

CRAIOVA UNIVERSITY
Doctoral School of Social and Humanities Sciences
Domain Sociology

EDUCATION AND HUMAN RIGHTS IN GLOBALIZATION ERA

THESIS
- SUMMARY -

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The history of humanity proves a continuous struggle for perfection, for the good of man and society. This social process has demanded the most diverse regulations in all life plans, but above all its basic element - human. Recognition of human rights in an ever evolving and diversified range - as well as ensuring their transposition into social practice has led, not rarely, to far-reaching social movements that make history in the field¹.

Since preserving the lives of individuals is decisive for the existence of society, which can only be conceived as a form of life in individuals, the law must protect the right of each of us, to live. At the same time, the law must also protect the interest of civil society in respecting the lives of individuals to be respected by the other participants of social life for its good progress.

Thus, the present thesis carries out a comparative analysis of the legal and philosophical aspect of the human rights institution on the domestic and international level by highlighting in particular, the right to life as the basis of human rights and the rights to education and health, the most distinct elements that individualize the ways of their protection, in interdependence with the evolution of society - a rethinking of the main systems, as the foundation stones of a society, through the assertion of the right to development.

Since the issue of the existence, maintenance and perpetuation of the human species on earth has been discussed at the highest levels in the contemporary era, human rights receive a new dimension in the scope of mutual co-operation, affirmation of human-general ideas and values.

The contours of human rights issues so far, provide only the image of a world with more security and fewer weapons, but the situation is different from country to country, depending on the circumstances and direction of the ongoing development process evolution.

Guaranteeing and respecting human rights is thus a *sine qua non* condition for the rule of law and its recognition as a democratic state on the international stage².

Solving the many problems that exist and occurring due to the shortcomings can only be solved in the context of a positive evolution of the foundations of the society we are part of.

The rationale for choosing the theme "*Education and human rights in the age of globalization*" is the importance of human rights issues and the development of the human being and of the whole society through education.

The present thesis is structured in five chapters as follows:

Subject argument

Chapter I - Theoretical prerequisites that substantiate the concept of human rights

1.1 The evolution and genesis of the concept of human rights internationally

1.2 Features and features of the concept of human rights

1.3 Documents attesting to the evolution of human rights:

1.3.1. Hammurabi's Code (Hammurapi or Codex Hammurapi)

1.3.2. Magna Charta Libertatum (Great Charter of Liberties, "The Great Charter")

1.3.3. Important documents on the evolution of human rights

1.3.3.1. Petition of Rights - June 7, 1628

1.3.3.2. Habeas Corpus Act - May 26, 1679

1.3.3.3. Bill of Rights - February 13, 1689

¹ Nicolae Purda - Protection of Human Rights - Internal and International Mechanisms, Ed. Luminalex 2000, p.9;

² Councilor Ciobota Eugen, Evolution of the Concept of Human Rights, Territorial Office of the People's Advocate Institution Tg-Mures

- 1.3.4. French Declaration of Human and Citizen Rights - August 26, 1789
- 1.3.5. Statement of Rights in the State of Virginia - June 12, 1776
- 1.3.6. Universal Declaration of Human Rights - December 10, 1948;
- 1.4. Protection of human rights in the Council of Europe through the European Social Charter
- 1.5. Protection of human rights within the European Union
 - 1.5.1. Protection of human rights through the Treaties of the European Union
 - 1.5.1.1. Treaty on European Union - Treaty of Maastricht
 - 1.5.1.2. The Treaty of Amsterdam
 - 1.5.1.3. The Treaty of Nice
 - 1.5.1.4. The Treaty of Lisbon
 - 1.5.2 Protection of human rights through the Charter of Fundamental Rights of the European Union
- 1.6. Institutional system for the preservation and protection of human rights
 - 1.6.1. Council of Europe
 - 1.6.2. European Court of Human Rights and Protocol no. 14

CHAPTER II - The Legal Perspective of the Right to Life as a Fundamental Fund for Human Rights

- 2.1. General considerations on the right to life;
- 2.2. Genesis and evolution of the right to life in domestic and international documents
- 2.3. Stages of intrauterine development of "human being"
 - 2.3.1. Genetic tests and diseases
- 2.4. The moment of the beginning of the legal protection of the right to life and the issue of abortion;

