



ACADEMIA ROMÂNĂ  
SCOSAAR

*Anexa nr.6*

## REZUMATUL TEZEI DE ABILITARE

TITLUL Access to education and socio-professional trajectories

Domeniul de abilitare: *SOCIOLOGIE*

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## Access to education and socio-professional trajectories

### SUMMARY

The habilitation thesis "*Access to education and socio-professional trajectories*" is organized into three chapters: the first chapter highlights the state of knowledge in the field; the second chapter presents personal contributions in the field of sociology of education and the third chapter describes the medium and long-term professional and scientific objectives.

In the first chapter of the thesis, I discuss the most relevant theories in the sociology of education: those that are part of the *theories of social reproduction* starting with P. Bourdieu & J.C. Passeron (1977; 1981; 1989;), R. Boudon (1974; 1981) and continuing with those of French sociologists L. Althusser (1968) and C. Baudelot & R. Establet (2009) - representatives of the *theory of correspondence* - and of American sociologists - S. Bowles and H. Gintis (1976; 2002) - followers of the *theory of capitalist labor relations*. Much more recently, as a result of changes in social, economic, educational systems that have influenced the orientation of certain categories of the population in terms of the type of school, specialization, or profile, new theories have been developed - Lucas, S. R. (2001) - *effectively maintained inequality* (EMI) theory and Raftery & Hount (1993) - *maximum maintained inequality* (MMI) - to better reflect this type of change.

I have applied each of these theories and approaches in the sociology of education in the works and research we have carried out so far. The results of the studies and analyzes we conducted taking into account the level of the national education system led to the conclusion that accessibility and equality in education in Romania are limited for an important part of the school-age population: the population belonging to socio-economic and family backgrounds. disadvantaged (Anuarul Universității Petre Andrei din Iași, Fascicula: Asistență Socială, Sociologie, Psihologie, 21, 2018, **Gabriela Neagu**. *Minimum Level of Education. An Analysis of the Results of Romanian Students Based on Pisa Data* Revista Calitatea Vieții, 3-4/2007;



**Gabriela Neagu**, *Accesul la educație al copiilor din medii defavorizate. Analiză pe baza datelor din cercetarea Diagnoza calității vieții – mai 2006*), the population with special educational needs (*Revista de Asistență Socială*, nr.3/2020, **Gabriela Neagu**, G. Nistor, *The attitude of teachers towards the process of school inclusion of students with special educational needs- secondary data analysis*), population belonging to ethnic minorities (*Revista Calitatea Vieții*, 3-4/2010, I. Mărginean, **Gabriela Neagu**, F. Mihalache, D. Răspop, *Un sprijin necesar elevilor de etnie roma și turcă din județul Constanța*) etc. In order to measure the level of equality/inequalities in access to education, we used different systems of indicators - national and international - some of them being used for the first time in Romania (**Gabriela Neagu** (2011), *Măsurarea șanselor de acces la educație*, în volumul „Paradigma calității vieții” I.Mărginean, I.Precupețu (coord.), Editura Academiei Române, ISBN 978-973-27-2132-2; p.65-89).

These socio-economic, psycho-intellectual features that lead to inequality in education can be accentuated or limited by the particularities of the education system. (*Revista Calitatea Vieții*, 3/2011, **Gabriela Neagu**, *Efectul școală asupra performanțelor elevilor*) sau prin aplicarea unor măsuri de politică publică (**Gabriela Neagu**, 2012, *Impact of National Programs Intended to Stimulate School Attendance and Performance, Study on the measures stipulated in the Strategy for Government of Romania for the Inclusion of the Romanian Citizens Belonging to the Roma Minority for the 2012-2020*, period, RCR Editorial, București, ISBN 978-606-8300-10-8).

Another conclusion that resulted from the analysis undertaken is that inequalities in access and success in education have a significant impact on the socio-professional trajectory of young people: some manage to maintain or even surpass their position in the social hierarchy (*Revista de Sociologie Românească*, 2-2006, **Gabriela Neagu**, *Educația-generator al clasei mijloci*) while others end up in the situation of NEETs (Rocca, A., **Neagu, Gabriela**, Tosun, J., 2021, *School-Work-Transition of NEETS: A Comparative Analysis of European Countries*, Youth & Society). In order to increase the chances of access and success in education and not only for all categories of the population, but it would also be desirable for public policy measures to be supported by inter-institutional collaboration both vertically and horizontally to coordinate their interventions, such as public institutions to work better with non-governmental organizations that aim to support disadvantaged groups.



In the chapter in which I present the activity that I carried out as a researcher, I describe not only the publishing activity but also the contributions that I had as coordinator of the various research projects with national or international funding (*Transformations in the quality of life of social communities in the conditions of globalization: challenges and perspectives*, Institute of Philosophy and Sociology, Bulgarian Academy of Science and Research Institute for Quality of Life, Romanian Academy, 2022-2024, **ICCV coordinator Gabriela Neagu**; *COST Action CA20813 RURAL NEET YOUTH NETWORK: Modeling the risks underlying rural NEETs social exclusion*, 2019-2023, **Action Vice-Chair, Gabriela Neagu**; *Un model de servicii integrate oferite tinerilor din mediul rural și din sistemul de protecția copilului*, financed by Federația Organizațiilor Neguvernamentale pentru Copil and SOS Satele Copiilor România , 2016, **project coordinator Gabriela Neagu**), the quality of evaluator for different national and international organizations (**COST, UEFISCDI, CHANSE, LE STUDIUM Loire Valley Institute for Advanced Studies**), mentor in international mentorship programs ("Mentoring Group - **NEETs and the role of Public Employment Offices -PES -** ") or STSM program coordinator (STSM- E-COST-GRANT-CA18213-5f4106b6, 2022).

In the medium and long term, I intend to deepen the issue related to the NEETs population in Romania and at the European level, but also that of the digitalization of the educational system. I consider that the two topics are current and will remain topics of interest in the coming years. On the one hand, due to the economic crisis, the Romanian society will face an increase in the share of the population of NEETs for which solutions will be needed to come both from within the education system and from other social systems: the labor market, social assistance, and protection system, etc. The health crisis has challenged education systems around the world: to provide knowledge, to provide skills differently than it has done so far. The solution came from ICT but not all education systems and not the entire population was prepared for such a scenario. Although it has been difficult for all actors involved in education to meet this challenge and the results have not always been as expected, there are positive aspects that deserve to be continued and exploited. In connection with these two topics, I have already written a number of articles (Neagu, Gabriela, M. Berigel, and V.Lendzhova. 2021. "How Digital Inclusion Increase Opportunities for Young People: Case of NEETs from Bulgaria, Romania and Turkey" *Sustainability* 13, no. 14) or book chapter (**Gabriela Neagu**, *Understanding the implications of digital competence for the education process in Romania. A Literature Review* in the volume *Digital Literacy for*



*Teachers, Editors:* Łukasz Tomczyk, Pedagogical University of Cracow, Poland and Laura Fedeli, University of Macerata, Italy, in progress 2022), I have proposed a number of European funded research projects (ERASMUS) as a coordinator for the Quality of Life Research Institute which I intend to continue in the coming years.

A handwritten signature in blue ink, appearing to be 'Laura Fedeli', written in a cursive style.