

DEVELOPING A CRITICAL APPARATUS FOR THE ECONOMIC BEHAVIOR OF SOCIAL ACTORS IN RELATION TO EDUCATION

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Abstract: *In this article, we propose a methodological view, which a management consultant operating in the educational system at different levels - central authority, local, school organization - can tackle; we insist in the points of negotiation and strategic stakes for the educational actors involved. The process of identifying interests and negotiating positions is followed by concrete proposals for action for consultancy, with the idea of harmonizing the interests of major actors in education and serve the purpose, which is not evident in all public policies, and sometimes diverge from it - building human capital.*

Keywords: *methodology, economic behavior, education, social actors, resource allocation.*

In this article we want to analyze the behavior of major social actors, key stakeholders, as institutions, organizations and individuals, who have lost or won after a course of action or another in the education system. We will analyze the behavior of these actors in relation to their stake, so we need a comprehensive inventory of the nature of their investment, from which the expectations, benefits and their bargaining positions change. We are interested in the significance of the investment, not a description of how the investment is held, in fact, what is often described is the way in which public actors spend public money to support the system - very hard to identify here what they have earned or lost if the public money will be spent in one way or another. Finally, the result of our investigation is a product for use by the consultant - as the operating levels being the educational establishment, and the interaction between the school and the local or central authority.

Resource allocation processes that apply the principle "resources follow the student" must be preceded by a more complete assessment of

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these resources and the significance attributed to educational resources by the actors who decide on how to access it. Based on these issues, the consultant can make an "ad-hoc research", essentially socio-economic and risk analysis. It is known by practitioners in education that resources, often at low cost, might have a high impact on the way in which the process of teaching or individual learning is carried on. Risks are higher when the financial management decision-makers at national or local level are not knowledgeable or are not interested in the usefulness and significance of goods that are purchased.

Money in itself, but also goods that are purchased using money and financial circuits at school institution level institutions are financial and material resources of the school and family. They may be viewed as a scheme of which transpires the impact of these resources - which impact is culturally mediated by the attitudes, beliefs and judgments of subjects:

| | | | |
|--|--|---|---|
| Resource establishing | the degree of involvement and responsibility of different actors in the decision establishing the resource | level of decision-makers | attitudinal factors, judgments and satisfaction or dissatisfaction expression of various actors |
| | ↑ | | |
| Utilisation | resources utilization degree | social categories that subjects belong | attitudinal factors, judgments and satisfaction or dissatisfaction expression of various actors |
| | ← | | |
| Effects produced on reporting results | reporting results (quantitative and qualitative) of the use of resources to the results of educational processes that are beneficiaries of the educational resources | the level of the resource beneficiaries | attitudinal factors, judgments and satisfaction or dissatisfaction expression of various actors |
| | ← | | |

The arrows show correlations that usually are not done when doing property management, and last link is seldom taken into account, and at higher levels of aggregation, only if some studies insist in this point. Ultimate beneficiary satisfaction aspect of the learning environment (student, child), on the material resources available, can be an important predictor of quality of his life and learning ability¹. Based on these aspects, the financial management consultant can perform a research using a specific methodology of sociology of education – this is essentially a socio-economic analysis of education, the effects and results.

The purpose of the investigation is more accurate understanding of how material resources are created and used in the educational community (school, parents, local authorities) and how differentiate access and utilization of these resources influence equality of opportunity and equity in provision of educational services. The author coordinated a study² showing that the resources invested by the family and school in children's education have an important impact on child performance, manifested in school behavior, school performance and, given the need for lifelong learning, by attitudes towards learning, social behavior, self-confidence.

Based on such explanatory models made, the costs and expenses have significance for the actors, and they will also have significance in the scientific explanation. Scientific approach based on the series "definition - hypothesis - experiment - measurement -analysis -conclusion" will lead to the preparation of the implementation cycle, which also contains the design stage, design and establishment of indicators, budget, enforcement measures, measurement effects and performance.

