

EDUCATION, KEY TO ECONOMIC DEVELOPMENT

Methodological
articles

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Abstract

Starting from the question if higher education is enough to have success, I want to analyze the impact of years spent in school and university on adults. Good results in school translate into business success?

A person with completed studies can be a skilled specialist who has mastered the field, but sentenced only to professional competence.

More difficult is to put into practice, develop their skills alone, to adapt to the changing market demands, and that theoretical courses during the school could not provide.

Teachers are not prophets, whether they are teachers of economics or they study economic cycles.

Will knowledge acquired during studies help the good of the economy, its sustainable development?

1. Introduction

Practice shows that, at graduation, young people are faced with employers who need immediate results from them.

Career counseling helps the individual to find a compatible occupation throughout his career to learn to continuously develop their skills and adapt to changes that may occur in the professional trajectory.

The role of counseling and vocational guidance is to develop knowledge and skills required for effective career management(Ciucur D., 1996).

The current economic climate has resulted in an extremely flexible and unpredictable labor market (Ailenei D., 1999). This has made the gap between supply and demand greater (Dobrota N., 1999).

Unfortunately, in many universities, vocational guidance and counseling centers do not take concrete actions to inform and support their students.

2. Statistics

The percentage of graduates has increased steadily in Romania since 2004. The same trend has been increasing also at European level, our country still has a considerable gap reaching the UE average (UE - 32,3%; RO – 16,8%) (Ministerul Educației Naționale, www.edu.ro).

Despite the upward trend, it is unlikely that Romania will reach 2020 target of 40% of higher education graduates. Fiscal Strategy sets, according to the values assumed by Romania in the Europe 2020 strategy, to increase the share of tertiary education graduates from 17.61% in 2010 to 20,25% in 2013 (Institutul Român de Educație a Adulților, www.irea.ro).

In our country, “The National Development Plan 2007-2013“ proposed by the government establishes the problem of labor market integration of young people as a priority action given the rising unemployment rates (Boboc I., 1997).

Government documents correlate the labor market integration of young people with the education system's ability to provide relevant skills and qualifications adapted to the market(Guvernul României, www.gov.ro).

World Bank (World Bank, www.worldbank.org) provides data reports. As seen in Figure 1 - GDP Values providean overview of the global economy.

As seen in Figure 2 - Adjusted Net Enrollment rate, despite the low standingof Romania, romanian schools produce graduates with good quality education, or big companies would have not continued investments in Romania.

Romanian government will implement a pilot scheme of 'youth guarantee', with a target group of 5,000 high school graduates who were not admitted to the baccalaureate to increase their opportunities for employment, financed from European funds .

Implementation of this pilot schemewillallow efficient identification of a set of measuresadapted to the national specific, on whichwillbeprojectedyouthguaranteescheme 2014-2020.

Governmentconsiders that the scheme, financed by the SectorialOperational Programme HumanResourcesDevelopment, willcontribute to maximizetheuse of funding in line with the EU Council Recommendationfield, and increaseopportunities for young people to accesslabormarket.

3. Why dohighschoolgraduateswantto studyabroad?

Figures from 2010 show that the number of young people who studyabroadis up to 35,000 students. (Ziarul Financiar, www.zf.ro).

Although data on the number of students thatgoabroaddiffersfromorganizati on to organization, estimations of the exact

number of those who have returned or plan to return to their country do not exist.

In this respect, the most recent study by the Overseas Students League shows that only 28% of Romanian students would be willing to return to Romania to form a family or take on jobs.

Several representatives of major companies participating in the job fairs have made the profile of the young people that can be employed immediately after graduating: active, volunteers or international scholarship recipients.

A study conducted at a job fair shows that 90 percent of IT companies, for example, employ their own interns.

The minimum grade for a Romanian student in the national tests to be eligible for a place in a British or Danish university is 8 or 8.5, each school having different selection criteria for candidates, based on the type of the program selected.

Top universities will always look for very good students that tend to be very focused on the research programs, that have the ability and desire to spend time in libraries to theorize on their chosen field of study. The increase in the number of candidates that study abroad is between 30% and 50% per year, which intensifies the competition given the short deadlines for application and the need to make quick and accurate decisions. In the same time, the increase in interest of young Romanians draws the attention of more and more elite foreign universities that make time for personal meetings with students and their parents. (Popescu C., 1996).

Some of the reasons for young people to be increasingly interested in study abroad are quality and diversity of programs offered by international universities.

However, the main reasons invoked for young Romanians to study abroad are the closer relation between the educational and business environments, the opportunities

to put in practice the theory, but also the possibilities for better and faster professional realization.

4. Conclusions

A person with completed studies can be a skilled specialist who has mastered the field, but condemned to be only professionally competent. Forming specialists requires also modeling the personality, behavior based on maturity and firmness of their actions. For this it is essential that the process is instructive and, at the same time, educational, in which the foundations of personality will develop gradually in the transition through life.

A fundamental requirement is that the teacher must be an educated individual, because one cannot teach someone to be something that he himself is not.

The mission of the education system is to ensure compatibility of its graduates with graduates trained in European higher education.

It is essential that the process be simultaneously instructive and an educational process in which the foundations of personality will develop gradually in the transition through life.

A fundamental requirement is that the educational process education makes himself to be educated, because education no one can form the personality that he himself does not have.

However, quality education involves a lot of money invested in people, programs, research, technology, education units.

Investing in education is necessary because economic and social development, development of education appear to progress the overall requirements of the company.

In the long term, education contributes to economic development of a country, stimulates progress and raise the standard of living of the population.

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Appendices

Figure No 1
GDP Values,an overview of the global economy

No.	Country Name	GDP (bil. \$) 2010
1.	SUA	15.600
2.	China	8.200
3.	Japan	5.900
4.	Germany	3.300
5.	France	2.600
6.	UK	2.400
7.	Brazil	2.200
8.	Russia	2.100
9.	Italy	2.000
10.	India	1.800
	
54.	Romania	160

Source: data.worldbank.org

Figure No 2
Adjusted Net Enrollment rate, primary

No.	Country Name	% of primary school age children in 2010
1	Netherlands	99.97%
2	Japan	99.96%
3	Cuba	99.84%
4	Uruguay	99.83%
5	Spain	99.77%
6	Germany	99.76%
7	UK	99.70%
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97	Romania	87.58%

Source: data.worldbank.org