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FRAMEWORK FOR EVALUATING THE FUNCTIONALITY OF THE INTERSECTORAL EDUCATIONAL PARTNERSHIP

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The intersectoral educational partnership is a key mechanism for addressing complex issues related to child protection and well-being. Effective collaboration among education, health, social assistance, and child protection sectors is essential for risk prevention and integrated support. This study provides a theoretical and methodological foundation for assessing the functionality of such partnerships. It is grounded in the regulatory framework of the Republic of Moldova (Government Decision no. 143/2018; Joint Order no. 96/1006/1158/2022) and integrates relevant theoretical perspectives, including collaborative governance, interactionist constructivism, and systems theories. A conceptual evaluation model is proposed, structured across five dimensions: structural, procedural, relational, outcome, and adaptive, with collaborative synergy as an additional indicator. The study also introduces a 30-item analytical tool for assessing interinstitutional collaboration. The proposed framework supports both research and practical evaluation of partnerships aimed at enhancing child well-being.

Keywords: *intersectoral educational partnership, partnership functionality, functionality indicators, referential for evaluating functionality, child well-being*.

REFERENȚIAL DE EVALUARE A FUNCȚIONALITĂȚII PARTENERIATULUI EDUCAȚIONAL INTERSECTORIAL

Parteneriatul educațional intersectorial reprezintă un mecanism esențial pentru abordarea problemelor complexe legate de protecția și bunăstarea copilului. Colaborarea eficientă între domeniile educației, sănătății, asistenței sociale și protecției copilului este indispensabilă pentru prevenirea riscurilor și asigurarea unui suport integrat. Studiul de față oferă o fundamentare teoretică și metodologică pentru evaluarea funcționalității acestor parteneriate. Demersul este ancorat în cadrul normativ al Republicii Moldova (HG nr. 143/2018; Ordinul comun nr. 96/1006/1158/2022) și integrează perspective teoretice relevante, precum guvernanța colaborativă, constructivismul interacționist și teoriile sistemice. Este propus un model conceptual de evaluare, structurat pe cinci dimensiuni: structurală, procesuală, relațională, rezultativă și adaptativă, completate de sinergia colaborativă ca indicator suplimentar. De asemenea, studiul include un instrument analitic de 30 de itemi pentru evaluarea colaborării interinstituționale. Cadrul propus sprijină atât cercetarea, cât și evaluarea practică a parteneriatelor orientate spre îmbunătățirea bunăstării copilului.

Cuvinte-cheie*: parteneriat educațional intersectorial, funcționalitatea parteneriatului, indicatori de funcționalitate, referențial de evaluare a funcționalității, bunăstarea copilului.*

Introduction

In the context of the complexity of social and educational problems that can affect child development, cooperation between institutions responsible for education, health, social assistance and child protection becomes an essential condition for ensuring their well-being. Contemporary approaches in the field of public policies emphasize the fact that problems affecting child development are multidimensional in nature and require integrated interventions, carried out through collaboration among multiple institutional systems. In this sense, the intersectoral educational partnership is conceptualized as a mechanism for coordinating institutional actions and integrating professional resources in order to prevent risk situations and support child development.

However, the existence of a regulatory framework governing inter-institutional cooperation does not automatically guarantee the effective functioning of the partnership. In practice, the level of collaboration between institutions may vary depending on the clarity of institutional roles, the quality of professional communication, the degree of coordination of interventions and the capacity of the system to produce

concrete outcomes for child well-being. From this perspective, it becomes necessary to develop indicators of functionality that allow for the systematic evaluation of how the intersectoral educational partnership functions in practice.

Determining such indicators allows transforming the concept of intersectoral collaboration into an operational construct, amenable to empirical analysis, facilitating the identification of factors that facilitate or constrain the effectiveness of institutional cooperation. At the same time, functionality indicators can have the status of items for a useful analytical tool in monitoring and improving intersectoral cooperation mechanisms, contributing to the development of more effective interventions aimed at ensuring child well-being.

Theoretical and normative foundations of the indicators of the functionality of the intersectoral educational partnership

In the process of developing a set of indicators of the functionality of intersectoral educational partnership, the starting point is the current normative framework, which defines the formal mechanisms of cooperation between the relevant areas for child protection and development. The identification of indicators is not carried out arbitrarily, but derives from the provisions of the normative acts that regulate institutional cooperation and the responsibilities of the actors involved in ensuring the well-being of the child.

The analysis of the relevant legal and policy documents highlights the fact that the intersectoral partnership is conceived as a structured institutional mechanism of cooperation, intended to coordinate educational, social, medical and child protection interventions. The legal regulations treat the collaboration between institutions not merely as an administrative interaction, but configure it as an essential tool for preventing risk situations and promoting the well-being of the child.