Identification, or more, public actors stake decryption, is done by analyzing the main education financing policies - and these were related to the movement towards autonomy and decentralization; the issues of management and financing in pre-university education is a field of debate and studies for many years in Romania. The mains topics treated are the standard costs and determining allocations, the constitution of the budgets of different administrative levels (with the target, however, the school as a

¹ Măntăluță, O. Rukhadze, N., *Economic Model Cost-satisfaction in Inclusive Education*. Based on Research Made in Georgia. Journal for applied quantitative methods, 2008. http://jaqm.ro/issues/volume-3,issue-4/7_mantaluta_rukhadze.php

² Măntăluță O., (coord)., *Impactul resurselor materiale asupra reușitei școlare*. București, IȘE, 2005.

cost center), institutional roles and decisions taken on use of funds, but less resources seen as a source and learning framework in the school.

Research focused usually on an analysis of current expenditure and indicators of "efficiency" - for example, the ratio: teachers / students / administrative staff. Moreover, these tests have only seen the school budget process, being conducted at the system level.

One of the studies coordinated by the author¹ has tried to change the approach towards the meaning and cultural aspects: the cultural perspective on the material and financial resources include the expectation utility, social representations of different categories of actors, but also the information, assigned meanings, attitudes and behaviors in relation with schooling and education in general. The study that we refer revealed that the way in which family allocates resources for education is determined directly by family attitudes towards education and, especially, of the importance of education as a factor in promoting social and / or create / maintain a certain social status. Knowing the attitudes of parents belonging to various socio-economic and income strata on their willingness to invest in children's education, will lead to information on how different categories of parents allocate resources to their children's education.

We made a list of questions and information needed at school level and higher levels of aggregation, to identify attitudes and economic behavior in relation to schooling and education in general. Option for closer correlation between the local and school taxes can be a productive way to increase parental involvement in school life.

Aspect of information that social actor can obtain

| Aspect | Social actor | Information that can be obtained |
|-----------------------|---------------------|---|
| financial involvement | Parents | How much pay voluntarily, as a donation, contribution, support and sponsorship for children |
| financial involvement | Parents | Which are the parents with high availability to invest in their children - categories |
| expectations | Parents | What awaits each category of parents from school |

¹ Măntăluță O., (coord)., *Impactul resurselor materiale asupra reușitei școlare*. IȘE, București, 2005.

| | | |
|--|----------------------------------|--|
| Involvement in school activities, volunteering | Parents | how much is involved in supporting school |
| availability, untapped potential for cooperation | Parents | how much would be involved if the school would be found useful, and important things happen there for their children - identifying meanings of school activities for parents |
| inequality, differential access to facilities | Parents | "islands of quality" - better teachers, better classrooms with furniture, differential access to facilities - due to parents' needs and requests |
| economic behavior of family | Parents | conspicuous consumption - meaning of access of children to certain schools considered good |
| economic behavior of family | Parents | possibility of establishment of such contractual relationships, under which parents pay for services negotiated and measurable. |
| economic behavior of family | Parents | receipt of reports and relevant information on educational processes and outcomes |
| contractualitate | School | contractual relationships with the parents |
| severability | decision-makers at central level | estimate the benefits on the issue of additional resources needed for pupils from disadvantaged social groups /at risk, if entering a system of charter |
| taxes | Parents | payment of taxes can be correlated better with the participation of parents in decision |

New legislation on education (2011) requires the participation of parents in school decisions, as members of the boards, but their involvement in school life and participation in decision remain, and remain largely insufficient, because of lack of adherence to the school's to

values. Access to learning resources and implementation of equal opportunities principle, beyond the educational policy documents, legislation and regulations, is differentiated, even though, theoretically, these resources are available to all students in a particular community or school; and this, thanks to different attitudes and behaviors associated with education: access to the library or the Internet becomes increasingly more conditioned by the attitudes and meanings and less by a lack of resources.

The organizational culture of the school is subject to contextual effects, related to certain aspects of the social environment neighborhood, belonging community¹. Actuality and importance of this line of investigation can be seen in increasing number of studies of this type issued by specialized institutions in sociology and education economics, in both Europe and the United States of America. These studies have provided some interesting findings related to access and use of educational resources, lessons which explain why two schools with the same resources and the same type of management, however, obtain very different educational outcomes. It soon became clear that these differences in the results, have social and cultural origins.

