

Assessment of the Management of Adult-Training Institutions and Public Administration in the Southeast Region

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The main element in defining organizations is the location of managers who must possess the vocation to lead a structure, to know and meet the requirements of their organization, and its beneficiaries, but also other organizations, with the potential for collaboration or influence in the field. In order to illustrate this point, one should consider their mission, activities and tasks, regardless of the location of the managers. As a result, in any organizational system, the terms increasing difficulty are management and leadership. In education, as well as in public service, institutional evaluation presupposes the existence of good students/interested citizens, well-trained teachers/public servants, and good managers.

Keywords: Management, Education, Administration, Leadership

1. Introduction

In a world where change is happening fast and diversity is ever growing, the need for citizens to be active, informed and responsible is more pressing than ever. The role of education in the development of such citizens is now almost universally recognized.

The labor market has undergone significant transformations in the context of the economic transition process, so that lifelong learning is the necessary condition for adapting to a constantly changing environment. These changes have triggered the orientation of the training providers towards the special needs of the beneficiaries, the identification of the unmet requirements, but also towards the creation of other needs, in the idea of the development of the long-term activity. Starting from the need to improve the means by which the educational system can contribute to education and training, influencing and development of human society, the approach of educational management has gradually been structured as a new conception of educational activities. The increase of performance and exceeding the performance indicators of the organizational structure is imposed by the adoption and use of new sub-substructures, and mathematical programming methods can be used for their optimization and optimal sizing. Thus, higher level management system can provide, decide on, and control the lower levels of management, and as an information tool it can have a dashboard for each sub-structure, which provides relevant information for the operationalization of decision-making processes.

The Member States of the European Union are currently implementing various systems through which the continuous training of human resources is achieved. The presentation of some particularities of such systems, together with their evolution, can be

useful for a better understanding of the development stage and of the perspectives of the Romanian system.

France - The legislative framework governing the training activity was created with the appearance of the "Delors" law in 1971. This normative act promotes a unitary conception on vocational training and emphasizes its permanent character so that this activity is elevated to the rank of national obligation⁴⁷.

Training courses can be completed with a diploma or not. For example, training in a field other than the basic one may not be completed with a certificate, while those for updating knowledge, which amounts to about 100 hours of training, as well as those for promotional training, which aim to access new professional positions, are generally provided with a diploma in recognition of the skills and abilities acquired.

Germany - The German system is based on old European traditions of training apprentices in a trade, considered in fact a general model of qualifying young people for work. The system is unique in Europe, where the general tendency is to attest to competencies and not qualities. However, training is generally not so strictly regulated as other areas of education. The justification comes from the fact that the diversified and changing demand for training can be best met by a structure that is characterized by diversity and competition between providers. The aim is to meet the needs of each beneficiary, because participation in training is voluntary. Thus, in this field, the state is involved only in drawing up the principles and in issuing rules related to organization and financing. The federal government also financially supports people undergoing training for career development through scholarships.

Training providers are public and private, non-profits focused on making a profit, businesses, Protestant or Catholic Church related institutions, trade unions and other social groups, radio and television centers of education for adults. The programs they carry out address the entire range of people, from the unemployed who have not completed their studies, to managers. The aims, content and duration of the training courses vary depending on the situation, and the certification is only partial.

Sweden - A different part of the Swedish educational system is Adult Education, part of lifelong education and training. It is regulated by the Education Law and falls under the responsibility of the municipality. Its main aims are to fill educational gaps, to contribute to the growth of the civic spirit and to participate in cultural, social and political life, to contribute to the acquisition of qualifications leading to a permanent job and, last but not least, to contribute to the individual's desire to improve his level of education.

Adult education takes various forms, depending on individual options. Thus, it is possible either to choose an individual study program, by following separate, flexibly organized internships, that suit the life and job of the beneficiary, or to complete a full course. In the first case there are no admission scales or graduation exams and it can lead to obtaining a formal certificate of studies in individual subjects, and in the latter case the access and examination system is well regulated and completed with a certificate of graduation from the compulsory form of education or post-graduate studies.

An examination of the characteristics of the systems presented can lead to the conclusion that the systems of continuing education in economically developed countries are much more efficient and better developed. However, the German system contrasts sharply with the Swedish one in that the latter is geared towards the accumulation of basic or transferable qualifications, while the former is based on a fundamental, well-defined qualification to which knowledge is added, according to new developments in the field of activity. In this way, the German system, compared to the Swedish one, manages to form a solid state partnership with employers.

⁴⁷ www.education.gouv.fr - Continuing education

In Romania, leaders establish the unity between the purpose and orientation of the organization. They would have to create and maintain the internal environment in which people can become fully involved in achieving the organization's objectives.

