

THE NEW EDUCATION AND THE NECESSITY OF ADAPTATION FOR THE PUBLIC ADMINISTRATION IN EU

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Abstract: *This paper aims at underlining the existence of a demand which is coming from a United Nation report known as Jacques Dellors report. So, the intelligence of „to feel” (EQ or Emotional Intelligence) will be improved by a qualitative jump towards the intelligence of „to be” (SQ or Spiritual Intelligence). If this new type of intelligence has been nominated starting with 2000, we can speak about a vision of the authors from Jacques Delors report. Meanwhile, the psychologist and managerial specialists improved the charismatic leader type with the transformational leader type. In our days, the new type of Spiritual Intelligence will determine a new type of education together with a new type of Spiritual Leader. The right for happiness became for soon the object of a UN resolution-see Resolution 65/309. Happiness: towards a holistic approach to development - which will determine new policies for central and local administrations all over Europe, not only in Romania. Through the arguments from the paper itself, the paper demonstrates that a change must be made in the educational field, in order to respect United Nations resolution by governments and by new education study plans. If public marketing is speaking about customer satisfaction or citizen satisfaction, than public management should speak about state of happiness and well-being for individuals and state of harmony for groups and between groups, for collectivities and between them.*

KEY-WORDS: *new education, strategic management, spiritual intelligence, happiness state, harmony states, harmonization, self-coherence*

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1. INTRODUCTION

The idea of creating a new kind of education that is to capitalize the child's intelligence and potential is more often circulated . Osho's book "Innocence, knowledge and amazement" talks about how important it is to help children become more inventive, not repetitive as the basis of the entire educational system now. Since the educational system is geared around memory, not intelligence, originality is killed, and intelligence can flourish only in an environment where originality is valued (Osho, 2013).

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“In the dawn of a new century, of which perspective evokes both pain and hope, it is essential that all responsible people focus on the educational objectives and means. The commission argues that, while education represents a permanent process of improving knowledge and abilities, at the same time it represents – maybe primarily – an exceptional way of modelling personal development and establishing relations between individuals, groups and nations.” Education is at the heart of both personal and community development; its mission is to enable each of us, without exception, to develop all our talents to the full and to realize our creative potential, including responsibility for our own lives and achievement of our personal aims. (Delors Report – Educația: Utopia necesară)

Table 1 – The new international education – Delors report

NEW INTERNATIONAL EDUCATION						
from intelligence of <i>feeling</i> to intelligence of <i>being</i>						
LEARNING TO KNOW	LEARNING TO DO	LEARNING TO LIVE	LEARNING TO BE			
-learning the methods which help to distinguish reality from illusion, creating an intelligent access way to the knowledge of our times, the scientific spirit being thus indispensable	-learning a profession and its specific knowledge and practices, that is specialization -learning how to be creative, because 'to do' also means creating something new and bringing to light the creative abilities	-respecting the norms and rules and the basis of human interaction in a community -respect towards the norms must come from the inner self of the being and not be the result of constraint, but the validation of each individual's inner experience -to recognize yourself in others	-a deep self- knowledge, by the conditionings, the harmony and dissonance in one's individual and social life, the fundamentals of one's own beliefs and convictions -the elimination of one of the fundamental tensions of the contemporary era, the one between spirit and matter, by harmonizing them on another level of experience than the ordinary one, ensuring the survival of the human race			

In the educational process, universities have a major impact. this is why they have to meet the following 4 key functions: 1- training students for research and teaching, 2- provide highly specialized training courses adapted to the needs of the economic and social life, 3- openness to all, to satisfy the multiple aspects of education during life-long education, in the broadest sense, 4- international cooperation.

As fully autonomous and responsible institutions, which exercise a form of intellectual authority which the society needs to help it reflect, understand, act, they must debate social and ethical problems.

Delors report indicate that choosing a type of education means choosing a type of society!

The comission recommends: - diversifying and improving distance education through the usage of new technologies; - large scale usage of these technologies in the education of adults and, especially, in relation to the training of professors at their workplace; - consolidating the development of the infrastructure and the developing countries capacities in this field; - disseminating the technologies at the level of the whole society, launching, under the guidance of UNESCO, programs regarding the dissemination of new technology.

