

ACTIVATION OF THE HUMAN POTENTIAL THROUGH EDUCATION AND TRAINING

Abstract

A society it can develop only if focus is put on the education and training system. Economic progress can only occur if decisions have an impact on sustainable development. These decisions are based on well trained human resources. Developing a system of education and training well designed and implemented allows individuals to acquire the skills they require to the workplace. The article offers an analysis of the importance of the educational level of the population and the impact on economic progress and sustainable development. The education level of the population can influence decisions and economic progress of a community.

Keywords: human resources, education and training, skills, Romania

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ACTIVAREA POTENȚIALULUI UMAN PRIN EDUCAȚIE ȘI FORMARE PROFESIONALĂ

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Rezumat

O societate se poate dezvolta numai dacă accentul este pus pe sistemul de educație și formare profesională. Progresul economic poate avea loc numai în cazul în care deciziile au un impact asupra dezvoltării durabile. Aceste decizii se bazează pe resurse umane bine pregătite. Dezvoltarea unui sistem de educație și formare bine conceput și implementat permite indivizilor de a dobândi abilitățile de care au nevoie la locul de muncă. Articolul oferă o analiză a importanței nivelului de educație al populației și a impactului asupra progresului economic și a dezvoltării durabile. Nivelul de educație al populației poate influența deciziile și progresul economic al unei comunități.

Cuvinte cheie: resurse umane, educație și formare profesională, competențe, România



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1. INTRODUCTION

At global level, identifying skills required of employees is a priority for any employer. Identifying the right personnel for jobs in a society is a confrontation employers. Due to lack of experience, employers have difficulties to cover job vacancies (UNDP, 2012).

The economic crisis has led to personnel cuts. Activities companies must continue. For this reason, the remaining employees in the companies were forced to work multiple jobs or have them load existing job descriptions. Thus, they received new responsibilities in addition to existing ones. It was a way to maximize the potential of employees. Due to these structural changes, many organizations seeking to recruit staff with a wide range of skills and competences. If we talk about the employability of graduates into the labour market, we can say that it is reduced. There are many causes that lead to this. Among the causes can be enumerated the large number of graduates in conjunction with a shortage of jobs for them. Technical skills and key competencies do not allow graduates entering the labour market. Because of this, there are high expectations of education and training system in terms of preparing individuals for employment. To achieve a clear situation of training needs, the education sector needs the support of employers. Thus, through a partnership between education and training on the one hand and employers on the other hand, are possible actions for identifying requirements and employment skills needed for a job. From this point of view, it is desired that a new employee to have the skills that make him adaptable and open acquiring new knowledge and skills. Education and training contributes determining how people respond to new challenges. At the same time, ways of training required of graduates to be as flexible as regards employability. Owning strong technical skills, and abilities appropriate working environment, as well as any flexibility in employment represent assets of persons seeking employment. Employee participation in training programs are ways of activating the human potential of the company. The staff of an organization can be sent to training providers to follow certain courses. Lately, there is a tendency of organizing internal training programs, based on the experience of team members. Also, extracurricular activities or extraprofessional, can contribute to the activation of human potential.

It aims to increase human potential to stimulate business growth organization and to lead to a high adaptability to changing labour market. The quality and relevance the educational process depends on the success of the business conducted by employers.

2. HUMAN DEVELOPMENT

United Nations Development Programme published in 1990 the first report evaluating the economic and social progress worldwide. In this report was formulated the concept of human development as "a process

of enlarging people's choices. The most critical of these wide-ranging choices are to live a long and healthy life, to be educated and to have access to resources needed for a decent standard of living. Additional choices include political freedom, guaranteed human rights and personal self-respect." (UNDP, 1990). Classical theory of economic development, based simply on GDP, considered the human being as an economic development force aiming to achieve social progress. The concept of human development has replaced the classic theories of economic development. The Human Development Index (HDI) measures achievements of a nation in terms of health, education and real income of citizens. It believes that to evaluate a country's development is not enough to consider only economic growth. The HDI was designed to assess a country's development given the people and their capabilities. HDI has a component on education. The education index variation for Romania, for the period 1980-2013, is presented in Table 1.

TABLE 1 - THE EDUCATION INDEX VARIATION FOR ROMANIA, FOR THE PERIOD 1980-2013

Year	Education index
1980	0,597300
1985	0,618433
1990	0,637311
1995	0,623856
2000	0,653900
2005	0,708633
2006	0,717371
2007	0,731665
2008	0,748065
2009	0,754178
2010	0,746929
2011	0,747894
2012	0,747894
2013	0,747894

Source: conducted by the authors based on existing information on the website of the United Nations Development Programme

The data in Table 1 may be implemented in graphical representation. Thus, Figure 1 shows this variation.

