

GLOBAL TRENDS IN ADDRESSING INVESTMENTS IN EDUCATION FROM THE PERSPECTIVE OF GLOBALIZATION AND PROMOTING INTERCULTURAL DIALOGUE IN THE KNOWLEDGE-BASED ECONOMY AND SOCIETY

Luminița-Claudia, Corbu¹

Abstract

Along with ensuring equal opportunities, which represents an objective necessity of our day for the convergence to the knowledge society and at the same time a confirmation of the awareness of the egalitarian status of all coexisting individuals, "the intercultural dialogue represents a premise of the development of social cohesion and also allows the connection of different systems. cultural values that sometimes seem to be so different but still able to share so many creative and innovative ideas. Intercultural dialogue offers the opportunity to share national traditions, customs and specifications and to learn from different cultural traditions. It also facilitates collaborative relations at all levels between states and represents a link in the process of community, regional, economic and political integration. The transmission of cultural values is a complex process that is characterized by the intertwining and dynamics of social relations, both vertical, horizontal and oblique. In the specialty literature, cultural transmission is defined as: "the transmission of preferences, values and norms of behavior through social interaction". This transmission involves a process of socialization and imitation of the reference models through which the specific behavioral traits are transferred from one generation to another through the "mechanism" of the intergenerational chain and also disseminated among coexisting individuals of the same generation. Although this concept of cultural transmission has a long tradition in the field of anthropology, social psychology and sociology, the specialists have been concerned with the study of endogenous training and the transmission of preferences especially in the last two decades. As a result, a new area of particular importance has emerged in terms of transmitting preferences through socialization and by imitating behavioral patterns, namely that of attitude towards education. According to recent research by specialists, it was concluded that parents have a strong influence in defining and substantiating the attitudes related to the education of young people. This aspect presents, in my opinion, an indication worth considering in order to anticipate, design and develop appropriate educational policies for the knowledge society, as it corroborated with the present reality of an increasingly accentuated globalization that presents both social and economic benefits. obvious, as well as potential threats, gives us an overview of the level of education and training of future generations and implicitly of the level of economic and social development depending on the efforts made by the contemporary generation in the sense of investments made in education. We will continue to present the OECD recommendations on the instruments of educational policies whose practical application, I think would bring real benefits on a social scale.

Keywords: *education, investments in education, preuniversity, impact, globalization, knowledge.*

JEL classification: *I20, J01, J21, J6*

1. Introduction

In my opinion, an indication worth considering in order to anticipate, design and develop educational policies that are appropriate to the knowledge society as it is corroborated with the present reality of an increasingly accentuated globalization that presents both obvious social and economic benefits, as well as potential threats, gives us an overview of the level of education and training of future generations and implicitly of the level of economic and social development depending on the efforts undertaken by the contemporary generation in the sense of investments made in education. We will continue to present the OECD recommendations on the instruments of educational policies whose practical application, I think would bring real benefits on a social scale:

- training employers and unions in participating in programs and developing policies aimed at vocational education, training and facilitating their mechanisms of achievement;
- the effective evaluation of the outputs, investments made in education, training at the level

¹ Postdoctoral student, Ștefan cel Mare University of Suceava, Romania, luminitaclusdia@yahoo.com

of an economy or region, analyzing their viability and disseminating the results for substantiating future actions;

- developing professional orientation programs accessible to all, informing on the dynamics of the labor market and the skills and knowledge required.

Both internationally and Europeanly and nationally, according to numerous reports and studies assessing the degree to which education is able to respond to current labor market demands, there is often a gap for vocational education and training students (Vocational Education and Training). VET) and employers regarding the knowledge acquired through learning and the demands of the workplace. However, in order to meet the demands of the new economy and the knowledge-based society, it is imperative to look for concrete solutions to harmonize the general and vocational skills acquired through education with the requirements of the new jobs specific to the new economy. Therefore, the essential task of institutions offering vocational education and training services is to meet the demands of the labor market by providing adequate learning for the jobs.

I consider that the recommendations of the 2016 OECD report, entitled "Transition from school to work", which I summarize in the paragraph below, are relevant for the realization of this desired action.

2. Education - an important actor in the process of poverty reduction

The inability to provide basic education can seriously undermine a country's efforts to reduce poverty. Research shows that primary education has a qualitative role for those individuals in society who are most likely to be poor. Basic education or literacy courses with an adequate level of quality are an indispensable and crucial support for disadvantaged individuals in order to provide the necessary means for them to contribute to economic growth and also to be able to benefit from it.