Government Decision no. 143/2018 [9] on the mechanism of intersectoral cooperation for the primary prevention of risks to the well-being of children is the central pillar of the national regulatory framework. It institutionalizes cooperation between the sectors of education, health, social assistance and public order, establishing clear responsibilities, referral procedures and coordination mechanisms. From a systemic perspective, this regulatory act supports the structural dimension of the functionality of the partnership, as the clarification of competences and the regulation of the information flows contribute to the stability and coherence of institutional cooperation.

The joint order of the relevant ministries no. 96/1006/1158 of 2022 [11] operationalizes the intersectoral mechanism by standardizing the stages of observation, evaluation and intervention planning . The introduction of the joint intervention plan and the responsibility of the case manager strengthens the procedural dimension of the partnership functionality, providing common tools and documented procedures that allow monitoring and evaluation of interventions.

Law no. 140/2013 [10] places the principle of the best interests of the child at the top and establishes the responsibility of public authorities in preventing and managing risk situations. The Education Code [8] establishes collaboration between the educational institution, family and community, strengthening the role of education in the early identification of situations of vulnerability and in coordinating intersectoral interventions.

Therefore, the regulatory framework of the Republic of Moldova creates the structural and procedural conditions for inter-institutional cooperation, providing the necessary legal basis for the development of functional indicators of intersectoral educational partnership.

The integration of the normative framework with relevant theoretical perspectives allows for the understanding of intersectoral educational partnership as a complex social system of institutional interactions, normatively regulated and supported by professional cooperative relationships, oriented towards producing sustainable results in the field of child protection. In this sense, the partnership can be conceptualized as a functional system operating within society, bringing together different institutional actors around a common goal - ensuring the development and well-being of the child.

This perspective is also based on theoretical approaches in systems theory, according to which complex social processes are the result of the interaction between interdependent subsystems. In Bertalanffy's vision [2], social systems are made up of elements in dynamic relationships of interdependence, and their functionality depends on the ability of the components to cooperate and exchange information and resources. Applied in

the field of educational and social policies, this perspective highlights the fact that child protection and development cannot be effectively achieved by a single institution, but rather requires the coordination across multiple institutional sectors.

A similar interpretation is also attested in the social systems theory, where Luhmann [6] describes society as a set of interconnected functional systems, which operate through communication and cooperation processes. From this perspective, intersectoral partnership can be understood as a mechanism of integration and coordination between distinct institutional systems - education, health, social assistance or child protection - facilitating the flow of information and the harmonization of interventions. Thus, institutional cooperation becomes an essential condition for the management of complex social problems, thereby strengthening child welfare provision.

In the contemporary literature on collaborative governance, this idea is explicitly developed through the concept of inter-institutional collaboration. Ansell and Gash [1] define collaborative governance as a process in which actors from different sectors participate in joint decision-making processes to solve complex public problems. In the same vein, Emerson, Nabatchi and Balogh [4] show that collaborative governance systems represent institutional structures in which organizations cooperate to generate collective results that could not be achieved individually. Within this conceptual framework, the intersectoral educational partnership can be interpreted as a functional collaborative structure, in which only the interaction between institutions produces institutional synergies oriented towards the best interests of the child.

In the field of education, the need for cooperation between different social systems is also highlighted by the ecological theory of human development, developed by Bronfenbrenner [3], which demonstrates that child development is influenced by the interaction between several environmental systems - family, school, community and social institutions. This perspective emphasizes the fact that child well-being is the result of the interaction between different social contexts, which justifies the need for mechanisms for institutional collaboration. Similarly, Epstein’s research [5] on the school - family - community partnership highlights the role of cooperation between educational and social actors in supporting child development and creating favorable conditions for educational success.

Therefore, the scholarly literature supports the idea that intersectoral educational partnership is not just an administrative form of collaboration, but can be conceptualized as a functional social system of institutional interaction, within which different institutions cooperate to integrate resources, skills and responsibilities in order to ensure the harmonious development and well-being of the child.

From this perspective, the functionality of the partnership is not reduced to the formal existence of collaboration, but reflects the quality of interactions, the coherence of coordination mechanisms and the capacity of the system to produce relevant results for beneficiaries. This approach allows for the scientific substantiation of the partnership evaluation through specific indicators, which capture the dynamics of institutional relations and the efficiency of cooperation processes.

