

Improving education due to the need to adapt it to the requirements of the economic development and of the labor market - issues of past history and contemporary features

~ Ph. D. Associate Professor **Cornelia Nistor** (University of Bucharest, Faculty of Administration and Business, Bucharest, Romania)

E-mail: cornelia.nistor@faa.unibuc.ro

Abstract: Improving education has been and continues to be a necessary condition in any society. Education contributes to increase the level of civilization, to develop the individual personality, but also to increase the level of the economic development. Organization and subsequent reorganization of the Romanian education system has been pursuing desiring to adapt better it better to the labor market needs and to adapt it to the international education system. The management strategies which are applied in this area should be considered adapting it to the domestic and international labor market conditions to the new education methods and techniques, used at the international level. The new trends desiring to transform the economy into a green economy require increased investments in education, in order to train the specialists in new green areas.

Key words: education, management of education, economic development, labor market, green economy.

JEL Classification: A20, B25, F69, G23, I21, I22, I23, I25, J21, J24, O34, O43

1. Introduction

The role of the education system in a society is essential as it contributes to the increase of civilization level, to the development of individual personality, but also to the increase of the economic development level, which is closely related to the level of the education.

Most countries consider that a better education is an essential goal, but it can also create problems and imbalances if it is not actually linked to the specific economic situations of the real economy.

This paper aims to present the most important steps in the development of the education system in Romania since the nineteenth century until today, presenting the most important issues and requirements encountered by the Romanian education system. For the present stage, they are highlighted the main demands which require increasingly more, adapting the education system to the labor market requirements and the need for internationalization, driven by the expansion of economic globalization, by the increasing degree of the domestic and international mobility of labor force, by the increasing importance of the international labor market.

The development of the Romanian education system began in the Modern Era. Important results were recorded especially in the second half of the nineteenth century. The period of economic boom that followed, required the development of all levels and types of education and also the development of professional training of all labor force categories.

In the interwar period, was intended to promote an education system close to the French liberal one that was done by differentiating the type of education in urban areas

compared to the rural areas, in order to adapt the education system to the needs dictated by the labor market in each area. On the other hand, were made changes regarding the type of education system in order to adapt it better to the needs for industrialization of the country, promoted by most ruling parties and by the economic doctrines of the time.

Between 1944 and 1990 the Soviet influence led to significant changes in the Romanian education system. One of the major achievements of this period was the significant reduction of illiteracy to just 10% of the population, which means a better prepared labor force, able to respond better to the needs of the labor market when the economic reality requires changes, which means new types of activities, progress and innovations.

After 1990, the Romanian education system has entered into a comprehensive reorganization process, aiming to better adapt the graduates to the labor market needs and to better adapt the Romanian education system at the international one, particularly to the European education system. The current system is focussed on training, on lifelong learning, on the teaching career management, on improving the management and the quality of all study programs.

In the Congress of Education from June 2013 in Bucharest, was emphasized the great importance of the internationalization and were established the measures that must be taken by the State in order to accelerate the internationalization of the education system, given that all the European universities consider that it is an strategic objective.

2. Literature Review

Both creation and development of the Romanian education system were made,

since the nineteenth century, taking into account the needs imposed by the economic development. The authors Maria and Dumitru Muresan stresses: "The Romanian world of the nineteenth century, following the internal upheavals and / or copying in a good way, the foreign models, amend, although often slowly but consistently towards modernity. Education, the education system is also included in this upward course of time. We consider particularly important the knowledge of preparing the Romanian specialists for those areas that, in the era, were major economic sectors, either budding sectors, and also because they had to be able to offer suitable solutions corresponding to the demands of the market economy." [5]

Referring to the relationship between the education system and the economic development, lecturer PhD C. Cicea and lecturer PhD C. Dobrin states that: "Although the economic literature presents numerous arguments about the role of education in economic development, it did not specify clearly the ways in which school influences individuals to become more productive and nor sufficiently studied those unquantifiable effects which are indirectly contributing to the economic development. Studies on how the school affects individuals to become more productive have been made since the 70s: D.C. McClelland and D.G. Winter (1969) and A. Inkeles and D.B. Holsinger (1974). These analyzes led to the idea that education influences attitude change in society's members, with direct effects on the development. McClelland failed to demonstrate that the historical periods of economic and social development have been accompanied by an increase in the "need to build" a population that can be satisfied only by education.