Another issue debated in Delors report is represented by enlarging international cooperation in the global state through:

- A strategy of encouraging education of women and girls
- Allocating a minimum procentage from the development aid for the financing of education
 - Developing “liability swaps” for education
 - Introducing on a large scale the technologies of the „informational society” in all the countries focused on the prevention of another gap between rich countries and poor countries
 - Capitalizing the remarkable potential of the nongovernmental organizations and community initiatives, which can offer support for international cooperation

Worth pointing out that the phrase along with others must be completed with the answer to the question Who are the others? Only human beings? Or are they also the entities of the mineral, vegetable and animal, or the entire planet Earth, with its land and its alien or with our solar system, or other constellations and galaxies? Learn to live cosmic without separation, without cognitive and experimental limits, but through Harmony and Integration with the Macrocosm!

State of knowledge, as perceived state corresponding to a particular stage of development in knowledge of any person, has the awareness of reality levels in which we operate as animation and propelling element. From here, results the transcending need to knowledge by changing the paradigm or how to help the mind transcend to another level of knowledge in another level of reality? The solution is to developing new skills 1 - integrating different aspects of surrounding reality, 2 - harmonizing these issues in intrapsychic plan and 3 - ensuring consistency of the Self, which means a new way of thinking as a new Universal Consciousness of a Superior, Integrator, Harmonized type. This is the only way for an individual to balance through and Nature, or macrocosm! This is the new Education! (Nita, 2011)

2. HOLISTIC APPROACH AND INTEGRATED CURRICULUM

Holistic approach, is centered on student education understood as unitary human being with physical body, mental body, emotional body and energy body, which must be integrated into an unified reality obliges each school to find concrete solutions to adapt its curriculum to potential specific of pupils and the local context in which they operate.

One idea circulated in public education emphasizes the fact that into the education of young, teachers should involve much more than simply to train in that shape as future workers, employees and citizens.

Authors like Thoreau, Emerson, Alcott, Maria Montessori, Rudolf Steiner, pioneers in progressive education, all insisted that education should cultivate the art of moral, emotional, physical, psychological and spiritual needs of children during their developing process. During the 1970s, a whole literary trend emerging in science, philosophy and cultural history provided a general concept to describe this way of understanding education, called *holism perspective*. A holistic thinking seeks to encompass and integrate multiple layers of meaning and experience rather than defining human possibilities somehow restrictive and limited. Each child is more than a future employee, intelligence and abilities are much more complex than its results of standardized tests (Miller, R. 2000). They are restrictive and do not measure the intelligence of the child.

The concept of holistic education is based on the premise that each person finds one's identity, meaning and purpose in life through connections to the community, to natural world, and to spiritual values such as compassion and peace. Holistic education aims to draw the respect out of people for the inner, self and essential of life and passion for learning. This is not done by an academic curriculum that condenses the world into instructional packages, but through direct engagement with the environment. Holistic education fosters a sense of wonder and curiosity. Montessori, for example, talks about "cosmic" education which helps the person to feel a part of whole universe, and the fact that learning will become charming and welcoming naturally through a holistic approach. There is no definite way to achieve this goal, there are several ways of learning and holistic educational values for each, which is more suitable for children and adults. In some cases, certain historical and social contexts, this cannot be good for certain interest groups. The art of holistic education lies in ability to react and its receptivity to diverse learning styles and the evolving human needs (Meyo, 2012).

Many teachers strive hard to put into practice many of the principles of holistic education in order to improve the quality of education at both the high school education and in the academic environment. By fostering collaboration, rather than encouraging competition in the classroom, teachers help young people to feel more connected to learning environment. This is achieved by using real-life experiences, current events, dramatic arts and other live sources of knowledge in lieu of established and globally standardized methods. Thus, teachers can ignite the love for learning. By encouraging reflection and ask questions rather than passive memorization of specific facts, teachers are able to keep alive the "intelligence flame" which is more vital than the ability to solve abstract problems. By accommodating differences and refusing to label children (for example - students with learning disabilities or hyperactive), teachers get unique talents that can be found in the spirit of each child. Any approach to education must answer which is the purpose of education. Holistic education aims to help students to be as good as they can be. This concept is defined by self-actualization. A holistic education is concerned with developing the potential of each person: intellectual, emotional, social, physical, artistic, creative and spiritual. It aims to involve students in teaching and learning process and encourages personal and collective responsibility (Meyo, 2012). Educate through the education of future happiness will be as quoted by Basarab Nicolesco from Delors Report, prepared by the International Commission on Education for the twenty-first century. It is worth mentioning that this report focuses on the four pillars of a new kind of education: learning to know, learning to do, learning to live with others,

