

PHARE 2003
STANDARD SUMMARY PROJECT FICHE

1 BASIC INFORMATION

- 1.1 CRIS number:** PHARE 2003/005-551.01.02
- 1.2 Title:** Access to education for disadvantaged groups
- 1.3 Sector:** Human rights and civil society
- 1.4 Location:** Romania

2 OBJECTIVES**2.1 Overall Objective(s):**

To prevent and fight marginalisation and social exclusion and foster a mechanism for improving access to and quality of education for disadvantaged groups, with a special focus on Roma minority.

2.2 Project Purpose:

To create mechanisms to increase school participation of children from disadvantaged groups in the mainstream education and improve their school performance by:

- improving the conditions of pre-school education of disadvantaged groups;
- stimulating that children from disadvantaged groups succeed in compulsory education (prevention of dropout) and improve school success rate;
- stimulating the enrolment in second chance programmes at the primary and secondary level (correction of drop out).

2.3 Accession Partnership and NPAA Priority

In establishing the major priorities on short and medium term, the Ministry of Education and Research has considered the following issues, outlined in the programming documents regarding the accession process of Romania to the European Union. Concerning the **improvement of access to and quality of education for disadvantaged groups**, the following priorities are mentioned in the programming documents:

- 1) *Roadmaps for Romania and Bulgaria* (Roadmap for Romania; 4 The Chapters of the Acquis; Chapter 13: Social Policy and Employment; Short term – Pag. 33):
 - Implement the priorities and commitments contained in the *Joint Assessment on Employment Policy Priorities* (JAP).
- 2) *Roadmaps for Romania and Bulgaria* (Roadmap for Romania; 4 The Chapters of the Acquis; Chapter 18: Education and Training; Medium term – Pag. 36):
 - Extend compulsory school education from 8 to 9 years¹.
 - Develop an overall plan to reform the education system.
 - Develop a structured vocational training system, in particular for continuing training.
- 3) *Accession Partnership with Romania* (Political criteria; Human rights and the protection of minorities):
 - Complete the reform of the child care system in accordance with the National Strategy on the Protection of Children in Need. The 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.

¹ According to the current developments, compulsory education will extend from 8 to 10 years starting 2003/2004 academic year.

- Provide adequate financial support and administrative capacity in order to implement the Government Strategy on the improvement of the situation of Roma.
 - Establish and ensure the due functioning of institutions to prevent and combat all forms of discrimination.
- 4) *Accession Partnership with Romania* (Ability to assume the obligations of membership; Social policy and employment):
- Adopt secondary legislation against discrimination and develop a timetable for its implementation.
- 5) *National Programme for Accession of Romania to the European Union* (2 Political Criteria; 2.2 Human rights and the protection of minorities; 2.2.1 Child Protection; Short and Medium Term Priorities – Pag. 30):
- Restructuring/closing of the child protection residential institutions, including those for handicapped children.
 - Continuation of the integration process started in 2001, of children from special education system into the common education system, preventing, in the same time, the unjustified entrances into the special education system, when other forms of responding to their special needs are available.
 - Development of efficient intervention programmes for children leaving the system, and for the prevention of such situations, for those cases where children are not coming on age.
 - Development and promotion of handicapped children programmes, aimed to encourage its insertion into the social life, its integration in common schools and kindergartens.
- 6) *National Programme for Accession of Romania to the European Union* (2 Political Criteria; 2.2 Human rights and the protection of minorities; 2.2.2 Minority Rights and Protection of Minorities; Short and Medium Term Priorities – Pag. 31):
- Improvement of the Roma situation:
 - Promotion of the equality of chances in Roma communities (2002-2005);
 - Leaders/opinion formatters information and training (2003-2005);
 - Facilitating the active participation of the Roma to economic, social, cultural and political Romanian life, improvement of their access to health services (2003-2005).
- 7) *National Programme for Accession of Romania to the European Union* (4 Ability to assume the obligations of membership; 4.18 Education and training; 4.18.1 Education; Short-term priorities – Pag. 270):
- Strengthening the reform of pre-university education:
 - Preparing the schools for participating in the socio-economic development programs and projects and to enhance their involvement and also to consolidate the social partnership at the national, regional and local level;
 - Ensuring equal chances for the children from the rural areas, supporting the education of the children from disadvantaged categories by the implementation of the Program for the Rural Education Development;
 - Implementing, with Community support, the program for the increasing the access of disadvantages groups to education with focus on Roma children in order to stimulate the children participation in the education process;
 - Rehabilitating the schools in order to maintain the safety of the educational process.
- 8) *National Programme for Accession of Romania to the European Union* (4 Ability to assume the obligations of membership; 4.18 Education and training; 4.18.1 Education; Medium-term priorities – Pag. 271):
- Strengthening the reform of pre-university education:
 - Decreasing the school drop out and deliver teacher training in order to satisfy the children needs who belong to the disadvantaged categories (according to the objectives of the RO 0104.02 Phare Program).
- 9) *Joint Assessment of Employment Priorities in Romania* (3 Identification of main priorities for employment policy; 3.2 Human resources development; 3.2.1 Initial education and training; Assessment – Pag. 19):
- There is a need to ensure full access to education for everybody. This implies first that all children can access compulsory education and complete it; second that access to upper secondary education is broadened. In that respect possible inadequacies in the territorial provision of general education, in particular upper secondary education should be urgently reviewed.

- The establishment of second-chance schools is welcome and should be continued as foreseen. In addition, there is a need to address and prevent dropouts in upper secondary education.
- Romania should strengthen its efforts to substantially improve the provision of education for the minority groups, in particular the Roma, rapidly implement the related measures within the overall integration strategy and carefully monitor outcomes.

10) *Joint Assessment of Employment Priorities in Romania* (4 Conclusions – Pag. 40):

- Strengthen efforts to ensure that all children can access and complete compulsory education and broaden access to upper secondary education. Intensify efforts to improve the provision of education for minority groups and implement the existing strategy.
- Implement existing strategies to better ensure the integration of ethnic minority groups, in particular Roma, on the labour market and monitor carefully its outcome.
- Continue the implementation of the legislation and measures to ensure equal access to the labour market for all persons irrespective of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

11) *National Plan for Development:*

- Axis 7. Improving the economic structure of the regions and supporting balanced and sustainable regional development
- Education main issues
 - The existence of a high number of substitute teachers, unqualified, is affecting the quality of didactic process.
 - The lack of security in the exploitation of material basis is caused by the oldness of buildings and the damaged brought out by the earthquakes. The existence of dampness phenomenon due to the oldness of the buildings and poor technical and public utility endowment of school units is directly influencing the health of the children.
 - The existence of a net unfavourable disparity of rural education compared with urban areas. In rural areas, the number of qualified didactic personnel is almost half compared with urban areas, even if the school population is almost the same; the number of unqualified personnel is double compared with urban areas. As a result, the situation of rural education system needs urgent measures for rehabilitation and quality improvement.
 - Socio-professional integration for the graduated people from all kinds of education forms remains poor and this must be rectified through rethinking the curriculum and school finalities adapted to the market requirements.
 - The educational offer is not adequate to the diversified educational needs of local communities; school must develop its adapting capacity to the dynamic of faster and more complex social transformations.