Economists have also put forward a number of reasons that advocate for the provision and financing of basic education in schools mainly by the government, rather than being left to individuals:

- Responsibility for raising children: children need protection and care to ensure that parents' decisions are in their best interest;
- Credit constraints: families may not have the necessary liquidity and the ability to support the desired investments in education;
- Equity: the opportunity to exploit the human potential through education should not be largely conditioned by the social background and the family wealth;
- Externalities: the benefits of education are planned, both on the society considered as a unitary whole and on the individuals in part;
- Efficiency: early investment in education is more cost-effective than later, as knowledge generates knowledge.

With regard to the EU, its enlargement also signifies the emphasis on the multicultural character, both of the Member States considered in their individuality, and of the community space considered as a unitary whole, thus presenting an important role in emphasizing and promoting the European identity. This European cultural mix, or in other words the great European cultural diversity, represents a unique advantage of the EU and at the same time a valuable source of enrichment of knowledge. Labor input, both quantitatively and qualitatively, is undoubtedly the key determinant of the output of an economy. Thus, to be possible, both the registration of a low unemployment rate, but also high levels of wages, it is necessary that the population be endowed with the highest levels of education. At EU level, employees with higher levels of education are considered to be "the fuel for innovation and technological progress". EU member countries have made progress in this regard in recent years. For example, at the level of 2016 the general percentage of the employed population

with high school education reached 30.2%, registering a constant growth since 2000 when it was located at about 25%. The following shows a clear tendency to increase this percentage of 40.3% of the labor force graduates of higher studies. Also, the employment rate of graduate students at the EU level registered a permanent increase since 2000, as shown in figure no. 4-22 for 2016:

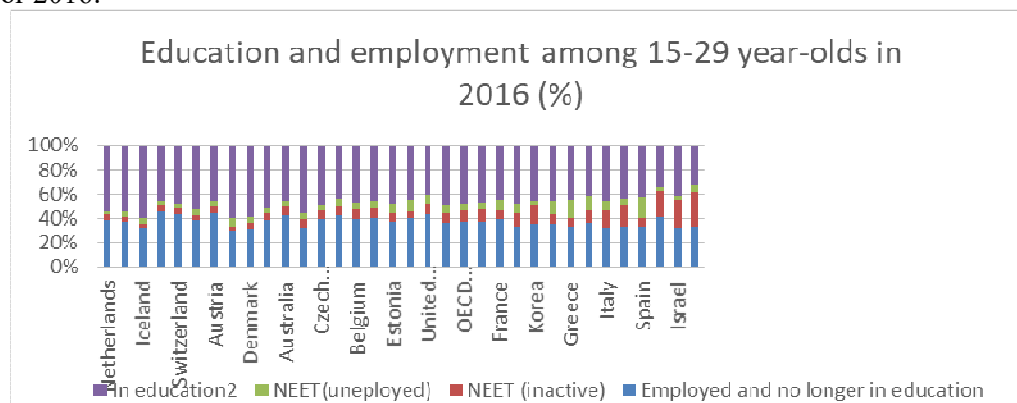


Figure no. 1 Education and employment among persons aged 15-29, from OECD countries and EU Member States, in 2016

Source: Eurostat, Education at a Glance, 2016.

In the literature, economists have tried to highlight and test the degree to which the influence of parents and family generally competes in substantiating individual investment decisions in education. J. Cohen, for example, states that parents have a greater influence in shaping their children's attitudes and in determining their educational aspirations. Due to the personal levels of education acquired and the expression of their own standards regarding what a desirable level of education means, parents in this sense are true role models for their children. As a result, children whose parents have graduated from higher education will be tempted to attach greater importance to personal education and to invest more in their preparation. In my opinion, the level of education of the parents is a key factor in the subsequent individual and social evolution of the children as "complex beings" and it places a strong imprint on the level of education that they will acquire throughout their lives.

The main argument in this regard lies in the fact that the education of the parents acts in two ways on the decisions regarding the subsequent investment in the education of the children, namely: first, according to the expression expressed by Cohen (2006), an acceptance that they share, it will set up for children a benchmarking and a model to follow (so the child will try to imitate the parent), and secondly, parents, influenced in their turn by their own investment in education, will be tempted to invest in that of children. their.