Here are the benefits:

- the staff will understand and be motivated in accordance with the aspirations and objectives of the company;
- the activities are evaluated, correlated and performed in a unitary way;
- communication problems between organizational levels will be minimized.

The implementation of the management staff principle should lead to:

1. taking into account the needs of all stakeholders (including customers, owners, employees, suppliers, financiers, the local community and society as a whole);
2. establishing a clear vision of the future of the organization;
3. choosing competitive goals and targets;
4. creating and upholding accepted values, fairness and ethical models at all levels of the organization;
5. establishing trust and eliminating fear;
6. ensuring the necessary resources, training and freedom to act responsibly and efficiently for all staff;
7. inspiration, encouragement and recognition of personal contributions.

2. Research Methodology

A strategy to improve education is the key to improving student performance. There are many elements in a strategy to improve education. One strategy could include improved training materials, curricular alignment, increased use of technology, new school structures (such as reducing the bureaucracy found in most educational institutions), professional development, multiple complementary strategies, such as mentoring teachers, and summer schools or involving more than one parent. A strategy for improving education could also include new approaches to governance and management (Henman and Milanowski, 2004).

Good school leadership is absolutely necessary for quality education. Good leaders are those who play a key role in improving the work of subordinate individuals and the organization as a whole. The quality of leadership can make a difference in the institution's education, which allows for good results and quality education processes (Sitnikov, 2011).

The need for training and professional adaptation is felt both at the level of each individual and at the level of economic agents interested in harmonizing occupational and qualification profiles. In this sense, it should be noted that individuals are issuers of educational demands, as well as the main recipients of information provided by training systems and vocational adaptation.

Every educational institution needs an effective and proactive leadership highlighting the quality of human resources available and able to create a synergistic effect in providing educational services. Availability and learning ability can also improve the quality of students. Parental involvement is essential in providing children with high quality education. Quality education requires a strong relationship between parents and schools that needs to be strengthened by stakeholders (Nicol and Macfarlane-Dick, 2006).

The quality of education depends on the quality of the teaching staff, the governance of educational institutions, the capacity and availability of students to learn, all concurring to ensure the quality of educational services. Teachers are essential resources for the effective implementation and delivery of educational policies. Maintaining and improving educational standards is possible through teachers. Lack of management or mismanagement of human resources in the education system reduces the performance of the system, no matter how much is invested in other resources.

The leadership style reflects the concerns according to the needs of the school organization at a given time. The objectives pursued in the paper were to determine the evaluation of European pre-university management and to measure the compatibility of the evaluation of Romanian management with European practices. In the research methodology we used qualitative and quantitative methods.

The data were collected by means of questionnaires applied to teachers and managers working in Romanian education and public administration. The results of the research: by means of bibliographic research and comparative analysis information was collected on what the possible points of intersection and similarities between the evaluation of Romanian and European pre-university education institutions.

Upon carrying out a comparative analysis between the evaluation of the training system and the management of the European and Romanian training institutions we found a series of similarities such as: the existence of a coordinating body at national level, the existence of standards for directors and especially differences in autonomy given to educational institutions by local and central authorities, identifying the needs of beneficiaries, involving managers in developing plans and allocating all material, financial and logistical resources, adapting motivation to staff, focusing management policy on the quality of human resources.

Evaluation of the adult vocational training system, in the current legislative format - Out of the total number of participants, 50.4% stated that the current legislation in the field, elaborated by the MLSP, meets the needs of the labor market. The strengths listed were mainly the following:

- Offering the possibility to participate to a large number of training providers; OG nr.129 / 2000; increased competition (**25 subjects**)
- The vocational training system for adults is adapted to the labor market, organized in modules, dynamic, based on occupational standards; coherent training environment for adults; it balances supply-demand (**55 subjects**)
- Existence of regulations in the field of adult vocational training (simple authorization) and central and local bodies (**10 subjects**)
- Other situations (increasing professional competence, etc.) (**11 subjects**).
- 30.4% of the subjects state that the legislation is not harmonized with the needs of the labor market.

The most important deficiencies / weaknesses of the legislation specified by the subjects were: Non-correlation between the provisions of normative acts; inconsistency between COR and NC / lack of occupational standards / does not provide qualifications for all trades required by the market (**24 subjects**); Lack of suppliers in strictly technical fields / lack of flexibility / low remuneration / low quality of training courses (**14 subjects**); The demand on the labor market is not observed / There is no forecast of the trades demanded on the market / lack of media coverage (**11 subjects**); Heavy authorization (long time allocated to forms / cumbersome legislation) (**19 subjects**).

