation of MoER, MoLSS and other major stakeholders in TVET to develop a system of National Vocational Qualifications;
  - Process of organising and managing vocational examinations and assessment of vocational qualifications;
  - Rules, procedures and forms of certifying vocational qualifications, with regard to equivalence of qualifications, standards and certification;
  - Proposal for a national system of accreditation with confirming vocational qualifications.

- **Dissemination** through publications, seminars and conferences for members of consultative bodies, authorities and the media in order to support the dissemination of the programme

- An interactive website to facilitate communication between all actors in VET and share knowledge and experience in view of continuously updating VET provision maintained by the National Centre for VET Development (NCVETD)

**D. Tourism component**

- Diagnosis of current situation in the tourism sector (SWOT analysis, benchmarking)
- Updated Medium Term Action Plan for tourism development and well defined key priorities to be addressed
- Upgraded quality standards and well designed and established system of accreditation for the providers of services in tourism
- Improved system of accreditation for the providers of services in tourism
- Well trained MT trainers and staff to apply the accreditation procedure and quality standards and for undertaking the first training and accreditation rounds
- Training Needs Assessment (main areas of training, beneficiaries, staff required, resources required, etc.) and benchmarking in comparison with similar institutions which operate successfully in touristic countries and preparation of a Training Programme.
3.4 Activities

A. Institution Building to Support Regional Development Policy Implementation

A.1 Overall co-ordination, policy programming and decentralisation

The following activities will be supported through this sub-component:

- Support to enhance MDP’s overall coordination of policy implementation for Economic and Social Cohesion at the national level in line with progress of EU accession negotiations and preparations for the EU Structural Funds;
- Assistance with the development of fully operational capacities for decentralized implementation at the national and regional level in line with EDIS;
- Assistance to MDP and RDAs for programming of Phare investments in the context of the National Development Plan to ensure a continuous programming process, including research into key regional and sectoral issues to provide an improved basis for programming;
- Support for the continued development of operational partnerships at national level between governmental and non-governmental sectors, building a wide range of financial and intellectual contributions and increasing the commitment of key actors;
- Training of MDP and RDA staff and key personnel from other institutions, involved in design, technical and financial management, monitoring and evaluation of projects and programmes. In this context and in view of the requirement to strengthen institutional capacity for ESF-type activities, the specific needs of the Ministry of Labour and Social Solidarity and of the National Agency for Employment will be taken into account.
- Continuous assessment of training needs with regard to the adopted Programme for Regional Development Training and proposals for programming future training activities;
- Assistance to RDAs to help them develop broader operational partnerships in the regions to strengthen local/regional ownership of the projects/programmes by the specific target groups;
- Support for the RDAs to help them develop project and programme management and implementation capacities.

A.2 Economic and Social Cohesion Investment Project Preparation Facility

Technical Assistance for the Ministry of Development and Prognosis (MDP), directly related to Phare 2002 investments in Economic and Social Cohesion, to support:

- Preparation for large projects with regional impact, including elaboration of required technical and implementation documents as feasibility studies, cost-benefits analysis, or financial analysis, analysis of user charging systems for the infrastructure projects, pre-investments studies -detailed technical design, bills of quantity, works schedule -preparation activities for aid schemes, including market demand analysis and identification of efficient delivery mechanisms -tender document and procurement plans
- environmental impact assessments to meet requirement of European Community legislation
  - Assistance from experts to compile all the necessary documents and justifications for individual projects

- Implementation of a large-scale national promotion campaign, including dissemination of good regional development practices at national, regional and local level;

- Ex-post evaluation of large regional development projects and grant schemes under the Phare RO 9807 and RO 007 programmes, in order to substantiate the Phare 2002 and 2003 programming exercise;

- Identification and design of strategic development projects with regional and inter-regional impact to be financed under different schemes, including need analysis, identification of available resources, building of inter-institutional partnership.

- Training and technical assistance in the appraisal of large regional infrastructure development projects;

- Training and technical assistance in the evaluation of facilities or grant schemes to be supported.

- Preparing valid, mature regional development programmes and projects, including feasibility studies and detailed design, in line with regional development plans and sectoral strategies for SMEs, HRD, social services and infrastructure, with a view to financing by Phare, national and regional budgets and other external sources of investments in 2002 –2003.

B. Institution Building supporting the SMEs sector

There are two types of activities to be carried out with the view to strengthen the capacity of the MSMEC to design, monitor the implementation and assess the impact of SME development policies and programmes:

B1. Technical assistance

B2. Twinning arrangement

The technical assistance will:

- Elaborate methodologies for:
  - reviewing the evolution, assessing the needs and monitoring the health of the SME sector;
  - designing policies and programmes for SME development;
  - programming by prioritisation;
  - assessing the overall impact and effectiveness of SME developed policies / programmes / projects;
  - assessing the impact on SMEs of the regulatory framework.

- Create a comprehensive statistical database on SMEs.

- Develop, implement and assess impact of SME support strategies and policies.

- Prepare projects with national and regional impact, including elaboration of required technical and implementation documents including:
  - feasibility studies, cost-benefits analysis, or financial analysis;
- detailed technical design, bills of quantity, work schedule;
- definition of activities for aid schemes, including market demand analysis and identification of efficient delivery mechanisms;
- tender document and procurement plans;
- environmental impact assessments to meet requirement of European Community legislation;

- Establish a mechanism for monitoring for programmes/projects developed for SMEs;
- Apply methodologies for designing, monitoring the implementation and assessing impact of specific SME development programmes/projects.
- Create mechanisms to adapt policies/programmes to the changing requirements of the SME sector.
- Conduct a survey among SME advisory and training centres to assess support needs to improve sectorial and other specialisation
- Monitor the implementation and assess impact of the programmes aimed at assisting SMEs to meet EU norms and standards on environment protection, and quality and safety standards.
- Elaborate and publish relevant studies, practical guides for SMEs, SME Policy Handbook, surveys, reports etc.
- Organise the SME Forum.
- Publish the SME Annual Report.
- Upgrade the MSMEC web site.

The technical assistance is expected to involve:

- two senior long-term EU advisor for 20 man-months over a period of 24 months;
- short-term EU senior experts for a total of 10 man-months, over a period of 24 months;
- local experts for a period of 20 man-months each;
- one IT senior expert for a period of 10 man-months, for support on database design and management
- one IT expert specialised on web sites design and Internet communication for a period of 10 man-months;
- specialised software and hardware for database development and management
- specialised software for project management for 15 users (staff of MoSMEC)
- Editing and publishing support for the SME Annual Report for years 2000, 2001, 2002 and 2003 in 1,000 copies each, including for translation of SMEs Annual Report.
- Editing and publication support for others reports, practical guides etc (abt. 10 guides and reports published over a period of 24 months x 1000 copies each).
- Support for the organisation of min. 2 surveys on SME sector.
- Support for the organisation of events (round tables, SME Annual Forums etc)
- Other: purchase of books, publications etc

The twinning arrangement (separate Twinning Covenant) will provide on going advice and training to the MoSMEC, covering best practices in the EU related to SME policy development and implementation, classical and modern financing instruments for SME, loan guarantee and co-guarantee systems, export promotion, sub-contracting, as well as other instruments (such as those aimed at developing regional/transnational cooperation and partnership between SMEs), in order to facilitate collective work between the Ministry and the Twinning partner to:

- Undertake an impact study on legislative and administrative framework related to SME sector; elaborate practical solutions based on existing experience and practice
in the EU, in order to ensure that the SME policy in Romania will be fully in line with the principles and objectives of EC enterprise policy, particularly with regard to the simplification of the business environment;

- implement the Action Plan for Removing Barriers Faced by SMEs (APBR) and enhance the capacity of MSMEC to coordinate efforts for improving business environment for SMEs;
- Carry out an assessment of current SME programmes/schemes (including grant and credit schemes) financed from different sources (EU, IFIs, Romanian budget, different private sources);
- Elaborate a coherent implementation framework for existing aid schemes
- Define a national policy to improve SMEs access to medium and long term finance for investment;
- Organise the activities and build consensus of inter-ministerial task forces relating to the above activities.
- Organise round tables with national and regional private and public stakeholders for SME sector relating to the above activities.

