

Issues Regarding the Need of Transformation of Educational Management in the Current European Context

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Abstract

The role of education in personal and social life can not be considered a discovery of modern man. The education carried out in accordance with the moral values of the family based on choice-until modern education, is a consequence of government coercion while the educational motivation has been the same: the role of education for the individual in its own right but also as a social being.

Key words: management, educational management, leaders

JEL Classification: M1, M12

1. Introduction

What characterizes the different evolution in time of the education process is the transformation of educational activity resulting from the interaction of the companies in relation with society regarded in a holistic approach. In this way, modern education has emerged and developed as an indispensable instrument of the creation and the preservation of a certain social, economic and political order.

2. Romanian education – the european impact

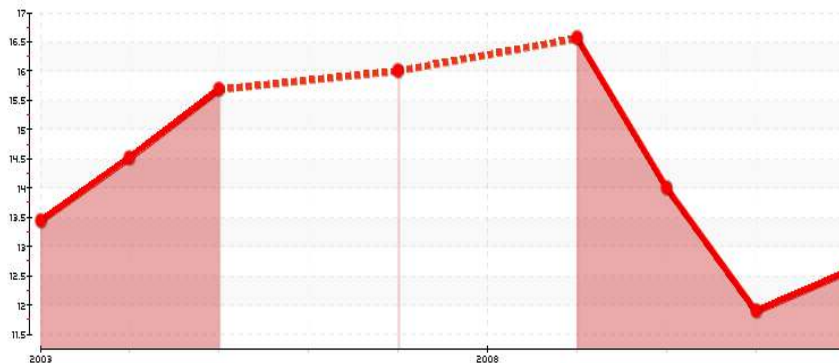
It is widely accepted that the school represents one of the most valuable social institutions of humanity. The educational system from Romania, although it was standing under constant reforms, still has a profound functional problem. Weak capacity to train creative minds and the accumulation of knowledge among students is a natural consequence of a lack of incentives and constraints existing in the public schools. What would be wrong if the educational system would operate by the rules of the economy market? What effects would have a real manifestation of competition in this area?

The market is a system of private property rights; the economic dimension in terms of exchange is the price, whose existence makes possible the economic calculation. The mechanism of profit and bankruptcy, decentralized allocation of resources contributes to their distribution according to most valuable uses. The existence of a large number of individuals in the market place, at the same time creates an optimal allocation of resources in society. The above will help us in the correct assessment of existing education realities in the market, which may finally identify possible solutions with a view to effective functioning and-paradoxically-ethical principles to this area. In this context, we aim to demonstrate that education, like any other service may not be provided

more effectively through a mechanism other than the market. Similar to a regular market, and in the field of formal education, we can talk about the existence of elements that define a market: demand, supply, price, competition. In these circumstances, the application of education information, need for expressing knowledge and skills on the part of beneficiaries of educational services: pupils, students, parents, companies etc.

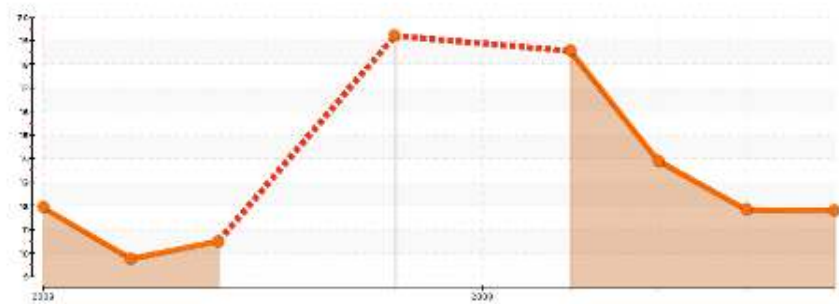
The offer of education coming from different educational institutions, public and private, whose purpose is to satiate the needs of their customers. This situation could make us believe that between schools, as providers of educational services, there is competition, through which it pursues consistently the educational needs of parents and children. Then what is wrong with the educational offer? At present, all private educational institutions, regardless of the primary, secondary or higher, wishing to enter the market, are required by law to ask for approval and subsequent accreditation from the Ministry of education and research. In other words, each private educational service provider is unable to organize his business as he thinks fit, at the urging of his clients. Therefore, it is desirable to give a private alternative to the public education system, but only in the image and likeness of the latter. However, despite all the existing constraints and institutional barriers, it is observed that private educational system responds better than the market demands. Proof of this is the development of different economic, legal education, vocational, polytechnic in the two systems, which on the one hand, the opening of the private sphere from education and market incentives on the labour market, and on the other hand, the rigidity and reluctance displayed by the public sector when it comes to change and adaptation of educational services.

