PHARE/2005/017-553.01.01

Amendment 2005 for

The Multi-Annual Programme 2004 – 2006

MINORITIES SECTOR

Accelerating the Implementation
of the National Strategy for Improving Roma Condition
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1 Basic Information

The sector programme has been and will be funded from EU resources of the budgetary years 2004 to 2006. Allocations to tasks and projects described in this programme fiche amendment for 2005 will be subject of the Financing Agreement 2005, possibly also containing indicative allocations to this programme for the year 2006. Contracting deadlines for projects under this programme and deadline for execution of contracts will be determined in the FA as well.

<table>
<thead>
<tr>
<th>CRIS Nr</th>
<th>PHARE/2005/017-553.01.01</th>
<th>Country: Romania</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Accelerating the Implementation of the National Strategy for Improving Roma Condition</td>
<td></td>
</tr>
<tr>
<td>Sector</td>
<td>Priority sector</td>
<td>Evaluation sector</td>
</tr>
<tr>
<td></td>
<td>Minorities</td>
<td>Minorities</td>
</tr>
<tr>
<td>Budget 2005</td>
<td>Total 14.16 €Mio</td>
<td>Phare contribution 11.00 €Mio</td>
</tr>
</tbody>
</table>

Summary

The Minorities Sector Programme has been designed to provide a firm foundation for the process of “accelerating the implementation of the National Strategy for Improving the Condition of the Roma”.

The objective of the 2005 programme is “to improve Roma conditions in order to promote the social inclusion of Roma that do not have access to public services and in the labour market” and “to prevent and combat marginalisation and social exclusion and foster a mechanism for improving access to and quality of education for disadvantaged group”.

The programme will address two tasks: contribute to solving the issue of Roma identity papers and support the implementation of the county strategies of the school inspectorates.

2 Objectives

This sector addresses the social inclusion of the Roma population in Romania, by promoting the Roma to participate fully in the social, economic and cultural life of Romanian society.

Specific Objectives of the sector programme in 2005

The objective of the 2005 programme is “to improve Roma conditions in order to promote the social inclusion of Roma that do not have access to public services and in the labour market” and “to prevent and combat marginalisation and social exclusion and foster a mechanism for improving access to and quality of education for disadvantaged group”. The 2005 programme will contribute to implementing these objectives by the following specific tasks:

<table>
<thead>
<tr>
<th>Tasks, to start with 2005 funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management of a Grant Scheme designed to address the issue of Roma identity.</td>
</tr>
<tr>
<td>Undertake a Grant Scheme designed to address the issue of Roma identity.</td>
</tr>
<tr>
<td>Support for the implementation of the county strategies of the school inspectorates - Grant scheme and TA.</td>
</tr>
</tbody>
</table>

Programme priorities and its impact on the sector
The multi-annual programme focuses on the following:

<table>
<thead>
<tr>
<th>Phare priorities</th>
<th>Main impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the institutional framework and models to achieve social inclusion</td>
<td>Continued support for institution building at national level for coordination and monitoring of the implementation of the National Strategy for Improvement of the Roma Situation, as well as improve cooperation among stakeholders for the implementation of specific social inclusion measures at national, county and local level. Roma will receive formal identity papers, in order to contribute to improved access to education, employment, social assistance and other social rights. A large public awareness campaign on Roma issues focused on the non-Roma population well as the Roma population. Partnership grant scheme for community development projects of local authorities with local Roma communities to facilitate initiatives to improve the condition of the Roma.</td>
</tr>
<tr>
<td>Access to education for disadvantaged groups</td>
<td>Institution and capacity building as well as improvements of the educational environment in schools dealing with inclusion for disadvantage groups with a special focus on Roma. Trained school inspectors on inclusive education from newly involved counties thereby ensuring a national standardisation. Consolidated school mediator programme nationwide thereby improving the interface between the child, their parents and the Roma community. Teachers trained for early –pre-school education and remedial education. Design and expansion of curricula for the second chance programme (primary &amp; lower secondary) thereby correcting drop out and increasing the number of Roma children completing compulsory education. Ensured evaluation, impact assessment, and a nationwide awareness campaigns for inclusive education schemes and multicultural behaviour.</td>
</tr>
</tbody>
</table>

### 3 Description

**Background and justification:**

In November 2004, according to the GEO No. 78/2004 on the establishment of the National Agency for Roma (NAR), the Office for Roma Issues (ORI) was written off, while its responsibilities and staff were taken over by the former. The NAR took over, on the provisions of this GEO, the Project Implementing Unit. In November it was, also, approved the Government Decision no 1703 on the organizing and functioning of the National Agency for Roma.

