



Romanian National Agency Inclusion Strategy

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Erasmus+



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Important Notes:

In the following document, ANPCDEFP is National Agency for Community Programmes in the Field of Education and Vocational Training, the Romanian National Agency for Erasmus+ and European Solidarity Corps

There will be several updates, at least one/year.

Strategy

Vision & Mission

ANPCDEFP's vision is **to transform Romania by learning** and it is strongly correlated with Erasmus+ motto: **changing lives, opening minds**. Therefore, we believe that it is essential the governance of Erasmus+ and European Solidarity Corps (ESC)* at national level to respond as best to European priorities as possible and to contribute to achieving the European objectives. In this respect, inclusion is a priority area in our organisational and national activities and approaches.

ANPCDEFP is also an organisation characterized by the vocation of a public institution. With this role, we believe that one of our responsibilities is to actively social engage, so that the opportunities offered by the programmes are as well known and exploited as possible. In our mission, it is important to know that we are socially involved and that we can contribute to inclusion.

The Erasmus+ and ESC programmes are instruments that can foster inclusion, but they are not a solution in itself. The programmes have an important, but a limited capacity to contribute to social inclusion and only certain situations of inclusion can be reached through them. Erasmus+ and ESC cannot meet all the needs for inclusion, but they can provide answers to specific situations. The programmes do not replace national or European public policies, but merely aligns them, at national and European level. It is, therefore, very important that information about the learning opportunities offered by the programmes reach disadvantaged groups and their participation should be constantly encouraged.

We believe that a strategic approach to inclusion by 2021 is essential to increase the impact of the programmes and to be able to see the real contribution of Erasmus+ and ESC to social inclusion. In this respect, we created the so called **Romanian National Agency Inclusion Strategy** and we will coordinate our efforts so that we can contribute to European objectives, while taking national, regional and local specificities into account.

Main goals of the strategy are to:

Increase the number of inclusive projects funded by the Erasmus+ and ESC programmes;

Increase the quality of financed inclusive projects;

Increase the number of participants with fewer opportunities in projects funded by the Erasmus+ and ESC programmes;

Develop support instruments relevant for inclusion for Erasmus+ and ESC applicants and beneficiaries;

Promote Erasmus+ and ESC programmes as a tool to include people with fewer opportunities in transnational learning activities.

*Initially, the present strategy was focused on Erasmus+ programme and its mechanism. ESC is part of it since 2018

Strategy

European context 1

EUROPEAN CONTEXT

The main objectives of **Erasmus+** are to contribute to:

The objectives of the Europe 2020 strategy, including the headline target in the field of education;

The objectives of the strategic framework for European cooperation in education and training (ET 2020), including the corresponding benchmarks;

The sustainable development of Partner Countries in the field of higher education;

The general objectives of the renewed framework for European cooperation in the youth field (2010-2018);

The objective of developing the European dimension in sport, in particular grassroots sport, in accordance with the EU work Plan for Sport;

The promotion of European values in accordance with Article 2 of the Treaty on European Union.

As we can see, equity and inclusion are key features of Erasmus+.

Erasmus+ aims to promote equity and inclusion by facilitating access for more people from disadvantaged backgrounds and with fewer opportunities than other members of their community. These people might meet difficulties because of specific personal situations, or obstacles that limit them from taking part in transnational projects.

Social inclusion is also an issue in all the European documents underpinning the Erasmus+ programme.

Regarding **European Solidarity Corps**, it aims to promote solidarity as a value, mainly through volunteering, to enhance the engagement of young people and organisations in accessible and high quality solidarity activities as a means to contribute to strengthening cohesion, solidarity, democracy and citizenship in Europe, while also responding to societal challenges and strengthening communities, with particular effort to promote social inclusion.

