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Rural education, an important factor of regional development in the context of local government strategies

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Abstract

Rural education is one of the important factors in regional development supported by the central government. Implementing policies, it facilitates the effective functioning of the new roles assumed by other actors. With decentralization, local governments will have to assume greater responsibilities and would become the focal centres for local development. Local governments have to be effectively linked with national levels as well as with local communities. They would be expected to undertake certain activities hitherto performed the central government, such as certain legal and regulatory functions and the provision of services like extension. In addition, especially with increased demand and diversification of economic activities mainly due to the growing emphasis on globalization and associated changes, they would be entrusted with extra responsibilities. As a result, these may include guiding local communities, especially at the take-off stage, facilitating the capacity-building of local communities, catalyzing the interactions between the community organizations and the organized private sector, installation of monitoring mechanisms, etc. In order to do this, we summarized critical points in rural education development. We proposed an informatics programme able to analyze the performance of the education system in regional development based on major indicators of efficiency and effectiveness.

Keywords: Rural Development, Communication, Evolution, Education

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1. The context of rural education in Romania

The realization of effective rural development requires complementary efforts, such as: developing and strengthening local institutional capacities; improving rural infrastructure and related services; a supportive policy framework (e.g., policies to promote financial intermediaries in the rural areas); developing agriculture as well as
Education is to remove the individual from the state of nature and enter into the state of culture. The role of education and education in a civilized society is very important. First, because education contributes to the formation and development of the individual personality. At the same time the economic development of a country depends on the level of education of citizens, so we need a clear conception of the role of education in society.

Here introduce the paper, and put a nomenclature if necessary, in a box with the same font size as the rest of the paper. The paragraphs continue from here and are only separated by headings, subheadings, images and formulae. The section headings are arranged by numbers, bold and 10 pt. Here follows further instructions for authors.

1.1 Socio-demographic structures and processes in rural areas

We live in an age of speed and information age, where motivation is the most important responsibility of any kind for managers to obtain expected performance in rural areas. Stimulating motivation remains an art that takes skill and grace of each manager as areas develop. In the current social context must be developed rural areas. Based on rural development is crucial to be said drastic fall competition, taking into account market developments, technological developments and ways of life, requires small firms to adapt their strategies and products regularly to requirements changes increasingly faster. Competitiveness plays an important role in rural areas. Romanian reality consists of a combination of villages and towns in a known population proportion: 46% rural versus 54% urban. Indicators vital phenomena, that of fertility and the birth rate, reaching in some villages, values lowered so that villages can also be classified as dying villages. However, the Romanian rural villages cannot be defined by displaying their death, but through those villages that keep fertility high above the city. He was spared, of course, the dramatic village, for now, statistically speaking, it is prevailing.

The village today is still the main contributor to the country life. Vital potential is nearly double the village to the city, as we show in fertility index reached 51.55 per thousand in rural versus urban 28.62 per thousand in 2011. Second, the data show that cherishes village than city children, because the village is 10.88 births per thousand to 8.76 per thousand in urban areas in 2011 (Statistical Year Book, Romania, 2012). The chip alarming, but powers to defend the right to life are all collapsed in the Romanian village, which requires special demographic policy for the approximately 46% of Romanians living in rural areas. Mortality rate reaches 15.54 per thousand in rural areas, compared to 9.3 per thousand in urban areas, which indicates that the village cannot defend life itself. Infant mortality is also higher in the village (19.02 per thousand in rural areas, compared to 15.08 per thousand in urban areas), so the village cannot defend itself, newborn babies to death. Natural increase and he recorded a large gap between rural (-4.66) and urban (-0.50), which indicates that life in the village than in the city's mourning.