The relational and cognitive dimensions of collaboration is complemented by the contribution of interactionist constructivism developed within the Geneva School, especially through the works of Jean Piaget [7], which emphasizes that social structures and professional consensus are built through processes of negotiation and progressive balancing of different perspectives. In this sense, the functionality of intersectoral partnership involves not only procedural coordination between institutions, but also the building of a common understanding of the best interests of the child, through professional dialogue and interdisciplinary collaboration.

Within this integrative model, the concept of collaborative synergy becomes a central element in understanding the functionality of the partnership. According to the literature on collaborative governance [4] synergy represents the emergent effect of authentic collaboration, manifested through results that exceed the sum of the individual contributions of the actors involved. It reflects the level of real integration between institutions and the systemic maturity of the partnership.

Thus, including synergy in the conceptual structure of functionality allows capturing the emergent and performative dimension of intersectoral collaboration, highlighting the partnership’s capacity to generate integrated and sustainable solutions for complex child welfare issues.

Overall, integrating the normative framework with the theoretical perspectives presented above provides a solid foundation for the formulation of functional indicators capable of integrating both the structural and processual dimension of the partnership, as well as the relational and emergent dimension of intersectoral cooperation. This approach allows the development of a comprehensive analytical model and evaluation of intersectoral educational partnership, oriented towards ensuring the well-being of the child.

The conceptual model of the referential for evaluating the functionality of the intersectoral educational partnership is built on the basis of integrating the national regulatory framework with relevant theoretical perspectives in the field of collaborative governance, systems theory and interactionist constructivism. The proposed model conceptualizes the functionality of the partnership as a result of the interaction between institutional structures, cooperation processes, professional relationships and outcomes oriented towards the well-being of the child. In this perspective, the intersectoral educational partnership is analyzed as an open social system, characterized by institutional interdependence, intersectoral communication and adaptive capacity.