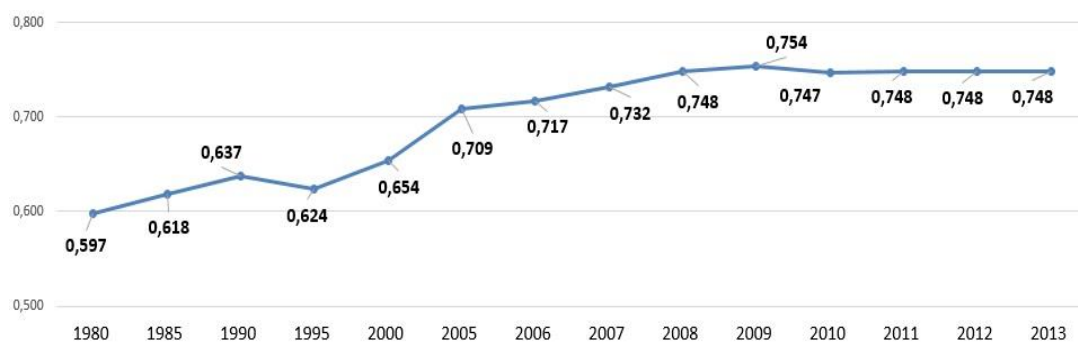


FIGURE 1 - THE EDUCATION INDEX VARIATION

Source: conducted by the authors based on existing information on the website of the United Nations Development Programme

In the Human Development Reports 2014, Romania ranks the 54 (value of 0.785) (UNDP, 2014).

The first 49 countries fall into the category of very high human development. From position 50 to position 102 are countries high human development category. Medium human development category is represented by countries from the positions 103-144 and 145-187 heading is the low human development category of countries. Table 2 presents the values for the top 15 countries.

TABLE 2 - TOP 15 COUNTRIES, 2013 HDI RANK

HDI rank	Country	Value
1	Norway	0,944
2	Australia	0,933
3	Switzerland	0,917
4	Netherlands	0,915
5	United States	0,914
6	Germany	0,911
7	New Zealand	0,910
8	Canada	0,902
9	Singapore	0,901
10	Denmark	0,900
11	Ireland	0,899
12	Sweden	0,898
13	Iceland	0,895
14	United Kingdom	0,892
15	Hong Kong, China (SAR)	0,891
15	Korea (Republic of)	0,891

Source: conducted by the authors based on existing information on the website of the United Nations Development Programme

General government expenditure on education (current, capital, and transfers) Expressed as a percentage is of GDP (WBG, 2015). From this point of view, Figure 2 shows the situation of education expenditure (% of GDP) for the period 1996-2012 in Romania.

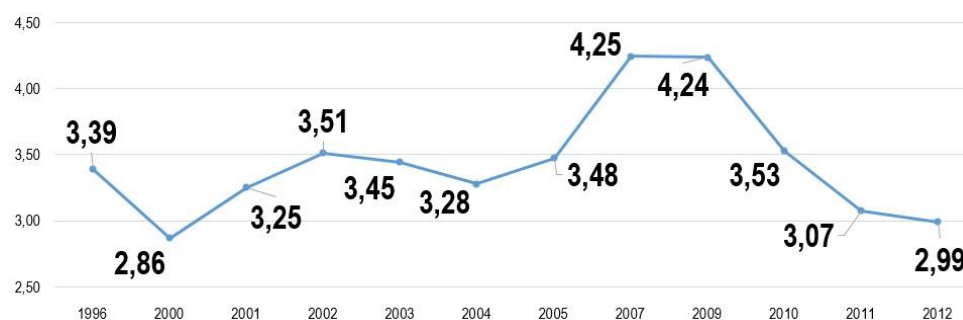


FIGURE 2 - EDUCATION EXPENDITURE (% OF GDP) FOR THE PERIOD 1996-2012 IN ROMANIA

Source: conducted by the authors based on existing information on the website of the World Bank Group

Thus, it is observed that general government expenditure on education varies from year to year. For example, in 2012, they reached the value of 2.99% of GDP.

3. EDUCATION AND TRAINING

At European level there is strategic framework for European cooperation in education and training for the period following until 2020. The purpose of this framework is to support the development of education and training systems of the Member States of the European Union.

Human potential is as a result of a important factor: education. The degree and the extent in which jobs are occupied by members of a community depends on the education level of the community.

We can relate to the population aged 10 years and above. Thus, for Romania, after the census of 2011, the category of the population aged 10 and over were within 18,022,221 inhabitants (NSI, 2015).

This population has the level of education mentioned in Table 3.

