

MANAGEMENT IN EDUCATION AS A FUNCTION OF SOCIO-ECONOMIC DEVELOPMENT REPUBLIC OF SERBIA

Dragan Mitrovic

*Republic Education Inspector, Ministry of Education,
Science and Technological Development, Belgrade, SERBIA*

Abstract: *this paper will try to highlight the issues of educational needs that are constantly expanding and growing, the corresponding trends and changes, it will try to emphasize the importance of management in education and the impact of education on socio-economic development in Serbia, through the implementation of basic management functions: planning, organizing, leading, controlling, analyzing and measuring the results of educational achievements and educational benefits. Implementation of management principles in education is a fundamental prerequisite for internal and external efficiency of education system, with significant implications for the socio-economic development of Serbia, which is primarily determined by the general level of education. The desired result of implementing results of scientific research to educational uses, is the change in individuals, as well as the acquisition of practical skills and abilities. In the history of Serbia, education has always contributed to the inner rise of the Serbian people and was strong factor in its overall development and spiritual liberation. Is this still so?*

Keywords: *management, education, science, socio-economic development*

1. INTRODUCTION

Globally looking, the world is experiencing changes and science and education are the key factors of those changes. New knowledge reveals new horizons and needs, new engagements in the implementation of changes.

Successful socio- economic development is reached through knowledge, and knowledge is reached through education. Thus are created numerous questions, seeking answers in the development process of education which takes attributes of one of the leading factors of country's development.

Therefore, the changes require activities and in the education process, in fact, everything that education system can make more efficient and effective in the context of socio-economic development of Serbia.

In order to meet the requirements which characterize contemporary management of educational institutions and their contribution to socio-economic growth, the concept of active managing is used- management concept- enabling goal orientation, flexibility and control over achieving goals.

Management expediency in education and reaching development goals is mirrored in dropping the classic principal of static-functional management principle and orientation towards variable and flexible business organization which is shifting its form along with change of Serbia's sustainable development requirements.

Let's remember the definition of **sustainable development**, where we can recognize two basic concepts:

- Development leading to present, which implies harmonizing economic and overall social standard on one hand, and the quality of life, i.e. the acceptable living standard, on the other hand.
- Development which does not jeopardize the possibility of future generations meeting their needs, i.e. the existence of future generations.

Economic development is conventionally defined as the growth of real gross domestic product (GDP) per capita.

Development suggests innovation process where new technologies will be generated, new manner of operation etc., and in a sociological sense, it implies that big social and structural changes will emerge in the process of institutional transformation.

Successful development requires adequate knowledge, invention, responsibility, initiative and innovation, as well as hard work. Also, new market realities require elasticity and speed.

Economic growth rate is vastly determined by the availability of educational workforce.

Therefore, **science and education** present solid grounds and reliable pillar of every well-arranged country. [1] Science and education in Serbia have always been in function of constant and continuous inner rise of Serbian nation, strong factor in its overall development and spiritual liberation and independence.

Educational level of the population is an indispensable mark of achieved level of social development in every social community. Higher level of education implies a higher level of capacity to manage complex and responsible businesses in society and it affects all aspects of social living- economy, politics, health culture and social security. Science and education are measure of progress in every social community.

Economic crisis accelerates the interest for position and role of science and education which represent treasure trove of valuable experiences that can be adjusted to present moment of Serbia's development, through intensive research of different areas of operation, idea generating, as well as development of methods and techniques of practical problem solving which, in contemporary conditions, implies speed, optimal costs and innovation.

Necessary changes are, primarily, connected to changes in people's attitude (in motivation, knowledge, criteria, individual's behaviour and group's behaviour with abilities and other personal characteristics).

In the same manner, country needs to stop influencing the outcome of education, science and economic functioning and limit itself to the role of creating institutional frameworks, protectors of game rules based on the rule of law and respect of legality as well as rules of socio-economic development and market economy.

2. IMPACT OF SCIENCE AND EDUCATION ON SOCIO-ECONOMIC DEVELOPMENT

Modernisation of society and country, and orientation towards modern economic and technological development imply innovation of global goals of science and education in Serbia.