Meanwhile, A. Inkeles suggested the idea that "modern society" can not be possible without an adequate individual approach, which is in overwhelmingly the result of education. According to A. Inkeles, the main contribution of education to the society development is based on the ability to transform individual attitudes and values from "traditional" to "modern". Undoubtedly, there were other authors who have studied the link between education and economic development. Thus, J.R. Goody and I. Watt⁷ (1968) stated that the existence of a tradition on literacy is essential for a "rational" attitude in any society, which in turn contributes to the economic development." [1] The same authors, referring to the negative economic effects of under-education shows that: "The first negative effect refers to the disparity of income obtained by people who have benefited from education, compared to other people. Indeed, a person who has graduated from a high school or higher education institution recorded throughout the period of life, a higher income than a person who has completed secondary education. It should be noted that this effect is propagated in the chain, as a snowball. More specifically, the person who does not benefited from education, and consequently has a lower income will not have sufficient financial resources to contribute to the education of its followers. Another negative effect of lack of education refers to the social exclusion of individuals." [1] Regarding the negative effects of the over-education, the same authors state that they are materialized in: "the less educated individuals are removed from their jobs by the individuals with a higher education. Studies have disproved the belief that people with higher education only supports jobs according to their appropriate training.

Even if, in fact, they expect employment opportunities, their attitudes are realistic and they adapt to the labor market conditions, accepting, at least for short periods of time, jobs that are lower than their training; worsening employment issues for those higher educated (secondary and tertiary level).” [1]

Concerning the problems that education system faces in recent years, Alexander Batali points out that: “Unfortunately, the global economic recession has not spared higher education, and now the number of international students enrolled in the Romanian universities declined compared to the previous years, at approximately 7,800 (1.5% of all students) (MECI, 2009). Worldwide, the dynamic growth of recent years has been, in some countries, 10-20% per year (OECD, 2004).” [11]

Regarding the recent studies which demonstrate the adaptability of the education system to the labor market and to the employers needs, authors lecturer PhD G. C. Dimian, professor PhD M. Roman, professor PhD. dr. L. Muresan stresses that: “Inquiries at ECA countries show that entrepreneurs are interested not only in technical and general knowledge and skills but also in behavioral skills (Sondergaard and Murthi, 2012). The study developed by the authors show that in countries such as Kazakhstan entrepreneurs attach the same or a greater importance to behavioral skills (the ability to work independently, time management, communication, telephone conversations) than the general and technical ones (foreign language, computer skills, mathematical skills).” [3] In the same research paper, by a survey on the six Development Regions (Bucharest Ilfov, South, Central, South West, South East and North East), the authors show that: “The

main difficulties to hold a job vacancy are considered by the employers these regarding the education system and its connection with the business environment (76.5% of the respondents agree / strongly agree) and the labor force migration (72.9%). The competition is on the last place in a ranking of the most significant causes of qualified candidates deficit for some jobs (24.7% of the respondents agree / strongly agree). If in the current context, the time required to fill a job vacancy is not very long (1-3 months), the period for an employee to become fully effective is much higher (over 6 months) in the opinion of 38.37 % of employers.” [3]

3. Beginning of the Romanian education system development in the nineteenth century and in the first decade of the twentieth century

The development of the Romanian education system was made since the beginning of the Modern Era. Special results were recorded especially in the second half of the nineteenth century. The Modern Era started with the Tudor Vladimirescu Revolution, which was the basis of all the major changes for the future development of the Romanian economy and for its greater participation at the international economic relations. The most important economic changes were dismantling the Ottoman monopoly on the country's foreign trade of Valachia and Moldavia by the Treaty of Adrianople in 1829, the restitution of the ports on the Danube and the freedom of trade and navigation on the Black Sea. These changes led to a boost of the Romanian economy, based on the freedom of action of all the economic subjects, ideas found in the classical liberal economic

doctrine who argues that ensuring the freedom of action leads to a better accomplishment of the interests of all economic subjects.

