

HUMAN RESOURCES AND EDUCATION SYSTEM

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Abstract

Reforms in education have produced changes in existing structures, educational practices, attitudes and pedagogical styles creating new interpretations of the school and its role in society. The education system is considered as a social institution which, reflecting the society in which it exists and functions (being a product of it), is, at the same time, the main factor through which society develops and cultivates its human resources according to the increasing requirements. The more complex he aspires to. The definition and analysis of the concept of education system implies, through the perspective of a certain degree of generality that we proposed in approaching the subject, the advancement of two different reference criteria, respectively an approach of the concept of education system in a broad sense, and one, in a narrow sense. According to the law no.1 / 2011 of education, the education systems can be defined, in a broad sense, as a set of institutions that participate in the realization of the school architecture, in the general development of the total studies, of the studies by cycles, orientations, channels. In a narrow sense, they include school institutions (primary school, middle school, high school and universities) organized by steps, cycles and areas of study. Mass education systems have emerged in the Nordic countries. For example, in Sweden, the national church urged parents and community members to support literacy, with the percentage of those who could read and write considered to have risen from 20% in the 17th century to 80% , beginning of the 19th century. In The World Crisis in Education, Coombs focused on analyzing the collapse of global education revolutions. Indeed, in most developing countries, the quality of education has declined, and in some regions there has even been a drop-out process.

Key words: *crisis in education, education system, human resources, reforms in education, labor work.*

JEL Classification: *A20, A23, F60, F66, I20, I29.*

I. INTRODUCTION

The importance of developing education systems in the world has a different impact in most countries. The development of education systems has been differentiated from one country to another, through the degree of education and access to education of the world's states. Table no.1 shows the years in which elementary education has become compulsory in countries such as Germany, France, the Netherlands, Romania, Japan, USA.

Tabelul nr. 1 The dates on which education has become compulsory

ȚARA	ANUL
Germany	1724-1806
Romania	1821 ³
USA	1852
Japan	1872
France	1882
Netherlands	1898

Source:Elaboration developed by the author after Cummings, W.K., (2007). Educational institutions, Comunicare.ro Publishing House, Bucharest, p. 21

Things have changed gradually, through the many types of reforms that have been developed in those states. According to Philip Combs (1968), in his initial research on the world revolution in education, he described the impetuous development of education after the Second World War.Combs blamed this development on the establishment of several independent states and the steady economic growth of these new states. He noted

³ The beginning of the process of formation of the modern Romanian state after the Revolution of 1821 led by Tudor Vladimirescu also led to the initiation of the process of construction of national educational and education systems, a process that took place throughout the nineteenth century. Thus, the different types of educational institutions appeared (developed, elementary schools, gymnasiums, colleges, boarding houses, universities, etc.).

that there were some issues related to the decline in quality associated with this development, but overall foresaw a promising future, as long as the new states could introduce some reforms, especially in the direction of adopting the principles of active learning for formal primary education, which closely resembled US practice and the development of non-formal education, to promote adult literacy.

II. THE EMERGENCE OF EDUCATION IN THE NETHERLANDS, FRANCE, GERMANY, ROMANIA, USA AND JAPAN

The author Peter Javies is on the same line of support. In his conception, the person (student, teacher) is totally transformed by learning. According to the author, education intervenes from birth because we learn, preconsciously, from intrauterine experiences, as supported by several different disciplines, continuing until we lose consciousness before death. The writer shows how cognition occupies a central position in learning, and while we still have primary experience, it is downgraded to an auxiliary position in the human learning hierarchy. The whole person (body, mind, self, life history) is involved in the learning process. Often, an experience in everyday life provides a reflection of feelings, acting on us. New experiences develop the whole being, which in time becomes an experienced person. We notice that, after learning, we become changed people. Only in this way can we conclude that learning involves three transformations: sensation, person and then social situation. Transforming the person through learning causes great changes both at the political, social and demographic level.

Starting from the institutional premises, the appearance of six modern educational patterns is suggested. In chronological order, these are: the continental pattern (which is subdivided into Prussian and French, the Netherlands being a third possibility), the English, American, Japanese and Russian socialist patterns. A seventh premodern pattern, Islamic education, has survived despite the aggressive development (imposed by colonial governments) of modern central patterns, and has recently taken on a new lease of life. Each modern pattern is brought together by a set of ideals that can be captured in a motto, such as the ideal of nineteenth-century aristocratic England, the educated gentleman, or, in the case of the Americans, the ideal of the permanent development of the individual. In the following periods, these national ideals were always changed, but in the six cases under discussion, they were never fundamentally changed. The ideas presented had a lasting effect on the different structural features of the respective systems, including on the preferred school form, the predominant learning theory and the teaching methods used. The distinctive features of each of these patterns can be summarized in a typical-ideal scheme, as follows in table no. 2.

