

TESTING THE VALIDITY OF THE MODEL FOR IMPROVING THE PUBLIC POLICY MAKING PROCESS IN ROMANIA

Mihaela PĂCESILĂ

Academy of Economic Studies, Piata Romana, 6, Bucharest, Romania

Mihaela.pacesila@man.ase.ro

Abstract

This paper presents a descriptive model on public policy cycle and the basic competencies in the modernized public policy making process. This model comprises a series of features, three coordinates (vision, effectiveness and continuous improvement), a total of nine core principles and definitions of the core principles

The paper focuses on the validity of proposed model for improving the public policy making process in Romania. A questionnaire survey was distributed to the specialists involved in the public policy process at central level in order to find out their opinion and reaction across the proposals.

Keywords: public policy principles, the validity of the model for improving the public policy making process, analysis of variance (ANOVA), alternative hypothesis and null hypothesis, age and graduated specialization variance

1. INTRODUCTION

The public policy process must be a flexible process, and changes in public policy should focus on the following key elements:

- Designing public policies around outcomes;
- Making sure policies are inclusive, fair and evidence based;
- Avoiding unnecessary burdens on civil society, public sector and business;
- Involving others in policy making;
- Becoming more forward and outward looking;
- Learning from past experience (Report United Kingdom of Great Britain and Northern Ireland, 1999)

Based on the above issues, the Cabinet office from London developed a model for public policy making process. I translated this model into a questionnaire which I applied in the Public Policies Units within the ministries.

In this survey, I tried to find out the policy makers' reaction and if the model accurately reflects the realities from public policy development. I also tried to identify if current practice regarding government solutions in different program areas need to be improved.

The model is „a theoretical representation of the modernized policy process”. The most important element of this one is that „it recognises the uniqueness of each piece of policy making yet is demanding in what it requires of policy makers and it has the capacity to be customised to reflect departmental priorities”. This model comprises the following elements:

- “a series of features which, if adhered to, should produce effective public policies;
- three coordinates – vision, effectiveness, continuous improvement – that fully effective policy making will need to encompass;
- a total of nine core principles that relate to each coordinate and together encapsulate all the key elements of the policy making process;
- definitions of the core principles, together with descriptions of the evidence needed to demonstrate each competency”. (Report United Kingdom of Great Britain and Northern Ireland, 1999)

2. PRESENTATION AND EXPLANATION OF THE DESCRIPTIVE MODEL ON PUBLIC POLICY CYCLE

The policy makers must define precisely the results that the policy is intended to achieve and, if necessary, have a long term vision based on statistical trends and forecasts of social, political, economic and cultural trends, for at least the next five years.

Generally, long term, forward looking public policy making creates numerous obstacles. “Ministers often want to see measures that produce results in the short rather than medium or long term because of the pressures of the electoral cycle. There is also some scepticism amongst policy makers about their ability to look more than perhaps three or five years ahead because of the uncertainties involved”. (Report United Kingdom of Great Britain and Northern Ireland, 1999)

Using scenarios and other instruments in the long term, forward looking public policy making process is particularly important. I consider that holding seminars for building scenarios would allow the identification of key uncertainties. The scenarios should be classified around areas with the greatest uncertainty and with the greatest impact for the future.

- Developments in European and International level in public policy making process – takes into account the European and international experiences which may have a beneficial influence on the national situation.

Policy makers must take into account the factors of influence at the European and international level, and use the experience of other countries. At present I consider that policy makers need to build relationships with their foreign counterparts. The exchange of information between different countries, especially in the European Union, already exists, and the Internet and e-mail make such cooperation possible, but this is not enough. It is therefore important that specialists from various departments make progress in terms of explicit reference to Europe in describing the work and objectives in public policy making process.

- Change and flexibility in the public policy process – calls into question traditional ways of approaching various problems and encourages new ideas; it is open to comments and suggestions of others.

„Policy makers must be flexible and innovative, questioning established ways of dealing with things, encouraging new and creative ideas and where appropriate, making established ways work better. Wherever possible, /.../ they must be opened to /.../ comments and suggestions of others. Risks are identified and actively managed. Experimentation and diversity are encouraged through use of pilots/trials”. (Report United Kingdom of Great Britain and Northern Ireland, 1999)

I consider that attracting staff members from nongovernmental organization or even the *secondment of staff members for limited periods, from ministerial departments to other institutions* help policy makers get used to different ways of working. Using the Internet to learn from policy makers' experience in other countries can extend their thinking. Establishing effective linkages within the government - and with outside bodies - would allow the exchange of ideas and experience and collaboration, where necessary.

- Identification of rigorous information and their efficient utilisation – uses the best information and available analysis from a wide range of sources and involves key stakeholders still at an early stage.

Nowadays information plays an important role in public policy making process and policy decisions must be based on relevant information. „*Good quality policy making depends on high quality information, derived from a variety of sources: expert knowledge, existing domestic and international research, existings statistics, stakeholder consultation, evaluation of previous policies, new research, if appropriate; or secondary sources, including the internet*”. (Report United Kingdom of Great Britain and Northern Ireland, 1999)

Policy makers' recommendations/decisions are based on the best information available from a wide range of sources. All the stakeholders are involved in early stage and throughout the policy development. All information, relevant analysis, including those provided by specialists must be comprehensible to policy makers.

- Taking into account all the affected parties – refers to the impact on the needs of those directly or indirectly affected by the existing public policy.

Policy makers must take into account the impact on those directly or indirectly affected by policy and/or meet their needs. The stakeholders are directly involved in the public policy making process.

Currently there are numerous ongoing practices for stakeholders' involvement in the public policy process. In my opinion, the most effective means of consultation, in terms of cost and time are: *internet discussion forum, direct meetings and surveys*. This is not an area where mandatory requirements are adequate. The stakeholders' involvement will vary from case to case. Policy makers must find new ways to approach stakeholders, to share best practices and learn what works best in terms of consultation and involvement.

The public consultation involves interaction in a legal and institutional framework between the decision factors and the interested groups (stakeholders) in order to take a decision in a particular problem. In theory, in public consultation processes it is appropriate to involve all those who will be directly or indirectly affected by the decision to be taken. But in practice there are many factors that lead to various forms of representation: political interests, poor visibility, limited technical capacity to bring claims against political and bureaucratic system. Another important element in the consultation process and public involvement in decision making is to ensure representation of diversity (socio-demographic, residential, political orientation, gender). If a public involvement process does not take into account this information, some interest groups can be neglected, and the whole process can be questioned. Therefore, those who organize such public participation processes should take into account the representation of all those potentially affected by the decision.

I consider that *the consultation process should be carried out throughout the policy process*. The citizen involvement in public decision-making process should be done at each stage of the policy cycle. A number of features related to the effective implementation of participation should be set for each stage of this cycle.

- The institutional real, constant cooperation of institutions involved in the public policy making process – looks beyond institutional boundaries and strategic objectives of the ministry; establishes the ethical and legal base for the existing public policy.

„Policy makers must take a holistic view, looking beyond institutional boundaries to the government's strategic objectives and seek to establish the ethical, moral and legal base for policy”. It is essential that these take into account *„appropriate management/ organisational structures needed to deliver cross-cutting objectives and develop a rewards and incentives system that encourages and maintains cross-cutting working”.* (Report United Kingdom of Great Britain and Northern Ireland, 1999)

- **Early evaluation** – builds systematic evaluations of early results in the public policy making process. The systematic evaluation of policy effectiveness is included in the policy making process.
- **Review/Update** – keeps established policy under review to ensure it continues to deal with the problems that has been designed to deal with, taking into account the associated side effects.

The public policies should be constantly reviewed. In these circumstances, the policy makers are sure they are really dealing with the problems that have been designed to deal with, taking into account the associated side effects.

