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DEMOCRACY AND POLYCENTRIC DEVELOPMENT”**

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## EDUCATION AND HUMAN RESOURCES MANAGEMENT: THE EUROPEAN UNION AND A CULTURE OF ACCOUNTABILITY<sup>75 76</sup>

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### **Abstract**

All countries that want to improve their living standards are focused on four elements of development: human resources, technology use, natural resources and capital accumulation. When it comes to human resources, their quality must be taken into account through controlling diseases and improving general health and nutrition; improving education, training and reducing illiteracy. Knowledge and investment in human resources have become the most important factors at the macroeconomic and microeconomic level, in addition to technology and finance. Strategic human resource management focuses on the skills and competencies of employees, so they involve a higher level of care. Educated workforce is important for enterprises, because today without the accumulation of knowledge it is not possible to achieve accumulation of capital. The Bologna Declaration within the EU points to the need to create a European Higher Education Area, internationally competitive, adaptable to society's changing and knowledge markets.

**Keywords:** education, human resources, European Union (EU), development, employment

### **1. HUMAN RESOURCES MANAGEMENT AND A EUROPEAN MODEL ON THE ISSUE**

Education and human resource management are key issues in developed market economies. The term "human capital" implies a certain level of education, and knowledge is highly valued in a developed society. In addition to being a personal

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investment, investment in human resources is an investment that leads to social well-being and inclusion. Always the educational reforms tracking "investing in people" aimed at changing for the better, i.e. the development of an individual and a society. A wide spectrum of education and training programs at work provides human resource management with a systematic and dynamic process leading to quality employees who can achieve the expected results. In doing so, the constructive role of the state is desirable, it can support the reconciliation of the needs of education and work. The interconnection and compatibility of education and business entities affects the reduction of structural unemployment as well as unemployment as a whole (Maksimovic, 2017, 36-37)

### **1.1. Human Resources - Economic Category**

It is well-known that educated citizens have higher personal earnings than those with lower education levels. One set of differences in wages make qualitative differences among people, embodied in the experience, physical abilities, mentality and education. Differences in quality of work are determined by non-economic factors, but the decision to accumulate human capital can be estimated economically. According to Samuelson, human capital refers to "the amount of useful and valuable skills and knowledge created in the process of education and training of an individual". As the more educated and experienced person grows, the individual's income increases (see more in Samuelson, 2005, 250). Therefore, the main competitive advantage is not "cheap labor" because it is a reflection of a poor organization of labor and management in the industry and services. It does not increase the quality of business, innovation, entrepreneurship and productivity. The only educated workforce, that is, the competent human resources in which they invest, are the main bearers of the competitiveness of modern business (Maksimović, 2007, 108-109). Above all, the importance and economic power of human resources must be understood, because capital accumulation today is not possible without the accumulation of knowledge. The implementation of new technologies is not simple, and it is one of the basic tasks of economic development to promote the entrepreneurial spirit. One country must have a certain group of owners and managers who are willing to take risks, open new businesses, adopt new technologies and introduce new ways of doing business. Innovation and entrepreneurship should basically have clear ownership rights and predictable taxes. (Samuelson, 2005, 583). In addition to education, a good balance between the state and the market<sup>77</sup>, the development of small-sized enterprises and the strengthening of competition, as well as the external orientation in trade policy are important elements of market-oriented international politics and economy. How important is knowledge is confirmed by the

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<sup>77</sup> Savings and investment (author's remark).

fact that attracting competent people from abroad is equally important, perhaps even more important than attracting capital (investments)<sup>78</sup>. Investing in education, research and innovation leads the country from the periphery to the center (Reinert 2006). Today, facing the intensity of globalization, both for developed and underdeveloped countries, as well as for EU countries, is a major challenge.

*The global division of labor is accompanied by the growth of migration, the "brain drain", the poverty of citizens of underdeveloped societies and the enrichment of developed countries. Unemployment is a mass phenomenon. There are 75 million unemployed young people aged 19 to 24 in the world .... The global economy has stagnated for decades. During the 1960s, growth was 3.5%, in the 1970s 2.4%, and ten years later by 1.4%. Since the 1990s, the economic crisis (1.1%), which has today become world-wide. This has led to a reduction in education and science allocations and imposed a reform of the overall education (Novaković, 2014, 287).*

