The activities of the pre-university environment with European funding
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Abstract: An efficient functioning of pre-university education implies the development of many fun activities for students and teachers to increase education attainment. An important criterion in organizing activities is the financial resource. Activities can be funded by various organizations or entities, but also from non-reimbursable funds. In order to benefit from European funding, a pre-university education institution must mobilize all departments. To meet the criterion of the financial resource, the organizers of the activities invest time. Time may be the main impediment to accessing European funds for various activities. In the process of accessing funding, applicants encounter gigantic bureaucratic demands that take them long time. Unfortunately, many institutions from the pre-university environment exclude the possibility to fund activities from European funds. For this reason, activities are limited and without a strong impact on students, teachers or parents. The presented material has tried to show the availability of pre-university staff to fund European funds for increasing the quality of education in public schools.

Keywords: Education, Teachers, Educational Attainment, Education Quality, Learning, Public School

JEL classification: I210, I250

Introduction
Accessing European funds has begun to gain a lot of attention over the last few years. It also shows interest in pre-university education that needs a continuous improvement in the quality of the educational services offered. Pre-university education units need well-informed and prepared staff to handle European funds by writing projects. The purpose of the research is to take the necessary steps to strengthen the process of accessing European funds by identifying and analyzing the opinions of the pre-university education employees. The strengths of pre-university education institutions of the Romanian educational system in comparison with other systems are highlighted by the identification of human and material resources, the management of the educational system, the evaluation of the performance.
1. Literature review

B. Colasse sees performance as being expressed through concepts such as growth, earning capacity, profitability, productivity, efficiency, competitiveness (Colasse, 2008, p. 23). The performance of the Romanian educational system is assessed from the perspective of the accreditations, of exams and human resources involved in the educational act. The human resources is represented by teacher and auxiliary staff. An important aspect relates to teacher formation which is initial and continuing, helping to link the learning environment to the current economic environment.

Performance means competitiveness, action, effort, success (Drăguşin, 2016, p. 239). Reported to the individual, performance is what the individual leaves behind and which exists beyond the intended purpose (Armstrong, 2014, p. 3).

Disadvantage of the Romanian education system in comparison with the European ones is the lack of material. The level of innovation of pre-university education is deficient due to the lack of resources needed to carry out the didactic activities with students.

Although the legislation and the methodologies to ensure the quality of Romanian education are developed in accordance with European and world trends in the field, Romanian school institutions are far from structuring a specific culture (Cucos, 2009, p. 87).

The comparison between the Romanian and the European system takes into account aspects related to the curriculum, the scientific research, the legislation and other aspects related to the educational system.

Recommendation on the increasing of performing of the Romanian educational system is developing professional skills of students through internships conducted in economic activity whose area corresponds to the interests of the school and identifying sources of funding by European funds.

Romania through SIVECO has managed to develop successful projects with European funding.

SIVECO Romania develops and exports software products and consultancy projects with high added value to countries within the European Community, The Middle East, North Africa and the CIS area. SIVECO Romania is the only Romanian software company that provides IT services directly to the European Commision organizations. The company is specialized in developing large and complex IT projects for education, health, agriculture, customs organizations, European institutions, private companies and public sector. During over 25 years of activity, SIVECO Romania received more than 200 national and international recognitions and prizes.

Over the past years SIVECO Romania has implemented, as applicant, partner or contractor several projects co-funded from European funds: Sectoral Operational Program for Human Resources Development (POS DRU), Sectoral Operational Program for Increasing the Economic Competitiveness (POS CCE), Sectoral Operational Program for Environment (POS Environment). These programs take into account certain objectives. For pre-university education I have identified: ensure the good use of the modern educational instruments,
generate local development, contribute to the reduction of the digital divide, develop managerial and entrepreneurial competences. According to the official data published on the SIVECO Romania website there are currently over 200,000 beneficiaries at national level. Among them we find people directly involved in the good performance of pre-university activities: teaching staff working within the pre-university and university education, pupils and students, trainers.

