**Abstract:** Education is a culture of character, a habit against nature, but the only one that distinguishes people. It is an art that makes the conscious pass into the subconscious, it is a fact of the school, and of a virtue that every individual carries within. Everywhere in the world, leaders or managers are forced to make capital investment decisions. Investment options are pre-weighed extensively and all asset acquisition options and alternatives are analyzed in detail. For example, for the acquisition of a car, meaning an investment of a few tens of thousands of euros, the criteria are: "Which is the best in terms of quality/price, and which has the highest level of reliability?" the same questions, however, are asked when making investment decisions in human capital. The success of a business in today's times is extremely dependent on the understanding that the importance of long-term investment in people and human capital is a huge one.

**Keywords:** education; investment; human capital; manager.

[https://doi.org/10.18662/lumproc/gidtp2018/26](https://doi.org/10.18662/lumproc/gidtp2018/26)
Education and training are the solution to all economic and social issues. We already live in a pedagogical society where a lot of private or public courts are called to teach pedagogy. It is about family, school, businesses, labor distribution committees, social aid centers, formal and informal sectors, literacy centers.

Initial training is doubled by continuous training. The whole society is involved in the educational process. The individual can sometimes be "trainee" and sometimes "trainer". However, school continues to remain within the strict limitation of a fragmented knowledge acquisition. The notion of discipline is widely respected, although interdisciplinarity is being discussed. The school has little to do with the world in which the child and his family live, gives little importance to the social environment, does not integrate the psycho-pedagogical, cultural, economic, social dimensions. Children are over-demanded, opposing school performance to the child's social development [6].

To enable education to fit in with the social, technological and economic transformations that will profoundly mark the lives of individuals and the community, as well as the entire socio-cultural environment, politicians, researchers, managers and administrators in the field of education have a duty to study these transformations and propose pertinent solutions aimed at enhancing a true virtuous circle in the binomial relationship between education and sustainable development [13]. Governors and other decision-makers should have noticed by now, if they haven’t already, about the technological impact of information and its enormous potential on education systems [16]. Resorting to information and communication technologies will lead to profound repercussions at all levels of education systems and all their components: methods, content, structures, relationships between school and other social partners, teacher training, etc. [7]. This results in a multiplication of the roles of education and a diversification of its functions in contemporary society, in all countries and on all continents [11].

The approach of investment in human capital from the social perspective is based, in principle, on a cost-benefit analysis, only that the meaning given to these two components will be different compared to the individual decision to invest in education [18]. Thus, the costs will have to include the public contribution. On the other hand, the analysis of the economic benefits of investing in education, seen from a social perspective, involves teaching as a public good [1]. Many theorists have highlighted that investing in education implies significant social benefits as workers with a higher level of education are likely to be relatively less affected by unemployment [5]. Moreover, for those less trained, who in many cases have
a higher rate of unemployment, the state will have to spend extra, as they will have to receive support or unemployment benefits. Some authors have pointed out that the company gains by investing in human capital because it will pay relatively fewer taxes for social protection programs or those related to the prevention of antisocial phenomena that sometimes appear in response to the situation where some marginalized categories may, for example, use the crime as an alternative source of income. More trained people usually have a greater ability to transform potential creativity into manifest creativity, which often leads to higher performances (including by increasing the number of patents for inventions and innovations). And most of these discoveries are for the benefit of society [19].

The distinction made between individual and social investment in human capital is important, first of all, because the principles of efficiency require, in principle, for all the investments affected in the economy for this particular type of "capital" to generate a **marginal rate of recovery investment in human capital** at least equal to the **marginal rate of return on investment in physical capital** [12].

Specialists in the field recommend using the **social return to investment in human capital**. Also, studies by economists like Freeman have highlighted that there is still compatibility between the social recovery rate of investment in human capital and the individual rate of return on investment in human capital [3].

An argument that supports the need to distinguish between private and social investment is related to the strategic orientation components of policy makers in the analyzed country. Thus, the bigger the social benefits associated with investing in human capital are expected to be, the more the government will normally try to support through subsidies and other types of public funds the instructive-educational process. Estimating the social recovery rate of investment in human capital is difficult in methodological terms, and the literature highlights various manners to overcome these difficulties [20]. Thus, the social recovery rate of investment in human capital can be determined as a weighted arithmetic mean of recovery rates specific to each level of training.