- **Capitalization on previous experiences** – *learns from past experience what works and what does not.*

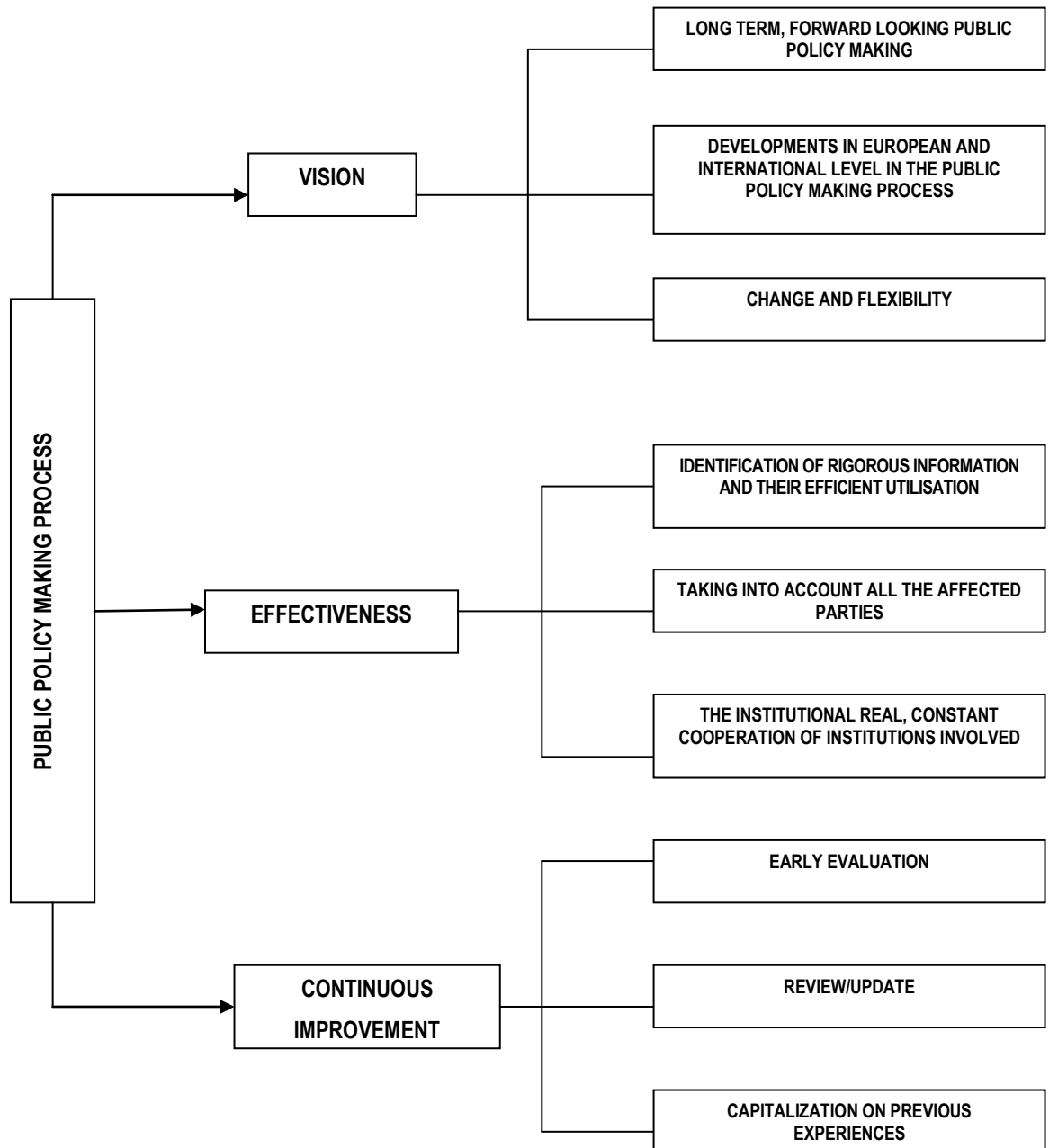


FIGURE 1 - BASIC COMPETENCIES IN THE MODERNIZED PUBLIC POLICY MAKING PROCESS. ADAPTED FROM PROFIROIU AND PĂCEȘILĂ (2009).

This principle consists in adopting a strategic approach in order to learn from past experience (by developing an evaluation program that meets the priorities) and also establishing a clear statements of desired results at the beginning of the public policy making process.

The definitions given for each principle represent the “features” of the proposed model of public policy. In order to demonstrate all the features listed above, the public policy making process requires a high level of achievement in each of the following coordinates:

- Vision, as a general description of what is intended to be achieved long term (Plumb and Androniceanu, 2003)
- Effectiveness: which shows the extent to which objectives have been achieved.
- Continuous improvement: which must be a permanent objective aimed at reaching the effectiveness, efficiency and a greater impact of public policies. (Profiroiu and Păceșilă, 2009)

3. CASE STUDY – THE VALIDITY OF PROPOSED MODEL FOR IMPROVING THE PUBLIC POLICY MAKING PROCESS IN ROMANIA

3.1. Preparation and submission of a questionnaire type

The need to modernize the public policy making process arrangements has been recognized by the Romanian Government (which developed successive strategies of public administration reform) since 2001. In these circumstances I have tried to improve the policy making process in Romania by acquiring and adapting a model. This represents a programme of change both to working practices and to culture of institutions involved in the process. *This model is intended to describe what an ideal policy making process would look like/.../ The model does not attempt to be prescriptive about the type of management structures that are used in policy making/.../ It seeks to set the standard of professional modernised policy making by defining what professional policy makers should be able to do. It is intended to guide the policy making process, not to evaluate the policy which is the outcome of the process, although evaluation of the effectiveness of the policy itself is part of the policy making process.* (Report United Kingdom of Great Britain and Northern Ireland, 1999). Taking into account that the way these ideas are understood and applied by practitioners is very important (in order to avoid duplication and overlap, but also to share successful experiences), I wanted to find out the opinion of specialists involved in the public policy process at central level. Thus, we distributed a questionnaire survey to those who have experience and expertise in public policy. *The aim was to see their reaction across the proposals for improving the public policy making process.*

The questionnaire was distributed and completed by the employees of Public Policies Units in more than 80% of the ministries during January - March 2010. The study sample consisted of 61 persons from the following

ministries: Ministry of Administration and Interior, Ministry of Foreign Affairs, Ministry of Agriculture and Rural Development, Ministry of Communications and Information Society, Ministry of Culture and National Patrimony, Ministry of Regional Development and Tourism, Ministry of Economy, Commerce and Business Environment; Ministry of Education, Research, Youth and Sport, Ministry of Public Finance, Ministry of Justice, **Ministry of Labor, Family and Social Protection**, Ministry of Health, Ministry of Transport and Infrastructure.

3.2. Analysis and interpretation of the questionnaire results

The research took place in the Public Policy Units within ministries. The questionnaire comprises 17 closed questions, most of them containing several sub-paragraphs. Closed questions restrict freedom of expression, but coding and data processing is simplified.

In order to formulate the questions, I used specific terms of public policy area, avoiding questions that suggest or imply some answers. The questionnaire has a certain dynamic and a certain order of arrangement for questions. The first question is simple and consists of five sub-points in order to obtain identifying information about the respondents. The following questions are both difficult and easy in order to avoid respondents becoming tired and refusing to answer or providing inadequate information.

The data collection was performed with the aid of department and doctoral colleagues, but also through email. Gathering and processing quantitative data was performed using SPSS. Using SPSS I have tried to obtain two categories of information:

- information on age, gender, education level, graduated specialization, staff category.
- information about the proposed model for improving the public policy making process in Romania (principles of the process, factors affecting short-term the public policy making process, policy makers' collaboration with their foreign counterparts, ways to consult with affected parties in the public policy making process, ways to inform public policy makers, factors ensuring the creation of an innovative culture within ministerial departments).

Following the field data collection a sample volume of 61 persons resulted, the sample being representative, since it was distributed and completed by employees of Public Policies Units in more than 80% of the ministries.