12) *National Action Plan for Employment:* Actions related to youngsters (the age group 15-24) within the 4 pillars.

3 DESCRIPTION

3.1 Background and Justification

Romania endorses the principle of **equal chances in education** regardless of the individual characteristics – physical or mental impairments, cultural or socio-economic background, mother tongue, ethnic origin, geographically remote area of origin etc. MER considers that the education is a key instrument for preventing social exclusion of disadvantaged groups, especially Roma. This could be achieved only through a thorough social inclusion of all categories of children and youngsters in the compulsory education system.

The access to basic education is a fundamental right of every child. The 1999 amendment to the Education Law provides the legal grounds for access to education, at all levels, for pupils with impairments, for pupils from socio-economic disadvantaged areas and for access to education, in their mother tongue, for all minorities in Romania.

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 population²:

- the attendance rate to pre-school education is low: it is estimated that the pre-school attendance for Roma population is 4 times lower than 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.

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.

The important integration measures have to be implemented by providing adequate conditions (logistical, educational, appropriate climate) for the inclusion of children from special schools in regular schools, by putting in place sustainable mechanisms of support for teachers that work with these pupils, for parents and for the pupils themselves (increasing the number of itinerant/support teachers, teacher training, adapted teaching materials, extracurricular activities for children, parents and the local community).

Otherwise, the children from special schools integrated in mainstream education will be marginalised in a school that is, by tradition in Romania, oriented towards high performance, will become low achievers and, eventually, will drop out.

Taking into consideration the objectives and priorities recommended by the OECD, the World Bank, UNESCO, UNICEF, as well as the results and recommendations of the studies and research carried out by Institute for Educational Sciences (ISE) and other specialised groups and institutions, the Ministry of Education and Research has planned the strategy for the development of pre-university education between 2001-2004, updated in 2002 (a planning forecast until 2010). One of the latest decisions of the ministry, which will soon be sanctioned by law, is to extend compulsory education from 8 to 10 years.

The policy of the Ministry of Education and Research is focused on the following strategic priorities for pre-university education:

- achieving equity in education;
- ensuring basic education and creating the key competencies for all citizens;
- increasing the quality of the teaching-learning process, as well as of the educational services;
- basing the educational act on the pupils' needs for personal and professional development, from the perspective of sustainable development and of economic and social cohesion;

Consequently, the efforts of the Ministry of Education and Research concentrate on the following aspects:

- creating mechanism to support school participation and success;

² Institute for Life Quality, Institute for Educational Science – Findings presented during the workshop organised by United Nations and the Romanian Government

- providing extra support to enhance school success and full participation in society;
- bringing back to school the youngsters who haven't finalised the compulsory education;
- reintegrating children from special education in mainstream schools;
- providing school buses for children in schools from isolated communities;
- providing school supplies for children from socio-economic disadvantaged families;
- providing daily a glass of milk and a croissant for children in primary school.

The Phare 2001 Programme, RO 0104.02 "Access to education for disadvantaged groups, with a special focus on Roma" aimed at creating mechanisms to increase school participation and performance of children from disadvantaged groups in 10 out of the 42 existing counties (the total number includes Bucharest). Answering the call for proposals, 40 County School Inspectorates (two of them after the deadline) submitted 54 projects, out of which 11, to be implemented in 10 counties, were recommended for financing. During the evaluation of the projects, the following aspects were revealed:

- the programme responds to the identified local needs of the target groups;
- the need and importance of the implementation of the programme at all educational levels (pre-school and compulsory education, as pre-school education is often the key for integration and success in compulsory school) and in all geographical areas (Roma population is fairly equally distributed in all the counties, hence the need to develop the programme in all counties);
- the fact that self identification of the Roma population is problematic, as it will be shown further in the text, which leads to the necessity of defining a clear set of indicators that will allow the correct identification and selection of schools and the inclusion of the target groups in the programme.

The local strategies concerning the improvement of Roma population, part of the applications made by School Inspectorates into the Phare Programme RO 0104.02, outlined the existence of an important segment of Roma population in danger to loose its identity by not declaring themselves as Roma in official settings. This is due to the discrimination faced by Roma, the low self-esteem often encountered among Roma people and to the fact that, in most cases they perceive a risk of marginalisation and exclusion by declaring their ethnicity. Consequently, the number of Roma population from the National 2002 Census (about 500.000 people) is lower than the number of Roma population estimated by the representatives of Roma from the NGO's and recognised by international organisations or by different governmental bodies (over 2 mil.).

Keeping in mind that the focus of the project is Roma population, the selection of the beneficiary schools will take into account indicators based on socio-economic, educational and, where appropriate, cultural criteria. It is considered that this approach will facilitated the identification of the target-schools, without need of self or hetero-identification of children as Roma – which is stigmatising and unacceptable in a democratic and inclusive society.

The proposed criteria are as follows:

Type of criteria	Criteria	Source
1. Socio-economic	1.1. Existence of families living only on the minimum guaranteed income	1.1 County Offices for Roma, Town halls
	1.2. Access to public facilities (water, electricity, sewage etc.)	1.2 County Offices for Roma, Town halls
	1.3. Access to public services (school, health etc.)	1.3 County Offices for Roma, Town halls
	1.4. Living conditions (number of square meters per person)	1.4 County Offices for Roma, Town halls
	1.5. Type and dimension of the family	1.5 County Offices for Roma, Town halls and Population evidence Services
	1.6. Rate of employment	1.6. County Offices for Roma and National Institute for Statistics
	1.7 Partnerships with NGOs/Roma organisations	1.7 NGOs/Roma organisations
2. Educational	2.1. Provision of education at the adult population (number of adults who did not complete compulsory education)	2.1. County Offices for Roma and National Institute for Statistics

	2.2. Children participation at the educational process (pre-primary, primary and gymnasium)	2.2. School statistics and School Inspectorates data
	2.3. Access of children to post-compulsory education	2.3. School statistics and School Inspectorates data
3. Cultural	3.1. Language, traditions, costumes, traditional occupations	3.1. County Offices for Roma and Roma NGO's

Previous research showed that the indicators made on the basis of these type of criteria are relevant for the identification of areas of concern, including the schools with a high percentage of Roma.

Based on these indicators, the school inspectorates will identify the areas in need, further called **priority areas for education intervention** (in short **priority areas**). We have to mention that those areas cannot be geographically pre-defined, because they are present in all counties, sometimes several such areas exist in the same county.

