

# **NATIONAL RESEARCH REPORT ROMANIA**

## **ROMANIAN NATIONAL EDUCATION SYSTEM AND EFFECTIVE SCHOOL INDICATORS**



INSPECTORATUL SCOLAR AL JUDETULUI  
BRASOV

## PART A

The legislative foundation of the education and training system is formed by:

- the Romanian Constitution adopted in 1991, which lays down the right to education for all citizens;
- the Education Act 84/1995, which stipulates that education is a national priority and should contribute to free and harmonious development of the individual and of his/her autonomous and creative personality;
- the Act 151/1999, which modifies and supplements the Education Act, extending the duration of compulsory education and reshaping university and post-university studies;
- particular acts:
  - Act 88/1993 on Accreditation of Higher Education Institutions and Recognition of Diplomas, which formulates criteria for institutional accreditation and the recognition of diplomas,
  - Act 128/1997 on Teaching Staff Regulations, which establishes the appointment, transfer, dismissal and placing of teaching staff, and also covers school psychology services;
- Government Decisions and Emergency Ordinances, which create necessary conditions for implementation of the education reform.

### Romanian National Education System structure

AGE	GRADE ISCED	EDUCATIONAL LEVELS		EDUCATIONAL ROUTES				
>19		6	TERTIARY EDUCATION	UNIVERSITY				
		5		POST SECONDARY				
		4		NON TERTIARY EDUCATION				
18	XIII	3	SECONDARY	UPPER			PROGRESSIVE ROUTE OF TECHNOLOGICAL HIGH SCHOOL	
17	XII				THEORETICAL HIGH SCHOOL	TECHNOLOGICAL HIGH SCHOOL	VOCATIONAL HIGH SCHOOL	COMPLETION YEAR
16	XI							SCHOOL OF ARTS AND TRADES
15	X	2		LOWER	GYMNASIUM			
14	IX				PRIMARY SCHOOL			
13	VIII							
12	VII	1						
11	VI							
10	V							
9	IV							
8	III	1						
7	II							
6	I	1						

## **Classification of High Schools**

According to the Romanian law of education, Liceu (High schools) (grades IX to XII/XIII) are organized by cycles (lower and upper cycles) and branches of study.

**Liceu - lower cycle**, as a second cycle of lower secondary education (grades IX and X) envisages the

following general objectives:

- To accomplish the development for each pupil of the key-competences required by the knowledge –based society.
- To further enable and reinforce pupils training for lifelong learning.
- To facilitate the educational and vocational guidance of the pupils through development of certain specific competences .

In accordance with the general finalities of education, the following general objectives are set for **Liceu - upper cycle**:

- To develop the capacity, to formulate and solve problems based on relating knowledge from different domains;
- To turn to account one’s own experiences in order to achieve an optimal vocational guidance towards the labour market and/or post-secondary education (non-tertiary or tertiary);
- To develop the capacity to actively integrate in various social-cultural groups: family, vocational environment, friends, etc.;
- To develop essential functional competences for social success: communication, critical thinking, decision-making, processing and contextual use of complex information;
- To cultivate the expressivity and sensitivity in order to obtain personal fulfilment and to promote a quality life;
- To promote a quality life;
- To develop a moral autonomy.
- The syllabus for each subject and educational route, profile and specialisation specifies the general competences to be acquired during upper secondary education as well as the specific competences to be acquired during each school year.

Classification	Type (Branch)	Profile
High Schools	General	Humanities
		Science (real)
	Technological	Technical
		Natural resources exploitation and protection of the environment
		Military
	Vocational	Theological
		Sports
		Arts
		Pedagogical

	Local level	Regional level	National level
Schools (associated with a school manager)	47	207	1421
Students	21060	89416	780925
Classes	700	2980	26030

## **A summary of research and studies in school effectiveness in Romania.**

School effectiveness has long been a subject of study and debate in the Romanian system of education, but a different system of reference was applied before the Revolution of 1989. The educational system was then centred on educating students according to the communist precepts which applied to all domains of activity. The Communist Party guided education, so as to best serve its purpose of forming faithful and submissive citizens, able to be integrated according to the needs of a society triumphantly advancing towards communism. The lack of material conditions in schools at all levels was never supposed to account for school inefficiency in adapting its educational offer to conditions of competitiveness in economy.

There were no standardized indicators stipulated by law to evaluate school effectiveness, others than general methodological guidelines defining the expected results of school mission in the "multilaterally developed socialist society". Good schools were the ones providing a large number of students integrated in high schools, or in the academic institutions and of course they were located only in urban areas. After the Revolution, the whole perspective on the role of school in society has had to change, according to the new social order. It has become clear that school efficiency had to be measured in terms of institutional responsiveness to quickly adapt itself to a competitive environment and to the rapid advance of the knowledge based society at large. Several attempts have been made almost yearly after 1989 to improve the quality of education, so as to coordinate national efforts with the European ones, until the Education Law 87 from 2006 defined the minimal, reference and excellency standards of quality in preuniversity education, according to which ARACIP, the state appointed institution authorizes, accredits and periodically evaluates the preuniversity school units at national level through CEAC (Commission for Quality Assurance Evaluation). It also elaborates standards and performance indicators and the methodology for the institutional evaluation, issuing manuals, guides with examples of good practices, recommending measures for the improvement of quality in preuniversity units. The most important document was issued in 2008, and has imposed by law preuniversity school standards of reference and performance applicable in evaluating school effectiveness. The indicators in these standards refer to 3 main domains: A-Institutional Capacity, B-Educational Efficiency, C-Quality Management. The implementation of standards and indicators has been gradually extended at national level under the supervision of DGIP (General Direction for Preuniversity Education), and at present, efforts are being made to ensure the human resources necessary for this stage of the reform, from teachers to school managers. Thus, school effectiveness will benefit from a coherent concept and methodology, meant to be in keeping with all the European documents which consider efficiency and quality in education fundamental prerequisites of active citizenship, economic growth and human development in a knowledge society. Decentralization, and quality management are the 2 major coordinates of the national reform, perfectly compatible and corresponding to the European directions of reform in education and professional training, so as to attain the fundamental objectives of the Lisbon strategy.

