

THE MANAGEMENT AND THE DEVELOPMENT OF THE HUMAN RESOURCES IN THE PRE-UNIVERSITY EDUCATION

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Abstract:

Through the management of the human resources it is provided the necessity of the workforce in an institution, on staff categories with the view of achieving the activities and the obtaining of the expected results.

The decentralization of the budget institutions makes the obtaining of some principles of the human resources management to be essential so that they create the conditions of involving and participating in the institution activity, as we wish to live in a society where the fundamental values are creativity, liberty, pluralism and tolerance.

The pre-university education institution(kindergartens, schools and high schools) are not provided with a human resources manager.

The decentralized management of the human resources level of the School County Inspectorate, the lack of a clear policy in the domain of the human resources (at the level of the School County Inspectorate even if there is a management department of the human resources, those who work in this department do not have the necessary qualification, being selected teaching staff on certain criteria, and the unprofessional involvement of the local authorities, these being disruptive factors of the training-educational process.

Key words: *management human resources, decentralization, training, conscription.*

Jel Classification: There is an integration of the article according to the JEL Classification (Journal of Economic Literature), the code of the group is: A10, A14, A20.

1. The management of the human resources

The management of the human resources requires the insurance of the staff, both from the point of view of the quantity and especially from the point of view of the quality.

The decentralization of the budget institutions makes the obtaining of some principles of the human resources management to be essential so that they create the conditions of involving and participating in the institution activity, as we wish to live in a society where the fundamental values are creativity, liberty, pluralism and tolerance.

The pre-university education institutions (kindergartens, schools and high schools) are not provided with a human resources manager.

The weak points and the suggestion for the improvement of the identification in the pre-university educational system of the centralized management of the human resources are:

- the decisions adopted in the educational system regarding the human resources have effects on the educational institution and the individuals in the institution.

- any lack of balance can cause serious disorders at the level of the educational institution taking into account the role of the teacher that they have in the training-educational process.

- through the methods of the human resources, the educational institution can cause individual changes that can be transferred by the individual to an extended environment.

The manager of the human resources in an educational institution must focus on an efficient achievement of the potential of the existing human resources, the estimation of the necessity of the human resources for the next period.

The retirement, the resignation or the dismissal are activities related to the school and the School County Inspectorates.

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The human resources must not be regarded as a component of the cost, but as an efficient investment within the educational institution, not only of the production costs, but the main agent of the educational and the performance promotion.

The centralized management of the human resources at the level of the School County Inspectorates, the lack of a clear policy in a field of the human resources (at the level of the School County Inspectorate, even there is a management department of the human resources, those who work in this department do not have the necessary qualification, being selected teaching staff on a certain criteria) and the unprofessional involvement of the local authorities, these being disruptive factors of the training-educational process. The consequences of these disruptive factors of the school level. The providing of the human resources with teaching staff is achieved in a centralized manner at the level of the School County Inspectorate, the training and the development of the teaching staff is in a continuous change, the instability of the human resource, through the reservation of a great number of the posts for substitution, the accepting in the system of some experts who do not have the adequate qualification, that is the pedagogical/ teaching training, the small wages prevent the valuable young people to enter the educational system. As suggestions there will be: the financial and the material support of the human resources regarding the continuous maintaining and training, the insurance of the stability of the staff in the school institution, the increasing of the wages up to a motivating level, the providing of the human resources on the basis of the principles established at the level of the school.

2. The development of the human resources in the pre-university educational system

In the conditions of the information explosion, of the permanent education and the efforts for the development of the human resources that are in a continuous changing, the training of the professional level, as a general process of getting knowledge from all domains that occur, must represent a key domain of activity of every organization.

The quality of the whole process of training and the increasing of the professional level is, undoubtedly, the result of a group of interdependent actions that are related to:

- the modernization
- the speed
- the insurance of the intellectual mobility for which the ability of the training process of the graduates apply according to the present experiences/ expectations, providing them with the necessary knowledge, with habits of study and the permanent learning, forming of a prospective and anticipating thinking
- the structure of the forming process
- the dowry of the teaching staff, with the technical-material basis and teaching devices
- the monitorization
- the obtaining of a superior efficiency of the whole permanent education etc.

