



# Technical Guide for the Implementation of the Methodology for Monitoring, Identifying, Assessing, Preventing and Combating School Segregation in Pre- University Education

## Part I – Monitoring, Identification and Assessment of School Segregation

*(edition revised and updated in 2025)*



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# 1. List of abbreviations and acronyms

<b>ARACIP</b>	Romanian Agency for Quality Assurance in Pre-University Education
<b>CRPD</b>	Convention on the Rights of Persons with Disabilities / UN Committee on the Rights of Persons with Disabilities
<b>CDS</b>	School-based curriculum (curriculum at the school's discretion)
<b>GC</b>	General Comment
<b>SEN</b>	Special educational needs
<b>CJRAE</b>	County Centre for Educational Resources and Assistance
<b>CNDIE</b>	National Commission for Desegregation and Educational Inclusion
<b>CNDS</b>	National Commission for School Desegregation
<b>CNPEE</b>	National Centre for Policies and Evaluation in Education
<b>CMBRAE</b>	Bucharest Centre for Educational Resources and Assistance
<b>DGASPC</b>	General Directorate for Social Assistance and Child Protection
<b>DG REFORM</b>	Directorate-General for Structural Reform Support of the European Commission
<b>ISE</b>	Institute of Educational Sciences
<b>ISJ</b>	County School Inspectorate (CSI)
<b>ISMB</b>	School Inspectorate of the Municipality of Bucharest
<b>ME</b>	Ministry of Education
<b>MEC</b>	Ministry of Education and Research
<b>MEN</b>	Ministry of National Education
<b>MSS</b>	School segregation monitoring
<b>OMEC</b>	Order of the Minister of Education and Research
<b>OMECT</b>	Order of the Minister of Education, Research and Youth
<b>OMEN</b>	Order of the Minister of National Education
<b>OMENCS</b>	Order of the Minister of National Education and Scientific Research
<b>NGO</b>	Non-governmental organisation
<b>UN</b>	United Nations
<b>PHARE</b>	Poland and Hungary Assistance for Restructuring of Economies (EU pre-accession instrument)
<b>SIIR</b>	Integrated Information System for Education in Romania
<b>TSI</b>	Technical Support Instrument
<b>UNICEF</b>	United Nations Children's Fund

## 2. Legal framework for school desegregation

Pre-University Education Law No. 198/2023 stipulates that education in Romania is based on the principles of non-discrimination, equity and equal opportunities in education, inclusion, and the best interests of the student. The State guarantees the right to a quality, inclusive education for all primary beneficiaries of education. For the first time in the history of primary education legislation in our country, the new education law included a section dedicated to school desegregation (Chapter 5 – Quality Inclusive Education for All Primary Beneficiaries of Education; Section 7 – School Desegregation, Articles 79–81).

Efforts on inclusion and school desegregation began before the adoption of the current education law. Thus, in 2007 the Ministry of Education adopted **OMECT 1540/2007 prohibiting school segregation of Roma children and approving the Methodology for the prevention and elimination of school segregation of Roma children**. As early as 2004, the Ministry of Education had initiated – in partnership with NGOs and international agencies – a series of measures for monitoring and combating school segregation of Roma children. Furthermore, under the multiannual PHARE Programmes aimed at facilitating access to education for disadvantaged groups, desegregation components were introduced through which monitoring and combating school segregation of Roma students were carried out, and a series of desegregation projects were launched. Another regulatory initiative of the MEN in this area was Notification No. 28463 / 3 March 2010 on the prevention and elimination of school segregation of Roma preschoolers and students, measures for maintaining instruction in the languages of national minorities and instruction in mother-tongue lessons within the Romanian education system.

Through the Directorate for Education in the Languages of National Minorities, the Ministry continued its regulatory and monitoring efforts regarding school segregation, placing greater emphasis on prevention. Among these we recall: in 2012, Letter No. 31705 / 28.02.2012; in 2013, Letter 41684 / 17.04.2013, following which the Ministry of Education produced an 'analysis of the state of segregation/desegregation in the 2012–2013 school year'. Also in 2013, through Letter 106645 / 11.12.2013, the Ministry of Education requested all County School Inspectorates to submit a table listing the schools (kindergartens and schools) in which, for the 2013–2014 school year, segregation had been prevented in initial groups/classes and desegregation had been carried out for groups/classes/establishments existing in the previous school year. Other efforts by the Ministry regarding the monitoring of school segregation of Roma students included Letter 284 / 30.09.2014, Letter No. 64 / 12.02.2015, Letter No. 439 / 18.09.2015 and Letter No. 510 / 27.10.2015.

Until 2016, the legal framework for school desegregation covered only one criterion – the ethnic criterion (and not universally, for all ethnic minorities in Romania, but only as regards the Roma minority, where the most serious school segregation problems were also recorded). In 2016, following consultations with its partners, the Ministry of Education decided to amend the legal framework so that it would cover five school segregation criteria: ethnicity, disability, socio-economic status of families, academic performance and students' area of residence.

By 2016, reform of the legal framework on inclusion and school desegregation had become necessary because, a decade after the adoption of Order 1540/2007, that Order had produced none of the effects for which it had been adopted: even today there is no systematic and periodic monitoring of school segregation of Roma students across the Romanian education system. Order 1540/2007 produced no legal effect because it lacked: an adequate framework of indicators and data, a periodic procedure for monitoring school segregation, a platform for the collection, storage, centralisation or processing of monitoring data, a procedure for preventing school segregation or for case management in school segregation situations, and a coherent institutional architecture ranging from the national level down to each educational establishment with responsibilities related to the monitoring, prevention and combating of school segregation. Only in 2015 did a non-governmental organisation (CADO) develop a methodology for monitoring school segregation of Roma students, in partnership with the Ministry of Education and under external funding. This methodology, however, was not adopted and applied in the education system; it was applied experimentally, within the project, in approximately 500 educational establishments in 5 counties. In addition, by 2016 it was clear that the efforts of the Directorate for Education in the Languages of National Minorities alone (and of the General Inspector for Roma students and the Romani language) were insufficient to translate the provisions of Order 1540/2007 into practice.

The reform of the legal framework on inclusion and school desegregation in 2016 consisted of two ministerial orders:

**1) OMENCS No. 6158 of 22 December 2016 approving the 'Action Plan for School Desegregation and the Improvement of Educational Quality in Pre-University Educational Establishments in Romania'.**

On 31 May 2016, the Ministry of National Education, in partnership with the National Agency for Roma, the Roma Education Fund Romania, the Democratic Federation of Roma and the National Centre for Roma Culture – Romano Kher, organised the conference on 'Desegregation and socio-educational inclusion of Roma children through combating racism and ensuring the quality of education'. The event brought together representatives of central and local authorities, diplomatic missions in Bucharest, NGOs, UNICEF and other actors in the education system, and examined segregation phenomena in Romanian schools. At this Conference, the Ministry of Education requested the Democratic Federation of Roma to prepare a roadmap for the prevention, combating and elimination of school segregation.

The Democratic Federation of Roma submitted to the MEN a 'Roadmap for desegregation and the improvement of educational quality in Romania's schools' containing a set of 7 strategic directions for combating all forms of school segregation and improving educational quality. This 'Roadmap' was given concrete form in the 'Action Plan' adopted as OMENCS No. 6158/2016.

The Action Plan for school desegregation and the improvement of educational quality in Romania's schools comprised 7 strategic objectives:

- 1) Completion/amendment of the legislative framework on school desegregation in Romania;
- 2) Improving the quality of educational services in pre-university educational establishments in Romania;
- 3) Training of human resources in segregated pre-university educational establishments identified at the national level;
- 4) Developing a system of incentives for human resources in segregated pre-university educational establishments;
- 5) Developing complementary measures for the prevention and combating of discrimination or school segregation in Romanian educational establishments;
- 6) Improving the quality of educational services in terms of their ethnic relevance, by enhancing the ethnic self-image of Roma children;
- 7) Ongoing monitoring and evaluation of the measures included in this action plan.

## **2) OMENCS No. 6134 of 21 December 2016 prohibiting school segregation in pre-university educational establishments.**

Since the first objective of the 'Action Plan for School Desegregation and the Improvement of Educational Quality in Pre-University Educational Establishments in Romania' was the 'Completion/amendment of the legislative framework on school desegregation in Romania', the first measure for attaining this objective was the Ministry of Education's commitment to amend Order 1540/2007 prohibiting school segregation of Roma children, through a 'framework act prohibiting all forms of school segregation (by including in the definition of school segregation the other forms of segregation – on the criteria of academic performance, socio-economic status of families, area of residence, disability, and special educational needs; by supplementing the existing legal framework with relevant educational-quality indicators and specific and relevant penalties; and by drafting and adopting, as annexes, methodologies for monitoring and for prevention/intervention specific to each school segregation criterion)'. Thus, in 2016, the Ministry of Education drafted and adopted Order No. 6134/2016 prohibiting school segregation in pre-university educational establishments, giving effect to all these commitments.