**The national school evaluation criteria in terms of inspectors, educational authorities and laws.**

During a school inspection, the inspectors focus on all or part of the following criteria:

- The school performances of the students related to the national educational standards;
- The school's methods to encourage and support students' personal development;
- The quality of the teaching staff activities;
- The quality of the management and the efficiency in using the resources;
- The quality of the curriculum, the quality of the extra-curricular activities and the ability of the school to implement the national and the school-based curriculum;
- School-parents relationship;
- School-local community relationship;
- Compliance with the in-force legislation, procedures, rules and regulations;
- Students' attitude towards the education offered by the school.

**Performance indicators:**

According to the Government Decision nr.1534/25.11.2008, regarding the reference standards and performance indicators for quality assurance in preuniversity educational system

Dimension	Indicators
1. <b>Physical conditions</b>	<ol style="list-style-type: none"><li>1. Number and type of classrooms, laboratories, studies, school workshops/farms, conference halls, etc. corresponding to the enrolment plan/, school level, category, the curriculum/subjects/modules.</li><li>2. Efficient use of school areas according to rigorous planning.</li><li>3. Assuring the Hygiene Standards for children, and youth protection education and instruction in school units</li><li>4. Equipping school areas according to the pupils' age-groups and number in each school year.</li><li>5. Existing, organising and equipping administrative areas according to the activity type.</li><li>6. Existence and development of the school library / information and documentation,resource-centre stock</li><li>7. Auxiliary areas- canteens, dormitories, wardrobe rooms, kitchen, laundry are correlated with the curriculum, number of pupils, the type of education provided, level and form.</li><li>8. Existence of IT&amp;C equipment and internet connection</li><li>9. Providing access of all pupils and staff to the computer network for the purpose of documentation and information during and outside the specialised classes.</li></ol>

<b>Dimension</b>	<b>Indicators</b>
<b>2. Management and planning</b>	<ol style="list-style-type: none"> <li>1. Existence, structure and content of projective documents (development project and implementation plan).</li> <li>2. Existence of in-house regulations, of the organisational chart and of "job descriptions" for every position on it</li> <li>3. Existence and operation of the internal and external communication system</li> <li>4. Carrying out the human resource management procedures for teaching staff, auxiliary teaching staff and non-teaching staff (recruitment, selection, work loads, use, motivation, redundancy, etc.</li> <li>5. Existence and operation of the data management system; data recording, processing and use</li> <li>6. Providing pupils with guidance and counselling services</li> <li>7. Setting, in the payroll, the number of staff required by the school operation</li> <li>8. Staff evaluation is correlated with the other human resources and management procedures</li> <li>9. Providing security to all those involved in school activity during work- time</li> <li>10. Providing medical care for students</li> </ol>
<b>3. Education and Training</b>	<ol style="list-style-type: none"> <li>1. The rate of class promotion</li> <li>2. The rate of absenteeism of students</li> <li>3. Disciplinary situation</li> <li>4. The rate of BAC (High School graduation exam) promotion</li> <li>5. Access to higher education rate</li> <li>6. Results at" School Olympics "(subject contests) at regional/national level</li> <li>7. Participation in different school competitions</li> <li>8. Participation in European projects/programmes of European integration or cooperation</li> </ol>
<b>4. Social Life</b>	<ol style="list-style-type: none"> <li>1. Planning and disseminating extracurricular activities involving staff, pupils, their parents and other community members.</li> <li>2. Participation and involvement in educational and community activities</li> </ol>
<b>5. Financial Aspects</b>	<ol style="list-style-type: none"> <li>1. Devising the institution budget</li> <li>2. Suitability of the forecast budget to the development project of the educational institution.</li> <li>3. Using at least 25% of the school budget for the development of own physical resources</li> <li>4. Carrying out the budget execution</li> </ol>
<b>6. Relations with Environment</b>	<ol style="list-style-type: none"> <li>1. Existence and functionality of partnerships with representatives of the community.</li> <li>2. Promoting the school's image, the educational offer</li> <li>3. School- Parents Association is actively participating in schools' activities</li> <li>4. Periodical assessment of pupils and / or their parents and other stakeholders (employers, local authorities) satisfaction ratio regarding school, extra-school and general achievements of the educational institution</li> </ol>

**The in-service training opportunities provided for school managers.**

Name of Course	Providing organization
Institutional management (3 Modules): Educational management Institutional evaluation School inspection	Teacher Training Centre - Alba-Iulia (Romania)
Leadership and antrepreneurial education Formation of intermediary managerial structures	Teacher Training Centre -Cluj (Romania)
The 2 <sup>nd</sup> Chance Programme for lower-secondary school education Quality Assurance in Preuniversity Education The management of the human resources for school managers and deputees	Teacher Training Centre- Timisoara (Romania)
Training courses for school managers focused on the quality assurance in education (titles of courses and the exact training aims are defined according to the identified needs in the territory and are organized periodically (as stipulated in the strategic plan)	ARACIP-Romania THE ROMANIAN AGENCY FOR QUALITY ASSURANCE IN PRE-UNIVERSITY EDUCATION RAQAPE : <ul style="list-style-type: none"> <li>• Public institution of national interest working under The Romanian Ministry of Education Research, and Innovation with legal personality and own budget, working in compliance with the <u>Law no.87/2006</u> on quality of education</li> <li>• It accomplishes:</li> <li>• The external evaluation of quality of education offered by pre-university schools and by other educational organizations</li> <li>• The authorization, the accreditation and the recurrent evaluation for pre-university school units.</li> </ul>
In-service training courses on school management	European training centres from the Comenius- Grundtvig data base