Europe 2020 strategy

The Europe 2020 strategy, launched in 2010, aims to achieve smart, sustainable and inclusive growth of people. To achieve this by the end of 2020, the EU has set itself five targets:

1. Employment - an employment rate of 75% among the population aged 20 to 64
2. Research and development - 3% of EU GDP allocated to research and development
3. Climate change and sustainable use of energy: a 20% reduction in greenhouse gas emissions (or even 30% under favorable conditions) compared to 1990 levels, increase the share of renewable energy sources to 20%
4. Education: reducing the rate of early school leaving to less than 10%, increasing the tertiary education graduates among the 30-34-year-old population to over 40%
5. The fight against poverty and social exclusion: reducing the number of people suffering or at risk of suffering from poverty and social exclusion by at least 20 million

Strategy

European context 2

Strategic framework for European cooperation in education and training (ET 2020)

Launched in 2009, ET 2020 was created to meet the following four policy objectives:

- Achieving lifelong learning and mobility in practice.
- Improving the quality and efficiency of education and training.
- Promoting equity, social cohesion and active citizenship.
- Fostering creativity and innovation, including entrepreneurship, at all levels of education and training.

Strategic objective 3, relating to the promotion of equity, social cohesion and active citizenship, is clarified as follows: “Education and training policy should enable all citizens, irrespective of their personal, social or economic circumstances, acquire, update and develop throughout their lives both the skills specific to the profession and the key competences needed to enable employment and further learning, active citizenship and intercultural dialog. The educational disadvantage should be addressed by ensuring high-quality pre-school education as well as targeted support, and by promoting inclusive education. Education and training systems should aim at ensuring that all learners – including those from disadvantaged backgrounds, those with special needs and migrants – complete their education, including, where appropriate, second chance and more personalized learning. Education should promote intercultural skills, democratic values and respect for fundamental rights and the environment, as well as the fight against all forms of discrimination, equipping all young people with the means to interact positively with other young people from different backgrounds. “

Renewed framework for European cooperation in the youth field (2010-2018)

Launched in 2009, the Youth Cooperation Framework foresees that by 2018 inclusive, the general objectives of European cooperation in the youth field should be:

- creating more equal opportunities for all young people in education and the labor market and
- promoting active citizenship, social inclusion and solidarity among all young people.

The main areas in which they should be addressed are:

- Education and training
- Employment and entrepreneurship
- Health and well-being
- Participation
- Voluntary activities
- Social inclusion
- Youth in the world
- Creativity and culture

Strategy

European context 3

As regards social inclusion, the following is mentioned: social exclusion and poverty among young people should be prevented, as well as intergenerational transmission of these problems, and mutual solidarity between society and youth should be strengthened. Equal opportunities for all should be promoted and all forms of discrimination should be combated.

Initiatives to be undertaken by the Member States and the Commission in their respective areas of competence:

- making full use of the opportunities offered by youth activities and youth centers as means to facilitate inclusion;
- adoption of a cross-sectoral approach in activities aimed at improving cohesion and solidarity at community level and reducing the social exclusion of young people, addressing, for example, the interconnections between education and employment of young people and their social inclusion;
- sustaining a greater awareness of all young people regarding the intercultural dimension and strengthening their intercultural competences, as well as fighting prejudice;
- supporting the activities of educating and informing young people on their rights; addressing the problem of homeless persons, of lack of housing and of financial exclusion; promotion of access to quality services - e.g. transport, e-inclusion, health and social services;
- promotion of the specific support for the young families.

The Youth Guarantee

The Youth Guarantee is a new initiative aimed at combating youth unemployment by ensuring that any young person under the age of 25 - whether or not registered as unemployed - receives a good-quality offer of employment, within 4 months of completion of studies or loss of employment.

The offer must consist of a contract of employment, an apprenticeship or a traineeship or a continuous training course, and it must be adapted to each individual's needs and circumstances. EU countries adopted this principle of the Youth Guarantee in April 2013.