As a result all these requirements involve convergent actions and prompt actions at the needs of the development to reach the standards of the expected performance in the scientific and the technical qualification of the human resources.

Thus, the dynamic characteristic of the education, as a strategic department of the development can be obtained in this way. (Ion Petrescu, 2003) [2].

There is no creation without gaining experience and without competence. Also, there is no involvement without knowledge and `savoir-faire`, on condition that competence is doubled by boldness.

The genuine trainer and not an ordinary one (the role that can be fulfilled by an educator at a lower price) must achieve the following requirements:

- to train and to develop the mental flexibility, which involves the refreshing of the self-confidence, to remove the rigidity caused by the conditioning and the routine, the fear of the new, as well as the lack of experience;
- to teach the trainees the learning methods, so that each of them will discover their own learning strategy and the optimization methods;
- to strengthen their confidence in the permanent learning, as a necessary condition of the personal increasing and development that cannot be achieved only by effort to mobilize all the abilities they possess;
- to integrate themselves in the system frame, one of the cardinal points of the institution strategy.

The assumption and the achieving of these requirements release the force that we call nowadays training, as well as the national educational system itself, which is still centred on the transmitting and the controlling of the information, delivering piles of paper, so the vanity has been displayed more and more obvious. `The fact that I have a diploma does not prove but one single fact`, an American expert writes, `the one that I was capable to pass the exam that conditioned the delivery of that diploma`. Radu Emilian, 1999) [3].

For the survival of the institution there is an essential ingredient of the success and this is the learning at the strategical, operational level and that of the politics that has to be conscious, continuous and integrated.

The responsibility of a climate, in which the entire staff must learn permanently, is carried out by the managerial team, which through the training of the staff fuels and insures the transmitting of this patrimony, an essential element of the value of a modern institution (Viorel Lefter, Alexandrina Deaconu, 2008) [4].

The general training, the professional training and the experience gaining in work constitute the triangle of the staff training.

The staff training is considered the most profitable investment, it involves the costs and has the purpose of the profit obtaining, the expectations of the investor can be predictions that are fulfilled (Bernard Gazier, 2003) [6].

3. The providing of the necessary human resources in the pre-university education

On the basis of the frame plans of education, stipulated in the Orders of the National Education Minister, they establish the teaching posts and norms in the pre-university education, taking into account, with priority, the observing of the continuity principle of the educational activity of teaching the same class or group of students.

The mobility committee of the teaching staff valid the list of the teaching posts and norms that are vacant/ reserved announced by the schools to the Administrative Council of the School County Inspectorate.

After the integration of the titulars on the basis of the posts/norms, they solve the completing of the teaching norm and announce the vacant posts/norms that are given out for competition.

The competition for occupying the teaching posts has an open character.

The present legislation (Law 1/2011, The educational Law) stipulates conditions that must be fulfilled for the applying for the competition (Law no. 1/2011) [7].

The specializing organ of the central public is the National Education Minister that elaborates and inserts the national politics in the pre-university education domain. The National Education Minister initiates and executes the financial policy and that of the human resources in the educational system, also, concerning the domain of the pre-university education, they have the power to elaborate the methodology regarding the movement of the teaching staff in the pre-university education.

The normative documents adopted at the national level and the methodologies elaborated by the National Education Minister regulates the management of the human resources in the pre-university education that is achieved through the decentralized exercising at the school level.

The involved organs in the efficient achievement of the teaching activities and of the educational process, at the central level is the National Education Minister, and at the local level are the School County Inspectorates, institutions which deal with the insurance of the necessary teaching, auxiliary teaching and non-teaching staff.

By the local and county Councils, the National Education Minister provides the good conditions for the developing of the teaching activity, the dowry of the material basis, investments, renovation and the modernization of the material basis, as well as the salary of the staff who develop the activity at the school level.

On the basis of the information obtained as a result of the census of the number of students and taking into consideration all the law stipulations, they draw out the school planning.