Tabel no. 0 Central educational patterns

	PRUSIA	FRANCE	ENGLAND	USA	JAPAN	RUSSIA
The period of genesis	1742-1820	1791-1870	1820-1904	1840-1910	1868-1890	1917-1935
The Ideal	The loyal Mandarin	Technical Elite	Gentelman	Continous development of the individual	Competent contribution to the group	Socialist achievements
Representative school	Primary school	Lycée-grande école	Public school	Non-selective highschool, liberal arts college	Primary school	General school
The goal	Integral education of the person	Cognitive development through theoretical disciplines	Theoretical disciplines, civics and religions values	Cognitive development	Integral education of the person	Integral education of the person

Source:Elaboration developed by the author after Cummings, W.K., (2007). Educational institutions, Comunicare.ro Publishing House, Bucharest, p.144.

These patterns formed the basis of the formation of modern educational institutions being influenced by a number of factors, such as the origins, pressures, creation and structure of education.

The historical evolution of education systems has closely followed the evolution of the political and administrative system of state formations in the territories of the world. Education remains the main resource of culturalization. Today, education, the culture of communities, the good life are connected in a way that only some Enlightenment glimpsed. The stated educational patterns led to the formation of the first schools. These are represented by Prussian popular schools, French high schools, English universities, American colleges and

Japanese elementary schools. Germany, emphasizes the establishment of primary or popular schools, and these fall under the responsibility of the Churches. They are the ones who take care of the learning process, and the functioning of the school was helped by the generous donations received from the population. Heidelberg is the city with the largest number of schools, as presented in the class report, which had 75 boys and 47 girls in 1728.

Tabel no. 3 Class Organization, Heidelberg Reformed School, 1728

Level of education	Number of students	Age(years)	Graduate (years)	Disciplines
V	14	4-7	½ an	The alphabet
IV	23	5-9	1 ¼ ani	The spelling
III	20	6-11	4 ½ ani	Reading the psalm
II	28	5-14	2- 5 ani	New testament reading and writing
I	38	9-14	5 ¾ ani	Reading the old and new testaments and writing

Source:Elaboration developed by the author after Cummings, W.K., (2007). Educational institutions, Comunicare.ro Publishing House, Bucharest, p. 53.

The Reformed school in Heidelberg does not differ much from the Romanian schools of that period. They were also characterized by a small number of students, their social class was quite high, and the subjects learned were those belonging to the Orthodox religious cult, being taught and assimilated under the careful guidance of catechists.

France has not been recognized for primary schools, but rather focuses on secondary education (colleges). The term lycée is introduced after the French Revolution and is still recognized today. Great emphasis was placed on secondary education, as primary education / écoles primaires supérieures was characterized by a harsh curriculum, designed to eliminate mediocre students, leaving only a small number of students eligible for high school.

England is recognized as the state that established the first school after the English Revolution in education. It is characterized by several parallels with the French high school. From the medieval period, the church had supported a number of schools in England to provide the highest quality education for various liberation professions. At the top level were the renowned Oxford and Cambridge universities, which offered advanced training in theology, law, and medicine. Compared to the French high school, the English public school pays more attention to religious aspects.

In the United States, American education is characterized by the establishment of Harvard and Yale colleges. The fascination of Americans with their peers is also to be compared with the relatively small number of general education institutions in America, which provided preparation for college admission. During the colonial period, most candidates were trained through individual study and with teachers, in particular, or from an early age they were guided by private education. Even though public school systems evolved slowly throughout the nineteenth century, it should be said that the American educational institution is the era of the liberal arts college.

Japan. According to historical accounts, the Meiji Revolution of 1868 strengthened the education system, especially the elementary system. In a short period of time, the percentage of those enrolled in primary schools managed to surpass that of England and the United States.

Russia. Russian education was the indigo copy of nineteenth-century German education. Peter the Great was in love with Germany, which led him to modernize Russia with German experts, so the Russian school was characterized by the general school in Germany. The presentation of the main patterns existing globally had a major influence on all states of the world.