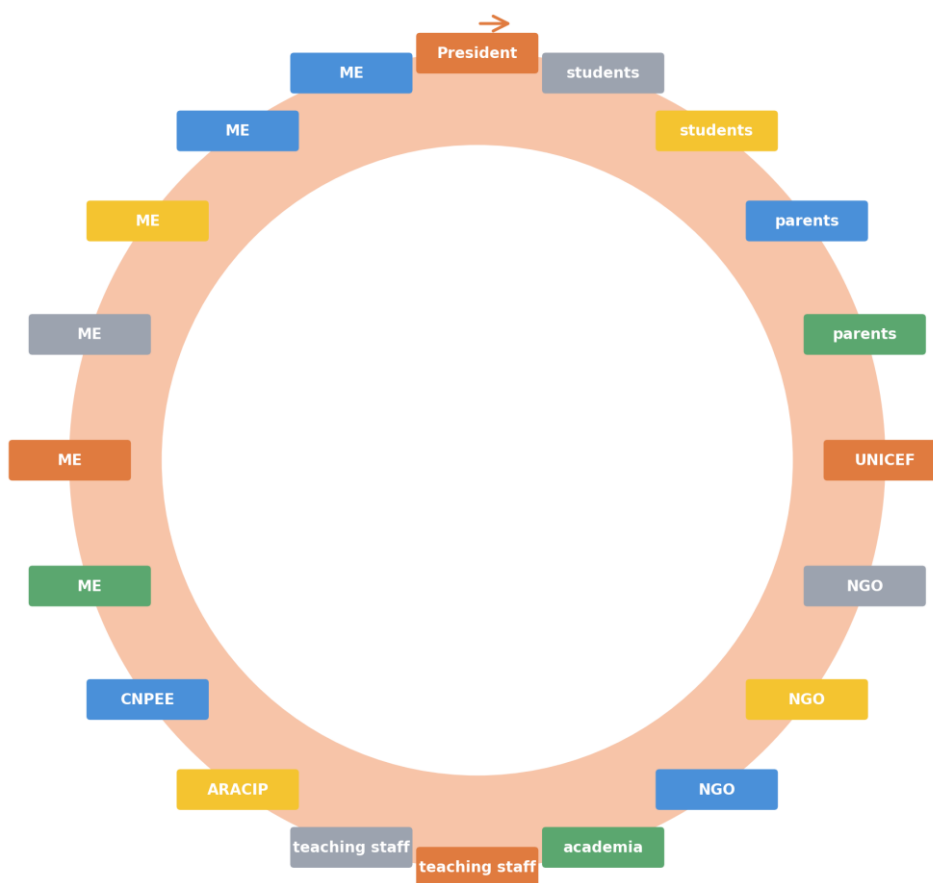
Under the provisions of this Order, its entry into force was conditional on the adoption of two methodologies. Article 23, second sentence, provides that the Order 'enters into force at the time of adoption of the methodology for monitoring school segregation for all school segregation criteria set out in the present order, and of the methodology for prevention and intervention in school segregation situations'. Article 24 provides that 'as of the date of entry into force of the present order, Order of the Minister of Education, Research and Youth No. 1540/2007 prohibiting school segregation of Roma children and approving the Methodology for the prevention and elimination of school segregation of Roma children, published in the Official Gazette of Romania, Part I, No. 692 of 11 October 2007, is repealed'.

In 2018–2019, the Ministry of Education, in partnership with the UNICEF Representation in Romania, drafted and adopted **Order No. 3141 of 8 February 2019 on the establishment, organisation and functioning of the National Commission for Desegregation and Educational Inclusion (CNDIE)**. This measure too was anchored in the two Ministerial Orders adopted in 2016, translating into practice the commitments made by the Ministry. The CNDIE became operational in March 2019.

Since Order No. 3141/2019 included both the nominal composition of the Commission and the Regulation, it underwent numerous amendments, particularly because of frequent changes affecting the Commission's composition. Some minor amendments also concerned the Regulation. Thus, Orders of the Minister of Education 4789/2019, 6037/2020 and 3665/2021 were adopted; following the adoption of Pre-University Education Law 198/2023, which regulates in Article 80 the National Commission for School Desegregation (CNDS), the Ministry of Education adopted **Order No. 6831/2023 approving the constitution of the CNDS, and Order No. 6832/2023 approving the Regulation on the organisation and functioning of the CNDS**.

Upon the entry into force of Order 6832/2023, pursuant to Article 3 of the order, Order No. 3141/2019 on the establishment, organisation and functioning of the National Commission for Desegregation and Educational Inclusion was repealed.

Fig. 2 Structure of the CNDS (in accordance with OME 6831/2023 and OME 6832/2023)



Through the 2023 Orders, the number of members of the CNDS increased from 17 to 19 and brings together specialists and experts from the Ministry of Education, academia and research, education trade unions, NGOs and other relevant institutions, as well as representatives of the direct and indirect beneficiaries of education – i.e. representatives of students and parents.

In 2019, within the activity of the CNDIE – which had the mandate and responsibility of approving the methodologies for monitoring school segregation and for prevention and intervention in school segregation cases – the Methodology for Monitoring School Segregation was finalised and approved, with technical support from the UNICEF Representation in Romania. It was adopted in December 2019 through **Order of the Minister of Education and Research No. 5633/2019 approving the methodology for monitoring school segregation in pre-university education.**

In 2024, at the request of the Ministry of Education, with the support of UNICEF and of the European Commission (DG REFORM), **Order 7701/2024 approving the methodology for the monitoring, identification, assessment, prevention and combating of school segregation in pre-university education was drafted within the TSI Project for School Desegregation.**

The present edition of the Technical Guide concerns the new regulation of the methodology set out in OME 7701/2024.

Although the TSI Project for School Desegregation initially set out to supplement the new legal framework for school desegregation and aimed at drafting the second methodology provided for in Order 6134/2016 – i.e. the methodology for preventing school segregation and intervening in cases of school segregation – the Ministry of Education decided, in an effort to better codify the regulations on school desegregation, to combine the two methodologies (monitoring of school segregation and prevention/intervention) into a single new order. Thus, Order 7701/2024 brings together the substantive provisions of OMENCS 6134/2016, those concerning the monitoring and assessment of school segregation, and those concerning the prevention of school segregation and case management in cases of school segregation.

Through the adoption of ME Order 7701/2024, OMECT 1540/2007 prohibiting school segregation of Roma children, OMENCS 6134/2016 prohibiting school segregation in pre-university educational establishments, and OMEC 5633/2019 approving the methodology for monitoring school segregation in pre-university education were expressly repealed.

## 3. What school segregation is and is not (definitions and derogations)

### A. What school segregation is?

Translating into practice the fundamental principles of Pre-University Education Law 198/2023 and of 'Educated Romania', which prohibit any form of discrimination or exclusion within the education system, Order 7701/2024 approving the Methodology for the monitoring, identification, assessment, prevention and combating of school segregation in pre-university education establishes that 'segregation is a serious form of discrimination and results in unequal access for children to a quality education, in the infringement of the exercise on equal terms of the right to education, and in the violation of human dignity' (Article 2 of the Methodology). Article 3 of the Methodology sets out the criteria protected against school segregation: 'in pre-university education, school segregation is prohibited at all levels, on the criteria of ethnicity, disability or special educational needs (hereinafter SEN), socio-economic status of families, membership of a disadvantaged category, area of residence, or academic performance of the primary beneficiaries of education'.

However, regarding the criteria protected against school segregation, there is a difference between the old OMENCS 6134/2016 and the new OME 7701/2024, with both theoretical and practical importance. Pre-University Education Law No. 198/2023 helpfully included in Article 79(3) an additional criterion compared with OMENCS 6134/2016: the criterion of membership of a disadvantaged category, which has been taken over in OME 7701/2024 (Article 3 of the Methodology). Since Article 79(2) of Law 198/2023 stipulates that 'in matters of school segregation, the rules set out in this law are supplemented by the provisions of Government Ordinance No. 137/2000 on the prevention and sanctioning of all forms of discrimination', we find in Article 4 of Government Ordinance 137/2000 the benchmarks against which 'disadvantaged category' can be defined: 'for the purposes of this ordinance, a disadvantaged category is a category of persons that either finds itself in a position of inequality with respect to the majority of citizens due to differences of identity in relation to the majority, or is subjected to a behaviour of rejection and marginalisation'. Since the concept of 'disadvantaged or underprivileged category' is not a defined notion but rather a definable one, we consider that the inclusion of this additional criterion in OME 7701/2024 opens up the limitative enumeration of the protected criteria in Article 2 of the old OMENCS 6134/2016. Thus, the practical relevance of this additional criterion is that, on its basis and *de lege ferenda*, the Ministry of Education can also include other disadvantaged categories in the monitoring, prevention and combating of school segregation.

*The Methodology for the monitoring, identification, assessment, prevention and combating of school segregation in pre-university education* imposes a series of obligations on educational establishments concerning the 'equitable distribution of toddlers, preschoolers and students at the level of buildings, where the same educational cycles of the pre-university educational establishment (at unit level) are taught in two or more buildings (of the same unit), and the equitable distribution of students in groups/classes, where there are at least two groups/classes in the same year of study' (Article 32 of the Methodology). 'Pre-university educational establishments are obliged to distribute toddlers/preschoolers/students equitably across buildings, study formations (groups/classes) and the last rows of benches of the classroom' (Article 34 of the Methodology). In regulatory terms, the expression 'equitable distribution'

translates into a distribution of children/students within the school environment (across buildings, classes, or the last rows of benches) that reproduces, as faithfully as possible, the proportions existing at community level (optimally, at the level of the school constituency and the school cohort).

From a theoretical and conceptual standpoint, segregation is divided into 6 types corresponding to each segregation criterion:

- **segregation on the ethnic criterion;**
- **segregation on the disability/SEN criterion;**
- **segregation on the criterion of the socio-economic status of parents/families;**
- **segregation on the criterion of academic performance;**
- **segregation on the criterion of students' area of residence;**
- **segregation on the criterion of children's/students' sex<sup>1</sup>**

In theory, each type of segregation is in turn divided into 4 forms of school segregation (analysed in legal doctrine):

- **segregation at the level of the educational establishment;**
- **segregation at the level of the buildings of an educational establishment** (only where the same educational cycles of the establishment are taught in several buildings.

*NOTE: from the perspective of the Methodology, an 'educational establishment' is understood to mean each structure of an educational establishment taken individually – whether the one with legal personality, or the affiliated school branch. The existence of several buildings is assessed for each structure separately, and only where one structure conducts its activity in several buildings will that structure receive scores reflecting building-level data. Where a structure conducts its activity in a single building, it will automatically receive the minimum-risk scores for this form of school segregation. In other words, monitoring of school segregation is carried out disaggregated, at the level of each structure, and NOT aggregated across the entire school unit comprising the structure with legal personality together with its affiliated branches. Monitoring of school segregation can be valid only at the level of each school constituency – although pre-university educational establishments without a school constituency also enter into monitoring, with their specific particularities. Where a pre-university educational establishment (at unit level) conducts educational activities in at least two buildings but the buildings are used for different educational cycles (for example, primary classes in one building and lower-secondary classes in another), that establishment will automatically receive the score of school non-segregation (0) for the building-level form, because in such a case there can be no school segregation – all students end up attending all*

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<sup>1</sup> Since, at present, no vestige of the period of education segregated by sex (girls' schools / boys' schools) has survived in the Romanian education system, Order 6134/2016 did not consider it necessary to retain the criterion of sex. In any case, since the sex of children/students is recorded in SIIIR, an assessment of school segregation from the perspective of sex can be carried out at any time (following the algorithms developed for the other protected criteria). The only school-segregation phenomena observed in the Romanian education system have concerned vocational education (the genderisation of vocational education), but there the situation is not generated by an allocation of students, but rather by students' own choices.

buildings of the establishment over their educational pathway. Only where the establishment conducts educational activities in several buildings AND those buildings are used for students of the same educational cycle(s), will the distribution of students across buildings of the same establishment (at unit level) be assessed and the corresponding score calculated);

- **segregation at the level of classes** (only where a unit has 2 or more classes in the same year of study – a single class per year of study automatically receives, regardless of the situation evidenced by the reported data, the minimum-risk scores for this form of school segregation);

- **segregation at the level of the last rows of benches** (only where the spatial arrangement of the class preserves the form of rows of benches AND the class enrolment exceeds 24 students – where the spatial arrangement is different from rows of benches, the class cannot in any case report such data and automatically receives the minimum-risk scores for this form of school segregation). Concerning this form of segregation, Order 7701/2024 (Art. 18(e) of the Methodology) introduced a threshold for class enrolment, below which even classes that preserve the traditional spatial arrangement in rows of benches automatically obtain a school-segregation score of 0. This threshold was introduced because in any class with 24 students or fewer, the 'pedagogical distance' between teacher and student – which produces the negative consequences of segregating a student by placement in the last two rows – can no longer manifest itself. Some indicative models of classroom spatial arrangement that preserve the form of rows of benches, and others that do not, are presented in this Guide (see Fig. 3).