On the basis of the plan-curricula, agreed by the Order of the national education minister, they constitute the posts/norms of the pre-university education.

According to the agreed methodologies, through the educational institutes we understand: the educational units **with juridical personality**, the connexing educational units, children palaces and clubs and the National Place of the Children, the county/Bucharest centers of educational and assistance resources, the school centers for inclusive education, the interschool logophedy centers and the logophedy cabinets, the psycho-pedagogical centers and cabinets (INSTRUCTIONS)[8].

According to the legislation of the national education no. 1/2011 the teaching norm of a teacher in the teaching-learning units, the practical training and the continuous assessment of the pre-school children and the students in class consists of the no. of hours stipulated in the education plan for the subjects related to the specialization or the specializations written on the diploma/ the licensing diplomas or the graduating ones, on the graduation diploma of the second period of the university studies of Bachelor of Arts or on the diploma/diplomas/certificate/certificates of graduation of some post-university studies, having a duration of at least a year and a half, agreed by the National Education Minister- thoroughgoing studies, academic post-university studies, post-university studies of specialization in the post profile, according to the stipulations of art. 1 letter a) of the government order no.103/1998, agreed and modified through the national education Law no.1/2011 that is [9].

The number of the employed staff in the educational system, including the teaching staff, is in rapport of inter-conditioning and completing with the evolution of the students/pupils forces, which, unfortunately, has the tendency of decreasing.

The initial training for the occupation of the teaching positions in the pre-university system consists of:

- the initial theoretical training in the speciality, achieved in universities, during some program accredited in accordance with the law;
- the teaching Bachelor of arts studies with a duration of 2 years;
- the practical stage with a duration of an academic year, achieved in an educational unit, under the supervision of a mentoring teacher;

The staff in the pre-school and primary school system are exceptions to these stipulations, as the positions of kindergarten teacher, primary school teacher are obtained in the frame of pedagogical high-schools.

With the view of obtaining other specialities, the graduates of the licensing studies can attend modules of minimum 90 transferrable credits which prove the competence of teaching a certain discipline in the domain of the speciality written on the licensing diploma. (The national education Law, 2011) [10]

As a result of the analyzing of the training needs, the Minister of the National Education establishes the curricular marks and the qualifications of the initial theoretical training in the speciality of the staff, as a main financial supporter.

After the assessment of the necessity of the teaching staff they elaborate the plans that insure the employment of the capable and stable workforce through the planning process of the human resources.

The norms at the level of the educational units, are constituted as a result of the obtained census, of the number of the pupils immatriculated and the number of the classes, which are transmitted to the School County Inspectorate.

The school county inspectorates will elaborate proposals for the schooling plan projects and of the network of the pre-university units. The schooling plan will be founded through a speciality study from the perspective of the pedagogical, psycho-pedagogical, sociological and economical arguments. At this elaboration there will be involved counseling teachers from the school centers and cabinets, experts from the county/Bucharest centers for resources and educational assistance, from psycho-pedagogical assistance in the county/Bucharest centers, teaching staff from all educational levels, trade-unions from the educational system, the representatives of the county/ Bucharest parental organizations, local authorities (prefects, county councils, local councils etc.) and the Local Committee of the Development of the Social Partnership.

4. The conscription and the selection of the teaching staff in the pre-university system

The activity organized to attract the unoccupied human resources, to satisfy the necessity of the workforce in the given period, represents the conscription of the staff. This is a previous action before the ending of the work contract and does not involve obligations from the organization.

The conscription represents the drawing out of the selected individuals, those whose professional knowledge in the domain, personality and abilities, are in the highest accordance to the vacant posts in the competition.

The main aim of the conscription activities is to attract a sufficient number of possible proper employees, who can sit for the vacant posts within the organization. In comparison, the main aim of the selection activities is to identify the most suitable candidates and to convince them to accept a post within the organization.

The conscription of the staff is the moment of the interaction between the person applying for the job and the representative of an institution who is looking for a suitable person to occupy the vacant post.

Through the achieving of a complete accordance between the demands of the given post and the professional and personal features of the given person there comes the end of the conscription activity which is materialized through the employment offer. (Burloiu Petre, 1997) [11].

