

## THE PRINCIPLES OF THE ROMANIAN EDUCATIONAL REFORM

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**Abstract:** *This paper refers to the need of connecting educational offer to the Romanian education principles. The paper proposes a series of efficient and effective principles, so necessary to the Romanian educational reform. The problems of the Romanian educational reform has begun in 1990s.*

**Key words:** *systemic vision, secondary, vocational, high- school, post-secondary, principles, reform*

### INTRODUCTION

The Revolution unleashed ideas of the people that were in charge with the education and also unleashed their imagination. What was the result? Very simple. It is unclear if we had any expected results by both parents and teachers. Anyway, the situation in which the Romanian education is today is a precarious one. The students are bewildered, and so are the parents, and teachers probably live one of the most enhanced drama of their lives. They have a poor salary, but they have to show results with their students. The question is: why education is superficially treated? Who uses this?

Any restructuring process should be promoted based on valid principles. These are mandatory for the entire Romania educational system. The list of these principles remains open, provided that any additions should truly serve the Romanian education and society. School is a dynamic organization under pressure from outside, from the socio-economic and pressure inside and to adequately respond to these pressures and have creativity school must adapt to the environment, to forge connections with other organizations, to develop and enable the development of its members. Connecting the school as an organization changes caused by socio-economic reform and administrative reform requires adequate training of the director, the entire management team, which ensures the school and staff development conditions for the emergence of meaning and becoming the school office.

### MATERIALS AND METHODS

Education reform is a global change education system performed at the end (ideally, strategic goals, objectives and targets) the structure (organization, management, relationship with the company to exploit the resources educational/informational, human, didactic material, financial) content (a new curriculum, new programs and textbooks/ education).

Design education reform involves the planning qualitative education systemic global innovative medium and long term, in a social context.

Working methods used by the authors are: processing, analysis, observation and interpretation.

### RESEARCH RESULTS

1. Any reformatted process or any adjustment process should take into consideration that education serves society, not vice versa.

2. Education is an important social activity sector and should be considered in its entirely systemic vision. The entire education is a system that, in turn, consists of subsystems. The superior education subsystem includes several steps or subsystems: Bachelor, Master, Doctorate.

3. Education reform should be done in a concept, a unified vision, necessity derived from the fact that the subsystems are interconnected, functionally related. By applying unitary concept it is achieved a flow from primary education up to the top stage, the Doctorate. Not being addressed in a systemic, unitary concept would lead to another failure.

4. The educational reform must begin with terminal educational segments: vocational, technical and post-secondary education and dissertation from the superior education. The offers of these three terminal segments should face the social needs in the field. It should be realized the balance of the inferior, medium and the superior qualified labor, through which must be obtained the equalization of the educational terminal segments to the request of the society with qualified human resources. It is clear that the equal condition can not be done, but instead it requires the best approximation, which should lead to the reduction of the number of unemployed people with a diploma or of those who work in other jobs than the corresponding specialization for which they have been trained in educational system. We should remember that for these people the society spent a lot of money without causing the expected result. The Romanian society is not that rich to afford this thing on a large scale at – some say- levels above half.

5. Any system, and therefore education too, is characterized by inputs and outputs. The entrances are given by the whole of the material and immaterial goods, teaching staff, students and other resources that are contained in each level or subsystem of the educational system. The entrances are processed in the interior of the subsystem, resulting in the materialized exits of the students with minimum training. In the event of the detection of imbalance, in that the outputs do not match the needs of the subsystem. If finding an imbalance, in the sense that the outputs do not correspond to the following subsystem needs or social needs, if we look at a terminal subsystem, then it is necessary to adjust the concerned subsystem, the more radical as the imbalance is greater.

6. The social needs are quantified through the balance of low, medium and superior qualified labor resources. Through the balance of human resources can be identified the specializations that society needs at an educational level and the numbers of graduates, to be determined according to school figures. An analysis and evaluation of existing specializations from high and superior education is required, as many can not find their correspondent on labour market or have too high tuition numbers, comparing to the actual needs.

