

## The Socio-Economic Development of the Administrative-Territorial Units, a Factor of Progress in the Development of the Partnership between the School and the Community

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**Abstract:** *Educational partnerships need time and effort to develop, but once they are developed and sustained, the benefits are endless for all beneficiaries of the educational act. When two parties come together for the common good of a school or to enhance student learning, we call this educational partnership. Partnerships can include anyone who is interested or committed to enriching educational experiences for children, families, schools and the community. Partnerships do not include an individual or a group that dictates what should be done and why it should be done. Decisions are made in collaboration, with the contribution of all partners. In addition to the educational partnerships that can be formed between teachers and children, the collaborations that highlight the school-family relationship, professionals and the wider educational community. These partnerships always include students, and the organizations involved - as well as the community as a whole - can complement school learning and encourage lifelong learning among children and families. The administrative-territorial units, through the level of socio-economic development, put their mark on the relationship between school and community.*

**Keywords:** *partnership, development, school, organization, collaboration.*

### 1. Introduction

Today's school system is increasingly facing problems related to violent student behavior, bullying, dropping out, children from poor families, children whose parents have gone in search of a job abroad, lack of computers needed for online learning for many children. Society and the community in particular are responsible for many of the aforementioned issues.

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On the other hand, positive standards in the community and involvement in community activities are designated as protective factors. American researchers have tried to identify the risk factors responsible for violent behavior in schools. Over the last ten years, these studies have increasingly taken into account positive protective factors, factors that promote mental security and resilience of students and suppress the effect of stressors [3].

The two factors can often be reduced to a single dimension, where a shape can be seen as a risk, but also as protection. Both groups of factors include not only personality traits in the adolescents concerned but also their family, school, and neighborhood situations.

The primary protective factors identified are: positive temperament, social skills, and family factors. Poverty in the family, weak emotional ties with the parents and domestic violence are considered risk factors. School factors, academic failure, lack of interest in school, and unfavorable school climate have been identified as risk factors, while their opposites: favorable school climate, etc.) are protective factors.

Family, parent organizations, communities through representatives such as individuals or organizations, if they provide social and emotional support, are considered protective factors. The level of socio-economic development of the communities makes its mark, influencing to a great extent the life of the school.

## **2. Literature Review**

The philosophy of the systems is not a panacea that applies to all political, economic, social, and business issues in the world. Nevertheless, it gives us a way to see what our real problem is and to better understand (often both as an individual and as a team) where we are now, or to see our current reality.

However, in order to be useful to organizations and managers, it must be more than that. It also has the ability to allow us to see not only what we have (current reality) but also how we can make real and lasting beneficial changes in a structure or system.

This is the area of interventions with high leverage. [2] We need to understand the system so that we can make a targeted intervention to make changes. A problem can be defined as the difference between what I expect and what I face, and a solution (or a leveraged intervention) is the best way to

close this gap. However, many problems (which are not well defined and are not universally understood) have a barrage of solutions applied to them (let's do enough and hopefully something works in the end) that do not improve the situation (the difference is not closed not at all) which often only serve to make the initial problem even worse.

Organizational learning theories and knowledge management practices can be applied to organizational design and leadership decisions. Organizations gain knowledge in one of the four organizational learning communities: individual, team, organizational and inter-organizational. Organizational learning involves the process by which organizational communities (e.g. groups, departments and divisions) change as a result of experience.

Organizational learning is how an organization creates and organizes knowledge regarding their functions and culture. Organizational learning is achieved in all activities of the organization and happens at different paces. The goal of organizational learning is to successfully adapt to changing environments, even in unsafe conditions, and to increase efficiency.

Inter-organizational learning is how different organizations in an alliance collaborate, share knowledge, and learn from each other. An organization can improve its processes and products by integrating new knowledge from another organization, thus reducing the time costs and risks associated with solving problems. [1]

Learning from another organization can mean either applying the same ideas used by that organization or modifying those ideas, thus creating innovation.

### **3. Conducting research**

To conduct the research, we used the focus group interview from rural and urban areas in Ilfov County:

- 4 principals of rural schools
- 4 principals of urban schools
- 4 board members, representatives of mayors from rural areas
- 4 board members, representatives of mayors from urban areas

Three hypotheses have been established:

- a. The partnership is based on the need and opportunity to carry out some interventions in the field of education.
- b. The more socio-economically developed the communities, the more the school-community partnership is a factor of progress.

c. If the differences between rural and urban areas are reflected in the development of educational institutions, then the inter-organizational partnerships can bring an impactful balance over the training and development of all students.

Group structure according to the environment of origin:

- 8 individuals from the urban environment;
- 8 people from rural areas;
- Group structure by sex:
  - 7 females;
  - 9 males;
- Age group structure:
  - 3 individuals aged between 30-35 years;
  - 9 individuals aged between 35-40 years;
  - 2 individuals aged between 40-45 years;
  - 2 individuals aged between 45-50 years;

The questions linked to the research hypothesis was:

1. What are the community factors that facilitate the development of educational institutions?

"the family"

"community-based organizations"

"economic agents"

"the local budget"

2. Do you consider that the development of educational institutions is directly proportional to the socio-economic development of the locality?

"Yes, developed communities have managed to invest in equipping schools, they have even built new units"

"Definitely, yes"

"Absolutely"

3. How do you think the level of development of the localities in the school is reflected?

"living standards of families conditioned by existing jobs"

"low access to education that is perpetuated in poor localities"

"material endowment, rehabilitation, reaching standards"

"the existence or lack of economic agents, NGOs, foundations that could establish a partnership with the school"

4. Do you think that good management can alleviate the differences between rural and urban schools?

"Yes"

"Yes, but with the specification that they can be attenuated, not eliminated"

"Management is essential"

5. Do you think that overcoming the boundaries of the locality in identifying development opportunities can be a solution?

"Definitely, yes"

"Absolutely"

"Yes"

"It is necessary for a good management and opportune for the institution"

6. What opportunities do you consider beneficial to be identified for school development?

"European projects"

"Rural-urban inter-organizational partnerships"

"NGOs from other localities"

#### **4. Discussions**

Taking into account the answers of the interviewees, the hypotheses are confirmed.

There is a conscious effort to ensure that services are not only co-located but integrated in a way that increases social capital that goes beyond or removes barriers to success, family and community, and citizenship. Emphasis should be placed on community building, as it would allow these schools to become centers that practice the basic principles of a democratic society.

This will eliminate the feeling of isolation, and service providers will be truly aware of their role and will be seen as members of the community, being guided by the same principles. This deeper sense of community can make community schools unmatched in their potential to provide quality education for all children, whether urban or rural.

Rural schools should remove barriers to the substantial involvement of parents and the community in schools. Urban schools can develop programs and services that add adults to the school building, both as consumers and volunteers, and can review policies that discourage parental and community involvement.

Schools in urban and rural areas should work together through inter-institutional partnerships, complementing each other, meeting specific needs, attracting community-based non-governmental organizations to enable parents and community members to participate in decision-making and interact with children in academic and non-academic contexts.

Local governments should consider bringing together schools and services for children and families under the same roof before deciding to build new structures or otherwise provide separate housing for schools and services.

The situations surrounding rural education may greatly vary from location to location. But what rural localities have in common is the challenge of providing quality education to ensure success. This challenge often comes with costly difficulties - inadequate funding, teacher shortages, and inaccessibility to children and families. Partnerships and a full-service approach to schools can have the greatest potential to address the challenges of rural education and to ensure that every child has at least an almost equal opportunity to succeed.

## **References**

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