



PREVENTING AND FIGHTING EARLY LEAVING
FROM EDUCATION & TRAINING WITH AI

stAI

Act before it happens: Preventing and fighting Early
Leaving from Education and Training with Artificial
Intelligence

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1. ELET- NATIONAL GENERAL SCOPE.

Early school leaving - general national field , Romania

At EU level, the early school leaving rate (ELET) indicator is defined as the percentage of young people with aged 18-24 - who have completed lower secondary at most and are no longer attending no other form of education or vocational training. In Romania, the lower secondary level corresponds 8th grade. This indicator shows the impact of the education system on the labor market over time for a period of 3-9 years, taking in to account young people who have graduated at most from secondary school and who have left the system of education in around the age of 15 years.

Thus, for the development of policies and measures to prevent and reduce ELET in Romania it is used additional indicators that indicate in real time the evolution of the school population: the enrollment rate in the system of education (on groups of age and levels of education), rate abandonment school and analysis School on cohorts.

- Analysis participation to education points both number (and weight) children enrolled, How and a the not enrolled in the system of education, on groups of age and levels of education.
- School dropout is calculated by the MEN based on data from the National Institute of Statistics (INS) ca the difference between the number of students enrolled at the beginning of a school year and the number of students at the end the same year school, express that percent of number the students enrolled to begining of the year.
- The cohort analysis method is best known for analyzing participation in education. Analysis it focuses on a generation that goes through a entire school cycle and thus can provide a better picture accurate regarding the size of the dropout phenomenon in educational institutions. Also, in the case of a cohort analysis targeting all levels of education, this method can highlight school losses related to transitions from one school level to another (ISCED 0-3), from kindergarten to cycle primary, of to cycle primary to the high school, respectively of to cycle secondary to the secondary and professional.

All these indicators/analysis methods have advantages and limitations, but taken together can provide insights which allow development some policies based on data with impact significant in prevention and reduction school dropout, which, however, will become visible at the level of the ELET indicator (for young people aged 18-24) only fish a period of May many years.

In Romania Early School Leaving (ELET) is a complex phenomenon triggered by a set of causes associated with various risk factors, from individual and family contexts and socio-economic environments, to cultural and social factors.

Thus, Romania remained "one of the few countries that did not reach its EU 2020 targets, and GDP allocations for education continue to be far below the EU average." Romania has made notable progress in terms of the employment rate among educated young people. However, equity in education, the rural-urban gap and the inclusion of Roma ethnic still represent key challenges with an impact on inclusive growth and social inequalities.

From the perspective of European indicators 2022, the rate of early leaving the education and training system professional A Joined a trend slow, but constant, of

decrease GAP from Romania and mediate EU 27 had a general downward trend, but the target assumed by Romania for this indicator in 2020 (11.3%), not A former touched. Rate of leaving early a school in 2022, in Romania, a former of 15.6%.

Participation in preschool education of children between the ages of 4 and the official age of enrollment in the education compulsory it is a indicator European which a had that aim, for the year 2020, the value of 95% In 2021, the EU-27 average for this indicator was 94.9%. They were registered in Romania important increases in the value of the indicator, but the proposed target, the value of the indica tor, was not reached 2021, being of 81.5%, down from before of the year previous.

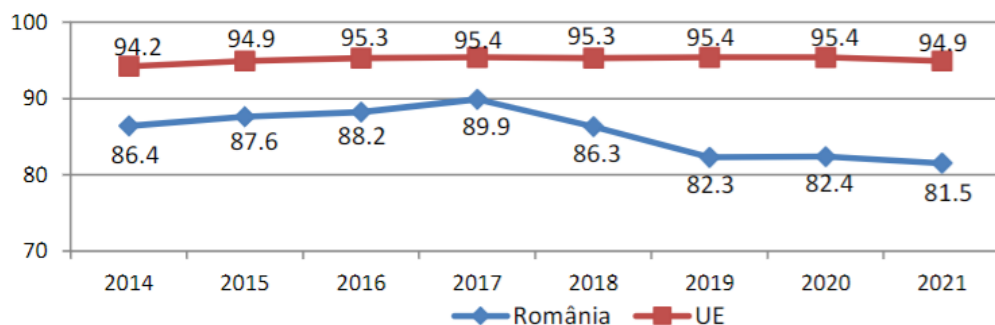
Considering that at the moment Romania has a percentage of 15.6%, the Government and the Ministry of Education of Romania consider the reduction of early school leaving as the most important priority at the policy level, which requires a deepening at the level of programs and completion with policies adequate, to combat ELET through more effective preventive measures and mechanisms to target students at risk.

The growing accumulated losses in learning, ELET and increasing learning gaps among vulnerable students, amplified by the COVID-19 pandemic, will lead to an alarming dropout rate in secondary schools in Romania and significant consequences at the social and individual level, such as increased risk of unemployment, reduced lifetime income, poverty and social exclusion. In this context, reducing ELET is a major priority for Romania and for schools with many students at risk, schools located mainly in cities (15.3%) and in rural areas (23%), according to Eurostat .

This bounce rate indicator early a schools measures the percentage of young people between the ages of 18 and 24 of the total population of this age, who have at most secondary school education and who are not included in any form of education or education professional in the four weeks which before the investigate statistics.

In period 2014-2022, rate of quit early a school a Joined fluctuations: after growth and decreases relative low in period 2014-2017, the value indicator a low almost constant in last four years, reaching in 2021 to 15.3%. In 2022, rate indicator and has repeated trend ascending (15.6%). Mediate eu a low slow, but constant in this period of to 11.1% in 2014 to 9.6% in 2022 noting and even exceeding aim proposed (10%). Romania is among the countries with the highest early school leaving rate, remaining far behind great girl of the target proposed to level national for 2020 (11.3%).

Figure 1 . Evolution rate of quit early a school, in period 2014-2022



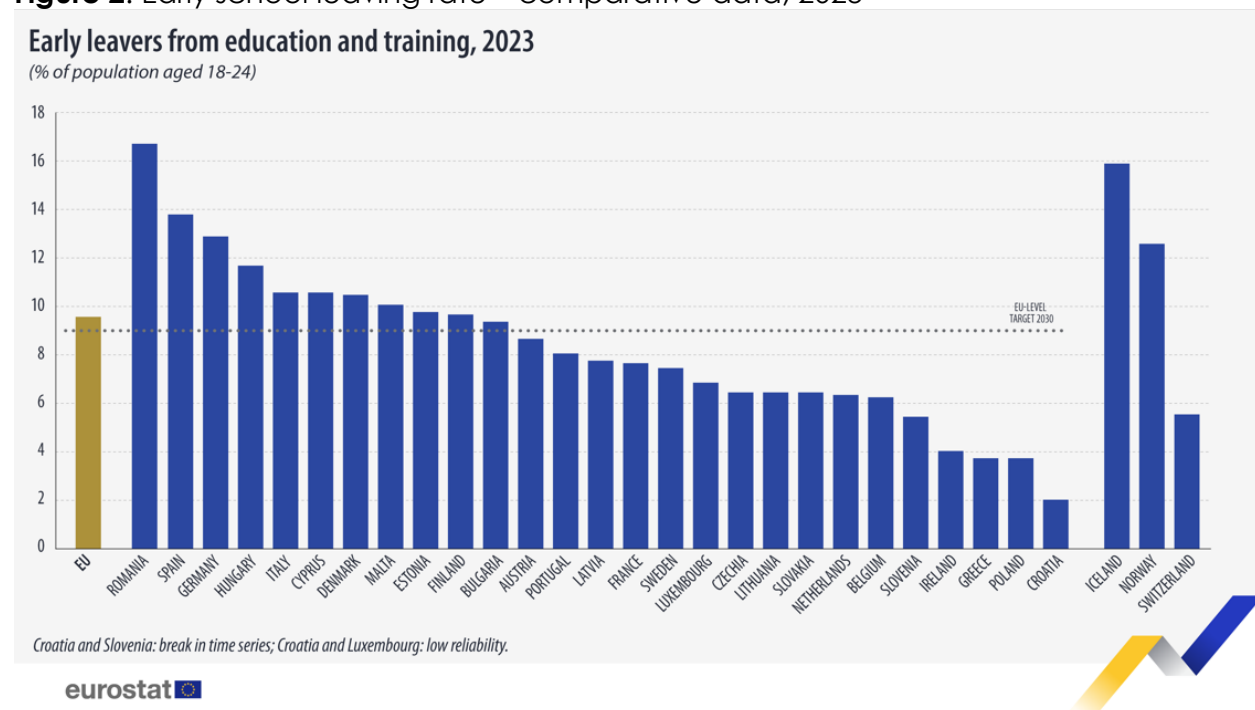
Source: Eurostat , 2023

Table 1. Rate of quit early a school, in period 2014-2022

	2014	2015	2016	2017	2018	2019	2020	2021	2022	Aim 2020
EU	11.1	11.0	10.6	10.5	10.5	10.2	9.9	9.8	9.6	10.0
Romania	18.1	19.1	18.5	18.1	16.4	15.3	15.6	15.3	15.6	11.3

Source: Eurostat, 2023

Figure 2. Early school leaving rate – comparative data, 2023



Source: Eurostat, 2023

It is important to mention that the rate of early school leaving is almost double in regions of development in the Centre, North East and South East compared to the EU average (2017 data). In addition, two counties (Călărași and Ialomița) accumulate several ELET risk factors: majority rural population, areas with low population density, poverty and high rates of repetition and dropout. The greatest risk of exclusion correlated with dropout school attendance is recorded among boys in rural areas. In the case of all these young people who leave early, the future is uncertain, being at high risk of unemployment or taking menial jobs quality, to depend on social benefits, to have poor physical and mental health, to live in poverty and marginalization.

Romania is one of the few European countries where the majority of young people who leave school early find a job. The reports of the European Commission

show that, most likely, these young people come from low-income families, where they are encouraged to enter early to ensure survival the family. Even though girls and boys leave school early to the same extent, almost all of them do young men it hire or search for of thing, in time What fish half from young Ladies are HOUSEHOLD (not i am in job search). In other words, the high ELET rate has a direct impact on the inactivity rate economic of women, which is already anxious of the sea to level European.

More than 1 in 10 students in a cohort entering fifth grade drop out by the end of fifth grade Eighth (with priority in class A Seventh and A VIII a), and until to end classroom a X the value it is of approximate 2 students out of 10. Between the school years 2010-2011 and 2015-2016, the percentage of children out of school at primary level (with age between 6-10 years) a grown up constant and almost doubled in this one period. In line the school-age population that corresponds to the secondary school level (between 11-14 years old) the percentage of children in outside school grew and May much.

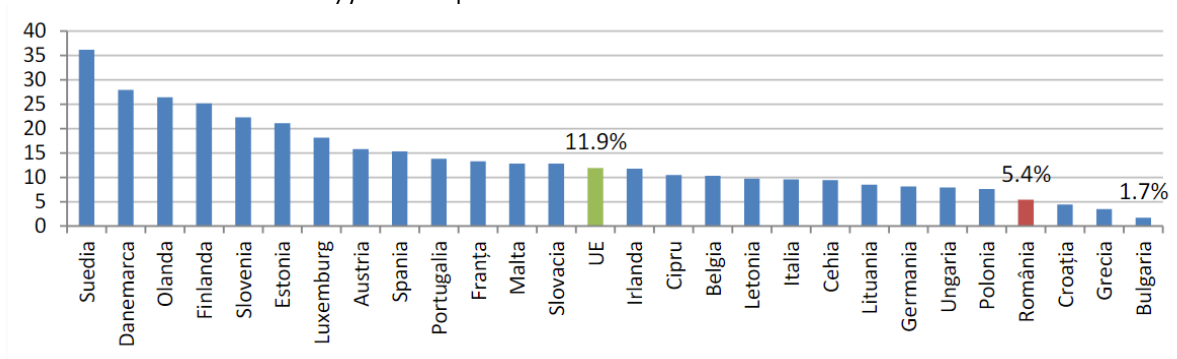
A comparison between the resident population and the school population between 2000 and 2017 shows (Table 1) that in 2017 at nationally 187,000 children, aged between 6 and 14, were out of school, and a number extremely to lift of boys in outside school in row the of 15-18 years and of 19-24 of years.

On the other hand, in the last decade, Romania failed to register consistent progress regarding the participation of adults aged 25-64 in lifelong learning.

At the level of 2022, Romania occupies one of the last places among the countries of the European Union in terms of the participation of adults aged 25-64 in lifelong learning, even if in the last two years the value of the indicator has registered a visible increase (Romania - 5.4%, against the EU average of 11.9%).

Although the trend of the indicator is upward for Romania, it is still far from the European target for the year 2020 projected at a weight of 15%.

Figure 3. Participation of adults (25-64 years) in vocational education and training (in the 4 weeks before the survey) – comparative data 2022



Source: Eurostat, 2023

Although much higher than the value recorded in Romania, the average at the EU level also followed a very slow progress, with a slight regression in 2020. In the last 2 years, at the EU level, the increase in the value of the indicator is more obvious than in the period 2013-2019. In Romania, there is a 0.5 pp increase in the value of the indicator in 2022, much lower compared to the increase recorded in 2021.

The data highlight that participation in lifelong learning is still a challenge at European level.

In this context, actions of avert or reduction ELET, inclusive a mechanism dedicated of warning early, must address both students at risk of dropping out (at all levels of education) and children out of school, aged 6-18, who have never attended school or who have dropped out of school. 19-24 year olds should also be considered. (Re)integration of children and out-of-school youth remains one of the main challenges in the coming years, along with improvement quality education and of consolidation measure of avert which it ASK the students which i am already enrolled in the system of education.

At the same time, the creation of an Early Warning Mechanism in Education (MATE) for the reduction of ELET is one of the main measures provided for in the National Strategy for the Reduction of ELET, initiated and implemented by the representatives of the Ministry of Education in Romania, through the project carried out with funding from the Union European, in cooperation with the Directorate General Support for Structural Reforms (DG REFORM) of the European Commission, and technical assistance from the World Bank.

2. RISK FACTORS FOR LEAVING SCHOOL EARLY

Leaving school early, as well as dropping out, usually represents a process of gradual distancing girl of school, associate with absent unmotivated, falling results school and behavior school inappropriately frequently. All of these warning signs of the school distancing process appear in time and just of therefore it is particular of importance referrals their and Troubleshooting statements One phase incipient.

The more chronic the situation, and the more the signals multiply and diversify, the more an intervention effective becomes more difficult. So, identifying early warning signals is essential for prevention leaving early A the school. However, exist and cases in which leaving prematurely or abandoned school are caused by a unexpected event, such as a accident, a crisis in the family, the departure of the child in abroad etc. In these cases, early warning and preventive intervention are not possible, being necessary compensatory measures. In general, early school leaving is determined by a cluster of associated causes one seriously complexity of factor of risk. Thus, actions of avert and reduction a ELET must saddle or breadth and to target a range wide range of needs of children and young people. Factors of associated risk ELET the May frequent mentioned in the studies of specialty i do referring to:

- ❑ **Individual or family factors**, especially poverty and lack of financial resources to cover the costs education, with of the relationship child - parents, support provided by parents for activity schooling of the children, the level of education of the adults in the household or the value of education by family. But, so How show studies, "is possible saddle there students disadvantaged, which, in NOTWITHSTANDING difficulties, i am persistent and they have success at school".
- ❑ **Factor at the school level** regarding the school environment, the organizational culture, the relationship between the staff didactic and students, teaching quality and learning, school relationship - community - parents, school resources or the services available in the school. In fact, previous studies have already shown that there is a connection direct between low quality a education and abandoned school and absenteeism.

- **Community-level factors** such as local traditions and culture, gender roles, husbandry practices and care of children, the conditions of live, the resources available, important and beliefs dominant And so on
- **Factor institutional** What I hold of entire system of education analyze in detail in this report.

A comparative research carried out by UNICEF on four categories of children from households - poor, in poverty extreme, with migrant and middle-class parents - showed that the risk of dropping out and leaving early schooling is negatively correlated with parental education, household income and expenditure household with education. At the same time, they correlate positively with ethnicity (Roma), environment rural, the number of children of the household and the place on which the child occupies it in family. In households with many children, the youngest of them are at a significantly higher risk of leaving school early. Teachers who were interviewed by the BM team believe that ethnicity is the significant determining factor for both risks. The child's belonging to the Roma ethnic ethnicity significantly increases the probability of dropping out of school and early school leaving, regardless of the child's age, gender and health status, level of the mother's education, the number of children in the household, the number of parents who are at home, the environment of resident and of expenses household with the education (or of revenue household).

Community censuses carried out in families with children in 30 rural communities with number raised by children in the special protection system by the World Bank team in September-October 2018 in another project highlighted the incidence of risk factors in rural communities. In rural source communities, 21% of households with children live in poverty. Also in 15% of these households with children, one or both parents are illiterate. Lack of parental education is associated both with informal sector employment (meaning precarious jobs and income insecurity) and with a risk major of poverty which affects over 56% of households. poverty, May chosen related with illiteracy parents, means that the family not it is interested, not put price and not invest in education the children. Therefore, the children from these households they have one risk significant May high of never having been enrolled in education or not attending school, dropping out or leave school early. And if they go to school, they have a considerable risk of not attending classes daily, of obtain poor school results - correctness, repetition - or have a history of sanctions within the framework school (Figure 3). Therefore, the chances of children in these households to break the vicious circle of poverty are very reduced, many of them risking saddle become poor, also fathers their.

In Romania 9.6% from the children of 17 years and May small from rural and 5.8% of those in the urban environment live in marginalized areas. Surveys carried out by the WB have shown that 3.2% of the urban population and 6.2% of the rural population of Romania live in extremely disadvantaged conditions, in which the population has the a lot studied high school, win income informal (especially from agriculture) and have housing conditions precarious, even and after standards rural, With in generic a reduced access to infrastructure and basic utilities (houses overcrowd and/or without accession to water or energy electrical). These areas marginalized i am considered "problematic" from the perspective of a combination of factors, may precisely the large number of households with low incomes, the level

low level of education and qualifications required on the labor market, the preponderance of single mothers, the large number of children and rate high a crimes committed of minors. In the environment rural, marginalized areas are hard to reach with roads full of mud, with housing inappropriate, with a exposure to environmental risks (floods, landslides etc.) and characterized by the lack of public services or services poor quality public houses, like the houses presented in the images of below.

At the same time, another study carried out by the World Bank, UNICEF and ANPDCA a plowing that both Zone urban How and marginalized rural areas have a high probability of a represent community source for boys which will be taken over by the special child protection system; in other words, most children in the protective system they come from marginalized areas. Preventing the separation of the child from the family and ensuring equal opportunities for children and young people in these areas can only be achieved by developing services in these communities which offers support to families and grants increased access to healthcare, education, jobs, housing suitable and other services public. In this scope, It be created services integrity which saddle ensuring harmonization and aligning different programs and interventions with the help of social workers and other qualified professionals and well prepared, both individually and at the community level, as well as the budget allocation to do so possible the implementation of these services.