The **twinning arrangement** is expected to involve:

- one pre-accession advisor (PAA) for a period of min. 12 months;
  Requirements :
  *Minimum 10 years experience in design and implementation of policies and /or programmes for SMEs and private sector development;
  *Detailed knowledge of the *acquis communautaire* in the SME development field;
  *Knowledge and awareness of structures for SME policy implementation specific to different EU Member States;
  *Hands-on experience in assessing impact of private sector development policies and programmes;
  *Proven ability to communicate with senior decision-makers in the public sector and to animate multi-sectoral groups.
  *Proven ability to transfer know-how.
  *Excellent command of English and good knowledge of other EU languages

Desired :
*Experience of working in a central/eastern European administrative environment;
*Good knowledge of Romanian situation and Romanian administrative structures.

- Short-term expertise on specific issues related to designing, monitoring implementation and assessing impact of policies and programmes aimed at developing private sector and SMEs competitiveness.
- Study visits to three EU countries and one candidate country in the CEEC, to provide first-hand information on policy co-ordination mechanisms and implementation structures for private sector and SME development;
- Internships of one to three months for selected staff of MSMEC in a department/ministry in the EU with activities aimed at supporting strengthening competitiveness of SME and private sector development.

The Pre-Accession Advisor is expected to take up duties in Romania no later than July 2002.

**Selection criteria of the Member States' national institutions**
Institution of (or established by) central government in an EU Member State, with responsibilities for:

- design and implementation of policies, programmes and schemes to improve the competitiveness of SMEs;
- establishment and development of legal frameworks relating to the operating environment for SMEs;
- compliance with EC policies directly related to SMEs - e.g. Competition Policy (State Aids), Human Resource Development Policy, Equal Opportunities Policy, Environment Policy etc.

C. Technical and Vocational Education and Training (TVET)
Planning of the activities will cover a long-term perspective of a duration of two consecutive Phare programmes. An indicative figure to cover the IB over the two consecutive Phare programme period has been preliminarily estimated as 8.5 MEURO Phare contribution, out of which a 4.5 MEURO represents Phare funding for IB in 2001.

The short-term (annual) perspective is subject to annual revision in accordance with the economic and social dynamics at the level of the priority areas. The long-term perspective corresponds to the planning integrated in the NDP.

This project fiche covers the budgetary commitment for Phare 2001 and gives an indicative figure for the expected budgetary commitment for Phare 2002, based on the immediate investment priorities identified together with the Ministry of Development and Forecast for the 11 selected priority areas.

Both IB and Investment contracts will be preceded by the selection of school units in each of the priority areas. The task will be carried out by the Regional Consortia that will operate at the area level under the coordination of Regional Development Boards.

The project will address an estimated number of 122 VET institutions out of the total number of 466 in the 11 areas, as follows (see also Annex C1):

- 100 VET schools and 11 resource centres in the 11 priority areas ("in-area resource centres), which are considered sustainable for the TVET system.
- an additional number of 11 resource centres outside the 11 areas will assist the implementation of the IB activities, and assure the provision of trainer training at the regional level. Their primary goal is to assist training of teachers/trainers for occupations not covered by the in-area 11 resource centres; they will also receive trainer training in management skills and teaching skills for students with special needs.

Selection criteria for schools:
⇒ the individual needs of the school population: school emphasising particular needs of students such as risk of marginalisation, deviant behaviours, etc. (higher score will be given to schools which demonstrate capacity to undertake special programmes to respond to individual needs of students)
⇒ educational offer: schools whose educational offer is linked to the national development priorities for both regional/local and sectoral development, e.g.
preparing qualified people and assuring quality in fields related to regional/local labour market needs (as an example services and tourism, including agro-tourism activities). Higher scores will be given to industrial school clusters proving potential for converting the educational offer to priority economic growing domains.

⇒ **managerial offer and social partnership:** schools demonstrating by their school development plans that they have a clear understanding of their mission and active mechanism for developing social partnership in a sustainable way supported by developed or ongoing projects, agreements concluded with social partners associations (higher scores will be awarded for stable partnerships and for the capacity of attracting extra budgetary funds)

⇒ **allocation of resources (human and material):** schools with appropriate premises for training, as well as qualified teachers and instructors (higher scores will be given to schools showing the appropriate allocation of resources in the required field of training)

⇒ **support of the public authorities for the investment in TVET:** proving evidence for good partnership with local public authorities (higher score will be given to schools demonstrating support of the authorities in the process of investing in TVET, including additional investments financed from local sources)

In view of their selection, schools will elaborate an application file, which will include the managerial development plan and evidences required by the above-mentioned criteria. The dossier will be send to the Regional Consortia of the respective area.

The TVET schools will be selected on a competitive basis. The selection will be coordinated by the Regional Consortia in order to observe regional and local development priorities and to avoid discrepancies in VET provision. The Ministry of Education and Research, will decide on the distribution of the total number of schools per priority area. It will also take a decision on the number of schools for each of the target actions, based on selection made at the level of the priority area and according to the policy in the education field.

Schools are the local beneficiaries of the Phare project, as such they will receive equipment to be used in the delivery of modern VET. In this capacity they can develop themselves into centres for human resources development at community level, as providers of continuing vocational training and at regional level as providers of training for instructors and as support application schools for teacher training.

- Resource centres
  The 11 centres inside the target areas will elaborate application files and follow the same procedure for selection as the 100 schools.

**The selection of 11 resource centres inside the 11 areas** will be based on the following criteria:
- experience in curriculum development and trainer training during Phare VET RO 9405;
- experience in continuing training;
- experience in applying for projects linked to EC or non-governmental sources in the field of human resource development;
- location in areas under industrial restructuring;
- evidence of updated infrastructure for the fields in which they offer the continuing training
- active partnership with the local community and the economic agents.
Two resource centres will be selected out of the 11 inside the areas to train teaching staff in the teaching of students with special needs with a view of their gradual integration into normal school environment. The selection will be done at the level of the MoER. The above mentioned centres have to be located in such a way, that one will serve the Northern areas and the other the Southern ones. Selection criteria will be as follows:

- good results in vocational education;
- good practices in child care process;
- effective relations with public authorities and specialised services in child protection;
- effective relations with a University department for teacher training, Teacher’s Houses, and social partners.

The 11 centres outside the 11 areas are subject of selection at the level of the MoER, as they should assist the coherent implementing of reform at the national level.

**National Level Actions and Policy Framework**

- Study on a Rationalised VET System in Romania, containing the following components
  - Description of a modern VET system, Infrastructure for Initial Education and Training and Lifelong Learning;
  - Description of the present situation of the VET system in Romania in comparison with a modern VET system;
  - Organisation of the transfer from an existing system for the delivery of VET to a modern rationalised TVET system, including recommendations for implementation;
  - A modern VET system and decentralised governance and accountability;
  - Contours of a flexible and diversified VET provision;
  - VET schools tackling change, responding to present and future demands;
  - Consequences of a flexible and diversified VET provision, at policy, intermediate and at school level;
  - Consequences of a flexible and diversified VET provision for pre-service and in-service teacher training;
  - Development of the institutional capacity of the existing institute (NCDVET) with role in school improvement, to support modern VET centres.

TA and Romanian experts to report to the Steering Committee, to assist them in steering the programme and making policy recommendations to the MoER.

- Report on a System of National Vocational Qualifications, containing the components
  - Policy and procedures for co-operation MoER, MoLSS and other major stakeholders in VET to develop a system of National Vocational Qualifications;
  - Process of organising and managing vocational examinations and assessment of vocational qualifications;
  - Proposal for a national system of accreditation with confirming vocational qualifications.

TA and Romanian experts.

- Analysis of successful partnerships between VET schools and enterprises in Romania and EU countries and development of a model-School Partnership Action Plan.
• TA and Romanian experts to elaborate on instruments for quality assurance in the provision of VET and report to the Steering Committee, to assist in making policy recommendations to the MoER.

• TA and Romanian experts to assist in implementing a quality assurance methodology in the 100 selected schools and 11 resource centres.

• teacher trainers to be trained in the delivery of staff development as contained in this project, the training partly consisting of developing the training programmes.

• TA and local experts

• TA to advise on and participate in the dissemination of project results, to be delivered through conferences, seminars, roundtables and other means of communication. Authorities to be involved in conferences and seminars at regional and local level. The media to be informed in all relevant ways.

