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Abstract

The aim of this paper I had was that such training courses are not publicized and not all the teachers know them. This matter confines some schools and does not access European funds because they do not have the proper trained teachers. That is why, throughout the research, I encountered prestigious high schools from Suceava which did not implement such programs and do not know their benefits. I think that the implementation of such programs leads to increasing the rate of graduation, to reducing school abandonment, to lowering the absenteeism. All these problems from the Romanian educational system might be eliminated and our country wouldn’t be at the bottom of the list, amongst the European countries. The objectives of 2020 Strategy wish to eliminate or at least reduce these problems that can be found, more or less, in almost every European country. The education section from Romania is used by the government’s strategy so as to full fit the objectives of Europe 2020. Almost every UE objective concentrates on improving the education sector, because of its impact on economic growth by employment, on the relevant abilities development and personal development. If present estimations prove to be right, the number of the students will significantly decrease and it will result in the need of an educational reform quality, efficiency, equity and relevance.

Keywords: human resource; European funds; education; pre-university school; absenteeism.

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1. Introduction

The fact that the work labour and the number of students is decreasing has immediate and long term effects on the human capital from Romania, but also on the macro-economy agenda which promotes employment and economy growth. Human capital is extremely important for the agricultural sector in Romania, having the biggest rate of employment from Romania. The adoption of some efficient educational policies might make our country mobilize more on this sector and, why not, become a good model for other countries. Romania is dealing with a series of challenges concerning school abandonment and low quality of the education, which causes the accumulation of insufficient cognitive and socio-emotional abilities. There aren’t exact data or investigations concerning socio-emotional skills, for Romania, and the results of the international surveys made on students from Romania, indicate considerable deficits in training cognitive skills [1]. The results of Romania’s international assessments have slightly risen, despite significant economic growth (PIB per inhabitant) and improvement of the socio-economic conditions. Human resource from pre-university schooling trains students with future expectations that can change the fate of our country. All the presented situations make us call them as elements of limitation for this research.

2. Good practice guide on education and investment in education, the economy and the knowledge society

An example of good practice that has proven to be a real success in education is the case of Finland. The success of Finland's education system has been attributed to several factors [8]. What is spectacular, however, is that the most significant progress has been made in the last two decades and cannot be attributed only to cultural or contextual factors. An essential element of Finland's success has been the ability of policy makers to pursue reforms in completely unique ways that have delivered optimizations to existing structures, policies and practices and gone as far as redefining the paradigms and beliefs that hovered over educational practices and policies. '60. Finland's exceptional school performance, which has allowed variations of less than 5% in the performance of students belonging to different education and training institutions according to PISA results, is an obvious and predictable effect of the design and effective implementation of innovative and innovative educational policies. Desining adequate investment in education according to the needs of a knowledge-based
economy and society such as Finland. The extraordinary performance of the education system can also be influenced by the forecasts that took place in the 1970s on the labor market, thus making it possible to develop appropriate policies and strategies that were based mainly on two models: the long-term model of the labor force, work and the anticipatory model of educational needs. Another successful example in approaching and improving the management of the education system is the case of the well-known South Korea and the Korean miracle. If in the 1960s South Korea had a lower national income than Mexico and all South American countries and only a third of its adult population had completed secondary education, today 97% of individuals between the ages of 16 and 25 years have graduated from high school, thus registering the highest rate in this regard among the main developed countries globally [7]. Therefore, Korea is among the best performing countries in the world, both in terms of the quantitative output of education and the quality of learning outcomes and equality in access to education and learning opportunity.

South Korea compared to other states started from scratch in the field of education. Both society and teachers did not tolerate those systemic and structural barriers that hindered the improvement of the quality of education in other states and led to increased inequities, in other words, Koreans learned from the mistakes of others and avoided them in developing them and implementing their own strategies and policies in the field of education. Thus, the growing demand for education was not inhibited in any way but, on the contrary, was satisfied and supported by supplementing the places available for enrollment in high schools and universities as well as the hours intended for study. Parents also helped supplement public investment in education with high levels of their private investment. Another incentive that led to these reforms was the merit-based learning opportunities offered that focused on what students and students know how to do and not where they come from.