The behaviour code of the institute in this domain is represented by the conscription policy.

The institution of the conscription policy proposes itself to observe the following principles:

- to announce locally all the existing vacant posts;
- to answer all the employment requirement, with a minimum of delay;
- to inform objectively, under any circumstances, the potential employees, concerning the essential data and the employment conditions suitable for any announced post;
 - to process efficiently and objectively all the employment applications received;
 - to search candidates to occupy the given vacant post, starting from the basis of their qualification;
 - to offer any person invited to the interview, in an objective way, the necessary attention.

The institution proposes itself to avoid, under any circumstances:

- the unfair discrimination of the potential candidates, in terms of sex, nationality, age, religious orientation or a physical handicap;
- the unfair discrimination of the candidates who have a police recording;
- the formulating, deliberately, of some false or exaggerated conditions stipulated in the conscription documents or of the employment advertisements (G.A Cole, 2000) [12].

Through the conscription, they follow, more than anything else, the devotion of the new employee towards the institution, the insurance of the conditions that these should achieve their work tasks and to integrate in the work team, more than the simple occupation of the vacant posts.

In any institution, they take into consideration the conscription proceedings and the application criteria:

- the importance of the given functions in the organizational structure (the content of the work, the authority, the responsibility);
- the employment conditions, which are to be offered (the selection and the conscription for the employment on long or short term) and the possibility of the employment contract cancelling;
- the professional evolution of the given staff (promotions, abroad missions, professional contracts);
- the legislation that is at the basis of the conscription process;
- the practices established officially or unofficially regarding the attendance of the employee representatives and the trade unions, in general, at the staff conscription (mixed selection committees, the necessity to obtain the trade-union agreement).

To insure the good process of the institution, the conscription function must be developed continuously and to rely on the essential elements of the staff conscription process.

These elements prove the importance of the staff conscription and the role this has within the institution and they are as they follow: firstly, the staff conscription policy, the constituting of a distinct organism proper for the staff conscription; the elaborations of the foresights, regarding the necessity of the workforce; the candidates attraction, the assessment of the staff conscription program. (G.A. Cole, 2000) [13].

Within the conscription and selection process are identified the potential persons who are suitable for some vacant posts, and the selection for the institution through some suitable criteria. (Ion Petrescu, 1995) [14].

The selection of the staff follows the period of the conscription activity through which the institution managed to attract a sufficient number of candidates that are suitable for the external work market. This stage aims to identify the most suitable candidates and to persuade them to join the institution.

The selection from the point of view of the institution, represents a `sale and marketing` operation as well as the initial conscription (Georgeta Panisoara, Ion-Ovidiu Panisoara, 2004) [15].

The steps of the staff selection method are the following: the elements of the job application (CV, application forms, letters of application); the interview; selection tests, as well as other auxiliary elements, such as recommendations (references) (G.A Cole, 2000) [16].

In the view of the pre-university teaching staff conscription, the Minister of the National Education elaborates the calendar and the timetable of the national competition for the teaching posts/norms.

The documents that prove the state of the titular teacher in the pre-university national education system are the papers of appointment/transfer/distribution on the post/norm; minister orders, decisions of the general school inspector, distribution stipulations- emitted

by the enabled institutes: the Minister of the National Education, the school Inspectorates, national councils for distribution (Law no. 1/2011) [17].

The mobility committee for the teaching staff validates the list of the vacant/ reserved posts/norms, announced by the school units and it is notified in writing to Administration Council of the School Inspectorate.

After the titular establishment on the basis posts/norms and the achievement of the teaching norm completion, the vacant teaching posts/norms are declared.

The methodology regulates the stages of the constitution of the teaching posts/norms, the constitution of the teaching norm of teaching-learning-evaluation for the titular teaching staff in the national system and the titular teaching staff employed with individual work contract on an undefined period, the establishment of the vacant/ reserved teaching posts/norms and of the pre-university teaching staff mobility.