The fact that 19.7% did not answer this question or stated that they do not know (7.1% come from the employees of the labor inspectorates, 4% come from the labor departments, 1.7% from the AJOFM, etc.), only confirms the negative assessments made to the answers regarding the evolution in the labor force structure presented above.

- The vocational training system for adults (tab. No. 1) encounters difficulties encountered in setting up a program: finding students 13%, low chances of graduates to find a job 20%, reduced funds 26%, needs analysis, identifying the needs of the market 10%, recognizing some internationally recognized certificates in Romania 13%, the impossibility of organizing modular programs due to the lack of the possibility of partial certification 17%.

Table no. 1 Adult vocational training system

The system meets the needs of the labor market		The system does not meet the needs of the labor market		The subject does not know		No answer		TOTAL	
Abs.	%	Abs.	%	Abs.	%	Abs.	%	Abs.	%
41	50.4	25	30.4	10	12.1	5	7.6	81	100

- due to the difficulties encountered in the analysis of the vocational training system, the relatively small number of students attracted to organized forms of continuous vocational training is explained (see table no. 2)

Table no. 2 . Difficulties in attracting students

	Finding students	Poor chances of graduates to find a job	Reduced funds	Needs analysis	Recognition in Romania of some certificates	Other
difficulties in attracting students	13%	20%	26%	10%	13%	17%

- **Changes in the structure of the labor force** - 74.2% of the subjects stated that there were structural changes in the labor force at the level of each county. Among the most important changes listed are: The disappearance of some trades / fields, and the development of others; economic restructuring / change of qualification (**55 subjects**)
- changes generated by massive layoffs / rising unemployment (**13 subjects**)
- Increase of the qualification offers / liberalizing the training offer (**9 subjects**)
- Increased need for skilled labor / labor shortage (**7 subjects**).
- It is particularly worrying that 9.8% stated that there were no changes, which demonstrates their lack of knowledge of the field of employment, and 26.4% did not answer or answered that they do not know. Those who stated that there were no changes, gave as motivation the lack of demand for new jobs, as well as the small number of suppliers / lack of funds.

In conclusion, over 36% of the “specialists” investigated did not answer, stated that they do not know or that there had been no changes in the structure of the workforce - given that, obviously, the changes have been / are profound and structural, generating social issues (see tab. no. 3).

Table 3 Changes in the structure of the labor force in the county

There have been changes in the structure of the labor force in the county	There were no changes in the structure of the labor force in the county	Subject does not know	No answer	TOTAL
%	%	%	%	%
74.2	11.8	11.8	2.2	100

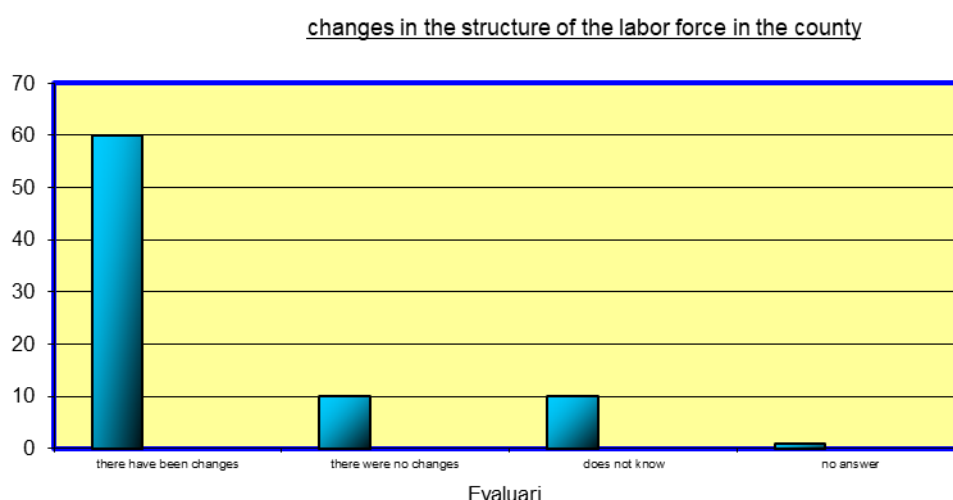


Fig. 1 changes in the structure of the labor force

- Methodology for working with adults is specific to adults (tab. No. 4) in proportion of 60%, they have an adapted methodology 10%, and 30% do not have a specific methodology for adults.