learning to exist, it becomes obvious that transdisciplinarity has a huge role in establishing this new type of education. Transdisciplinarity Charter itself developed by Basarab Nicolesco with Edgar Morin and Lima de Freitas in 1994 provides a genuine conceptual strategy that humanity needs to generate not a new man, but a man who is born again. The Charter focuses attention on discovering and addressing human complexity, the recognition of several levels of Reality, on opening rationality, transdisciplinary vision, looking for Trans historical horizon, the open attitude towards myths and religions on education through contextual, concrete and globalization, the development of an economy to serve the human being and not vice versa, on rigor, ethics, tolerance.

2.1 Understanding and approaching the holistic education

Understanding and approach to holistic education can only be understood from two aspects: content and process of education. Content refers to the nature and purpose of education and the process involves the tools to update education. The development of such processes should include infrastructure, structure, and practices that help fulfill learning.

The nature and purpose of education is reflected in the understanding of education involving the full development of each individual: mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values which in turn lead to society. That education is drawn adept of excellence in all areas of school life with an emphasis on the overall development of each possible size of a person. To achieve this it is a must for individual capabilities of each person in every stage of his life to unite into the will to continue its development throughout life and the motivation to be of using his skills for altruistic purposes. Particular attention should be paid to the development of intellectual, imaginative, emotional, creative and physical needs of each student, used to have a sense of thinking and look at school life as a whole.

The Universal Declaration of Human Rights (1948), it is argued that education is a right of every person and should be directed to the full development of human personality and to strengthening of respect for human rights and fundamental freedoms. The education should promote understanding, tolerance and friendship among all nations, racial or religious groups. So a child should be educated through its mental, physical and talents development while he's should learn to have respect for others and the environment. So in all aspects of holistic child development should be based on the premise of recognizing the best interest of the student, their inalienable rights and dignity which will provide future benefit to him and t community to them..

Regarding the educational process, gaining access to education means the availability of education for all children without discrimination. Quality includes learning, teaching techniques and appropriate practices, rich and relevant academic program needs, abilities, interests and evolving capacities of each child.

The community is a vital aspect in holistic education. Our relationship with it is a key in our understanding of his own people. Professor, is seen less as a person of authority who leads and controls but rather as a friend, a mentor, a facilitator or a travel companion with experience. Schools are seen as places where students and adults working for a common goal. Open and honest communication is required and the differences between people are respected and valued. Cooperation is the characteristic feature rather than competition. So many school incorporating holistic beliefs do not give grades or rewards.

The real reward is that we can help each other and we can grow together, rather than stubbornly trying to overcome each other. When you work in an environment where trust in the other is great, when people consult each other, when there is constructive atmosphere, results grow fast. It's something that should be taught in primary school.

The holistic approach is believed that there are four ways in which successful leadership practices impact the student's educational process: rational, emotional, organizational and family.

Table 2 – The holistic approach of the educational process

1. Rational way	2. Emotional part	3. Organizational way
Is the aspect of cognitive ability concerned by teachers' capacity, knowledge and skills on learning practices, teaching methods and styles and the teacher-student relationship and classroom management.	It is connected to the rational in the way emotional intelligence is oriented towards perception, attention and judgment. Emotions are providing individual personal efficiency and collective efficacy to teachers, providing motivation and ability to engage in practices and school activities.	It creates the environment for achieving rational and emotional side. This is reflected in school infrastructure that contains structures, culture, policies and procedures that constitute the school context, teacher working conditions and student learning environment.

The first three paths are located in schools. To these we add a fourth way, the spiritual, which is based on the *integration* of new knowledge, its *consistency* with the old knowledge, the end result is to ensure *self consistency*.