Legislation, rules and regulations of the accounting laws issued, produced uniformity and predictability in economic and financial activity of public institutions – or, schools are part of the public system. However, , the differences between schools of the same type may not be neglected². A study of economic anthropology³, made on the schools on a single street in London, showed that between schools attended by middle class children "tone and appearance are more variable, depending on teacher quality: a good director strongly changes the school standards ... " Children's faces, intelligence and openness, clothing, facilities - benches, classrooms, facilities - dining halls and cafeterias, library and reading room, carpets and furniture in rooms, teachers' cars parked in front of the school, differ within one single type of school. Street went through workers neighborhoods too, and the sordid aspects of poverty, lack of perspective of parents and teachers put their mark on the school. A small

¹ IREDU – Dijon – Cahiers de recherche - Les effets de la composition scolaire et sociale du public d'élèves sur leur réussite et leurs attitudes: évaluation externe et explorations qualitatives - coordonateur Marie Duru Bellat – 2003.

² Măntăluță, O., *Ghid de management financiar pentru directorii de școli și grădinițe*. Constanța, Editura Crizon, 2008.

³ Marsden, W.E. *Educating the respectable*, London, the Woburn Press, 1991.

number of children with antisocial behaviors changed priorities of the school board, the emphasis of expenditure, and the budget structure.

A summary of theoretical findings linking the social effects to schooling, see in the table below:

| Contextual aspect of belonging to a social class | School or social effects related to schooling |
|--|---|
| class differences | maintaining differences in educational achievement of young people belonging to different social classes |
| social class belonging | decisions made by young people and families at points of bifurcation - continuation of studies on different levels or abandon their studies after the exams, tests or other selection methods |
| social class belonging | probability of success for different educational options |
| social class belonging | access to educational resources |
| class differences | differences in the use of public resources, due to differences in attitudes and behaviours |
| Social environment, the context in which the educational establishment is situated | influences young people's educational options |
| family | influences young people's educational options |
| family | determines the amount and quality of resources available to students at home |
| family | differential access to resources of all kinds - books, supplies and food, leisure, additional learning opportunities |
| family | tend to preserve the social status |
| family | tendency towards social mobility |
| family | influence on the attitudes, aspirations, and students' behaviors |
| Social environment, the context in which the educational establishment is situated | educational choices of young people |
| social composition of the school and study configurations | educational outcomes - academic success, youth and adult educational guidance |

| | |
|---|--|
| teachers | significantly influence students' self-evaluations, expectations and school success |
| Attitudes and judgments of teachers about the social and material status of students' parents | children and young people are treated unequally based on their adherence to certain areas of residence, economic, social, ethnic |
| Perception of risk investment in education | risk associated with investment in education is perceived differently, depending on class of origin |

We can say that there is a high probability hypothesis that the consultant can start its work of investigation and intervention in the organization: that the ways in which each student is accessing school resources, how the family intends to contribute to the diversification of educational resources and to supplement it, vary depending on family income. Another variable that has predictor value is parental education. This level significantly affects families' attitude towards education and school. Expectations of students and families on exam results and comparison with current results in school are factors which may enter in the quantitative estimation of the utility expectations of schooling for students and parents. Other institutional factors related to the rate of access to higher education levels, resource allocation, decision-making procedures at the institutional level are part of the organizational success estimate.

If the consultant's action is placed at educational system level, and governmental actors are involved in the dialogue, should be taken into account the different understanding that they might have, to be able to obtain ownership for goals, identify bottlenecks and facilitating administrative decisions leading to action. The environment of talks with decision makers, highlighting the important issues, the memory of facts are essential to create a routine for decisions in the temporary networks, which is formed during the consultation and cooperation among experts and policy makers at the highest level. Legislative and institutional constraints, existing or perceived by participants in discussions may lead to different processing of information. The role of consultant, which in this case is necessarily a source of information and provider of the conceptual framework, is done to determine the consistency of the information and get the group to take action, to make choices. Periodically, temporary network purpose is to be remembered.

