EUROPEAN STRATEGIES AND OBJECTIVES SPECIFIC TO EDUCATIONAL MANAGEMENT

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Abstract: In the past education was a mechanism by which the privileged social classes maintained their power by limiting everyone's access to the transmission and acquisition of knowledge. Fortunately, the evolution of society as a whole has made education nowadays to be seen as one of the fundamental human rights, in terms of the effect it can produce at the level of each individual and due to the recognized benefits it brings to the social level. Education is a public good and a public responsibility, thus the policies and strategies of quality assurance in the national education system in Romania being permanently correlated with the orientations and actions promoted at European and world level.

Keywords: European strategies, educational management.

1. Introduction

The Ministry of Education, through the promoted policies and through specific strategies for their application, ensures the framework for achieving the quality of educational services, all efforts being focused on increasing the quality and compatibility of the Romanian education system with the European system, yet for the Romanian education reform strategy to be truly successful, it is necessary for it to take into account all levels of education, from pre-school to post-university.

In order for this condition to be met, education needs to be a priority for all decision-makers in a state and, of course, must be treated with due responsibility. This is the main reason why education policy should be a priority and a matter of the utmost importance for the European Union.

The European Union's education, culture and youth policy is a very important element for many European institutions. Thus, the European Commission, the Council of the European Union, the European Parliament and other agencies are working, through various joint programs and strategies to create a strong Europe, with educated citizens, involved young learners last but not least, to prepare a workforce in the European and global market.

1.1. Entrepreneurship in Education - Strategic Priority

Each member state of the organization is responsible for the implementation of educational policies, the role of the European Union being to support measures taken at national level and to help solving common challenges.

Convinced of the importance of investing in people through education, experts in the field of education debated in the governing forums of the European Union the issue of education from the perspective of personal development of young people, vocational training and their active integration into the economic and cultural life of society.

Therefore, the importance of education for promoting competence, competitiveness and professional quality acquired in quality education, for promoting social inclusion (integration) and reducing social exclusion (marginalization) was stated during the European Council debates in Lisbon in March 2000. In Stockholm in March 2001, the European Council adopted the Report "Future Objectives of Education and Training Systems" in order to improve the quality and efficiency of education and training systems in the EU, facilitating broad access to education and training systems. In 2002, there were adopted some documents on lifelong learning and cooperation in the field of vocational training.

The priorities pursued through cooperation focused on strengthening the European dimension in the field of vocational education and training, recognizing skills and qualifications and ensuring the quality of education.

The European strategic objectives in the field of vocational education and training are developed in two directions: objectives on access to education, a category that includes expanding access to education and reducing school dropout, along with improving access to education and training for people disadvantaged (Thursday 2000). The second category of strategic objectives refers to basic skills, entrepreneurship and foreign languages, this category including the development of the necessary skills in a knowledge

society (communication in the mother tongue, in languages of international circulation, skills in information technology and communications, civic and interpersonal skills, entrepreneurship, cultural awareness). There is an acute need for the development of entrepreneurship and its application to any subject. The objectives of counseling and career guidance allow the creation of a European area of development and training by providing lifelong professional counseling, the creation of competitive counseling and career guidance policies (Pânișoară G., Pânișoară I.O. 2005).

Entrepreneurship in education or entrepreneurship education involves the achievement of specific objectives such as:
- emphasizing the importance of entrepreneurship education in the national curriculum, once it is introduced;
- expending the entrepreneurial area at the level of higher education;
- involvement of local entrepreneurs and companies in carrying out educational activities;
- teacher training; - developing the entrepreneurial spirit through initiative, creativity, risk, etc.

The society we live in is in a continuous development, adaptation, and transformation. This society demands free, creative people, ready to be the best in their activity. Furthermore, there is a need for another vision that tends to form competences which will help students to succeed in a constantly changing society. Applying new strategies that give students the opportunity to actively participate in their own education is an imperative of the times.