Monitor Education and Training from 2018 stresses that integration Roma ethnic in the system of education remain a challenge major. The fact that a number very great of Roma ethnic learn in schools disadvantaged strengthens the cycle of exclusion. Also, the dropout rate among Roma ethnic can also be explained by the high levels of poverty, the limited participation of parents in education and the lower qualifications of teachers in schools predominantly attended by Roma. In 2016, Romania adopted a roadmap for combating it segregation and revised the legislation by expanding the area of interest, adding a wider range to the Roma ethnic population of target groups (namely, disabled children from rural areas and disadvantaged backgrounds). responsibility school inspectorates and the Agency for quality assurance in pre-university education (ARACIP) of segregation monitoring were expanded accordingly. However, monitoring activities were hampered by significant delays in the development of the monitoring methodology. The methodology is in finalization and approval course and will be applied in schools in a pilot phase in the 2019- school year 2020. The proposal of this early warning mechanism for the prevention of ELET benefited from the activity Analytics for identification factor of risk in regard exclusion, s incidence their and A patterns of behavior Related with these.

3. STRATEGIES, POLICIES AND MEASURES FOR REDUCTION ELET IN ROMANIA

Romania seems to be doing well in terms of policies to combat early leaving. Romania has several instruments related to the policies of reduction to ELET than Croatia, but the ELET rate is almost six times higher in Romania than in Croatia. Not just the bounce rate early school attendance is high, but the number of out-of-school children is also increasing. Given that the policies related to ELET in

Romania fail to produce the expected results, as it happens in other countries, it should be noted that the way existing policies are designed, the way they are implemented, where they are financed and where they are coordinated with policies in other relevant areas (such as polite social) it is ineffective.

Starting from 2015, Romania has a National Strategy on Reducing ELET to 11.3%, until 2020, ensuring in same time accession equal to a education of quality for all the children. One from actions preventive measures proposed by the Strategy aim to develop an early warning system, with measures and actions aimed at secondary school students who are at risk of dropping out of school. Currently, there is none an early warning system. However, there are a few nationally managed platforms for the collection dates provided of schools (of example, SIIR or dates collection of ARACIP).

But, funds allocated education, inclusive policy and programs related of ELET, apart net Romania by other creep European. They settled in Romania in mode constant funds considerable May small for the system of education and of training, in special in EAEC What looks at years of schooling that have a decisive role in preventing early school leaving. Beyond underfunding, distribution of existing funds between schools does not meet current needs of schools, especially in case schools located in areas affected by demographic decline and those located in poorly developed areas. Besides, so How show Examination Finance publicly (2018) accomplished of Bank world, the system of funding complementary from local authorities tends to favor localities that have more many resources financial, contributor to accentuating inequities.

However, apart from the national and local programs, especially after 2007, various were implemented projects to prevent and reduce abandonment and ELET, by public and private institutions or by NGOs, mainly financed by European funds. Thus, on March 31, 2019, there were 129 projects contracted within the POCU, with a total value of over 160 million euros. And the current ones POCU projects complement the projects financed in the previous programming period (2007-2013) through POSDRU, out of 169 projects with a total budget of over 389 million euros. Thus, the projects European programs intended to prevent and reduce early school leaving in Romania benefited from a volume substantial financial. Unfortunately, in the absence of clear and uniformly applied definitions, methodologies and procedures the entire territory of the country, as well as in the absence of solid databases on potential beneficiaries, even if the results obtained are impressive, they cannot be rigorously measured. But very likely they would be could be a lot May gravity in lack project and initiatives already unfolded in last years.

To projects funded from fund Europeans it add projects sustained of other donors international, such as the Norwegian, Swiss, UNICEF Romania or Bank funds World. In the conditions existence a number both of great of projects, must emphasis two challenges:

- (i) the complex process of coordinating and harmonizing the multitude of actions going on simultaneously and involving a very large number of different institutional ac tors at the level of the whole country;
- (ii) evaluation these projects, on base the criteria OECD/DAC of relevance, efficiency, effectiveness, impact and sustainability.

In the absence of a comprehensive assessment, the analysis of the information collected in the consultation process for MATE A plowing that projects already unfolded include: project policy of extent, studies, methodologies, models for identification, assessment, intervention, monitoring, integrated service models either in within the school, either through teams formed by the school - community (and other local institutions), the piloting of different models, up to the actual intervention in 2-3 schools with teams of specialists who develop innovative methods adapted to the local context. However, many of the proposed and piloted models have been implemented in mod isolated and their impact has not been evaluated. In addition, best practice exchanges or forums and events of debate on different models are still sporadic, with out to exist one mechanism institutionalized whereby patterns that lead to positive outcomes are replicated, expanded and transformed in to policies funded and promoted to level national.

On the other hand, discussions with specialists at both central and local level they highlighted the installation of a "fatigue generated by projects" related to the fact that "everyone implements the School project after School" or "all the world implementing the project A two Chance", but with a level low of sustainability and therefore with a rate little success. For example, from the analysis dates quality collection of MEN in 2018 for monitoring strategy watching the reduction The left early A school it is noted that from a sample of 93 secondary schools, only 20 benefited from School after programs School before research. Of these, the program was still functional only in one school. Similarly, the Second Chance program was available in 20 schools, but at the time it was performed research, program May era functional only in 3 schools . The main one reason of termination program was the lack of funding, to which are added (in the case of the ADŞ program) reasons such as the number too small of beneficiaries, lack Area available or a volume too great of work of the teachers.

At the level of the country, numerous projects were implemented with teams integrated, with services provided of school counsellors, psychologists, media tors or facilitators, teachers or a team integrated in the community, with services provided by professional social workers, community nurses and other specialists at the level local or county. The projects went well, achieved the expected results. With all this they could not be continued due to the fact that funds and resources were not available after completion of the program. During the local consultations many of the interviewees reacted with distrust regarding plans to develop an integrated early warning mechanism: "Dream on continue that the Ministry of Education and Culture will allocate funds for this, we have learned to stop dreaming, good things keep coming kind of unexpected rain and disappear all so" (Focus group teachers).

The majority project implemented in Romania they have former developed with in view experience International. Thus, they used the early warning signals for ELET most used frequently at international level:

- (a) absences, especially unmotivated ones;
- (b) school results, granting o special attention to learning difficulties and repetition; and
- (c) student behavior at school. For evaluation stage were developed more many tools, most often by specialists with a rich experience in working with

disadvantaged groups. With regarding the intervention, they have former developed and pilot models of are the measures preventive, models of courses of education for staff teaching and other specialists , alongside intervention models in risk situations based on teams and service packages, including integrated services. Monitoring and evaluation models are rarer and because most projects have followed in this scope rules financiers.

Although there have been numerous projects, it is not clear whether they have been adequately implemented at the level local and in sufficient of many unity of education for A ensure mass critical needed for a structural change of the system. Anecdotal evidence and qualitative data do not seem to indicate the existence of one critical masses. For example, educational support services or services in inclusive schools are considered represents strictly the responsibility and attributions of specialists, such as those from CJRAE, and not a way of thinking or a type specific of culture organization What must developed and impart TO level of school and community. And discriminatory attitudes towards different vulnerable groups are still strong and very spread out.

Just for A ensure mass critical for change to the full system, men held the non-competitive project CRED - Relevant Curriculum, Open Education for all, lasting 4 years, starting from 2017, in partnership with the Institute of Education Sciences. CRED will contribute to prevention early school leaving, by implementing systemic measures that provide for innovative application and sustainable of a new national curriculum that proposes increasing access to learning experiences by quality of students in pre-university primary and secondary education and a new approach to the curriculum based on powers for A ensure equal of opportunities A the students from Groups disadvantaged, inclusive of students from Second Chance programs. In addition to revising the curriculum, the CRED project aims to train 55,000 primary (40,000) and secondary (15,000) teachers who will use methods innovation of rendition.

Despite the mentioned limitations, it can be said that in Romania there is a growing tendency to elaborate and quilt patterns for prevention and reduction ELET. With all this as a rule, every initiative it is implemented only for a limited period of time, for the duration of the funding. For this reason, most interventions do not become nationally adopted practices, mandatory methodologies and procedures that are applied uniformly and systematically for the benefit of groups of children and young people at risk everywhere territory the country. In this sense, May many participant to consultation they have Underline need of A use existing experiences and to promote a national approach, especially in the context of the negotiations for the new period of appointment A fund Europeans (starting with 2021).

3.1. Proposal of the Early Warning Mechanism in Education (MATE) in Romania

The proposed Early Warning Mechanism includes prevention, intervention and compensation components, operational procedures and a set of tools to be used by all relevant stakeholders in the purpose prevention and reduction leaving

early A the school.

According to the previously mentioned, Romania already has an almost complete framework of policies prevention and reduction of ELET. There are also different programs - Horn and Milk, Vouchers for supplies school, School after school—which supports contribution School A children from the groups disadvantaged. There is a network of specialists, even if it is not yet sufficiently developed. In relation to the structural indicators monitored by Eurydice, however, are missing:

(i) clear and mandatory collection procedures a dates watching the groups exposed risk of quit A school, AS and a

(ii) extensive mechanism of intervention that involves School Inspectorates and schools and that ensures the coordination of specialists and the implementation of all these policies and programs. The main objective of the Whistleblowing Mechanism proposed is precisely to provide an answer to these shortcomings. MATE is developed according to the good examples practice from European countries that have been successful in preventing and reducing ELET (discussed briefly in subsection 1.3 and detailed in Annex II), also taking in to account the experience of different initiatives in Romania. In consequence, mechanism it is structured on May many levels, bearing account of the need of a get involved and coordinate May many players from the education sector and social, of to central level, county and local.

3.1.2. The MATE approach

The proposed early warning mechanism fully respects the Romanian Constitution and the legislation related to pre-university education that establish the right to education and the provisions of the Charter of Fundamental Rights of European Union. At the same time, MATE is developed in the broader context of national policies for promoting rights the children.

Since 2015, Romania has a national legislative framework (HG 691/2015) that provides for the working methodology, the tools and steps to be taken, in order to fulfill the monitoring and de analysis A statements children (and A Family them), by identification statements of risk which CAN affect the children and which impose grant the support under the form some services and/or benefits:

- i. the situation financial A the family;
- ii. the situation sociable of the family;
- iii. the condition of health A States the family;
- iv. THE of education of the members family, inclusive abandoned and leaving early A the school;
- v. the conditions of inhabited of the family;
- vi. existence some Behavior of risk identified in the family.

For this purpose, GD 691/2015 provides that the main responsibility in the case of these risk situations rests with public social assistance services (SPAS) at the level of communes, cities and municipalities, in collaboration with the general directorates of social assistance and child protection (DGASPC). So much for identification children at risk, as well as for planning and carrying out the intervention, SPAS representatives must collaborate with professionals at the local level who, by the nature of the profession, come in to contact with the child, such as doc tor of family, teachers didactic, worker medical, ombudsman school, ombudsman health.

Thus, the proposed Early Warning Mechanism in Education is based on the existing legislative framework, respectively on HG 691/2015, with the amendments proposed for its improvement within another service of technical assistance provided by the World Bank. At the same time, this MATE proposes new tools to improve current tools provided of legislation in force.

The MATE response to existing or potential ELET/ESL situations is based on five pillars:

- (1) the multidisciplinary approach;
- (2) collaboration between institutions from different sectors and at different levels;
- (3) measures at the school level regarding the improvement of the quality of education and the climate in the school;
- (4) interventions differentiated according to levels of problem severity; and
- (5) the training of specialists, especially of the teachers. Furthermore, for MATE to be effective, provision of services at the school level is vital. If the critical mass of schools is not involved in this program, the implementation of intervention plans for students at risk or compensatory measures for children and young people outside of school will be almost impossible.

Figure 4: Answer MATE to level of student/child has to basis five piling



Pillar 1: addressing multidisciplinary

International experience shows that the multidisciplinary approach is the only efficient way to reduce ELET. ELET is usually determined by a complex set of causes and therefore only a multidisciplinary team of specialists can address - holistically - the needs of children and young people at risk of ELET or of those who have already dropped out of school. Thus, all countries that have been successful in reducing and preventing ELET invest in multidisciplinary and integrated intervention teams, made up of different specialists - psychologists, speech therapists, teaching staff, support teachers, educators, specialists in child protection, social workers And so on - who work directly both with children at risk and with their families. Investment in multidisciplinary teams can be expensive, especially in schools and rural communities with resources limited. That is why, in some countries, mobile teams of specialists are created to support schools and local authorities in a micro-region (several towns or villages). Experience shows that

the formation of a the largest possible number of local specialists (especially from rural communities) to understand the phenomenon of early leaving and school dropout and working with children at risk and their families it is vital.

Pillar 2: collaboration

Coordination is needed on two levels, an institutional collaboration and a collaboration with other parts interested. Institutional collaboration will be ensured both at the central and local level. A collaboration close cooperation between relevant central and local ministries and agencies is a key common feature to all education and training systems in countries that have been successful in reducing ELET. Collaboration between institutions should not be limited to policy making, but should consider exchanges permanent information and the development of reference systems between institutions, so that the interventions planned for the children and young to risk saddle or how may efficient cooperation of to level central and county

Between education, health and social services, it represents an essential element for schools and local authorities to be able to jointly develop effective actions regarding ELET. At the same time, it is important o better collaboration at the community level, especially with Public Social Assistance Service and with teams of integrated community services (SCI). Involvement of other key stakeholders such as parents and civil society organizations, from NGOs to informal or religious groups in communities constitute a factor important which contributor to success implementation MATTE.

Pillar 3: are the measures of avert

MATE propose a set of are the measures differential in function of the of severity like this:

- **Level 1** refers to preventive measures aimed at increasing the quality of education and climate improvement school of which RECEIVING all the students.

Pillar 4: Differentiated interventions on levels of severity a statements

- **Level 2** has in view cases of students to risk of ELET which they have many absent or difficulty of learning And so on
- **Level 3** it related to intervention in event the students which begin saddle cumulate May many signals warning, such as a high rate of absenteeism and result school weak.
- **Level 4** it apply in event the students which cumulated May many factor of risk, as absences, poor school performance or inappropriate behavior at school related to abuse, neglect, violence, child exploitation, possibly linked to extreme poverty, lack of housing or poor living conditions, problems of health, disability , CES And so on.

While level 1 prevention measures can be implemented in the school by school professionals, de as a rule, level 2 and 3 interventions involve the collaboration of teams formed within schools with support other specialists from the education system (counselor, school psychologist, CJRAE specialists, etc.), and the interventions of level 4 can only be solved through the collaboration of a multidisciplinary team in which the representatives of the school (and your education system) working with the social worker, the doc tor, the police and other

specialists from the community which come from from out of the system of education.

Pillar 5: The preparation teacher teaching

Table 2 shows that in Romania, the ELET policy development framework does not provide policies and measures to enable teachers to better understand the challenges of early school leaving through training initial teacher training and continuing professional development. Thus, the training of cadres is very important teaching and a specialists from the system of education, with look to topics such as:

- leaving early a school and challenges associated to it;
- working with the students in risk of ELET;
- modal of bringing in school a children and youth from outside the system of education;
- working with the families children/young people which they have leave school or i am in risk of ELET;
- approach multidisciplinary, intervention integrity and working in teams multidisciplinary;
- learning center on student;
- creation A environment positive of learning in class;
- fight discrimination, violence, abuse and a neglect;
- mobilization and facilitate the community;
- methods of work for the children with problems of behavior;
- support diversity and tolerance in the school.

The training of teachers regarding the ELET issue should be complementary to the periodic courses of continuous training to better meet the needs of students. also training on similar topics related of ELET a other specialist (of e.g. assistant social, providers of services medical, recovery and rehabilitation, media tors and other service providers), who will be part of the multidisciplinary teams, is necessary.

3.1.3. Target groups MATE

Development A system of warning assume existence A framework methodological coherent for warning and intervention mechanism, as well as specialized human resources capable of providing efficient services. Currently, in Romania there are no clear and mandatory data collection procedures on groups at risk of leaving school. However, any policy/measure aimed at preventing or reducing early school leaving, including a MATE, must consider the following target groups children and young people: students (from all levels of education) at risk of dropping out of school; school-age children (6- 17 years) outside the education system (either because they have never been enrolled in school or because they have dropped out or left school early); and 18-24-year-olds who have completed at most 8 classes and who have not i am enrolled One other form of education or of vocational training.

Two clarifications regarding the target groups of the ELET policy are needed. First clarification: MATE distinguishes the different target groups within the current school population, but students in a school are not divided in to at-risk students and non-at-risk students. Therefore, the first step is identification to the group of children who are in the process of abandonment. It is about the children who no

longer go to school, but who remain registered in the school documents and who can be declared in a situation of abandonment school. With all these, to the school, the process of registration A abandonment school it depends of interpretation and application of current legislation. This phenomenon has been well documented by a funded project by UNICEF and carried out by the Community Development Agency in compact Roma ethnic communities. Its results were reconfirmed by the qualitative research carried out by the MEN in 2018, in 93 schools (not only from Roma ethnic communities), as well as within the proposed MATE consultation process, from Călărași and Ialomița counties. Thus, according to interviews with school principals, schools use definitions very vague or DOORSTEP of reference ESTABLISHED in arbitrarily for A declare a student in abandon.

Thus, first step it is identification correct A "students in process of abandon" which contained in school documents, but who no longer attend school. For this purpose, schools must provide SIIR the data related to:

- (i) children who have not enrolled in the current school year;
- (ii) those in whose right it appears "unfinished school situation" or who are marked in red (who dropped out of classes in the first, respectively in the second semester); (
- (iii) children who have not attended school for a single day since the beginning of the school year (se fill in at the end of the first semester and at the end of the school year) and, possibly, they were declared "repetitors";
- (iv) children who are no longer enrolled in school and who have exceeded 3 years above the age of the class (who are not enrolled in any a form of education).

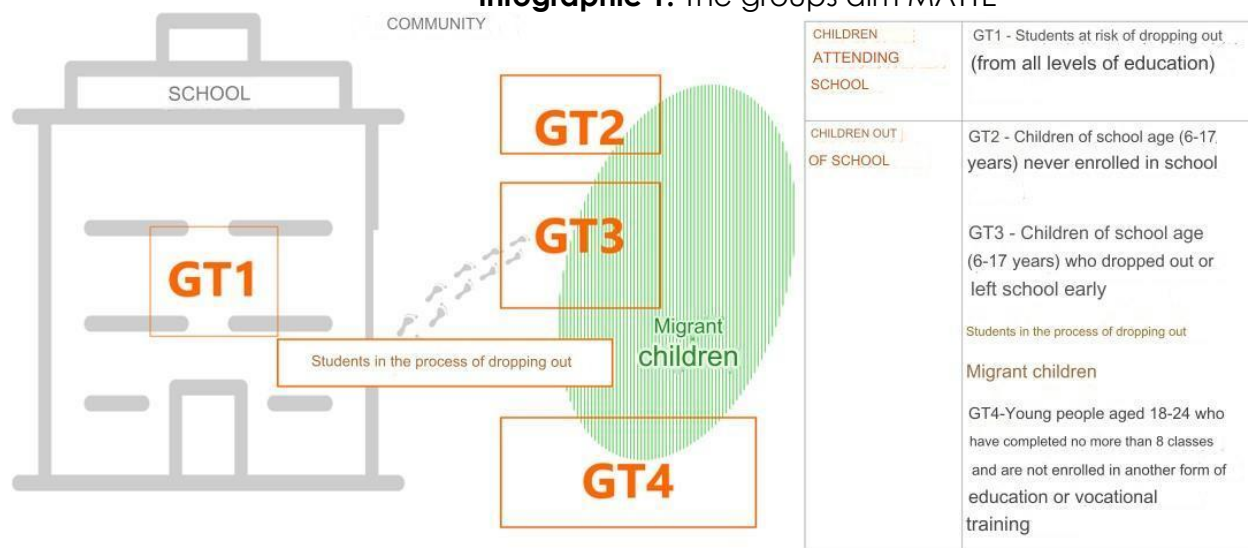
Second clarification: MATE considers children who have gone abroad as an independent target group, called "children migrants ". During the consultations, specialists and institutional representatives from the system of education they have sustained that RATES HIGH of ELET and of abandon school I am in great part artificially "exaggerated" by including children who have gone abroad, although most of them go to school, not in Romania, but in the European countries where they emigrated. But this belief is not supported by the data, because not exist data administration any to spas and any to the schools. Although both institutions I draw up situations pertaining to the children with the parents Depart in abroad, they don't i take in obviously and the children find out in abroad. "There are examples of directors of school who went and took statements from the neighbors regarding the children who left and who no longer registered them as being in a situation of abandonment "so as not to be burdened with them" (Representative MEN). There are no correlations clear between data registers administration such as evidence population and children who are enrolled in school. There are no data on either the children who left or those who have returned, because parents do not report these cases and local institutions do not collect this data. Therefore, we do not know for sure what their number is, nor how many of these children actually go to school in the respective countries or when they return to the country.