Fig 1. Expenditure per student (Secondary education, 2003-2015 World Bank)



Source: own interpretation of results

Fig 2. Expenditure per student (Primary education, 2003-2015 World Bank)



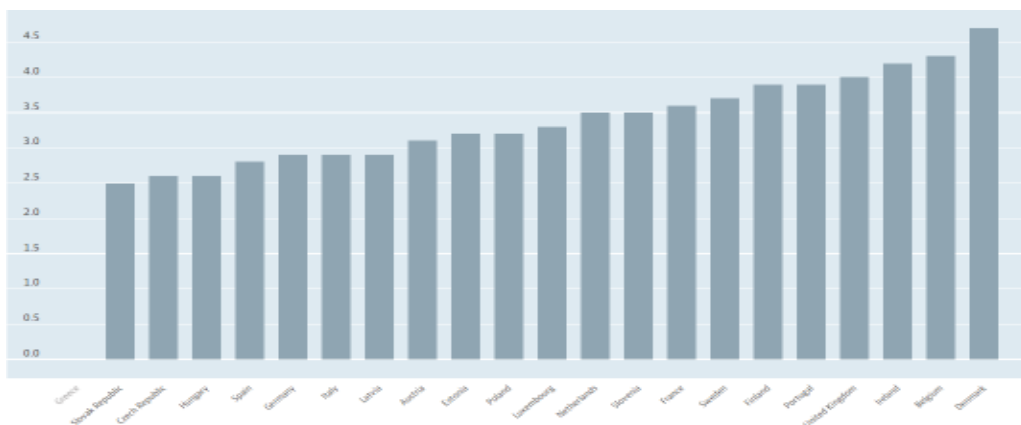
Source: own interpretation of results

Between expectations of what guides the market behaviour of private education and the public, there is a fundamental distinction. Private education providers have strong incentives to direct resources towards the development of a range of educational services that are compatible with the expectations of the families and with the need for specialized work required by the economic environment. Achieving such a degree of compatibility in quality (as well as the level of tuition fees) is prerequisite for the continuation of this activity. In other words, deviation from this rule may give rise to the emergence of financial difficulties and finally bankruptcy. But we can say the same thing about public education? Unfortunately, no. The fact that public schools do not depend exclusively on consumer financial resources, the administrators from the public education system should not be stimulated constantly to increase the quality of educational services in the reform of the organizational structures or in adapting curricula according to new economic and social conditions. Allocating funds continuously collected from fees and taxes, public schools are spared such opportunity to be closed and, therefore, they are not (necessarily) motivated to adapt to the wishes and requests of clients, the overall economic growth rate. In such a context, the offer is the one who must adapt to the needs, but manifests an inverse phenomenon, parents being captives in the public educational system.

Today, more than ever, we are witnessing a process of rethinking the educational systems throughout the world. Reform in education starts from the idea that the educational system is perfect. An overview of what kind of reform in various places around the globe, it is surprising to find that, although they contain certain peculiarities, are built around some key components: promoting choice among consumers of educational services and competition among their suppliers.

It is increasingly recognized that the deficiency of educational system to form competent and creative young people is a consequence of reduced availability of it, to offer customers' opportunities and alternatives. What can be wrong in encouraging choice and competition in education? It's right that parents have the right to choose the school that they believe best for their child? Then, how can it be interpreted as a certain opportunity schools (less than requested) to close its doors because consumers of educational services focuses requests to the other schools? Decentralisation and competition among schools will result in improving the quality of analytical programs and academic courses?

Figure 3. Education spending as a % of GDP (EU, 2012, OECD Data)



Source: own interpretation of results

3. Romanian educational system – reforms

The programmes and schemes present in various developed countries have already proven that by improving the quality of the education process, it increases the access to education of disadvantaged groups, increasing diversity, choice and competition in education. It is therefore essential that the long-awaited reform of the Romanian system is centred on the liberalization of supply and market educational services.

- *Educational voucher program*

An essential part of the Romanian educational reform, it addresses in particular those students who are enrolled in schools with poor performance, by offering the possibility to enroll in courses at some private schools whose standards regarding the quality of the educational process are widely known. Through the system of vouchers, these children may be able to secure the funding of courses. As a result of the implementation of this programme, it is expected that non-performing state schools to become stimulated to improve their educational offer, teaching methods, etc. It is also fueled by the emergence of new educational service providers focus on delivering new innovative and modern forms of education demand coming from children and their parents.

- *Universal educational voucher program*

A second proposal is a more radical reform and aims at implementing a universal voucher program, with the base case model. Among the main features of this model proposed, we identify:

- ✓ the educational voucher can be used for both private and public schools, leaving it to the discretion of parents choosing the school;
- ✓ any school can participate in the programme, including those private schools motivated by profit;
- ✓ the amount of government subsidy does not cover entirely the cost of school fees (e.g. be fixed somewhere in the 75-80%, relatively similar to the Danish model);
- ✓ schools should be able to cover the additional costs incurred in the educational process by practicing school taxes, as in the case of Germany or Hong Kong.
- ✓ just like in Hong Kong, to be developed a special system of scholarships designed to facilitate access to young people from low-income families to education provided by private actors.