CHAPTER III - Education and Human Rights in the Age of Globalization

- 3.1. Etymology, notion and features
- 3.2. Education of Romanians Where?
- 3.3. Education laws after 1990 and their social impact
- 3.4. Education National Priority of the Rule of Law
- 3.5. Education, training and youth
- 3.6. Health education

CHAPTER IV - Methodology of research - objectives, methods, results -

- 4.1. General considerations
- 4.2. The survey
- 4.3. Observation
 - 4.3.1. Pedagogical techniques that can serve as the foundation of sociological knowledge
 - 4.3.1.1. memorizing
 - 4.3.1.2. Didactic game
- 4.4. Conversation

CHAPTER V - Sociological study on the security of the person

- 5.1. Defining the concept of security and scope

- 5.2. Security of the person - a component of national security
- 5.3. Legal security - an essential element of the security of the person
- 5.4. Destabilizing factors of human security
 - 5.4.1. Political terrorism and organized crime
 - 5.4.2. Illegal trafficking in human beings
 - 5.4.3. Trafficking in drugs and precursors
 - 5.4.4. Trafficking in arms and capital
 - 5.4.5. International migration
 - 5.4.6. Ecological disasters
 - 5.4.7. Diseases, genetic diseases, HIV, cancer, etc.
 - 5.4.8. State

CONCLUSIONS

BIBLIOGRAPHY

ANNEX I - The questionnaire

In *Chapter I - Theoretical prerequisites that substantiate the concept of human rights*, I attempted to make a historiographical excursion of the evolution of legal regulations of human rights, from the origins to the present, in terms of objective and comprehensive history, philosophy and law.

In this respect, we conducted a philosophical-legal analysis of the evolution of the concept of human rights, presented the international developmental stages of this concept, and made a comparative analysis between the **philosophical and legal aspects of the human rights institution** in order to highlight the distinctive elements that individualize methods of protection of human rights.

Human Rights is a philosophical concept, an almost perfect condensation of the essence of the humanistic philosophy from the ancient period to the present. These are or, if not, one should be one of the first places among all the immaterial values, acknowledged by mankind as universal values. In the general sense of the concept, human rights belong to the human nature, inextricably linked to it, and which can not be separated only at the cost of sacrificing freedom, dignity and human value, of descending to sub-state, vegetative, instinctual state.

As far as historical facts are concerned, human rights were not sanctioned by law, which led them to place some humanists, philosophers, novelists in the plan of ideals to reach in an unspecified future.

As societies have begun to recognize them through statements of principles or intentions, human rights have passed to moral rights, with no corresponding obligations yet. Later, they were integrated, in turn, into the positive law, given the convulsions of the first decades of the twentieth century. The two world wars, the last of which had been the most devastating and despising of human dignities and lives, had to come, that human rights and fundamental freedoms be sanctioned internationally.

A brief overview of the meanings of the currents of political thought reveals that the desire for freedom was a constant feature of the whole historical process. Each individual plays his role in the society in which he lives, participating in the writing of the history of human rights as a history of struggle and fighting for the respect of human dignity by state authorities.

The great philosophical confrontations sought to reveal the role of man both in society and in history, bringing to question the issue of the emancipation of the human being.

Jean-Jacques Rousseau, a French philosopher, appreciated that "*man was born freely, but everywhere he is in chains*"³, referring to the requirement to remove any political structures or mechanisms that would affect man's dignity, and the French revolution influenced decisive assertion of humanistic conception by proclamation in documents that resisted all the vicissitudes of the times, the fundamental human rights, which are required and respected in any democratic society.

The famous philosopher Protagoras emphatically issued the idea that "*man is the measure of all things*"⁴, reporting all natural and social phenomena to man.

From a social viewpoint, human rights originated in Antiquity, but viewed from a legal point of view, they are in the doctrine of natural law.

