

CONCEPTUALIZATION OF THE INTERVENTION EDUCATIONAL PROJECTS MANAGEMENT

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Abstract

This paper offers the conceptual landmarks of the intervention educational projects' management, the structural and conceptual features of the intervention educational projects, which have remained common with the ones of the social domain. Also, the monitoring of the project implementation is approached, emphasizing the role of the objectives as a defining managerial leverage, but also some guiding aspects wedded to the monitoring of the project, with relevant curricular applications. The competences of the project manager, demanded by the educational market, are presented, and the role of the team activity in the management of the educational projects and, finally, the contributions of the partnership in the intervention educational project' management are analytically exposed.

Key words: *conceptualization, project management, intervention educational projects, monitoring, evaluation.*

JEL Classification: *O22, O35*

I. NOTIONAL APPROACHES OF THE MANAGEMENT OF THE INTERVENTION EDUCATIONAL PROJECTS

The ideology of the educational management has been developed through the management of the educational intervention projects, bringing added value to the interventions supported by the projects. The regulative, but also prescriptive level of the educational deed from the intervention projects was approached, specifying the objectives, the substance of the theories from which it is constituted, the functions and the principles relevant to the management of the intervention educational projects' processes of planning, implementation and evaluation.

We are the witnesses of the unprecedented development of the human civilization, of technology and progress. Whether we admire famous monuments of antiquity or renaissance, whether we are astonished by the computerized inventions, they are all the result of some projects, dreams, of the "trouble" caused by certain issues and so on. Obviously that an individual gifted with initiative, a brilliant artist, a good leader was the one that has given life to the ideas transformed in projects. The philosophical foundation of the research is mainly constituted from the scientific contributions of three authors: J. Dewey (1859-1952), K. Popper (1902-1994) and G. Soros (n.1930).

According to J. Dewey (Dewey J., 1992), the social environment is, in fact, the instrument of self-accomplishment for any individual, the language used being defining for the evolution of each individual. The human existence gains a purpose, a meaning by social interactions, by means of communication. The human being self-assesses himself through the evaluation received from others, the people surrounding him mirror the behavior of the individual; therefore, the conduct is always social. Even when we want to distance ourselves from the social environment in which we are located, in fact, we reflect that environment and, according to J. Dewey, we never cease to be under the positive or negative influence of this context. The social experiments are expressed by habitus, which make our systematic reaction to similar impulses possible. A habitus is a coordination instrument of our relationship to the environment in which we exist and it can be formed by learning processes. In the view of permanent growth, the individual is constrained to integrate new types of habitus in order to facilitate his reactions to various life situations. However, those unpredictable situations for which we don't have a habitus formed appear, namely the problematic ones. The perhaps most important dimension of the human existence, in J. Dewey's opinion, is the one that implies problem solving. On these

lines, he has elaborated a problem-solving algorithm, the model being reassumed and processed multiple times throughout his life; it constitutes the starting platform of each intervention project. The model, in general, encompasses five stages: the establishment of the problem, the determination of the emerged difficulty, the elaboration of the solving alternatives, the choosing of the proper method and, lastly, the testing of the chosen solution.

J. Dewey has proposed this model for both the individual and social problem, being aware of the fact that this represented a perfectible proposition which, in that particular moment, seemed to be the most efficient operating manner.

How is the life of the human race focused around certain issues, which need to be solved, because each and everyone one of us wants to reach a relative balanced state, and the learning of its model are of great importance. For the human being, the interaction with the environment is expressed by experience, a fundamental concept for J. Dewey. Experience is not equal with knowledge, but it is not something accidental either. An interaction becomes experience in the case in which we learn something from it, it has an effect on our life, thus, experience represents the path towards the future, and it is related to our projections. When the individual goes through an experience, the unity between body and environment sets in, a fact that has been countlessly punctuated by J. Dewey. He has accentuated the fact that, by experience, the individual is in a permanent transition with nature, a special continuity between the individual and the environment existence, continuity without which we would cease to exist. Intelligence has its basis in experience, but it is not instrumental, in the sense that it would only represent a mean that mechanically produces a pre-established purpose, but it is an “imaginative and creative organ”, says J Dewey, which leads the past towards the future and “has significance for all the disciplines that have an intimate connection with the human behavior: logic, ethics, aesthetics, economy, philosophy”.