Strategy

European context 4

European Education Area 2025

The Commission proposes to consolidate ongoing efforts and further develop the European Education Area along six dimension: **quality, inclusion and gender equality, green and digital transitions, teachers and trainers, higher education, geopolitical dimension.**

Regarding inclusion and equality, there are several important aspects within the EEA strategy:

- Educational attainment and achievement should be decoupled from social, economic and cultural status, to ensure that education and training systems boost the abilities of every individual and enable upward social mobility. Early childhood education and care play a critical role in this regard¹⁸. It is also important to cater for the educational needs of pupils with high learning potential in an inclusive way.
- Education systems at all levels should comply with the UN Convention on the Rights of Persons with Disabilities.
- VET systems, which can support young people to manage their entry to a changing labour market and ensure that adults participate in programmes tailored to the twin green and digital transitions, should be more agile, resilient and future-proof, in line with the Commission proposal for a Council Recommendation on VET.
- Robust and inclusive lifelong learning strategies should allow those who have left early to re-enter education, and those who need it should be able to access higher education and VET programmes to acquire or update skills that the jobs of tomorrow require, also for older age.
- Cross-border cooperation should be strengthened, in youth work, as well as in the domains of sport and culture, to promote non-formal learning including their link to formal education.

The EU Youth Strategy 2019-2027 - part 1

The EU Youth Strategy 2019-2027 fosters youth participation in democratic life, it supports social and civic engagement and aims to ensure that all young people have the necessary resources to take part in society, assuming 11 European Youth Goals:

Connecting EU with Youth

Equality of All Genders

Inclusive Societies

Information & Constructive Dialogue

Mental Health & Wellbeing

Moving Rural Youth Forward

Quality Employment for All

Quality Learning

Space and Participation for All

Sustainable Green Europe

Youth Organisations & European Programmes

Strategy

European context 5

The EU Youth Strategy 2019-2027- part 2

The Strategy aims to ensure equality of all genders and gender-sensitive approaches in all areas of life of a young person. In this sense, it will:

- Tackle discrimination and ensure equal rights for all genders in cultural, political and socio-economical life.
- Achieve universal awareness of gender-based inequality and discrimination, particularly in the media.
- End gender-based violence by addressing and tackling it effectively in all its forms.
- Eliminate stereotypical gender roles and embrace diverse gender identities in education systems, family life, the work place, and other areas of life.
- End gender-based structural discrimination in the labour market and ensure equal rights, access and opportunities.
- Ensure equal pay for equal work and the equal sharing of the responsibilities of care work.
- Ensure equal access to formal and non-formal education, and that the design of education systems follows gender-sensitive approaches.

Also, it aims to enable and ensure the inclusion of all young people in society. In this sense, it will:

- Provide legal protection and enforce international legal instruments to fight against all kinds of discrimination and hate speech, recognising that young people are subjected to multiple forms of discrimination.
- Strengthen outreach of information to marginalised young people, to ensure they are aware of spaces, opportunities and experiences available to them.
- Ensure that all marginalised young people have equal access to formal and non-formal learning environments, addressing all the dimensions of inclusion.
- Strengthen the capacities of educators to work with marginalised young people.
- Provide more spaces, opportunities, resources and programmes to foster dialogue and social cohesion, and combat discrimination and segregation.



Strategy

European context 6

The Erasmus+ Youth Strategy for inclusion and diversity was launched in

2014 highlights a number of identified needs:

1. A unified understanding of what young people with fewer opportunities mean and a coherent support framework for equity and inclusion – features of Erasmus+.
2. Increase commitment to the inclusion and diversity of actors involved in Erasmus+ youth projects.
3. Promoting Erasmus+ youth projects as tools to work with young people with fewer opportunities and to actively reach disadvantaged groups.
4. Reduce obstacles for young people with fewer opportunities to participate in the programme and support candidates to overcome these obstacles.
5. Support applicants to develop quality projects involving or benefiting young people with fewer opportunities (e.g. provide training, tools, financing, coaching, etc.).
6. Linking – where relevant – initiatives targeting young people with fewer opportunities – both in terms of cooperation with different sectors, as well as youth policies and projects at local, national and international level.
7. Investment in the intercultural and social skills of young people and youth workers, as well as in their skills, to manage and work with diversity in all its forms.
8. Increase recognition of the experience and skills gained by young people with fewer opportunities and those working with them under Erasmus+.

Obstacles or difficulties young people may encounter are classified as follows.