Only students in GT1 go to school, while in the case of the other groups, identification, data collection, risk assessment as well as effective service delivery can only be achieved through the school's collaboration with other institutions

FROM community.

In conclusion, MATE has in view a group of boys which attend school - GT1 - the students in risk of abandon and five groups of children and young people out of school (GT2, GT3, students in the process of abandon, migrant children and GT4). There will most likely be overlaps between migrant children and dropout students. But in a first stage, the school must separate students in the process of dropping out from the entire school population, only at the base school records, regardless of whether they are abroad or not. Migrant children are part of the children and young people outside the education and training system for whom MATE proposes a methodology distinct from identification described in section 3 A this document.

Infographic 1: The groups aim MATTE



At the level of the MATE target groups, it is expected that the groups of children and young people at risk of dropping out of school or quit early a school saddle or statistical overrepresented, in mode special:

- (i) the from the environment rural and from small urban areas;
- (ii) those from marginalized areas where the risk of children being separated from their families is very high great;
- (iii) those of Roma ethnic ethnicity;
- (iv) those with special educational needs (with CES or disabilities);
- (v) those of the special protection system;
- (vi) secondary school students, especially from the 7th and 8th grades; (vii) with parents gone abroad; and (viii) those at risk of social exclusion related to poverty, from families without home, from single-parent families, from families with many children, who have illiterate, alcoholic parents, accumulating miscellaneous risks of nature social.

3.1.4. The description MATTE

Taking in to account national and international practices for reduction ELET and current policy framework, the proposed MATE includes an extensive package of

measures and actions that will contribute to early warning and ELET reduction in Romania. The package of measures and actions is structured on three components: prevention, intervention and compensation.

1) The prevention component covers specific level 1 measures aimed at increasing quality the teaching and learning process, as well as improving the school climate, which will benefit everyone the students in the school, for reducing the rate of absenteeism, dropout and improving results school. These measures are implemented at the school level by teachers and principals under the coordination director the school.

2) The intervention component covers severity levels 2, 3 or 4 depending on the ELET risk factors identify. Depending on the level of severity, the teaching staff together with other specialists who provide support, plan measures specific for each student identified in the situation of risk. These measures will be taken in within an educational service plan. Such measures include the provision of counseling services, lessons supplementary, mandatory parental counseling and/or education, psychological therapy, other appropriate activities. In the situation where level 2 and 3 measures do not yield results, the school decides to adopt level 4 measures, requiring the provision of integrated services in the community by calling on integrated teams that intervene at the level local.

3) The compensation component is aimed at children and young people outside the education and training system (GT2, GT3, The students in process of abandon, the children migrant and GT4). Compound of compensation it focuses on measures to reintegrate students in to the education and training system, offering them special programs and flexible pathways, such as second chance programs, evening classes, classes with frequency reduced, vocational training initial and continue.

The steps to implement MATE and the activities within each component follow the same sequence of activities (stages): identification of children and young people at risk of ELET, assessment of ELET risk factors, intervention planning, implementation, progress monitoring and reporting. Within each stage, i am highlights the following elements: (a) activity which will be made, (b) deadlines limit or planning, (c) roles and responsibilities, (d) data and information. all this information is detailed in the plan of Action MATTE (Chapter 6) which complete the proposal MATTE.

The identification of children and young people at risk of ELET, as well as the measures within the MATE framework, are based on a set of factors key and cause triggers which allow estimate rates of abandon school and ELET in Romania: absenteeism, notes low, repetition and problems of behavior.

3.1.5. Structure institutional of support for MATE

In Romania, the education system includes over 18,900 educational units that provide services of early childhood education to tertiary education. In total, in the 2018-2019 school year, the school population in the system national of education A former of approximate 3.5 MILLION students and students. Education compulsory in Romania includes the preparatory class (class zero), the primary cycle, the gymnasium and the first two years of the secondary cycle higher (9th and 10th grades). According to the National Education Law no. 1/2011, the entire secondary cycle higher will become manda tory by 2020. The Ministry of National

Education (MEN) is the main one authorities governmental responsible of wording, implementation, monitoring and evaluation POLICY in FIELD education. to central level, three institutions and Agency key he works in THE MEN:

- The Romanian Agency for Quality Assurance in Pre-University Education (ARACIP) is responsible of the external evaluation of the quality of education and pre-university education programs. Of also, ARACIP is responsible for the authorization, accreditation and periodic evaluation of the institutions of education pre-university
- The National Center for the Development of Professional and Technical Education (CNDIPT) is responsible for development standards professional, A qualification and A the curriculum for the education professional and technical (VET) and coordinates implementation of and evaluation policies, strategy and programs pt.
- The Institute of Education Sciences (ISE) is responsible for providing scientific and analytical support for the factors of decision and policies from sector education inclusive the revision the curriculum in education university (with except for TVET).

At the county level, the County School Inspectorates (ISJ) are responsible for implementing policies and national strategies. ISJs monitor prevention initiatives, intervention and activities of compensation for reducing ELET and provides support to schools implementing such measures. centers Counties of Educational Resources and Assistance (CJRAE), subordinated to the Ministry of Education and Culture and coordinated by ISJs , offer a) psycho-pedagogical services in county centers or psycho- pedagogical assistance offices ; b) services speech therapy in the centers and school offices; c) educational assessment and guidance services professional; d) mediation services through school media tors; e) advisory services for inclusion by intermediate centers school for the education inclusive.

In present, MEN used the system Information integrity of education from Romania (SIIIR) for collecting, validating and analyzing all types of information. MEN and INS recently signed an agreement which stipulates that SIIIR is the only database used by the pre-university educational system. Currently, SIIIR allows the collection dates related to students, to schools, to funds publicly allocated, a dates about teachers and about assessments nation helpful for implementation of matte. information I am structured in May many modules and submodules , after How follows:

module Schools used for to: manage network School and collect information on group/class/years of study; manage extracurricular activities , Partnerships and consortia.
School network – variables: internal code (unique code), SIIIR code, tax code, SIRUES code, abbreviated name and whole, code SIRUTA, address, status (entity legal/subordination), public/private, type of funding, date accreditation and levels of education; School offer - data collected for each level of education: type of financing, form of education, a two chance (yes/no), language of rendition, language maternal, type of rendition, crossing – profile – field – specialization/qualification, class.

module Resources humanity allows the collection dates related to personnel didactic, auxiliary and non-didactic.
Personal: the code unique internal, number personal of identification, name, nationality. status (active/inactive); data of contact: Email/phone.
module Resources materials (Infrastructure) allows the collection and administrator dates related to infrastructure and to utilities the school.
Buildings: year of construction, built area, technical condition, seismic risk class, classes, authorization health of operation and other authorizations necessary; Utilities: source of water, sewage, gas, connections Internet, system of collection A waste, etc.; Infrastructure: infrastructure data (type of masonry, technical condition of installations, etc.); Structure and superstructure: the type of masonry and other associated data; Classes: the code the building, the type rooms/level/surface (m ²)/height (m) / no of places/ no. of computers and other materials associated; Spaces external and Yards: code internal /SIIR code /surface (m ²)/type of land and other data associated; Transport: internal code /SIIR code/ types of vehicles/ registration number/year of purchase/ the condition technique/s other information associated.
module data finance allows the collection dates related to the budgets allocated schools.
data about budgets, variables: the year fiscal/type of budget/ classification/name/amounts semesters.
module the registration to kindergarten allows the collection dates about applications of enrollment, about analysis these applications and about re-enrollments.
data related to applications for (re-) registration, variables: name of applicant, address of residence, data of contact, names the child, date and the place births, citizenship, nationality, address of residence, disabilities , orphan one or both parents network of kindergartens, no. of places available.
module data statistical management data to the school, to the inspectorates county and to level national. data i am collection to the school and csi can have accession to they and they can amend. in addition, csi can access all dates collection in the county respectively.
submodule SC0 – data related each level of education, inclusive education special; submodule cost standard – data collection for each level of education and in function of number students, rural/urban, language of rendition.

The World Bank's SABER study on the Education Information Management

System (SMIE) in Romania highlighted some limits of SIIR regarding the availability, the quality and the use of data in the decision-making process. In the context of the MATE proposal, it is necessary that SIIR to be extended by assigning new modules to allow the collection of performance and attendance data students and teachers. This monitoring will be possible by introducing an electronic catalog for the collection of data related to the progress of students registered at the school level and their attendance at classes, which will be reported monthly by the school. Furthermore, this data will be included in the data collection methodology which will constitute a separate deliverable under this Agreement and which will be revised following testing in 10 schools secondary to level national.

The most recent act which regulate the management SIIR – MAN 4371/13.07.2017 – defined organization of human resources responsible for SIIR activities at all levels – national/ county/ school – and the activities that should take place through SIIR. Thus, every school should to exist a Committee intern, established annually by Decision director unit education, comprising a chairman (the director or the director deputy), a administrator SIIR (person with powers in IT field) and 5 other members - secretary and human resources manager, accountant and administrator financial, administrator of patrimony and staff didactic.

To level county It be saddle there a committee county girl with role of management and monitoring a activities carried out through SIIR constituted annually by the decision of the general school inspector. This commission the county board should be made up of a president (the general school inspector or the school inspector deputy general), one SIIR county administrator (with computer skills), 9 members who hold the position of school inspectors and at least one representative from the school network, from the financial-accounting, secretariat-archive, technical-administrative department. It is mandatory to be part of the County Commission school inspectors responsible for human resource management, private education and activities extracurricular.

At the national level there should be a national Commission for management and monitoring of activities carried out by SIIR to ensure national coordination of these activities. The level commission national is established by ministerial order and should function within the men. The national commission ar should be chaired by the Secretary of State who coordinates pre-university education and include ca vice presidents the director generic of Department general of assessment and monitoring Education Pre-university, the general director of the General Directorate of Pre-university Management, the general director of Department general economical, the direc tor Department The technology Information and communication, the director to the Direc torate of Strategic Management and Public Policies, the director Funding Unit education Pre-university. In addition, the National Commission includes a secretary and five other members – directors, heads of service, heads of cabinet, experts, advisors, inspectors from within MEN.

Same act provided and responsibility related to the collection and placing of information related different modules from SIIR by the commission within the educational unit. The county commission has the task of A check correctness dates procession and introduced to the unit school. Conformable Chapter 4 of this document, the annual school inspection plan must also include activities of

monitoring and control both regarding the use of the SIIR platform and the correctness of the data load in platform. In event non provisions MAN 4371/13.07.2017 it is provided the disciplinary investigation, respectively the administrative liability of the responsible persons. Also, placing in platform a some data which not i am compliant with the reality attract liability administrative, relationship or criminal, in function of the situation.

Along with institutions in the education system, other relevant stakeholders for ELET reduction are institutions with responsibilities in the social field, child protection and social inclusion. authorities lockout play a role key in funding schools by funding additional and I am responsive of maintaining and development infrastructure body school, services publicly of assistance social services (SPAS) within local authorities provide social and financial support to disadvantaged people and protective measures A child and the family. according to the law, they are also responsible for identification need and of compilation plans of services what is needed developed at the level communities.

On NEAR the institutions public, structure company civil, formal and informal, the associations professional, parents, young and the children represents of also part interest What can influence significant hello functioning and effectiveness MATE.

Therefore, the operation but also the impact of MATE depend on the participation, collaboration and coordination of a large number of different actors, from local, county and national level. However, there are no methodologies and proceeding of work mandatory for the majority institutions key responsive of MATE implementation. Also, none of these institutions or organizations hold the leverage necessary to ensure inter-institutional agreement on a common working option or application effects A this one. By therefore, the first ones six Monday of implementation A Sistema of warning early must dedicated to:

(i) Created one structure institutional of support for implementation of MATE and

(ii) end rules and proceeding required for effective implementation a MATE.

The institutional support structure for MATE includes the central, county and local levels. A first stage involves the development of capacity at the central and county level, which involves the establishment of Units of Management and Assistance Technical in Education (MOT).

UMAT Nation should saddle have a size decision and one function which to ensure coordination,

assistance technique, monitoring and evaluation for MATE.

- Lessons learned from past experiences suggest that MATE should be supported by a Interinstitutional Working Group to reduce early school leaving, preferably at the level Secretariat Generic of the government, with contribution MAN, MMJS, ANPDCA, MS, MAY, Department for Relations with Romanians Abroad, of international financiers, a NGOs that have developed and piloted different dropout prevention and reduction models school or A leaving early A SCHOOL or models of services/intervention integrity in community as well as with the participation of trade unions or teachers' associations, councils or associations the students. Only such an Interinstitutional Working Group could mobilize not only the actors from the education system, but also those from other social sectors, alongside the



County Councils and Hall from all units administrative territory from country.

- The national UMAT functional team should benefit from two MATE specialists and two experts, one from ISE and one from ARACIP. Ideally, the national UMAT team will also include one SIIR administrator considering that most of the data collected within MATE will be centralized in SIIR.

County UMATEs should benefit from a team consisting of a school inspector from ISJ and a CJRAE specialist, under the coordination of the General School Inspector or deputy. In addition, a specialist having the necessary knowledge and the right to access SIIR at the county level should work closely with team UMAT county.

to level local, schools represents network institutional which implementing effective MATTE.

3.1.6..Principals stakeholder from the MATE framework

CENTRAL LEVEL

MEN	The Ministry Education Nation - Department generous Management Strategic and policy publicly - Department generous assessment and monitoring Education pre - Department generous Management Education pre - the group technical of work for prevention leaving early a school and - Other four Groups technical of work established to the men responsive with monitoring framework strategic national (VET, LLL, Education Tertiary, investment in infrastructure school)
ARACIP	The agency of Insurance A Quality in Education
ISE	Institute of Science Education
CNDIPT	The Center National of Development a Education Professional and Technical
FSLI	Federation Unions Free from Education
NPP	Council National of to the students
MMJS	The Ministry labor and Justice sociable
ANPDCA	The authority Nation for Protection rights Children and Adoption
ANR	The Agency Nation for Roma
NEA	The Agency Nation for Employment force of Work
ANA	The Agency Nation Drugs

COUNTY LEVEL

CSI	Inspectorate School County
CCD	House Corps Teaching
CJRAE	The center County of Resources and Assistance Education
CJ	Council County & Commission of Inclusion from level county
DGASP C	Department Generous of Assistance Sociable and Protection Children
CPECA	The center of prevention, assessment and Counselling Drugs

LEVEL LOCAL

School	unity of education university (all levels)
SPAS	Service Public of Assistance sociable & Hall (PLA)
SCC	Structure Community Consultative ⁴³

NGO	Organizations Governmental (assets in field education) The groups community informal Active in field education, Groups religious Associations of parents, Associations of teacher teaching
CSE	Council School of the students or Associations of the students

3.1.7. Implementation MATE

MATE includes three major components that correspond to the action framework provided in the National Strategy watching Reduction of Early Leaving a school (2015-2020):

- **Part 1 - Prevention** is apply all schools and students;
- **Part 2 - Intervention** targets TG1 - students at risk of dropping out of school (at all levels of education);
- **Part 3 - Compensation** is addressed to children and young people outside of school (TG2, TG3, students in process of abandonment, boys migrant and TG4).

The infographic 3 Presents brief the three components of MATTE and the groups aim related each components. So How is detailed in section 3.1, one of the pillars of MATE is differentiation severity levels. For example, four levels of severity relating to absences are proposed students: from accumulating a few unexcused absences to being on the verge of dropping out of school. Thus, the MATE prevention component is specific to level 1 measures aimed at increasing quality the teaching and learning process and the improvement of the school climate that will benefit all students from school and not only by students at risk. Instead, the intervention component of MATE is dedicated the students which attend school, but which i am identified in risk of quit early or abandon school. In event their, the answer It be saddle or suitable levels of severity 2, 3 or 4. In the from follow, the compensation component of MATE addresses children and young people out of school. This component corresponds to severity level 4 involving multiple complex risks that cannot be addressed only by interventions to school level, but require a response integrated.

The compensation component should be prioritized due to the large and growing number of children and young people who need to be integrated or reintegrated in to the education or training system. However, to implement MATE, all components must be initiated, especially since some of the required activities, such as collecting data, analyzing data, hiring and training specialists or developing services required in schools can require considerable resources of time and effort. In the long term, as the ELET rate reaches the EU strategic target or average, MATE is expected to focus more on prevention than on compensation.

Conformable the infographic 3, this chapter it is organized in three subsections appropriate THE three MATE components. Each MATE component includes the sequence of steps related to: identification => evaluation => Meal measure => implementation and monitoring => Report and dissemination.

3.1.8. Component MATTE of avert

Preventive measures are considered level 1 measures aimed at increasing the quality of education and improving the school climate and consequently

addresses all students. Leaving school early it is usually a process gradual distancing that manifests itself through signals that become more and more increasingly diverse, with the passage of time. The warning signals used the May frequently at level international are: absences, poor school results (school failure) and inappropriate behavior. Indicators watching these signals of warning it can calculate not only to level of student (for evaluation individual), but also aggregated, at the school level. For example, the average of unexcused absences per student at the level is calculated school or mediate on school to assessments Nation or share the students which they have corrigencies and so May away.

By periodically measuring indicators regarding early warning signals (from one semester to another or across school years) changes associated with ELET risk per school can be observed. Based on these data, it can be evaluated if and to what extent the interventions and activities introduced in the school have contributed to improving the learning environment and increasing students' chances of success in the educational system. Also, based on these measurements, the decision to introduce preventive actions with the help of school teachers. Such actions can improve the school climate, create at class a pleasant and stimulating atmosphere, by promoting positive interactions with students, motivation them for attending classes, learning and personal development. In addition, they contribute to strengthening in ROW the students A concepts of conduct appropriate, of behavior positive, of status of well, as and to relations based on respect reciprocal and on collegiality.

In current practice, absence monitoring is the main early detection measure used by schools. Principals and teaching staff monitor absences daily based on a standard monitoring sheet and they reports monthly to the County School Inspectorate (ISJ) and the County Agency for Payments and Social Inspection (AJPIIS).

