



*Needs Assessment Study for the Roma  
Education Fund  
Background Paper*

***ROMANIA***

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## INTRODUCTION

The objective of this study is twofold: to assess the priority areas of activity and potential financing needs for the proposed international Roma Education Fund and to identify possible projects and programs for initial financing in Romania. The final question to be addressed is: *how much money would be needed in Romania if all Roma children would be provided with quality education for the next 10 years?*

In this report we compiled information from various sources, such as the review of the available literature, governmental policies and other documents regarding Roma education in Romania, and face to face discussions with Roma and non-Roma government representatives and civil society organizations. Started late May, the present report is the result of a three phase process, namely:

- a) data collection from Roma and non-Roma NGOs and from experts in the field of Roma education;
- b) discussions (based on the research findings) with the representatives of the Ministry of Education, Research and Youth (MER) and other governmental structures, within the context of MER' strategy and the related country action plans for Roma education;
- c) review meeting with a group of stakeholders on the draft report. (on August 4<sup>th</sup>)

The main sources of quantitative data used in this study are the reports published by the Research Institute for Quality of Life (RIQL) in 1998 and 2002, the Romanian Ministry of Education and Research (MER), the Institute of Educational Science (IES), UNICEF<sup>1</sup>, Save the Children, UNDP policy papers and reports written by Roma activists (Costel Bercus, Delia Grigore) and OSI international fellows (Cosima Rughinis and Mihai Surdu). Other information sources included web resources or sites<sup>2</sup>.

Important part of the data (chapters 3.1, 3.2, 3.3, 3.6, 3.8) are based on the interviews with Roma and non Roma experts or experienced people in the field of Roma education in Romania: Delia Grigore (SATRA ASTRA), Gelu Duminica (Impreuna), Costel Bercus (Romani Criss), Simona Lupu (Delegation of the European Commission), Mihaela Zatreanu (MER), Eugen Crai (UNICEF), Ionut Anghel (OPRE), Elvira Mihut (IMC), Otvos Geza (WASSDAS), Mihaela Jigau (IES), Anca Nedelcu (CEDU), Mihaela Ionescu (IES), Ecaterina Serban (school principal), Judita Csuli (CRCR), Maria Kovacs (CDEC) and others. Substantial input was provided by Ministry of Education and Research representatives: Liliana Preoteasa, General Director – Direction of Preuniversity Education, Gheorghe Sarau, inspector for Romani language, Gabriela Droc, inspector for Primary education. Dan Oprescu and Mariea Ionescu made available relevant information from the PIU and the National Office for Roma Affairs. The coordinator of the Roma Inclusion Decade working group, Mr. Cristian Jura (Secretary of State in the Department for Inter-Ethnic Relations, Office for Roma Issues) and Ilie Dinca – Under Secretary of State, in the same institutions provided substantial comments in scrutinizing the governmental strategy, Decade' country action plan with the research findings.

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<sup>1</sup> *Participarea la educatie a copiilor romi – probleme, solutii, actori*, Ministerul Educatiei si Cercetarii, Institutul de Stiinte ale Educatiei, Institutul de Cercetare a Calitatii Vietii, UNICEF, Editura MarLink, Bucuresti, 2002

<sup>2</sup> See [www.cedu.ro](http://www.cedu.ro), [www.egale.ro](http://www.egale.ro), [www.salvaticopiii.ro](http://www.salvaticopiii.ro), <http://roma.undp.sk>

Also, two international experts have been interviewed: Jean-Pierre Liegeois (project manager of Education of Roma/ Gypsy Children in Europe, Gypsy Research Institute, Paris, France, IMC consultant) and Jenne van der Velde (MATRA representative and project coordinator of Equal Opportunities for Roma Children, National Institute for Curriculum Development, Enschede, The Netherlands). In addition to this, substantial data was provided by the answers to a questionnaire sent to 32 NGOs all over the country (17 questionnaires have been filled in).

## Part one - Situation Analysis

### 1.1. Demographic, cultural and socio-economic characteristics of Roma population in Romania

Romania has a surface of 237,500 square kilometers. Agriculture represents 12%, industry 38%, and services 50% of the economic activity. According to March 2002 census, the total population of Romania is 21 680 974 out of which approximately 53% is urban. 89.5% of the population is ethnic Romanian, while the most important minorities are Hungarian (6.6%), Roma (2.5%), and less than 1% each of Ukrainian, German, Turkish, Tatar, Serb, Russian and Jewish.<sup>3</sup>

However, the above mentioned percentage (meaning 535 140 persons) of Roma population in Romania is to be taken *cum granum salis*. Self identification or hetero-identification represents a very sensitive issue. Some Roma does not declare themselves as such from various reasons. The negative connotations associated to the term Roma/Gypsy is the most important reason for that. Depending on the specific character of their localities the Roma consider themselves as Romanians, Magyars, or Turks. In 1985, the researcher Mihai Merfea made a first estimation on Roma population: 1.180.163 representing 5.14% of the population of Romania.

- At the January 1992 census the number of self-declared Roma was 409.723 representing 1.8% of the total population. The Roma minority came the second, after the Magyar one (71%) among the minorities in Romania. According to the official census in 2002 the total Roma population is 535 140 (271266 male and 263874 female); 89312 Roma people declared that they speak Romani language. On the contrary, Roma activists and Roman NGOs leaders speak about a different figure and consider that there are 1.010 000 (4.65%) to 2.500 000 (11.52%) ethnic Roma. Other estimations of Romanian sociologists range from 1.800 000 to 2.000.000, which represents 7.9% of the entire population.

A UNDP country report<sup>4</sup> shows that Roma people are present in all the regions of Romania. According to the census in 1992, they are most often met in Transylvania, where they represent 2.8% of the population, the next area with big concentration of Roma being Crisana-Maramures, in the north of the country (2.6% of the population). In the west, in Banat, Roma people represent 2.1% of the population, while in Muntenia, south-east of Transylvania and in Oltenia, south of Romania, the percentages are of 1.9%,

<sup>3</sup> See [http://www.fact-index.com/d/de/demographics\\_of\\_romania.html](http://www.fact-index.com/d/de/demographics_of_romania.html).

<sup>4</sup> *Avoiding the Dependency Trap* UNDP Romania 2002, <http://roma.undp.sk>

respectively 1.5% of the population. The lowest values are recorded in the north-east of Moldova (0.8%) and Dobrogea, the region bordering the Black Sea (0.7%). If we take into consideration the urban and rural population as a whole, we can say that in 1992, Roma represented 1.4% of the former and 2.3% of the latter.

According to *Save the Children* report <sup>5</sup>(2001, p.301) *difficulties in self-determined ethnic recording* rely on the followings: some Roma perceive themselves as being Romanian citizens, albeit also member of an ethnic minority; there is the fear of discrimination and births are not always registered.

Roma population is highly diverse; this diversity is reflected by a wide variety of groups and customs. Figures regarding the distribution and composition of Roma throughout the country are controversial. However, some characteristics could be pointed out. The majority of Roma are settled; only Kalderash group preserves a semi-nomadic style of life. There are Vatrashi – (they lost group distinction and form the largest community group), Leyasha (preserved traditions and identity), Kaldarari, Gabori, Spoitari, Ursari, Lautari, Zlatari, Rudari and others.

Most Roma speak one dialect or other of the Romani language. Many Roma speak Romanian or Hungarian, too. Bilingualism and multilingualism are common.

## 1.2. Social status

Historically, Roma have had a low social status and were victims of genocidal policies during the Second World War. Roma were subject to collective and hereditary enslavement in the Danubian principalities of Moldavia and Walachia. Communist regime led to assimilation through urbanization and economic integration. They were forced to settle and work in agricultural cooperatives or as manual laborers in industry. During the communist period, Roma's living standards improved, because they were included within the compulsory employment, educational, housing and medical system.

In the same time, the sense of Roma identity diminished. During Ceausescu regime, Roma became subject to overt discrimination. There was no reference on Roma in the official documents. After the abolishment of slavery, in the middle of the 19th century, there were no state policies for the integration of Roma into Romanian society. "Lacking elite, so models of reference, and lacking resources of development, Roma remained out of history, not far away from the status of slave, failing to integrate in the society."<sup>6</sup> Delia Grigore, president of SATRA ASTRA, comments at length the stigmatization of Roma identity due to such a historical background. She also claims that school curriculum is mainly mono-cultural and does not reflect anything about Roma population in Romania<sup>7</sup>.

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<sup>5</sup> *Denied a future? The right to education of Roma/Gypsy & Traveller Children in Europe, 2001, page. 301*

<sup>6</sup> Delia Grigore, *Education Patterns in the Rroma Family versus Rroma Children's Schooling*, <http://www.romanothan.ro>

<sup>7</sup> See, for further information, the report on the project *Free your mind (unpublished)*

### 1.3. Poverty

The collapse of the communist regime brought to Roma (as well as to the entire population in Romania) an increasing rate of poverty and unemployment. Since 1989 Roma minority continued to face harsh economic and social conditions. Human rights organizations and international bodies reported cases which reflected the rising level of discrimination and violence against Roma. During the past decade the Roma children and families have suffered a gradual deterioration in their social and economic conditions. Several studies developed by the RIQL and other research institutes concluded that the central problem of the Roma population in Romania was mainly defined by the following tendencies: the formation of some bags of chronic poverty; the raise of criminality and violence; the decrease in the percentage of children enrolled in an educational system; the escalation of tensions between Roma population and the rest of the population; the increased phenomenon of self-marginalization and marginalization.

These tendencies, alongside with the increased natural growth that is characteristic to Roma population, made the problems to become chronicle, and generated a hyperbolic perception of their dimensions. According to the 1999 National Human Development Report Romania, carried out by UNDP and the Romanian Academy, poverty was widely spread amongst large families, particularly families with many children. 80% of the families with four or more children lived in poverty. It is assumed that many of those families are ethnic Roma. Consequently, children who belong to the Roma ethnic group are especially vulnerable to becoming children laborers<sup>8</sup>.

Extremely poor living conditions and discrimination led many Roma people to migrate to Western European countries. In parallel, the process of internal migration intensified.

A study run by the *International Management Foundation* in December 2000 reported that Roma group was the only ethnic group whose poverty incidence departed significantly from the average. Unlike other minority groups, such as Hungarian and German minorities, in 1997 the incidence of poverty rate of Roma was 3.5 times higher than the average poverty rate and their consumption 40% lower than the average consumption per equivalent adult<sup>9</sup>. Another report, developed by a Governmental Commission *CASPIS*<sup>10</sup> in 2003 reflected the following situation of poverty rate based on ethnicity:

<b>Ethnicity</b>	<b>Rate of severe poverty</b>	<b>Poverty rate</b>
Romanian	9,3 %	24,4 %
Hungarian	6,4 %	19,9 %
Roma	52, 2 %	75, 1 %

<sup>8</sup> According to the report *Working Roma children and their families*, 2003, Research Institute for Quality of Life

<sup>9</sup> See *Denied a future*, pp. 308-309

<sup>10</sup> Comisia Antisaraacie si promovare a incluziunii sociale, Guvernul Romaniei. *Suportul social pentru populatia de rromi, Analiza problemelor sociale: directii de actiune* nr. 2, 2003

## 1.6. Demographic structure

Compared to the rest of the population, the Roma population is very young. This young demographic structure is generated by the higher values of mortality and fertility of the Roma. Some features are characteristic to most of the Roma families: marriage at early age (mostly un-legalized); increased number of children; low rate of divorce, and inhabitanacy of the young families with one of the parent families.

Although marriages at early ages are more frequent in comparison to rest of the population, according to the opinion of Delia Grigore, only 5-10% of the Roma preserve this custom; there "is about a stereotype more than a reality"<sup>11</sup>.

In 1998, around one third of the Roma population was represented by children (0-14 years old), the percentage of the elderly being of 5%, and the average age of the Roma population being of approximately 24 years. There is also a tendency of decrease in fertility among Roma population.

## 1.5. Sources of income

The hierarchy of the main sources<sup>12</sup> of income per household is considerably different at the level of Roma population compared with the entire population.

Many of the actions concerning the Roma population in the specific policy of the Ministry of Labor and Social Solidarity are related to measures of social assistance of general nature, specific to the ministry's duties:

- Law 116/2002 of preventing and fighting social discrimination;
- Law 76/2002 of the unemployment security system and encouraging the workforce employment;
- Law 416/2001 of the guaranteed minimum income;
- Ordinance no. 33/2001 of dispensing school stationery in the year 2001-2002;
- Law 705/2001 of the national social security system;
- Incentives to family only providers, stipulated in Law 76/2002;
- Law 108/1998 of maintenance payments for children in foster care;
- Law 61/1993 of state child benefit;
- Law 67/1995 of emergency relief.

155 social assistance units of associations and foundations provide social security services to 7 016 assisted persons from all disadvantaged groups. These reports clearly indicate that 359 Roma children benefited from the above mentioned services<sup>13</sup>.

Due the poverty level, dependence on social assistance is very high. Children's allowance represents the most frequent regular income source for Roma families - 66.2% of the researched households benefited from these allowances<sup>14</sup>. Salaries round up the family budget only in less than a quarter of the cases, and retirement pensions are a source of income in 11.7% of the targeted Roma families. Unemployment compensations are a source of income for 9.5% of the researched households. Disability and illness retirement pensions are granted in 4.7%, respectively 5.8% of the families. 53.4% of the total number of households investigated in 1998 declared occasional (or non-permanent) revenues.

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<sup>11</sup> Interview with Delia Grigore held in Bucharest, July 8<sup>th</sup> 2004.

<sup>12</sup> See *Indicatori privind comunitatile de rromi din Romania* Editura Expert 2002

<sup>13</sup> see Romanian Ministry of Public information *Report on progresses made in implementing the government strategy for improving the condition of Roma, April 2003*, page 117

<sup>14</sup> Idem. School attendance represents a condition for receiving monthly allowance for the student. School drop-out involves loosing this financial benefit. Consequently, the family situation is worsening.

52.2% of households received at least one revenue from welfare. 9.6% families received social assistance, 45.7% child support and 4.4% unemployment benefit. Also, 18.7% households have an income from pensions. Especially, the households with many members (more than 6) considered the social assistance the most important source of money.

## 1.6. Health

According to an UNDP report<sup>15</sup>, the task of monitoring the health status of Roma populations is another area that is negatively impacted by the lack of statistical data, which are disaggregated by ethnicity. As in other CEE countries, health of the Roma is generally worse than the health of the population at large. The Roma communities have a higher infant mortality rate and an average lower life expectancy than the majority communities. Discrimination and poor quality of care, meanwhile, result in poor access to health care services. Roma children are a special risk group in terms of health. Infant mortality data are scarce due to the lack of consistent monitoring by ethnic groups. Still, various, albeit fragmentary, data show large discrepancies between majority and Roma population. Women's health is another area of concern. Problems with women's health reflect both socioeconomic factors (poverty, inadequate nutrition, lack of access to health services) and cultural patterns like early marriages and early births.