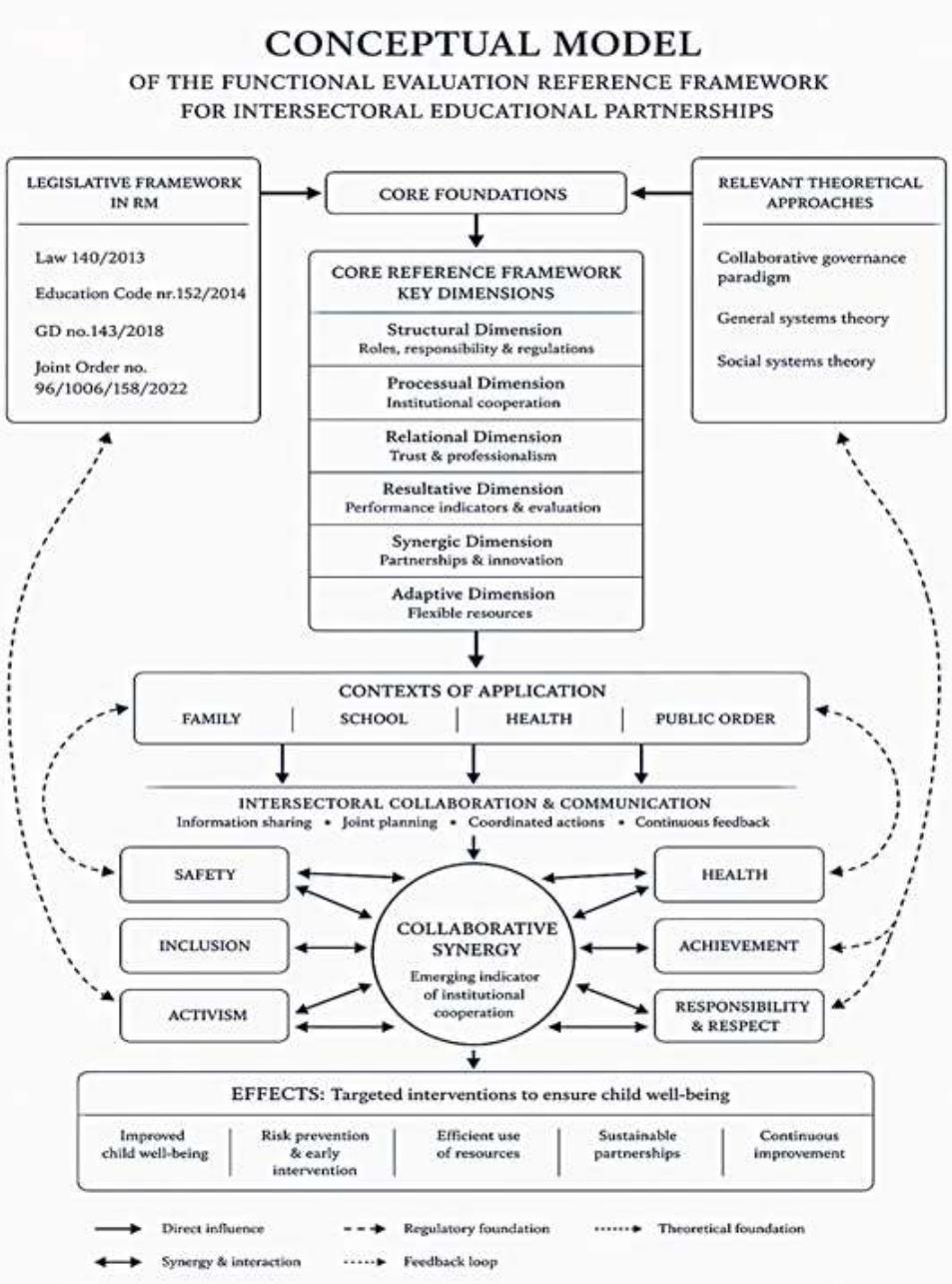


Figure 1. Conceptual model of the framework for evaluating the functionality of the intersectoral educational partnership

The conceptual model of the referential for evaluating the functionality of the intersectoral educational partnership is developed based on the integration of the national regulatory framework and relevant theoretical perspectives from the specialized literature. The model reflects the systemic approach to institutional collaboration, according to which the functionality of the partnership results from the interaction between the organizational structure of cooperation, inter-institutional coordination processes and professional relationships between the actors involved.

From this perspective, the structural dimension provides the institutional framework of collaboration, the process dimension reflects the dynamics of inter-institutional interactions, and the relational dimension highlights the level of trust and professional consensus. The interaction of these dimensions generates collaborative synergy, conceptualized as an emergent effect of institutional cooperation. Synergy facilitates the production of concrete results on child well-being, reflected in the outcome dimension of the model.

At the same time, the adaptive dimension expresses the partnership's capacity to adjust to legislative, social and institutional changes, ensuring the sustainability of intersectoral cooperation in the long term. Overall, the conceptual model highlights the systemic and dynamic nature of the functionality of the intersectoral educational partnership, oriented towards achieving the fundamental objective of public policies in the field of child protection - ensuring the well-being of the child.

These dimensions are justified both theoretically and normatively, allowing for a comprehensive assessment of intersectoral educational partnership.

1. Structural dimension

The structural dimension assesses the organizational and normative framework of the partnership, including the clarity of roles, the delineation of responsibilities, and the existence of formal cooperation mechanisms.

From the perspective of general systems theory [2], the functionality of a system depends on the coherence of its structure and the clearly regulated interdependence of its components. A system with ambiguous roles or overlapping responsibilities generates structural dysfunctions that affect overall performance. Similarly, social systems theory [6] emphasizes the importance of stability of communication and functional delimitation.

The central argument for including this dimension is that without a clear structural framework, collaborative processes become unstable and responsibility becomes diffuse. In a normative context, the provisions of Government Decision no. 143/2018 [9] strengthen this dimension by defining cooperation mechanisms and institutional responsibilities.

2. The procedural dimension

The process dimension examines the dynamics of interactions between institutions: the frequency of communication, the existence of common plans, the implementation of decisions, and the use of standardized tools.

The collaborative governance paradigm [1] defines collaboration as a deliberative process, based on repeated interaction and consensual decision. Emerson and Nabatchi [4] show that collaborative performance is dependent on the quality of the processes, not just the formal existence of the partnership.

The inclusion of this dimension lies in the fact that functionality is not a static attribute, but a result of interactive processes of communication, negotiation and coordination. Quantitative indicators (e.g. frequency of meetings, percentage of joint plans) give objectivity to the process assessment.

3. The relational dimension

The relational dimension aims at the level of trust, consensus and integration of different professional perspectives.

Interactionist constructivism [7] argues that social and cognitive structures are built through negotiation and progressive balancing of differences. In an intersectoral context, effective collaboration requires the ability of actors to overcome sectoral perspectives and build common sense. The relational dimension advocates the idea that without trust and consensus, structural and process mechanisms remain formal and uninternalized. Authentic functionality requires relational coherence and mutual recognition of competencies.

4. Resultant dimension

The outcome dimension evaluates the concrete impact of the collaboration on the child: the effectiveness of interventions, the prevention of risk escalation, and the stability of decisions.

In the collaborative governance regime model [4], performance is assessed in terms of outcomes. Thus, functionality is validated through observable effects, not just intentions or processes.