Romania exhibits for the first time in the modern era, a weary population that postpone or refuses the right, and you cannot defend against death in about 5,000,000 evidence that fertile women decide to give birth in Romania only about 250,000 per year in urban areas and 130,000. Of those born, die, in villages and towns about 4,750, about 1,170 in the first year after birth. Comparing indicators "phenomena of life" birth and fertility, shows that the village is a positive factor overall vitality Romania in a higher position than the city (Statistical Year Book, Romania, 2012). On the other hand, comparing indicators "death", overall mortality and infant mortality, shows that the village cannot defend itself "life". The overall conclusion of essays devoted to the rural population is, unfortunately, one alarm: vitality that wins a national demographic village for body waste through policies insensitive to rural governments or even against rural activities. This assumption is still made in light green strategy for the elderly care in Romania. Village relieves the burden of state care for the elderly with an order of magnitude that reaches two
thirds of the total task. The countryside displays an extraordinary but tragic power to support both national poverty burden and the burden of old age and children without support. The village takes upon himself the task of maintaining two thirds of Romania elderly and children without any support from the state for this supplement national demographic burden.

Consideration of age in the village and the town, specified in the main report dedicated to the socio-demographic characteristics of the Romanian village, we show that an active population (15-59 years), 13% less than in the village, said, without the support of state, a segment of the population of children and the elderly by 14% higher than the city. In other words, about 45% of the addicts that are in Romania, almost two thirds are "hosted" in the village, which shows that they are the responsibility of the village and very little to the State. This is proven global dependency ratio (young + old / adults * 100) in areas where 100 adults are forced to "support" (support) 76,05 young and older, up from 44.28 in areas. The situation is even more serious as 75% of Romania's extreme poverty is concentrated in rural areas (Statistical Year Book, Romania, 2012).

The village takes the form not forced a function of "hosting", which brings enormous savings to the state budget for expenditure on social protection (about 60% of the total expenditure of this kind). If the village would not assume this function, the percentage of social expenditure budget should be at least 2% higher than now. Last 15 years are the years of dramatic drops in both Romania ceiling demographic urban and rural areas. After 1990 there was a fall in rural demographic ceiling of 30%, so the equivalent of 140,000 people for each age group of five years (calculated by dividing the proportion of age classes 0-5, 5-10 and 10 - 15-year-age group of 30-34 years). Therefore, over 10 years Romania will face for a period between 10 and 15 years, with the whole range of unfortunate events occurred accompanying demographic decline sharply (Statistical Year Book, Romania, 2012).

Hourglass in the age structure in rural areas worsens to form inverted pyramid, which, according to the sociologist socio demographic populations and therefore indicates an alarm when approaching demographic.

1.2 Evolution of rural development approaches

In the past, international donors and governments in the developing countries followed a “domain approach” in their development efforts. However, there were shortcomings in this approach and it has been established that domain investments alone would not adequate for rural development. While this approach has the potential for improving the provision of public services, it is clear this usually promotes decentralization of domain line Ministries and Departments and prevents effective decentralization. Also, it does not address cross-domain issues. Hence, it has been realized that, in order to achieve the expected benefits of the decentralization efforts, domain investments/programs need to be linked with decentralized integrated development efforts.

Development of community consciousness is important for community development. And, it is important to respect the “felt needs” of respective local communities. These are the needs as perceived and felt by the community and could be different from those “needs” which have been identified by “outsiders”. People should be consulted and informed of Indifferent choices. Effective decentralization could lead to an institutional transformation, which is more conducive to such a regional approach. Particularly, the local government institutions and local community organizations could establish a collaborative partnership in undertaking the responsibility for developing a local “vision” and strategy; and designing/ planning, allocating resources, implementing and monitoring/evaluating of development activities that would better cater the local needs. They would “jointly” become the driving force towards development, develop a “sense of shared ownership” and become “managers” of their development initiatives.

In the past, rural development had been adversely affected by top-down approaches to development and has become “supply-driven” in many countries. Policies, development strategies and even programs and projects designed at the top by government authorities. The success of decentralization depends on many factors such as: stage of development; quality of governance at different levels; effective devolution of responsibility and authority to local levels; transformation of public institutions and change in attitude; availability of resources including financial, human, physical and natural; quality of the information available to decentralized units; strength of local organizations and local governments; participation of local people and adherence to local priorities; preparation of decentralized units – local governments, communities and others – to market realities and competition; accountability and transparency; efficient management of financial and other resources.

