

EDUCATIVE CULTURAL-RELIGIOUS SERVICES IN THE KNOWLEDGE BASED ECONOMY

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ABSTRACT

***The proposed article** – emphasized the human and the intellectual capital as defining factors for the knowledge based economy. Therefore, the presentation of the concept of knowledge based economy presupposes observing the manner in which the information and knowledge are produced and used.*

***Approaches/methods** – in this respect, there are used a series of indicators that will reflect the number and the education level of the population, but also the specialty literature for understanding certain concepts specific to the knowledge based economy which are strictly connected to religion, culture and education.*

***Conclusions** – within this research there will be surprised certain aspects, important for the mankind evolution, in the context of sustainable development.*

***Originality/value** – Nowadays, it is noticed a more and more intense need of ensuring and using information and new knowledge. According to this desire, this step presupposes, according to us, a new approach of the three services (cultural, religious and educative) which might satisfy the needs of the children for acquiring new knowledge in various fields, according to the cultural and religious values.*

Keywords: education, culture, religion, people, capital

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1. Introduction

Nowadays, culture, religion and education represent, more than ever essential factors of life, without which people cannot progress in society. The existence and development of mankind contributed to the formation of the present society, and the civilizations resisted in time because of culture, education and religion. Even though the three fields, very often are treated differently, they overlap and coexist. Thus, education constitutes the key element in sending culture, through religion there are promoted certain traditional values that are at the basis of certain civilizations and cultures.

The investments in these fields as well as the increased efforts of maintaining at a certain level the quality of the resulted obtained in these activities, led to the development of a new economy, know as knowledge based economy.

2. The knowledge based economy and the capital

The concept of knowledge based economy is a new concept emphasizes creativity and innovation within which people, and not the material goods, have the main role in the development and progress of society (Rațiu-Suciu, 2008, 23). This type of economy emphasizes the human resource from the perspective of the intellectual and human capital, and the knowledge and the information are the key elements within this economy (Suciu, 2000, 28).

Regarding the individual it is noticed that personality, and his qualities, are embedded in his intellectual capital, presupposing certain instrumental competences, general knowledge, competences in the interpersonal relationships and social competences (Rațiu-Suciu, 2008, 26). These led, lately, to big changes regarding the technology of the information, which generated a quick sending of knowledge, determining the appearance of the “global civilization” (Pană, 2011, 64).

The components of the intellectual capital can be grouped at the level of the community, institution and individual.

For a *community* the most important elements for the intellectual capital are (Rațiu-Suciu, 2008, 26): the abilities of obtaining benefits and performances in the globalization’s context, the methods of implementing the “soft” technologies and of adapting to the social capital, technological know-how and the ensemble of knowledge components.

At the level of an *institution* there are observed (Rațiu-Suciu, 2008, 23-26): first of all, the human capital (within the human resources management there will be emphasized the individual skill, the competence and the employees’ ability, the education, the experience, the attributes and the social skill, values etc.); second of all,

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the organizational capital (the formal and informal structures within society) having in its substance innovative capital (licences, creations, models) and the process capital (computer networks such as intranet, administrative systems, formal and informal organizational structure, organizational culture), and third of all, the commercial capital (the relationships of the company with the suppliers, customers, investors and banks, but also the brand, reputation and image).

The knowledge based economy relies on a high level of education of the people. For this purpose, the training level is an indicator that can be observed and analyzed. Because the knowledge based economy needs people with a very high training level it is important to observe the weight of the graduates with higher education at the level of the European Union.

Chart 1.2. The percentage of graduates with higher education, age between 30-34.

No.	Country	Years				
		2008	2009	2010	2011	2012
1	Belgium	42,9	42,0	44,4	42,6	43,9
2	Bulgaria	27,1	27,9	27,7	27,3	26,9
3	Czech Republic	15,4	17,5	20,4	23,7	25,6
4	Denmark	39,2	40,7	41,2	41,2	43,0
5	Germany	27,7	29,4	29,8	30,7	32,0
6	Estonia	34,1	35,9	40,0	40,3	39,1
7	Ireland	46,1	48,9	50,1	49,7	51,1
8	Greece	25,6	26,5	28,4	28,9	30,9
9	Spain	39,8	39,4	40,6	40,6	40,1
10	France	41,2	43,2	43,5	43,3	43,6
11	Croatia	18,5	20,6	24,3	24,5	23,7
12	Italy	19,2	19,0	19,8	20,3	21,7
13	Cyprus	47,1	45,0	45,3	46,2	49,9
14	Latvia	27,0	30,1	32,3	35,9	37,2
15	Lithuania	39,9	40,6	43,8	45,7	48,6
16	Luxembourg	39,8	46,6	46,1	48,2	49,6
17	Hungary	22,4	23,9	25,7	28,1	29,9
18	Malta	21,1	21,3	21,5	21,4	22,4
19	Netherlands	40,2	40,5	41,4	41,1	42,2
20	Austria	22,2	23,5	23,5	23,8	26,3

