

CONTINUOUS TRAINING OF TEACHERS - A FUNDAMENTAL COMPONENT OF HUMAN RESOURCE MANAGEMENT IN THE QUALITY EDUCATION SECTOR

Abstract:

The world is constantly changing. The desire to progress is increasingly evident in any community. Now, more than ever, there is a need to correlate education and training systems with labor market requirements. The level of education of the population is the key factor that can lead to the social well-being and economic progress of a country.

The dynamics of the labor market require that changes in education and training systems take place at a faster pace. These changes need to be in line with the new requirements of employers, new technologies, the labor market in general.

The European COVID-19 pandemic and the national measures needed to combat the spread of the virus can cause significant disruption to education, training and mobility activities for students, teachers and educators in the European Union (EU).

Keywords: management, change, education, training, progress

1. Introductory notions

Technical and technological progress determines important changes in the world of professions, imposing the rethinking and renewal of the training and improvement activity and at the same time the increase of its role in the set of active employment policies.

Training and professional development is an important lever for increasing the efficiency of the use of labour by ensuring a maximum degree of occupation of jobs with specific tasks, insofar as the knowledge and skills acquired through training are capitalized in practice.

Also, through professional training, action is taken to improve the use of working time of employees and equipment.¹

Professional development needs engage both the responsibility of the individual and the organization.

The importance of employees' professional training is reflected in the manager's attitude: creating a favourable climate for professional training in accordance with the objectives pursued, ensuring the necessary financial support, monitoring employees' professional results and their appreciation.

Lifelong and continuous learning has become a necessity and a solution to the changes taking place in various areas of the individual's life and the society in which he lives.

Consequently, in order to adapt to the requirements of reality, in order to obtain performance at work or personal achievement, knowledge is needed, which presupposes the existence of knowledge (procedural, declarative), skills (information processing, analytical, problem solving, adaptation to the unfamiliar, technical) and skills to succeed (to think autonomously, to make decisions and to take responsibility for their consequences), which can only be obtained through continuous and permanent learning.

The optimal model of organization that responds appropriately to the impact of economic and technological development becomes that of the learning organization, an organization in which, through learning, employees are involved in a process of permanent understanding and interpretation of the world and their relationship with the world.²

Human resources development, as a distinct function of the organization³, includes, as an essential activity, the training and professional development of employees.

The general objectives of this activity result from the internal needs of the organization and are subordinated to its general objectives; they refer to the elimination of the gaps

¹ A. Androniceanu, *Noutăți în managementul public*, Ed. ASE, 2003, p. 182.

² Z. Bogăthy, *Manulul de psihologia muncii și organizațională*, Polirom Publishing House, Iași, 2004, p. 115.

³ O. Nicolescu, *Strategii manageriale de firmă*, Economic Publishing House, Bucharest, 1996, p. 354.

between the real level and the necessary level of knowledge and skills of the staff, to the creation of learning opportunities for each employee, so that learning becomes a permanent activity of each person in the company.¹

Vocational training is a learning / training process, through which employees acquire theoretical and practical knowledge, new abilities or techniques to make their work more efficient. Towards training, professional development is a more complex process of training managers or other specialists to take on increased responsibilities in current and future positions.

Professional development is the coordinated activity of preparing an employee for the development of professional potential in order to increase the responsibilities of the current job or to change the job. This activity comes from the organization's concern to retain and motivate employees with special professional skills.

Vocational training is an invitation / training process, through which employees acquire theoretical and practical knowledge, new skills or techniques that will make their current work more efficient.²

The process of training professionals includes two components relatively distinct: training and professional development. Training aims to develop new skills, while training aims to improve existing skills. Given this, the two components often intertwine - training can become a training stage for the core profession.

However, the essential differences consist in the fact that, while the training refers to the acquisition of an initial or a new quality, the improvement presupposes the acquisition of new knowledge / abilities in the held qualification, but also the multi-qualification or requalification.³

Vocational education and training, the accumulation of professional experience have a decisive role in career development, in career performance that involves the application of the latest knowledge, skills or qualifications and technologies in its realization as a result of numerous changes and developments of contemporary professions or occupations.

Under these conditions, if individuals do not prove their ability to adapt to those changes and do not introduce these changes in their career practice, there is a risk of premature aging of acquired knowledge which, in turn, leads to the loss of jobs.⁴

Taking into account the European context but also the need to develop the Romanian administrative system, public administration reform aims, among other things, to improve public sector management and streamline public administration activity by developing a professional, stable and politically neutral civil servants.