In June 2005 according to the Law no. 198/23 July 2005 for approving the GEO No. 17/2005 on establishing of some organizational measures at the level of central public administration, the General Secretariat of the Government took over the Project Implementing Unit (the staff and the founds).

**Sectoral rationale**
3.1.1 Identification of needs and necessary action for 2005 programme

Priority 1 - Strengthening capacity and partnership building to improve Roma condition and perception

Project 1: Grant Scheme designed to address the issue of Roma identity papers. (Grant scheme and TA)

There is currently a deficit of information relating to the size of the Roma population and, in particular the number of individuals who lack identity or civil status papers. The size of the Roma community has been quantified and estimated, varying from the ‘official’ 535,000 to 1.5 million.\(^1\)

As the results of the in-depth analysis work undertaken in Task 1A (Capacity and Partnership Building to improve Roma condition)\(^2\) there should be more reliable information available about the overall size of the Roma population without identity papers and the current number of the Roma accessing public services. The Grant Scheme will be designed on the basis of this information. Whilst the Grant Scheme will be open to applicants from any part of Romania, it may be necessary to give priority to certain areas where the problems revealed are particularly acute.

The purpose of the Grant Scheme is to facilitate the access to public services and in the labour market for Roma without identity and/or civil status papers. Through the Grant Scheme a significant number of Roma will have received identity and/or civil status papers and gained access to social services.

The prevention of future cases of Roma without identity or civil status papers will be ensured through the activity of Social Assistance local services. Moreover, the Citizens Advice Bureaux will also play a vital role in this respect through the provision of information, the raising of the awareness and partnerships with local authorities. The successful implementation of activities in Task 4A (Awareness and Information Campaigns) related to Roma information and awareness on the importance of identity and civil status papers will have also an important impact on the sustainability of this GS.

The Grant Scheme will benefit from the pre-training provided in Task 1A (Capacity and Partnership Building to improve Roma condition). It will be necessary for technical assistance to be provided for supporting PIU in the actual management of the process including the launching, contracting, monitoring and evaluation of the grants and also for supporting the beneficiaries of the grants in the project management process. The support will be carried out through a Technical Assistance Contract which will be contracted through international tender. The methodology for solving the lack of IDs to be supported by the grant scheme should not only focus on developing mechanisms for solving the existing cases of lack of IDs but should also support the development of mechanisms for preventing the existence of new cases of lack of IDs, though involvement of local authorities public services.

Priority 2 - Access to education for disadvantaged groups

\(^1\) According to a sociological study concluded in 1998. Also, this study underline that there is about 50.000 Roma persons without identity papers.

\(^2\) Implemented under 2004 FM
Project 2: Support for the implementation of the county strategies of the school inspectorates (Grant scheme and TA)

In the last years, the Ministry of Education and Research has analysed the tendency of children belonging to disadvantaged groups, particularly Roma youngsters, not to register or to drop out from school and has outlined the gravity of the phenomenon of drop out and its negative consequences on a longer term at educational and social level.

The most significant areas of concern related to school enrolment and drop out appear among the Roma population:

- the attendance rate to pre-school education is low: it is estimated that the pre-school attendance for Roma population is 4 times lower then general figure for Romania;
- some children are never enrolled in a primary school: 17,3% of Roma children are not enrolled in school;
- the rate of Roma children enrolled in special schools is also high, it represents, according to the school statistics, 12% from children enrolled in those schools;
- school drop out rates during the compulsory education is high: 12%-20% of the Roma children drop out school during primary and secondary education;
- children, especially girls, are the most affected by drop out and illiteracy;
- the attainments in literacy are low: 23% of the Roma children have no reading skills and 17% are hardly able to read.

Also, as a result of the evaluation of children from special education, it was found out that a large number of children (among which Roma pupils) have been enrolled in special education for social reasons and not for cognitive or behaviour problems. On the other hand, some of the children with light and medium impairments, presently in special schools, could participate in mainstream education, with a proper educational support. Acknowledgement of this fact led to a policy decision of reintegrating some of the children from the special schools in the mainstream education.