At the school level, the performance of all students can be improved when the institution has clear goals defined and shared on scale wide. this work get involved not only collaboration from all the members the school community (teachers, students, principals and parents), but also the development of relationships cooperation and of collaboration with the local community (local administration, social and health services, counselors and psychologists, NGOs, sports, leisure and cultural institutions, other schools in the area, etc.). The school would be to work on base management participatory, of one exemplary driving distributed, with inclusive education practices and with a common concern for the well-being of teachers and students so that every child in that institution to feel welcome, safe, happy and confident that it is possible develop and that maybe have success.

Based on the accumulated experience and a dates existing at the school level, the warning signals (absences, grades, behaviors) can be monitored and aggregated at class and school level. Where I am identified negative developments, the school should decide to carry out classroom activities aimed at reduction absenteeism, improving performance, reduction rates of repetition and abandon, AS and the solution challenges of learning and IMPROVING behavior students, conformable clarification of May down.

The SASAT questionnaire. Another method to identify preventive actions at the

school level to increase quality education and improvement of the school climate consists in the application of the SASAT questionnaire. This instrument was developed within the **RESL.eu project** on reducing ELET in Europe based on extensive research at which participated Poland, Belgium, Great Britain, Portugal, Sweden, Netherlands, Spain, Hungary and Austria. SASAT is a tool through which schools collect information based on questions asked of students about to a number of characteristics that could increase the risk of ELET or school dropout and that cannot be determined based on administrative data already collected by the school. MATE proposes the use of the tool SASAT.ro on the basis of which the school can identify actions, especially counseling needs, that it can organize for to prevent ELET and abandonment school.

SASAT.ro has in view **9 characteristics** what can be factors of risk ELET and abandon school:

Section A: "You and the family your"		Students who receive more parental support are more engaged in the process of study and acquire result school May good The parents which they have expectations bigger APPLY May many efforts to help their children succeed in school and in the same time, increase students' confidence in their competences and them influence the aspirations educational.
(A1) Support parental social and emotional		
(A2) Support parental for education		
(A4) The expectations fathers related of the education the students		
Section B: "At school"		Students who have a sense of belonging to their school and who believe that education is valuable are generally a lot May likely saddle accept important school that being own and saddle it implant May a lot in differently activity school, what they increases chances of success in the system educational. For disadvantaged schools in Romania (with relative weights raised by Roma ethnic students), studies show that the pleasure of walking at school (perceiving school as a place where you enjoy go) is the strongest influencing factor school dropout and performance school girl On the other hand, leaving school early or accumulating school difficulties are often preceded by more signals less obvious, such as a low sense of belonging girl of school and/or assessment the importance of education. Research has shown that schools that
(B1) The feelings the students of membership girl of school		
(B2) Importance on which the students o granted education		
(B4) support social and emotional on which teachers teaching you offers the students		
(B5) The climate from class		
(B6) Violence in school		

	invest in creating a positive and supportive school climate as well as in combating violence in school they have May a lot success in prevention ELET and of failure school.
Section C: "Aspirations for future"	Students' educational aspirations and expectations are correlated positively with school achievement and chances of success in the system educational.
(C1) Aspirations the students related of education	

SASAT.ro (see Annex I) is a tool designed for children aged 11 and over. It is recommended that this questionnaire to be applied at school level, at the beginning of each school semester, i.e. twice a year, in the months January and September. The questionnaire will be completed independent, each student complementing own form.

3.1.9.Measures of avert a ELET

3.1.9.1. Examples of actions to class for to reduce absenteeism

Teachers can create a positive educational climate by encouraging positive attitudes and stimulating interest the student

The examples of activity helpful include:

- Use technically of learning activate and a range vary of methods participatory, which saddle bring to class joy of a learn and saddle grow the interest and the motivation the students for the activity school girl
- Build close relationships with students based on trust and mutual respect and show interest for their personal stories, their worries and problems of all kinds, which are often causes main of absenteeism school.
- Use teaching methods that correspond to real-life situations and promote growth the degree of student involvement in learning activities (eg experiments, field visits, meetings with people resource and guests from community, solving of problems practice, etc.).
- Allow students to work in small groups to encourage discussion and critical thinking and to it develops their cooperation and teamwork skills.
- Use assessment methods that do not induce fear and fear of failure and give all students the opportunity to use the skills and of to present the achievements.
- Motivate students to improve their attendance and results by praising and rewarding them accordingly for anything effort by differently rewards, of TO simple compliment and words of encouragement, until TO award some responsibility in class, a some roles of organizer and coordinator (of e.g.

"the assistant the teacher").

- Engage students in engaging activities that develop social-emotional skills and build self-esteem on your own, e.g.: trips, school clubs/clubs, sporting and cultural events, watching movies, activity of storytelling And so on
- Monitor the relations between the students of the class/school and follow the emergence of bullying situations , which are, of many or causes of school absenteeism.
- Develop collaborative relationships with the student's parents to learn about family issues and a identify the causes of absenteeism, e.g. poor financial situation, family relationships, cases of abuse, influential negative models, involvement in illegal activities, parents abroad, styles parent overprotective or indifferent etc.;
- Promote intercultural education values and inclusive practices that do not allow marginalization or exclusions from the group of certain students.

3.1.9.2. Examples of classroom actions to improve school results and to reduce repetition and abandonment, as and the solution challenges of learning

Repetition is one factor important trigger of ELET. In besides the fact that repetition provokes discouragement, is also associated with difficulties in improving student performance. Therefore, schools would need to identify students with learning difficulties in order to provide them with timely support and ensure them inclusion in education by adapting the learning environment to their needs. The difficulties of learning it manifest often under form results weaknesses of the students in EAEC What looks at reading, spelling, understanding as well as problem behavior. Examples of activities aimed at addressing these situations include:

- Build close relationships with students based on trust and mutual respect and show interest for their personal stories, their worries and problems of all kinds, which are often causes main of performances school weak.
- Identify students' learning needs and provide support to remediate learning gaps both in time hours of course, as well as by activity remedies organizer in outside of program of school.
- Use teaching methods that correspond to real-life situations and promote growth degree of student involvement in learning activities (e.g., experiments, field visits, meetings with people resource and guests from community, the solution of problems practice, etc.).
- encouraged inter evaluation and the mentorship collegial to the class.
- advertise learning based on design and achievement projects of group.
- Allow students to work in small groups to encourage discussion and critical thinking and to develop their cooperation and teamwork skills.
- Use assessment methods that do not induce fear and fear of failure and give all students the opportunity to use skills and of to present the achievements.
- Allow students to acquire the necessary skills at their own pace and support them to achieve the higher level of who are ABLE (through additional activity to class, more request and Careful, the use materials teaching and auxiliary

differentiated, by the organization of activity remedies ; if possible, establish classroom routines that engage students in discussion and debate on topics chosen according to the contents taught (for example, start the day/class hour with a short session up to 10 minutes, in which students present their ideas and talk about their chosen topic together with the teacher);

- Motivate students to improve their attendance and results by praising and rewarding them accordingly for any effort through various rewards, from simple compliments and words of encouragement, to assigning responsibilities in the classroom, roles of organizers and coordinators (e.g. "assistant the teacher").
- Engage students in engaging activities that develop social-emotional skills and build self-esteem on your own, e.g.: trips, school clubs/clubs, sporting and cultural events, watching movies, activity of storytelling , etc.;
- Involved the students in activity of the type school after school which them support to reduction disparities in learning and to achievement themes to different courses of study;
- summative assessment tests and progress/regression registered must be communicated in a timely manner to students and their parents. End-of-semester evaluation must reflect the level of acquisition/development of each competence targeted by the curriculum and the skills developed in addition that attest to the progress tracked over a certain period; this must follow of COMMENTS and of the comments the teachers.

3.1.9.3. Examples of actions to class for A improve Behavior the students

Each school should define (participatory involving students and parents) what constitutes a bad behavior based on the MEN regulations and the school's own internal policies and to communicate these expectations the students and fathers in written to beginning annulled school. Behavior inappropriate it often manifests in the form of aggression, bullying, disrespect or disruptive behavior and disobedience. Schools should define behavioral expectations to support and a improve experience of learning A the students. Examples of activity which involves improving student behavior include:

- Encourage appropriate behaviors through praise, encouragement, giving rewards such as time additional of play, roles of "leader"/organizer/assistant of professor And so on
- Change the way the classroom furniture is arranged according to the activities to create a space friendly, which encourages communication or in which to work in groups and create relationships of collaboration between students.
- Involved the students in formulation regularly class, starting of to the idea that a like this of method will lead to a may hello respect of those rules.
- Organize knowledge-sharing activities/moments so students learn as much as possible things about colleagues their (for example, lessons of type circle).

- Introduce peer mediation activities and programs to reduce violence in the school environment (de for example, the friendship bank or setting up a place in the school yard dedicated to the mediation of small conflicts and reconciliation of everything the way between children).
- If appropriate, intersperse moments of "mindfulness" in the school program, in which students learn how to control impulses of moment through exercises of breathing and meditation.
- extracurricular activities , aimed at developing socio-emotional skills – sports activities, dance, club of theater etc. or in which topics of interest are addressed, such as the solution peaceful A conflicts, anti bullying the consequences violence And so on

3.1.9.4. School fathers

If, following the application of the SASAT.ro tool, a need is identified at class or school level of intervention at the level of parents, because the support they offer to children is reduced or the expectations on which they have in what concerns education children are low, a program can be initiated School A parents.

This program must saddle or one organized and structured and maybe visa, on of a part, consolidation parenting skills or, on the other hand, familiarizing the parent with the educational system. activity proposed at the Parents' School must be organized according to the needs identified at the level of the students school and answer the specific problems they face in order to have an answer suitable. Courses may include information on parenting, the challenges of caring for a child at different ages ages, modal of settlement a conflict and a issues related of behavior the child, particularities the age and stages of development. the role the school project fathers it is saddle submit parents successful examples of people who have benefited from education. it is very important to be stimulated their interest in relation to the student's school activity, his evolution, but also regarding evolution path or school.

The activities dedicated to parents are structured according to a predetermined program, lasting up to 2 hours and with weekly frequency, following a predetermined pattern for each meeting – Introduction, Content, Conclusion. The topics to be discussed are announced in advance and will be accompanied by materials helpful The meetings from the school fathers can be moderate of by specialist from field psychology, pedagogy, health, but also by the social worker or other specialists from community or by guests from outside the community. Civil society representatives can play a role in the framework Parents' schools in terms of financial support, organization and provision of activities. contribution parents to such courses is voluntary, and the group has an open character, parents can come or go on during the meetings of group.

Consultations on MATE revealed that, in general, parents with a low level of education need counselling. For example, in the projects they carried out, those from World Vision identified that these parenting courses are successful when they are mixed groups, not just vulnerable parents. In this way they have developed a network of help. However, the parents' motivation of to participate is low and in their case, it was stimulated through different forms of social support, from packages of clothes to hygiene products or food provided participants.

4. Identification of students with risk of abandon school

4.1. Regulations in force

According to the regulations in force regarding social protection (HG 691/2015, Art. 7), all children in risk situation (0-17 years) must be identified by national authorities using a provided tool in this sense - sheet of observation which record existence one situations of risk without A offer details additional.

The regulations clearly state that the Observation Sheet must be completed by a SPAS representative or by professionals at the local level who, by the nature of their profession, come in to contact with the child, such as staff didactic, the school media tor, the family doc tor, the medical assistant, the health media tor, the medical assistant community, policeman of proximity, the priest as and specialist from organizations governmental accredited in the field of protection the child.⁵² However, in practice, this regulation is rarely implemented, as confirmed by numerous stakeholders interviewed within the institutional framework and political at central, county and local level. The main reason for low implementation is capacity reduced and limited resources (especially staff) of SPAS to identify and assess all children with risk in a given terri torial administrative unit (municipality, city, commune). For example, only in one of the ten localities visited by the BM team during the consultation process, SPAS was able to identify the children (approximately 600) with migrant parents between August and December 2018. Furthermore, the data collected by SPAS have former record on paper, not IN A format electronic, EAEC What HARD the use and analysis.

The current regulations and regulations regarding education (Law on pre-university education no. 198/2023, Regulation internal school organization and operation) also obliges schools to monitor regularly students' attendance, performance and academic behavior and to inform parents in case of attendance low a the students or in event lack of participation, in event results weaknesses and a behavior inappropriate.

The proposed Early Warning Mechanism takes in to account existing legislation in the education sector and in social sector and builds on this legislative framework, aiming to ensure coordination between SPAS and schools of to level local, in the one approach integrated PST and abandonment school.

4.2. Identification within the proposed MATE.

Under the proposed MATE, the school identifies separately students at risk of dropping out and students in the process of dropping out at class level using the MATE Observation Sheet (the model provided in Annex I) adapted to the specifics of the proposed MATE. The MATE observation sheet contains five risk indicators associated with ELET warning signals: low attendance, poor academic performance, repetition and behavior poor (Table 4). head teachers i am responsible of completion sheet of observation MATTE of by each student from room of class in term of a week of to end first Monday of the school year. Schools should also undertake ongoing case identification during the year school.

Table 4: Indicators of risk from sheet of observation MATE for identification GT1

1. Learner has frequency School low	Yes	Not
2. Learner has performances school lower	Yes	Not
3. Learner A remaining repeater a date	Yes	Not
4. Learner A remaining repeatedly of two or May many OR	Yes	Not
5. The student has a history of sanctions within the school (expulsion, reprimand, transfer Statement disciplinary, note low to wearing etc.) or a complaints made of other students and/or parents and/or teachers due to violence, bullying , theft, destruction of goods and so on	Yes	Not

Before completing the MATE Observation Sheet, it is recommended that the School organize 1-2 meetings of the teaching staff, together with the school counselor, the school mediator and other specialists who work with the respective school, during which an exchange of information is carried out, observations and recommendations regarding absenteeism, school performance and student misbehavior. Then, teachers and principals responsible for completing the MATE Observation Sheets should discuss and analyze problematic cases with the Class Council and the school principal. The School is also obliged to inform the Student Council and the Parents' Association/Parents' Representative Committee about the content of the MATE Observation Sheet and how to organize the process of identifying students at risk, in order to ensure transparency and cooperation .4.3. The role and responsibilities, deadlines, Calendar and the flow of information related of identification .

ACTIVITY of identification	responsive	Term limit	partner
Identification students in risk of abandon	School: teachers and masters	1 week of TO conclusion first Monday FROM the year school	The school counselor, the teacher of support, the school media tor, students, the parents
Data entry in to Observa tory school	School: staff responsive of SIIR	0.5 of week of TO the collection sheets of observation	teachers and head teachers

The school is responsible for completing the individual MATE Observation Sheets and aggregating the data to school level, while ensuring transparency and cooperation with beneficiaries and all stakeholders. Within half a week of submitting the individual observation sheets, the school staff responsible for SIIR operations enters the data in to the School Observatory.

School Observatory it is updated periodically for A include cases which appear in course annulled school information from sheets of observation will be examined

and record as follows:

- If all the five indicator from sheet of observation MATTE i am mark with "Not" = Learner not it is in situation of risk of abandon school or of PST;
- If the little one from the five indicator from sheet of observation MATE i am mark with "Yes" = Exist a signal of alarm in regard abandonment or a ELET.

I have to mentioned that by instrument Observer school these data watching the indicators of risk for each student will be introduced in SIIIR, EAEC What will allows analysis to level schoolboy, county and national.

4.3.Measures of intervention for the ELET approach

Regulations in force. Once children at risk have been identified, the regulations in force (HG 691/2015) indicates that SPAS has the obligation to assess these children through visits to domicile, after which SPAS representatives confirm or refutes the risk assessment. As in the case of the Sheet of observation, there are rare cases in which SPAS complies with this obligation, as was found in follow of consultations with the main parts interest TO level institutional and political.

Evaluation activities within the proposed MATE. In an effort to ensure compliance, the proposed MATE places the responsibility for conduct activity of assessment to the schools. In within one weeks, managers complete the Sheet of MATE assessment (the form provided in Annex I) for each student in the class identified as being at risk in the School Observatory. Then, within a week, the school staff in charge of SIIIR enters the data from the MATE Evaluation Forms in to the Student Register to Risk by ELET.

The MATE assessment sheet is consistent with tools developed in studies and initiatives previous. ⁵³ While the MATE Observation Sheet collects ELET warning signals at the individual level for each student, MATE assessment sheet enable school staff, students and parents to understand better the causes and risks of school dropout/ELET and to plan the most appropriate interventions to a respond need students.

4.3.1. Current regulation

According to current regulations (HG 691/2015), once what evaluation it is completed, SPAS should prepare, implement and monitor a service plan that include interventions to meet the identified needs of

the child and family: types of services and of benefits to be supplied, the objectives, the supplier of services and Calendar of implementation. Also, for every family with children who are at least in a risk situation, SPAS is obliged to designate a prevention case manager. SPAS is responsible for monitoring the implementation service plan through home visits. The frequency of monitoring visits depends on the number of risk factors to which children in the family are exposed. Thus, for families with 1 to 5 risks included in the toolkit, monitoring visits should be carried out annually or depending on case. For families with 6 to 10 risk factors, visits should be made semi-annually and for those with more a lot of 10 factor of risk, visits must performed quarterly or after How is necessary.

Given the limited capacity of SPAS to develop and implement service plans, currently educational service plans are only addressed to children placed in the

special protection system (children separated from their families). In practice, these services are developed by specialists within the Directorate general social assistance and child protection (DGASPC), not by SPAS. Therefore, the Mechanism of The proposed early warning gives schools the responsibility to develop and implement plans to services educational.

At this stage, the school has identified and assessed students at risk of dropping out and can continue the approach through development and implementation of educational service plan(s) for students registered in Observatory school and in Register to the students to Risk of ELET.

School Names a responsive of case of avert for each student in risk of ELET, which maybe be conductors, a other professor, the counselor or PSYCHOLOGIST school, in EVENT in which it is available. Once assigned, the prevention case manager develops the Educational Services Plan for each student in situation of risk.

In accordance with the legal provisions, the Educational Services Plan will include: the types of services and of benefits to be provided, service providers and planning. The educational services plan should correspond to the causes and risk factors established during the assessment process. The support package Education intensive, developed and pilot in the project "The children and the parents Roma ethnic will to school!" A of the Roma ethnic Education Fund is a good example of intervention measures. The support package consisted of a combination of remedial measures (meditations), snacks during classes additional, career counseling and guidance, individual or group mentoring sessions, activities with the students and the parents their and the provision of scholarships.

The educational service plan(s) shall be approved by the school principal and shall be included in the Register to the students TO Risk of ELET.

Roles and responsibilities, timelines, planning and data flow. The school develops the Plan(s) of educational services within two weeks and then sign an agreement with each student and parents ITS for commissioning in application of the plan of services education respectively.

