## Annex 7. Lessons learned

**Priority 1**

| Identified Gaps or Recommended courses of intervention | Action for covering the Gap or implement the recommended intervention | Phare Programming (Project Reference) | | |
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| | | *2004* | *2005* | *2006* |
| De facto discrimination against the Roma minority continues to be widespread[1]. | • Define (and prioritise) the framework and schedule covering the period to 2009 involving the media campaigns at all levels – national, regional and local involving TV, radio, press and other direct methods of communication. <br> • Delivery of the information and awareness in two phases 2004 – 2007 and 2006 – 2009 programme; <br> • Design and develop improved inter-sectoral coordination[1]; <br> • Allocate significantly enhanced budgetary resources at central and local levels[2]; <br> • Ensure the existence and development of tripartite structures, the further promotion of bipartite social dialogue, as well as the strengthening of social partners' capacity building[3]. | "Accelerating the Implementation of the National Strategy for Improving the Roma Condition" <br><br> 2004/016-772.01.01 <br><br> TA | - | Public Information Campaign (Phase 2) <br><br> TA |

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[1] Romania 2005 Comprehensive Monitoring Report

[2] idem

| Identified Gaps or Recommended courses of intervention | Action for covering the Gap or implement the recommended intervention | Phare Programming (Project Reference) | | |
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| | | *2004* | *2005* | *2006* |
| Living conditions of Roma are poor[ii]. in particular as regards housing and access to social services and the labour market | • Improvements will be made to housing and small infrastructure within Roma communities as the result of the grant scheme. <br><br> • Income generating activities will be established in some communities to improve employment and living standards at the local community level; <br><br> • Priorities the aspects related to improving the living conditions of the Roma minority[4]. | - | - | Community Development Grant Scheme <br><br> TA and GS |

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[3] ibidem

[4] ibidem

| Identified Gaps or Recommended courses of intervention | Action for covering the Gap or implement the recommended intervention | Phare Programming (Project Reference) | | |
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| | | *2004* | *2005* | *2006* |
| Access to social services for Roma is limited[iii]. | • Define (and prioritise) the framework and schedule covering the period to 2009 involving the media campaigns at all levels – national, regional and local involving TV, radio, press and other direct methods of communication.<br>• Delivery of the information and awareness in two phases 2004 – 2007 and 2006 – 2009 programme.<br>• Design and Implementation of Roma Identity Grant Scheme targeted at reducing the number of Roma without legal identity and mediate access to social services.<br>• The Grant Scheme for Community Development will facilitate the establishing of income generating activities which will improve the employment | "Accelerating the Implementation of the National Strategy for Improving the Roma Condition"<br><br>2004/016-772.01.01<br><br>TA | Identity Grant Scheme<br><br>TA and GS | Public Information Campaign (Phase 2)<br><br>TA<br><br><br>Community Development Grant Scheme<br><br>TA and GS |

| Identified Gaps or Recommended courses of intervention | Action for covering the Gap or implement the recommended intervention | Phare Programming (Project Reference) | | |
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| | | *2004* | *2005* | *2006* |
| Limited progress was registered in the functioning of the Joint Committee for the Implementation and Monitoring of the National Strategy for Improving the Condition of the Roma[iv]. | • Between October 2004 and August 2005 there were 2 meetings of the Joint Committee for the Implementation and Monitoring; <br> • According to the G.D. no. 750 from July the 14th 2005 on the establishing of the permanent inter-ministerial committees, **the Joint Committee for Implementation and Monitoring** of the organization and the coordination to accomplish of the Master Plan of Measures for the implementation of the *National Strategy for the improvement of the Roma condition* is part of the *Inter-ministerial council for social affairs, health, consumer's protection.* <br> • design and develop improved inter-sectoral coordination. | - | - | - |
| The Government's body that deals with the Roma issues lacks the capacity to initiate and coordinate actions in favour of the Roma among the different ministries involved[v]. | • Training of UIP - GSG, Ministerial Commissions and NAR staff in relation to management, monitoring and evaluation of strategy implementation measures | "Accelerating the Implementation of the National Strategy for Improving the Roma Condition" <br><br> 2004/016-772.01.01 <br><br> TA | - | - |