Thus, since 2002, 19 special schools have been closed and 20 other special schools received regular classes alongside with the classes for children with special needs. Almost 17,000 children from special education with light and medium mental disabilities have been integrated in the mainstream schools in all the counties and 228 itinerant teachers are already in action. Presently, there are in Romania 209 special schools, in comparison with the 228 existing in 2002 and 32,913 children in special schools out of the 47,203 in 2002.

On the other hand, a lot of the children from special schools integrated in mainstream education have been sent to the schools in their native village, without any educational support for them or for their teachers, with no follow-up regarding their school attainment and participation.

All the activities envisaged for the programme have as aim the development of the school capacity to address the needs of all children, including those from disadvantaged groups, thus becoming an inclusive school.

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3 Institute for Life Quality, Institute for Educational Science – Findings presented during the workshop organised by United Nations and the Romanian Government
In that context, the grant scheme will lead at supporting the implementation of the education strategy for the improvement of the Roma situation at the county level and at achieving the inclusion of all children in education. The county inspectorates will be invited to elaborate projects with the purpose to improve access to education for disadvantaged groups, with a special focus on children from priority areas for educational intervention, areas identified based on specific social, educational and cultural indicators.

The main activities that will be developed in order to achieve this task are: organising summer/weekly/occasionally school classes/kindergartens; offering remedial education programmes; organising intercultural activities, after school programmes to children coming from priority areas for education intervention; offering free meals to the pupils; improving the educational environment, through procurement of educational materials and equipment to be delivered in the schools involved in the project and through rehabilitation of schools; creating resource centres for inclusive education; organising, community school programmes (‘parents’ school for targeted groups, resource centres for parents in kindergartens, toy libraries, free meals in school/kindergartens, ‘local tradition’ courses, ‘open schools’ or school as a community resource centre) for targeted groups; creation of ‘School Workshops’ in schools that develop ‘second chance’ programmes and not last to support school desegregation, etc.

One of the main objectives is to organise training programmes for teachers, members of community, in order:

- to provide inclusive education and to adapt their methods to the needs of the target group;
- to become institutors/Romani teachers or school mediators in disadvantaged communities;
- to facilitate large participation and collaboration between the different actors at the local level: school, local authorities, Roma representatives, NGO, local businesses, etc.

Through this project the quality of education available to children from disadvantaged communities will have been significantly improved across the country through the training of key personnel and development of the curriculum and teaching materials. In addition, the education of children in targeted schools will have improved because of educational activities (extracurricular activities, school based curricular activities etc.), support services and works (school mediator, after school programme, remedial education programme, free meals, transport facilities, rehabilitation works in schools etc.), community school programmes (‘parents’ school for targeted groups, resource centers for parents in kindergartens, toy libraries, free meals in school/kindergartens, ‘local tradition’ courses, ‘open schools’ or school as a community resource centre) for targeted groups, designed to encourage school attendance, school success rate and to promote equity, inclusive education, tolerance and multiculturalism behaviour.

3.1.2 Identification of tasks or projects under the 2005 programme

**Priority 1 - Strengthening Capacity and Partnership building to improve Roma condition and perception**

**Project 1: Grant Scheme designed to address the issue of Roma identity papers. (GS and TA)**
Programme Fiche Amendment 2005 for the Minority Sector

<table>
<thead>
<tr>
<th>Task nr</th>
<th>Title</th>
<th>Relates to priority nr</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A</td>
<td>Management of a Grant Scheme designed to address the issue of Roma identity papers - TA</td>
<td>1</td>
</tr>
<tr>
<td>2B</td>
<td>Undertake a Grant Scheme designed to address the issue of Roma identity papers.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Task 2A**

This task will include Technical Assistance for the Management of the Grant Scheme designed to address the issue of Roma identity papers. The services provided by Contractor will include:

- Support for PIU/GSG and NAR to elaborate guidelines and evaluate the applications for the GS according to the PRAG;
- Support for PIU/ GSG and NAR to make pre-contracting visits;
- Support for PIU/ GSG and NAR to monitor the implementation of the projects financed through the GS;
- Support for the beneficiaries for the implementation of the financed projects at regional/local level;
- Support for PIU/ GSG and NAR to makes the narrative and financial periodical reports for the financed projects to the Implementation Authority, Contracting Authority and the European Commission Delegation.