In this research the used method was the survey method, the technique used was that of the questionnaire-based survey, and the used tool was that of the questionnaire. The ministry was considered the sampling unit, the unit of observation was the individual, and the employees of Public Policy Units within ministries were the unit of analysis.

3.2.1. *The statistics for the questionnaire*

Based on the analysis of responses recorded, we can say that the respondents of this questionnaire have shown a good reaction across the proposals for improving the public policies process. This means they have a positive attitude in changing working practices and in changing vision of the institutions involved in public policy making process, ie how to address problems and identify solutions.

The detailed analysis for each survey questions and the answers provided allowed us to draw the following conclusions:

- Most of the respondents are aged between 30 and 40 years, and the number exceeding 50 years is low. As a result, most employees involved in public policy making process at the central level are young, the number of older people being lower.
- The number of women and men interviewed is close. Thus, we can draw the conclusion that there is a gender balance in terms of those involved in public policy making process.
- The educational level of the respondents is very good, which allows faster adaptation to changes that may occur in the economic, social, political environment.
- The graduated specializations of the respondents and thus of Public Policies Units employees vary from the legal, economic, administrative to the social and technical specialization. This diversity is useful, taking into account that the problems needed to be solved are complex. These problems solving require to consider the social, economic, legal, political, and even technological issues regarding the development and implementation.
- The respondents consider that the public policy principles which I presented are very important. Moreover, the percentage of those who consider these principles some parameters for the assessment of public policies quality is very high. It follows therefore that the Public Policies Units employees are aware of the need for changes in the organizational culture of institutions involved in this process.
- The respondents acknowledge that there are many obstacles preventing long-term public policy making. Even if long-term approach is required and promoted, political intervention often requires rapid identification of solutions having short term effects. Also, although the public policy goals and objectives are set, most of the time they are vague until the end of the process, which creates distrust and uncertainty among policy makers.
- An important role in the process is given to the cooperation with other countries, this being confirmed by the percentage of those who opted for the level of importance "to a great extent" and

"heavily". This means that policy makers understand that one of the elements ensuring the progress in this process is the exchange of information and experience.

- Almost all public policy makers take into account the role of information in public policy making process and consider that it is necessary to substantiate the involvement of citizens interested in public policy design. The respondents are aware that the use of information and direct meetings may facilitate understanding the way that public policy will work in the field. Thus there the possibility that the emergence of unintended consequences is reduced. Through these options, the unintended consequences are reduced.
- Considering the large number of those who responded favorably to the questions about the consultation process, I can conclude that the members of Public Policies Unit show a complete understanding of its role and importance, because it represents a key element in ensuring a qualitative public participation process.
- The respondents are opened for institutional cooperation, as well as with their foreign counterparts, because it allows the creation of a shared vision of policy-making, and broadening the horizon of thinking.
- The interviewees understand and accept the need to set targets and/or outcomes clearly drawn and stated at the outset, the requirement to conduct a rigorous and comprehensive process and the need to identify various ways to study and apply previous experiences.

3.2.2. Testing statistical hypothesis of research using One-way ANNOVA

In order to achieve a more complex analysis, I also considered useful the application of the ANNOVA procedure in order to find the influence of age and graduated specialization in which the respondents of the answers can be classified.

In order to use parametric ANNOVA test, I verified that the following conditions were achieved:

- The samples were selected independently;
- The subject' dispersion are equal ($\sigma_1^2 = \sigma_2^2 = \dots = \sigma_k^2$);
- The dependent variable is normally distributed.

Compliance with these conditions (in particular the equality in dispersions) is very important. "ANOVA is a relatively robust procedure with respect to violations of the normality assumption. If data are *ordinal*, a non-parametric alternative to this test should be used such as *Kruskal-Wallis one-way analysis of variance*". (One-way ANNOVA, n.d.).

The ANOVA output gives us the analysis of variance summary table. There are six columns in the output:

Column	Description
Unlabeled (Source of variance)	The first column describes each row of the ANOVA summary table. It tells us that the first row corresponds to the between-groups estimate of variance (the estimate that measures the effect and error). The between-groups estimate of variance forms the numerator of the F ratio. The second row corresponds to the within-groups estimate of variance (the estimate of error). The within-groups estimate of variance forms the denominator of the F ratio. The final row describes the total variability in the data.
Sum of Squares	The Sum of squares column gives the sum of squares for each of the estimates of variance. The sum of squares corresponds to the numerator of the variance ratio.
df	The third column gives the degrees of freedom for each estimate of variance.
Mean Square	The fourth column gives the estimates of variance (the mean squares.) Each mean square is calculated by dividing the sum of square by its degrees of freedom. $MS_{\text{Between-groups}} = SS_{\text{Between-groups}} / df_{\text{Between-groups}}$ $MS_{\text{Within-groups}} = SS_{\text{Within-groups}} / df_{\text{Within-groups}}$
F	The fifth column gives the F ratio. It is calculated by dividing mean square between-groups by mean square within-groups. $F = MS_{\text{Between-groups}} / MS_{\text{Within-groups}}$
Sig.	The final column gives the significance of the F ratio. This is the p value. If the p value is less than or equal your α level, then you can reject H_0 that all the means are equal.

Sources: Using SPSS for One Way Analysis of Variance (2011)

In order to verify the normality, homoscedasticity and independence restriction required to ANNOVA analysis, I used the command Analyze – Compare Means – One-Way ANOVA, and in the dialog-box One-Way ANOVA: Options I checked the followings: Descriptives (to get descriptive statistics), Homogeneity of Variance (to get a test of the assumption of homogeneity of variance) and Means plot (to get a graph of the means of the conditions.)

The independence of samples was tested using the Durbin-Watson test. Test statistics is given by:

$$d = 2 - 2r_{x_1, x_2}$$

where r_{x_1, x_2} represents the correlation coefficient between two variables x_1 and x_2 whose independence must be verified. (Intermediate Statistical Methods, Lecture 16, Correcting for Autocorrelation, 2003)

The calculated d value is between 1,5 and 2,5, which means that the hypothesis for independence of variables is accepted.

Regarding the homoscedasticity restriction, which implies that group variances are equal, I found out (applying HOV test (Homogeneity of Variance)) that Sig value for homogeneity of variances test is greater than 0.05, suggesting that the variances are equal. Therefore, the homoscedasticity restriction is accomplished and ANOVA test can be applied.

In order to determine the normality of distribution I performed a preliminary analysis of data and of the appropriate type of statistical processing methods. Thus, statistically insignificant values obtained by Shapiro-Wilk test, above the critical threshold for admissibility of $p = 0.05$, allowed me to accept the assumption of the normality of the distribution concerning the proposed ideas for public policy process and hence the adequacy of parametric methods designed for calculation.

3.2.3 The analysis of the relationship between two variables

A. Analysis of variance according to age of respondents

I shall analyze the influence of age on the questions. The purpose of these questions was to study the views of those involved in public policy making process regarding the proposed ideas for improving this process.

The interpretation and decision making is based on the coefficient of significance Sig calculated using One Way ANOVA. Descriptive statistical indicators are presented in Tables 1-11.

1. The principles of public policy process

The null hypothesis (H_0) indicates that there is no influence of age on the principles of public policy process.

The alternative hypothesis (H_1) indicates the influence of age on the principles of public policy process.

Alternative hypothesis H_1 is accepted ($\alpha < 0,05$), which means that the age difference significantly influences the choice of levels of importance given to the principles of public policy process, for the following statements: *Developments in European and International level* ($\alpha = 0,007$), *Change and flexibility* ($\alpha = 0,020$), *Capitalization on previous experience* ($\alpha = 0,004$).

2. Factors affecting short-term the public policy making process

The null hypothesis (H_0): There is no influence of the respondents' age on the factors affecting short-term the public policy making process.

The alternative hypothesis (H_1): There is a certain influence of the respondents' age on the factors affecting short-term the public policy making process.

The value of α is less than 0.05 only for *Lack of planning by using scenarios* ($\alpha = 0,021$), which means that the relationship between the two variables is considered significant. It follows that the alternative hypothesis is accepted, namely the respondents' age has significant influence on the factor mentioned.