• The National Centre for VET Development (NCVETD) to install and maintain an interactive website to enable communication with and between the PIU and all other actors in this Phare VET programme on a daily basis. The website also to act as a means through which teaching staff of schools and resource centres, as well as specialists of the NCVETD can share knowledge and experience.

Local expert to develop the website and to maintain it on a daily basis.

• Exchange of experiences in VET policies through study visits - a total of 40 persons representing stakeholders of the project will benefit of study visits for TVET policies in EU member states: representatives of the Advisory Board, representatives of the Ministry of Education and Research and of the NCDVET, coordinators of the Local Development Committees for Social Partnerships in VET

Regional level actions and measures
Adoption of national policy on education and human resource development at regional level by the Regional Consortia (RCs) through their annual Regional Education Action Plan (REAP). The REAPs to include recommendations concerning the qualifications and their levels as required in view of regional developments.

• TA to assist in the development of a model-REAP and to assist RCs with the development of their respective REAPs.

• Adapting the data of the Educational Management Information System (EMIS) to the specific needs of TVET - TA to assist the PIU in reinforcing the network of the school inspectorates to update and to adapt information specific to TVET.

• Training to work with enterprises: the director or a deputy-director and teaching staff of all project schools and resource centres, representatives of local enterprises, staff of the NCVETD, inspectors and staff of the MoER are trained to work in partnership with enterprises - TA to participate in the design of the training programme, the training of trainers and the delivery of some training courses

• Training for curriculum development (relevant to the local labour market): teaching staff the 100 TVET schools trained in school-based curriculum development using IT - TA to participate in the elaboration of specifications and to ensure quality of the training programmes.

• Training for student-centred education: directors, deputy-directors and teaching staff of all schools and resource centres, staff of the NCVETD, inspectors and staff of the MoER to be trained in student centred education.

TA to participate in the design of the training programme, the training of trainers and the delivery of some training courses

• Training in planning of education on demand: directors and deputy-directors of all schools and resource centres, members of the Regional Education Committees, staff of the NCVETD, inspectors and staff of the MoER trained in planning of education on demand.
TA to participate in the design of the training programme, the training of trainers and the delivery of some training courses

- Training to teach students with special needs in view of their gradual integration into normal school environment, the director or a deputy-director and teaching staff of all project schools and resource centres, staff of the NCVETD, inspectors and staff of the MoER

TA to participate in the design of the training programme, the training of trainers and the delivery of some training courses

- Management training in view of the delivery of modern TVET, including finance, HRM, quality assurance and action planning, for key actors in the delivery of TVET, i.e. directors and deputy-directors of the project’s TVET schools and resource centres, staff of the NCVETD, inspectors and staff of the MoER

TA to participate in the elaboration of specifications, the training of trainers and to ensure quality of the training programmes.

**County/School activities**

- Development of local, school based components of the curriculum and related standards for training on new trades and professions for all levels.
  TA to assist developers in elaborating and implementing the competencies and the subject themes according to the measures and priorities set by the Regional Education Action Plan.

- Development of consortia of VET schools to provide career counselling, to facilitate transition school to work, as well as continuous training opportunities for adults - TA to provide expert advice and participate in the drafting process

- Development of projects for schools to further participation in local networks.
  TA to provide advises and to participate in the drafting of a model.

- Development of teaching and learning materials to facilitate individual learning - TA to assist in drafting technical specifications and in checking the quality of final products.

- Establishment of work placement in enterprises for students during the last year of specialisation of VET schools, including those for the so-called apprenticeship schools.
  TA to assist the VET school-partnerships by providing guidelines to apply relevant actions defined by the REAPs.

**D. Institution Building supporting the Tourism sector**

- Analysis of the current situation in the tourism sector (SWOT analysis), benchmarking (in comparison with countries that succeeded to radically increase foreign exchange revenues from tourism – Croatia, Turkey, Greece, etc.)
- Updating the medium term Action Plan for tourism development and assisting the MT to define the key priorities to be addressed and ensure coherence of tourism with regional development policy
- Assessing and drafting the quality standards; assisting MT to improve the system of accreditation for the providers of services in tourism, based on best international practices and in accordance with the EU standards in the field
- Effective support to the MT for enforcing the accreditation procedure and quality standards and for undertaking the first accreditation rounds
- Assessing the training needs in the tourism sector (main areas of training, beneficiaries, staff required, resources required, etc.) and benchmarking in comparison with similar institutions which operate successfully in touristic countries
- Designing a Training Plan for staff working in the tourism field.
4. Institutional Framework

The Ministry of Public Finances (CFCU) will be the Implementing Agency for the Institution Building component of Phare 2001.

The line ministries will play the role of Implementing Authorities, in charge with technical management of the corresponding component: Ministry of Development and Prognosis, Ministry of SMEs and Co-operation, Ministry of Education and Research, Ministry of Tourism.

Ministry of Development and Prognosis, as an organisation which is responsible for regional development, will be in charge with the co-ordination between governmental strategies, policies and programmes (National Development Plan) and the regional level (Regional Development Plans). It will have to ensure that the appropriate control is in place to ensure value for money in terms of large public expenditure projects.

At the National Level, a Steering Committee will be established, composed from representatives of: the Ministry of Development and Prognosis, RDAs, Ministry of SMEs and Cooperation, Ministry of Education and Research, Ministry of Labour and Social Solidarity, Ministry of Public Works, Transport and Dwellings, National Administration of Roads, the Ministry of Water and Environment Protection, National Agency for Science and Technology, National Centre for Vocational and Technical Education Development, Ministry of Youth and Sport, Ministry for European Integration, EC Delegation and other relevant stakeholders identified at the national level for each component.

The Steering Committee will be chaired and serviced by MDP, which will therefore undertake all the necessary administrative tasks (organising meetings, planning agendas, general secretariat) and will produce all papers to be discussed at its meetings.

The Steering Committee will play an important consultative role by:
- secure that the actions implemented under the Economic and Social Cohesion Phare 2001 are in line with the National Development Plan and other relevant strategies;
- offering advice on procedures for the selection and implementation of the institution building and investment projects, and will play a role in each phase of the process;
- advice and information to identify financing sources for projects;
- participating in the monitoring of the Phare 2001 programme, both Institution Building and Investment components;
- providing an opinion on the Terms of Reference for evaluation of the Programme (mid-term and ex-post);
- participating in the selection of contractors for evaluations (mid-term and ex-post);
- participating in evaluations (mid-term and ex-post);
- advising on strategic directions to be taken in the Programme as a result of evaluation findings.

Meetings of the Steering Committee will be held quarterly, or more frequently if business demands.
The Regional Development Boards will play an important role at regional level in both institution building and investment components:

- approve the list of SMEs, social services and small-scale infrastructure projects to be financed under investment components;
- approve the target area specific objectives and priorities;
- approve the list of TVET schools and resource centres selected at regional level.

The Regional Development Boards could invite in the meeting the relevant stakeholders/partners for different components, including the local de-concentrated services of the line ministries, in order to ensure a broader partnership and commitment at regional level.

Technical and Vocational Education and Training (TVET)

The MoER will supervise and co-ordinate the preliminary activities and work with the short technical assistance under PPF of Phare 2000 to prepare all necessary documents for Phare 2001.

The current members of the National Council for Initial Vocational Training and Continuing Education (tripartite structure) will form an Advisory Board. The Advisory Board will organise its activities by means of Specialised Committees. They will consist of representatives of ministries, organisations of social partners, relevant tripartite bodies, and the specialised institutions of the Ministry of Education and Research. Each Specialised Committee will support a component of the programme e.g. policy on VET, curriculum development, teacher and trainer training, links to labour market and continuous vocational training, funding of VET, legislation, social inclusion of target groups and links to other European projects.

The MoER as Implementing Authority for TVET component, has entrusted the National Centre for Technical and Vocational Education Development (NCTVED) with the task to manage and implement the programme, within a Project Implementation Unit (PIU). The NCTVED was established by the Romanian Government in order to ensure the institutional sustainability of the Phare VET RO 9405 programme, and as such has the necessary experience to take on the task successfully.

Representatives of European Training Foundation will participate to assist in specific project management issues. Progress in development of the Phare TVET project will be reported by the PIU in Monthly Reports.