Starting from this idea, we must learn students to be in direct contact with the source of information, urging them to research, to explore, thus rediscovering the truth through their own force. In this context, the meaning of learning goes beyond "what do we learn?" to "how do we learn?", to provide those tools and mechanisms to help students "learn how to learn." It is our duty, as teachers, to find solutions so that the activity is efficient and more attractive for students, so that they become the authors of their own learning (Bocoș, 2013). The student has a creative potential that integrates cognitive experience, information-operational mechanisms triggered and supported by the need for knowledge, self-expression, independence, creative attitude that slowly begins to crystallize.

1.2. Strategic Objectives in Education

Promoting equal opportunities for women and men in social, economic, political and legal life, the full exercise of all fundamental rights and freedoms, is a strategic priority in accordance with the provisions of European law. There is an urgent need to support the social integration of young people, of people with disabilities by improving education and training for both teachers and trainers.

Regardless of the nature of the society, modern or traditional, the relations between women and men have permanently highlighted the level of development of a society. For an in-depth understanding of a society, we must considered the "biological substratum of individuals", and last but not least, we must take into account the relationship between men and women. The characteristic of each society is the regulation of a specific system of relations between men and women, as well as family relations.

History has shown that the woman held various positions in the family organization and she was subjected to intense campaigns of discrimination. Discrimination can have a significant negative impact on victims' social and economic well-being and health. Experiences of discrimination have led to the conclusion that they can be associated individually, in terms of effects, with symptoms related to stress and depression. Discrimination has a threatening effect not only on victims but also on society as a whole, leading to economic dysfunctions, distortions of competition between companies and undermining social cohesion (Ackerman 1996).

Moreover, people who are inexperienced but who are aware of the widespread discrimination against their group members may also engage in avoidance strategies, becoming less concerned with gaining skills or acquiring knowledge. For these reasons, discrimination limits the chances of achievement, perpetuates prejudices and sustains social and economic disparities.

At the educational level, discrimination can have the following consequences: poor performance, lack of motivation, low job satisfaction, lack of involvement, feelings of guilt, diminished self-confidence, failure to integrate into the work group, leaving the organization. At the group level, discrimination can have the following consequences: difficult communication and individualism, the emergence of conflict situations, the encouragement of stereotypes, unproductive competition, diminished productivity/efficiency, poor development and or group immaturity. At the level of an institution or organization, discrimination can lead to increased fluctuations and increased recruitment and integration costs, segregation within the organization, loss of talent, negative image of the organization, difficult access to quality resources.

At the community level, discrimination leads to the non-integration into the labor market of people with disabilities, Roma people, high costs to cover social support services for people not integrated in work, to cover health services, or those that promote diversity, for maintaining discriminatory and stigmatizing attitudes.

The current goal of society in full transformation and adaptation to the changes imposed by the pandemic we are going through is to increase the quality of education for the training of teachers and trainers, by developing of a common European framework of skills. It is imperative to understand the expression *lifelong*

learning and to adapt it to all sectors of activity. Only through the continuous qualitative training of teachers and people in general (of professionals in different fields of activity) can we obtain and develop a solid culture of promoting the European dimension in training through research and information of professional mobility, through continuous professional cross-border internships.

The analyzed objectives must be based on ensuring the accessibility of the ICT infrastructure, knowing the importance of the acquisition of basic digital skills by young people through the integration of ICT in the school curriculum. Translating the concept of lifelong learning into reality by multiplying the opportunities for lifelong learning means ensuring access to lifelong learning, recognition and validation of non-formal and informal training.

2. Strategic Framework for Education and Training (ET2020)

European Qualifications Framework was discussed within the European Commission and it was recommended that each member country should establish the *National Qualifications Framework*, in correlation with the European one, following eight levels of learning outcomes for the categories: knowledge, skills, general competences, professional skills.

The Lifelong Learning Program (LLP), launched by the European Commission in 2007, allows European citizens to take part in stimulating learning experiences at all stages of life and to contribute individually and/or institutionally to the development of the education and training sector in Europe. The Strategic Framework for Education and Training (ET2020) allowed EU countries to identify four common goals:
• making lifelong learning and mobility a reality,
• improving the quality and efficiency of education and training;
• promoting equity, social cohesion active citizenship;
• stimulating creativity and innovation, including an entrepreneurship at all levels of education and training.