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21	Poland	29,7	32,8	34,8	36,5	39,1
22	Portugal	21,6	21,1	23,5	26,1	27,2
23	Romania	16,0	16,8	18,1	20,4	21,8
24	Slovenia	30,9	31,6	34,8	37,9	39,2
25	Slovakia	15,8	17,6	22,1	23,2	23,7
26	Finland	45,7	45,9	45,7	46,0	45,8
27	Sweden	42,0	43,9	45,3	46,8	47,9
28	Great Britain	39,7	41,5	43,0	45,8	47,1
European Union		31,0	32,1	33,4	34,5	35,7

Source:

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=edat_lfse_12&lang=fr,
visited in 31.01.2014, h: 01:00;

As it can be observed from the previous chart, in Romania the percentage of the population with age between 30-34 with higher education is pretty reduced compared to the other countries of the European Union, placing on the penultimate position, before Italia, at the counter pole being, Ireland, Cyprus, Luxembourg, Latvia, Sweden, Great Britain.

Unlike the physical capital which presupposes investments in machinery, tools, buildings and other equipments used in the production process (Stiglitz, 2005, 185), *the human capital* is the result of the investment in education (Stiglitz, 2005, 187), in the training and in the development of an individual that presupposes individual skills, training, experience, values, social assimilation and skill (Rațiu-Suciu, 2008, 26) as well as in health (Pană, 2011, 55). Related to the human capital, it can be stated that (Suciu, 2000, 45):

1. it can be obtained in the formal education system;
2. the one specific to an economic agent is quantified by the seniority of an employee in the same company (loyalty);
3. the one referring to a certain activity is quantified by the number of years in which an individual performed the same activity, profession.

The last investment category presupposes: the development of some specialized institutions (kindergartens, schools, high schools, colleges, faculties) (Stiglitz and Walsh, 2005, 187), the children availability of learning and other investments of the parents, investments such as money and time.

3. The human in the context of knowledge based economy

The human, depending on the degree of assimilated knowledge and information, has the capacity of successfully solving certain problems. It can be stated that for society and mankind, the acquiring, multiplication and amplification of the knowledge and information would be useless unless the human intervenes for using them properly so that he can obtain certain positive results. Therefore, we can say that the human – the individual is the one who generates this resource, but who, at the same time, uses it.

The sustainable development of the human refers to the quantitative aspect (number of persons), but also to the qualitative aspect (living standard, human development etc.).

Regarding the globe's population, for the period 2010-2100 it is estimated an increase by 57% of the Earth's inhabitants.

According to the assessments performed by the United Nations Organization, reflected in the following chart, it can be noticed that while the globe's population will increase, Romania's population will decrease. The diminution of the population from Romania (according to these assessments) will have a pretty high and at the same time worrisome proportion, of almost 42%.

Chart no. 1.2: Globe's and Romania's population for the period 2010-2100

Year	Globe's population (thousands persons)	Romania's population (thousands persons)
2010	6.916.183,00	21.861
2015	7.324.782,00	21.579
2020	7.716.749,00	21.226
2030	8.424.937,00	20.232
2050	9.550.945,00	17.809
2075	10.409.149,00	14.461
2100	10.853.849,00	12.603

Source: UN assessments, <http://esa.un.org/unpd/wpp/unpp/p2k0data.asp>, visited in 26.03.2014, h: 04 : 40; <http://esa.un.org/unpd/wpp/Demographic-Profiles/index.shtm>, visited in 26.03.2014, h: 05 : 44;

In the era in which the technological change is very quick and the safety of the work places is given by the fast obtaining of new skills, we can notice, once again, that still from birth and until passing, the person progresses (adds value). The more educated a person is, he has more skills, his value on the market increases, and so the

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person participates in the activity and progress of society within a knowledge based economy. In the training process of the individual there must take part (Martinică, 2006, 66): the family, the teachers, the cultural, civil and religious associations, society and all the human community, all of them having a special role on which the future of the next generations will depend.

The future society outlines on certain coordinates given by the knowledge economy which has as basis the creative and innovative potential and the possibilities of broadcasting and applying some beneficial discoveries for mankind. Unlike other resources, the knowledge can be amplified, multiplied and diversified, being practically inexhaustible (Suciu, 2000, 28-29).

The more educated a person is, the more valuable he is, but at the same time, his mobility degree increases (external – moving from a company to another, occupational – to another type of activity and internal – from within the same company), (Suciu, 2000, 45).

