1. EDUCATION AND SOCIETY

1.1 Introduction

Education is the cultural mean to pass all necessary knowledge, rules, abilities and values from one generation to another, thus increasing the changes of survival of culture. The process is controlled by social and economic values, which differ according to time and place. As society changes into a modern one it has become very complex as well as our scientific knowledge.

When adapting to the modern it is basically necessary to make a selection of what to learn and to pass to the next generation. The biggest problem is to judge between general and vocational education and knowledge, and what is really useful for the unknown future. How to teach the young people to deal with the unknown? Factual knowledge is rapidly scorned from the vocational skill.

The continuous learning process will be a solution. Important topics for this process will be: problem solving, dealing with uncertainty, understanding the process and structures, carrying out experiments to learn from. All humans have the ability to learn. This spontaneous or natural way of learning is characterised by its holistic approach. We learn in a global, holistic way, not by subsequent and divided subjects.

Education is at the heart to the way of societies consciously taking stock of their development and destiny. As the third millennium approaches, there is a very extensive debate in Europe on the reforms needed in the education system in order to adapt, in particular, novel methods of communicating knowledge and the new forms of knowledge required.

Political leaders are increasingly aware that adapting education to the challenges of the next century calls for better understanding and participation of future needs. In this respect, forward planning has relatively recently become one of the main techniques capable of helping politicians to direct their present action with due regard for a variety of possible futures.

In the whole world the debate for education is about reform needed.

Environmentally induced changes are occurring much faster than those determined by structures and patterns of behaviour. The resultant time lag means that structures are almost permanently out of step with their environment. Adaptation in itself is not enough - anticipation is also required.

This is particularly true in the field of education, in which reforms nearly always require several years for their impact to be widely appreciated and properly evaluated.

Adaptation in itself is not enough - anticipation is also required.

1.2 The challenges

The modern social environment is under fast political, economical and technological changes. The world is characterised by rapid change, increasing globalisation and growing complexity in terms of economic and socio-cultural relations. The speed of these changes is reflected in the context within which any reflection on the future objectives of the education and training systems must be placed. There is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for sociocultural and economic development, and for building the future for which the younger generations will need to be equipped with new skills, knowledge and ideals.

Everywhere higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skills – based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, establishment of efficient co-operation. At the same time, higher education is being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all levels of education systems.

The second half of this century is a period of the expansion of higher education an over sixfold increase in student enrolments worldwide, from 13 million in 1960 to 82 million in 1995. But it is also a period which has seen the gap between industrially developed, the developing countries and particular the least developed countries. Without adequate higher education and research institutions providing a critical mass of skilled and educated people, no country can ensure genuine endogenous and sustainable development.

Everywhere higher education is faced with great challenges and difficulties.

Sharing knowledge, international co-operation and new technologies can offer new opportunities to reduce this gap.

Higher education has given ample proof of its ability to change and progress in society. Owing to the scope of change, society become increasingly knowledge-based so that higher education and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations.

Higher education itself is confronted therefore with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so our society, which is currently undergoing a profound crisis of values, can transcend mere economic consideration and incorporate deeper dimensions of morality and spirituality.

The decisions we make and the actions we take today can indeed influence the future negatively or positively.

Changes in working life

The nature of work is changing and skills required from employees and managers are changing too. Examples of this change are increasing knowledge intensity in products, increasing proportion of the workforce in the service sector changing work organisations structures that require new skills and the role of enterprises as training providers.

Lifelong learning in the context of employability will, in many areas, be a prerequisite to stay attractive to the labour market. This development of the knowledge society should not allow the creation of social barriers, but rather overcome them. These challenges are common to all education and training systems and they will need to anticipate and adapt to rapid changes. Common objectives, discussion on possible solutions and exchange of good practice will be important instruments to meet these challenges together.

Knowledge cannot be expected to remain static throughout life, the way it used to be.

Society demography and migration

The demographic structure is changing. The percentage of older people has never been greater. We are living longer and more actively than ever before. Young and skilled people are becoming a scarce resource, particularly in countries with tight labour markets in order to be able to achieve sustainable development in our societies this trend needs to be carefully considered.

The teaching profession itself has also to face up the demographic change. Within the Union, about half of teachers are aged 40 or more and 20% will have retired within the next ten years.

There are considerable variations, however, the percentage of teachers due to retire within 10 years in some countries is very high, reaching 75 and 80%.

The implications of this for teacher education and recruitment are very serious, particularly combined with the difficulty, which some countries experienced in attracting good recruits.

Equal opportunities and social exclusion

Education and training are structural means by which society can help its citizens to have equitable access to prosperity, democratic decision-making and individual socio- cultural development. Access to the updating of skills throughout their lives becomes a key element in the fight against social exclusion and in the promotion of equal opportunities in the broadest sense. Education and training systems should aim to contribute to the creation of an inclusive society by ensuring that structures and mechanisms are in place to remove discrimination at all levels. Within this context, a specific regard has to be paid to vulnerable groups such as people with special educational needs.