### Tabel 1: The data of the national exams managed by SEI

<table>
<thead>
<tr>
<th>Exams managed by SEI</th>
<th>Centralized data</th>
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<tbody>
<tr>
<td>• high schools and vocational schools’ admission exams;</td>
<td>ADLIC - 2,617,380 students, 2001 - 2014</td>
</tr>
<tr>
<td>• baccalaureate</td>
<td>Over 2,799,448 students, 2003 - 2014</td>
</tr>
<tr>
<td>• teachers’ nomination upon vacant positions</td>
<td>567,974 teachers, 2003 - 2014</td>
</tr>
</tbody>
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Source 1: Authors own remaking base on data the data published on the website http://www.siveco.ro

A very good test is the Computerized Education System (SEI), a complex program implemented by the Ministry of National Education, whose main objective is to support the teaching / learning process in pre-university education with the help of IT systems.

![Figure 1: The quantitative and qualitative results introducing SEI](http://www.siveco.ro)

Source 2: Authors own remaking base on data the data published on the website http://www.siveco.ro
2. Results and discussions

Researching the intent of pre-university education employees to involve them in accessing European funds. Will be questioned a limited number of respondents by the "simple random" method.

The research community is represented by the employees of the pre-university education units from Bucharest.

Given that this research is made of personal funds, the sample consists of 100 people.

From research we have obtained the following results:

1. The degree of knowledge about accessing European funds among employees in pre-university education.

As regards the level of knowledge of accessing European funds among the staff of the peer-learning environment, we can see that over 50% of the respondents know the methodology of accessing the European funds, and those who do not know are only 5%. As a result, more than half of the respondents are informed about this issue.

2. Identifying sources of information on projects with European funding.

Research has shown that the respondents were informed 65% of the boarding school and 25% of the unit in which they are active. Of the media, family and friends only 5%.
3. The importance of developing a project funded by European funds in the unit where the respondents work.

Respondents consider 60% that it is necessary to implement a grant with European funding in their learning unit and only 5% are not open to such funding.

4. The extent to which respondents are willing to get involved in starting a European funding access.
Pre-university staff are 55% interested in getting involved in writing a project for European funding. This can help improve the quality of education. 20% are less interested, and 5% are not interested.

5. The function of the respondents in the education unit.

Most respondents are 86% of the teachers, 5% secretaries and accountants, and 4% managers.

![Pie chart showing interest levels.]

*Figure: 6 The function of the respondents within the unit*

Source: 7 The author’s own design

6. The extent to which time allows respondents to get involved in writing a project for European funding.

The time available for respondents to write projects is limited, and only 5% of them say they have time to deal with writing projects for European funding and 70% do not have the time.

![Bar chart showing available time.]

*Figure: 7 The available time for respondents to write projects*

Source: 8 The author’s own design
Conclusions

As a result of the research results we can see that the majority of the respondents are interested in accessing European funds in the interest of the educational unit in which they activate. This is very important because the pre-university education units can enjoy informed, well-intentioned and interested people on the quality of education. The problem that occurs in this situation is that most respondents say they do not have the time to deal with the writing of projects for European funding.

Between 2014 and 2020, the European Union is expected to distribute up to €960 billion of funding. Prior to the Brexit vote Scotland expected to receive €5.6 billion over the seven year programme period, the largest portion of this being payments to farmers through the CAP Pillar 1 programme.

€941 million was also allocated towards support for economic development in Scotland through the structural funds, whilst €478m was allocated towards CAP Pillar 2 (rural development) and €108m to the EMFF (fisheries) fund.

EU Competitive Programmes are programmes which are financed directly by the European Union’s budget and are aimed at contributing to the implementation of EU policies. As a general rule, these programmes are transnational, which means that the participation of partners from more than one member state is required for the submission and implementation of a proposal. Proposals are submitted for approval directly to the European Commission, without the intervention of the Institutions of the member state. The proposals submitted compete with proposals from all member states and successful proposals are selected after a comparative evaluation of all proposals submitted.

References