The mobility of the teaching staff in the pre-university are the following:

- the constituting of the teaching posts/norms as a result of the application of the teaching frame-plan and the approbation of the schooling plans;

- the constituting of the teaching norm of teaching-learning-evaluation form for the titular teacher in the national system and the titular teacher of the educational units, employed with individual work contract for an undefined period, with classes at the level of the educational unit or in the educational units in the same location or at the level of school networks;

- the completing of the teaching-learning-evaluation norm for the titular teacher in the national system and the titular teacher of the educational units, employed with an individual work contract for an undefined period, in one or more educational units;

- the establishment of the vacant/reserved teaching posts/norms and their publication with the view of occupying;

- the transfer of the redundant titular teaching staff of the national education system through the activity restriction or through the reorganization of the schooling network or the closing down of certain education units;

- the occupation of the teaching posts/norms declared vacant/reserved by the educational units, through a competition organized at the level of the educational units, school networks or temporary associations of educational units at the local/county level;

- the completing of the teaching norm, at the level of the school inspectorate, for the titular teacher for whom it cannot be provided the norms at the level of the educational unit or in the educational units of the same location or at the level of the school network;

- the distribution of the candidates who were not appointed after the competition organized at the level of the school units/networks or through the temporary associations of the local/county educational unit, in a public meeting organized at the level of the school county;

- the occupation of the vacant/reserved teaching posts/norms through hour wages;

- the occupation of the vacant/reserved teaching posts/norms through transfer;

- the occupation of the vacant/reserved teaching posts/norms through hour wages or transfer during the school (The Frame- Methodology regarding the teaching staff in the pre-university educational system in the school year 2012-2013) [18].

A candidate can apply for the competition only in one county/ Bucharest, where they can lay down the options form for distribution. In a contrary case they will cancel the application for the competition.

For the occupation of the vacant posts/norms there can apply the graduates of the long and short term education, of medium/post high school education, who have the suitable specialities for the given posts/norms written on their diploma.

The occupation of the vacant posts in the pre-university educational system involves a series of costs, such as: *personal costs* (of supervising the candidates); *material costs*.

The sums of money for the staff and material costs are provided by the National Education Minister from a special account meant for the titularization competition, and the other costs are supported by the School Inspectorate. These sums are transferred by the School County Inspectorate in the university centers where the papers are corrected.

The costs used for the waste paper, the supervising of the candidates participating at the competition, the change of place and the daily allowance of the staff who deal with the transportation of the papers to the university centers to be corrected are totally supported by the School Count Inspectorate.

On the basis of the agreement signed between the School Inspectorate and the University where the papers are corrected, they transfer the sums of the money that are established by the National Education Minister. The object of the agreement is the way of using some types of costs for the organization and the development of the evaluating activity of the papers of the candidates who applied for the titularization competition.

Table 1. The situation of the posts drawn out for the competition

School year	THE TOTAL NO. OF THE POSTS	Out of which			
		Titularizable	Untitularizable	Out of which:	
				complete	incomplete
2010/2011	1.347	528	819	437	382
2011/2012	1.729	476	1.253	608	645

Source: the data are gathered and processed by the author from the *School County of Mures*

Table 2. The costs regarding the titularization competition

The year	The total persons participating at the titularization competition	The costs regarding the titularization
2011-2012	1347	12685
2012-2013	1729	23085

Source: the data are gathered and processed by the author from the *School County of Mures*

The efficiency and the productivity of the work are found in the way the time work and the human resource are used. These are expressed individually and nationally or at the branch level.

The productivity of the individual work shows the efficiency of the employee, the institution or the branch work. The economic activity is developed according to the dimension the particular factors, which are economical, technical, organizational, social, etc.