Since the current forms of international instruments of affirmation, regulation, and protection of human rights are due to the concentration of the great thoughts of the times into concentric circles, it is necessary to review the most important documents and writings that have made history - the Code of Hammurabi's Code (Hammurapi or Codex Hammurapi) - in the year. 1760 HR Magna Charta Libertatum (The Great Charter) - June 15, 1215, Petition of Rights - June 7, 1628, Habeas Corpus Act - 26 May 1679, Bill of Rights - February 13, 1689, French Declaration Human Rights and Citizen Rights, Statement of Rights in the State of Virginia - 12 June 1776, Universal Declaration of Human Rights - 10 December 1948, European Social Charter - May 3, 1996, Maastricht Treaty - February 7, 1992, Treaty of Amsterdam - 2 October 1997, Treaty of Nice - 26 February 2001, Treaty of Lisbon - 1 December 2009, Charter of Fundamental Rights of the European Union - 7 December 2000;

Without the pretense of exhaustive comprehension, we have attempted to undertake a complex study of the evolution of legal regulations of human rights, from antiquity to the present, since, "*little by little, it removes you from sociology, and even more as you bring it back to it*" as sociologist Georges Gurvitch said.

On this occasion, we were able to demonstrate the close link between law and sociology, supporting our view and Mircea Djuvara's statement: "*to make a law without sociology does not have a meaning ... sociology and all social sciences are helpful disciplines, indispensable to the law*" .

The dynamics of historical evolution placed man at the center of events. Its growing affirmation as an element of society, and awareness of the fact that investing in human condition / consciousness is the best investment, it is necessary to determine when the right to life enjoys legal protection, since at that time the other fundamental rights of man become applicable.

This objective was reached in *Chapter II of the paper - The Legal Perspective of the Right to Life as a Fundamental Fund for Human Rights*;

Thus, in the evolution of society, a new science called fetology developed. It shows that the beginning of life is much earlier than the beginning of the criminal doctrine. The right to life must be recognized much earlier.

Fundamental human rights, including the right to life, have an absolute, essential resonance, both from the perspective of the legal norms of national law and that of the legal norms of international law.

³ Jean Jaques Rousseau, op.cit. pp.82-83;

⁴ Dictionary of Philosophy, Bucharest, 1978, p. 565

The characterization of these fundamental rights must not be placed only under the auspices of the law, since a legal norm governs a certain social relationship that has been violated by individuals through action or inaction within a certain period of time, repeatability and harm to the legitimate interests of the person, disrupting the balance of the society in which the cumbersome rules of the most diversified operate.

In order to "safeguard" the fundamental human rights, one must focus on the obligations of individuals, who are free to exercise their rights without "disturbing" others, and on the other hand, on the obligations positive and negative states.

For a long time, it has been lost sight of the fact that if you neglect the right to life, the other rights become useless. If human beings are not recognized and protected in their right to live, they can not enjoy their other rights, and the protection of a social value, such as life, can not be done only under certain circumstances, and in other circumstances, not , noting that a social relationship must be defended in all circumstances and, in particular, according to social reality.

Chapter II - *The legal perspective of the right to life as fundamental to human rights* includes the factual demonstration that *the right to life must be recognized from the moment of conception when the Zygote cell is formed and this is trapped in the uterine mucosa starting with actual development, and not as it is retained by the criminal doctrine.*

Another aspect that we have been able to capture in this chapter is that *public health* problems in the last century call into question the health reform and point out that the amounts of money allocated to certain problems have another destination .

So, in the field of public health, states have two categories of obligations: **substantial and procedural**. **Substantial obligations** imply the establishment of **a regulatory setting** to oblige hospitals / public health establishments, public or private, to take measures to ensure the protection of patients / patients' lives. The **procedural requirements** call for the establishment of **an effective and independent judiciary system** that can identify the cause of the death of a "patient" under the responsibility of those active in the health sector, whether they are acting in the public or private sector, and, if necessary, to answer for their own, jointly or jointly, with the health unit or with the other participants in the act causing the damage.⁵

Chapter III - *Education and human rights in the age of globalization* show the importance of human rights issues and the development of the human being and of the whole of society through education.

In this long path of education, the crucial importance of learning in the conditions of a competitive and interconnected world must be taken into account.

Also, the educational system, as a generator of formal education, has to put in place an effective and qualitative learning policy that facilitates the adaptation of young people to the changes imposed by society and leads to the decrease of the unemployment rate and the increase of the employment rate workforce.