In order to shift the development of our society towards scholar society, it is necessary to develop willingness and ability for continuous professional improvement and life-long studying altogether. Along with well structured formal system of education, it is essential to have an adequate system of institutions, organizations and programs outside of formal system of education, through which the ability for continuous studying will be implemented and nurtured throughout the entire life, as a form of wishing for the future by increasing the value of human resources.

Contemporary tendencies of economic market countries' development have shown that science and education are the top priorities of global national strategies and politics of socio-economic and technological development and progress. We are talking about such social organizations that are based on knowledge and where science and education have the status of main instruments of entire socio-economic development, solving basic social problems and production of social, economic and technological changes.

The best resume of the research of scientific and educational benefits for socio-economic development is in the change in the individuals (characteristics and behaviour patterns of individuals) and changes in the society. These changes can have serious consequences on economy and society, and even on the course of history. Summing up the main results on the impact of education on socio-economic development and society in general, concludes that education, on average:

- Significantly raises the level of knowledge, intellectual tendencies, etc.;
- Helps people define their personal identities and choice of their lifestyle;
- Education significantly increases practical responsibilities, flexibilities and tolerance of people such as citizens, workers, family members and consumers and it affects their activities in their spare time, their health, and their general abilities to deal with problems in life.

Main impact is on practical abilities, skills and characteristics of general applicability, such as: verbal skill, essential knowledge, rational approach to problems, intellectual tolerance, future orientation, adjustability, confidence etc.

On average, educated people are:

- more open to new ideas, more curious, bolder when confronting and making new questions and problems, and more open when gaining new scientific knowledge and experience;
- Probably more rational when approaching problems. They are more aware of different opinions and views, legitimacy to disagree, uncertainties and potential differences;
- More independent and self-reliant in their opinions, more confident and more ready to stand up for their opinions;
- People (especially women) with university degree have a higher chance at getting employed and are, on average, unemployed less;
- They have higher 'allocative abilities', which is the ability to adjust fast and

adequately to changes that require development, through improvements of technologies and resource supplies;

- They develop interest for aesthetic feel and view, as well as the susceptibility for inner senses and experience, as well as tolerance towards individuals and groups from different ethical, religious, national and socio-economic environments with participation in political and social activities and upbringing and education of children.

Also, changes in individuals as a result of science and education are carried on to their children and future generations.

It is indisputable that educated people impact the social environment (on prevailing interests, values, opinions, behaviour etc.)

These effects can appear in various aspects, including creativity as well, family planning, child care, school quality, recognising art, culture and knowledge, health services, political participation, understanding of social inquiries, acceptance of social changes, as well as the feeling for mutual culture and social solidarity.

Science and education are also used to preserve cultural heritage and improve civilisation.

Conclusion is that science and education are a good investment for the majority of individuals as they are for overall society. However, it should be emphasized that science and education cannot solve all the problems in Serbia and at the moment, we cannot expect too much from them.

3. HOW DO SCIENCE AND EDUCATION CONTRIBUTE TO DEVELOPMENT?

Even though here is a convincing argument about the role and contribution of science and development in economic literature, it remains relative what it is that makes educated people more productive, as well so called 'overflowing' education which can indirectly contribute to development.

It is apparent that the whole process of the development is connected, not only with rising levels of education, but also that the connection between education, political and economic growth is more problematic in extremities (political instability, corruption, violence etc.)

Basically, the relations between science, education, population growth and economic development are complex, and especially directed towards socio-psychological research through transformation of values and opinions which have a direct implication on development.

Sciences and education in socio-economic development contribute to capability to transform separate opinions and values from 'traditional' to 'contemporary', and in such manner fortify the rate of structural modernism in the society and enlarge the rate of socio-economic development.

Other contribution put the emphasis on the role of literacy and improvement of communication in development. Many researchers claimed that written traditions are of essential value for continuation of 'formal rationality' in every society. Others suggested that if the development so far depended on efficient transfer of new information into complex social systems, the role of science and education especially, lies in their influence on the costs of such information transfers. That is, most of all, manifested in facilitating communica-

tional processes which are of essential significance on socio-economic development.

Even though the research in social sciences provided series of convincing hypotheses about the 'intervening variables' which are used to explain the relation between science, education and socio-economic development, direct political implications of such research are in no way obvious in Serbia (preliminary results of research are used selectively to justify educational politics for very different and often political reasons).