The educative cultural-religious services in the knowledge based economy

The developed companies own many pieces of information, database, but also very performant telematic and informatics means. The mankind's success gambled on and gamble on the intellectual and not the physical one (Jivan, 1996, 194). Thus, the necessity of the education, in the human existence and the bigger and bigger implications in the today's society progress, emphasize the importance of the training and education services under their various forms.

In the knowledge based economy it is emphasized the approach with interdisciplinary character, the knowledge, the interaction, evolution and the necessary institutional framework, the professional education and training and, not lastly the human's creative capacity and his ability of effectively and intelligently using the knowledge which have to face continuous changes and innovations.

The intellectual services are the ones that better answer to the needs of the knowledge based economy, they emphasize, at the same time, human activities that presuppose a high level of knowledge (ideas, science, information, data), being at the same time, a form of immaterial investment.

We consider that the knowledge society presupposes a new approach of the three services already dedicated and included in the category of intellectual services: culture, religion, education, respectively an integrated approach of them. This approach could contribute to the intellectual development, to forming a mature and balanced thinking, to cultural development, to understanding the values, to professional training and to generating some friendship relationships between the youngsters with different characters and material possibilities (Martinică, 2006, 66).

A separate approach presupposes the existence of three notions: culture, religion, education, very familiar which, at a first glance, don't presuppose anything new, but the unitary approach of the three elements in the present economical context, must take into consideration:

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a) the defining features of the cults acknowledged in Romania;
b) the general educative structures, presently developed in Romania and which could be grouped depending on:

➤ the form of juridical organization: public and private (Law no. 489/2006);
➤ the level at which training and education is performed (INS, http://www.insse.ro/cms/files/Anuar%20statistic/08/8.%20Educatie_%20ro.pdf): pre-school education, primary and middle school education, high school, professional training, post high-school education, high education;

c) the specific structures of the educative system, developed and implemented by the religious cults in Romania, generically referred to religious education (Levente, 2006, 83) respectively:

➤ confessional education (Law nr. 489/2006) which can be organized at all the levels, but also on different profiles and specializations;

➤ pre-university and superior theological education (integrated and not integrated in the state's system) (Law nr. 489/2006);

Taking into consideration the fact that, presently, society is permanently changing, in Europe it is noticed that moral and religious education combine with the intercultural and civic education (ISE, nou2.ise.ro/wp-content/uploads/2008/08/2008_lucrare_TE.pdf). In the countries of the European Union there are admitted three fundamental principles which are at the base of moral-religious, intercultural and civic education (ISE, nou2.ise.ro/wp-content/uploads/2008/08/2008_lucrare_TE.pdf):

1. the cultural elements must use as identity sources: religion, language, history and cultural inheritance;

2. there must be taken into consideration the authentic individual and social experiences that contribute to the progressive development of knowledge regarding the beliefs about world and values;

3. it is important to promote, in an integrant and unitary approach, the spiritual, religious, moral and civic values.

From the point of view of the relationship between state and church, the education can be non-confessional and confessional (ISE, nou2.ise.ro/wp-content/uploads/2008/08/2008_lucrare_TE.pdf).

The non-confessional approach is specific to the countries that have a politic of separating the church from the state, having a more neutral position towards the religious confessions within the borders, the state taking more attributions that belong to the religious and public school education.

(ISE, nou2.ise.ro/wp-content/uploads/2008/08/2008_lucrare_TE.pdf) In this situation there are: The Netherlands, Sweden, Norway, Denmark, Estonia, Great Britain.

The confessional approach presupposes a coordination from the religious community and from the church (ISE, nou2.ise.ro/wp-content/uploads/2008/08/2008_lucrare_TE.pdf).

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content/uploads/2008/08/2008_lucrare_TE.pdf) of the education in the theological and religious field, but with the involvement of the state regarding the financial and organizational support. This aspect is specific to countries that are Christian in majority (orthodox and roman-catholic) such: Austria, Belgium, Bulgaria, Czech Republic, Cyprus, Croatia, Finland, Russian Federation, Germany, Greece, Italy, Latvia, Lithuania, Luxembourg, Malta, Poland, Portugal, Romania, Serbia, Slovakia, Spain, Ukraine, Hungary. In Romania, the confessional education has an organizatoric and functional autonomy (Levente, 2006, 92).

Conclusion

Taking into consideration the cultural-religious particularities, but also the religious approaches that shaped some models, presently we can talk about new aspects and services that complete the educative system through culture and religion. Therefore, presently developed schools and kindergartens that develop the activities under the aegis of the church, but also after schools, summer schools and private lessons. At the European level we can say that Romania is not positioned as being a country whose population benefit from the satisfactions and advantages that persons from the other countries in the European Union have regarding the economic, human and educational development, but they can rejoice over the training possibilities and quick adaptation through some institutions that will emphasize the cultural, religious, moral and educative values.

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