4.3.2. Implementation

Once the Educational Service Plan(s) have been developed, the school will obtain consent for acceptance from the students and their parents regarding the educational services proposed, through next proceeding of formation of a consensus:

- The manager or case manager send a letter asking the parents for a meeting. In in the case of parents who do not know how to read, the directors organize a meeting with the parents, the student and, after case, the school director and representatives of the Class Council. This practice is found in many schools, which will allow MATE to be easily implemented. If the director deems necessary, a school media tor, a school counselor or another is also invited to the meeting specialist from CJRAE or from an NGO (school psychologist, speech therapist, support teacher, And so on);
- In THE meeting, it discuss and it approve of with Learner and the parents ITS The plan of services of education. The risk indicators on the basis of which the student was identified as being in risk situation. The face- to-face meeting on which the assessment was conducted is recalled. Then, the measures and forms of support mentioned by the specialists within the Plan

are discussed educational services. The parents and the student can have their opinion, they can refuse certain types of measures or they can propose other types of intervention. Only after the specialists, parents and the student agree, the Plan of educational services is considered final; it must be signed by both the case manager and the parents or of caregiver the student;

- If the parents refuse to come to school, the director may request support additional from part authority local, in measure in who considers that it is necessary.
- The plan of services educational is accompanied of a commitment of fix (exemplary provided in Annex I) which contains clear responsibilities for each party (student, parents, directors/responsible case manager, school counselor and other specialists) and which must be signed by the case manager and the parents or of caregiver the child. In parallel, OFFICER of case must sign a agreement of privacy because it manages a multitude of information sensitive about child and the family.

Intervention measures are structured on **levels 2, 3 and 4** , depending on the severity of the situation, as follows:

- **Level 2** considers the cases of students at risk of ELET with high rates of absenteeism **or** difficulties learning;
- **Level 3** refers to students who **accumulate several warning signals** , such as high rates of absenteeism and result school in decrease;
- **Level 4** of intervention it apply the students which **cumulated various factor of risk** : absences, results school weak, behavior wrong to school due of abuse, neglect, violence, child exploitation, possibly associated with extreme poverty, homelessness or housing precarious, problems gravity of health, disability , CES and so on

While level 2 and 3 measures often involve collaboration between school staff and other specialists from the education system, how would be counselors, school psychologists, specialists from the CJRAE, the measures of level 4 can be solved just by implementing one multidisciplinary teams that include an assistant social, a doctor, a cop and other specialist from outside the system of education.

The measures of level 2

At this level, the school provides educational services to students identified as being at risk of PST in compliance with the plan agreed with the student and parents. The school offers Level 2 measures over a period of six months from December to June (until the end of the school year). The manager/case manager is responsible for monitoring the delivery of educational services every three months and recording progress in the Report of Progress (model included in Annex I) for each student at risk. Level 2 measures may include services of counselling, lessons of fix, May many interactions with the family and students, contribution to community cultural events, etc. At the same time, the school continues to offer level 1 measures for a strengthen the quality education and the climate school, which is described in compound of prevention.

The measures of level 3

At this level, the manager/case manager sends a letter to the parents, requesting a meeting to discuss and approve the revision of the Educational Services Plan.

Also at this meeting, the director for the school may invite other specialists and community representatives who may agree to provide some from services included in the plan of services education reviewed.

Once the revised educational service plan is agreed and signed by students and their parents, the school starts the implementation of level 3 measures. The manager/case manager updates the Report of Progress for A include services and actions revised.

The measures of level 4

To this level, SPAS it is responsive of implementation of measure of by a team of intervention community integrated, formed from specialist in assistance social (SPAS), health, education (school) and community media tor/facilitator. It is recommended that this team apply the case management method, working direct with all family, on base a program clear, agreed with the members family by a exemplary of integrated intervention, which includes intensive support and service provision and benefits. At the same time, the school should allow the implementation of a collegial support system in school setting as well as providing counselling, therapy and any other appropriate measures at levels 1, 2 and 3. All these measures will be implemented within six months, from December to June. May table below shows the level 2, 3 and 4 measures, activities, roles and responsibilities that are presented above detailed in the plan of MATE action .

Table 1. roles and responsibilities, deadlines, Meal and the flow of data

compound of intervention	The activity	Responsible	Deadlines
Level 2	Provision of educational services according to the plan and monitoring their delivery every three months; implementation of level 1 measures, plus counselling, lessons of Fix And so on	conductor/ Responsible for case	Over a period of 6 months from December to June
	Review of the Educational Services plan for a maintain level 2 measures or to switch to the 3.	conductor/ Responsible for case	In two weeks after the 3 months of supply A services
Level 3	Provision of educational services according to the plan reviewed, for example counseling and/or education parenting, psychological therapy, involvement of resources community (media tor, social worker, volunteers, NGO- hate); it continue provision of measures of level 1 and 2.	conductor/ Responsible for case	Over a period of 6 months from December to June
	If level 3 measures fail, the case is sent to SPAS or DGASPC and is designated a specialist which to be part of from a	The school principal and conductor/	In two weekly after What saddle

	team of intervention community integrated.	Responsible for case	established that actions of level 3 have failed
Level 4	are the measures provided in the framework one ECHP of intervention community integrated.	SPAS	Over a period of 6 months from December to June
	Potential risk situations are reported: abuse, violence and exploitation, boys which I work; The provision of a collegial support system continues in school, counseling and therapy and appropriate measures of TO levels 1, 2 and 3.	School principal, staff teaching	

4.3.3 . compound MATE of compensation for (re)integration children and youth from outside school

Efforts on countermeasures are an integral part and a priority for MATE because the number of children and young people outside the education and training system (who have never been enrolled in school or who have dropped out), is increasing. However, many of the specialists interview they highlighted the fact that preventive measures represents "a first chance" for students and It should be most important in ELET interventions. Indeed, prevention is the one May efficient and the May effective mode of a ensure a system education of quality. However, the system education in Romania cannot be considered a quality one, given the alarming number of of young people in need of integrated compensatory interventions. There are currently 107,000 of out-of-school children aged 10-14 who have not integrated in to the educational system or society, in the meaning large. compound of compensation MATTE ISI propose saddle prepare the system education to reintegrate approximately 100,000 out-of-school children, which is the equivalent of A 13 percentages of the total number of students of gymnasium of this age.

The table 2. The children from cycle secondary and the children from outside school to beginning annulled school 2018/19

Categor y	Students enrolled in the cycle secondary	Out-of-school students with ages between 11 – 14 years
total	737,423	107,000

For a approach this problem a the number big of young which not are framed in the system of education, work or vocational training (NEET), other ministries have joined forces with the MEN through a series of projects funded by EU during the current 2014-2020 programming period. These interventions can be divided in to two categories: i) provision of integrated community services and ii) bringing NEET children back to school. The compensation component of MATE aims to

complement the other interventions and to bring 100,000 children back to school and school-aged youth, who are candidate top for key programmer or for programs of type A Two Chance.

Successful international experience shows that compensation measures have an impact if they address more than just children and young people who are already outside the education and training system, but also exposed groups the risk of abandonment. Based on trends over the past five years, the number of students currently enrolled in the cycle middle school and at high risk of dropping out by eighth grade is estimated at 120,000. Therefore, the total no of youth which WILL benefit of are the measures compensation in the MATE proposed it is of approximate 227,000.

The questions asked for the development of the MATE compensation component were: Who are children and young people? are you outside the education and training system? What is their number? How are they distributed in the territory? How can they be (re)integrated? How can they be identified? or How to coordinate and direct efforts to these groups? The coordination of actions between the interested parties is all the more stringent in the conditions in which there are numerous projects financed by European funds, with the objective of preventing and reducing ELET.

The compensation MATE component will focus on identifying and collection of data relating to children and young people outside the education and training system, using a demand-based approach. future the relative weight of the MATE components will be determined by the dynamics of the ELET indicators. As rate ELET will be reduced, interventions will focus more on prevention measures than on measures of compensation. It is however, it is possible that, in Romania, THE little at present the compensating component be the more difficult to put in to practice, because it involves the activity of more than three sectors – educational, social, de Interior and of LABOR – with various levels of responsibility. collaboration between services of assistance social, schools, medical and law enforcement services is essential, but activities aimed at children and young people from out of the system education I'm difficult to implement if not the community is involved. In some cases, it is necessary to involve other local institutions or specialists, such as groups or formal leaders or informal communities, as well as vocational and high school education units or institutions at the level county (ISJ, CJRAE, DGASPC, AJOFM). Such complex but also flexible teams at locality level are very rare. The teams offering integrated services are also too few and Romania still does not have one social specialists at local level. Intersectoral work and coordination methodologies and even between institutions at different levels in the same sector are still insufficiently regulated, and if they exist, they are rarely implemented (as the experience related to HG 691/2015 shows). Therefore, although MATE proposes a simplified methodology below, it is likely to be implemented only sporadically, depending on capacity institutional coordination and of collaboration at all the levels.

4.3.4. Identification children and a youth from outside school

In the MATE methodology, children and young people out of school (or out of the education and training system) ENCOMPASS the following five groups:

- 1) GT2 - boys of age School (6-17 years) never enrolled to school
- 2) GT3 - boys of age School (6-17 years) which they have abandoned or they have leave early school
- 3) The children migrant – which it return in Romania and must saddle it re-enroll
- 4) GT4 - Young of 18-24 years which they have finished the a lot 8 classes and not i am enrolled One other form of education or of education professional
- 5) The students in process of abandon

All children in Romania between the ages of 3-17 have the right to education in educational institutions and education and by intermediate Sistema of protection A the child. With other words, the system of education continues to be responsible when a child leaves school early or does not enroll in school – is responsible for out-of-school children. Equally, the responsibility of SPAS should not be limited when completing the files for allocation of monetary benefits, but have to includes all rights the child, i.e. the right to education. So SPAS must actively participate in the effort to bring children and young people at school, as the School must actively participate in preventing the separation of the child from the family, which constitutes a risk factor for ELET. In the absence of a regulation regarding the assignment of roles and a some modes of A harmonize institutional efforts and of a coordinate institutional partnerships from Field education, problem children FROM outside school not maybe be resolved.

The separation of institutional roles in education and the child protection system has led to the existence of some gaps in children's rights guaranteed by law. This gave rise to two phenomena which require a action immediate: i) **the children "invisible"** which "[disappear] from Caution families, communities, societies and governments, donors, civil society, mass media," **and ii) children without identity papers** who grow up in marginalized areas, in squalid conditions, exposed to a range of risks, raised by single mothers (sometimes casualty of violence domestic), without house or home stable. Rights children which it within in these two categories i am neglected. Although in some communities, like this of situations i am well known, they not i am reported or addressed, so how i am statements reported of the children which they contacted phone children .

In conclusion, regulation Actuator i am insufficient and rarely implemented, and proceeding of support I'm missing

For a approach this situation, must prepared and implemented urgent the following proceeding mandatory:

- census school, correlated with provisions HG 691/2015 watching census children TO level community;
- identification and integration children which not or registered never to school;
- identification and reinsertion children which they have given up;
- the collection dates watching the children which i live in abroad and update status their of schooling;
- reinsertion children which return after what they have spent may a lot of a year in abroad;
- identification and reinsertion youth NEETwith ages contained between 18



and 24 of years, in special in Background impact expected of the Guarantee program for Youth.

According to the regulations in force four years ago (HG 691/2015), the SPAS should have repeated already the censuses of children. If this were achieved, all children aged 3-17 who are outside the education system should have been i) identified; ii) evaluated from the point of view of risk situations at who are exposed; iii) registered in the "Register of students at risk of ELET"; iv) to benefit from a service plan DONE of PSSAs and d) of interventions specific. from unfortunately the law not A former still applied in the whole country.

It is recommended that schools carry out the census of children in each school district, in collaboration with authorities the administration publicly local, before of beginning annulled school. Regulation not has mandatory and therefore in general, it is implemented by schools with insufficient school numbers or those who want this. As an alternative, some schools use data on children's situation provided by other institutions, instead of carrying out a census. Even when the school census is accomplished, "I am involved educators, the teachers and head teachers which go from house in house, but not exist a procedure standard, it do what informal, them note down dates in books their" or it i do lists with names respective. only some schools conduct the census every year and have developed standard forms in this scope.

According to the MEN, the role of these censuses is to allow local commissions to ensure that all children reviewed are enrolled in an educational unit. In the situation where there are unenrolled school-aged children in no educational unit, the regulation provides that "ISJ/ISMB and educational units, together with local public administration authorities and with the support of non-governmental organizations, take the steps laws for ensuring children's right to education". Currently, school censuses consider only children who have reached the age for starting school in that year. During the interviews, the teachers they declared "years ago the Inspectorate sent us to do the census of the children who had to be registered to school". in present, in the environment urban, teachers declare that not I am to current with like this of proceeding and any I don't know the number of children outside the system. Teachers from rural areas also know where exactly in children from outside the system live in the community, but there is no record of them either at school or at SPAS and nor is any intervention organized because "there is no request or procedure for such children". This explains the difficulties that the DGASPC encounters regarding the registration of children who arrive in the special protection system without ever having been enrolled in school, especially since there are quite a few cases frequently in which schools refuse registration these children.

With in view weaknesses and shortcomings CENSUS national of children, MATE include a Rapid Census to identify children and young people outside the education system. This is it designed as a community effort and based on a clear methodology consistent with the methodology used by schools to identify students at risk of dropping out or ELET. Therefore, any locality from Romania has the capacity to carry out this Rapid Census with the existing resources in community, Of course, provided there is political will. Even in case in which one census completely not it is possible, data collection in marginalized areas, in Roma ethnic communities and in poor neighborhoods, can have satisfactory results. Potential

limitations of the MATE Rapid Census are related to:

- (i) quality collected data;
- (ii) periodic updating of data;
- (iii) the exchange of data between institutions, in accordance with data protection rules;
- (iv) use of data for clear and binding procedures for each group aim. I am required resources additional to level central for expansion SIIR.

Activity of identification a children and a youth from outside school

MATE proposes below a simplified methodology for identifying children and young people out of school, in hope that in this mode GROW chances of application effects in territory. received activity consist in the organization of a Rapid Census coordinated by the mayor in collaboration with the school director, for which to OR mobilize SPAS, other resources of the town hall, teachers didactic and any other volunteer available in the community. Census should be conducted from house to house, for A ensure a verification fill A children and A young people. The tool used for **the Rapid Census** is the Sheet for identification of children and young people outside of school (for groups GT2, GT3, GT4 & Migrant children).

All dates i am centralized in THE SPAS, which has the responsibility of A they enter in Register reintegration in to education and training (in electronic format), based on the model provided. SPAS sends the school file, which has the task of registering children outside the system educational. Thus, the School will have both the list of children who must reintegrated in school, as well as data on migrant children (Section C), with of data related to young of 18-24 of years from GT4 (Section E). data from Section E watching GT4 must transmit of SPAS by AJOFM, schools professional, NGO sources and providers of education which can offer these young opportunities of reintegration. Data transmission will be done in strict compliance with the Personal Data Protection Rules to the EU and other international rules related of confidentiality the data.

Roles, data and the flow information regarding out-of-school children and youth.

The MATE Rapid Census to identify out-of-school children and youth must be a coordinated community effort by representatives of local authorities and schools. SPAS and school staff inform the parties interest Helpful to level local of status children and calling to support them.

The table 3. The groups aim related Component of Compensation

	bodies liable	partner
GT2 Children of school age (between 6 and 17 years) who have not registered never TO school	SPAS and the School, under coordination of the mayor and a director	Other resources from within the town hall and volunteers from community.
GT3 Children of school age (6-17 years) children who have abandoned – or they have leave early school opium migrant		
GT4 Children who left school early, aged between between 18 and 24 of years (NEET)		

SPAS collects the data, Compiles and maintain Register reinstatement in education. instruments of collection A dates i am easy of used, but the quality dates it depends of reliability respondents. to community level it is important to visit Roma ethnic communities with many children, otherwise the verification will provide only a image partial.

Data on migrant children will provide the first estimates, which would require rigorous error checking. For this purpose, the MEN will have to develop a reporting mechanism accepted by its counterpart ministries from other European countries and complemented by the introduction of a new mandatory registration system for migrants .

Without the development of such tools, the quality of data on migrant children will not be possible improve. Anyway, with all these limits, Register reinstatement will offer a image of overview A populations which must reinstated in the system education in base to which it CAN plan are the measures compensation with potential impact visible TO level of school, community and national.

After placing to everyone dates and of information in register reintegrations, SPAS and schools easier the re-enrollment process. The related data to GT4 – young people aged between 18-24 from NEET category will be sent to AJOFM, vocational schools, training providers, the Youth Guarantee program, NGOs and any other interested parties who can provide compensation measures for groups of children and out-of-school youth. At the school level, the person responsible for entering data in to the SIIR should is also responsible for the management of the "Register of reintegration in to the education and training system" database. Once that the data are entered by the school, they become available for the county UMATÉ and the national UMATÉ. At the level central, Observatory school include a section with data which can be use with us variables in the SIIR.

4.3.5. Measures compensation for the children and young from outside school evaluation and meal measure compensation individual. I

In this scope, team of intervention community can use the tools developed for at-risk students, respectively the MATE Evaluation Sheet and Educational Services Plan. The methodology on inter-institutional coordination must be developed on base cooperation from MMJS, MEN and, possibly The Ministry health, The Ministry business internal, The Department for Relations with Romanians Outside the Borders of the presidential administration, as well as donors international or NGO which they have developed and which they have pilot differently models of services integrated in to communities. Since none of these institutions have the necessary leverage to put the basis of a common agreement, the Interinstitutional Coordination Committee for ELET reduction can take decisions interinstitutional.

Countries that are successful in reducing ELET have developed alternative and non-alternative schools. The model alternative schools promote inclusion and diversity through an integrated approach, providing teaching and elements of personalized vocational training, but also programs at family and household level. to for example, the Let's Get Started program in the Netherlands offers young adults between 15 and 23 years coaching activities to increase the chances of further education and enter the labor market. The program is structured in four

stages:

- (1) comprehensive evaluation of the factors of risk to which it is exposed the young man in base to which I am authorized some objection personal and professional concrete;
- (2) training of practice or program of education with emphasis on reinstatement in routine School usual;
- (3) developing skills and capitalizing on them; and
- (4) a monitoring period in which the sessions of coaching I am limited and the students ACTS independent.

In Romania, program A Two Chance (ADS) represents one from the May known are the measures of compensation aimed at all those who did not complete the secondary school cycle and who exceeded by over four years the age of the class. Although popular and much needed, the ADŞ program is still implemented in a one number too small of schools than it is necessary. to example, research qualitative carried of men in 2018 for the monitoring of the National Strategy for the Reduction of Early School Leaving in Romania of showed that out of the total of 93 selected schools, only 24 have ever benefited from an ADŞ program, of which only in 7 schools was the ADŞ program underway at the time of the research. Reasons for termination of implementation of the program include: interruption of funding (in the case of EU projects), poor participation of beneficiaries, number reduced of trainers which saddle implement the program to level local.

The ADŞ program in Romania started within the Phare program funded by the EU in 2004, for the benefit Groups disadvantaged of the population. programs from education of type ADŞ i am Destin teenagers, young people and adults from different backgrounds and ages who have not attended the education primary or secondary and which not they have obtained the of basis of qualifications. Conformable description from the methodology approved by Ministerial Order 5248/2011, updated in 2017, there are points forte important of the program, which i am of noted:

- The flexibility of the program allows students to maintain their professional or family relationships (hours during the day and in the evening, intensive classes); also, there are two periods of entry in to the program, in October and February, and in the case of EU-financed ADŞ programs, students can be enrolled in the program at any time during the school year, depending on the position by legal consent and approval inspectorate county schoolboy.
- Recognition of previously acquired formal, non-formal or informal;
- innovation by Supply courses modulation of learning, the use Sistema of lending and the process of learning customized.
- Accessibility of the career path - within the secondary education program, learning is provided based on the four-year standard but includes grades 5-8 as well as grades 9 and 10 (with the curriculum extracted from the technological course). Graduates can continue their studies at high school or CAN follow education professional.
- Graduation with certificate of qualification of level 2.