4. THE EFFECT OF SCIENCE AND EDUCATION ON BUSINESS ECONOMY

Science and education definitely need to be connected with:

- Profits of local economies and progressive exchange of activities
- Development of transport networks, as well as appearance of new professional possibilities
- Population growth in urban centres and migration rate phenomenon connected to it
- Appearance of new systems of social differentiation based on migration and income
- Creation of new forms of communities (first of all regional) based on main regional features (socio-economic, social, educational, etc).

However, wider terms of institutional transformation, which are connected to the development, imply that scientific and educational institutions (formal and informal) have to go through certain changes in function. Balance is shifting towards the use of educational institutions, as agents in selection and appointment of individuals and groups on various economic roles and taking positions in social structure. That way, the education becomes independent variable in the process of social change and as structural differentiations increase; it can simplify or interfere with development process. Specific problem of measuring the improvement factor of educational entrance on economic exit has to be mirrored in wider historical socio-economic and social perspective which is trying to investigate the problem of relation between science, education and development in the widest sense.

It, basically, emphasizes, the interactive relation between economic and educational dimension, because it is a popular belief worldwide that the education base is prerequisite for sustainable development (developed countries suggest at least 30 to 40 percent). Indisputably, the socio-economic development in Serbia is a requirement for education reform, but it can hardly be considered a political priority or that the role of education as instrument of socio-economic development will be very variable during time.

For example, those who are focused on sustainability and revitalization of agriculture, claim that the educational expansion have had a harmful effect on rural economy growth. The educated migrate into cities and deprive the countryside of their potentially more productive and more innovative groups, while, at the same time, massive migrations into cities deteriorate the problems of urban unemployment with following 'pathological' phenomena. Of course, those claims are arbitrary and scientifically unfounded because the bad state of rural (agrarian) environment is a consequence of bad economic, agrarian and primarily social politics, and then also other factors, as well as education.

False dichotomy is created between city and country, ignoring the symbiosis between

urban and rural development. Flow of capital resources, human and physical (back and forth) between them definitely exists. It is clear that tendency of the educated to migrate, is reduced in cases when imbalance between urban and rural possibilities becomes less prominent.

Instead of limiting the school education in rural regions, educational solution to rural problem is to suggest a program of teaching plan and program reform: changing allegedly academic and book education with rurally practical programs which would cause dedication to life in a country, lower migration rate, higher level of agricultural knowledge, which will make the rural economic development easier.

At the same time, unemployment would be reduced by introducing vocational education to school that are meeting the need of the work market in the city. While the tendency of rural individuals to migrate into cities is undoubtedly growing with the level of formal education, the educated represent only a small number of total migration groups.

Therefore, the profit coming from urban employment should be invested into encouraging rural development, while that decreases the tendency to migrate, from that side. In such manner, migrations and urbanization give positive contribution to total development process of Serbia.

5. SCIENCE AND EDUCATION IN THE CONTEXT OF SOCIO-ECONOMIC DEVELOPMENT OF SERBIA TODAY

Between science and education and socio-economic development there is a firm interrelation (interactivity) and conditionality. Science and education are the foundation of the socio-economic development, and vice versa socio-economic development is the foundation and function of education since the development of the society is conditioned, first of all, by the level of development of science, technique and technology which are the result of education. We have entered an age when "nothing is forgiven". The rules are being constantly changed followed by the business atmosphere. The changes of the reality are faster than reflexive thought. The problem is not in the world it is in us.

Main problem lies in the question of whether there is a politically articulated, persuasive alternative of the better in relation to the condition and whether there are socio-cultural and political subjects strong enough and capable of creating it. Moreover, this is true because all paradoxes of our society come from the antagonism of the real and promised socio-economic development.

The conflict and confusion of goals of changes and means of their realization is very obvious and at the same time burdened by extra expectations regarding the decrease of inequality in the living conditions and life chances of people. [2]

Also present is the "condition of spirit" which is, on one hand, marked with entrepreneurial initiative and business inventiveness and, on the other, with unscrupulousness – "fury" of egoistic interests, and crisis of hope and perspective of the largest number of population, fear of half-freedom and nostalgia for times of social security. There is no socio-economic growth and exiting the crisis, without economic liberties – creation of new values, the way of entrepreneurship, business, and property rights protection.