Considering this situation, the MER has initiated consultations with NGOs/Roma organizations with activities in the field, as well as taking into consideration public reports elaborated by these NGOs/organizations: *Romani Criss, Salvati Copiii, OPRE, PER – Târgu Mures Office, CRCR – Cluj-Napoca, CRDE, ECCHOSOC, Agetia "Împreună", CEDU 2000+*. Based on these consultations, the MER proposes to redefine the target group in accordance with the reality revealed by the Phare 2001 county analysis and proposals and considers important to take into account the following aspects:

- the relevant number of schools with very low educational outcomes, (many of them in isolated communities, or in areas where the under-developed infrastructure resulted in unemployment, poverty, social and cultural isolation);
- cultural isolation of children from priority areas (lack of libraries, bookshops, lack of information, lack of resource and development centers etc);
- poverty, that leads to exploiting children as workforce in the households by their families and, in doing so, contributes to increasing the number of drop outs, especially in those disadvantaged areas;
- the lack of socio-cultural opportunities for future success for youngsters within the respective areas (lack of employment opportunities on the workforce market and lack of personal and professional development opportunities);
- an important number of unqualified teachers in the disadvantaged areas;
- a family environment that is unfavourable to education, families with many children, and lack of interest of the parents in their children's education.

The Ministry of Education and Research has identified as a priority the promotion of **inclusive education** in order to insure enrolment into the mainstream schools of:

- minority children;
- children from special schools;
- children from disadvantaged families.

Inclusive school is an open, friendly, tolerant and democratic school, a comprehensive school with no selection and no exclusion, a school where all the children are valorised and integrated. The inclusive education will develop 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.

The mechanisms developed and implemented in the previous Phare programme, "Access to Education for disadvantaged groups, with a special focus on Roma", prove to be efficient in supporting school inspectorates to develop and implement strategies for disadvantaged groups, in solving problems identified at the county/local level related to Roma children and children from special schools.

The Second chance programme, implemented by the Ministry of Education and Research since 1998, has been one of the main components of the Phare 2001 "Access to education for disadvantaged groups, with a special focus on Roma" and has an important role in correcting drop out phenomenon. This remedial programme has been designed for young persons that have finished their primary school, but dropped out during the lower secondary and, thus, have not completed compulsory education. It offers a remedial educational path, which allows completion of compulsory education, simultaneously with vocational training.

During the implementation of the Second chance programme, schools repeatedly signalled that a lot of the potential candidates for second chance were unable to attend the programme, because they have not

finished primary education. This left them with no chance of finishing compulsory education and, without any doubt, led to marginalisation and exclusion.

Taking this finding into account, the Ministry of Education and Research proposed recently an amendment of the Education Act, in order to make possible remedial education also at the level of primary education. This opens the possibility to increase the number of students participating in The Second Chance Programme, by including all the dropouts from compulsory education, and, thus, to increase the number of persons finalising compulsory education.

Taking into account all the above, the second chance component of this Phare programme will be broadened, focusing also on stimulating the enrolment of disadvantaged groups at primary education level.

On the other hand, the envisaged changes regarding the length of compulsory education (from 8 to 10 years) puts forward the need to re-design the Second chance programme for lower secondary, in order to adapt it to the new educational background.

3.2 Linked Activities

The Romanian Ministry of Education and Research has recently implemented several pilot projects, in order to improve the quality of education and the access to education of all the children, without any discrimination. Those pilot projects are:

- “The Second Chance”, aiming at school reintegration and pre-vocational training for drop-outs;
- “The integration of children from special education in the mainstream schools”, aiming to help them finalise compulsory education and to become autonomous and independent;
- “Access to education for disadvantaged groups, with a special focus on Roma” for children in compulsory education, aiming to improve the quality of education and the access to education for all children, without any discrimination. This project has also a component concerning vocational education.

In this stage, in Phare Programme RO 0104.02 “Access to education for disadvantaged groups, with a special focus on Roma” the County School Inspectorates were trained to prepare their projects for grant scheme. Also, as part of their application, each School Inspectorate has designed a local strategy for improving access to education for disadvantaged groups, with a special focus on Roma. Only two counties out of 42 have not sent a proposal and some of them have sent more than one. That proves the high level of interest related to the problem of access to education for the Roma population, shown by the County School Inspectorates. After the evaluation of the projects, 10 counties were selected to participate in the project. The high number of proposals received the counties’ strategies for improving access to education for disadvantaged groups and the result of the analysis of all the projects submitted for evaluation show that the Phare 2001 project must be extended to the other counties too.

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

The 125 mil USD World Bank loan for “School Rehabilitation” Programme included 1200 schools. The reconstruction or major repair of 840 schools was finalised in December 2002. School mapping at the country level, the methodology of the school building evaluation and standard investment guides have been also developed.

Schools with a high percentage of Roma often have an important number of unqualified teachers and a high turnover rate of teachers. One of the possible correction measures is to prepare teachers that come from the community, teachers who are more likely to return in their own town/village at the end of their university studies and teach there. On the other hand, due to poverty and many other reasons, Roma pupils seldom continue their studies at the university level. Taking into account the above facts, the Ministry of Education and Research developed a special open distance-learning programme to train Roma pre-primary and primary teachers. The programme is in progress in Bucharest University, based on the fundraising co-coordinated by county Roma inspectors and on the co-funding provided by the Open Society Foundation. The 60 Roma ODL students will become primary or pre-school teachers, awarded with officially recognised short-term university diplomas.

3.3 Results / Outputs

3.3.1 Institutional Building:

- extension of the training programmes on teaching methods adapted to the children needs, for teachers working in schools from *priority areas for education intervention* or in regular schools which integrated pupils from special schools;
- extension of training courses for teachers in Second Chance and Remedial Education;
- organising, in the Teacher Training Houses (Casa Corpului Didactic – CCD) from the participating counties, centres designed to support the open distance learning programme (targeted to Roma students preparing to become primary and pre-primary school teachers, or Romani language teachers or to unqualified teachers in *priority areas for education intervention*);
- ODL programme and services for Roma community members and unqualified teachers working in schools from *priority areas for education intervention* developed and implemented;
- extension and further development of school mediators' training programmes;
- organising in each county a Resource Centre in order to support the schools to develop an inclusive environment for children and to support remedial programmes in school;
- adaptation of the Second Chance Programme to primary education and to the new provision of the Educational Act, regarding extension of compulsory education from 8 to 10 years.

3.3.2 Investment:

- summer kindergartens and summer schools;
- after school/remedial education programmes;
- 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.

3.4 Activities

I. Institutional Building

Developing the school capacity to address the needs of all children, including those from disadvantaged groups, thus becoming an inclusive school (children from the *priority areas for education intervention*, with a special focus on Roma, children from special schools integrated in the mainstream schools).