Regional level

The project will create Regional Consortia of currently acting institutions formed by Regional Development Agencies, Local (County) Committees for Social Partnership Development in VET, County Councils, as well as the County School Inspectorates. The leading institutions will be represented by the County School Inspectorates, which operate in the counties that are represented in the area covered by the relevant Regional Development Agency. The Regional Consortia will form a consultative structure of the project and their main tasks will be:

- selection of VET schools and resource centers which will take part in the project;
- identification of training relevant for regional development;
- selection of qualifications that will be developed within the project;
- identification of occupational equipment to enable training relevant for regional development.
The regional level represents a concerted action of different key actors in order to maintain the coherence of VET within the regional development policy.

5. Detailed Budget (Meuro)

<table>
<thead>
<tr>
<th>Phare Support</th>
<th>Inv.</th>
<th>Institution Building</th>
<th>Total Phare (I + I.B.)</th>
<th>National Co-financing</th>
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</table>

6. Implementation Arrangements

6.1 Implementing Agency
PAO
Name:– Ministry of Finance/ CFCU
Address: St Apolodor 17, Bucharest
Tel.: (401) 4103400
Fax: (401) 3366258

Director CFCU
Name: Ruxanda Radulescu
Address:36-38 Mendeleev street district 1, Bucharest
Telephone: (401) 3153531
Fax: (401) 3153531
<table>
<thead>
<tr>
<th>Sub-Component</th>
<th>Implementing Agency</th>
<th>Implementing Authority</th>
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<td>A. Institution Building to Support Regional Development Policy Implementation</td>
<td>CFCU</td>
<td>Ministry of Development and Prognosis</td>
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<tr>
<td>B. Institution Building supporting the SMEs sector</td>
<td>CFCU</td>
<td>Ministry of SMEs and Co-operation</td>
</tr>
<tr>
<td>C. TVET</td>
<td>CFCU</td>
<td>Ministry of Education and Research</td>
</tr>
<tr>
<td>D. Institution Building supporting the tourism sector</td>
<td>CFCU</td>
<td>Ministry of Tourism</td>
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</tbody>
</table>

6.2 Twinning

Twinning covenants will be signed between Member States institutions (chief executive) and the heads of the beneficiary institution – the Ministry of SMEs and Co-operation.

<table>
<thead>
<tr>
<th>Contact person</th>
<th>Silvia Ciornei</th>
<th>Ministry of SMEs and Co-operatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td>Str. Poterasi 11, Sect. 4, Bucharest</td>
<td>Telephone: (401) 336 35 28</td>
</tr>
<tr>
<td>Fax:</td>
<td></td>
<td>(401) 335 18 43</td>
</tr>
</tbody>
</table>

The assistance to be provided will come from EU Member States national Institutions and the selection of the organisations to provide the support will depend upon the quality of the offers received. It is therefore likely that a number of EU Member States will be involved in the projects. The manual for Twinning will be used.

Implementing authority: Ministry of SMEs and Co-operation.

6.3 Non-standard aspects

The ‘Practical Guide for Phare, ISPA and SAPARD’ procedures will be followed. For twinning of 750,000 euro the twinning manual will be followed.

6.4 Contracts

6.4.1 Twinning

The twinning covenant will be of amount of 750,000 euro. Member States are invited to bid for the twinning projects.

6.4.2 Technical assistance

It is envisaged to contract Technical Assistance projects according to Practical Guide for Phare, ISPA and SAPARD.
7 Implementation Schedule

<table>
<thead>
<tr>
<th>Sub-component</th>
<th>Start of tendering/ twinning procedure</th>
<th>Start of project implementation</th>
<th>Completion of the project</th>
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<tr>
<td>A. Institution Building to Support Regional Development Policy Implementation</td>
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<td>A.1. Overall co-ordination, policy programming and decentralisation</td>
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<td>B. Institution Building supporting the SMEs sector</td>
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</tr>
<tr>
<td>D. Institution Building supporting the tourism sector</td>
<td>05.2002</td>
<td>01.2003</td>
<td>09.2004</td>
</tr>
</tbody>
</table>

8. Equal Opportunity

The contractors will be encouraged to make available both female and male staff as pre-accession advisers and short term experts as well as technical assistance experts. While designing socio-economic programmes or grant schemes, the Romanian institutions will pay particular attention in following the mainstreaming concept and in ensuring a full and equal participation of women, ethnic minorities and other socially disadvantaged or excluded groups.

9. Environment

Environmental aspects will be considered in a structured way with particular reference to environmental sustainability concept. On the institutional side, particular attention will be given to the way of assuring that the relevant environmental authorities are fully involved in the different stages of the decision making process. (Strategy-making, programming, project selection and monitoring and ex-post evaluation)

10. Rates of return

Not applicable in respect of Institution Building projects.

11. Investment criteria

Not applicable in respect of Institution Building projects.

12. Conditionality and sequencing
Selection of 100 schools and 22 resource centres, under the responsibility of MoER, will be finalized by November 2001.

Rationalised TVE school network agreed with the social partners and public authorities.

Phare support will be delivered on the basis of a plan for rationalisation of the TVET school network which will identify those schools best able to provide training in line with the expected future demands of the labour market. The Ministry of Education and Research will issue an order on the rationalisation of the system in advance of launching of procurement on the equipment component and contracting of the works component.

The TVET component should continue the reform on the basis of the principles introduced with the first Phare RO9405 programme, especially as regards the school based curricula. The school based curricula is a key tool in the decentralisation of the educational system and important in supporting the main aims of the current TVET programme: making educational offer more respondent to the needs of the local labour market and promoting local partnership between education and social partners. The implementation of the school based curricula at all levels of TVET will be monitored by the Commission on the basis of reports to be provided by the NCVETD. First report on the implementation during the school year 2001-2002 should be provided by the end of March 2002.

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)

C1. Current VET Structures
C2. Next phase of TVET for Phare 2002
### LOGFRAME PLANNING MATRIX FOR

**Project**  
**Programme name and number**  
**RO 01XX.YY**

**INSTITUTION BUILDING for ECONOMIC and SOCIAL COHESION**  
**INTEGRATED REGIONAL MEASURES**

<table>
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<tr>
<th>Contracting period expires:</th>
<th>Disbursement period expires:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.11. 2003</td>
<td>30.11.2004</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total budget :</th>
<th>Phare budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.25 Meuro</td>
<td>14.25 Meuro</td>
</tr>
</tbody>
</table>

### Overall objective

To develop and implement national policies and programmes of social and economic cohesion on a multi-annual basis, in line with the provisions of the National Development Plan (NDP) and of Council Regulation 1266/99 on Extended Decentralised Implementation Systems (EDIS) in candidate countries, by strengthening the institutional capacity of central ministries (Ministry of Development and Prognosis, Ministry for SMEs and Co-operation, Ministry of Education and Research, Ministry of Tourism), the 8 Regional Development Agencies and relevant local authorities to prepare for implementation of the investment support to be provided.

### Objectively verifiable indicators

- MDP and key ministries involved develop a common strategy in regional development
- Better knowledge of EU requirements and EU practices in European Regional and Cohesion Policies
- EDIS starting to be applied for Phare
- NDP structure similar to SPD and OP prepared by Member States for Structural Funds

### Sources of Verification

- EC regular report for Romania in the relevant sector
- Official statistics of the National Institute of Statistics, and line ministries
- Stage of preparation for EDIS, EC evaluation report

### Assumptions

- The European Union and the Romanian Government will continue to financially support the regional development in Romania
- Favourable environment for economic and social cohesion is a main concern of Romanian Government

### Project Purpose

**A. Institution Building to Support Regional Development Policy Implementation**

- To strengthen MDP’s role in the overall co-ordination of policy implementation for Economic and Social Cohesion at the national level in line with progress of EU accession negotiations and preparations for the EU Structural Funds.
- To support the preparation of valid, mature regional development programmes and projects, including feasibility studies and detailed design, in line with regional development plans and strategies, with a view

### Objectively verifiable indicators

- Yearly updating the National Development Plan as result of common involvement of line ministries
- Increased funds available for regional development based on NDP priorities established together with ministries involved
- Existence of a pipeline of projects to be financed by future Phare programmes, included in the Phare project fiche

### Sources of verification

- Official documents as NDP and RDPs exist
- Programme evaluation reports
- Reports prepared for Joint Monitoring Committee (JMC)
to financing by Phare, national and regional budgets and other external sources of investments in the period 2002-2006.