The change of demography structure is closely related to students and professors and has to be under consideration.

1.3 Technological revolution

The 21st Century Skills Success today requires a set of abilities not necessary a generation ago. Technology is critical for providing students with a wide range of 21st century knowledge and tools. These skills start with basic technology literacy, including the ability to find and analyse information on the Internet.

Technology also facilitates higher-order cognitive skills such as problem solving and the ability to draw and communicate conclusions. Finally, it encourages collaboration and the ability for self-directed and life-long learning. Many people will only acquire these skills in a timely manner if given access at school.

Debates about the educational implications of economic and technological changes have had a long history in industrial societies. [3] However, during the late 1980s and early 1990s, national education and training systems increasingly came under pressure to respond to the challenges that global economic and technological change presented to occupational structures and occupational skill profiles. [7]

One of the foremost concerns was that initial education was not adequately preparing "non-college bound" students for the transition into the emerging *neo-* and *post-fordist* labor markets. [4] Subsequently, the concern shifted slightly as national governments became equally concerned about the transition of graduate students into the labor market, the continued training and development of the existing workforce, and the reinclusion of disaffected communities within society. [20]

New economic structures and societies are
Increasingly driven by information and knowledge.

1.4 Organizational implication of technological changes

The development and extension of enterprises, both on a national and international level, brought about many changes in the hitherto organizational structure. The scope is to attempt and to throw light on the relationships between industrial manufacturing and technology and on the other side the emerging anthropocentric approach. For example due to the new technological approach or relocation of the production plant, prove that a paradigm change of the enterprises' conception is underway. The evaluation and comparison of these above-mentioned systems has to be subject of special investigation.

The organizational implications were always a characteristic of the adaptation of technology. Advances in technology and organization recreate the manufacturing and management system and exclude the non-compatible structures by means of human manpower and organization. Questioning concepts dealing with how organizations are now functioning becomes not only a scholastic term for effective management, but for the first time shows serious implications in the practical daily use of computer supported technology. Implementation of technology, requires more skilled workers and judgment, initiates new job qualifications, which are based on technological innovations, eliminating, on the other hand, the non up-dated compatible human capital.

The educational model has to adapt its role in the modern society.

1.5 Brief History of Education

The education and its history, appears simultaneously with the creation of the human being antiquity. Pedagogy has its routes on the 5th B.C century with the inflorescence of the democracy of Attica in Greece.

Contemporary with the concept the sciences start to inflorescence also classical and positive sciences were expanded (Socrates, Platon, Thalis of Milisios, Demokritos, Heron the Alexandrine).

In Greek language there are different words in order to express different processes and words for similar concept of education. Παιδεία (the special Greek word connected simultaneously with education and culture): the older expression (concept) than education. It is related to the concept of pedagogism and character modulation.
Pedagogism: close to the socialization concept.

Education: this term appears in the 17th century during the period of illumination (salvation) and has to do with the movement for pedagogism in contradistition with the Diapedagogism: means in general the influence of the older generation to the new. This term contains also the process and the result. It usually characterizes and is used for the influence that is wielded to the person, from the capitulary, the social groom, and the environment physical and humanistic.

Universities have undergone other shifts, from the medieval university based on the „studia" that preceded the notion of the „universitas" of the fifteenth century as a distinctive corporate body with an organisational base. The origins of universities in the twelfth and thirteenth centuries as higher-level schools were largely formed around highly mobile scholars with expertise and without any international profile of institutional base.

Education is the obligatory diapedagogism of the subject
according to programs, curricula and methods

Student bodies had significant power in these early formations, able to hire teachers and impose It was only with an expansion of the professions of law and medicine that institutional consolidation occurred demands on what was taught. Research was done, but teaching, the income generator, was the focus. Teaching continued to be the dominant mission of universities into the nineteenth century, with research only becoming a priority in the German Humboldian model.

Society and socialisation

In order to allocate the influence of the socialisation we have to give some basic terms and concepts.

The concept of socialisation concentrates at the early days of the 20th century. E. Ndyrhaem, first introduced a term connected to edification (Diapedagogism). Characterising this term as the most important media for the socialisation of the unsocial human being that transform in social human being. Diapedagogism is an unavoidable social event. Social because it has not only a physical background. And unavoidable because it is in the structure of the society.

It is very difficult to differentiate diapedagogism and socialisation from the semantic point of view (meaning). Diapedagogism is defined as the creation of the social human being and socialisation is defined as the engagement with social activities.

Different stages of socialisation

The development of socialisation follows four steps: Primarily, socialization takes place in the family environment. Furthermore socialisation occurs to the acquisition of skills and knowledge outside the family environment. Is the phase in which the person establishes his/her family and makes introduction to the professional life.

The last part is the period in which the person retires.

Education is highly connected to socialization and some times shapes characters and behaviours.

22