The economic boom period has required the development of the education system at all levels – beginning with the primary one - and all types - beginning with the agricultural education, considering that agriculture was the main economic activity of our country - as well as professional training of all labor force categories. The permanent efforts made for this can be illustrated by the significant increase, in time, of the number of students in public schools. In the fourth decade of the nineteenth century, in all the public schools studied about 700 students, and the efforts made by the Romanian authorities in all the provinces, the number of students grew at about 500,000 before the start of the First World War. These exponential increases had obvious beneficial effects, however, in the early twentieth century, the percentage of illiterate population was quite high: 60% in Old Romania and Bucovina, 90% in Basarabia and 40% in Transylvania.

In the mid-nineteenth century, were adopted a series of laws, particularly important, aiming to develop the education system. These include the Law on instruction in 1864 during the reign of Alexandru Ioan Cuza, which established the a uniform system of education with primary cycle of study of 4 years, which was compulsory and free, followed by a secondary cycle with 7 years of study, followed by the university studies with a duration of 3 years. "Primary school included "primary schools in rural and urban communes" (Art. 3). Secondary schools included "high schools, secondary schools, seminars, real schools, belle-arte, professional and girls secondary schools" (Art. 4). Higher cycle

included "faculties of letters, mathematical and physical sciences, law, medicine" (Art. 5) [9] In 1864, Prince Alexandru Ioan Cuza established the University of Bucharest, comprising the Faculties of Law, Science and Letters, established since 1859.

Prince Alexandru Ioan Cuza promoted an economic policy of free trade, desiring the country's economic development by encouraging the international economic exchanges at all levels, by attracting foreign investors, by promoting the interests of farmers in foreign markets and also by specializing the teachers in other countries, particularly in the more developed European countries, so they can benefit from a higher education and an enrichment of knowledge that would convey to the Romanian pupils, to develop and to modernize the Romanian education, recognizing its importance in growing the quality of the labor force.

In the last decade of the nineteenth century, they were adopted three important laws for the progress of Romanian education. Poni Law (1893) differentiated the study time for the same program in 4 years in the urban areas and 5 years in the rural areas, tracking and resolving also issues related to the construction and equipping the buildings used for education. Spiru Haret Law from 1898, which remained in force until 1936, established the secondary education cycle in 8 years of study, divided into two cycles of four years each of them and organize the higher education in different sections. In 1899 it was adopted another law, which concerned the organization of the vocational education.

The first type of education that has developed in our country was the agricultural education, even from the first half of the nineteenth century as the main economic

activity in our country was the agriculture. It was introduced into public primary schools, first in Moldavia and then in Valachia. The teachers had the opportunity to participate in internships abroad, particularly in France and Germany. After 1864 the agricultural education expanded in all the primary schools and in the theological seminaries. In 1883 was founded the first university in the agricultural field, in Herastrau, but its graduates were used only by the largest land owners, since the development of agriculture was still relatively slow and since most agricultural activities were developed into the small properties of land which that they had no possibilities and no need to hire university graduates in production.

A particular attention was paid to the economic education, introduced a little later than the agricultural education. The first course of Political Economics was taught by Professor Ion Ghica at the Mihaileana Academy of Iasi, in the fifth decade of the nineteenth century. After the Union of 1859, was given a greater attention to the economic education and after 1870 to the commercial education, who led after a few years at the establishment, in 1913, in Bucharest, of the Academy of High Commercial and Industrial Studies with three sections: Commerce, Bank, Insurances; Industry; Economic and Consular Administration.

The third type of education which has been developed in our country was the technical education. Its later development can be explained by the later development of the industrial activities in our country. An important step was the adoption by the State of the protectionist economic policy in the ninth decade of the nineteenth century, which aimed primarily to develop the industry. The

technical education began to develop in the last two decades of the nineteenth century, on the one hand by the professional schools of crafts both in urban and in rural areas and, on the other hand, by setting up high schools, the first being in Bucharest and in Iasi. In 1864 was founded the first university in the technical field – The National School of Bridges, Roads, Mines and Architecture, which was the basis of the current Polytechnic University of Bucharest.