In the EU, the Bologna Declaration<sup>79</sup>, only one in a series of attempts, had aim to provide greater employment opportunities for citizens, mobility of students and teachers. Therefore, two rounds of study (student and graduate) for the education of personnel for the European labor market are introduced. The emphasis is on European values, lifelong learning and the credit (ECTS) credit transfer system that are transferred to various universities. "Its implementation has led to:" interactive "teaching, evaluation of teachers' work, relaxation of materials and students, greater transience of studies, greater influence of students on the choice of subjects, the exit of private capital to universities, the growth of competition among staff and students and more flexible forms of teaching appropriate market Labor "(Novakovic, 2014, pp. 288). Germany is a special example of adapting to global change. Only two federal states (until 2013) paid tuition fees. "Bologna" is not massively applied, and the foundations of the national education system have been preserved. In France there are two "networks" of schools. Elite universities have not been reformed, because the state thus defends its place in the European and global division of labor. However, in transition countries, unemployment, poverty, social inequality and corruption are higher. Every education reform, even in those countries, has two objectives. The first is the education of the population for the functioning of the economic and social system. The other is much more important and hidden, which is the self-reproduction

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<sup>78</sup> Attracting competent people was a measure taken by the royal Tjudor family in England, but also somewhat later, the Japanese government at the beginning of the Meiji Restoration. In the period from 1870-1880. Several thousand foreign teachers and advisers came to this school in the past. It had the official name "strangers employed in Japan" (ojatoi gaikokogjin). In addition, thousands of people studied in the country, but thousands of people went abroad to study (Maksimovic, 2014, 24).

<sup>79</sup> Prior to Bologna (1999), the Lisbon Convention (1997) and Sorbonne - Harmonization of the European Higher Education System (1998), followed by Prague (2001), Berlin (2003), Bergen (2005), London (2007) and Leuven 2009) [www.education.ie/en/The-Education-System/International/EU-and-Education.html](http://www.education.ie/en/The-Education-System/International/EU-and-Education.html).

of class society. It seems that globalized economy is an increasingly needed mass of trained, rapidly advanced human resources, which will perform less creative and executive tasks. However, strategic positions are occupied by people who manage society and improve the economy, which are being educated at the highest quality universities. It is important for them to have quality education, since they are expected to make the greatest contribution in the development of society. They are parts of the world capitalist class and its special elites. Countries in transition have a secondary place in the world division of labor. If they also create high-quality students and scientists, the most developed countries attract them into their teams (Novaković, 2014, 290-291). For example, in the EU-28, the percentage of employed persons aged 25-64 years who completed a short cycle of tertiary graduation, master or doctoral degrees was 84.8% in 2016. The percentage of persons attending primary or lower secondary education was 54.3% in the same year. The rate of EU employees - 28 persons with the highest education and multi-year non-tertiary education amounted to 74.8% in the same period (<http://databank.worldbank.org/data/reports.aspx?source=2&type=metadata&series=SE.XPD.TOTL.GD.ZS>). The creation of a European area of education and knowledge actually aims to prevent the equalization of that education acquired on the speed and the one that has been thoroughly built. European education policy seeks to create the quality of education that will be satisfactory throughout the EU, and Member States are required to comply with its requirements. Although, it is quite clear that there is no universal level of knowledge. Nevertheless, the European Union rely on those European values that deepen its economic and political integration processes (Madžar, 2013, 134).

## 1.2. A European Model of Human Resource Management

It is well-known that European integration has been encouraged since the Second World War in order to ensure peace, security, freedom, mobility, and economic prosperity (Maksimović, 2007, 107). The human resources management model in Europe is "the youngest" because it emerged after a model of human resource management in the United States and Japan. It was built so that it has a backbone in the models of the member states which now have 28 of 2013, when Croatia<sup>80</sup> was received ([https://europa.eu/european-union/about-eu\\_en](https://europa.eu/european-union/about-eu_en)). Membership in the EU implies the fulfillment of many conditions by complex procedures, and the candidate country must apply EU rules and regulations in all areas. Currently, the candidate countries are Serbia, the former Yugoslav Republic of Macedonia, Montenegro, Turkey and Albania.

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<sup>80</sup> There are 19 countries in the euro zone (the official currency is Euro - €).