3.4.1 Training and Capacity Building

A. General training for inclusive education (inspectors, teachers, school directors, school mediators, community representatives) will be delivered with the support of the CCD and the trainers trained in the previous project to the new counties to be selected in the project;

B. Specific training (continue to develop the capabilities of Roma inspectors, school mediators, teachers in schools from *priority areas for education intervention* and in Second Chance programme, preparing the new centres for developing the ODL (Open Distance Learning) programme and start developing new capacity building programmes, including individual teaching and learning methods, for specialty inspectors, teaching staff, school directors, itinerant/support teacher, etc.

Training programmes for Roma Inspectors, school mediators, teachers in schools with Roma pupils and with a Second Chance programme has started under Phare RO 0104.02 Programme and will be extended and further developed for the teachers in the schools from the selected counties. The entire training programme will be adapted according to the final findings and conclusions of the previous project. The TA will ensure continuity and work towards sustainability in the system of successful practices. The activities envisaged under the specific training category are as follows:

3.4.1.1 Training of Roma inspectors, school directors

At the end of Phare RO 0104.02 programme, the Roma inspectors and school directors would have gained experience and practical knowledge on good/bad practices in Roma children education so as to advice and share their expertise with their peers in other counties. It is envisaged that trained Roma inspectors will work with their colleagues from the other counties to raise their awareness on difficulties they might encounter in specific situations and offer support in developing good county and school strategies for the inclusion of Roma children in the compulsory education system. Training will be needed for the Roma inspectors and school directors from the newly selected counties to better develop their understanding and experience in dealing with Roma education matters at county levels. Examples of good practice will be shared, adapted and replicated wherever possible. A network of communication will be set up between all Roma inspectors at regional and national levels to allow them to intervene and support each other as and when necessary. Also, Roma Inspectors will receive specialised training on how to conduct a training needs analysis at school level, on how to conduct a baseline study in a school or at county level and how to develop efficient and specific evaluation systems in order to monitor achievement levels of Roma children/ youngsters in school.

3.4.1.2 Training of school mediators

The mediators training initiated with Phare 2001 project will be continued and extended to the new counties that will be included in the project. The training will focus on the process of facilitation and mediation between the school and the community and instruments of community intervention (stakeholder analysis, enhanced participation, awareness raising techniques, etc.) that will ultimately increase the participation of Roma children in compulsory education.

Local authorities, schools, community representatives, CSI and NGOs/Roma organisations will work together towards identification of potential school mediators within the selected communities. Local authorities will appoint school mediators on condition of taking the envisaged training programme. Should the mechanism for training of mediator implemented in Phare 2001 Programme prove its efficiency, the new school mediators will receive the same module of training as in Phare 2001.

3.4.1.3 Teacher training

- *Preschool.* Starting from 2002, the Ministry of Education and Research has taken measures for increasing the number of pre-school pupils who attend the last year of kindergarten, called *preparatory year for school*. With the reform of the compulsory education regarding the beginning of compulsory education at the age of 6 instead of 7, there is a clear need of addressing and revising the curriculum and standards of this year group. Because the preparatory year belongs to kindergarten, there will be a massive need of further in-service training of the kindergarten teachers teaching in the Roma communities or in *priority areas for education intervention*. Many training courses have been developed during the Phare RO 0104.02 programme and it is necessary to continue delivery of these courses to the teachers from the new counties, using the trainers trained in the framework of the previous project.
- *Remedial education.* It will be an extension of the training programme developed in the framework of the 2001 project to the teachers from the new counties.
- *School based curriculum.* Training will also aim at developing school-based curriculum, in order to respond to the specific needs and expectations of the pupils, in order to include Roma language, traditions and history among the taught subjects. Training will also aim at adapting the curriculum to the needs of the children coming from special schools and developing school-based curriculum, in order to respond to the specific needs and expectations of the pupils, to develop their autonomy and increase their ability to integrate in society.
- *ODL.* The programme initiated as part of the Phare 2001 project will be continued and extended including persons from the Roma communities from the new selected counties. The mechanisms and materials elaborated by the previous project will be evaluated and further developed according to the assessment report conclusions. CCD will be further supported to be resource centres for the participants in the ODL from each county in terms of access to educational materials and communication (IT) with the Pedagogical Col

- *Second chance.* As a result of the new provisions of the Law of Education teachers involved in the second chance programmes will have to participate in intensive training on curriculum and methodology of these interventions.

The TA of the project together with the CCDs will develop and deliver appropriate teacher training courses and materials for all the above-mentioned positions. TA will assess together with MER the results of the previous mediators and ODL training and propose on this basis the continuation, revisions, developments needed.

3.4.2 School curriculum, educational materials: development and extension

The activities will include:

A. Development of the curriculum and educational materials for second chance programme at the level of primary and lower secondary education. Previously the curriculum for second chance programme covered the compulsory education curriculum for grades V-VIII and pre-vocational training. After the possibility of second chance programmes was created at primary school level and the compulsory education has been extended to 10 years the curricula and educational materials will need to be developed respectively revised.

B. Development of support materials for teachers working in inclusive schools. The educational materials will include books, 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 (i.e. Hungarian speaking). 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. All the new schools will receive also the educational materials developed in the previous Phare Project, according to their needs.

II. Investment

A grant scheme will be established in order to finance projects proposed by county school inspectorates from the targeted communities. The grants will support implementation of innovative local projects, in line with the national policies on enhancing Roma access to education, in the context of the government inclusive education policy framework. County projects should aim at:

- ensuring inclusive climate in school and better access to education for children of the disadvantaged groups (Roma pupils, pupils from *priority areas for education intervention*, pupils from special schools integrated in mainstream);
- prevention and correction of the drop-out problem in the selected schools and in the respective county;
- preparation of the school and of the community to meet the needs and to include those special groups, with their different problems.

A proposal of 8 to 12 schools per county referring to pupils from *priority areas for education intervention*, with a description of the local community, of the targeted group and of the local resources for the project implementation will be needed. The number of schools cannot be pre-defined because of the fact that their identification will be made according to the indicators related to the *priority areas for education intervention*.

The selection of the counties will be done taking into account specific criteria, which will ensure that the selected projects will adequately target Roma population:

- the commitment of the county inspectorate to take concrete measures to improve access to education for the targeted groups;
- financial support committed by the County Council for continuation of the project activities at the end of the Phare programme;
- the existence of the partnership with an NGO/Roma organization;
- the profile of the schools participating to the project (number of pupils coming from special schools integrated in the school, number of pupils with a low rate of participation and attendance and with low school results in schools from the *priority areas for education intervention*);
- level of response of County Inspectorate Strategy's to the county's specific needs in terms of Roma, children with special needs integrated in the mainstream and children/youngsters from *priority areas for education intervention*,

- the existence and the commitment of the compulsory partners: County Council, CCD and the special school able to become Resource Centre.

