

The Pedagogical Skill - Another Factor of Ensuring the Quality in High Education

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Abstract: - As a management of quality, the educational management becomes a scientific instrument generating future, performance and efficiency, a relatively new paradigm of approaching pedagogy, a necessary methodological stage in order to achieve efficiency in the activity of training and developing the human personality.

The purpose of this paper is to highlight a necessity of 2012, namely: the key to quality in Romania's higher education (where I perform) lies within the term "adaptation": an adaptation to students' motivation, their learning styles, Romanian society values, their needs in a "crisis" economy, future prospects, etc. A higher quality education requires the integration of democratic values and principles, rights and obligations of partners, being designed in a spirit of transparency, accountability and involvement, both of universities as providers of education and families – students and parents – as beneficiaries of the education service.

The total quality management is a successfully applied concept in all the social and economic sectors. TQM (Total Quality Management) - the total quality management combines the oriental philosophy, respectively the Japanese one, with the western one, respectively American, as well as with the precision, the know-how between the two parts of the Globe.

The penetration of the total quality management in the sector of education is natural because, as all the other fields of economic and social life, this sector undergoes a process of identification of some very efficient methods in order to cope with the current changes, as well as to predict and project the improvement of some situations that can appear in the future.

Key-Words: - knowledge, educational management, know-how, high education, performance, e-learning

1 Introduction

The basic elements of knowledge-based society are [1]: the improvement of knowledge coding level and development of new technologies; strengthening ties between economic processes and scientific foundations; growth of the rate of innovation and shortening production cycles; increasing the importance of education and focusing on an intellectual capital and continuous training; increasing investment in intangible assets, faster than in tangible ones; displacement of value-added centres to brands, public relations,

marketing, distribution and information management; increasing innovation and effectiveness importance at the level of economic growth process and configuration of new competitiveness foundations; efficient interrelation.

A globalization feature becoming more expressive is relying on knowledge that materializes in: increasing the role of human capital; focusing on efficiency gains highly educated and specialized human resources; allocation of development benefits to those able and well trained; the increasingly close

relationship between knowledge and competitiveness. Literature theorized also the concept of knowledge-based economy, using the definition by P. Drucker [2]. Knowledge economy or knowledge-based economy is a concept that refers to the use of knowledge to produce benefits. Benefits can have a strictly economic dimension or a strong symbolic dimension. An important component of the knowledge economy is innovation. By being involved in innovative processes, universities should respond to this reality by increasing emphasis on technological innovation and the immediate applicability of research. There are at least two areas of interdisciplinary in full research effervescence, as study and experiment: communication and digitization. In the '90s, Gibbons et al. [3] identified the transition in the production of knowledge from methods considered traditional to features that will define the dynamics of science and scientific research in contemporary society.

Ways of development, production methods, social and cultural impact represent a strategic importance target impossible to achieve only with positivist research tools. Integrating arts and technology in social communication is a feature of current times. It requires the development of research in the field created by the democratization of the body of arts-specific knowledge. They have great importance in giving a new meaning to research by artistic creation, an area of confluence of the latest technologies and continuously modelling psychological processes. The role of extending understanding of the reference field of research is fundamental in a society that operates by the quality of education and cultural values principles – a gateway to quality democracy. A number of other challenges for universities also come from the area of technological developments that have led to instant data communication and audio-video signals, which alter essentially the possibilities of knowledge transfer. Information and telecommunication technologies have dramatically altered the way of transmission, processing and storing information, exerting an increasingly powerful role on teaching positions, research and management of universities: **THE TEACHER BECAME THE SOUL OF THE MANAGERIAL ACT.**

The educational management shapes its own content through the takeover and the revaluation of the concept elaborated from the economic, sociological, psychosocial perspective, on the concrete field of education and of school, becoming a distinct psychosocial activity from the quality point of view.

Thus, the educational management can be considered "that scientific subject, of pedagogical essence, elaborated through an interdisciplinary type of strategy, engaged in the study of events which interfere with the decision of organising the determined pedagogical activities and with the management of the educational programs."

Premises are thus created for a global (aiming at the assembly of elements approached in their functional and structural interdependence), optimal (aiming at the guidance of the system through the maximum revaluation of resources) and strategic management (aiming at the long term development of the system through the continuous innovation of its structures).