The ultimate purpose, from a moral point of view, is the permanent process of intelligence improvement and refinement, “the growth”, the accumulation and the continuous reconstruction of the experience. The organic connection between the knowledge ideology, ethics and J. Dewey’s conception on society is even more visible when the American philosopher claims that social institutions must critically examine the social function of intelligence, because it is not innate and it cannot be smoothed in isolation circumstances. He will reject Th. Hobbes’s vision (1588-1679) on the “social contract” between the individual and governance, explaining that the man is preeminently a social being, and the individual satisfaction and progress cannot be obtained in the absence of a certain social context that would facilitate and promote them. Also, in order to grow, intelligence needs a free society that is capable of offering stability; by this, we don’t perceive just a form of democratic governance, but also, a genuine democratic culture, that implies a certain civic attitude, a vivid consciousness of the appurtenance to a community and also, innovative, not just doctrinal answers to society’s issues.

The enlargement of some democratic “skills must be started in school, namely in the first years of the child’s educational experience. Dewey doesn’t agree with the notion that school prepares the future members of society. School must rather be regarded as an extension of society, where the child conducts his activity, perfectly integrated as a full member of the community (Dewey, J., 1992).

Popper expands, in a unique manner, the notions from the pragmatic philosophy of J. Dewey and substantiates our research from this perspective. In his social philosophy work on the open society and its enemies (1945), he defends democracy against any form of totalitarianism, combating both Plato’s conception on society, as well as K. Marx’s historical materialism. Scientific progress is favored only by those societies in which the freedom of thinking and the open confrontation of ideas, including the multiple alternatives are guaranteed. These are the open companies, in contrast to the close ones, in which the political authoritarianism rules on ideological foundations, contrary to the critical rationalism. Popper regards democracy as being pluralist, with all its flaws, as a form of state organization which aims for guaranteeing individual freedom and interpersonal relationships progress (Popper, K.,1998). It allows the gradual correction of the flaws by social reforms, in which the intervention projects play a major part. However, the risk of the generalization of some principles, in contradiction with the critical rationalism, is always present. Criticism is considered, by the Austrian philosopher as the only modality to progress, and the speech is so important precisely for the fact that it makes criticism possible (Popper, K ., 2003).

An essential philosophical support for the research in question was represented by the ideas on the financial investments, on the investment ideology, “which drove everyone crazy”, elaborated by the American G. Soros, appointed by B.M. Biggs “the most inspired investor of all times.” The philanthropist (Soros Soros, G., 1997) 4 has applied and developed, in an original manner, the open society concept of K. Popper, insisting that it is imperfect and capable of continuous improvements by the instrumentality of financial investments, made inclusively on transformation projects, ambitious programs of Marxist-Leninist education replacement in schools and universities, with a full cooperation from the ministries, through which some colossal steps in a very short period of time are made (Soros, G., 1999). The great majority of the projects were finished with such success

that it has been decided to allocate an even larger sum of money for their continuation. In Soros's philosophy, the open company is based on the fact that all individuals act based on a flawed comprehension. No one is in the possession of the ultimate truth. Therefore, we need critical thinking: we need institutions and rules, which allow the individuals that have different opinions and interests to live together in peace, we need a democratic form of governance, which would ensure the power transfer in an organized manner; we need a market economy, which offers feedback and allows for the mistakes to be corrected. All these conditions were favored by the efficient management of the intervention projects. "My purpose is to prove that an abstract concept, as the one of an open company, can be transposed in a material action" (Soros, G., 1999). He had managed to prove it by the thousands of projects supported all around the world, subsequently establishing, based on the operated interventions, that "An open global company cannot be accomplished by individuals or independent non-governmental organizations. The sovereign states must cooperate, and this requires a political action. The public opinion and civil society have important roles to play, because, in a democracy, politicians must be receptive to the claims of the nation." Philosophy doesn't refer to money, but to the human condition. We have used the financial markets as a laboratory for testing my theories, he confessed in a dialogue⁵. The philosophical support described ensures the consistence and amplitude of the educational interventions by the instrumentality of the projects, offering alternatives with scientific and practical perspectives, at a general social level, and the concepts covered constitute a philosophical basis for the educational project concept, or, the open and democratic society is the propitious context for promoting and implementing the intervention projects, but also for the institutionalization of the changes applied at the system level.