The reforms are the concessions of spontaneity to the organic growth, natural flows in economy and in the wider context of realization – the freedom of creation, until the very

core of the system is not changed.

Here is why!

Huge expenses of not taking action in the long run are the consequence of many unsustainable trends today, as poor choices and solutions regarding production, technology, infrastructure, agriculture, using the natural treasures of Serbia etc.

Political inventiveness and personal preferences led the economy of Serbia, economic activities, the process of transition and privatization, consumption etc. in an unsustainable manner and in the interest of the minority. It is hard to accept the “greed” as a legitimate concept and institutional roots of numerous and diverse forms of its manifestation. Serbia nowadays has a present high degree of state regulation of economic activities, which has the consequence of capital escaping (great depreciation of fear of investing), high degree of corruption and discouraging of the private entrepreneurship which could be the answer to a long economic crisis. On the other hand, state policy has created generations of “big business managers” who lost the sense of global aspect of the society, economic and social responsibility.

As we have already mentioned at the beginning of this paper, sustainable development requires harmonization of economic and overall social development on one hand and quality of life on the other.

It is also important to have the stimulation of economic growth which does not jeopardize the survival of the future generations.

The following data indicate the opposite trends in the development of Serbia.

- Unemployment rate (high rate of latent employment) 52%, and in the EU 65%.
- Employment rate of the young in Serbia is around 15% and in the EU over 30%.
- Unemployment rate is 22.9% and in the EU it is 6.8% (here we should emphasise that this rate in 2008 was 14.4% which shows a significant trend of increase of unemployment).
- External debt has reached 23.8 billion EUR or 75.6% of GDP (it is considered that a country is highly indebted with 80% of external debt in relation to the GDP).
- Public debt reached 14.7 billion EUR or 46.7% GDP (legal frame is 45%).
- Debt per capita is: 2008=1235 EUR, 2009=1376 EUR. 2010 = 1713 EUR and 2011 = 2078 EUR.

Ranking of Western Balkan countries (which are not EU members) according to the index of competitive growth in 2010 – 2011 (**World Economic Forum**) “**Global competitiveness report**”

	Serbia	Croatia	Bosnia and Herzegovina	Montenegro	Macedonia	Albania
Sub index: Basic conditions	93	50	98	45	70	75
- Institutions	120	86	126	45	80	63
- Infrastructure	93	41	98	67	91	89
- Macroeconomic stability	109	51	81	37	47	101

-	Health and elementary education	50	48	89	33	69	56
Sub index: ways of efficiency improvement		93	76	100	64	83	89
-	Education and training	74	56	88	52	72	84
-	Efficiency of goods market	125	110	127	44	57	63
-	Efficiency of labour market	102	113	94	39	71	63
-	Sophistication of financial market	94	88	113	28	87	100
-	Technological capability	80	39	85	44	64	72
-	Market size	72	70	93	129	106	103
Sub index: Innovation and sophistication factors		107	85	120	56	97	104
-	Business sophistication	125	92	115	70	96	87
-	Innovation	88	70	120	45	97	121
Rank among 139 countries		96	77	102	49	79	88

Indicators of lack of competitiveness of Serbian economy [3]

Index	Indicator	Ranking
Institutions	Small stockholders protection	137
	Efficiency of corporate management	134
	Efficiency of legal framework for solving the disputes	132
	The burden of state regulations	131
	Efficiency of legal framework	125
	Partiality in decision-making of state officials	125
	Wastefulness of government spending	124
	Court independence	124
	Ownership rights	122
	Ethical behaviour of the company	120
	Intellectual property protection	111
	Organized crime	111
	Audit and reporting standards strengthening	115