**Task 2B**

The Roma Identity Grant Scheme will be developed based upon the result of the in-depth analysis for the identification of the needs of Roma without identity or civil status papers carried out in Task 1A (Capacity and Partnership Building to improve Roma condition) and any priority action areas identified before the launch of the scheme. The scheme itself will seek to provide individuals with the necessary identity and civil documentation required to gain access to employment and services. One priority area is to encourage access to social services. Also, within the Task 1A (Capacity and Partnership Building to improve Roma condition), prior to the Grant Scheme, national information campaigns will be undertaken to increase awareness on the necessity of identity and civil status papers.

The eligible activities for grants will be:
- assist Roma in obtaining civil status papers (birth certificates) and identity papers.
- assist the Roma in accessing public services, including registration to family doctors, Workforce Employment Agencies, other welfare services etc.
- local awareness and information actions on the importance of the identity papers for the target groups

The implementation of all actions related to identity/civil status papers will entail formal close working relationship between the General Directorate for Personal Data Records and the Roma offices at the county and regional levels. In addition, the support of the Bureaux for
Citizens Advice at county level and the Social Assistance local services shall be required. Along with the specific information campaigns, the activities of these structures will ensure the sustainability of the overall programme. **The partnerships with Roma representative groups are compulsory for designing and implementing of proposed actions.** The eligible applicants for the Grants Scheme are public institutions from county level in partnership with Roma NGOs or Roma NGOs in partnership with public institutions from county level. The partnership with Community Public Services for Persons Data Records is compulsory. The partnership concluding is a compulsory requirement for all applicants and it must remain active and functional throughout all the stages of the project (elaboration, implementation and finalization). The projects will be designed and implemented at the county level, not at the local level.

This Grant Scheme will be run in accordance with the provisions contained in the Practical Guide.

The tasks 2A and 2B are representing a single project and they will be described within a single logframe.

**Priority 2 - Access to education for disadvantaged communities**

**Project 2 - Support for the implementation of the county strategies of the school inspectorates (Grant scheme and TA)**

<table>
<thead>
<tr>
<th>Task nr</th>
<th>Title</th>
<th>Relates to priority nr</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Support for the implementation of the county strategies of the school inspectorates</td>
<td>2</td>
</tr>
</tbody>
</table>

The experience gained in the management of the grant scheme developed in the PHARE 2001 and 2003 programs provides the necessary foundation for this task. In 2001 and 2003 Phare projects in this area involved 10 and respectively 13 new counties for implementing inclusive education strategies. If in 2001 the focus was on Roma children primarily, the 2003 project introduced a new focus (SEN children) in addition to Roma. Therefore, the counties involved in the first stage of the project (2001) are being involved in the following projects (2003 and 2004-2005) at two levels (with monitoring the activities which were initiated with Phare support and with specific financial and methodological support to introduce new elements which came in the later stages of the multiannual process 2003, 2004-2006: inclusion of SEN children, etc.). By the time this (2005) task begins the county inspectorates’ teams (which were not involved in relation to all areas of inclusive education covered by the current project) would have designed county strategies for access to education of disadvantaged groups, the training of teachers and school mediators will be completed, there will be established indicators which will assist in determining the level of need associated with each application. Schools will be identified based on these criteria.

All projects will be designed to stimulate the involvement of the local community with the content determined within a framework of priority areas for education intervention.

- After school/remedial education programmes (summer / weekend / occasionally kindergarten or schools)
Programme Fiche Amendment 2005 for the Minority Sector

- Curricular and extra-curricula inclusive activities/programmes, designed to create an inclusive educational environment.
- Community school programmes (‘parents’ school for targeted groups, resource centres for parents in kindergartens, toy libraries, free meals in school/kindergartens, ‘local tradition’ courses, ‘open schools’ or school as a community resource centre) for targeted groups.
- Creation of a County ‘Resource Centre for School Integration’
- Creation of ‘School Workshops’ in schools that develop ‘second chance’ programmes.
- Educational equipment and materials including consumables for education activities
- School repairs and refurbishment, including access to constant water supply, central heating and technical facilities (for example kitchens for the provision of meals).
- Furniture and food preparation/preservation facilities, (e.g. refrigerators).
- Provision of free of charge meals for pupils
- School transport for targeted groups.

At the same time monitoring of the counties fully involved in the previous stages of the multiannual programme will continue to be monitored and to be provided methodological support in the continuing implementation of the strategies they had already started with Phare support (projects of 2001, 2003).