- *Tax credits for education*

The third proposal is the result of the experience of successful models in the U.S. and Canada. Consists mainly in giving a non-refundable tax credit to the parents whose children attend private schools. The process is relatively simple, the total taxes to be paid are deducted from the family expenditure on children's schooling in the private system. Where a family has low income, so that taxes paid are not up to the level of school fees, we recommend building a legal framework allowing the budget to obtain an additional fund of money resources designed to facilitate access to private schools. The advantage of such a system of tax credits is the encouragement of a growing number of parents to send their children to private schools, thus raising and increasing competition among providers of educational services. Some parents, whose children attending public schools, will initially choose private schools. We appreciate, in the end, that the adoption of such measures to reform the present system of education contributes to increased financial autonomy, freedom of school and institutions, by no means neglected, at the encouragement of diversifying the education market.

4. Education for future Romanian generations

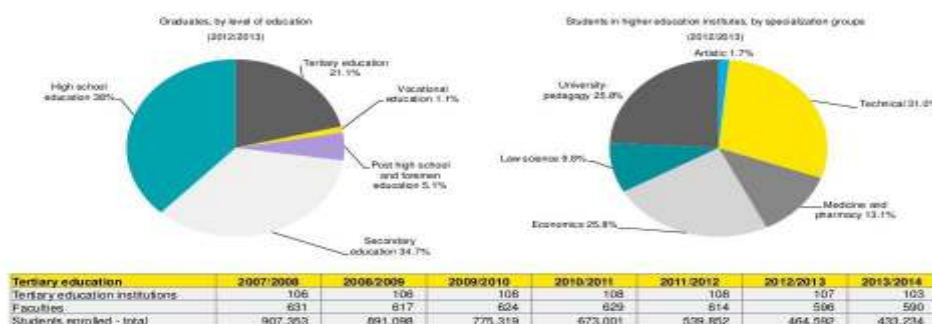
Interest in education has always been a major concern of companies and their elites. In the modern period, beginning with the industrial revolution, when access to school has been generalized, education has become a priority for all social classes, even just out of hope, justified, that individual can rise above the condition given by the family, the place and the circumstances in which he was born. Studies conducted in recent years have further education and higher education, either on all parameters of learning (learning to know, to learn to do, learn to be and learning to live together, such as: "The COMFORT Index-Europe 2010") or on the independent parameters: "learning to know" or "learning to do" have singled out the same problems: there is a close correlation between low levels of education and economic problems of the country.

In the contemporary, globalized, super tech and very dynamic period in terms of the labour market, the countries that have failed to create major changes and beneficial for education have had some things in common in their educational policies. So, reforms in countries like Poland, South Korea, Canada, Singapore, Finland, Estonia or Australia, and should be considered negative experiences to show that there are common features of the road to success that could be summarized in a "Decalogue" that Romania would be able to follow in its legitimate desire to decide his own destiny through future generations. It is therefore necessary:

- ✓ creating a vision of the country for education and education on a long-term basis. For example, Finland aims as "through high level education, the country can stay far away from the influences of major powers, thus keeping the identity"; Singapore had "the transition from third world to first world" and in the last decade focuses on maintaining at this level.
- ✓ setting high standards and so expectations from all students and at all schools.
- ✓ equal opportunities for all children. (in addition to the needs for funds for schools, high schools from poor areas, Romania may establish a system of priority allocation to those who are staying for a period in the countryside or in disadvantaged schools).
- ✓ preparing future teachers should be direct collaboration between universities and verifiable school with practice at schools-part of the requirements for the award of the diploma.
- ✓ alignment of curricula for grades 0-12 and the need for coherence in implementing them at the class level. This is a very vulnerable point of the current situation, because the existing documents of pedagogy, curriculum separates the latter becoming just a sequence of content. It perpetuates the idea that the most important mission of the teacher is information, and pedagogy and methodology are just decoration.
- ✓ motivating and engaging students in the whole school process (tours, hours after school, organized sports, artistic activities, etc.).
- ✓ clarifying responsibilities and their use for development and initiatives.
- ✓ creating a "portrait of character". We agree on the traits of character that is supposed to have a student of contemporary Romanian society, and above all the future in a globalized world. What can contribute to the future character of the Romanian citizen?
- ✓ connecting to successful educational practices in the context of globalization.

Regarding universities, the role of universities would be to actively participate in future debates and engage directly in writing curricula, both in content and in the skills and abilities to be the bridge between schools and the world of after school, after college; the real world in which all graduates will establish partnerships with schools and high schools through which future teachers to have the chance to get practical "in production" to assist in the evaluation of these experiences in the classroom and to help prospective teachers to improve not only knowledge, but also teaching methods to become not just nurseries of future teachers and professors true, but "pedagogical laboratories".

Figure 4. Education/ Romania Country Report, 2015



Source: own interpretation of results

5. Conclusion

A high-performance system in Romania needs to include a primarily segment sufficiently consistent, not based solely on accumulation of information, but on a formula that combines dual creatively theory with practice and providing various output options depending on people abilities and powers; a segment which accumulates massive powers, enabling the specialization in a field, which can then be followed by a hiperspecilization; linking with research and creating a high performance system that leads Romania in the area of high-technology, in addition to pursuing a very serious research.

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