Recommendations and examples of moderated discussions, and how to facilitate the work

Basic questions required when developing policies on funding pre-university education.

| Question, question area | Comments, recommendations |
|--|---|
| <p><i>What is education and what are the goals and educational objectives</i></p> | <p>The main focus of this question is the need to streamline the activities and to identify the actors' meanings.</p> |
| <p>Considered education and learning as rational activity, undertaken to achieve a goal, for the people who apply educational measures some questions arise:</p> | |
| <p>Which are the goals of the educational actors, which are the ways that they manifest these specific purposes</p> | <p>It calls for explicit and clear enunciation, the duration of validity of these goals - if these are scheduled for a certain period and show a degree of volatility - it changes, more or less randomly for some players.</p> |
| <p>To what extent educational goals of the educational actors are known by all other actors</p> | <ol style="list-style-type: none"> 1. Declared or undeclared purposes - may require more explicit statements 2. Direct or indirect participants to achieving these goals - the comprehensive list and stakeholder analysis to be made 3. Directly or indirectly affected by the achievement or failure - impact analysis |
| <p>How the educational purposes are formed</p> | <p>Concrete events and behaviors of actors who show the meaning and significance of their goals - statistical analysis of categories of beneficiaries</p> |
| <p>Hierarchy of educational goals and objectives, statements of formal characteristics, the nature of these statements.</p> | <ul style="list-style-type: none"> - 1. Projects and programmes - 2. Policy documents - 3. Regulations issued by governmental and local authorities |
| <p><i>What are the financial standards</i></p> | <p>Description of the main criteria of construction for financial standards systems</p> |
| <p>The rationale of the existence and usefulness of financial standards</p> | <p>Examples of good practice and negative examples of financial standards use</p> |

| | |
|--|--|
| Features of the main types of financing of education systems | Comparative analysis of the advantages and disadvantages of various types of financing |
| Practical methods of calculating the financial standards | Funding formulas |
| Financial systems for standards implementation | Methodologies of education funding, budget methods and techniques. |
| <i>Discussion of the concept of correlation - inferences, laws and rules of the award</i> | Allocation and assignment - the allocation criteria. |
| Decisions of the educational actors | To what extent these decisions have financial implications on them and other actors in the system. |
| <i>The concept of educational risk</i> | A relationship between risk in education and other forms of risk in society |
| Decisions under risk | decision models under risk |
| Methods of analysis of the impact of educational risk | identifying risk factors and their impact on students, teachers and downstream beneficiaries - employers |
| Social significance of the financial decisions | impact of funding on the various categories of actors |
| Methodological construction and approaches for end-means correlation | |
| Discussion of the concept systems and propositions that express specific intentionality in teaching and learning (purpose, goal, objectives) | |
| <i>Educational policies and financing</i> | We are primarily concerned with theories and definitions of educational focus area, responding to several questions, which are: a) <i>What is and what is not education?</i> b) <i>Education on who impacts and who takes the action?</i> c) <i>Which are the effects of education?</i> d) <i>What purposes are behind the actions taken in education?</i> e) <i>which are the meanings and social representations that integrate educational actors and their actions, institutions and actions, resulting in cognition and social practice</i> f) <i>How does the complex interplay of context, social representations and social practice in the field of education.</i> |
| Methodology for microeconomic | Another series of questions will arise |

| | |
|---|---|
| <p>analysis of the school</p> | <p>about the distance between the different expressions on educational intentionality (the goals, ends, objectives) and what is obtained as the result of intentional activities undertaken in the context of the subjects. Measurable distance between intention and achievement will be considered in the educational complex school failure / success.</p> |
| <p>Methodology for analyzing the impact of educational policies on student learning, based on the concept of risk</p> | <p>It will clear up and will decide on the logical structure to be used in strategies and policies on education. For the public opinion must be transparent and explicitly stated, at least at the level of debate on public policy proposals (green paper stage is often circumvented in Romania), concept systems used, object and subject of education, to verify reasonableness of the complex action called education and education funding.</p> |
| <p>Financial management methodology based on that decision under risk</p> | <p>In the conceptual framework defined, analysis is to be conducted on how education is socially perceived, thus making a relevant assessment of the methods' value emerging of rational choice theory or the theory of social representations and practices; this is because the meaning of actions and processes represents the frame within the social actors consolidate their options and make decisions. The decision to spend or not spend effort or money, to invest or not in a construction zone subject to risks and uncertainties (human capital), is always influenced by subjective estimates of individuals.</p> |