In order to adapt to the requirements of reality, in order to obtain performances at work or personal achievement, a continuous and permanent learning is needed.

Theoretical and practical professional training of public administration staff must be taken into account in the training of its staff, starting from the multilateral and specialized nature of the activity in public administration, a character that also determines a differentiated professional training.

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¹ *Ibidem*, pp. 355.

² AM Bercu, *Pregătirea profesională și cariera personalului din Administrația publică*, University Publishing House, Bucharest, 2009, p. 162.

³ R. Mathis, P. Nica, C. Rusu, *Managementul resurselor umane*, Economic Publishing House, Bucharest, 1997, p. 124

⁴ P. Barbu, „Formarea profesională - mecanism al flexibilității muncii”, in *Raporturi de muncă*, no. 12, p.77.

⁵ C. Roșea, D. Roșea, M. Negulescu, M. Neamțu, *Resurse umane - pregătirea continuă, gestiunea carierei*, Ed. Universitaria, Craiova, 2005, p. 107.

2. Key concepts in education

A.V. Chişu defines *vocational training* as the set of processes through which employees acquire in an organized framework the knowledge, skills, abilities and behaviours necessary to exercise certain occupations.

While training has a broader spectrum of approach involving increasing employees' conceptualization and human relations skills in order to allow them to use the changes that must take place within the organization over a period of time, as defined by Pierre Bergeron.

We subscribe to the opinion of the Romanian author I.O. Pânişoară, who considers that vocational training involves a systematic process of changing the behaviour, knowledge and motivation of existing employees in order to improve the balance between employee characteristics and job requirements.

Thus, vocational training and knowledge assessment are based on nationally recognized occupational standards.

In another opinion, training and improvement are intertwined, sometimes being difficult to assess whether certain activities are training or improvement. That is why a delimitation between the two concepts is necessary.

Therefore, *the professional training* has as finality: the initial qualification or specialization; retraining or acquiring a new profession while professional development aims at: the acquisition by workers already qualified in a certain field of new knowledge, skills and work skills, recognized as part of the content of the profession; multi-qualification; requalification.

Taking into account the above, we can conclude that the educational process never ends, and the start of the process of preparation for a particular profession is very difficult to locate in time.

Native talent, the power to imitate, general culture, school education, man's ability to orient, adapt and integrate into the socio-economic, concrete professional environment, help to develop global intelligence and, especially, for learning any trade.

The concepts have evolved and the idea has been reached that: "continuing education aims at the continuity of training throughout the professional career" and lifelong learning is a continuous and articulated investment in the development of the individual on all levels.

At the 19th session of the UNESCO General Conference (Nairobi, 1976), the definition was accepted *that adult education is a set of organized processes aimed at prolonging or replacing the initial (formal) form of education in schools*. The idea launched is extremely surprising in the continuation of the definition because it brings to attention adult education as a form of improvement, by virtue of which they develop their skills, enrich their knowledge, improve their technical or professional qualification or give them a new orientation.

Being a consequence of the changes in all fields, through permanent education the development of the humanistic side was pursued, having as declared aims the possibility and necessity of personal development, creation and maintenance of an active citizenship that will result in social inclusion, employability and mobility of individuals.

The adult, caught in the whirlwind of changes on a personal level (fulfills various roles: parent, husband,) and professionally (employee, unemployed), wakes up at some point that he is in a crisis situation. What is to be appreciated is the fact that most people understand that they need counseling, a reorganization of education (training, retraining, etc.).

The article does not aim to elucidate the terms (pedagogy is the one that seeks new meanings of human becoming) but an understanding of them as a factor of *rebalancing* the adult of today, of *adapting* to the requirements of today's and tomorrow's society. Beyond the diversity of meanings and concepts is the contemporary man (the postmodern individual) responsible for the construction of his own world, made to choose and rediscover himself through the choices made.

Adult education through its specificity brings to today's man a new challenge: *to learn to change*, focused on concrete situations, having a professional and life experience behind him. Lifelong education, understood at the beginning as a later stage of school, as an adaptation to the ever new conditions of life and as "recycling" or even a "professional reconversion" of adults, ends up creating in the individual independence and desire for self-improvement.

Continuing education emphasizes effectiveness (doing the right thing), individual satisfaction and support through one's own willpower. If he is not aware of the need for change and the fact that change comes from him, that lifelong education will give him the strength to *understand*, move on and look at the challenges of the contemporary world as natural, then the adult will have dissatisfaction, will feel useless.

As a result, it is increasingly necessary to develop a new concept in modern pedagogy, namely pedagogy *focused on the postmodern individual*, oriented towards transformative learning that takes into account experience, abstraction, generalization and involvement.

