

THE FRAME OF EDUCATION AND THE EFFECTS IN THE GROWTH IN E.U

Aliki Demosthenous

University of the Aegean, Dept. of Geography
University Hill, Mitilini, 81100, Lezvos, Greece
geom08009@geo.aegean.gr

ABSTRACT

The European Union invests considerably in the education contributing at the growth of human resources. The education, the training and the lifelong training constitute one from the more important "levers" for the growth of competitiveness in a modern society. The specialized and worked out persons can contribute immediately in the aid of competitiveness and in the more general economic and social growth.

The considerable role of educational process in all the levels it's not only just a simple truth that is continuously verified. It is a certainty in which Europe progressively continuously is supported. It is a collective investment that a priori is connected unbreakably with various macroeconomic and micro-economic sizes of economy, the harmonious social growth of member states of European Community and mainly the intellectual culture of persons.

The EU began already it invests in the education and the continuing professional training, from the treaty of Maastricht and with starting line two "White Bibles". First White Bible, in 1994, concerned the growth, the competitiveness and the employment. Second Bible, in 1995, gave particular accent in the education and the training. In 1997, the European Union with the treaty of Amsterdam develops a coordinated strategy for the employment and contributes in the creation of specialized human resources via the possibility of access in the continuing education. With the beginning of new millennium in Lisbon in March of 2000, said that education is one of the importance things in the European Union and become the most developed society of knowledge in world level. In the European Council in March 2003 it was decided that it should be investment specifically in human capital. Thus existence competitiveness, so as to are achieved high rhythms of growth and employment for the establishment of economy that will be based on the knowledge (European Commission, 2003).

Through the Council of Barcelona in March 2002 was decided the "Agreement in detail Program of Work for 2010", that will include the timetable for the future objectives of systems in education and training.

Studying various sessions of the European Union we observe that the gravity and the qualitative accent that is observed for the education, the training and the via life learning, are immediately interwoven with the individual parameters and repercussions that offers in the wider economy, social and cultural growth of member states in their aggregate.

This article aims it analyzes the frame of education and training in the European Union and also it investigates and analyzes the repercussions from the growth and training of human resources in the economic enlargement, the competitiveness and the social growth.

BIBLIOGRAPHY

Ελληνική

Χρήστος Γ. & Ρουσσάκης Ι, Ευρωπαϊκή Ένωση: Πολιτικές στην Εκπαίδευση, Παιδαγωγικό Ινστιτούτο (2008)

Εθνική Στατιστική Υπηρεσία Ελλάδος, Περιφερειακοί Λογαριασμοί 1995-2002 (2005)

Παπαγεωργίου, Π. & Χατζηδημά, Σ. Εισαγωγή στην Οικονομική των Ανθρώπινων Πόρων και της Εκπαίδευσης, Αθήνα: Σταμούλη (2003)

Ξένη Βιβλιογραφία

Commission of the European Communities, Progress towards the Lisbon Objectives in Education and Training: Making Best use of Resources: (2005). Progress Report

Eurydice, Key Data on Education in Europe (2005)

Ιστοσελίδες

Ελληνική Δημοκρατία, Ελληνική Στατιστική Αρχή (2013) Στατιστικές Τριτοβάθμιας Εκπαίδευσης: Φοιτητές, Ιδρύματα και εκπαιδευτικό προσωπικό, λήξη ακαδημαϊκού έτους 2009/10. Πειραιάς. Δημοσιεύτηκε 7 Ιανουαρίου 2013. Διαθέσιμο από: <http://www.statistics.gr>

Ευρωπαϊκή Ένωση (2010) Εργασία για την Εκπαίδευση και Εκπαιδευτικών και Εκπαιδευτών. Δημοσιεύτηκε 15 Ιανουαρίου 2010. Διαθέσιμο http://ec.europa.eu/education/policies/2010/doc/working-group-repost_en.pdf