In the other Romanian provinces, the issues related to the development of education results from the general issues that have marked their overall development.

In Transylvania the development of the education began with the schools in the Hungarian teaching language, followed by German teaching language schools. In the second half of the nineteenth century there was a particular concern for developing the commercial education and the theological secondary education, especially in cities as Brasov, Sibiu Brad and, as a result of the Organic Statute of the Metropolitan Andrei Saguna. In the late nineteenth century, Romanian teaching language schools had about half of the number of pupils attending schools in German teaching language and 10% of the number of pupils attending schools in Hungarian teaching language. The first institution of higher education in Romanian began operating in Transylvania after the First World War in 1919 in Cluj, when Hungarian University “Franz Joseph” founded in 1872, has turned into a Romanian teaching language university, named University “King Ferdinand I”.

In Bucovina, were developed both German and Romanian education. The university from Cernauti was founded in 1875 as

"Franz Joseph University", with three faculties: Theology; Law; Philosophy. The courses were taught mainly in German language, but there were also some sections for Romanian and Ukrainian teaching language. After the Union of Northern Bucovina with Romania, the university from Cernauti changed its name into the King Charles I University.

In Basarabia, the progress of the education system has been much slower than in other areas, developing only the education in Russian teaching language.

4. The situation of the Romanian education system in the interwar period

At the beginning of the interwar period, in Romania there were several education systems, with foreign influences, mainly Austro-Hungarian and Russian. Romanian national consciousness development and economic development involve finding a common denominator and formation of a unified educational system that responds better and uniform at the requirements for training of graduates for the labor market. Minister of Public Education, Constantin Angelescu had a particularly important role in the liberal governments to achieve in practice that unity. During the interwar period the Romanian education system was a liberal one, French-inspired. The transition to this new system "became gradually, the Romanian State accepting that the education in the new territories must be managed by the Directing Council in Transylvania, by the Country Advice in Basarabia and by the Service Secretariats in Bucovina. The three governments were abolished in 1920 when the Authority passed under the tutelage of the central ministries from Bucharest." [7]

In the interwar period, was intended to promote an education system close to the French liberal one that was done by differentiating the type of education in urban areas compared to the rural areas, in order to adapt the education system to the needs dictated by the labor market in each area. On the other hand, were made changes regarding the type of education system in order to adapt it better to the needs for industrialization of the country, promoted by most ruling parties and by the economic doctrines of the time.

Even if the importance of the agricultural activities was recognized, agriculture still being the main branch of the national economy, it declined as a share and the authorities pursued a strong industry development in order to transform the Romanian economy in the industrial – agrarian economy. The high schools were modernised, clearly seen in the emphasis on technical education as a result of the growing demand for labor in the new industrial plants.

5. The Romanian education system between 1944 and 1990

The Soviet influence led to significant changes in the Romanian education system, turning it into a Stalinist one. During this period, important reforms were made. On August 3, 1948, was imposed the single textbook system in all schools. The first unique textbooks were introduced to the primary cycle of study, having the duration of seven years, generally printed by translating the Soviet textbooks.

Between 1949 and 1958, it was decided that the education system should be controlled by the ruling party so as to ensure public education in line with all the general

principles promoted. Some universities were transformed into Technical Insitutes and compulsory education was set at seven years. The private schools were abolished and a number of previously taught subjects were replaced with new ones, reducing considerably the share of the social sciences.

Later, in the 80s, the compulsory education was set at 12 years. One of the most improved records of this period was the significant reduction of the illiteracy to just 10% of the population, which means that the labor force was better prepared, able to respond better to the needs of the labor market and to retrain when economic reality requires changes that mean new kinds of work, progress and innovations.

6. The development of the Romanian education system after 1990

After 1990, the Romanian education system was in a continuous reorganization porces, aiming to better adapt the graduates to the labor market needs and to adapt the Romanian education system at the international one, particularly at the European system.