⁵ www.juspedia.ro/13199/dreptul-la-viata/#_ftn152

In light of the goals of sustainable development⁶, education should enable people to make individual or collective decisions based on real knowledge, values and skills to improve their quality of life, as well as others. Through education, young people learn to adopt a long-term and long-term perspective in the decisions they make, analyzing the current and future benefits and costs.

In the rhythm of development of the whole social life - science, technology, etc. - society has undergone and undergoes changes that make it obligatory for younger generations and the elderly, to acquire knowledge and acquire skills in order to integrate into life social.

Thus, this chapter treats with rigor and concrete examples the importance of education in the implementation of technological progress in society, with the emphasis on skills, values and performance.

On this occasion, the problem of education in contemporary Romania becomes more and more acute, when the rate of school abandonment increases, the rate of illiteracy has the same trend⁷, the quality of the educational act decreases, the school does not give so much value to the social, the curricular area is not in correlation with the real needs of society and with the job market, under-funding of education is becoming more and more acute.

Of all levels of education, most affected by the provisions of Law no. 1/2011, higher education remains, regardless of whether it is state or private higher education. This environment has been contaminated by those commerce universities that have been set up by court rulings, and which, while operating "out of the law", resist and persist in the system, issuing diplomas on an escort issued under the aegis of the ministry. And so continues the degradation of education and the educational process, which then pulls down other important sectors of Romanian space.

Decreasing education as a national priority must be understood first and foremost in terms of socio-cultural identity, since modern school forms "soldiers" for the new order, and secondary in the context of European integration.

Under these circumstances, education as a national priority must cultivate aesthetic and moral values, fight for the preservation of national identity, develop the so-called "cult of language", protect the values of the family, focus on young people / students / citizens of "Romania".

The real challenge is to educate young people in particular, but also adults in general, to a balanced lifestyle without increasing the need for consumption and in full harmony with others and the environment, in order to reduce the pollution of the social environment and the environment surrounding. Education must be seen as a lever of the human-nature relationship, as it is absolutely necessary for sustainable development and the improvement of individuals' ability to solve environmental and development problems. However, this can only go hand in hand with a well-established health policy, as a well-trained and healthy man will be able to work and find optimal solutions to the problems that arise, thus leading society to a productive economy and development sustainable, sustainable future.

We can observe the close link between education, health and "sustainable development", and we can conclude that there is an indispensable link between them, but it should also be noted that educating citizens is not sufficient for sustainable development but the joint efforts of all the good foundations of a sustainable future for young people but also for others.

⁶ The objectives of sustainable development are: - to achieve social progress that takes into account the needs of everyone, effective environmental protection, prudent use of natural resources and long-term growth, with a high level of stability over time - Sustainable Development Strategy at U.E.

⁷ In 2017 - the illiteracy rate in Romania was 6% - EUROSTAT data

The problems faced by Romanian education are: underfinancing, school abandonment, gaps between socio-familial, economic, cultural differences, school-family cleavages and integration of the desired socio-cultural objectives in the educational process.

An important role in this chapter is also given in section 3.6. **Health education.**

As the President of the National Institute of Statistics, Tudorel Andrei, also quoted in a written interview of 11.06.2017, Romania will reach a population of 14-15 million in the 2050s.

At a comparison of this figure with demographic statistics recorded in previous years, we will see that Romania in 2050 will have the same number of population it had in the 1930s⁸. In 2014, Romania had approximately the same population as in 1966s.

This aging process, along with increased mortality, the development of genetic disease effects, and the external migration of the resident population, will result in a reduction in the number of working people and indirectly in the financial problems of the state itself.

Under these circumstances, it is necessary to radiograph an image of the Romanian society, and implicitly of the economy. The demographic decline, the birth of one third of the children with genetic diseases, the change of the age groups in the occupation, will create an economic dependence on Romania, if there will be no concrete redefinition of the Romanian society and economy

According to the Charter of Fundamental Rights of the European Union, "Everyone has the right to accede to health prevention and to receive healthcare under the conditions established by national laws and practices."

Also, the governments of the world's states need to pay special attention to informing and educating the population about health.

The main objective of the sanitary services reform in Romania is to prevent illness and reduce the frequency and severity of diseases through measures such as:

- *free, free and equal access to health services;*
- *financing the health system through general contributions;*
- *organizing efficient sanitary services;*
- *establishing free relationships between doctors and patients;*
- *reducing the intervention of the Ministry of Health and Family in the direct administration of certain health activities and institutions.*

Certainly, health services in Romania are better than those provided 27 years ago, but for a large part of the population they remain an utopia.