The participation of students, teachers and families in making decisions in a school is essential. In this way, students are contributors to current academic progress, families are educators because a crucial part in the development of children and teachers are agents in the development and improvement of education. In one sentence we can summarize that holistic education needs holistic leadership.

Respecting the principles of fairness, adapting school curricula context and reality aims to develop each student - in line with its potential and its transformation into an active and responsible individual:

- able to operate consistently and effectively in any context
- formed to exploit the socio-professional opportunities
- prepared to manage their personal existence
- able to assume and sustain self-development and spiritual evolution

Contemporary approaches, learning (according to the UNESCO Delors Report) is based on four "pillars" are in a direct connection: "learning to know", "learning to do", "to learn to work together" "learning to be".

Such an approach of the learning process undertakes a specific perspective on school curriculum for students, and on how the curriculum must be adapted to the context and reality, including and when changing curriculum, crossing on another level of reality.

Aiming to prepare students for "knowing, doing, working together, to be, to transform, to change" the integrated curriculum based on building relevant links between subjects or competences that:

- are usually included / followed in different disciplines
- aimed at direct / indirect, explicit / implicit formation of values and attitudes necessary for personal, professional and social success in the social context
- have a special significance for everyday life in society

Principles and requirements

In this respect, the integrated curriculum / curriculum integration starts from a set of fundamental ideas:

- a) each student is a human being, unitary and complex to be viewed as a whole located in continuous development
- b) school education must provide appropriate responses to the needs of real students, who will live a real life in a real society
- c) educational approach must assume that the key principle, student centered on personal development, professional, social, according to its potential
- d) main purpose of the school curriculum is the creation of transversal skills, values and attitudes that go beyond the boundaries of disciplines and are essential for a successful life in the context of society
- e) Students training must be executed in multiple and varied learning experiences that enable various acquisitions and their experience in the context of concrete
- f) learning experiences centered on and developing individual potential must involve students as active participants directly involved in the design and conduct of these experiments
- g) curricular activities must be built and developed on the basis of the partnership between students, teachers, community members and local community must realize the potential expressed in the resources it can offer to learning process
- h) authentic students training for reality can only occur in activities based on working in groups or teams which maintain the permanent openness to knowledge, open communication, attention to inter-climate of collaboration
- i) to help students make connections between the various procurement varied learning between what you teach and daily lives curricular activities must address a variety of topics of significance in reality.

2.2 Levels of curricular integration

Based on these fundamental ideas, the integrated curriculum / curriculum integration can be done at different levels such:

Multidisciplinarity: it focuses on content / knowledge, learning is achieved by theme. is focused on connections between content.

The multidisciplinary perspective, a theme is using multiple disciplines that contribute to analyze / explain them. Each of the disciplines involved addressing specific theme from her point of view, and facilitates connections between content.

Interdisciplinarity: focuses on general skills, is achieved through problem-based learning, focuses on training and development of transferable skills.

The interdisciplinary perspective are approached complex issues that can not be cleared by a single discipline. These problems can only be explained using multiple

discipline that work together, cooperate, "intersect". For example: $0! = 1$; $0 + 1 = 1$; $\sin 2x + \cos 2x = 1$, which is the true 1?

Transdisciplinarity: focuses on values and attitudes, is achieved through project-based learning, focuses on solutions to real life problems.

In the transdisciplinary perspective, an important issue is addressed through real life interpenetration of disciplines. This situation is a "fusion" of these disciplines amid a "conceptual and axiomatic unification" that could lead to the birth of new disciplines, including new science.

Transdisciplinarity address issues that have a special significance in real life and contribute to the formation of skills, values, attitudes necessary for successful individual existence.

At the conference held in Bucharest, Tibetan Master Khentrul Rinpoche offered a holistic perspective on education in the academic environment and the relationship between teachers and students. The student teachers should act as some parents and not see teaching activities only as a paid job, it should not be the main motivation. Important is the ability to teach others and then the financial aspect. Through this, students will feel the passion and dedication of the teacher, rewarding him with gratitude . Gratitude is what the student must feel for teacher so reaching to regard teacher as a parent who wants good and come with joy its courses. In this way, time will seem to pass more quickly and students will be happy to accumulate useful things for their future.