By the end of the Grant scheme, the remaining counties in the country and which would be involved in this 2005 task will have implemented the project(s), which will have as result an improved access to education for children from disadvantaged groups, improved school results of the children coming from the beneficiary schools and improved school climate in all the schools participating in the project. By the end of the grant scheme there will be organised, in each county, at least one ‘Resource Centre for School Integration’, at least two summer/weekend/occasionally kindergartens/schools and ‘Schools Workshops’ in schools which develop second chance education. At the same time the counties involved in the Phare 2001 Access to education for disadvantaged groups with a special focus for Roma will be eligible for those activities which have been introduced with regard to promoting inclusive education for all children (i.e. with regard with SEN children, desegregation, etc) and which did not develop these activities as part of the 2003 similar project.

This Grant Scheme will be run in accordance with the provisions contained in the Practical Guide.
This task will include also Technical Assistance for the Management of the Grant Scheme.

The services provided by Contractor will include:

- Support for PIU / MEC to evaluate the applications for the GS according to the PRAG;
- Support for PIU / MEC in the pre-contracting visits;
- Support PIU / MEC to provide follow-up, help-desk and clarifications to CSI for the implementation of the local projects
- Support PIU / MEC and CSI to Implement the Grant Scheme in the selected counties
- Support PIU / MEC to monitor the main types of activities from the local projects (educational activities, desegregation process, works and acquisitions, training)
- Support PIU / MEC to design the management system for the Grant Scheme and to evaluate its efficiency

<table>
<thead>
<tr>
<th>Project Nr</th>
<th>Title</th>
<th># of tasks</th>
<th>Relates to priority</th>
<th>Total cost €Mio</th>
<th>Starts at DD/MM/YY</th>
<th>Ends DD/MM/YY</th>
<th>Implementation tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grant Scheme designed to address the issue of Roma identity papers.</td>
<td>2</td>
<td>1</td>
<td>3.33</td>
<td>2006</td>
<td>2008</td>
<td>GS and TA</td>
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<tr>
<td>2</td>
<td>Support for the implementation of the county strategies of the school inspectorates</td>
<td>2</td>
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<td>10.83</td>
<td>2006</td>
<td>2008</td>
<td>GS and TA</td>
</tr>
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</table>

**Budget table by task**

<table>
<thead>
<tr>
<th>Priority</th>
<th>Task</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IB €Mio</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>I €Mio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cofin €Mio</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Capacity and Partnership Building to improve Roma condition and perception</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
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<tr>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Access to Education for disadvantaged groups</td>
<td>5</td>
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<tr>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11.0</td>
</tr>
</tbody>
</table>

$^4$ The budget covers as follows: TA: 500,000 Euro, GS: 2 MEuro

$^5$ The budget covers as follows: TA: 1.5 MEuro, GS: 7 MEuro.
Linked Activities:

Priority 1
Capacity and Partnership Building to improve Roma condition and perception

*Grant Scheme designed to address the issue of Roma identity papers. (GS and TA)*

The concept of partnership development undertaken as part of the last PHARE programmes involving aspects of public administration and organisations representing the Roma communities has been successful. There is evidence to indicate that there is willingness, competence and capacity to design and implement local development projects on the basis of equality, respect and mutual understanding.

An useful lessons learned “source”, which will be available before the beginning of the 2005 programme, it will be provided by the achievements of Phare 2002 Programme, “Support for Strategy for improving the Roma conditions”, that will be completed early on 2006. All the gains of this programme, in terms of “lessons learned”, will guide the designing and implementing process for 2005 programme.

The Institutional Building component of the PHARE 2002 programme includes activities related to strengthening of all the structures involved in the implementation of the Strategy for improving the Roma condition (including representatives of Roma NGO’s), and their collaboration in this process. The process has included trainings and workshops in the field of PCM, community development, partnership building support etc. The 2004 programme, part of MAP, will continue and deepen this process on partnership building and joint work between the public sector and the voluntary sector.

The Community Development Grant Scheme of the PHARE 2002 programme, launched in May 2005, will be carefully monitored and all lessons learned during its design and implementation will be integrated into the frameworks established for the Roma Identity Papers Grant Scheme.

An important part of PHARE 2002 Programme, which will be concluded by the end of this programme (on early 2006), is an impact evaluation of the representative projects financed under the included Grant Scheme. This evaluation will provide a set of technical recommendations and will be available at the beginning of 2005 Programme. The recommendations should be taken into consideration in the design, the management and the implementation process of Grant Scheme for identity papers.

The implementation of this component will be fully dependent on the assessment on the situation of persons at risk of social exclusion (including the lack of IDs, property documents) included under the 2004 component of the Phare multiannual programme for minorities.