- **disability** (i.e. participants with special needs): persons with mental disabilities (intellectual, cognitive, learning), physical, sensory or other type;
- **educational difficulties**: young people with learning difficulties; early school leavers; low-skilled; low-educated young people;
- **economic obstacles**: people with low living standards, low incomes, dependant on the social security system; young people experiencing long-term unemployment or poverty; homeless, people in debt or financial problems;
- **cultural differences**: immigrants or refugees or descendants of families of illegal immigrants or refugees; persons belonging to a national or ethnic minority; persons with difficulties in linguistic adaptation and cultural inclusion;
- **health problems**: persons with chronic health problems, serious diseases or psychiatric disorders;
- **social obstacles**: persons who face discrimination on grounds of sex, age, ethnicity, religion, sexual orientation, disability, etc.; persons with limited or antisocial skills or risky behaviors; persons in a precarious situation; (former) criminals, (former) drug or alcohol-related users; young and/or single parents; orphans;
- **geographical obstacles**: people in remote or rural areas; people living on small islands or peripheral regions; people in urban areas; people in areas with precarious services (limited public transport, precarious facilities).

Strategy

National context 1

National Strategy on Social inclusion and poverty reduction (2014-2020) will cover the following areas: employment, social protection, social services, education, health, habitation, social participation

As regards education, the following measures are proposed:

- Improving the early childhood education and care system.
- Increase participation in primary and secondary education for all children.
- Promoting wider access to tertiary education through under-represented groups
- Increasing access to lifelong learning and training for disadvantaged young people and the population of active age.
- Increasing access to quality education for children from vulnerable groups.
- Increasing access for children with special educational needs and for children with disabilities.
- Increasing access for Roma children.
- Increasing access for children from marginalized areas.
- Improving the effectiveness of welfare programs in education.

As regards social participation, the following measures are proposed:

- Improving the social climate.
- Building trust in institutions.
- Increasing tolerance and reducing discrimination.
- Improving the legislative framework and informing about the benefits of volunteering.
- Empowering poor and marginalized communities through social participation.
- Improving information through social innovation.

Strategy on reducing early school leaving in Romania (ESL)

Short-term objective: To implement an effective system of prevention, intervention and compensation policies and measures to address the major causes of the ESL, with a focus on young people age group 11-17

Medium-term target: By 2020, reduce to a maximum of 11,3% the rate of 18-24 year-olds who have completed at most lower secondary education and who are not enrolled in any form of further education or training

Long-term target: Contribute to Romania's smart and inclusive growth by reducing the number of people at risk of unemployment, poverty and social exclusion.

Strategic pillars and representative programs

The main programs and measures proposed to achieve the objectives of this strategy are grouped into four (4) strategic pillars:

- Ensuring access to education and quality education for all children.
- Ensure the completion of compulsory education by all children.
- Reintegrating early school leavers into the education system.
- Develop adequate institutional support.

Strategy

National context 2

The strategy for the inclusion of Romanian citizens belonging to the Roma minority for the period 2015-2020

On 14 January 2015, the "Strategy for the inclusion of Romanian citizens belonging to the Roma minority for the period 2015-2020" was adopted by government decision, document which includes the European recommendations on Roma inclusion, being in line with previously approved strategies in this area.

The objectives of the strategy are:

- Raising the educational inclusion of Romanian citizens belonging to the Roma minority, including those from traditional Roma communities, to a level similar to that of the rest of the population, including by combating social disparities which increase the risk of school drop-out and illiteracy, by making affirmative measures and ensuring equal access, free and universal education for the Roma.
- Ensuring that all Roma children have access to quality education.
- Raising the employment level of Romanian citizens belonging to the Roma minority and tackling the disparities in participation in the formal labor market compared to the majority population, including by providing support to people with low chances of access to the formal labor market (young people, people with low education, women, long-term unemployment, in areas where job opportunities are limited, with no professional skills in a specific job with a specific demand in the area of residence, disabled, etc.) and dependent children of school age, including through proactive employment measures such as counseling, mediation and vocational training.
- Improving the health of Romanian citizens belonging to the Roma minority by increasing access to preventive and curative health services.
- Improving housing conditions in economically and socially disadvantaged local communities, as well as providing access to public services and small infrastructure; the preservation, affirmation and development of the cultural identity (language, customs, heritage, etc.) of the Roma, in accordance with respect for human rights and existing legislation;
- Improving the social situation of disadvantaged Roma groups, including traditional Roma communities, in the areas of community development, child protection, justice and public order.