Romania benefits from community financial support and the development of institutional capacities of hospitals, health care houses, etc., but at the same time faces a major problem of misappropriation of European funds and not only; to achieve the investment objectives at a much lower quality than the one initially established, taking the difference; very large amounts of money are allocated by the Government in the wrong way, given the services to be paid out of those amounts of money and their impact on society;

In addressing the issue of the present thesis, I used a complex of research methods, mentioning that the specifics of the illustrated problems determined their harmonious combination.

As a research methodology, a critical and rigorous examination of the sources was carried out, either by correlation, comparison, observing in this respect the similarities and differences between the established information in the field.

⁸ 14.1 million inhabitants; National Institute of Statistics

The present research focuses on methodological interdisciplinarity and can even speak of methodological hybridization: history, philosophy, sociology, law and diplomacy, international relations and economics, jurisprudence; deductive and inductive method;

In this theoretical and methodological context, the assumptions of the research are:

- ***Romania as a signatory to the international and European treaties that aim to respect human rights, applies the provisions contained in these treaties;***
- ***The education system provides a link between the theoretical knowledge obtained and the job exchange;***
- ***The health system ensures equal access to health services, by residence and social categories;***
- ***Rethinking the education and health system would lead to an increase in living standards;***
- ***Promoting educational and social policies for knowledge by all citizens of their fundamental rights would lead to a decrease in abuses by state authorities.***
- ***The level of trust of the population in state institutions is low;***

The results of the research were presented in Chapter IV - RESEARCH METHODOLOGY.

This research was carried out in several geographic, social and educational areas of Gorj county, and the research method that held the largest share was that of the survey, in the form of the questionnaire, followed by the observation research method.

In order to carry out the sample that was submitted to the investigation, the number of inhabitants of Gorj county was determined on January 1, 2016, by age groups and residence areas, which, according to the data provided by Gorj County Statistics Department⁹, was as follows:

- ✓ Total population over 18 years, Gorj County = 298,983 inhabitants, of which:
- ✓ Population over 18, Gorj county, urban residence area = 146.265 inhabitants;
- ✓ Population over 18 years old, Gorj county, rural residence environment = 152,718 inhabitants;

It results that the population of Gorj consists of 6,543 inhabitants over 18 years, more numerous in rural than urban areas.

For pragmatic reasons and in order to carry out an efficient research, we used selective studies to ensure the superiority of the researched phenomena and to highlight the ability of the sample to give faithfully the position of the members of the community from which it is extracted from the issues addressed in the questionnaire .

Considering the mathematical theory of probability and starting from the number of inhabitants by urban and rural residential area, in the county of Gorj, and who are older than 18 years (P-Gj-U = 146.265 inhabitants and P-Gj-R = 152,718 inhabitants) with a representation of 99% and an error of +/- 5%, the number of questionnaires to be applied in question to ensure the representativeness of the sample was 663 questionnaires / urban residence environment and 663 questionnaires / rural residence environment.

⁹ Data source: INS TEMPO - online

The questionnaire drafted in question has a scientific purpose, namely the validation of the content of knowledge of human rights, the current problematization and the designing of some possible directions for making the development of the contemporary society more efficient through and for the members that make it.

In this regard, we have proposed:

- ✚ An analysis of the existing territorial status of life and constitutional rights to complement the protection of the right to life (right to privacy, right to education, right to health, right to a decent standard of living, and the right to opinion and to free speech);
- ✚ The manner of respecting human rights by local authorities in Romania;
- ✚ Establishing solutions to streamline social policies on respect for human rights;
- ✚ Citizens' degree of satisfaction with the evolution of the education and health system;
- ✚ Analysis of the awareness of the most important human rights, the relevance, quality and effectiveness of their application;
- ✚ Analysis of the high human rights issues;
- ✚ Analysis of the performance of authorities that have to defend human rights and combat the antisocial deeds that affect them, in the context of capitalizing on certain training resources;
- ✚ Analysis of future risks and establishment of directions in the perspective of the right to development.