Infrastructure	Quality of ports	129
	Quality of air traffic	124
	Quality of roads	123
	Quality of the overall infrastructure	122
Macroeconomic stability	State savings rate	131
	Inflation movement	115
	Public debt	106
Education and training	The Level of training of the personnel	130
	Quality of management in schools	101
	Local availability of research and training service	100
Efficiency of goods market	Degree of market domination	138
	Efficiency of anti monopoly policy	137
	Intensity of local competition	131
	Consumer sophistication	131
	Influence of business regulations on attracting of foreign direct investments	123
	Degree of consumer orientation	120
	Foreign ownership degree	119
	Agricultural policy	103
	The burden of customs procedures	101
Efficiency of labour market	Bain drain	128
	Cooperation between the employees and employer	135
	Payments and productivity	128
Sophistication of financial market	Safety of banks	115
	Regulations of exchange protection	115
	Availability of financial services	111
	Existence of risk for the capital	102
	Financing through share of the local markets	101
Technological readiness	Level of adopting the technologies	134
	Availability of modern technologies	117
	Direct foreign investment and technology transfer	113

Business sophistication	Character of competitive advantage	133
	Readiness of entrusting monitoring	127
	Sophistication of production process	125
	Scope of marketing	122
	Cluster development	122
	Control of international distribution	120
	Estimate of networks wideness	116
	Quality of local suppliers	107
	Investment of companies in research and development	104

Greatest impediments to doing business in Serbia are: corruption, inefficiency of state administration, political instability and access to finance.

Through researching the fears of the citizens of Serbia [4] we have completed a grim picture of our reality.

1 Very afraid
2 Quite afraid
3 Mostly not afraid
4 Not afraid at all
Global warming
Pressure from the West
Incurable disease
Disappearance of a nation
Lack of...
Personal crisis
Criminal attack
Social differences
Loose a job

The questionnaire shows that the greatest fear is from further poverty and even greater from social differences: 77% of citizens share that fear. Second place belongs to loosing the job 69%, personal crisis – 37%, criminal attack 51% etc.

Almost all fears are significantly higher at the end of 2011 than in the 2004.

A few rays of light but all in all, trouble.

It is clear to everybody that Serbia is not in the phase of transition and economic recovery, but first of all, in between many global and local processes which has the consequence of extremely poor economic and social atmosphere, in respect of economic efficiency of using the available resources, staff drain and larger technical and technological backlog, social issues etc. Politics and ownership elite have destroyed Serbian industry and agriculture, by wastefully privatizing productive capacities so nowadays we have little left to sell, while on the other hand there is a rise in the layers of transitional losses, fictitiously employed or unemployed, in a discouraging atmosphere of poverty which is spread across large part of the society as well as the sector of education.

Political elite and missionary intelligence accustomed to “cheap” loans, donations,

sponsorships etc. justify themselves with the world economic crisis.

In the attempt to explain the causes of economic crisis John Stewart Mill emphasises:

“Panic does not destroy capital, it just uncovers the level of its previous destruction which is a consequence of its own deception through non-productive business.”

Reasonableness of the comparative experience shows that the world crisis cannot be the justification for new falls in any area and especially in education.” [5]

Aimlessness, lack of own way of socio-economic growth, inability to endure the transitional and socio-economic crisis, has become the “only way”, regardless of us calling it a way of reforms or in any other manner, from which we “must not turn”, which means one view, one mind, one way. Way to EU.

Here we only see one key problem: Way to European Union and changes which should be conducted require hard and team work (many are biologically not ready for that, so it is necessary to work on that), economic realism and scientific foundation, sense of goal and direction. This is essential because economic policy has no more space for initiating and encouraging the recovery of economy and agriculture as base of existence of every society as well as Serbia.

The sooner we realize that, the better.

Science and education could become, on that road, the bridge between “outer world” and “inner world”, between the “somewhere out there” world and the “right here” world. In science and education the questions are as important as the answers. It is a place where generalisations have to make way for concrete actions.

We said could become, are they that today?

The answer is no!

The verification of that is the educational level of population: 7% of highly educated and 48% who finished or still have not the elementary school are a poor indicator of the degree of social development and a very poor starting point on the way to EU.

Current process of changes in the field of science and education is essentially impoverished, and the quality of changes is made completely uncertain because the changes were treated as the goal, and not as the way and means to achieve the socially formulated goal. So the social and economic atmosphere for reaching the healthy and reasonable reform of science and education is not achieved. The reason is that reforms of education are approached with little knowledge and even less practice, with purely theoretical assumptions of the great “thinkers” [6]. Also, all great changes demand reallocation of the economic wealth and political power, which created great resistance of those social groups whose interests would be jeopardized. Great changes in education also require significant material and financial investments in large steps into the unknown, unpredictable and uncertain. Their assimilation with the social system is questioning their other values which advance and sustain the society and which are in the function of their progress.