The projection, as a managerial function, was approached for the first time in the classic management era by the French engineer H. Fayol (1841-1925), who, in his famous paper on the industrial and general administration (1916) has formulated the companies' functions and principles. As management functions, he has first nominated planning, followed by organization, command, coordination and control. All these are part of the general administrative theory of Fayol, the one that has developed the first comprehensive management theory. While Taylor lingered the technology used by workers on their own, Fayol theorized on all the elements necessary to the organization and management of a large corporation. The basic paper of Fayol was nearly ignored in the United States until its translation in English, which has appeared in 1949. From that moment on, the theoretical contribution of Fayol was recognized and his paper is considered to be as important as the one of Taylor. Fayol believed that management is universally applicable to any type of organization, even though he had 6 principles: technical (assets productions), commercial (purchase, sale and exchange activities), financial (increasing and using the capital), security (property and individuals protection), accounting and management (coordination, control, structure, planning and management); the interest and the primary emphasis of Fayol was on the decisive principle – the managerial one. The managerial principle is addressed to variables such as: work division, authority and responsibility, discipline, control unit, subordination of the individual interest to the general one, personnel remuneration, centralization, order, equity, personnel stability, and initiative and body spirit. Fayol was the first one that had noticed that the managers of the enterprises of his era were formed, in their great majority, in the French engineering schools, where the courses were exclusively technical and where there were no administrative, trade and finances courses. He thinks that, in order for an administrative ability to be shaped, the business practice is not enough; Taylor will suggest an imposition of administrative science in the French education, insisting on its importance and value.

The prevision/planning, according to Fayol, means to evaluate the future and prepare it through an action program. This is one of the key-processes of the enterprise, it calling into play all the services and functions. A program must reunite multiple qualities: unity (only one program must exist), continuity (the long terms previsions must be linked to the short term ones), flexibility (in order to adapt to the context) and precision.

As in the case of Taylor, Fayol was completely sure of the fact that an administration science and a proper knowing of its are necessary for an effective functioning of an enterprise. Both theoreticians have insisted on the enunciation of some administrative principles valid in any situation (for any organization). These principles are usually deduced from an administrative activities analysis of an organization. As expected, these principles were extremely critiqued, insisting on the difficulty on implementing them and on the dissensions that they create. However, the most solid critique comes from the Human Resources School that draws the attention on the complete neglect of the psychological and psychosocial dimension of the organization. Thus, the planning, according to Fayol, is the starting managerial function – ground zero for management. Before a manager can organize, coordinate and control, he must have a plan, otherwise, the ulterior activities (the other managerial functions) don't have a purpose or direction. The decisions established in planning are, in fact, the only ones that are still accomplished.

The planning function was born and developed in time, from the necessity of the enhancement of the adaptation capacity of the organization to the mutations intervened in the external environment, for survival assurance and/or its growth. An efficient planning system is convened to adopt those action courses that diminish

the risks and enhance the capitalization degree of the competitive advantages of the organizations. By exerting this function, the evolution of the conditions in which the managed economic-social system will be found in is anticipated, as well as its state, behavior and functioning. Fayol had, as a predecessor, the engineer H. L. Gantt (1861-1919), remained in the history of planning with his graphs, through which, for being able to effectuate measurements on the fulfillment degree of the employees' tasks, has initiated the linear graphs by which he rendered both the programmed task, as well as the one effectively accomplished.