| Identified Gaps or Recommended courses of intervention | Action for covering the Gap or implement the recommended intervention | Phare Programming (Project Reference) | | |
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| | | *2004* | *2005* | *2006* |
| The government's reliance on the Roma Party to implement and monitor the strategy is a matter for concern, as it has led to the effective exclusion of other Roma organisations[vi]. | • According to the Prime Minister Decision no 392 from July the 15th 2005 a new president of the National Agency for Roma was appointed. The new President is not involved in the Roma Party's activities<br>• The new President will give a great attention to the strengthening of the collaboration between the institution and the Roma civil society; in the structure that is foreseen in the new Government Decision on the organizing and functioning of the National Agency for Roma, there will be a Consultative Council for NAR | - | - | - |

| Identified Gaps or Recommended courses of intervention | Action for covering the Gap or implement the recommended intervention | Phare Programming (Project Reference) | | |
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| | | *2004* | *2005* | *2006* |
| Weak participation of social partners in tripartite structures and few examples of efficient bipartite social dialogue | • Ensure the existence and development of tripartite structures, the further promotion of bipartite social dialogue, as well as the strengthening of social partners' capacity building through: <br> -better publicity of Roma community representatives and <br> - dissemination of best practice in capacity building of Roma NGOs and local initiative groups. | | | *Public Information Campaign - Phase 2* <br> TA |

| Identified Gaps or Recommended courses of intervention | Action for covering the Gap or implement the recommended intervention | Phare Programming (Project Reference) | | |
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| | | 2004 | 2005 | 2006 |
| The measures related to health, employment and the police represent a positive basis for future activities on improving the condition of the Roma[vii]. | • Enhance the access to health services, particularly for the Roma minority;[5] <br> • Improve the health status of the population and health expenditure[6]; <br> • Design and Implementation of Roma Identity Grant Scheme targeted at reducing the number of Roma without legal identity and mediate access to social services <br> • Design and Implementation of Community Development Grant Schemes [housing, small infrastructure, income generating activities and health issues including vocational training for beneficiaries involved in the workforce] | - | - | *Community Development Grant Scheme* <br> TA and GS |

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[5] Romania 2005 Comprehensive Monitoring Report

[6] idem

**Priority no.2**

| *Identified Gaps or Recommended courses of intervention* | *Action for covering the Gap or implement the recommended intervention* | *Phare Programming (Project Reference)* | | |
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| | | *2004* | *2005* | *2006* |
| Access to education and lifelong learning remain a main concern. In 2003 the early school leaving rate in Romania was well above the EU-25 average following a deteriorating trend in recent rate. In particular, participation rates in secondary education do not have yet a significant improvement in rural areas and for disadvantaged groups, particularly Roma.[viii] | This project aims to improve the quality of education available to children from disadvantaged communities in order to reduce the drop-out phenomenon and to ensure the academic success of the children. The project has 3 main objectives:<br><br>• To stimulate the enrolment in the kindergartens for disadvantaged groups, as a condition of the success in school;<br><br>• To stimulate success in compulsory education (prevention of dropout) and improve school success rate of children from disadvantaged groups, mainly through after school/support education;<br><br>• To stimulate the enrolment in | Access to education for disadvantaged groups – task 5: *Develop the institutional capacity of the county school inspectorates and of the schools to improve access to education for disadvantaged groups, for children in priority areas for educational intervention.* | Access to education for disadvantaged groups – task 6: *Support for the implementation of the county strategies of the school inspectorates - Grant scheme* | |

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| | second chance programmes at the primary level in order to ensure the access to the secondary level, but also at lower-secondary level which allows the access to the upper-secondary level or to the labour market (due to vocational training component).<br><br>We are expecting to achieve these objectives through: training of key personnel, development of the curriculum and teaching materials, 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 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, designed to encourage school attendance, school success rate and to promote equity, inclusive education, tolerance and | | | |

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| | multiculturalism behaviour. | | | |
| | The access to lifelong learning is ensured by the training programmes that will be delivered under this project for the professionals working in the educational field: directors, inspectors, trainers, teachers, school mediators, teachers, students coming from targeted communities. | | | |
| The priority for training and retraining of teachers and trainers is acknowledged and embedded in law, but implementation is lagging behind[ix] | Teacher training is the key issue which will be tackled at the 2 levels of the project, by both lots of TA:<br><br>• The training of the inspectors, director, trainers, mediators, institutors is organized at the national level, under the institutional building component;<br><br>• At the same time, under the grant scheme management component, one of the financed activities is the local teacher training: the trainers trained at the national level will deliver training for the teachers in the pilot schools of this project.<br><br>In this way, at different levels and through different activities, teachers, directors, inspectors, school mediators contribute to creating an open, friendly, tolerant | Access to education for disadvantaged groups – task 5: *Develop the institutional capacity of the county school inspectorates and of the schools to improve access to education for disadvantaged groups, for children in priority areas for educational* | Access to education for disadvantaged groups – task 6: *Support for the implementation of the county strategies of the school inspectorates - Grant scheme* | |