*Ina Zoon* commented that Romania's social security system also creates "hidden impediments"<sup>16</sup> to supplying social services. Limited access to health services is caused by the lack of the appropriate identity documents and birth certificates necessary for health insurance enrollment.

There is much evidence that life expectancy, infant mortality, morbidity, and other major health indicators are substantially worse for Roma than for majority populations in CEE countries. According to Karen Plafker<sup>17</sup>, efforts to promote the health of Roma population often fail to confront the social structures which shape health in the first place: inequity and discrimination in education, employment, and housing; poor access to clean water and sanitation; lack of social integration; minimal political participation; poor access to food; disparities in income distribution; etc.

The Report published by the Delegation of the European Commission in Romania in October 2003 pointed out some progress in terms of health services: it was officially recognized the profession of "sanitary mediator" and 166 sanitary mediators have been trained and employed in Roma communities<sup>18</sup>.

## 1.7. Housing

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<sup>15</sup> [www.worldbank.org/eca/roma](http://www.worldbank.org/eca/roma)

<sup>16</sup> see Ina Zoon, *Stare de impunitate – Incalcarearea drepturilor omului – cazul romilor din Romania*, ERRC, 2001 – page 98

<sup>17</sup> See Karen Plafker *The Social Roots of Roma Health Conditions*, [www.soros.org/initiatives/health/articles\\_publications](http://www.soros.org/initiatives/health/articles_publications)

<sup>18</sup> See *Raportul periodic privind progresele inregistrate de Romania pe calea aderarii* – 5 nov. 2003

The report of Cosima Rughinis issued in April 2004 presents a review of housing conditions and policies in Romania after 1990, and indicates that poor people, including the majority of Roma citizens, face serious problems. “Social housing is in very short supply, and policies to provide shelter to homeless families are slow to gain ground. (...) The main risks are residential ethnic segregation and administrative abandonment. Despite a certain public awareness of its pernicious effects, residential segregation ranks low on the policy agenda, and there are virtually no policy mechanisms to monitor it or to prevent it.”<sup>19</sup>

The survey conducted in 1998 by the RIQL indicated that about 20% of urban Roma people live in public housing. Another 61% live in privately owned housing, 13% live in housing rented on the private sector, and 5% have atypical residence (improvised, clandestine etc). “In the rural areas the vast majority of Roma people live in privately owned housing (88%), and only 1% of rural Roma live in public housing. Of the total urban Romanian population, only 2.5% lived in 1998 in public housing. Public housing is therefore a dominantly urban reality, and it also has a strong ethnic dimension.” (Rughinis, 2004, p. 9)

The *Ministry of Public Administration* has drawn up the files with specifics of the dwellings and facilities in the zones inhabited mainly by Roma population. After centralizing the data received from the country, from City Halls and prefects’ offices concerning the territorial needs of dwellings and environment rehabilitation, the Ministry of Public Administration, together with the Ministry of Public Works, Transport and Housing, came up with national program of rehabilitation of the dwellings and environment. It was produces a program of the government and/or partnership-based financing of the state or private firms and NGOs that develop programs meant to improve the facilities in the zones inhabited by Roma<sup>20</sup>.

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<sup>19</sup> See Cosima Rughinis, *Containment and Sympathy. Social housing and Roma residents in Romania*, International Policy Fellowships, Center for Policy Studies, Budapest, 2004, p. 54

<sup>20</sup> See *Romanian Ministry of Public information Report on progresses made in implementing the government strategy for improving the condition of Roma, April 2003, page 116*

### **1.2.f. Identity Papers**

The percentage of Roma children who do not have identification papers is beyond 4.7% “The fact that 3.1% of the Roma have no identity documents excludes approximately 47,000 persons (out of which half are children) from the rights of citizenship of the Romanian state: education and free sanitary services to child allowance, emergency support, and other rights related to social assistance and social insurance. They cannot be educated, work legally or be insured. They cannot vote, become members of organizations or be elected in leadership positions. They cannot even be legally married and have identity documents issued for their children. The lack of interest for formal action, the ignorance or lack of education can be important causes for this situation; however, structural causes should not be ignored, like for example the legal and material difficulties that persons with no identity documents would face if they would want to solve this problem.”<sup>21</sup>

Until the end of August 2002 a number of 2718 persons have been assisted to obtain civil status papers and 19.018 persons obtained IDs. Other 20967 persons got assistance to obtain a legal status. During the first semester of year 2003, 7.798 Roma individuals have been registered, 760 out of them were children. Roma leaders have been involved in information campaigns regarding legal migration, passports, traveling in Europe.

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<sup>21</sup> According to RILQ report, page 3

## Part two - Education

### 2.1. The legal framework on the right to education of ethnic minorities in Romania

The *Romanian Constitution* and *Education Law* stipulate the right to education of the national minorities through a number of general regulations, e.g.:

- *the right to identity*<sup>22</sup>:

“Art.6 (1) The State recognizes and guarantees the right of the persons belonging to national minorities, to the preservation, the development, and the expression of their ethnic, cultural, linguistic and religious identity. (2) The protection measures taken by the Romanian State for the preservation, the development, and the expression of the identity of the persons belonging to national minorities shall conform to the principles of equality and non-discrimination, in connection with the other Romanian citizens.”

- *the right to education*:

“Art. 32. (3) the right of the persons belonging to national minorities to learn their native language and their right to be educated in this language are guaranteed. (4) the public education shall be free, according to the law. ”

The Education Law states education as a national priority and the right to education of all citizens, the right to be educated in their native language, as well as the obligation to observe the right to a cultural and linguistic heritage of the minorities.

The access to education of all children and young people is simultaneously facilitated by a social protection system, which has different forms<sup>23</sup>:

- Free education, assistance and logistics, and, respectively, free schoolbooks, free medical and psychological assistance of the students and the children from the pre-school education system;
- Funding/ co-funding from the state budget: overall funding for the expenses of the school readiness preparatory group schooling; co-funding the expenses for the pre-school children and the students in boarding schools, student dormitories and canteens; co-funding extra-curricular activities for high performance students;
- Providing institutional services and facilities: granting scholarships to the students with outstanding results, and social scholarships to those coming from economically disadvantaged families, decreasing the public transportation expenses;
- Social protection for the children and the students with special educational needs by organizing adequate institutions, classes/ groups for pre-school children and students with special needs.

From an international perspective, Romania signed the main European and international agreements and documents on human rights, on the rights of minorities and on prevention and punishment of all forms of the discrimination.

*The provisions of Law 272/2004 refer to the promotion and protection of child rights*

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<sup>22</sup> See chapter 3.2., in *The Participation to Education of the Roma Children, problems, solutions, actors*, The Ministry of Education and Research, the Institute for Educational Sciences, the Institute for Research on the Quality of Life, Bucharest, 2002, p. 27

<sup>23</sup> Idem, p. 28

## 22. Enrollment, school participation, school achievements, drop out, illiteracy, functional illiteracy

Most of the data used in the following subchapters have been selected from the available research reports. Although there are detailed quantitative data regarding the general compulsory education system, updated information regarding Roma school population is scarce. A few years ago, MER initiated the process of collecting data on Roma children (especially Prof. Gheorghe Sarau was very instrumental in this, using the network of Roma school inspectors) and a report would be issued by the end of October<sup>24</sup>. According to the information gathered by Mr. Sarau, there are **160.000 Roma** (self-identified as such) *students* (attending all kind of formal education, from kindergarten to high-school and post high school institutions); however, he estimates that “*there are three times more*” - around **450.000 Roma students**. Out of the 160.000 (officially recognized Roma students) only 10% attend the 3/4 hours weekly classes on Roma history and traditions.

### 2.2.a. Enrollment

The most recent data<sup>25</sup> show the total number of students enrolled in the last school year (2002-2003). We selected only Romanian students, Hungarian students (which represent the largest minority) and Roma. For the primary and secondary level we have the following figures:

Nationality	Enrolled children		Primary									
	Total	Female	total	Female	Grade I		Grade II		Grade III		Grade IV	
					Total	Female	Total	Female	Total	Female	Total	Female
<b>TOTAL</b>	<b>2170263</b>	<b>1055910</b>	<b>981567</b>	<b>474518</b>	<b>246342</b>	<b>118503</b>	<b>242789</b>	<b>117318</b>	<b>241773</b>	<b>117130</b>	<b>250663</b>	<b>121567</b>
Romanian	1973044	961270	881591	427075	218782	105544	217937	105482	218848	106155	226024	109894
Hungarian	112648	54851	50904	24573	12705	6183	12646	6149	12108	5825	13445	6461
Roma	64301	30284	39860	18559	12537	5716	9946	4637	8599	4101	8778	4105

Nationality	Secondary									
	Total	Female	Grade V		Grade VI		Grade VII		Grade VIII	
			Total	Female	Total	Female	Total	Female	Total	Female
<b>TOTAL</b>	<b>1188696</b>	<b>581392</b>	<b>268230</b>	<b>128495</b>	<b>290489</b>	<b>141115</b>	<b>315392</b>	<b>155419</b>	<b>314585</b>	<b>156363</b>
Romanian	1091453	534195	243153	116709	265984	11129190	290910	143436	291406	144860
Hungarian	61744	30278	14344	6848	15225	7397	16225	8017	15950	8016
Roma	24441	11725	8006	3699	6949	3196	5433	2647	4508	2183

The National Institute for Statistics<sup>26</sup> provides data distributed according to nationality (ethnic affiliation) and residence (urban/rural).

<sup>24</sup> The report is prepared together with IMC Consulting, which provided the technical assistance for the PHARE project ....

<sup>25</sup> Even this report used statistics available before the census of March 2002.

<sup>26</sup> See *Invatamintul primar si gimnazial la inceputul anului scolar 2002-2003*, pp. 104-106; the National Institute of Statistics used the term “Tsigan” for the Roma ethnic group.

## URBAN

Nationality	Enrolled children		Primary									
	Total	Female	total	Female	Grade I		Grade II		Grade III		Grade IV	
					Total	Female	Total	Female	Total	Female	Total	Female
<b>TOTAL</b>	<b>1129614</b>	<b>552747</b>	<b>463159</b>	<b>224933</b>	<b>110991</b>	<b>53937</b>	<b>113434</b>	<b>54940</b>	<b>115233</b>	<b>56001</b>	<b>123501</b>	<b>60055</b>
Romanian	1044417	512098	423803	206304	1000638	49041	102748	50340	106136	51707	113281	55216
Hungarian	57435	27945	23541	11352	5596	2739	5747	2781	5631	2678	6567	3154
Roma	20513	9433	12693	5827	3909	1772	3167	1462	2759	1285	2864	1308

Nationality	Secondary									
	total	Female	Grade V		Grade VI		Grade VII		Grade VIII	
			Total	Female	Total	Female	Total	Female	Total	Female
<b>TOTAL</b>	<b>666455</b>	<b>327814</b>	<b>141676</b>	<b>68336</b>	<b>161315</b>	<b>78632</b>	<b>180014</b>	<b>89097</b>	<b>183450</b>	<b>91749</b>
Romanian	620614	305794	130437	63157	149789	73129	168261	83351	172127	86157
Hungarian	33894	16593	7683	3630	8355	4045	8995	4480	8861	4438
Roma	7820	3606	2532	1128	2094	983	1715	796	1479	699

## RURAL

Nationality	Enrolled children		Primary									
	Total	Female	total	Female	Grade I		Grade II		Grade III		Grade IV	
					Total	Female	Total	Female	Total	Female	Total	Female
<b>TOTAL</b>	<b>1040649</b>	<b>503163</b>	<b>518408</b>	<b>249585</b>	<b>135351</b>	<b>64566</b>	<b>129355</b>	<b>62378</b>	<b>126540</b>	<b>61129</b>	<b>127162</b>	<b>61512</b>
Romanian	928627	449172	457788	220771	118144	56503	114189	55142	112712	54448	112743	54678
Hungarian	55213	26906	27363	13221	7109	3444	6899	3368	6477	3147	6878	3262
Roma	43788	20851	27167	12732	8634	3944	6779	3175	5840	2816	5914	2797

Nationality	Secondary									
	total	Female	Grade V		Grade VI		Grade VII		Grade VIII	
			Total	Female	Total	Female	Total	Female	Total	Female
<b>TOTAL</b>	<b>522241</b>	<b>253578</b>	<b>126554</b>	<b>60159</b>	<b>129174</b>	<b>62483</b>	<b>135378</b>	<b>66322</b>	<b>131135</b>	<b>64614</b>
Romanian	470839	228401	112716	53552	116195	56061	122649	60085	119279	58703
Hungarian	27850	13683	6661	3218	6870	3352	7230	3537	7089	3578
Roma	16621	8119	5474	2571	4400	2213	3718	1851	3029	1484

### 2.2.b. School participation

According to the RIQL study published by the end of 2002, there is a decrease in the number of Roma children attending school, especially as the level of education gets higher. The costs for maintaining a child in school are not usually affordable for Roma families. There are a few Roma children graduating the eight years of compulsory education. School drop-out is increasing and consequently families lose the benefit of monthly allowance which is granted based on the school attendance. It is expected that recent changes regarding the structure of the compulsory education<sup>27</sup> to make the situation even worse. *The Participation to Education of the Roma Children* reports that almost 12% of the children aged 7 to 6 years dropped out of school before completing compulsory education, and 18% are non-educated (have never been enrolled in the education system). The percentage can be even higher, if we are to include in the same

<sup>27</sup> See Annex 5.5.

category the cases of non-answer. Another strong conclusion is that over 80% of the non-educated children are Roma.<sup>28</sup>

The school situation of Roma children in 1998:

School-age children	enrolled	Dropped out of school	Have never been enrolled	Don't know, don't answer
	61,4%	11,6%	18,3%	8,7%

Source: the Institute for Research on the Quality of Life, 1998

In the same report of IRQL we can find out that in respect to school, Roma participation in primary school is 15-25% less than the participation on the total population, and almost 30% less in secondary school. Participation to high school education seems to be almost 40% less than the total population. In higher education, the presence of the Roma is rather an exception, the percentage of Roma people who attend university being insignificant. The enrolment of pre-school Roma children (aged 3-6 years old) in kindergartens is almost four times smaller than the enrolment of the same age segment of children in the total population of Romania.

Although reduced, school participation of Roma children has improved in comparison to the beginning of the 90s. The percentage of un-educated children has diminished and the cases of school abandon have been reduced to almost a half. The authors of the above mentioned report concluded that this improvement in school participation of the Roma is an effect of conditioning the provision of child allowance to school frequency. Although a criticisable measure from a moral and socio-economic point of view, it has produced desirable effects in regard to the school participation of the Roma. 29

### 2.2.c. Non-schooling

The fact that almost 90% of the uneducated children come from poor families demonstrates how strongly conditioned is the access to education by the economic resources of the family. Besides this aspect, a series of other factors could be correlated to the lack of education: vicinity (cultural influence), language spoken in the family, declared nationality. Thus, in compact Roma communities, where the Romani language is preponderantly used in the family and community and where Roma people declare their nationality as such, school participation is more reduced.

We can assume that in such communities there is an increased lack of trust in school or that is present another cultural pattern, but we cannot exclude the hypothesis of geographical isolation of these communities, too. Finally, systemic factors from inside the school system are not to be ignored either.