- To support the development of decentralised, effective and broad partnerships and the networking in order to upgrade the management and technical skills of the partners, maximises synergies, increases the commitment and facilitate the exchange of experience and the dissemination of best practices

<table>
<thead>
<tr>
<th>A. B. Institution Building supporting the SMEs sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To improve the institutional framework and the organization of SMEs and Cooperatives policy in order to strengthen the policy-making capacity</td>
</tr>
<tr>
<td>- To improve the staff capacity to implement the acquis communautaire as well as relevant EU good practice as regards the SMEs and cooperatives environment in order to increase the coherence of the SME policy, simplify legislation and the administrative environment</td>
</tr>
<tr>
<td>- To improve staff capacity in programming intervention, based on enlarged partnership and inter-ministerial cooperation to identify priorities, taking into account the assessment of results from past and ongoing programmes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Technical and Vocational Education and Training (TVET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To strengthen and consolidate the achievements of the reform</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>annex 1 : logframe matrix for project: RO0108.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effective co-operation with partners for development of NDP, RDPs and implementation of projects</td>
</tr>
<tr>
<td>• Government Strategy for SME Development and relevant policies elaborated and published by end 2002</td>
</tr>
<tr>
<td>- SME development programmes, worth at least 25 Meuro/year, developed and implemented as defined in SME national and regional policies</td>
</tr>
<tr>
<td>• EC regular report on Romania’s preparation for accession (section related to SMEs policies, business environment and MSMEC institutional capacity)</td>
</tr>
<tr>
<td>• Relevant Government decisions</td>
</tr>
<tr>
<td>• Programmes evaluation reports</td>
</tr>
<tr>
<td>• Stability of the institutional framework</td>
</tr>
<tr>
<td>• Government disposing adequate financing for SME development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rationalised three level TVET system and additional apprenticeship schemes (school based and community based)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy on TVET rationalisation at the level of MoER, resulting from cooperation with other</td>
</tr>
<tr>
<td>Clear policies at Governmental level for investment in Human</td>
</tr>
</tbody>
</table>

• To support the development of decentralised, effective and broad partnerships and the networking in order to upgrade the management and technical skills of the partners, maximises synergies, increases the commitment and facilitate the exchange of experience and the dissemination of best practices
acquired through the Phare VET RO 9405 programme for initial TVET; and to support the rationalization and the modernization of the present TVET system;

- To review responsibilities, governance and accountability mechanisms in the provision of initial TVET in line with the social and economic development as stated in the National Development Plan;
- To ensure equal chances for all young people to obtain a good professional qualification at a level equal to European standards, by providing TVET, which responds flexibly to the needs of each individual

**D. Institution Building supporting the tourism sector**

- To strengthen the policy-making capacity of the Ministry of Tourism (MoT), in order to update the medium term Action Plan for tourism development and to define the key priorities to be addressed.
- To harmonise the legislation in tourism sector regarding: quality standards, technical standards, statistical indicators for tourism, records and common statistical analyses, ecological standards in accordance with the EU acquis in the field of tourism.
- To support the MoT for enforcing the accreditation procedure and quality standards and to improve the system of accreditation for the providers of services in tourism, based on best international practices and in accordance with the EU standards in the field.

<table>
<thead>
<tr>
<th>for people with special needs</th>
<th>concerned Ministries (Ministry of Labour and Social Solidarity, Ministry of Development and Prognosis)</th>
<th>Resources Development, including vocational education and training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decentralised school planning at the regional/area level by use of institutional Regional Consortia and Regional Action Plans</td>
<td>Policy of MoER regarding strengthening the social partnership for TVET at national, regional and local level</td>
<td>Defined priorities for economic and social development in the 11 priority areas</td>
</tr>
<tr>
<td>Target measures at national and regional level to enhance vocational education and training, and occupational mobility of people with special needs</td>
<td>Policy of MoER regarding the gradual integration of young people with special needs in the normal school system</td>
<td></td>
</tr>
</tbody>
</table>

**Annex 1: Logframe Matrix for project: RO0108.01**
### Results

<table>
<thead>
<tr>
<th>A. Institution Building to Support Regional Development Policy Implementation</th>
<th>Objectively verifiable indicators</th>
<th>Sources of verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1 Overall co-ordination, policy programming and decentralisation</td>
<td>• Improved co-ordination between the Ministry of Development and Prognosis and the key ministries in order to develop a common approach to strategic issues.</td>
<td>• Quarterly reports from TA team</td>
<td>• Line ministries and other actors committed to be involved in establishing a strategy for regional development in Romania</td>
</tr>
<tr>
<td></td>
<td>• Effective involvement of key ministries, RDAs and local partners in the identification and the preparation of regional development programmes.</td>
<td>• MDP reports for Joint Monitoring committee</td>
<td>• Commitment of local authorities</td>
</tr>
<tr>
<td></td>
<td>• Improved knowledge regarding regional development policies and practices to all actors playing a role in this field</td>
<td>• Training materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Broader partnership development at regional level to increase commitment and maximise synergies towards effective implementation of programmes</td>
<td>• TNA report and training plan for EDIS compliance produced</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Training Needs Assessment (TNA) for MDP and RDAs in order to develop capacities for EDIS application, and development of a training plan</td>
<td>• 4 experts from each RDA with strong analytical and strategic skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Well trained staff of the RDAs in all the aspects of Technical and Financial Management of programmes and projects</td>
<td>• 2 experts from each RDA and 12 from MDP trained on Financial Management and Control issues</td>
<td></td>
</tr>
<tr>
<td>A.2 Economic and Social Cohesion Investment Project Preparation Facility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Improved preparation for implementation of large infrastructure projects, including elaboration of required technical and implementation documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dissemination of examples of good practices at national, regional and local level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• National grant schemes designed, based on lessons learned from implementation of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Objectively verifiable indicators

- NDP and RDPs developed in partnership, according to a methodology
- Establishment of the Steering Committee at national level
- At least 40 experts from MDP and 30 from key ministries trained
- At least 20 local regional stakeholders from each region involved in regional development projects
- TNA report and training plan for EDIS compliance produced
- 4 experts from each RDA with strong analytical and strategic skills
- 2 experts from each RDA and 12 from MDP trained on Financial Management and Control issues
- At least 12 RDB members and other stakeholders from each region involved in training

### Sources of verification

- Quarterly reports from TA team
- Monthly reports from MDP
- MDP reports for Joint Monitoring committee
- Training materials
- TNA report and training plan
- Minutes of Steering Committee and materials prepared
- List and documentation of projects
- Brochures designed and disseminated
- ToRs and ex-post evaluation report

### Assumptions

- Line ministries and other actors committed to be involved in establishing a strategy for regional development in Romania
- Commitment of local authorities
Annex 1: Logframe Matrix for project: RO0108.01

<table>
<thead>
<tr>
<th>previous programmes.</th>
<th>projects</th>
<th>national database on programmes/projects developed/under implementation for SMEs by state and/or national/international institutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex-post evaluation of Phare 1998 and 2000 programmes in order to draw up lessons for designing future programmes and projects.</td>
<td>E. Brochures elaborated and disseminated to promote best practices</td>
<td>Government published decisions</td>
</tr>
<tr>
<td>At least 3 national grant schemes designed</td>
<td>ToRs and ex-post evaluation report</td>
<td></td>
</tr>
</tbody>
</table>

**B. Institution Building supporting the SMEs sector**

**B1. Technical Assistance**

1. Mechanisms and methodologies developed and MSMEC staff adequately trained to assess the developments in the SME sector and to design, monitor and measure implementation of SME development policies and programmes/projects, against established targets

2. Methodology developed and staff adequately trained to: establish a comprehensive statistical database on SMEs; monitor the health and evaluate the needs of the SME sector; create mechanisms to adapt policies/programmes to the changing requirements of the SME sector.

