

Top-management plays an integral role among the management resources at an institution, along with recruitment and selection, training and development, managerial performance, public service ethics and others. The transition from the information-based society to the globalized society, based on knowledge, self-knowledge and lifelong learning, is achieved through periods of transition, periods that (Meryem Le Saget 1999, pp. 12-15) characterizes and synthesizes in five complementary directions. but systemically and coherently constituted.

The implementation of the strategy affects a top-down organization, as well as all areas of operation and all departments of the business. In order to develop, organizations need to create structures capable of anticipating, with a small margin of error, trends in social evolution in general, as well as structural and content changes in the market in particular. European training and education systems need to adapt both to the requirements of the knowledge society and to the needs of the desire to improve the quality of employment. They must provide opportunities for education and training for all target groups at different times in life: young people, adults, the unemployed and people whose occupations are affected by their low skills.

The European Union promotes cooperation between Member States, supports and complements their action in certain areas of education and training, in accordance with the principle of subsidiarity, promoting quality by generating "European added value". The European Union, by virtue of its competence to support, contributes to the development of project management in the field of education through the normative regulatory dimension of the set of programmed actions as well as through the execution dimension of the programs established and implemented in order to achieve the European objectives.

Supporting the field of education is a priority objective of European Union policy, being assisted by implementation programs and funds planned for the implementation of actions in the field of education through European projects.

The issues presented in the paper on education are of significant importance, as they aim to support the development, transfer and / or implementation of innovative practices, as well as the implementation of joint initiatives for promotion, cooperation, peer learning and exchange of experience at European level, in order to make available to all those involved in the educational act (teachers, students, community), a high-performance, efficient instructive-educational process, correlated with the requirements of modern society.

REFERENCES

- Barro, R. J., & Lee, J.-W. (2018). *International Comparisons of Educational Attainment*, National Bureau of Economic Research, Working Paper No.4349, Cambridge, MA.
- Barro, R. J., & Lee, J.-W. (2019). International Measures of Schooling Years and Schooling Quality. *American Economic Review*, 86 (2), 218-223.
- Barro, R. J., & Lee, J.-W. (2019). International Data on Educational Attainment: Updates and Implications. *Oxford Economic Papers*. 53(3), 541-563.
- Becker, G. S. (2018). „*Capitalul uman: o analiză teoretică și empirică cu referire specială la educație*”, Editura ALL, București.
- Becker, G. S. (2020). Investment in Human Capital: A Theoretical Analysis. *Journal of Political Economy*, 70(5), Part 2: Investment in Human Beings (October), 9-49.
- Cohen, D., & Soto, M. (2017). Growth and Human Capital: Good Data, Good Results. Development Centre Technical Papers No.179, OECD.
- Gooderl Longenecker, J., & Pringle, C. (1981). *Management*, C. E. Merrill.
- Le Saget, M. (1999). *Managerul intuitiv: o nouă forță*, Trad. de drd. Carmen Lucreția Dinu. Economica, București.
- Pearce, J. A., & Robinson, R. B. (2010). *Comparative Strategy*, Irwin, Boston.
- Servan-Schreiber, É. (1967). *Bibliothèque nationale de France*, Retrieved October1, 2016.
- Storey, in Hall D. T. (1986). *Career Development in Organizations*, Cengage, Boston USA.