“Science and education should not be submerged into the social life but they should encourage creativity and reveal reality of the social life.”[7]

Conception mistakes in the educational policy result in postponed, but more difficult consequences, which are firstly visible at the labour market in the form of imbalance in the offer and demand for specific professions, and in the end they are visible in the general commercial and economic lag and social issues.

On the other hand, most serious consequence is interference of socio-political authori-

ties in the professional activities and over attachment to European education models. Education policy in Serbia is not clear from the aspect of national interest, in which the relation of the state and education is formed, and also theoretical background of the practical education policy in the reform light is not visible. Reform of the science and education cannot be conducted with incompetent, vain and narrowly professional personnel based on party smoke signals and tam-tam drums. Instead of commenting we shall remind everyone of the proverb: "Tell to the incompetent man that he is incompetent and then you shall see of what he is competent."

The condition in society and education is affected by other factors as well, and especially the constant brain drain of personnel who then are included in the creative processes in other countries.

It is a large number of people, who are educated in the country, usually at a high price, who leave the country due to disturbed circumstances, without the intention to come back, at least not until country is in the uncertain crisis situation. Truth to be told, no one is inviting them back.

Of course "it is easy to live with eyes shut, wrongly interpreting everything you see" [8].

In turmoil times scientific covers are blown in front of the killer force which demands loyalty to new forms of thinking, transformation or reshaping of awareness, i.e. "natural" standpoint.

The conjuncture of frenzy into irrelevant developed. Namely when you do not have a vision, then anything can be your programme. Even though the signs by the road which is followed by developed countries point something completely different.

The shift of awareness happened in Serbia under the pressure of ideological relativism. Professional scientists do not want to be ideologists. Their tendency towards scientific purity is expressed by distancing from ideology interference.

In scientific and educational respect, Serbia became different depending on the causes which came from society, destiny of the state and the condition of the nation, but largely also from the outer influences.

Along with the weakened state, new forms of awareness are imposed with the appearance of all-knowing and all-solving individuals and non-government organizations and their famous "fighters for rights", veterans and ideologists of civil society, attested "Bologna missionaries" and "caring people" who are re-educating Serbian population, together with: orders of IMF, World bank and their branches in the country, propaganda of non-government organizations under the ruling of George Soros and his fund. Nowhere in the EU, are such desires to make "Bologna declaration" rooted as the basic principle of transition of Serbian education and science, as are among the members of dependant and enviable quasi-elite in Serbia. The fact is that by the application of the Bologna declaration efficiency of studying is not achieved – neither the quality nor the level of knowledge was increased, but actually the opposite is done. It is logical, since the reform of high education according to the Bologna Declaration was approached without any critical analysis, blindly copying methods and experience of others. "Many prestigious universities in Europe (Oxford, Cambridge, Polytechnic Institute in Paris etc.) have not agreed to adopt the study model according to the Bologna declaration; with key arguments that they have set very high standards of studying and that they do not want to lower them. [9]"

Non-government organizations are segmented and strictly functional organizations

with foreign, but also budget financing and suspicious quality, so they are not interested in the general interest in the field of education (they bring the spirit of special interests and fragmented knowledge and skills [10]).

New and post-modern forms are introduced: trainings, educations, consultations, courses, workshops etc., which are usually organized outside of Serbia, so it is unclear what the purpose of this kind of education is or is this the way to make relative the education organizations and to have them discredited.

No one in Serbia pays attention to one “minor thing” that annually from the budget of the Republic of Serbia over four billion dinars (or over forty million euros) are donated to various non-government organizations! That is more than the subventions for agriculture (3.5), pupil standard (1.7), student standard (3.2), young talents fund (0.4) etc.

So priorities are set straight in Serbia right?

It is very difficult to avoid the impression that they really think that we, not only do not know what we do, but that at the words like “EU standards” and “world experience” we fall into hypnotic trance, and even more problematic is that they use direct lies or half truths [11].