Educational factors - family, school, university, media, cultural institutions, the Internet - can and must be involved in shaping European consciousness and behavior. The main causes of the difficulties of European integration and the acquisition of European citizenship are at the same time discriminatory criteria, which have the effect of a low level of remuneration in highly feminized fields, unfair political representation of women and men in the decision-making process, deficiencies in the local public administration in ensuring active measures to reconcile family life with professional life, the existence of sexist stereotypes in society, the low number of economic activities initiated by women, issues that are also met in regional development plan.

Differentiation in education has been very important, on the one hand, for the orientation of women towards areas with a lower social position, and, on the other hand, for the substantial reduction of their social mobility, (especially vertical mobility). Vertical mobility was not forbidden, but its conditions were formulated in such a way that it was much more difficult for women to go through it (Iosifescu, 2002).

The education system has played an important role in this process. The whole education system, organized less as an educational process and rather as a process of preparing the workforce for socialist-type industrialization, oriented the population from a certain age to the occupations reserved for each social group. Now, however, more is needed and we must work together to implement the new academic paradigm.

3. Highlights in the Strategy of Education Policy

European integrity is a challenge for both member states and those aspiring to such a status. This challenge can be addressed through education in the spirit of European values and European integration, which can be considered a component of the "new education", and also a principle of integral education.

The paradigm of education in the spirit of European values and of European integration, with its desideratum, offers the perspectives of the conception and implementation of the educational policy directed by aims and objectives.

European education aims to create an educational environment that offers access to the values of European culture and civilization and is open to accepting interference with the values of non-European culture and civilization.

Knowing and respecting the values of non-European cultures and civilizations leads to the strengthening of national identity and the acceptance of otherness through respect for values of the European Union. We must insist on cooperation and collaboration with all the countries for security, peace and prosperity, so that the educational agents - parents, teachers, mentors to have the necessary openness and training to help children and young learners to assimilate the values of national and European culture and civilization to know and respect the values of non-European cultures and civilizations.

Children and young learners need to understand and accept that gaining European citizenship means adhering to and respecting the values they promote, that being European means going to Europe and bringing Europe home through their own performance, acting as representatives of nationalities or to ethnic groups they belong to, but in a European spirit, to think European, preserving their national identity. They must be prepared to know their rights but also their obligations, to face the

professional competition, to assert themselves in conditions of competitiveness (Tudorică 2006).

The general aim is to raise awareness of European identity in line with national identity and to acquire European citizenship on the basis of national citizenship.

The particular goals are oriented towards the opening of Romanian education to the European alternative, through structure, content, forms of organization of training and evaluation, training and education methodology, evaluation methodology, towards compatibility with the education of EU countries (formal education). To achieve this, we need to create extracurricular and extracurricular opportunities to know and use ways to connect to the demands of the EU's economic, political and cultural space (non-formal education).

The orientation of cultural policy towards consolidating a cultural model that accepts differences, and does not exclude the interaction with other models, non-European models (informal education) has as strategic objectives the reformulation of the structure of the education system - types, profiles, specializations at European standards and the adaptation of the curriculum (plans, programs, textbooks) from the perspective of European Union values.

The training of the teaching staff for the accomplishment of the instructive-educational activity at European quality levels will lead to the creation of the favorable climate for the formal, non-informal and informal debate of the issues related to the efficient integration in the family of the European Union countries.

The creation and media coverage of study opportunities in the countries of the European Union provides European schooling in relation to European requirements.

Ensuring initial and continuous professional training in relation to European requirements will contribute to the recognition and assimilation of the values of European culture and civilization, to the recognition and respect of interference with the values of non-European cultures and civilizations. Providing, in an accessible way, information on the past, present and future of the EU, the European acquis (the rights and obligations of European states, the respective normative acts), will strengthen respect for human rights and freedoms, the assumption of responsibilities and obligations as European citizens and will lead to discovering the study opportunities in European countries and ways to access them. We must also become familiar with the opportunities for capitalizing on scientific research skills in the European space, along with the knowledge of the demands of economic life in order to face, as entrepreneurs, the competition on the European free market.

It is necessary rather to cultivate a correct attitude at the level of the whole society, and whether they have the necessary material and human resources, their actions can be related with what is undertaken in the rest of the world, being at the same time adapted to Romanian needs.

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