The analysis of the level of education on generations of the Roma population shows that, for all generations, the education cycles towards which most individuals orient themselves (primary and secondary) are below the required level to occupy a minimal position in the labor market. The lowest education levels are to be found in the "older"

<sup>28</sup> See The Participation to Education of the Roma children – problems, solutions, actors, Bucharest 2002, p. 47

<sup>29</sup> Page 12 IRQL

generation, including persons who got educated or attended school before 1960. The highest level of education is to be found in the “mature” generation, whose education could take place or took place between 1960 and 1980. Finally, with the young generation, who should have been enrolled in the education system in the period 1980-1989 and the “transition” generation (1990-1998), it is to be noted an higher of lack of education and, in general, a lower level of education than that of the “mature” generation. The percentage of non-schooling of the Roma population, based on generation division, shows as follows<sup>30</sup>:

School age generation (7-16 years)	the adult generation (17-45 years)	the older generation (over 46 years)
18,3	16,1	26,7

In 1998, the school situation of the Roma children, according to gender, shows that although there are some differences, these are not very high – approximately 6% in the case of non-educated children, percentages as irrelevant as those related to residence<sup>31</sup>:

No. children	male	female	Don't know/ Don't answer
Enrolled	52,0%	46,9%	1,0%
Non-educated	46,3%	52,2%	1,4%

#### 2.2.d. Drop out

*Schools reported that in areas where they recruit their students, the number of non-educated children is increasing. There are children who are not registered in schools, although they have the appropriate school age. Half of schools with less than 50% Roma students have “non-schooled”; 60% of the school where Roma students represent the majority of the school population, mirror this situation. For the school year 1998-1999 the intensity of drop out phenomenon showed that it is almost double in terms of percentage of schools with Roma students as compared with the whole system (in primary cycle); at the level of schools with grades 1-8, the difference is a bit lower<sup>32</sup>.*

	Drop out in primary cycle	Drop out in lower secondary cycle
Schools with less than 50% Roma students	30,3	41,7
Schools with over than 50% Roma students	46,1	69,1
Total rural schools with Roma students	32,4	44,2
Total rural schools	17,2	40,0

#### 2.2.e. Illiteracy

It is well known that access to education is directly connected with the living standards (in Romania, around 90% of the children who are not included in the education system comes from poor or very poor families). Other significant factors for facilitating access to

<sup>30</sup> See *The Participation to Education of the Roma children – problems, solutions, actors, Bucharest 2002*, p. 48

<sup>31</sup> idem, page 47

<sup>32</sup> idem, page 50

education are: neighborhood, degree of knowledge of the official language and even declared nationality.

The smallest number of illiterates belong to the mature generation (30% of the total population investigated in 1998) and the highest rate is to be found among the older generation (over 45% of the subjects). The explanation of this phenomenon is the compulsory nature of education, imposed by the communist regime after the 70s. At the same time, the younger generation is also confronted with an increased rate of illiteracy, in comparison with the mature one.

The distribution of illiteracy on *sexes* demonstrates that illiterate women are preponderant in the case of mature and older ages, situation that does not repeat with youth, where the distribution is rather equal<sup>33</sup> (there is 5% difference in favor of boys).

A low level of education is recorded among the older population, an increased level among the mature population, while the „youth” return to low levels of education. The educational policies of the communist period led to such differences, as participation of the Roma in education was encouraged at that time.

The records of the 2002 census show the following situation of illiteracy among the Romanian, Hungarian and Roma population:

ethnicity	Population aged 10 and over								
	total			municipals			Communes		
	total	illiterate	%	total	illiterate	%	total	illiterate	%
Romania	19434788	508994	2,6	10442139	120411	1,2	8992649	388583	4,3
Romanian	17435353	373379	2,1	9421917	68774	0,7	8013436	303605	3,8
Hungarian	1300005699	17627	1,4	701796	4506	0,6	603903	13121	2,2
Roma	408842	104737	25,6	163287	40106	24,6	245555	64631	26,3

Illiteracy is almost **10 times** more frequent in case of Roma population compared to the entire population and 12 times more frequent in comparison to the Romanian population.

### 2.2.f. Functional illiteracy

A survey of the RIQL from 1998<sup>34</sup> revealed that some of the Roma students enrolled in compulsory education did not have basic reading and writing skills, despite the fact that they passed to a higher grade. As of 1998, the ratio of functional illiteracy was 17.6% for pupils enrolled in fourth grade. This ratio increases to 35.7 % in the case of pupils who drop out in the fourth grade. Increased functional illiteracy could partially explain certain situations of school abandonment. It is surprising that Roma pupils pass classes without having minimal reading and writing skills. One third of the Roma pupils who dropped out school in the sixth grade could not read and write properly. This situation can be partially explained by the low teachers' expectations for Roma pupils.

<sup>33</sup> See *Census 2003. table 59*, National Institute for Statistics

<sup>34</sup> *Indicators on the Roma communities in Romania*, Expert Publishing House, Bucharest, 2002, p. 19

## 2.2.g. School achievements

The ratio of pupils who obtain “*capacitate*” certificate<sup>35</sup> is an indicator of the schools’ resources to prepare pupils to pass toward college or vocational school. While for the entire educational system, as of 1998, the ratio of the pupils who passed the capacity exam was 68 percent, for the schools in which Roma pupils prevail the ratio was only 44.6 percent. The data indicate that more than half of the Roma pupils in schools with prevailing number of Roma failed to pass the capacity exam. The level of education shows a low value of aspirations. The highest percentage is represented by primary and secondary school, although they do not guarantee obtaining a decent job.

The following table shows the situation of Roma, Hungarian and Roma population, in regard to the level of education:

Sex ethnicity	Over 10 years	Level of educational institution graduated										
		Higher education			Higher secondary	Secondary				primary	none	no answer
		total	short	long		total	upper		lower			
					Higher secondary	vocational						
Romania, M&F	1943 4788	13711 08	129316 8	77940	5776376	124908 72	4157718	2965 524	536763 0	389899 6	1083 935	135 01
Romanian	1743 5355 3	12801 17	120950 2	70615	531520	112712 79	3812277	2686 823	477217 9	346724 6	8749 38	102 53
Hungarian	1305 699	64176	58257	5919	37834	925643	281552	2309 09	413182	230123	4726 0	663
<b>Roma</b>	<b>4088 42</b>	<b>684</b>	<b>621</b>	<b>63</b>	<b>426</b>	<b>119244</b>	<b>9289</b>	<b>1521 6</b>	<b>94739</b>	<b>146291</b>	<b>1402 20</b>	<b>197 7</b>
<i>Roma males</i>	2063 07	430	390	40	269	69176	5461	1183 3	51882	75599	5999 5	838

Out of 235 346 persons who declared Roma, only 0,2% graduated higher education institutions; 90% of them graduated short type of higher education, namely 2-3 years of study. The ration male/ female is almost equal per total, namely 50,46% male students. For the higher education studies, female seem to be advantaged, there is a 62,86 percentages for female.

In a recent article,<sup>36</sup> Costel Bercus emphasized the impact of the affirmative actions taken by the MER. His comparison on Roma participation in education is grounded on statistic records since 1990 until 2004. During the school year 1989/1990 the total number of Roma students aged 6 to 18 years was 109.325 (58.325 boys and 51.000 girls); 61.143 of them were Romani language speakers. Situation for the school year 2002/2004 showed the following data: out of 3.738.175 students, there are 4, 23% Roma students (158.128). It can be confirmed the improvement of school participation of Roma students during the last 12 years with 48.103 Roma students. The number of Romani speaking students increased from 61.143 in 1990 to 80.293 in 2003.

<sup>35</sup> Idem, p.18. Secondary school students in Romania pass is a compulsory national examination (*capacitate*), necessary for entering upper secondary education, in mathematics, mother tongue, history or geography. A student who has three successive failures is expelled from the school system because he/she would be over the legal age for primary school or gymnasium.

<sup>36</sup> Costel Bercus, *Roma access to education – Affirmative action or indifference*, 2004, unpublished

### 2.3. Issue of segregation

Romania signed several international treaties which prohibit segregation and discrimination in education, such as the Convention of the Rights of the Child (Art. 2 stipulates the non-discrimination principle), *International Convention on the Elimination of All Forms of Racial Discrimination*<sup>37</sup> and the UNESCO *Convention against Discrimination in Education* (Article 3).

Residential segregation is considered the factor which generated “natural” segregation<sup>38</sup> of the schools with majority Roma students. In order to have a realistic picture of the process of segregation, MER launched a process of collecting data in May 2004<sup>39</sup>.

According to RIQL report in 1998 more than one quarter of Roma in Romania lived in segregated communities<sup>40</sup>. The process of forced settlement of Roma resulted in the appearance of isolated and homogenous Roma communities. These communities are usually situated on the margins of villages or cities. The communist regime tried by its town-planning policy to demolish Roma districts and to disperse their population among majority population by moving Roma from houses to blocks of flats. This town-planning policy was largely unsuccessful, and nowadays the prevailing number of Roma lives in Roma districts or ghettos.

Mihai Surdu, in the study “*Desegregating Roma schools: a cost-benefit-analysis*”, proved that the segregated schools for Roma in Romania provide inferior quality of education and they are a major obstacle to the enjoyment of equal educational opportunities by the children who attend them.

Segregated schools are usually situated near Roma communities. In most of these communities the level of poverty is rather high. Such schools are not only physically separated from the majority schools but, more often than not, they are much poorer as compared to other schools. Although formally there are no barriers in enrolling or transferring Roma pupils to non-segregated schools, in reality Roma parents encounter a series of economic and bureaucratic obstacles as well as obstruction generated by the racial prejudice.

The MER *Notification No. 29323/20.04.2004* explicitly stipulates as a national policy the aim of ensuring equity in education in terms of equal access to all forms of schooling as well as in terms of the quality of education provided to all the children, irrespective of their ethnical background or mother tongue. In above mentioned document (page one) it is mentioned that before and during the implementation of the PHARE program<sup>41</sup> there have been reported cases of segregated classrooms or schools. Existence of Roma settlement/ neighborhoods, distance to other schools, transportation difficulties, and poor knowledge of Romanian language or lack of preparation for school represent the most frequently invoked arguments. The same official document points out that in most of the

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<sup>37</sup> Article 5(e)(v)

<sup>38</sup> Term used by Prof. Gh. Sarau.

<sup>39</sup> A report will be done by the end of October, 2004.

<sup>40</sup> IRQL report, page 10

<sup>41</sup> See example PHARE program, chapter 3.7.

cases local inspectorates did not introduce compensatory measures (school rehabilitation, improved learning environment, didactic supplies, remedial education activities and materials, transportation, preparation for school).

**“Segregation represents a serious form of discrimination. Within the educational system, except the schools/classrooms where all the subject are taught in Romani language,** segregation means physical separation, deliberately or unintentionally of the Roma children of the other children in schools, classrooms, buildings and other facilities, having as a consequence that the number of Roma children is disproportionately higher in comparison with the percentage of the school age children of that unit.

Consequently, segregation represents the unequal access of children to a quality education. Separation in schools or kindergartens leads with no exception to an inferior level of education in comparison to that provided in groups, classrooms or schools with school population represented by the ethnic majority.<sup>42</sup>”

According to the *Notification*, it is forbidden to organize groups in both pre-school or the 1st and the 5th grade with exclusive or majority Roma children. Negative consequences could be noticed for both Roma and non-Roma people. Schools exclusively for Roma or with majority Roma students have some common characteristics: maintain the stereotypes at both levels of majority population and Roma population, reinforce the feeling of inferiority of Roma children, have a deficit of qualified teachers, have a high teachers' turnover, show poor achievement and low rate school success of Roma children as well as a high rate of non-schooling and drop out.

So far it is expected that each county school inspectorate will do whatever necessary in order to promote the principles of an inclusive school and intercultural education, by developing a curriculum which reflects the ethnic and cultural diversity of the school population, where equal access to a quality education is provided to every student. There is a general agreement that desegregation is a long term process. Specific strategies and activities are suggested to the schools:

- mixed student groups at all the educational levels;
- transportation of Roma students to other schools with a different ethnic composition (especially of children from communities with residential segregation)
- use of school spaces and utilities;
- training and employment of Roma school mediators;
- extra study/ mentoring hours for children with learning difficulties;
- enhance Roma ethnic identity in mixed schools (through curriculum also);
- Involvement of Roma teachers in schools to teach specific curriculum (Romani language and Roma history).

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<sup>42</sup> Notificare nr. 29323/20.04.2004, Ministry of Education and Research, State Secretary for Preuniversity Education, www.edu.ro

## 2.4. Schools with majority Roma students

The Report produced by MER, UNICEF, IES, IQL in 2002 reflected interesting data concerning schools with a majority of Roma students<sup>43</sup>. There are many factors that influence Roma school achievement. School success or failure is influenced by context bound factors, school bound factors, as well as individual student characteristics and family related factors. The study *Participation to Education of the Roma children* took into consideration the following school factors: material resources of the school (schooling space and supplies), quality of the teachers (qualified/ unqualified), stability of the teachers, teachers' residence, educational offer and the school ethos.

School infrastructure – the number of schools built before 1900 is double in case of schools with Roma students, compared to the average of the rural education system (25.4% compared with 12.7%) (p. 53). In Galati and Timis counties almost all schools with many Roma students are older than 100 years. The physical state of the school building is another indicator used. It shows the following results<sup>44</sup>:

Building status	Good	Need small repairs	Need major interventions
Total of rural schools	15,0	49,7	35,2
Rural schools with Roma students	13,4	47,7	39,0

Differences are visible when are taken into account the utilities:

	Electricity	Own water supplies	Toilet in school
Total of rural schools	97,2	76,5	97,9
Rural schools with Roma students	99,2	71,7	91,5

Regarding the school space per student, except the kindergartens, the rest of schools are very **crowded**. Schools with Roma compared with average of the system are almost twice more crowded in schools with grades 1 to 4, over four times more crowded than in schools with grades 1 to 8, over twice more in case of upper secondary schools and vocational training schools<sup>45</sup>.

	Under the minimum space (overload)	Within normal limits	Over maximum space (underload)
Kindergartens			
Total rural institutions	71,9	15,6	12,5
Rural institutions with Roma children	56,8	7,5	35,7
Schools with grades 1 to 4			
Total rural schools	12,0	9,0	79,0
Rural schools with Roma students	23,0	9,6	67,5
Schools with grades 1 to 8			
Total rural schools	6,3	9,9	83,8
Rural schools with Roma students	27,6	9,1	63,3

<sup>43</sup> Database refers to rural schools only

<sup>44</sup> idem, page 53

<sup>45</sup> idem, p. 55

High schools and vocational training schools			
Total rural schools	12,2	14,6	73,2
Rural schools with Roma students	27,8	14,2	58,0

More than 50% of schools with Roma students do not have **library** (50. 7%), in comparison with 34.3 % of rural schools. Schools with Roma children have less furniture, school supplies, equipments (except for those involved in special projects, e.g. School buildings rehabilitation program, co-funded by the World Bank and the Social Development Fund, or programs run by NGOs, like Center Education 2000+).