The argument for this dimension is teleological in nature: a partnership is functional only to the extent that it produces measurable results on the child's well-being. Quantitative indicators (e.g. percentage of decisions implemented, need for revisions) reduce the bias of perceptual assessment.

5. Adaptive dimension

The adaptive dimension analyzes the partnership's ability to adjust to legislative, social and contextual changes, as well as the continuity of collaboration over time.

Systems theory [2] and social systems theory [6] conceptualize social systems as open structures, subject to change and self-regulation. Functionality requires adaptive capacity, otherwise the system becomes rigid and vulnerable. The argument for including this dimension is that sustainability is an essential condition for long-term performance. Indicators such as the duration of the team's operation or the number of joint trainings reflect systemic maturity.

6. Synergistic dimension (intermediate indicator)

The synergistic dimension expresses the emergent level of collaboration, that is, the extent to which common results exceed individual contributions.

Emerson and Nabatchi [4] conceptualize synergy as an emergent effect of collaborative dynamics. From a systemic perspective, synergy represents the emergent property of an integrated system.

The argument for including synergy as a distinct dimension lies in its mediating role between processes and outcomes. Synergy indicates collaborative maturity and advanced level of inter-institutional integration.

Internal consistency of the instrument

The six dimensions are not independent, but interrelated:

- the structure facilitates the process,
- the process influences relationships and communication,
- relationships generate synergy,
- synergy enhances results,
- adaptability ensures sustainability.

This logic reflects a circular systemic model, in which functionality is the result of an integrated dynamic.

In order to highlight the conceptual foundation of the dimensions of the functionality of intersectoral educational partnership and to demonstrate that they derive from theoretical frameworks validated in the specialized literature, it is necessary to correlate them with the main explanatory perspectives that analyze institutional cooperation and the functioning of social systems. In this sense, the following table summarizes the relationship between the relevant theories, the representative authors and their implications for the conceptualization of the functionality of intersectoral educational partnership.

Table 1. Theoretical perspectives on the functionality of intersectoral educational partnership

Theory / theoretical perspective	Representative authors	Central concepts	Implications for partnership functionality	Examples of indicators
General systems theory	Ludwig von Bertalanffy	interdependence, systemic structure, integration	the partnership functions as a system made up of institutional subsystems	clarity of institutional roles; coherence of the cooperation structure
Social systems theory	Niklas Luhmann	systemic communication, self-regulation, adaptation	functionality depends on the stability of information flows	transmission of information between institutions; regularity of communication

Collaborative governance	Chris Ansell, Alison Gash	deliberative decision, participation, legitimacy	collaboration produces joint decisions and collective responsibility	participation of stakeholders in the decision-making process; professional consensus
Collaborative governance regimes	Kirk Emerson, Tina Nabatchi	collective action, collaborative capacity, results	collaboration produces collective, beneficiary-oriented results	efficiency of inter-institutional interventions; coordination of services
Interactionist constructivism	Jean Piaget	cognitive negotiation, balancing, construction	cooperation involves developing a common understanding between professionals	level of professional consensus; integration of institutional perspectives
Collaborative synergy	Emerson et al.	emergent effect, resource integration	collaboration produces results superior to individual contributions	the impact of joint interventions; the efficiency of collaboration

The correlation of the presented theoretical perspectives allows the identification of the central concepts that underlie the functionality of intersectoral educational partnership. In order to transform these concepts into empirical variables susceptible to measurement, they are transposed into operational indicators of interinstitutional collaboration. The following table presents the process of operationalizing the functionality indicators, highlighting the relationship between the conceptual dimensions, the derived indicators and their theoretical and normative substantiation.

Table 2. Operationalization of the indicators of the functionality of the intersectoral educational partnership

Functionality dimension	Indicator	Exemplary item (research instrument)	Theoretical foundation	Relevant regulatory act
Interinstitutional communication	Efficient transmission of information between institutions	“The institutions involved transmit relevant information about the children’s situations in a timely manner.”	Social systems theory - communication as a mechanism for the system’s functioning (Luhmann)	GD 143/2018 - cooperation and exchange of information between institutions
	Clarity of communication channels	“There are clear procedures on how to communicate between education, health and social care specialists.”	Systems theory (Bertalanffy) - structural coherence of subsystems	Government Decree 143/2018
Institutional coordination	Coherence of intersectoral interventions	“The interventions of the institutions involved are coordinated and complementary.”	Collaborative governance (Ansell & Gash) - coordination of collective actions	Government Decree 143/2018
	Clearly defined responsibilities	“The roles and responsibilities of the institutions involved are clearly established.”	Systems theory - delimitation of subsystem functions	Government Decree 143/2018