Further assistance will be provided to the county inspectorates selected to participate in the project. The TA will cover two distinct categories of activities:

- support at county/local level for the preparation, the submission and the implementation of projects;
- support to national level authorities for programme management, (covering in particular call for proposal process and the project selection process) and the monitoring of projects.

The financial proposal could include the components:

- after school/remedial education programmes, summer kindergarten or summer school;
- curricular and extracurricular inclusive activities/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.

The proposed schools from the selected counties will be the beneficiaries of the training programmes envisaged under the Institutional Building, on the basis of the activities they include in their local strategy. The activities will be concentrated at the level of the counties selected to produce an impact, first, on the beneficiary schools and, second, on all the schools in the county. The County Inspectorate will facilitate the information and the awareness on the topic of inclusive education for all the other schools in the county.

3.5 Lessons learned

The issue of sustainability identified in the Interim Evaluation Report has been addressed by ensuring co-financing of the local projects by the County Councils, as well as maintaining the investment for at least 10 years.

As previously mentioned, implementation of Phare RO 0104.02 up to this stage has outlined specific issues mostly regarding the self-identification of Roma population. As a result, within this project it is envisaged to identify the target-group by using specific criteria.

4 INSTITUTIONAL FRAMEWORK

4.1 Roles

4.1.1 The Ministry of Education and Research will play the co-ordination role and will:

- organise a Project Steering Committee (PSC), which will include representatives of all the stakeholders with an interest and responsibilities in the field – of the ministries and local authorities, of the National Office for Roma, of the Department for Child Protection, of NGO's/Roma organisations, of associations and employers – in order to ensure coherence and transparency both national and local;
- organise the training of trainers at national level with TA support;
- disseminate the information about the project development in the whole country, in order to raise awareness concerning inclusive education and to foster the capacity to develop similar projects;
- organise the call for proposals for the county projects;
- decide on the level of funding to the county projects, according to the budgets approved and the Phare procedures: organising tenders with TA support, contracts for works and supply contracts etc.

4.1.2 The National Centre for Vocational and Technical Education Development will:

- provide experts for the training programmes;
- participate in the re-designing of the Second Chance curriculum, according to the legislative measure of extension of compulsory education from 8 to 10 years;

- monitor the VET activities in the county projects.

4.1.3 The County School Inspectorate will:

- establish at the county level a Project Steering Committee (CPSC) made up of representatives of the school inspectorate (general inspector or deputy general inspector, Roma inspector, special education inspector), the County Council, the County Office for Roma, Prefecture, NGOs/Roma organisations, the Teacher Training House, in order to insure co-ordination at the county level of the training programmes and investment, to facilitate collaboration between school, the targeted disadvantaged community and local authorities;
- organise training programmes together with the Teacher Training House, as part of Institutional Building component at the county level;
- distribute the funds allocated to the school projects according to the budgets approved and the Phare procedures: collaborate with TA for organising tenders, signing contracts for works and supply contracts, etc.
- monitor the implementation of the project activities at the school level.

4.1.4 The schools will:

- facilitate the participation of their teachers in the training programmes organised at the county level or in the long distance courses. The schools will take into consideration in evaluating teachers' activity the participation in the training programmes organised within the project;
- identify potential school mediators and teachers to participate in the training programme;
- support the school mediator to initiate and develop activities according to her/his job description;
- organise after school programmes (meals included), remedial teaching activities, parents participation, vocational activities adapted to local specific situation;
- identify and organise reintegration programmes for drop-outs in line with the Second Chance programme, where the target population can attend such programmes (ensure equipment, qualified personnel, convenient location).

4.1.5 The county/local authorities will:

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

4.2 Constraints:

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

On the other hand, the children with impairments and behaviour disorders are often in the same situation as children from disadvantaged communities. They don't have enough resources to live properly, to improve their situation and to aim to a social integration, to a normal life. Also, in this case, the local authorities should take into consideration the needs of that category of population and to promote an integrative strategy (special funds for facilities and for social help).

5 DETAILED BUDGET

	Phare Support					
	Investment Support	Institution Building	Total Phare (=I+IB)	National Co-financing*	IFI*	Total
Contract 1 TA Lot 1 – IB		2.0 mil.				
Contract 2 TA Lot 2 – Grant scheme management		1.0 mil.				
Contracts with the counties (around 15 proposals addressed to <i>priority areas for education intervention</i>)	Up to 500,000					
Total	6.0 mil.	3.0 mil.	9 mil.	2.33mil.		11.33mil.

6 IMPLEMENTATION ARRANGEMENTS

6.1 Contracting Authority: The Central Financing and Contracting Unit (CFCU)

The CFCU will:

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

6.2 Implementing authority: Pre-university Department of MER

Address:

Pre-university Department of MER
28-30 G-ral Berthelot Street
Bucharest RO-70738, Romania
Tel/fax: 004 21 313 55 47

Senior Project Officer:

Constantin Corega
Secretary of State
Pre-university Education
Ministry of Education and Research Romania

6.3 Technical Assistance

International restricted tenders will be organised for contracting both lots TA. The TA will provide expertise for the project implementation in relevant fields as:

- *educational policy design* – to assist county school inspectorates to develop the county strategy for improving the access to education for children from disadvantaged groups;
- elaborate the methodology for the Second Chance programme at the primary level;
- adapt the curriculum for Second Chance programme at the lower secondary level to the legal provision of a 10-year compulsory education;
- *training of trainers* – to design and conduct training programmes at national level, to monitor training programmes at the county level, to monitor teaching activities and participation to the training programmes;
- *open distance learning* – to subcontract and monitor ODL provision. A direct agreement for ODL training will be signed with the ODL training provider selected in Phare RO 0104.02 project, on the basis of the assessment of its performance;
- *mediators training* – to subcontract and monitor the mediators training. The institutional arrangements for mediators training will follow the same mechanism as in Phare RO 0104.02 project if it will prove to be successful;

- *educational building* – to assist the MER in designing the ToR for the school rehabilitation projects, to assist the MER to organise tenders submitted by the County School Inspectorates addressing the school rehabilitation and to monitor the works contracts;
- *procurement/contracts/grants* – to assist the MER to organise tenders for supplies (educational materials, educational equipment, furniture, consumables) and to monitor the procurement.

7 IMPLEMENTATION SCHEDULE

The Terms of Reference for the TA will be developed by 1st of October 2003. The tendering will be launched as soon as the Financing Memorandum is signed.

The call for proposals for county inspectorates will be launched 3 months after the contract of TA is signed.

Grant contracts signed by October 2004.

Project completion: September 2006.

8 EQUAL OPPORTUNITY

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

9 ENVIRONMENT

NA

10 RATES OF RETURN AND FEASIBILITY STUDIES

NA

11 INVESTMENT CRITERIA

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

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

12 CONDITIONALITY AND SEQUENCING

Before project inception:

- The office allocated for the project team 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. The PIU will be fully equipped with office facilities and vehicles for county projects monitoring;
- The MER will insure the amendment to the Education law regarding the second chance programme for primary education.