The indicator **human resources** reflect some differences, too. Based on the situation analysis for school year 1999/2000, there is a lack of qualified teachers in rural schools. The following table reflects the deficit of qualified teachers<sup>46</sup>.

Units	Kindergartens	Primary schools (grades 1 to 4)	Schools with grades 1 to 8
Mixed schools	40,5	65,0	98,0
Majority Roma schools	57,1	66,3	100
Mainly Roma schools (predominant)	83,3	83,5	100
Total schools with Roma children/ students	42,0	67,1	98,1
Total rural schools	47,6	43,5	96,7

The ratio of unqualified teachers in schools, according to ethnic composition of school population shows the following situation (p. 61):

Units	None	Under 25%	25-50%	50-75%	Over 75%
Mixed schools	2,1	30,8	46,7	16,8	3,6
Majority Roma schools	0,0	16,4	52,2	22,4	9,0
Mainly Roma schools (predominant)	0,0	5,0	36,7	36,7	21,6
Total schools with Roma children/ students	1,9	29,3	46,6	17,7	4,5
Total rural schools	14,5	48,8	27,9	6,8	2,0

Percentage of different categories of **unqualified teachers**, according to ethnic composition of school population shows the following situation<sup>47</sup> (p. 62):

Units	Preschool education teachers	Primary schools (grades 1-4) teachers	Schools with 1-8 grades' teachers
Mixed schools	33,5	27,2	40,7
Majority Roma schools	45,2	39,2	48,3
Mainly Roma schools(predominant)	57,8	49,7	58,8
Total schools with Roma children/ students	35,7	29,5	41,7
Total rural schools	33,5	20,3	21,9

<sup>46</sup> idem, p. 60

<sup>47</sup> idem, p. 62

The **deficit of qualified teachers** is higher in case of foreign languages (more than 705 of the schools), Romanian language, history, music, geography, arts (drawing), physical education, biology, etc. The poor quality of the human resources in rural schools has direct effect on the quality of the students' preparation for "capacitate" examination, which takes place in the end of the 8<sup>th</sup> grade.

Mihai Surdu's conclusions emphasized that practically, by 1998, there were no schools with over 50 percent Roma ("majority Roma" schools) without unqualified teachers. There is an obvious correlation between the percentage of Roma pupils in a school and the ratio of unqualified teachers. The author also comments the fact that majority of Roma parents are aware about the lower quality of education in schools with Roma majority students: 'For this reason some wealthy Roma parents prefer to enroll or to transfer their children in schools with another ethnic majority. In the same way act Romanian parents when they have to choose between a closer school with a high percentage of Roma children and a far away school without Roma (or with a low percentage of Roma pupils)',<sup>48</sup>.

**Teachers' mobility** influences the level of participation to school education. Lack of stability of teaching staff in rural schools is three times higher for preschool and primary school units with Roma children and two times higher for secondary schools. This phenomenon jeopardizes the idea of the school staff as a team with a specific ethos about children success in school. There is a direct correlation between the level of teachers' fluctuation and the economic development of the community, transportation facilities, and the level of poverty of school population. Unqualified teachers have less competencies and skills. They hardly can meet the educational needs of Roma children, who need remedial education interventions, specific motivations, instructional approaches and strategies for parental involvement.

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<sup>48</sup> see Mihai Surdu *Quality of Education in schools with a high percentage of Roma pupils*, [www.policy.hu/surdu](http://www.policy.hu/surdu)

### 3. Part three – Policy and financial assessment

#### 3.1. Quality education for Roma in Romania

Taking into account the ideas launched by the experts and experienced people in the field of Roma education in Romania, *quality education could be defined as a comprehensive intervention which requires improvement of the educational environment and climate, curriculum and content, teaching process (didactic methodologies and teaching materials), and relationship between school and community.* Protection, health care and nutritional measures for the Roma children should start as early as the birth age.

Table presenting main ideas of the discussion held with Roma and non Roma NGOs, governmental institutions and agencies, experts and experienced people

Nr.	Name	Institution	Main ideas of the discussions
1.	Jean Pierre Liegeois	COE expert on Roma issues, consultant for International Management Consulting, Str. Prof. Ion Maiorescu, 16.06	<p>To make active the network of Roma school inspectors (network unique in Europe)</p> <p>To use the already existing qualified people (mediators or implementing agents)</p> <p>Not to re-invent the wheel</p> <p>Big programs, instead of numerous small programs</p> <p>To expose the successes</p> <p>Good practices to be disseminated at larger scale</p> <p>Preoccupation for certification/ accreditation (e.g. mediators or Roma teachers) as EU ECTS credits</p> <p>Initial credits could be used as ground for further qualifications</p>
2.	Jenne van der Velde	National Institute for Curriculum Development, NL, MATRA program coordinator (Equal opportunities for Roma children) 27.06.	<p>1. There is nothing as practice as a good theory. It is really needed that activities/projects are part of a bigger framework on a local level. We used the term school development for that. At the same time you have to work on:</p> <ul style="list-style-type: none"> <li>- the local network</li> <li>- school management development</li> <li>- renewing of teaching learning materials</li> <li>- teacher training</li> <li>- school monitor system</li> </ul> <p>2. Triple A is base for development</p> <p>I still believe that to pay attention on the same time to awareness, acknowledgment and achievement. That means that children have to have better education in a better context. Therefore it is needed that schools are broad schools in the sense that extra curricular activities are really a part of the curriculum.</p> <p>3. Motivation of the local community</p> <p>In order to reach success there has to be short term successes. This short term successes can be easy reached by the development of (extra curricular)</p>

			activities.
3.	Costel Bercus	ROMANI CRISS Str. Buzesti 19, Bucuresti 21 iunie, 12.00	<ul style="list-style-type: none"> <li>- Roma problem might be negotiated from a political point of view, cannot be solved through programs or projects.</li> <li>- desegregation of classrooms and schools – otherwise any investment is useless</li> <li>- compensatory educational measures – standards should become the same in a short period of time – e.g. teacher assistant for mixed classrooms</li> <li>- monitor the participation / attendance of Roma children in primary school / summer school</li> <li>- intercultural education is essential</li> <li>- programs for all the children (regardless the ethnic background) aiming at the development of the sense of community.</li> <li>- programs targeting school and community</li> <li>- programs focusing on extracurricular activities: summer camps, contests which should reflect the local ethnic diversity and involve parents</li> <li>- inservice teacher training projects tailored to the economic development of the community; there is a lack of teacher training.</li> <li>- programs grounded on the community characteristics, which should offer the framework. Local stakeholders should meet specific needs.</li> </ul>
4.	Aurel Borcescu	Romanian Agency for Community Development ARDC Buzau, CCD Str. Independentei nr. 30	<p>importance of the mediator at the community level; families trust him.</p> <p>More extracurricular activities initiated by the mediators</p> <p>Multicultural education – needed for both minority and majority people</p> <p>Better connection between sanitary mediators and school mediators</p> <p>Adult education – literacy</p> <p>More involvement of Roma people</p> <p>More attention paid by the teachers on Roma children self esteem and achievement</p> <p>Organize clubs for kids and youth people</p> <p>Improve Roma access on the labour market</p> <p>Provide Roma people with small surfaces of land (to build houses or even toilets and for agriculture work)</p> <p>Roma children self esteem is an issue</p> <p>It is unlikely to predict the trends for the next 10 years. WB projects could have side/ pervert effects</p> <p>comprehensive approach of the community problems (health, education, economic development)</p>

4.	Ionut Anghel	OPRE Str. Hristo Botev, 15A, 22 iunie, 2004, ora 9:00	<p>More governmental associations and NGOs involved MEC, ISJ, MMPS</p> <p>Common and long term strategy which brings together more ministries and agencies</p> <p>Intercultural education trainings for teachers but also projects targeting Roma and non Roma children and families</p> <p>Professional education courses for adults – helping in finding a job</p> <p>Literacy courses for adults</p> <p>Real needs to be taken into consideration</p> <p>WB to support on long term the projects</p> <p>Roma associations to be more involved and consulted</p>
5.	Mihai Surdu	Institute for Research of the Quality of Life - OSI Fellow on Roma education policy 22.06	<ul style="list-style-type: none"> <li>- School desegregation</li> <li>- to continue the affirmative actions measures for Roma people in universities, colleges and vocational schools</li> <li>- more opportunities to learn Roma language, history and culture</li> <li>- Introduction into the school curriculum of Roma culture and history' elements; so far all the children could be aware on the social, political, cultural contribution done by the Roma during the history</li> <li>- Teacher training on multiculturalism and tolerance values;</li> </ul> <p>grant giving for the best secondary school Roma students (and from higher levels, too) in order to continue their studies further on</p>
6.	Nicoleta Maimon	Roma inspector, Galati county 17. 06, Str. Portului nr. 40	<ul style="list-style-type: none"> <li>- mentality change is necessary</li> <li>- grants/ scholarships for Roma students</li> <li>- preschool education – highest priority</li> <li>- adult literacy projects</li> <li>- provide food</li> <li>- extra-money provided for teachers</li> <li>- school infrastructure renewed</li> <li>- projects for intercultural exchanges among children</li> </ul>
7.	Ghita Nazare	Director of CCD (Teacher Training Centre) Galati, 18.06	<ul style="list-style-type: none"> <li>- ineffective use of the funds for Roma communities</li> <li>- money did not reach the real target (Roma children)</li> <li>- more incentives for children</li> <li>- improve school attendance and participation, involve parents in literacy projects</li> <li>- comprehensive approach of the community (projects focusing in parallel health, education, economic development)</li> <li>- need for coherent strategies</li> <li>- complementary projects for non Roma people</li> </ul>

			- inclusive education, civic education
8.	Mihaela Ionescu	Senior researcher Institute of Educational Sciences, 6.06	- preschool education for Roma children - set up of resource centers and counselling for youth with social or educational problems - nonformal education - Second chance programs - education of young parents
9.	Maria Rauta	Preschool education inspector for Galati county, 19.06	teacher assistant parents literacy courses material incentives for children new buildings for kindergartens didactic materials needed (toys, supplies)
10.	Maria Tudor and Viorel Halunga	Buciumeni school director & Roma mediator (Romani language teacher), 19.06, Galati	raising awareness about the situation of Roma in the context of European integration stronger involvement of local stakeholders (city hall, economic entrepreneurs, school) in order to improve the economic development of the community avoid discrimination towards non Roma children through positive discrimination of Roma use local community resources in order to create new jobs provide young people with lands to build houses
11.	Ecaterina Serban	Chiliseni school director (Suceava county), implementation agent for IMC/ Phare project in Galati county	to consult the community people, not the Roma leaders to develop long term projects, not short term preschool education entire community involvement teacher training to be done by Romanian and foreign experts realistic educational policy seeking for systemic advantages, at long term (e.g. housing for teachers in rural communities) motivate parents for stronger school involvement projects should meet all the needs of the community (educational, social, economic, cultural, etc.)
12	Mihaela Zatreanu	MER referent for Romani language, author of children books in Romani Berthelot 30, sector 1	- use of European successful programs in Romania - teacher training - teacher motivation - professional guidance and counselling for adults - school should provide more for the entire community and to involve more parents; extracurricular activities could be a good start - update the Roma image among non Roma people
13	Ioana Etves	AFER Asociatia pentru	- create jobs - training, professional qualification (driving, tailoring)

		Emanciparea Femeilor Rome Str. Calea Turzii, nr. 70, ap. 4, Cluj 25. 06. Cluj	<ul style="list-style-type: none"> <li>- Roma women education</li> <li>- summer camps for children</li> <li>- stronger involvement of local authorities</li> </ul>
14	Otvos Geza	President of Wassdass, Str. Calea Turzii, nr. 70, ap. 4, Cluj	<ul style="list-style-type: none"> <li>- more Roma involvement, even for needs assessment studies</li> <li>- community Roma mediators</li> <li>- desegregation</li> <li>- social protection for Roma (Roma are fired first, children are not registered in schools, are rejected by their school mates)</li> <li>- Maslow pyramid constitutes a good starting point in solving problems</li> <li>- In the projects for Roma, Roma people are not involved</li> <li>- Improve living standards</li> <li>- Create jobs</li> </ul>
15	Judita Csuli	Romani language teacher, Resource Centre for Roma Communities, Cluj, member of Commission for textbooks evaluation	<ul style="list-style-type: none"> <li>- standard Romani language</li> <li>- development of materials for Romani language</li> <li>- team building at the school level</li> <li>- more hours for Romani language</li> <li>- more involvement of Roma parents</li> <li>- raising awareness about Roma identity</li> </ul>
16	Florin Moisa	Executive president of the Resource Centre for Roma Communities Cluj	<p>Roma consultancy Roma involvement Use best practices already developed</p>
17	Maria Kovacs	Centre for Ethnocultural Diversity, Cluj	<p>community centers could be effective in Roma motivation for education, illiteracy schools are interested in implementing new projects; the school records are important for school evaluation people are overwhelmed by trainings; they participate in trainings in order to get credits trainings are not effective because there are too many people involved and afterwards they do not receive</p>

			<p>enough support (as methodological assistance) avoid transforming community mediators in teachers. A new professional profile (the mediator) should be officially recognized You can't help children without helping the parents</p>
18	Gelu Duminica	<p>Agentia Impreuna Mihai Eminescu nr. 26, 22 June</p>	<p>Strategy blocked the civil society. The strategy does not promote new ideas, there is not development</p> <ul style="list-style-type: none"> <li>- values should be stronger promoted, Roma stopped at grade 8</li> <li>- affirmative action is OK, but does not solve the real problem – economic condition of Roma family. It can't be the mentor for the child. There are necessary social and educational policies in order to support Roma children</li> <li>- there are similarities between rural families and Roma families: „Cornul si laptele” had not the expected results. Many children attended school, but the rate of drop out remained the same.</li> <li>- family should bring its model into school; child' background should be taken into consideration more. We are far from an inclusive school, school insures information transfer only.</li> <li>- Roma is not educated to become Roma. There is no a single word about Roma in Romanian school – an inclusion of Roma identity into Romanian identity. Family is „Romanian-ized”, but the school does not promote multiculturalism.</li> </ul>
19	Delia Grigore & Mihai Neacsu	<p>President of Aven Amenza/ SATRA ASTRA 8th of July</p>	<ul style="list-style-type: none"> <li>- in depth community-based documentation before any initiative</li> <li>- bilingual education (Romani and Romanian curriculum)</li> <li>- cultural identity awareness</li> <li>- scholarships to be granted according to Roma student' school progress, not as a monthly allowance</li> <li>- some projects could transform Roma people into “gadge”</li> <li>- schools did not change enough, the climate is not appropriate, friendly: it doesn't motivate students, poor dialogue with parents, Roma identity is rejected, monocultural curriculum, lack of intercultural approach</li> <li>- Roma young elite</li> <li>- stigma associated to Roma identity</li> <li>- proud ness of being Roma – should be cultivated through public policies</li> </ul>