**PART B**  
**RESEARCH RESULTS**

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## **I. Problem**

The purpose of the research study is to identify the school efficiency indicators from the perspective of parents, teachers and school managers as well as the options of school managers for in-service training.

## **II. Methodology**

The research involved 31 high schools managers (67% of all high school managers in Brasov County) and 50 teachers and 50 parents from the same 5 high schools:

1. COLEGIUL NAȚIONAL ANDREI ȘAGUNA BRAȘOV
2. COLEGIUL NAȚIONAL ECONOMIC ANDREI BÂRSEANU BRAȘOV
3. COLEGIUL NAȚIONAL DE INFORMATICA GRIGORE MOISIL BRAȘOV
4. COLEGIUL TEHNIC IOSIF ȘILIMON BRAȘOV
5. LICEUL TEORETIC C-TIN BRÂNCOVEANU BRAȘOV

The questionnaires were created by the Italian partner with the contribution of all the other partners and focused on the main indicators of school effectiveness from the point of view of school managers, teachers and parents.

The applied questionnaire was structured on six areas of interest, as follows:

- 1. Physical conditions**
- 2. Management and planning**
- 3. Education and training**
- 4. Social life**
- 5. Financial aspects**
- 6. Relations with environment**

Each of them contained specific indicators.

The respondents were supposed to quantify the importance of each indicator from 1 to 5 establishing personal priorities in each area.

The questionnaires were distributed and analyzed by the Romanian project team and the results are presented in detail below.

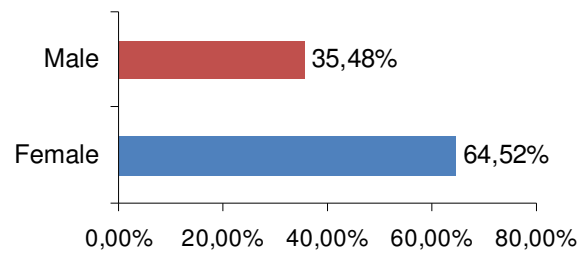
The respondents profile as presented above referred to age, gender, experience, education and field of activity.

## **III. Results**

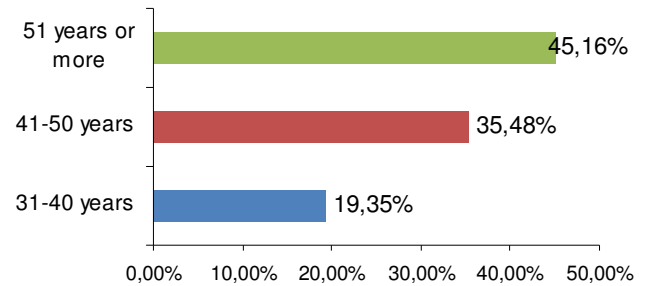
## A. Managers' questionnaire results

### MANAGERS' PROFILE:

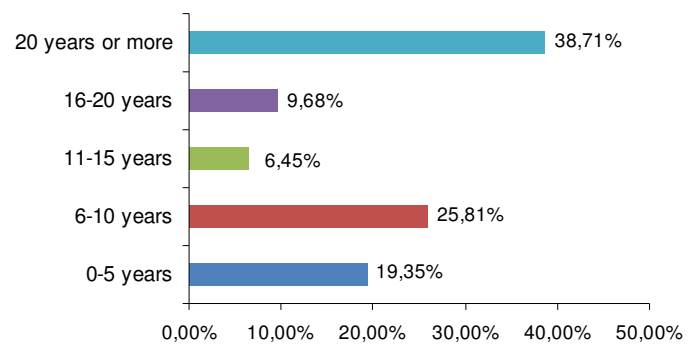
Gender	Frequency	Percent
Female	20	64,52%
Male	11	35,48%
Total	31	100,00%



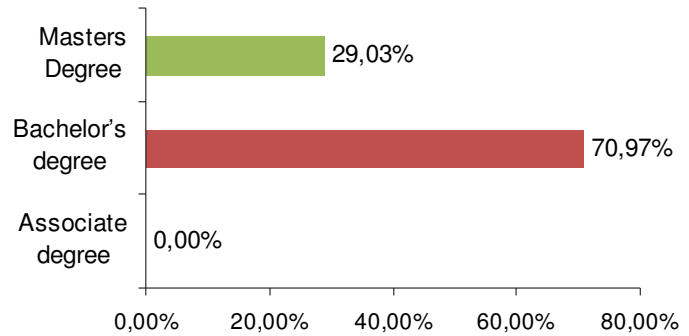
Age	Frequency	Percent
31-40 years	6	19,35%
41-50 years	11	35,48%
51 years or more	14	45,16%
Total	31	100,00%



Experience	Frequency	Percent
0-5 years	6	19,35%
6-10 years	8	25,81%
11-15 years	2	6,45%
16-20 years	3	9,68%
20 years or more	12	38,71%
Total	31	100,00%



Education	Frequency	Percent
Associate degree	0	0 %
Bachelors' degree	22	70,97 %
Master degree	9	29,03 %
Total	31	100 %



Most managers are women, with bachelor's degree, over 51 years old, with an important experience in the field of education.