Strategy

National context 3

National strategy "A society without barriers for people with disabilities" 2015-2020

The strategy addresses the following relevant topics: rights and freedoms, accessibility and mobility, health, education, employment and social protection.

As regards education, the objectives set are:

- Ensure equal access to education for children and young people with disabilities and access for people with disabilities to lifelong learning programs and contexts.
- Implement a system of real monitoring of the educational situation of people with disabilities, which will underpin future policies in the field.
- Prepare the human resources of the education system (general education, special education, other institutions with specific roles) to implement the principles of inclusive education in the spirit of the UN Convention on the Rights of persons with disabilities. Providing material, human and curriculum resources to support the real inclusion of children with disabilities in general education and overcome the effects of forced integration.
- Ensuring access for people with disabilities to cultural, sporting and leisure programs and contexts, appropriate to specific interests and requirements.
- Implementation of campaigns to raise awareness of the importance and need of participation of people with disabilities in cultural, sporting, leisure and leisure programs and contexts.
- Sharing examples of good practice to identify concrete ways and opportunities for participation of people with disabilities in cultural, sporting, leisure and leisure programs and contexts.

National Youth Policy Strategy 2015-2020

The strategy aims to contribute to the social inclusion of young people, especially those who are vulnerable and/or who, for various reasons, could have fewer opportunities. In this respect, the following aspects shall be taken into account:

Occupational exclusion

- Promoting inclusive measures aimed at young people to facilitate their access to the formal labor market

Exclusion from health

- Promote equal access to health for young people and maintain free access to a basic healthcare package, and improve the quality of care for children and young people in need
- exclusion from participation

Poverty, social exclusion and vulnerable groups

- Relaunch policies to combat poverty and promote social inclusion in Romania with a focus on young people and children, in order to reduce the deficits in all dimensions of life accumulated in the early stages of life, deficits that are expected to mark the entire further course of individuals negative and become much more difficult to recover.

Strategy

National context 4

European Social Funds (ESF) 2014-2020

Social inclusion and the fight against poverty are an integral part of measures aimed at promoting balanced development and social cohesion. Reducing the prevalence of poverty and exclusion, improving access to quality social and health services, developing the social economy, will be pursued at program level with a view to promoting social inclusion and combating poverty, in line with the provisions of the relevant national strategies and contributing to the objectives undertaken in this area. In this respect, the ESF encourage the consideration of the human resource coming from vulnerable groups as a human resource without which Romania's development over the next years is impossible.

Social inclusion, poverty reduction and combating all forms of discrimination

The actions proposed under the ESF will contribute to the achievement of the overall objective set by 2020, to the achievement of the targets undertaken by Romania through the national Reform Program, and to the effective implementation of the relevant strategies in the field, by:

- Reducing the number of people at risk of poverty and social exclusion by implementing integrated measures, with a focus on marginalized communities.
- Increasing the number of people from vulnerable groups who have overcome the vulnerability situation.
- Developing the social economy and promoting social entrepreneurship.
- Improving quality and access to social services.
- Improving the quality and access to healthcare services.
- Ensuring the transition from the institutionalized care system toward community-wide services.

National Lifelong learning strategy

The strategic vision for lifelong learning in Romania is to give all people the opportunity to participate in economic, social and civic life and to enable them to exploit their personal potential.

The strategic objectives are to increase participation in lifelong learning and to increase the relevance of education and training systems to the labor market. According to EU documents, Romania's main strategic objective in the field for 2020 is that at least 10 percent of the adult population (aged 25-64) should participate in lifelong learning activities. The strategy has three strategic pillars of lifelong learning that deliver on the strategic objectives:

- Access and incentives to participate in education.
- Quality and relevance of education.
- Partnerships for better information.

The action lines of the Strategy include:

- Funding to diversify and increase the demand for lifelong learning.