The other sub-paragraphs of this questions have the value of α greater than 0.05, which means that opting for one of the levels of importance was not influenced by the respondents' age, so the null hypothesis is accepted.

3. *Policy makers working with their foreign counterparts*

The null hypothesis (H_0): The respondents' age does not influence policy makers working with their foreign counterparts for improving the public policy process.

The alternative hypothesis (H_1): The respondents' age influences policy makers working with their foreign counterparts for improving the public policy process.

The value of α is 0,171, which means that the null hypothesis is not rejected, so the approval or disapproval of policy makers working with their foreign counterparts do not differ significantly with age.

4. *Ways to inform public policy makers*

The null hypothesis (H_0): The assesment of ways to inform public policy makers is not influenced by the respondents' age.

The alternative hypothesis (H_1): The assesment of ways to inform public policy makers is significantly influenced by the respondents' age.

Significant results were obtained at a threshold lower than $\alpha=0,05$, for the following statements: *External research* ($\alpha =0,031$), *Stakeholders' consultation* ($\alpha =0,014$), *Evaluation of previous public policy* ($\alpha =0,001$). It follows that the null hypothesis is rejected and alternative hypothesis is accepted for these statements, namely the independent variable "age" explains the variance of the dependent variables mentioned above and vice versa.

5. *Ways to consult with affected parties in the public policy making process*

The null hypothesis (H_0): The assesment of ways to consult with affected parties in the public policy making process is not influenced by the respondents' age.

The alternative hypothesis (H_1): The assesment of ways to consult with affected parties in the public policy making process is significantly influenced by the respondents' age.

The null hypothesis is rejected, because the value of α is less than 0,05 for all the ways to consult with affected parties, namely the assesment of ways to consult with affected parties is significantly influenced by the respondents' age.

6. *The consultation process throughout the public policy process*

The null hypothesis (H_0): The respondent' age does not influence the choice of levels of importance for the consultation process throughout the public policy process.

The alternative hypothesis (H_1): The respondent's age influences the choice of levels of importance for the consultation process throughout the public policy process.

The null hypothesis H_0 is accepted ($\alpha = 0,817$), which means that the differences in age between respondents does not influence the choice of level of importance for the consultation process throughout the public policy process.

7. Ministerial departments' relationship involved in the public policy making process with the affected parties

The null hypothesis (H_0): The assesment of ministerial departments' relationship involved in the public policy making process with the affected parties is not influenced by the respondents' age. The alternative hypothesis (H_1): The assesment of ministerial departments' relationship involved in the public policy making process with the affected parties is influenced by the respondents' age. Significant results were obtained at a threshold lower than $\alpha = 0,05$, so it can be rejecting the nulle hypothesis H_0 , and alternative hypothesis H_1 is accepted for the following statement: Direct meetings with affected parties

8. Factors ensuring the creation of an innovative culture within ministerial departments

The *null hypothesis* (H_0): The assesment of factors ensuring the creation of an innovative culture within ministerial departments is not influenced by the respondents' age.

The *alternative hypothesis* (H_1): The assesment of factors ensuring the creation of an innovative culture within ministerial departments is influenced by the respondents' age.

Significant results were obtained at a threshold lower than $\alpha = 0,05$, so it can be rejecting the nulle hypothesis H_0 , and alternative hypothesis H_1 is accepted for the following statements: Attracting staff members from nongovernmental organization in public policy departments ($\alpha = 0,000$), Secondment of staff members for limited periods, from ministerial departments to other institutions ($\alpha = 0,033$).

9. Holistic vision of policy makers

The null hypothesis (H_0): The responses to the question regarding the holistic vision of policy makers are not influenced by the age difference of the respondents.

The alternative hypothesis (H_1): The responses to the question regarding the holistic vision of policy makers are influenced by the age difference of the respondents.

Null hypothesis is accepted because the value of α is greater than 0,05 (5%), meaning that the age of the respondents does not significantly affect that assessment.

10. Collaboration between departments involved in public policy making process at central level and similar departments in other countries

The null hypothesis (H_0) indicates that there is no influence of age on the idea that collaboration between departments involved in public policy making process would improve the process.

The alternative hypothesis (H_1) indicates the influence of age on the idea that collaboration between departments involved in public policy making process would improve the process.

The relationship between two variables is significant because the value of α is 0,017, lower than 0,05. So, the null hypothesis is rejected and the alternative hypothesis is accepted.

11. Factors that can streamline the public policy process

The null hypothesis (H_0) indicates that there is no influence of age on factors that can streamline the public policy process.

The alternative hypothesis (H_1) indicates the influence of age on factors that can streamline the public policy process.

The alternative hypothesis H_1 ($\alpha < 0,05$) is accepted for one factor. This means that there is a significant influence of the respondents' age on the statement regarding capitalization on previous experiences in *public policy making, implementation and evaluation*.

The analysis of the answers to the questions shows that the respondents' age produces significant differences in the assessment of the proposed model. This situation is not uncommon, but it is quite common. In most cases the generation gap occurs in stages of 20-25 years, and they are more and more prominent in both the public and the private sector, due to an accelerated development rhythm. The employees' age difference is a topical issue because it leads to a different approach of situations and produces differences between employees in the following respects:

- **the professional experience:** young people, on the one hand, inexperienced or less experienced, and older, on the other hand, experienced workforce.
- **the mentality.** The shift from the state organization to the market economy has given rise to differences between those trained in the old matrix and those formed later. Moreover, it is known that a distinction is made between employees who have studied and worked in the communist system and those who have only heard about it. The generation that lived in communism want to work and consider that the work is a duty. Freedom of expression and the desire to express themselves is very important for those who have not experienced communism.

- **the value system.** Even if the values are rather personal, each generation has a common line allowing an individual to make his way in accordance with its own set of values. According to the experts, the employees under 45 years give importance to the independence, personal identity, nonconformity, initiative, risk taking. The employees over 45 years have a set of values that include safety, loyalty, gender role differentiation, stability. (Oancea, 2008)
- **the communication.** According to experts, during the accumulation phase the beginners may have the tendency to perceive others as being rigid, non-cooperating. These different views may cause conflicts between them and senior staff, especially when they feel unsupported or kept in the shadows. (Oancea, 2008)
- **the adaptability.** Compared with the older generation, the younger one adapts more quickly to expected or unexpected changes in the socio-economic environment.

The different options depending on the respondents' age can be explained by the above aspects. The principles of public policy process, (change and flexibility, long term, forward looking public policy making), the use of new methods and techniques (planning by using scenarios) are more easily accepted by young people who are more receptive to everything that is new and want to gain knowledge. They also communicate more easily and quickly adapt to changes occurring in the economic, social, and political environment and that can influence the activity of a public or private organization.

Taking into account that the practice of public consultation and the use of research and external expertise do not have a tradition in Romania, it will be more difficult for the older generation to adapt and accept these practices.

The innovative culture, the necessity to work with foreign counterparts require teamwork, cooperation, high capacity to adapt to new changes, communication desire and also desire to acquire new knowledge, assumption of risks and responsibility. As mentioned above, these requirements are understood more quickly and more easily achieved by the younger generation, who wants to more intensively *exploit the opportunities* for improving the knowledge.

In my opinion, even if there is not always congruence between employees' personal values and professional experience is not the same because of the differences between the generations, they may be prompted to share the values of organizational culture, the work experience and the same model of organizational behaviour.