II. MANAGERIAL-ECONOMIC AND PSYCHO-SOCIOLOGICAL PERSPECTIVES OF THE MANAGEMENT OF THE INTERVENTION EDUCATIONAL

In the managerial and economic literature (Mocan, M, 2005; Nicolescu, O., Verboncu, I., 1999; Oprea, D.,2005; Opran C., Stan S.,2003) the management through projects is registered in the record of the modern general managerial methods, alongside the management by objectives, by exception, product management, management by budget, participative management, which can be applied at both the organization's level, as well as at the departments' level, in all the domains of activity from the organization and on all the hierarchic levels. Thus, the management by project is a specific modality of adapting oneself to the management of an institution at the amplitude and current rhythm of postmodern era progress manifestation. In all the bibliographical sources, unequivocally, the project is presented as an ensemble of work processed with an enhanced freshness character, of a very different nature, whose accomplishment pursues the accomplishment of a specific objective, of a great complexity.

Significant supports of a sociological nature, in the research of the project, were elaborated in the paper "The project of social work intervention. From financing propositions to individualized intervention projects". According to the given source, the intervention project represents the core of all the actions for the social work domain, at both a macro-social level, as well as at the micro-social one. The social macro-praxis appeals to the intervention project method for planning the objective-oriented change, which targets the organizations, communities or even the society on the whole, while the social micro-praxis is focused on the intervention at the individuals, family and small groups' level. Regardless of the approach level, the intervention project goes through the same steps, from the assessment of the initial situation to the detailed planning of the actions meant to lead to the desired changes, until the final measurement of the accomplished intervention results. Illustrating, with examples, all these stages and aspects, the paper constitutes a current landmark for the practitioners and students of this domain, as it puts at their disposal the project elaboration methodology. Enclosed in the postmodern vision of the social change, the paper represents a valuable compendium for the elaboration and management of the social change and is relevant for us, because we approach the educational projects administration as a social entrepreneurship activity at a micro- and macro- level, referring to a great diversity of projects. In the context of the approach of the project as a change/innovation, it is claimed, in an aphoristic manner, that "any change is directed by the objectives that we propose to ourselves and begins right from the moment of the decision of implementing them on the mental map we have built". The social protectionism, as a new orientation in science and social praxis, "focuses on the manner in which the realities are created by their projections and on decision implementation for achieving the proposed objectives, whether they are seen as a turnaround or as a construction of a new social architecture" (Cojocaru, St.,2006).

The transformation of the client in a beneficiary of the educational services, provided through the educational intervention projects, becomes crucial in the controlled learning process, which is produced during the writing and implementing of a project: "Some of the key-points in empowering individuals is the dissemination of the knowledge and information, this meaning that the results of this process are provided to the individuals involved in consulting.

The development of consulting as an empowerment process requires the transformation of the ones that were the subject of the consulting process in transformation monitors, criticizing and commenting on the impact of each change, whether it is intentional or not. This transformation, targeted as a high priority by the quoted author, supports an advanced pedagogical notion from the end of the last century – the transformation of the project-implementing organizations which teach (learning organization) and includes learning communities, generated by the issue of the implemented projects. The effectuated social entrepreneurship promotes the notion above and favors a multi-aspectual learning process, based on action (learning by doing), with a factually well-marked and argued functionality. In another train of thoughts, the social entrepreneurship is regarded as the solution of the 21st century for meeting the needs of our communities. The project teams assume the mission of creating and supporting the social value; they recognize and constantly pursue new opportunities for fulfilling their mission, they devote themselves to a continuous innovation, adaptation and learning process, they are

daring in their action and they don't allow themselves to feel intimidated by the lack of rarity of resources, they assume their responsibility for the impact and outcomes of their projects. The social entrepreneur is a member of the civil society, which used the business he develops so that it would have a social impact. Sometimes, the notion of social entrepreneur is also used in the sense of a social innovator – an individual that solves an important social issue in a particularly efficient or innovative manner.