The harmonization of qualifications and skills taught with the real needs of the labor market also gave a high degree of social mobility to the learned and trained, which also allowed the "investment in education of individuals to benefit both the economy and society as a whole. . All this time, Korea has not taken a conservative stance, but has instead continued to be active and sustained in its education reforms, investing an increasing share of its national income in education ahead of thus any other OECD member country in this regard ".

Also called the "Land of Quiet Mornings", South Korea is one of the most beautiful settlements, located in the south of the Korean Peninsula, with the greatest geostrategic importance in the area, between the giants of
the East Asian continent, China and Japan. At the forefront of high
technology, it experienced rapid economic development, becoming the
Miracle on the Han River within 50 years of the end of the Korean War
(1953). Known as the Asian tiger, along with other Asian tigers, South Korea
still has the spirit of a state with a long history, a country where ancestral
traditions such as the Confucian heritage continue to thrive and coexist with
ultramodern society. In the last four decades, South Korea has shown
incredible development, becoming a high-tech industrialized economy. If in
the 1960s the GDP per capita was comparable to that of the poorer
countries in Africa and Asia, where only a third of the adult population had
completed secondary education, today 97% of Korean individuals, aged
between 25 and 34 years old, graduated high school, thus registering the
highest rate in this regard among the main developed countries globally.
South Korea currently has the best education system in the world, according
to a top made annually by the British company Pearson, which operates in
the field of education. The first premise, since the economic reconstruction
began, started from the suggestive phrase "Education in the first place!" The
Asian country advanced one position in 2014, downgrading Finland, which
won the title in 2013. The ranking was compiled by Pearson, a British
company active in the field of education, which takes into account the
estimated annual graduation rates (including higher education) the share of
college enrollment, but also the results obtained by students in a series of
universal tests held at every three or four years in fields such as mathematics,
exact sciences and language skills. South Korean students are considered the
best in the world in math and other exact sciences, which shows great
seriousness in their preparation for exams. Another strategy of the Korean
education system is the "shadow education" system. It consists in engaging
young students in meditation activities, they being prepared after class by
meditating teachers. The model of this education dates back to the seventh
century, when the richest families hired meditative teachers for their school
children. South Koreans have taken this model to the extreme and created a
competitive education system, so that in 2015, over 74% of students
attended this form of training. This is what Chinese families did, where they
hired meditators for their school children as early as the seventh century.
South Koreans have taken this issue to the extreme and created such a
competitive education system that in 2013, over 74% of students attended
this form of training. In South Korea, there are more teachers who offer
meditations than teachers in Korean schools, and this activity brings the
Korean state hundreds of millions of dollars in the first phase, after which
the effects of training bring even more economic benefits. In general, the
cost is $ 2,600 per year for a child who attends this form of training daily.
Korean civilization impresses with the intensity and dynamism of its Asian workmanship and well-done work. Tens of thousands of students who missed out on top universities spend the next year studying in private institutes in order to succeed in top Korean universities. The probability of being admitted after the daily meditations in which they participate, hagwons, is over 70% of the number of those rejected. Almost 100% of students enter high school and over 80% of them complete high school, continuing their studies in universities. The growing demand for education was not inhibited in any way, but on the contrary, when needed, it was met and supported by supplementing the places available for enrollment in high schools and universities, as well as by the hours devoted to study. Parents have helped to supplement public investment in education with high levels of private investment.