TABLE 1 - ANALYSIS OF VARIANCE FOR THE PRINCIPLES OF PUBLIC POLICY PROCESS ACCORDING TO AGE

			Sum of Squares	df	Mean Square	F	Sig. (a)
Long term, forward looking public policy making * Age	Between Groups (Combined)		0,875	3	0,292	1,418	0,253
	Within Groups		7,613	37	0,206		
	Total		8,488	40			
Developments in European and International level in public policy making process * Age	Between Groups (Combined)		2,887	3	0,962	4,715	0,007
	Within Groups		7,552	37	0,204		
	Total		10,439	40			
Change and flexibility * Age	Between Groups (Combined)		2,374	3	0,791	3,720	0,020
	Within Groups		7,870	37	0,213		
	Total		10,244	40			
Identification of rigorous information and their efficient utilization * Age	Between Groups (Combined)		1,048	3	0,349	2,121	0,115
	Within Groups		5,927	36	0,165		
	Total		6,975	39			
Taking into account all the affected parties * Age	Between Groups (Combined)		0,721	3	0,240	1,412	0,255
	Within Groups		6,303	37	0,170		
	Total		7,024	40			
The institutional real, constant cooperation of institutions involved in the public policy making process * Age	Between Groups (Combined)		1,547	3	0,516	2,395	0,084
	Within Groups		7,965	37	0,215		
	Total		9,512	40			
Early evaluation * Age	Between Groups (Combined)		1,094	3	0,365	1,825	0,160
	Within Groups		7,394	37	0,200		
	Total		8,488	40			
Review/Update * Age	Between Groups (Combined)		1,239	3	0,413	1,427	0,250
	Within Groups		10,712	37	0,290		
	Total		11,951	40			
Capitalization on previous experiences * Age	Between Groups (Combined)		3,056	3	1,019	5,243	0,004
	Within Groups		7,188	37	0,194		
	Total		10,244	40			

TABLE 2 - ANALYSIS OF VARIANCE FOR FACTORS AFFECTING SHORT-TERM THE PUBLIC POLICY MAKING PROCESS ACCORDING TO AGE

			Sum of Squares	df	Mean Square	F	Sig.
Election cycle pressures * Age	Between Groups (Combined)		0,411	3	0,137	0,841	0,480
	Within Groups		6,028	37	0,163		
	Total		6,439	40			
Policy makers are dominated by a certain skepticism because of uncertainties involved * Age	Between Groups (Combined)		5,026	3	1,675	1,685	0,187
	Within Groups		36,779	37	0,994		
	Total		41,805	40			
Lack of planning by using scenarios * Age	Between Groups (Combined)		4,333	3	1,444	3,649	0,021
	Within Groups		14,643	37	0,396		
	Total		18,976	40			

TABLE 3 - ANALYSIS OF VARIANCE FOR POLICY MAKERS WORKING WITH THEIR FOREIGN COUNTERPARTS ACCORDING TO AGE

			Sum of Squares	df	Mean Square	F	Sig. (a)
Policy makers must collaborate with their foreign counterparts * Age	Between Groups (Combined)		0,599	3	0,200	1,766	0,171
	Within Groups		4,182	37	0,113		
	Total		4,780	40			

TABLE 4 - ANALYSIS OF VARIANCE FOR WAYS TO INFORM PUBLIC POLICY MAKERS ACCORDING TO AGE

			Sum of Squares	df	Mean Square	F	Sig. (α)
Experts' knowledge * Age	Between Groups (Combined)		0,639	3	0,213	0,865	0,468
	Within Groups		9,117	37	0,246		
	Total		9,756	40			
Internal research * Age	Between Groups (Combined)		0,785	3	0,262	0,902	0,449
	Within Groups		10,727	37	0,290		
	Total		11,512	40			
External research * Age	Between Groups (Combined)		1,993	3	0,664	3,330	0,031
	Within Groups		6,982	35	0,199		
	Total		8,974	38			
Existing statistics * Age	Between Groups (Combined)		1,198	3	0,399	1,527	0,224
	Within Groups		9,680	37	0,262		
	Total		10,878	40			
Stakeholder's consultation * Age	Between Groups (Combined)		2,485	3	0,828	4,026	0,014
	Within Groups		7,613	37	0,206		
	Total		10,098	40			
Evaluation of previous public policy * Age	Between Groups (Combined)		2,941	3	0,980	6,598	0,001
	Within Groups		5,498	37	0,149		
	Total		8,439	40			

TABLE 5 - ANALYSIS OF VARIANCE FOR WAYS TO CONSULT WITH AFFECTED PARTIES IN THE PUBLIC POLICY MAKING PROCESS ACCORDING TO AGE

			Sum of Squares	df	Mean Square	F	Sig. (α)
Surveys * Age	Between Groups (Combined)		3,114	3	1,038	20,633	0,000
	Within Groups		1,861	37	0,050		
	Total		4,976	40			
Direct meetings * Age	Between Groups (Combined)		0,599	3	0,200	3,384	0,028
	Within Groups		2,182	37	0,059		
	Total		2,780	40			
Internet discussion forum * Age	Between Groups (Combined)		6,001	3	2,000	5,792	0,002
	Within Groups		12,779	37	0,345		
	Total		18,780	40			

TABLE 6 - ANALYSIS OF VARIANCE FOR THE CONSULTATION PROCESS THROUGHOUT THE PUBLIC POLICY PROCESS ACCORDING TO AGE

			Sum of Squares	df	Mean Square	F	Sig. (α)
The consultation process must be carried out throughout the policy process * Age	Between Groups (Combined)		0,271	3	0,090	0,311	0,817
	Within Groups		10,753	37	0,291		
	Total		11,024	40			

TESTING THE VALIDITY OF THE MODEL FOR IMPROVING THE PUBLIC POLICY MAKING PROCESS IN ROMANIA
MANAGEMENT RESEARCH AND PRACTICE Vol. 3 Issue 2 (2011) pp: 46-73

TABLE 7 - ANALYSIS OF VARIANCE FOR MINISTERIAL DEPARTMENTS' RELATIONSHIP INVOLVED IN THE PUBLIC POLICY MAKING PROCESS WITH THE AFFECTED PARTIES ACCORDING TO AGE

		Sum of Squares	df	Mean Square	F	Sig. (α)
Regular interdepartmental information through Internet discussion forums * Age	Between Groups (Combined)	3,396	3	1,132	0,902	0,449
	Within Groups	46,409	37	1,254		
	Total	49,805	40			
Direct meetings with affected parties * Age	Between Groups (Combined)	10,057	3	3,352	20,703	0,000
	Within Groups	5,991	37	0,162		
	Total	16,049	40			
Regular interdepartmental information through surveys * Age	Between Groups (Combined)	3,576	3	1,192	2,119	0,114
	Within Groups	20,814	37	0,563		
	Total	24,390	40			

TABLE 8 - ANALYSIS OF VARIANCE FOR FACTORS ENSURING THE CREATION OF AN INNOVATIVE CULTURE WITHIN MINISTERIAL DEPARTMENTS ACCORDING TO AGE

		Sum of Squares	df	Mean Square	F	Sig. (α)
Attracting staff members from nongovernmental organization in public policy departments * Age	Between Groups (Combined)	12,831	3	4,277	11,732	0,000
	Within Groups	12,759	35	0,365		
	Total	25,590	38			
Secondment of staff members for limited periods, from ministerial departments to other institutions * Age	Between Groups (Combined)	8,736	3	2,912	3,230	0,033
	Within Groups	33,361	37	0,902		
	Total	42,098	40			
The exchange of ideas and experience with public policy makers in other countries * Age	Between Groups (Combined)	2,227	3	0,742	1,981	0,134
	Within Groups	13,870	37	0,375		
	Total	16,098	40			

TABLE 9 - HOLISTIC VISION OF POLICY MAKERS ANALYSIS OF VARIANCE ACCORDING TO AGE

		Sum of Squares	df	Mean Square	F	Sig. (α)
Public policy makers must take a holistic view, looking beyond institutional boundaries and strategic objectives of the ministry * Age	Between Groups (Combined)	0,836	3	0,279	0,798	0,503
	Within Groups	12,920	37	0,349		
	Total	13,756	40			

TABLE 10 - ANALYSIS OF VARIANCE FOR COLLABORATION BETWEEN DEPARTMENTS INVOLVED IN PUBLIC POLICY MAKING PROCESS AT CENTRAL LEVEL AND SIMILAR DEPARTMENTS IN OTHER COUNTRIES ACCORDING TO AGE