Observation data, corroborated with those obtained by applying other socio-pedagogical research methods - questionnaire, conversation, didactic play, etc. - allowed better understanding of behavioral behaviors reported during the research. The forms of observation are among the most varied and also multiple¹⁰.

We used the conversation method in order to obtain data on the information content, the volume and the quality of the acquired knowledge, the interests, the "respondents" concerns. The advantage of this method was that, in a short time, it allowed me to obtain valuable data about the peculiarities of the educational and medical act, children, educators, teachers, parents, health professionals, patients, health units, education, their conception of the world and life, of society, but also of their intellectual capacities.

Through collective and individual debates with teachers, parents, "schoolchildren" / students, health professionals, patients, but also through questionnaires, I followed the parent-child relationship, school-family, the place child education takes into family priorities, how parents involve in child education, "education costs", school abandonment, quality of medical services, involvement of health professionals in the delivery of quality medical services, doctor-patient relationship, population living standards and probeleme populations with emphasis on the three rights fundamental human rights - the right to education, health and a decent life.

Modern education is achieved through modern, active-participative and informative-formative methods. These modern methods lead to the promotion of originality and creativity, they cultivate intellectual skills, civic spirit and independence in work, but they must not exclude

¹⁰ During classes, circus activities, arts, cultural and sports events, consultations, hospitals, etc.

traditional methods and engage with them to activate them. The value of a method is how it is used to achieve the proposed goals through it.

Creativity is very important in educating both young people and young people. To be successful in educating you, you have to prepare yourself, you have to build, you must create educational situations that respond to individual, individual, unique needs. Educational talent or grace, if any, must be associated with the method, with predetermination, with effort. Even if the didactic activity seems an easy one, it should not be left to the procedural hazard and improbability. Success is only achieved if you know how to prepare the right tools in advance. Didactic competence must be a plenary one when intermingling knowledge and inspiration, searching and learning, strength and joy of discovery.

In pre-school education in Romania, there are three major obstacles that do not allow equal opportunities for each child; the first one is related to the "system", the second is a cultural model in the gender approach, and the last one is the characteristic of the geographical environment (urban-rural cleavage)¹¹.

Due to the psychological peculiarities of the pre-school / school / lyceum / university period, the educational act must comply with the rigors of pedagogical normative, respecting, through efficient application, the complex of didactic principles, this time focused on the principle of intuition.

Interactive methods promote interaction between the minds of participants, assuming cooperation and competition, developing active learning. Subjects working in a team are able to apply and synthesize knowledge in a variety of ways.

From the analysis of the data collected, it is believed that the population is very dissatisfied with respecting human rights, often being violated the right to health, education, the right to work, the right to equal pay for equal work, the right to a decent living, the right to non-discrimination, the right to free expression, the right to a healthy environment.

From the interpretation of the data obtained it is observed that the level of trust of the population in the state authorities is very low. They do not believe that the state authorities will not find the levers needed to solve the problems of the health, education, justice, quality of life, living standards and job placement.

And the level of trust in the Police Units, the Public Ministry and the Ministry of Justice is low, in the sense that the respondent population does not believe that these institutions resolve the cases dealt with as right and in time. They are also dissatisfied with the level of corruption in Romania.

Placing problems from one authority to another without being solved leads the Romanians to be less confident in the work carried out by state institutions, especially as their freedom of expression is violated.

In the same parameters, it is clear that Romanians spend mainly the monthly income for paying bills, daily meals, clothing, medicines, bank rates, motor fuel and schools / courses. On the opposite side are the purchases of art objects, collections, ornamental objects and furniture.

¹¹ Drăgan I, Nicola I, Psycho-pedagogical Research, Tipomur Publishing House, Târgu-Mureș, 1995, p. 132

The last chapter of the paper, Chapter V - *The sociological study on the security of the person*, since an important aspect of everyday life was and will remain the security of the person, seen as an indispensable vector for the development of the society itself and indirectly of progress, social system¹².

The security of the person is seriously affected by an analysis of recent events: terrorist attacks, international migration, earthquakes caused by earthquakes, floods, global warming, ozone depletion, nuclear weapons. All of this will change the destiny of billions of people, who in turn will change ideologies and wipe out the world map of entities that currently have a say in a social order.