3. Education from the perspective of the personality and competence of the trainers of the young generation

Today, we find that contemporary life, extremely complex, particularly influences the economy and the environment, causing changes in human behavior, sometimes in the negative sense when intolerance, selfishness and aggression are increasingly obvious manifestations. In this sense, Pope Benedict XXI, in his work *The Salt of the Earth*, shows that "... we observe how it develops becoming more daring, the self-affirmation of the individual. An ever-increasing revolt of one against the other is paradoxically evolving towards an ever greater uniformity of all. No one can currently predict what forms will result from this. I am of the opinion that it is precisely in such a situation, in which the world is rapidly changing in an unpredictable direction, to find what is essentially human becomes all the more important. "

The modern spirit of education has emerged in Europe during the time of Johann

Heinrich Pestalozzi. He was a Swiss education reformer and the first teacher to promote methods other than bribery and punishment. He attached great importance to the application of appropriate methods in schools. With the right method, every child - if he has no learning difficulties - can learn to read, write, sing and count. We cannot say that we have already discovered the best methods; they are in a permanent process of development. As is right, we were always looking for new, better methods. The essential thing in this uninterrupted process is to give up what hinders us and to have the courage to adopt the courtesy of choice in love and wisdom. Alvin Toffler managed to unravel, for the beginning of the new millennium, the coordinates of the "power triad", highlighting how it is used to control our behavior. "Only after this is clearly understood, Toffler points out, will we be able to identify and transform the outdated power structures that threaten our future." As a result, in an economic-social system based on the freedom to choose, the way to be followed, at the level of the human individual, it is the democratic mechanism that introduces the rules underlying the educational constraints, rules that emerge from the dominant conception of time regarding the balance of advancement, which is based on the compatibility of individual education needs with the demands of the smaller or larger organizational bodies, private as a whole.

In the era to come, that of the responsibility of using knowledge for the health of the whole common life, education in love and a comprehensive understanding of life plays a decisive role in determining human performance. In order for these human performances to be produced by wisdom, it is essential to note that there are several steps that condition them by aggregation. From the basic step represented by the freedom to choose the profession, to the step based on the behavior of the teachers, on the environment favorable to learning without fear, to the step that results in the road to performance.

Conclusions

In line with the ones analyzed and suggested by us in the structure of this chapter, we can say that for the economy and the knowledge society there remains a challenge of the analysis of education as a way of thinking and general or vocational knowledge in correlation with the real requirements specific to the labor market. which require higher levels of qualification because, in education, the actors present have divergent interests.

The role of education on the personal development of the individual and on the socio-economic development as a whole is brought to the forefront since the beginning of the Lisbon Agenda, then containing the objectives set by the Europe 2020 Strategy, which projects a 40% target for acquiring a level education. highest among the population aged 15-34 years. In this regard, the results and conclusions obtained in the literature converge on the acceptance that an educated person has a greater influence on economic growth in more developed countries, whereas, in developing countries, basic education is a priority, the secondary level. Also for the aforementioned sense, especially on the analysis of the objectives proposed by the 2020 Strategy in the time horizon 2015-2018, Romania is far from the targets set in all the chapters except the energy from renewable sources and the reduction of the population at risk of poverty. or social exclusion, according to the European Commission's report on the track results recorded by Member States. The situation is worrying for some indicators on education and research, namely those closely related to the future development potential.

ACKNOWLEDGMENT

This paper has been financially supported within the project entitled „Development of tertiary university education in support of economic growth- PROGRESSIO”, contract number POCU/380/6/1 3 I 125040. This project is financed by Operational Programme Human Capital 2014-2020. Priority axis 6: Education and skills.

References, citations and bibliography

1. Cohen, J., (2006). *Social, Emotional, Ethical, and Academic Education: Creating a Climate for Learning, Participation in Democracy, and Well-Being*, Harvard Educational Review: July 2006, Vol. 76, No. 2, p. 201-237.
2. Huru, D., (2007). *Investițiile: capital și dezvoltare*, Editura Economică, București, p.12.
3. INDICATORS & STATISTICS, [DWP Report: Comparison of Child Benefit Packages](http://www.edac.eu/content.cfm?v_id=37)
http://www.edac.eu/content.cfm?v_id=37
4. Interim Evaluation of the strategic framework for European cooperation in education and training (ET 2020), http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategic-framework/doc/et2020-ecorys-evaluation_en.pdf
5. Kirschsteiger, G., Sebal, A., (2010). *Investments into education- Doing as a the parents did*, European Review, vol. 54, Issue 4, Publisher North Holland, p.501-516.
6. Nicolescu, N., Nicolescu, L., (2005). *Economia, firma și managementul bazate pe cunoștințe*, Editura Economică, București, p.106.
7. M.C. Suciu, R.M. Avram, E. Avram, R. Eftimie (2011). *The Potential of the investment in education in creating socio-economic development in the new economy and the knowledge-based society*, Review of economic and business studies, p. 255.