During the project implementation:

- The local authorities (County and Local Councils) will make budgetary allocation starting with 2005 for the continuation of the project activities;
- Consistent support at the political level for project development.

Annex 1 : Logframe Matrix for project “Access to education for disadvantaged groups”

LOGFRAME PLANNING MATRIX FOR	Programme name and number <i>Access to education for disadvantaged groups</i>	
	Contracting period expires: 30 November 2005	Disbursement period expires: 30 November 2006
	Total budget: 11,330,000 Euro	Phare budget: 9,000,000 Euro

Overall objectives	Objectively verifiable indicators	Sources of verification	
<ul style="list-style-type: none"> To prevent and combat marginalisation and social exclusion and foster a mechanism for improving access to and quality of education for disadvantaged groups. 	<ul style="list-style-type: none"> 25% rate of improving community pupils participation to education by developing of local programmes regarding this item 	<ul style="list-style-type: none"> national statistics reports from school county inspectorates 	
Project Purpose	Objectively verifiable indicators	Sources of verification	Assumptions
<p>To create mechanisms to increase school participation and performance of children from disadvantaged groups in the main stream by:</p> <ul style="list-style-type: none"> improving the conditions of pre-school education of disadvantaged groups; stimulating that children from disadvantaged groups succeed in compulsory education (prevention of dropout) and improve school success rate; stimulating the enrolment in second chance programmes at the primary and secondary level. 	<ul style="list-style-type: none"> 10% increasing rate of preschool children enrolled in kindergartens 30% de-creasing rate of pupils repeating classes in schools 15% de-creasing of drop-outs in compulsory education 10% increasing rate of access to upper secondary education for children/youngsters from disadvantaged groups 15% increasing rate of integrated pupils from special schools into main stream 20% increasing rate of re-integrated pupils in compulsory education system 20% rate of re-integrated youngsters with certification 	<ul style="list-style-type: none"> national statistics school statistics monitoring reports reports from county school inspectorates 	<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

Annex 1 : Logframe Matrix for project “Access to education for disadvantaged groups”

	<ul style="list-style-type: none"> 40% increasing rate of self-identification among roma population 		
Results	Objectively verifiable indicators	Sources of verification	Assumptions
I. Institutional Building: <ul style="list-style-type: none"> extension of the training programmes on teaching methods adapted to the children needs, for teachers working in schools from priority areas for education intervention or in regular schools which integrated pupils from special schools; extension of training courses for teachers in Second Chance and Remedial Education; organising, in the Teacher Training Houses (Casa Corpului Didactic - CCD) from the participating counties, centres designed to support the open distance learning programme (targeted to Roma students preparing to become primary and pre-primary school teachers, or Romani language teachers or to unqualified teachers in priority areas for education intervention); extension and further development of mediators training programmes; organising in each county a Resource Centre in order to support the schools to develop an inclusive environment for 	I. Institutional Building: <ul style="list-style-type: none"> adequate CCD training programmes for teachers teaching in priority areas for education intervention 100 teacher trainers trained on inclusive education, school-based curricula development and implementation, second chance programme and remedial education 600 teachers from schools from priority areas for education intervention trained efficiency of remedial teaching programme and intensive kindergarten programme in selected schools at least 3 subjects related to Roma culture present in the curricula 12-15 local centres established in the CCDs to ensure access to ODL services and to facilitate networking an average of 12 persons per selected county attending ODL extension of the Second chance Education centres selection, appointment and training for an average of 8 	<ul style="list-style-type: none"> monitoring reports school curriculum 	<ul style="list-style-type: none"> stability of teachers involved in this programme

Annex 1 : Logframe Matrix for project “Access to education for disadvantaged groups”

<p>children and to support remedial programmes in school;</p> <ul style="list-style-type: none"> • adaptation of the Second Chance Programme to primary education and to the new provision of the Educational Act, regarding extension of compulsory education from 8 to 10 years. 	<p>school mediators per selected county</p> <ul style="list-style-type: none"> • establishment of 10-15 Resource Centres supporting schools in the area to promote an inclusive education • second chance curricula revised and adapted according to new occupations and length of compulsory education 		
<p>II. Investment:</p> <ul style="list-style-type: none"> • summer kindergartens and summer schools; • after school/remedial education programmes; • 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; 	<p>II. Investment:</p> <ul style="list-style-type: none"> • initiate an average of 2 summer school per selected county • adequate after school/remedial education programmes, related to the target groups • activities organized by the school for parents participation • improved learning environment (school buildings with proper facilities and adequate educational materials) for approximately 150 schools 	<ul style="list-style-type: none"> • monitoring reports • school curriculum • reports from county school inspectorates 	

Annex 1 : Logframe Matrix for project “Access to education for disadvantaged groups”

<ul style="list-style-type: none"> educational equipment and materials in the related teaching subjects. 			
Activities	Means		Assumptions
I. Institutional Building	<ul style="list-style-type: none"> Conclude TA contract for IB 		
3.4.1 Training and Capacity Building	<ul style="list-style-type: none"> TA for IB, acting for and on behalf of the MER, will: <ul style="list-style-type: none"> draw up ToR and tender dossier; launch local open tender for supplies; evaluate offers and select subcontractor; sign supplies contract for provision of conference and training courses facilities. MER and PSC to ensure active participation of members of the PSC and NGOs/Roma organisations representatives in all Training and Capacity Building activities 		<ul style="list-style-type: none"> Active involvement of PSC members Effective co-operation between the involved institutions Efficient national training system Consistent support at the political level for the project implementation Constant collaboration between the project team and the directions of the MER responsible for the relevant areas
A. General training			
<ul style="list-style-type: none"> Prepare and organize 1x2 days national training session on inclusive education targeted to inspectors, teachers, directors, mediators, community representatives 	<ul style="list-style-type: none"> TA to plan training session and to prepare and translate training materials, in cooperation with MER experts and personnel trained in the Phare RO 0104.02 project MER to establish target group TA, MER experts and personnel trained in the Phare RO 0104.02 project to deliver training 		<ul style="list-style-type: none"> Commitment of personnel trained in Phare RO 0104.02 project
<ul style="list-style-type: none"> Prepare and organize local dissemination seminars on inclusive education at 2 levels: county level (CSI, CCD, county council, community representatives) and community level (school, local authorities, community representatives) 	<ul style="list-style-type: none"> CCDs and schools in cooperation with local authorities to ensure facilities County school inspectorates, CCDs and schools to plan seminar and to prepare materials Personnel participating in national training session to conduct seminars 		<ul style="list-style-type: none"> Cooperation of local agents
B. Specific training			
3.4.1.1 Training of Roma			