Fig. 3 Classrooms

**Spatial arrangement preserving rows of benches**

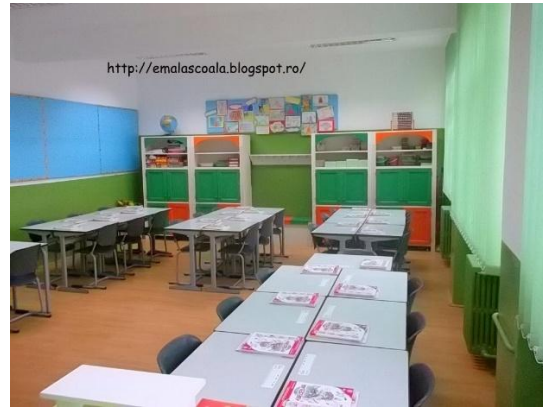


X

**Spatial arrangement not preserving rows of benches**



y

**W****m**

Within the Methodology for the monitoring, identification, assessment, prevention and combating of school segregation in pre-university education, the definitions of school segregation are taken from the old OMENCs No. 6134/2016 prohibiting school segregation in pre-university educational establishments:

*a) School segregation on the ethnic criterion.* 'School segregation on the ethnic criterion shall be constituted by the physical separation of toddlers, preschoolers or students belonging to an ethnic group in pre-university educational establishments/groups/classes/buildings/the last rows of benches/other facilities, such that the percentage of toddlers, preschoolers or students belonging to that ethnic group out of the total number of students in the educational establishment/group/class/building/last rows of benches/other facility is disproportionate to the percentage that the children of that ethnic group represent in the total population of the age range corresponding to a given educational cycle in the respective administrative-territorial unit' (Methodology, Article 9(1) and (2)).

*b) School segregation on the disability and/or special educational needs criterion.* 'School segregation on the criterion of disability and/or SEN shall be constituted by the physical separation of toddlers, preschoolers or students with disabilities and/or SEN into groups/classes/buildings/last rows of benches/other facilities of the mainstream education system, such that the percentage of toddlers, preschoolers or students with disabilities and/or SEN in a group/class/building/last rows of benches/other facility of a mainstream pre-university educational establishment is disproportionate to the percentage of toddlers, preschoolers or students with disabilities and/or SEN in another group/class/building/last rows of benches/other facility of the same mainstream pre-university educational establishment of the same level' (Methodology, Article 10(1)).

'The constitution of groups of toddlers or preschoolers, or classes of students, with disabilities and/or SEN within a mainstream pre-university educational establishment shall constitute school segregation and is prohibited' (Methodology, Article 10(2)).

*c) School segregation on the criterion of the socio-economic status of families/parents.* 'School segregation on the criterion of socio-economic status of parents/families shall be constituted by the physical separation of toddlers, preschoolers or students coming from families of the same socio-economic level into groups/classes/buildings/last rows of benches/other facilities of the mainstream education system, such that the percentage of toddlers, preschoolers or students coming from families of the same socio-economic level in a group/class/building/last rows of

benches/other facility of a mainstream pre-university educational establishment is disproportionate to the percentage of toddlers, preschoolers or students coming from families of the same socio-economic level in another group/class/building/last rows of benches/other facility of the same mainstream pre-university educational establishment of the same level' (Methodology, Article 11(1)).

*d) School segregation on the criterion of students' academic performance.* 'School segregation on the criterion of academic performance shall be constituted by the physical separation of toddlers, preschoolers or students through the formation of groups/classes based on their academic performance, such that the percentage of toddlers, preschoolers or students with a given level of academic performance, in the formation of a group or class, is disproportionate to the percentage of toddlers, preschoolers or students of the same level of academic performance in other groups/classes at the same educational level, within a school unit' (Methodology, Article 12(1)).

'The physical separation of children in the preparatory grade based on whether or not they attended an early-education cycle also constitutes school segregation on the criterion of academic performance' (Methodology, Article 12(2)).

*e) School segregation on the criterion of students' area of residence.* 'School segregation on the criterion of area of residence shall be constituted by the physical separation of secondary-school students through the formation of classes / through placement in the last rows of benches, such that the percentage of students from a given area of residence is disproportionate to the percentage of students from the same area of residence in another class of the same year of study / in the same class' (Methodology, Article 13).

Regarding this type of school segregation (the criterion of students' area of residence), Order 7701/2024 introduces a new regulation compared with that of OMENCS 6134/2016. The new regulation covers both secondary education cycles (lower/secondary and upper/high-school), whereas the former regulation defined this type of school segregation only at the upper-secondary level. In recent school years, the phenomenon of students' migration from rural areas to urban educational establishments starting as early as the lower-secondary cycle (so as to attend at least the final years of lower-secondary education in an urban establishment) has become more pronounced, and for this reason the distribution of these students across classes / in the last rows of benches needs to be tracked in lower-secondary education as well.

## **B. What school segregation is not?**

Order 7701/2024 approving the Methodology for the monitoring, identification, assessment, prevention and combating of school segregation in pre-university education also establishes a series of derogations.

According to the type/criterion of segregation, the derogations are as follows:

### **1) Derogation from the ethnic criterion**

**'It does not constitute school segregation on the ethnic criterion if groups/classes/pre-university educational establishments are formed predominantly or solely with toddlers, preschoolers or students belonging to an ethnic group, for the purpose of teaching in the mother tongue of that ethnic group or in a bilingual system' (Article 9(3)).**

Mother-tongue education is a fundamental right of children belonging to national minorities, enshrined in the UN Convention on the Rights of the Child and guaranteed by Pre-University Education Law 198/2023. Since in schools teaching in the languages of national minorities the ethnic representation in the school population is expected to be influenced by the language of instruction, the Methodology specifically instituted this derogation so as not to hinder in any way the functioning of education in the languages of the national minorities, while at the same time providing assurance that they will not be sanctioned for any potential deviations in the percentages of students belonging to ethnic minorities.

## 2) Derogations from the disability criterion

Article 10 of the Methodology provides for two derogations from what it defines as segregation on the disability criterion:

- 'The establishment and operation of special-education establishments under the conditions of the law shall not constitute school segregation' (Methodology, Article 10(3));
- 'By way of exception from paragraphs (1) and (2), in duly justified situations, in accordance with the provisions of Pre-University Education Law No. 198/2023, as subsequently amended and supplemented, the formation of groups or classes of toddlers, preschoolers or students with disabilities and/or SEN within a mainstream educational establishment shall not constitute school segregation' (Methodology, Article 10(4)).

As regards the derogations from the disability criterion provided for in Order 7701/2024, the authors of this technical guide make the following observations: General Comment No. 4 of the CRPD establishes the distinctions between the exclusion, segregation, integration and inclusion of children with disabilities in the school environment (para. 11 of GC No. 4) and defines segregation on the disability criterion as follows: 'Segregation occurs when the education of students with disabilities is provided in separate environments designed for, or used to respond to, a particular or various impairments, in isolation from students without disabilities.'<sup>2</sup> From the standpoint of this definition, a special-education establishment or a special-education integrated group does constitute school segregation on the disability criterion, since the education of those children with disabilities is provided in separate environments and in isolation from students without disabilities. There is, therefore, a conflict of norms in this case. General Comment No. 4 is an official interpretation of Article 24 – the right to inclusive education – of the Convention on the Rights of Persons with Disabilities, a convention ratified by Romania and transposed into domestic law. The derogations from the disability criterion provided for in Order 7701/2024 are not consistent with the official definition of segregation on the disability criterion from the standpoint of Article 24 of the CRPD. Since the norms of international human-rights treaties and conventions to which Romania has acceded are granted constitutional supremacy over domestic-law norms, we consider that these derogations are unconstitutional and, *de lege ferenda*, should be repealed.

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<sup>2</sup> Source: UN Committee on the Rights of Persons with Disabilities, General Comment No. 4 (2016), paragraph 11. Available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/G16/263/00/PDF/G1626300.pdf?OpenElement>

**Depending on the form of segregation**, there are logical and implicit derogations, which we already highlighted in the section presenting the forms of school segregation at the level of buildings, classes, and the last rows of benches.

From the general, universal rule on the monitoring of school segregation, derogation is possible only in the cases expressly provided for in the Methodology. Thus, derogations concern strictly the criterion/type or form of school segregation. In other words, a school whose language of instruction is a national-minority language will automatically receive the minimum-risk scores for segregation on the ethnic criterion, regardless of the concrete on-the-ground situation, by invoking the derogation from the ethnic criterion; the monitoring of school segregation will instead focus on the scores obtained from the data reported under the other criteria. Likewise, a special-education establishment will automatically receive the minimum-risk scores for segregation on the disability criterion<sup>3</sup>, by invoking one or both derogations from this type of segregation; monitoring will focus on the scores obtained from the data reported under the other criteria.

It is important to underline that **the intention is not to apply the school-desegregation framework dogmatically**, but with great care, examining attentively the merits and particulars of each case (even where they appear similar). The intent and the expected impact are directed at consolidating educational inclusion and the quality of education for every girl and boy in the education system.

Indeed, Article 59 of the Methodology provides that '[in the implementation of the present methodology, account shall be taken both of the principles governing children's rights, non-discrimination, the best interests of the child, the right to survival and development, and the participation and consultation of the child, and of the specific particularities of each pre-university educational establishment and/or of the direct beneficiaries of education](#)'.

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<sup>3</sup> Similarly in this case, given the definition of school segregation on the disability criterion set out in CRPD General Comment No. 4 (2016), we consider that the adoption of GC No. 4 constitutes an implicit repeal of the derogations regulated by Order 7701/2024 and, accordingly, special-education establishments — which enrol only students with disabilities — should automatically receive maximum segregation scores.