		Sum of Squares	df	Mean Square	F	Sig. (α)
Collaboration between departments involved in public policy making process at central level and similar departments in other countries leads to process' improvement * Age	Between Groups (Combined)	3,911	3	1,304	3,850	0,017
	Within Groups	12,528	37	0,339		
	Total	16,439	40			

TABLE 11 - ANALYSIS OF VARIANCE FOR FACTORS THAT CAN STREAMLINE THE PUBLIC POLICY PROCESS ACCORDING TO AGE

		Sum of Squares	df	Mean Square	F	Sig. (α)
Using methods such as "job shadowing" of operational staff by policy makers * Age	Between Groups (Combined)	4,197	3	1,399	2,770	0,057
	Within Groups	17,172	34	0,505		
	Total	21,368	37			
Capitalization on previous experiences in public policy making, implementation and evaluation * Age	Between Groups (Combined)	3,001	3	1,000	5,478	0,003
	Within Groups	6,755	37	0,183		
	Total	9,756	40			
Efficiency policy evaluation at the beginning of the process * Age	Between Groups (Combined)	1,222	3	0,407	1,671	0,190
	Within Groups	9,022	37	0,244		
	Total	10,244	40			
Regular review of existing policy to find out if they produce the desired results * Age	Between Groups (Combined)	1,500	3	0,500	2,136	0,113
	Within Groups	8,192	35	0,234		
	Total	9,692	38			

B. Analysis of variance according to the graduated specialization

I shall analyze if the responses to the questions are influenced by the respondents' graduated specialization. The interpretation and decision making is based on the coefficient of significance Sig calculated using One Way ANOVA. Descriptive statistical indicators are presented in Tables 12-22.

Significant results were obtained, because the level of significance is less than α ($\alpha < 0,05$), so **the null hypothesis is rejected and the alternative hypothesis is accepted** (the graduated specialization significantly influences the responses to the questions), for the following statements:

1. The principles of public policy process

The null hypothesis (H_0) indicates that there is no influence of the respondents' graduated specialization on the principles of public policy process.

The alternative hypothesis (H_1) indicates the influence of the respondents' graduated specialization on the principles of public policy process.

The decision is made using the significance test: H_1 is accepted if Sig is less than 0,05. Significant results were obtained for the following sub-paragraphs: *Long term, forward looking public policy making* ($\alpha = 0,018$), *Developments in European and International level* ($\alpha = 0,002$), *Change and flexibility* ($\alpha = 0,038$), *Identification of rigorous information and their efficient utilisation* ($\alpha = 0,007$), *The institutional real, constant cooperation of institutions involved in the public policy making process* ($\alpha = 0,014$), *Early evaluation* ($\alpha = 0,002$), *Review/Update* ($\alpha = 0,017$).

2. *Ways to inform public policy makers*

The null hypothesis (H_0): The assessment of ways to inform public policy makers is not influenced by the respondents' graduated specialization.

The alternative hypothesis (H_1): The assessment of ways to inform public policy makers is influenced by the respondents' graduated specialization.

The alternative hypothesis H_1 ($\text{Sig} < 0,005$) is accepted for the following ways to inform public policy makers: *Experts' knowledge* ($\alpha = 0,045$), *External research* ($\alpha = 0,016$), *Stakeholders' consultation* ($\alpha = 0,039$), *Evaluation of previous public policy* ($\alpha = 0,000$).

3. *Ways to consult with affected parties in the public policy making process*

The null hypothesis (H_0): The assessment of ways to consult with affected parties in the public policy making process is not influenced by the respondents' graduated specialization.

The alternative hypothesis (H_1): The assessment of ways to consult with affected parties in the public policy making process is influenced by the respondents' graduated specialization.

The alternative hypothesis H_1 is accepted, because significant results were obtained at a threshold α lower than 0,05, for the sub-paragraphs 1 and 3. This means that the assessment of ways to consult with affected parties regarding *surveys* and *internet discussion forum* is influenced by the respondents' graduated specialization.

4. *The consultation process throughout the public policy process*

The null hypothesis (H_0): The respondents' graduated specialization does not influence the choice of level of importance given to the consultation process throughout the public policy process.

The alternative hypothesis (H_1): The respondents' graduated specialization influences the choice of level of importance given to the consultation process throughout the public policy process.

The relationship between the independent variable *the graduated specialization* and the dependent variable *the consultation process throughout the public policy process* is significant, because the value of α is 0,007, being smaller than 0,05.

5. *Ministerial departments' relationship involved in the public policy making process with the affected parties*

The null hypothesis (H_0): The assessment of ministerial departments' relationship involved in the public policy making process with the affected parties is not influenced by the respondents' graduated specialization.

The alternative hypothesis (H₁): The assessment of ministerial departments' relationship involved in the public policy making process with the affected parties is influenced by the respondents' graduated specialization.

The alternative hypothesis is accepted, because the level of significance is greater than 0,05 for Direct meetings with affected parties ($\alpha = 0,000$) and Regular interdepartmental information through surveys ($\alpha = 0,022$).

6. Factors ensuring the creation of an innovative culture within ministerial departments

The null hypothesis (H₀): The assessment of factors ensuring the creation of an innovative culture within ministerial departments is not influenced by the respondents' graduated specialization.

The alternative hypothesis (H₁): The assessment of factors ensuring the creation of an innovative culture within ministerial departments is influenced by the respondents' graduated specialization.

The alternative hypothesis H₁ is accepted because the level of significance is less than 0,05 for all sub-paragraphs of this question.

7. Factors that can streamline the public policy process

The *null hypothesis* (H₀) indicates that there is no influence of the respondents' graduated specialization on factors that can streamline the public policy process.

The *alternative hypothesis* (H₁) indicates the influence of the respondents' graduated specialization on factors that can streamline the public policy process.

The alternative hypothesis H₁ is accepted because significant results were obtained at a threshold α lower than 0,05, for sub-paragraphs 2 and 3 of this question. This means that the assessment of factors that can streamline the public policy process regarding capitalization on previous experiences and efficiency policy evaluation at the beginning of the process is influenced by the respondents' graduated specialization.

The factor graduated specialization, namely the independent variables (which lead to changes in the status of the dependent variables describing the public policy making process model), has a significant influence on the responses. This could be explained by the fact that the graduate students have different skills, outstanding analytical skills, different abilities to solve problems involving social, economic, political factors, etc., according to or in accordance with the graduated specialization.

For example, the social science graduates put more emphasis on interpersonal communication skills, they have abilities of information, communication and dissemination of information and they also have the ability to identify solutions to complex social problems, which explains the significant differences in sub-paragraphs 4,

5, 6, 7, 8 regarding the ways of information and consultation with the affected parties. On the other hand, economics and technical graduates have skills in applying concepts, theories and methods of fundamental research for the development of projects, case studies and professional approaches.

According to statistics, 12,20% of those surveyed have technical studies, 17,07%, social studies, 24,39% legal studies, 19,51% economic studies, 17,07% administrative studies and 9,76% have other studies. The studies of the respondents are different - legal, economic, administrative, social and technical studies -, which has a positive effect on the public policy process.

Information and communication skills of social science graduates blend harmoniously with the concepts and methods of investigation of economic and technical public policy process. Moreover, it is known that social sciences fields of study provides an overview of social life, of theoretical and practical knowledge about mechanisms of society functioning, of direct or indirect consequences of social processes. Graduates of this area have the ability to perform social diagnosis of the situations mentioned, suggesting the development of rational strategies and participating in solving social problems of great complexity.

Economic Sciences provides graduates with the ability to analyze and synthesize economic processes and phenomena, the ability to design, develop and implement strategies, the ability to make decisions and coordinate micro-groups, the ability to innovate and manage change within the organization. They also have skills in developing research and expertise projects and risk-taking, in provisioning activities in different organizational settings.