Criteria for evaluating public policies

Different alternatives or courses of action should be compared, to produce a choice, individual or public. In public policies, Ostrom¹ proposes the following criteria:

Economic efficiency - measured by the size of changes occurred in the flow of private and public benefits resulting from allocation or reallocation of resources; in studies that examine the benefits of the investment rate, economic efficiency is a criterion for selecting an alternative or another. Taking into account institutional changes, and typically such changes are preceded by analysis of the system, the way how some groups of beneficiaries will be affected by changes are analyzed by means of cost-benefit analysis, based on efficiency criteria for the recipient.

Fiscal equivalence - to ensure tax fairness, we can use two principles, essentially contradictory: a) equality between the taxpayer's tax effort and the benefits resulting from it - those who receive service must bear the financial support of it 2) the differential ability to pay - those with lower incomes, pay less, regardless of their needs and the extent of services covered. Failure to apply correctly the principle of equity disincentives citizens to pay their taxes, which has an effect on the functioning and development of systems and services.

Re-distributional equity - policies that redistribute resources to poorer groups are important because they can not pay for public services - education is a public service for which budgetary contribution is significant - the service is "expensive" and therefore, in addition to social inequity for the poors, will occur in society negative externalities (unemployment, lack of cooperation, violence, etc.). Note that re-distributional goals conflict with the objectives from the area of fiscal equivalence, but, individuals who contribute more to the tax, benefit indirectly from the results of education of others.

Public accountability - decision-makers, civil servants and persons entitled to take decisions on public resources should be accountable to citizens for how they made these decisions and whether they have led to the goals of the institution's development, to growth of the service, or public utility. Note that the system of collection and processing of

¹ Elinor Ostrom. Institutional Rational Choice: An Assessment of the Institutional Analysis and Development Framework. in "Theories of the Policy Process Book by Paul A. Sabatier; Westview Press, 1999; pp. 48 - 50.

information leading to the assessment of responsibility, is equally important for the ability to increase the efficiency of action.

Compliance with general morality, system ethics - a particular set of institutional arrangements may be greater or lesser extent in agreement with general morality and to meet or not a set of ethical criteria. This criterion is supplemented by the criterion of public responsibility and help to assess the degree of predictability, seen as a harmonization between the intentions, goals and institutional objectives expressed, and factual reality.

Adaptability - the systems and institutions must be flexible, in order to adapt to the change, often brutal, occurring in the external environment.

This criteria system is not benefiting from internal consistency, because many of the objectives that subsume a criterion or another may be conflicting. Often, the dominant ideology and the way how major decisions on public policies come to be known by citizens (all knowledge in this area is fragmented and captures only some aspects), leads to a real course of action that meets certain criteria and not meets other, which are not perceived as being sufficiently important, or being not threats to the decision makers at the time.

The quality of education financing principles system

The problem of founding, operating and improving a system to ensure funding for education is a multidisciplinary one: economic considerations have a place here, as well as educational, philosophical, legal, political, sociological, demographic, public administration, public finance, religious, ethnic. Multidisciplinary analysis of the field of education financing makes the themes within each science or pragmatic approaches to require a corpus of common principles and approaches with other sciences - this set will ensure the absence of internal contradiction, and, at least at the level of analysis, the capacity to apprehend and correct certain inconsistencies between the models used, between the conclusions and recommendations on the measures, policies and actions. Far from being a growing area for highly theorized axiomatic, as are most areas of study in economics, or circumscribing the clear possibility of a theory, as areas of study in sociology, education funding was in an area of confluence of political decisions, which, in turn, included patterns of doctrinaire or ideological conceptions, most popular at a time in society, or policy makers of the area. Therefore, we consider the inseparable link between ideology and political doctrine, and allocation of resources for education. However, the historicity, traditions and local,

national or regional emphases, have importance in explaining how to achieve financial support of a societal subsystem which, implicitly or explicitly assumes and / or who are delegated the role of societal values preservation and their transmission to the young generation.

