

THE ROLE OF HUMAN RESOURCES IN THE EDUCATIONAL DEMARCHE

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Abstract

First steps in the person development, from the educative point of view, is made by family members and also by the school represented by professors. In contemporary society does exist situations where the parents assign the role of education their children exclusive to school, and the lack of partnership student-professor-parents mostly generate the school failure of the student. In lack of human resources from the school organizations, the person's education would present gaps. The purpose of this step is to highlight the fact that professor's role isn't limited only to transmit the informations, but the formation of student's personality and the necessary competence development which will allow the adaptation at the work place. Conclusions of the theoretical and applicative research highlight the fact that between the inculcated values of the student must be the continuous desire for knowledge acquired as a result of education received in schools.

Keywords: human resources, education, school, organization

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1. Knowledge state of human resources and education concepts

The man is characterized by uniqueness in terms of their own wishes, feelings, attitudes, motivations, ambitions, levels of knowledge and potential. The economic performance of an organization is directly influenced by the quality of its human resources.

Over the years, ever since the last century, personnel management, and organization management viewed as a whole have gone through an evolutionary process of qualitative nature.

Factors that enhance the role of staff are as follows (Petrescu I, 2008):

1. Labor contents. In our classification, in the first place there's the factors that lift the role of personnel in the contemporary production, main changes in work content, generated by the use of new techniques and technologies in production.

2. Control over personnel. The second factor of increasing the role of staff in contemporary society lies in the possibility of sharing control over personnel, self-control and self-discipline.

3. Macroeconomic factors. In the third group of cases that condition the increasing role of personnel in the production and management, include macroeconomic factors, in particular, changing the orientation and dynamics, demand and production focused on meeting its needs.

As mentioned by numerous specialists in human resources, such as Jack Halloran and David Cherington to ensure success or even to survive, organizations in general and businesses in particular need to address the following issues properly (Manolescu A, 2001):

1. Identifying the skills or qualifications and choosing or selecting the candidates who best fit the job requirements or the new vacancies

2. Identifying and attracting competitive candidates using the most appropriate methods, resources and recruitment environments

3. Complying to the legislation on equal employment opportunities and correcting previous discriminatory practices or existing imbalances.

XXI century education is a complex process of training and development by improving the performance of each individual. Educational measures are a priority for

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society, especially for individuals who exhibit risk for juvenile delinquency. The aim is reintegration so that they become a reliable human resource(Popescu C et all, 2014).

There are a number of skills that the teacher must possess. The most important skills are: commitment, creativity, initiative, innovative spirit and monitoring capacity.

Vâgotski suggests that teachers must do more than draw attention to the climate and environment in the classroom. They must let students discover themselves, guide the class activities and intervene at certain times to encourage students to perform work tasks alone(Cace C, 2007).

Inconsistency between family background and educational institution, and school failure constitute barriers to partnerships. Events incorporated into the daily activities of families and communities (such as budgeting, shopping, scheduling, measurement or construction games) are not as visible as they should be(Goos L, 2007).

2. The role of human resources in the educational – instructional process

2.1. Presentation of goals and objectives

During this practical part we want to promote an educational project that aims to better the socio-professional insertion of young people aged 18-19 years. Project staff consists of teachers and psychologists and in this case the quality of resources was and continues to be the essential condition for success.

The objectives:

General objectives:

- Developing appropriate attitudes and behaviors of tolerance and discrimination in the workplace.

- Preventing the development of intolerant behavior in young people;

- Promote alternative and effective ways to combat inappropriate treatment at work.

B. The specific objectives of the project:

- * Acquiring relevant information on the risk factors associated with discriminatory behavior by all 60 students;

- * Training skills assessment of causes and conditions that lead to discriminatory practices in the workplace, by a minimum of 80% of students;

- * Acquiring skills to properly assess the realistic need for tolerant behavior for our fellow colleagues, in the case of 90% of the students.

2.2. Planned activities

Activities and periods of achievement are reflected in Table 1.

Tabelul 1. Gantt Chart

Planned activities	1	2	3	4	5	6	7	8	9	10	11	12
Team Building												
Project presentation												
Tolerance- The art of coexisting												
Change comes from us												
Group counseling on various topics												
Contest “We are all equal on the labor market”												
Project promotion												
Activities evaluation												

The structure of the project and the conducted activities are presented in Figure 1.

Fig no 1. Structure of the held project

Figure 2 shows the structure of the project activities undertaken to efficiently insert the young people into the labor market.

Fig no 2. Structure of the implementation of activities that have been carried out

2.3. Project impact

Students will be informed and will realize the benefits of education for change: information on vulnerable groups and legislation that protects the rights, improvement of communication - this project will make them socialize with students from other schools, and discuss the themes at home with their own parents.

Each student involved in the project will receive a certificate of participation and the most successful essays, drawings, suggestions will receive special diplomas. They will discuss issues related to the expected impact of the project in the broader scientific field, with emphasis on the following issues:

- The potential to significantly influence science through new concepts or approaches, or by opening new lines of research topics;
- Discussing the potential impact of the project in the scientific, social, economic or cultural fields and / or the directions to be explored in the project (where applicable for the proposed research direction);
- Participation in roundtables,
- Making press conferences for mediation of the project.

3. Conclusions

Through this project we fulfill one of the goals of the European Lisbon Strategy 2020 which aimed at increasing employment rates from 59% to 70%, by the fact that young people will be ready to face all situations arising from the job.

The efficiency of inserting the young people into the XXI century, in an environment in constant change, is that, by promoting education for change, education conducted in a formal (school), that aims, on the one hand to inform and raise awareness on the legislation on employment rates, and on the other hand it promotes equality and tolerance.

There are two potential risks and approaches that may face implementation. The first is the difference between declared and actual information and how to dispose of this risk is the exposure of clear information on the questionnaire and informing the people involved about the fact that the answers will be used for statistical analysis without mentioning their identity. The second risk is resistance to change, to new things, and the remedy may be explaining the benefits of the project.

In conclusion, the subject matter and sought to be met, but also the fact that it meets the desires to receive equal treatment at work, are factors that ensure effective implementation of this project.

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