## INDICATORS

Summary table of indicators for managers:

Indicator	Value (percent)					Mean	Variance
	1	2	3	4	5		
1.1 Infrastructure	0	0	9,68	25,81	64,52	4,55	0,46
1.2 ICT and the Internet	0	0	6,45	29,03	64,52	4,58	0,38
1.3 Documentation	0	3,23	12,90	32,26	51,61	4,32	0,69
1.4 Hygiene, safety and security	0	0	6,45	29,03	64,52	4,58	0,38
2.1 Quality system	0	3,23	9,68	45,16	41,94	4,26	0,60
2.2 Curricular offer	0	3,23	0	25,81	70,97	4,65	0,44
2.3 Extra-curricular offer	3,23	3,23	12,90	38,71	41,94	4,13	0,98
<b>2.4 Effectiveness of school operations</b>	<b>0</b>	<b>0</b>	<b>9,68</b>	<b>16,13</b>	<b>74,19</b>	<b>4,65</b>	<b>0,44</b>
2.5 Staff and human resources management	0	6,45	6,45	19,35	67,74	4,48	0,79
<b>2.6 Absenteeism of teachers and staff</b>	<b>0</b>	<b>3,23</b>	<b>6,45</b>	<b>16,13</b>	<b>74,19</b>	<b>4,61</b>	<b>0,58</b>
2.7 Management style	0	3,23	9,68	35,48	51,61	4,35	0,64
2.8 Guidance	3,23	0	12,9	25,81	58,06	4,35	0,90
<b>2.9 School climate</b>	<b>0</b>	<b>0</b>	<b>9,68</b>	<b>19,35</b>	<b>70,97</b>	<b>4,61</b>	<b>0,45</b>
3.1 Teaching activities	0	3,23	6,45	22,58	67,74	4,55	0,59
3.2 Students' behavior	0	0	19,35	35,48	45,16	4,26	0,60
3.3 School results in terms of output	0	0	22,58	38,71	38,71	4,16	0,61
3.4 School results in terms of outcome	0	6,45	6,45	25,81	61,29	4,42	0,78
4.1 Participation in social life	3,23	0	9,68	45,16	41,94	4,23	0,78
5.1 Effective use of budget	0	3,23	12,9	22,58	61,29	4,42	0,72
5.2 Ability to attract financial resources	3,23	6,45	9,68	35,48	45,16	4,13	1,12
6.1 Parents involvement	3,23	9,68	9,68	22,58	54,84	4,16	1,34
6.2 Relations with community	3,23	0,00	16,13	12,90	67,74	4,42	0,98
<b>6.3 Other services to community</b>	<b>3,23</b>	<b>6,45</b>	<b>12,90</b>	<b>45,15</b>	<b>32,26</b>	<b>3,97</b>	<b>1,03</b>

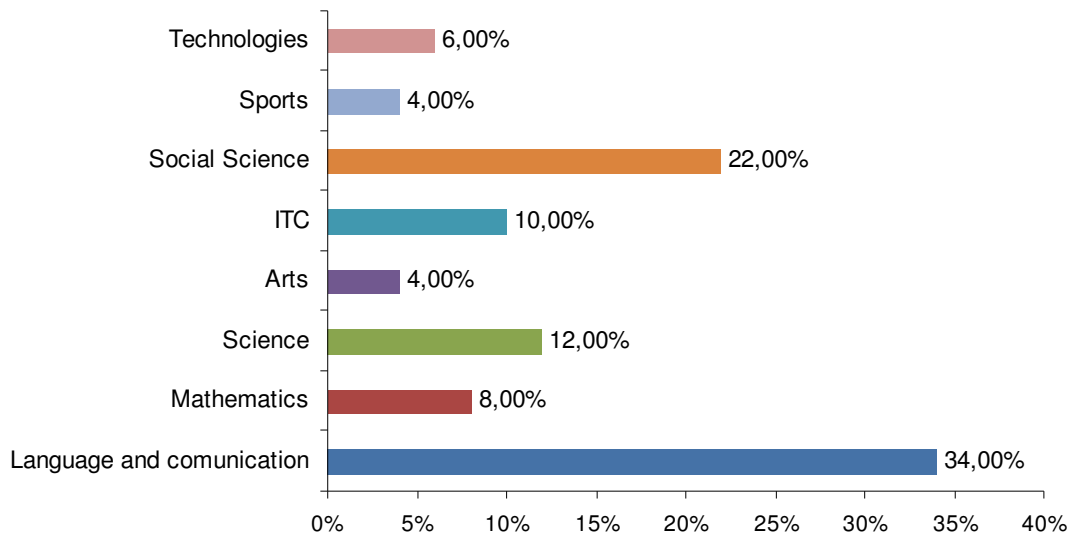
The effective school indicators considered more important from managers point of view are those from the **2.Management and planning** area, such as **2.4 Effectiveness of school operations** (sufficiency of teachers for all disciplines, didactic continuity, transfers and shifts, number of students in relation to teachers and potential students) and **2.9 School climate** - the cozy living-and-learning climate within the school, the well-being of the staff and of students, to survey of students', families', staffs' and other stakeholders' satisfaction, who received maximum scores over 74% with a mean over 4.60.

Are considered less important **the services to community** such as adult and continuing education, public use of school spaces - indicator **6.3**, from area **6. Relations with environment**.