“The social entrepreneur is someone who recognizes a social issue and uses the entrepreneurial principle for organizing, creating and administrating a risk capital to the purpose of doing some social changes”(Cojocaru, St., 2006). The social approach of the project as a “planned ensemble coordinated by resources (material, financial, human) and assigned activities, conducted on a period of time (necessary for achieving a goal), for satisfying a special need, for preventing or solving a social issue: is offered in another reference source where, in the opinion of S. Cace (Zaharia, D., Iorga, Gh., Sibişteanu, L., 2005), the basic characteristics of the project are given – the duration and resources, specific to a domain, the existence of three subjects that differentiate the routinist activities projects: uniqueness, the temporal nature and the progressive elaboration.

Another original concept that Cace approaches is the one of the progressive elaboration of the project, which provides: elaboration – a concerted activity or development, a thorough research, and also a progressive one – a gradual ascending activity. The progressive elaboration of the projects sustains the defining of the project's products, which contributes to the defining of the project's purpose, and the latter, which is complex and rigorously formulated, results from the progressive elaboration and is based on a profound knowledge. Tensions can arise in a project if a series of parameters are established from the beginning (time, cost and performance) on a not too clear purpose, a conclusion verified and confirmed in the research praxis.

The authors of a study on the project management, as an approach oriented towards applications claim that, for the defining of a project and of the management of the projects, dozens of formulations are proposed, but beyond the definitions and interpretation, the projects' management truly represents a serious challenge, a domain in a continuous formulation and accumulation, targeting the entirety of the aspects linked to the projects' planning, organizing, coordination, monitoring and control. Currently, the projects management – as a discipline – has a potent scientific character, allowing: a judicial resources planning, better relationships with the beneficiaries, a reduced period of organization development, lower costs, a higher quality and an increased lucrativeness, resulting in an increase in the activity's efficiency on the whole and in an improvement in the interdepartmental coordination and employee morale.

Herein, we find the answers to a few of the challenges of a manager and of a project team, with a concrete reference to the educational projects. Besides the matters approached from a theoretical point of view, the presented or proposed applications are gathered from the authors' experience which, during the development of some national and international projects, have confronted with various situations. Precisely because of this, the structure of the material was accomplished by taking into account both the methodologies existent worldwide, as well as the lessons learned by the authors of this study (Goraş-Postică V , 2011).

III. REASONS REGARDING THE CONCEPTION, PLANNING, IMPLEMENTING, MONITORING AND EVALUATION OF THE INTERVENTION EDUCATIONAL PROJECT IMPLEMENTATION

Any action that has, as a purpose, the accomplishment of an objective, requires planning. In the area of our pedagogical research, the planning/projection doesn't require a freshness standard, but only a distinctiveness one, or, the management of a project in the absence of a plan, even in the case of some small projects that are considered to be extremely simple, may compromise the quality and transformation, the expected innovation. “The plan of a project reflects the manner in which its effective reality is foreseen, from the conception stage to the final one” (Opran, C.,2003). As a pedagogical essence, we are interested in what we are projecting and how, and we will enumerate, analyzing from this perspective, the structural key-points. Thus, in terms of intervention/investment project, the following are projected:

- The objectives, in the order of their accomplishment;
- The actions/activities necessary for the implementation of the objectives;
- The in-fact accomplishment times;
- The necessary costs and resources;
- The executioner and responsible individuals;
- The budget and other necessary resources and the expected results, according to the imposed quality levels and the assessment criteria/indicators of its;
- Finally, the project on the whole.

In the case of great projects, at first, a strategic/guiding project is elaborated, which includes the main

objectives and the long term key-actions. This plan is one of orientation for the manager of the project. Then, it is referred to the detailed planning of the actions for various implementation levels. In the managerial and economic literature, these two types of plans are called strategic (on a long-term) and tactical (on a short-term). The plan accomplishment level depends on the quality of the various decisions, which are taken subsequently. During the experimental research, I didn't experiment any difficulties with the investigated subjects involved in the formalizing and application of the project's plan, or, in the theology department of general pedagogy, this matter is approached in a detailed, pragmatic manner.