2 Problem Formulation

Through the processing of the management positions at the level of the specific resources of the educational system and of the educational process, the modern pedagogy identifies for the training and professional qualification management the following functions:

- a) planning - organising the educational system;
- b) guiding - methodological guidance of the educational process,
- c) regulation function - self-regulation of the system and of the educational process;

The planning function - organising the educational system: engages the efficient revaluation of the human, material, cultural informational resources through the "reflection" on the future action (planning), with a prospective (strategic) and improving (tactical) purpose, as well as through the creation of some structures and decisional instruments which ease the inter-compartment connections.

The informational society based on knowledge means more than the technology progress and the informatics and communication applications, integrating the following dimensions:

- social (with an impact on the health care, solidarity and social protection, work and work market, education and continuous training etc.);
- ambient (with an impact on the use of resource and on the environment protection);
- cultural (with an impact on the preservation and the development of the national and international cultural heritage, the promotion of cultural pluralism etc.);
- economic (with the development of new paradigms of digital economy and of the new innovation, entrepreneurial and managerial culture,

citizen and consumer's education knowledge-based economy (Figure 1)).

Pro and against informational - knowledge?

There are supporters for one and the other, as well as the choir of those who proclaim a knowledge society. Thus, a vector of the knowledge society is an instrument which transforms the informational society into a knowledge society.

Two large classes of vectors of knowledge society have been defined: technological vectors and functional vectors.

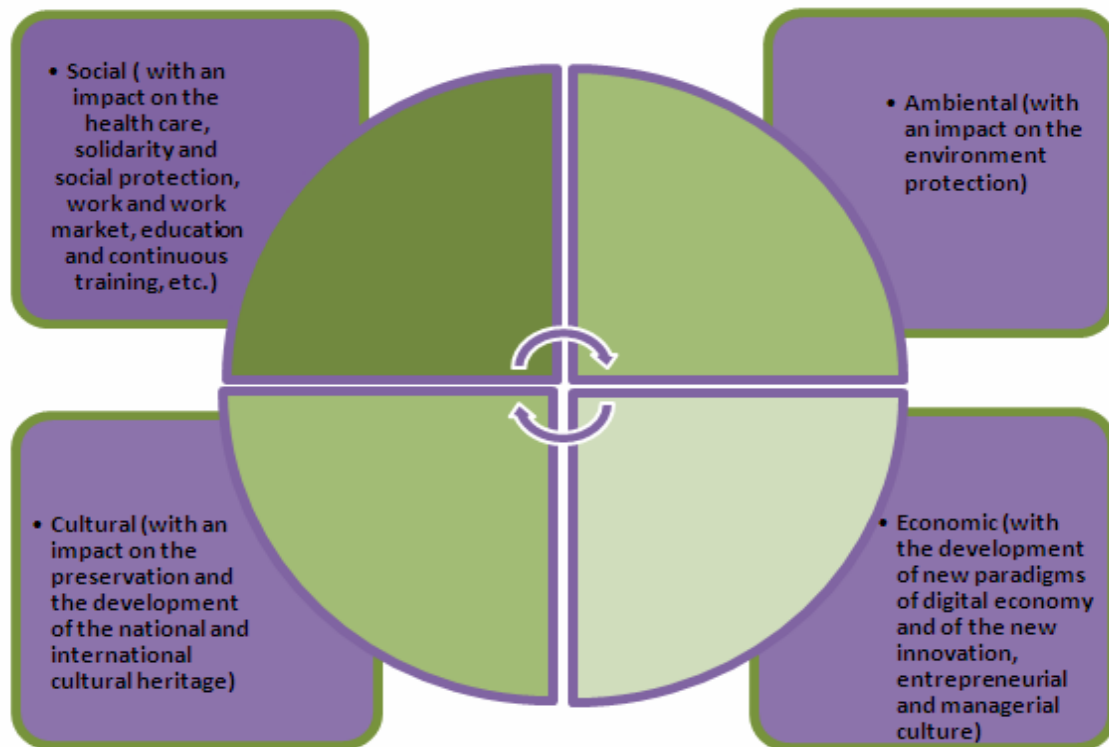


Figure 1. The dimensions of informational society

The main technologic vectors of the knowledge society are: the Internet, the technology of digital books, the intelligent agency (artificial intelligence systems, used for data mining and even knowledge discovery), the intelligent environment for man's activity and life, etc.

