

GUIDELINES IN ANALYZING THE EDUCATION, TRAINING AND EMPLOYMENT RELATIONSHIP

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Education, as an integral part of the international system of exchange values is mainly achieved through the education system and professional training. Education should solve partially certain problems that are currently being faced by our society, aspect that requires both improving the internal cohesion of education systems and civil society and providing certain stability and continuity in order to ensure their long-term effectiveness. Romanian economy in its transition to a knowledge-based society continuously undergoes changes in its education, training and employment relationship. The present paper highlights the main guidelines of this relationship that can generate major changes in human resource management from the perspective of economic and social development.

Key words: human resources, investments, education, training, employment policies.

JEL classification: I 21; J 08; J 24

1. Introduction

Education is essential for employment and it is probably the most important asset of an individual taking into account an insecure future. Although education does not provide an insurance policy for any of us, an infallible guarantee against unemployment, it increases however the chances of employment. A proper education will prepare us to meet the requirements of the future society and its economic system. John Kenneth Galbraith tried to demonstrate that our evolution as individuals and as a society is closely linked with education: *"The main factor of evolution, as individual, or as its children on the social scale is represented by education. Ignorance leads only to hard work, uncomfortable, boring and often, to not work at all. The improvement comes once with education and only with it; there is nothing without education, and the only plausible last appeal is to crime and violence. It may be possible that people on the lower social level get the best education, as they are in great need of means to allow them to climb, to get rid of ignorance"*[2].

Nowadays scientists believe however that the educational market is beginning to face a rather difficult situation. Globally people speak about the economic crisis as well as its causes and effects. But we must not forget that in order to deal with effects we must first identify the causes[4]. Consequently, we cannot solve the problem of the economic crisis without considering the evolution and quality of the education system. Academician Mircea Malița said that unlike economic crises that occur periodically in acute or moderate forms, the world educational system seems to be in a continuous, chronic, slow and persistent crisis that has not found yet its cure.

Specialists who deal with the issue of economic growth and development share the same opinion: once a certain level of human resource accumulation is attained, it becomes more productive as it correlates positively with the economic growth rates and those related to employment, in the patterns of economic growth. In this respect, Gary Becker[1] demonstrates that investments in human resource, i.e. education, training and medical care, are reflected in most significant increases in work productivity and consequently in important GDP contribution. At the same time, Salrero Okito, said that one of the main reasons for Japan's rapid development was the abundance of cheap labour, which was of good quality and educated at the same time, capable to comply with state-of-the-art technologies.

Moreover, a stable, democratic society cannot exist unless the majority of its citizens have a minimum level of civil culture. In this respect, Milton Friedman said that *"the education of my child contributes to other people's welfare, by promoting a stable and democratic society"*[9].

2. Professional training in Romania - Strategic aspects

Investments in human resource, regarded as key investments in a modern economy, must be handled in such a way to be consistent with the policy and national strategy for employment. Investing in

human resource, i.e. education, training and health care aims on the one hand at achieving the professional and scientific training of the available human resources. On the other hand it aims at adapting human resources to the structural changes of the economy, generated by the technical and scientific progress, according to economic efficiency criteria. In the current economic context, [3] investments in adults' professional development training must be increased, as well as labour market insertion and maintaining a significant number of individuals, improving quality of labour and employees and organizations adaptability and also promoting social inclusion of vulnerable groups. Thus investing in professional development training becomes the lever for increasing flexibility and adaptability to new challenges and the social partner in promoting this complex process becomes the supporting factor of the organization and the individual in increasing competitiveness.

E.U. places a great emphasis on knowledge, innovation and optimizing human resource. In this respect, Romania must expand its investments in human resources, by modernizing and diversifying initial education and by constant adaptation to professional development training, increasing competences of human resources involved in the educational system, supporting adaptability of employees and organizations, increasing involvement in professional development training, promoting active measures of employment for the unemployed, increasing labour insertion of individuals belonging to vulnerable groups, etc.[7]. Moreover the E.U. promotes a dynamic and inclusive labour market by mobilizing the existing human resources, stimulating the domestic labour market by close collaboration with social partners[10]. In this respect, the media and social partners are key factors in enhancing awareness in professional development training. Moreover, the media plays a very important part in the context of continuing professional education of enhancing awareness and training, cultivating ethical values that are required on a professional and competitive labour market[12].

Among the main factors that may lead to poor performance on the labour market in Romania are the low level of education, knowledge, aptitudes and insufficient competences, aspects which contribute significantly to poverty, inequality and social exclusion. In this economic and social context, an overview of employment between 2005 and 2013 is shown in the table no. 1. Mention should be made here that the evolution is a linear one, displaying slight differences from one year to another and 75% of the population aged between 20 and 64 should be employed.

Table no.1 Employment rate of the population aged 20-64 in Romania

Year	2005	2009	2010	2011	2012	2013
% of population	63,6	63,5	63,3	62,8	63,8	63,0
Male	70,4	70,7	70,8	69,9	71,4	71,6
Female	56,9	56,3	55,9	55,7	56,3	56,2

Source: www.eurostat.eu

In this respect, the graph below shows the employment level in the fourth quarter of 2013, for the population aged between 20 and 64 in Romania.