Table 3 - SWOT analysis of holistic education

Strengths	Weaknesses
<p>Students and schools have more autonomy in curriculum development and school planning</p> <p>Holistic education is oriented towards the good of each individual and for society</p> <p>Youth modeling into complex human body, mind and spirit, not in the simple future employees and citizens</p> <p>Promotes the awakening feelings of mutual respect and passion for learning</p> <p>Reaction capability and receptiveness to diverse learning styles and human needs</p> <p>Encourage collaboration in classrooms, young people are more connected to the learning environment</p> <p>Each person develops intellectual, emotional, social, physical, artistic, creative and spiritual</p> <p>Encourage personal and collective responsibility</p> <p>Promote open and honest communication, creating a constructive atmosphere</p> <p>Develop the ability to relate to itself,</p>	<p>Major imbalance between the vision and ethics and government school</p> <p>Insufficient legislative framework for the development of holistic education</p> <p>The lack of coherence between the educational system and social</p> <p>Rigid financing mechanisms education system, insufficient and irrational use of financial resources to support teaching</p> <p>Insufficiently developed infrastructure and inadequate equipment for educational institution, social, public health and to provide holistic education</p> <p>Lack of machinery and equipment for measuring bio-field (energy field) of students.</p> <p>Reduced capacity or lack of experience in public administration education holistic</p> <p>Stereotypes of the society and communities to alternative education, callous attitude towards human diversity</p> <p>There is a clear strategic direction</p> <p>Current examination bureaucratic and</p>

<p>develops values of empathy and dignity, develop best personality, potential and talent of each individual. Spiritual intelligence is oriented staff development Improve standards in schools in order to maximize the efficiency and capabilities of schools, teachers and students without altering the basic purpose of education</p>	<p>unproductive system, difficult to become holistic</p>
<p>Opportunities</p>	<p>Threats</p>
<p>Interest and public life in achieving holistic education Availability and requirement of transdisciplinary approach by Law No. 1/2011 (Education Law) to support the implementation of holistic education NGO Sector motivated to participate in the development and promotion of holistic education Develop and strengthen the skills to work transdisciplinary and holistic Existing infrastructure of the education system can be adapted to holistic education Permeable and transparent borders between the school system and the external environment promotes collaboration and develop holistic education Students can become active agents in their own learning process and participate in the formulation of educational policies, pedagogies building and enriching educational material Making collaboration based on consultation between schools, communities and governments</p>	<p>Discontinuity and frequent reconsideration of priorities for policy changes Human or financial resources reduced for necessary reforms in education Governmental policy coordination is lacking between education and social protection Outdated mindset and great resistance to change among individuals, organizations and different government structure Educational policies formed by economic needs and interests, not according to individual demand and labor market Existing educational system fragmented Globalization is governed by rapid change and high pressure of public opinion on education Child protection hampers holistic child development Cleavage between national intention towards education and its implementation at the school level</p>

3. TRANSDISCIPLINARITY FOR HUMAN RESOURCE OF PUBLIC ADMINISTRATION

It is widely recognized that public administration as an essential part of the social system is a complex phenomenon whose understanding requires a multilateral research, in terms of science such as legal sciences, sociology, psychology, cultural anthropology, management etc. Each of these comes but with only partial information from the research of the administrative aspects of the phenomenon. The limits of interdisciplinary research in this area experience, constituting challenges to finding new dimensions of knowledge, to explain the phenomenon in all its complexity and generate solutions for fulfillment mentioned goals. Management science seems to integrate and harmonize the most

effective the dynamic state of structural, functional, synergistic and energetic balance wanted by any public administration in Romania, the EU or outside the EU (Nita, 2011).

Although apparently many people seem to have found the right job in the public service, a place to highlight them, that place is actually not fully considered in the complexity of human beings. So that inner peace, balance and harmony between individual and social beings is profoundly affected, causing a deep inner crisis, which often penetrates to the outside environment. This is the real problem of human resources, the real challenge for both public manager and the entire administrative system. It requires finding "true transpolicies: one based on the inalienable right of every human being to a harmonious interaction between intimate life and social life" (Nicolescu, Basarab, 1999, p. 105). Public manager should not be only professionally competent, not only a person open to change, but an emotionally intelligent person and a true spiritual leader which is beyond charismatic leader and transformational leader, animated by love and deep compassion for the man and his needs. His attitude should be one transdisciplinary this assumption and thinking, and inner experience, and knowledge, and conscience, and effectiveness and affectivity (Nicolescu, Basarab, 1999, p. 104).