## 4. Monitoring of school segregation – context and brief overview

### CONTEXT

The first methodology for monitoring school segregation was developed under the MEN–UNICEF Partnership for School Desegregation 2017–2022, was adopted in 2019 through OME 5633/2019 approving the Methodology for Monitoring School Segregation in Pre-University Education, and represented an innovative effort for the standardised monitoring of school segregation at the level of pre-university educational establishments.

In 2021, the Ministry of Education submitted to the European Commission, DG REFORM, under the Technical Support Instrument, a project sheet for school desegregation. This sheet was further developed in 2022 by the Ministry of Education, with UNICEF's support, and was subsequently approved by the European Commission. The UNICEF Representation in Romania was selected as the technical-assistance provider within the TSI Project for School Desegregation in Romania. Within this project, UNICEF facilitated the testing of the methodology for monitoring school segregation on a sample of pre-university educational establishments. At the end of the pilot monitoring exercise, UNICEF formulated a set of recommendations for adjusting the methodology before its national rollout.

In 2024, Order 7701/2024 was adopted, approving the Methodology for the monitoring, identification, assessment, prevention and combating of school segregation in pre-university education. The present Technical Guide sets out the aspects relating to the monitoring, identification and assessment of school segregation as regulated by the Methodology in force.

Internationally, various methods have been used for the assessment/monitoring of school segregation. From *the Segregation Index*<sup>4</sup> – as a particular case of the *Index of Dissimilarity* whose statistical data are collected through the population census – to *Gorard's Segregation Index* and various methodologies adapted using *the household-survey method*<sup>5</sup>, all have been used for one criterion or another of school segregation (more recently, methods have emerged that cover two or even three criteria), but not for all criteria, and in any case not for all forms of school segregation. All these methods are costly and reproducible only at long intervals (in the case of the Segregation Index, reproducibility is once every 10 years, in line with the population census) or on an ad-hoc basis.

In addition, some methods cannot be used for monitoring school segregation, given the particularities of the Romanian education system: (1) access to and integration in school education is based on the school constituency; (2) the ethnic distribution of the population is not uniform across the country (there are significant variations between historical provinces);

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<sup>4</sup> For more information on the Segregation Index used in the United States, see this article from The Economist published on 4 April 2018: <https://www.economist.com/graphic-detail/2018/04/04/segregation-in-america>

<sup>5</sup> The household-survey method was used in the two school-segregation monitoring exercises carried out by the Fundamental Rights Agency (in 2011 and 2016), the results of which were communicated through Education & Training Monitor – Romania. The 2017 Romania edition of this publication noted that '29% of Roma children attend schools where all or most of the pupils are Roma' (FRA 2016). Available at: [http://eslplus.eu/documents/esl\\_library/monitor2017-country-reports\\_en.pdf](http://eslplus.eu/documents/esl_library/monitor2017-country-reports_en.pdf)

and (3) although a school must enrol students residing in its constituency, our national statistical system does not yet provide statistical data disaggregated to the level of the school constituency (namely the share of children from various vulnerable categories – Roma children, children with disabilities, children whose parents have a low socio-economic status, etc. – residing in each school constituency). Furthermore, even for those methods that can be used in the Romanian education system, the resulting data can identify at most a single form of school segregation at the establishment level, without being able to differentiate whether this segregation is caused by residential segregation or by other causes of school segregation. The limitations of the methods currently in use make it impossible to identify some forms of school segregation (such as between the buildings of the same establishment [at the school-structure level](#), between classes, or in the last rows of benches).

At the national level, in the 2015–2016 school year, the Centre for Advocacy and Human Rights developed, in partnership with the MEN and within a project funded by the EEA and Norwegian Grants, the *'Methodology for Monitoring the Inclusion/School Segregation of Roma Students'* – a standardised methodology for monitoring all forms of school segregation on the ethnic criterion, strictly applicable to the Roma minority. This model was subsequently developed so as to cover all types/criteria of school segregation introduced through the 2016 reform of the legal framework for school desegregation.

## OVERVIEW

In this section we briefly present the most important aspects of school segregation monitoring in Romania to help and guide you in its successful implementation in your counties and schools.

### 1) The methodology for monitoring school segregation covers the vast majority of pre-university educational establishments in all Romanian counties.

All educational establishments are obliged to monitor school segregation. Regardless of **ownership (public or private)**, of the **educational cycles they cover** (nurseries, kindergartens, primary schools, lower-secondary schools, high schools), of **the language of instruction** (schools teaching in Romanian or in the languages of national minorities, etc.), of **the type of education provided** (mainstream or special), or of **area of residence** (urban or rural), each establishment is required to complete at least the first stage (basic/restricted monitoring; the stages of the methodology are presented in detail in the next section) of the school-segregation monitoring schedule.

All pre-university educational establishments that obtain risk scores on any segregation criterion, regardless of the form of segregation in which the risk is manifested, are required to undergo the second stage as well (extended monitoring). The Methodology establishes for all establishments the obligation to complete the basic-monitoring stage but adds that 'in order to obtain a complete picture of inclusion or school segregation, pre-university educational establishments may follow the entire school-segregation monitoring process – both basic and extended monitoring' (Methodology, Article 23(2)). We encourage establishments to engage in the monitoring process beyond what the legal framework in force requires. A sufficiently broad pool of establishments involved in both stages of the methodology has the advantage of allowing the Ministry of Education and the CNDS to carry out a more rigorous analysis of the risks of school segregation in the Romanian education system, while establishments will obtain a complete radiograph of their situation in terms of school segregation.

The educational establishments to which the provisions of the Methodology do not apply and which are therefore not obliged to undergo school-segregation monitoring are listed in Article 7(1) of the Methodology: extracurricular education units, post-secondary educational establishments, palaces and clubs of students, and students' sports clubs.

The Romanian pre-university education system also includes establishments providing extracurricular educational services (palaces and clubs of students or students' sports clubs). From the standpoint of school-segregation monitoring, it is essential to monitor those establishments in which the principal educational activity takes place. For this reason, the current methodology does not include palaces and clubs of students or students' sports clubs. The Methodology has also not been calibrated for post-secondary educational establishments, though for a different reason.

From the standpoint of school segregation, post-secondary educational establishments behave more like tertiary educational establishments, in which enrolment is voluntary and based on personal preferences, where there is no school constituency, and which therefore have a broader territorial pool for student recruitment that goes beyond the territory of the administrative-territorial unit in which they are located. In addition, there are often further selection filters (tuition fees, examinations or aptitude tests).

## **2) Monitoring of school segregation is carried out at the level of each school structure. By 'educational establishment' the school-segregation monitoring methodology means the school structure.**

Monitoring of school segregation is carried out disaggregated, **at the level of each structure, and NOT aggregated at the level of the entire school unit formed by the school with legal personality together with its affiliated branches.** From the standpoint of the methodology, 'educational establishment' is understood to mean each structure of an establishment taken individually, whether the one with legal personality or the affiliated branch. Thus, it will be assessed whether each structure conducts its educational activity in several buildings, and only where one structure conducts its activity in several buildings will a school-segregation score be calculated at the building level. Where a structure conducts its activity in a single building, it will automatically receive the minimum-risk scores (0) for this form of segregation, since school segregation cannot manifest itself at the building level.

In other words, monitoring of school segregation can be valid only if carried out at the level of each school constituency. Article 6 of the Methodology should be understood from the perspective explained above: 'the monitoring and assessment of school segregation are carried out through the individual analysis of each pre-university educational establishment starting from the level of structures without legal personality'. This is the reason why disaggregated data at the structure level (corresponding to the school constituency) are required in school-segregation monitoring.

### **3) The monitoring of school segregation is based on the collection of personal data concerning the student and his/her family, but the public reports (at establishment, county or national level) will not contain personal data.**

Article 8(1) of the Methodology provides that 'in the monitoring and assessment of school segregation or in actions for the prevention of school segregation and intervention in cases of school segregation, pre-university educational establishments collect, store and process personal data. The purpose of processing these data is to prevent school segregation. Pre-university educational establishments, as well as all stakeholders involved, are required to ensure the protection of personal data and their confidentiality in the processing they carry out'. Accordingly, pre-university educational establishments will have to comply with the rules in force on personal-data protection throughout the collection and uploading of these data into the SIIIR Module for school-segregation monitoring.

Article 8(2) establishes that 'parents or legal representatives of children/students report the personal and contextual data of their children, in accordance with the provisions of the Framework Regulation on the Organisation and Operation of Pre-University Educational Establishments and the Educational Contract. The personal and contextual data of children are used strictly for the calculation of the indicators and school scores regulated by the present methodology and for the implementation of the policies of the Ministry of Education for the promotion of equity in education. Other data stored at school level may also be used for the calculation of the indicators and school scores regulated by the present methodology'.

The public reports generated from the calculation of the indicators provided in OME 7701/2024 in Annexes 1.1, 1.2 and 1.3 of the Methodology will not contain personal data. According to the Methodology (Articles 14–16), three public reports can be automatically generated by the SIIIR Module for school-segregation monitoring: the report at the level of the educational establishment, the report at the level of the ISJ/ISMB, and the report at the level of the CNDIE (national level). All these reports will reflect the relevant shares from the standpoint of school-segregation monitoring and the risk scores (at the level of the pre-university educational establishment), but in no case will they contain data allowing the identification of the personal characteristics of any child/student individually.