The functional vectors of the knowledge society are:

- The knowledge management for companies, organisations, institutions, local and national administrations.
- The management of the moral use of knowledge at a global level.
- The biological and genomic knowledge.
- The health care system at the social and

individual levels.

- The protection of the environment and the assurance of the sustainable society through a specific knowledge management.
- The profound knowledge about experience.
- The generation of new technological knowledge.
- The development of a new knowledge and innovation culture.
- An educational system based on methods of the information and knowledge societies (e-learning).

The number of the functional vectors shall increase due to the fact that more and more domains of activity shall be more and more dependent on knowledge.

The methodological guidance function of the educational process aims at the evaluation and, based on this, the evolution of quality towards the maximum level of the operational dimension of the educational system and process, counting on the continuous training of the teachers, achieved at a micro- and macro-structural level, as well as the pedagogical research meant for the continuous optimisation of the educational activity.

The norms of the educational management are gathered into an assembly of principles needed for the social efficiency of the training activity - permanent development of the personality, at all the hierarchy levels of the system and of the educational process. The most important ones are:

- the principle of global strategic management of the system and of the educational process;
- the principles of efficient management of the system and of the educational process, through informational actions - evaluation - managerial communication;
- the principle of hierarchy management of the system (aims at the interdependence of the functions and of the structures assumed at the social level and emphasises the priority of the managerial functions related to the managerial structures);
- the principle of complex leading of the system and of the educational process (emphasises the unitary character of the managerial leading).

This succinct presentation, at a conceptual level, of the educational management emphasises the fact that this has a well shaped evolution in the assembly of the social and human subject, individualising itself in the context of the managerial subjects through content and own functions. Its specificity is conferred by the own particularities of the educational process and by the factors involved in its exercise.

The scientific feature of the educational management results from the performing interpretative horizon in which the education is investigated, lead, evaluated and defined, seen as a system, as well as a design and execution process. At the level of the functional triad, represented by the functions mentioned above, the educational management receives the attributes of the total quality management. Through the functional triad, the planning of quality, its control and its continuous improvement is in fact achieved.

Seeing the educational process as an integrating part of the activity of service performance for society, the analysis can start from a basic concept: **QUALITY**.

What is quality? The simplest answer would be: a resource; in our case, this resource implies the degree of professionalism of the teachers, the pupil's way of reaction, as well as the materialisation of the teacher - pupil reactions in long term quality behaviours.

In the literature, the notion of teacher is associated with the one of manager, and the class is seen as an organisation with a certain specific from the point of view of the organisational culture.

In short, a total quality management model in the classroom means:

- **Involvement:** from the part of the teacher, of the group in which he/she unfolds the activity, of the management and, last but not least, of the parents;

- **Communication:** seen as the essence of the improvement of the quality of the teacher - pupil - parent triangle;

- **Culture:** basic component at all the levels within the education institutions.

Among the professions, the teacher has gained a very high rank, especially in the contemporary society, given by the role of education in and for the society.

Characterised as a class of specific activities, the profession is meant to reflect:

- high speciality theoretical knowledge, of a higher level and a specific instrumentation methodology in practice; from this perspective, requiring initiative and creativeness;

- specialised training, of a higher education, with scientific domination, but also with a significant practical component;

- altruist feature, adequate to the needs and the interests of some clearly identified targets (individuals, groups, organisations);

- a well defined social status - social acknowledgement in the respective field;

- an own system of values, transmitted through the specialised training and the compliance with the specific deontological code;

- the integration of the practice into the profession with the research and the training;

- the social insertion through the means of the associations and the professional organisations - the warranty of the social status;

- the solidarity of the professional group - the common training, adherence to the theories, doctrines and common methodologies.

3 Problem Solution

The development of the authentic professional culture is dependent on the organisational frame to a great extent.

From this reason, the teaching profession offers the perspective of a continuous change of the individual, in relation with the social and historical and individual requirements; a permanent quest and the discovery of the resources that generate the professional satisfaction. This wish of professional evolution, as well as the one of exercising the profession, is strongly related to the skills and the competences of the individual.

A good professional transforms the profession "into a postulate "because "A good teacher must prove a desirable level of competences in all the fields, in order to transform a group of soloists into an orchestra."

That is why, it is important when choosing the profession to take into account the compatibility between the personal skills and the professional requirements of the profession we want to exercise.