Priority 2
Access to education for disadvantaged communities

*Support for the implementation of the county strategies of the school inspectorates (GS and TA)*
Phare 2001 *Access to education for disadvantaged groups with a special focus on Roma* (finalised in July 2005) introduced the concept of inclusive education and focused on Roma communities. The project involved 10 counties where intensive financial and technical support was provided. The concept of inclusive education further developed with Phare 2003 project *Access to education for disadvantaged groups* including children with SEN and taking as a priority desegregation which was identified as phenomenon during the implementation of the Phare 2001 project. The Phare 2004 project on Access to education for disadvantaged groups provides support for the countries which were not involved in the previous two phases of the programme and supports them develop the capacity to provide increased access to quality education in the same framework of inclusive education policy. From the counties which were involved in the Phare 2001 phase only those which did not implement the full portfolio of activities are supported (related to new items introduced though the 2003 project). The rest continue to be monitored.

**Lessons learnt**

See annex 6

### 4 Expected Results of the programme

<table>
<thead>
<tr>
<th>Priority</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Grant Scheme designed to address the issue of Roma identity papers. (Grant scheme and TA)</td>
<td>Documents for the tender elaborated;</td>
</tr>
<tr>
<td></td>
<td>Documents of the tender published and promoted;</td>
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<tr>
<td></td>
<td>The evaluation process organized;</td>
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<td></td>
<td>At least 40 financing contracts signed;</td>
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<tr>
<td></td>
<td>The financed projects implemented successfully according to the PRAG procedures;</td>
</tr>
<tr>
<td></td>
<td>Training packages prepared for support beneficiaries in the field of: project implementation issues; communication and collaboration between partners; financial management.</td>
</tr>
<tr>
<td></td>
<td>All the projects completed successfully;</td>
</tr>
<tr>
<td></td>
<td>The number of Roma without identity and/or civil status papers (birth certificate) decreased significantly;</td>
</tr>
<tr>
<td></td>
<td>The access of Roma to public services is significantly improved;</td>
</tr>
<tr>
<td></td>
<td>The level of information and awareness of the persons from the target groups significantly increased.</td>
</tr>
<tr>
<td><strong>2.</strong> Support for the implementation of the county strategies of the school inspectorates</td>
<td>County strategies for access to education for disadvantaged groups designed in partnership with stakeholders and implemented in pilot schools</td>
</tr>
<tr>
<td></td>
<td>M&amp;E System for Training and Capacity Building designed and operational</td>
</tr>
<tr>
<td></td>
<td>General training for county inspectorate teams completed at the national level</td>
</tr>
<tr>
<td></td>
<td>County projects to support strategy implementation designed by the applicants</td>
</tr>
<tr>
<td></td>
<td>Specific training for speciality inspectors and school directors from the selected counties completed at the national level</td>
</tr>
<tr>
<td></td>
<td>Training of school mediators, pre-primary teachers, primary and gymnasium teachers and vocational education teachers on specific problems completed in</td>
</tr>
<tr>
<td><strong>Programme Fiche Amendment 2005 for the Minority Sector</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>the selected counties</td>
<td></td>
</tr>
<tr>
<td>ODL/RF training for unqualified teachers from the selected counties to become primary or pre-primary teachers and Romani language teachers delivered</td>
<td></td>
</tr>
<tr>
<td>Survey and evaluation of the results of the training sessions completed</td>
<td></td>
</tr>
<tr>
<td>Institutional and educational indicators for 2CS programme designed</td>
<td></td>
</tr>
<tr>
<td>Monitoring and evaluation process regarding the results of the 2CS students completed</td>
<td></td>
</tr>
<tr>
<td>Evaluation of the educational materials’ impact completed</td>
<td></td>
</tr>
<tr>
<td>Management system for Grant Scheme designed</td>
<td></td>
</tr>
<tr>
<td>Evaluation of the management system efficiency for the Grant Scheme completed</td>
<td></td>
</tr>
<tr>
<td>ToR for the Grant Scheme designed</td>
<td></td>
</tr>
<tr>
<td>Grant Scheme implemented in the targeted counties</td>
<td></td>
</tr>
<tr>
<td>One Resource Centre will have been established in each county in order to support schools development an inclusive environment for children and to support remedial programmes in school</td>
<td></td>
</tr>
<tr>
<td>At least two summer (weekly, occasionally) kindergartens/schools established in the selected counties</td>
<td></td>
</tr>
<tr>
<td>After school remedial education programmes designed and completed</td>
<td></td>
</tr>
<tr>
<td>Community school programmes developed in the selected counties</td>
<td></td>
</tr>
<tr>
<td>Curricular and extracurricular inclusive activities/programmes, designed to create the inclusive educational environment</td>
<td></td>
</tr>
<tr>
<td>Educational equipment and teaching materials in related teaching subjects distributed to all children from the targeted schools</td>
<td></td>
</tr>
<tr>
<td>Proper facilities and a friendly environment realised in schools from the selected counties.</td>
<td></td>
</tr>
</tbody>
</table>
5 Detailed Budget
Indicative budget for the budgetary year 2005

