

EDUCATIONAL MANAGEMENT- AS THE RESPONSE TO THE SOCIAL- ECONOMIC CRISIS IN CONTEMPORARY EUROPE

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Taking carefully into consideration the way in which emerged and evolved the actual economic and financial crisis, in Europe and in Romania, one can conclude that the educational management, as an academic program, or as a scientific research, can provide some solutions. First are analyzed the initiatives taken by the decision factors from the superior European education, in 1999, before the breaking out of the crisis, through the Bologna Convention. Due to the educational management's particularity to establish a communication channel between academics, specialists in educational sciences, educational institutions managers and political leaders, are presented the beneficial effects which a number of decisions like the stimulation of young people's interest for the studying of economical and entrepreneurial sciences, systematic programs open socially and culturally of knowing the foreign languages, the analysis of career's dynamic in parallel to the modernization of the career education, could have.

A few decades after the ending of Second World War, Europe was the witness of some velvet revolutions, including a bloody revolution in Romania, after which the communist system collapsed.

The hopes that accompanied the long period of transition and of adherence to the democratic traditions and to a united Europe were interrupted by a serious economic and financial crisis. As it is known, the crisis, which first started in The United States of America in 2008, expanded across Europe, a little bit later, but more violently in Romania where it surprised us extremely vulnerable and unprepared.

The main problem that we are facing is if the decisions of educational management from the level of a university or from a national and European level can contribute significantly to the attenuation of the actual economic crisis. We also ask, in a democratic way, which political decisions or of educational management can be taken and what their effects will be.

Let's determine some regulations taken by the European responsible factors before the bursting of the crisis. As it is known through the Bologna Declaration, from 1999, the responsible factors from the educational level initiated a long process of homogenization of European education, so that the education to be more efficient facing the severe social-economic problems of our continent. Studies have been restructured in order to make bachelor, master and doctor's degree aimig the compatability between the academic educational systems and the introduction of transferrable credits. The transnational hypothesis of the university represents of course, an earlier challenge. We want to mention, in this context, the invocation of John Allen "which defines university like an organisation which can be reduced, almost entirely, at people, whose task, in a variety of roles, is to keep on searching the truth and the knowledge that will be disseminated, through communication, firstly among young people." (Stefan Buzarnescu, 2004, pag. 241). Such a definition corresponds to the conception of Paul Temple, who ironically observed that some universities were in the head of the complex process of internationalisation and globalization which have acted as global market institutions. The internationalization of European higher education has been facilitated by the transferable credit system, which evolved in two phases:

- a. internal adjustment of universities, through the transformation of the old academic programs in the permeable system of transferrable credits,
- b. the establishment of a set of rules and procedures through which the credits to be recognized between universities and to favor in this way the students' and the teachers' mobility (Stefan Buzarnescu, 2004, pag. 253).

The illusion that through decisions taken by responsible factors, the European education could become harmonious in a short period of time and the circulation of scientific, technical and cultural information, was quickly crumbled. The spreading of transferrable credit system developed slowly, the students' and the teachers' mobility being delayed not only by financial and bureaucratic difficulties, but also by small number of universities which speak several foreign languages.

Given that Europe as a whole cannot respond promptly and appropriately to crisis calls, and national governments face increasing difficulties, the opportunities that appear at the level of some educational institutions from one country or another, are promising.

The current economical and financial crisis from Romania generated complex, unbelievable problems in all sectors of economic life, which continued to manifest themselves.

This brings us to a problem closer to our possibilities. What kind of decisions can we have, the specialists in educational sciences, in order to ameliorate the actual situation and in order to open more advantageous perspectives?

Even bigger hopes fall on the faculties with an economic profile, which could give economic and financial projects, through which we could decrease the most severe effects of the crisis.

What other solutions taken at an institutional level could have beneficial effects?

Let's take into consideration the cruel reality of intenpemstive bankruptcies, the big number of firms which closed their activity and the fear that this process will go on, so that some activities will stop.

Political and legal regulations taken by the Parliament and the Government are decisive. Through these regulations they should promote the economical activity. The managers of the educational institutions could find their ways in this context giving a bigger attention to the economic and entrepreneurial training of the young people.

The economic sciences chairs could interfere supporting young people's interest for the economic preparation for the world of business. We could take into consideration not only measures that concern the number of students, but also the structure of the curriculum, giving a bigger attention to those subjects and modules that broadly speak about the beginning, the development and the efficiency of business.

The psycho-pedagogical sciences could also offer help if they would offer more efficient patterns for the career counseling. It has been observed that the complex activity of career counseling is appreciated as "a rational process of informing and testing the person counseled, the testing based on the use of quantitative evaluation" (G. Tomsa, V. Ionel, M. Popescu, 2008, pag. 478). It was also noticed that in counseling problems emotional and familiar aspects could appear. An important role occupy the individual preferences, the parents' and friends' advice. The career education appears to be a complex process where appears beside building a career or the decision to follow a certain career, elements more or less related, but also the knowing of the world of jobs.

The educational sciences can interfere in this direction for an appropriate knowledge of jobs, the accurate description of jobs and the study and hiring conditions and of course the salary.

Another set of decisions could be taken not only at the academic level, but also by the community leaders, starting from the reality that millions of young people and grown-ups are working in different European countries: Italy, Spain, Germany, etc.

In our opinion the best decision in this respect would be the multiplication of foreign language programs: English, French, etc. coordinated by the philology faculties in a large social opening. This kind of programs could be funded from European funds or budget resources.

The experience so far demonstrated outstanding skills in the field of information, which weren't supported enough by the political factors. At the academic level from the leaders' initiative and the chair of Informatics, systematic activities that attract the young people in this area could be initiated.

The specialists in the sciences of education are increasingly realizing the need for systematic studies regarding the dynamics of jobs in Romania on the whole or from certain areas, or European countries. It would be desirable a direct communication between the researchers and the decision factors from academic level and from the community level. We take into consideration not only the funding of these programs but also the quick dissemination of the conclusions.

The current economic and financial crisis has destroyed the myth according to which the educational management is and it should remain a neutral academic discipline and placed at a certain distance in reality. The specialist in educational management has the duty to discuss with the manager of an educational institution and after that in collaboration with other leaders and finally to extract well-balanced decisions, the only viable way to break the deadlock.

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