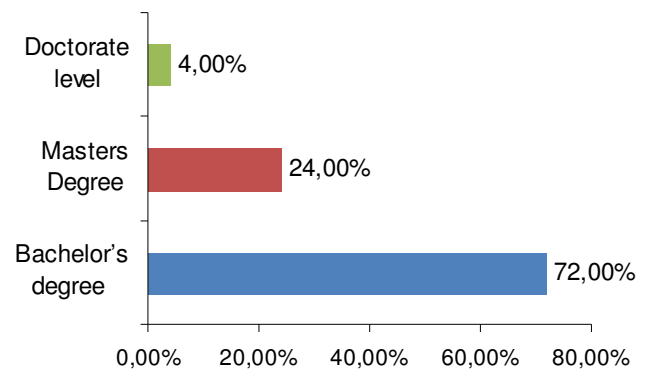
## B. Teachers' questionnaire results

### TEACHERS' PROFILE

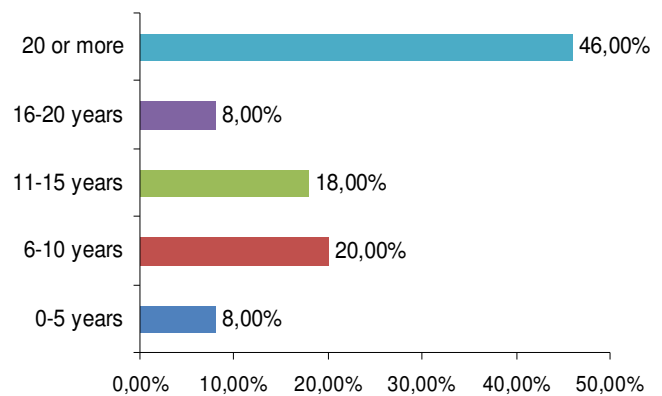
#### Field of activity:



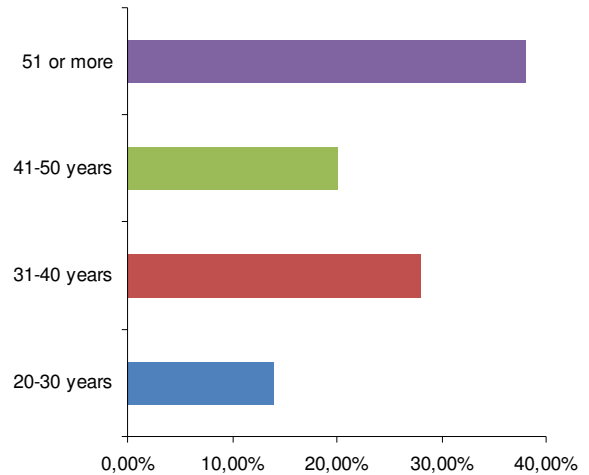
Education	Frequency	Percent
Bachelor	36	72%
Master	12	24%
Doctorate	2	4%
Total	50	100%



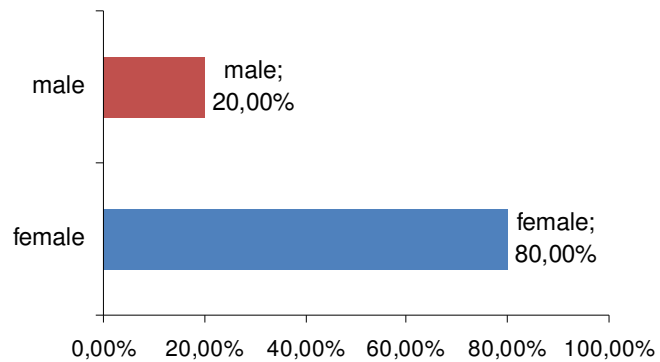
Experience	Frequency	Percent
0-5 years	4	8%
6-10 years	10	20%
11-15 years	9	18%
16-20 years	4	8%
20 or more	23	46%
Total	50	100%



Age	Frequency	Percent
20-30 years	7	14%
31-40 years	14	28%
41-50 years	10	20%
51 years or more	19	38%
Total	50	100,00%



Gender	Frequency	Percent
Female	40	80%
Male	10	20%
Total	50	100%



Over 60% of teachers belong to the category of over 41 years old, 80% are women.

For the "Field of activity" was taken into account the proportion between the curricular subjects.

## INDICATORS

Summary table of indicators for teachers:

Indicator	Value (percent)					Mean	Variance
	1	2	3	4	5		
1.1 Infrastructure	0	4	8	32	56	4,40	0,65
1.2 ICT and the Internet	0	0	10	32	58	4,48	0,46
1.3 Documentation	0	2	4	20	74	4,66	0,43
1.4 Hygiene, safety and security system	2	0	4	22	72	4,62	0,57
2.1 Quality system	0	2	12	40	46	4,30	0,58
2.2 Curricular offer	0	2	4	34	60	4,52	0,46
2.3 Extra-curricular offer	2	2	8	44	44	4,26	0,73
2.4 Effectiveness of school operations	0	2	4	18	76	4,68	0,43
2.5 Staff and human resources management	0	0	2	26	72	4,7	0,26
<b>2.6 Absenteeism of teachers and staff</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>86</b>	<b>4,86</b>	<b>0,12</b>
2.7 Management style	0	4	8	18	70	4,54	0,66
2.8 Guidance	2	2	10	24	62	4,42	0,82
2.9 School climate	0	0	4	30	66	4,62	0,32
<b>3.1 Teaching activities</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>16</b>	<b>80</b>	<b>4,72</b>	<b>0,45</b>
3.2 Students' behavior	0	0	6	30	64	4,58	0,37
3.3 School results in terms of output	0	0	12	42	46	4,34	0,47
3.4 School results in terms of outcome	0	0	4	32	64	4,60	0,33
4.1 Participation in social life	2	4	6	48	40	4,20	0,78
5.1 Effective use of budget	2	2	10	22	64	4,44	0,82
5.2 Ability to attract financial resources	2	2	18	30	48	4,20	0,90
6.1 Parents involvement	0	2	8	22	68	4,56	0,54
6.2 Relations with community	0	2	10	44	44	4,30	0,54
<b>6.3 Other services to community</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>54</b>	<b>26</b>	<b>4,06</b>	<b>0,47</b>

