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Committee on Economic, Social and Cultural Rights

Information received from Romania on follow-up to the concluding observations on its sixth periodic report*

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* The present document is being issued without formal editing.



1. Follow-up information on the implementation of the following recommendations, in accordance with the provisions established by the Committee at its 29th meeting, held on 1 March 2024, under the “Concluding observations on the sixth periodic report of Romania”.

**Follow-up information relating to paragraph 7
of the concluding observations (E/C.12/ROU/CO/6)
(national human rights institution)**

2. Both the Ombudsman Institution and the Romanian Institute for Human Rights are currently in the process of accreditation as national human rights institutions by the Global Alliance of National Human Rights Institutions (GANHRI). In March 2024, the Ombudsman and the Romanian Institute for Human Rights concluded a collaboration agreement as part of the resumed accreditation process, in order to comply with Article 6.3(b) of the Sub-Committee on Accreditation (SCA) Rules of Procedure. In May 2024, the SCA, operating under the auspices of OHCHR, reviewed the requests submitted by both institutions and decided not to invite them to submit full accreditation applications or include them in its calendar until all the requirements set out in Section 6.3 of the SCA Rules of Procedure are fulfilled. The SCA informed the need to clarify the issue concerning accreditation of more than one NHRI from one United Nations Member State. Once the relevant GANHRI Statute provisions are clarified, the two institutions will continue the accreditation steps.

**Follow-up information relating to paragraph 29 (a)
of the concluding observations
(occupational safety and health)**

3. The Labour Inspection develops an annual framework programme that includes inspection, control, and awareness-raising campaigns and actions aimed at reducing the number of occupational accidents and work-related diseases, as well as limiting the severity of their consequences. These activities are based on an analysis of accident trends across all economic sectors and focus in particular on sectors where the incidence of such events is highest.

4. To monitor compliance with occupational safety and health requirements and ensure adequate working conditions, the Labour Inspection and the territorial labour inspectorates carry out continuous inspections of employers. The Labour Inspection also places strong emphasis on the ongoing professional training of labour inspectors, including in areas such as risk assessment, the REACH Regulation, and accident investigation methods.

5. The Labour Inspection continuously collects occupational safety and health data, which form the basis of the Annual Activity Report of the Labour Inspection, published on its official website, as well as the Statistical Bulletin, available on the website of the Ministry of Labour, Family, Youth and Social Solidarity.

6. These publications are available at the following addresses:

- <https://www.inspectiamuncii.ro/raport-anual-al-activitatii-inspectiei-muncii>;
- <https://mmuncii.ro/j33/index.php/ro/transparenta/statistici/buletin-statistic>.

**Follow-up information relating to paragraph 47 (a)
of the concluding observations
(right to education)**

7. The “Pre-university Education Law No. 198/2023” specifically addresses the issue of school dropout and provides for an integrated approach, based on educational, social, and institutional measures to prevent and combat this phenomenon. The law provides for the introduction of the *National Integrated Programme for Reducing School Dropout*, which sets priorities, programmes, activities, and specific services aimed at reducing absenteeism, school dropout, and early school leaving at all levels of education. The provision of free

transportation, the granting of social scholarships, and the distribution of school supplies are identified as the main pillars of the program.

The National Programme for the Reduction of School Dropout

8. In line with this provision, since 2022 The Ministry of Education and Research has been implementing the “National Programme for the Reduction of School Dropout” (NPRSD). The NPRSD targets schools that have registered a high or medium risk of school dropout, identified as having a high or medium risk of school dropout, as determined through the application of the Early Warning Mechanism in Education (EWME)¹. The project aims to reduce school dropout by at least 25% in participating educational institutions, improve pupils’ performance on national assessments, increase the percentage of pupils completing lower secondary education, enhance their participation in the National Assessment for 8th-grade pupils, and increase the transition rate to high school or vocational education.

9. The programme is implemented as a competitive grant scheme and benefits of a funding of 500 million euros through the “National Recovery and Resilience Plan” (PRRN), aiming to support 2 500 schools out of the total 2 633 schools identified as being at medium or high risk of school dropout. During the two rounds of calls for proposals from the targeted schools, organized between 2022 and 2024, 2 323 schools at medium or high risk accessed grants within the programme, with 1 409 schools participating in 2022, in round 1, and 976 schools in 2024, in round 2. In total, over 300 000 pupils are included in the NPRSD program, benefiting from support activities.