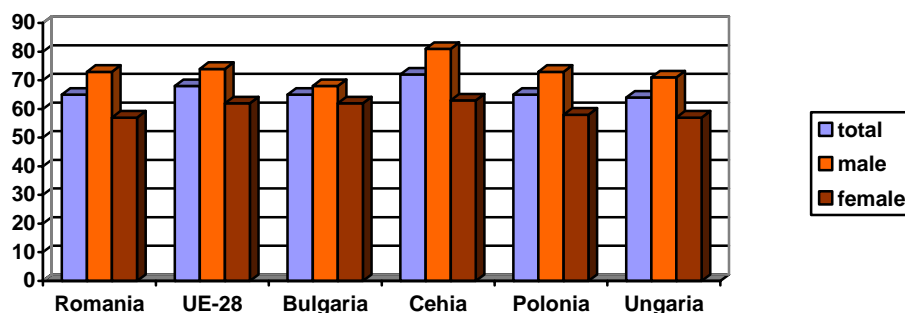


Figure no. 1 Employment level of population aged between 20 and 64 in the fourth quarter of 2013

Romania, as an E.U. member state must transpose into its national law and implement the employment policies and strategies established on the European level. Thus on the European level, at least 15% of the population aged between 25 and 64 is estimated to attend a training programme once a year by 2020. However, Romania by 2020, according to statistical studies occupied an inferior place of the

European ranking, beside Bulgaria, displaying 9% of the employed population aged between 20 and 59 that attended a professional training program over the last three years.

On the other hand, the average unemployment rate is very high in Europe whereas the economic and social perspectives are not very optimistic. The European Commission provides a strategy in response to all the issues Europe is currently facing, identifying certain measures that should be taken in order to re-launch the market, aiming at creating new jobs in areas that have a high potential for employment in the future, such as green economy, health, IT, etc[6]. Concerning Romania, table no. 2 shows the main economic activities that have a high potential for employment and can absorb a significant number of individuals, not-included in the labour market.

Table no. 2 Number of vacancies and vacancies rate by economic activities

Economic activities	Number of vacancies 2013	Vacancies rate(%)		
		4 th quarter 2012	3 rd quarter 2013	4 th quarter 2013
Total economy	31.397	0,55	0,78	0,74
Agriculture, forestry and fishing	263	0,23	0,33	0,31
Construction	567	0,15	0,19	0,17
Trade	1.812	0,22	0,35	0,27
Transport and storage	1.119	0,46	0,49	0,47
Hotels and restaurants	291	0,28	0,25	0,23
Education	2.235	0,14	0,72	0,61
Health and social assistance	3.431	1,62	1,17	1,19
Manufacturing	8.847	0,71	1,02	0,85
Elementary occupations	4.080	0,74	0,89	0,60
Water supply, sewerage, waste management and decontamination activities	1.070	1,24	1,26	1,20
Professional, scientific and technical activities	695	0,43	0,80	0,64

Source: www.ins.ro

Moreover, the development of continuous professional training that fully meets the requirements of the labour market and knowledge-based economy requires relevant information regarding the evolution of occupations and professions, labour market trends, level of correlation between supply and labour demand, organizations' need for competences and skills, professional training services and their adaptation to the needs of the applicants.

As far as Romania is concerned, the table no. 3 shows the evolution of employment for the main categories of professions for 2012 and 2013, highlighting once again its consistency but also pointing out the significant number of vacancies in areas with high potential for employment.

Tabel no. 3 Number of vacancies and vacancies rate by major group of occupations

Major occupation groups	Number of vacancies 2013	Vacancies rate(%)		
		4 th quarter 2013	3 rd quarter 2013	4 th quarter 2012
Total economy	31.397	0,74	0,78	0,55
Managers	1.712	0,59	0,48	0,36
Professionals	10.697	1,16	1,10	0,65
Technicians and associate professionals	2.593	0,69	0,69	0,71
Clerical support workers	1.767	0,63	0,72	0,46
Service and safes workers	3.632	0,57	0,57	0,49
Skilled agricultural, forestry and fishery	98	0,50	0,44	0,55

Major occupation groups	Number of vacancies 2013	Vacancies rate(%)		
		4 th quarter 2013	3 rd quarter 2013	4 th quarter 2012
workers				
Craft and related trades workers	2.604	0,40	0,46	0,28
Plant and machine operators and assemblers	4.214	0,80	0,99	0,76
Elementary occupations	4.080	0,74	0,89	0,60

Source www.ins.ro

Another indicator that characterizes Romania's current situation is the high dropout rate, which has recorded a dramatic increase and which is associated with the decrease of inclusion rate. It is a negative economic and social phenomenon with long-term effects on the quality of human resource, since school dropout is in general a source of analphabetism[11]. The rate of school dropout, the indicator that shows the significant number of individuals who dropped out of school, displays the highest values in vocational education, recording values that range between 5.5% and 8.5% over the last years, whereas the high school dropout rate recorded much lower values.