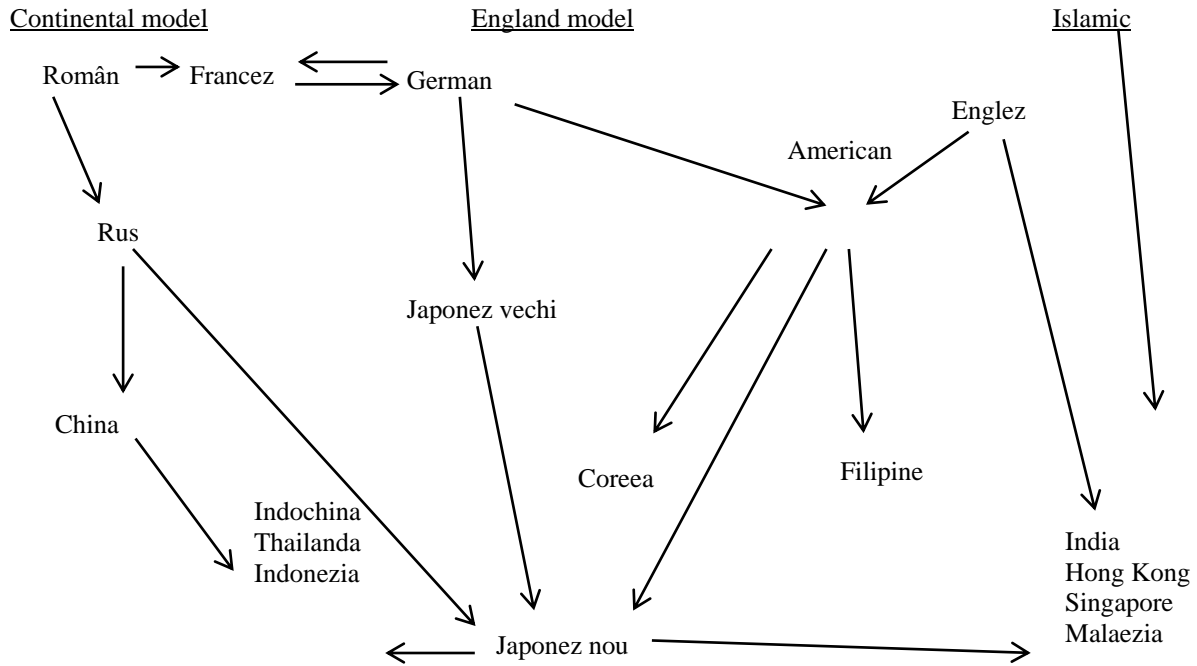


Figura no. 1 The mains models of education and their impact

Source:Elaboration developed by the author after Cummings, W.K., (2007). Educational institutions, Comunicare.ro Publishing House, Bucharest, p. 53.

Figure no.1 shows the large differences that occur between existing education systems around the world. The left is more driven from the top to the bottom, as opposed to the high level of participation of right-wing communities. Those on the left are more dependent on political signals on resource allocation, while those on the right are market-oriented. The left side emphasizes planning and seems to favor a more formal and standardized approach to the schooling process, while the right side is market-oriented and open to non-formal approaches.

The illustration above shows that Japan is central and strongly influences Asian education systems, such as Korea and Taiwan. In Africa, almost all education systems were initiated during the colonial period, France colonized much of West Africa, while the United Kingdom imposed itself in the rest. Education in Latin America has moved towards the European pattern, with a small degree of influence from North American education. These different effects strongly influence the degree of expansion of education globally. Before the establishment of modern education, few young people went to school. Today, almost everyone attends primary school and many later move on to secondary and tertiary education. This change is known both through elaborate policies and through practice.

III. CONCLUSION

It is obvious that in the conditions of a rapid evolution of society and implicitly of education and knowledge, many of the knowledge and practices valid today will be obsolete tomorrow, obsolete. It is expected that in a period marked by so many technological changes and the emergence of new forms of organization of education and work, specific skills will also quickly become obsolete. The need for updating, education and lifelong learning will increase. Education aims to form a personality in accordance with the objective requirements of society, but also of the individual. Like any social phenomenon, education implicitly has a historical character. It appeared with society, evolves and changes depending on the transformations that occur in society.

In order to direct the European Union's action more effectively, it is proposed to develop procedures, based on regular reports submitted by the Member States, as well as on independent monitoring, to assess the performance of education and training systems in the EU. pay special attention to the acquisition of basic skills by students and the achievement of equity objectives. The education systems presented reflect both a number of generalities, but most are distinguished by clear particularities. That is why the following question arises: Which education system can be efficient, transparent and bring many benefits to its beneficiaries? The long-awaited

answer may come from Finland, with a small population able to show the world that the Finnish system is a competitive and sustainable system that contributes to the country's economic growth and development.

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