It can be said that the European model of human resources management has been built on the experience of member states, but also that the model that has reconciled the two has already been built, the US model and the model of Japan. The Human Resource Management (HRM) terminology originally expanded into Europe into Scandinavian countries, and to a lesser extent in continental Europe (Brewster, Bournois, 1991 Brewster, 1993). The theory of "industrial relations" is supported by the HRM model that will be developed at the political and regulatory level, which will include the interests of stakeholders (government, owners, employees and trade unions) and situational factors such as the labor market, degree of technology development, social value. The proposed European model of HRM respects the influence of the organizations themselves by taking into account the economic allocation of human resources (Chris Brewster and Frank Bournois, 1991). The European Union, in particular through the European Social Charter, lists as the main areas: freedom of movement, employment and benefits, improvement of living and working conditions, social protection, freedom of association, vocational training, equal treatment for men and women, information, consultation and participation of workers, health care, protection of children and adolescents, elderly people and persons with disabilities. In Europe, there is more participation in the provision of social security than is the case in the US model, which is seen as the direct interventionist role of the state in the economy<sup>81</sup>. Also, in Germany, most large companies are networked with banks, whose intervention and involvement in management mean less pressure on the production of short-term gains and less distraction from competitors (Chris Brewster, 1995, 7). However, employee information is another important aspect of the EU. In Europe, there are two most common means of informing: 1. through direct line management and 2. via union or workers' channels. At the EU level, it is important to maintain the role of the employer and trade unions, and they are referred to as "social partners". The European model seeks to highlight the best practice in all countries, not the imposition of a system of some of the member states. The tendency to connect the EU to an entity is obvious and is associated with HRM and economic success (Brewster, 1995, 8-13). In most European countries, negotiating with trade unions is taking place at an industrial or national level, beyond the direct involvement of managers within individual companies. The European Union has a greater legislative impact on HRM through the education system. If education is more adapted to time, the needs of society and the economy will be less unemployed. However, on the one hand, a European model of work is being created, and on the other, there are significant differences from country to country, such as attitude towards individualism / collectivism and the like. Cultural diversity, i.e., the national differences due to which the EU has its own

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<sup>81</sup> So the European model is somewhat more similar to the model of Japan (author's remark).

slogan "united in diversity", in fact, makes it one of the main features of the European governance model. Cultural diversity affects every aspect of organization and work in enterprises, although they are not easily visible and noticeable, but it is evident that they are slowly changing because they come from the center of belief and the value system ([europa.eu/european-union/about-eu/symbols/motto\\_en](http://europa.eu/european-union/about-eu/symbols/motto_en) , Mayrhofer, Brewster, 2005, 30, 39, 41-42). In addition to cultural, there are many economic, social and political differences in the EU. For example, religion is one of the main cultural values of the country, but also the differences observed within the EU. Then, countries can be classified according to the level of economic development in two groups: rich countries and developing countries. This is one of the reasons why there is a need for a higher degree of flexibility in the labor force in the whole of Europe. (Marinas, Kondruzetsu, 2009, 177-181, 184-185). According to another group of authors, the dominant models of human resources in the European Union are the German model, the English-Dutch model and the Latin model (Segalla, Rouzies, Flory, 2001, 48-49, Maksimovic, 2004, 120-121). Within the European model, managerial promotion is based on skills and abilities, and the most important are personal qualities such as accuracy, reliability, responsibility and related characteristics. Personal and working qualities are intertwined, and based on them, the potential candidate (Maksimovic, 2004, 118-119).

## **2. EDUCATION POLICY OF THE EUROPEAN UNION**

The educational policy of the European Union<sup>82</sup> faces challenges in the conditions of globalization of social and economic flows. European education policy is, logically, under the influence of Member States, and the European Commission and the Council of Europe play a significant role.

The education policy of the European Union is designed to support national actions and help solve common problems, for example, aging populations, skills deficit in the workforce, monitoring technological development and global competitiveness. Each member state is responsible for its own education and training system, which further integrates into the EU. Financing to support education policy and innovative projects makes the Eu accessible through Erasmus +, a program that promotes learning at all levels and for all age groups ([http://ec.europa.eu/education/policy/strategic-framework\\_en](http://ec.europa.eu/education/policy/strategic-framework_en)). At EU level, they are defined by common priorities in the field of training and education by 2020. However, the most important focus is on implementing these priorities, especially through ET 2020 working groups composed of representatives of member states. In fact, ET 2020 is a forum for the exchange of best practices, joint learning, information collection and dissemination, and policy advice. ET 2020 has set four common goals

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<sup>82</sup> Like the education policy of the Western Balkan countries.