The permanent monitoring of the project (of the activities, of the accomplishment level of the action plans, the costs, the results of the project) allows the reporting of its accomplishment, because, in this manner, the pieces of information whose processing supports the reporting process are obtained. The purpose of monitoring is to supervise the progress and accomplishments within the projects, to see if the project evolves according to the plan and in the reference times and also, if it produces the benefits declared for the involved institutions. Also, the relevance and impact of the project's implementation at an institutional and/or national level is pursued.

Monitoring constitutes the main instrument, necessary for the management of both the projects that might confront with certain difficulties, and, as well, of the projects in which visible successes are obtained. Hence, monitoring must be perceived as a positive and constructive activity, which comes to support the project, helping it to accomplish the declared objective. The benefits of monitoring are extended beyond a certain project, since certain lessons can be learned, and the good practices can be distributed to others also. The monitoring process allows the interested subjects (stakeholders) to identify the potential issues before their emergence or immediately after, offering the beneficiary the possibility (in our case, the professors, managers or court decision making instances at a ministry level), to introduce corrective measures which would maintain the implementation of the curriculum in an optimum functioning condition. It is especially important for the monitoring to be perceived more as a management instrument than as a control mechanism.

The monitoring instruments, at the fingertips of the educational managers of different ranks are:

- Systematic training activities for everyone involved;
- Formal and less formal meetings for debates and exchange of experience;
- Seminars, conferences of the national and international experts;
- The elaboration of some performance reports, which include comments regarding the principles and essence of the planned document, what has been accomplished, the gathering of the information regarding the gained experience, the field reports, the elaboration of the managerial reports and research;
- Theoretical and practical researches (action research);
- The provision of some special reports for the politicians of the educational field;
- Lastly, the alteration/optimization of the curriculum.

For ensuring the correctness of the monitoring activities, as a managerial activity, we follow the managerial-pedagogical principles of the implementation of the educational projects: the principle of innovation and of the innovative approach, of charity, of utility, of the education values' globalization, of the prompt and orderly action, of fidelity, of research by action, of immediate evaluation and of permanent feedback. All these have an axiomatic role in the deontology of the monitoring process and come to substantiate the complex route of this process, which is focused on both the student and the professor, as main beneficiaries, and the curriculum, as an education project yields to the classic monitoring of a project, with the specific argued by us.

The in-fact evaluation process starts with the identification of the objectives, with the description of the gross results' (benefits) level. One of the main requirements of formulating objectives, included in the customary abbreviation SMART, is referred to its measurability, whose respecting greatly facilitates the successful ongoing of the overall project. The evaluation of the project implementing process establishes the managerial procedures and mechanisms, the relationships, the lessons learned and the identified solutions. The evaluation of the project's performances reported to objectives is referred to the effectiveness and efficiency of the project.

The evaluation from the end of the project "will allow the benefits and the results of the project to be estimated, the strengths to be determined, which could be capitalized within other projects, and the weaknesses to be identified, to offer an overall image on the accomplishment of the project's objectives (Pascu, R.V., 2008).

IV. THE ROLE OF THE PROJECT MANAGER, OF THE TEAM ACTIVITY AND OF THE PARTNERSHIP IN THE PROJECT MANAGEMENT DEVELOPMENT

An essential facet in the accomplishment of the project and implicitly, of an efficient management, is constituted by the involvement of the project manager and of the entire team in the project elaboration stage.

Why is this stage so important? Because it ensures a common understanding on the project's purpose, of the indicators that have to be reached and of the tasks that have to be fulfilled. Often, in some schools, colleges or universities, most of the projects have an official project manager, a part that usually reverts to the headmaster off the recipient institution, as a recognition sign of his vast experience, not at all contestable in some situations. The attributions of the project manager however, are actually exerted by another individual, who, in his turn, also has another position within the same project. Thus, the experts notice us, a vicious circle is created and obstacles emerge in the path of the proper implementation of the project.