$W=Q/T$; Q- the obtained production; T- the costs of work time executed in the productivity result Q

$$2011-2012; W = \frac{Q}{T} \text{ costs/ no. of papers} = \frac{12685}{1347} = 9,41 \text{ lei/corrected paper};$$

$$2012-2013; W = \frac{Q}{T} = \text{costs/no. of papers} = \frac{23085}{1729} = 13,35 \text{ lei/corrected paper};$$

Table 3. Cost per the candidate

The year	Costs per the candidate participating at the titularization context
2011-2012	9,41
2012-2013	13,35

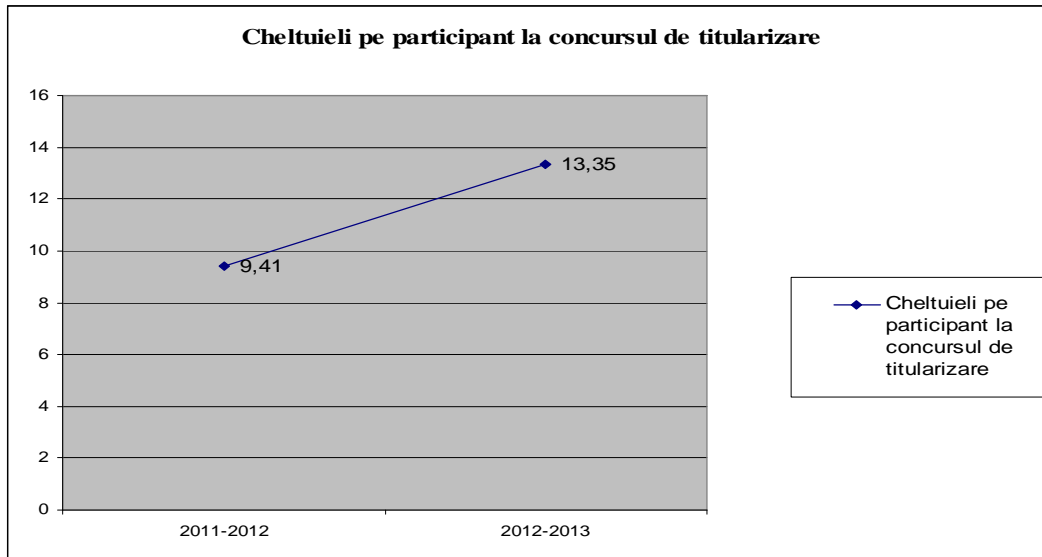


Figure 1

Table 4. The costs regarding the total approved budget

The year	The approved budget	The costs related to the titularization
2011-2012	12.860.572	12685
2012-2013	13.588.960	23085

2011-2012; $W = \frac{Q}{T} \times 100 = \text{costs of titularization/budget} \times 100 = \frac{12685}{12860572} \times 100 = 0,00098 \times 100 = 0,098 \%$;

2012-2013; $W = \frac{Q}{T} \times 100 = \text{costs of titularization/budeget} \times 100 = \frac{23085}{13588960} \times 100 = 0,00169 \times 100 = 0,169 \%$;

Table 5. The titularization costs

The year	% The titularization costs of the total budget
2011-2012	0,098
2012-2013	0,169