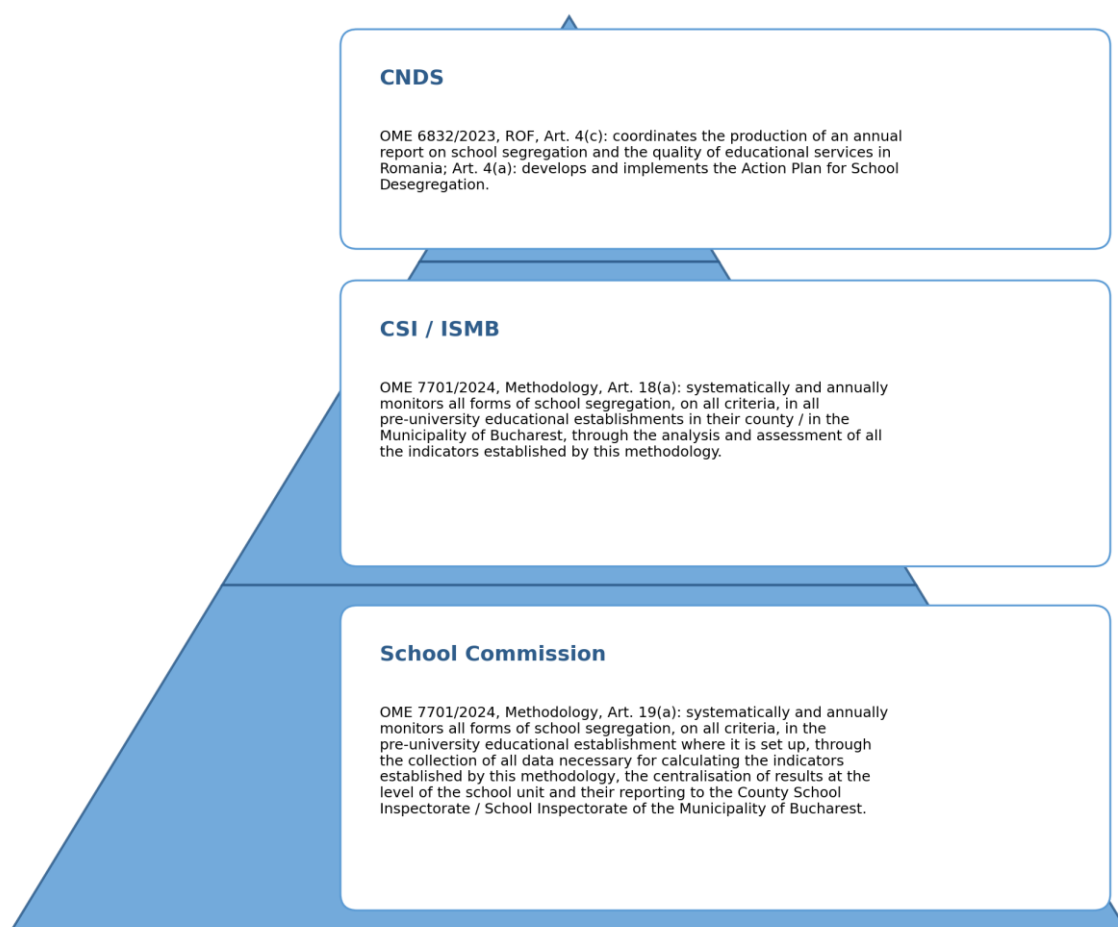
### **4) The vertical coordination of school-segregation monitoring runs along the axis: educational establishment – County School Inspectorate (CSI) – CNDIE.**

In accordance with the Methodology, the vertical coordination of school-segregation monitoring is carried out from local to central level along the axis: educational establishment / School Commission for the Prevention and Elimination of Violence, Corruption and Discrimination in the School Environment and the Promotion of Interculturality – County School Inspectorate (CSI) – National Commission for Desegregation and Educational Inclusion, in accordance with the flow synthesised in the following diagram (see Fig. 4).

Vertical coordination is based on the obligations and deadlines (including penalties) established for each level of the coordination flow. Chapter II – The Institutional Framework for School Desegregation – regulates all these obligations and deadlines incumbent on all the actors involved. **In this regard, the school management has the general legal responsibility for ensuring a sound process of school-segregation monitoring, the legal obligation to certify the veracity and accuracy of the data provided and reported by the establishment, and the responsibility to**

support the persons designated for each structure on behalf of the School Commission for the Prevention and Elimination of Violence, Corruption and Discrimination in the School Environment and the Promotion of Interculturality in the school-segregation monitoring process. The designated persons are legally responsible for the application of the methodology in each educational establishment (school structure). The designated persons, together with the heads of the educational establishments, decide in concrete terms who collects the data, who centralises them, who uploads them into the SIIR and, in general, who is to be involved in this monitoring process (form teachers, the school secretary, etc.) – of course, in compliance with the rules in force on personal-data protection (as previously explained).

*Fig. 4 – Vertical coordination under Order 7701/2024 approving the Methodology for the monitoring, identification, assessment, prevention and combating of school segregation in pre-university education*



**5) For greater efficiency, the methodology includes two stages – restricted (basic) monitoring and extended monitoring.**

In order to keep the effort required by school-segregation monitoring to a minimum, the methodology has established two stages: Stage 1 – basic (restricted) monitoring; and Stage 2 – extended monitoring. The two stages will be presented in more detail in the following section. Here, we note only that the restricted (basic) monitoring uses a minimal but relevant set of indicators (44) for identifying the risks for any type/criterion or form of school segregation, with quantitative indicators; while the extended monitoring (a stage that is not mandatory for



all establishments but only for those that obtain risk scores in the restricted monitoring) uses a complementary set of indicators (50), some quantitative but mostly qualitative. In all, by completing both stages, 94 indicators are monitored at the establishment level.

**IMPORTANT!** Regarding the determination of the ethnicity of children/students, the school-segregation monitoring methodology operates on the premise that this is done **on the basis of ethnic self-identification** (self-declared ethnicity, not hetero-identification). In other words, ethnic identity is the one assumed by the student/child (or by his/her parents/legal representatives), as recorded in the official documents of the educational establishment (the nursery/kindergarten enrolment form, the preparatory-grade enrolment form, parental declarations, etc.). However, in certain more complicated situations and by way of exception, information validated by local ethnic communities (ethnic-community leaders, school or health mediators, etc.) may also be used.

## 5. Stages of the methodology for monitoring school segregation

In the previous section we presented one of the characteristics of the methodology: that it regulates this monitoring process over two stages:

- Stage 1 – Basic (restricted) monitoring;
- Stage 2 – Extended monitoring.

This staging was conceived for reasons of efficiency and in order to reduce, where possible, the workload and effort devoted to school-segregation monitoring, while at the same time ensuring that the potential risks of school segregation are identified and addressed by pre-university educational establishments.

The type and number of indicators included in each stage of the monitoring process were debated in substantial consultations with representatives of the Ministry of Education and of various Directorates General within the Ministry, specialists from the ISE and ARACIP, as well as NGOs with various specialisations (ethnic minorities, disability, etc.), representatives of academia, trade unions, various specialists, parents and, not least, representatives of students' organisations.

Although the number of indicators included in each stage differs, the two stages are relatively balanced in terms of workload and effort. Stage 1 uses 44 indicators, while Stage 2 uses 50, but – as mentioned in the previous chapter – Stage 1 uses predominantly quantitative indicators, whereas Stage 2 contains a mix of quantitative and qualitative indicators.

The methodology regulated by Order 7701/2024 establishes a special, derogatory regime for study formations in the part-time/evening or 'Second Chance' programmes. For these study formations, a set of 6 indicators is monitored, provided for in Annex 1.3. The reasons behind this special regime are, we believe, evident: most students in these study formations are adults, some of them parents themselves. The option to continue studies in a form of education other than the daytime form presupposes a less advantageous socio-economic situation (some have either missed the 'first chance' in education or are engaged in domestic responsibilities, or have taken up employment in order to support themselves and their families). In addition, such a derogation is also justified by the specific manner in which these study formations are formed (the offer is limited, presupposes the voluntary choice of those enrolling, and compliance with specific enrolment requirements; the student pool spans a broad age cohort).

The number of indicators may seem intimidating, but it should be borne in mind that the data required – especially in Stage 1 (restricted monitoring) – are data that are accessible and known at the establishment level: the total number of students at establishment level or in each building, the total number of students per class/group, etc. Another set of data is readily available to schools, being included in the reports provided for in the legal framework on quality assurance in education (e.g. the Internal Evaluation Report of the educational establishment), etc. **NOTE: some data reported to ME, ARACIP or ISE are reported aggregated at the level of the educational establishment (the structure with legal personality together with its affiliated branches). In such cases, ensure that the data you report in school-segregation monitoring are disaggregated at the level of each structure!**

In Chapter IV – Stages of School-Segregation Monitoring and Calendar of the Monitoring Process, Article 23 of the Methodology adopted through Order 7701/2024 specifies that: 'School-segregation monitoring activities shall be carried out in two stages: basic or restricted monitoring, and extended monitoring' (paragraph 1). 'In order to obtain a complete picture of inclusion or school segregation, pre-university educational establishments may follow the entire school-segregation monitoring process, both basic and extended monitoring' (paragraph 2). 'The collection and reporting of data for extended monitoring is mandatory only for those pre-university educational establishments that have obtained scores above the risk threshold in the restricted monitoring; the risk score is any score greater than 1, i.e. a score indicating a deviation from the equitable distribution of children/students greater than 10 percentage points' (paragraph 3).

### Stage 1 – Restricted (basic) monitoring

This stage is mandatory for all pre-university educational establishments. Each establishment will have to collect all the data required concerning the indicators in Annex 1.1 of the Methodology and upload them into the dedicated SIIIR module. For more details on the indicators, see Chapter 6 'Indicators monitored in the school-segregation monitoring process and data collected', of this Technical Guide. For more details on the school-desegregation module in SIIIR and its use, see Chapter 8 – 'Data collection and reporting in SIIIR', of this Technical Guide.

Pre-university educational establishments have 15 working days to collect and upload the data into SIIIR (from the moment they are notified of the launch of this stage of the school-segregation monitoring process). The indicators used can capture school-segregation risks for any type/criterion or form of school segregation.

**This stage concludes with a set of scores ranging from 0 (no school segregation) to 10 (an extremely serious situation of school segregation).** At the end of the 15 working days allocated to this stage, a further 5-day period follows, in which the County School Inspectorates will check that all educational establishments (at school-structure level) have uploaded all the data (they may request that missing data be filled in), will centralise the data at county level, and will notify – at the end of this additional period – the educational establishments that are obliged under the methodology to undergo Stage 2 as well, 'extended monitoring' (i.e. those establishments that have at least one score exceeding the risk threshold).

### Stage 2 – Extended monitoring

Pre-university educational establishments notified by the County School Inspectorate (CSI) are obliged to undergo Stage 2 – extended monitoring. Each notified establishment will have to collect all the data required concerning the indicators in Annex 1.2 of the Methodology and upload them into SIIIR. For more details on the indicators, see Chapter 6 'Indicators monitored in the school-segregation monitoring process and data collected', of this Technical Guide. For more details on the school-desegregation module in SIIIR and its use, see Chapter 8 – 'Data collection and reporting in SIIIR'.



Pre-university educational establishments have a further 15 working days to collect and upload the data into the dedicated SIIIR Module. The indicators used (quantitative and qualitative) supplement the school's profile from the standpoint of school-segregation risks and provide a more detailed picture of the aspects targeted. A thorough assessment of school-segregation risks is useful for the rigorous identification of problems and the formulation of desegregation solutions.