10. The majority of participating schools are located in rural areas (1 915 rural schools out of a total of 2 323 participating schools). In addition, the NPRSD is particularly relevant for combating and preventing school dropout among Roma pupils, as schools with a significant number of Roma children are included in the programme. In the 2023–2024 school year, 29 718 Roma pupils received support through the programme aimed at preventing school dropout, improving educational outcomes, and facilitating the transition to upper secondary education. In the 2024–2025 school year, more than 34 000 Roma pupils benefited from programme support.

11. The central component of the programme is the EWME, which participating schools are required to implement. The EWME provides a coherent and unified framework for the early detection, identification, and registration of pupils at risk of dropping out or leaving school early, as well as for monitoring their educational progress. The framework is based on the real-time collection of data on key early warning indicators – such as low academic achievement, a history of grade repetition, absenteeism, and inappropriate school behaviour – which enables school staff and decision-makers to coordinate, plan, and implement timely and targeted measures to address identified risks at the pupil, class, and school levels. The Ministry of Education and Research has supported implementation by organizing training courses for users of the EWME IT tool, which have been completed by 47 249 participants.

12. The NPRSD is the largest national programme to support participation in primary and lower secondary education in Romania and the first national programme to take into consideration individual needs of beneficiaries (pupils) in order to prioritize tailored measures identified by schools themselves. Through the grants received, participating schools identified as having a high or medium risk of school dropout have been able to finance a wide range of prevention, intervention, and compensatory measures, as well as activities supporting the digitalisation of the educational process. Eligible activities include educational and learning-support measures (such as differentiated instruction and adaptation to pupils’ needs); provision of meals; remedial and catch-up programmes to address learning losses and delays in the development of basic skills; specialised support services (including counselling and guidance, psychological services, and speech therapy); and initiatives to promote a positive, inclusive school environment (including the prevention and combating

¹ The Early Warning Mechanism in Education (EWME) is a tool for early warning of the risk of school dropout and early school leaving, as well as for intervention to reduce them. EWME contains the methodological framework, operational procedures, and a set of tools necessary for identifying risk, as well as a package of measures and actions that will contribute to early warning and risk reduction, structured around three components: prevention, intervention, and compensation for school dropout.

of stigmatisation, labelling, discrimination, segregation, school violence, and risky behaviours).

13. Schools may also provide subsidies and other forms of financial support, extracurricular and after-school activities, and targeted support for parents (information sessions, counselling, parenting programmes, and school mediation). In addition, grants may be used for the purchase of equipment (IT hardware, software, science kits, and other educational tools), learning resources, and the development of smart classrooms, as well as for teacher training activities focused on inclusive education, differentiated teaching and assessment, tutoring, and remedial education.

14. According to the World Bank's Round 1 progress assessment of the NPRSD, the support measures implemented have led to significant improvements in teacher stability, pupil pass rates, and participation in the National Assessment, with the strongest effects observed in high-risk schools. Compared to eligible schools that did not receive funding in the first round, schools supported through the NPRSD recorded more consistent and positive trends across all analysed indicators.

15. By the end of the 2022/2023 school year, 45% of the 1 409 supported schools (634 schools) had demonstrated progress, transitioning from high-risk to medium- or low-risk status, or from medium-risk to low-risk status. This result exceeded the final programme target of 625 schools showing improved educational outcomes.

16. NPRSD interventions have also contributed to a marked improvement in pupil performance, reflected in an increase in the proportion of pupils achieving grades above 6 in the National Assessment, from 39% in 2019 to 48% in 2023. In absolute terms, this represents an increase of 2 284 pupils, from 11 559 to 13 843.

Other relevant initiatives

The “Remedial Mathematics” National Program

17. In October 2025, the Ministry of Education and Research launched the registration process for the “Remedial Mathematics” National Program, which aims to support lower secondary pupils in addressing gaps in their mathematics knowledge, focusing on fundamental competencies. Under this programme, participating schools receive a comprehensive digital package of remedial learning resources, which mathematics teachers can use in targeted activities with pupils experiencing learning difficulties. A total of 687 schools have registered for the programme, the majority of which also participate in the NPRSD.

The Intervention Mechanisms for Functional Literacy in Pre-University Education

18. The project “Intervention Mechanisms for Functional Literacy in Pre-University Education”, implemented over a four-year period starting in October 2025, aims to strengthen pupils' functional literacy in primary and lower secondary education (ISCED levels 1–2). The project focuses on the development of competencies in reading, mathematics, science, civic education, and digital education.

19. As part of the project, 37 500 education professionals (including teachers, school principals, and guidance and inspection staff) will participate in training activities focused on functional literacy. In addition, at least 15 000 pupils from 176 primary and lower secondary schools selected at national level will benefit directly from targeted support measures.