The European project manager tends to become the typology of the future manager, that is why it would be preferred for these first experiences to be qualitative ones, to represent a solid foundation and a reference point relevant for future generations – in other words, from this moment of his development, in line with the demands at an European level, he must begin establishing himself, thus avoiding the establishment of some not so positive practices (Pâslaru VI.,2011). The European project manager is the individual that:

- Successfully applies the project management and control procedures;
- Ensures an efficient communication both within the project team, as well as in relation to third parties;
- Ensures of the conformity of all the documents drawn up within the project;
- Respects the legislative provisions, aiming for the correct management of the financial resources;
- Identifies and solves difficult situations;
- Ensures a proactive management of the project in order to convince himself of the accomplishment in good time of the assumed indicators;
- Is responsible of the management of the project's risks.

Of course, not all the nominated actions will be accomplished by the project manager; however, disposing of a team of individuals specialized on various activities, he must see to their correct accomplishment and must ensure of the fact that the project has a proper evolution towards its successful completion.

The project manager must further promote new thinking and action manners insistently. More and more individuals claim that, gradually, the performance from any domain, including the one of education, will no longer be measured according to the organizational solidarity, but according to the project's adjustment, elaboration and implementation ability. Thus said, for example, a properly managed school will excel in quality if it will know to develop projects that fulfill the needs of the pupils, of the community, if the proposed projects can be applied for any type of schooling and if they innovate the functioning of the organizations, which initiate and initiate the life cycle of the projects (Simionescu, A.,2008).

We emphasize the major part of the project manager in the project planning, implementation and evaluation. As a key-person, with advanced managerial and pedagogical competences, connoisseur of the educational field, the manager chooses the team and coordinates, step by step, the implementation and monitoring process, strictly respecting the provided rigors and encircling in the budget, time and other projected resources limits. Creativity and the entrepreneurship spirit will guide him throughout the managerial-pedagogical route of the intervention project progress for an efficient solving of the found problems (Scheifer, U. and Dobel, R., 2001).

Working in a project team implies contribution, interaction, exchange of information, decision influencing and the institution of a safety feeling, and the project teams are formed to the purpose of using the abilities, the knowledge and the individual competences of each of them together, for accomplishing tasks that, on their own, couldn't have been accomplished. The project teams must permanently challenge their members to be creative and innovative, as a main subject of their satisfaction. Researchers claim that the team has a stunning importance on the degree in which the individuals can be creative at their workplace, including by the climate propitious to creation and innovation (Paccelli, L.). The individual aspiration towards innovation can operatively result in concrete results of the team. The support in the project team manifests through frequent interactions, by the cultivation of the stability and continuity sentiment, by mutual care and support, but also by the absence of chronic conflicts. And also, the emotional and partnership intelligence of the team's members must be permanently cultivated. We have capitalized these precepts in our experimental program and we can definitely uphold the tremendous advantages of some projects, in which the team's cohesion and efficiency are obvious (McCollum, J.K., Banacu, C.S., 2007). Nowadays, we have educational organizations that activate predominantly in teams, inclusively in teams from different intervention projects, these being organizations that must integrate, as cleverly as possible, creativity and diversity for ensuring efficiency. The teams expect, from the organizations, a stimulating activity environment, technical and informational support, assistance during activities and other necessary resources, such as the rapid institutionalization of the promoted changes and innovations. The organizations, in their turn, expect beneficial and lucrative projects for the institution, rigorously established objectives which are accomplished in a responsible and professional manner, so as the organization would benefit as much as it can and be useful to the society it belongs to, and the projects to be durable, with an extended and profound impact.

The management of the educational projects, investigated from a pedagogical perspective, brings in the sight of the theoreticians and practitioners, the importance of the educational partnership establishment and capitalization, with the imperative of the partnership intelligence (Goraş-Postică, V., 2011). If the intellectual intelligence, measured through the IQ test, which is the measure of the reasoning capacity of the cognitive abilities, inclusively of the verbal and calculation ones, and of the emotional intelligence, argued by Golleman, are more renown in the educational field; the partnership intelligence concept, promoted by the American researcher St. M. Dent is less approached in the business field. It is viewed as “a measure of the partnership ability, which determines how competent we are in building relationships and developing trust, simultaneously with the accomplishment of some predetermined objectives by an association with someone else”(Dent S.M.,2004).