*The social rate of return on investment in physical and human capital, grouped according to the level of economic and social development:*
Table 1

<table>
<thead>
<tr>
<th>The level of economic and social development</th>
<th>Physical Capital</th>
<th>Human Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed countries</td>
<td>10.5</td>
<td>8.3</td>
</tr>
<tr>
<td>Developing countries</td>
<td>15.2</td>
<td>19.9</td>
</tr>
</tbody>
</table>

Source: Marta – Christina Suciu, Investiția în educație[12]

The conclusions that are revealed to us are first of all that recovery rates for both types of capital are higher in developing countries, which is explained by the limited nature of the two capitals involved. Another conclusion is that the investment in human capital has a higher rate of recovery of the investment in the developing countries, compared to the developed ones, which is explained by the great differences between these groups of countries, depending on the expansion and the level of development of the different instructive - educational systems [21].

This highlights the existence of a significant correlation between the recovery rate of the investment in education and the level of economic and social development of a country. This has prompted many specialists and authors to try to assess the contribution of education and, implicitly, of the educational investment to economic growth [2].

Education is the most important component of the human capital. To capture the effectiveness of investments in education, the effects of the educational process need to be specified. The investment process of man is stretched over a long time, both in the academic school environment and at the workplace. This process needs to be adaptable and the adaptation to be constant for new techniques and technologies, and the responsibility for the investment lies with the beneficiary, whether he is an employee or an employer [8].

The educational process has a huge impact on employees because it reveals and involves, all or most of the skills, abilities and knowledge involved in future professions. The period in which this educational process is sustained is irrelevant, because it can take place either when the individual is already in the workplace or when he is in a younger period of life [22].

The more educated is the population, the more stable their communities, because self-confidence and self-esteem encourage greater respect for human rights. In the case of Romania, several unfortunate
findings can be formulated, related to the stage of the benefits of education in the development of society.

To obtain diplomas, higher education or even doctoral studies with relative ease at a time of transition of the economy, as is the case in Romania or other countries in Eastern Europe, will not determine the expected effects at a macroeconomic level, or in the real, practical plan of the behavior of companies or institutions. At its turn, democracy, with due respect for human rights - such as the right to education [9].

Teachers and bodies representing them in relation to educational policies are concerned about the decline in wages and working conditions and their marginalized position in making decisions about attracting individuals to education systems [14]. Collective negotiations on some components of the education system (wages, working conditions, etc.) are rare or non-existent in some countries, being limited by the public sector budget's argumentation, which is very low compared to the developed countries. The strikes and protests of educators or those educated by them determine governments to admit the need for radical reforms in the current educational systems made available to citizens for the formation of the future human capital. An important concern of governments around the world is to adapt the education and training of individuals to the needs of the economy by describing a real need for a relationship between education and the labor market [10]. This correlation is also shared by firms or institutions interested in employing, as they are sensitive to the ability of the education system to provide to potential employees sufficient skills and competences to meet the challenges of the global economy and competition [4].

As a general trend, the job of the future will have an increasing informational component in Romania, just like anywhere in the world [17]. Compared with more developed countries in the United States and in the world, Romania has entered the whirlpool of new jobs created especially by information technology with a certain gap [23]. The Romanian capital market has reacted with a slowdown to global developments.

**Conclusions**

The role of education is to develop skills, ethical characters and to give a set of practical knowledge based on solid theoretical fundamentals. The current system based in particular on theoretical training and with reduced practical applicability does not have an educational side. This side will become a priority in the future because through the development of the Internet and databases, training at any level can already be done outside the
school. Although there is still no steps structured offer on the Internet, as designed in the curriculum, there are integral curricula on the internet, including high school curriculums, remote forms of work, and other facilities that reorient the role of the school towards the education of understanding, of behavior, the development of abilities and the use of data resources, diminishing the classical role of training. In fact, this natural tendency also correlates with the specific education needs imposed by current crises. These crises require specifically oriented education-training programs.

Therefore, it is necessary to adapt forward-looking strategies for prospective human resource management and development, starting from the belief that investing in human capital and investing in education is the most cost-effective investment [15]. Human resources management must also be integrated into the overall strategy of any economic agent who wants to be competitive and performant.

References

[15]. Voiculescu F. „Analiza resurse-nevoi şi managementul strategic din învăţământ”, Editura Aramis; 2004
[16]. Manualul de Economie elaborat de Colectivul Catedrei de Economie si Politici Economice. Bucureşti: Ed. ASE; 2004