Use of common tools	Application of the observation and evaluation sheet	"Specialists use common tools to assess the child's situation."	Collaborative governance - common tools for collective action	Order 96/1006/1158/2022
	Systematic documentation of cases	"The observation, evaluation and planning process is consistently documented."	Social systems theory - stability of institutional processes	Order 96/1006/1158/2022
Participation and collaborative decision-making	Involvement of relevant stakeholders	"All relevant institutions participate in the assessment and intervention process."	Collaborative governance - participation and deliberation (Ansell & Gash)	Government Decree 143/2018
	Professional consensus in decisions	"Decisions on interventions are made in consultation with all specialists involved."	Interactionist constructivism (Piaget) - negotiating perspectives	Government Decree 143/2018
Integration of interventions	Coherence of the intervention plan	"Intervention plans reflect the contribution of all institutions involved."	Systems theory - subsystem integration	Order 96/1006/1158/2022
	Continuity of interventions	"The institutions' interventions are carried out continuously and in a coordinated manner."	Collaborative governance - the effectiveness of collective action	Government Decree 143/2018
Collaborative synergy	Efficiency of joint actions	"Collaboration between institutions produces more effective results than separate interventions."	The concept of collaborative synergy (Emerson, Nabatchi)	Government Decree 143/2018
	The impact of collaboration on child well-being	"Inter-institutional collaboration contributes to improving the child's situation."	The collaborative governance paradigm - results orientation	Government Decree 143/2018

The indicators thus identified constitute the basis of the methodological operationalization process of the Framework for the Evaluation of the Functionality of Intersectoral Educational Partnership. In order to highlight the direct relationship between the theoretical concepts, the normative framework, the dimensions of functionality and the items used in the evaluation instrument, an operationalization matrix was developed. This synthesizes the correspondence between the theoretical and normative frameworks, the functionality indicators and the formulation of the empirical items of the evaluation instrument. The methodological approach adopted in this evaluation follows a deductive logic:

Theoretical concept and normative act → Functional dimension → Indicator → Measurable items

Table 3. Operationalization matrix of the functionality of the intersectoral educational partnership

Theoretical concept and Normative Act	Functional dimension	Indicator	Measurable items (representative example)
Ludwig von Bertalanffy; GD 143/2018	structure	Clarity of roles	"The roles of the institutions involved are clearly defined."

Government Decree 143/2018	structure	Recording responsibilities	“In what percentage of cases were the assignments recorded in writing?”
Niklas Luhmann	structure	Stability of the procedural framework	“There are formal approved procedures for cooperation.”
Chris Ansell; Alison Gash	Procedural	Frequency of interactions	“How many intersectoral meetings have taken place in the last 6 months?”
Kirk Emerson & Tina Nabatchi	Procedural	Joint intervention plan	“In how many cases was there a common plan?”
Government Decree 143/2018; Order 96/1006/1158/2022	Procedural	Implementation on time	“What percentage of interventions were completed on time?”
Jean Piaget	Relational	Inter-institutional trust	“There is mutual trust between institutions.”
Piaget (constructivism)	Relational	Integrating perspectives	“Different professional perspectives are negotiated.”
Collaborative governance	Relational	Decision-making consensus	“The opinions expressed influence the final decision.”
Emerson & Nabatchi (2015)	resultative	Impact on the child	“The interventions produce visible results for the child.”
UNICEF Framework	resultative	Risk prevention	“Collaboration helps prevent risk escalation.”
Emerson & Nabatchi	resultative	Stability of decisions	“How many decisions required review?”
Luhmann (self-regulation)	Adaptive	Adjustment capacity	“The partnership adapts to legislative changes.”
Systems theory	Adaptive	Operating time	“How long has the team been operating?”
Government Decree 143/2018	Adaptive	Continuity of collaboration	“To what extent does collaboration continue after the intervention?”
Emerson & Nabatchi	Synergy (intermediate)	Complementarity	“Collaboration produces superior results than separate actions.”
Emerson & Nabatchi	synergy	Institutional integration	“Institutions complement each other’s competences.”

The analysis carried out within the operationalization matrix highlights how the concept of functionality of intersectoral educational partnership is transposed from a theoretical and normative level into operational indicators susceptible to empirical measurement. By simultaneously reporting to the relevant theoretical perspectives - general systems theory, social systems theory, collaborative governance paradigm and interactionist constructivism - as well as to the national normative framework regulating inter-institutional cooperation in the field of child protection, the identified functional dimensions were converted into concrete indicators of cooperation between institutions. Although the conceptual model also includes the synergistic dimension, it is not treated as an independent dimension in the structure of the empirical instrument, but as an emerging indicator of the interaction between the structural, processual and relational dimensions.