The partnership encourages the creative innovations for the optimization of the educational services provided by the school, which, we acknowledge that, in the avalanche of the current changes, doesn't manage to deal with challenges all by itself. When two or more distinct groups associate, they come with their own perspective on the acting manner. The successful partnerships, the experts claim, exploits this diversity for obtaining a hybrid that actually encompasses the best part of each. The secret that allows the cumulation of these advantages is the creation of an environment that stimulates creativity and risk-taking – an environment in which individuals feel that they can experiment new ideas, without fearing of rejection or penalty. The result is an innovation to which none of the groups could have reached separately. It is a product of the vitality, creativity, diversity and synergy that only partnerships are capable of generating.

V. CONCLUSIONS

The management of the intervention educational projects, as a syncretic theory, with pedagogical and managerial valences, contains the formative, informative and attitudinal aspects of the system and educational process, changed/improved through the intervention projects. We have approached the normative, but also the prescriptive level of the educational act from the intervention projects, specifying the objectives, the essence of the theories from which it is constituted, the functions and the relevant principles to the planning, implementing and evaluation processes of the intervention educational projects management.

A properly projected object is half-accomplished, claims an axiom circulated in the pedagogical field. The success in its implementation and the assessment of a project is directly proportional to the success of the project document, and the approval, in the issue, of the project by the donor council is effectuated based on the project document, on its detailed plan. The structure of an intervention educational project is a complex one and the components emphasized in each project depend of the exigencies of the financiers, for the planning process, its correlation and framing in the educational system and process, following the national and international legislation in force, is important.

The search and elaboration of new projects process will become a permanent one, inclusively the elaboration process of the objectives, which necessitates responsibilities and specific competences from the managerial and professorial teams of the educational institutions. The objectives are omnipresent in the intervention educational processes theory and elaboration and implementing process. The entire methodological project identification and elaboration is centered on SMART objectives.

For ensuring the correctness of the monitoring activities, as a managerial activity, we follow the managerial-pedagogical principles of the educational projects implementation, which have an axiomatic role in the monitoring deontology and come to substantiate the complex route of this process, which is focused on the pupil and professor as primary beneficiaries, and the curriculum as an educational project, is yielded to the classic monitoring of a project. The role of the assessment in the structure and contents of the project is a crucial one, or, all the donors and participants to the projects are interested in the quality of the process and its results. The impact and durability of the intervention project can be ensure inclusively through an effective and efficient evaluation, which would affect, in a positive manner, the educational process and system and to facilitate the institutionalization of the changes promoted by the project.

We accentuate the important part the project manager had in the planning, implementing and evaluation of the project. The managerial-pedagogical profile of the project coordinator includes complex rights and responsibilities, specific to a leader, oriented towards the assurance of success and project quality to all the afferent levels and stages. As a key-person, with advanced managerial and pedagogical competences, a connoisseur of the educational field, the manager chooses the team and coordinates, step by step, the implementation and monitoring process, respecting the rigors provided strictly and framing in the budget, time and other projected resources limits. The project teams expect, from organizations, an activity stimulant environment, technical and informational support, and assistance during the activities undertaken and other necessary resources, the rapid institutionalization of the promoted changes and innovations; the organizations, in their turn, expect good and lucrative projects for the institution, objectives rigorously established and

accomplished in a responsible and professional manner, so as the organization would benefit as much as it can and also, to be useful to the society from which is part of, and lastly, the projects to be durable, with an extended and profound impact.

The genuinely viable partnerships represent a serious challenge for the nowadays educational system, especially in the project-based management field. The orientation towards the future in decision making helps partnerships to thrive, and the environment in which these are developed is decisive for their survival. The purpose of the educational partnership for a certain project is to help the project team to accomplish the project in a qualitative manner and to promote, by extension, the partnership intelligence, as a significant pedagogical finality of the field investigated by us.

VI. REFERENCES

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