Considering the researches in the specialized literature, I consider and conclude that adults consciously or not accept the continuous professional training in order to respond to the demands and challenges of the contemporary world. Adaptation can be a tense one, when the individual rejects the change, or comfortable, accepting the new through continuous training in an organized setting alongside his own learning.

3. Conclusions

The world is constantly changing. The desire to progress is increasingly evident in any community. Now, more than ever, there is a need to correlate education and training systems with labour market requirements. The level of education of the population is the key factor that can lead to the social well-being and economic progress of a country.

The dynamics of the labour market require that changes in education and training systems take place at a faster pace. But at the same time, these changes need to be in line with the new requirements of employers, new technologies, the labour market in general.

A strategic framework for European cooperation in vocational education and training for the period up to 2020 ("ET 2020") is established at European Union level. The main purpose of this framework is to support the further development of member states' education and training systems. It is hoped that education and training can ensure the personal, social and professional fulfillment of all citizens. At the same time, sustainable economic prosperity, employability, the promotion of democratic values, social cohesion, creativity and innovation, active citizenship and intercultural dialogue are also taken into account.

The Council of the European Union and the European Commission have established measures to mobilize the "ET 2020" process, in support of the objectives of the Europe 2020 strategy for growth and jobs.

In this economic context, it is necessary to reduce the rise in youth unemployment in Europe. In recent years, there has been ample evidence that the supply of skills does not meet the needs of the labour market. Proof of this is the existence of more than two million vacancies in Europe.

Given that public funding is limited, increasing competitiveness can take place through more efficient investments in education and training systems.

Education and training are considered to have a strategic role to play in supporting economic recovery in Europe.

Given the key role of investing in human capital, education and training systems can be the main driver of economic growth and competitiveness, as well as for preparing for an economic recovery that generates new jobs.

One in five people in the working age in the EU has low literacy and numeracy skills, which significantly limits their ability to find employment.¹

Vocational education and training contribute to generating smart, comprehensive and sustainable economic growth, improving competitiveness and employability, and strengthening productivity and innovation.

The aim is to continue efforts to improve the acquisition of key competences and to reduce the share of students with poor results. It also aims to promote the acquisition of basic skills, as well as the adoption of measures for the retraining and improvement of skills by strengthening lifelong learning, with a focus on people with low skills.

Given the new forms of learning, the validation of skills acquired through quality web-based learning could be the tools of transparency and recognition in formal education.

At the same time, through flexible training, incentive systems and curriculum adaptation, teachers could be motivated to acquire a high level of digital skills and exploit the potential of new technologies and digital content.

Another important aspect of the field of vocational education and training is the financial aspect. Thus, it is suggested that the Member States of the European Union make maximum use of the new generation of financial instruments, in particular the Erasmus + program and the European Structural and Investment Funds.

Increasing the competitiveness of the workforce can be achieved through investments in human capital. Globally, countries with high economic performance are, at the same time, countries that allocate significant resources in the fields of education and health. In knowledge-based economies, human capital is becoming increasingly important. Investment in education is also a positive factor for social cohesion. People who are highly qualified are better able to work in different fields. Their adaptability is high. Local communities with such people, who have more or higher qualifications, are more prepared to respond to change.

The European Qualifications Framework (EQF) makes it possible to compare qualifications systems and national frameworks as well as their levels, making qualifications obtained in different countries and systems in Europe easier to understand. Validation of non-formal and informal learning is a way of recognizing a person's knowledge, skills and competences, regardless of the education system in which they were acquired. Their validation involves identification, evaluation and certification. If validated, these learning experiences can become more visible and can be better used for further studies or work.

Europass - a set of five standardized documents and a competency passport available free of charge in 26 languages, is also designed to allow users to present their skills, qualifications and experience across Europe. The realization of a credit system is also pursued: ECTS for higher education and ECVET for vocational education and training, but also the quality assurance modalities for higher education and for the vocational education and training sector.

Changes in both economic activities and society have led to the emergence of new paradigms. Technological changes require new skills needed for jobs. The skills acquired allow people to better cope with daily demands. We can consider that this “scientific and technical knowledge has brought in the mechanism of obtaining the value resources and tools over the previous periods, with favourable effects. All these changes require a new way of conducting economic processes, as well as a new paradigm of value.”²

¹ European Commission, The survey of adult skills (PIAAC), Implications for education and training policies in Europe, 2013.

²P. Bran. *Economia valorii*, Science Publishing House, Chisinau, 1991.

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