TABLE 3 - LEVEL OF EDUCATION

	The population aged 10 years and over	Level of the educational institution graduated.					
		Higher	Upper-Secondary and Post-Secondary	Vocational school and apprenticeship	Lower-Secondary (Gymnasium)	Primary	With no schooling
The urban area – both genders	54,42	22,45	34,90	13,21	19,02	8,54	1,89
The urban area – male	47,36	21,86	34,76	17,48	16,68	7,47	1,76
The urban area–female	52,64	22,98	35,02	9,37	21,12	9,51	2,00
The rural area – both genders	45,58	4,74	18,77	14,67	36,56	20,92	4,34
The rural area – male	49,48	4,49	19,43	21,01	34,31	17,38	3,39
The rural area–female	50,52	4,99	18,14	8,46	38,76	24,39	5,27
Total - both genders	100,00	14,38	27,55	13,88	27,01	14,18	3,00

	The population aged 10 years and over	Level of the educational institution graduated.					
		Higher	Upper-Secondary and Post-Secondary	Vocational school and apprenticeship	Lower-Secondary (Gymnasium)	Primary	With no schooling
Total - male	48,33	13,75	27,60	19,13	24,91	12,09	2,52
Total-female	51,67	14,96	27,50	8,96	28,98	16,14	3,45

Source: conducted by the authors based on existing information on the website of the National Statistics Institute

From the data presented, we can see that in urban areas living about 54% of the population and about 46% in rural areas. From the total population aged 10 and over, only a percentage of almost 14% have graduated higher education. For people in rural areas this percentage is higher, it amounted to 22%. In rural areas, people with higher education is only about 5% of the population.

Figure 3 shows the level of education for people from rural area:

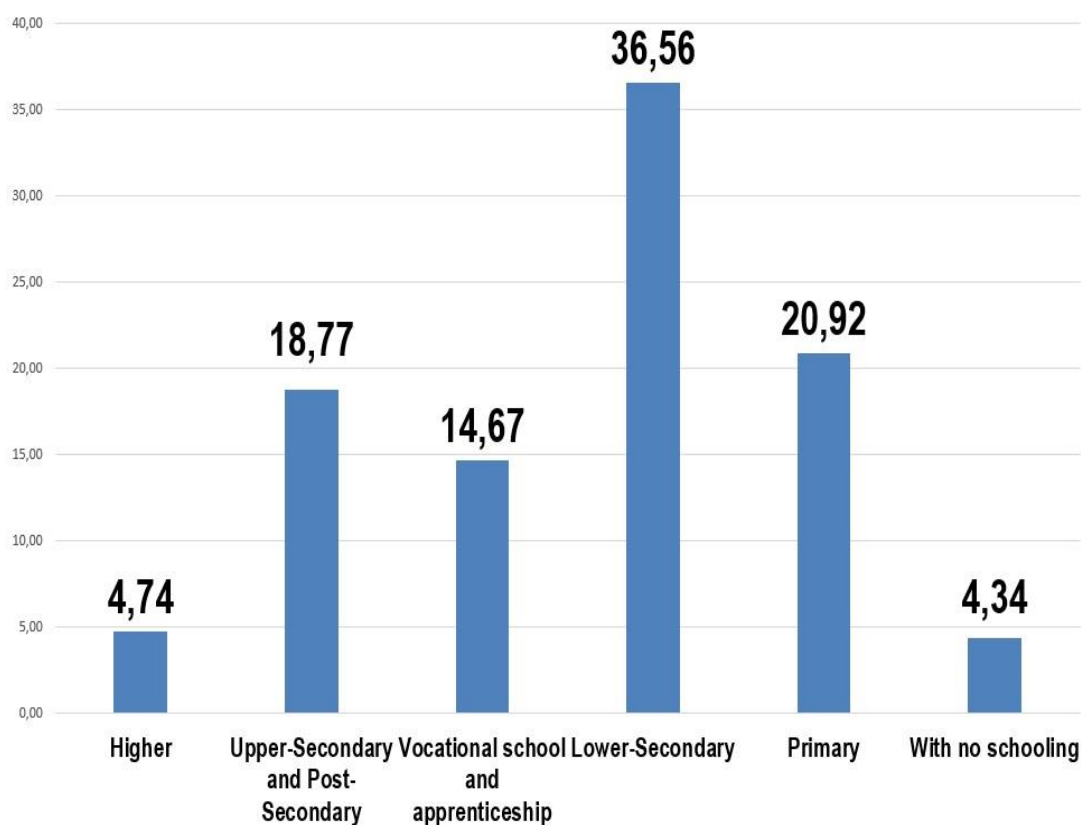


FIGURE 3 - LEVEL OF EDUCATION FOR PEOPLE FROM RURAL AREA

Source: conducted by the authors based on existing information on the website of the National Statistics Institute

Figure 3 shows the level of education for people from urban area:

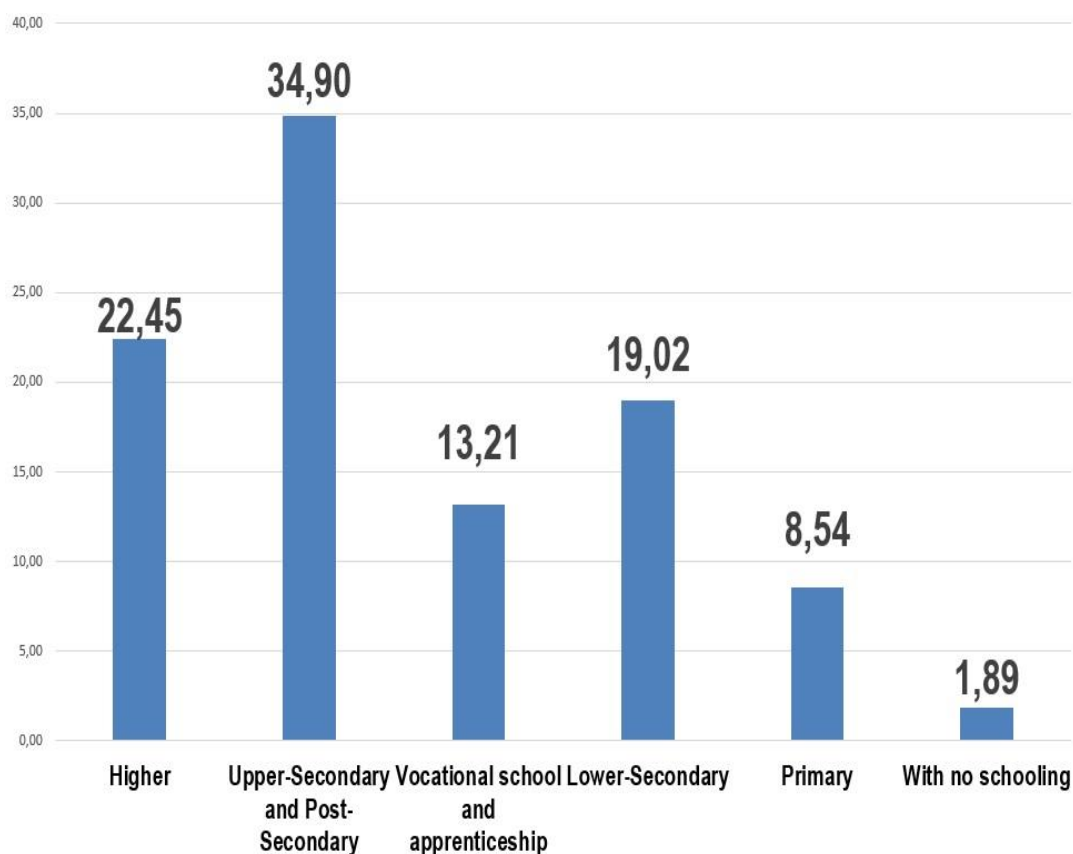


FIGURE 4 - LEVEL OF EDUCATION FOR PEOPLE FROM URBAN AREA

Source: conducted by the authors based on existing information on the website of the National Statistics Institute

Important is that almost 42% of the population with aged 10 and over has at least upper secondary graduate. Nevertheless, in rural areas the percentage drops to only 23% of the population.

Also, from the data presented, follows that the in rural areas, nearly 62% of the population has graduate at most secondary school (8 classes).

Employers have the possibility of participating in partnerships with institutions providing education and training. In these partnerships can take measures to support individuals to increase and activate human potential. This can be redefined employment requirements. In this regard, measures may be applied to modify the curricula and training. Another way is given by the modular organizing of education and training programs. The acquisition of skills on completion of each module can be considered an advantage. Accumulation of skills acquired in each of these modules may ultimately lead to new qualifications.

CONCLUSIONS

Due to technological changes, changes are needed in the labour market. It is observed that individuals need new skills matched to needs in the labour market. For each individual, the chances of finding a job and prevent unemployment grow if given due importance of education, training, skills and lifelong learning. A competitive system of education and training can help to promote social cohesion and sustainable development. Partnerships between professional and educational fields allow for efficient communication between them. Certainly young people who present a high risk of early school leavers have low levels of basic skills. Early identification of such persons and application of correct strategies can make them to avoid school dropout. Activities of validation of non-formal and informal learning, the educational and vocational guidance, and certain individual learning services adapted to the needs, are factors in the system of education and training which can contribute to the activation of human potential.

The ability of individuals to adapt easily to changes and new requirements of the labour market could increase if they hold transversal competences and transversal skills. Activation of human potential can be achieved through the contribution of employers to support employee participation in training programs. They contribute to increasing the value of business organization.

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