The Law of Education from 1995 states that "Kindergarten is optional between 3 and 6 years. Schooling starts at age 6 and is compulsory until the 10th grade (which usually corresponds to the age of 16 or 17). Primary and secondary education is divided into 12 or 13 grades. Higher education is aligned to the European Higher Education Area." [9]

As a result of the new measures, the literacy rate has reached in 2004 at 97.3%, but it grew in the last years at 6% [14], according to a study made by non-governmental organisations. They were established many

universities, colleges and private schools and, in the public universities, were established many new faculties, designed to prepare the graduates according to the modern requirements of the internal and international labor market, on the newest and modern fields. The teaching methods and techniques were improved, and we can observe a clear trend of higher education's internationalization, as happened in most other countries, the economic side of the education becoming more and more important.

Universitary management means now to solve many problems increasingly complex in many areas realted to the education. Internationalization means not only matters strictly related to learning, but also involves modernizing the type of funding so that universities respond better at the requirements coming from the activities of modern teaching and research, but also from those related to staff motivation and its stimulation to achieve a higher quality in the teaching process, in counseling and in the research area. Determining new financing methods and instruments has meant to attract foreign researchers and teachers from abroad, benefiting from their professional experience.

As positive aspects related to the internationalization, from the official data it results that "since 1990, an impressive number of Romanian students have studied and / or conducted research in universities abroad. This has led to the rapid renewal of the academic curricula for the existing programs and to the creation of new specializations. Meanwhile, university libraries have enriched the collection of evidence, and Romanian professors and researchers were given access to prestigious scientific journals." [11]

On the other hand, even if the number of Romanian students who went to study abroad with an Erasmus scholarship has been increasing, "Currently, the number of foreign students studying in Romania as a result of bilateral agreements is insignificant (maximum 200) and the number of Erasmus students who came to study in Romania in the last four years has been 4 times lower than the number of Romanian students have gone to study in the EU." [11]

This situation can be explained on one hand by the fact that in the Romanian universities, the teaching language for most programs of study is Romanian. The programs in foreign languages were introduced in a relatively slow pace, and especially in some areas, but their number is increasing, and the degree of attracting foreign students is much higher than for other programs. "Another important step was the launch of academic programs in other languages. In the 90s, the Ministry of Education has created special academic programs in medicine, political science, public administration, engineering etc" [11]

The Erasmus foreign students, even if they have provided the opportunity to follow courses to study the Romanian language, the level reached by the end of a semester or a year of study is not sufficient to allow them study a subject in Romanian language. Teachers who teach subjects in Romanian language can work with the foreign Erasmus students in English or another foreign language only in their office hours because the number of foreign students per subject is low and they can not constitute a study group at the level of a year of study. On the other hand, the foreign students coming from countries and universities where they shall equate and not

recognize the subjects studied in a Romanian Erasmus partner university, must find in the Romanian university the exact content of the subjects that they have in the curricula of the home university or unless a similar content.

Another aspect that is influencing the exchanges of students comes from the number of ECTS credits associated with each discipline. Because there are some European countries where the subjects have a large number of ECTS credits (generally 9, 10 or 11), such as Italy, the students from these countries must study in Romania two subjects in order to equate one subject in their home university, which is considerably loading the study program. Regarding the Romanian students, they have similar problems in those countries where the subjects have less ECTS credits than in Romania (in some countries such as France, where at certain faculties the internships have a large number of credits per semester and, consequently, many of the subjects in the curricula of undergraduate studies have only 2 or 3 ECTS credits).

Another problem, which is less affecting the mobilities, but should probably improve is the very different grade scale systems, which induce a certain degree of relativity in recognizing the marks for the subjects that the Erasmus students studied abroad. The problems are similar also for the students who have the status of exchange student.

"In Romania, in the academic year 2006-2007, there were registered 10,400 foreign students to universities, which represented 1.3% of the total number of students enrolled in higher education (INS, 2008). Countries with the highest percentages of foreign students to total students are Switzerland (16%), Australia (12%), Austria (11%), UK (11%), but the absolute number of students, the country

with the most foreign students received is the US, followed by Britain, Germany and France (OECD, 2000). The regions of origin of these foreign students in Romania in 2006-2007, were Europe (69%), Asia (16.1%), Africa (13.2%) and North America, South America and Australia (1.7 %) (INS, 2008).” [11]

In addition to student mobility are important also the teachers mobilities, because through these activities they can enrich their experience and teaching methods, can offer the possibility for students from other countries to benefit from a method of teaching different from that of the university at which they are enrolled and can establish contacts for future collaborations in the field of teaching, but also in the scientific research area.