			<ul style="list-style-type: none"> <li>- lack of trust in school</li> <li>some stereotypes still functioning</li> <li>- need to tailor the school to the students needs (married students or pregnant Roma women)</li> <li>- community centers as partnership arena for local stakeholders</li> <li>- segregation is sometimes self segregation</li> <li>- desegregating Roma is not enough – Roma could be marginalized further on, in the classroom</li> </ul>
20	Liliana Preoteasa & Gabriela Droc	<p>General Director, Direction of Preuniversity Education</p> <p>- General inspector for primary school</p> <p>8 July, Berthelot</p>	<ul style="list-style-type: none"> <li>- teacher training is a priority</li> <li>- inclusive education and non discriminatory practices</li> <li>- educational materials</li> <li>- school mediators</li> <li>- summer kindergarten</li> <li>- remedial education activities</li> <li>- there are measures against segregation</li> <li>- Second chance for primary cycle</li> </ul>
21	Cosima Rughinis	<p>Lecturer, Faculty of Sociology and Social Work, Schitu Magureanu 9, sector 5</p>	<ul style="list-style-type: none"> <li>- educational needs are huge, in comparison to what NGOs can provide</li> <li>- it is necessary a consistent an coherent educational support on long term; completion of the first cycle is useless whether the child does not continue studying</li> <li>- have to avoid to create jobs which are not sustainable on long term</li> <li>- information centers are not very effective</li> <li>- educational programs are more effective in comparison to other interventions, especially if they are integrated into the formal educational system</li> <li>- Roma children need to be in contact with the aspect of real life: visit hospitals, prisons, museum, trips, and sport activities, have exchange programs with other schools.</li> </ul>
22	Elvira Mihut	<p>Program coordinator, IMC Consulting – Ion Maiorescu 44, July 15</p>	<ul style="list-style-type: none"> <li>- Educational changes should be generated from inside the educational system</li> <li>- inspectors need more training</li> <li>- it is necessary to make a realistic evaluation of the initial situation, to identify the previous results, the experiences available in the field, human resources</li> <li>- community committee</li> <li>- hierarchical structure of the educational system is an issue, especially at the level of school inspectorates</li> </ul>
23	Simona Lupu	<p>Team leader, Delegation of European</p>	<ul style="list-style-type: none"> <li>- need to coordinate the resources and institutions, to create the mechanisms for coordination at the local level; now the coordination between social services or</li> </ul>

		Commission , 21 July	<p>child protection relies on persons, not on institutional mechanisms;</p> <ul style="list-style-type: none"> <li>- there are networks of people who know the problems and have the capacity to initiate and develop projects</li> <li>- EU will create a broader framework for inclusion in general, for Roma more specifically</li> <li>- political changes can involve changes at the policy level or can influence the project implementation</li> <li>- some projects' budgets reflect first time investment; in time the cost will decrease;</li> <li>- there are complementary initiatives (day care centers) which could complement the schools' initiatives</li> </ul>
24	Eugen Vasile Crai	Project Officer Education, UNICEF 15 July, Bd. Primaveraii	<ul style="list-style-type: none"> <li>- presentation of UNICEF approach on the Roma children education</li> <li>- gender issues in education: a research is going to be developed specifically on Roma girls' participation to education and prevention of Roma girls school drop-out;</li> <li>- discussion on the project A good start for school "summer kindergarten" and Education Priority Area Pilot Project (a comprehensive intervention for the improvement of the quality of the educational environment, process and content with a special focus on Roma children)</li> <li>- discussion on the campaign "Leave No Child Out" in partnership with the Federation of NGOs active in Child Protection and other Roma NGOs</li> <li>- community resource centers</li> <li>- need to coordinate donor interventions and central &amp; local government bodies for enhancing the impact of interventions</li> </ul>
25	Dan Oprea	Senior Adviser, National Office for Roma Affairs, 22 July, 15 July	<ul style="list-style-type: none"> <li>- issues of census data, self identification and hetero identification</li> <li>- the educational issue is better documented than others</li> <li>- discussion on the actual state of strategy' implementation</li> <li>- cost estimation</li> </ul>
26	Gheorghe Sarau	General inspector for Romani language, Ministry of Education and	<ul style="list-style-type: none"> <li>- training on Romani language, Roma culture and history, Roma elite</li> <li>- preschool participation – intensive summer kindergartens</li> <li>- training and use of school mediators</li> <li>- scholarships for upper secondary level students and</li> </ul>

		Research, 20 July	<ul style="list-style-type: none"> <li>university students</li> <li>- unbalanced policies for education, social assistance (e.g. much more money for institutionalized children, children with special needs)</li> <li>- civic education and other subject matters to be taught in Ro mani language</li> <li>- learning support activities – before or after school</li> </ul>
27	Iulius Rostas	Roma Participation Program, Budapest	<ul style="list-style-type: none"> <li>- issue of segregation</li> <li>- school mediator</li> <li>- inclusive education</li> <li>- Roma elite, family background, leaders’ legitimacy at the community level/ professional development</li> </ul>
28	Nicu Cuta	Consultant in management and organisational development, Romanian Association for Community Development	<ul style="list-style-type: none"> <li>- Roma teachers – as models for Roma community, could increase the expectation level for education</li> <li>- community capacity building is necessary</li> <li>- extra school activities – Roma children to visit different places, to have exchange visits with other schools</li> <li>- it is necessary to create the active community school, school might be the heart of the village</li> <li>- desegregation is a complex process, it requires some steps in order to make the community aware about it</li> <li>- preschool education is crucial</li> </ul>

### 3.2. SWOT analysis’ results

In order to make a policy and financial assessment, during the interviews we used a SWOT instrument in order to identify the strengths, weaknesses, opportunities and threats in the field of Roma education in Romania. Gelu Duminica (president of Impreuna Association) commented that last 10 years could be divided into two phases: “during the first 5 years NGOs struggled to do the job of the State (Government) and during the last 5 years MER took over the NGO’s job“<sup>49</sup>. Main ideas concerning the last 10 years of experiencing education in Roma communities could be synthesized as follows:

#### Strengths

Affirmative action policy initiated by the MER; these measurements have as effect the beginning for a young Roma elite. Young educated Roma and Roma NGOs represent an important human potential, able to develop programs for Roma people in the future; NGO’s experience in developing educational projects is very valuable. It brings good practice models for teacher training (in intercultural education, inclusive education, interactive teaching strategies, cooperative learning methods, individualized instruction, parents involvement, remedial teaching, etc.), for school development and school improvement strategies, for the development of educational and curricular materials for

<sup>49</sup> interview held on 22<sup>nd</sup> of June, 2004

children (textbooks, reading books, activity notebooks) and teachers (teaching guides, resource books, video tapes, etc.);

The national legislative framework accompanied by public campaigns for inclusion (PHARE, UNICEF, Romani Criss, FONPC, etc.);

Enrichment of school curriculum through teaching Romani language and introduction of Roma culture and history courses. The number of students who study Romani language as a mother tongue increased dramatically since 1992 (368) to over 12.600 in 2001<sup>50</sup>.

Networks of Romani language teachers, Roma inspectors and community mediators (unique in Europe, according to Jean Pierre Liegeois) and has a huge potential for further developments and use. Other 23 networks could be better involved in developing programs (Eugen Crai, UNICEF<sup>51</sup>)

#### Weaknesses

The low number of Roma professionals and qualified teachers has direct negative influence for

Roma identity is Roma strategy' design and implementation from the top level. There is a gap between central and local level, the implementation is slowed down; programs are not documented enough, consequently the real community' needs are not addressed;

Lack of coherence and continuity between sectorial strategies for improving Roma situation. There are too many short-term small projects, which do not produce sustainable results;

Poor motivation of teachers, low salaries;

The distance between school and community;

#### Opportunities

European and national legislative framework outline a context which encourages inclusion, the respect of minorities' rights, education for Roma;

Financial resources provided for Roma education represent crucial inputs for present and further developments;

Human resources potential of Roma educated young people;

A significant number of NGOs specialized in Roma education;

Existence of specialized structures in public administration at both local and central level;

#### Threats

„Roma problems are addressed only if financial support is provided.” (Gelu Duminica). Internal resources are not used effectively for Roma communities and Roma problems are sometimes perceived as oportunities to get extra financial resources (e.g. for County School Inspectorates) or for political capital;

Roma communities and family' poverty made almost impossible the provision of successful models for children;

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<sup>50</sup> See subchapter *MER's progress achieved in the education of Roma in Romania*, [www.edu.ro](http://www.edu.ro)

<sup>51</sup> Eugen Crai noticed 24 networks, e.g. Romani language teachers or school inspectors for Roma education, Roma experts from Roma County Offices (Birou Jedetean pt Romi), local implemetation agents from Phare project, PAKIV mediators, health visitors, Roma monitors for human rights, Roma volunteer University students, etc. The information was provided from the Report of the National Conference for the Development of Local Netwroks and Strategies for Stimulating Roma Children Participation to Education organized by MoER and UNICEF in October 2003

There is a gap between top and bottom level; local communities' needs are not documented enough and „nice strategies” remain on the paper (Ionut Anghel)  
Misperception that Roma issues represent mainly the NGO's preoccupation involves a lower involvement of local community stakeholders and reluctance among non-Roma people;  
Lack of trust in school and persistence of early marriages custom have negative effects on Roma girls/ teenagers' access to school;  
**Positive results of already implemented programs are not used; every new preoject „re-invent the wheel”, good practices should be disseminated;**  
**Some programs has as side effect the rejection of Roma identity<sup>52</sup>;**  
**Separation between family and community makes ineffective the educational improvement strategies „Educated parents means educated children” (Gelu Duminica).**

### 3.3. Intervention priorities

The respondents were asked to rank most important activities - as priorities for Roma education in Romania. For the NGOs (see the table below), the top priority is to insure application of compensatory education techniques to improve the performance of those from relatively deprived backgrounds. On the second position is the increase of Roma enrollment in preschool education (35). Literacy courses for grown ups (30). are ranked almost on the same position as the intercultural education in schools. Schools and classrooms desegregation represents an important issue, too (26). For NGOs it is obvious that the priorities are similar to their mission and goals.

Nr.	Intervention priorities NGOs	Nr. options	Nr. Points <sup>53</sup> (most imp 5-1)
	application of compensatory education techniques to improve the performance of those from relatively deprived backgrounds	9	45
	increase in Roma enrollment in preschool education	10	35
	use of multicultural and intercultural education techniques	10	30
	literacy courses for adults	9	30
	desegregation of classes, schools and special education	7	26
	„Second chance” programs for children who dropped out school	10	24
	involvement of teaching Roma assistant	5	15
	bilingual education	5	13
	profesional training for adults	3	12
	provision of clothing and shoes	3	8

<sup>52</sup> we refer to examples provided by Delia Grigore about literacy courses for Roma women in Romanian language only or Romani speaking children have to attend kindergartens where only official language is used by the teacher

<sup>53</sup> The most important = 5 points

	provision of food	4	6
	transport	3	3

Experienced people and experts considered as priority areas for intervention preschool education for Roma children and compensatory measures for children from underprivileged areas. In comparison with NGOs, experts consider more important the desegregation and (ranged on the third position), followed by the same interventions as those proposed by the NGOs. The discussions revealed the importance of providing poor children with different incentives. Otvos Geza, Ecaterina Serban and Viorel Halunga suggested Maslow pyramid of needs as a good starting point for designing policies and implementing strategies for Roma communities

Nr.	Intervention priorities (experts/ experienced people)	Nr. of options	Nr. of points
	increase in Roma enrollment in preschool education	19	79
	use of compensatory education techniques to improve the performance of those from relatively deprived backgrounds	15	55
	desegregation of classes, schools and special education	13	33
	literacy courses for adults	9	30
	professional training for adults	11	29
	use of multicultural and intercultural education techniques	10	26
	provision of food	9	21
	involvement of teaching Roma assistant	7	17
	„Second chance” programs for children who dropped out school	7	18
	bilingual education	3	14
	provision of clothing and shoes	3	5
	Transport	2	4

Comparing the two tables it could be noticed that both NGOs representatives and experienced people and experts share almost the same opinion regarding intervention priorities. Centralized data are showed in the following table:

Nr.	Intervention priorities	Nr. of options	Nr. of points
1.	increase in Roma enrollment in preschool education	29	114
2.	application of compensatory education techniques to improve the performance of those from relatively deprived backgrounds	24	100
3.	literacy courses for adults	18	60
4.	desegregation of classes, schools and special education	20	59
5.	use of multicultural and intercultural education techniques	20	56
6.	„Second chance” programs for children who dropped out school	17	42
7.	professional training for adults	14	41

8.	involvement of teaching Roma assistant	12	32
9.	provision of food	13	27
10.	bilingual education	8	27
11.	provision of clothing and shoes	6	13
12.	Transport	5	7

### 3.4. Romania's strategy for improvement of the Roma situation<sup>54</sup>

The formulation and implementation of the *National Strategy for Improving the Situation of the Roma in Romania* is a legitimate response of the Romanian Government and its partners (especially Roma organizations) to a difficult situation in continuous expansion. Facilitated by international institutions (European Union, Council of Europe, United Nations Agencies), this strategy brings forward a series of solutions at national and local levels, which would respond both to general and sectorial concerns. MER' strategy for stimulating the participation of Roma children to education (together with UNICEF), the recent law regarding the promotion and protection of children' rights nr. 272/2004 stipulated explicitly that MER, school county inspectorates and local authorities have specific duties in preventing school drop out due to economic reasons, re-integration courses for children who dropped out the school, etc.

The *Guiding Principles* of the strategy can be summarized as follows: Consensus, social welfare, sectorial responsibility, decentralization, legal compatibility, identity and equality. The stated *Goal* of the strategy is "Improving the situation of the Roma in Romania". The *Objectives* of the strategy can be described as follows: Institutionalizing the GOR's responsibilities; developing Roma elite; challenging stereotypes/ prejudice within public administration; changing public opinion towards the Roma; increasing Roma participation in public life; improving access to services for Roma; ensuring equal opportunities. The *Target Groups* of the strategy are stated as follows: the Roma citizens of Romania; political leaders; the managers of central and local public administration; civil servants; mass media and public opinion; The *timeframe* of the strategy is ten years (2001 – 2010) with a 4-year medium-term plan of action (2001 – 2004).

### 3.5. MER' progress achieved in the education of Roma in Romania<sup>55</sup>

The MER considers as successful the following series of programs envisaging the education of Roma children:

- Granting distinct places at universities to young Roma candidates according to the positive discrimination principle. The main objective of this strategic program is the formation of a young Roma intellectual group, the creation of models of Roma intellectuals within Roma communities.
- Creation of the necessary infrastructure at the level of the 42 county school inspectorates, through appointing an inspector with responsibilities related to education for Roma.
- Formation of Roma teaching staff, by involving young Roma people (high school graduates) in the education system, as unqualified teachers, to work with children from Roma classes, as primary school tutors or teachers of Romani language as mother tongue.

<sup>54</sup> This summary view was produced by Mede European Consultancy, the Technical Assistance Unit (funded by the EU Phare Programme) attached to the National Office for the Roma Affairs, Ministry of Public Information.