To understand the education funding system, it should be noted that the question of the degree of local autonomy and managerial freedom given to school management or school administration on a particular problem area is closely linked to taxation and fiscality. Naturally, the richest regions in which there was a public service support system based primarily on local taxes and less on transfers between different administrative units, local decision-making freedom was greater. They had a choice to appoint managers and administrators for the school system and decided, in the elected councils of local authorities or specialized bodies, which will be the community effort for schools and which will be the major guidelines, at least in terms of resources, if not on content and activities in schools. If the national state and its agencies were stronger, or if there were poorer regions and the decision was a redistributive tax, then the degree of financial freedom, and decisions on the educational process was restricted to local authority and community, and they received from the center, in addition to most of the funding, basic laws and rules and recommendations (even with a high degree of obligation) on the educational process, the curriculum in general (national curriculum), financial rules and procurement of goods. The decision to spend in a certain way the money received from the national budget can be constrained, with the view of beneficent and to protect the educational objectives and consistency of curriculum delivery, or, conversely, certain provisions which prevent achieving greater effectiveness, from the decision makers of local level or schools; and often, they resort to various tricks to conduct their business and to get more management freedom. Both situations can occur simultaneously in a large system, even if the financial laws and regulations are the same.

Synthesis of views on public policy for the consultant in the field of education financing

This vision, which includes several levels of analysis and potential intervention is useful for a consultant, acting in central government, line ministry, regional government or local administration.

| Areas investigated | Aspects |
|---|---|
| The principles enshrined in the official records of the State | implicit or explicit expression, separately or embedded in legislation, policy documents, strategies and official doctrine; |
| The main theories of economic, social, political that have influenced these statements or statement of principles; | if there is specific training in education of economists and professionals operating in the area of public sector policies |
| Description of the system of financing development in recent history - what trends have been sustained or tended to be changed. | main institutions that driven the change, have managed or influenced significantly. |

Examples of tax reform and financing of education in countries with traditional decentralized administration

The best presented and represented in most tax reforms and the financing of education systems worldwide is the principle of equality, translated into many frames and financing systems. Education was seen as a vehicle of upward social mobility, so that the significance of education spending was much stronger than other types of expenditure made by the authorities at various administrative levels of aggregation, in all European countries. In some cases, it is considered that education and schooling are decisive factors in quality of life.

For the American system: despite the diversity of financing public education systems in the U.S., is recognized and applied the principle of fairness, compliance with rules and standards (fairness principle), these standards are designed to ensure equal opportunities for all persons belonging to different ethnic groups or race¹, this principle applies to entries in the system, description of processes and outcomes, as it is believed that all human activity and relationships to be established are incorporating the rights due to every citizen (entitlements). An equitable system of education should help every child to overcome accidents of birth due to a disadvantaged environment and be able to integrate into the social and economic life of the community. "No Child Left Behind" Act,

¹ Commission on Behavioral and Social Sciences and Education. Equity and Adequacy in Education Finance: Issues and Perspectives (1999), http://books.nap.edu/openbook.php?record_id=6166&page=7

federal legislation issued in 2001¹, actually, a solid package of legislation (1,400 pages) that provides instructions for the implementation of several educational programs:

- Program to improve academic achievement of children from disadvantaged backgrounds;
- Programs to improve the reading-writing skills for several target groups of children and families;
 - English program to improve the proper use of language;
 - Science education program;
 - Program for children and families at risk and delinquency;
 - Recruitment and training program for teachers and schools;
 - Technical assistance program for local agencies that are pursuing their education programmes, allowances and grants to local authorities;
- Promoting an informed educational choices of parents (parental informed choice);
- Promote accountability at all levels;

This package of programmes contains the older U.S. trend toward greater financial involvement of the federal state to equalize disparities between states and between different administrative entities, towns, regions, etc..

