The Impact of Community Development on School in Romania - Theoretical Perspectives on Organizational Governance

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Abstract. Along with other institutions and organizations that we find in the community, school is also directly influenced by the development of the community. Basically, community development aims evolution of community, a complex process that aims to increase community capacity to implement its own development vision. The relationship between school and community is direct, community development effects on school and in turn the school is considered the engine of community development. We believe that a school is the engine for community development. Partnership between school and community initiatives comes often from the school. In this regard, representatives of the school must be open to interpret the evolution of the community, have availability, and last but not least to have the necessary training required to partnership involvement.

Key words: community development, community partnerships, organizational governance, school autonomy.
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1 Introduction

Starting from the idea that a developed school is to respond adequately to a range as large as the needs of its beneficiaries, willing and engaged in partnerships, flexible, with ready and motivated people, the paper aims to highlight both interdependencies between school and community but also the effects they have on each other. In this respect, the paper will evaluate the impact that the community development has on school, from all perspectives (organizational, financial, performance, etc.), will analyze successful models in the EU in terms of developing partnerships between school and community and will define a set of measures to be adopted to harmonize existing community relationships between the school and community in order to achieve all the objectives of the community.

2 Backgrounds

Development of a school community works has a decisive influence on the latter. Phenomena such as: declining birth rates, labor migration of young, aging, changing the structure of occupations, etc. influence school life, especially the period of compulsory schooling. On the other hand, undeveloped infrastructure, difficult access to schools, the lack of education facilities, lack of accommodation for children whose families live far away from school, lack of sanitation services, etc. influence daily life of the school. In a community, interdependence of social issues leads to functionality. If, for example, authorities are not concerned to enhance the living conditions of residents (not properly managed: water and sewage networks, electricity, waste management, not maintaining the road network), lacking jobs etc. - Young people are tempted to leave the village, the birth rate falls and this can lead to the abolition of schools.

We believe that a school is the engine for community development. Partnership between school and community initiatives comes often from the school. In this regard, representatives of the school must be open to interpret the evolution of the community, have availability, and last but not least to have the necessary training required to partnership involvement. Also, the school must be open to other initiatives, not to refuse the proposed partnership with other community representatives. Partnership with other members
of the school community develops on those components that have responsibilities, interest on children and their families, producing beneficial partnership for both school, children, families and the community.

3 Community development and its effects on the development of the school

3.1. Community development - conceptual issue and features

The school, along with other institutions operating in the community is directly influenced by the level of community development. Essentially the evolution of its community development, a process of comprehensive, planned intervention that aims to increase the capacity of communities to implement their own vision of development.

In this perspective the "community development" can be defined as a social process by which individuals of a community control keep getting better and better and adapt to specific aspects of a world in constant change. Community development is a planned development in which economic, social, cultural, environmental, administrative help to achieve a more "common good”, to the welfare of the community and of the people who are part of it. Community members acting collectively to solve community problems, initiatives of varying intensity and tension of the initiatives taken by small groups to major initiatives involving the whole community.

The primary outcome of community development is to improve the quality of life for those who are part of it. The benefit is mutual, responsibility being shared between community members. Community development requires a sustained effort on the part of its members in the long term and with visible effects over time. That's why good planning requires timely, comprehensive and equitable for its members, complex and based on experiences and good community practices.

A developed community is:
- Active, with an intense social life;
- With people prepared to act for the good of the community;
- A community within which paternalism, indifference and passivity are replaced by collective action and the active involvement of community members in improving their own lives.
- With people that have initiative and cooperate consistently to resolve the problems they are facing.

A community-developed features are:
- The common values system awareness by all persons who are part of that community, the awareness of common identity;
- Living wage-providing community members;
- Socializing based on common values;
- The use of own resources and the development of own resources;
- Community members actively participate in the formulation, implementation and compliance with the community rules;
The existence of community control.
The development of a community is the result of the people in that community. The development of a community is thus conditioned by the ability of people to use the resources at their disposal, their capacity to work together to define and pursue common interests.

The practice of the last few years is bringing more and more into question local development, developing communities and sustainable development as necessary processes to improve the quality of life of the inhabitants.

With a long administrative centralization, Romania today is forced to adapt to the new social conditions and to achieve decentralization of administrative structures, aiming mainly near the citizen decision, taking into consideration the real needs of its citizens. Authorities previously operating in an environment of relatively stable and known conditions, today are working in conditions of rapid transformation and are forced to assimilate new models of behavior towards citizens, to use new technologies and equipment, techniques of organization and administration.