<sup>55</sup> Quoted from [www.edu.ro/minorities](http://www.edu.ro/minorities) (invatamintul in limbile minoritatilor), responsabil de rubrica Gh. Sarau

- Collaboration with Roma and non-Roma NGOs from Romania and abroad, interested in the area of education for Roma.
- Elaboration of school working instruments (programs and manuals), through involving Roma teaching staff.
- Creation of a database to contain essential information regarding the education for Roma in the last years.
- Strengthening the process of teaching Romani language in schools and consolidating the network of Romani language teachers. Thus, if in the 1992-1993 academic year the Romani language was studied by only 368 Roma children, today this language is being taught, at national level, as a mother tongue, by 260 Roma and non-Roma teachers (around one fifth being Romanian or Hungarian teachers), and the number of pupils studying it raises to over 11,000 (in March 2001) and over 12,600 in September 2001.
- Cultivation of the Romani language through certain extra-curricular activities organized during the summer vacation (Romani language camps, inter-cultural education camps)
- Preoccupation for the school recovery education (achievement of literacy, completion of studies, completion of studies and achievement of professions, through “The second chance” program, developed with the Centre “Education 2000+”), including through means of structuring an intensive study education system with low frequency for the Roma (either Roma pupils or adults).
- Program entitled “Food in kindergartens and schools”, which aims at providing a symbolic meal for all children (Roma and non-Roma) in kindergartens and schools (at least up to the 4th grade, inclusively). This measure is necessary because many children, especially Roma, do not attend school due to poverty, and 80% of the persons who had never attended school or abandoned it along time are Roma.

### **3.6. MER’s Roma Education Priorities for 2004<sup>56</sup>**

1. Continuation of the MER strategic programs and of those developed in partnership with certain NGOs and governmental and intergovernmental (UNICEF, CEDU 2000+, Save the Children, Intercultural Institute Timisoara, CRCR Cluj Napoca, Romani CRISS and “Catavencu” Press Monitoring Agency, Caritas Satu Mare etc.);
2. Extending the Phare Program “Access to education for disadvantaged groups”, in other 10 -12 counties;
3. Continuation of providing special places, in increased number, to high-schools/ SAM, Universities and colleges for Roma candidates;
4. Issuing an official regulation by the Ministry of Education, Research and Youth regarding Forbidding and Punishing the actions that lead to segregation of Roma children from the rest of the pupils;
5. Adopting a Remedial Education Methodology, for intensive and alternative education, at the level of primary school education (first to fourth grade), according to the New Education Law (revised in June 2000), with the extension of Second Chance program to primary and secondary level, in all counties, so that the remedial education would be accompanied by professional training. The Ministry of Education, Research and Youth will recommend to the County School Inspectorates provision and remuneration, annually, approximately 7 - 10 primary teachers/county that will carry out the literacy/completing primary education courses for Roma and non-Roma children, youngsters and adults from each community.
6. Assuring full norms for the Roma inspectors/ for Roma working in the County School Inspectorates;

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<sup>56</sup> Material quoted from [www.edu.ro](http://www.edu.ro)

7. Employing with priority of young Roma graduates of the institutor departments – Romani language, from Open Distance Learning, in the localities with a high percentage of Roma population (as many students do not know at the enrolment in kindergarten and first grade Romanian or Hungarian language, but only Romany mother language);
8. Producing four new school textbooks for Romani mother language, mathematics and Environmental awareness;
9. Clarifying the financial and administrative statute of the Roma school mediator and extending this educational function in all the educational system, everywhere there are, classes/ groups with high percentage of Roma pupils;
10. Introducing, as obligatory, by issuing an Order, elements of minorities' history, culture and tradition in Romanian' or other minorities' history, geography and culture textbooks;
11. Introducing a subject regarding education for ALTERITATE (elements of inter-cultural/ multi-cultural/ civic/ human tolerance education etc.), that will be compulsory in all the initial trainings for future teachers, and for pupils starting with the smallest ages.
12. Studying possibilities that the Government ensures for all children, Roma and non-Roma, social scholarships for attending pedagogical or other high-schools that will support the extremely gifted and very poor children that come from the rural area or from poor neighborhoods in towns, following the inter-war model. Also, according social scholarships for young studious Roma at university level from a found that aims to develop the rural education, so that Romani language and history institutors and teachers are trained, including through open distance learning.
13. MER intends to initiate a collaboration protocol in the field of Roma education with the National Authority for Child Protection, having in mind that at the local level the County Departments for Child Protection and the County School Inspectorates do not organize common programs, especially for school support for Roma and from Roma point of view outside of the ordinary school schedule, in the situation in which more than 75% of the institutionalized children are Roma
14. The MER (in partnership with UNICEF – that ensures the financing – and the “Save the Children” organization), initiate starting March 2004, a multiannual national program of training in intercultural education for the non-Roma teachers, that work in classes or kindergartens with Roma children, so that they could learn as much as possible about the Roma pupil's specific culture.

### **3.7. Examples of early childhood, catch up, vocational training programs**

In regard to special programs for *early childhood development, catch-up programs for youth*, vocational training, higher education and adult education, we are going to give a few examples of successful projects already implemented in Romania.

A) The PHARE program *Improving access to education of disadvantaged groups, with a special focus on Roma*<sup>57</sup> developed by the MER in 74 schools and kindergartens with high percentage of Roma children from ten counties (Arad, Bucuresti, Buzau, Calarasi, Cluj, Dâmbovita, Galati, Giurgiu, Hunedoara, Vaslui),

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<sup>57</sup> see

that will be extended, beginning with 2004, in schools from other 12 - 13 counties.

The program includes the following activities for improving Roma situation:

- Financing, starting with September 2003, of 55 scholarships for Roma youngsters from the Roma communities in the ten counties, for training Romani Language institutors at the Open Distance Learning College;
- Including in the educational system of Roma youngsters from Roma communities involved in the project (as unqualified teachers in the process of being qualified) to teach subjects from the additional Roma curriculum (Romani language and/ or Roma history and tradition);
- Including, starting with September 2003, in the educational system of 60 Roma school mediators for the schools in the ten counties from the project, that will be, simultaneous, trained through specialty courses in 2004 at the Cluj Napoca Pedagogic College;
- Training of Roma and non-Roma teachers that work with Roma children and of the Roma and non-Roma inspectors;
- Offering school remedial classes for the Roma communities in the schools that are part of the project (especially literacy and/ or completion of the primary education);
- Enrolling Roma teenagers and youngsters between 15 and 30 years old (those have graduated at least 4 classes, in the “Second Chance program, that offers the chance of completing the compulsory education (fifth to eight/ ninth grades) at the same time with acquiring professional skills;
- Training of Roma preschool pupils, that did not attend preschool education, during summer kindergartens that precede the enrolment in the primary education (3 weeks, in August, before starting first grade);
- Organizing “Roma mother’s schools” in Roma communities near the schools involved in the project etc.

**B) Second Chance Program**<sup>58</sup> is an experimental program that aims at preventing and debating the social and professional exclusion of the youngsters that have dropped out the compulsory education level and have not achieved the minimum of necessary competencies for getting a job. According to the initiators’ vision, young people that have abandoned school for social causes should be able to complete their education so that they could enter the capacity exam and continue their studies in a vocational school. The target group for this program unit 14 to 25 years old students that have dropped out school for social reasons. The teaching program is taking three years and a half; classes are taking place in the evenings and are both practical and theoretical, in accordance with the educational plan issued by the ministry of National Education in 18.08.1999. At the end of this educational program the students could get a certificate that states the fact that they graduated eight grades and could enter the capacity exam. There were **11 pilot schools** located in Bucharest, Cluj, Galati, Hunedoara, Iasi, Suceava and Timis.

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<sup>58</sup> quoted from [www.cedu.ro/projects](http://www.cedu.ro/projects)

C) The *Education Priority Areas* (EPA) system intervention program<sup>59</sup> is based on the principle of positive discrimination (allocating additional school resources to children with learning difficulties and weak school results, caused by their socio-economic disadvantage situation). The program was initiated by UNICEF Romania and it operated in a school with 525 students. The objectives were the followings: *prevention of school drop-out, reintegration in the mainstream education system of the children who dropped out in primary, lower secondary or upper secondary education, eradication (decrease) of illiteracy, providing basic education to young people coming from socio-economically disadvantaged environments, facilitating their professional insertion*. The project included curriculum development, teachers' training programmes development and Roma school mediators training, parents' education programmes development, building partnerships between the school and community, specific social assistance to the children in disadvantaged situation, improving the quality of the education environment, etc. In terms of costs, any education institution which operates in an education priority area involves additional expenses for: teacher training courses, furniture supplies, teaching material supplies, equipment supplies, supplying the school library, food. Total budget for one school is 130 000 USD/ per year.

C) \* *Equal opportunities for Roma Children through school development programs and parental involvement*<sup>60</sup> is a three year program aiming to improve the extremely difficult situation of Roma children by facilitating institutional change and by improving the capacity of the Roma people, parents, and children to participate in school life and educational reform. It targets Roma school children and their families living in 14 districts of the country Teleorman, Olt, Prahova, Timis, Iasi, Suceava, Cluj, Bucuresti, Bacau, Buzau, Calarasi, Constanta, Galati, Mehedinti, Vrancea.

Project goal consists in *better educational and social opportunities for Roma children and, as a result, higher school records for the Roma pupils, an improvement of their self-image, that, in the long run, will uplift a professional culture based on cooperation, on valuing differences, intercultural dialogue, and active partnerships in communities with Roma population*.

The strategy adopted by the initiators of the project - **The National Institute for Curriculum Development, SLO** (Netherlands) and **Center Education 2000+**, member of Soros Open Network - is focused on institutional exchange stimulation and full support for actions taken in adapting the school configuration so as to fit parents and children needs. The target group includes Roma children and their families that live in 8 Romanian counties. The project is implemented in 50 schools.

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<sup>59</sup> See Participation..., 160-164

<sup>60</sup> see [www.cedu.ro](http://www.cedu.ro), [www.egale.ro](http://www.egale.ro)

### 3.8. Estimates of required policies and cost implications for Romania to achieve the priority Roma education goals

The *Action Plan at national level* developed in March 2004 by the Office on Roma Issues, Government of Romania reflect mostly the findings of our needs assessment research. The goals on education of the above mentioned *Action Plan* are the followings:

1. *increase participation of Roma children to pre/school education*
2. *increase completion rate of compulsory education (grades 1-10) by Roma children*
3. *increase participation of Roma children in post-compulsory and tertiary education*
4. *achieving an open, inclusive educational climate*
5. *valuing and preserving cultural heritage of Roma*
6. *fostering school-community relationship*

#### 3.8.a. Program and Project Survey and Identification

Nr.	Organization	Project	Multilateral financing	bilateral financing	private financing
1	AFER	Qualification – social integration		X	
2	AFER	Be aware about your life		X	
3	Alianta Romilor GT	EURROM (500.000 euro) C.J.G. 50.000 euro)		PHARE	
4	Alianta Romilor Galati	Center for Information and Counselling in Career (F.R.D.S. 17.000 USD) C.J.G. 13.000 USD)		F.R.D.S.	
5	ARDC	Community development in Roma communities			
6	ARDC	Consultancy on community development & Human Dynamics			
7	ARDC	Consultancy on capacity building & IMC Consulting			
8	CEDU	Equal Oportunities for Roma children through school development programs and parental involvement		MATRA	
9	CEDU	Building together the image of our daughters		UNICEF	
10	CEDU	Together for a better community		MATRA, UNICEF	
11	Fundatia Providenta	School Rut, Ferentari, Bucuresti, (1-8 private school (free of charge) for disadvantaged children			x
12	Fundatia Providenta	Literacy classes in school „Alexandru Deparateanu”, Rosiori de Vede, Teleorman county		x	
13	Fundatia Providenta	Day care center in school Segarcea (1-10), Dolj county		x	
14	Fundatia Providenta	Day care center in school Kekecs, Arad, Arad county			x
15	Fundatia Providenta	Literacy classes in Kekecs neighborhood, Arad, Arad county			x
16	Fundatia Tudor	Equal chances for every Roma (social inclusion of Roma –Prahova county)	x		

		Finantatori: Ambasada Marii Britanii; Prefectura Prahova; Consiliul Judetean Prahova; Fundatia Tudor; Directia de Sanatate Publica			
17	Fundatia Tudor	Local development Plan for Prahova county' communities Together with city halls from 2 localities	Agentia Împreuna		
18	Impreuna	National Plan for local development - PDL Impreuna		X	
19	Impreuna	Our children – our future		UNICEF	
20	Impreuna	Development of Community center in Nusfalau, Salaj		X	
21	Impreuna	Development of Community center in Valcele, Covasna		X	
22	Impreuna	Together for our children			X
23	IMC	Access to education of disadvantaged groups, focus on Roma Phare RO 0104.02		x	
24	IMC	Modernize professional and tehnic training/ Phare TVET RO 0108.01			
25	IMC	Technical assistance for evaluation and selection of grants applications Phare 2001/ RO 0108.03.06.02			
26	Phoenix	Literacy – School should be better informed about the Roma		x	
27	Phoenix	Publishing alternative school textbooks		x	
28	Phoenix	Education for disabilities and minorities' protection	x		
29	Romani Criss	Roma children want to study & UNICEF Romania		UNICEF	
30	Romani Criss	Antidiscrimination: segregation in schools and housing		x	
31	Romstar	Emergency social center			
32	Romstar	Courses for young Roma			
33	Romstar	Project Passport			
34	Romstar	Courses for health visitors			
35	Romstar	Courses for Roma youth of Panciu			
36	Romstar	Better neighborhoods			
37	Salvati copiii	First Steps – Pre-school education for Roma children			x
38	Salvati copiii	Intercultural education Training for non-Roma teachers working with Roma students		UNICEF	x
39	Salvati copiii	Complex services for children and familieii in risk of social exclusion	x (Phare)		
40	SbS	Step by Step in Roma communities		x & UNICEF	
41	FRDC				
42	Centrul de diversitate Etnoculturala Cluj	Human capacity development in disadvantaged communities, Phare Economic and Social Cohesion, RO-0007.02.01		x	
43	Centrul de diversitate Etnoculturala	Decrease illiteracy and drop out rate of Roma children through remedial teaching for children with reading difficulties, PHARE Access		x	
44	SATRA ASTRA	Bilingual kindergarten in caldarari Roma community of Sarulesti		UNICEF	
45	SATRA ASTRA	Itinerant school for Roma students		UNICEF	

46	OPRE	Roma Youth Center			
47	OPRE	Back to school – information campaign for young Roma			
48	OPRE	Be aware about your rights!			
49	OPRE	Youth for youth - mentoring			
50	OPRE	Professional counselling for young Roma			

### 3.8.b. A list of ideas for projects or programs for financing<sup>61</sup>

Nr.	Projects/ programs	Governmental agencies / NGOs
1	Community resource centers (family counseling, remedial or extra class activities for children, health services, information, etc.)	FDSC, MMSSF, ANPC, Save the Children, Impreuna Agency
2	Day care centers for children	Step by Step, ANPC, MS
3	Courses for adult qualification or professional recovery	MMSSF
4	Second chance for primary and secondary	CEDU, MMSSF
5	Creating a data base regarding Roma participation in education	RIQL, IES, NIS
6	Literacy courses for adults	IES, school inspectorates
7	Bilingual education (Roma culture and language curriculum)	CNC, IES, Aven Amenza, SATRA ASTRA, Save the Children
8	Extracurricular activities for Roma students (summer camps, clubs, publications, etc.)	Save the Children, CEDU, Step by Step
9	Teacher training on inclusive ed, intercultural ed	Save the Children, CEDU, SbS
10	Schooling children at risk (street children, institutionalized children)	Save the Children
11	Alternative forms of education (itinerant school)	-
12	Family empowerment in decision making in school (set up parents association, parental involvement projects)	MEC, ANPC, MMSSF, CEDU, Step by Step
13	Health and sanitary education for Roma women	MS, Romani Criss
14	Provide nutrition, clothes and transportation for underprivileged children	

The most important funders are the followings:  
European Commission - PHARE, The Dutch Government – MATRA, Soros organisations, UNICEF, British Council, Ministry of Foreign Affairs Austria – Kultur Kontakt, Ministry of Foreign Affairs Norway, etc.