The harmonization of qualifications and skills taught with the real needs of the labor market has given a high degree of social mobility to those learned and trained, which also allowed the investment in education of individuals to benefit both the economy and society as a whole. The education system offers Koreans a high chance of employment: only 2.6% of adults with at least a baccalaureate degree are unemployed, less than in any other OECD-rated country except Norway. Also, investments in the higher education system or in research programs represent the highest percentage of GDP, although most of them do not come from the state budget (over 72% of funds come from the private sector). What is spectacular, however, is that not only those countries that are among the most developed in the world can give us examples of success stories in the approach to education and investment in education, but also a number of states in the process of developing, development which, through their motions and intervention policies aimed at increasing the quality of their educational systems, have managed to take important steps in this direction [3]. Thus, according to the report "UN Millennium Project (2005) - Toward universal primary education: investments, incentives, and institutions", several countries such as Chile, Ethiopia, Brazil or India can be true examples of successful approaches to reforms. from top to bottom in the education sector which aimed mainly at improving management, decentralization, decisive legislative changes, rethinking the financing of education and increasing the flexibility of the education system as a whole by supporting innovations.
3. Global trends in addressing investment in education from the perspective of globalization and the promotion of intercultural dialogue in the knowledge-based economy and society

Along with ensuring equal opportunities, which is an objective necessity today for convergence towards the knowledge society and also a confirmation of awareness of the equal status of all coexisting individuals, "intercultural dialogue is a premise for the development of social cohesion and allows connecting different systems of cultural values that sometimes seem so different but still likely to bring together so many creative and innovative ideas. Intercultural dialogue offers the opportunity to share national traditions, customs and specifications and to learn from different cultural traditions. It also facilitates collaborative relations at all levels between states and is a link in the process of community, regional, economic and political integration.

This aspect presents, in my opinion, a worthy indication to be taken into account in order to anticipate, design and develop educational policies appropriate to the knowledge society as corroborated with the present reality of an increasing globalization that presents both social and economic benefits obvious, as well as potential threats, give us an overview of the level of education and training of future generations and implicitly the level of economic and social development depending on the efforts of the contemporary generation in terms of investments in education. We will further present the OECD recommendations on educational policy instruments, the practical implementation of which I believe would bring real social benefits:

• involving employers and trade unions in participating in programs and developing policies aimed at vocational education, training and facilitating their implementation mechanisms;
• effective evaluation of outputs, investments made in education, training at the level of an economy or region, analysis of their viability and dissemination of results to substantiate future actions [2].

Education and training systems, specific to the new economy, must be "knowledge-rich" compared to the old systems that were "poor in knowledge" and provide an optimal mix of skills and abilities to respond, on the other hand on the one hand to the needs of the students, and on the other hand to the requirements of the labor market. Predicting (depending on location, region and sectors of activity) the exact need for skills and expertise that a given labor market requires is a volatile process, often characterized by instability. It is important to maintain a balanced balance between general and specific skills. Graduates of vocational education and
training programs therefore need to acquire specific professional skills that will facilitate their transition to the labor market without the need for additional training. At the same time, they need transferable general skills and knowledge to use in their careers, including the ability to adapt quickly to job requirements. Education plays an important role in reducing social poverty due to its beneficial effects propagated on a social scale [4].

4. Education - an important player in the process of poverty reduction

The inability to provide basic education is able to seriously jeopardize a country's efforts to reduce poverty. Research shows that primary education has a qualitative role for those individuals in society who are most likely to be poor. Basic education or literacy courses with an adequate level of quality are an indispensable and crucial support for disadvantaged individuals in order to provide them with the necessary means to be able to contribute to economic growth and also to be able to benefit from it. Economists have put forward a number of reasons for the provision and funding of basic education in schools, mainly by the government, rather than being left to individuals:

- Responsibility for raising children: children need protection and care to ensure that parents' decisions are in their best interests;
- Credit constraints: families may not have the necessary liquidity and the ability to support the desired investments in education;
- Equity: the opportunity to capitalize on human potential through education should not be largely conditioned by social background and family wealth;
- Externalities: the benefits of education hover, both over the society seen as a unitary whole, and over the individuals;
- Efficiency: early investment in education is more cost-effective than later, as knowledge generates knowledge [5].