There are constraints associated with decentralization and local governments and communities have to manage them efficiently. For example, it may take time to resolve many of the constraints prevailed prior to decentralization.
Such problems may include resource constraints, lack of accountability and transparency, political conflicts, and inadequacies in support services. Another problem confronted with decentralization is the economies of scale. Especially in small countries, this may act as a constraint in resource utilization, including human resources. If they are distributed thinly, as demanded by a typical process of decentralization, this could affect efficiency. Scale economies in agriculture, industry, trade and other services could also affect production. Regionalization could be a solution and regional centres for planning and managing development as well as regional specialization in production and trade, etc. could be attempted. These are shared responsibilities and the local governments and communities should collaborate in such ventures.

1.3 Develop the Romanian education in rural areas

For better communication and better information is needed to develop the Romanian education in rural areas. The main options we have considered are: dropout rate, poor results in national and international assessments, increased disparities between urban and rural areas at the expense of rural areas, etc. Options and the proposed project are designed to highlight a reality that is not among the priorities of state institutions responsible, this is just the reality of ordinary people, children that cannot afford to buy school supplies for children you have to quit school as to earn a living, young people who are forced to practice unskilled work while university graduates - this is the Romanian village. "Man becomes man only through education" (Kant).

Today, the objectives of education and educational processes are so complex that only a focus of efforts by many institutions, embodied in what some have called "the city of education" by "redistribution" of education by several factors could cause actions whose results are satisfactory, that a restructuring of the social functions of different departments regarding educational requirements, seems to be good. School today is no longer a closed institution, secluded in a rigid regulatory framework it is an outward, a subsystem of modern social system in which everything communicates with everything. Currently, the development of the individual and society are under the power of science, and both the scope of education. An essential role in the development of students in the education system plays teacher intervention. School, the formal education of students, and teachers work is regarded as the determining factor for the formation of young people in accordance with the requirements of society. The problem is that rural schools do not squeeze any qualified teacher. This is because access is difficult especially in winter and low salary is not motivating. So it was that this fall dozens of schools in the country have only substitute teachers without education.

Analysis of the educational system - from the perspective of sociology of education - allows "educational institution in terms of defining theories aimed at explaining the training and development activity of the personality in the process of socialization, a process carried out by various means of social integration, subjective and objective." "Whether it's early school activity, various stages of study, training and documentation to the profession, teaching is a dominant human activity, either Romanian or not, and multiple determinations - social position, material reward, success, fulfilment of aspirations - are in the area therefore the ability to learn. "In recent years, the Romans learned different things, and this often under the rule of necessity of costly trial and error approach. The continuous dissolution of social norms, rules, concepts such as human capital, social capital, professional competence cannot operate outside values or lack of values of the other.

There are disparities in the educational system in terms of the two areas (urban and rural). Areas is currently an area of education’s weakness social inequalities, poverty, population decline, the level of culture and education, very poor to education, lack of employment opportunities, political isolation, social and cultural situation of young people are representative of the village. Romanian village is the most extensive area of Romania, Romanian preserve traditional values, is the most elevated native is, in other words, a fundamental environment for the country's social our existence. However, Romanian rural area and its problems do not occupy prime plan concerns legislative, administrative, political and economic in Romania, even more, some failures are largely ignored or are approached inadequate.

2. European competencies rural areas – critical points and strategies

2.1 Critical points and strategies in developing regional rural education
European competencies rural areas is a multiregional project that promote long-term sustainability of rural areas terms of human resource development and employment. The project's overall objective is to develop human resources and entrepreneurial culture in rural areas in Central and South-Eastern regions to facilitate access to the labour market of people looking for a job or engaged in subsistence agriculture.