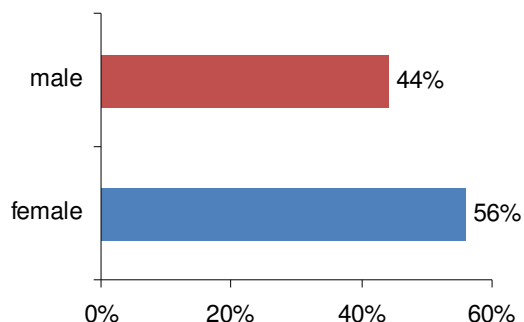
Over 80% of the respondents among teachers consider the most important indicators for school efficiency **2.6 Absenteeism of teachers and staff** (absenteeism rates and short absence) and **3.1 Teaching activities** - teaching styles, using of materials and tools, focus on general education or specialization, the homework.

Like managers, they consider as the least important the indicator from area 6. Relations with environment - **6.3 Other services to community** (adult and permanent education, public use of school spaces).

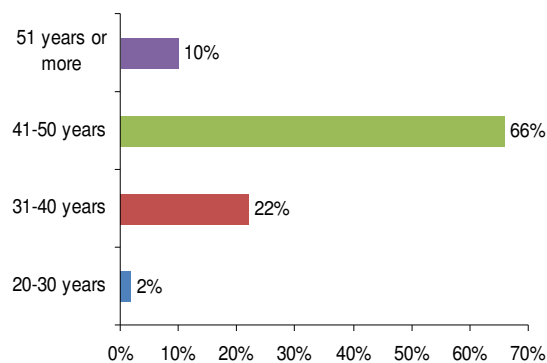
## C. Parents' questionnaire results

### PARENTS' PROFILE:

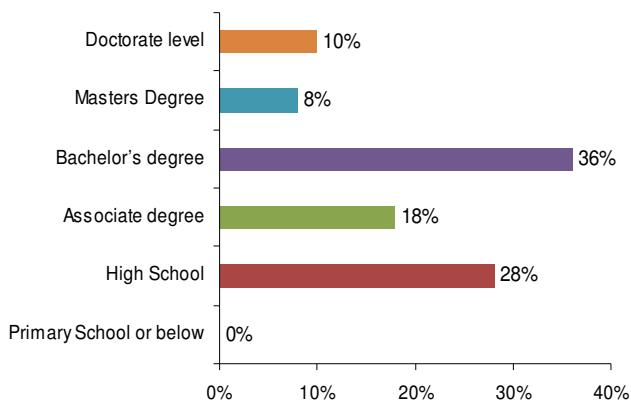
Gender	Frequency	Percent
Female	28	56%
Male	22	44%
Total	50	100%



Age	Frequency	Percent
20-30 years	1	2%
31-40 years	11	22%
41-50 years	33	66%
51 years or more	5	10%
Total	31	100,00%



Education	Frequency	Percent
Associate degree	9	18 %
Bachelor's degree	18	36 %
Master degree	4	8 %
Doctorate level	5	10 %
Total	50	100 %



Most parents are framed in the age group over 41 years old, women and men are in equal proportion and all the levels of education are covered.

## INDICATORS

Summary table of indicators for parents

Indicator	Value (percent)					Mean	Variance
	1	2	3	4	5		
1.1 Infrastructure	0	0	10	14	76	4,66	0,43
1.2 ICT and the Internet	0	0	16	30	54	4,38	0,57
1.3 Documentation	0	2	12	34	52	4,36	0,60
<b>1.4 Hygiene, safety and security system</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>80</b>	<b>4,70</b>	<b>0,42</b>
2.1 Quality system	2	0	30	42	26	3,90	0,74
2.2 Curricular offer	0	0	6	50	44	4,38	0,36
2.3 Extra-curricular offer	0	4	24	54	18	3,86	0,57
2.4 Effectiveness of school operations	0	0	14	22	64	4,50	0,54
2.5 Staff and human resources management	0	2	12	36	50	4,34	0,60
<b>2.6 Absenteeism of teachers and staff</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>12</b>	<b>82</b>	<b>4,76</b>	<b>0,31</b>
2.7 Management style	0	0	18	36	46	4,28	0,57
2.8 Guidance	0	2	12	48	38	4,22	0,54
2.9 School climate	0	0	6	28	66	4,60	0,37
3.1 Teaching activities	0	0	6	28	66	4,6	0,37
3.2 Students' behavior	0	0	8	32	60	4,52	0,42
3.3 School results in terms of output	0	2	12	32	54	4,38	0,61
3.4 School results in terms of outcome	0	0	4	32	64	4,60	0,33
4.1 Participation in social life	0	0	6	58	36	4,30	0,34
5.1 Effective use of budget	2	4	10	36	48	4,24	0,88
5.2 Ability to attract financial resources	2	6	18	40	34	3,98	0,96
6.1 Parents involvement	2	4	14	38	42	4,14	0,90
6.2 Relations with community	2	4	12	40	42	4,16	0,87
<b>6.3 Other services to community</b>	<b>6</b>	<b>4</b>	<b>30</b>	<b>46</b>	<b>14</b>	<b>3,58</b>	<b>0,98</b>

The table shows that the parents and the teachers have the same opinion on efficiency school indicators. The highest score received the indicator **2.6 Absenteeism of teachers and staff** (absenteeism rates and short absence) and the lowest score **6.3 Other services to community** (adult and continuing education, public use of school spaces).