Being a teacher means the continuous relation and confrontation with others, hence certain skills are indispensable for those who choose and exercise this profession. The pedagogical skills, required from the teacher, are proven in the educational activity and may be emphasised based on the performances achieved.

3.1. The classification systems of the pedagogical skills

The classification systems of the pedagogical skills differ from one author to another, according to the nature, the content and the sides of the pedagogical activity. Thus, we may find:

1. Didactic skills - referring to the training activity;

2 Educational skills - referring to the activity of shaping the human personality;

Then, each of these categories includes skills related to the achievement of a concrete task:

- methodical skills;
- evaluation skills;
- Educational skills in the field of the moral, aesthetic, environmental, health education etc.

Taking into account the internal psychological structure of the pedagogical skills, one can appreciate the existence of other special pedagogical skills, like:

- the skill of knowing and understanding the psychology of the one subject to educational activity - the intuitive ability, the understanding and capturing of the individual psychological features; the permanent contact with the pupils, compensated with a continuous training, develops and perfects this skill;
- the empathic attitude - offers the teacher the possibility of noticing all the influences through the means of the ones he/she addresses to and to foresee not only the eventual difficulties, but also the possible results;
- the organisational skills - show during the entire activity performed by the teacher: the planning of the work, the preparation and the unfolding of the lessons, the guidance of the class activity;
- the observation spirit - the ability which allows the understanding of the finest nuances and manifestations of the educational activity. With its help, the teacher may notice and guess "the state of

mind and the intentions of the pupils, judging by the expression of the face and certain movements" [4];

- The pedagogical tact - the ability to find, at the right moment, the most adequate form of attitude and treatment of the pupils [4b]; one can say that the tact is the ability of the teacher to maintain and consolidate the positive states of mind and to dominate and inhibit the negative ones, thus offering prompt answers and solutions to all the requirements of the educational - instructive process.

Josef Stefanovic's research [5] qualifies among the preoccupations regarding the setting of those qualities of the teacher which may influence and shape the personality of the pupil. The author identifies the position of the pedagogical tact within the educational process. He concludes, following the researches performed, the fact that the "pedagogical tact is the quality degree of social interaction between the teacher and the pupil." In this case, the criteria of this quality are:

- The degree of adequacy of the teacher's behaviour towards each pupil;
- The degree of positive motivation of the pupils' results and of the pupil's behaviour;
- The degree of development of the pupil's personality;
- The degree of compliance with the psychological features of the pupil and the assurance of a optimal psychological climate for the educational activity;
- The results obtained by achieving all the objectives proposed in the educational activity [5];
- The pedagogical skill - another factor of ensuring the quality in education - it means the plenary development of all the components of the teachers' personality, at the same time with their integration within a whole. The pedagogical skill must not be confused with the didactic technique. A teacher who possesses pedagogical skills is more than a professional; he/she is an artist in his/her profession.

"... no profession requires from its possessor such competence, passion and humanism like the teaching profession because no other profession works with such a valuable, more complicated and sensitive material than the growing person ... well based in the present, seeing the future and testing the possible sizes of the personality, the teacher constantly gives, educates, guides, advises, cultivates and organises, corrects, perfects and evaluates the process of formation and definition of the necessary qualities for the person of tomorrow".

Another classification system of pedagogical skills, defined by Nicolae Mitrofan [6], emphasises the following components of the pedagogical skills:

- the scientific competence
- the psycho-pedagogical competence
- the psychosocial competence

The three types of competences act together. The scientific competence implies good speciality training.

Pantelimon Golu states, referring to the pedagogical skill, that this implies more aspects: erudition and speciality knowledge; the practical knowledge of the individual psychology of the pupils; the skill to pass on the knowledge; but also the ability to affectively relate to the pupil and the group of pupils; spontaneous intelligence and inspiration in taking decisions; the conscious handling of mechanisms able to optimise the educational act. The professional competences, in this category, have a larger comprising sphere than the one of the skills, they implying the results of the activity as well, besides the knowledge and the capacity to perform well.