Transdisciplinarity which is lived that has an equivalent in God lived and felt, as Hesychasm Orthodox Christian can lead both to change their mindsets and changing social behavior of individuals. The whole system would sit on a new basis, the values would be restored to their natural place, especially moral values and ethics, which opens new perspectives for society as a whole and for each individual. Social structures should create conditions for individual responsibility be able to germinate and the inner life of a human being to come into harmony with society. It comes as a new form of humanism, transhumanism, which would give every human being the maximum cultural and spiritual development, including public administration. It is about the search for what is in, including human beings and beyond what can be called the Being of beings. Transhumanism aim to update the maximal unity in diversity and diversity in unity, focusing on a flexible and geared to meet the complexity. (Nicolescu, Basarab, 1999, p. 168).

Nature and purpose of holistic governance presents a new distinct concept of public administration community directly serving the needs of citizens. While initiatives such as public association, correct defects arising from the fragmentation of the system functional departments, holistic government aspires to go beyond these efforts. To institutionalize the ideals of holistic governance, in addition to a political leadership charge, it takes three strategies: eGovernment, service integration and civil government organizations active.

The fragmentation of departments is the key issue which holistic governance theory wants to address, and the coordination and integration of departments seem to be the answer. Administrative coordination and policy creation process is the latest manifestation of one of the oldest concerns of politics and public administration. Problems that have not been integrated into existing structures and policy instruments belong to several distinct fields such as poverty, the environment and social exclusion. Rapid advances in technology and cheap communication have made possible the complex and efficient organization, and begin thinking ahead are starting to replace rigid thought patterns of the last century. Ministers and civil servants with experience should provide strong leadership to create a culture of administrative work in which association and initiatives are the

basics and leaders must be judged and rewarded for their performance in promoting and applying these ideas. We find the following strategies to institutionalize holistic governance: organizational changing, structures and budgets merged, the association of officials from different departments into teams, shared budgets, common goals and public access to performance indicators, consultation between departments to improve synergy and encourage compromises, integrated information systems to increase general awareness of the departments, preventive government.

Due to globalization and the increase use of Internet in the contemporary world, governments need to modernize and update their leading style. The proliferation of different types of governmental agencies, NGOs, public-private partnerships began to become more consistent in every democratic state in the world. EGovernment has become inevitable to use as government tool due to the communication technology modernization and an easier access to information.

Theory of holistic governance means more than simply association in the public sector reform projects designing. It is obvious that political leaders will play the most important role in promoting holistic governance. Apart from this factor, there are three strategies that can help achieve holistic governance: eGovernment, integration of governmental organization and active public service. They are necessary and complementary concepts that will pave a solid foundation for holistic governance. They represent the three dimensions of the necessary infrastructure: technology infrastructure, organizational and human resources.

4. CONCLUSIONS

Education plays a fundamental role in the personal and social development, being the main mean of cultivating a deeper and harmonious human development, thus reducing poverty, exclusion, ignorance, oppression and war.

People must become world citizens without losing their roots and continue playing an active part in the life of their community and nation.

Eliminate the tension between material and spiritual, the new education must encourage individuals to act in time according to the traditions and their beliefs and fully respect pluralism, elevate their minds and spirit towards the universal level and self-transcendence.

The new education must be centered on self-knowledge, on ways of assuring physical, psychological and spiritual well-being, on ways of assuring a better knowledge of the natural environment and a better preservation.

Any type of changing that should and could affect inner peace and harmony state of an individual will send to the individual signals and signs of increasing the attention or awareness.

From individual evolution based on power of financing, gathering the profit and using it for individual purposes through globalization and new leaders the society will jump step by step in to another level of evolution (win-win).

The fight between generations will be a step by step one so that the probability for new shocks at change will decrease.

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