“In conclusion, although the number of foreign students enrolled in the Romanian universities is now almost equal to that of 1977, Romania has been quite active in the higher education internationalization. The number of foreign students involved in mobility programs and the number of foreign applicants wishing to study in Romania increased in 1990, in parallel with the mobility of lecturers which become increasingly higher with updating the academic curricula at the realities of the globalization.” [11]

In the current system, the focus is on training, on lifelong learning, on the teaching career management, on improving the management and the quality of all the specializations.

At the Congress of Education in Bucharest from June 2013, are outlined the measures to be taken by the State in order to accelerate the process of the education internationalization, given that all the European universities consider internationalization as a strategic objective. Among the legislative

measures there are the economic and financial measures: “supplement grants and increase the amount of co-financing for mobilities from national funds and / or universities funds; simplification of precedures to receive the scientific visa and the study visa and reducing those associated costs for at least the countries considered a priority for Romania”. [10] Regarding funding instruments, at the same congress were decided: “Supporting the development of funding for the Romanian universities for projects designed to increase the number of co-tutelle programs”. [10]

In 2014 started the new Erasmus+ Program at the European level which aims to better prepare the young people to respond at the European labor markets requirements. When the new Erasmus+ Program started, the youth unemployment rate was almost 50% in Greece and in Spain and have high values in most European countries. It was felt that this situation was due together with the effects of the economic crisis, by the fact that there are gaps in the training of young people. By enriching the experience of study abroad, it was desired, the opportunity to provide a better training for young people, with a better quality, through the cooperation between the higher education institutions and the employers on the labor market.

For these reasons, related also at funding, the European Commission decided: “2 million higher education students will have the opportunity to study or to be trained abroad, including the 450000 internships; 650000 apprentices and vocational education students will receive scholarships to study, to training or work abroad; 800000 for pre-university teachers, lecturers, trainers, staff members and youth workers will

have the opportunity to teach or to provide professional training courses abroad; 200000 master students following a full course in another country will benefit from loan guarantees; over 500000 young people will be able to carry out voluntary activities abroad or may participate in experience exchange programs for youth; over 25000 students will receive scholarships to pursue joint masters programs, which means to study at least two foreign higher education institutions; 125000 schools, educational institutions and vocational training, higher education institutions and education for adults, youth organizations and enterprises will receive funding to establish 25000 "strategic partnerships" with the aim of promote exchange of experiences and create contacts with the labor market; 3500 educational institutions and businesses will receive support for the creation of over 300 'knowledge alliances' and 'sector skills alliances' to boost employability, innovation and entrepreneurship; 600 partnerships in sport, including European events of the non-profit will also benefit from the funding." [12] The same document states: "Erasmus has three main objectives: two thirds of the budget is allocated for study opportunities abroad, both within the EU and outside it, and the rest of the budget will support partnerships between educational institutions, youth organizations, businesses, local and regional authorities and NGOs, as well as reforms to modernize education and training and promote innovation, entrepreneurship and employability." [12]

At the international level in recent years we can observe a decreased trend of the employment in the traditional branches of the secondary sector and an increased labor demand in the new fields, mainly the tertiary

and quaternary sector. One of the major problems of the labor market in this area is labor mobility, which depends on the nature of the labor market, but also on the differentiation of labor force in the territory. Through its mobility, the labor force contributes at spreading in the territory the new economic activities and forms. Mobility transforms both areas of origin and destination of the labor force, which has a range of economic and social consequences which require new forms of regulation and transforms the whole economic system. Labor is more evenly distributed in the territory than the capital and has a higher mobility than this, but supports a wider range of political, social, cultural, doctrinal and other influences.