3.2. The didactic competence

A program model of training the teachers unfolded in USA operates the didactic competence in five categories of specific competences [7]:

- The cognitive competence - comprising the intellectual abilities and the knowledge expected from a teacher;
- The affective competence - represented by the skills expected from the teacher and considered specific to the didactic profession, because it is the hardest to obtain;
- The explanatory competence - aiming at the level of the pedagogical practice and offering the opportunity for the future teachers to exercise their abilities;
- The performance competence - through which the teachers prove not only that they know, but also that they can use what they know;
- The competence to produce noticeable changes of the pupils following the pedagogical relationship.

A certain category of competences are required by the profession when we think of the stress management. In front of the external challenges, the prolonged, uncontrolled stress causes health problems, especially in the case of the very active persons. The stress is more and more spread among the teachers, being able to affect the professional performance as well. From this reason, it is

necessary to develop the following categories of competences:

- **Specific competences (in order to do things right)**
- **Superior quality competences (to optimise the process)**
- **The development of a competence field (in order to make good things)**

The fields of competences corroborated with the didactic functions are schematically presented in table 1:

Table 1

Competence fields	Competences
The management of the process (planning, organisation and control)	- orientation towards efficiency - proactive attitude - deductive thinking - persuading power
The management of the team (planning, organising, motivation, development of the team)	- itself - oratorical skills - logical thinking - acknowledgement of concepts
Guidance, counselling (control and motivation)	- spontaneity - persuading power - a good presence
The permanent evaluation of the others - coordination	- self control - objectivity - adaptability and resistance to stress
Speciality knowledge	- theoretical and practical training in the field - the continuous training desire - the self-evaluation ability
The management of the human resources (organising, controlling, motivation, development of the team)	- persuading power - positive attitude, trust in others - leader spirit - the self-evaluation ability

Source: adaptation after Miroiu, A., 1998.[8]

Competent teachers know and love the subjects they teach, including the manner in which they teach the pupils: the profound knowledge of the subject, develop the analytical and critical abilities regarding that knowledge, understand where difficulties may appear and adapt the teaching method accordingly, create multiple ways of teaching the specific themes of the subject, believing in the teaching through the elaboration of personal ideas.

The competent teachers are responsible for the management and the monitoring of the manner in which the pupils learn: create, maintain and change the space in order to capture and support the pupils' interest; efficiently use the temporal resources, invite other adults to take part in the organised teaching activities, believe in the negotiation of some accepted rules of social interaction between the pupils, teachers-pupils, know how to motivate the pupils to learn, evaluate objectively the progress of each pupil, because: "A good teacher must prove a desirable level of competences in all the fields, in order to achieve the change of a group of soloists into an orchestra".

The competent teachers systematically think of the manner in which they teach and learn from their own experience: inspire pupils' curiosity, tolerance, honesty, respect for diversity; extract from the knowledge of the human development teaching and educational subjects; they are engaged in a continuous training and encourage pupils to have a similar perspective, they study knowledge, correct their judgement, adapt the teaching to the new discoveries.

The competent teachers are members of some communities which constantly learn: they contribute to the efficiency of the school; they know the community resources which can be contacted in order to act in the benefit of the pupils, they find ways to creatively collaborate with the parents, or other factors related to education.

The education and the circumstances may be responsible for what we are, but only WE are the ones responsible for what we become. Remember the 3Rs: *Self respect, Respect for others, Responsibility for all our actions!*

The children and the young people of today shall take over from the current generation of adults that, being too focused on its own problems, forgets its noble mission, forgets that education is an expression of our affection towards the children and young people, who we must receive as we should in society, offering, without reservations, the place they deserve - a place in the educational system, without a doubt, in the family as well as in the local and national community. I believe the following are necessary:

- the creation of an institutional culture that could encourage the involvement of the whole educational and administrative staff in the adoption of an ethics of continuous improvement of quality;
- the permanent evaluation along the educational processes of quality, the finding of inconsistencies in the existing standards and the correction of non-quality where it has appeared;

- the continuous development of infrastructure;
- the sharing of a European dimension in the evaluation of quality through the involvement in projects and the international networks of ensuring the quality in the field of pre-university education;
- the continuous training of the teaching staff.
- the provision of quality educational services, continuously adapted to the needs of society, based on knowledge, according to the new technologies and the needs of the workforce;