The program is still successful due to increased demand from out-of-school and in-

school youth who left school early and benefit from the infusion of EU funds. In the last five years, the number of students it almost **doubled (from 8,000 students in 2013, to 14,691 in 2018)** according to data from SIIR. These data shows that ADŞ type programs have a much better coverage in urban areas – 60% of schools that offer the program are located in urban areas and comprise 70% of the students. The data also show that the number of students enrolled in ADŞ in the secondary school cycle is double that of the number of students enrolled in the cycle primary, giving in mode clear a high demand for programs of type ads to level high school

The table 4. number of enrolled students and number schools which offers programs ADS (2018/2019)

Program ADŞ	Students enrolled (2018/19)		total	Schools offer careers programmer ADŞ
	Level primary	Level secondary		
Rural	1,521	2,796	4,317	126
Urban	3,322	7,052	10,374	200
Total	4,843	9,848	14,691	326

Source: MEN-SIIR, the year school 2018/2019

At the end of 2018, the Ministry of Education, with the support of the Institute of Educational Sciences and the World Bank, achieved evaluation of the ADŞ program in 41 schools. The results of this evaluation revealed a number of aspects positive perceived by the majority of stakeholders who claimed that ADŞ programs contributed in significantly to increasing the self-esteem and quality of life of its beneficiaries by increasing the chances of engagement in row graduates ADŞ. Of also, the beneficiaries they have appreciated flexibility organization program taking in to account students' needs and work schedules. The evaluation highlighted the fact that most of the students enrolled in the ADŞ program did not have the basic skills (reading/writing and numerical) at the time of enrollment in the program. From this point of view, the program proved extremely useful and relevant, supporting learners to acquire or improve the basic skills required for obtain a place of work or for to become citizenship activity and involved.

Also, some stakeholders (school principals and teachers) found that the ADŞ program a contributed to the creation of a more inclusive environment in the school. However, most schools do not offer it ADŞ programs even if there is demand, the funds are available and the regulations are flexible, all this due to the complexity of organizing and delivering such a program: the ADŞ program requires expertise and skills specific of rendition and of education a adults, as and a infrastructure and adequate facilities. Program has some constraints which must addressed in background implementation strategy educational, inclusive a strategy of infrastructure in field education. these constraints are:

- Complexity logistics within the program, related challenges of implementation and of collaboration institutional to all the levels;

- complex financial arrangements for the payment of teachers' salaries: teachers are remunerated separately of the wages they usually receive, payments are made according to the hourly average and are carried by the use of others funds;
- requirement high watching qualification teachers, EAEC What represents a challenge for the delivery programs ADS in rural areas;
- Infrastructure School typical does not represent a environment suitable of learning in row adults;
- Requirement that the students saddle have age of the little four years fish age classroom limited number participant to program ADS.

Many part interest interviewed of team BM they have highlighted need revision and the update existing regulations to allow the identification of potential beneficiaries of the ADŞ program and providing support suitable to everyone interested parties implicitly in the organization and delivery the program. Therefore, the proposed Alert Mechanism provides tools for identifying children and young people which It to benefit of programmer ADS which It to cause to a covering extended, as and of orientation and interventions efficient.

In areas where the delivery of ADŞ programs is limited or absent, other measures are available compensation for children and young people outside the school system in categories GT 2, 3 and 4, such as classes high school in the evening, high school classes with reduced frequency (this type of courses is also available students three years older than the class age in compulsory education), as well as programs professional of three years in schools professional and secondary school technological.

A other measure of compensation provided of schools it is counseling and orientation professional. schools can organize in cooperation with CJRAE or High School and schools professional, campaign of information and of communication or counseling events for young people in the GT 4 category identified in the rapid census (together with secondary school students). As education and career decisions are made usually in the family, parents should form part of the target group of professional counseling and orientation in career. Exist many event organized communities of schools to level local:

contribution to events community maybe grow interaction from the children and young from outside education system and students, especially students at risk of ELET, which can be beneficial for all parties involved, including for teachers. Children and young people outside the education system can be invited to participate in school events and can be involved in various extracurricular activities held in the classrooms sports, in computer labs and other school spaces that may be made available. The projects of volunteering conducted in partnership with NGOs can involve teenagers in school and teenagers outside the educational system in caring for elderly people living alone or to support families in situation of poverty extreme. In the from follow, the workshops of work related to statements How It be abandonment, poor performance, intimidation, etc., are a measure of compensation importance, because they show how difficulties can be overcome and allow young people to share their experiences, With the role you have motivate Let him continuity the studies.

ADŞ programs remain the main compensation policy implemented by the MEN. Programs of compensation, such as type ones the second chance can be extended

in accordance with the Education Law 1/2011, offering opportunities that have not yet been fully explored (including offering pathways that allow reinsertion in the system of education, by recognition and validation studied previous). In the of the Human Capital operational program (Axis 6 – Education and skills), it is estimated that the Social Fund European (FSE) will cover 41,000 graduates from within Program A Second Chance. to use these funds, the Second Chance program must increase its offer sixfold to cover the number intended beneficiaries. The development and implementation of Second Chance programs should focus on rural areas and disadvantaged communities, including Roma, exactly where there is one insufficient number of places within the Second Chance programs; provision of the Second Chance program are BE broad without a compromise its quality.

4.4. Monitoring and reports

Monitoring and reporting are fundamental elements of effective implementation of the Mechanism proposed warning. Monitoring consists of systematic observation of activities and recording of data to control, understand, predict and adjust the implementation. In the context of the Whistleblowing Mechanism proposed monitoring dates contributor to the establishment measure which works, A the conditions which promote success and the factors that hinder progress. Monitoring allows interested parties, in special schools, saddle take are the measures corrective immediate.

The reporting system under the proposed Whistleblowing Mechanism is based on the data collected and centralized from the data files collected under the prevention, intervention and compensation components – Observatory schools, register to the students to risk by ELET and, respectively Register reinstatement in Education.

4.4.1. Monitoring and reports to the school

School, by the director school, it is responsible of monitoring signal of warning early (absences, grades and student behavior), SASAT quiz results and measures/actions implemented by the school to improve the quality of education and school climate. In this sense, the school, by the director school, it is responsible of the preparation A Report of progress MATTE for each student identified at risk of abandonment. The MATE progress report will be prepared quarterly by the case manager designated/leaders classroom and will include:

- data and information watching each student in situation of risk (CNP, residence, sex, level of education, etc.);
- List services of education provided the students and/or fathers and other measures taken, in function of THE of intervention;
- Progress record in period of three Monday of implementation a MATTE;
- information included in this ratio ar to be included in the plan of development institutional of the school.
- At the end of each school year, the school produces the ELET School Progress Report which reflects results and actions implemented on during annulled school, structured in function of actions of prevention, intervention and compensation. The school principal is responsible for drawing up this report. In at the same time, the school, through the person responsible for managing the registers, will update the student register to risk of ELET, as the case may be, based on Progress Reports MATE. data collection of schools are introduced in to SIIR, and from that time i am access to all levels: school, UMAT county, UMAT national.

- reports schools CAN be structured in two sections: a section quantitative and a section qualitative. The quantitative section can be created automatically, either through pre-formatted databases (electronic registers) or through SIIR, using the existing data at the school level. The qualitative section should address the following topics:

All information which must collection of schools in the mechanism of warning early proposed will be included in the data collection and use methodology that is being developed. The methodology will considered the different levels of data collection (school, county and national) and interventions at the level of policies. At the same time, the methodology will include recommendations on the use of SIIR and its extension with new modules that allow the monitoring of ELET warning signals, such as the attendance of students in classes and school results (grades). Once completed, the methodology will be tested in 10 secondary schools in rural areas and small towns to test what works in practice and what aspects need to be improved for a implementation efficiency A mechanism of warning early and collection results expected, and certain prevention and reduction ELET in Romania.

4.4.2. Monitoring and reports to county level

County UMAT is responsible for the annual development of the County Progress Report on ELET on based on the reports received from the schools in the respective county. The county-level report may have an approach comparative for A identify the May good practice and lessons learned, and maybe present interventions additional, actions and areas of intervention planned for next year school. Of also, the report at county level it can include: necessary services and priority schools; necessary human resources such as specialists at the county level, the training needs of teachers and specialists; the main norms and f regulations to be developed or revised to facilitate interventions for prevention and reduction ELET.

4.4.3. Monitoring and reports to level national

Annually, UMAT National is responsible for drawing up the National Progress Report on ELET based on of information provided of by each UMAT to level county. The report national will reflect implementation of MATE on during annulled school and will present CHALLENGES key in practice mechanism in schools and communities, challenges to be addressed by institutional stakeholders and political at central and local level. This report will support the MEN by providing evidence that will support the development, planning and budgeting for future prevention and reduction interventions and programs ELET.

In addition to the National UMAT, MATE will be constantly monitored by the Interinstitutional Committee that will meet (either face- to-face or via video or telephone conferences) at least three times a year to achieve take s tock of MATE progress, make strategic decisions based on information exchange, discuss potential problems of application and to revise planning, in function by case. In addition, based on the data and information included in the National Progress Report of UMAT, the MEN will prepare two semi-annual activity reports in which will assess the relevance and quality of interventions and A services MATE, AS and efficiency them. A report will be launch in September and will include a overview

of MATE progress during the previous school year, as well as adjustments and plans for the new school year. The second interim report will be released in February and will outline the situation activities, challenges implementation and proposals for steps following.

4.4.4. Events of dissemination and learning

Involvement in planning stages, administration, application and monitoring the results is vital for achievement any objection of development. Commissioning in application with success a mechanism the proposed warning will require a high level of involvement, motivation, authority and leadership of the various stakeholders involved in the educational and social sectors at all levels. Elaboration of the proposed MATE provides an institutional support structure that will create and strengthen capacity institutional at level national and county for a effective application a MATE. This structure of support institutional includes UMAT county and UMAT national responsive of coordination, assistance technique, monitoring and evaluation the MATE application.

For the MATE initiative to be successful, awareness campaigns have a role essential as a prime step to present and describe in simple terms how it works to all interested parties (schools, families, authorities, to a wider audience., pamphlets Simplified brochures and leaflets should be used to a communicate ideas about benefits MATTE and its application.

Another key aspect of MATE implementation is the communication and dissemination of best practices as well results and key lessons learned. Through the county and national UMAT, the MEN must ensure visibility and transparency of MATE interventions and results by disseminating information and organizing events which get involved potential players and partners.

For this purpose, it is recommended that the representatives of the national and county UMAT organize and participate in a national event to present the results, conclusions and recommendations included in reports county. to this event national can be invited May many part interest to level national and local (for example, representatives of the MEN and its agencies subordinates, of the Ministry of Labor and Social Justice, of the General Directorate of Social Assistance and Child Protection (DGASPC), of the services and local authorities, national and local NGOs, as well as other relevant partners). This event will give all stakeholders the opportunity to learn, discuss and plan interventions regarding MATTE for next year school.

In addition to this national event, a number of ongoing best practice exchanges are recommended between MEN, UMAT and the county units, at least quarterly, to discuss the progress of MATE application, the work plan, the schedule of activities related to the project and the next steps. It is recommended to be invited at least one national or county UMAT representative to participate in events or activities relevant. In addition, round tables and workshops can be organized at the county and national level to a disseminate MATE results, main challenges, as well as other information relevant to prevention and ELET reduction.

4.4.5. Challenges and recommendations regarding commissioning in application

The objective MATE it is of a contribute to reduction rate of quit early a school in Romania for A strengthen cohesion, competitiveness, sustainable growth and job creation. MEN gets involved in the development of a Mechanism addressed especially to children and young people, who are either at risk of abandonment school, or are outside the educational system. This requires, on the one hand, a coherent methodological framework for **detection, identification and intervention** measures and on the other hand **an institutional architecture** a resources humanity specialized capable saddle offer services effective which saddle support end education compulsory for all children. Necessary condition for creating an deployable and generating MATE results in the next six years is **securing funding and establishing a representative national program dedicated MATE**.

The proposed early warning mechanism includes a comprehensive package of measures, grouped by category and stages (identification, assessment, planning, implementation and monitoring), a **toolkit** containing the formats the necessary MATE documents and examples of activities, as well as an action **plan for coordination and** implementation of interventions. MATE will be accompanied by **a data collection methodology** (to be developed separately under this Agreement), intended to facilitate access to relevant data for various stakeholders (schools, local social services, etc.) who will make policy and enforcement decisions their on land Of also, this work require a may great involvement a family and a other part interest at the local level, according to the "holistic school approach", highlighted in the Communication of the European Commission COM (2017) 248. The school's holistic approach assumes that "the whole school gets involved to improve quality the school" together with the parts interest outer and with the community local.

A series of challenges are expected during the implementation of the proposed Early Warning Mechanism, inclusive of order structural and systemic. These i am difficult of approached, with except case in which i am met two terms essentials:

- (i) commitment political of A reduce ELET from perspective compliance children's rights; and
- (ii) shared responsibility and local collaboration among stakeholders in differently section public, in special education and assistance social. it plans that will appear and other challenge in bundle with those three risks described earlier down.

Risk	Description
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Inequality enhanced between zone rural and urban, between communities Roma ethnic and non-Roma	In Romania there are both rural and urban communities (Roma, non-Roma ethnic and mixed) which I live in areas marginalized, where the children and young not they have the resources needed to deal with the complex challenges they face. The quality and degree of coverage of social services in these areas are insufficient and unevenly distributed. Discriminatory attitudes towards Roma, people with disabilities, children with SEN and children in the system special protection are often encountered. Offering integrated services of the type of those proposed in MATE is very limited. Therefore, the implementation MATTE in like this of areas assume grant a considerable support and of long duration for collection some result concrete.
Lack supply of services education mixed to level local	The network of education and training providers is insufficiently developed and diversified, especially in rural and small urban areas. Children and young people from out of school will benefit from alternative courses and training such as courses to in the evening education to distance, centers community which offers timely of learning on all during life, schools relevant professionals to level secondary and tertiary.
Insufficient monitoring activities, evaluation and reporting for a real reflection and assumption of responsibility	reports it is perceived on scale range that a burden bureaucratic, and reports are increasingly considered useless documents that do not read no one Within view like this of attitudes, reports and releases are considered a formality and dissemination is limited to display the report on the notice board or its publication on the website. Transformation reports in working tools for making informed decisions and releases in the a process transparent of learning represents a challenge.

In the process of development a matte and a plan of action and in time of consultations with parties interested, they have former identified us challenges:

1. creation a mechanism institutional functional suitable and the revision arrangements of governance, in special segregation roles and a responsibilities;
2. improve participation and quality secondary education in order to reduce ELET;
3. Allocation one financings suitable and creating a framework legally solid.

the following six recommendation tackle challenges watching implementation of MATTE.

4.4.6.. Advice 1. Creation some mechanisms institutional function and A framework legally

The proposed early warning mechanism includes the necessary institutional support structure, but the functionality to depend on the operational management and responsibilities assumed by UMATE at central and county level.

MEN should establish UDATE as the project management unit, composed of staff relevant of MEN and It BE saddle ENSURING mechanisms of coordination required in within the parties interest relevant. UDATE at the county level consults and cooperates with the project management team of the MEN in all the main stages of the activities to be implemented. UDATE at the county level will provide contributions for monitoring activities and reporting, recommendations and reviews with regarding the planning of the activity. UDATE county will sent semiannually MEN reports progress record under form a table of measures put in place to briefly monitor progress over a given period and in order to describe potential difficulty encountered and actions taken and for a provide information.

It is important to bear in mind that from the initiation phase of MATE until its implementation, UDATE National will undertake activity intense of information and communication for a ensure synergy networks of support county and collaboration with the schools. staff designate for achievement activity will be format from professionals with valuable local experience in the following areas: classroom teaching, counseling services, skills socio-emotional, the system information of management of education, analysis dates and the writing reports, assistance sociable and survey community.

In terms of the necessary legal framework, MATE should be formally established either by an order of joint minister signed by the MEN and the Ministry of Labour, or at least by the Minister of Education. later, a national program to reduce ELET should be established by a Government decision, according to the provisions LEN no. 1/2011. Legislation secondary regarding the rules of application is mandatory at ministerial level; it will ensure the proper functioning of the program and clarify roles and responsibilities regarding the identification and enrollment:

- i) of children who have never been enrolled in school (GT2);
- ii) children who left school early, under the age of 18 (GT3);
- iii) children who left school early, aged between 18 and 24 (GT4) and iv) migrant children . For migrant children, the monitoring framework developed by UNICEF proposes a school passport international or European for the registration of school records of children who leave their country; passport may include a student profile, available in multiple languages, scores and grades to facilitate integration in systems education European.

The following dispositions which regulate and easier commissioning in application A measure MATTE to class, in school and community must be updated: i) School after School program for children from disadvantaged groups;

- i) program A Two Chance;
- ii) services community integrity and teams multidisciplinary.

For a grow chances of success of mechanism MATTE, it is needed setting a Committee Inter-institutional coordination, preferably at the level of the General Secretariat of the Government to ensure coordination of the institutional support structure of MATE, as well as an increased capacity to mobilize the parties interest from the field education and from social field, AS and A authority local.

4.4.7. Advice 2. Establishment and funding A

Program National for reduction ELET

A National ELET reduction program is essential for the implementation of a MATE action plan with time-bound, evidence-based and cost-effective objectives. More specifically, the entire mechanism and plan of associated action will depend on the development of an adequate and reliable national MATE implementation program to enable an integrated and systemic approach at local, regional and national level. The national program must to be adopted by a decision of the Government and on the basis of article 111 paragraph (1) letter a) and article 223 of LEN no. 1/2011. The main actors in this national program will be schools and SPAS, which should be actively and considerably involved in providing quality services to beneficiaries (students, parents and the whole community and society). According to international ELET prevention practices, the three levers of a MATE sustainable are:

- (i) school **autonomy** in the use of resources;
- (ii) **accountability** for results; and
- (iii) **evaluation** which assume monitoring the students.

The national program will use key performance indicators (KPIs) that describe observably and measurably current situation and expected results. They focus on the following factors: inputs, activities and processes, outputs, result and impact, after How it show in the table of May down.