On the other hand the communities must be part of national and European competition. With the entrance of Romania in the European Union the problems have been nuanced. On the one hand we are subjected to the influence of globalization, felt in everyday life by the citizens, on the other hand we are prone to keep local flavor. All fields must be aligned with European standards (living conditions, infrastructure, health, education, and manufacturing industry, etc.). All these will bring a plus in quality of life of the inhabitants of Romania, but what are the long-term effects? Local communities are competing in terms of financial resources which are attractive at a national and European level. Attracting such resources leads to ensuring good quality services for citizens. Today we are in a vicious circle. Faced in recent years with labor migration in Europe, especially in rural areas, Romania should develop appropriate policies and long-term retention of the workforce. Education is a priority area for development in the new European conditions. Faced with multiple and sometimes chaotic changes, the education system in Romania must ensure the proper upbringing of future citizens within the European community. The situation of education, particularly in rural areas, however, is very deficient. The absence of minimal conditions for education (schools with inadequate, unsanitary buildings, lack of transportation, insufficient teaching staff school, unskilled, low-paid) result in major impacts on communities on the medium and long term.

Design and implementation of community development plans is thus vital to the interests of the citizens, to their proper education, development of appropriate lifestyles, creating economic opportunities and employment, the achievement of objectives of social, economic, cultural and environmental, sustainable development etc.

Designing a community development plan should take into account the multitude of social problems in a community, their material theoretical bases of the diversity of the interests of a community. Community capacity-building involves identifying problems existing in a community, of the opportunities and advantages as well as disadvantages and risks, identifying interests and power slides.

The Community shall contribute to the development and empowerment of its member’s whether they are representatives of the local authorities, the representative institutions or simple citizens.

From this perspective the collaboration between the school and the community is relevant. The school is consuming local resources as an institution but is generating human resources prepared to live in the community. The school sends values and behavior patterns, educates future inhabitants of the community.

Community development is not specifically an expansion as an adaptation to the specific situation in the community, a change which leads to increased quality of life for residents. Community development is dependent on a multitude of resources: natural, human, and financial infrastructure. Natural resources are those provided by nature: Earth, water, air, minerals and metals of surface/subsurface, oil and gas, forests,
vegetation, and wildlife. Proper management and administration brings welfare to the community and its members.

Human resources are particularly important in community development and relate to: families and healthy life styles, the ability to build, nurture and prepare, career planning, values and norms, etc.

Financial resources are important in community development as they are found, attracted and spent appropriately at Community level.

Infrastructure is a necessary part of community development. Here we include physical structures and construction, transportation, communications systems, electrical systems, hydraulic engineering, sewage, heating, cleaning and waste management etc.

We don’t have to skip the history of the community, socio-economic context and history in a growing community. In essence, community development can be reported in 3 dimensions: social, economic, demographic, service.

Demographic indicators of development / undevelopmnet of the community identified by the Research Institute for quality of life are:

- Demographic dependency ratio-the ratio of the population aged 0-14 years and the population 60 years and older, the population aged 15-59 years;
- Habitable surface-dwelling on;
- Number of telephone subscriptions per 1000 inhabitants;
- The share of the population in the village;
- Infrastructure and access to services;
- Access to education;
- The share of the population employed in agriculture;
- Number of employees at enterprises in town/1000 inhabitants;
- Birth rate;
- The emigration rate;
- Temporary departure rate by changing his residence;

All of these aspects influence the life of the school inside the community. Majority population ageing or aging trend, no longer fulfils the function of reproduction, thus reducing the number of children who will be enrolled in the education system. This has led to

the dismantling of some schools in some rural areas, the migration of teachers, organization of simultaneous courses for students etc.

Access to education is conditioned both by infrastructure and training level of the parents. The level of their aspirations is in most cases similar to his own level of education. In very poor areas, access to education is restricted and the level of revenue and attendance makes the education completion (especially upper secondary level and higher).

In Romania the community development differs from one region to another and is dependent on the geographical location, level of economic and social development. Labelling of geographical areas as poor or rich led to apply the principle of positive discrimination and has led to the development funds targeting the disadvantaged communities through programs and support services and economic support.

4 The development of the school to a community school

The development of the school should be looked at from at least two perspectives:

- That of the efforts made by the community as a whole in order to develop: active people involved authorities, increased level of investment, good revenue per capital, investment in infrastructure in general and in the school infrastructure etc.;
- Efforts by the school in order to adapt to the demands of the community: participatory management, cooperation with authorities, involvement of parents, teachers and their appropriate preparation, etc.