In the U.S., the first models of linking funding with the principles of equality began to be developed since the early years of the twentieth century (Ellwood P. Cubberley)². The principles focus on inputs, resources available for children and policy makers under the assumption that resources will lead to equalization of results, to changes in lifestyle and changes in life for citizens in general. These theories assumed an automatic correlation between inflows and outflows have become more nuanced over time, the literature in this field, particularly that produced by James S. Coleman Report (1964), trying to identify the types of correlations and the conditions under which they occur (most Hanushek's studies, Ferguson and Ladd).

¹ Public Law 107-110, <http://www.ed.gov/policy/elsec/leg/esea02/index.html>

² Cubberley, E.P. "Fundamental Problems in Educational Administration," Educational Administration and Supervision, Jan. 1915.

"The American School Program From the Standpoint of the Nation," School and Society, Vol. XVIII, no. 449. Aug. 4, 1923.

Educational objectives and funding targets - discussion on public policy systems

An example of good practice, accessible for the specialists in public policy development, is the phase of green paper¹, that the European Commission provides for an initiative for any change in legislation. At this stage, held expert-level, governments or those who intend to change the legislation go through stages of conceptual clarification and communication with large groups of specialists in the fields of activities subject to change, or affected by new regulations. Long debate on financial standards and implement a system of standard costs for schools budget substantiation, although started in 2000, delayed the full implementation of pre-university education system, and the result was the difficulty in linking educational objectives and financial standards. Such a correlation could not be obtained only by seeking legal and administrative system level, requires knowledge of these objectives by local decision makers and those in school, and their operationalization in explicit and quantified physical activity, and thus the design of budget gained significance as it deserves - that of the organization's key strategic document.

Methodological Directions

- a) generating public policies in budgetary allocations, overall resource allocation for education;
- b) building a critical apparatus for the evaluation of public policies on education funding in all their stages: circuit design and public debate, implementation, impact analysis and implementation of corrective action.

These two lines of investigation primarily contribute to the development of education economics body of knowledge and clearer ownership of this field to educational sciences. We believe that educational sciences have a leadership role in education funding methodology, and concepts with which economists operate, especially classical concepts such as "homo economicus", rational choice, utility, production, consumption, efficiency, can find some improved equivalent in educational sciences, including the contribution of this paper.

In the field of public policies on education is helpful to use techniques and instruments coming from the economic field, and have produced there notable results in terms of keeping consistency between the purpose,

¹ http://europa.eu/documentation/official-docs/green-papers/index_en.htm

objectives and means employed: they are found in microeconomics and manufacturer cybernetics.

Brezinka¹ expressed the consistency requirement between end and means as follows:

"Education Sciences are not confined themselves to investigating those actions which are said to be education, and those institutions which are said to be education institutions. Rather, it places them in relation to their goals and situations of the educated. This is done to test whether these actions and institutions are actually suitable means, or their effects may lead to completely different intent."

Methodological transfer from economics into educational science and isomorphisms that can be drawn between systems of concepts can not have, however, a mechanical nature, but one based on experimentation and verification of proposed mathematical models. Brezinka (ibid.) distinguish between scientific prediction or forecast in educational sciences that responds to the question: "what would happen if..?" and the technological approach - it answers questions such as: what should be done to achieve X. In fact, the consultant operating in the area of financial management in education, these questions relate to the difference of emphasis between the level of policies and strategies and implementation level. Consultant should include both aspects: experimental results and models of economic behavior of actors in relation to education, together with examples of approaches that exploit those patterns.

The third argument on the importance of the theme is the need for issueing local development strategies, in which education is part not only as a subsystem of the social system and as a public service, but mainly as an engine for sustainable community development. The work will contribute to this by designing local development models that take into account the existing degrees of freedom and as many opportunities and contributing factors.

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