In order to promote the education and development of human capital in rural propose the following general objectives:

- Develop institutional capacity to identify and rural schools attract extra budgetary sources of funding.
- Improve school infrastructure and providing minimum facilities required for the activity staff.
- Human resource development of rural education.
- Increase participation in basic education of children and youth in rural areas, stimulating interest and developing opportunities to attend post-compulsory education levels.
- School involvement in the development of adult education programs in rural communities.
- Diversification of the school community collaboration to develop an active partnership in solving school problems.
- Substantiation of educational policies in general and those on rural education, in particular on the basis of a valid data, which requires improving the work of designing the data collection (options such as merging school units or maintaining existing network cannot be issued in the absence of complete information on the appropriateness of these measures, it is also required detailed knowledge of the sources and expenditures, even at school level, in order to estimate as accurate as education costs, the real possibility of attracting other resources than those from the public budget or local policies for financing projection).

Critical Points

Issues arising from the decentralization and new financing conditions pre-university education:

- Negative direct influence of the construction budget on financing local public school units, where small towns and economically weak, a situation that will occur in the near future polarization phenomenon: large funds in localities rich and poor in rural fewer funds (independent the need for funding).
- The high degree of dependence of the local distributive policy, in terms of a "bargaining power" low school managers, lead to the subordination of local education funding other priorities, lack of communication and lack of transparency in the relationship between school halls.

Low capacity of schools in rural areas to complete their own budget by extra budgetary funds:

- Low level of donations and sponsorships by businesses due to generalized condition of poverty and low diversification of economic activities in rural areas, as well as degradation in general, the idea of the charity for education.
- Reduced financial contributions from parents in low income according to specific rural areas.
- passive and pessimistic senior schools in rural areas in general (wait another exclusive funding through grants, without trying the possible use of extra-budgetary funding sources; initiatives on obtaining sources of income from their activities are limited, these are generally unprofitable).
- Poor involvement in international programs and projects, due to a lack of media and communication and managerial skills.

Problems efficient budget execution:

- Under human resources - in some cases - taking into consideration the report of low student / teacher, given that the largest expenditure of schools (about three quarters) are the staff.
- Lack of communication networks between rural schools to enable popularization of "success stories" and to assist in identifying new sources of funding extra.
- Failure by school units use banking services - open and manage an account - so the scope of managerial decisions.
- Merging some schools that allow any teachers to be more efficiently and efficient use of existing material resources. Any intention to reorganize the school units in this respect should have, but bear in mind, first teaching and then the financial arguments. In other words, a change that could produce savings if harm is categorically rejected the educational process and / or students.
- Assist and advice managers of school units to more efficient use of existing resources or familiarity with budget
execution, financial problem solving and identifying revenue sources (own activities, rental space, etc.).

Material resources of education

Critical points:
• plight of school facilities (a large number school buildings are old, in an advanced state of decay) and the absence of basic utilities (especially their own source of drinking water).
• inadequate facilities with modern education and communication.
• absence / inadequate equipping laboratories, workshops, school libraries (small and old book stock).
• poor state school furniture: old, damaged, age misfit students.
• limited access to modern information networks.

Directions:
• Rehabilitation of school buildings, design of school building plans alternative lower cost using equipment, building materials, facilities and local employment.
• Funding sources: depending on the size of the premises, the degree of wear / degradation it is necessary to allocate funds from the local budget (primarily better management thereof), extra budgetary sources, World Bank (2011) support (ongoing program) and / or the involvement of community members.
• Design future school construction in rural areas more developed and complex socio-cultural centres of the community, fulfilling, besides proper educational functions, and the adult education, community education, to leisure.
• Improving sanitary conditions and spatial planning outdoor school (drinking water, toilets, paving / asphalt playgrounds, sports, workshops, school farms).
• Funding sources: local budget funds, extra-budgetary sources, but especially community involvement, local workforce, empowering its manager back school, teachers and other personalities of the village: priest, mayor, medics, etc.
• Improving endowment with ergonomic school furniture, and develop age-appropriate students.
• Funding sources: local budget, extra budgetary sources, national and international programs, reimbursable funds (World Bank).
• Improvement of urban schools with teaching materials (maps, tables, laboratory equipment etc.) And equipment, modern information and communication (computer, copier, telephone, fax, etc.), the establishment of school libraries (in units where they are missing) and enrichment of the book (school libraries have become centre of documentation for both students and adult education centres and even permanent).
• Funding sources: provide schools with specialized network of the Ministry of National Education extra budgetary sources, national and international programs (some programs are already underway, but can not cover the needs in this area) repayable funds (World Bank).