Strategy

National context 5

European Social Funds+ 2021-2027 Education and Employment Operational Programme

The main objectives of the future ESF+ in Romania are:

- Improving access to employment of all jobseekers, in particular youth and long-term unemployed and disadvantaged groups on the labour market, and of inactive people, promoting self-employment and the social economy.
- Modernising labour market institutions and services to assess and anticipate skills needs and ensure timely and tailor-made assistance and support to labour market matching, transitions and mobility.
- Promoting a gender-balanced labour market participation and a better work/life balance including through access to childcare and care for dependent persons;
- Promoting adaptation of workers, enterprises and entrepreneurs to change, and active and healthy ageing and a healthy and well-adapted working environment addressing health risks .
- Improving the quality, effectiveness and labour market relevance of education and training systems, to support acquisition of key competences including digital skills.
- Promoting equal access to and completion of, quality and inclusive education and training, in particular for disadvantaged groups, from early childhood education and care through general and vocational education and training, and to tertiary level, as well as adult education and learning, including facilitating learning mobility for all.
- Promoting lifelong learning, notably flexible upskilling and reskilling opportunities for all taking into account digital skills, better anticipating change and new skills requirements based on labour market needs, facilitating career transitions and promoting professional mobility.

IMPORTANT NOTE

In the early part of 2019, RO NA started the process of discussions and negotiations with the ESF national managing authorities regarding the synergy between the future Erasmus and ESF+ programmes in our country for 2021-2027 (considering the Commission proposals for the next MFF to ensure coherence and increased horizontal consistency between the EU programmes and instruments).

Thus, RO NA intends to apply some extra-measures for an inclusive approach: topping up Erasmus mobility grants through ESF for students with fewer opportunities, complementary ESF funding for organisations from disadvantaged areas.

Strategy

National Inclusion strategy

According to our national context, considering the recurrent needs identified through the projects in the past years, being in line with the European and specific ESF inclusiveness priorities in Romania, ANPCDEFP will focus its inclusion strategy on the following areas and target groups: **people coming from disadvantaged/rural areas, persons with special needs and Roma people.**

Reducing the urban-rural gap is a feature of national inclusion policies and we will focus on increasing the participation of schools, local authorities and rural NGOs in the Erasmus+ and ESC programmes; besides Roma pupils, children from poor communities and with special educational needs are also considered vulnerable groups and we will pay particular attention to them in the context of the program. Thus, Erasmus+ and European Solidarity Corps will complement the objectives of the ESF programme and other mechanism for 2014-2021 in Romania.

In our vision, any project involving persons with fewer opportunities may be considered an **inclusion project**. But there are more levels of participation of people with fewer opportunities in projects, and we should design the strategy according to this. They can be actively involved in the project team, those people who actually carry out the project. Or they can be participants in the core activity of the project (where direct beneficiaries are people with reduced opportunities). There are also projects where, although the direct beneficiaries are not people with fewer opportunities, the project activities ultimately target categories of people with reduced opportunities. In this situation, persons with reduced opportunities are indirect beneficiaries of the project.

Thus, before designing and implementing a project, we strongly encourage each organizations to answer a few questions:

who do i want to include?

what are the fewer opportunities I address?

what are my target groups previous experiences?

what are the causes of their exclusion?

how will my project help them?

do they want to be included? (and do they want to do this through my project?)

what are their needs?

how can my project meet their needs?

what kind of measures could I take to include them?

what other actors can be involved in this process?

As already mentioned in the first part of this document, **ANPCDEFP aims to cooperate with other stakeholders at national level on social inclusion**, being aware that we can create more impact addressing the same vulnerable target groups in a transversal way. The specific partnerships will be mentioned below.