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| | and democratic school, a comprehensive school with no selection and no exclusion, a school were all the children are valorised and integrated. Achieving that climate is the ultimate purpose of the project and that is why teacher training is one of the most important activities.<br><br>The main topics of the training sessions are: Roma history and culture, intercultural education, inclusive education, interactive teaching methods, school based curriculum development, community participation in education, adult education, individualized support for learners, etc. | | | |
| More efforts are required to ensure adequate level of competence at the county and local community level to meet the Roma children educational needs.[x] | All activities of the project will contribute to the development of an inclusive climate in school and creation of an adequate support system for full participation of all children in education.<br><br>In this respect, alongside the training component (mentioned above), the project will be also focused on development of support materials for teachers working in inclusive schools. The educational materials will include books, | Access to education for disadvantaged groups – task 5: *Develop the institutional capacity of the county school inspectorates and of the schools to improve access to education for disadvantaged groups, for children in priority areas for* | Access to education for disadvantaged groups – task 6: *Support for the implementation of the county strategies of the school inspectorates - Grant scheme* | |

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| | educational games, and tapes for children, adapted computers and appropriate ICT software applications, educational materials for parents (using the adequate means for the community – leaflets, drawings, audio and video tapes). Materials to support school based curriculum will be adapted or developed to the needs of new-targeted groups. The optional curriculum will support the Roma children to express their identity; will valorise the specific of their community of their culture and traditions, in order to promote their self-identification and to raise their self-esteem. | *educational* | | |
| The allocation of sufficient funds remains an important obstacle for dealing effectively with very serious problems such as access to quality education (including desegregation). There is a need for regular financial allocations to improve teaching conditions, schools, facilities and also to support additional measures to support Roma students' participation in education (e.g. school mediators, after school programmes, etc).[xi] | The financial allocations are provided, under grant scheme management component, for activities that aims to improve the physical environment (school rehabilitations, acquisitions of equipment) but also to improve the learning climate (teacher training, after school programmes, school mediators).<br><br>The issue of programme and project sustainability is addressed with County Councils committed to co-financing and maintaining the level of investment for at least 10 | | Access to education for disadvantaged groups – task 6: *Support for the implementation of the county strategies of the school inspectorates - Grant scheme* | |

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| | years after project's ending. | | | |
| Social inclusion programmes should as a matter of principle, include all vulnerable persons and should be based on specific needs to be addressed by the programmes, and not on ethnicity unless the needs are language or culture specific.[xii] | Within this project, the target group is identified by using specific criteria (which are not ethnicity) such as: | Access to education for disadvantaged groups – task 5: *Develop the institutional capacity of the county school inspectorates and of the schools to improve access to education for disadvantaged groups, for children in priority areas for educational* | Access to education for disadvantaged groups – task 6: *Support for the implementation of the county strategies of the school inspectorates - Grant scheme* | |

| 1. Socio-economic | 1.1. Existence of families living only on the minimum guaranteed income |
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| | 1.2. Low access to public facilities (water, electricity, sewage etc.) |
| | 1.3. Limited access to public services (school, health etc.) |
| | 1.4. Lower living conditions (low number of square meters per person) |
| | 1.5. Type and dimension of the family ( high number of members) |

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| | | 1.7 Existence of Partnerships with NGOs/Roma organisations | | | |
| | 2. Educational | 2.1. Low level of education at the adult population (number of adults who did not complete compulsory education ) | | | |
| | | 2.2. Low children participation at the educational process (pre-primary, primary and gymnasium) | | | |
| | | 2.3. Low access of children to post-compulsory education | | | |
| | 3. Cultural | 3.1. Use of Roma language, traditions, costumes, traditional occupations | | | |

On the other hand, the project envisages other vulnerable persons: children with light and medium disabilities from special schools

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| | who have been integrated in mainstream education, in 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. | | | |
| Reports during the roundtables and interviews with stakeholders confirm the presence of discrimination against Roma in nearly each area (health, education, relations with public authorities, media, etc).[xiii] | Through the teacher training component, the project promotes a climate of multicultural valorisation, without any discrimination, which will support the integration of the children from special schools and the self-identification of Roma children through increase of self-esteem.<br><br>Starting PHARE 2003, a main priority of the project is to identify all cases of segregation in education, in pilot counties, through close collaboration with school inspectorates, NG0s and other relevant actors and support local actors in the identification and implementation of effective measures for desegregation. The activities addressing this issue are:<br><br>• Assessment of the segregation cases (according to the definition of the MER notification nr. 29323 from 2004) at the level of each participating county; | Access to education for disadvantaged groups – task 5: *Develop the institutional capacity of the county school inspectorates and of the schools to improve access to education for disadvantaged groups, for children in priority areas for educational* | Access to education for disadvantaged groups – task 6: *Support for the implementation of the county strategies of the school inspectorates - Grant scheme* | Access to education for disadvantaged groups – task 7: *Impact assessment and dissemination of the project results* |