In the last decade, in EU countries, more than 60% of the population was employed in services, the activity rate being bigger than 60%. Since the last decades of the twentieth century, it was found that employment tends to grow slower in the European Union compared with the increases in North America, Australia and New Zealand. One explanation could be a much slower growth of the EU population, partly due to higher migration to other areas. On the other hand, in North America, Australia and New Zealand there was a reduction of the real wages of low-income categories of employees, so lower qualified, which allowed hiring more people in this category. In these areas, there is a greater elasticity of the labor supply relative to wages.

Regarding the number of unemployed people, in the European Union there are not significant changes in time, this phenomenon having a trend of stability. In most countries, the highest rates of unemployment are among the low trained workers, young

people and female persons. This shows the importance of improving the education system and the need to ensure a higher training for the population as much as possible.

In recent years in Romania have been developed studies on employment of graduates in the labor market, based on an observation of several generations of graduates who gave a feedback to improve the curricula in the higher education institutions and to adapt the curricula at the requirements of the labor market, taking into account the opinions and the requirements of the employers.

The Executive Unit of the National Qualifications and Vocational Training of Adults conducted in 2011 a study on the inclusion of those who have completed a higher education institution. According to this study, higher education system does not provide all the necessary elements that the employers are looking to hire graduates. Most employers are not only interested in the specialization that was graduated, but also in professional experience that graduates have and in the training they followed, along with the curriculum of the university. "According to the result of this study, graduates say that more than a half of the knowledge and skills required at the workplace have been acquired even at that workplace, and only one third in college, while 14% have been acquired them in other circumstances. On the opposite side are the employers who believe that students should be completely specialized when they obtain the bachelor's degree." [15] The same study showed that the current education system can provide the needed theoretical knowledge, but can not develop practical skills needed by the graduates. For this reason, over 70% of graduates said they had followed training courses, and many employers

were directly involved in the organization of these trainings.

The close link between education and the labor market can be described in that: "all the transformations of the labor market that are not followed by adapting the education system create imbalances / inconsistencies of a different nature: imbalances / inconsistencies in the level of education or the type of education: sub-education / over-education and under-qualification / over-qualification, skills above or below those required at the workplace, deficit / surplus of skills or loss of their time." [3]

"Barro and Lee's research provides argument that the percentage of people who achieve all three level of education (primary, secondary and tertiary) were recorded over the last decade, an increasing trend in all developed countries.

Economic causes of rising education levels take particular account of the human capital theory, which regards education as a pure investment: if the expected gain of education are large so worth the effort being made to complete a higher level of education, when individuals choose to invest more in education, that if they allow." [2]

"An analysis restricted to countries in Eastern Europe and Central Asia (Sondergaard and Murthi, 2012) revealed for most of the countries from those areas a decrease of occupations requiring low skills and an increase of the skills required at the workplace. From a sectoral perspective, some trends were particularly visible: the sharp decline in the demand for qualifications in the agriculture determined also by the decreasing of the employment in the sector, the decrease of the demand for manual labor, qualified or non-qualified with the

technological developments, increasing demand of qualifications for the services sector, which took over a large part of workers employed in other areas, a sharp increase of the demand for specialists with intellectual and scientific occupations. The polarization of occupations has created challenges for the education system, which should ensure the right skills. The changes in the structure of economic activities and the occupations polarization determined increasingly more discuss on the labor market of generic skills or "soft" and of an "emotional activity." [3]

Currently, the desire to transform as much as possible the world economy into a green economy, implies more investments in education for training the specialists in the new areas, through the most important being the renewable energy and the transport. Although the transition to the green economy implies in some areas fewer jobs, other areas will require an increasing labor demand by the emergence of new types of crafts, the green crafts. The crafts will not be replaced each other, but rather the content of those trades will be modified.

„A skilled workforce is a prerequisite for a green economy, and it may be necessary to focus education efforts on aligning skills with the needs of the labour market. This is particularly relevant for the so-called STEM (science, technology, engineering, and mathematics) disciplines. A number of jobs throughout the economy are expected to be transformed to respond to a more energy and resource efficient economy..... In addition to re-skilling workers, there is a need to ensure managers develop the new perspectives, awareness and capacities required for ensuring a smooth transition. A recent OECD study noted that "[b]usinesses will need to ensure that their managers are able to learn

and understand the new skills needed to respond to the changes taking place within their realms of responsibility; to develop more green-oriented managerial capacities; as well as to make adequate use of the skills their staff has obtained" (OECD 2010c)." [6]

This transition to the new jobs, including changing its management, requires cooperation between intergovernmental organizations and non-governmental enterprises, especially small and medium enterprises, and the State itself.