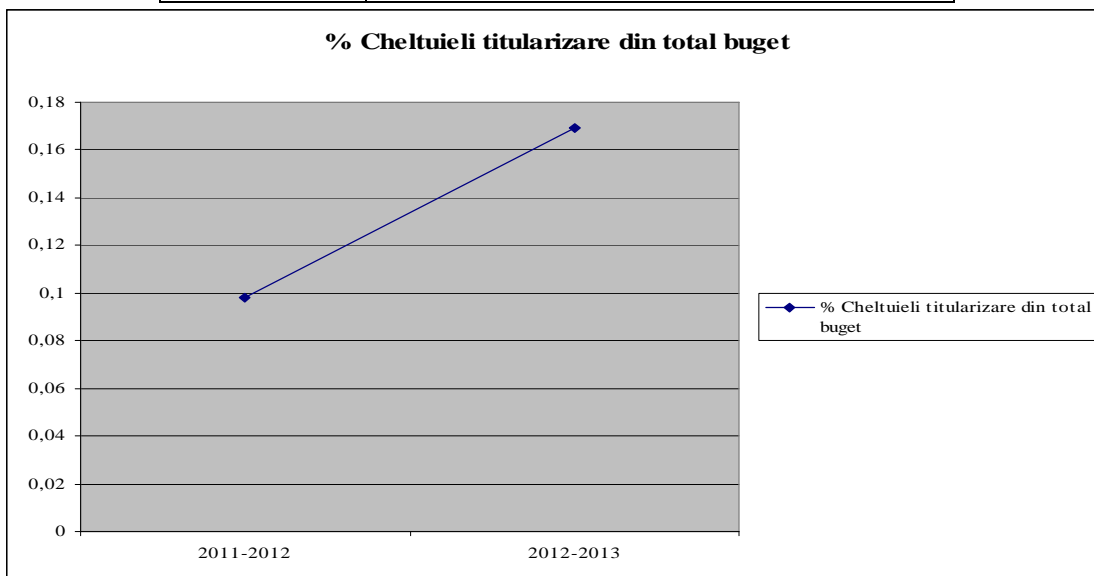


Figure 2

The costs regarding the titularization of the teaching staff in the pre-university educational system made by the School County Inspectorate from Mures are the costs related to the organization and the development of the context, and the costs regarding the paper correction of the participants at the titularization competition are the staff and material costs and they are provided by the National Education Minister in a special account addressed to the titularization, and the other costs are supported by the School Inspectorate. These sums are transferred by the School County Inspectorate in the university centers where the papers are corrected.

On the basis of the agreement signed between the School Inspectorate and the University where the papers are corrected, they transfer the sums of money which are established by the National Education Minister. The aim of the agreement is the way some types of costs are used in the view of the organizing and the development of the activities for the evaluation of the papers of the candidates and the participants for the titularization competition.

Conclusions

Through the management of the human resources they insure the necessary workforce in an institution, on types of staff with the view of achieving the activities and the obtaining of the expected results.

The decentralization of the budget institutions provides some principles of the management of the human resources so that they create the conditions of involvement and participation at the institution activity, on the conditions we wish to live in a society where the fundamental values are creativity, liberty, pluralism and tolerance.

The institutions of the pre-university education (kindergartens, schools, high schools) do not benefit of a human resource manager.

The weak points and the suggestions for the improvement of the identification in the pre-university education system as a result of the centralized management of the human resources are:

- the decisions adopted in the educational system related to the human resources have effects on the educational institution and on the individuals in the institution;
- any lack of balance can cause serious disorders at the level of the institution taking into consideration the role of the teacher that they have in the training-teaching process;
- through the strategies of the human resources, the educational institution can cause individual changes that can be transferred by the individual in an extended environment.

The centralized management of the human resources at the level of the School County Inspectorates, the lack of a clear policy in the domain of the human resources (at the level of the School County Inspectorate, even if there is a department of human resources, those who work in this department do not have the necessary qualification, being teaching staff selected on certain criteria) and the unprofessional involvement of the local authorities, these being disruptive factors of the training-teaching process. The insurance of the human resources with teaching staff is achieved in a centralized way at the level of the School County Inspectorate, the training and the development of the teaching staff is in a continuous change, the instability of the human resources, through the allocation of a great number of substituting posts, the accepting in the educational system of some experts who do not have a suitable qualification, that is pedagogical/methodical modules, the small wages prevent the valuable young people to enter the educational system.

The costs related to the titularization competition are quite significant at the level of the county and from here the idea of occupying the vacant posts through distribution by the superior educational unit.

Suggestions

The participating at the professional training of the teaching staff must be a concern of all the interested factors: students, the society and the public authorities.

The suggestions are: the financial and material support of the human resources with the view of maintaining and the continuous training, the insurance of the stability of the staff in the school unit, the wage increase up to a motivating level, the insurance of the human resources on the basis established at the level of the school unit.

The decentralization of the units in the budget system with a reference to the education leads to some doubts regarding the conscription and the selection of teaching staff as well as the professional training which are partially coordinated by the school unit and the school county inspectorate which are submitted to the orders and the organization at the central level conducted by the National Education Minister. The conscription, the selection and the professional training of the teaching staff at the school unit level are efficient and guarantee an educational quality owing to the fact that they select teaching staff who have the suitable abilities and qualifications in the domain they are to be employed. The testing of the abilities is to be carried out in the future workplace.

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