**This stage does not conclude with the calculation of any score;** its usefulness, as already noted, lies in facilitating a more comprehensive analysis of the school-segregation risks, on the basis of which the educational establishment can formulate relevant solutions in the School Desegregation Plan (for details on the School Desegregation Plan, see Technical Guide – Part 3 – 'Prevention of School Segregation and Intervention in Cases of School Segregation').

At the end of this stage, the ISJs have a further period of 5 working days for verifications, requests for additional data, centralisation of the situations at county level, and finalisation and transmission to the CNDS of the centralised situations.

The entire school-segregation monitoring process is concluded by the CNDS, which, on the basis of the centralisation at national level of all the county-level situations, will draft and adopt the final school-segregation monitoring report (consisting of the technical report '*Annual Report on School Segregation and the Quality of Educational Services in Romania*' – as it is referred to in Order 6832/2023 approving the Regulation on the organisation and functioning of the CNDS – based on the aggregation of the situations at national level).

## 6. Indicators monitored in the school-segregation monitoring process and data collected

The school-segregation monitoring process tracks a set of indicators<sup>6</sup> that allow the assessment of the degree of school segregation (which may start at 0, i.e. no school segregation) within a school unit with legal personality or a school structure affiliated to a unit with legal personality.

Indicators, in this context, characterise certain aspects of the school reality that reveal signs or evidence of the existence or absence of the school-segregation phenomenon, as described in the previous chapters, or of the existence of certain undesirable situations associated with school segregation.

The indicators are grouped into the following broad categories, depending on the aspects of school organisation that count in the school-segregation monitoring process. These categories are as follows:

- A. *Indicators concerning students*, specifically **the manner in which students are grouped/distributed within the available educational facilities** – school units / buildings of the school unit / classes / desks – according to certain specified criteria detailed below;
- B. *Other indicators concerning students*, this time addressing certain administrative or school-management aspects;
- C. *Indicators concerning teaching staff*, capturing characteristics of the school's human resources;
- D. *Indicators on the governance bodies and available support services*;
- E. *Indicators on the quality of the infrastructure and facilities of the pre-university educational establishment*;
- F. *Indicators on the school ethos (aspects concerning the promotion of diversity, of educational inclusion and the prevention/combating of school segregation through specific educational measures and programmes)*.
- G. *Indicators monitored for study formations* in the part-time/evening or 'Second Chance' programmes.

It is important to make a note here regarding the *indicators concerning students* (category A above). These form the central part of the school-segregation monitoring process; they are the indicators on the basis of which it can be assessed whether the school-segregation phenomenon exists at a school and how to advance a set of measures for school desegregation (in accordance with Order of the Minister of Education No. 7701/2024 approving the Methodology for the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education).

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<sup>6</sup> The indicators are presented in Annex 1.1, Annex 1.2 and Annex 1.3 of the Order of the Minister of Education No. 7701/2024 approving the Methodology for the monitoring, assessment, identification, prevention and combating of school segregation in pre-university education.

Stage 1 of the monitoring process – the restricted one – will mainly track the calculation of the indicators concerning students. The student-related indicators are in turn grouped according to the type of criteria that may underpin school segregation, namely:

1. According to the ethnic criterion (self-declared ethnicity);
2. According to the criterion of disability/SEN;
3. According to the criterion of the socio-economic status of families;
4. According to the criterion of students' academic performance;
5. According to the criterion of students' area of residence.

In order to calculate the values of the indicators established with regard to students, certain data or information on the characteristics of the students in the school must be collected. These data are related to the criteria mentioned above: students' self-declared ethnicity, students with disabilities, students with a given socio-economic family status, with given academic performance, or coming from a given area of residence (urban/rural). In accordance with the school-segregation monitoring procedure established at the level of the Ministry of Education, each school will have to provide the data necessary for the monitoring of school segregation. To facilitate this process, each school will be able to report these data in SIIIR.

The data provided by the school must enable the calculation of the share of students belonging to each group defined by the criteria specified above, located in the following educational facilities:

- A. The school unit (school structure);
- B. The buildings of the school unit – where several separate buildings are used to conduct school activity within that unit (**NOTE: in this context, 'school unit' means the school structure, where that structure conducts its educational activity in several buildings**);
- C. The classes within the school (where the structure analysed has several classes in the same year of study);
- D. The last rows of benches in each class, where the spatial arrangement of the class preserves the traditional form of rows of benches.

In addition, the data provided by the school must also enable the calculation of the share of students from different groups by year / educational cycle – in particular those who graduated and registered for national examinations (the National Assessment or the Bacalaureate).

It is also important to note that the indicators are to be calculated for all educational levels (except the university level), including for toddlers (nurseries), preschoolers (kindergartens), primary, lower-secondary and upper-secondary students.

Set out below are all the student- and school-related characteristics to be collected in the school-segregation monitoring process. The data concern, on the one hand, the individual level – [data on the student](#) – and, on the other hand, [the school level – data on the school unit/structure \(see below\)](#).



Based on these data, specific to each school, the indicators for school-segregation monitoring can be calculated.

## **Ethnicity Criterion**

### **A. Student-related data**

1. Educational level of the child, group/class in which the student is enrolled.
2. Student's self-declared ethnicity (NOTE! Parents should be asked to declare the student's ethnicity, not nationality, to avoid confusion.)
3. Student seated in the last two rows of desks (YES or NO).
4. Building where the student studies (if educational services are provided in more than one building within the school/unit).
5. Is the student a graduate of the educational level (completed educational cycle)? 1.YES 2.NO  
*(This information will be provided only for students in 8th grade or in their final year of high school (12th grade/13th grade) and will be provided after the end of the school year.)*
6. If enrolled in Grade 8, did the student register for the National Assessment examination? –  
*This information is collected only for students who were enrolled in 8th grade (and who have therefore completed 7th grade). The question here is whether, in this case, the student enrolled in 8th grade also registered to take the national assessment.*
7. If enrolled in Grade 12, did the student register for the Baccalaureate examination? –  
*This information is collected only for students who were enrolled in 12th grade (and have therefore completed 11th grade). What matters here is whether, in this case, the student registered to take the Baccalaureate exam.*

### **B. School-related data**

8. Have classes/groups been established for instruction in the mother tongue of that ethnic group or in a bilingual system?
9. Does the school-based curriculum reflect the culture and history of the national minorities represented in the student population?
10. Have school management staff and teachers attended training courses on the culture and history of the national minorities represented in the school?
  1. YES 2. NO
11. Does the school organize extracurricular activities reflecting the culture and history of national minorities?
  1. YES 2. NO
12. Is the school equipped with materials reflecting the culture and history of national minorities (books, periodicals, or other educational resources in the school library, etc.)?
  1. YES 2. NO
13. How many applications were submitted for enrollment in the Mother Tongue and Literature subject?
14. Number of students enrolled in this subject (for each national minority) at the school level:  
Roma: \_\_\_\_\_  
Hungarian: \_\_\_\_\_  
Other national minority (specify): \_\_\_\_\_

## **Disability Criterion**

### **A. Student-related data**

15. Does the child have disabilities documented only through a DGASPC file?
  1. YES 2. NO
16. Does the child have disabilities documented only through a CJRAE orientation certificate?
  1. YES 2. NO
17. Does the child have disabilities documented through both a DGASPC file and a CJRAE orientation certificate?
  1. YES 2. NO



## B. School-related data

18. Is the school equipped with accessibility facilities/measures for students with disabilities?  
1. YES 2. NO

## Socio-economic Status Criterion

### A. Student-related data

19. What is the formal education level of the child's parents/guardian (highest completed educational level, years of schooling of mother/father/guardian)?  
20. Has a social scholarship, free school supplies, or other aid application been approved for the child (financial hardship)?  
1. YES 2. NO

(This information applies to students whose applications for a social scholarship, free school supplies, or other forms of assistance have been approved, regardless of whether they actually receive these benefits (due to financial constraints).)

21. Is the child institutionalized or in foster care?  
1. YES 2. NO  
22. Does the child come from a single-parent family?  
1. YES 2. NO  
23. Is the child cared for by grandparents or other family members?  
1. YES 2. NO

(This information also applies to individuals who are de facto in the care of other family members, even though this has not been formalized through guardianship.)

## Academic Performance and Residential Environment Criterion

### A. Student-related data

24. Was the student retained (repeated a grade) in the previous school year?  
1. YES 2. NO

(The aim is to identify students who failed the previous year (i.e., who have "repeat student" status in the current school year))

25. For preparatory grade students: Did the student attend kindergarten?  
1. YES 2. NO  
26. FOR GRADE 9 STUDENTS: What was the student's high school admission average?  
*(Automatically completed from Ministry databases when available.)*  
27. FOR MIDDLE SCHOOL AND GRADE 9 STUDENTS: Does the student come from a rural area?  
1. YES 2. NO  
28. Did the student participate in extracurricular activities (competitions, contests, trips, etc.) during the previous school year? Specify each activity.  
28.1 Was the student admitted through special quota places?  
YES / NO  
29. FOR GRADE 9 STUDENTS: What specialization/qualification/study program is the student enrolled in?  
30. FOR GRADE 12 STUDENTS: Is the student a high school graduate?  
1. YES 2. NO  
31. Is one of the student's parents/guardians a member of the School Board and/or a Parents' Committee at the pre-university educational institution?  
32. Is the student enrolled in a selective study program (intensive, bilingual, sports, etc.) that required entrance examinations or selection procedures in Grade 5 or Grade 9 at the school level? 1.YES 2. NO



**B. School-related data**

33. What was the minimum admission average for each specialization/qualification/study program? (*Applicable only to high schools/vocational schools.*)

**Other Relevant Indicators**

**A. Student-related data**

- 34. Has the student requested to study the subject "History and Traditions of National Minorities"?  
YES / NO
- 35. Is the student studying the subject "History and Traditions of National Minorities"?  
YES / NO

**B. School-related data**

- 36. Does the school's Development Plan include at least one strategic objective promoting ethnic diversity, educational inclusion, and the prevention and combating of discrimination and school segregation?  
1. YES 2. NO
- 37. If YES, specify the segregation criterion/criteria addressed by the strategic objective.  
.....  
.....  
.....
- 38. Total number of teaching staff at the pre-university educational institution (school structure). (The term "educational institution" here refers to a school structure—data must be provided separately for each existing school structure if there are multiple school structures affiliated with the educational institution that has legal personality. Each teacher will be counted at each school structure where they actually teach) .....
- 39. Total number of qualified teachers at the pre-university educational institution (school structure). (The term "educational institution" here refers to a school structure—data must be provided separately for each existing school structure if there are multiple school structures affiliated with the educational institution that has legal personality. Each qualified teacher will be counted at each school structure where they actually teach).....
- 40. Total number of teachers holding Didactic Degree II at the pre-university educational institution (school structure). .....
- 41. Total number of teachers holding a PhD and/or Didactic Degree I at the pre-university educational institution (school structure).....
- 42. Total number of substitute teachers at the pre-university educational institution (school structure). .....
- 43. Total number of part-time teachers at the pre-university educational institution (school structure).....
- 44. Years of professional experience of each teacher.....
- 45. Number of teachers benefiting from professional development programs focused on working with vulnerable groups. ....
- 46. Number of teachers benefiting from training on diversity management.
- 47. Number of teachers benefiting from training on the history and culture of national minorities.
- 48. Number of teachers benefiting from anti-discrimination training.
- 49. Number of teachers benefiting from training on equity or gender equity in education.
- 50. Total number of school principals.
- 51. Number of principals benefiting from training on working with vulnerable groups.
- 52. Number of principals benefiting from training on diversity management.
- 53. Number of principals benefiting from training on the history and culture of national minorities.
- 54. Number of principals benefiting from anti-discrimination training.
- 55. Number of principals benefiting from training on equity or gender equity in education.