## IV. Conclusions

The comparison of results

Area	Indicator	Managers		Teachers		Parents	
		Mean	Var	Mean	Var	Mean	Var
<b>1. Physical conditions</b>	1.1 Infrastructure, classes and laboratories (adequacy of school in terms of classes, buildings, activity rooms, conference halls, laboratories and auxiliary areas).	4,55	0,46	4,40	0,65	4,66	0,43
	1.2 ICT and the Internet (adequacy of ITC equipment, computer network and internet connection, availability of Internet access for students and staff).	<b>4,58</b>	0,38	4,48	0,46	4,38	0,57
	1.3 Documentation (development of the school library, up-to-date books, information and documentation resources).	4,32	0,69	<b>4,66</b>	0,43	4,36	0,60
	1.4 Hygiene, safety and security system (hygiene standards, health-policy, medical care, precautions in case of a fire or natural disasters, youth protection, safety and security of work environment).	<b>4,58</b>	0,38	4,62	0,57	<b>4,70</b>	0,42
<b>2. Management and planning</b>	2.1 Quality system (existence, structure, content and standardization of projective documents and procedures, organizational chart, job descriptions, data management and quality indexes).	4,26	0,60	4,30	0,58	3,90	0,74
	2.2 Curricular offer (school time in relation to needs of society, number and type of classes).	<b>4,65</b>	0,44	4,52	0,46	4,38	0,36
	2.3 Extra-curricular offer (extra training courses, activities outside school time and outside school).	4,13	0,98	4,26	0,73	3,86	0,57
	2.4 Effectiveness of school operations (sufficiency of teachers for all disciplines, didactic continuity, transfers and shifts, number of students in relation to teachers and potential students).	<b>4,65</b>	0,44	4,68	0,43	4,50	0,54
	2.5 Staff and human resources management (carrying out the management of teaching staff and non-teaching staff - recruitment, selection, workloads, use, motivation, - development of human capital, competencies and skills).	4,48	0,79	4,70	0,26	4,34	0,60
	2.6 Absenteeism of teachers and staff (absenteeism rates and short absence).	4,61	0,58	<b>4,86</b>	0,12	<b>4,76</b>	0,31
	2.7 Management style and participation in decision-making (information and participation of students and teachers to decisions, involvement of teachers in management and delegated functions, leadership style).	4,35	0,64	4,54	0,66	4,28	0,57
	2.8 Guidance (tutorship and guidance for staff, tutorship and counseling services for students).	4,35	0,90	4,42	0,82	4,22	0,54
	2.9 School climate (to create a cozy living-and-learning climate within the school, to take care of the well-being of staff and students, to survey the satisfaction of students, families, staff and other stakeholders ).	4,61	0,45	4,62	0,32	4,60	0,37

Area	Indicator	Managers		Teachers		Parents	
		Mean	Var	Mean	Var	Mean	Var
<b>3. Education and training</b>	3.1 Teaching activities (teaching styles, use of materials and tools, focus on general education or specialization, homework).	<b>4,55</b>	0,59	<b>4,72</b>	0,45	<b>4,60</b>	0,37
	3.2 Students' behavior coherent with student's role (sufficient use of educational tools and equipments, engagement towards school tasks, disciplinary situation and corrective measures, rate of absenteeism, attires).	4,26	0,60	4,58	0,37	4,52	0,42
	3.3 School results in terms of output (testing sessions, achievement levels for main subjects – as Literature, Maths, Sciences, Civics - class promotion and repetition rates, age regularity, abandoning and drop outs, graduation rates).	4,16	0,61	4,34	0,47	4,38	0,61
	3.4 School results in terms of outcome (success of students in university and higher education admission, students employed after some years from graduation, access to the labor market coherent with studies).	4,42	0,78	4,60	0,33	<b>4,60</b>	0,33
<b>4. Social life</b>	4.1 Participation in social life (community, athletic, cultural and environmental activities, celebratory events, clubs).	4,23	0,78	4,20	0,78	4,30	0,34
<b>5. Financial aspects</b>	5.1 Effective use of budget (budget control, ability to decide expense promptly, ability to meet educational aims using available financial resources, suitability to the development project).	<b>4,42</b>	0,72	<b>4,44</b>	0,82	<b>4,24</b>	0,88
	5.2 Ability to attract financial resources (donations from parents and other sectors, project financing, school nets, other sources).	4,13	1,12	4,20	0,90	3,98	0,96
<b>6. Relations with environment</b>	6.1 Parents involvement (school parents associations, cooperation with school management).	4,16	1,34	<b>4,56</b>	0,54	4,14	0,90
	6.2 Relations with community (relations with other institutions, promoting the school's image, relations with media).	<b>4,42</b>	0,98	4,30	0,54	<b>4,16</b>	0,87
	6.3 Other services to community (adult and continuing education, public use of school spaces).	3,97	1,03	4,06	0,47	3,58	0,98

The first ten indicators:

Area	Managers	Teachers	Parents
1	<b>2.2</b> Curricular offer (school time in relation to needs of society, number and kind of lesson hours).	<b>2.6</b> Absenteeism of teachers and staff (absenteeism rates and short absence).	<b>2.6</b> Absenteeism of teachers and staff (absenteeism rates and short absence).
2	<b>2.4</b> Effectiveness of school operations (sufficiency of teachers for all disciplines, didactic continuity, transfers and shifts, number of students in relation to teachers and potential students).	<b>3.1</b> Teaching activities (teaching styles, use of materials and tools, focus on general education or specialization, homework).	<b>1.4</b> Hygiene, safety and security system (hygiene standards, health-policy, medical care, precautions in case of a fire or natural disasters, youth protection, safety and security of work environment).
3	<b>2.6</b> Absenteeism of teachers and staff (absenteeism rates and short absence).	<b>2.5</b> Staff and human resources management (carrying out the management of teaching staff and non-teaching staff - recruitment, selection, workloads, use, motivation, - development of human capital, competencies and skills).	<b>1.1</b> Infrastructure, classes and laboratories (adequacy of school in terms of classes, buildings, activity rooms, conference halls, laboratories and auxiliary areas).
4	<b>2.9</b> School climate (to create a cozy living-and-learning climate within the school, to take care of the well-being of the staff and students, to survey the satisfaction of students, families, staff and other stakeholders).	<b>2.4</b> Effectiveness of school operations (sufficiency of teachers for all disciplines, didactic continuity, transfers and shifts, number of students in relation to teachers and potential students).	<b>3.1</b> Teaching activities (teaching styles, use of materials and tools, focus on general education or specialization, homework).
5	<b>1.2</b> ICT and the Internet (adequacy of ITC equipment, computer network and internet connection, availability of Internet access for students and staff).	<b>1.3</b> Documentation (development of the school library, up-to-date books, information and documentation resources).	<b>3.4</b> School results in terms of outcome (success of students in university and higher education admission, students employed after some years from graduation, access to the labor market coherent with studies).
6	<b>1.4</b> Hygiene, safety and security system (hygiene standards, health-policy, medical care, precautions in case of a fire or natural disasters, youth protection, safety and security of work environment).	<b>2.9</b> School climate (to create a cozy living-and-learning climate within the school, to care well-being of the staff and of students, to survey students', families', staffs' and other stakeholders' satisfaction).	<b>3.2</b> Students' behavior coherent with student's role (sufficient use of educational tools and equipments, engagement towards school tasks, disciplinary situation and corrective measures, rate of absenteeism, attires).
7	<b>3.1</b> Teaching activities (teaching styles, use of materials and tools, focus on general education or specialization, homework).	<b>1.4</b> Hygiene, safety and security system (hygiene standards, health-policy, medical care, precautions in case of a fire or natural disasters, youth protection, safety and security of work environment).	<b>2.4</b> Effectiveness of school operations (sufficiency of teachers for all disciplines, didactic continuity, transfers and shifts, number of students in relation to teachers and potential students).

Area	Managers	Teachers	Parents
8	<b>1.1</b> Infrastructure, classes and laboratories (adequacy of school in terms of classes, buildings, activity rooms, conference halls, laboratories and auxiliary areas).	<b>3.4</b> School results in terms of outcome (success of students in university and higher education admission, students employed after some years from graduation, access to the labor market coherent with studies).	<b>1.2</b> ICT and the Internet (adequacy of ITC equipment, computer network and internet connection, availability of Internet access for students and staff).
9	<b>2.5</b> Staff and human resources management (carrying out the management of teaching staff and non-teaching staff - recruitment, selection, workloads, use, motivation, - development of human capital, competencies and skills).	<b>3.2</b> Students' behavior coherent with student's role (sufficient use of educational tools and equipments, engagement towards school tasks, disciplinary situation and corrective measures, rate of absenteeism, attires).	<b>2.2</b> Curricular offer (school time in relation to needs of society, number and kind of lesson hours).
10	<b>5.1</b> Effective use of budget (budget control, ability to decide expense promptly, ability to meet educational aims using available financial resources, suitability to the development project).	<b>6.1</b> Parents involvement (school parents associations, cooperation with school management).	<b>3.3</b> School results in terms of output (testing sessions, achievement levels for main subjects – as Literature, Maths, Sciences, Civics - class promotion and repetition rates, age regularity, abandoning and drop outs, graduation rates).

There are no significant differences between managers, teachers and parents regarding the order of importance of indicators. However, for the managers, on top of the list are situated indicators related to the Management and Planning Area, as for parents, the most important are the presence of teachers, hygiene, safety and security (which are on the 6<sup>th</sup> position for managers). And for the teachers, the most important indicators are those connected to the hygiene, safety, security and teaching activities (on the 9<sup>th</sup> place in the managers top ten). There are some indicators, considered very important just for the managers, such as Effective use of budget. The Parents Involvement is one of the most important 10 indicators just for the teachers.

Training needs for managers:

Areas	Frequency	Percent
5. Financial aspects	26	83,87%
2. Management and planning	25	80,65%
6. Relations with environment	22	70,97%
3. Education and training	19	61,29%
1. Physical conditions	14	45,16%
4. Social life	11	35,48%

For the managers, the most relevant area for their in-service training are Financial aspects and the Management and Planning and the less relevant is Social Life.

The interest expressed by the managers for training in the area of finance and management themes can be explained by the general background of a school manager. In Romania, school managers are selected from the teachers who have the main specialization education and training. The training for specific management is optional and individual.

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### References about:

ARACIP Romanian Agency for Quality Assurance in Preuniversity Education

SIVECO-one of the most important providers and integrators of e-learning solutions in education.

AeL-system of teaching and learning assisted by computer