At universities internal interest groups, clans and political groups are created, and they justify their dabbling into politics with scientific goals.

It is a whole another story with acquiring titles. It is no secret that it is done, quite often, through political party arrangements, which led to simulating science and forging of scientific spirit. So, the corruption in education includes acquiring of knowledge and academic titles using money, politics and some other favours, and many more unanswered questions.

Entering of business logic into education i.e. when profit becomes one of the basic principles of education the question is posed: Is expanding business in education contributing to its quality?

What does our society do against the grey economy, business logic and corruption in education?

Almost nothing!

The policy of equal opportunities is abandoned, and changes are limited to internal approach (universities, faculties, schools, teachers, teaching programmes and textbooks). The greatest confusion is present in relation national – global.

In practice so far, the rationality of goals is sacrificed for the rationality of means [12].

We come to the conclusion that Serbia needs reform of the management system of education and not only the financial reform.

What needs to be done?

We can be desperate, introduce savings measures by closing the small schools, think about changing the school network and keep losing educated professionals...

However, this means:

By being desperate we open the door for defeat, by saving we shall decrease the competencies and scientific and educational possibilities and their contribution to socio-economic development, neglect, what we are traditionally best at, let quality and hard-working professionals go abroad...

Is it not better to:

Step outside and look for the answers to failure in the environment, invest more in people, implement new doctrine and apply management in education. The goal is to have educa-

tional institution position itself as a responsible and organized institution which follows the modern trends and satisfies the needs of the users (pupils, students and society in general) in a quality manner. Under the pressure of exceptional difficulties it becomes clearer that the things which are in common to all our troubles are not acknowledging the practically applicable, modern techniques of management, understood as integration of foreseeing, organizing, developing the human resources, management and control.

Also, the discipline, will and innovation are the basic characteristics which show, in the long run, the differences between successful and those less successful.

6. CONCLUSION

Carried research, analysis and research result interpretation, as well as other similar research, were in the function of overview, defining and understanding undeniable contribution of management in education, science development and education (educational offers) and their influence on positive socio-economic changes and entire development of the Republic of Serbia.

General conclusion is: it is necessary to create vital and creative society, educated, versatile, harmonically and entirely developed, ready and capable for confronting very fast and constant development changes.

It should also be emphasized: "The significant problems we have cannot be solved at the same level of thinking with which we created them". (Albert Einstein)

Healthy and reasonable reform of education depends on essence of social needs, social establishment, soundness of its development and rhythm of its realization.

All this returns (or leads) us to questions of need, development and capacity of local and regional governments, available and future quality and availability of education, as well as many other questions (content, work manner, resources etc), as well as realistic factors contributing to general society progress.

Something other than what we have today is what is needed—science and education leaving room for innovation, new teacher plans and initiatives with clearly controlled quality criteria through implementation of management in education. On that road beware of false prophets who have solutions for everything, especially if they also have cannons to support their opinion" (Karl R. Popper).

To conduct any type of reform and change in the education system, it is previously necessary to express and define national interest connected to education, as well as regional, local and other interests of the society. We should build the awareness of interactive relations of socio-economic development and education—about reform needs of education. Especially for development of Serbia, science and education should be given a chance in search of new identity, and it primarily implies the change of developed addictive mentality of education (political, economic before other), mentality "second class traveller in the train to future" because the hand that is receiving is always under the hand that is giving. Also, it should not be forgotten, the historical contribution of education in creation of national structure necessary for functioning of Serbian economy and society, national culture and elite, as a channel of social mobility. And no matter how ruined the education system is today, it is still, of higher quality than anything else you can find in Serbia. As much as it is possible, on its basic level, it is working on socialization and upbringing and education of children and

youth and it creates the elite of knowledge, not necessarily any worse than the one educated on universities worldwide.

Who makes this happen?

Those who are dedicated to science and education and deeply devoted to interests of Serbian people.

The future of Serbian education and science, first of all, depends on those working in education who sincerely want to preserve it and improve it according to national and state interest of development.

“The future is what is being developed now. When working with young, we are always in the beginning of what is coming” [13]

With this paper, authors provided the foundation for further research and they set intellectual challenges for all those who vocationally or theoretically deal with this subject.

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