3.3. A new vision in Romanian's education

A vision over the legislative, institutional and general orientation measures package, as well as over the realist necessity for funding, is in elaboration. The basis of this complex process is the Strategy from Lisbon, the Community Strategic Guide regarding the Cohesion, the Communication of the European Commission on the informational society, the work program "The Education and the professional training - 2010" and the integrating action program in the field of education during lifetime 2007-2013, as well as the stipulations of the Declaration from Bologna (1999), the Objectives of the Millennium set forth in 2000, of the UNO Decade for Education and Sustainable Development 2005 - 2014 and of the Strategy on this theme agreed in 2005, in Vilnius, under the coordination of the UNO Economic Commission for Europe [UNECE], or in "*Europe to invest more in innovation, to strengthen its knowledge-intensive sectors, to disseminate the results of cognitive processes at the societal level, favouring European economy transition from structures that mimic the existing best practices existing internationally to economic architectures which focus on authentic leadership, configured for their own specific.*" [Kok 2004]

The Sectorial Operational Program "The Development of the Human Resources" 2007 - 2013, approved in November 2007, having as objectives and manners of action derived from the Strategic Reference National Frame 2007 - 2010, sets forth 7 priority action axes, among which at least 3 are directly relevant on the future evolution of the national system of education and professional training. The National Program for Reform for the Lisbon Agenda 2007- 2010 constitutes, also, a strategic reference document which includes the development of education and of professional training among the priority measures. In 2007, Romania elaborated the Strategy for Education and Sustainable Development, based on the recommendations of the UNECE Strategy, which

details the objectives and the action directions specific for this field.

The discovery of all these aspects and the elaboration through a consensus of an average and long term vision, based on the principles and the general priorities set forth by the Pact for Education from February 2008, shall have to be finalised in 2009 - the year in which the EU Strategy post-Lisbon shall be elaborated and the allocation of the financial contributions shall be negotiated for the program exercise of 2014 - 2020.

The social status of the teacher constitutes a subject which raises numerous discussions and debates. Slowly, the teachers lose quality. Or they get old. The young people are not motivated to enter the system.

We must bring the profession to the noble status which it had in the past. We need teachers who support creativity through innovation. They have to give, to ask and especially to receive respectfully their feedback.

In order to be a teacher, one must have an initial theoretical training, to have a didactic master with the duration of two years. The practical part must be reevaluated in the Romanian society. For this purpose, the practical intern-ship with the duration of a school year has been introduced, performed in a school unit under the coordination of a mentor teacher. Because the National Education Law wishes to promote the quality and the respect for the teaching profession, the last year of the didactic master, as well as the intern-ship is financed by the state.

The students shall be encouraged from the university to pursue a didactic carrier, by financing their didactic master's courses. The scholarship shall have the value of a starting teacher's salary.

Moreover, we would like not only motivated teachers, but mostly quality teacher, thus we shall constitute a national network formed of the best teachers who in their turn shall deal with the training of the student-teachers. We build elite schools and elite teachers in order to learn the profession from the best.

But, until the attributes of authority and competence of the good teacher can be certainly set, we must not lose time with finding a replacement and protecting the action in the Romanian contemporary schools. For instance, the truth of the theme of the great geographer Simion Mehedinti: "Cherish school as you cherish the teacher."

That is why I have tried to summarise my thoughts and present them in the present study, and a good part of it I thought it could have a connection with the deontology of the didactic profession.

The pedagogical deontology, a scientific subject (derived from the gr. deontos = what has to be done and logos = "word", science) treats the assembly of the rights and responsibilities that must be complied with by the ones who practice the teaching profession; the teachers representing the most numerous contingent of intellectuals anywhere whose identity card has always been and shall always be under the sign of the professional competence.

Or, no one who is a novice in all these shall be able to lead another person on the way to the knowledge of the world and especially to educate him/her.

A science that the teacher must possess, that should be learned through experience and in his/her permanent contact with the others, forming himself/herself for a long time in terms of all that he/she has noticed to be practised and approved by society.

It is a well known fact that the horizon of a good teacher is wider than the one of the pupils or his/her students. It is the privilege and the teacher's responsibility to help them develop as much as possible the self-instruction ability and competence and must elevate them to a higher creative level.

The efficiency and the competence of the teacher lies in many cases in the ability to make his/her courses and lectures more attractive than tennis, music or cars.