<sup>61</sup> see annex nr. 5.6. (list of NGOs)

### 3.9. Costs estimation

Looking at existing programs and taking into consideration costs' estimation provided through questionnaires, the following data are available:

Nr	Item	Amount USD	Source
1	Teacher training / teacher (at the school level)	30 USD	UNICEF
2	Ruth School / student/ year	350 USD	Providenta
3	Qualification of mediator	??	IMC
4	Literacy courses for adults	900 USD / person	Alianta Romilor
5	Preschool education	562 – 1000/ child	Save the Children, Step by Step
6	Professional Qualification courses for adults	900 USD/ year	AFER Cluj
7	Community centers cost per beneficiary (child/ adult)	400 USD / year	Center for Ethnocultural Diversity Cluj
8	Average costs per student / country level / year (2001 - 2002)	Rural 194 USD Urban – 243 USD Preschool -134 USD	MER Ilie Dogaru
9	Free snack for Roma Students	0,5 USD /day/ 170 school days/ year	450.000 Roma students = 38.250.000 USD
10	Roma teacher qualification through distance education	700 USD/ year	MER, CEDU, CREDIS
11	Teaching assistant' salary	100 USD/ month	Step by Step
12	Average PHARE budget/ year/ county	416 500 Euros = 514 000 USD	National Office for Roma issues
13	Comprehensive intervention per school	130 000 USD/ 2 years = 65.000/year (for the pilot project, replication of the project would cost much less)	UNICEF

The following costs are based on estimation made by Mr. Gheorghe Sarau, general inspector for Roma education in MER:

Nr.	Activity	Calculation formula	Total USD/year
1.	<i>Remuneration for Roma teachers teaching Romani language and Roma history in 41 counties</i>	400 teachers x one school year x 41 counties x 1200	480 000
2	<i>Remuneration for teachers (average 5 teachers/ county) for literacy and completion of grades 1-4 (adults, young people, teenagers) –</i>	200 teachers x 1200 USD	240 000
3	Summer kindergartens - 3 weeks intensive preparation for school of children who will start school in September	5 kindergartens x 40 counties x 1000 USD	200 000
4	Qualification of 70 Romani language teachers through distance education at CREDIS Bucharest University: tuition (300) and (300) personal expenditures for transportation, accommodation for tutorial meetings and exams	70 students x (300 euros tuition + 300 euros expenses)	30 000
5	Summer schools for Romani language and Roma culture	60 students x 375 = 22 500	22 500
6	Publishing 2-3 textbooks and educational	40 000	40 000

	materials (or reprinting) x 5000 copies = (printing, lay out, fee for copyrights)		
7	Summer camps (Romani language and literature, drama, poetry, music, etc) for 1000	1000 students x 90 USD	90 000
8	Training of 200 school mediators	200 mediators x 500	100 000
9	2 days training for 800 non Roma teachers 56000 USD	800 x 70 USD	56 000
10	<i>Scholarships for 2000 Roma students from rural areas for attending high schools (transportation and accommodation)</i>	2000 students X 500 USD	1000.000
11	Scholarships for 400 Roma university students(transportation and accommodation)	400 students x 1000	400 000
12	Second chance for 2500 older drop outs (aged 15 – 30): 2500 (average 4 groups/county + teachers remuneration, transportation, board and lodging)	2500 students x 1200 USD	3 000 000
13	Remedial education activities (before and after class) for 150.000 students - (1200USD /year) = 9 000 000 USD / an./ or <b>Roma teaching assistant salary</b>	<i>7500 groups x1 teaching loan/ year (1200)</i>	9 000 000
14	<i>New buildings or building rehabilitation</i>	<i>40 counties x 5 schools x 50 000 USD</i>	<i>10 000 000 (for 10 years)</i>

***14 658 500 /year x 10 years + 10 000 000 (building rehabilitation) = 156 585 000 USD***

b) Based on data presented by the National Office for Roma issues, the PHARE program has a total budget of 8,33 MEURO (7 MEURO from the EU and 1,33 MEURO Government contribution) for 10 counties, for 2 years.

**Average budget per county = 512 000 USD / year**

Aprox. 500 000 x 40 counties = 20 000 000 USD / year

*Ideally, approximately 15 000 000 USD per year (150 000 000 USD for a decade) should cover the needs for Roma education all over the country.*

## CONCLUSIONS

1. Roma issue, as a complex issue, requires a comprehensive approach. The coverage of the projects should not address only education, but also housing, employment, economic, social, cultural and other developmental needs of the communities. There are necessary long terms programs, with consistent financial support and technical assistance. From the birth up to older ages, underprivileged children (Roma and non Roma) need assistance for nutrition, health and education in the same time.
2. Early childhood development is crucial for further evolutionary stages of the child; urgent and large scale development of early education participation, preschool education participation or parent education programmes, as well as integrated early childhood development services is a key factor for further achievements.
3. Educated parents mean educated children. Parents need to trust school; formal education provided in school units is not enough or effective. A broader, more flexible approach is needed: e.g. community schools, which could provide services and resources to the whole community (e.g. health education, literacy courses, extra class activities – remedial teaching for students with learning difficulties, etc.).
4. Some respondents drew attention on a certain degree of disagreement among Roma representatives in respect to the Government Strategy. Some Roma activists and NGO leaders disagree with the political body of their ethnic community. Political – based approach should be replaced by a community-based approach. Leaders have political power, but they are not necessarily tuned to their ethnic group’ needs. Besides that, both Roma and non Roma stressed the need to investigate the real needs at the grass root level.
5. Educational policy and strategies for Roma are well defined but still there is a long and hard way towards their effective implementation. Other bodies (non-political agencies) could be established such as to represent a gather together of all Roma „communities voices” and to offer an alternative to the „political voices”.
6. Data collection should become a priority. The new initiatives are not documented enough on reliable data. The educational status of Roma population should be updated with statistics on dropping out, non-schooling, segregation, illiteracy, functional illiteracy, educational achievement, etc. Data bases are useful both for monitoring and impact evaluation.
7. It does not make sense to „re-invent the wheel”. Good results from different programs should be replicated at a broader scale, e.g. mediators’ model from PHARE programme, UNICEF programmes, Roma educational materials and teachers guides from Equal Opportunities - CEDU project, the model of community centers from the Romanian Fund for Social Development, raising awareness campaign from Romani Crisis, day care centers from Step by Step, community involvement strategies from Impreuna Agency, ethnocultural projects from OPRE, information campaign from Save the Children, anti-racism materials from SATRA ASTRA, etc.), comprehensive interventions for education

such as the Education Priority Areas system developed by ISE in partnership with UNICEF.

8. More careful monitoring and evaluation of program's implementation. Substantial amount of money was used for Roma projects. Although there is a long term process, detailed monitoring and reporting could make more visible the results. More focus should be on outcomes more than on outputs.

9. Equal support for all poor children and stronger encouragement of community based initiatives could improve communication between Roma and non Roma groups. Affirmative action strategies could generate frustration among other non Roma underprivileged groups. In addition, Roma issue is misperceived as a money provider for community and it is used for election platforms; it is sometimes claimed that only a small part of money reach the real beneficiaries, because administrative costs are too high.

10. The issue of school desegregation requires a very careful preparation. As a long term process, desegregation necessitates a public campaign for raising awareness, discussions at the local communities' level and financial resources.

11. Financial resources do not represent the most important difficulty in the field of Roma education. The lack of coherence between the approaches and strategies of different governmental agencies and institutions represents the problem. For example, the National Agency for Child Protection provides substantial funds for children with handicaps, street children, institutionalized children; AnPC should be more involved both through financial inputs and project' implementation in Roma communities.

12. The poverty trap, partially due to a lack of education, involves huge costs on long term. Prevention of non schooling or illiteracy are more cost effective than remedial or "second chance" interventions. In addition to the regular budget of schooling in compulsory education, education of Roma (and underprivileged children) requires an average of 350 000 USD per county/ year next 10 years.

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Nr	Organization	Publications
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	Romani Criss	Ghid de practici pozitive pentru educatia copiilor romi – Romani CRISS , 2004 Cele mai frumoase povestiri si pilde rome- UNICEF, MEC si Romani CRISS (vol I) Programul meu zilnic- UNICEF, MEC si Romani CRISS Vocabular trilingv ilustrat - UNICEF, MEC si Romani CRISS
	Phoenix	Aritmetica bilingva rromani-romana si maghiara-romani pentru clasele a-II-a si a-III-a Mirror for rroma culture and humanity..-trilingv. pachet antirasist educational –2 volume.... ghid pedagogic de educatie interculturala abecedar pentru adulti
	Romul de langa tine	Materiale educationale trilingve –Punguta cu doi bani, Capra cu trei iezi, dramatizari in versuri dupa I. Creanga, Casa noua, Praznicul casei
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	SATRA ASTRA/Aven Amenza	Numar tematic al revistei „Aven Amentza” referitor la educatia copiilor rromi si revista pentru copiii rromi „O Thagaroro”.
	UNICEF	Vocabular trilingv (roman-maghiar-rrom)
	CRCR	Abecedar in limba rromani (CRCR-PHARE-Mures), autori: Olga Marcus, Tudor Hreniuc
	UNICEF	<a href="#">Manual de alfabetizare in limba rromani pentru copii, tineri si adulti - , Ed. Vonemonde, aut. Gh. Sarau, Camelia Stanescu</a>
	MEC, EDP-RA	Culegere de texte in limba rromani (anii II-IV de studiu)
	MEC, EDP-RA	Manual de comunicare in limba rromani (cl. I
	CRCR Cluj	<a href="#">Curs de limba rromani</a> (Dacia Cluj-) - versiune audio
	CRCR Cluj Kriterion	Ghid de conversatie in limba rromani
	CRCR Iuj(Kriterion	Probe de limba si literatura rromilor din Romania culegere bilingva
	(Kriterion - CRCR Cluj)	Culegerea bilingva de folclor "Rromane taxtaja"

	(Orientul Latin Brasov - CRCR Cluj)	. "Cele mai iubite cantece rrome"
	CREDIS, CEDU, UNIVERSITATEA BUCURESTI	<p><a href="#">Rromii, India si limba rromani (Gheorghe Sarau)</a>          Stilistica limbii rromani in texte (mostre) (Gheorghe Sarau)          - versiunea in rromani          - versiunea pereche in romana  <a href="#">Morfologia si sintaxa limbii rromani Curs de limba rromani</a> -          versiune audio          B. Literatura rromani          Istoria literaturii rrome (Rajko Djuric)          Cultura si civilizatie indiana - M. Itu, J. Moleanu  <a href="#">Curs de antropologie si folclor rrom</a> - Delia Grigore</p>
	UNICEF	Istoria rromilor (caseta trilingva UNICEF / Petre Petcut)
	RUT - PROVIDENTA	Culegere de texte biblice in limba rromani
	Veritas, IIT Timisoara,	Volumul "Ajuk", "Culturi si popoare" Franta
	UNICEF	<p>"Povestiri" - Ion Creanga (trad. Lidia Ursu, A.M.M.)          Traduceri in limba rromani</p> <p>2. "Povestiri si pilde rrome"          - vol. I, caseta</p> <p>3. "Punguta cu doi bani" - Ed. Kriterion (rromani, romana,          engleza)</p> <p>4. "Programul meu zilnic" (UNICEF, rromani-maghiara-          romana)</p> <p>Alte materiale</p> <p>1. Alfabetul limbii rromani          2. Fonturi pentru limba rromani          3. Dictionar roman-rrom (Vanemonde, UNICEF)          4. Dictionar rrom-roman (pe baza cuvintelor din manualul de          comunicare)          5. Drepturile copilului          6. <a href="#">Ghid pentru obtinerea de fonduri in cadrul proiectelor          destinate rromilor (Virgil Bitu)</a></p> <p>IX. Lucrari bibliografice</p> <p>1. <a href="#">Materiale educationale in limba rromani si auxiliare privind          invatamantul pentru rromi (format PDF)</a>          2. <a href="#">Bibliografie pentru profesori (Gheorghe Sarau)</a>          3. <a href="#">Bibliografie privind rromii (Gheorghe Sarau)</a></p> <p>X. Studii si rapoarte de cercetare elaborate de MEC si          parteneri privind scolarizarea rromilor</p>

		<p>1. <u>Participarea la educatie a copiilor rromi - Studiul ISE, MEC, UNICEF, ICVV</u> Studiul ILO, ECHOSOC, UNICEF <u>Parteneriatul strategic MECT - UNICEF in educatia copiilor rromi</u> Educatia Timpurie in Romania – Step-by-Step, IOMC, UNICEF Analiza Situatiei Actuale a Educatiei Prescolare in Romania – ISE, UNICEF Perspective asupra dimensiunii de gen in educatie – ISE, UNICEF <u>Ghid de practici pozitive pentru educatia copiilor rromi</u></p>
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### NGOs LIST

Numele organizatiei	Centrul Step by Step pentru Educatie si Dezvoltare Profesionala
Anul înfiintarii	1998
Adresa	Bucuresti, Bd.Burebista, nr.4, Bl. D13, sc.4, apt.120, sector 3, Op 4
Responsabil programe educatie pentru rromi	Ioana Herseni
Contact	Tel 323 79 19, 323 48 68, fax.322 11 62 E-mail:

Numele organizatiei	Organizatia Salvati Copiii
Anul înfiintarii	1990
Adresa	Bucuresti, Intrarea Stefan Furtuna, nr. 3, sector 1, cod. 010899
Responsabil programe educatie pentru rromi	Miralena Mamina
Contact	Tel: 212 61 77, 0722 29 66 66, e-mail: miralena_mamina@yahoo.com

Numele organizatiei	ASOCIATIA ROM STAR
Anul înfiintarii	15.03.1998
Adresa	STR. STEFAN CEL MARE, NR. 11-15, BACA
Responsabil programe educatie pentru rromi	STOICA PAULA – DIRECTOR EXECUTIV
Contact	TEL/ FAX: 0234/578715 E-mail: credo_romstar@hotmail.com bianca_balan@hotmail.com Mobil: 0745 59 95 33

Numele organizatiei	Roam Centre for Social Interventions and Studies
Anul înfiintarii	1993
Adresa	Buzesti street , no 19 , district 1 , Bucharest , Romania
Responsabil programe educatie pentru rromi	Marius Taba si Mariana Dinca
Contact	+4 021 231 41 44 E-mail: <a href="mailto:criss@romanicriss.org">criss@romanicriss.org</a>

Numele organizatiei	Fundatia Phoenix
Anul înfiintarii	1996
Adresa	Str. Baia Mare 1, Bl.8,Ap.58, Sector 3 Bucuresti Sediul=Str. Splaiul Independentei 202A,Camera 58,etaj 5, sector 6 Bucuresti Telefon 3463650 sau 0724 221421 sau email: phoenix_foundation@k.ro
Responsabil programe educatie pentru rromi	Ion Costin Ionel

Contact	Mariana Costin :email:phoenix_foundation@k.ro
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Numele organizatiei	O rrom pasal tute (Rromul de langa tine )
Anul înfiintarii	2004
Adresa	Strehaia, Calea Severinului 139, Mehedinti, Romania
Responsabil programe educatie pentru rromi	Elena Nuica
Contact	<a href="mailto:acinul2001@yahoo.com">acinul2001@yahoo.com</a> ; 0740672407 0252374527

Numele organizatiei	IMC Consulting Ltd
Anul înfiintarii	1985
Adresa	Str Ion Miorescu nr 22, sector 2 Bucuresti Tel 021 212 08 34/35/36, fax 021 212 38 58
Responsabil programe educatie pentru rromi	Elvira Mihut/Coordonator proiect
Contact	<a href="mailto:elvira.mihut@imcconsulting.ro">elvira.mihut@imcconsulting.ro</a>

Numele organizatiei	Agentia de Dezvoltare Comunitara "Impreuna"
Anul înfiintarii	1999
Adresa	Str. Mihai Eminescu nr. 160, sector 2 Bucuresti
Responsabil programe educatie pentru rromi	Stefan Marius Irinel
Contact	Gelu Duminica, director executiv.