Input/resources	Process/Activity	Output: Intermediate result: The result following Impact: Result final
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1. Allocation of fund dedicated to the Program National for implementation of measure to the school which it ask children to risk of ELET; 2. Directors, teachers, assistant sociable and personnel administrative school; inspec tors and counselors school to level county; expert from the ministry 3. UMATe-unit of management A the program. 4. instruments and models	Commissioning in application A MATTE by a National Program. 1. Schools previously classified within a category of risk i am identified for a become part a program National. 2. UMAT from the MEN and UMAT county management National Program. 3. Allocation A budget each schools on base the regulations in force at the time, a the number of enrolled students and the number of children find out in outside school in the locality respective. 4. I am signed the contracts of funding between MEN and schools. 5. The Ministry Education finances program National from budget own by inspectorates county which they transfer in accounts schools. 6. Schools and SPAS within the funding contracts identify children/youth at risk and conduct a series of activities by component type and plan of educational services. 7. UMAT monitors contribution the students in view monitoring goals related to funding, benchmarks and results for a they compare with objectives of report established and for evaluation policies. 8. The results are analyzed annually and a decision is made with look to commissioning in application in course the following year.	Short term: number of children in a risk situation identify and take in obviously Term environment: No. of BOYS in situation of risk which not they have leave school Medium term: rate decrease school dropout and the rate of quit early a school On term long: MODs of children's career path in the situation of risk that were identified, included in the program and which they have completed school
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Regulation what sets funding per the head for the students enrolled in the education SECONDARY FROM Romania at **EUR 1,217** per year. The estimated budget for schools carrying out activities within the proposed National Programme can be calculated based on this reference amount for all secondary school students. In this context, UMATe must estimate the budget to be allocated to the school under the National Downsizing Programme the ELET rate considering all secondary school students, although the interventions will mostly be dedicated to students at risk which, in the case of these schools, represents the majority of students. Thus, the allocation and use of funds will target schools at risk of ELET to effectively improve the equity of the system. The level of funding is very high, considering the large number of students at risk. With an illustrative role, to support 200,000 annually of pupils (available data shows 100,000 early school leavers and 100,000 children and young people outside school), an additional annual budget of **EUR 243,000,000 is required**. Another calculation scenario can be done with data on less developed schools. There are approximately 3,425 schools considered less developed, considering the average



grades below 6 obtained in the national assessment exam in 2018. Funding of 20% of these schools, i.e. a 685 of schools, It require **EUR 125,000,000** on year.

4.4.8. Advice 3. Collection, monitoring and the use regular a data, in bundle director with SIIR

There will be challenges in collecting and using data on groups at risk of ELET even and after applying MATE. First, there are many children who are not properly identified and monitored in any system. Secondly, social protection services, medical assistance, etc. they are divided and uncoordinated. Division and lack of coordination will be addressed by the data collection methodology who will support mechanism of warning early proposed.

As part of a larger project financed by the European Social Fund (ESF), the MEN established an agreement with the Bank Global to provide technical assistance to develop monitoring and evaluation capacities (M&E) of the implementation of educational strategies. In this context, the M&E methodology already developed by The Bank supports the acceleration of the implementation of the strategy and the achievement of the set results. Methodology development of data collection for the application of the proposed Early Warning Mechanism (which will be developed separately in the this agree) se will base on methodology of M&E which it is already available.

The data collection methodology will bring together data from different sources. By collecting primary data at the level of school and community, early school leaving data will be integrated with contextual data such as socio-economic, data from census and register births, and so on

In this context, it is needed of an improvement a SIIR for to become a platform in which data watching class attendance and grades will be recorded and monitored for to have in view all the factors that would to the ELET cause. The data collection system requires reliable, accurate and prompt information on the rates of quit early A school, the transitions between levels of education, rates of enrollment and graduation A education secondary and high school, as and absenteeism school.

Methodology of collection a dates will offer recommendation watching the use module from SIIR, as and any necessary improvements to the SIIR for recording the main ELET factors and which are currently not included in SIIR (eg school attendance, grades). Recommendations should take in to account the different levels of data collection (national, county, local) and also the different levels of policy interventions (national, county, local).

4.4.9 Advice 4. Coordination between section and institutions

MEN It BE saddle OR responsive of coordination generous A implementation activity mechanism of warning proposed, maintaining constant communication with all stakeholders and with the beneficiaries in order to take s tock of the MATE implementation and to report progress on ELET. The activities will take place in close collaboration with the lower level of management, at the county level, through the inspectorates and at the level local, by intermediate schools.

In view facilitate implementation MATTE, MEN:

- it is responsive of involvement other services, how It be SPAS, if it is the case;
- support, of also, involvement appropriate a inspectorates and a schools for

hello execution a activities;

- provides public documents, reports and result Helpful regarding the application MATTE;
- must organize periodic exchanges of information, at least quarterly, within its units and UMAT national, watching evolution implementation MATTE, the plan of thing, PROGRAM activity of project and next stages; a representative of the unit at national or county level is invited to participate in relevant events or activities; to facilitate the organization and efficiency of activities, it is essential that documents Helpful saddle OR SHARED in due time.

Institutional coordination mechanisms at the local level are also important. MATE identifies the parts stakeholders at local level, outlining their roles and responsibilities within the coordination agreement. Schools represents the main partner that initiates the dialogue with local authorities, social or protection services a the child. it plans that structure of support institutional MATTE by intermediate committee inter for reduction ELET and of UMAT county, will facilitate cohesion arrangements of coordination. Coordination of efforts to improve the use of funds within the Human Capital Operational Program (POWER) it is essential. little it is the main mechanism of funding for period of appointment 2014-2020 targeting investments for employment, education, combating poverty and supporting services social. in quality of beneficiary of fund structure and of investment europeans (the funds ESI), Romania Get 4,300,000,000 than EUR for improving the opportunities of employment; promotion education and A lifelong learning; increasing the degree of social inclusion; poverty alleviation and improvement public services. Program grant a Careful special young people, ROMA ETHNIC and Community marginalized.

Better coordination between sec tors and institutions will facilitate and improve the performance of the POCU programme, allowing a more effective and efficient spending of EU and national budget resources. In the same time, it is needed a participation may broad a parties interest helpful to the preparation for future period of appointment 2021–2027, in special for a share the lessons learn from experience topicality period of programming.

Also, the proposed Early Warning Mechanism should be addressed in the context of the Government Strategy Romania for the Inclusion of Romanian Citizens belonging to the Roma ethnic Minority 2014-2020. For example, the results interventions related to ELET within this strategy are not fully understood. In general, action plans local and county plans for inclusion ROMA ETHNIC assume the incorporation of some dispositions superficial and unrealistic a proceeding of M&E. Analysis progress measure from this strategy it is Prevent of poor data quality. Therefore, the proposed Early Warning Mechanism should be considered a important cross-cutting monitoring tool that could contribute to development and implementation of the plans of local or county action for Roma ethnic inclusion based on evidence. In this context, the institutional coordination agreements with the National Agency for Roma ethnic must be strengthened to ensure complementarity, availability data, And so on

Another important area of coordination derives from the link between ELET reduction measures and the degree of employment. Early school leavers lack the employability skills relevant to a enter the labor market. Compensation measures

support them to acquire skills and abilities necessary through the reintegration in to the educational system of those who left school early. However, the transition to the labor market could be facilitated at the level of the decentralized structures of the National Agency for Employment (ANOFM). Career counselors could play an active role not only in the framework the component of compensation, but also in within the prevention component. For to include in the program how may many young people are at risk, a closer collaboration with ANOFM is very important. His men tors media tors from local employment agencies could be brought in to work closely with schools, in component framework MATE of prevention.

4.4.10 Advice 5. Communication transparency and publication dates under form a report annual

Under the reporting requirements of the proposed Whistleblower Mechanism, a national report will include data collected at all educational levels, from early childhood education and childcare to high school education, but focusing on the secondary level. The indicators to be reported refer to the degree of attendance, repetition, completion, student achievement, teacher performance and spending. Factors of decision, stakeholders and members public will to follow these indicators and to notice progress in achieving objectives. The reporting system has the role of facilitating the adjustment of policies, to provide parties outer information to analysis, as and of a increase transparency.

Committee inter it will meet (either girl in girl, or by intermediate some conference video or telephone) at least three times a year to evaluate the progress of the project, to make strategic decisions or as often as necessary, to discuss any possible problems arising in the implementation of MATE and to establish de common agreement a calendar reviewed, if it is necessary. MEN will prepare reports of activity of two or on year:

- in September, for a realize a presentation generous a results last year school, as and adjusting and Meal the new year school; and in February, for A present a report intermediate watching the situation activities, challenges encountered and a plan regarding stages next.

The MEN is responsible for implementing the recommendations from these reports, consulting with the ministries relevant, as appropriate, before the publication of the final report. The reports should reflect whether the services were provided in time useful, if they have former Helpful and if they have had the quality technical needed to achieve the objectives. Factors such as accountability, community involvement, and promptness play an important role for collection results positive. men will try saddle give a visibility maxim mechanism of warning early, distributed information and organizing event for a get involved potential partner and potential part interested. Then when it is possible and timely must made press of presser and media-promoted activities to present findings, report progress and discuss stages next.

The proposed Warning Mechanism reporting system is based on centralized data from three files of data: School Observatory, Student Register to ELET Risk and the Reintegration Register in education and training. Data files are to be integrated in to SIIIR so that data is centralized and accessible to all levels - school, UMAT counties, UMAT national.

Update SIIR it is vital and meet following tasks main:

- (a) expansion variable and a module of introduction a dates required for functioning MATE, with norms and levels of security appropriate.
- (b) the development of a public report model that allows access to quantitative data at school level, county and national. Using this function of automation, module will generate reports and will improve the use the data.
- (c) training school staff for accessing, entering, validating, interpreting and reporting the data. Such training will increase school-wide usability for accessing reports school level that can provide information for future action plans, especially for the development some are the measures suitable to level of class and a plans of educational services personalized.

The development of the SIIR update will take place with the application of MATE, which implies that some protocols of data transients to or loaded, converted or transferred in SIIR.

4.4.11 Recommendation 6. Periodic training of staff involved in MATE and exchange of experience and good Practice

Training will be provided to identify and monitor students at risk of ELET and to integration and the use effects a dates in decisions political. The beneficiaries training It BE saddle contain MEN staff responsible for monitoring ELET prevention activities, inspectorate staff county schools, school principals, teachers and administrative staff. It is expected that, benefiting from training, guidance, examples of good practice and various forms of feedback and practical support, this group of people will to implementation and expand practice matte on land and will to adopt mods institutional and regulation needed for commissioning integral in application.

The training topics are diverse and related to the prevention and reduction of ELET: modernizing training to class, improving the school climate, increasing the attractiveness of education by building socio- emotional, providing parental and educational support, using inclusive teaching practices training it should not be limited to the provision of courses but complemented by guidance, mentoring and support Courtesy of the inspectors school and teachers teaching specialized. In addition, platform schoolgirl of e-learning managed by the MEN is a considerable resource for sharing lessons and regulations and sharing of experience and models.

It plans that UMAT county will play a role important in facilitate training of men tors, tu tors and specialist to level school. In outside of coordination, assistance technical and moni toring, the activity of the MATE support structure plays an important role in identifying training needs. They can intervene in certain gaps by providing support at local level based on skills such as services of school counseling, speech therapy, behavioral psychology, a multidisciplinary or holistic approach. With all these, exist a number reduced of providers of education which OFFERS courses of specialty, AS and specialists who provide counseling and other specific support services at local level, especially in communities vulnerable and rural. In addition, it will most likely require the hiring of IT specialists for the expansion

SIIR. In addition, the county UMATEs connect schools and the higher level, being the transmission belt at the information.

The creation must be considered one community of practice to level county/local for each component. This work is to strengthen cooperation from practitioners and it contributes to a very great degree to the implementation in application of MATE.

4.4.12. The plan of Action associate MATTE

The Action Plan for reducing early school leaving is developed based on the national strategic framework current European best practices and the proposed Early Warning Mechanism. Implementation of this plan of action will depend on **effort constant from part authority Nation Romania** to regulate the process institutional and operational necessary for to put in application a system efficient of warning early and of collection of data for prevention leaving early at the school.

The plan of action includes key AS activities, responsibilities, calendar, link clear between proposed actions and tools who want be used. This approach is based on National Strategy for the reduction of ELET, including through the use of European structural and investment funds in the period of programming 2014-2020 and in the following period 2021-2027. During the preparation process of MATE, they were consult the beneficiaries and main stakeholders who will be involved in the application of the mechanism. The plan of action is addressed directly to the main implementers: the relevant departments of the Ministry of Education, the school inspectorates county, the management school, services of assistance social, the authorities local.

The action plan groups the activities of components of prevention, intervention and compensation in four stages:

- (i) identification,
- (ii) assessment and planning,
- (iii) implementation and monitoring. activity I am present in succession logic with references to instruments which will be use in each stage and at each level of intervention.

The MATE and the proposed action plan reflect feedback received from relevant stakeholders (approximately 160 of people) during consultations at local, county and central level. The next step in this Agreement includes developing a data collection methodology and testing the mechanism and methodology in 10 schools from rural and urban areas. The testing phase will allow adjustments to MATE and its calibration. This exercise of testing does not replace piloting which should ultimately be considered by the MEN within a design subsequent, before of expansion mechanism to level national. so much for piloting, how and for implementation of to level national, it is absolute needed a phase preparative which to ensuring implementation of effects a mechanism in the territory.

During the preparatory stage, the institutional structure to support MATE at the central and local level will be established county and the relevant staff from the institutional support structures who will benefit from specific training. In same time, UMAT county will place activity breadth of communication with the factors of decision locals. Information materials about MATE (brochures, guides) will be

distributed at local level, to schools, local authorities and civil society. SIIR will be updated with the new MATE variables that were already described in section 5 of this document. Once what they have former made these steps preparatory, maybe start implementation of effects a the mechanism.

All activity related of 's actions planned for implementation of MATTE it is structured according to the following principles:

- **Collaboration** between educational institutions at all levels and other institutions with responsibilities related to protecting children's rights. Cases requiring integrated interventions (from level 4) are those that require a collaboration closely and a responsibility common, With in view effects immediately on children and a family their. The memoranda and agreements interinstitutional i am effective then when i support actions common.
- **Proactivity and compliance with the deadlines** proposed for the activities in this Action Plan, whereas are strictly correlated with the structure of the school year. Currently, the activities are planned to be initiated even before the start of the school year with the identification phase, continuing with planning until the middle of the month November and the effective application of the package of measures from December to June next year. A review of interventions planned for al second semester has place in February;
- **Communication and dissemination of activities, key points and results** during MATE implementation. Sharing reports, sharing experiences, discussing the best and the worst practices as well as about success and failure factors should be systematically organized and monitored by The county and national UMATs . The main objective of MATE and reporting is to identify aspects which need adjustment, so stakeholders need to understand that monitoring is not done for to control the beneficiaries, but to improve the performance of MATE, which in turn will bring results better for many out-of-school children and youth. The role of MATE's institutional support structure is a prepare the agenda of adjustments for decision makers at all levels to consider and put in to application the adjustments necessary, including provisions link and financial.

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6. Results of interviews

6.1. Background and context

6.1.1 School staff

The interviews with teachers and school staff took place in June 2024. In total, 12 people were interviewed, of which 2 work at the primary level, 4 at the secondary school level and 6 at the high school level. At the secondary and high school level, the participants were from 4 schools, three schools from the urban environment and one school from the rural environment.

All schools have a varied profile, both theoretical and technical and vocational profile with a total number of students varying from 400-1200 students in each school. The schools have students of different ethnicities and from diverse socio-economic backgrounds.

6.1.2 Decision makers

I interviewed 5 people with decision-making power from the County School Inspectorate, and the interviews took place in August and September 2024.

The county school inspectorates and the School Inspectorate of the Municipality of Bucharest are decentralized public services of the Ministry of Education, they are organized at the county level and act to achieve the educational objectives stipulated by the Education Law in the field of pre-university education.

It carries out its entire activity on the basis of the Education Law, the Statute of the teaching staff, the decisions and ordinances issued by the Government of Romania, all normative acts arising from the content of the Education Law, as well as the orders/clarifications elaborated by the Ministry of Education.

It applies policies and strategies, controls the application of legislation and monitors the quality of teaching-learning activities and compliance with national standards/performance indicators, through the school inspection, controls, monitors and evaluates the quality of the management of educational units and institutions, ensures, together with local public administration authorities, the schooling of students and monitors their participation in courses during compulsory education, coordinates admission to high schools, national assessments and school competitions at the level of educational units in the county and, respectively, in the municipality of Bucharest.

6.2.Key points from interviews with teachers and school staff

6.2.1 The main risk factors for leaving school:

- Individual or family factors - poverty and lack of financial resources, the level of education of the adults in the household or the value of education by the family.
- Factors at the school level - related to the school environment, organizational culture, the relationship between teachers and students, the quality of teaching and learning, the school-community-parents relationship, the school's resources or the services available in the school.
- Community-level factors - such as local traditions and culture, gender roles, child-rearing and care practices, living conditions, available resources, dominant values and beliefs, etc.
- Institutional factors related to the entire education system.

6.2.2 Assessment tools for detecting school avoidance/dropout:

Prevention and intervention activities in case of absenteeism at the level of the educational unit:

- Weekly monitoring of student absences on the monitoring form and weekly/monthly presentation of the situation of absences to the management of the educational unit;
- Clear evidence of exemptions and leave requests from the portfolios of teachers/directors;
- Verification, by survey, by the director, of the documents and the way in which the absences were motivated;
- Monitoring students whose parents are abroad and those who come from single-parent families;
- Collaboration with the local Police in order to monitor students who leave classes regularly;
- Analysis of cases of truancy in class councils;
- Informing the parents of students who accumulate a maximum of 10 unexcused absences/month (by registered letter or written information with the signature of the parent acknowledging it);
- Application of questionnaires for students/parents in classes where absenteeism is high, where special problems are found;

- Requesting the school psychologist's support in choosing the program / intervention/prevention activities and applying it to classes of students with high absenteeism;
- Centralization of responses to questionnaires and identification of the main causes that contributed to the actual situation (large number of unmotivated absences);
- Drawing up a targeted intervention plan to solve the situation (identification by the director/teacher of some ameliorative measures);
- Discussing, debating in particular, the incident / situation with the student;
- Searching for solutions to avoid repeating the incident, possibly individual psychological counseling of the family (depending on the cause);
- The cooperation of the director/teacher with the parents, maintaining permanent contact with the families of students who are absent from classes;
- Discreet supervision of the student's attendance at school, permanent contact with the teacher/leaders (the negative reactions of the school and the family maintain the student's defense mechanisms, creating a vicious circle, in which, at the limit, the dropout tends to be seen by the student as the only solution to "solve" the problem);
- If the departure from school is determined by the attitude of a teacher or an unfavorable climate in the classroom, the teacher/leader can mediate the resolution of the conflict situation;
- The participation of teaching staff in continuous training modules regarding the methods and techniques of working with students who are absent, in order to reduce this phenomenon;
- Involvement of young people at risk of abandonment in community actions, volunteering activities.

At the level of the educational unit, the Commission for monitoring, preventing and combating absenteeism and school dropout is established, by decision of the director.

6.2.3 Challenges related to school transition between levels:

end education secondary and the passage by high school or school professional , it is one of the moments in which the student experience pressure elections , restlessness , concern for finding than May good options educational. Change the statute does not imply only us opportunities that arise together with this, but represents and a responsibility . differences social , rural environment in comparison with urban environment , levels different training educational from class to class , from one school to another , the options family , all of them these complicate the passage and choice route , like this that find on term environment and long effects , consequences that are not at favorable any evolution individual , nor as a social symptom , at the quality level and system efficiency education Romanian .

A framing on a route educational that does not correspond potential and aspirations which the young man has perhaps saddle coach effects unwanted : performances modest , abandonment school , influence one 's misfortune entourage inappropriate , the choice to some false models , practices incorrect , failure school on ROUTE or at the final exams .

The causes of failure in the high school years are also due to the model provided by the family. The family environment affects a high percentage of the student's performance

and transition to high school, through their own level of education, family income, occupation, cultural level, family pressures, family structure, residential environment or religion. Statistical data show the fact that there is still **labor exploitation of young people, of students, in a family context, especially in rural areas** .