Annex 1 : Logframe Matrix for project “Access to education for disadvantaged groups”

inspectors, school directors		
<ul style="list-style-type: none"> Prepare and organize 2x2 days experience exchange sessions involving Roma inspectors from the 10 first-wave counties and from the 15 second-wave counties in order to facilitate Roma inspectors networking 	<ul style="list-style-type: none"> TA and MER experts to summarize impact reports on the implementation of Phare RO 0104.02 project, drawing on lessons learned during implementation of the local projects TA and MER experts to collect good practice examples from the activities undertaken during the implementation of the local projects TA and MER experts to establish thematic of the experience exchange sessions and to prepare and translate materials MER and CSI to establish and ensure concrete communication channels for the Roma inspectors network 	<ul style="list-style-type: none"> Commitment of Roma inspectors trained in Pare RO 0104.02 project Trained Roma inspectors having the same job/responsibilities
<ul style="list-style-type: none"> Prepare and organize 3x2 days national training sessions for Roma inspectors and directors from the selected 15 counties 	<ul style="list-style-type: none"> TA to plan training session and to prepare and translate training materials, in cooperation with MER experts and personnel trained in the Phare RO 0104.02 project TA, MER experts and personnel trained in the Phare RO 0104.02 project to deliver training 	<ul style="list-style-type: none"> Commitment of Roma inspectors trained in Pare RO 0104.02 project
<ul style="list-style-type: none"> Provide ongoing support to Roma inspectors and directors from the 15 second-wave counties, involving Roma inspectors from the 10 first-wave counties 	<ul style="list-style-type: none"> TA and MER experts to provide ongoing support answering local demands (visits, communication) MER, CSIs and CCDs to ensure communication within the Roma inspectors network 	<ul style="list-style-type: none"> Commitment of Roma inspectors trained in both projects
3.4.1.2 Training of school mediators		
<ul style="list-style-type: none"> Selection and appointment of school mediators in the selected counties 	<ul style="list-style-type: none"> Local authorities, schools, community representatives, CSI and NGOs/Roma organisations to work together towards identification of potential school mediators within the community Local authorities to appoint school mediators on condition of taking the envisaged training programme 	<ul style="list-style-type: none"> Cooperation of local authorities, community representatives and NGOs/Roma organisations representatives
<ul style="list-style-type: none"> Prepare and organize 2x2 days experience exchange sessions involving school mediators from the 10 first-wave counties and from the 15 second-wave counties in order to facilitate school mediators networking 	<ul style="list-style-type: none"> TA and MER experts to summarize impact reports on the implementation of Phare RO 0104.02 project, drawing on lessons learned during implementation of the local projects TA and MER experts to collect good practice examples from the activities undertaken during the implementation of the local projects TA and MER experts to establish thematic of the experience exchange sessions and to prepare and translate materials 	<ul style="list-style-type: none"> Commitment of school mediators trained in Phare RO 0104.02 project

Annex 1 : Logframe Matrix for project “Access to education for disadvantaged groups”

	<ul style="list-style-type: none"> MER and CSI to establish and ensure concrete communication channels for the school mediators network 	
<ul style="list-style-type: none"> Training of school mediators 	<ul style="list-style-type: none"> TA and MER experts to assess efficiency of the mechanism for training school mediators implemented in Phare RO 0104.02 project and to apply any necessary revisions TA for IB, acting for and on behalf of the MER, will: <ul style="list-style-type: none"> draw up ToR, tender dossier and services shortlist issue dossier to services shortlist; evaluate offers and select subcontractor; sign service contract for school mediators training. 	
3.4.1.3 Teacher training		
<ul style="list-style-type: none"> Prepare and organize 2x3 weeks national training sessions for teacher-trainers from the selected 15 counties 	<ul style="list-style-type: none"> TA and MER experts to draw a report on common county-level training needs identified during the implementation of Phare RO 0104.02 project TA and MER to draw optimization plan for efficient use in county-level teacher training sessions of teacher trainers trained in Phare RO 0104.02 project and consequently to establish the required number of teachers to be trained as teacher trainers from each of the selected counties to be trained MER to update as necessary initial national level requirements for training of trainers MER, CSIs and CCDs to select the established number of teacher trainers for each of the selected counties TA to plan training session and to prepare and translate training materials, in cooperation with MER experts and teacher trainers trained in the Phare RO 0104.02 project TA, MER experts and teacher trainers trained in the Phare RO 0104.02 project to deliver training 	<ul style="list-style-type: none"> Commitment of selected teacher trainers and of the teacher trainers trained in Phare RO 0104.02
<ul style="list-style-type: none"> Prepare and organize county level training sessions for teachers within the following thematic: <ul style="list-style-type: none"> Preschool education Remedial education School based curriculum Second chance programme 	<ul style="list-style-type: none"> MER to provide CCDs in the selected counties the report on common county-level training needs identified during the implementation of Phare RO 0104.02 project CCDs and teacher trainers to further assess county-level training needs in cooperation with inspectors and school directors CCDs and teacher trainers to provide complete county-level training needs analysis TA for IB, acting for and on behalf of the MER, will: 	<ul style="list-style-type: none"> Adequate support and commitment of CSIs, CCDs, teacher trainers, teachers

Annex 1 : Logframe Matrix for project “Access to education for disadvantaged groups”

	<ul style="list-style-type: none"> ○ draw up ToR, tender dossier and services shortlist; ○ issue dossier to services shortlist; ○ evaluate offers and select subcontractor; ○ sign service contract for county-level teacher training. 	
<ul style="list-style-type: none"> • Support the county-level teachers training 	<ul style="list-style-type: none"> • TA, MER experts and teacher trainers trained in the Phare RO 0104.02 project will provide support in planning the county-level teacher training, in elaborating training support-materials and in delivering training, as appropriate 	
<ul style="list-style-type: none"> • Establish local centres in the selected counties to ensure access of the targeted group to ODL services 	<ul style="list-style-type: none"> • CCDs in all selected counties to provide facilities in order to establish local centres to ensure access to ODL services • TA for IB, acting for and on behalf of the MER, will: <ul style="list-style-type: none"> ○ draw up ToR, technical specifications and tender dossier; ○ launch local open tender for supplies; ○ evaluate offers and select subcontractor; ○ sign supplies contract for equipping local centres to ensure access to ODL services in each of the CCDs in the selected counties. 	
<ul style="list-style-type: none"> • Develop ODL services for community members to qualify as pre-primary and primary school teachers 	<ul style="list-style-type: none"> • TA and MER experts to assess performance of ODL services provider established under the Phare RO 0104.02 project • Based on the performance assessment, TA for IB, acting for and on behalf of the MER, to sign direct agreement with the ODL services provider established under the Phare RO 0104.02 project • Alternatively, TA for IB, acting for and on behalf of the MER, to establish method of procurement and to contract ODL services 	
<ul style="list-style-type: none"> • Design and implement advisory and support system for teachers, directors and itinerant/support teachers 	<ul style="list-style-type: none"> • TA and MER experts to design advisory and support system to be implemented at county level in order to ensure guidance for personnel working with children from disadvantaged groups • TA, MER, CSIs, CCDs and Resource Centres to work together towards adapting and implementing the advisory and support system 	
3.4.2 School curriculum, educational materials: development and extension		
A. Development of the curriculum and educational materials for second chance programme at the level of primary and lower	<ul style="list-style-type: none"> • TA, MER and VET Centre experts to review existing second chance curricula and materials according to the identified needs and new legal provisions, drawing on the outcomes of the Phare 0104.02 project in this respect 	