Development of the community in which the school operates has a decisive influence on the latter. Phenomena like: lowering the birth rate, young labor force migration, population ageing, changing the structure of occupations, etc. influence the life of the school, especially in the period of compulsory schooling. On the other hand, underdeveloped infrastructure, access to school establishments, insufficient educational spaces, lack of accommodation for children whose families live far away from school, lack of sanitation services, etc., influence everyday life of the school. In a community,
interdependence of social issues leads to functionality. If for example, the authorities did not concern for improving the living conditions of the inhabitants (not properly managed: water and sanitation networks, electricity, waste management, do not maintain the network of streets), missing jobs etc., young people are tempted to leave the city, the birth rate falls and this can lead to the abolishment of school units. Relationship between local community and school is influenced by a multitude of factors among which we can mention:

- The social environment of the community (rural, urban, size of community, geographical scope, etc.). It is shown that urban schools, especially those in the central parts of large cities and economically developed, are very developed: they are equipped with superior material (are attractive to sponsors, economic agents, can get their own funds from projects or rental of spaces, etc.), have trained teachers, often also offers other services for children and families (childcare skills development circles cabinets, counseling, speech therapy, canteens, etc.), are attractive and for partnerships with various community partners (police, ngo-s, cultural institutions, etc.), and conducting activities aimed at parents: lectures, seminars, debates, etc. There is the fact that, in urban areas, children and their families have access to a network of educational and cultural services (theaters, clubs, houses of culture, etc.), recreation (sport bases, parks, etc.), and medical, social welfare service. This diversity in rural areas is much more poorly represented, their families and their children do not have access to a multitude of services.

- The degree of culture, level of education of population who lives in the community— influence also the school life. The model of the successful models professions offered by those which are close to the children affects and the degree of their aspirations.

- Dominant professions in the community can become both models for kids but can dictate a certain orientation of school readiness in the field of professions required by the community of active traders. In terms of increased migration of labour, retraining and young growth exacerbated employment, promoting the excessive media coverage of examples of people with great social visibility and without proper training it is difficult to set a model for the profession;

- The technological and economic development of the community;

- Social representations, and attitudes concerning the education of children, the families' aspirations towards the child's education;

- The amount paid to studies and professions;

- Perception of the mission of the school to the community;

- Demographic composition of the community: the demographic growth rate, age structure of the population, the type of family, occupational structure of residents, etc.

We believe that a school developed into a community is the community’s development engine. Partnership initiatives come mostly from the school. Representatives of the school should be open, to interpret the evolution of the community, to have the availability and, last but not least the necessary involvement in preparing partnerships. In addition, the school should be open to other initiatives, not to refuse the partnership proposed by other community representatives. The school’s partnership with other representatives of the community develops on those components which have responsibilities, interests of the children and their families. The partnership produces beneficial effects both for school children, families and the community. For example: development of alternative leisure for children reduces the risk of juvenile delinquency, creates jobs in the community for adults, prevents disease and contribute to children's health; It has beneficial effects on children, families, social services, helping poor families, lowers the risk of abandonment of children, family of abuses against them; adequate road education decreases the number of traffic accidents, etc.

Schools have access to more of the community's resources (human, material, technological, informational) can develop ways of school-community partnership and centered on the needs of the community.
On the other hand, the optimal management of educational and social problems identified by the school is dependent on the degree to which the school is responsible for its own management. Through the decentralization of schools are trying to increase the area of responsibility of the school in respect of their management. The more greater responsibilities the school has, in terms of its management, the more partnerships are possible.

5 Conclusions

The development of the community school into a community school requires an effort of will on the part of those involved but also a management option. In our opinion, we cannot speak of a proper development of the school in the community without regard to context of all matters listed. Though invested with the same social roles, the schools work in different communities, the degree of their development is dependent upon the resources of the community, the type of management adopted by the School Board as well as the needs of the beneficiaries of educational services: children, families, adults, etc.
A developed school is responding adequately to the needs of its beneficiaries, willing and engaged in partnerships, flexible and with people trained and motivated.

In conclusion, taking into account the fact that a developed school is responding adequately to the needs of its beneficiaries, willing and engaged in partnerships, flexible and with people trained and motivated, we consider that the development of the school in the context of communities developed represent a viable solution for overcoming the social crises of any kind (financial, economic, cultural human, etc.).

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