In this logic, each indicator derived from theoretical concepts and provisions of normative acts has been transformed into a set of measurable items, capable of capturing the observable manifestations of intersectoral

collaboration. Thus, elements such as the clarity of institutional roles, the frequency of interactions, the level of professional trust, the effectiveness of interventions or the capacity to adapt the partnership are operationalized through items that reflect concrete situations encountered in the practice of interinstitutional cooperation.

Therefore, the operationalization matrix presented above constitutes the conceptual and methodological foundation of the evaluation tool, demonstrating the direct relationship between theoretical and normative frameworks, functionality indicators, and empirical item formulation.

The operationalization matrix highlights how the theoretical concepts and functionality indicators are translated into empirical items of the research instrument. Continuing this methodological approach, the derived items are integrated into a framework for evaluating the integrated framework of functionality of the intersectoral educational partnership. The framework presented in the following table represents the empirical instrument used in the research to measure the level of functionality of inter-institutional cooperation. The conceptual validity of the instrument is supported by deriving the indicators directly from established theoretical frameworks and from the provisions of normative acts regulating intersectoral cooperation. The correlation between theoretical concepts, functional dimensions and empirical items allows ensuring the internal coherence of the analyzed construct. In this sense, the tool reflects the multidimensional structure of the functionality of intersectoral educational partnership and allows for the integrated investigation of the structural, procedural, relational and outcome components of institutional cooperation.

Reference for evaluating the integrated framework of functionality of the intersectoral educational partnership

Scale used for evaluative items:

1 - Totally disagree; 2 - Disagree; 3 - Neither agree nor disagree; 4 - Agree; 5 - Totally agree.

D1. STRUCTURAL DIMENSION

(clarity of roles, formal mechanisms, stability of the regulatory framework)

No.	Item	1	2	3	4	5
1	The roles of the institutions involved are clearly defined.	□	□	□	□	□
2	Responsibilities are respected according to the regulatory framework.	□	□	□	□	□
3	There are formal approved procedures for intersectoral cooperation.	□	□	□	□	□
4	In what percentage of cases were the assignments recorded in writing? □ below 50% □ 50-70% □ 71-90% □ above 90%					
5	In how many situations did overlapping responsibilities occur? □ frequently □ occasionally □ rarely □ never					
6	Each institution fulfills its duties established in the intervention plan.	□	□	□	□	□

D2. PROCEDURAL DIMENSION

(frequency of interactions, decision-making transparency, use of common tools)

No.	Item	1	2	3	4	5
7	Relevant information about the child is transmitted in a timely manner.	□	□	□	□	□
8	There are formal and informal channels used constantly.	□	□	□	□	□
9	In how many cases in the last 6 months was there a joint intervention plan? □ below 25% □ 25-50% □ 51-75% □ above 75%					
10	How many intersectoral meetings have taken place in the last 6 months? □ 0-1 □ 2-3 □ 4-6 □ over 6					
11	In what percentage of cases were the interventions implemented within the established deadline? □ below 50% □ 50-80% □ 81-95% □ above 95%					
12	Decisions are taken through real consultation between institutions.	□	□	□	□	□

D3. RELATIONAL DIMENSION
(trust, consensus, usefulness of collaboration)

No.	Item	1	2	3	4	5
13	There is mutual trust between institutions.	□	□	□	□	□
14	Different professional perspectives are negotiated and integrated.	□	□	□	□	□
15	The opinions expressed effectively influence final decisions.	□	□	□	□	□
16	Professional disagreements are managed constructively.	□	□	□	□	□
17	Collaboration is perceived as useful in managing complex cases.	□	□	□	□	□
18	The best interests of the child are promoted as a common principle.	□	□	□	□	□

D4. RESULTATIVE DIMENSION
(effectiveness, impact on child well-being)

No.	Item	1	2	3	4	5
19	Intersectoral interventions produce visible results for the child.	□	□	□	□	□
20	In what percentage of cases were decisions formally recorded? □ below 60% □ 60-80% □ 81-95% □ above 95%					
21	In how many cases was the child/family consulted before the decision was made? □ never □ rarely □ frequently □ almost always					
22	How many decisions required further review? □ none □ 1-2 □ -5 □ over 5					
23	Interventions are adapted to the evolution of the child’s situation.	□	□	□	□	□
24	Collaboration helps prevent risk escalation.	□	□	□	□	□