7. Conclusions

Improving the education system so that it corresponds better to the requirements of a modern market economy is a necessary and unquestionable objective of the current society. Management strategies which are applied in this area should consider to adapt it to the domestic and the international labor market conditions and to the new methods and techniques used at the international level. It is particularly important the internal cooperation between all those involved in the implementation of these goals, the harmonization of the policies in this area between all States member of the European Union and also internationally.

"Education improves the baggage of knowledge and skills of individuals. For this reason, they are likely to find a job suitable to their preparation, to provide an adequate income. To the extent that they find these working opportunities in their environment, they will work there, contributing to the economic development of that area. If they will not find these opportunities, they will migrate to other areas (usually from rural to urban areas)" [1]

Currently, the desire to transform as much as possible the world economy into a green economy, involves increasing investment in education for training specialists in the new areas, the green ones and also a strong cooperation between intergovernmental organizations and non-governmental enterprises, especially small and medium enterprises, and the State itself.

A better education is an essential goal for every country and every society considering its role. The role of the education system in a society is essential as it contributes to the increase of civilization level, to the development of individual personality, but also to the increase of the economic development level.

REFERENCES:

1. **Lector univ. dr. C. Cicea, Lector univ. dr. C. Dobrin** (2005) *"Contribuția educației la dezvoltarea economică"*, Economia seria Management, Anul VIII, Nr. 1, 2005, ISSN print 1454-0320, ISSN online 2344-4436
2. **Ionuț Constantin** (2013), *"Education and Socioeconomic Status of Parents – Factors of Influence for Income Inequality"* Revista Manager nr. 18, Editura Universității din București, ISSN-L 1453-0503, ISSN (e) 2286-170X, ISSN (p) 1453-0503
3. **Lector univ. dr. G.C. Dimian, Prof. univ. dr. M. Roman, Prof. univ. dr. L. Mureșan**, Academia de Studii Economice București (2012) *"Relația dintre performanțele sistemului de învățământ și cerințele pieței muncii"* Revista Română de Statistică nr 6 / 2012, ISSN 1018-046X format print, ISSN 1844-7694 format on-line
4. **M. Mureșan, D. Mureșan** (2003) *"Istoria Economiei"*, Editura Economică, București, ISBN 973-590-880-8
5. **D. de Vincenzo, P. Morelli, G. Spinelli, L. Scarpelli** (2010) *"Geografia economica"*, McGraw Hill Companies Inc., Milano, Italy
6. *"Towards a Green Economy. Pathways to Sustainable Development and Poverty Eradication"*, www.unep.org/greenconomy, ISBN: 978-92-807-3143-9, Layout by UNEP/GRID-Arendal, www.grida.no, Version -- 02.11.2011, Copyright © United Nations Environment Programme, 2011
7. <http://www.istorie-romaneasca.ro>
8. https://ro.wikipedia.org/wiki/Universitatea_din_Cernăuți
9. https://ro.wikipedia.org/wiki/Istoria_educa%C8%9Biei_%C3%AEn_Rom%C3%A2nia
10. http://www.congresuleducatiei.ro/ckfinder/userfiles/files/Ligia%20Deca_SP10.pdf
11. http://www.marketwatch.ro/articol/5774/Internationalizarea_invatamantului_superior_romanesc
12. http://europa.eu/rapid/press-release_IP-13-1110_ro.htm
13. http://www.informatii24.ro/educatie_si_invatamant.html
14. http://www.romania-actualitati.ro/romania_tara_cu_cei_mai_multi_analfabeti_din_europa-47885
15. <http://www.monitorulcj.ro/economie/2238-conflict-intre-piata-muncii-si-invatamantul-superior#sthash.chCPBURH.dpbs>