7. All children born in Romania reaching the school age must attend class I. All students graduating class IV must go to class V, given that primary and secondary education is compulsory.

8. Not all students who graduate from secondary school have to follow the high school. Not all high school graduates should follow a superior school. Not all education bachelor degree holders have to follow the masterate, not all masterates have to follow the doctorate. Not all students have to graduate the education subsystem they were admitted to, unless proof of adequate training.

9. The present results, repeatedly the baccalaureate, show that in high school are admitted students who can not handle the requirements that this educational system demands. The negative effects are transmitted to the superior education, which in the absence of an examination admission is open to high school graduates with baccalaureate

degree, but with unbelievable training gaps. And it is the same with the graduate of the superior level.

10. Education should be realised based on the need to group students into classes differentiated by vocational and intellectual abilities. Such a necessity is based on the principle that in an educational system with heterogeneous classes as mentioned aspects, not gifted students will never be brought to the level of gifted ones, but good students will be off to the weak, or at least they will not be educated according to their potential, but with an inferior one. The much trumpeted equality by the French, Soviet and Romanian socialists, in a chronological order, does not exist, because there is the nature that does not allow it. A possible discrimination accusation is as valid as the circumstances in which the teacher marks with 10 a learner that has demonstrated optimum preparation and on another one with 4, for proving a lack of preparation. In education differentiated appreciation of pupils and students can not be used as a discriminatory argument.

11. With the exception of compulsory educational subsystems (primary and secondary) in other subsystems of education: high school, undergraduate, masters and doctorate, the enrollment should be done based on an entrance exam.

12. The educational system must be funded with adequate budgetary allocation - 6% of GDP.

13. In all national educational subsystems must be introduced in the national education curricula the civic, ethical and moral training, with a horizontally extending and with a differentiated study according to reference subsystem and specializations. This thing represents a mandatory nec.

15. The pupil or the student must understand the importance of the place occupied in the education segment with admission based on exam. The educational system should induce the student the belief that he will succeed in life only through a fluid process of learning and assimilation, system that will lead him/her to the graduation of that educational subsystem and to the approach of the next subsystem. The educational system must induce, generate positive competition among students, personal satisfaction and generating competitive advantages for pupils-students and as well as for the society. For such beliefs, civic, ethical and moral training is absolutely mandatory.

16. The main principle of training human resources must be a deep specialization in favour to a multidisciplinary or multilateral preparation. The specialization assures profoundness, the firmness of the professional training, while the multidisciplinary or multilateral preparation leads to the superficiality of the professional training system. Oscar Wilde said: "you know increasingly more about becoming less".

17. In primary, secondary and high-school systems I consider compulsory the uniform. This should be considered the heraldry of each school and also an elegant tool for each of the domains that need to be introduced for the school levels. The school uniform was and should be the pride of the student who wears it. We should abandon the false concept after the Romanian revolution according to which a uniform chains students' personality. The personality of the student should be achieved by level of education and culture and not by false arguments.

18. Depoliticization of the educational system. In the educational system it is performed a policy of development, a policy of endowment the educational system with necessary material, financial, human and informational, a methodological improvement policy, a policy of compatibility the Romanian educational system with the European one. It is not done the electoral policy, which should be placed under severe penalty.

19. I consider that it should be created that educational system which will determine both students and teachers to follow the only rational way of development of

education – the path to authentic performance. The student admitted in one of the subsystems of the education system must take into account the importance of the occupied place, and the teacher to be really aware that he has a privileged place in society .

### **CONCLUSIONS**

Taking into consideration the quality of the Romanian educational system, I consider that a quick, radical, efficient reform is necessary. Considering the systemic behaviour of the educational system, the reform should be promoted simultaneously to all the constituent subsystems.

The reform of the educational system should be done closely related to the social needs of inferior, medium and superior qualified teachers.

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