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| | • Recommendations for desegregation plans for each case;<br>• Monitoring and evaluation system for desegregation. | | | |
| Participation of Roma should be ensured at all levels of the strategy implementation, whether as public servants within central or local institutions, as consultative groups in national or local policy design and monitoring or as implementers together with local authorities for community development projects.[xiv] | The Roma NGO's with a relevant experience in working in Roma communities, are important partners of The County School Inspectorate and County Council in the elaboration of educational county strategy for disadvantaged groups, in its implementation and especially in the monitoring of the progress in the targeted schools in communities.<br><br>Roma representatives of the communities are also involved in training activities, as school mediators or students in an open distance-learning programme for pre-primary and primary teachers. | Access to education for disadvantaged groups – task 5: *Develop the institutional capacity of the county school inspectorates and of the schools to improve access to education for disadvantaged groups, for children in priority areas for educational* | Access to education for disadvantaged groups – task 6: *Support for the implementation of the county strategies of the school inspectorates - Grant scheme* | Access to education for disadvantaged groups – task 7: *Impact assessment and dissemination of the project results* |
| Basic data is still difficult to obtain regarding appropriate monitoring and evaluation plans with defined verifiable indicators and benchmarks for the measurement of programme implementation and impact[xv] | All the 42 counties will be evaluated in order to assess the progress achieved during the programme and to measure the impact of the activities developed at national and local level on the situation of the targeted disadvantaged | | | Access to education for disadvantaged groups – task 7: *Impact assessment and dissemination of the project results* |

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| The results of the educational policies regarding Roma children have to be monitored. All the stakeholders in the Roma students' education (authorities, teachers, parents, NGOs) have to be invited to participate in the monitoring process.[xvi] | The impact assessment regarding the results of the project at the national level will provide a clear image of the results of the project implemented in this sector and help the MER and the county school inspectorates to improve their strategies and to extent the principles of inclusive education in all schools.<br><br>The Roma NGO's with a relevant experience in working in Roma communities are important partners of The County School Inspectorate especially in the monitoring of the progress in the targeted schools in communities. | | . | Access to education for disadvantaged groups – task 7: *Impact assessment and dissemination of the project results* |
| The Ministry of Education has to coordinate the measures taken by different stakeholders and to facilitate communication between educational authorities.[xvii] | The impact assessment study and the dissemination of the results will be addressed to all central and local responsible authorities for education, to all categories of teachers and to all representatives of central and local authorities and NGO's dealing with children from priority areas for education intervention during the final conference and the raising awareness campaign. | | | Access to education for disadvantaged groups – task 7: *Impact assessment and dissemination of the project results* |
| The Ministry of Education has to support the exchange of experience and good practices.[xviii] | Good practice Guide with examples on access to education for multiple disadvantaged groups, including Roma, will be elaborated and | | | Access to education for disadvantaged groups – task 7: |

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| | disseminated at the national level at the Final Conference.<br><br>Raising awareness campaign will lead to gradually eliminate segregation cases and to the promotion of the tolerance and multiculturalism into the national education system | | | *Impact assessment and dissemination of the project results* |

[i] *2004 Regular Report on Romania's progress towards accession*- European Commission

[ii] ibidem
[iii] ibidem
[iv] ibidem
[v] ibidem
[vi] ibidem
[vii] ibidem
[viii] *2004 Regular Report on Romania's progress towards accession*- European Commission
[ix] idem
[x] *Assessment of the Roma Strategy Implementation Mechanism*- Focus Consultancy ; A project supported and funded by theEuropean Commission Delegation in Romania *RO/PHARE 2003 SSTA 05*
[xi] idem
[xii] idem
[xiii] idem
[xiv] idem
[xv] idem

[xvi] *Recommmandtion n R (2000) 4 du Comite de Ministres aux Etats membres sur l'education des enfants roms/tsiganes en Europe, adoptee par la Comite des Ministres le 3 fevrier 2000, lors de la 696e Reunion des Delegues des Ministres)*
[xvii] ibidem
[xviii] ibidem