The security discourse approach requires a distinction between three types of units involved in security analysis¹³:

1. Reference objects - things that can be considered to be existentially threatened and which are legitimate to a pretense to survive.

2. Secure actants - those who secure the problems, declaring a reference object to be existentially threatened.

3. Functional actors - are those that influence the dynamics of a sector without being a reference or security act, significantly influencing security decisions;

The concept of person's security can not be defined in a single way, including its multidimensionality. Defining the concept of person's security has two major implications.

Firstly, depending on the definition of this concept, it would determine the area of action of the world's states in this field in order to achieve a predetermined purpose, and secondly, would lay down the necessary ideas for the regulatory norms that should be adopted and applied to increase the security of the individual and implicitly of the society itself.

The security of the person is part of the human security that has its origins in humanitarian law, in the matter of human rights. Under these circumstances, we can discuss personal security at national, European, American, African, international level.

We are all simple individuals and we need the same personal security that requires the same requirements and requirements, but we still talk about different systems of protection and regulation in human security and, implicitly, human rights, despite the fact that all systems over time converge towards the individual viewed in its universality.

Everything manifests itself as a puzzle; you can not understand the complexity of a phenomenon by analyzing it separately, but just contextually to see the true positive and negative implications in accomplishing a fact, an event, or a flow.

Ignorance of some, the shortcomings of a corrupt system, general shortcomings¹⁴, low living standards, ignorance of our rights and obligations as citizens, as employees or members of professional associations, lack of medical equipment in hospitals, disinfection with water instead of necessary substances, sterilization of medical instruments, conditioning medical acts subject to receipt of money, are just as many causes that endanger our physical integrity and our security. According to Rădulescu Andrei¹⁵, the right provided by the law must have a sanction in order to ensure its enforcement, because the lack of sanctions makes the rights to remain a set of

¹² The concept of the security of a person should be considered in terms of four points of reference: the object of security, security threats, the persons entitled to ensure the security of the person and the means of achieving it;

¹³ Barry Buzan, Ole Waever, Jaap de Wilde, Security a new framework of analysis, Security Studies collection, CA Publishing 2011, p.60

¹⁴ Lack of medicines and medical equipment in state health facilities, lack of professionals in the key sectors of society, lack of quality marketing, a subsistence economy, a consumer society, etc.

¹⁵ Rădulescu, Andrei, Security of the Law, Bucharest, The Curierul Judiciar, 1932;

principles that people will respect or not. Constraint, in all its forms, is the way to achieve that right itself, and at the same time that it creates a safe, secure environment.

As we have shown in previous lines, the importance of safety is given precisely by the adverse consequences of its absence, which can be seen everywhere, and these shortcomings are given by a defective social order.

The degree of insecurity of the person increases when there is:

- ✚ Normally poorly designed, unclear, incomplete or inaccurate normative acts;
- ✚ Lack of anticipation of legal effects, as well as social, economic, administrative consequences;
- ✚ Abuse of constitutive power¹⁶, normative acts against the law - illegal practices of the executive power, unconstitutional abuses and practices of the legislative power, dysfunctionality of the judiciary.
- ✚ Ignorance, disinterest, negligence and abuse of civil servants;
- ✚ Corruption;
- ✚ Lack of effective, vigorous sanctions;
- ✚ The very change of the legislative framework;
- ✚ Poorly crystalline and non-uniform;

Without claiming the comprehensive coverage of the security levels we encounter, both vertically (internally, Europeanly, internationally) and horizontally (the security of systems that make up the social environment), we conclude that the *security of the person* has exiled the conventional boundaries, being closely linked to *human rights*.

We, as individuals, become less tolerant, evolutionary, as we are exposed in hypotheses that pose a social danger. The level of social living in Romania is very low, and the stress caused by the care of tomorrow, the economic and social instability are many factors that disturb the lucidity of reason, making us more aggressive, volcanic, fewer tolerant leading to uncontrolled slippages (more and more registered crimes or suicides, rapes, robberies, trafficking in human beings and drugs, attacks, cybercrime, etc.) seriously casting doubt on the security of the person.

¹⁶ It may abolish a right, perhaps introduce another - ex. It may abolish magistrates' inertia, may have retrospective effect on laws, etc