3.3.1. The role of teacher in developing a quality education

These thoughts of the present study do not bring a problem to the front. Teachers have a central role in developing a quality education. Student-centred learning, which involves knowing them closely, their culture, capacities and inclinations to certain areas, is the current method that enables a teacher to meet students' demands and needs in terms of culture, as well as to properly assess students. In this case, the assessment accuracy depends largely on the image the teacher forms regarding the student. Or quality is made, is constantly generated, measured and continuously improved, and the education provider must ensure quality, must implement its own management and quality assurance system, must continuously self-assess and must propose improvements. Universities are responsible for assuring internal quality, but the quality is assured through dialogue and partnership by all parties involved. However the conclusion is that the correct assessment of education quality is

possible only by combining self-assessment, internal and external assessment.

They offer an answer that wants to show that a more careful look at the attempts of appreciation of the teachers' competence is necessary, where a serious step ahead is the acknowledgement of some limits rather than the transmission of doubtful opinions.

Among the challenges that must be met by the academic community, the following can be mentioned (European Commission, 2004): the best way to achieve balance between the four types of knowledge transfer; identifying existing dysfunctional ties in the production and dissemination of knowledge infrastructure; identification and capitalization of best practices in the field; anticipating the economic and strategic positioning expectations of universities in relation to them in terms of education and research; identifying the possibilities of relating with the economic environment and of ways in which funding sources can approach education and research; harmonization of incentives designed to determine an optimal and rapid transfer of knowledge on the relationship university - business environment; motivating universities to own, develop and exploit intellectual property rights portfolios; adapting institutional architectures, management practices and organizational culture of universities to requirements required by the new paradigm of performance in the field.

The strategic approach on partnership in research and knowledge transfer accompanied by appropriate policies and programs to be understood, communicated and implemented flexibly and focused by all stakeholders becomes increasingly important. The proper attitude of the university can be structured as a matrix, having on an axis the specialty on educational cycles and, on the other, specialty in educational services. The overall quality of research and innovation systems depends very largely on how persons participating in them behave. This is a result of education and experience, and of attitudes developed throughout the formative process.

The growing complexity of innovation systems derives not only from the stage of development reached by science and technology, because technical components are becoming more modular and standardized. The main challenge in the innovation sphere is located in the harmonization of the main elements of creation. Especially in the post-industrial era, economic value also depends on the quality of university programs. The Lisbon strategy predicted, "Europe to invest more in

innovation, to strengthen its knowledge-intensive sectors, to disseminate the results of cognitive processes at the societal level, favouring European economy transition from structures that mimic the existing best practices existing internationally to economic architectures which focus on authentic leadership, configured for their own specific" [9], 2004]

Success in a knowledge-based society is built to enable Europe to remain open and socially cohesive. The more Europe will be able to generate a high level of productivity and of added value and a higher employment rate of human resources, the more it will be able to create wealth and progress [9]. The Lisbon strategy ¹offers the following courses of action: information society; research and innovation development; education and human capital. In light of the Lisbon strategy, the role of universities is: participating in clusters of innovation; contribution to research and development; human capital formation with emphasis on the employability of graduates [9]

Pursuing the implementation of a national research system more competitive and integrated at a European level and based on a strategic vision have been developed by National Strategy for RDI for 2007-2013 and the National Plan for RDI as a tactical component of this process². The RDI system is designed to represent the engine of a knowledge-based society and be able to sustain performance through innovation in all areas that contribute to ensuring the welfare of citizens and achieve nationally recognized scientific excellence. The strategic objectives of this system are knowledge creation, increasing competitiveness of Romanian economy and increasing social quality. As specific objectives, the following are targeted: maximizing the performance obtained in research; development

¹ In 2004, the European Council and the Commission decided to prepare a mid-term review of the Lisbon process, to be presented to the Spring Summit in March 2005. Former Dutch Prime Minister Wim Kok was mandated by the March 2004 European Council to lead a group of experts with the objective of reviewing the Lisbon strategy. The Kok report concluded in November 2004 that little progress had been made over the first five years and recommended to refocus the agenda on growth and employment. It also underlined the need for real ownership by the member states of the reforms needed.

² Romanian Agency for Quality Assurance in Higher Education 2006: Methodology of external evaluation, standards, reference standards and performance indicators list, www.aracis.ro;

of system-specific resources; involvement of the private sector; increasing institutional capacity; expansion of international cooperation. By these documents, obtaining high scientific results and technologies, promoting excellence research in frontier and interdisciplinary areas and increasing the visibility and recognition of Romanian research internationally are aimed.