<p>| 1.1. Preparation and dissemination, by the end of 2003, of guidelines and methodologies for designing policies and programmes for SME development; | • National database on programmes/projects developed/under implementation for SMEs by state and/or national/international institutions. |
| 1.2. A team of min. 15 MSMEC employees trained and specialized in developing policies, programming by prioritisation, implementing, and impact assessment of SME development programmes and policies, by end of 2003. | • Government published decisions |
| 1.3. A SME Policy Handbook elaborated, up-dated and published every year. | • Agendas of the Government meetings |
| 1.4. Complete database of various SME development programmes/projects, for both national and regional level, created and published every year in written form and on MSMEC web-site. | • Programmes/projects reports |
| 1.5. Min. 4 assessment reports prepared on SME development programmes financed by EU and/or state budget, by end of 2004. | • National database on state aid to SMEs |
| 1.6. Amount of funds allocated yearly by the state budget for SMEs development programmes/projects, at national and regional level. | • List of MSMEC publications |
| 2.1. Preparation, by the end of 2003, of the methodology for assessing the evolution and the needs of the SME sector. | • BEST CC (Business Environment Simplification Task Force for Candidate Countries) report issued by the EC |
| 2.1. Preparation, by the end of 2003, of the methodology for assessing the evolution and the needs of the SME sector. | • SME Annual Report published by MSMEC |
| | • Organigram of the MSMEC |
| | • Web-site of the MSMEC |
| | • Proceedings of the SMEs |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.2. A team of min. 3 MSMEC employees trained and specialized, by end of 2003, in developing and implementing methodologies</td>
<td>Annual Forum</td>
</tr>
<tr>
<td></td>
<td>2.3. At least 2 surveys on SMEs’ major needs and problems, at national or regional/local level, launched by the MSMEC every year; publication on MSMEC’ web site</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.4. Comprehensive statistical database on SMEs created and published on the MSMEC’ web site.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.5. An SME Annual Report, published every year.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>3.1. Organization of the Annual Forum of SMEs. Min. 10 business associations and min. 100 SMEs represented / participating in the SME Annual Forum every year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2. Establishment by end 2002 of a Consultative Committee on SMEs matters in which relevant national and regional public and private stakeholders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.1. One finance scheme, worth min. 2 Meuro, designed and implemented for assisting SMEs to meet relevant EU standards on environment protection, quality and safety standards.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2. At least 2 publications on key aspects related on accession matters issued every year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.1. Guide on minimum quality standards for business support services prepared, published on Internet, and made known to min. 50 business advisory services across Romania by end 2004.</td>
<td></td>
</tr>
</tbody>
</table>

3. Close communication established between MSMEC and small and medium-sized businesses in order to ensure that SMEs provide their practical input on policies and programmes. Consultation mechanisms established with national and regional public and private stakeholders for SME sector.

4. SMEs better informed and equipped to meet norms and standards resulting from the adoption of the EU acquis.

5. Improved quality and affordability of business information services for SMEs. Relevant information for the SME sector disseminated in printed form, through the network of Euro Info Centres and on Internet (reports, studies, practical guides for SMEs, other relevant information for SMEs. Improved level of knowledge of entrepreneurs on business-related matters.
### B. Twinning

6. MSMEC staff knowledgeable to undertake impact studies of the regulatory framework on SME sector.

7. MSMEC able to ensure improved co-ordination with relevant ministries and local/regional authorities, in order to develop synergic approaches to strategic issues on SME and private sector development.

8. MSMEC able to continuously up-date and ensure timely implementation of the Action Plan for Removing Barriers Faced by SMEs (APBR). Enhanced capacity of MSMEC to coordinate efforts for improving business environment for SMEs.

### 5.2. Min.

- Five practical guides for enhancing entrepreneurs’ business skills and knowledge prepared, published on Internet, and distributed to at least 200 addressees (entrepreneurs and business associations) by end 2004.

- Preparation, by the end of 2003, of the methodology for assessing the impact on SMEs of the regulatory framework.

- Establishment, by end of 2002, of functional inter-ministerial task forces on specific SME related matters.

- Every 6 months, submission to the Government of the report regarding the implementation of the APRB;

- Yearly updating of the BEST survey and dissemination of results; use of survey results in preparing the action plan for improving business environment.

### F. C. Technical and Vocational Education and Training (TVET)

- Study on rationalised TVET system in Romania

- TVET schools prepared to deliver modern VET

- A modern VET system and decentralised governance and accountability;

- Consequences of a flexible and diversified VET provision for pre-service and in-service teacher training

- 100 VET schools and 11 resource centres inside the target areas.

- Additional 11 resource centres outside the 11 areas will assist the implementation of the IB activities.

- Actions and measures regarding the rationalisation transmitted to the decentralised structures of MoER (County School Inspectorate, TVET Schools, Local Development Committees for Partnership in VET)

- Order of Minister to formally nominate the 100 schools and 22 resource centres as targets of concentrated investment at regional level

- Investment fund allocated to TVET schools by national and local budgets

- Continuation of the decentralising policy in educational system

- Inter-ministerial agreements on the integrated policies on human resources development

- MoER policy of creating groups of schools placed in vicinity
<table>
<thead>
<tr>
<th>Annex 1 : Logframe Matrix for project: RO0108.01</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grouping of schools to share knowledge and experience</td>
</tr>
<tr>
<td>• Revised curricula for all TVET levels</td>
</tr>
<tr>
<td>• Teachers trained to work with the IT new equipment</td>
</tr>
<tr>
<td>• Trained school staff for development of school capacity</td>
</tr>
<tr>
<td>• Regional Education Action Plans (REAPs) and School Action Plans (SAPs) in use</td>
</tr>
<tr>
<td>• Report on a System of National Vocational Qualification</td>
</tr>
<tr>
<td>• Enhanced capacity of the National Centre for the Development of VET</td>
</tr>
<tr>
<td>• Access to information regarding the implementation of the project</td>
</tr>
<tr>
<td>• 100 VET schools assisting non-selected schools in the vicinity, facilitating sharing knowledge and experience</td>
</tr>
<tr>
<td>• TVET curricula for the 100 schools adapted to the application of the new occupational learning areas and equipment</td>
</tr>
<tr>
<td>• Adapted curricula for people with special needs</td>
</tr>
<tr>
<td>• 55 trainers of teachers, 200 teachers trained for developing adapted learning materials and curricula, 413 teachers/ directors and inspectors trained for a student centred education</td>
</tr>
<tr>
<td>• 372 educators trained for delivering training to students with special needs</td>
</tr>
<tr>
<td>• 261 school managers trained in delivering modern VET</td>
</tr>
<tr>
<td>• 289 staff trained for planning and training on economic priority requirements</td>
</tr>
<tr>
<td>• 40 stakeholders involved in study visits in EU member states</td>
</tr>
<tr>
<td>• Educational working to develop REAPs for the 11 target areas</td>
</tr>
<tr>
<td>• 100 schools and 11 resource centres inside the target areas assisted in developing SAPs</td>
</tr>
<tr>
<td>• Proposal for a national system of accreditation with confirming vocational qualification</td>
</tr>
<tr>
<td>• Training, updated equipment and website provided to NCDVET</td>
</tr>
<tr>
<td>• Monitoring and progress reports supervised by the Steering Committee</td>
</tr>
<tr>
<td>• Established and agreed communication mechanisms and schedules between schools in the same area (email, post, telefax, face to face communication)</td>
</tr>
<tr>
<td>• Circulated and adopted methodologies for curricula revisions and adaptation to people with special needs</td>
</tr>
<tr>
<td>• Approved new curricula by Order of the Minister</td>
</tr>
<tr>
<td>• Assessment of quality by the PIU and TA</td>
</tr>
<tr>
<td>• Accredited teacher training programmes</td>
</tr>
<tr>
<td>• The school inspectorate will adopt annual Action Plans regarding the contribution of the TVET to the social and economic development by direct consultation with Regional Development Agencies, County Councils, County Employment Agencies and other relevant institutions, no later than November 15, each year to allow planning of the next school year.</td>
</tr>
<tr>
<td>• Enhanced annual planning of NCDVET activities in the direction of TVET school improvement</td>
</tr>
<tr>
<td>• Recognition of the training programmes at the national level by General directorates of MoER and concerned universities</td>
</tr>
<tr>
<td>• NCDVET will continue to serve as governmental agency of MoER in the field of TVET</td>
</tr>
</tbody>
</table>
Annex 1: Logframe Matrix for project: RO0108.01