Human resources education Teachers

Critical points:
• The existence of a large number of unqualified teachers in rural areas, affecting the quality of the educational process and on student outcomes.
• Limited access of rural teachers in training programs because of the high costs involved (travel, accommodation, distances to the training centre, etc.).
• Inadequacy of training contents to the specific needs of rural education (now the initial and continuous training is almost exclusively focused on urban education model that addresses a child without problems adapting to the school environment, arising from cultural deficit).
• Decreasing motivation rural teachers training and professional development, teacher status due to impairment in the countryside, and a weak valuing its efforts in difficult conditions.
• Limited access to information sources (specialized publications, literature psycho new curriculum documents, internet, etc.), Which leads to a lack of information to teachers on the changes introduced by the reform of education and, consequently, determine the difficulties and implementation of these measures.
• This phenomenon of commuting and fluctuation among teachers in rural areas, with effects on the development of educational activities.
• Failure to apply legislative provisions relating to the provision of facilities for teachers who work in rural areas.
Directions:
• Identify training needs of teachers in rural areas, alternative sources of funding and training to potential bidders.
• Definition of national standards of training teachers to ensure quality training programs.
• Fostering community among teaching staff (possibly through scholarships and student loans).
• Fostering teacher among minorities (including ethnic Gypsies) for students who belong to them.
• Decentralizations of continuing education of teachers in rural areas through the establishment of regional centre for training teachers to facilitate access to improvement.

Development of rural education - long-term strategy
• More flexible ways of organizing training through the introduction of open and distance education, correspondence courses, tutoring, intensive training programs, study tours, etc.
• Adapt training contents (initial and ongoing) to the specific needs and problems faced by teachers in rural areas.
• Initiating and developing an information network for teachers in rural areas to improve access to information sources through the establishment of regional centres and local information and documentation, equipped with modern technology.
• Improving access to rural teacher training courses provided under the European programs (Socrates, Leonardo da Vinci, etc.). By carrying out activities of information dissemination and training to initiate projects in rural schools.
• Involve teachers in rural adult education activities, community education, continuing education to the rural community members.
• Improving access to rural teacher training courses provided under the European programs (Socrates, Leonardo da Vinci, etc.). By carrying out activities of information dissemination and training to initiate projects in rural schools.

Priority objectives for a training program for teachers in rural areas it is a must to do:
• Developing the skills necessary to implement and adapt the changes occurring in specific education reform education in rural areas (establishing the curriculum at the school decision, choosing textbooks, the new system of assessment, planning and design teaching activity, etc.). Updating the psycho-pedagogical knowledge and capacity to use modern methods of education, compensatory education methods appropriate for children with special educational needs from disadvantaged families socio-cultural competent training on teaching in classes taught simultaneously. Develop new skills and communication skills and cooperation with an educational institution in the rural community (family, church, local authorities, various associations and organizations).

2.2 The performance of the educational system in regional development

The informatics programme is able to analyze the performance of the educational system in regional development based on major indicators of efficiency and effectiveness. Below are figured some of the main parts from the programme to facilitate the understandings of how to develop a region and measure it’s educational rural performance.

Rural schools as a whole are less efficient than those in cities. The cause is not necessarily represented intrinsic educational system, school environment evolves is crucial for attainment. Between schools in the villages are still some with better results than others. There are three levels at which ranks explanations: at the school, most of the town and the county. The most important factors that determine the performance for different rural schools generally ranks in the town. Schools located in resource-rich common materials and infrastructure, with good access to jobs in industry and services prove more efficient. The same observation is valid for higher schools for those with a higher proportion of qualified staff. All this suggests merging as an opportunity to improve school performance. On the other hand, the merger would lower the number of local teachers with possible negative consequences on attainment. The beneficial effects of such merging would be alleviated.