Orienting students to a route appropriate to their psychological and vocational profile is essential in the 8th grade in order to maximize their potential. Expressing a realistic option for the student is also done with the help of school counselors and school offices for psycho-pedagogical assistance , but there are still many schools in rural areas that do not benefit from these services.

Many times the students' options do not end up being expressed in full knowledge of the case, based on personal competences, after a careful analysis and a reasoned discussion in the family, at school, with the principals and the school counselor. The profile and specializations they reach, as a result of the computerized distribution after taking the national exams, must coincide with the student's vocational profile, skills and competencies. Inconsistency, cleavage means the inability of the student to have the expected results and ultimately can lead to failure and a difficult integration in the field, in the school years or later on the labor market.

At this moment in Romania there is no mandatory minimum average threshold for admission to technological high schools, students with averages below 5 being also admitted.

Thus, for the reconfiguration of an admission system in the post-secondary stages, it is necessary to develop a quality, modern and efficient professional education, as well as to raise awareness of possible factors that could negatively influence a student's educational path.

Although educational campaigns, competent counseling, social/financial support programs are necessary and effective, in the spirit of equal opportunities and social inclusion, programs that stimulate the student towards an effective school path, towards performance, supporting the personal development of young people and their quality professional training, they are carried out sporadically.

6.2.4 Teaching practices to keep students engaged:

Considering that the education process is a complex system, the result of the interdependence between teaching, learning and evaluation, with a well-defined finality - that of putting the educational ideal into practice, the integral-vocational development of the personality, teaching at classes with students mainly from vulnerable groups.

- Appropriate design (long-term, medium-term, short-term, in accordance with the requirements of the national curriculum, appropriate at the class level);
- Correlation of reference objectives with learning contents and activities/specific capacities/competencies with learning contents;
- Designing active-participatory strategies;
- Creativity in selecting learning activities/teaching-learning-evaluation strategy;
- The scientific correctness of the contents;
- Clarity of explanations;

- Respecting the particularities of the class (pace of work, content accessibility, additional tasks);
- Differentiated teaching;
- Didactic strategy centered on the student (methods used, teaching aids, forms of activity);
- Didactic tasks that create premises for the balance between informative (knowledge) - formative (abilities/competences)
- Didactic tasks that develop metacognition (learning to learn)
- Criterion-based assessment of progress/standards-based assessment/assessment of capacities/competencies;
- Types: predictive, formative, summative assessment;
- Providing personalized feedback
- supporting and encouraging the personal development of students and their motivation in learning (counseling, school orientation, individualized assistance), respecting the principles of inclusive education and ensuring equal opportunities
- planning, organizing, carrying out and evaluating differentiated learning activities in which the students' different level of knowledge and understanding are effectively exploited.
- the use of modern didactic strategies that effectively combine a wide variety of methods, forms of activity (individual, group, face-to-face), didactic means centered on the specific needs and interests of students and effectively integrate ICT resources in activities with students.

6.2.5 The main challenges faced by teachers and school staff:

- Difficulties in attracting stakeholders outside the school in financing and implementing creative and adapted solutions that offer chances of success to all children, regardless of the individual or family state from which they come, thus identifying the development potential of each child in accordance with their own interests, values and skills.
- Underfunding and delayed implementation of reforms, which continue to affect the equity, inclusiveness and quality of education (enrollment rates at all levels of education remain significantly below the EU average);
- Delays in rationalizing and modernizing school infrastructure, which can affect the quality of education (equity challenges not effectively addressed: long walking distances between schools and kindergartens in rural areas);
- The early school leaving rate remains very high;

6.2.6 Support systems in schools:

Intervention policies at the individual level constitute a useful support system for schools that aim to ensure a set of mechanisms, which will be adapted according to the needs of each of the students who are at risk of leaving school prematurely. They focus on personal development in order to create a system of resistance to risk factors and to

overcome the difficulties of a social, cognitive or emotional nature that students from the risk group may face.

Intervention policies at the individual level include:

- **Mentoring** - helps students overcome learning, social or personal difficulties. Whether it is a student-teacher interaction (mentoring) or an interaction between a teacher and a small group of students (tutoring), students receive targeted assistance, often from teaching staff, community members, or even their peers.
- **Adapting teaching** according to the needs of students, through a strengthening of individual learning approaches and by providing support to students from risk groups - helps them to adapt to the demands of formal education and to overcome the obstacles created by the education and training system and , in this way, contributes to preventing the repetition of the school year.
- **Strengthening** a system of guidance and counseling - gives students support in choosing the right career, in the process of transition from one educational level to another or from the educational system to the employee system. The risk of bad decisions, based on false expectations, is thus reduced or on insufficient information. Young people are helped to make decisions that correspond to their ambitions, interests and talents.
- **Ensuring** access to financial support for those young people whose economic situation is likely to result in early school leaving. Where it is considered appropriate, such support may be granted on the basis of certain conditions or may be closely related to the support measures in social assistance.

6.2.7 What school authorities can do to reduce risks:

At the school or educational institution level, the strategies used to reduce the early school leaving rate must be at the base of the entire institutional development policy. They will aim to create a positive learning environment, to strengthen the quality and innovation at the pedagogical level, to increase the quality of the competences of the teaching staff in order to correctly approach social and cultural diversity, as well as in order to develop appropriate tactics to combat of violence and intimidation in school.

Thus, intervention policies at the school or educational institution level may include:

- Transforming schools into learning communities based on an image of institutional development common to all beneficiaries, by using the experience and knowledge of all of them, by creating a comfortable environment that inspires and encourages freedom of thought, thus motivating young people to continue his education and training.
- Perfecting systems to identify the first signs of risk, which allows prompt action to be taken before problems become apparent and before students start to distance themselves from school, miss or drop out.
- A close connection with parents and other relevant organizations outside the school, such as: community services in the area, representing emigrants or minorities, sports and cultural associations, employers or civil society organizations, which facilitates finding



holistic solutions to help those students from risk groups and mediates

the call for external support, to psychologists, social workers, community services or cultural associations. This can be facilitated by mediators from the respective community, able to support communication with parents and children from these risk groups and reduce their level of mistrust in the school.

- Support and continuous support of the efforts made by teaching staff in their work with students from risk groups, a basic condition for the effectiveness of the measures taken at the institution level. The pedagogy courses, as well as the subsequent refresher courses for teachers and administrative staff within the school, are intended to help them correctly address the issue of diversity in the classroom and support students from socio-economically disadvantaged backgrounds, leading to solving possible difficult situations that may arise in the teaching process.

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6.3 Key points from interviews with decision makers

6.3.1 Should school dropout/avoidance be explored/addressed?

Unanimously, the respondents emphasized the importance of measures to prevent, reduce and combat school dropout and early school leaving, highlighting that Lipsa access to education quality inclusion dramatically reduces the odds the children of a- and CAPITALIZATION the potential to learn skills vital for life their and of a- and win living as adults .

Although the situation children and of young people in Romania has constantly improved in the last 30 years , the challenges continue saddle exists . For too many children , access to quality education it's a challenge daily , because SOME factors such as: poverty , discrimination or lack of support from fathers and the community .

The education system in Romania continues to face numerous difficulties related to quality and equity. They limit Romania's ability to build a modern, knowledge-based economy, as well as its ability to facilitate social mobility. Romania did not reach the targets assumed within the Europe 2020 strategy for early school leaving (15.6% in 2020 vs. 11.3% assumed target). While the early school leaving rate in large cities is below the European Union average and within the national target for 2020 of 11.3%, the early school leaving rate in rural and small urban areas is considerably higher - 26%, recording a growing trend

6.3.2 Primary causes/main risk factors of school dropout/avoidance

- High absenteeism
- Learning difficulties
- Reduced motivation for school activities
- Special educational requirements (with or without record)
- Deviant behavior
- Income at the limit of subsistence
- Low level of education of the parents
- Family disorganized by divorce/death

- Single parent family
- Family reorganized by remarriage
- Child temporarily/permanently in the care of grandparents/other relatives
- Unemployment situation in the case of one or both parents
- Negative attitude of family members towards children's education/school
- Involvement of children in seasonal work and childcare activities
- Migration of parents from some communities abroad (resulting in temporary withdrawals from school)
- Health, early marriage and/or pregnancy, other personal reasons
- Poverty, reduced employment opportunities and poor school performance of parents in many rural/suburban communities.

The high PTSD rate among Roma children is associated with poverty and, in some cases, cultural factors

- Poor school results
- Repeated situation in previous years
- Second examination to a discipline in previous years
- Second examinations in several disciplines in previous years
- Extracurricular activities
- Deviant/violent behavior towards colleagues/teachers
- Lack of communication, isolation from colleagues
- Manifestation of other forms of school maladjustment

6.3.3 Challenges faced by schools in the implementation of prevention actions

- Insufficient number of places or limited availability of Second Chance, Initial Vocational and Technical Education and School after School programs in rural areas and poor communities
- Insufficient number of apprenticeship/study placements
- Infrastructure for Professional and Technical Education insufficiently developed
- Poor quality of the current system for Vocational and Technical Education
- Quality, processes and practices of schooling: behavioral problems at school level, especially regarding the attitude of teachers towards students (and vice versa) or the attitude of teachers towards parents;
- The theoretical focus of the curriculum, the lack of practical activities and the curriculum for the development of life skills;
- Weak correlation between educational supply and labor market demands for skills and knowledge
- Limited financial allocation per capita in the budget of the school with a small number of students covering only basic administrative costs and teachers' salaries, with no funds available for specific ESL measures considering outdated/irrelevant curricula , education and training for the labor market ;
- Insufficient support for students from minority groups;

- Quality of teaching-learning: teaching skills and methods of teaching staff are not up to date and are less adapted to meet the needs of groups at risk;
- students who do not pass the national exams;
- School environment – lack of communication between different levels of the education system and parents/community and with other relevant institutions at local level
- Lack of availability of additional financial resources at the ME level: budgetary and personnel allocations for solving PTŞ are insufficient;
- There are still inadequate school conditions
- Lack of counselor or school psychologist to support children with CES.
- Lack of reliable, transparent and timely data hampers the sector's ability to adequately monitor early school leaving trends

6.3.4 Actions that can be taken to prevent ELET

Maintaining and even increasing/multiplying the current forms of social aid provision (allowance, social grant, meal, accommodation, supplies, etc.) to children from families facing socio-economic disadvantages, so that the school can make up for the lack of this type that the student faces and that prevents him from having a coherent/satisfactory school path; as the data reveal a worse general situation in this regard at the level of the rural environment, it would be normal for schools at that level to be allocated additional financial resources and materials, in proportion to the shortages encountered by students and their families; at the same time, special attention should also be paid to the female school population, which is faced to the greatest extent with negative factors such as family incomes at the limit of subsistence and the lack of minimum study conditions at home;

- Maintaining and increasing the current forms of social aid provision must be done at least from the beginning of the primary cycle, given that the data reveal a difficult situation for these students in the confrontation with three of the factors of a socio-economic nature, namely "limited incomes of subsistence", "low level of education of the parents" and "lack of minimal conditions for studying at home".

monitoring the situation regarding the risk of early school leaving

- providing a diagnosis regarding the causes of the phenomenon of early school leaving, identifying the factors that generate a low retention rate of students in the school system;
- the identification of effective measures regarding the prevention and combating of abandonment;
- highlighting the risks associated with this phenomenon, the negative consequences of passive, non-interventionist practices.
- Improving the attendance of rural and urban students; reducing school dropout;
- the development of personalized educational plans, development, for children at risk of PTS;
- Ensuring an effective training program for school counselors, leading teachers on the topic of student career counseling.



The

implementation of a modern and efficient didactic process, reflected in school progress and high pass percentages in the national exams (classes II/IV/VI assessment, national assessment in class VIII, baccalaureate);

- Organizing national exams, national/regional/county competitions under the best conditions;
- The monitoring by inspection of the teaching-learning process must articulate what we want to develop: the thorough preparation of all students by reference to the school curriculum;
- Supporting and monitoring students' personal development activities; strengthening the role of non-formal activities (Other School);
- Promoting some manifestations of educational dialogue through conferences, debates, with guests and consultants from the academic environment;
- Reducing the phenomenon of violence in the school environment through joint action plans of ISJ Iași with its established partners: IPJ Iași, the Road Service, with ISU Iași and the National Agency against Human Trafficking regarding the safety of students and preventive measures;
- Formation and activation of a body of experts in the prevention of school dropout and early school leaving;
- Formation and activation of a group of mentors to provide advice and guidance to fellow beginners in the didactic activity, especially in classes where there is a majority of students at risk of social exclusion, students from the following categories: students from disadvantaged backgrounds
- socioeconomically, isolated, students from socially marginalized groups, students with disabilities and/or CES, as well as children and young people from Roma communities
- vulnerable, at risk of dropping out or failing school.
- Reducing both unemployment and the number of young people who are not enrolled in formal/ non-formal education (NEET)
- Ensuring and promoting the quality of educational services in all schools
- Monitoring the teaching-learning process with a view to scientific literacy, the development of critical thinking and the centering of activities on students and their educational needs
- Ensuring the quality of the didactic process (teaching - learning - evaluation) from the perspective of lifelong education, by referring to national and European educational policies
- Developing the capacity of educational units to monitor and evaluate the quality of the educational services offered and for strategic planning (through the Evaluation and Quality Assurance Commission, the Integrated Information System of Romanian Education , the Single Matriculation Register, the National Qualifications Framework, etc.)



The

development of digital cultures in the process of teaching - learning - evaluation, leadership and school management through the implementation of IT support systems

- Ensuring access to education for all children of preschool and school age in the county, including those from isolated areas; elimination of any form of discrimination and segregation
- Supporting educational units from disadvantaged socio-educational environments in order to reduce situations of early school leaving/abandonment and the risk of scientific/functional illiteracy
- psycho-pedagogical assistance services in order to achieve school progress for rural and urban students
- The development of technical and professional education, by supporting the partnership between school institutions and the business environment, exploring the opportunities offered by dual education (National Authority for Initial Vocational Training in the Dual System of Romania)
- Promoting and streamlining educational services for children with special educational needs and who come from disadvantaged educational backgrounds
- The development of educational units in order to propose educational offers correlated with the specifics of local/regional communities and with the labor market, in general
- Providing consultancy and supporting the managers of educational units, with a view to the institutional development of schools as community institutions
- proactive management that capitalizes on the specifics of the community, by referring to the pandemic context, to national and European educational policies
- Development and delivery of the special continuing professional training program (one day per month)
- for all teachers in general and especially for those working with vulnerable groups or in vulnerable communities; these programs may include internships in remote communities.
- Supporting novice/unqualified teachers in the process of initial and continuous training
- Increasing the quality of the continuous training process through the methodical-scientific activities carried out at the local/county/national level
- Implementation of educational projects and programs for the curricular qualification of teachers, from the perspective of online learning, the new curriculum, student-centered education and lifelong education
- Consolidation of the partnership between higher and pre-university education in initial and continuous training for the teaching career

- Supporting scientific, didactic-pedagogical and specialized research, collaboration with the university academic environment, in order to carry out diagnoses, analyzes and develop educational strategies specific to the concept of a friendly school
- Harmonization of interests related to personal development with those of the immediate, local and regional community and with the challenges of today's society
- Creating opportunities for complex, permanent education, in the spirit of key competences, the development of entrepreneurship / citizenship, volunteerism, multiculturalism, in a complex, dynamic society
- The development of specific educational strategies in order to reduce bullying situations in educational institutions
- Creating opportunities for the development of the role of parents' educational partner
- Formation and development of the attitude of positive socio-cultural responsibility of all educational actors towards permanent, personal and professional education (involvement of the local community)
- Emphasizing the active role of the school as an information center in the field of education and training of adults/educational partners
- Correlation of ISJ Iasi approaches with ME policies in order to make Romanian education, with its particularities, compatible with European education
- Creating opportunities for the development and implementation of educational projects at the level of school units
- The initiation, development and support of European projects, in the context of the changes made through the Erasmus+ Program, POCU, POC, POIM
- Promoting debates as an educational tool for developing critical thinking, argumentation and public speaking skills
- Ensuring, at the level of educational institutions, infrastructure and equipment, including sustainability, maintenance and support
- The implementation of compensation policies aimed at helping to reintegrate, in an education program, those people who left the education system prematurely, offering them the appropriate ways to re-enter the education and training program professional and to acquire those qualifications that they did not obtain. Compensation policies may include:
 - "Second chance" school reintegration programs, which offer learning environments that are designed to meet the specific needs of young people who have left the education system prematurely, to recognize and identify existing knowledge and to support their approach. These programs are different from school ones, both in terms of organizational and pedagogical approaches, and are often characterized by small study groups, personalized, age-appropriate,



innovative teaching, as well as flexible educational paths. As much as possible, these programs should be accessible and free.

- Ensuring different ways of reintegration into the established system of education and professional training.
- Transition courses, with a special emphasis on guidance, can be of real use in overcoming the previous moment of failure and in the person's return to the established educational system.
- The recognition and validation of the knowledge already assimilated, including the skills acquired through non-formal learning, outside of established methods, which increases the self-confidence and self-image of young people and facilitates their reintegration into the education system.
- Directed individual support, by combining social, financial, educational and psychological support for young people with difficulties.
- Promoting the academic and extracurricular achievements of all students by organizing public events
- Engaging local authorities, communities, parents and other stakeholders to ensure adequate support for enrollment and retention
- The creation, at the school level, of permanent learning centers that allow both students/children and adults to continue their studies; counseling for school, professional, personal development and orientation and/or the development of skills and abilities necessary for (better) socio-professional integration (linguistic, communication, cooperation, computer use, etc.);
- Strengthening/supporting, at the level of students and their families, the role that the school has/can have in the direction of professional and personal development; obviously, this approach should be accompanied by economic development measures at the local level, so that, on a local and regional level, opportunities for employment and earning at least a decent level of subsistence can be offered.

6.3.5 The role of technology and data analytics

- Can easily collect analytical reports from schools that reveal progress and detail positive and negative aspects; (reports should contain some recommendations for corrective action where appropriate)
 - Data analysis could help predict which students are most likely to drop out by looking at attendance patterns, academic struggles and socioeconomic factors.
 - Predictive tools using algorithms could provide early warnings, helping schools intervene earlier.
 - Technology provides an additional diagnostic tool, giving teachers, perhaps in real time, a map of students at potential risk
 - In addition to the Ministry of Education there are 6 other government ministries and agencies that collect and analyze information on early school leaving in addition

to these, there are schools, inspectorates, parents, the private sector, community organizations and NGOs that will also collect and analyze data on PTŞ.

- Given that the SIIR is developed at the ME level, it envisages the collection of all necessary data and their management, in order to provide a solid basis for future policies and decisions.
- There is a need to improve the collaboration and exchange of information between the ME and the National Institute of Statistics (INS), as a complement to the collaboration with the Ministry of Labour, Family, Social Protection and the Elderly and the Ministry of Health
- SIIR management and the system's ability to integrate data from different sources (disaggregated on criteria such as region, gender, among others) will be essential for ensuring valid and complete data regarding the monitoring of the initiatives provided for by the PTS Reduction Strategy and for making informed decisions.

Thus, AI could be used to analyze large student data sets and identify at-risk students early by flagging patterns (e.g., declining grades or irregular attendance). AI could also help tailor interventions to students' needs, making support