56. Is there a school mediator in the educational institution?  
1. YES 2. NO
57. What types of support services are provided within the pre-K-12 school for children in early childhood education, preschoolers, or students with special educational needs and their families?.....
58. Number of professionals providing such services. ....
59. Assessment of the physical condition of school building(s) on a scale from 1 to 4:  
1 = very poor condition  
4 = excellent condition
60. Year of construction of each school building.
61. Assessment of classroom conditions on a scale from 1 to 4.  
1 = very poor condition  
4 = excellent condition
62. Year of the last renovation/rehabilitation of each classroom.
63. Assessment of classroom furniture condition on a scale from 1 to 4.
64. Year of acquisition of classroom furniture.
65. Does the school have its own drinking water source or connection to the public drinking water system?  
1. YES 2. NO
66. Number of functional laboratories.
67. Number of titles in the school library.
68. Number of volumes in the school library.
69. Number of classrooms not heated during the cold season.
70. Does the school have a gymnasium or sports field?  
1. YES 2. NO
71. Are there materials displayed in school notice boards or other accessible spaces that reflect student diversity, including the history and culture of national minorities? Specify.
72. Are there school-based curriculum courses reflecting student diversity, including the history and culture of national minorities? Specify.
73. Has the school established partnerships with NGOs promoting inclusion and diversity, including the history and culture of national minorities?  
1. YES 2. NO
74. Have cases of school segregation been identified in the past (under any of the criteria defined in the Order)?  
1. YES 2. NO
75. Has the school developed and implemented a desegregation plan?  
1. YES 2. NO
76. If YES, status of the desegregation plan:
  1. Currently being implemented
  2. Implementation completed.

## CROSS-CUTTING DATA REQUIRED FOR THE CALCULATION OF SEGREGATION SCORES BASED ON CLASSROOM SEATING, FOR EACH CRITERION

1. How is the seating of children/students organised in:

- Each nursery group (creșă);<sup>7</sup>
- Each junior/middle/senior kindergarten group;
- Each class within the educational establishment (considered as a unit with PJ or as an affiliated branch).

Response options:

- A. Traditional arrangement, in rows of benches, with each child/student having a fixed desk.
- B. In rows of benches, but children/students rotate periodically from one desk to another<sup>8</sup>.
- C. In a circle, or in such a way that all children sit at a roughly equal distance from the teacher's desk<sup>9</sup>.

2. Number of students enrolled in each class: ...

It is important to take into account a few key aspects for identifying students from the various groups defined by the criteria that may underpin school segregation:

### 1. Based on the Ethnicity Criterion (Self-Declared Ethnicity)

- Only students who have self-declared their ethnicity, or whose parents have declared their ethnicity on their behalf, shall be reported.
- Data collected by the school must be based on the individual situation of each student and must not be derived from group estimates or assessments made by teachers.
- Parents should be asked to declare the student's ethnicity, not their nationality, in order to avoid any confusion

### 2. Based on the disability criterion

The student's situation should be documented by consulting the family, liaising with the local social worker, and using other relevant sources of information as appropriate.

<sup>7</sup> **NOTE! This form of school segregation is not expected to affect early-education cycles** (toddler and preschool education) due to children's mobility during learning and stimulation activities, as designed in the national early-education curriculum. However, in order to verify on-the-ground realities, the indicators concerning toddlers and preschoolers have been retained. Where preschoolers take part in educational activities in groups organised in rows of desks, the algorithm presented for schoolchildren is followed.

<sup>8</sup> Regarding the periodicity of rotating children/students in their desks, this can be confirmed when children/students are rotated at least once per educational module.

<sup>9</sup> Any classroom spatial arrangement that does not preserve the traditional arrangement in rows of benches (individual or double) is an arrangement that precludes school segregation through the placement of children/students in the last two rows (circular, semicircular, club-style, concentric circles or semicircles, etc.).



**3. Based on the socio-economic status of the family**

- The data will be identified by interviewing the student's family.
- The level of formal education of the parents/guardian refers to the highest level of education completed (no education, primary, lower secondary, upper secondary, higher education) and the certified years of study for mother/father/guardian, meaning years completed and certified by an accredited educational institution.
- The information regarding the preparation of the file for a social scholarship refers to those students whose application for a social scholarship, free school supplies, or other forms of assistance has been approved, regardless of whether they actually benefit from them (financial constraints).
- The information about the situation of a child being supported by grandparents or other family members also includes those who are, in practice, in the care of other family members, even if this has not been formally established through legal guardianship.

**4. According to the criterion of students' academic performance**

The data will be collected from official documents or the school's archive.

**5. According to the criterion of students' area of residence**

The student's residence will be identified by questioning the student and/or their legal representative.

## 7. Methods for assessing school segregation and for calculating school-segregation scores for pre-university educational establishments

Based on the data collected by each school, the values of the indicators for school-segregation monitoring will be calculated. These indicator values will be calculated automatically within SIIR on the basis of the raw data reported by the school.

**The calculation of the values of the indicators used in the school-segregation monitoring process does not fall to the representatives of the school unit.**

The indicator values will form the basis for the calculation of a school-segregation score for each school.

**Once the data have been uploaded by the school into SIIR and validated as complete, the score will be calculated automatically by means of software developed within SIIR.**

The stages for calculating the score for a school/school unit are as follows:

### STAGE I

For each pre-university educational establishment a score will be calculated for each of the types of school segregation that may exist within it:

1. According to the ethnic criterion (self-declared ethnicity);
2. According to the criterion of disability/SEN;
3. According to the criterion of the socio-economic status of families;
4. According to the criterion of students' academic performance;
5. According to the criterion of students' area of residence.

Since criterion 4 applies only to school units of at least primary level, and criterion 5 applies only to students in the upper-secondary cycle (high school / vocational school) at the building level and only to students in the lower- and upper-secondary cycles (lower-secondary/high school/vocational school) at the class level and the level of the last rows of benches, for early-education cycles only the scores for criteria 1, 2 and 3 above will be calculated; at primary level, scores 1–4 will be calculated; at lower-secondary level all 5 scores will be calculated (with the exception of the place-of-residence criterion at building level); and at upper-secondary level all 5 scores will be calculated.

Depending on the form of segregation analysed (at the level of buildings, classes, or the last rows of benches), a score will be calculated for each school unit for each type of school segregation – see the table below. Within each criterion or type of segregation, different aspects will be taken into account. For example, in the case of the disability criterion, the share will be considered of students:

- a) with disabilities with only a DGASPC file / special medical conditions;
- b) with disabilities with only a CJRAE orientation certificate;



c) with disabilities with both a DGASPC file / special medical conditions and a CJRAE orientation certificate,

for which a separate score will be calculated – see the table below.

Type of segregation	Form of segregation	Score	Early Childhood Education	Elementary Education	Lower secondary	Upper Secondary
1. Based on ethnicity	At the unit level	-*				
	At the level of the buildings	0-10				
	At the level of the classrooms	0-10				
	At the level of the last two benches	0-10				
2. Based on disability status and CES	At the level of the buildings	0-10				
	a. Disabilities requiring only a DGASPC file and medical evaluation	0-10				
	b. Disabilities requiring only a CJRAE referral certificate	0-10				
c. Disabilities requiring both a DGASPC file / medical evaluation and a CJRAE referral certificate	0-10					
3. Based on the criterion of the family's socioeconomic status	At the level of the buildings	0-10				
	a. The level of formal education of the parents/guardian	0-10				
	b. A file has been prepared for the child for a social scholarship, free school supplies, or other forms of assistance, regardless of whether they actually benefit from them	0-10				
	c. The child is institutionalized or in foster care	0-10				
	d. The child comes from a single-parent family	0-10				
e. The child is supported by grandparents or other family members	0-10					
4. Based on the criterion of students' academic performance	At the level of the buildings	0-10				
	a. Grade repetition	0-10				
	b. Attendance of kindergarten for preparatory class students	0-10				
c. Admission average to high school at the level of the school unit / for each group formed, for each track, profile, specialization / qualification / study program	0-10					
5. By the criterion of students' residence environment.	At the level of the buildings	0-10				
	At the level of the classrooms	0-10				
	At the level of the last two benches	0-10				

\* No score is awarded at the educational-establishment level, but the school's profile will analyse the gap between the percentage of the school population belonging to a national minority and the percentage of the child population belonging to that national minority at the administrative-territorial-unit level. The statistical data on the population of children belonging to a national minority at the ATU level will be obtained from the National Institute of Statistics (INS).

The score recorded at the level of each school for each form of segregation and for each type/criterion is calculated, in principle, as the difference between the percentages calculated in each case, according to the formula:

$$\text{SCORE} = \frac{|\text{(percentage of the at-risk student group in a) the building / b) the class / c) the last rows of benches} - \text{percentage of the at-risk student group a) in the educational establishment (school structure) b) within the educational level to which the class belongs – 1st, 2nd, 3rd grade, etc. c) within the class (1A, 1B, etc.)}|}{10}$$

The at-risk student group is defined, in accordance with the present methodology, by the criterion of ethnic affiliation, the criterion of disability/SEN, the criterion of the socio-economic status of the family, the criterion of academic performance, and the criterion of area of residence.

This score can take a value from 0 to 10.