Promoting a modern educational management philosophy to ensure proper networking between:

- human resources policy;
- financing policy;
- community services policy;
- resource allocation policy;
- the policy of access to knowledge;

The multidimensional research we undertook requires some options to generate a substantial feedback on other results we have so far.

- The knowledge society will represent a new stage in culture; culture knowledge, involving all forms of knowledge, including artistic, literary knowledge, will move to the forefront.
- This will pave the way for what will be called the *Society of conscience, truth, morality and spirit*.

To understand in depth the concept of knowledge society, we should note that it is used in parallel with knowledge-based economy. Obviously, the two concepts are related, but not identical. Firstly, we note that the intensive use of knowledge, including the generation of knowledge, is the essence of processes that have economic results.

Recently, the idea of a conscience society that will follow the knowledge society was promoted. During this century, we shall arrive at a time in which fusing the elements of the knowledge society and conscience society will have to arise. In fact, the great era of information will include information society, knowledge society and conscience society ages. As seen, knowledge is a form of information, but also conscience is information. Before addressing the fusing of the knowledge and conscience society, now the fusing of information society and knowledge society is topical. Education quality is provided by educational stakeholders (teachers, students, parents, school managers, etc.) with a role in the production and generation of quality education, which is intended as internal evaluation of the quality of school inspectorates – with a role in quality control and by ARACIS (Romanian Agency for Quality Assurance in Higher Education).

3.3.2. Obstacles, barriers in quality assurance in education:

In my opinion, unfortunately, for all quality assurance stakeholders, we cannot say that this is done easily or overnight, but only by sacrifice in passing obstacles, barriers in **quality assurance in education**:

- Absence / lack of *knowledge / skills in quality management* in people involved in quality assurance in education
- *Techniques and quality management tools* are often considered to be an end in themselves
- *Concept*: “Quality is obtained by detecting problems / noncompliance and correcting / solving them” (including “corrective actions”) and not by *preventing* their emergence (including “preventive actions”).
- *Absence / lack / inadequacy of objectives* (with indicators and target values), *policies, strategies in quality* on the short, medium and long term
- *Excessive confidence in the quality system documents* (including *quality system certification*) at the expense of management decisions and regulated actions aimed at assuring quality

Quality is dependent on social values in which that system of education operates[10]. Quality is made on a subject, for a particular beneficiary, according to certain interests. Quality values in education: democracy, humanism, equality, and intellectual and moral autonomy, interpersonal relations quality, communication, community enrichment, and optimal social and professional insertion, education of the individual as critical and responsible member of the group. Workforce must be competitive, with new skills in problem solving and with cognitive skills. There are still discrepancies between the training level of students from rural and urban schools, between students belonging to the majority and those belonging to minority groups.

These differences in performance can also be ascribed to unfair and inefficient distribution of resources leading to wide variation in the quality of education provided. Improving human resources management [11] in education through strategic planning and thorough providing performance incentives can significantly contribute to the improvement of results in education. Further efforts are needed from all stakeholders in the process to enhance the quality, accessibility, relevance, efficiency, and equity in education.

Today, the issue of the professional teacher, a good teacher, is an issue for public debate. My solutions in this debate, very important in fact, does not have the key concept very clear: the profile of the teacher in

Romania. In recent years, the education system has undergone many transformations and mutations and teacher mobility into and out of the system has grown exponentially.

4. Conclusion

This article tries to answer relevant questions concerning Romanian education: Who ensures the quality of education? What barriers are there in ensuring quality in education? Quality and ensuring it does not simply happen, it is not optional, but is an imperative requirement of the times we live in at least for **four reasons**: *morally* (students are those to whom training and education must be ensured, which must be of the "best kind"), *contextually* (universities are in dynamic and continuous interaction with the society and community to which they belong; the context in which they perform is undergoing a continuous fight for quality, which requires of all institutions an increased interest in quality), *survival* (present society is a competitive), *responsibility* (universities are constantly subjected to consideration and assessment by those they serve: students, parents, community and society. University is a community good it must answer for its activity, a reason for which strategies to ensure and maintain internal quality are required.) Human resource inputs include managers, administrators, other support staff, supervisors, inspectors and, most importantly, teachers. Teachers are vital to the education process. They are both affected by the macro context in which it takes place and central to its successful outcomes.

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