The explanation is that in localities situated at a distance from urban centres, their attractiveness is smaller, causing small fluctuations of teams of teachers, and maintaining the school pupils from wealthier and more educated, otherwise tempted option for an urban school. All this suggests that the possible revival of rural education about increasing the attractiveness of rural schools for pupils and teachers alike. Between policies for rural education promoted in recent years include and encourage the process of merging the small rural schools. The process was imposed by a demographic phenomenon: numerical decrease in the last 10 years affecting new
generations born, forecasts suggesting maintain this trend.

Expansion of applications based on information technology plays an important role in the development of new software technologies, tools, techniques, methods, and standards to ensure the enabling approach to issues of importance in regional development. We created a database that can help to calculate, based on efficiency indicators, the performance of the rural schools (Briescu S., Burtica M., 2005). This can help the regional development.

The strong link between results and stock educational capacity of local adults suggests another measure to improve the performance of the educational system: to attract the adult population in different forms of education (adult education, community education) with beneficial effects on children's participation in education and their school performance. Remember that many actors involved in the educational system locates some of the causes of the crisis at the level of parental disinterest and distrust their children's education in the finality of the educational system.
The financial costs of maintaining a school system with many units having a small number of students, with simultaneous instruction led by merging solution. What we propose is to seek to further evaluate possible effects of merging on attainment.

![Efficiency indicators](image1)

Fig. 3 – Efficiency indicators

Among the direct effects of merging school teacher mentions increasing the share of skilled, concentration equipment, reducing the number of schools which work simultaneously teaching. As shown in previous sections, all these issues have beneficial effects on school performance. One of the effects of merging controversial effort aimed at students who will cross greater distances in order to go to a school located in another village.

![Model of database](image2)

Fig. 4 – Model of database

In Romania, the practical aspect of education is in deep contradiction with the theoretical aspect: while the mission of the school is presented in a set of general standards that interprets expectations of the beneficiaries, in reality there is a lack of interest for the development, creation of equal opportunities for future challenges and rural education is the main area disadvantaged. The gap between rural and urban areas in terms of access and opportunities for education, evident by this study requires an intervention program priority in rural areas of Romania and especially in the most deprived areas. Education program must cover both initial and adult education and community education, as well as all system components. A number of objectives and courses of action we propose education already fall in educational policy and education reform benchmarks, also represented, and objectives of ongoing projects.
3. Conclusions

What we propose is a synthesis of estimates of the extent to which this affects school results. For this we consider the academic performance of schools that have students with home and other places, comparing them with the rest of the school units. No direct implications of merging graded (two groups of schools are schools from the merger and other schools, but schools that have students from other cities and schools that only students from the locality where the work). However, should promote a careful maintenance and redistribution - where the situation requires - in the education system of qualified teachers. Moreover, given the beneficial influence of teacher’s locals, embedded and attached community of origin, on student performance, it is necessary to pay particular attention and maintaining their schools where they teach.

We proposed an informatics programme able to analyze the performance of the education system in regional development based on major indicators of efficiency and effectiveness. The result facilitate the entrepreneurs and local authorities

Rural school could become a centre for training, retraining and improvement. In other words, they might be the right partner for ANOFP, assisting local communities in projects financed by the Romanian Fund for Social Development and the National Agency for Regional Development. This would increase confidence in the ability of schools to ensure greater participation in education. In addition, parents may be so stimulated to pay child support in solving school tasks, and having the necessary skills. Another important conclusion is related to the negative effect had attractive cities on school performance of rural schools. From the town or place nearby the small towns make student achievement to be, on the whole, better.

The current Romanian village, through the education system is largely disconnected from the realities and requirements of the beginning of the third millennium. A simple analysis highlights a number of problems hidden behind discourses about modernization efforts, care and education revolution. Dozens of schools have no money for heating in winter, hundreds of schools collapsed on students and teachers, teachers’ salaries, teaching in rural schools unqualified teachers, children walk long distances to school is huge and currently speaks about teacher layoffs and the reduction of child allowance. It is necessary to recognize that the current actual condition of rural education can be characterized rather by uncertainty, improvisation and soothing provisional only by faith that deep structural problems are so severe that with each new law that will reform quickly and appropriate for the development of rural society and hence the entire Romanian society.

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