Table no. 4 Specific methodology for adults

Specific methodology for adults	There is no specific methodology for adults	Adapted methodology
%	%	%
60	30	10

- In identifying the training needs of the participants (tab. No. 5), the participants' requests are taken into account through registration forms 50% that the teachers intuitively establish 16%, evaluation questionnaires / intermediate tests 20%, or the services of a psychologist are used 3%; However, 10% of trainers are not interested in identifying the needs of students.

Table no. 5 Assessment of participants' training needs

the requests of the participants are taken into account through the registration forms	teachers find them intuitively	evaluation questionnaires / intermediate tests are used	the services of a psychologist	it was not the case
%	%	%	%	%
50	16	20	13	10

- At the level of the investigated sample, the influence of legislative factors is generally manifested in a negative sense, by the lack of legislative standards and norms, in accordance with the legislation of the European Union countries. Economic factors are perceived as having an important role in economic growth and determine, on the one hand, the increase of funds needed for the operation of state organizations, and on the other hand, the increase in demand for training services provided by private organizations.

- The adaptation of the courses to the requirements of the participants (tab. 6) is achieved by adapting along the way and extending the program 60%; other trainers expect students to

adapt to the course requirements 10%; the adaptation is made according to the initial evaluation 15%; others state that they can adapt, but there were no requests in this respect 27%;

Table no. 6 Adapting the course to the requirements of the participants

adaptation along the way, program extension	students adapt to the requirements of the course	Course can be adapted, but there were no requests	adaptation according to the initial assessment	TOTAL
%	%	%	%	%
60	10	27	15	100

Also, the effects of economic, social and environmental development in a community have led to the imposition of managers, management systems and local public services, sometimes without taking into account social needs, but only the possibility of developing certain non-social sectors. Thus, public service was viewed and became an instrument of economic strategy but without a substantiated basis, becoming a coordinator for the private sector, and thus turning into a coercive instrument.

Upon analyzing the organizational structures, it was found that they have as a management model, the participatory model. In the literature (Nicolescu, 1999), the idea is supported by statements like "the participatory management consists in exercising the main management processes by involving a group of owners and / or managers and executors, using a wide range of ways, among which institutionalized participatory bodies occupy a central position." Fundamentally, the factors that operationalize participatory management are organizational, decision-making, motivational, legal and moral.

The implementing bodies for participatory management are found at the general meeting of shareholders, the boards of directors, the management committees, the audit committees, the associates or the administrators.

When developing, implementing and operationalizing the participatory management system, it is important to take into account the organizational structure, training and professional experience of managers and non-managers, the degree of substantiation of decisions made according to decision-making processes, the nominal training of all staff, budgetary allocation for the preparation of materials, transport, accommodation of the personnel involved, etc.

The courses required on the labor market are diverse, for example online job training courses, Personal and professional development, Sustainable development, Entrepreneurship, Psycho-pedagogical training in developing new curricula in accordance with the current needs of society, writing projects with European funding, and employers want new skills from employees in the trades in all fields.

Employers are considering requirements of the education system, such as investment projects and facilities (including irrigation) for agriculture; development of the internet and PC network for the rural environment; supporting the school performance of children through scholarships for high school and / or college in general and especially for rural areas, a close collaboration between the education system and the private sector to meet the actual needs of companies, vocational training, involvement of local authorities, adequate remuneration, control and quality of work, strengthening infrastructure, involving private companies in the vocational education system aimed at creating future jobs, close and real collaboration between the private sector and local authorities, etc., limiting social assistance to those who really deserve it, reduction of contributions to the state generated by salaries, specialization of people looking for a job in different trades, granting a form of protection to local employers

against foreign employers, certain facilities granted by the state (settlement of transport, rent, etc.) to employees in rural areas or other locations in the Southeast region, creating training centers, creating jobs through private investment in sustainable projects, amending legislation, professional qualification of employees, supporting young entrepreneurs, attracting non-reimbursable funds, modernizing the health system, opening professional schools, supporting the private environment to enter into partnerships with vocational schools, tax benefits for private companies for 2-3 years when hiring young people, higher requirements for graduates from teachers and forcing graduates to keep the job for at least a year, raising the level of education in universities, financial incentives for employers if they hire people with disabilities, associations between employers, creating specific associations, non-involvement of the political in education, modernization of industry at national level, creating conditions for migrants to return to the country, constant collaboration between educational institutions (high schools / vocational schools / universities) and economic agents for the implementation of internships both during the school year and on holidays, internship programs conducted by economic agents, the active involvement of some representatives of the local business community in the practical training of pupils / students by participating in seminars, trainings organized by educational institutions, promoting local business within educational institutions.

The most important three problems regarding the labor force that employers face at local level are the legislative framework, the lack of labor force, the quality of educational services that are not permanently correlated with the requirements of employers on the local market.