<table>
<thead>
<tr>
<th>G. D. Tourism component</th>
<th></th>
<th>Reports on national coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Diagnosis of current situation in the tourism sector</td>
<td>• A substantiated study on tourism sector status, including SWOT analysis</td>
<td>• Quarterly reports from TA team</td>
</tr>
<tr>
<td>• Updated Medium Term Action Plan for tourism development and key priorities defined</td>
<td>• Draft of the Medium Term Action Plan</td>
<td>• Monthly reports from MDP</td>
</tr>
<tr>
<td>• Upgraded quality standards and well designed and established system of accreditation for the providers of services in tourism</td>
<td>• A document defining quality standards in accordance with EU requirements in the field</td>
<td>• MDP reports for Joint Monitoring committee</td>
</tr>
<tr>
<td>• Improved system of accreditation for the providers of services in tourism</td>
<td>• Accreditation procedure for service providers</td>
<td>• Documents developed: study, quality standards, accreditation procedure</td>
</tr>
<tr>
<td>• Well trained MT trainers and staff to apply the accreditation procedure and quality standards</td>
<td>• TNA report and training plan</td>
<td>• Training materials</td>
</tr>
<tr>
<td>• Training Needs Assessment (TNA) and benchmarking with similar institutions successful in touristic countries and Training Plan design.</td>
<td>• At least 20 trainers trained</td>
<td>• TNA report and training plan</td>
</tr>
</tbody>
</table>

### Inputs

- Technical assistance delivered through long and short term experts
- The delivery of training programmes
- The provision of limited equipment for the effective delivery of the technical assistance
- Twinning support through long and short term experts

Total Phare budget: **14.25 Meuro**

### Sources of Verification

- The Contractor will send highly qualified experts
- The MDP and the ministries involved must make available office accommodation and the minimum equipment the experts would need
- The MDP will make staff available to participate in training and will place all information relating to project proposals at the disposal of the experts

### Assumptions
### DETAILED IMPLEMENTATION CHART – INSTITUTION BUILDING

Economic and Social Cohesion – Phare 2001

<table>
<thead>
<tr>
<th>activities</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Support to regional Development Policy Implementation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A1. Overall co-ordination</td>
<td>D D D C C C C C C</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
</tr>
<tr>
<td>A2. Project Preparation Facility</td>
<td>D D D</td>
<td>D D C C C C C C</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
</tr>
<tr>
<td>B. Supporting the SMEs Sector</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B1. Technical Assistance</td>
<td>D D D C C C C C C</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
</tr>
<tr>
<td>B2. Twinning</td>
<td>D D D C C C C C C</td>
<td>I I I I I I I I I</td>
<td>/ I I I I I I I I I</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
</tr>
<tr>
<td>C. Technical and Vocational Education and Training</td>
<td>D D D C C C C C C</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
</tr>
<tr>
<td>D. Support to Tourism Sector</td>
<td>D D D C C C C C C</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
<td>I I I I I I I I I</td>
</tr>
</tbody>
</table>

D = Design  
C = Tendering and Contracting  
I = Implementation
### INSTITUTION BUILDING
Economic and Social Cohesion – Phare 2001
(Meuro 14.25)

<table>
<thead>
<tr>
<th></th>
<th>31/03/02</th>
<th>30/06/02</th>
<th>30/09/02</th>
<th>31/12/02</th>
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<th>30/06/04</th>
<th>30/09/04</th>
<th>31/12/04</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Support to regional Development Policy Implementation</strong></td>
<td></td>
<td></td>
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<td>A1. Overall co-ordination</td>
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<td>B1. Technical Assistance</td>
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<td><strong>C. Technical and Vocational Education and Training</strong></td>
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<td><strong>D. Support to Tourism Sector</strong></td>
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</table>
3.1.1 Current VET Structure

VET in Romania is delivered at four levels, mainly by schools in upper secondary education and at the level of semi-skilled occupations by apprenticeship schools in lower secondary education. The four levels and the respective schools providing them are as follows:

In lower secondary education
1. *semi-skilled occupations*, narrowly defined competences for simple repetitive tasks, provided by **apprenticeship schools**;
   and in secondary education:
2. *skilled occupations*, broadly defined competencies for complex tasks with limited managerial capacity, provided by vocational schools;
3. *technician, craft or supervisory occupations*, broad range of activities with some autonomy often with responsibility for the work of others, provided by **technical high schools**;
4. *technical and first line managerial occupations*, broad range of technical or professional work often with considerable responsibility and autonomy and also often including management of people and resources, provided by **post-high and foreman schools**.

The three major profiles relating to the envisaged trades and specialisations are as follows:

<table>
<thead>
<tr>
<th>Services, comprising the fields of:</th>
<th>Resources, comprising the fields of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- tourism and catering,</td>
<td>- agriculture,</td>
</tr>
<tr>
<td>- food &amp; beverage,</td>
<td>- agro-tourism,</td>
</tr>
<tr>
<td>- commerce and related</td>
<td>- animal breeding and veterinary</td>
</tr>
<tr>
<td>services,</td>
<td>practise,</td>
</tr>
<tr>
<td>- post, economics and public</td>
<td>- environment protection,</td>
</tr>
<tr>
<td>administration,</td>
<td>- food industry,</td>
</tr>
<tr>
<td>- health and social assistance</td>
<td>- industrial chemistry,</td>
</tr>
<tr>
<td></td>
<td>- wood processing and forestry</td>
</tr>
<tr>
<td>- electronics and electrotechnics,</td>
<td></td>
</tr>
<tr>
<td>- automation,</td>
<td></td>
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<tr>
<td>- construction and civil works,</td>
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<tr>
<td>- telecommunications,</td>
<td></td>
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<tr>
<td>- light industry,</td>
<td></td>
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<tr>
<td>- transport</td>
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</tr>
</tbody>
</table>

Since VET schools are public schools, they are mainly financed from the public budget. In addition to this Government Emergency Ordinance no.80/19.06.2000 allows them to provide privately funded training, based on contracts. Public schools for post-secondary education are financed by their users: individual students or enterprises and other organisations.

The public education system allows private units in all types of schools.

In the current school year, the public school network of upper secondary education consists of 769 units, 620 located in urban and 149 in rural areas.
VET schools are single level schools, however they are allowed to organise themselves in clusters: the so-called “grupuri Scolare”. From the total number of schools or units, 724 are school clusters, out of which 131 are located in rural areas. From the total number of 769 units, post high schools are distributed in 449 units, having in total a number of 1734 classes. Another 167 units are distributed in foreman schools, with a total of 398 classes.

The total number of students enrolled in public upper secondary education, in the school year 1999-2000, is 489.348, out of which 53.774 are in the rural areas. From the total number, 204.789 are girls, out of which 22.219 are enrolled in the rural areas.

The total number of students enrolled in public post- secondary education is 36.386, out of which 31.212 are enrolled in post high schools.

In the 11 priority areas as defined by the Memorandum, the situation of the VET in upper secondary schools is as follows:

- 466 VET school units in total in the three VET profiles, i.e. technics, services and resources, distributed as follows: 313 schools in technical fields, 88 in services related fields and 65 in resources related fields;
- 279.226 students in total were enrolled: 179.232 in technical fields, 58.733 in services fields and 41.261 in resources related fields.

The total number of schools is exclusive the apprenticeship schools, since they are part of the lower secondary school system. The total number of apprenticeship units should be deducted from the overall number of VET units in order to get the number of upper secondary schools (vocational schools, high schools and post high schools - either as stand alone units or in clusters of schools). For example: Area 1 has got 99 VET schools, of which 59 are stand alone apprenticeship units, this leaves 40 upper secondary VET schools competing for participation in the Phare 2001 VET project.