Annex 1 : Logframe Matrix for project “Access to education for disadvantaged groups”

secondary education	<ul style="list-style-type: none"> • TA, CSIs, local authorities, community representatives to work together towards establishing if new occupations are needed to be addressed through second chance programmes, considering the curricula revised under Phare 0104.02 project • TA, MER and VET Centre experts to revise second chance curricula in order to further include, as necessary, new occupations and to adapt to the extension of compulsory education from 8 to 10 years • TA for IB, acting for and on behalf of the MER, to establish type and method of procurement and to contract development of support materials for second chance programme 	
B. Development of support materials for teachers working in inclusive schools		
<ul style="list-style-type: none"> • Support teachers in schools for selected counties to develop educational materials for school-based curricula 	<ul style="list-style-type: none"> • TA and MER experts to review and revise according to the identified needs (as appropriate) the school-based curricula and the corresponding educational materials developed under Phare RO 0104.02 project • TA, CSIs, CCDs and teachers trainers to ensure transfer of school based curricula developed under the Phare 0104.02 project to the schools in the selected counties, as appropriate, and to provide teacher training for implementation • Local authorities to provide financial support to schools for school-based curricula educational materials, as necessary 	<ul style="list-style-type: none"> • Cooperation of CSIs, school directors and teachers involved in Phare RO 0104.02
<ul style="list-style-type: none"> • Extension of educational materials developed under Phare RO 0104.02 project 	<ul style="list-style-type: none"> • TA and MER experts to assess quality and responsiveness of educational materials for pre-primary, primary school, Romani language and Romani studies materials, materials for parents and remedial support-materials and teaching guides selected and procured under Phare RO 0104.02 project • TA and MER experts to assess local needs regarding educational materials, both regarding range and approximate quantities per type • TA and MER experts to establish if it is necessary or not to include other types of educational materials in the line developed under Phare RO 0104.02 project • TA for IB, acting for and on behalf of the MER, to establish method of procurement and to contract production of educational materials in the range and quantities established after the analysis 	<ul style="list-style-type: none"> • Cooperation of teachers using the educational materials developed in Phare RO 0104.02

Annex 1 : Logframe Matrix for project “Access to education for disadvantaged groups”

II. Investment <ul style="list-style-type: none"> Support at county/local level for the preparation and the submission of projects 	<ul style="list-style-type: none"> Conclude TA contract for I TA and MER experts to provide training, follow-up, help-desk, clarifications 	<ul style="list-style-type: none"> Commitment of CSIs, CCDs, County Council and local authorities Cooperation of NGOs/Roma organizations representatives
<p>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); 	<ul style="list-style-type: none"> Phare grant scheme 	<ul style="list-style-type: none"> Commitment of CSIs, CCDs, County Council and local authorities Cooperation of NGOs/Roma organizations representatives

Annex 1 : Logframe Matrix for project “Access to education for disadvantaged groups”

<ul style="list-style-type: none"> • pupils' meals to be provided free-of-charge; • school transport for the targeted groups. 		
<ul style="list-style-type: none"> • Support to national level authorities for programme management and monitoring of projects 	<ul style="list-style-type: none"> • TA to provide support covering in particular call for proposal process, project selection process and monitoring projects implementation 	
<ul style="list-style-type: none"> • Support at county/local level implementation of projects 	<ul style="list-style-type: none"> • TA for I and MER experts to monitor and ensure methodological support for the grantees: <ul style="list-style-type: none"> ○ coordinate with TA for IB to ensure overall coherence of the project; ○ ensure assistance in local project management, particularly in procurement and contracting activities; ○ monitor the implementation of the projects; ○ assist and advice grantees in media relations and visibility of the project. 	
		Preconditions <ul style="list-style-type: none"> • The office allocated for the project team 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. The PIU will be fully equipped with office facilities and vehicles for county projects monitoring; • The MER will insure the amendment to the Education law

Annex 1 : Logframe Matrix for project “Access to education for disadvantaged groups”

regarding the second chance programme for primary education.
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Annex 2 : Detailed implementation chart for project “Access to education for disadvantaged groups”

DETAILED IMPLEMENTATION CHART OF THE PROJECT

Year	2003					2004												2005												2006				
Calendar month	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	S	
Training and capacity building																																		
Tendering TA		x	x	x																														
TA Tendering evaluation					x																													
TA Contract signature						x																												
Preparation assistance CP							x																											
Assistance at County level								x																										
Call for proposals for County Projects								x																										
Preparation of ToR									x																									
Evaluation CP											x																							
County Contracts signature												x																						
Selection of county trainers												x																						
Selection and recruitment of mediators													x																					
Training of teachers																	x	x	x															
Training of school principals														x																				
Training of mediators																x																		
Training of the representatives of local authorities															x																			
Training of speciality inspectors														x	x																			
Follow up training																			x	x	x	x	x	x										

Annex 2 : Detailed implementation chart for project “Access to education for disadvantaged groups”

Placement and hiring of mediators														x																	
Monitoring of mediators activities															x	x	x														
Tendering ODL									x	x	x	x																			
ODL offer evaluation													x																		
ODL contract signature														x																	
ODL courses															x	x	x	x	x	x	x	x	x	x							
School curriculum, educational materials and equipments: development and extension																															
Adapting the second chance curriculum to the needs of the target group								x	x																						
Tendering educational materials									x																						
Evaluation of educational materials offer										x																					
Contract signature for educational materials											x																				
Publishing the educational materials											x	x	x																		
Tendering for works at county level													x	x	x	x															
Works evaluation at county level																	x	x	x	x	x	x	x	x	x						

Annex 3 : Cumulative contracting and disbursement schedule for project “Access to education for disadvantaged groups”

**CONTRACTING AND DISBURSMENT SCHEDULE BY QUARTER
FOR FULL DURATION OF THE PROGRAMME**

	Date												
	30/09/03	31/12/03	31/03/04	30/06/04	30/09/04	31/12/04	31/03/05	30/06/05	30/09/05	31/12/05	31/03/06	30/06/06	31/09/06
Contracted			5.000.000	9.000.000	9.000.000	9.000.000	9.000.000	9.000.000	9.000.000				
Disbursement				1.000.000	2.000.000	4.000.000	6.000.000	7.000.000	8.000.000	9.000.000	9.000.000	9.000.000	9.000.000