As far as the EU is concerned, its enlargement also means emphasizing the multicultural character, both of the Member States seen in their individuality and of the community space seen as a unitary whole, thus playing an important role in emphasizing and promoting European identity. This European cultural mix, or in other words the great European cultural diversity, is a unique advantage of the EU and at the same time a precious source of knowledge enrichment. Labor input, both quantitatively and qualitatively, is undoubtedly the key determinant of an economy's output.
Thus, in order to be possible, both the registration of a low unemployment rate, but also high salary levels, it is necessary for the population to be endowed with the highest levels of education. At EU level, employees with higher levels of education are considered to be "fuel for innovation and technological progress". EU member states have made progress in this regard in recent years. For example, in 2016 the general percentage of the employed population with high school education reached 30.2%, registering a constant increase since 2000 when it was located at about 25%. There is still a clear upward trend in this percentage of 40.3% of the graduate workforce. Also, the employment rate of high school graduates at EU level has increased steadily since 2000, as shown in Figure no. 1 for 2016.

![Figure nr. 1 Education and employment among 15-29 year olds in OECD countries and EU Member States in 2016](image)


In the literature, economists have tried to highlight and test the degree to which the influence of parents and the family, in general, contributes to the substantiation of individual decisions to invest in education. J. Cohen, for example, states that parents have an increased influence in shaping their children's attitudes and in determining their educational aspirations. Due to the personal levels of education acquired and the expression of their own standards regarding what a desirable level of education means, parents represent in this sense true role models for their
children. As a result, children whose parents have completed higher education will be tempted to place more emphasis on personal education and invest more in their education.

In my opinion, I consider that the level of education of parents is a key factor in the subsequent individual and social evolution of children as "complex beings" and strongly affects the level of education that they will acquire throughout life. The main argument in this regard is that parental education acts in two ways on decisions regarding subsequent investment in children's education, namely: first, according to the meaning expressed by Cohen (2006), a meaning they share, it will provide a benchmarking and role model for children (so the child will try to imitate the parent), and secondly, parents, being influenced by their own investment in education, will be tempted to invest in their children.

7. Conclusions

Today we find that contemporary life, extremely complex, particularly influences the economy and the environment, causing changes in human behavior, sometimes in a negative way when intolerance, selfishness and aggression are increasingly evident. In this sense, Pope Benedict XXI, in his work The Salt of the Earth, shows that “... we observe how it develops, becoming more and more stubborn, the self-affirmation of the individual. An increasing revolt of one against the other is paradoxically evolving towards an increasing uniformity of all. No one can predict at this time what forms will result from this. I believe that in such a situation, in which the world is changing rapidly in an unpredictable direction, finding what is essentially human becomes all the more important."

Alvin Toffler managed to unravel, for the beginning of the new millennium, the coordinates of the "triad of power" revealing how it is used to control our behavior. "Only after this is clearly understood," Toffler points out, "will we be able to identify and transform the outdated power structures that threaten our future."

However, the impact of technology on children's intelligence is huge. A value jump of the general IQ was discovered by 0.2% annually in the statistical population and by 3% annually in children with high abilities who cultivate their knowledge and skills in new learning environments given by modern technologies.

On the other hand, there are many children whose culture can be applied to a small extent outside the Internet, or other children who no longer have contact with reality. Their ability to cope in a certain situation,
outside of technology, is very low. Therefore, the abusive use of the Internet or television can lead to psychoses that have a great disadvantage in the formation of young people's characters from the perspective of fulfilling their lives as "existence in harmony"[6]. Against the background of these problems, it is essential to understand that young people need programs to form a balanced and harmonious personality, teamwork according to skills and areas of passion, monitoring and help to deepen and accelerate learning, use it for the wise self-government of one's life.

In these terribly materialistic times in which we live, as Samuel Aun Weor relates, the position of teacher is arbitrarily occupied by many merchants, who are far from having the vocation to teach, to pass on wisely. The result of such infamy is the exploitation, cruelty, and lack of true love.

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