<table>
<thead>
<tr>
<th>Year 2005</th>
<th>Indicative EU support</th>
<th>National Co-financing*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>INV  IB</td>
<td>Total EU (=INV+IB)</td>
<td></td>
</tr>
<tr>
<td>Grant Scheme designed to address the issue of Roma identity papers</td>
<td>0   2.5</td>
<td>2.5</td>
<td>0.83</td>
</tr>
<tr>
<td>Support for the implementation of the county strategies of the school inspectorates</td>
<td>0   8.5</td>
<td>8.5</td>
<td>2.33</td>
</tr>
<tr>
<td>Total 2005</td>
<td>0   11.0</td>
<td>11.0</td>
<td>3.16</td>
</tr>
</tbody>
</table>

(*) contributions form National, Regional, Local, Municipal authorities, FIs loans to public entities, funds from public enterprises

6 Implementation Arrangements

Institutional Framework
UNCHANGED⁶

Implementing authority
The implementing authorities are:

For Priority 1:
PIU/ General Secretariat of the Government with full involvement of the National Agency for Roma
Viitorului Street , 14, sector 2, Bucharest
Telephone: 004021 211 31 33
Fax: 004021 212 16 37

For Priority 2:
Ministry of Education and Research
Department for Pre-university Education

⁶ According to according to the Law no. 198/23 July 2005 for approving the GEO No. 17/2005 on establishing a number of organizational measures at the level of central public administration, the General Secretariat of the Government took over the Project Implementing Unit (the staff and the founds). In this respect, in the whole Sector Programme Fiche the Office for Roma Issues (ORI) will be replaced with General Secretariat of the Government (GSG). Following the transformation of the Office for Roa issues into the National Agency for Roma, the latest will be the main project beneficiary and will be fully involved together in all decision making related to the project.
Str. Gen. Berthelot 28-30  
Tel: 40 21 314 36 65  
Fax 40 21 313 55 47

**Implementing agency**

Central Finance and Contracts Unit (CFCU) / Ministry of Public Finance  
Mircea Voda bvd, no. 44, sector 3, Bucharest, Romania.  
Phone: +40 21 326.55.55  
Fax: +40 21 326.87.30  
Email: carmenrosu@cfcu.ro

**Implementation Schedule**

7 months after signature of the FA all ToR for contracts scheduled for contracting under the budgetary year 2005 will be approved.

The Implementation Schedule is given in Annex 2

General Secretariat of the Government (GSG)

The adequate staffing of the PIU/GSG before the commencement of the MAP is a precondition. In this respect at the beginning of the 2005 programme all the staff arrangements will be fulfilled in accordance with requested conditions included in Sector Programme Fiche approved by 2004 FM and with following the review of PIU/GSG concluded in 2004 programme.

As a precondition, at the launch of 2005 Programme, the PIU/GSG staff will include at least 9 experienced persons, hired on full time basis, in order to ensure the general management activities of the entire programme (reporting, monitoring, financial, rehabilitation, etc.).

If is necessary, the PIU/GSG may ask assistance through the PPF to complete the project preparation and development of the Tender Dossier.

Ministry of Education and Research (MEC)

The adequate staffing of the PIU/MEC before the commencement of the MAP is a precondition. In this respect at the beginning of the 2005 programme all the staff arrangements will be fulfilled in accordance with requested conditions included in Sector Programme Fiche which was approved by 2004 FM and following the review of MEC / PIU in 2004 programme. As a precondition to for starting 2005 programme, 5 new experienced full time staff for general management activities (reporting, monitoring, financial, rehabilitation, etc.) and educational activities related to the relevant project areas will be in place.