for the EU: 1. lifelong learning and mobility in reality, 2. improving the quality and efficiency of training and education, 3. promoting equality, social cohesion and active citizenship, and 4. strengthening creativity and innovation, including pre-litigation on all levels of education and training. The EU's 2020 Education Goals refer to the fact that at least 95% of children (from four to compulsory school age) participate in early childhood education, less than 15% of 15 year olds may remain under-qualified for reading, mathematics and science, under 10 % uneducated from 18-24 years, at least 40% of people aged 30-34 should complete some form of high education, at least 15% of adults should participate in the lifelong learning process, at least 20% of graduated students (aged 18-34) should spend a certain amount of time on tuition abroad, and the share of graduated students (from 20 to 34 years) should be at least 82%<sup>83</sup>. The European Union today classifies training and education as key elements in the economic, sociological, demographic, environmental and technological challenges it faces. Therefore, he rightly considers that an effective investment in human capital through a system of education and training can achieve a satisfactory level of sustainable growth based on knowledge and job preservation. At the same time, it promotes democratic values and intercultural dialogue. In doing so, it aims to promote personal and professional fulfillment, social cohesion and active citizenship. The European goal is to provide excellent attractive opportunities for education, training, research in order to become a leading knowledge economy. European cooperation in education and training for the period up to 2020 within the EU implies:

- A strategic framework for lifelong learning - considered as a basic principle of the training and education system. It is designed to encompass contexts such as formal education, non-formal education, early childhood education, education from primary school to higher education, informal care at all levels, vocational education and adult learning and learning. In addition, promotion of active citizenship aims to encourage the strengthening of creativity and innovation, inclusion of entrepreneurship at all levels of education and training. For these reasons, it is necessary to increase the level of basic skills in literacy, computing, mathematics, science and technology, as well as strengthening language competencies. At the same time, it is necessary to improve the management and management of training and training institutions and to ensure an efficient quality system that will enable the efficient and sustainable use of resources, and in particular financial resources. The goal is to gain skills for a job throughout your life, regardless of personal social and economic circumstances and the acquisition of a culture of conscience and responsibility. All citizens, even from vulnerable groups, as well as people with special needs, and migrants need to improve their education, and receive personalized

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<sup>83</sup> This was preceded by the "Education and Training 2010" program in the context of the Lisbon Strategy and has led to progress in national reforms in lifelong learning, modernization of higher education, promotion of quality and mobility.



learning, if necessary. This promotes intercultural competencies, democratic values, respect for basic human rights and the environment, as well as the fight against all forms of discrimination. It is necessary to provide a knowledge triangle that makes education, research and innovation (Official Journal of the EU, 2009). Therefore, the platform for lifelong learning has the basic idea that no one should be left out of the education process that must be good for everyone. (<http://lllplatform.eu/policy-areas/participatory-democracy/et2020/>). However, it is rightly questioned whether lifelong learning is equally represented in all member states? Nevertheless, it is necessary today to harmonize the work process with the circumstances of lifelong education, deindustrialization and flexibility of work. In Brussels, it is working to establish the foundations of the European educational area: for values based on innovative, inclusive education and education ", and at the same time promoting the idea of developing European identity, as well as understanding other cultures for the needs of a modern society characterized by mobility, multiculturalism and digitization. Therefore, the maintenance is key to building a just and inclusive society. (<https://ec.europa.eu/education/education-summit>). The key role of education is the alignment of skills with the needs of the labor market. The EU has set goals to reduce the number of under-educated people to below 10% and increase the share of graduates from tertiary education to at least 40% by 2020. Reasons should be sought in that Europe needs a professional workforce that will compete in terms of productivity, quality and innovation. ([http://ec.europa.eu/education/policy/strategic-framework/growth-jobs\\_en](http://ec.europa.eu/education/policy/strategic-framework/growth-jobs_en)).

- Creating as many entrepreneurs as possible - with the improvement of economic growth and creation of new jobs, entrepreneurial potential is being improved. With the help of training and education, it is necessary to encourage the culture of entrepreneurship in Europe and create new generations of entrepreneurs, but also to nurture the existing ones ([https://ec.europa.eu/growth/smes/promoting-entrepreneurship/action-plan\\_en](https://ec.europa.eu/growth/smes/promoting-entrepreneurship/action-plan_en)). However, when it comes to entrepreneurship in education, this is an inspirational entrepreneurial potential, where people use mind, knowledge and skills to create creative ideas. The aim is to increase skills that increase employability, and thus economic and social well-being. For this purpose, there is a Erasmus program for young entrepreneurs, Erasmus + for educational institutions. ([http://ec.europa.eu/education/policy/strategic-framework/entrepreneurship\\_en](http://ec.europa.eu/education/policy/strategic-framework/entrepreneurship_en)).