The dropout rate in Romania was of 1.7% in 2010. The percentage of the population aged between 24 and 65 that completed only secondary school is below the European average, whereas the most favourable situation is recorded in the Czech Republic, Slovakia, Poland, Switzerland and the Baltic countries. On the other hand, Portugal, Spain, Greece and Italy display the highest values for this indicator.

This negative phenomenon has multiple causes, such as economic, social and cultural, behavioural, but the main cause is the disappointing quality of professional orientation, to which the reluctance of social partners to invest in professional training is added[5].

Early dropout is a complex problem that cannot be solved only by implementing policies in the education system. Efficient strategies that may decrease the early dropout rate must deal with both these policies and with the ones implemented in the youth employment and social affairs, which should be adapted to the local, regional and national environment. They must include measures of prevention, intervention and compensation.

Table no. 4 shows the evolution of school dropout and the inclusion rate in tertiary education between 2005 and 2013 in Romania.

Table no.4 The evolution of early school leaving and tertiary education coverage in Romania

Romania	Year	2005	2009	2010	2011	2012	2013
Early leavers from education and training	% of population aged 18-24	19,6	16,6	18,4	17,5	17,4	11,3
	Male	20,1	16,1	18,6	18,5	18,0	18,6
	Female	19,1	17,2	18,2	16,6	16,7	16,0
Tertiary educational attainment	% of population aged 30-34	11,4	16,8	18,1	20,4	21,8	22,8
	Male	10,8	15,2	16,7	19,7	20,5	21,2
	Female	12,1	18,5	19,6	21,0	23,2	24,6

Source: www.eurostat.eu

According to the objectives established by the European strategy for 2020, the share of early school dropout should be under 10% and at least 40% of the population aged between 30 and 34 should have completed a tertiary or equivalent education[13].

3. Priorities in current human resource management

Human resources and human capital are strategic resources for economic and social stability and for a competitive economy. In this respect, the evolution of practice and theory of management has determined specialists to focus more on the human resource than on the material factor. Human resources represent the creative, active and coordinating element of activities carried out within organizations, which influence decisively the efficacy of material, financial and international resources.

Organizations are marked by tensions, blockages and difficulties related to human resource management and also by pressure for performance and high productivity. The performance of an individual, an organization and a society depends on the evolution of the education and training system and on the level of resources existing in the national economy. Therefore, the training process is so important that must be carefully planned, controlled and supported systematically by members of society.

Under the circumstances of its integration, Romania must consider the performance of its economy as well as its capacity to cope with the international competitive pressure, which is directly related to the quality of human resource and to the structural change of labour. Thus, an important aspect is represented by the actions that are carried out in order to increase the training level of labour, together with its retraining and reorientation in compliance with the essential elements of the labour market. Nevertheless, the negative effects of the economic situation are also reflected in the education system and one of the most visible consequences of the social impact is represented by the diminished involvement in education. There are numerous occupational and educational issues in Romania and a reorientation of labour market strategies occurs globally.

A special place in the reorientation of labour market strategies is held by the vocational training system and professional adaptation of labour, objective that has become a national priority that leads to the decrease of unemployment rate, reduction of income inequalities and protection of disadvantaged groups.

Human capital development strategies mainly focus on dimensioning human capital resources taking into account the strategic and occupational necessities of national economy and on ensuring the efficient use of these resources. In this respect, Romania must hammer out plans to provide professional training to youth and adults so that they will be able to meet the diverse requirements of the market.

The current economic context permanently generates blockages and difficulties and the opportunities for education and professional training are increasing, providing solutions for overcoming those hindrances. The relationship between education, training and occupation must be the axis of labour market management policies and strategic measures both nationally and at the European level, must include specific objectives and ways to achieve them, practices, rules and regulations, all of them being interdependent with the economic, social and educational system in its dynamics.

Prioritizing the elements that define the relationship between education, training and occupation mainly aims at establishing and developing communities of practice, approaching and adapting to needs and specific groups[8]. Thus, it is very important for the development of educational strategies and policies, regarding the openness to learning from everywhere, to which the principle of attending training – employees, employers, trainers, training providers, civil society, the media etc. is added. Due to the recession, employment policies must be oriented so that the active workforce is available and professionally able to fill the vacancies provided by an economy facing a crisis.

Another important aspect in this relationship that undergoes continuous transformation is represented by professional mobility, the creation of a new man able to solve the problems that may encounter throughout the professional life. On the other hand, a great emphasis is placed on the human resources adaptability and flexibility, since continuous professional training provides the possibility of rapid adaptation to labour market requirements that are continuously changing, whereas diversifying and increasing the quality of professional training offer must be an ongoing concern.

4. Conclusions

In order to achieve a functional and competitive market economy, able to cope with competitive pressure in the European market, a complex process is required for economic, social and educational restructuring. In this context, it is highly important to start actions and implement policies that can lead to major changes in employment and professional training of labour. Continuous professional training as an economic or a personal requirement needs support, therefore informing people and enhancing their awareness is highly important for the development of human capital and for increasing economic competitiveness through professional training intended for training and retraining employees.

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