Technical specializations prepare graduates able to develop interpretations and judgments, becoming also able to implement and coordinate various research and development projects.

Knowledge and training gained by economic and technical graduates allow increasing and improving the quality of public policies decision and rapid familiarization with the instruments used to substantiate the public policy and with a number of methods and techniques used in public policy making process.

The role of technical specialization, but also of economic development is very well emphasized in the impact analysis of public policy, which requires systematic gathering and analysis of data sets obtained from impact studies regarding a particular program or multiple programs in order to enhance the plausibility in determining net effects. The impact evaluation began to be considered a useful public policy tool, and if it is done properly, the effects obtained are very positive: decreasing the period of implementation, increasing the predictability and efficiency of governance, etc.

Legal science graduates have also an important contribution in the development of coherent public policies that ensure rule of law and strengthen the civil society. They study the existence and development of state

laws, legal and political institutions, their concrete historical content and the way the society is influenced by legal institutions and the way these institutions also support the social influence.

I can also mention that administrative science graduates have the capacity for analysis and synthesis of administrative phenomena, the ability to evaluate the results obtained in exercising a public function, capacity for understanding the administrative mechanisms and managerial skills development and a logical thinking on administrative phenomenon.

The skills and abilities provided by public policy makers' different specializations contribute to strengthening central government capacity to develop effective public policies oriented towards achieving results and allowing the measurement of impact and results.

This diversity of employees' studies from Public Policy Units within ministries is beneficial because public policy borrows a number of methods in statistics, microeconomics, qualitative social research, public administration, psychology, etc. Also, the areas of public policy analyst' study are identical to those covered by research on various branches of public sector economy (sectoral policies: industrial, fiscal, health, education, etc..) political science, applied management (evaluations of programs).

However, the consistency of public policy comes from studying a public intervention from its beginning until the end, taking into account its elements and effects. In these circumstances, it is necessary that the policy analyst has a "more sectoral" qualification, beyond the theoretical core of this discipline in order to become a successful practitioner. This involves acquiring the basics of the decision making, and the concepts in statistics, economics and qualitative research and other areas where improvement is needed separately: management of organizations, social policy, sectoral policies, etc.

Based on these considerations, we consider useful that people involved in the public policy process have various specializations. Only in this way they can analyze and understand the effects of an intervention program and can formulate relevant conclusions. In the specialized literature of national level two authors said: „It would be unusual for a professional analyst to make institutional audits today, environmental impact assessment tomorrow and recommendations to assess the electoral system next week” (Mungiu-Pippidi and Ioniță, 2002)

According to these, the first case requires a specialization in management of programs and institutions, the second in economy and environmental issues, and the third requires familiarity with voting systems and political sociology.

In my opinion a greater importance should be given for developing skills related to information, communication and information dissemination to all employees of Public Policy Units and for increasing skills needed to understand the public policy making process.

TABLE 12 - ANALYSIS OF VARIANCE FOR THE PRINCIPLES OF PUBLIC POLICY PROCESS ACCORDING TO THE GRADUATED SPECIALIZATION

	Sum of Squares	df	Mean Square	F	Sig. (α)	
Long term, forward looking public policy making * Graduated specialization	Between Groups (Combined)	2,656	5	0,531	3,187	0,018
	Within Groups	5,832	35	0,167		
	Total	8,488	40			
Developments in European and International level in public policy making process * Graduated specialization	Between Groups (Combined)	4,339	5	0,868	4,979	0,002
	Within Groups	6,100	35	0,174		
	Total	10,439	40			
Change and flexibility * Graduated specialization	Between Groups (Combined)	2,826	5	0,565	2,667	0,038
	Within Groups	7,418	35	0,212		
	Total	10,244	40			
Identification of rigorous information and their efficient utilisation * Graduated specialization	Between Groups (Combined)	2,511	5	0,502	3,824	0,007
	Within Groups	4,464	34	0,131		
	Total	6,975	39			
Taking into account all the affected parties * Graduated specialization completed	Between Groups (Combined)	0,564	5	0,113	0,611	0,692
	Within Groups	6,461	35	0,185		
	Total	7,024	40			
The institutional real, constant cooperation of institutions involved in the public policy making process * Graduated specialization	Between Groups (Combined)	3,094	5	0,619	3,375	0,014
	Within Groups	6,418	35	0,183		
	Total	9,512	40			
Early evaluation * Graduated specialization	Between Groups (Combined)	3,470	5	0,694	4,841	0,002
	Within Groups	5,018	35	0,143		
	Total	8,488	40			
Review/Update * Graduated specialization	Between Groups (Combined)	3,762	5	0,752	3,216	0,017
	Within Groups	8,189	35	0,234		
	Total	11,951	40			
Capitalization on previous experiences * Graduated specialization	Between Groups (Combined)	1,501	5	0,300	1,202	0,329
	Within Groups	8,743	35	0,250		
	Total	10,244	40			

TABLE 13 - ANALYSIS OF VARIANCE FOR FACTORS AFFECTING SHORT-TERM THE PUBLIC POLICY MAKING PROCESS ACCORDING TO THE GRADUATED SPECIALIZATION

	Sum of Squares	df	Mean Square	F	Sig. (α)	
Election cycle pressures * Graduated specialization	Between Groups (Combined)	0,835	5	0,167	1,044	0,408
	Within Groups	5,604	35	0,160		
	Total	6,439	40			
Policy makers are dominated by a certain skepticism because of uncertainties involved * Graduated specialization	Between Groups (Combined)	5,844	5	1,169	1,138	0,359
	Within Groups	35,961	35	1,027		
	Total	41,805	40			
Lack of planning by using scenarios * Graduated specialization	Between Groups (Combined)	4,847	5	0,969	2,401	0,057
	Within Groups	14,129	35	0,404		
	Total	18,976	40			

TABLE 14 - ANALYSIS OF VARIANCE FOR POLICY MAKERS WORKING WITH THEIR FOREIGN COUNTERPARTS ACCORDING TO THE GRADUATED SPECIALIZATION

		Sum of Squares	df	Mean Square	F	Sig. (α)
Policy makers must collaborate with their foreign counterparts * Graduated specialization	Between Groups (Combined)	0,477	5	0,095	0,776	0,574
	Within Groups	4,304	35	0,123		
	Total	4,780	40			

TABLE 15 - ANALYSIS OF VARIANCE FOR WAYS TO INFORM PUBLIC POLICY MAKERS ACCORDING TO THE GRADUATED SPECIALIZATION

		Sum of Squares	df	Mean Square	F	Sig. (α)
Experts' knowledge * Graduated specialization	Between Groups (Combined)	2,613	5	0,523	2,561	0,045
	Within Groups	7,143	35	0,204		
	Total	9,756	40			
Internal research * Graduated specialization	Between Groups (Combined)	2,019	5	0,404	1,489	0,218
	Within Groups	9,493	35	0,271		
	Total	11,512	40			
External research * Graduated specialization	Between Groups (Combined)	2,982	5	0,596	3,284	0,016
	Within Groups	5,993	33	0,182		
	Total	8,974	38			
Existing statistics * Graduated specialization	Between Groups (Combined)	2,760	5	0,552	2,380	0,058
	Within Groups	8,118	35	0,232		
	Total	10,878	40			
Stakeholder's consultation * Graduated specialization	Between Groups (Combined)	2,769	5	0,554	2,645	0,039
	Within Groups	7,329	35	0,209		
	Total	10,098	40			
Evaluation of previous public policy * Graduated specialization	Between Groups (Combined)	3,957	5	0,791	6,180	0,000
	Within Groups	4,482	35	0,128		
	Total	8,439	40			

TABLE 16 - ANALYSIS OF VARIANCE FOR WAYS TO CONSULT WITH AFFECTED PARTIES IN THE PUBLIC POLICY MAKING PROCESS ACCORDING TO THE GRADUATED SPECIALIZATION

