

Log frame – multi-annual PHARE 2005 programme

LOGFRAME PLANNING MATRIX FOR Project Fiche <i>Access to education for disadvantaged groups</i>		Programme name and number: PHARE/ 2005/ 017-553.01.01, Sector minorities Accelerating the implementation of the national strategy for improving Roma condition	
Name of the project “Support for the implementation of the county strategies of the school inspectorates”		Contracting period expires: Nov.2005	Disbursement period expires: Nov.2008
		Total budget : 10,83 MEURO	Phare budget: 8,5 MEURO
Overall objective	Relates to Copehagen criterion and aquis chapter	List of other projects with same objective	
- To prevent and combat marginalisation and social exclusion and foster a mechanism for improving access to and quality of education for disadvantaged groups (roma children/youngsters, SEN children and children from socio-economic disadvantaged communities).	Copehagen criterion: - the stability of the institutions which guarantee the democracy, the state of right, human rights and minorities protection: Accession Partnership 2003: - Complete the reform of the child care system in accordance with the National Strategy on the Protection of Children in Need. The	PHARE RO – 0104.02 “Access to education for disadvantaged groups, with a special focus on Roma” PHARE/2003/005-551.01.02 “Access to education for disadvantaged groups”	

	<p>reform should (i) include adequate budgetary support for all children in care (ii) address the particular problems of children with chronic diseases and handicaps (iii) address the particular problems of young adults leaving institutions, and (iv) work towards closure of the existing special schools through the development of an inclusive education system.</p> <ul style="list-style-type: none"> - Provide adequate financial support and administrative capacity in order to implement the Government Strategy on the improvement of the situation of Roma. - Provide adequate financial support and administrative capacity in order to adopt and implement the national strategy on the improvement of the situation of persons with handicap. - Establish and ensure the due functioning of institutions to prevent and combat all forms of discrimination. 		
<p>Project purpose</p> <p>To create mechanisms to increase school participation and performance of children from disadvantaged groups (roma children/youngsters, SEN children and children from socio-economic disadvantaged communities) in the main stream by:</p> <ul style="list-style-type: none"> -improving the conditions of pre-school education of disadvantaged groups; -stimulating the success of children from disadvantaged groups in compulsory education (prevention of dropout) and improve school success rate; -stimulating the enrolment in second chance programmes at the primary and 	<p>Objectively verifiable indicators</p>	<p>Sources of Verification</p>	<p>Assumptions</p> <ul style="list-style-type: none"> - positive attitude of Roma community regarding this programme - effectively involvement of local authorities - positive attitude of teachers, parents and children from main stream regarding the inclusion

<p>secondary level.</p> <p>To be achieved by the following tasks:</p> <p>Task 6: Support for the implementation of the county strategies of the school inspectorates - Grant scheme and TA</p>	<p><u>OVI task 6:</u></p> <ul style="list-style-type: none"> • 5% increasing rate of preschool children from priority areas for educational intervention enrolled in kindergartens • 10% de-creasing rate of pupils from priority areas for educational intervention repeating classes in schools • 7% de-creasing of drop-outs in compulsory education in the priority areas for educational intervention • 5% increasing rate of access to upper secondary education for children/youngsters from from priority areas for educational intervention • 7% increasing rate of integrated pupils from special schools into main stream in the priority areas for educational intervention • 10% increasing rate of re-integrated pupils in compulsory education system in the priority areas for educational intervention • 10% rate of re-integrated youngsters with certification in the priority areas for educational intervention • 15% increasing rate of self-identification among Roma population from priority areas for educational intervention 	<ul style="list-style-type: none"> • national statistics • school statistics • monitoring reports • reports from TA teams • reports from county school inspectorates 	
Results	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>Results fulfilling the overall objective</p> <p><u>Results for Task 6:</u></p> <p>- summer kindergartens and summer schools;</p> <p>- after school/remedial education programmes;</p>	<p><u>OVI purpose</u></p> <p>15% rate of improving community pupils' participation to education by developing of local programmes regarding this item.</p> <p><u>OVI Task 6:</u></p> <ul style="list-style-type: none"> • Each selected county will develop at least one type of service (summer kindergarten or summer school) • Each selected county will organise curricular and 	<ul style="list-style-type: none"> • national statistics • pupil's school fiches and catalogues • data base from CCD's • school curriculum • monitoring reports 	<p>- stability of teachers involved in this programme</p> <p>- a real management capacity of the county team</p>