The MER will continue to monitor and support the implementation of the project thru the Project Steering Committee (PSC), which will include all the national responsible ministries and authorities in the field (representatives of local authorities, of Department for Child
Protection, others ministries, NGOs, associations, employers), in order to ensure coherence and transparency both national and local.

The CFCU will be the Contracting Authority and supervise the financial implementation of the entire project. Specifically it will:

- organise international tender for the TA, sign contracts, allocate funds;
- support GSG/PIU and MER in launching the call for proposal;
- sign contracts and allocate funds to the beneficiaries for the projects granted.

**Monitoring**

Monitoring reports will be prepared quarterly and submitted to the Steering Committee of the Sector Programme for attention and action. Following consideration by the Steering Committee the information will be summarised for the JCIM.

Indicators of achievement will be measured through a series of outputs related to each priority area. In essence these will track the process of implementation against the Benchmarks identified in Annex 1.

**The indicators of achievement for 2005 programme are:**

<table>
<thead>
<tr>
<th>For Priority</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Strengthening Capacity and Partnerships building to improve Roma condition and perception</strong>&lt;br&gt;&lt;br&gt;<em>Grant Scheme designed to address the issue of Roma identity papers. (Grant scheme and TA)</em></td>
<td>Guidelines for grant applicants available; 3 national coverage articles that promote the Grant Scheme; At least 1 article that promote the Grant Scheme in local media in each county; At least 40 projects to support the Roma to obtain identity and/or civil status papers (birth certificates) financed and concluded; 250 persons, involved in management of financed projects, trained; Monitoring reports approved and available; Narrative and financial reports approved and available; 80 % from all Roma identified without identity papers obtained these documents; 80 % from all Roma identified without civil status papers (birth certificates) obtained these documents; 60% form the persons that obtained identity and/ or civil status papers (birth certificates) accessed public services At least 40 local awareness and information sessions organized within financed projects.</td>
</tr>
<tr>
<td><strong>2. Access to education for disadvantaged groups</strong>&lt;br&gt;&lt;br&gt;<em>Support for the implementation of the county strategies of the school inspectorates (Grant scheme and</em></td>
<td>Number of applications with good strategies designed, from the total number of trained county teams Number of school mediators trained Number of unqualified teachers from the selected counties enrolled to ODL/RF training courses Number of students graduated ODL/RF courses</td>
</tr>
</tbody>
</table>
**TA) Number of pre-school teachers trained at the county level**
**Number of primary and gymnasium teachers trained at the county level**
**Number of primary, gymnasium and vocational education teachers trained at the county level**
**Number of pre-school, primary and gymnasium teachers trained at the county level**
**Number of M&E reports regarding the results of the training sessions and the correspondence of data with the envisaged results**
**Number of M&E reports regarding the results of the 2CS students and the correspondence of data with the envisaged results**
**The elaboration and the distribution of the new educational materials completed**
**Number of educational materials/educational level**
**Number of students with improved school results due to the quality of the educational materials**
**Number of teachers with improved teaching results due to the quality of the educational materials**
**Number of parents involved into the school activities due to the information received from the educational materials**
**Number of persons trained to design and monitor budgets for local projects**
**Accurate indicators for the management system of the Grant Scheme established**
**Accurate data regarding Grant Scheme and the correspondence with the envisaged results**
**ToR for the Grant Scheme produced**
**Grant Scheme launched**
**Number of enrolled children in pre-school education system**
**The prevention rate for the drop-out**
**The number of 2CS students graduated courses**
**Number of schools with proper facilities in the selected counties**
**Number of Resource Centres for school integration in the selected counties**
**Number of School Workshops in schools which develop 2CS education programme**
**Number of summer (weekly, occasionally) kindergartens/schools in the selected counties**
**Increased number (%) of children entering and remaining in education**
**Number of children returning and completing second chance programmes**
**Number of new teachers employed**
**Number of school mediators employed**
**Number of schools having Roma parents directly involved in the**
<table>
<thead>
<tr>
<th>educational activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children enrolled in pre-school education.</td>
</tr>
</tbody>
</table>
Annexes to programme fiche

1. A sector programme monitoring sheet
2. Detailed implementation chart
   2.1 contracting and payment schedule as graphs, by quarter, for full duration of the programme (including disbursement period)
3. Reference list of relevant laws and regulations
4. Reference list of relevant strategic plans and studies
5. Logframes for all tasks or projects listed in the summary table
6. Lessons learnt
7. Glossary of terms