- Recognition of skills and qualifications - a problem has been identified in the EU framework, where when moving to a new job or further learning in the EU territory, students and workers should be able to quickly and easily recognize their skills and qualifications, which is of the utmost importance for increasing employability. So far, the EU has developed several instruments for this purpose, such as the European Qualifications Framework (EKF), followed by Europass, credit

systems for higher education (ECTS) and Vocational Education (ECVET) ([http://ec.europa.eu/education/policy/strategic-framework/skills-qualifications\\_en](http://ec.europa.eu/education/policy/strategic-framework/skills-qualifications_en)). Better co-operation at EU level, intensive communication, as well as monitoring of the Paris Declaration are only support for young people to gain intercultural competences, democratic values, adopt non-discrimination, strengthen critical thinking and media literacy. Implementation of the Paris Declaration is supported by the ET 2020 Framework, which encourages cooperation with the youth sector, peer learning and the exchange of good practices as a key activity of civic responsibility. The focus on social inclusion through formal and non-formal education includes vulnerable groups of students, migrants, Roma as well as those who are in an unfavorable socio-economic situation. The goal is to resolve the conflict in a non-violent way. [http://ec.europa.eu/education/policy/strategic-framework/social-inclusion\\_en](http://ec.europa.eu/education/policy/strategic-framework/social-inclusion_en).

- Provision for new technologies - At the beginning of 2018, the EU Commission adopted the Digital Education Action Plan, highlighting three priorities: 1) better use of digital technologies for teaching and learning, 2) developing digital competencies and skills, and 3) improving education through data analysis and forecasting. This is necessary because 37% of the EU workforce has low digital skills or none at all ([http://ec.europa.eu/education/policy/strategic-framework/education-technology\\_en](http://ec.europa.eu/education/policy/strategic-framework/education-technology_en)). It is clear from the above that the EU uses guidelines (directions) and multi-year action programs focused on supporting and supplementing national education policies and information exchange among members of the EU in creating and managing education policy. For the same purpose, the European Commission plays an important role (deals with issues of vocational education for better skills, growth and employment); 2. European Council - (an institution in charge of defining the overall political direction and priorities of the Union. It is also known as the EU Council, and is actually represented by the governments of the member states with the aim of adopting laws and coordinating policy) (<http://www.consilium.europa.eu/en/council-eu/preparatory-bodies/education-committee/>); and 3. The Council of the European Union (<http://www.consilium.europa.eu/en/council-eu/>). The Council of the EU and the European Union have different roles, but common values, which are human rights, democracy and the rule of law (<https://www.coe.int/en/web/portal/european-union?desktop=true>). In the future, the key challenges for the EU in education will be demographic changes in the future, the new forces of global competition, the long-term perspective of social cohesion and the creation of innovations within the framework of the given political reality.



### **3. FINAL CONSIDERATIONS**

Some of the observations can be highlighted in the following: 1. Human resource management and the labor market are constantly changing and developing. As a result, requirements for education and qualifications, skills, and competencies of people are changing. Today, people are required to possess basic skills such as literacy, foreign languages, and those more educated acquisition of digital skills and knowledge of science; 2. The development of entrepreneurial skills allows young people to get hired, but also to support the creation of new businesses, and ultimately understand the mechanisms of their survival. More effective communication between the education and labor market is vital for the smooth functioning of the economy, the reduction of structural unemployment, and unemployment in general. Wider entrepreneurial education is one of the responses to the crisis in the EU at the general level, but also at the level of member states. For these reasons it is necessary to link education, labor, employment and social issues with the centers for entrepreneurship, small and medium enterprises and the development of local communities; 3. Within the EU, the development of technical competencies and the modernization of education and training is being emphasized. However, the success of acquiring certain skills depends on the quality of the European education system. 4. Today, education is viewed as an economic issue, a political and human rights issue, a part of a long-term strategy and social inclusion. Therefore, the creation of the EU as the most competitive knowledge economy is emphasized. 5. The built-in national human resource management models are a solid support for a European model that is constantly being upgraded. It is upgraded in line with changes taking place on the labor market in the territory of the EU, but also in line with enlargements, as the number of member countries is constantly increasing. In addition, the effects of globalization, as well as the development of new technologies, free trade and investment, affect changes in the European labor model and the role of the labor market itself. For these reasons, stronger linking of education (basic knowledge), research (knowledge of knowledge) and entrepreneurship (applied knowledge) is needed in order to create a competitive space through innovation and entrepreneurship. For these reasons, it is imperative to cultivate a culture of responsibility so that changes due to external and internal factors can be reasonably accepted.

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