The distribution of school units and students in each area is the following (see also Annexes 2.1 to 2.3):

<table>
<thead>
<tr>
<th>Area</th>
<th>School Units</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>40</td>
<td>22,335</td>
</tr>
<tr>
<td></td>
<td>27 technics</td>
<td>12,463</td>
</tr>
<tr>
<td></td>
<td>3 resources</td>
<td>4,295</td>
</tr>
<tr>
<td></td>
<td>10 services</td>
<td>5,577</td>
</tr>
<tr>
<td>II</td>
<td>45</td>
<td>26,763</td>
</tr>
<tr>
<td></td>
<td>30 technics</td>
<td>15,615</td>
</tr>
<tr>
<td></td>
<td>9 resources</td>
<td>4,089</td>
</tr>
<tr>
<td></td>
<td>6 services</td>
<td>7,059</td>
</tr>
<tr>
<td>III</td>
<td>50</td>
<td>25,942</td>
</tr>
<tr>
<td></td>
<td>25 technics</td>
<td>16,048</td>
</tr>
<tr>
<td></td>
<td>11 resources</td>
<td>4,347</td>
</tr>
<tr>
<td></td>
<td>14 services</td>
<td>5,546</td>
</tr>
<tr>
<td>IV</td>
<td>35</td>
<td>28,819</td>
</tr>
<tr>
<td></td>
<td>21 technics</td>
<td>15,615</td>
</tr>
<tr>
<td></td>
<td>6 resources</td>
<td>4,362</td>
</tr>
<tr>
<td></td>
<td>8 services</td>
<td>5,111</td>
</tr>
<tr>
<td>V</td>
<td>49</td>
<td>29,998</td>
</tr>
<tr>
<td></td>
<td>35 technics</td>
<td>20,438</td>
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<tr>
<td></td>
<td>9 resources</td>
<td>4,676</td>
</tr>
<tr>
<td></td>
<td>5 services</td>
<td>4,884</td>
</tr>
<tr>
<td>VI</td>
<td>41</td>
<td>29,703</td>
</tr>
<tr>
<td></td>
<td>27 technics</td>
<td>19,050</td>
</tr>
<tr>
<td></td>
<td>8 resources</td>
<td>4,049</td>
</tr>
<tr>
<td></td>
<td>6 services</td>
<td>6,604</td>
</tr>
</tbody>
</table>
Area VII: - 34 school units, out of which 27 technics, 0 resources\(^3\), and 7 services
- 20 368 students, out of which 14 802 technics, 2121 resources\(^4\), and 3445 services

Area VIII: - 40 school units, out of which 29 technics, 3 resources, and 8 services
- 24 933 students, out of which 17 772 technics, 1926 resources, and 5235 services

Area IX: - 29 school units, out of which 21 technics, 3 resources, and 5 services
- 16 298 students, out of which 9877 technics, 2840 resources, and 3581 services

Area X: - 44 school units, out of which 29 technics, 6 resources, and 9 services
- 24 002 students, out of which 15 185 technics, 3508 resources, and 5309 services

Area XI: - 59 school units, out of which 42 technics, 7 resources, and 10 services
- 30 065 students, out of which 18 288 technics, 5010 resources, and 6867 services

### 3.1.2 Equipment as delivered in the previous EU Phare programme

Equipment was provided to all 75 schools and consisted of two types of supplies:
- basic supplies for all schools, respectively computer networks and office equipment
- individualised supply of didactic equipment for laboratories and workshops based on local analysis of needs for each school.

The didactic equipments is integrated into curriculum and teaching/learning process, while office equipment is for managerial tasks and for the dissemination/multiplication of the teaching material. The costs per school varied between 200.000 EURO (e.g. electronics field) and 800.000 EURO (e.g. food industry). A procurement agent was contracted to specify, tender and supervise the delivery, installation and acceptance of equipment in all 75 schools. Following the school based analysis and the qualification needs, the technical specifications grouped the equipment into 11 lots from which lot1 represented the basic supply and the other 10 where assembled into occupational families.

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\(^3\) there are no school units with the resources profile, but classes for the resources field in schools with a different profile

\(^4\) students enrolled in 93 classes for the resources fields organised by TVET schools with a different profile
### Year 2002

<table>
<thead>
<tr>
<th>Levels of intervention</th>
<th>Results</th>
<th>Activities</th>
<th>Role of the TA</th>
</tr>
</thead>
<tbody>
<tr>
<td>National level</td>
<td>Outcomes of the Study on Rationalised TVET system agreed</td>
<td>Starting the legalisation of the agreed outcomes</td>
<td>TA will assist the Romanian Government in the development of regulations</td>
</tr>
<tr>
<td></td>
<td>Model of a National System of Accreditation (NSA) with confirming vocational qualifications agreed</td>
<td>Preparation of the introduction of the agreed NSA</td>
<td>TA will assist in establishing NSA</td>
</tr>
<tr>
<td></td>
<td>Model School partnership Action Plan adopted</td>
<td>Introduction of the model into the VET system</td>
<td>TA will assist in the introduction of the adopted model</td>
</tr>
<tr>
<td></td>
<td>Strategic review of the programme</td>
<td>Report of the outcomes of the two year Phare programmes and policy recommendations</td>
<td>TA will elaborate the report and submit to the Steering Committee</td>
</tr>
<tr>
<td>Regional/Area</td>
<td>Education Action Plans for the 11 areas – annual revision and adoption</td>
<td>Adoption of the revised Regional Education Action Plans (REAPs) for further implementation of measures concerning the link between VET and regional development</td>
<td>TA to assist the Regional Consortia to the further implementation of the REAPs</td>
</tr>
<tr>
<td>Working with Enterprises</td>
<td>Establishment of work placement in enterprises for students during the last year of specialisation of VET schools, including those for the so-called apprenticeship schools</td>
<td>TA to assist the VET school-partnerships by providing guidelines to apply relevant actions defined by the REAPs.</td>
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<tr>
<td>100 cooperation packages of the “first job” facilities for graduates for each school unit according to the occupational profile and the degree of insertion in the market</td>
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</tbody>
</table>
### Extending staff development programme
- Training of school managers: directors and deputy directors for organisational development
- Training of inspectors to implement the quality assurance programmes
- Training of VET trainers to implement student centred teaching methodologies
- Training of teachers for applying student centred learning according to the revised new revised curricula

### New revised curricula implemented in 100 schools

### Final revision of curricula to assure the passage inside the levels of VET

### Dissemination Materials for dissemination distributed to 100 schools, and 22 centres

### Materials will be produced and distributed at the regional level to inform about implementing stages

<table>
<thead>
<tr>
<th>Directors and/or deputy directors of VET schools will receive further training in management issues dealing with planning, financial management, and human resource management</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET inspectors will be trained in management of quality aspects</td>
</tr>
<tr>
<td>Teachers trainers will receive training and guidance to develop portfolios for (adult) continuing training</td>
</tr>
<tr>
<td>Teachers will develop their teaching capacities of dealing with student centred methods and respond to curriculum requirements</td>
</tr>
<tr>
<td>TA will participate to the elaboration of technical specifications and to ensure quality of the training programmes</td>
</tr>
<tr>
<td>TA will participate in the design of some training programmes, the training of trainers and the delivery of some training courses</td>
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<tr>
<td>TA will assure the quality of the products</td>
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<tr>
<td>TA will assist the dissemination process</td>
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</tbody>
</table>
### Annex C1 – Current VET Structures for project: RO0108.01

<table>
<thead>
<tr>
<th>County/School</th>
<th>Vocational schools adapted to emerging occupations</th>
<th>Development of local, school based components of the curriculum and related standards for training on new trades and professions for all levels.</th>
<th>TA to assist developers in elaborating and implementing the competencies and the subject themes according to the measures and priorities set by the Regional Education Action Plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100 VET schools providing update VET based on requirements at target area level</td>
<td>In-house training for teaching with new technologies and update specialised equipment according to training standards</td>
<td>TA will assist in identifying training needs and in designing the training courses</td>
</tr>
<tr>
<td></td>
<td>In–house assistance to teaching staff in the use of specialised equipment in conformity with the required curriculum standards</td>
<td>Development of projects for schools to further participation in local networks.</td>
<td>TA to provide expert advice and participate in designing networks</td>
</tr>
<tr>
<td></td>
<td>Sharing knowledge and experience 100 schools working in groups provide career counselling, to facilitate transition school to work, as well as continuous training opportunities for adults</td>
<td>Development of teaching and learning materials to facilitate individual learning</td>
<td>TA to assist in drafting technical specifications and in checking the quality of final products.</td>
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<td></td>
<td>Student centred education 100 packages of for facilitating individual learning</td>
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</tr>
<tr>
<td>Adapted learning modules for students with special needs in view of their integration into normal settings</td>
<td>Trained teachers for curriculum development will elaborate learning modules for students with special needs in normal school setting</td>
<td>Ta will assist the drafting process and assure quality of the products</td>
<td></td>
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</tbody>
</table>