### IMAGINARY EXAMPLE:

1. In a school (at structure level) whose educational activity takes place in 2 buildings, the calculated share of self-declared Roma students is as follows:

**BUILDING A: 30%**

**BUILDING B: 60%**

In the school unit (at structure level) as a whole, the share of self-declared Roma students is 50%.

Applying the score formula (carried out automatically within SIIIR) yields the following school-segregation scores:

**SCORE FOR BUILDING A:  $|(30 - 50)| / 10 = 20 / 10 = 2$**

**SCORE FOR BUILDING B:  $|(60 - 50)| / 10 = 10 / 10 = 1$**

In the same school there are three preparatory classes: Preparatory A, B and C.

The percentage of Roma students in the preparatory classes is:

PREPARATORY CLASS A: 10%

PREPARATORY CLASS B: 70%

PREPARATORY CLASS C: 50%

At preparatory-class level the percentage of Roma students in the school unit/school structure is 40%.

Applying the score formula (carried out automatically within SIIIR) yields the following school-segregation scores:

PREPARATORY CLASS A:  $| (10 - 40) | / 10 = 30 / 10 = 3$

PREPARATORY CLASS B:  $| (70 - 40) | / 10 = 30 / 10 = 3$

PREPARATORY CLASS C:  $| (50 - 40) | / 10 = 10 / 10 = 1$

The score will thus be calculated for each class in the school, at each educational level.

A score will then be calculated for the placement of students in the last rows of benches in each class (the difference between the percentage of at-risk students in the last rows of benches and the percentage of at-risk students in the class as a whole).

Within the monitoring process, the score may also be calculated against other benchmarks if these are relevant for capturing the situation of school segregation as accurately as possible. Following the application of the methodology, the methods for calculating the scores or the risk threshold will, where appropriate, be adjusted and calibrated.

## STAGE II

The score for a desegregation criterion for a school unit/school structure will be the highest score obtained by the pre-university educational establishment for any of the forms of school segregation for which it could be calculated: at the building level, at the class level, or at the level of the last rows of benches.

In cases where the school unit has not organised its school activity across several buildings, or where the spatial organisation of classes is not in the form of rows of benches – as already noted – the score for these forms of school segregation will not be calculated, but the minimum-risk score (i.e. 0) will be awarded *ex-officio*.

In principle, for all forms of school segregation, the risk threshold is set conventionally at a variation equal to or greater than 10 percentage points, equivalent to a score of 1. This risk threshold will determine which schools are required to undergo extended monitoring.

The scores for all desegregation criteria calculated at the level of each school/school structure will allow the assessment of the level of school desegregation manifested in the respective school context and, implicitly, will lead – where appropriate – to recommendations for combating school segregation of any type and form.

**IMPORTANT!** In the (unlikely) situations in which data are not received within the deadline from the school unit, the maximum school-segregation risk score will be awarded *ex officio* for that case.

## 8. Data collection and reporting in SIIIR

For the collection, storage and processing of data for the calculation of all the indicators set out in the school-segregation monitoring methodology, in 2020 the Ministry of Education decided to develop a new module within SIIIR dedicated to the monitoring of school segregation. Pre-university educational establishments are obliged to collect and report the data required separately for each structure (school unit), where an establishment comprises several structures (the structure with legal personality and at least one affiliated branch).

### Operating data on the SIIIR platform

Access to the SIIIR platform falls under the exclusive remit of the Ministry of Education and of those authorised to manage access rights at each level/component.

Before starting to collect and enter the data specific to SSM (school-segregation monitoring), school units are encouraged to check that all the basic information required is entered in SIIIR:

- Definition of educational establishments (school structures);
- Definition of buildings;
- Correct association of buildings to educational establishments;
- Definition of study formations (classes);
- Correct association of classes (study formations) to buildings;
- Definition of student data;
- Correct association of students to classes (study formations);
- Information on teachers;
- Information on students' parents.

These steps can be carried out in the corresponding SIIIR modules:

- Management of educational establishments (units, study formations);
- Material resources (buildings, classes);
- Student management (students, parents);
- Human resources (school staff);
- Segregation monitoring (SSM-specific data).

Access and user rights in the SIIIR application are managed exclusively by the MEN, ISJ/ISMB and the school units.

On the SIIIR website (<https://www.siiir.edu.ro/>), under the 'Manuals and Guides' section (<https://www.siiir.edu.ro/manuale-si-ghiduri>), specific information is available on the functionality and operation by school units of each module.

## 9. Calendar of activities under the methodology for monitoring school segregation

The school-segregation monitoring activities under the methodology were planned taking into account the workload involved in collecting and uploading the data into the dedicated SIIIR Module for school-segregation monitoring, certain technical-assistance needs of pre-university educational establishments, and the needs for coordination of the monitoring process at county and national levels. The deadlines were revised (shortened) following the field-testing of the former Methodology (OME 5633/2019), under the TSI Project for School Desegregation (22RO06). For example, the deadlines for the two monitoring stages were shortened to 15 working days (from 20), and the deadlines for data centralisation at ISJ/ISMB level were halved (from 10 to 5). On the other hand, the deadline for centralisation at CNDS level was extended (doubled) from 15 to 30 working days. The reason for doubling this deadline is that, in addition to the automatic generation of the national-level report from SIIIR, the Ministry of Education will also carry out an analysis of the quantitative data at national level, a presentation of school-segregation trends, and technical recommendations on solutions for reducing or eliminating school segregation.

The calendar of activities under the methodology was established taking into account the following milestones:

- A **15-working-day** deadline for Stage 1 – **Restricted (basic) monitoring** – for data collection and uploading into SIIIR;
- A **5-working-day** deadline for centralisation at county level and notification of the educational establishments that will have to undergo Stage 2;
- A further **15-working-day** deadline for Stage 2 – **Extended monitoring** – for data collection and uploading into SIIIR;
- A further **5-working-day** deadline for the ISJ/ISMB to carry out the centralisation of data at the county/Bucharest Municipality level and to inform the CNDS of the finalisation of the data centralisation and the centralised situation in the respective territorial circumscription;
- Finally, a **30-working-day** deadline for the CNDS to finalise the centralisation of data at national level and the drafting of the annual report on school segregation and the quality of educational services in Romania.

This is the theoretical timing of the school-segregation monitoring activities, in accordance with Order 7701/2024. The practical planning of the activities in Annex 1.5 of the Methodology for national-level monitoring in the 2024–2025 school year is presented in this Technical Guide:

## ANNEX 1.5

Calendar of activities under the school-segregation monitoring process in the 2024–2025 school year

No.	Activity	Responsible party	Deadline
1.	Collection and uploading of data on the indicators for basic monitoring (Annex 1.1).	<i>Head of the School Commission for the Prevention and Elimination of Violence, Corruption and Discrimination in the School Environment and the Promotion of Interculturality (for school units with legal personality) / designated Commission member (for each affiliated school branch)</i>	<b>20 Jan. – 10 Feb. 2025</b> (15 working days)
2.	Centralisation of data at county level (basic monitoring).	<i>General School Inspector</i>	<b>11–17 Feb. 2025</b> (5 working days from the end of basic monitoring)
3	Automatic notification of the educational establishments that will be included in the extended-monitoring stage.	<i>General School Inspector</i>	<b>17 Feb. 2025</b> (flexible depending on the 'flexible week' of school holidays) At the end of the deadline for centralisation of data at county level
4	Collection and uploading of data on the indicators for extended monitoring (Annex 1.2).	<i>Chair of the School Commission for the Prevention and Elimination of Violence, Corruption and Discrimination in the School Environment and the Promotion of Interculturality (for units with legal personality) / designated Commission member (for each affiliated branch)</i>	<b>25 Feb. – 17 Mar. 2025</b> (15 working days)
5	Centralisation of data at county level (extended monitoring).	<i>General School Inspector</i>	<b>18–24 Mar. 2025</b> (5 working days from the end of the extended-monitoring deadline)
6	Transmission of the centralised county report to the CNDS.	<i>General School Inspector</i>	<b>24 Mar. 2025</b> (At the end of the deadline for centralisation of data at county level)
7	Centralisation of data at CNDS level and finalisation of the aggregated report at central level.	<i>Chair of the CNDS</i>	<b>25 Mar. – 5 Apr. (9 days)</b> <i>Deliverable: the report generated from SIIR</i> (Within 30 working days of the centralisation of data at county level – full interval 25 Mar. – 8 May 2025)

# 10. Additional technical clarifications regarding the methodology for monitoring school segregation

## 1. Educational establishments with and without a school constituency

The existence of a school constituency is not relevant for the purposes of school-segregation monitoring. The existence of a school constituency allows only for the assessment of the pre-university educational establishment, from the standpoint of the ethnic criterion, at the establishment level (for which no score is awarded, for the reasons explained in the Technical Guide for the application of the methodology). Beyond that, the existence of a school constituency has no further relevance, and the obligation to mix students in such a way that the socio-cultural and ethnic diversity of the school population as a whole is reflected at the level of buildings, classes or the last rows of benches remains in force. Therefore, evidently, establishments without a school constituency also enter into school-segregation monitoring (whether these are vocational high schools that also cover preschool, primary or lower-secondary cycles, or other types of establishment without a school constituency; this particularity must simply be mentioned and recorded in the IT platform).

## 2. Some clarifications on the indicators under the socio-economic criterion of families/parents

In the **case of children in the care of grandparents**, it will be clarified that this indicator concerns the de facto, real situation in which the child is in the care of grandparents (for longer periods of time), even in the absence of formal documents transferring custody of the student concerned to the grandparents. The real data will be obtained on the basis of declarations by the student's parents/grandparents.

In the case of children from single-parent families, all children living with a single parent are included, including those whose residence has been established with one of the parents following parental divorce (and the household consists of a single, unmarried parent and the child/children). This also includes children raised by a single parent following the death of the spouse. Again, what is of interest is the real situation of the child/student, obtained on the basis of the parent's declaration.

## 3. Situation of simultaneous-teaching classes

In accordance with the legal framework in force (OMECTS 3062/2012 approving the Methodology on the organisation of classes in pre-university education in simultaneous-teaching mode), 'in geographically or linguistically isolated localities or in localities where the number of students corresponding to a given class level in primary or lower-secondary education is below the minimum thresholds provided by law and where school transport cannot be ensured, classes are organised in simultaneous-teaching mode' (Article 1).



Accordingly, it is important to mention and record this type of class in SIIR and to specify the way the classes are constituted (1st grade with 2nd grade, etc.). Where, at primary/lower-secondary level, there is a single study formation organised in simultaneous-teaching mode, it shall not be subject to the school-segregation monitoring process.