<ul style="list-style-type: none"> - curricular and extracurricular inclusive activities/programmes, designed to create the inclusive educational environment; - community development programmes (“parents’ school” for the targeted groups, free meals in school, “local tradition” courses, school as a resource centre for the community etc); - co-operation between school and community on educational matters; - proper facilities, as a pre-requisite for quality education, for pupils in schools from the priority areas for education intervention and for pupils from special schools integrated in the mainstream schools; - educational equipment and materials in the related teaching subjects. 	<p>extracurricular activities for inclusive education</p> <ul style="list-style-type: none"> • Each selected county will organise community development programmes for inclusive education • Each selected county will have proper facilities and equipments in the proposed schools • Delivery of previous PHARE programmes materials for children and teachers in each selected school. 	<ul style="list-style-type: none"> • reports from county school inspectorates • reports of TA teams • data base from the County Inspectorates 	<ul style="list-style-type: none"> - the real support of the partners involved in the projects’ implementation - clear tender documents elaborated by the CIU - transparency of all the tendering sessions - materials delivered in time and used by the beneficiaries
Activities	Means		Assumptions
<u>Activities Task 6</u>	<u>Means Task 6</u>		
<p>1. Support at county/local level for the selection of the projects and for conclusion of the contracts with the winner counties</p>	<ul style="list-style-type: none"> - TA contract for IB - TA and MER experts to provide follow-up, help-desk, clarifications and support to CSI for the implementation of the local projects (educational activities: remedial programmes, SC programmes etc.; local training programmes for teachers, ODL/RF students, school mediators; support programmes for the target group: meals, transportation, endowments and facilities in schools etc.) - TA, MER and CSI to Implement the Grant Scheme in the selected counties 		<ul style="list-style-type: none"> -Cooperation of local agents - Data available at the county levels on educational and socio-economic indicators - Cooperation of school mediators, university

<p>2. According to the locally established priorities, projects elaborated by the CSIs could include the following types of activities (open list):</p> <ul style="list-style-type: none"> • after school/remedial education programmes, summer kindergarten or summer school; • curricular and extracurricular inclusive activities and programmes, designed to create the inclusive educational environment; • “Parents school” for the targeted groups, • school as a “resource centre” for the community; • creation of a county resource centre for school integration; • educational equipment and materials, consumables for education activities; • works (school repairs and refurbishing, current water, central heating, technical facilities for meals provision – as necessary); • furniture, food preparing and/or preservation facilities (e.g. refrigerators); • pupils’ meals to be provided free-of-charge; • school transport for the targeted groups. 	<p>- TA, MER to evaluate the efficiency of the management system for the Grant Scheme</p> <p>- Grant scheme</p>		<p>representatives and PSC members</p> <p>- Cooperation of CSIs, school directors and teachers involved in previous Phare projects</p> <p>-Commitment of CSIs. CCDs, County Council and local authorities</p> <p>-Cooperation of NGOs/Roma organizations representatives</p> <p>-Adequate support and commitment of all the involved persons</p> <p>- Data, provided by independent bodies, at the counties’ level and at the national level to be available before the start of the projects.</p> <p>PRECONDITIONS: The office allocated for the project team</p>
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will remain in the same location as in PHARE RO 0104.02 project, but will be extended according to the new PIU.

The project implementation unit will include at least 5 new experienced full time staff for general management activities (reporting, monitoring, financial, rehabilitation, etc.) and educational activities related to the relevant project areas.