National support programmes and measures

20. The Ministry of Education and Research has continued to implement the annual programmes and measures that support access to and participation in education with a particular focus on children from vulnerable backgrounds, including Roma children and children from rural areas.

21. Among the programmes that make a significant contribution to preventing school dropout are the “School Supplies” Programme, the “Healthy Meal” National Programme, and remedial learning initiatives.

22. Under the “School Supplies” Programme, primary and lower secondary school pupils from low-income families receive grade-specific packages of school supplies at the beginning of each school year. In the 2024–2025 school year, 272,935 pupils benefited from this support. For the 2025–2026 school year, the Ministry has allocated nearly 20 million RON for the purchase of school supplies.

23. The “Healthy Meal” National Programme, introduced in the 2023–2024 school year, expanded the former “Hot Meal” pilot programme, which demonstrated a positive impact on school attendance and dropout prevention. The programme aims to increase motivation for learning, support socio-emotional well-being, and contribute to the long-term reduction of school dropout. Under the programme, preschool children and pupils in state pre-university education receive a free meal at school (hot meal or food package) during the school year. In 2024, the programme had a budget of 1.11 billion RON and benefited 522 341 children and pupils from 1 463 educational establishments. In 2025, almost 1.14 billion RON was allocated, benefiting 514 700 preschool children and pupils. This represented a substantial expansion compared to the final year of the pilot programme in 2023, when only 450 educational units were covered.

24. In addition, pursuant to Government Ordinance No. 83/2023, disadvantaged preschool children and pupils in state primary and secondary education benefit, during the period 2023–2027, from electronic social vouchers for educational support, with a value of 500 RON. These vouchers are intended for the purchase of school supplies and clothing necessary for school attendance and aim to reduce the risk of school dropout and improve access to education and related social services.

25. Transportation support also plays an important role in preventing school dropout. In accordance with Law No. 198/2023 on pre-university education, pupils benefit from free access to local, metropolitan, and county public transport, as well as road, maritime, subway, and second-class rail transport throughout the school year. Pupils studying in a locality other than their place of residence and who cannot access regular public transport services receive a lump-sum allowance to cover transportation costs.

26. In rural or geographically isolated areas, free transportation for children/pupils is ensured, including through school buses. In this context, 1 216 new electrical school buses have recently been purchased and delivered to the schools in need.

27. The “national scholarship system” supports school participation, addresses social needs, and encourages academic performance. Pupils may benefit from merit-based scholarships, social scholarships (granted based on family income or other vulnerabilities), and technological scholarships for pupils enrolled in vocational education. In addition, a scholarship for minor mothers has been introduced to support their re-enrolment and continuation of studies.

Data on the outreach of support and affirmative measures on Roma pupils

28. In the 2024–2025 school year, 2 103 Roma children were supported to participate in early childhood education. A total of 66 147 Roma pupils benefited from the “Healthy Meal” Programme, 71 976 received educational vouchers, 79 052 received social scholarships, and 2 900 benefited from technological scholarships. In addition, 18 900 Roma pupils participated in remedial learning activities, and 3 700 took part in “School after School” programmes. To ensure access to education in areas with limited infrastructure, 19 199 Roma pupils benefited from free transportation. Approximately 49% of all beneficiaries were Roma girls. Furthermore, 3,500 Roma young people and adults returned to education through Second Chance programmes.

29. Through the affirmative measure providing special admission places for Roma pupils, in the 2024–2025 school year a total of 4 464 Roma pupils were admitted to the 9th grade on reserved places (3 446 in high school and 1 018 in vocational education and training), out of a total of 7 804 Roma pupils admitted to upper secondary education. County school

inspectorates also allocate 1–2 additional places per class for Roma pupils, beyond the standard number of places approved for educational institutions.

30. Centralised data for the 2024–2025 school year indicates an increase in the transition rate of Roma pupils from lower to upper secondary education. Approximately 72% of Roma graduates from lower secondary education enrolled in high schools, vocational schools, or dual education programmes. Of these, more than 3 500 Roma pupils used special admission places, while around 1 000 opted for vocational and dual education pathways linked to labour-market-relevant qualifications. This represents a significant increase compared to the previous school year.

31. In the same school year, 566 school mediators directly supported over 1 000 Roma pupils at educational risk, contributing to their retention in education. More than 40 000 Roma pupils benefited from counselling, mediation, and educational support services aimed at preventing marginalisation and facilitating school integration. These services were delivered through the national network of school mediators, educational counsellors, and itinerant teachers, with the support of school inspectorates and local authorities.
