



AUTHORS

Ștefan-Marius Deaconu
Ionuț-Mircea Marcu

CONTACT

For further information, please
contact us at:

EMAIL:

ahe-ro@unibuc.ro

WEBSITE:

ahe-ro.unibuc.ro

This paper is supported by a grant from the Romanian National Authority for Scientific Research (CNCS – UEFISCDI), for the project "Access to Higher Education in Post-Communist Romania" (PN-III-P4-PCE2021-0981)

THE EVOLUTION OF ADMISSION PROCESSES TO ROMANIAN HIGHER EDUCATION

A b s t r a c t

Most of the research on the evolution of the Romanian higher education system during the post-socialist transition focused mainly on admission and graduation. Some analyses consider variables concerning students' geographical distributions, for instance. Researchers should have paid more attention to the evolution of the legal framework, especially concerning admission to higher education, as frequent and significant changes occurred in these decades.

This research report aims to analyse the normative and legislative dimensions of the evolution of admission processes to Romanian higher education after the fall of the communist regime. This objective will be divided into two main research activities.

First, this research aims to create a complex database of legislation related to the evolution of higher education in Romania. This will include the primary legislation (Laws regulating education in Romania) and the secondary legislation relevant to higher education (mostly Government Decisions and Ministry of Education orders). While the first type of legislation is easily accessible, and its impact is analysed in various scientific contributions, the secondary legislation is known to a lesser extent. Secondary legislation regulating higher education in Romania is, in quantitative terms, more generous but harder to access, as some normative acts and regulations are available only in the printed versions of the Official Journal, with no indexation possible. On the other hand, while primary legislation creates the general framework of higher education, the impact of secondary legislation on the actual implementation should not be underestimated.

This database will be helpful not only for the achievement of this report's research objective but for all other milestones and publications within the AHE-RO (*Access to higher education in post-communist Romania/ Accesul la învățământ superior în România post-comunistă*) research project, as norms and regulations are relevant to all aspects related to tertiary education.

Second, this report aims to map out the legislative evolution of admission processes to Romanian higher education. In order to achieve this research objective, the focus will be placed on how norms and

regulations are intended to regulate, stimulate, and even limit enrolments to tertiary education in Romania. This perspective will include, but will not limit to, several topics, such as affirmative discrimination policies; norms and regulations related to equity of access to higher education; breakdowns on level of tertiary education (undergraduate, graduate, doctoral studies), various disciplines of study, regions and types of higher education institutions. We aim to look at both the norms and regulations and their impact on higher education access.

These results will be correlated with other outputs from the AHE-RO research project, aiming to further provide explanatory depth to quantitative analyses from the other research reports.

These two research activities should provide a depth understanding of the complex relations between legislative norms and regulations, both primary and secondary, and the actual implementation of policies in the field of higher education by focusing on the particular case of admission processes to Romanian higher education institutions.

The preliminary results of this research report point out that the role of secondary education in regulating, stimulating, and limiting access to higher education in post-socialist Romania is higher than usually understood in the literature. While most of the previous work has been focused on the impact of primary legislation (especially that of the laws governing education), our research shows that at least some of the evolutions within the Romanian higher education system are the results of secondary legislation, sometimes in line with the aims and objectives of primary norms, sometimes not. In this sense, by focusing on the evolution of admission processes to Romanian higher education, this research report provides a more nuanced and in-depth perspective on how norms and regulations generated their impact in the field of tertiary education.