GENERAL INFORMATION

Title	**Special places for Roma students at Bachelor level**
Key words	Access to HE, positive discrimination, national policy
Objectives	To assure the access of roma students to Bachelor Studies To continue policies and practices of social and educational integration of roma people
Phase of studies *(Choose all phases it applies)*	Access X Retain Graduation Transition to work-life
Type of degree *(Choose all degrees it applies)*	Bachelor's X Graduate Master's
Level *(Choose all levels it applies)*	International National X Institutional X Faculty Group Individual
Name of the institution	University of Bucharest
Location *(City and country)*	Bucharest, Romania
Target group/s	Roma students
Stakeholders involved	Ministry of Education and Research, University of Bucharest
Description of the organisational process *Actors, triggering evidence, campaigns, graph… (max. 300 words)*	The Ministry of Education grant annually a number of places specifically for Roma students. This national policy is translated at institutional level by granting for each field of studies according a certain amount of places designated for Roma that want to acces Bachelor studies. Even if it is a national policy of positive discrimination, institutions have their own selecting process. Firstly, the students that want to be enrolled in those special places need to have a certificate attesting their ethnicity. Secondly, they are not admitted in any conditions, they also need to meet minimum standards for admission.

A. FORMAL EVALUATION CRITERIA

A1. ACCESS TO INFORMATION *Provide sources of information (URL, websites, literature, materials)*	http://www.politici-edu.ro/wp-content/uploads/2014/01/Angajamentele-Ro-in-EHEA-Final.pdf
A2. TIMEFRAME *Since when has it been in use? What is its maturity level (initial, intermediate, advanced)?Describe if there is evidence of its duration in the long run. (max. 70 words)*	Special places for Roma people has existed since 1992, but only in 2000 was there a national law that stated that this was compulsory. It is in place since then and every year pupils can apply.

A3. NUMBER OF STUDENTS
How many students are involved? Is the number representative considering the target group?

The number of roma students is approximately of 1% of the Roma population

	2010-2011	2011-2012	2012-2013
The number of places allocated for young Roma (Bachelor)	555	611	555

The process of implementing the policy is simple: the Ministry of Education grants each year a certain amount of places that are distributed to every university; every university distributes the number of places per faculty/study programme and each faculty has it's own admission procedures.

A4. SCALABILITY ("volume") *Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)*	Being a national approach, the problem is not how to transfer it, but rather how to make it work at institutional level. Therefore, a better understanding of how is implemented and how many people benefit from it could help in this regard.
A5. TRANSFERABILITY (from one context to another) *Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)*	This practice could be transferred to other minority groups.

A6. ASSESSMENT *Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)*	Some studies show that only some „privileged" part of the Roman population have access to this scholarships, and this is closely related to the fact that roma women are not always let by their families to go to school and finish compulsory education, yest to access higher education References: http://www.politici-edu.ro/wp-content/uploads/2014/01/Angajamentele-Ro-in-EHEA-Final.pdf
A7. CONTACT *Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?*	Ministry of Education www.edu.ro

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

B1.1 Self-determination *Rate and Justify (max. 70 words)* *(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)*	*Very weakly* ☐	*Weakly* x	*Well* ☐	*Very well* ☐
	Students didn't participate in its design, just on a small scale in it's evaluation as it can be seen from the dates provided before.			
B1.2 Rights *Rate and Justify (max. 70 words)* *(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)*	*Very weakly* ☐	*Weakly* x	*Well* x	*Very well* ☐
	There is no evidence in this regard.			

B1.3 Access *Rate and Justify (max. 70 words)* *(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))*	*Very weakly* ☐		*Weakly* ☐	*Well* ☐	*Very well* x
	There is the same academic support as for every other category of students. This practice refers only to the access to higher education. During the studies, roma students have the same rights and responsibilities as all students.				

B1.4 Equity *Rate and Justify (max. 70 words)* *(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)*	*Very weakly* ☐	*Weakly* ☐	*Well* x	*Very well* ☐
	Even though it is a practice of positive discrimination, as it is explained in A3, the effects are positive in the way that the number of roma students enrolled in higher education has increased, but there is no research in this regard in order to identify how many or with how much it incresed.			

B1.5 Participation *Rate and Justify (max. 70 words)* *(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)*	*Very weakly* ☐	*Weakly* ☐	*Well* x	*Very well* ☐
	Taking in consideration that fact that this is a practice for access to higher education, after admission they no other measures of positive discrimination are in place, so it increases the *sense of belonging to the group of students without any discrimination.*			

B2. COLLABORATION *Describe what kind of collaboration there is between various stakeholders. (max. 70 words)*	University of Bucharest collaborates with the Ministry of Education and Research in order to distribute the number of allocated places.
B3. STUDENT SATISFACTION *Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)*	There is no institutional evidence on the satisfaction of students with this initiative
B4. STUDENT WELLBEING *How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing?* What kind of evidence there is? *(max. 200 words)*	There is no evidence in this regard.

C. FINAL REFLECTIONS (based on the previous description of you good practice)	
Success factors *What are the factors required for the successful implementation? (max. 200 words)*	Stakeholders' involvement and the collaboration among themselves and also a better assessment of the implications at institutional level of this practice. A larger number of student applying for these places.
Sustainability *What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)*	Better practices in pre-universitary system, taking in consideration that most roma pupils abandon school before high school
Challenges *What are the constraints identified? How easy it is to learn and implement? (max. 200 words)*	The challenges are: • Lack of information about the existence of this scholarships • Lack of family support • Lack of personal documents • Early marriages and numerous children

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queenslad University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)