In this section we analyzed the needs of the target group in relation to the labor market, the need for professional and personal development, the perceptions of the target group towards the training courses proposed by the project team. One of the solutions meant to correct the imbalances on the labor market, especially from a structural point of view, and to diminish the phenomenon of inadequacy of the training and preparation of the labor force in relation to the specifics of the jobs offered at a given moment. The orientation and qualification of individuals in occupations that are required on the labor market presupposes an anticipation of professional mobility both in relation to technical changes, and in accordance with the forecasts on job restructuring, therefore the importance it attaches to the acquisition of skills designed to increase their chances of professional (re) integration is completely justifiable.

In order for training providers to provide quality services, they should start from the requirements of client enterprises and the skills required on the labor market in the process of developing training programs. Thus, organizations will be able to identify the problems they face at the administrative level, and those who opt for such training programs will increase their chances of entering the labor market.

3. Conclusions

Analyzing the causes of these difficulties, solutions can be found for effective professional training services if the trainer performs the initial assessment at the beginning of the course and establishes customized programs (training path) for students; thus he will certify the skills acquired, lecturers will have to have a good training, experience (specialized in occupations, pedagogy and adult psychology) and course documentation (quality) so training providers will do their best to have human and material resources for theoretical and practical training (modern equipment and machinery), to have a quality system by training trainers and making the programs correspond to the competencies, to have courses of an optimal duration, and to adapt the course to adult students, with an emphasis on practice for adapting training programs to the needs of the labor market (qualifications) at the request of the market.

But the participation, the permanent interest, the understanding of the need for professional training by the students, the desire to assimilate the knowledge must also be

achieved, and for that the state institutions must continuously update the nomenclatures and standards, to correlate the training programs with the OS, to cooperate with the employees' representatives in order to propose realistic flexible programs, leading to the efficiency of the professional training by employing the graduates, earning a decent salary, obtaining competences at European level, acknowledging the qualifications acquired.

Rigorous, efficient and continuous monitoring of vocational training providers, flexible, easy to apply legislation, specialized quality control, (introduction in the methodology of the authorization commission of the obligation to monitor vocational training programs organized by vocational training providers in other counties), the quality of trainees' evaluation (not to allow vocational training providers to propose variants of subjects for the final exam, but to have these drawn up by the examination commission), the objective periodic and final evaluation, the existence of authorized trainers on the labor market other than the institutions financed from the state budget, granting great importance to the acquisition of skills and competencies, completion of training through nationally recognized certificates, all these will make it possible to increase the professional insertion of adults on the labor market. In conclusion, it can be seen that the problems related to lifelong learning are frequently mentioned in both educational and governance strategies, and that there is even a special law regulating lifelong learning for adults.

As a result of the monitoring, evaluation and control process, the manager may order measures to reward or sanction the execution staff. If we are faced with an evaluation system whereby we subsequently reward the employee, then we can say that the manager has a rewarding power, based on the criteria of competence and objectivity. If we are faced with a sanctioning system, based on the deviations from the rigors imposed by the legislation, the institution and the managers, it can be stated that the manager has a coercive power. Regardless of the power used by the manager, the attitude and behavior of the manager is a model for the execution staff. The leader can use any method of establishing power over the executive or management staff, but it is relatively diminished compared to that of the manager, and limited in terms of case types, resources and time. The leader emphasizes voluntary attitude, based on satisfaction and efficiency obtained from the staff. The manager and the leader must show intelligence, maturity, objectivity, professional training superior to those around them, intuition, empathy, perseverance, communication, high persuasive power, authority, ethics, emotional energy, etc. The manager is invested with the power of authority, while the leader has the power given by the staff of the organization. Both the manager and the leader influence the organizational environment for its benefit, most of the time.

In Romania, the results of the evaluation are not communicated and published. There is no classification of schools according to performance in Romania, and no monitoring carried out by local authorities. Local authorities in both EU and Romania own schools, but in the countries under analysis the degree of involvement of the local authorities is very high.

However, not all implementation measures solve the problems; they do not really meet current needs. Also, a long-term (10-year) strategy for the development of the workforce through lifelong learning is not yet developed, nor is a unitary vision defined on the measures needed to meet the system's requirements. Other shortcomings are due to the slow development of the cooperation between public institutions, and between public institutions and social partners, both at national, regional and local level, the lack of trainers and adequate funding, and the low interest of organizations regarding the preparation of their own human resources, especially if it is carried out to increase the general level of knowledge of the individual or for promotion and does not strictly address a problem of the company that needs solving.

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