Strategy

Specific objectives

ANPCDEFP specific Objectives/ Key Action 1	Indicators	Target for 2021	Intertargets 2016	Inter targets 2017
Encourage the participation of people with special needs in higher education and vocational education training projects	Number of people with fewer opportunities who participate in learning mobilities	37: HE: 8 ; VET: 29	20: HE: 5 ; VET: 15	22: HE: 6 ; VET: 16
Encourage the participation of people with special needs in youth projects	% of the number of people with fewer opportunities involved in learning mobilities	36%	26%	27%
Encourage the participation of people with fewer opportunities from rural areas	% of total staff located in rural areas participating in learning mobilities (SE, VET, AE)	17%	11%	12%
ANPCDEFP specific Objectives/ Key Action 2	Indicators	Target for 2021	Intertargets 2016	Inter targets 2017
Encourage the participation of people with special needs in projects	% of all application directly involving participants with special needs	36%	26%	27%
	% of all application with topics related to the inclusion with special needs	11%	5%	6%
Encourage the participation of people with fewer opportunities	% of all application involving people with fewer opportunities	36%	26%	27%
Youth sector	% of all application with topics related to the inclusion of young people with fewer opportunities	31%	22%	23%
Increasing the quality and relevance of project results	% of the approved applications with topics related to the inclusion othat have good results in the final reports (reaching or exceeding the minimum of 75% to be considered a good praccine project)	20%	8%	10%
Encourage the participation of schools, local authorities and NGOs located in rural areas	% of all application involving rural institutions.organisations	16%	8%	9%
	% of the approved applications involving rural institutions/organisations	11%	6%	7%
	% of the approved applications involving rural organisations that have good results in the final reports (reaching or exceeding the minimum of 75% to be considered a good praccine project)	10%	4%	5%
ANPCDEFP specific Objectives/ Key Action 3	Indicators	Target for 2021	Intertargets 2016	Inter targets 2017
Encourage the participation of people with fewer opportunities Youth sector	% of all application directly involving participants with fewer opportunities	16%	11%	12%
ANPCDEFP specific Objectives/ESC	Indicators	Target for 2021	Intertargets 2019	Inter targets 2020
	% of participants with fewer opportunities participating in Volunteering activities	37%	35%	36%
	% of participants with fewer opportunities participating in Traineeships	62%	58%	60%
	% of participants with fewer opportunities participating in Jobs	80%	75%	77%
	% of participants with fewer opportunities participating in Jobs	80%	75%	77%

Strategy

Action plan

Organizing Rural+, a specific promotion and informing campaign in order to identify the real needs of young people/adults in rural areas and to increase the motivation of main stakeholder within those areas (e.g.: teachers, school directors, NGO managers, Cultural Centers, etc.)

Specific webinars for newcomer organizations on how to attract and involve participants with fewer opportunities in their projects

Involving all School Inspectorates in order to share information and to organize a minimum activity dedicated to attracting candidates from rural areas

Designing and implementing annual specific writing projects workshops together with our Pool of trainers for rural NGOs, rural schools, special schools, Roma organizations

Creating a dedicated section in our monthly newsletter InfoAltfel/ANews, promoting good practices from inclusive projects

Sharing of methods and materials adapted to projects and activities tackling disability

Creating a specific targeted and inclusive campaign via Social Media

Annual national Conference dedicated to inclusive projects

Creating and improving specific networking activities: Rural Net Rural Assistance Center, Romanian Association for Community Development, PACT Foundation, Euroregional Center for Ethno-cultural Diversity

Specific partnerships with Teach for Romania, Center of resources for Roma Communities, Agency for Roma People, Impreuna Association Involving General Directorate of Social Assistance and Child Protection in Erasmus+, especially in ESC projects

Strategy

Action plan

Developing local and thematic campaigns and communication vectors through our networks: Eurodesk mutlipliers, Europeers network, ESN Romania, students` associations, inspectors in charge with EU programmes, E+/IRO offices in HEIs

Organizing dedicated concepts of training events for all kind of possible beneficiaries dealing with the target groups envisaged by our national strategy

Monitoring and support provided to beneficiaries on how to organise a fair selection process, prioritizing the target groups envisaged by the strategy

Specific trainings for our internal assessors in order to be aware of our inclusive priorities

Constant communication with our trainers from the national pool of trainers in order to promote inclusion within their specific activities

Organizing thematic TCAs tackling inclusion for all the sectors

To reinforce the network of promoters to promote Higher Education opportunities with a big focus on special needs students

Specific transnational partnerships with different NAs and SALTOs (eg. Strategic Partnerships on Inclusion, Salto Inclusion) tackling different strands of inclusion and diversity.

www.anpcdefp.ro
www.erasmusplus.ro
www.suntsolidar.eu



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