Numele organizatiei	FUNDATIA "TUDOR"
Anul înfiintarii	1997
Adresa	Comuna Filipestii de Târg, sat Marginenii de Jos, str. Camine, nr.183, judetul Prahova
Responsabil programe educatie pentru rromi	VALERICA TUDOR
Contact	Tel/Fax 0244-383197, 0788345736, 0788345741e-mail hetudor@hotmail.com

Numele organizatiei	ASOCIATIA ROMANA DE DEZVOLTARE COMUNITARA
Anul înfiintarii	1999
Adresa	Bucuresti, str. Aurora 9B, ap. 1, sector 1, cod postal:0102008 Bucuresti, Romania; e-mail: <a href="mailto:office@ardc.ro">office@ardc.ro</a> ; www. ardc.ro Tel/fax 004-021-312.0990
Responsabil programe educatie pentru rromi	Florian Nitu-director executiv Aurel Borcescu
Contact	Aurel Borcescu- Buzau; B-dul Unirii; bl. P1. ap. 30; cod postal 120273; Buzau; Romania; <a href="mailto:aurel_borcescu@yahoo.fr">aurel_borcescu@yahoo.fr</a>

Numele organizatiei	ALIANȚA ROMILOR DIN JUDEȚUL GALATI
Anul înfiintarii	2003
Adresa	GALATI, STR. FURNALISTILOR NR. 8

Responsabil programe educatie pentru rromi	GOTU VIORICA
Contact	0236/41149, 0236/312100, 0722812697FAX.: 0236/415751 ; e-mail: <a href="mailto:aliantaromilor@yahoo.com">aliantaromilor@yahoo.com</a>

Numele organizatiei	Asociatia pentru Emanciparea Femeilor Rome
Anul înfiintarii	2000
Adresa	Str. Calea Turzii, nr. 70, ap. 4
Responsabil programe educatie pentru rromi	Etves Francisca – responsabil educatie pentru adulti Ursu Ramona - responsabil educatie pentru copii
Contact	Tel/ fax: 0264- 598133 0744-664024, 0744-685589, e-mail: <a href="mailto:afer_asoc@yahoo.com">afer_asoc@yahoo.com</a>

Numele organizatiei	Centrul Educatia 2000+
Anul înfiintarii	2000
Adresa	Str. Caderea Bastiliei nr.33, Sector 1, Bucuresti
Responsabil programe educatie pentru rromi	Anca Nedelcu
Contact	212 07 80; 212 07 81; fax: 212 07 79; <a href="mailto:anedelcu@cedu.ro">anedelcu@cedu.ro</a>

Numele organizatiei	FUNDATIA PROVIDENTA
Anul înfiintarii	1996 (SCOALA RUT ARE AVIZ DE FUNCTIONARE DIN 1994)
Adresa	STR. TALAZULUI NR. 16, BUCURESTI 052504 <a href="mailto:office@projectruth.ro">office@projectruth.ro</a> Tel: 021 450 1067
Responsabil programe educatie pentru rromi	PRESEDINTE: OTNIEL BUNACIU DIRECTOR EXECUTIV: ANDREW BROCKBANK DIRECTOR SCOALA RUT: VICTORIA STREZA
Contact	ANDREW BROCKBANK, E-MAIL: <a href="mailto:andy@projectruth.ro">andy@projectruth.ro</a> Tel: 0722 541 765

Numele organizatiei	Organizatia Proiecte Rome Etnoculturale – O.P.R.E.
Anul înfiintarii	2000
Adresa	Bd. Alexandru Obregia nr. 7A bl. I 2B, sc. 1 ap.34 sect.4 Bucuresti
Responsabil programe educatie pentru rromi	Ionut Anghel
Contact	Tel: 0745/16.53.69 e-mail: <a href="mailto:opre2001@hotmail.com">opre2001@hotmail.com</a> <a href="mailto:ianghel_opre@yahoo.com">ianghel_opre@yahoo.com</a>

Numele organizatiei	S.A.T.R.A / A.S.T.R.A - Alianta Studentilor si Tinerilor Rromi Antirasisti
Anul înfiintarii	1998, ca program autonom al Centrului rromilor pentru politici publice “Aven Amentza” 2000, ca organizatie neguvernamentala independenta
Adresa	Piata Presei Libere nr. 1, Casa Presei, Corp C1, et. 1, camera 29, sector 3, Bucuresti; tel. / fax: 224 65 49

Version of August 2004. Please send all comments and updates to:  
roma@worldbank.org

Responsabil programe educatie pentru romi	Delia Grigore
Contact	Delia Grigore - email: <a href="mailto:deliagrigure@yahoo.com">deliagrigure@yahoo.com</a> , mobil: 0744 489 732 Mihai Neacsu - email: <a href="mailto:rromagroup@yahoo.com">rromagroup@yahoo.com</a> , mobil: 0744 560 694

## PRESENTATION OF THE GOVERNMENT STRATEGY

The Sectors identified in the strategy are described as follows (with the reference to the Lines of Action in brackets): Community Development and Administration (9); Housing (5); Social Security (7); Health Care (8); Economic (8); Justice and Public Order (8); Child Welfare (11); Education (11); Culture and Denominations (10); Communications and Civil Involvement (12). (...)

Each ministry is obliged to set up Ministerial Commissions of the Roma, chaired by a Secretary of State, and is responsible for implementing its section the Master Plan. Each of Romania's 41 counties is obliged to set up a County Office on Roma, reporting to the Prefect, the Ministry of Public Administration and the Joint Committee of Implementation and Monitoring. Their main responsibility is implementation of the strategy at the local level.

Each local mayor is obliged to recruit a Local Expert on Roma Affairs, responsible for mediating between the local authorities and the local Roma communities. A Public Foundation of Public Interest on Roma Affairs will be set up in order to attract non-government funds from both Romania and abroad; and an evaluation committee will be set up in order to select projects for funding (projects that help implement the strategy).

A Master Plan of Measures for improving the Roma situation forms the last part of the strategy and consists of 123 measures, each with a deadline and a ministry that is responsible. These measures are relatively detailed, divided by sector and require a budget.

## DESCRIPTION OF THE EDUCATIONAL SYSTEM

Compulsory basic education (*învățământ obligatoriu*) is 10 grades. It has the following levels: pre-school education, primary education (grades I/IV), secondary education. Secondary education: lower secondary education organized at two levels that succeeds each other: the junior high school (V-VIII) and inferior level of the high school or art and crafts school (grades IX-X); higher secondary education, the superior level of secondary education (XI, XII, XIII) preceded, from case to case by a complementary year.

## RESEARCH INSTRUMENTS

### Questionnaire for Roma and non Roma NGOs

Banca Mondiala, în cadrul *Decadei Roma Inclusion* (2005-2015), a propus înființarea programului de finanțare *Roma Education Fund*, la care participa 9 țări (Bulgaria, Croatia, Cehia, Ungaria, Macedonia, România, Serbia, Muntenegru și Slovacia). În fiecare dintre țările participante se evaluează ariile prioritare de activitate și nevoile potențiale de finanțare. În plus, se vizează și *identificarea de proiecte și programe care să fie finanțate încă de la lansarea programului Roma Education Fund (REF)*. Prin REF, vor fi oferite granturi atât pentru sectorul public, cât și pentru societatea civilă și sectorul privat. Deoarece organizația dvs. se numără printre organizațiile care derulează programe de educație pentru romi, vă adresăm invitația de a completa acest chestionar.

Vă mulțumim pentru colaborare!

În urma analizelor efectuate în cele 9 țări, REF consideră ca domeniile prioritare pentru finanțare se referă la:

Frecvențarea învățământului prescolar de către copiii romi

Aplicarea de măsuri educaționale compensatorii pentru elevii romi proveniți din medii defavorizate

Desegregarea claselor și a scolilor

Implicarea unui ajutor de învățator / educatoare la clasă

Educație interculturală în unitățile de învățământ

Educație bilingvă

Dezvoltarea de programe de pregătire profesională pentru adulți

Cursuri de alfabetizare pentru adulți

Programe tip „A doua șansă” pentru copiii ce au abandonat școala

Asigurarea de îmbrăcăminte, încălțăminte

Asigurarea hranei

Asigurarea transportului

1. Dintre aspectele enumerate mai sus, menționați 5 care sunt prioritare pentru organizația dvs (atât în proiectele curente, cât și în cele pe care doriți să le dezvoltați în viitor)?

-  
-  
-

-  
-

2. Va rugam sa precizati tipurile surselor de finantare pentru proiectele în derulare, cât si pentru cele trimise deja spre finantare:

<i>2.a. Proiecte în derulare</i>	<i>Finantare</i>		
	multilaterala	bilaterala	privata
Numele proiectului			
1.			
2.			
3.			
4.			
5.			

<i>2.b. Proiecte propuse pentru finantare în viitor</i>	<i>Finantare</i>		
	multilaterala	bilaterala	privata
Numele proiectului			
1.			
2.			
3.			
4.			
5.			

3. Daca ati obtine finantare de la REF în anul 2005, ce proiecte/ programe v-ati dori sa dezvolte organizatia dvs?

Tema/ domeniul Proiectului/programului	Scop	Grupuri tinta	Durata	Buget estimat (USD)	Finantare REF (USD)
1.					
2.					
3.					
4.					
5.					

4. Daca ati obtine finantare în urmatorii 10 ani de la REF, ce proiecte/ programe ati dori sa dezvolte organizatia dvs?

Tema/ domeniul Proiectului/programului	Scop	Grupuri tinta	Durata	Buget estimat (USD)	Finantare REF (USD)
1.					
2.					
3.					
4.					
5.					

5. Mentionati alte idei de proiecte/ programe din domeniul educatiei pentru rromi care considerati ca ar trebui dezvoltate de agentii guvernamentale (numiti aceste agentii) sau alte ONG-uri din România.

-  
-  
-  
-  
-  
-

Daca ati raporta bugetul unui proiect de succes, derulat de organizatia dvs. la numarul de beneficiari, care ar fi suma necesara pentru un beneficiar (copil rrom)?

Daca organizatia dvs a publicat materiale referitoare la educatia rromilor, va rugam sa le mentionati. ....

.....  
.....  
.....

Numele organizatiei	
Anul înfiintarii	
Adresa	
Responsabil programe educatie pentru rromi	
Contact	

Va multumim!  
Întrebari experti

Banca Mondiala, în cadrul *Decadei Roma Inclusion* (2005-2015), a propus înființarea programului de finanțare *Roma Education Fund*, la care participa 9 țări (Bulgaria, Croatia, Cehia, Ungaria, Macedonia, România, Serbia, Muntenegru și Slovacia). Prin REF, vor fi oferite granturi atât pentru sectorul public, cât și pentru societatea civilă și sectorul privat.

În fiecare dintre țările participante se evaluează ariile prioritare de activitate și nevoile potențiale de finanțare. În plus, se vizează și *identificarea de proiecte și programe care să fie finanțate încă de la lansarea programului Roma Education Fund* (REF).

În ultimii 10 ani, în România, au fost dezvoltate numeroase proiecte/ programe ce vizează educația în comunități de romi. Dacă ați aplica o grila SWOT, care considerați ca sunt punctele forte, punctele slabe, oportunitățile și amenințările în acest domeniu?

2. În urma analizelor efectuate în cele 9 țări, REF considera că domeniile prioritare pentru finanțare în viitor se referă la:

- Frecvențarea învățământului prescolar de către copiii romi
- Aplicarea de măsuri educaționale compensatorii pentru elevii romi proveniți din medii defavorizate
  - Desegregarea claselor și a scolilor
  - Implicarea unui ajutor de învățator / educatoare la clasă
  - Educație interculturală în unitățile de învățământ
  - Educație bilingvă
- Dezvoltarea de programe de pregătire profesională pentru adulți
- Cursuri de alfabetizare pentru adulți
- Programe tip „A doua șansă” pentru copiii ce au abandonat școala
  - Asigurarea de îmbrăcăminte, încălțăminte
  - Asigurarea hranei
  - Asigurarea transportului

Dintre aspectele enumerate mai sus, care credeți că sunt prioritare în România?

Dacă ați decide finanțările REF în anul 2005, ce tipuri de proiecte/ programe ați aproba pentru România?

Dar dacă ați decide finanțările oferite de REF între anii 2005-2010, ce tipuri de proiecte/ programe ați aproba/ încuraja?

5. Dar pentru următorii 10 ani (2005-2015)?

6. Dacă ați raporta bugetul unui proiect de succes, (cunoscut sau derulat de organizația/instituția dvs.) la numărul de beneficiari, care ar fi suma necesară pentru un beneficiar (copil rom)?

Mentionați alte idei de proiecte/ programe din domeniul educației pentru romi care considerați că ar trebui dezvoltate de agenții guvernamentale (numiți aceste agenții) sau ONG-uri din România.

Numele instituției/ organizației	
Adresa	
Contact	

Mulumesc pentru colaborare!