D5. ADAPTIVE DIMENSION / SUSTAINABILITY
(adjustment capacity, continuity, systemic learning)

No.	Item	1	2	3	4	5
25	Continuous collaboration is supported by consolidated professional relationships.	□	□	□	□	□
26	There are procedures that ensure continuity of collaboration.	□	□	□	□	□
27	How long has the team been operating in this formula? □ under 1 year □ 1-3 years □ 3-5 years □ over 5 years					
28	How many joint training activities have taken place in the last year? □ 0 □ 1 □ 2-3 □ over 3					
29	In what percentage of cases did collaboration continue after the initial intervention? □ below 40% □ 40-60% □ 61-80% □ above 80%					
30	The partnership demonstrates the capacity to adapt to legislative or social changes.	□	□	□	□	□

SCORE KEY

Dimension score: 6-30 points

Total instrument score: 30-150 points

Functionality levels: 30-69 → Low functionality; 70-109 → Moderate functionality; 110-150 → High functionality

The framework for evaluating the integrated framework of functionality of the intersectoral educational partnership was built on the basis of a multidimensional approach, which allows investigating institutional cooperation both from the perspective of the formal structure of the partnership, and from the perspective of interaction processes, professional relationships and the results generated on the well-being of the child. Such an approach is justified by the complexity of the phenomenon analyzed, since the functionality of the

intersectoral partnership cannot be reduced to the existence of institutional regulations or to the procedural compliance of the actors involved, but involves the integration of several dimensions that reflect the real dynamics of cooperation between institutions.

In this sense, the referential structure was organized into five complementary dimensions: the structural dimension, the process dimension, the relational dimension, the outcome dimension, and the adaptive or sustainability dimension. Each of these dimensions captures an essential component of the functionality of the partnership and contributes to the configuration of an integrative perspective on how inter-institutional collaboration supports the assurance of child well-being.

From a methodological point of view, the proposed referential combines Likert-scale items with frequency or proportion items, which allows capturing both the perceptions of professionals involved in the partnership and concrete manifestations of inter-institutional cooperation. This combination contributes to increasing the validity of the instrument, as it reduces the risk of an exclusively perceptual assessment and allows the correlation of subjective assessments with operational indicators of collaboration.

Overall, the developed framework presents an analytical tool capable of identifying the functionality of intersectoral educational partnership in a systemic and integrated manner. By simultaneously investigating the structural, processual, relational, outcome and adaptive dimensions, the tool allows for a complex assessment of institutional cooperation and the identification of factors that facilitate or limit the efficiency of intersectoral interventions aimed at child well-being.

Conclusions

1. Intersectoral educational partnership can be conceptualized as a functional social system, in which institutions in the fields of education, health, social assistance and child protection interact to integrate resources, skills and responsibilities in order to ensure the well-being of the child. This systemic perspective allows for the understanding of inter-institutional collaboration as a dynamic process of coordination and adaptation between interdependent social subsystems.
2. Integrating the national normative framework with theoretical perspectives from the specialized literature - the collaborative governance paradigm, interactionist constructivism, General systems theory, social systems theory provides a solid conceptual basis for analyzing the functionality of intersectoral educational partnerships. This interdisciplinary approach allows for the explanation of how institutional mechanisms and professional relationships contribute to the effectiveness of intersectoral cooperation.
3. The functionality of the intersectoral educational partnership is manifested through the interaction of several complementary dimensions, namely the structural, processual, relational, resultative and adaptive dimensions. The integrated analysis of these dimensions highlights the fact that the efficiency of institutional collaboration depends both on the existence of formal cooperation mechanisms, and on the quality of professional relationships and the capacity of the system to produce concrete results for beneficiaries.
4. Collaborative synergy is an emerging indicator of partnership functionality , reflecting the level of real integration between institutions and their capacity to generate results superior to individual interventions. Therefore, assessing synergy allows identifying the degree of maturity of inter-institutional collaboration and its potential to produce integrated and sustainable interventions.
5. Operationalizing the functionality of the partnership through indicators and empirical items allows the transformation of the theoretical concept into a measurable construct , facilitating the systematic analysis of intersectoral cooperation. The tool developed within the research offers the possibility of multidimensional evaluation of institutional collaboration and identification of factors that influence the efficiency of cooperation mechanisms oriented towards child well-being.
6. The multidimensional approach to the functionality of intersectoral educational partnerships contributes to the development of an analytical framework relevant to research and institutional practice, providing premises for improving cooperation mechanisms between institutions involved in child protection. In this sense, the systematic assessment of the functionality of the partnership can support the development of more effective educational and social policies, oriented towards risk prevention and strengthening child well-being.

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