		Sum of Squares	df	Mean Square	F	Sig. (α)
Surveys * Graduated specialization	Between Groups (Combined)	2,276	5	0,455	5,900	0,000
	Within Groups	2,700	35	0,077		
	Total	4,976	40			
Direct meetings* Graduated specialization	Between Groups (Combined)	0,298	5	0,060	0,841	0,530
	Within Groups	2,482	35	0,071		
	Total	2,780	40			
Internet discussion forum * Graduated specialization	Between Groups (Combined)	7,813	5	1,563	4,986	0,001
	Within Groups	10,968	35	0,313		
	Total	18,780	40			

TESTING THE VALIDITY OF THE MODEL FOR IMPROVING THE PUBLIC POLICY MAKING PROCESS IN ROMANIA
MANAGEMENT RESEARCH AND PRACTICE Vol. 3 Issue 2 (2011) pp: 46-73

TABLE 17 - ANALYSIS OF VARIANCE FOR THE CONSULTATION PROCESS THROUGHOUT THE PUBLIC POLICY PROCESS ACCORDING TO THE GRADUATED SPECIALIZATION

	Sum of Squares	df	Mean Square	F	Sig. (α)
The consultation process must be carried out throughout the policy process * Graduated specialization					
Between Groups (Combined)	3,907	5	0,781	3,842	0,007
Within Groups	7,118	35	0,203		
Total	11,024	40			

TABLE 18 - ANALYSIS OF VARIANCE FOR MINISTERIAL DEPARTMENTS' RELATIONSHIP INVOLVED IN THE PUBLIC POLICY MAKING PROCESS WITH THE AFFECTED PARTIES ACCORDING TO THE GRADUATED SPECIALIZATION

	Sum of Squares	df	Mean Square	F	Sig. (α)
Regular interdepartmental information through Internet discussion forums * Graduated specialization					
Between Groups (Combined)	8,612	5	1,722	1,463	0,227
Within Groups	41,193	35	1,177		
Total	49,805	40			
Direct meetings with affected parties * Graduated specialization					
Between Groups (Combined)	10,374	5	2,075	12,796	0,000
Within Groups	5,675	35	0,162		
Total	16,049	40			
Regular interdepartmental information through surveys * Graduated specialization					
Between Groups (Combined)	7,387	5	1,477	3,041	0,022
Within Groups	17,004	35	0,486		
Total	24,390	40			

TABLE 19- ANALYSIS OF VARIANCE FOR FACTORS ENSURING THE CREATION OF AN INNOVATIVE CULTURE WITHIN MINISTERIAL DEPARTMENTS ACCORDING TO THE GRADUATED SPECIALIZATION

	Sum of Squares	df	Mean Square	F	Sig. (α)
Attracting staff members from nongovernmental organization in public policy departments * Graduated specialization					
Between Groups (Combined)	17,375	5	3,475	13,961	0,000
Within Groups	8,214	33	0,249		
Total	25,590	38			
Secondment of staff members for limited periods, from ministerial departments to other institutions * Graduated specialization					
Between Groups (Combined)	19,619	5	3,924	6,110	0,000
Within Groups	22,479	35	0,642		
Total	42,098	40			
The exchange of ideas and experience with public policy makers in other countries * Graduated specialization					
Between Groups (Combined)	4,662	5	0,932	2,854	0,029
Within Groups	11,436	35	0,327		
Total	16,098	40			

TABLE 20 - HOLISTIC VISION OF POLICY MAKERS ANALYSIS OF VARIANCE ACCORDING TO THE GRADUATED SPECIALIZATION

	Sum of Squares	df	Mean Square	F	Sig. (α)
Public policy makers must take a holistic view, looking beyond institutional boundaries and strategic objectives of the ministry * Graduated specialization					
Between Groups (Combined)	3,070	5	0,614	2,011	0,101
Within Groups	10,686	35	0,305		
Total	13,756	40			

TABLE 21 - ANALYSIS OF VARIANCE FOR COLLABORATION BETWEEN DEPARTMENTS INVOLVED IN PUBLIC POLICY MAKING PROCESS AT CENTRAL LEVEL AND SIMILAR DEPARTMENTS IN OTHER COUNTRIES ACCORDING TO THE GRADUATED SPECIALIZATION

	Sum of Squares	df	Mean Square	F	Sig. (α)
Collaboration between departments involved in public policy making process at central level and similar departments in other countries leads to process' improvement* Graduated specialization					
Between Groups (Combined)	2,782	5	0,556	1,426	0,239
Within Groups	13,657	35	0,390		
Total	16,439	40			

TABLE 22 ANALYSIS OF VARIANCE FOR FACTORS THAT CAN STREAMLINE THE PUBLIC POLICY PROCESS ACCORDING TO THE GRADUATED SPECIALIZATION

	Sum of Squares	df	Mean Square	F	Sig. (α)	
Using methods such as "job shadowing" of operational staff by policy makers * Graduated specialization	Between Groups (Combined)	5,578	5	1,116	2,261	0,072
	Within Groups	15,790	32	0,493		
	Total	21,368	37			
Capitalization on previous experiences in public policy making, implementation and evaluation * Graduated specialization	Between Groups (Combined)	2,674	5	0,535	2,643	0,040
	Within Groups	7,082	35	0,202		
	Total	9,756	40			
Efficiency policy evaluation at the beginning of the process * Graduated specialization	Between Groups (Combined)	4,847	5	0,969	6,288	0,000
	Within Groups	5,396	35	0,154		
	Total	10,244	40			
Regular review of existing policy to find out if they produce the desired results * Graduated specialization	Between Groups (Combined)	1,399	5	0,280	1,114	0,372
	Within Groups	8,293	33	0,251		
	Total	9,692	38			

4. CONCLUSIONS

The identification data, namely the independent variables (which lead to changes in the status of the dependent variables describing the public policy making process model), provides an overview of how the proposals are perceived by policy makers at central level.

The analysis performed using the ANNOVA procedure showed that age and graduated specialization variance influenced a lot of the responses to the questions. *Most of the respondents understood the importance of proposals for improving the public policy process. Cooperation between departments, awareness of their complex responsibilities, duplication of skills, management culture allow public policy makers to take into account the problems and to reduce or even eliminate them.*

Using data identification as independent variables in the application of the ANOVA procedure allowed to obtain further information on the capabilities and skills of public policy makers. Also, the study of the variables variation (age and graduated specialization) in relation to the questions of the questionnaire showed that there are no social, professional and educational imbalance between those involved in public policy making process at central level, which could affect the quality of the public policy developed.

REFERENCES

- Intermediate Statistical Methods, Lecture 16, Correcting for Autocorrelation. (2003). Retrieved from <http://www.duke.edu/~gelpi/ps233.lecture16.ppt#8>.
- Mungiu-Pippidi, A. and Ioniță, S. (2002). *Public policy. Theory and practice*, Iași: Polirom Publishing House, p. 56.
- Oancea, D. (2008). *Generations at work*. Retrieved August 2009, from <http://www.cariereonline.ro/articol/generatiile-la-locul-de-munca>.

One-way ANOVA (n.d.) *In Wikipedia*. Retrieved March 4, 2011 from http://en.wikipedia.org/wiki/One-way_ANOVA

Plumb, I. and Androniceanu, A. (2003). *Elements of modern public management*, in Pricop M. (2003). *Economics and management of different types of organizations - Modern approaches in organizational management and economy*, Bucharest: Economică Publishing House, p. 279.

Profiroiu, A. and Păceșilă, M. (2009). *Model for improving the public policy making process*. Annals of Eftimie Murgu University of Reșița, Fascicle II-Economic Studies, Reșița: Eftimie Murgu Publishing House.

Report United Kingdom of Great Britain and Northern Ireland (1999). Report by Strategic Policy Making Team Cabinet Office, Professional Policy Making for the Twenty First Century. London: Cabinet Office.

Using SPSS for One Way Analysis of Variance. (2011). Retrieved from <http://academic.udayton.edu/gregelvers/psy216/SPSS/1wayanova.htm>.